



Building State Capacity
and Productivity Center



New Demands for Education Finance Leadership

Dr. Marguerite Roza
August 27, 2019



Today's agenda



- Myth busting!
- ESSA has new requirements re finance/leadership
- The context for finance is changing
- We're learning more about what works and what doesn't when engaging in finance
- There's an opportunity in the middle of all this!

Myth busting



T/F School finance is boring, tedious, mundane.



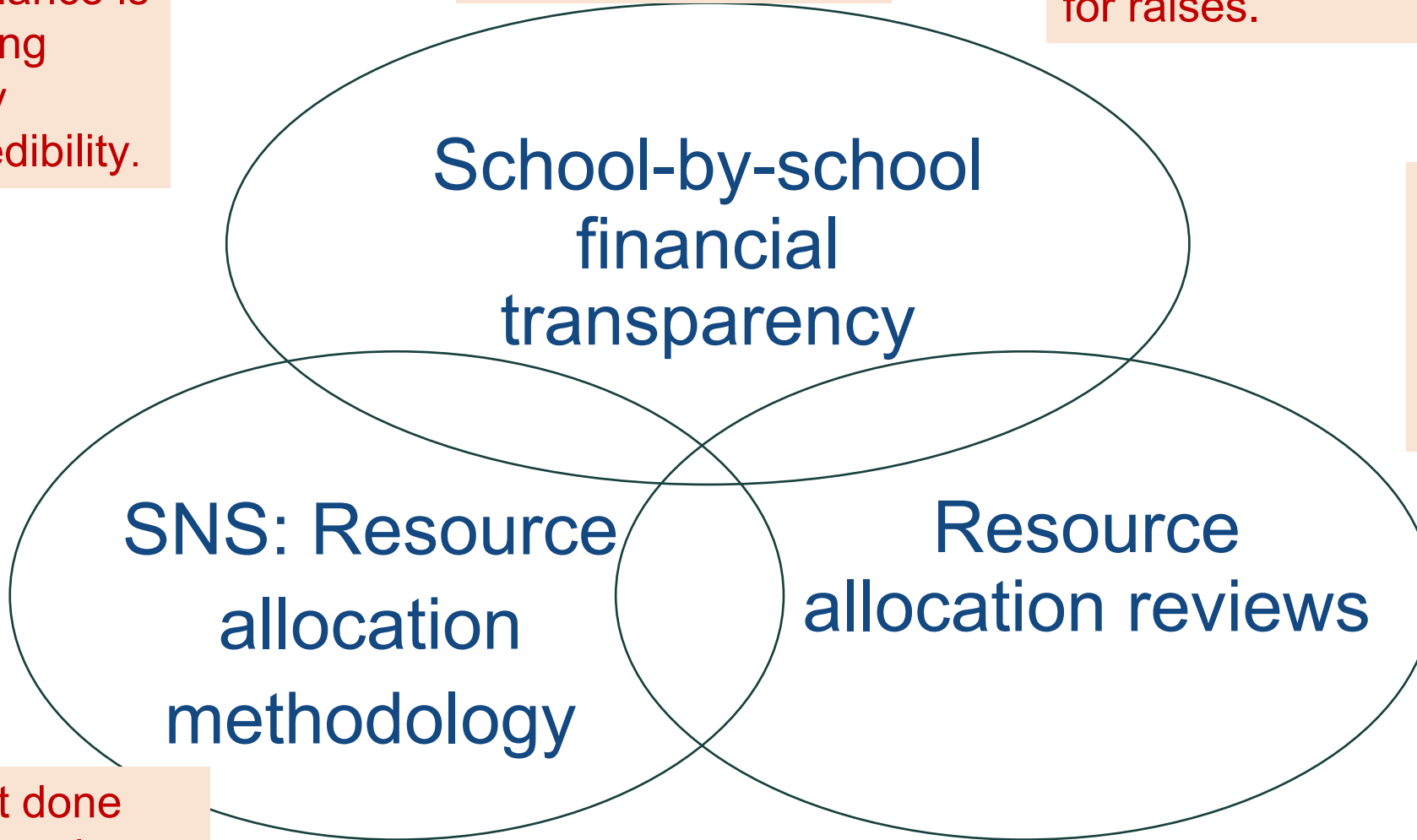


ESSA
requires:

Trust in district leaders re finance is low. But talking about money improves credibility.

Advocacy groups poised to press for within-district equity

Teachers are likely to continue to press for raises.



An economic slowdown could constrain district resources going forward.

Parents will accept cuts if engaged in tradeoffs

Leaders haven't done enough to communicate about money alongside goals for students

Principals = golden ticket re finance



Building State Capacity
and Productivity Center



Real quotes from this summer on teacher raises make no mention of goals for students



"It took hard work and compromise from all sides to reach this 4.5% raise deal"

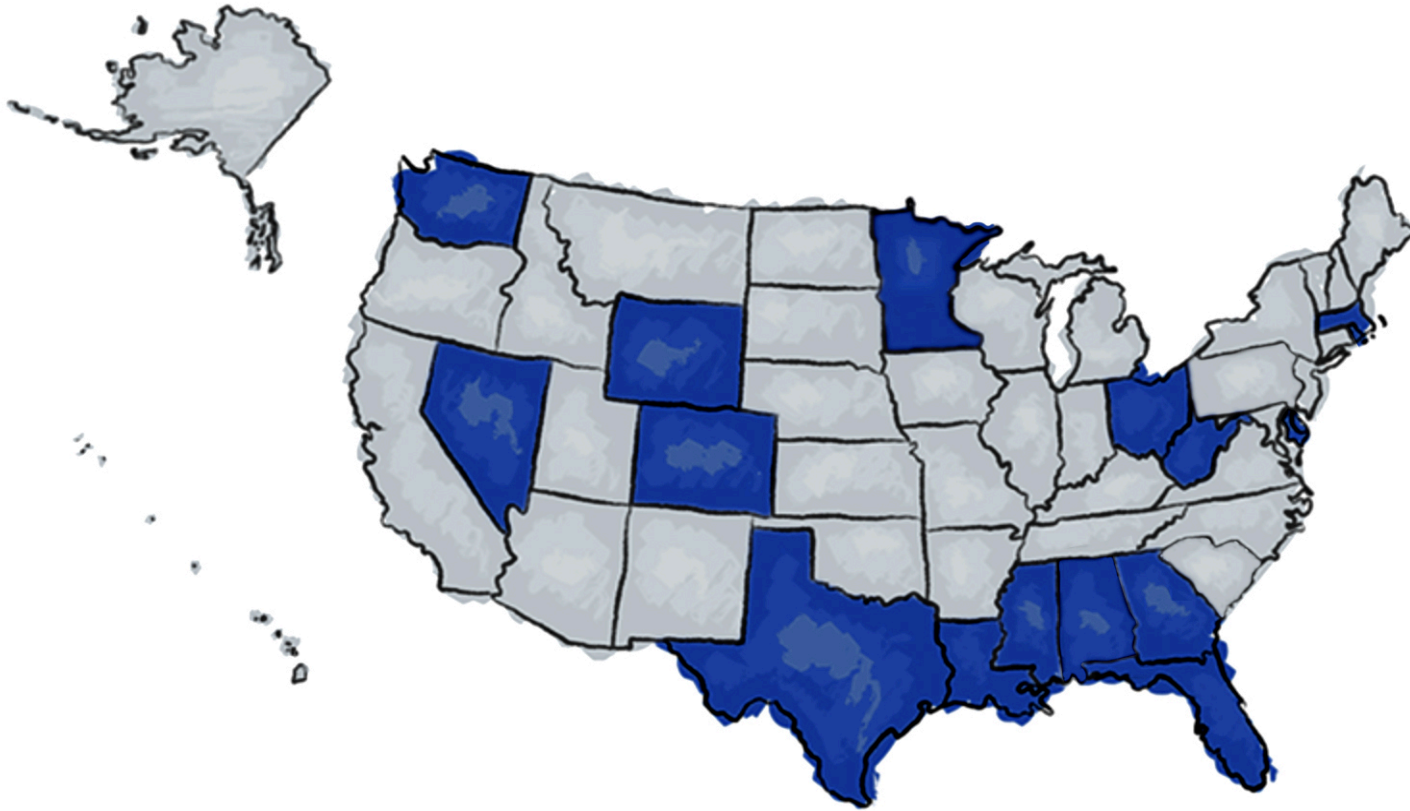
The district "wants competitive salaries for all of our staff but any increase must be balanced with spending within our means."

"Where the state requirement was \$21 million, we are more than doubling that amount to truly recognize our staff members for the great work they do every single day."

16 states now have school-by-school financial data up with the rest by June 2020



SCHOOL SPENDING DATA HUB



PER STUDENT SPENDING STATE-BY-STATE

www.edunomicslab.org:

- Links to state's school spending data
- Resources for district leaders, principals and journalists
- Will keep adding as states publish



Building State Capacity
and Productivity Center



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.)
- Thus far, some good coverage by media (AL, GA, MA and FL)

Reactions from district leaders



- Often no reaction, or reaction is “it’s complicated”
- Some are anxious, defensive, feeling exposed.
- Leaders who embrace the new info and invite engagement come across as more trustworthy.
- It’s ok to acknowledge that the district hadn’t been slicing the numbers by school, so this lens is new.

Federal Update: New Supplement-not-Supplant (SNS) Guidance



- T/F The new SNS Guidance requires districts have a “resource allocation methodology”
- T/F A “resource allocation methodology” is an articulated approach to divvying up state/local resources to the district’s schools.
- T/F Most districts already articulate an allocation methodology and have their boards approve it as part of the budget process.
- T/F A “resource allocation methodology” can simply be a) a staffing formula that designates how many staff FTEs are allocated for a given number of students or b) a WSF that allocates dollars per pupil type.
- T/F Also approved is a process many districts use where leaders apply a holistic approach to deploy incrementally new resources



Building State Capacity
and Productivity Center



There's also that federal requirement for RARs (aka... resource allocation reviews)



- T/F For RARs, the SEA must identify schools in need of improvement starting with the 18-19 school year and repeat every 3 years.
- T/F The SEAs must then review “resource allocation” in their LEAs.
- T/F The review applies only on federal funding.
- T/F As part of the RAR, the SEA must specify a plan for reallocating resources.
- T/F An RAR can simply be a conversation between the SEA, LEA, and school leaders about resource allocation and student outcomes.

There's an opportunity in the intersections!



Imagine if:

- The SEA can pair training for district leaders on:
 - School-by-school financials
 - SNS's allocation methodology requirement (and how it can be used to describe a district's financials).
- District leaders engage the board on the school-by-school financials as part of revisiting the district's "allocation methodology"

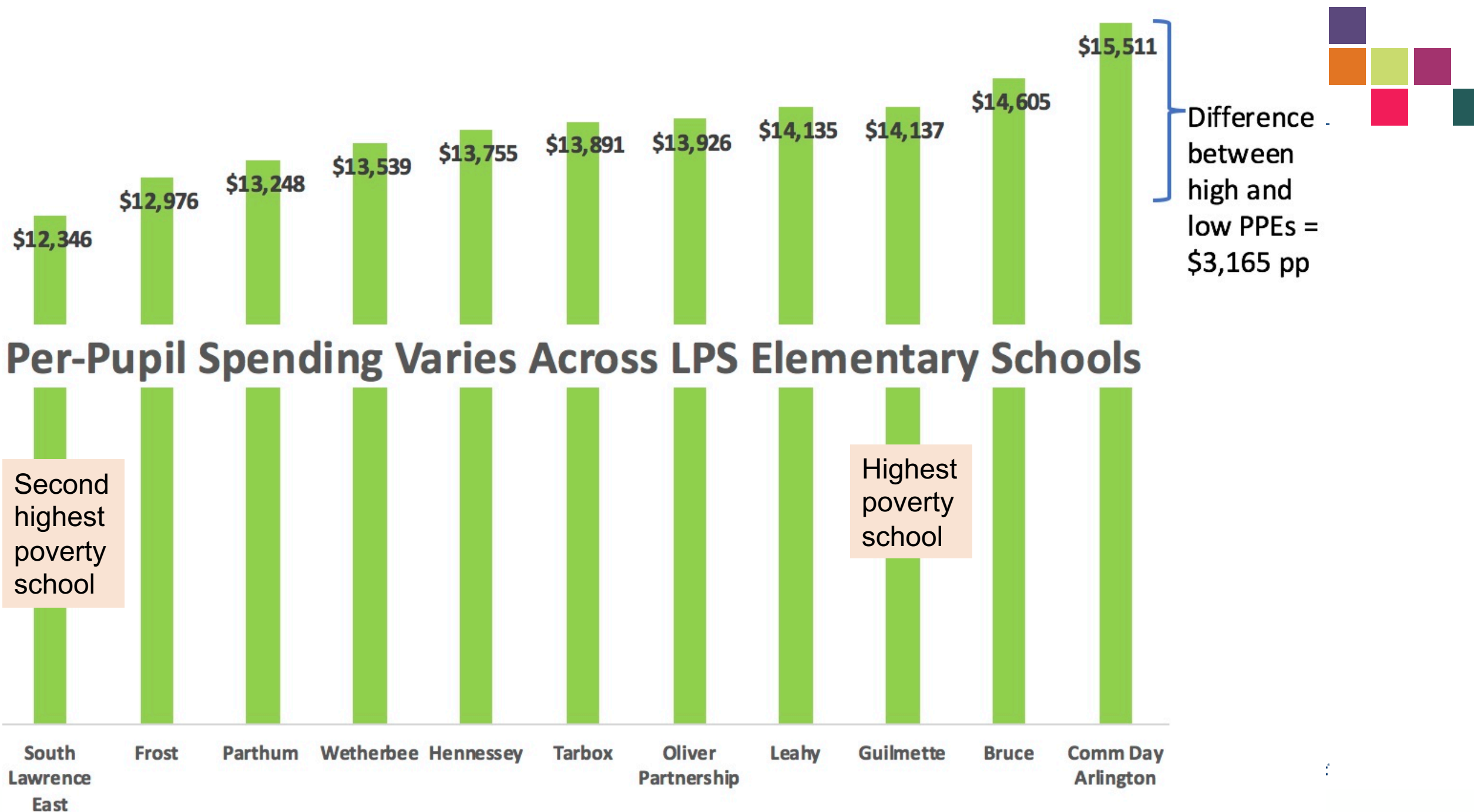
In the RAR, the SEA invites the district and school leaders to weigh in on

- School-by-school financials
- The district's allocation methodology



Building State Capacity
and Productivity Center





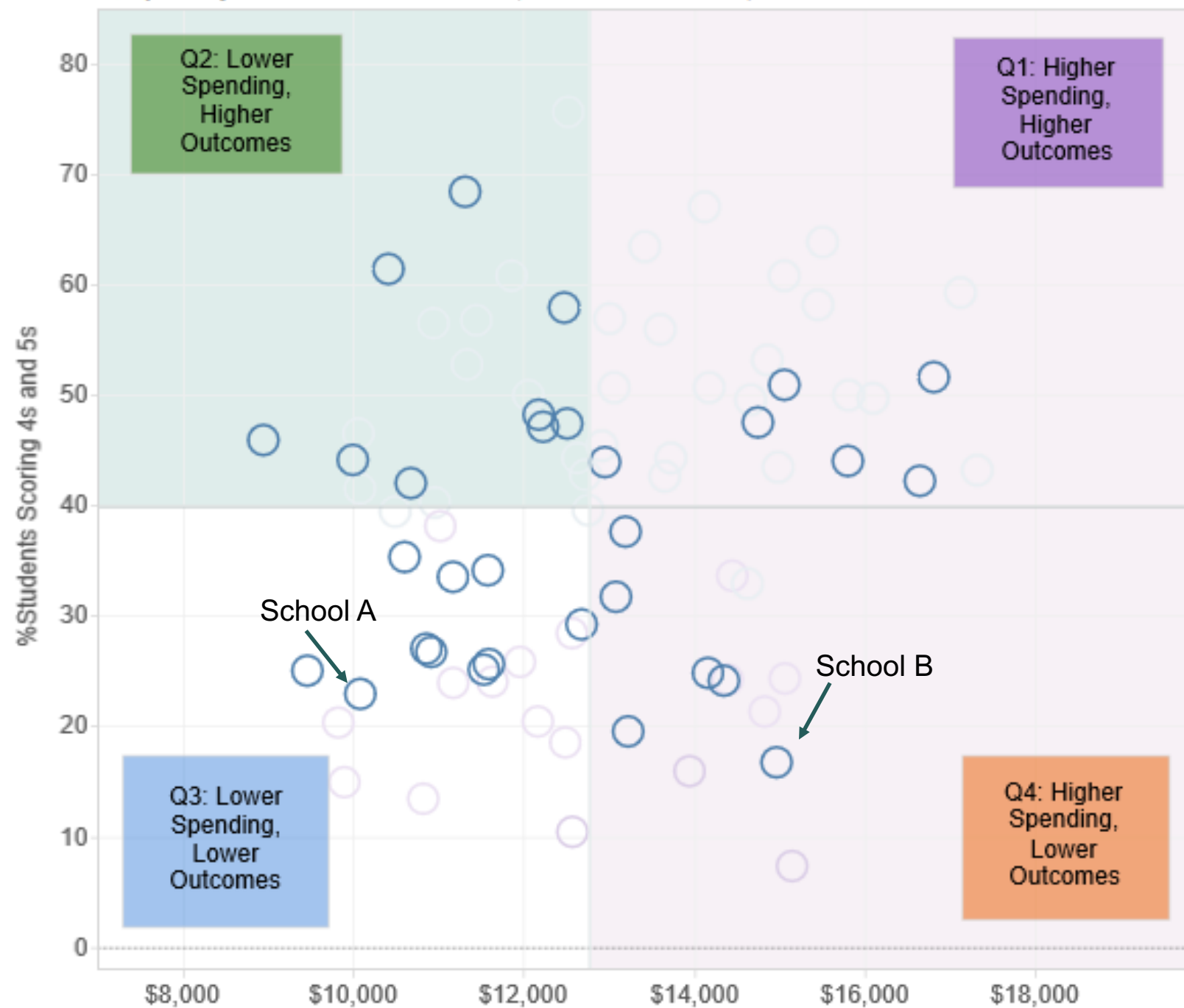
There's an opportunity in the intersections!



Imagine if:

- District leaders shared resource allocation methodology and school-by-school financials with principals and invited them to weigh in on how to better leverage limited resources to do more for students.
- Principals were encouraged to engage with their staff and parents about finance.
- Principals were encouraged to weigh in on contract negotiations.

Schools: \$ Spent by Student vs. Math Score (circle color is school's %FRL)



- Choose Outcome
- ☐ Overall Achievement
 - ☒ Math Score
 - ☐ Reading Score
 - ☐ Growth Score

School District

cranston + -

School Level

Elementary ▾

School Size Group

(All) ▾

View by

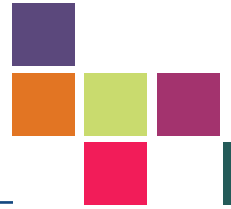
- ☐ Quadrant
- ☐ Quadrant in View
- ☐ #Students
- ☒ %FRL
- ☐ %ELL
- ☐ %Special Ed

Click to highlight

- ☐ 0%-25%
- ☒ 25%-50%
- ☐ 50%-75%
- ☐ 75%-100%

Urban Rural

Not Urban ▾





The new ESSA requirements can help leaders be more:

Financially INTENTIONAL



Building State Capacity
and Productivity Center



Certificate in Education Finance

GEORGETOWN UNIVERSITY



HOUSTON
JAN 29-30



SEATTLE
FEB 5-6



SAN FRANCISCO
FEB 11-12



REGISTER AT
mccourt.georgetown.edu/cef

Thank you!
Marguerite Roza
mr1170@Georgetown.edu