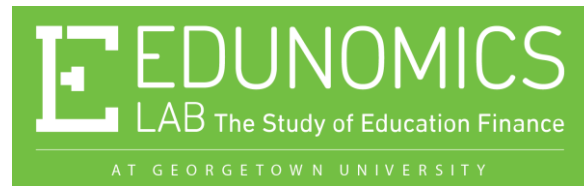


Soon-to-be released: A motherlode of school finance data.

Are you ready?



April 17, 2019
Marguerite Roza



*Welcome!
As we get
started, please
read the
scenario to the
right and share
any thoughts
via the CHAT
box.*

*Could this be a
headline in your
community?*

Headline: District shortchanges low-income school

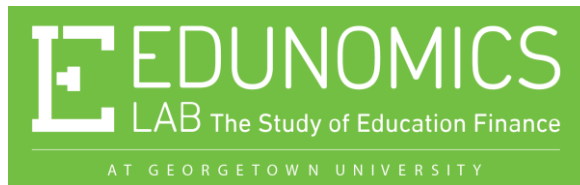
- Two schools in the same district and cover the same grade levels
- Both schools have similar student enrollment and student populations, including special needs students
- School A: in a more affluent area of the district, small percentage of children receiving free or reduced meals.
- School B: in a less affluent area of the same district, significantly more students receiving free or reduced meals.
- School A's per-student expenditures are significantly higher than School B.

Soon-to-be released: A motherlode of school finance data.

Are you ready?



April 17, 2019
Marguerite Roza
MR1170@georgetown.edu



On average, how much is spent per pupil in K-12 education including all public funds?

How much is spent per student at your school?

Is that more or less than other schools in your same district?

Is that more or less than other schools with similar student demographics?

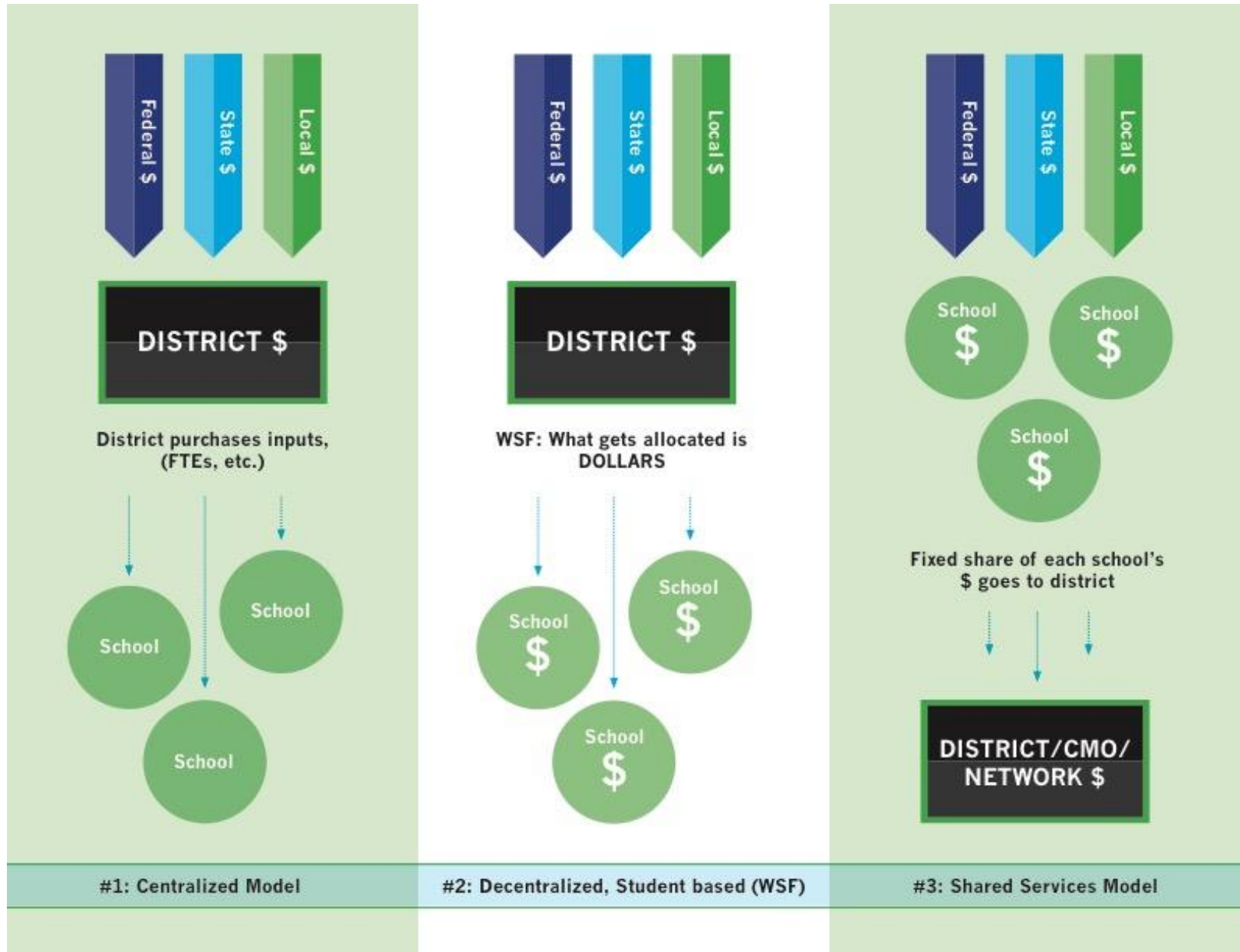
Who decided how to spend that money?

Technically, the answer is: **school boards**.

That said, district leaders submit the spending plan, and the board approves it.



Three models of how resources get to schools.



Which would your teachers prefer?

Choose one:

A. \$5K pay raise

B. 2 fewer students in each class they teach

Choose one:

A. \$5K pay raise

B. 1/5 of an aide

Choose one:

A. \$5K pay raise

B. 3.5 hours more prep time per week

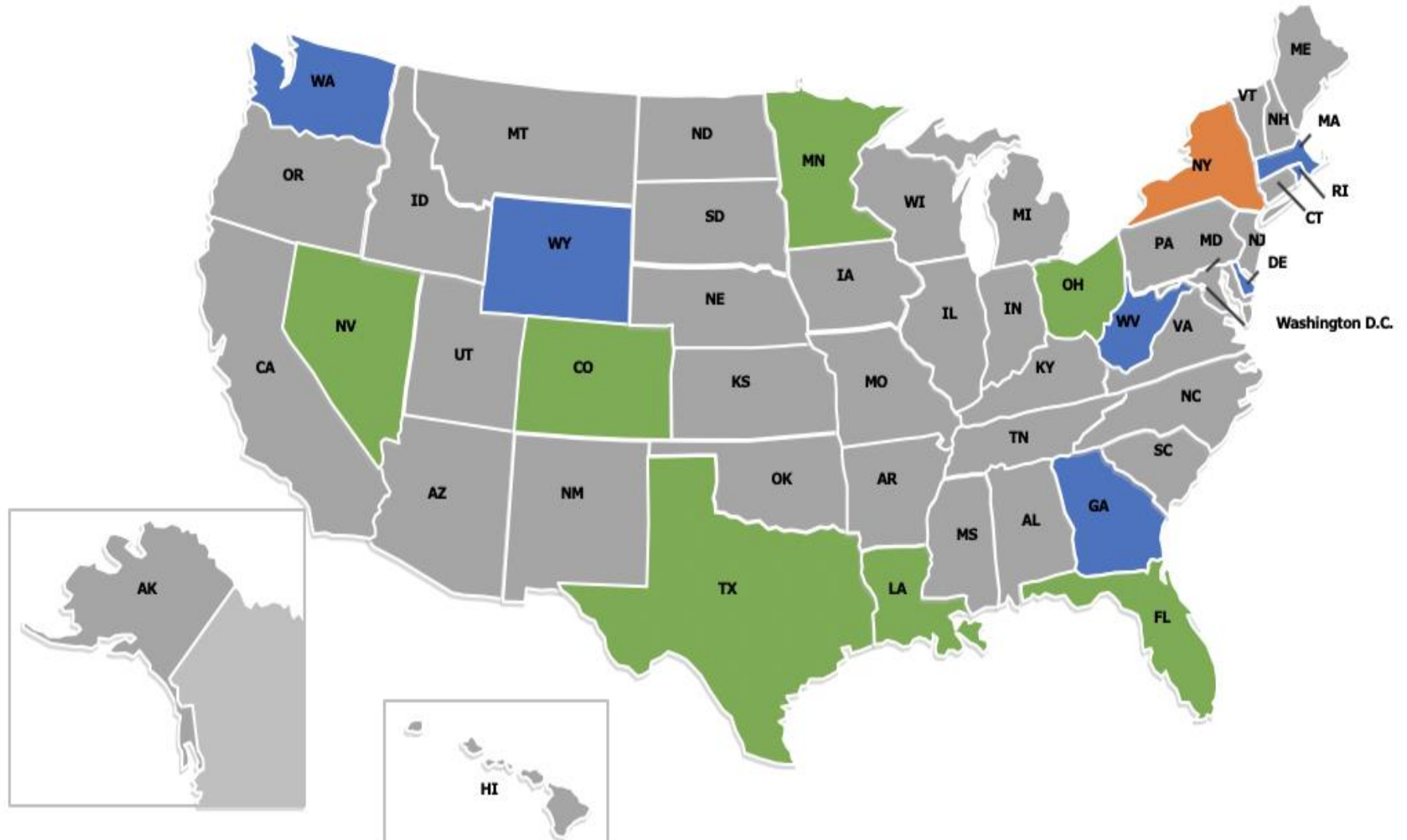


ESSA –
includes a
new
requirement
to report
spending
by school!

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



Equity

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THE WORLDS BEST SELLING NATIONAL NEWSPAPER

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Monday 5th June

City District Spends More On Affluent Schools

Equity

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City District
Spends More On
Affluent Schools
(because teacher salaries are
higher)

Equity

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District STEM school
spends double the
district avg.

Efficiency/Tradeoffs

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Buck Elem. Gets Same
PPE, Makes Tradeoffs to
Support Summer Learning

Efficiency/Tradeoffs

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THE WORLDS BEST SELLING NATIONAL NEWSPAPER

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Monday 5th June

Principal Wants Smaller
Central Office and More
Cash at School Bldg.

Spending by school

		Central District			Valley District			Charterama LEA
		Maple Elem.	Ceder Elem.	LEA Avg.	Green School	River Academy	LEA Avg.	
Site Level								
A	Federal	\$1,101	\$432	\$554	\$301	\$614	\$401	\$1,101
B	State/Local	\$8,722	\$7,759	\$7,861	\$5,493	\$7,112	\$6,626	\$11,619
C	Site Level total	\$9,823	\$8,191	\$8,415	\$5,794	\$7,726	\$7,027	\$12,720
Site's Share of Central								
D	Federal	\$421	\$421	\$421	\$589	\$589	\$589	N/A
E	State/Local	\$4,597	\$4,597	\$4,597	\$5,573	\$5,573	\$5,573	N/A
F	Site's Share of Central total	\$5,018	\$5,018	\$5,018	\$6,162	\$6,162	\$6,162	N/A
G	Grand Total	\$14,841	\$13,209	\$13,433	\$11,956	\$13,888	\$13,189	\$12,720

Productivity / ROI

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Issue: 240104

THE WORLDS BEST SELLING NATIONAL NEWSPAPER

Est - 1965

First Edition

Monday 5th June

Blakely MS Has Same
Per Student \$ as Peers, But
Students Learn More.

Productivity / ROI

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Issue: 240104

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Est - 1965

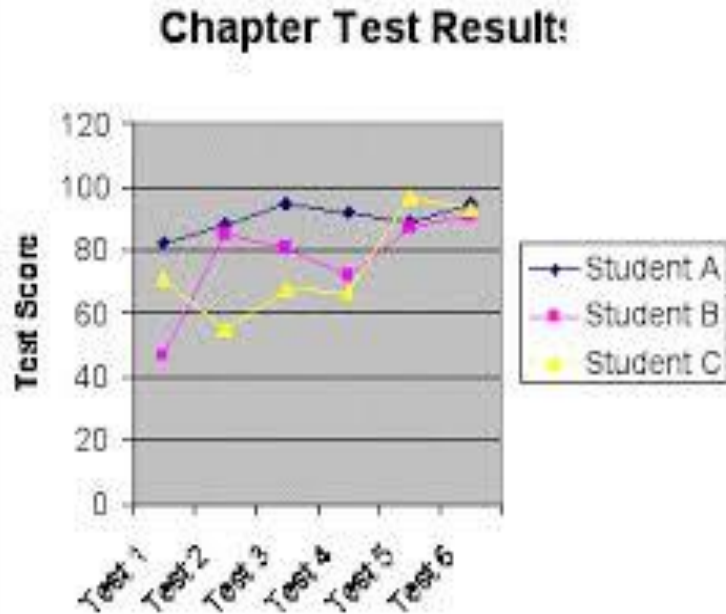
First Edition

Monday 5th June

Pop Elementary Spends More but Students Continue to Fail

Outcomes by school

Spending by school

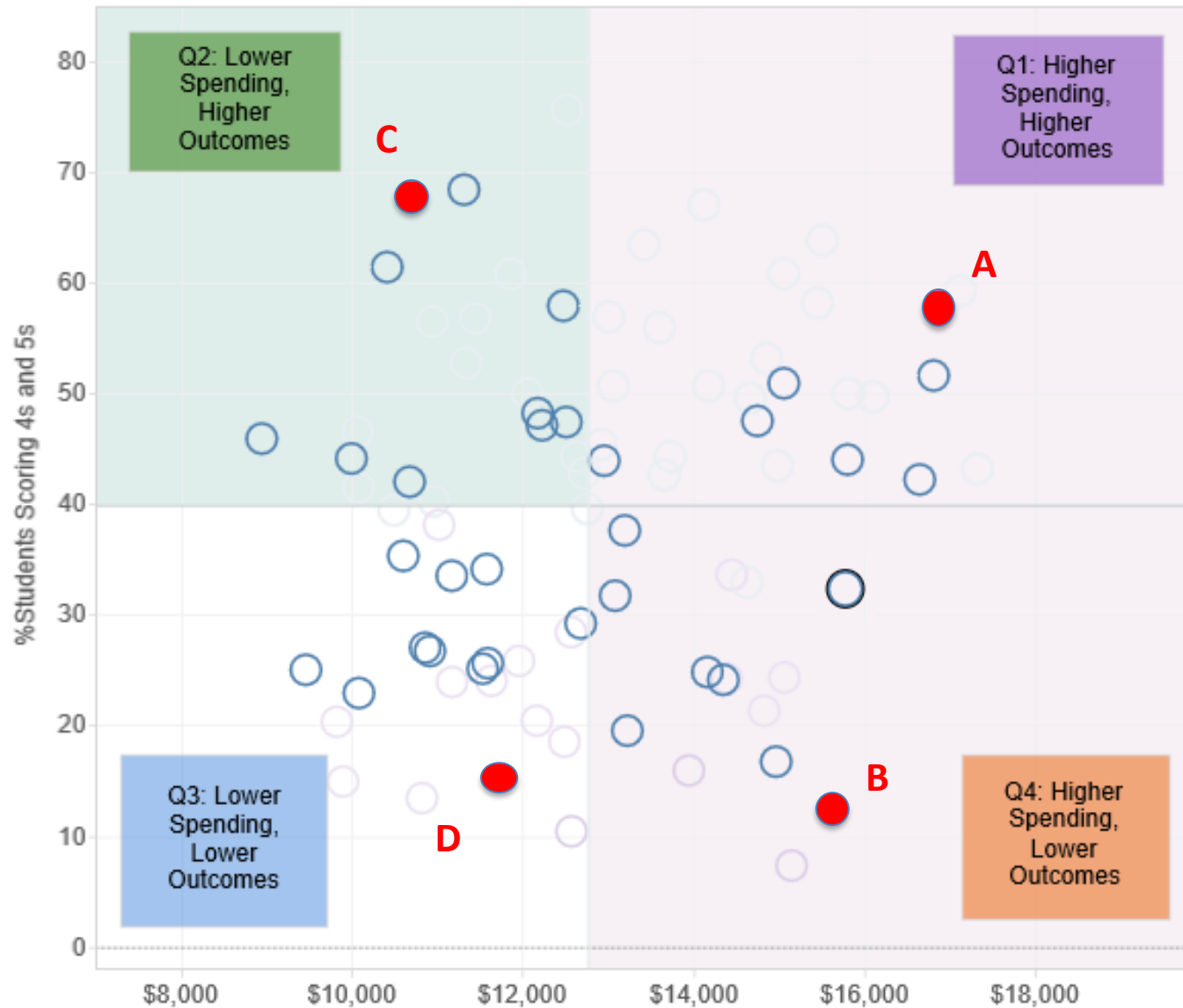


+



Student Outcomes

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

Saylesville ES (170-3112)

Lincoln

Q1: Higher Spending, Higher Outcomes

\$ Spent by Student: \$16,649

#Students: 255

#ELL: 6

#FRL: 83

#SpEd: 53

Overall:

ELA: 60.90

Math: 42.20

Growth:

When the data are released,
Who they gonna call?

Principals!

Interviews with principals/district leaders about school spending...

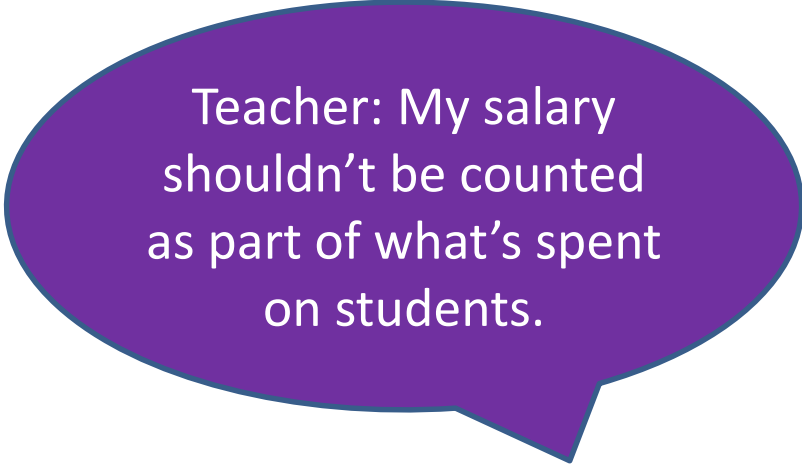
District Leader: We give extra staff to our higher needs schools, but they don't know that. They assume all schools have what they have.

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

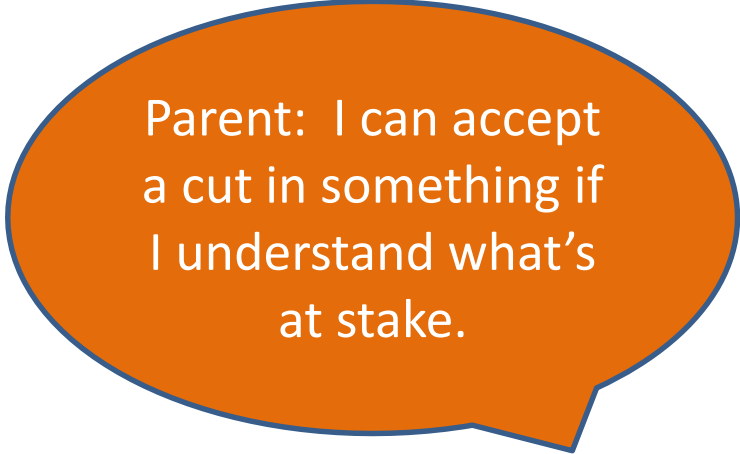
Principal: I don't get as much \$ as other schools in the district because my school is in a neighborhood with lower property values.

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

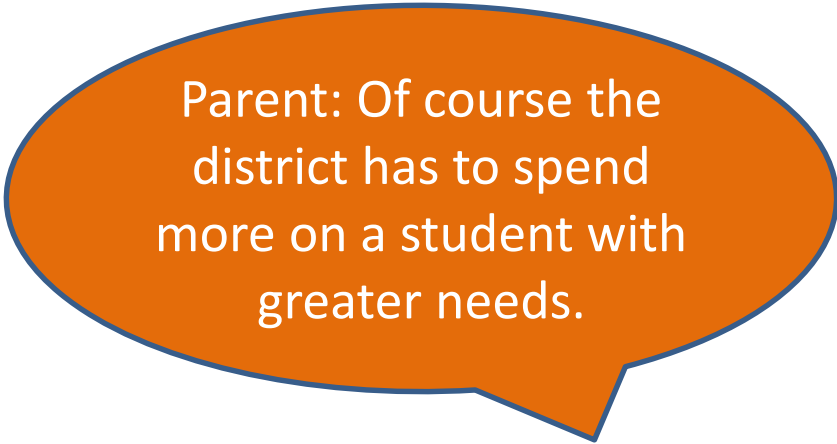
Interviews, cont.



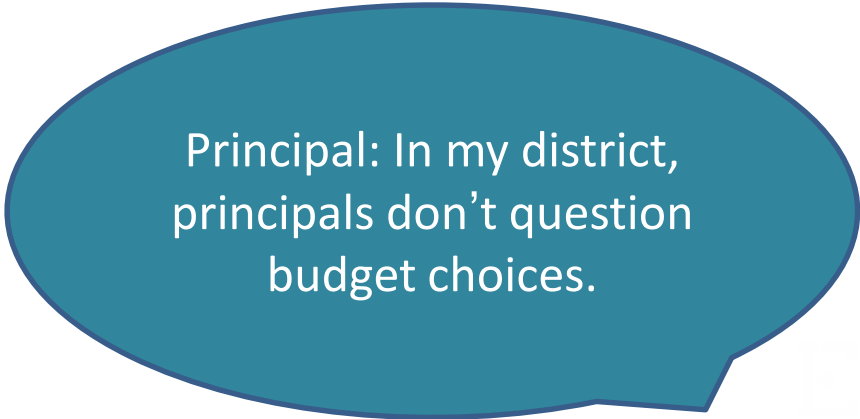
Teacher: My salary shouldn't be counted as part of what's spent on students.



Parent: I can accept a cut in something if I understand what's at stake.



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



Principal: In my district, principals don't question budget choices.

Poll:

The CFO calls with an extra **\$85,000** for your school for the coming school year. The CFO wants to know which option you (as principal) prefer:

OPTION A: Add one FTE

OPTION B: Use the \$85K as stipends
to add time for current staff

New research on messaging re finance

- Lots of distrust regarding school financial info.
- Parents/teachers are more likely to trust their principals on \$ issues.
- When asked about expenditures, principals think in terms of non-labor costs.
- All financial communication should reference students (and what XX will do for students).
- Parents, teachers and principals are comfortable spending more on high needs students. “Fair” is received better than “Equitable”
- Community (and teachers) want to hear about financial info in a format that allows for them to weigh in.
- Communication that sites evidence/research should acknowledge local context to be trusted. Avoid business lingo. Citing dollar figures improves credibility.

Don't say:

- x Reallocation
- x Efficiency
- x Do more with less
- x Acknowledge a cut as just that: a cut.
- x "We were told we had to..."

Do say:

- ✓ Leveraging dollars to do more for students.
- ✓ Link discussion to STUDENTS
- ✓ Admit the tradeoff: "we could have done XX or YY and we chose YY because it helps us do ZZ for students."
- ✓ Spending smarter
- ✓ Communicate with \$ amounts
- ✓ We have the flexibility to make tradeoffs that meet the needs of our students.

Certificate in Education Finance

Finance Strategy, Policy & Leadership

TWO-DAY RESIDENCY
June 19-20, 2019 in DC

Virtual classes every
other Thursday
following the
residency through Oct.



mccourt.Georgetown.edu/cef

Questions?

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