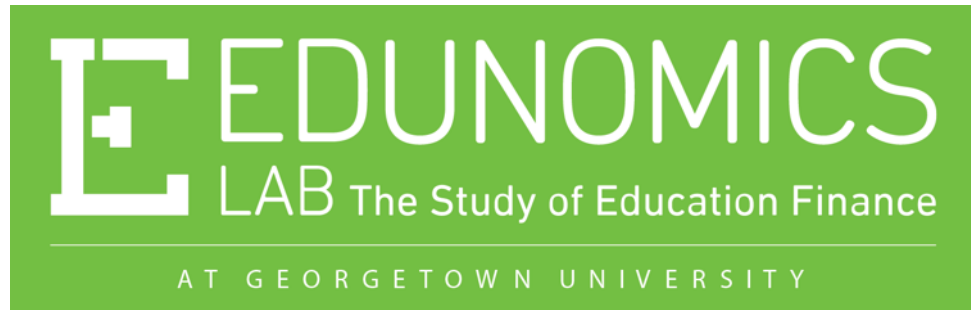
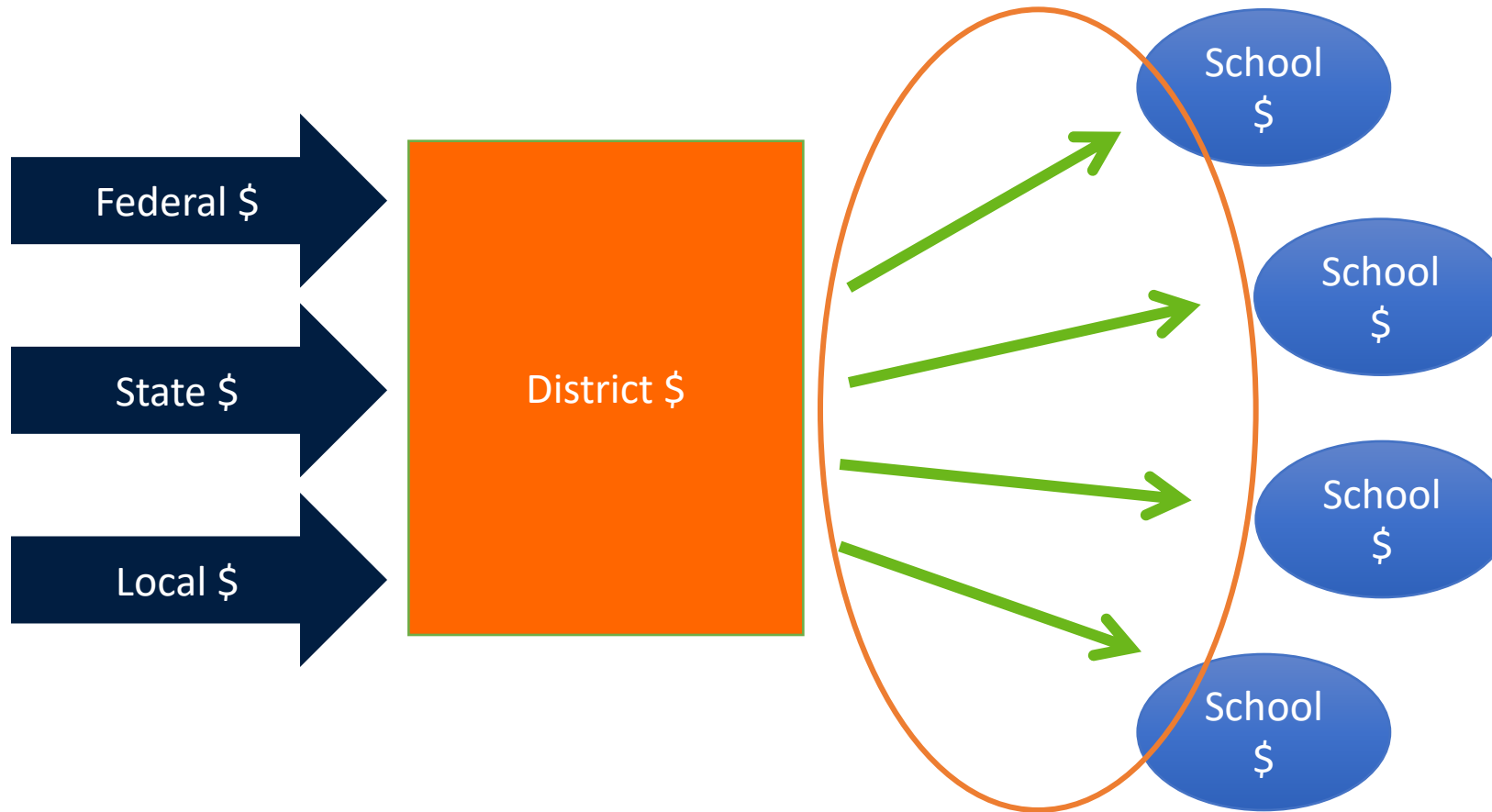




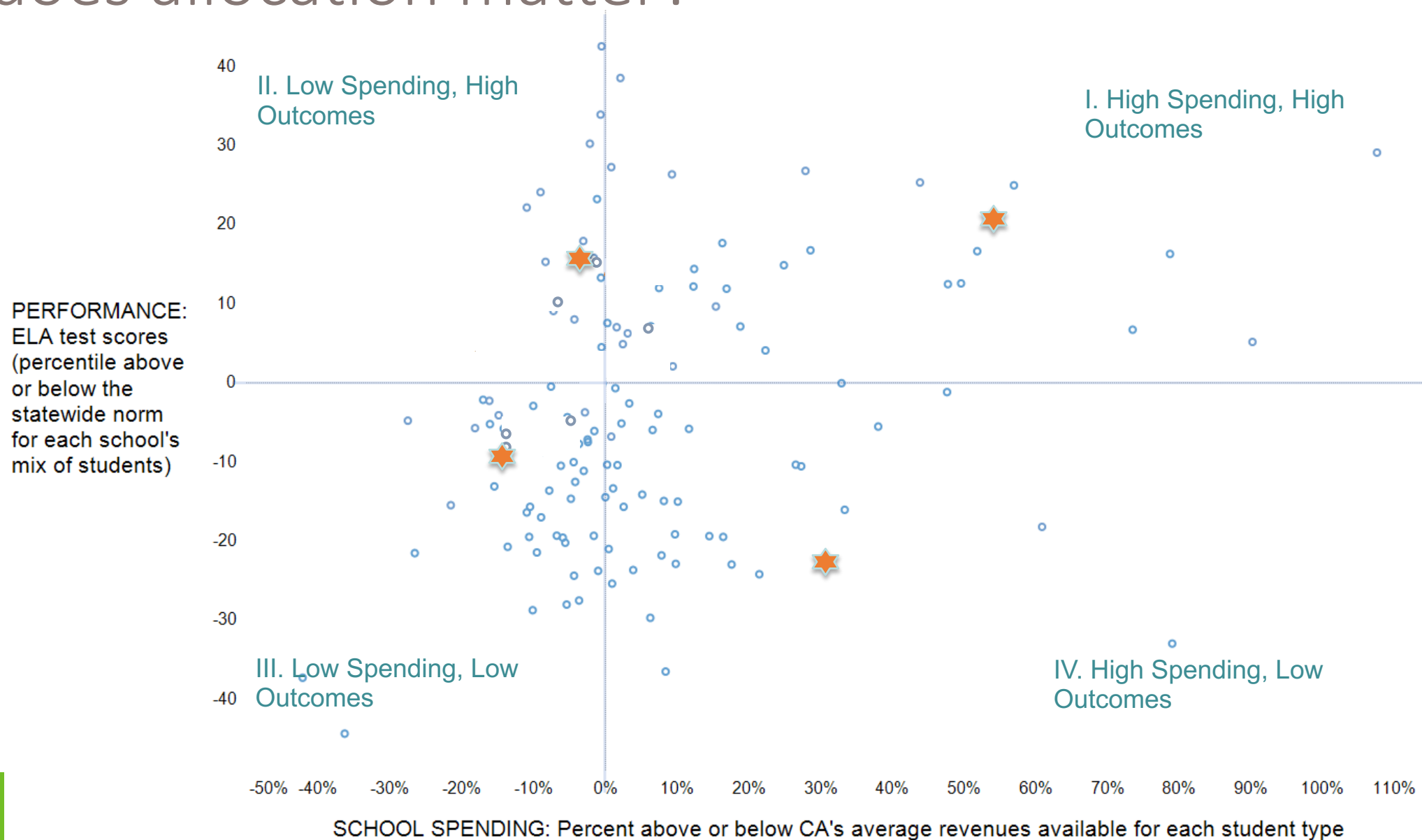
An Introduction to Student Based Allocation a.k.a. WSF or Weighted Student Funding

November 20th, 2018

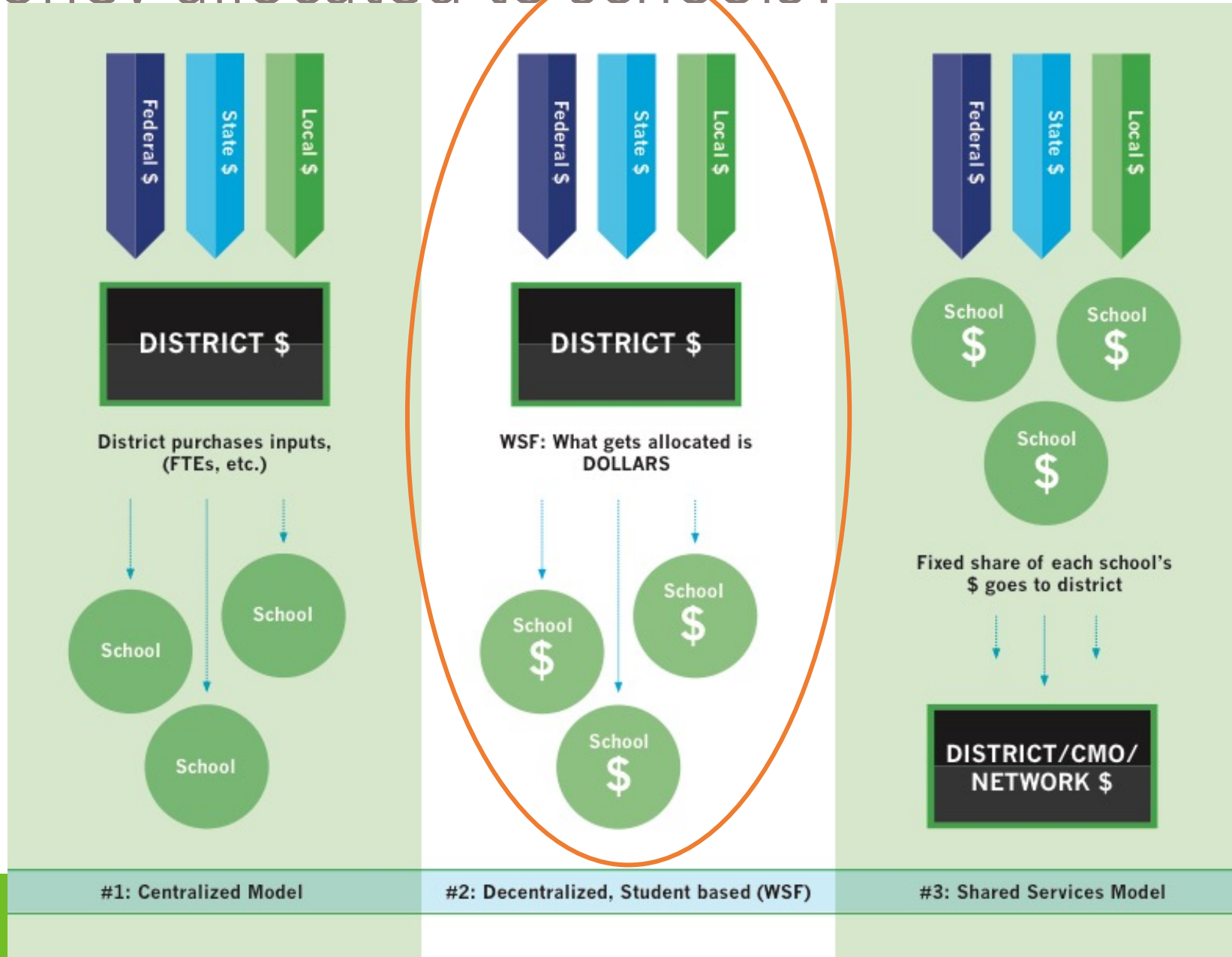
Today's Focus: Allocation of resources from *districts* to *schools*



Why does allocation matter?



How is money allocated to schools?



Centralized allocation model

Chicago 2005

Looking at what's spent at each school also doesn't enable relative comparisons.

CALCULATION/FUNDING CATEGORY	AMOUNT
One per school	
■ Principal, assistant principal	\$206,000
■ Building engineer	\$69,000
Formula based on total enrollment	
■ Regular classroom teachers	\$3,084,000
■ Art, gym, counselors, other "specials"	\$451,000
■ Clerical, custodial staff	\$427,000
■ Equipment, supplies	\$283,000
Formula based on students served	
■ Special ed teachers, support staff	\$534,000
■ Bilingual teachers	\$144,000
Per pupil with free or reduced-price lunch	
■ Poverty supplement	\$1,837,000
Union contracts	
■ Staff benefits	\$1,082,000
TOTAL: \$8,117,000	

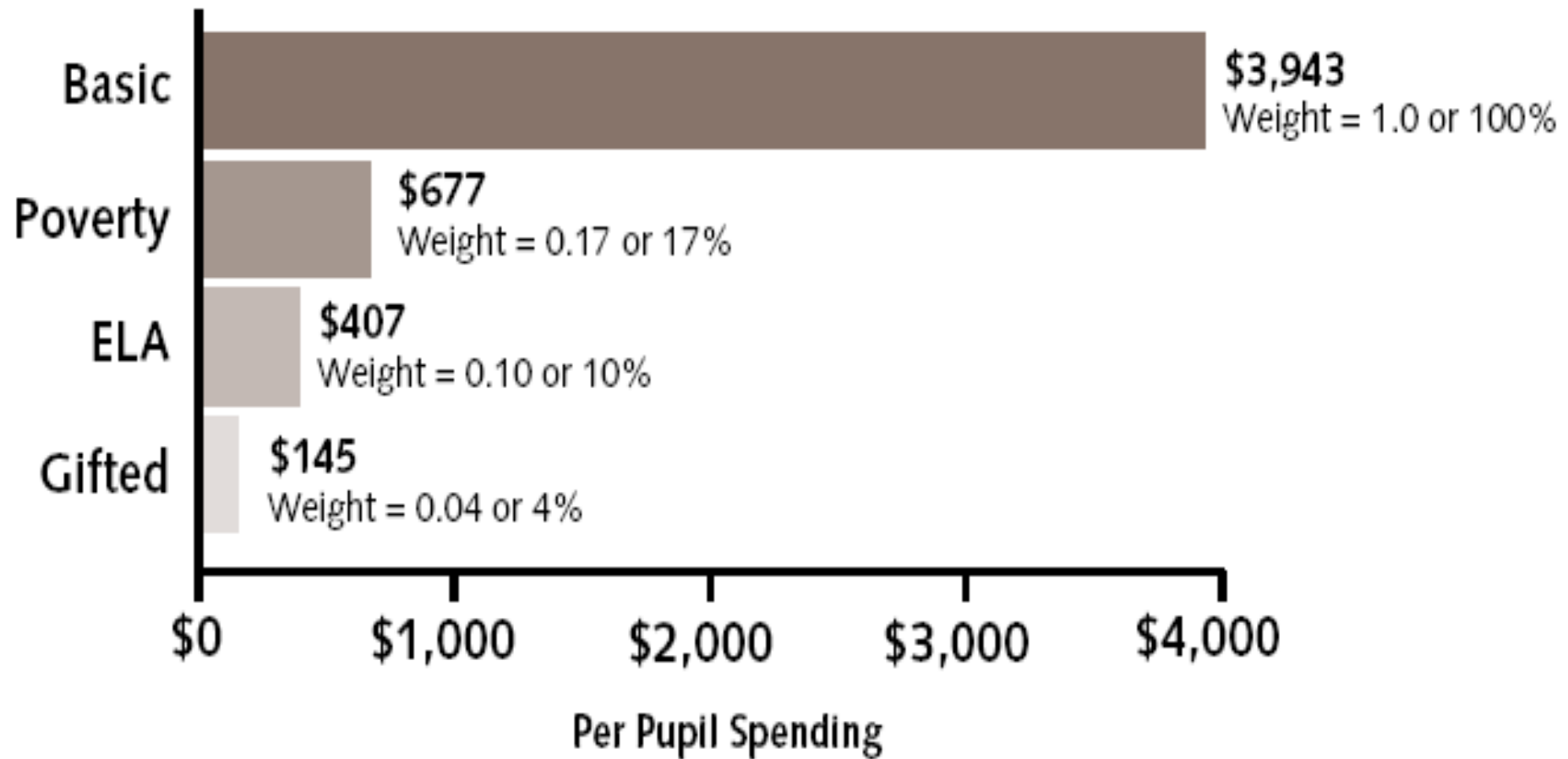


Decentralized - Student Based Allocation (SBA) models

Dollars are allocated (not staff positions or other ingredients) ***on the basis of students***. Students are weighted according to needs.

In contrast, traditional allocation practices (centralized model) distribute purchased schooling items (staff positions, supplies, books, etc.) to schools.





Funds then used to purchase labor, etc. at each school.



Student Based Allocation (SBA) models

- Weights are deliberate
- Formula detail can be summarized on one page
- District leaders manage the weights, not each school's allocations or how funds are used
- Spending across schools can be compared in percentages in terms their SBA allocation
- The district spends the same amount on a student regardless of where that student attends school.



Why SBA models are gaining traction in U.S.

- Equity
- Transparency
- Flexibility in resource use
- Accountability structures
- Student choice and funding portability
- Financial sustainability
- Service-oriented central departments

Districts Using SBA

Atlanta Public Schools

Baltimore Public Schools

Boston Public Schools

Chicago Public Schools

Cleveland Metropolitan School District

Denver Public Schools

Hawaii Public Schools

Houston Independent School District

Indianapolis Public Schools

Metro Nashville Public Schools

Milwaukee Public School District

NYC Public Schools

Newark Public School District

Norwalk Public Schools

Orleans Parish Schools

Prince George's County Public Schools

Poudre Public School District

San Francisco Unified School District

Shelby County Public Schools

Springfield Empowerment Zone



Weights are identified for student types

- Poverty
- Limited English Language Proficiency
- Disability
- Grade span (high school , elementary, etc.)
- VocEd
- Gifted
- Other vulnerable students

Be cautious weighting student performance to avoid disincentives

Allocations that weight school size, school types, programs or other non-student factors are not considered SBA.



Prince George's County Public School District FY14 Formula

Category	Amount	Weight
Base Amount for All Students	\$ 3,110	100%
Kindergarten	\$ 168	5%
Grade 1	\$ 168	5%
Grade 6 (ES)	\$ 336	11%
Grade 6-8 (K8,MS)	\$ 839	27%
Grade 9	\$ 336	11%
Poverty	\$ 95	3%
Student Achievement Double Basic	\$ 134	4%
Student Achievement Double Advanced	\$ 92	3%
<i>English Language Learner - Beginner</i>		
Elementary	\$ 1,944	63%
Middle	\$ 2,333	75%
High	\$ 3,402	109%
<i>English Language Learner - Intermediate</i>		
Elementary	\$ 1,458	47%
Middle	\$ 1,166	37%
High	\$ 1,701	55%
<i>English Language Learner - Advanced</i>		
Elementary	\$ 972	31%
Middle	\$ 1,166	37%
High	\$ 1,701	55%



Boston Public Schools FY2014

Grade		
Grades K0-K1	1.80	\$ 6,611
Grade K2	1.60	\$ 5,877
Grades 1-2	1.40	\$ 5,142
Grades 3-5	1.30	\$ 4,775
Grades 6-8	1.40	\$ 5,142
Grades 9-12	1.30	\$ 4,775
Students with Disabilities		
Low severity	1.00	\$ 3,673
Moderate severity	1.40	\$ 5,142
High Severity		
Autism	4.30	\$ 15,794
Developmental Delay	6.00	\$ 22,038
Early Childhood Ages 3-4	3.20	\$ 11,754
Early Childhood Ages 5-6	3.00	\$ 11,019
Emotional Impairment	4.30	\$ 15,794
Full Inclusion - High Complexity	4.30	\$ 15,794
Intellectual Impairment	1.60	\$ 5,877
Multiple Disabilities	4.30	\$ 15,794
Physical Impairment	4.30	\$ 15,794
Sensory Impairment - Vision	3.00	\$ 11,019
Specific Learning Disability	1.60	\$ 5,877

English Language Learners		
K0-K5 ELD Levels 1-3	0.09	\$ 331
6-8 ELD Levels 1-3	0.33	\$ 1,212
9-12 ELD Levels 1-3	0.43	\$ 1,579
All Grades ELD Levels 4-5	0.02	\$ 73
Students with Interrupted Formal Education (SIFE)		
Grades 4-5 SIFE	0.50	\$ 1,837
Grades 6-8 SIFE	0.84	\$ 3,085
Grades 9-12 SIFE	0.94	\$ 3,453
High Risk Students		
9th Grade	0.20	\$ 735
Poverty		
Free and Reduced Lunch	0.10	\$ 367
Poverty Concentration ($\geq 60\%$)	0.10	\$ 367
Vocational Students	1.00	\$ 3,673



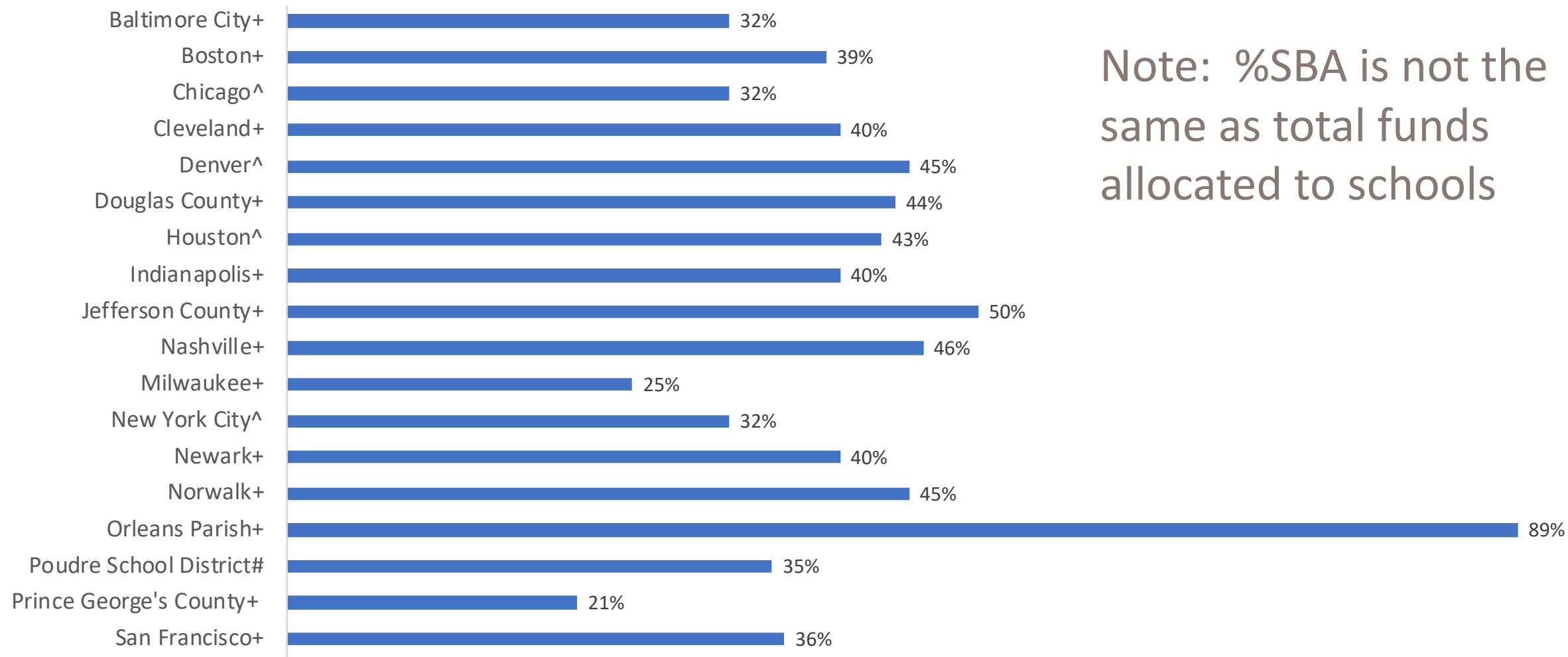
Metro Nashville Public Schools FY2016

Weights	ES	MS	HS
Base Weight	\$4,350		
Grade Weight	\$435 (10%)	\$218 (5%)	
Prior Academic Performance (Poverty as a proxy in ES)	\$435 (10%)	\$435 (10%)	\$218 (5%)
ELL	\$914 (21%)		
SPED	Varies by Option Type (range from \$2,175 (50%) - \$31,538 (725%))		

Funds then used to purchase labor, etc. at each school.



Districts formulas vary on % of total funds allocated via SBA





What's the connection to student performance?

Schools customize decisions about resource use to:

1. Needs of students
2. Strengths and weaknesses of staff

Customization

Without changing mix of resources, schools change behavior:

1. Own the tradeoffs and outcomes as theirs.
2. Reduce blame.
3. Increase sense of control

Ownership



Interviews with principals/district leaders about school spending...

District Leader: We are transparent – we put all our financial files online.

Principal: All in, my school receives about \$40,000 a year.

Principal: I don't get as much \$ as other schools in the district because my school is in a neighborhood with lower property values.

Principal: Is the district shortchanging my school? I assume not, but I have no idea.



Interviews with principals/district leaders about school spending...

District Leader: Our equity initiative has funded counselors, reading programs and social workers.

District Leader: We give extra staff to our higher needs schools, but they don't know that. They assume all schools have what they have.

Principal: In my district, principals don't question budget choices.

Principals: I want to be more engaged in school finance decisions.



Centrally managed services' role will change under an SBA model

- Cultural shift – engaging all teams in service-oriented model and school level customization & ownership
- Technical aspect – charge back & buy back



Get started by exploring your data

There's an app for that! Vision SBA Tool: edunomicslab.org/visionsba/

1. What are your current spending averages for each student type?
2. If allocated based on those averages, which schools are impacted most?
3. Explore how allocations would be affected by changing weights, or adding new money.
4. Create enthusiasm for rethinking how funds are used at the school level



Explore Your Data - VisionSBA

Step-by-step instructions

Step 1: Provide spending and student categories

Enter up to 10 categories for a school

Step 2: Fill in the amount

Step 3: Customize percentages

Step 4: Schools to exclude from model, if any:

- ☐ Armatage Elementary
- ☐ Lake Harriet Lower Elementary
- ☐ Bancroft Elementary
- ☐ Barton Open Elementary

Step 5: Amount of new funds, if any:

0

Custom SBA scenario

Customize percentages

Poverty: 52

ELL: 18

Special Ed: 119

View results

Cancel

VisionSBA results: District over

Current average per-pupil spending across the district, in \$ and %

Category	Amount	Percentage
Pupil allocation	\$5,782	100%
Elementary	\$2,988	52%
High School	\$1,038	18%
Special Ed	\$6,895	119%

School's mix of students and the current district average allocations

Most underfunded to most overfunded on a percentage basis

School	Current spending	Dollars over (under)	Percent of average
Armstrong Elementary	\$3,111,340	(\$789,725)	80%
Armstrong Elementary		(\$1,231,404)	82%
Armstrong Elementary		(\$901,435)	83%
Armstrong Elementary		(\$563,410)	84%
Armstrong Elementary		(\$508,853)	85%
Armstrong Elementary		(\$482,448)	86%
Armstrong Elementary		(\$961,506)	86%
Armstrong Elementary		(\$1,045,970)	86%
Armstrong Elementary		(\$583,357)	87%
Armstrong Elementary		(\$715,193)	87%
Armstrong Elementary		(\$619,766)	88%
Armstrong Elementary		(\$397,197)	90%
Armstrong Elementary		(\$400,595)	90%
Armstrong Elementary		(\$608,398)	91%
Armstrong Elementary		(\$314,526)	91%
Armstrong Elementary		\$5,602,130	91%
Armstrong Elementary		\$12,075,189	91%
Armstrong Elementary		(\$1,131,170)	91%
Armstrong Elementary		\$4,771,661	92%
Armstrong Elementary		\$9,277,192	
Armstrong Elementary		\$2,988,192	
Armstrong Elementary		\$4,347,192	
Armstrong Elementary		\$3,613,192	

Calculate implicit weights for existing allocations

Examine the impact of adding and adjusting weights

Compare current school spending to allocations under implicit SBA model

The Edunomics Lab

- Reach out with questions, technical assistance, referrals for on the ground support: MR1170@georgetown.edu
- Resources, publications, including VisionSBA available at: Edunomicslab.org
- Working group for district finance leads



SBA District Collaborative Network

Dynamic and evolving group—whose work is driven by the needs of the partner districts themselves—has three primary goals:

- To share knowledge to solve district challenges around problems of SBA practice
- To collectively produce research districts need and want
- To serve as a trusted professional network for district finance leaders specific to an innovative student-based financial strategy



Certificate in Education Finance

Finance Strategy, Policy & Leadership



TWO-DAY RESIDENCY
JANUARY 31 &
FEBRUARY 1, 2019

Austin, TX

Virtual classes every other
Thursday following the
residency through May 23rd

Thank you!

Edunomics@Georgetown.edu



Key implementation Issues

- Plan for under-enrolled schools
- Real vs Average salaries
- Hold harmless/ phase in
- Principal training
- Budgeting tools
- Role of performance data



THANK YOU

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