

Costing Out and the Colorado Costing Out Update

Justin Silverstein, APA and
Tracie Rainey, CSFP

History of Costing Out

- Based on standards-based reform
- Standards have been for what students/teachers/schools/districts/states must accomplish
- States have created ways to measure success in meeting the standards and hold entities accountable for meeting the standards
- Costing out works to understand the resources necessary for students/teachers/schools/districts/states to accomplish the goals

Who/Why/How/Result

- Costing out has been done in well over 20 states
 - APA has been involved in around 20 studies
- Studies have been commissioned by Governors, Legislatures, Departments of Ed. and advocacy groups

Who/Why/How/Result

- Four accepted approaches have been developed and accepted by legislatures and courts
 - Professional Judgment – most commonly used
 - Successful Schools
 - Evidence Based
 - Statistical Modeling
- Approaches have standard implementation procedures and focus on identifying the resources needed to meet standards.
 - The PJ examines meeting ALL state standards and to allow ALL students to be successful
 - SSD can only focus on what it takes to be successful currently

Who/Why/How/Result

- A number of states have taken the results, even outside of court rulings, and implemented them into new formulas
- Most have phased in over time any needed additional revenues
- States include Maryland, Pennsylvania, Massachusetts, New Jersey, Mississippi, Kansas, Wyoming

Purpose of Costing Out

- Identify the parameters needed to run a school finance system – Adequate amount – equity becomes more a part of the structure of the funding system
 - Base cost – cost of serving a student with no special needs in a district with no special circumstances
 - Adjustments for special student needs – including special education, at-risk, ELL and gifted and talented
 - Adjustments for special circumstances in districts – including size

Costing Out Update

- Fully redid the successful school district study
 - Allowed us to examine most recent expenditures for the 18 districts identified as Accredited with Distinction for 2010-11 as identified by the state
 - Can attain the base cost figure using the SSD
 - Examined the spending of those districts deemed “most successful” at a point in time, in this case 2010-11. Doesn’t ensure that districts are meeting all state requirements. (Before full implementation CAP4K, Read Act, SB 191, and SB 163)

Costing Out Update

- Did an update of the professional judgment study
 - Focused on requirements that were either new since previous study or less fully understood and/or implemented during previous study
 - Panels included READ Act, SB 191, turnaround / priority improvement implications and system review panel
 - Panels included participants in pilots for SB191 and those familiar with requirements of READ act and Turnaround
 - Included geographic and size representation

PJ Resources

- Higher teacher salaries;
- Small class sizes: on average, 15:1 in K-3, and 25:1 in all other grades;
- An increased focus on educator effectiveness
- Additional counselors at the high school level
- Additional staff to support special needs students-Special Education, at-risk, ELL, gifted
- An extended school day for struggling students and an extended school year (10 days) for almost all students;
- A wide range of additional learning opportunities, including virtual, distance and online learning, and concurrent enrollment;
- A 21st Century technology environment;
- Full day kindergarten; and
- Preschool for all at-risk three and four year olds.

Results

- SSD - \$6,819 (\$6,051 – 2011 study)
- PJ - \$7,837(\$7,738 – 2011 study)
- Weights stay the same from previous study
- Base cost in 2010-11 in the state's formula was \$5,529.71

How to Use Results

- The SSD figure represents what 18 districts spent to be deemed “successful” in 2010-11
- PJ identifies the resources needed for all districts to fully implement all requirements and allow all students/teachers/schools to fully meet standards
- Weights make adjustments to allow special needs students and districts with special circumstances to meet all requirements and standards

Contacts

- Tracie Rainey, CSFP – 303-860-9136 or raineytracie@gmail.com
- Justin Silverstein, APA – 720-227-0075 or jrs@apaconsulting.net