Information Systems to Support Productivity
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- If using **online audio** there is a mute button at the top left near the participant names.
Five webinars: All at 1 EST, 10 PST.

- Thursday, February 11 – What role can SEAs play in making the case for productivity?
- Thursday, February 25 – What information systems are needed, and how should they be used?
- Thursday, March 3 – What changes in state funding and regulatory structures work best to support productivity?
- Thursday, March 10 – What leverage do SEAs have to influence costs in districts?
- Thursday, March 24 – How can SEAs make sure district and school leaders pursue productivity?
Entering Phase 3 in Ed $

- Phase #1: Leveling Up
- Phase #2: “Best practices” spending
- Phase #3: Leveraging school effects
1. True or False: Efficiency and Productivity are essentially the same thing.

   **Outcomes**

   Productivity involves increasing outcomes for a given expenditure.

   **Inputs ($)**

2. True or False: Two schools with similar students that receive the same money and spend it in the same way, can get different outcomes.
Human element in schooling is substantial. Must enlist school staff in task of maximizing outcomes with resources at hand.
Key Opportunities for States

1. Build information systems that districts and schools can use to fuel productivity gains.

2. School finance formulas:
   a. Prioritize flexibility so that districts and schools are free to try new delivery models
   b. Fund students not delivery models

3. Use SEA leverage (including certification, tools, etc.) to affect costs, enable productivity improvements.

4. Drive a focus on productivity from the SEA.

Use the chat box to let us know which of the four, if any, are your states working on?
Information systems: The productivity opportunity

Today’s info by school:

- Student Outcomes By School

Productivity requires:

- Total Spending by School

Most systems are missing the $ piece
Principals lack basic financial info:

- How much does your school spend total?
- How much does your district spend per pupil?
- How does that compare to other schools or other districts?
- How well does your school do (compared to other schools) at leveraging its funds toward maximizing outcomes?
1. Integrate finance and performance systems to allow coupling of spending and outcomes down to the school level.

2. Adjust both spending and outcomes relative to the mix of students at each school.

3. Enable search-ability and filtering for comparisons among like schools.
4. Create visibility into spending for each school

- Start with salaries and benefits.
- Include other school level costs.
- Add in each school’s share of centrally managed monies (itemize where possible, and where not, report the average).
- Ensure all district monies reported by school.
- Fold in demographics information to determine spending by student and student type.
How will people use the info?

✔ **Benchmarking**: Schools/communities measuring progress on productivity relative to peers.

✔ **Discovery**: Principals or district leaders searching for better practices amidst cost constraints.

✔ **Management**:
  - Superintendents and districts leaders in managing their schools, and allocating funds sustainably.
  - Principals in motivating staff, solving problems, and in questioning district spending choices on their behalf.

✔ Leaders in cities/regions and charter authorizers as they determine the best mix of schools.
How are we doing at leveraging our funds toward the best outcomes possible for students?

Consider rural districts/schools of similar size, poverty level:

-- 1400-2000 students
-- 40-60% FRL
Quiz: Why might two schools (in the same district) spend different amounts?

- Funds for higher student needs (the data should enable adjustment for a fixed amount per student type)
- Size: smaller schools may have same staff but fewer students (so higher per pupil expenditure)
- Magnet schools and other special programs, or extra allocations
- Some schools have higher salaries

Determine spending averages by student type to enable comparisons.

Delaware averages, by student type

- Base: $10,606
- Low-Income: $834
- SpEd PreK-3: $5,886
- SpEd Basic: $10,749
- SpEd Intensive: $13,698
- SpEd Complex: $29,317
- VoTech: $7,388
Salary differences can drive uneven spending across schools.

### Average Salary All Full Time Teachers - Red Clay

- **NORTH STAR ELEM** - 4% Poor: $67,991
- **WARNER ELEM** - 85% Poor: $58,258

Red Clay district average: $63,263

### Average Salary by % of L-I Students - School Level

- Wealthiest Quartile of Schools: $66,974
- Second Wealthiest Quartile of Schools: $67,696
- Second Poorest Quartile of Schools: $59,187
- Poorest Quartile of Schools: $55,007

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School leaders drill down into finances of selected schools to learn about their spending choices in order to better inform their own tradeoffs.
Schools should be able to make comparisons of spending choices in high ROI schools to their school.

Greater familiarity with costs and tradeoffs can help principals better lead their schools.
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The tradeoffs we've been making are working. Let's protect our choices and keep up the great work.

Our school doesn't have the same resources as the norm.  
- How can we advocate for our share of the funds?  
- And, how can we learn from schools in quadrants above for ideas on how to better leverage what we have?

Our outcomes are strong, but our costs are not financially sustainable. Are there tradeoffs that we can pursue that still protect key elements of our program?

Our school does have more resources than the norm.  
-- What tradeoffs can we make to get our kids what they need?  
-- How are other schools able to achieve more?  
-- Or how can we work differently with what we have to improve our outcomes?

Per pupil Spending (avg. $10,200)
District or city leaders use the info to compare all schools in a district or metro region (enabling more thoughtful allocation of funds across schools).

How equitably are funds distributed? Which schools are able to leverage monies for greater outcomes? Which charters are working, which aren’t?
SEA Use of Information Systems

• Make productivity part of everyone’s conversation about improvement.

• Celebrate high productivity schools.

• Consider using certification authorities to require training on productivity/info systems.

• In the long run, SEAs may want to weave productivity into an accountability system for schools and administrators.
Reminder – Upcoming Webinar Sessions

- Thursday, March 3 – What changes in state funding and regulatory structures work best to support productivity?

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- Thursday, March 24 – How can SEAs make sure district and school leaders pursue productivity?
1. Optional one-on-one calls with RCC/SEA and Edunomics Lab staff for additional support on a specific project.  
   • These are optional. Please email Amanda Warco at amanda.warco@georgetown.edu if you know are interested.

2. Webinar Topics  
   • We’ll cover other topics based on the group’s interest and needs.  
   • Let us know if you have requests!
Please compete our survey!

3 question survey coming by email today.