

Why Data Matters 2019

**Maine Department of Education
School Finance and Operations Team
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Why are you here?





Why MDOE Collects Data

- Accountability and/or Required Reporting

\$ - EPS

\$F – Federal Funding

\$P – Potential personal costs or frustrations for your staff

§ - Statutory Requirement

Data Collections

- Attendance - #, \$F
- Behavior - §, #
- Career and Technical Education (CTE) - \$, \$F
- Certification - §, #, \$P
- Child Nutrition Program Reporting - \$F
- Dropouts - §, #
- Economic Status - \$, \$F, #
- English Learners - \$, \$F, #
- Graduation - §, #
- Maine Schools/School Approval - \$, \$F, §, #
- Special Education - \$, \$F, §, #
- Staff - \$, \$F, \$P, #
- Student Enrollment - \$, \$F, §, #
- Student Personal - \$, \$F, §, #
- Truancy - §, #

- Accountability and/or Required Reporting, \$ - EPS, \$F - Federal Funding, \$P - Potential personal costs or frustrations for your staff, § - Statutory Requirement

Student Data Collections

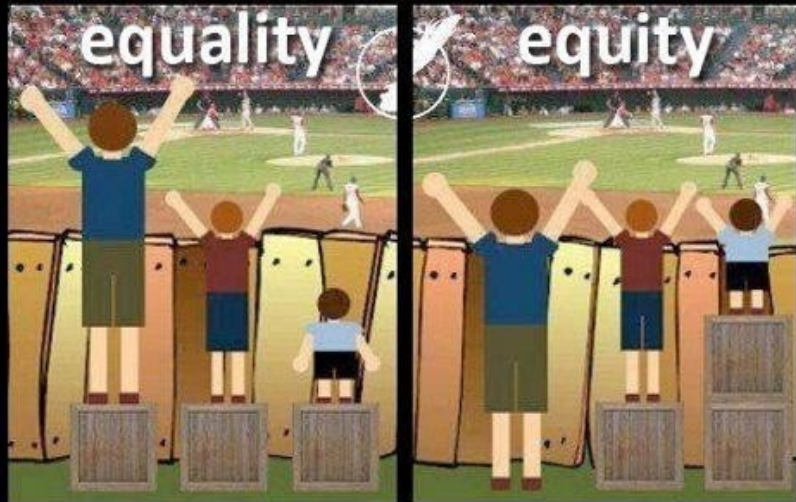
- Attendance - #, \$F
- Behavior - §, #
- Career and Technical Education (CTE) - \$, \$F
- Dropouts - §, #
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- English Learners - \$, \$F, #
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BACKGROUND OF THE ESSENTIAL PROGRAMS AND SERVICES FUNDING FORMULA

- ❖ Essential Programs and Services (EPS) is designed to ensure that all schools have the programs and resources that are essential for all students to have an equitable opportunity to achieve Maine's Learning Results.
- ❖ The EPS model provides a basis for adequacy and greater equity in the funding of PreK-12 education because it is cost driven instead of expenditure driven.
- ❖ The model is designed to respond to student needs and is based on years of research and information gleaned from high performing cost effective school units.

Equity versus Equality



equality

equity

Equality = SAMENESS

Equity = FAIRNESS

Equality is about **SAMENESS**, it promotes fairness and justice by giving everyone the same thing.

EQUITY is about **FAIRNESS**, it's about making sure people get access to the same opportunities.

BUT it can **only work IF everyone starts from the SAME place**, in this example equality only works if everyone is the same height.

Sometimes our differences and/or history, can create barriers to participation, so we must **FIRST ensure EQUITY** before we can enjoy equality.

EPS Per-Pupil Rates – ED 279 Page 1

Elementary and secondary per-pupil rates are calculated for each school district. Elements used in this calculation:

- ❖ Number of students attending the schools in the district
- ❖ EPS Staff Positions:
 - Experience and education level of staff
 - Ratios of students to staff
 - Salary matrixes
- ❖ Percentages for benefits
- ❖ Other Support Per-Pupil Costs
- ❖ Regional Adjustments

Operating Cost Allocations – ED 279 Page 2

Key components for operating allocations

- ❖ Subsidizable student counts:
 - 4YO/PreK, K-8, and 9-12
 - Adult Ed course counts for 16-20 year olds
 - Equivalent instruction
- ❖ Weighted student Counts:
 - Economically Disadvantaged
 - English Learners
- ❖ Additional Targeted Funds:
 - Assessment
 - Technology Resources
 - 4YO/PreK and PreK-2
 - Economically Disadvantaged
- ❖ Isolated Small School Adjustments

Other Allocations – ED 279 Page 3

Key components for other allocations

❖ Other Subsidizable Costs

- Approved Gifted & Talented programs
- Special Education – EPS Allocation
- Transportation Operating – EPS Allocation
- Approved Bus Purchases

❖ Teacher Retirement – Normalized Cost (employer share)

❖ Debt Service Allocations

- Principal & Interest Payments approved for subsidy purposes
- Approved Leases
- Insured Value Factor

State and Local Shares – ED 279 Page 4

Key components for determining State and Local shares

- ❖ Subsidizable Student Counts
- ❖ Allocations
 - Operating Allocation
 - Other Subsidizable Cost Allocation
 - Teacher Retirement Allocation
 - Debt Service Allocation
- ❖ Fiscal Capacity – State Valuation by Town
 - Beginning in FY 20, Lesser of 3-Year Average Valuation or Previous year Valuation
- ❖ State Appropriation

Adjustments – ED 279 Page 5

List of adjustments where applicable:

- ❖ Minimum Subsidy Adjustment
- ❖ Minimum Special Education Adjustment
- ❖ Adjustment for Debt Service
- ❖ Minimum Economically Disadvantaged Student Adjustment
- ❖ Audit Adjustments
- ❖ Adjustment for Unappropriated Local Contribution
- ❖ Long-Term Drug Treatment Centers Adjustments
- ❖ Career and Technical Education (CTE)
- ❖ Bus Refurbishing Adjustment
- ❖ Maine Care Seed Adjustment

Data Errors from FY 20 Subsidy Calculation

Data Error – Staff	Subsidy \$
1 FTE Ed Tech not identified as Special Ed	\$735.35
3 FTE Health Staff incorrectly identified as Special Ed	\$24,230.11
.5 FTE Librarian & .2 FTE Health did not count for EPS	\$10,831.52
Teacher incorrectly listed with Bachelor's Degree, actually has Master's Degree	\$5,661.60

Data Error – Students	Subsidy \$
34 Students not identified as English Learners	\$113,044.05
3 Students not identified as Economic Disadvantaged	\$1,473.84
24 Students not identified as Economic Disadvantaged	\$42,512.27
132 Students not identified as Economic Disadvantaged	\$1,093,873.50
58 Adult Education Courses missing from EF-M-39 A & B	\$42,780.80


Data Errors from FY 20 Subsidy Calculation

Data Error – Financials	Subsidy \$
Gifted & Talented Expenditures not uploaded in MEFS	\$2,755.00
Gifted & Talented Expenditures not uploaded in MEFS	\$20,000.00
Special Education High Cost Out-of-District Reporting Error	\$4,995.92

Data Error – CTE	Subsidy \$
Supplies incorrectly listed as Equipment in budget	\$15,000.00
Additional Square Footage not reported	\$56,739.95

Other Resources

- Essential Programs & Services website:
 - <https://www.maine.gov/doe/funding/gpa/eps>
- Subsidy Printouts (ED279) for school districts:
 - <https://neo.maine.gov/DOE/NEO/eps/public/ed279.aspx>
- Law: 20-A MRSA Chapter 606-B:
 - <http://www.mainelegislature.org/legis/statutes/20-A/title20-Ach606-Bsec0.html>



If you have questions or ideas on how we can help you ensure accurate and complete data - Please contact us!

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#WhyDataMatters