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Strategic School Funding for Results (SSFR)

Using technology tools for distributing funds and allocating resources to generate better results for children

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A Presentation for **Policy Analysis in California Education**: a policy dialogue on simplifying the finance structure and offering greater flexibility to districts (without backsliding on equity), Sacramento, California

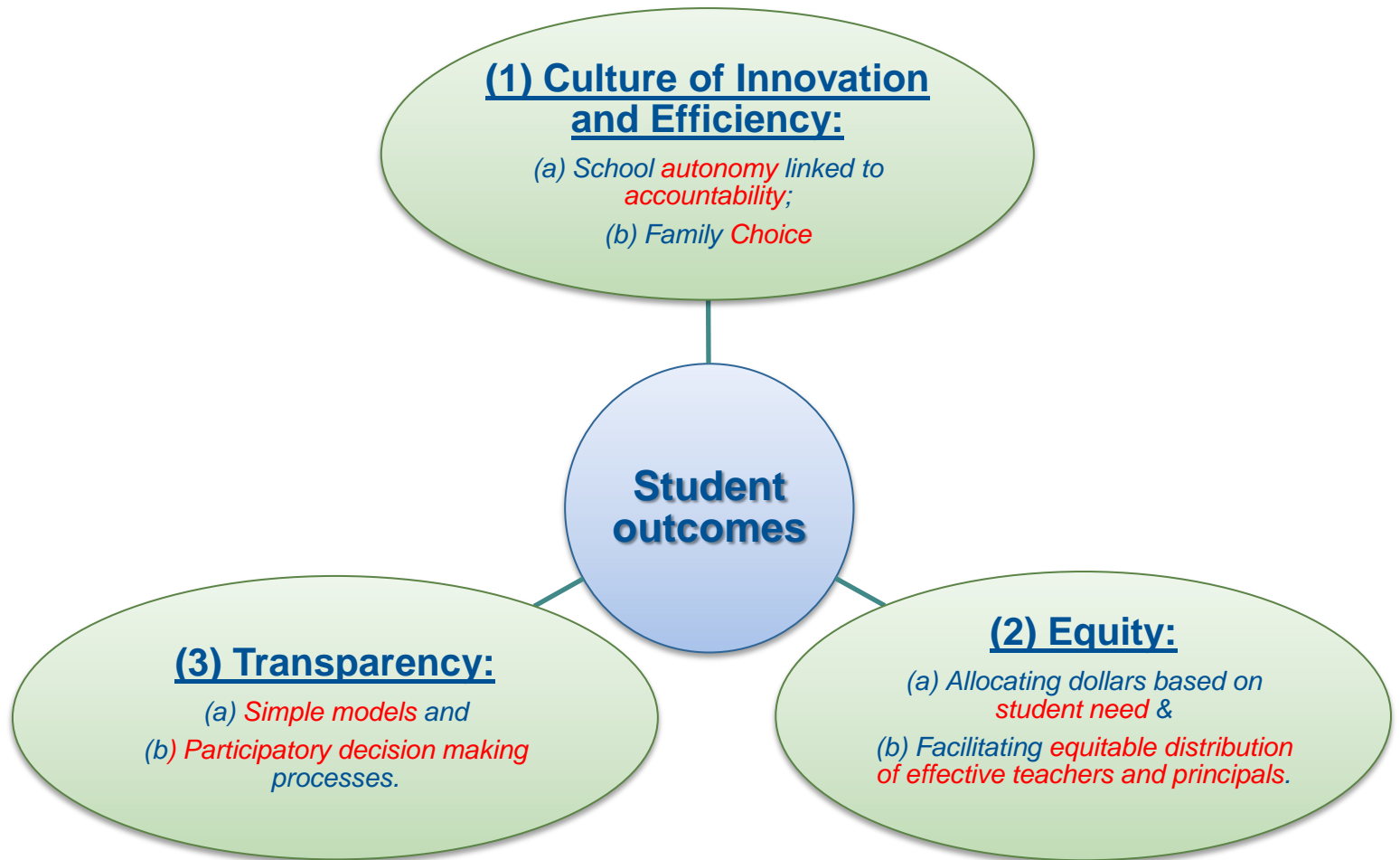


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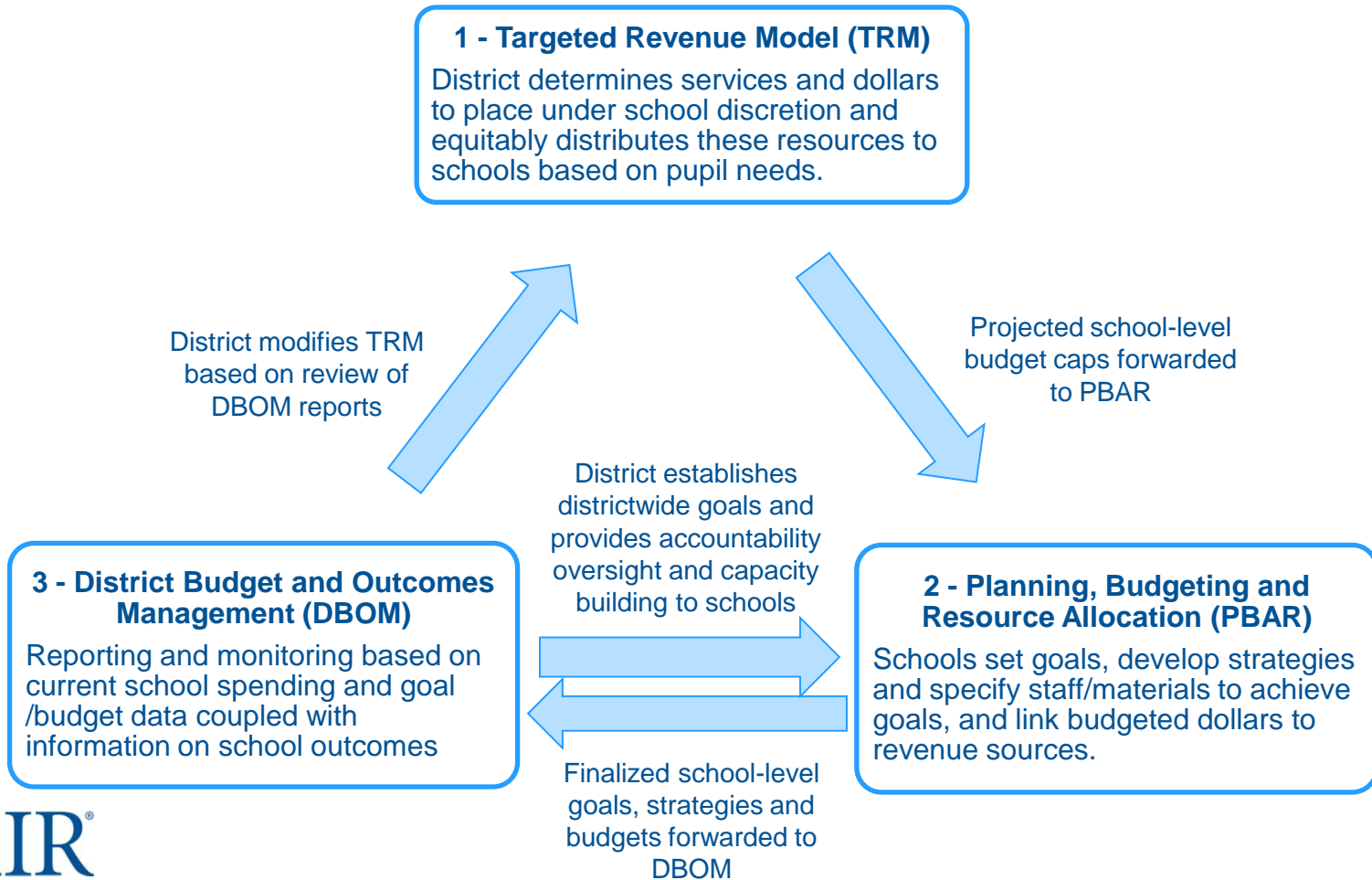
What Does SSFR Intend to Promote?

- Equity
- Transparency
- Autonomy Linked to Accountability
- Efficiency and Innovation

SSFR Theory of Action



Overview of SSFR Tool Suite



The Value of SSFR

- **Establish clarity on goals.** SSFR decision making processes requires you to be explicit about your goals.
- **Establishes a concrete, transparent, and evidentiary foundation for your budget.** SSFR encourages school leaders to justify resource allocation decisions.
- **Align resources and goals.** SSFR encourages site leaders to align resource allocation decisions with goals.
- **Participatory process.** SSFR encourages inclusion of a wide range of stakeholders in resource allocation decisions.
- **Determine sources of revenues.** SSFR requires sites to link revenue sources with programmatic and service elements.

Requirements and Challenges for Implementing SSFR

- SSFR requires LEA commitment to equity, transparency, and autonomy at the school site.
- SSFR requires development of capacity and support structures for school leaders on budget development.
- SSFR requires a paradigm shift and hence threatens the way certain individuals do their work.
- Thoroughly leveraging a per-pupil needs-based budgeting system requires:
 - Applying actual rather than district-average salaries in the budgeting process.
 - Allowing greater teacher mobility.
 - Obtaining union concessions to affecting these changes.

Where Do We Begin?

- Conduct interviews with key district and school administrators to learn about current budgeting practices.
- Generate resource allocation analyses (e.g., exploring variation in resources by student need):
 - Main Question: Do higher need students have equitable access to the additional resources needed to achieve state and district goals?
 - Quantity and Qualifications of Teachers
 - Analyses of School-Level Per-Pupil Spending
 - Restricted Versus Unrestricted Spending
 - Plots of Spending Versus Poverty
 - Estimates of Spending/Poverty Relationship Controlling for Other Cost Factors

Autonomy/Flexibility and Equity in LAUSD

Autonomy/Flexibility – Principals and teachers both generally reported having the autonomy to implement an instructional program that meets their students' needs.

- Principals (96% Pilot, 79% Non-Pilot).
- Teachers (76% Pilot, 79% Non-Pilot)

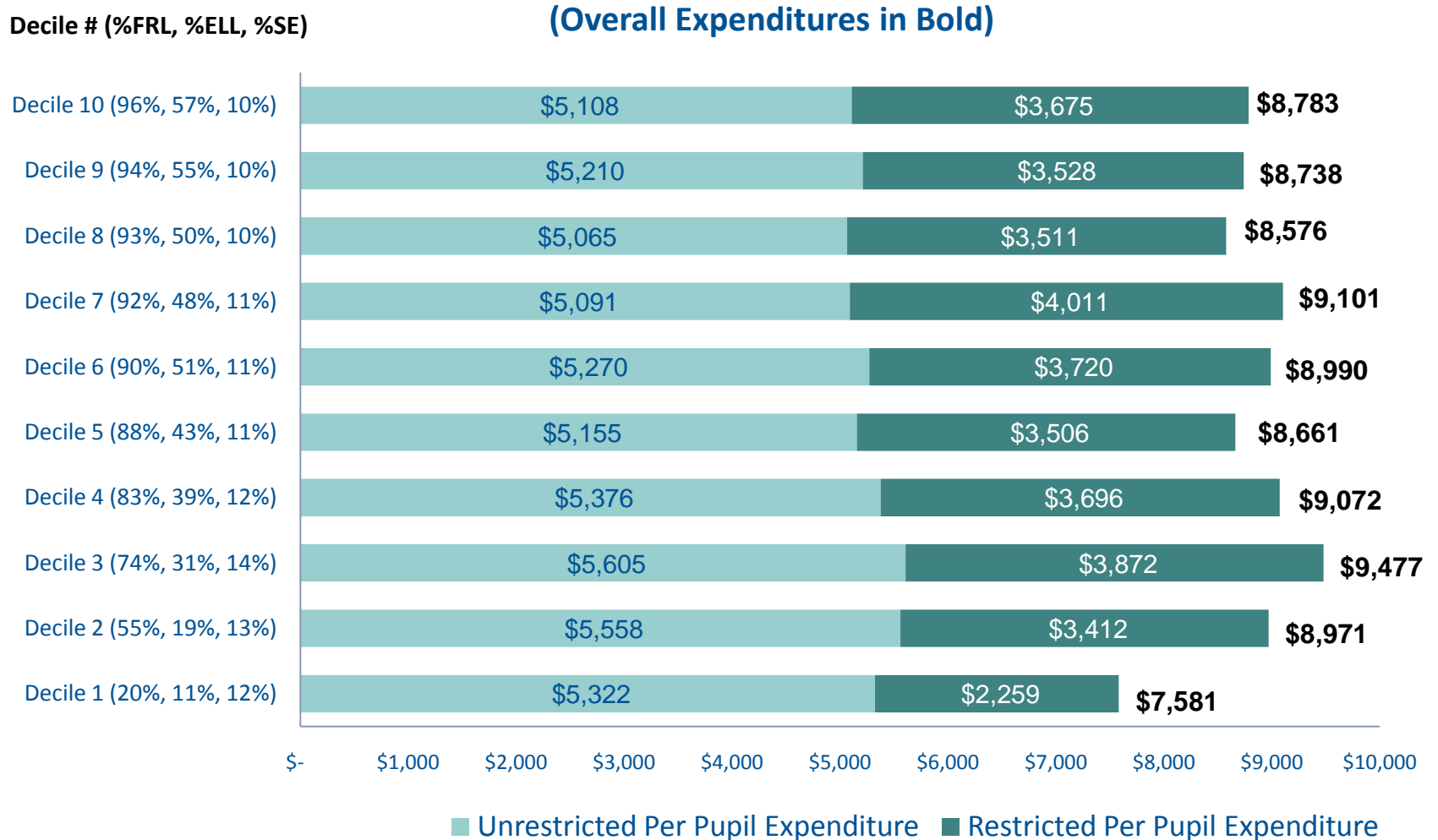
Equity – Half or less of principals and about one-third to forty percent of teachers agreed with the statement that “funds are equitably allocated to schools.”

- Principals (43% Pilot, 54% Non-Pilot).
- Teachers (34% Pilot, 43% Non-Pilot)

Quantity and Qualification of Teachers in High-Need LAUSD Schools

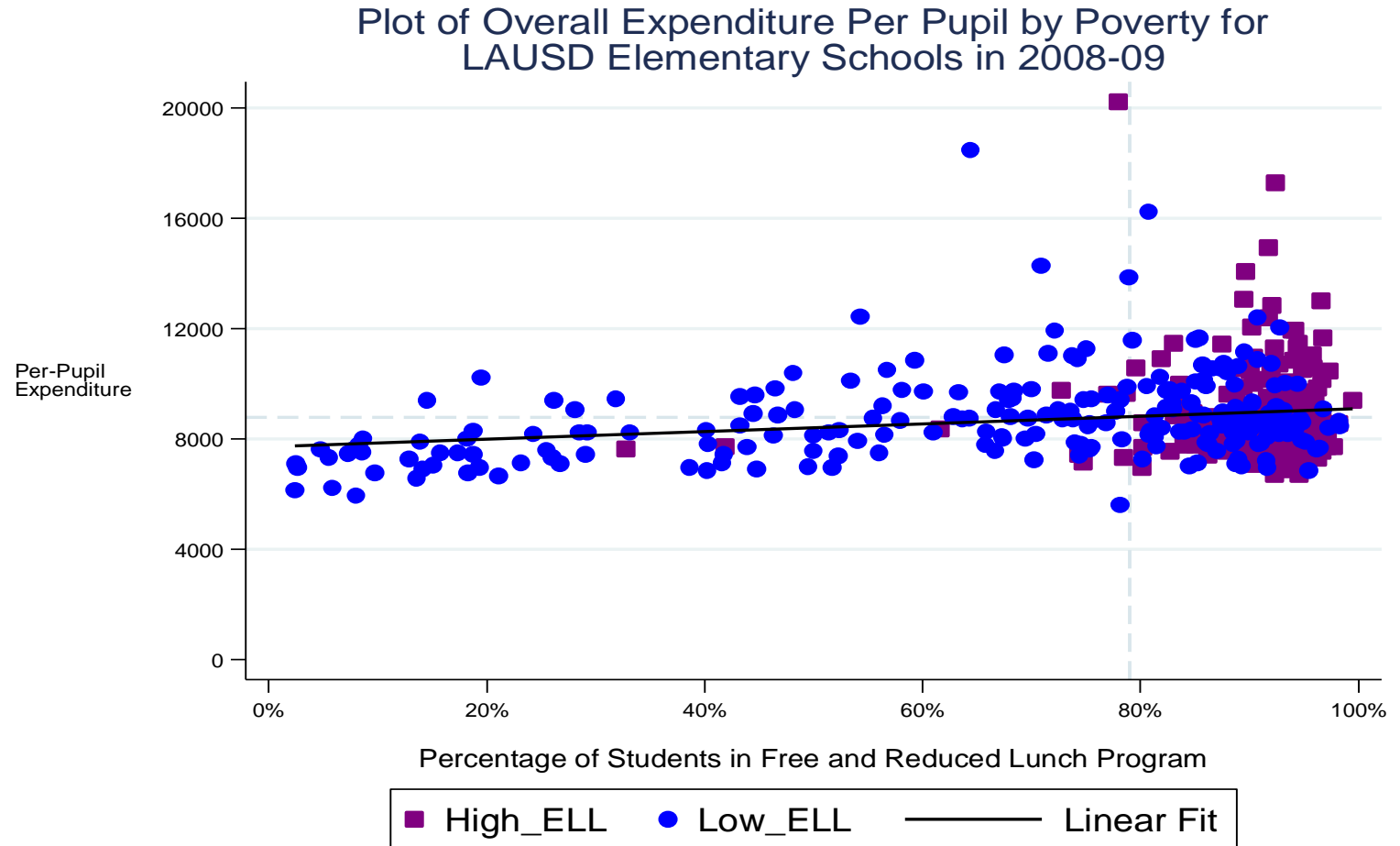
- More Teachers Per Pupil in High Poverty Schools
 - Elementary Schools
 - High poverty elementary schools have about 1 teacher per 17 students
 - Low poverty elementary schools have 1 teacher for every 20 students
 - High Schools
 - High poverty HS have about 1 teacher per 20 students
 - Low poverty HS have 1 teacher for every 25 students
- High Poverty Schools Have
 - Less Experienced Teachers
 - More Students Exposed to Out-of-Field Teaching
 - High Poverty Schools – 7 percent of the students taking core subjects are instructed by out of field teachers.
 - Low Poverty Schools – Figure equals 1 percent.

Average Overall, Restricted and Unrestricted Expenditures Per Pupil by Decile of Poverty for LAUSD Elementary Schools in 2008-09



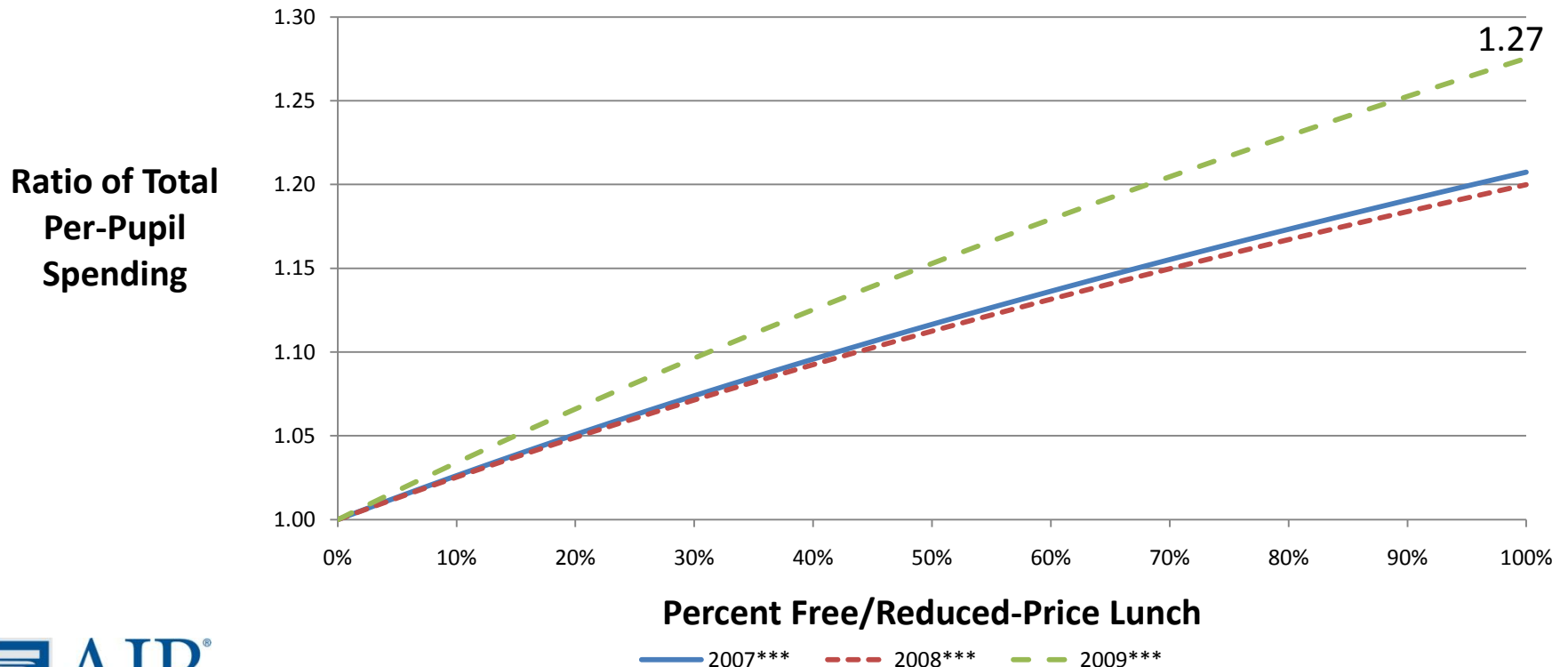
Spending/Poverty Relationship in LAUSD Elementary Schools

- Positive relationship between overall expenditures and poverty.
- Lots of variation around the fitted line.



Conditional Spending/Poverty Relationship in LAUSD Elementary Schools
 In 2008-09, the highest poverty elementary schools spend \$1.27 on low-income students for every \$1 spent on non-low-income students, controlling for differences in school size and percent EL students.

Ratios of Total Per-Pupil Expenditure in LAUSD Elementary Schools Serving Varying Percentages of Students Eligible for Free or Reduced-Price Lunch (2006-07 to 2008-09)

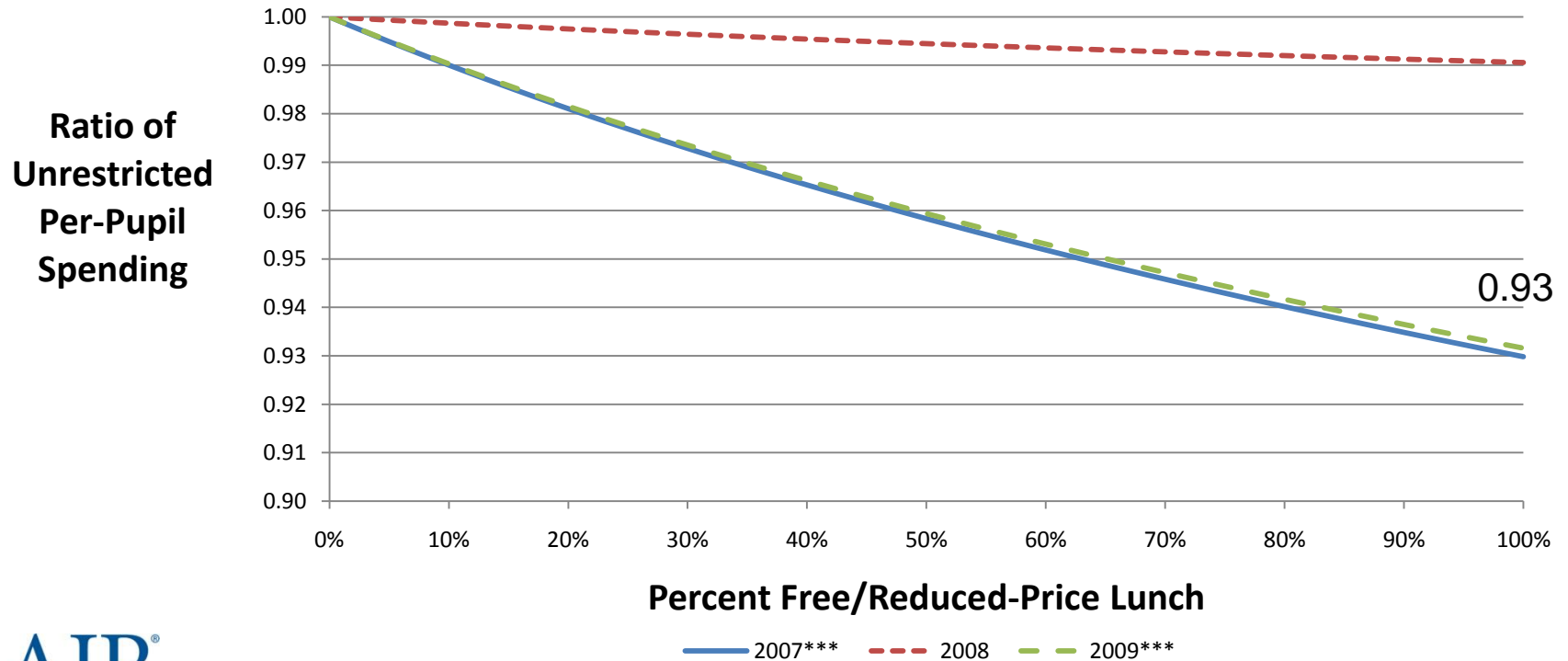


Note: ***, **, and * denote statistical significance at the 1, 5, and 10 percent levels, respectively.

Conditional Spending/Poverty Relationship in LAUSD Elementary Schools

In 2008-09, for every unrestricted dollar spent on a non-low income student, 93 cents is spent on a low-income student in elementary schools.

Ratios of Unrestricted Per-Pupil Expenditure in LAUSD Elementary Schools Serving Varying Percentages of Students Eligible for Free or Reduced-Price Lunch (2006-07 to 2008-09)

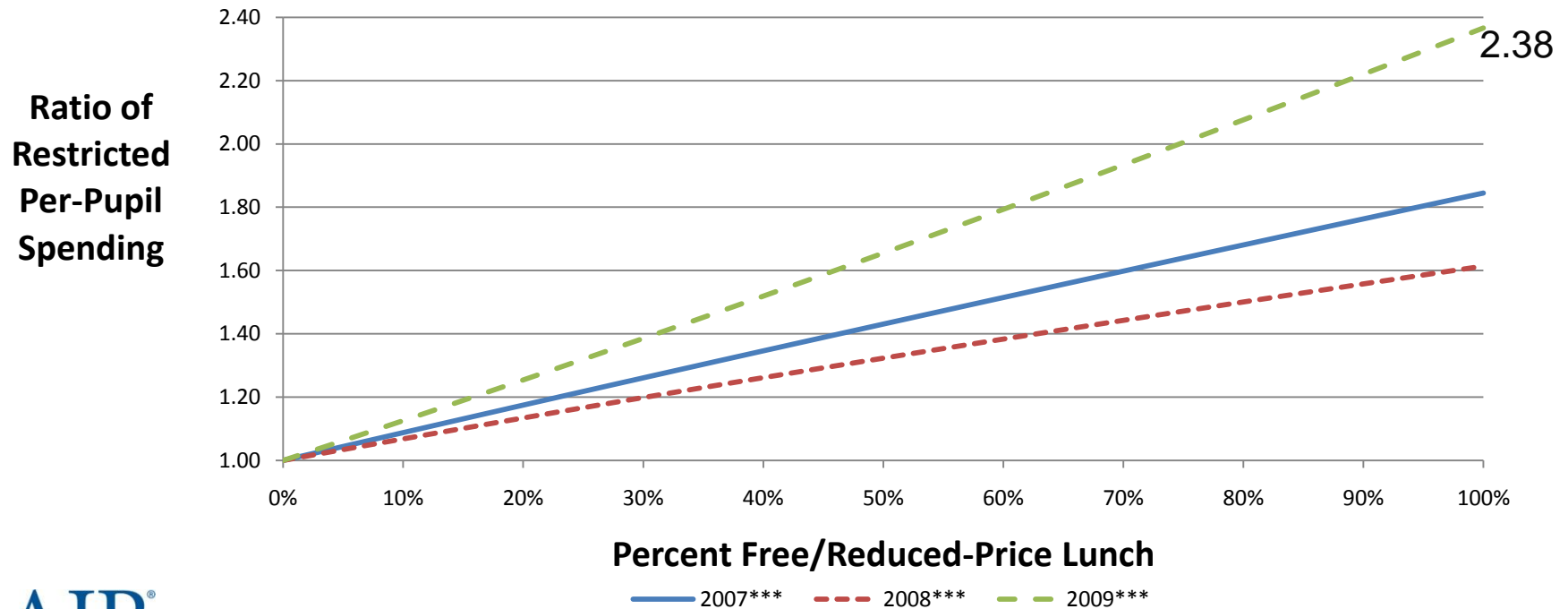


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Conditional Spending/Poverty Relationship in LAUSD Elementary Schools

In 2008-09, spending out restricted funds drove the overall spending-poverty relationship. \$2.38 of restricted funding was spent on every low-income student for each dollar spent on non-low income students.

Ratios of Restricted Per-Pupil Expenditure in LAUSD Elementary Schools Serving Varying Percentages of Students Eligible for Free or Reduced-Price Lunch (2006-07 to 2008-09)



Note: ***, **, and * denote statistical significance at the 1, 5, and 10 percent levels, respectively.

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