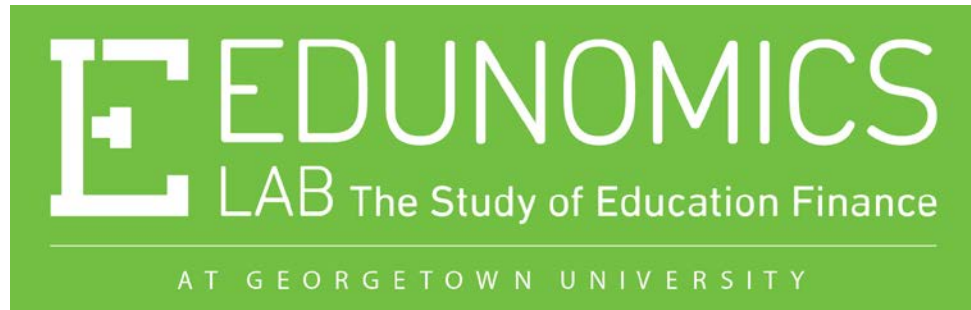




Achieving Equity and Transparency at the School Level

September 18, 2018



The New Focus of Ed Finance: THE SCHOOL

Katie Hagan

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How much is spent per pupil on Maple Elementary? Is it more or less than at Oak Elementary in the same district?





ESSA &
NY's budget
approval:

Parsing finance
BY SCHOOL!

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

District Leader: We are transparent – we put all our financial files online.

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 with principals/district leaders about school spending...

District Leader: Our equity initiative has funded counselors, reading programs and social workers.

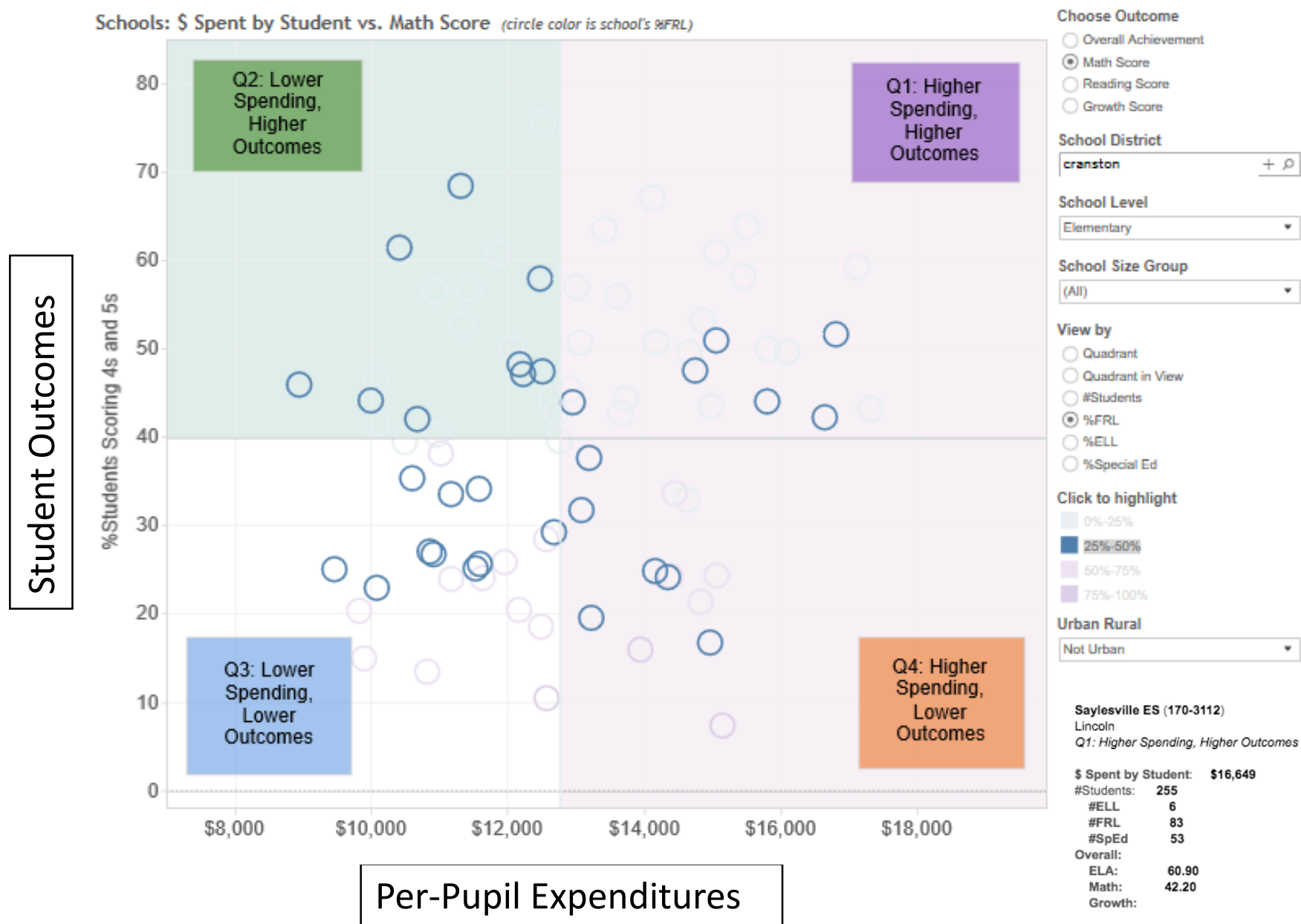
District Leader: We give extra staff to our higher needs schools, but they don't know that. They assume all schools have what they have.

Principals: I want to be more engaged in school finance decisions.

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

Finances by school = Opportunity to leverage resources to do more for students





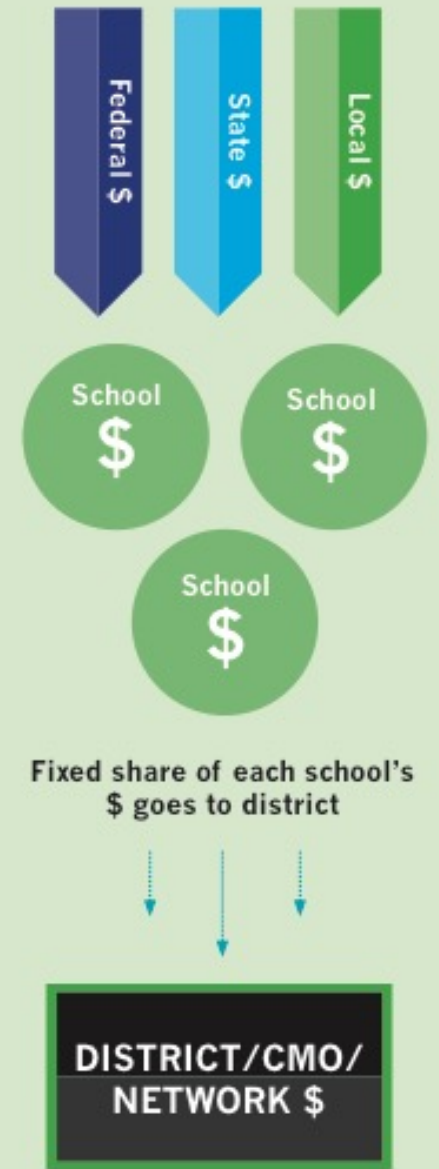
How schools receive resources: 3 Models



#1: Centralized Model

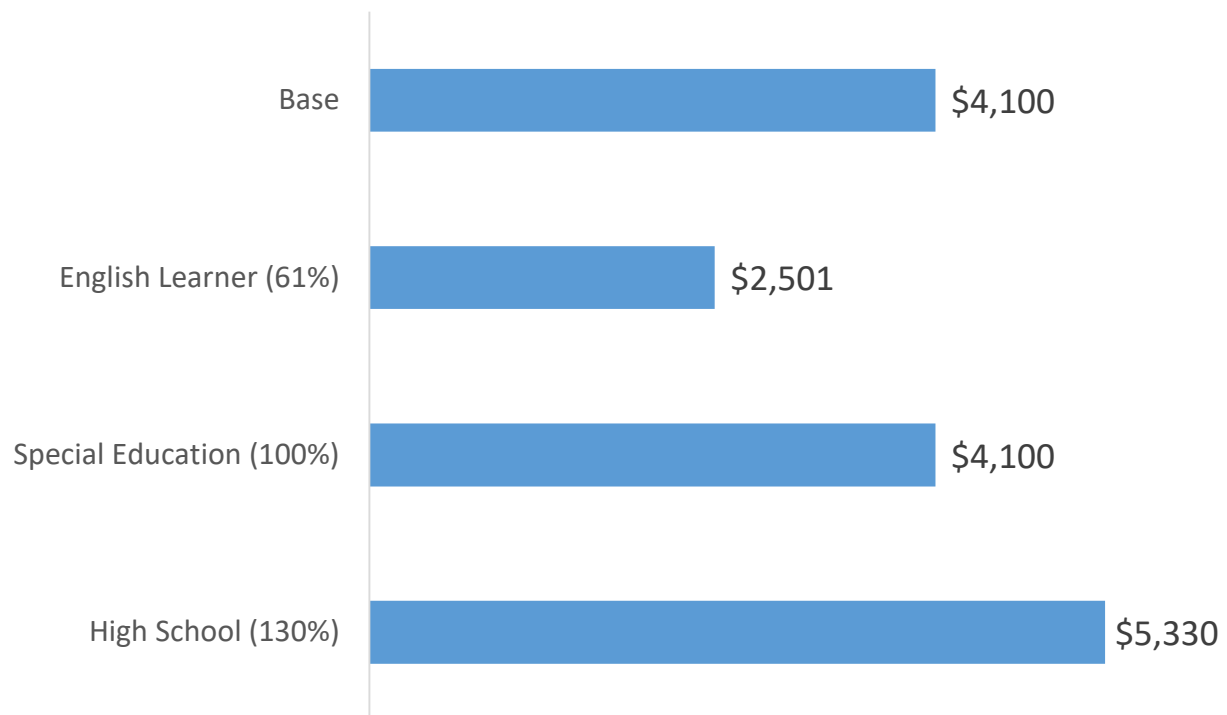


#2: Decentralized, Student based (WSF)



#3: Shared Services Model

Sample Weighted Student Formula



Total allocation for sample student: \$16,031

Reasons why districts are choosing WSF:

- Equity
- Flexibility/Autonomy
- Transparency



Districts that use WSF:

- Atlanta
- Baltimore
- Boston
- Chicago
- Cleveland
- Denver
- Douglas County (CO)
- Hawaii
- Houston
- Indianapolis
- Jefferson County (CO)
- Metro Nashville
- Milwaukee
- NYC
- Newark
- Norwalk (CT)
- Orleans Parish
- Prince George's County
- San Francisco
- Shelby County (Memphis)
- Springfield Empowerment Zone (MA)

What states can do to activate more engagement around school finance data *by schools*:

- Include finance training in principal certification requirements
- Ensure school board members are trained on examining finance at school level
- Build data visualization that connects spending and outcomes

**TWO-DAY RESIDENCY
JULY 31-AUGUST 1,
Georgetown University
Washington, DC**

**TWO-DAY RESIDENCY
JANUARY 31 &
FEBRUARY 1, 2019***

Now approved to
award CPE credits to
CPAs upon
completion!

**Potential
Residency
Sessions in
Boston in
November, 2018
– let us know if
you are**

Following the residency,
virtual classes will be
held on Fridays between
12:00am - 1:00pm ET
every two weeks ending
on 11/15/2018.

Austin, TX

**Virtual classes every
other Thursday
following the residency
through May 23rd**

Thank you!

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The Education Trust—New York

Equity & Transparency in Schools

ASBO New York's Fifth
Annual School Finance
Symposium

September 18, 2018



Why focus on the school level?

- Our interest is rooted in how the education system can **increase achievement and opportunity for historically under-served groups of students.**
- **Resource equity** is an important component. We see it as a 3-piece puzzle:

The overall level of state and local funding a school district has



How the school district distributes funds

How well the resources are spent

- The public and policymakers focus the least on **what happens once resources get to a school district.**



The new state law is a powerful transparency tool for parents and the public

Our goals:

1. **Create an easy-to-understand way** for parents and the public to access the valuable new data and put it to use; and
2. **Share conclusions about how districts are allocating funds** in order to further local and state-level conversations about how to advance resource equity.



New York School Funding Transparency Tool

[HOME](#)[SEE MY SCHOOL](#)[SEE MY DISTRICT](#)[COMPARE
SCHOOLS](#)[MAP THE DATA](#)

IS MY SCHOOL GETTING THE FUNDING IT NEEDS TO HELP ALL STUDENTS SUCCEED?

We know that the amount of school funding and how these resources are invested play an important role in student success.

For the first time ever, many New York school districts are now required to tell parents and the public how much the district is spending *in each school*.

We've created this tool to help you see the information and explore what it means.

[LOOK UP A SCHOOL DISTRICT](#)

Amsterdam City School District

[LOOK UP A SCHOOL](#)

30th Avenue School (G&T Citywide)



[HOME](#)[SEE MY SCHOOL](#)[SEE MY DISTRICT](#)[COMPARE SCHOOLS](#)[MAP THE DATA](#)

USE THE SEARCH BOX BELOW TO SELECT A SCHOOL.

You'll see how much money it receives and how the money is spent.

30th Avenue School (G&T Citywide)

HOW MUCH DOES MY SCHOOL RECEIVE FROM STATE AND LOCAL FUNDING?

\$16,152

per student

This amount includes \$6,296 per student spent by the district central office on behalf of the school's students.

HOW ARE SCHOOLS FUNDED?

Schools are funded through a combination of state, local and federal funds. Most state and local funds are collected at the school district level and the district decides how much each school gets.

The amount above is how much your school receives from the school district in state and local funds.

HOW DOES MY SCHOOL'S FUNDING COMPARE?

	STATE & LOCAL	FEDERAL	TOTAL
THIS SCHOOL	\$16,152 per student	\$404 per student	\$16,556 per student
DISTRICT ELEMENTARY/ MIDDLE SCHOOL AVERAGE	\$21,870 per student	\$1,369 per student	\$23,239 per student

Federal funds are designed to provide extra services to support low-income students, English language learners, students with disabilities, and other groups. Federal funds are not supposed to make up for a shortfall in state and local funds.

[HOME](#)[SEE MY SCHOOL](#)[SEE MY DISTRICT](#)[COMPARE SCHOOLS](#)[MAP THE DATA](#)

HOW DOES FUNDING COMPARE ACROSS NEW YORK'S SCHOOLS?

In this view, you'll see the relationship between how schools are funded, the student population, and how schools perform.

Please note that school districts might report some funding differently. This is the first year that this data is being collected, and we expect consistency in reporting across the state to improve every year.

FUNDING

TOTAL STATE/LOCAL SPENDING PER STUDENT (including central office costs)

OUTCOMES AND DEMOGRAPHICS

PERCENT OF LOW-INCOME STUDENTS

Legend: Highest Need (orange), Lowest Need (teal), All Other Schools (grey)

You can narrow your view to focus on schools that serve different groups of students.

DISTRICT
All

SCHOOL TYPE
All

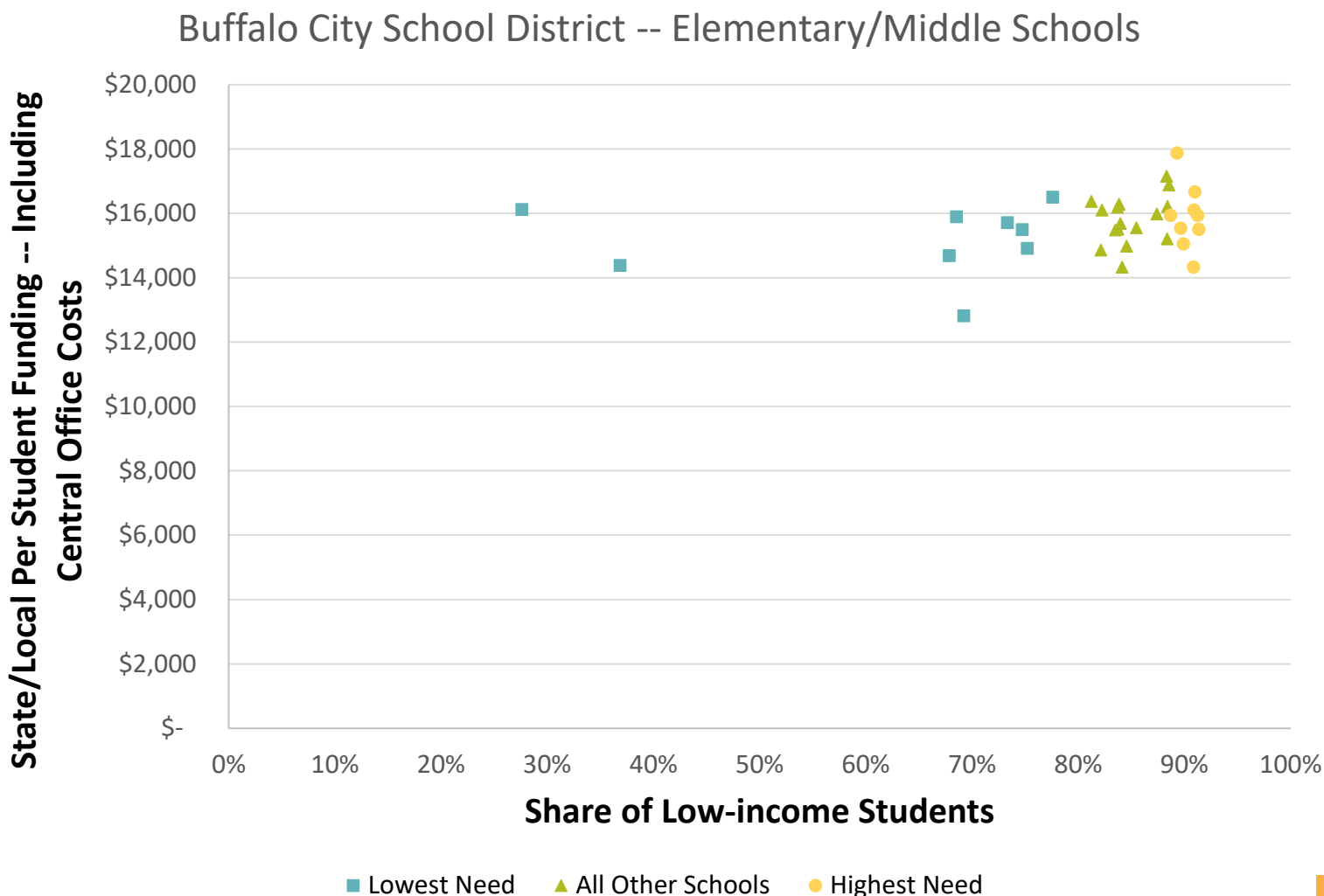
What are we learning from the preliminary (not yet approved) data?

1. Equal is not the same as equitable. Equity requires greater funding in the highest-need schools than currently appears to be the case.
2. Disproportionate assignment of the newest teachers to the highest-need schools contributes to inequity.
3. This is just the beginning of a larger conversation.
4. There is no single “correct answer.”



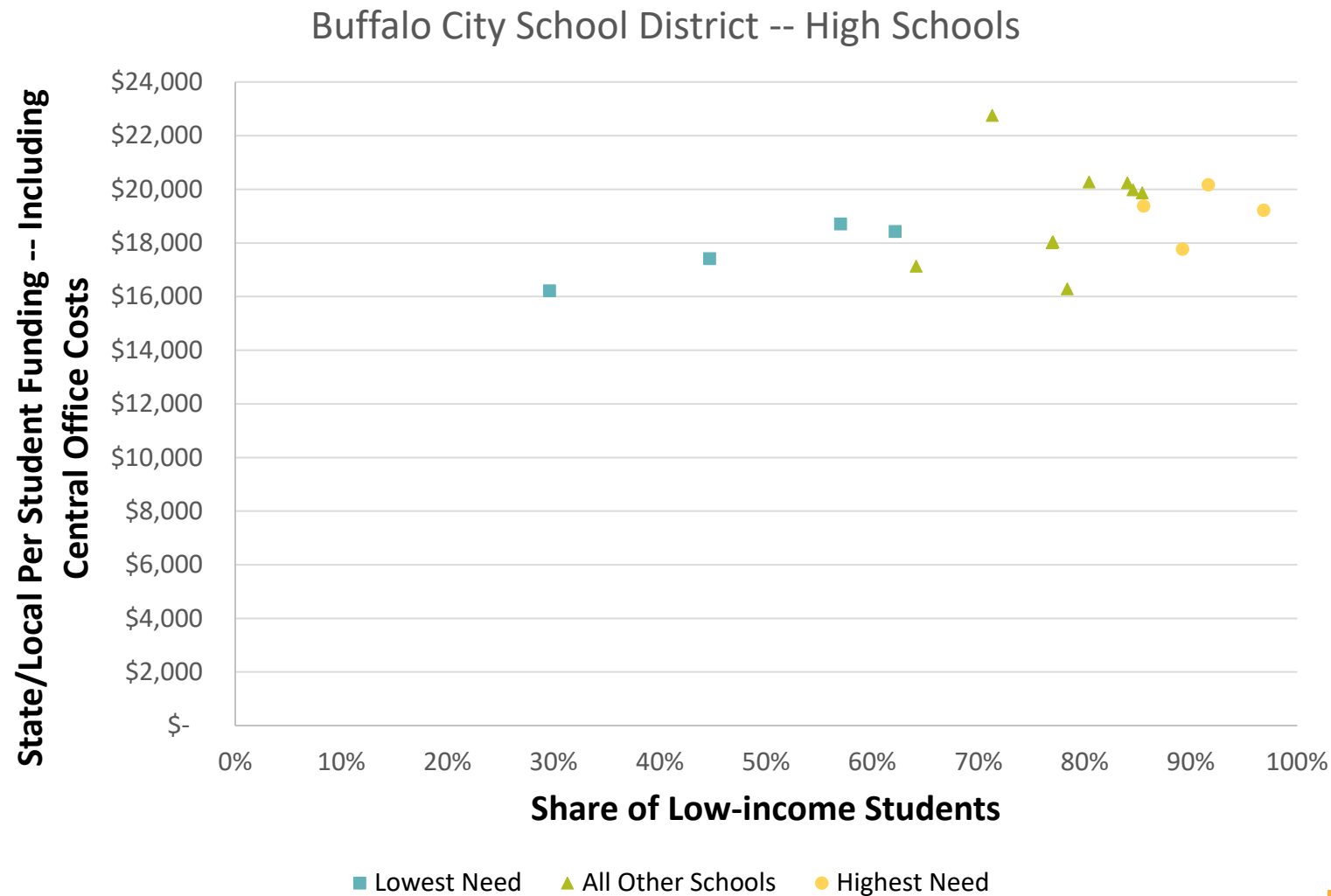
Buffalo

For every \$100 per student invested by Buffalo in its lowest-need elementary/middle schools, they are budgeting just \$4 per student more in their highest-need schools.



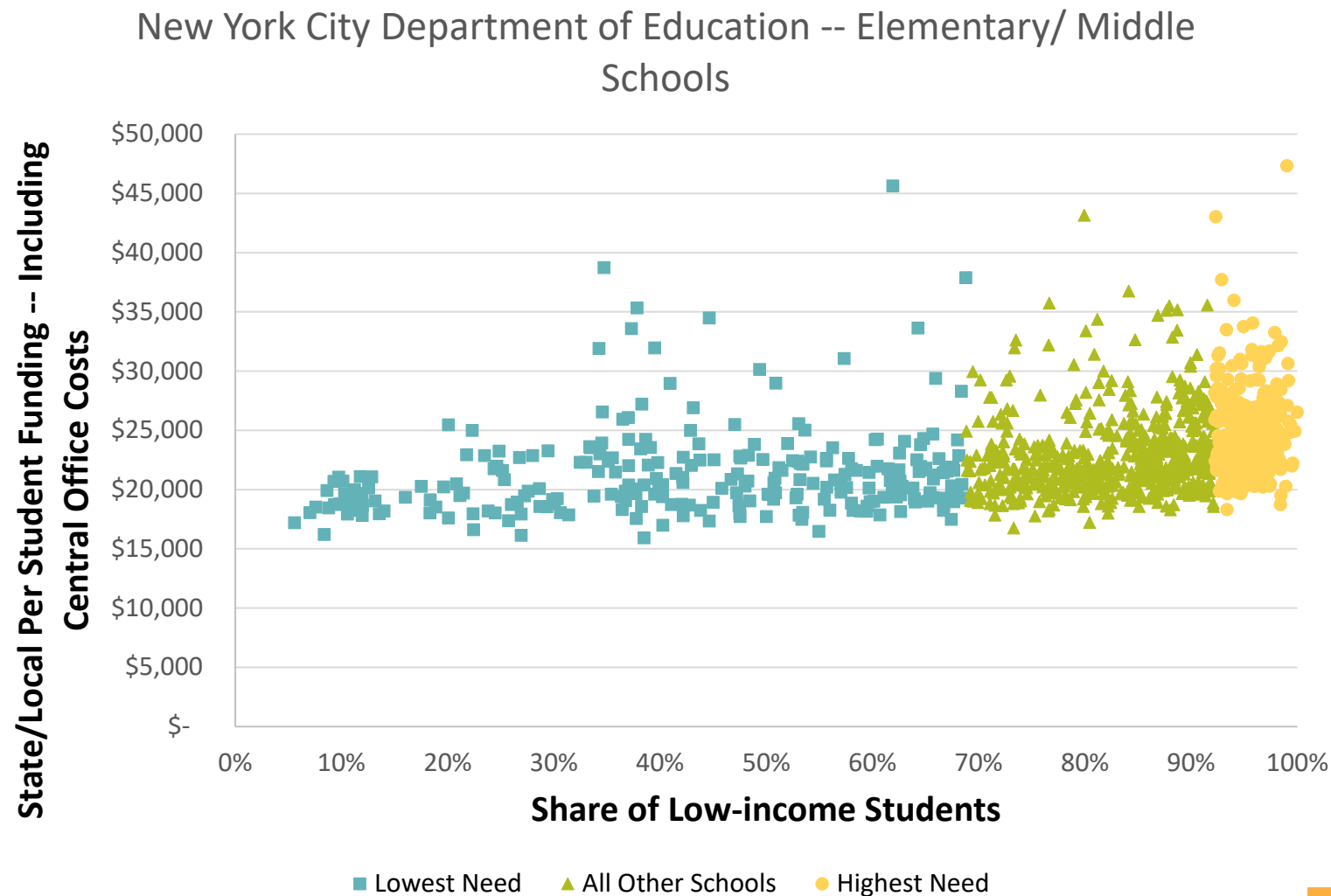
Buffalo

For every \$100 per student invested by Buffalo in its lowest-need high schools, they are budgeting just \$8 per student more in their highest-need schools.



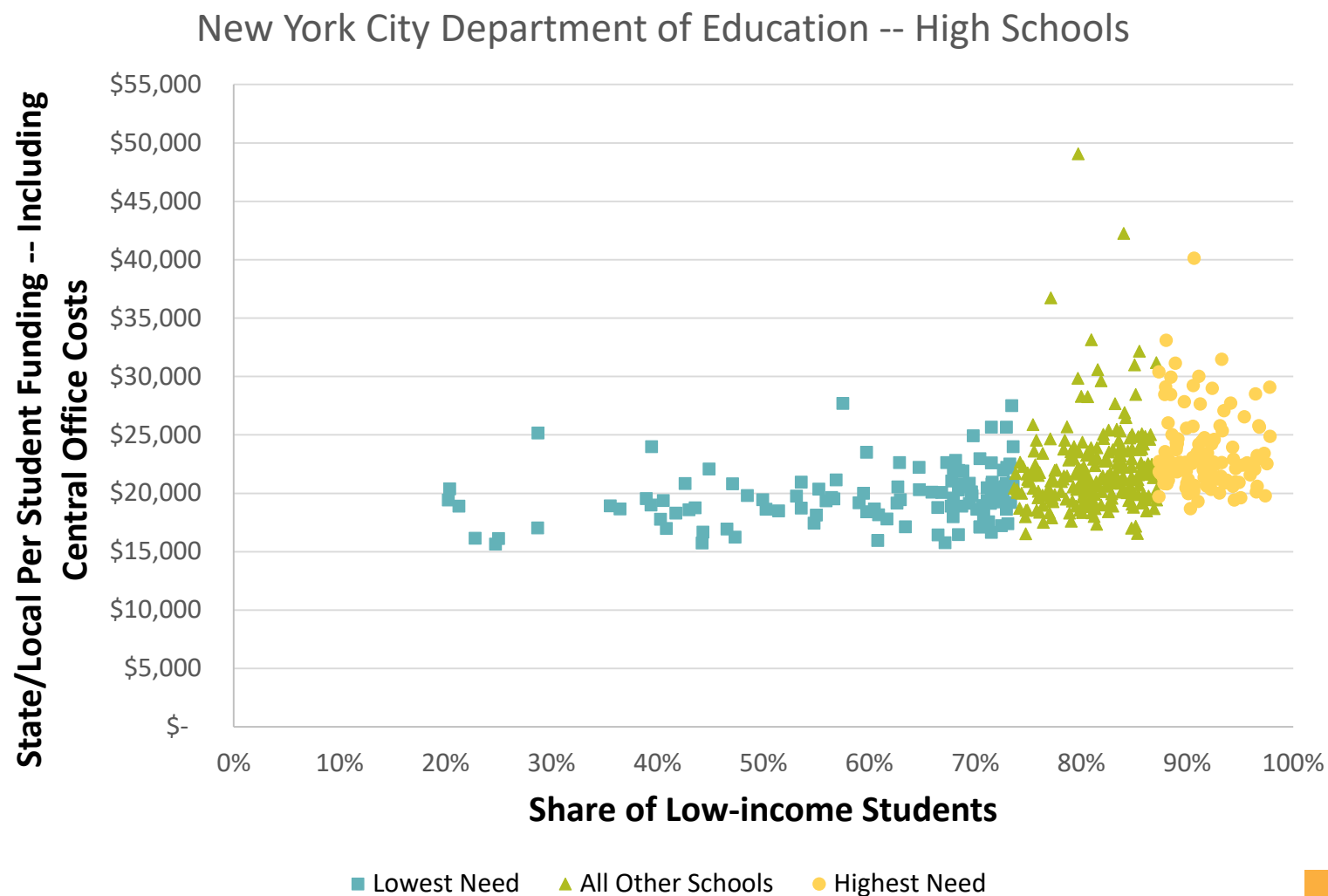
New York City

For every \$100 per student invested by New York City in its lowest-need elementary/middle schools, they are budgeting \$15 per student more in their highest-need schools.



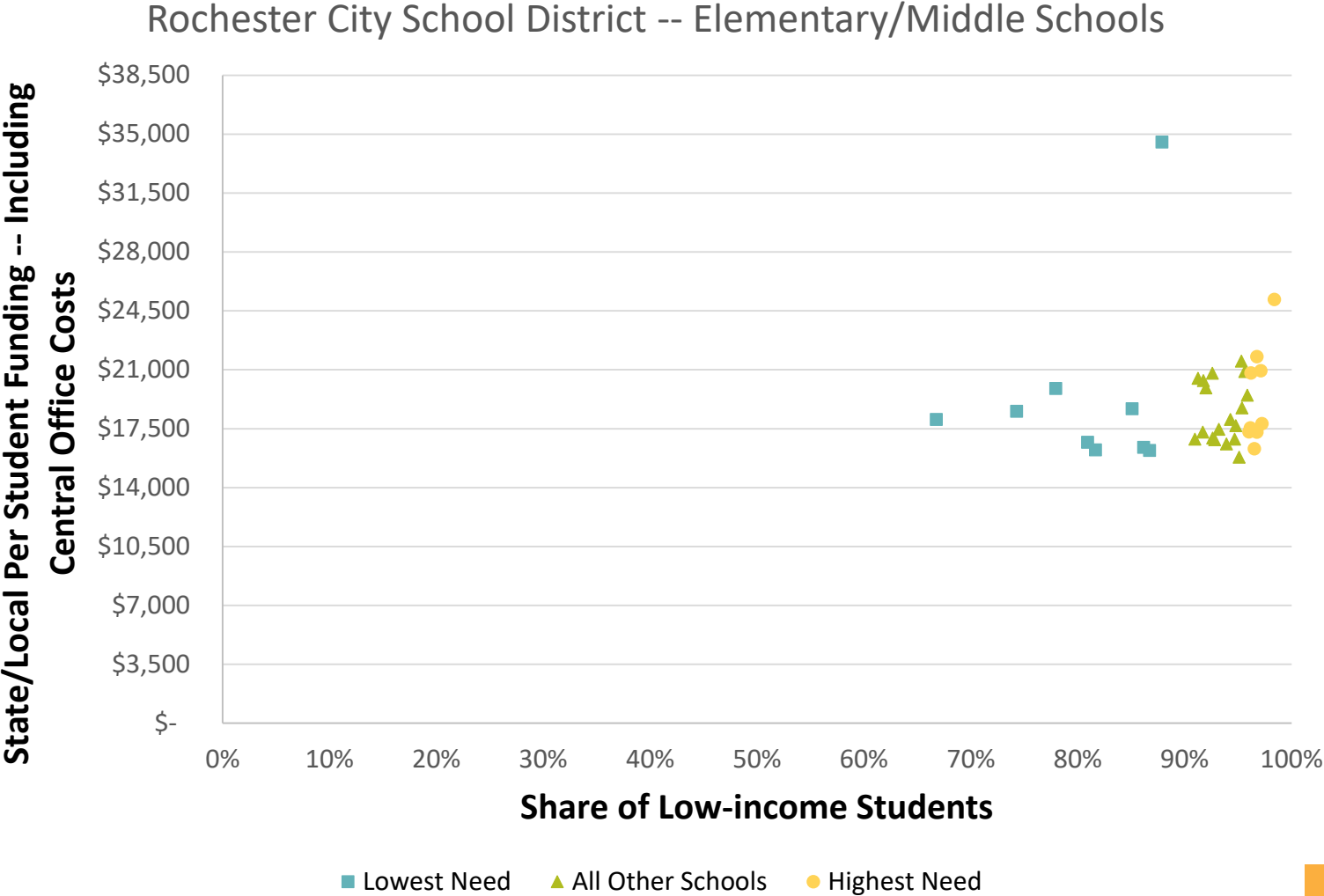
New York City

For every \$100 per student invested by New York City in its lowest-need high schools, they are budgeting \$22 per student more in their highest-need schools.



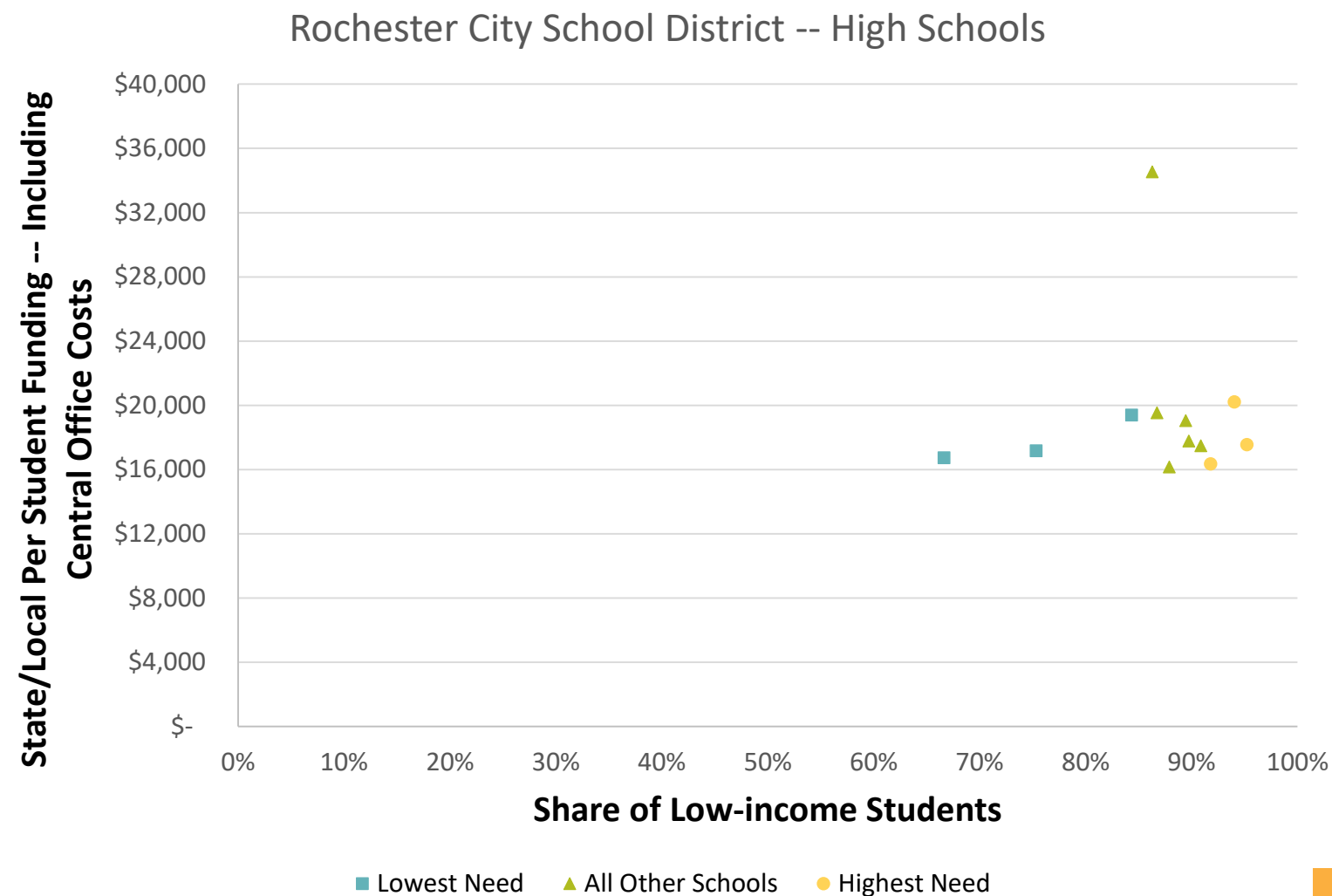
Rochester

For every \$100 per student invested by Rochester in its lowest-need elementary/middle schools, they are budgeting just \$4 per student more in their highest-need schools.



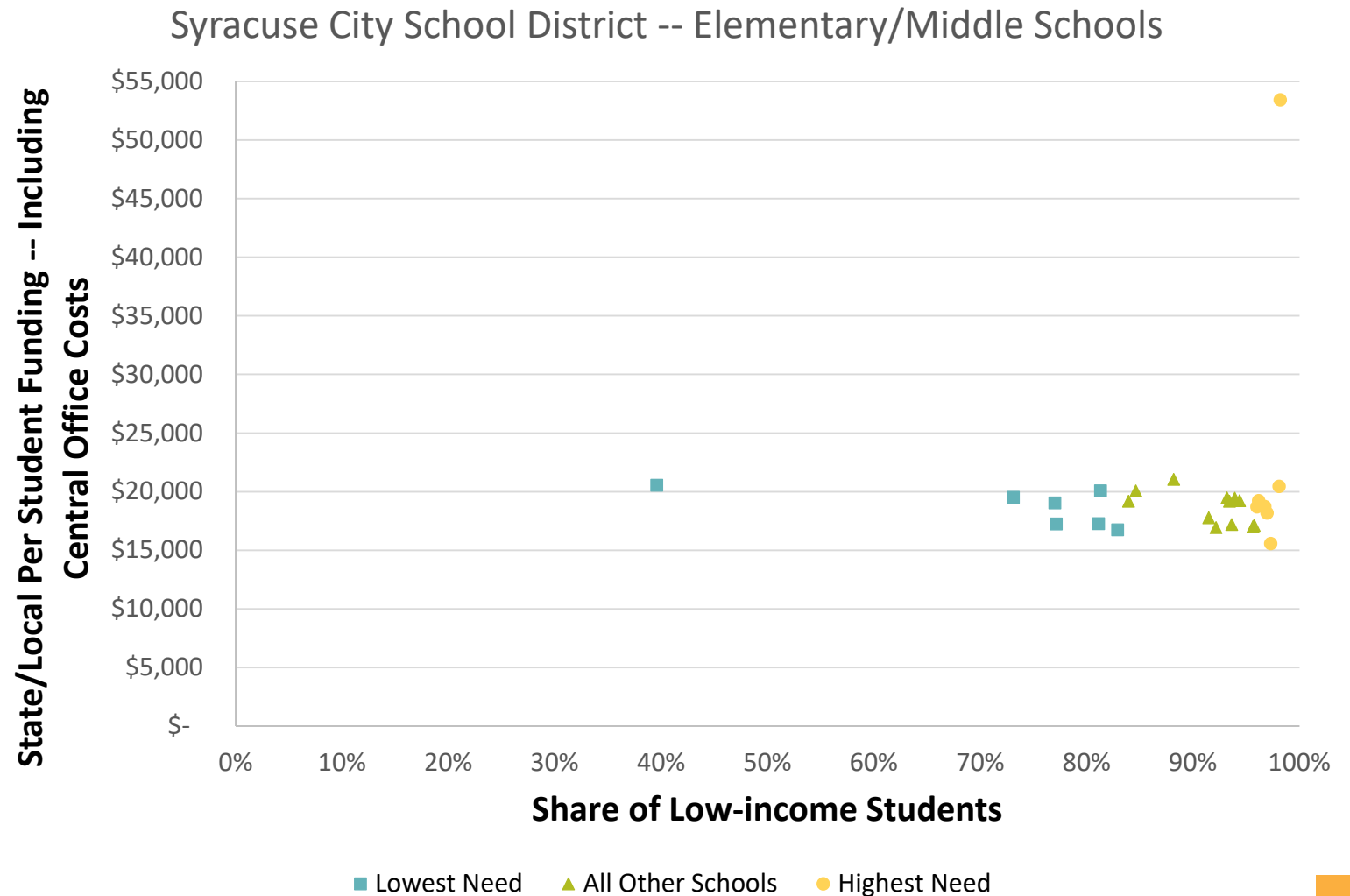
Rochester

Rochester is budgeting approximately the same per-student in its lowest- and highest-need high schools.



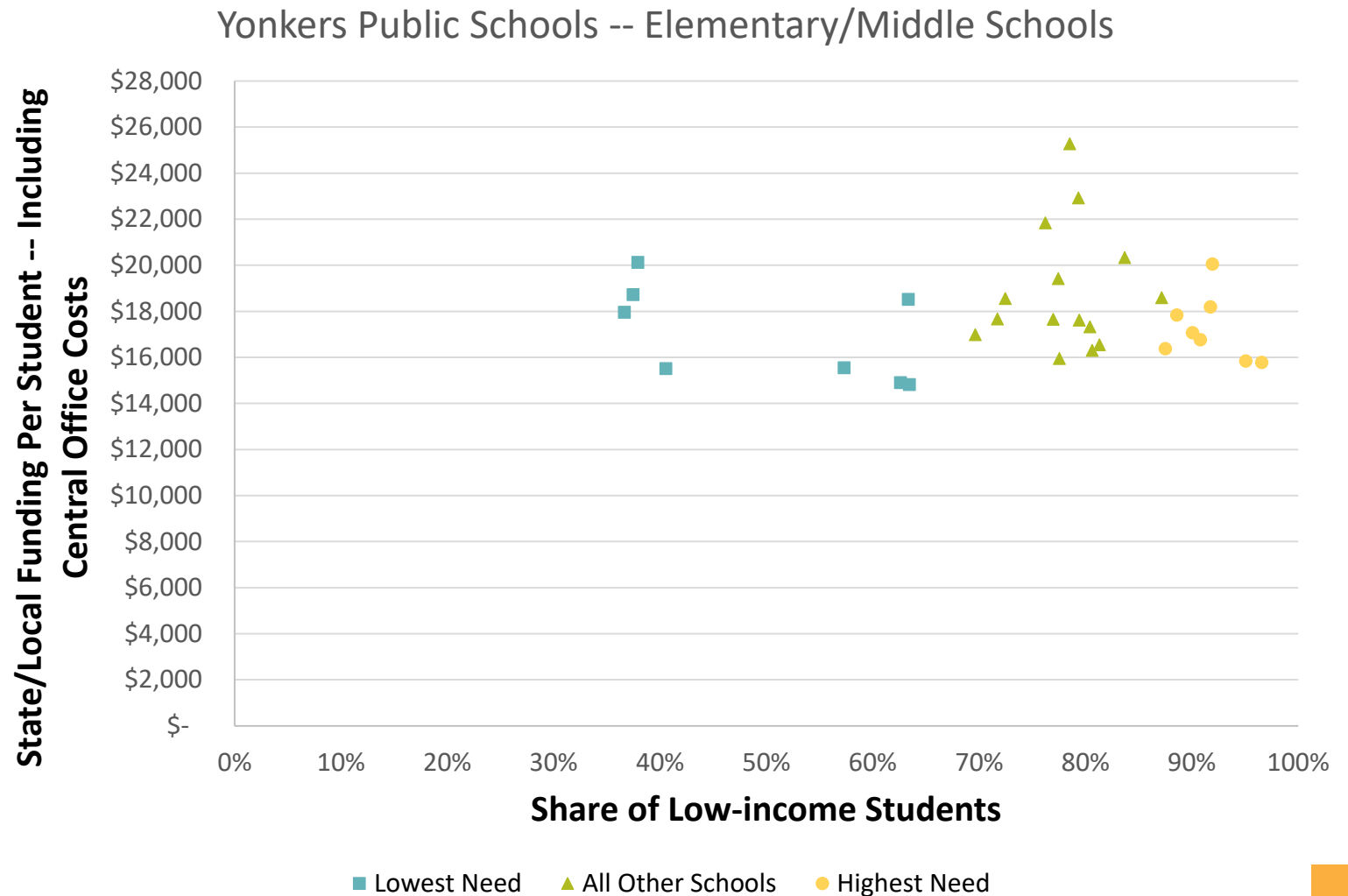
Syracuse

For every \$100 per student invested by Syracuse in its lowest-need elementary/middle schools, they are budgeting just \$4 per student more in their highest-need schools.



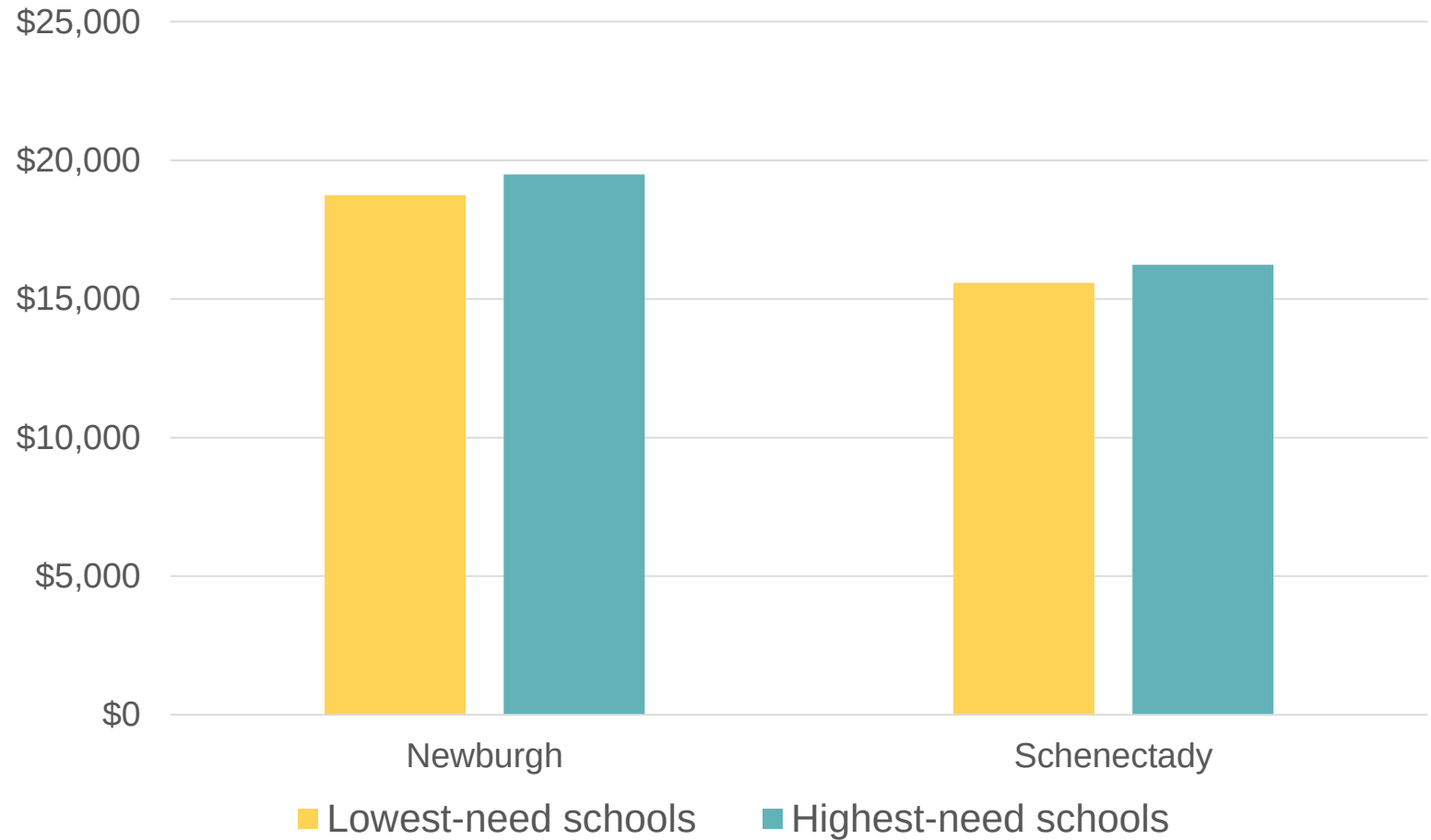
Yonkers

For every \$100 per student invested by Yonkers in its lowest-need elementary/middle schools, they are budgeting \$1 per student less in their highest-need schools.



Newburgh and Schenectady

Other school districts show the same pattern of only about 4% additional investment in their highest-need elementary/middle schools.



What's next?

- Continue to analyze the data – remembering that this is just the first year of data collection;
- Encourage local communities to *use* the data in school resource allocation conversations; and
- Listen to users and learn how to make our New York School Funding Transparency Tool better – viewing this as a pilot for more data coming soon under both the state law and ESSA.





The Education Trust—New York



ASBO SYMPOSIUM EQUITY AND TRANSPARENCY IN SCHOOLS

SEPTEMBER 18, 2018

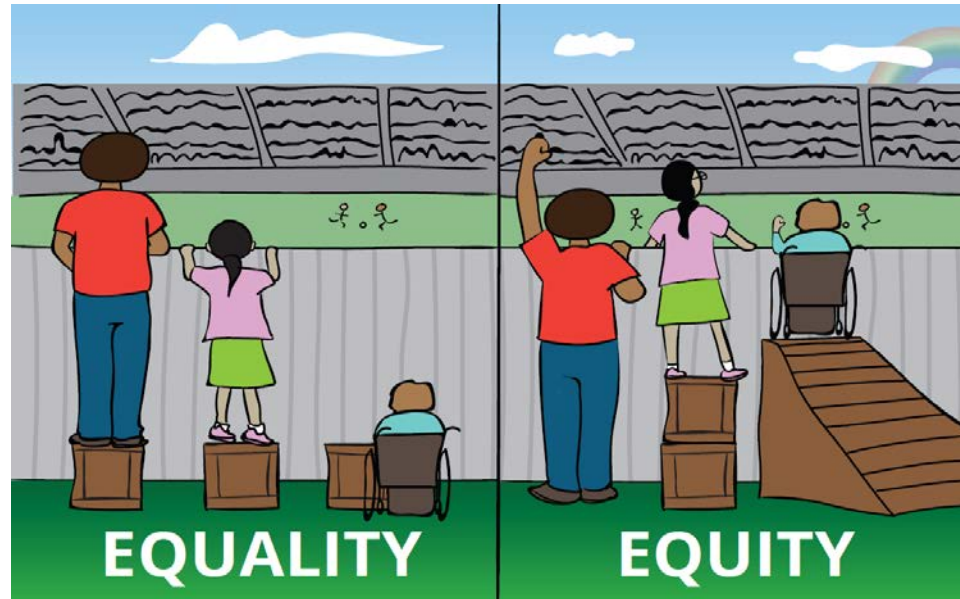


Everybody Counts; Everybody Learns

WEIGHTED STUDENT BUDGETING



Building Difference for Different Needs

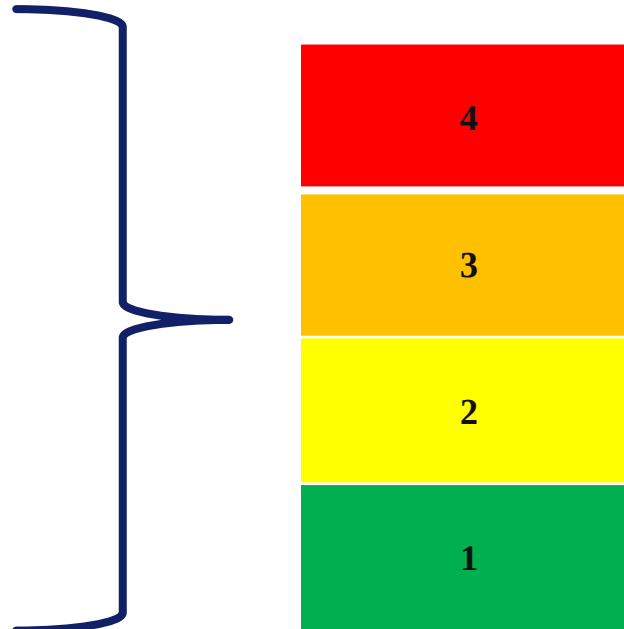


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BUILDING NEEDS INDEX



- Proficiency
- Poverty Rate
- Reading ROI
- Special Education Classification Rates
- Behavior
- Suspension
- Daily Attendance
- Retention
- ENL



BUILDING NEEDS INDEX PER PUPIL INCREASE



1	2	3	4
Howe \$0	Keane \$93.08	Hamilton \$112.19	MLK \$125.29
Woodlawn \$0	Paige \$98.08	Lincoln \$141.23	Pleasant Valley \$120.93
Zoller \$0	Van Corlaer \$108.13	Yates \$131.39	Mont Pleasant \$115.66
		Central Park \$185.08	High School \$166.83
		Oneida \$115.39	

Thank you to our moderator and panelists

- Deborah Cunningham, ASBO New York
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