



UPSFF Working Group

Sep. 27, 2018



Agenda

- Welcome and Introductions (5 min)
- Adequacy Study Review (30 min)
 - History and Background
 - Methodology
 - Recommendations
 - Progress toward recommendations, FY15 to FY19
- Focus Areas (35 min)
 - Survey Results
 - Timeline and Selection
- Public Comment Period (15 min)
- Up Next (10/25) (5 min)



History and Background

DC Public Education Finance Reform Commission (DC PERFC)

- Established under the provisions of D.C. Official Code §38-2916 in 2010, with work beginning in 2011
- Provided recommendations on four categories: equity/uniformity, adequacy, affordability, and transparency
- PERFC adequacy recommendations:
 - In the FY13 budget, the Mayor shall secure a full-scale adequacy study and in FY14 the Mayor and Council shall reassess the UPSFF

Adequacy Study launched by DME in September 2012

- Contracted with The Finance Project and Augenblick, Palaich and Associates
- Released *Cost of Student Achievement: Report of the DC Education Adequacy Study* in December 2013



Adequacy Study: Overview

Key issues covered by the adequacy study:

- Costs to provide an educational experience that will enable all students to meet the new Common Core and other standards
- Equity of local dollars between DCPS and PCS
- Transparency of resource distribution inside and outside formula

Blend of nationally recognized methodologies:

- Professional Judgement (PJ) Panels
- Successful Schools Study

Additional Outreach

- Focus groups
- Individual interviews with key education stakeholders
- Advisory group of national experts in education policy and finance



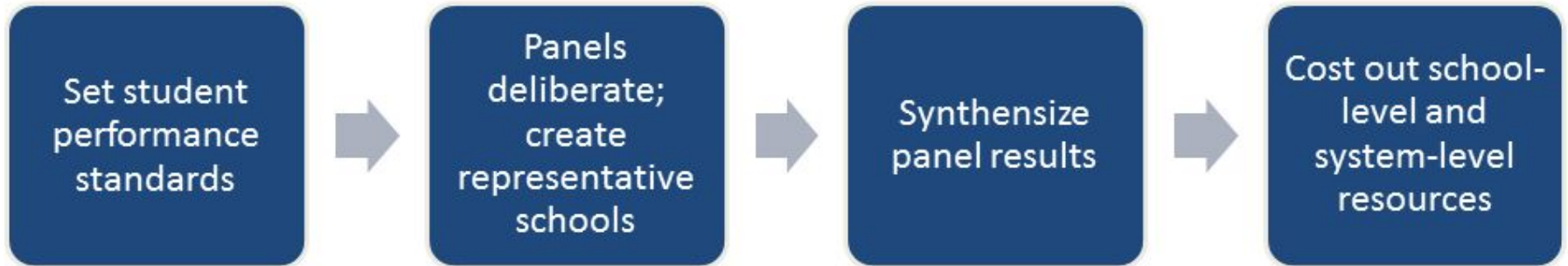
Methodology: PJ Panel Compositions

- PJ panel members were all DC educators and/or education support personnel currently working in DCPS or public charter schools
- 10 PJ panels were used for the Adequacy Study:
 - School-level panels (1 elementary, 1 middle school, 1 high school)
 - Identified learning needs panels (1 elementary, 1 middle and high school, 1 adult and alternative schools, 1 levels 1-4 special education)
 - System-level panels (1 DCPS, 1 public charters)
 - System-level resources studied included strategic planning and financial management, academic programming and support, legal support and services, human resources management, and data management and accountability
 - Facilities management and maintenance panel



Methodology: PJ Panel Costing Process

Panels approach: What are the resources and costs of achieving desired academic outcomes?





Methodology: PJ Panel Costing Process

- The PJ panels developed resource specifications for:

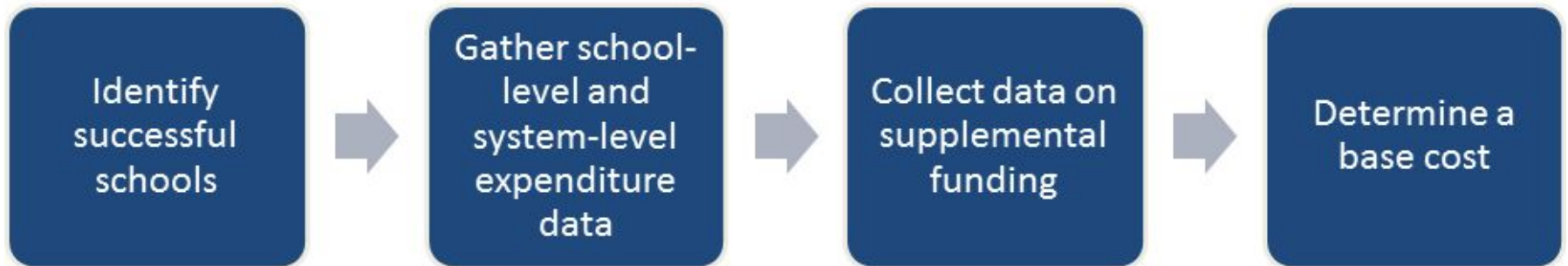
	Small Size	Large Size
Elementary Schools	210 students	420 students
Middle Schools	300 students	600 students
High Schools	400 students	1000 students
Alternative Schools	N/A	N/A
Adult Education	N/A	N/A

- School-level panels determined costs for these school types for six buckets: instructional staff, student support staff, admin staff, technology, other educational resources, additional programs, and other costs
- Although the UPSFF provides funding for facilities maintenance and operations (M&O), those costs were analyzed independently to understand their impact on a per-student basis and how they can be most equitably addressed through the UPSFF



Methodology: Successful Schools Costing Process

Successful Schools approach: What are the levels of spending in high-performing DCPS and public charter schools?





Key Study Recommendations

Recommendations based on the findings of the DC Education Adequacy Study were organized under six broad headings:

1. Restructuring education funding through the UPSFF to explicitly address facilities maintenance and operations costs;
2. Resetting the UPSFF base level and weights;
3. Maintaining the capital facilities allowance for public charter schools pending further analysis;
4. Ensuring local funding flows through the UPSFF with specific and limited exceptions;
5. Creating greater transparency and accountability in education budgeting, resource allocation, and reporting; and
6. Updating the UPSFF regularly.



Key Study Recommendations: Resources

- Additional resources to meet higher learning standards:
 - Technology to support blended learning and other 21st century skills
 - Wrap-around services, including extended day/year
 - Summer bridge programs for entering 9th graders
 - Summer enrichment and other preparation for HS students
 - Student support staff for English Learners
 - Small class sizes and more staff for alternative students



Key Study Recommendations: At Risk Weight

- The At Risk weight as defined by the Adequacy Study recommendation included:
 - students who are in foster care;
 - students who are homeless; or
 - students who live in low-income families eligible for Temporary Assistance for Needy Families (TANF)
- Per code §38-2901(2A), the At Risk weight as implemented in the FY15 budget and beyond includes **all of the categories above, as well as:**
 - students who qualify for the Supplemental Nutrition Assistance Program (SNAP); or
 - a high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.



Progress from FY15 to FY19: FY15 Changes

Major changes in the FY15 budget following the study's release:

- General Education weight increases:
 - Middle Grades: 1.03 to 1.08
 - High School Grades: 1.16 to 1.22
 - Alternative: 1.17 to 1.44
 - Adult: 0.75 to 0.89
- Special Education weights Levels 1-4 incorporate 0.40 capacity fund weight
- English Language Learner weight increase from 0.45 to 0.49
- Elimination of Summer School weight (0.17) and creation of At Risk weight (0.219)
 - Note: the At Risk weight as implemented in FY15 includes the expanded definition described on slide 11.



Progress from FY15 to FY19: FY15 Changes

	FY14 Weight (Pre Adequacy)	FY15 Weight (Post Adequacy)	Weight Change Impact, combined DCPS and PCS
Pre-K 3	1.34	1.34	Weight unchanged from FY14 to FY15, \$0
Pre-K 4, Kindergarten	1.30	1.30	Weight unchanged from FY14 to FY15, \$0
Elementary Grades	1.0	1.0	Weight unchanged from FY14 to FY15, \$0
Middle Grades	1.03	1.08	\$6,187,559
High School Grades	1.16	1.22	\$9,809,827
Alternative	1.17	1.44	\$1,804,061
Adult	0.75	0.89	\$5,629,572
ELL	0.45	0.49	\$2,758,298
TOTAL			\$26,189,317

- Weight change impact calculated by holding the FY14 foundation and projected enrollments flat, while applying the FY15 weight



Progress from FY15 to FY19: FY15 Changes

	Weight	Projected System Enrollment (combined DCPS and PCS)	Total Dollars
Summer School (FY14)	0.17	22,408	\$35,449,838
At Risk (FY15)	0.219	37,064	\$77,046,715
Total difference			\$41,596,877

- The total difference from FY14 to FY15 is due to a number of factors: an increase in the weight amount, an increase in the foundation amount, and an increase in the number of students projected in the At Risk category over the Summer School category
- Not all LEAs saw a net increase following the definition change from the Summer School weight to the At Risk weight



Progress from FY15 to FY19: Weights

	Adequacy Recommendation	Implied Weight with M&O	FY19 Actuals	Percentage
Preschool	1.15	1.25	1.34	107%
Prekindergarten	1.15	1.25	1.3	104%
Kindergarten	1	1.1	1.3	118%
Grades 1-3	1	1.1	1	91%
Grades 4-5	1	1.1	1	91%
Grades 6-8	1.01	1.12	1.08	96%
Grades 9-12	1.1	1.23	1.22	99%
Alternative	1.73	1.84	1.44	78%
Adult Education	1	1.11	0.89	80%
Special Education Schools	1.17	1.3	1.17	90%
Special Education Level 1	0.88	N/A	0.97	110%
Special Education Level 2	1.08	N/A	1.2	111%
Special Education Level 3	1.77	N/A	1.97	111%
Special Education Level 4	3.13	N/A	3.49	112%
English Language Learners	0.61	N/A	0.49	80%
At Risk	0.37	N/A	0.224	61%

Note: the At Risk weight as implemented in FY19 (0.224) includes the expanded definition described on slide 11.



Progress from FY15 to FY19: Dollar Amounts

	Adequacy Recommendation	Recommendation + Inflation	FY19 Actuals	Percentage
Foundation	\$ 11,628	\$ 12,687	\$ 10,658	84%
Preschool	\$ 13,212	\$ 14,415	\$ 14,282	99%
Prekindergarten	\$ 13,212	\$ 14,415	\$ 13,855	96%
Kindergarten	\$ 11,628	\$ 12,687	\$ 13,855	109%
Grades 1-3	\$ 11,628	\$ 12,687	\$ 10,658	84%
Grades 4-5	\$ 11,628	\$ 12,687	\$ 10,658	84%
Grades 6-8	\$ 11,872	\$ 12,953	\$ 11,511	89%
Grades 9-12	\$ 12,955	\$ 14,135	\$ 13,003	92%
Alternative	\$ 19,473	\$ 21,246	\$ 15,348	72%
Adult Education	\$ 11,766	\$ 12,838	\$ 9,486	74%
Special Education Schools	\$ 13,694	\$ 14,941	\$ 12,470	83%
Special Education Level 1	\$ 9,290	\$ 10,136	\$ 10,338	102%
Special Education Level 2	\$ 11,402	\$ 12,440	\$ 12,790	103%
Special Education Level 3	\$ 18,686	\$ 20,388	\$ 20,996	103%
Special Education Level 4	\$ 33,043	\$ 36,052	\$ 37,196	103%
English Language Learners	\$ 6,440	\$ 7,026	\$ 5,222	74%
At Risk	\$ 3,906	\$ 4,262	\$ 2,387	56%

Note: the At Risk weight as implemented in FY19 (0.224) includes the expanded definition described on slide 11.



Progress from FY15 to FY19: Special Education

- Developing resource specifications for special education students proved difficult for the study team, in part reflecting different professional perspectives on the levels and balance of additional instructional programming, student support, and therapeutic services these students need to be successful learners
 - The study team recommended maintaining the current categories of special education, and that the weights should continue to be cumulative
 - In FY15, the Special Ed Capacity Fund weight (0.40) was incorporated into each Level 1-4 weight
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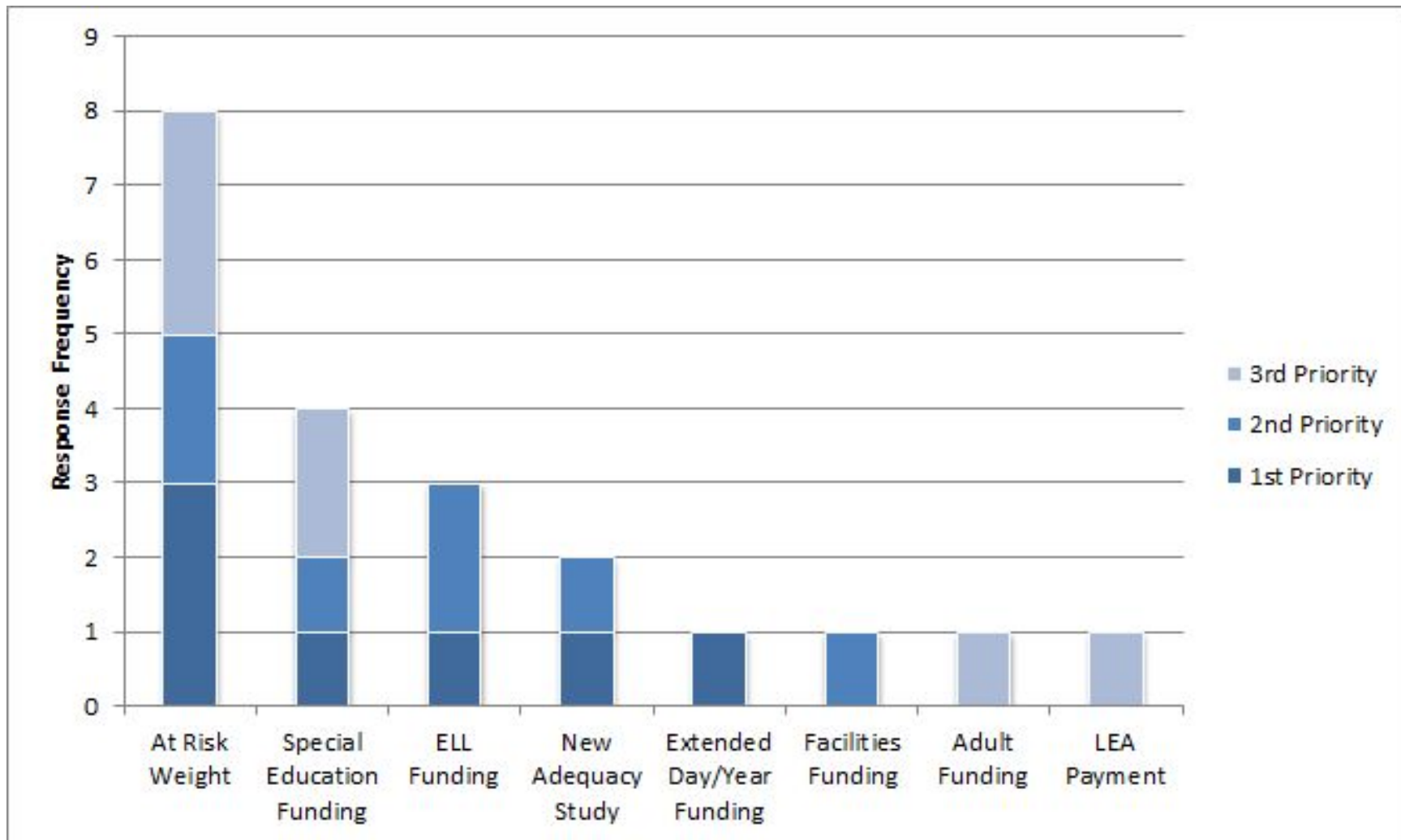


Discussion/Questions

Thoughts? Reactions?



Focus Areas- Survey Results





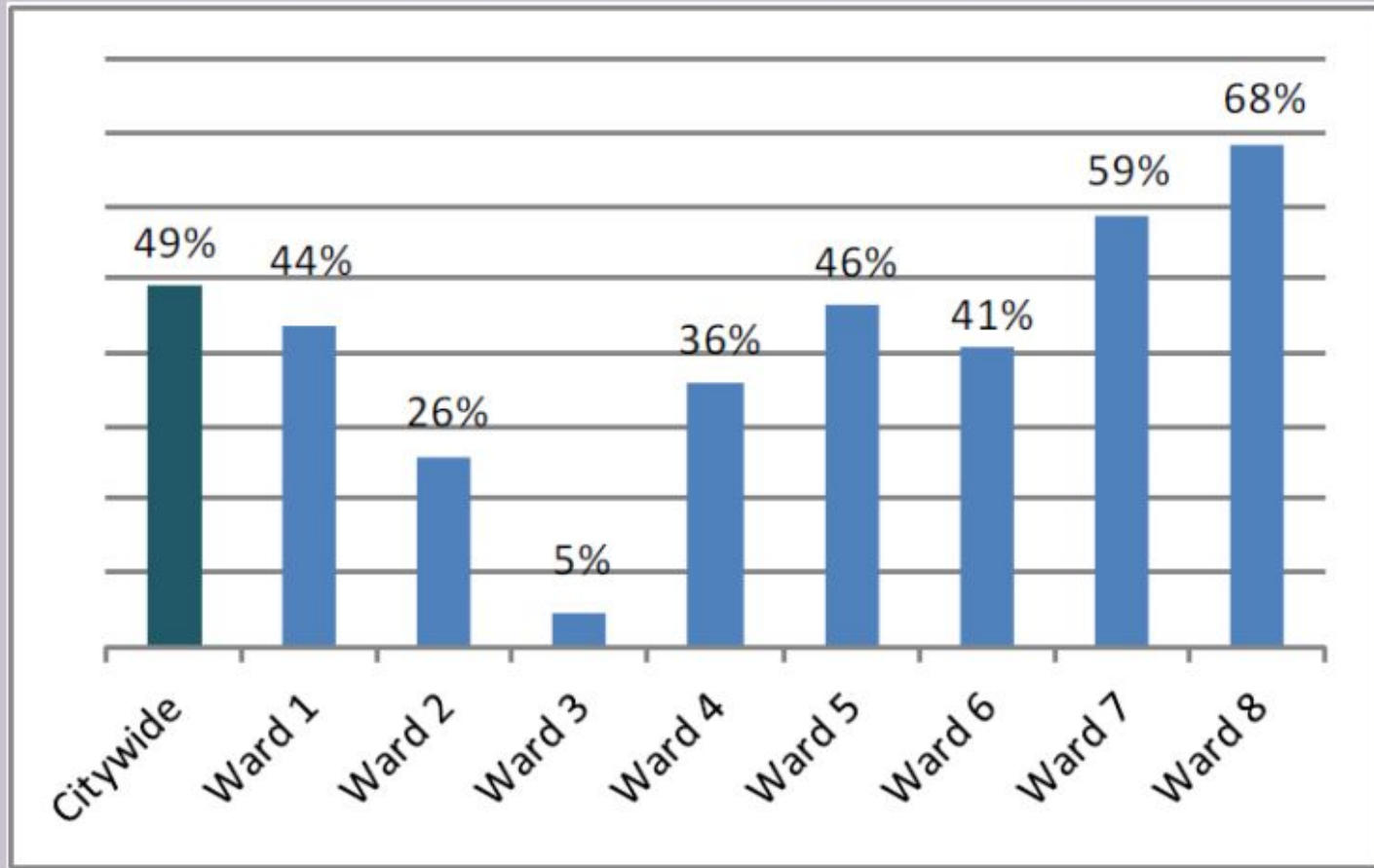
Focus Area: At Risk of Academic Failure

- Almost half of our public school students are designated as at risk
 - 44% of all public school students were at risk in SY2017-18
 - 47% of PK-12th grade students were at risk in SY2017-18, excluding the students enrolled in adult and alternative programs
- From the [Cross-Sector Task Force](#):
 - The at risk count is largely driven by SNAP/TANF (94% in FY18)
 - The distribution of where at risk students live is similar to the distribution of poverty
 - There are varying concentrations of at risk enrollment by school: over 50 schools have low concentrations of at risk students (0-20% at risk enrollment), while 15 schools have high concentrations (81-100% at risk enrollment)



Focus Area: At Risk of Academic Failure

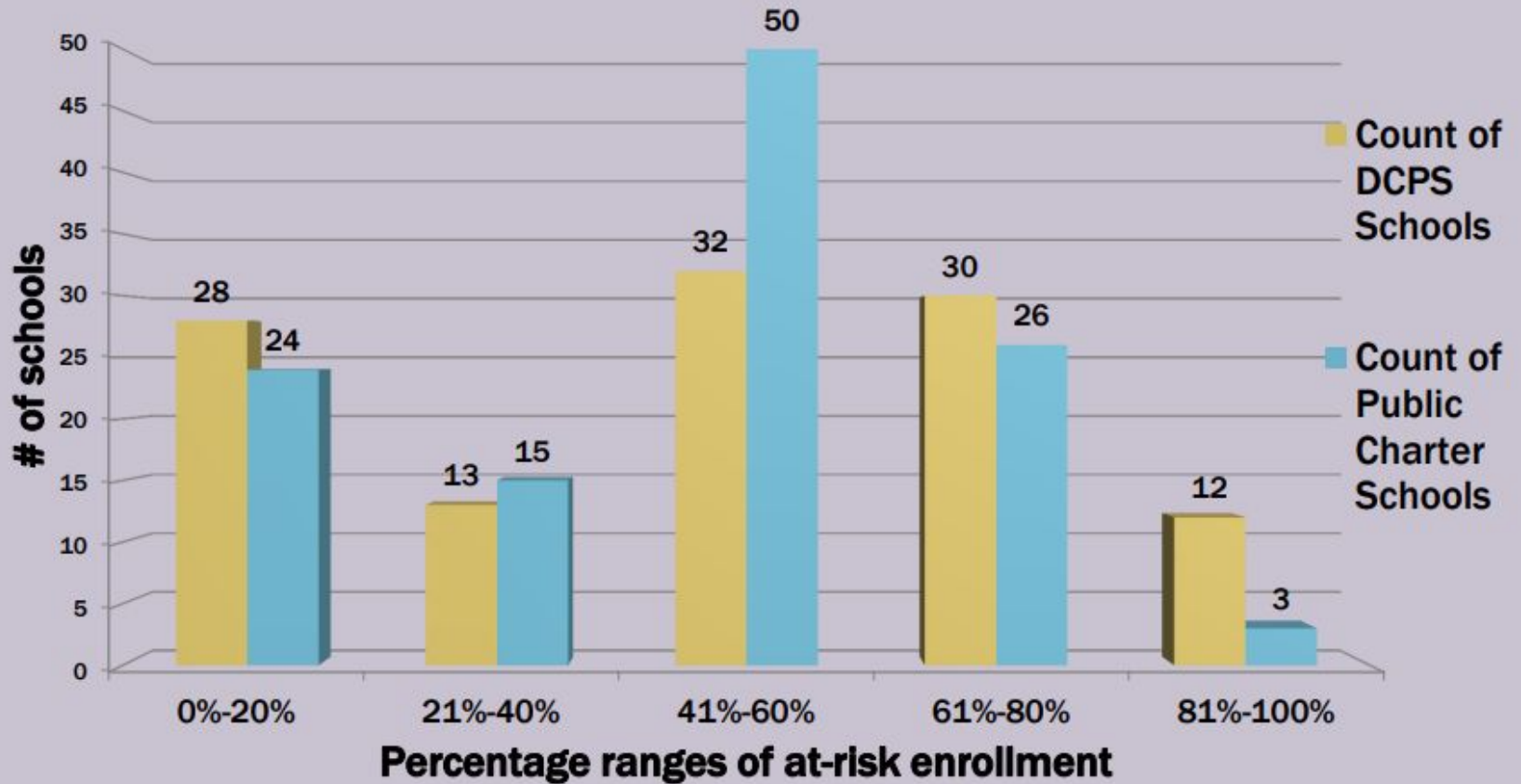
Share of At Risk Population by Ward of Residence, SY15-16





Focus Area: At Risk of Academic Failure

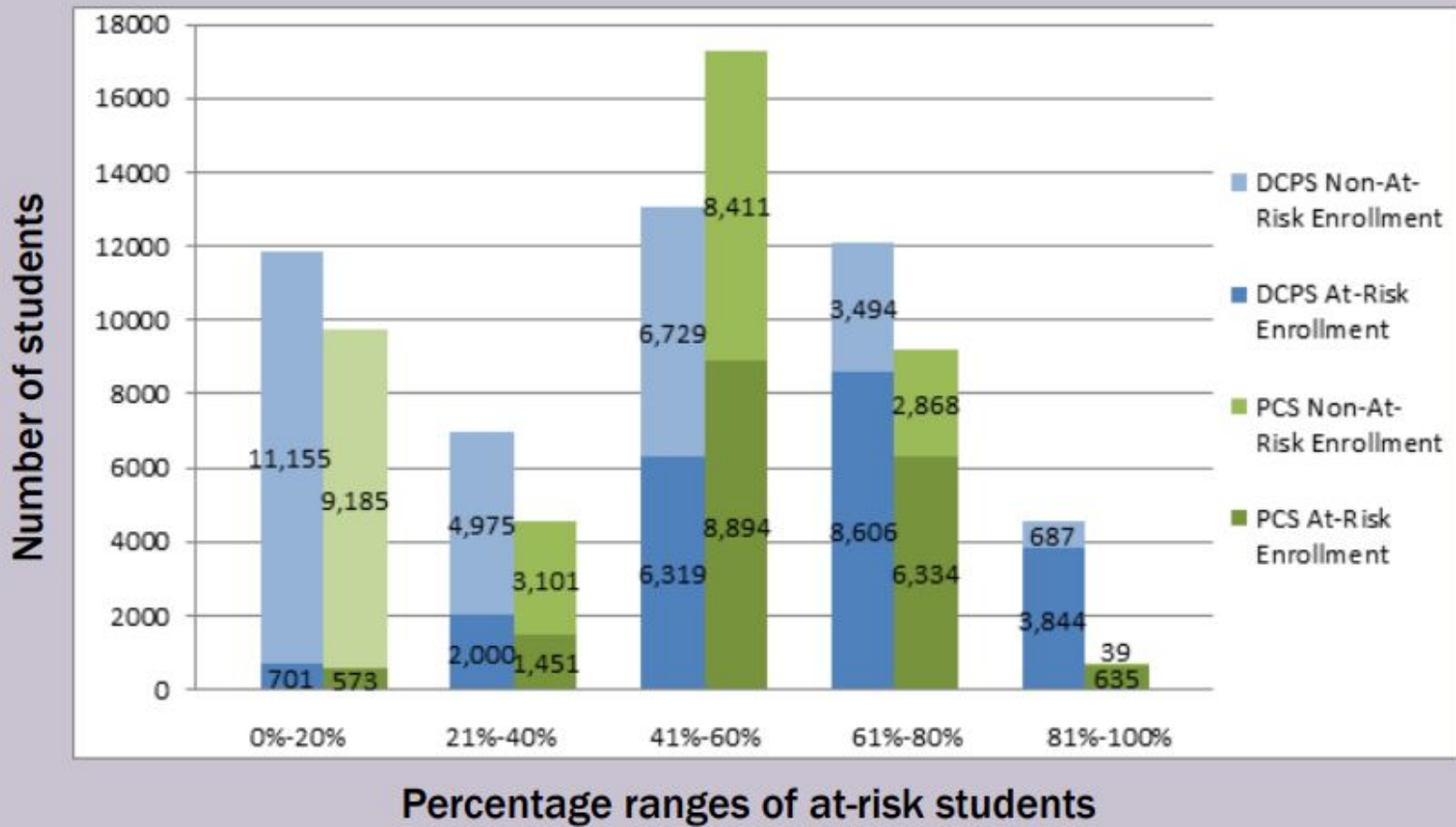
At Risk Enrollment, by School and Concentration SY15-16





Focus Area: At Risk of Academic Failure

At Risk Enrollment, by Sector and Concentration, SY15-16





Focus Areas- Timeline and Selection



- Given the timeframe, which focus area or areas can we tackle and provide substantive recommendations on?
- What additional information on these focus areas do we need in order to be successful over the next two working group meetings?



Public Comment

- Time for non-members to provide feedback or comments



Up Next

- Next Meeting: October 25, 3:30-5:00
- Draft Agenda:
 - National Landscape
 - Katie Hagan, Edunomics Lab
 - Focus Area Topic