

# Welcome Task Force Members & Guests

## A few notes prior to the meeting starting:

Task Force Members, if possible, please change your screen name to be TF\_Your\_Name, please have your camera on and relevant documents available at the beginning of the meeting.

- Welcome to the public who are watching the meeting via Live Streaming. If we have a breakout session in today's meeting, individual breakout rooms will not be streamed. These discussions will not involve any decision making and a readout from each breakout will be provided when the full meeting resumes.
- If the public has any questions or comments, these can be sent via email to Amy Carman at [carman\\_a@cde.state.co.us](mailto:carman_a@cde.state.co.us)

# SB 23-287 School Finance Task Force



October 17, 2023

Virtual Meeting



SCHOOL + STATE  
FINANCE PROJECT

# Overview of Today's Agenda

1. Welcome & Norms Review (10 mins) (Info & Awareness)
2. Adequacy process update (5 mins) (Info & Awareness)
3. Administrative Survey Review (10 mins) (Discussion)
4. At Risk Workgroup Review (20 mins) (Discussion)
5. Break (5 mins)
6. Student Need Proposal Data Review (60 mins) (Discussion)
7. Break (5 mins)
8. Student Need Proposal Refinement (45 mins) (Discussion)
9. Break (5 mins)
10. Cost of Living Proposal Development (60 mins) (Discussion)

# Technical Etiquette

## Zoom Etiquette:

- Task Force Members, if possible, please have your screen name as **TF\_Your\_Name**. All other Participants please have your screen name as **Your\_Name\_Role**.
- Please do not utilize the chat function
- If you wish you to comment, please use the raise hand function within Zoom and wait to be called on by the facilitator
- Please do not interrupt someone as they are speaking
- Breakout Rooms & Straw Polls

# Guidelines for Interaction, Deliberation and Collaboration

- Appreciate that a variety of perspectives are represented throughout this Task Force
- Task Force Members should assume good intentions from other Task Force members
- All Task Force Members should strive to understand the intent of what has gone before and what didn't work
- When introducing or discussing new topics, please endeavour to provide a clear, concise breakdown of factors, what policies drive them and the funding that goes into each one
- Task Force Members are responsible to set aside sufficient time between meetings to accomplish all readings and work
- Please appreciate that Task Force Members are performing different roles than their day to day positions

# Project Plan

Sep

Tuesday, 12th

- Vision Setting
- Project Plan Buildout
- Adequacy Study Parameters Design

Friday, 29th

- Adequacy Study Parameters Vote
- Revisit At-Risk Task Force Decisions & No Decisions
- Unpack student need & additional costs associated
- Discuss & Review current and alternative ways to fund based on need (i.e. categorical funding)
- Develop 2 proposals to model

Oct

Tuesday, 17th

- Proposal Review/Refinement
- Review and discuss current history and purpose of Cost of Living
- Revisit At-Risk Task Force Decisions & No Decisions
- Develop 2 Proposals to model

Tuesday, 31st

- Proposal Review/Refinement
- Review and discuss current indexes utilized in formula understanding history, affect, and intended purpose
- Discuss and review alternative options to address concerns
- Develop 2 proposals to model
- Review basics and funding for Institutional Charter Schools and how they differ from other Charter Schools

Nov

Tuesday, 14th

- Proposal Review/Refinement
- Review current challenges & effects of mill levy overrides
- Devel 2 proposals to model
- Review and discuss current size factor
- Discuss alternative methods to adjust for size & geography
- Develop 2 proposals to model

Model Development & Buildout

Dec

Tuesday, 5th

- Review & discuss models and the interplay between proposals-
- Refine & align on proposals (identify additional modeling requirements)
- **Vote on Recommendations for**
  - **Prioritizing Student Need**
  - **Cost of Living Factor**
  - **Multiplicative Indexes**

Tuesday, 12th

- Review & discuss models
- **Vote on Recommendations for**
  - **ICSS**
  - **Size Factor**
  - **Undecided AT RISK proposals**

Jan

Friday, 12th

- Discuss and provide feedback (In person) for the Final Report

**Note:** Task Force Members will be able to provide feedback outside of the optional Jan meeting

# Workgroup Purpose & Scope

Required Task Force Action	Status
Recommendations due and parameters for 2024 study	Completed
Prioritizing student need in the formula	Model & revise draft recommendation
Recalibrating the cost of living factors	Identify, develop, and align on 2 proposals to model
Eliminating the use of multiplicative indexes	Not Started
Revising the size factor	Not Started
Securing Equalization in Mill Levy Overrides for Institute Charter Schools	Not Started
Report Detailing Findings	Not Started

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# Adequacy Study Process Update

**What have we done:** On Sep 29th the Task Force developed and approved 2 sets of parameters for 2 separate Adequacy Studies



**Current actions & next steps**

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# Administrative Survey

**Purpose of the Survey:** To collect feedback and input around meetings and resources

**Participation:** 14 out of 20 Task Force Members

**Takeaways ([Survey Results](#)):**

1. More breaks
2. Utilize Breakout Rooms
3. Model & data
4. More facilitation from the Task Force Chair

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# 2022 At Risk Working Group - History

Purpose of today's presentation is to answer....

1. What was the At Risk Measure Working Group and what was its purpose?
2. What did the Working Group achieve?
3. What did it not achieve?

Will utilize CDE's summary presentation to the State Board of Education in February 2023 as a foundation to answer these questions. Additional information / clarification shown in red.



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**COLORADO**  
Department of Education

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# At-Risk Measures Working Group Report to State Board of Education

February 8, 2023

The “why” behind the bill was to replace FRPL as the at-risk measure with something more usable and representative.

HB 22-1202 created a new At-Risk Measure for the School Finance formula and established a working group to provide input on several topics:

- collecting the necessary data to implement the measure;
- developing the neighborhood socioeconomic status index and determining the (minimum of) five index factors;
- determining how a student’s neighborhood socioeconomic index value should be incorporated;
- conducting pre-implementation modeling and testing with actual data;
- considering the impact of the new measure on other programs;
- determining the distribution of at-risk funding, how districts and charter schools will demonstrate that at-risk funding is being used to serve at-risk students, the process for initially identifying students, and the design of a hold-harmless provision.



## New At-Risk Measure

Identified Student  
Percentage (ISP)

+

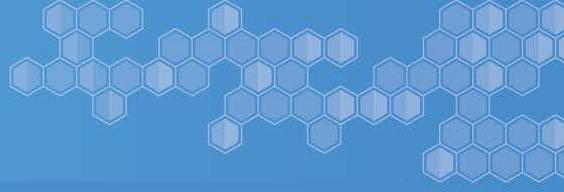
Neighborhood  
Socioeconomic Status (SES)  
Indicator

This is a headcount. It *replaces* using a count of students who qualify for free or reduced price lunch (FRPL).

URBAN INSTITUTE

This is a weighted count. It is new. It adds students to the ISP count based on the conditions in student neighborhoods. Currently assumes every student has some weight/need.

The two counts together result in a new, imputed at-risk count for each district. It is no longer a pure headcount.



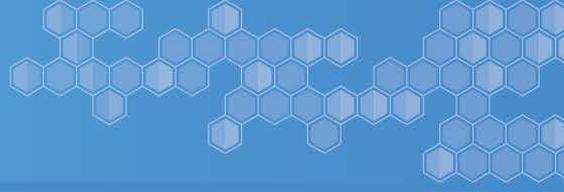
## Identified Student Percentage

- ISP = Directly Certified Students + Categorically Eligible Students
  - **Directly Certified Students:** Students who are administratively linked to their household's participation in SNAP or TANF (typically, 130% FPL or less), or Migrant Education Program.
  - **Categorically Eligible Students:** Students who experience homelessness (lack a fixed, regular, or adequate nighttime residence), participate in the Head Start program, or are determined to be a runaway, in foster care, or a migrant student.
- Eligible children may also be certified for free meals through their household's participation in Medicaid/CHIP+
- *This means that submission of a FRPL form will no longer make a student eligible for at-risk*

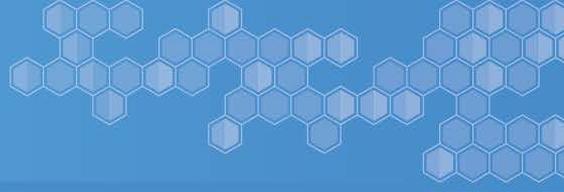
# Recommendations for SES Components

- The Socio-Economic Status (SES) is recommended to include the following data points from the American Community Survey (ACS):
  - Share of those in the same residence as of last year
  - Share of adults age 25 or older with a bachelor's degree or higher
  - Share of children under 18 who are adopted, foster, or living with relatives that are not their biological parents
  - Median household income
  - Share of occupied housing units with more than 0.5 occupants per room
  - Average ratio of income to rent/ownership costs
  - Share of children age 5 to 17 who speak non-English language at home

Every student's address is used to assess neighborhood conditions the district is serving. New impacts of school choice, MDOL.

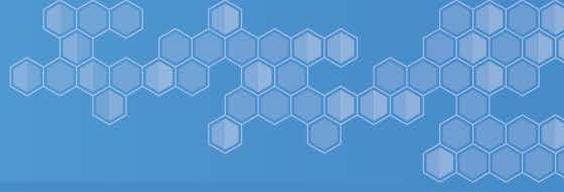


- **Count Equalization**
  - At-risk count should be equal to at least the total number of students identified as eligible for FRPL in SY2022-23
  
- **Hold Harmless**
  - Districts should not receive less At-Risk funding than they did in SY2022-23
  - Hold harmless provision should be reconsidered after first year of implementation and every five years thereafter



Every student in the district is placed into a quintile based on their address and associated census data.

- Use of Quintiles for SES
  - ACS data points should be averaged into an SES Index, which divides each Census block group into one of five socio-economic status quintiles
- Implementation timeline
  - The working group recommends waiting to implement the new At-Risk Measure until the 2024-25 school year



- Weight Among Quintiles

- 75 percent ISP, 25 percent SES Index - 8 votes
- 60 percent ISP, 40 percent SES Index - 1.5 votes
- 50 percent ISP, 50 percent SES Index - 9.5 votes

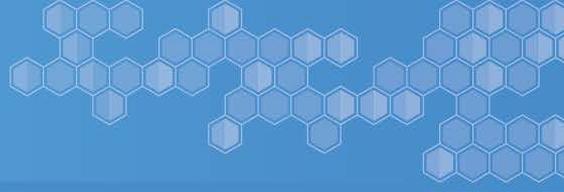
The working group was unable to resolve these 2 recommendations because of a lack of actual data to model the implications.

- At-Risk Measure Weighting

- (Low) 1, 0.8, 0.6, 0.4, 0.2 (High) – Even weight - 5 votes
- (Low) 1, 0.9, 0.7, 0.5, 0.3 (High) – Concentrated weight - 14 votes
- (Low) 1, 0.9, 0.8, 0.6, 0.2 (High) – Concentrated weight - 1 vote

This means students in the lowest need / high SES quintile are still weighted.





- Use of American Community Survey (ACS) in rural communities
  - ACS data may not fully represent the socioeconomic conditions of very small districts
- Timing of Medicaid/Children Health Plan (CHP) student count availability
  - Medicaid counts to include in ISP will not be available until July or August of 2023
- Large swings in ISP versus Free and Reduced Lunch percentages
  - ISP percentages are markedly different from their free and reduced lunch percentages as measured by deciles for ~20 districts

Current est. is October



# An Example

## How to Implement SES Index

Sample District 500 Students Total						
	ISP (30%) 150 Students	Lowest SES 80 Students	2nd SES 120 Students	3rd SES 200 Students	4th SES 50 Students	Highest SES 50 Students
<b>A</b>	150	$\frac{x 1.0}{80}$	$\frac{x 0.8}{96}$	$\frac{x 0.6}{120}$	$\frac{x 0.4}{20}$	$\frac{x 0.2}{10}$
	<b>150</b>	<b>326</b>				
<b>B</b>	150	$\frac{x 1.0}{80}$	$\frac{x 0.9}{108}$	$\frac{x 0.8}{160}$	$\frac{x 0.6}{30}$	$\frac{x 0.3}{15}$
	<b>150</b>	<b>393</b>				

Even quintile weight

Concentrated quintile weight

The ISP count and the SES count are multiplied by their weights in the formula (i.e. 60%/40%) to get the final imputed count.

# 2022 At Risk Working Group - History

Follow up questions to CDE

[CDE's At Risk Measure Working Group web page](#)

# What has to be true?

**Question:** How do you want to handle future modeling regarding the At-Risk factor in the context of needing to provide a comprehensive recommendation around student need in the state funding formula?

- Use current data to model\*
- Make some key assumptions that may require recommendations from this task force

\* For modeling developed for this meeting, current At Risk data was used

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# 5 Minute Break



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# Student Need Discussion: Progress to Date

## What have we done?

- Reviewed the components of school funding formulas.
- Task Force members provided perspectives on how the formula should prioritize student need.
- Facilitator synthesized perspectives and developed set of proposals for review.
- Task Force members provided input and feedback on proposals.
- Facilitator synthesized input/feedback, and modeled the impact of the proposed changes.

## ***Task Force Responsibility:***

The specific charge of the task force is to make recommendations to the school finance formula for the 2024-25 budget year, which includes the following:

*“prioritizing student needs in the formula, including measures, to the extent possible, that align the at-risk factor, english language learner factor, and special education categorical funding based upon available evidence-based research on student-centered funding that has a direct impact on student outcomes.”*

# Student Need Survey

**Purpose of the Survey:** To collect feedback and input on student need proposals.

**Participation:** 14 out of 20 Task Force Members

**Takeaways** ([Survey Results](#) and [Synthesis](#)):

1. Proposals are generally on the right track.
2. Proposals should include **increased** weights for student need.
3. Task Force members want to look at outputs!

# Process for Decision Making

## Process for Decision Making

1. Review the content through pre-reads, presentations, and discussion
2. Identify, develop, and align on 2 proposals to model
3. **Model & review data discussing impact, unintended effects, and potential outcomes**
4. Revise and finalize a draft recommendation
5. Utilizing aspects of Robert's Rules a member of the Task Force makes a motion to accept the proposed recommendation
6. Another Task Force member must 2nd it
7. The Task Force is given the opportunity to discuss
8. Once points of discussion have been raised the facilitator will move to take a vote on whether to accept or reject the proposed recommendation
9. If a majority vote to accept the proposal, it will be incorporated into the final report, if not, the proposal must be revised and finalized again (Step 4)

# Our goals for today

*We are not making any decisions, finalizing any recommendations, or voting on any changes today.*

## Our goals for today:

- **Share** how the proposed changes impact Colorado students and schools.
- **Provide space** for task force members to provide feedback, perspectives, and additional changes to proposals based on shared impact.
- **Understand** what information task force members need in order to make decisions.
- **Solidify** the next set of student need proposals for additional modeling and impact analysis.

# How we will review outcomes (1/2)

- Modeling outcomes will be analyzed and presented for each student need formula change, for each proposal in comparison to the other changes to a specific formula element.
  - For example, the impact of **increasing the current At-Risk weight to 1.0**, compared to **changing the current At-Risk weight to .29**.
- For each formula change, the following impacts will be presented:
  - Change in **total program cost occurring as a result of this change**, compared to other proposals.
  - Change in **total program cost (% and \$) compared to other proposals**.
  - By district per-pupil wealth (quartiles)
  - By district At-Risk percentages (quartiles)
  - By district size (quartiles)
  - By district sparsity (rural, small rural, urban)

# How we will review outcomes (2/2)

- Sample table for a **hypothetical proposal**

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3
			Increase At-Risk weight to 1.0, and remove cap (0.3) on total possible At-Risk weight.	Increase At-Risk weight to 0.5, and remove cap (0.3) on total possible At-Risk weight.	Increase At-Risk weight to 0.75, and remove cap (0.3) on total possible At-Risk weight.
Low (less than 34% At-Risk)	45	300,000	+\$100,000,000 +25%	+\$25,000,000 +15%	+\$50,000,000 +15%
Medium (between 34-46% At-Risk)	44	150,000	+\$200,000,000 +38%	+\$50,000,000 +25%	+\$100,000,000 +25%
High (between 46-59% At-Risk)	44	100,000	+\$300,000,000 +45%	+\$75,000,000 +35%	+\$200,000,000 +35%
Very High (greater than 59% At-Risk)	45	200,000	+\$400,000,000 +55%	+\$100,000,000 +45%	+\$300,000,000 +45%
<b>Total</b>	<b>178</b>	<b>750,000</b>	<b>+\$1,000,000,000</b> <b>+25%</b>	<b>+\$250,000,000</b> <b>+15%</b>	<b>+\$650,000,000</b> <b>+20%</b>
<b>Change to At-Risk Funding</b>	-	-	<b>+\$900,000,000</b> <b>+200%</b>	<b>+\$200,000,000</b> <b>+45%</b>	<b>+\$500,000,000</b> <b>+90%</b>

# Key Modeling Assumptions

*The figures presented in this presentation are estimates based on assumptions and available data, and are not official government estimates by CDE or LCS. These figures are subject to change with new data and policy changes.*

- The latest version of the School Finance Funding model for FY 2024-25 was used. This model was provided by CDE.
- Data for ELL by proficiency level and student eligibility and SPED Tier A and B counts were provided by CDE.
  - These counts may differ from the data provided in the FY 2024-25 models due to different reporting years. The data provided by CDE is for FY 2022-23, while the original model includes projections for FY 2024-25.
- For this analysis, **total program funding before the Budget Stabilization Factor** was evaluated across district types.
- At-Risk modeling uses current law at-risk counts and %s (**NOT new indicator**) contained in School Finance Funding model for FY 2024-25.

# At-Risk: Proposal Review

Student Need	Proposal 1	Proposal 2	Proposal 3
At-Risk	Increase At-Risk weight to at least <b><u>1.0</u></b> , in line with research recommendations.  Remove <b><u>cap (0.3)</u></b> on total possible At-Risk weight.	Increase At-Risk weight to <b><u>0.5</u></b> , as determined by Task Force Members.  Remove <b><u>cap (0.3)</u></b> on total possible At-Risk weight.	Increase At-Risk weight to <b><u>0.75</u></b> , as determined by Task Force Members.  Remove <b><u>cap (0.3)</u></b> on total possible At-Risk weight.

# At-Risk: Modeled Outputs for At-Risk Quartiles

Increasing At-Risk weight and removing the cap results in significant additional investments in total program funding (**\$1.4 billion to \$3.3 billion**). All proposals benefit **very high need districts** the most.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3
			Increase At-Risk weight to <u>1.0</u> , and remove cap ( <u>0.3</u> ) on total possible At-Risk weight.	Increase At-Risk weight to <u>0.5</u> , and remove cap ( <u>0.3</u> ) on total possible At-Risk weight.	Increase At-Risk weight to <u>0.75</u> , and remove cap ( <u>0.3</u> ) on total possible At-Risk weight.
Low (less than 34% At-Risk)	45	373,242	+\$1,190,915,195 +29%	+\$514,043,118 +12%	+\$893,527,639 +22%
Medium (between 34-46% At-Risk)	44	148,426	+\$545,852,974 +33%	+\$236,712,465 +14%	+\$392,441,627 +24%
High (between 46-59% At-Risk)	44	122,419	+\$587,702,414 +42%	+\$253,482,303 +18%	+\$420,592,358 +30%
Very High (greater than 59% At-Risk)	45	206,050	+\$1,314,852,600 +54%	+\$567,816,377 +23%	+\$941,334,489 +38%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$3,639,323,183</b> <b>+38%</b>	<b>+\$1,572,054,263</b> <b>+16%</b>	<b>+\$2,647,896,114</b> <b>+28%</b>
<b>Change to At-Risk Funding</b>	-	-	<b>+\$3,274,083,630</b> <b>+648%</b>	<b>+\$1,413,808,840</b> <b>+280%</b>	<b>+\$2,343,946,235</b> <b>+464%</b>

# At-Risk: Modeled Outputs for Size Quartiles

Changes to the At-Risk weight benefits larger districts on a **dollar basis** due to the number of funded pupils, however on a **percent basis**, all districts receive similar increases.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3
			Increase At-Risk weight to <u>1.0</u> , and remove <u>cap (0.3)</u> on total possible At-Risk weight.	Increase At-Risk weight to <u>0.5</u> , and remove <u>cap (0.3)</u> on total possible At-Risk weight.	Increase At-Risk weight to <u>0.75</u> , and remove <u>cap (0.3)</u> on total possible At-Risk weight.
Small (less than 217 students)	45	6,195	+\$48,207,793 +39%	+\$20,817,001 +17%	+\$34,512,397 +28%
Medium (between 217 and 583)	44	15,185	+\$81,321,706 +38%	+\$35,122,933 +16%	+\$58,222,319 +27%
Large (between 583 and 2,173)	44	51,025	+\$233,276,896 +39%	+\$99,085,389 +17%	+\$166,431,696 +28%
Very Large (greater than 2,173 students)	45	777,732	+\$3,276,516,788 +38%	+\$1,417,028,940 +16%	+\$2,388,729,701 +28%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$3,639,323,183</b> <b>+38%</b>	<b>+\$1,572,054,263</b> <b>+16%</b>	<b>+\$2,647,896,114</b> <b>+28%</b>
<b>Change to At-Risk Funding</b>	-	-	<b>+\$3,274,083,630</b> <b>+648%</b>	<b>+\$1,413,808,840</b> <b>+280%</b>	<b>+\$2,343,946,235</b> <b>+464%</b>

# At-Risk: Modeled Outputs for Per-Pupil Wealth Quartiles

Districts with low and high per-pupil wealth benefit the most from changes to the At-Risk weight.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3
			Increase At-Risk weight to <u>1.0</u> , and remove <u>cap (0.3)</u> on total possible At-Risk weight.	Increase At-Risk weight to <u>0.5</u> , and remove <u>cap (0.3)</u> on total possible At-Risk weight.	Increase At-Risk weight to <u>0.75</u> , and remove <u>cap (0.3)</u> on total possible At-Risk weight.
Low (less than \$127,250 PP)	45	204,531	+\$890,399,730 +39%	+\$385,452,919 +17%	+\$639,338,386 +28%
Medium (between \$127,250 and \$204,926)	44	425,773	+\$1,732,586,911 +36%	+\$755,881,489 +16%	+\$1,283,351,416 +27%
High (between \$204,926 and \$445,582)	44	179,613	+\$858,078,510 +41%	+\$363,799,776 +18%	+\$612,416,269 +29%
Very High (greater than \$445,582 PP)	45	40,220	+\$158,258,031 +32%	+\$66,920,079 +13%	+\$112,790,042 +23%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$3,639,323,183</b> <b>+38%</b>	<b>+\$1,572,054,263</b> <b>+16%</b>	<b>+\$2,647,896,114</b> <b>+28%</b>
<b>Change to At-Risk Funding</b>	<b>-</b>	<b>-</b>	<b>+\$3,274,083,630</b> <b>+648%</b>	<b>+\$1,413,808,840</b> <b>+280%</b>	<b>+\$2,343,946,235</b> <b>+464%</b>

# At-Risk: Modeled Outputs for Sparsity Type

For each proposal, urban districts receive the **largest dollar increases** in total program funding, but are receiving similar percent increases as rural or small rural districts.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3
			Increase At-Risk weight to <u>1.0</u> , and remove <u>cap (0.3)</u> on total possible At-Risk weight.	Increase At-Risk weight to <u>0.5</u> , and remove <u>cap (0.3)</u> on total possible At-Risk weight.	Increase At-Risk weight to <u>0.75</u> , and remove <u>cap (0.3)</u> on total possible At-Risk weight.
Urban	31	714,924	+\$3,018,571,874 +38%	+\$1,306,107,668 +16%	+\$2,204,097,212 +28%
Rural	37	97,226	+\$407,557,605 +37%	+\$173,843,504 +16%	+\$291,154,772 +27%
Small Rural	110	37,988	+\$213,193,704 +39%	+\$92,103,091 +17%	+\$152,644,130 +28%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$3,639,323,183</b> <b>+38%</b>	<b>+\$1,572,054,263</b> <b>+16%</b>	<b>+\$2,647,896,114</b> <b>+28%</b>
<b>Change to At-Risk Funding</b>	<b>-</b>	<b>-</b>	<b>+\$3,274,083,630</b> <b>+648%</b>	<b>+\$1,413,808,840</b> <b>+280%</b>	<b>+\$2,343,946,235</b> <b>+464%</b>

# Breakout Rooms: At Risk

## Discussion Topics

- Which change, or changes, prioritize student need in the formula, in your view?
- What additional changes or revisions would you make to the existing proposals based upon the impact shared today?
- Other than specific district-by-district impacts, what additional information do you need on the impact of formula changes moving forward?

### **10 Minute Breakout:**

- *Review data individually (1-3 mins)*
- *Discuss (4-10 mins)*

# At-Risk Concentration: Proposal Review

Student Need	Proposal 1	Proposal 2	Synthesis of TF Member Feedback
Concentration of At-Risk	No modification is prioritized at this time due to Task Force Member feedback.		None

# ELL: Proposal Review

Student Need	Proposal 1	Proposal 2	Proposal 3	Proposal 4
<p>English Language Learners (ELL)</p>	<p>Remove current ELL weight and implement additional weights for 3 proficiency categories sourced from Hawaii funding model:</p> <ol style="list-style-type: none"> <li>1. Fully proficient: <b><u>0.1</u></b></li> <li>2. Limited proficient: <b><u>0.25</u></b></li> <li>3. Non-English proficient: <b><u>0.5</u></b></li> </ol> <p>Aligned to EdBuild Moonshot Policy Recommendation.</p> <p>No eligibility cap for students, regardless of proficiency.</p>	<p>Increase current ELL weight to <b><u>0.5</u></b>, as determined by Task Force Members.</p> <p>No eligibility cap for students, regardless of proficiency.</p>	<p>Remove current ELL weight and implement additional weights for 3 proficiency categories sourced from Hawaii funding model:</p> <ol style="list-style-type: none"> <li>1. Fully proficient: <b><u>0.1</u></b></li> <li>2. Limited proficient: <b><u>0.25</u></b></li> <li>3. Non-English proficient: <b><u>0.5</u></b></li> </ol> <p>Aligned to EdBuild Moonshot Policy Recommendation.</p> <p>Increase student eligibility to 5 years regardless of proficiency.</p>	<p>Increase current ELL weight to <b><u>0.5</u></b>, as determined by Task Force Members.</p> <p>Increase student eligibility to 5 years regardless of proficiency.</p>

# ELL: Modeled Outputs for At-Risk Quartiles

Increases to the ELL weight or proficiency weighting results in **small increases** in total program funding between **2 and 4 percent**. Districts with **very high needs benefit** the most from each proposal.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3	Proposal 4
			Implement weights for 3 proficiency categories: Fully proficient: <u>0.1</u> , Limited proficient: <u>0.25</u> , Non-English proficient: <u>0.5</u> . <u>No eligibility cap</u> for students, regardless of proficiency.	Increase current ELL weight to <u>0.5</u> . <u>No eligibility cap</u> for students, regardless of proficiency.	Implement weights for 3 proficiency categories: Fully proficient: <u>0.1</u> , Limited proficient: <u>0.25</u> , Non-English proficient: <u>0.5</u> . <u>5 year eligibility cap</u> for students, regardless of proficiency.	Increase current ELL weight to <u>0.5</u> . <u>5 year eligibility cap</u> for students, regardless of proficiency.
Low (less than 34% At-Risk)	45	373,242	+\$55,166,587 +1%	+\$87,202,709 +2%	+\$37,489,486 +1%	+\$58,087,650 +1%
Medium (between 34-46% At-Risk)	44	148,426	+\$33,242,070 +2%	+\$48,084,753 +3%	+\$22,324,020 +1%	+\$31,074,233 +2%
High (between 46-59% At-Risk)	44	122,419	+\$31,336,705 +2%	+\$44,175,486 +3%	+\$21,575,576 +2%	+\$29,454,403 +2%
Very High (greater than 59% At-Risk)	45	206,050	+\$162,352,670 +7%	+\$227,249,826 +9%	+\$103,518,994 +4%	+\$135,010,015 +6%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$282,098,032</b> <b>+3%</b>	<b>+\$406,712,774</b> <b>+4%</b>	<b>+\$184,908,077</b> <b>+2%</b>	<b>+\$253,626,301</b> <b>+3%</b>
<b>Change to ELL Funding</b>	-	-	<b>+\$292,984,175</b> <b>+562%</b>	<b>+\$420,211,208</b> <b>+806%</b>	<b>+\$193,745,381</b> <b>+371%</b>	<b>+\$265,617,956</b> <b>+509%</b>

# ELL: Modeled Outputs for Size Quartiles

Very large districts receive the **largest increases** in total program funding under each proposal due to the large number of funded pupils.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3	Proposal 4
			Implement weights for 3 proficiency categories: Fully proficient: <u>0.1</u> , Limited proficient: <u>0.25</u> , Non-English proficient: <u>0.5</u> . <u>No eligibility cap</u> for students, regardless of proficiency.	Increase current ELL weight to <u>0.5</u> . <u>No eligibility cap</u> for students, regardless of proficiency.	Implement weights for 3 proficiency categories: Fully proficient: <u>0.1</u> , Limited proficient: <u>0.25</u> , Non-English proficient: <u>0.5</u> . <u>5 year eligibility cap</u> for students, regardless of proficiency.	Increase current ELL weight to <u>0.5</u> . <u>5 year eligibility cap</u> for students, regardless of proficiency.
Small (less than 217 students)	45	6,195	+\$1,166,064 +1%	+\$1,703,290 +1%	+\$702,567 +1%	+\$963,175 +1%
Medium (between 217 and 583)	44	15,185	+\$2,267,702 +1%	+\$3,633,123 +2%	+\$1,350,852 +1%	+\$2,141,123 +1%
Large (between 583 and 2,173)	44	51,025	+\$13,624,735 +2%	+\$20,243,729 +3%	+\$8,820,593 +1%	+\$12,257,914 +2%
Very Large (greater than 2,173 students)	45	777,732	+\$265,039,531 +3%	+\$381,132,632 +4%	+\$174,034,064 +2%	+\$238,264,088 +3%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$282,098,032 +3%</b>	<b>+\$406,712,774 +4%</b>	<b>+\$184,908,077 +2%</b>	<b>+\$253,626,301 +3%</b>
<b>Change to ELL Funding</b>	<b>-</b>	<b>-</b>	<b>+\$292,984,175 +562%</b>	<b>+\$420,211,208 +806%</b>	<b>+\$193,745,381 +371%</b>	<b>+\$265,617,956 +509%</b>

# ELL: Modeled Outputs for Per Pupil Quartiles

Districts with high or very high per-pupil wealth receive the **largest percent increases** in program funding under each proposal.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3	Proposal 4
			Implement weights for 3 proficiency categories: Fully proficient: <u>0.1</u> , Limited proficient: <u>0.25</u> , Non-English proficient: <u>0.5</u> . <u>No eligibility cap</u> for students, regardless of proficiency.	Increase current ELL weight to <u>0.5</u> . <u>No eligibility cap</u> for students, regardless of proficiency.	Implement weights for 3 proficiency categories: Fully proficient: <u>0.1</u> , Limited proficient: <u>0.25</u> , Non-English proficient: <u>0.5</u> . <u>5 year eligibility cap</u> for students, regardless of proficiency.	Increase current ELL weight to <u>0.5</u> . <u>5 year eligibility cap</u> for students, regardless of proficiency.
Low (less than \$127,250 PP)	45	204,531	+\$31,264,641 +1%	+\$45,475,512 +2%	+\$20,555,412 +1%	+\$28,676,439 +1%
Medium (between \$127,250 and \$204,926)	44	425,773	+\$138,714,483 +3%	+\$202,613,484 +4%	+\$94,184,938 +2%	+\$132,325,414 +3%
High (between \$204,926 and \$445,582)	44	179,613	+\$94,895,696 +5%	+\$134,231,352 +6%	+\$58,104,083 +3%	+\$76,356,052 +4%
Very High (greater than \$445,582)	45	40,220	+\$17,223,212 +3%	+\$24,392,426 +5%	+\$12,063,643 +2%	+\$16,268,396 +3%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$282,098,032</b> <b>+3%</b>	<b>+\$406,712,774</b> <b>+4%</b>	<b>+\$184,908,077</b> <b>+2%</b>	<b>+\$253,626,301</b> <b>+3%</b>
<b>Change to ELL Funding</b>	-	-	<b>+\$292,984,175</b> <b>+562%</b>	<b>+\$420,211,208</b> <b>+806%</b>	<b>+\$193,745,381</b> <b>+371%</b>	<b>+\$265,617,956</b> <b>+509%</b>

# ELL: Modeled Outputs for Sparsity Type

Under each proposal, urban districts receive the **largest dollar and percent increases** in total program funding. Again, due to serving a majority of CO students.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3	Proposal 4
			Implement weights for 3 proficiency categories: Fully proficient: <u>0.1</u> , Limited proficient: <u>0.25</u> , Non-English proficient: <u>0.5</u> . <u>No eligibility cap</u> for students, regardless of proficiency.	Increase current ELL weight to <u>0.5</u> . <u>No eligibility cap</u> for students, regardless of proficiency.	Implement weights for 3 proficiency categories: Fully proficient: <u>0.1</u> , Limited proficient: <u>0.25</u> , Non-English proficient: <u>0.5</u> . <u>5 year eligibility cap</u> for students, regardless of proficiency.	Increase current ELL weight to <u>0.5</u> . <u>5 year eligibility cap</u> for students, regardless of proficiency.
Urban	45	714,924	+\$239,463,966 +3%	+\$346,365,383 +4%	+\$156,271,110 +2%	+\$215,287,725 +3%
Rural	44	97,226	+\$34,591,508 +3%	+\$48,016,794 +4%	+\$23,627,202 +2%	+\$30,959,403 +3%
Small Rural	44	37,988	+\$8,042,558 +1%	+\$12,330,598 +2%	+\$5,009,764 +1%	+\$7,379,172 +1%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$282,098,032</b> <b>+3%</b>	<b>+\$406,712,774</b> <b>+4%</b>	<b>+\$184,908,077</b> <b>+2%</b>	<b>+\$253,626,301</b> <b>+3%</b>
<b>Change to ELL Funding</b>	-	-	<b>+\$292,984,175</b> <b>+562%</b>	<b>+\$420,211,208</b> <b>+806%</b>	<b>+\$193,745,381</b> <b>+371%</b>	<b>+\$265,617,956</b> <b>+509%</b>

# Breakout Rooms: ELL

## Discussion Topics

- Which change, or changes, prioritize student need in the formula, in your view?
- What additional changes or revisions would you make to the existing proposals based upon the impact shared today?
- Other than specific district-by-district impacts, what additional information do you need on the impact of formula changes moving forward?

### **10 Minute Breakout:**

- *Review data individually (1-3 mins)*
- *Discuss (4-10 mins)*

# ELL Concentration: Proposal Review

Student Need	Proposal 1	Proposal 2	Synthesis of TF Member Feedback
<p>Concentration of ELL</p>	<p>Given lack of comparison state frameworks, aligning to the existing CO Concentration of At-Risk calculation:</p> <p>For <b><u>districts with a percentage of at-risk pupils that exceeds the statewide average</u></b> and have <b><u>at least 459</u></b> pupils enrolled, the weight is increased by <b><u>0.03</u></b> for each percentage point above the average.</p> <p>For <b><u>districts with a percentage of pupils that exceeds the statewide average</u></b> and have <b><u>more than 50,000 pupils</u></b> enrolled, the weight is increased by <b><u>0.036</u></b> for each percentage point above the average.</p> <p>Do not include <b><u>cap (0.3)</u></b> on total possible ELL weight.</p>	<p>Given lack of comparison state frameworks, aligning to the existing CO Concentration of At-Risk calculation:</p> <p>For <b><u>districts with a percentage of at-risk pupils that exceeds the statewide average</u></b> and have <b><u>at least 459</u></b> pupils enrolled, the weight is increased by <b><u>0.03</u></b> for each percentage point above the average.</p> <p>For <b><u>districts with a percentage of pupils that exceeds the statewide average</u></b> and have <b><u>more than 50,000 pupils</u></b> enrolled, the weight is increased by <b><u>0.036</u></b> for each percentage point above the average.</p> <p>Include <b><u>cap (0.3)</u></b> on total possible ELL weight.</p>	<p>Eliminate ELL concentration if greater weights are applied</p>

# Special Education: Proposal Review

Student Need	Proposal 1	Proposal 2	Proposal 3
<p>Students with Disabilities</p>	<p>SPED Categorical dollars remain the same.</p> <p>Create formula weight based on actual Colorado per pupil spending data using state and local share of spending.</p> <p>Include an additional SPED weight in the formula that would ensure total spending from state and local sources derives a total weight of <b><u>2.32</u></b>.</p> <p><b>Note:</b> Justification around why “2.32”            FY 2021 Spending: \$995,403,128            FY 2021 Special Education Students: 106,299            FY 2021 Spending Per Student: \$9,364 per student            Total Per Pupil (inc. FY 21 Base): \$16,448 per student            Weight over Base (\$16,448 / \$7,083.61) = <b><u>2.32</u></b></p>	<p>SPED Categorical dollars remain the same.</p> <p>Include additional Tier A and B student weights in funding formula. Tier B’s weight is determined using the current funding per student by tier compared to the FY 21 Base Amount (\$7,083.61).</p> <p>Tier A: <b><u>0.5</u></b> (as determined by Task Force Members)            Tier B: <b><u>0.85</u></b> (\$6,000 / \$7,083.61)</p> <p>(\$6,000 being the maximum amount per student available for Tier B)</p>	<p>SPED Categorical dollars remain the same.</p> <p>Alternative Recommendation from TF Members:</p> <p>Move Tier A funding inside of the formula with a <b><u>0.75</u></b> weight. This will be known as the Supplemental Tier A funding.</p> <p>Continue to fund Tier B as is.</p>

# SPED: Modeled Outputs for At-Risk Quartiles

Depending on the proposal, including a SPED factor in the funding formula results in large or moderate increases in total program funding (**between 7 and 20 percent**). Districts with varying levels of need appear to have **similar percent increases** in total program funding.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3
			SPED Categorical dollars remain the same. Include an additional SPED weight in the formula of <u>2.32</u> .	SPED Categorical dollars remain the same. Include additional Tier A and B student weights in funding formula. Tier A: <u>0.5</u> , Tier B: <u>0.85</u>	SPED Categorical dollars remain the same. Move Tier A funding inside of the formula with a <u>0.75</u> weight.
Low (less than 34% At-Risk)	45	373,242	+\$1,069,313,622 +26%	+\$274,057,266 +7%	+\$270,398,751 +7%
Medium (between 34-46% At-Risk)	44	148,426	+\$467,544,925 +28%	+\$108,668,870 +7%	+\$114,539,841 +7%
High (between 46-59% At-Risk)	44	122,419	+\$394,437,903 +28%	+\$97,183,747 +7%	+\$100,155,974 +7%
Very High (greater than 59% At-Risk)	45	206,050	+\$715,001,199 +29%	+\$177,058,232 +7%	+\$181,935,306 +7%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$2,646,297,648</b> <b>+28%</b>	<b>+\$656,968,115</b> <b>+7%</b>	<b>+\$667,029,872</b> <b>+7%</b>
<b>Change to SPED Funding</b>	<b>-</b>	<b>-</b>	<b>+\$2,725,752,268</b>	<b>+\$677,702,556</b>	<b>+\$687,764,314</b>

# SPED: Modeled Outputs for Size Quartiles

Very large districts receive the **largest dollar increases** in total program funding under each proposal, while small districts receive the **largest percent increases** under each proposal.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3
			SPED Categorical dollars remain the same. Include an additional SPED weight in the formula of <u>2.32</u> .	SPED Categorical dollars remain the same. Include additional Tier A and B student weights in funding formula. Tier A: <u>0.5</u> , Tier B: <u>0.85</u>	SPED Categorical dollars remain the same. Move Tier A funding inside of the formula with a <u>0.75</u> weight.
Small (less than 217 students)	45	6,195	+\$39,941,933 +33%	+\$9,503,835 +8%	+\$10,992,992 +9%
Medium (between 217 and 583)	44	15,185	+\$67,132,852 +31%	+\$16,130,842 +8%	+\$18,139,232 +8%
Large (between 583 and 2,173)	44	51,025	+\$181,419,246 +30%	+\$44,539,645 +7%	+\$46,989,884 +8%
Very Large (greater than 2,173 students)	45	777,732	+\$2,357,803,617 +27%	+\$586,793,793 +7%	+\$590,907,763 +7%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$2,646,297,648</b> <b>+28%</b>	<b>+\$656,968,115</b> <b>+7%</b>	<b>+\$667,029,872</b> <b>+7%</b>
<b>Change to SPED Funding</b>	<b>-</b>	<b>-</b>	<b>+\$2,725,752,268</b>	<b>+\$677,702,556</b>	<b>+\$687,764,314</b>

# SPED: Modeled Outputs for Per Pupil Quartiles

Districts with varying levels of wealth appear to have **similar percent increases** in total program funding under each proposal.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3
			SPED Categorical dollars remain the same. Include an additional SPED weight in the formula of <u>2.32</u> .	SPED Categorical dollars remain the same. Include additional Tier A and B student weights in funding formula. Tier A: <u>0.5</u> , Tier B: <u>0.85</u>	SPED Categorical dollars remain the same. Move Tier A funding inside of the formula with a <u>0.75</u> weight.
Low (less than \$127,250 PP)	45	204,531	+\$625,073,556 +28%	+\$148,627,689 +7%	+\$149,569,703 +7%
Medium (between \$127,250 and \$204,926)	44	425,773	+\$1,281,379,294 +27%	+\$329,603,019 +7%	+\$332,310,192 +7%
High (between \$204,926 and \$445,582)	44	179,613	+\$595,164,064 +29%	+\$143,720,662 +7%	+\$146,597,228 +7%
Very High (greater than \$445,582 PP)	45	40,220	+\$144,680,734 +29%	+\$35,016,744 +7%	+\$38,552,750 +8%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$2,646,297,648</b> <b>+28%</b>	<b>+\$656,968,115</b> <b>+7%</b>	<b>+\$667,029,872</b> <b>+7%</b>
<b>Change to SPED Funding</b>	<b>-</b>	<b>-</b>	<b>+\$2,725,752,268</b>	<b>+\$677,702,556</b>	<b>+\$687,764,314</b>

# SPED: Modeled Outputs for Sparsity Type

Urban districts benefit the **most** under each proposal when looking at total program funding, however funding is **increasing at a similar rate** to rural or small rural districts.

Measured Impact on Total Program Funding	District Count	Student Counts	Proposal 1	Proposal 2	Proposal 3
			SPED Categorical dollars remain the same. Include an additional SPED weight in the formula of <u>2.32</u> .	SPED Categorical dollars remain the same. Include additional Tier A and B student weights in funding formula. Tier A: <u>0.5</u> , Tier B: <u>0.85</u>	SPED Categorical dollars remain the same. Move Tier A funding inside of the formula with a <u>0.75</u> weight.
Urban	31	714,924	+\$2,147,578,962 +27%	+\$536,320,589 +7%	+\$536,484,633 +7%
Rural	37	97,226	+\$327,488,867 +30%	+\$79,362,649 +7%	+\$84,581,134 +8%
Small Rural	110	37,988	+\$171,229,820 +32%	+\$41,284,876 +8%	+\$45,964,105 +9%
<b>Total</b>	<b>178</b>	<b>850,137</b>	<b>+\$2,646,297,648</b> <b>+28%</b>	<b>+\$656,968,115</b> <b>+7%</b>	<b>+\$667,029,872</b> <b>+7%</b>
<b>Change to SPED Funding</b>	<b>-</b>	<b>-</b>	<b>+\$2,725,752,268</b>	<b>+\$677,702,556</b>	<b>+\$687,764,314</b>

# Breakout Rooms: Special Education

## Discussion Topics

- Which change, or changes, **prioritize student need in the formula**, in your view?
- What additional changes or revisions would you make to the existing proposals based upon the impact shared today?
- Other than specific district-by-district impacts, what additional information do you need on the impact of formula changes moving forward?

### **10 Minute Breakout:**

- *Review data individually (1-3 mins)*
- *Discuss (4-10 mins)*

# Additional Student Needs

Student Need	Proposal 1	Proposal 2	Synthesis of TF Member Feedback
Concentration of At-Risk	No modification is prioritized at this time due to Task Force Member feedback.		None
Gifted & Talented	No modification is prioritized at this time due to Task Force Member feedback		<p>Comments re: adding GTE to formula</p> <p>“Move into the formula as a student-based factor. Identify a weight that reflects current funding levels.”</p> <p>Include weights as suggested in <a href="#">HB18-1232</a> (between 0.15 to 0.18 depending on district size)</p>
Grade Levels	No modification is prioritized at this time due to Task Force Member feedback		<p>Question re: new pre-k system</p> <p>“How does the new PreK system interact with the Grade Level option?”</p>
Low Socio-Economic Background	No modification is prioritized at this time due to Task Force Member feedback		None
Other	No modification is prioritized at this time due to Task Force Member feedback		None

# Overview of Today's Agenda

1. Welcome & Norms Review (10 mins) (Info & Awareness)
2. Adequacy process update (5 mins) (Info & Awareness)
3. Administrative Survey Review (10 mins) (Discussion)
4. At Risk Workgroup Review (20 mins) (Discussion)
5. Break (5 mins)
6. Student Need Proposal Data Review (60 mins) (Discussion)
7. **Break (5 mins)**
8. Student Need Proposal Refinement (45 mins) (Discussion)
9. Break (5 mins)
10. Cost of Living Proposal Development (60 mins) (Discussion)

# 5 Minute Break



# Overview of Today's Agenda

1. Welcome & Norms Review (10 mins) (Info & Awareness)
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3. Administrative Survey Review (10 mins) (Discussion)
4. At Risk Workgroup Review (20 mins) (Discussion)
5. Break (5 mins)
6. Student Need Proposal Data Review (60 mins) (Discussion)
7. Break (5 mins)
8. **Student Need Proposal Refinement (45 mins) (Discussion)**
9. Break (5 mins)
10. Cost of Living Proposal Development (60 mins) (Discussion)

# At-Risk: Proposal Feedback

Student Need	Proposal 1	Proposal 2	Proposal 3
At-Risk	Increase At-Risk weight to at least <b><u>1.0</u></b> , in line with research recommendations.  Remove <b><u>cap (0.3)</u></b> on total possible At-Risk weight.	Increase At-Risk weight to <b><u>0.5</u></b> , as determined by Task Force Members.  Remove <b><u>cap (0.3)</u></b> on total possible At-Risk weight.	Increase At-Risk weight to <b><u>0.75</u></b> , as determined by Task Force Members.  Remove <b><u>cap (0.3)</u></b> on total possible At-Risk weight.

# At-Risk Concentration: Proposal Feedback

Student Need	Proposal 1	Proposal 2
Concentration of At-Risk	No modification is prioritized at this time due to Task Force Member feedback.	

# ELL: Proposal Feedback

Student Need	Proposal 1	Proposal 2	Proposal 3	Proposal 4
<p>English Language Learners (ELL)</p>	<p>Remove current ELL weight and implement additional weights for 3 proficiency categories sourced from Hawaii funding model:</p> <ol style="list-style-type: none"> <li>1. Fully proficient: <b><u>0.1</u></b></li> <li>2. Limited proficient: <b><u>0.25</u></b></li> <li>3. Non-English proficient: <b><u>0.5</u></b></li> </ol> <p>Aligned to EdBuild Moonshot Policy Recommendation.</p> <p>No eligibility cap for students, regardless of proficiency.</p>	<p>Increase current ELL weight to <b><u>0.5</u></b>, as determined by Task Force Members.</p> <p>No eligibility cap for students, regardless of proficiency.</p>	<p>Remove current ELL weight and implement additional weights for 3 proficiency categories sourced from Hawaii funding model:</p> <ol style="list-style-type: none"> <li>1. Fully proficient: <b><u>0.1</u></b></li> <li>2. Limited proficient: <b><u>0.25</u></b></li> <li>3. Non-English proficient: <b><u>0.5</u></b></li> </ol> <p>Aligned to EdBuild Moonshot Policy Recommendation.</p> <p>Increase student eligibility to 5 years regardless of proficiency.</p>	<p>Increase current ELL weight to <b><u>0.5</u></b>, as determined by Task Force Members.</p> <p>Increase student eligibility to 5 years regardless of proficiency.</p>

# Special Education: Proposal Feedback

Student Need	Proposal 1	Proposal 2	Proposal 3
<p>Students with Disabilities</p>	<p>SPED Categorical dollars remain the same.</p> <p>Create formula weight based on actual Colorado per pupil spending data using state and local share of spending.</p> <p>Include an additional SPED weight in the formula that would ensure total spending from state and local sources derives a total weight of <b><u>2.32</u></b>.</p> <p><b>Note:</b> Justification around why “2.32”  FY 2021 Spending: \$995,403,128  FY 2021 Special Education Students: 106,299  FY 2021 Spending Per Student: \$9,364 per student  Total Per Pupil (inc. FY 21 Base): \$16,448 per student  Weight over Base (\$16,448 / \$7,083.61) = <b><u>2.32</u></b></p>	<p>SPED Categorical dollars remain the same.</p> <p>Include additional Tier A and B student weights in funding formula. Tier B’s weight is determined using the current funding per student by tier compared to the FY 21 Base Amount (\$7,083.61).</p> <p>Tier A: <b><u>0.5</u></b> (as determined by Task Force Members)  Tier B: <b><u>0.85</u></b> (\$6,000 / \$7,083.61)</p> <p>(\$6,000 being the maximum amount per student available for Tier B)</p>	<p>SPED Categorical dollars remain the same.</p> <p>Alternative Recommendation from TF Members:</p> <p>Move Tier A funding inside of the formula with a <b><u>0.75</u></b> weight. This will be known as the Supplemental Tier A funding.</p> <p>Continue to fund Tier B as is.</p>

# Additional Student Needs Proposal Feedback

Student Need	Proposal 1	Proposal 2
Concentration of At-Risk	No modification is prioritized at this time due to Task Force Member feedback.	
Gifted & Talented	No modification is prioritized at this time due to Task Force Member feedback	
Grade Levels	No modification is prioritized at this time due to Task Force Member feedback	
Low Socio-Economic Background	No modification is prioritized at this time due to Task Force Member feedback	
Other	No modification is prioritized at this time due to Task Force Member feedback	

# Overview of Today's Agenda

1. Welcome & Norms Review (10 mins) (Info & Awareness)
2. Adequacy process update (5 mins) (Info & Awareness)
3. Administrative Survey Review (10 mins) (Discussion)
4. At Risk Workgroup Review (20 mins) (Discussion)
5. Break (5 mins)
6. Student Need Proposal Data Review (60 mins) (Discussion)
7. Break (5 mins)
8. Student Need Proposal Refinement (45 mins) (Discussion)
9. **Break (5 mins)**
10. Cost of Living Proposal Development (60 mins) (Discussion)

# 5 Minute Break



# Overview of Today's Agenda

1. Welcome & Norms Review (10 mins) (Info & Awareness)
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3. Administrative Survey Review (10 mins) (Discussion)
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5. Break (5 mins)
6. Student Need Proposal Data Review (60 mins) (Discussion)
7. Break (5 mins)
8. Student Need Proposal Refinement (45 mins) (Discussion)
9. Break (5 mins)
10. **Cost of Living Proposal Development (60 mins) (Discussion)**

# Cost of Living Context

# Process for Decision Making

## Process for Decision Making

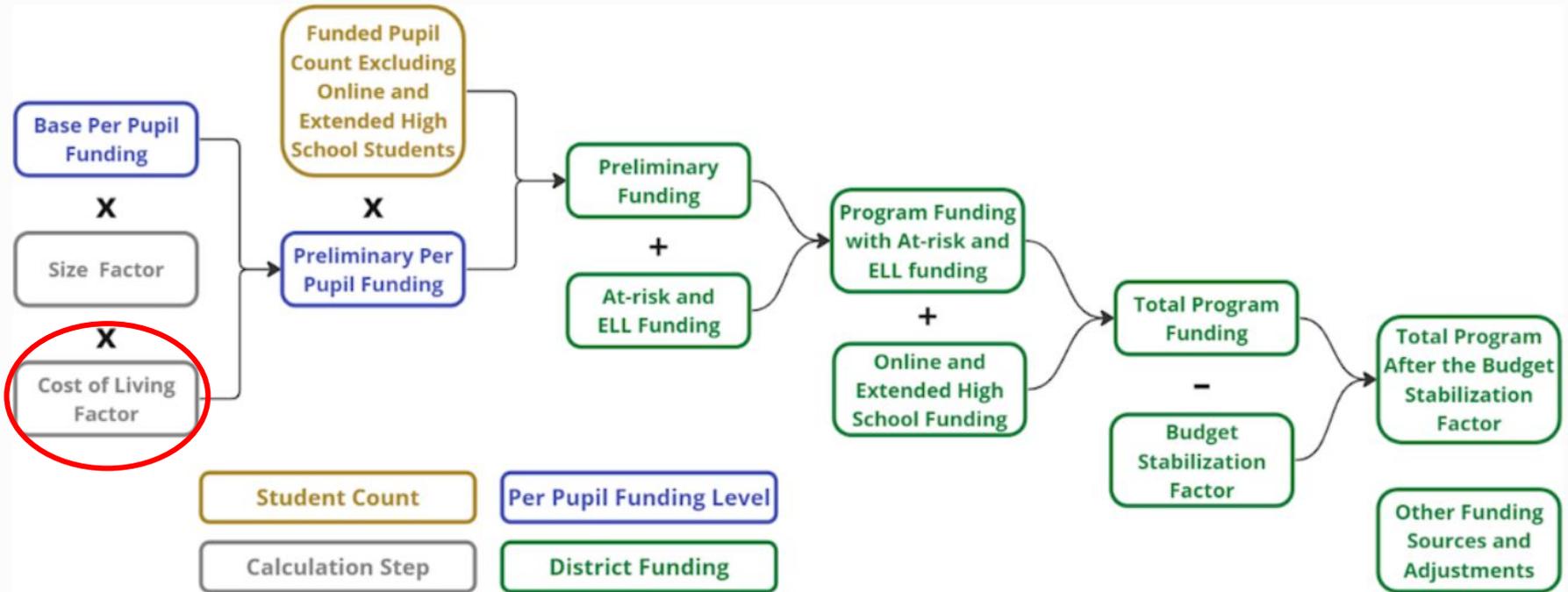
1. Review the content through pre-reads, presentations, and discussion
2. Identify, develop, and align on 2 proposals to model
3. Model & review data discussing impact, unintended effects, and potential outcomes
4. Revise and finalize a draft recommendation
5. Utilizing aspects of Robert's Rules a member of the Task Force makes a motion to accept the proposed recommendation
6. Another Task Force member must 2nd it
7. The Task Force is given the opportunity to discuss
8. Once points of discussion have been raised the facilitator will move to take a vote on whether to accept or reject the proposed recommendation
9. If a majority vote to accept the proposal, it will be incorporated into the final report, if not, the proposal must be revised and finalized again (Step 4)

# Common Questions

## CO School Finance Formula

Below is a diagram of the formula used to calculate funding for each Colorado school district. Click a part of the diagram to learn more.

“(B) RECALIBRATING THE COST OF LIVING FACTOR, CAPPING THE COST OF LIVING FACTOR, OR ALTERNATIVE METHODS TO ACCOUNT FOR THE COST OF LIVING, INCLUDING THROUGH CATEGORICAL FUNDING. A RECOMMENDATION CONCERNING A REVISED COST OF LIVING FACTOR MUST BE ABLE TO REGULARLY CHANGE AS A RESULT OF THE BIENNIAL COST OF LIVING STUDY.”



# Cost of Living: Develop Initial Set of Proposals

**Purpose of the Survey:** To collect feedback and input on the Cost of Living Adjustment

**Participation:** 13 out of 20 Task Force Members

**Responses**([Survey Results](#)):

**Discussion**

# Next Steps

- Complete Multiplicative Indexes Pre Read
- Compile/Model Cost of Living

# Closing

Recap of today's discussions



Our next *\*Tentative\** meeting is October **31**, 2023, **9 am- 1 pm**