

PROPOSED NEW SCHOOL FUNDING MODEL

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EDUCATION COMMISSION
OF THE STATES

Your education policy team.



Agenda

Additional Survey Information

Introduction of the New Model

Next Steps

Survey Results

Which term best describes you?

Answer Choices	Responses	
Educator (teacher, librarian or other)	48.2%	334
Parent/guardian	22.5%	156
Concerned citizen/taxpayer	9.1%	63
District administrator (superintendent, assistant superintendent or other)	7.7%	53
School administrator (principal, vice principal or other)	4.5%	31
Other school employee	3.6%	25
School business official	2.9%	20
School board member	1.6%	11
	Answered	693
	Skipped	6

Survey Results

- Key Takeaway:
 - ◆ **95 percent** of survey respondents do not think the funding formula works well for Idaho.
- “In your opinion, what do you feel are the biggest issues with Idaho’s current school funding system?”
 - ◆ 495 responses to this question:
 - ▶ *Inequalities in the formula*
 - ▶ *Lack of flexibility*
 - ▶ *Problems with the career ladder*
 - ▶ *Inadequate funding generally*
 - ▶ *Lack of transparency*

What Do Teachers Think?

Do you think the current funding formula **works well for all schools** in your state?

- Yes – 7 teacher (2.5%)
- No – 264 teachers (97.4%)

- A higher percentage of administrators think that the funding formula works well for all schools (12%)

Survey Results

- **Key Takeaway**

- ◆ **75 percent** of survey respondents do not think the current funding formula provides enough flexibility to districts.

What Do Teachers Think?

Do you think that the state's funding formula provides school districts and charter schools with **enough flexibility**?

- Yes – 17 teachers (6.1%)
 - No – 203 teachers (73%)
 - I don't know – 56 teachers (20.2%)
-
- In contrast, only 2 administrators (at the school or district level) answered “I don't know” to this question
 - 13% of administrators think there is sufficient flexibility

Questions?



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Building a New School Funding Formula

- Today's work will include:
 - ◆ Review decisions made at our last meeting
 - ◆ Review the first draft of the model
- In the next meeting we will:
 - ◆ Review decisions made today and see how they have changed the model.
 - ◆ Make semi-final decisions about the new model.

Notes the School Funding Model

- THIS IS NOT THE FINAL DRAFT OF THE FUNDING MODEL!!!!!!!!!!!!!!!
- The numbers you see today will not be the final funding amounts distributed to schools/districts in Idaho.
- The model will evolve between now and the completion of the study (late October).

Notes the School Funding Model

- The model we will show you today is constructed around the decisions made by the committee at the July meeting.
- Many of these decisions can be changed/altered in the model.

Notes the School Funding Model

- The new model is based off of the most recent data available (funding amounts distributed for the 2017-2018 school year).
- While the formula contained in the model are complex the model itself is designed to be easy to use.

Designing a New Funding Formula

Who put this together?

■ Justin Silverstein

- ◆ Is co-CEO of Augenblick, Paliach and Associates a national leader in school finance consulting. Mr. Silverstein is an expert in designing state funding models. He has worked on school finance studies in over 25 states.

■ Anabel Aportela, Ph.D.

- ◆ Dr. Aportela has over twenty years of experience in assisting states with their school finance systems. She has worked on school funding systems in: Arizona, Arkansas, Illinois, Maine, Maryland, Texas, Wisconsin, and Wyoming.

Education Funding

What is in the New Formula?

- \$1.56 billion (89.5% of payments distributed for the 2017-2018 school year)
- 17 line-items including:
 - ◆ Salary Apportionment
 - ◆ Benefit Apportionment
 - ◆ Entitlements
 - ◆ Limited English Proficient programs
 - ◆ Gifted and Talented

Education Funding

What Remains Outside of the New Formula?

- \$183 million (10.5% of payments distributed for the 2017-2018 school year)
- 15 different line-items, including:
 - ◆ Transportation
 - ◆ Technology
 - ◆ Building Maintenance
 - ◆ Leadership Premiums

Student Counts

- The committee recommended using student enrollment in the new model.
- We included student enrollment numbers collected by the DOE in the new model – we also have the capability to use an alternative enrollment count.

Grade Weighting

- The committee recommended additional weights for students in grades K-3 and 9-12
- We included that capability in the model

High-Need Student Populations

- At-Risk Students
- English Language Learners
- Special Education
- Gifted and Talented

At-Risk Students

- The committee recommended providing additional funding for at-risk students.
- Count method:
 - ◆ The new model makes use of both the current count (Alternative School Count) and Title I counts.
 - ◆ We also looked at using F/R Lunch counts.

English Language Learners and Special Education Students

- The committee requested that the new model take into account the additional costs of educating ELL and Special Ed. students.
- Count method:
 - ◆ We used of the state's current counts for ELL and Special Ed. students.

Gifted and Talented Students

- The committee requested that districts be provided with additional resources for G&T students.
- Count method:
 - ◆ The current G&T count system does not appear to be consistent from district-to-district.
 - ◆ We assumed that 10% of each district students would qualify for G&T.

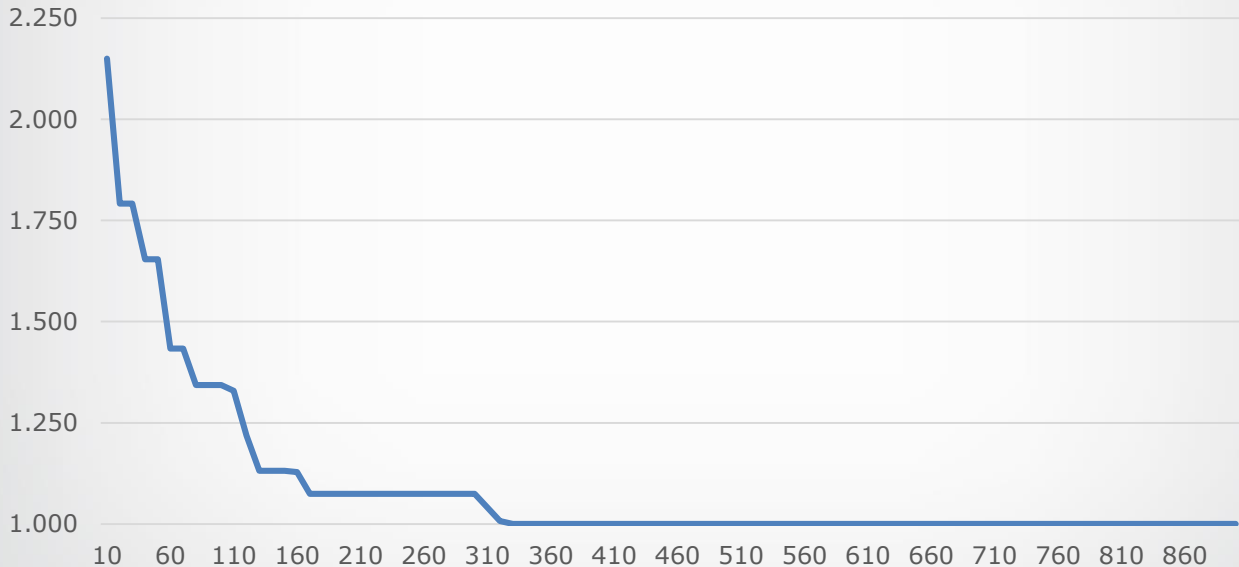
Small District Adjustment

- The committee recommended that the formula contain an adjustment for small schools/districts.
- The model provides two adjustments – a linear adjustment and a J-Curve adjustment.
- The model is currently set to provide additional funding for elementary enrollment 330 and under and secondary enrollment at 840 and under.

Current Small District Adjustment

Based on Current Devisors in Code (33-1002)

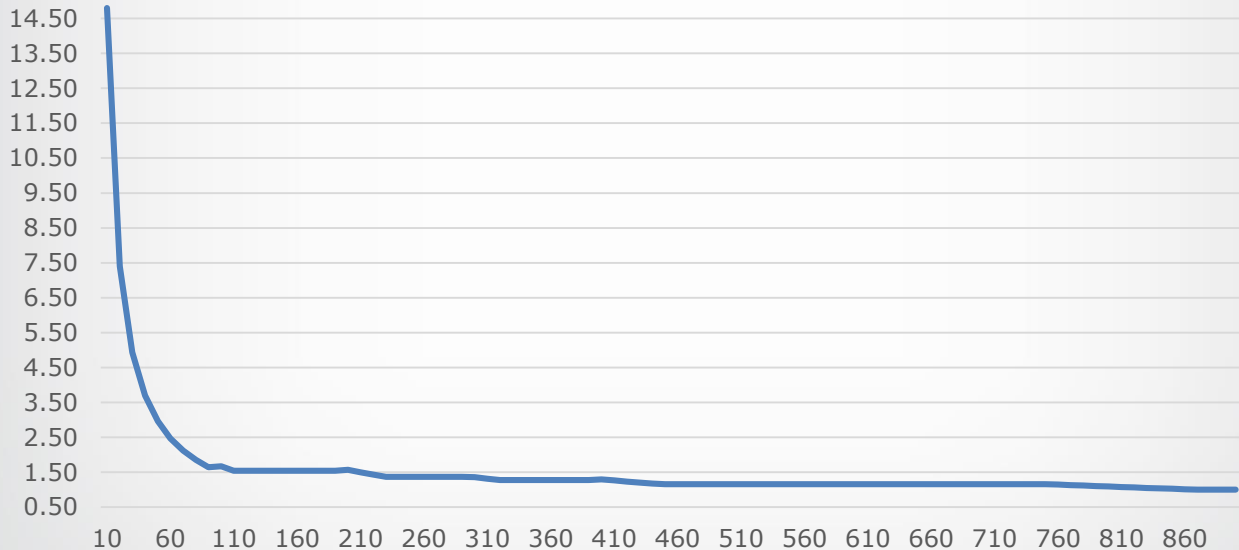
Elementary Enrollment Weights Grades K-6



Current Small District Adjustment

Based on Current Devisors in Code (33-1002)

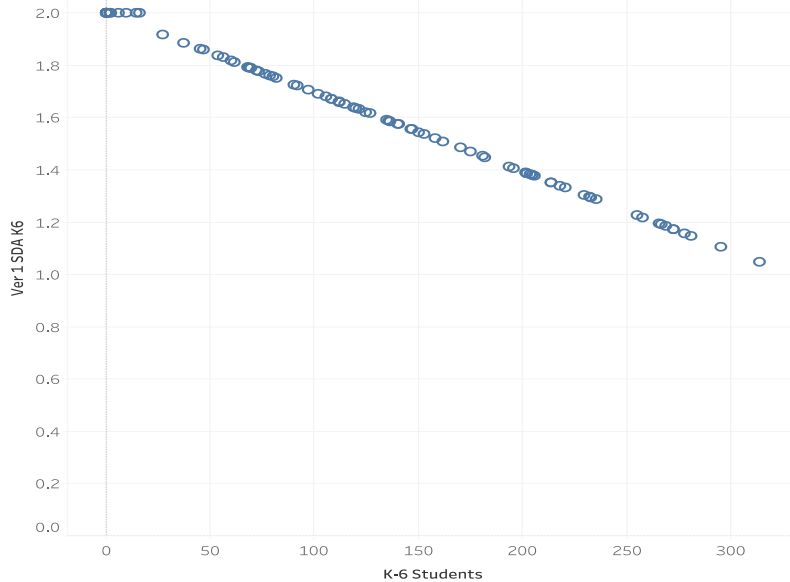
Secondary Enrollment Weights Grades 7-12



Proposed Small District Adjustment

Elementary Grades – Linear

Ver 1 K6

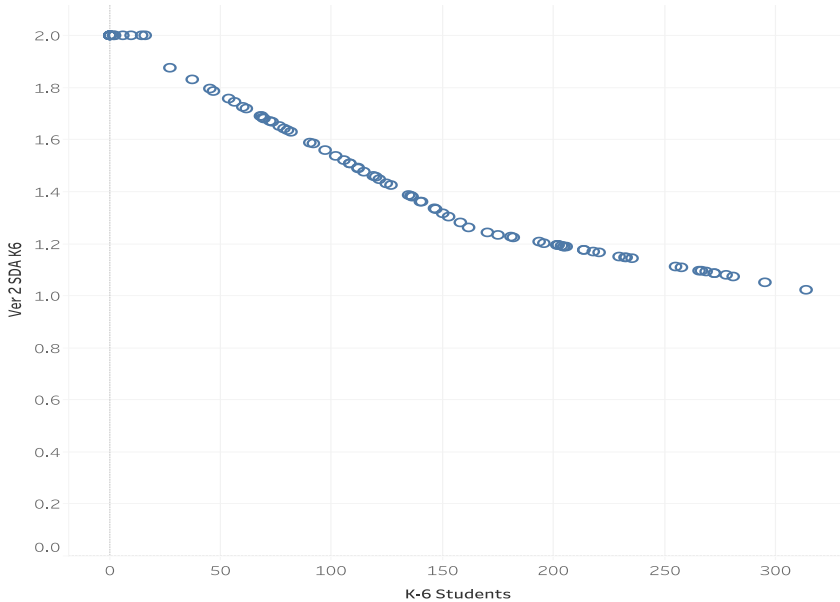


Sum of K-6 Students vs. sum of Ver 1 SDA K6. Details are shown for District Name 1. The data is filtered on SDA K6 Yes/No, which keeps 1.

Proposed Small District Adjustment

Elementary Grades – J-Curve

Ver 2 K6



Sum of K-6 Students vs. sum of Ver 2 SDA K6. Details are shown for District Name 1. The data is filtered on SDA K6 Yes/No, which keeps 1.

Minimum Funding

- Because of the high per pupil costs that very small districts face the committee recommended providing a minimum funding amount.
- The model currently provides very small districts with minimum funding for 30 students (this can be adjusted).

Hold Harmless

- The committee committed to holding districts harmless from loss for a three year period.
- The model calculates the cost of the hold harmless provision to the state.

The Cost of Each Decision

- The model calculates the cost of each decision that is made in the formula.
- This allows for the state to determine if it is in compliance with federal Title I and IDEA funding requirements.

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Issues that Need to be Addressed

- Determine a better measure for “At-risk” students
- Ensure that student counts are correct
- Have others test the model

Next Steps

- **Prior to the September 24th Meeting:**
 - ◆ Gain input from state organizations
- **September 24th Meeting:**
 - ◆ Make final adjustments to the model
 - ◆ Determine public outreach plan
- **October 25th Meeting:**
 - ◆ Presentation of final model/report

Questions?

