

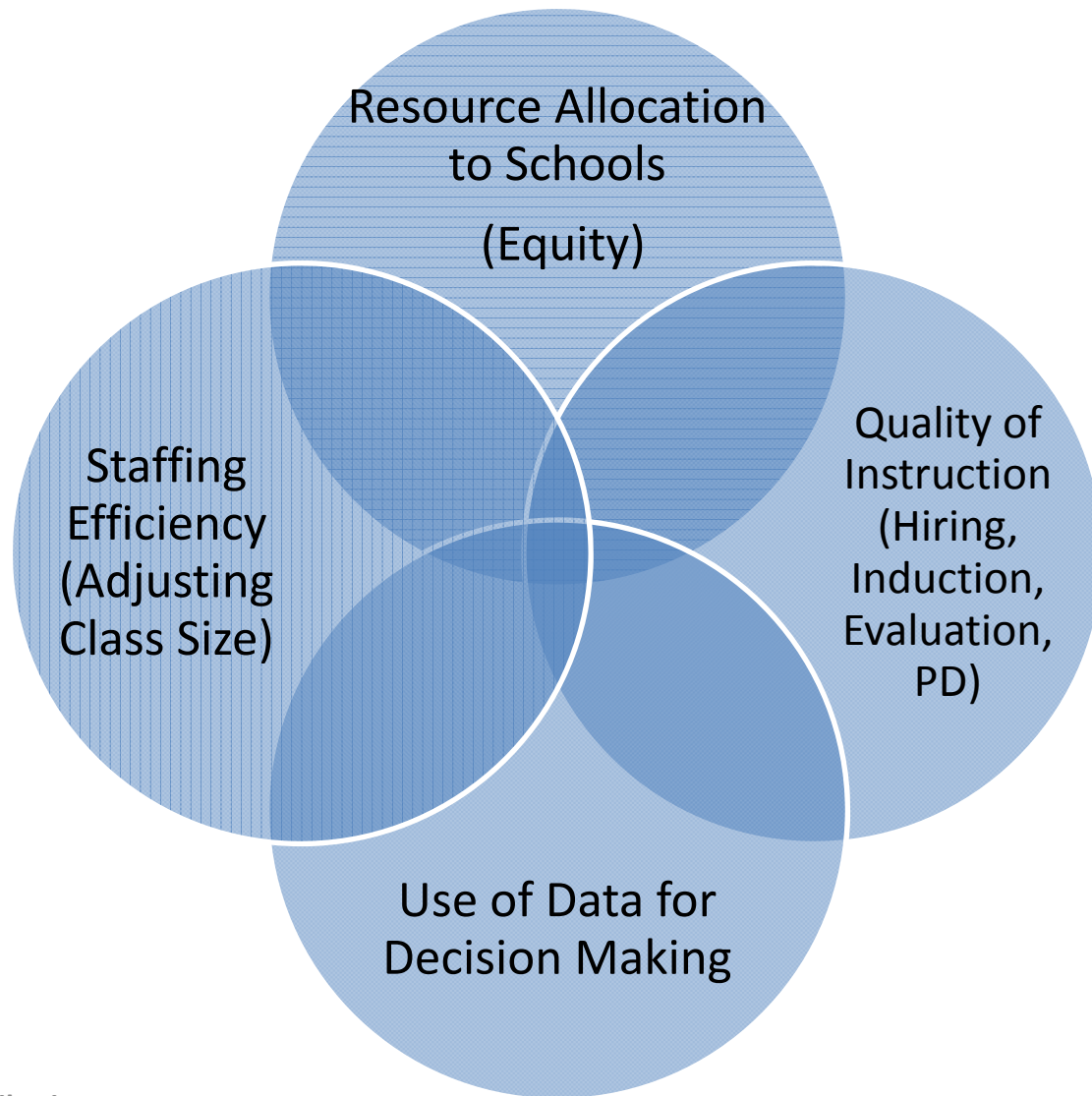
CROSS & JOFTUS

# Allentown School District Resource Review: Board Presentation

May 19, 2011

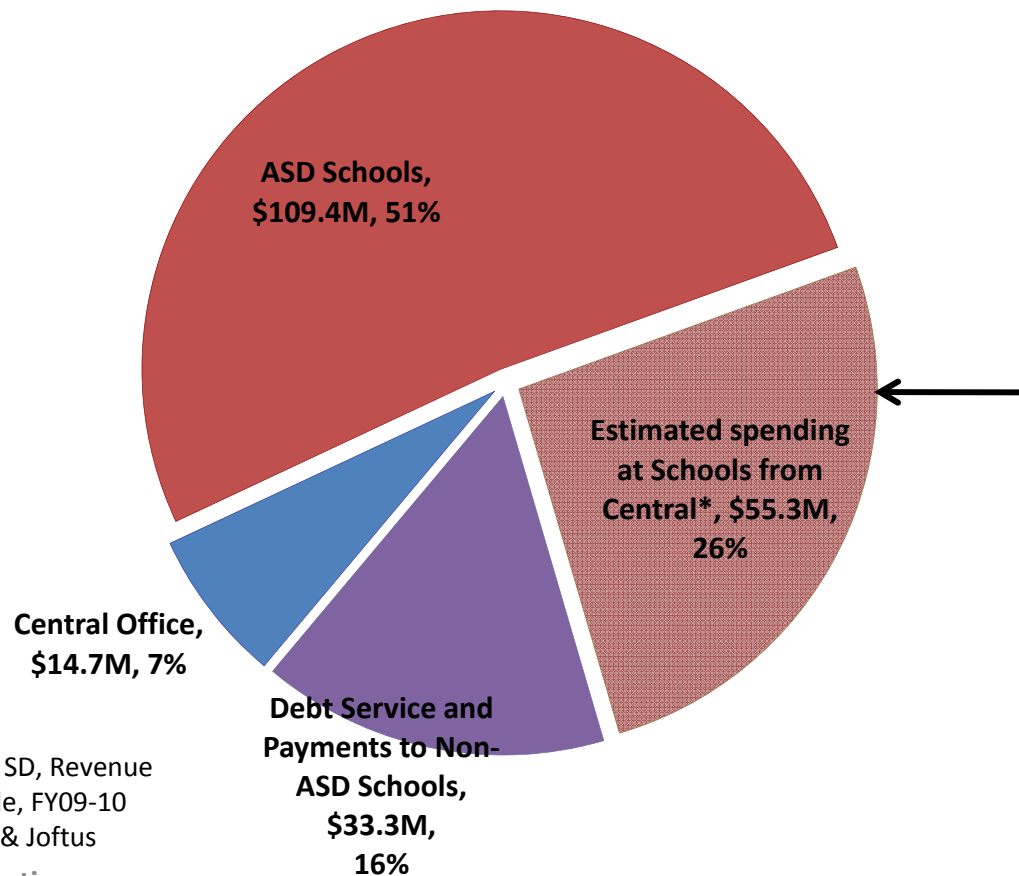
Sharon Deich  
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**Cross & Jofus**

# ASD Resource Review



Currently, ASD tracks only about 50% of its total expenditures to individual schools, but another 25% of ASD's budget is actually spent in schools.

**Allentown SD 2009-10: Central and School-Reported Expenditures (Total \$212.6m)**



*But, this spending is hard to track back to individual schools.*

Source: Allentown SD, Revenue and Expenditure File, FY09-10 YTD Activity, Cross & Jofthus

DRAFT: Not for Distribution, May 19, 2011

# How do ASD Spending Patterns Compare to Other Districts?

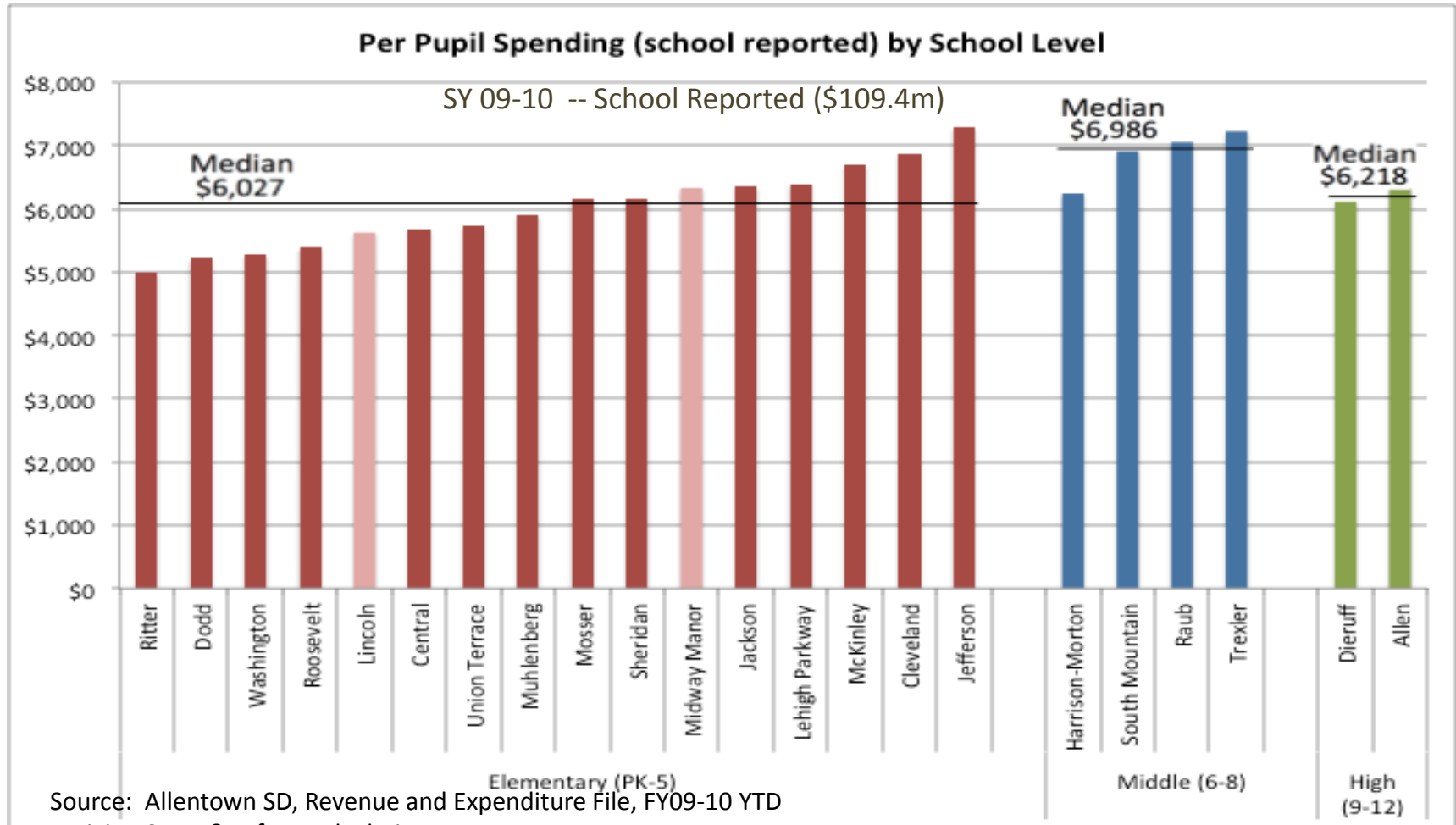
## District Comparisons from 5 Districts

Use	COMPARISON DISTRICTS		ASD
	High	Low	
Instruction	60%	45%	64%
Instructional Support & Prof Dev.	7%	3%	4%
Operations & Maintenance	21%	14%	16%
Pupil & Ancillary Services	10%	6%	6%
Leadership	13%	8%	6%
Business Services	7%	2%	3%
Uncoded	1%	0%	1%
<b>Total</b>			<b>100%</b>

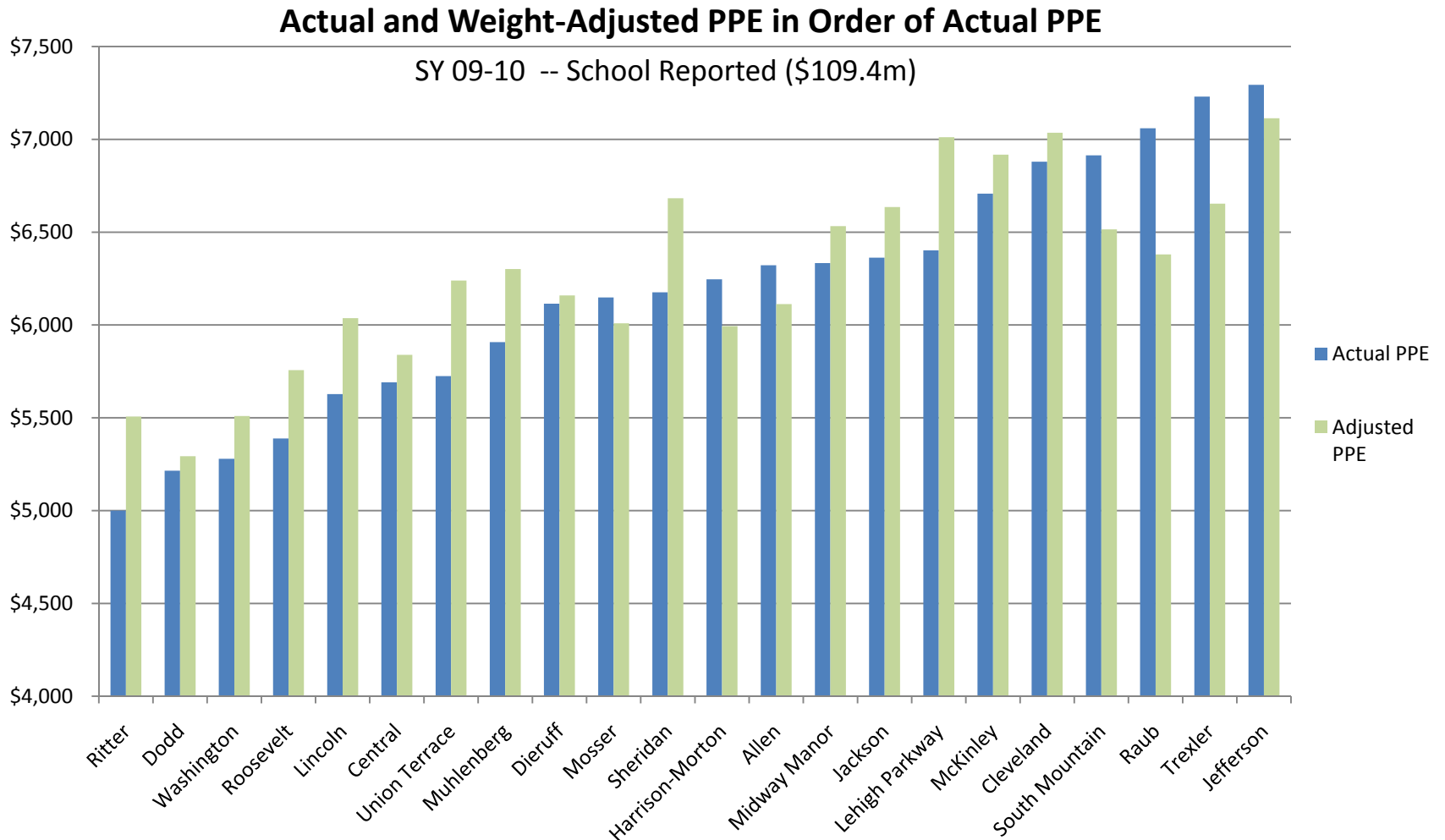
***ASD column sums to 100%; Comparison Districts do not, as these figures are culled from multiple districts representing the highs and lows for each Use.***

Source: Allentown SD, Revenue and Expenditure File, FY09-10 YTD  
Activity, Cross & Joftus calculations

46% variation in PPE from highest to lowest school.  
 Median PPE in the middle schools is substantially higher than at other schools.

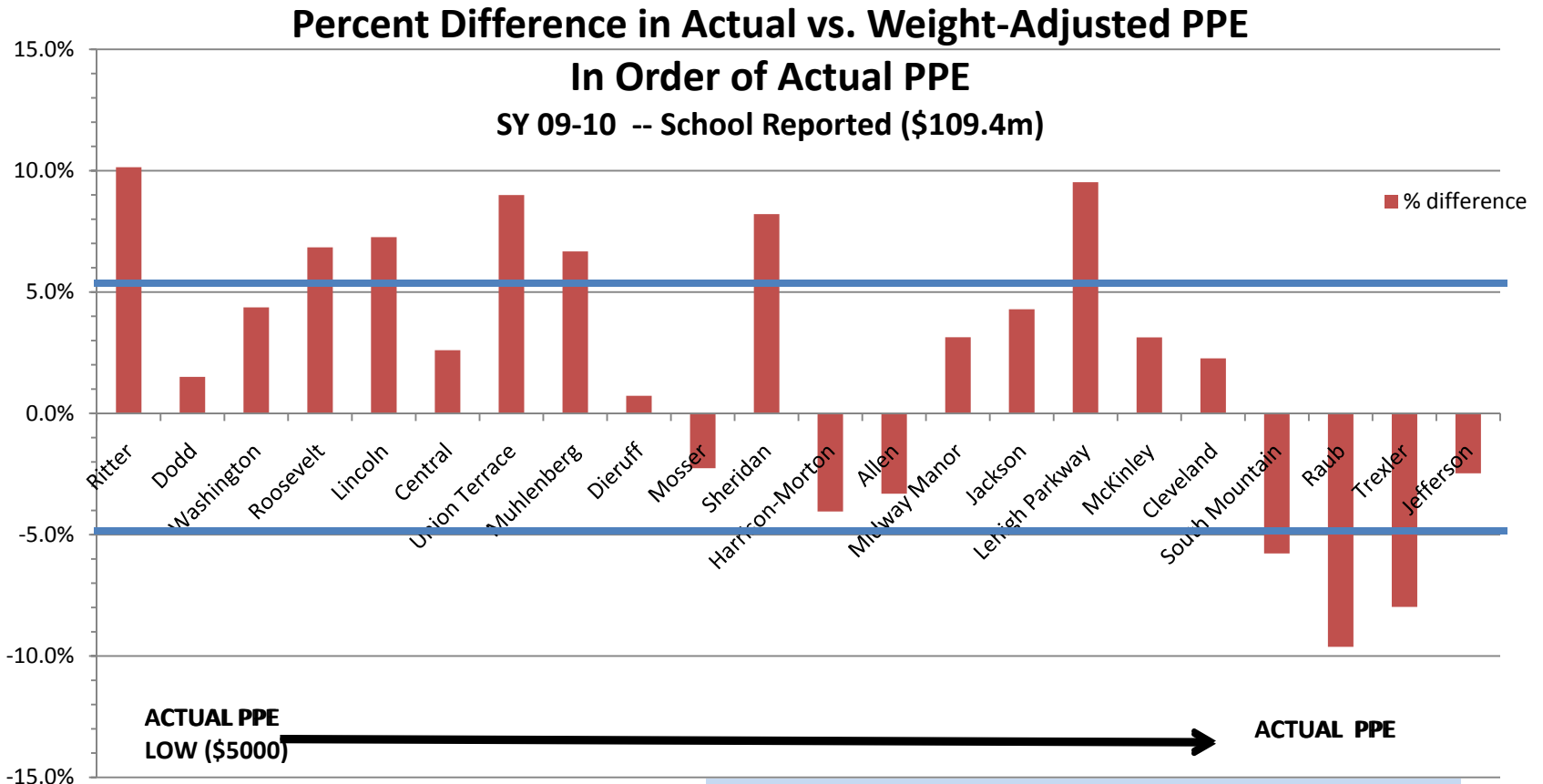


There is quite a bit of variation between actual PPEs and weighted index estimates.



Source: Allentown SD, Revenue and Expenditure File, FY09-10 YTD Activity, Cross & Joftus calculation

Almost half of the schools have PPEs that are different from the weighted index by more than 5 percent.



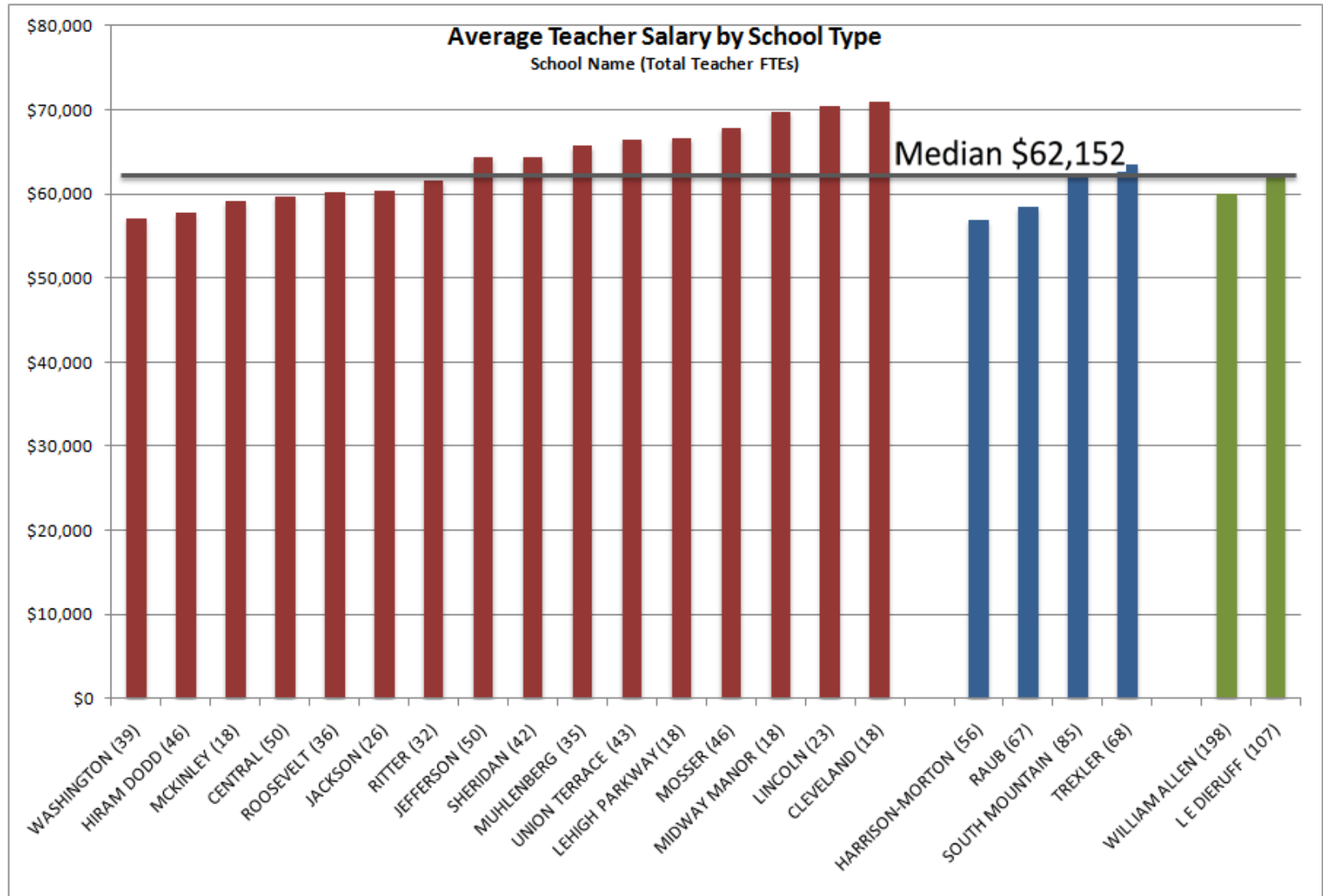
Source: Allentown SD, Revenue and Expenditure File, FY09-10 YTD Activity, Cross & Joftus calculations

*Schools above the line would receive more if they were given the ASD average amount (aka "weight-adjusted" amount) for each school's unique mix of students. Schools below the line would receive less if given the "weight-adjusted" amount.*

# What are some of the potential drivers of the variation in per pupil spending?

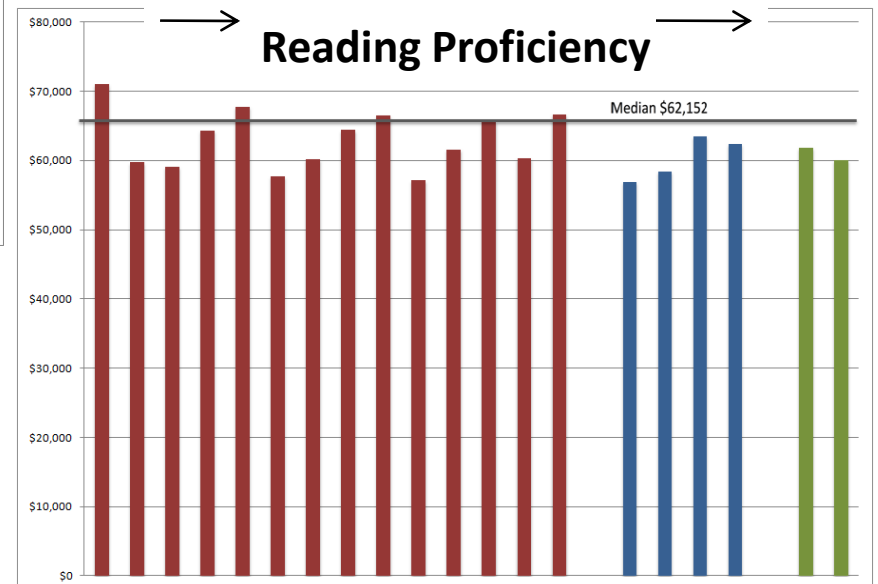
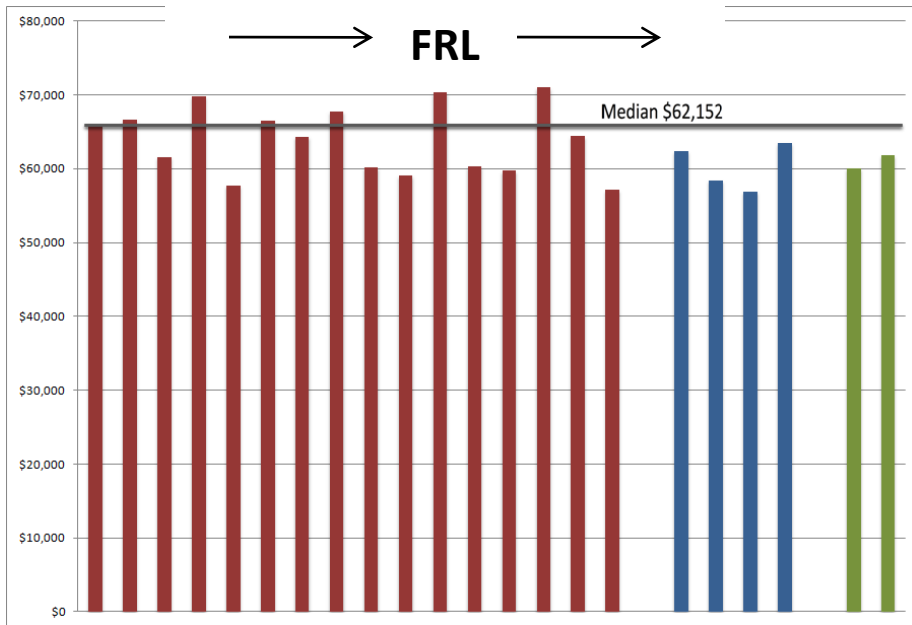
	Driver	Reasons for variation across schools
1	School Level	Different grades and different grade levels might have different needs. Ex. Smaller class sizes in K-3 or more support services in HS
2	Staffing Allocation	How many and what kinds of staff are allocated to schools-- whether by formula, or exceptions to formula
3	Teacher Compensation	Schools with more experienced (higher paid) teachers receive more funding; district may also choose to reward teachers to teach at low performing schools
4	School Size	Fixed positions across schools generate higher per pupil spending in smaller schools
5	Enrollment projections	Over-projecting enrollment can lead to overstaffing if staff is not reassigned once actual enrollment is confirmed
6	Interventions based on performance	Low-performing schools may be provided additional resources to help improve
7	Program Placement	Special programs (art, gifted, career, SPED) placed at specific schools may have additional staff or resources associated with them.

When we look at teacher salaries, we see that higher paid teachers are concentrated in elementary schools. Teacher salary does not explain higher spending in MS.



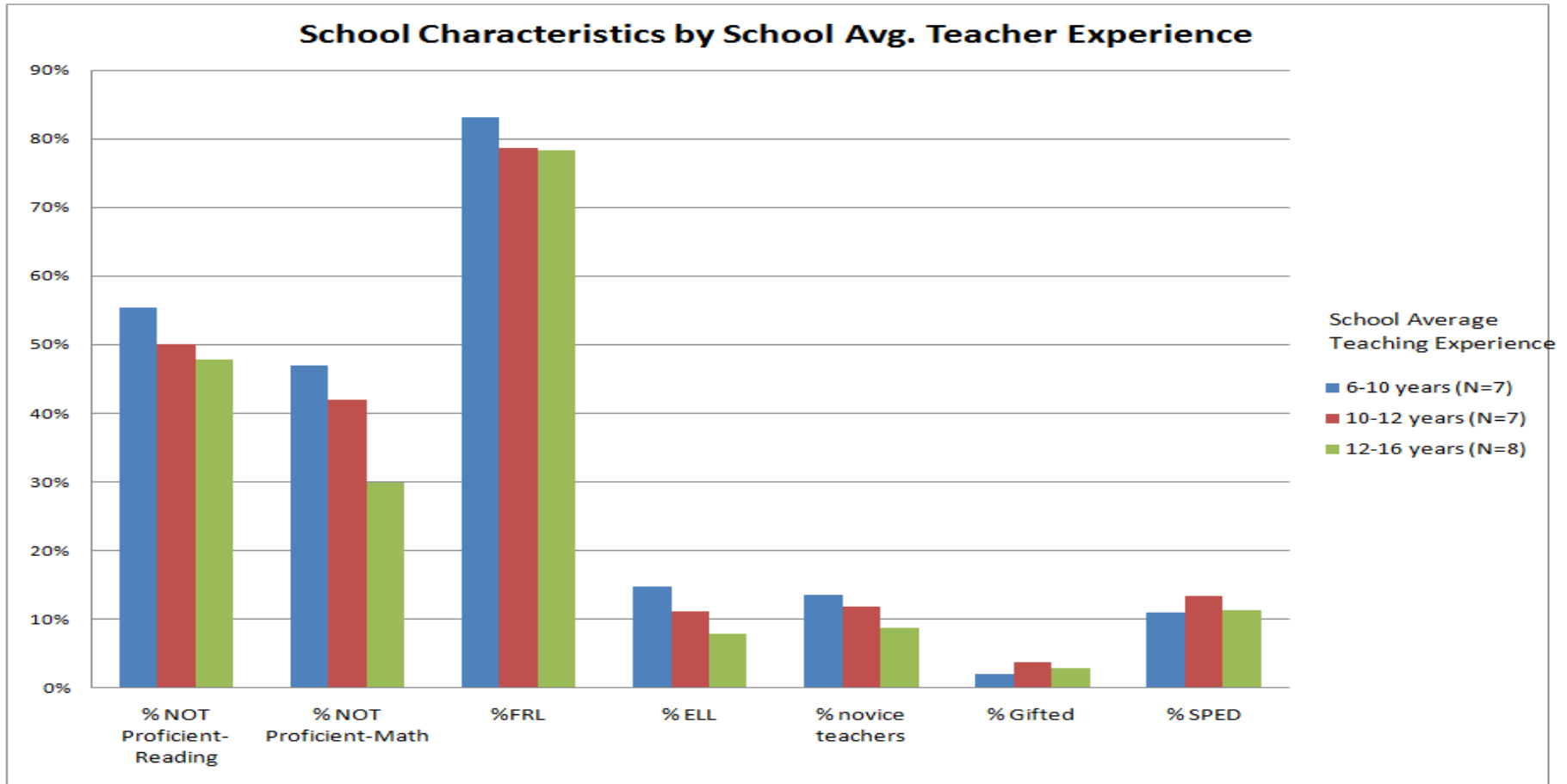
Source: Allentown SD 2009-10 salary data, Cross & Joftus calculations

# Higher paid teaches are not working in higher poverty schools, nor are they working in schools with the greatest achievement challenges.



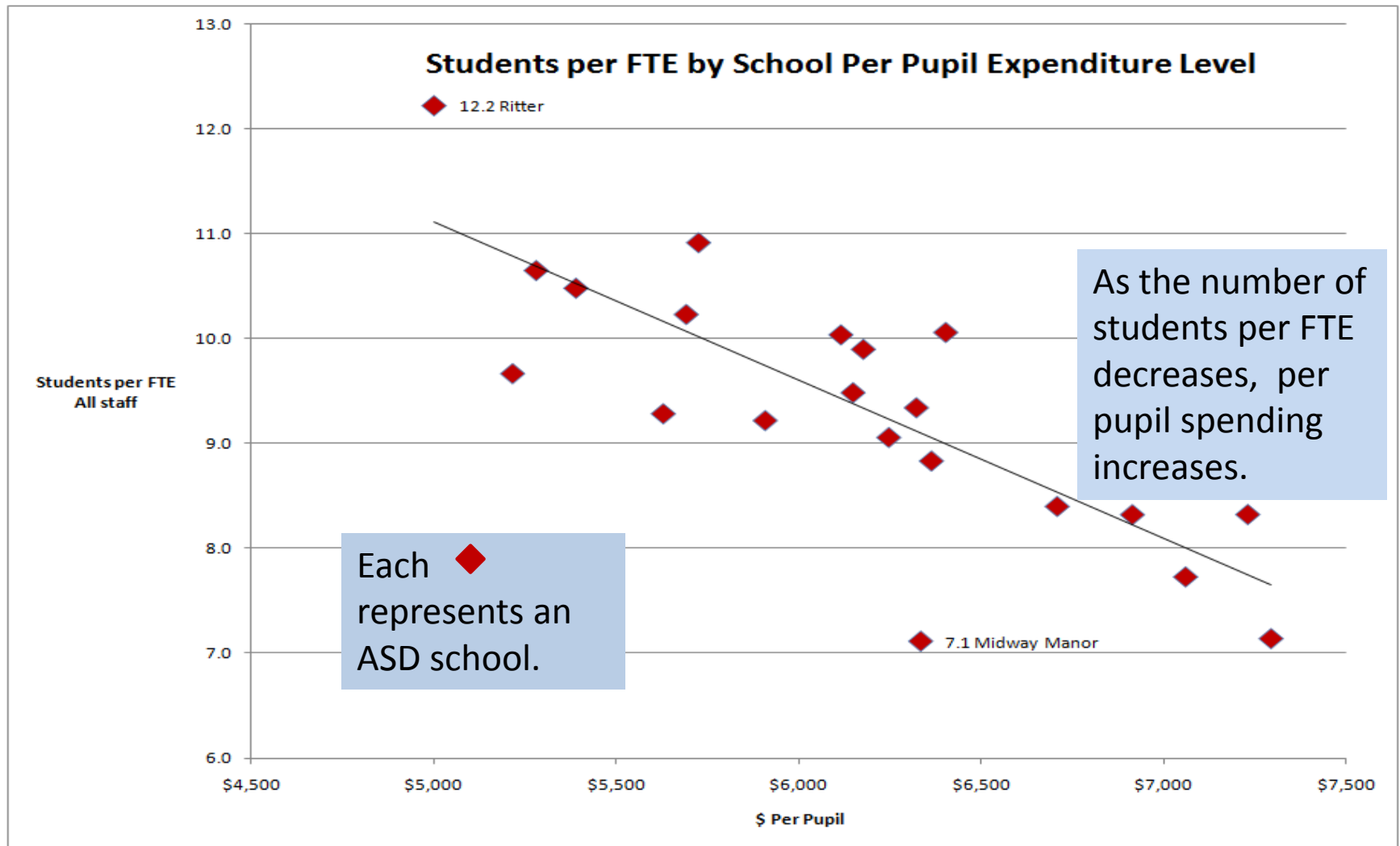
Source: Allentown SD 2009-10 salary and demographic data, Cross & Joftus calculations

Teacher experience is inversely correlated with characteristics of school needs—in fact greater need schools have a less experienced teacher corps.



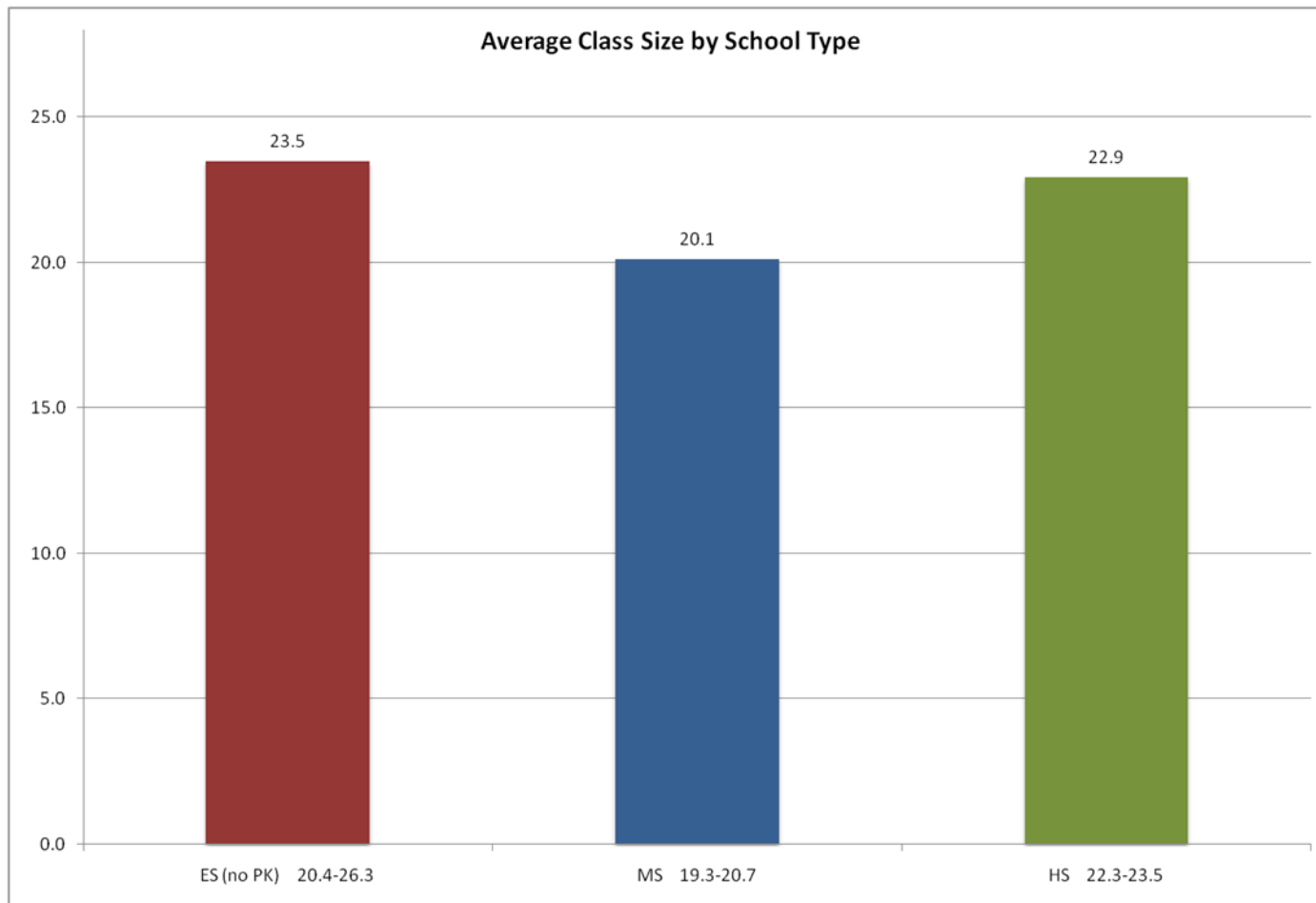
Source: Allentown SD 2009-10 salary and demographic data, Cross & Joftus calculations

A big driver of variation in per pupil spending appears to be staffing levels. Low staffing levels at MS explain higher PPEs.



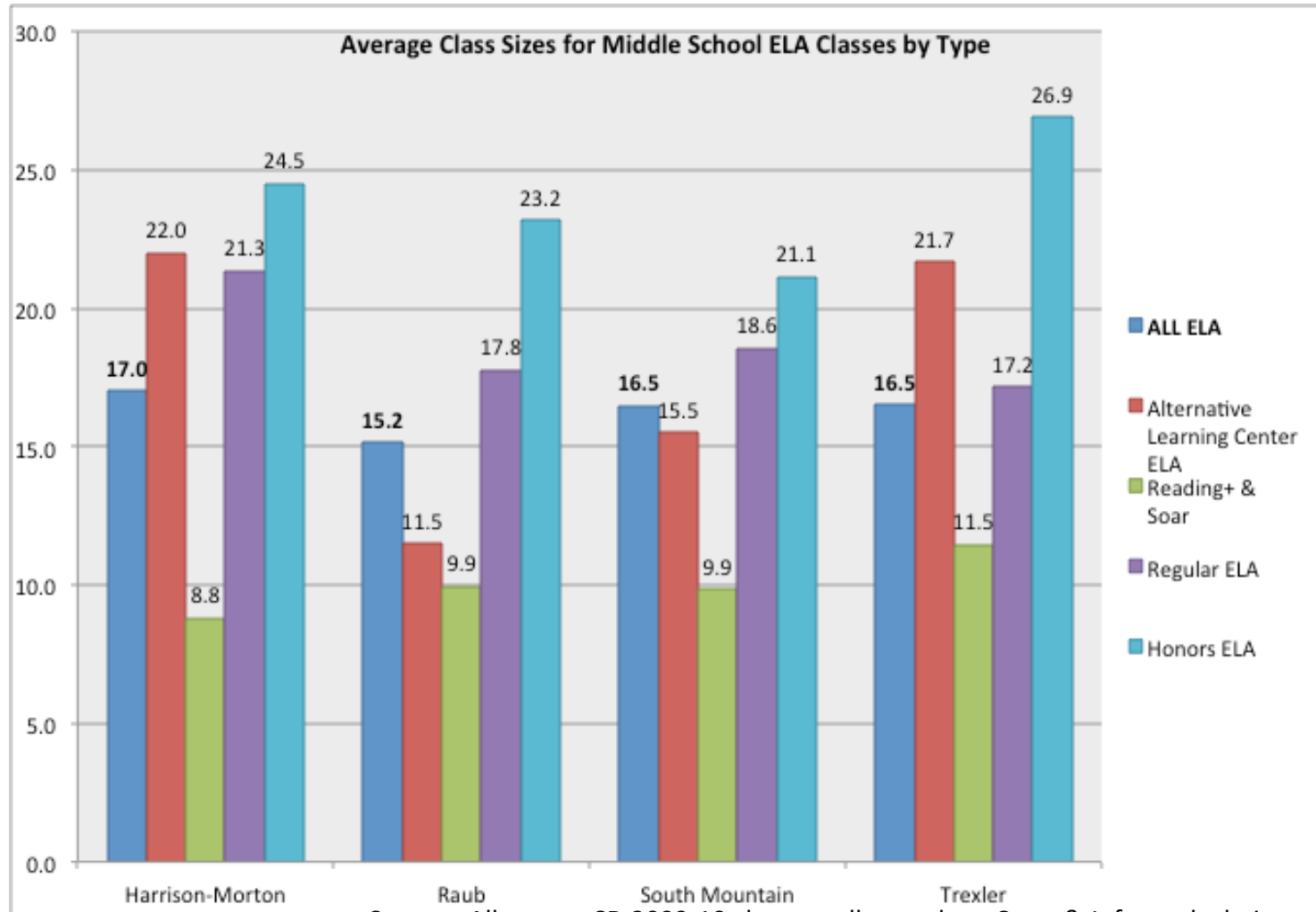
Source: Allentown SD 2009-10 salary data, Cross & Joftus calculations

Across all schools, average class size is highest in ES.  
Average class size is lowest in MS.



Source: Allentown SD 2009-10 class enrollment data, Cross & Joftus calculations

In MS and HS, core classes are smaller than non-core classes. In MS, small class size in **core** classes is largely driven by very small sections in Math and ELA. These classes have since been eliminated.



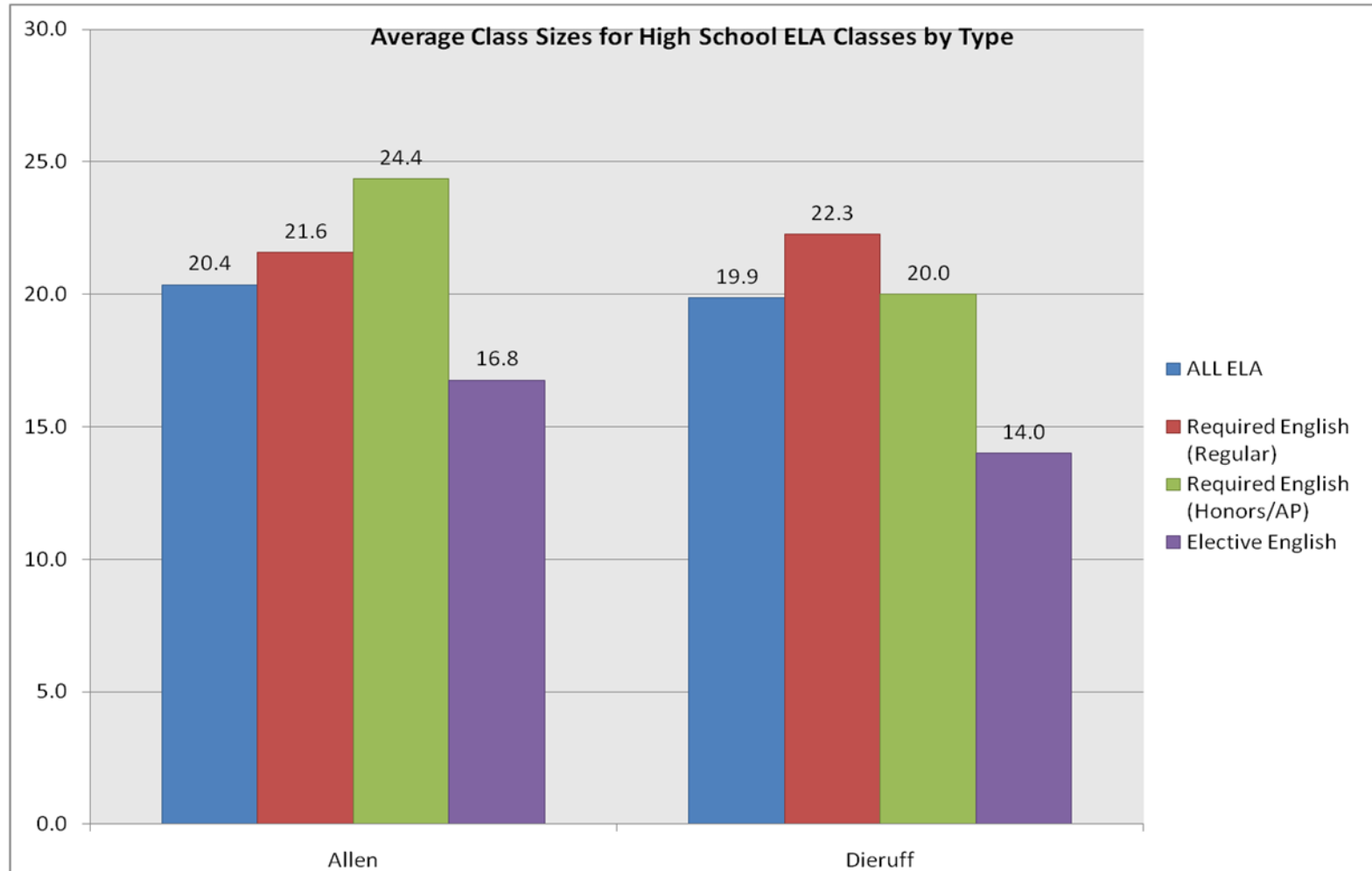
Several non-core classes in MS have low average class size including Foreign Language and Library/Media.

Non-core Class Size and Number of Sections for Each Subject

SUBJECT	DISTRICT AVG: HARRISON-MC RAUB						SOUTH MOUN' TREXLER			
	AVG. CLASS SIZE	AVG. SECTION S/ TERM	AVG. CLASS SIZE	AVG. SECTION S/ TERM	AVG. CLASS SIZE	AVG. SECTION S/ TERM	AVG. CLASS SIZE	AVG. SECTION S/ TERM	AVG. CLASS SIZE	AVG. SECTION S/ TERM
ART/MUSIC	20.5	101	22.2	20	18.0	25	22.3	31	19.5	25
FOREIGN LANGUAGE	15.9	56	13.4	9	11.8	18	18.4	11	18.8	18
HOME EC	19.9	23	21.2	6	17.3	6	21.2	6	19.9	6
HOMEROOM/CITIZENSHIP	20.9	160	20.8	39	21.7	37	19.4	44	21.9	40
LIBRARY/MEDIA	17.8	5		0	9.0	2	20.7	3		0
HEALTH	25.6	32	21.2	6	48.1	6	21.6	12	18.2	8
PE	21.7	51	21.2	12	23.6	14	21.8	12	20.2	13
SUPPORT & ENRICHMENT	22.8	1		0		0	22.8	1.25		0
TECH	19.9	22	21.4	5	17.4	6	21.1	6	19.9	6

Source: Allentown SD 2009-10 class enrollment data, Cross & Joftus calculations

In HS, within core subjects, the smallest classes are in elective sections. These smaller sections drive down the average--most students are in ELA classes with 20 or more students.



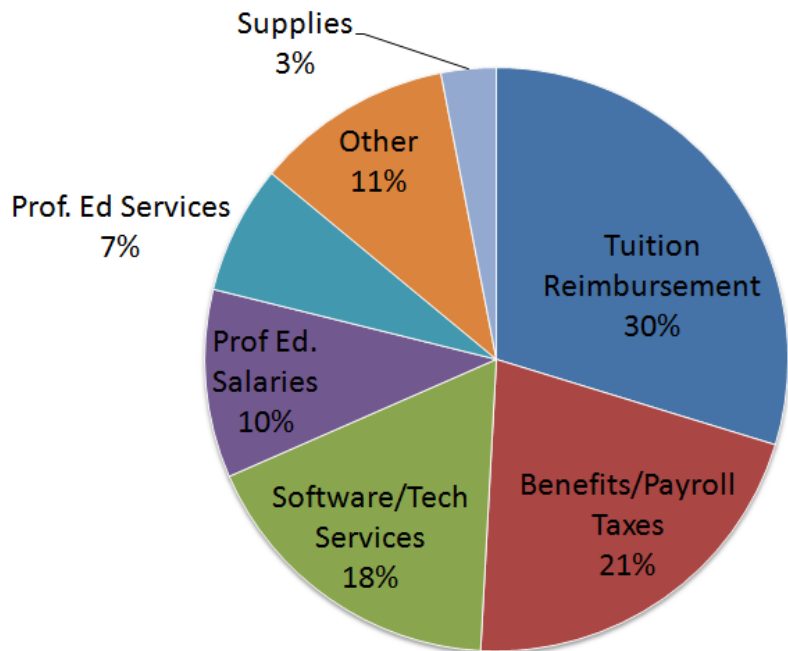
Source: Allentown SD 2009-10 class enrollment data, Cross & Joftus calculations

ASD faces a variety of human resource challenges when it comes to improving the quality of teaching.

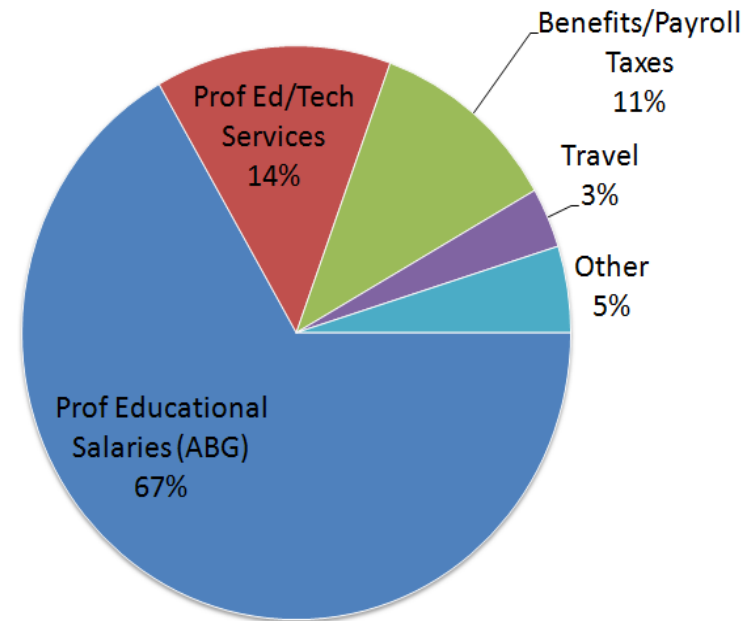
- ASD hires about 100 new teachers a year and has a relatively young workforce.
- Many new teachers need additional support to transition from pre-service into the classroom.
- Current evaluations provide little useful information: 99% of teachers receive a satisfactory rating on their evaluations.
- The current professional development system is fragmented and doesn't always follow best practices.

# What are PD dollars spent on?

ASD Professional Development Spending  
Central Office, \$3.7 million Total  
SY 2009-10



ASD Professional Development Spending  
School Reported, \$2.7 million Total  
SY2009-10



*It's hard to tell specifics from the spending data ...*

Source: Allentown SD, Revenue and Expenditure File, FY09-10 YTD Activity, Cross & Joftus calculations

# Taking Action: Equity

What processes and procedures can be used to improve the equitable distribution of funds across schools?

Consider:

- Reallocating resources to schools with higher concentrations of students with greater needs (ESOL, Poverty, ELL).
- Providing incentives to experienced teachers to work in schools with greater needs.
- Using the weighted student analysis to help determine and monitor the allocation of resources to various schools.

# Taking Action: Improving Instruction

What processes and practices could be used to improve the quality of instruction at ASD?

Consider:

- Transitioning to a “continuous improvement” model of PD rather than a “training” model, including:
  - 1) Structured use of collaborative planning time,
  - 2) The use of formative assessment data, and
  - 3) Expert coaching to support teachers.
- Improving the teacher evaluation system so that it better highlights strengths, weaknesses and PD needs.
- Refining criteria for hiring new teachers.
- Bolstering the teacher induction system to address turnover.

# Taking Action: Staffing Efficiency

How can this resource review help to trim budgets in ways that do the least harm?

Consider:

- Reviewing and trimming staffing at schools with higher than average staffing ratios.
- Increasing class sizes where enrollments are low.
- Eliminating/consolidating electives and sections that have low enrollment.

# Taking Action: Using Data to Make Decisions

What processes and procedures can be improved to help the ASD operate more efficiently and effectively?

Consider:

- Improving data systems throughout ASD so that more of ASD's budget and spending can be tracked to individual schools.
- Codifying school staffing formulae and policies for exceptions that are transparent and understood by all.
- Providing more cost/budget information and flexibility to principals—within an accountability structure—so that there is knowledge and an incentive to make the best use of the resources that are already in the building.
- Enhancing policies and procedures for data entry so that there is district-wide ownership of the importance of maintaining good data.
- Improving the data used to manage and track staff allocation.