



Financial Transparency Working Group

Resource Allocation Reviews

April 17, 2018

Zoom Platform

- Everyone is muted, but can unmute yourself
- No need to use video
- Use chat function to chat the group or individuals
- Please mention your state when you chat a comment or question



Agenda

1. Resource allocation reviews
 - What you've proposed
 - Key questions, etc.
2. New Rural CoP



Question for SEAs on the call

Were you involved in the writing of your state's ESSA plan for resource reviews?

- a. Yes
- b. No
- c. What's a resource review?
- d. What's an ESSA plan?



ESSA Language: Resource Allocation Reviews

“(c)(4)(D)(i): establish a State-determined methodology to identify, beginning with school year 2017–2018, and at least once every three school years thereafter, one statewide category of schools for comprehensive support and improvement”



- In 2017-18, **identify schools** in need of improvement
- Repeat at least every 3 years.

“periodically review resource allocation to support school improvement in each local educational agency in the State serving— (I) a significant number of schools identified for comprehensive support and improvement under subsection (c)(4)(D)(i); and (II) a significant number of schools implementing targeted support and improvement plans under paragraph (2)”



- **Select some schools** for resource review from identified schools
- **SEA reviews “resource allocation”** to support improvement



States were asked:

Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

We read all your ESSA plans detailing the resource review process in your state, and....

Most said: SEA will look at data.

Then gave list of data.





Research shows: the act of looking at data for 2 hours causes students' reading comprehension to go up by 20 percentile points ?

Spoiler alert: we do think you should use the school-level FT data in the process.

- Could encourage use of the new information systems
- Data may actually drive improvements
- Linkage of spending to outcomes



Most existing plans:

- List data (“resources”) that are to be reviewed
- Most of those resources are inputs
- Don’t explain what state will do once resources are reviewed, but assume some sort of communication made to LEAs (Send in the suits?)
- Assume: LEAs change inputs
- Assume: schools will improve once inputs change



Existential questions

Is the plan doable (for the SEA)?

- What capacity do you have?
- Are you overcomplicating?

Do you truly believe your effort will improve outcomes in those schools?



What is the goal?

- a. Are we looking at inputs to see if a school spent its money on the “right” things? (And ... gulp... do we think we know the “right” way to spend money to achieve desired outcome?)
- b. Are we looking at school-level PPE to see if the district gave the school a fair share of its money? (If so, school-level financial data can help)
- c. Are we engaging with the school/district to trigger their thinking about what needs to change and owning those outcomes? (Should there be a protocol that does this?)



What could a process look like that does some of each?



Question 1: Is the identified school making progress?

Data source: student performance over time

Yes!

- Celebrate that school and the district.
- Ask for their thoughts on what triggered the improvement so they can share with other schools.

No/Stagnant

Move on to question 2.



Question 2: Does the district give the school its share of funds for the students served?

Data source: school-level PPE relative to that for other schools in the district.

Yes!

- Great. Share that finding with the district and school.

No – District is not giving school its share of funds.

- Make district and school aware of finding.



Question 3: How do the spending choices of the identified school compare to similar schools with better performance?

Data source(s): spending by object/function, school demographics, school performance

Nothing looks out of whack

Spending appears out-of-whack

Discuss: Use training protocol to engage the school leaders in spending/outcomes data and ask whether they believe the current mix of resources are working for their students or if they believe reallocation is needed.

Prompts discussion, but does not prescribe solutions

Thoughts? Other ideas for suggestion?



New State Support Network Community of Practice (CoP) on Financial Transparency

- **Who:** Rural, sparsely populated, or lower-capacity SEAs
- **What:** Small cohort of states focused on making quick progress together towards readiness for the FT requirement, especially targeted for states who have yet to make much progress due to other circumstances
- **When:** 1.5 hour web-based meetings every 5-6 weeks, beginning in May with ongoing TA support from Edunomics Lab
- **How to sign up:** contact your OSS State mailbox at OSS.[State]@ed.gov (e.g., OSS.Wyoming@ed.gov) and copy statesupportnetwork@air.org **by April 25**



Next virtual meeting:

May 3, 1-2pm ET

Topic: TBD

Need some one-on-one, state specific assistance? Set up a call with us! Email Katie to schedule (katie.hagan@georgetown.edu).

FiTWiG Supporters



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