

ATTACHMENT 6.4

- Performance Standards (including applicable state report card measures)
- Testing and Assessments
- Goals
- Initial and Yearly Performance Benchmarking

Academic Assessment & Accountability

The North Central Ohio Educational Service Center (NCOESC) will utilize the National Association of Charter School Authorizer's (NACSA's) Core Academic Performance Framework to guide its academic monitoring of the schools that it sponsors. The framework components include:

1. Indicator – general category of academic performance, i.e., student achievement
2. Measure – general means to evaluate the indicator, i.e., state assessment
3. Metric – method of quantifying a measure, i.e., percentage of students proficient on state assessment
4. Target – threshold for meeting specific measure, i.e., state cut-off for meeting proficiency or higher
5. Rating – assignment of school's performance into one of four categories based on how school performs against the target, i.e., exceeds, meets, does not meet or falls far below standard

We will utilize the graded measures available on Ohio's State Report Card each year. As additional measures are added from year to year, we will also utilize the performance framework in those areas. The Graded Measures are:

- Performance Index (PI) - Measures achievement of every student
- Indicators Met- Measures whether student performance met established thresholds on state tests
- Value-Added- Measures the growth students make based on past performance
- K-3 Literacy (Elementary Only) - Measures reading improvement in grades K - 3
- Annual Measurable Objectives (AMOs)- Measures how well schools are meeting performance expectations for our most vulnerable students in English language arts, math, & graduation
- Prepared for Success (HS only) – Measures how prepared are students for the future using six college and career readiness measures as follows: College entrance exam, Honors Diploma, Industry- recognized credentials, Advanced Placement, International Baccalaureate testes, College Credit Plus
- 4 Year Graduation Rate – Measures the percentage of students who graduate within four years of entering ninth grade for the first time
- 5 Year Graduation Rate – Measures the percentage of students who graduation within

five years of entering ninth grade for the first time

- 6 Year- 8 Year Graduation Rate (Drop out recovery schools only) – Measures the percentage of students who graduate within six, seven, and eight years of entering ninth grade for the first time

The inclusion of the measures will be based on the school's annual report card release from the Ohio Department of Education.

The NCOESC will rate each of these areas as – (Percentages for each letter grade vary based on component metrics identified by the Ohio Department of Education).

- Exceeding Standard – Determined by Overall Progress Grade of A
- Meets Standard – Determined by Overall Progress Grade of B or C
- Does Not Meet Standard – Determined by Overall Progress Grade of D
- Falls Far Below Standard – Determined by Overall Progress Grade of F

School and Sponsor may agree to include additional Progress and/or Achievement measures using data from standardized assessments (i.e., MAP, STAR) and/or other District specific metrics. These will be used to assist in monitoring accountability, especially if there are areas that were not rated on the report card.

The report card grades are used by the State to determine levels of support in the Ohio Improvement Process* (OIP). If the school receives any correspondence from ODE listing the school as assigned in an OIP tier of priority, focus, alert or low-performing, the ESC will support that vetted accountability system and the following will be expected:

1. The Sponsor will be notified immediately. Correspondence from ODE is directly sent to the superintendent of the school.
2. The Sponsor will be copied in on all correspondence and requirements that the school sends related to OIP as well as the school's ODE submissions in the process.
3. The Sponsor will be notified of and invited to all meetings related to the OIP, such as building team meetings.
4. Communication occurring with any SST or support facilitators that are assigned to the school will occur consistently and in a timely fashion.

5. Completion of all required documentation as assigned by ODE will be completed and submitted on time and the OIP will be followed with fidelity.

*If assigned to OIP – we will monitor and use that process as the supported intervention for the schools that we sponsor. If a school is not assigned to the OIP by ODE, but has issues related to academic accountability and is consistently low-performing in areas that result in a concern to the Sponsor, intervention and support will be assigned specifically by the needs of the school and a plan will be outlined – which could include, but not limited to:

- Required participation in the Differentiated Accountability/Ohio Improvement Process assigned by the Sponsor – even if not yet assigned by ODE
- Professional development
- SST support
- On-site support
- Corrective action planning, and intervention where needed, as requested by the Sponsor
- Decrease in contract length, non-renewal, suspension, and /or termination if no growth occurs over the course of the life of the contract.

The rating system described earlier is subject to change if any legislative revision occurs or a new expected accountability standard is issued to Sponsors by the State. As future graded measures are added to the report card over the course of a contract's life, it will be assumed that the school will be rated on those measures throughout the life of the contract with that specific measure language being added at renewal time. If needed, the NCOESC will amend and update the accountability portion of the contract if the legal requirements of monitoring change after the contract have been approved by both governing authorities.

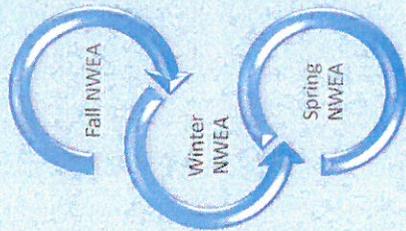
Sponsor's Monitoring of Assessments and Goals shall include, but not be limited to, the following:

1. If the School drops one ranking level in Ohio Report Card standing, the Sponsor may, at its discretion, require an explanation, analyses, or corrective action plans concerning a specific area or areas causing the drop in ranking.
2. If the School drops two or more ranking levels in Ohio Report Card standing, or drops to the lowest report card ranking, the Sponsor may, at its discretion, require a targeted, detailed corrective action plan, require outside consultants or counseling, require meetings with the

administration or Governing Authority to identify issues, or any other means of inducing academic improvement.

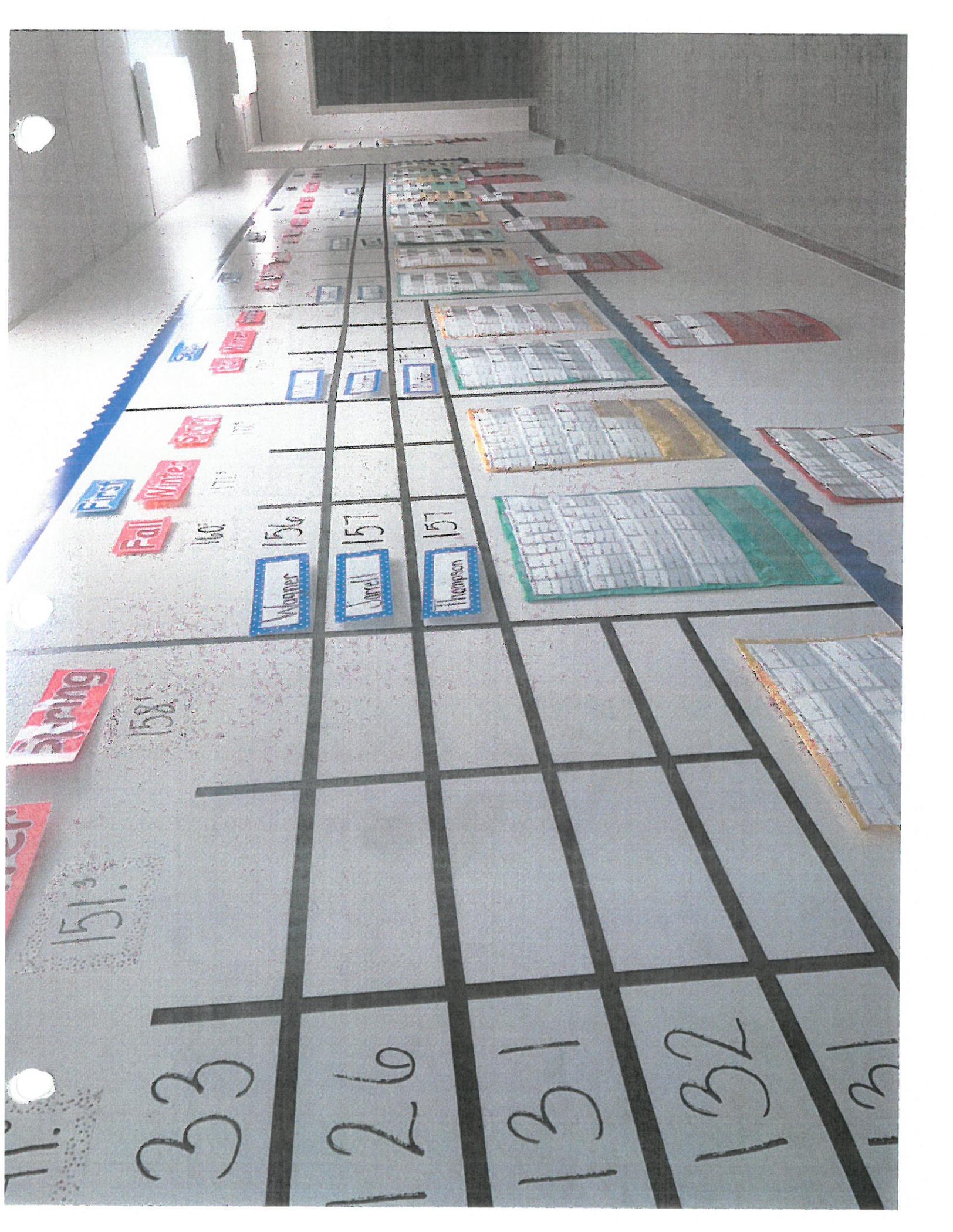
The above monitoring is not a pre-condition to any disciplinary process allowed by law, is not a mandatory Sponsor responsibility, and is in addition to any and all disciplinary procedures allowed by law.

FLANC RTI SYSTEM



On Track	<ul style="list-style-type: none">• Extended RAZ kid assignments• Go home at 2:30
Near Proficient	<ul style="list-style-type: none">• Differentiated RAZ kid assignments• Stays until 4:30
Off Track	<ul style="list-style-type: none">• Differentiated RAZ kids assignments• RTI Push/Pull Help

Students still of track are offered summer school, and assessed with the Summer NWEA for next year's placement.



33

126

131

132

131

151

158

160

156

157

157

Wagner

Jarell

Thompson

Fall

Winter

Spring

Summer

Spring

2016 - 2017 Report Card for Focus Learning Academy of Northern Columbus

SCHOOL GRADE

Coming in
2018



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

D



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

Performance Index
63.7%.....

D

Indicators Met
6.3%.....

F

Value Added
Overall..... A
Gifted..... NR
Students with Disabilities..... NR
Lowest 20% in Achievement..... A



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

F



Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

Not Rated

Annual Measurable Objectives
47.1%.....

F

Graduation Rates
This school is not evaluated for graduation rate because there are not enough students in the graduating class.



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

Not Rated



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

Not Rated

K-3 Literacy Improvement
NC.....

NR

Achievement



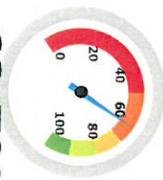
The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

D

GRADE
D

Performance Index
The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

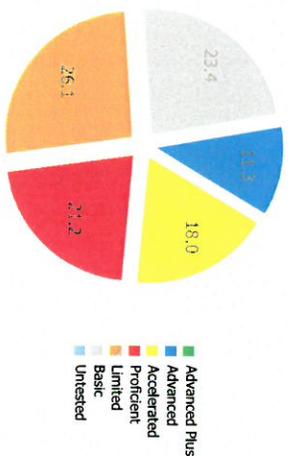


63.7%

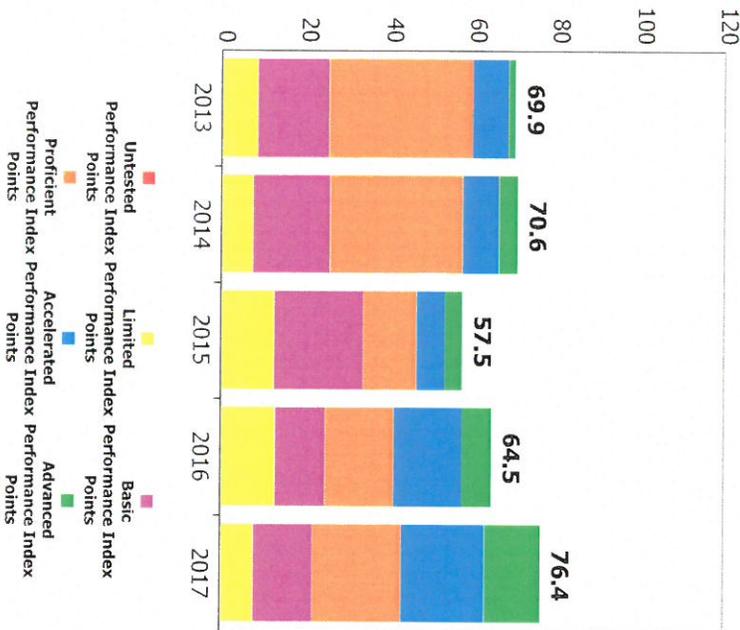
76.4 of a possible 120.0

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

Achievement Level	Pct of Students	Points for this Level	Points Received
Advanced Plus	0.0	1.3	= 0.0
Advanced	11.3	1.2	= 13.5
Accelerated	18.0	1.1	= 19.8
Proficient	21.2	1.0	= 21.2
Basic	23.4	0.6	= 14.1
Limited	26.1	0.3	= 7.8
Untested	0.0	0.0	= 0.0
			= 76.4



Performance Index Trend



GRADE

F

Indicators Met

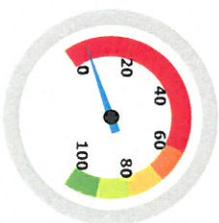
Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.

Indicators Met %

6.3%

1 out of 16

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%



Grades 3-5

3rd Grade	English Language Arts	48.7%	X
	Mathematics	61.5%	X
4th Grade	English Language Arts	57.9%	X
	Mathematics	73.7%	X
	Social Studies	92.1%	✓
5th Grade	English Language Arts	40.7%	X
	Mathematics	44.4%	X
	Science	48.1%	X

Grades 6-8

6th Grade	English Language Arts	38.1%	X
	Mathematics	19.0%	X
7th Grade	Social Studies	76.2%	X
	English Language Arts	33.3%	X
8th Grade	Mathematics	33.3%	X
	English Language Arts	20.8%	X
	Mathematics	25.0%	X
	Science	37.5%	X

GIFTED INDICATOR NC

High School

This school does not have enough Ohio Graduation Test results to display this table.

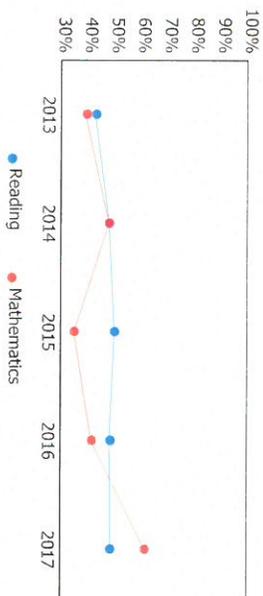
Achievement Levels by Grade

3rd Grade

No data returned for this view. This might be because the applied filter excludes all data.

Proficient Percent Trend by Grade

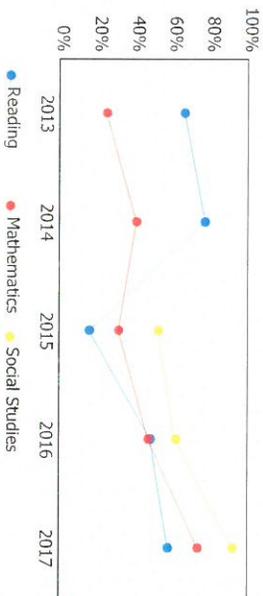
3rd Grade



4th Grade

No data returned for this view. This might be because the applied filter excludes all data.

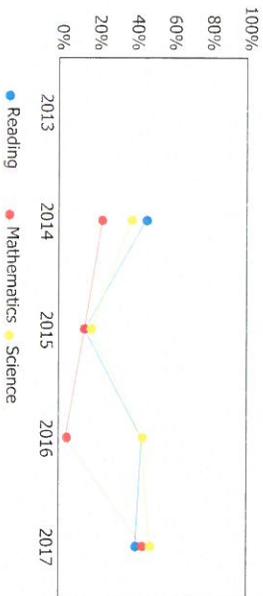
4th Grade



5th Grade

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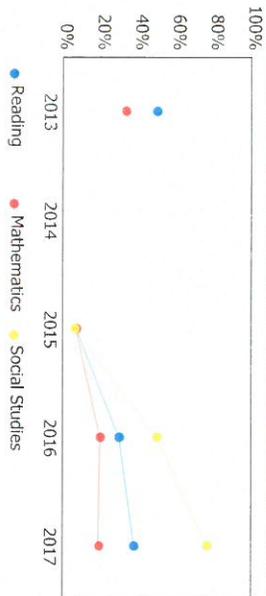
5th Grade



6th Grade

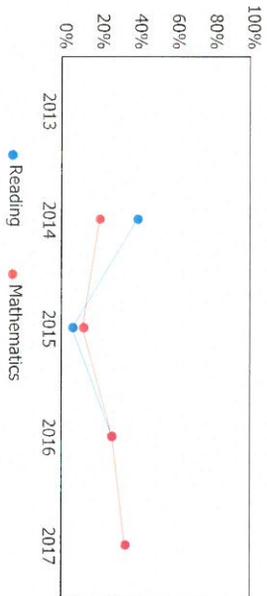
6th Grade

No data returned for this view. This might be because the applied filter excludes all data.



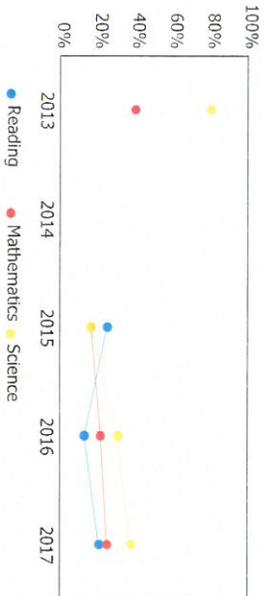
7th Grade

No data returned for this view. This might be because the applied filter excludes all data.



8th Grade

No data returned for this view. This might be because the applied filter excludes all data.



High School

High School

2016 - 2017 Report Card for Focus Learning Academy of Northern Columbus

No data returned for this view. This might be because the applied filter excludes all data.

No data returned for this view. This might be because the applied filter excludes all data.

Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

NC

Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade: NR Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.
Value Added Met?: NC

A performance index cannot be calculated for this school because there are not enough students.

Gifted Performance Index

Performance Index: NC Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.
Performance Index Met?: NC

Gifted Inputs

Total Points: 0.0 Points are earned based on identification and services provided to gifted students. Schools must earn 80 or more points out of a possible 100 to meet the Gifted Inputs component.
Gifted Inputs Met?: Not Met

Gifted Indicator Final Result

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however, if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

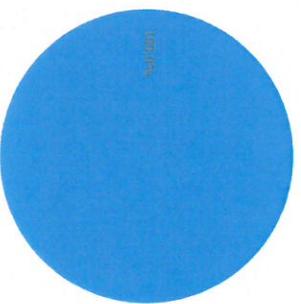
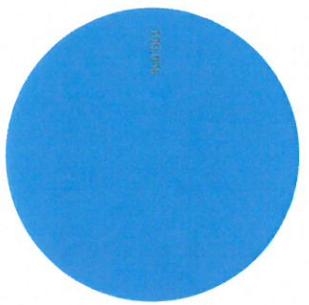
INDICATOR

NC

Gifted Indicator
The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

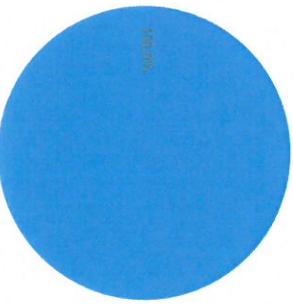
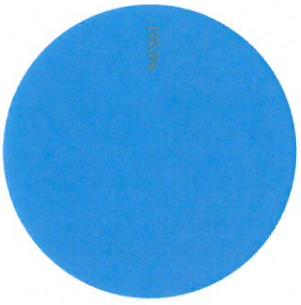
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking



Disadvantaged Students

Minority Students



 Receiving Gifted Services

 Identified as Gifted, but not receiving services

 Not Identified as Gifted

Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

Overall

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score				
	English Language Arts	Mathematics	Social Studies	Science	All Tests
All Grades	Dark Green	Dark Green	Dark Green	Dark Green	Dark Green
4th Grade	Yellow	Dark Green			Dark Green
5th Grade	Dark Green	Yellow		Light Green	Dark Green
6th Grade	Dark Green	Dark Green	Dark Green		Dark Green
7th Grade	Dark Green	Dark Green			Dark Green
8th Grade	Dark Green	Yellow		Dark Green	Dark Green

GRADE
NR

Students with Disabilities

This measures the progress for students with disabilities.

High School English Language Arts Value Added data is not available for this school *High School Math Value Added data is not available for this school*

GRADE
NR

Gifted Students

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

GRADE
A

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

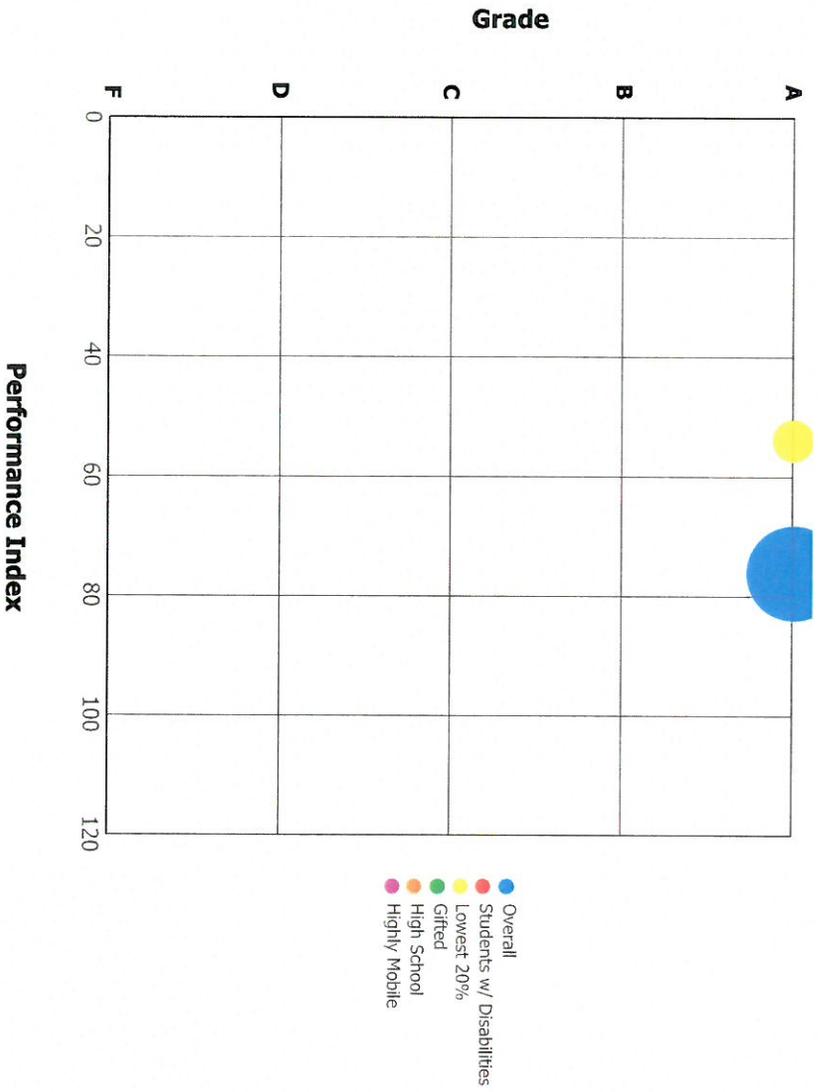
What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- Students made more progress than expected – significant evidence
- Students made more progress than expected – moderate evidence
- Students made progress similar to the statewide expectation – evidence
- Students made less progress than expected – moderate evidence
- Students made less progress than expected – significant evidence

Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

F

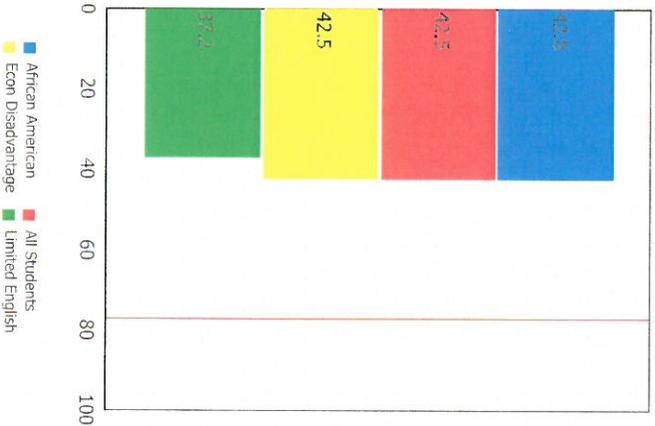
GRADE

F

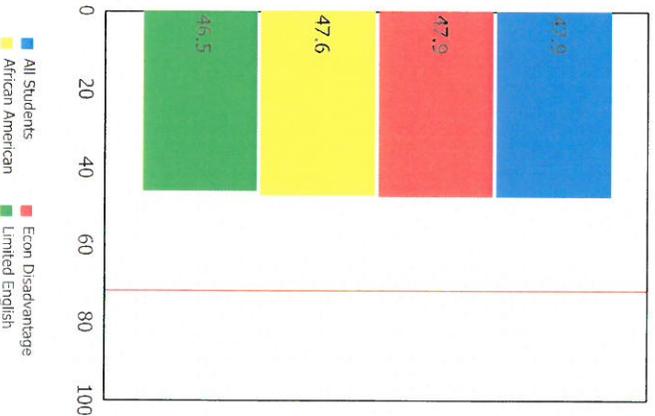
Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

English Language Arts

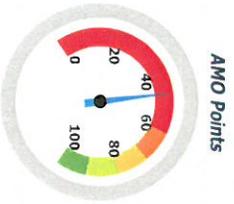


Math



Graduation Rate

This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.



47.1%

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 60.0 - 69.9%
- F = 0.0 - 59.9%

The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE
Not Rated

This school has not been assigned a grade for Graduation Rate because there were not enough students to evaluate.

The Graduation Rate graph that would appear in this space cannot be displayed because there were not enough students to evaluate.

K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

Not Rated

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Percentage On-Track in Reading Diagnostic

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **90.0%**

How many third graders scored proficient on the state Reading test? **48.7%**

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.



COMPONENT GRADE

Not Rated

This data cannot be shown because there are not enough students in the graduating class of 2016 to evaluate.

COMPONENT GRADE

Not Rated

How Prepared were Your 2015 and 2016 Graduating Classes?

- ACT: Participation
- ACT: Remediation Free
- SAT: Participation
- SAT: Remediation Free
- Honors Diploma
- Industry-Recognized Credential
- Advanced Placement: Participation
- AP: Exam Score of 3 or Better
- Dual Enrollment Credit
- International Baccalaureate
- IB: Exam Score of 4 or Better

This data cannot be shown because there are not enough students in the graduating class of 2016 to evaluate.

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides district reports on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

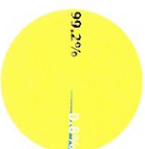
What Percentage of the 2014 Graduating Class Entered College within Two Years?

NC

This graph is not displayed because the result is Not Calculated.

What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School?

0.8%



Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

2016 - 2017 Report Card for Focus Learning Academy of Northern Columbus



Principal: Travis M. Budd
Address: 1880 E Dublin Granville Rd
 Columbus OH 43229-3523

Phone: (614) 547-0920
Career Technical Planning District: Columbus City CTPD

Directory information current as of the 2016-2017 Report Card publication date.

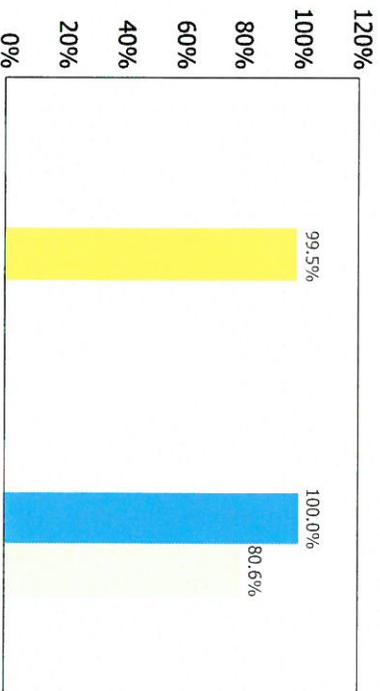
Your School's Students

Enrollment by Subgroup

Subgroup	Enrollment #	Enrollment %
Average Daily Enrollment:	420	
Number of Limited English Proficiency Students Excluded from Accountability Calculations:	13	
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	418	99.5%
Hispanic	NC	
Multiracial	NC	
White, Non-Hispanic	NC	
Students with Disabilities	NC	
Economically Disadvantaged	420	100.0%
Limited English Proficiency	339	80.6%
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OELPA results, see the Department of Education's web site at <http://education.ohio.gov>.



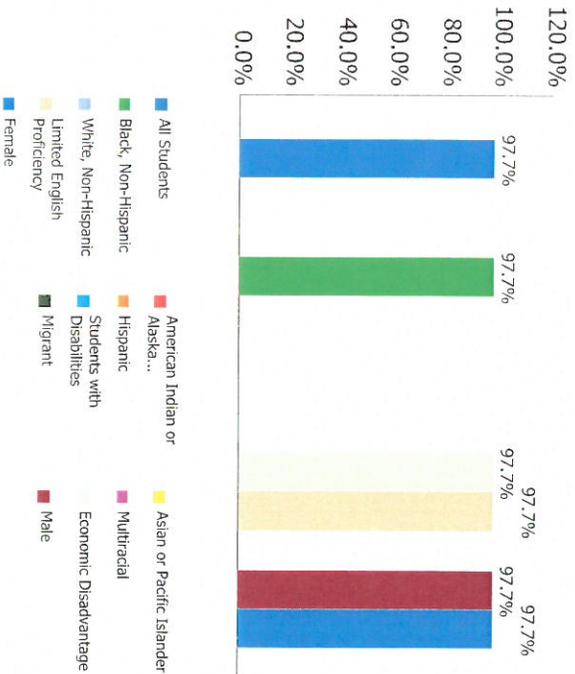
- American Indian or Alaska...
- Hispanic
- Students with Disabilities
- Migrant
- Asian or Pacific Islander
- Multiracial
- Economic Disadvantage
- White, Non-Hispanic
- Limited English Proficiency

Attendance Rate

Chronic Absenteeism Rate: 1.9%

All Students	97.7%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	97.7%
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	NC
Students with Disabilities	NC
Economic Disadvantage	97.7%
Limited English Proficiency	97.7%
Migrant	NC
Male	97.7%
Female	97.7%

NC = Not Calculated because there are fewer than 10 in the group



Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

	Student Mobility %
All Students	0.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	0.0%
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	NC
Students with Disabilities	NC
Economically Disadvantaged	0.0%
Limited English Proficiency	0.0%
Migrant	NC

NC = Not Calculated because there are fewer than 10 in the group

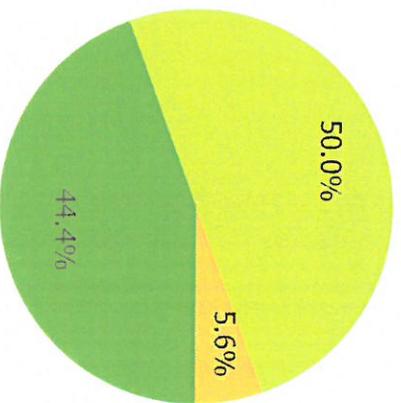
Your School's Teachers

Number of Teachers by Program Area

Your School's Poverty Status: High	Your School	Your District		State Avg per 1000 Students
Percentage of teachers with at least a Bachelor's Degree	100.0	--	General Education Teachers	20.0 46.8
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	33.3	--	Career-Technical Teachers	0.0 2.3
Percentage of core academic subject and elementary classes taught by properly certified teachers	25	--	Special Education Teachers	1.0 10.9
Percentage of core academic subject and elementary classes taught by properly certified teachers	75	--	Teacher Aides	12.0 7.3
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--	Gifted Intervention Specialists	0.0 0.6
Lead or Senior Teachers:	0.0	0.0	Fine Arts Teachers	0.0 3.0
			Music Teachers	0.0 2.5
			Physical Education Teachers	0.0 2.8
			ELL Specialists	0.0 0.3

A district's high-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.
 NC = Not Calculated because there are fewer than 10 in the group

Teacher Evaluations



- Accomplished
- Skilled
- Ineffective
- Not Complete
- Developing

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards	Elected to administer BMI screening	Participation in Physical Activity Pilot Program
Moderate Success	X	X

Financial Data



These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Community Schools with Enrollment between 150 and 499

Classroom Spending Data

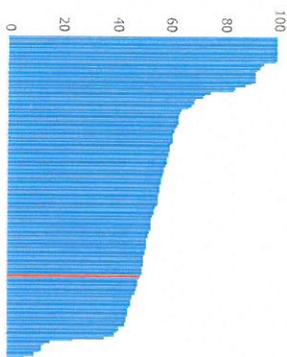
What percent of funds are spent on classroom instruction?

49.7%

How does this school rank in comparison to other schools of similar size?

112 out of 165

A rank of 1 indicates the highest percent spent on classroom instruction.

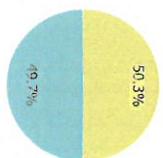


Rankings subject to change due to data appeals.

School

Comparison Group

State



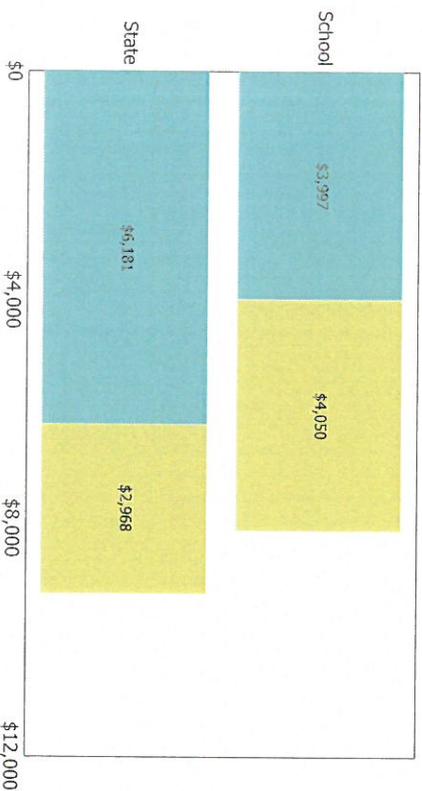
Classroom Instruction



Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	\$8,046	\$9,149
Classroom Instruction	\$3,997	\$6,181
Non-Classroom Spending	\$4,050	\$2,968



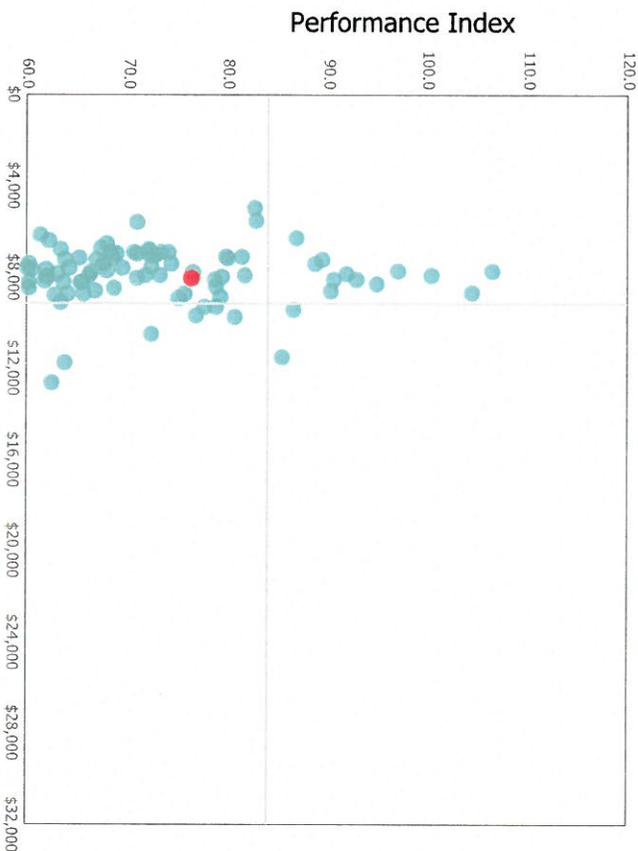
X Focus Learning Academy of Northern Columbus IS NOT among the 20% of traditional community schools with the lowest operating expenditures per pupil.

✓ Focus Learning Academy of Northern Columbus IS among the 20% of traditional community schools organizations with the highest academic performance index scores.

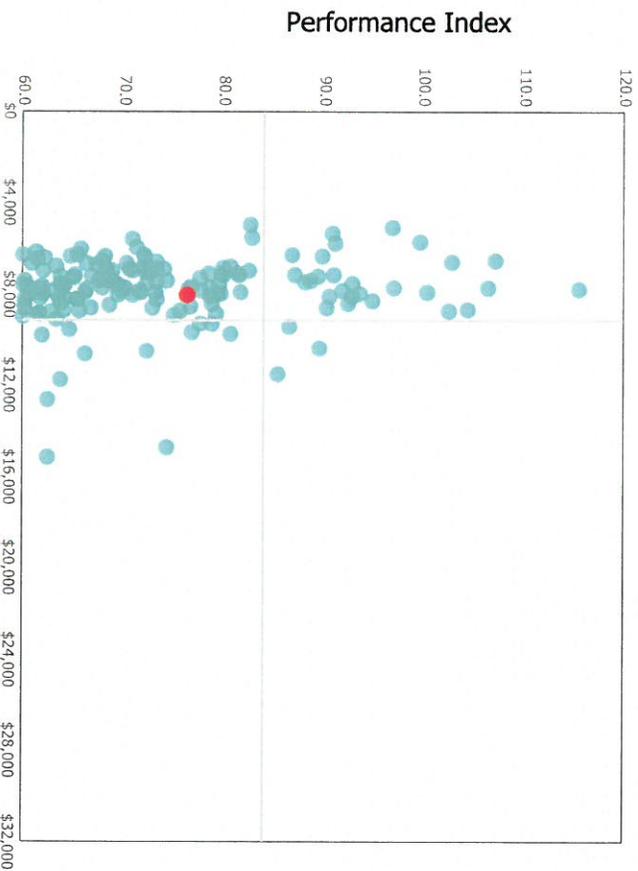
Spending and Performance

This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Comparison Group



All Community & STEM Schools



The quadrant lines on these graphs represent the statewide average performance index score and the statewide average spending per pupil for all Community and STEM schools.

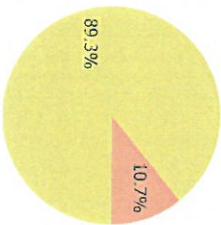
Spending per Pupil

Spending per Pupil

Source of Revenue

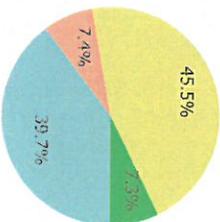
Source of Funds	School	School	State Total	State Total
Local	\$0	0.0%	\$9,013,382,621	39.7%
State	\$4,202,669	89.3%	\$10,330,371,036	45.5%
Federal	\$502,057	10.7%	\$1,689,769,806	7.4%
Other Non-Tax	\$1,455	0.0%	\$1,662,080,608	7.3%
Total	\$4,706,181	100.0%	\$22,695,604,071	100.0%

School



Local
State
Federal
Other Non-Tax

State



Local
State
Federal
Other Non-Tax