

LINDA LINGLE
GOVERNOR



PATRICIA HAMAMOTO
SUPERINTENDENT

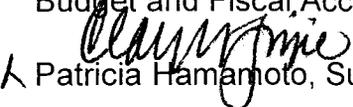
**STATE OF HAWAII
DEPARTMENT OF EDUCATION**

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

October 15, 2007

MEMO TO: The Honorable Garrett Toguchi, Chairperson
Budget and Fiscal Accountability Committee

FROM:  Patricia Hamamoto, Superintendent

**SUBJECT: DISCUSSION/RECOMMENDATION FOR BOARD ACTION
ON THE 2007 COMMITTEE ON WEIGHTS'
RECOMMENDATIONS ON THE WEIGHTED STUDENT**

1. RECOMMENDATION

It is recommended that the Board of Education (Board) adopt the following proposed Weighted Student Formula (WSF) for implementation in School Year (SY) 2008-09. The recommendation includes the following:

- Funds to include in WSF - No new funds for inclusion in the WSF at this time.
- Student Characteristics to be Weighted to receive additional funds –
 - All student characteristics previously identified as requiring additional funds to support student achievement continue to be recommended for weighting at the same rate.
 - Weighting for ELL students be different for Not English Proficient, Limited English Proficiency, and Fully English Proficient.
 - One new student characteristic, Neighbor Island, is recommended to be added.
- School Size Adjustment - The BOE chose one of the following options for addressing the needs of schools with smaller enrollments.
 - The School Specific option, calculates a unique student based "weight of one" from the pre-WSF SY05-06 allocation that then forms the basis for future enrollment based allocations, or
 - The Sliding Scale option, which provides for an ever increasing subsidy to schools as the enrollment decreases.

Decreases in school budgets in the Sliding Scale option are limited to 4% of the previous year's budget.

More details regarding the recommendation are in Attachment A.

2. **RECOMMENDED EFFECTIVE DATE**

Upon Board approval for implementation in SY2008-09.

3. **RECOMMENDED COMPLIANCE DATE**

Upon Board approval for implementation in SY2008-09.

4. **DISCUSSION**

a. Conditions leading to the recommendation

The Reinventing Education Act of 2004,¹ also referred to as Act 51, requires a weighted student formula (WSF) for allocating operating moneys to individual public schools. The WSF includes a system of weighted characteristics affecting the relative cost of educating each student attending a public school. Act 51 provides that the WSF only applies to charter schools for the fiscal year in which they elect to receive allocations according to a WSF. (The WSF does not apply to charter schools at this time.)

Act 51, 2004 Session Laws, states the Hawaii Board of Education "not less than annually, shall adopt a weighted student formula for the allocation of moneys to public schools..."

In October 2005, the Board adopted a WSF for implementation in SY2006-07 with a three (3) year transition period. There was considerable evidence presented by members of the community that small schools would be adversely impacted by the WSF when fully implemented.

In January 2006 a new committee on weights was established and met regularly. The committee recommended a new WSF that provided each school with a "foundation budget" irrespective of school size. Approximately 24% of the available WSF funds were allocated as a "foundation budget." There was little net effect of the WSF recommended by the committee on pre-WSF school budgets.

¹ S.B. No. 3238, S.D. 2, H.D. 2, C.D. 1, enacted into law as Act 51, Session Laws of Hawaii (SLH) 2004, as amended by H.B. No. 2002, H.D. 2, S.D. 1, C.D. 2, which was enacted into law as Act 221, SLH 2004.

In October 2006 the BOE adopted a WSF for SY07-08 that essentially mirrors the SY2006-07 budget with the following changes. There is an increase in the weight and funding for transiency, those students not enrolled at a school at the beginning of the school year but are enrolled at the end of the school year, from .025 to .05. The dollar value increases from approximately \$107 to \$214 per student. And the adopted WSF contains a 15% implementation of the total WSF funding.

In adopting the WSF for SY2007-08 the Board also charged the Department with committing dedicated resources to analyze school financial, student achievement, and other data to determine the funding and resources necessary to provide students at all Department schools with the opportunity to become proficient in the Hawaii Content and Performance Standards III. The results of the analysis were presented periodically to the BOE Budget and Fiscal Accountability Committee and were made available to the Committee considering the WSF for SY2008-09 in spring 2007. The third Committee on Weights began a series of meetings in August 2007.

b. Previous action of the Board on the same or similar matter

The Board approved the WSF Feasibility Study for submission to the Hawaii State Legislature in December 2003.

The Board adopted a WSF on October 20, 2005 for implementation in SY2006-07.

The Board contracted for a third-party review of the SY05-06 WSF.

The Board adopted a WSF for SY07-08 on October 6, 2007.

c. Other policies affected

- Board Policy 1110-3, "Application and Allocation of Financial Resources Policy"
- Board Policy 1200-1.11, "Budget Restrictions and Reductions Policy"
- Board Policy 1200-1.12, "Budgets"
- Board Policy 1200-1.14, "Carryover Funds Policy"
- Board Policy 1700-1, "Establishment of Schools"
- Board Policy 2040, "Use of Program or Project Funds Policy"
- Board Policy 2237, "Class Size"

d. Arguments in support of the recommendation

The committee recommendation:

- Builds upon the work of previous committees, Department research, and BOE actions.
- Can be implemented at 100% in SY08-09.
- Provides a transparent school funding process that is based on student characteristics.
- Provides for equitable funding for all students and a means for determining an appropriate increase in for identified student characteristics.
- Provides, within the context of the current operating budget, a reasonable balance between providing support to all students and students in need of greater support in ALL schools.
- Provides a basis for greater analysis of school funding needs and efficiencies as related to student achievement.

e. Arguments against the recommendation

The committee recommendation:

- The Department budget is not adequate and WSF will cause some schools to lose funds.
- The true cost of educating a student to proficiency is not known so the "weight of one" is an unknown.
- Providing funds for student characteristics not previously funded shifts funds from other students.
- WSF is only used in urban school districts and it cannot be used successfully with the diversity of schools in the Department.
- The WSF recommendation does not include any additional funds for distribution via the WSF.
- The WSF recommendation does not provide enough funds for students needing additional support.

f. Findings and conclusions of the Board Committee

N/A

g. Other agencies or departments of the State involved in the action

None. However, the Department of Education, upon receipt of appropriated moneys, shall use the WSF, to allocate funds to public schools.

h. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendation

This recommendation should be viewed more favorably than the current DOE adopted WSF. However, since some school communities will receive fewer funds than previously, some concern will likely be expressed.

i. Educational implications

Under WSF schools will have greater latitude in determining how to use their funding to improve student outcomes and achievement.

j. Personnel implications

None

k. Facilities implications

None

l. Financial implications

The WSF does not address budgetary adequacy issues. The Department, from within appropriations provided to it, must provide supplementary allocations to schools whose budgets are adversely affected by implementation of the WSF, as determined by the Superintendent, for no more than three years, beginning with the 2006-2007 school year.

5. OTHER SUPPLEMENTAL RECOMMENDATIONS

The Committee further recommends the following:

- The Department charge schools principal salary costs based on the average of cost of principal salaries for schools of similar size and level. In other words, the charge for a small school principal is the average principal salary of all small school principals rather than average principal salary for all principals. The current practice requires small schools to partially subsidize larger schools.
- Pre-Kindergarten students eligible for special education services be counted at 1.0 instead of the current 0.5. This is based on principal

testimony identifying the extensive resources and staff time required to plan for and provide appropriate educational services.

- The Committee be permitted to begin work in January 2008 on the following:
 - A comprehensive review of the Department operating budget to determine additional funds to recommend for inclusion in the WSF.
 - A recommendation regarding the formation and continuity of membership for ongoing Committee on Weights.

The Department recommends that BOE adopt the Committee on Weights recommended WSF for implementation in SY08-09. The Department further recommends the BOE adopt the Sliding Scale Adjustment to use in addressing funding issues arising from small school enrollments. The Sliding Scale provides the following:

- A transparent, predictable method for supplementing the budgets of small schools,
- A basis for ensuring that students in schools with small enrollments are afforded the same level of support,
- A greater degree of budgetary stability for schools with historically fluctuating enrollments or whose enrollment change drastically, and
- A means of determining projected and actual school budgets quickly and efficiently.

The Department further recommends to the BOE that the SY08-09 WSF be recognized as the baseline WSF budget. As such, the SY08-09 WSF will provide a foundation from which analysis can be conducted to better determine the cost to educate a student to proficiency and the relative additional cost to support students with characteristics identified as requiring additional support. A stable funding formula will allow the Department to pilot interventions that identify additional funding support necessary to assist students in lower performing schools.

PH:REC:md

Attachment

cc: Members of the Board of Education
Assistant Superintendents
Directors in the Superintendent's Office
Budget Office

INTRODUCTION

Each year a Committee on Weights (Committee) is convened to determine:

- which operating funds should be placed in a single allocation based on student characteristics,
- the student characteristics used to in allocate funds to schools,
- the amount of “weight” (or amount of the characteristic on the cost of education) for each characteristic, and
- specific units for each characteristic.

This year the Committee is also charged by the Board of Education (BOE) to assist in the implementation of the Weighted Student Formula (WSF). These expectations are attached in Appendix A.

The Committee for SY08-09 was the third Committee. It met five (5) times during August through October 2007. Meeting agendas and minutes are available at the WSF portion of the Department website at <http://reach.k12.hi.us/empowerment/wsf/>.

SY08-09 COMMITTEE ACTIONS

Operating Premise of WSF

After reading and discussing the Baker and Thomas Reports on the Department’s WSF submitted to the BOE in 2006, the Committee affirmed that the WSF should promote Horizontal and Vertical Equity.

Baker and Thomas state that *Horizontal Equity* may be roughly defined as “equal treatment across individuals.”¹ Evidence of Horizontal Equity is that schools of similar size and with similar students receive similar resources.

Vertical Equity, on the other hand, provides for the different treatment of students based upon an agreed upon set of appropriate criteria. Evidence of Vertical Equity is when schools with higher numbers of students with identified and acknowledge difficulties in academic achievement receive addition funds to support the academic achievement of those students.

Funds Included in the WSF Allocation

The Committee considered, and affirmed, the criteria used by the previous two Committees for determining whether funds should be recommended for inclusion in the WSF. Those criteria are:

1. Funds should be distributed via WSF
 - If the funds are allocated to all schools.
 - If the funds are allocated to all schools in a certain level (i.e., elementary).
 - If the funds could be allocated equally to all schools.

¹ Bruce Baker and Scott Thomas, June 2006, Review of Hawaii’s Weighted Student Formula 2006-7, [http://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF/a1d7af052e94dd120a2561f7000a037c/f7f4b1bf29a56d010a2571970019dd60/\\$FILE/WSF-Baker.Thomas-1-06.19.06.pdf](http://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF/a1d7af052e94dd120a2561f7000a037c/f7f4b1bf29a56d010a2571970019dd60/$FILE/WSF-Baker.Thomas-1-06.19.06.pdf)

Attachment A: Committee on Weights Recommendations - Weighted Student Formula

2. Funds should not be placed in WSF if
 - o Funds are used to meet Department level responsibilities.

In addition, the Committee agreed that funds should not be placed in WSF if the net result would not benefit the school community. In other words, if the inclusion of funds in WSF would require additional work for principals with little or no opportunity to benefit the school community then the funds should be kept categorical.

The Committee agreed after considerable discussion that there was limited time available to properly determine which additional funds may be placed into WSF and that there would be no further consideration given to the task at this time. Rather following a recommendation to the Hawaii Board of Education on a WSF for SY08-09, the Committee would reconvene to more thoroughly address the matter.

NOTE: This Committee does not recommend the inclusion of any additional funds in WSF for SY08-09. The Committee does not recommend the removal of any funds from WSF for SY08-09.

Student Characteristics Requiring Additional Funds

After extensive discussion, the Committee affirmed that the following student characteristics require additional funds in order to support the academic achievement and successful school experience of these students:

1. Economically Disadvantaged
2. English Language Learners
3. K2 classes
4. Transient
5. Elementary School
6. Middle School
7. Geographically Isolated
8. Multi-track
9. Neighbor Island.

Neighbor Island students are an additional category of students based on the determination that these students required some supplementary funding to offset the extra school costs at those locations.

The Committee also addressed two (2) other student groups.

- Students eligible for special education should NOT be weighted in the WSF at this time as resources to schools are already allocated based on an extensive student needs based system.
- Gifted and/or Talented students should be weighted however the lack of a consistently applied identification process precludes allocating funds to schools based on school reported numbers of these students.

Relative Cost to Educate Identified Student Characteristics

The table on the following page provides the relative weighting for each of the student characteristics recommended for additional funds through the WSF.

Attachment A: Committee on Weights Recommendations - Weighted Student Formula

Student Characteristics	Number of Students in SY05-06	Weight (relative additional cost)
Base per student	175,492	1.0
Economic Disadvantage	74,963	0.10
ELL	14,553	0.205
K2	41,883	0.15
Transient	16,326	0.05
Elementary	47,044	0.035
Middle School	32,641	0.1
Geographically Isolated	1,934	0.005
Multi-Track	6,020	0.005
Neighbor Island	54,082	0.005

The Committee noted that there is a substantial literature base indicating that economically disadvantaged and English Language Learners require an even greater weight. However, the Department operating budget at this time is insufficient to provide greater funding to schools to support these students.

School Size Adjustments

The Committee recommends changing the current small school adjustment and offer two (2) different approaches for BOE consideration. Each option will provide schools with small enrollments sufficient funds to remain operationally viable. These recommendations are intended to replace the Small School Adjustment which provides \$400 per student below a minimum enrollment threshold in the current BOE adopted WSF.

Sliding Scale The first recommended option for addressing the funding needs of schools with smaller enrollments is the use of an adjustment that is on a sliding scale. A sliding scale provides an increasing amount of additional funding to schools as the enrollment gets progressively smaller. This is unlike the current BOE adopted WSF in which a school receives a constant \$400 for each student below a minimum enrollment threshold. The sliding scale is based on the premise that the collective purchasing power of student funds decreases at an ever increasing rate as the number of students at the school decreases. An in-depth description of the sliding scale is provided in Appendix B: Sliding Scale.

School Specific An alternative approach to addressing the small school size issue is named the School Specific “Weight of One.” This approach is based on the premise that in SY05-06 each school received sufficient operating funds. Under this approach each school’s base student allocation, deemed the “Weight of One”, is calculated based on the number of students at the school in SY05-06. The resulting per student allocation provides that school’s specific “Weight of One” used to calculate the base allocation to the school in subsequent years. A more detailed description is provided in Appendix C: School Specific.

Attachment A: Committee on Weights Recommendations - Weighted Student Formula

A comparison of the current BOE adopted WSF and the Committee on Weights Recommendation is available in Appendix D.

Additional Committee Recommendations and Intentions

1. The Committee recommends that the Department charge schools principal salary costs based on the average of cost of principal salaries for schools of similar size and level. In other words, the charge for a small school principal is the average principal salary of all small school principals rather than average principal salary for all principals. The current practice requires small schools to partially subsidize larger schools.
2. The Committee recommends that Pre-Kindergarten students eligible for special education services be counted at 1.0 instead of the current 0.5. This is based on principal testimony identifying the extensive resources and staff time required to plan for and provide appropriate educational services.
3. The Committee intends to begin work in January 2008 on the following:
 - a. A comprehensive review of the Department operating budget to determine additional funds to recommend for inclusion in the WSF.
 - b. A recommendation regarding the formation and continuity of membership for ongoing Committee on Weights.

Appendix B: Sliding Scale

Committee on Weights SY08-09: Sliding Scale Adjustment for School Size

The following table is based on SY06-07 enrollment and budget figures to allow better comparison with previous WSF documents.

Student characteristics	Number of Students	Relative Weight	Actual Dollars	Total Funds
Base per student	173,588	1.0	4,004.45	695,124,467
K2	41,674	0.15	600.67	25,032,322
EcoDis	73,330	0.10	400.44	29,364,265
ELL	14,920	0.205	912.80	13,618,976
Transient	14,701	0.05	200.22	2,943,434
Geo Iso	1,896	0.005	20.02	37,958
Multi-Track	6,088	0.005	20.02	121,882
Neighbor Island	53,822	0.005	20.02	1,077,516
Elementary	87,454	0.035	140.16	12,257,553
Middle School	34,423	0.1	400.44	13,784,346
Sub total				793,362,718
Balance available for School Size Adjustments				\$60,104,492
SY06-07 WSF				\$853,467,210
Additional Funds to Schools \$ Leg Appropriation				\$20,000,000
Total to Schools				\$873,467,210

Formulas used for Sliding Scale School Size Adjustment

The sliding scale school size adjustment is based on the negative per student difference at smaller schools.

How was the school size adjustment established?

1. School budgets were calculated based on student characteristics
2. School budget with the school's portion of the Legislature Appropriation
3. The funding difference between Pre-WSF and the School Budget including the schools portion of the Legislature Appropriation.
4. The "break even" point based on enrollment (the point at which the student based funds and Legislature Appropriation does not equal pre-WSF school funds.
5. The slope (linear equation) based on difference in #3 for schools with less funds under WSF.
6. A "school size adjustment" enrollment number using the linear equation developed in step 5.
7. Multiple the school size adjustment times actual enrollment calculates the school size adjustment.

Appendix B: Sliding Scale

The school size adjustment does NOT adjust for funding variances at schools that are outside the differences in funding levels due to enrollment.

Note: In the formulas below X = School enrollment

Elementary Schools

Enrollments

Less than 250 $Y = -24.114X + 6921.1$

250 – 350 $Y = -6.0666x + 2865.9$

350-450 $Y = -3.2035x + 1745.7$

450 – 650 $Y = -2.1568X + 1400.4$

Range of adjustment \$496,562 to \$455

Middle Schools $(-3.275X) + 2900$

Begins at enrollments below 850

Range of adjustments \$641,950 to \$15,840

High Schools $(-1.1165X) + 1889.7$

Begins at enrollments below 1700

Range of adjustments \$799,109 to \$38,309

Committee on Weights SY08-09: School Specific Weight

School Specific "Weight of One" SY06-07

What	Numbers	Weight	Dollars	Total \$
Base per student*	173,588	1.0	4,799.90	\$833,205,041
ESLL	14,920	~.183	\$872,70	\$14,000,000
EcoDis	73,330	~.016	\$76	\$5,288,054
Transient	14,701	~.004	\$64	\$974,115
K2		Weights and Dollars for these student characteristics are included in each school's specific weight of one		
Geo Iso				
Multi-Track				
Neighbor Island				
Elementary				
Middle School				
SY06-07 WSF				
Total allocated via formula				\$853,467,210
Additional Funds to Schools \$ Leg Appropriation				\$20,000,000
Total Funds				\$873,467,210

* Base per student is an average across all schools. Each school's base is unique to that school

Briefly described, the School Specific option does not overtly shift funds from one school to the next based on student characteristics. Increases or decreases in school budgets from SY05-06 are based on increases or decreases in student enrollments. Funding for student "weighted characteristics" are generated by with overall savings generated by decreasing enrollments across the Department.

For example, SY06-07 had 1,455 less students, Official Enrollment Count, than SY05-06. At the average per student allocation of \$4,769.90, that is a savings of \$6,942,594 available to fund the non-ESLL weighted characteristics.

Appendix C: School Specific

The process for determining each school's annual budget is depicted below.

School Specific Figures as dictated by the Committee Agreements.

Action Item	Funds	Weight
Funds available	\$853,467,210	
Base allocation based on OEC / school specific costs	\$829,894,033	
Balance	\$23,573,176	
1% for possible enrollment differences	8,298,940	
Balance for weighted characteristics	\$15,274,236	
ESLL obligations	\$14,000,000	
Balance for ED and Trans	\$1,274,236	
Percent of needed funds available \$1.27M/22.5M	.057	
Actual per student characteristic values		
ED $.057 * 19,000,000 = \$1,083,000 / 69,294 =$	\$15.63	
Trans $.057 * 3,500,000 = \$199,500 / 15,329 =$	\$13.01	
"Put back" into weighted characteristics since projections = actual*	\$8,298,940	
ED $.37 * \$19,000,000 = 7,007,994 / 69,294 =$	\$101.13	
Trans $.37 * \$3,500,000 = \$1,290,946 / 15,329 =$	\$84.22	
Average WSF per student	\$4,769.90	1.0
ED weight	\$76	0.016
Trans	\$64	0.004
ESLL	\$872.70	0.183

* This figure would be smaller if projections did not equal the Official Enrollment.

Items to note on implementing a School Specific Weight of One WSF

1. The Committee recommends that any school with a significant shift (greater than +/- 25%) receive an appropriate adjustment to the school specific weight. Very few schools meet the “significance test” of 25%
 - a. SY05-06 3 (two >-25% and one >+25%)
 - b. SY06-07 3 (one >-25% and two >+25%)
 - c. Moving it to 20% will only net a few more schools per year.
2. In SY06-07 two of the schools (Nimitz and Hale Kula) were due to the temporary removal of students due to military housing being temporarily unavailable due to renovations. If the situation is suspected to be temporary it may not make sense to adjust the base one year and re-adjust it back the next. A complicating factor is that if the school were “held harmless” for one year by reducing the total allocation by just the teacher costs for the 122 students that are not in the school that year, there would be \$419K less that could be used to fund weighted characteristics.
3. Of greater concern are the two other schools that represent a more permanent shift of students.
 - a. Ewa Beach Elementary in SY06-07 lost 243 students at a base of \$4,425 per student leaving them with 422 students.
 - b. The students moved to Keoneula (a new school). Funding at an equivalent sized elementary school (431) is \$5,126. (Ahuimanu SY05-06 enrollment 437.)
 - c. Ahuimanu is also similar sized to Ewa Beach making the new Ewa Beach weight of one \$5,126 (\$701 more per student than before).
 - d. The net cost to the system for making the adjustments is about \$466,165 more than SY05-06. These funds would have to come from the balance generated from decreased enrollment that funds the weighted characteristics of economically disadvantaged and transient.
4. On the flip side, Niu Valley gains 241 students in SY06-07 due to the movement of 6th graders to the school. The Sy05-06 per student cost is \$6,110 for 461 students. At the new enrollment, 702, is \$4,815 (King Intermediate with 764 students or Kapaa Middle with 729 students at \$4,937). The increase is well over \$1M if the cost of \$6110 is maintained. Shifting the per student to \$4,815 still gives the school an increase of \$634,078. BUT when the cost of 10 teachers is added to cover instruction for the new students, the school actually has a decrease in funds available to support operations, administration, and instructional support.
5. Also, the net shift in enrollment from SY05-06 to SY07-08 was from schools with lower per student weights of one to schools with higher per student weights of one. In the event this is an ongoing trend, there will be fewer funds available to support students with identifiable characteristics needing additional support.

Appendix D: Comparison of Current WSF and Committee on Weights Recommendations

	BOE Adopted	Sliding Scale	School Specific Weight
Base student funding	“Weight of One” is standard across all schools	“Weight of One” is standard across all schools	A unique “Weight of One” is calculated for each school
Economically Disadvantaged	Weight = 0.1 Dollar value calculated from the base student funding	Weight = 0.1 Dollar value calculated from the base student funding	Weight = ~0.053 Dollar value is \$19M divided by the number of F&R eligible students at the school if funds are available (19M/73,565)
ELL	Weight = .205 applied uniformly to all eligible students. Initially determined by dividing categorical funding in SY05-06 by eligible students (\$12M). Dollar value calculated from the base student funding	Three level of Weight = FEP = .061 LEP = .184 NEP = .369 Initially determined by dividing categorical funding in SY05-06 by eligible students (\$14M) Dollar value calculated from the base student funding	Three level of Weight = ~ FEP = .061 LEP = .184 NEP = .369 Dollar value is based on \$16M Prior appropriations = \$14.4M
K2	Weight = 0.15 applied uniformly to all eligible students. Based on the increased cost to lower class size to 20:1. Dollar value calculated from the base student funding	Weight = 0.15 applied uniformly to all eligible students. Based on the increased cost to lower class size to 20:1. Dollar value calculated from the base student funding	No weight identified Part of school unique weight
Transiency	Weight = 0.05 Dollar value calculated from the base student funding	Weight = 0.05 Dollar value calculated from the base student funding	Weight - =~0.046 Dollar amount based on \$3.5M divided by eligible students. Prorated if insufficient funds are available
Geographic Isolation	Weight = 0.05 Dollar value calculated from the base student funding	Weight = 0.05 Dollar value calculated from the base student funding	Part of school unique weight

Appendix D: Comparison of Current WSF and Committee on Weights Recommendations

	BOE Adopted	Sliding Scale	School Specific Weight
Multi-track schools	Weight = 0.005 Dollar value calculated from the base student funding. Each school gets an additional \$111K. Each school loses \$400 per student over large school threshold.	Weight = 0.005 Dollar value calculated from the base student funding. Plus schools are excluded from any subtraction of funds due to larger numbers of students.	Part of school unique weight
Elementary School Student	Weight = 0.035 Calculated to ensure that the relative proportion of funds at elementary schools in SY05-06 would not change due to funds shifting to middle or HS. Dollar value calculated from the base student funding.	Weight = 0.035 Calculated to ensure that the relative proportion of funds at elementary schools in SY05-06 would not change due to funds shifting to middle or HS. Dollar value calculated from the base student funding.	Part of school unique weight
Middle School Student	Weight = 0.1 Calculated to ensure that the relative proportion of funds at elementary schools in SY05-06 would not change due to funds shifting to middle or HS. Dollar value calculated from the base student funding.	Weight = 0.1 Calculated to ensure that the relative proportion of funds at elementary schools in SY05-06 would not change due to funds shifting to middle or HS. Dollar value calculated from the base student funding.	Part of school unique weight

Appendix D: Comparison of Current WSF and Committee on Weights Recommendations

	BOE Adopted	Sliding Scale	School Specific Weight
School Size Adjustment	No specific weight Additional funds are allocated to schools at the rate \$400 per student under a threshold unique to school level. This is partially subsidized by taking \$400 from schools with larger enrollments at the rate of \$400 per student over a threshold unique to school level.	Sliding scale adjustment for smaller schools that begins at an enrollment unique to school level that gets progressively larger as the school enrollment decreases.	Part of school unique weight
Neighbor Island	No specific weight for Neighbor Island schools	Students on Neighbor Island schools weighted .005 (\$19.88) more.	Part of school unique weight