

LETTER FROM THE DIRECTOR



Building State Capacity
and Productivity Center



August 2018

Dear Colleagues,

Have you noticed the talk from parents, kids, and educators is all about going back to school again? These conversations are a friendly reminder of how quickly summer sails by for all of us. As is true in your work, the Building State Capacity and Productivity Center (BSCP) has experienced a productive summer. As evidence of some of work this summer, my letter will highlight the continued work in financial transparency with states as they develop a plan for reporting expenditures at the school level and the branch level strategic performance management work with the Oregon Department of Education.

Helping States Prepare for ESSA's Financial Transparency Reporting

Where States Are?

As you are probably aware, the 2018-19 school year is a big one for most state agencies as they prepare to meet the ESSA financial transparency requirement. Generally, states appear to be on track. Most have conducted [data inventories](#), determined [action steps](#) based on those inventories, established policies for LEAs on [assigning costs](#), and many are examining the advantages and feasibility of reporting school-level spending alongside demographic and performance data to [advance productivity](#).

Where States Are Heading?

Now that most SEAs have general plans for meeting the requirement, many are beginning to share those plans with LEAs as well as other relevant audiences at state and local conferences and association meetings, such as local Association of School Business Officers (ASBO) chapters and national conferences like STATS DC. SEAs often include BSCP Center resources in those communication efforts such as this [NY Board of Regents presentation](#).

Looking Ahead to Visualization

While most states will publish school level spending amounts for the 2018-19 school year, as many as ten states (likely CO, GA, FL, LA, MA, ME, MS, NC, RI and WY) may publish school-level expenditures one year early on 2017-18 report cards. For those leading states, the primary area of work right now is how those data will be visualized on school and district report cards. To help those states as well as others who will reach that step soon, the BSCP Center published [A Checklist to Guide Data Visualization Decisions](#). In this publication we suggest that state leaders might start by considering what they hope to accomplish in the reporting. For example, if state leaders want to build a system that can inform other

questions, such as equity and productivity, additional data need to be built into the information system. We expect this resource will be helpful as state leaders tackle this next phase of work related to financial transparency.

If you have any questions or need support understanding or meeting the financial transparency requirement do not hesitate to reach out. We have a comprehensive resource library and of course are happy to walk through individual contexts and challenges any time. Please reach out directly to Katie Hagan for any assistance at Katie.hagan@georgetown.edu.

How has the lens of performance management increased cohesiveness for an Oregon Department of Education (DOE) branch?

The Oregon Department of Education (ODE) has been using a lens of performance management to increase cohesiveness to their work. As a result, ODE is creating a common framework, the Oregon Integrated Systems Framework, for all to use in their work with districts and schools. The District and School Effectiveness Team in the Office of Teaching, Learning & Assessment are taking this work one step further by applying Strategic Performance Management to their district and school improvement. Over the past six months, the BSCP Center has provided technical assistance to assist ODE staff in learning about Strategic Performance Management, creating their district and school improvement templates, and training District Improvement Liaisons to coach districts in supporting schools in need of improvement. Dr. Allison Layland facilitated five work sessions to build the capacity of the Liaisons in facilitating and supporting eight pilot districts in implementing the Continuous Improvement Process this year. Adjustments are being made based on feedback from the pilot this summer. ODE plans on initial implementation across the state in the fall.

“Good activities to helps us know who we are or are becoming. I applaud the focus and the amount of information. Just enough to understand yet not too much.”

ODE District Improvement Liaison

In closing, I would like to remind you that the CCN website is fully functional. I have been extremely pleased with the high level of activity on the website since the release. There are over 700 resources from all the 23 centers and the projects centers are supporting in all states. More recently the private section of the website became operational. This provides centers a venue for posting new resources, adding announcements and calendar events, sharing documents plus an extensive contact list of all center personal. I encourage you to continue to explore CCN website and share it with colleagues. www.compcenternetwork.org Enjoy the remaining days of your summer.

Sincerely,



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Building State Capacity and Productivity Center

The Building State Capacity and Productivity Center (BSCP Center) focuses work on helping state education agencies (SEAs) throughout the country, as they adapt to constrained fiscal resources and increased demands for greater productivity. As State Departments of Education are facing a daunting challenge of improving student performance with diminishing financial resources, the BSCP Center provides technical assistance to SEAs that builds their capacity to support local educational agencies (LEAs or districts) and schools, and to the other 22 regional comprehensive centers and national content centers that serve them, by providing high quality information, tools, and implementation support. The partners in the BSCP Center are Westat, the Academic Development Institute, and the Edunomics Lab (Georgetown University).

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