



AUGENBLICK,
PALAICH AND
ASSOCIATES

Successful School District Selection, Foundation Amount, and Survey Results

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APA Consulting

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Agenda

- Review of:
 - Successful School Districts (SSD) final selection process and identification of successful school districts
 - Initial foundation per pupil funding analysis
 - Results of the survey of successful school districts



SUCCESSFUL SCHOOL DISTRICTS SELECTION

Direction from Last Meeting

Commission Agreements

- Use of absolute performance, growth, and beat the odds as success criteria filters
- Only use ELA and Math test scores
- Districts would not be identified by the success criteria they met to ensure student level confidentiality

Commission Request

- If possible, z-scores be used for analysis instead of filtering by standard deviations or relative position

Utilizing Z-Scores

Z-score – simply measures how many standard deviations a specific data point is from the dataset's average

A district whose performance level is exactly **1 standard deviation** *above the mean* has a z-score of **1**

A district whose performance level is exactly **1 standard deviation** *below the mean* has a z-score of **-1**

- Z-scores made it easier to analyze growth over time, allowing the study team to compare across years, even with the change in test
- It was also useful in the Beat the Odds analysis as an average z-score for each district could be created

Absolute Performance

- Identified districts that were at .5 standard deviations or above average on both ELA and Math for SY23 and SY25
- Ran for all districts and for only districts with enrollment above 10 in Elementary and High School

	Elementary		High		K-12
	All Dist.	Enr. Above 10	All Dist.	Enr. Above 10	All Dist.
Number of Districts	10	7	9	10	6
Average Size	50	69	907	1,054	204
Average FRL	58%	44%	30%	29%	42%
Average EL	0%	0%	3%	3%	1%

Additional Absolute Criteria

- For one absolute criteria Z-scores were not used:
 - Four elementary districts were identified that were .5 standard deviations or above statewide average percent proficient on all ELA/Math tests for SYs 18-23
 - The study team thought this high level of performance should be included in selection criteria

Growth Performance

- Examined growth between SY23 and SY25 with districts needing to have growth at least the 80th percentile AND at least above average in absolute performance in FY25
- Ran for all districts and for only districts with enrollment above 10 in Elementary and High School

	Elementary		High		K-12
	All Dist.	Enr. Above 10	All Dist.	Enr. Above 10	All Dist.
Number of Districts	29	26	10	11	8
Average Size	78	163	47	52	282
Average FRL	54%	46%	39%	41%	45%
Average EL	4%	10%	3%	3%	2%

Beat the Odds (BTO) Background

- Analysis designed to identify districts that perform better than expected given their context:
 - Uses regression analysis to identify **predicted** performance given context, and
 - Then identify districts with **higher than predicted** performance
- Some district exclusions:
 - No districts with less than 10 students
 - Must have direct certification and absence data

BTO Details

Performance, i.e., outcome, is average math and reading Z-scores on 2025 state assessments

- Describe context using these predictors:
 - Percent direct certification
 - Percent special education
 - Percent limited English proficient
 - Percent chronically absent
 - Percent American Indian

BTO Model

- Used ordinary-least-squares
- Modeling goals were to maximize the r-squared (adj. R² was .58) and only use statistically significant predictors at .05 level
 - Combined all grade levels (Elementary, High School and K-12) to maximize sample size with indicator variables for grade levels
 - Then identified top performing districts by grade level
- **Top performing districts identified using the residual: *positive difference between predicted and actual performance***

Beat the Odds District Characteristics

	Elementary	High	K-12
Number of Districts	15	15	6
Average Size	131	289	116
Average FRL	63%	48%	54%
Average EL	15%	14%	0%

Total Successful School Districts Identified

	Elementary	High	K-12
Number of Districts	47	24	14
Average Size	215	478	235
Average FRL	52%	43%	47%
Average EL	6%	10%	1%
Region I	10	5	7
Region II	10	4	0
Region III	5	5	2
Region IV	17	6	4
Region V	5	4	1

Regions Identified from [OPI Special Education Service Regions](#)

Multiple Criteria

Some successful school districts in each grade span met multiple success criteria:

	Elementary	High	K-12
Met Two Criteria	13	9	4
Met Three Criteria	3	2	1

- Since districts met multiple criteria, the total number of successful districts is less than adding up the total number across the criteria

Elementary Successful School Districts (1/3)

LE code	LE Name	Region	County
0376	Amsterdam Elem	Region IV	Gallatin
0366	Anderson Elem	Region IV	Gallatin
0498	Auchard Creek Elem	Region IV	Lewis & Clark
0048	Bear Paw Elem	Region II	Blaine
0350	Bozeman Elem	Region IV	Gallatin
0705	Broadus Elem	Region I	Powder River
0782	Brockton Elem	Region I	Roosevelt
0749	Brorson Elem	Region I	Richland
0458	Cardwell Elem	Region IV	Jefferson
0104	Centerville Elem	Region II	Cascade
0032	Cleveland Elem	Region II	Blaine
0387	Cohagen Elem	Region I	Garfield
0617	Cooke City Elem	Region IV	Park
0424	Davey Elem	Region II	Hill
0133	Fort Benton Elem	Region II	Chouteau

Elementary Successful School Districts (2/3)

LE code	LE Name	Region	County
0786	Froid Elem	Region I	Roosevelt
0896	Golden Ridge Elem	Region II	Teton
0900	Greenfield Elem	Region II	Teton
0418	Hall Elem	Region IV	Granite
0078	Hawks Home Elem	Region I	Carter
0014	Jackson Elem	Region IV	Beaverhead
0367	LaMotte Elem	Region IV	Gallatin
0741	Lone Rock Elem	Region V	Ravalli
0941	Lustre Elem	Region I	Valley
1231	Luther Elem	Region III	Carbon
0347	Manhattan School	Region IV	Gallatin
0875	McLeod Elem	Region III	Sweet Grass
0684	Miami Elem	Region II	Pondera
0363	Monforton Elem	Region IV	Gallatin
1222	Mountain View Elem	Region II	Glacier

Elementary Successful School Districts (3/3)

LE code	LE Name	Region	County
0342	Olney-Bissell Elem	Region V	Flathead
0715	Ovando Elem	Region IV	Powell
0362	Pass Creek Elem	Region IV	Gallatin
0620	Pine Creek Elem	Region IV	Park
0850	Reed Point Elem	Region III	Stillwater
0189	S Y Elem	Region I	Custer
0747	Savage Elem	Region I	Richland
0985	Shepherd Elem	Region III	Yellowstone
0020	Spring Creek Elem	Region III	Big Horn
0357	Springhill Elem	Region IV	Gallatin
0486	Swan Lake-Salmon Elem	Region V	Lake
0044	Turner Elem	Region II	Blaine
0483	Valley View Elem	Region V	Lake
0566	Vida Elem	Region I	McCone
0334	Whitefish Elem	Region V	Flathead
0453	Whitehall Elem	Region IV	Jefferson
0010	Wisdom Elem	Region IV	Beaverhead

High School Successful School Districts (1/2)

LE code	LE Name	Region	County
0475	Arlee H S	Region V	Lake
0503	Augusta H S	Region IV	Lewis & Clark
0113	Belt H S	Region II	Cascade
0351	Bozeman H S	Region IV	Gallatin
0787	Froid H S	Region I	Roosevelt
0378	Garfield County H S	Region I	Garfield
0488	Helena H S	Region IV	Lewis & Clark
0933	Hinsdale H S	Region I	Valley
0061	Joliet H S	Region III	Carbon
1190	Lodge Grass H S	Region III	Big Horn
0348	Manhattan High School	Region IV	Gallatin
0584	Missoula H S	Region V	Missoula

High School Successful School Districts (2/2)

LE code	LE Name	Region	County
0274	Moore H S	Region III	Fergus
1234	North Star HS	Region II	Hill
0812	Noxon H S	Region V	Sanders
0859	Rapelje H S	Region III	Stillwater
0228	Richey H S	Region I	Dawson
0606	Roundup High School	Region III	Musselshell
1228	Shields Valley H S	Region IV	Park
0746	Sidney H S	Region I	Richland
0045	Turner H S	Region II	Blaine
0680	Valier H S	Region II	Pondera
0335	Whitefish H S	Region V	Flathead
0355	Willow Creek H S	Region IV	Gallatin

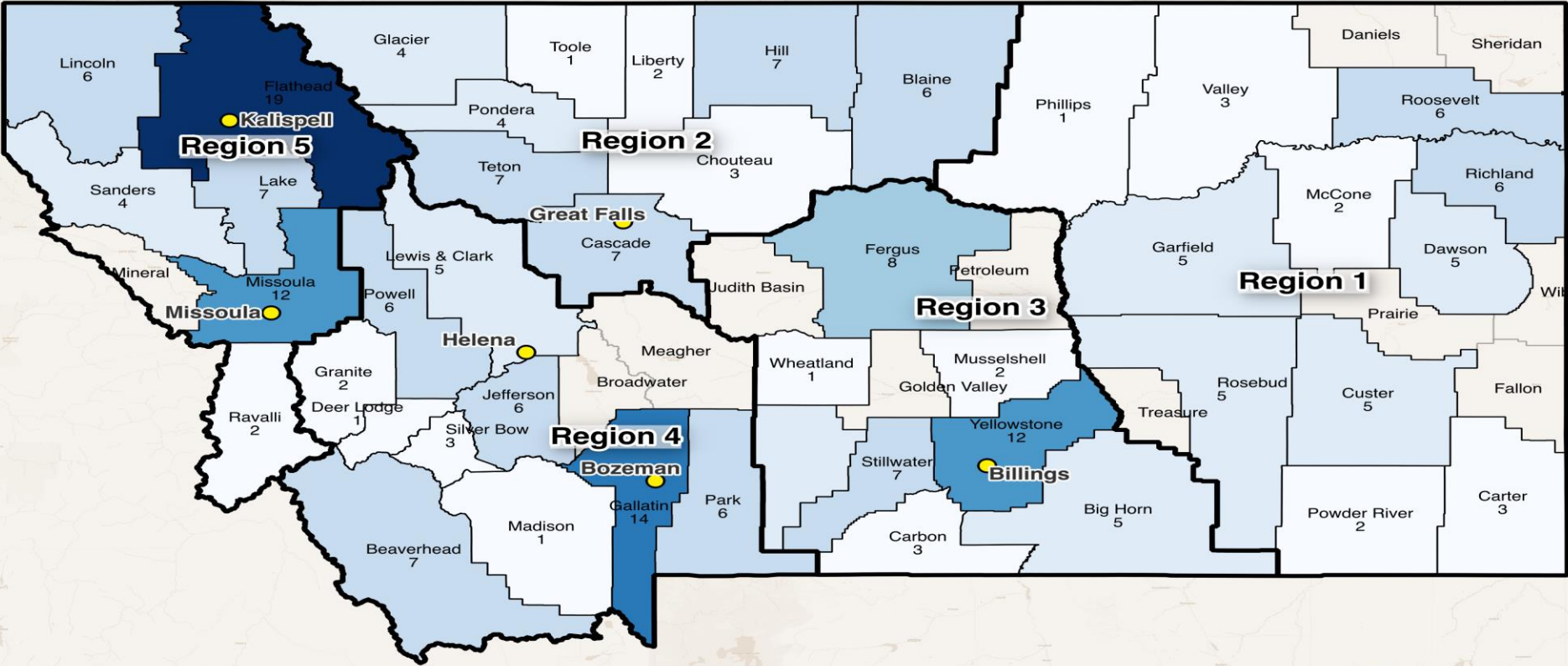
K-12 Successful School Districts

LE code	LE Name	Region	County
0975	Custer K-12 Schools	Region III	Yellowstone
0546	Ennis K-12 Schools	Region IV	Madison
0743	Florence-Carlton K-12 Schls	Region V	Ravalli
0822	Medicine Lake K-12 Schools	Region I	Sheridan
0937	Nashua K-12 Schools	Region I	Valley
0935	Opheim K-12 Schools	Region I	Valley
0256	Plevna K-12 Schools	Region I	Fallon
0194	Scobey K-12 Schools	Region I	Daniels
0055	Townsend K-12 Schools	Region IV	Broadwater
0540	Twin Bridges K-12 Schools	Region IV	Madison
0570	White Sulphur Spgs K-12	Region IV	Meagher
0663	Whitewater K-12 Schools	Region I	Phillips
0964	Wibaux K-12 Schools	Region I	Wibaux
0291	Winifred K-12 Schools	Region III	Fergus

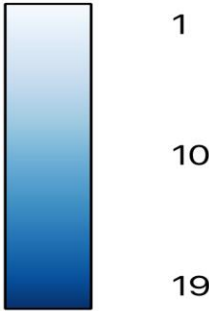
Elementary Districts by County

Number of Elementary Districts by County

Region	Count Elem Districts	Pct of Total Elem Districts
Region I	43	19%
Region II	41	18%
Region III	42	19%
Region IV	51	22%
Region V	50	22%
Total	227	100%



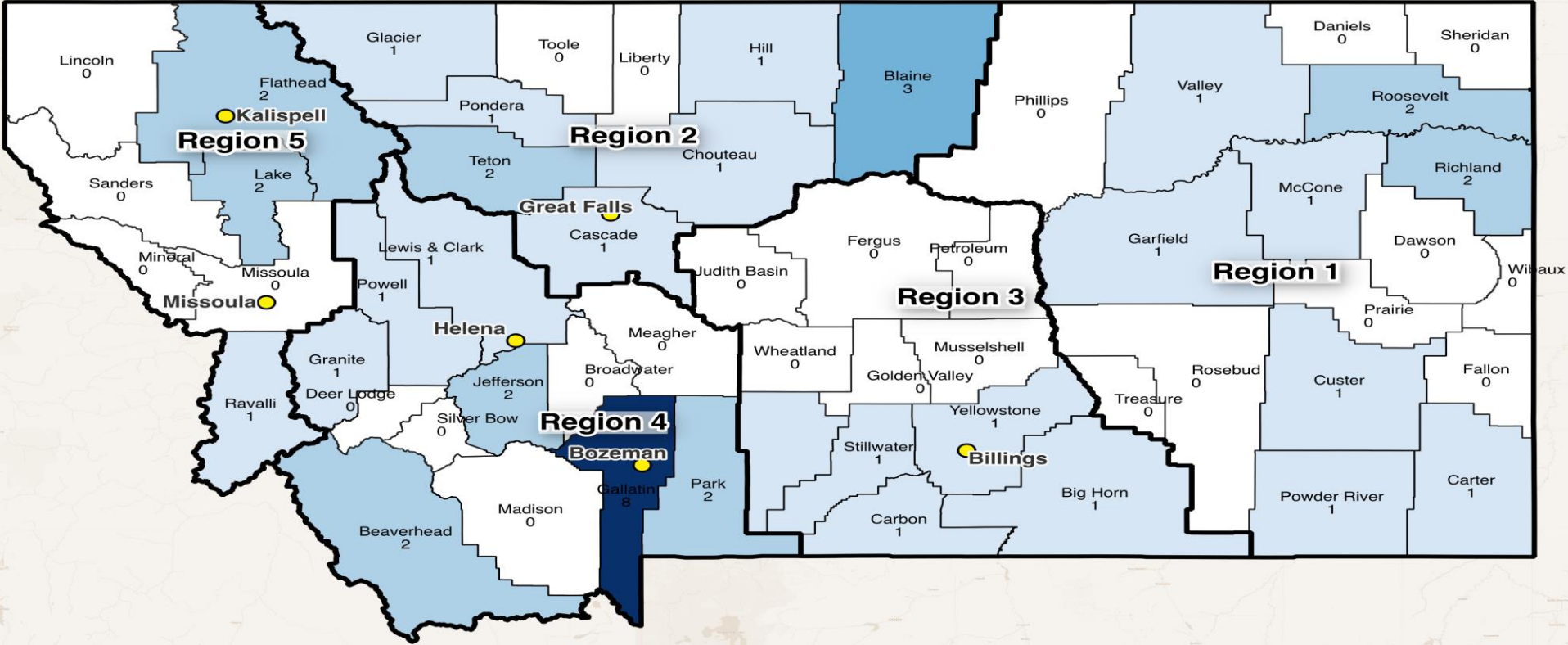
Number of Elementary Districts



Successful School Districts by County (Elem.)

Number of Successful School Districts by County
(Among Elementary Districts)

Region	Elem SSD	Pct of Elem SSDs
Region I	10	21%
Region II	10	21%
Region III	5	11%
Region IV	17	36%
Region V	5	11%
Total	47	100%



Number of Successful
School Districts

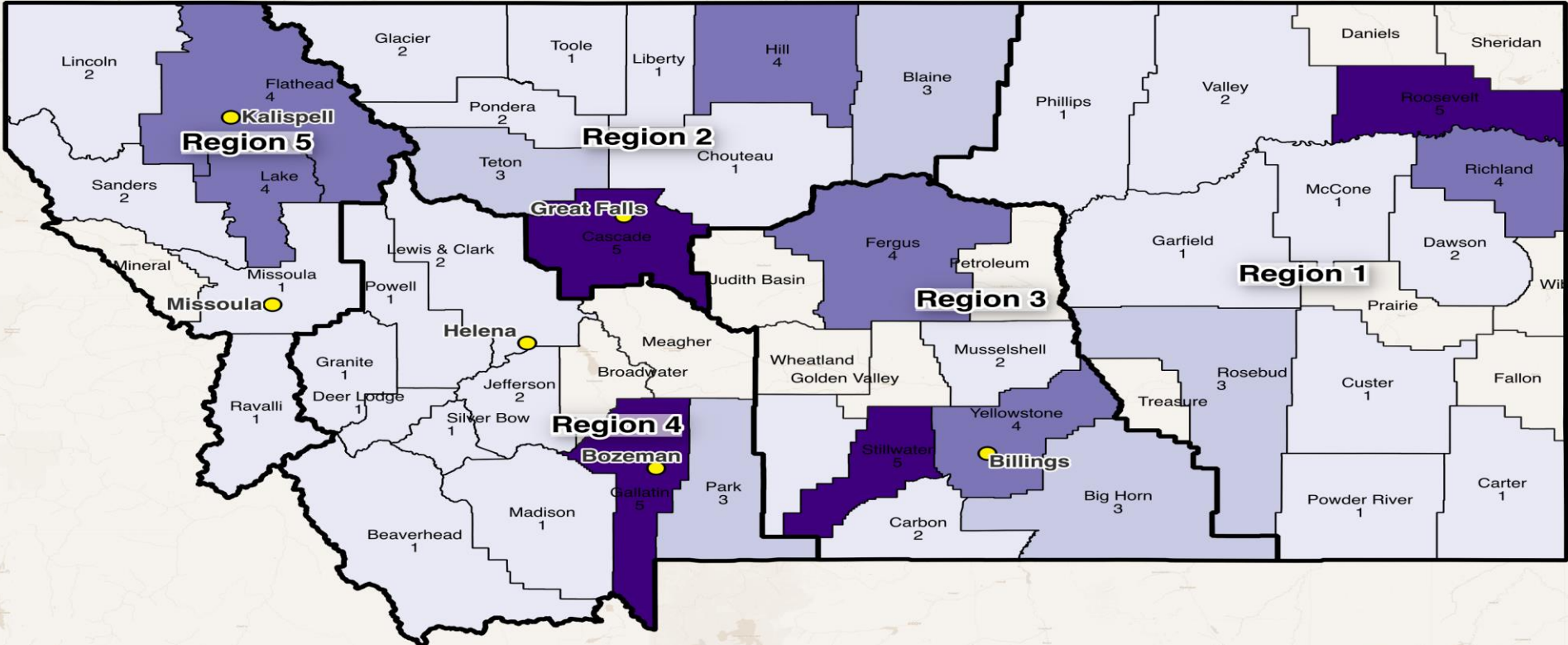


0
2
4
6
8

by County

Number of High School Districts by County	
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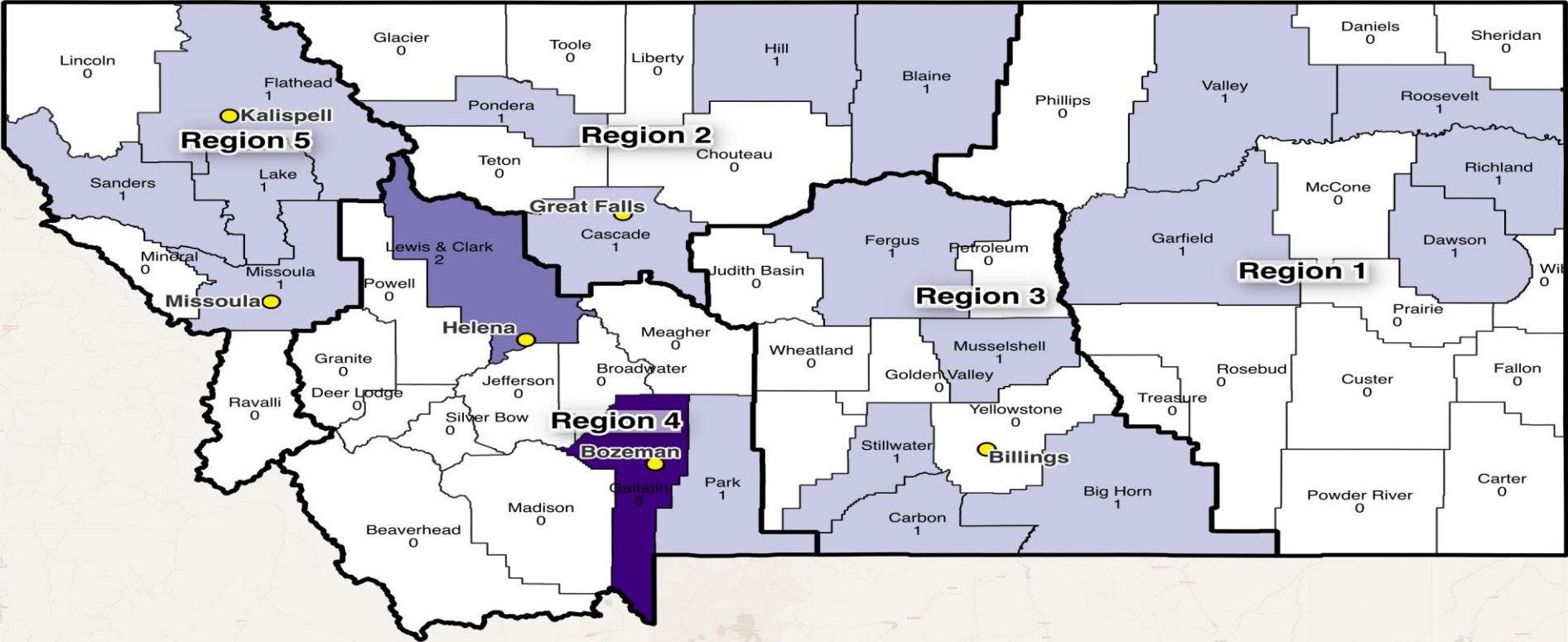
Region	Count HS Districts	Pct of Total HS Districts
Region I	22	23%
Region II	22	23%
Region III	21	22%
Region IV	18	19%
Region V	14	14%
Total	97	100%



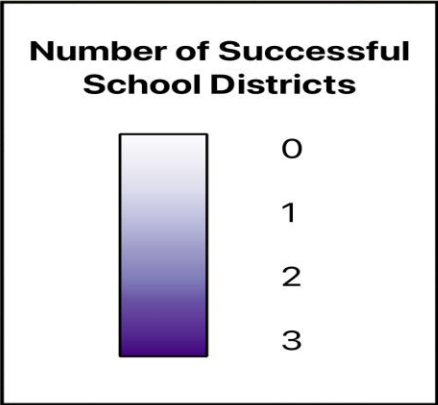
- 1
- 2
- 3
- 4
- 5

Successful School Districts by County (HS)

Number of Successful School Districts by County
(Among High School Districts)



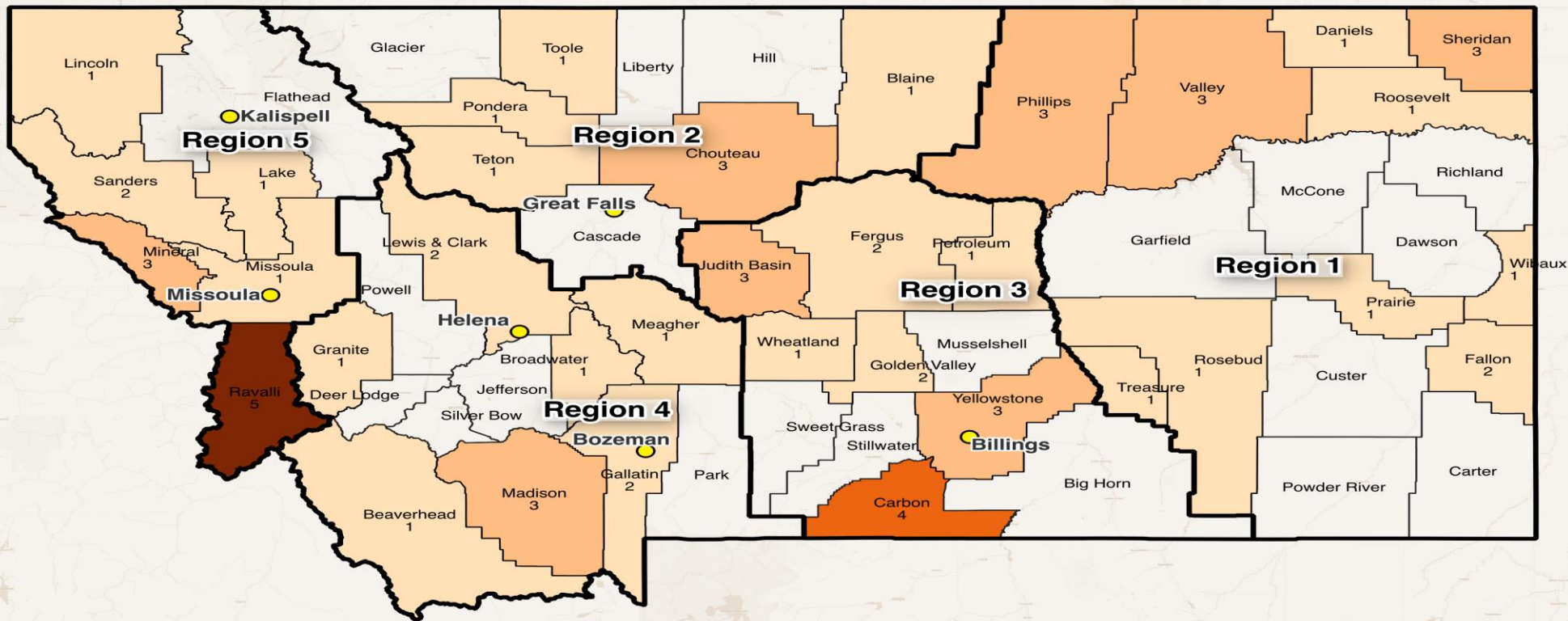
Region	HS SSD	Pct of HS SSDs
Region I	5	21%
Region II	4	17%
Region III	5	21%
Region IV	6	25%
Region V	4	17%
Total	24	100%



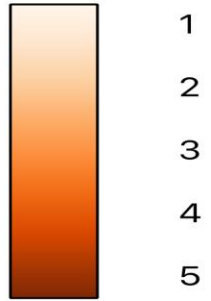
K-12 School Districts by County

Number of K-12 Districts by County

Region	Count of K12 Districts	Pct of Total K12 Districts
Region I	17	27%
Region II	7	11%
Region III	16	25%
Region IV	11	17%
Region V	13	20%
Total	64	100%

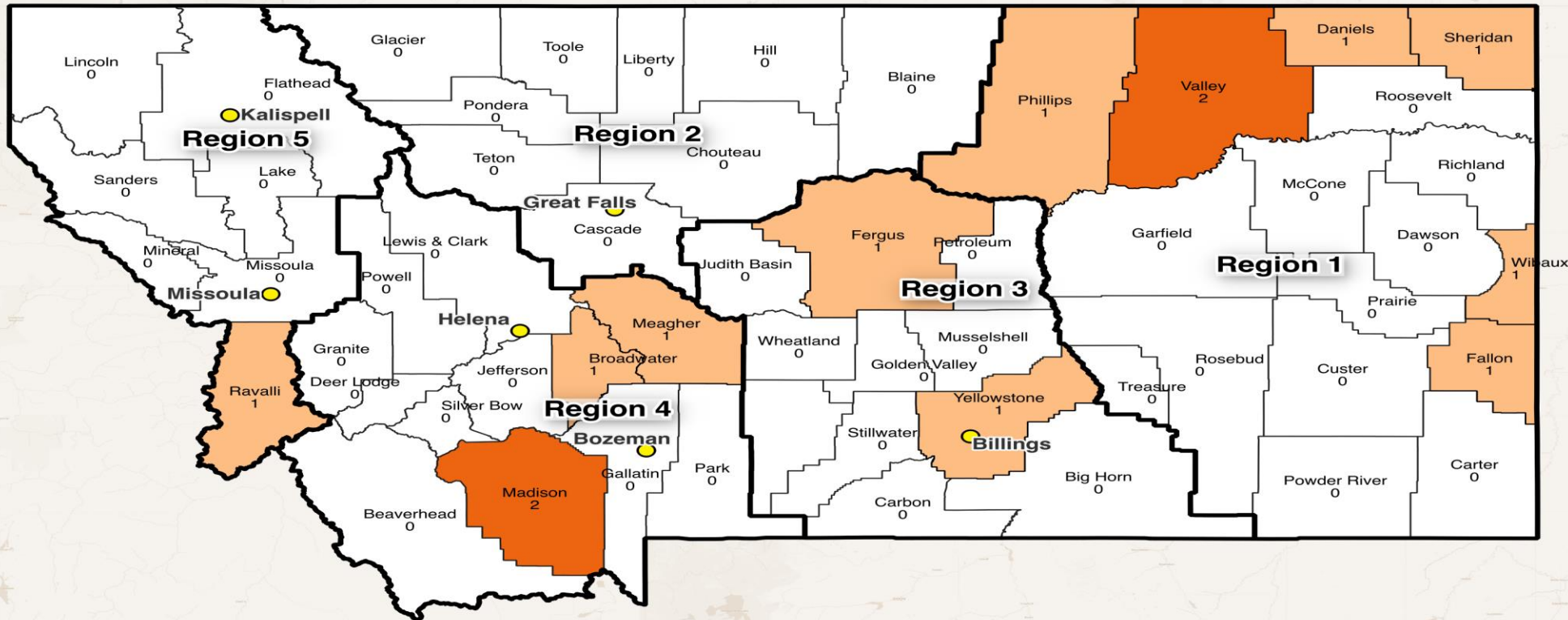


Number of K-12 Districts



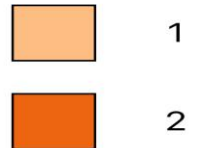
Successful School Districts by County (K-12)

Number of Successful School Districts by County
(Among K-12 Districts)



Region	K12 SSD	Pct of K12 SSDs
Region I	7	50%
Region II		0%
Region III	2	14%
Region IV	4	29%
Region V	1	7%
Total	14	100%

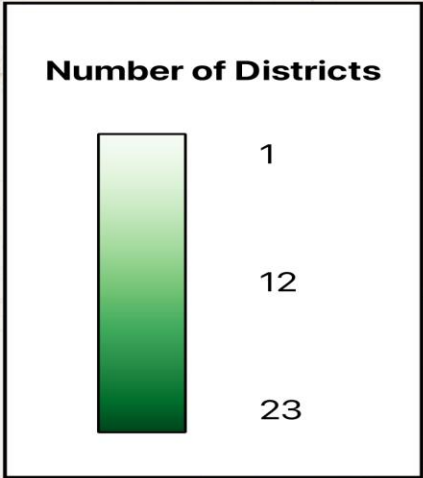
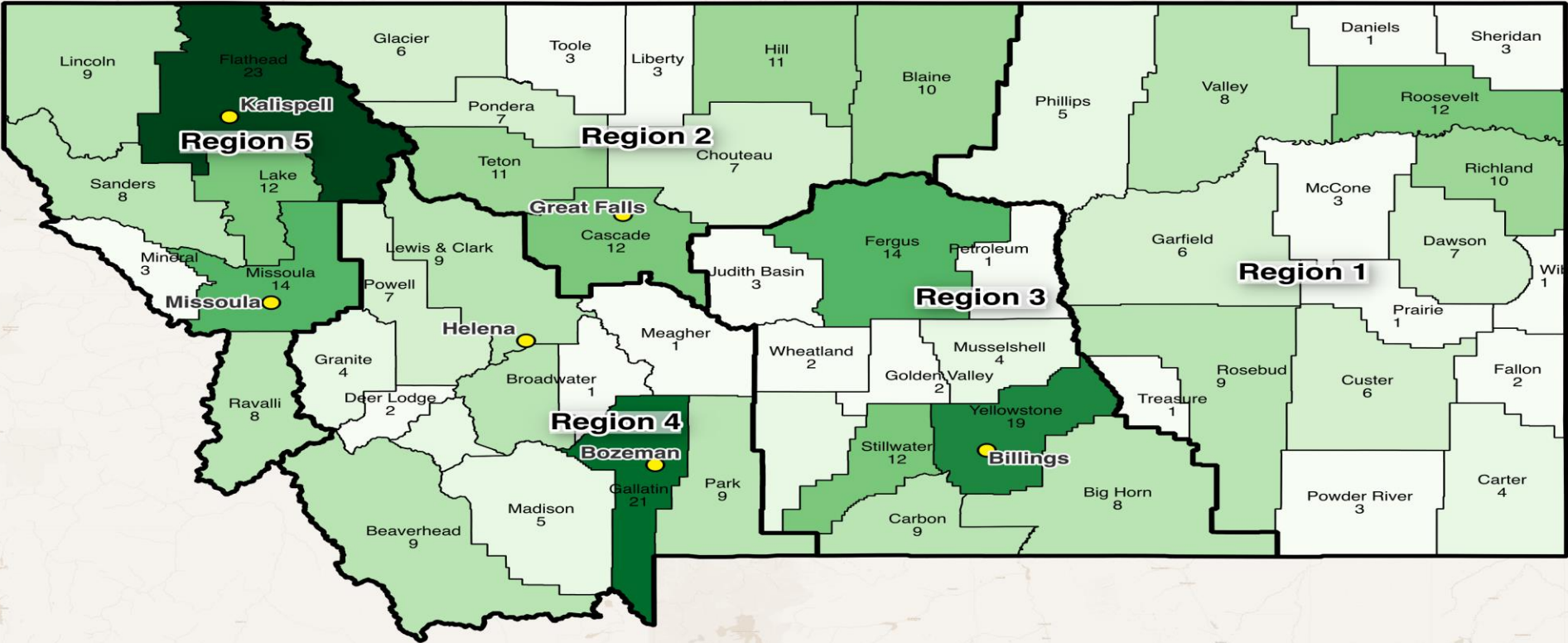
Number of Successful
School Districts



Total Districts by County

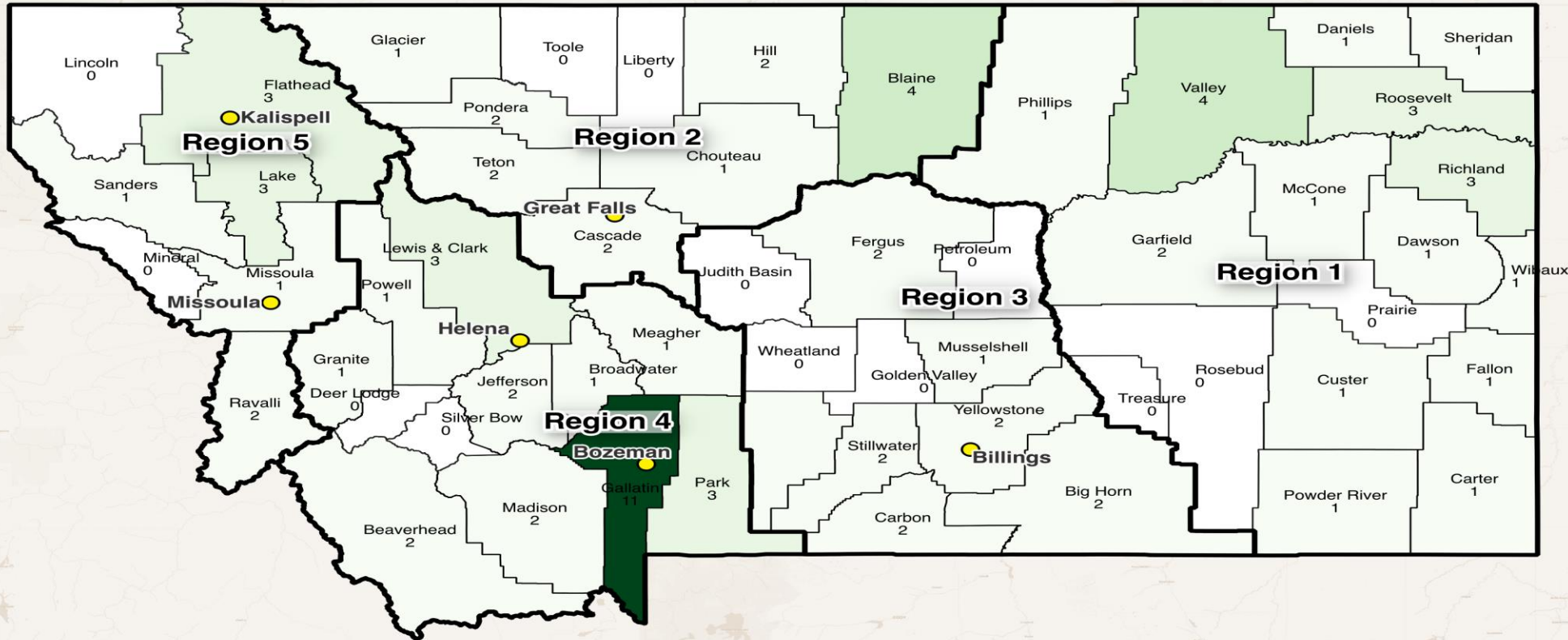
Number of Districts by County

Region	Count of All Districts	Pct of All Districts
Region I	82	21%
Region II	70	18%
Region III	79	20%
Region IV	80	21%
Region V	77	20%
Total	388	100%



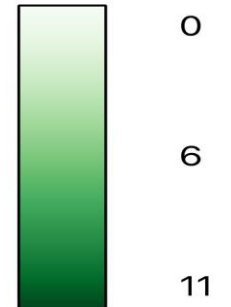
Successful School Districts by County (Total)

Number of Successful School Districts by County
(Among All District Types)



Region	Total SSD	Pct of Total SSDs
Region I	17	27%
Region II	7	11%
Region III	16	25%
Region IV	11	17%
Region V	13	20%
Total	64	100%

Number of Successful School Districts





FOUNDATION ANALYSIS

What is an SSD Foundation Amount?

The **foundation amount in an SSD study** represents the amount of funding needed for a student with no special needs in a district with no special circumstances

This requires *excluding non-foundation expenditures* that are tracked (like special education) as well as estimating expenses for student subgroups that are not tracked

To identify the foundation amount, the study team looks at the spending of successful school districts, broken out by category and with efficiency screens applied

Montana Considerations for Foundation

- The biggest factor for the foundation analysis in Montana is how to consider the **impacts of economies of scale in smaller districts**
- **Analysis includes all sources of funding**, so does not simply replicate what might be assumed to be in the per ANB funding figure
- The state provides a small adjustment for at-risk students and no adjustment for EL students, **but spending** (which is likely higher than funding) **must still be considered**

Identifying Expenditures to Include and Exclude in Foundation Calculation

- The study team analyzed the Montana chart of accounts and **identified expenditure categories to include in the analysis**
- Foundation amounts generally exclude expenditures for food service, transportation, and capital
 - The study team did not include these expenditures in the analysis
- The next slide lists funds, programs, and function codes excluded from the foundation analysis

Table of Excluded Expenditures

Funds	Programs	Function
Adult Education	Adult and Literacy Education (ABLE)	Capital Leases or Long Term Notes and Bonds
Building	Adult Continuing Education	Food Services
Building Reserve	Adult Education High School Equivalency	General Obligation Bonds, Special Assessment and Interest
Bus Depreciation	Civic Service	Resources Transferred to Other School Districts or Cooperatives
Debt Service	Community Drug Free	Student Transportation
Daycare	Community Recreation	
Misc Enterprise	Custody and Child Care Services	
School Food Services	Enterprise or Internal Services Program	
Transportation	Facility Acquisition and Construction	
	Food Services	
	Head Start	
	Other Community Services	
	Public Library Service	
	School Food Mini Grants	
	School Nutrition Fresh Fruit & Vegetable	
	State Adult Education Reimbursement	
	Welfare Activities	

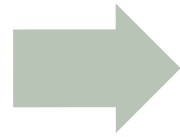
Excluding Expenditures for Special Populations

- The study team was able to exclude expenditures for special education since the state tracks these expenditures
- When actual expenditures are not tracked to a subgroup, **an estimated level of need is used to estimate the cost of special needs populations**
 - For this work, at-risk students and ELs are assumed to be 25% more expensive than a base student. A weighted student count is created using a .25 weight for each of these students using free-reduced price lunch (FRL) counts and EL counts
 - In order to overcome the data issues related to CEP, each district's FRL is either its actual count or its direct certification percentage times 1.6, capped at 100%

Calculating a Foundation Figure

1. Began by totaling all included expenditures, excluding tracked special populations expenditures

- **Example:** a district has **\$10 million in total expenditures**, excluding special populations expenditures (like special education)



2. Create a weighted student count to account for the expenditures for at-risk and EL that are not tracked

- **Example:** the district has 1,000 students but 200 at-risk and 60 EL students, so would have a weighted student count of 1,065 students.
- $1,000 + (200 * .25) + (60 * .25) = \mathbf{1,065 \text{ weighted students}}$



3. Divide total expenditures by weighted student count to get to a per weighted student count

- **Example:** \$10 million of total expenditures would be \$10,000 per unweighted student (\$10 million divided by 1,000 students), but **\$9,390 per weighted student** (\$10 million divided by 1,065 weighted students).

SSD Foundation Figures Prior to Efficiency Screens

Successful School District Foundation Figures Prior to Efficiency Screens			
	Elementary	High	K-12
Average Total Foundation	\$14,003	\$19,306	\$15,946
Minimum	\$5,589	\$8,688	\$7,976
Maximum	\$72,038	\$76,825	\$35,664

Efficiency Screens

When calculating a foundation figure from the successful school districts' spending, it is important to **examine the efficiency of each district's spending in each spending category**

Often, staffing ratios would be used, but with the large number of available spending categories and the range in size of successful districts, the study team relied on **examination of per pupil spending only**

A district's spending in a category was **excluded if it was a standard deviation above the mean of all successful districts in its grade span**

Funding Account Category Amounts at Successful **Elementary School** Districts

	Admin	Extra-Curricular	Instruction	M&O	Other	Student Support	Transportation – Athletics/Activity
Average Total Foundation	\$2,791	\$129	\$11,657	\$2,239	\$6	\$126	\$7
Minimum	\$200	\$0	\$4,470	\$0	\$0	\$0	\$0
Maximum	\$12,532	\$911	\$46,687	\$12,024	\$143	\$1,093	\$66
One Standard Deviation	\$2,449	\$185	\$8,967	\$2,411	\$24	\$207	\$16
One Standard Deviation + Average	\$5,240	\$313	\$20,624	\$4,650	\$30	\$333	\$23
Number of LEs Above 1 Std Dev	6	5	7	7	3	7	6

Funding Account Category Amounts at Successful **High School** Districts

	Admin	Extra-Curricular	Instruction	M&O	Other	Student Support	Transportation – Athletics/Activity
Average Total Foundation	\$4,439	\$3,879	\$9,914	\$3,369	\$10	\$393	\$189
Minimum	\$981	\$1,036	\$5,498	\$614	\$0	\$0	\$0
Maximum	\$28,885	\$11,959	\$21,982	\$11,249	\$213	\$1,261	\$601
One Standard Deviation	\$5,566	\$2,714	\$4,614	\$2,697	\$43	\$326	\$199
One Standard Deviation + Average	\$10,004	\$6,593	\$14,528	\$6,066	\$53	\$719	\$387
Number of LEs Above 1 Std Dev	2	4	3	3	1	3	5

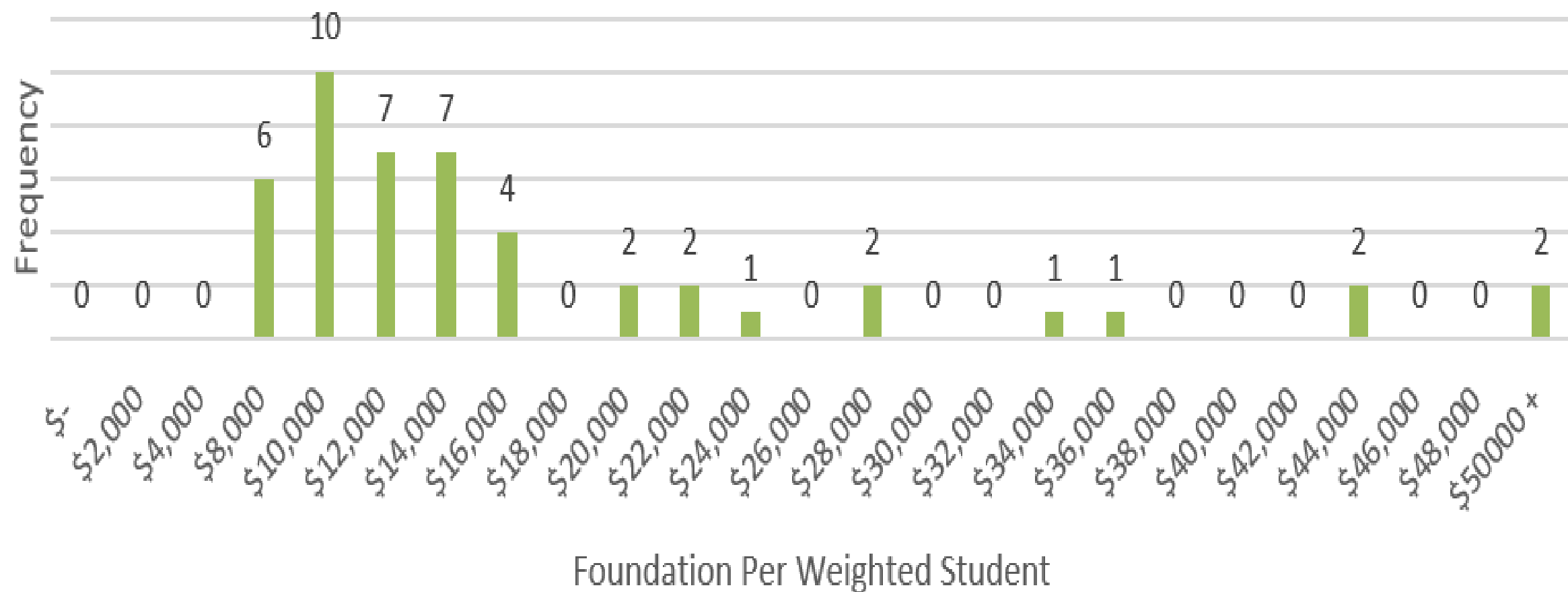
Funding Account Category Amounts at Successful K-12 School Districts

	Admin	Extra-Curricular	Instruction	M&O	Other	Student Support	Transportation – Athletics/Activity
Average Total Foundation	\$2,900	\$1,595	\$9,051	\$2,524	\$49	\$296	\$73
Minimum	\$1,167	\$641	\$5,224	\$805	\$0	\$27	\$0
Maximum	\$6,826	\$3,908	\$15,011	\$6,336	\$472	\$746	\$287
One Standard Deviation	\$1,734	\$898	\$2,974	\$1,482	\$127	\$186	\$93
One Standard Deviation + Average	\$4,634	\$2,493	\$2,974	\$4,006	\$176	\$481	\$165
Number of LEs Above 1 Std Dev	5	2	3	2	2	2	3

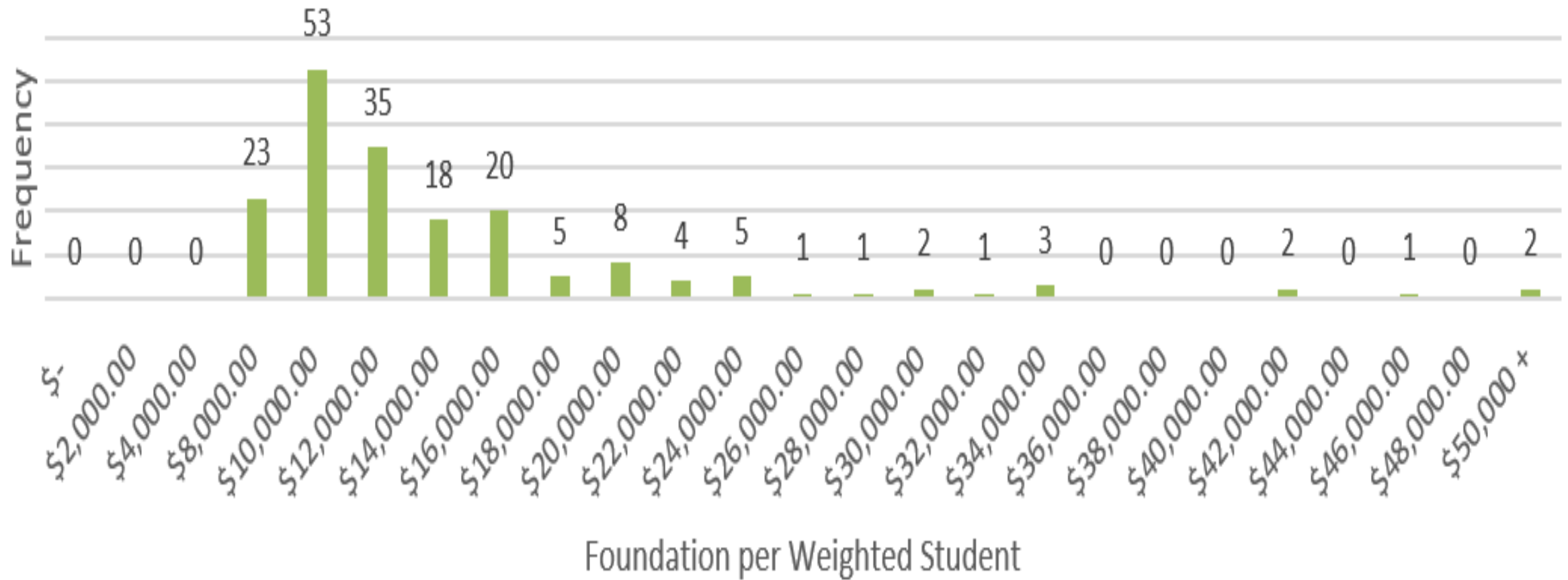
Size Consideration

- The **range in size of districts in the successful lists is greater than is often seen** in this type of analysis
- With this in mind, the study team looked at the foundation amount using all successful districts with efficiency screens applied, but also focused on districts with **over 100 students**
- The **goal of the foundation amount is to represent what is needed in a district before accounting for special circumstances like the impact of smaller size**

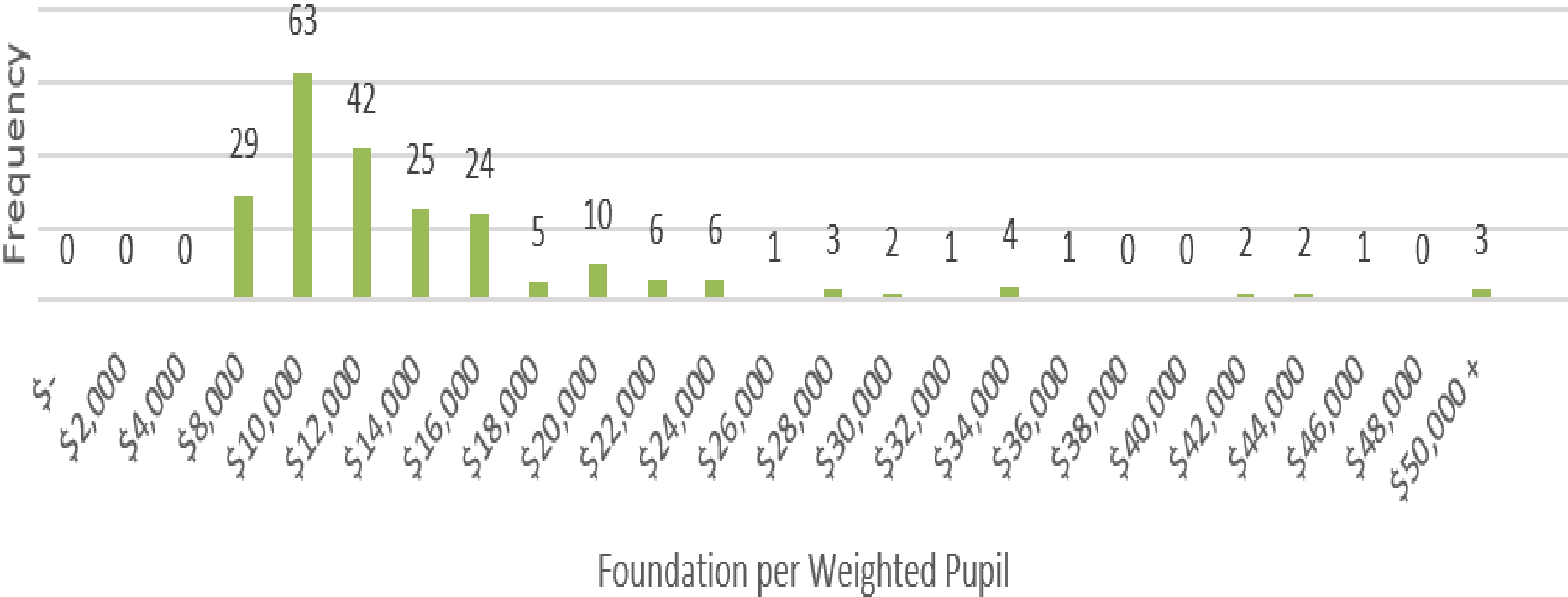
Foundation per Weighted Student for Successful Elem Districts



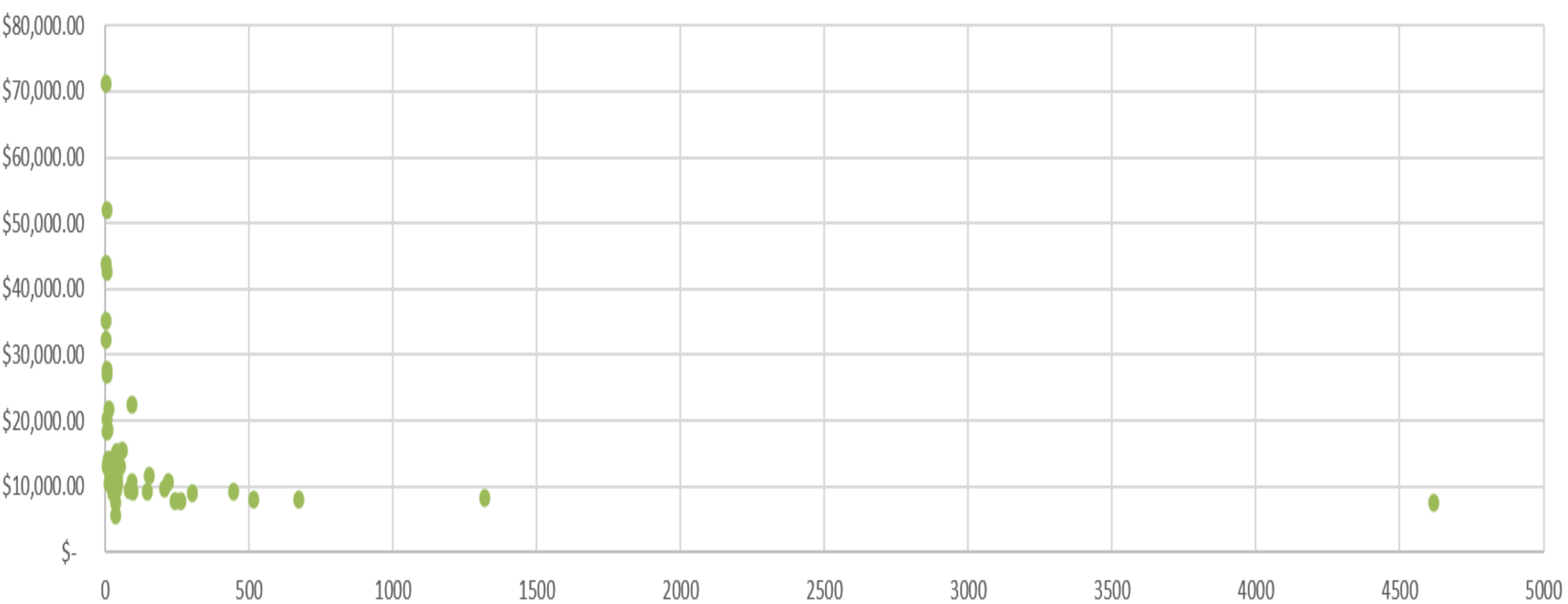
Foundation per Weighted Student for Non-Successful Elem Districts



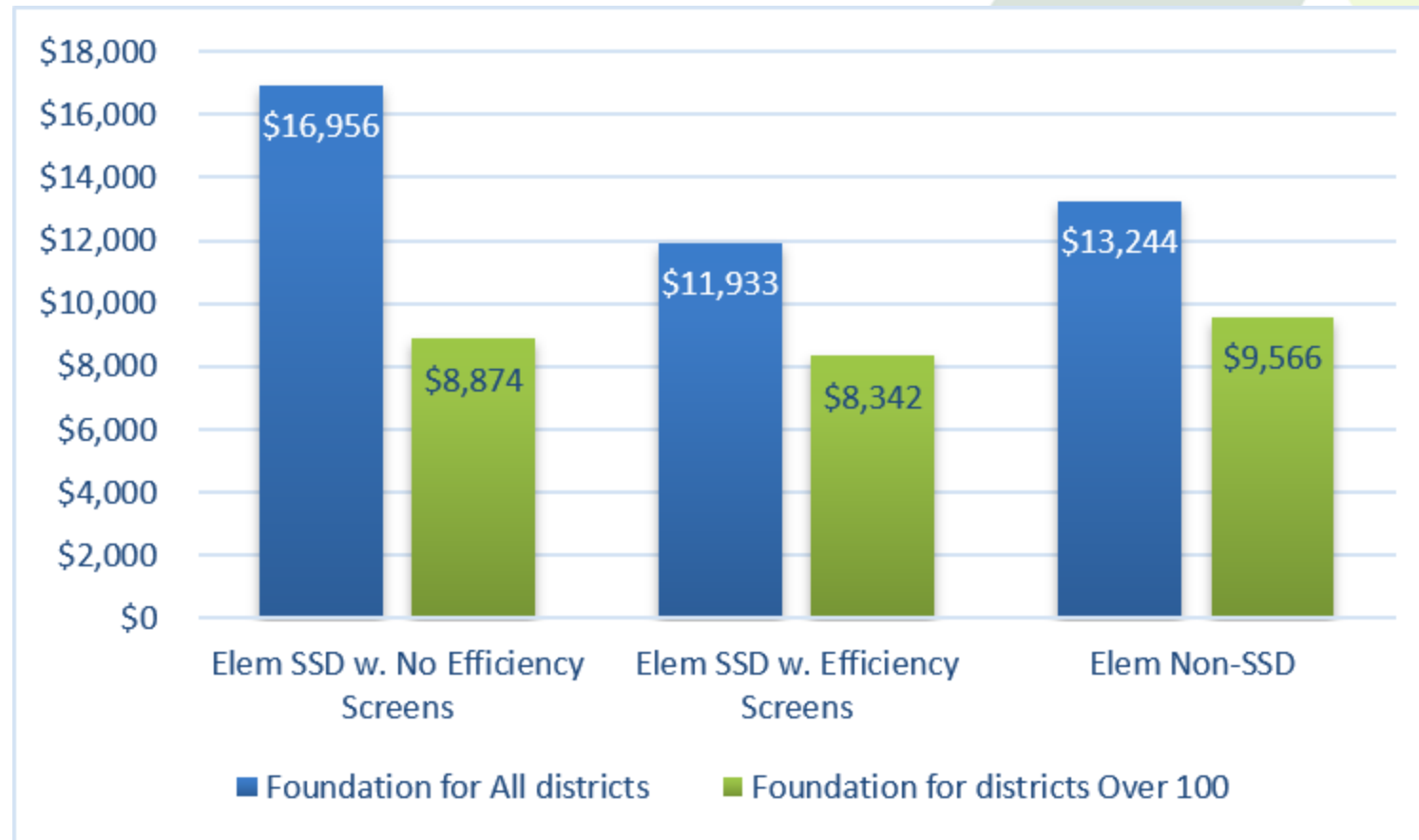
Foundation per Weighted Student for All Elem Districts



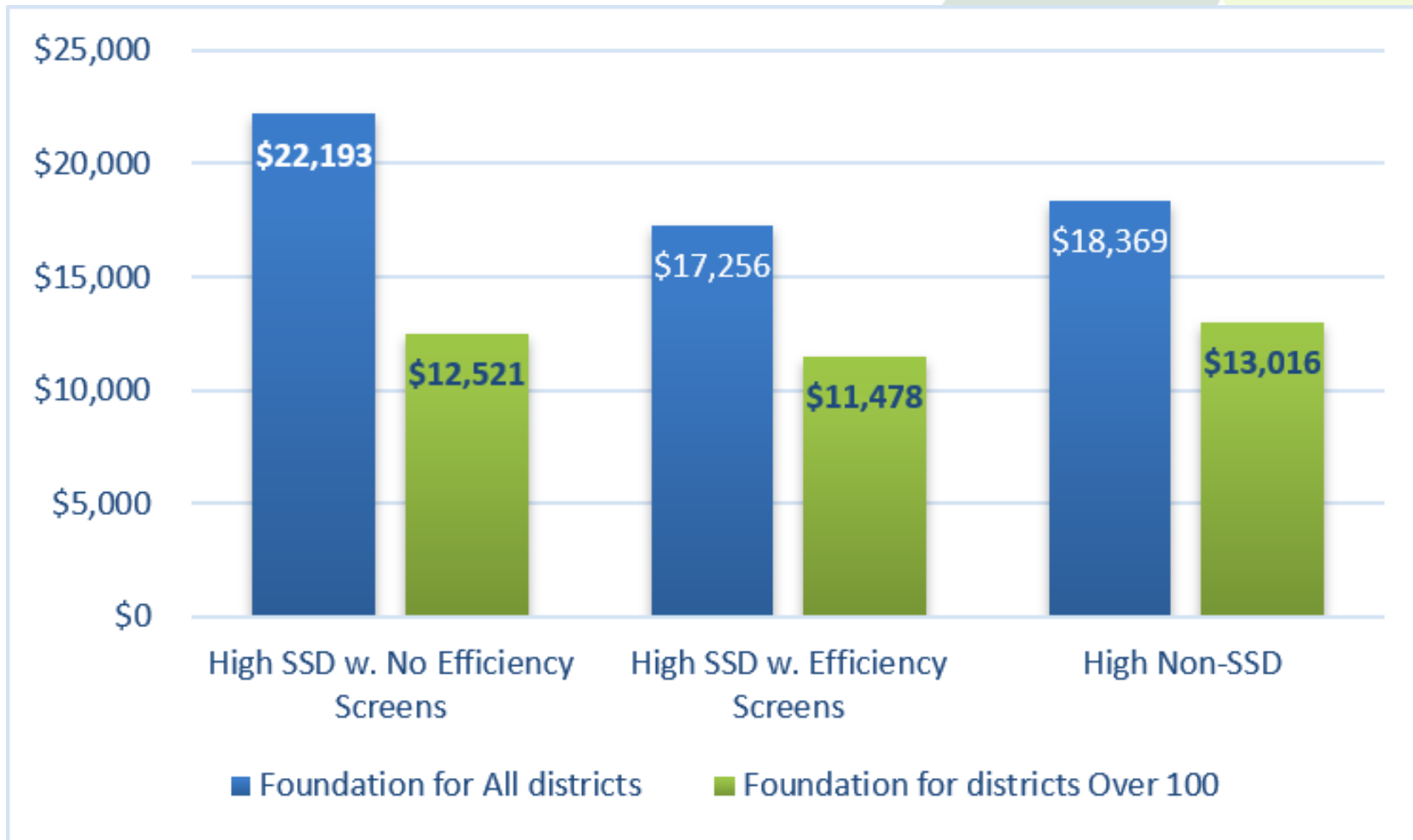
Foundation Per Weighted Student by Size for Successful Elem Districts



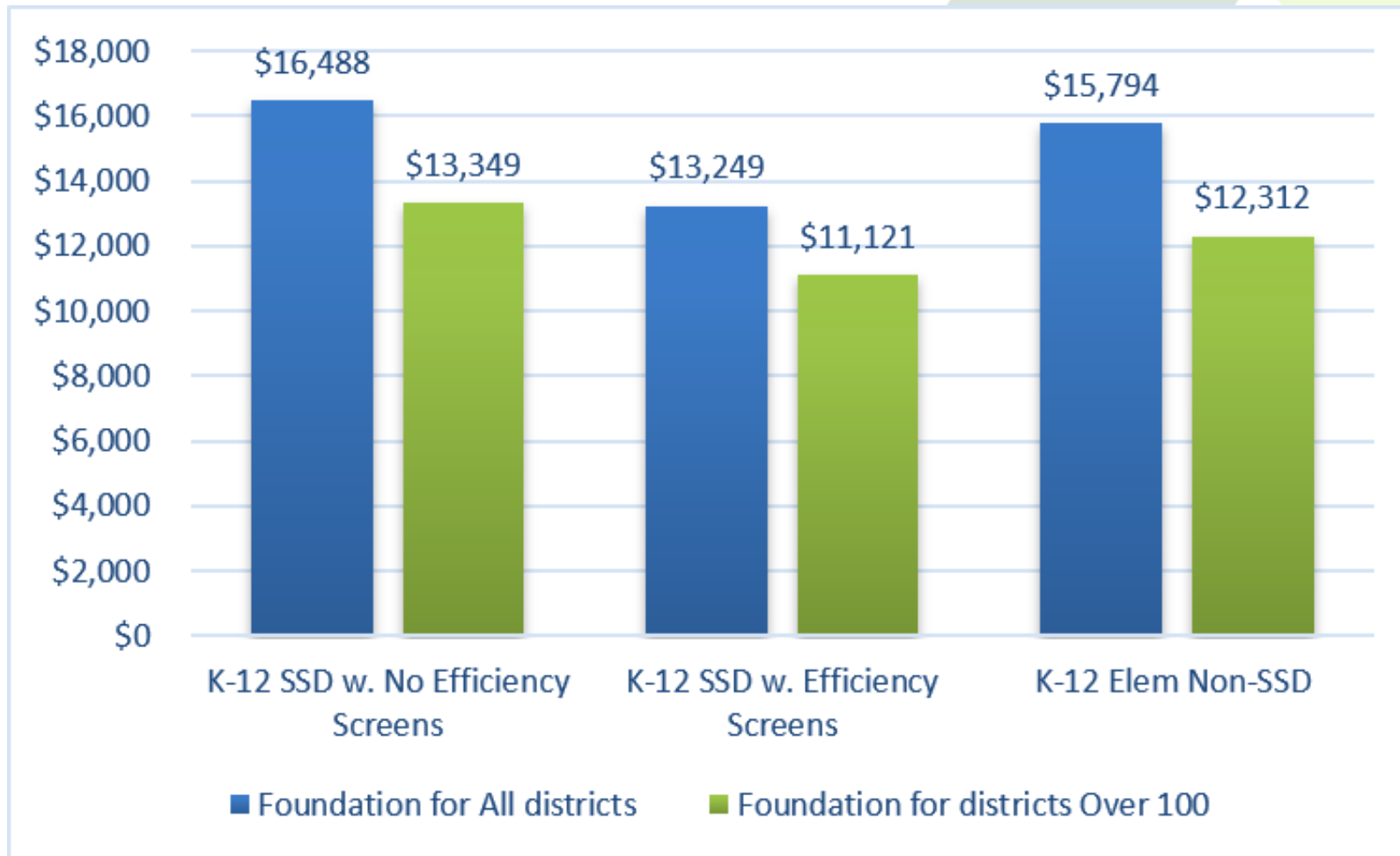
Foundation Amounts for SSD and Non-SSD Elementary School Districts by Size, With and Without Efficiency Screens



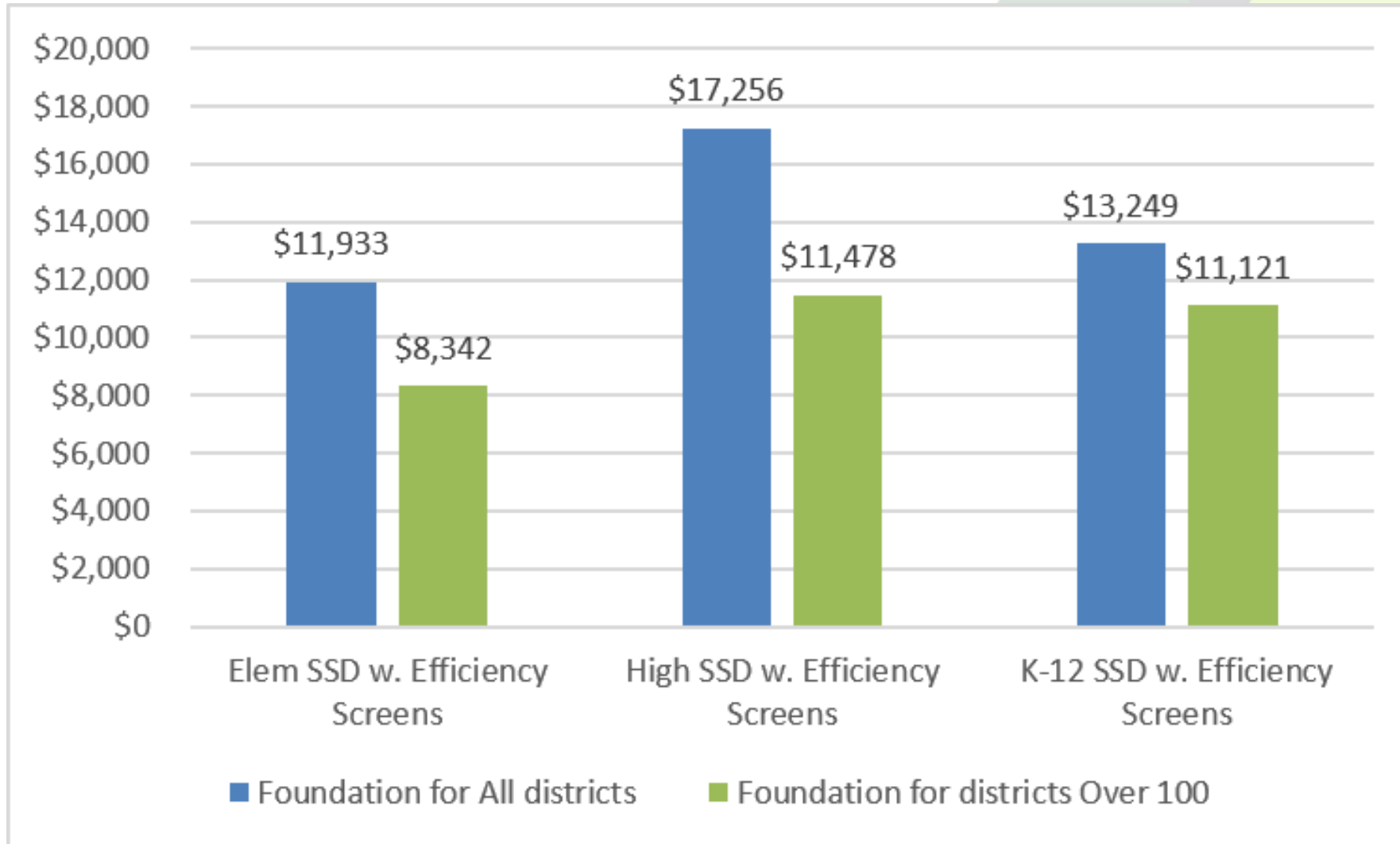
Foundation Amounts for SSD and Non-SSD High School Districts by Size, With and Without Efficiency Screens



Foundation Amounts for SSD and Non-SSD K-12 School Districts by Size, With and Without Efficiency Screens



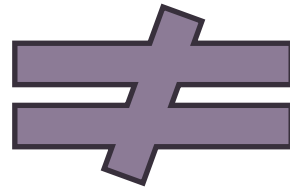
Foundation Amounts for SSD School Districts by Size, With Efficiency Screens



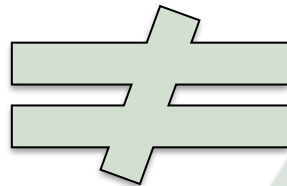
What a Foundation Amount Isn't

Per Pupil Foundation – amount needed for a student with no special needs in a districts with no special circumstances.

The foundation does not include transportation, food service, or capital. Calculation includes all revenue sources. It is the key component of a formula but must be supplemented by other adjustments and funding.



Per ANB – figure in current formula that is key component of funding but does not represent all available funds to districts and is supplemented by BE and other available funding streams



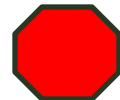
Total per Pupil Expenditures – which include all expenditures including for students with special needs and district characteristic differences. Likely includes food service and transportation.

The stop sign symbol is used as a reminder later in the deck that it is important to not compare Foundation to per ANB or Total per Pupil Exp.

Initial Recommended Foundation

- Based on the SSD analysis the study team would recommend using the Elementary foundation figure of **\$8,342** for Successful Districts over 100 students with the efficiency screens
 - This figure includes about 5% of all successful elementary districts and *accounts for the reduced economies of scale of smaller successful districts*
 - Additionally, the figure *accounts for the differences in grade span costs* shown by higher foundation amounts in high school and K-12 districts

Additional Context

- 
- It is important to remember that **the \$8,342 figure is not perfectly analogous to the state's current elementary per ANB figure**
 - The figure is set looking at all foundation expenditures a district makes excluding transportation, food service, and capital
 - This means that **all sources of funds are included** such as the basic entitlement and other district revenues
 - Districts **would still need adjustments for student and district characteristics**, along with funding for the other spending areas excluded in the analysis



SUCCESSFUL DISTRICT SURVEY RESULTS

SSD

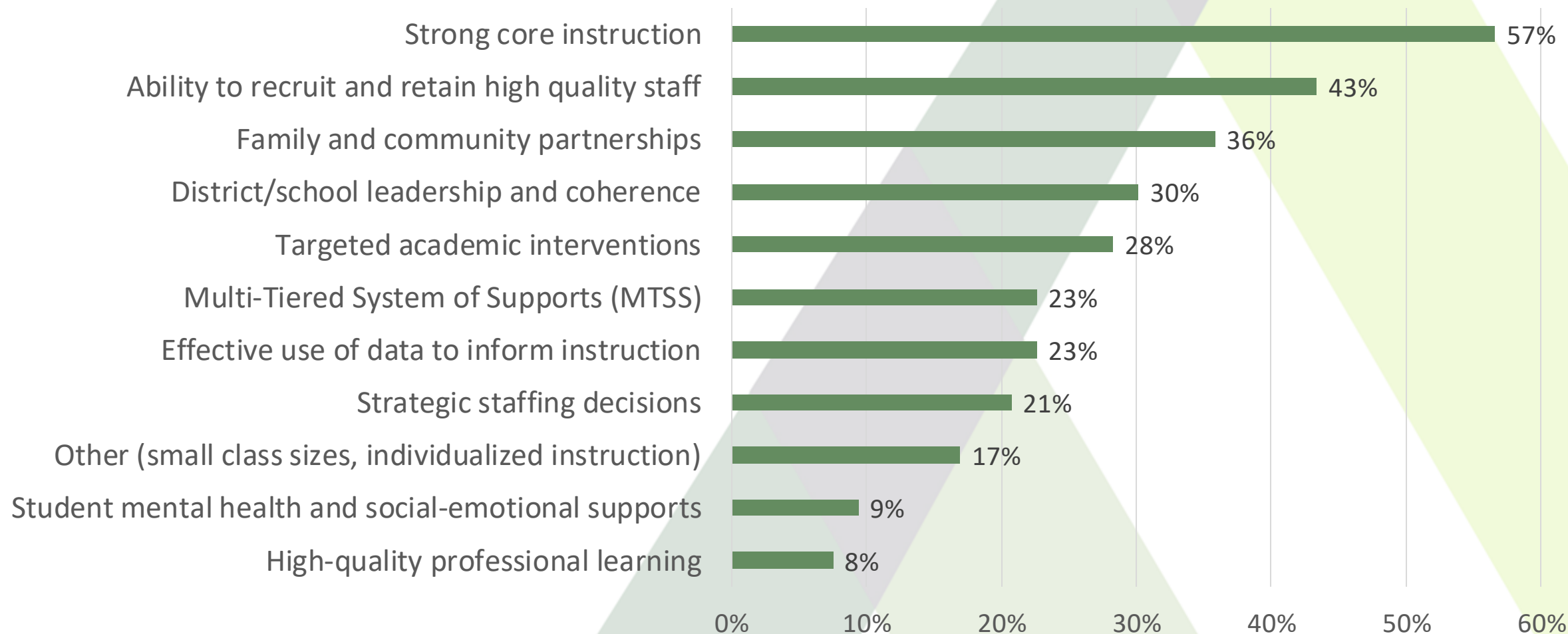
Survey Background

- Commission asked the study team to examine how successful districts utilized resources
- Survey asked a series of questions in 7 key areas:
 - Top Contributing Factors to Success
 - Educational Opportunities, Supports and Interventions
 - Multi-Tiered Systems of Support (MTSS)
 - Targeted Supports for Student Groups
 - Student Mental Health
 - Staff Development
 - Closing Thoughts

Survey Responses

- Survey was sent to all successful school districts
- 54 districts replied, representing 58 of the successful school districts (as 4 systems that had an elementary and a high school successful district submitted one response addressing both)
 - This included:
 - 31 Elementary Districts
 - 11 High School Districts
 - 12 K-12 Districts
 - Responding districts ranged in size from:
 - Elementary: 3 to 4,668 students
 - High School: 61 to 3,779 students
 - K-12: 27 to 750 students

Top 3 Factors Contributing to District's Success



Factors Contributing to Success: Open Response

- In addition to asking about the top 3 factors contributing to their success, districts were asked an open-ended question regarding **what they believed made them successful**. Respondents highlighted:
 - Small size that enables personalization
 - Dedicated, high-quality staff
 - Staff retention and stability
 - Strong community support
 - Positive school culture and relationships
 - Targeted systems and instructional supports
 - Well-rounded and engaging learning experiences
 - Student-centered mission

Educational Opportunities

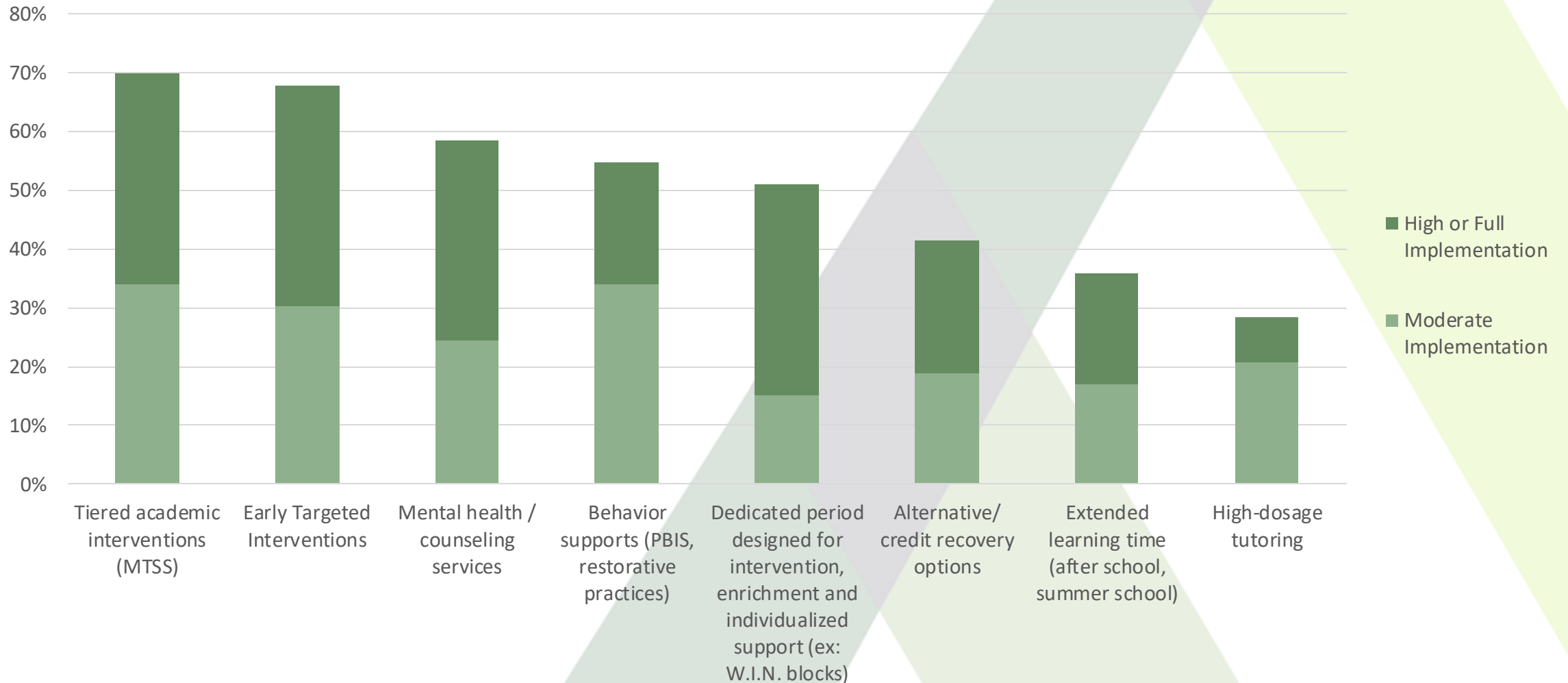
Districts with Elementary Grades

- Full-day kindergarten (88%)
- Early childhood education (36%)
- Gifted education (26%)

Districts with Secondary Grades

- Career and Technical Education (CTE) pathways/programs (100%)
- Concurrent enrollment (100%)
- Work-based learning opportunities (68%)
- Advanced Coursework- AP/IB/Honors (50%)
- Online/blended learning options (50%)

Supports and Interventions Provided



Multi-Tiered Systems of Support (MTSS)

- Implemented in 60% of successful districts (45% in all schools, 15% in some schools)
- In the majority of these districts, MTSS implementation includes:
 - Regular review of student data and progress monitoring
 - Cross-functional participation (e.g., teachers, administrators, counselors, special education staff)
 - A formal MTSS framework or process
 - A data system or technology tool for identifying and monitoring students
 - Dedicated staff time for MTSS collaboration or meetings
 - A dedicated MTSS/student support team that meets regularly
 - Written procedures for referrals and interventions
 - Ongoing staff training or professional development related to MTSS

MTSS Supports by Tier

- Districts employing MTSS reported providing the following supports by tier:

	Tier 1 (core instruction)	Tier 2 (targeted support)	Tier 3 (intensive support)
Differentiated instruction	84%	69%	66%
Small group intervention	59%	81%	69%
Individualized intervention	56%	63%	91%
Tutoring (in/out of school)	28%	41%	31%
Behavior/mental health supports	63%	72%	66%

Targeted Supports for Student Groups

At- Risk

- Academic interventions/tutoring (77%)
- Professional learning opportunities for staff specifically on how to support (74%)
- Specialized instructional models (60%)
- Mental health or wraparound services (55%)
- Inclusion/co-teaching models (47%)

English Learners

- Professional learning opportunities for staff specifically on how to support (51%)
- Academic interventions/tutoring (47%)
- Language supports (40%)

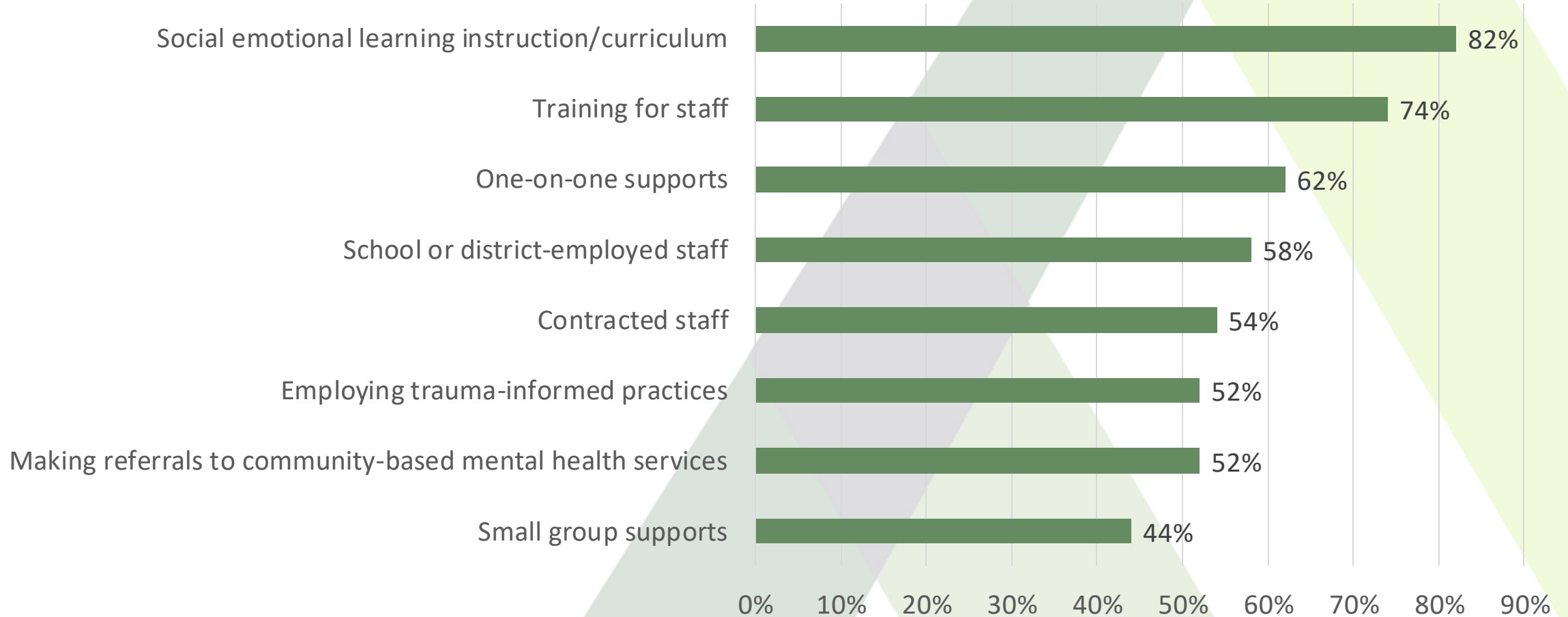
American Indian

- Professional learning opportunities for staff specifically on how to support (55%)
- Academic interventions/tutoring (45%)
- Cultural programming or partnerships (36%)

Students with Disabilities

- Professional learning opportunities for staff specifically on how to support (74%)
- Academic interventions/tutoring (70%)
- Specialized instructional models (60%)
- Inclusion/co-teaching models (55%)
- Mental health or wraparound services (44%)
- Extended learning time-summer school (40%)

Resources Employed to Address Student Mental Health

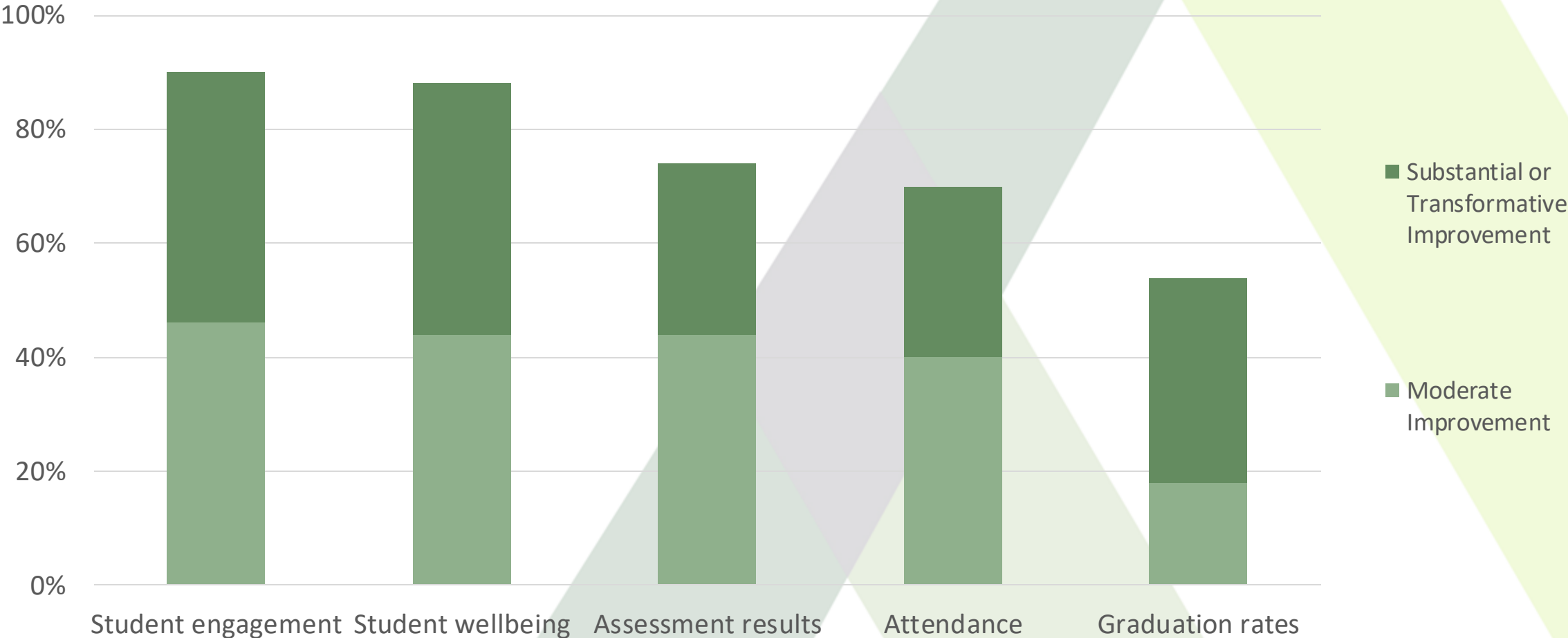


Districts Staffing Available to Address Student Mental Health

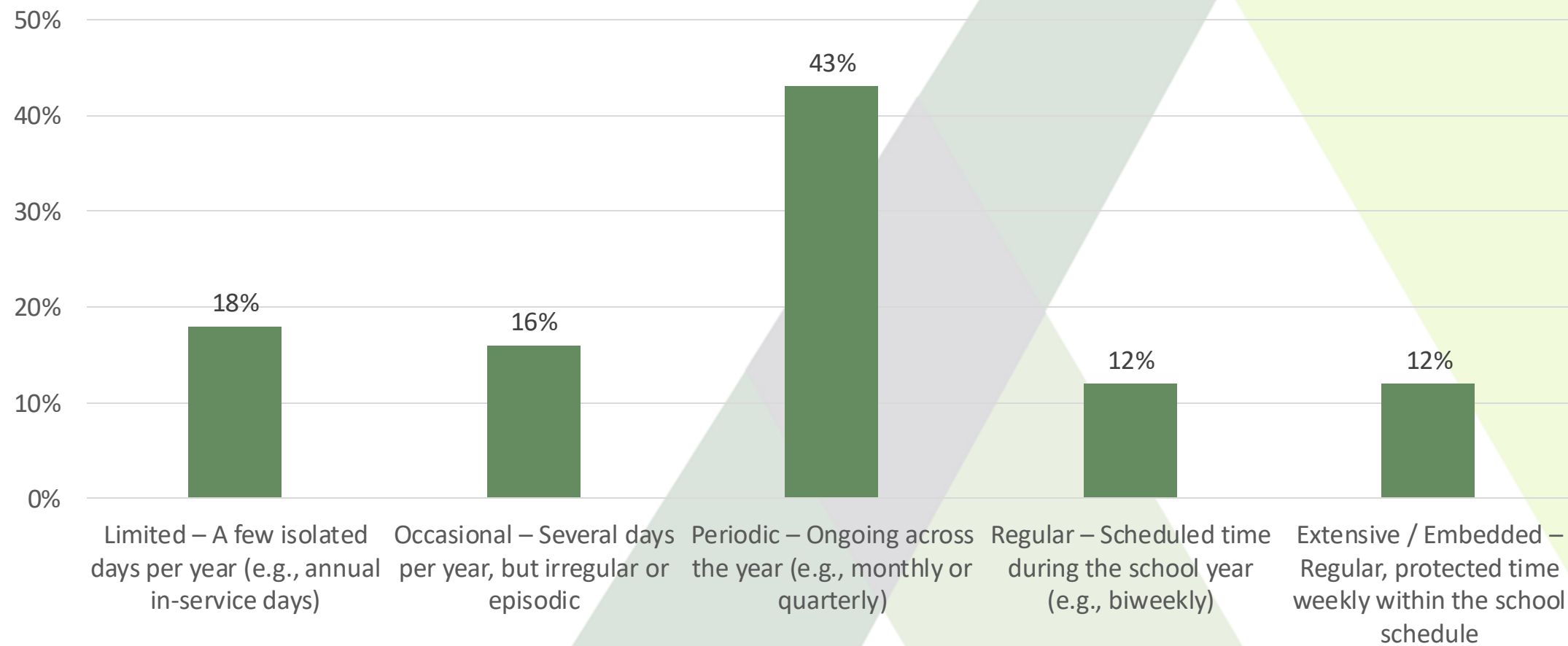
	School-based, in all schools*	School-based, in some schools	District-based	Contracted	Not available
Counselors	46%	2%	4%	31%	12%
Social workers	4%	0%	4%	8%	60%
Psychologists	25%	0%	10%	48%	10%
Mental health clinicians	6%	2%	6%	21%	48%
Behavior specialists	4%	6%	6%	33%	35%
Other	12%	0%	2%	2%	0%

* Including if only one school in district

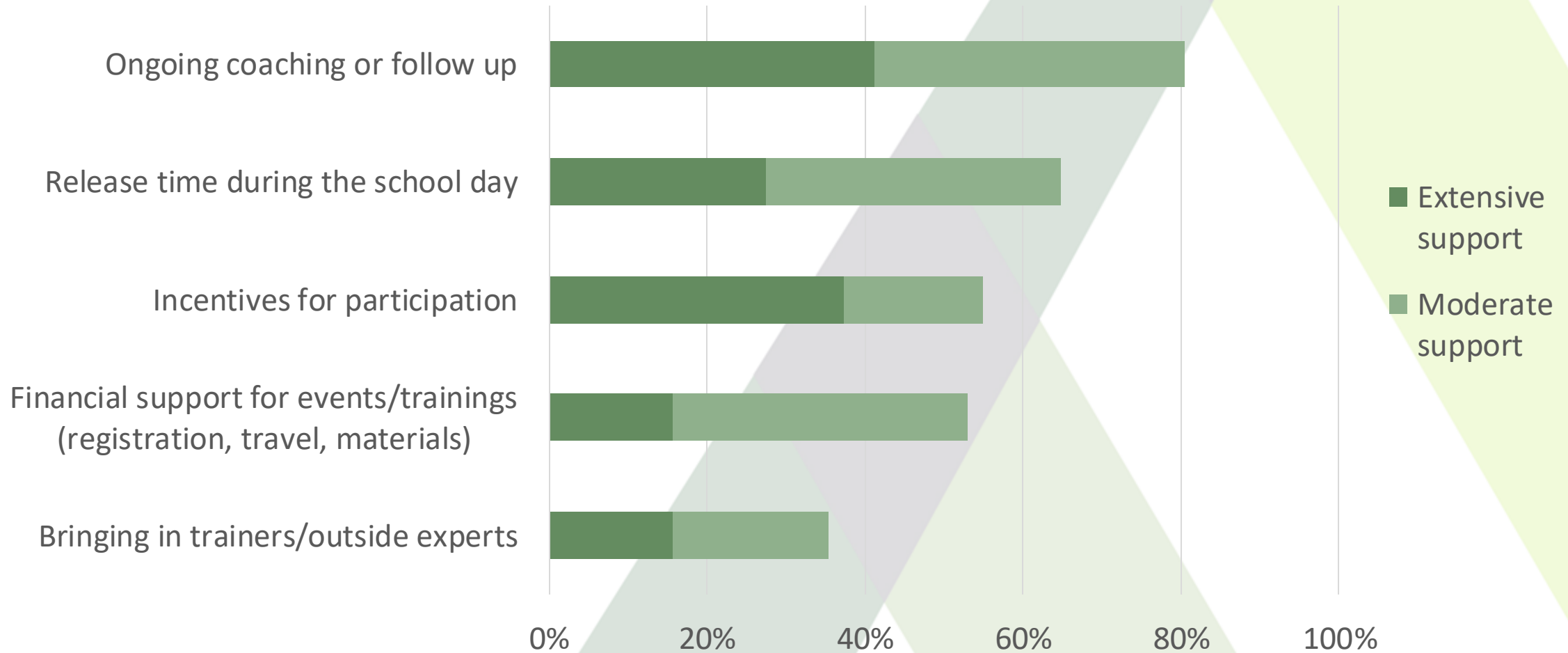
Areas of Impact for Efforts to Support Student Mental Health



Time Available for Staff Development



How Successful Districts Support Staff Development



Closing Thoughts: How Finances Impact/Enable Success

- Strategic use of limited resources
- Grants and supplemental funding are critical
- Investing in teachers and staff matters most
- Linked financial decisions to the ability to maintain small class sizes, provide individualized instruction, and offer targeted interventions
- Community support strengthens financial stability
- Current funding is often not enough

Closing Thoughts: Other Feedback for the Commission

Funding Gaps & Inequity

- Many districts describe funding as bare bones or insufficient
- Small/rural districts face structural disadvantages
- Reliance on levies and local tax base drives inequity
- Many want a more stable, equitable funding formula

Staffing & Cost Pressures

- Salaries and benefits dominate budgets
- Teacher recruitment/retention is strained by housing and wage pressures
- Rising operating costs leave less for programs and supports

Instability & Limited Flexibility

- Enrollment swings and failed levies create volatility
- Districts report little room for innovation or extras
- Many are operating lean, with staff covering multiple roles

Strong Outcomes Despite Constraints

- Districts emphasize efficiency, staff dedication, and community support
- Many believe additional investment would significantly expand impact



COMMISSION DISCUSSION

Discussion Questions

- Any questions or comments on the final Successful School Districts selection?
- Any initial thoughts about the foundation amount recommendation?
- Any highlights or concerns from the survey analysis?



QUESTIONS?