

Maximizing Resources for Student and School Success

New York Education Reform
Commission

November 22, 2013



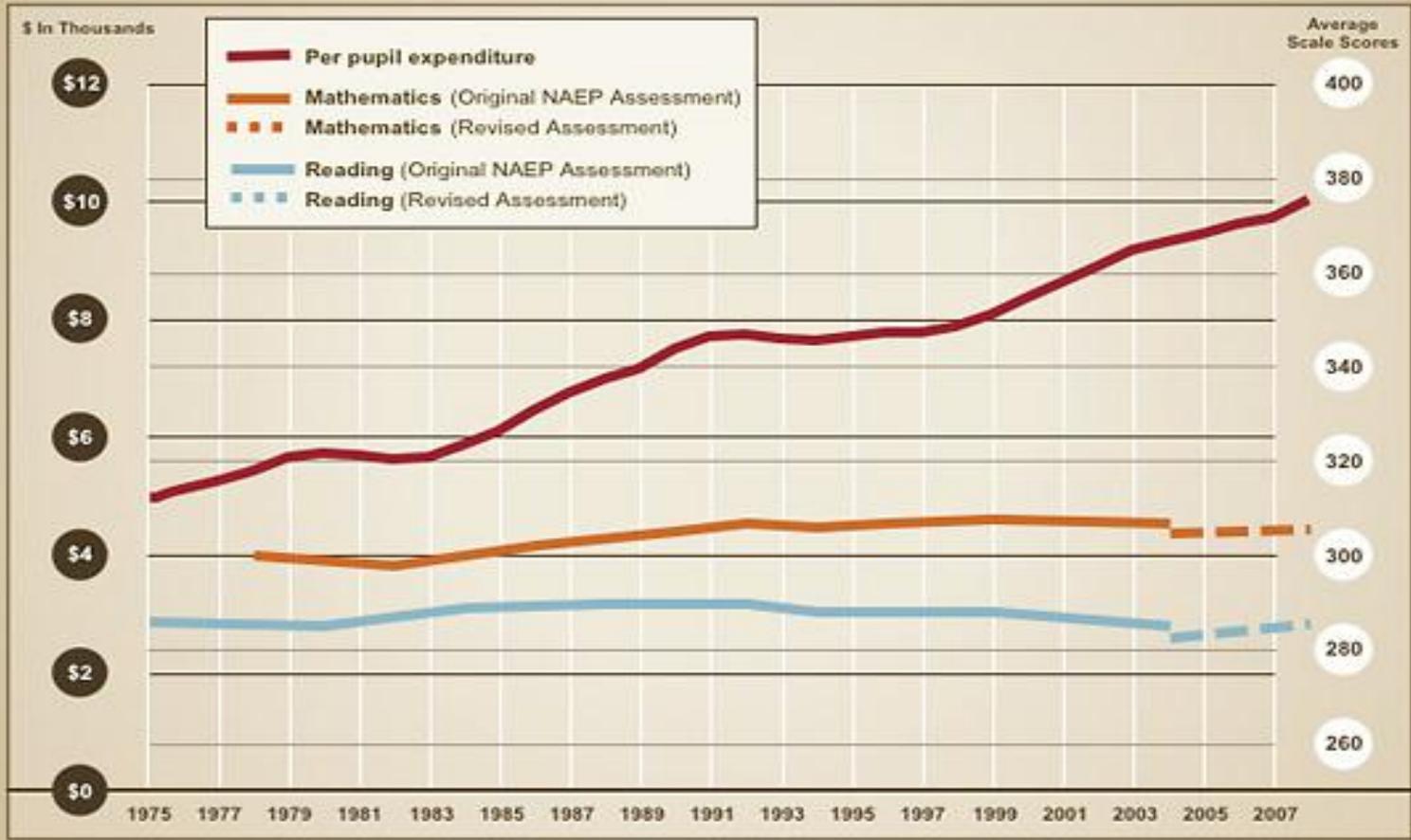
education**first**







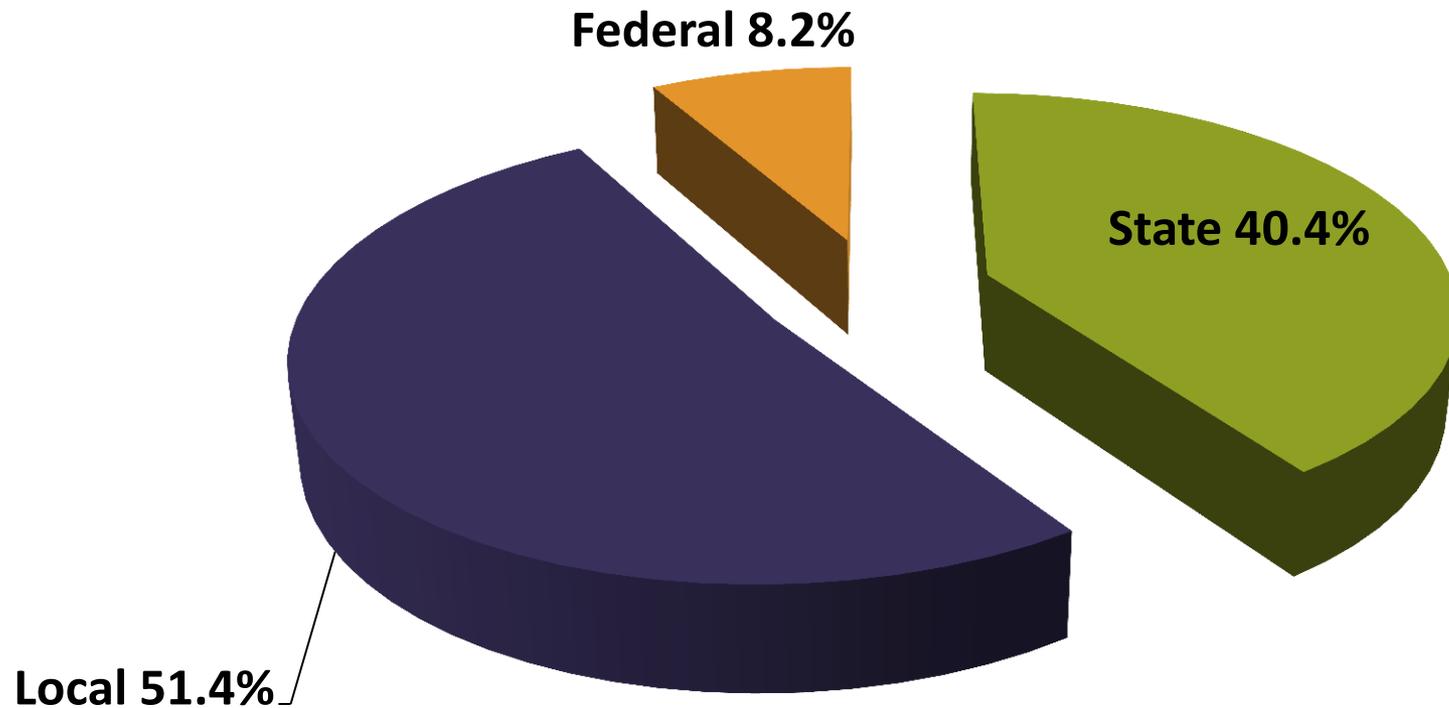
How Much We've Been Spending VS. How Well We've Been Doing





NY Public Schools – a \$57 Billion Business

(FY 2011)





Comparison Statistics

	Expenditure per Pupil – Adjusted - 2010	% Taxable Resources	Quality Counts Achievement Ranking–2011
New York	\$16,239 (5 th)	4.6% (4 th)	24 th
New Jersey	\$15,384 (6 th)	4.9% (2 nd)	2 nd
Pennsylvania	\$13,356 (15 th)	4.2% (10 th)	7 th
Vermont	\$18,924 (1 st)	5.8% (1 st)	4 th
Connecticut	\$14,273 (10 th)	4.1% (14 th)	16 th
Massachusetts	\$13,507 (14 th)	3.8% (20 th)	1 st
Rhode Island	\$14,571 (8 th)	4.1% (14 th)	19 th
U.S.	\$11,824	3.7%	-----



Highest and Lowest Spending Districts are Both Affluent, Excellent

JANUARY 16, 2012 | 6:00 AM

BY IDA LIESZKOVSKY

8 Comments

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In Ohio, much has been said and written about the difference between affluent school districts and poor school districts. New rankings that show how much money districts spend per student add another...



About StateImpact

StateImpact Ohio WKSU, WOSU and Ida Lieszkovskaya discuss the state of education and how it affects the state and listen to the voices across Ohio.

Learn More » Support



Featured Post

Compared Avon Local (\$7,800 per pupil) with Orange City (\$21,000 per pupil) – both rated “excellent with distinction”

- 8 of the lowest 10 spending districts (\$7,725 per pupil and lower) are rated “Excellent;” none are rated less than “Effective.” (Highest poverty percentage is 39%.)
- 5 of the highest 10 spending districts (\$16,320 per pupil and higher) are rated “Excellent” or higher; 4 are rated “Academic Watch.” (All “Watch” district have poverty levels in excess of 60%)



So....if it's not about more money?

Every system is perfectly designed to achieve exactly the results it gets.

Systemic change is necessary to achieve better results.



Exciting Things Happening in NY

- New Standards
- New Curriculum Models
- New Assessments
- Robust Professional Development
- New Accountability Structures
- Teacher/Leader Evaluation
- New Investments in Early Childhood Education





Exciting Things Happening in NY

- But....reforms are CHALLENGING....and create anxiety
- And the fiscal climate is very fragile





Exciting Things Happening in NY

GOAL:

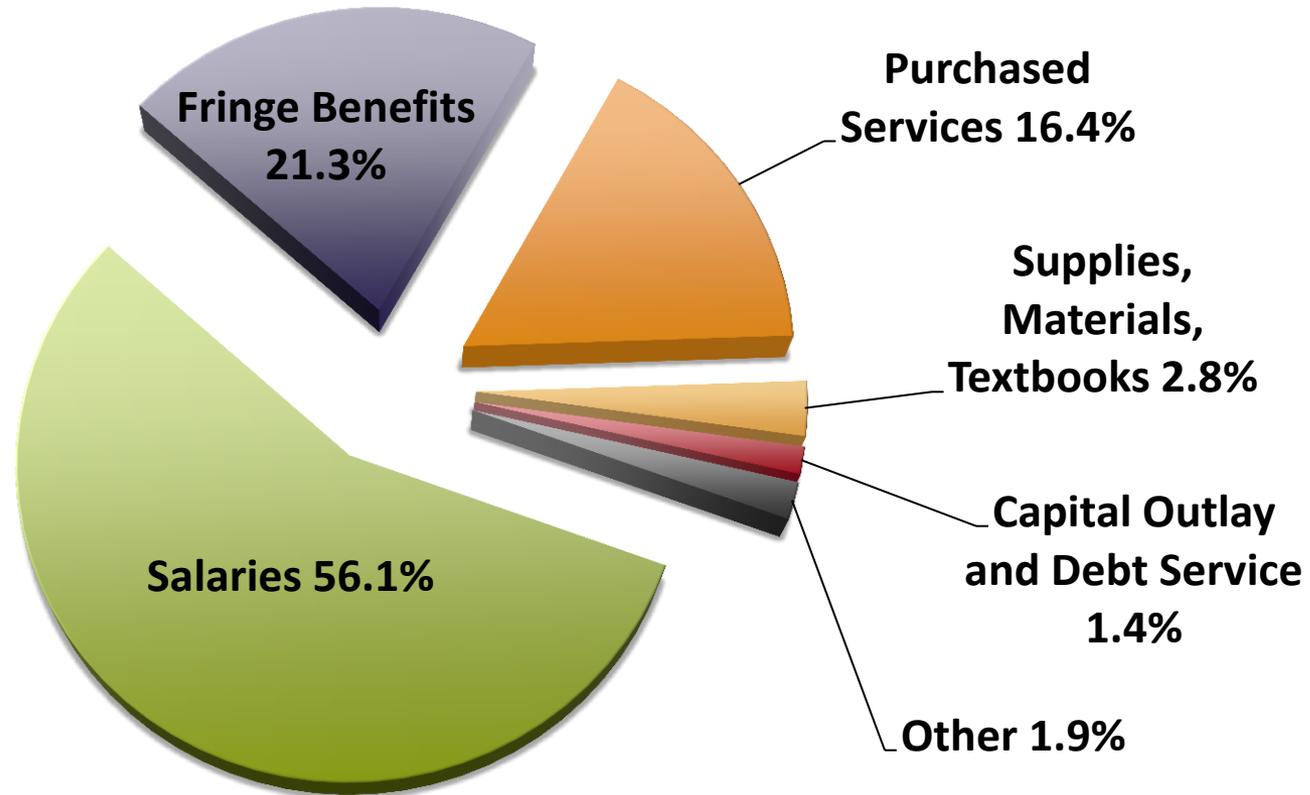
**Integrate finance policy
with other reforms!**





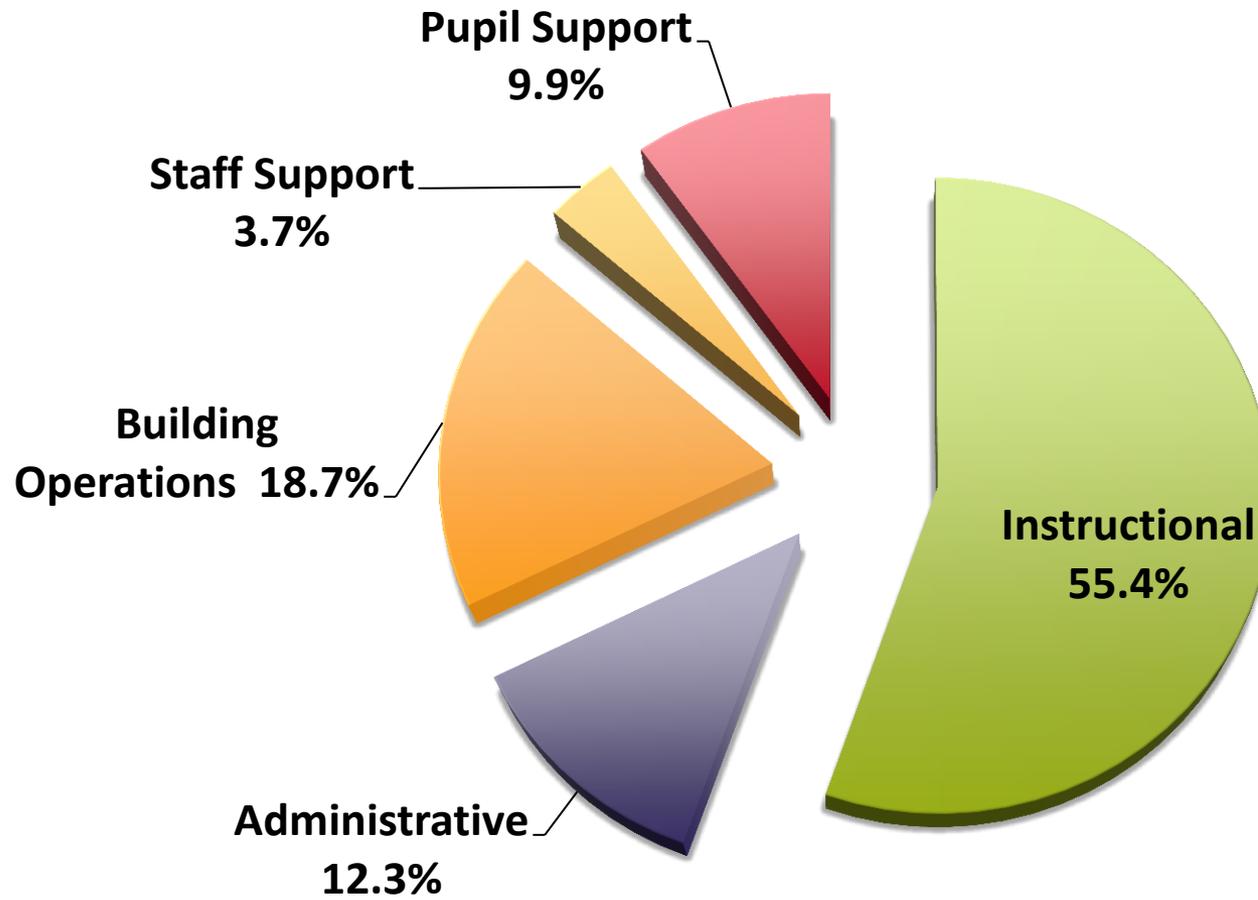
Typical School District Budget

By Object of Expense (FY2011)





Typical School District Budget By Function (FY2011)





Get Focused!

- Instruction



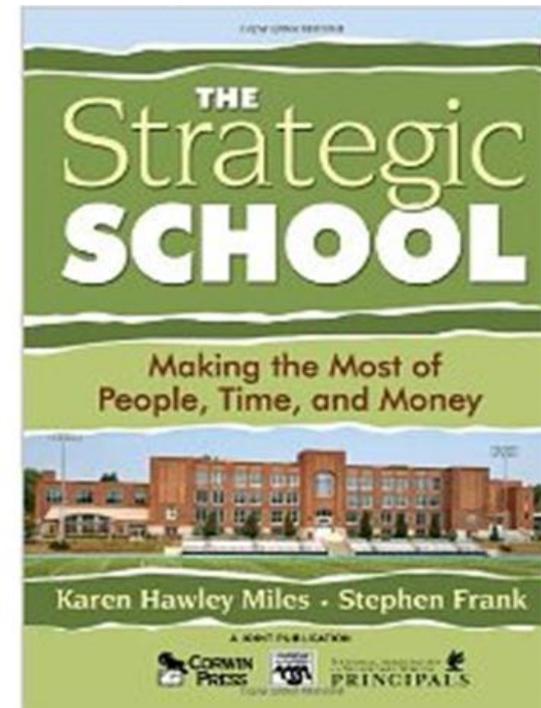
- People





Better Use of Resources (at scale)

- Systematically build the **capacity** for districts and schools to become better at holistic resource use...time, people and money.
(Training/tools/ supports)
- Create a favorable policy **climate**.



Miles/Frank: “The Strategic School: Making the Most of People, Time and Money”



Better Use of Resources (at scale)

- Build **skills** to better understand and analyze expenditure data.
- Identify **students' needs** using data and assessments.
- Make **targeted choices** about investments in students based on needs.





Money Following the Child

- Conceptual approach that identifies “backpack” of dollars that students carry with them to educating entity
- Best explanation of the concept - “Fund the Child” – Fordham Institute





Address Within-District Inequities

- In many cases there is greater inequity between buildings within a school district than between districts
- “Difficult” schools get newest (i.e., cheapest) teachers, who move on as they gain seniority.
- Policies can bring transparency and help rectify these disparities.

M. Roza/P. Hill “How Within-District Spending Inequities Help Some Schools to Fail”



Human Capital Management

- Preparation
- Recruitment
- **Assignment and the Teacher Experience**
- Induction
- Compensation
- Professional Growth
- Evaluation



**EXTENDING THE REACH
OF EXCELLENT TEACHERS**



Technology

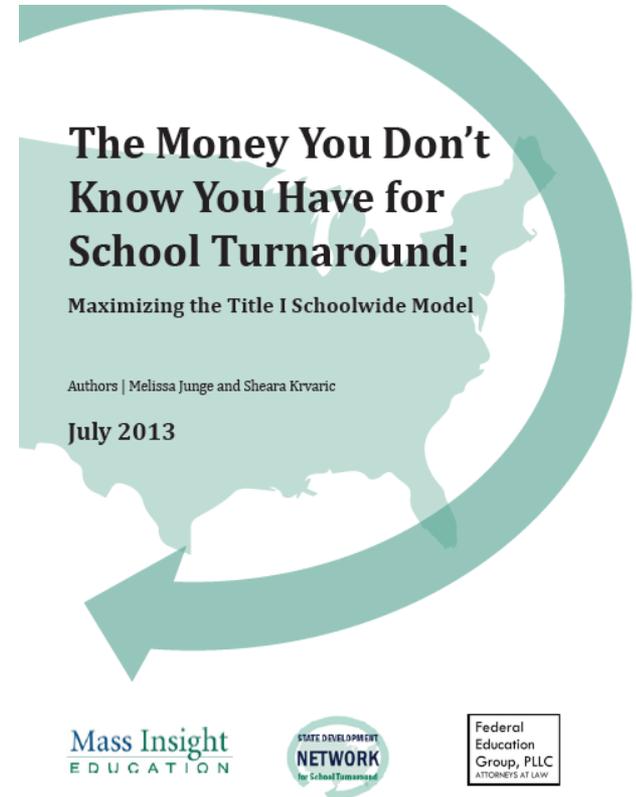
- Identify strategies that promote the effective use of technology to improve learning – blended learning models, virtual schools, etc.
- Funding models have a hard time accommodating technology approaches – especially outside normal school day/year.





Improve Use of Federal Funds

- Improve the capacity of the state, districts and schools to effectively use federal funds
- Leverage federal flexibility
- Remove state barriers to flexible uses
- Promote best and efficient practices.
- Be more directive as necessary

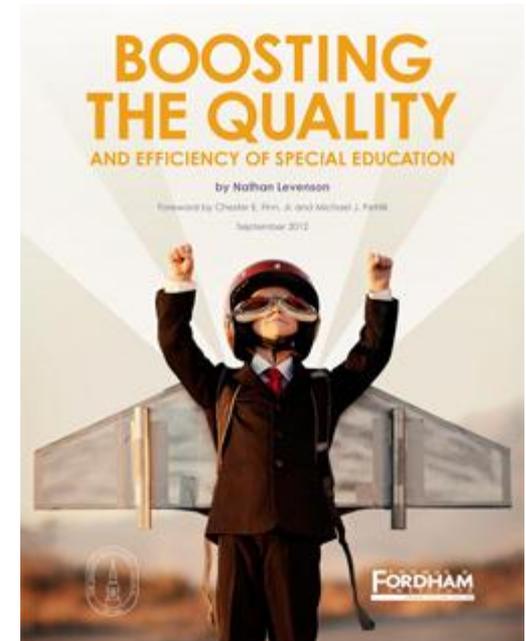


Junge/Krvaric: “The Money You Don’t Know You Have for School Turnaround”



Special Education

- Among the fastest growing groups of students, and driving up costs.
- Current approaches are not particularly effective.
- Closely examine the delivery of special education services.
- Pursue strategies to prevent and intervene more effectively.
- Be attentive to opportunities for efficiency.



Levenson: Boosting the Quality and Efficiency of Special Education, Sept. 2012.



Bang for the Buck

- **Unit cost analysis.** (See M. Roza’s “Now Is a Great Time to Consider the Per-Unit Cost of Everything in Education”)
- **District comparative data** (Council of the Great City Schools Key Performance Indicators; Ohio Fiscal Data Project)
- **Cooperative Procurement/Regional Service Delivery**





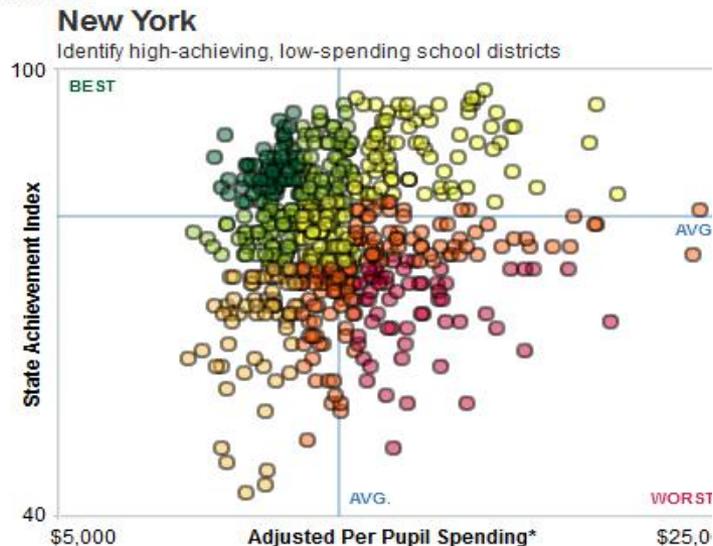
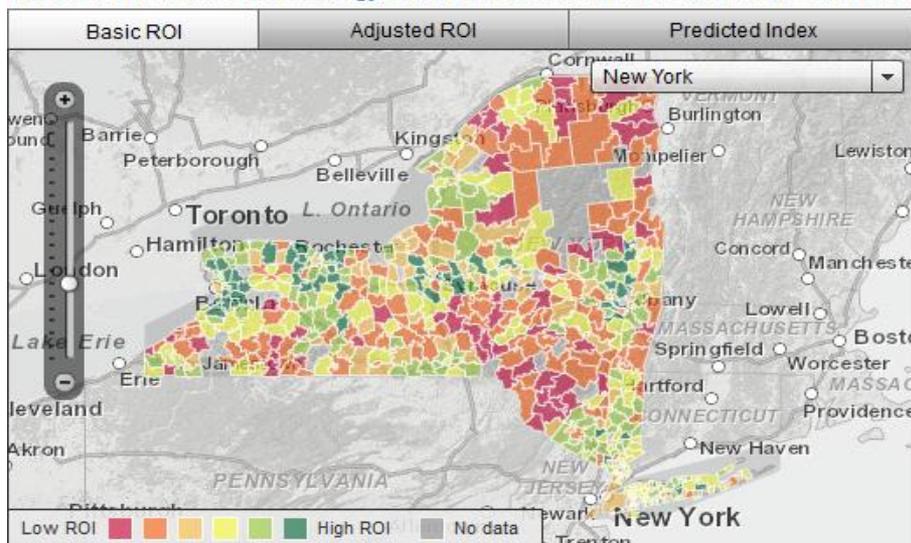
Return on Investment

- Center for American Progress:

http://www.americanprogress.org/issues/2011/01/educational_productivity/

Return on Educational Investment: A district-by-district evaluation of educational productivity

To spark a national dialogue about educational productivity, we've attempted to evaluate the return on investment (ROI) of almost every major school district in the country. By productivity, we mean how much learning a district produces for every dollar spent, after controlling for factors such as cost of living and students in poverty. Use the map to see how each district performs and click on the tabs to toggle between our three different approaches. We call them **Basic ROI**, **Adjusted ROI**, and **Predicted Index**. [Click here for our methodology](#) and [here for additional instructions on how best to use the site](#).



School District	Basic ROI	State Achievement Index	Adj. Per Pupil Spending	Percent Low Income	Enrollment	Urbanicity
Addison Central School District	■	60	\$12,505	47%	1,311	Rural: Distant
Adirondack Central School District	■	73	\$12,079	53%	1,456	Rural: Distant
Afton Central School District	■	69	\$16,513	57%	641	Rural: Distant



Link Resources to Performance

- This is the real challenge.
- Some lessons being learned in higher education.
- Hard to do effectively when alternatives don't exist.
- Competitive funding – make smart bets.





Targeted Investments

- Efforts to deploy high quality professional development for teachers – aligned to new standards and curricular models.
- Principal development.
- High quality model curricula.



Addressing Finance System Issues

- Agree on the problem.
- Dig deeply to identify causes.
- Target solutions to the causes.
- Expect improved results for new resources provided – and for resources already in place.
- Tie new resources to proven strategies – but stay flexible.



School funding doesn't exist in a vacuum.

Funding is part of the larger K-12 education system and should be designed to provide the “infrastructure” to support overall system goals.

Financing systems should be student-centered, results-oriented, and reality-based.



Thank You

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