

Review of Public Schools Request and Recommendation

Presentation to the Joint Finance-Appropriations Committee

Idaho Legislature

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Public School Support Agency Profile

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FY 2015 Appropriation, FY 2016 Request, and the FY 2016 Governor's Recommendation

		FY 2015 Original Appropriation	FY 2016 Supt. Ybarra Request	FY 2016 Governor's Recommendation
Sources of Funds				
1	General Fund	\$1,374,598,400	\$1,461,944,500	\$1,475,784,000
2	Dedicated Funds	86,812,400	76,314,400	76,314,400
3	Federal Funds	215,223,500	280,223,500	265,223,500
4	TOTAL	\$1,676,634,300	\$1,818,482,400	\$1,817,321,900
	<i>General Fund Percent Change from Previous Year:</i>		6.4%	7.4%
	<i>Total Funds Percent Change from Previous Year:</i>		8.5%	8.4%
PROGRAM DISTRIBUTIONS				
Statutory Requirements				
		Idaho Code		
5	Transportation	§33-1006	69,281,800	71,521,900
6	Border Contracts	§33-1002(2)(d), §33-1403	1,100,000	1,100,000
7	Exceptional Contracts/Tuition Equivalents	§33-1002(2)(e), §33-2004	5,065,600	5,065,600
8	Salary-based Apportionment	§33-1002(2)(g), §33-1004E	781,570,700	798,973,500
9	State Paid Employee Benefits	§33-1004F	148,363,900	151,665,200
10	Career Ladder (plus \$7,242,500 1% CEC in row 8)	Requires legislation	0	16,278,300
11	Leadership Awards/Premiums	§33-1002(2)(q)	15,800,000	15,800,000
12	Bond Levy Equalization	§33-906, -906A, -906B	19,600,000	19,400,000
13	Idaho Digital Learning Academy	§33-1020	6,664,400	7,075,000
14	Idaho Safe & Drug-Free Schools	§63-2506, -2552A(3), -3067	2,534,300	4,421,400
15	Additional Math and Science Requirements	§33-1021	4,850,000	5,018,000
16	Advanced Opportunities	§33-1626, -1623, -1628	640,600	640,600
17	National Board Teacher Certification	§33-1004E(1)	90,000	90,000
18	Facilities (Lottery) & Interest Earned	§33-906, §67-7434	12,570,000	19,125,000
19	Facilities State Match (GF)	§33-1019	1,716,000	3,610,000
20	Charter School Facilities Funding	§33-5208	2,100,000	4,200,000
21	School District Strategic Planning	§33-320(4)	326,000	326,000
22	Subtotal -- Statutory Requirements		\$1,072,273,300	\$1,124,310,500
Other Program Distributions				
23	Math Initiative, Reading Initiative, Remediation		10,500,000	10,500,000
24	Limited English Proficiency (LEP)		4,000,000	4,000,000
25	College Entrance Exams		963,500	963,500
26	District IT Staffing		2,500,000	2,500,000
27	Classroom Technology and Wireless Infrastructure		10,400,000	19,400,000
28	Technology Pilot Programs		3,000,000	0
29	Administrative Evaluations of Teachers		300,000	0
30	Assessments (Science EOC, PSAT)		740,000	835,000
31	Instructional Management System (IMS) Maintenance		4,500,000	3,596,000
32	Idaho Core Standards Prof. Development		2,700,000	0
33	Pro. Develop. (Idaho Core, District Funding, PD 360)		9,455,000	8,000,000
34	One-time funding to purchase content		5,000,000	0
35	Bureau of Services for the Deaf & Blind (Campus)		5,498,600	6,014,000
36	Bureau of Services for the Deaf & Blind (Outreach)		3,262,400	3,062,900
37	Federal Funds for Local School Districts		215,000,000	280,000,000
38	College and Career Counseling		0	0
39	Mastery-Based System Pilot		0	2,500,000
40	Subtotal -- Other Program Distributions		277,819,500	338,871,400
41	TOTAL CATEGORICAL EXPENDITURES (row 22 + row 40)		1,350,092,800	1,463,181,900
42	STATE DISCRETIONARY FUNDS (row 4 - row 41)		\$326,541,500	\$355,300,500
43	ESTIMATED SUPPORT UNITS		14,577	14,706
44	STATE DISCRETIONARY \$ PER SUPPORT UNIT (row 42 / row 43)		\$22,401	\$24,160
	<i>Discretionary Funding per Support Unit, Change from Previous Year:</i>		7.9%	5.6%

Public Schools Support Units

Support Units are the foundation of how public schools in Idaho are funded, and are often thought of, and referred to, as classroom units. The state does not fund school districts based on the number of students; it funds them based on the number of support units. A school district generates support units; however, based on the number of students it has in average daily attendance (ADA) in various categories, such as kindergarten, elementary, and secondary.

These student counts are then divided by a series of divisors found in Section 33-1002, Idaho Code. For example, a school district with 500 students categorized as secondary students (grades 7-12) would be assigned a divisor of 16.0, which means that the school district would receive 31.25 support units of funding.

Example 1. Same number of students in Average Daily Attendance, different categories

$$500 \text{ ADA (secondary grades 7-12)} \div 16 = 31.25 \text{ Support Units}$$

$$500 \text{ ADA (elementary grades 1, 2, and 3)} \div 20 = 25 \text{ Support Units}$$

Example 2. Different number of students in Average Daily Attendance, same categories

$$750 \text{ ADA (secondary grades 7-12)} \div 18.5 = 40.54 \text{ Support Units}$$

$$625 \text{ ADA (secondary grades 7-12)} \div 16 = 39.06 \text{ Support Units}$$

In general, school districts with more students fall into categories that receive larger divisors, while smaller districts receive smaller divisors. As a result, a small district needs fewer students to generate a support unit of funding than a large district. Some of the reasons for this are that larger districts can usually operate more efficiently, with greater economies of scale than small districts, and that small districts still need to be able to offer students a thorough, comprehensive education, notwithstanding their smaller size.

11-Year History of Discretionary Funding

Public Schools, \$ Per Support Unit of Discretionary Funding

