



## School Spending and Outcomes Snapshot Tool

Data Visualizations That Work

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Photo is for illustrative purposes only.  
Any person depicted in the photo is a model.

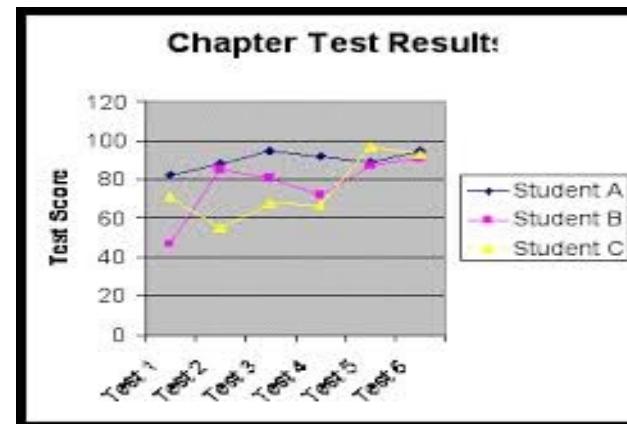
**Q:** Who decides how to spend the public dollars we have for schools?

**A: School boards together with district leaders make those decisions!**

**YET**

Most make those decisions without reliable, relevant data on how existing dollars are deployed and what effect those dollars are having on students.

Outcomes by school



Spending by school



# Federally-funded data pilot brought school-by-school financial displays to 26 districts to learn what works.



What data visualizations fuel thoughtful and productive conversations on equity, resource allocation and school improvement?

# Using Financial Data to Improve Equity and Outcomes

The School Spending & Outcomes Snapshot allows users (e.g., school leaders, parents, and advocates) to explore spending and outcomes data in their communities to better understand financial equity and outcomes in their school communities.

**With these displays users can:**

- Examine spending patterns and compare spending across schools.
- Start conversations at the school- and/or district-level about how spending patterns are or are not related to student outcomes.
- Consider policies or practices that can help schools improve spending and outcomes.

This NEW one-stop tool provides needed data in tested visualizations and resources to drive productive conversations about improving education.

School Spending & Outcomes Snapshot

## School Spending & Outcomes Snapshot

You may need to scroll to the right to see all schools. Some schools have been excluded. To learn more, read our [Frequently Asked Questions](#) or [Excluded Schools List By State](#).

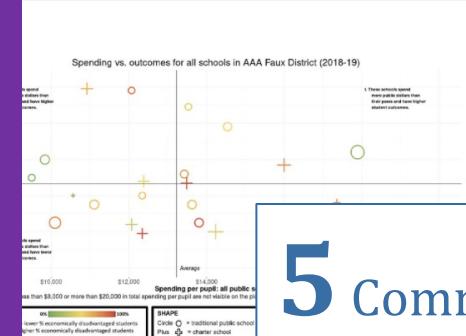
Users can explore four comparison displays, select one of the following to learn more.

Display 1

Display 2

Display 3

Display 4



Background

5 Comms training helps leaders gain comfort in engaging in data and exploring solutions.

**Get Started:**

Select a state

New York

Select a district

ROME CITY SCHOOL DISTRICT

Use backspace to search

Select a comparison

#1 Spending Across Schools

**Customize:**

Select a grade band

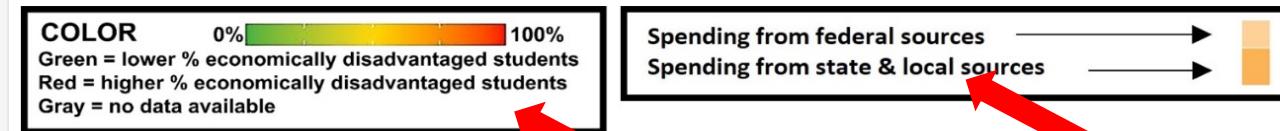
- Elementary
- High
- Middle

Change color palette

Green to Red

**Print my report:**

- Click here to optimize the picture, then click the download button to save and print the file from your desktop

**ROME CITY SCHOOL DISTRICT spending per student by school (2018-2019)**

Are our highest poverty schools getting proportionally more \$?



**1** Most district/school leaders are not yet interacting with school-by-school financial data.  
 (The pilot was the first time.)

**Display 1****Display 2****Display 3****Display 4**

**Get Started:**

Select a state

Illinois

Select a district

SD U-46

Use backspace to search

Select a comparison

#1 Spending Across Schools

**Customize:**

Select a grade band

Elementary

High

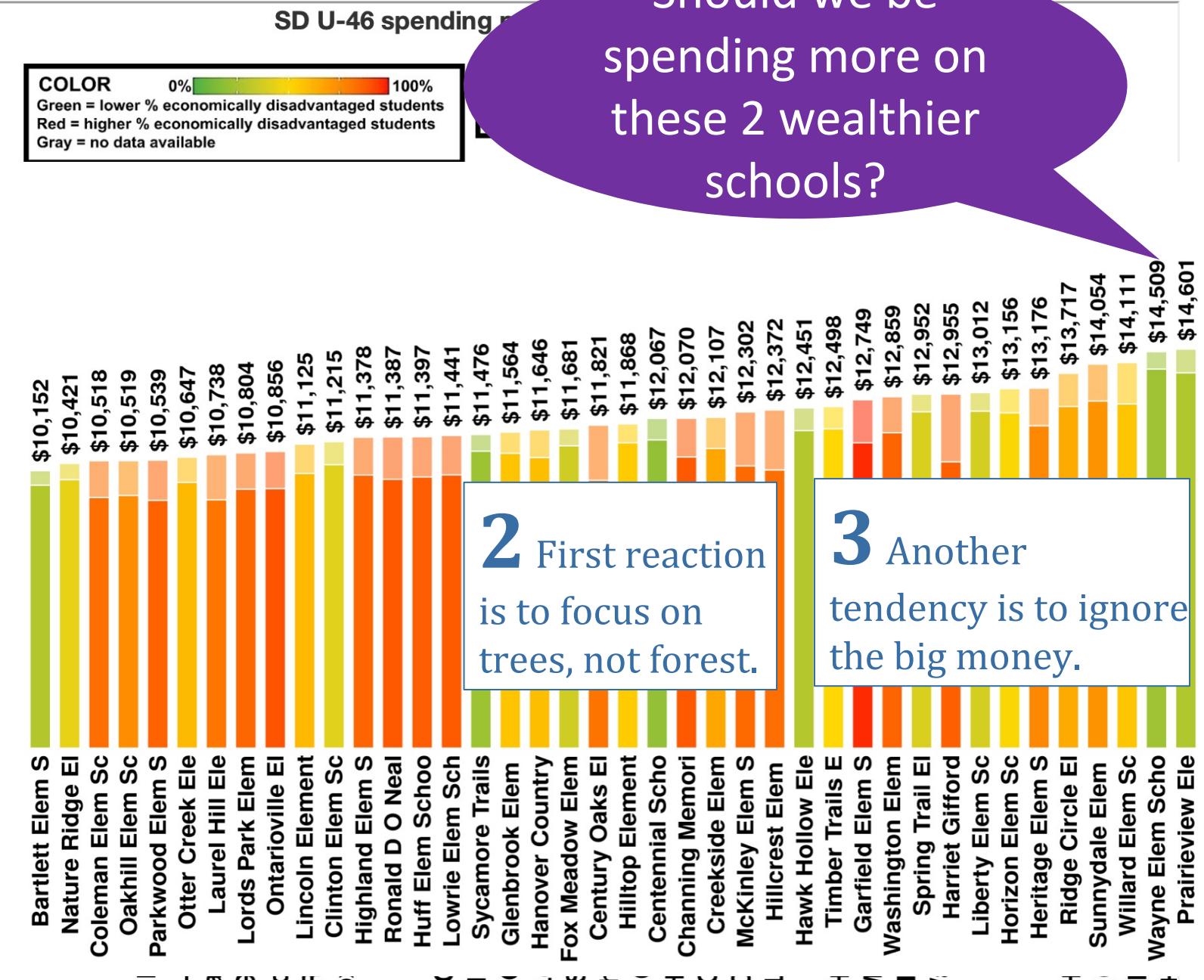
Middle

Change color palette

Green to Red

**Print my report:**

Click here to optimize the picture, then click the download button to save and print the file from your desktop



Should we be spending more on these 2 wealthier schools?

2 First reaction is to focus on trees, not forest.

3 Another tendency is to ignore the big money.

## POLL: What do you suspect will draw the most attention?

- A. Across-the-board patterns will surprise folks. “Why are we seeing this for the first time?”
- B. Uneven spending that is the result of uneven teacher salaries across schools
- C. Special programs/magnets drive up per-pupil costs at one or more schools
- D. Lower-needs schools getting less money
- E. Small or under-enrolled schools with higher costs per pupil
- F. Other (tell us in the chat).

**Display 1****Display 2****Display 3****Display 4****Get Started:****Select a state**

Wisconsin

**Select a year**

2018-2019

**Select a district**

Green Bay Area Public School District

**Select a comparison**

#2 Spending vs. Outcomes for All Schools in Your District

**Customize:****Select a grade band**

- Elementary
- High
- Middle

- Show school names

- Highlight a school

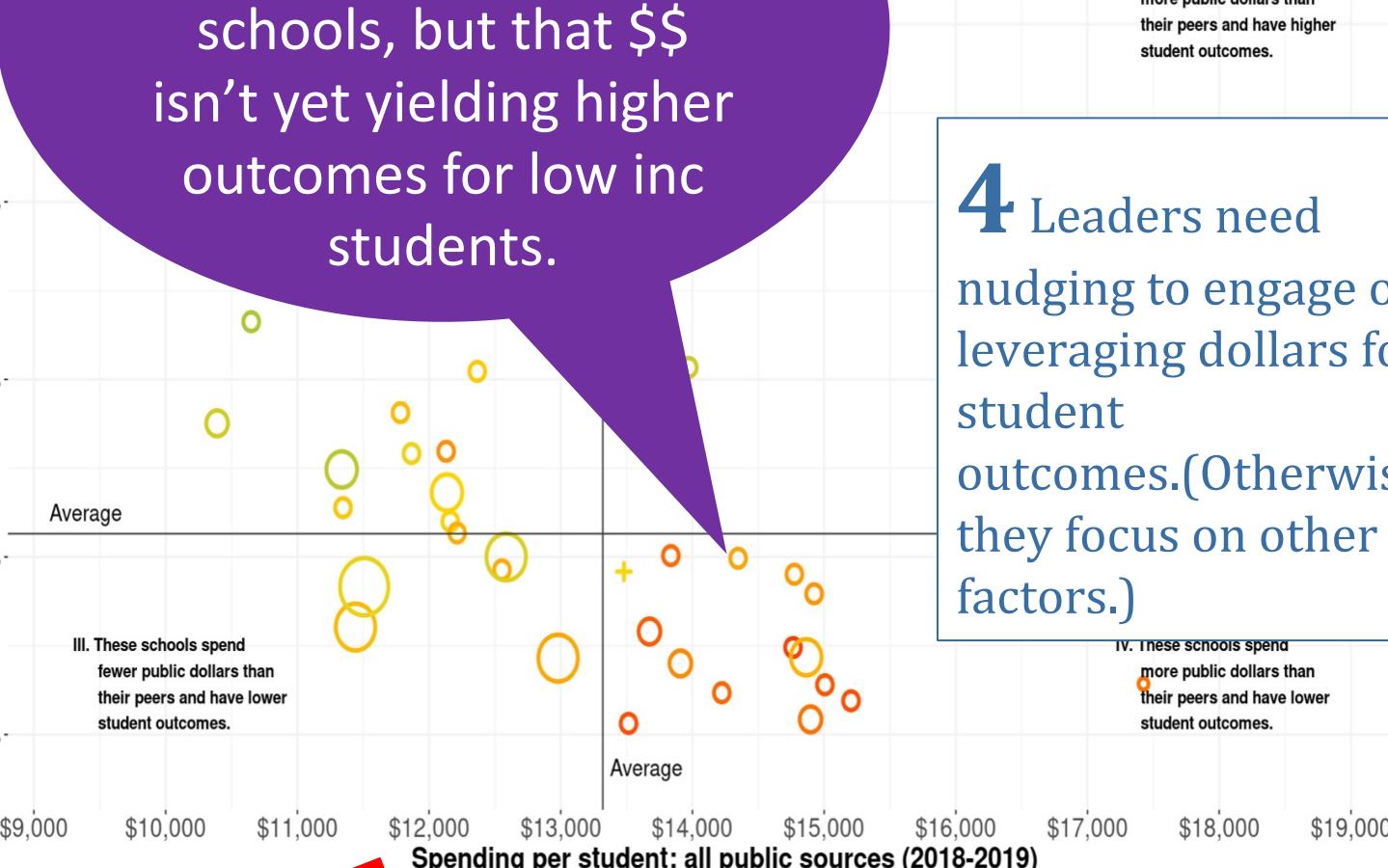
- Remove corner labels

**Change color palette**

Green to Red

**Print my report:**

- Click here to optimize the picture, then click the download button to save and print the file from your desktop

**% Proficient - ELA & Math Combined (2018-2019)**

Green Bay is doing a good job of getting more \$ to highest pov schools, but that \$\$ isn't yet yielding higher outcomes for low inc students.

**Green Bay Area Public School District**

- I. These schools spend more public dollars than their peers and have higher student outcomes.

**4** Leaders need nudging to engage on leveraging dollars for student outcomes.(Otherwise they focus on other factors.)

- IV. These schools spend more public dollars than their peers and have lower student outcomes.

**Get Started:**

Select a state

Wisconsin

Select a year

2018-2019

Select a district

Sheboygan Area School District

Use backspace to search

Select a comparison

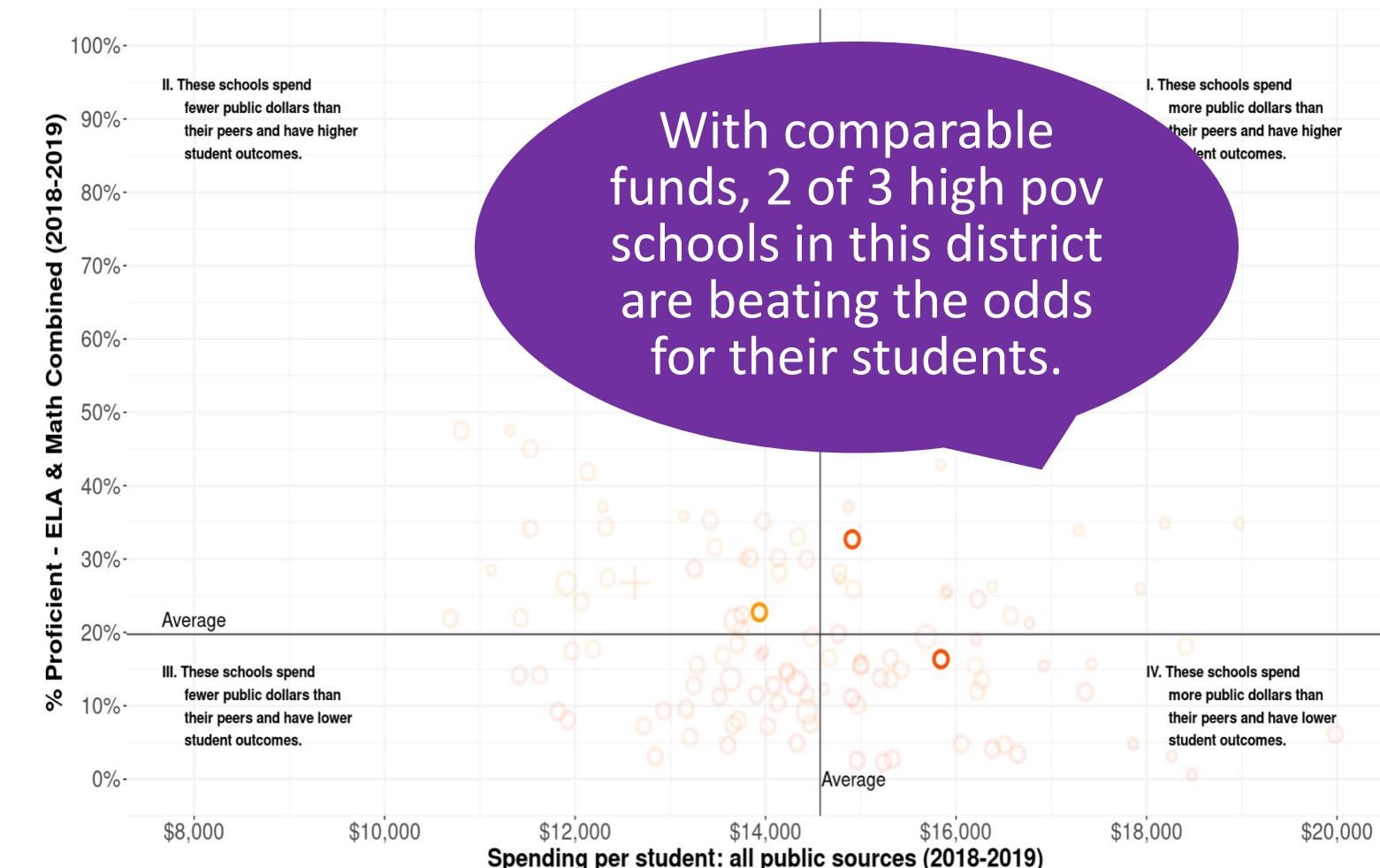
#3 Elem. School Comparison

**Customize:** Show school names Highlight a school Remove corner labels**Change color palette**

Green to Red

**Print my report:**

Click here to optimize the picture, then click the download button to save and print the file from your desktop

**Sheboygan Area School District Elementary Schools (darkened) Compared to Similar Schools in the State (70% - 100% poverty)**

**COLOR**      0% 100%  
 Green = lower % economically disadvantaged students  
 Red = higher % economically disadvantaged students  
 Gray = no data available

**SHAPE**  
 Circle = traditional public school  
 Plus = charter school

**SIZE**  
 Larger the circle or plus sign = the larger the school enrollment

**Get Started:**

Select a state

North Carolina

Select a year

2018-2019

Select a district

Durham Public Schools

Use backspace to search

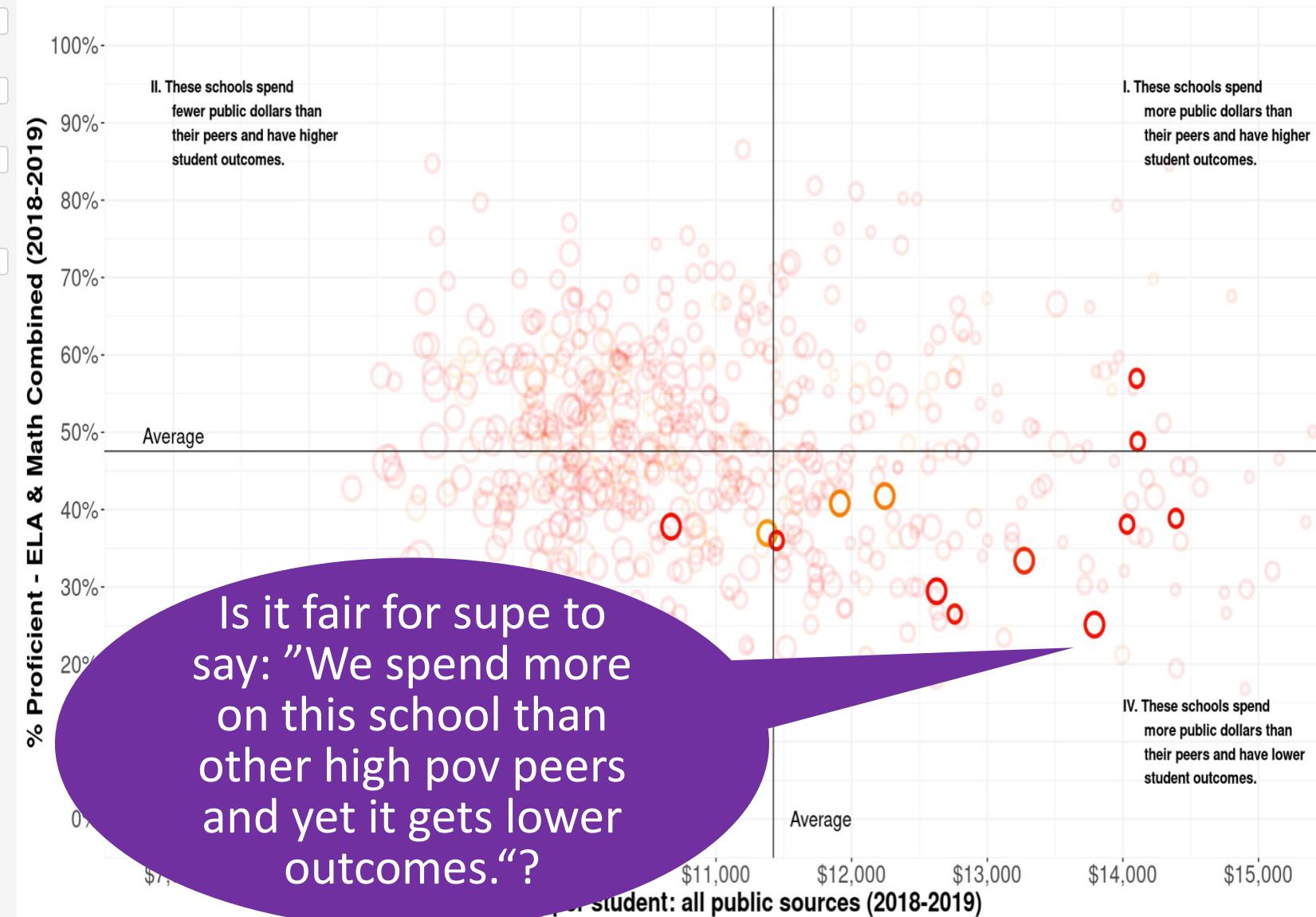
Select a comparison

#3 Elem. School Comparison

**Customize:** Show school names Highlight a school Remove corner labels

Change color palette

Green to Red

**Print my report:** Click here to optimize the picture, then click the download button to save and print the file from your desktop**Durham Public Schools Elementary Schools (darkened) Compared to Similar Schools in the State (70% - 100% poverty)**

## Bellingham School District Elementary Schools (darkened) Compared to Similar Schools in the State (50% - 80% poverty)

### Get Started:

#### Select a state

Washington

#### Select a year

2018-2019

#### Select a district

Bellingham School District

Use backspace to search

#### Select a comparison

#3 Elem. School Comparison

### Customize:

Show school names

Highlight a school

Remove corner labels

#### Change color palette

Green to Red

### Print my report:

Click here to optimize the picture, then click the download button to save and print the file from your desktop



**COLOR** 0% 100%  
Green = lower % economically disadvantaged students  
Red = higher % economically disadvantaged students  
Gray = no data available

**SHAPE**  
Circle = traditional public school  
Plus = charter school

**SIZE**  
Larger the circle or plus sign = the larger the school enrollment

**Get Started:**

Select a state

Select a year

Select a district

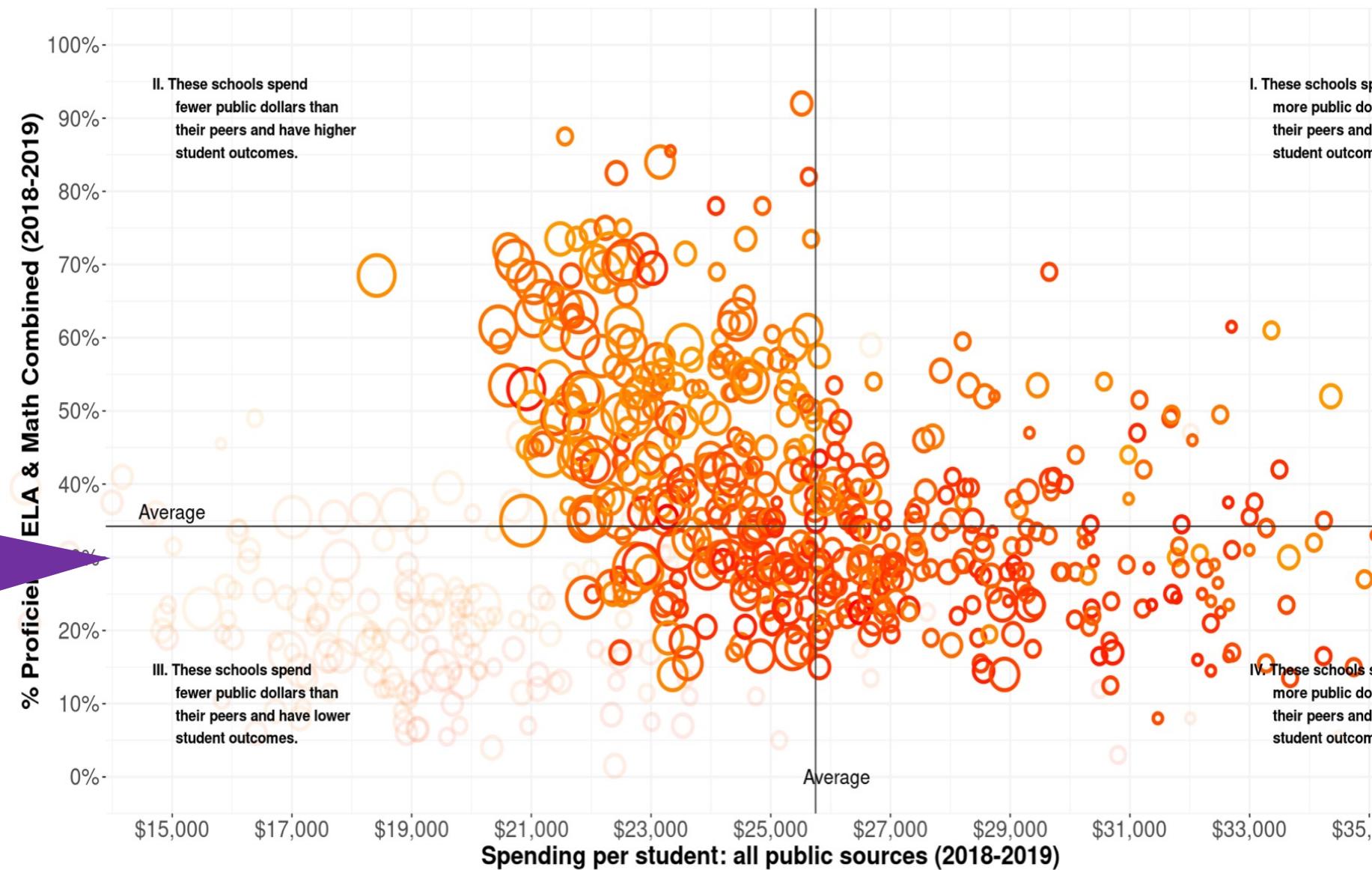
Use backspace to search

Select a comparison

**Customize:**

Higher spending on very small schools doesn't seem to be yielding value for students

## NEW YORK CITY (GEOGRAPHIC DISTRICTS #1-32) Elementary Schools (darkened) Compared to Similar Schools State (70% - 100% poverty)



**Display 1****Display 2****Display 3****Display 4****Get Started:**

Select a state

California

Select a year

2018-2019

Select a district

San Diego Unified

Use backspace to search

Screenshot Comparison

#4 High School Comparison

 Show school names Highlight a school Remove corner labels**Change color palette**

Green to Red

**Print my report:** Click here to optimize the picture, then click the download button to save and print the file from your desktop**San Diego Unified High Schools (darkened) Compared to All High Schools across the S**

**Display 1****Display 2****Display 3****Display 4****Get Started:**

Select a state

Washington

Select a year

2018-2019

Select a district

Bremerton School District

Use backspace to search

Select a comparison

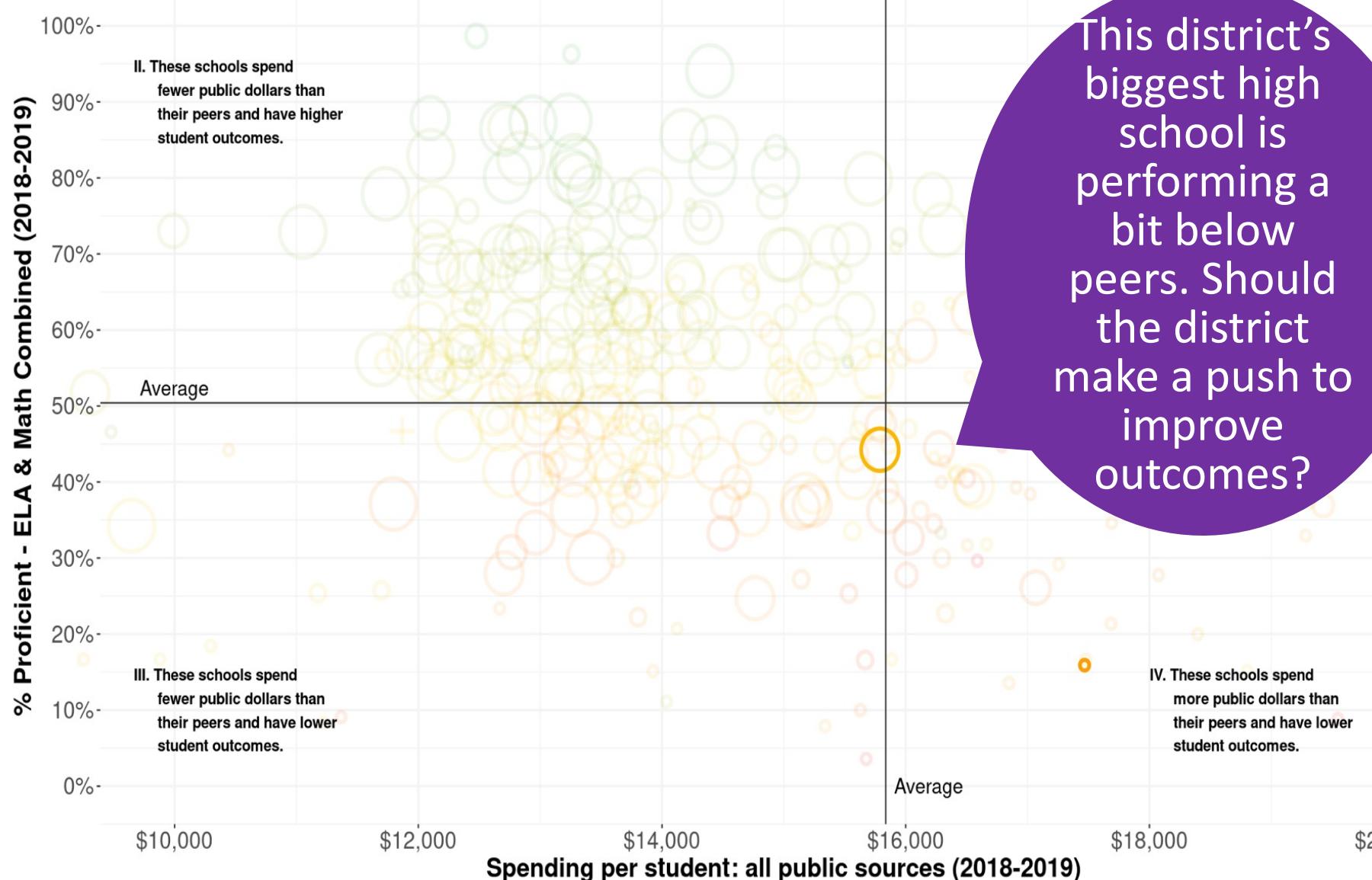
#4 High School Comparison

 Show school names Highlight a school Remove corner labels**Change color palette**

Green to Red

**Print my report:**

- Click here to optimize the picture, then click the download button to save and print the file from your desktop

**Bremerton School District High Schools (darkened) Compared to All High Schools across the State**

# Common pitfalls when talking about data

- Focusing solely on what we don't know
  - “We'd need to know what programs the school implemented.” “Is there a problem with teacher hiring?”  
“How well did they perform the year before?”
- Focusing only on metrics, e.g. flaws/details
  - “Tests don't measure everything -- including mental well-being” and “Does this adjust for special ed?”
- Avoiding saying the obvious
  - \*Crickets\* vs “Our larger investments in this school aren't working for students.”
- Giving explanations that don't acknowledge that the districts made spending choices
  - “This school costs more per student because it's smaller” vs “The district chose to subsidize smaller schools with one-per-school staffing”

## When THIS happens: Here's what district leaders can say or do:

1. District leader:  
“YIKES! I don’t know how this happened or how to fix it.”
  
2. School board member: “Wow teacher seniority seems to be driving up spending at some of our schools”.

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/board to explore how to best deploy our limited funds to do the most for all the district’s students.
  
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 with 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.

## When THIS happens (cont.)

3. Parent: “Why is the magnet school so expensive?”

4. Parent: “Why is the district giving money to higher-poverty schools?”

5. Principal: “If the school is so small, why is it so expensive per student?”

## Here's what district leaders can say:

3. The extra funds we've been applying to our special programs do leave fewer dollars for other schools. This is good time to explore whether there are ways to protect those programs without drawing funds from other schools and students.

4. Our approach to equity means delivering more resources to students with higher needs. Going forward, we'll try to make that clear by clarifying allocations by student type.

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.

# CHAT: How/when would you use these data?

- A. School district budgeting!!!
- B. SEA led “Resource Allocation Reviews”
- C. In work with school board and community on spending tradeoffs.
- D. ARP ESSER allocations
- E. Managing performance of schools and principals.
- F. Explore equity at all levels of the state system
- G. Other ideas?

# Looking Ahead

Newer data sooner



Additional filters

- Performance measures (e.g., growth)
- Student types (e.g., EL)
- Multiple years of data

# Questions?

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A large, semi-transparent blue arrow shape points from the bottom left towards the top right, covering the background image of students in a classroom.

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