

EXHIBIT I

Comprehensive Investment in Student Achievement (CISA)

Comprehensive Investment in Student Achievement (CISA)

1. Changes K-12 Public School Funding System
2. Modifies Accountability System

Funding System Changes

6/4/2024

Comprehensive Investment in Student Achievement (CISA)

Funding System Changes

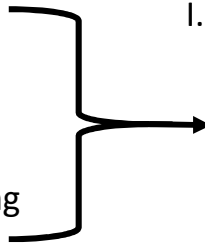
1. **Prior-Year ADM**



Current-Year ADM

2. **Multiple Funding Streams**

- I. Foundation Funding
- II. Categorical Funding
- III. Supplemental Funding
- IV. Select Other State Funding



Single Funding Stream

- I. Per-Student Amount =
 - A. Base Funding +
 - B. Student Weights +
 - C. Direct Funding +
 - D. Outcomes Funding

6/4/2024

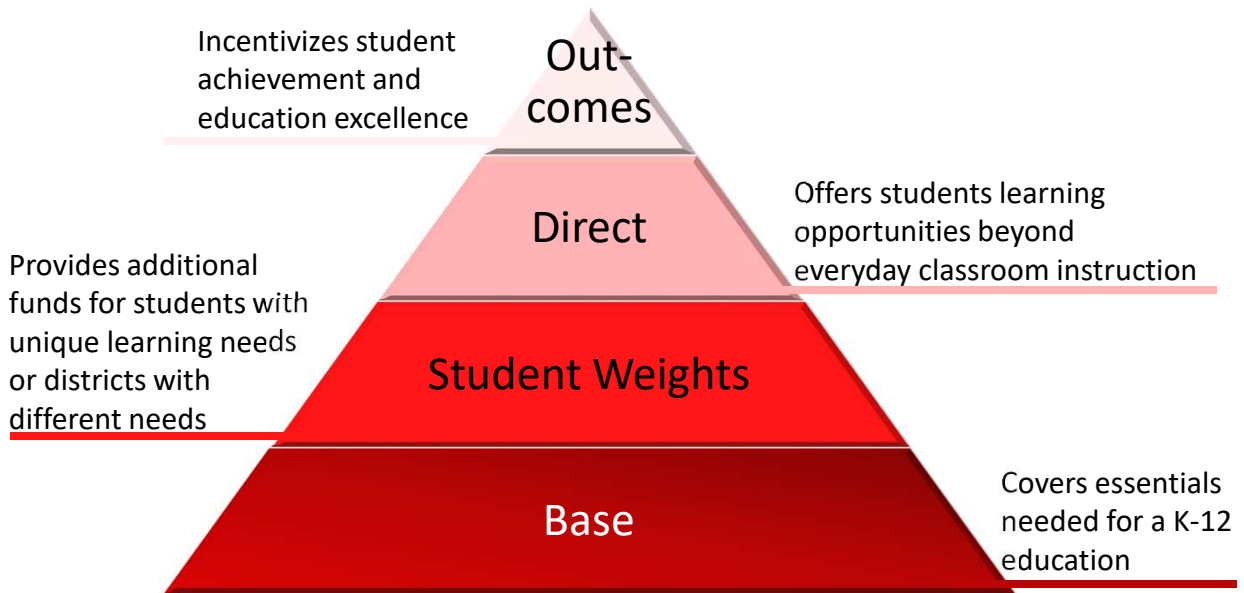
Comprehensive Investment in Student Achievement (CISA)

Funding System Changes

- 3.
 Requires newly created base funding amount, weights, and direct funding amounts be reviewed and recommended by House and Senate Education Committees during biennial adequacy study
- 4.
 Includes funding based on student outcomes that would be created in conjunction with the Division of Elementary and Secondary Education (DESE)

6/4/2024

CISA – Framework of Student-Based Funding Formula



6/4/2024

CISA – A. Base Funding (Per-Student Amount)		
Instructional Supports	For Teachers	Instructional Materials and Supplies
<ul style="list-style-type: none"> • Classroom teachers; • Principals, Asst. Principals, and Instructional Facilitators; • Art, Music, and P.E. teachers; • Counselors; • Social Workers; • Psychologists; • Librarians; • Nurses; • Secretaries; • Special education teacher; • Substitute teachers; • Supervisory aides; and • Other classified personnel 	<ul style="list-style-type: none"> • Duty free lunches; • Interventions; and • Professional development 	<ul style="list-style-type: none"> • Textbooks; • Technology; • Instructional and non-instructional equipment; and • Classroom-related travel
	Operational Expenses	Support Systems
	<ul style="list-style-type: none"> • Maintenance; • Baseline transportation; • Coordinated school health programs; • Family resource centers; • Alternative learning environments; and • Custodians 	<ul style="list-style-type: none"> • Superintendents of public school districts; • Technology directors; and • Administrative assistance support

6/4/2024

CISA – B. Student-Based Weights (% of Base Amount)	
1. Economically Disadvantaged Students	4. Students Receiving Dyslexia Services
<ul style="list-style-type: none"> a) Students eligible for free or reduced-price lunches b) Students in schools with 40% or more of Economically Disadvantaged Students 	
2. English Learner Students	5. Gifted and Talented Students
3. Students in Special Education (SPED)	6. Students in Sparse Districts
<ul style="list-style-type: none"> a. <u>Level 1</u> = >80% school day in regular classroom OR in public facility b. <u>Level 2</u> = Medical inpatient facilities or Home c. <u>Level 3</u> = 40% - 79% school day in regular classroom d. <u>Level 4</u> = >50% school day in private facility e. <u>Level 5</u> = <40% school day in regular classroom 	<ul style="list-style-type: none"> a) <u>Sparse Districts</u> = Between 2.01 and 2.5 students per ADM per sq. mile b) <u>Sparser Districts</u> = Between 1.51 and 2 students per ADM per sq. mile c) <u>Very Sparse Districts</u> = Less than 1.5 students per ADM per sq. mile

6/4/2024

CISA – B. Student-Based Weights (% of Base Funding)

7. Students in Small Districts

- a) Small Districts = District enrollment between 501 and 1,000 students
- b) Smaller Districts = District enrollment between 351 and 500 students
- c) Very Small Districts = District enrollment 350 or fewer students

8. Students in Districts with Transportation Needs (Districts must have prior year bus riders and route miles)

- a. Low Need = Non-sparse districts
- b. Medium Need = Sparse and sparser districts
- c. High Need = Very sparse districts

9. Students in Districts with Declining Enrollment

Students in districts with declining enrollment above 5% from the previous school year

6/4/2024

CISA – C. Direct Funding (Additional Per-Student Amount)

1. K-3 Literacy

All Students in K-3rd Grades

3. ACT Testing

High School Juniors OR Seniors who have not previously taken a postsecondary assessment or have taken only one time

2. 4th Grade Tutoring

Rising 4th Grade Students Achieving Performance Level Rating of the 2 lower performance categories on the ELA* portion of the state assessment

4. Career and Technical Education (CTE) Concentrators

CTE Concentrators have completed at least two courses in a single CTE program or program of study

*ELA refers to English Language Arts

6/4/2024

CISA – D. Outcomes Funding (% of Base Funding)

- 1. 3rd Grade Students Ready/Exceeding on ELA (State Assessment)
- 2. 8th Grade Students Ready/Exceeding on ELA and Math OR Growth Scores Above 80 in ELA and Math (State Assessment)
- 3. Career and Technical Education Completers
- 4. Students Meeting All Four ACT Benchmarks

Specific student groups will generate outcome incentive dollars at 2 times the rate of student not in these groups:

- Economically disadvantaged students (students eligible for free or reduced-price lunches)
- English learners
- Students in special education

*Outcome measures will likely change to adhere to state’s new assessment and diploma and accountability systems.

6/4/2024

CISA – Student Funding Examples

• Each student generates a distinct amount of funding based on his/her characteristics.



Mike: 1st grade, English Language Learner, In Special Education, and In a Small District With No Bus Riders and Route Miles

Mike’s funding =

- Base Funding +
- English Learner Weight +
- Special Education Level 1 Weight +
- K-3rd Grade Literacy Amount +
- Small School District Weight



Darnisa: 8th grade, In a Very Sparse School District with Declining Enrollment, and Meeting Select Outcome Measure

Darnisa’s funding =

- Base Funding +
- Very Sparse District Weight +
- High Need Transportation Weight +
- Declining Enrollment Weight +
- Outcome Measure Weight



Lee: 11th grade, Economically Disadvantaged Student, In District With Low Transportation Need, CTE Concentrator, and Meeting a Select Outcome Measure

Lee’s funding =

- Base Funding +
- Economically Disadvantaged Weight +
- Low Need Transportation Weight +
- CTE Concentrator Direct Amount +
- Outcome Measure Weight

6/4/2024

Accountability Changes

6/4/2024

Comprehensive Investment in Student Achievement (CISA)

Summary of Accountability Changes

- Requires public schools to produce annual accountability report and DESE will produce annual summary of those reports
- Public schools with “D” or “F” letter grade or less than satisfactory evaluation may be required to have hearing before State Board of Education (SBOE)
 - Possible Correction Actions that SBOE can take:
 - Require school to submit to DESE for approval and implement a correction action plan that DESE will report on; OR
 - Require DESE to audit and investigate the academic programming and spending of the public school and report outcomes

6/4/2024

Comprehensive Investment in Student Achievement (CISA)

Summary of Accountability Changes

- Creates Progress Review Board
 - Establish a public school's minimum goal to increase the school's third-grade student-performance rating to TBD% of third-grade students achieving in the top two levels of the comprehensive student assessment program
 - If public schools do not reach this goal within three years, board can take additional action(s):
 - Recommend that the Secretary of Education require the school to complete additional training for school board members about budgeting to increase student achievement
 - Annually review each accountability report submitted by the school

6/4/2024

Comprehensive Investment in Student Achievement (CISA)

Summary of Accountability Changes

- Progress Review Board includes:
 - Secretary of Education;
 - Commissioner of Elementary and Secondary Education (if different than Secretary)
 - Chair of the State Board of Education
 - Two members of the Senate appointed by the President Tempore of the Senate; and
 - Two members of the House of Representatives appointed by the Speaker

6/4/2024

Questions?

6/4/2024