



October 19, 2018

Public School Funding Formula Committee Members  
c/o Mr. Paul Headlee  
Legislative Services Office  
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Boise, ID 83720-0054

Chair Winder, Chair Horman, Speaker Bedke, Superintendent Ybarra, President Clark, Senators and Representatives:

We want to thank you for your time and effort that you have put into finding a new public school funding formula.

As you know, our three education associations, the Idaho School Boards Association, the Idaho Association of School Administrators, and the Idaho Education Association, have been following your work closely. In addition to attending all the meetings, we also meet on a regular basis to discuss the impacts the formula will have on school districts and charter schools in Idaho.

As you complete your discussions, we respectfully request that you consider the following:

**Average Daily Attendance (ADA) vs. Enrollment**

We agree that we should move from ADA funding to an enrollment model. We recommend this as the first piece the legislature should address. Based on a 96% attendance rate, the cost of moving from ADA to enrollment without modifying the statutory Support Unit divisor table is estimated to be \$63 million (approximately 4%), \$65 million factoring in FY2020 growth.

The purpose of enrollment based funding is to count students that are enrolled, regardless of the days that a student attends the school. Enrollment based funding would still take into consideration if the student is a full or part-time student but it would not be impacted by the number of days the student actually attended. We believe that twice a year enrollment would be sufficient and would pick up any students that enrolled for the second semester.

Districts, charters, and schools must budget and have resources available for each student enrolled, regardless of the number of days they attend. Having multiple counts outside of a predefined census date at the start of the term (semester or trimester) doesn't take into consideration the requirement that a school have space and other resources available for each

enrolled student. Additionally, for most schools, it is unlikely that student increases or decreases during the term would result in students all in the same grades that could be put in a single class with a new teacher. Student headcount changes are generally across grade.

### **Salary Based Apportionment**

We do not want any salary based apportionment to be included in the new formula. Representative Horman has always stated that she had four goals with the new formula. One of those was flexibility. We believe that we already have all the flexibility we need with salary based apportionment. The new formula will not give us any more flexibility with these dollars.

In addition, we all worked very hard to establish the Career Ladder. We won't even know for sure how successful it is until it has been fully implemented. In the meantime, we believe we are on the right path and would like to see it continue.

Finally, we currently have the ability to determine the gap between what the legislature is funding for salaries and benefits and what school districts and charter schools are actually paying. If these dollars are placed into the new formula, we will never be able to capture that data again.

### **Line Items to be Left in the Formula**

We believe the following items should be left in the formula -Discretionary funding, College and Career Advisors and Student Mentors, Content and Curriculum, Gifted and Talented, Innovation Schools, IT Staffing, Limited English Proficient and Limited English Proficient Grant, Literacy, Mastery Based System Development, Math and Science Requirement, Professional Development, Remediation, and Technology. IASA will support putting technology in the formula if salary based apportionment is left out of the formula.

These are all the formula-based line items and the areas where school districts and charter schools need more flexibility. The accountability will remain, but we would have the flexibility to move the dollars as needed in each individual district or charter school.

### **Weighting – ELL, Special Education, Small School Districts etc.**

As discussed above, we would recommend that the legislature start with fully funding enrollment first. Once each school district and charter school were fully funded by enrollment, then we could slowly start adding weights based on the individual needs.

We believe these changes will truly result in a student-centered model that is transparent, flexible, accountable, and equitable to all.

We are always willing to bring our members to the table to have an in-depth discussion with the full committee or members of the committee to fully work out the details of a new funding formula. We hope that you will call on us to work with you.

Thank you for your consideration of our requests and we look forward to hearing from you.



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