



# **Robbinsdale Area Schools**

## **Instructional Support Review**

April 2015



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Report delivered to:

- > Dr. Aldo Sicoli, Superintendent
- > Jeff Priess, Executive Director of Business Services
- > Dr. Lori Simon, Executive Director of Academics and Elementary Schools
- > Mike Favor, Executive Director of Student Services and Secondary Schools



# Detailed Report

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## Project Objectives and Scope

Baker Tilly was asked by the District to analyze spending relative to instructional support. Our review included the following objectives:

- > Enhance operational efficiency
- > Reduce expenditures
- > Create optimal organizational effectiveness through the use of a Functional Analysis Approach
- > Examine the above in a manner that controls the potential impact on instructional support and/or student achievement

The scope of this project included a review of staffing levels, organizational structure, and high level process efficiencies in the following areas:

- > Nursing/Health Services
- > Occupational and Physical Therapy
- > Social Worker and Psychology Services
- > Alternative Education Programming (i.e. at-risk, truancy, jail diversion programs)
- > Library and Media Services
- > Targeted Services
- > Area Learning Centers
- > Gifted and Talented Programs
- > Teacher Special Assignments

## Background

### Budget Discussion

The District's 2014-2015 general fund/transportation budget estimates total revenue of \$151,799,050, and expenditures of \$151,457,015. The allocations reflect a general fund expenditure budget increase of approximately 7%, a similar increase in property taxes, and an approximate increase of 8% for general education state aid compared to 2013-2014.



Providing services for over 12,300<sup>1</sup> students, the District has faced relatively flat enrollment for the past several years with the exception of 1% to 3% increases the past couple of years.

## 2014-2015 Budget Analysis

Cost and revenue data for 2014-2015 for comparable districts are provided in the following tables. Expenditures represent costs per member. These are unaudited data as recorded by the Minnesota Department of Education.<sup>2</sup>

### Expenditures

Salaries and fringe benefits for all functional areas account for \$125,652,807, or 83% of total district general fund expenditures. Expenditures are listed by major functional area in the following table.

Item	Expenditure Amount	Percent of Budget	4 Year Increase/Decrease
Regular Instruction	\$ 78,710,817	52.0%	27.6%
Special Education Instruction	\$ 24,782,869	16.4%	13.8%
Sites and Buildings	\$ 13,219,546	8.7%	9.1%
Pupil Support Services	\$ 13,063,826	8.6%	3.0%
Instructional Support Services	\$ 9,545,250	6.3%	43.3% <sup>3</sup>
Administration	\$ 5,479,707	3.6%	11.7%
District Support Services	\$ 4,060,595	2.7%	24.6%
Vocational Education Instruction	\$ 2,076,900	1.4%	-32.3%
Fiscal and Other Fixed Costs	\$ 517,505	0.3%	9.8%
<b>Total</b>	<b>\$ 151,457,015</b>	<b>100.0%</b>	<b>19.6%</b>

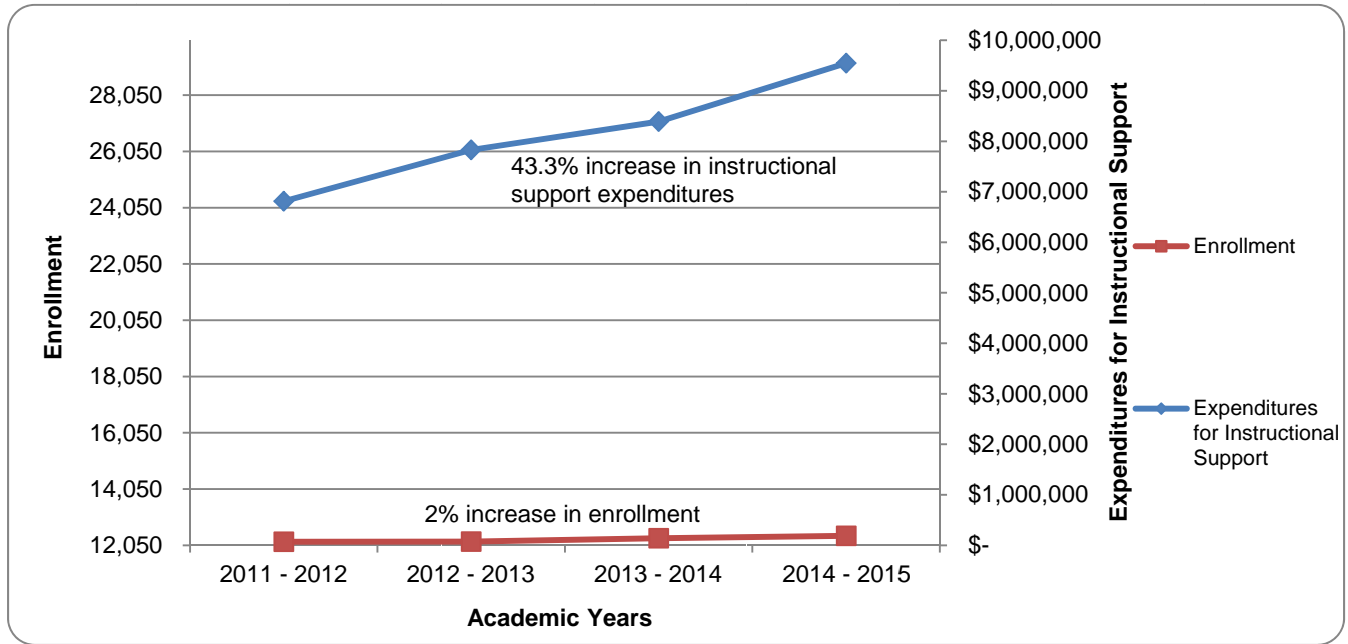
<sup>1</sup> These enrollment figures refer to fall 2014 student enrollment for the entire district. Some of the analyses in the decision items below use January 2015 enrollment data which is slightly different, so that the analysis reflects the most current data.

<sup>2</sup> Data can be found electronically at <http://w20.education.state.mn.us/MDEAnalytics/Data.jsp>

<sup>3</sup> This increase includes the addition of Q-Comp FTE in FY15 which accounted for 17% of the budget increase. Expenses, excluding the increase in Q Comp, increased by 27%.



Over the past four years, the largest notable increases in expenditures were in the areas of instructional support services (43.3%)<sup>4</sup>, regular instruction (27.6%), and district support services (24.6%). The significant increase in instructional support costs cannot be directly attributed to correlated increases in student enrollment either overall or related to high needs populations (see graph below)<sup>5</sup>.



Data Point	Fiscal Year		
	FY 2013	FY 2014	FY2015
Percent English Language Learner (ELL) Students	11%	11%	9%
Percent Special Education or Weighted Average Daily Membership (WADM)	12.4%	14.4%	14.2%

<sup>4</sup> This increase includes the addition of Q-Comp FTE in FY15 which accounted for 17% of the budget increase. Expenses, excluding the increase in Q Comp, increased by 27%.

<sup>5</sup> The graph uses fall enrollment data from each academic year (source: Minnesota Department of Education website and the Q Comp Enrollment Calculation for 15-16 Revenue), actual expenditure data for FY13 and FY14, and budgeted data for FY15 (source: Robbinsdale Area Schools 2014-2015 budget).



However, comparison between Robbinsdale higher need populations and comparison districts does indicate that Robbinsdale has historically had a greater percentage of several higher need populations than both the peer group and/or the MN State Average and that their level of spend has been less than peer averages with the exception of instructional support

Data Point	Robbinsdale	Peer Group Average	MN State Average
Percent ELL Population	9%	N/A	7%
Percent Special Education Population	14%	12.7%	15%
Percent Free and Reduced Lunch (FRL) Population	48.9%	36.9%	41.9%

The table below illustrates that on a per member (student) basis, the District's total operating costs, administration costs, and special education costs are **below** the average of these costs in comparable school districts. However, the District's instructional support costs are **above** the average for the comparable districts and significantly higher than the average costs for districts across the state of Minnesota.

### 2013-2014 Revenue and Expenditure Analysis

The analysis below compares actual FY14 revenues and expenditures to Robbinsdale's peer districts.

#### Average Expenditures per Member

School District	Administration Costs	Special Ed Costs	Instructional Support Costs	Total Current Operating Expenditures
Bloomington	\$ 597	\$ 2,382	\$ 759	\$ 12,535
No St Paul	\$ 525	\$ 2,268	\$ 664	\$ 12,377
Osseo	\$ 465	\$ 2,253	\$ 716	\$ 12,011
Richfield	\$ 558	\$ 2,427	\$ 509	\$ 12,790
Robbinsdale	\$ 435	\$ 1,981	\$ 672	\$ 12,195
<b>Average of Comparables</b>	\$ 516	\$ 2,262	\$ 664	\$ 12,381
Robbinsdale Variance from Average	-15.65%	-12.43%	1.20%	-1.51%
2013 Average for State of Minnesota	NCN	\$1,909	\$477	NCN
Robbinsdale Variance from 2013 State Average	NCN	-3.63%	40.88%	NCN



### Major Revenue Sources

The primary sources of district revenue are the local property taxes and general education formula state aid. These sources account for 81% of total district general fund revenue. The remaining 19% of the revenue budget is comprised of other state sources of revenue (12%) tuition received from other districts/other local (3%), and federal grants (4%). The compensatory funds (based on percent of certain high needs populations) included in the state aid figures are 2.5% less than those received by other districts. This would indicate that many of the comparison districts in fact have higher needs populations. A summary of major revenue sources is shown in the following table:

School District	Property Taxes	Federal	State	Other Local
Bloomington	27.09%	4.64%	58.34%	9.93%
No St Paul	18.39%	5.80%	67.54%	8.27%
Osseo	21.85%	5.25%	63.17%	9.72%
Richfield	21.83%	6.94%	63.97%	7.26%
Robbinsdale	23.50%	5.92%	60.07%	10.51%
<b>Average of Comparables</b>	<b>22.53%</b>	<b>5.71%</b>	<b>62.62%</b>	<b>9.14%</b>
<b>Robbinsdale Variance from Average</b>	<b>0.97%</b>	<b>0.21%</b>	<b>-2.55%</b>	<b>1.37%</b>

### Revenue Specifics

The following details specifics relative to the district's revenue picture:

School District	Revenue Per Member	Property Taxes	Federal	State	Other Local	Total Revenue
Bloomington	\$ 15,631	\$ 43,133,200	\$ 7,395,685	\$ 92,883,818	\$ 15,808,001	\$ 159,220,704
No St Paul	\$ 13,735	\$ 27,088,438	\$ 8,550,878	\$ 99,505,377	\$ 12,191,620	\$ 147,336,314
Osseo	\$ 14,007	\$ 62,997,093	\$ 15,145,731	\$182,105,138	\$ 28,031,151	\$ 288,279,113
Richfield	\$ 14,720	\$ 14,087,872	\$ 4,478,577	\$ 41,280,758	\$ 4,683,160	\$ 64,530,366
Robbinsdale	\$ 14,490	\$ 41,892,769	\$ 10,554,558	\$107,055,443	\$ 18,729,454	\$ 178,232,223
<b>Average of Comparables</b>	<b>\$ 14,517</b>	<b>\$ 37,839,874</b>	<b>\$ 9,225,086</b>	<b>\$104,566,107</b>	<b>\$ 15,888,677</b>	<b>\$ 167,519,744</b>
<b>Robbinsdale Variance from Average</b>	<b>-0.18%</b>	<b>10.71%</b>	<b>14.41%</b>	<b>2.38%</b>	<b>17.88%</b>	<b>6.39%</b>

The tables above with regards to revenue sources signify that the District is in line with the comparable districts based on revenue per member trailing the average by only two tenths of 1 percent. With regards to revenue allocation, the District is slightly ahead of the average for the peer group with the negative variance relating to state aid. Only Bloomington had a lower percentage allocation for state revenue; it's also worth noting that Robbinsdale had the largest allocation for "other local" revenue.



## Fiscal Position

At the conclusion of fiscal 2014, the unrestricted fund balance for the General Fund covered 11% of annual expenditures. This was approximately half of the average for all districts in the state of Minnesota. Although there is a significant gap for the District from the statewide level, it's worth noting that this ratio has increased by approximately 4% over the past five years.

Thus, to ensure a solid financial future and to offer the District the opportunity to ensure that resource allocations are aligned with strategic priorities our assessment focused on the costs within the instructional support function and specifically gaining insight into the 43% increase in expenditures in this area.

## Approach

We performed the following activities to meet the project objectives related to this review:

- > Interviewed key members of management and staff (see Appendix A for a list of personnel interviewed)
- > Requested and reviewed key documentation (e.g., staff FTE and salary data, logs of compensatory funding adjustments)
- > Conducted preliminary analysis with District team members
- > Analyzed data comparing the District to other comparable districts to identify opportunities for cost reductions
- > Aggregated information gained from discussions with key personnel
- > Prioritized key decisions for the District based on potential impact
- > Provided a menu of potential options to pursue
- > Modeled the qualitative and quantitative impact of several key decision items

## Strengths

The following are strengths of the District identified through our review:

- > School Improvement Plans (SIPs) are created annually for each building and have measurable outcomes and goals (e.g., reading MCA, percent of students with one or fewer behavior incidents).
- > There is a clarity of focus on specific district-wide emphasis areas (e.g., utilize culturally relevant teaching and personalized learning for all students, engage family and community members as partners) as spelled out in the Unified District Vision (UDV).





## Overarching Themes/Items for Consideration

Below are presented, at a summary level, some overarching themes that were observed during our review that have potential impacts or guide our assumptions in the decision items throughout the following section:

- > **Lengthen the teaching day:** Teachers spend 20 minutes less per day in school than all other districts in Minnesota. Though this appears to be a small amount each day this limits critical time that could be used for professional development and collaboration time to leverage those professional development investments. It also significantly impacts the cost of resources given that each resource has less productive hours attributed to it.
- > **Tie initiatives to data-driven outcomes:** In order address the District's UDV and the goals outlined in each school's SIP both the District and individual schools are continuously introducing new initiatives, and hiring support staff to address changing needs and those initiatives. Often these positions (e.g., Teachers on Special Assignment [TOSA]) and initiatives do not have defined measurable outcomes by which to evaluate their impact. The District should focus on data-driven outcomes to guide budget decisions.
- > **Allocate FTE based on need:** The District is home to a diverse and transient population. Different population traits (e.g., special education, ELL, FRL) can impact the need for services at each school (e.g., social work, psychologist, nursing). While these populations have been growing only slightly over the past three years as a percentage of total enrollment, the District should consider these differences and how they impact the demand for different services when allocating FTE.

Additionally, there were several areas that were initially identified as high potential areas. After further discussion and data analysis the following areas were deemed to not have relevant information to warrant a change. These included:

- > Alternative Learning Centers
- > Credit Recovery
- > Targeted Services



## Decision Items

Below is a summary of areas that we feel warrant a modification based on inefficiencies, lack of cost effectiveness, or lack of alignment with district strategy. Together, these result in a potential district savings of \$618,060 – \$649,060. These modifications are presented as decision items for the District’s consideration. Please note the decision items are summarized here by type (i.e., process improvement, or cost increase/savings). Reductions to the compensatory fund overall allocation are indicated by a negative number while the other figures indicate overall savings to the District.<sup>6</sup>

Process Improvements		
No.	Decision Item	Fiscal Impact
1	Modify budgeting process to align funds more closely with district-wide priorities and articulated performance	N/A – Process Improvement
2	Establish baseline FTE allocated by the District to address basic school needs	N/A – Process Improvement
6	Realign Teachers on Special Assignment (TOSAs)	N/A – Process Improvement

Cost Increase/Savings		
No.	Decision Item	Fiscal Impact
3	Realign instructional site-based leaders and supports	\$ (361,000) - 31,000
4	Increase district-allocated FTE to address increasing mental health needs	\$ (867,130)
5	Change the District allocation method for instructional coaches	\$ (275,200)
7	Allocate nursing staff based on student needs	\$ 298,894
8	Library Media Specialists – Modify Allocation	\$ 79,060
9	Consolidate high needs EL students into newcomer sites	\$ 47,000
10	Add .5 FTE to language services to meet interpretation and translation demand	\$ (37,600) <sup>7</sup>
11	Reconfigure central administration teaching and learning structure	\$ 191,000
12	Add .5 FTE to Research, Evaluation, and Assessment Department	\$ (70,000) <sup>5</sup>
<b>District Savings</b>		\$ 615,954 - 646,954
<b>District Cost<sup>8</sup></b>		\$ (107,600) <sup>9</sup>
<b>District Net Fiscal Impact</b>		\$ 508,354 – 539,354
<b>Impact on Compensatory Funds Allocated to Schools</b>		\$ (1,142,330) - (1,503,330)

<sup>6</sup> Please note that the figures used in the Decision Items are approximate figures. Every effort was made to use accurate and precise data, however, with data inconsistencies, approximations, and rounding these numbers will not always be exact.

<sup>7</sup> This additional cost would not come from compensatory funds as this is the cost of adding a district-wide rather than site-based position.

<sup>8</sup> This summarizes the total amount of increased costs that would not come from compensatory funds because they reflect the cost of adding district-wide rather than site-based positions.

<sup>9</sup> This assumes that the addition of .5 FTE in language services would not come from District compensatory funds.



<b>Net Fiscal Impact: Compensatory Funds Allocated to Schools</b>	
Comp Funds Allocated to Schools 14-15	\$ 6,000,000
Reduction in Comp Funds Allocated	\$ (1,142,330)-(1,503,330)
<b>Proposed Comp Funds Allocated 15-16</b>	<b>\$ 5,000,000 – 5,360,000</b>

Below are the detailed decision items for the District's consideration.

<b>1. Modify budgeting process to align funds more closely with district-wide priorities and articulated performance</b>	
<b>Modification</b>	The District will require each school to justify budget line items and compensatory dollar expenditures as part of the annual budget process, by directly linking budgeted expenditures to goals outlined in the UDV or the school's SIP. As part of the approval process for compensatory fund expenditures that support specific initiatives, each proposed expenditure will have a measurable outcome that defines how impact will be measured and what will define success. The achievement of these outcomes will help to determine whether those positions are funded going forward.
<b>Background/Context</b>	Currently, the District allocates state compensatory funds to each school based on which school's students generated that revenue. Most schools use at least some compensatory funds to buy TOSAs. While 60% of the principals' survey respondents indicated that compensatory funds are used for specific initiatives aimed at student achievement, 73% replied false to the statement "I have a defined method for evaluating student impact of TOSA positions related to student achievement."
<b>Current Resources</b>	Approximately \$11.5M in compensatory funding was allocated to the District for the 2014-2015 school year; \$6.5M of that funding was allocated to individual schools for the school sites to determine how to spend with the bulk of the remainder being school based resources. <ul style="list-style-type: none"> <li>&gt; Three schools had carry over funds from 2013-2014 totaling \$86,600.</li> <li>&gt; As of January 2015 five (5) of the 15 schools that receive compensatory funds have overspent those, while the remaining ten have a combined remaining balance of \$270,600.</li> </ul>
<b>Revenues</b>	Compensatory revenue is site-based revenue that must be used to meet the educational needs of pupils whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners of their age. Compensatory revenue is calculated based on each school building's count of students that are eligible for free or reduced price meals. A district must allocate its compensatory revenue to each school building in the District or cooperative where the children who have generated the revenue are served.



**1. Modify budgeting process to align funds more closely with district-wide priorities and articulated performance (cont.)**

<p><b>Anticipated Savings/Reallocated Resources</b></p>	<p>Tying budget items and compensatory spending to specific justifications and measureable outcomes will reallocate funds where need is greatest in a school. If the established metrics demonstrate the use of compensatory funds is not having an impact those funds could be reallocated to initiatives that are proving to have an impact on student achievement. For example, if compensatory funds are being used to hire instructional coaches at a site, that site should be required to report out on the specifics of:</p> <ul style="list-style-type: none"> <li>&gt; What model of instructional training is being used (e.g., co-teaching, one-on-one training outside of the classroom)</li> <li>&gt; How many teachers are impacted/receive the training</li> <li>&gt; How many students are impacted</li> <li>&gt; How success will be measured (i.e., a 10% increase in student reading test scores)</li> <li>&gt; What has been achieved based on the defined measurement above as measured by assessment data</li> <li>&gt; The cost of each percent increase in achievement metrics</li> </ul>
<p><b>Impact</b></p>	<p>Value as defined by the impact of each dollar in improving student achievement will be greater if compensatory dollars align with SIPs and are evaluated annually so schools invest dollars in initiatives proven to have impact. While it is difficult to directly tie just one factor to improvement, having insight into all factors which may have had an impact can be helpful.</p> <p>Principals who have become accustomed to autonomy in spending compensatory funds may be resistant to a formal accountability process relative to how funds are spent.</p>
<p><b>Additional Service Delivery Considerations</b></p>	<p>This may require the District to assign responsibilities to central office positions relative to tracking of results (e.g., Research, Evaluation, and Assessment [REA], T&amp;L director, Instructional Coach leaders). See decision item #11.</p>



**2. Establish baseline FTE allocated by the District to address basic school needs**

<p><b>Modification</b></p>	<p>The District will withhold a greater percentage of compensatory funds and use those funds to provide each school with a baseline of FTE to meet basic needs across the District. See decision items #3 - #5 for more specific information on these baseline allocations.</p>												
<p><b>Background/Context</b></p>	<p>Currently the District does not allocate positions to meet the basic needs of each school based on their unique populations. For example, two elementary schools have approximately the same total enrollment and site based administrator allocation, while one school's enrollment is 58% FRL and the other's is 24% FRL students. While FRL is not in and of itself the only indicator of student need it can help to gauge some of the unique needs of a school population. Schools with such needs will often use compensatory funds to supplement district allocations.</p> <p>According to principals, 39% of compensatory funds are spent on teacher positions; 53% use compensatory funds to meet district class size requirements, with 26.7% using these funds to get below district class size requirements. 9.4% of compensatory funds are spent on behavior coaches or PBIS positions.</p> <p>According to the principals' survey, district funded baseline FTE allocations should include:</p> <table border="1" data-bbox="649 934 1266 1239"> <thead> <tr> <th>Position</th> <th>Percent Agreement</th> </tr> </thead> <tbody> <tr> <td>Assistant Principal</td> <td>93%</td> </tr> <tr> <td>Instructional Coach</td> <td>93%</td> </tr> <tr> <td>Social Worker</td> <td>93%</td> </tr> <tr> <td>Psychologist</td> <td>73%</td> </tr> <tr> <td>Guidance Counselor</td> <td>47%</td> </tr> </tbody> </table>	Position	Percent Agreement	Assistant Principal	93%	Instructional Coach	93%	Social Worker	93%	Psychologist	73%	Guidance Counselor	47%
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Assistant Principal	93%												
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**2. Establish baseline FTE allocated by the District to address basic school needs (cont.)**

**Current Resources**

The table below shows how compensatory funds are spent in aggregate at all schools.

Position Type	Sum	Percentage
Teacher	\$ 2,464,743	38.4%
EA (tutor, lunch monitor)	\$ 1,236,480	19.3%
Program Assistant (deans, sport coaches)	\$ 963,988	15.1%
PBIS/Behavior	\$ 598,860	9.4%
Social Worker	\$ 257,007	4%
Student Achievement	\$ 244,966	3.8%
TOSA	\$ 126,691	2%
Accounts Payable	\$ 113,912	1.8%
Assistant Principal	\$ 112,279	1.8%
Other	\$ 286,690	4.5%
<b>Sum</b>	<b>\$ 6,405,616</b>	<b>100%</b>

The top three positions principals indicated should be part of a baseline district allocation (i.e., AP, instructional coach, social worker) are currently not allocated based on total school population or the unique needs of each school population. This results in the student FTE to one AP/IC/social worker FTE ratio for these positions varying significantly across the District (i.e., two elementary schools have approximately the same enrollment and social worker allocation from the District, while one has 62% FRL students and the other has 35% FRL students). Specifically, the range of ratios at each building are:

- > Student FTE / one building administrator FTE ranges from 273 to 494<sup>10</sup>
  - Elementary school range is 273-403
  - Middle school range is 331 to 440
  - High school range is 419 to 494
- > Teacher FTE / instructional coach FTE ranges from 1:21 to 1:90
- > Student FTE / social worker FTE (including only Special Ed and District allocated, not compensatory): 495 to 2,821

<sup>10</sup> Please note that administrators here are defined by Principals, APs, and Instructional Assistants (IAs). This assumes the current allocations listed are all district-allocated positions.



**2. Establish baseline FTE allocated by the District to address basic school needs (cont.)**

<b>Revenues</b>	> See decision items #3-#5 for additional information.
<b>Anticipated Savings/Reallocated Resources</b>	> See decision items #3-#5 for additional information.
<b>Impact</b>	<p>Allocating more baseline FTE at the District level will allow the District to guide resources to where they are most needed and meet the most basic needs of all schools. This will decrease the disparity in schools being able to meet baseline needs based on the amount of compensatory funds they receive.</p> <p>Schools that are accustomed to large compensatory revenues each year will have less autonomy in that area. This may cause some initial dissatisfaction, so it is critical for the District to involve principals when deciding which FTE to allocate as baseline.</p>
<b>Additional Service Delivery Considerations</b>	<p>Each school building should have an administration complement that results in approximately 350 students per one administrator at the elementary level and 400 students per one administrator at the secondary level. These allocations should be done based on a weighted student enrollment figure: Weighted Average Daily Membership (WADM) + .1 student FTE for each FRL student.</p>



### 3. Realign instructional site-based leaders and supports

<p><b>Modification</b></p>	<p><b>OPTION A:</b> At the District level, allocate one Principal to each school building and APs as needed to achieve a student FTE/one administrator FTE ratio of 350:1, weighting for WADM and FRL students at each school building.</p> <p><b>OPTION B:</b> At the District level, allocate one Principal to each school building, and one AP per 650 students, weighting for WADM and FRL students at each school building.</p>
<p><b>Background/Context</b></p>	<p>Currently, the District allocates one Principal per building, a total of 13 APs across schools, and .5 FTE instructional assistants (IAs) at each elementary school with no defined allocation methodology. Below is some analysis related to student FTE per one administrative position FTE. Enrollment per building used to calculate this is weighted enrollment: WADM + .1(FRL FTE).</p> <p>No defined allocation methodology results in student FTE / one building administrator FTE ranging from 285 to 512<sup>11</sup>:</p> <ul style="list-style-type: none"> <li>&gt; Elementary: 285-441</li> <li>&gt; Middle: 355 to 466</li> <li>&gt; High school: 459 to 512</li> </ul> <p>Though it can vary between buildings, principals are meant to serve as instructional leaders in their buildings, with APs assisting in teacher evaluation and taking on a role in discipline and behavior management. In some schools, because of the volume of discipline issues often principals and others cannot focus on their instructional roles because they must focus on discipline management. Several principals expressed, in interviews and in the survey that they feel all schools should have at least one AP to address this problem and allow principals to focus on their core role as instructional leaders in the building. Not all buildings are currently assigned APs. This results in some schools without any AP and a student FTE / one AP FTE that ranges from 473 to 1,625 for those schools with APs. The range by school level is:</p> <ul style="list-style-type: none"> <li>&gt; Elementary: the elementary schools with an AP allocation each have only .5 AP FTE. This results in a range of 449 to 812 students per .5 AP FTE. This is the equivalent of 898 to 1,625 students per one AP FTE (for purposes of comparison to the middle school and high school allocations).</li> <li>&gt; Middle: 473 - 669</li> <li>&gt; High: 612 – 683</li> </ul>

<sup>11</sup> Please note that administrators here are defined by Principals, APs, and IAs. This assumes the current allocations listed are all district-allocated positions.





**3. Realign instructional site-based leaders and supports (cont.)**

<b>Current Resources</b>	<ul style="list-style-type: none"> <li>&gt; 13 APs are allocated by the District for approximately \$1.4M in cost and schools spend an additional \$112,300 on APs using compensatory funds</li> <li>&gt; Schools purchase an additional 14.7 administrative and/or behavior TOSAs using compensatory funds</li> <li>&gt; Schools use \$600,000 in compensatory funds on behavioral positions, largely for TOSAs.</li> </ul>																																																																																
<b>Revenues</b>	See Decision Item #1 for further information about compensatory revenues.																																																																																
<b>Anticipated Savings/Reallocated Resources</b>	<p><b>OPTION A:</b> The table below represents the administrator (i.e., Principal, AP, and IA) that each school should have in alignment with the proposed level of student FTE to administrator FTE listed below. The national average of student/administrator ratio is approximately 380:1. Recognizing that elementary schools can have higher needs for administrators due to the demands of a younger student population and that the District has expressed interest in targeting resources towards elementary student achievement, we have selected the below ratios to guide allocation, noting a greater allocation per student for elementary schools.</p> <ul style="list-style-type: none"> <li>&gt; Elementary: 350:1</li> <li>&gt; Secondary: 400: 1</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #002060; color: white;"> <th></th> <th>Current Administrative FTE</th> <th>Proposed FTE</th> <th>Change in Admin FTE</th> <th>New Ratios</th> </tr> </thead> <tbody> <tr><td>Lakeview</td><td>1.5</td><td>1.5</td><td>0</td><td>316</td></tr> <tr><td>Northport</td><td>2</td><td>2</td><td>0</td><td>346</td></tr> <tr><td>Sonnesyn</td><td>2</td><td>1.5</td><td>-0.5</td><td>381</td></tr> <tr><td>Zachary Lane</td><td>1.5</td><td>1.5</td><td>0</td><td>385</td></tr> <tr><td>Forest</td><td>1.5</td><td>1.75</td><td>0.25</td><td>378</td></tr> <tr><td>Meadow Lake</td><td>2</td><td>2</td><td>0</td><td>340</td></tr> <tr><td>Noble</td><td>1.5</td><td>1.25</td><td>-0.25</td><td>359</td></tr> <tr><td>RSI</td><td>2</td><td>2.25</td><td>0.25</td><td>361</td></tr> <tr><td>Neill</td><td>1.5</td><td>1.75</td><td>0.25</td><td>338</td></tr> <tr><td>SEA</td><td>1.5</td><td>1.5</td><td>0</td><td>310</td></tr> <tr><td>PMS</td><td>3</td><td>3.5</td><td>0.5</td><td>399</td></tr> <tr><td>RMS</td><td>4</td><td>3.5</td><td>-0.5</td><td>406</td></tr> <tr><td>AHS</td><td>4</td><td>5</td><td>1</td><td>410</td></tr> <tr><td>CHS</td><td>4</td><td>4.5</td><td>0.5</td><td>408</td></tr> <tr style="font-weight: bold;"> <td>Sum</td> <td>32</td> <td>33.5</td> <td>+1.5</td> <td></td> </tr> </tbody> </table>		Current Administrative FTE	Proposed FTE	Change in Admin FTE	New Ratios	Lakeview	1.5	1.5	0	316	Northport	2	2	0	346	Sonnesyn	2	1.5	-0.5	381	Zachary Lane	1.5	1.5	0	385	Forest	1.5	1.75	0.25	378	Meadow Lake	2	2	0	340	Noble	1.5	1.25	-0.25	359	RSI	2	2.25	0.25	361	Neill	1.5	1.75	0.25	338	SEA	1.5	1.5	0	310	PMS	3	3.5	0.5	399	RMS	4	3.5	-0.5	406	AHS	4	5	1	410	CHS	4	4.5	0.5	408	Sum	32	33.5	+1.5	
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### 3. Realign instructional site-based leaders and supports (cont.)

Overall this results in an increase of 1.5 AP FTE allocated by the District to the school sites. It is assumed each of these positions will be AP positions due to the value those roles have in administration, teacher evaluation, and discipline. While the district allocates .5 IA to each school, principals often add money to make it an assistant principal position, or an administrative TOSA. Thus, while we have proposed administrative allocations of .25 or .75 we envision that either individuals can share their time between two schools (i.e., 75% at one school, 25% at the other) or that schools will use additional funds to make these full 1 FTE positions. Changing the allocation methodology results in an elementary student FTE to one administrator FTE range of 310 to 385 as compared to the current range of 285 to 441. The resulting secondary student FTE to one administrator FTE range is 399 to 410 as compared to the current 355 to 512 range.

**OPTION B:** While we typically focus on a student to administrator ratio for guiding administration staffing (see Option A), below we have modelled an allocation that focuses specifically on APs at each site responding to the principals' feedback, for the District's consideration. The table below demonstrates the current AP FTE by school, and the FTE by school assuming the suggested 1:650 (one AP to 650 WADM) ratio. Enrollment was weighted using special education WADM and assuming .1 additional FTE for each FRL student.

Anticipated Savings/Reallocated Resources (cont.)

	Weighted Enrollment	Current AP FTE	AP Assuming 1:650 Ratio	Change in FTE	Student FTE per Administrator or FTE Ratio <sup>12</sup>	Student per AP Ratio <sup>13</sup>
Lakeview	474	0	0.75	+.75	271	631
Northport	693	0.5	1.00	+.50	346	693
Sonnesyn	571	0.5	0.75	+.25	326	761
Zachary Lane	577	0	1.00	+1.00	331	662
Forest	662	0	1.00	+1.00	331	662
Meadow Lake	680	0.5	1.00	+0.50	340	680
Noble	449	0	0.75	+0.75	257	599
RSI	812	0.5	1.25	+0.75	361	650
Neill	591	0	1.00	+1.00	295	591
SEA	465	0	0.75	+0.75	266	620
PMS	1,397	2	2.00	0.00	466	699
RMS	1,420	3	2.00	(1.00)	473	710
AHS	2,050	3	3.00	0.00	512	683
CHS	1,836	3	2.75	(.25)	490	668
<b>Totals</b>	<b>12,676</b>	<b>13.0</b>	<b>19.0</b>	<b>+6.0</b>		

<sup>12</sup> This student FTE per administrator FTE ratio does not include any allocated IAs as it is assumed APs will be allocated instead of IAs.

<sup>13</sup> Note that because the AP allocation for some schools is less than 1 FTE the student per one AP ratio can be higher than the school population (i.e., Lakeview has 474 WADM for .75 AP FTE which is the equivalent of 631 students per one AP). This is meant only for comparison to other schools' ratios.



**3. Realign instructional site-based leaders and supports (cont.)**

**Anticipated Savings/Reallocated Resources (cont.)**

This results in an increase of 6 AP FTE allocated by the District, an increase in \$846,000 assuming an average assistant principal salary of \$141,000. This increase would come directly out of compensatory funding however, this allocation would decrease the need for other positions currently purchased using compensatory funds. For example, APs could replace administrative TOSAs using a ratio of one AP replacing one and a half administrative TOSAs. As noted above APs have greater capabilities as they are able to evaluate teachers which TOSAs cannot.

**Impact**

**OPTION A:**

Assuming that for each .5 additional AP there is a reduction in 1 administrative intern or IA FTE, the resulting net fiscal impact is \$31,000 in savings.

Position	Change in FTE	Cost Impact	Salary Assumption
Assistant Principal	1.50	\$ 211,500	\$ 141,000
Administrative Intern/IA	-2.50	\$ (242,500)	\$ 97,000
<b>Net Fiscal Impact</b>	-0.50	\$ (31,000)	N/A

**OPTION B:**

Assuming the District no longer allocates .5 IA FTE per elementary school (a total of 5 IA FTE as noted in the chart below) and instead allocates APs based on the ratio of 650 student FTE per one AP FTE, the overall the fiscal impact would be:

Position	Change in FTE	Cost Impact	Salary Assumption
Assistant Principal	6	\$ 846,000	\$ 141,000
Administrative Intern/Behavior	(5)	\$ (485,000)	\$ 97,000
<b>Net Fiscal Impact</b>	1	\$ 361,000	N/A

The ratio of 1 AP to 1.5 administrative interns is due to the ability of this position to assume principal related duties and the assumption that these positions would be fully functional upon hire resulting in more efficient execution of duties. The AP can evaluate other teachers, serve as an instructional leader where necessary, and as a leader address behavior problems to decrease the workload of each building's Principal.

**Service Delivery Options**

While the goal of this decision item is to ensure appropriate site based administration at each school based on its needs, it will reduce the level of adult presence at some sites while increasing it at others.

As is explained above, Option A focuses on the overall student FTE per one site based administrator FTE. Option B models an allocation that assumes each site will receive at least some AP FTE in response to the request from the elementary school principals that each elementary school have one AP. Option B results in a cost of \$361,000 that would be a reduction in compensatory dollars allocated to the sites. The District would need to consult with principals to discuss whether this sacrifice is worth the added AP FTE, versus keeping the .5 IA FTE currently allocated by the district.



**4. Increase district-allocated FTE to address increasing mental health needs**

**Modification**

Determine as a district which positions (i.e., social worker, behavior specialist, Alcohol and Other Drug Abuse [AODA]) would be best suited to address the Districts' increasing mental health needs. Allocate these positions separately for the general education and special education populations.

**Background/Context**

Increasing mental health needs are a growing concern for staff in the District. Unaddressed mental health needs can impact students' ability to learn in the classroom, and thus, impact student achievement. It also can create disruption for other students, negatively impacting their achievement as well. Principals ranked the following positions in order of most needed to address mental health (1) to least needed (4).

Position	Rank
Social Worker	2.07
Positive Behavior Intervention Specialist (PBIS)	2.53
Guidance Counselor	2.67
Psychologist	2.73

As reflected in these results and in our interviews there is not a consensus on how to best address mental health needs. For the purposes of demonstrating the impact of increased mental health resources allocated at the district level we will focus on increasing social worker and PBIS FTE.

Social workers are allocated by the special education department and the District, but the special education department oversees all social workers so they spend the majority of their time with the special education population leaving the general education population underserved. The range in student FTE per one social worker FTE (including both the special education and district allocations) is 495 to 2,821. Student FTE per one social worker FTE for positions allocated by the District ranges from 1,025 to 6,595.

**Current Resources**

Currently, the District allocates 3.5 social work FTE for a total of \$274,962. \$257,007 in compensatory funds is spent on additional social worker FTE.

Currently, PBIS implementation is done to varying degrees. For example, there are a few individuals in the District whose sole responsibility is student intervention work with students and teachers. Some have this as a small piece of their responsibility in addition to another job (e.g., .9 Music FTE and .1 PBIS FTE), while others may be assigned this role by their Principal as part of their duties (i.e., administrative intern, AP). Considering only those FTE specifically designated as PBIS (i.e., not including an administrative intern who may be assigned these duties as part of his/her role) the District currently allocates 1.6 PBIS FTE. Currently \$598,800 in compensatory funds is spent on behavior positions.

**Revenues**

Robbinsdale Area Redesign, a Family Services Collaborative, provides school based mental health professionals through state grants. The schools are not involved in obtaining the grants, but for a small fee to Redesign they receive an FTE allocation for mental health professionals.



**4. Increase district-allocated FTE to address increasing mental health needs (cont.)**

Once the District has come to a consensus on how to best meet the current mental health needs of its students, it should consider an allocation methodology that allocates based on the needs of both special education and general education students. The allocations for the general education population should weight factors that impact the demand for those services such as FRL populations.

No Child Left Behind recommends one-master's-degreed-school-social-worker-to-800-students ratio; the School Social Work Association of America recommends one master's-degreed social worker per 400 students.

As an alternative, the District may allocate social worker FTE/PBIS FTE based on school population and FRL enrollment as suggested by the Principals' survey.

Following the No Child Left Behind guidelines this would result in 11.75 additional social workers or behavior specialists with a Master's degree or greater.

**Anticipated Savings/Reallocation**

	District Allocation	Special Ed Allocation	Assuming one Social Work/PBIS to Student FTE Ratio is 1:800	Current Student to one mental health FTE <sup>14</sup>	Resulting Student to One mental health FTE
Lakeview	0.1	0.2	0.60	1580	790
Northport	0.6	0.4	0.90	693	770
Sonnesyn	0	1.1	0.75	519	761
Zachary Lane	0.1	0.2	0.75	1923	769
Forest	0.1	0.4	0.75	1324	883
Meadow Lake	0.5	0.5	0.90	680	756
Noble	0.1	0.5	0.60	748	748
RSI	0.1	0.2	1.00	2707	812
Neill	0	0	0.75	591	788
SEA	0.1	0.2	0.60	1550	775
PMS	0.2	1	1.75	1164	800
RMS	1	0.5	1.75	947	811
AHS	0.6	0.1	2.50	2929	820
CHS	0.6	1	2.25	1148	816
<b>Sum</b>	<b>4.1</b>	<b>6.3</b>	<b>15.85</b>	<b>Avg:1,321</b>	<b>Avg: 793</b>

<sup>14</sup> Note the current ratio is calculated using the total district and special education FTE. The proposed ratio is calculated using only the proposed district allocated social worker/PBIS FTE.



**4. Increase district-allocated FTE to address increasing mental health needs (cont.)**

**Anticipated Savings/Reallocation (cont.)**

Some of the allocations are in increments other than .25. This is intentional as, for example, two buildings with .9 and .6 FTE respectively could share 1.5 FTE.

Position	Change in FTE	Cost Impact	Salary Assumption
Increased social worker FTE	5	\$ 443,500	\$ 88,700
Increased behavior specialist FTE	5.15*	\$ 433,630	\$ 84,200
<b>Total Increased FTE</b>	<b>10.15</b>	<b>\$ 867,130</b>	<b>N/A</b>

\*This accounts for the existing 1.6 District-allocated PBIS FTE.

**Impact**

Funding Type	Amount
Current compensatory spending on behavior and social worker positions	\$ 855,800
Proposed District spending on behavior and social worker positions	\$ 867,130
<b>Total Change in Spending</b>	<b>\$ 11,330</b>

Based on the above allocations, the total increase of compensatory dollar spending would be approximately \$156,050. Rather than the schools spending this money through their compensatory allocation, the District would allocate the positions plus an additional \$156,050 worth of FTE.

We are not advocating the District should immediately implement the increase in social worker and behavior specialist FTE, which would cost approximately \$1.01M of compensatory funds. The District, in discussion with experts in mental health and with site-based staff, should determine which positions are most important to addressing the mental health needs and from there determine which combination of additional FTE should be allocated at the District level. There may be less costly licensed professionals who could better address behavior and mental health needs or compliment some addition in social worker and behavior specialist staff.

The key here is also to understand that the District must adequately allocate critical positions for the general education population in the case where those resources are also in great demand for the special education population. Allocating with consideration for the both the general and special education populations will allocate mental health professionals based on need, while recognizing the different services required by different populations. Addressing mental health can impact student achievement and proactively addressing this growing need will enable the District to be more flexible in the future as the need increases.

**Additional Service Delivery Considerations**

As stated above, the District should consult with mental health professionals to determine what positions are most important to addressing the unique mental health needs at the District.



**5. Change the District allocation method for instructional coaches**

<p><b>Modification</b></p>	<p>Allocate instructional coaches at the District level based on three factors:</p> <ul style="list-style-type: none"> <li>&gt; Total building enrollment (ADM)</li> <li>&gt; School's progress towards it's SIP</li> <li>&gt; School's student achievement figures</li> </ul> <p>Increase the communication and collaboration between on-site coaches and the District teaching and learning staff so that instructional coaches have defined roles that are consistent across schools.</p>																																																																
<p><b>Background/Context</b></p>	<p>The function of instructional coaches at the elementary and secondary levels varies. Some instructional coaches focus on one on one interaction with teachers to implement classroom based initiatives, while others are primarily involved in the facilitation of Professional Learning Communities (PLC). Instructional coaches are sometimes also asked to fulfill administrative roles when a building is short staffed.</p>																																																																
<p><b>Current Resources</b></p>	<p>The District currently allocates one instructional coach (IC) per building. This results in an instructional coach to teacher ratio range of 1:21 to 1:90. Additionally, \$1.2M is spent on instructional coach TOSA salaries.</p> <p>The current average teacher FTE to one instructional coach FTE is 44. For the estimates below, assumptions included a 40 teacher FTE to 1 IC FTE ratio for secondary schools. A lower 30:1 ratio was used for elementary schools understanding that the District is emphasizing elementary education to impact long-term student achievement gaps.</p> <table border="1" data-bbox="646 1073 1252 1852"> <thead> <tr> <th></th> <th>Teacher FTE</th> <th>IC District FTE</th> <th>1:30 / 1:40 Ratio</th> </tr> </thead> <tbody> <tr><td>Lakeview</td><td>23.4</td><td>1</td><td>0.75</td></tr> <tr><td>Northport</td><td>40.5</td><td>1</td><td>1.25</td></tr> <tr><td>Sonnesyn</td><td>29.4</td><td>1</td><td>1</td></tr> <tr><td>Zachary Lane</td><td>27.5</td><td>1</td><td>0.75</td></tr> <tr><td>Forest</td><td>32.5</td><td>1</td><td>1</td></tr> <tr><td>Meadow Lake</td><td>35.7</td><td>1</td><td>1</td></tr> <tr><td>Noble</td><td>22.5</td><td>1</td><td>0.75</td></tr> <tr><td>RSI</td><td>34.8</td><td>1</td><td>1</td></tr> <tr><td>Neill</td><td>26</td><td>1</td><td>0.75</td></tr> <tr><td>SEA</td><td>20.95</td><td>1</td><td>0.75</td></tr> <tr><td>PMS</td><td>71.6</td><td>1</td><td>1.75</td></tr> <tr><td>RMS</td><td>80.67</td><td>1</td><td>2</td></tr> <tr><td>CHS</td><td>90.2</td><td>1</td><td>2</td></tr> <tr><td>AHS</td><td>88.4</td><td>1</td><td>2</td></tr> <tr><td><b>Sum</b></td><td><b>624.12</b></td><td><b>14</b></td><td><b>17</b></td></tr> </tbody> </table>		Teacher FTE	IC District FTE	1:30 / 1:40 Ratio	Lakeview	23.4	1	0.75	Northport	40.5	1	1.25	Sonnesyn	29.4	1	1	Zachary Lane	27.5	1	0.75	Forest	32.5	1	1	Meadow Lake	35.7	1	1	Noble	22.5	1	0.75	RSI	34.8	1	1	Neill	26	1	0.75	SEA	20.95	1	0.75	PMS	71.6	1	1.75	RMS	80.67	1	2	CHS	90.2	1	2	AHS	88.4	1	2	<b>Sum</b>	<b>624.12</b>	<b>14</b>	<b>17</b>
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<p><b>Revenues</b></p>	<p>&gt; None.</p>																																																																



**5. Change the District allocation method of instructional coaches (cont.)**

<b>Anticipated Savings/Reallocated Resources</b>	<b>Net Fiscal Impact</b>	
	Current District Allocated IC FTE	14
	Proposed District Allocated IC FTE	17
	Increase in FTE	3.00
	<b>Net Fiscal Impact on Compensatory Funds Allocated to Schools</b>	
<b>Impact</b>	<p>The proposed allocations result in a more balanced teacher to instructional coach ratio so that instructional coaches can have greater impact. Because not all of the IC allocations are whole FTE (i.e., .25, .75) this will allow instructional coaches to work with several sites, thereby being able to have the perspective of the challenges and successes at several sites.</p> <p>Note that the above allocations do not account for individual schools' progress on their SIPs and other achievement metrics. This should be considered in the District's allocation so that resources are being deployed where there is a need.</p>	
<b>Additional Service Delivery Considerations</b>	<p>The District should also consider a more formal reporting relationship or collaborating relationship between the District T&amp;L team and site-based instructional coaches. Currently instructional coaches report directly to the Principal in their building, with a "dotted line" to the District T&amp;L department. This oversight structure results in the role of instructional coaches varying depending on the school and the level (e.g., elementary, secondary). Some have administrative duties, some work primarily with teachers on-on-one on teaching methods, while others work with large group facilitating PLCs. The role and intended outcome of an instructional coach presence should be clearly defined.</p>	





6. Realign Teachers on Special Assignment (TOSAs)																						
<b>Modification</b>	Each TOSA position will be aligned with specific goals that are connected with the district vision, SIPs, or other important indicatives. Each TOSA will have a defined intended impact and defined means of measuring that impact.																					
<b>Background/Context</b>	<p>66.7% of head principals stated TOSAs within their schools are important to specific initiatives aimed at student achievement while 73.3% answered “false” to the following: “I have a defined method for evaluating the impact of TOSA positions related to student achievement.”</p> <p>Decision items #3 - #5 have discussed some of the positions that should be allocated at the District level rather than through compensatory funds. This will inherently decrease the need for TOSAs in some of the areas listed below. Several teachers and administrators we interviewed noted that instructional coaches are more trusted and valued because they cannot evaluate teachers. While this colleague based approach has proven to work well for certain areas it may not be appropriate for every position currently allocated through a TOSA.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #002060; color: white;">Position Type</th> <th style="background-color: #002060; color: white;">FTE</th> <th style="background-color: #002060; color: white;">Percent of Total TOSA FTE</th> </tr> </thead> <tbody> <tr> <td>Instructional Support<sup>15</sup></td> <td>30.4</td> <td>39%</td> </tr> <tr> <td>Professional Development Leader<sup>16</sup></td> <td>17</td> <td>22%</td> </tr> <tr> <td>Instructional Coach</td> <td>15</td> <td>20%</td> </tr> <tr> <td>Administrative (can serve in behavior)</td> <td>8.7</td> <td>11%</td> </tr> <tr> <td>Behavioral Support</td> <td>6</td> <td>8%</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td><b>77.1</b></td> <td><b>100%</b></td> </tr> </tbody> </table>	Position Type	FTE	Percent of Total TOSA FTE	Instructional Support <sup>15</sup>	30.4	39%	Professional Development Leader <sup>16</sup>	17	22%	Instructional Coach	15	20%	Administrative (can serve in behavior)	8.7	11%	Behavioral Support	6	8%	<b>Total</b>	<b>77.1</b>	<b>100%</b>
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<b>Current Resources</b>	<p>Current TOSA count (2014-2015) indicates 22 FTE are district positions, and 59 FTE are spread throughout the different schools. 13 of those TOSA positions are instructional coaches. \$7.3M spent on TOSA salaries and benefits.</p> <p>&gt; \$900K on instructional coach TOSA salaries; \$1.2M in total compensation with benefits.</p>																					
<b>Revenues</b>	> N/A																					
<b>Anticipated Savings/Reallocated Resources</b>	The total expenditures for TOSAs will decrease due to baseline allocations by the District referenced in #3 - #5.																					
<b>Impact</b>	<p>A decrease in TOSAs and increase in district baseline allocation will result in the needs of each school being met more consistently and the overall district funds being expended more effectively.</p> <p>The increased emphasis on data-driven decisions and defined evaluation metrics for TOSAs will enable site leaders to regularly evaluate the impact of TOSAs and reallocate those positions where impact is not being measured.</p>																					

<sup>15</sup> Includes a variety of staff positions that augment instruction (e.g., AVID teacher, honors coordinator, math coach, special education staff).

<sup>16</sup> Includes district-level teaching and learning positions (e.g., ELL coach, National Urban Alliance [NUA] coach).



### 6. Realign Teachers on Special Assignment (TOSAs) (cont.)

**Additional Service Delivery Considerations**

The District should consider where a colleague-based approach is most valuable, and where, though cost may be greater, a supervisor or licensed administrator would have more impact in a school.

### 7. Allocate nursing staff based on student needs

**Modification**

Allocate nursing FTE based on enrollment that is weighted to adjust for special education populations (WADM), the number of Center Based Classrooms, and the number of student medications given at the school. Decrease the total LSN FTE in the District to reduce the District's overall health costs to better align with peers.

**Background/Context**

Current nursing staff allocation is not done based on the unique needs of each school's population. Factors such as the number of medications at each school impact nursing workload.

Expenditures per ADM are 51% higher than peer district average (excluding Richfield), however, Robbinsdale is also 12% higher in FRL students than its peer group and has seen an increasing special education population as a percentage of total enrollment over the last few years. In order to reduce Robbinsdale's expenditures per FTE to meet the peer group average nursing would need to cut \$399,000 in costs.

**Current Resources**

Currently, the range in student FTE per licensed nursing position (e.g., LPN, LSN) FTE is 281 to 1,530. Several schools have EAs with no formal training that do not have the knowledge or skills to perform some of the same work as LPNs and LSNs.

Currently each elementary school has .5 LSN FTE, and each secondary school has 1 LSN FTE. Each secondary school has an additional 1 EA FTE or 1 LPN FTE.

Robbinsdale has fewer student FTE per licensed nursing staff (LSN) FTE compared to other districts:

- > Robbinsdale student FTE per one licensed nursing staff: 1,360
- > Peer group student FTE per one licensed nursing: 3,170

**Revenues**

LSNs can submit for third party billing for some special education students as is defined by a student's IEP and other factors. This revenue when collected is allocated to the special education department.



**7. Allocate nursing staff based on student needs (cont.)**

**Anticipated Savings/Reallocated Resources**

Schools	Current			Proposed		New Ratio of Students to Licensed Staff
	LSN	LPN	EA	LSN	LPN	
Lakeview	0.5	0	1	0.25	0.75	544
Northport	0.5	0	1	0.25	0.75	739
Sonnesyn	0.5	1	0	0.25	0.75	622
Zachary Lane	0.5	0	1	0.25	0.75	639
Forest	0.5	0	1	0.25	0.75	725
Meadow Lake	0.5	1	0	0.25	0.75	718
Noble	0.5	1	0	0.25	0.75	474
RSI	0.5	0	1	0.25	1.00	690
Neill	0.5	1	0	0.25	0.75	673
SEA	0.5	0	1	0.25	0.75	526
PMS	1	0	1	0.50	1.75	755
RMS	1	0	1	0.50	1.50	739
AHS	1	1	0	0.75	2.00	753
CMS	1	1	0	0.50	2.00	727
<b>SUM</b>	<b>9</b>	<b>6</b>	<b>8</b>	<b>4.75</b>	<b>15</b>	

	Current FTE	Proposed FTE	Increase/ (Decrease)
LSN	9	4.75	(4.25)
LPN	6	15	9
EA	8	0	(8)
<b>Sum</b>	<b>23</b>	<b>18.5</b>	<b>(-3.25)</b>
<b>Net Fiscal Impact</b>	<b>\$ (298,894)</b>		

Although there is no uniform national standard for nurse student ratios, the National Association of School Nurses recommends the following ratios:

- > 1:750 general populations
- > 1:250 mainstreamed populations
- > 1:125 severely handicapped populations



**7. Allocate nursing staff based on student needs (cont.)**

<p><b>Anticipated Savings/Reallocated Resources (cont.)</b></p>	<p>The proposed changes above result in range of student FTE per one LSN FTE of 1,896 to 3,635 which is in alignment with the peer group average of 3,170. The resulting student FTE per one licensed nursing position (e.g., LPN, LSN) FTE is a range of 474 to 727 which is in line with the National Association of School Nurses recommendations as compared to the current range of 281 to 1,530. The lower ratios are inevitable as elementary schools have lower enrollment than secondary schools but still need a total of 1 nursing staff FTE (i.e., LSN, LPN, EA) in the building to supervise the nursing office.</p>
<p><b>Impact</b></p>	<p>By reallocating staff based on a weighted student enrollment that accounts for the factors that impact nurses' workloads (i.e., medications, WADM) licensed nursing resources can be allocated better based on those needs. The proposed changes result in an overall decrease of 3.25 FTE.</p> <p>The proposed measures are crucial to aligning the District with its peers in expenditures for health. However, it should be noted that these changes could greatly impact the current staffing structure as there is an overall decrease of 4.25 LSNs. There are several tasks LSNs can do that LPNs and EAs cannot (i.e., training of Personal Care Assistants [PCA]), third party billing, supervision of PCAs) so the District needs to determine which LSN responsibilities can be delegated to others (either within the nursing department or elsewhere) to ensure the nurse can continue to perform duties related to special education.</p>
<p><b>Additional Service Delivery Considerations</b></p>	<p>The District should explore health service partnerships with local public health organizations.</p> <p>The District should also consider the value of hiring a .25 FTE third party billing coordinator either at the beginning of the school year to coordinate set up of everything related to third party billing, or every 90 days when nurses must evaluate and supervise PCAs. The savings noted above could be used towards that position.</p>



## 8. Library Media Services – Modify Allocation

### Modification

These positions play a critical role in district instructional initiatives relative to achievement and integration of technology. Thus, the decision item is focused on ensuring effective use of these resources, while also exploring whether reduction of overall expenditures is feasible. We offer the following three options for consideration:

- > **OPTION A:** Reallocate media specialists across the District based on site student enrollment and/or teachers served
- > **OPTION B:** Redeploy some central office staff to schools
- > **OPTION C:** Reconfigure release time

### Background/Context

Given the District's focus on individualized learning initiatives the library/media specialist's function is critical in addressing achievement gaps and enabling the use of leading practice instructional methods.

The District is 62% higher in expenditures/ADM compared to peer districts.

	FY14 Expense	FY14 ADM	Exp/Adm
No St Paul	\$ 516,745	10,727	48.17
Osseo	\$ 2,503,250	20,581	121.63
Edina	\$ 1,477,081	8,431	175.20
Minnetonka	\$ 1,220,640	9,623	126.85
Eden Prairie	\$ 910,922	9,163	99.41
Hopkins	\$ 563,249	6,972	80.79
Wayzata	\$ 1,690,005	10,707	157.84
Bloomington	\$ 1,999,807	10,186	196.33
Richfield	\$ 295,779	4,384	67.47
St Louis Park	\$ 1,126,873	4,631	243.33
<b>AVERAGE - PEER SCHOOLS</b>			<b>131.70</b>
<b>Robbinsdale</b>	<b>\$ 2,617,155</b>	<b>12,300</b>	<b>\$212.78</b>
<b>% Variance</b>			<b>62%</b>

This may be directly correlated to the fact that the District students per one Media Specialist FTE is significantly lower than the average of peer districts at roughly 850 students per Library Media Specialist FTE in comparison to the average of 1,370. (i.e., 520 fewer students).



## 8. Library Media Services – Modify Allocation (cont.)

### Background/Context (cont.)

The media specialists' primary purpose is to instruct students relative to technology literacy, and to coach teachers on effective approaches to incorporate technology into instruction. At the elementary level they also provide preparation time for teachers and use that time to instruct students. There are 5,536 elementary level students, and 9 elementary level library media specialists (including Spanish Immersion).

Although this position is intended to help ensure technology integration support, 87% of principals indicated that the integration of technology in their building cannot be described as seamless. This would indicate a notable gap between what the position is intended to accomplish and what is being accomplished. Also, in terms of the allocation and effectiveness of these positions at the elementary level, 67% of those responding indicated that these positions are a key support in moving instructional initiatives forward, and 57% felt the current use of these positions is effective and valuable for the advancement of student achievement.

### Current Resources

Current expenditures are \$2,626,847. 91.3% of that is personnel cost (\$2,397,631).

Library media specialists are allocated at both central and school sites for different purposes. At the site level, these are allocated 1 licensed FTE per school plus additional non licensed professionals to ensure continuous coverage.

	FTE
Library Licensed Media Specialist (school based)	14.0
Non-Licensed Media Assistant/Support (school based)	18.87
Library Media Specialist FTE (district office)	4.0
Library Media Support (district office)	3.0
Library Media Center Total FTE (all media personnel: specialists, assistants, and central district office)	39.87

The standard allocation of one media specialist (1 FTE) per building results in significant disparities at the elementary level in terms of students and teachers served per media specialist. The most significant impact of the current allocation is that those specialists at smaller schools are able to balance their time between student and teacher support while those at larger schools must focus on solely meeting release time needs and thus, have very little time for working with teachers on incorporating technology in instruction. The below chart indicates the upper, lower, and mean levels of media specialists within schools at all levels:

Level	High	Low	Mean
Elementary			
Students per specialist	765	422	594
Teacher per specialist	41	21	31
Middle			
Students per specialist	1,328	1,316	1,322
Teacher per specialist	81	72	76
High			
Students per specialist	1,958	1,683	1,821
Teacher per specialist	100	90	95



**8. Library Media Services – Modify Allocation (cont.)**

<p><b>Current Resources (cont.)</b></p>	<p>The significant difference in students served at the secondary level is understandable given that there is no need to fill release time and have direct student contact hours and the fact that student support is provided through a media center/lab delivery model. However, the expectation that these secondary specialists are able to have a comparable impact on integration of technology given the sheer numbers of teachers assigned to each may not be realistic.</p> <p>The four licensed district-wide positions consist of a Media Services &amp; Instructional Technology Program Director (1 FTE), level assigned Technology Integration Specialists (2 FTE) and an Online Learning Coordinator (1 FTE). The first three positions are intended to set overall direction and priorities for training programs as well as serve directly with teachers to effectively use technology in the classroom. These positions also are level-specific in order to assist to guide technology integration that is in alignment with curriculum standards and modifications at the state level. Many districts rely on their overall program coordinator or media specialists to have this knowledge which may or may not be effective. The online learning facilitator is focused on the conversion to a blended classroom.</p>																									
<p><b>Revenues</b></p>	<p>The District recently received approval for a \$3.5 million levy for technology. Within these expenditures, the District plans to spend about \$1 million annually to expand and sustain personalized learning devices for all students in grades 5-12 to provide access to personalized learning resources. Additionally, about \$500,000 are intended to provide support staff and professional development for teachers in integrating this new technology into instructional methods.</p>																									
<p><b>Anticipated Savings/ Reallocated Resources</b></p>	<p><b>OPTION A:</b> Reallocate media specialist FTE based on level of students and/or teachers served. If the District were to consider assigning some library media specialists <u>across</u> schools to make the teacher to media specialist ratio and student to media specialist ratio more consistent across each site, this would even the workload and allow those schools which currently do not have time to coach and work with teachers at the elementary levels to do so.</p> <p>Assuming that each library media specialist is assigned a minimum of 31 teachers and 594 students at the elementary levels (the means of both currently); this would achieve a more consistent level of media support given the student and teacher FTE at each site, addressing the concerns expressed by principals on behalf of their staff. This would also allow the District to reduce the total FTE across the District by .5 FTE (see next page for details) resulting in a savings of \$30,360.</p> <table border="1" data-bbox="565 1417 1339 1705"> <thead> <tr> <th></th> <th>Students</th> <th>Teachers</th> <th>Current Media FTE</th> <th>Modified Media FTE</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>5,536</td> <td>293</td> <td>10</td> <td>9.5</td> </tr> <tr> <td>Middle</td> <td>2,644</td> <td>152</td> <td>2</td> <td>2</td> </tr> <tr> <td>High</td> <td>3,641</td> <td>191</td> <td>2</td> <td>2</td> </tr> <tr> <td><b>Total</b></td> <td><b>11,821</b></td> <td><b>636</b></td> <td><b>14</b></td> <td><b>13.5</b></td> </tr> </tbody> </table>		Students	Teachers	Current Media FTE	Modified Media FTE	Elementary	5,536	293	10	9.5	Middle	2,644	152	2	2	High	3,641	191	2	2	<b>Total</b>	<b>11,821</b>	<b>636</b>	<b>14</b>	<b>13.5</b>
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### 8. Library Media Services – Modify Allocation (cont.)

If the elementary teacher to specialist ratio was modified to assume no more than 31 teachers to specialist (the mean), the specific shift of allocations at the schools would be as follows:

Schools	Enrollment (1/1)	Student to Specialist Ratios	Teachers	Teacher to Specialist Ratios	Media Specialists	Modified FTE (Teacher Based)	Modified FTE (Student Based)
Lakeview	430	430	23.4	23.4	1	0.8	0.7
Northport	616	616	40.5	40.5	1	1.3	1.0
Sonnesyn	541	541	29.4	29.4	1	1.0	0.9
Zachary Lane	563	563	27.5	27.5	1	0.9	0.9
Forest	608	608	32.5	32.5	1	1.1	1.0
Meadow Lake	597	597	35.7	35.7	1	1.2	1.0
Noble	422	422	22.5	22.5	1	0.7	0.7
RSI	765	765	34.8	34.8	1	1.1	1.3
Neill	545	545	26	26	1	0.8	0.9
SEA	449	449	21	21	1	0.7	0.8
<b>Elementary Totals</b>	<b>5536</b>	<b>554</b>	<b>293.3</b>	<b>31</b>	<b>10</b>	<b>9.5</b>	<b>9.33</b>

This option may also be combined with Option C, in which additional changes to how specials are scheduled to cover release time is considered.

**Anticipated Savings/  
Reallocated Resources  
(cont.)**





### 8. Library Media Services – Modify Allocation (cont.)

**OPTION B:** Redeploy central office staff to schools and consider reducing online learning coordinator once blended classrooms are converted. If the District were to consider reallocating one of the central office staff to the school site level, the current level of a minimum of 1 media specialist per school could be retained and the students or teachers per media specialists reduced. This would require the current program director to play the role of integration specialist at whichever level is vacated.

	Students	Teachers	Current	Modified	Student/FTE	Teacher/FTE
Elementary	5,536	293	10	11	503	27
Middle	2,644	152	2	2	1,322	76
High	3,641	191	2	2	1,821	95
<b>Total</b>	<b>11,821</b>	<b>636</b>	<b>14</b>	<b>15</b>		

**Anticipated Savings/  
Reallocated Resources  
(cont.)**

Even with this change, the District would still be slightly behind the average district-wide librarian resource per student as reported through NCES of 709 students per staff (the District would be at 788 students).

The anticipated savings from eliminating the online learning coordinator position would be approximately \$48,700. While this is an extremely important position during conversion, the nature of the role will shift considerably once conversion of classrooms is completed and there are other options available (e.g., contract positions, 3<sup>rd</sup> party providers as needed) We have assumed that you will still incur some costs for online learning consultations and trainings at about 50% of the current cost.

**OPTION C:** Reconfigure preparation time coverage. The level of effort required to analyze this at the school level was not within the scope of this project; however, the topic of whether the use of media specialists for release time is the most effective use of district resources was a consistent theme in our discussions. We advise taking a closer look at other options (e.g., change to elementary day schedules, consider common release times for teacher prep and common professional development time, use specials differently) in order to ensure that all media specialists have adequate time for teaching coaching.

**Impact**

See “Anticipated Savings/Reallocated Resources” for impact.



### 8. Library Media Services – Modify Allocation (cont.)

**Additional Service Delivery Considerations**

Currently library media specialists are part of the technology department. Library media specialists are intended to enhance the instructional methods used by teachers. The current dual reporting organizational structure (i.e., the coordinator overseeing this function has a direct report to the technology director and a dotted line reporting relationship to the Director responsible for Teaching & Learning) is a best practice for ensuring the dialogue between how technology must be integrated to support instructional objectives and goals occurs on both a content and physical requirement perspective. However, in order for this practice to be truly effective, the priorities of the library media specialist needs to be well coordinated with teaching and learning initiatives aimed specifically at addressing school improvement plans and in consultation with school instructional leaders.

### 9. Consolidate high needs EL students into newcomer sites

**Modification**

Consolidate EL level 1 and level 2 students into one high school and one middle school (i.e., CHS and RMS).

**Background/Context**

The state of Minnesota average of ELL students as a percent of total K-12 enrolled students is 7%. Robbinsdale ELL enrollment is currently 9% and has been an average of 10% over the last three years.

Currently, ELL students can attend any school in the District and receive ELL services (i.e., pull-out classroom sessions, co-taught subject courses) no matter their level of proficiency. This flexibility results in ELL teachers travelling back and forth between buildings, some course sections with very few (i.e., two, three) students, and a smaller array of co-taught content courses available to some students.

**Current Resources**

Position	FTE	Total Average Cost
ELL Teachers	9	\$ 705,200
Multilingual Coordinator	1	\$ 99,950
ELL Coaches <sup>17</sup>	3	\$ 255,400
<b>Sum</b>	<b>13</b>	<b>\$ 1,060,550</b>

**Revenues**

The multilingual coordinator position is funded using state dollars.

<sup>17</sup> One EL coach position will be eliminated for the 15-16 school year.



**9. Consolidate high needs EL students into newcomer sites (cont.)**

<p><b>Anticipated Savings/Reallocated Resources</b></p>	<p>By consolidating high needs (level 1 and 2) ELL students into dedicated centers can improve response to students and their families and at the same time result in the potential reduction of .6 FTE for a total savings of \$47,000 or potential to reallocate .6 FTE to other needs.</p> <ul style="list-style-type: none"> <li>&gt; Consolidating ELL Level 1 and Level 2 classes into one high school building, free up ELL teacher .4 FTE.</li> <li>&gt; Consolidating into RMS would free up .2 FTE.</li> <li>&gt; Consolidating into CHS provides increase opportunities for student access to sheltered and co-taught content courses.             <ul style="list-style-type: none"> <li>– Assuming only classes with a class size currently of 16 or below, students could have access to anywhere from three to eight content courses.</li> </ul> </li> <li>&gt; Assumes no increase in transportation cost based on analysis of the Transportation Coordinator.</li> </ul>
<p><b>Impact</b></p>	<p>Rather than two separate courses of, for example, four Level 1 and Level 2 students in one high school and five Level 1 and Level 2 students in the other high school being taught the same information for two periods, those classes could be combined in the same location thus freeing up two periods worth of FTE teaching time.</p> <p>Certain co-taught and sheltered content courses are taught in each high school, so not all students have access to all of those subjects. This would allow more Level 1 and Level 2 students to have access to content courses by increasing class size slightly.</p> <p>If the decision to reallocate this savings is preferred, .6 FTE can be allocated to:</p> <ul style="list-style-type: none"> <li>&gt; Focused efforts in kindergarten</li> <li>&gt; More co-taught classes as studies show that cooperative learning where groups of mixed abilities work together can be effective</li> <li>&gt; Professional development for staff</li> <li>&gt; Paying for translation services</li> </ul> <p>In addition to the above benefits students have increased access to co-taught and sheltered content classes. This creates increased capacity to address lower level EL student needs and could hopefully increase the assigned student ELL level more effectively. Teachers would also have more time with students as they would not be travelling as much between buildings. In the end the increase in available resources could positively impact student achievement so that ELL students are increasing in proficiency faster.</p>
<p><b>Additional Service Delivery Considerations</b></p>	<p>The Decision Item assumes that students will willingly attend only one middle school or one high school if they are Level 1 or Level 2 ELL. The District should determine how it would navigate taking away the choice of middle school or high school with ELL student families. Also, the number of students that would be moving from one school to another is currently not significant, however, the impact of such measures now and in the future should be considered as it relates to test scores and other measures of a school's achievement. This change would also have to be navigated carefully with the community, particularly as it relates to the reputation and perception of achievement in certain schools.</p>



**10. Add .5 FTE to language services to meet interpretation and translation demand**

**Modification**

Consider adding a .5 FTE position to the language services department. This individual would spend 50% of his/her time on translations and 50% of his/her time acting as an assistant coordinator to the current Language Services and Welcome Center Coordinator.

**Background/Context**

While the level of ELL students has stayed relatively constant, the demand for interpretation is going up for several reasons including:

- > Families enrolling who speak other languages-primarily Spanish
- > Increasing parent awareness of their rights
- > Increasing parent awareness of our department
- > District's increasing realization and recognition of the need
- > Families being more settled (and not in "start-up" mode from moving from another country) which allows them time to attend school functions

The demand for Spanish conference interpretations has increased by 47% since 2011. The following represent Spanish interpreter scheduled (i.e., one individual providing interpretation services from 4:00pm-8:00pm)

Semester	Number of Schedules
Fall 2011	62
Spring 2012	70
Fall 2012	Unavailable
Spring 2013	83
Fall 2013	87
Spring 2014	81
Fall 2014	91

These increased demands have expanded the responsibilities of the Language Services and Welcome Center Coordinator to a role that oversees district-wide access to language services, coordinates and prepares for language access at events, oversees the hiring and training of all interpreters and translations, and must review translations, in addition to doing ELL assessments. With the increasing demand for interpretation and translation services it is not sustainable for the Coordinator to continue performing all of these functions.



**10. Add .5 FTE to language services to meet interpretation and translation demand (cont.)**

<p><b>Current Resources</b></p>	<table border="1"> <thead> <tr> <th></th> <th>YTD Costs</th> <th># of services (i.e., docs translated)</th> </tr> </thead> <tbody> <tr> <td>Interpreter Cost</td> <td>\$ 26,000</td> <td>120*</td> </tr> <tr> <td>Agency Interpreter</td> <td>\$ 600</td> <td></td> </tr> <tr> <td>Outside Translation</td> <td>\$ 2,600</td> <td>184</td> </tr> <tr> <td>ASL</td> <td>\$ 4,750</td> <td></td> </tr> <tr> <td>Audio description</td> <td>\$ 250</td> <td></td> </tr> <tr> <td>Language line</td> <td>\$ 2,400</td> <td></td> </tr> </tbody> </table>		YTD Costs	# of services (i.e., docs translated)	Interpreter Cost	\$ 26,000	120*	Agency Interpreter	\$ 600		Outside Translation	\$ 2,600	184	ASL	\$ 4,750		Audio description	\$ 250		Language line	\$ 2,400	
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Audio description	\$ 250																					
Language line	\$ 2,400																					
<p style="text-align: center;">*Note: 76% of interpretations are for Spanish</p> <ul style="list-style-type: none"> <li>&gt; .5 FTE that spends 75% of her time on translation and 25% of her time on ELL assessment for new students</li> <li>&gt; 1 FTE Language Services and Welcome Center Coordinator. Roles and responsibilities include: <ul style="list-style-type: none"> <li>- District-wide language access services (i.e., interpreters)</li> <li>- Coordination and preparation of events for language access</li> <li>- Translating and reviewing translation documents</li> <li>- ELL assessments</li> <li>- Staff training</li> </ul> </li> <li>&gt; Currently have an interpreter/translation volunteer for 30 hours</li> <li>&gt; 26 hours per week for additional support in ELL assessment</li> <li>&gt; 1.5 FTE Spanish special education interpreter</li> </ul>																						
<p><b>Revenues</b></p>	<p>The Language Services and Welcome Center Coordinator are funded by Title III funding. Title III of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, provides funding to support programs for English Learners (ELs). Funds are allocated according to the size of the District's EL and immigrant student populations.</p>																					
<p><b>Anticipated Savings/Reallocated Resources</b></p>	<p>The addition of the .5 FTE would result in an increase in cost of \$37,600 (this assumes a part time individual would still receive 32% benefits rate).</p>																					
<p><b>Impact</b></p>	<p>The addition of this .5 FTE would decrease some of the more administrative and planning functions that are currently done by the Coordinator so that she can focus on ELL assessments and translations, and focus more strategically on Language Services in the District. This would also create some flexibility within the department as ELL needs for interpretation and translations are increasing. This individual could also do translations which would create flexibility for the increasing demand in translations and allow the .5 FTE who currently spends 75% of her time on translations and 25% on ELL assessments to have more time for assessments. Translations also require at least one or two individuals to review before the documents can be used in the District, so the addition of another headcount translation individual would allow the department to be more nimble in addressing that requirement. It is also important to note that the department currently has a volunteering for 30 hours per week who assists with interpreter and translation services. This is essentially no-cost FTE, so if that volunteer were to ever stop volunteering that would be an impactful loss to the department. The addition of this .5FTE would help to make the department more flexible.</p>																					
<p><b>Additional Service Delivery Considerations</b></p>	<p>Consider emphasizing the hiring of bilingual general education teachers to decrease the need for interpretation services. The District is trying to address increasing needs of this district demographic by hiring bilingual teachers; however, as many other districts locating qualified bilingual teachers can prove difficult.</p>																					



### 11. Reconfigure central administration teaching and learning structure

<p><b>Modification</b></p>	<p>Consider the reporting structure and level of Teaching and Learning (T&amp;L) staff. Also consider altering the number of central office T&amp;L staff to better align the level of overall resources dedicated to this function to the highest point of impact (i.e., District-level or site-based), and ensure the level of resources is commensurate with measured impact. The level of resources dedicated to T&amp;L functions is significant at both the site and the district office level with 32 TOSA positions having a reporting relationship to central office T&amp;L.</p>
<p><b>Background/Context</b></p>	<p>The District spends about 6.3% of its budget on Instructional Support services and district has experienced a 43% increase in instructional expenditures (610) during the last four years. This expenditure category does not currently include the time spent by the Executive Director of Academics and Elementary Schools in directing Teaching &amp; Learning activities for the District. Additionally, the District currently spends approximately 40% more on instructional expenditures per member than the state average and about 1.2% more than peer districts (i.e., those most similar in terms of demographics) in comparison to spending less for special education and overall administration (see chart on page 7).</p> <p>While the District has focused its strategic plan and priorities on closing achievement gaps, this level of expenditure increase is not directly tied to any significant changes in higher need student populations and is occurring while expenditures related to instruction and District support services have only increased by 27.6% and 24.6% respectively.</p> <p>Additionally, many school sites are hiring instructional leaders and coaches using compensatory funds to address needs relative to teacher development, execution of teaching and learning initiatives (e.g., NUA, SIP) and overall assessment of needed steps to address student achievement. Of the 77 TOSA FTE, 11 are allocated to central office and the 21 are hired for site based T&amp;L functions including instructional coaches and program coordinators. 58% (32) of all TOSA positions have some sort of a reporting relationship to the Director of T&amp;L.</p>
<p><b>Current Resources</b></p>	<p>&gt; There are currently 12 FTE within the central district teaching and learning office, not including the Director, as follows:</p> <ul style="list-style-type: none"> <li>- Program Director</li> <li>- English Language Learner Coordinator*</li> <li>- Elementary Specialists(2)*</li> <li>- Secondary Specialists(2)*</li> <li>- English Language Learner Coaches (3)*</li> <li>- National Urban Alliance*</li> <li>- Fine Arts &amp; Gifted Coordinator*</li> <li>- Title I Coordinator*</li> </ul> <p>*Teachers on Special Assignment (TOSA)</p>



**11. Reconfigure central administration teaching and learning structure (cont.)**

<p><b>Current Resources (cont.)</b></p>	<p>The District uses mostly TOSAs to fill these functions which are notably a more cost effective approach to fulfilling these roles. While most of these positions are not technically administrators, they perform many of the duties similar to those performed by administrators in other districts such as providing leadership for curriculum development and assessment, develop professional learning plans, and coordinate the curriculum review process.</p> <p>Of the approximately \$9.5 M in instructional support expenditures, over \$1.2M is expended for these central office T&amp;L positions including salary and benefits, not including the Director. That is 13 % of the total expenditure for this function. The 2015-16 budget process is considering a reduction to ELL Coaches of 1.0 FTE.</p> <p>Additionally, there are 5 Q-comp funded positions within the central office T&amp;L function.</p>
<p><b>Revenues</b></p>	<p>These positions are funded from the general fund and do not include any special funds currently, with the exception of TOSA positions that are funded by Q-Comp funding.</p>
<p><b>Anticipated Savings/Reallocated Resources</b></p>	<p>Previous decision items have addressed the need to ensure that “student need” specific services and positions are allocated based on actual school demands for specialized services and have addressed reallocations to ensure positions are optimized to a position of highest impact. While central office resources are critical to developing strategy and ensuring the district is positioned to execute on that strategy, the bulk of resources should be teacher and student facing and carrying out the district strategy in the context of the site based plans. Considering the relative number of central office T&amp;L positions and in light of the 43.3% increase in expenditures in this area during the past four years, the district should consider reducing central office T&amp;L positions. It is recommended that the positions of English Language Learner Coordinator, English Language Learner Coaches and Title I Coordinator not be considered for this reduction given the direct populations served and the relevant student achievement impacts.</p> <p>The average salary and benefits for central office teaching and learning positions is \$95,500. Thus, if the District were to reduce non-QComp positions by 2 FTE it would equate to \$191,000 in annual savings or reallocated resources for another purpose and would reduce the percentage of resources expended at the central office to 11%.</p>
<p><b>Impact</b></p>	<p>By reducing the level of teaching and learning staff at the District-wide level, it is likely the remaining positions may need to take on additional responsibilities and/or that key tasks relative to T&amp;L program oversight will need to be prioritized. Alternatively, the decreased presence at the District office may allow for enhanced collaboration between the site and central office level (i.e., the sites will need to be more involved in data analysis and execution planning).</p>
<p><b>Additional Service Delivery Considerations</b></p>	<p>If the District decides that all of the positions currently functioning on a districtwide level in teaching and learning functions are required, it is strongly encouraged to set specific outcomes for each position and track progress to goal on at minimum an annual basis. Also, ensuring that the concerns of principals relative to a disconnect with their needs is addressed by working more collaboratively to determine required central office positions and initiatives could be extremely important to the realization of the District’s investment in these positions.</p>



**12. Add .5 FTE to Research, Evaluation, and Assessment Department**

<b>Modification</b>	Increase the research, evaluation, and assessment department FTE by .5 FTE by adding staff or reallocating a portion of another T&L position's time to this important function.
<b>Background/Context</b>	Both at the District and school level many initiatives are simultaneously at work with the end goal of improving student achievement. Initiatives such as NUA, Science House, and Instructional Coaches represent much expenditure however; there are not always ways to evaluate these and their impact. Currently there is one FTE who leads the District's Research, Evaluation, and Assessment (REA) department with an additional two FTE in the department who largely focus on assessments. One FTE is not enough to measure the impact of initiatives for the whole district.
<b>Current Resources</b>	1 Research, Evaluation and Assessment Program Director FTE at a total cost of \$140,000 and two additional department FTE largely focused on assessment.
<b>Revenues</b>	There are no special revenues to cover the cost of this position; however, there may be grants available to the District in support of achievement related initiatives including the frameworks needed to track and analyze student achievement data. (e.g., Department of Education, Gates Foundation, NEA Foundation grants).
<b>Anticipated Savings/Reallocated Resources</b>	An increase in .5 FTE will cost approximately \$70,000.
<b>Impact</b>	This individual can help to assess impact in both T&L initiatives and for other departments around the school. We learned several times during interviews that teachers and administrators don't have time to gather and interpret data themselves, so an additional resource with these responsibilities would be extremely valuable to assess which initiatives are and are not working, and what initiatives to continue funding year after year.
<b>Additional Service Delivery Considerations</b>	This district needs to develop a formalized and consistent structure to track and assess outcomes of all initiatives funded. These frameworks should be driven by central office T&L staff in conjunction with school principals and should use an approach that ensures alignment with SIPs and specific school-based achievement goals. Such information is critical to ensure achievement of the District's strategic priorities.





## Appendices

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### Appendix A: Personnel Interviewed

The following personnel participated in facilitated sessions or individual interviews:

- > Dr. Michelle Bethke-Kaliher, Assistant Director of Special Education-Secondary
- > Stephanie Crosby, District AVID Director
- > Mike Favor, Executive Director, Student Services and Secondary Schools
- > Melodie Hanson, Redesign Program Director
- > Tricia Hughes, Special Education Director
- > Natalie Larson, Instructional Coach, Honors Coordinator
- > Amanda Lieser, AVID Coordinator & Teacher
- > Dina Lucas, ALC, Targeted Services
- > Jeff Priess, Executive Director, Business Services
- > Dr. Aldo Sicoli, Superintendent
- > Sara Prindiville, Fine Arts and Elementary Gifted Education Program Coordinator
- > Dr. Lori Simon, Executive Director, Academics and Elementary Schools
- > Stephanie Skelly, Program Director, Curriculum and Instruction
- > Amber Spaniol, Program Director, Health Services
- > Anh Tran, Multilingual Learning Coordinator
- > Betty Tapias-Heinrich, Language Services & Welcome Center Coordinator
- > Marti Voight, Assistant Director, Early Childhood and Elementary Programs
- > Principals' Focus Group
  - Jane Byrne
  - Kim Hiel
  - David Dahl
  - Dr. George Nolan