



MEMORANDUM

To: Senator Henry "Hank" Coe, Co-Chairman of the Select Committee on School Finance Recalibration
Representative David Northrup, Co-Chairman of the Select Committee on School Finance Recalibration

From: Larry Picus and Allan Odden

RE: Decision Matrix and Recalibration Directives

Date: June 22, 2015

In preparation for the June 29-30, 2015 meeting with the Select Committee on School Finance Recalibration, with the assistance of LSO staff, a proposed decision matrix for each model element has been prepared. Please see the attached document. The elements contained in the matrix, and the relative directives, are based on the outcome of the May 21-22 meeting of the Select Committee in Casper. The matrix is an expanded version of the executive summary and table contained in the January 15, 2015 Desk Audit. The matrix identifies the tentative month in which the work will be presented to the Select Committee and when the Select Committee would provide a directive. Our assumption is that we will work with LSO staff and the Department of Education to estimate the costs of all recalibration recommendations in the model.

Please note, the items in the column titled "May 21-22" represent additional directives provided by the Committee at the last meeting. It is not intended to represent the directives you may have given to LSO staff or the general process that will occur for all elements approved for recalibration. The rows shaded in blue represent elements that will not be recalibrated based on the adoption of the Work Plan at the prior meeting. The rows shaded in grey represent additional elements the Committee directed be recalibrated, but were not included in our initial recommendations.

For presentation of the recommendations to the Select Committee, a series of memos, each describing one (or a logically combined group) of model elements, will be presented for the Select Committee's consideration. For the Select Committee's November meeting, the memos will be combined into a final report, with each topic representing a section that contains the text from the memo as well as cost estimates and a summary of the Committee's discussion, and if available their preliminary decision.

If you have questions, or if we can be of additional assistance, please contact us.

Attachment

2015 Select Committee on School Finance Recalibration Model Element Decision Matrix Schedule

Model Element	2010 EB Recommendation	Current Wyoming Policy	Cost Difference	Current EB Recommendation	May 21-22	Jun. 29-30	Aug. 6-7	Sep. 2-3
STAFFING FOR CORE PROGRAMS								
1. Full Day Kindergarten	Full day kindergarten program. Each K student counts as 1.0 pupil in the funding system.	Requires districts to provide a full day kindergarten program for children who turn age 5 before September 15. (At least one school in each district must have a full-day kindergarten program). Fully funded for attending students.	\$0	No change from 2010 recommendation. No need for a formal recalibration.	Work Plan Approved: no recalibration.			Present cost estimate.
2. Elementary Core Teachers/Class Size	Grades K-3: 15 Grades 4-5 (and 6 if included in an elementary school): 25	K-5: 16, Class size of 16 also applies to grade 6 when included in an elementary school	\$23,048,806	No change from 2010 recommendation. Recalibrate	Provide detail on the differences in class size recommendations between the Cost Model and Legislative Model, including explanation of the difference between the MAP Model core teacher resources and the current core teacher plus elective teachers and teacher resources for struggling students. Provide data on school district average core class sizes.		Presentation Only	Committee Directive
3. Secondary Core Teachers/Class Size	Grades 6-12: 25	Grades 6-12: 21	\$28,980,771	No change from 2010 recommendation. Recalibrate				
4. Elective/Specialist Teachers	20% of core elementary teachers	20% of core elementary teachers	\$0	No change from 2010 recommendation. No need for a formal recalibration.	Work Plan Approved: no recalibration.			Present cost estimate.
	20% of core middle school teachers	33 1/3 % of core middle school teachers.	\$8,151,402	No change from 2010 recommendation. Recalibrate			Presentation Only	Committee Directive

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	33 1/3 % of core high school teachers	33 1/3 % of core high school teachers.	\$0	No change from 2010 recommendation. No need for a formal recalibration.	Work Plan Approved: no recalibration.			Present cost estimate.
5. Additional Vocational/Career Technical Teachers	No additional vocational education teachers resourced.	Apply an additional weighting factor of 29 percent to vocational education student FTEs. Based upon weighted student count, provide an additional teacher for every 21 students.	\$2,057,916	No change from 2010 recommendation. Recalibrate	Provide Wyoming's CTE/ Vocational class sizes.		Presentation Only	Committee Directive
6. Minimum Teachers	A minimum of 3.65 teachers provided for elementary schools, a minimum of 7 teachers for middle schools and high schools with ADM greater than 49. Resourced at the highest grade band level. For schools 49 & below, minimum teacher resources are provided on a prorated basis at 1 teacher for every 7 students.	A minimum of 6 teachers provided for elementary school grade bands with ADM greater than 49. A minimum of 8 teachers provided for middle school grade bands with ADM greater than 49. A minimum of 10 teachers provided for high school grade bands with ADM greater than 49. For school grade bands of 49 & below, minimum teacher resources are provided on a prorated basis at 1 teacher for every 7 students.	\$14,337,242	No change from 2010 recommendation. Recalibrate	Provide additional detail on the minimum numbers of teachers in small schools, both those with enrollment less than or equal to 49 and those between 49 and the prototypical "one unit" school size for each school type. Provide details on small school and small district adjustments with examples of how schools and districts of various sizes are funded under the current model.		Presentation Only	Committee Directive
7. Instructional Facilitators/Coaches	1.5 instructional facilitator/coaches for prototypical elementary (288 ADM) and secondary	Funded outside block grant in a categorical grant equal to 60 percent of consultant	-\$13,760,799	No change from 2010 recommendation. Recalibrate	Provide details of evidence-based research supporting the use and effectiveness of instructional coaches.		Presentation and Committee Directive	

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	(315 ADM) schools.	recommendation.			<p>Provide the cost implications of shifting from funding 60% of model requirements to 100% of model requirements.</p> <p>Provide information on the continued use of a categorical funding program.</p>			
8. Core Tutors/Tier 2 Intervention	Tutor positions provided on basis of at-risk student count, with a minimum of 1.0 for each school prototype.	Tutor positions provided on basis of at-risk student count, with a minimum of 1.0 for each school prototype.	\$0	<p>One tutor position in each prototypical school.</p> <p align="center">Recalibrate</p> <p>This is a new EB (cost-based) recommendation.</p> <p>*Additional tutors are enabled through the at-risk pupil count in Element 26.</p>	<p>Provide information on the recommendation to provide a minimum of one core tutor and tutors for “at-risk” students in each school, estimating new costs for tutor resources.</p> <p>Discuss trade-off between teacher tutors/ interventionists and “Farkas” aides. Also clarify the distinction between “Farkas” aides as described in the desk audit and instructional aides and why traditional aides are not trained to be "Farkas" aides.</p> <p>Consult with Wyoming school and district leaders on current use of core tutors compared to resourced in the model.</p>		Presentation and Committee Directive	

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9. Substitute Teachers	5 % of core and elective teachers, instructional coaches, tutors (and teacher positions in extended day, summer school and ELL).	5 % of core and elective teachers, instructional coaches, tutors (and teacher positions in extended day, summer school and ELL).	\$0	No change from 2010 recommendation. No need for formal recalibration.	Committee approved Work Plan: no recalibration.			Presentation and Committee Directive
10. Core Guidance Counselors and Nurses	1 guidance counselor position for every 250 middle and high school students.	1 guidance counselor position for every 250 middle and high school students.	\$0	1 guidance counselor for every 288 grade K-5 students 1 guidance counselor for every 250 grade 6-12 students 1 nurse for every 750 K-12 students Recalibrate This is a new EB recommendation.			Presentation and Committee Directive	
11. Supervisory and Instructional Aides	Provide funding at an amount equal to 2.0 FTE positions for 288 ADM prototypical elementary school; 2.0 FTE for 315 ADM prototypical middle school; 5.0 FTE for 630 ADM prototypical high school; resourced at the highest-grade prototype using total school ADM.	Provide funding at an amount equal to 2.0 FTE positions for 288 ADM prototypical elementary school; 2.0 FTE for 315 ADM prototypical middle school; 5.0 FTE for 630 ADM prototypical high school; resourced at the highest-grade prototype using total school ADM.	\$0	2.0 FTE for prototypical elementary school 2.0 FTE for prototypical middle school of 315 3.0 FTE for prototypical high school of 630 Resourced at the highest-grade prototype using total school ADM. Recalibrate			Presentation and Committee Directive	
12. Librarians and Librarian Media Technicians	Fund at the district level rather than school level. For districts with 0-300 ADM, provide funding for 1 librarian and 1 library	For non-alternative schools and small schools, provide 1 librarian for the prototypical elementary		Fund at the district level, 1 librarian for every 315 K-8 students and 1 librarian for every 630 9-12	Provide additional information on the expanding role of library media aides in place of librarians, developing an			Presentation and Committee Directive

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	<p>clerk. For districts with 301-630 ADM, prorate from the 300 ADM level up to 2 librarians, but retain the 1 librarian clerk for the 630 ADM. Above 630 ADM, 1 librarian for every 288 elementary ADM and 1 librarian and 2 library clerks for every 630 secondary ADM, with a minimum of 2 librarians and 1 library clerk.</p> <p>No library media technicians funded, but rather a separate computer technician position in central office.</p>	<p>schools (288 ADM) prorate up and down, below and above 288 ADM. For middle or high schools with ADM between 105 and 630 ADM, 1 librarian. Below 105 prorate down and above 630 prorate.</p> <p>For non-alternative schools and small schools, provide 1 library media technician for every 315 middle and high school ADM, prorated up and down.</p>	<p>\$3,474,482</p> <p>\$3,034,238</p> <p>Total Cost Difference \$6,508,720</p>	<p>students</p> <p>No library media technicians funded under this area – see computer technician section – Element 23</p> <p>Recalibrate</p> <p>This is a new EB recommendation.</p>	<p>understanding of the roles these positions play in schools.</p>			
13. Principals and Assistant Principals	<p>1.0 principal for all schools down to 96 ADM for elementary schools and 105 ADM for middle and high schools, prorated by ADM below these ADM levels.</p> <p>1.0 assistant principal for every 288 elementary ADM beginning at 289 ADM; 1.0 assistant principal for every 315 middle and high school ADM beginning at 316 ADM.</p>	<p>1.0 principal for all schools down to 96 ADM for elementary schools and 105 ADM for middle and high schools, prorated by ADM below these ADM levels.</p> <p>1.0 assistant principal for every 288 elementary ADM beginning at 289 ADM; 1.0 assistant principal for every 315 middle and high school</p>	<p>\$0</p>	<p>No change from 2010 recommendation.</p> <p>No need for a formal recalibration.</p>	<p>Work Plan Approved: no recalibration.</p> <p>Provide district staffing data for school administration at small schools and the use of one staff member at multiple schools.</p>		<p>Present cost estimate.</p>	

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		ADM beginning at 316 ADM.						
14. School Site Secretarial Staff	<p>Provide 1.0 secretary for all schools down to 96 ADM for elementary and 105 ADM for middle and high schools, prorated by ADM below these ADM levels.</p> <p>Provide 1.0 secretary for 105 to 315 middle school ADM, prorated down below 105 ADM and prorated up for 316 ADM and above.</p> <p>Provide 1.0 FTE secretary for 105 to 630 high school ADM, prorated down below 105 ADM and prorated up for 631 ADM and above.</p> <p>Resourced at the highest-grade prototype using total school ADM.</p> <p>Provide 1.0 clerical for 288 ADM prototypical elementary school.</p> <p>Provide 1.0 clerical for ADM prototypical middle school.</p>	<p>Provide 1.0 secretary for all schools down to 96 ADM for elementary and 105 ADM for middle and high schools, prorated by ADM below these ADM levels.</p> <p>Provide 1.0 secretary for 105 to 315 middle school ADM, prorated down below 105 ADM and prorated up for 316 ADM and above.</p> <p>Provide 1.0 FTE secretary for 105 to 630 high school ADM, prorated down below 105 ADM and prorated up for 631 ADM and above.</p> <p>Resourced at the highest-grade prototype using total school ADM.</p> <p>Provide 1.0 clerical for 288 ADM prototypical elementary school.</p> <p>Provide 1.0 clerical for ADM prototypical middle school.</p>	\$0	<p>Simplify the formula to provide just secretary staff.</p> <p>Provide 2.0 secretary positions for all elementary and middle schools down to 96 ADM for elementary and 105 ADM for middle schools. This is prorated by ADM below these levels, and prorated up at rate of 1.0 for every 144 elementary and 1.0 for every 157.5 middle school students.</p> <p>Provide 3.0 secretary positions for all high schools reduced to two for 315 ADM, prorated by ADM below 315 ADM, and prorated up above 630 at rate of 1.0 for every 200 high school ADM.</p> <p>All FTE positions prorated up or down from prototypical level and resourced at the highest-grade prototype using total school ADM.</p> <p align="center">Recalibrate</p>	Provide more information and rationale on new recommendation to merge secretarial and clerk staffing categories, even though one is 12 months and the other is 10 months.		Presentation and Committee Directive	

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	Provide 2.0 clerical for 315 ADM prototypical high school (total of 4.0 secretaries for 630 students). All FTE positions prorated up or down from prototypical level and resourced at the highest-grade prototype using total school ADM.	Provide 2.0 clerical for 315 ADM prototypical high school (total of 4.0 secretaries for 630 students). All FTE positions prorated up or down from prototypical level and resourced at the highest-grade prototype using total school ADM.		This is a new EB recommendation.				
DOLLARS PER STUDENT RESOURCES								
15. Gifted and Talented Students	\$25 per ADM in 2010 inflated annually.	Provide an amount equal to \$29.41 per ADM.	Modest difference	Precise the dollar figure during 2015 recalibration.	Consider adequacy of funding levels for small schools and small districts.		Presentation and Committee Directive	
16. Intensive Professional Development	10 days of student free time for training. \$100 per ADM for trainers inflated annually to \$124.46.	10 days of student free time for training. \$100 per ADM for trainers inflated to \$117.64.	Very minor difference and part of LSO estimates that combines a number of areas.	Precise the dollar figure during 2015 recalibration.			Presentation and Committee Directive	
17. Instructional Materials	Instructional materials: \$149.23 per ADM for elementary and middle schools and \$186.54 per ADM for high schools.	\$335.93 per ADM for elementary and middle schools and \$411.33 per ADM for high schools.	\$18,104,526	Recalibrate	Integrate findings with the costs of Technology in Element 19.			Presentation and Committee Directive
18. Short Cycle/Formative Assessments	\$37.70 per ADM and not subject to an ECA.	\$37.70 per ADM and not subject to an ECA.	\$0	Precise the dollar figure during 2015 recalibration.	Provide information on various assessment instruments such as DIEBELS, AIMS WEB, NWEA MAP, Scantron, Renaissance Learning STAR Enterprise.		Presentation and Committee Directive	

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					Provide information on the use of formative or benchmark assessments, and whether such instruments can be used to monitor progress of special education students as well as all other students.			
19. Technology and Equipment	\$250 per pupil inflated annually to \$266.49.	Provide an amount equal to \$294 per ADM.	\$3,281,514	Recalibrate	Integrate findings with the costs of Instructional Materials in Element 17. Provide a cost estimate for one-to-one computer strategies. Review WASBO white paper on technology in consideration of recalibrating element.			Presentation and Committee Directive
20. Career and Technical Education Equipment/Materials	\$9,622.70 per vocational education teacher FTE. \$1,854.45 for equipment allowance; \$6,841.74 for supply allowance, and \$926.51 for equipment replacement.	Inflated amounts of \$9,094.97 per vocational education teacher FTE. \$1,752.75 for equipment allowance; \$6,466.52 for supply allowance, and \$875.70 for equipment replacement.	Marginal difference in equipment costs. Wyoming also provides an extra weight of 0.29 for all students in career technical programs to lower those class sizes (see Element 5 above).	Precise the dollar figure during 2015 recalibration.				Presentation and Committee Directive
21. Extra Duty Funds/Student Activities	\$308.04 per ADM.	Funded at grade-band level, by school. For grades K-5, provide an amount equal to \$24.23	\$5,535,663	Recalibrate	Provide detailed expenditure data over time for staff/coach costs, equipment, etc. and identify			Presentation and Committee Directive

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		per student. For grades 6-12, use inverse sliding scales based on student enrollment for middle (grades 6-8) and high (grades 9-12) school grades levels. Middle school funding levels range from \$796.95 for 1 ADM and \$205.90 per ADM for a school of 1,260 ADM. High school funding levels range from \$2,054.39 for 1 ADM and \$605.59 per ADM for a school of 1,260 ADM. Alternative schools receive an amount equal to \$291.15 per ADM.			areas of increased expenditures.			
CENTRAL OFFICE FUNCTIONS								
22. Operations and Maintenance	Separate computations for custodians, maintenance workers and groundskeepers as outlined in the analysis and evidence section below.	Separate computations for custodians, maintenance workers and groundskeepers as outlined in the analysis and evidence section below.	\$0	Recalibrate	Review all specific formulas using experts identified with the assistance of ASBO, including review of WASBO white paper on O&M. Provide analysis of maintenance costs of newly constructed schools.			Presentation and Committee Directive
23. Central Office Staffing/Non-Personnel Resources	Less than 500 ADM: 3 administrative and 3 classified position	Less than 500 ADM: 3 administrative and 3 classified position	\$3,834,851	A per pupil amount calculated from a 3,900-student prototypical school district. This is	Work with a small group of superintendents on central office staffing for varying size school districts to			Presentation and Committee Directive

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	Between 501 and 1,000 ADM: 4 administrative and 4 classified positions Beyond 1,000 ADM, provide 1 additional administrator position for every 833 ADM and provide 1 additional classified position for every 500 ADM.	Between 501 and 1,000 ADM: 4 administrative and 4 classified positions Beyond 1,000 ADM, provide 1 additional administrator position for every 625 ADM and provide 1 additional classified position for every 417 ADM.		prorated to districts with 1,000 students. From 1000 to 400 students funding should remain at the level of funding for the central office of a 1,000 student district. This would generate approximately 2 administrative and 2.5 secretarial positions. From 400 to 200 students, the positions should be prorated down to 1 professional and 1 secretarial position, and remain at that level for smaller districts. Recalibrate	identify potential staffing or cost issues.			
	Provide an amount equal to \$373.38 per ADM for non-personnel resources.	Provide an amount equal to \$352.91 per ADM for non-personnel resources.	Small difference combined with other estimates in LSO analysis.	Precise dollar figures during 2015 recalibration. Recalibrate				Presentation and Committee Directive
24. Transportation	Recommend no changes to current policy of 100% of approved (to and from school and approved activities) transportation costs. No need for a formal recalibration.				Committee approved Work Plan: no recalibration Provide information related to finance charges on transportation costs on bus leases and purchases and interest rates paid.			Provide cost estimate.
25. Food Services	Both the EB model and the Wyoming Legislature assume this is a self-supporting function and thus no additional resources are provided. No need for a formal recalibration.				<i>* Committee directed element recalibration.</i> Provide an analysis of the costs to administer food service programs in			Presentation and Committee Directive

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					<p>Wyoming, include analysis staffing characteristics and costs for small schools/districts.</p> <p>Identify deficits and long term expenditure patterns.</p> <p>Identify the source of funds utilized for program operation (federal, enterprise, etc.), including amounts supplemented by school districts.</p>			
26. Tutors	1 tutor position for every 100 at-risk students, with a minimum of one tutor position in each prototypical school.	1 tutor position for every 100 at-risk students, with a minimum of one tutor position in each prototypical school.	\$0	<p>One tutor position for every 125 at risk students (in addition to the one tutor position in each prototypical school).</p> <p>These positions are provided additional days for professional development (Element 16) and substitute days (Element 9) discussed above.</p> <p align="center">Recalibrate</p> <p>This is a revised EB recommendation.</p>	Integrate with Element 8.		Presentation and Committee Directive	
27. Pupil Support	1 pupil support position for every 100 at-risk students, with a minimum of 1 position for each	1 pupil support position for every 100 at-risk students, with a minimum of 1 position	\$0	One pupil support position for every 125 at-risk students	Integrate with Element 8		Presentation and Committee Directive	

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	prototypical elementary, middle and high school, resourced at the highest-grade prototype using the total school ADM.	for each prototypical elementary, middle and high school, resourced at the highest-grade prototype using the total school ADM.		These positions are provided additional days for professional development (Element 16) discussed above. Recalibrate This is a revised EB recommendation				
28. Extended Day Programs	1.0 teacher position for every 30 at-risk students or 3.33 FTE per 100 such students. Position paid at the rate of 25 percent of annual salary—enough to pay a teacher for a 2-hour extended-day program, 5 days per week. This formula equates to 1 teacher position for every 120 at-risk students.	For both extended day and summer, funding provided outside of block grant and as a categorical grant at an amount equal to a 0.15 teacher FTE for every 30 at-risk students for both summer school and extended day programs. A minimum 0.50 FTE is provided for school districts that do not generate that amount based upon the district’s at-risk count.	-\$8,979,455 including both extended day and summer school.	No change from 2010 recommendation. Recalibrate	Provide an analysis of current programs and expenditures for summer school and extended day. Analyze evidence-based services and programs provided by school districts.		Presentation and Committee Directive	
29. Summer School	1.0 teacher position for every 30 at-risk students or 3.33 FTE per 100 such students. Position paid at the rate of 25 percent of annual salary—enough to pay a teacher for a six to eight weeks, 4 hour per day	For both extended day and summer, funding provided outside of block grant and in the form of a categorical grant at an amount equal to a 0.15 teacher FTE for every 30 at-risk students for both	-\$8,979,455 included both extended day and summer school.	No change from 2010 recommendation. Recalibrate	Analyze use of categorical funding for extended day and summer school.		Presentation and Committee Directive	

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	summer school program and include adequate time for planning and grading This formula equates to 1 teacher position for every 120 at-risk students.	summer school and extended day programs. A minimum 0.50 FTE provided for school districts that do not generate that amount based upon the district's at-risk count.						
30. English Language Learner (ELL) Students	1.0 teacher position for every 100 identified ELL students.	1.0 teacher position for every 100 identified ELL students.	\$0	No change from 2010 recommendation. No need for a formal recalibration.	<i>* Committee directed element recalibration</i> Provide analysis of resources available to school for ELL students and make a recommendation on adequacy. Analyze allocation and duties of ELL instructors in school districts.		Presentation and Committee Directive	
31. Alternative Schools	No separate formula; assumes all alternative schools have 49 or fewer students and thus qualify for the small school formula of 1 AP plus 1 teacher position for every 7 students.	Provide funding for all staff at a ratio of 1 assistant principal and 1 teacher position for every 7 students.	-\$88,082	No change from 2010 recommendation. Recalibrate	Provide information on the current practices of alternative schools in Wyoming. Provide Committee requested additional information on alternative school programs in other states as appropriate.		Presentation and Committee Directive	
32. Special Education		100% cost reimbursement		1 teacher for every 150 students in the school 1 aide for every 150 students in the school Federal funds	Committee approved Work Plan: no recalibration.			Present cost estimate.

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				<p>Full state funding for students with severe disabilities</p> <p>To explore this option as part of the 2015 recalibration, WY would need to create a great deal of new data; specifically it would need to separate severe and profound special education expenditures from all others.</p> <p>No need for a formal recalibration.</p>				
33. Salary Levels	See "Desk Audit of the Wyoming School Funding Model," January 15, 2015 for details regarding EB recommendations.				Review WASBO white paper.	<p>Presentation Only (Dr. Christiana Stoddard)</p> <p>Committee Guidance Required.</p>		Committee Directive
34. Health Insurance				Precise dollar figures during 2015 recalibration.	<p>Collect information on how other states address health care costs for local educators in state school finance programs.</p> <p>Provide analysis of school district spending on health care costs and how their health insurance plans</p>		Presentation Only.	Committee Directive.

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					compare to the State health insurance plans.			
35. Benefits				Precise dollar figures during 2015 recalibration.			Presentation Only.	Committee Directive.
36. Regional Cost Adjustments	Adjust model salaries for regional differences by using the 2011 hedonic wage index as calculated by state consultants (Taylor).	Adjust model salaries for regional differences by using the greater of the Wyoming Cost of Living Index (average of the past 6 semiannual calculations) or the 2005 hedonic wage index as calculated by state consultants (Baker via LOP & Associates), with a minimum index value of 1.00.	\$6,560,511	Recalibrate.		Presentation Only (Dr. Lori Taylor) Committee Guidance Required.		Committee Directive
37. External Cost Adjustments	Continue to use four existing indices and apply them annually to the cost-based model as well as continue a monitoring approach for applying ECAs to the Legislature's funded model.							Presentation and Committee Directive
38. School District School Finance Audit Process	Continue audit process and establish clear rules for accuracy of district data reporting.							Presentation and Committee Directive
+ Preschool/Early Childhood Education Programs		N/A			<i>* Committee directed element recalibration.</i> Provide information on how to include Pre-K programs in the WY funding formula. Potential models include combining Pre-K and K classes or have a separate Pre-K Model.			Presentation and Committee Directive

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					Provide analysis of current preschool offerings and funding from various State agencies and school districts will have to occur to understand the current approaches taken in Wyoming.			
+ School Resource Officers (SROs)/School Security			N/A		<p><i>* Committee directed element recalibration.</i></p> <p>Analyze how current schools and districts are utilizing SROs and funding these positions.</p> <p>Provide a recommendation to fund SROs.</p>			Presentation and Committee Directive