

STRUCTURE AND GOVERNANCE HGH EXPECTATIONS WORK GROUP May 28, 2014 Meeting Notes

Present: Jason Hancock, Alan Millar, Cheryl Charlton, Senator Dean Mortimer, Marilyn Whitney

The group began the day at the Compass Academy (Compass). Compass uses the New Tech Network model (<http://www.newtechnetwork.org>) originated in Napa, CA, in 1997. To date, 131 schools in the U.S. and Australia use this model.

Handouts with achievement rubrics were distributed to the group.

Compass utilizes a class schedule similar to a college campus, basically a block schedule. Many classes are combined such as Science and Literature or English and History. These classes are larger, but include two teachers who team-teach. Classes are predominantly project-based with students working in pairs or groups, and students generally are asked to share their projects and results with the rest of the class.

The group toured classrooms and the teachers' bull-pen. Teachers do not have classrooms. They all work out of a common, open bull-pen, which increases collaboration.

After the tour, the group traveled to Eastern Idaho Technical College.

Jason Hancock, Deputy Chief of Staff, State Department of Education, described three potential scenarios to move to enrollment-based funding. [See enrollment funding models spreadsheet.](#)

The first, and simplest, is to review Idaho code and change "attendance" to "enrollment". If that were done, all districts would generate significantly more support units. This utilizes the best 28-weeks statewide average which, for the current year is \$20,000 and next year would be \$22,400. Every district has different numbers because of attendance. If the divisors are not changed, the cost will increase 5-6% or a total of \$74 million (\$47.7 million in salary based apportionment, \$9 million in benefits, \$17 million in discretionary funds) which is unlikely to be palatable to the legislature.

The second approach would be to use enrollment-based funding but increase all of the divisors and support units so that the results are revenue neutral (bottom numbers, which are zeroes).

The third approach is the custom adjustment approach. This approach uses the historical attendance rate at the first reporting period (3-year average) and best 28 weeks, creating a

blended approach and resulting in a weighted adjustment factor. For Idaho Falls, 74% is salary-based apportionment and 26% is discretionary which provides the basis for the percentage weightings and goes to enrollment. It does not change the divisors, but each district is adjusted. Meridian will gain slightly as their attendance was a bit lower. Everyone receives a custom adjustment factor.

If the model includes a fractional measure, then the adjustment will be a somewhat different. The fractional piece will need to be determined. If a student attends a charter school for part of the day and then goes to a traditional school for music, etc. a fractional adjustment is needed.

Senator Mortimer suggested going to a course-enrollment model. Jason explained that recommendations have been made on how to deal with fractional average daily attendance by using a credit or course allocation based on the student's home school – the school which grants the diploma. The home school and maximum credits a student can earn if fully enrolled in regular periods defines the fractional denominator. The State would fund one full slate of classes. Students more commonly take classes in a number of different ways/places, which could be problematic if students take courses from private entities. The model works within the system, but it impacts the numbers outside of the system.

The simplest approach is the first one, but it carries a huge price tag and it still does not create a true enrollment model. Enrollment is not always indicative of the cost of course delivery such as PTE courses with lower enrollments, for example. Separate funding streams are available for transportation, border contracts, and technology which are not part of the support unit funding.

The second approach creates winners and losers based on the historical attendance figures. It would be cost neutral for the state but not for districts. If a district has a high attendance number, say 98%, they would lose 3%. A district with only 90% would gain 5% because the 5% divisor shift is applied uniformly.

The blended, or third approach, accounts for a different number for enrollment versus attendance. It looks at the historical attendance rate and provides a custom adjustment. It is still cost neutral to the state and would moderate the decrease for districts with higher historical attendance. The custom adjustment would need to be locked in because it no longer would be based on attendance. Crosswalk is the amount the count is increasing based on the historical attendance.

The group discussed obtaining additional input from other superintendents and looking at how other states have moved to a different kind of funding model. This could be an interim step. If the group is comfortable with a custom adjustment approach, additional discussion can answer some of the questions raised today. There may be a red flag in the definition of enrollment.

Alan Millar presented information on [Idaho PTECH](#). He shared videos with the group and talked about the pilot schools throughout Idaho which are being funded through an Albertson Foundation grant. Some schools are in North and Southwest Idaho but none yet in Eastern Idaho. PTECH serves students 9th-11th grade and combines academic and core courses at their traditional classroom, combined with applicable online courses in their chosen field. Courses in health care, high tech manufacturing or aerospace currently are available. Students receive help with technology devices through a highly trained PTECH coach (remote advisor). PTECH hopes to seek some aspect of public funding for the program. The program is targeted for students at the middle quartile, not upper quartile students. Students start in high school and then finish at a community college. The goal is for students to have opportunities for entry level jobs in Idaho. PTECH hopes to graduate 1,000 students by 2018.

Bobbi Crosser, PTE Coordinator for Idaho Falls School District, presented to the group about the [Eastern Idaho Professional Technical School](#). The group discussed the importance of a student's 8th grade plan and career exploration through the Career Information System. Students and parents should review and re-evaluate their plan yearly as they register for courses.

Superintendent Spencer Barzee with West Side School District presented information to the group about how his district takes advantage of dual credit and how students can meet their [high school graduation requirements](#) at the same time they are earning college credits for those core courses. They developed a [cross-walk of dual credit courses](#) and how they transfer to the state's universities.

Superintendent Mark Gabrylczyk, Snake River School District presented how their district is [expanding science and technology instruction](#) and integrating technology into the classroom. Sherrilynn Bair, Snake River School District Curriculum Director, talked about how Chromebooks are being used and how training is being delivered to teachers. Students are also allowed to bring their own devices to use in the classroom.