



# **Educational Adequacy: Leading the dialogue about educational process and outcomes**

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**What is Educational Adequacy?**

**How is it determined?**

**What issues impact adequacy analyses?**

**How can we lead the dialogue?**



# My Interest in this topic



How do I prioritize  
organizational



How do I spend  
my time?

What makes me  
feel successful?  
organizational success?





# What prompted this inquiry?

## Questions:

- Do schools have the necessary resources to meet current demands and needs?
- How do existing resource structures, policies, and practices support or inhibit meeting the needs of all students?
- Can we sustain the comprehensive expectations of our public schools?





# What prompted this inquiry?

## Concerns:

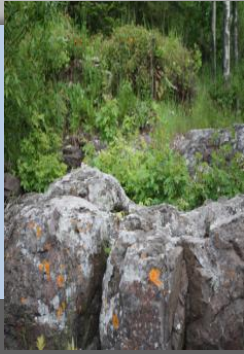
- State funding has not kept pace with inflation and new money is targeted.
- Additional mandates seem to be more politically oriented than about educational effectiveness.
- Local citizens and leaders have limited influence on policy decisions that substantially impact work.
- Inequities in achievement and available resources.
- General sense of incongruence



# What prompted this inquiry?

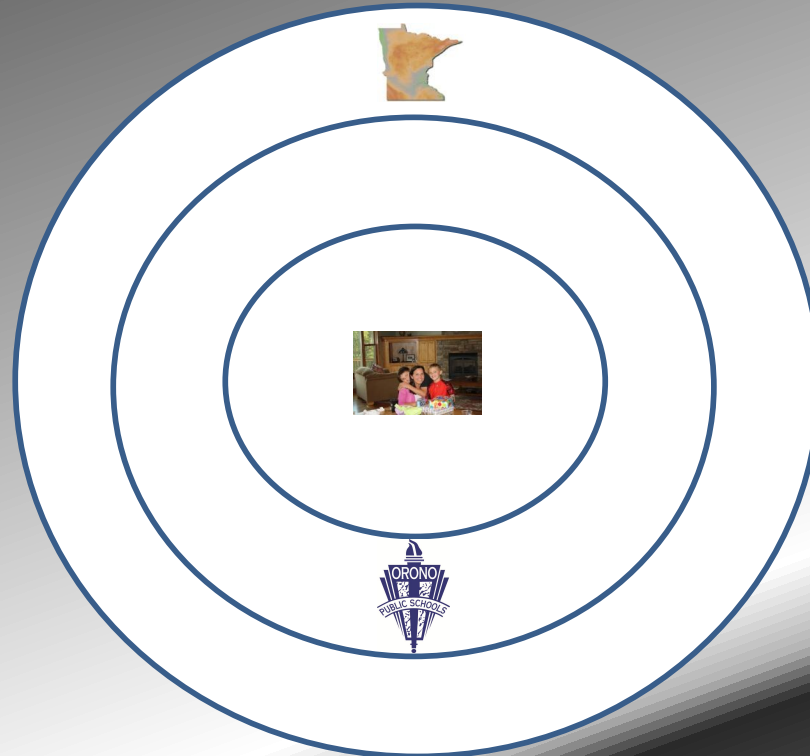
## Plausible conclusions:

- These issues and ongoing structural deficits in the state budget make an adequacy-based legal challenge plausible.
- Conditions are right for change (Mazzoni, 1991)
  - Pressure
  - Resource scarcity
  - Macro-Arena
- If an adequacy-based legal challenge occurs, variables are highly malleable.



# Leadership: Defining success

**Sphere  
of  
influence**



**Focus  
and  
breadth**

**Outcomes**



# Hope and opportunity



**Public Education as the 21<sup>st</sup> century Ellis Island**

"Keep, ancient lands, your storied pomp!" cries  
she With silent lips. "Give me your tired, your  
poor, Your huddled masses yearning to breathe  
free, The wretched refuse of your teeming  
shore. Send these, the homeless, tempest-tost  
to me, I lift my lamp beside the golden door!"

*Emma Lazarus "The New Colossus"*



# The pathway to Adequacy





# Finance litigation: Three waves

- **Equal protection**

*San Antonio Independent School District v. Rodriguez*: not a federal “fundamental right”

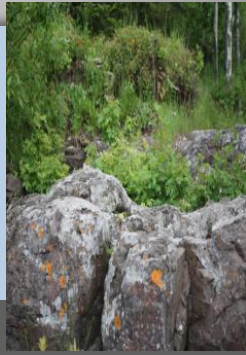
- **Equity**

"fiscal neutrality" or horizontal/vertical equity

- **Adequacy**

Quality: Assuring schools reach a minimum standard  
*Lobato v. Colorado*

Ryan & Saunders, (2004)



# Definitions of Adequacy

## ***Rose v. Council for Better Education (Kentucky)***

Student capabilities to participate in “citizenship and the labor market”

## ***Claremont v. Governor of New Hampshire***

“Social, economic, scientific, technological, and political knowledge”

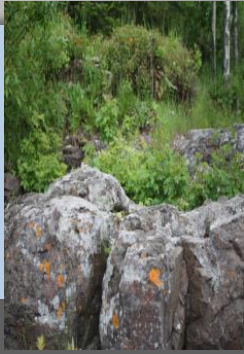
## ***Campaign for Fiscal Equity (CFE), Inc. v. State of New York***

Meaningful civic engagement

Being able to hold a job above low grade work

## ***State v. Campbell County School District (Wyoming)***

“Basket of educational goods and services”



# Minnesota

## ***Minnesota Constitution article XIII, section 1***

“uniform, thorough, and efficient system of public schools”

## ***Skeen v. State of Minnesota (1993)***

Finance system was providing adequate funding

## **P.S. Minnesota (Silverstein, Rose, & Myers, 2006)**

97-99% of school districts were not adequately funded

# Methods for determining adequacy







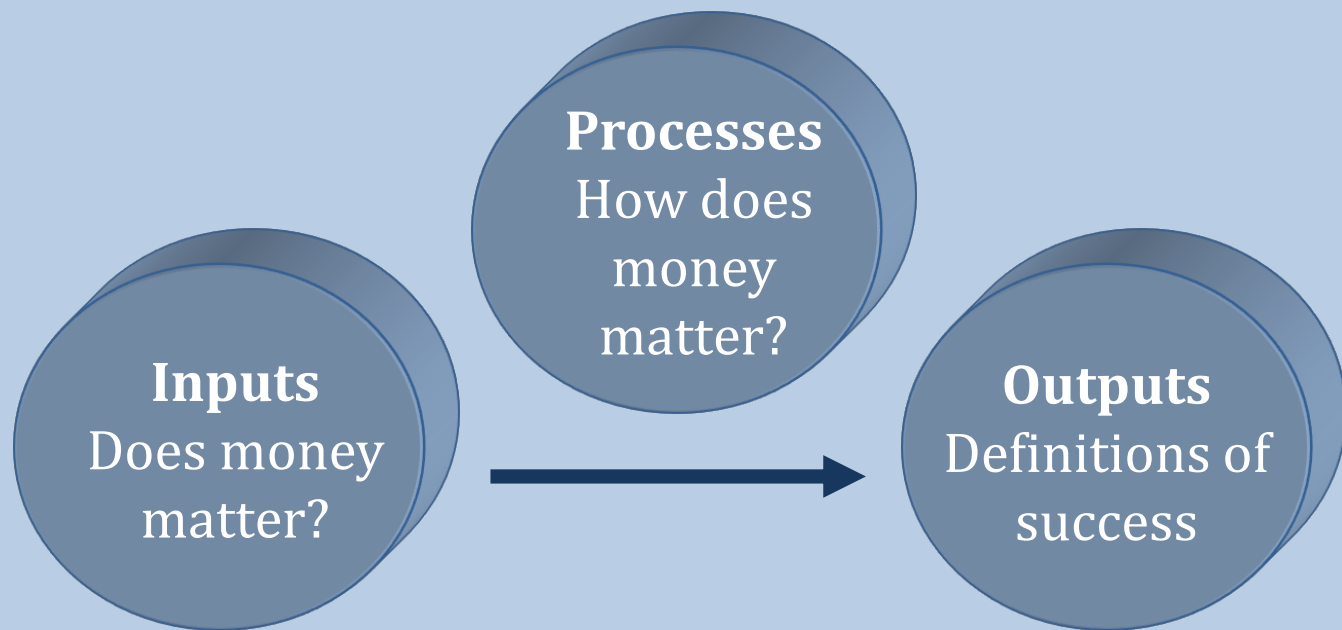
# How is Adequacy determined?

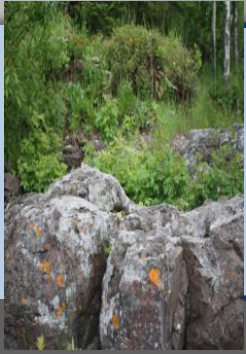
- Inputs, processes, & outputs (Alexander, 2004)
- Four methods:
  - Cost function approach
  - Successful schools approach
  - Professional judgment approach
  - Evidence-based approach



# How is Adequacy determined?

Exploring the changing  
face of adequacy  
(Alexander, 2004)





# Econometric models

**Cost Function  
and  
Successful Schools  
Approaches**

**Processes**

**Inputs**  
Defined by:  
Monetary  
resources

**Outputs**  
Defined by:  
Statute & tests





# Econometric perspectives

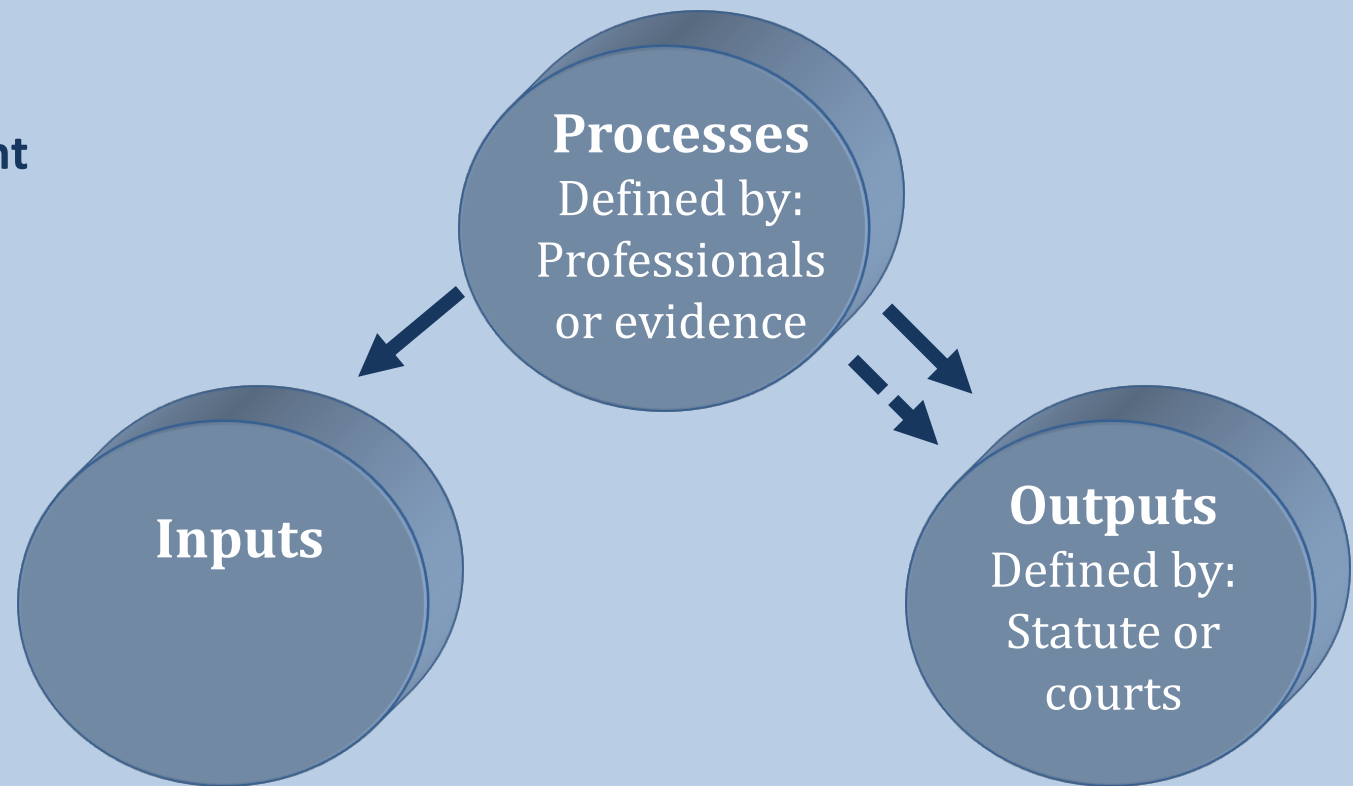
<http://www.youtube.com/watch?v=BXZmYsHvO1c>

Eric Hanushek, Senior Fellow  
Hoover Institution  
Stanford University

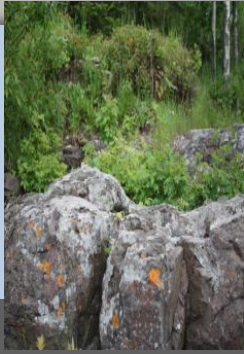


# Judgment-based models

**Professional Judgment  
and  
Evidence-Based  
approaches**







# Judgment-based perspectives

[http://www.youtube.com/watch?v=bmUY82\\_-jUQ](http://www.youtube.com/watch?v=bmUY82_-jUQ)

Allan Odden, Director  
Consortium for Policy Research in Education (CPRE),  
University of Wisconsin- Madison



# Judgment-based perspectives

“We prefer the professional judgment approach, not because we believe it is more precise than statistical or inferential methods (it may not be more precise), but rather because its imprecision is more transparent” (p. 231).

Guthrie & Rothstein, (1999)

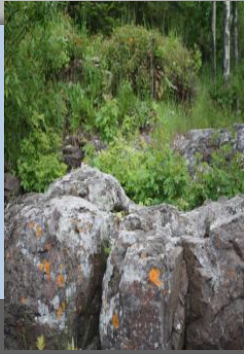


## Fundamental challenges to adequacy analysis

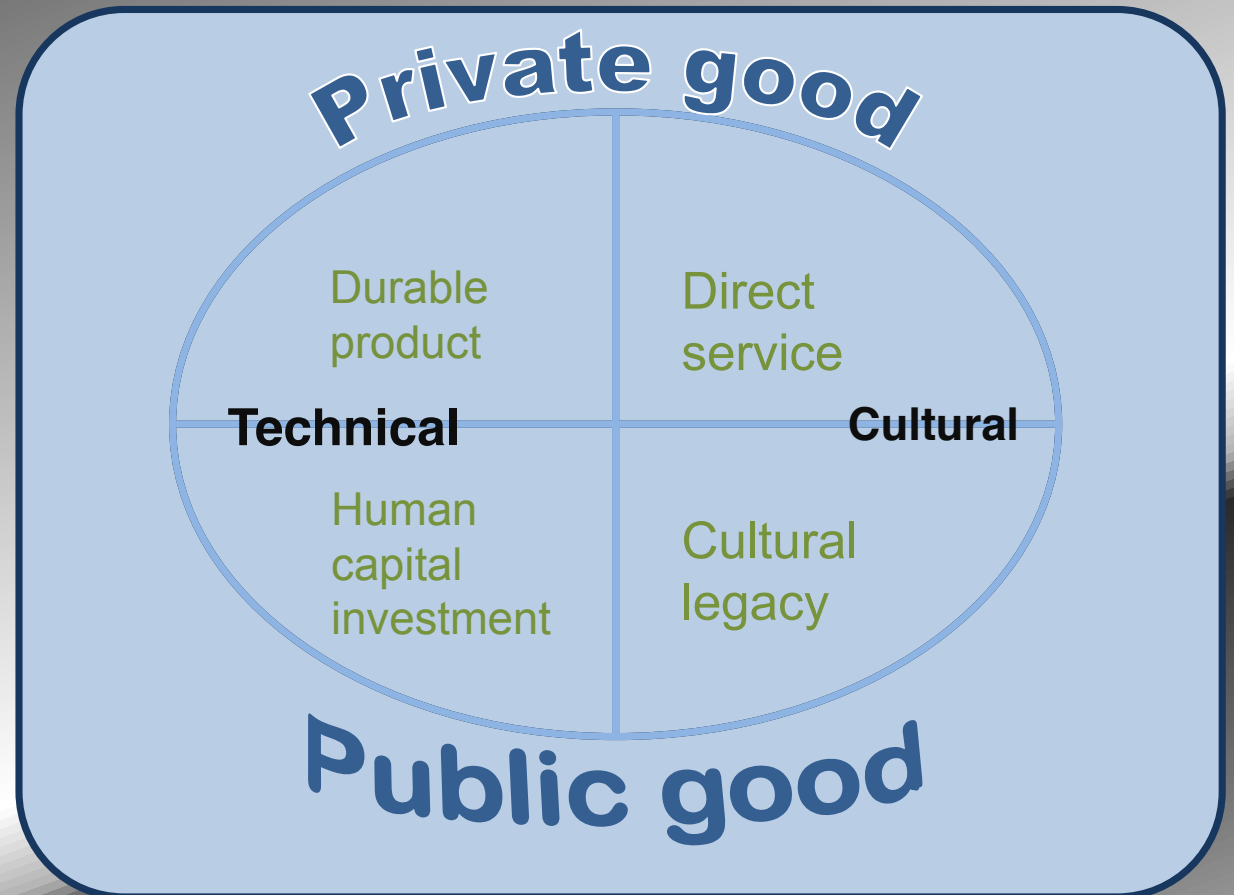


# Three challenges

- There are varied perspectives on the purpose of education – **Public & private good** (Mitchell & Mitchell, 2003)
- **Outputs are narrowly defined and measured**, including the level at which we define success
- **Political factors** underlie educational policy
  - Policy-making is not always rationale yet is the basis for adequacy decisions
  - Political factors contribute to efficiency and effectiveness
  - Policies and policy instruments may or may not be congruent with local stakeholders

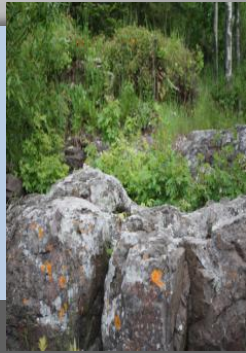


# Public and private good



The political economy  
of educational policy:  
The case of class size  
reduction (Mitchell &  
Mitchell, 2003)





# Additional perspectives

- A means to develop democracy and moral citizens (Viteritti, 2004)
- Reinforcement of morals, ethics and democratic principles (Wraga, 2001)
- Citizenship, socialization, college readiness, & achievement test performance (Belfield & Levin, 2002)
- Essential to democracy and economic growth for society (Ntiri, 2001)



# Outputs

## Outputs

What, why,  
and how do we  
measure?



# Outputs: Statute

## Standards and course requirements

**Language arts**

**Mathematics**

**Science**

**Social studies:** including geography, economics, and government and citizenship

**Physical education**

**Arts:** including media arts, dance, music, theater, and/or visual arts

**Career and technical education**

**World languages**

## Attribute and skill requirements

**Worlds Best Workforce**

School readiness

Reading proficiently by 3<sup>rd</sup> grade

Closing the achievement gap

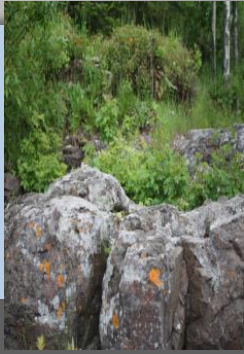
Career and college readiness

(Mathematics, Reading, & Writing)

High School graduation

**Student plans identifying:** 21st century skills such as team work, collaboration, and good work habits.

**ELA Standards:** Independence, content knowledge, responsiveness, ability to critique, use technology & digital media, understand other cultures



# Outputs: Econometric studies

## Standards and course requirements

**Language arts** courses & proficiency

**Mathematics** courses & proficiency

**Science** courses & proficiency

## Attribute and skill requirements

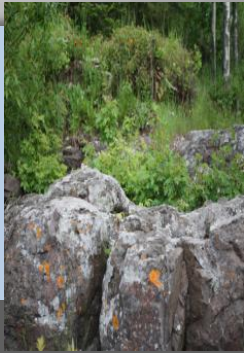
Reading proficiently by 3<sup>rd</sup> grade

(Mathematics, Reading, & Writing)

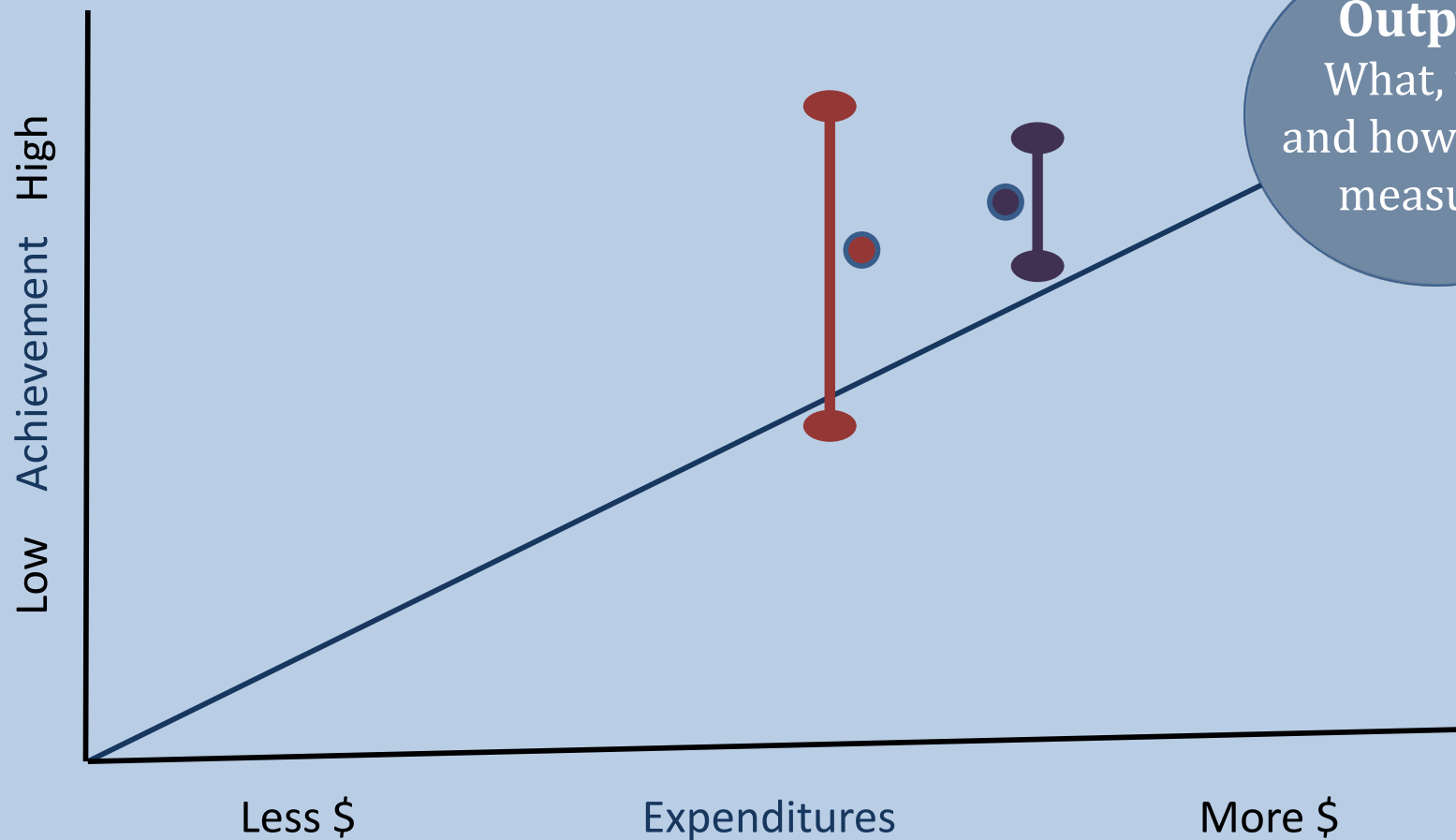
High School graduation







# Outputs: Measurement





# Outputs: District examples

**All students will...**

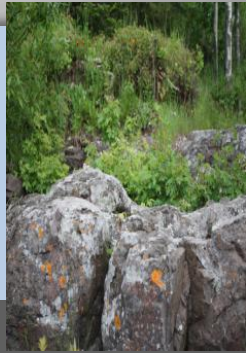
continually achieve their stated aspirations.

use and interpret the arts, music and literature.

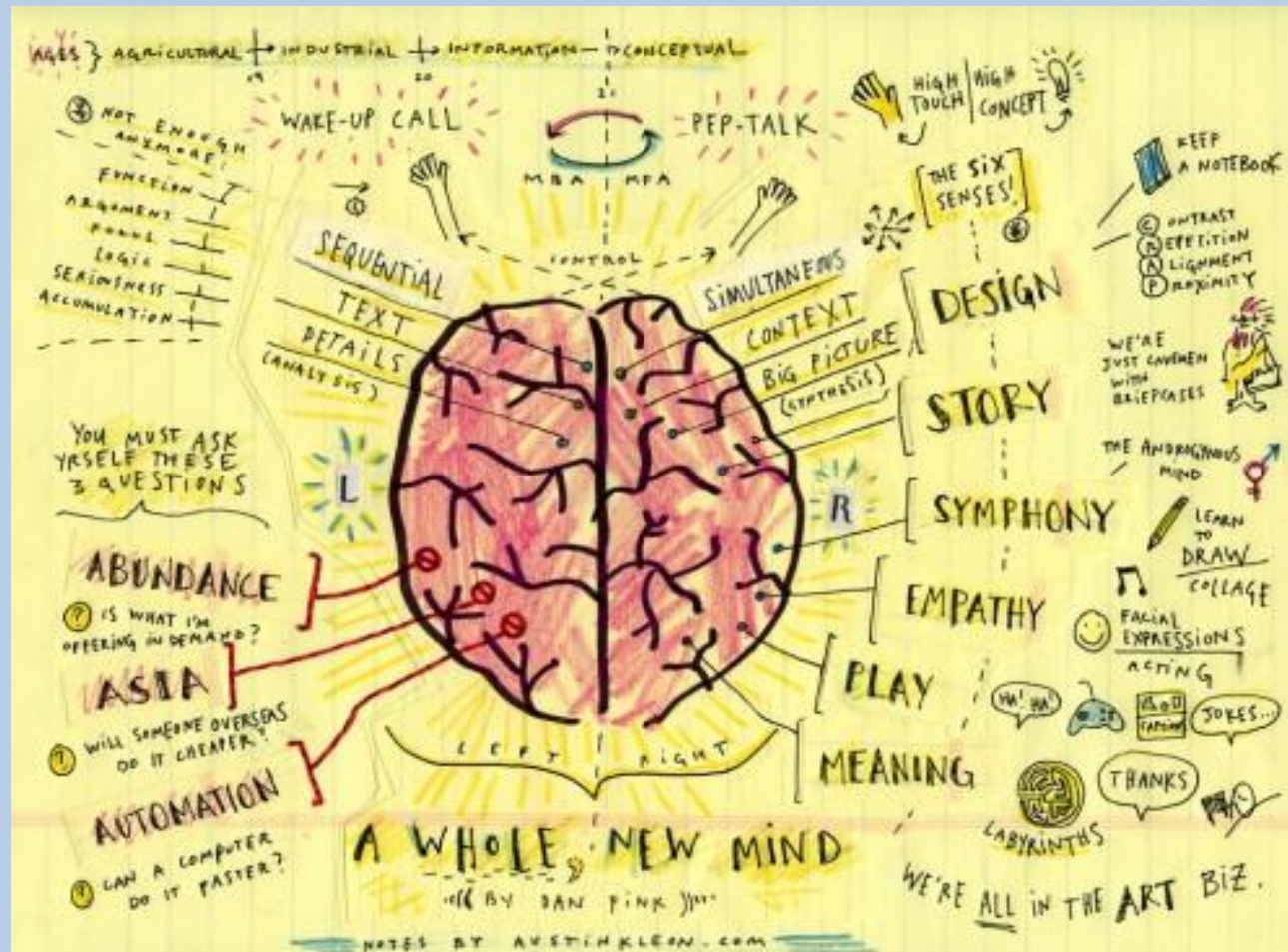
demonstrate and promote cultural understanding of self and others to become involved members of a global community.

graduate college and career ready.

understand and model the core ethical values that lead to good character.



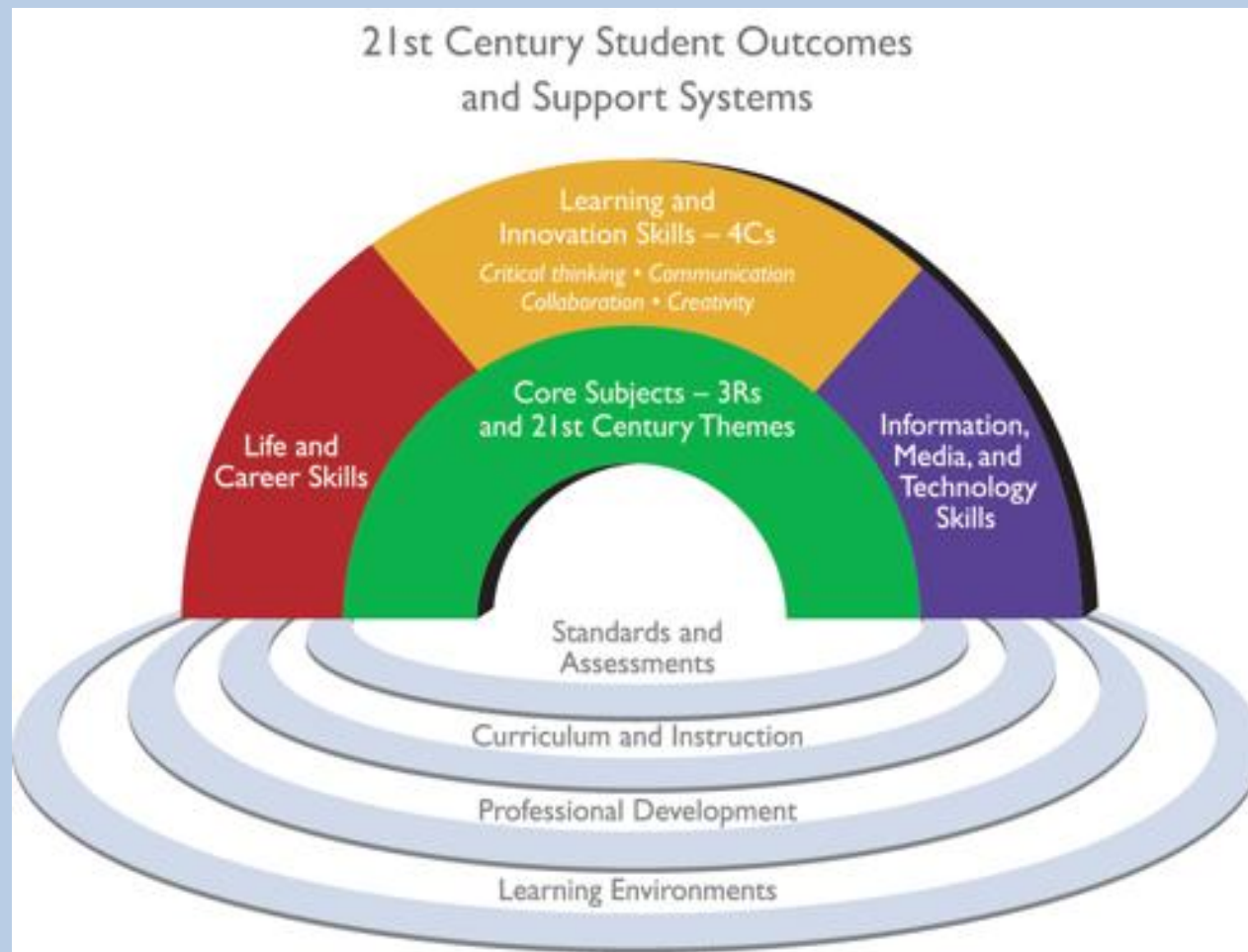
# Outputs: Future oriented



Pink, (2013) <http://www.danpink.com/>



# Outputs: Future oriented



Partnership for 21<sup>st</sup> Century Skills, (2013) <http://www.p21.org/overview>





# Political values and cultures

- Political incongruence as a source of inefficiency
  - Political values: Efficiency vs. quality and fraternity (Fowler, 2004)
  - Policy orientations and instruments (McDonnell & Elmore, 1987)
- Dominant political ideologies and people exclude perspectives (Heck, 2004)
  - Policy monopolies: finance reform and standards-based accountability (McDonnell, 2010)
  - Policy insiders (Marshall, et al., 1986)
- Irrational nature of policy development (Augenblick, et al., 1997)
- Policy development and enactment incongruence (Louis, et. al. 2005)



# Political values and cultures

“We suspect that weights are often determined by political and budgetary concerns, rather than by a careful assessment of the costs associated with meeting any given performance standard” (p. 376).

Reschovsky & Imazeki (2001)

“If one tried to take advantage of the messiness of the educational policy system rather than cleaning it up, constructive, creative approaches might be developed locally” (p. 26).

Firestone (1989)





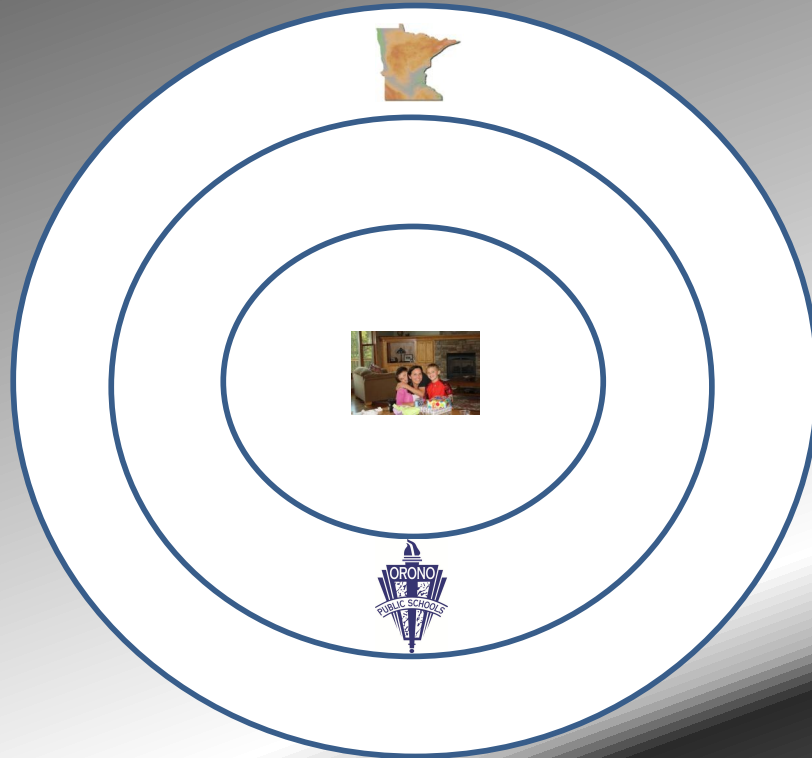
# Political v. Evidence-based

Model policies and indicators (ALEC , 2013)	Effect size (Hattie, 2009)
Academic Standards	NA
Charter Schools	.2 (Low – Medium)
Home-School regulation reduction	NA
Private school choice	NA
Teacher quality (policy mechanisms: system-changing)	Different mechanisms
Online learning	.24 (substantial variability)
A-Plus Literacy Act	
Retention	-0.16
Alternate certification	NA (Training =.11)
<a href="http://www.alec.org/task-forces/education/">http://www.alec.org/task-forces/education/</a>	

# Leadership: Challenges



**Sphere  
of  
influence**



**Focus  
and  
breadth**

**Outcomes**

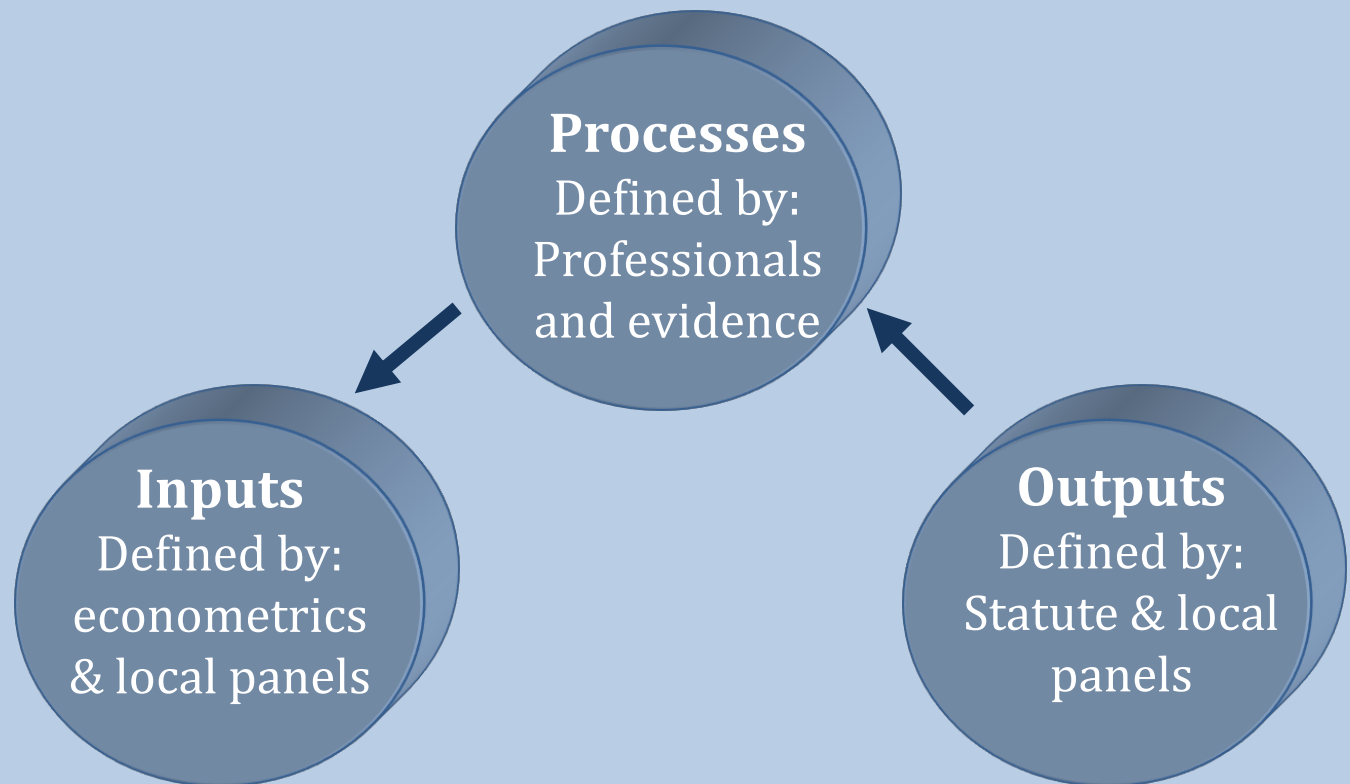


**An approach that is inclusive  
of local citizens and leaders**



# An inclusive approach

An inclusive model





# An inclusive approach

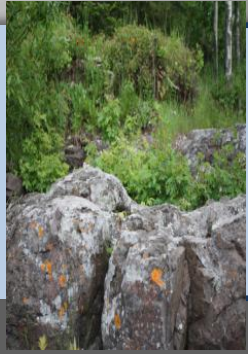
- Perspectives about the purpose and outputs of schools drive analysis
- Local citizens and leaders have a voice: Local panels
- Transparency and communication about educational outputs and resources
- Deriving a combination of state and local elements may minimize inefficiency created by political incongruence



# Lingering questions

- How will Minnesota define “uniform, thorough, & efficient?”
- What are the underlying political values evident in communities across the state of Minnesota?
- How do Minnesota educational leaders and local citizens perceive these values impact educational purpose and outputs?
- What do Minnesota educational leaders and local citizens perceive as the consensus and non-consensus educational outputs and how do those differ across communities?





# Hope and opportunity

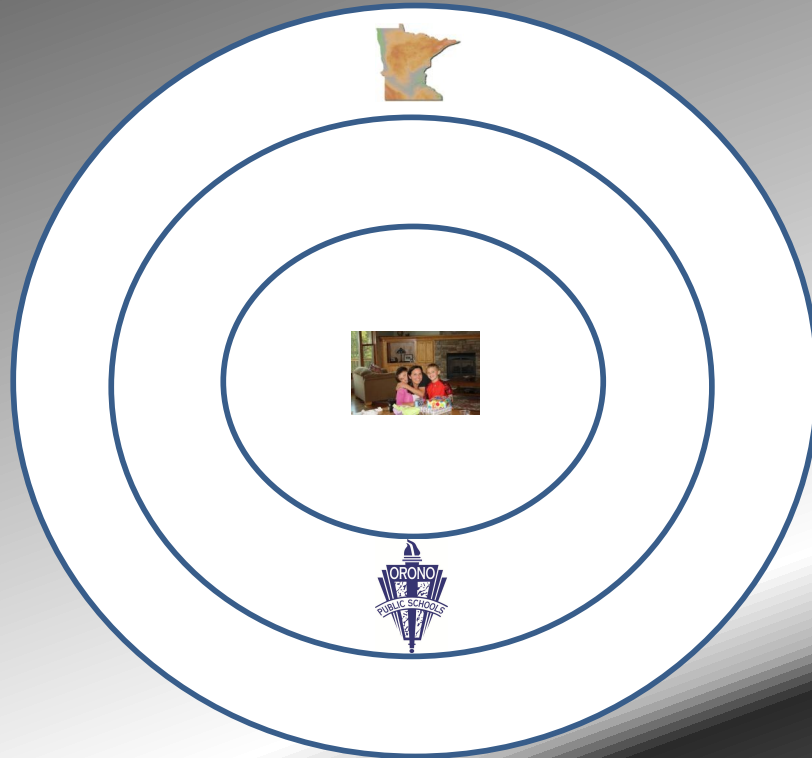


<http://vimeo.com/60017252>

# Leadership: Next steps

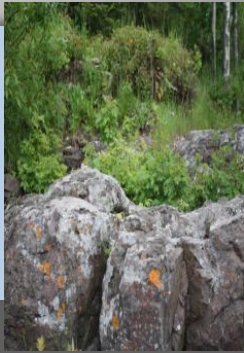


**Sphere  
of  
influence**



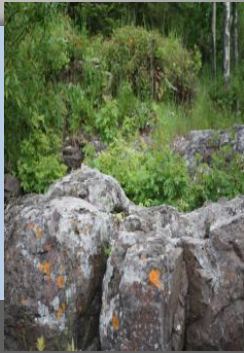
**Focus  
and  
breadth**

**Outcomes**



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