

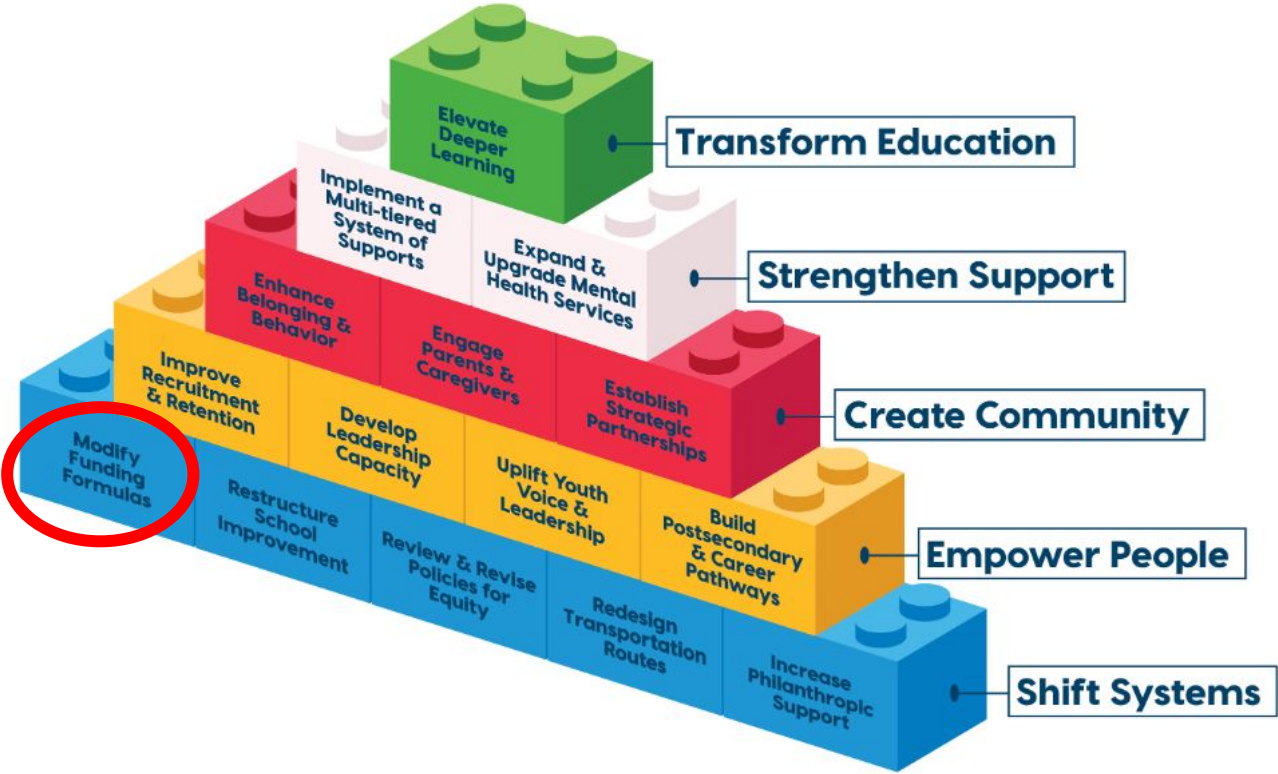


Rethinking Funding

August 6, 2024

Rochester Strategic Plan

Our Focus



Seven main characteristics we hope any funding policy will support:



Effective

Monitoring of resource allocation impact and support for improvement



Efficient

Maximize the efficient use of financial and human resources



Equitable

Accounts for the specific needs of each school and its students



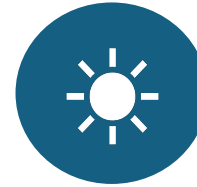
Coherent

Understood alignment and adherence across funding streams



Predictable

Provide predictable sources of funding to schools and students



Transparent

Access and understanding of funding allocations to stakeholders



Responsive

Diverse stakeholders should provide meaningful input into allocation decisions

Supported by Afton Partners

They support organizations across the birth-to-career spectrum in strategic, effective, and efficient decision-making. We work to create meaningful change by transforming public policies and programs so they are effective, sustainable, and serve those who need it most.

Since 2011, they've worked on over 150 initiatives in 39 states, DC, & Puerto Rico.



Why funding redesign?

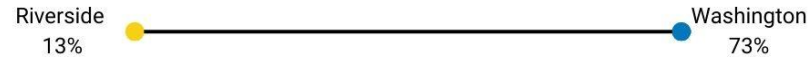
- Previous work done by building and district leaders created a uniform model for how schools were funded
- Our schools are not uniform and have different demographics and outcomes
- Our current funding use policies limit the flexibility of staff and leaders at the building level to make decisions based on the needs of their building

Elementary Variation in Demographics and Outcomes

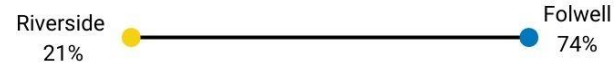
Students of Color



MCA Math Proficiency



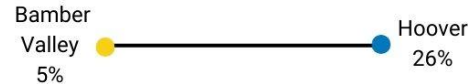
MCA Reading Proficiency



Students Qualifying for FRL



Students Receiving MLL Support

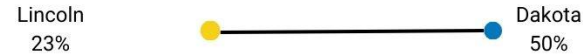


Students Receiving Special Ed Support

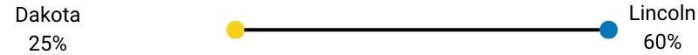


Middle School Variation in Demographics and Outcomes

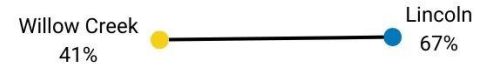
Students of Color



MCA Math Proficiency



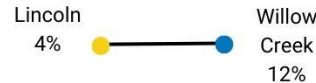
MCA Reading Proficiency



Students Qualifying for FRL



Students Receiving MLL Support

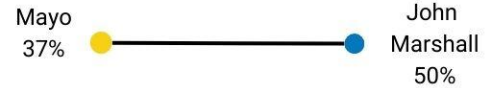


Students Receiving Special Ed Support

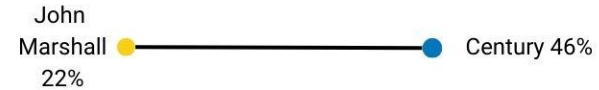


High School Variation in Demographics and Outcomes

Students of Color



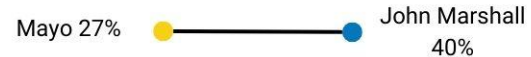
MCA Math Proficiency



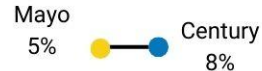
MCA Reading Proficiency



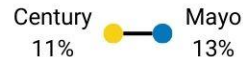
Students Qualifying for FRL



Students Receiving MLL Support



Students Receiving Special Ed Support



Site Administrator Input on Current State

February/March 2024

Overview of Interview Process

- **Objective:**
Understand site leaders' views on current pros and cons, and their future hopes
- **Participants:**
Lead principals from all RPS schools, some AP's and office managers as well
- **Interviewer:**
Peter Christopherson from the Department of Research and Improvement
- **Location:**
27 onsite, 2 virtual
- **Style/Duration:**
Informal and anonymous conversations lasting 30 minutes +

Site Administrator Input on Current State

February/March 2024

Recurring Themes from Conversations

1. **Perceived Lack of Autonomy:**
Leaders felt their autonomy was minimal or non-existent
2. **Desire for Transparency:**
More open communication about funding and its uses
3. **Clarification of Funding Responsibilities:**
Principals needed clarity on district versus site-covered expenses
4. **Challenges Scheduling MTSS Work/Traveling Staff:**
Scheduling interventions was difficult due to special schedules and multi-site staff

GOAL: To design a system of allocating funding to schools, programs, and central administration departments in Rochester Public Schools that supports **three core components** of the system:

Funding for Districtwide Structures and Strategies

Provide all schools with funding to support a Multi-Tiered System of Supports (MTSS) in key academic subjects and to implement a set of required initiatives outlined in the RPS Strategic Plan.

Funding for School-Level Autonomy and Innovation

Provide all schools with additional flexible funding to support the design and implementation of interventions, classes, and programs that meet the unique needs of students in their schools.

Funding for Functions of Central Administration

Provide departments in the school district's central administration with sufficient funding to manage key district-wide processes such as services for students with disabilities and multilingual learners, and to build the capacity of schools to utilize best practices and continually improve student outcomes.

Districts use multiple methods for allocating resources to schools & within departments

Student-Based Budgeting (SBB)

- Also known as **Weighted Student Funding (WSF)**, student-centered funding, or per-pupil funding
- **>10% of K12 students are in districts using some form of SBB**
- **Allocates dollars** instead of staff or materials
- **No “typical” model**
- Most districts who use this deploy **30-50% of their total funds through SBB** formula

Resource Allocation

- **RPS’s current primary allocation method**
- **Traditional allocation of people or materials** rather than discretionary dollars
- **All districts use this method for portions of their funding** allocations

Funding Policy is a balance between three concepts



Funding Allocations

- Funding calculation methodologies
- The “formula”
- Allocation rules

Funding Use Policy

- Decision rights
- Flexibilities to promote strategic resource use
- Essentials to ensure necessary compliance support

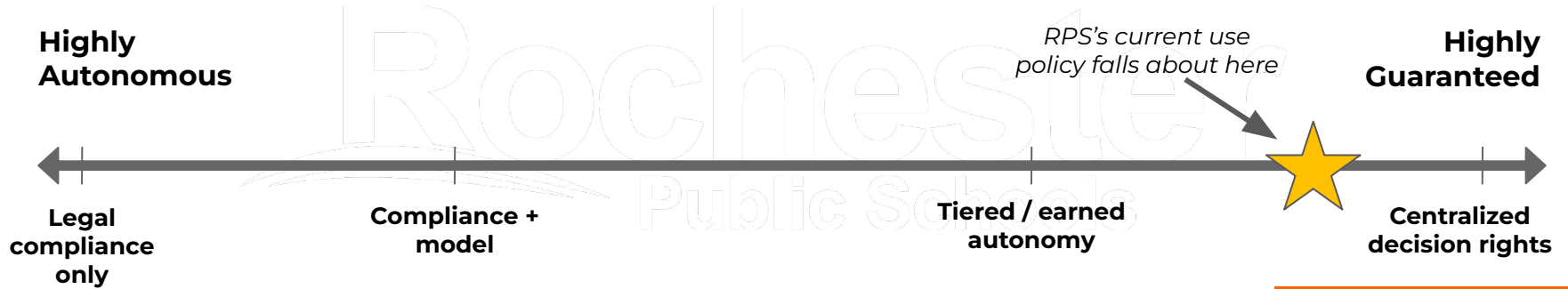
Budgeting Process

- Opportunity for School Community Engagement
- District/School Collaboration
- Timing

Resource allocation methods have differences and similarities, often dependent on use policy

Student-Based Budgeting (SBB)	Resource Allocation
Allocates dollars rather than staff or materials	Allocates people or materials rather than discretionary dollars
Uses enrollment projections as basis for funding	Can use enrollment projections as basis for funding but not a requirement
Uses “objective” and measurable student characteristics as weight inputs into a formula	Can use “objective” and measurable student characteristics as weight inputs into a formula but not a requirement
Less predictable option if schools or district have declining enrollment environment	More predictable option if schools or district are experiencing declining enrollment
Utilizes a formula to calculate funding for each school	Can utilize a formula to calculate resources for each school, but not a requirement
Centers the Principal as a primary financial leader	Central Office as the primary financial leader
District manages calculations, weights, and total dollars	District manages methodology and total resources
Can be seen as more equitable and responsive to student and school needs, but dependent on use policy and processes	Can be seen as equality-focused and centralized , but dependent on use policy and processes
Transparency depends on budget process	Transparency depends on budget process

Funding use policies set up flexibilities, predictability, and responsiveness



School
determines how funding is spent

More responsive
to individual student/
community needs

Accountability
lives more at the
school level

District
determines how
funding is spent

More predictable
experience across
schools

Accountability
lives more at the
central office level

Principals	
Elementary Principal	1.0 FTE
Clerical	
Office Manager for Elementary School	1.0 FTE (210 days)
Mental & Physical Health Professionals	
Health Office Nurse	Based on size of building, acuity of care and, average number of health office visits
Education Support Professionals	
General - Library	0.6875 FTE
General - Elementary	1.0 FTE = student count times 0.0047
Teachers	
Kindergarten	1.0 FTE per 21 with a max of 22
Grade 1	1.0 FTE per 25 with a max of 26
Grade 2	1.0 FTE per 30 with a max of 31
Grade 3	1.0 FTE per 30 with a max of 31
Grade 4	1.0 FTE per 32 with a max of 33
Grade 5	1.0 FTE per 32 with a max of 33
Art	FTE = # of K-5 sections times 0.028
Multilingual Learner	1.0 FTE per 50
Advanced Learning	Twice per cycle for identified students
Instructional Coach	0.5 FTE
Library Media Specialist	FTE = # of K-5 sections times 0.0185
Music	FTE = # of K-5 sections times 0.0185 times 2
Physical Education	FTE = # of K-5 sections times 0.0185 times 2
Reading Elementary	0.5 FTE
School Counselor Elementary	0.5 FTE
Social Worker	0.5 FTE plus an amount based on the SPED child count of the building, and another amount based on any specialized SPED programming located in the building

2024-2025 Budget Allocation Guide

Elementary School Model 1 (Under 400 students)

- Elton Hills
- Folwell
- Gage
- Longfellow
- Pinewood
- Washington

Principals	
Elementary Principal	1.0 FTE
Elementary Assistant Principal	1.0 FTE
Clerical	
Office Manager for Elementary School	1.0 FTE (210 days)
Receptionist/Secretary	1.0 FTE (196 days)
Mental & Physical Health Professionals	
Health Office Nurse	Based on size of building, acuity of care and, average number of health office visits
Education Support Professionals	
General - Library	0.6875 FTE
General - Elementary	1.0 FTE = student count times 0.0047
Teachers	
Kindergarten	1.0 FTE per 21 with a max of 22
Grade 1	1.0 FTE per 25 with a max of 26
Grade 2	1.0 FTE per 30 with a max of 31
Grade 3	1.0 FTE per 30 with a max of 31
Grade 4	1.0 FTE per 32 with a max of 33
Grade 5	1.0 FTE per 32 with a max of 33
Art	FTE = # of K-5 sections times 0.028
Multilingual Learner	1.0 FTE per 50
Advanced Learning	Twice per cycle for identified students
Instructional Coach	0.5 FTE (0.25 FTE for each Churchill and Hoover)
Spanish Immersion Coach	0.5 FTE (Gage)
Library Media Specialist	FTE = # of K-5 sections times 0.0185
Music	FTE = # of K-5 sections times 0.0185 times 2
Physical Education	FTE = # of K-5 sections times 0.0185 times 2
Reading Elementary	1.0 FTE
School Counselor Elementary	1.0 FTE
Social Worker	1.0 FTE plus an amount based on the SPED child count of the building, and another amount based on any specialized SPED programming located in the building

2024-2025 Budget Allocation Guide

Elementary School Model 2 (Over 400 students)

- Bamber Valley
- Bishop
- Churchill+Hoover
- Franklin+Montessori at Franklin
- Gibbs
- Jefferson
- Overland
- Riverside+Spanish Immersion at Riverside
- Sunset Terrace

Principals	
Middle School Principal	1.0 FTE
Middle School Assistant Principal	2.0 FTE
Clerical	
Office Manager for Secondary School	1.0 FTE (260 days)
Assistant Principal's Secretary	1.0 FTE (260 days)
Mental & Physical Health Professionals	
Health Office Nurse	Based on size of building, acuity of care and, average number of health office visits
Education Support Professionals	
General - Library	0.6875 FTE
General - Secondary (includes 0.75 FTE for office/clerical support)	2.25 FTE
Specialized - Security	1.0 FTE
Section Teachers	
Grades 6-8	<ol style="list-style-type: none"> Determine the number of students for each building based on the number of registered students confirmed by Registration & Records Divide the total number of students for the building by 24.75.
<p>The formula includes the grand total of all FTE to staff Art, Business Education, English, Grade 6, Health, Math, Music, Physical Education, Project Lead the Way, Science, Social Studies, and Spanish. Principal determines the split of staffing into each position title.</p>	
Support Teachers	
Multilingual Learner	1.0 FTE per 50
Advanced Learning	0.25 FTE
Instructional Coach	0.6 FTE
Library Media Specialist	0.25 FTE
School Counselor Secondary	3.0 FTE
Social Worker	1.0 FTE plus an amount based on the SPED child count of the building, and another amount based on any specialized SPED programming located in the building

2024-2025 Budget Allocation Guide

Middle School

- **Dakota**
- **John Adams**
- **Kellogg**
- **Willow Creek**

Principals	
High School Principal	1.0 FTE
High School Assistant Principal	3.0 FTE
Clerical	
Office Manager for Secondary School	1.0 FTE (260 days)
Office Manager for Activities/Athletics	1.0 FTE (218 days)
Assistant Principal's Secretary	1.0 FTE (260 days)
Attendance Secretary	1.0 FTE (184 days)
Budget Secretary	0.9375 FTE (218 days)
Counseling Office Secretary	1.0 FTE (240 days)
Mental & Physical Health Professionals	
Health Office Nurse	Based on size of building, acuity of care and, average number of health office visits
Education Support Professionals	
General - Library	0.9375 FTE
General - Secondary	3.50 FTE
Specialized - Multilingual Learner	0.75 FTE
Specialized - Security	3.0 FTE
Operations Professional Employees	
Activities Director	1.0 FTE
Student Resiliency Specialist	0.90625 FTE (190 days)
Section Teachers	
Grades 9-12	<ol style="list-style-type: none"> Determine the number of students for each building based on the number of registered students confirmed by Registration & Records Divide the total number of students for the building by 28.8.
The formula includes the grand total of all FTE to staff Agriculture Education, Art, Business Education, English, Family and Consumer Science, French, German, Health, Industrial Technology, Information Technology, Latin, Math, Music, Physical Education, Science, Social Studies, Spanish, Trade & Industrial Education, and TV Production. Principal determines the split of staffing into each position title.	
Support Teachers	
Multilingual Learner	1.0 FTE per 50
Advanced Learning	0.25 FTE
Instructional Coach	0.6 FTE
Library Media Specialist	0.25 FTE
School Counselor Secondary	4.0 FTE
Social Worker	1.0 FTE plus an amount based on the SPED child count of the building, and another amount based on any specialized SPED programming located in the building
WECEP	0.5 FTE

2024-2025 Budget Allocation Guide

High School

- Century
- John Marshall
- Mayo

Discussion

What are the strengths you see in our current funding approach that used the resource allocation methodology?

What are drawbacks that you see?

What questions do you have?