

**Decision Item #9: REDUCE FUNDING OF RESOURCES INTEGRATED FOR SUCCESS AND EQUITY (R.I.S.E) PROGRAM**

**Option A: Reduce funding for the program by 50%**

**Option B: Eliminate the Program or secure foundation funding**

**Background:** As part of the school improvement planning process, each school is charged with identifying areas of student achievement that need to be addressed. Often the issues identified relate specifically to or are more prevalent among students of color. The District has set aside funding to be used specifically to enhance the performance of students of color who have not successfully reached achievement levels comparable to their peers. The funds are specifically intended to differentiate and accelerate higher learning for this student population.

A specific process exists by which each school gets allocation based on criteria. A condition of the funding is that each school must identify target students for participation and comply with progress monitoring requirements. Each student must have defined targets, be assigned a specific staff person and have a progress report mid-year and at the end of year. A supplemental form includes evaluative data to track whether or not the identified target has been met. This information is reviewed by the Assistant Superintendents of Secondary and Elementary Education at year end on a school by school basis during principal evaluations.

The position of Family Community Liaison was created to assist in ensuring the success of this program. These positions report to individual school principals and are responsible to provide liaison with students and families.

**Expenditures:** Costs for this program are salary related and total \$1,301,300.

	<b>Approximate</b>	
<b>School Level</b>	<b>Allocation</b>	<b>FTE</b>
Elementary	\$ 576,300	22.45
Middle School	\$ 329,700	10.63
High School	\$ 395,300	9.08
	<b>\$ 1,301,300</b>	<b>42.16</b>

\* these allocations are at the teacher salary level, but are used to fund a variety of positions.

Average cost per student = \$644 (assuming consistent service levels to all)

**Revenues:** None.

**FTE:** 42.16 FTE district-wide for this program, including 9 FTE as Family Community Liaisons

**Decision Item #9: REDUCE FUNDING OF RESOURCES INTEGRATED FOR SUCCESS AND EQUITY (R.I.S.E) PROGRAM (cont.)**

**Anticipated Savings:**

	<b>Expenditure Savings</b>	<b>FTE Reduction</b>
Option A: Reduce funding by 50%	\$650,650	21.08
Option B: Eliminate funding	\$1,301,300	42.16

**Student Impact:** The program currently serves 2021 students district-wide and provides a variety of services from tutoring, student achievement monitoring, parental liaison, attendance monitoring, and referral for health concerns.

**Strategic Priorities:** Directly linked to home and community partnership priority. (1)

**Board Priorities:** Directly linked to attendance goal, and indirectly linked to student achievement in reading and math.

**Effectiveness:** Evaluative data are maintained and evaluated on an individual student basis. Historically, cumulative data have not been available to indicate the overall effectiveness of the program. It is estimated by District personnel that 75-80% of students reach their identified targets. Identified targets can include specific attendance targets, maximum levels of behavior incidents and reaching identified program objectives (e.g. Reading Recovery).

Principal rankings of allocation priorities consistently ranked the Family Community Liaison positions as a very low priority. (H.S. – averaged 25 out of 27, M.S.- averaged 19 out of 20, and Elem. – averaged 18 out of 20).

**Redundancies or Availability of the Service Elsewhere:**

Student achievement monitoring is also done by guidance counselors, minority service coordinators (at the high school), content areas resource teachers and individual classroom teachers.

Services are available to many of these students at the elementary level through Reading Recovery and Title I.

The Family Community Liaison function is similar to that provided by the Minority Service Coordinators at the high school and the parent community relations office for students at all levels.

**Service Delivery:** Program funding intended to serve students of color may in some cases be used for other school-wide efforts for the benefit of all students. Some argue that the true intent of the funding has been diluted to meet other school needs. The resources allocated through this program are not coordinated or authorized centrally. As the District continues to develop programs and processes for staff development around instructional differentiation, the ability of the classroom teacher to meet individual student needs improves.