



#edfundingri

Funding Formula Working Group

Meeting 3 of 6

Shared Vision for Success

- **Equitable:** Do our recommendations advance equity, especially for students with unique learning needs?
- **Fair:** Do our recommendations improve the fundamental fairness of the funding formula?
- **Data-driven:** Are our recommendations based on empirical data?

Rhode Island's Changing Demographics

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Changes in Poverty: Student Eligible for Free/Reduced Lunch

District	2010 Poverty Level	2015 Poverty Levels	Change
Statewide	45.5%	49.5%	+4%
Providence	88.1%	86.8%	-1.3%
Pawtucket	77.7%	79%	+1.3%
Central Falls	84.7%	86.4%	+1.7%
Woonsocket	70.7%	75.4%	+4.7%

All but two districts remained stable or have increased rates of poverty

Changes in Poverty: Students Eligible for Free/Reduced Lunch

Other Notable Changes

District	2010 Poverty Level	2015 Poverty Levels	Change
Cranston	39%	43.8%	+4.8%
North Providence	35.7%	46.6%	+10.9%
East Providence	45.5%	51.6%	+6.1%
Foster	17.7%	23.2%	+5.5%
Foster-Glocester	15.7%	20.9%	+5.2%
Johnston	39.1%	45.9%	+6.8%
Tiverton	25.7%	30.4%	+4.7%
Warwick	30.7%	36.5%	+5.8%
Westerly	33.2%	39%	+5.8%

Changes in Identification of Students with Disabilities

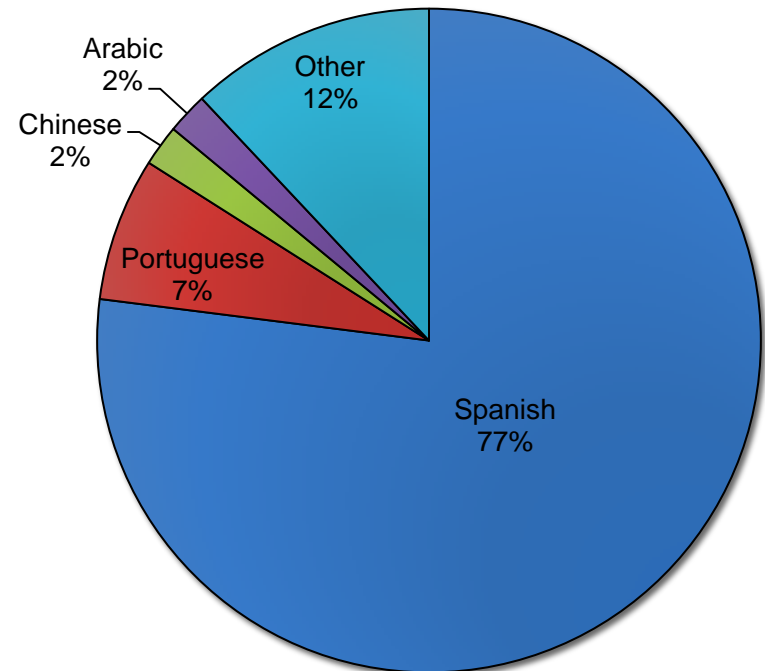
District	2010 Special Education %	2015 Special Education %	Change
Statewide	16.5%	15.9%	-.6%
Providence	18.1%	16.7%	-1.4%
Pawtucket	15.2%	15.8%	+.6%
Central Falls	21.7%	22%	+.3%
Woonsocket	21.4%	23.6%	+2.2%

English Language Learners in RI

In the 2015-2016 School Year, Rhode Island has 10,229 English Language Learners. An additional 2,228 students are in monitoring.

Change in ELL Population		
	2010	2015
Statewide	5.7%	7.3%
Providence	16.6%	23.1%
Pawtucket	12.2%	10.3%
Woonsocket	7.2%	8.8%
Central Falls	22.2%	25.6%

Language Distribution of English learners, 2015



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English language learners

Summary, Issue Brief 4

Issue Brief 4: English Language Learners

Issue Summary

English language learners (ELLs) are students who are actively learning English and are entitled to language support services. As a group, ELLs are complex and heterogeneous, ranging from students who have had formal education in their home country to students with little-to-no experience with literacy or numeracy in any language. Contrary to popular opinion, ELLs are not uniformly students of color, immigrants, living in our core urban cities, or living in poverty.

Federal requirements heavily influence ELL instruction and include:

- (1) Pro-active identification of potential ELLs as early as possible;
- (2) Providing a sound educational program led by a qualified teacher that supports language and academic content acquisition;
- (3) Regular monitoring and the ability to exit upon demonstration of English proficiency; and
- (4) 2 years of monitoring after exit to ensure that they are making expected academic gains.

High quality ELL services can take many forms including dual language programs, supported inclusion of ELLs in general education classrooms, and targeted interventions. Regardless of their form, high-quality programs offer:

- (1) A joint focus on content knowledge and language acquisition;
- (2) Approaches that use students' native language as a strength;
- (3) Provide students a strong foundation in conversational and academic vocabulary;
- (4) High expectations and challenging, age-appropriate academic content; and
- (5) Qualified and well-trained educators.

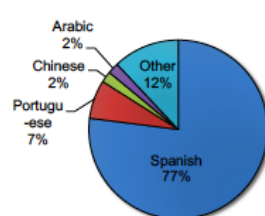
Rhode Island Context and Data

In the 2014-2015 school year in Rhode Island, ELLs were 7% of total students (10,229). Of these students, 88% were enrolled in free or reduced-price lunch programs and 75% lived in the four core cities.

ELL students in Rhode Island speak over 90 different languages, the most prevalent of which are presented in Chart 1.

While ELLs represent a relatively small percentage of our overall school-age population, they are one of the fastest-growing demographic groups. Chart 2 provides a five-year view of ELL student growth. The students represented in blue in the chart are ELLs current in program; they are complemented by the students represented in red, who have recently exited and are in monitoring status.

Chart 1: Language Distribution of English learners, 2015



- Nearly 90% of our ELLs are eligible for free and reduced lunch
 - 40% student success factor weight into their district
- The instructional core includes ELL instruction
- Most states specifically address ELL funding
 - Most commonly through a weight of between .1 and .25 per pupil

Educational Considerations for English Language learners

- High quality ELL services can take many forms but all :
 - Focus jointly on content knowledge **and** language acquisition;
 - Use students' native language as a strength;
 - Deliver conversational and academic vocabulary;
 - Provide challenging, age-appropriate academic content; and
 - Rely on qualified and well-trained educators.
- Challenges of the breadth & depth of needs
 - Multiple languages in RI 90 plus
 - Variation of ELL density across the state
 - Staffing shortages

English language learners: Important Policy Considerations for the Funding Formula

- Focus on high quality programs that exit students as soon as they are ready
 - Don't create incentives that reward keeping ELLs in programs
 - Promote rapid-but-successful exit
- Recognize quality programming but don't limit an array of approaches
- Keep ELLs in heterogeneous environments with English-speaking peers
- Keep a focus on students
 - Decisions about services can't be driven by resourcing

Special Education

Summary, Issue Brief 5

Issue Brief 5: Special Education

Issue Summary

Students with disabilities (SWD) are being served in every school and district in Rhode Island. Students who are evaluated and determined to have a disability that requires additional support are provided individualized educational plan (IEP). The IEP is developed by a team of professionals and describes the services and supports to which the student has a legal right. Students with disabilities are regularly evaluated to determine whether they are making progress.

High-quality special education services:

1. Are responsive to the changing needs of the students;
2. Define special education as a service, *not a place* and keep students with disabilities with their classmates and peers;
3. Use a team approach to educating and monitoring student progress;
4. Treat parents as partners in the educational process; and
5. Are delivered by qualified and well-trained educators.

Rhode Island Context and Data

Rhode Island has an average special education identification rate of 15.9%, which has fallen over the past five years. Table 1

summarizes the change in special education rates in Rhode Island's three largest districts which, together, serve almost 30% of the state.

	2010 Special Education %	2015 Special Education %	Change
Statewide	16.5%	15.9%	-0.6%
Providence	18.1%	16.7%	-1.4%
Cranston	14.9%	13.8%	-1.1%
Warwick	18.7%	18.1%	-0.6%

SWD have highly variable need based on the nature of their disability. Some students received services and quickly exit, while others receive services throughout their K-12 education. Some students require individualized supports until the age of 21, while others need to be placed in a non-public school equipped to meet their unique needs.

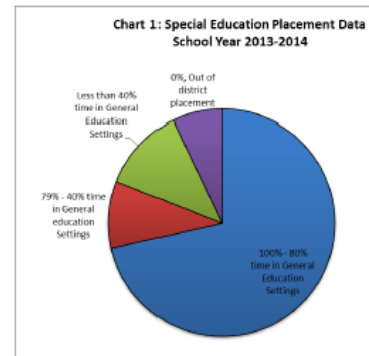


Chart 1 provides a high-level view of the proportions of special education service, which is presented as the percentage of time that students spend in general education settings. The vast majority of students with disabilities are spending the vast majority of their school day in general education settings. At the same time, it is critical to more fully understand the differences in cost between levels of supports in the various settings.

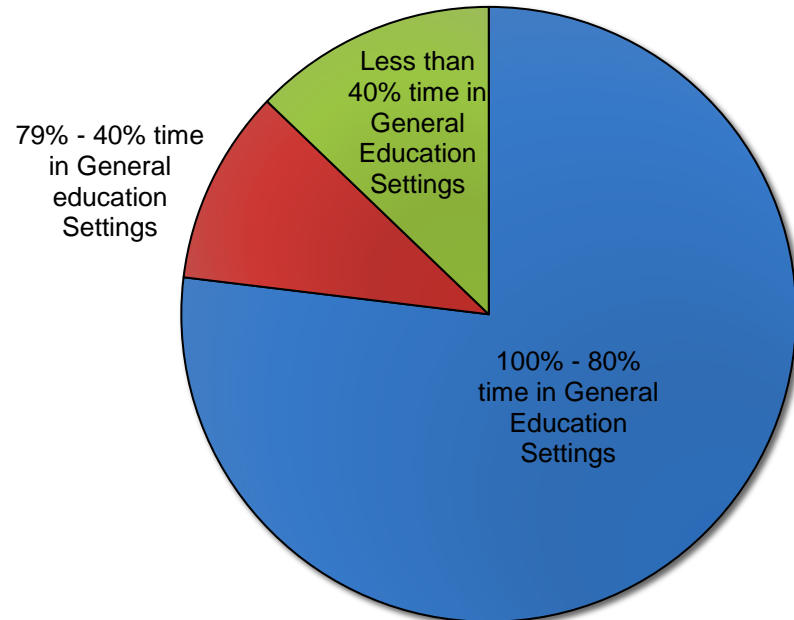
Table 2 displays the range in costs between levels of disability. Levels are displayed as the percentage of time students are in the regular classroom settings.

- Special education services vary greatly and are delivered based upon student need.
 - The cost tends to increase along with the intensity of services
- The instructional core (\$8,979) includes \$700 in special ed expenses
- 31 state formulas specifically address students with disabilities
 - 20 use some form of a weight

Educational Considerations for Students Receiving Special Education

- Wide range of students with needs
 - High incidence disabilities – lower intensity of support
 - Low incidence disabilities – higher intensity of support
 - Related service
- Wide variation of inclusion in general education and intensity of supports

Special Education Placement Data
School Year 2013-2014*



*Does not include out-of-district placement

Special Education: Important Policy Considerations for the Funding Formula

- Understand the wide variation in student needs
 - Don't create financial incentives for over-identifying students with disabilities or keeping students in special education
- Encourage student placement in the “least restrictive environment”
 - Encourage districts to keep students with disabilities with their peers
- Keep a focus on students
 - Decisions about services can't be driven by resourcing

Career and Technical Education

Summary, Issue Brief 7

Issue Brief #6: Expenses and Funding in Career and Technical Education

Issue Summary

Career and technical education (CTE) presents unique funding challenges. There are claims that CTE is both over and underfunded through the funding formula. Currently, districts receive funding for career and technical education from two state/local sources: (1) reimbursement from the funding formula career and technical education categorical fund, and (2) out-of-district tuition.

Rhode Island Context and Data

CTE in Rhode Island is delivered through three primary mechanisms.

Type 1: Centers that offer many CTE programs in a single, freestanding school (Davies Career Center and the Met³)

Unique characteristics: These schools are their own districts and do not have a "resident" population but rather, serve students regionally and statewide.

Cost drivers: This is the most expensive model because it combines full technical and academic programs of study. Unique cost drivers include enrollment attrition in the upper grades; the cost of transportation to school and for required workplace internships; the requirement to offer a full complement of student support services (guidance, social workers); smaller class size to ensure student safety; and expensive consumable materials.

Funding: These centers are funded like charter schools (state and local share) and receive reimbursement for some expenses through the CTE categorical fund. Over the three years between FY13 and FY15, the average annual award through the CTE categorical fund was \$405,000.

Type 2: Centers that offer many CTE programs in a technical center that operates as a satellite to a high school (Woonsocket, E. Providence, Newport, Charlho, Cranston, Warwick, and Coventry)

Unique characteristics: These schools are part of a district and serve resident students and out-of-district students on both full and part-time bases.

Cost drivers: This is the second most expensive model. Unique cost drivers include enrollment attrition in the upper grades; smaller class size to ensure student safety; and the higher material and expensive consumable materials.

Funding: Out-of-district students pay for access through a tuition model that includes the technical training costs, transportation, and any other incremental cost associated with the student's experience in the career preparation program. In-district student costs are partially reimbursed to the district through the funding formula career and technical education categorical fund. Over the three years between FY13 and FY15, the average annual award through the CTE categorical fund was \$182,000.

Type 3: Comprehensive high schools that operate one or two career preparation programs as part of their programs of study (high schools statewide)

Unique characteristics: This tends to be the lowest-cost model. These programs are part of a district and serve resident and out-of-district students.

³ There are two additional free-standing schools that combine career and academic programming: (1) Providence Career and Technical Academy, which serves only Providence students and is a school within Providence, and (2) New England Laborers Academy, which is a charter school in Cranston. The characteristics and cost drivers for these schools are somewhat different than those presented here.

- CTE is delivered through 3 primary mechanisms
 - Free-standing centers that offer many CTE programs
 - Centers that offer many CTE programs in a technical center that operate as a satellite to a high school
 - Comprehensive high schools that operate one or two programs
- Districts receive funding for CTE from two state/local sources
 - Career and Technical education categorical fund
 - Out-of-district tuition