



Building State Capacity
and Productivity Center



ESSA requires SEAs to report school-by-school spending. Taking Stock as SEAs Begin Releasing Data

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ESSA requires
reporting
spending
by school!

Deadline:
~June 2020
for 2018-19
data

So much to cover...



- Update on SEAs and data release
- Warning: PPEs may not be what people expect
- What have we learned about how district leaders, principals, teachers, and parents already know about financial data.
- Taking stock of what can (and can't) be done with released data.
- Examples of data visualizations
- Five analyses to run on financial data
- What districts can say when “THIS” happens
- Links to financial data

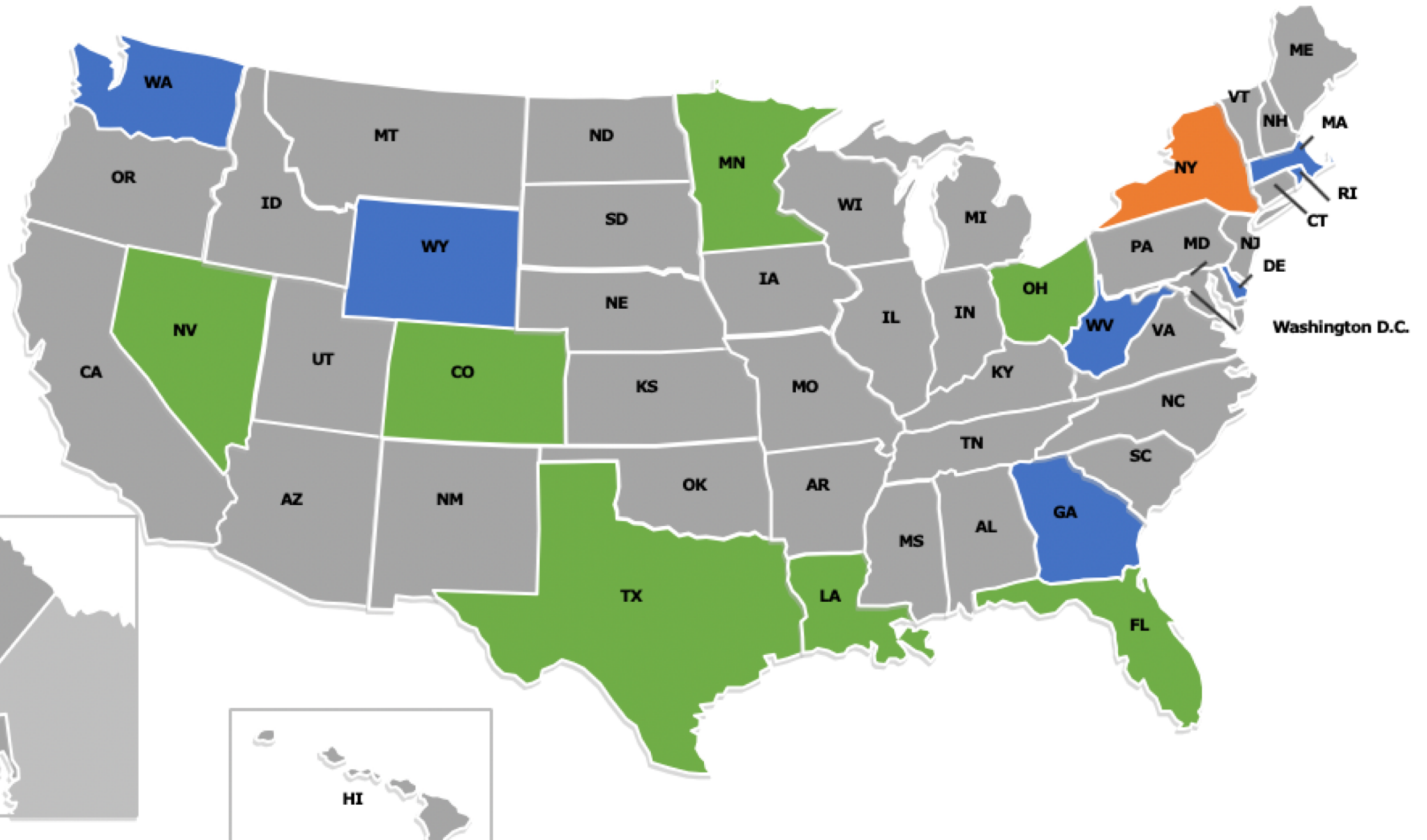
Progress!



- SEAs co-developed IFR (Interstate Financial Reporting) published early 2018 to establish common reporting elements.
- March 29th, DoEd released draft guidance on this requirement for comment.
- SEAs do appear to be on track to report by the June 2020 deadline.
- In fact, 15 states are now reporting some form of school-by-school financial data!!!

States already reporting school by school spending:

BLUE = on report cards & meets ESSA **ORANGE** = publishes “budgets” by school
GREEN = publishes school spending data but does not meet ESSA



Takeaways from the Early States



- Report cards can be challenging to navigate if goal is reaching the school-by-school spending information (multi-step, no direct link).
- Data visualization doesn't necessarily enable comparisons of schools within districts or of like-schools. (Analysis may be needed to do this.)
- In short time since publishing:
 - Little evidence data are being used by districts
 - Spotty media coverage thus far

Warning: School-by-school per pupil \$s may not be what folks expect

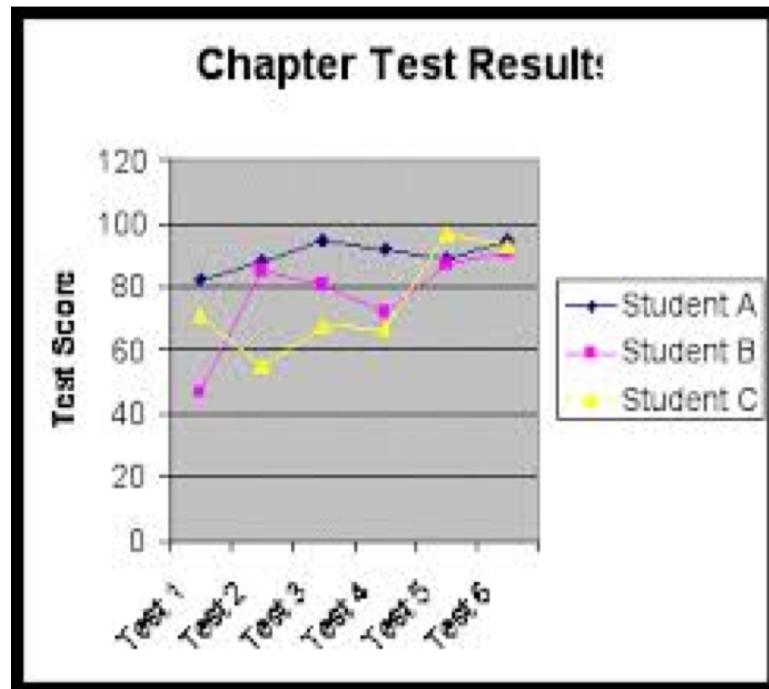


- T/F** ESSA figures report expenditures, not budget figures.
- T/F** ESSA's school-by-school figures use real salaries. (Schools with experienced teachers will show higher spend).
- T/F** ESSA figures include central expenses. (Principals may not be used to seeing the central spend).
- T/F** ESSA does not require breaking out expenses by object or function.

The data do allow us to compare total spending with outcomes



Outcomes by
school



+





POLL: Who do you see as the target audience for school by school expenditure reporting?

A. District and school leaders?

B. Parents?

C. Advocacy organizations?

Interviews with key audiences about school finance revealed gaps in knowledge

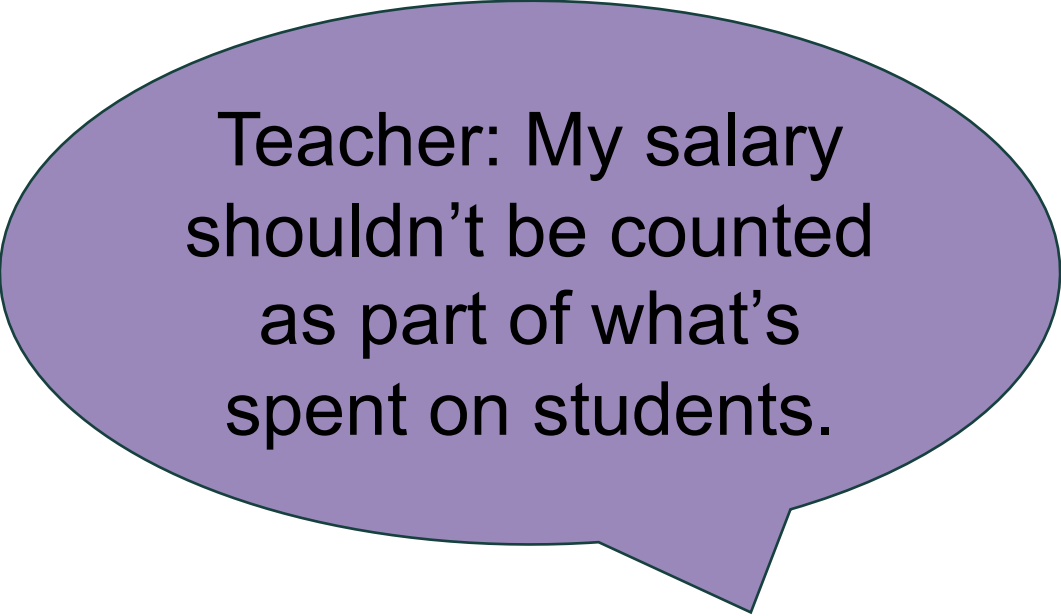
Sources: Research from The Winston Group on behalf of the Smarter School Spending for Student Success project, Dec 2016. "Financial Transparency Research – Phase 1b, on behalf of the Collaborative for Student Success." Edge Research and HCM Strategies, 2018. And comments made in Edunomics trainings.

District Leader: We are transparent – we put all our financial files online.

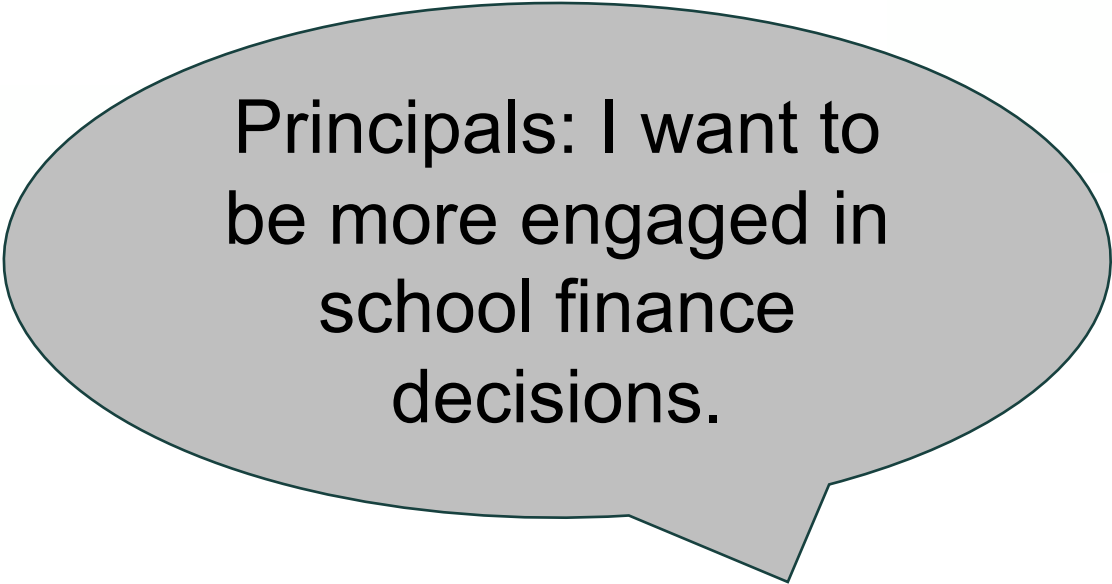
Principal: All in, my school receives about \$40,000 a year.

Principal: I don't get as much \$ as other schools in the district because my school is in a neighborhood with lower property values.

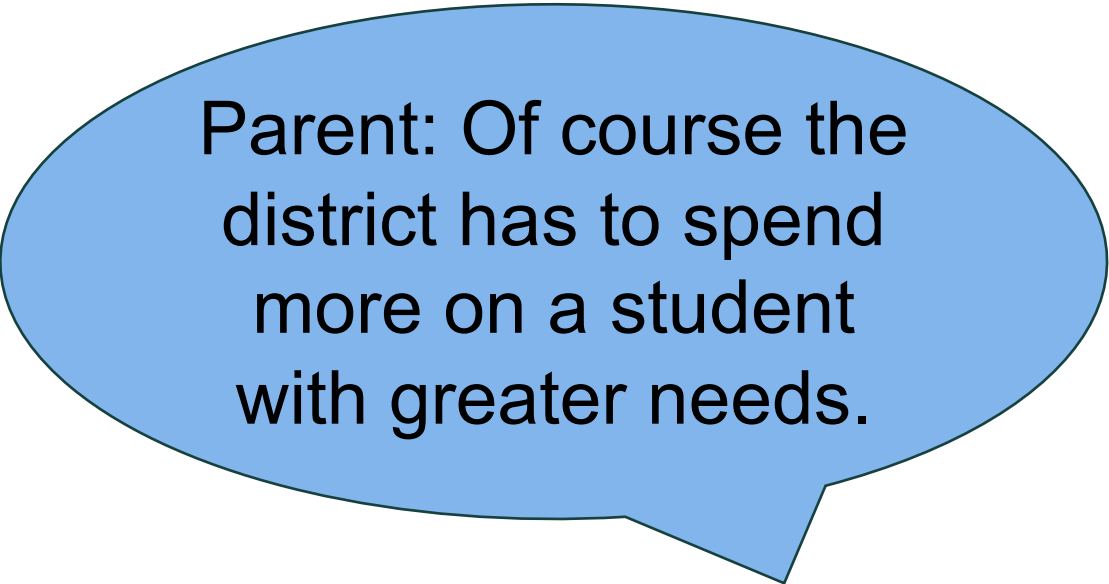
Principal: Is the district shortchanging my school? I assume not, but I have no idea.



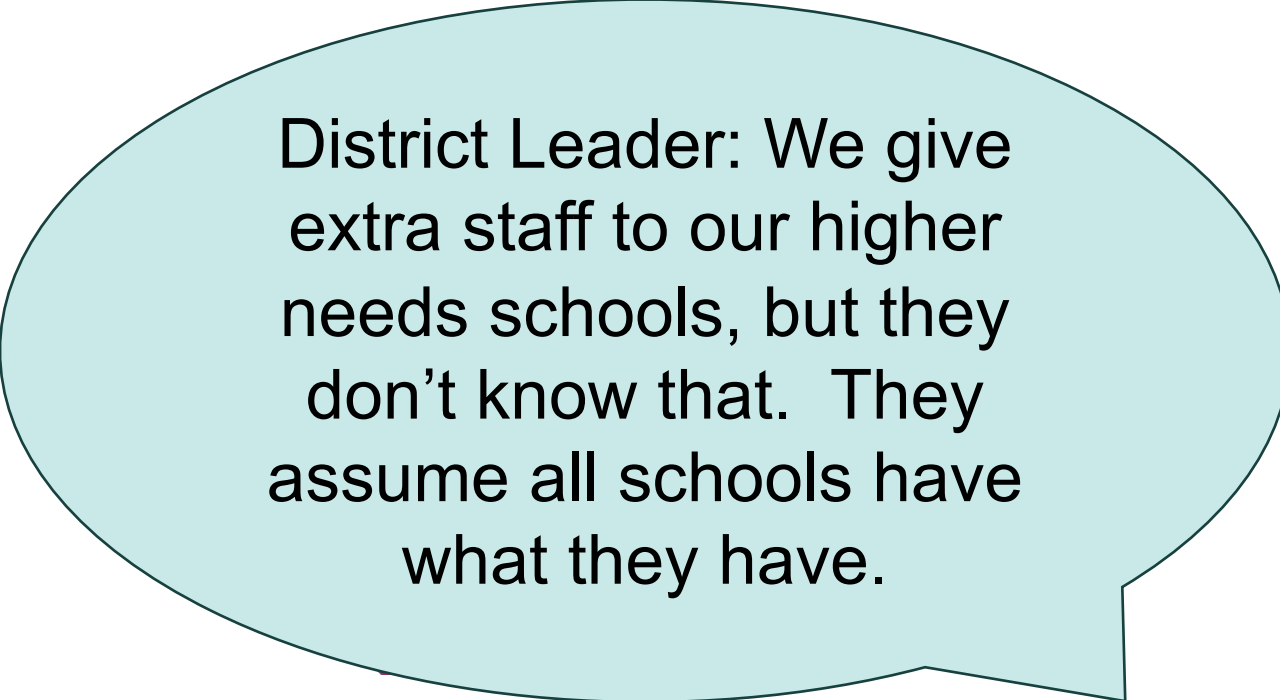
Teacher: My salary shouldn't be counted as part of what's spent on students.



Principals: I want to be more engaged in school finance decisions.



Parent: Of course the district has to spend more on a student with greater needs.



District Leader: We give extra staff to our higher needs schools, but they don't know that. They assume all schools have what they have.

DAILY NEWS

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Issue: 240104

THE WORLD'S BEST SELLING NATIONAL NEWSPAPER

Est - 1965

First Edition

Monday 5th June

City district spends
more on affluent
schools

DAILY NEWS

World - Business - Finance - Lifestyle - Travel - Sport - Weather

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Est - 1965

First Edition

Monday 5th June

District spends double
\$ on magnet school

On those sites with ESSA-compliant data, user can:

	DE	GA	MA	RI	WA	WV	WY
Download complete state or district data file	✓	✓	*	✓	*	*	✓
Access methodology that explains calculations		✓		✓	✓	✓	✓
Compare schools within a district	✓					✓	✓
Compare similar schools across districts							
Compare spending and outcomes		✓					
Weigh in on display or ask questions		✓			✓	✓	
See expenses separated by school vs central				✓		✓	✓
Access more granular data (beyond IFR)	P			F, S	F		

*SEA reports that downloadable files will be available soon. P = separates personnel/ non personnel expenses. F = separates expenses by functional area. S = separates expenses by subject area.



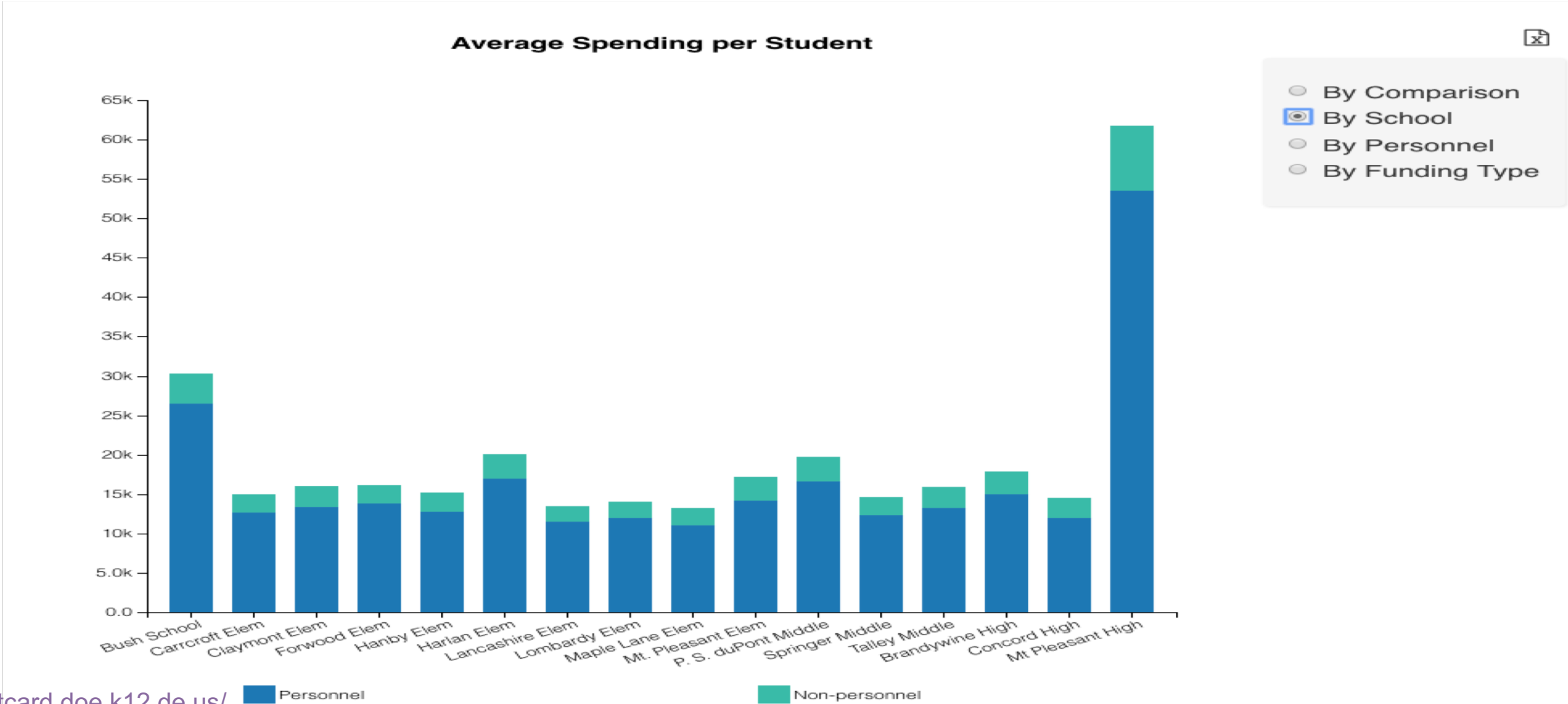
POLL: Do you believe success should be measured by how many people use or react to the data?

A. Yes

B. No

Compare spending across all schools within a district

One feature of the Delaware school report card is the option to see all schools within a district in a single view.



Compare spending among like schools in a district

(i.e. schools that serve similar percentages of FRL or LEP students)



IS THIS SCHOOL DISTRICT PROVIDING THE MOST RESOURCES TO THE SCHOOLS THAT SERVE THE LARGEST SHARES OF STUDENTS WITH THE GREATEST NEEDS?

HIGHEST NEED LOWEST NEED

ELEMENTARY/MIDDLE SCHOOLS

SHARE OF
LOW-INCOME
STUDENTS

\$12,618 per student

\$12,776 per student

SHARE OF ENGLISH
LANGUAGE
LEARNERS

\$12,811 per student

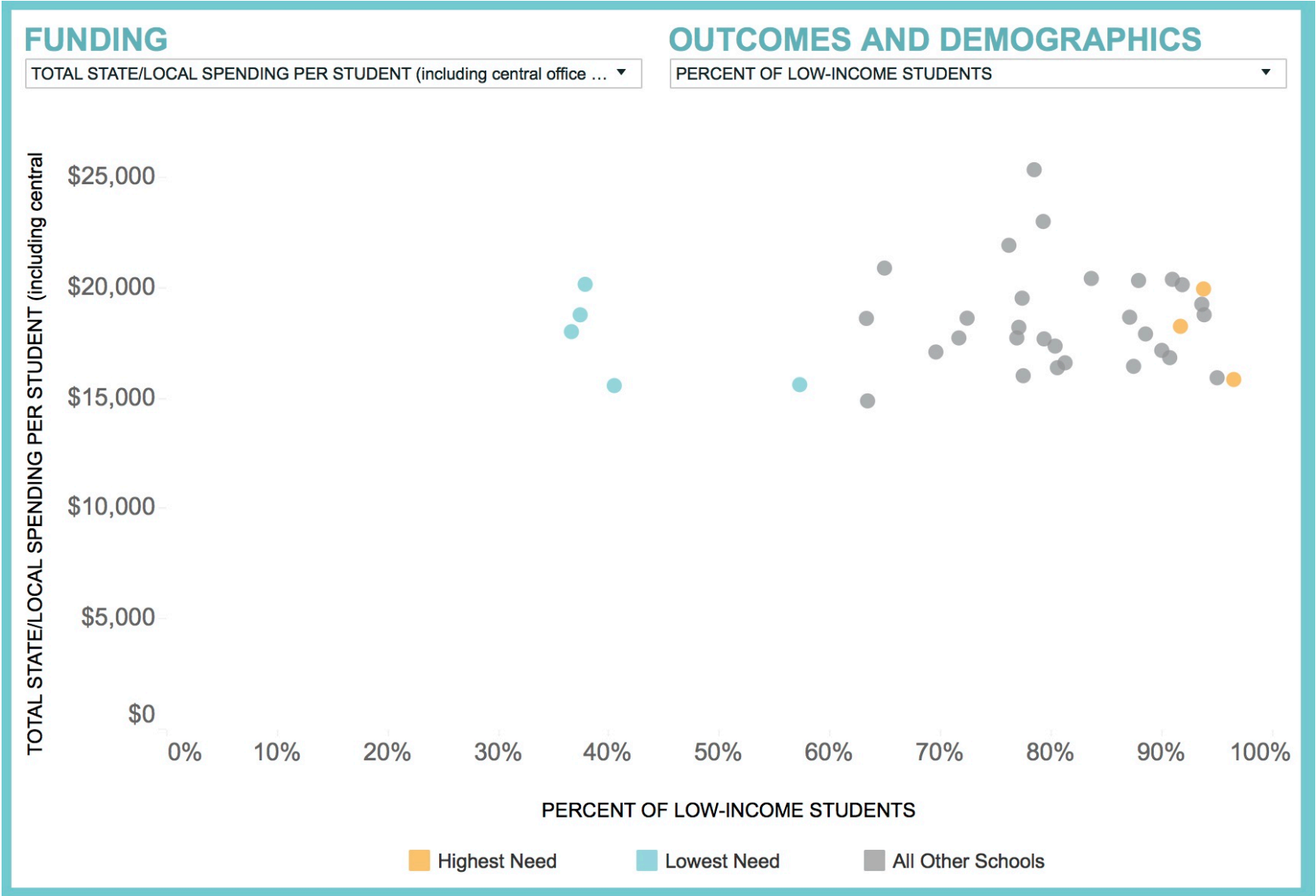
\$13,021 per student

In this Ed Trust NY display, schools are grouped relative to their share of students with needs.

Include demographics in comparisons of spending



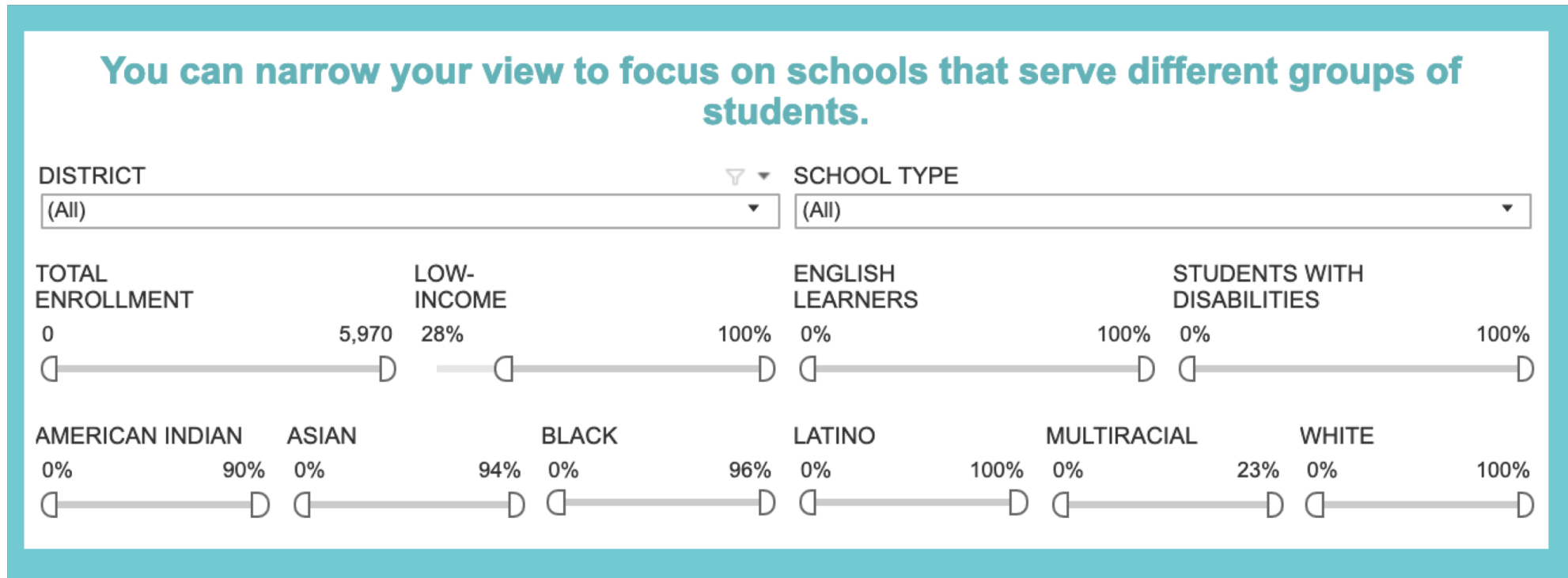
This Ed Trust NY display shows each school in a district and color-codes them by need.



Compare like schools across districts, cont.



The Ed Trust NY school budgeting site has a 'Compare Schools' feature that allows users to narrow results by student demographics, district, and school type to exclusively compare schools that are aligned on those characteristics.

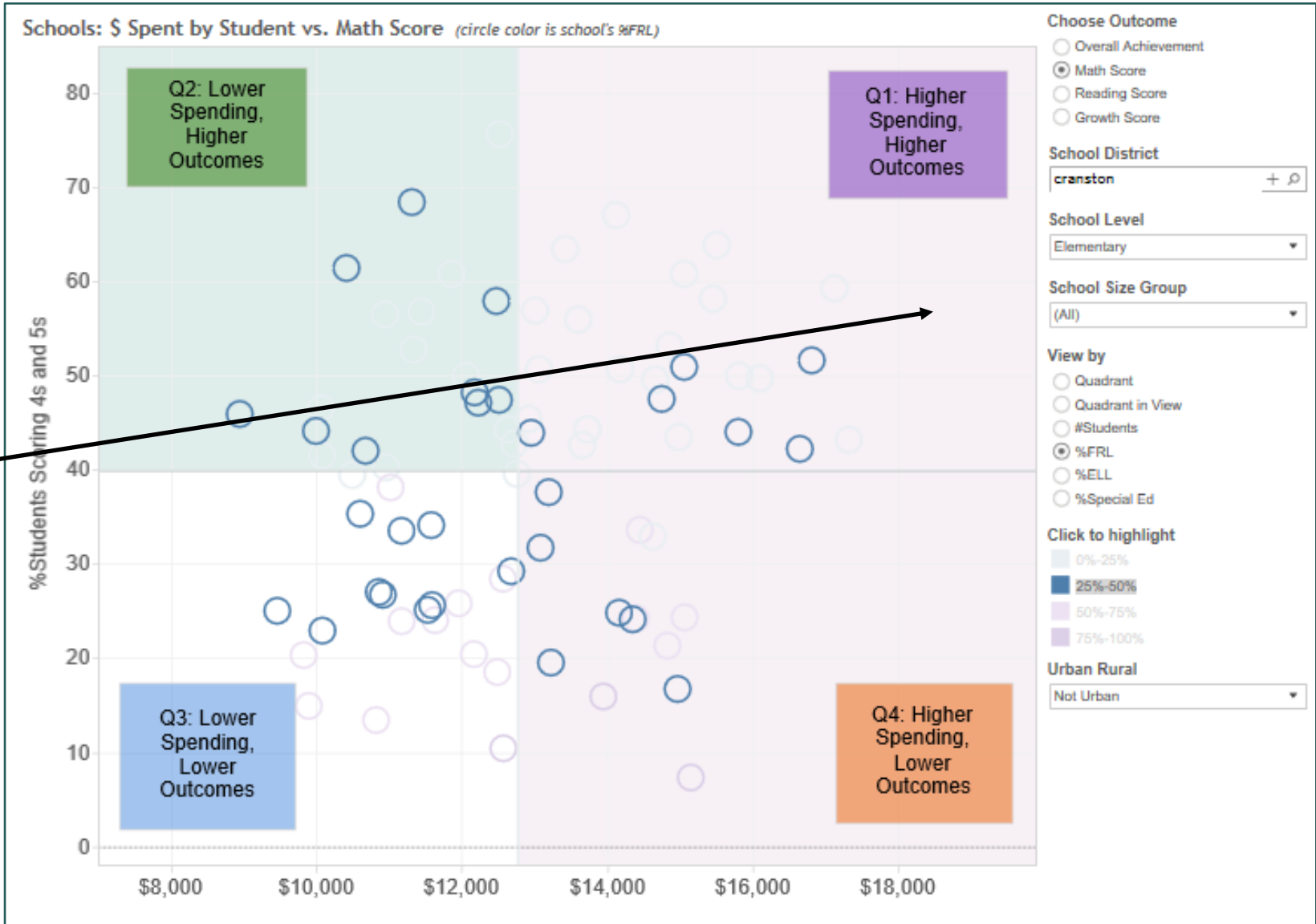


Compare spending and outcomes:

Economics Lab tool allows user to see the relationship between spending and outcomes with each quadrant highlighted to provide users with information on how to interpret the data.



The filters allow for comparison within districts or among like schools across districts.

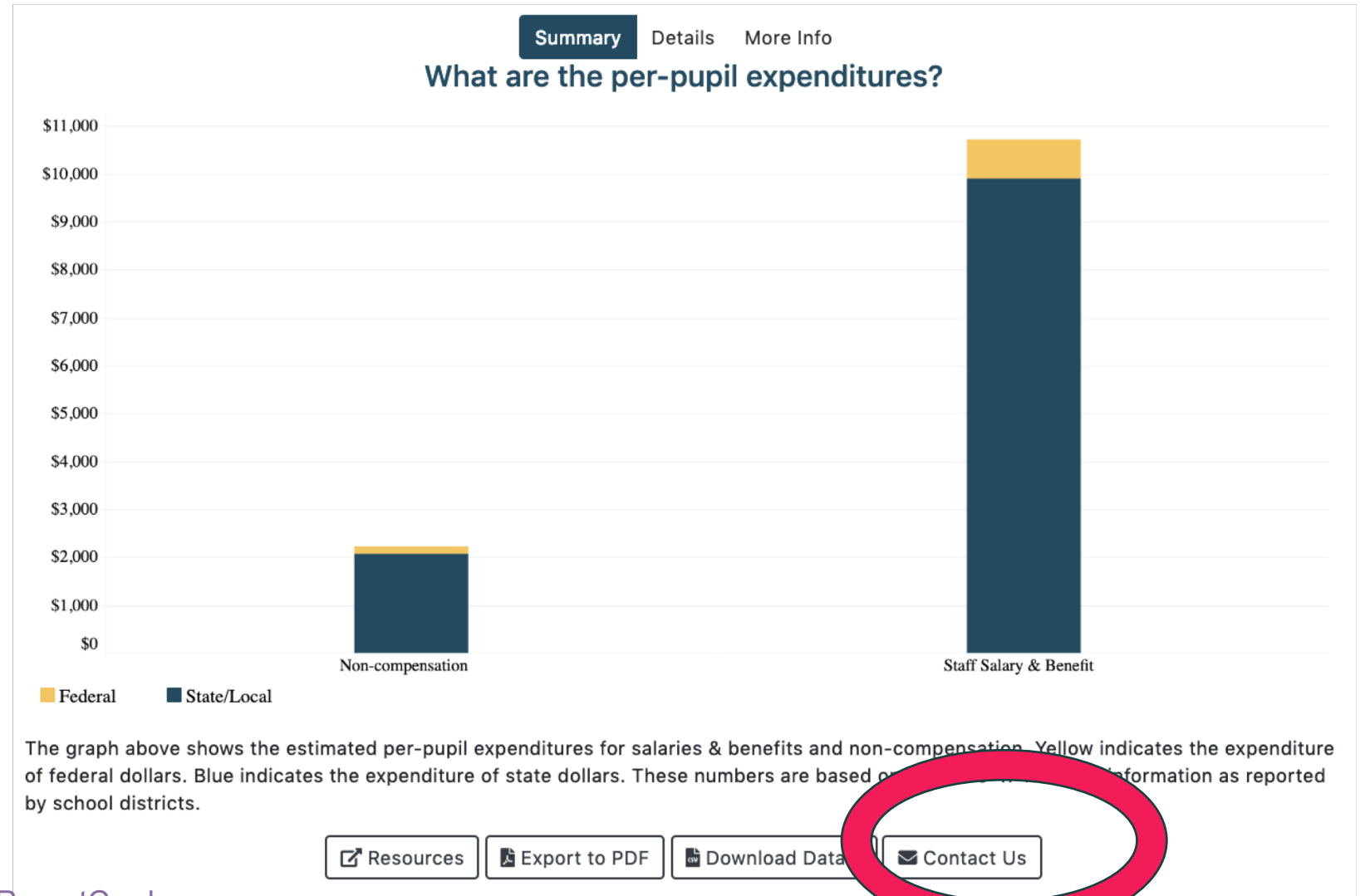


https://public.tableau.com/profile/edunomics.la#:/vizhome/v3_SpendingvsOutcomes2017-02-07forCCSSOFitWig/Dashboard1

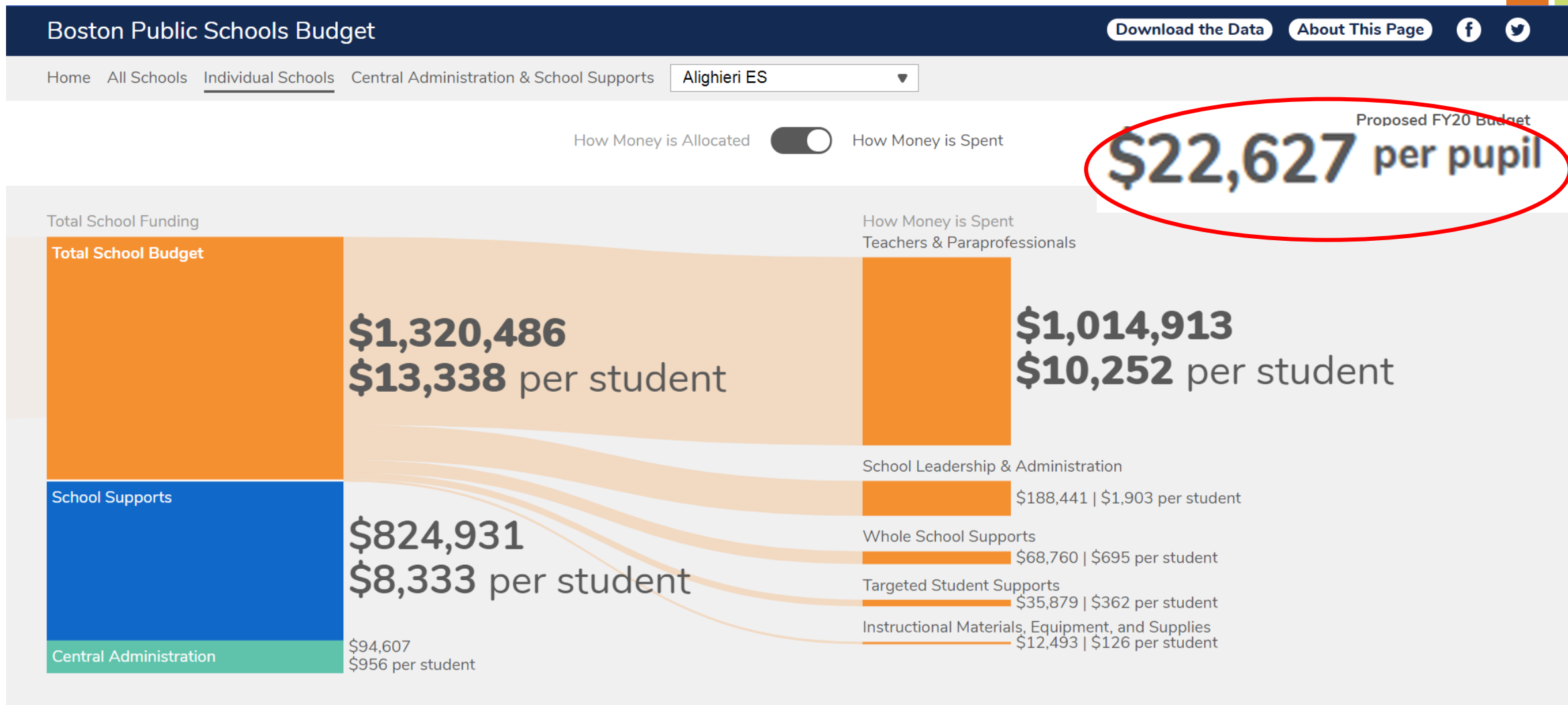
Enable feedback on display or ask questions:



WA state report card allows users to directly email developers at the state education agency to provide feedback or ask questions.



One district takes financial visualization seriously!



Five analyses to run on school-by-school spending figures



1. Which schools are outliers? Why?
2. How does spending compare among types of schools (high vs low poverty, north vs south end, etc.)
3. Are salary patterns driving uneven spending in ways that are concerning?
4. What share of the dollars are accounted for centrally?
5. Which schools are getting the best/worst outcomes for the dollar?

When THIS happens: Here's what to say:

- | | |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. YIKES! (District feels defensive.) | 1. Looking at the district's expenses from the school lens is new for us and reveals some noteworthy patterns. We're eager to engage with our principals/community to explore how to best deploy our limited funds to do the most for all the district's students. |
| 2. Seniority drives up \$ at some schools. | 2. We use a salary scale based on experience so we spend more on schools that attract senior teachers. That leaves fewer dollars for schools w/ junior teachers. We're eager to engage with our principals/teachers/community about options that might both retain our teachers and work better for all our students. |
| 3. Special programs (magnets) are costly. | 3. The extra funds we've been applying to our magnet programs do leave fewer dollars for other schools. This is good time to explore whether there are ways to protect our best programs without drawing funds from other schools and students. |

When THIS happens (cont.)

4. Central expenses feel high.
5. School size is a factor --or--
Schools with declining enrollment have high costs.

Here's what to say:

4. We've prepared a breakdown of central expenses, which include \$xx pp in transportation and \$xx in food services. We invite principals/community to weigh in on how to better deploy those dollars to do the most for students.
5. The district does deploy more dollars to its smaller (or under-enrolled) schools, leaving fewer dollars for all other schools. Given the limited district resources, it may be time to explore how we can construct a budget that better serves all our students where they are.



POLL: Which of the following proposed state policies related to finance do you think would most improve schooling?

- A. Require more detail in financial reporting beyond simple PPE**
- B. Require school & district leaders to be trained on finance**
- C. Require “resource allocation reviews” in some schools**

Links to sites with ESSA data:

- Delaware: <https://reportcard.doe.k12.de.us/index.html>
- Georgia: <https://schoolgrades.georgia.gov/>
- Massachusetts: <http://reportcards.doe.mass.edu/>
- Rhode Island: <https://reportcard.ride.ri.gov/> also <https://datacenter.ride.ri.gov/finance/school-and-lea-profiles/school-expenditures-profile>
- Washington: <https://washingtonstatereportcard.ospi.k12.wa.us/>
- West Virginia: <https://wveis.k12.wv.us/essa/dashboard.html>
- Wyoming: <https://wyomingmeasuresup.com/>

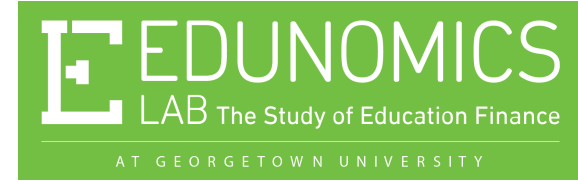
Coming Soon: New Edunomics Lab website to serve as a one-stop shop for each state's links, press coverage, example analyses, and relevant findings.

Links to non-ESSA sites with school-by-school data:

- Colorado: <https://coloradok12financialtransparency.com/#/>
- Florida: <http://webapps01.fl DOE.org/transparencyreports/ReportView.aspx?ReportID=6>
- Louisiana: <https://www.louisianabelieves.com/data/310/>
- Minnesota: <https://w20.education.state.mn.us/MDEAnalytics/DataTopic.jsp?TOPICID=79>
- New York: <https://newyork.edtrust.org/ny-school-funding/>
- Nevada: <http://nevadareportcard.nv.gov/di/>
- Ohio: <https://reportcard.education.ohio.gov/>
- Texas: https://tea.texas.gov/Finance_and_Grants/State_Funding/State_Funding_Reports_and_Data/PEIMS_Financial_Data_Downloads/



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Thank you!

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