

Welcome



Office of the Governor

Arizona's Student Centered Funding

Arizona School
Boards Association
Janice Palmer

Office of the Governor





ASBA

Arizona School Boards Association

Classrooms First: Student-Centered Learning Priorities Work Group (7/30/15)

Janice Palmer, Director of Governmental Relations
& Public Affairs



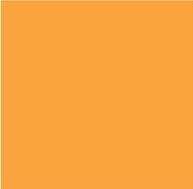
Is it already student-centered?

Arizona's Funding Formula



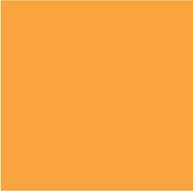
District Spending Limit

- School Districts are subject to an equalization base that determines how much a school district can spend
 - Includes the sum of the Base Support Level, Transportation Support Level, and District Additional Assistance
- Revenue Control Limit = Base Support Level and Transportation Support Level
- Charter Schools are not subject to this; have in essence a revenue limit
- Focus of the Equitable Funding Structure Work Group



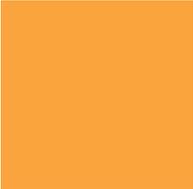
Base Support Level

- Weighted Student Count x Base Level Amount x Teacher Experience Index (TEI)
- Weighted Student Count: Includes small and isolated schools, Group A, and Group B (14 categories)
- Base Level Amount: \$3,426.74
- Teacher Compensation -- 1.25% added to the Base Level Amount (Charters do not receive)
- TEI – additional monies for districts whose teacher experience exceeds the statewide average (Charters do not receive)



Transportation Support Level

- Statutorily defined amount (adjusted for inflation annually) x approved daily route miles per student + bus passes



Charter Schools

- Base Support Level + Charter Additional Assistance
 - Charter Additional Assistance: unweighted student count x statutorily defined per pupil amount
 - CAA is to cover transportation, facilities, etc.



District Additional Assistance

- Previously known as Capital Outlay Revenue Control Limit (CORL) and soft capital (combined in 2013)
 - Districts were allowed to move up to 100% of their CORL monies into M&O
 - Now combined districts can move all into M&O
- Unweighted student count x per pupil amount (six different per pupil categories)
- Currently funded at ~14% of what the formula requires (districts with >1,110 students will have a bit more)



AZ District Capital Funding

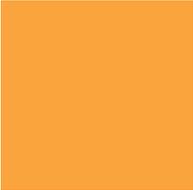
- Students First created to resolve *Roosevelt v. Bishop* lawsuit in 1998
- Established minimum standards, a School Facilities Board, and three buckets of monies:
 - Deficiencies Correction
 - New Schools Fund
 - Building Renewal



How Does Arizona Rank?

- School Finance Overall – “D” or 46th in the Nation
 - Focuses on Two Aspects: Spending and Equity
 - Spending – “F”
 - Equity – “B+”

Source: Education Week: Quality Counts 2015



Is School Funding Fair?

- Defines “fair” as: *“a state finance system that ensures equal educational opportunity by providing a sufficient level of funding distributed to districts within the state to account for additional needs generated by student poverty.”*
- Four measures: Funding Level, Funding Distribution, Effort, and Coverage
- Arizona ranks low in all categories except Coverage

Source: “Is School Funding Fair? A National Report Card, Spring 2015



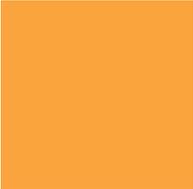
Reflection Questions

- Is Arizona's school finance system currently student-centered?
- Are there areas that could be improved?



How do we allocate?

Setting a Budget



Districts

- Governing Board must adopt the Budget by July 15th
 - Winter: Plans begin for upcoming year's budget
 - March: Plan incorporated into proposed budget
- Superintendent and Business Manager works with Board and staff (directors and principals) on priorities
 - Sampling of districts: A portion of funds, based on the number of students at the school, is provided to principals for their discretion



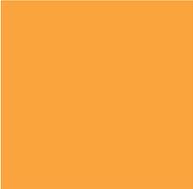
Financial Accountability/Transparency

- Auditor General – Annual Dollars in the Classroom Report and random Performance Audits
- ADE – Annual Financial Report
- State Board – Annual Financial Report violations; Financial Receivership
- Charter Board – Contractual



Academic Accountability/Transparency

- A-F System – Districts and Schools
- ADE – School Improvement Teams
- State Board – Academic Receivership
- Charter Board – Contractual



Reflection Questions

- Is Arizona's current school finance system transparent?
- Are there areas that can be improved?
- Are there current accountability/transparency items that should be removed?



What fosters and improves student learning?

Leadership Roles



Leadership

- Two overarching principles should drive any planning for improving educational leadership:
 - Don't separate leadership from teaching quality
 - Ensure the primary role is instructional leadership
- Four areas in recommended policy:
 - Preparation, preservice, and licensure
 - Professional Development
 - Program and Principal Evaluation
 - Strengthening the role of school boards

Source: Education Commission of the States, "Strong Leaders, Strong Achievement"



Reflection Questions

- Is the development of leadership a statewide responsibility?
 - <http://nga.org/files/live/sites/NGA/files/pdf/2015/1506SupportingPrincipals.pdf>
- What about the role of Statewide Leadership Academies?
 - <http://ecs.force.com/mbdata/mftab6NE?SID=a0i700000009va3&rep=SLA>
- What skills are necessary for an effective school leader?

Backpack Funding

Reason Foundation

Lisa Snell



Office of the Governor

Classrooms First: Student-Centered Learning Priorities Working Group

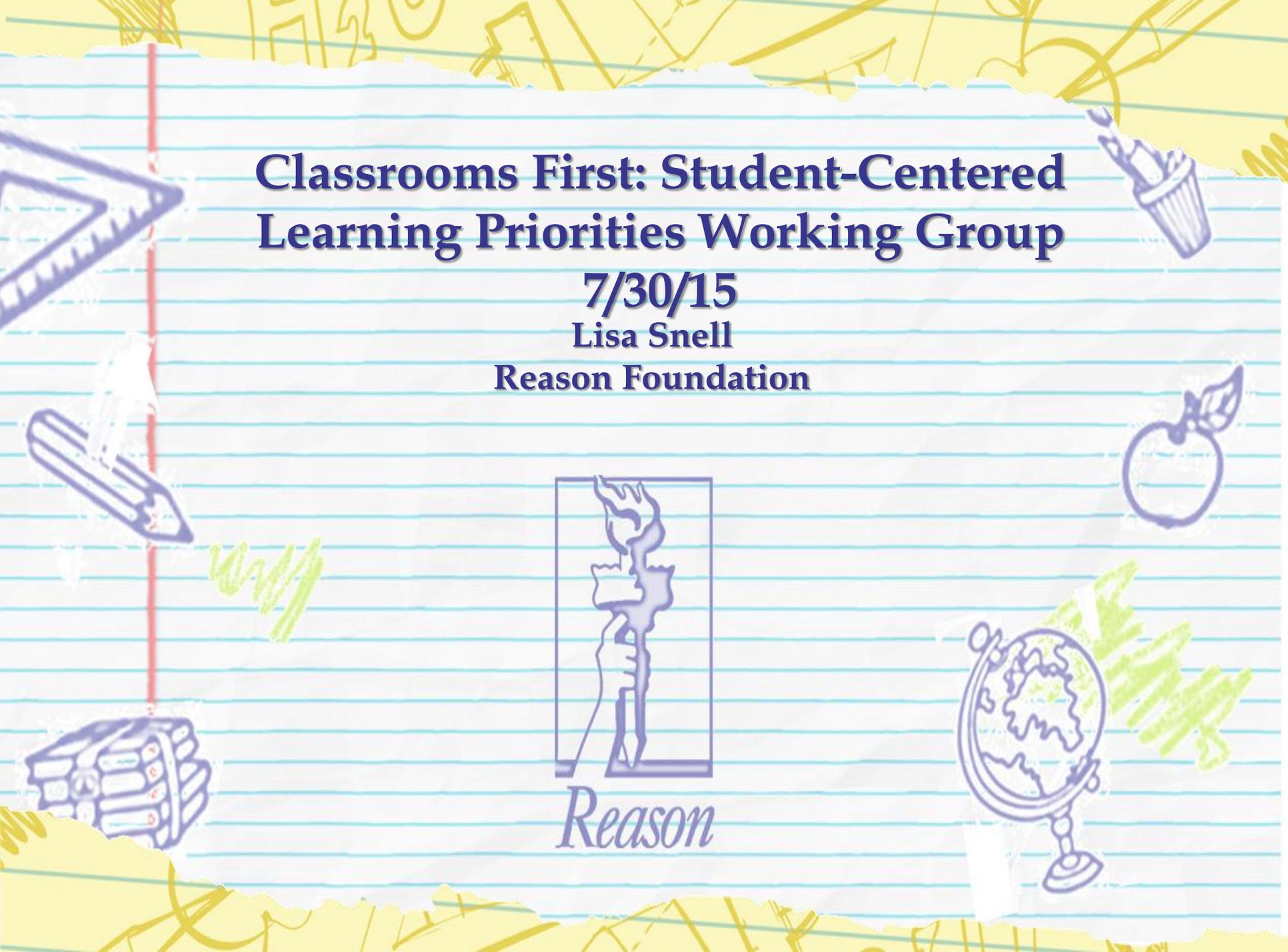
7/30/15

Lisa Snell

Reason Foundation



Reason



Backpack Funding Concept

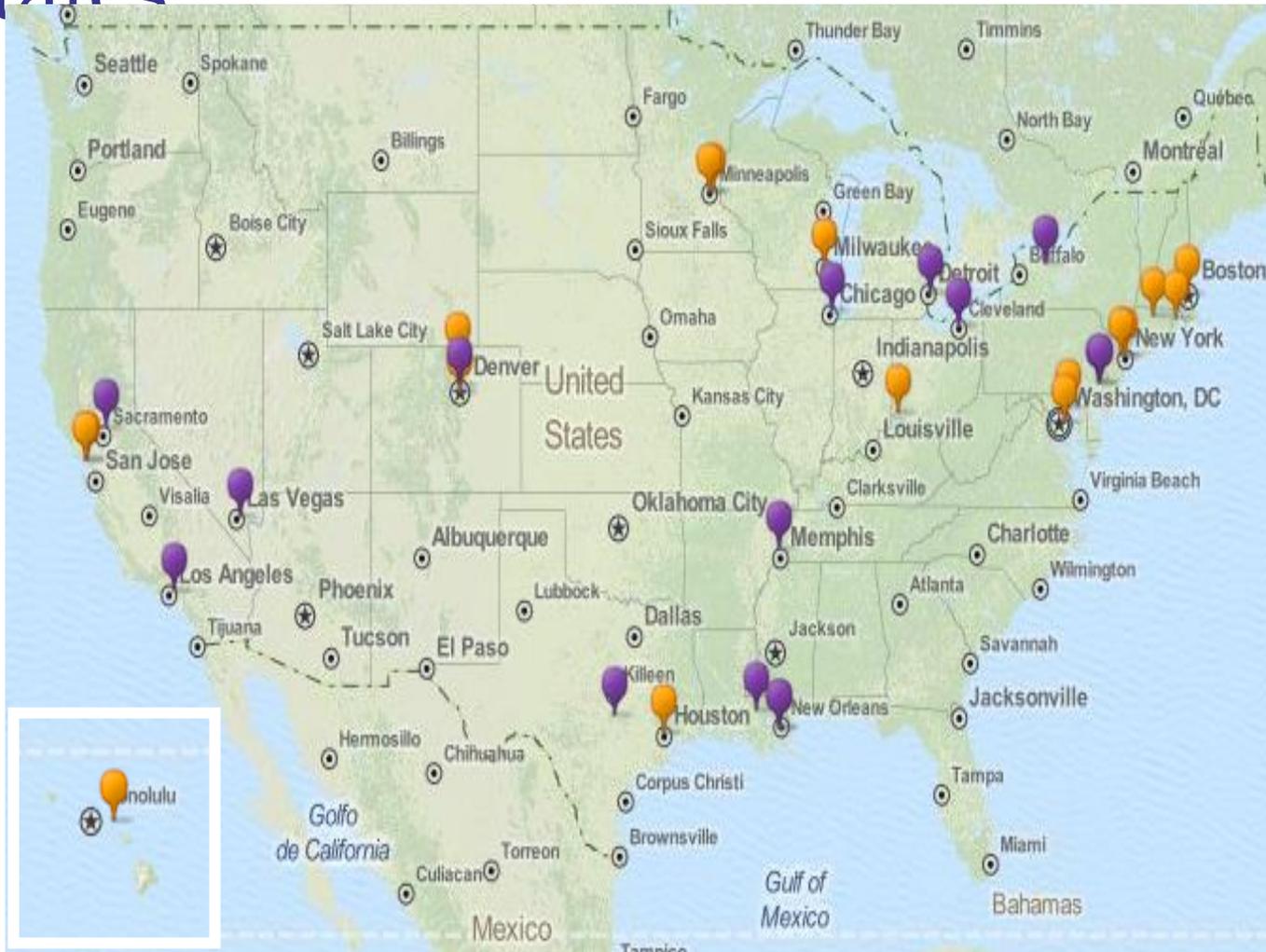
“Public funding systems at the state and local level are adapting to a school funding portability framework, where state and local school funding is attached to the students and given directly to the institution in which the child enrolls. More than 30 school funding portability systems are funding students through student-based budgeting mechanisms.”

*A Handbook for Student-Based Budgeting,
Principal Autonomy and School Choice*

Components of Backpack Funding

- School budgets based on students not staffing
- Charge schools actual versus average salaries
- School choice and open enrollment policies
- Principal autonomy over budgets
- Principal autonomy over hiring
- Principal training and school capacity building
- Published transparent school-level budgets
- Published transparent school-level outcomes
- Explicit accountability goals
- Collective bargaining relief, flat contracts, etc.

Weighted Student Formula in the States



- Baltimore, MD
- Boston, MA
- Cincinnati, OH
- Denver, CO
- Poudre, CO
- Hartford, CT
- Houston, TX
- New York, NY
- Newark, NJ
- Prince George's County, MD
- Oakland, CA
- Saint Paul, MN
- Milwaukee, WI
- Minneapolis, MN
- San Francisco, CA
- Rhode Island
- Hawaii

- | | | | |
|--|--|--|--|
| ■ Rochester City, NY | ■ Twin Rivers, CA | ■ Jefferson Parish, LA | ■ Detroit, MI |
| ■ New Orleans, LA | ■ Philadelphia, PA | ■ East Baton Rouge, LA | ■ Memphis, TN |
| ■ Los Angeles, CA | ■ Austin, TX | ■ Adams 12 School District, CO | ■ Clark County, NV |
| ■ Chicago, IL | ■ Camden, NJ | ■ Cleveland, OH | |

TRADITIONAL FUNDING FORMULAS



Keep most funds – both school and district level – under district control



Budget funds for special programs, not for student types



Limit principal's budgetary authority



Distribute staff to schools based on enrollment counts

INHERENT FLAWS:

Uneven funding distribution within districts



SIMILAR SCHOOLS MAY RECEIVE DIFFERENT FUNDING

LACK OF AUTONOMY FOR SCHOOL ADMINISTRATORS AND LEADERS



5%
Typical principal's budget authority. Schools lack flexibility to meet needs.

RESOURCES ARE BASED ON AVERAGES – NOT ACTUAL STUDENT NEED OR STAFF SALARIES

Schools do not receive resources in proportion to student need.

A STUDENT BASED ALLOCATION MODEL



Dollars, not fixed staff positions or purchased materials, are distributed to schools based on students



Objective, deliberate, measurable characteristics of each student are weighted in dollar terms; possibilities include:

- ✓ **POVERTY**
- ✓ **LIMITED ENGLISH LANGUAGE PROFICIENCY**
- ✓ **HOMELESSNESS**
- ✓ **DISABILITY AND/OR GIFTEDNESS**
- ✓ **GRADE SPAN (high school, elementary, etc.)**



In a more advanced model, central office budget comes out of school funds either through "charge-back" (services that schools must pay for) or "buy-back" (services that a school may purchase if it is the best option for them).

PRIMARY BENEFITS OF SBA



EQUITY

Funds are allocated on a per-pupil-type basis to any eligible school the student attends

TRANSPARENCY

Funding formula is simple and accessible to all stakeholders

AUTONOMY

Schools have autonomy to individualize resources to match their staff and students' strengths and needs

ACCOUNTABILITY

School-based accountability hinges on equitable per pupil funding and school level autonomy

SBA is increasingly being used in large urban districts like Boston, Denver and Houston.

Do Districts Fund Students Fairly or Why Backpack Funding?

U.S. Department of Education Study: Comparability of State and Local Expenditures Among Schools Within Districts: A Report From the Study of School-Level Expenditures

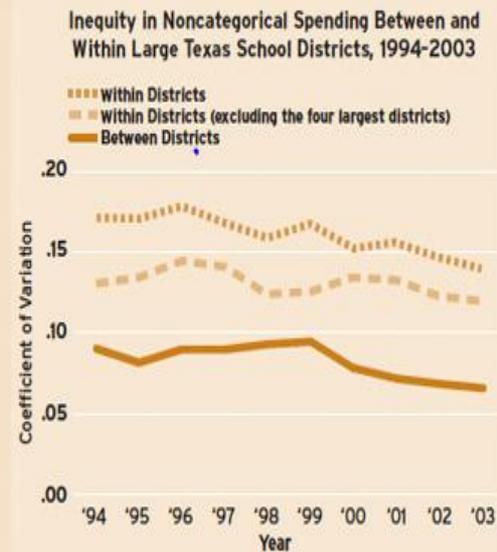
- States were required to report all school level expenditures to federal government to receive ARRA funding
- Feds examined 6,129 school districts across United States
- Nearly half of all schools had per-pupil personnel expenditures that were more than 10 percent above or below their district's average.
- Among districts with at least one Title I school and one non-Title I school at that school grade level, 47 percent of the Title I districts had lower personnel expenditures per pupil in their Title I elementary schools than in their non-Title I elementary schools. This percentage was about the same for middle schools (46 percent) but lower for high schools (39 percent).
- Sixty-three percent of districts with two or more elementary schools had at least one higher-poverty school with per pupil personnel expenditures that were below the district's average for lower-poverty schools. Again, the percentages

Texas: Education Next Study

Similar Scholars, Unequal Dollars (Figure 1)

Inequity in noncategorical spending between schools in the same Texas school district far exceeds inequity between districts. The picture is similar for total school spending.

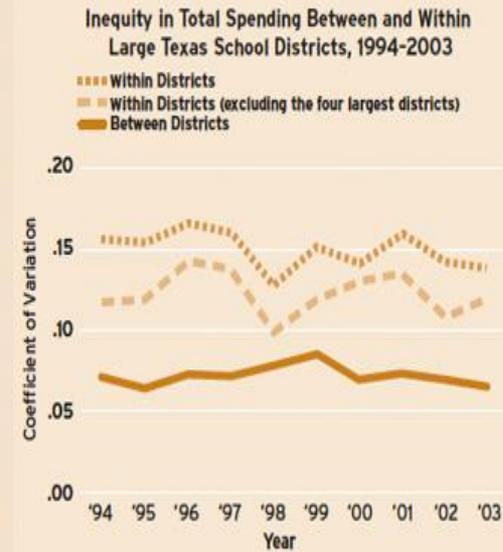
Figure 1a



Note: Large districts are those with more than 25,000 students.

SOURCE: Authors' calculations from Texas Education Agency data

Figure 1b



Hawaii- State Level SBB

In 2004, Act 51 defines a WSF as a “means for allocating operating money to individual public schools that includes a system of weighted characteristics affecting the relative cost of educating each student attending a public school. Act 51 called for allocating at least 70 percent of education appropriations from the state directly to schools, to further the goal of decentralization.



Tale of Two Schools: Pre-WSF

	Hanalei	Keonepoko
Enrollment	209	615
% "Poor"	22%	78%
% ESLL	2%	8%
% Trans.	13%	16%
\$/Student	\$6,818	\$4,606
Total \$	\$1,424,982	\$2,836,116



Tale of Two Schools: WSF

	Hanalei (R -78%; M- 35%)	Keonepoko (R- 38%; M- 22%)
Enrollment	(209) \$1,006,425	(615) \$2,946,770
% "Poor"	(22%) \$20,310	(78%) 213,759
% ESLL	(2%) \$4,530	(8%) \$45,500
% Trans.	(13%) \$6,125	(16%) \$22,121
K-2	\$51,821	\$194,330
\$/Student	\$5,212	\$5,565
Total WSF \$	\$1,089,211	\$3,422,480

Hawaii

The Operating Budget

Each year, the Hawaii State Department of Education educates and supports more than 180,000 students and employs about 25,000 teachers and staff in positions across 290 public schools (256 Department schools, 34 charter schools), 15 complex areas, and the state office. The Operating Budget for Fiscal Year (FY) 2015-16 is \$1.9 billion — \$1.5 billion comes from the state's General Fund.

STATE FUNDING

Money is allocated from the state's General Fund into program buckets, known as EDNs. Nearly all funds go to schools.

DIRECT FUNDING (94%)

- **EDN 100 (58%)** is almost entirely distributed to schools using the [Weighted Student Formula](#) (WSF). The WSF gives schools a specific dollar amount for each student, and additional funds for students with certain characteristics, such as qualifying for the free and reduced lunch program (socioeconomically challenged) or being English Language Learners. This creates a transparent model of funding equity on a statewide basis. The balance of EDN 100 is used to support programs such as Athletics, JROTC and Alternative Learning Centers.
- **EDN 150 (23%)** supports [special education](#) students who may require or have an Individualized Education Plan ([IEP](#)).
- **EDN 400 (13%)** pays school bills — sewer, electric, water, repair, food service and others.

SUPPORT FUNDING (6%)

- The remainder of the budget is spread among EDNs 200, 300, 500 and 700, which provide support at school, district and state levels. These include [instructional supports](#), statewide [testing](#), administrative support ([personnel](#), technology and fiscal), community programs such as [A+](#) and [adult education](#), Complex Area [administration](#), the early learning office to provide [pre-kindergarten](#) programs, as well as the [Board of Education](#) and Office of the Superintendent.

Hawaii

FISCAL YEAR 2015-16

Here is a breakdown, by program category, of the \$1.53 billion the State Legislature appropriated for FY 2015-16 during the 2015 session ([HB 500 CD1](#)). Percentages are rounded:

CATEGORY	STATE FUNDS	%
EDN 100: School Based Budgeting	\$880.3 million	58%
EDN 150: Special Education	\$351.5 million	23%
EDN 200: Instructional Support	\$50.6 million	3%
EDN 300: State Administration	\$47.0 million	3%
EDN 400: School Support	\$195.2 million	13%
EDN 500: School Community Services	\$3 million	< 1%
EDN 700: Early Learning	\$3.1 million	< 1%

Hawaii

A March 2015 survey of Hawaii principals by the Hawaii Education Institute found that principals overwhelmingly supported school empowerment and new Governor Ige's plan to increase DOE funding allocated by the Weighted Student Formula to 75 percent.

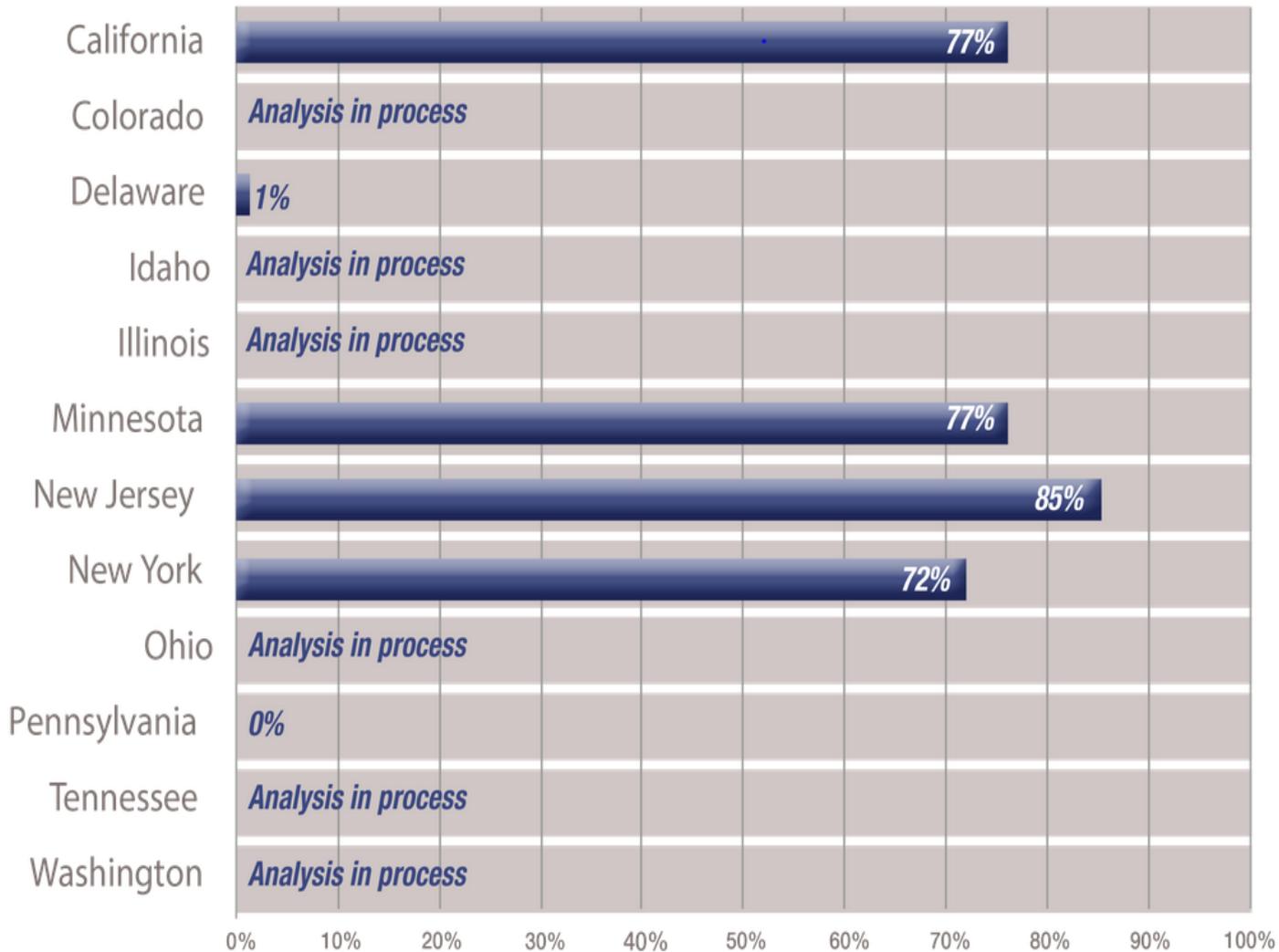
How much \$\$ to follow students?

District Dollars Following Students

District	State	Funds Given Directly to Schools (\$M)		GF Operating Budget (\$M)	Percent of Budget Autonomy
Baltimore City Public SS	MD	\$377.50	/	\$1,273.31	29.6%
Boston PS	MA	\$420.66	/	\$995.61	42.3%
Cincinnati City PS	OH	\$211.27	/	\$467.50	45.2%
Denver PS	CO	\$364.72	/	\$823.93	44.3%
Hartford PS	CT	\$167.02	/	\$400.11	41.7%
Houston ISD	TX	\$769.72	/	\$1,793.67	42.9%
Milwaukee PS	WI	\$334.77	/	\$1,143.29	29.3%
Minneapolis PS	MN	\$300.75	/	\$537.58	55.9%
New York City Dept. of Ed.	NY	\$5,000.00	/	\$19,700.00	25.4%
Newark PS	NJ	\$353.53	/	\$924.13	38.3%
Oakland USD	CA	\$197.20	/	\$379.70	51.9%
Prince George's County PS	MD	\$414.30	/	\$1,664.40	24.9%
Poudre SD	CO	\$94.31	/	\$234.15	40.3%
San Francisco USD	CA	\$254.89	/	\$586.42	43.5%
St. Paul PS	MN	\$237.10	/	\$490.60	48.3%

Edconomics Analysis State Funding Follow the Child to District 1/1/2015

Percentage of State And Local Monies Disbursed on Basis of Students



Student-Based Budgeting and School Empowerment

SBB allows public school choice and principal autonomy, for both district and charter public schools.

The funding system gives individuals, particularly school administrators, the autonomy to make local decisions.

Autonomy is granted based on the contractual obligation that principals will meet state and/or district or system standards for student performance.

Future of School-Level Reporting

The federal DOE is studying school-level reporting in states.

Will likely be a federal requirement after 2016.

School Based Expenditure Reports School Year 2011-2012

District: 01 School: M142 Title 1: Yes

P.S. 142 Amalia Castro

By Total Dollars

Total Enrollment: 433

General Ed: 357

Full Time Special Ed: 76

	Total	Pct of School Exp	Per Stud Amt	Salary	Fringe	Salary + Fringe	OTPS
I. Direct Services to Schools	\$9,179,987	91.5%	\$21,201	\$4,928,597	\$2,846,567	\$7,775,165	\$1,404,822
A. Classroom Instruction (All Funds)	\$4,834,189	48.2%	\$11,164	\$2,862,354	\$1,619,570	\$4,481,924	\$352,265
i. Teachers	\$4,024,009	40.1%	\$9,293	\$2,585,859	\$1,438,150	\$4,024,009	\$0
ii. Education Paraprofessionals	\$280,303	2.8%	\$647	\$158,388	\$121,916	\$280,303	\$0
iii. Other Classroom Staff	\$987	0.0%	\$2	\$626	\$361	\$987	\$0
iv. Text Books	\$27,856	0.3%	\$64	\$0	\$0	\$0	\$27,856
v. Librarians and Library Books	\$145,913	1.5%	\$337	\$89,730	\$49,418	\$139,147	\$6,765
vi. Instructional Supplies and Equipment	\$25,501	0.3%	\$59	\$0	\$0	\$0	\$25,501
vii. Professional Development	\$86,268	0.9%	\$199	\$13,207	\$5,169	\$18,376	\$67,893
viii. Contracted Instructional Services	\$224,247	2.2%	\$518	\$0	\$0	\$0	\$224,247
ix. Summer and Evening School	\$19,105	0.2%	\$44	\$14,545	\$4,557	\$19,102	\$3
B. Instructional Support Srvc (All Funds)	\$1,918,131	19.1%	\$4,430	\$1,113,751	\$676,391	\$1,790,142	\$127,990
i. Counseling Services	\$70,925	0.7%	\$164	\$56,438	\$14,444	\$70,882	\$43
ii. Attendance & Outreach Services	\$12,113	0.1%	\$28	\$3,127	\$1,699	\$4,826	\$7,287
iii. Related Services	\$1,207,577	12.0%	\$2,789	\$688,795	\$439,876	\$1,128,671	\$78,906
iv. Drug Prevention Programs	\$291	0.0%	\$1	\$181	\$110	\$290	\$0
v. Referral and Evaluation Services (All Funds)	\$456,906	4.6%	\$1,055	\$280,407	\$174,154	\$454,561	\$2,346
vi. After School and Student Activities	\$57,863	0.6%	\$134	\$21,912	\$3,323	\$25,234	\$32,628
vii. Parent Involvement Activities	\$112,457	1.1%	\$260	\$62,893	\$42,784	\$105,677	\$6,780
C. Leadership/Supervision/Support (All Funds)	\$777,529	7.7%	\$1,796	\$458,728	\$276,181	\$734,909	\$42,620
i. Principals	\$222,933	2.2%	\$515	\$141,449	\$81,484	\$222,933	\$0
ii. Assistant Principals	\$343,311	3.4%	\$793	\$218,595	\$124,716	\$343,311	\$0
iii. Supervisors	\$4,006	0.0%	\$9	\$2,540	\$1,466	\$4,006	\$0
iv. Secretaries, School Aides & Other Support Staff	\$164,659	1.6%	\$380	\$96,143	\$68,516	\$164,659	\$0
v. Supplies, Materials, Equipment, Telephones	\$42,620	0.4%	\$98	\$0	\$0	\$0	\$42,620
D. Ancillary Support Services (All Funds)	\$1,064,151	10.6%	\$2,458	\$204,125	\$168,826	\$372,951	\$691,199
i. Food Services	\$517,878	5.2%	\$1,196	\$196,189	\$133,798	\$329,987	\$187,891
ii. Transportation	\$384,692	3.8%	\$888	\$0	\$0	\$0	\$384,692
iii. School Safety	\$133,389	1.3%	\$308	\$2,588	\$32,038	\$34,626	\$98,763
iv. Computer System Support (School Level)	\$28,192	0.3%	\$65	\$5,348	\$2,990	\$8,338	\$19,854
E. Building Services (All Funds)	\$524,778	5.2%	\$1,212	\$243,624	\$105,598	\$349,222	\$175,556
i. Custodial Services	\$326,879	3.3%	\$755	\$228,743	\$96,896	\$325,639	\$1,240
ii. Building Maintenance	\$87,393	0.9%	\$202	\$14,882	\$8,702	\$23,584	\$63,810
iv. Energy	\$110,506	1.1%	\$255	\$0	\$0	\$0	\$110,506
F. Field Support (All Funds)	\$61,209	0.6%	\$141	\$46,016	\$1	\$46,017	\$15,192
i. Additions to Salary / Projected Expenses	\$61,209	0.6%	\$141	\$46,016	\$1	\$46,017	\$15,192

New York City Department of Education
School Based Expenditure Reports School Year 2011-2012
District: 01 School: M142 Title 1: Yes
P.S. 142 Amalia Castro
By Total Dollars

Total Enrollment: 433

General Ed: 357

Full Time Special Ed: 76

	Total	Pct of School Exp	Per Stud Amt	Salary	Fringe	Salary + Fringe	OTPS
II. Field Support Costs	\$153,647	1.5%	\$355	\$91,553	\$48,307	\$139,860	\$13,787
A. Instructional Support and Administration (All Funds)	\$137,915	1.4%	\$319	\$78,841	\$45,287	\$124,128	\$13,787
B. Other Field Support Costs (All Funds)	\$15,732	0.2%	\$36	\$12,712	\$3,021	\$15,732	\$0
i. Sabbaticals, Leaves, Termination Pay	\$14,548	0.1%	\$34	\$11,664	\$2,883	\$14,548	\$0
ii. Additions to Regular Salary	\$67	0.0%	\$0	\$67	\$0	\$67	\$0
iii. Projected Expenses	\$1,118	0.0%	\$3	\$981	\$137	\$1,118	\$0
III. System-Wide Costs	\$208,381	2.1%	\$481	\$86,446	\$48,327	\$134,773	\$73,608
A. Central Instructional Support (All Funds)	\$39,892	0.4%	\$92	\$16,976	\$8,630	\$25,606	\$14,286
i. Instructional Offices	\$39,892	0.4%	\$92	\$16,976	\$8,630	\$25,606	\$14,286
B. Central Administration (All Funds)	\$168,489	1.7%	\$389	\$69,469	\$39,697	\$109,167	\$59,323
i. Instructional Offices	\$38,687	0.4%	\$89	\$13,181	\$7,420	\$20,602	\$18,085
ii. Operational Offices	\$115,239	1.1%	\$266	\$48,507	\$27,660	\$76,167	\$39,072
iii. Central Leadership	\$14,564	0.1%	\$34	\$7,781	\$4,617	\$12,398	\$2,166
IV. System-Wide Obligations	\$495,573	4.9%	\$1,145	\$203,793	\$1,196	\$204,989	\$290,584
A. Other System-Wide Obligations (All Funds)	\$495,573	4.9%	\$1,145	\$203,793	\$1,196	\$204,989	\$290,584
i. Debt Service	\$290,471	2.9%	\$671	\$0	\$0	\$0	\$290,471
ii. Retiree Health and Welfare	\$201,834	2.0%	\$466	\$201,834	\$0	\$201,834	\$0
iii. Special Commissioner for Investigation	\$3,267	0.0%	\$8	\$1,958	\$1,196	\$3,154	\$113
Total	\$10,037,589	100%	\$23,181	\$5,310,389	\$2,944,398	\$8,254,786	\$1,782,802

School Campus: Lee H S District: HOUSTON ISD

Campus Number: 101912009 Total Membership: 1,359

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Object: 6100-6600)						
Total Expenditures	8,376,036	100.00	6,163	9,744,039	100.00	7,170
Operating-Payroll	7,035,780	84.00	5,177	7,492,779	76.90	5,513
Other Operating	1,186,485	14.17	873	1,902,523	19.52	1,400
Non-Operating(Equip/Supplies)	153,771	1.84	113	348,737	3.58	257
Expenditures by Function (Object: 6100-6400 Only)						
Total Operating Expenditures	8,222,265	100.00	6,050	9,395,302	100.00	6,913
Instruction (11,95) *	5,495,228	66.83	4,044	6,124,947	65.19	4,507
Instructional Res/Media (12) *	190	0.00	0	190	0.00	0
Curriculum/Staff Develop (13) *	290,807	3.54	214	298,247	3.17	219
Instructional Leadership (21) *	1,846	0.02	1	1,846	0.02	1
School Leadership (23) *	889,077	10.81	654	906,346	9.65	667
Guidance Counseling Svcs (31) *	351,043	4.27	258	352,630	3.75	259
Social Work Services (32) *	95,158	1.16	70	95,158	1.01	70
Health Services (33) *	67,192	0.82	49	67,901	0.72	50
Food (35) **	0	0.00	0	472,953	5.03	348
Extracurricular (36) *	230,558	2.80	170	230,558	2.45	170
Plant Maint Operation (51) * **	618,414	7.52	455	623,491	6.64	459
Security/Monitoring (52) * **	53,523	0.65	39	53,709	0.57	40
Data Processing Svcs (53)* **	129,229	1.57	95	167,326	1.78	123
Program expenditures: by Program (Object: 6100-6400 only)						
Total Operating Expenditures	7,190,541	100.00	5,291	7,847,265	100.00	5,774
Regular	4,115,101	57.23	3,028	4,127,354	52.60	3,037
Gifted & Talented	3,982	0.06	3	3,982	0.05	3
Career & Technical	578,733	8.05	426	607,599	7.74	447
Students with Disabilities	885,358	12.31	651	887,570	11.31	653
Accelerated Education	265	0.00	0	265	0.00	0
Bilingual	46,773	0.65	34	62,258	0.79	46
Nondisc AltEd-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc AltEd-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc AltEd-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	1,308,435	18.20	963	1,906,343	24.29	1,403
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	251,894	3.50	185	251,894	3.21	185
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Texas

Rhode Island

The UCOA relies on [SchoolNomics](#)[™], a methodology that links all costs that benefited students to individual schools in a district. SchoolNomics is used to benchmark every district's spending on a per-pupil basis.

Rhode Island

The Uniform Chart of Accounts (UCOA) is a method of accounting that provides transparency, uniformity, accountability, and comparability of financial information for all schools and districts.

Rhode Island invests more than \$2.3 billion in elementary and secondary public education. UCOA data provides invaluable financial information that stakeholders at every level can use to make informed investment decisions.

The UCOA standardized account-code structure allows every district, charter public school and state operated school to use the same account codes and methods for tracking revenue and expenses in their daily accounting. This not only allows for an apples-to-apples comparison between districts, but also helps districts in their financial decision-making processes to

Colorado school NEW school transparency law

- **Uniformity** – The law requires greater standardization in how districts display financial information on their websites. “All districts will have to report [data] in the same fashion,” said Leanne Emm, associate commissioner for school finance at CDE.
- **Data for every school** – Districts ultimately will have to report spending information for individual schools, information that some districts report now but others don’t.
- **One-stop shopping** – Three years from now there will be a single website containing financial information about all districts and schools. The law requires the website to be designed so as “to ensure the greatest degree of clarity and comparability by laypersons of expenditures among school sites, school districts, the state Charter School Institute, and boards of cooperative services.” (The site will be created by a to-be-selected contractor, not CDE.)

Colorado RFP school-level reporting

RFP - Online School Level Financial Reporting (SLFR) Website

Bid Date & Time: 07/13/15 12:00 PM

Owner Solic Number: 2015000238 **Status:** bidding **Report:** 6367249

Country: United States **State:** CO **County:** Denver

Location: Denver

Scope: Provide online school level financial reporting (SLFR) website, the respondent shall provide detailed, standardized security procedures for review and approval by the state. Approved security procedures shall be included in the work plan. The procedures must: a. Define a secure architecture to protect processing, storing, and reporting environments from network-based attacks. B. Provide security procedures and safeguards to ensure that electronic files and data are developed, used, and maintained in a secure manner to protect the confidentiality of all personally identifiable information. See attached files.

Notes: Deadline for questions: 6/22/2015, 5:00 PM.

Plans: From Owner. See attached files.

Owner Type: Public

Key Findings

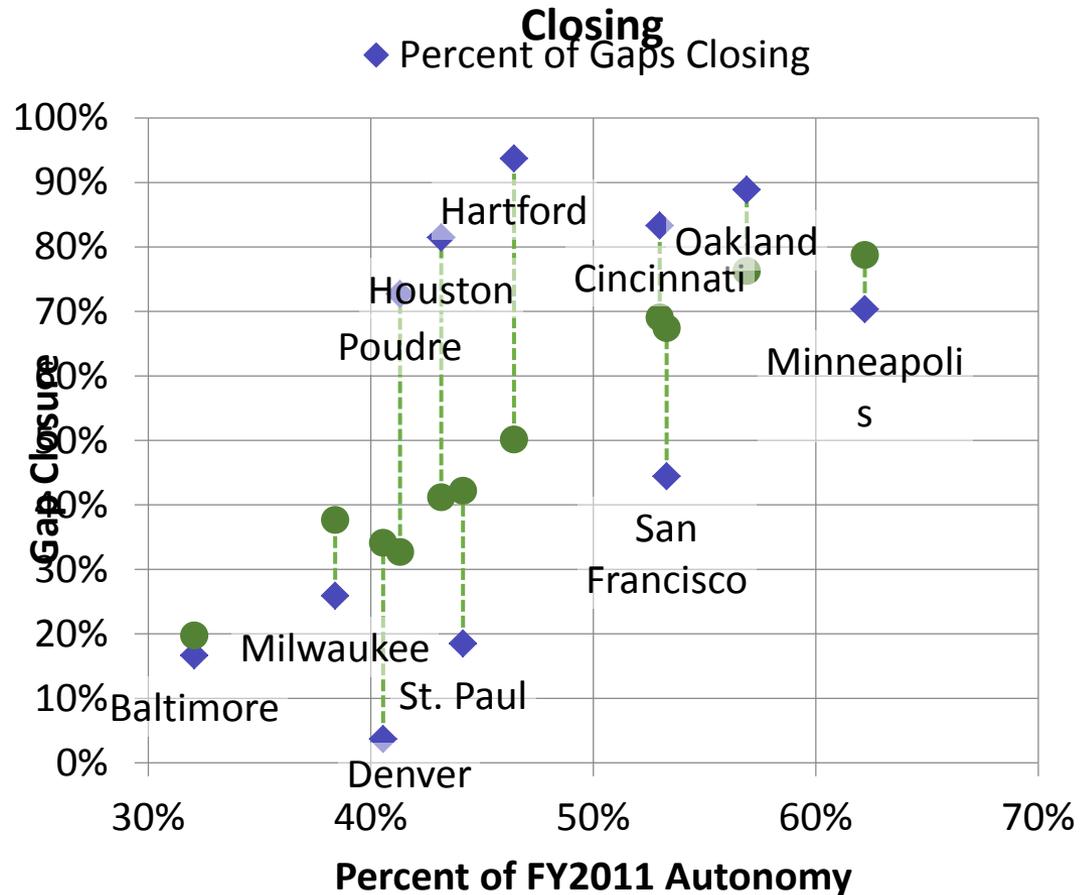
Greater
Principal
Autonomy

Better
Student
Outcomes



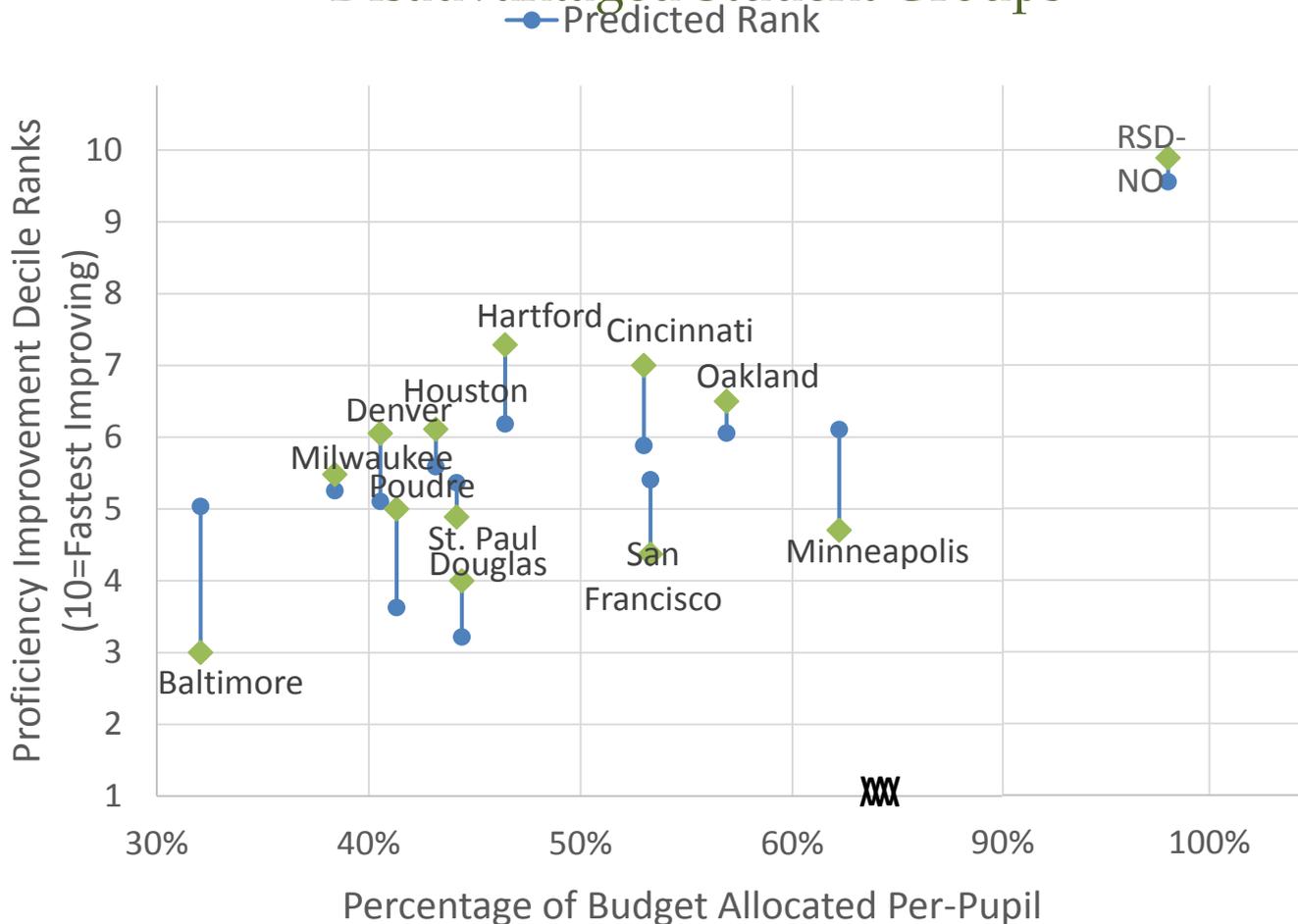
“Holding all else constant, a school district that allocated 50 percent of its FY2011 budget to weighted student formula, where money follows the student, is nearly 10 times more likely to close achievement gaps than a district that only allocated 20 percent of its FY2011 budget to weighted student formula.”

Percent of Achievement Gaps Closing vs. Predicted Probability of Achievement Gap Closing



Predicted Improvement Rank vs. Average Improvement Rank

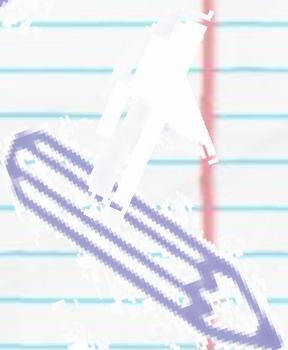
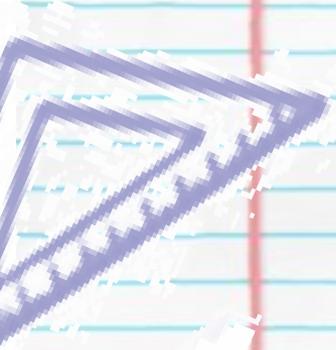
Disadvantaged Student Groups



“School districts with a higher amount of budget autonomy are predicted to have a higher ranking for proficiency improvement, though their actual rankings may be higher or lower depending on exogenous factors.”

Big Backpack Ideas for Arizona

- The state level funding formula should be changed so that the money follows the child to the school level.
- All funding streams including federal and local bonds and overrides should flow to students rather than districts to level the playing field between charters and traditional schools.
- School funding must be transparent and equitable at the school level rather than the district level.
- Both charter schools and traditional schools should be funded based on current year enrollment.
- Schools should receive revenue in the same way that the district receives revenue, on a per-pupil basis reflecting the enrollment at a school and the individual characteristics of students at each school.
- Principals must be able to make decisions about how to spend resources in terms of staffing and programs.



Reason

Retention Strategies

Arizona State
Chamber
Becky Hill

Office of the Governor



Student Centered Funding

Policy Levers and Transparency:
Strategies for Student Achievement

Transparency: Language Matters

- Formula Simplicity
- Labels tell the story
- Switch the context from practitioner driven to parent driven

What We Say

- **BASE LEVEL FUNDING – 2.** "Base level" means the following amounts plus the percentage increases to the base level as provided in sections 15-902.04, 15-918.04, 15-919.04 and 15-952, except that if a school district or charter school is eligible for an increase in the base level as provided in two or more of these sections, the base level amount shall be calculated by compounding rather than adding the sum of one plus the percentage of the increase from those different sections:
- **GROUP “A” WEIGHT** – Not a single weight but a series of weights depending on grade level followed by a Special Education weight
- **GROUP “B” WEIGHT** – K-3 programmatic weights, plus ELL, plus Special Education -14 weights Total; Mostly Special Education but not all

What we Might Say

- Base Funding for all Students
- Additional funding by grade level
- Additional funding to Support Students in Special Education programs
- Additional Funding to support English Language Learners
- Funding options to support Teachers
- Funding options to support struggling students in any school
- Additional Dollars for schools that support learning at grade level for all students

Where We Say It

- A.R.S – State Law Houses our formula and the confusing language that drives it
- USFR – This packet of documents that school districts and charter school systems fill out to show compliance and how money is spent is focused on central office and not individual schools

Public Policy Triplets

- Transparency, Student Centered Funding & Policy Levers are synonyms for one another
- How to leverage funding for improvement is easier if you can “see” and understand your formula and where it goes
- How can Working Groups pair these concepts to develop recommendations

Need to See What you Want to Fund

- Achievement:
- Improvement: Close the Achievement Gap
- Address Special Education
- Adequately Staffed Schools
 - Enough excellent teachers and principals

Governor's Direction

- Be Transparent
- Use transparency to drive solutions for students in poverty and to support special education
- Recognize Achievement
- Empower Great Principals

Educators

- Poverty
 - Prepared Teachers
 - Supported Teachers who Stay
 - Fund Best Practices: More flexibility for highest achievers
- Special Education
 - Prepared Teachers
 - Supported Teachers who Stay
 - Appropriately allocated resources for teachers and students (revisit funding models)
- Achievement:
 - Prepared and Supported Teachers who Stay
 - Reward Achievement – resources, students, flexibility
 - Variety of Models and Learning Options
 - High Standards and Expectations

THE ISSUE

How the Formula Impacts Funding and change

What we don't have

v.

What we don't use to best effect

Key Take-Aways



Office of the Governor

Adjourn



Office of the Governor