

SB500 Technical Advisory Committee

Differentiation of Weights by
Elementary, Middle or High School
Level

Weight Differentiation by Grade Level

State Education Funding Formulas and Grade Weighting by Michael Griffith May 2005

Funding Formula's

Foundation/Base Formula

Modified Foundation/Base Formula

Teacher Allocation

Dollar Funding Per Student

Other Systems

Weight Differentiation by Grade Level

Grade Differences

- Within some of these state-funding formulas, the funding level varies by grade level. Of the states that use foundation, or “modified foundation”, formulas, 21 differentiate funding depending on the grade level. Seven of the eight states that use a teacher allocation system vary their funding depending on grade levels, as do both states that use a dollar amount per student formula.

Weight Differentiation by Grade Level

- Of the 21 States that differentiate and weight funding based upon grade levels, nine differentiate K and 1-12 only.
- The other 12 states differentiate and weigh funding based upon various allocations by grade level.

Weight Differentiation by Grade Level (New York City FSF Model)

Fair Student Funding is based on simple principles:

- School budgeting should fund students fairly and adequately, while preserving stability at all schools;
- Different students have different educational needs, and funding levels should reflect those needs as best as possible;
- School leaders, not central offices, are best positioned to decide how to improve achievement; and
- School budgets should be as transparent as possible so that funding decisions are visible for all to see and evaluate.

Weight Differentiation by Grade Level (New York City FSF Model)

FSF Category Type of Pupil/Need	Grade Span	Weights	FY 13 PerCapita including System-wide Teacher Salary Growth
Grade Weight General Education and Special Education Pupils	K-5	1.00	\$4,120.10
	6-8	1.08	\$4,450.05
	9-12	1.03	\$4,243.31
Academic Intervention	Poverty	0.12	\$494.41
	4-5 Well Below	0.40	\$1,647.62
	4-5 Below	0.25	\$1,029.50
	6-8 Well Below	0.50	\$2,061.10
	6-8 Below	0.35	\$1,441.93
	9-12 Well Below	0.40	\$1,647.62
	9-12 Below	0.25	\$1,029.50
	Heavy Graduation Challenge OTC	0.20	\$823.26

Weight Differentiation by Grade Level (New York City FSF Model)

English Language Learner	ELL K-5	0.40	\$1,647.62
	ELL 6-8	0.50	\$2,061.10
	ELL 9-12	0.50	\$2,061.10
Special Education Needs Weight	<=20%	0.56	\$2,307.51
	21% to 59%	1.25	\$5,152.53
	>= 60% SC K-8 Filled Seats	1.18	\$4,865.10
	>= 60% SC 9-12 Filled Seats	0.58	\$2,406.49
	>= 60% ICT K Filled Seats	2.09	\$8,603.68
	>= 60% ICT 1-5 Filled Seats	1.74	\$7,169.56
	>= 60% ICT 6-8 Filled Seats	1.74	\$7,169.56
	>= 60% ICT 9-12 Filled Seats	1.74	\$7,169.56
	Post IEP Support	0.12	\$500.00

Weight Differentiation by Grade Level (New York City FSF Model)

Portfolio Schools	CTE - Nursing	0.26	\$1,071.27
	CTE - Health/Trade/Tech	0.17	\$700.61
	CTE - Business	0.12	\$493.87
	CTE - Home Economics/Arts	0.05	\$205.69
	Specialized Academic	0.25	\$1,029.50
	Specialized Audition	0.35	\$1,441.93
	Transfer - Heavy Graduation Challenge	0.40	\$1,647.62
	Transfer - Regular Graduation Challenge	0.30	\$1,252.59

Weight Differentiation by Grade Level (New York City FSF Model)

Needs-Based Allocations

Academic Intervention, based on:

Poverty for schools beginning before 4th grade

- Poverty is used to estimate academic need when test results are not available

Student achievement upon entry for schools beginning in 4th grade or later

- Over-Age Under-Credited OTC status
 - English Language Learner status,
 - Special Education, and
 - High School Portfolio.

Weight Differentiation by Grade Level (New York City FSF Model)

Incentives To Improve Achievement:

- The FSF weights encourage success by allowing schools to get or keep resources when they are successful at improving student achievement:
- > The academic intervention weight gives more money for enrolling low-achieving students. Schools keep weighted funds when students improve.
- > Funding generated by the ELL weight stays in the school the year a pupil scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT).

Weight Differentiation by Grade Level (New York City FSF Model)

- Eligibility Determinations
 - Poverty Weight
 - Achievement Weight
 - English Language Learners

Weight Differentiation by Grade Level (New York City FSF Model)

Academic Intervention Weights

Poverty

- Schools Beginning Before
- Grade 4
- 0.12

Achievement

- Schools Beginning in
- Grade 4 or Later

Well Below Standards

- Grades 4-5: 0.40
- Grades 6-8: 0.50
- Grades 9-12: 0.40

Below Standards

- Grades 4-5: 0.25
- Grades 6-8: 0.35
- Grades 9-12: 0.25

Heavy Graduation

Challenge OTC

- Grades 9-12: 0.20

Weight Differentiation by Grade Level (New York City FSF Model)

- **English Language Learner**

- K–5: 0.40
- 6–8: 0.50
- 9–12: 0.50

Weight Differentiation by Grade Level (New York City FSF Model)

In the New York City Department of Education there are three program options for ELLs:

- **Transitional Bilingual Education:** Standards-based subject matter instruction is provided in the student's native language with intensive support in ESL. As English proficiency increases, so does the amount of time students are taught in English. English proficiency is accelerated through ESL, ELA, and NLA development.
- **Dual Language:** Two-way DL programs integrate ELLs with native English speakers so that all students develop second-language skills while learning content knowledge in both languages. One-way DL programs afford students of one language group the opportunity to be bilingual.
- **English as a Second Language:** Students in ESL are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores.

Weight Differentiation by Grade Level (New York City FSF Model)

3.2. Gradual Implementation to Preserve Stability

We need to drive more resources into schools that aren't getting their fair share of funds and encourage all schools to perform better. However, we also need to protect what's already working. That's why changes to Fair Student Funding have continued to be implemented gradually.

Since its inception, Fair Student Funding continues to provide a flexible vehicle for public feedback and improvement over time. We have made tradeoffs and tough decisions transparent and have provided extensive data about schools' funding in a more accessible form. We are committed to improving Fair Student Funding in the coming years through input from principals, teachers, parents, and school communities.

The realization of Fair Student Funding has been hampered by the recession and the unrealized promise of funds from the Campaign for Fiscal Equity. Looking ahead, all future plans and funding commitments continue to be contingent on adequate State and City funding.

Aside from formula changes, schools may still face funding reductions because of changes in programs outside Fair Student Funding, changes in enrollment, or loss of grant funding.

Weight Differentiation by Grade Level

- Successful models require specific infrastructure
 - Transparency
 - Empowerment
 - Eligibility
 - Assessment
 - Grade level interventions
 - Adequate Base Funding