

**Performance Report Card
Public Education Department
Third Quarter, Fiscal Year 2013**

Performance Overview: The Public Education Department provides program and fiscal oversight to public schools to ensure accountability for almost half of the state budget. Many performance measures are reported annually and provide limited quarterly measurement of progress made by the department. The PED continues to increase focus on financial operations within the department and over school districts and charter schools. The department continues to streamline business processes to alleviate administrative pressure placed on schools. Additionally, the PED is working to ensure public education funding is allocated to evidence-based programs, classroom spending is prioritized and funding units claimed by school districts and charter schools are accurate and appropriately claimed.

The PED continues to advance initiatives aimed at improving student outcomes, including a school grading system, common core state standards, a teacher and school leader evaluation system, targeted interventions for low performing schools, and an early literacy intervention program. Nevertheless, rapid implementation of high-profile initiatives continues to prove challenging. Additionally, the department continues to experience high vacancy and turnover rates, leading to a lack of stability and consistency within bureaus.

The PED is responsible for administering the public education funding formula and ensuring accurate formula data is used to allocate funds. During FY13, the department resumed auditing of individual school districts and charter schools for accurate membership reporting and auditing of funding formula components to ensure accurate and equitable distribution of public education funding. This department has not engaged in a rigorous auditing process since FY08.

The PED submitted its FY12 audit on time; however, the audit has not yet been issued because of federal Individuals with Disabilities Education Act maintenance of effort (MOE) issues. The PED reports the auditor was initially waiting to issue the audit after the federal government made a decision regarding the department's request for MOE waivers for FY10 and FY11. As this has yet to happen, the auditor required the inclusion of a statement regarding MOE and a management response from the PED. The department provided the required management response and anticipates release of the audit in the coming weeks.

Program		Budget: \$40,233.4	FTE: 256.8	FY11 Actual	FY12 Actual	FY13 Target	Q1	Q2	Q3	Rating
1	Percent of teachers passing all strands of professional dossiers on the first submittal*			76%	91.7%	80%	82.7%	84.4%	89.0%	Y
2	Average processing time for school district budget adjustment requests, in days (direct grants)*			4	3	7	2	2	2	G
3	Average processing time for school district budget adjustment requests, in days (flow-through funds)*			19.4	12.5	21	9	13	8	G
4	Number of data validation audits of funding formula components annually			n/a	n/a	30	9	5	0	Y
5	Number of elementary schools participating in the state-funded elementary school breakfast program*			157	156	Explanatory	165	165	165	n/a
6	Number of eligible children served in state-funded prekindergarten*			4,435	4,426	Explanatory	4,931	5,146	5,158	n/a
Program Rating				Y	G					Y
Comments: During the 2012 interim, discussions were ongoing about the need to update the public education funding formula. Little momentum was gained from these discussions, and the department's leadership was minimal.										

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The percent of teachers passing the dossier on the first attempt is generally lower in the first quarter due to a lack of district support during the summer months. As teachers receive increased support, this figure will likely increase. Third-quarter data indicates a modest increase in the passage rate that will likely continue to increase. The PED should update the dossier to ensure rigorous evaluation of teachers as they advance licensure.

The department significantly increased the turnaround time to process and distribute federal flow through funds since FY11, highlighting an increased focus on finance and operations. Additionally, during FY13 the department resumed school district and charter school data validation audits to ensure fair distribution of formula funding; however, the department does not appear to be on target to meet the FY13 target.

* Denotes House Bill 2 measure