Roadmaps To Achievement Through ESSA’s K-12 Spending Reviews

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Daarel Burnette II
Staff Writer, Education Week

Follow Daarel on Twitter: @daarel
“Roadmaps to Achievement Through ESSA’s K-12 Spending Reviews”

Expert Presenters:

Ary Amerikaner
Vice President for P-12 Policy, Practice, and Research
Education Trust

Jonathan Travers
Partner
Education Resource Strategies
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Leveraging Resource Allocation Reviews to Drive Meaningful Change for Students

October 30, 2019
EdTrust and ERS have partnered to leverage our organizations’ collective strengths in work to improve resource equity.

Advocates & Practitioners are more effective working together.

In order to change the resource equity landscape, we must collaborate to create and elevate examples of effective resource use.

https://www.allianceforresourceequity.org/
Objectives

✓ Understand basic ESSA resource allocation review requirements

✓ Identify how states and districts can use resource allocation reviews to drive meaningful change for students
1. What is the ESSA Resource Allocation Review requirement?

2. What are “resources” and why do they matter?

3. What are the design principles for Resource Allocation Reviews that can lead to meaningful change?
What is the ESSA Resource Allocation Review requirement?
Resource allocation reviews are one part of the larger school improvement process.

**State, District, and School Resource Allocation Reviews**

- **Diagnosis & Planning**
  - State identifies schools for improvement

- **Support and Monitoring**
  - District/school submits improvement plan
  - State/district approves plan
  - School implements plan with district support, revising as needed

- **Escalated Action**
  - State/district assesses school's progress against exit criteria

**School Improvement Process Under ESSA**

- 2018-19
- 2022-23
There are 3 separate Resource Allocation Review requirements in ESSA

1. **States** must review resource allocations to support districts with a significant number of schools identified for improvement.

   *ESSA §1111(d)(3)(A)(ii)*
There are 3 separate Resource Allocation Review requirements in ESSA

2. **Districts** with schools identified for improvement must identify and address resource inequities within their district.  
*ESSA§1111(d)(1)(B)(iv)*
There are 3 separate Resource Allocation Review requirements in ESSA

3. Schools identified for improvement based on low performance for individual groups of students must identify and address resource inequities within their school.  
*ESSA §1111(d)(2)(C)*
“…the State educational agency…shall…periodically review resource allocation to support school improvement in each local educational agency in the State serving…a significant number of schools identified for comprehensive support and improvement…and…a significant number of schools implementing targeted support and improvement plans.”

“…the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that…identifies resource inequities, which may include a review of local educational agency and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan.”

“A plan…that is developed and implemented in any school [identified for improvement based on low performance for individual groups of students] shall also identify resource inequities (which may include a review of local educational agency and school level budgeting), to be addressed through implementation of such plan.”

State and district leaders have an opportunity to lead and drive change

**From:**
A meaningless compliance exercise

**To:**
A powerful lever for school improvement
What are “resources” and why do they matter?
Resources aren’t just dollars…it’s about how much and how well.

Opportunity and outcome gaps persist, even when funding increases. *How well* those funds are used is critical to improving student outcomes.
We can think of each aspect of the student experience as a resource.

The Resource Allocation Review Challenge:
The highest needs schools too often get shortchanged when it comes to the resources that matter most.
Most equity efforts focus on differences in outcomes or spending.

<table>
<thead>
<tr>
<th>Funding &amp; Staffing</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI school</td>
<td>Not proficient (24% ELA, 24% Math)</td>
</tr>
<tr>
<td>$11,056 funding</td>
<td></td>
</tr>
<tr>
<td>116 teachers &amp; staff</td>
<td></td>
</tr>
<tr>
<td>Non-CSI school</td>
<td>Proficient (78% ELA, 77% Math)</td>
</tr>
<tr>
<td>$10,769 funding</td>
<td></td>
</tr>
<tr>
<td>105 teachers &amp; staff</td>
<td></td>
</tr>
</tbody>
</table>
Yet this leaves out many resources that matter for student outcomes

Funding & Staffing

<table>
<thead>
<tr>
<th>School Type</th>
<th>Funding</th>
<th>Teachers &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI school</td>
<td>$11,056</td>
<td>116</td>
</tr>
<tr>
<td>Non-CSI school</td>
<td>$10,769</td>
<td>105</td>
</tr>
</tbody>
</table>

How Well

<table>
<thead>
<tr>
<th>Category</th>
<th>CSI school</th>
<th>Non-CSI school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Quality</td>
<td>2 of 7</td>
<td>1 of 7</td>
</tr>
<tr>
<td>Access to Rigor</td>
<td>6%</td>
<td>39%</td>
</tr>
<tr>
<td>Time &amp; Attention</td>
<td>25 students in my core classes</td>
<td>32 students in my core classes</td>
</tr>
</tbody>
</table>

Outcomes

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>CSI school</th>
<th>Non-CSI school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not proficient</td>
<td>(24% ELA, 24% Math)</td>
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</table>
Decisions Today Can Impact Student Achievement and Responsible Allocation of School Resources
What are the design principles for Resource Allocation Reviews that can lead to meaningful change?
7 Elements of an Effective Resource Allocation Review

1. Examine all funding from all sources
2. Assess whether individual school spending levels fully reflect their need
3. Review critical dimensions of resource equity beyond funding
4. Identify root causes of resource inequities
5. Check for sustainability
6. Align school funding and planning timelines
7. Engage a wide range of stakeholders in the results
1. Examine all funding from all sources

This should include federal, state, and local funding, and not just money dedicated to school improvement.

Note: Illustrative example based on real district data
2. Assess whether individual school spending levels fully reflect their need.

“Equal” is not the same as “equitable”—students and schools that need more resources should get them.

**Equality**
Districts get comparable resources based on **total enrollment** and/or other **fixed allocation drivers**.

**Equity**
Districts get resources that are comparable based on **student needs** and **what it will take to reach high learning goals**.
3. Review critical dimensions of resource equity beyond funding

Reviews should also capture teaching quality, curricular rigor, whole child supports, and other critical aspects of the student experience.

Note: Illustrative example based on real district data
4. Identify root causes of resource inequities

While it’s important to know if schools lack access to a critical resource, it’s also necessary to know why in order to fix it.
5. Check for sustainability

Avoid using short-term funding intended for school turnaround to meet the ongoing, underlying needs of students. Once those funds are gone, the needs are unmet.

Note: Illustrative example
School system leaders are limited in what they can do to address results of a review if they have already released schools’ budgets and staffing allocations or have already created next year’s master schedules.
7. Engage a wide range of stakeholders in the results

Providing advocates a seat at the table – early in the process – can improve chances of making real change

Changes may require difficult trade-offs. Community and stakeholder involvement is not only required by the Every Student Succeeds Act, but can help build support for equity-enhancing changes.
How States Can Support Districts in the Review Process

1. Provide models, templates, and technical assistance, consistent with these guiding principles.
2. Provide comparative data, including the per-pupil spending levels now required by ESSA and state-calculated analytics that districts can supplement with their own data.
3. Assess similarities and differences in results across districts to inform state policy and allow for tailored support.
What are you going to do differently now?

- Examine **all funding** from all sources
- Assess whether individual school spending levels fully reflect their need
- Review critical **dimensions of resource equity** beyond funding
- Identify **root causes** of resource inequities
- Check for **sustainability**
- Align school funding and **planning timelines**
- Engage a **wide range of stakeholders** in the results
Student Lifecycle Solutions
Student Lifecycle Solutions

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Equity & Access

Student Retention

$
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The Big 3
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Thank You

Contact Information:
Bridget Jones
Bridget.Jones@scribsoft.com
Phone: 704-779-4540
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Suggested Reading From *Education Week*:

**Your Guide to ESSA's New School-by-School Spending Mandate**

**SPECIAL REPORT**
**Managing the Money**
Money fuels the daily operations of every school and district, but funding fights often take place far from the classroom. This special report focuses on what those on the hot seat are doing to make sure the taxpayer’s dollar gets spent in a way that advances learning.

**Quality Counts 2019: School Finance**
The second installment of Education Week’s annual Quality Counts series examines how much the nation and the states spend on public schools and how fairly that money is spread around.