

# UPDATE ON THE IDAHO SCHOOL FUNDING STUDY

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**EDUCATION COMMISSION**  
OF THE STATES

Your education policy team.



# Presentation Overview

- Funding model overview
- Student Weight recommendations
- Funding decisions that need to be made by the committee

# Funding Model

- Since the last committee meeting we adjusted the model in the following ways:
  - ◆ Weights have been adjusted to mirror our recommendations
  - ◆ Included Title I student counts for at-risk
  - ◆ Adjusted the ADA counts by +5%
  - ◆ Allow for a cap to be placed on how much a district/charter can gain in one year
  - ◆ Included the ability to provide for an additional weight for “Alternative” enrollment

# Funding Model

- Other adjustments:
  - ◆ We will be including an additional weight for “small school buildings”.
  - ◆ Changing the model to compare 2017-18 funding under the old formula to 2018-19 funding under the new model.
  - ◆ Any additional changes recommended by the committee today.

# Idaho Education Funding FY 2017-18

- Total education funding: \$2.04 billion
- Federal funding: \$264 million
- State funding to districts: \$1.75 billion
  - ◆ Funding in the model: \$1.56 billion (89.5%)
  - ◆ Funding outside of the model: \$183 million (10.5%)

# Notes on Federal Funds

- Each state in the country, including Idaho, receives about 10 percent of it's education funding from federal sources.
  - ◆ Special Education (IDEA)
  - ◆ At-Risk (Title I)
  - ◆ English Language Learners (Title III)
- Federal dollars are distributed outside of the proposed funding formula.
- The weights in the funding formula are applied to the state share of education funding.

# Weighting High-Need Student Populations

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

# How to Count At-Risk Students

- The state's current at-risk funding program requires districts to create "alternative schools" to receive additional funding.
- Our recommendation is to use an at-risk count where all at-risk students, regardless of the school they attend, can receive additional funding.
- **Recommendation:** Use Title I as the at-risk student count
- *Note: There are approximately 50 schools in Idaho that do not have a Title I count*



# Recommended Weight for At-Risk Students

- Additional weights range from 2.5 percent in North Dakota to 97 percent in Maryland.
- National average: between 0.15 and 0.3
- **Our recommendation: 0.25**

# Recommended Weight for English-Language Learners

- Across states, weights range from 9.6 percent in Kentucky to 156 percent in Georgia.
- National average: Between 0.2 and 0.4
- **Our recommendation: 0.35**

# Students Who Require Special Education

- The current system funds students based on an assumed statewide percentage and does not reflect actual differences in student demographics between districts and schools.
- **Recommendation:** Use a flat weight per student identified, with a plan to transition to a more nuanced weighting system in the future.
- **Recommended Weight: 0.5 moving to 1.0**

# Funding for Gifted and Talented Students

- The current funding for gifted and talented students is limited both in the amount of money provided and in what the funding can be used for.
- National landscape: Minnesota and Arizona use similar systems
- **Recommendations:**
  - ◆ Assume that 10 percent of each school's population is gifted and talented
  - ◆ Provide each of those students with an additional \$100

# Weighting High-Need Student Populations

- At-Risk Students: 0.25
- English Language Learners: 0.35
- Special Education: 0.5 moving to 1.0
- Gifted and Talented: 10 percent of the students receive \$100

# Decisions That need To be Made

- Student counts
  - ◆ Enrollment
  - ◆ Counts for special need students
    - ▶ At-risk counts
    - ▶ English Language Learners
    - ▶ Special Education
- Address ECS's recommended adjustments

# Enrollment Counts

- We recommend multiple counts during the year to take student movement into account:
  - ◆ Proposed count dates: October 1, January 1, and April 1.
- We recommend fractional student counts to address the issue of students who attend 2 (or more) schools during the day/week:
  - ◆ Either percentage of the school day or percentage of the school year (based on hours served).

# Fractional Enrollment

- Current requirements:
  - ◆ Kindergarten: 450 hours
  - ◆ Grades 1-3: 810 hours
  - ◆ Grades 4-8: 900 hours
  - ◆ Grades 9-12: 990 hours



# High-Need Student Counts

- Continue to use current counts for ELL and Special Ed. students.
- At-risk student counts:
  - ◆ Use Title I counts for now – adjust for districts without data
  - ◆ Work with districts and SDE to determine a new count

# ECS Recommended Adjustments

- At-Risk Students: 0.25
- English Language Learners: 0.35
- Special Education: 0.5 moving to 1.0
- Gifted and Talented: 10 percent of the students receive \$100
- Small district adjustment: 330 elementary and 840 secondary

# Questions?

