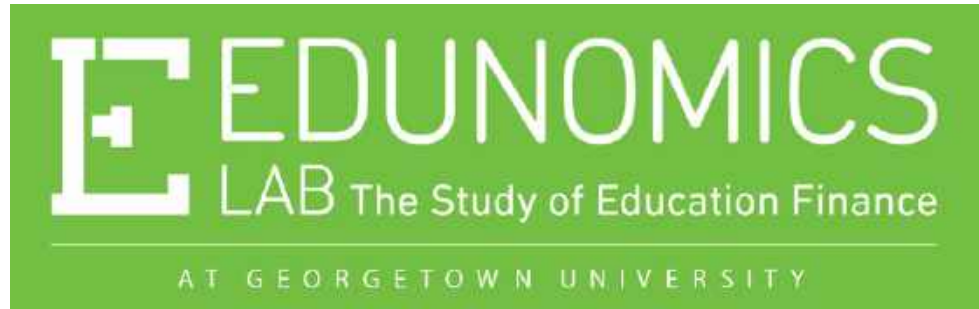


# Does money matter?

[Studies] found that spending more money meant statistically significant benefits for students, including rising test scores and high school graduation rates. “By and large, the question of whether money matters is essentially settled.” -- Kirabo Jackson, Northwestern, 2018

“Outcomes observed over the past half century – no matter how massaged – do not suggest that just throwing money at schools is likely to be a policy that solves the significant U.S. schooling problems seen in the levels and distribution of outcomes.”  
— Eric Hanushek, Stanford, 2015

“Only a fool would find that money does not matter in education.” - Superior Court Justice Howard Manning, 2016



# How to Make Money Matter *More*

Chad Aldeman

April 28, 2022

**POLLS:** *Your thoughts on state financial choices made during the pandemic.*

Idaho invited families to apply directly for some of its state relief funds to purchase educational materials, devices and services: \$1,500 per child with a maximum of \$3,500 per family

**Reasonable? or I'm less comfortable with this**

The Kansas Dept of Ed will reserve a portion of funds to offset the cost of admission for students to visit museums, zoos, historical sites, state parks and the Kansas state fair as a way to address learning loss.

**Reasonable? or I'm less comfortable with this**



**POLLS:** *Your thoughts on state financial choices made during the pandemic.*

The School District of Philadelphia will spend \$325M of its ESSER funds on facilities upgrades, equivalent to \$2,488 per pupil.

**Reasonable?** or **I'm less comfortable with this**

Indianapolis eliminated an \$18M deficit by trimming and reorganizing central offices and transportation, but may need to close schools to avoid falling into the red. The district received \$213M in one-time federal aid, but will use that for student learning recovery.

**Reasonable?** or **I'm less comfortable with this**

JeffCo (KY) district is allocating a portion of its ARP funds directly to schools: \$37 per pupil plus more for ELL, FRL, and SpEd students, and for students with low scores in reading and math.

**Reasonable?** or **I'm less comfortable with this**



**POLLS:** *Your thoughts on state financial choices made during the pandemic.*

Facing a shortage of bus drivers, Philadelphia offered \$300 per month to parents to get their own kids to school.

**Reasonable?** or **I'm less comfortable with this**

In a pilot program, Long Beach paid 60 of its high schoolers to become certified tutors on Schoolhouse.World (a spin-off of Khan Academy).

**Reasonable?** or **I'm less comfortable with this**



Some of these are examples of something called “co-production.”

*Co-production: A way of delivering government services in which customers help create and perform the services. Co-production stands in contrast to a model where citizens consume public services which are entirely conceived of and provided by government entities.*



“Should the district be rowing or steering on this one?”



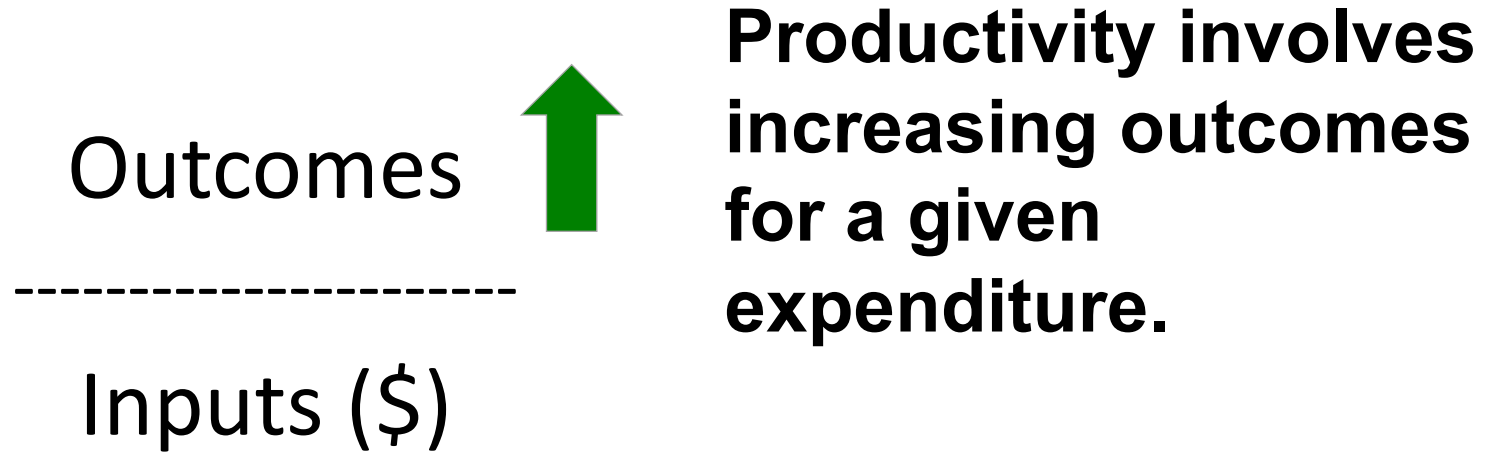
Consider the following “Would You Rather?” tests. Try to put yourself in the shoes of the given recipient. Jot down your choices and then turn and talk to your neighbor.

1. For parents: Would you rather have your child:
  - A. In a class of 27 students taught by one of the district’s most highly effective teachers (who receives a \$10,000 bonus)
  - B. In a class of 22 students taught by a teacher of unknown effectiveness and receiving no bonus
  
2. For principals: Would you rather have:
  - A. A Vice Principal
  - B. Money to award 24 teachers \$5,000 stipends each to perform extra duties of your choosing
  
3. For teachers: Would you rather have:
  - A. A district-chosen benefits package worth \$14,000
  - B. \$14,000 to apply to benefits of your choosing (and keep any leftover money)





# What is **productivity**?



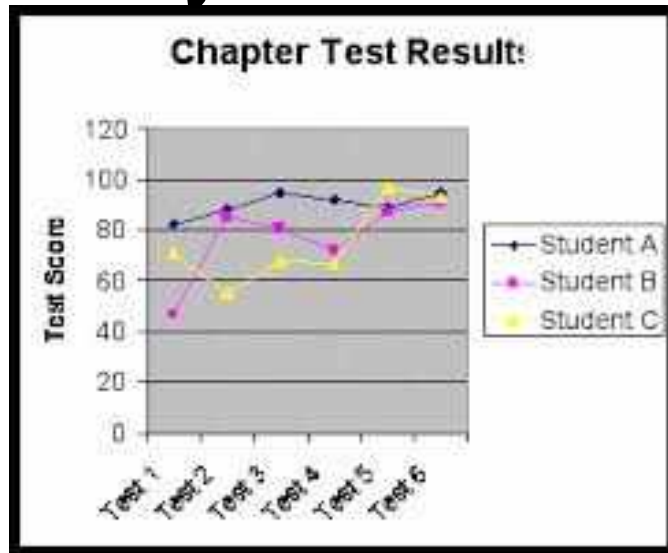
Efficiency generally refers to achieving the same outcomes at a lower expenditure.





# New data enables comparisons of spending with student outcomes, by school

## Outcomes by school



+

## Spending by school





ESSA requires the reporting of spending by school!

**Download the data and check back for future updates:**

[www.edunomicslab.org/nerds](http://www.edunomicslab.org/nerds)



True/ False:

Two schools with similar mixes of students can spend the same amount of money and get different results.

Yes – thumbs up

No – thumbs down



True/ False:

Two schools that serve similar populations of students and spend the same amount of money on the same things will get the same results (student outcomes).

Yes – thumbs up

No – thumbs down



Think of a school you work at, attended, or is near your home. How does it compare to other schools in the state with similar demographics?

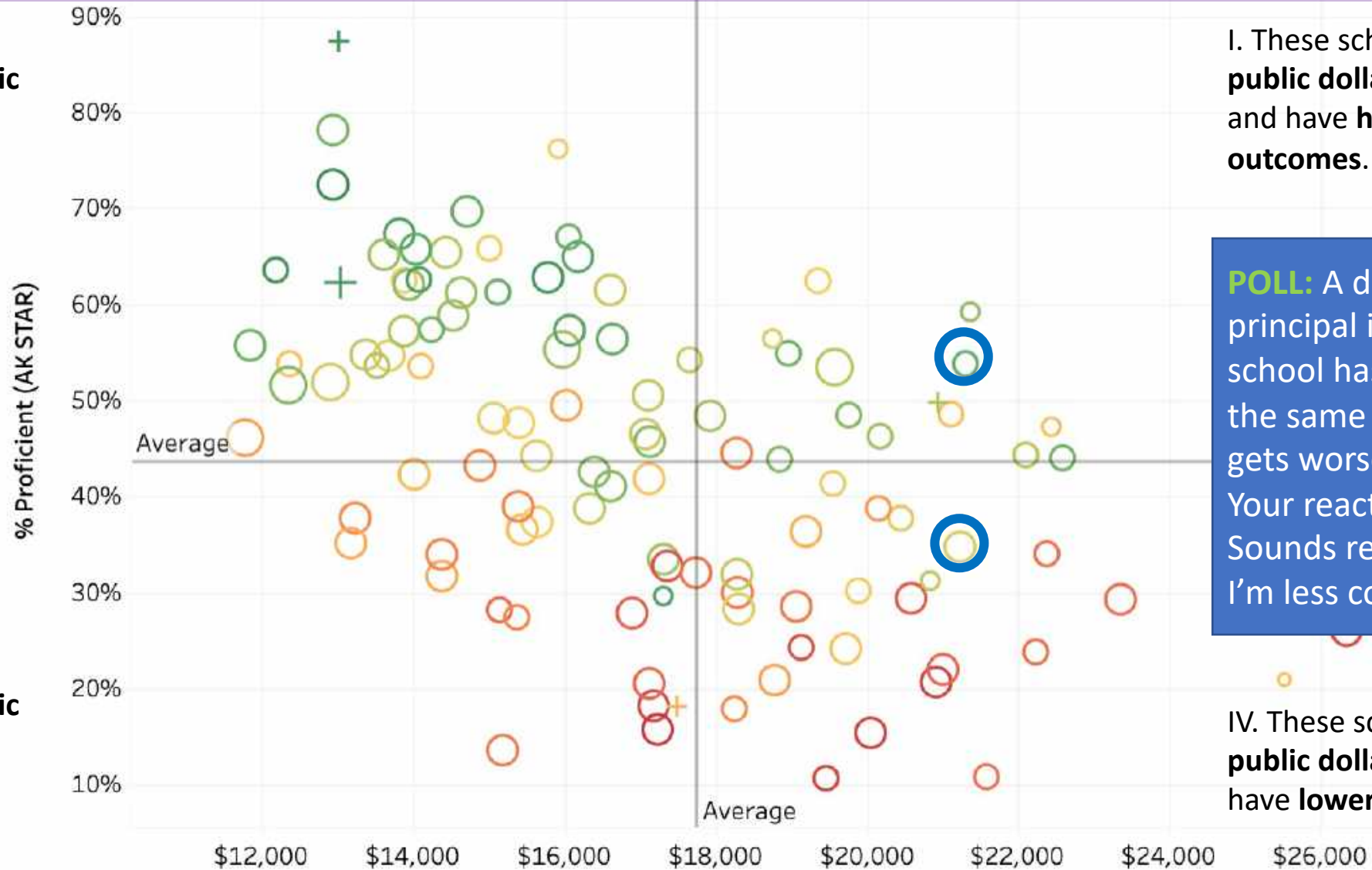
How would you characterize this school relevant to peers with similar students? My school is:

1. High spending and high outcomes
2. High spending and low outcomes
3. Low spending and low outcomes
4. Low spending and high outcomes



## Spending per student by elem school vs. school outcomes (2018-19)

II. These schools spend **fewer public dollars** than their peers and have **higher student outcomes**.



I. These schools spend **more public dollars** than their peers and have **higher student outcomes**.

**POLL:** A district leader tells the principal in School IV that the school has similar students and the same money as School I but gets worse outcomes.

Your reaction:  
Sounds reasonable.  
I'm less comfortable with this.

III. These schools spend **fewer public dollars** than their peers and have **lower student outcomes**.

IV. These schools spend **more public dollars** than their peers and have **lower student outcomes**.

Look up your district and make comparisons at: <https://tinyurl.com/AlaskaScatter>



District spending per student by elem school vs. school outcomes in a district (2018-19)

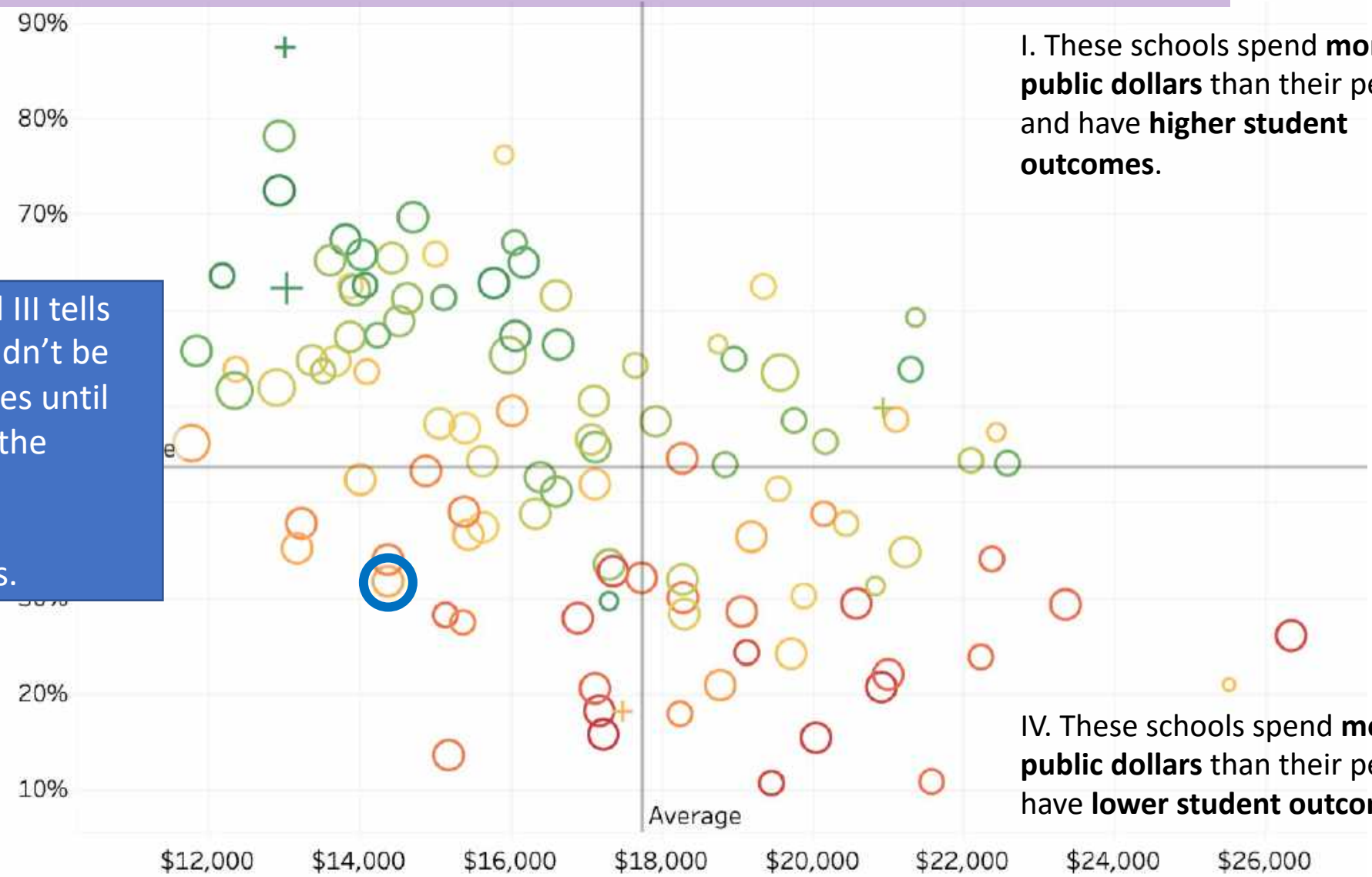
II. These schools spend **fewer public dollars** than their peers and have **higher student outcomes**.

I. These schools spend **more public dollars** than their peers and have **higher student outcomes**.

**POLL:** The principal of School III tells the supe that School III shouldn't be held accountable for outcomes until School III gets a fair share of the district \$. Your reaction:  
Sounds reasonable.  
I'm less comfortable with this.

III. These schools spend **fewer public dollars** than their peers and have **lower student outcomes**.

IV. These schools spend **more public dollars** than their peers and have **lower student outcomes**.



Look up your district and make comparisons at: <https://tinyurl.com/AlaskaScatter>

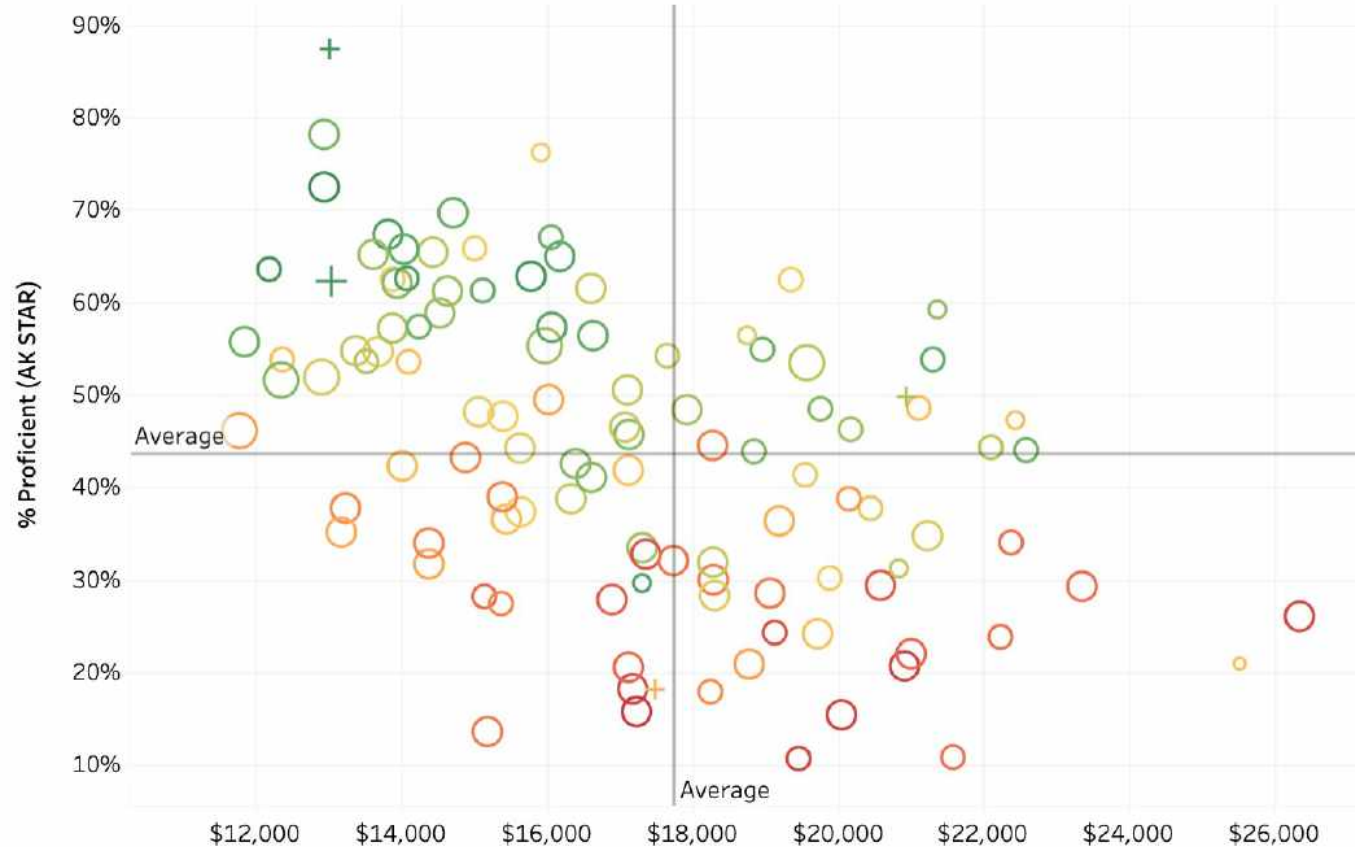


# Split into small groups and role play the following questions:

1. You are the superintendent and meeting with a principal in Quadrant I, what do you say?
  2. Now you're meeting with a parent who's child attends a Quadrant IV school? What do you say?
  3. Imagine you are the principal of the school in Quadrant IV. What do you say to your school staff?
- Quadrant I?

**II. Low spending, high outcomes**

**III. Low spending, low outcomes**



**I. High spending, high outcomes**

**IV. High spending, low outcomes**

Look up your district and make comparisons at: <https://tinyurl.com/AlaskaScatter>





## POLL

1. Do you think most principals know which quadrant they're in?

Yes/No

2. Do you think most school teachers/staff know which quadrant they're in?

Yes/No



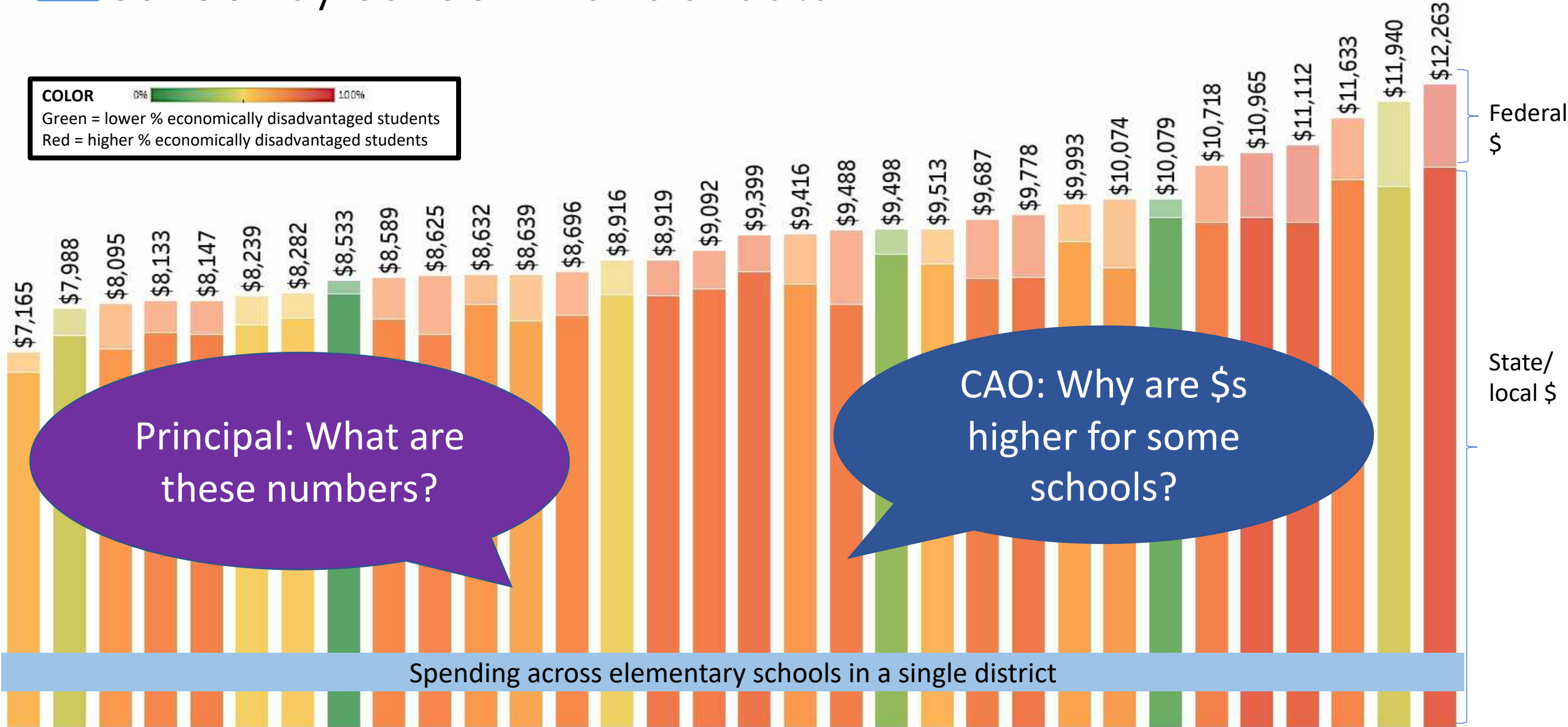
5

lessons learned about using data to fuel conversations on strategic financial decision-making



# 1 Most district/school leaders are not yet interacting with school-by-school financial data.

**COLOR** 0% 100%  
Green = lower % economically disadvantaged students  
Red = higher % economically disadvantaged students



Principal: What are these numbers?

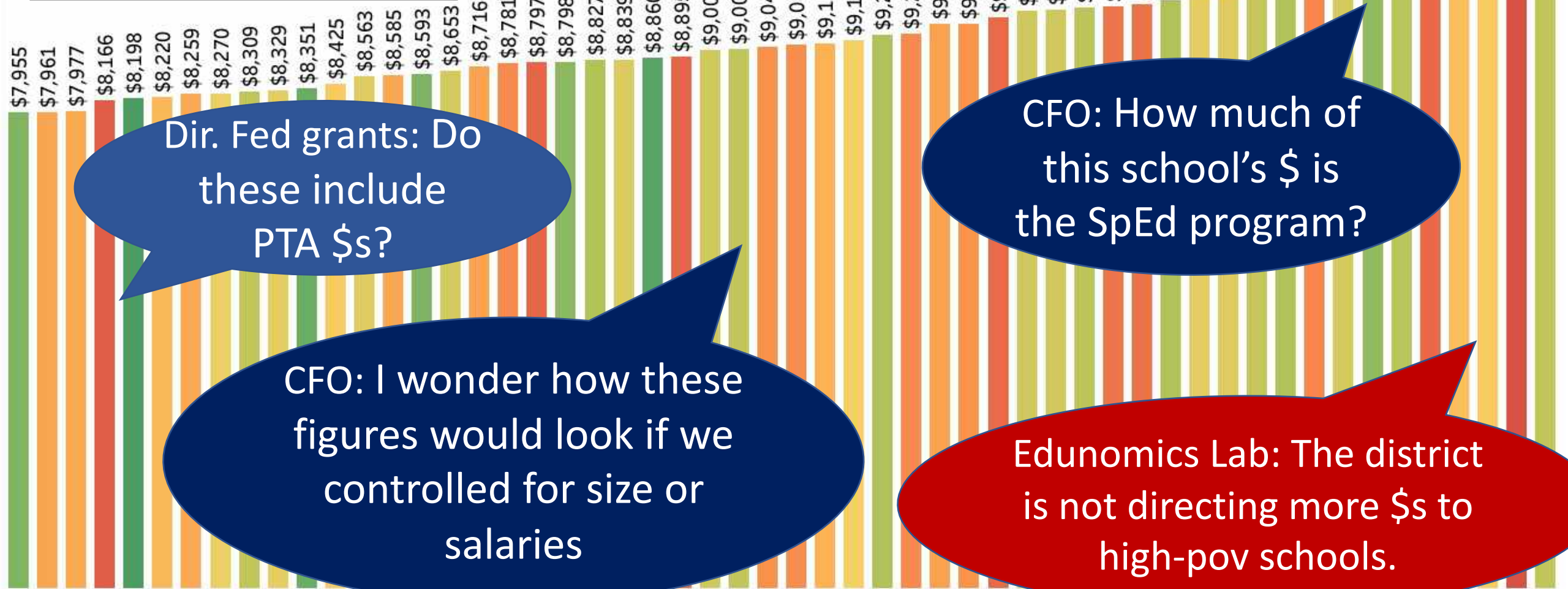
CAO: Why are \$s higher for some schools?

Spending across elementary schools in a single district

# 2

## First reaction is to focus on trees, not forest.

**COLOR** 0% 100%  
Green = lower % economically disadvantaged students  
Red = higher % economically disadvantaged students



Dir. Fed grants: Do these include PTA \$s?

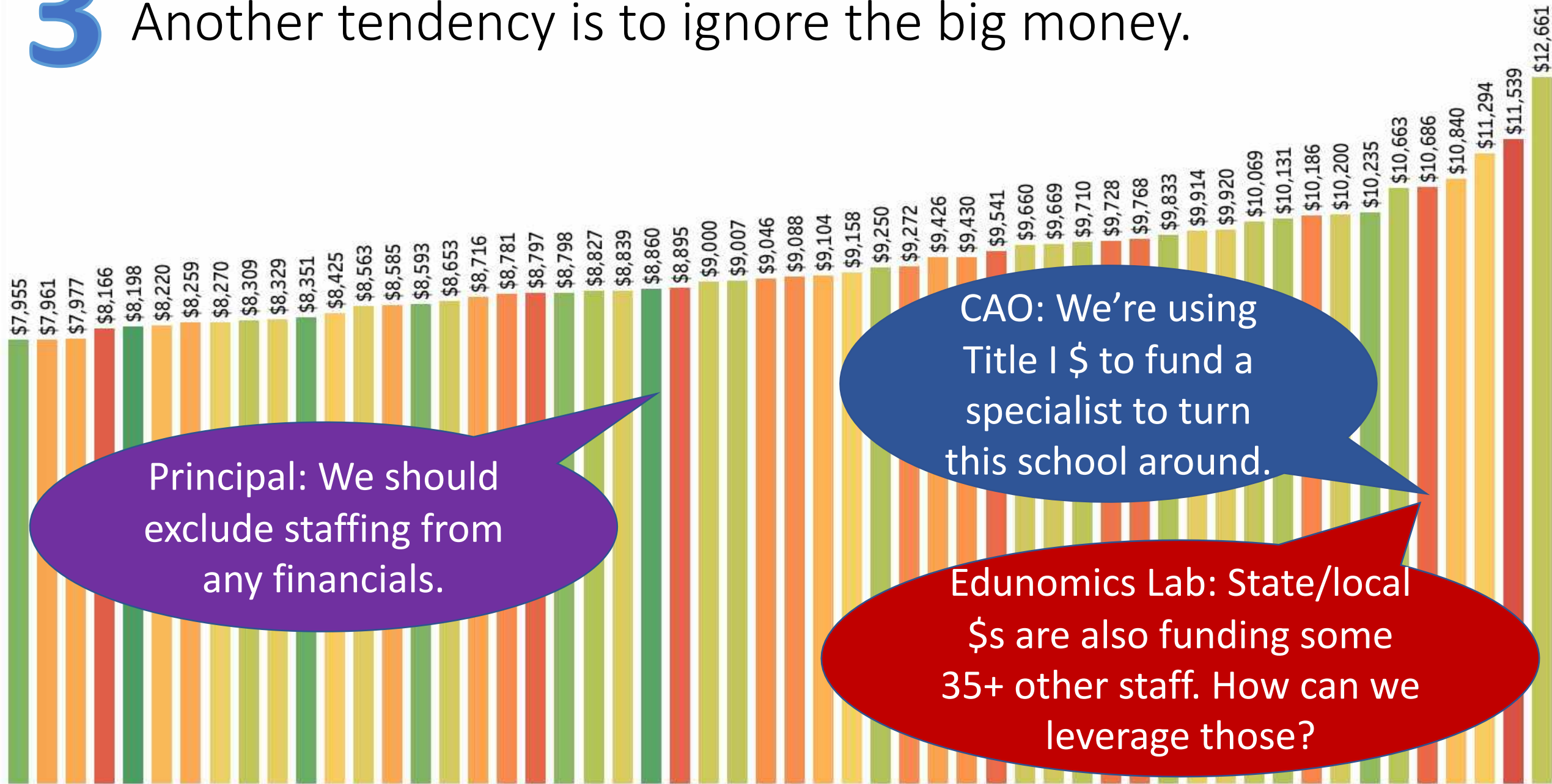
CFO: I wonder how these figures would look if we controlled for size or salaries

CFO: How much of this school's \$ is the SpEd program?

Edunomics Lab: The district is not directing more \$s to high-pov schools.

# 3

Another tendency is to ignore the big money.



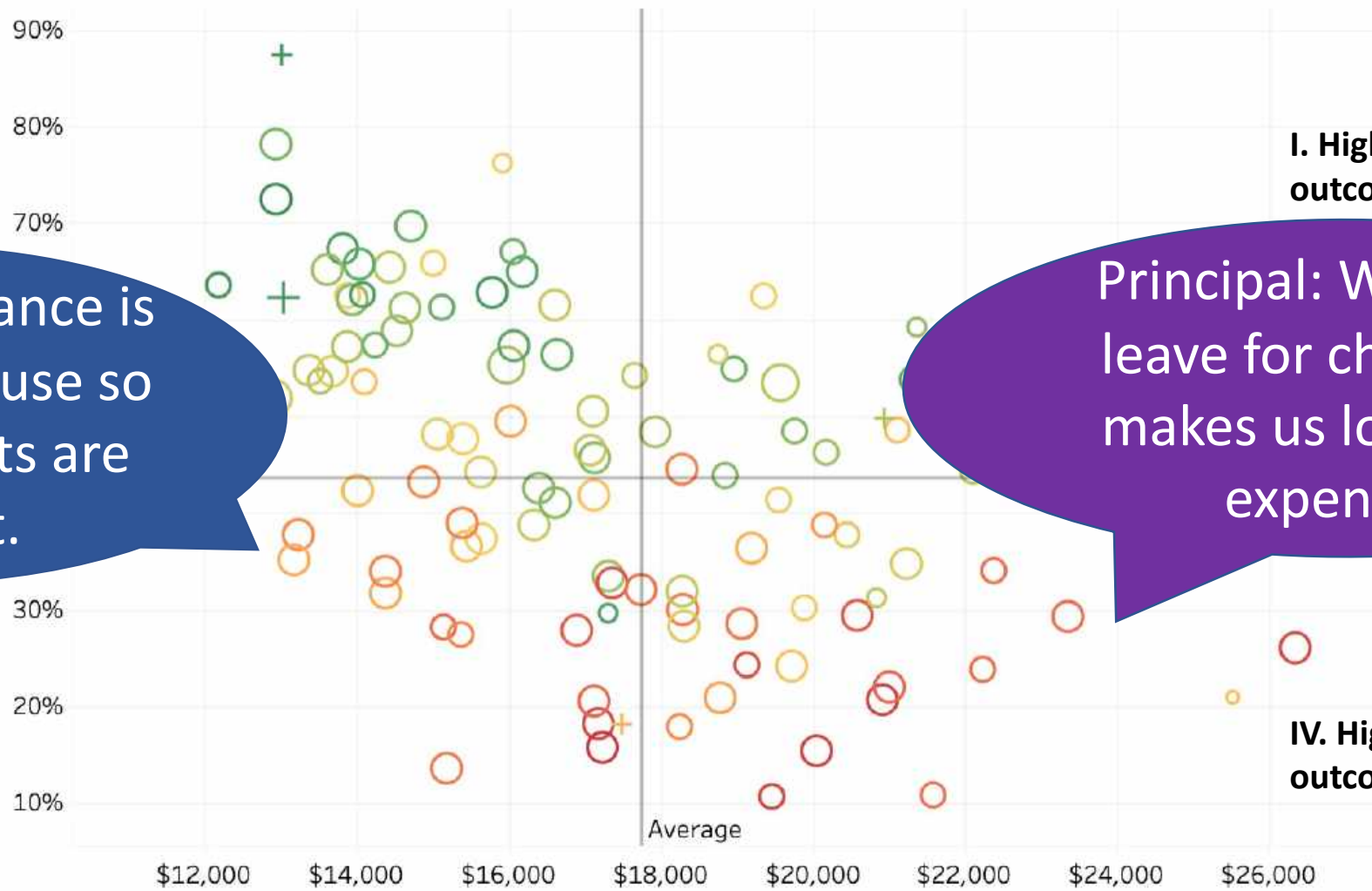
Principal: We should exclude staffing from any financials.

CAO: We're using Title I \$ to fund a specialist to turn this school around.

Edunomics Lab: State/local \$s are also funding some 35+ other staff. How can we leverage those?

# 4

Leaders need nudging to engage on leveraging dollars for student outcomes. (Otherwise, they focus on other factors.)



**II. Low spending, high outcomes**

**I. High spending, high outcomes**

CAO: Performance is low here because so many students are transient.

Principal: When kids leave for charters, it makes us look more expensive

**III. Low spending, low outcomes**

**IV. High spending, low outcomes**

# 5

Comms training helps leaders gain comfort in engaging in data and exploring solutions

Principal: I'd like to be more involved in financial conversations going forward.

CAO: How can we leverage our investment in teachers, librarians & specialists to get our reading outcomes up?

Principal: Some of our extra \$s are in staff, but it would help to hire them before October to maximize value.

CFO: Our small schools are spending a lot and getting little in return.



## POLL:

What is the biggest barrier to getting district/school leaders to engage with these data?

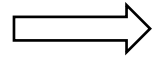
- A. Lack of good data displays
- B. Lack of finance/data analytics experts to facilitate the conversation
- C. Competing priorities (or “it’s nobody’s job”)
- D. Poor training/capacity among district/school leaders
- E. Other – you tell us!





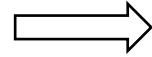
# If or when this happens: What districts can say (*and do*).

**District leader:** “Yikes!! I don’t know how this happened or how to fix it.”



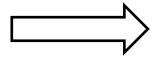
“Looking at the district’s expenses from the school lens is new for us and reveals some noteworthy patterns. We’re eager to engage with our principals/community/board to explore how to best deploy our limited funds to do the most for all the district’s students.”

**School Board Member:** “Wow - teacher seniority seems to be driving up spending at some of our schools.”



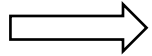
“We use a salary scale based on experience, so we spend more on schools that attract senior teachers. We’re eager to engage with our principals/teachers/community about options that might both retain our teachers and work better for all our students.”

**Parent:** “Why is this magnet school so expensive?”



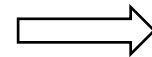
“The extra funds we’ve been applying to our special programs do leave fewer dollars for other schools. This is good time to explore whether there are ways to protect those programs without drawing funds from other schools and students.”

**Parent:** “How come some schools get so much more than others?”



“Our approach to equity means delivering more resources to students with higher needs. Going forward, we’ll try to make that clear by clarifying allocations by student type.”

**Principal:** “If the school is so small, why is it so expensive per student?”



“The district does deploy more dollars to its smaller (or under-enrolled) schools, leaving fewer dollars for all other schools. Given limited district resources, it may be time to explore how we can construct a budget that better serves all our students.”



# Communications (for district leaders)

- a) In engaging with our principals/teachers/families, we're finding/hearing \_\_\_\_\_ and that matters for students because \_\_\_\_\_.
- b) With our available resources, we are investing \$\_\_\_\_\_ (at a cost of \$\_\_\_\_\_ per pupil) in order to do \_\_\_\_\_ for our students.
- c) Some have raised a legitimate concern about \_\_\_\_\_. Toward that end, we're \_\_\_\_\_.
- d) Also, we're making sure that our districts/schools/principals have the flexibility they need to adjust to ensure/mitigate \_\_\_\_\_ for students.
- e) And \_\_\_\_\_ going forward. Please also engage with your \_\_\_\_\_ for students.
- f) Our hope \_\_\_\_\_ with the hard work of our employees and families, will mean that our students are able to \_\_\_\_\_.

We also have a template  
on our website!

Check out our communications template at: <https://tinyurl.com/PrincipalTemplate>



# Key Communication Reminders

- Avoid business lingo!! (*Avoid “deficit-reduction”, “marginal costs”*)
- Reference students (*Tendency is to focus only on staff or purchased inputs*)
- Share tradeoffs considered (*Not, “we had no choice”*).
- Citing dollar figures improves credibility (avoid %)
- Community (and teachers) want to hear about financial info in a format that allows for them to weigh in.
- “Fair” is received better than “Equitable”



## 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.
- ✓ 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.



	Investment	Major cost factors	Estimated # Students Served	Cost per participating student	Desired Outcomes — Estimated Effectiveness (High/Med/Low)	Risks
A	Tutoring 1-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour	308 students (Highest-needs students?)	$\$1,000,000/308 =$ <b>\$3,240</b>	Math and reading scores increase? Grades increase? — Promising?	Some student may not attend; no peer interaction; difficulty hiring tutors
B	Tutoring 4-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour	1,232 max			
C	Adding specialists staff to schools	\$100,000 per FTE = 1 per school	4,000	<b>\$250</b>		
D	High school recovery courses	Summer provider costs \$875/student		<b>\$875</b>		
E	Lengthen the school day 20 minutes/day	\$3,600 stipend for all certificated staff	4,000	<b>\$250</b>		
F	PD & planning time Teachers paid extra for SEL – one week before school starts plus 10 half-days	\$3,600 stipend for all certificated staff	4,000	<b>\$250</b>		
G	Other (you choose)					

**We love division!**  
**→ It gives us cost per student.**

	Investment	Major cost factors	Estimated # Students Served	Cost per participating student	Desired Outcomes — Estimated Effectiveness (High/Med/Low)	Risks
A	Tutoring 1-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour	308 students (High)		Reading	Some student may not attend; no peer interaction; difficulty hiring tutors
B	Tutoring 4-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour	1,232 students		promising	Some students may not attend; difficulty hiring tutors
C	Adding specialists staff to schools	\$100,000 per FTE = 1 per school	4,000	\$250	SEL needs are met, so students attend and learn	Difficulty hiring. Uneven access across schools
D	High school recovery courses				Boost achievement ---- promising	Students may not attend
E	Lengthen the school day 20 minutes/day				More learning, achievement?	Pushback from parents/teachers?
F	PD & planning time Teachers paid extra for SEL – one week before school starts plus 10 half-days	\$3,600 stipend for all certificated staff	4,000	\$250	more ap	
G	Other (you choose)					

Recognize risks to find ways to mitigate them, or ensure early detection.

Communicating desired outcomes can help everyone stay focused (which can drive outcomes).

This is an expensive program. Do we think it will be high value?

# POLLS

Notice that 1-1 tutoring costs much more per student than 4-1 tutoring. If tutoring was a priority in your district, do you think the higher costs of 1-1 are worth it?

Yes, I'd say go with 1-1

No, I lean toward 4-1



# How You Spend Your Money IS Your Strategy

***“Budgeting is the manifestation of an organization’s strategies, whether those strategies are the result of***

- **thoughtful strategic planning processes,**
- **of the inertia of long years of doing approximately the same thing,**
- **or of the competing political forces within the organization bargaining for shares of resources.”**

- Lee, Johnson, and Joyce, *Public Budgeting Systems*, Seventh Edition, 2004

**What does your district’s spending pattern say about its strategy?**







# Taking the Temperature of Health Care Costs in Public Education

Chad Aldeman

# POLL

Which do you believe younger teachers would prefer:

- a) Starting salary of \$55,000 plus \$5,500 toward health care benefits
- b) Starting salary of \$60,000 with no employer-funded health care benefit



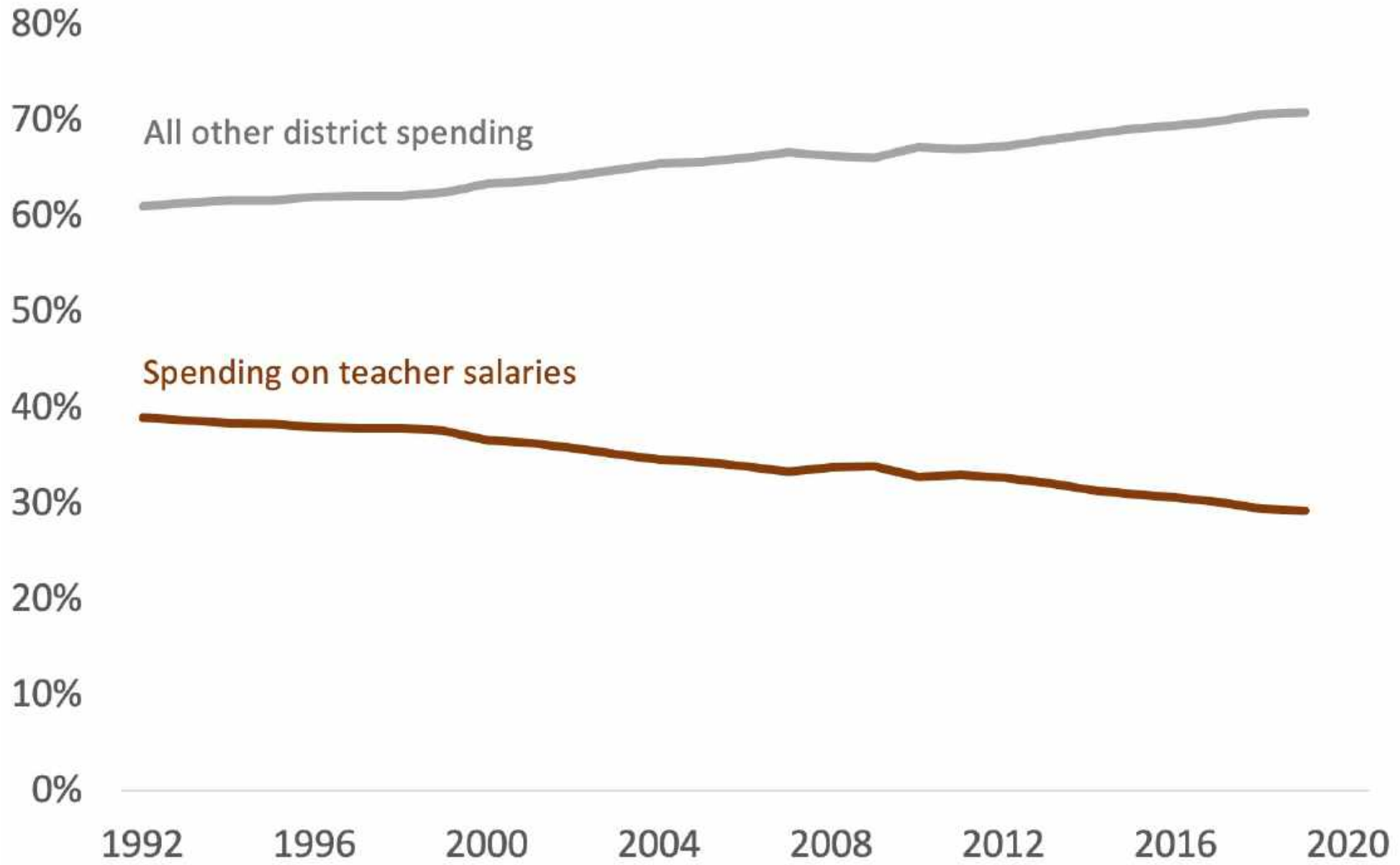
# *What do you prefer?*

(survey by Fuchsman, McGee, and Zamarro)

Teachers would require a 16.8% raise to compensate for a health plan that *\*only\** covered 60 versus 80% of costs.

Teachers were indifferent between a 10.6% raise and receiving dental and vision coverage.

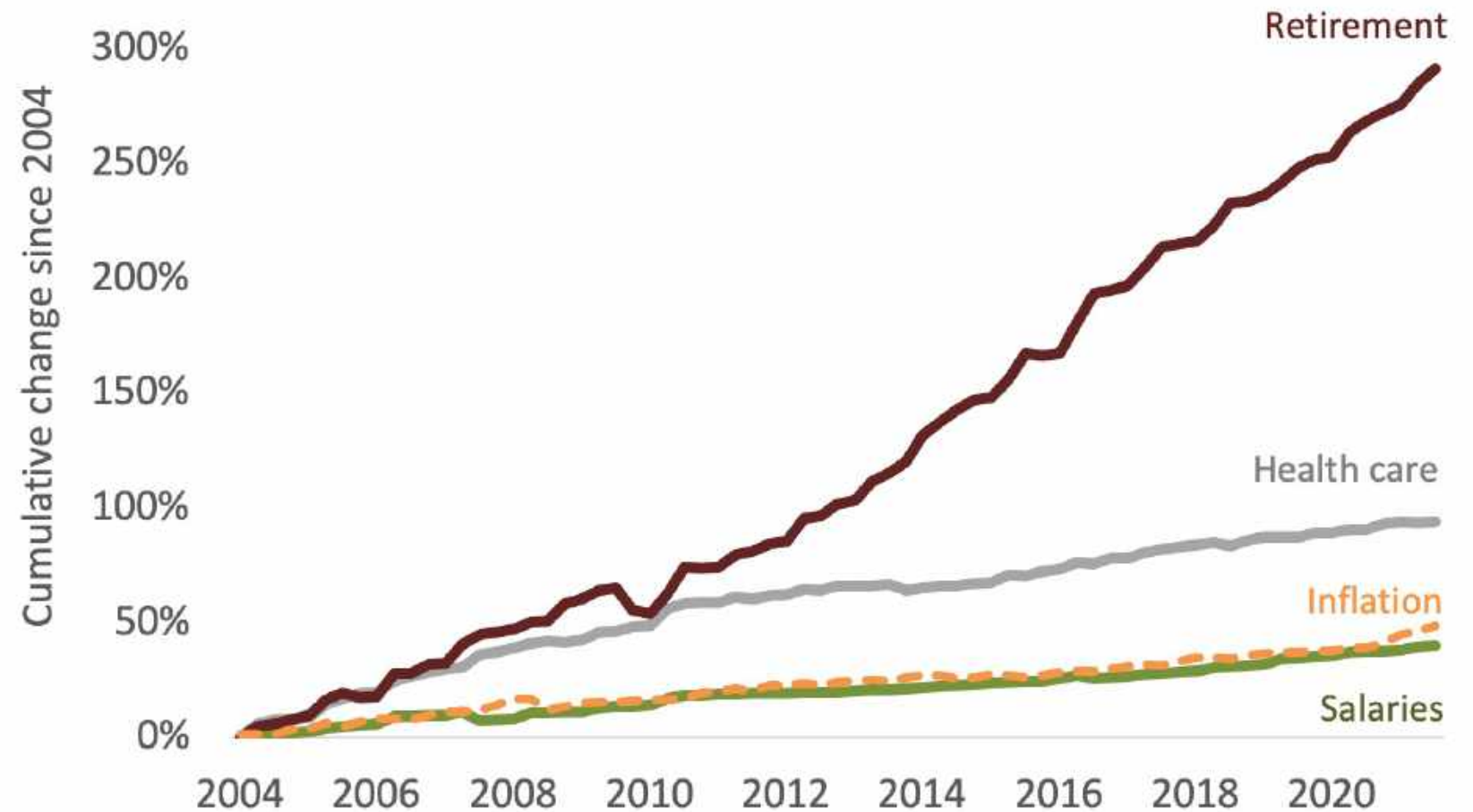




## Change in teacher compensation over time

Part of this is a benefits problem.

Benefits consume an increasing share of teacher compensation



Source: BLS, Employer Costs for Employee Compensation

**EDUNOMICS**  
LAB The Study of Education Finance

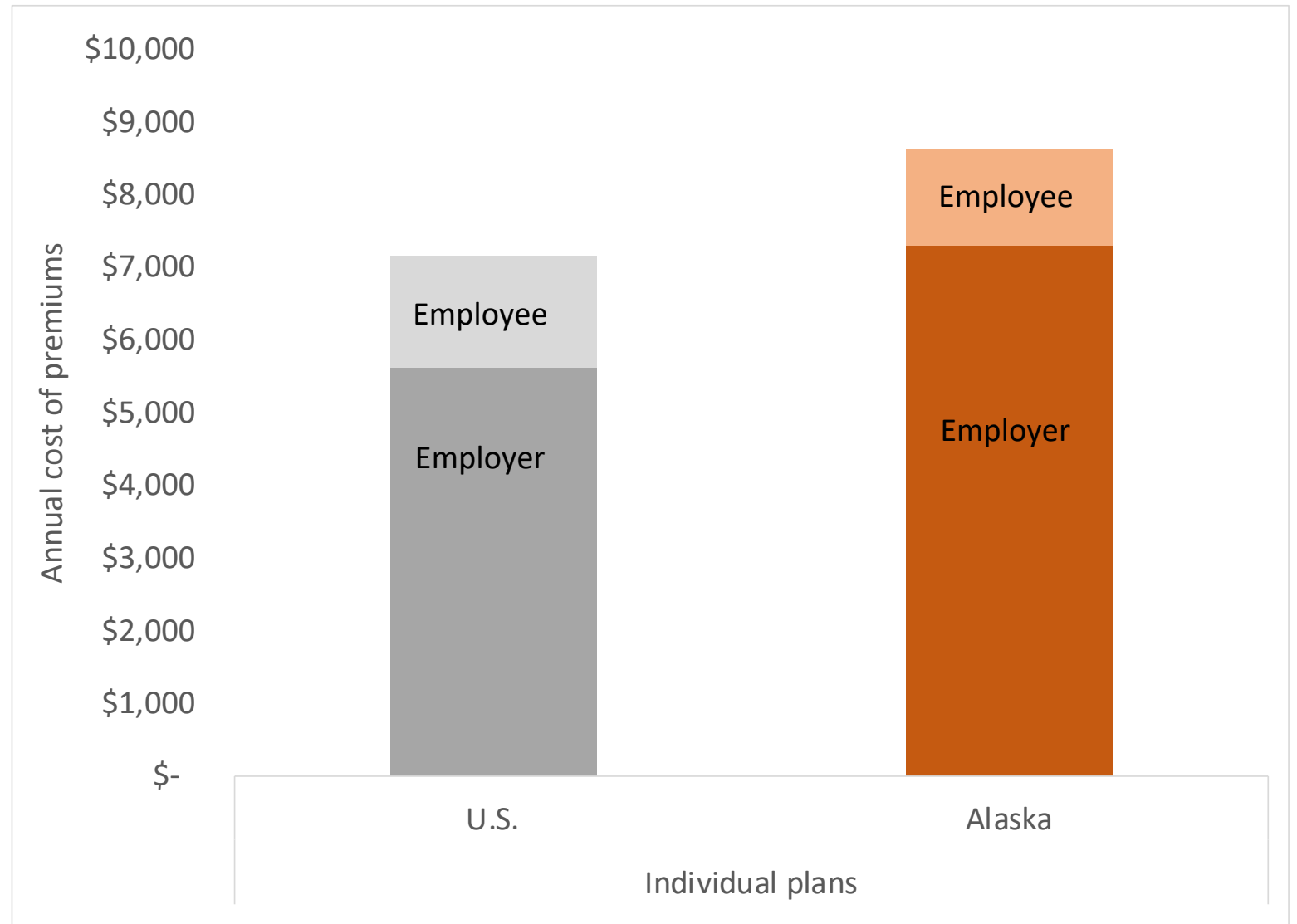


# 4 points on Alaska's health care costs

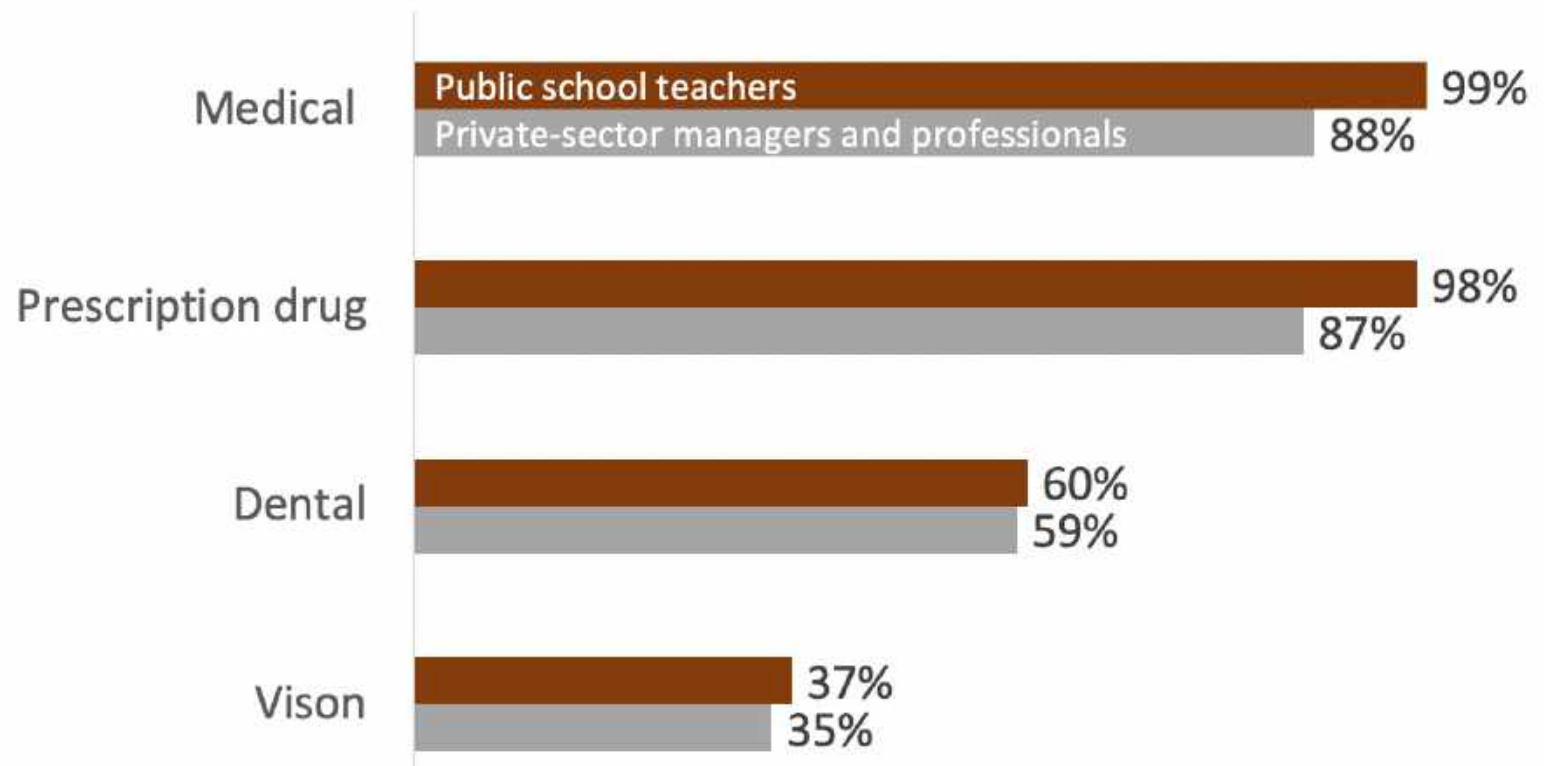
- 1. Alaska health care costs more to deliver (duh)**
- 2. Teachers have more expensive health care benefits**
- 3. Alaska's cost structure can shield employees from those rising costs**
- 4. What districts could do**



Alaska has higher health care costs than residents of other states



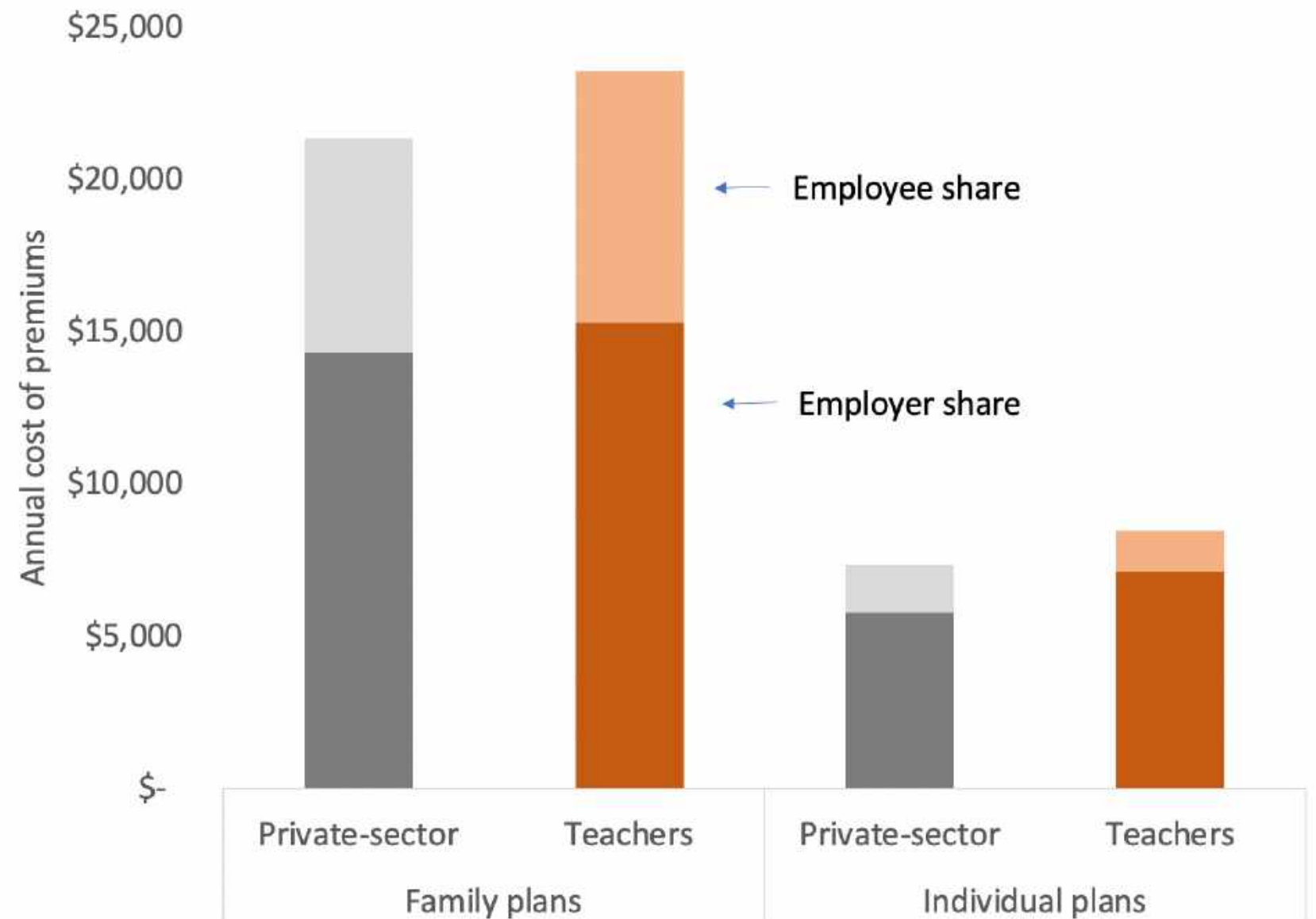
In terms of access,  
teachers are not that  
dissimilar from private-  
sector professionals...



...Except on retiree  
benefits!



Among those with benefits, teachers have slightly more expensive health care plans



# One option: Cafeteria benefits, where employees choose among options

	Ms. Johnson		Mr. Rodriquez		Ms. Kaufmannn	
Personal days	240	used 2	240	used 2	240	used 2
sick days						
taken	600	5 days	1,200	10 days	240	2 days
life insurance	-	decline	-	decline	200	elect
Dental	200	elect	-	decline	200	elect
health ins	8,000	low	12,000	med	14,000	high
<b>TOTALSum</b>	<b>\$9,040</b>		<b>\$13,440</b>	<b>\$-</b>	<b>\$14,880</b>	
Total Allotted	\$13,840					
<b>Difference</b>						
<b>Unused</b>						
<b>benefits</b>	<b>\$4,800</b>		<b>\$400</b>		<b>\$(840)</b>	<b>salary deduction</b>



Other ideas: While you have money, ask for something in return

- Update sick leave policies
- Help teachers understand the true cost of their benefits
- Switch to fixed-dollar contributions rather than contributions tied to premiums
- Look at your defaults, and nudge employees toward better choices

Buffalo, NY pays the costs for teachers to get plastic surgery. Time to reconsider benefits like that?





# It's 2023. Where did all the money go?

Chad Aldeman

April 29, 2022

money

It's 2023. Where did the ~~time~~ go?

# 2023

JANUARY	FEBRUARY	MARCH	APRIL
W T F S	S M T W T F S	S M T W T F S	S M T W
4 5 6 7	1 2 3 4	1 2 3 4	
11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11	2 3 4 5

ESSER was a grand experiment: What happens when feds give large sums to districts with few strings attached?





# Reminder: Alaska LEAs have until 2024 to obligate federal funds

**\$359 Million** ARP ESSER III. LEAs must obligate by 9/2024 ~ **\$2,760 per pupil**

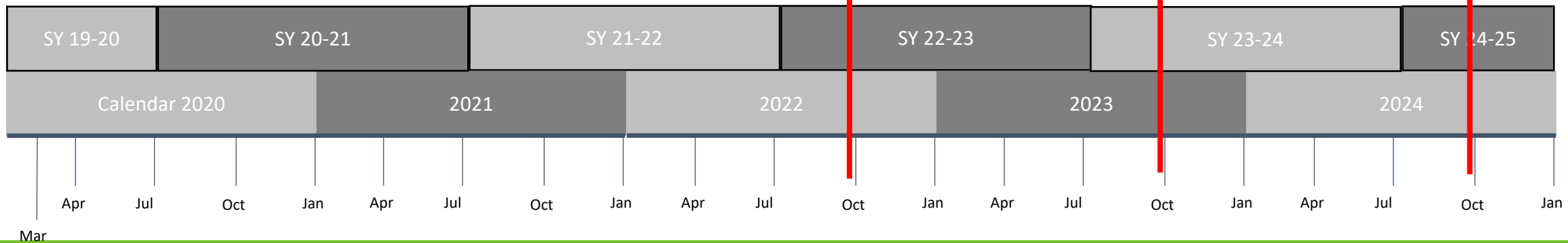
**\$160 Million** CRSSA ESSER II. SEAs must obligate by 9/2023 ~ **\$1,200pp**

**\$38 Million** CARES ESSER I. LEAs must obligate by 9/2022 ~ **\$295pp**

Broadly flexible.  
USED: expenses  
must relate to  
COVID.

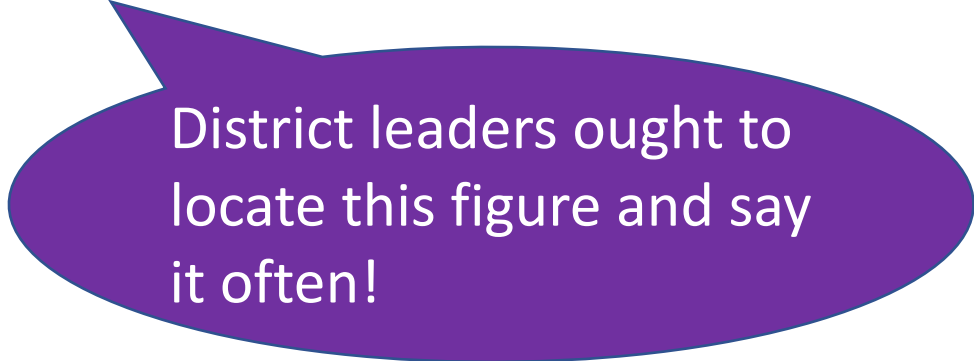
20% must be  
used for  
learning loss.

School &  
Calendar  
Year



How much per pupil did your district receive from ESSER III?

1. <\$1,000 per student
2. \$1,000 - \$2,000 per student
3. \$2,000 - \$3,000 per student
4. \$3,000 - \$4,000 per student
5. >\$4,000 per student



District leaders ought to locate this figure and say it often!





# Quiz

Which of the following is not an allowable use of ESSER funds for LEAs?

1. Enlarge the gym
2. Reinstate a 5% pay raise that was put on hold
3. Pay the Kumon fee for any student who opts in
4. Pay for staff positions that would otherwise be cut due to enrollment declines
5. Replenish the reserve fund **X**

This money is highly flexible. Districts are the ones who decide how to spend it!



**POLLS:** *State choices and equity.*

If a state needs to cut state \$ to districts, do you think it should take into account how much each district got from ARP?

**Yes** or **No**

AZ, ID, NJ, CT, OR, and MI are using a portion of their state's ESSER set-aside to provide funds to districts that didn't qualify for ESSER.

**Reasonable?** or **I'm less comfortable with this**



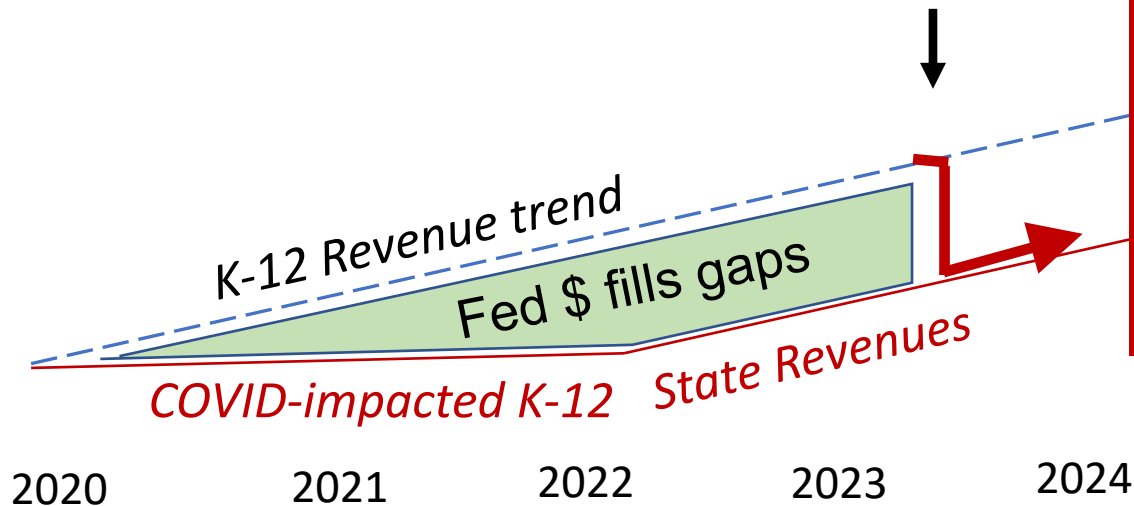
# Six potential mistakes districts might be making with federal relief funds

- ➔ **1. Spending in a way that creates a disruptive fiscal cliff**
- 2. Offsetting lost funds due to permanent enrollment declines**
- 3. Issuing problematic contracts that come back to haunt leaders**
- 4. Deploying funds inequitably across schools**
- 5. Failing to make sure community sees/values investments**
- 6. Investing without demonstrating real results for students.**



# What's a funding cliff?

Federal \$ can maintain cost structure, but eventually runs out



Funding cliffs are typical when federal relief aid stops

COVID HITS!



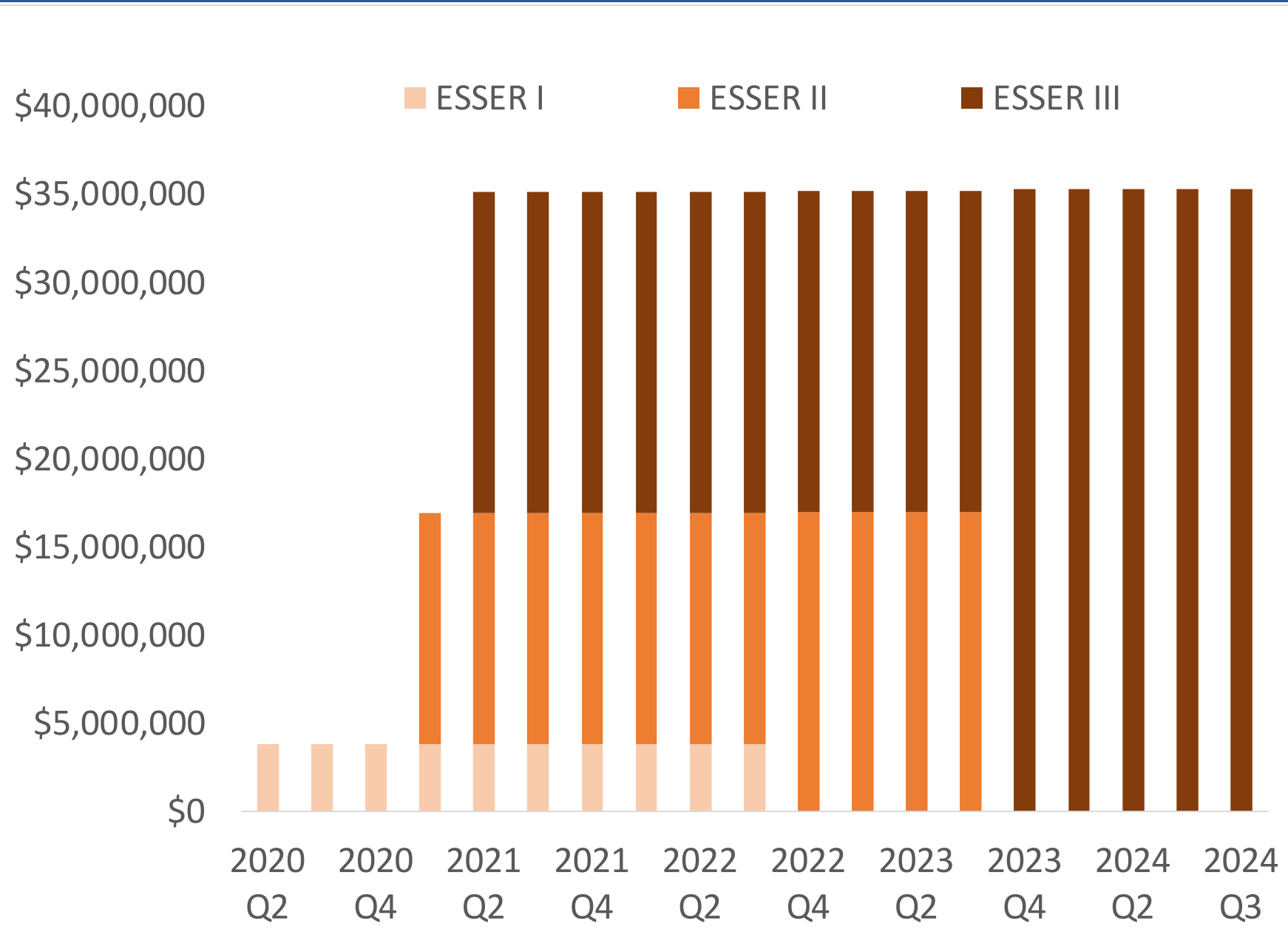
## POLL:

Seattle Public Schools is planning to use a substantial portion of its federal relief funds to make up for budget gaps caused by rising costs (incl. planned increases in pay & benefits, alongside enrollment declines).

Reasonable?

or  
**I'm less comfortable with this.**

# What do we know about the money?

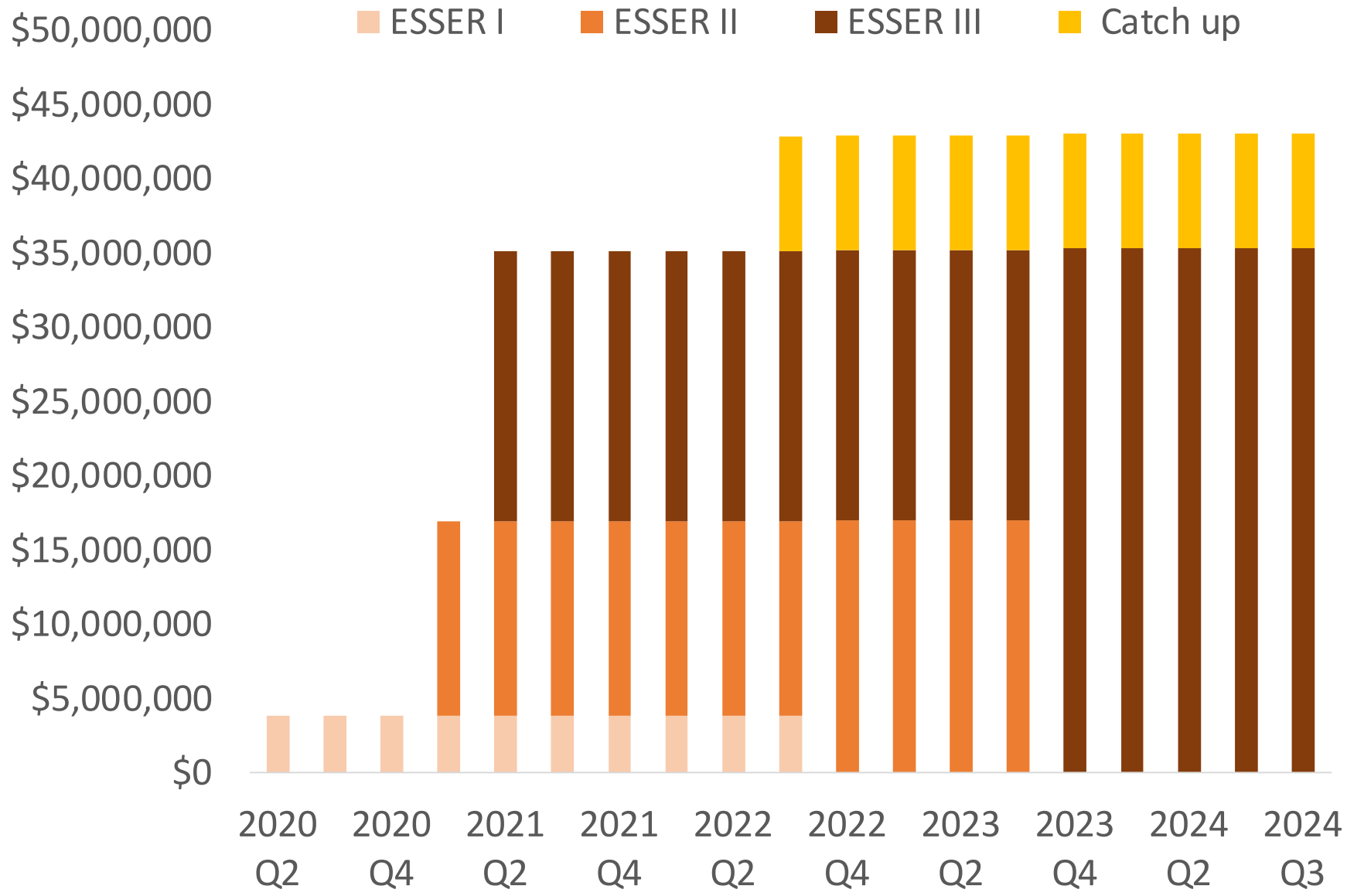


Alaska districts “should” have spent \$169 million so far.

They’ve actually spent \$77 million through Feb 28<sup>th</sup> data.



# What do we know about the money?



A slower pace now means an even steeper fiscal cliff might be coming...



# Beware of adding recurring costs!

## Instead of recurring expenses:

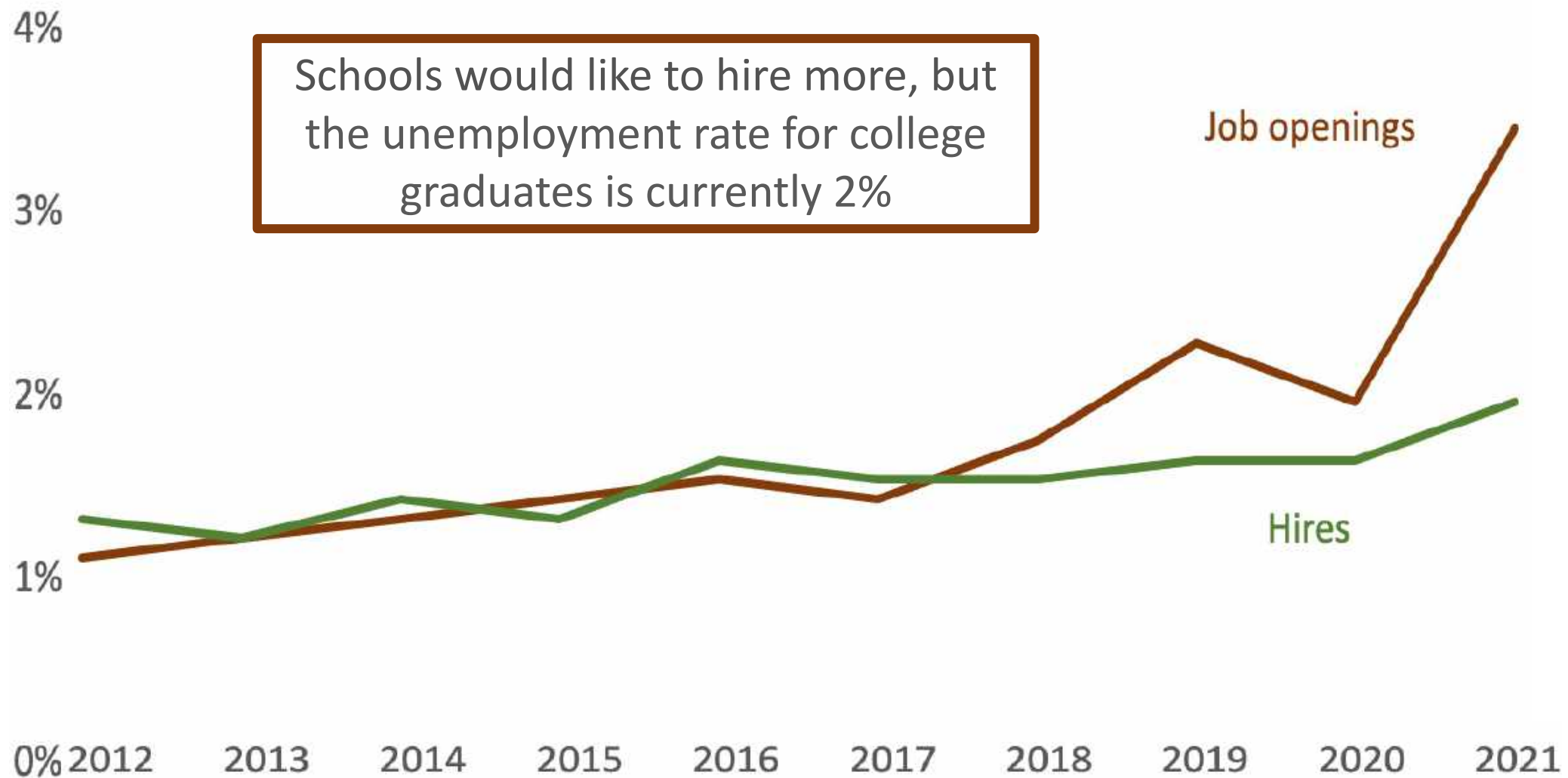
- **New hires** (e.g. nurses, counselors, VP, teachers, tutors)
- **Base pay raises:** Across-the-board % raises, COLAs
- Increased **benefits**
- Permanent calendar changes
- Changes to class sizes

## Consider one-time expenses:

- ✓ **Stipends** (e.g. for tutoring, summer school)
- ✓ **Contractors** (e.g. nurses, tutors)
- ✓ **One-time** hazard pay
- ✓ **Facility** upgrades
- ✓ One-time summer school
- ✓ Temporarily added weeks of school



Plans that involve hiring may present a challenge in the current labor climate.



Source: Bureau of Labor Statistics, March data from Job Openings and Labor Turnover Survey:  
<https://www.bls.gov/jlt/>





## Smart Money Discussion: Jot your answers down

Which group of students are you most worried about right now?

- a) High school students without enough credits to graduate
- b) Un-motivated teens
- c) Middle and high school English learners (EL)
- d) Students with continuing low attendance
- e) Students more than a year behind in learning
- f) Elementary school students who fell dramatically behind last year
- g) Foster/ Homeless / Over-age students
- h) Students with documented behavior challenges
- i) Other:



# What's your idea?

Take a few minutes to brainstorm one or more non-recurring investments to address one of the options below.

***Be clear on what the investment would pay for (e.g. stipends, contractors, etc.)***

1. An investment that would increase daily attendance rates.
2. An investment that would yield immediate benefits for students who are off-track in their learning.
3. An investment that would lower anxiety levels of middle and high schoolers.
4. A short-term investment made that could lower annual costs going forward.
5. A short-term investment that could continue to boost student outcomes over time.



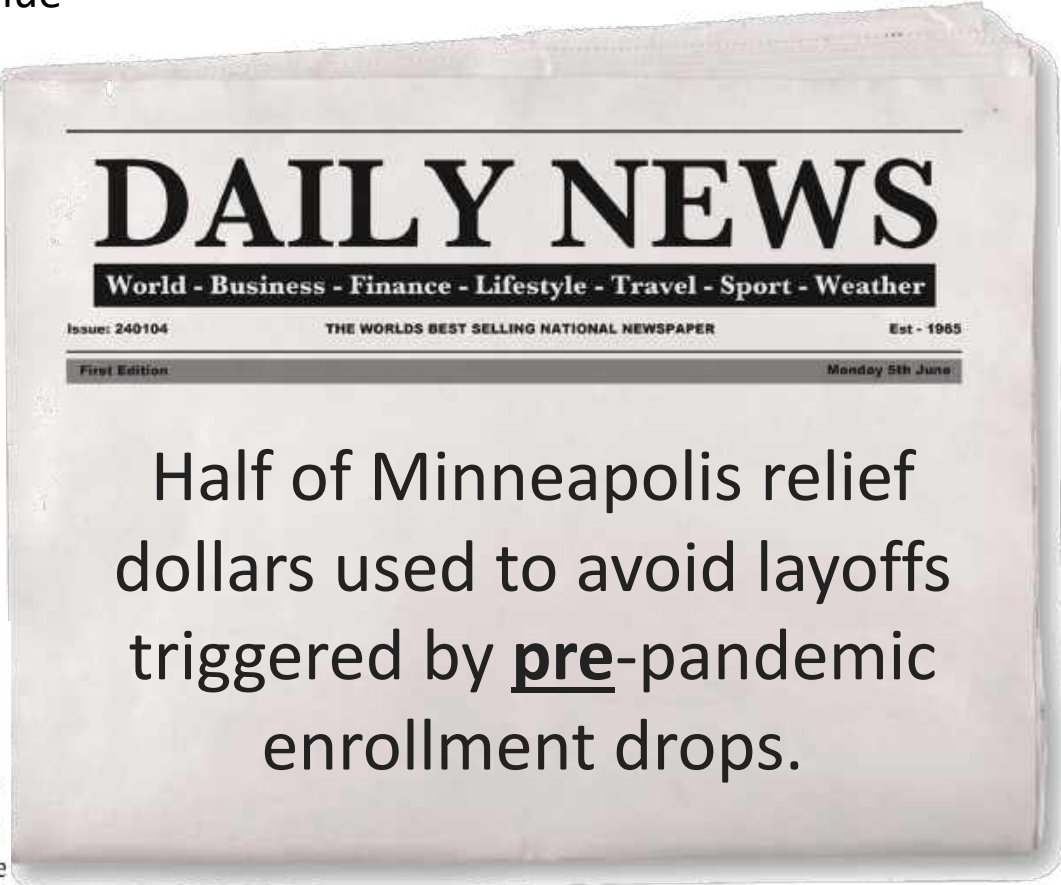
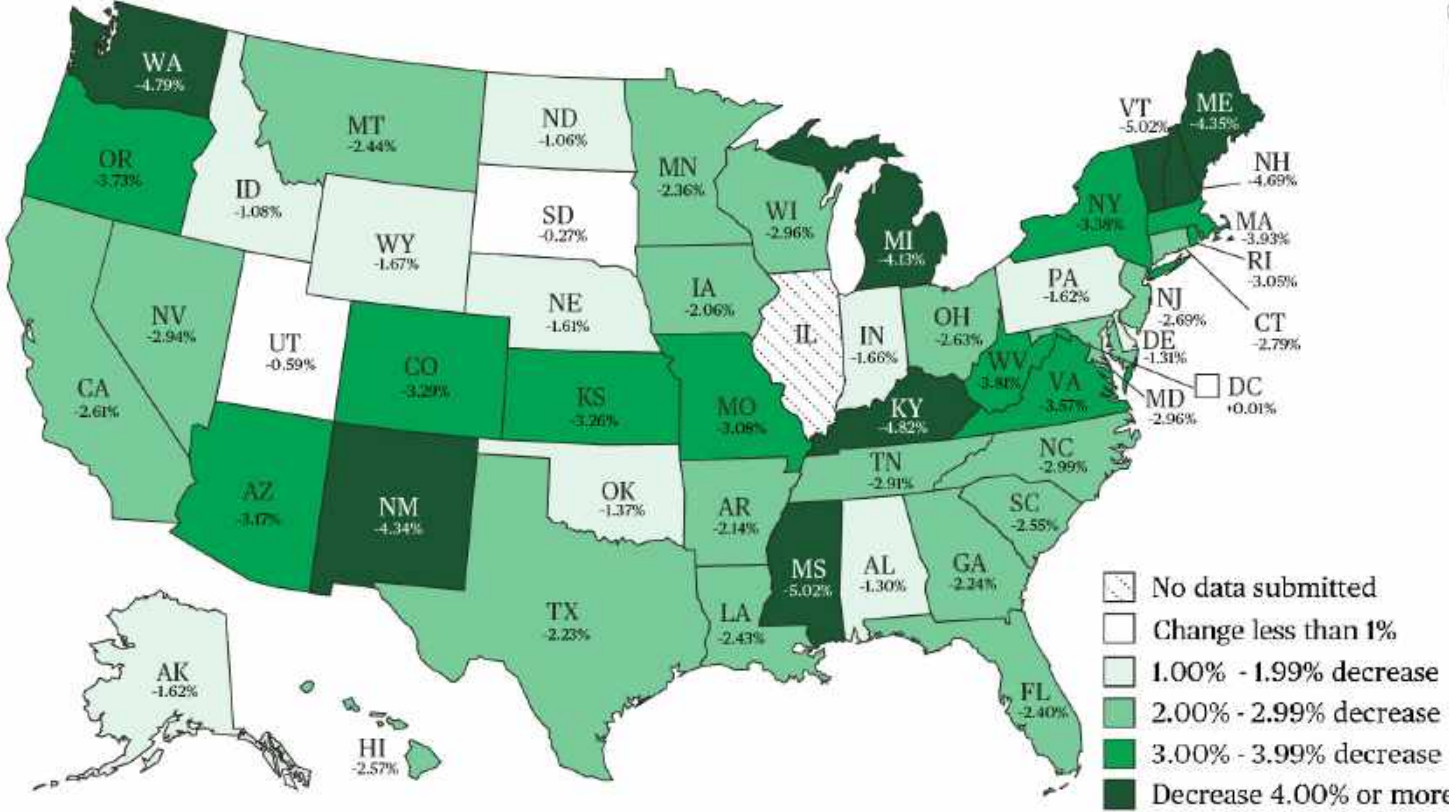
# Six potential mistakes districts might be making with federal relief funds

1. Spending in a way that creates a disruptive fiscal cliff
- ➔ 2. Offsetting lost funds due to permanent enrollment declines
3. Issuing problematic contracts that come back to haunt leaders
4. Deploying funds inequitably across schools
5. Failing to make sure community sees/values investments
6. Investing without demonstrating real results for students.



# School districts have a hard time downsizing. Public school enrollments fell 3% last year.<sup>1</sup> Will all students come back?

- School district revenues are tied to the number of students they enroll
- A “COVID baby-bust<sup>3</sup>” suggests enrollment declines may continue



<sup>1</sup> <https://nces.ed.gov/blogs/nces/post/new-data-reveal-public-school-enrollment-decreased-3-percent-in-2020-21-school-year>

<sup>2</sup> [https://nces.ed.gov/programs/digest/d20/tables/dt20\\_203.10.asp](https://nces.ed.gov/programs/digest/d20/tables/dt20_203.10.asp)

<sup>3</sup> <https://www.brookings.edu/blog/up-front/2021/05/05/the-coming-covid-19-baby-bust-is-here/>

\* In 2017, Roza examined spending data from districts >20,000 with and without enrollment declines. A powerpoint covering the analysis and findings is available upon request.



# Discussion

**Consider different \$1000 pp investments to address learning loss. Would you rather:**

1. Reduce class sizes by two students for a year
2. Extend a school year by four weeks for all students
3. Provide one-third of students with a year's intensive tutoring
4. Offer 4-week learning camps for all K-5 students this summer and next
5. Give principals the money to decide what makes the most sense for their students and staff



# Six potential mistakes districts might be making with federal relief funds

1. Spending in a way that creates a disruptive fiscal cliff
2. Offsetting lost funds due to permanent enrollment declines
- ➔ 3. Issuing problematic contracts that come back to haunt leaders
4. Deploying funds inequitably
5. Failing to make sure contracts
6. Investing without demonstration

“It’s Procurement-palooza!”  
Contracts deserve attention:  
Data-tracking, pay for  
performance, out-clauses, etc.



# Six potential mistakes districts might be making with federal relief funds

1. Spending in a way that creates a disruptive fiscal cliff
2. Offsetting lost funds due to permanent enrollment declines
3. Issuing problematic contracts that come back to haunt leaders
- ➔ 4. Deploying funds inequitably across schools
5. Failing to make sure community sees/values investments
6. Investing without demonstrating real results for students.



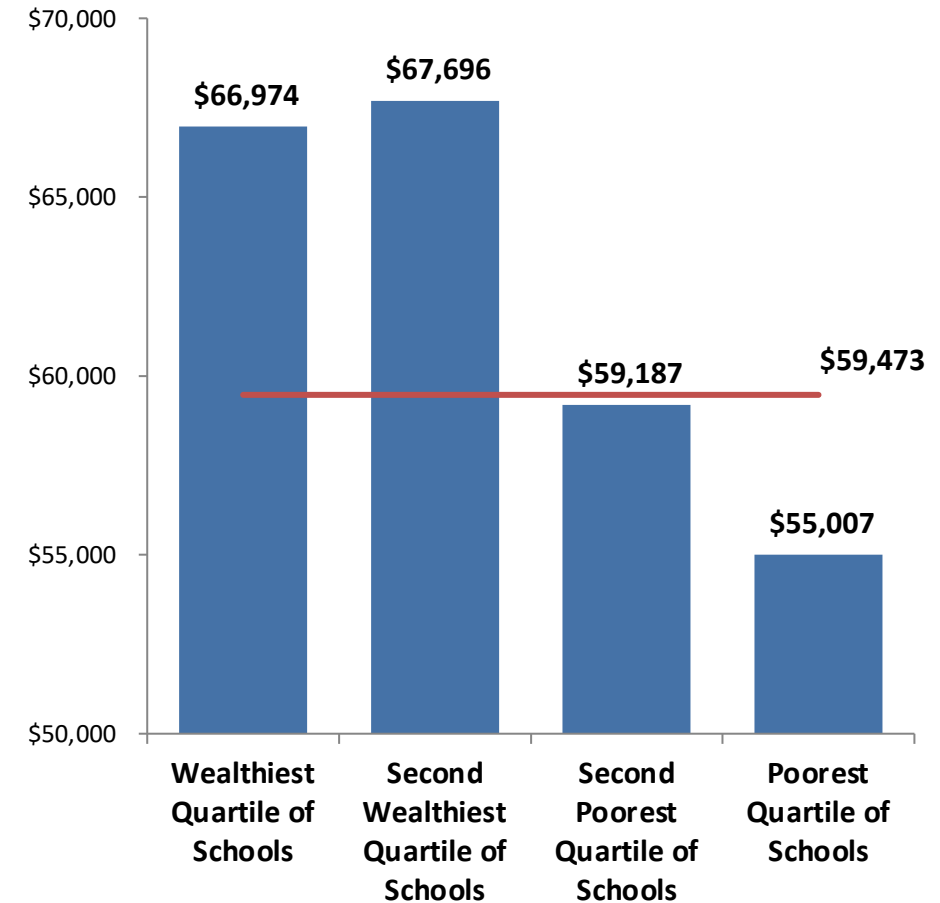
# Poll

**If a district is adding learning time by paying current staff, how should they pay them?**

1. Fixed dollar amount (e.g., \$35 per hour per teacher or \$1300 for starting school 2 weeks early)
2. Use of current salaries (e.g., each teacher's hourly rate based on individual salaries)
3. Other – tell us!

Using current salaries could exacerbate current inequities across schools.

**Average Salary by % of L-I Students - School Level**





# Six potential mistakes districts might be making with federal relief funds

1. Spending in a way that creates a disruption
2. Offsetting lost funds due to permanent enrollment declines
3. Issuing problematic contracts to
4. Deploying funds inequitably across
- ➔ 5. Failing to make sure community sees/values investments

Community: Where'd that money go?

Principal: Who knows how they spent it. All I know is we didn't get any.

Parent: I'm not sure if the money made a real difference.

Teacher: They always spend it on central office and then blame us when kids do poorly.

# Six potential mistakes districts might be making with federal relief funds

1. Spending in a way that creates a disruptive f
2. Offsetting lost funds due to permanent enro
3. Issuing problem Low outcomes happen when leaders take their eye off the ball! pac
4. Deploying is
5. Failing to make sure community sees/values investments
- ➔ 6. Investing without demonstrating real results for students.



# ESSER's \$190B was BY FAR the largest-ever federal investment in public education at over \$3500 per child.

It's been over a year since ESSER3. So far, how would you rate that investment:



**Solid**. There's room for improvement, but it's generally going well.



**Mixed**. Some pivoting is needed to ensure dollars add more value for students.



**Disaster**. Much of the spending is having no effect on students.

One year in, we have no good way to know.



# What do we know about whether ESSER investments are helping students back on track?

## Feds

Too slow.

## State tests don't help

2020 – waived

2021 – modified

2022 – no data 'til fall

## Districts?

Some tracking of select measures?

WA Ed Chief: “We’re not gonna spend a lot of energy here because there’s too many factors that are unique.”\*

**Discussion:** What data are you following? What questions do you wish you could answer?

\*<https://www.seattletimes.com/seattle-news/in-olympia-crashing-school-test-scores-barely-make-the-agenda/>

# We're missing critical data in ed

## Surveillance data

- Pulse taking
- Quick real time estimates to understand the problem and context
- What matters changes over time
- Data needn't be perfect

The morning after Black Friday the news reports sales estimates by industry

Some data emerging from: ZEARN, Amplify, NWEA, Khan Academy, Burbio

But SEAs are right now spending \$19B without basic metrics: # dropouts, # science teachers needed, etc.



# We're missing critical data in ed

## Process/progress data

- On implementation
- On participation
- On progress
- Vendors often involved
- Users must see value
- Requires alignment of incentives

"Districts don't have that capacity!"

"Kids aren't widgets"

"Learning isn't profit"

"Can data help improve motivation and learning?"



# We're missing critical data in ed

## Process/progress data

- On implementation
- On participation
- On progress
- Vendors often involved
- Users must see value
- Requires alignment of incentives

Is the data for....

improvement?

or

accountability?!?!?



# What improvement data can do for us

- A. Define the challenge**
- B. Point the way**
- C. Keep us focused**
- D. Celebrate progress**
- E. Signal when to pivot**
- F. Build trust**





# ESSER's success will depend on availability of data

## Progress:

- Reading, especially K-5
- Math, all grades
- High schoolers on track to graduate
- Attendance/engagement

## Process/execution:

- # kids present at tutoring
- Minutes on site
- Hours of counseling
- # parent meetings
- Books read

And that schools and systems use it



GEORGETOWN UNIVERSITY  
McCourt School of Public Policy

# Certificate in Education Finance

Getting smart on education finance and strategy to impact student success



May 3-4, Saratoga Springs, NY

Visit [EdunomicsLab.org](http://EdunomicsLab.org) for  
resources.

# Thank you!

Connect with us:

[ca903@Georgetown.edu](mailto:ca903@Georgetown.edu)  
[@ChadAldeman](https://twitter.com/ChadAldeman)

[EdunomicsLab.org](http://EdunomicsLab.org)  
[@EdunomicsLab](https://twitter.com/EdunomicsLab)

Sign up for our newsletter:

<http://bit.ly/EdFiNews>

