

STUDENT SUCCESS FUNDING TASKFORCE

The Student Success Funding (SSF) is the district's funding formula that allocates funds equitably to schools based on the attributes of students.

Commit. Connect. Engage with us as we revisit the SSF formula ensuring that funds continue to be apportioned equitably to all schools in APS.

[EQUITY]

[PERSPECTIVE]

[GET INVOLVED]

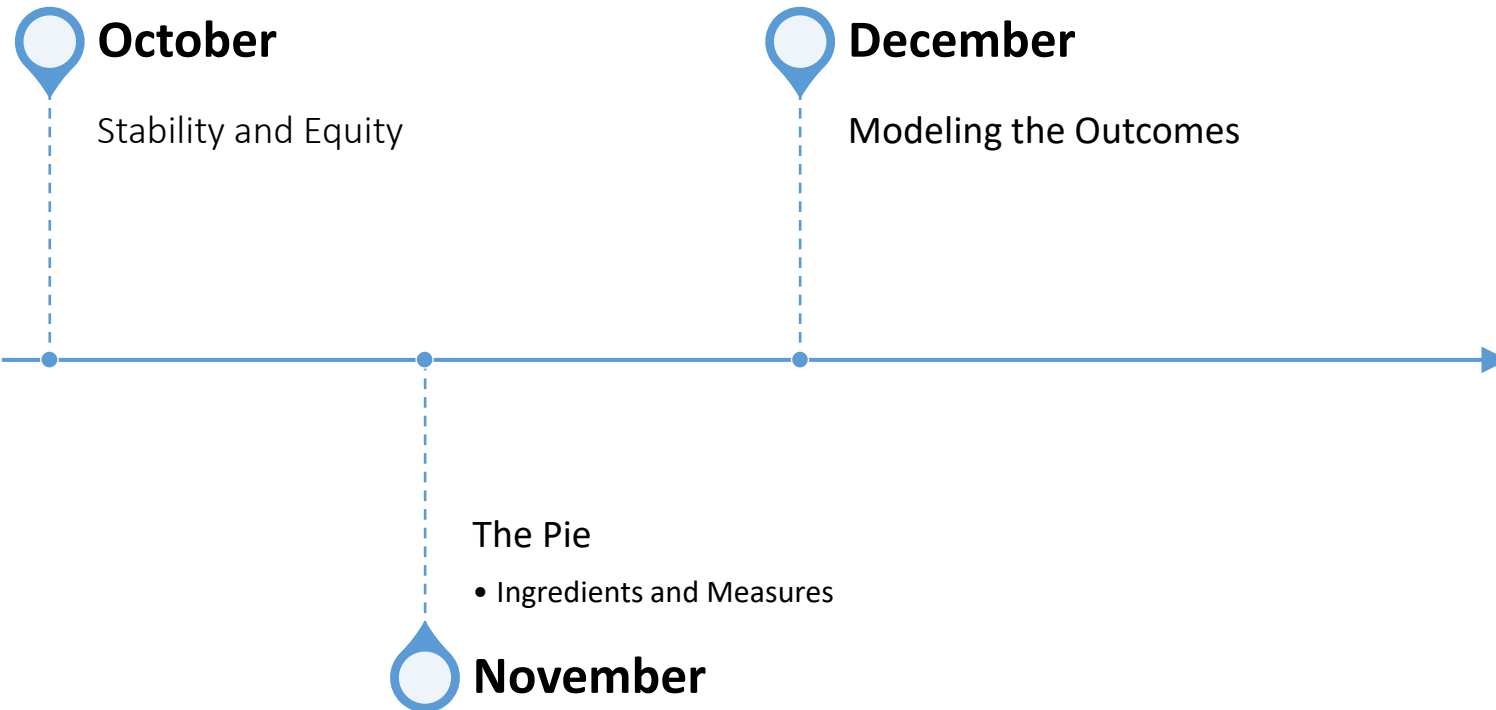
[COMMIT TO THE PROCESS]

[TRANSPARENCY]

The Pie: Ingredients & Measures

November 16 & 17, 2022

SSF TASK FORCE OVERVIEW



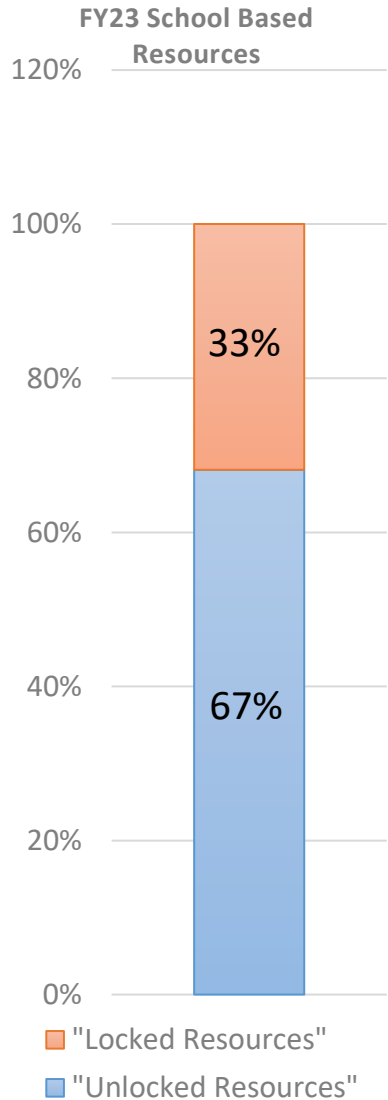
A GOOD ALLOTMENT MODEL SHOULD BE...

Principle	Description
Student-focused	Provides resources based on students, not on buildings, adults, or programs
Equitable	Allocates similar funding levels to students with similar characteristics, regardless of which school they attend
Transparent	Easily understood by all stakeholders
Differentiated	Allocates resources through a comprehensive framework that is based on student needs
Predictable	School allocation process is predictable and is structured to minimize school-level disruption
Empowering	Empowers school-based decision-making to effectively use resources
Aligned with district strategy	Supports the district's multiyear strategic plan

Table provided by ERS



THIS YEAR, APS UNLOCKED \$267M OF RESOURCES THROUGH SSF and SCHOOLS HAD FLEXIBILITY IN THE USE OF SOME OF THE "LOCKED" RESOURCES



"Unlocked" Resources \$267M	"Locked" Resources \$131M
✓ Core teachers	✓ Signature funds**
✓ Extended core	✓ Turnaround funds**
✓ Principals/APs	✓ Title I funds**
✓ School admin (<i>including clerks, secretary, registrar, and program admin</i>)	✓ Title IV funds**
✓ Gifted	✓ Field Trip Transportation funds
✓ Gen ed paras (<i>Kindergarten</i>)	✓ CTAE positions
✓ Counselors	✓ ESOL positions
✓ EIP/REP teachers	✓ SWD positions
✓ Graduation Coaches	✓ Psychologists
✓ Athletic Directors	✓ Nurses
✓ ISS Monitors	✓ Social Workers
✓ Textbook funds	✓ ROTC
✓ Substitutes	✓ Custodians & Site Managers
✓ Base, flex, cluster, and small school supplement	✓ Instructional Technology Specialists
	✓ Media Specialist
	✓ SROs
	✓ Schools not funded through SSF

**Flexibility within resources exists



What is in the Pie???

Distribution	Description	Amount
Student Weights	<p>Funds distributed throughout ten need base weights:</p> <ol style="list-style-type: none"> 1. Base weight 2. Grade level 3. Poverty 4. Gifted 5. Gifted Supplement 6. Incoming Performance 7. ELL* 8. Special Education* 9. EIP/REP 10. Concentration of Poverty 	<p>\$159M</p> <p>\$18.3M</p> <p>\$43.4M</p> <p>\$9.7M</p> <p>\$1.2M</p> <p>\$1.9M</p> <p>\$1.1M</p> <p>\$566K</p> <p>\$20.3M</p> <p>\$3.8M</p>
Small School Supplement	Funds distributed through a weight to supplement smaller schools	\$6.9M
Baseline Supplement	Supplements provided to schools whose allocation falls below a defined threshold based on the set of resources that a school needs in order to provide basic educational programming	\$807K



Category 1

SSF Fully Funded

EIP/ Remedial & Gifted

Early Intervention (EIP) and Remedial Education Programs (REP)

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.		1.05	1.05	1.05	1.05
Middle		1.05	1.05	1.05	1.05
High		1.05	1.05	1.05	1.05

GIFTED EDUCATION

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.60	0.60	0.60	0.60	0.60
Middle	0.60	0.60	0.60	0.60	0.60
High	0.60	0.50	0.50	0.50	0.50

Early Intervention and Remedial Education Programs: Positions are not allocated for these programs; therefore, the weight is high to provide a supplement to support students.

Gifted: Teachers for this program are fully funded through the SSF weights.



Early Intervention Program (EIP) & Remedial Education Program (REP)

QBE Funded	FY21	FY22	FY23
K	\$1,995,810	\$909,527	\$939,199
G1-3	\$9,096,008	\$5,933,028	\$6,109,469
G4-5	\$7,166,677	\$5,207,637	\$5,368,641
Total	\$18,258,495	\$12,050,192	\$12,417,309
<i>YOY Change</i>		<i>-\$6,208,303</i>	<i>\$367,117</i>
<i>YOY % Change</i>		<i>-34%</i>	<i>3%</i>
SSF Funding	\$24,339,682	\$24,488,043	\$20,408,701
Local Supplement	\$6,081,187	\$12,437,851	\$7,991,392
	25%	51%	39%

- During the 2021 legislative session, the Georgia General Assembly determined EIP required certain provisions that are necessary for the implementation of effective practices. It also determined that Reduced Class Size would no longer be an allowable model for EIP delivery.
- Senate Bill 59 mandated schools and systems no longer waive provisions required in O.C.G.A. § 20-2-153 and State Board Rule 160-4-2-.17. Effective July 1, 2021, EIP requirements were no longer waivable.
- Schools did not receive this information until September of 2021, which caused a drop in students qualifying and thus a drop in FTE.
- During the Fall of 22, schools were extensively trained on the EIP models and requirements, along with being offered numerous support sessions, which led to an increase in the number of students who qualified and could be serviced under the current models.
- The Innovative Model that we currently use will no longer be allowable next year. EIP is working with the Innovation Department to develop a model that meets the state guidelines. Currently, we do know that schools that utilize this model will still have to meet the maximum class size requirements for the State Innovative Model Guidelines.
- The changes are usually pushed out between May and July.



Category 2

NON-PROGRAMMATIC ALLOCATIONS

Grade Level

GRADE LEVEL

Grade Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Kindergarten	0.60	0.65	0.60	0.60	0.60
1 st Grade	0.25	0.30	0.25	0.25	0.25
2 nd Grade	0.25	0.30	0.25	0.25	0.25
3 rd Grade	0.25	0.30	0.25	0.25	0.25
4 th Grade		0.10			
5 th Grade		0.10			
6 th Grade	0.05	0.05	0.05	0.03	0.03
7 th Grade			0.02		
8 th Grade			0.02		
9 th Grade	0.05	0.05	0.02	0.03	0.03
10 th Grade			0.02		
11 th Grade			0.02		
12 th Grade			0.02		

Grade Level weights are applied to incoming kindergarteners, 1st graders, 2nd graders, 3rd graders, 6th graders and 9th graders. Elementary school weights are in alignment with the district’s budget parameter regarding “investments in Pre-K through 3rd grade to ensure all students are reading by the end of 3rd grade.” The weight for 6th and 9th grades were added as transitional funds.



Prior Academic Performance and Poverty

PRIOR ACADEMIC PERFORMANCE

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.10	0.10	0.10	0.10	0.10
Middle	0.10	0.10	0.10	0.10	0.10
High	0.05	0.05	0.05	0.05	0.05

POVERTY

CONCENTRATION OF POVERTY

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight	School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.50	0.55	0.50	0.50	0.50	Elem.			0.06	0.06	0.06
Middle	0.45	0.50	0.50	0.50	0.50	Middle			0.06	0.06	0.06
High	0.60	0.55	0.50	0.50	0.50	High			0.06	0.06	0.06

Prior Academic Performance: Typically, weights have been applied to the percentage of rising 5th and 8th graders performing at beginning level on milestones from the previous school year applied to total enrollment. Student results from milestone testing are used to determine the number of students eligible to receive this weight.

Poverty: Weights have been applied for students from low-income households. The data used for poverty are the direct certification data as provided by the Data Information Group each year.



Category 3

SSF SUPPLEMENTS

Special Education & ESOL

SPECIAL EDUCATION

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.03	0.03	0.03	0.03	0.03
Middle	0.03	0.03	0.03	0.03	0.03
High	0.03	0.03	0.03	0.03	0.03

Special Education: positions (teachers & paraprofessionals) are allocated to support students with disabilities. The weight is provided for additional support

English Language Learners: positions (teachers) are allocated to support English learners, the weight is provided for additional support

ENGLISH LANGUAGE LEARNERS

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.10	0.15	0.15	0.15	0.15
Middle	0.10	0.15	0.15	0.15	0.15
High	0.10	0.15	0.15	0.15	0.15

GIFTED SUPPLEMENT

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.60	0.60	0.60	0.60	0.60
Middle	0.60	0.60	0.60	0.60	0.60
High	0.60	0.50	0.50	0.50	0.50

Gifted: Historically, schools with low gifted populations were allocated at least a 0.5 FTE allocation. In an effort to afford those schools an opportunity to increase their number of gifted students, weights have been applied to supplement the gifted allocations. Schools with less than 5% of their total population identified as gifted students had weights applied to the difference. This weight is provided to fund teachers.



SSF TIMELINE FOR FY2024

November

- Information Exchange with SSF Taskforce Internal and External
- Proposed recommendations for SSF

December

- Receive enrollment forecasts and demographic data from DIG
- Build school-based budgets

January-March

- School Budgets released
- Training & Support sessions
- GoTeam involvement



BUDGET PREP WORK

Review of the Student Success Funding

September 14, 2022- Internal
September 15, 2022- External

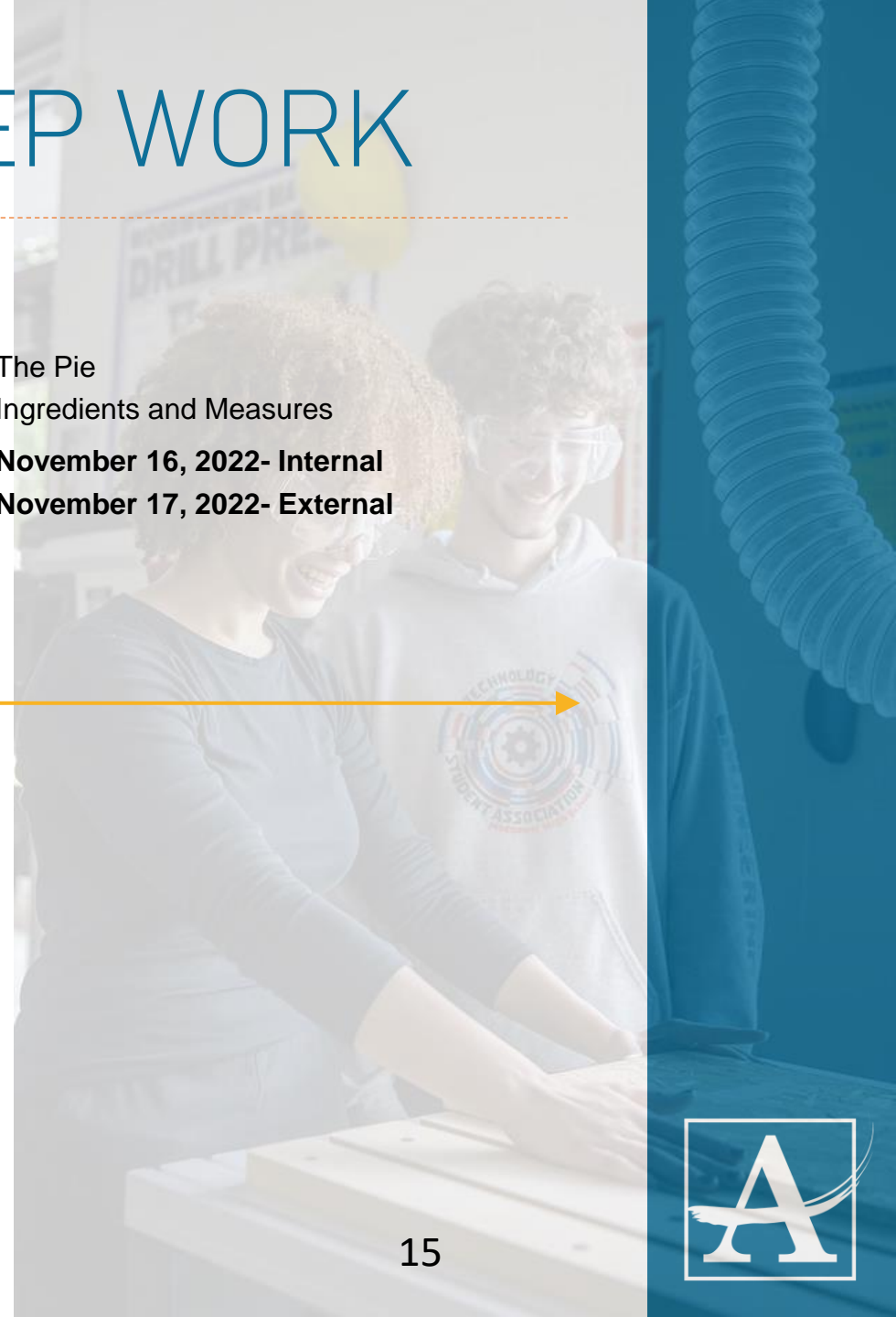
The Pie

Ingredients and Measures

November 16, 2022- Internal
November 17, 2022- External

Stability and Equity

October 19, 2022- Internal
October 20, 2022- External



WRAP UP AND NEXT STEPS

NEXT SSF TASKFORCE MEETING:



Tentative Agenda:
**Modeling the
Outcomes**

Internal Taskforce:
December 14, 2022
2:00pm-4:00pm

**BFAC/External
Taskforce:**
December 15, 2022
6:00pm-8:00pm

