

ESSA Site Based Reporting: What Did We Learn from Year One?

Introductions

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Remind me... “What was ESSA about?”

K-8 Schools:

3rd grade students reading at/above grade level.

K-8 Schools:

5th grade students meet or exceed expectations in math

High School:

9th grade students are on track to graduate with cohort.

High School:

Students graduate from high school ready for college and career.



And.... “What is the theory that greater transparency in funding at the school level leads to greater equity and excellence?”



*Parents, community members, teachers, principals, district staff, others?



Opportunity for Advocacy?

“This reporting will give the state, districts, and local communities an *unprecedented opportunity to assess, celebrate, and advocate for improved equity in funding between individual schools* and to better understand the relationship between student outcomes and financial investments.”

Clearer financial data, coupled with a strong understanding of context, will allow leaders to make data-driven decisions for the benefit of children.

Is this occurring?

Some main takeaways from Year One

- Kudos to the ISBE and the Advisory Committee!
 - Exemplary communication - Preparedness
- GL accounting
 - Easy
 - Needed clean-up
 - Painful?
- Opportunities on the reporting form to ISBE
 - Results when something is “Optional”
 - Allocation methods
 - Narrative
- Potential Short List of Additional Financial Fields?
- “What was a major adjustment in the first year to have districts to create the site-based reporting practices has basically become just another reporting requirement in the second.”
 - Fill in the forms for FY20 just as you did last year



Illinois
State Board of
Education

District Comments:

What did we find?

Descriptions of the district: Size, demographics, program, achievement, outcomes, access to high-quality teachers, etc.

Notation of key drivers of site based \$ variations across schools?

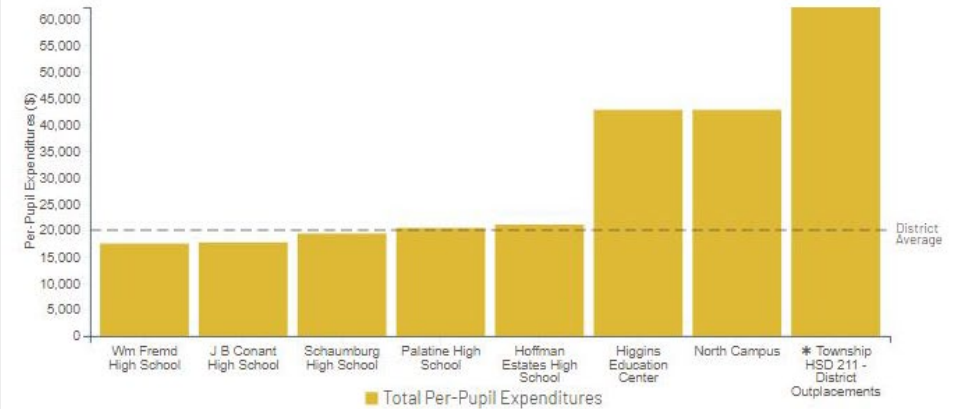
Explanations of how other types of resources are distributed across schools and students?

Supporting comments of how resources at schools shape the student experience?

Average FY 2019 expenditures per student at each school in the district

Bar Chart Scatterplot

SELECT: ☒ Overall ☐ Source of Funds ☐ Expenditure Type



District Financial Capacity to Meet Expectations = 103.70%

District Comments for Site: Higgins Education Center

District 211's Higgins Education Center is home to three of the District's special education programs: Adult-Transition Program-South, Academy-South, and New Endeavors. Student participation in programs at Higgins Education Center are made through Individualized Education Program conference recommendations. The Adult-Transition Program-South is designed to meet the transition-related needs of 18-21 year old students who reside in the boundaries of Conant, Schaumburg and Hoffman Estates High Schools; receive special education services; have an intellectual disability; and require participation in a functional curriculum to foster the development of independent life skills. Palatine High School houses this

School Name	Per-Pupil Expenditures	Enrollment	Low Income Students	English Learners	Students with IEPs	Summative Designation
* Township HSD 211 - District Outplacements	\$62,271	144.47	-	-	-	-
Higgins Education Center	\$42,860	109.44	-	-	-	-
Hoffman Estates High School	\$21,165	1,953.67	50.60%	7.00%	10.00%	Commendable
J B Conant High School	\$17,640	2,331.35	27.90%	4.10%	7.50%	Exemplary
North Campus	\$42,945	65.68	-	-	-	-

District Demographics: What did we find?

Student Need	District Strategy	Unplanned
Special Education \$\$\$	School Level \$	Enrollment/ School Size \$\$\$
English Language Learners \$\$	School Type \$	Building Utilization \$
Economic Disadvantage \$\$	School opening/ closure – transition cost \$	Teacher Compensation \$
Other Student Needs \$		Enrollment Projections \$
		Ad-hoc exceptions \$

Site-Based Expenditures

Average FY 2019 expenditures per student at each school in the district

Bar Chart Scatterplot

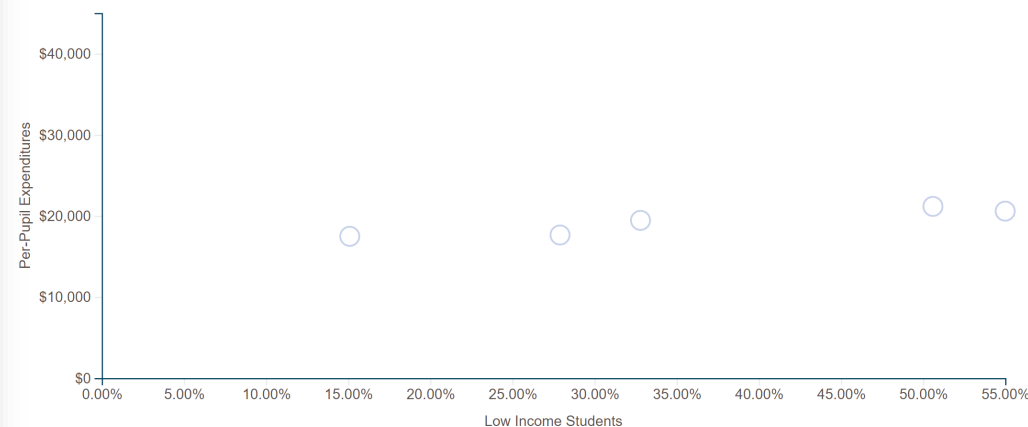
Summative Designation

Enrollment

English Learners

Students with IEPs

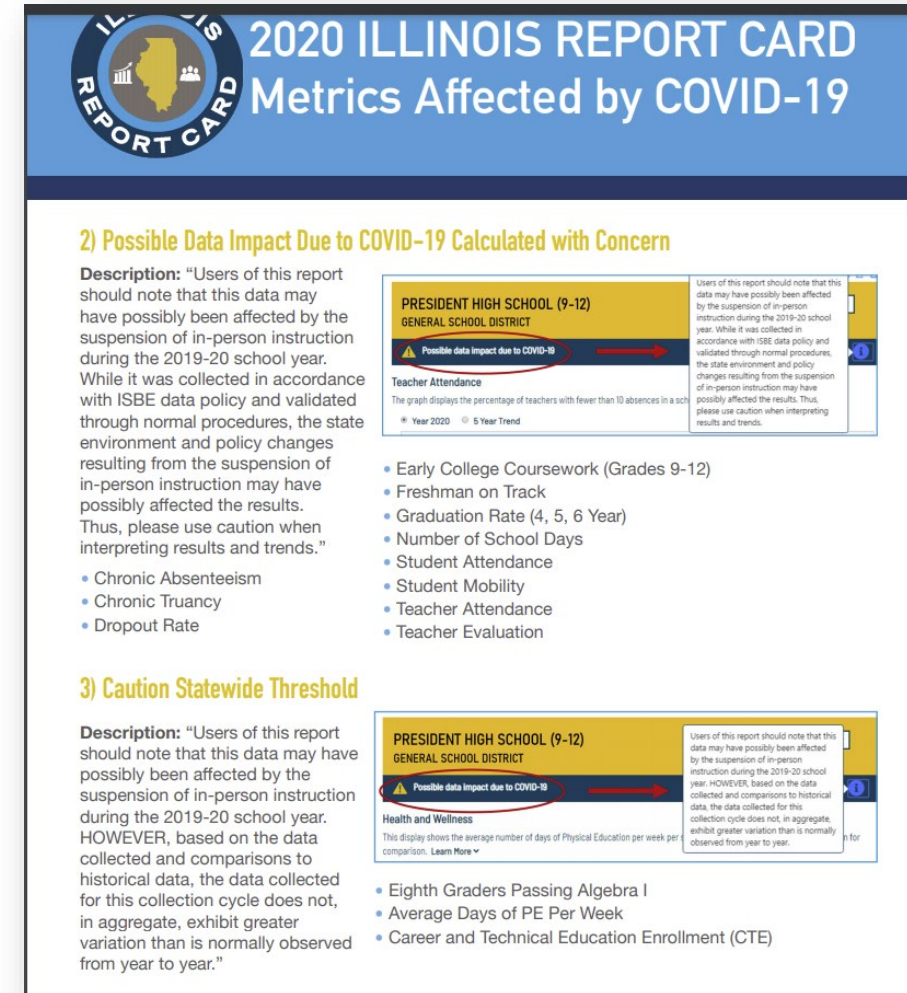
Low Income Students



Typical drivers of school spending variation were recognized

What about Covid?

- Due to the cancelation of assessments for the 2019-2020 school year, Summative Designations were not calculated for 2020 and will keep last year's designation.
- Report Card Data Qualifiers: ISBE added “data qualifiers” to the 2020 Report Card – Per Pupil Expenditures not eligible
- FY2020 financial numbers were likely thrown off due to the abbreviated in-session instruction.
 - “Covid-19 has exacerbated well-documented opportunity gaps that put low-income students at a disadvantage relative to their better off peers.” (Uneven access to devices/internet access critical to online learning)
- More federal dollars due to relief funding and Cares Act
- Covid-19 and Education Funding
 - Falling revenue?
 - Increased Costs



Interpreting the data



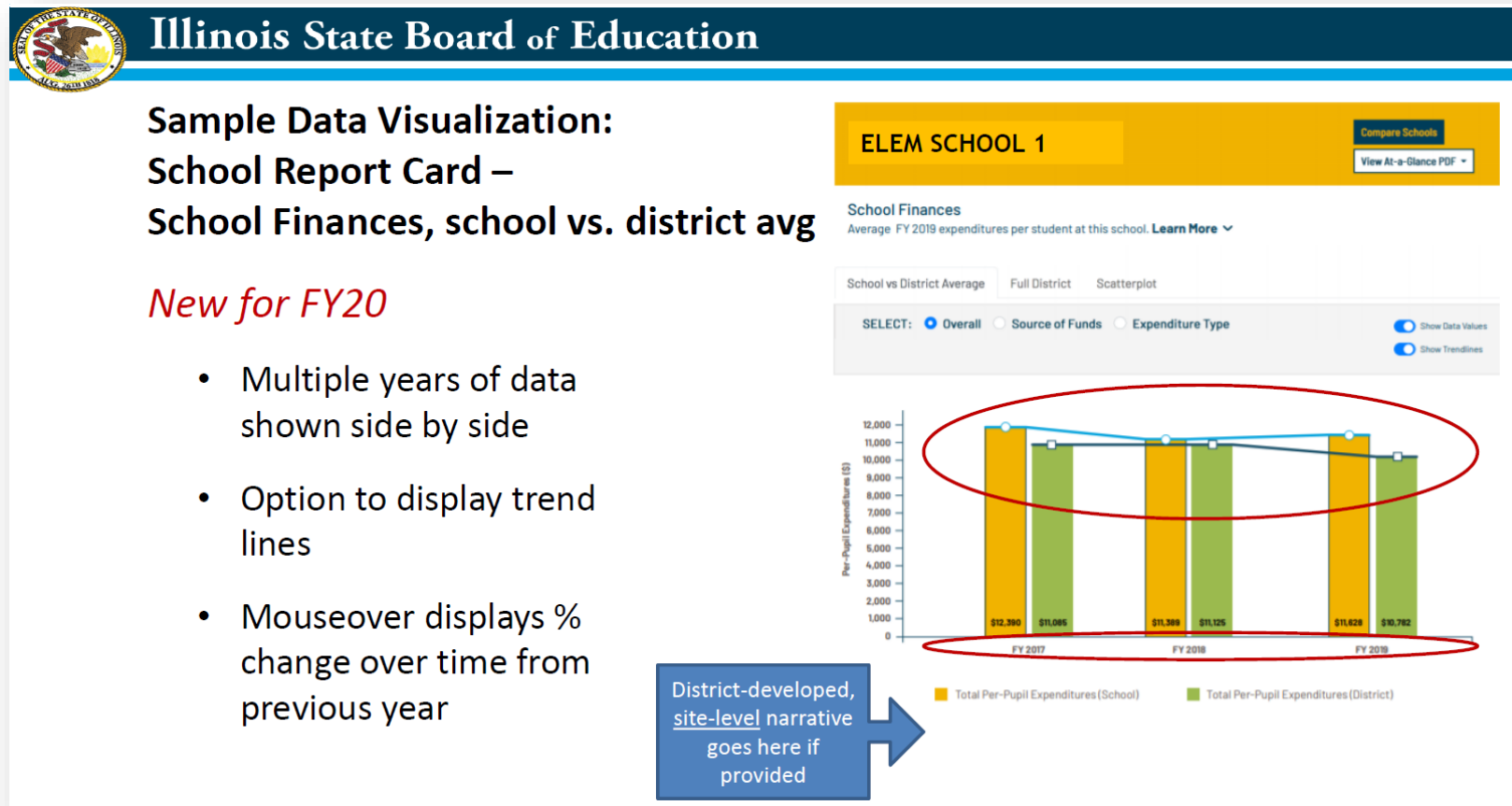
- Like so many great ideas, the information is too detailed for common citizens to make use of it
 - As a result, school officials can mostly whistle right on past the site-based numbers
- Potential for legislators to use the data for policy, but even legislators remain cool to this level of detail
- **Those who do the analysis of reported data control the conversation.**
 - For example, analysis on spending by race will direct attention to race.
 - Analysis on high-need schools will result in attention to student needs as in the case of New York (Transparency – Ed.Trust)
 - Potential for Board candidates to drill into the data

ISBE Follow-up

- Interactive Report Card (District/School)

<https://www.illinoisreportcard.com/>

- Narrative Sections
- Per-Pupil % Change from Previous (2019) year
- Scatterplot – Designations
- School vs. District Avg.



Fed Follow-up

<https://oese.ed.gov/ppe/illinois/>

- On September 16, 2020, the U.S. Dept. of Education (USED) launched a new website that shows how much money each school spends per student.
- Website provides an interactive map that displays the per pupil expenditure (PPE) data required by ESSA

District	Township HSD 211	Township HSD 211
State School ID	173045003164	173045003168
School	Hoffman Estates High School	Wm Fremd High School
Street Address	1100 W Higgins Rd	1000 S Quentin Rd
City	Hoffman Estates	Palatine
Zip Code	60169	60067
Grade Level	High	High
Title I Status	Title I schoolwide school	Not a Title I school
PPE for School Share from Combined State/Local Sources	\$17,757.00	\$14,435.00
PPE for District Share from Combined State/Local Sources	\$2,629.00	\$2,848.00
PPE for School Share from Federal Sources	\$779.00	\$195.00
PPE for District Share from Federal Sources	\$0.00	\$0.00
Total PPE	\$21,165.00	\$17,478.00
Students	1959	2577
Teachers	140.74	158.05

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Per Pupil Expenditures: Illinois

To navigate this page, use the filter options below to search by district, city, grade level, or Title I status. The table provides the district name, school name, city, and total school-level PPE data. The table shows district-level PPE data in rows where there is no school name. If you click on the "more information" button, you will see additional information as reported by the State (e.g., Federal versus State and local PPE). At the bottom of the page, you will find a link to a downloadable Microsoft Excel file with each data point for each school and district in the State and school year for which data are available on this website. Please contact your State if you have questions about this information.

District: DistrictCity: CityGrade Level: Grade LevelTitle I Status: Title I StatusCLEAR FILTERS

Show 10 entriesCompareClearSearch:

Compare	District	School	City	Grade Level	Title I Status	Total PPE	Details
<input type="checkbox"/>	A E R O Spec Educ Coop		Burbank			\$0.00	More details
<input type="checkbox"/>	A E R O Spec Educ Coop	A E R O Educational Center	Burbank	Other	Not a Title I school	\$0.00	More details
<input type="checkbox"/>	A E R O Spec Educ Coop	A E R O-Connect Prog-Satellite	Burbank	Ungraded	Not a Title I school	\$0.00	More details
<input type="checkbox"/>	A E R O Spec Educ Coop	A E R O-Functional Acad Learning-	Burbank	Ungraded	Not a Title I school	\$0.00	More details

Where do we go from here?

- Dive into granularity or Policy level discussion (opportunities over the next 2-3 years)
- Federal \$ - Cares Act; Use of funds; ARRA Funding (post 2008 recession)
- Reconsidering resources in a pandemic (Short term vs. Long term)
- What assumption are you making? – regarding Remote learning
- Competing priorities – ESSA learning/resources vs. Covid learning/resources
 - Use of reserves as revenues shrink
 - Costs/Savings – Contract issues; programmatic priorities;
- What are you hearing from your schools and/or focus groups on budget choices – ESSA \$?
- Biggest concerns of financial strain ahead:
 - If the Great Recession is any indicator, competition for resources will be fierce
 - the prevailing narrative will likely be an even more severe version of “we can’t afford that”
 - It will therefore be more important than ever to meet that assertion with the fact that “we can’t afford not to.”
 - Elimination of key services (preK, SEL, etc.)
 - Losing ground on equity
 - Budgetary disruption
 - Reopening vs. closing vs. reopening
 - Staffing costs
 - Other



What is your communication strategy?

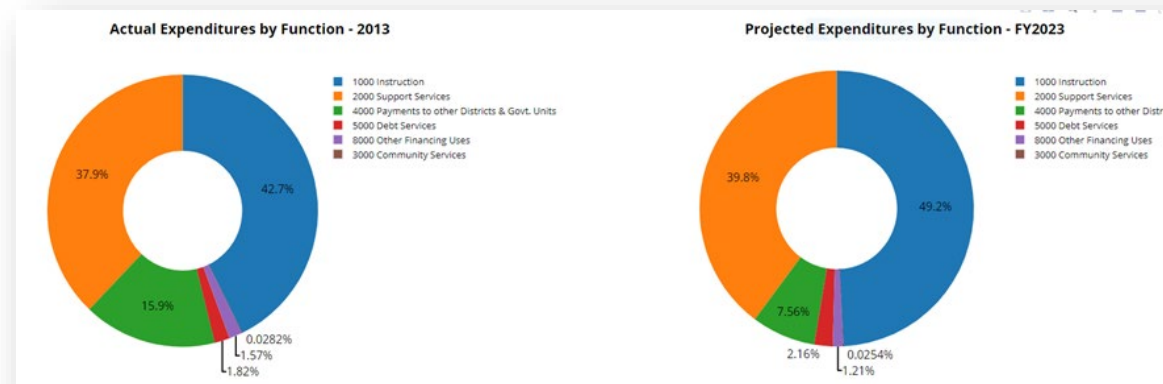
- Narrative/No Narrative
- Fed \$ Change FY20; FY21 – Reporting requirements/use of funds

Actions:

- Are there are any intentional changes you may want to make before budget season concludes? (FY2021 for FY2022)
- Reconcile analysis with allocation methodology (Academics – Financial).
- Connect the dollars to the strategy
- Craft the narrative (control the message) – “Picture and a Plan”

Implementation:

- District leadership
- Board
- Parents
- Community





Action Considerations

- Detailed comparison of results from FY19 to FY20 facilitates a “Playing Offense” strategy vs. “Defensive” strategy
- Articulate your district’s methodology for assigning resources to schools
- Assess implementation reliability (does the methodology match actual per-pupil spending)
 - Staffing: Rules drive allocation of FTEs and discretionary dollars to schools
 - Business rules (i.e. one assistant principal for every XXX students)
 - Weighted: Base funding and weights drive allocation of resources to schools, from which FTEs and discretionary dollars are determined
 - Base dollar amounts and weights: Base weight of 1.0 which equals \$X,XXX for each student and poverty weight of 0.5 which equals \$X,XXX in additional funding per eligible student
 - Combination: Staffing rules and weights determine resource allocation Business rules, base dollar amounts, weights



Implementation Considerations

Communicating with your Board

- Your board should be a key part of your communications plan. Equip members with tools to educate their constituents.
- Explain per-pupil variations with context – Covid Impact
- Outline plan; emphasize link to mission
- Present allocation methodology
- Provide school-level insights





Implementation Considerations

Communicating with Parents/Community

- Cohesive messaging:
 - Transparent reporting + context around key variables
 - Simplify your message – a few charts, and bullet points for a main takeaway
 - Focus on best interest of students
- Controlling the message:
 - *“As part of the Illinois School Report Card, the District’s per-pupil spending is available as required by federal regulations in the Every Student Succeeds Act (ESSA). The District embraces this movement toward fiscal transparency and aims to capitalize on the new reporting requirement by adapting its school funding model to advance resource equity for children in the district’s schools.”*
 - *“Variations in per-pupil spending are a sign of a healthy school budgeting approach —funding equality does not account for the reality of differences in student need. An equity-forward school funding model ensures that student-level funding differences are intentional, aligned to the district’s strategic goals, and in the best interest of the students.”*

Questions and Answers

We thank you for your time!

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