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Funding Formula Working Group

Meeting 4

Shared Vision for Success

- **Equitable:** Do our recommendations advance equity, especially for students with unique learning needs?
- **Fair:** Do our recommendations improve the fundamental fairness of the funding formula?
- **Data-driven:** Are our recommendations based on empirical data?

Revised Working Group Timeline

Item	Date	Purpose
Workgroup Session 1	11/3	Introduction
Workgroup Session 2	11/16	Charter/LEA Differences
Workgroup Session 3	11/24	Unique Student/School Issues
Workgroup Session 4	12/10	Local Aid, Efficiencies, and Investing in our Future
Workgroup Session 5	12/17	Group Discussion of All Major Topics
Proposed release of initial recommendations		
Workgroup Session 6	12/21	Review Initial Recommendations/Report
Workgroup Session 7	1/11	Review Final Recommendations/Report



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Public Comment

Meeting 4

Accountability in Career and Technical Education

- RIDE manages a CTE quality assurance process to promote program quality and to assist RIDE in evaluating career and technical education programs.
- RIDE approved CTE programs must meet certain standards and apply for renewal
- RIDE is in the process of collecting and reporting data on state CTE programs including:
 - dropout and graduation rates
 - credential and/or postsecondary credit-earning rates;
 - program completion rates;
 - enrollment and persistence in postsecondary education programs;
 - postsecondary placement, and
 - program costs/efficiency

Working Group Research Request #1: Career and Technical Education Program Quality Assurance

Ensuring Outcomes in Rhode Island Career and Technical Education

RIDE has created a career and technical education quality assurance process to, in part, promote program quality and to assist RIDE in evaluating career and technical education programs.

Program Review and Approval

All RIDE-approved CTE preparation programs are required to ensure high quality CTE programming. All RIDE-approved career preparation programs must:

- align to state academic standards and career readiness or industry standards;
- provide students with the opportunities to complete coursework that contributes to their graduation coursework requirements;
- adhere to career preparation standards; and
- provide participating students the opportunity to earn industry-recognized credentials whenever applicable to the program, and/or postsecondary credits, and/or advanced standing in training programs or jobs.

RIDE reviews CTE programs through an evidence-based application that is aligned to state CTE Program Standards and supported by on-site review teams, data and artifact review, and interviews with students, instructors, school counselors and administrators.

CTE Accountability System

RIDE has one of the few state-level CTE accountability systems that collects and reports data on CTE student and program quality in areas that include but are not limited to:

- dropout and graduation rates;
- credential and/or postsecondary credit-earning rates;
- program completion rates;
- enrollment and persistence in postsecondary education and technical training programs;
- postsecondary placement, and
- program costs and efficiency.

“Stacking” Student Weights

- Most states that fund via weight simply add weights together
- Alaska, Louisiana, and California do not apply multiple weights
- In Florida the total of weights are capped at a certain amount
- In New Jersey if a student has both poverty and ELL weights a smaller amount is added to the poverty weight

Working Group Research Request #2: Stacked ELL and Poverty Weights

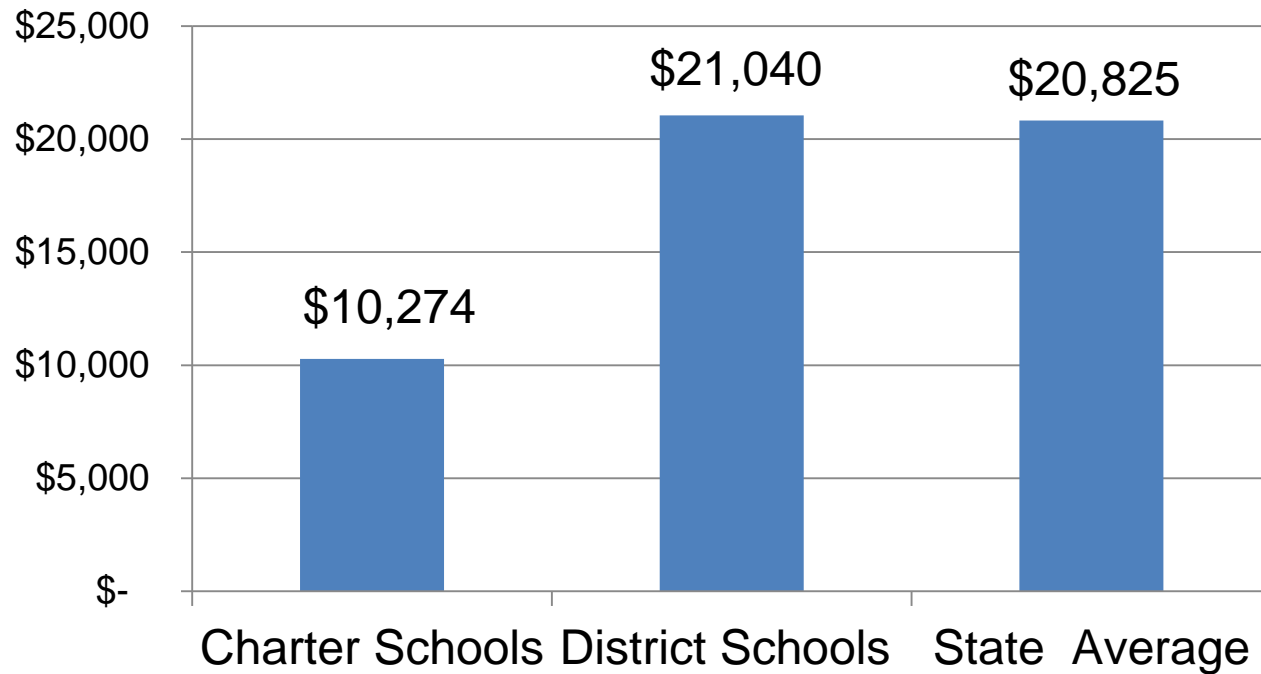
Weight Interaction in Other Formulas

States that stack student weights without adjustment			
State	ELL Weight	Poverty Weight	Total Combined Weight
Arkansas	\$305 per ELL	\$517-\$1,549	Maximum \$1,854
Connecticut	15%	33%	48%
Hawaii	6%-37% by need	10%	16%-47%
Iowa	22%	Annual allocation by need	22%+ allocation
Kansas	39.5%	45.6%	85.1%
Kentucky	9.6%	15%	24.6%
Maine	50%-70% by density	15%	65%-85%
Maryland	~49.5% but varies	~48.5% but varies	~98% by need
Massachusetts	7%-34% by grade	20%	27%-54%
Minnesota	\$700-\$950 by density	100% free- 50% reduced	100%+(\$700-\$950)
Missouri	60% if large population	25% if large population	85%
Nebraska	25%	5%-30%	30%-55%
New Hampshire	\$684.45	\$1,780.63	\$2,465.08
New York	50%	12%	62%
North Dakota	20%-30% by need	2.5%	22.5%-32.5%
Oklahoma	25%	25%	50%
Oregon	50%	25%	75%
South Carolina	20%	Annual allocation by need	20% + allocation
Texas	10%	20%	30%
Vermont	20%	25%	45%
Washington	\$935 per student	Annual allocation by need	\$935 + allocation

States that adjust stacked student weights			
State	ELL Weight	Poverty Weight	Total Combined Weight
Florida	14.7%	Varies by need	Capped at 100%
New Jersey	50%	47%-57% by density	47%-57% + 12.5% if both
Alaska	20%	Block Grant	Do not apply multiple weights
California	20%	20%, 50% if concentrated	20% or 50%, do not apply together, unless high concentration then 70%
Louisiana	22%	22%	22%, do not apply together
Arizona	11.5%	None	11.5%
South Dakota	25%	None	25%

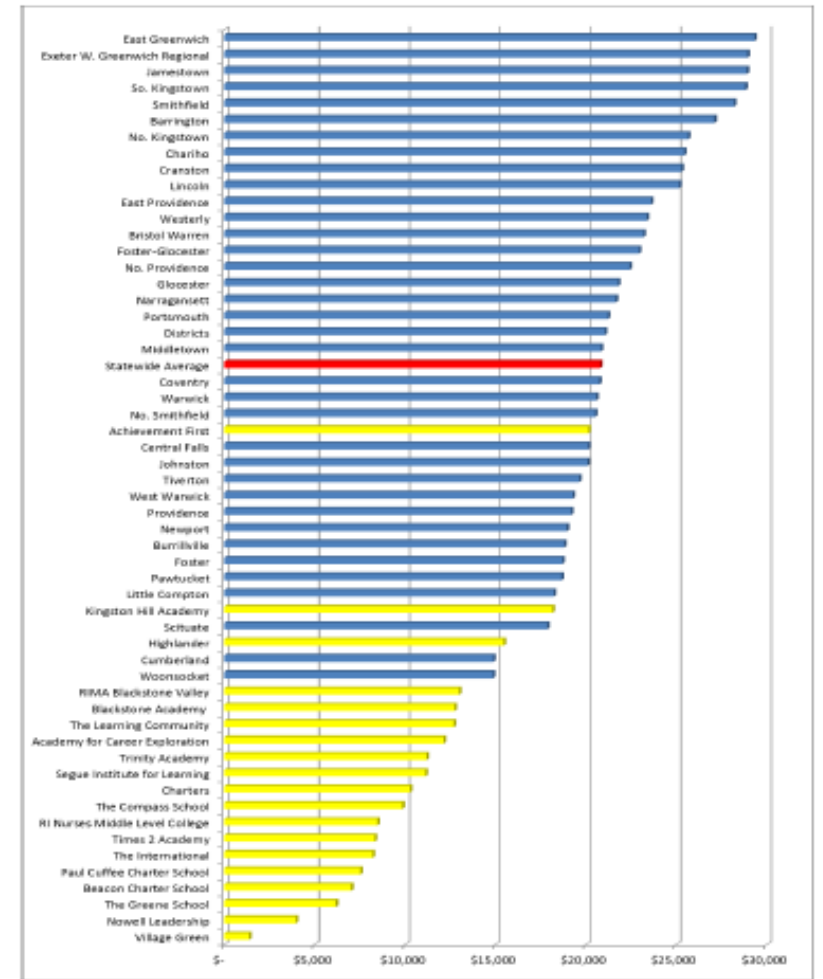
FY14 Special Education Costs, Per Pupil

Total Special Education PPE



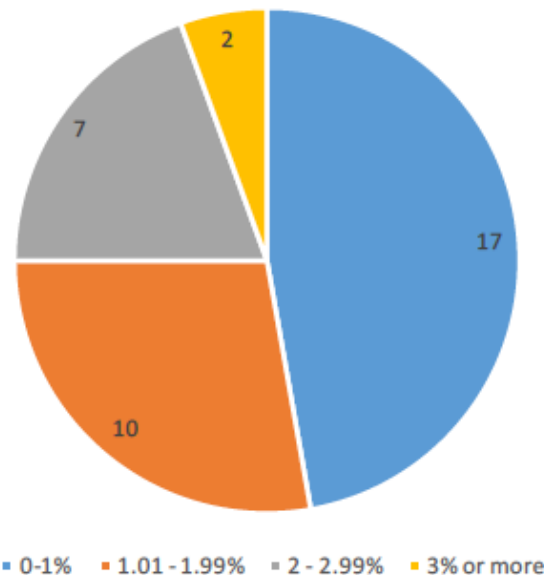
Working Group Research Request #3: Special Education Funding By District

Average Per-Pupil Special Education Costs by District Type, Fy2014
(Districts in Blue, Charters in Yellow, and Statewide Average in Red)



Local Education Aid and Local Share (Brief 8)

Figure 1: Distribution of Districts Based on Average Annual Increase in Local Appropriation for Education, 2012 - 2014



- Local education aid comes from local property taxes
 - The fiscal relationship between cities/towns and school departments
 - The challenges faced by cities and towns
 - The challenges faced by school departments
- Calculating per pupil local share from local education aid
 - Purpose
 - Process
- Maintenance of Effort in the Funding Formula

Statewide Efficiencies and Data Transparency (Brief 9)

Statewide Efficiencies

- Statewide efficiencies managed by RIDE
- Efficiencies and best practices managed by districts

Table 1: Statewide Efficiency Effort	Estimated Savings
Statewide Food Service Contract	\$5 million
Statewide Out-of-District Transportation	\$12 million
School Construction Regulations	\$100 million
E-Rate Consortium and RITEAF Program	\$2.5 million annually
Statewide School and Office Supply Bids	\$1.1 million
Wireless Classroom Initiative	\$2.9 million

Uniform Chart of Accounts

- Tracks all revenue and expenditure data down to the school
- Creates total transparency of fiscal data for every district and school in Rhode Island

Improving School Funding Practices and Efficiency

Meeting 4 – Fair Funding Formula Working Group
December 10, 2015

Research Conducted by Brown University Researchers and RIDE Staff
Presentation by Dr. Kenneth Wong, Brown University

Towards an Equitable, Efficient, and Effective Funding System: Two Principles

1. Achieving equity and excellence requires distributing sufficient resources efficiently based on student need and the provision of such resources must be linked to their effectiveness.
2. Instituting a dynamic system of continuous improvement to ensure added resources generate desired academic outcomes.

Core Instructional Cost and Weights: Considering the Connections

State	Base	Poverty	Special Education	ELLs
Rhode Island	Broad base that includes instructional, classroom, school supplies, textbooks and equipment, teachers, administrative costs, librarians and program supports.	Weight :Student Success Factor of 40% of core instructional amount (\$8,928) applied for students eligible for free and reduced lunch	Categorical: State will assume costs for “high-need”	Some costs are included in base others in the Student Success Factor
New Hampshire	Limited base that includes Staff, instructional materials, technology, teacher development, facilities operations and maintenance, and transportation – roughly \$3,500 per student	Categorical: towns that are in the bottom 8 th of property wealth receive \$2,000 per pupil Towns that are the second lowers 8 th receive \$1,250 per pupil	Categorical: \$1,856 per pupil	Categorical: receive \$675 per pupil
Maine	Moderate base that Includes 97% of basic classroom and instruction cost, support programs and some benefits	Weight: 15% of base rate	Weight: 27% of base rate (\$6,450)	Weight: 50-70% based on density

Important Notes

- 1. Rhode Island has a relatively comprehensive core instructional amount**
- 2. Some states have higher weights but a much smaller core instructional amount**

Using Funding to Promote Innovation

Massachusetts: Innovation school planning grants support high-impact, in-depth school planning processes for new and/or conversion innovation schools or academies. Massachusetts encourages grant applicants to engage external partners with demonstrated expertise related to the educational model and/or area to be implemented with and emphasis on:

1. Blended and/or Personalized Learning
2. Emphasis on English Language Learners or Design an Inclusion Model for Students with Disabilities
3. Wraparound Zones
4. Redesigning Teacher and Student Time

Louisiana: Course Choice funding grant provides funding for blended learning opportunities in:

1. AP Courses
2. Dual Enrollment
3. CTE
4. Test Prep

Continue to Improve Rhode Island's Data System

Ensuring that Rhode Island's funding formula provides equitable and sufficient opportunities for all students requires an integrated and transparent data system that allows all Rhode Islanders to follow the funding to the **school-level**.

Identifying and promoting successful strategies, programs, and practices requires real-time collection of data that are:

1. Broad and multidimensional in their description of students, teachers, facilities, geography
2. Consistent over time and linked by function
3. Granular enough to provide insight at the district- AND school-level
4. Connected

Vertically - From state to district to school

Horizontally - Across agencies, departments, programs, and divisions

Promising State Initiatives to Improve Efficiency

Public/private partnerships

- **Florida** used access to educational data to develop an integrated set of data management applications for their state database. The state's partnership with Microsoft has enhanced the capacity to integrate multiple databases and link K-20 data with postsecondary and employment outcomes.

Stakeholder engagement

- **Kansas** involved parents, teachers, principals, district superintendents, school boards, and state policymakers in their **dashboard design process** to clarify their needs and determine how they could be met.

Data-based program improvement

- **California** teacher peer groups use data to improve access to rigorous coursework and identify inconsistencies in program outcomes across schools. Teachers have used this data across schools to determine steps necessary to improve student outcomes.

State Initiatives for Periodic Review of Funding Formula

<u>States</u>	<u>Frequency of Review</u>
Iowa	The School Finance Formula Review Committee is appointed <u>every 5 years</u> to conduct a review of the funding formula and provide the state with any issues and recommendations
Mississippi	Their base formula is based off of successful districts and what cost those districts must accrue. In order for this model to work they have to <u>continue to review</u> their formula base with current successful district costs
New Mexico	New Mexico assesses their funding formula through data analytics <u>every year</u> and it addresses specific district complaints through the same data analytics. The database was established by the National Education Finance project.
Ohio	Ohio has a school finance committee created in the 2010 house bill. The committee is responsible for reviewing the funding formula <u>every even number year</u> and reporting their findings in July of that year.