

Strategies for High Performing Schools in Times of Fiscal Restraint

**Lawrence O. Picus
USC Rossier School of Education**

**ABEC Annual Conference
June 6, 2011**

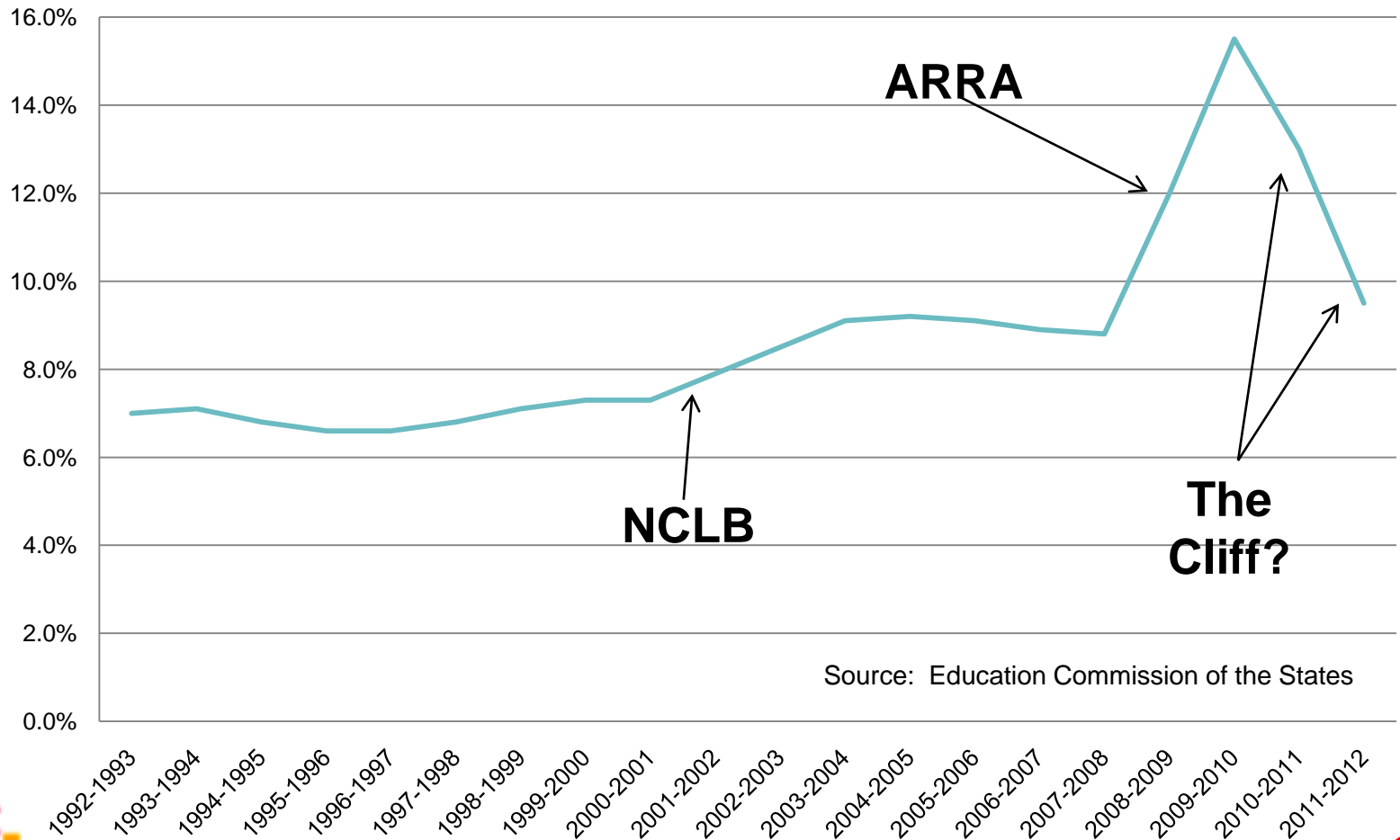
Education and the Fortune 500

Rank	Organization	2010-11 Revenue (\$ Billion)
	U.S. Public K-12 Ed.	596.3
1	Wal-Mart	421.8
234	Monsanto	10.5
	AZ Public K-12 Ed.	10.3

Today's Presentation

- **Cost Pressures on Schools**
- **Funding Schools for High Performance**
- **Reallocating Resources to Focus on Student Learning**
- **The Future**

Percent of Education Funding From Federal Sources



Source: Education Commission of the States

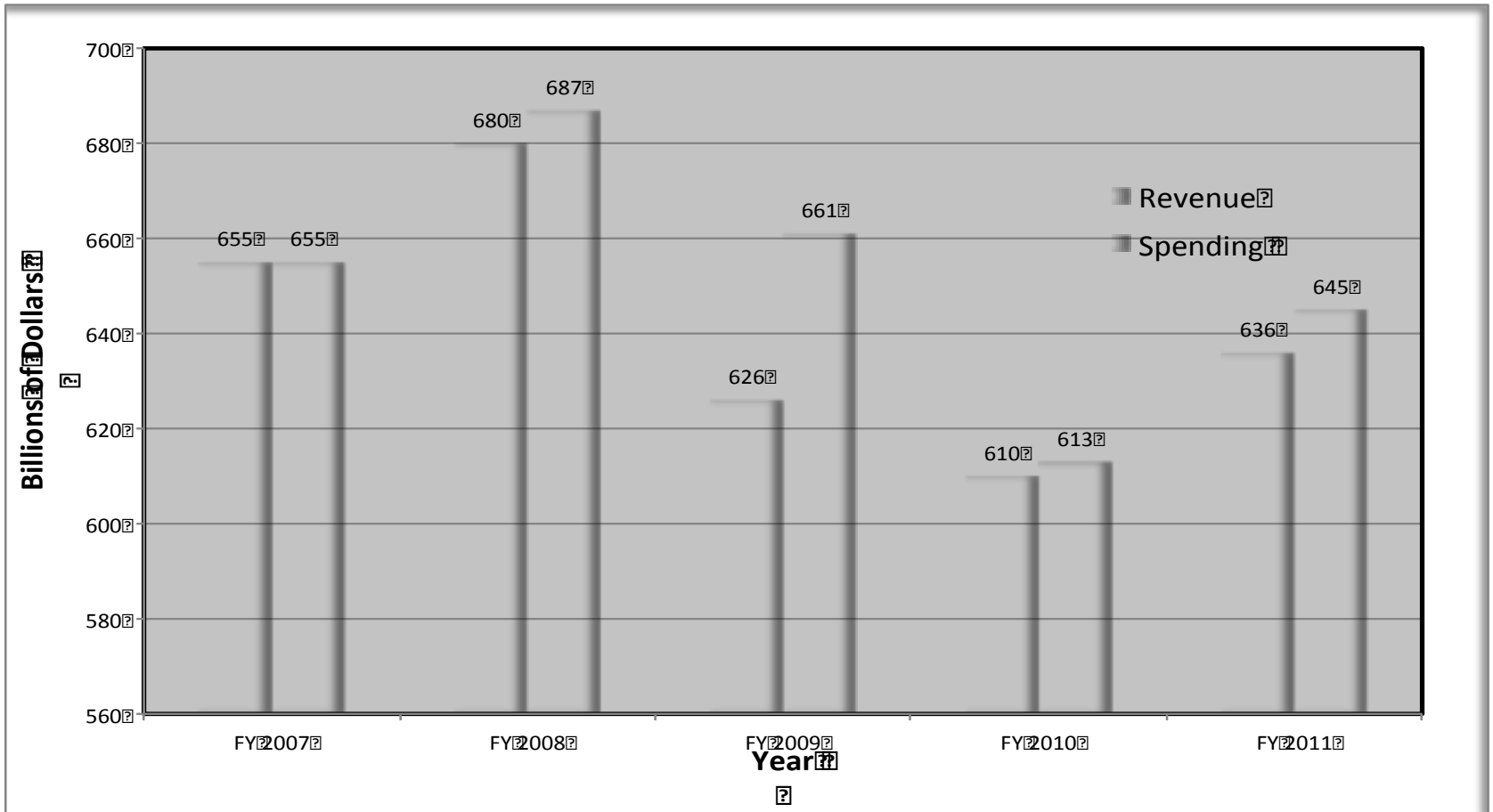
Funding Sources for K-12 Education

	Fiscal Year <u>2007-08</u>	Fiscal Year <u>2010-11*</u>
State	47.9%	43.0%
Local	43.3%	44.0%
<u>Federal</u>	<u>8.8%</u>	<u>13.0%</u>

*Estimated

Source: Education Commission of the States

50 State General Fund Revenue and Expenditure: FY 2007 to FY 2011



Current Cost Pressures

- **Smaller classes**
- **More electives**
- **Automatic pay increases**
- **Growing benefit costs (health care and pensions)**
- **In Arizona, the loss of sales tax revenues in 3 years**

Strategies To Improve Student Learning

- **Data-based decision making**
- **High and ambitious goals**
- **New curriculum and textbooks**
- **Investment in Professional Development**
- **Teacher collaboration**

Strategies To Improve Student Learning

- **Help strategies for struggling students**
- **Empowering teachers in multiple instructional roles**
- **Research based practices**
- **Teacher and administrator talent**

Reallocating Resources for High Performance

- **Small core classes (if possible)**
- **Support for art, music and PE**
- **Professional Development**
- **Resources for struggling students**
 - **Tutors**
 - **Extended day and summer school**
 - **ELL, gifted and special education**

Reallocating Resources for High Performance

- **Pupil Support**
- **Site administration, librarians, substitute teachers and clerical staff**
- **Supervisory aides**
- **Resources for technology, assessment, instructional materials and student activities**
- **Central administration**

Strategies for Reallocating Resources

- **Staffing recommendations are a general guideline**
- **Be flexible about class size**
- **Time for teacher collaboration**
- **Resources for struggling students and PD for teachers may be more important than small classes**

Do We Have Enough Money to Do This?

- In Arizona– NO
- But in many states there are adequate resources (2005-06 Study)
 - 20 states spend more
 - 20 spend less
 - 10 spend about the same
- Cost with recapture = \$27 billion
- Cost w/o recapture = \$47.2 billion

Four Aspects of Funding Adequacy

- ***Identify what it takes to dramatically improve student performance.***
 - Educators have sufficient information to be specific and the evidence-based model is a summary of that evidence
- ***Cost out those strategies.***
 - The evidence-based model offers a solid place to start

Four Aspects of Funding Adequacy

- *Surround any school finance reform based on an adequacy study with a sharp accountability system.*
- *Establish some constraints to ensure that schools use key resources as part of a strategy to double student performance.*

Could Federal Dollars Help?

- **Yes!**
- **Estimated 2010-11 Federal Funding is \$62.6 billion**
- **ARRA pumped \$100 billion into education over 2 years**
- **Race To The Top is only \$5 billion but has had tremendous impact on education policy**

References

- Odden, A.R. and Picus, L.O. (2008). *School Finance: A Policy Perspective*, Fourth Edition. New York, NY: McGraw-Hill.
- Odden, A.R. and Archibald, S.J. (2009). *Doubling Student Performance ... and finding the resources to do it*. Thousand Oaks, CA: Corwin Press
- Odden, Allan. (2009). *Ten Strategies for Doubling Student Performance*. Thousand Oaks, CA: Corwin Press.
- www.lpicus.com

Contact Information

- Lawrence O. Picus, Professor
- USC Rossier School of Education
- Division of Administration and Policy
- WPH 904C
- University of Southern California
- Los Angeles, CA 90089-0031
- Voice 213 740-2175
- E-mail lpicus@usc.edu
- www.lpicus.com