

Results of Results-Based Funding

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Arizona School Boards Association

Arizona Association of School Business Officials

Nationally, Not a New Idea aka Pay for Performance Plan

- In Arizona, Student Success Funding under Governor Brewer
- Teacher performance-pay plans are often problematic
 - Measurement issues
 - Insufficient funding
 - Little, if any, improvement in student achievement
 - Many fail to outlive their political champion (e.g., Student Success Funding)

Arizona's Results-Based Funding Differs from a Typical Pay for Performance Plan:

- Payment to schools, rather than teachers.
- Based solely on student test scores (first year), rather than growth or multiple measures. It doesn't account for student demographics; instead it creates two tiers of payment based on poverty.
- Funding is less a reward and more like seed money to extend the reach of "successful" schools.

For FY2018, Awards Based on 2016 AzMerit

- \$225 per student
 - Less than 60% FRL **and**
 - Top 10% of schools in the state based on AzMerit scores
- \$400 per student
 - More than 60% FRL **and**
 - Top 10% of AzMerit scores in this group
 - **OR** A-Alternative school

For FY2019, Awards Based on A-F Letter Grades

- \$225 per student
 - Less than 60% FRL **and**
 - A Letter Grade
- \$400 per student
 - More than 60% FRL **and**
 - A Letter Grade
 - **OR** Alt-A

Use of Results-Based Awards (SB1530)

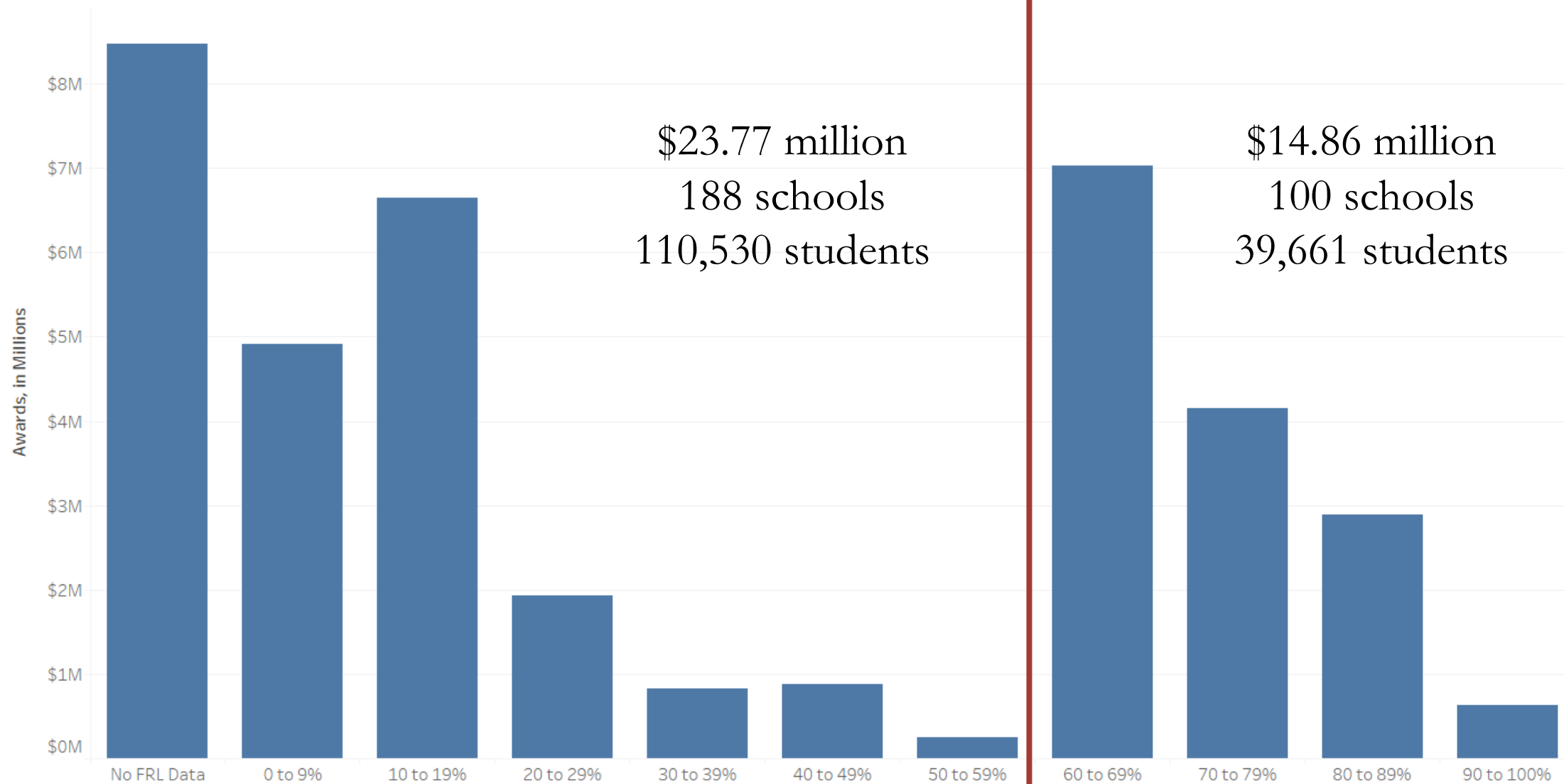
- “The monies shall be allocated directly to enhance, expand or replicate the school site that generated the results-based funding and shall not supplant monies budgeted or received from any other source that are generally provided to that school.
- The majority of the monies received from the fund by a school district or charter holder shall be used for teacher salaries, to hire teachers and to provide for teacher professional development.
- A portion of the monies received from the fund by a school district or charter holder may be used for the expansion and replication of that school site as a quality school model.
- The monies shall be used to sustain and replicate results, to serve more students on a waiting list at a school with a letter grade designation of A or B and to increase salaries for teachers, other classroom staff and school leaders closing the achievement gap in high-poverty schools.”

“Replication” Means:

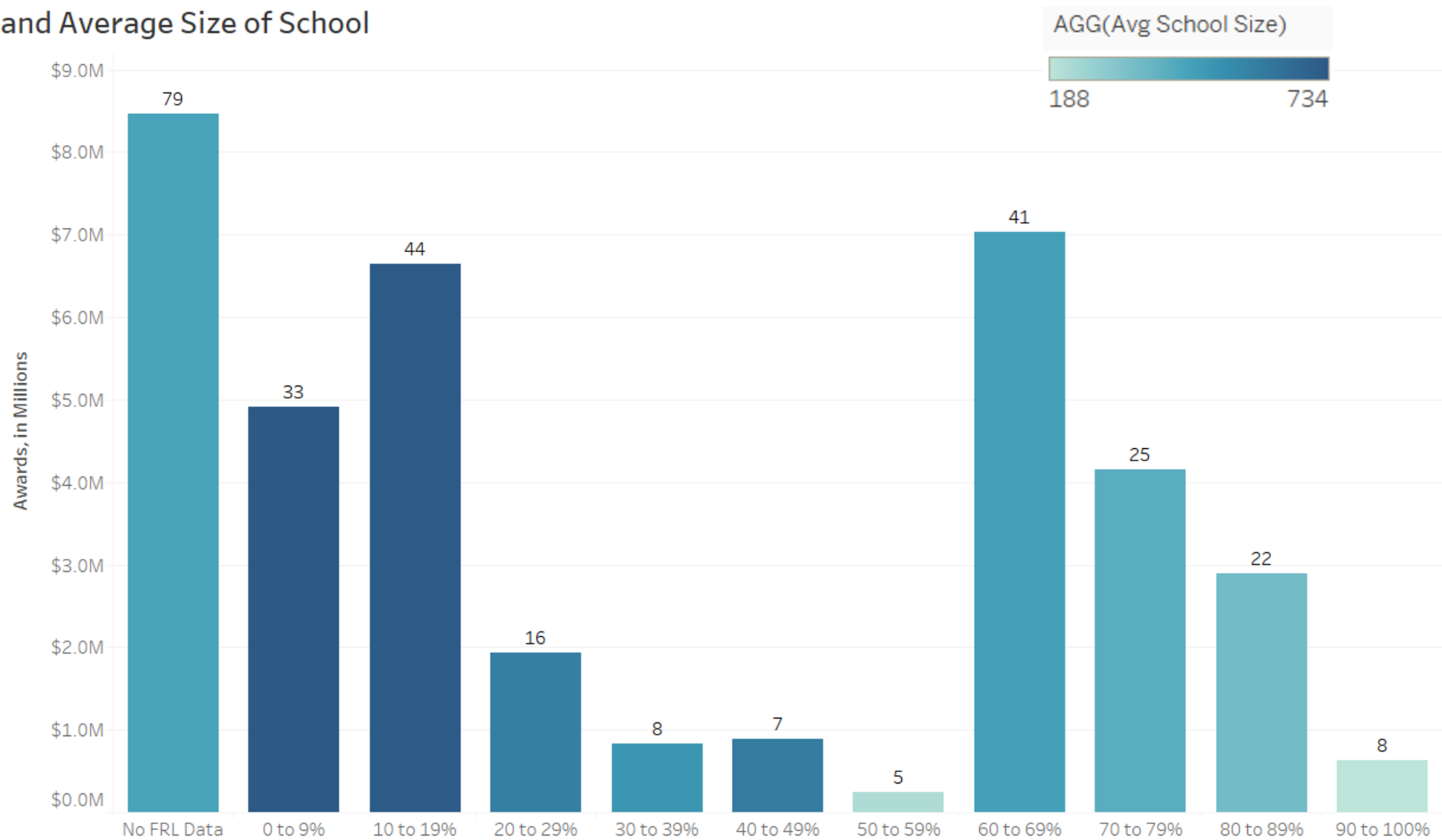
1. Adding seats and serving more students at the awarded school site.
2. Using resources at a different location to improve that school or to sustain or accelerate academic growth.
3. Mentoring other schools and school leaders to replicate the model or to provide other types of school improvement supports.
4. Physically expanding at another location.

Schools receiving funding...must show steady improvement after three years to remain eligible for funding. (SB1530, page 10-11)

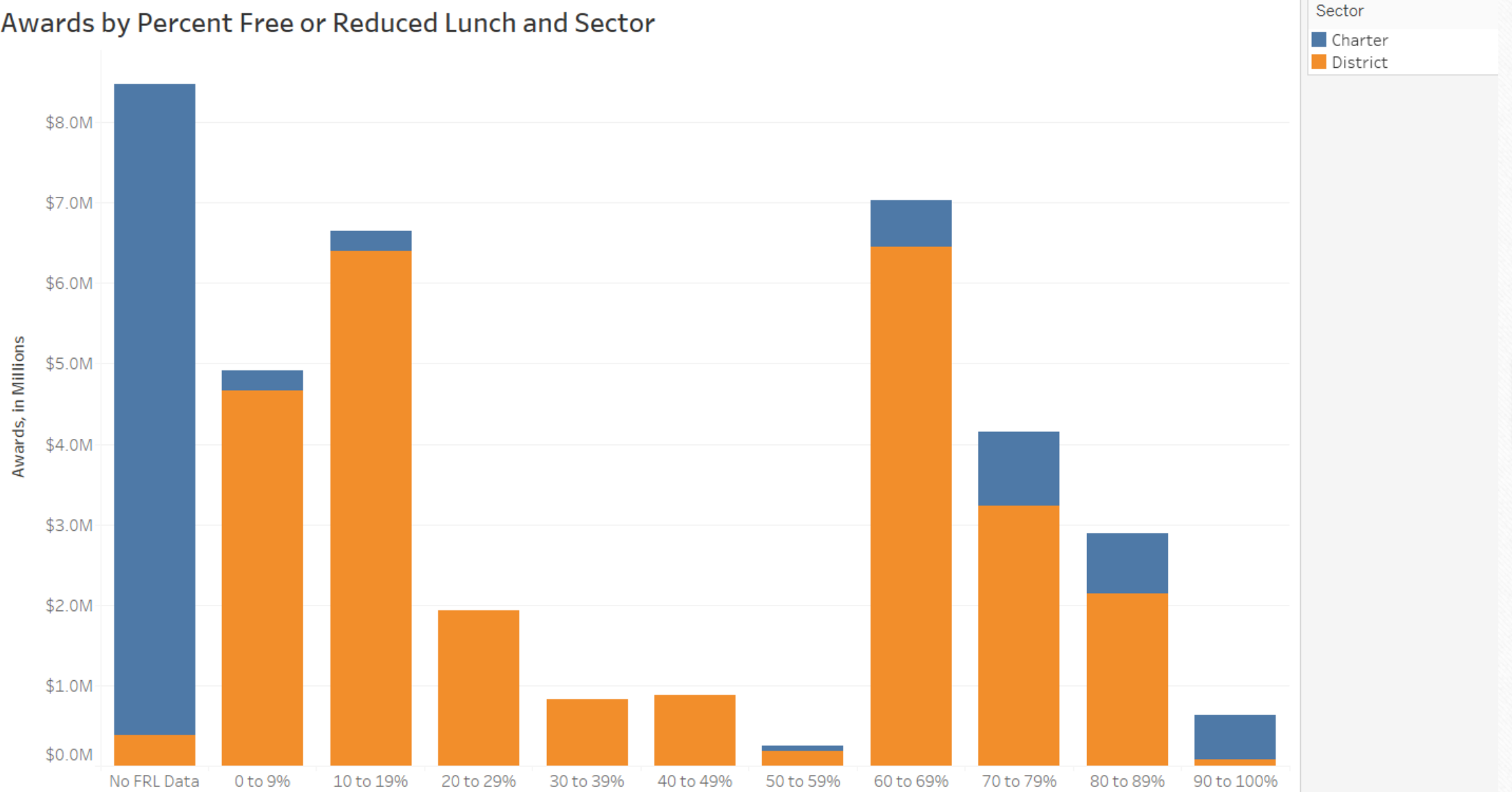
Awards by Percent Free or Reduced Lunch



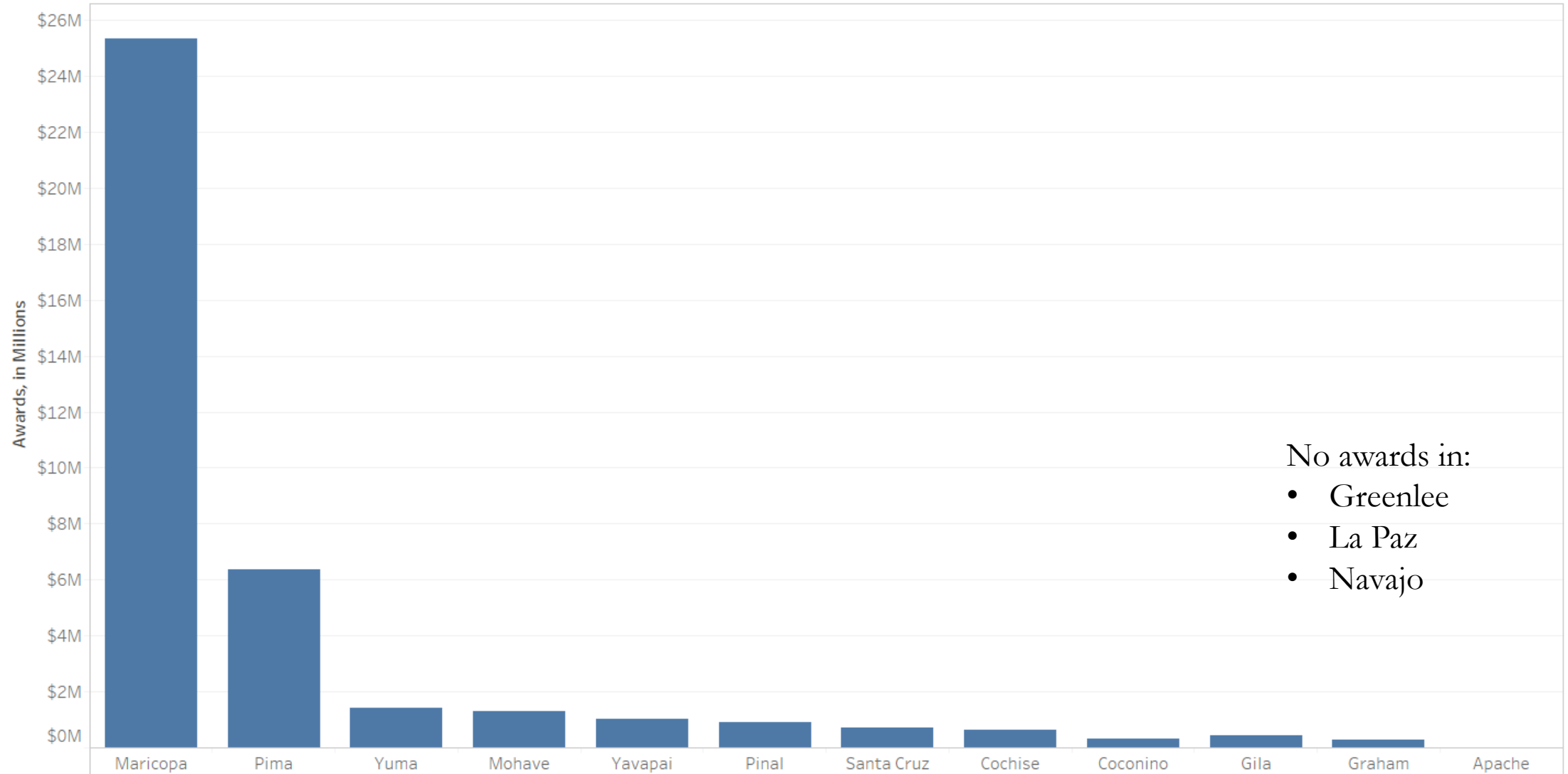
Awards by Percent Free or Reduced Lunch and Average Size of School



Awards by Percent Free or Reduced Lunch and Sector



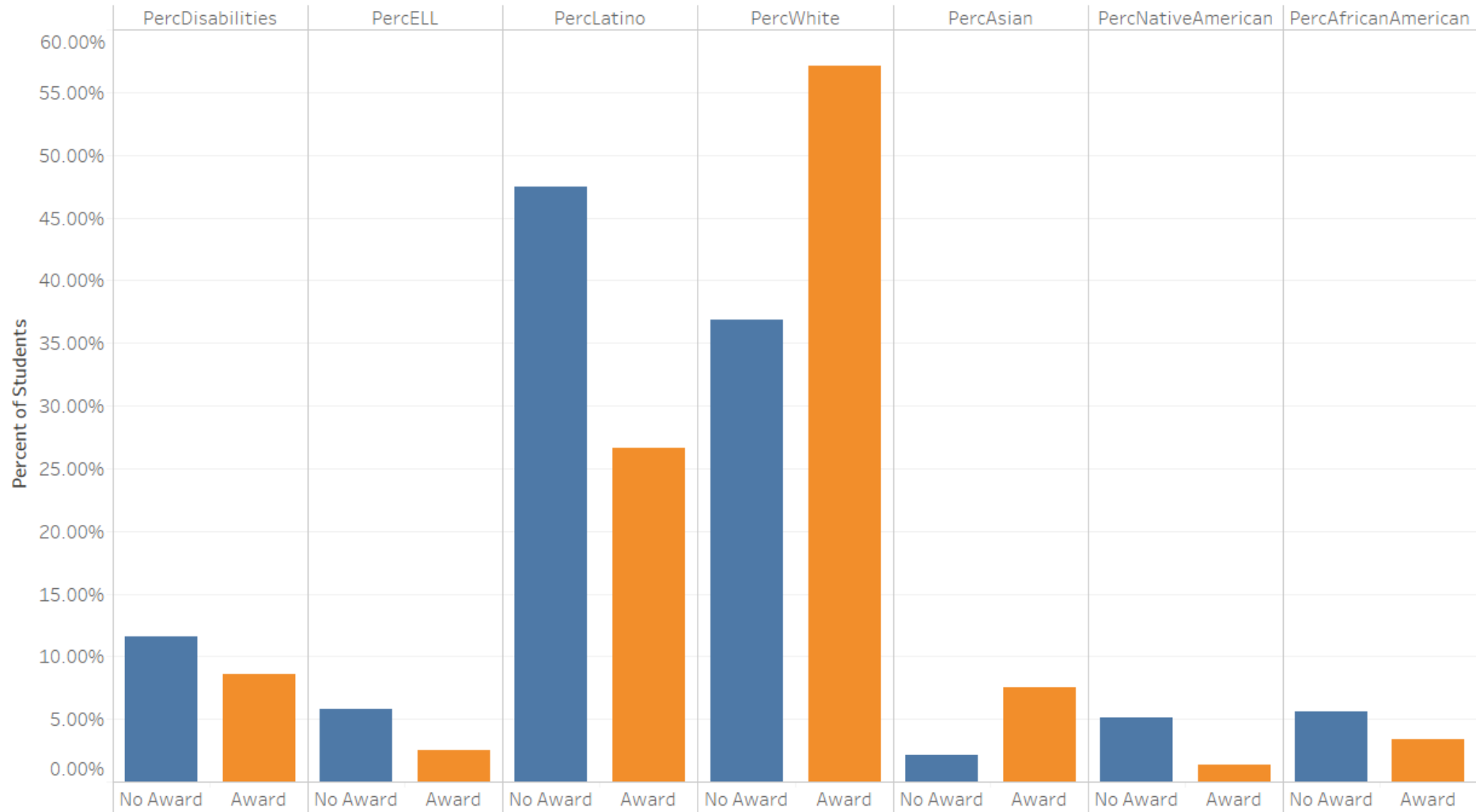
Awards by County



No awards in:

- Greenlee
- La Paz
- Navajo

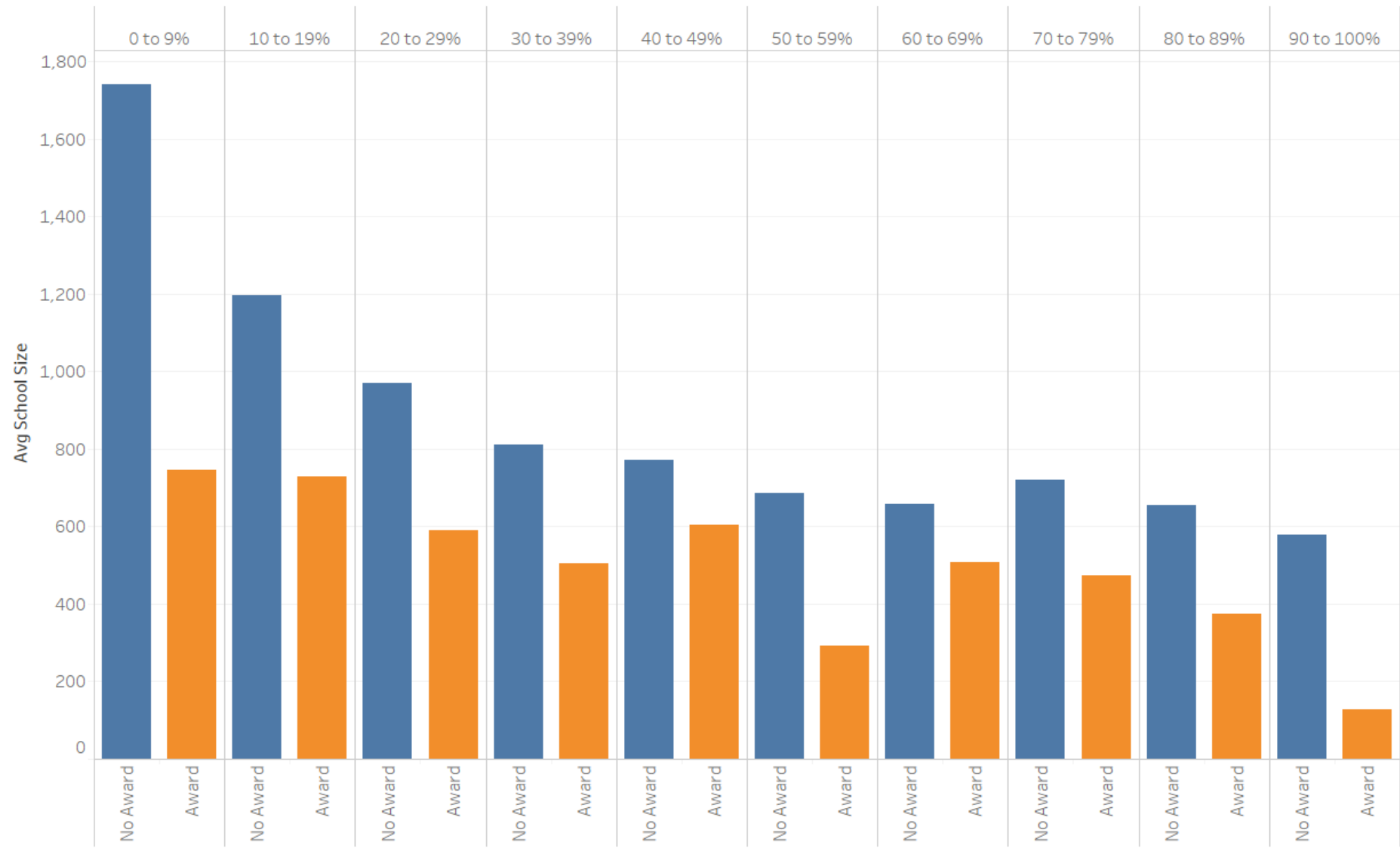
Student Demographics in Schools Receiving Awards Compared to Schools Not Receiving Awards



For Schools and Districts to Consider

- Inconsistent funding due to changes in 2018-2019 to funding based on A-F Letter Grades.
- How does the allocation of results-based funding allocations fit within districts' equity efforts?
- How does it fit within ESSA requirements for equity (e.g., comparability, school-level reporting?)
- Stated goal is to expand reach of “quality school models,” but data show district schools receiving awards are smaller than average, especially those with highest levels of poverty.

Average School Size of Districts Receiving and Not Receiving Award



Questions?

Thank you

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Special Education

What it Costs and Why Everyone Has a Stake

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Do expenditures for students with disabilities exceed funding, creating a funding gap?

- How large is the funding gap?
- Are there differences in the size of the funding gap?
- What accounts for differences in the size of the funding gap?

Analysis of Special Education Expenditures

- Captured in Analysis
 - M&O revenues and expenditures
 - Classroom Site Fund (Special education teacher portion) expenditures
 - Federal IDEA revenues and expenditures
- Not Captured in Analysis
 - Expenditures paid through other federal funds (e.g., Impact Aid)
 - Special education transportation costs, which can be *significant*

Enrollment in Special Education

Type of Disability Matters Because it Has an Impact on Funding

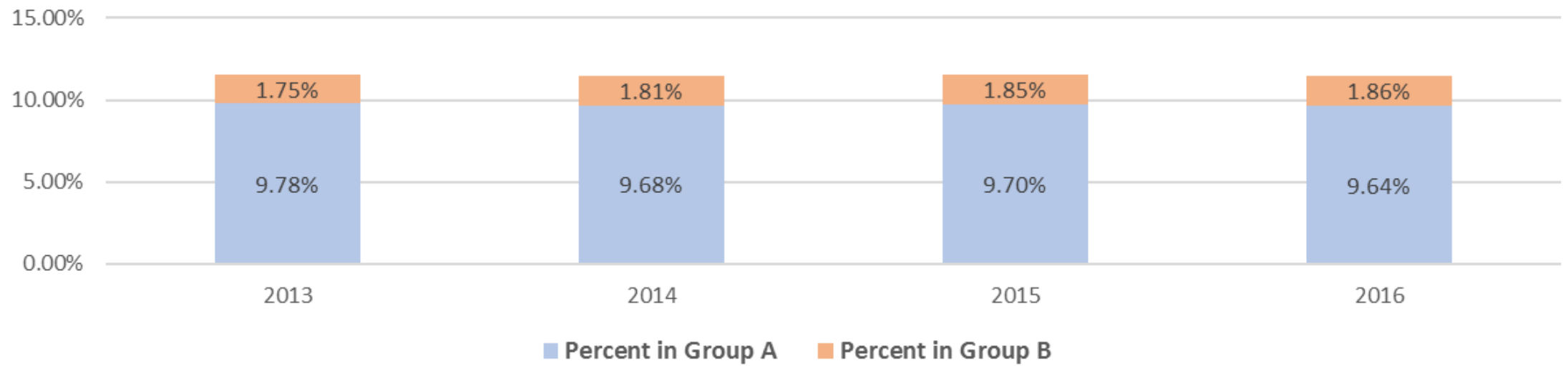
Group A = per pupil

- Specific Learning Disability
- Emotional Disability
- Mild Intellectual Disability
- Speech Language Impairment
- Developmental Delay
- Other Health Impairment

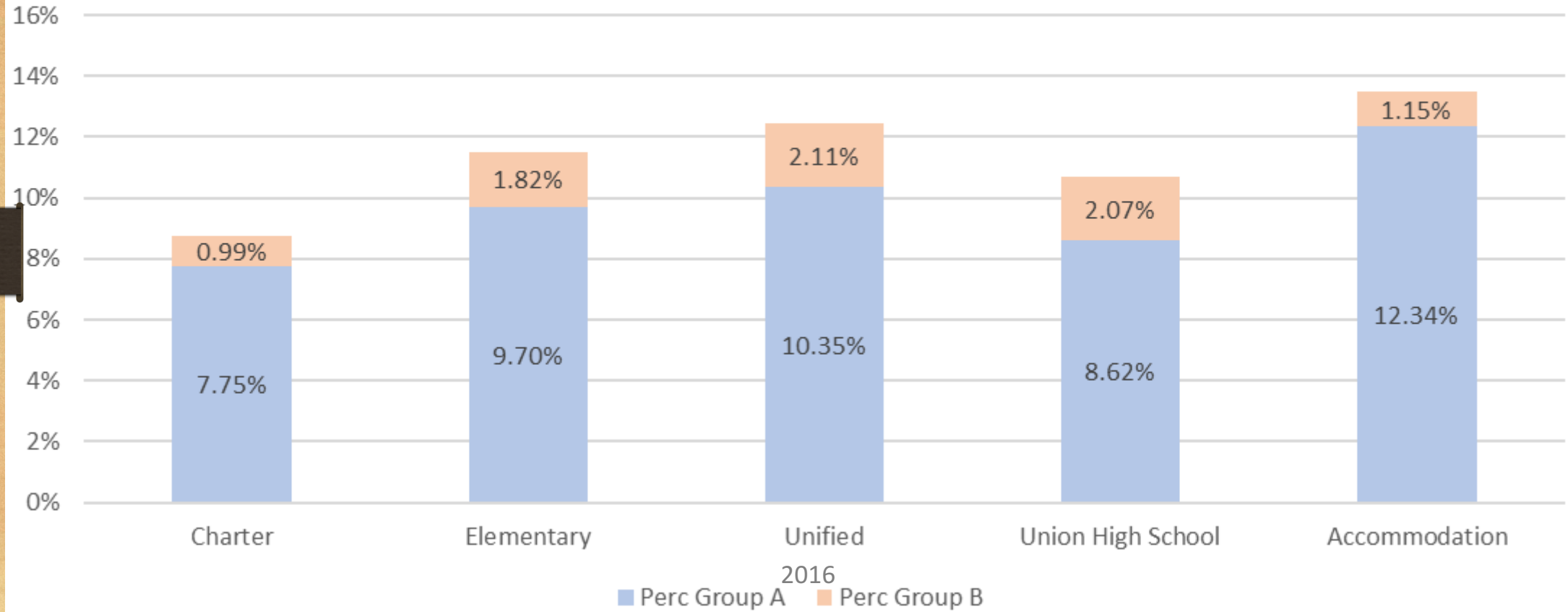
Group B = identified student

- Orthopedic Impairment (self-Contained and resource program)
- Preschool students with disabilities
- Moderate Intellectual Ability
- Visual Impairment
- Hearing Impairment
- Multiple Disabilities, autism and severe intellectual disability (self-contained and resource program)
- Emotional Disabilities who are enrolled in private special education programs
- Multiple disabilities with severe sensory impairment

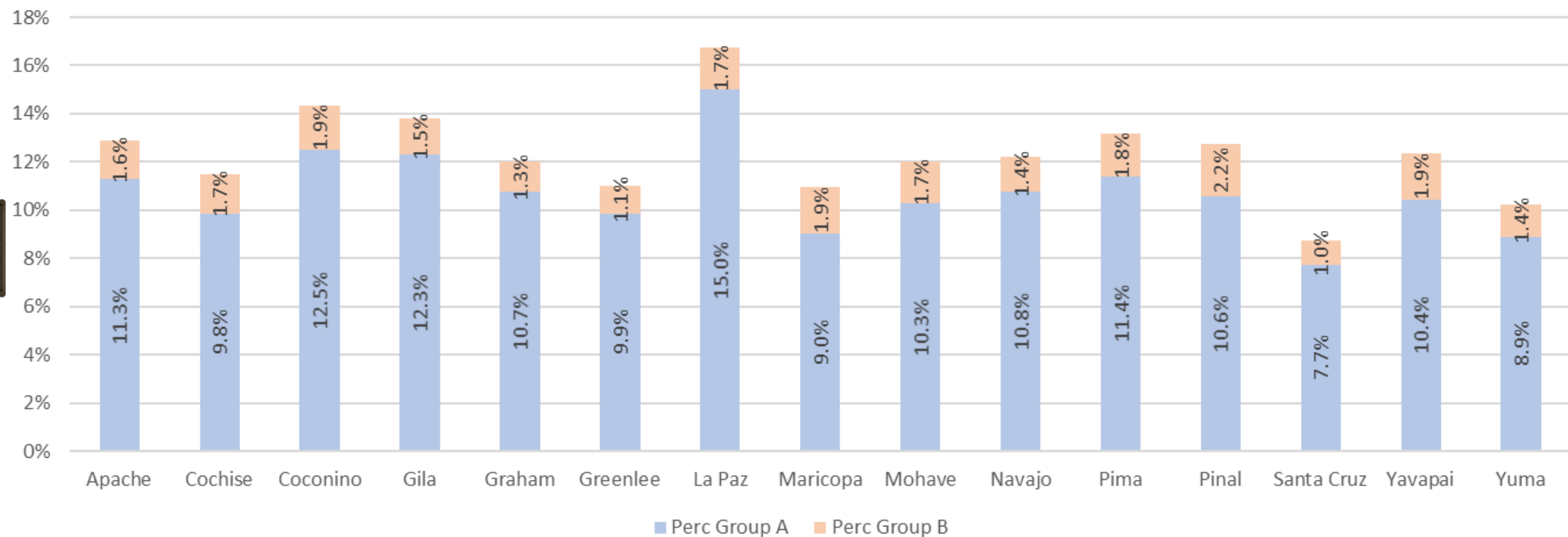
Percent of Students with Disabilities is Stable, But the Categories Have Shifted Slightly



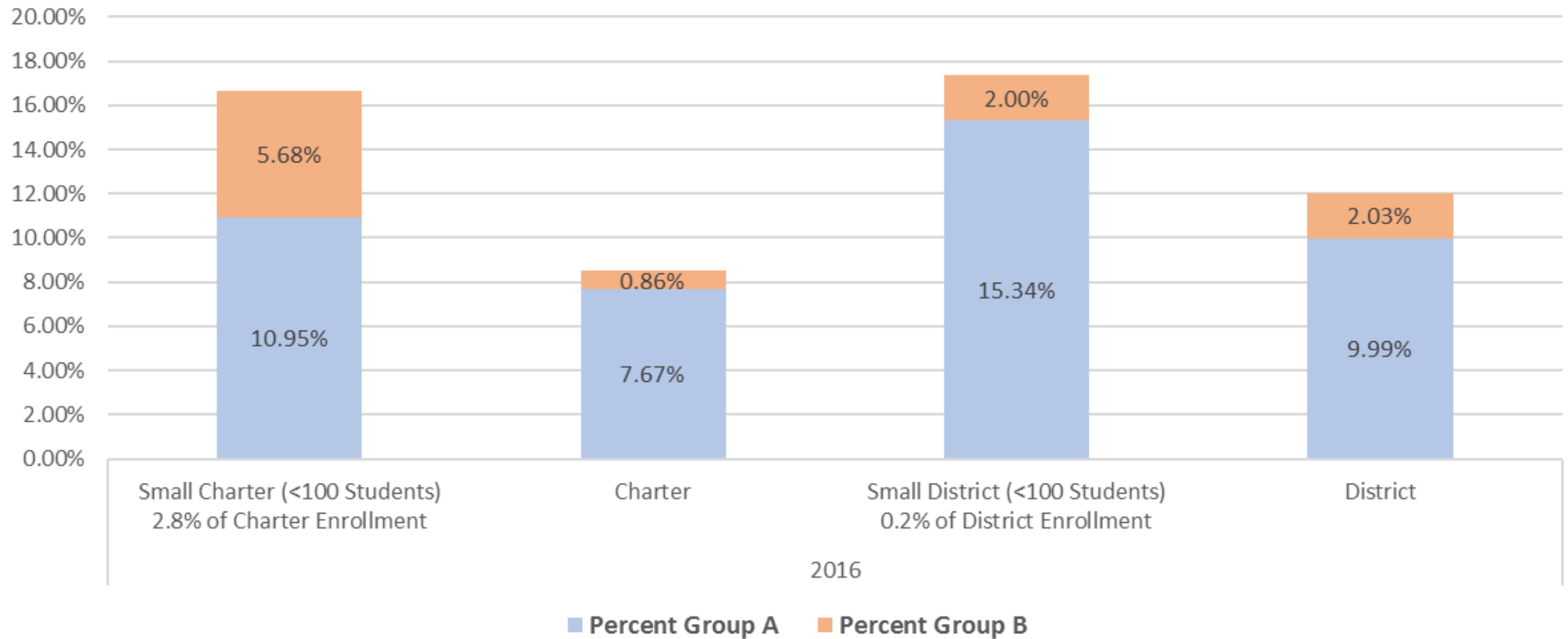
Among Traditional Districts, Unified School Districts Have Higher Rates of Students with Disabilities



Percent of Students with Disabilities Varies Significantly Across the State

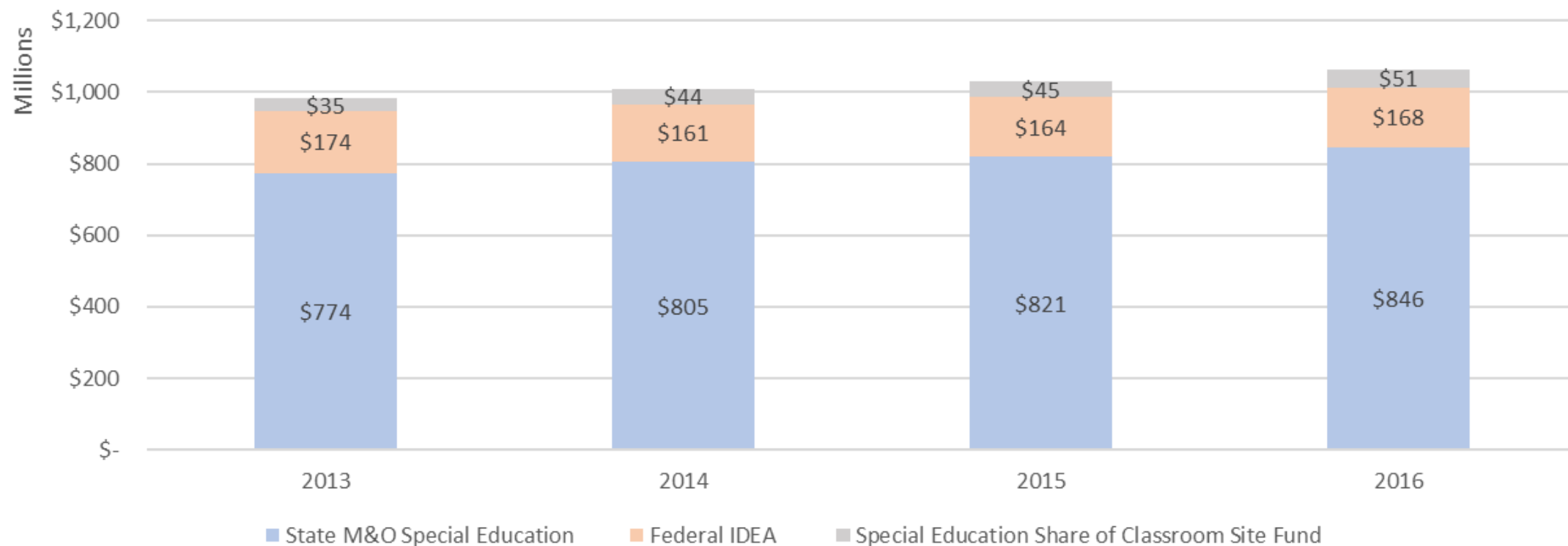


Small Districts and Charters Have Significantly Higher Rates of Students with Disabilities

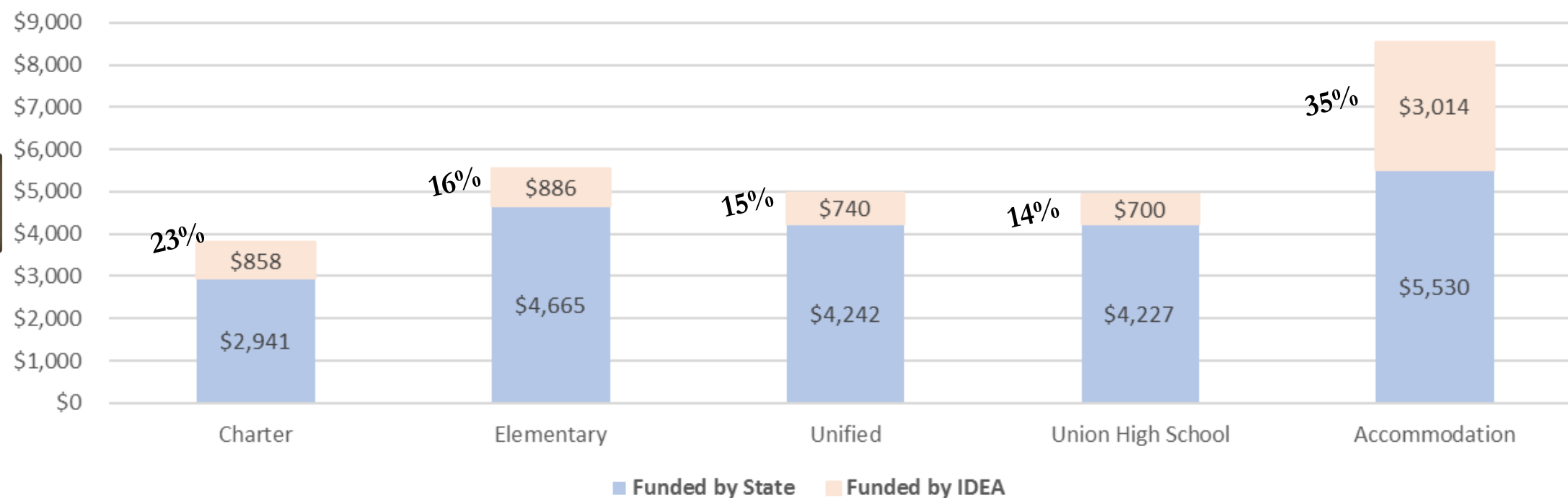


Special Education Expenditures

Total Expenditures on Special Education Exceed \$1B Statewide and Have Increased 8% Since 2013



Expenditures per Weighted Pupil Vary Across District Types as Well as the Percent Covered by Federal IDEA



The Funding Gap

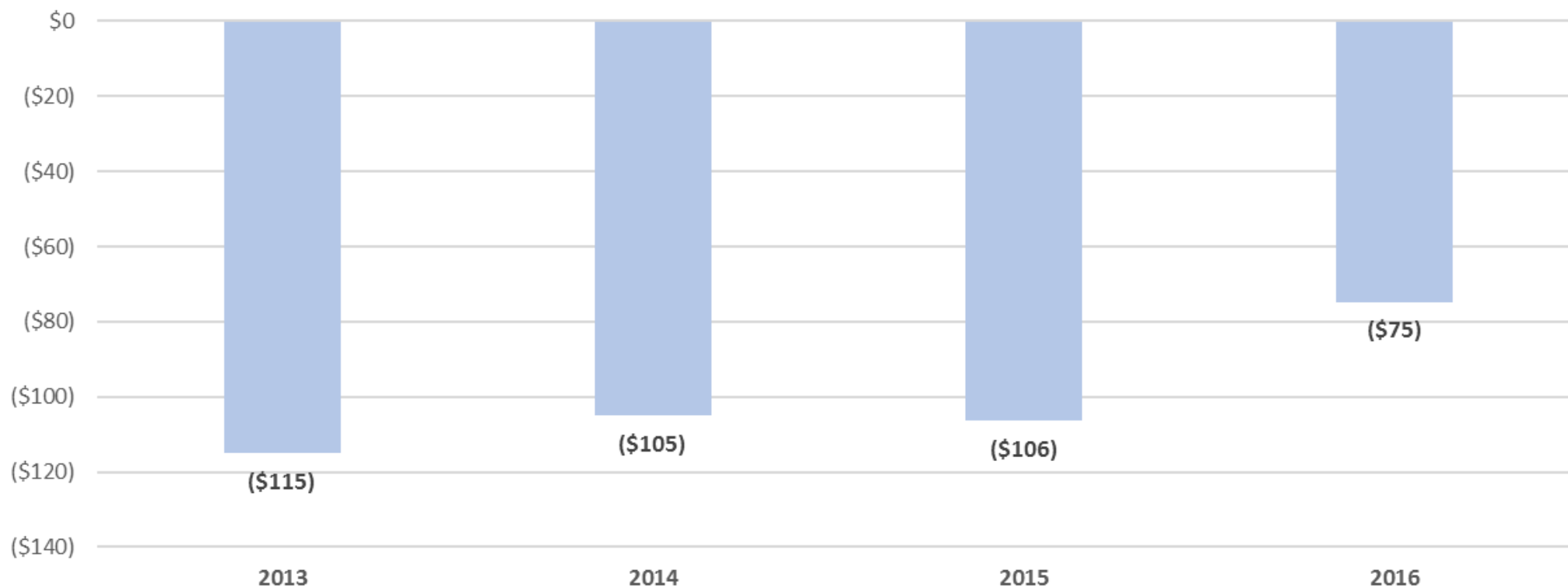
Definition of the M & O Special Education Funding Gap

- Expenditures for special education not covered by Federal IDEA or Classroom Site Fund revenues.
- Compared to formula funding for special education (Base Support Level + Weights)
 - Includes 7/11 of Group A weight (7 of 11 programs are for students with disabilities)
 - Includes Teacher Experience Index and base funding for self-contained categories
- Difference between Expenditures and Formula Funding = Funding Gap
- Expressed as Funding Gap per pupil (ADM) because it has an impact on all pupils

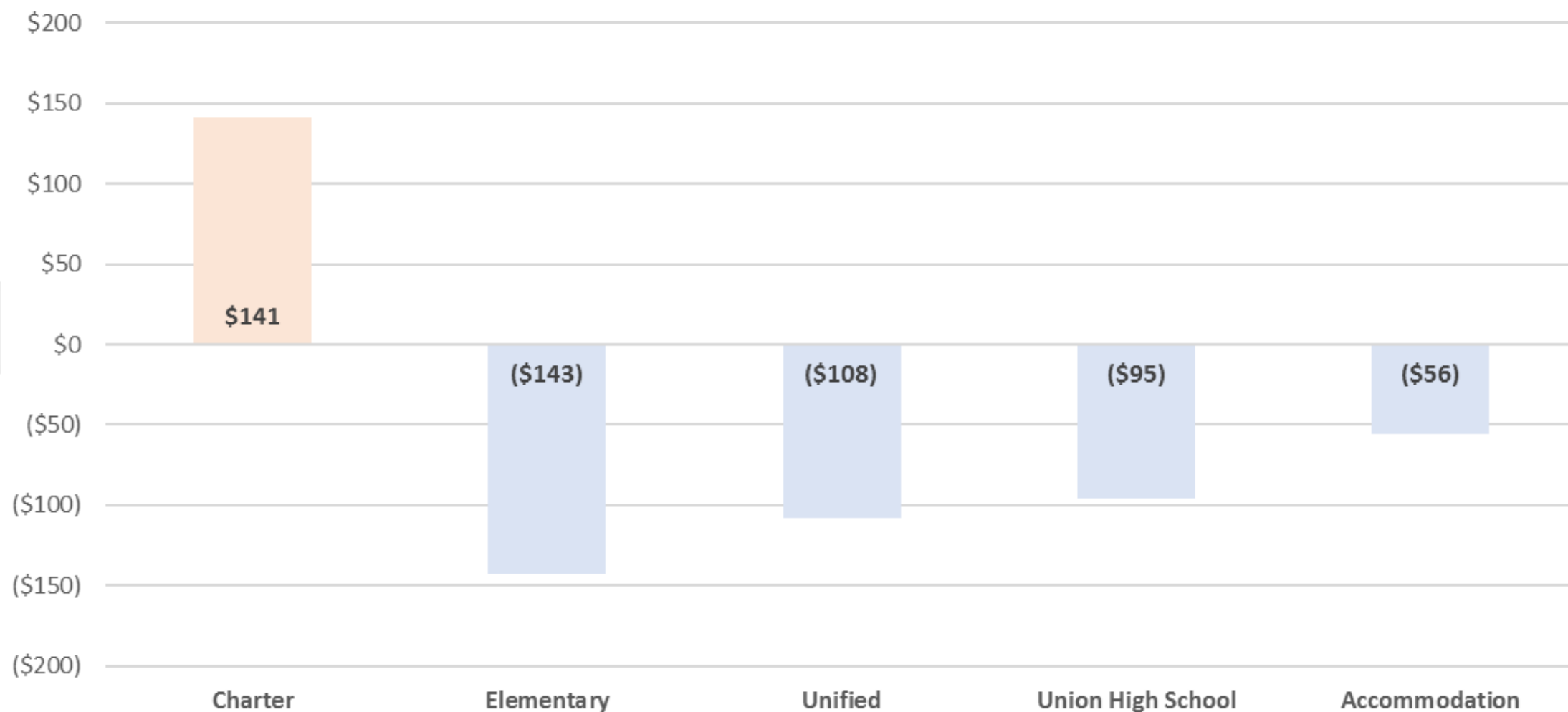
Why the gap matters to all students:

	District A	District B	District C
Funding	\$5,000 per pupil	\$5,000 per pupil	\$5,000 per pupil
Special Ed Funding Gap	-\$200 per pupil	+ \$0 per pupil	+\$200 per pupil
Actual Funding	\$ 4,800 pp	\$5,000 pp	\$5,200 pp

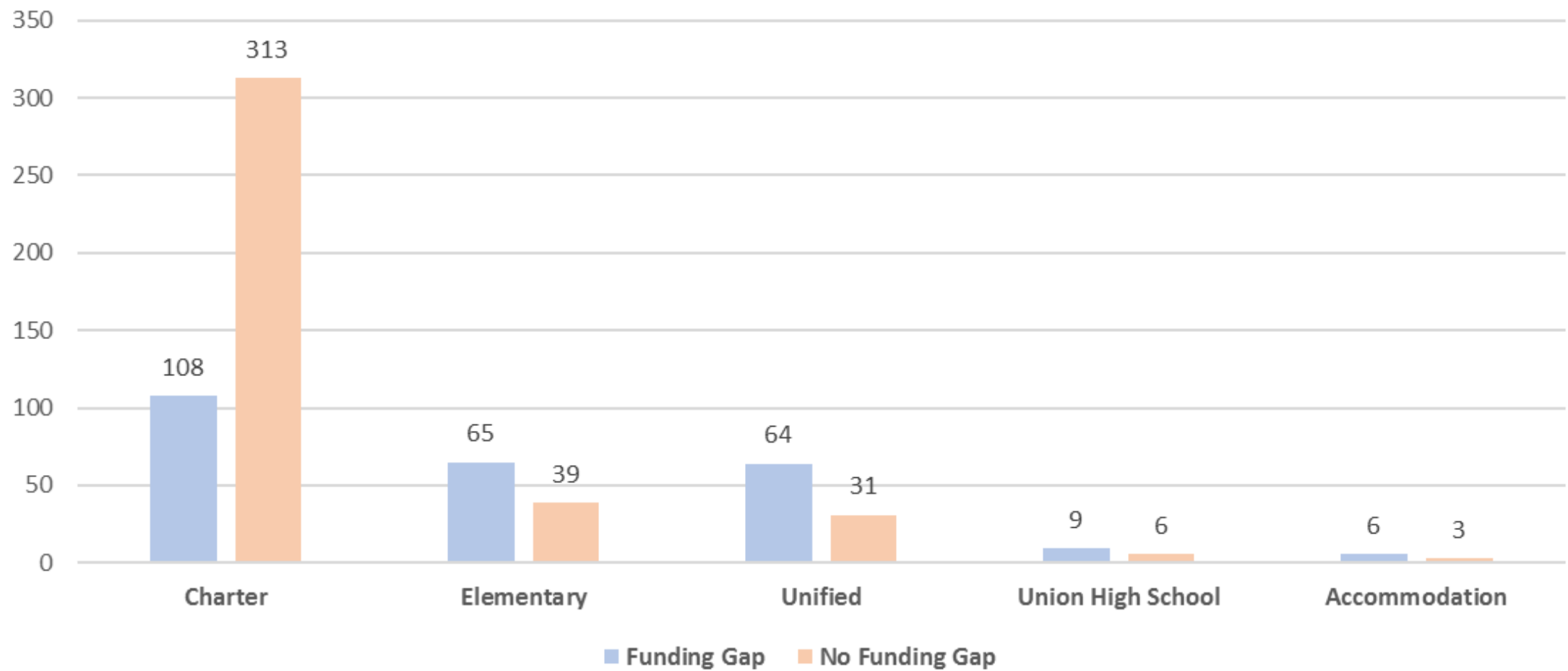
Proposition 123 Has Helped to Shrink the Special Education Funding Gap per Pupil



The Funding Gap is Not the Same Across All Districts and Charters



Most Districts Have a Funding Gap, While Most Charters Do Not



Factors that Affect the Size of the Funding Gap

- Expenditures per Weighted ADM
 - Expenditures vary across and within disability categories
- Percent of Expenditures Covered by Federal IDEA or other funds
- Percent of Group A Students
- *Group B Weights vs. Actual Costs
 - * This is not a Special Education Cost Study to determine the appropriateness of weights

More Detailed Information...

- AASBO/ASBA Data Analysis Project (aka Data Collection Project)
- <http://www.aasbo.org/?page=DataCollection>
- Upcoming dashboard with district by district information on special education enrollment, spending, and funding gap trends

Questions?