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Comments Received :

Please see the full written document attached. Sources, studies, and footnotes are included.

Here are some excerpts from the full document:

1. The School Level Finance Survey is a viable mechanism that promotes knowledge of expenditures that are intended to affect students' educational outcomes. The SFLS helps obtain school-level data used to inform issue-driven decisions, which helps educational processes become more effective in addressing student, school-level and other needs through appropriate expenditures. The data helps schools to adjust and readjust school level outlays in order to shift funds to targeted areas of need for student supports, learning situations, the teaching process, and provide learning experiences and improved content for all students. SLFS, school-by-school data can provide required information to define needed action, and increase efficacy of important shifts in expenditure.

2. The SLFS data collections for instruction and instructional staff supports may be the key that unlocks new answers and insight. One ongoing dilemma is inequity particularly of literacy skills linked to poor reading achievement for marginalized learners including those having disabilities, specific learning disabilities, impoverishment, the general population of students coming out of the Covid-19 situation, and schools with pre-existing learning gaps especially in reading and language arts. In major part, studies show level of literacy has to do with teacher knowledge levels and instructional practices. Collecting expenditure data in the future would help facilitate transitions to address these overall, civil, and low outcome issues.

3. To address the civil issues and equity of having every student reading at or above grade level by the end of third grade, there are related findings: "The increase in teacher knowledge of early[basic] literacy skills was found to be associated with the progress educators made in the [scientific research-based, and peer-reviewed] professional development program," using a specified training in language essentials for teaching. "At the end of the study, educators who had not started the professional development program were in the 54th percentile on the Teacher Knowledge of Early Literacy Skills (TKELS) ...[compared to] educators who completed the program and who were in the 65th percentile. (footnoted: 1,3)

4. Continued consistent planning and good usage of funding can avoid or directly address problems. Knowing school-level expenditure data helps schools to adjust and readjust school level outlays in order to shift funds to targeted areas of need for the teaching process and scientific backed instructional knowledge, instructional student supports, learning situations, and provide learning experiences and improved content for all students. Another important role emerges for potential SLFS data collection functions which can serve and address some civil needs: pervasive fund allocation and expenditure shifts that will effectively expedite increased teacher knowledge and updates in the science of reading through training in order to improve school and student literacy rates equitably, and our educational system school-by-school. Monies that get to the students and foster effective instructional and positive equity outcomes for students is good.

Please see the full written document attached, in docx or PDF format including sources and footnotes.

Thank you for the opportunity to comment.