



**ATLANTA
PUBLIC
SCHOOLS
BOARD OF
EDUCATION
BUDGET
COMMISSION**

November 15, 2021



Student Success Funding (SSF) Review

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

Old Formula Challenges

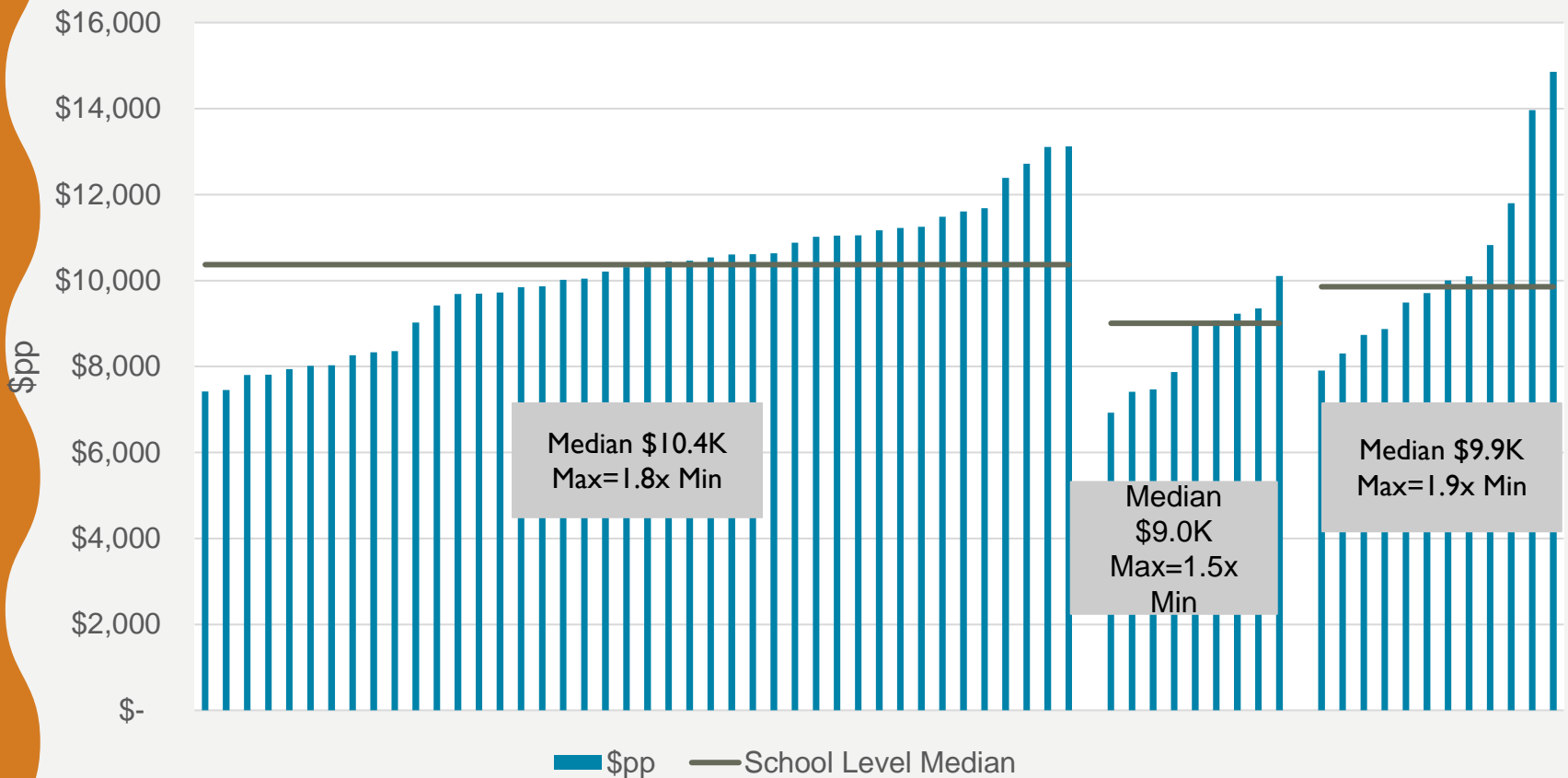
- Equity
 - Allocations based on enrollment tiers created large disparities in funding with schools with similar need and similar enrollment
 - Allocations distributed one per school create inequities in schools based on enrollment size
 - Allocations did not tightly align with need, especially poverty.
 - Allocations subject to “hold-harmless” decisions or rolling-over prior year decisions which create unintentional inequities and put the district at risk of not funding per the guidelines

Old Formula Challenges

- Transparency
 - Formulas were difficult to understand and explain
 - Many formulas contained discretionary language such as “distributed by program manager”
 - Lack of history or understanding of formulas original intent; “That’s just how we’ve always done it”
- Empowering
 - Principals didn’t always know where they had flexibilities and what was restricted
 - Adjustments from the allotments were small and incremental; did not lend itself to significant innovations

IN THE OLD MODEL, FUNDING LEVELS VARIED ACROSS SCHOOLS

\$pp by school



*PP = per pupil budget

A COMPLETE SSF FORMULA STRIKES A BALANCE BETWEEN EQUITY AND STABILITY

Stability Strategies:

- Baseline Services ensures all schools are able to provide a minimum level of services
- Transition strategies ensure schools do not see large swings year over year



Why did my budget change???

- Changes in “The Pie”
- Changes in Enrollment
- Changes in The Base
- Changes in Demographics
- Changes in Other Factors

Changes to the Pie



Every year, Budget Services recalculates the total amount that will be pushed out through SSF. Then weights are adjusted accordingly.

Last year the initial total amount pushed out through SSF was \$270,275,589

This year it is \$292,374,971

A change of \$22,099,382

Changes to "The Pie" for FY2022 include:

Decrease to account for enrollment decline **-\$3,741,831**

Decrease to Average Salary for FY2022 (overall average salaries for teachers have decreased) **-\$994,622**

Increase due to rate changes in Employer contribution to the Teacher Retirement System of Georgia (TRS) from 19.06% of salary to 19.81% **\$1,674,766**

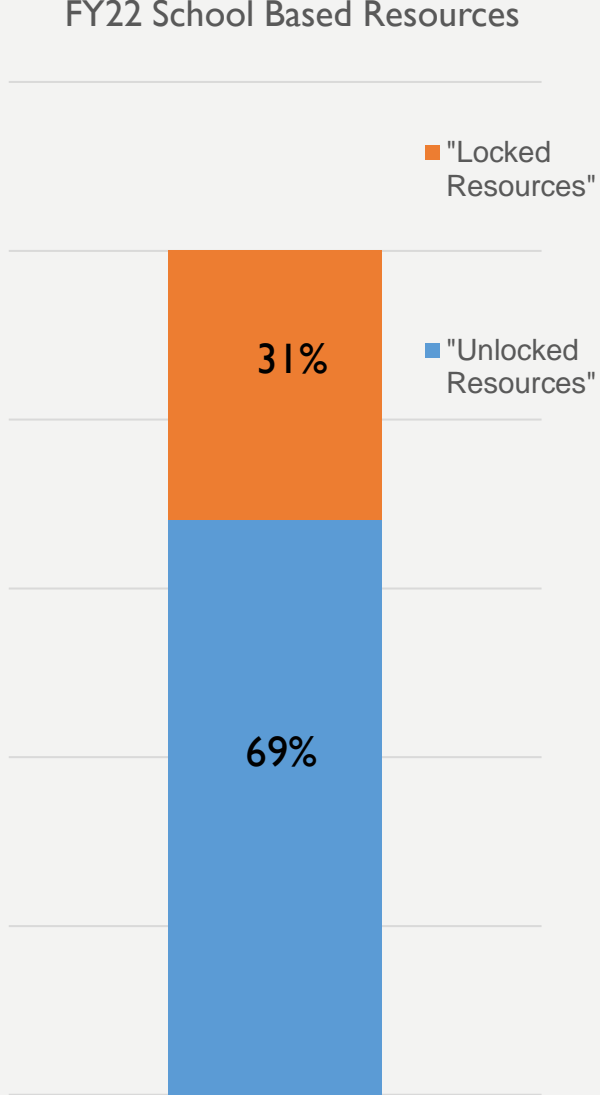
Additional funds for poverty due to change in district's overall demographics **\$1,960,086**

% of SSF cut restored at leveling **\$2,809,519**

Remaining 2.8% SSF cut to school budgets restored **\$7,391,748**

THIS YEAR, APS UNLOCKED \$292M OF RESOURCES THROUGH SSF, AND SCHOOLS HAD FLEXIBILITY IN THE USE OF SOME OF THE “LOCKED” RESOURCES

FY22 School Based Resources



"Unlocked" Resources \$292M	"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 & Social Workers	✓ ELL positions
✓ EIP/REP teachers**	✓ SWD positions
✓ Graduation Coaches	✓ Psychologists
✓ Media Specialists	✓ Nurses
✓ Athletic Directors	✓ ROTC
✓ ISS Monitors	✓ Custodians & Site Managers
✓ Textbook funds	✓ Instructional Technology Specialists
✓ Substitutes	✓ SROs
✓ Base, flex, cluster, and	✓ Schools not funded through SSF

**Flexibility within resources exists,

FY22 SSF Allocation Overview

	Distribution	Description	Amount
Equity	Student Weights	Funds distributed throughout ten need base weights:	
		1. Base weight	\$174M
		2. Grade level	\$19.8M
		3. Poverty	\$47.6M
		4. Gifted	\$11.7M
		5. Gifted Supplement/Mobility	\$1.1M
		6. Incoming Performance	\$2.2M
		7. ELL*	\$1.2M
		8. Special Education*	\$679K
		9. EIP/REP	\$24.5M
	10. Concentration of Poverty	\$3.8M	
Stability	Small School Supplement	Funds distributed through a weight to supplement smaller schools	\$5.49M
	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	\$208K

* Teaching positions for these programs are allocated to schools outside of the SSF formula

History of SSF Weights

Grade Level

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

Prior Academic Performance

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight
Elementary	0.10	0.10	0.10	0.10
Middle	0.10	0.10	0.10	0.10
High	0.05	0.05	0.05	0.05

Poverty

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight
Elementary	0.50	0.55	0.50	0.50
Middle	0.45	0.50	0.50	0.50
High	0.60	0.55	0.50	0.50

Mobility/Gifted Supplement

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight
Elementary	0.60	0.60	0.60	0.60
Middle	0.60	0.60	0.60	0.60
High	0.60	0.50	0.50	0.50

Concentration of Poverty

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight
Elementary			0.06	0.06
Middle			0.06	0.06
High			0.06	0.06

History of SSF Weights

English Language Learners

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight
Elementary	0.10	0.15	0.15	0.15
Middle	0.10	0.15	0.15	0.15
High	0.10	0.15	0.15	0.15

Special Education

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight
Elementary	0.03	0.03	0.03	0.03
Middle	0.03	0.03	0.03	0.03
High	0.03	0.03	0.03	0.03

Gifted Education

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight
Elementary	0.60	0.60	0.60	0.60
Middle	0.60	0.60	0.60	0.60
High	0.60	0.50	0.50	0.50

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

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight
Elementary		1.05	1.05	1.05
Middle		1.05	1.05	1.05
High		1.05	1.05	1.05

Small Schools

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight
Elementary	0.40	0.40	0.40	0.40
Middle	0.40	0.40	0.40	0.40
High	0.40	0.40	0.40	0.40

Historical Changes in the Weights: Grade Level

With FY19 Weights	Weight	Students receiving weight	\$ Equivalent
K	0.60	102	\$265,558
1	0.25	80	\$86,784
2	0.25	58	\$62,918
3	0.25	95	\$103,055
4		106	\$0
5		67	\$0
6	0.05		\$0
7			\$0
8			\$0
9	0.05		\$0
10			\$0
11			\$0
12			\$0
Total		508	\$518,315

With FY20 Weights	Weight	Students receiving weight	\$ Equivalent
K	0.65	75	\$215,416
1	0.30	68	\$90,162
2	0.30	94	\$124,636
3	0.30	61	\$80,881
4	0.10	84	\$37,126
5	0.10	79	\$34,916
6	0.05		\$0
7			\$0
8			\$0
9	0.05		\$0
10			\$0
11			\$0
12			\$0
Total		461	\$583,181

For FY2020, grade level weights were increased at ES to drive additional dollars to these schools for a textbook adoption. This means that for this school, even as enrollment declined, allocations increased.

Changes in the Weights: Grade Level

In FY2021, grade level weights returned to nearly pre-textbook adoption levels. For FY2022, no funds have been added to SSF for a textbook adoption and grade level weights remained flat. This means the changes in funds generated from the grade level weights are solely due to changes in enrollment):

With FY21 Weights	Weight	Students receiving weight	\$ Equivalent
K	0.60	85	\$226,304
1	0.25	87	\$96,512
2	0.25	77	\$85,419
3	0.25	94	\$104,277
4		68	\$0
5		79	\$0
6	0.03	0	\$0
7		0	\$0
8		0	\$0
9	0.03	0	\$0
10		0	\$0
11		0	\$0
12		0	\$0
	Total	490	\$512,512

With FY22 Weights	Weight	Students receiving weight	\$ Equivalent
K	0.60	75	\$200,036
1	0.25	80	\$88,905
2	0.25	77	\$85,571
3	0.25	80	\$88,905
4		81	\$0
5		62	\$0
6	0.03	0	\$0
7		0	\$0
8		0	\$0
9	0.03	0	\$0
10		0	\$0
11		0	\$0
12		0	\$0
	Total	455	\$463,417

Changes in Enrollment

Changes in enrollment are typically the most impactful change in allocations from one year to the next. For FY2022, we saw LARGE swings in enrollment with some schools losing more than 100 students or gaining more than 200.

Budgets with a LARGE surplus or deficit could most easily be addressed through class-sizes and adjustments to staffing as appropriate.

Almost ALL schools can be balanced by simply aligning staff to their current year's enrollment projection.

FY2021 Initial	490
FY2022 Projected	455
Change	(35)

Changes in the Base

The base allocation will adjust each year primarily to account for changes in average salaries, increases in compensation, and changes in benefit costs.

Example	Base	Students receiving weight	\$ Equivalent
FY2021	\$4,437	490	\$2,174,295
FY2022	\$4,657	455	\$2,118,907
Change	\$8	(35)	-\$55,388

Changes in Demographics and Counts

For the below weights, we will demonstrate how a change in demographics can impact an overall allocation. For the categories below, we have made no changes to the weights from FY21 to FY22, but schools may still experience notable shifts in funding because the number of students with specific attributes may have changed.

	For FY2021				For FY2022				Change
	% of Students	Count	Weight	\$ Amount	% of Students	Count	Weight	\$ Amount	
EIP/ Remedial		109	1.05	\$507,853		96	1.05	\$448,081	-\$59,772
Gifted	1%	4	0.6	\$10,650	1%	5	0.6	\$13,336	\$2,686
% <5% Gifted	4%	21	0.6	\$54,776	4%	18	0.6	\$48,102	-\$6,674
Poverty	80%	392	0.5	\$869,718	81%	368	0.5	\$817,926	-\$51,793
Concentration of Poverty			0.06	\$57,884	65%	455	0.06	\$79,285	\$21,401
Beginning Performance	0%	0	0.1	\$0	0%	0	0.1	\$0	\$0
Special Education	14%	71	0.03	\$9,452	12%	55	0.03	\$7,335	-\$2,117
ESOL	1%	4	0.15	\$2,662	1%	4	0.15	\$2,667	\$5
Total Change Attributed to Shifts in Demographics and Reporting									-\$96,263

Other Changes: Stability Weights

Based on certain attributes, a school may qualify for certain stability weights. No changes were made to these weights this year, but changes in enrollment or demographics may impact the amount a school received.

	For FY2021				For FY2022				Change
	Base	Count	Weight	\$ Amount	Base	Count	Weight	\$ Amount	
Small School Supplement	450	0	0.4	\$0	450	0	0.4	\$0	\$0
Baseline				\$0				\$0	\$0
Dual Campus				\$0				\$0	\$0
Total Change Attributed to Stability Weights									\$0

Baseline Services for FY2022

Positions

- Principal
- Assistant Principal
- School Secretary
- Counselor
- Media Specialist
- School Clerk
- Social Worker (0.2 ES, 0.4 MS/HS)
- ISS Monitor (1.0 MS/HS)
- Registrar (1.0 HS)
- Graduation Coach (1.0 HS)
- Flex Teacher (1.0 ES/MS, 1.5 HS)

Teacher Grade Level	Student: Teacher Ratio
K-3	21
4-5	23
6-8	24
9-12	25

Resource Type	\$ per School
Cluster	\$35,000

Resource Type	\$ per Pupil Elementary	\$ per Pupil Middle	\$ per Pupil High
Supplies & Materials	\$101	\$96	\$129
Substitutes	\$120	\$120	\$120
Additional Flex	\$40	\$40	\$40
Textbooks (Replenishments)	\$53	\$53	\$53
Units of Study	\$5	\$5	\$5
K-5 Math	\$48		
K-5 Science	\$24		
6-8 Science		\$57	
Algebra II			\$20
9-12 Science			\$33

Changes in Allocations Outside of SSF

Certain positions are allocated to schools by program managers and must be allocated as earned. Changes in these position allocations can impact the overall budget allocation but may not impact "purchasing power". These allocations include Special Ed (teachers and paras), ELL Teachers, CTAE Teachers, ROTC, Custodians, Site managers, Operations Managers, Resource Officers, Nurses, Psychologists, and Instructional Technology Specialists.

Other allocations on TOP off SSF can also change your overall budget:

	FY2021	FY2022	Change
Signature	\$232,000	\$232,000	\$0
Turnaround	\$0	\$0	\$0
Title I	\$281,711	\$257,614	-\$24,098
Title I School Improvement	\$0	\$0	\$0
Title IV	\$0	\$0	\$0
Title I Family Engagement	\$11,000	\$11,000	\$0
Field Trip Transportation	\$12,656	\$11,969	-\$686
Dual Campus Supplement	\$0	\$0	\$0
District Funded Stipends	\$10,200	\$10,200	\$0
Title IV Summer Bridge		\$0	\$0
Total	\$547,567	\$522,783	-\$24,784

SSF Timeline for FY2023

November

- Information Exchange with Stakeholders

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

Engagement Opportunity:	Date:	Time & Location:
Principal Advisory Committee	December 1, 2021	5:00 pm - 6:30 pm; Morningside Elementary
Teacher Advisory Committee	December 2, 2021	5:00 pm at Coan Building
Senior Cabinet 1-1s	Monday and Tuesday November 15-16, 2021	CLL
School visits with bookkeepers and School Business Managers	Ongoing Monthly	Time and location TBD
BFAC	December 9, 2021	6:00 pm Virtual
GoTeam Advisory	November 16, 2021	5:30 pm TBD
SSF Education Community Event	December TBD	TBD Virtual

WRAP UP AND NEXT STEPS

Next Commission Meeting:

December 16, 2021

Agenda:

- Review revenue and expenditure assumptions
- Align on SSF recommendations

