

Commission To Strengthen the Adequacy and Equity of
Certain Cost Components of the School Funding Formula

Meeting
Burton Cross Office Building
111 Sewall St., Augusta, ME
Education and Cultural Affairs Committee Room 202

November 6, 2014

MINUTES

- I. Call to Order
 - a. Sen. Millett called the meeting to order at 9:34 a.m.

- II. Roll Call - Co-chair Sen. Rebecca Millett, Co-chair Rep. Brian Hubbell, Jill Adams, Charles Betit, Kathryn Colfer, Jude Cyr, Rep. Mattie Daughtry (entered at 9:50), Dick Durost, Deborah Friedman, Martha Harris (entered at 10:00), Daniel Higgins, Rep. Beth Turner.
ABSENT - Sen. Brian Langley, Kim Buckheit, Jim Rier, Jim Grant,
 - a. Also present – Maine DOE staff Suzan Beaudoin, Jennifer Pooler; Maine Education Policy Research Institute staff Dr. David Silvernail, Craig Mason, Jim Stone, Bernadette Doykos , Amy Johnson; OPLA staff Dr. Phil McCarthy.

- III. Consideration of the Minutes of October 20, 2014 –
Motion by Dan Higgins, seconded by Jude Cyr to accept the Minutes of October 20, 2014 as written. Voted unanimously by those present.

- IV. Review Program Report as directed by section 6 of Resolve Chapter 114

- V.
 - a. Current status of the Work Plan
 - i. Various stages on Items 1, 2, and 3.
 1. Item 1 – Should have information ready for Nov. 25 meeting
 2. Item 2 – Up for discussion today
 3. Item 3 – Professional development – will be prepared to share this information at Nov. 14 meeting

 - b. Discuss in detail –
 - i. Item 2 – Support for economically disadvantaged students; Title I funds.

*Paragraphs A & B
Analysis of Student-Teacher Ratios*

Current regular classroom EPS student-teacher ratios (p. 2)

Geographically Isolated Small Schools (p. 2)

Teacher Ratios by EPS School Types (K-5, 6-8, 9-12) (p. 3)

- Public schools only; does not include private schools, the academies, or charter schools

Teacher Ratios by Performance (high performing schools/lower performing)

- Not a great difference between ratios of high or low performing schools

Teacher Ratios based on Efficiency (p. 5)

- Must be high performing AND have a high return on spending
- Begin to see disparity in ratios when you add in the per-pupil expenditures

Teacher Ratios by Poverty Level (p. 6)

- Poverty level is not driving the ratios; does not stand out
- Many of the higher poverty schools are smaller, therefore receive an EPS adjustment for small school adjustment

Teacher Ratios by School Size (p. 7)

- Find larger differences here
- Low number of “small” middle schools
- Large difference between ratios at the high school level (p. 8)

Teacher Ratios by Beating the Odds (p. 9)

- Schools that are high poverty and are performing better than and less than would be expected

Analysis of Student-Education Technician Ratios

Current EPS Student-Ed Tech Ratios (p. 10)

Ed-Tech Ratios by School Type (p. 11)

- Much higher percentage of Ed Techs being paid with Title 1 funding

Ed-Tech Ratios by Performance (p. 12)

Ed-Tech Ratios by Efficiency (p. 13)

Ed-Tech Ratios by Poverty (p. 14)

- Do start see a difference

Ed-Tech Ratios by School Size (p. 15)

- Very large difference between small schools and large schools

Ed-Tech Ratios by Beating the Odds (p. 16)

Poverty doesn't seem to drive the ratios as much as school size

Small school adjustments that are currently in place are having an impact on ratios

Paragraph D

Summer School and Extended Day

Summer School Programming for Struggling Students (p. 2)

Literature Research Findings (p. 3)

- Will have information to share on “summer loss” for Maine students for the Education Committee this session.
- Commission charge is to focus on the effectiveness of summer programs NOT on “summer loss”.
- Cumulative effect of attending more than one summer.
- Enduring effects lasting up to two years after program participation

Characteristics of Effective Summer Programs – RAND report (p. 4)

Maine specific Summer School Programming (p. 6)

- 10 Maine districts were targeted; focused on those with high population of disadvantaged students, geographically diverse

Cost of Quality Programs - Wallace Foundation report (p. 7)

Cost of Quality Programs – RAND report (p. 8)

- District programs less expensive than community run

Cost of Maine Programs (p. 10)

- Variety of funding sources – grant, private foundation, local, etc.

Most of the ten Maine programs studied contained many of the characteristics of Effective Summer Programs designated in the RAND report.

Majority of costs associated with programs pays for staff

Variation as to how teachers were paid (contracted per-diem rate, stipend)

Cost estimates by MEPRI are all inclusive (transportation, meals, salary, etc)

Delivery of programming and transportation were based on local need

Data gathered for characteristics chart on p. 6 was mostly self-reported. Although research staff did visit the programs.

Did age of student effect program cost? Most districts targeted K-5 students.

Paragraph E

Develop models for funding programs

Picus Evidenced-Based Model (p. 2)

- High intensity (more than the 80 hours recommended nationally)

National Research (p. 2)

Using Maine Data (p. 2)

Example Model for Consideration (p. 3)

- Base cost on what the real costs of an effective summer school program should be.

Additional Considerations: Decision Points – (p. 3)

- Who Should Pay? (p. 3)
 - State must pay 90% or not do it per Maine Constitution.
- How should funds be distributed? (p. 3)
 - Economically disadvantaged threshold
- How should funds be received? (p. 4)
 - Targeted funds
- What duration? (p. 4)
 - Continuous, contingent on evaluation results
- Who should be targeted? (p. 4)
 - Keep focus on economically disadvantaged students – Commission’s charge

What are the core cost components of an effective summer program?

*Minimum of 4 hours a day/6 weeks (80 hours) program flexibility

- Salary, transportation, facilities, meals
 - Jill Adams will check with SPED Directors who have been doing this for a long time to see what some of the costs are

Need more confidence in the cost per student

- What would we assume the program to look like?
 - Recommendation to ask the 10 districts to breakdown their cost
 - What does summer program actually consist of in 10 districts
 - Assumptions will have to be made as the estimated cost is developed

MEPRI - Propose 2 models

- K-8
- K-12

What are the differences between summer school and the regular school day?

What are people thinking about Item 2 (C)?

What would ED 279s look like with Title I removed? Do the ratios suggest that it’s warranted?

***Request to DOE and MEPRI for one-pager explaining how Title I and ratios would hypothetically impact state and local allocations and funds, with 2-3 school district examples."

VI. Other

VII. Next meetings – all meetings will be held in the Education and Cultural Affairs Committee Room 202 of the Burton Cross Office Building, 111 Sewall Street, Augusta, ME.

- a. November 14 – ½ day
 - Item 3 of Work Plan
- b. November 25 – full-day

- Item 1 of Work Plan
- c. December 4 - full-day

VIII. Meeting ended at 12:37 p.m.

Respectfully submitted by Jennifer Pooler
Approved: