



Board of Education Study Session:

Student Based Budgeting Project Update



October 12, 2022



Presenting Today

- Dave Weiss, chief of schools
- Dan Bock, principal, Lakewood High School
- Ryan Lucas, principal, Governor's Ranch Elementary School
- Brenna Copeland, chief financial officer

Material for this presentation was prepared largely by Education Resource Strategies, our partner in this work

SBB Project Purpose

Student Based Budgeting

- **Analyze** how it's working
- **Identify** room for improvement
- **Redesign** funding formulas
- **Train** & support rollout of new model + new tool (Anaplan)

Why?

- Concerns from schools
- Contextual challenges, like small schools
- New strategic plan
- Desire to establish foundational levels of staffing & programming

Project Timeline: Design & Implementation Phase

In the Design & Implementation Phase, ERS will work with a Design Team to assess changes to the SBB formula and develop guidance, and communication to stakeholders about the new formula

Phase 2: Design Phase	September	October	November	December
Review Team Share-Out & Design Team Onboarding				
Share out major learnings from Review Team phase with stakeholders and new Design Team Members				
Session 1: SBB Redesign Scenarios – Part 1 (10/20)				
Assess various changes to SBB formula – based on Review Team recommendations- against funding principles				
Session 2: SBB Redesign Scenarios- Part 2 (11/17)				
Assess second iteration of SBB formula changes – including anticipated enrollment <i>projections</i> and school consolidation plans				
Finalize SBB Formula Changes for FY24 (future changes possible)				
Session 3: SBB Communication, Guidance, and Training Materials				
Identify changes needed to SBB Budget Process to improve both technical and strategic guidance to schools Support training materials for principals on new SBB formula Inform communication materials about changing to SBB to various stakeholders				

The Four Principles of Effective Funding Systems

ERS anchored their analyses and Review Team discussions in the following framework:



Sufficient & Flexible

A sufficient & flexible system ...

- Ensures that resources are maximized to provide all schools with minimum viable resource levels
- Prioritizes school-level flexibility over resources, consistent with a district's theory of action for local decision making and accountability



Need-Driven

An equitable system ...

- Distributes more resources for students with greater learning needs
- Allocates similar funding levels to students with similar characteristics, regardless of which school they attend



Transparency

A transparent system ...

- Includes clear and easily understood rules for where, how, and why dollars flow
- Makes it clear to all stakeholders who gets what and *why* (Note: the *why* is often the missing piece)



Predictability

A stable and sustainable system ...

- Provides predictable allocations to support school and district multi-year strategic plans
- Is in alignment with the district's financial outlook and supports overall district strategy

Sufficient & Flexible



Summary of Findings

- › SBB allocations have increased on a per-pupil basis since SY17
- › Smaller elementary schools in particular experience limited resources available for spending beyond minimum required resource levels
- › There is significant variation in spending at each school level and size quartile, and smaller schools at ES, MS and HS all spend more than larger schools
- › The equity size factor does not adequately adjust funding so that schools of different sizes have proportionate and equitable purchasing power
- › As a function of total spending in the district, Jeffco spends more per pupil in schools, and less on expenses outside of schools – relative to comparison districts

SBB Enrollment and Resource Levels, SY16-17 vs. SY21-22

Contrary to perception, the SBB pool has increased over time, on an inflation adjusted basis; this trend will be difficult for the district to sustain given future revenue expectations

	2016-2017	2021-2022	% Change
Total SBB Enrollment	73K	67K	- 8%
SBB Total Pool	\$400M (adjusted for inflation)	\$410M	+ 3%
SBB \$ Per Pupil	\$5,470 (adjusted for inflation)	\$6,139	+ 12%
K-5 <250 Students	17%	28%	+ 65%

Notes:

For the purposes of our analyses, we have excluded option schools and student counts, though they receive some funding through SBB as well as supplemental funding outside of SBB. Enrollment listed is budgeted enrollment for each year.

Dollars have been adjusted for inflation using the PPR inflation adjuster; and adjustments were made to account for the inclusion of SELS and Locker Room Aides to SBB requirements in SY17-18

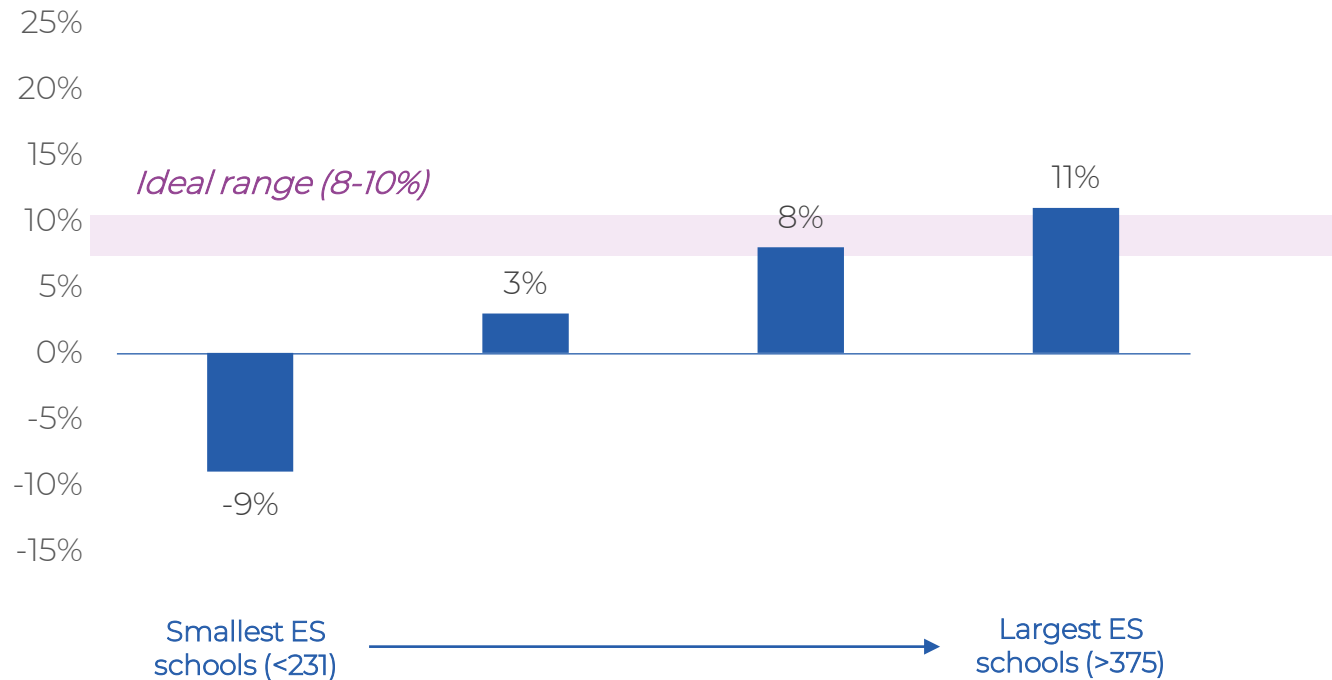
Source: ERS analysis of SY21-22 and SY16-17 SBB allocations and SY21-22 and SY16-17 Budget Book Guidance.



Equitable Purchasing Power: Elementary Schools

There is significant variation in elementary school “purchasing power”, and for Jeffco’s smallest ES schools, they lack the resources to meet the ideal staffing articulated in the Regional Opportunities for Thriving Schools work

% SBB Allocation Available Beyond Thriving Staffing



What are we including as ideal staffing?

Includes “thriving” resource levels articulated in Regional Opportunities for Thriving Schools framework

Resource	Resource Level
Principal	1 FTE
Instructional Coach	1 FTE for every 350 students (Minimum 1 FTE)
Teachers	18-24 cls sizes in K-3; 22-30 cls sizes in gr. 4-6 (Minimum 1 FTE per grade)*
AMP Teachers	3 FTE (<i>not size adjusted</i>)
Digital Teacher Librarians	1 FTE (<i>not size adjusted</i>)
Clinic Aide	7hr daily
School Secretary	1.5 FTE
Para-Professionals	55hr daily/1000 students
Non-Personnel	\$250 per student

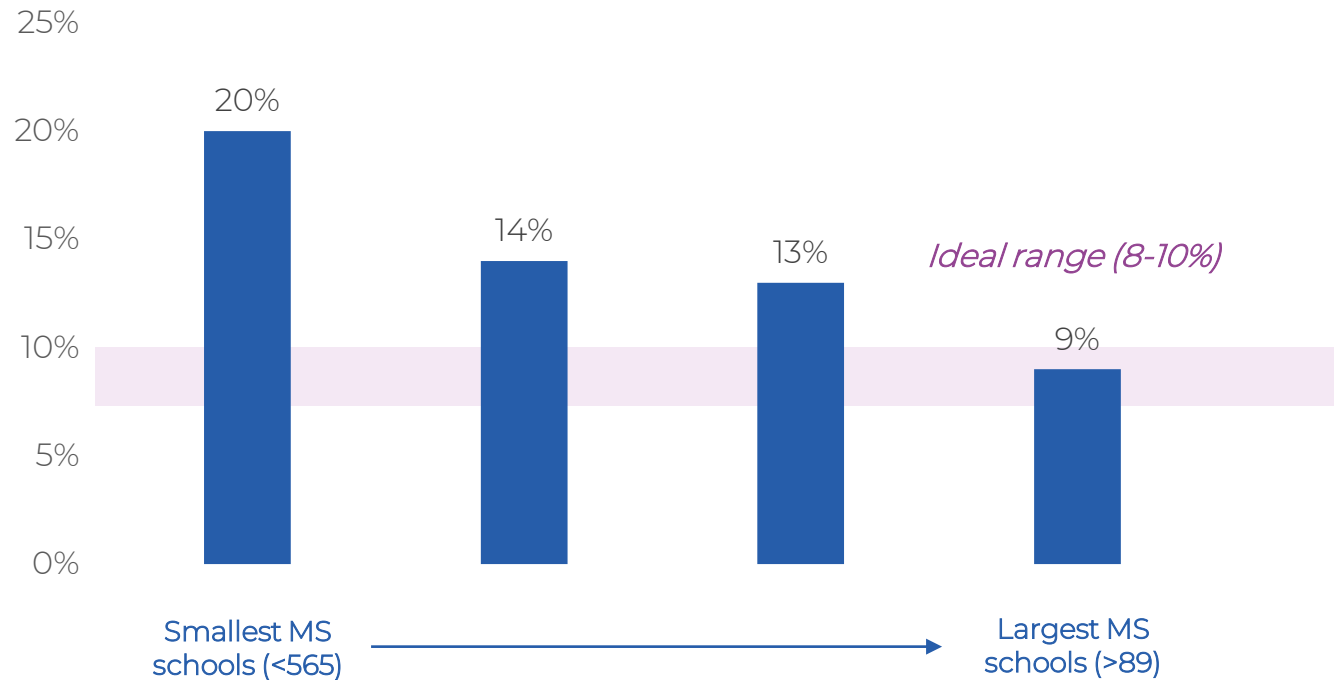
*Note: To calculate teachers, ERS used an average class size assumption of 22 in K-3 and 26 in 4-5

Source: ERS analysis of SY21-22 funds provided through SBB; analysis updated of 9/30 to correct calculation error on paraprofessional costs

Equitable Purchasing Power: Middle Schools

Measured against minimum recommended staffing (a lower bar than thriving), most middle schools have sufficient purchasing power. In contrast to ES, smaller schools at MS have *more* proportional purchasing power.

% SBB Allocation Available Beyond Minimum Staffing



What are we including as "minimum staffing"?

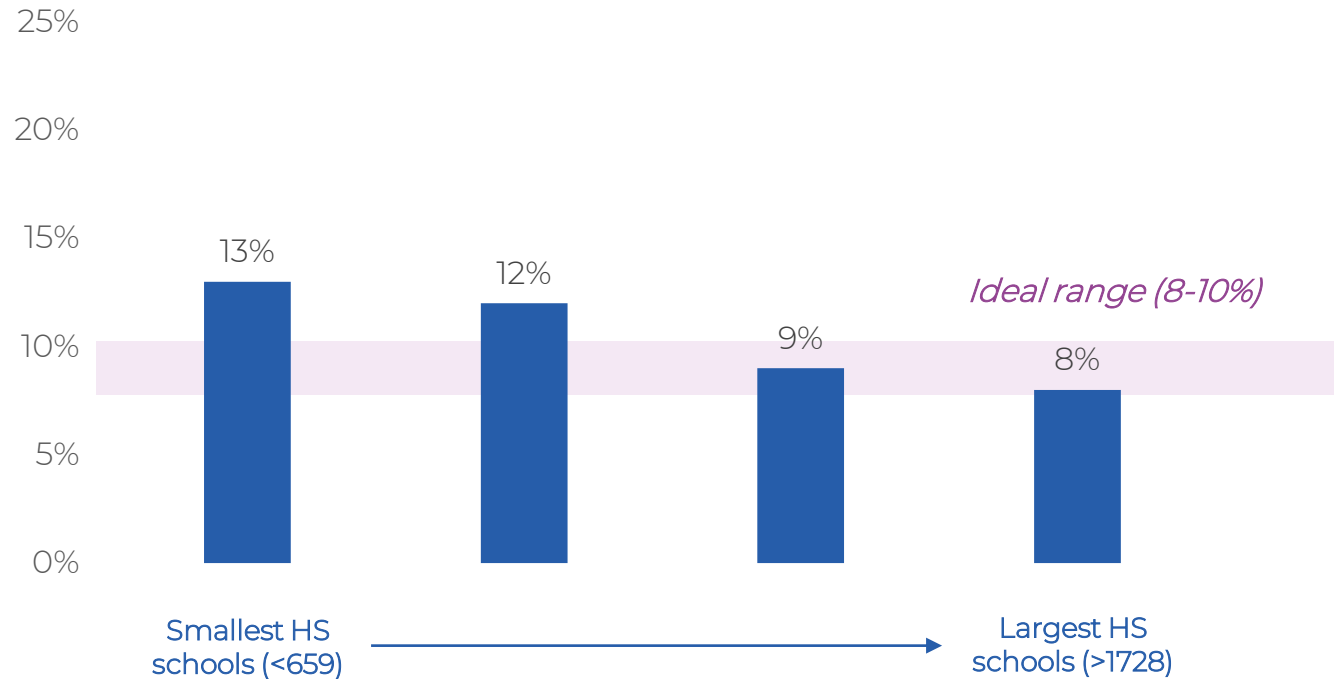
Resource	Resource Level
Principal	1 FTE
Instructional Coach	1 FTE for every 350 students
Counselors	1 FTE per every 350
Teachers	Max student load of 150; teachers teach 75%*
Digital Teacher Librarians	0.5 <400 students; 1.0 if >400
Clinic Aide	7hr daily
School Secretary	2 FTE (2.5 > 650)
Para-Professionals	10hr daily/1000 students
Non-Personnel	\$250 per student

*Note: ERS used a staffing ratio assumption of 1:23, using an average class size of 30 and a teacher utilization of 75%
 Source: ERS analysis of SY21-22 funds provided through SBB. Analysis updated of 9/30 to correct calculation error on paraprofessional costs

Equitable Purchasing Power: High Schools

There is the smallest variation in purchasing power across high schools, compared to min. staffing; The largest high schools have the lowest proportional purchasing power.

% SBB Allocation Available Beyond Minimum Staffing



What are we including as "minimum staffing"?

Resource	Resource Level
Principal	1 FTE
Instructional Coach	1 FTE for every 350 students
Counselors	1 FTE per every 350
Teachers	Max student load of 150; teachers teach 75%*
Digital Teacher Librarians	0.5 <400 students; 1.0 if >400
Clinic Aide	7hr daily
School Secretary	2 FTE (2.5 > 650)
Para-Professionals	10hr daily/1000 students
Technology Coordinator	20hr/week
Non-Personnel	\$250 per student

*Note: ERS used a staffing ratio assumption of 1:23, using an average class size of 30 and a teacher utilization of 75%

Source: ERS analysis of SY21-22 funds provided through SBB. Analysis updated of 9/30 to correct calculation error on paraprofessional costs

Need-Driven



Summary of Findings

- › Jeffco weights students experiencing poverty less than other systems; The Title I threshold creates stark differences for schools right below the threshold
- › Many of the highest-poverty schools – because of enrollment decline- are spending almost or all of their allocations on required resources, with little to spend on students in poverty
- › Jeffco has lower spending and higher staffing ratios for students with disabilities (SWD) and English Language Learners (ELL) compared to spending in other systems
- › There may be opportunities to more tightly align SWD and ELL resources to enrollment of SWD and ELL in schools
- › There is significant variation in the dollars that schools receive from their PTAs (as seen in Special Campus Revenue accounts) based on poverty levels

Transparent & Predictable



Summary of Findings

- › Some aspects of the SBB allocations are subject to confusion, making allocations seem less transparent
- › Most centrally managed dollars are school-based, but are not easily trackable to the school level
- › Specific rules and allocation methods for non-SBB resources are not currently available to schools



Summary of Findings

- › The plateau formula does protect schools against total losses due to enrollment changes, but not per-pupil losses
- › Enrollment and revenue are expected to decline in future years

Review Team Recommendations – Design Phase Focus Areas



Sufficient / Flexible

- › **Adjust base weight and size equity factor to better account for the minimum set of resources** that all schools have the resources to purchase through their SBB allocation



Need-Driven

- › **Vary at-risk funding** amounts for different concentrations of poverty (including Title)
- › **Explore additional weights** for (a) ELL, (b) SWD or SWD center-based programs, and (c) schools in turnaround status
- › **Explore changes to SWD and ELL allocation approaches** (such as allocating more on per-SWD and ELL basis)



Transparent

- › **Improve accounting structures** to attribute more school-based costs to specific school locations
- › **Add more detailed information in the SBB guide** about school-based resources allocated outside of SBB
- › Explore opportunities to **allocate more school-based resources through the SBB formula** (e.g. some ELL, SWD resources)



Predictable

- › Pilot use of **enrollment projections for SBB allocations for elementary schools** next year
- › *Next year:* Design and implement district-wide enrollment projections process

Appendix #1

Additional Analysis & Content
Supporting the Findings

About Our Partnership

Jeffco has partnered with ERS to review and support the redesign of our SBB funding system:

PHASE 1: REVIEW PHASE (MAY-AUG)

- Understand- and engage in discussion around- a **shared fact base** for how resources are being allocated and used across and within schools.
- Identify **strengths and challenges** of the current system.
- Discuss and prioritize areas for **shorter- and longer-term adaptation.**

PHASE 2: DESIGN & IMPLEMENTATION PHASE (SEPT-DEC)

- Use the findings and priorities from the Review Team to discuss and **propose specific changes to Jeffco's funding model** and the processes and supports that surround it
- Collaborate with other district community members to **share insights, raise awareness, and elevate concerns.**

Project Timeline: Review Phase

ERS has engaged with focus groups, interviews, and data share-outs with a cross-functional Review Team to answer key questions about the Jeffco funding system.

Phase 1: Review Phase	May	June	July	August
Kick-Off & Interviews				
<ul style="list-style-type: none"> Current perceptions, pain points, & challenges 				
Session 1: Understanding the Landscape (Mid-June)				
<ul style="list-style-type: none"> How have revenue, enrollment, and student needs changed since 2016? 				
Session 2. Understanding the SBB model (Early July)				
<ul style="list-style-type: none"> How does the SBB model in Jeffco work? How does the formula and allocations align to our funding principles? 				
Recap: Share-Out with Principals and Community Superintendents end of July				
Sessions 3 & 4: Understanding total spend (Late August)				
<ul style="list-style-type: none"> What does the rest of our financial picture look like and what drives variation in non-SBB dollars that go to schools? What opportunities exist to change what is allocated through SBB? What opportunities exist to right-size spend given our new enrollment context? 				

Preliminary Stakeholder Feedback & Perceptions

Collected from principals, community superintendents, department leads, association leaders and budget staff.



Sufficient / Flexible

- › **Flexibility a strength**, though constrained by policies & funding levels
- › **Small schools** face outsized resource constraints
- › **Schools “used to have more”** before SBB was introduced



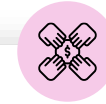
Need-Driven

- › **Equity Size factor** is perceived as unfair; causes perverse incentives at schools
- › **At-Risk funding** is the only need category in SBB, and modest
- › **PTA and outside funding** exacerbates school-level variance



Transparent

- › **SBB generally understood**, though some parts unclear
- › Not clear how **centrally managed resources** are allocated
- › **Perception that central spend is high**, and has been increasing



Predictable

- › **Enrollment fluctuations cause funding instability** year-to-year

Session 1: Understanding the Landscape

ERS analyzed how patterns of enrollment, student need, and revenue have changed over time

Key Variable	Historical Trend
Enrollment	<p>Enrollment decline has contributed to a highly concentrated small-school challenge.</p> <ul style="list-style-type: none">• Large declines are seen in Jefferson, Alameda, and Arvada articulation areas.• Elementary Schools have experienced the largest enrollment decline (23%) since SY16, but this will soon cascade to MS and HS.• Within Regional Opportunities for Thriving Schools, we know that 58% of ES serve fewer than 250 students and/or have a building utilization less than 60%, amounting to over 10,600 empty seats.
Student need	<p>Student needs haven't changed significantly but vary widely across schools and are tightly linked to enrollment patterns.</p> <ul style="list-style-type: none">• Jefferson, Alameda, and Arvada articulation areas - where schools are losing the most enrollment - also support the highest concentration of student needs.
Revenue	<p>Future enrollment and revenue patterns will exacerbate current challenges.</p> <ul style="list-style-type: none">• Revenue will catch up to enrollment loss and cause resource levels to feel more constrained in future years.

Enrollment Loss & Small School Patterns

Enrollment loss has contributed to the increase of small ES schools from 7% to 25% since FY16 – and is clustered in a few articulation areas

Articulation Area	% Schools <250	% Enrollment Change since SY16	Average ES school size
Lakewood	60%	-14%	240
Wheat Ridge	57%	-14%	281
Pomona	50%	-21%	279
Arvada	44%	-29%	283
Arvada West	40%	-3%	336
Evergreen	25%	-14%	264
Dakota Ridge	20%	-10%	366
Green Mountain	20%	-11%	335
Ralston Valley	17%	+6%	492
Standley Lake	17%	-18%	292
Bear Creek	14%	-17%	395

Articulation Area	Average ES school size	% Enrollment Change since SY16
Jefferson	285	-34%
Conifer	309	-4%
Columbine	312	-10%
Alameda	323	-21%
Golden	384	-1%
Chatfield	390	-10%

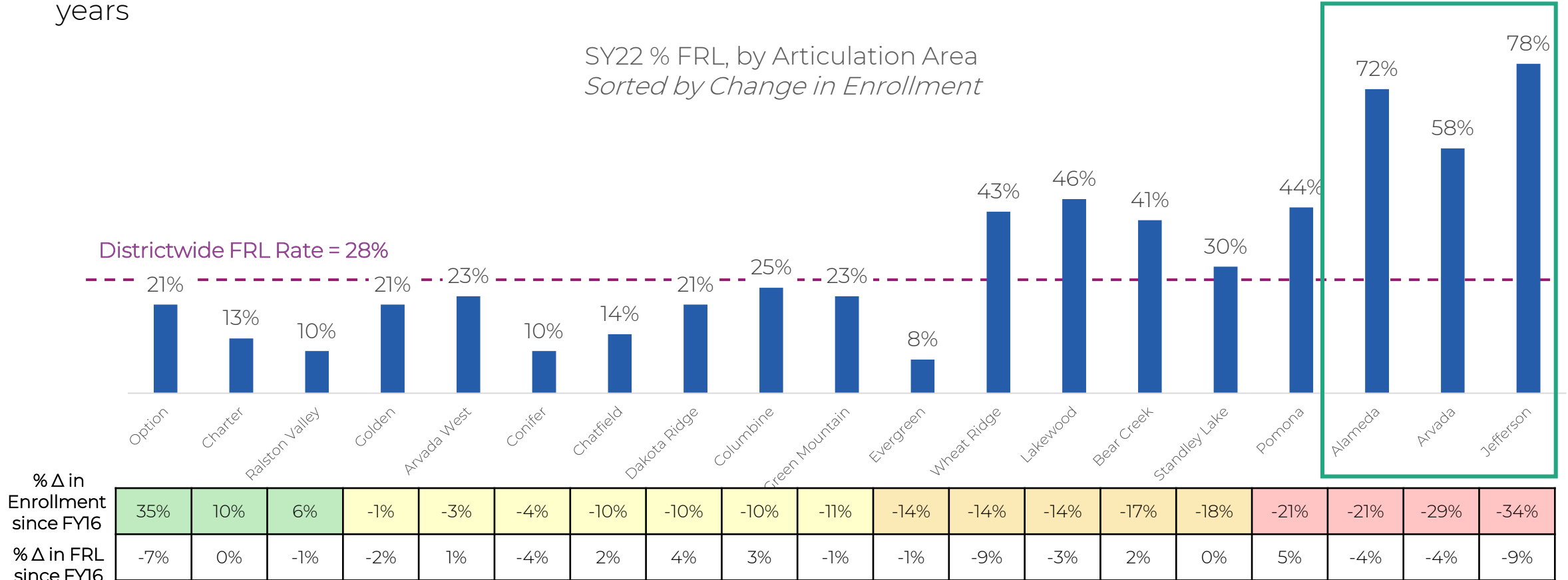
Even in regions where there are no schools <250 now, enrollment decline could push more schools into that threshold

Note: This does not include schools with a utilization rate of <60%, which has been used as an additional “small school” criteria in our Regional Opportunities for Thriving Schools work. Excludes Option & Charter schools.

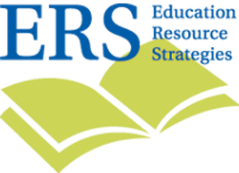
Poverty & Enrollment Loss, by Articulation Area

Jeffco's highest-poverty regions have experienced the most significant enrollment loss over the last six years

SY22 % FRL, by Articulation Area
Sorted by Change in Enrollment



The percentage of students in poverty has decreased in these areas of rapid enrollment loss, suggesting that lower-income families are moving out at a higher rate (though they remain the highest-poverty regions in Jeffco)

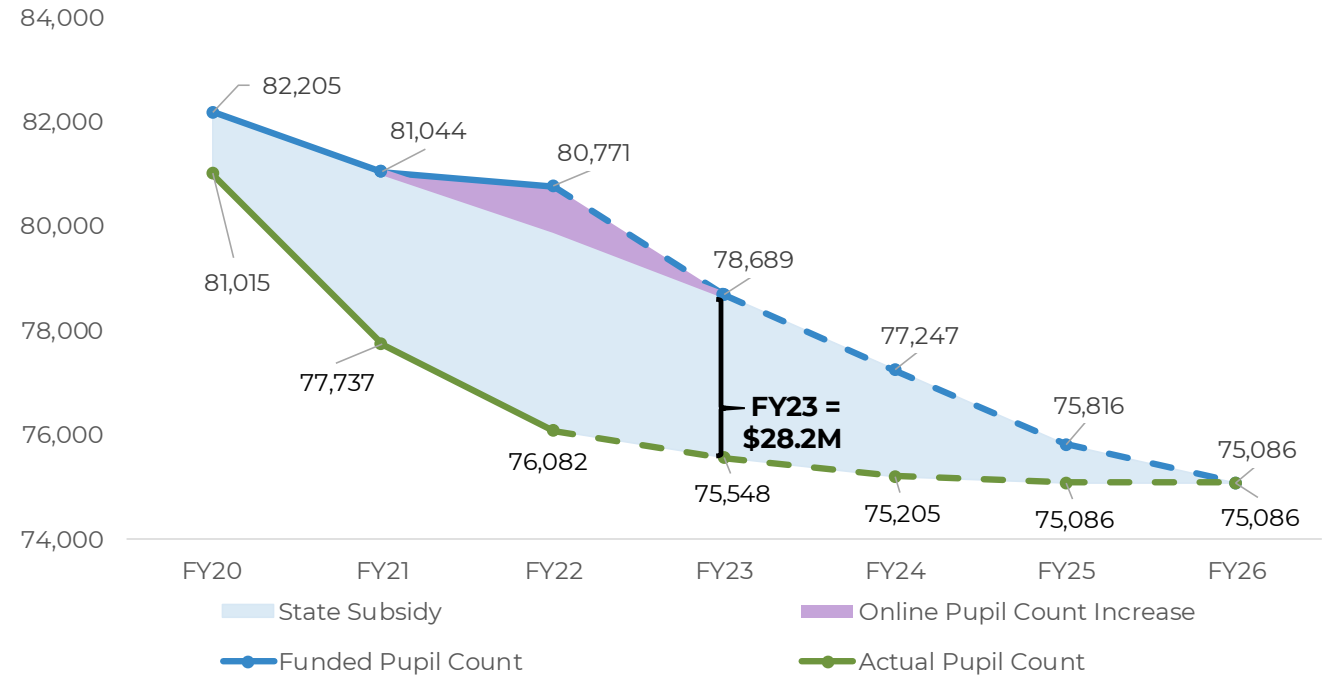


Future Revenue Predictions

Future revenue is expected to decline as funded enrollment catches up to actual enrollment

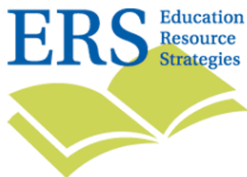
While the district expects to be funded for 2,080 fewer students in FY23, it will still receive funding for approximately 3,140 students that it is not serving because the funded count is higher than the actual count due to averaging

Funded vs Actual Pupil Count



- The funded count is a five-year average of the actual enrollment count.
- The averaging produces a funded count subsidy of about \$28 M in FY23 that will taper off over time.

The figures above include both district-run and charter schools



In subsequent sessions, ERS analyzed Jeffco's SBB formula and overall patterns of resource use

In what ways is spending in and outside of schools aligned to our funding principles?



Sufficient / Flexible



Need-Driven



Transparent



Predictable



What opportunities exist to better align resources with these principles?
This may include:



Changes to **what** is allocated through SBB and **how**

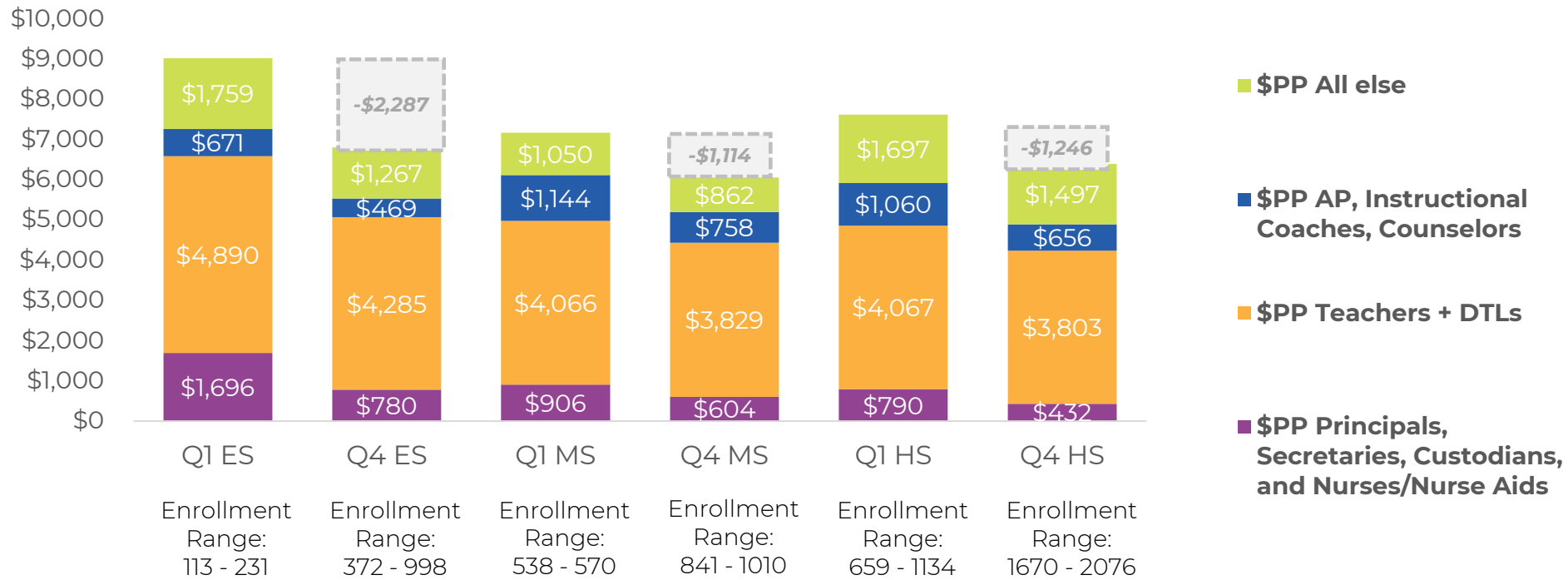


Opportunities to **right-size** spend given new enrollment and revenue context

General education spending in schools

Across all school levels, the smallest schools spend noticeably more than the largest schools per pupil

\$ Per Pupil GenEd Spending, by School Level & Size



Note: Examples of "All else" includes para-professionals, psychologists, security, and instructional materials.

Source: ERS analysis of SY21-22 Expenditures. Includes all general education dollars which can be traced to school locations and excludes funds for SWD/ELL.

General education spending relative to comparisons

Jeffco spends more than comparisons on school-based, general education spending

Total School-Based General Education Spend: \$532M | \$7.9K pp | +\$278/pp peer median

Areas of <i>Higher Spend Relative to Peers*</i>	\$PP	Δ to comparison median	Comparison range
Instruction <i>Teacher and Para Compensation, Substitute Compensation, Tutoring, Library/Media, Instructional Materials, Misc. Expenses</i>	\$5,532	+\$520	\$2,753 - \$7,501
Pupil Services & Enrichment <i>Career & Academic Counseling, Physical Health Services, Extracurricular Enrichment, Social & Emotional Support</i>	\$693	+\$216	\$146 - \$989
School Leadership	\$851	+\$81	\$596- \$1,346
Operations & Maintenance <i>Facilities Upkeep, Utilities, Safety & Security</i>	\$686	+\$81	\$177 - \$1,253

Note: Includes all general education spending attributable at schools, or from central departments, but in service of schools. See appendix for more details. Excludes ELL and SWD spending
 *Represents the subset of spending functions with the greatest comparable spend to peers; does not include categories of on-par or under-spend

Source: ERS analysis of SY21-22 Expenditures. Includes all general education dollars which can be traced to school locations and excludes funds for SWD/ELL.

Non-school based spending relative to comparisons

Conversely, Jeffco spends *less* on several categories *outside* of school-based spend

Total Operational & Management Spend: \$187 M | \$2.8K pp | -\$269/pp peer median



		\$PP	Δ to comparison median	Comparison Range	Predominant Drivers		
					FTE/500	Compensation	Non-Personnel
Lower spending than peers	Food Service	\$421	- \$243	\$438 - \$1,055			↓
	Student Transportation	\$299	- \$27	\$281 - \$1,464	↓	↓	
	Special Population Program Management & Support	\$204	- \$96	\$159 - 1,699	↓	↓	
	Finance, Budgeting, Purchasing	\$63	- \$128	\$99 - \$294	↓	↓	
Higher spending than peers	Utilities	\$350	+ \$47	\$247 - \$527			↑
	Data Processing & Informational Services	\$307	+ \$147	\$96 - \$355		↑	↑

Note: Non-Personnel expenses include contracted services, supplies & equipment, and other non-compensation

*Represents the subset of spending functions with the greatest comparable spend to peers, or least spending to peers; does not include all functions or dollars



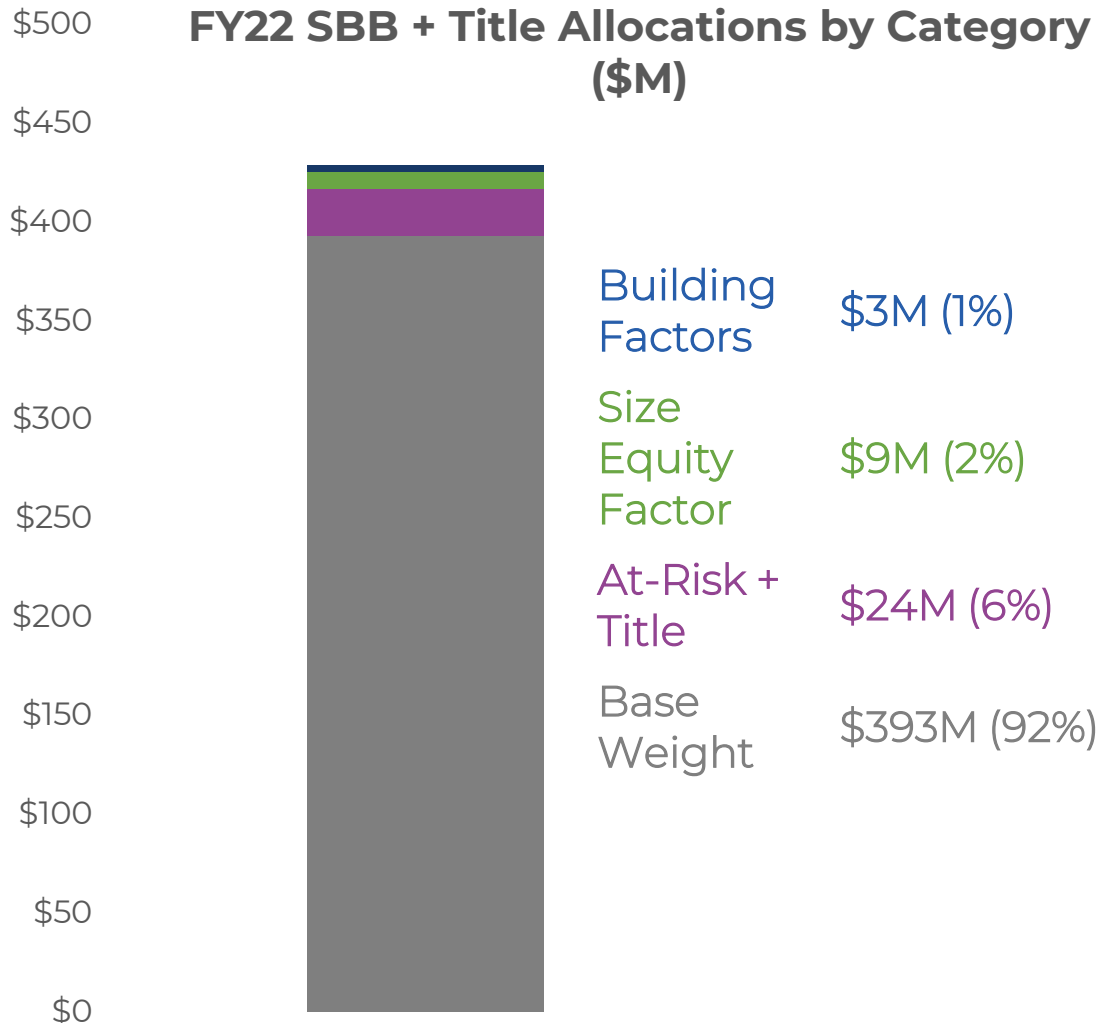
Source: ERS analysis of SY21-22 Expenditures. Includes all dollars coded by ERS in the functions listed above

SBB district weight amount and % of total allocation

SBB District	Allocates Title through SBB	Need weight(s)- <i>excludes grade weights & weights for SWD and ELL when designated ELL and SWD resources are distributed through formula</i>	% of Total SBB allocated through need weights
Cleveland	No	Prior academic performance, mobility, low attendance	16%
Indianapolis	No	Poverty	13%
Atlanta	No	Poverty, prior academic performance, ELL, SWD	30%
Shelby County	No	Mobility, prior year performance	18%
Nashville	<i>Unknown</i>	Poverty, prior academic performance	24%
Baltimore	No	Prior academic performance	10%

Dollars focused on students experiencing poverty

Jeffco allocates about \$24M, or ~6%, of SBB & Title dollars to schools to support the needs of students experiencing poverty



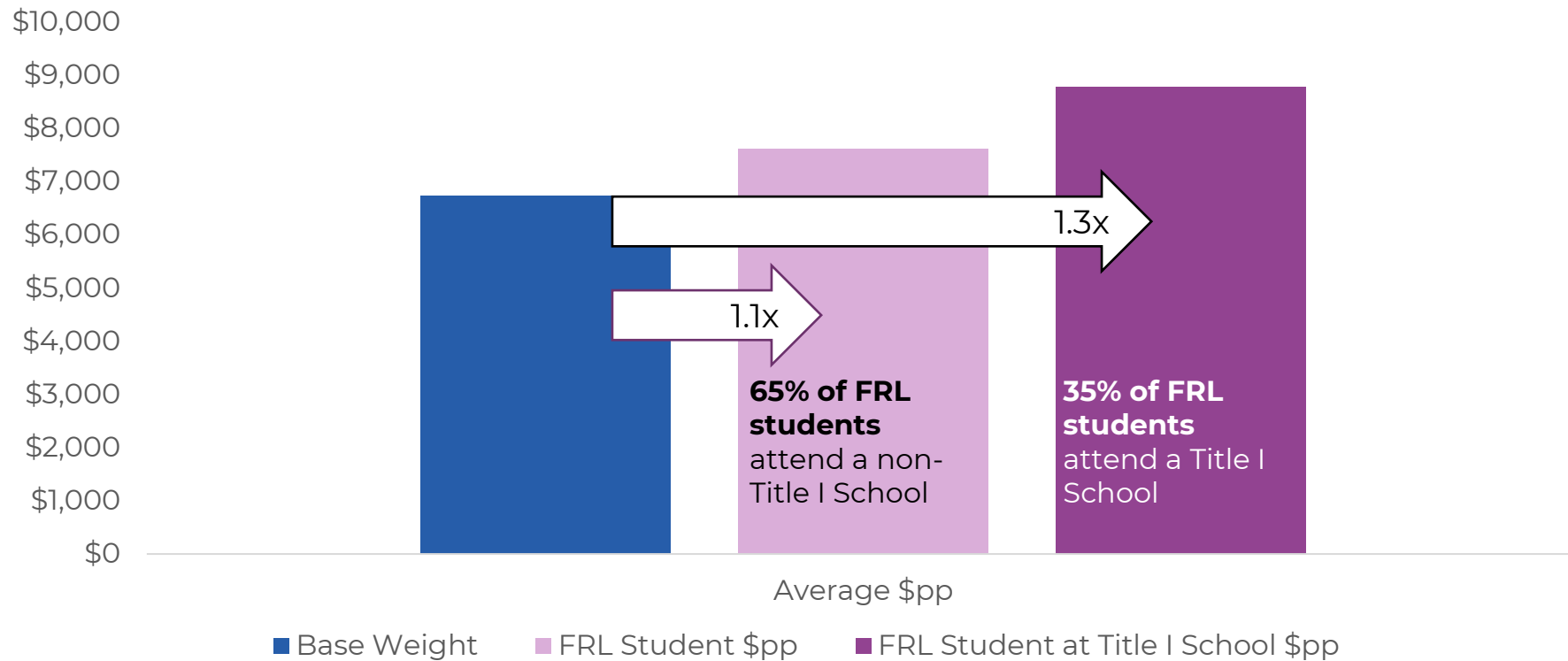
	\$pp	Schools	Total \$
At-Risk	\$735 per At-Risk Student	All Schools	~\$16.5M
Title I	\$975 per FRL student at Tier 1 Schools (<80% FRL) \$1,000/FRL student at Tier 2 Schools (>80% FRL)	Cut-offs: <ul style="list-style-type: none"> 65% FRL in ES/MS 75% FRL in HS 	~\$7.0M

In other districts with SBB, the **% of dollars allocated on need-based weights ranges from 10-31%**
(See more details on other district weights in Appendix)

Incremental spend on students experiencing poverty

Research¹ suggests students experiencing poverty require 1.2x additional resources to support effectively; Jeffco reaches that weight for students in Title I schools, but falls short for students in non-Title I schools

Average \$pp by student/school type



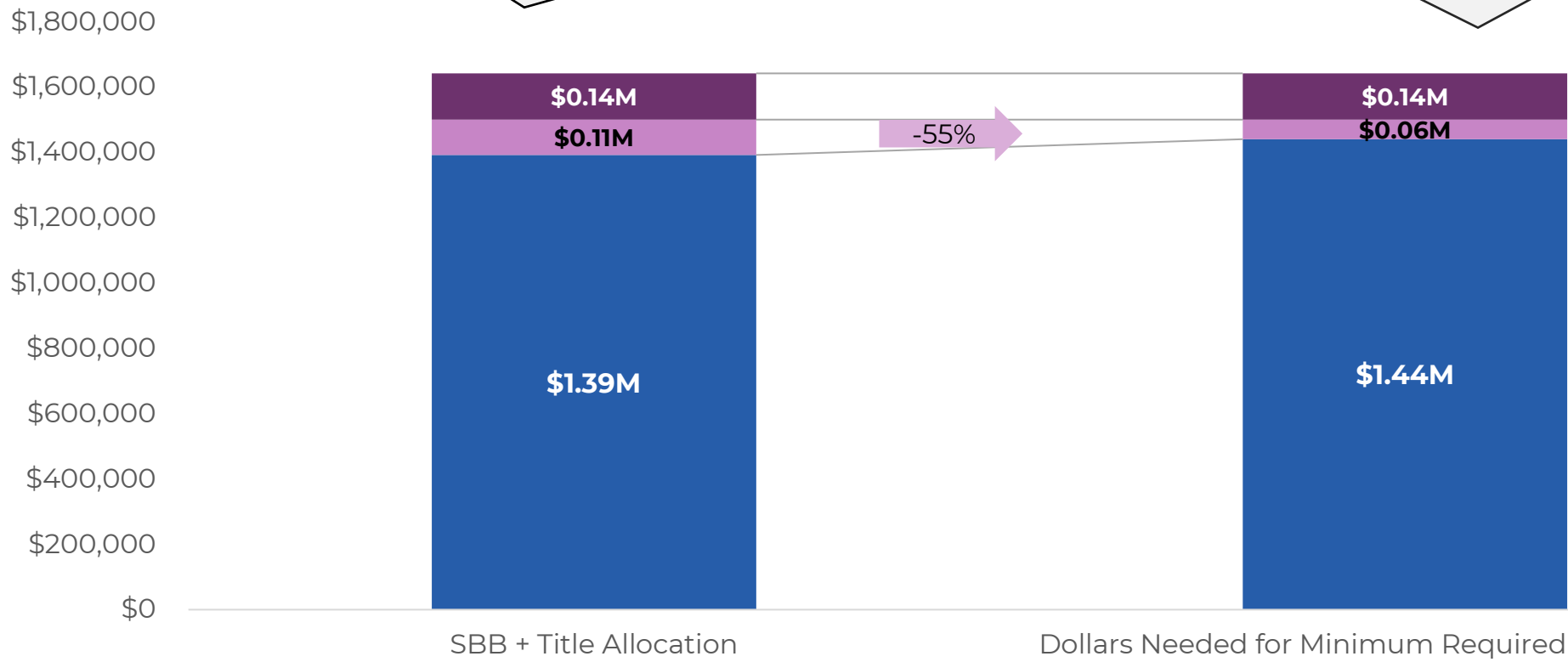
1: While ERS district partners use different weight ranges for student needs, research by Odden, Allan and Picus, Lawrence O. "Assessing SEEK from and Adequacy Perspective" prepared for Kentucky Department of Education 2001 argues for 1.2x weight for FRL students
Source: ERS Analysis of SY21-22 SBB, which used SY20-21 Actual FRL enrollment for budgeting purposes

At-Risk dollars allocated vs. available for services for at-risk students

In smaller, high poverty schools, At-Risk dollars tend to get spent on the school's minimum required resources, leaving only Title dollars available to provide supplemental supports to students

School A receives \$110K in At-Risk Dollars and \$140K in Title Dollars.

To meet minimum required resource levels, School A must use roughly half of its At-Risk dollars



Title I Allocations, by % FRL

Schools that receive Title funding get over x2 the amount for At-Risk students– this creates meaningful differences for schools right above and below the Title thresholds

	ES A	ES B
Enrollment	117	200
%FRL	62%	65%
Total At-Risk Students	72	130
At-Risk + Title I dollars per FRL student	\$735	\$1,710
Total At-Risk Dollars received	\$53K	\$222K

	MS A	MS B
Enrollment	565	544
%FRL	62%	65%
Total At-Risk Students	350	353
At-Risk + Title I dollars per FRL student	\$735	\$1,710
Total At-Risk Dollars Received	\$257K	\$604K

	HS A	HS B
Enrollment	782	699
%FRL	70%	77%
Total At-Risk Students	547	538
At-Risk + Title I dollars per FRL student	\$735	\$1,710
Total At-Risk Dollars Received	\$402K	\$919K

PTA Dollars

There is significant variation in the dollars that schools receive from their PTAs (as seen in Special Campus Revenue accounts) based on poverty levels

	Total PTA Dollars (\$M)	Average \$PP of PTA dollars		Average % of Total SBB Allocation	
		Low Pov (Q1)	High Pov (Q4)	Low Pov (Q1)	High Pov (Q4)
ES	\$5.4M	\$289	\$76	5%	1%
MS	\$3.3M	\$358	\$215	5%	3%
HS	\$10.3M	\$456	\$192	8%	3%



Source: ERS analysis of SY21-22 Expenditures, Fund: Special Campus Revenue.

ERS Resource “Sharing Levels”

ERS uses “Sharing levels” to describe where resources are located across schools and central offices



Leadership & Management

District Governance, Management of the support services provide to Schools

Jeffco Examples:
Legal, Financial Services, Labor Relations



Shared Services

All FTEs, services, and materials that provide support to schools but generally on as-needed or irregular basis

Jeffco Examples:
Warehouse Workers, Bus Driver and Food Service Workers



School on Central

All FTEs, services, and materials not reported in the financial system at schools, but play out in schools on a regular and predictable basis

Jeffco Examples:
Resource Teachers, Nurses, Athletic Trainers



Jeffco’s School on Central - Assigned

In Jeffco, there are FTE not reported in the financial system at schools, but appear at schools in personnel files

Jeffco Examples:
Paraeducators, Speech Therapists, Learning Specialists



School Reported

All FTEs, services, and materials allocated directly to schools in the district expenditures

Jeffco Examples:
Teachers, APs, Principals

On central office budgets

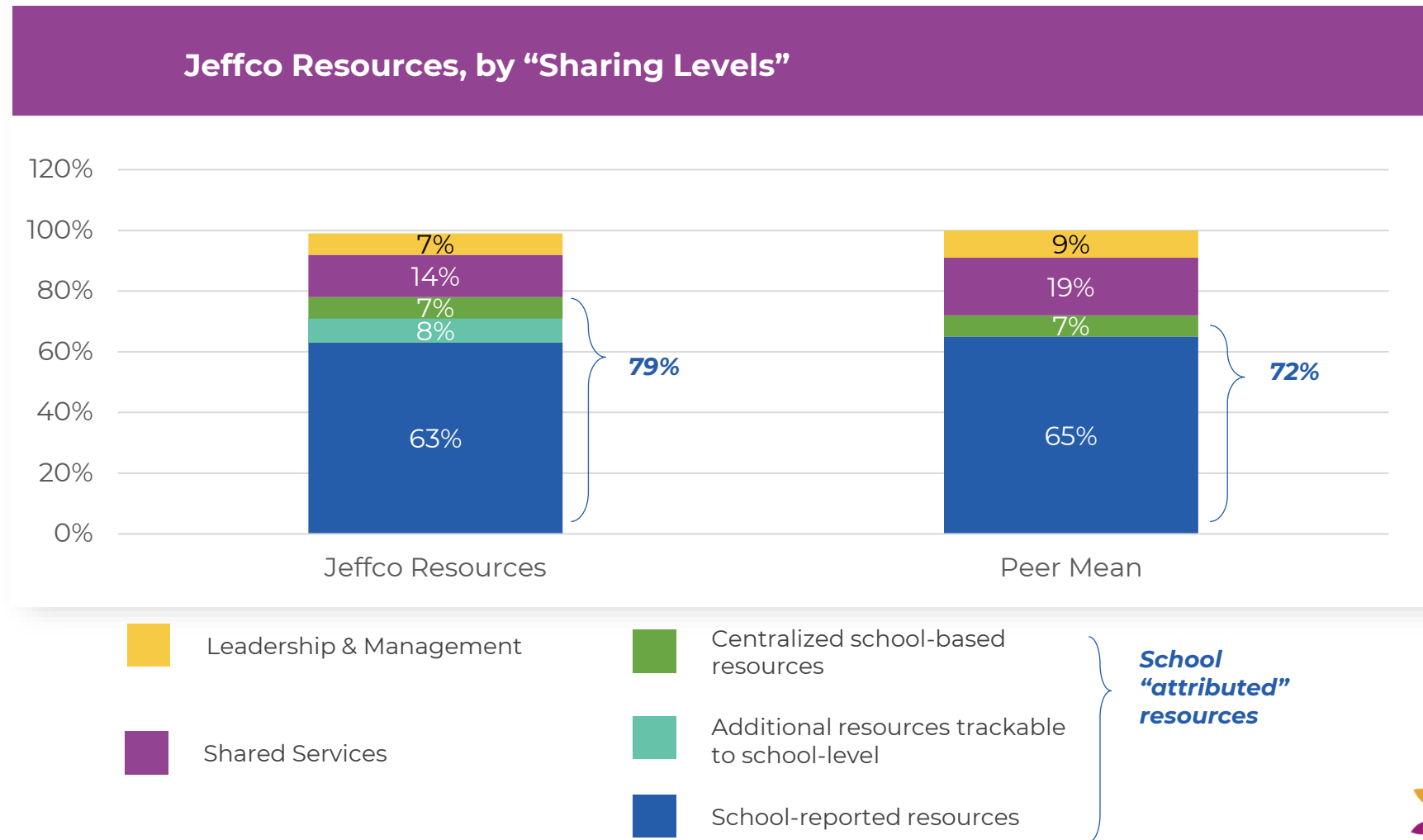
On school budgets

True district “overhead”

“School-attributed” - Resources used in schools

Jeffco's Resources, by "Sharing Levels"

Most of Jeffco's resources are school-based resources, but ~15% of those resources aren't easily trackable to schools through the district's financial accounting structures



Appendix #2

Notes on Methodology

Using ERS's Comparative Data

To help make meaning of Jeffco's SBB formula and resource use practices, ERS uses comparative SBB data and detailed spending and resource use data from other systems it has worked with

- ERS has detailed **SBB formula and policy information** for districts we've helped to implement or redesign their SBB funding system, including Denver, Baltimore, Atlanta, Memphis, Nashville, Boston, Indianapolis, DC, and Cleveland
- ERS also has a database of nearly 50 districts with **detailed spending and resource use data**

ERS comparison district database statistics

- 47 total districts across 18 states
- Years of analysis ranging 2010-2011 (6 from 2020 or more recent)¹
- Median district enrollment: 40,000 students (range: 20,00-510,000)
- Median FRL %: 62% (range: 0-100%)
- Median SWD %: 13% (range: 0-20%)
- Median ELL %: 11% (range: 0-44%)

¹ When using data across years and different geographic areas, we use a CPI adjustor to account for inflation and cost of living differences

Using ERS's Comparative Data



Intended use & benefits

- ✓ Creates **apples-to-apples** comparisons of detailed spending data not available using publicly available data sources
- ✓ Provides a **more nationally representative sample** than regional or state-level data sets
- ✓ Intended for use as a “metal detector” to **identify areas for additional inquiry and analysis** (*not benchmarking*)



Limitations

- ✓ **Limited sample size**
- ✓ As a national sample, doesn't account for **unique regional differences** or local context
- ✓ Unable to capture **changes in district resource use patterns** *after* year of analysis

We identified a set of 8 districts that are reasonable comparisons to Jeffco with respect to overall funding level, size, and student demographics

	Project	Year Analyzed	Total Enrollment	\$pp Adjusted	% SWD	% ELL	% Poverty
Lowest Enrollment ↓ Highest Enrollment	Jeffco, CO	21-22	65K	\$12K	14%	8%	30%
	Indianapolis, IN	19-20	23K	\$17K	17%	24%	66%
	Washington DC	17-18	48K	\$17K	14%	14%	43%
	Denver, CO+	21-22	67K	\$12K	12%	29%	65%
	Metro Nashville, TN+	21-22	69K	\$12K	13%	26%	36%
	Fort Worth, TX+	18-19	84K	\$11K	9%	33%	86%
	Fulton County, GA	10-11	88K	\$11K	10%	5%	42%
	Shelby County, TN+	19-20	95K	\$13K	11%	8%	56%
	Dallas, TX	19-20	155K	\$11K	9%	44%	91%
	Median		86K	\$12.5K	12%	25%	60%

\$pp adjusted to account for inflation and cost of living differences



Source ERS Comparison Database
+ Indicates Budget as source of analysis; otherwise, Expenditure

To get to an “apples-to-apples” comparison for spending and resource use across districts, ERS applies a specific coding framework across all dollars, consistent across comparison districts

“PreK-12 Operating Dollars”

Excludes spending that is inconsistent district-to-district (e.g. pension payments), reflects capital or large one-time expenditures, or does not directly contribute to the operations of K-12 schools (e.g. indirect costs, claims & settlements)

Dollars excluded, by type, slide 39

“Sharing Levels”

Coding to describe where resources are located, across schools and central offices, ERS uses Department, Payroll location, and Function coding to identify

Sharing level categories and descriptions on slide 41

“Functions”

Coding to describe the functional role or use of resources across the district. ERS has 6 “use” categories and 35 “function” categories. We used Department, Account Description, and Program Description to identify

Specific function categories on slide 40

“Student Type”

ERS codes all dollars directly supporting instruction or additional supports for specific student types (student in poverty, students with disabilities, and English Language learners) using Department, Fund, and Account Description indicators to identify

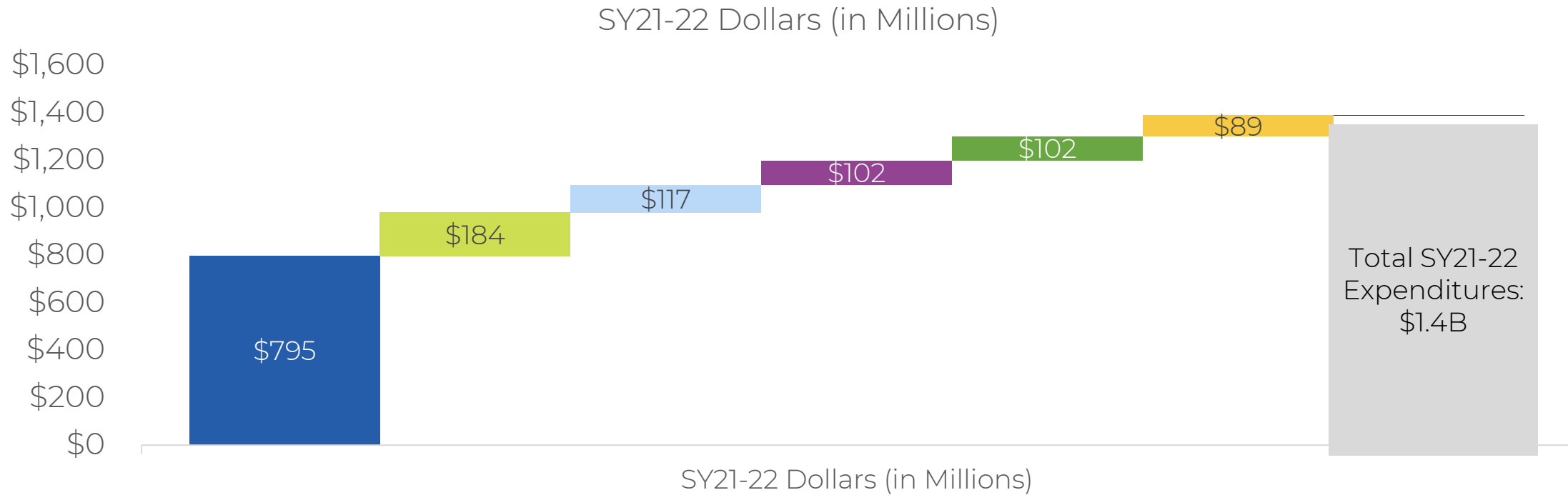
Other methodology notes:

FTE: ERS calculates FTE using a position control file. We adjust FTE based on portion of the year worked, and sharing across positions/locations throughout the year (where max FTE for any employee is 1.0)

Compensation: ERS analyzes employee-level compensation (including base salary, additional pay/stipends, and non-pension benefits).

PreK-12 Operating Dollars

ERS removes certain types of expenditures to arrive at "PreK-12 operating Dollars"



	PreK-12 Operating – the typical annual expenditures required to run the district	\$795 M
	Capital Expenses and Reserves for large multi-year investment projects and atypical one-time large capital expenditures	\$184 M
	Employee Pensions	\$117 M
	Transfer Payments between departments	\$102 M
	Charter School Expenditures	\$102 M
	All Other: Debt Services, Indirect Costs, Claims & Settlements, etc.	\$89 M

“Use” and “Function” Coding

ERS applies a specific coding framework to identify “Use” and “Functions” across all dollars

Use -->
Functions

- Instruction**
- Teacher Compensation
 - Aides Compensation
 - Substitute Compensation
 - Librarian & Media Specialist
 - Instructional Materials & Supplies
 - Other Non-Compensation
 - Other Compensation
 - Extended Time & Tutoring

- Leadership**
- Governance
 - School Supervision
 - School Administration
 - Research & Accountability
 - Communications
 - Student Assignment

- Instruction Support & Professional Growth**
- Professional Growth
 - Curriculum Development
 - Recruitment (of Instructional Staff)
 - Special Population Program Management & Support

- Pupil Services & Enrichment**
- Enrichment
 - Social Emotional
 - Physical Health Services & Therapies
 - Career Academic Counseling
 - Parent & Community Relations

- Operations & Maintenance**
- Facilities & Maintenance
 - Security & Safety
 - Food Services
 - Student Transportation
 - Utilities

- Business Services**
- Human Resources
 - Finance, Budget, Purchasing, Distribution
 - Data Processing & Information Services
 - Facilities Planning
 - Development & Fundraising
 - Legal
 - Insurance