

## **Report to the School Committee Strategic Plan Efficient Systems and Resources**

### **Section 1: Executive Summary**

This update to the Barrington Public Schools (BPS) School Committee is aligned with the Strategic Plan Efficient Systems and Resources related 2018-2019 annual Student Success goals outlined on the scorecard.

As such, the Administration would like to take this opportunity to share the following details regarding School Improvement Plans and Processes aligned with the Efficient Systems and Resources Pillar. Primary target areas of focus for 2018-2019 will include ensuring transparent, efficient, and effective use of district resources to support achievement of District goals through:

- Developing and implementing a District-level decision-making protocol for significant district-wide multiple-stakeholder impact by December 2018 to be used in the decision-making process for FY20 Budget;
- Expanding the application of decision-making processes with prioritized initiative(s) by June 2019;
- Developing a consistent process for program evaluation Academic Return on Investment (A-ROI); and
- Using facilities studies, develop and communicate progress on a Master Facilities Plan that outlines measurable priorities, goals, and strategies.

#### **In analyzing the school improvement plans, several themes emerged.**

- At the K-5 level reading support and additional instructional coaching are evident
- At the K-5 level materials are needed to support the Expeditionary Learning English Arts Curriculum
- At the middle school, resources needed to support interventions and gap closure emerged.
- At the high school, using NEASC and program evaluation to implement and eliminate programs emerged.

#### **Next Steps**

- Expand the use of A-ROI beyond the Pre-engineering and Family Consumer Sciences Program Review
- Implement the decision-making protocol and policy in all high-level and high impact decisions related to the budget
- Use the program evaluation and decision-making protocol to implement past decisions that were not funded or were underfunded

#### **Recommendations for the School Committee**

BPS Administration recommends the adoption of many of the best practices of the GFOA Smarter Budgeting Framework and the DMG A-ROI process for budget and programming decisions moving forward.

This executive summary provides an overview of the full report to the school committee provided in Section II of this document.

## Introduction

The purpose of this report is to provide an update to the School Committee connected to Strategic Pillar 5, Efficient Systems and Resources.

During the 2017-2018 school year, BPS developed a new five-year strategic plan with aligned scorecards. The strategic plan focuses on strategic commitments designed to empower all students to excel. To achieve our mission, we commit to:

- make student-centered decisions
- demonstrate respect in all relationships
- create purposeful, inclusive, and responsive dialogue
- practice transparent, effective, and strategic financial management



In addition to the strategic commitments, BPS determined that goals aligned to five critical pillars were necessary to achieve our continuous improvement efforts. These strategic pillars are Student Success, Social-Emotional Well-Being, Collaborative Culture, Family and Community Engagement, and Effective and Efficient Use of Resources. The District developed strategic long-term goals aligned to each pillar and has targeted one-year goals outlined on the District Scorecard.

According to the BPS Strategic Plan Efficient Systems and Resources Pillar, the 2018-2023 goals of BPS are to ensure transparent, efficient, and effective use of district resources to support achievement of district goals.

Our measures for success under this pillar include:

- Implementation of a new, inclusive decision-making process
- Metrics of efficiency to be developed, establish a baseline and demonstrate improvement

Strategies that the District will reach to achieve the goals under the Efficient Systems and Resources Pillar include:

- Provide an innovative, flexible learning environment through the strategic use of space and time
- Evaluate and improve existing policies, internal process, and committees for decision-making
- For significant changes with district-wide impact, plan, and communicate how we will engage stakeholders and use their input, specify when and who will present the financial impact and potential costs/benefits/trade-offs, and define who makes the decisions and why
- Develop metric-based systems for program and services analysis
- Manage and transparently communicate our efficient and effective use of resources
- Continue to utilize existing facilities studies to define priorities
- Evaluate the cost/benefit of employee absences for professional development

To achieve the long-term goals outlined above, the District developed a Scorecard aligned to the Efficient Systems and Resources Pillar. Please see scorecard below:

EFFICIENT SYSTEMS AND RESOURCES	
<b>2018-2019 Goals</b>	
<ul style="list-style-type: none"> <li>• Develop a District-level decision-making protocol for significant district-wide multiple-stakeholder impact by December 2018</li> <li>• Implement decision-making process for FY20 Budget</li> <li>• Expand the application of decision-making processes with prioritized initiative(s) by June 2019</li> <li>• Develop a consistent process for program evaluation</li> <li>• Using facilities studies, develop and communicate progress on a Master Facilities Plan that outlines measurable priorities, goals, and strategies</li> </ul>	
<b>Progress Monitoring Measures</b>	
<ul style="list-style-type: none"> <li>• Mid-year report on status of Master Facilities Plan, the decision-making process, and program evaluation process</li> </ul>	
<b>Strategic Actions</b>	
<ul style="list-style-type: none"> <li>• Develop and utilize District-level decision-making protocol for significant district-wide multiple-stakeholder impact</li> <li>• Attend (October 2018) and begin implementation of suggestions (by December 2018) from the Government Finance Officers Association (GFOA) professional learning session on sound financial decisions rooted in academic success indicators</li> <li>• Develop a metric-based system for program evaluation and communicate progress on developing that system</li> <li>• Develop and implement a School Committee Facilities Advisory Committee</li> <li>• Utilize and expand existing facilities studies to define process and priorities for capital improvements, asset protection, and immediate health and safety projects</li> </ul>	

From the work of the BPS Strategic Plan and Scorecard, each building is in the process of developing School Improvement Plans (SIPs) aligned to the strengths and needs identified by the District strategic planning process. This report provides a comprehensive look at the Efficient Systems and Resources included in those SIPs, the progress the District is making toward the goals outlined, as well as recommendations and considerations for the School Committee.

Across the District and schools, BPS has identified four major themes including a need for strong adherence to consistency, communication, collaboration, and connections. BPS also determined that all decisions will focus on students at the center of our connected and aligned work focused on developing and implementing a District-Level Decision-Making Protocol, Program Evaluation, and a Comprehensive Facilities Plan.

## **Goal: District-Level Decision-Making Protocol**

As of November 1, 2018, the Barrington Public Schools (BPS) has developed and adopted a new decision-making policy and protocol. The policy and protocol will be implemented during the upcoming months to support decision-making relative to major decisions that impact district and school-wide initiatives related to the district strategic vision, mission, or goals that may impact a significant number of students and/or staff or have significant budgetary effects. The policy and protocol are:

### **Barrington Public Schools**

#### **Policy for Decision-Making Processes**

The purpose of this policy is to define the essential components of the decision-making process, as well as provide for a recurring annual evaluation of the process. Barrington Public Schools (BPS) uses a comprehensive decision-making process for district and school-wide initiatives related to the district strategic vision, mission, or goals that may impact a significant number of students and/or staff or have significant budgetary effects.

Essential components, as outlined and further explained in the BPS Decision Making Protocol (see protocol below), include the establishment of a clearly defined idea, committee or team, timeframe or sequence, and communication plan. All decisions will include an assessment of budgetary impact, viability, strengths/obstacles, and return on investment. The communication plan will allow for input and continual feedback from multiple stakeholders.

The School Committee and Administration will evaluate the effectiveness of the Decision-Making Protocol on an annual basis.

**First Read: October 4, 2018**

**Second Read/Approved: November 1, 2018**

#### **Barrington Public Schools Decision-Making Protocol**

New or proposed concepts can come from many places and sources, including, but not limited to, the School Committee and its Advisory Committees, the District leadership, staff, community members, parents, students, and the Rhode Island Department of Education or other state and/or federal level governmental bodies.

These concepts will be reviewed by the School Committee and Administration as to potential positive impact/progression towards goals on the strategic plan, potential budget implications, and possible stakeholder benefit. This initial evaluation will be communicated to the stakeholders for initial input and feedback.

If the consensus of the School Committee and Administration is to further investigate the concept, the School Committee and the Administration must first

1. clearly define the goal/outcome/question,
2. clearly define the composition of the exploratory team/committee,
3. clearly define the timeline/sequence/responsibility for decision making, and
4. clearly communicate all of the above to relevant stakeholders.

The exploratory team/committee may be an existing Advisory Committee, School Improvement Team, or other district Task Force, or an Ad Hoc Advisory Committee or Task Force can be created specifically to address the question at hand. The timeline/sequence/responsibility must anticipate a reasonable time to complete the steps outlined below prior to a budget cycle (when the implementation could occur) and to allow lead time for stakeholders to adjust.

Once formed, the exploratory team/committee shall:

<b>RESEARCH</b>	<b>Gather evidence of the strengths and obstacles of the idea, including experiences of other districts, research-based effectiveness and impact, other potential options and considerations, etc.</b>
<b>RESOURCE</b>	<b>Identify the viability of and the resources (people, budget, time) needed for implementation</b>
<b>ENGAGE</b>	<b>Engage stakeholder groups regarding the goal, evidence, resources, and experiences of other districts, allowing for multiple perspectives, input, and feedback</b>
<b>ANALYZE</b>	<b>Gather and analyze feedback received from stakeholder groups to inform the recommendation</b>

<b>REACH CONSENSUS</b>	<b>Reach consensus regarding any ideas or recommendations</b>
<b>FORMULATE RECOMMENDATION</b>	<b>Make a recommendation with a clearly defined and well communicated “why” to the School Committee to allow for a final decision</b>
<b>OUTLINE TIMELINE &amp; COMMUNICATION</b>	<b>Build and communicate an implementation timeline and plan with continuous updates and other communication along the process, including re-assessments for successes, obstacles, revisions needed</b>
<b>DEVELOP BUDGET</b>	<b>Represent the decision in the budget cycle, and provide its rationale with the alignment of resources and return on investment</b>
<b>UPDATE</b>	<b>Update any relevant policies/protocols</b>
<b>FOLLOW-UP/ RE-EVALUATION</b>	<b>At specified intervals and using consistent tools, re-evaluate the decision as to its original “why” and effectiveness, including stakeholder input and feedback</b>

**For all communication, the following steps shall be used:**

<b>MESSAGE</b>	<b>The purpose and content of the message, including the “why”, must be clearly stated</b>
<b>AUDIENCE</b>	<b>The target group must be clearly defined; who needs to know, who will this impact, who may have helpful input; staff, parents, students, administrators, School Committee, other decision makers</b>
<b>SENDER</b>	<b>Who is responsible for sending, what will the return address be, the timing of the message, etc.</b>
<b>PRIORITY</b>	<b>Priority and timeline are based on the concept, the conditions, the degree of urgency, the alignment with the strategic plan, and the relationship to other decision-making timelines such as budget development or other requirements</b>
<b>FEEDBACK</b>	<b>At a stage of gathering input and/or feedback, including the re-evaluation process, ensure consistency, range, time, and fidelity of feedback through the use of a variety of methods</b>

## Goal: Program Evaluation

One of the goals of this pillar is to develop a model for program evaluation. Academic Return on Investment (A-ROI) is an important part of program evaluation. A-ROI is a method for determining the overall impact of funding on academic or student outcomes.



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## Academic Return on Investment

$$\text{A-ROI} = \frac{((\text{Learning increase}) \times (\text{Number of students helped}))}{\text{Dollars spent}}$$

- Not all money spent with the intent to help children learn is necessarily effective.
- All money spent should lead to positive outcomes.
- Spending \$1,000 to help a student learn is better than spending \$2,000 for similar gains in learning.
- While some strategies may deliver a learning increase, these strategies also may be too expensive relative to other options to deliver similar increases.
- Money that isn't being used cost effectively should be re-directed to other purposes.

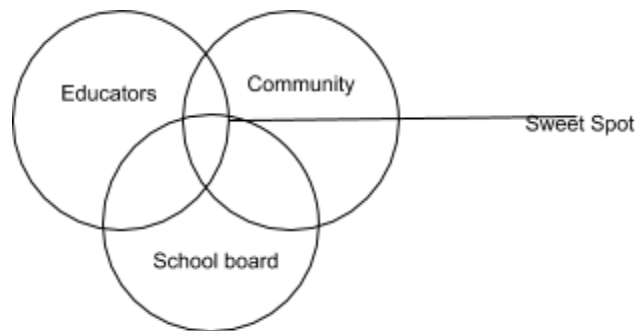
As outlined in the Strategic Plan, District Administration was charged with developing and enhancing current budgeting practices to improve program evaluation. The Government Finance Officers Association (GFOA) in partnership with District Management Group (DMG) offered an intensive professional learning opportunity focused on budgeting and Academic Return on Investment. As such, Superintendent Michael Messor, III, Assistant Superintendent Paula Dillon, and Director of Finance and Administration Douglas Fiore attended the October sessions in Chicago, Illinois in late October. This report summarizes our learning from the training sessions.

### Important Takeaways from the Training

- Build Programs from the bottom up and justify each.
- Connect each academic initiative to an ROI tied to the budget.
- Engage in budgeting as a year-long process aligned with the strategic plan.
- Include cross-functional discussion and collaboration.
- *Communication, communication, communication* is key.

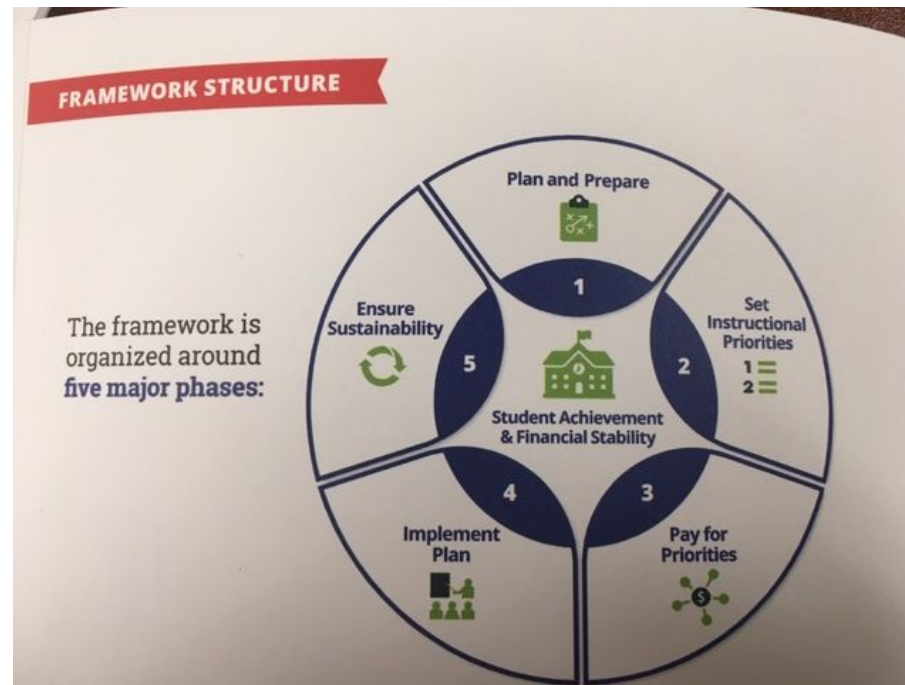


- Use the Roadmap for planning.
- Loopback with continuous improvement cycle.
- Remember, there is no single formula or algorithm.



### **Framework Overview**

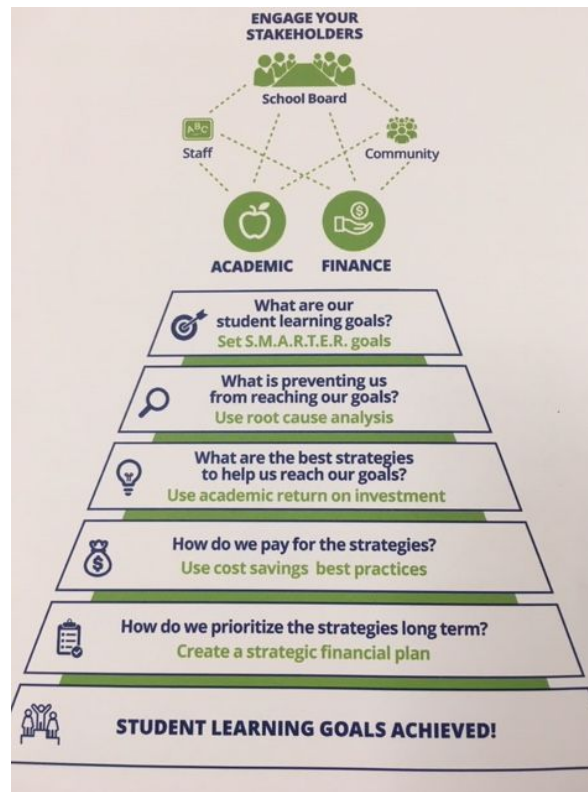
The Smarter School Spending Framework and GFOA's best practices in school budgeting guidelines are centered on the concept of academic and finance collaboration to best align resources for desired student outcomes.



### Focus on 5 Major Areas

1. Plan and Prepare
  - a. Establish a partnership between finance and instructional leaders
  - b. Develop principles and policies to guide the budget process
  - c. Analyze current levels of student learning
  - d. Identify communications strategy
2. Set Instructional Priorities
  - a. Develop goals
  - b. Identify the root cause of the gap between goal and current state
  - c. Research and develop potential instructional strategies
  - d. Evaluate choices amongst instructional practices

3. Pay for Priorities
  - a. Apply cost analysis to the budget process
  - b. Evaluate and prioritize the use of resources to enact the instructional priorities
4. Implement Plan
  - a. Develop a strategic financial plan
  - b. Develop a plan of action
  - c. Allocate resources to individual school sites
  - d. Develop budget presentation
5. Ensure Sustainability
  - a. Put the strategies into practice and evaluate results



Prior to beginning the process, GFOA provided training on the use of the Financial Planning Roadmap. The Roadmap provides steps and strategies for Districts to achieve best-practice standards in Budgeting aligned to the five areas of the framework.



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## The Roadmap

Level of Challenge and Impact	Strategic Pillars	Plan and Prepare				Set Instructional Priorities	
		Financial Outlook	Human Resources	Technology	Facilities	Instructional Priorities	Instructional Priorities
Level 1: Foundational	1	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.
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Level 2: Intermediate	1	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.
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Level 3: Advanced	1	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.
	2	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.
	3	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.	Establish a clear vision and mission statement for the district.

- Levels of implementation
- Foundational areas highlighted in yellow

The GFOA provided The Roadmap as a tool to evaluate current practices. During the convening, we reviewed the [Roadmap](#) tool linked. In addition, we reviewed several best-practice examples, such as the one from Alaska presented below.

### FY18 Goals and Objectives Goal #1: IMPROVE STUDENT SUCCESS, ACHIEVEMENT, AND PERFORMANCE

Objective	Measured Tasks	December 6, 2017 Status	% Complete
Increase opportunities for personalized learning.	Integrate MSBSD elementary and secondary Response to Intervention (RTI) into Silverback and provide site-based professional development RTI teams.	To date, 29 site-based trainings on using Silverback to implement the Response to Intervention (RTI) framework have occurred. Silverback has been customized to reflect the MSBSD framework.	50%
	Use Silverback Mileposts to improve teacher effectiveness at providing targeted instruction and data driven decisions.	All principals were trained to use Silverback in August. Prior to school starting, teams at all elementary and middle schools were provided site-based training to use Silverback. Since the start of the school year, 23 additional trainings or site consults have occurred.	50%
Increase use of Measures of Academic Progress (MAP) results to target instruction.	Train principals and instructional coaches to use Measures of Academic Progress (MAP) assessment to monitor student progress and set goals for implementation.	Principals were trained during the September, 2017 "Like" principal meeting to use Measures of Academic Progress (MAP) to target instruction. To date, five schools are piloting MAP Skills for progress monitoring. 24 site-based MAP trainings have occurred.	50%

### Connections to Federal Regulations and Policy

The Every Student Succeeds Act (ESSA) and Return on Investment was an important topic at the convention. ESSA requires that Districts be able to defend A-ROI, especially as it relates to interventions, gap closure, and meeting the needs of diverse learners. In

reviewing this Federal Requirement, we examined the SMARTER Framework. Although the District has used SMART goals for a number of years, the addition of Engaging/Equity and Resourced were new additions.

## SMARTER Framework

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- **Specific** - precise outcome or result
- **Measureable** - verifiable, ideally quantifiable
- **Achievable** - grounded in reality
- **Relevant** - focused on student achievement
- **Time-bound** - short and long-term objectives
- **Engaging** - reach for ambitious improvement
- **Resourced** - finances aligned with goals

Each aspect of the SMARTER Framework includes specific questions to be asked and analyzed during the goal setting and measurement process, as outlined below.

**“S” - Specific** • What exactly do you want to accomplish? • Why do you want to accomplish this goal? • Who is involved in this goal? • Does this goal look beyond vision and mission statements? • What outcome are you looking for? • Do you know what outcomes you should be looking for?

**“M” – Measurable** • How will you know you achieved our goal? • How will we know if we have been successful? • Is it measurable? • Is it quantifiable? • What metrics will we use to evaluate? • Don’t use words like “encourage”, “support”, or “assist”

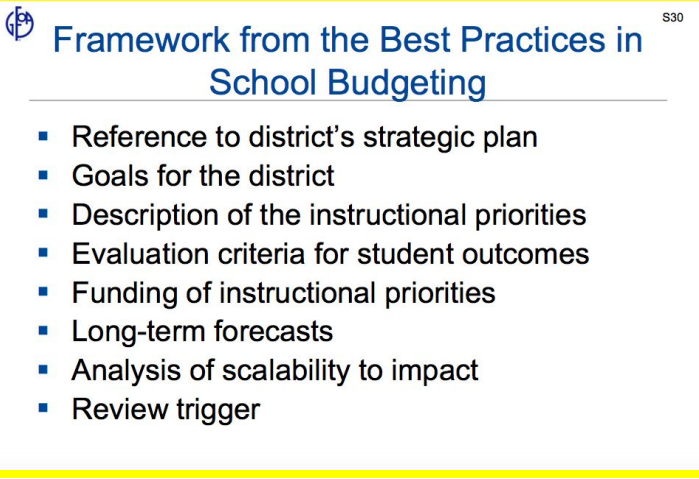
**“A” – Achievable (or Attainable)** • Do you understand your environment? • Does your district have the ability to do this now? • Are you willing to commit to achieving this goal? • What exactly are you going to do to accomplish this goal? • Are there clear steps or responsibilities for implementation?

**“R” - Relevant** • Is this something that you should be focusing on? • Would it delay or prevent you from achieving a more important goal? • Does it focus on student achievement and related supports? • What is the need?

**“T” - Time-Bound** • How long will this take to achieve? • Is this time-frame realistic? • Is there a deadline? • When do you need to take action? • What can you do today?

**“E” - Engaging** • Do stakeholders know why you are doing this? • Does it resonate? • Is it something that your district can rally behind?

**“R” - Resourced** • How much money is needed to accomplish this? • Key – not CAN you afford this – save that for the evaluation/prioritization phase



The slide is titled "Framework from the Best Practices in School Budgeting" and features a list of eight bullet points. A small icon of a person with a dollar sign is in the top left corner, and the text "S30" is in the top right corner.

- Reference to district's strategic plan
- Goals for the district
- Description of the instructional priorities
- Evaluation criteria for student outcomes
- Funding of instructional priorities
- Long-term forecasts
- Analysis of scalability to impact
- Review trigger

As our **District Strategic Plan** is organized around **SMART Goals**, we will be able to align the SMARTER Framework with our Strategic Plan and Instructional Priorities. **Instructional Priorities** should be connected to strategies for overcoming identified problems and achieving stated goals through approaches suggested through research and proven practices. In this way, the District will **Evaluate Choices between Instructional Priorities**, determining if the option meet the guidelines, reducing and /organizing options to better understand the consequences of the impact, affordability, feasibility, support, and public engagement. As such BPS will **Apply a Cost Analysis to the Budget. This analysis may include** a staffing analysis, cost of service analysis, per unit costs, **cost per outcome, and A-ROI**. Even so, it is critical that BPS pair its current context with analytical results. Next, BPS must **Evaluate and Prioritize Expenditures to Enact the Instructional Priorities**. This process includes finding resources, examining revenues, ending existing

programs, and seeking efficiencies. This process requires weighing trade-offs, transparency, data collection and analysis. In addition, it requires overcoming constraints, working around funding limitations, addressing legal issues, understanding the culture, and analyzing and developing contracts. Finally, communication will be key to a successful process. In **Developing a Budget Presentation**, it will be important for us to include the fundamental organization of the budget, the challenges, the goals aligned with the SMARTER framework. The presentation should also include strategies and programs, the financial plan, and risks to **Long-range Financial Sustainability and Program Scalability**. In many ways, a strong budget presentation tells the District's story and can be used as a communication tool.

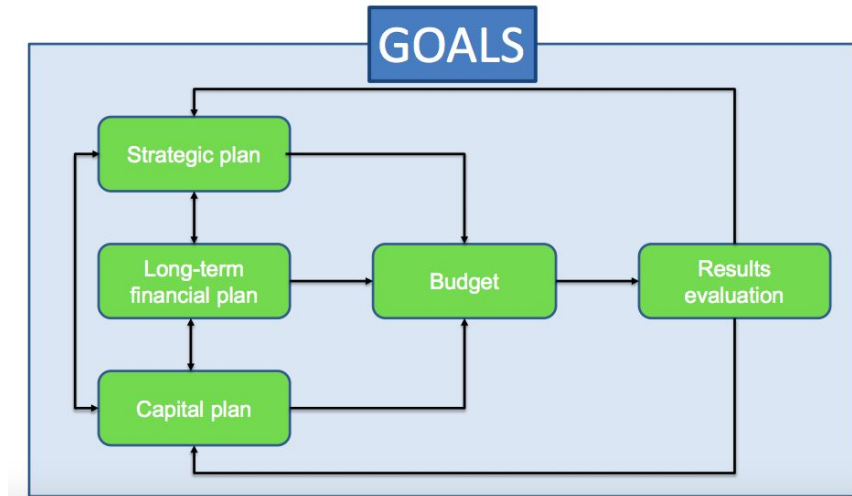
## Strategic Planning – Breakdown







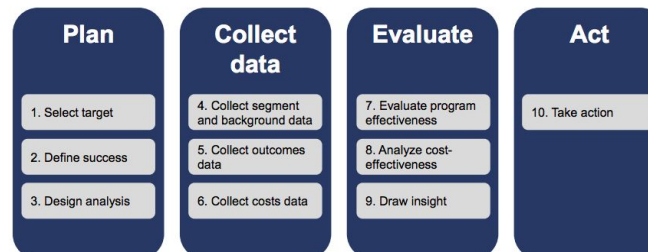
## Interrelationships



### Factors to be Considered in Budget and A-ROI

DMGroup has developed a detailed process, with associated worksheets and protocols, for conducting an A-ROI analysis.

#### Ten Step A-ROI Process





## The Challenges

Districts must assess their accounting practices in advance of developing budgets that can report school-level per-pupil spending.

### Exclusions

Districts are required to exclude certain expenditures from their reporting, and states may require more. Can the charts of accounts be set up to separate these costs?

### School Reported vs. Centrally Reported

Districts should understand what expenditures play out in schools but are reported centrally and take steps to report those expenditures at schools if possible.

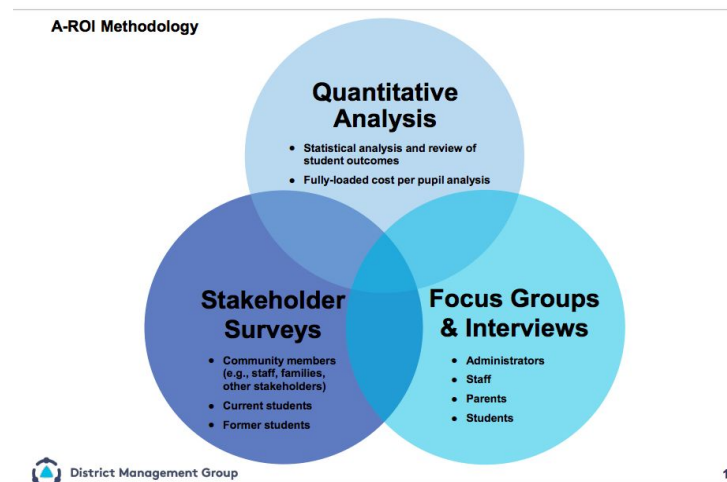
### Allocations

Districts may need to develop a method of allocating central costs out to schools and students based on the types of students those expenditures serve.

### Alignment of Dollars and Enrollment

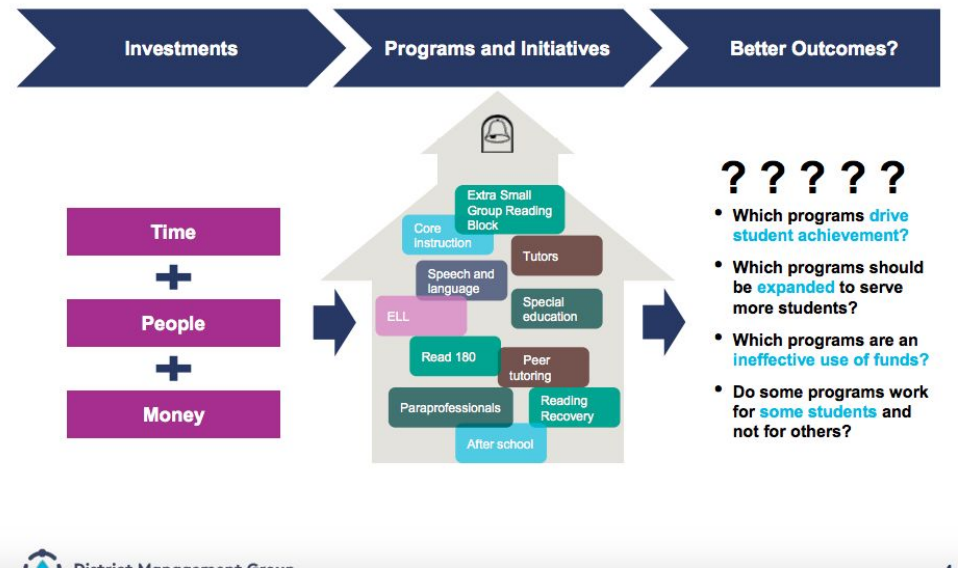
The “schools” to which student enrollment is reported should match the “schools” to which expenses are accounted. All expenses should be billed at the schools where they play out; all students should be tagged to the schools they attend.

## Data Collection



It is difficult to know which investments are actually leading to positive outcomes for students.

#### Common Challenges with Managing Scarce Resources

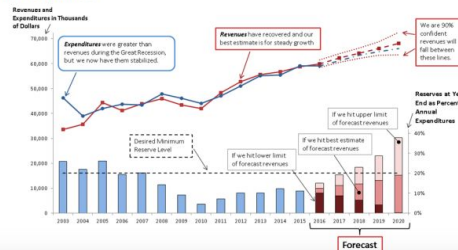


Because multiple data points exist, and not all are quantitative, it is difficult to always know which investments are actually leading to positive outcomes for students. As such, it is equally important to tell what lies beneath the numbers. Issues to consider include:

- Supplement vs. Supplant
- Narrative
- Demonstration of budget resource allocation methods/allocation of centralized costs
- Staffing at lower achieving schools
- Long-term forecasting

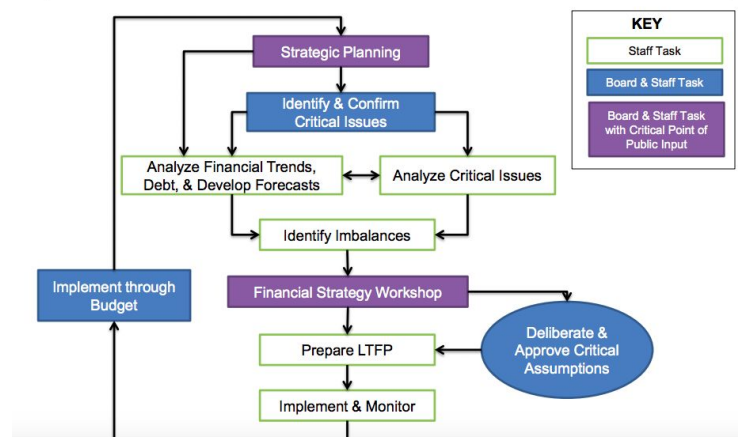
## Forecast Considerations

- Revenues, expenditures, enrollment, structural balance, fund balances, and reserves
- Both current and potential future status
- Credibility and politics can play key roles
- Recognize the limitations of forecasting
- Be careful about political sensitivities
- Needs to paint a picture



## Long-Term Financial Planning Model

## LTFP Process and Involvement



## Goal: Program Evaluation Using A-ROI

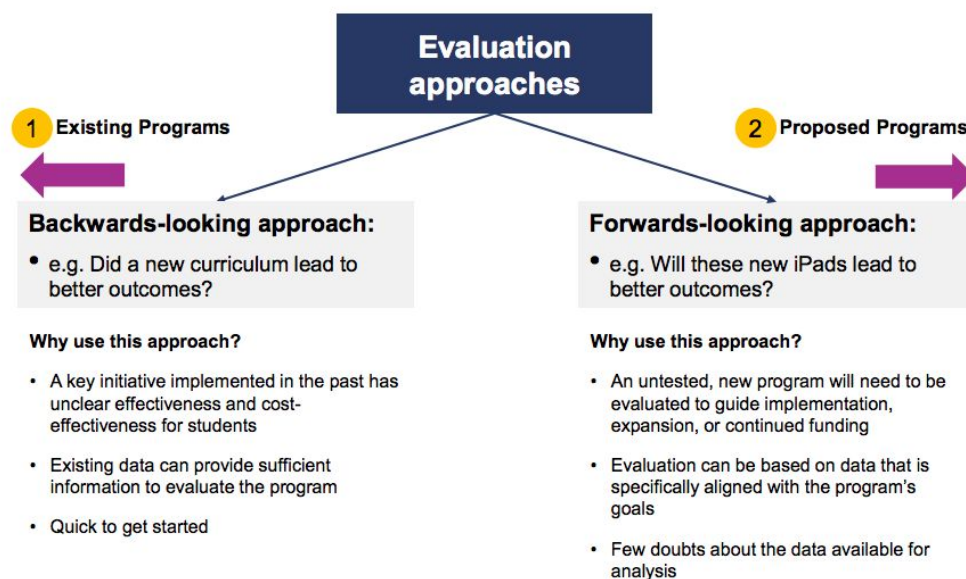
Finally, we learned, when done right, A-ROI can be utilized to evaluate existing programs implemented in the past or new/ongoing programs moving forward.

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**A-ROI can be utilized to evaluate existing programs implemented in the past or new/ongoing programs going forward.**

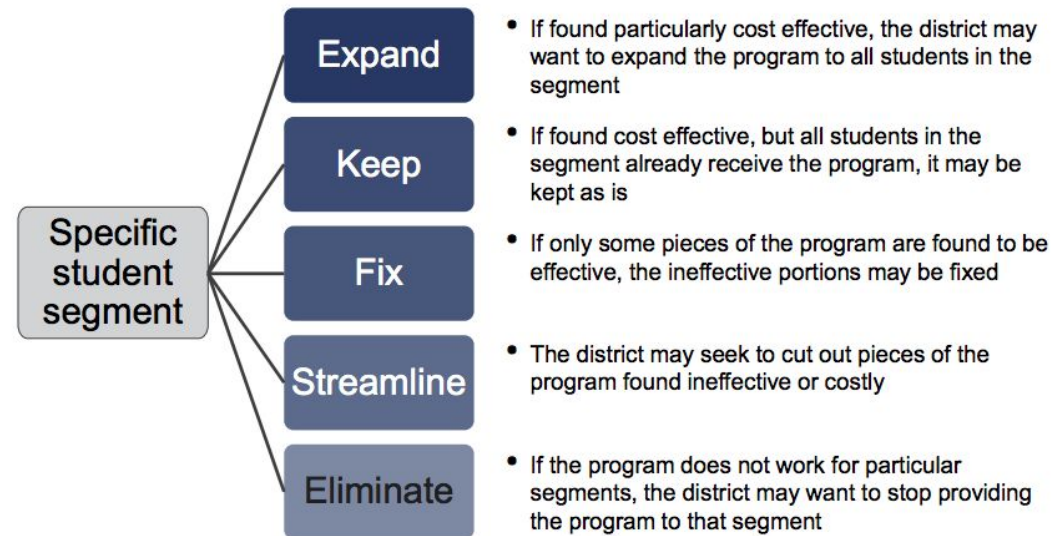
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### Evaluation Approaches



**With a proper A-ROI analysis, decisions about a program's future can and should go beyond simply "keep" or "eliminate."**

#### Options for Future of Program



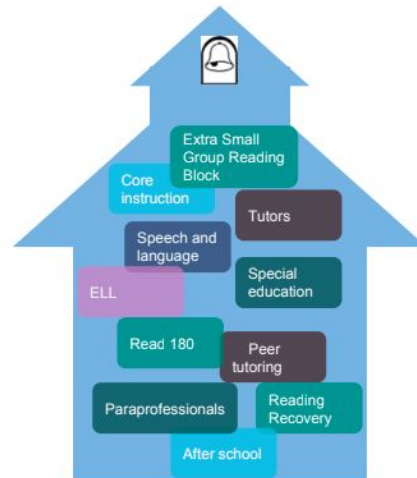
#### **Walking Through A Program Evaluation: Pre-Engineering and Computer Information Sciences**

Big Questions Considered:

1. Which programs should be expanded to more students?
2. Which programs are an ineffective use of funds?
3. Do some programs work for some student segments and not others?

**Academic Return on Investment is about using data to know what is really working, for which kids, and at what cost.**

**Current Status of District's Programming**



**Which programs drive student achievement?**

**Which programs should be expanded to serve more students?**

**Which programs are an ineffective use of funds?**

**Do some programs work for some student segments and not for others?**



To begin the analysis in an effort to answer the big questions, the District looked at the interplay of student segments, student outcomes, and fully-loaded costs as defined in the chart below.

	Students Served	Students Over Served	Students Underserved	Equipment Costs	Staffing Costs
<b>Big Questions Considered:</b> <b>Which programs should be expanded to more students?</b>	<b>Pre-Engineering/Computer Sciences</b>  216 enrolled (6 year-long and 3-semester courses)	<b>Pre-Engineering/Computer Sciences</b>  0 enrolled that were not first choice and 11 that their second choice  0 Net Overserved	<b>Pre-Engineering/Computer Sciences</b>  69 requests not able to be filled  58 Net Underserved	<b>Pre-Engineering/Computer Sciences</b>  \$0 Local \$75K Available in a Grant for expansion	<b>Pre-Engineering/Computer Sciences</b>  \$110K  \$80K approximately needed to add an additional teacher to reach underserved students
	<b>Family Consumer Sciences</b>  177 enrolled (all semester courses)	<b>Family Consumer Sciences</b>  13 enrolled that were not first choice or alternate choice and 30 enrolled as a second choice. With under-enrollment in all sections of nutrition and one section of child-development	<b>Family Consumer Sciences</b>  0 requests not able to be filled  0 Net Underserved	<b>Family Consumer Sciences</b>  Equipment needs to be replaced approximately \$100K local	<b>Family Consumer Sciences</b>  \$110K

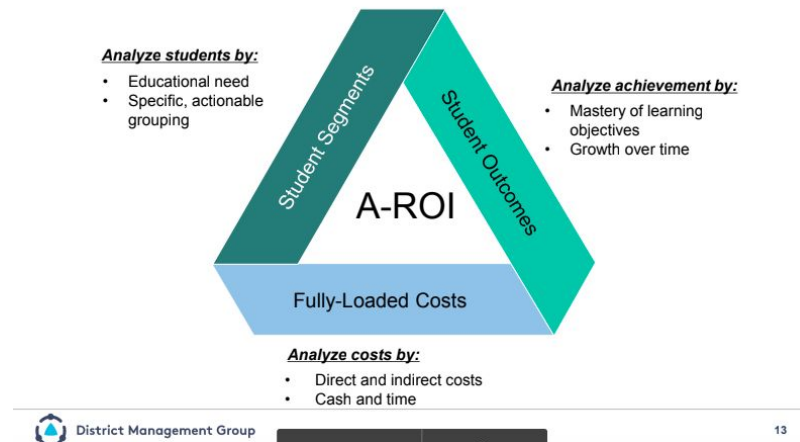
<b>Which programs are an ineffective use of funds?</b>	<b>Pre-Engineering/Computer Sciences</b>  Largely grant funded with the exception of the teacher  Serves 60 additional students	<b>Pre-Engineering/Computer Sciences</b>  N/A	<b>Pre-Engineering/Computer Sciences</b>  High student demand/waitlisted	<b>Pre-Engineering/Computer Sciences</b>  100% grant funded and meets industry standards	<b>Pre-Engineering/Computer Sciences</b>  Highly-qualified teacher
	<b>Family Consumer Sciences</b>  Fully funded at District Level	<b>Family Consumer Sciences</b>  Some student demand; no industry/Governor's Workforce Demand	<b>Family Consumer Sciences</b>	<b>Family Consumer Sciences</b>  100% local funded and equipment is out of date, not commercial grade	<b>Family Consumer Sciences</b>  Highly-qualified teacher
<b>Do some programs work for some student segments and not others?</b>	<b>Pre-Engineering/Computer Sciences</b>  All classes at max capacity	<b>Pre-Engineering/Computer Sciences</b>  All classes at max capacity	<b>Pre-Engineering/Computer Sciences</b>  Waitlist	<b>Pre-Engineering/Computer Sciences</b>  The equipment allows students to experience industry standards	<b>Pre-Engineering/Computer Sciences</b>  Understaffed to meet current demand
	<b>Family Consumer Sciences</b>  Not all classes at max	<b>Family Consumer Sciences</b>  Some students placed who did not	<b>Family Consumer Sciences</b>  Established a plan for the life skills students	<b>Family Consumer Sciences</b>  Students working on outdated home	<b>Family Consumer Sciences</b>  Staffing is beyond the current student



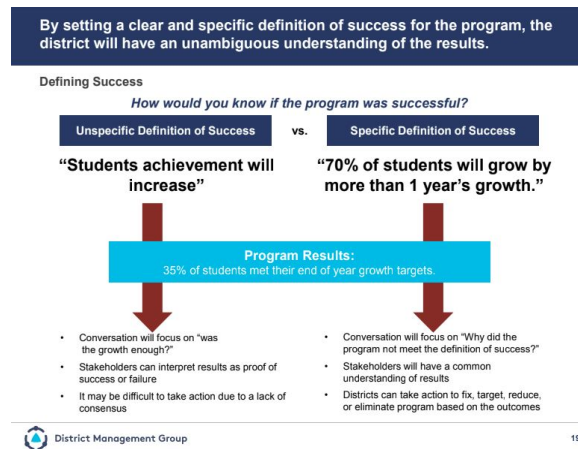
		select	Partnerships available to allow for experiences such as internships in elementary schools and experiences with off-site experts like Hope and Main	equipment, not at an industry standard	need.
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**A-ROI analysis involves the interplay of three components: student segments, student outcomes and fully-loaded costs.**

DMGroup Academic Return on Investment (A-ROI) Framework



Because the programs evaluated do not directly show an impact on state assessments, it was critical that we clearly set a specific definition of success for the program.

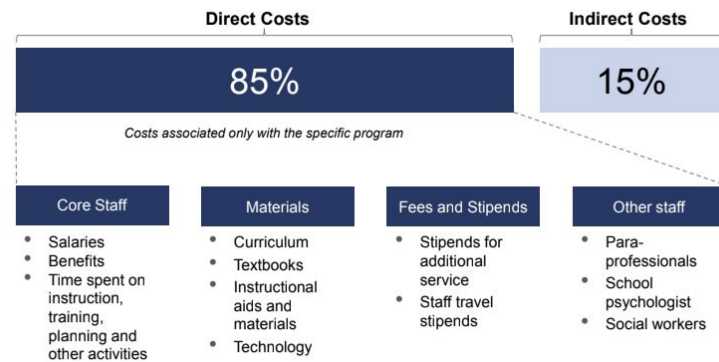


As such, the District determined that the definition of success measures. 100% of students interested in Pre-Engineering and Computer Information Sciences would have access to one of the available courses on an annual basis. 100% of the students exiting the Pre-Engineering and Computer Information Sciences programs will have the opportunity to achieve industry credentials including Solidworks Certification, Advanced Placement Computer Science and Java, and Computer Aided Drafting credentials. Certification in Adobe will also be available. Secondly, 100% of students who benefitted from the Family Consumer Science Program would have access to alternative but related options within and beyond the school. Students enrolled in Life Skills would be provided access to a kitchen off of the cafeteria and a washer and dryer through the athletics program. Students interested in culinary arts will be provided experiences through internships and off-site experiences through partnerships such as Hope and Main. Students interested in child-care will be provided with internships through our elementary schools and access to our high school psychology course. Additionally, students are eligible to take college courses and courses through the Advanced Course Network.

Next, the District considered the direct and indirect costs of the Pre-Engineering and Computer Informations Sciences Program. As outlined by District Management Group (DMG), direct costs include the cash and time investments in the program. On the other hand, DMG identifies the indirect costs as areas such as professional development, support staff, and operations. In the instance of these two programs, little variation occurred between direct and indirect costs.

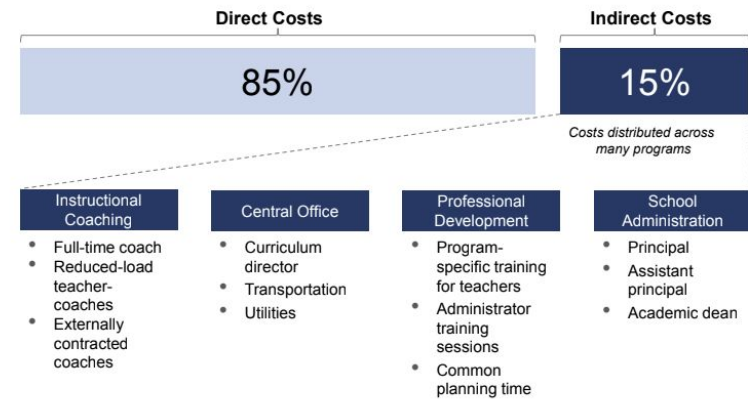
Measures of direct cost must capture both cash and time investments in the program.

#### Direct Cost Examples



Measures of direct cost neglect significant indirect costs spent on staff development, support positions, and operations.

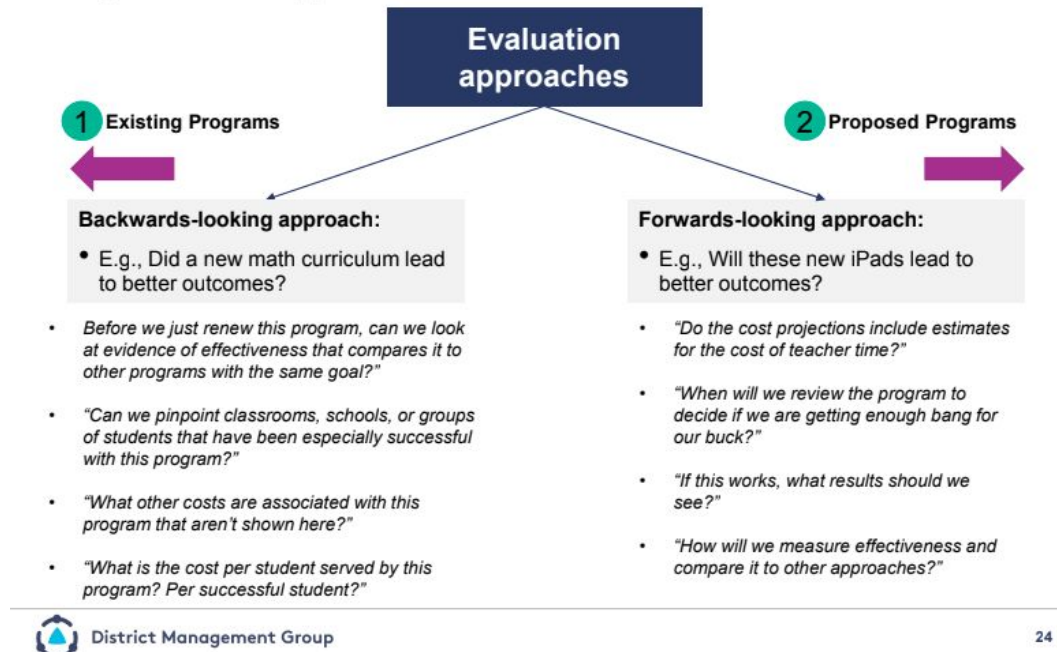
#### Indirect Cost Examples



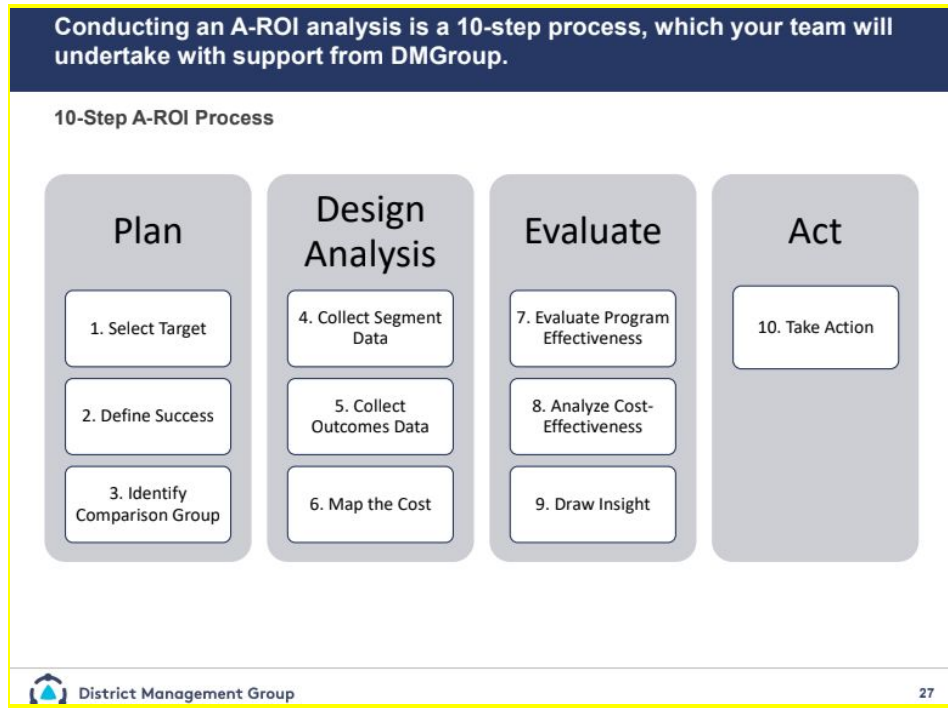
The evaluation of the Pre-Engineering and Computer Information Science programs took a unique approach. In most instances, Districts would either look at evaluation from the lens of an existing program or from the lens of a proposed program. In this case, we needed to look at both backward design and forward-looking approaches as outlined in the chart below.

Forwards- or backwards-looking approaches may be used to evaluate district programs and initiatives.

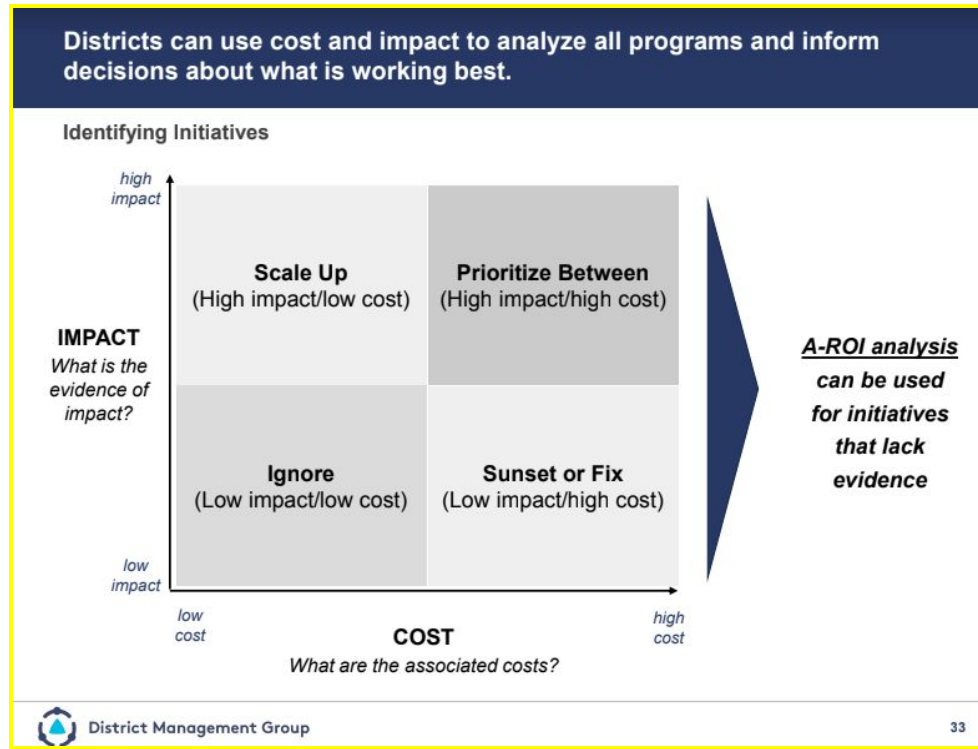
#### Program Evaluation Approaches



Because the District has employed continuous improvement strategies for planning, implementation, and evaluation of programs, we were easily able to use the DMG version of Plan, Do, Study, Act (Plan, Design Analysis, Evaluate, Act) in our analysis of A-ROI in the decision-making process.



As a next step, at the end of the 2019-2020 school year, we will be able to apply the impact matrix to determine what is working and what is not with the programmatic changes made.

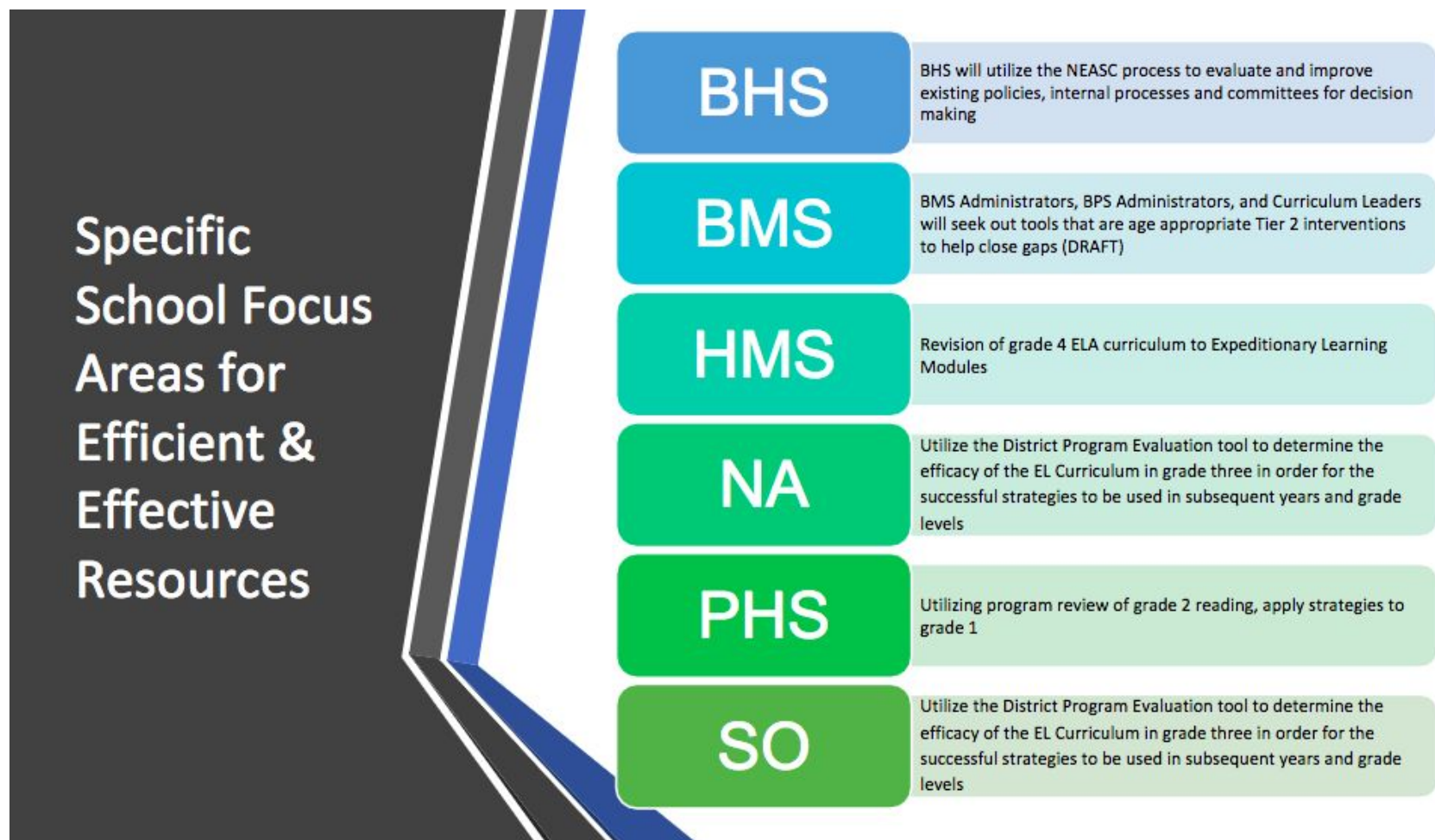


## Goal: Facilities Plan

The BPS School Committee has established a Facilities Subcommittee of the School Committee. The subcommittee will meet for the first time in November to review and develop an action plan and establish priorities for the District related to school facilities and allocation of capital resources. The District has reviewed the 2009 SSMA Facilities Report and the Jacobs Report, along with our in-house analysis of needs in preparation for the the first committee meeting. We will utilize this information to establish our long-term goals. In addition, we will collaborate with the committee to prioritize long-term costs, capital improvement projects, and costs that exceed the capital budget.

## Connections to the School Improvement Plans:

For each pillar, the school's have developed a School Improvement Plan connected to the 2018-2019 scorecard aligned to the five year District Strategic Plan. Below are the plans in progress, as developed and implemented by each school. The school goals will drive resource allocation requests as we move forward with implementation of our plans. It is important to note that the goals for Pillar 5 are in the draft and will be refined over the course of the next few weeks.



**Barrington High School**

**Efficient Systems and Resources Goal: NEASC Process (DRAFT)**

Smart Goals Worksheet				
<b>School</b> Barrington High School	<b>Team Name</b> NEASC	<b>Team Leader</b> Joseph Hurley	<b>Date</b> 11/6/18	
<b>Team Members</b> Joseph Hurley, Ed Daft, Nicole Varone, Steve Pickford, Kevin Blanchard NEASC Steering Committee, NEASC Self-Reflection Committee				
<b>District Strategic Goal(s) from the Scorecard:</b> Develop a consistent process for program evaluation				
Team Smart Goal	Specific Strategies and Action Steps	Who is Responsible	Target Date and Time Line	Evidence of Effectiveness (Measurement)
Evaluate and improve existing policies, internal processes, and committees for decision-making utilizing NEASC practices and protocols, as evidenced by a revision of policies and protocols at the end of the 2018-2019 school year.	NEASC Meeting at Somerset Berkeley to learn about the accreditation process.	Kevin Blanchard, Ed Daft, Nicole Varone	April 24, 2018	<b>Beginning of Year</b>
	Create a list of Steering Committee and Reflection Committee members.			
	School Visit with NEASC Commission Director Bill Werlhi. Mr. Werlhi will conduct separate meetings with members of the Steering Committee, the Self Reflection Committee, and the BHS faculty.	Kevin Blanchard, Joe Hurley, Ed Daft, Nicole Varone	August 7, 2018	
	Utilize the Advisory Program to administer a Self-Reflection Survey to staff and students to evaluate the school's alignment to the	Members of the Steering Committee	September 11, 2018	



	NEASC Standards and inform the school's plan for continuous growth			
	Share Self Reflection Survey results to the staff at the November faculty meeting.	Steve Pickford, Joe Hurley, Ed Daft, Nicole Varone, Alison Grieco	October 4, 2018	
		Steve Pickford, Ed Daft, Nicole Varone	November 13, 2018	
	Utilize Professional Development time to work in Standards Committees on Self-Reflection report.	Members of the Steering Committee	December 10, 2018	<b>Middle of Year</b>
	Interim reports involving feedback from parents, faculty, and students.	Members of the Steering Committee	February/March 2019	
	Vote on Self-Reflection report	Members of the Steering Committee	Mid-Late April	
	Submit a Self-Reflection report to NEASC	Members of the Steering Committee, BHS Faculty	Late April	
	NEASC Collaborative Conference	Members of the Steering Committee	May 2 & 3, May 20 & 21, or May 23 & 24	<b>End of Year</b>
	Review of Collaborative Conference feedback. Based up this review, a revision of policies, protocols, and resources will take place as BHS prepares for the 2021 NEASC Decennial Visitation.	Members of the Steering Committee	June/Summer 2019	

**Barrington Middle School**  
**Efficient Systems and Resources (DRAFT)**

Barrington Middle School Smart Goals Worksheet				
<b>School</b> Barrington Middle School	<b>Team Name</b> School Improvement Team	<b>Team Leader</b> Anderson	<b>Date</b> October 18, 2018	
<b>Team Members:</b> <b>Teachers:</b> Terri Couto, Peter McFarland, Abigail Williams; <b>Parents:</b> Kathleen Gantz, Marua McCrann, Jack Van Leer; <b>Student:</b> Kendal Bazerman; <b>Administrator:</b> Andrew Anderson				
<b>District Strategic Goal(s) from the Scorecard</b>				
<b>Team Smart Goal</b>	<b>Specific Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date and Time Line</b>	<b>Evidence of Effectiveness (Measurement)</b>
BMS Administrators, BPS Administrators, and Curriculum Leaders will evaluate Tier II intervention programs and make necessary program changes for the start of the 2019-2020 school year.	BMS Administrators will meet with curriculum chairs and specialists to audit current tools and investigate potential tools.	Anderson Bulk Blanchet Combies McFarland Roberts Ryan Dillon Matthes August Fernandes Nightingale	By November, 2018	<b>Beginning of Year</b>
	<b>BMS Core Teachers, Specialist, and Special Education Teachers will pilot potential tools.</b>	General Education Teachers Special Education Teachers August	By January, 2019	<b>Middle of Year</b>

		Fernandes Nightingale		
	BMS Administrators, curriculum chairs, and specialists will meet with district administration to review tools to order.	Anderson Bulk Blanchet Combies McFarland Roberts Ryan Dillon Matthes August Fernandes Nightingale	By March, 2019	<b>End of Year</b>

### Hampden Meadows School (Draft)

Hampden Meadows School Smart Goals Worksheet- Effective Systems and Resources				
<b>School</b> Hampden Meadows School	<b>Team Name</b> School Improvement Team	<b>Team Leader</b> Ashleigh Faria	<b>Date</b> November 8, 2018	
<b>Team Members:</b> Melissa Pereira (parent), Maraidh Thomson (parent), Brenda Santos (parent), Jacqueline Fournier (teacher), Ashleigh Faria (teacher, Chairperson) Jennifer Reynolds (teacher), Tracey McGee (principal), Gino Sangiuliano (assistant principal)				
<b>District Strategic Goal(s) from the Scorecard</b>				
<b>Team Smart Goal</b>	<b>Specific Strategies and Action Steps</b>	<b>Who is Responsible</b>	<b>Target Date and Time Line</b>	<b>Evidence of Effectiveness (Measurement)</b>

<p><b>Efficient and Effective Resources Goals:</b></p> <p>By June 2019, 4th-grade teachers will have revised the English Language Arts Curriculum to align with the Expeditionary Learning Curriculum and 100% of 4th-grade teachers will be prepared to implement the EL curriculum in September 2019.</p>	<ul style="list-style-type: none"> <li>● Creation of a grade 4 Expeditionary Learning implementation team</li> <li>● Schedule monthly curriculum meetings for team</li> <li>● Grade level report out/feedback sessions will be scheduled following each monthly meeting</li> <li>● Determine the budget for purchasing EL grade 4 texts</li> <li>● Determine cyclical replacements for grade 4 and 5 texts. Research library bound vs paperback cost effectiveness</li> <li>● Research and determine ways to access audio of books</li> <li>● Increase use of Google Classroom</li> <li>● Budget for instructional coach based upon data from K-3 level.</li> <li>● Complete District Program Evaluation Rubric::</li> <li>● <a href="https://achievethecore.org/category/1141/alignment-rubrics-and-textbook-adaptations">https://achievethecore.org/category/1141/alignment-rubrics-and-textbook-adaptations</a></li> </ul>	<p>HMS Grade 4 EL curriculum development Team</p> <p>District Assistant Superintendent</p> <p>HMS building leadership</p>	<p>One year June 2019</p>	<p><b>The beginning of Year Baseline:</b></p> <p>Creation of a grade 4 Expeditionary Learning implementation team</p> <p>Scheduled meetings</p> <hr/> <p><b>Middle of Year</b></p> <p>Feedback and revisions</p> <p>Budgeting research completed</p> <p>Library bound, audio and paperback cost analysis</p> <hr/> <p><b>End of Year</b></p> <p>ALL grade 4 teachers prepared for the FY19 rollout of Expeditionary Learning</p>
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**Nayatt Elementary School-Draft Goal-SIT Meeting on 11/14/2018 (DRAFT)**

<b>Nayatt Smart Goal</b>				
<b>Team Smart Goal</b>	<b>Action Steps:</b>	<b>Who is Responsible</b>	<b>Target Date and Time Line</b>	<b>Evidence of Effectiveness (Measurement)</b>
By June 2019, Nayatt School evaluate the programmatic needs necessary to support the implementation of the Expeditionary Learning Curriculum in grades K-3	<p>The initial purchase of EL Curriculum Materials</p> <p>Development of binders for each module, 3 units per module, monitor the cost of binders, dividers, and other needs.</p> <p>Teacher review of materials weekly to assess their effectiveness and what other tools will be needed to support the implementation of the curriculum with fidelity.</p> <p>Development of ongoing documents that identify the needed resources and professional development.</p> <p>Review of costs of texts to support the implementation of EL and to project the financial needs for implementation in Grades K-2, add to the budget.</p> <p>Complete District Program Evaluation Rubric::</p>	Tracey Whitehead Julie Myszak Classroom Teachers Dawn Carusi Steve Marchetti Heidi Brousseau	<p>August Professional Development and Planning for implementation of the EL Curriculum.</p> <p>September-June-The team meets every Friday for CPT to review progress and assess next steps.</p> <p>EL Professional Development Days-October 23rd, and 3 more times throughout the school year.</p> <p>Weekly EL CPT Meetings for Grade 3 to review the focus of this school year, implementation of the lessons with fidelity</p> <p>Spring professional</p>	<p>Documents created by Julie and the team of resources that are needed to support implementation as determined by the teachers after each unit in the Modules.</p> <p>Time study of the time needed to support the grade level teachers in the implementation of the EL Curriculum.</p> <p>District Program Evaluation Rubric.</p>

	<a href="https://achievethecore.org/category/1141/alignment-rubrics-and-text-book-adaptations">https://achievethecore.org/category/1141/alignment-rubrics-and-text-book-adaptations</a>  Review the level of support needed by the teachers to determine the need for additional instructional coaches going forward, put in the budget for 2019-2020.		development and planning to consider implementation in K-2	
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### Primrose Hill School

#### Efficient and Effective Resources - DRAFT GOAL - SIT TEAM Meeting 11/29/18 (Draft)

Smart Goals Worksheet				
School Primrose	Team Name Effective Resources	Team Leader Pat Tolento	Date October 2018	
Team Members Pat Tolento, Katie O’Kane, Kelsey Avila, Janet Provost, Liza Cordeiro, Laurie Tickle, Sharon Santos				
District Strategic Goal(s) from the Scorecard - Efficient and Effective Resources				
Team Smart Goal	Specific Strategies and Action Steps	Who is Responsible	Target Date and Time Line	Evidence of Effectiveness (Measurement)
Utilizing program review of grade 2 reading, apply strategies to grade 1	Use <a href="#">Program Evaluation</a> To develop a rubric to evaluate the implementation of Project Read strategies	Principal Reading Specialist Grade 2 Teachers	February 2019	<b>Beginning of Year Fastbridge A Reading</b>
	Develop a survey for Grade 2 and Grade 3 teachers	Principal Reading Specialist	Spring 2019	<b>Middle of Year Fastbridge A Reading</b>

		Instructional Coach		
	Will need more reading support for Reading Specialist to coach Gr 1	Principal District	December 2018	
	Review Data of students	Principal Reading Specialist Teachers	June 2019	<b>End of Year Fastbridge A Reading</b>

### Sowams Elementary School (Draft)

#### Goal 7: Efficient and Effective Resources

Smart Goals Worksheet				
<b>School</b> Sowams	<b>Team Name</b> EL Evaluation	<b>Team Leader</b> James H. Callahan	<b>Date</b> October 2018	
<b>Team Members:</b> Tricia Hunt, Susan Fagan, Julia Tutt, Shannon Sullivan, Yimara Manzano Bou, Toni Crowell-Petrungaro, James H. Callahan				
<b>District Strategic Goal(s) from the Scorecard:</b> Develop a consistent process for program evaluation				
Team Smart Goal	Specific Strategies and Action Steps	Who is Responsible	Target Date and Time Line	Evidence of Effectiveness (Measurement)
Utilize the District Program Evaluation tool to determine the efficacy of the EL Curriculum in grade three in order for the successful strategies to be used in subsequent years and grade levels	Complete District Program Evaluation Rubric:: <a href="https://achievethecore.org/category/1141/alignment-rubrics-and-textbook-adaptations">https://achievethecore.org/category/1141/alignment-rubrics-and-textbook-adaptations</a>	Principal Instructional Coach Grade 3 Teachers Reading Specialist Special Education teachers	April 2019	<b>Beginning of Year</b>

		working in Grade 3		
	<p>Create a survey for teachers in order to gauge teacher reflections about EL Curriculum</p> <p>Teachers take a survey in order to provide feedback on the EL Curriculum and Sowams SIT will analyze results</p>	<p>School Improvement Team Principal</p> <p>Instructional Coach</p> <p>Grade 3 Teachers</p> <p>Reading Specialist</p> <p>Special Education teachers working in Grade 3</p>	<p>December SIT Meeting January/February 2019</p> <p>May 2019</p>	<p><b>Middle of Year</b></p> <p>Cost of books for each grade level will be known in order to put in a building-based budget</p> <p>Teacher survey will be completed;</p>
	Interview Instructional Coach for feedback on curriculum and implementation	<p>Principal</p> <p>Instructional Coach</p>	April 2019	<p><b>End of Year</b></p> <p>Interview with Instructional Coach will be completed</p> <p>Teacher surveys will be completed</p> <p>Based upon the district evaluation tool and collected information, SIT will make a recommendation about the implementation of EL to other grade levels</p>
	Create a budget for each grade level for implementation of EL Curriculum including the need for additional personnel (i.e. Instructional Coach)	Principal	December 2018	
	Become knowledgeable about K-2 EL Curriculum	School Improvement Team	April 2019	



**In analyzing the school improvement plans, several themes emerged.**

- At the K-5 level reading support and additional instructional coaching are evident
- At the K-5 level materials are needed to support the Expeditionary Learning English Arts Curriculum
- At the middle school, resources needed to support interventions and gap closure emerged.
- At the high school, using NEASC and program evaluation to implement and eliminate programs emerged.

#### **Next Steps**

- Expand the use of A-ROI beyond the Pre-engineering and Family Consumer Sciences Program Review
- Implement the decision-making protocol and policy in all high-level and high impact decisions related to the budget
- Use the program evaluation and decision-making protocol to implement past decisions that were not funded or were underfunded

#### **Recommendations for the School Committee**

BPS Administration recommends the adoption of many of the best practices of the GFOA Smarter Budgeting Framework and the DMG A-ROI process for budget and programming decisions moving forward.

#### **References**

##### **Best practices in school budgeting - Guidelines**

<http://gfoa.org/pk-12-budget>

##### **Smarter School Spending - Core Concepts**

<http://smarterschoolspending.org>

##### **Award for Best Budgeting - Peer Review**

<http://gfoa.org/school-budgeting>

##### **Alliance**

<http://gfoa.org/alliance-excellence-school-budgeting>

##### **DMG: A-ROI Ten Step Process**

[info.dmgrouppk12.com/aroι-manual](http://info.dmgrouppk12.com/aroι-manual)