



Getting it all done (in time)

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Why folks may need help interpreting numbers...



Somebody born in 2020 will see the year 3000 when they're 80. That's wild.

Agenda

1. Publishing the data

2. Data validation

3. State questions



Will you have your **FY19 data** published by July 1, 2020?

A. FY19 is Published	B. Finish line is near (Winter)	C. On track for spring	D. May miss the deadline
Alaska Delaware Illinois Massachusetts Missouri Oklahoma	Indiana Idaho Georgia Kentucky Mississippi Nebraska New Hampshire North Dakota Utah West Virginia	Colorado Connecticut Florida Hawaii Iowa Maryland Montana New Jersey Nevada New York Ohio Oregon Tennessee Texas Vermont Virginia Washington Wisconsin	South Dakota

Don't see your state? You tell us! 😊



State questions

CA: Given capacity constraints, how are states verifying financial data beyond just looking for outliers?

- *Edunomics Lab: 50% of the states we've connected with cited data calculation and validation as a challenge. Most noted difficulties with manpower, timelines, and infrastructure.*

Chat:

- A. Have you asked your RCC for support? Y/N
- B. Have you communicated with your “national center liaison” about your needs? Y/N
- C. Do you want a Harvard finance data fellow? Y/N



Using a VENDOR?

Are you using a vendor for your data and/or reporting needs? If yes, who, and what are they contracted to do:

- A. Data accounting
- B. Data aggregation
- C. Data validation and assembly
- D. Data analysis
- E. Visual displays on the report card
- F. None of the above –it's all done in house

Should we do a webinar for vendors?

Vendors

- BrightBytes
- SAS
- eMetrics
- Tembo
- Peoplesoft
- Others?

State questions

Michigan:

What are states doing about outlier schools? (And what's an outlier)

Are other states working with those schools/LEAs to help them prepare for the questions they may receive once the data are public?

- WA: Embarking on a statewide tour
- IN: Embargoed results given early to LEAs
- MT: LEAs distrust the data, this could be an issue

Thoughts?



Communicating about financial transparency: Wisconsin Policy Forum

Excellent example of how to talk about school spending. Brief covers:

- PPE calculation
- Context and variations in data
- Link between spending and outcomes

Promoted by policy groups and stakeholders

Note: Brief uses budget data NOT expenditure data

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Every Student Succeeds Act: A New Window on School Spending

Enacted in 2015, the Every Student Succeeds Act (ESSA) is the latest authorization of a 50-year-old federal education law that promotes equal opportunity for all students across the United States. Among its new provisions, ESSA requires states and school districts to report actual per-pupil expenditures by school and funding source. This carries both opportunities and risks for the state, districts, and schools. What will this new information be able to tell us, and what are its limitations?

The Every Student Succeeds Act (ESSA) is the latest version of the Elementary and Secondary Education Act, a federal law that was first enacted in 1965. ESSA builds on provisions in the previous version of the law, No Child Left Behind.

Among ESSA's key provisions is a new financial transparency requirement. Historically, in Wisconsin and in many other states, it has been possible to use publicly available school finance data to calculate average per-pupil spending at the *district* level. ESSA requires, for the first time, that states report actual spending *by school* in each district.

With this change comes both opportunities and risks for state policymakers and school leaders. It could facilitate data-driven policy solutions by offering a more reliable way to understand how resources are *actually* deployed and how such deployment affects certain schools or student groups. But the change also exposes districts to scrutiny that carries political and even financial risks.

How Will School-By-School Spending Figures be Calculated?

As part of a 39-state collaboration that will use a common reporting format, Wisconsin school districts and independent charter schools (hereafter, our use of "school districts" will include independent charter

schools) will submit school-level expenditure data to the Department of Public Instruction starting with spending for the 2018-19 school year. The data will come out twice a year – fall for budgeted expenditures (available now) and spring for final year-end actual expenditures (first slated for release in June 2020). The school-level data will be broken out in three ways:

Location of expenditure (school versus centralized/ district costs):

School districts will submit itemized costs based on where the spending occurs – at the school itself (or by the district on behalf of a specific school) or at the district level in support of all schools. Costs associated with activities within a particular school building include teacher and support staff compensation, supplies, and equipment. A school's share of its central district's costs could include such items as curricula, shared speech therapists, or administrative overhead. It is important to note that criteria for designating school site costs versus district costs allocated to all schools are not standard. School districts in Wisconsin have the discretion to make such determinations. This could result in substantial differences, especially between large and small districts.

Funding source: Both school and centralized or district costs will be further broken out into two categories of funding sources – federal funding (commonly earmarked for low-

income students or students with disabilities) or state and local funding combined. State and local funds include such sources as property taxes, state aids, state grants, private grants, and donations.

Exclusions: These are non-routine expenditures outside of the district's main operations or instructional programs that do not affect any specific school or are not part of annual, ongoing costs to educate students. They will be itemized and reported out separately but are not included in the school-level per-pupil calculation. They include such items as capital projects, debt service, food service, community recreation programs, and trust funds.

A total per-pupil expenditure figure for each school is the sum of two numbers: 1) costs at the school level divided by that school's enrollment; and 2) per-pupil district-wide costs. This total per-pupil spending figure is the number that likely will attract the most public attention.

Context is Key: Why Variations Might Exist

Notably, schools within the same district may show different per-pupil spending levels. Reasons for such spending variations may include:

Intended variances caused by deliberate efforts to channel more resources to students who have more

Wisconsin Policy Forum

<https://wispolicyforum.org/focus/every-student-succeeds-act-a-new-window-on-school-spending/>



State questions

Alaska and Massachusetts: How are other states promoting district conversations linking school financials with outcomes?

Edunomics Lab: Array spending with outcomes!

- *2 states array spending and outcomes: AR and IL*
- *1 state provides an efficiency star rating: GA*
- *3 states provide a file with spending and outcomes data: MA, ME, TX*
- *3 states have plans to create an internal site that array spending and outcomes (need login): CT, DC, IN*

Others? Chat us!



State questions

Alaska:

In Alaska funds that are transferred from one district to another are excluded. How do other states approach the transfer of dollars between districts?

Edunomics lab: We suggest counting the \$ where students are counted

Impact aid and Medicaid are counted as state and local expenses, not federal. Should **e-rate** also be counted as a state/local expense?

Open time – other questions?



School by School Spending Checklist

Student demographics alongside PPE

Enables comparisons among schools *within* a district

Enables comparison among similar schools *across* districts

Arrays spending with student outcomes by school

Link to methodology

Downloadable data for entire state

User can submit questions/feedback to agency

School or district narrative

Certificate in Education Finance

GEORGETOWN UNIVERSITY



HOUSTON
JAN 29-30



SEATTLE
FEB 5-6



SAN FRANCISCO
FEB 11-12



E EDUNOMICS
LAB The Study of Education Finance



REGISTER AT
mccourt.georgetown.edu/cef

We have scholarships available for SEA staff!!

Resources

1. Accessing, Validating and Communicating about your Data: https://statesupportnetwork.ed.gov/system/files/financial_transparency_community_of_practice_cop_key_slides.pdf
2. Advancing System Productivity Series: <https://edunomicslab.org/2016/02/22/1596-2/>
3. Wisconsin Policy Forum: <https://wispolicyforum.org/focus/every-student-succeeds-act-a-new-window-on-school-spending/>
4. Data Hub: <https://edunomicslab.org/our-research/financial-transparency/#schoolSpending>
5. Resource Allocation Reviews: <https://edunomicslab.org/2019/09/25/appendix-a-sample-data-report/>



Next FiTWiG Meeting!

Got questions? We're here!
March 2020
1:00 pm ET

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