

# Budget Workshop No. 3

*Date: March 22, 2018*



# Move Towards Equity

---

*Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.-HISD Board Of Education Vision, 2017*

# Terms Defined

---

- **Equity Funding**-Resources are distributed on a basis that assumes students need access to equal funding (e.g., State of Texas' basic allotment, Houston ISD's per unit allocation, or PUA)
- **Staffing Funding Model**-Full-time equivalents (FTEs) are provided to campuses based on ratios that 1) provide a base-level foundation of support 2) take into account the needs of the campus and 3) are within budget constraints

# Terms Defined

---

- **Weighted Funding**-Funding is based on students receiving weighted funding (derived from a base amount) tied to students' particular instructional arrangement

# Resource Allocation Under the Current Funding Model

Total Resource Allocation & Other Non-Federal Program Funds 2017-2018		
Base Resource Allocation (PUA)	\$747,854,940	88%
Base Resource Allocation (PUA) - Special Population (weighted)	\$57,546,078	6.8%
Capital Allocation	\$2,002,970	0.2%
Small School Subsidy	\$7,539,507	0.9%
Stipends	\$4,092,927	0.5%
Magnet	\$21,459,925	2.5%
High School Allotment	\$9,576,965	1.1%
<b>Total Resource Allocation &amp; Other Non-Federal Program Funds</b>	<b>\$850,073,312</b>	

# Does the Current Model Provide Equity?

---

- Increases in the per unit allocation have not benefitted small schools
- Increases in the per unit allocation have largely benefitted campuses with high enrollment
- The weighted funding and small school subsidy, while providing additional funds to small schools, cannot provide the resources necessary for some small schools to provide essential positions or increase discretionary funding available to the principal
- Increasing funding weights or the small school subsidy becomes a matter of available funding or reducing the per unit allocation

# Small Schools

---

- How does HISD define a small school?
  - Elementary less than 500 students
  - Middle less than 750 students
  - High less than 1,000 students
- In 2017-18 there are 83 campuses that fit the definition

# Current Small School Assistance

---

- Small school subsidy-\$850 per student below each threshold (e.g., Elementary campus with 360 enrollment receives  $140 \times \$850 = \$119,000$ )
- Capped at \$228,400 in 2017-18
- Budget for small school subsidy is \$7.5 million



# Nurses FTEs Under the Current Model

---

2017-2018 Small Schools	
Number of schools	83
Less than one nurse FTE	15 (18%)
At least one nurse FTE	29 (35%)
No nurse	39 (47%)

# Counselors FTEs Under the Current Model

---

<b>2017-2018 Small Schools</b>	
Number of schools	83
Less than one counselor FTE	10 (12%)
At least one counselor FTE	14 (17%)
No counselor	59 (71%)

## Librarian FTEs Under the Current Model

---

2017-2018 Small Schools	
Number of schools	83
Have less than one librarian FTE	3 (4%)
Have at least one librarian FTE	6 (7%)
No librarian	74 (89%)

# Addressing Small School Equity

---

- The proposed staffing model provides every school with a librarian, counselor and nurse, which are deemed essential positions
- Campus enrollment is no longer a limiting factor on whether essential positions can be funded
- Flexibility in the librarian and counselor positions

# Assistant Principals

---

2017-2018 Small Schools	
Number of schools	83
Have less than 1 Position	2 (3%)
Have at least 1 Position	41 (49%)
Have no position	40 (48%)

# Achieve180 Campuses

---

Category		A180 Small Schools
Superintendent Schools	10	7
Primary	8	6
Secondary	7	5
Tertiary	17	10
Total	42	28

## Small School Funding Under Staffing Model

---

	Campuses	Students	Amount	Inc/(Dec) Per Student
Increase in funds	63	26,197	\$12.3M	\$469
Decrease in funds	20	12,413	-\$2.9M	(\$233)

## Small School Funding Under Staffing Model

---

Student Ethnicity	Increased Funding	Decreased Funding
Asian/Pac Islander	234	227
African American	10,277	4,376
Hispanic	14,978	7,380
Native American	42	18
Two or More	139	63
White	527	349



## Funding Under Staffing Model- All Campuses

---

	Campuses*	Students	Amount
Increase in funds	184	112,376	\$27.7M
Decrease in funds	76	88,314	-\$27.7M

\*Excludes In-District Charters and Alternative Schools

## Funding Under Staffing Model- All Students

	Increased Funding	Decreased Funding
Asian/Pac Islander (4%)	4,163	4,319
African American (24%)	30,498	17,966
Hispanic (62%)	67,452	58,196
Native American (<1%)	160	157
Two or More (1%)	1,375	786
White (9%)	8,728	6,890

---

# Staffing Model

# Staffing Model

## Foundation and Customization

- Provides a known level of foundational support for campuses
- Adjusted every year as needed subject to available funding
- Can be customized to address increased support to select campuses

# Staffing Model

## Foundation and Customization

- Provides counselors, nurses, librarians, and fine arts accessibility to all campuses regardless of size
- Principals input will be sought yearly to adjust the model based on campus needs and district initiatives
- Anticipate cost increases in athletics, UIL, and substitutes due to centralization
- Flexibility is inherent in the model but tempered by available funding

# Principal Flexibility

---

- Can use points from positions as non-salary or to pool for positions
- After the first counselor can trade additional counselors for social workers / social services, deans of instruction
- Middle and High Schools have flex positions that can be used at their discretion
- After first AP can trade or upgrade to deans of instruction
- If no library can trade librarian for media specialists or reading specialists
- Can exchange teaching positions for other instructional support positions (e.g., Intervention teacher, reading specialist)
- Funding is still provided for special programs such as gifted and talented, state compensatory and bilingual programs
- Special education and Career and Tech funding is also distributed to campuses but outside the model

# One Example of Flexibility-Points

Position	Model Generates	Points	Average Salary	Flexible Funds
Assistant Principal	1.2	.2	\$65,600 x .2	\$13,120
Counselor	1.6	.6	\$60,900 x .6	\$36,540
General Clerk	1.8	.8	\$23,600 x .8	\$18,880
Fine Arts/PE	5.4	.4	\$56,700 x .4	\$22,680
Teacher Specialist	1.6	.6	\$58,100 x .6	\$34,860
Teacher Aide	1.6	.6	\$21,000 x .6	\$12,600
Total	13.2	3.2		\$138,680

# Other Funding Sources

---

- Magnet
- Career and Technology
- Special Education
- High School Allotment
- Targeted Assistance
- Achieve 180
- Specialized funding as needed and available
- Title I
- Title II



# Centralized Programs

---

- Athletics
- UIL Academics
- Copier Leases
- Special Education Shared Services
- Classroom Substitutes
- International Baccalaureate
- Career and Technology Education
- District-wide stipends (athletics, lead teacher, Grad Lab, Department Chair, etc... excludes special pay)

# Coming Deadlines

---

- Several board budget workshops scheduled over the next few months
- Campus and department budget amounts must be distributed in early April, 2018
- Campus and department budget amounts must be received by late April, 2018.
- Budgets must be compiled and entered into system by mid May, 2018
- Truth In Taxation notice in paper early June, 2018.
- Budget adoption in June, 2018