

## PRELIMINARY 2024 ADEQUACY REPORT

Tuesday, August 20, 2024



2024 ADEQUACY STUDY



The Study

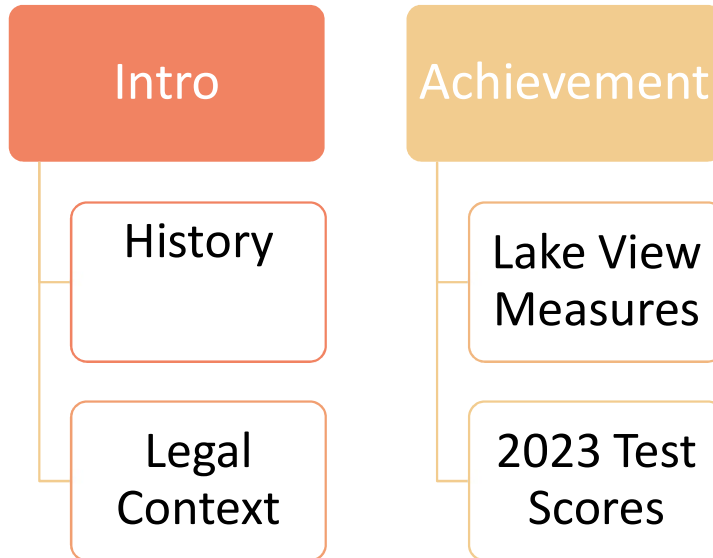
Pulling It Together

Recommendations

### THE STUDY: TELLING THE STORY OF ADEQUACY

Adequacy 2024: January to August

## JANUARY



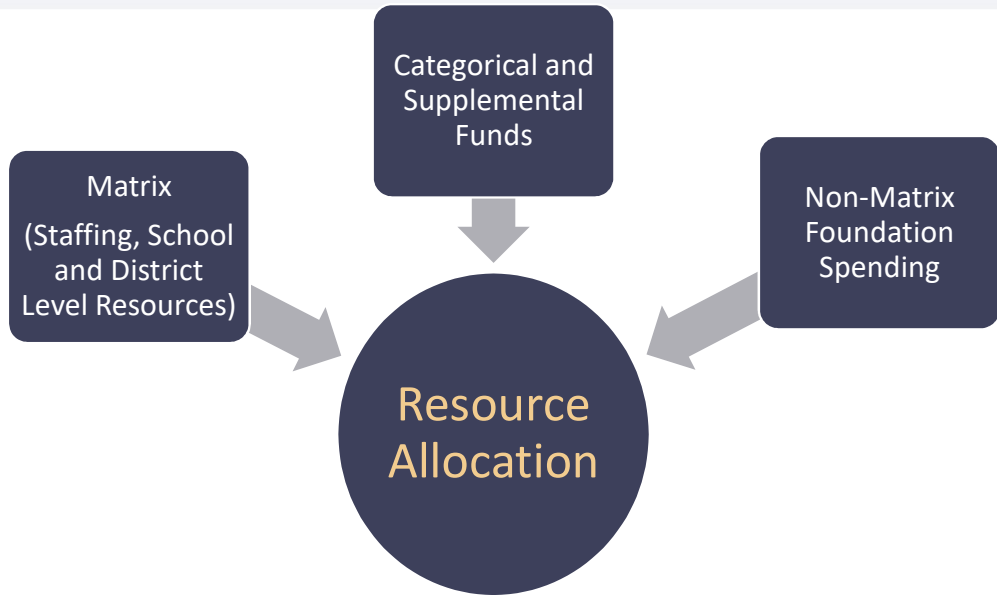
3

## FEBRUARY



4

## MARCH & JUNE



5

## JUNE & AUGUST



Equity



Curriculum

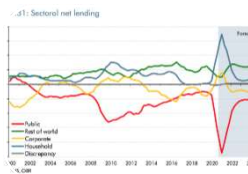


Teachers



Accountability

HJ1



Economic Indicators

6



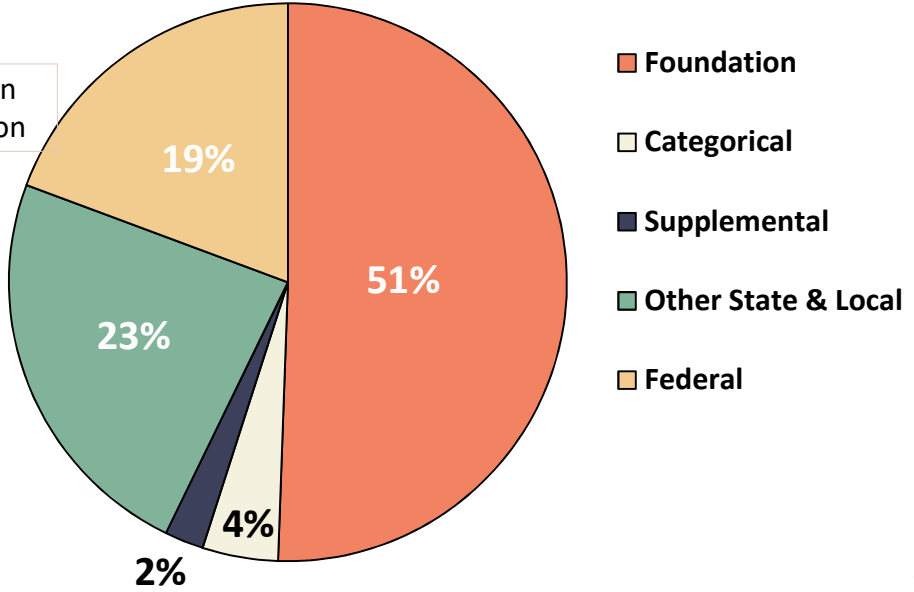
## PULLING DATA POINTS TOGETHER

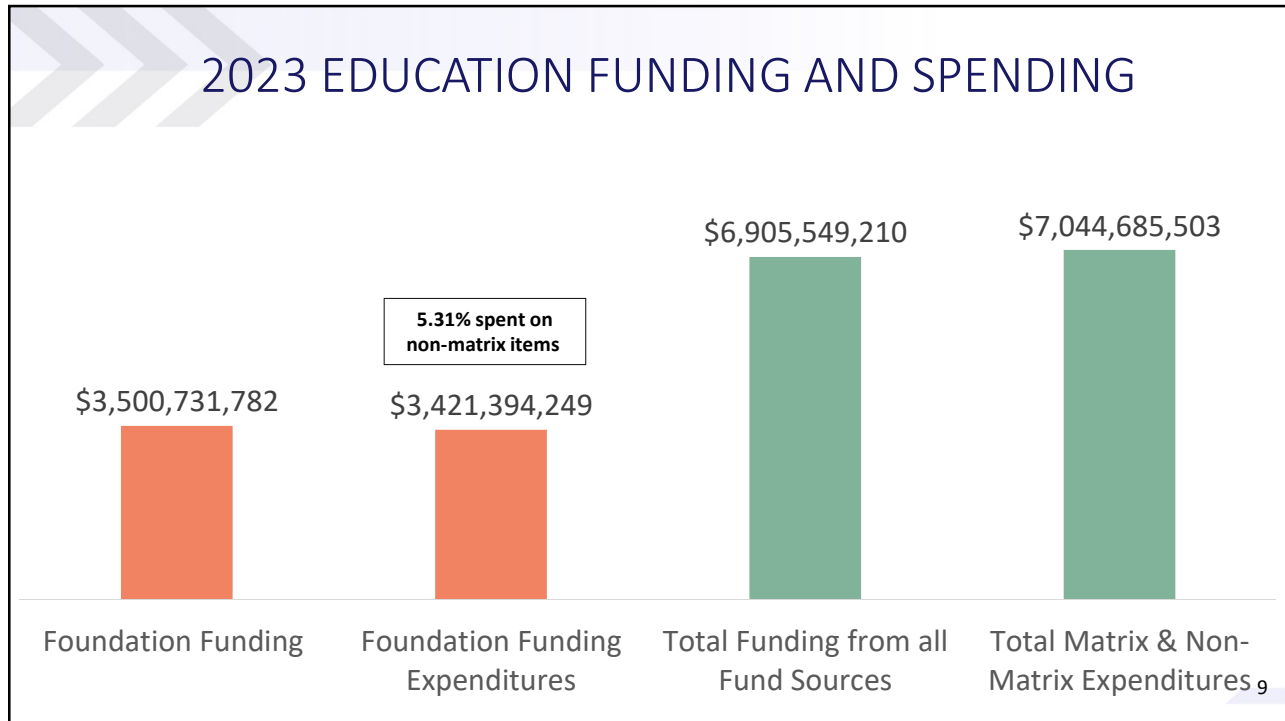
From Spending Categories to Types of Schools



## FY23 K-12 FUNDING BY SOURCE

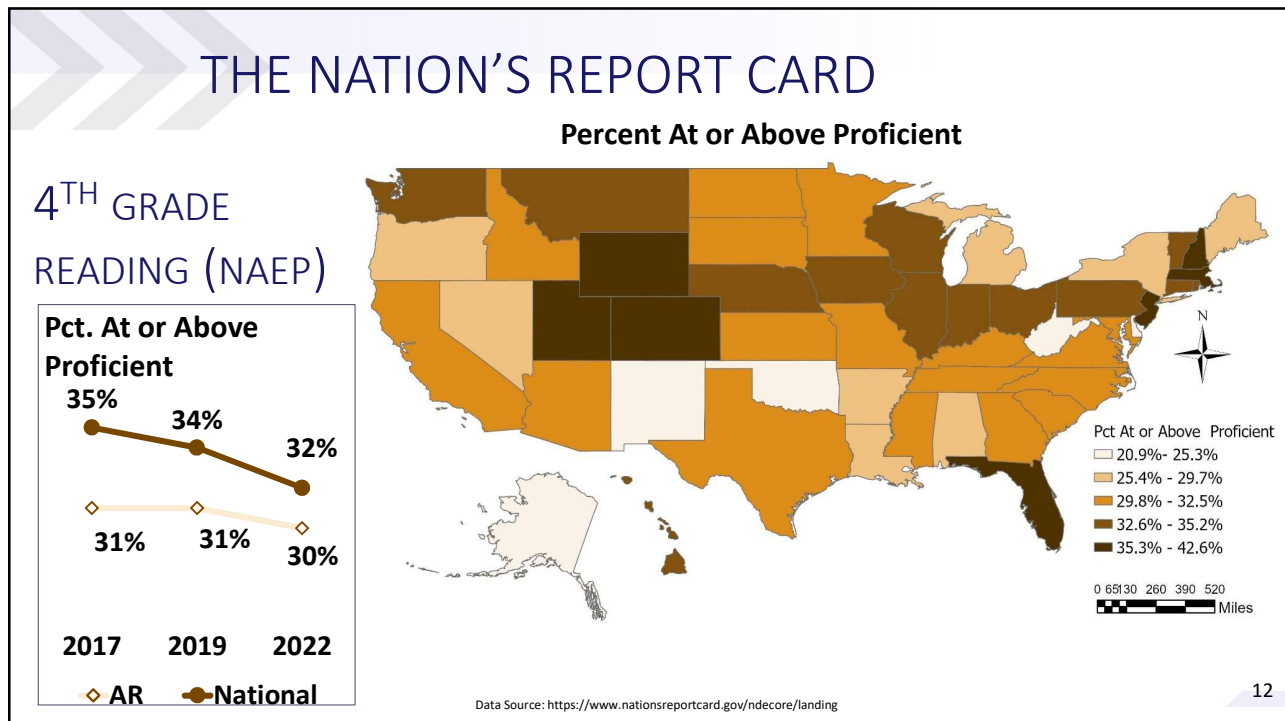
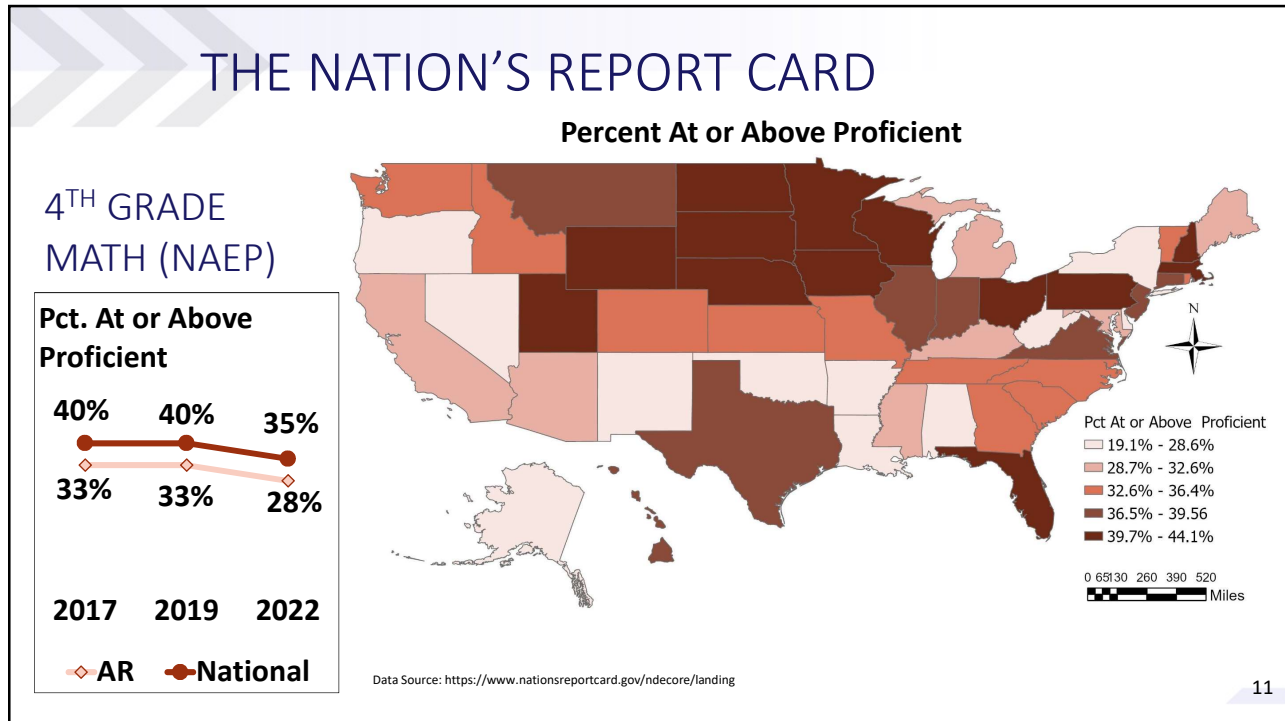
Total FY23 Education Funding = \$6.9 billion

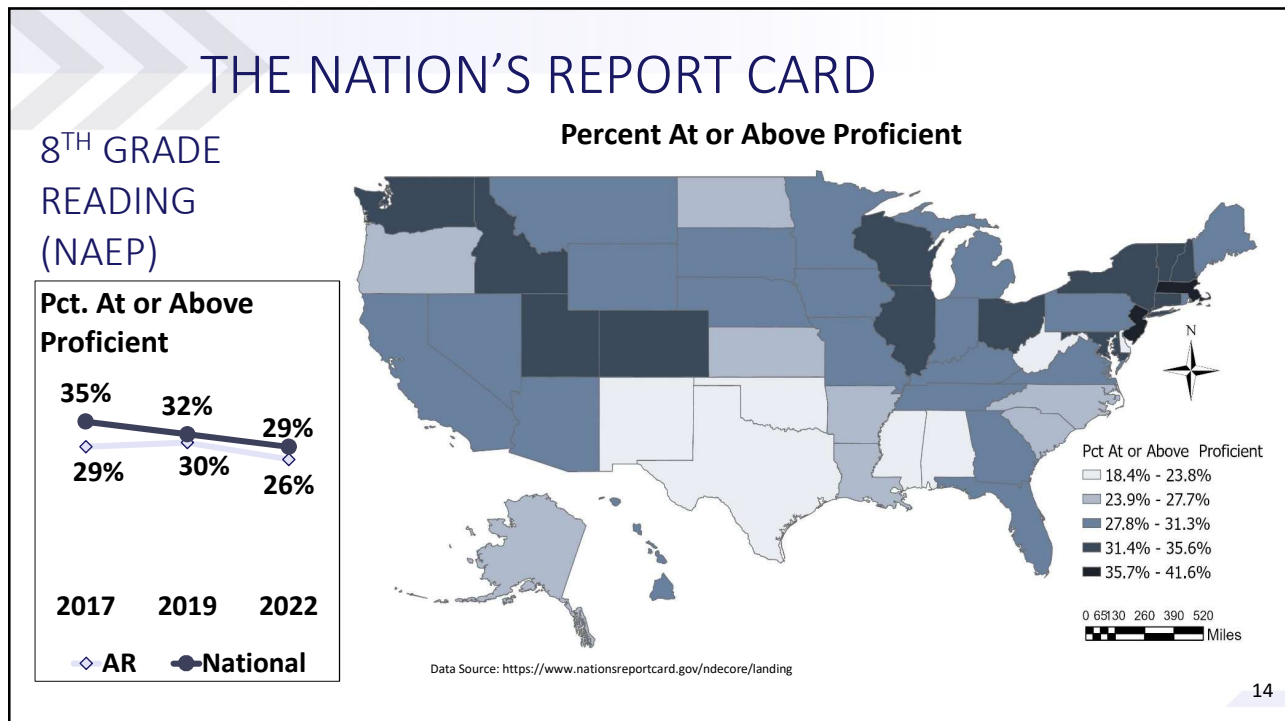
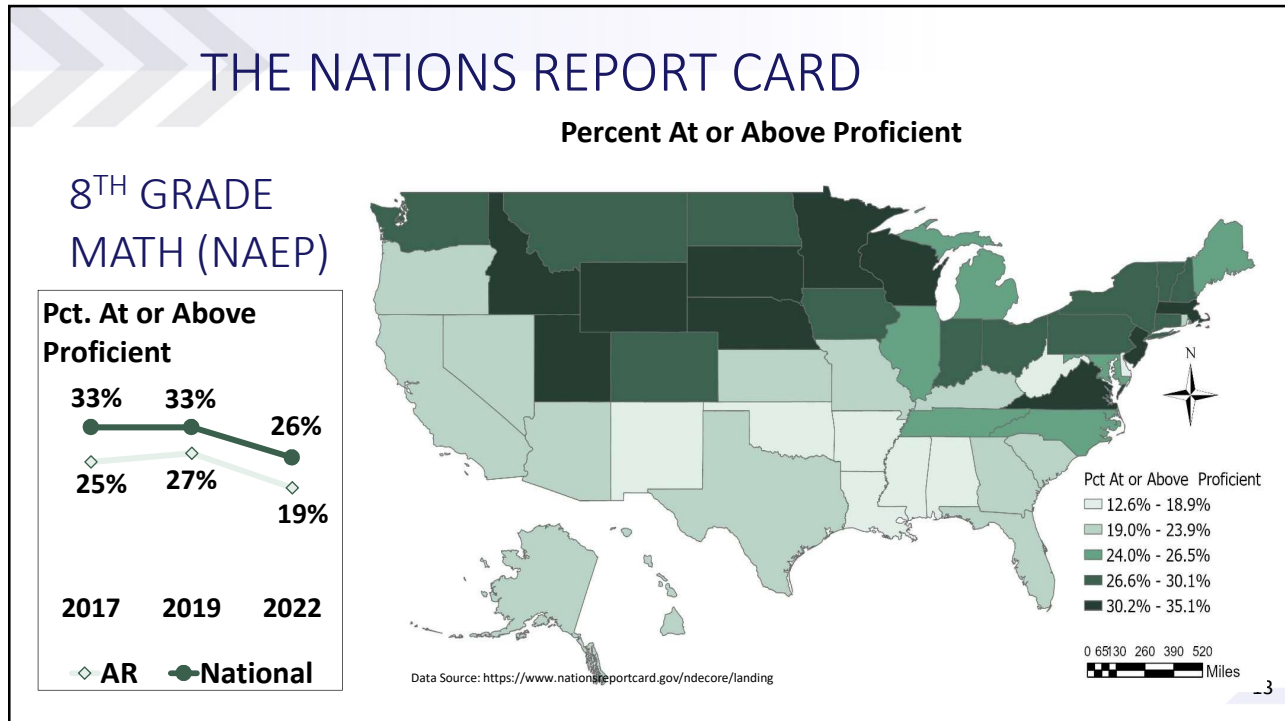


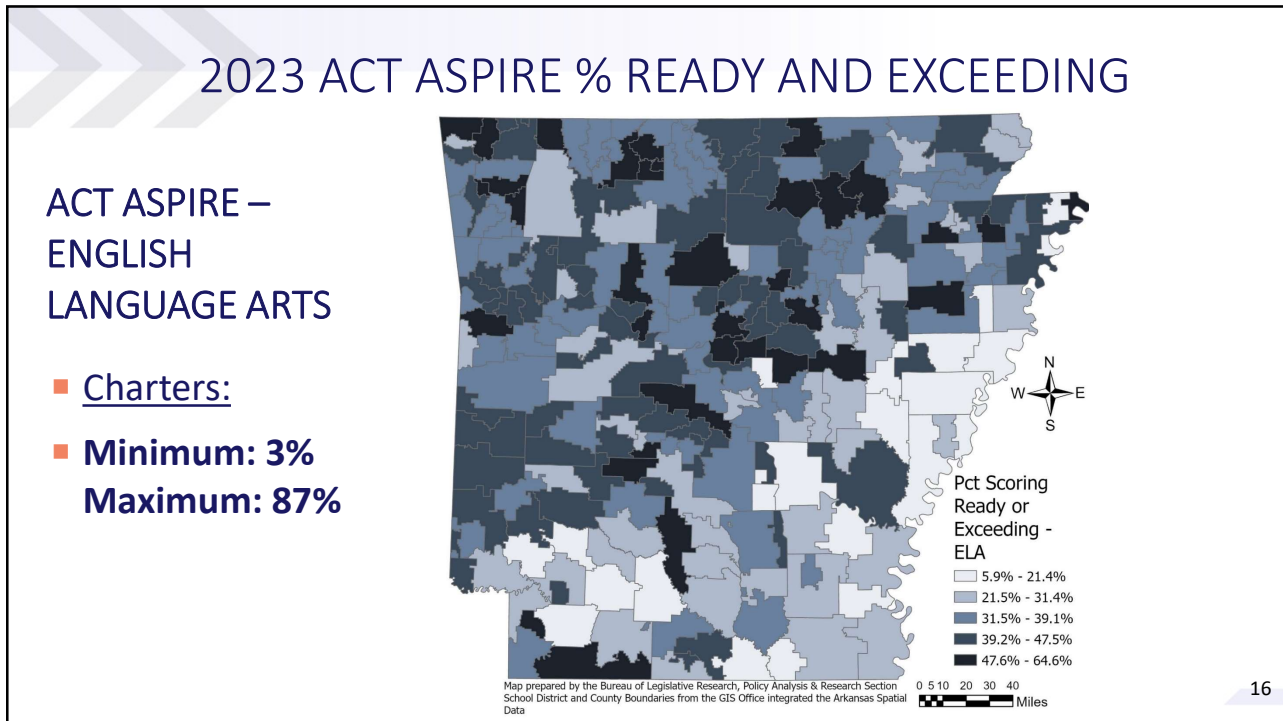
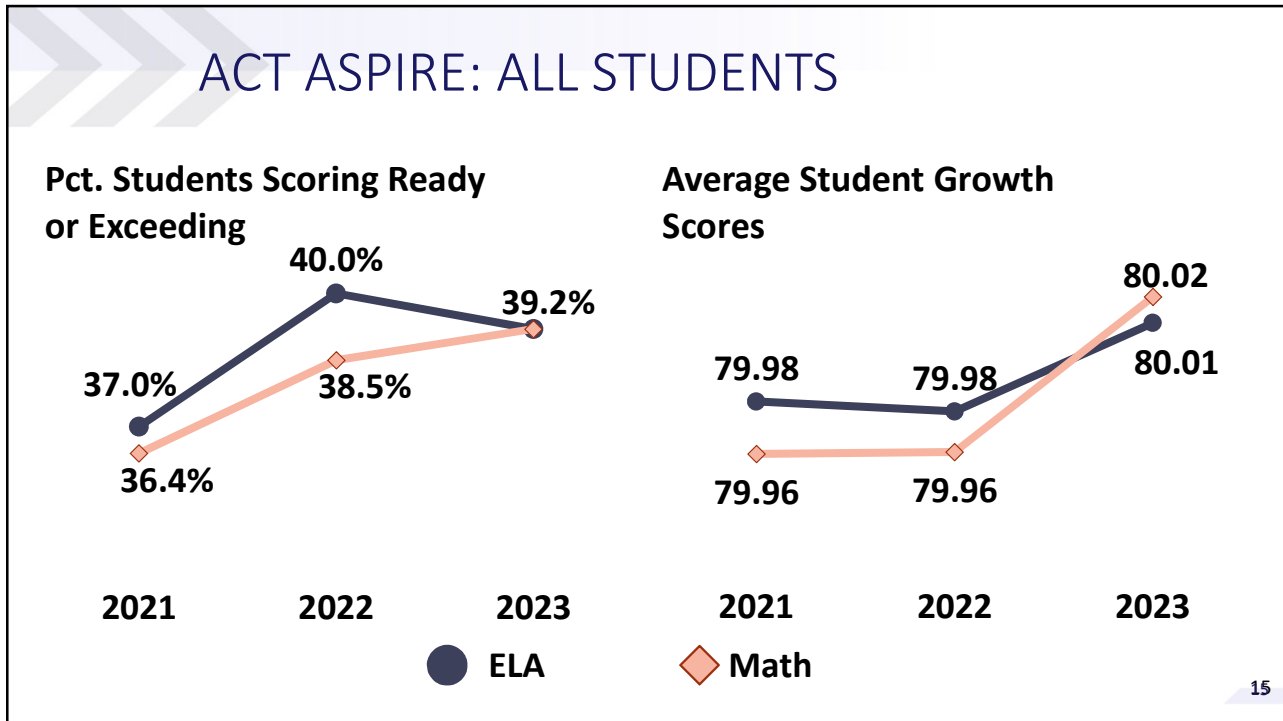


## TOTAL MATRIX AND NON-MATRIX SPENDING

Matrix Line	Expenditures from Foundation Funding Only	Expenditures from All Fund Sources
Kindergarten Teachers	\$104,081,361	\$124,595,904
Grades 1-12 Teachers	\$1,485,896,896	\$1,965,710,351
Special Education Teachers	\$185,225,168	\$270,165,808
Instructional Facilitators	\$96,986,246	\$218,894,221
Librarians/Media Specialists	\$57,015,937	\$66,830,896
Guidance Counselors	\$84,330,456	\$109,045,812
Nurses	\$25,559,244	\$61,463,759
Other Student Support	\$31,339,037	\$113,629,389
Principal	\$94,102,000	\$118,439,811
Secretary	\$62,767,295	\$80,682,167
Technology	\$52,909,071	\$211,573,780
Instructional Materials	\$65,047,811	\$165,750,451
Extra Duty Funds	\$27,388,893	\$32,035,346
Supervisory Aides	\$7,142,190	\$9,060,654
Substitutes	\$41,189,117	\$61,156,304
Operations and Maintenance	\$458,249,852	\$715,400,379
Central Office	\$202,112,843	\$320,167,297
Transportation	\$154,059,217	\$248,804,288
Non-Matrix Items*	\$185,991,615	\$2,151,278,888
<b>Totals</b>	<b>\$3,421,394,249</b>	<b>\$7,044,685,503</b>





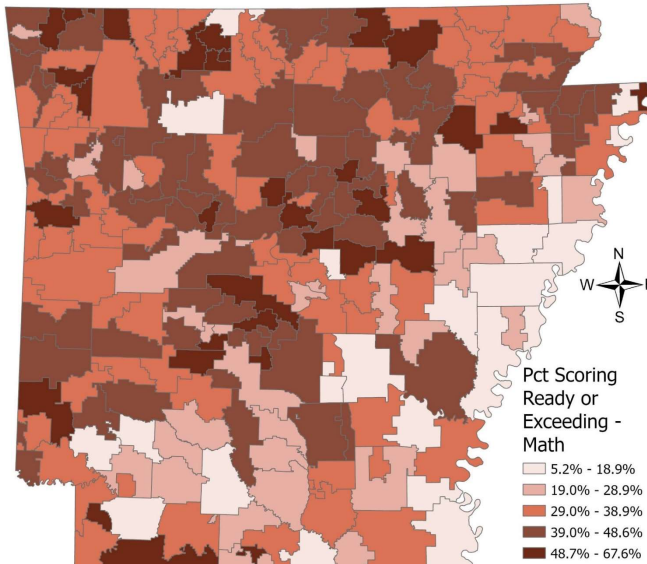




## 2023 ACT ASPIRE % READY AND EXCEEDING

### ACT ASPIRE – MATH

- Charters:
- **Minimum: 0%**
- **Maximum: 82%**



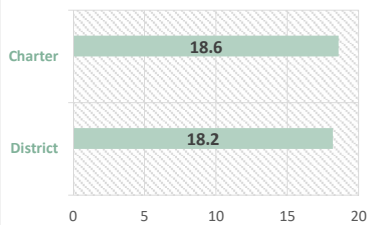
Map prepared by the Bureau of Legislative Research, Policy Analysis & Research Section  
School District and County Boundaries from the GIS Office integrated the Arkansas Spatial Data

0 5 10 20 30 40  
Miles

## GOVERNANCE: DISTRICT OR CHARTER

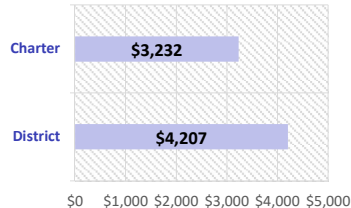
### ACHIEVEMENT

#### ACT Composite Score



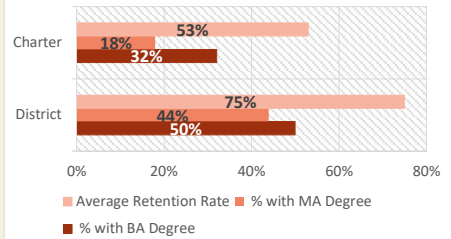
### TEACHER \$\$

#### Per Pupil Spending Teachers Grades 1-12

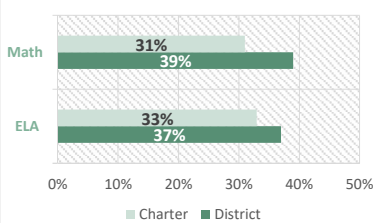


### TEACHER DATA

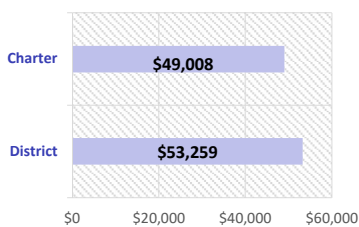
#### Teachers



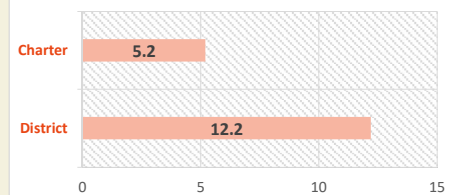
### ACT Aspire % Ready or Exceeding



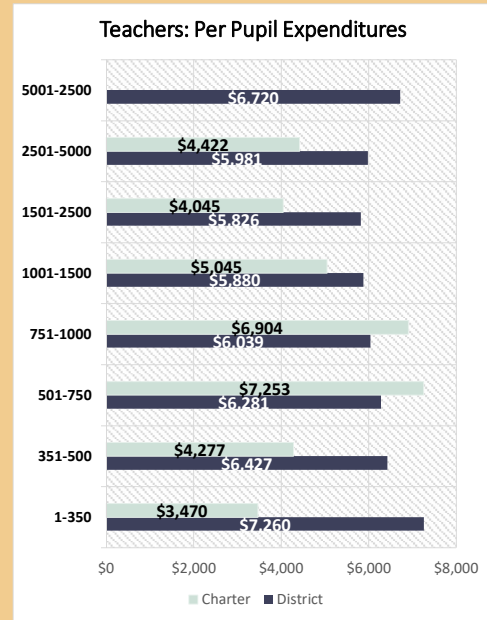
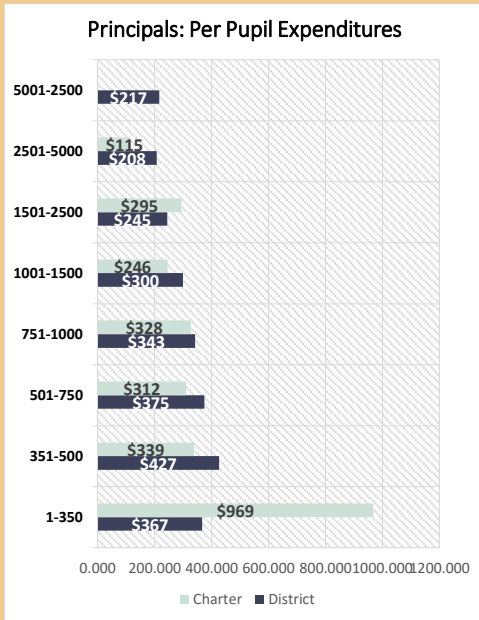
### Average Salary



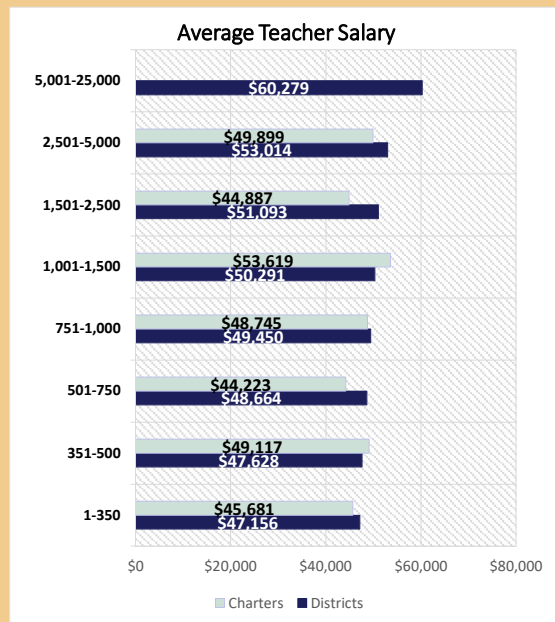
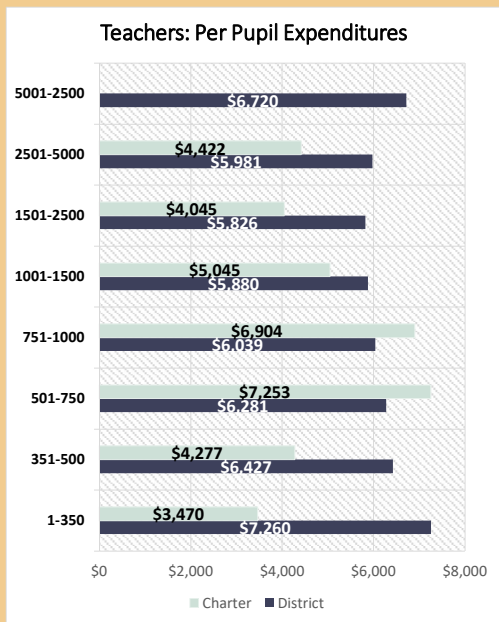
### Average Years Experience





# MORE SLICING AND DICING



# MORE SLICING AND DICING





## RECOMMENDATIONS

Deliberations by Committees

## IMPORTANT DATES

**October 16, 2024**

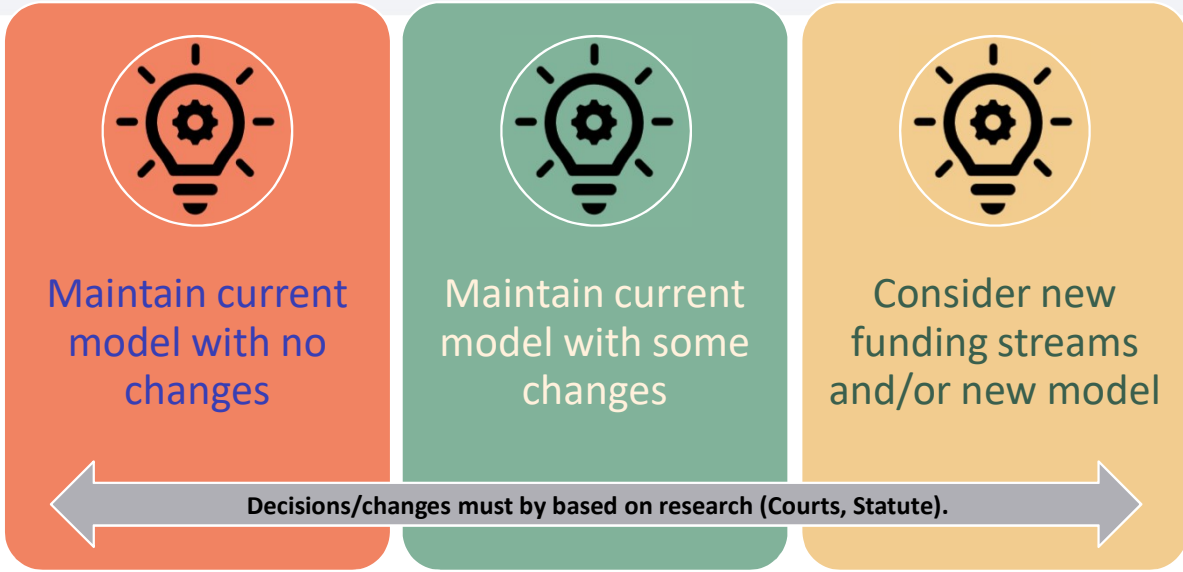
- Both committees must approve the draft version of the final report with recommendations for the 2025-2027 biennium.

**November 1, 2024**

- Final report due to Senate President Pro Tempore and Speaker of the House

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## POSSIBLE DIRECTIONS FOR DELIBERATIONS



	Topic	FY25 Notes	FY26	FY27
1.	Definition of Adequacy	No changes made to previous 3-part definition of adequacy.		
2.	Adequacy Study	No changes made to adequacy study statute/requirements		
3.	<b>Foundation Funding</b>			
4.	Matrix Calculations	School Size= 500 students:	School Size:	School Size:
		Kindergarten = 8% of students:	Kindergarten:	Kindergarten:
		Grades 1-3 = 23% of students:	Grades 1-3:	Grades 1-3:
		Grades 4-12 = 69% of students:	Grades 1-4	Grades 4-12:
5.	Staffing Ratios	Kindergarten (20.1; 2 FTE):	Kindergarten:	Kindergarten:
		Grades 1-3 (23.1; 5 FTE):	Grades 1-3:	Grades 1-3:
		Grades 4-12 (25.1; 13.8 FTE):	Grades 4-12	Grades 4-12:
		PAM (20% classroom FTE, 4.2 FTE):	PAM:	PAM:
		Special Ed Teachers (2.9 FTE):	Special Ed Teachers:	Special Ed Teachers:
		Instructional Facilitators (2.5 FTE):	Instructional Facilitators:	Instructional Facilitators:
		Librarian/Media Spec. (0.7 FTE):	Librarian/Media Spec.:	Librarian/Media Spec.:
		Guidance Counselor (1.11 FTE):	Guidance Counselor:	Guidance Counselor:
		Nurse (0.97 FTE):	Nurse:	Nurse:
		Other Support Staff (0.72 FTE):	Other Support Staff:	Other Support Staff:
Principal (1 FTE):	Principal:	Principal:		
Secretary (1 FTE):	Secretary:	Secretary:		

## LEGAL FRAMEWORK FOR DELIBERATIONS

“Without a continual assessment of what constitutes an adequacy education, without accounting and accountability by the school districts, without an examination of school district expenditures by the House and Senate Interim Committees, **and without report to the Speaker of the House and the President of the Senate ... before each regular session, the General Assembly is ‘flying blind’ with respect to determining what is an adequate foundation-funding level.**”

*Lake View Sch. Dist. No 25 et al. v. Huckabee, 364 Ark. 398, 200 S.W.ed 645 (2005) (emphasis added)*

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## THANK YOU

[holtj@blr.Arkansas.gov](mailto:holtj@blr.Arkansas.gov) / 501-537-9194



2024 ADEQUACY STUDY



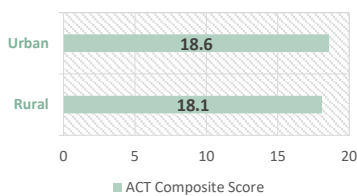
# ANALYSES BY TYPES OF SCHOOLS

- Governance (Traditional District or Open-Enrollment Charter School)
- Location (Urban or Rural)
- Concentration of Free- and Reduced-Price Lunch Students (Quintiles)
- Concentration of Non-White Students (Quintiles)
- District Size
- BLR Cohort or Other
- School Grades

## LOCATION: URBAN OR RURAL

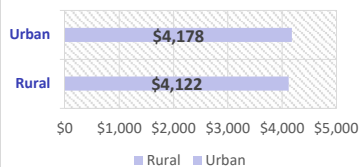
### ACHIEVEMENT

#### ACT Composite Score



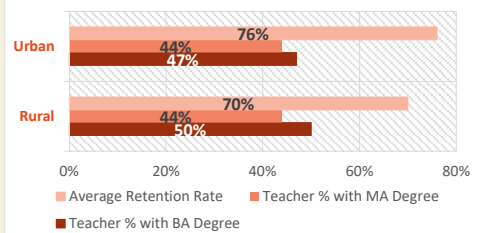
### TEACHER \$\$

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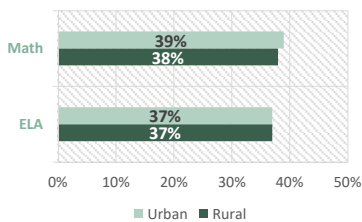


### TEACHER DATA

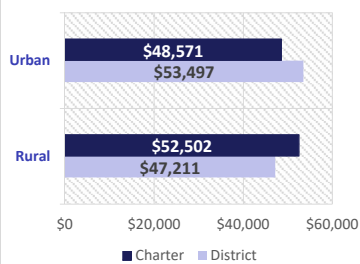
#### Teacher



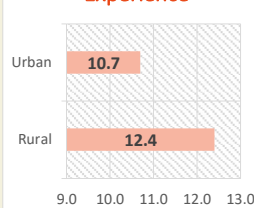
### ACT Aspire % Ready and Exceeding



### Average Salary

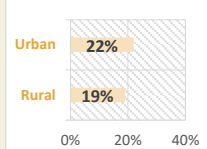


### Average Years Experience



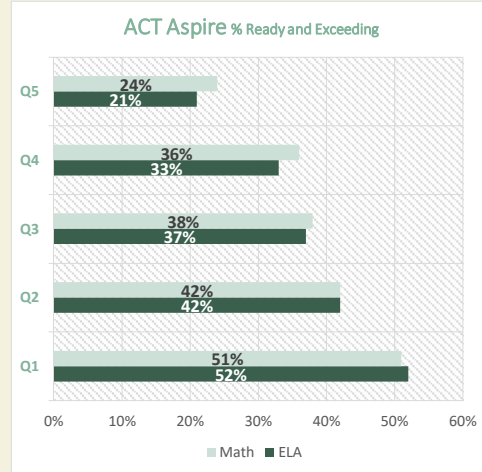
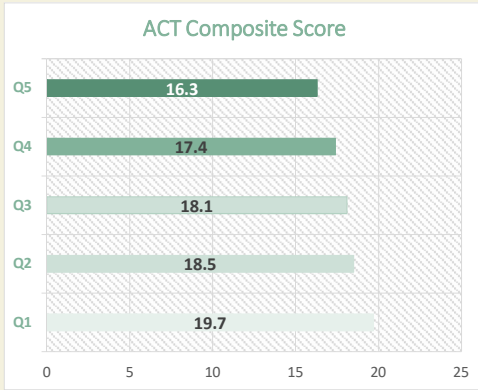
### FACILITIES

#### FCI



# FRL STUDENT CONCENTRATION

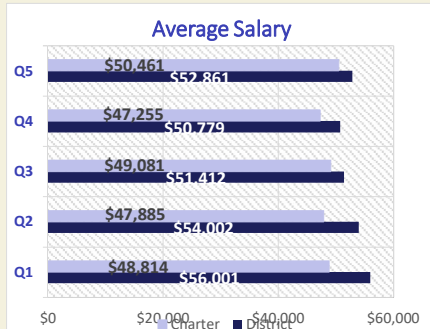
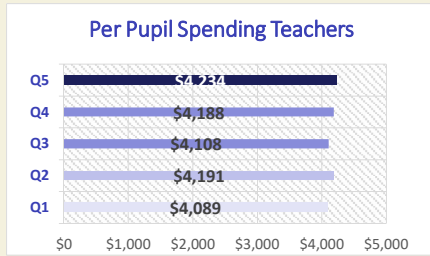
## ACHIEVEMENT



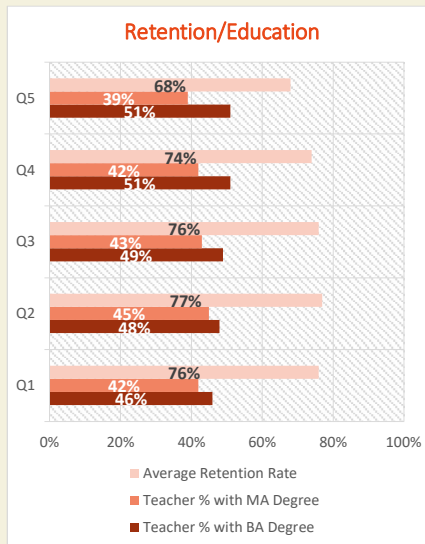
Q1=20% with lowest concentration; Q5=20% with highest concentration

# FRL STUDENT CONCENTRATION

## TEACHER \$\$

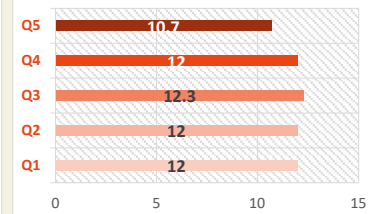


## TEACHER DATA

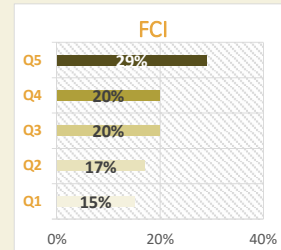


Q1=20% with lowest concentration; Q5=20% with highest concentration

## Average Teacher Years Experience



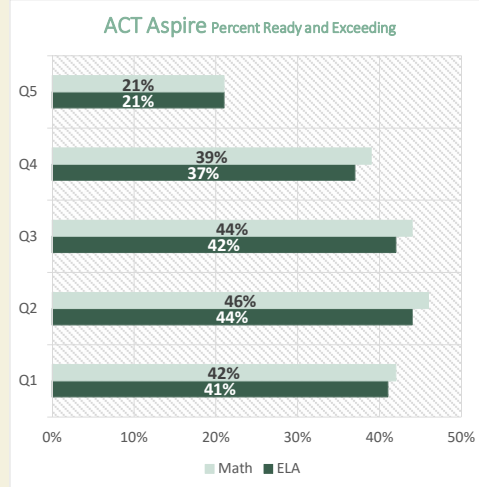
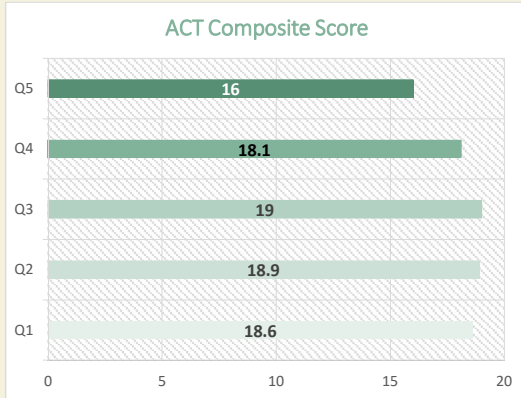
## FACILITIES





# MINORITY STUDENT CONCENTRATION

## ACHIEVEMENT

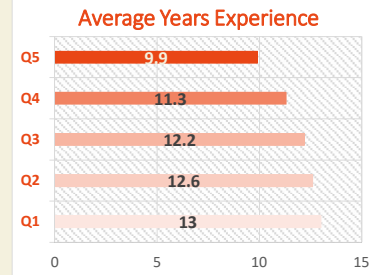
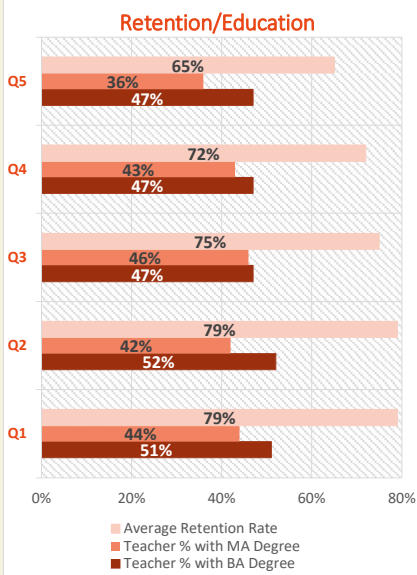
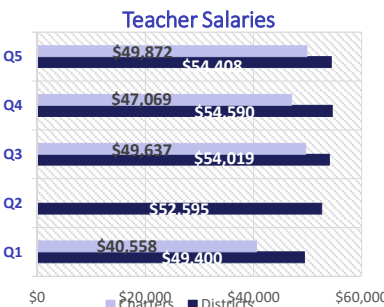
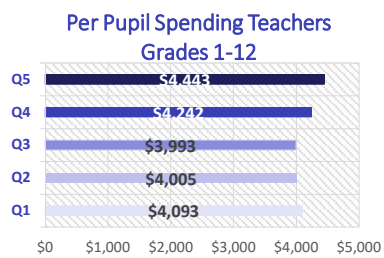


Q1=20% with lowest concentration; Q5=20% with highest concentration

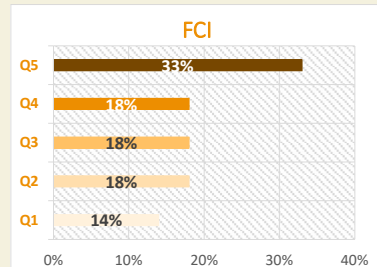
# MINORITY STUDENT CONCENTRATION

## TEACHER DATA

### TEACHER \$\$



### FACILITIES

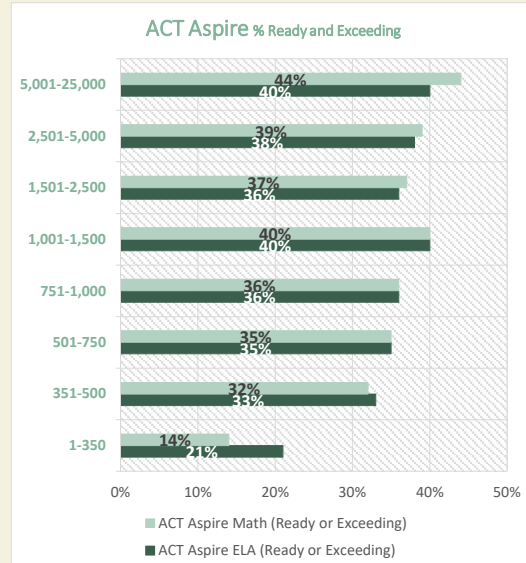
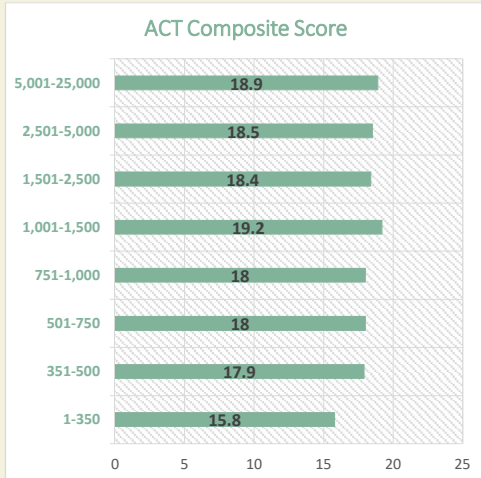


Q1=20% with lowest concentration; Q5=20% with highest concentration



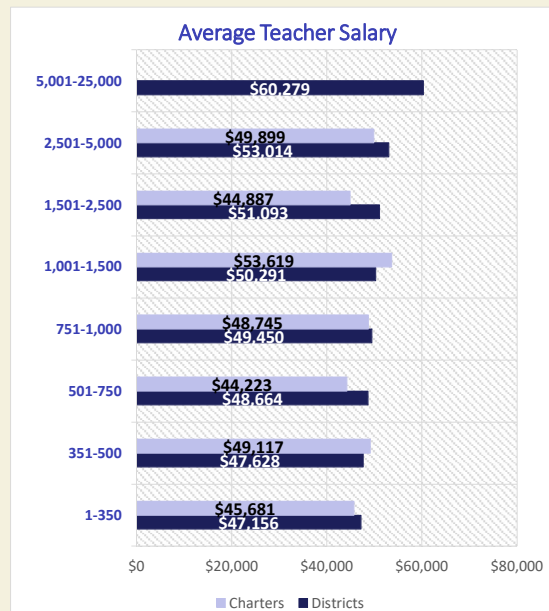
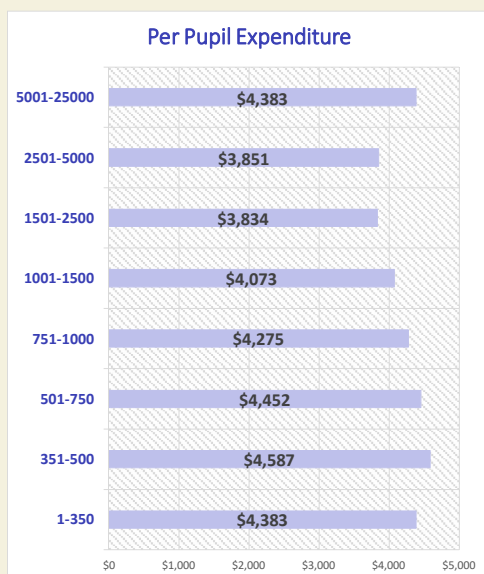
# DISTRICT SIZE

## ACHIEVEMENT



# DISTRICT SIZE

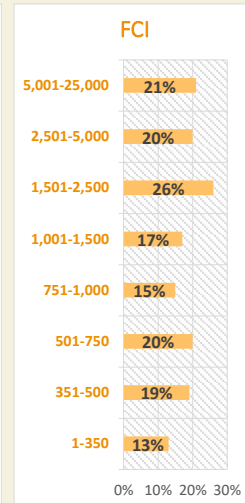
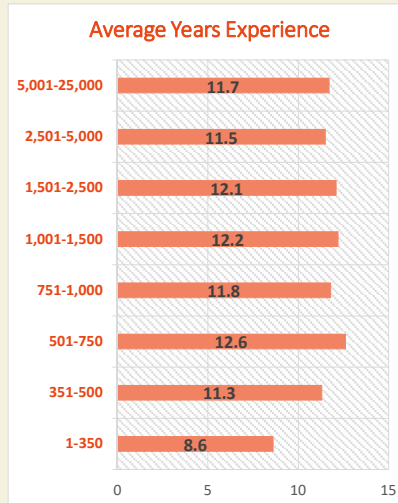
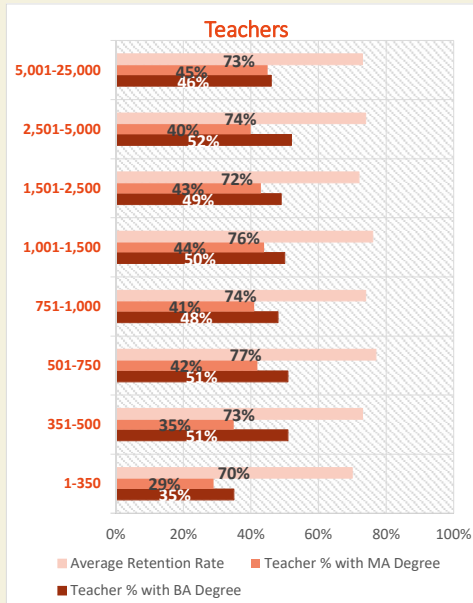
## TEACHER \$\$



# DISTRICT SIZE

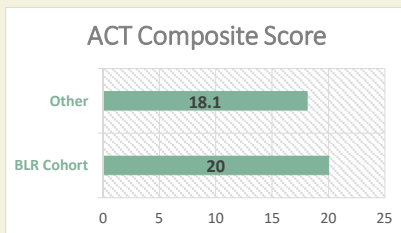
## TEACHER DATA

## FACILITIES

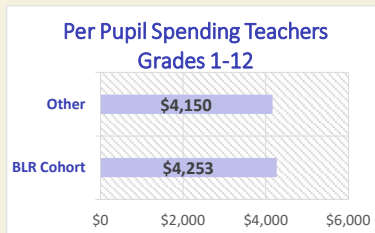


# BLR COHORT OR OTHER

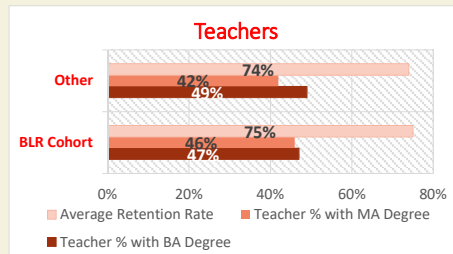
## ACHIEVEMENT



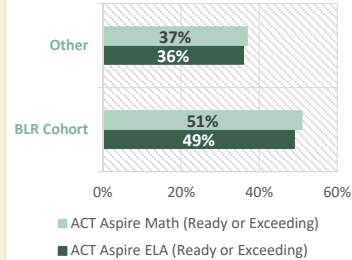
## TEACHER \$\$



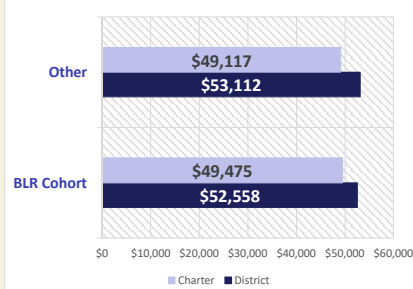
## TEACHER DATA



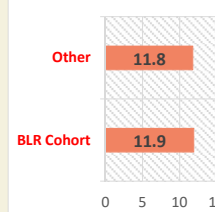
## ACT Aspire % Ready and Exceeding



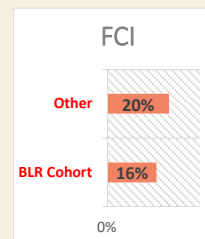
## Average Teacher Salary



## Average Years Experience

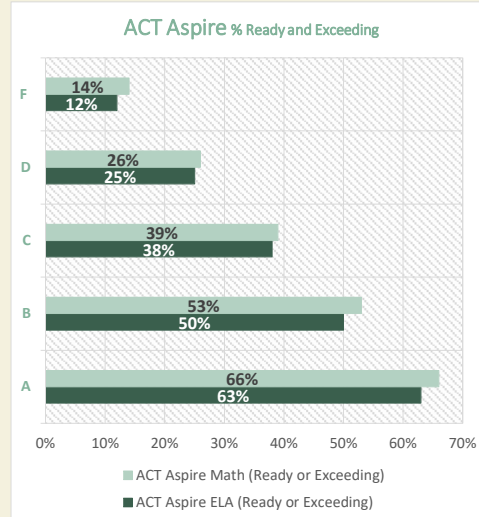
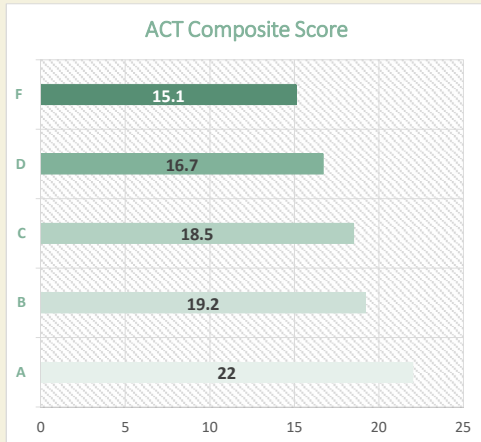


## FACILITIES



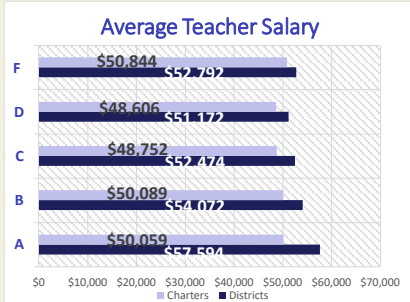
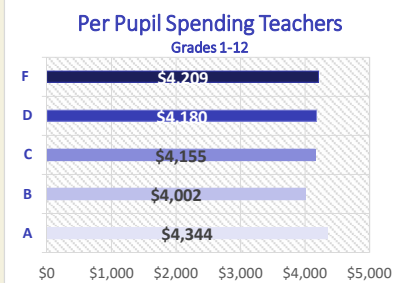
# SCHOOL LETTER GRADES

## ACHIEVEMENT

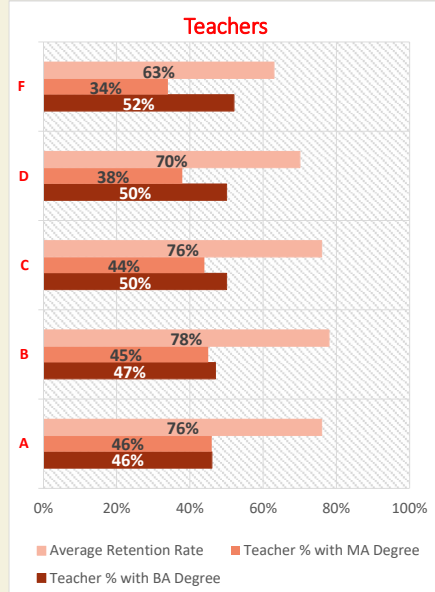


# SCHOOL LETTER GRADES

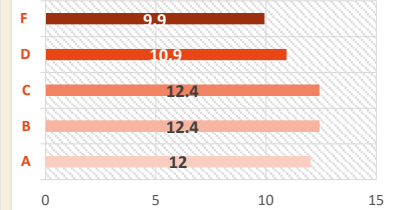
## TEACHER \$\$



## TEACHER DATA



## Average Years Experience



## FACILITIES

