AFTON

Supporting Strong Schools. Sustaining the Future.

2020 Uniform Per Student Funding Formula (UPSFF) Study

Part VI: Appendix

June 2020

Updated September 4, 2020

DME OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

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Process and Approach: experts, advisory group, interviews, data & analysis

Process and Approach: National benchmarking and team of experts

Afton Partners, a financial firm focused on K-12 education finance, led the 2020 UPSFF study with a team of national experts. Below is a summary of the background and roles and responsibilities of each team member:

1. **Afton Partners** performed project management roles, developed student and school-level outcomes analysis, built a long-term UPSFF forecast model and facilitated all Advisory Group meetings.

2. **Georgetown Edunomics Lab** is a nationally-renowned K-12 finance and funding organization with decades of experience with the study of (and supporting implementation of) best practices associated with national, state and local funding of K12 schools. Edunomics, led by Marguerite Roza, provided national funding policy guidance and feedback on UPSFF funding options, recommended options for consideration, and attended all Advisory Group and LEA interviews with the Afton team.

Process and Approach: National benchmarking and team of experts (cont.)

3. **Michael Griffith** is an expert on state and local funding practices, including funding formulas for high needs students. Michael provided national benchmarking data and analysis for all at-risk and ELL funding components of the 2020 UPSFF study.

4. **Gerald Liu** is a former Financial professional from Chicago public schools and currently Director of Policy and Operations at Kids First Chicago. Gerald helped build and implement the Equity Index in Chicago, which is a metric using socioeconomic factors gathered from either student level data or publicly assessable data (e.g.- Chicago Data Portal, Chicago Police Crime Statistics, Census tracts/blocks) to measure how those factors correlate with educational outcomes. He has helped inform the student data analysis process, while also providing guidance on the potential opportunity for more nuanced at-risk funding in the District.

5. **Ensemble Learning** is a firm whose mission is to support closing the gap between English learners and English-speaking students. The Ensemble team, led by Elise Darwish, provided guidance on best practices on support ELL students.

This team of experts has provided a national perspective on options to consider for the UPSFF

Process and Approach: Advisory Group

As part of proposal, Afton recommended creating an Advisory Group of local experts and practitioners to stress-test and provide feedback on options to modify the UPSFF for the 2020 study. To implement this approach:

- The DME identified practitioners and leaders from DCPS, Public Charter Schools, the Public Charter School Board and the Office of Superintendent of Education (OSSE)
- The Advisory Group met seven times from November 2019 through January 2020. Each meeting's agenda and facilitation materials were shared with the group two days prior to the meeting. Each meeting was held at OSSE.
- The agenda for each meeting focused on the goals and objectives of the study, a review of learnings from the last meeting, a review of key data and analysis, and discussion items and key questions. The advisory group also participated in several "snap polls" to gauge interest and/or risks associated with proposed options.

The Advisory Group's charge has been to provide guidance and feedback on proposed changes or updates to the UPSFF while maintaining a methodology aligned to goals established during the first meeting

Charge: *The UPSFF Advisory Group will provide* ***counsel, guidance and feedback*** *to the DME on* ***proposed changes or updates to the UPSFF****.*

Scope: *The Advisory Group members will participate by giving* ***feedback on proposals and recommendations based on their relevant expertise and experience****. The Advisory Group may do this by considering proposal options from the lens of various stakeholders, surfacing risks and opportunities, reviewing and pressure-testing relevant analyses, vetting and challenging potential policy options considered, and performing other activities as appropriate to their advisory role. Final recommendations will be put forward by Afton for consideration by the DME.*

Objectives:

- Address **needs as identified by student outcomes** analyses
- Develop **multiple funding options**, including those that are breakeven (distribute the existing pie) or require various levels of incremental funding (add to the pie)
- **Keep it simple** and align to current communication protocols, processes

Advisory Group team members

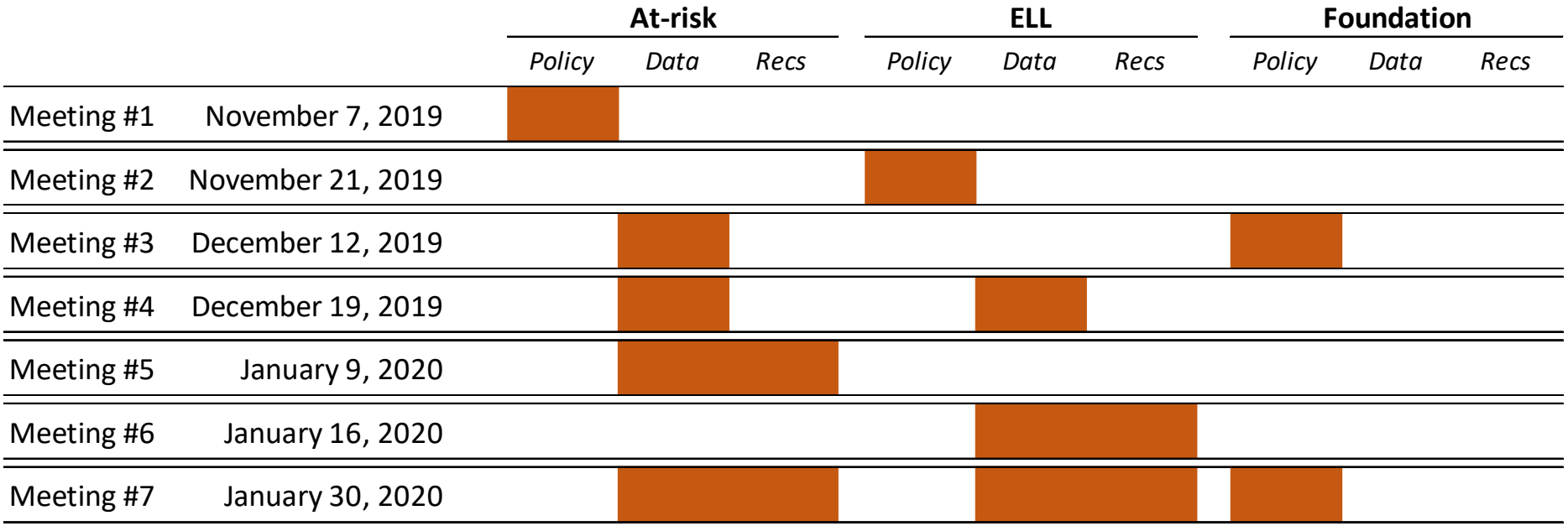
Name	Affiliation
Dane Anderson	KIPP DC
Ryan Aurori	OSSE
Vanessa Carlo-Miranda	E.L. Haynes
Ken Cherry	Friendship
Jennifer Comey	EOM
Justin Ellis	KIPP DC
Allen Francois	DCPS
Elba Garcia	DCPS
Sharon Gaskins	DCPS
Allen Kramer	E.L. Haynes
Alonso Montalvo	PCSB
Jennifer Norton	OSSE
Nnamadim Ozoemena	PCSB
Paris Saunders	OSSE
Jessica Swanson	DCPS
Shana Wang	DCPS

Process and approach: The Advisory Group primarily focused on policy and options related to the at-risk and ELL components of the UPSFF study

2020 UPSFF Study

Advisory Group meeting anticipated topic areas

As of January 30, 2019



Process and Approach: LEA interviews

Summary: Afton worked with the DME to identify schools and LEAs to perform structured interviews on supports provided to their highest needs students. LEAs and schools were identified by a combination of outreach by the DME in October 2019 to request and ask for participation in the study, as well as reviewing the list of Bold Performance Schools, published annually by Empower K12.

Bold Performance Schools – multiple years

State School ID	School Name	Average PPAE	Yrs Bold
1121	KIPP DC - Promise	35.2%	4
3071	KIPP DC - Heights	29.2%	4
196	DC Prep - Edgewood MS	20.8%	4
190	KIPP DC - LEAD	20.2%	4
257	Ketcham ES	20.1%	4
1110	DC Prep - Benning ES	18.8%	4
130	DC Prep - Edgewood ES	16.2%	2
214	KIPP DC - Spring	15.2%	3
286	Rocketship - Rise	14.8%	2
200	Ingenuity Prep	14.5%	3
1016	Rocketship - Legacy	14.5%	1
237	KIPP DC - Quest	14.0%	3
218	DC Prep - Benning MS	13.8%	4
362	Friendship - Blow-Pierce MS	13.6%	3
189	KIPP DC - KEY	13.2%	4
191	Thurgood Marshall	11.2%	3
363	Friendship - Chamberlain ES	11.1%	2
284	Marie Reed ES	10.5%	1
227	HD Cooke ES	10.5%	2
205	Barnard ES	10.1%	2

Process

Each interviewee was provided background on the UPSFF study, and key questions that would be addressed prior to the meeting. Additionally, for each school and LEA participating, Afton worked with staff to collect data to estimate costs of supports provided, as well as data to assist in the development of the historical foundation analysis.

These interviews informed both the options considered in this report, as well as supports believed to be most successful at these LEAs

Process and Approach: LEA and OSSE interviews (cont.)

The Afton team facilitated 10 meetings with over 25 LEA leadership and staff during the course of this work, including:

- **Barnard Elementary School (DCPS)** principal and leadership team
- **Former H.D. Cooke Elementary School** principal + current Instructional Superintendent for Cluster I
- **DCPS Welcome Center –** DCPS Language Acquisition Division Executive Director and Welcome Center staff
- **DCPS Office of Resource Strategy**
- **DC International School –** Executive Director and leadership team
- **EL Haynes Public Charter School** – Chief Operating Officer and Director of Budget and Finance
- **Friendship Public Charter School** – Chief of Staff, Middle and High School Principals, CFO
- **IDEA Public Charter School** – Financial Director
- **KIPP DC** – Chief Operating Officer, Director of Finance
- **OSSE English Language Acquisition Standards and Instruction Team -** English Learner Program Manager

Process and Approach: Student Outcomes Data

- ***Summary of Outcomes Data***: The Partnership for Assessment of Readiness for College and Careers (PARCC) test is administered annually to students in grades 3-8 and high school for both Math and English language arts/literacy (ELA). Afton worked with student-level PARCC test results data for each of the past five years (FY15 – FY19), provided by the DME and OSSE.
  - Relevant student datapoints included the following: unique student identifier (USI), date of birth, grade level, ELL status, At-Risk indicator (binary), school, LEA, whether or not the student was included in the enrollment audit population, and other demographic data.
  - Relevant testing datapoints included the following, for both Math and ELA performance: whether or not the reported score was considered "valid", overall PARCC scale score, and PARCC performance level (1-5).
- ***Summary of At-Risk Analysis Approach***: Afton primarily worked with school-level data that included PARCC test results reported by grade level, by school, by each "possible at-risk factor combination" for three years (FY15, FY18 and FY19). For privacy reasons, OSSE and DME converted student-level with at-risk factor detail into school-level data for Afton. Given the four at-risk factors (homeless, direct certification, CFSA, and over-age) there are sixteen possible combinations of factors a given student can be in a given year, including not at-risk. With this level of detail, Afton was able to track and analyze the PARCC performance levels for groups of students in each of the possible at-risk factor combinations. Rather than focusing on overall PARCC scale scores, Afton focused on the group proficiency rate, which is calculated as total count of students reporting PARCC performance level of 4+ divided by total count of valid PARCC test results, for a given group of students, in a given year (or for multiple years).
- ***Summary of ELL Analysis Approach***: Afton primarily worked with student-level data including general student demographic information, ELL status, and WIDA/ACCESS test results for each of the past five years (FY15 – FY19). ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. Using unique student identifiers, Afton was able analyze the PARCC performance levels for groups of students based on age, grade level, and WIDA test results. Similar to the At-Risk approach, rather than focusing on overall PARCC scale scores, Afton focused on the group proficiency rate, which is calculated as total count of students reporting PARCC performance level of 4+ divided by total count of valid PARCC test results, for a given group of students, in a given year (or for multiple years).
  - Relevant student datapoints included the following: unique student identifier (USI), current year ELL status, current year ELL monitored status, "new to the US" status, native language, date of birth, grade level, school, LEA, whether or not the student was included in the enrollment audit population, WIDA/ACCESS Most Recent Assessment Score, WIDA/ACCESS Most Recent Assessment Year

Process and Approach: UPSFF forecast model

Afton worked with the DME team to develop a five-year financial forecast model to estimate the financial impact of each option considered. The purpose of the model is to quantify, at the LEA level, the financial impact of changing UPSFF assumptions: weights, rates, new funding categories for new student types, enrollment trends, etc.

The outcomes of this projection model are included for each option articulated in this report, and the model been transitioned to the DME for future analysis

The fiscal impact as quantified in this report refers to the assumed impact in FY22 alone (one year) and is measured by comparing LEA-level funding under the proposed scenario as compared to the LEA-level funding under a steady-state, base case scenario.

Major assumptions for the base case forecast include:

1. Enrollment
    a. FY21 projected UPSFF enrollment by LEA (as of January 2020) is used as base year data for the enrollment forecast
    b. DCPS: For simplicity, the model assumes a 1.5% annual increase in enrollment starting in FY22 – applied uniformly to each funding category and grade level (based on discussions with DCPS)
    c. PCS: For simplicity, the model assumes no new charter LEAs open after FY21; only select charters are projected to grow, and the annual growth rate applied to these charters is set equal to each charter's approved projected charter enrollment ceiling through FY25 (data provided by DC Public Charter School Board).
    d. The model forecasts granular student demographic data in order to quantify the impact of proposed funding options. Afton used FY19 actual demographics, grade level, and performance data to understand proportions to total for each LEA (example % of an LEA's at-risk population that is "over-age" vs. "homeless". These FY19 proportions to total are assumed to hold constant and are applied to projected total enrollment, total at-risk count, and total EL counts for each projected year.
2. Funding weights and rates
    a. Funding Categories remain the same as funding categories in the FY20 UPSFF formula
    b. Funding Weights remain the same as funding categories in the FY20 UPSFF formula
    c. Annual funding increases on the foundation amount are set to the historical average increase of 2.27%, starting off of the known FY20 base amount of $10,980

Process, Approach, and Limitations: Foundation Level Cost Drivers Analysis

Process

- DME reached out to all PCS LEAs to solicit participation; positive response to participate included in first round
- Collected FY16 – FY19 actual expenditure data in common format from participating sites
- Iterated with sites to code individual expenditure lines into uniform, high-level expenditure categories
- Created a database to roll up costs for each LEA, by year, for all expense categories
- Created a DCPS school-level expenditure and academic performance database, grouping schools by grades served and program type offered
- Prepared analyses based on the outcomes of both databases

Limitations

- Data included from DCPS and *four charter LEAs*, which were 'self-selected' (see above) – only those affirmatively responding to communications and providing sufficient data were included.
- Worked with LEA self-reported data in organization-specific categories – what one organization considers a "central management" expense may be a "schoolwide expense" at another organization.
- Leveraged existing expense analysis structure, worked with LEAs to allocate historical costs to these categories
- This report mostly uses average figures for this cohort of example PCS LEAs**.** These participating charter LEAs may not be "representative" of all charter LEAs in the city.
- For the DCPS school type (program type) analysis, school-level expenditures are reported on a whole-school basis, grouped by schools offering specific programs. FY19 preliminary expenditure data was used. These expenditures include all school-level expenditures reported by DCPS, even those not associated directly with the unique program offered.
- Site-based expenditure reporting required by the Every Student Succeeds Act (ESSA) was not yet available for this analysis.

Process, Approach, and Limitations: Foundation Level Cost Drivers Analysis (cont'd)

Afton iterated with sites to code individual expenditure lines into uniform, high-level expenditure categories. The expenditure categories used and definitions match those used in the 2013 DC Education Adequacy Study and other common practice studies before it. The categories were as follows.

- ***Personnel (Salaries, Benefits, Stipends, Bonuses)***
  - Classroom Staff-Teachers: Teachers
  - Classroom Staff-Other: Aides
  - Substitutes
  - Schoolwide Staff: Coaches, librarian, program coordinator, counselors, social workers, and psychologists, etc.
  - School Administration: Principal, Assistant Principal, Administrative Aide, Business Manager, Clerks, etc.
  - Facility Operations Support: Maintenance, custodial, security staff (if FTE)
  - Central Management: Non-school-level Central Administration, Instructional Support, Business, Non-Instructional Services, etc.

- ***Non-Personnel***
  - Instructional Support: Professional development and school improvement efforts
  - Direct Services to Students: Texts, Instructional Technology, Sports/Athletics, Student Services
  - Food Service
  - Nonpersonal services/programs: Field trips, school-level non-classroom supplies and materials
  - Other school-based costs: Technology, miscellaneous
  - Facility Operations Support: Non-personnel facilities costs - contracted maintenance, custodial, security; utilities (excludes rent and debt service)
  - Facility Occupancy: Rent Payments, Debt Service (Principal and Interest Payments)
  - Central Management: Non-personnel costs for Central Administration, Instructional Support, Business, and Non-Instructional Services

Note: For additional context, Afton added additional breakouts for Personnel vs. Non-Personnel (using LEA object codes) and the additional categories of Food service and Facility Occupancy.

Additional national research

National Research

How do states define "At Risk"?

- The term "at-risk" is often used by states to describe students **who have a higher probability of academic failure**[1] While not all students from low-income families are in danger of academic failure, there is a correlation between family income and student achievement. Because of the relationship between income and student success, **the majority of states use income measures in their school funding formula as a way of directing additional funding to at-risk student populations**.
  - *Note that this is state funding, which is separate from federal Title funding*

- **42 states plus DC currently have poverty-based funding**[2] (provided in various ways, including formula, categorical, or competitive grants)

- **47 states plus DC currently have some form of At Risk funding** [2,3]
  - Several states with At Risk funding utilize academic progress as the qualifier
  - The only states without any additional funding for at-risk students are: Alaska, Idaho, and South Dakota.

- The majority of states use **eligibility for the federal lunch program** as their at-risk identifier[2].
  - 24 states **only use eligibility for the federal lunch program** as their at-risk identifier.
  - Seven states use eligibility for the federal lunch program **along with other identifiers for their at-risk program**.
  - **DC does not use federal lunch program**, but rather uses a five-factor qualifier, wherein a student meeting any of the five factors is deemed "At Risk" and receives At Risk funding in the UPSFF

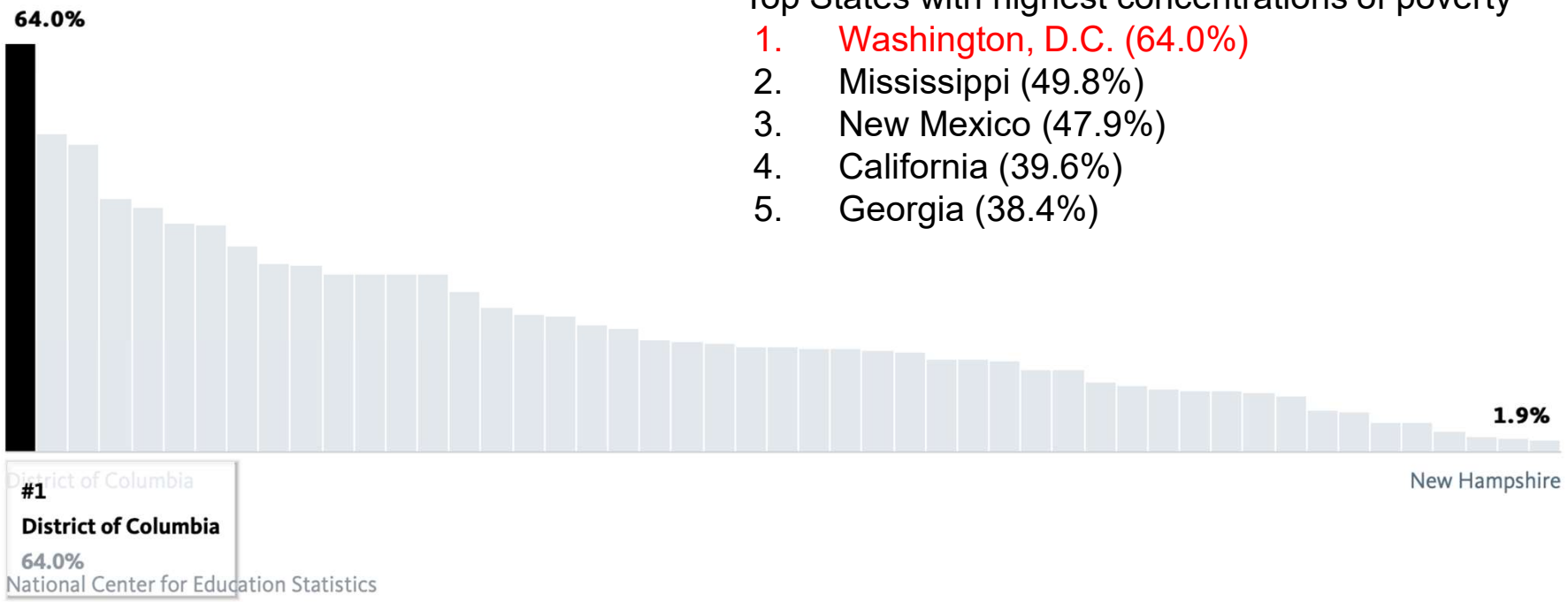
1. Sean Reardon, *The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations* (Stanford University, 2011)
2. EdBuild (http://funded.edbuild.org/national#poverty)
3. Education Commission of the States

National Research

What levels of At-Risk students exist across states?

Breakdown:

Percent of students in high-poverty schools: United States vs. Nearby Areas, All, All public schools, 2016



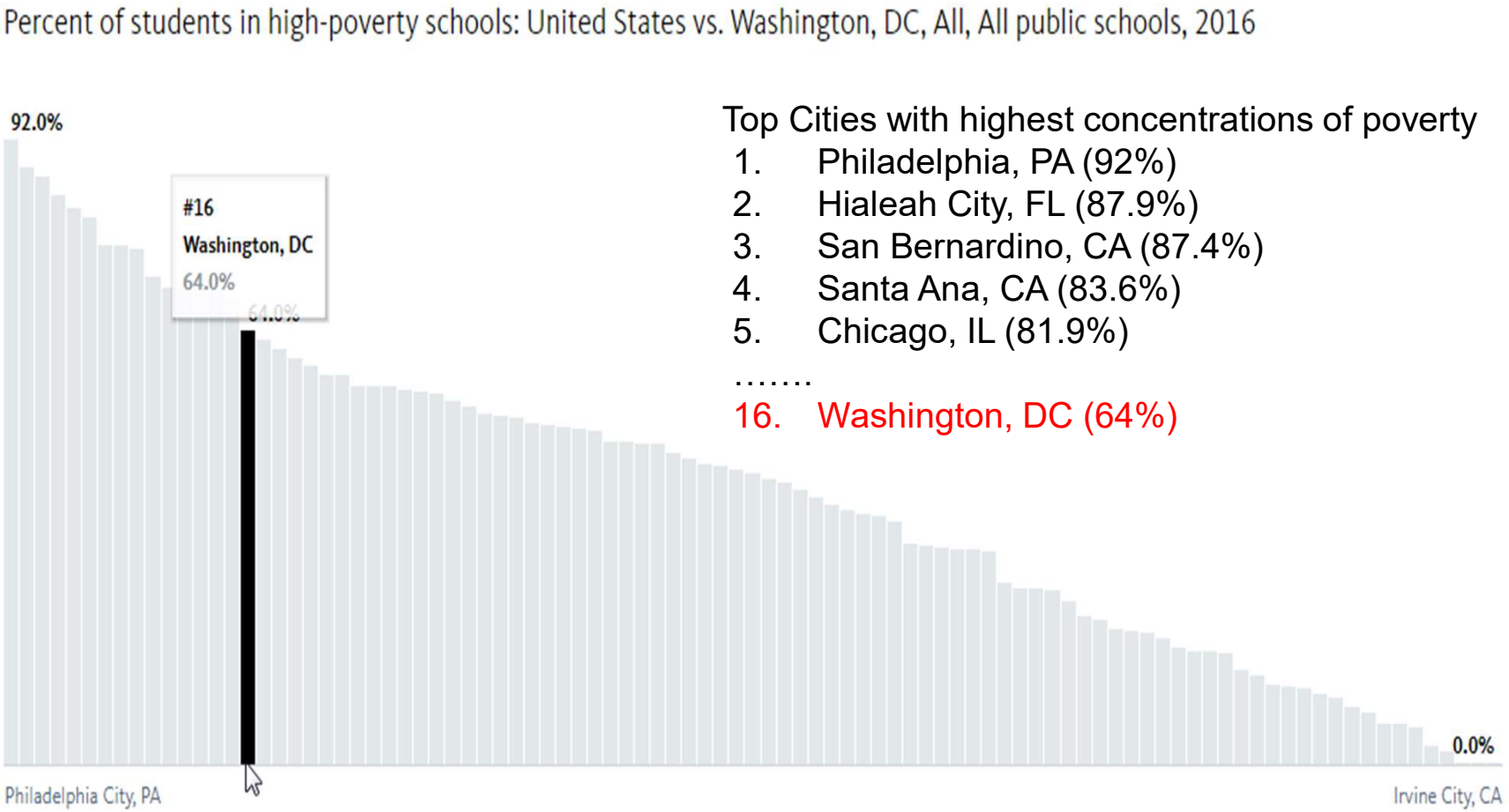
Top States with highest concentrations of poverty

1. Washington, D.C. (64.0%)
2. Mississippi (49.8%)
3. New Mexico (47.9%)
4. California (39.6%)
5. Georgia (38.4%)

https://nationalequityatlas.org/indicators/School_poverty/Ranking%3A35586/United_States/nearby/Year%28s%29%3A2016/Race~ethnicity%3AAll/School_type%3AAll_public_schools

National Research

What levels of At-Risk students exist across major cities?



Top Cities with highest concentrations of poverty

1. Philadelphia, PA (92%)
2. Hialeah City, FL (87.9%)
3. San Bernardino, CA (87.4%)
4. Santa Ana, CA (83.6%)
5. Chicago, IL (81.9%)

…….

16. Washington, DC (64%)

https://nationalequityatlas.org/indicators/School_poverty/Ranking:35586/United_States/nearby/Year(s):2016/Race~ethnicity:All/School_type:All_public_schools/

National Research

How are states funding At Risk students?

- There are limitations on what can be learned about costs from other states or locales.
  - Spending levels for student types may be driven by the fine print in state rules and local politics, differences in concentrations of students, labor contracts, school size, and more[1]
- States have unique At-Risk funding structures, as evidenced in The Education Commission of the States' paper "*The Importance of At-Risk Funding*"
- The Education Commission of the States shows that At-Risk Funding is typically binary -- that is, students (and therefore LEAs) either qualify for At Risk funding or they do not.
  - This differs from funding formulas for Special Education and sometimes English Language Learner populations.
- **Sixteen states are providing concentration funding**. However, the levels at which they provide this funding vary drastically – **from tiers beginning at 5% concentration to funding beginning at over 90% concentration**.
  - States utilize concentration funding for specific needs unique to their local context.

1. M. Roza. *Funding Student Types: How states can mine their own data to guide finance policy on high needs students*, Edunomics Lab at Georgetown University, November 2017

National Research

What does research say about best practices in funding At Risk students?

- There is no clear answer to the question: *What's the right amount to spend per pupil type?*
  - One challenge is that the question about the "right" figure assumes that we know the best way to deliver services for each student type and that we can convert those to a fixed-dollar figure.
  - Another challenge is that "at risk" is defined differently across states and districts. Some districts use attendance gaps, courses failed, prior year performance, etc. to measure "at risk" (fewer states use measures of "at-risk" in formulas)

- States should mine their own financial data to uncover patterns and surface potential funding answers. Ask a series of questions:
  - How much is our state allocating right now per pupil type?
  - How much are districts spending today per pupil type?
  - What outcomes are produced from the current spending patterns?
  - What systems are needed to help drive spending and outcomes going forward?

- However, do not consider data to be a panacea
  - School effects matter
  - There is an assumption that more funding = better outcomes, but the link between spending and outcomes is limited, though ongoing research points to a higher correlation.
  - Use data to ***inform answers to questions, but not as answers in and of themselves***

National Research

What emerging, innovative approaches are we seeing in the field?

- New measures are emerging that allow states and districts to account for – and proportionately fund – **myriad environmental factors that affect student performance and attainment**.

- **Districts including Boston (Opportunity Index) and Chicago (Equity Index)** have undertaken these studies

- In addition to socioeconomic status, **more nuanced factors may be included in funding formulas**
  - Examples: exposure to trauma, percentage of owner-occupied homes, percentage of college educated adults, and percentage of single parent households

- Methodologies look at not only **how each factor affects attainment but also their effect when metrics are compounded**
  - Completed through robust correlation analyses

National Research

What considerations should we keep in mind regarding tiering ELL students?

Metrics currently collected and available for use in classifying tiers include:

Metric	Definition	Output Values
Assessment and Reporting Grade	Grade of the student	P3, P4, KG, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, AE, Missing
ACCESS Scale Score	Composite overall scale score	100-950
Proficiency Level (WIDA)	Composite overall proficiency level	1.0-6.0 Addtl values for alternative assessments
New to US	An indication of whether the student newly enrolled in a school in the United States within the previous 12 months	Yes/No/Unknown
Native Language	The Native Language of the Student	Language Code (ex: SPA)
Monitored Indicator	An indication of whether the student was identified to be monitored for English Learner services in each of the last 5 school years	Yes/No
English Language Learner Status	An indication of whether the student was identified as an English Learner in each of the last 5 school years	Yes/No

Additional At-risk and ELL data and analysis

At-risk factor combination analyses

3-year, 2-year and 1-year

When reviewing three years of data on each of the 16 possible combinations of at-risk factors, performance ranges from 18 ppts to 38 ppts lower than students not designated at-risk

in terms of percent proficient by group; counting categories with 30 or more scores over 3 years analyzed

	A	B	C	D	E	F	G	H	I
	3 YEARS - FY15, FY18, FY19 Combined								
				Math			ELA		
	Combination Name	# At Risk Factors	Audited Enrollment	PARCC Math Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+	PARCC ELA Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+
1	Not At-Risk	0	132,227	60,605	38%	0%	62,121	45%	0%
2	Homeless	1	3,758	1,287	20%	-18%	1,276	23%	-21%
3	Direct Certification	1	91,064	42,843	15%	-23%	43,261	18%	-27%
4	Homeless/Direct Certification	2	9,107	3,219	14%	-24%	3,222	16%	-29%
5	Foster	1	494	219	11%	-27%	216	13%	-32%
6	Foster/Homeless/Direct Certification	3	94	38	8%	-30%	38	16%	-29%
7	Foster/Direct Certification	2	231	79	8%	-30%	82	12%	-33%
8	Homeless/Overage	2	333	108	7%	-30%	103	16%	-29%
9	Overage	1	6,966	2,309	5%	-33%	2,448	15%	-30%
10	Direct Certification/Overage	2	5,856	1,884	2%	-36%	1,949	6%	-38%
11	Homeless/Direct Certification/Overage	3	463	120	2%	-36%	112	8%	-37%
12	Foster/Direct Certification/Overage	3							
13	Foster/Homeless	2							
14	Foster/Overage	2							
15	Foster/Homeless/Overage	3							
16	Foster/Homeless/Direct Certification/Overage	4							
	Total Students		**250,821**	**112,771**	**27%**	**-11%**	**114,888**	**32%**	**-13%**

- Performance data for students in groups rows 12-16 not shown, given low count of test scores recorded (n<30).
- Excludes students in Adult and Alternative programs.

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When reviewing the past two years of data on each of the 16 possible combinations of at-risk factors, performance ranges from 20 ppts to 41 ppts lower than students not designated at-risk

	A	B	C	D	E	F	G	H	I
	2 YEARS - FY18 & FY19 COMBINED								
				Math			ELA		
	Combination Name	# At Risk Factors	Audited Enrollment	PARCC Math Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+	PARCC ELA Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+
1	Not At-Risk	0	92,635	43,379	40%	0%	44,398	48%	0%
2	Homeless	1	3,181	1,119	20%	-20%	1,106	24%	-24%
3	Direct Certification	1	59,414	28,988	16%	-24%	29,206	20%	-27%
4	Homeless/Direct Certification	2	6,985	2,529	14%	-26%	2,520	18%	-30%
5	Foster	1	264	123	11%	-29%	122	13%	-35%
6	Foster/Homeless/Direct Certification	3	88	36	8%	-32%	36	17%	-31%
7	Foster/Direct Certification	2	165	59	8%	-32%	60	12%	-36%
8	Homeless/Overage	2	281	98	6%	-34%	92	14%	-34%
9	Overage	1	4,476	1,649	5%	-35%	1,696	15%	-33%
10	Direct Certification/Overage	2	3,535	1,247	2%	-38%	1,253	6%	-41%
11	Homeless/Direct Certification/Overage	3	344	94	1%	-39%	85	8%	-40%
12	Foster/Direct Certification/Overage	3							
13	Foster/Homeless	2							
14	Foster/Overage	2							
15	Foster/Homeless/Overage	3							
16	Foster/Homeless/Direct Certification/Overage	4							
	Total Students		**171,526**	**79,369**	**29%**	**-11%**	**80,622**	**35%**	**-13%**

- Performance data for students in groups rows 12-16 not shown, given low count of test scores recorded (n<30).
- Excludes students in Adult and Alternative programs.

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When reviewing one year of data (FY19), the 16 combinations of at-risk factors, performance ranges from 21 ppts to 50 ppts lower than students not designated at-risk

	A	B	C	D	E	F	G	H	I
	1 YEAR - FY19			Math			ELA		
	Combination Name	# At Risk Factors	Audited Enrollment	PARCC Math Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+	PARCC ELA Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+
1	Not At-Risk	0	47,362	22,337	40%	0%	22,814	50%	0%
2	Homeless	1	1,666	583	20%	-21%	574	24%	-26%
3	Direct Certification	1	29,356	14,426	17%	-24%	14,516	22%	-28%
4	Homeless/Direct Certification	2	3,318	1,238	14%	-26%	1,236	18%	-31%
5	Foster	1	102	46	11%	-29%	45	16%	-34%
6	Foster/Homeless/Direct Certification	3	72	29	10%	-30%	29	21%	-29%
7	Foster/Direct Certification	2	96	37	5%	-35%	38	13%	-36%
8	Homeless/Overage	2	149	41	2%	-38%	36	6%	-44%
9	Overage	1	2,159	754	7%	-34%	760	16%	-33%
10	Direct Certification/Overage	2	1,764	617	2%	-38%	621	7%	-42%
11	Homeless/Direct Certification/Overage	3	159	36	0%	-40%	33	9%	-40%
12	Foster/Direct Certification/Overage	3	20	n<10	0%	-40%	n<10	0%	-50%
13	Foster/Homeless	2							
14	Foster/Overage	2							
15	Foster/Homeless/Overage	3							
16	Foster/Homeless/Direct Certification/Overage	4							
	Total Students		**86,299**	**40,171**	**29%**	**-11%**	**40,730**	**37%**	**-13%**

- Performance data for students in groups rows 13-16 not shown, given low count of test scores recorded (n<20).
- Note there are less than 10 data points (test scores) for the widest gap of 50 ppts (line 12). Category used here for consistency with previous analysis.
- Excludes students in Adult and Alternative programs.

Multi-factor analysis

3-year, 2-year and 1-year

When looking at 3 years of data, the more factors a student is identified with the more poorly that student tends to perform

A	B	C	D	E	F	G	H
By Count of At-Risk Factors FY15, FY18, FY19 Combined							
		Math			ELA		
# At Risk Factors	Audited Enrollment	PARCC Math Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+	PARCC ELA Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+
0	132,227	60,605	38%	0%	62,121	45%	0%
1	102,282	46,658	14%	-23%	47,201	18%	-27%
2	15,700	5,337	10%	-28%	5,404	12%	-32%
3	607	171	3%	-35%	162	9%	-35%
4	n<10						

Notes:

- Though a correlation exists with number of factors and performance, there are significantly fewer data points beyond 2 factors, and n<10 test results for students with all four factors.
- Above analysis reflects combined 4+ proficiency in FY15, FY18 and FY19.
- Excludes students in Adult and Alternative programs.

Data from the past 2 years show similar results, the more factors a student is identified with the more poorly that student tends to perform

A	B	C	D	E	F	G	H
By Count of At-Risk Factors FY18 & FY19 Combined							
		Math			ELA		
# At Risk Factors	Audited Enrollment	PARCC Math Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+	PARCC ELA Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+
0	92,635	43,379	40%	0%	44,398	48%	0%
1	67,335	31,879	16%	-24%	32,130	20%	-28%
2	11,080	3,970	10%	-30%	3,963	14%	-34%
3	472	141	3%	-37%	131	10%	-38%
4	n<10						

Notes:

- Though a correlation exists with number of factors and performance, there are significantly fewer data points beyond 2 factors, and n<10 test results for students with all four factors.
- Above analysis reflects combined 4+ proficiency in FY18 and FY19.
- Excludes students in Adult and Alternative programs.

A one year (FY19) analysis shows similar results, the more factors a student is identified with the more poorly that student tends to perform

A	B	C	D	E	F	G	H
By Count of At Risk Factors FY19 Only							
		Math			ELA		
# At Risk Factors	Audited Enrollment	PARCC Math Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+	PARCC ELA Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+
0	47,362	22,337	40%	0%	22,814	50%	0%
1	33,283	15,809	16%	-24%	15,895	22%	-28%
2	5,389	1,952	10%	-30%	1,952	14%	-35%
3	262	73	4%	-36%	69	13%	-36%
4	n<10						

Notes:

- Though a correlation exists with number of factors and performance, there are significantly fewer data points beyond 2 factors, and n<10 test results for students with all four factors.
- Above analysis reflects combined 4+ proficiency in FY19.
- Excludes students in Adult and Alternative programs.

Performance trends by at-risk factor

FY15 – FY19

A trend analyses on performance by factor shows that while student proficiency levels have improved over the past five years, the gap between at-risk and not-at-risk students has widened. The gap is widest for over-age and CFSA students.

At-Risk by Factor (Single Factor or Combined) FY15, FY18, FY19

	Math							
At-Risk Factor	Proficient 4+				Ppt Deviation from Not At-Risk P4+			
	FY15	...	FY18	FY19	FY15	...	FY18	FY19
Not At-Risk	31.6%		39.8%	40.3%	0.0%		0.0%	0.0%
Homeless	12.9%		15.7%	15.2%	-18.7%		-24.1%	-25.1%
Direct Certification	11.0%		15.3%	15.8%	-20.7%		-24.5%	-24.5%
CFSA	8.5%		9.4%	8.6%	-23.2%		-30.4%	-31.7%
Overage	2.8%		3.6%	4.3%	-28.9%		-36.2%	-36.0%

At-Risk by Factor (Single Factor or Combined) FY15, FY18, FY19

	ELA							
At-Risk Factor	Proficient 4+				Ppt Deviation from Not At-Risk P4+			
	FY15	...	FY18	FY19	FY15	...	FY18	FY19
Not At-Risk	37.1%		45.9%	49.5%	0.0%		0.0%	0.0%
Homeless	10.9%		19.3%	19.3%	-26.2%		-26.6%	-30.2%
Direct Certification	11.2%		18.3%	21.1%	-25.9%		-27.6%	-28.5%
CFSA	10.8%		9.5%	13.6%	-26.4%		-36.4%	-36.0%
Overage	10.8%		10.7%	12.0%	-26.4%		-35.2%	-37.5%

Ppt deviation from not at-risk increases from FY15 to FY19 for each at-risk category

Notes:
- These categories are not mutually exclusive, as any student marked as combination of factors falls in each category.
- Showing Math Proficiency Levels at 4+
- Excludes students in Adult and Alternative programs.

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A trend analyses on performance by count of factors ALSO shows that while student proficiency levels have improved over the past five years, the gap between at-risk and not-at-risk students has widened.

At-Risk by Count of Factors FY15, FY18, FY19

	Math						
Number of Factors	Proficient 4+				Ppt Deviation from Not At-Risk P4+		
	FY15	...	FY18	FY19	FY15	...	FY18	FY19
0	31.6%		39.8%	40.3%	0.0%		0.0%	0.0%
1	11.0%		15.5%	16.2%	-20.7%		-24.3%	-24.0%
2	7.6%		10.6%	9.9%	-24.0%		-29.2%	-30.4%
3	3.3%		1.5%	4.1%	-28.3%		-38.3%	-36.2%
4	NA		NA	NA	NA		NA	NA

At-Risk by Count of Factors FY15, FY18, FY19

	ELA						
Number of Factors	Proficient 4+				Ppt Deviation from Not At-Risk P4+		
	FY15	...	FY18	FY19	FY15	...	FY18	FY19
0	37.1%		45.9%	49.5%	0.0%		0.0%	0.0%
1	11.8%		18.8%	21.7%	-25.3%		-27.1%	-27.8%
2	7.9%		13.8%	14.2%	-29.2%		-32.1%	-35.3%
3	6.5%		6.5%	13.0%	-30.7%		-39.5%	-36.5%
4	NA		NA	NA	NA		NA	NA

Ppt deviation from not at-risk increases from FY15 to FY19 for each at-risk category

(though 3-factor has improved from FY18 to FY19)

Notes:

- Showing Math Proficiency Levels at 4+
- Excludes students in Adult and Alternative programs.

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Individual factor analysis

3-year, 2-year and 1-year

When reviewing 3 years of data, any combination including over-age has the most significant impact on outcomes, followed by CFSA

	A	B	C	D	E	F	G	H
	At-Risk by Factor (Single Factor or Combined) FY15, FY18, FY19 Combined							
			Math			ELA		
	At Risk Factor	Audited Enrollment	PARCC Math Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+	PARCC ELA Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+
1	Not At-Risk	132,227	60,605	38%	0%	62,121	45%	0%
2	Homeless	13,849	4,802	15%	-23%	4,781	18%	-27%
3	Direct Certification	106,853	48,193	14%	-24%	48,673	17%	-28%
4	CFSA	1,047	396	9%	-29%	396	11%	-33%
5	Overage	13,774	4,454	4%	-34%	4,645	11%	-34%

Notes:

- These categories are **not mutually exclusive**, as any student marked as combination of factors falls in each category.
- Direct Certification and Homeless to perform relatively similarly, while also having the most test scores to evaluate
- Excludes students in Adult and Alternative programs.

Similarly, when reviewing 2 years of data, any combination including over-age has the most significant impact on outcomes, followed by CFSA

	A	B	C	D	E	F	G	H
	At-Risk by Factor (Single Factor or Combined) FY18 & FY19 Combined							
			Math			ELA		
	At Risk Factor	Audited Enrollment	PARCC Math Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+	PARCC ELA Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+
1	Not At-Risk	92,635	43,379	40%	0%	44,398	48%	0%
2	Homeless	10,960	3,904	15%	-25%	3,867	19%	-28%
3	Direct Certification	70,560	32,962	16%	-24%	33,168	20%	-28%
4	CFSA	675	266	9%	-31%	266	12%	-36%
5	Overage	8,732	3,110	4%	-36%	3,148	11%	-36%

Notes

- These categories are **not mutually exclusive**, as any student marked as combination of factors falls in each category.
- Direct Certification and Homeless to perform relatively similarly, while also having the most test scores to evaluate
- Excludes students in Adult and Alternative programs.

These takeaways are consistent when reviewing 1 year of data from FY19

	A	B	C	D	E	F	G	H
	At-Risk by Factor (Single Factor or Combined) FY19							
			Math			ELA		
	At Risk Factor	Audited Enrollment	PARCC Math Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+	PARCC ELA Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+
1	Not At-Risk	47,362	22,337	40%	0%	22,814	50%	0%
2	Homeless	5,421	1,946	15%	-25%	1,927	19%	-30%
3	Direct Certification	34,788	16,389	16%	-24%	16,478	21%	-28%
4	CFSA	366	139	9%	-32%	140	14%	-36%
5	Overage	4,284	1,458	4%	-36%	1,461	12%	-38%

Notes:

- These categories are **not mutually exclusive**, as any student marked as combination of factors falls in each category.
- Direct Certification and Homeless to perform relatively similarly, while also having the most test scores to evaluate
- Excludes students in Adult and Alternative programs.

However, the at-risk category of over-age only applies to High School Students. The following analyses only use High School test scores.

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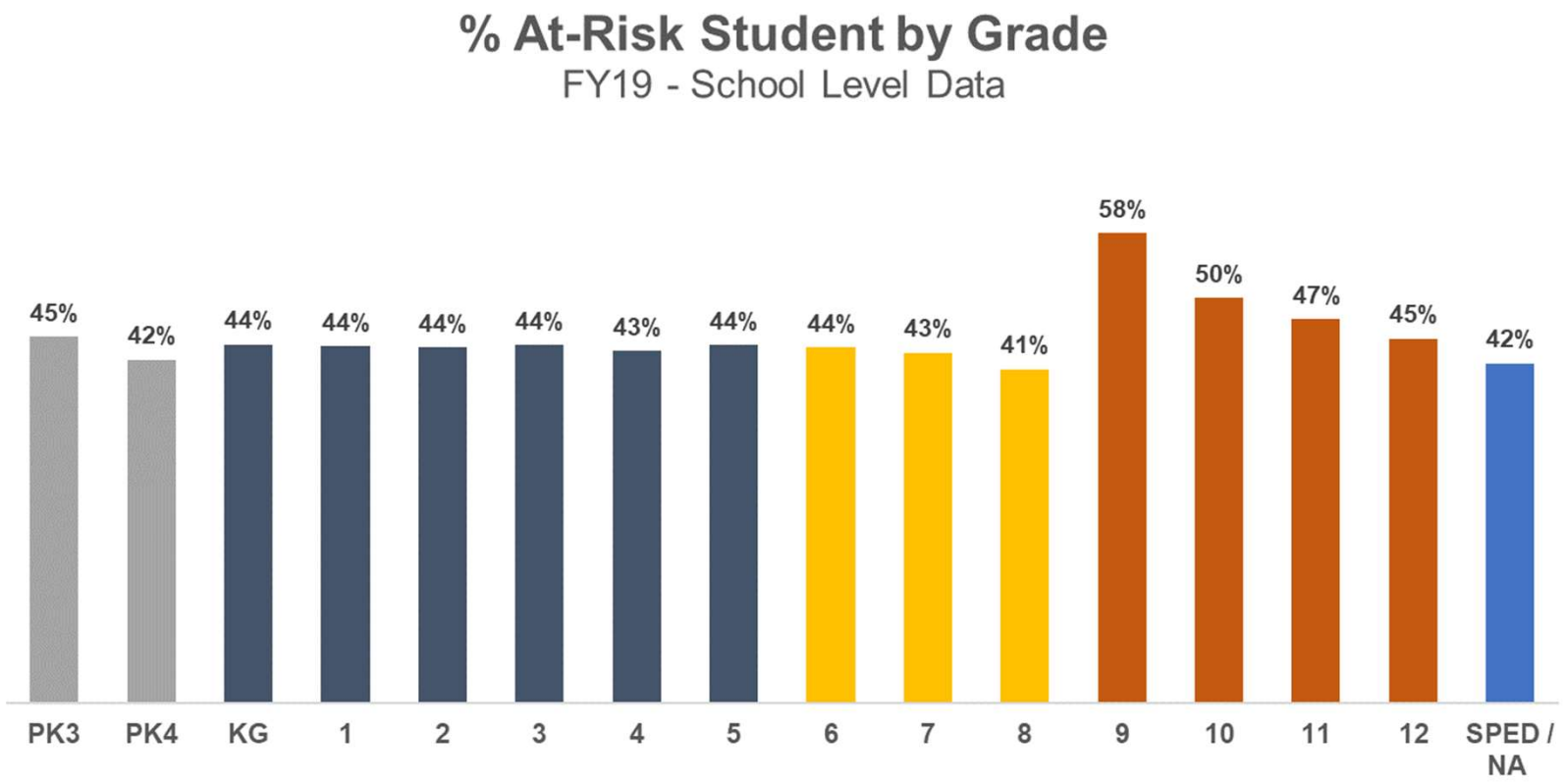
High School-only analysis

High School grades have a higher percentage of at-risk students, driven largely by the additional at-risk factor of over-age, which applies only to students in grades 9-12



Actual (not budgeted) UPSFF enrollment – excludes Adult and Alternative Students

When reviewing the 16 combinations of at-risk factors for HIGH SCHOOL STUDENTS ONLY for FY15, FY18, and FY19, performance ranges from 9 ppts to 44 ppts lower than students not designated at-risk

in terms of percent proficient by group; counting categories with 10 or more scores over 3 years

	A	B	C	D	E	F	G	H	I
	At-Risk by Factor (Single Factor or Combined) FY15, FY18, FY19 Combined			Math			ELA		
	Combination Name	# At Risk Factors	Audited Enrollment	PARCC Math Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+	PARCC ELA Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+
1	Not At-Risk	1	23,208	8,711	21%	0%	10,402	44%	0%
2	Homeless	1	366	146	12%	-9%	156	21%	-24%
3	Direct Certification	1	12,416	5,273	8%	-14%	5,671	20%	-24%
4	Homeless/Overage	2	333	108	7%	-14%	103	16%	-29%
5	Foster	1	77	27	7%	-14%	26	15%	-29%
6	Homeless/Direct Certification	2	580	245	7%	-14%	255	20%	-24%
7	Overage	1	6,951	2,300	5%	-16%	2,439	15%	-30%
8	Direct Certification/Overage	2	5,856	1,884	2%	-19%	1,949	6%	-38%
9	Homeless/Direct Certification/Overage	3	462	120	2%	-19%	112	8%	-36%
10	Foster/Overage	2	101	20	0%	-21%	21	5%	-39%
11	Foster/Direct Certification/Overage	3	33	10	0%	-21%	n<10	0%	-44%
12	Foster/Direct Certification	2							
13	Foster/Homeless	2							
14	Foster/Homeless/Direct Certification	3							
15	Foster/Homeless/Overage	3							
16	Foster/Homeless/Direct Certification/Ove	4							
	Total Students		**50,454**	**18,866**	**13%**	**-8%**	**21,165**	**30%**	**-14%**

- Performance data for students in groups rows 12-16 not shown, given low count of test scores recorded (n<10).
- Excludes students in Adult and Alternative programs.

Again, when looking at HIGH SCHOOL STUDENTS ONLY, over-age and CFSA students continue to underperform other at-risk categories. The variance is more pronounced for ELA than Math.

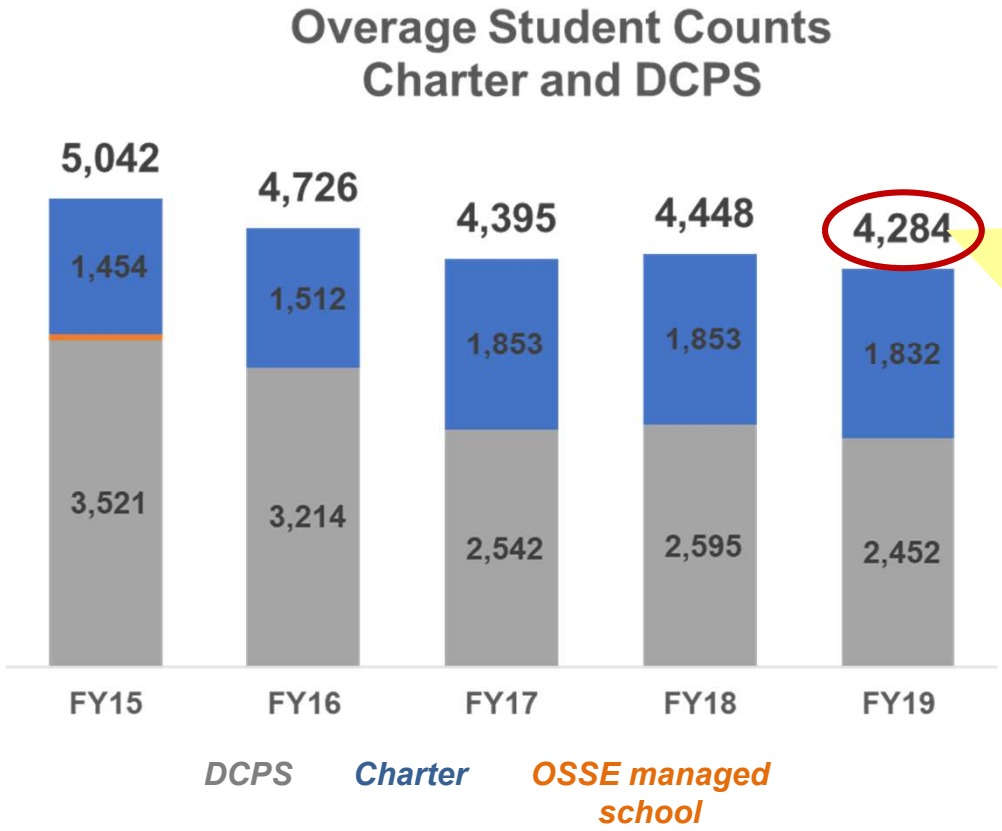
	A	B	C	D	E	F	G	H
	At-Risk by Factor (Single Factor or Combined) FY15, FY18, FY19 Combined							
			Math			ELA		
	At Risk Factor	Audited Enrollment	PARCC Math Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+	PARCC ELA Count	Proficient 4+	Ppt Deviation from Not At-Risk P4+
1	Not At-Risk	23,208	8,711	21%	0%	10,402	44%	0%
2	Homeless	1,790	633	7%	-14%	640	17%	-27%
3	Direct Certification	19,383	7,545	6%	-15%	8,009	17%	-28%
4	CFSA	282	79	3%	-19%	78	8%	-37%
5	Overage	13,758	4,445	4%	-18%	4,636	11%	-33%

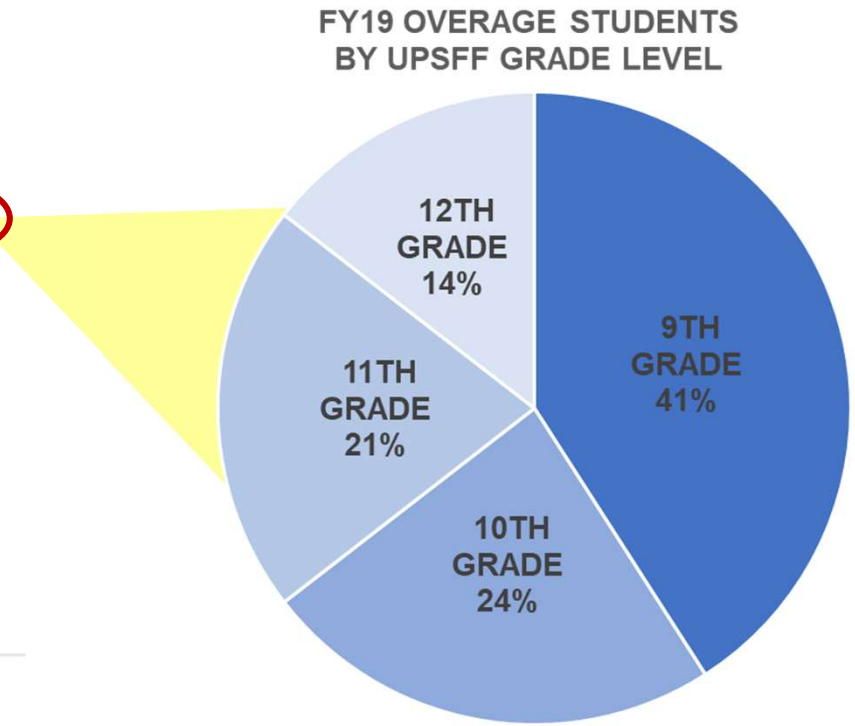
Notes:

- These categories are **not mutually exclusive**, as any student marked as combination of factors falls in each category.
- Showing Math Proficiency Levels at 4+

Over-age students in the District

In each of the past five years, DC has enrolled 5,000 to 4,300 over-age students at Charter LEAs and DCPS. These students are all in grades 9-12.





- FY15 includes 67 over-age students from an "OSSE Managed School" – neither DCPS nor Charter.
- Data set excludes 7 schools serving Adult and Alternative students only.
- Pie chart excludes students categorized in grades NA or SPED.

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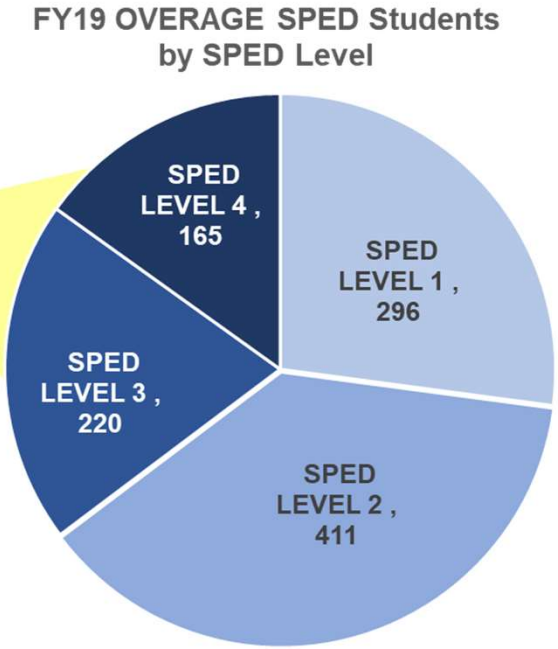
Across DC, one in every three 9th graders and one in every four high schoolers (grades 9-12 combined), is designated as "over-age." The percentage has declined from 30% to 26% over the last five years.

Percentage of Students in Grade Designated as "Overage"					
	FY15	FY16	FY17	FY18	FY19
Grade 9	37%	36%	34%	33%	33%
Grade 10	32%	26%	23%	27%	24%
Grade 11	27%	25%	21%	22%	24%
Grade 12	22%	19%	19%	19%	18%
All Grades 9-12	30%	28%	26%	26%	26%

Compared to a city-wide 14% of students designated as SPED in FY19, 26% of over-age students were SPED. These students were allocated an additional ~$19M in UPSFF SPED funding for FY19.

Percentage of Overage Students Designated as SPED					
	FY15	FY16	FY17	FY18	FY19
CHARTER	33%	32%	29%	30%	30%
DCPS	28%	25%	24%	21%	23%
Grand Total	30%	27%	26%	25%	26%



A	B	C	D	E = C * D
FY19 UPSFF PER PUPIL FUNDING SUMMARY BY SPECIAL EDUCATION LEVEL				
LEVEL	FUNDING WEIGHT	FUNDING RATE	OVERAGE STUDENT COUNT	ASSUMED SPED FUNDS FOR OVERAGE STUDNETS
Level 1	0.97	$10,338	296	$3,060,048
Level 2	1.20	$12,790	411	$5,256,690
Level 3	1.97	$20,996	220	$4,619,120
Level 4	3.49	$37,196	165	$6,137,340
TOTAL SPED			1,092	$19,073,198

- "SPED" = Special Education
- Estimated funding figures above are based on actual student enrollment counts (for which over-age detail is available). DCPS UPSFF funding allocations are based on budgeted enrollment figures.
- Figures on this slide include students assigned to ***grades 9-12 only*** – excludes students considered "adult or alternative"

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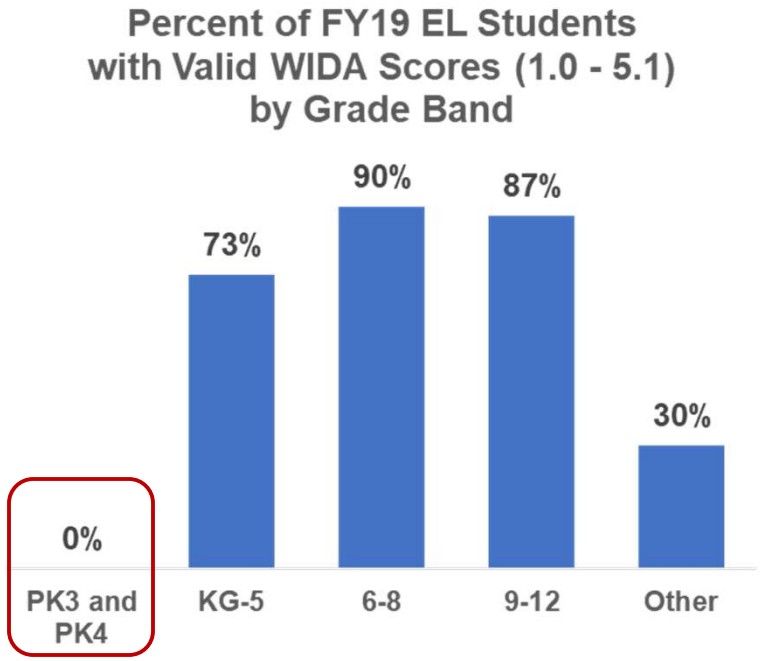
Additional ELL student data

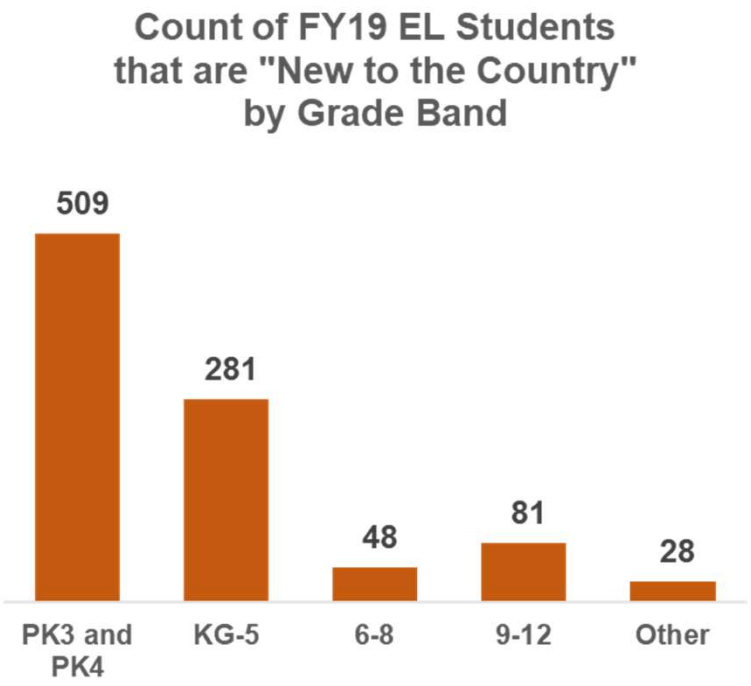
Of these 10,503 ELL students in FY19, 6,760 (or 64%) have a recorded valid WIDA score

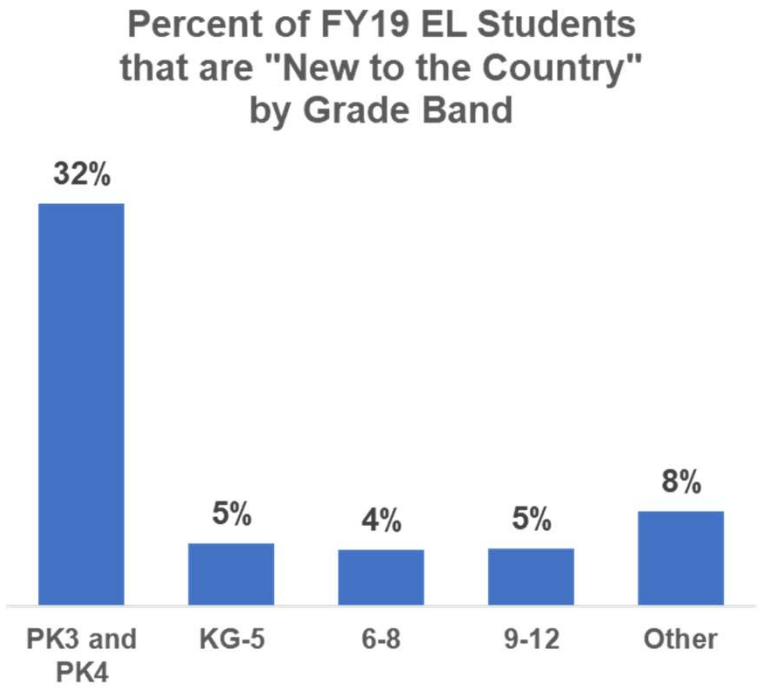
	Count of Valid WIDA Scores	Min WIDA Score	Max WIDA Score	Average WIDA Score	Median WIDA Score
PK3 and PK 4	-	-	-	-	-
KG-5	4,122	1.0	5.0	3.35	3.5
6-8	969	1.0	5.1	3.32	3.5
9-12	1,556	1.2	4.9	2.99	3.0
Other	113	1.4	4.9	2.12	1.9
All Students	**6,760**	**1.0**	**5.1**	**3.24**	**3.4**



Notes:
- DATA UNIVERSE: FY19 students flagged as "Yes" for English Learner Status and "Yes" for Enrollment Audit Population.
- Excluding Alternative WIDA test results from analysis: scores of A1, A2, A3, P1, P2

Of the 10,503 ELL students in FY19, 947 (or 9%) were "New to the Country" and have no recorded valid WIDA score





Note 74 of 81 New HS students were 9th graders

Notes:
- DATA UNIVERSE: FY19 students flagged as "Yes" for English Learner Status and "Yes" for Enrollment Audit Population.
- Excluding Alternative WIDA test results from analysis: scores of A1, A2, A3, P1, P2

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2020 UPSFF

Current UPSFF Funding – FY20

	Weights	Rates	TOTAL DC	
Total UPSFF Funds			$1,807,367,258	
Foundation Amount	**1.00**	**$10,980**		**% Total $**
General Education				**65.7%**
PK3	1.34	$14,713	$86,425,337	4.8%
PK4-Kindergarten	1.30	$14,274	$212,183,010	11.7%
Grades 1-5	1.00	$10,980	$374,132,520	20.7%
Grades 6-8	1.08	$11,858	$190,683,072	10.6%
Grades 9-12	1.22	$13,396	$236,847,604	13.1%
Alternative	1.44	$15,811	$40,634,784	2.2%
Special Education Schools	1.17	$12,847	$4,945,941	0.3%
Adult	0.89	$9,772	$41,932,510	2.3%
Special Education				**13.9%**
Level 1	0.97	$10,651	$51,932,326	2.9%
Level 2	1.20	$13,176	$51,294,168	2.8%
Level 3	1.97	$21,631	$33,916,781	1.9%
Level 4	3.49	$38,320	$113,734,354	6.3%
Special Education Compliance				**1.5%**
Special Ed Compliance	0.10	$1,087	$14,462,801	0.8%
Attorney's Fees Supplement	0.09	$977	$13,001,912	0.7%
English Language Learners (ELL)				**3.3%**
ELL	0.49	$5,380	$60,425,026	3.3%
At-Risk Students				**6.0%**
At-Risk	0.23	$2,471	$107,691,566	6.0%
Other Weights (incl charter facilities allowance)				**9.6%**
			$173,123,548	

Funding for all students depends upon the foundation level and weights for each student group

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