

# *School Finance Adequacy and the Evidence Based Model as Applied to Alaska*

Presentation to the Task Force on Education Funding

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November 10, 2025



Improving the way public resources  
for education are translated  
into improved student learning



# EB School Improvement Model

- Analyze student performance data
- Ambitious goals
- Review evidence of good instruction and effective curriculum
- Invest in professional development including using instructional coaches
- Extra help for struggling students
- Restructure the school day
- Strong leadership for data-based decision making
- Professional school cultures
- External professional knowledge
- Talent matters

# Evidence Based Model

Staffing for  
Core  
Programs

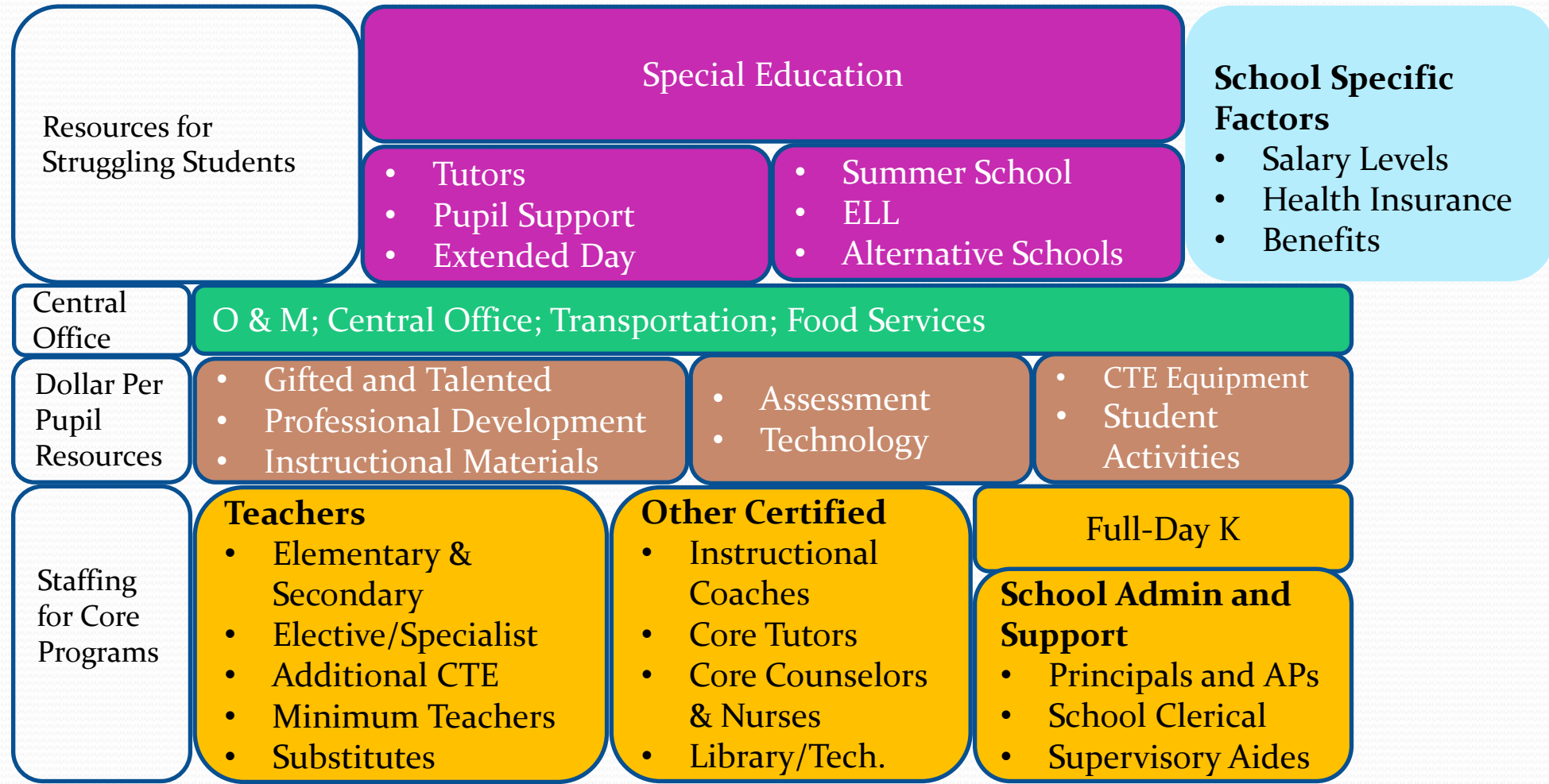
Dollar Per  
Pupil  
Resources

Central Office  
Functions

Resources for  
Struggling  
Students

State Specific Factors

# Evidence Based Model



# Recommendations from Our April 2024 Study

- **EB BSA estimated at \$13,995**
  - **ELL \$6,464 (weight of 0.43)**
  - **Low Income (non-ELL) \$4,769 (weight of 0.34)**
  - **Special education weight of 0.70 per student with mild and moderate disabilities and assumes students with severe disabilities are fully state funded**
- **Need to reorder the way WADM is computed to apply these values to Alaska**

# Calculation of the BSA

## Current Funding Formula

1. School based size adjustment
2. Apply the district cost factor (update the cost factor)
3. Special needs factor (ELL, mild and moderate SPED, gifted, Vocational Ed.)
4. Additional weight of 0.015 for CTE
5. Intensive needs factor
6. Add correspondence students

## Proposed EB Allocation Formula

1. School based size adjustment
2. Add the additional ADM for FRL, ELL and mild and moderate SPED so WADM includes size and student need
3. Compute EB Basic Need (EB WADM times EB BSA)
4. Apply the district cost factor
5. Add correspondence students
6. Add intensive special education student dollars (not cost adjusted)
7. Compute total EB Basic Need



# Advantage of Proposed EB Allocation Formula

- Starts with an “accurate” estimate of per pupil costs
- Adjustments are additive rather than multiplicative
- Applies the cost factor or adjustment at the end of the WADM computation for student counts that are appropriately adjusted by that factor
- Can be easily computed with existing data and incorporated into an updated school funding formula

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