

Comparison of Proposed Ohio Evidence Based Model (OEBM) to Present System

PRESENT		EVIDENCE BASED MODEL (OEBM)
<p><i>Uses a sampling of successful Ohio "gap aid" school districts to define a statewide adequate per pupil amount. Other funding supplements are provided to target resources to low-wealth districts and economically disadvantaged students.</i></p>	Philosophy	<p><i>Uses research to identify educational components that result in academic success thereby defining adequacy. Incorporates real financial data and socioeconomic factors to fund resources and implement proven school programs according to student need to achieve educational adequacy.</i></p>
<p>For traditional public schools, two enrollment counts (October and February) are conducted each year and averaged. These counts determine current year funding.</p> <p>For community schools and internet-based schools, monthly counts are conducted and current year funding is determined.</p>	Average Daily Membership	<p>In the proposed system, the prior year's ADM count in October will be applied for current year funding to calculate adequacy unless a 2% ADM increase is realized, in which case the current year October ADM count will be used. The February ADM count will be eliminated.</p> <p>The system currently in place will be used for community and internet-based schools.</p>
<p>Funding does not consider school year (or at least an extended school year).</p>	Extended School Year	<p>Provides funding for building operations to extend the school year.</p>
<p>Portion of base cost per pupil amount.</p>	Base Classroom Teachers	<p>"Core" subject teachers – predicated upon student-to-teacher ratios.</p>
<p>Portion of base cost per pupil amount.</p>	Specialized Teachers	<p>"Specialist" elective teachers – predicated upon the number of core teachers. Provide instructions in the visual and performing arts, physical education, etc.</p>
<p>Funding not provided for teacher leaders/mentors.</p>	Teacher Leaders	<p>Teacher Leaders – one for every "organizational unit"¹.</p>
<p>Portion of base cost per pupil amount.</p>	Building Administration	<p>Provides funding to support principal, building manager, and secretary/administrative assistant, to each "organizational unit".</p>
<p>Funding not provided for these educational services/resources.</p>	Media Services	<p>Provides a funding allocation for each "organizational unit"¹ to support library or media services staff, materials, supplies, and equipment.</p>

¹ An "organizational unit" as used within the school district EBM means groupings of specified numbers of students within three grade bands (Elementary School K-3; Middle School 6-8; High School 9-12). It does not refer to actual brick and mortar school buildings or districts.

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Portion of base cost per pupil amount.	Non-personnel support	Resources provided for technology, instructional materials, and student enrichment, plant operations, and maintenance.
<p>Poverty based assistance program – generates aid for school districts to accomplish objectives.</p> <ul style="list-style-type: none"> • Increased classroom learning opportunities • Academic intervention • Limited English proficiency • Dropout prevention • Community outreach • All day kindergarten • Professional development • Closing the achievement gap <p>Also included are other funding supplements outside of the Foundation Program formula that address poverty.</p>	Poverty	<p>Ohio Instructional Quality Index: Index is used to target additional resources to school districts that have a combination of characteristics that make it difficult to attract, recruit, and retain instructional talent. Funding also serves to provide professional development and other services needed to support academic achievement.</p> <p>Define roles for additional teachers and tutors to administer proven academic support for at-risk students. Amount of teachers varies by need of student population and concentration of poverty through application of the Ohio Instructional Quality Index.</p> <ul style="list-style-type: none"> • In-class and after-school intervention • Summer intervention and enrichment • Family and student support – family liaison, student advocates, and social worker assigned for each 200 economically disadvantaged students.
Not provided for in the current formula.	Guidance Counselor	One guidance counselor allocated for every 250 students in middle and high school “organizational units.” ¹
Building blocks provide modest aid for purposes of professional development within the Foundation Program. Also included are other supplements funded outside of the Foundation Program formula.	Professional Development	Increased investment in professional development funding. Moves most professional development funding within in the EBM but maintains a few funding supplements outside of the EBM formula.
Six different student weights (2002 weights) for different special education categories funded at 90%. Also includes funding for other special education services like reimbursement for home instruction.	Special Education	Special education teachers and classroom aides assigned based on the enrollment of students with special needs. The special education weights (2006 updated weights funded at 90%) are applied to the students, thereby inflating enrollment and generating the teachers and resources needed for special education services. Some of the funding for other special education programs like home instruction is maintained.

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Funding provided for gifted students based on a unit-based methodology.	Gifted and Enrichment	Provides per pupil funding for gifted services and a separate component of per pupil funding for enrichment activities.
Present funding system supports full day kindergarten for 36.6% of kindergarten population. Includes funding for early childhood education programs (also referred to as public preschool) and preschool special education students.	Early Childhood Education	Full day kindergarten for all students. Maintains funding for early childhood education programs (also referred to as public preschool) and preschool special education students.
Current formula does not provide funding for student health and wellness.	Health and Wellness	Provides funding to support one nurse's aid (or equivalent services) per "organizational unit" ¹ and one registered nurse per school district.
Current Foundation formula provides LEP funding through poverty based assistance. However, ODE has recognized that there is not a strong link between LEP and poverty and have proposed funding this category of students separately in the upcoming biennium.	Limited English Proficiency (LEP)	Funding for LEP teacher resources area allocated based on the number of students that require services.
Includes parity aid, gap aid, excess cost supplement, guarantee funding, and TPP direct payment reimbursement.	Guarantees & Other	The Ohio Instructional Quality Index incorporates the concept of parity aid. The funding package includes moving the charge-off to 20-mills, removing the need for gap aid. Guarantee funding will be maintained at 100% of prior year funding in FY 2010 and 98% of prior year funding in FY 2011
Funding provided to support student transportation on an across-the-board percentage increase basis regardless of the actual level of transportation services provided by the district.	Transportation	Funding provided to support student transportation using a new ODE proposed transportation formula that better aligns funding to actual transportation services provided. Funding will be prorated to stay within appropriation levels.
Weighted funding for traditional districts and joint vocational school districts.	Career Tech	The allocation of career technical education teachers is one for every ten core teachers at the high school level for school districts. See summary below for JVSDs.
Present funding system provides for a Foundation Program formula specific to these districts.	Joint Vocational School Districts	No changes for these school districts in the upcoming biennium, however the goal is to move JVSDs to an Evidence-based approach as well. For FY 2010-2011 a 1.9% increase is provided in each year for overall Foundation Program funding.

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<p>Present funding system provides for a deduction for community school students from their district of residence for most of the Foundation Program supplements.</p>	<p>Community Schools</p>	<p>Separate models have been developed for traditional brick and mortar community schools and internet-based community schools that identify components necessary for an adequate education. The models generate adequacy costs specific to those types of schools and are funded directly.</p>