



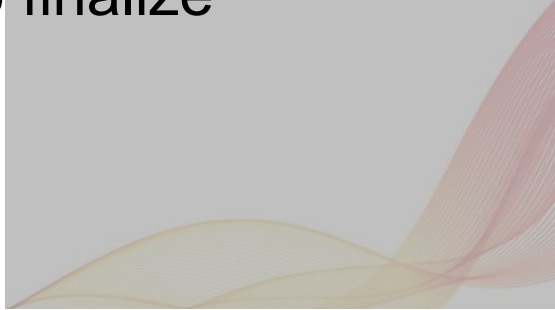
Representatives Cupp & Patterson School Funding Workgroup

State Board of Education
January 15, 2019





Regional Meetings

- These meetings will provide BASA, OASBO and OSBA members background on how and why the idea for the School Funding Workgroup originated, the goals of the project and details of its preliminary recommendations
 - Presenters at this meeting will seek input and answer questions, but no specific district funding numbers will be used. The workgroup will use the input from the meetings to finalize recommendations and then create simulations
- 



2031





AM-2738
Produced by Sting and Pete South
© 1985 A&M Records, Inc.

STING

AM RECORDS

MADE IN U.S.A.
45-447
Time: 2:15

CRYING
ROY ORBISON (The Boss)

ROY ORBISON'S GUILD
& Co. Inc.
DISTRIBUTED BY LONDON RECORDS, INC.

I GET AROUND
(Brian Wilson)

Somebody wrote

Capitol RECORDS

THE BEACH BOYS

A WHITER SHADE OF PALE
(Keith West - Gary Brooker)
PROCOL HARUM
Produced by Denny Cordell

A&M FORGET ME NOTS

PRO-Eston Music, Inc. (ASCAP)
Time: 4:30 (2376-R)

STEREO
8559-S

TON JOHN

Hand
Brown Dior Cowboy

From A&A 7142
"CAPTAIN FANTASTIC and The Brown Girl Cowboy"

ED MY LIFE TONIGHT (6:45)

John Bernie Tappin
Produced by Gus Dudgeon
© 1975 The Warner Co. Limited
© Music Ltd - Leeds Music Corp
ASCAP

LONDON

RUBY TUESDAY
Jasper Richards
THE ROLLING STONES
Produced by Andrew Loog Oldham
Made in U.S.A.

I'LL TAKE YOU THERE
(Alvertis Isbell)

STA 0125
SM-00910
Time: 3:19

MOTOWN

© 1984 Motown
Produced by
© 1984 Motown
Produced by



Goals

1) Detail review of Base Cost

Solicit feedback

2) Summary review of Distribution concepts

Explain where we are in the process and solicit feedback

3) Review Categorical and subgroups

Explain the relationship to Base Cost (within or outside of the formula) and solicit feedback

4) Where do we go from here?



Methods for Determining Base Cost

- 1) Outcomes Based (Augenblick Successful Schools)
- 2) Inputs Based – Professional Judgment (Coalition Basket of Essential Resources)
- 3) Inputs Based – Evidenced Based Model (Strickland OEBM)
- 4) “Hybrid” Approaches (Building Blocks)
- 5) Statistical Regression Analysis – not used in Ohio

What is different here?



Pope Benedict XVI



Pope Francis



NEXT – Base Cost



Base Cost - How is this approach different than the past?

- ✓We built this formula around the student and the student's educational experience
- ✓We considered the “whole student” – instruction, co-curriculars, professional development, social-emotional needs, career readiness counselors and technology – these are just some of components that went into building our model that has never been in previous models.
- ✓It is a unique model – built around Ohio's learners today and Ohio's workforce needs of tomorrow.

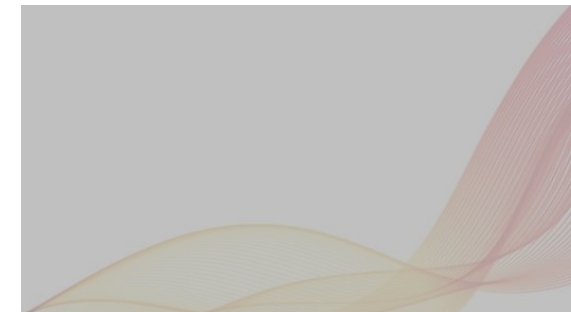
It is NOT prescriptive

Respects local control and frees you to do what you need to do.



Values – Guiding Principles

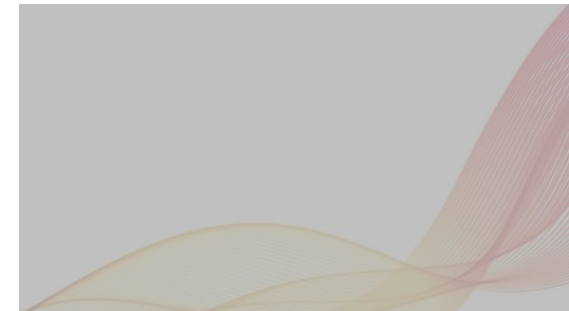
- Define: What does it cost to educate a child today? What does every district need today to operate?
- Ensure all students can achieve their greatest potential, regardless of school district property wealth
- Continue Ohio's tradition of local control
- Provide a stable funding formula
- Recognize students have different needs, for example: Socio-Economic, English Learners, Special Education, and should be funded accordingly





Values – What We Believe

- Provide for social, emotional, and security needs
- Provide for technology
- Transparent way to assess every community's ability to pay their fair share



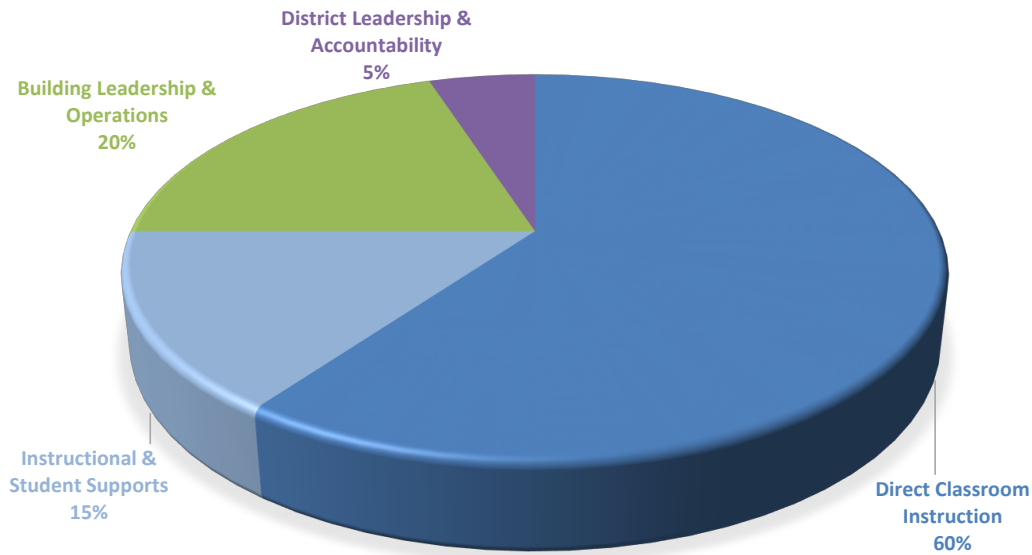
Base Cost Approach and Recommendations

- Ohio has tried every approach to computing the base cost mentioned above except for the statistical analysis method.
- An inputs based method that is a combination of evidence from research and professional judgment appears to offer the most practical approach to computing base cost in a transparent, justifiable, and rational fashion while providing stability over time.

What does it cost to educate a child today?

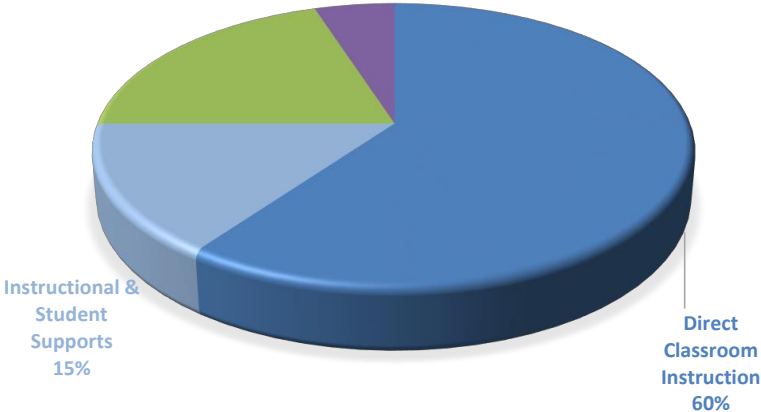
What does every district need today to operate?

Base Cost Breakdown



District Funding Model - Base Cost					
Direct Classroom Instruction	Base Aid Teacher Funding				
		Grade Level	Pupil Teacher Ratio Per FTE	Headcount Enrollment	Funded Teachers
		Kindergarten	20	57	2.9
		1st Grade	23	64	2.8
		2nd Grade	23	51	2.2
		3rd Grade	23	52	2.3
		4th Grade	25	60	2.4
		5th Grade	25	79	3.2
		6th Grade	25	60	2.4
		7th Grade	25	77	3.1
		8th Grade	25	58	2.3
		9th Grade	27	62	2.3
		10th Grade	27	66	2.4
		11th Grade	27	42	1.6
		12th Grade	27	40	1.5
	Base Aid Teacher Funding			768	31.2
	Other Direct Instruction				
	Specials Teachers (Art, Music, P/E)	1 per 150 students	Min/Max 6	6.0	
	Substitute Teachers	5 Days per teacher per year			
	Professional Development	4 PD days per year			
	Other Direct Instruction				
	Total Direct Instruction				
Instructional & Student Supports	Co-curriculars - Academic				
	Co-curriculars - Athletic (Inc. Athletic Director)	Amount per pupil			
	High School Guidance Support	Amount per pupil	1	1.0	
	Safety & Security - Non-Personnel	Amount per pupil			
	Supplies & Academic Content	Amount per pupil			
	Library/Media Operations/Support	1 per 1,000 students		0.8	
	Social/Emotional/Security/Life Support	1 per 250 students	5	5.0	
	Instructional Technology	Amount per pupil			
	Total Student Support Instruction				
	Total Instructional Costs				
Building Leadership & Operations	Building Leadership				
	Building Operations and Support	1 per 450 students		1.7	
	Building Operations and Support	Amount per pupil			
	Building Leadership Support	1 per 400 students	3	1.9	
Total Building Leadership & Operations					
Total Building Leadership & Operations Costs					
District Leadership & Accountability Data	Superintendent				
	Treasurer		1	1	
	District Leadership	1 per 750 students	2	2.0	
	Fiscal Support	1 per 850 students	2	2.0	
	EMIS Support	1 per 5,000 students	1	1.0	
	ITC Support, Technology Infrastructure Maintenance	Amount per pupil			
	District Leadership Support	1 per 3 administrators	1	1.0	
	Total District Leadership & Accountability Data				
Total District Leadership & Accountability Costs					

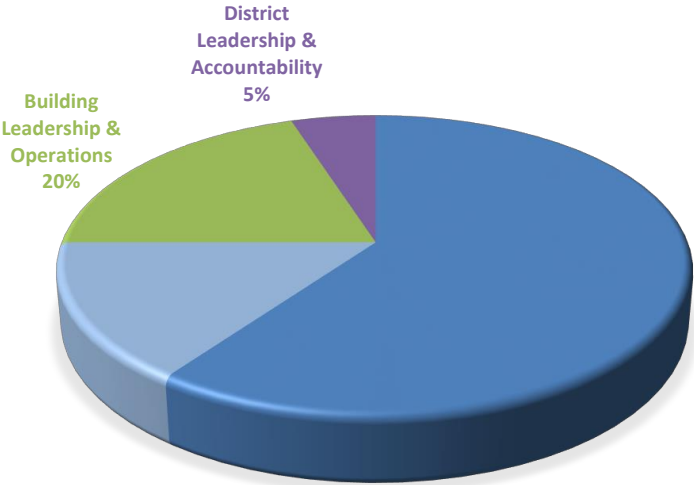
75% - Direct Classroom Instruction & Instructional Supports



	Pupil Teacher Ratio		Headcount	Funded	
	Grade Level	Per FTE	Enrollment	Teachers	
Direct Classroom Instruction	Base Aid Teacher Funding				
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	Instructional Technology		Amount per pupil		
	Total Student Support Instruction				
	Total Instructional Costs				

20% - Building Leadership & Operations

5% - District Leadership & Accountability



Building Leadership & Operations				
Building Leadership	1 per 450 students			1.7
Building Operations and Support	Amount per pupil			
Building Leadership Support	1 per 400 students	3		1.9
Total Building Leadership & Operations				
Total Building Leadership & Operations Costs				
District Leadership & Accountability Data				
Superintendent		1		1
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Total District Leadership & Accountability Data				
Total District Leadership & Accountability Costs				



NEXT – Distribution




Can anyone explain SSI...anyone? – State Share Index

- E. Divide **B** by FY15 statewide total ADM to get the statewide 3 year average valuation per total ADM
- F. Calculate the valuation index by dividing **D** by **E**
- G. Calculate the median income index by dividing TY13 district median income by TY13 statewide median income
- H. Calculate the 3-year average federal adjusted gross income per pupil for each district by dividing TY13, TY12 and TY11 average by the FY15 formula ADM
- I. Do the calculation in **H** for the state as a whole
- J. Calculate the ratio of the district 3-year average federal adjusted gross income per pupil calculated in **H** by the statewide 3-year average federal adjusted gross income per pupil calculated in **I**
- K. Calculate the income index by combining **G** and **J** at 50% each
- L. Calculate the wealth index of each district as follows:



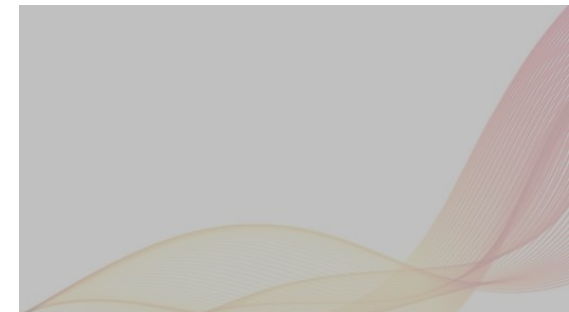
Distribution Subgroup

Distribution

- Each district will have its calculated local share based on a combination of property value and income factors
 - The goal is to eliminate the correlation of one district impacting another
- 




NEXT – Subgroup Recommendations





Subgroup – Outside the Base Costs

- Poverty and Preschool
 - Transportation
 - Special Education, Gifted and ELL
 - ESC's, CTE's and STEM
 - Open Enrollment, Charter Funding, and Vouchers
 - Distribution
 - Technology
- 

Poverty and Preschool Subgroup

Poverty

- There is a significant difference between rural and urban poverty in terms of resources.
- The current categorical funding for disadvantaged students has no identifiable cost basis and is inadequate.
- Increase categorical aid to include additional resources to provide increased social and emotional support for disadvantaged students.
- Allow flexibility to choose the mix of support services that best meet local needs.
- Create an interim per pupil amount for economically disadvantaged until an in-depth study can be conducted to determine a permanent amount and specific types of recommended resources.

Preschool

- By school year 2020-2021, every economically disadvantaged four year old be guaranteed access to at least one year of high quality preschool.
- Enhance identification activities to guarantee that all of those who should qualify are identified.
- Every ESC in the state be funded to create the position of Community Preschool Director to coordinate early childhood services.
- Investigate and develop recommendations regarding
 - The most appropriate basis for defining economically disadvantaged students and identifying those who are three and four year olds
 - An analysis of the various methods currently being utilized to deliver and fund high quality preschool to determine the most effective and efficient delivery system or systems
 - Conduct a comprehensive study of all state agencies currently providing services to school age and preschool age children to eliminate overlap and duplication and determine if centralizing the location for delivering those services can increase their efficiency and accessibility, taking into consideration convenience in accessing those services.

Special Education, Gifted and ELL Subgroup

Special Education

- Fund and authorize an updated cost study
 - Last full study 2001, updates in 2006 & 2014
- Return to a multiplier of the base cost per pupil
 - Possible parity issues with dollar per pupil amounts
- Fund special education preschool based on calendar / % of time
- Fund special education at 100% (setting aside 10% for catastrophic)

Gifted

- Per pupil funding amounts for identification, referrals, PD, gifted coordinators & services based on May, 2018, gifted cost study
- Establish workgroup to study & recommend improvements to financial reporting of gifted expenditures
- Establish an incentive program for rural districts

ELL (English Language Learners)

- Fund and authorize a cost study to establish funding needs
- Return to a multiplier of the base cost per pupil
 - Possible parity issues with dollar per pupil amounts
- Revise the existing Category 2 & Category 3 funding levels
 - Category 2 to include all ELL students after 180 days until proficient
 - Category 3 for the 2 years following proficiency



ESC, CTE and STEM Subgroup

Educational Service Centers (ESCs)

- ESCs will receive an initial amount to help offset certain required ESC administrative expenses to eliminate the need for some ESC's to bill districts to cover those expense
- ESCs will receive a per pupil amount derived from a cost study done by Ohio ESC Association

Career Technical Education (CTEs)

- Base aid for career technical centers will align with base aid for traditional districts with several line item descriptions modified to reflect activities taking place within the career technical setting
- Tiered funding to be maintained and remain outside the cap/guarantee
- Career Exploration/Career Awareness budget line item to be administered and delivered by CTPD (Career Technical Planning District) to all students within the CTPD


Science, Technology, Engineering and Mathematics (STEM)

- Standalone STEM schools will be funded in the same manner as charter/community schools
- 



Transportation Subgroup

Transportation

- Resolve transportation service requirements for asynchronous calendars and bell time conflicts and limit the transportation obligation of traditional public schools to serve only nonpublic, community, and STEM schools located within the public school district boundaries;
 - Create a grant program to promote collaboration among school districts to develop efficiencies in transportation, and establish a school bus purchase assistance program;
 - Modify the transportation funding formula for bus riders to fund all students transported, reward efficiency, report the greater of the morning or afternoon ridership, include a funding adjustment for districts transporting a higher percentage of nontraditional students, fund transportation at the greater of 60% or the district's calculated state share paid through a single funding stream, require ODE to continue funding all other types of transportation, and move transportation funding outside the formula and exempt from any caps or guarantees;
 - Increase available funds for special education transportation, and grant local boards the authority to operate their buses for trips other than for educational purposes.
- 

Open Enrollment, Community Schools & Vouchers Subgroup

1. Remove students participating in school choice programs from the ADM of the traditional public school district in which they reside.

- Inputs will be based solely on number of students a district is educating.
- Eliminate the animosity associated with tracking outgoing students and the local share of per pupil funding flowing to community schools.
- Funding of community schools and voucher programs will become its own separate conversation once their funding is untangled from traditional public school districts.

2. Provide local share of funding to districts educating open enrollment students. Resident district's deduction would be based on their local share % and educating district's addition would be based on their local share.

- Intent is to maintain open enrollment participation at current level.
- On an individual student basis, this is not a dollar-for-dollar transfer. However, preliminary projections conclude the difference is immaterial once applied statewide to all open enrollment students.

Technology Subgroup

CUPP - PATTERSON

SCHOOL FUNDING WORKGROUP

TECHNOLOGY SUB-COMMITTEE RECOMMENDATION

\$37.50 - Individual digital device, grades 1 thru 12 (based upon Chrome book, or equivalent, with 4 year replacement cycle)

\$3.50- Maintenance and replacement, access points

\$2.50- Maintenance and replacement, network switches

\$25.00- Essential Functions of ITC or Third Party Provider - Fiscal, Student Information, EMIS, InfoOhio, Internet

**Total \$68.50
Per Pupil Annually**



Next Steps

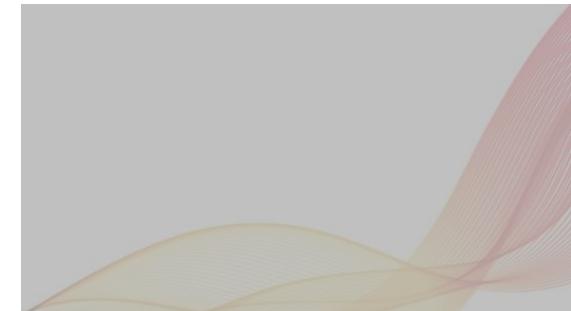
- ☐ Phase 1 – November 2017 to October 2018

- ☐ Develop formula - What does it cost to educate a typical student today? What does it cost for every school district to operate?

- ☐ Phase 2 - October 2018 to January 2019


- ☐ Further develop Distribution component of the formula

- ☐ Final Report - January 2019





FAQ – What have we learned so far

- 1) This sounds good but when will I get my numbers?
 - 2) Tell me how open enrollment works?
 - 3) Does this reflect charter school funding?
 - 4) You talked a lot about base costs when will you detail the state share (distribution)?
 - 5) Is this like the OEBM?
- 

School Funding Workgroup Sub Committees

Special Report and Discussion – Base Cost Subgroup

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Thank You!