

Draft Additional Adjustments and Revisions

The following draft additional adjustments and revisions were developed based upon the direction of the Working Group at the June 28th meeting.

Concentrations of Poverty Weight

The Working Group recommended that a concentration of poverty weight should be developed.

Assumptions

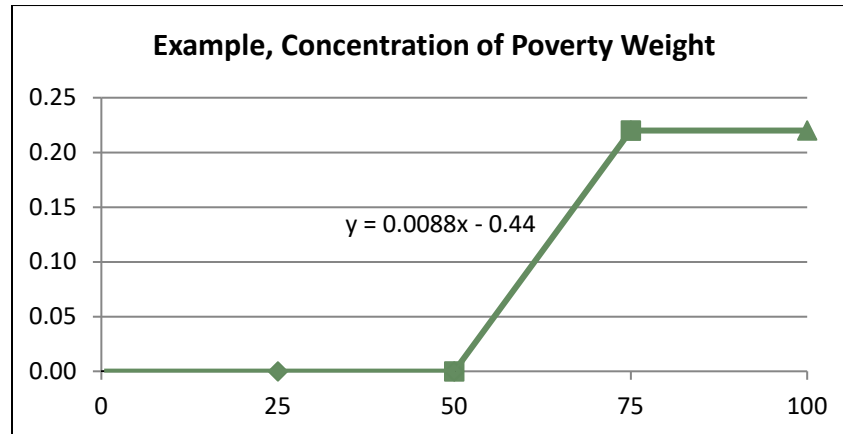
- Weight would be in addition to compensatory education weight
- Resources identified by Working Group that are included in concentration of poverty weight:
 - Increased extended learning time to provide safe space for students and provide additional time to receive supports
 - Provide three hours a day of extended time vs 2 hours currently in compensatory education weight
 - Resource to allow 100% of students to participate in extended day and summer school instead of current 50% in compensatory education weight
 - Staff to help students walk to school safely (“Walking Bus”). Need additional information on a best practice model. For costing out estimates shared today, assumed 2.0 FTE safety aides per school (note this is an FTE figure, and not a head count. Schools could use the FTE to hire a larger number of part-time staff).
- Additional resources discussed by Working Group that are expected to be addressed elsewhere:
 - Resources in the 2016 base: teaching staff to allow for small class sizes, student supports, MTSS supports.
 - These would need to be included in comp education weight if not in final Commission base.
 - Resources in compensatory education weight: additional instructional staff, additional student supports (these resources combined with base resources are at or above national recommendations for student support services), funds for student activities and enrichments, additional materials and supplies, first level of extended learning time (2 hours a day for 50% of students), and interventionists during the day.
 - If not provided in the compensatory education weight, these resources would need to be provided in the concentrations of poverty weight.
 - Feeding program resources are addressed through other legislation. Additional discussion is needed to determine if supplemental resources are also needed.
 - Resources in separate categorical: wrap around services, possibly through a community schools model, and school-based health centers.

Cost/Adjustment

The resources identified above for extended learning time (additional hour per day of after school extended learning time, increased participation from 50 to 100 percent) and safety (2.0 FTE safety aides per school) were added to the representative schools at the 75 percent FRL concentration level or above. Doing so produced a concentration of poverty weight of 0.22.

Guiding Questions

- What is the eligibility criteria for receiving the weight?
 - At what threshold does the factor start?
- Should the adjustment be applied using a tiered or formula-based approach to avoid “cliffs”?
 - For example, a concentration of poverty adjustment could be applied so that starting at 50 percent (or 40 percent, or state average), a school gets a portion of the factor, increasing as their percentage of students in poverty increases, until reaching the full weight level at 75 percent.



Categorical for Community Schools (Promise Heights Model) and School-Based Health Centers

In addition to the concentration of poverty weight, the Working Group suggested that there be a separate categorical fund to allow a targeted set of schools to provide wrap around services, possibly through a community schools model, and school-based health centers.

Assumptions

- Method for identification of eligible schools is still being explored, so cost estimates are per school.
- Resources identified are based upon models presented by stakeholders at the June 28th meeting, including the Promise Heights community school model.
- Resources include:
 - School-based Health Center
 - 1.0 FTE PA or Physician – using average PA salary for MD (\$109,311), benefit rate applied to other positions from 2016 study (\$134,857 with benefits)
 - Otherwise leveraging Medicaid dollars to provide service
 - Wrap around service coordination via a community schools model
 - 1.0 Community School Coordinator – using school social worker salary (\$80,815) benefit rate applied to other positions from 2016 study (\$101,927 with benefits)

- Stakeholders also recommended that additional student support positions would need to be staffed to meet national recommendations
 - 2016 study base includes nurse and counselors staff ratios that meet national recommendations.
 - If these resources are not in the final base, would need to ensure that is available in this categorical or the compensatory education weight
 - Additional resources for compensatory education and special education meet national recommendations for social worker and psychologist.
 - If not included in either final adjustment, would need to provide these resources in this categorical.

Cost/Adjustment

To provide 1.0 PA and 1.0 Community Schools Coordinator would be \$236,784 per identified school.

Guiding Questions

1. Is there any consideration for the size of school in resource allocation?
 - a. If a school was very small would they still get full 1.0 in each?
 - b. If a school was very large would you expect more?
2. Should there be different tiers of resource provided by need?
 - a. For example, should a PA be provided in lower need settings and a physician in higher, or staffed at a part-time level vs. full-time?

LEP Weight

The Working Group recommended that the LEP weight include resources for family engagement.

Assumptions

- Family engagement (outreach, parent nights, coordinating with community language services) could be coordinated by a family liaison.
- Went back to the recommendations of the 2016 PJ panels which identified a 1.0 FTE family liaison position in every representative school (20 percent of students being LEP).

Cost/Adjustment

Adding a 1.0 FTE family liaison at each representative school increased the LEP weight from 0.35 to 0.47.

Special Education

The Working Group asked APA to provide separate weights for mild, moderate and severe. Additionally, APA was asked to exclude non-public placements which could be addressed through a separate categorical. MSDE also examined current district special education expenditures to calculate a combined special education weight (expenditures are not reported based upon disability or need level).

Assumptions

- Given that the Evidence-based approach identifies one combined mild/moderate weight, and does not identify a weight for severe, the study team applied the proportionate relationship from the PJ results to disaggregate the single blended model special education weight into three weights (mild, moderate, severe).
- The tiered weights can be applied based upon the percentage of the day that students are in the general education classroom: 80 percent or more (mild), 40-79 percent (moderate), and less than 40 percent (severe).
- Non-public placement resources, which were included in the 2016 study special education weight, have been excluded.

Cost/Adjustment

2016 Study Results

Excluding non-public placement resources reduces the 2016 study's single special education weight to 0.89 after accounting for available federal dollars. Applying the proportionate relationship seen in the PJ approach results produces the following three weights in relationship to the 2016 study base of \$10,880:

- Mild: 0.58
- Moderate: 1.03
- Severe: 2.94

FY 2015 Actual District Expenditures

MSDE reviewed actual special education expenditures in districts in FY15, excluding non-public placements and available federal dollars to produce a weight against the current foundation amount and the 2016 study base.

Approx. FY 15 Special Education Weight based on Actual Expenditures		
	Applied to 2016 Study Base	Applied to Per Student Foundation Amount
Base Amount	\$10,880	\$6,860
Weight based upon Unweighted Average Per Student	0.91	1.44
Weight based upon Weighted Average Per Student	1.02	1.63

Given special education expenditures are not reported by disability or need level, MSDE was able to produce a single special education weight, but not multiple. When applied to the 2016 study base, the weight based upon the unweighted average expenditure per student is comparable to the 2016 study weight (.91 vs. .89). However, weight based upon the weighted average expenditure per student (1.02)

is higher than the 2016 study blended model recommendation.¹ Weights would need to be higher if applied to a lower base amount, such as the current per student foundation amount.

Guiding Questions

1. Given that the weight based upon the weighted average expenditure per student currently spent by districts is higher than the 2016 study recommendation, would the Working Group recommend that this weight (1.02) be used applied to all special education students as the stop-gap weight pending the results of the forthcoming special education study?
2. Does the Working Group recommend that non-public placements be funded as a separate categorical?
 - a. Some considerations, districts varied widely in the portion of their expenditures used for non-public placements (0-30 percent of reported expenditures) suggesting different decision making and/or capabilities in districts to serve certain students (likely higher cost students). May create an unintended incentive to serve students outside of a district's schools if they are funded at a higher level for non-district placements. Working Group could also consider recommending the state instead categorically fund the difference for students over a certain cost threshold or need level (such as all severe students), regardless of where they are served.

Transitional Tutoring (3c)

The Working Group asked APA to provide a cost estimate for transitional tutoring (3c). Working with NCEE and Legislative staff, the following model was developed.

Assumptions

- Schools would be categorized into three tiers based upon performance
- Initial resources identified:
 - 1.0 FTE Coordinator (certified teacher) for schools in lowest tier of performance
 - 0.75 FTE Coordinator (certified teacher) for schools in middle tier
 - 0.5 FTE Coordinator (certified teacher) for schools in highest performance tier
 - Additionally, provide a 1.0 FTE Tutor per 250 students – costed out at average of instructional aide and teacher salary
- Funding for this transitional resource should be provided as a categorical for six years. The funding could be reallocated into the new system at that time.
- Schools would have additional resources through the compensatory education weight to provide additional interventions for struggling students.
- Currently, the 2016 study base has some staffing for tutoring in the middle school level which would need to be adjusted (either removing from the base or assuming a portion of the resources identified in this categorical would be duplicative, and therefore reduced) if the final Commission base was similar.

¹ This weight is also similar to the results of the professional judgement approach that produced a weight of about 0.98 after accounting for federal resources. The 2016 study recommendation was based upon blending the results of the PJ and EB approaches.

Cost/Adjustment

A salary of \$65,440 (\$84,160 with benefits) was used for coordinators, and a salary of \$47,438 (\$64,127 with benefits) was used for tutors. Using 2017 data from MSDE, there were 886,211 students at 1572 schools. Using this information, the cost of providing transitional tutoring would be \$99.2 million for 1,179 coordinator FTEs and \$227.3 million to provide about 3,545 tutor FTEs for a total of \$326.5 million.

Guiding Questions

1. Can schools change tiers over the years?
2. EB provided a 1.0 Tutor per school in the base (per 450 students in Elementary and Middle school and per 600 students in High school), this is a richer model that we believe is reflective of the level of need we have heard for this transitional funding, is it the right model?