



# Public School Funding Formula SB1196

# Overarching Goals & Objectives

- ▶ Focus on student needs
  - ▶ Allocate additional resources to students that need it the most
  - ▶ Less emphasis on inputs
  - ▶ More emphasis on outcomes
- ▶ Grant spending flexibility at the local level
  - ▶ Empower the professional educators and administrators to determine the programs and plans necessary to achieve student growth and achievement
- ▶ Simplify state distribution to school districts
  - ▶ Fewer line items

# Paradigm Shift

## Current

- ▶ Resource based allocation model focused on inputs
- ▶ Current funding model was originally developed in 1994, and over the years over 63 line items were added/changed/removed to model to address various issues

## Future

- ▶ Student based model focused on outcomes.
- ▶ Allows for much greater flexibility at the local level to determine need and allocate necessary resources.
- ▶ No use it or lose it.
- ▶ Greater adaptability for future changes.

# Why Now?

- ▶ Current model is not meeting the needs of today's students.
- ▶ Educational delivery methods have changed.
- ▶ Mobile Student Population.
- ▶ Building on success of Career Ladder with focus on ensuring the professionals in the classroom and in the individual buildings can make decisions to serve their students.
- ▶ There is no one size fits all for Idaho's schools.

## ISAT Results for 2016, 2017, and 2018: Percentage of Students Proficient and Advanced

Grade	English / Language Arts			Math		
	2016	2017	2018	2016	2017	2018
3	49%	47%	50%	52%	50%	52%
4	50%	48%	50%	47%	47%	48%
5	54%	54%	55%	40%	42%	43%
6	51%	51%	53%	39%	40%	44%
7	53%	54%	54%	42%	42%	44%
8	54%	52%	54%	38%	39%	41%
10	62%	59%	59%	31%	32%	33%

Time to Chart a New Course

# Process

- ▶ Three Years of Interim Committee meetings gathering stakeholder input
- ▶ 14 Funding Formula Panels were conducted in every state region
  - ▶ Mix of teachers, specialists, technology directors, principals, school board members, school business officials, superintendents and charter school administrators. Each of these meetings was a three-hour facilitated discussion, where six to 12 district professionals shared what is working for their districts, what is not working and what issues are most important to them.
    - ▶ 110 total participants
    - ▶ 17 teachers
    - ▶ 10 principals
    - ▶ 9 Board members
    - ▶ 40 Superintendents
    - ▶ 29 School Business Officials
    - ▶ 20 Charter School Representatives
    - ▶ 5 Special Programs, CTE, Special Education

# Process

## Public Input meetings in every State Region

- Region 1: 93
- Region 2: 26
- Region 3: 70
- Region 4: 47
- Region 5: 55
- Region 6: 49

## 699 Survey Responses

- 95% of survey respondents do not think the funding formula works well for Idaho.
- 75% of survey respondents do not think the current funding formula provides enough flexibility to districts.

# Process

- ▶ **In-Person Meetings with state-level groups and entities that work in education**
  - ▶ Idaho Association of School Administrators
  - ▶ Idaho Department of Education
  - ▶ Idaho Education Association
  - ▶ Idaho School Boards Association
  - ▶ Idaho Charter School Network
  - ▶ Idaho Association of School Business Officials
  - ▶ Idaho State Board of Education
  - ▶ Idaho Business for Education
  - ▶ Idaho legislative staff
  - ▶ Office of the Governor of Idaho



# Process

- ▶ After the release of the draft legislation, legislators and & stakeholders met for over 3 weeks to discuss and negotiate particular technical and substantive issues with the draft legislation.
- ▶ Over 15 hours of meetings with approximately 15 to 20 people each meeting.
- ▶ Dozens of changes were incorporated into the bill based on the suggestions and feedback provided by stakeholder groups.
  - ▶ Multiple Definitions
  - ▶ Payment schedule
  - ▶ Enrollment Counts
  - ▶ Teacher Contracts
  - ▶ Flexibility in Local Salary Schedules

# Student Based Foundation Funding

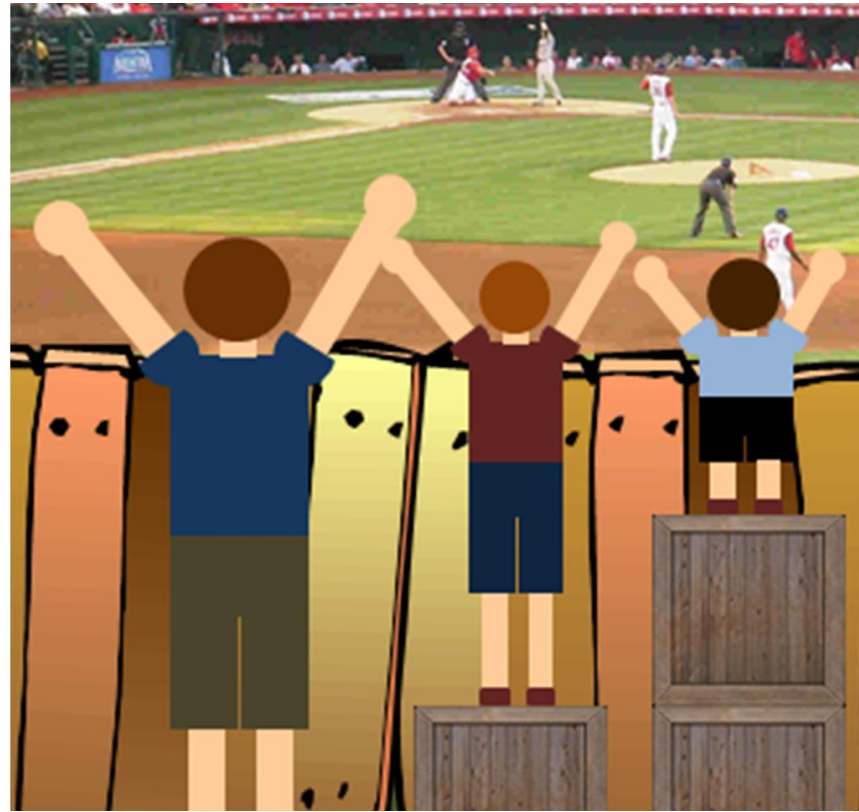
- ▶ Base amount of funding for every Idaho student (Section 4, P.7)
- ▶ What's included in the base funding amount?
  - ▶ Salaries, Salary-Based Apportionments (Admin., Classified)
  - ▶ Benefits Obligation
  - ▶ Employer's Benefit Obligation (Admin., Classified)
  - ▶ Professional Development
  - ▶ College and Career Advisors and Student Mentors
  - ▶ IT Staffing
  - ▶ Literacy Intervention
  - ▶ Content and Curriculum
  - ▶ Math and Science Requirements
  - ▶ Remediation/Waiver (Non-Title I)
  - ▶ Limited English Proficient
  - ▶ Student Achievement Assessments
  - ▶ Math Initiative

# Special Programs/Line Items

## Section 6, P. 8

- ▶ **Transportation Support Program**
- ▶ **Border District allowance**
- ▶ **Exceptional child contract allowance**
- ▶ **Bond levy equalization support program**
- ▶ **Safe environment support program**
- ▶ **Advanced opportunities**
- ▶ **National Board Certification, Teacher additional education attainment (BA+24), etc.**
- ▶ **School District facilities funds**
- ▶ **Charter school facilities funds**
- ▶ **Master Educator Premiums**
- ▶ **Leadership Premiums**
- ▶ **Mastery-based education**
- ▶ **Classroom technology**
- ▶ **Continuous Improvement Plans**
- ▶ **Support for schools with special conditions**

# Student Weights



# Student Weights

## Section 7, P.9

- ▶ Economically disadvantaged—10% weight
  - ▶ 4 ways to qualify. Definition Section 2, P.4
- ▶ English Language Learner—10% weight
  - ▶ Existing definition used elsewhere in code. Section 4, P.5
- ▶ Special Education—10% weight
  - ▶ Existing definition used in IDAPA Rule. Section 4, P.5
- ▶ Gifted & Talented—2% weight
  - ▶ Existing definition used in code. Section 4, P.5
- ▶ Grade weight
  - ▶ K-3 students—10%
  - ▶ 9-12 students—10%

# School or District Weights Section 7, P. 10

## Remote School Weight

- 30 or fewer students
- 31-164 students
- 165-329 students

## Small School Weight—Reflects current policy

- K-3
  - 30 or fewer students
  - 31-164 students
  - 165-329 students
- Grades 9-12
  - 30 or fewer students
  - 31-164 students
  - 165-329 students

# Enrollment vs. ADA

## 4 Student Enrollment Count Periods (Section 8, P.11)

- First Day of October
- First Day of December
- First Day of February
- First Day of April

## Payment Schedule (Section 10, P.12)

- August 15—30%, based on prior year
- October 15—20%, based on prior year
- December 15—20%, based on October weighted student enrollment
- February 15—15%, based on average October & December weighted student enrollment
- April 15—15%, based on average October, December, & February weighted student enrollment
- June 15—reconciliation payment based on average of all 4 enrollment counts

# Career Ladder & Local Salary Schedules

- ▶ Career Ladder (Section 2, P.4 and Section 15, P.15)
  - ▶ Residency and Professional Endorsement based on combination of experience and performance.
  - ▶ LEA's submit annual report to the state to determine placement of instructional or pupil service staff on the career ladder.
- ▶ Local Salary Schedules (Section 2, P.5 and Section 15, P.15)
  - ▶ Residency 1 and Professional 1 have required minimum salaries
  - ▶ Each LEA can create their own local salary schedule. No requirement to conform local salary schedule to state career ladder schedule.
- ▶ Based on the reports provided by LEA's, the legislature will annually identify the percentage of the foundation amount per student associated with the state career ladder schedule.



# Transition Period

## Section 5, P.8

- ▶ **Year 1 (2019-2020 School Year)**
  - ▶ Run new funding model side by side with existing funding model
  - ▶ Rule making for additional clarity regarding enrollment counts
- ▶ **Year 2 (2020-2021 School Year)**
  - ▶ Hold Harmless + 2% Hold positive
  - ▶ 7.5% cap on annual increase
    - ▶ 7.5% cap does not apply to enrollment growth
- ▶ **Year 3 (2021-2022 School Year)**
  - ▶ Hold Harmless + 2% Hold positive
  - ▶ 7.5% cap on annual increase
    - ▶ 7.5% cap does not apply to enrollment growth
- ▶ **Year 4 (2022-2023 School Year)**
  - ▶ Hold Harmless + 2% Hold positive
  - ▶ 7.5% cap on annual increase
    - ▶ 7.5% cap does not apply to enrollment growth