



EBM, ESSA AND STRATEGIC PLANNING

Making the Connections

QUICK UPDATE

- o Trailer Bill to deal with PTELL, EAV and EL Early Childhood
 - o Flow of “New” dollars
- o Messaging from Governor’s Office
 - o “Why hasn’t there been more improvement”

MUST READS

- Section 4 of the ISBE State Response to ESSA: Accountability, Support and Improvement for Schools
- Illinois_ESSA_State_Plan_One-Pager: [Link Here](#)

Evidence Based Model

CORE VALUES

- Recognizes individual student needs
- Accounts for differences in local resources
- Closes funding gaps and keeps them closed
- Provides a stable, sustainable system that gets all districts to adequacy over time

NO RED NUMBERS!!

PURPOSES OF THE EBM

- o To identify the resources necessary for a school district to provide a high quality education, based upon research and evidence, to the unique students they serve. (Adequacy Target)
- o To quantify the current resources being leveraged to provide educational opportunity to those students. (Base Funding Minimum)
- o To determine the difference between those numbers. (Adequacy Gap & Tier Assignment)
- o To fill the greatest gap to adequacy first and most, while honoring the responsibility that districts have to their student where a gap does not exist. (No Red Numbers)
- o To create a mechanism of distribution so that resources are consistently distributed to those with the greatest adequacy gap regardless of the amount of investment by the State, until all districts are at their Adequacy Target.
- o The underlying purpose is to encourage and facilitate a different conversation about the delivery of service in our public schools. (Bridge between EBF and IBAM)

The Evidenced Based Model of School Funding

- Defined: A school funding formula that is based on 26 research based elements that when implemented with fidelity should improve student performance.
- The 26 elements are not mandates that must be implemented rather they are elements used to determine what the base cost should be to educate students in a district.

Highlights of the EBM

- o The new formula ties funding to those evidence-based best practices the research shows enhance student achievement in the classroom (The 26 elements).
- o Each school district is treated individually, with an Adequacy Target, based on the need of its student body. The greater the student need, the higher the Adequacy Target.
- o New dollars go to the neediest districts first—those furthest from their Adequacy Target. This will close the gaps that exist in our current system.

Highlights of the EBM

- SB 1947 treats students in Chicago the same way it treats students in every other school district in the state by getting rid of Block Grants and reconciling pension payments.
- **NO DISTRICT LOSES MONEY! NO EXCEPTIONS!** The starting point is the amount of funding the district had in FY 17. All new state funding going forward is on top of what districts currently receive.

Key Financial Terms

o ADEQUACY TARGET

- o How much does providing high quality education costs?
- o Takes into account:
 - o How well-funded is the district?
 - o How much can the district contribute?
 - o How much does the state currently contribute?
- o The difference between what is provided and what is needed to reach the adequacy target is called the Gap to Adequacy.
- o The goal is to close these gaps so that all school districts are funded at 90% of their adequacy target.

Key Financial Terms

o TIER DISTRIBUTION

- o The new formula distributes new dollars based on how far a district is from its Adequacy Target.
- o If a district has an Adequacy Target of \$12,000 and receives \$4,000 in combined local funding and \$5,000 in state funding for a total of \$9,000, it would be at 75% of its Adequacy Target.
- o We have districts in this state at 40% of its Adequacy Target and at 250% of its Adequacy Target.

Key Financial Terms

- o Tier Distribution
 - o Districts furthest from their Adequacy Targets receive the greatest share of new dollars.
 - o Tier 1 – 50% of all new dollars are allocated to the least well-funded districts in the state. These districts are provided extra support to get to adequacy. The top of Tier 1 is determined by how far 50% of the appropriation will go to fill 30% of the Tier 1 gap.
 - o Tier 2 (and Tier 1 Districts) – Most of the rest of the dollars (49%) go to inadequately funded districts proportionally. For example, all districts below 90% of Adequacy have their gap closed by a % determined by the appropriation spread proportionately across the entire Tier 2 gap.

Key Financial Terms

- o Tier Distribution

- o Tier 3 – Districts almost at adequacy (between 90% and 100% of Adequacy) share 0.9% of new dollars and get a smaller proportion of their gap closed.
- o Tier 4 – District above adequacy are allocated 0.1% of new dollars and get a small increase in funding from the state each year.

Key Financial Terms

o LOCAL CAPACITY TARGET

- o The dollar amount a district would ideally contribute towards its Adequacy Target, based on a comparison of all districts in the state.
- o Reflects local tax resources that are available to support education.
- o The LCT is not a value that a district can calculate itself. It is intended to provide an ideal measure of effort that is equitable with other districts based on the relationship between the Adequacy Target and local wealth across the state.

Key Financial Terms

o BASE FUNDING MINIMUM

- o Previously referred to as General State Aid.
- o Now includes GSA, Funding for Children requiring Special Ed, Special Ed Personnel, Bilingual Funding, Special Ed Pupil and Special Ed Summer School.
- o Does not include: **Regular Transportation, Early Childhood Block Grant, Drivers Education, Special Ed Private Tuition, Special Ed Transportation and Orphanage Tuition.**
- o Ensures that no district loses money from one year to the next.
- o Each new dollar a district receives from the State in Year 1 becomes a part of its base funding minimum in Year 2 and so on.
- o If the state does not appropriate enough to cover the cost of the Base Funding Minimum, then funds are first removed from the Base Funding Minimum from the most adequately funded districts. If that still isn't enough, then further reductions are on a per pupil basis for all districts.

EBM-Elements

Core FTE

◊ The 26 elements are:

- Core Teachers K-3 Low Income Class Size 15
- Core Teachers K-3 Class Size 20
- Core Teachers 4-12 Low Income Class Size 20
- Core Teachers 4-12 Class Size 25

- Specialist Teachers K-5 % of Core 20%
- Instructional Facilitators K-5 200
- Core Intervention Teachers K-5 450

EBM – Elements

Core FTE

o Substitutes	9 Days/FTE
o Core Guidance K-5	450
o Nurse K-5	750
o Supervisory Aides K-5	225
o Librarian K-5	450
o Library Aide/Media Tech K-5	300
o Principal K-5	450
o Assistant Principal K-5	450
o School Site Staff K-5	225

EBM – Elements Per Student

◌ Gifted	\$ Per Student	\$ 40
◌ PD	\$ Per Student	\$125
◌ Instructional Materials	\$ Per Student	\$190
◌ Assessment	\$ Per Student	\$ 25
◌ Computer Technology	\$ Per Student	\$285
◌ Student Activities	\$ Per Student	\$100

EBM – ELEMENTS

Central Services

- O & M \$ Per Student \$1,038
- Central Offices \$ Per Student \$ 742
- Employee Benefits 30% of Salary

EBM – Elements Diverse Learners

o Intervention (Poverty/EL)	Per DHS	125
o Pupil Support (Poverty/EL)	Per DHS	125
o Extended Day (Poverty/EL)	Per DHS	125
o Summer Sch (Poverty/EL)	Per DHS	125
o English Learners (EL)	Per EL	100
o Special Ed Teachers	K-5, 6-8, 9-12	141
o Psychologist	K-5, 6-8, 9-12	1,000
o Special Ed Aides	K-5, 6-8, 9-12	141

Effects of Research Based Interventions

<p>What are the Potential Effects of the Research Based Recommendations?</p> <p>Note: An effect size of .25 is statistically significant. An effect of 1.0 would result in a performance change from the 50th to 83rd percentile.</p> <p>(Odden & Picus, 2007)</p>	Recommended Strategy	Effect Size
	Class Size of 15 in Grades K-3	
	Overall	0.25
	Low Income and Minority Students	0.50
	Multi-age Classrooms	
	Multi-grade Classrooms	-0.1 to 0.0
	Multi-age Classrooms	0.0 to 0.50
	Professional Development with Classroom Instructional Coaches	1.25 to 2.70
	Tutoring with Tier 2 Intervention Teachers, 1-1 and small group	0.4 to 2.5
	English Language Learners Direct Intervention Support	0.45
	Structured Academic Focused Summer School	0.45
	Embedded Technology	0.30 to 0.38
	Gifted and Talented	
	Accelerated Instruction or Grade Skipping	0.5 to 1.0
	Enrichment Programs	0.4 to 0.7

Other Key Provisions of SB 1 947

- o Property Tax Relief Fund: A mechanism for high tax districts to receive grants to lower their property taxes. Districts must apply for the grants.
- o Mandate Relief: Allows a school Board to determine the frequency of PE as long as it is a minimum of 3 days per five day week. Allows districts to exempt on a case-by-case basis 7th-12th grade students who participate in sports. Allows districts to contract with a third party for Drivers Education. Provides a streamlined process for mandate relief.

Other Key Provisions of SB1 947

- Minimum Funding Level: The minimum amount of funds to be appropriated and maintain the allocations across all four tiers is \$350 million. Up to \$50 million of that minimum may be applied to the Property Tax Relief Fund. If the Minimum Funding Level is not reached annually, Tier 1 allocation rate changes according to a formula and all resources are directed to Tier 1.

Other Key Provisions of SB 1 947

- o Voter Initiated Referendum to Lower Levy
 - o Allows 10% of voters in districts above 110% of Adequacy to petition for a referendum to reduce taxes for educational purposes up to 10%. Petition must be filed at least six months before the consolidated election.
 - o Referendum is only in odd number of years at the consolidated election in April. May not be repeated until after two future consolidated elections (effectively once every 6 years).

Other Provisions of SB 1947

- o Tax Credit/Scholarship Program
 - o Creates a 75% tax credit for individuals who contribute to a qualified not-for-profit organization.
 - o Scholarships are for students attending private schools and various bands of poverty impact the amount of award.
 - o Scholarship resources are given to the school and the school develops the scholarship program within guidelines of the law.

EBM – FINAL THOUGHT

- The EBM is a calculation formula that will identify the costs to provide a high quality education to the students of the State and it is a distribution model designed to ensure that those districts furthest away from Adequacy have the first chance to close the Adequacy gap.

ESSA - Transparency

- o A spending transparency report will be required that communicates federal, state and local spending in a way that is understandable to the average person on the Illinois State Report Card.
- o The report should give details of both district and school level spending, including for the purposes of examining intra-district equity.
- o The accountability system will be used to determine whether or not increased funding leads to improved student outcomes, specifically in terms of student growth.
- o ISBE will investigate any district that is receiving increased investment with no improvement or a decline in outcomes. Depending on the outcomes, the State Board may intervene and support the district.

ESSA – School Based Expenditure Reporting

- o Prior to implementation, ISBE in consultation with LEA'S shall:
 - o Finalize the collection tool for reporting local, state and federal fiscal data
 - o Amend the rules (6 month process)
 - o Train District Staff
 - o Have districts set up their accounts on a school level basis
 - o Collect the FY 2018 financial data on a school level basis by February 2019

CRITICAL TAKEAWAYS

- o The Evidence Based Model is a funding and distribution model to distribute state aid.
- o Schools and school districts are going to be held accountable for what they do with the “extra” funds that are put into the model and distributed to schools and school districts.
- o ISBE has made it clear that closing the achievement gaps is the path forward for more funding for schools. The EBM and the ESSA plan are designed to prove that the additional funds are in fact closing the achievement gaps that exist.

CRITICAL TAKEAWAYS

- o The ESSA Plan shines a spotlight on student achievement and closing achievement gaps.
- o Student growth will be closely monitored in the new system.
- o Schools must show improved student performance in every subgroup going forward. Now more than ever, the spotlight will be shone on all subgroups in terms of improved student performance.

THE NEED TO PLAN

- o Schools and Districts will need to develop the following plans:
 - o An EBM spending plan for the additional funds that are distributed above the Base Funding Minimum each year.
 - o An ESSA continuous improvement plan as outlined above. Those schools designated as Comprehensive Schools and Targeted Schools must do a plan.
 - o All other schools are encouraged to develop a continuous improvement plan designed to show improvement in student performance.
 - o ESSA requires a Spending Transparency Plan – the details for this will be forthcoming.