



# UPSFF Working Group

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Nov. 29, 2018



# Agenda

- Welcome and Introductions (5 min)
- Timeline Overview (5 min)
- At Risk and English Language Learners (30 mins)
  - Performance in PARCC by subgroup
  - At risk share and by components
  - Share of at risk enrollment compared to PARCC performance
  - Share of English Learner enrollment compared to PARCC performance
- Draft Formula Options and Recommendations (30 mins)
  - At Risk concentration
  - English Language Learners
  - Costs and Outcomes Study
- Public Comment Period (15 min)
- Up Next (12/13) (5 min)



# Timeline Overview: Working Group Goals

- Responsibilities of UPSFF working group :
  - Provide input and develop recommendations regarding revisions to the UPSFF
- Goals for the working group:
  - Examine the UPSFF and district-wide budgeting in practice (August)
  - Revisit Adequacy Study of education costs in the District (September)
  - Review national landscape, including research in education and education finance (October)
  - Develop recommendations regarding revisions to the UPSFF on the focus area categories: At Risk, ELL, and SPED (October, November and December)
  - Workshop final report ahead of January publication (December)



# Timeline Overview





# National Expertise Overview

- Lessons learned from Edunomics presentation (October meeting)
  - The UPSFF acts as a state-level funding mechanism.
  - State-level funding should be flexible and non-prescriptive to allow for innovation by experts and schools. LEAs often use more nuanced weighted student formulas to meet the needs of their schools.
  - Virtually all local education-related funding should flow through the UPSFF in order to stimulate innovation (instead of directly reimbursing for costs)
  - No one “right” empirical way to determine the foundation or base weight.
    - Can’t base on other jurisdictions because costs and revenue differ
    - Professional judgement panels are one option but are often unattainably high
  - Recommend tracking outcomes as compared to spending
    - Identify what schools/programs are working and see how they spend their money
    - Recommends transparency of information



# PARCC Performance Over Time

Student Group	ELA			Math		
	Percent Level 4+			Percent Level 4+		
	2016	2017	2018	2016	2017	2018
All	26.8	30.5	33.3	25	26.9	29.4
At-Risk	13.4	15.8	18.4	13.3	14.2	15.7
English Learners	14.3	16.5	18.8	18.9	21.2	20.9
Students with Disabilities	7.4	4.8	5.7	8.6	5.3	6.4

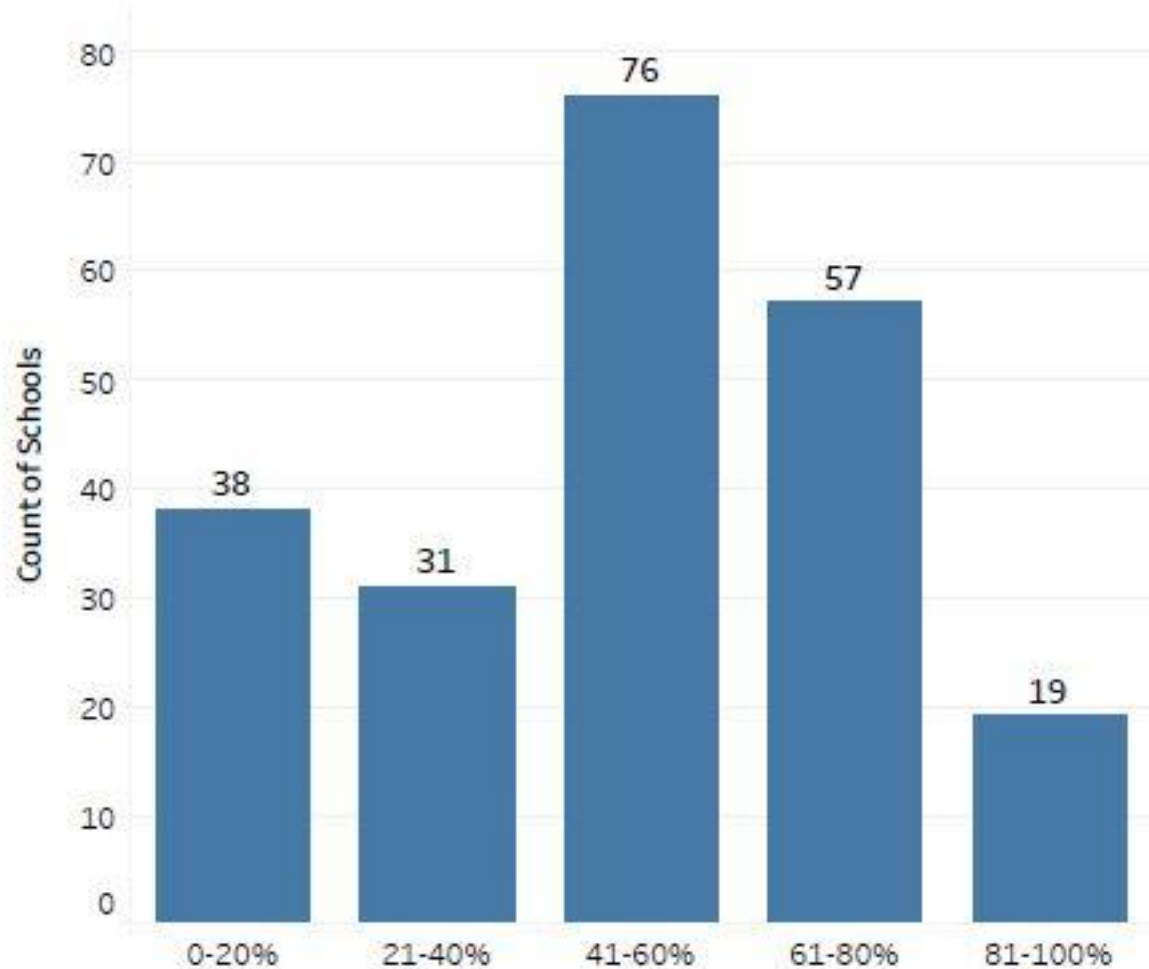
Student Group	% Point Change			% Point Change		
	16 to 17	17 to 18	Total change	16 to 17	17 to 18	Total change
All	3.7	2.8	6.5	1.9	2.5	4.4
At-Risk	2.4	2.6	5	0.9	1.5	2.4
English Learners	2.2	2.3	4.5	2.3	-0.3	2
Students with Disabilities	-2.6	0.9	-1.7	-3.3	1.1	-2.2



# At Risk Enrollment by School

- As of SY17-18, 44% of public school students were identified as at risk and the citywide school-level median was 53%
  - These at risk students qualified for at least 1 characteristic of the at risk definition
- Most public schools (DCPS and charter) have at risk shares between 41% and 60% (76 schools)
- 38 schools have less than 20% at risk enrollment
- 20 schools have more than 81% at risk enrollment

Count of Schools by Distribution of % At-Risk Students



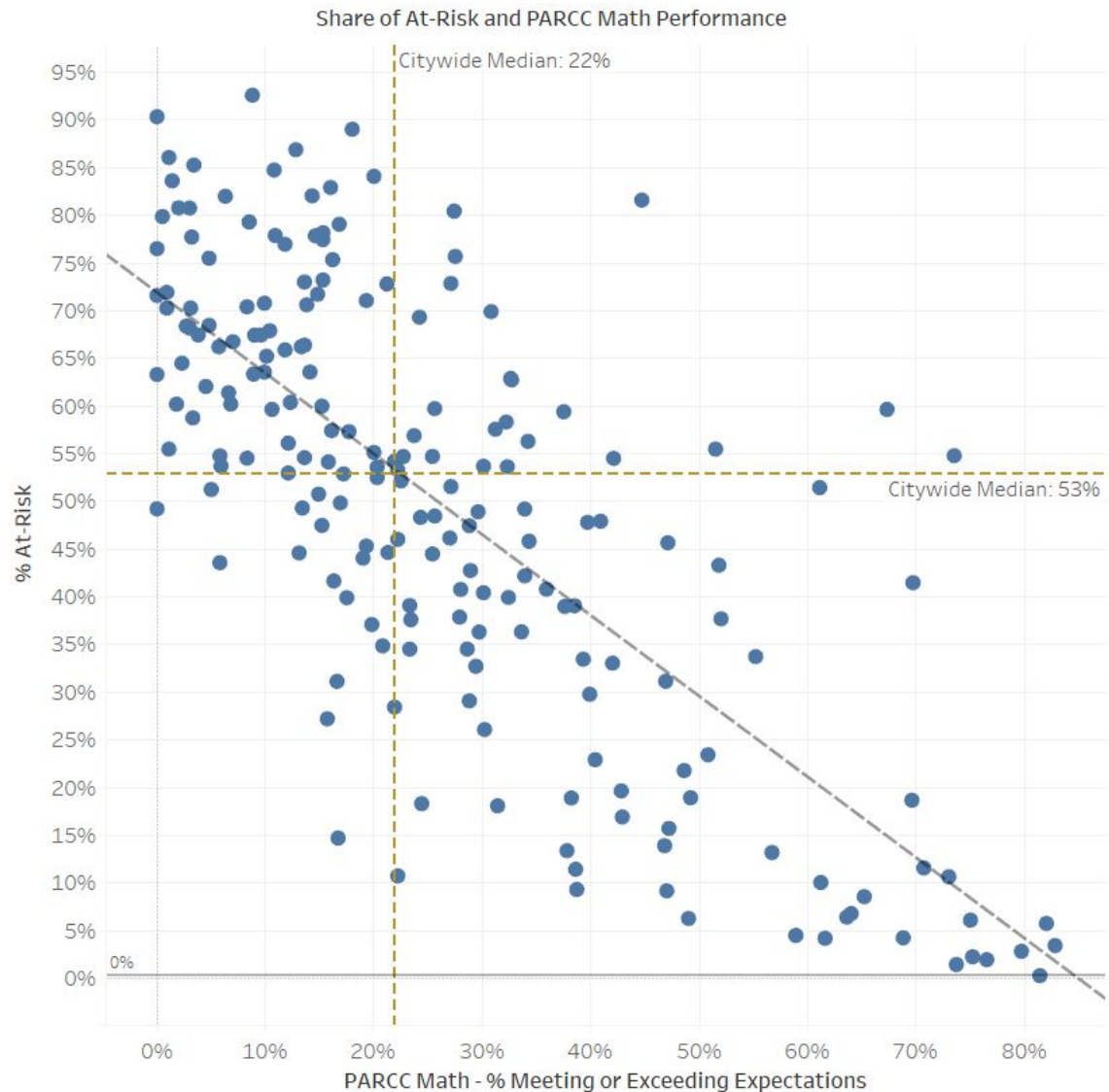


# School Level At Risk Enrollment and Math Performance

Increased at risk enrollment has a negative relationship with PARCC math performance

For each percentage point increase in share of at risk students, PARCC math performance decreases by -0.85 percentage points (statistically significant,  $r^2=.56$ )

Increasing share of at risk



Increasing share of PARCC math proficiency (4+)

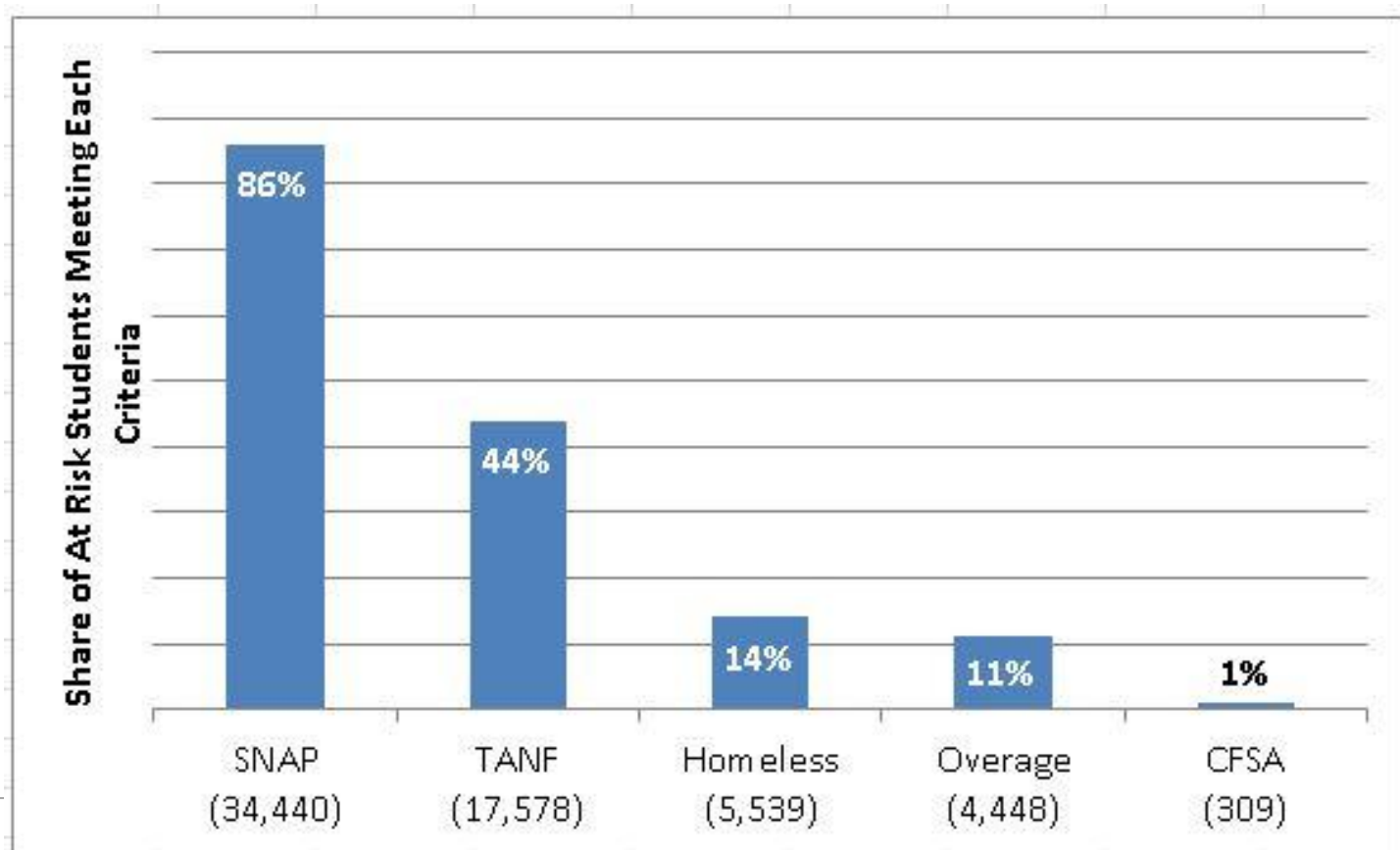






# Components of At Risk

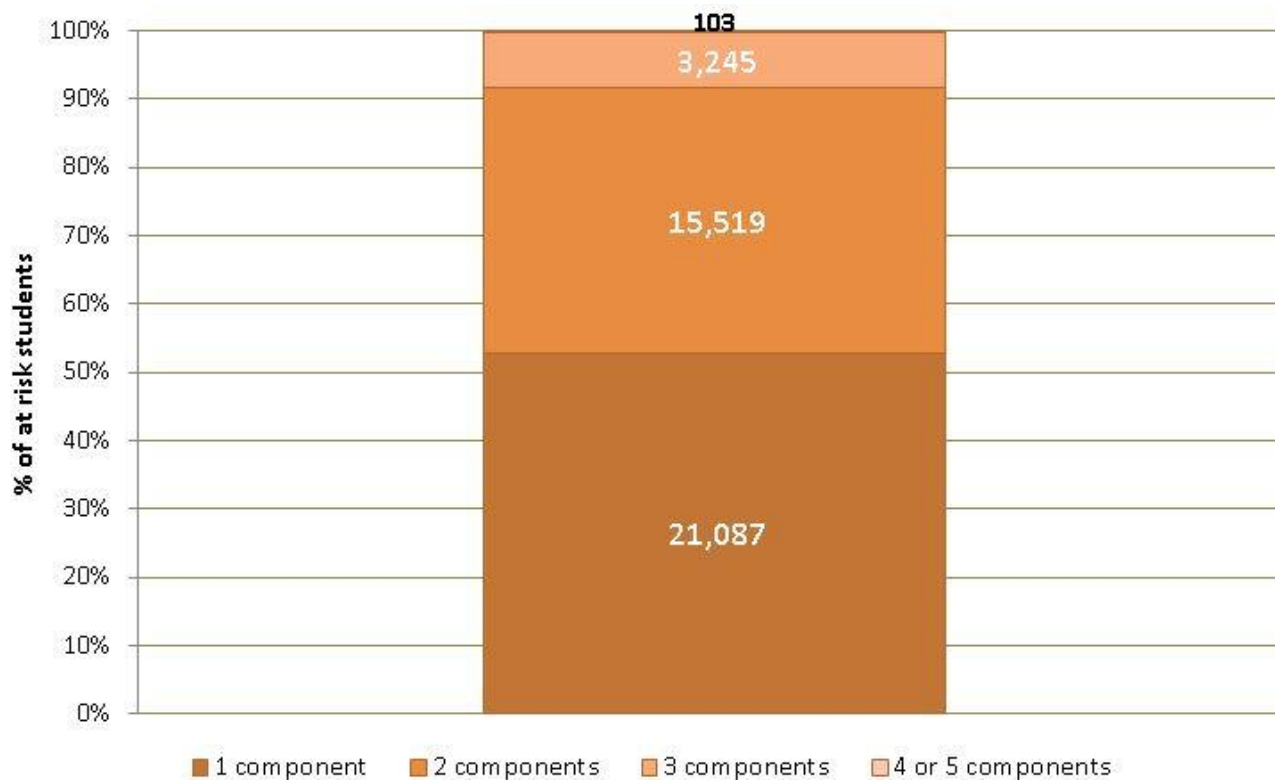
- SY17-18: 39,954 students were eligible for at risk funding (44% of audited enrollment)
- Majority of at risk students received the Supplemental Nutrition Assistance Program (SNAP) (86% of all at risk students) followed by the Temporary Assistance for Needy Families (TANF) (44% of all at risk students)





# Cumulative Components of At Risk

- Of the 39,954 students eligible for at risk funding in SY17-18
  - 53% qualified for 1 component of the at risk definition
  - 39% for 2 components
  - 8% for 3 components
  - 0.3% for 4 or 5 components





# Enrollment by Cumulative Components of At Risk

- Analyzed schools' at risk shares based on the students' cumulative components of at risk
  - This is different from the binary at risk measure presented earlier
- Hypothesis is that students who met multiple criteria need more supports and resources to succeed

## Examples

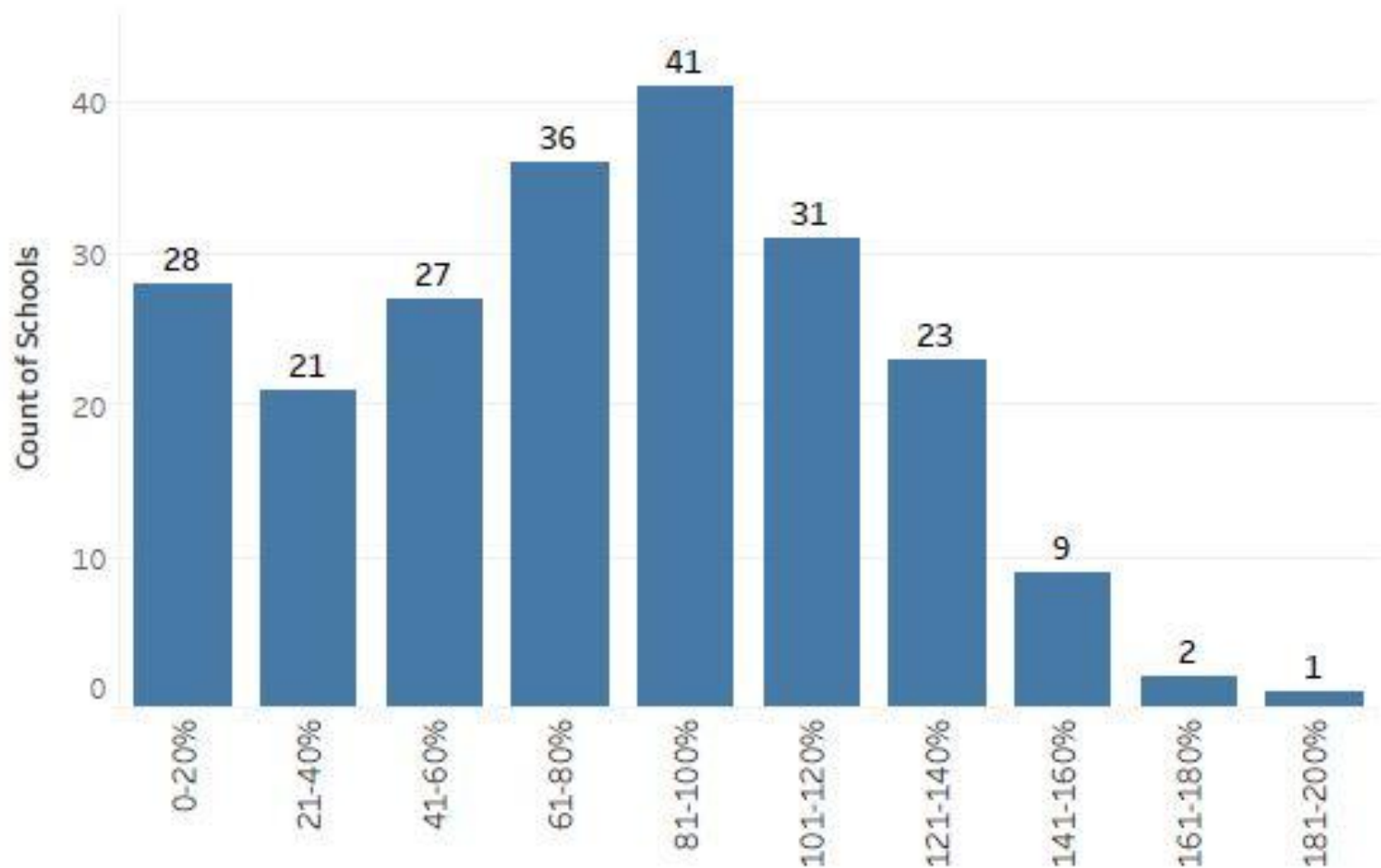
If school X has 100 enrolled students, 20 at risk students, and each at risk student has 1 at risk component, then the school share is 20%.

If school Y has 100 enrolled students, 40 at risk students and each at risk student has 3 at risk components, then the school share is 120%.



# Enrollment by Cumulative Components of At Risk

- 66 schools have cumulative at risk shares >100%
- 12 schools have cumulative at risk shares >141%
- 28 schools have students with >20% of cumulative at risk enrollment.



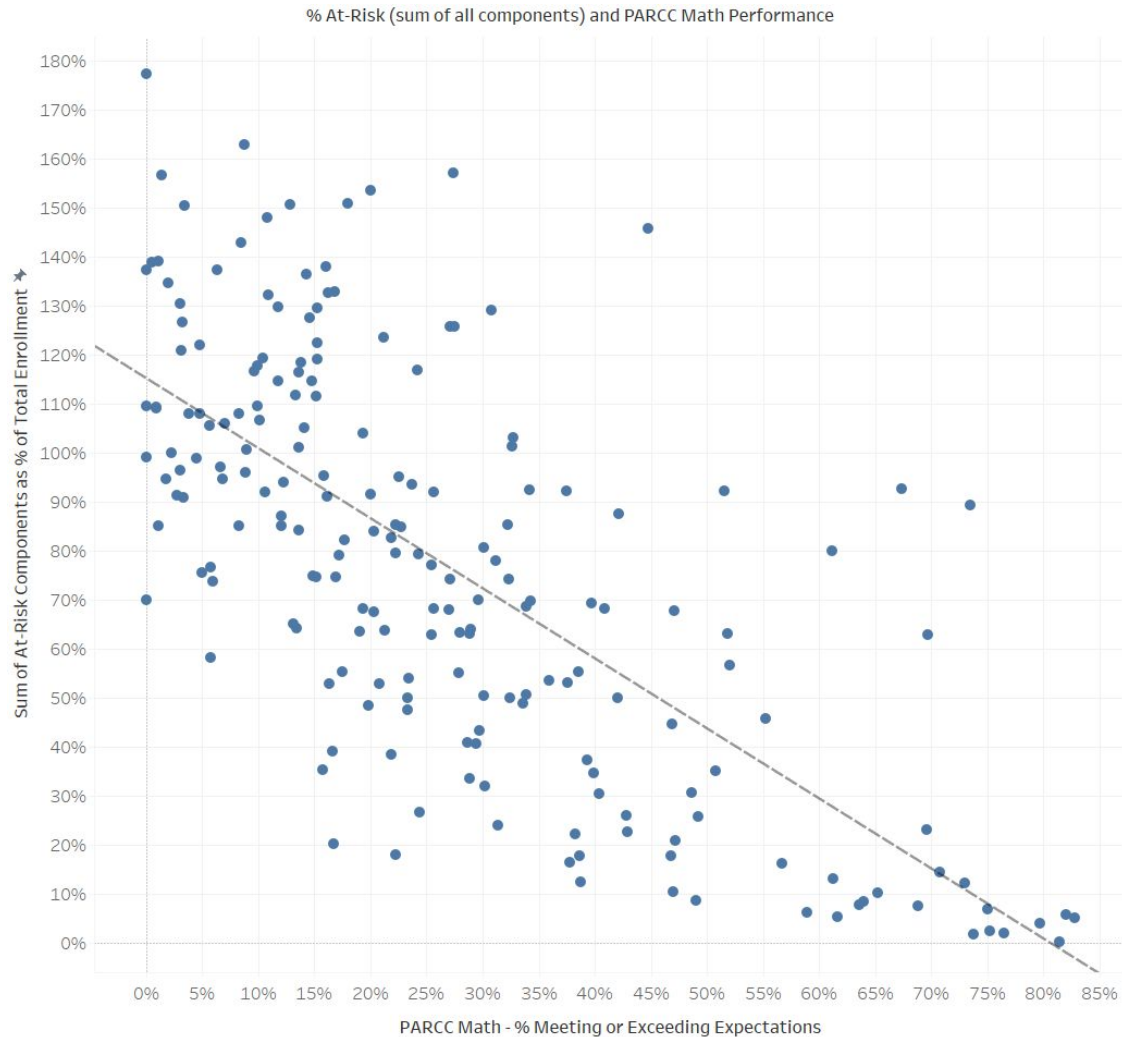


# Cumulative Components of At Risk and Performance

Increased cumulative at risk enrollment has an even greater negative relationship with PARCC math performance

For each percentage point increase in cumulative share of at risk students, PARCC math performance decreases by 1.43 percentage points (statistically significant,  $r^2=.50$ )

Increasing share of cumulative at risk



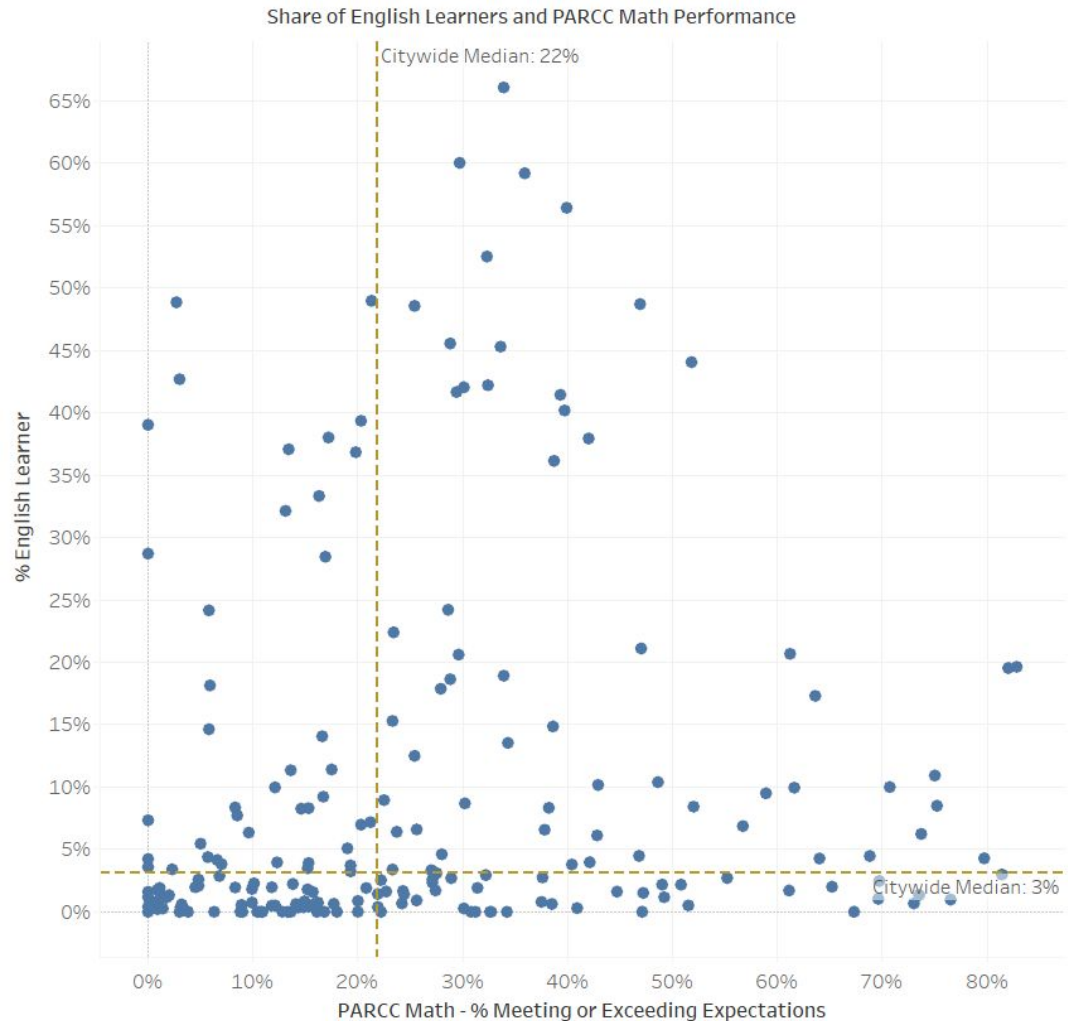
Increasing share of PARCC math proficiency (4+)



# School Level English Language Learner Share and Math Performance

Increased share of English Learner enrollment has no relationship with PARCC math performance (according to a linear statistical model)

Increasing share of English Learners



Increasing share of PARCC math proficiency (4+)



# Draft Formula Options and Recommendations

- The working group has prioritized focusing on the at-risk weight, English Language Learner weight, and special education.
- These draft recommended options are the result of a review of the 2015 Adequacy Study, insight from national experts, and working group discussions.
- Draft recommended options will require additional analysis and consideration prior to any subsequent revisions to the UPSFF.
- As we review these options and recommendations, consider:
  - What components do you agree/disagree with?
  - What aligns/does not align with what we have learned from the national experts?
  - What's missing?



# Draft Formula Options for At Risk Concentration

- *UPSFF revisions could consider a menu of options to address high at-risk concentrations.*
  - Implement an additional school concentration weight: Account for concentration at the *school level* via an additional student-based at-risk concentration weight, on top of the existing at-risk weight, once that school hits a “tipping point” percentage of at-risk students.
  - Fund the highest concentration schools differently: Account for concentration at the *school level* by funding schools at 100% at-risk once that school hits a “tipping point” percentage of at-risk students.
  - Fund multiple characteristics cumulatively: Account for concentration at the *student level* by funding students who are in more than one of the at-risk definition categories at a different rate than students who are in only one at-risk definition category.





# Draft Formula Option: English Language Learners

- *The UPSFF's English Language Learners (ELL) weight could be structured to incorporate information on student ACCESS score level, similar to how the leveled special education weights are structured.*



# Draft Recommendation: Costs and Outcomes Review

- *DC should analyze the actual costs of schools on a per student basis, potentially taking account of school type, student populations, and outcomes.*



# Public Comment

- Time for non-members to provide feedback or comments



# Up Next

- Next Meeting: December 13, 3:30-5:00
- Draft Agenda:
  - Review final report recommendations
  - Workshop final report ahead of January publication



# Supplementary Analysis

- Working group members requested the following additional information
  - Comparison of school-level % at risk students and proficiency of just at risk students in PARCC math
  - Comparison of school-level % English Learners and proficiency in PARCC English Language Arts



# School Level: At Risk Enrollment and At Risk Math Performance

An increased share of At Risk enrollment has a negative relationship when comparing PARCC math performance of only risk students.

For each percentage point increase in share of at risk students, PARCC math performance of at risk students decreases by -0.54 percentage points according to a linear statistical model (statistically significant,  $r^2=.11$ )

Increasing share of At Risk students



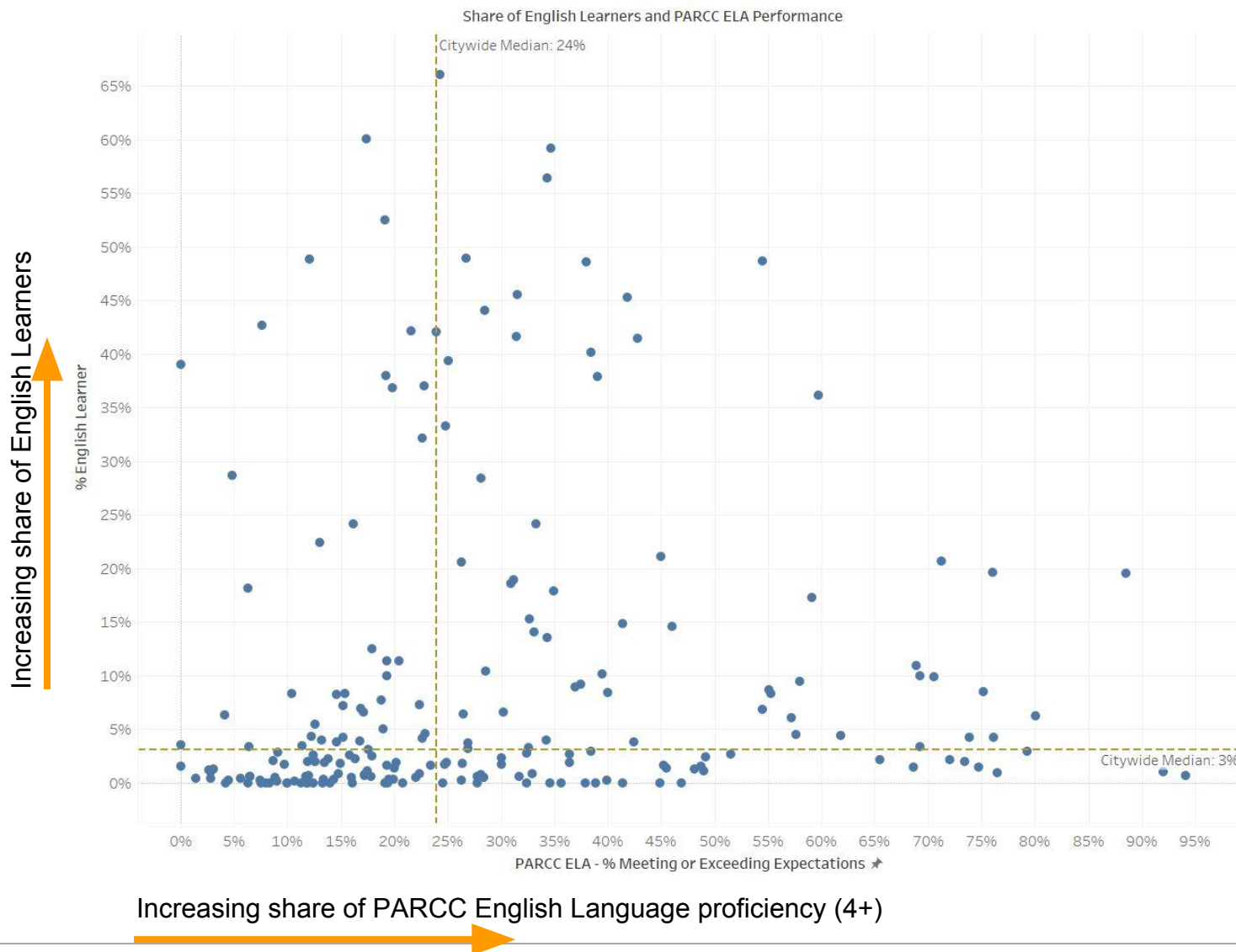
Increasing share of PARCC math proficiency, only at risk students (4+)

Note: Excludes 18 (out of 209) schools with at-risk students taking PARCC Math due to suppression



# School Level English Language Learners and ELA Performance

Increased share of English Learner enrollment has no relationship with PARCC English Language performance (all students), according to a linear statistical model



Note: Excludes 4 (out of 207) schools with students taking PARCC ELA due to suppression