

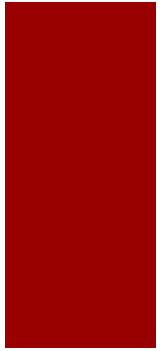


Supporting Our Schools

Recommendations from the
NYSASBO Foundation Aid Task Force

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New York State Association of School Business Officials
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New York Schools Are Graduating More Students

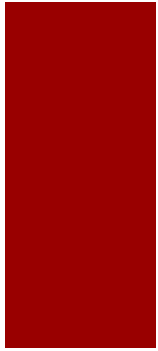


Four-Year Graduation Rate

All Students			Black Students			Hispanic Students		
2007	2011	Change	2007	2011	Change	2007	2011	Change
69%	78%	9%	51%	65%	14%	47%	65%	18%

Yet, Student Need is Growing

Student poverty grew almost three percent in recent years



THE GROWTH OF STUDENT POVERTY IN NEW YORK STATE

Percent of K-6 Students Eligible for Reduced-Price School Meals

	Count	2011	2012	2013	2014	2015	2016	Change
State	674	49.4%	50.4%	51.3%	51.7%	52.0%	52.3%	2.9%
NYC	1	78.2%	78.4%	77.6%	76.1%	74.7%	73.3%	-4.9%
Big 4	4	80.6%	80.7%	81.0%	81.4%	80.9%	80.7%	0.1%
HN Urban-Sub	45	65.0%	66.1%	68.2%	70.7%	72.0%	73.1%	8.1%
HN Rural	153	52.0%	53.1%	55.2%	56.4%	57.1%	58.0%	6.1%
Average Need	336	27.5%	28.9%	30.8%	32.2%	33.4%	34.8%	7.3%
Low Need	135	6.9%	7.7%	8.4%	8.6%	9.9%	11.0%	4.1%

SOURCE: NYSED data provided for state aid purposes, 2016.

The number of students with disabilities increased 11 percent



Change in Student Enrollment

2006-07 to 2014-15

	Percent Change	Number Change
General Ed Students	-3%	-90,425
Special Ed Students	11%	46,268
Total	-1%	-44,157

The number of English language learners increased 45 percent



**The number of ELLs
increased 45% statewide
from 2008 to 2015**

2008-09	147,652
2015-16	213,497
Percent Change	45%

SOURCE: Enacted Budget Data Files for
2009-10 and 2016-17

Why reexamine Foundation Aid? Our future depends on it.

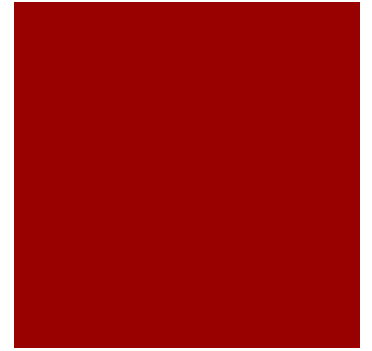


Framing the Message:

- All children are entitled to the opportunity for a good education that prepares them for success in later life.
- Adults have a responsibility to ensure that students have this opportunity.
- Poverty has a profound impact on educational opportunity and success.
- Educating all students benefits society.

Why school business officials?

- This is what school business officials do every day.
- Funding matters in education.
- The stakes are too high to let the formula go unexamined.
- There is value in getting input from those on the front line.



Foundation Aid Task Force

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Documents Reviewed

- Annotated research bibliography
- Primer on Foundation Aid (laws of 2015)
- 2016 Foundation Aid
- Background and options
 - Cost of providing a sound basic education
 - Weightings for students that need extra time and help
 - Equalizing aid
 - Local share
 - Accountability
 - Regional cost differences
 - Phasing in the formula
- <http://www.nysasbo.org/page/supporting-our-schools-a-study-of-new-york-state-foundation-aid-625.html>



Foundation Aid Goals

- Equity
- Adequacy
- Stability



Task Force Recommendations



Continue the Foundation formula with certain adjustments

Equity

- Improve the measurement of student poverty for the Pupil Needs Index
 - Use Direct Certification data in place of FRPL and use federal SAIPE data instead of Census data
 - Recognize the depth of poverty and the concentration of students from poverty backgrounds in the aid formula
 - Use the latest data for the regional cost index, need-resource categories, fiscal capacity, students, etc.
- Equalize aid fully for ability to pay
 - Eliminate the .65 Income Wealth Index floor which reduces aid to the lowest wealth school districts
- Provide categorical aid for the education of ELLs until Foundation Aid is fully phased in.

Adequacy

- Assess the cost of an adequate education including costs of success with at risk students
- Include graduation rate and measures of improvement as part of the threshold for success
- Conduct a new cost study to calculate the cost of educating English language learners and unaccompanied minors
- Provide resources for high need school districts to engage in strategic resource planning



Stability

- Phase in the formula within three years. Commit to this in law so that school districts can count on and plan for these aid increases.

