SEA Leverage Over District Costs
March 10, 2016
To control background noise:

- If connected via phone, please mute your phone line.

- 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?
Often the problem is in the question. What states ask for…

1. What requirements should be in place to make sure districts don’t spend money poorly? Or negotiate away all its funds?
2. Can we have an analysis of how many districts are fiscally strained?
3. What does good PD cost?
4. How do we make sure districts don’t negotiate all their flexible money away in the next contract negotiations?
5. What’s the right salary scheme for teachers?
6. How can we take into account the different costs of districts in reporting spending info, so that the public doesn’t misunderstand it?
7. How do we make sure rural, small, declining enrollment districts are held harmless by any funding changes?
Small district subsidies vary by state.

Funding percentage provides a weighted comparison against all other districts in the given state for small districts in states with a minimum of 10 small districts.

* Small districts are defined as having 250–1200 students.
A. Which level of the education system decides how to spend the public funds for schooling?

**Districts → can delegate to schools**

B. Which level of the education system should be accountable for student outcomes?

**Same level**
What can SEAs do?

1. Use SEA leverage to help limit district liabilities. (Keep districts nimble.)

   In Colorado, tenure can be revoked if a teacher receives two consecutive years of a less than effective rating on the state teacher evaluation.
2. Leverage licensure authority

Delaware state statute requires all district and charter school board members to go through a financial training.

Louisiana teacher licensure allows the state to pull the teaching certificate for the lowest performing teachers.
What can SEAs do?

3. Leverage state scale and provide broadly-needed tools for *optional* use by districts.

Michigan has a central course catalogue with courses that any student in grades 6-12 can access. Students are entitled to take up to 2 online courses a semester according to state statute.
What can SEAs do?

4. Focus attention on productivity.

Ohio’s Straight A Fund offered grants to schools to pursue productivity enhancements. Their online information system shows district spending vs. outcomes and allows comparisons to similar types of districts.
5. Draw attention to pension debt

Quiz: A 5% raise in San Diego amounted to a $4,700 pay increase for senior teachers. What is the present day value of the pension debt associated with this raise?

$64,000
## Checklist – Information Systems

<table>
<thead>
<tr>
<th>couple outcomes and spending data by school</th>
<th>CA</th>
<th>NC</th>
<th>DE</th>
<th>OH</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capture school-based spending</td>
<td></td>
<td></td>
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<tr>
<td>Requires data capture from districts. Data exists for charters</td>
<td>State has info</td>
<td>State has info</td>
<td>State has info</td>
<td>State has info</td>
<td></td>
</tr>
<tr>
<td>Layer on each school's share of central district spending</td>
<td>Calculations required but info accessible</td>
<td>Calculations required but info accessible</td>
<td>In progress</td>
<td>Calculations required but info accessible</td>
<td></td>
</tr>
<tr>
<td>Enable comparisons in spending across schools with different student needs (e.g. use weights or some other basis for comparisons)</td>
<td>Calculations required but info accessible</td>
<td>Calculations required but info accessible</td>
<td>Schools grouped by type to allow comparisons</td>
<td>Calculations required but info accessible</td>
<td></td>
</tr>
<tr>
<td>Build user-interface that allows searching, benchmarking, filtering</td>
<td>Pilot underway.</td>
<td></td>
<td>In-house effort in progress. Early interface available.</td>
<td></td>
<td></td>
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| 1. Spending data by school | |
|----------------------------| |
| 2. Outcomes data by school | |
| 3. Integrate outcomes and spending data by school | |
Reminder – Upcoming Webinar Sessions

• FINAL SESSION –

Thursday, March 24 – How can SEAs make sure district and school leaders pursue productivity?
Additional Opportunities

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 you 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!