

OCTOBER WEBINAR: ESSA PER PUPIL EXPENDITURE REPORTING UPDATES

OPI SCHOOL FINANCE DIVISION

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Putting Montana Students First **A+**

ESSA REQUIREMENT FOR PER PUPIL EXPENDITURE DATA BY SCHOOL



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Updated October 2018

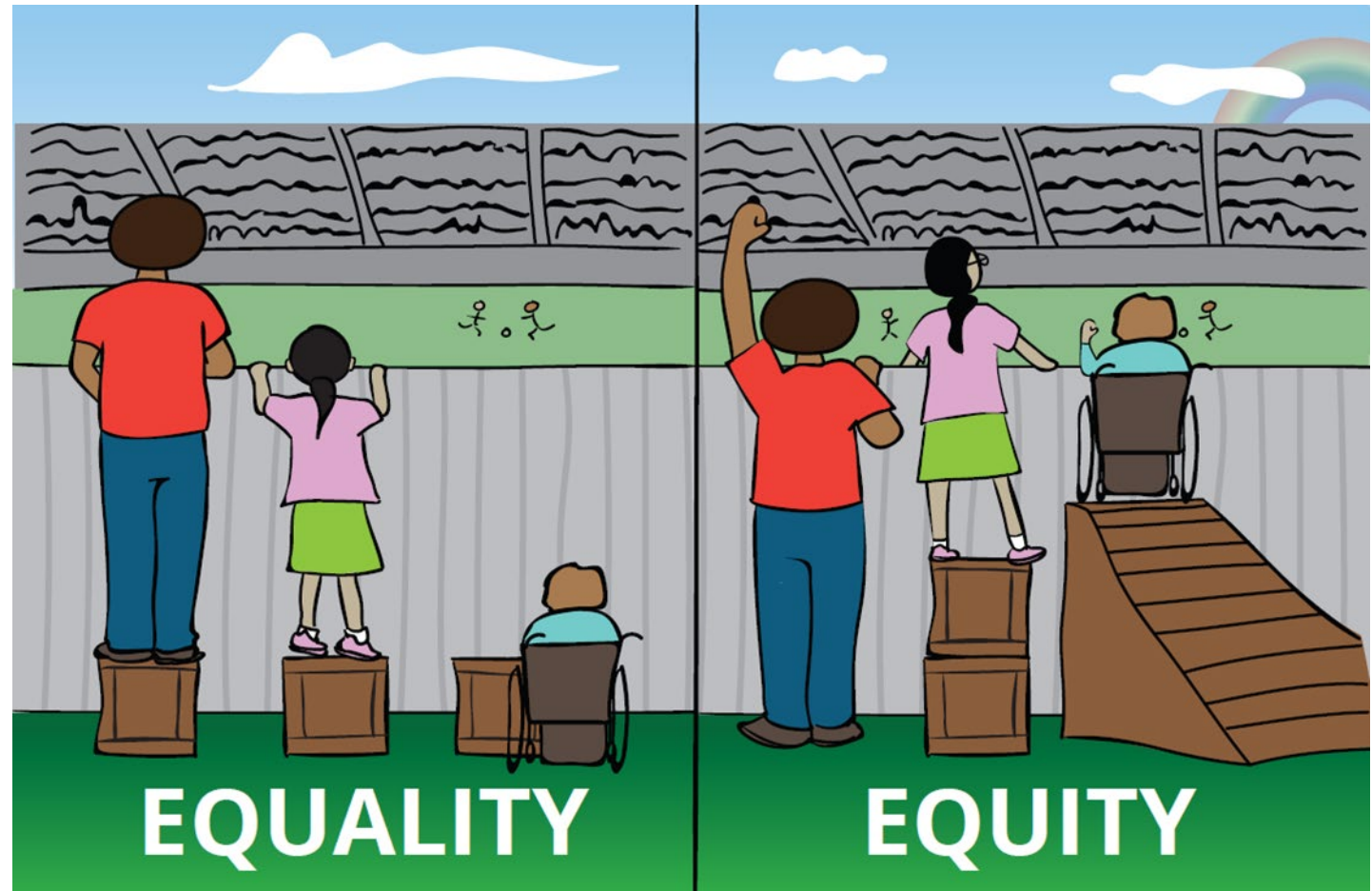


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GOALS OF PPE REPORTING

The goal of this reporting is to give LEAs and local communities an unprecedented opportunity to **Assess**, **Affirm**, and **Advocate** for improved equity within school districts and to better understand the relationship between student outcomes and financial investments.



ESSA LAW PPE REPORTING

PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Subpart 1—Basic Program Requirements

SEC. 1111. (20 U.S.C. 6311) STATE PLANS.

(h) REPORTS –

C MINIMUM REQUIREMENTS –

(i) A clear and concise description of the State’s accountability system including—

(x) The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.

REPEALED FEDERAL REGULATION § 200.35

Per-pupil expenditures states the following:

“(c) Uniform procedures. A State must develop a single statewide procedure to calculate LEA current expenditures per pupil and a single statewide procedure to calculate school-level current expenditures per pupil, such that -

(1) The numerator consists of current expenditures, which means actual personnel costs (including actual staff salaries) and actual non-personnel expenditures of Federal, State, and local funds, used for public education -

(i) Including, but not limited to, expenditures for administration, instruction, instructional support, student support services, pupil transportation services, operation and maintenance of plant, fixed charges, preschool, and net expenditures to cover deficits for food services and student body activities; but

(ii) Not including expenditures for community services, capital outlay, and debt service;
and

REPEALED FEDERAL REGULATION § 200.35

Continued:

Per-pupil expenditures states the following:

(2) The denominator consists of the aggregate number of students enrolled in preschool through grade 12 to whom the State and LEA provide free public education on or about October 1, consistent with the student membership data collected annually by the State for submission to the National Center for Education Statistics.”

The denominator to this calculation will be PK-12 September Enrollment with a few modifications. Non-Resident Enrollment will flow back to the resident district since it has the expenditure for educating the child.

All SEAs must comply in order to receive Title I funds

THE BASICS

Numerator:

Total Dollars Spent To Operate
A School, Minus Community
Services, Capital Outlay, &
Debt Services

Denominator:

Unweighted student count of
the fiscal year being reported
(includes PreK students
receiving free services)

REPORTING DEADLINES

- The initial deadline to include this new data on the SEAs school report cards was December 31, 2018 for the 2017-18 school year.
- On June 28, 2017, the Acting Assistant Secretary for USDE released a letter to all State Title I Directors and State Fiscal Coordinators indicating that SEAS may delay until the reporting until the 2018-19 school year.
- If the SEA elects to delay the reporting, on the report cards for the 2017-18 school year, a brief description of the steps the SEA and LEAs are taking to ensure that information on per-pupil expenditures will be included beginning with the report cards for the 2018-19 school year (**Fiscal Year 2019 data**).

WHAT HAS MONTANA DONE?

- Participated in nationwide workgroup FitWig (Financial Transparency Working Group) past year
- ESSA Per Pupil Expenditure Workgroup Meetings:
 - November 2017, December 2017, January 2018, March 2018, April 2018, May 2018, July 2018
- DRAFT Guidance Document posted online [School Finance Page](#)
- Different for Districts over 1,000 enrollment versus under 1,000 enrollment (*at this point*)
 - Montana is requesting an amendment to the ESSA Plan to allow for this flexibility; not approved yet – Should have a final plan by January 2019

INTERSTATE FINANCIAL REPORTING

https://edunomicslab.org/wp-content/uploads/2018/03/Interstate-Financial-Reporting_FINAL-V2.pdf

Core Principles Among States:

- The most critical school-level dollar figure for comparison across schools, districts and states is the grand total public expenditures per-pupil versus spending on any one component.
- Flexibility is needed for districts to be able to create reports that reflect their actual spending decisions.
- Reporting should accommodate variable practices around accounting, budgeting and service delivery.
- States must be able to customize reporting beyond the minimum criteria.
- Financial data alone will not yield the information needed to drive improvements for students; pairing it with other relevant data can help surface strategies on equity, efficiency, productivity and innovation.

IFR INCLUSION/EXCLUSIONS

Several types of expenditures do not link directly to day-to-day schooling of students. If included in IFR, they could cloud school-level numbers and limit the usefulness of the data. To avoid this, IFR excludes certain expenditures and permits (but does not require) exclusion of others, as shown in the box below. With IFR, states clearly list in their reporting any expenditure category they opt to exclude and the dollar amount attached to it at the district level.

Exclusion ³	NCES Code ⁴	IFR or Optional Exclusion
Adult Education/Continuing Education	Program 600	IFR Exclusion
Capital	Object 700-720, Object 450	IFR Exclusion
Community Services	Program 800	IFR Exclusion
Debt	Function 5000, Object 800, 820-835	IFR Exclusion
Equipment	Object 730-739	Optional Exclusion
Extracurricular Activities	Program 900, Function 3300	Optional Exclusion
Food Service	Function 3100, Object 570, 630	Optional Exclusion
Pre-K	Level of Instruction 11	Optional Exclusion
Private Contributions	Revenue 1920	Optional Exclusion
Transfers	Object 900-960	Optional Exclusion
Transportation	Function 2700, Object 510-519	Optional Exclusion
Tuition	Object 560-569	Optional Exclusion

Interstate Financial Reporting - https://edunomicslab.org/wp-content/uploads/2018/03/Interstate-Financial-Reporting_FINAL-V2.pdf

Minimum IFR criteria

		• District 1 •			
Criteria	Elementary School #11	Elementary School #12	Middle School #17	Criteria Descriptions	
A Enrollment	375	511	992	Students are counted at the school that serves them, regardless of district of origin. The counts reported here are not weighted. The method of student count (ADA, ADM) is up to each individual state.	
Site-Level Expenditures				Expenditures accounted for at the school site include at a minimum the <u>actual</u> salary and benefit costs of the school site's full-time staff (as ESSA requires). These three numbers represent expenditures directly assigned to school sites. D is the sum of B and C.	
B Federal	\$456	\$209	\$164		
C State/Local	\$6,111	\$4,756	\$5,998		
D Site-Level Total <i>(Sum of B+C)</i>	\$6,567	\$4,965	\$6,162		
Site Share of Central Expenditures				Any shared expenditures accounted for at a central level, but reattributed to the site level via state- or district-preferred method go here. Whether to prescribe site- versus central-level accounting and, if so, what methods to use to separate the two are decisions left to each state. For schools where all public funds are reported at school level, fields E, F and G can be zero. In this example, we have evenly distributed central expenditures across all schools using a per-pupil basis.	
E Federal	\$161	\$161	\$161		
F State/Local	\$5,378	\$5,378	\$5,378		
G Site Share of Central Total <i>(Sum of E+F)</i>	\$5,539	\$5,539	\$5,539		
H Total School Expenditures <i>(Sum of D+G)</i>	\$12,106	\$10,504	\$11,701	This is the number states can use to make apples-to-apples comparisons across states. Critically, the sum of D and G represents the total public funds expended on behalf of students at the school.	
I Total District Exclusions/ Total District Expenditures	\$2,416,986 \$21,514,686			These are total excluded expenditure amounts at the district level, remaining total district expenditures, and the list of excluded expenditures. IFR excludes certain expenditures and permits (but does not require) exclusion of others. See page 4 for chart listing IFR exclusions and optional exclusions and related NCES codes. If transfers are included in PPE reporting, student counts should be captured at the level of accountability. Effort should also be made to ensure funds are not counted twice: once at point of origin of transfer and again at level of transfer receipt.	
J Excluded Expenditures	<i>Debt, capital, equipment, special education transfers to private schools, adult education, community services</i>				
K Enrollment Count Procedure	ADA, student count Oct. 1			Each state determines its count method used for Criteria A.	

IFR CRITERIA



ESSA REPORT CARD

- Report card will be on GEMS website
- Contractor currently working on website development
- Per pupil appearance is DRAFT at this time, finalization will come with the final development
- Should be shown on District level (LE) and school code level, but not sure about attendance centers, etc.

DISTRICTS 1,000+ ENROLLMENT

- The district must code as many expenditures as possible to the school code level.
- Some expenditures will be excluded. First determined by:
 - Fund
 - Program Code
 - Function Code
 - Object Code

School or LE	LE – Helena HS SC – Capital High	LE – Helena HS SC – Helena High
A. Enrollment		
Site Level Direct: B. Federal Expenditures: C. State/Local Expenditures: D. School Site Total:	DRAFT Format	
District Wide Allocation: E. Federal Expenditures: F. State/Local Expenditures: G. School District Wide Total:		
District Wide Special Education: H. Federal Expenditures: I. State/Local Expenditures: J. District Wide Special Ed Total:		
K. Total School Expenditures		
L. Total District Expenditure Exclusion Amounts		
L1. Excluded Expenditure List	All excluded items are listed here	All excluded items are listed here
M. Enrollment Count Procedure	October Snapshot Count	October Snapshot Count

DISTRICTS LESS THAN 1,000 ENROLLMENT

- The districts will continue to code expenditures as they have in the past with the exception of the interlocal agreement fund and possibly the miscellaneous fund.
 - Both funds have expenditures associated with other LEs. Expenditures belonging to reporting LE will include LE code in reporting.
- Some expenditures will be excluded – same as districts required to report by school code. First determined by:
 - Fund
 - Program Code
 - Function Code
 - Object Code

DRAFT Format

School or LE	LE -
A. Enrollment	
Site Level Direct: B. Federal Expenditures: C. State/Local Expenditures: D. <u>School Site Total:</u>	LE Reporting level will not have a site level allocation
District Wide Allocation: E. Federal Expenditures: F. State/Local Expenditures: G. <u>School District Wide Total:</u>	*Any LE or SC without sufficient SPED enrollment above 10 will be included in the district wide allocation.
District Wide Special Education: H. Federal Expenditures: I. State/Local Expenditures: J. <u>District Wide Special Ed Total:</u>	*See note above.
K. Total School Expenditures	
L. Total District Expenditure Exclusion Amounts	
L1. Excluded Expenditure List	All excluded items are listed here
M. Enrollment Count Procedure	October Snapshot Count



MONTANA ESSA REPORT CARD

2017-18 School Report Card

Test Elementary School

123 Main St, Anytown, ST 12345
 (987) 654-3210
 Sally Jones, Principal (sally.jones@testelementary.edu)
 www.testelementaryschool.edu



For more information, view the school profile at: <https://gems.opi.mt.gov/SitePages/SchoolInfo.aspx?schoolID=0656>

Support Determination

This school was identified as requiring the following support:

Targeted

Schools identified for "Targeted Support and Improvement", will receive additional professional development and technical assistance from the OPI and additional monitoring from the district. Targeted support will be directed to improve the outcomes for Racial Group #2 student group which the school was identified for.

For information about support determinations: <https://gems.opi.mt.gov/SitePages/SchoolInfo.aspx?schoolID=0656>

Quick Facts

PK-5
Grades Served

195
Student Count

No
Title I School

5%
% Free/Reduced Lunch

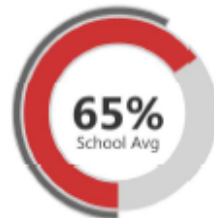
Urban
School Setting

School Demographics

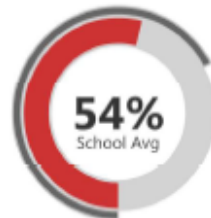


Student Progress

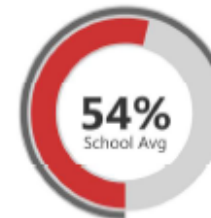
% of students showing progress in Reading



% of students showing progress in Mathematics



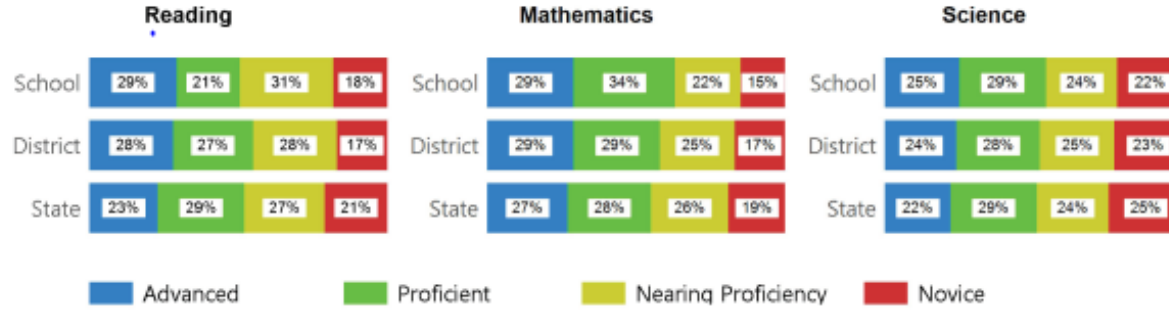
% of English Learners showing progress toward English proficiency



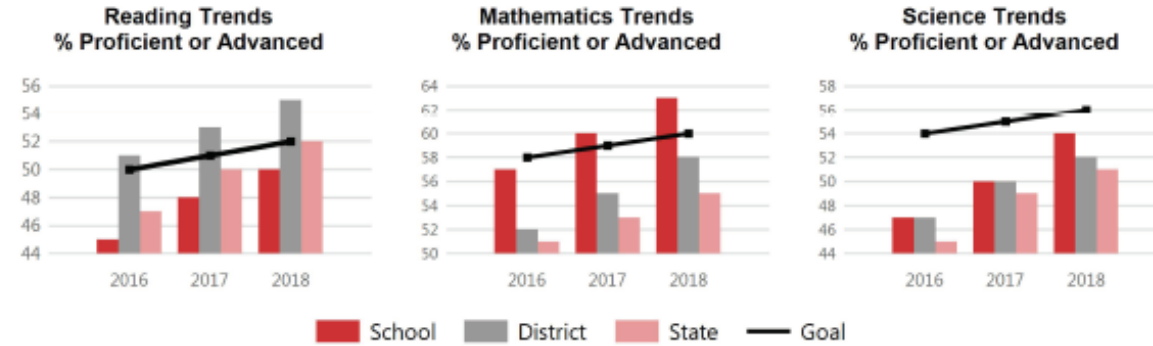
DRAFT Format

MONTANA ESSA REPORT CARD (CONT.)

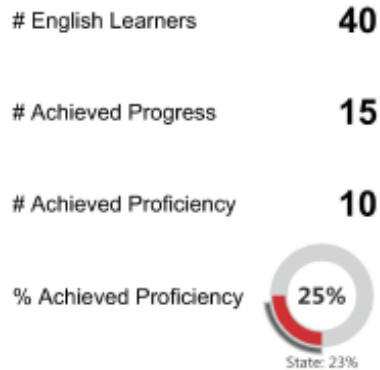
Student Achievement Scores



Student Achievement Trends

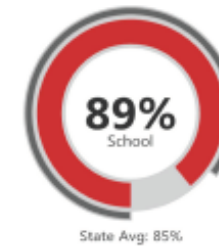


English Language Learners



School Attendance

% of students with at least 95% attendance for the entire school year



DRAFT Format

WHAT DO DISTRICTS DO NOW?

- Adjust coding to account for new school code, if applicable
- Adjust coding to account for interlocal agreement fund changes and miscellaneous fund if necessary
- Read the guidance document posted on the website
- Inform Superintendent and school administration of changes coming – including anticipated questions from the public

THE PRODUCTIVITY OPPORTUNITY

- To go beyond compliance and build a financial transparency system that works to drive system improvement
- School is an important unit in the ed system. We already report outcomes by school, and this step will add expenditures.
- Activate school-level engagement in order to leverage dollars to do the most for students. Research indicates that school-level behaviors/actions/factors play a big role in determining the relationship between expenditures and outcomes. School level financial data can help activate these factors
- Explore equity and help ensure that allocations are deliberate. Data visibility can enable local communities to wrestle with tradeoffs.

QUESTIONS FOR DISTRICT LEADERS

- Why is my child's school getting less per pupil?
- Why are all the schools on the east side of town getting more (less)?
- Why are all the school serving minority populations getting more (less)?
- Why are all the high poverty schools getting more (less)?
- What are you buying with the money?
- How do the dollars lead to – or not lead to- student achievement?
- What is the budget process that leads to spending numbers?
- How can I get involved?
- If it's mostly about teacher salaries, why are the highest paid teachers in schools A, B, and C not school D?
- How are you considering resource equity in school improvement activities?
- How do I present this information to public?



QUESTIONS?



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