

Commission on School Funding

Subcommittee on Monitoring and Reporting

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WestEd

Public, not-for-profit, joint powers agency

Over 50 years of service in research, training, and technical assistance

Work on a range of topics: early childhood, K-12, and higher ed

Clients have included states, school districts, federal agencies, foundations, and IHEs



WestEd's School Finance Practice



Works with governors, legislatures, and state education agencies (SEAs) to ***assess, design, and implement state school funding formulas.***



Conducts ***research and evaluation of timely school finance issues*** to advance the knowledge base of policymakers, practitioners, and researchers knowledge base.



Partners with SEAs and school districts to ***build and sustain effective resource allocation practices*** that are implemented with high fidelity.

Agenda

- **Reporting requirements overview and comparison**
- **Monitoring and reporting exemplars**
- **Process for identifying levels of effort**

SB543 Reporting Requirements

- **Comparison of SB543 and Nevada report card reporting requirements.**
- **There are no student performance and outcome data requirements in SB543.**
- **Data collected at the school-level is:**
 - Reported to parents, families, and the community and
 - The Nevada Department of Education (NDE)

Expenditures: Actual

Reporting Requirement	Timeline			Existing Reporting Requirements
	SB543 District	SB543 School	ESSA/NV Report Card	
Actual expenditures for previous year	11/1			NRS 387.303 NRS 388A.345(1), charters NRS 388C.250, university schools
Amount paid for health insurance	11/1			NRS 387.303 NRS 388A.345(1), charters
Amount paid to employees for supplemental duties	11/1			NRS 387.303 NRS 388A.345(1), charters
Average per child expenditure per program or service that was funded by Zoom school program				SB 467 June 1
Average per pupil expenditure per program or service that was funded by Victory school program				SB 467 November 30
If the ending balance of the general fund of a school district has declined for 3 consecutive years, a written explanation of the cause of the decline.	As needed			NRS 387.3045

Expenditures: Budgeted

Reporting Requirement	Timeline			Existing Reporting Requirements
	SB543 District	SB543 School	ESSA/NV Report Card	
Proposed expenditure for current year	11/1			NRS 387.303 NRS 388A.345(1), charters NRS 388C.250, university schools
Per pupil funding (total funds received as adjusted base/ number of pupils enrolled)	10/1	10/1		
Per pupil funding by category of pupils (funds received as a weighted formula/number of pupils in that category) ¹	10/1	10/1		
Amount of money distributed to each Victory school				SB 467 November 30
Amount of money distributed to each Zoom school				SB 467 June 1

1 – Including for English Learners, At Risk students, Profoundly gifted, Disabled pupils; Must include amount provided to the school for special education and the cost of instructions provided by licensed special education teachers and supporting staff; related services (ex: psychologists, therapists), transportation of pupils with disabilities or the profoundly gifted to and from school, the direct supervision of educational and supporting programs, and supplies and equipment needed for providing special education; Money Received from federal sources must be accounted for separately

Asset and Resources Data

Reporting Requirement	Timeline			Existing Reporting Requirements
	SB543 District	SB543 School	ESSA/NV Report Card	
Records and inventory controls	2/1			
Capital improvements owned, leased, or operated by the charter school or university school for profoundly gifted pupils	2/1			NAC 387.710 No change
Supplies/materials/equipment/textbooks per pupil expenditures	10/1	10/1		
Equitable distribution of teachers and resources plan			9/30	
Technological facilities and equipment			Annual	

Personnel: Count and Responsibilities

Reporting Requirement	Timeline			Existing Reporting Requirements
	SB543 District	SB543 School	ESSA/NV Report Card	
Number of licensed and non-licensed full-and part-time positions separated by fund in this year and previous ¹	11/1		Annual	NRS 387.303 NRS 388A.345(1), charters
Number of persons employed, including subcategories	10/1	10/1		
Designated assignment ¹ of the employee	Annual		Annual	NRS 391.120
Description of personnel in previous year	10/1	10/1		
Anticipated changes to personnel in the following year	10/1	10/1		
Number of staff dedicated to services for each subcategory of students	10/1	10/1		
Number of staff paid				NRS 387.303

1 – Categorized by instruction, administrative, instructional support or other personnel

2 – Categorized by instruction, administrative, instructional support and other personnel

3 – That term is defined by the Department

Personnel: Compensation

Reporting Requirement	Timeline			Existing Reporting Requirements
	SB543 District	SB543 School	ESSA/NV Report Card	
Salaries of licensed/non-licensed full- and part-time positions categorized by position, by fund in this year and previous	11/1			NRS 387.303 NRS 388A.345(1), charters
Amount of salary of each licensed employee during the year	11/1			NRS 391.120 annually
Schedule of salaries for licensed employees and explanation of negotiations	11/1			NRS 387.303 NRS 388A.345(1), charters
Number of employees whose salary increased pursuant to NRS 391.161, 391.162 or 391.163 for the current and preceding fiscal years.	11/1			NRS 387.303
Rates for fringe benefits, excluding health insurance for licensed employees	11/1			NRS 387.303 NRS 388A.345(1), charters
Number of employees paid for supplemental duties	11/1			NRS 387.303 NRS 388A.345(1), charters
Number of employees eligible for health insurance	11/1			NRS 387.303 NRS 388A.345(1), charters

Personnel: Performance

Reporting Requirement	Timeline			
	SB543 District	SB543 School	ESSA/NV Report Card	Existing Reporting Requirements
Overall performance rating of the employee under the statewide performance evaluation system, and the criteria for making the designation	Annual		9/30	NRS 391.120
Professional development provided to each teacher	10/1	10/1		

1 – Ratings include highly effective, effective, developing or ineffective

Students: Count and Demographics

Reporting Requirement	Timeline			Existing Reporting Requirements
	SB543 District	SB543 School	ESSA/NV Report Card	
Average daily enrollment	Quarter			NRS 387.1223
Students enrolled in the district			Annual	
Number of students in each subcategory ¹			9/30	
Pupils that receive free and/or reduced-price breakfast or lunches			Annual	
Number of students in subcategories ² divided by severity of need	10/1	10/1		
Percentage of students with learning plans			9/30	

1 – American Indian, African American, Hispanic, Asian, Pacific Islander, Mixed Races, Caucasian, Students with Disabilities, English Learners, Economically Disadvantaged

2 - Pupils with disabilities, pupils who are English learners, at-risk pupils and gifted and talented pupils

Programs: Description and Participation

Reporting Requirement	Timeline			Existing Reporting Requirements
	SB543 District	SB543 School	ESSA/NV Report Card	
Description of services provided in the previous year	10/1	10/1		
Anticipated changes to services in the following year	10/1	10/1		
Career and technical education			Annual	
Curriculum			Annual	
Remedial and special programs			Annual	
District communication and parental involvement			Annual	
Describe of progress of charter in achieving its mission and goals				NRS 388A.345(1), 11/1
Describe programs/service for how Zoom school money was spent				SB 467 by 6/1
Describe programs/services for how Victory school money was spent				SB 467 11/30
Average Class Size	10/1	10/1		NRS 388.890
Identification of schools that received money from the school district or a grant of money from the Department for Zoom schools				SB 467 June 1
Identify schools to which money was distributed for Victory Schools				SB 467 November 30
Number of pupils who participated in Zoom school programs/services				SB 467 June 1
Number of pupils who participated in Victory school programs/services				SB 467 November 30

SB543 Reporting Requirements:

Discussion

- **What are possible areas of redundancy in data collection?**
- **Which data collection requirements may need to be clarified?**
- **Which data collection requirements will be the most and least useful in monitoring the implementation of SB 543?**
- **What additional considerations do you have?**

Monitoring and Reporting Exemplars: *Selection & Purpose of Comparison*

In the January subcommittee meeting, WestEd will present preliminary information on how several different states or districts have implemented processes for monitoring and reporting of per-pupil allocations and expenditures.

Purpose

- To inform the Commission of other state or school districts practices
- To apply strategies and lessons learned from the exemplars in Nevada

Monitoring and Reporting Exemplars:

Proposed Selection Criteria

- Several years of experience having implemented a per-pupil funding law and/or regulation at the school district or school level
- School district or state has revised their funding formula recently
- Well-regarded and/or referenced by multiple, credible sources
- Characteristics of the state/school district that are like Nevada, including dispersion of school funding, urbanization, enrollment, number of school districts, and revenues

Monitoring and Reporting Exemplars:

Possible Exemplars that Meet the Criteria

States/ Districts	Characteristics
Illinois	Revised funding formula in 2017. Established a Professional Review Panel like role of Commission.
Kentucky	Revised funding formula in 2007. Population size in urbanized area, local revenues.
North Dakota	Revised funding formula in 2010. Dispersion of school funding and percent change in enrollment.
Rhode Island	Revised funding formula in 2010. Population size in rural area.
South Dakota	Revised funding formula in 2016. Population size in urban clusters, percent change in enrollment, per pupil revenues (state, local, and federal).
Texas	Revised funding formula in 2019. Percent change in enrollment.
Wyoming	Revised funding formula in 2006. Population size in urban clusters, similar rural area.
Denver (Colorado)	Uses a student-centered distribution model to allocate resources to schools with a higher need.
Indianapolis (Indiana)	Uses a student-centered distribution model to allocate resources to schools with a higher need.
Orleans Parish School Board (Louisiana)	89% of funds are put through a student-based allocation to distribute funds to schools.

Monitoring and Reporting Exemplars:

Sample Research Questions for Exemplar Contexts

- What are the reporting requirements?
- What was the timeline for changing the reporting requirements? What level of effort was needed to change reporting requirements? Were there any considerations on how to limit the administrative burden of LEAs, schools, and the state?
- What mechanisms are used to collect required data from schools and/or districts? What were key considerations regarding data migration and user interface? How were LEAs and schools trained on the new data requirements and data collection method?
- How does your state/district validate data to ensure that it is collected and reported with fidelity?
- What were the communication and implementation steps to roll-out the new formula? What would you do differently if you were going to do it again? How did you incorporate stakeholders into the roll-out process?
- Do you have a hold harmless clause and how did that factor into initial implementation?
- How does the state/district monitor how funds are used? What are the consequences if funds are used inappropriately?
- How did the state/district determine and resolve redundant reporting requirements?

Monitoring and Reporting Exemplars: *Discussion*

- How might these exemplars serve the sub-committee?
- Are there additional contexts that should be explored? Are there some that should be eliminated from the list?
- Are there different research questions you would like to know more about to ensure that the purpose of the comparisons have been met?

Identifying Levels of Effort:

Intent & Purpose

In a future subcommittee meeting, WestEd will report on the level of effort required to fulfill reporting requirements proposed in SB543 at school district and school levels. Level of effort defined as fiscal impact and organizational changes at each level of the system.

Purpose

- To inform the Commission of potential, real costs associated with the implementation of SB543

Identifying Levels of Effort:

Proposed Process

1. Compare SB543 reporting requirements to existing requirements and determine which are replacements, redundant, or new requirements
2. For SB543 requirements that are already collected for other purposes, determine how, where, and in what format these are collected, and identify the levels of effort and approximate costs for collecting these.
3. Interview a representative sample of districts across Nevada about how they might go about collecting and reporting new requirements, including Washoe, Clark, and 2 rural districts
4. Identify options for how the schools and districts could collect and report on requirements.
5. Undergo a cost analysis (light) of those options, using sample districts as a baseline and extrapolating across all NV districts.

Identifying Levels of Effort:

Proposed Techniques in the Investigation

- Desk audits
- Time series analysis including staff allocations for tasks
- Assessment of roles and responsibilities at school district and school level

Identifying Levels of Effort:

Discussion

- What factors should be considered when determining the sample districts?
- What factors should be considered when determining the level of effort needed to collect new data?
- What factors should be considered when determining options for collecting new data?

Thank you!

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