

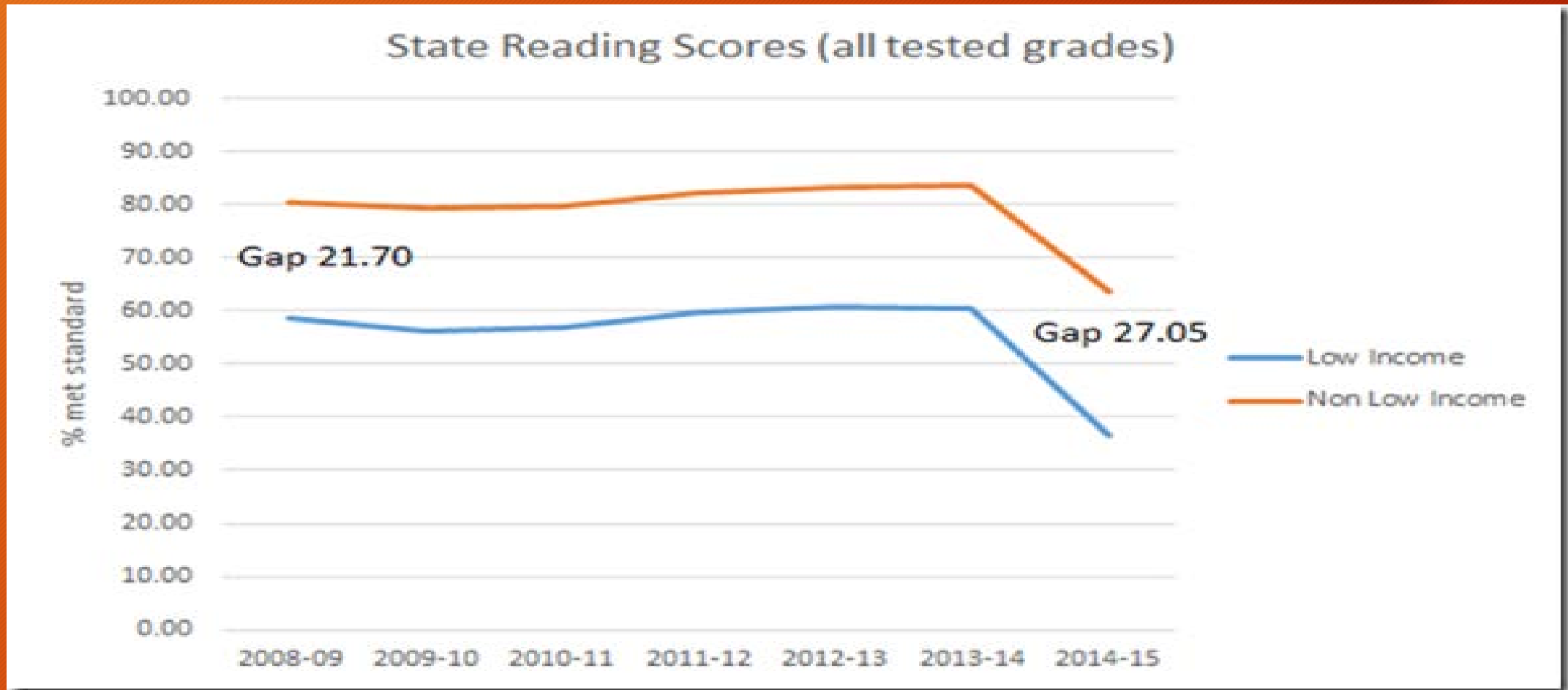
The Basics of Weighted Student (Need-Based) Education Funding:

An Overview

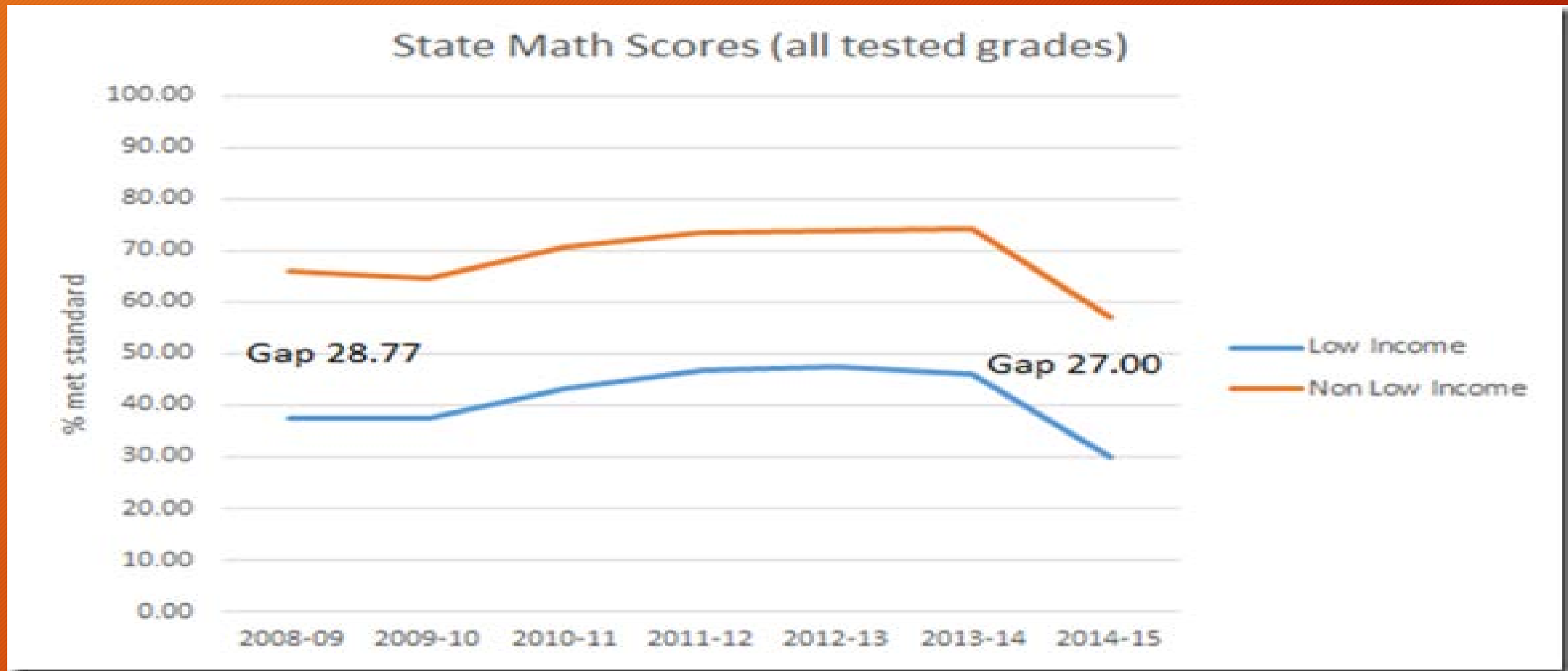
Presenter: Mary Fertakis, M.Ed.

LEV Advocates Training Sat., Feb. 11, 2017

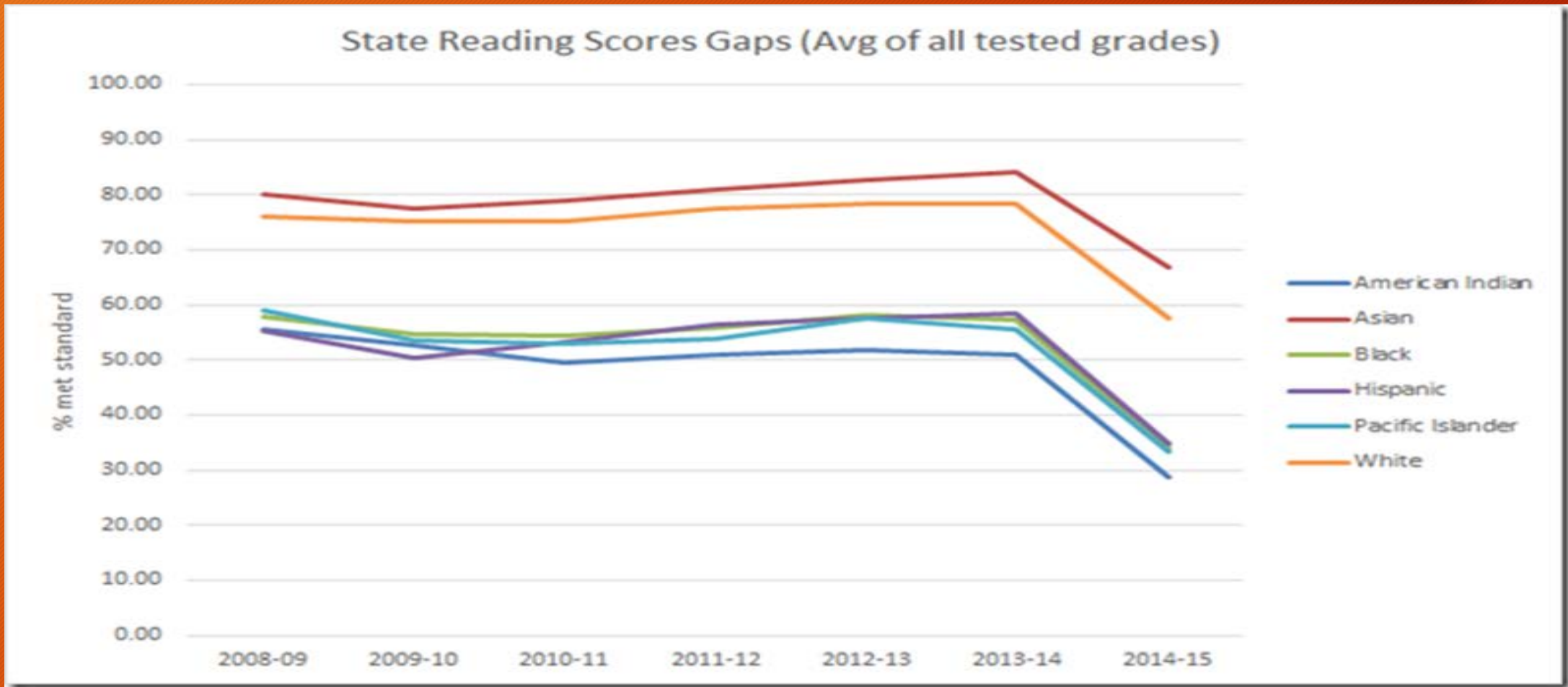
The Current System is Not Closing Achievement Gaps (Income)



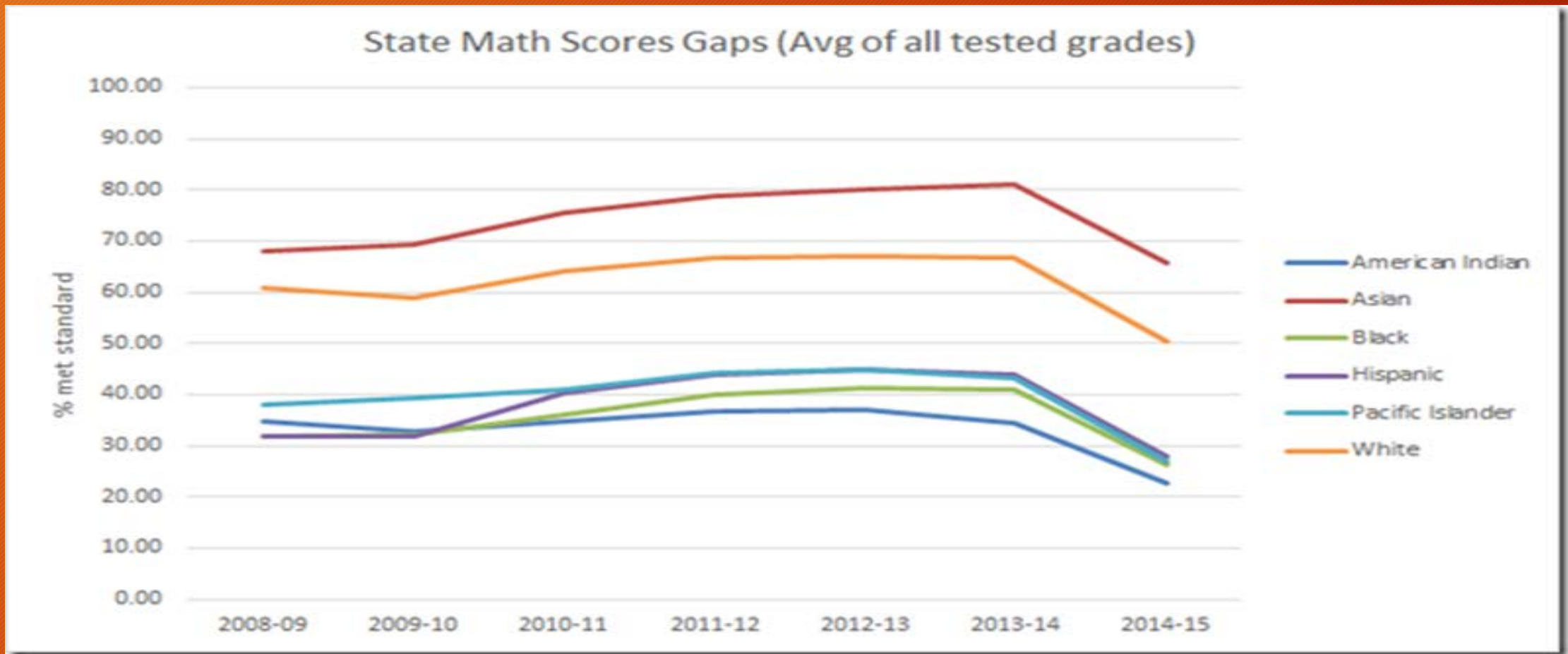
The Current System is Not Closing Achievement Gaps (Income)



The Current System is Not Closing Achievement Gaps (Race)



The Current System is Not Closing Achievement Gaps (Race)



Funding Disparities in King County School Districts (2013-14 data)

District	Total Enrollment	Staff Mix Factor	% Free and Reduced	%ELL	LAP \$ / F&R student	TBIP \$ / ELL Student		
Lake Washington	26,001	1.48858	14.54%	7.14%	\$443.49	\$883.83		
Issaquah	18,620	1.50260	9.31%	4.71%	\$447.12	\$891.04		
Bellevue	18,953	1.49836	19.64%	10.14%	\$446.02	\$888.84		
Mercer Island	4,337	1.54017	3.67%	1.86%	\$456.75	\$910.39		
Northshore	20,642	1.57980	17.32%	5.85%	\$483.99	\$964.54		
Kent	27,688	1.52474	52.39%	17.89%	\$452.83	\$902.44		
Renton	15,116	1.49292	53.68%	16.15%	\$444.60	\$886.07		
Federal Way	22,461	1.50802	58.83%	15.50%	\$448.51	\$893.84		
Auburn	15,046	1.57197	54.25%	14.01%	\$465.03	\$926.75		
Highline	18,882	1.48121	69.28%	21.46%	\$441.58	\$880.03		
Tukwila	2,950	1.47681	79.37%	39.97%	\$442.34	\$877.77		

The Current Funding System - Staff Mix Ratio

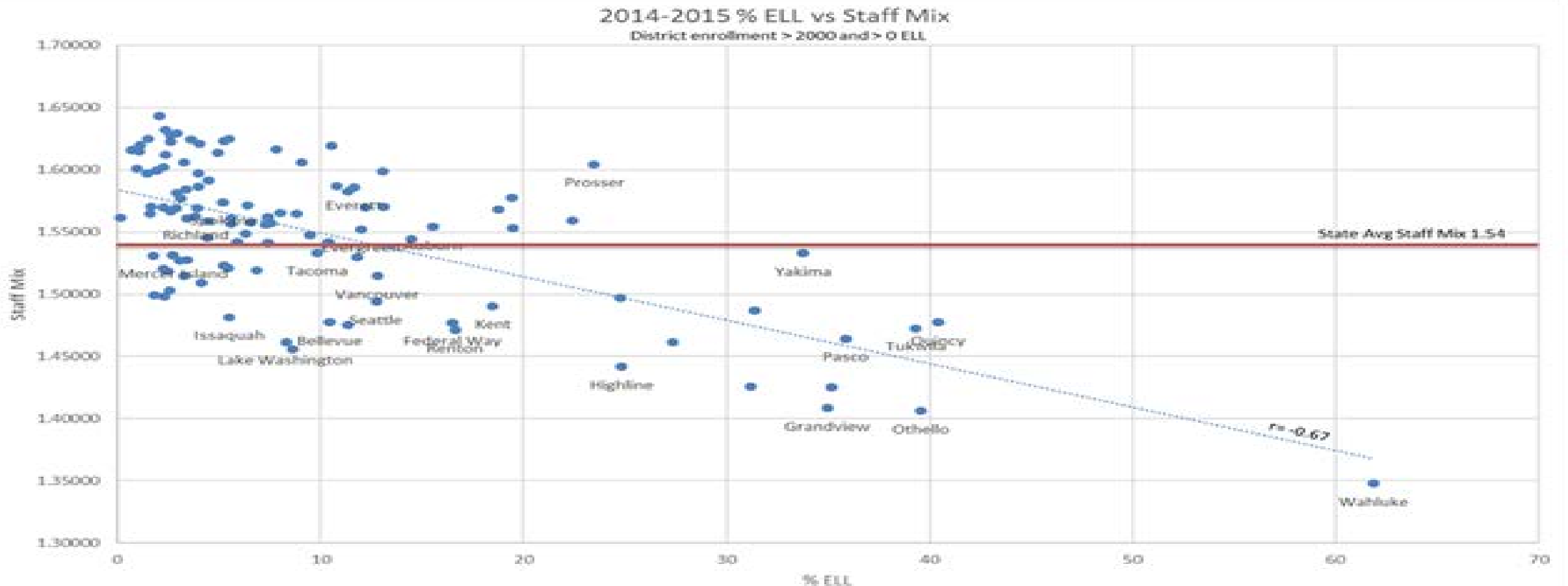
- Dollars are allocated by a base amount + staff ratio mix (# of years + #/level of degrees) + categoricals (LAP, TBIP, SPED, CTE, Gifted).
 - IMPORTANT: Categorical amounts are also allocated based on the staff ratio mix
- The longer a teacher has been a teacher, and the higher their level of education, the higher the state allocation is for that person.
 - *Dollars follow the teacher*
- Strong correlation between most senior teachers teaching in the most affluent, lowest needs schools.

Effects of Current Funding System

RESULTS.....

- Highest needs schools tend to be taught by the most junior teachers.
- Allocation system compounds the funding inequities by distributing categorical funding (LAP, TBIP, SPED, CTE, Gifted) based on staff mix.

How Staff Mix Negatively Correlates to Funding for ELL Students



Historical Context

- Prior to 1977, WA state had a weighted student funding formula
- Pupils received a base amount + additional dollars for specific categoricals
 - Categories: Urban, Rural, Racially-Disadvantaged (URDs)
 - Special education received an 8% additional amount - number randomly chosen
 - Vocational education also received an additional amount

Historical Context - Genesis of Staff Mix

- 1965 Collective Bargaining Agreement was the basis.
- The most active WEA members in this effort were those with the most seniority and served on the committee which developed the Agreement.
- At the time, it was relatively rare to have a Master's degree and there were very few continuing education programs.
- Committee developed a # of years + # of degrees staffing system.
- Master's degree was used as the benchmark for salary increases.
- Result: Incentivized earning a Master's and led to a proliferation of "continuing education" programs and degrees of varying quality.

Historical Context - 1977 Basic Education Act (Doran Decision)

- Recognition of the Constitutional language for fully funding basic education (paramount duty clause).
- The state took over funding salaries at this time and created the current state salary schedule.
 - State and local levy dollars were being co-mingled to pay salaries
- Created staffing ratios based on a review of districts that regularly passed levies (the more affluent ones) - determined ratio of 50:1.
- Took the average of Seattle & Bellevue salaries and made that the base salary
 - This was a significant increase for most of the rest of the state.
- Levies were then limited to 10% - for enhancements, not salaries.

Historical Context - 1977 Basic Education Act (Doran Decision)

- Grandfathering Issue
 - Affects both salaries and levies.
 - Have not been able to confirm when/how this came about - only anecdotal.
 - Was in place by 1977.
 - Premise was to “do no harm” in either situation.
 - Everett was already an outlier - would have cost too much to get every district to their base level (used the Seattle/Bellevue average).
 - Intent was to hold Everett salaries constant while increasing salaries for everyone over time (concept of “Y-ing out” in the budget).
 - Didn't last - political - legislators in the area had the votes to block this.

Weighted Student Funding as an Alternative

- Changes the funding conversation from “How many teachers will this buy?” to “How many students will this serve?”
- Resource distribution is based on actual student need - not averages - which promotes equity.
- **Dollars follow the student**
 - Base allocation for all children + an amount for whatever their specific needs are under the allocation system.
 - State determines what categories will get these additional funds.
 - Staffing at buildings is determined by student needs

Weighted Student Funding as an Alternative

- Transparency in School Funding is Increased: The funding formula is simple and accessible to all stakeholders.
- Supports building autonomy: Schools can individualize resources to match staff with students' strengths and needs.
- It is closing achievement gaps in other states - resources are being driven out based on student needs.
 - WA state's achievement gaps are not closing under the current allocation model.
- *IMPORTANT: This is a separate issue from McCleary and teacher compensation*
 - *WSF is simply HOW whatever money in the system is allocated.*

Seattle's Experience Using a WSF Model with Inadequate State Resources

- Early 2000's: The district chose funding as a mechanism to push school improvement. Dollars followed the student and schools competed for students. If a school couldn't attract families based on quality or outcomes, it would be closed/reconstituted.
- They developed a very basic, easily understood system with a base allocation for every school + additional funds based on FRL, ELL and elementary grade levels.
- Push-back from affluent parents who felt their schools were getting less for their kids resulted in the district revising formulas for several years that became increasingly complex and required an increase in staff time to manage.

Seattle's Experience Using a WSF Model with Inadequate State Resources

- It was replaced in 2007 with a Weighted Staffing Standard (WSS)
 - # of students + size of school + FRL + other programs
 - Building funding was based on the staff needed to support this. Link to funding formula: https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Budget/Budget%20Development%202017/wssmodel17.pdf
- Lessons Learned:
 - A WSF model will not work unless there are adequate state resources provided to districts to support a viable allocation system. There has to be enough money in the system to support the categories identified for student weighting in order to improve student outcomes.
 - When there are perceived “winners” and “losers” in funding allocation systems, there will be political and social pushback from multiple directions (Margin of Perceived Competitive Advantage).

(Baker, B. (2009). Within-district resource allocation and the marginal costs of providing equal educational opportunity: Evidence from Texas and Ohio. Education Policy Analysis Archives Volume 17, Number 3. Pgs 1-31)

Massachusetts WSF Categories

- Pre-School
- Kindergarten-Half
- Kindergarten-Full
- Elementary
- Junior/Middle
- High School
- Special Ed-In School
- Special Ed-Tuitioned Out
- ELL PK
- ELL K Half Time
- ELL Full Time
- Vocational

****NOTE: MA starts with a student base allocation of approximately \$3000 more than the WA state base allocation.****

- Economically Disadvantaged Decile 1 (<10%)
- Economically Disadvantaged Decile 2 (10-20%)
- Economically Disadvantaged Decile 3 (20-30%)
- Economically Disadvantaged Decile 4 (30-40%)
- Economically Disadvantaged Decile 5 (40-50%)
- Economically Disadvantaged Decile 6 (50-60%)
- Economically Disadvantaged Decile 7 (60-70%)
- Economically Disadvantaged Decile 8 (70-80%)
- Economically Disadvantaged Decile 9 (80-90%)
- Economically Disadvantaged Decile 10 (90-100%)

Massachusetts WSF Categories and Distribution

Foundation Budget Rates Per Pupil, FY17 Chapter 70

	administration	instructional leadership	teachers	other teaching services	professional development	instructional materials, equipment & technology	guidance & psychological services	pupil services	operations & maintenance	employee benefits & fixed charges	special education tuition	total, all categories
1Pre-School	182.01	328.72	1,507.26	386.57	59.61	218.16	109.66	43.62	418.55	377.28	0.00	3,631.44
2Kindergarten-Half	182.01	328.72	1,507.26	386.57	59.61	218.16	109.66	43.62	418.55	377.28	0.00	3,631.44
3Kindergarten-Full	364.00	657.42	3,014.51	773.16	119.28	436.31	219.36	87.27	837.09	754.52	0.00	7,262.92
4Elementary	364.00	657.42	3,014.47	773.16	119.30	436.31	219.36	130.90	837.09	754.57	0.00	7,306.58
5Junior/Middle	364.00	657.42	2,652.75	556.55	129.32	436.31	291.99	213.81	907.52	717.44	0.00	6,927.11
6High School	364.00	657.42	3,901.09	463.34	125.39	698.10	366.02	493.03	879.93	689.27	0.00	8,637.59
7Special Ed-In School	2,512.26	0.00	8,289.83	7,740.10	399.90	349.05	0.00	0.00	2,806.32	3,179.22	0.00	25,276.68
8Special Ed-Tuitioned Out	2,512.26	0.00	0.00	38.38	0.00	0.00	0.00	0.00	0.00	0.00	23,852.62	26,403.26
9ELL PK	182.02	328.72	2,269.98	309.11	80.75	218.16	145.98	65.44	566.64	474.60	0.00	4,641.40
10ELL K Half Time	182.02	328.72	2,269.98	309.11	80.75	218.16	145.98	65.44	566.64	474.60	0.00	4,641.40
11ELL Full Time	364.00	657.42	4,539.94	618.22	161.47	436.31	291.99	130.90	1,133.23	949.21	0.00	9,282.69
12Vocational	364.00	657.42	6,631.89	463.34	207.31	1,221.66	366.02	493.03	1,646.82	1,119.43	0.00	13,170.92
13Economically Disadvantaged Decile 1	0.00	0.00	2,953.92	0.00	65.01	0.00	0.00	0.00	456.21	299.85	0.00	3,775.00
14Economically Disadvantaged Decile 2	0.00	0.00	2,985.22	0.00	65.70	0.00	0.00	0.00	461.05	303.03	0.00	3,815.00
15Economically Disadvantaged Decile 3	0.00	0.00	3,016.52	0.00	66.39	0.00	0.00	0.00	465.88	306.20	0.00	3,855.00
16Economically Disadvantaged Decile 4	0.00	0.00	3,047.82	0.00	67.08	0.00	0.00	0.00	470.72	309.38	0.00	3,895.00
17Economically Disadvantaged Decile 5	0.00	0.00	3,079.12	0.00	67.77	0.00	0.00	0.00	475.55	312.56	0.00	3,935.00
18Economically Disadvantaged Decile 6	0.00	0.00	3,110.42	0.00	68.45	0.00	0.00	0.00	480.38	315.74	0.00	3,975.00
19Economically Disadvantaged Decile 7	0.00	0.00	3,141.72	0.00	69.14	0.00	0.00	0.00	485.22	318.91	0.00	4,015.00
20Economically Disadvantaged Decile 8	0.00	0.00	3,173.02	0.00	69.83	0.00	0.00	0.00	490.05	322.09	0.00	4,055.00
21Economically Disadvantaged Decile 9	0.00	0.00	3,204.32	0.00	70.52	0.00	0.00	0.00	494.89	325.27	0.00	4,095.00
22Economically Disadvantaged Decile 10	0.00	0.00	3,235.62	0.00	71.21	0.00	0.00	0.00	499.72	328.45	0.00	4,135.00

RESOURCES

- Education Finance Lab, Dr. Marguerite Roza, Georgetown University:
<http://edunomicslab.org/>
- NEA: WSF - What Is It and How Does It Impact Educational Programs in Large Urban Districts? <http://www.nea.org/assets/docs/HE/formula.pdf>