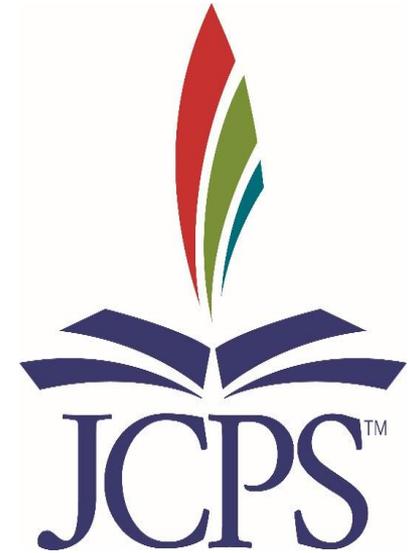


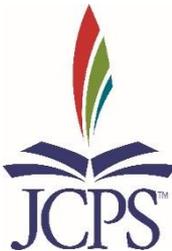
INVESTING IN OUR STUDENTS

Presentation to JCPS Board
May 4, 2020

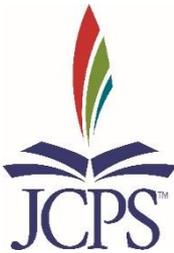


OVERVIEW

1. DOES MONEY MATTER?
2. HOW DOES MONEY MATTER?
3. CHALLENGES
4. REVENUE TRENDS
5. COMPARISONS TO OTHER DISTRICTS
6. RECOMMENDATION
7. DISCUSSION



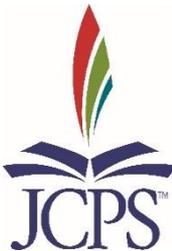
1. DOES MONEY MATTER?



DOES MONEY MATTER?

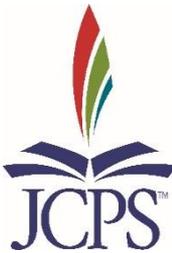
“Studies have **invariably** found a **positive, statistically significant relationship** between student achievement gains and financial inputs” (Learning Policy Institute, 2017, p. 5).

“Results indicate a **causal** relationship between per-pupil spending and student outcomes” (National Bureau of Economic Research, 2014, p. 44).



DOES MONEY MATTER?

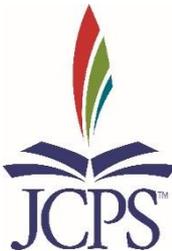
“**Global** resource variables such as [per-pupil expenditures] show strong and consistent relations with achievement” (Greenwald, Hedges, and Laine, 1996, pp. 384-385).



DOES MONEY MATTER?

“This **consensus** — that money does, indeed, matter — is supported by a growing body of high-quality empirical research” (Albert Shanker Institute, 2019, pp. 1-2).

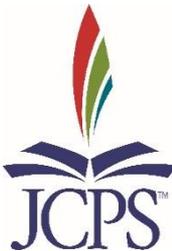
“More equitable and adequate allocation of financial inputs to schooling provides **a necessary underlying condition** for improving the equity and adequacy of outcomes” (Learning Policy Institute, 2017, p. vii).



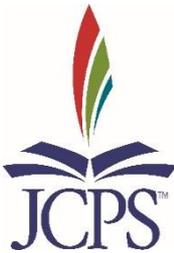
DOES MONEY MATTER?

“Additional funding appears to **matter more for ... students from low-income families**” (Learning Policy Institute, 2017, p. 1).

“There is strong evidence of a **causal effect** of school spending on outcomes for children from poor families” (National Bureau of Economic Research, 2014, p. 38).



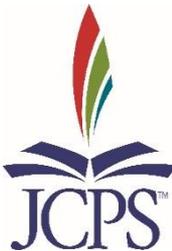
2. HOW DOES MONEY MATTER?



HOW DOES MONEY MATTER?

“Effective teachers are the most important school-based determinant of student educational performance” (Economic Policy Institute, 2019, p. 1).

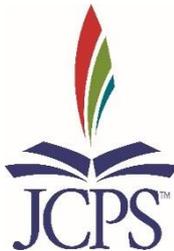
“Investments in teacher quality ... are particularly effective in raising achievement” (Learning Policy Institute, 2017, p. 5; see also Greenwald, Hedges, and Laine, 1996, pp. 384-385; National Bureau of Economic Research, 2015, p. 38).



HOW DOES MONEY MATTER?

“**Fewer students per counselor** ... [has] also been found to improve student outcomes” (National Bureau of Economic Research, 2015, pp. 38-39).

“[Funding] increases ... to **hire more guidance counselors and social workers** are consistent with the **large, positive effects for those from low-income families**” (National Bureau of Economic Research, 2014, p. 42; 2015, pp. 37-38).

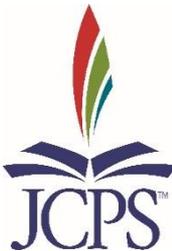


HOW DOES MONEY MATTER?

“A significant body of research points to the **effectiveness of class-size reduction for improving student outcomes and reducing gaps.**”

“The effects of **class size reduction** on achievement ... are most pronounced for **students of color** and those in schools serving concentrations of **students in poverty.**”

(Learning Policy Institute, 2017, p. 11)



HOW DOES MONEY MATTER?

“Cohesive school environments are positively related to students’ achievement **above and beyond students’ social backgrounds.**”

“**Class size** is, in turn, positively related to **school social environment**, with schools having more cohesive social environments when they have **smaller classes.**”

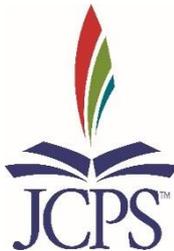
(Wenglinsky, 1997, p. 221)



HOW DOES MONEY MATTER?

“[Funding] increases ... to **hire more teachers** and/or **increase teacher salary** ... are consistent with the **large, positive effects for those from low-income families**” (National Bureau of Economic Research, 2014, p. 42; see also 2015, pp. 37-38).

“**Increases in teacher wages** have been found in several studies to be associated with **increased student achievement**” (Learning Policy Institute, 2017, p. 12; see also Loeb and Page, 2000, p. 395).



HOW DOES MONEY MATTER?



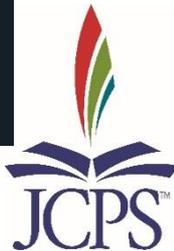
ICE T ✓
@FINALLEVEL

Now that ALL the kids are home from school indefinitely... People realize TEACHERS should get Waaaaaay more pay..

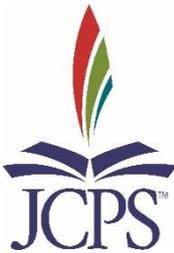


shonda rhimes ✓ @shondarhimes · 9h

Been homeschooling a 6-year old and 8-year old for one hour and 11 minutes. Teachers deserve to make a billion dollars a year. Or a week.

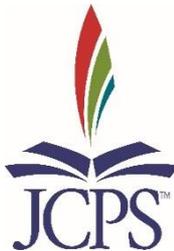


3. CHALLENGES



CHALLENGES

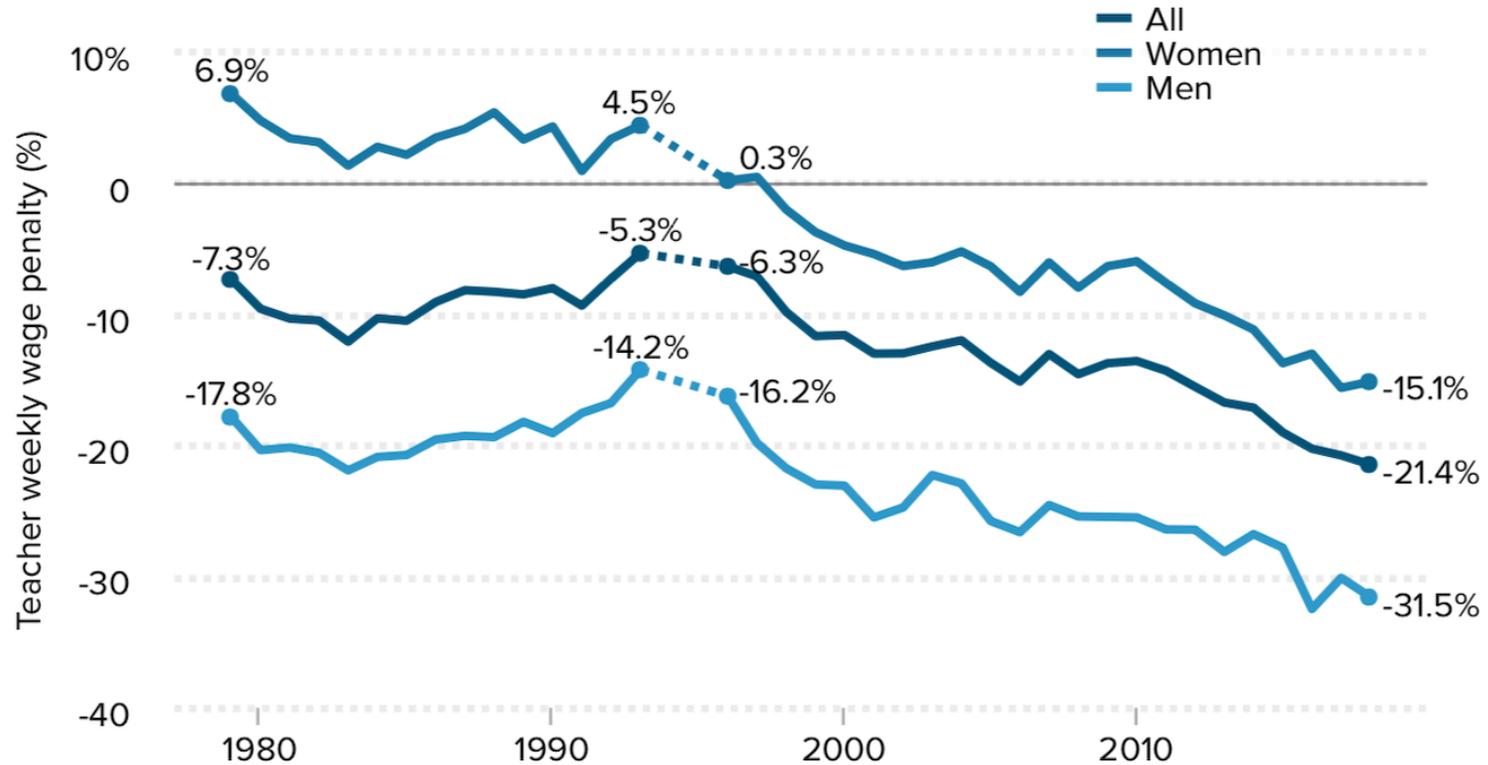
Teacher wage penalty: “the percent by which public school teachers are paid less in wages and compensation than other college-educated workers” (Economic Policy Institute, 2019b, p. 1).



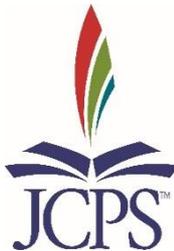
CHALLENGES

Teachers earn 21.4% less than comparable college graduates

Teacher weekly wage penalty for all teachers and by gender, 1979–2018



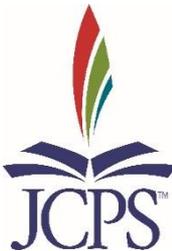
(Economic Policy Institute, 2019b, p. 11)



CHALLENGES

“Between 2004 ... and 2018, weekly wages of other college graduates grew \$119 (7.2 percent), while **teacher weekly wages dropped \$44 (3.6 percent)**” (Economic Policy Institute, 2019b, p. 9).

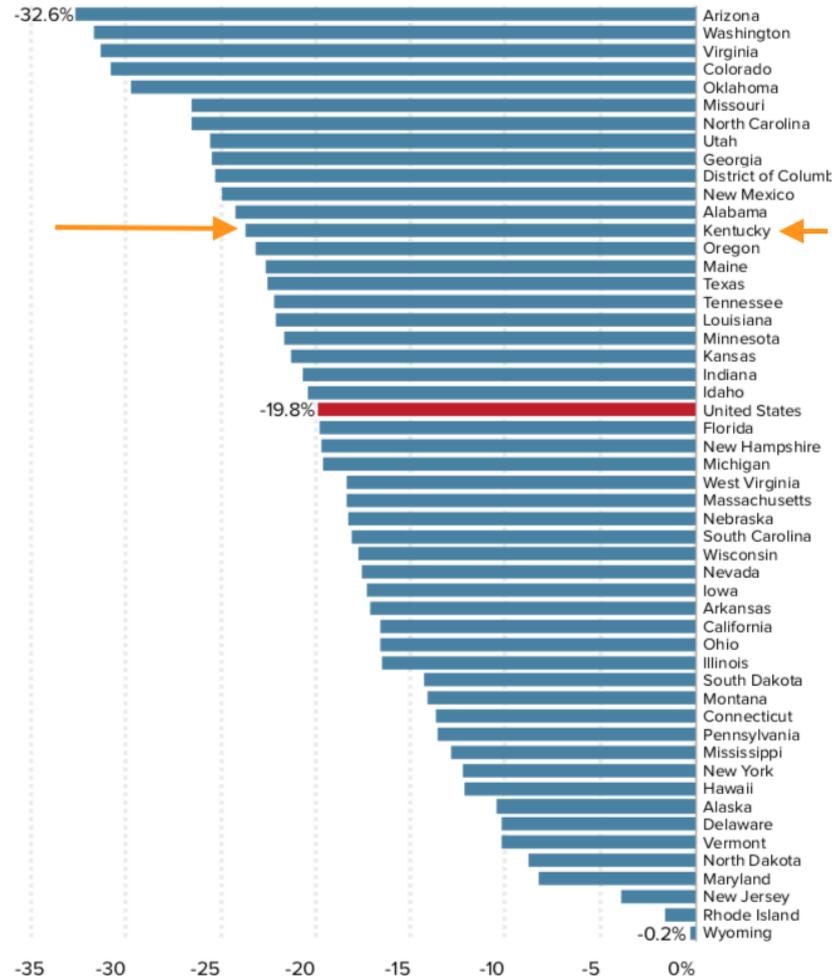
“The teacher weekly wage penalty was 5.3 percent in 1993 ... and **reached a record 21.4 percent in 2018**” (Economic Policy Institute, 2019b, p. 3).



CHALLENGES

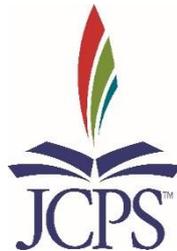
The teacher weekly wage penalty is greater than 20% in 21 states and D.C.

Teacher weekly wage penalty, by state, pooled data from 2014–2018



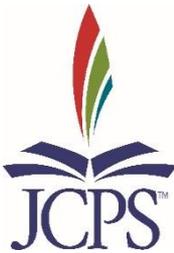
Wage penalty in Kentucky is **significantly worse** than the national average.

(Economic Policy Institute, 2019b, p. 14)



CHALLENGES

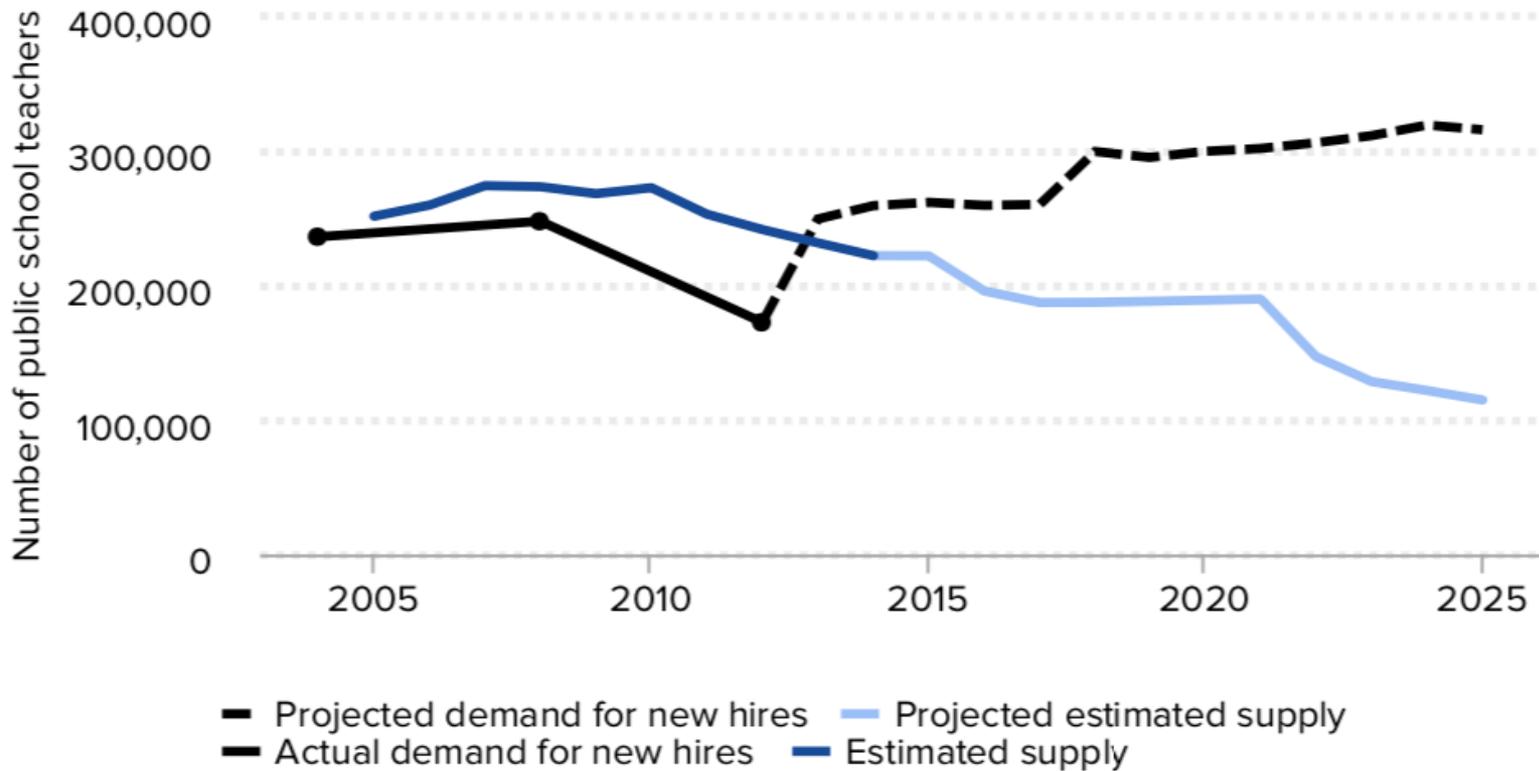
“The teacher shortage is **real, large, and growing**, and **worse** than we thought” (Economic Policy Institute, 2019a, p. 1).



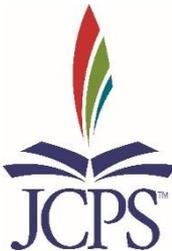
CHALLENGES

Teacher shortage as estimated by Sutchter, Darling-Hammond, and Carver-Thomas

Projected teacher supply and demand for new teachers, 2003–2004 through 2024–2025 school years



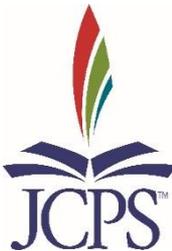
(Economic Policy Institute, 2019a, p. 3)



CHALLENGES

“**Compensation is a necessary, major tool** in addressing constant shortages” (Economic Policy Institute, 2019a, p. 2).

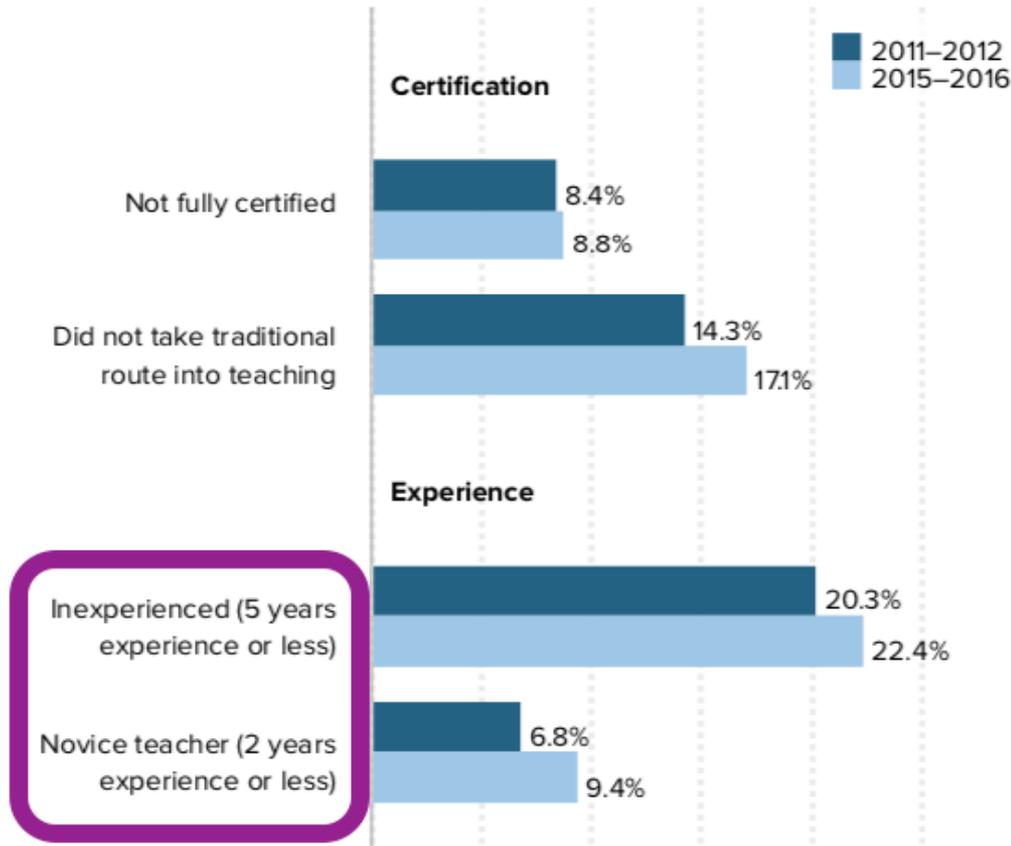
“Teachers’ **overall wages and relative wages affect the quality** of those who choose to enter the teaching profession — and whether they stay once they get in” (Learning Policy Institute, 2017, p. 11).



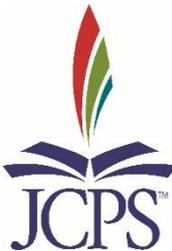
CHALLENGES

Change over time in teacher credentials

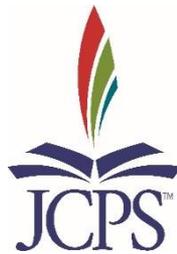
Share of teachers without various credentials, by type of credential, 2011–2012 and 2015–2016



(Economic Policy Institute, 2019a, p. 5)



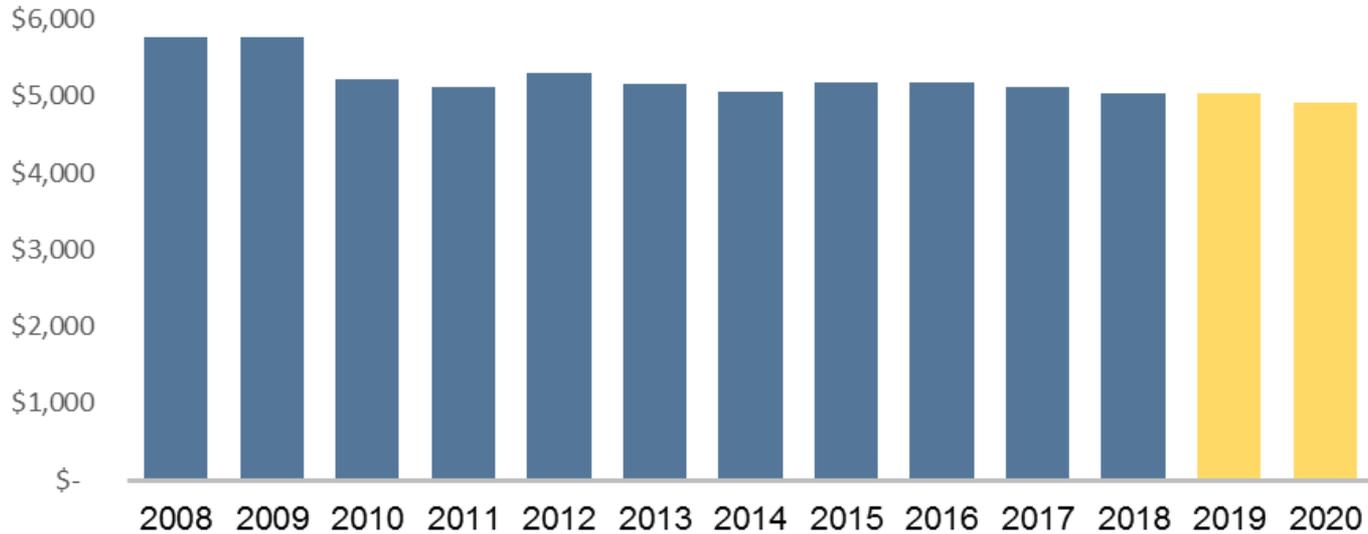
4. REVENUE TRENDS



REVENUE TRENDS

Final Budget Cuts SEEK Per-Pupil Funding 16 Percent from 2008

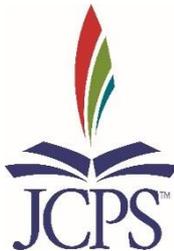
SEEK per-student funding in 2018 dollars



Source: KCEP analysis of OSBD data and FCCR on House Bill 200.

Kentucky Center for Economic Policy | kypolicy.org

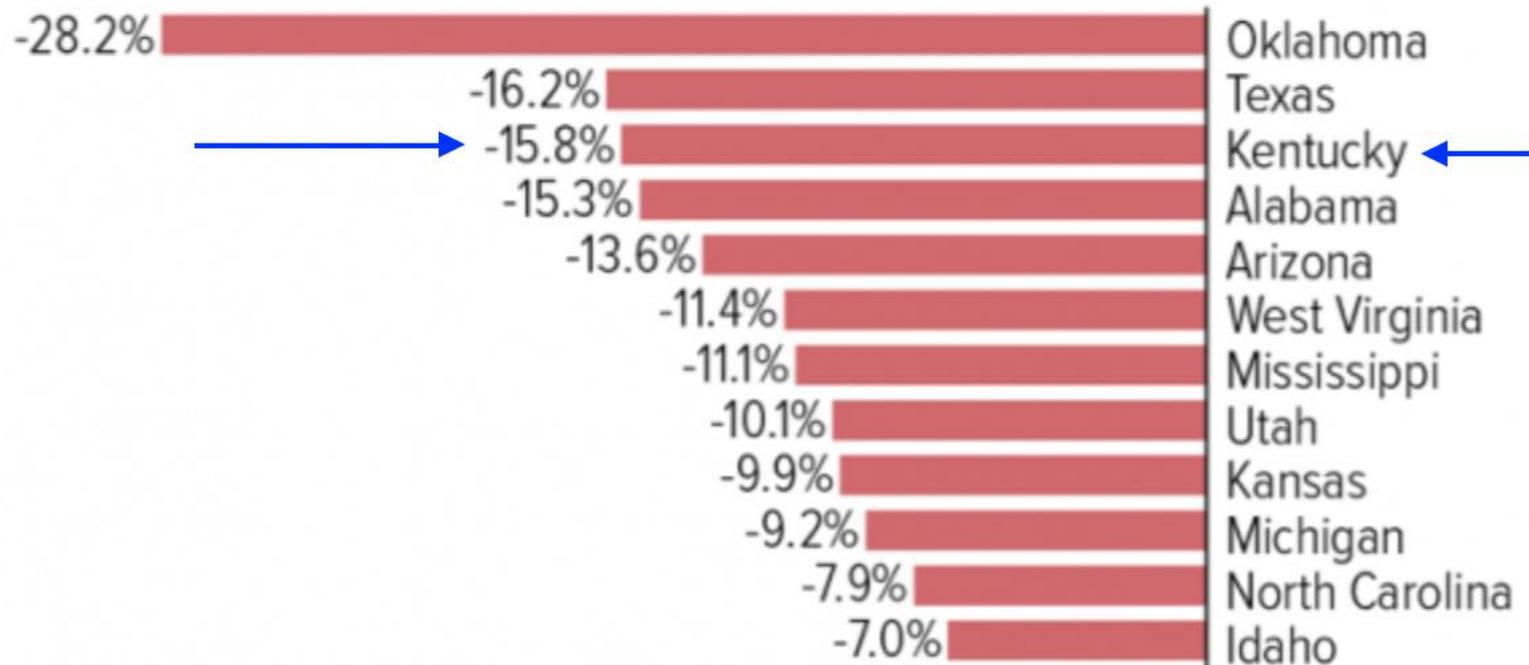
“Kentucky ... sets aside **15.8 percent less** per public school student than it did in 2008” (Barton, 2017, paras. 1-2).



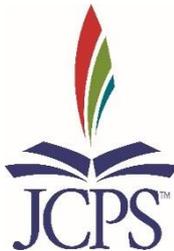
REVENUE TRENDS

State General Funding Per Student Still Far Below 2008 in at Least 12 States

Percent change in state formula funding* per student, inflation adjusted, fiscal years 2008-2018



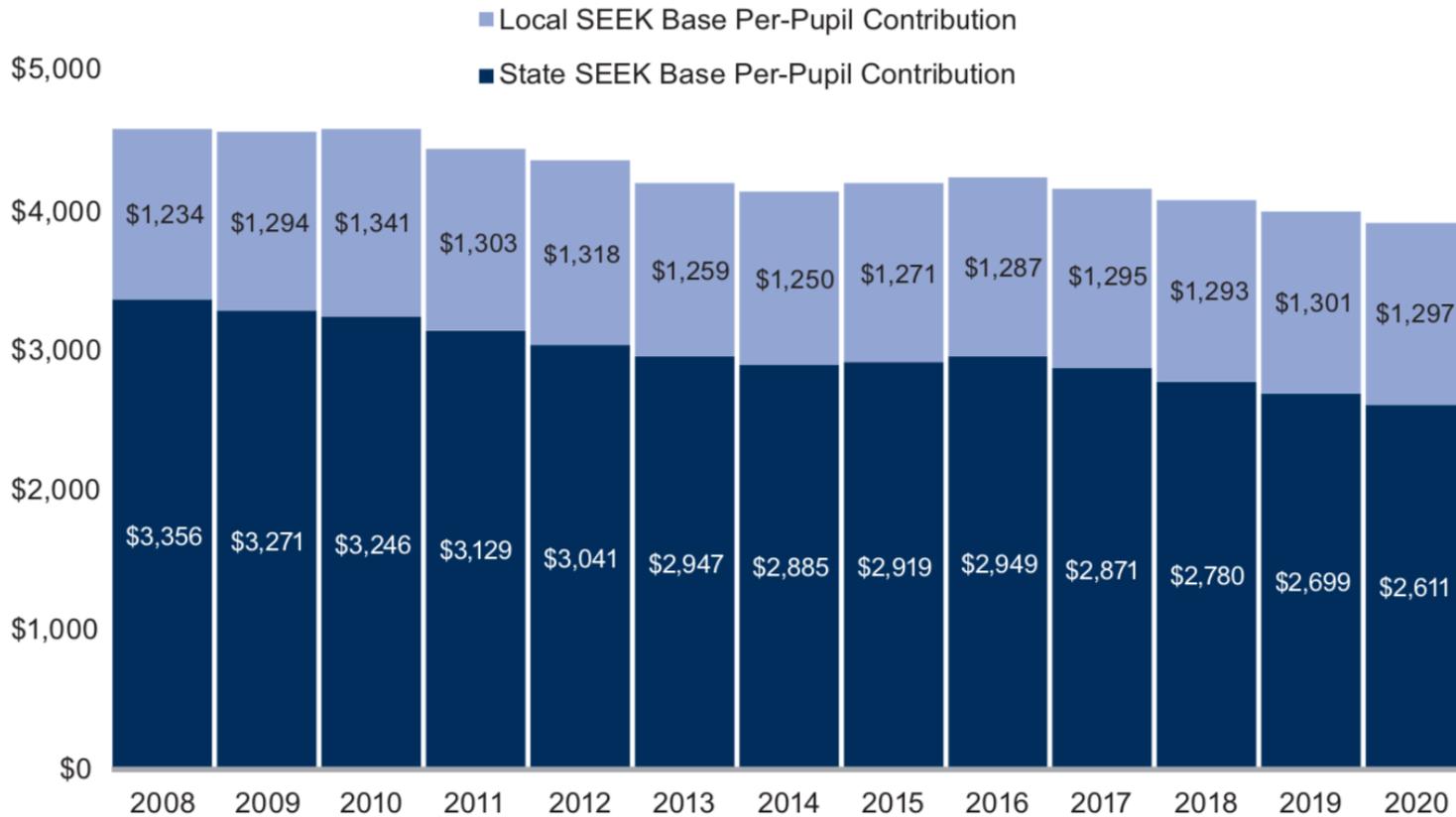
(Center on Budget and Policy Priorities, 2017)



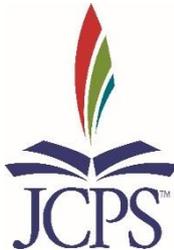
REVENUE TRENDS

SEEK Per-Pupil Guarantee Funding Declining in Real Dollars

State and local portions of per-pupil guarantee as enacted in 2019 dollars

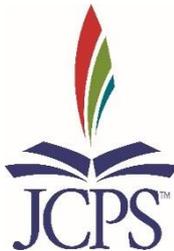


(Kentucky Center for Economic Policy, 2020, p. 3)

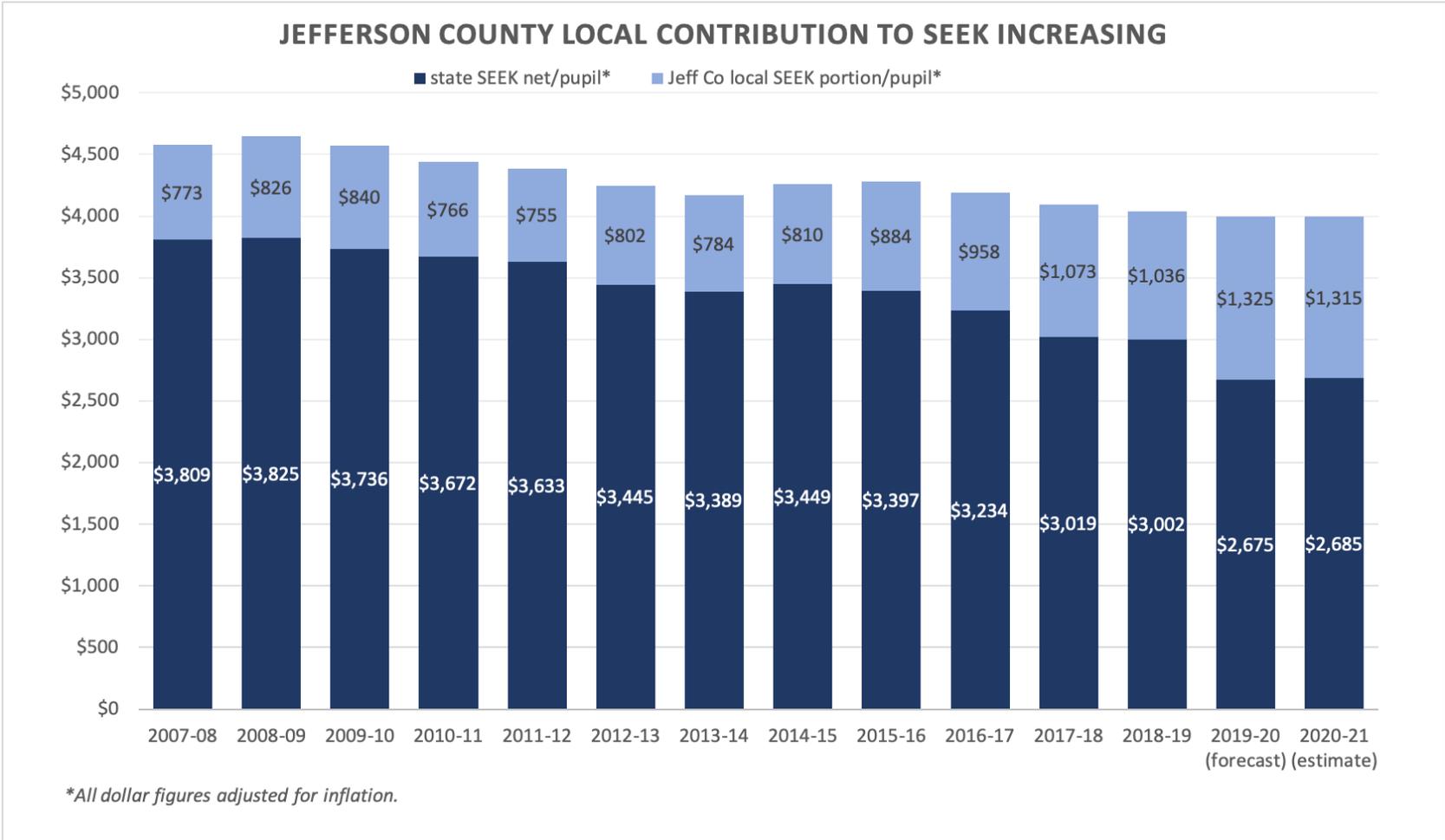


REVENUE TRENDS

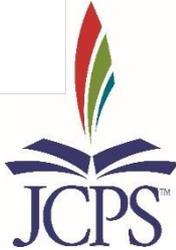
“The **state portion declined** ... by \$122 between 2008 and 2020, while **the local portion grew by \$300 [over 23 percent]**” (Kentucky Center for Economic Policy, 2020, p. 3).



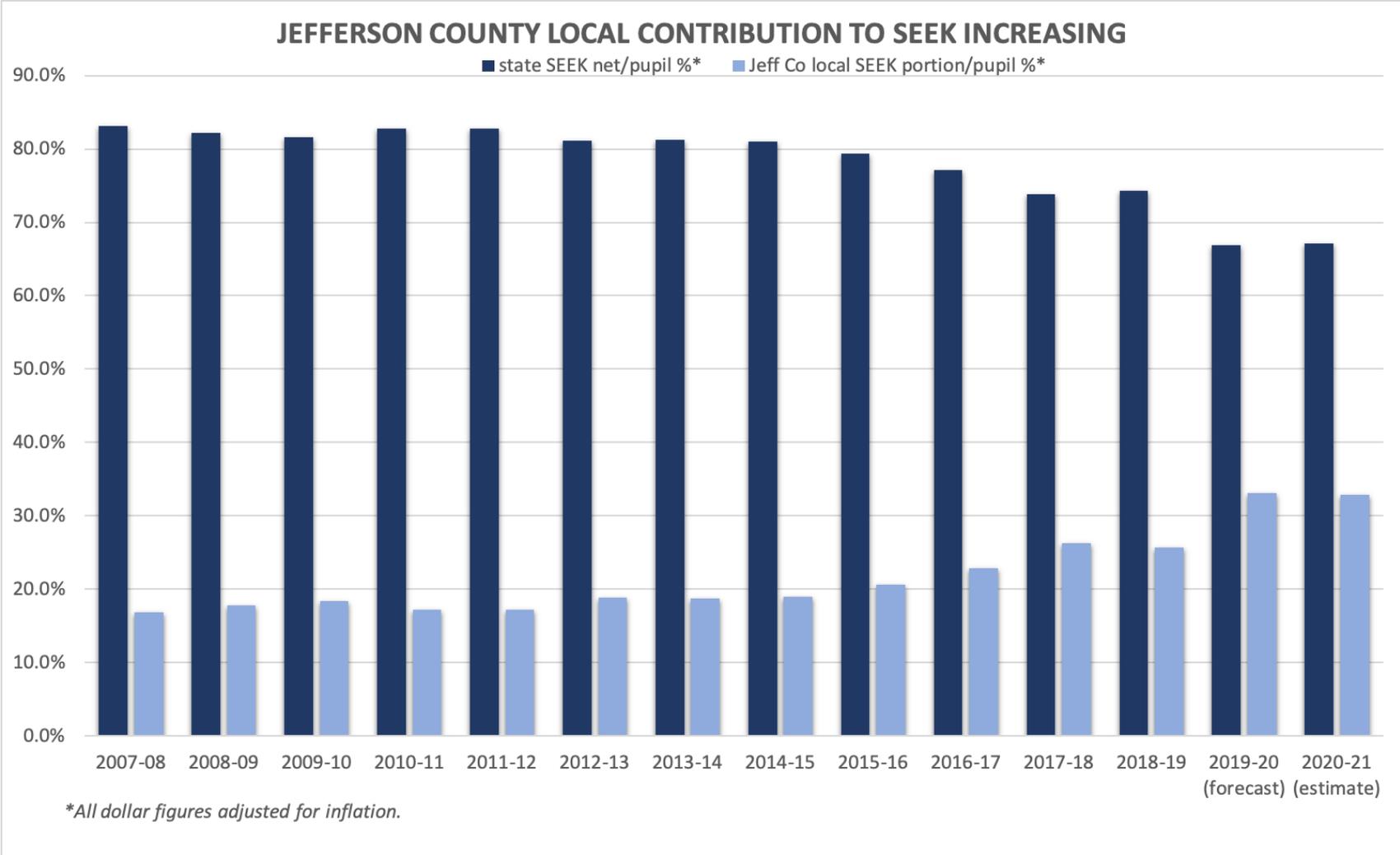
REVENUE TRENDS



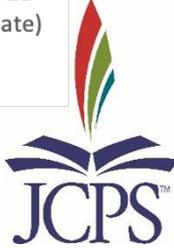
(Source: JCPS analysis of Kentucky Department of Education data)



REVENUE TRENDS

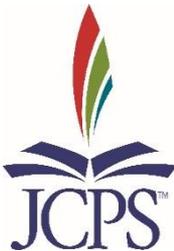


(Source: JCPS analysis of Kentucky Department of Education data)



REVENUE TRENDS

One-third of “state” funds for JCPS students are actually made up of **local money disguised as state funding.**

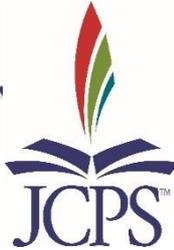


REVENUE TRENDS

SEEK allocation to JCPS
down \$67,587,104
since 2008.

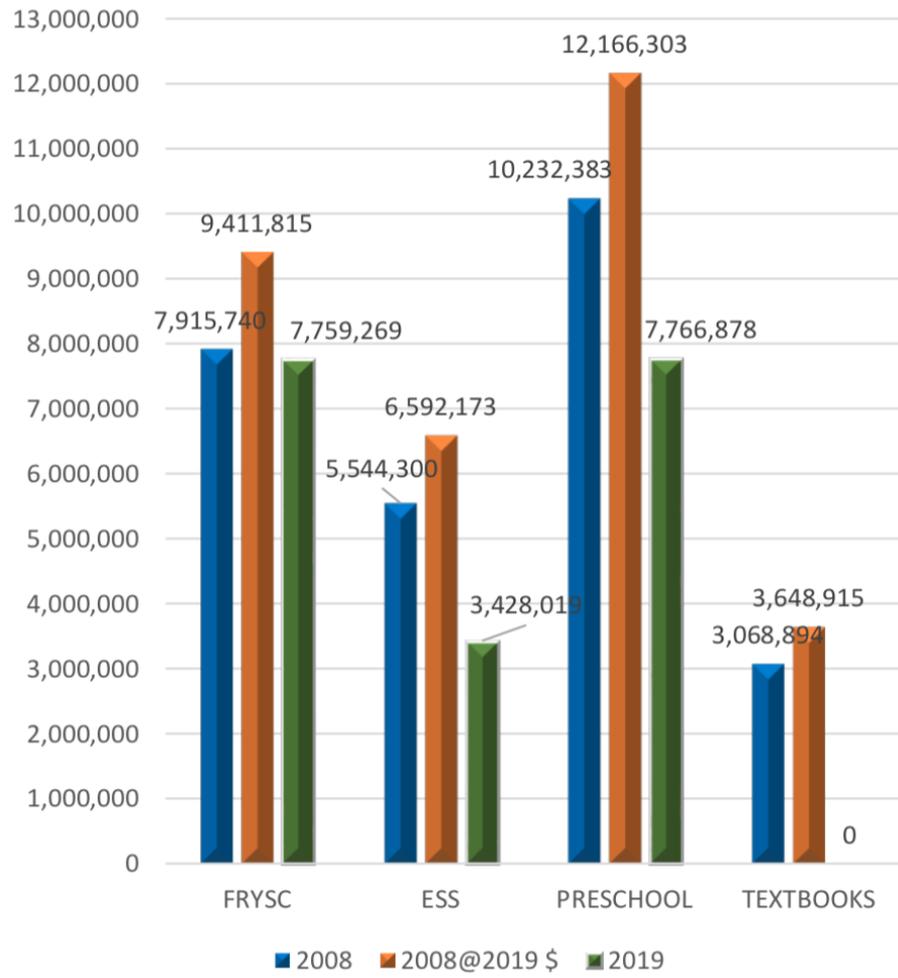


(Source: JCPS analysis of Kentucky Department of Education data)



REVENUE TRENDS

State Grant Funding
2008 vs 2019



State Grant Funding Cuts

FRYSC: **18% cut**

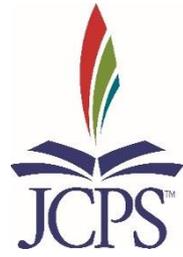
ESS: **48% decrease**

Preschool: **36% cut**

Textbooks: **100% cut**

PD: **100% cut**

(Source: JCPS analysis of Kentucky Department of Education data)

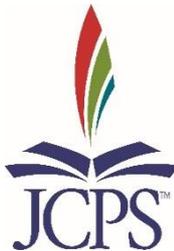


REVENUE TRENDS

Federal Funding:

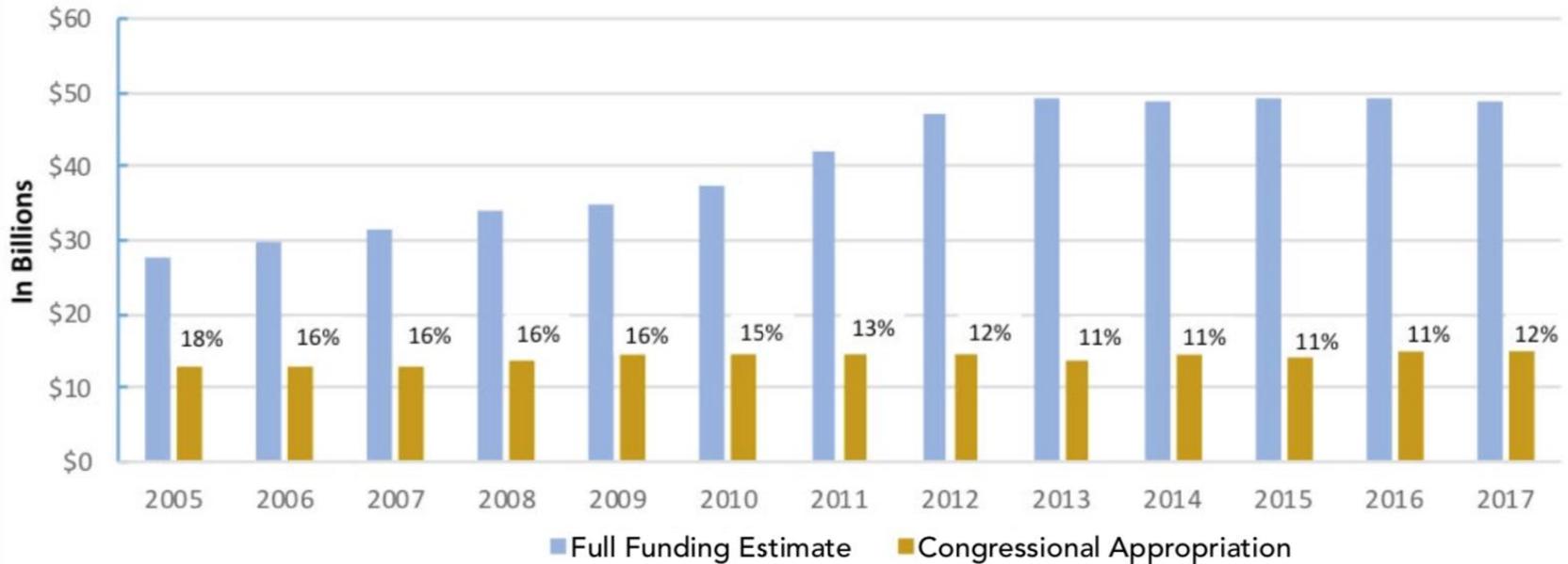
- **Title I** — additional support for schools with high concentrations of **poverty**.
- **IDEA (Individuals with Disabilities Act)** — funding for children with disabilities (in JCPS, this is under **ECE**, Exceptional Child Education).

(Kentucky Center for Economic Policy, 2020, p. 2)



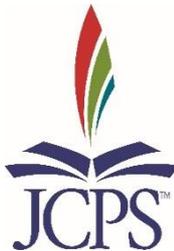
REVENUE TRENDS

Title I Full Funding (40% Estimate) vs. Actual Appropriation



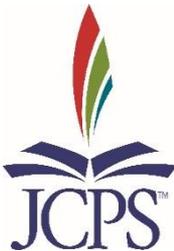
Source: Original research conducted by the Education Policy and Practice Department, Center for Great Public Schools, National Education Association. February, 2018. See methodology notes at educationdebt.reclaimourschools.org.

(Alliance to Reclaim Our Schools, 2018, p. 4)



REVENUE TRENDS

“Over the past dozen years, Congressional appropriations for Title I have averaged **less than half the promised funding**” (Alliance to Reclaim Our Schools, 2018, pp. 4-5).

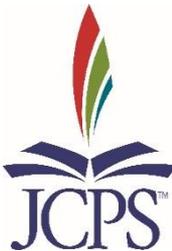


REVENUE TRENDS

“If Title I was fully funded by Congress, the nation’s high-poverty schools could provide:

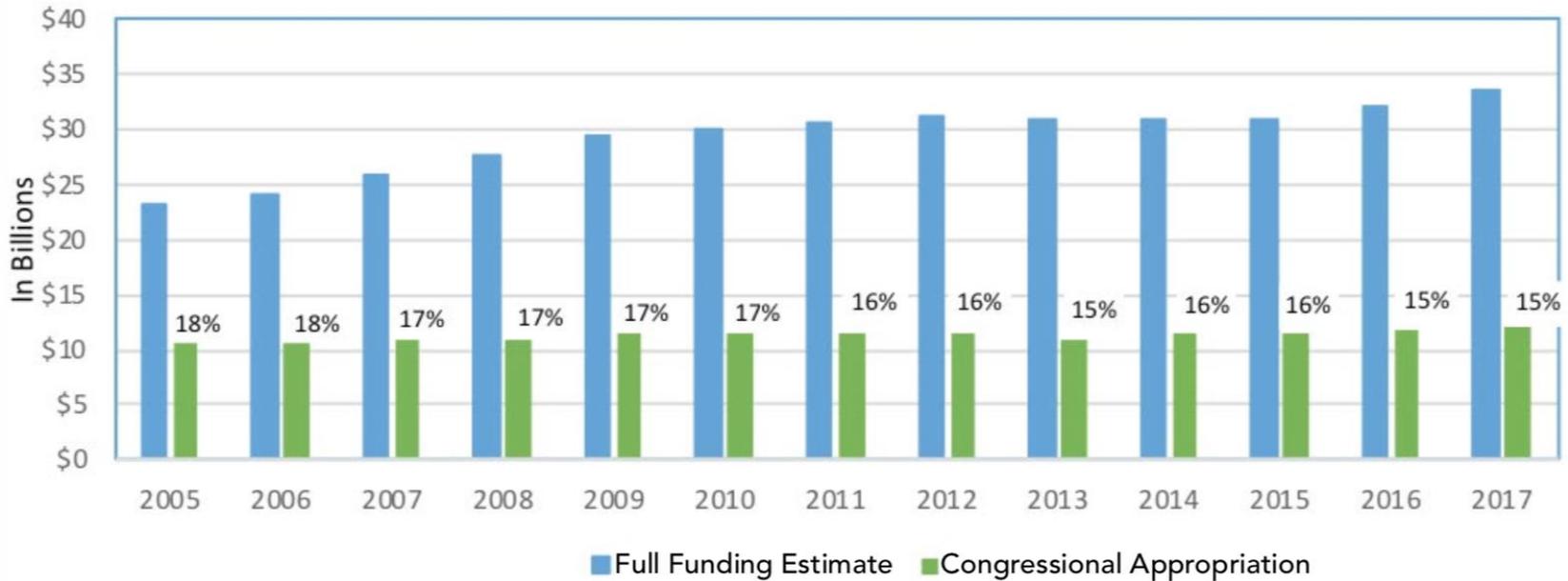
- “**health and mental health services** for every student, including dental and vision services; **and**
- “a **full-time nurse** in every Title I school; **and**
- “a **full-time librarian** for every Title I school; **and**
- “a **full-time additional counselor** for every Title I school, or
- “a **full-time teaching assistant** in every Title I classroom.”

(Alliance to Reclaim Our Schools, 2018, p. 5)



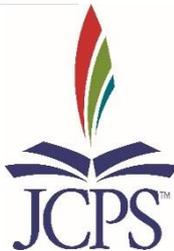
REVENUE TRENDS

IDEA Full Funding (40%) vs. Actual Appropriation



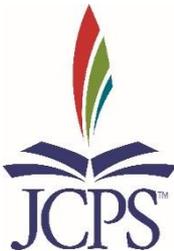
Source: Original research conducted by the Education Policy and Practice Department, Center for Great Public Schools, National Education Association. February, 2018. See methodology notes at educationdebt.reclaimourschools.org.

(Alliance to Reclaim Our Schools, 2018, p. 5)



REVENUE TRENDS

Federal underpayment of IDEA since 2005 is **\$2,637 per year for every special needs student in the country**, 53 percent of whom are students of color” (Alliance to Reclaim Our Schools, 2018, p. 6).

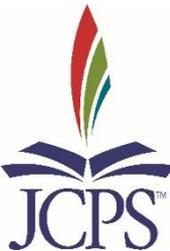


REVENUE TRENDS

“Federal funding of IDEA **has never approached the promised 40 percent** mark.”

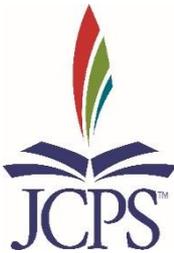
“State and local governments must not only contribute their share, but **also cover the unfunded federal contribution.**”

(Alliance to Reclaim Our Schools, 2018, p. 6)



REVENUE TRENDS

Between 2005 and 2017, the federal government **shortchanged Kentucky \$10.2 billion in Title I and IDEA** (Alliance to Reclaim Our Schools, 2018, pp. 18-20).

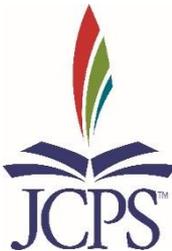


REVENUE TRENDS

State **statute requires** that Kentucky fund transportation at **100%**.

The 2018 state budget **only funded transportation at 60%** (later adjusted to 66% due to funds transfer).

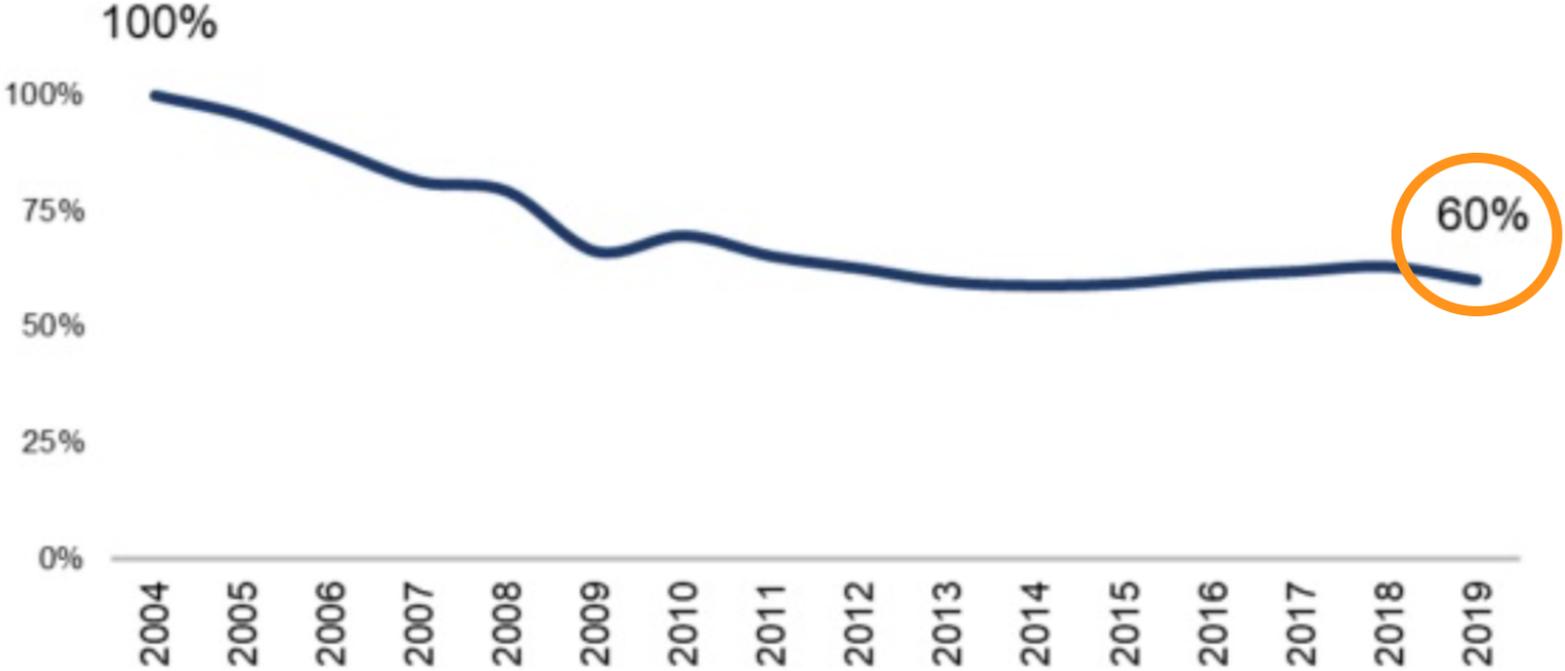
(Kentucky Center for Economic Policy, 2020, p. 4)



REVENUE TRENDS

State Continues Trend of Underfunding Transportation

Percent of state funding compared to share required under SEEK formula.



Source: Kentucky Department of Education. Calculation of state funding compared to share required under SEEK formula for 2019 is an estimate.

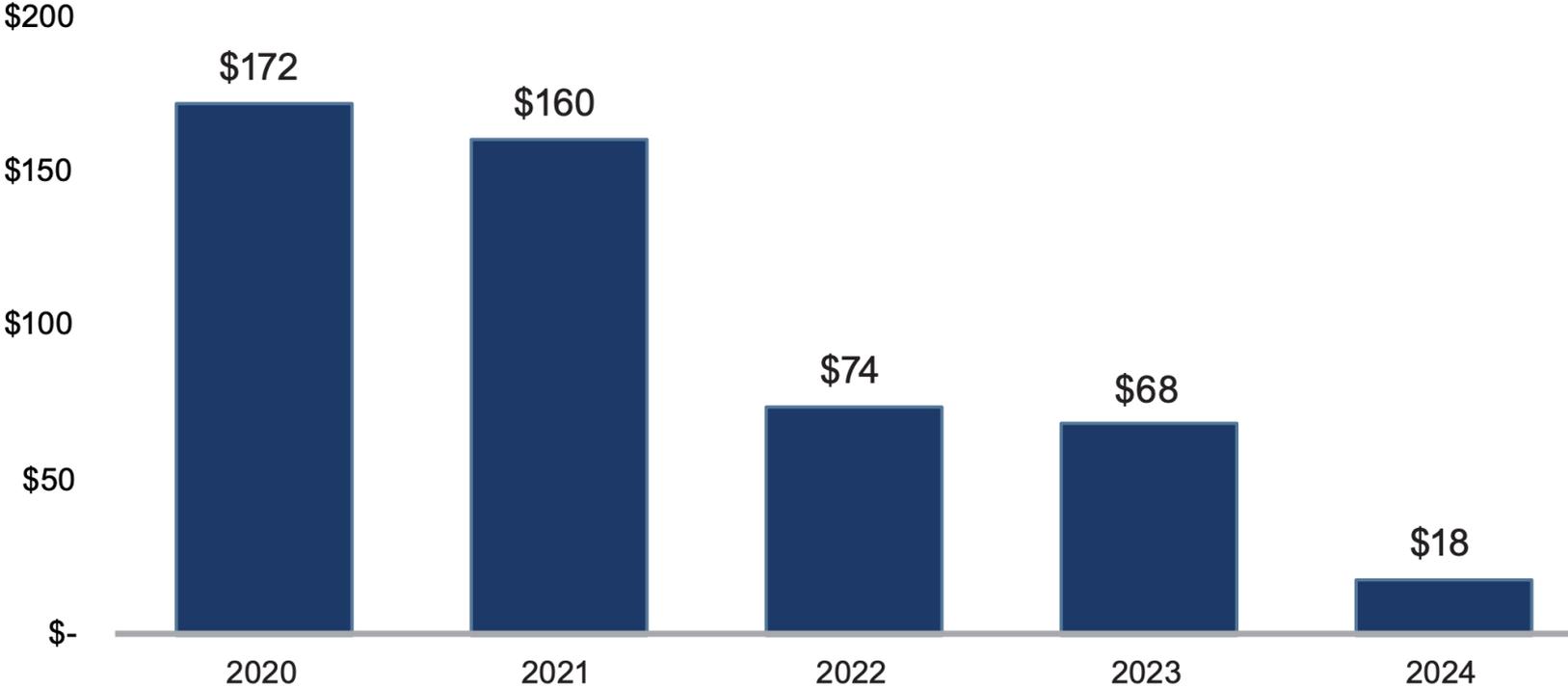
(Spalding, 2019, fig. 3)



REVENUE TRENDS

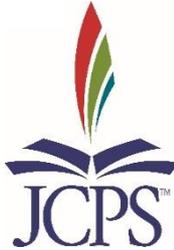
Revenue from Recent Tax Changes Drying Up

Net revenue from tax changes in 2018 & 2020 for fiscal years 2020–2024
(millions of dollars)



Source: OSBD.

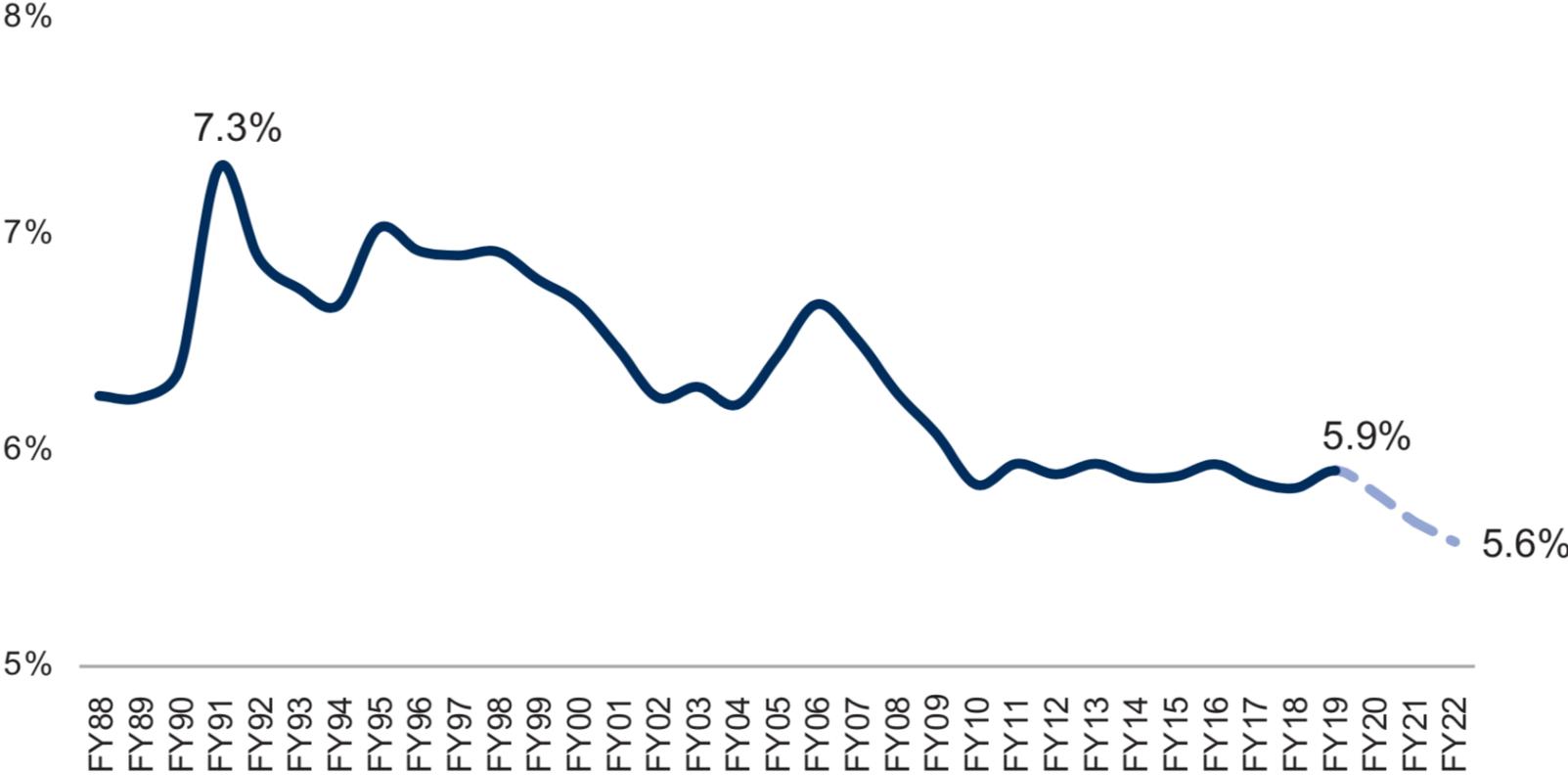
(Kentucky Center for Economic Policy, 2020, p. 43)



REVENUE TRENDS

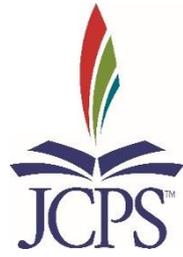
Forecast Shows Continued Erosion in the General Fund

Total General Fund Revenue as a share of Kentucky Personal Income, historical and projected



Source: KCEP analysis of data from OSBD, BEA.

(Kentucky Center for Economic Policy, 2020, p. 39)



REVENUE TRENDS

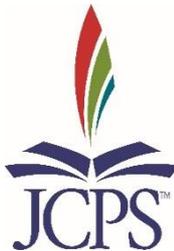
The growth estimate for the next two years is the **weakest on record**.

Next Budget Has Worst Projected Revenue Growth Since Consensus Forecasting Began



Source: Consensus Forecasting Group Official Forecasts.

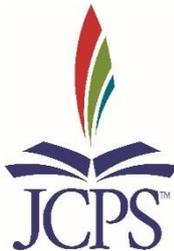
(Bailey, 2020, para. 3, fig. 1)



REVENUE TRENDS

“The situation may be so dire that without tax reform to generate additional state tax revenues, **we will likely face substantial cuts to base SEEK funding and all other education programs.**”

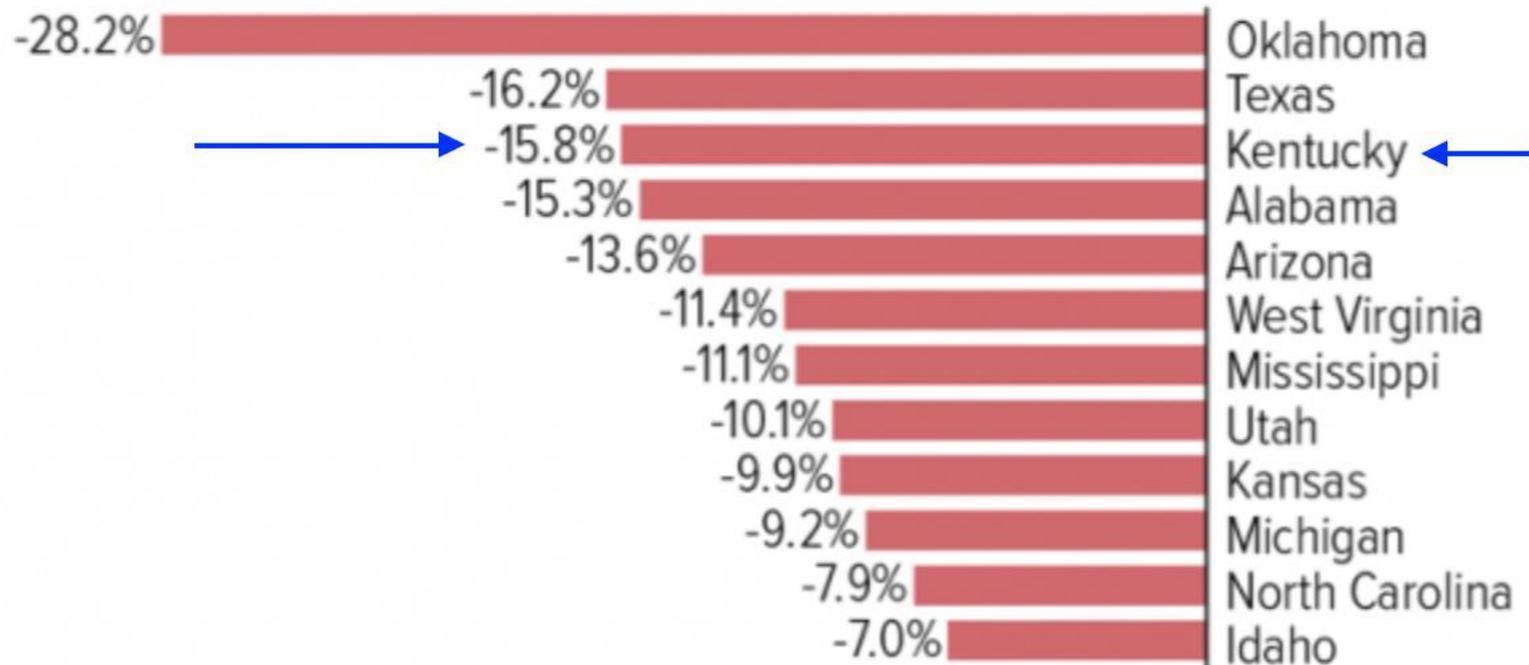
(Kentucky Schools Boards Association,, 2017, paras. 7-8)



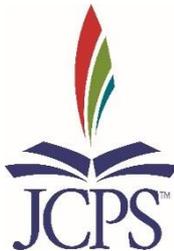
REVENUE TRENDS

State General Funding Per Student Still Far Below 2008 in at Least 12 States

Percent change in state formula funding* per student, inflation adjusted, fiscal years 2008-2018



(Center on Budget and Policy Priorities, 2017)

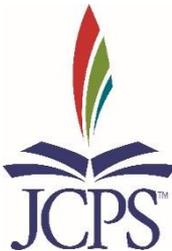


REVENUE TRENDS

LOST LOCAL REVENUE					
(DUE TO NOT TAKING OPTIMAL RATE IN 3 RECENT YEARS)					
Year of Non-Optimal Rate	Revenue Lost 2011-12	Revenue Lost 2012-13	Revenue Lost 2013-14	Revenue Lost 2014-15	Revenue Lost 2015-16
2011-12	15,509,716	16,130,105	16,775,309	17,446,321	18,144,174
2013-14			7,060,100	7,342,504	7,636,204
2014-15				11,913,215	12,389,744
TOTALS	15,509,716	16,130,105	23,835,409	36,702,040	38,170,122

Year of Non-Optimal Rate	Revenue Lost 2016-17	Revenue Lost 2017-18	Revenue Lost 2018-19	Revenue Lost 2019-20
2011-12	18,869,941	19,624,739	20,409,728	21,226,117
2013-14	7,941,652	8,259,318	8,589,691	8,933,279
2014-15	12,885,333	13,400,747	13,936,777	14,494,248
TOTALS	39,696,927	41,284,804	42,936,196	44,653,644
CUMULATIVE LOST REVENUE – 9 yrs (thru FY 19-20)				298,918,961

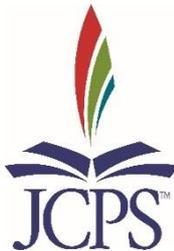
(Source: JCPS analysis)



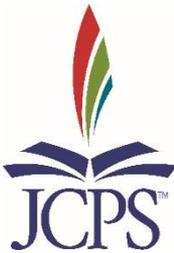
REVENUE TRENDS

Year of Non-Optimal Rate	Revenue Lost 2020-21	Revenue Lost 2021-22	Revenue Lost 2022-23	Revenue Lost 2023-24	Revenue Lost 2024-25	Revenue Lost 2025-26
2011-12	22,075,162	22,958,168	23,876,495	24,831,555	25,824,817	26,857,810
2013-14	9,290,610	9,662,234	10,048,724	10,450,673	10,868,700	11,303,448
2014-15	15,074,018	15,676,978	16,304,057	16,956,220	17,634,468	18,339,847
TOTALS	46,439,789	48,297,381	50,229,276	52,238,447	54,327,985	56,501,105
CUMULATIVE LOST REVENUE – 15 yrs (thru FY 25-26)				606,952,945		

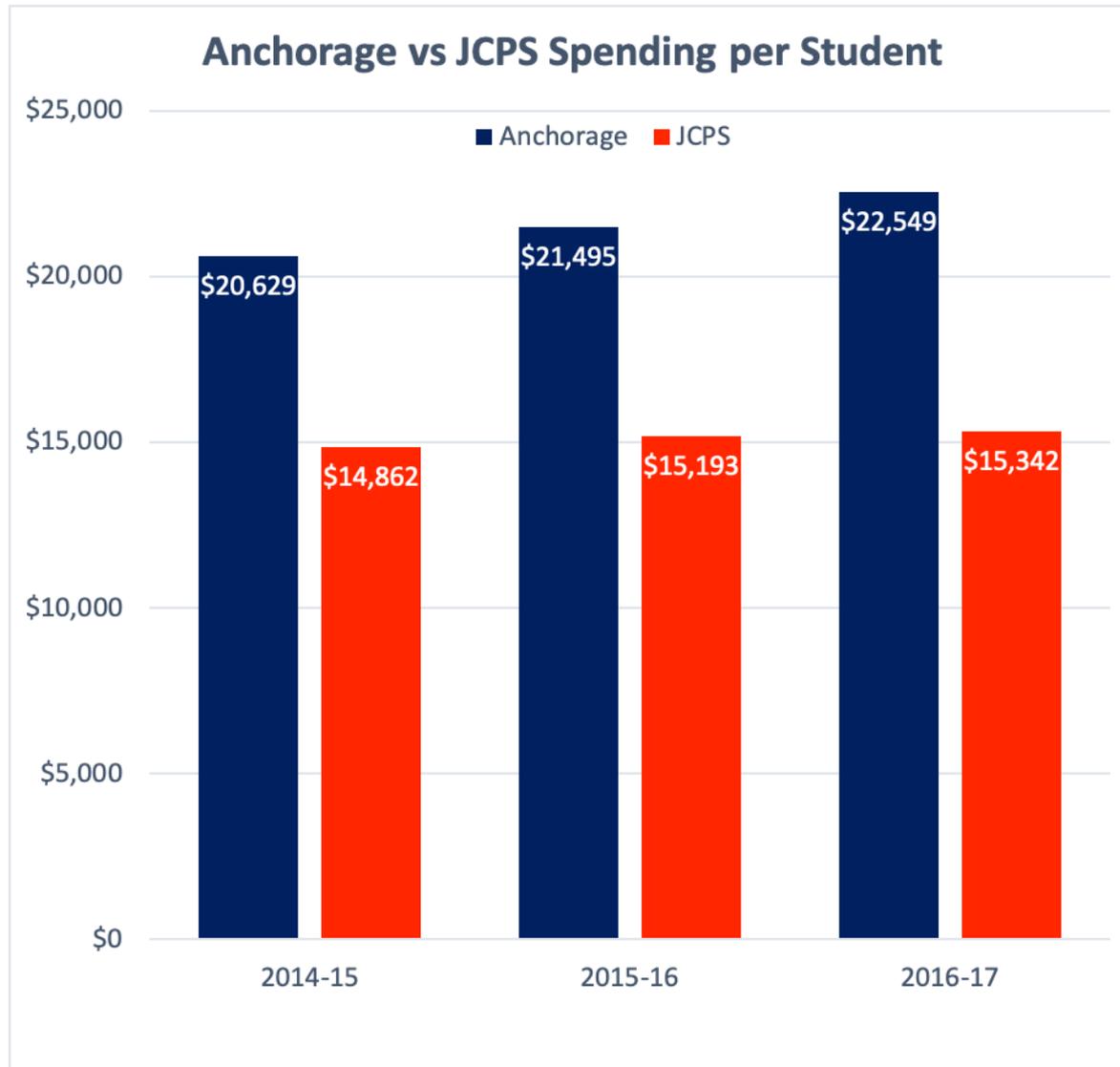
(Source: JCPS analysis)



5. COMPARISONS TO OTHER DISTRICTS

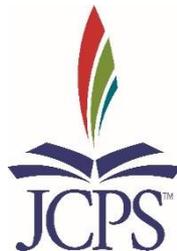


COMPARISONS TO OTHER DISTRICTS

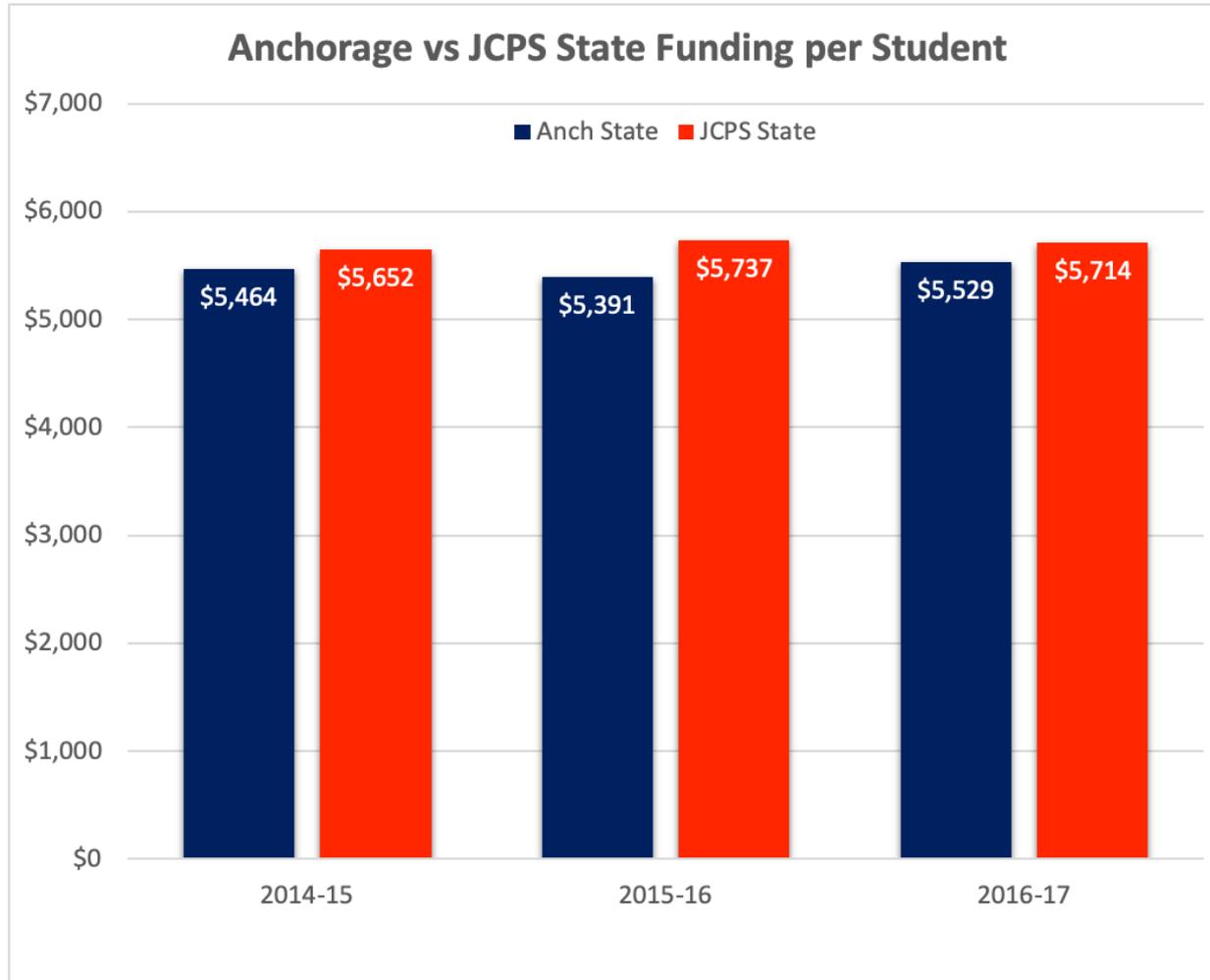


In 2017, Anchorage spent **over \$7,000 more** on every student.

(Office of Educational Accountability, 2018, pp. 19, 185)

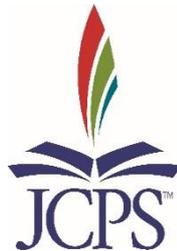


COMPARISONS TO OTHER DISTRICTS

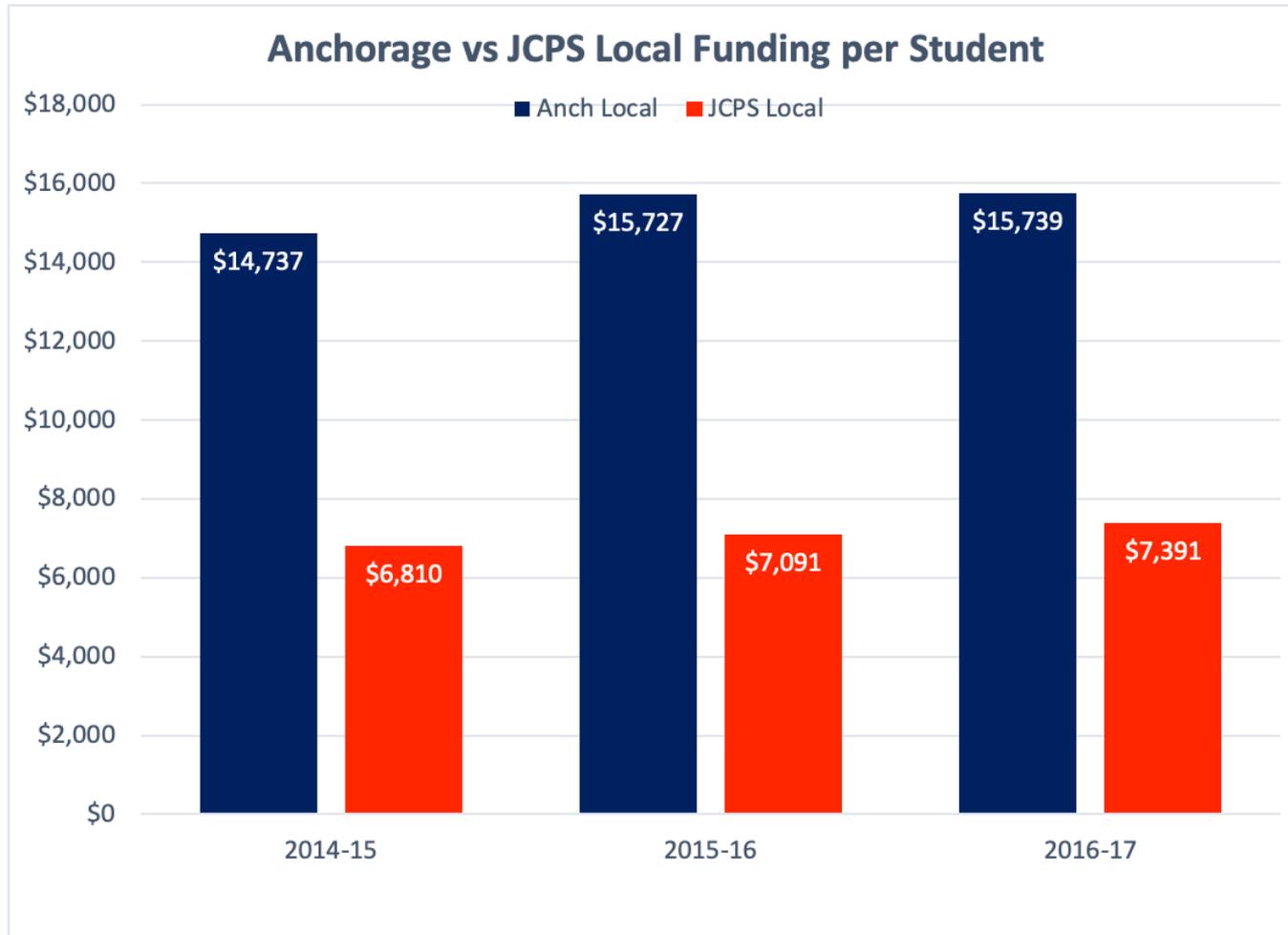


Anchorage students receive about **the same amount of state funding** as JCPS students.

(Office of Educational Accountability, 2018, pp. 19, 185)

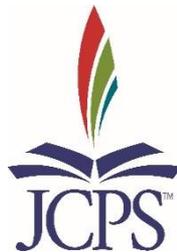


COMPARISONS TO OTHER DISTRICTS



Anchorage students receive **over twice as much local funding**, about **\$8,500** more for every student.

(Office of Educational Accountability, 2018, pp. 19, 185)



COMPARISONS TO OTHER DISTRICTS

Demographic Profile								
	2014		2015		2016		2017	
Free & Reduced Lunch		(2%)		(-%)		(3%)		(4%)
Homeless	0	(0%)	0	(0%)	0	(0%)	0	(0%)
LEP	1	(-%)	2	(1%)	4	(1%)	3	(1%)
Migrant	0	(0%)	0	(0%)	0	(0%)	0	(0%)
Exceptional Child	60	(16%)	61	(17%)	43	(12%)	42	(11%)

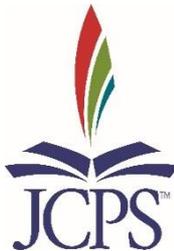
Anchorage has **no homeless students**, almost **no students in poverty**, and almost **no English learners**.

COMPARISONS TO OTHER DISTRICTS

Demographic Profile								
	2014		2015		2016		2017	
Free & Reduced Lunch	(63%)		(65%)		(66%)		(65%)	
Homeless	6,939	(7%)	6,482	(7%)	6,059	(6%)	5,776	(6%)
LEP	6,481	(7%)	6,607	(7%)	7,042	(7%)	7,710	(8%)
Migrant	6	-%	11	-%	22	-%	33	-%
Exceptional Child	11,761	(12%)	11,706	(12%)	11,718	(12%)	11,507	(12%)

JCPS (right) has over **65,000 low-income** students, almost **7,000 homeless** students, and almost **6,500 English learners**.

(Office of Educational Accountability, 2018, pp. 18, 184)

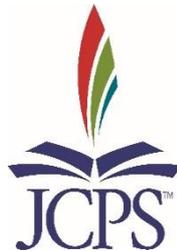


COMPARISONS TO OTHER DISTRICTS

Estimated Additional Per Pupil Revenues Associated with 4% Increase in Property Tax Revenues

Anchorage Independent	\$457
Silver Grove Independent	\$217
Southgate Independent	\$211
Fayette County	\$188
Jefferson County	\$180

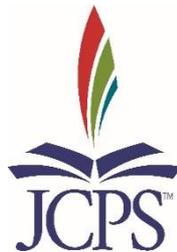
(Kentucky Center for Economic Policy, 2019, slide 65)



COMPARISONS TO OTHER DISTRICTS

2019-2020 Tax Rates Levied Comparison Districts				
District	Total Real Estate	Motor Vehicle	Utility	Occupational
Frankfort	99	47.4	3	0
Anchorage	98.2	110	0	0.75
Owensboro	86.6	64.1	3	0
Bardstown	86.4	53.1	3	0
Paducah	86.4	56.6	3	0
Bowling Green	84.5	60.2	3	0
E-town	83.4	53.8	3	0
Fayette Co.	81	59.2	3	0.5
Eminence	80.4	62.6	3	0
Oldham Co.	78.8	64.3	3	0
Nelson Co.	75.3	54.8	3	0
Franklin Co.	74.3	51	3	0
Henry Co.	73.8	55.3	3	0
Jefferson Co.	73.6	58.5	0	0.75
Shelby Co.	73.1	46.5	3	0
Bullitt Co.	71.6	47.7	3	0

(Kentucky Department of Education, 2020)



COMPARISONS TO OTHER DISTRICTS

Fayette County

Demographic Profile

	2014	2015	2016	2017
Free & Reduced Lunch	(51%)	(54%)	(53%)	(54%)
Homeless	644 (2%)	795 (2%)	1,027 (3%)	978 (2%)

Jefferson County

Demographic Profile

	2014	2015	2016	2017
Free & Reduced Lunch	(63%)	(65%)	(66%)	(65%)
Homeless	6,939 (7%)	6,482 (7%)	6,059 (6%)	5,776 (6%)

(Office of Educational Accountability, 2018, pp. 18, 184)

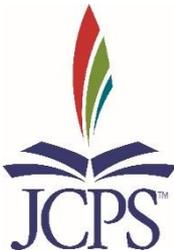


COMPARISONS TO OTHER DISTRICTS

JCPS has **over one-fifth** of all **homeless** students in Kentucky.

JCPS has **one-third** of all **English learners** in Kentucky.

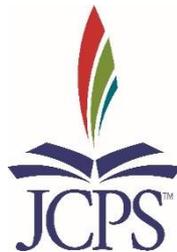
(Office of Educational Accountability, 2018, pp. 184-186, 360-361)



COMPARISONS TO OTHER DISTRICTS

2019-2020 Tax Rates Levied Comparison Districts				
District	Total Real Estate	Motor Vehicle	Utility	Occupational
Frankfort	99	47.4	3	0
Anchorage	98.2	110	0	0.75
Owensboro	86.6	64.1	3	0
Bardstown	86.4	53.1	3	0
Paducah	86.4	56.6	3	0
Bowling Green	84.5	60.2	3	0
E-town	83.4	53.8	3	0
Fayette Co.	81	59.2	3	0.5
Eminence	80.4	62.6	3	0
Oldham Co.	78.8	64.3	3	0
Nelson Co.	75.3	54.8	3	0
Franklin Co.	74.3	51	3	0
Henry Co.	73.8	55.3	3	0
Jefferson Co.	73.6	58.5	0	0.75
Shelby Co.	73.1	46.5	3	0
Bullitt Co.	71.6	47.7	3	0

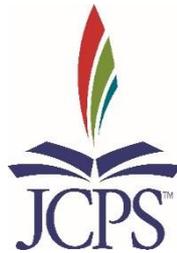
(Kentucky Department of Education, 2020)



COMPARISONS TO OTHER DISTRICTS



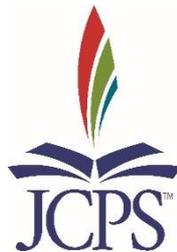
6. RECOMMENDATION



COMPARISONS TO OTHER DISTRICTS

2019-2020 Tax Rates Levied Comparison Districts				
District	Total Real Estate	Motor Vehicle	Utility	Occupational
Frankfort	99	47.4	3	0
Anchorage	98.2	110	0	0.75
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Bardstown	86.4	53.1	3	0
Paducah	86.4	56.6	3	0
Bowling Green	84.5	60.2	3	0
E-town	83.4	53.8	3	0
Fayette Co.	81	59.2	3	0.5
Eminence	80.4	62.6	3	0
Oldham Co.	78.8	64.3	3	0
Nelson Co.	75.3	54.8	3	0
Franklin Co.	74.3	51	3	0
Henry Co.	73.8	55.3	3	0
Jefferson Co.	73.6	58.5	0	0.75
Shelby Co.	73.1	46.5	3	0
Bullitt Co.	71.6	47.7	3	0

(Kentucky Department of Education, 2020)



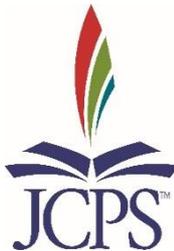
RECOMMENDATION

Our property tax rate is **much lower** than comparable districts.

We need the **flexibility** of general fund dollars to allocate resources to **equity** and improving student outcomes.

Facilities tax revenue has **too many strings attached**. **People** before property.

We get **benefits** of the facility tax by dedicating a portion to address the **\$1 billion of unmet facilities needs**.

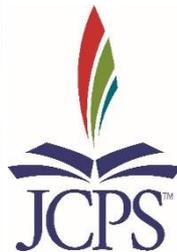
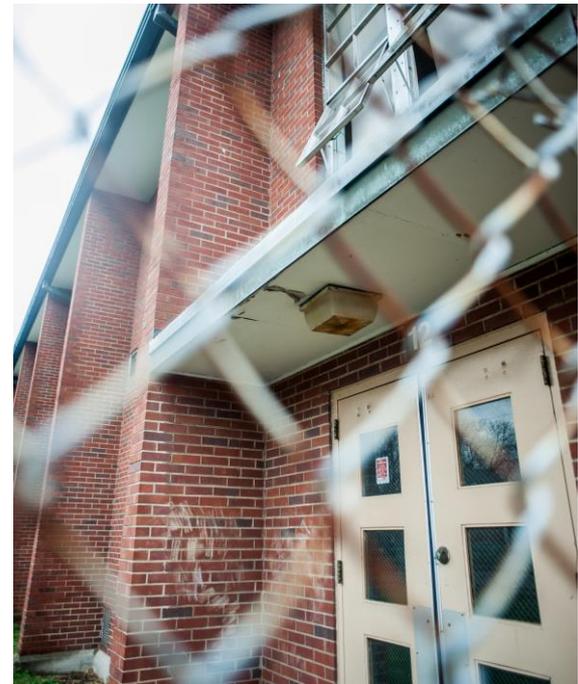


RECOMMENDATION



“Newest” JCPS high school opened in 1968, over **50 years** ago.

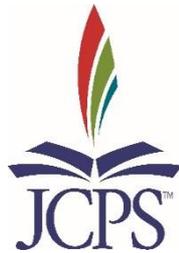
JCPS has 32 buildings at **end of life** at risk for being deemed **unfit** for students.



RECOMMENDATION



RECOMMENDATION



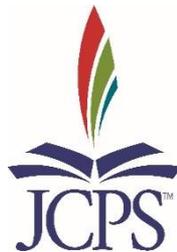
RECOMMENDATION



COMPARISONS TO OTHER DISTRICTS

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Paducah	86.4	56.6	3	0
Bowling Green	84.5	60.2	3	0
E-town	83.4	53.8	3	0
Fayette Co.	81	59.2	3	0.5
Eminence	80.4	62.6	3	0
Oldham Co.	78.8	64.3	3	0
Nelson Co.	75.3	54.8	3	0
Franklin Co.	74.3	51	3	0
Henry Co.	73.8	55.3	3	0
Jefferson Co.	73.6	58.5	0	0.75
Shelby Co.	73.1	46.5	3	0
Bullitt Co.	71.6	47.7	3	0

(Kentucky Department of Education, 2020)

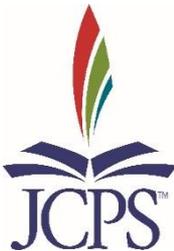


RECOMMENDATION

Directly **responds to state audit** criticism.

<p>Assess the need for expenditures.</p>	<p>The Board did not approve the 4% tax rate during the first year of the former Superintendent's tenure. According to the district's calculations, this negatively impacted the district's resources at the rate at \$16 Million per year and will continue to do so for every year thereafter. Had it been adopted, a portion of this would have been restricted for facilities.</p>
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(Kentucky Department of Education, 2017, p. 8)

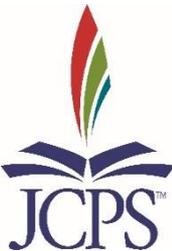


RECOMMENDATION

Built into the base and **compounds year after year.**

Provides **additional resources** in the future.

Recovers revenue lost due to poor decisions of former JCPS leaders.

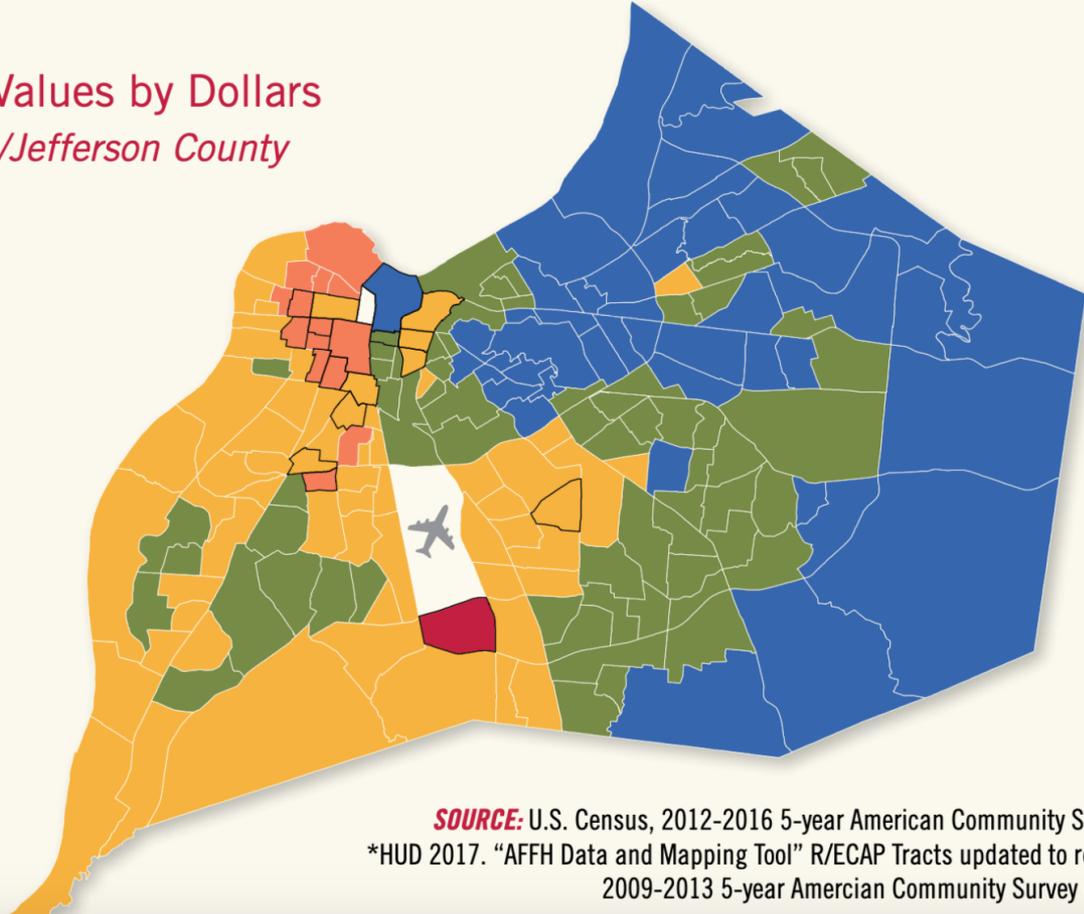


RECOMMENDATION

It is a fairly **progressive** funding source.

Map 14: Median Home Values by Dollars
by Census Tracts - Louisville/Jefferson County

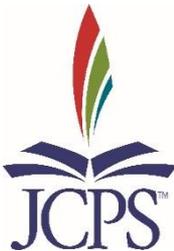
- \$11,000 or less
- \$34,900 – \$70,000
- \$70,001 – \$120,000
- \$120,001 – \$200,000
- \$200,001 – \$496,000
- No Data Available
- R/ECAP Tracts*



(Metropolitan Housing Coalition, 2018, p. 36)

RECOMMENDATION

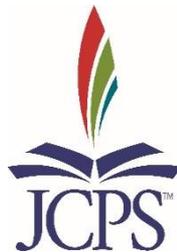
Gives us a much better chance to **significantly improve student outcomes**, especially for students from low-income families, African American children, kids with disabilities, and English learners.



COMPARISONS TO OTHER DISTRICTS

2019-2020 Tax Rates Levied Comparison Districts				
District	Total Real Estate	Motor Vehicle	Utility	Occupational
Frankfort	99	47.4	3	0
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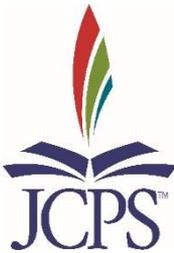
(Kentucky Department of Education, 2020)



RECOMMENDATION

Our kids **need** it.

Our kids **deserve** it.



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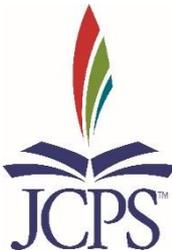
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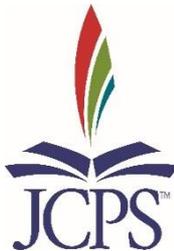
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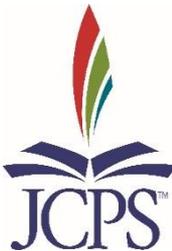
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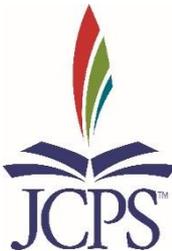
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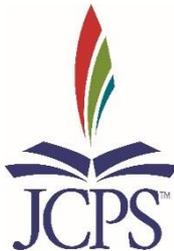
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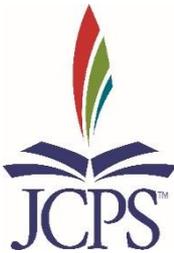
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7. DISCUSSION

Questions and Comments?

