

How can PPS
students be BETTER
served through
budget cuts?



Schools

Pittsburgh's Community Alliance for Public Education

How We Got Here....

SPRING

We heard about potential cuts to the budget

MAY

102 people prioritized:

- Reducing Central Office
- Keeping instructional programs in schools
- Criteria for courses to change and a strategy related to equity

How We Got Here....

JUNE/JULY/AUGUST

**150 people were convened by A+ and
156 more people were convened by partners:**

Pittsburgh Project

Project Destiny

Northview Heights Community Center

Bloomfield-Garfield Corp.

Kingsley Association

Operation Better Block

PA Assoc for the Education Young Children

How We Got Here....

SEPTEMBER

A+ Schools advocated for responses to people's concerns for:

- More clear, specific information about courses, costs and effectiveness
- Keeping programs and courses that work
- Getting questions answered and participating in decision making
- Ensuring ALL students are enrolled in courses that prepare them for college/career

TODAY

Hear PPS' responses, ask questions and share concerns

Call for fairness in the budget

Take next steps with A+ Schools and our partners



A+ Schools Community Forum #3

*Sustainable District – Reshaping Our
Educational Delivery Model with a
Focus on Equity for 2012-13 School Year*

October 25, 2011



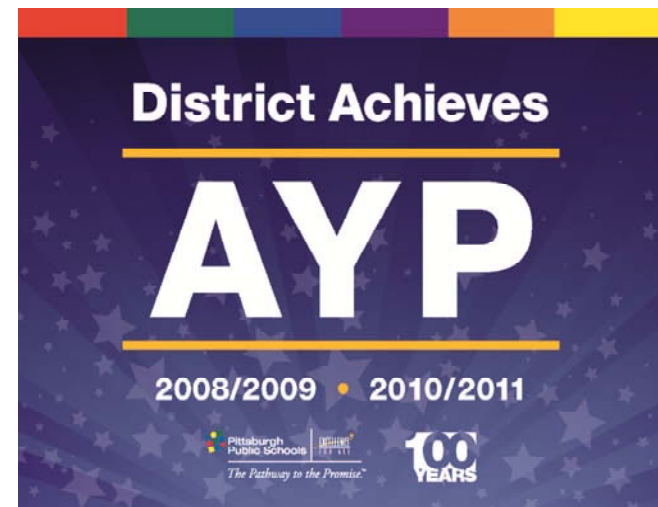
**Pittsburgh
Public Schools**

**EXCELLENCE
FOR ALL**

The Pathway to the Promise.™

Our District is making strong progress

- Nationally recognized
- Largest Promise scholarship program in the nation
- 3,200 PPS Promise Scholars to date
- PSSA scores are on the rise
- Made AYP two of past three years





But...we have a serious problem that has been compounding for years

- **Expenditures have exceeded revenues over past 5 years as student enrollment declined.**
- **In the past, District has relied on what had been a healthy fund balance (reserves) to make up the difference.**
- **Our state government has provided a ‘wake-up call’ for public school systems to live within their means.**

We have a serious budget crisis.



Our problem is complex since there are many challenges at the same time

- **Uncertain federal and state funding**
- **Declining student enrollment**
- **Greater competition from Charter Schools**
- **Underutilized classrooms**
- **Facility capacity larger than current enrollment requires**
- **Increasing costs – retirement, utilities, transportation, health care, salaries**
- **No desire to raise taxes**
- **Facing ~\$100M budget gap by 2015 without dramatic action**



Fact:

2012 school based reductions only result in ~40% savings in 2012

Reason:

Our 2012 district budget is based on Jan-Dec calendar and schools budgets span 2 calendar years (July 2012 through June 2013)

This is why we must take action now.

Our starting point – General Fund 3-Year Financial Summary 2011 - 2013

	2011	2012	2013
Revenue (Millions)	\$ 521.0	\$ 507.7 (a)	\$ 511.3 (b)
Operating Expenditures	\$ 528.9	\$ 545.9 (c)	\$ 561.9 (d)
Operating Deficit	\$ (7.9)	\$ (38.2)	\$ (50.6)
Beginning Fund Balance	\$ 70.0	\$ 62.1	\$ 23.9
Budgeted Year-end Fund Balance	\$ 62.1	\$ 23.9	\$ (26.7)
Fund Balance Compliance	YES	NO	NO
Minimum Fund Balance per Board Policy #721 (e)	\$ 26.4	\$ 27.3	\$ 28.1

Major Notes and Assumptions:

- (a) Loss of charter reimbursement and ending of federal stimulus funds
- (b) Retirement reimbursements from state
- (c) and (d) Increasing costs – retirement, utilities, transportation, health care, salaries
- (e) Requires 5% of current year’s budgeted operating expenditures



2012 Estimated Operating Deficit

\$38.2 million

Per October 3, 2011 Business/Finance
Committee Meeting

**The deficit amount is equivalent to
approximately 500 Professionals at an
average total compensation of \$71,000**

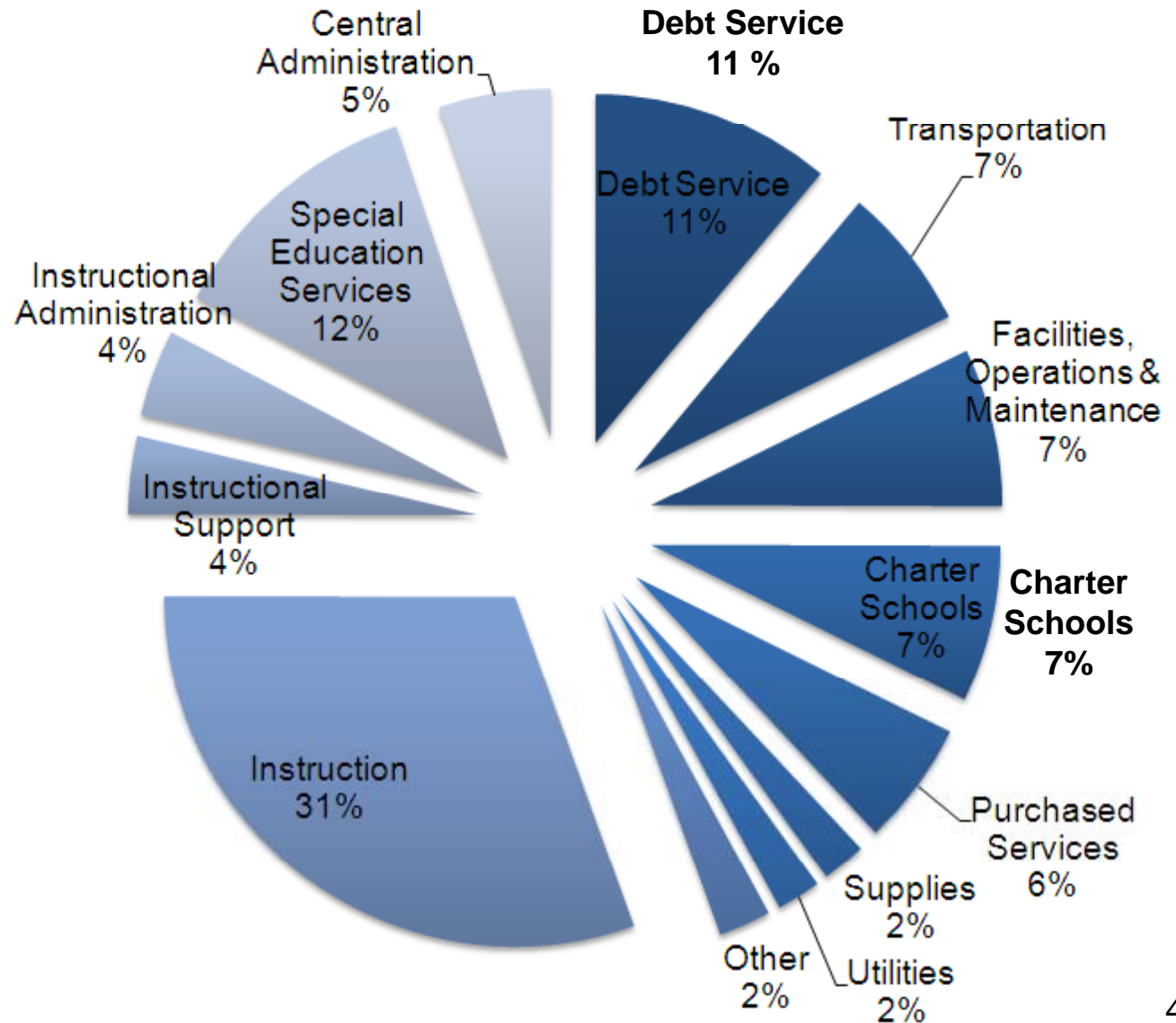
We can get greater efficiencies because others are delivery services for less

District	2009-10 Average Daily Membership	Free & Reduced Lunch %	Cost Per Pupil
• Harrisburg	• 8,009	• 93%	\$17,371.94
• Reading	• 17,622	• 88%	\$12,206.44
• Wilkes-Barre	• 1,560	• 71%	\$18,619.57
• Pittsburgh	• 28,359	• 70%	\$21,072.27
• Philadelphia	• 207,530	• 61%	\$13,272.40
• Penn Hills	• 4,855	• 47%	\$12,042.60
• Wilkes-Barre	• 7,686	• 58%	\$10,414.36
• Altoona	• 8,088	• 54%	\$14,989.34

We have more control on some budget areas than others. Of the areas of more control, more than 80% is spent on salaries and benefits.

2011 General Fund Budget Expenditures (\$540M)

For 32% of total expenditures, PPS has lower levels of control over these costs





Phase 1: Central Office Reductions Were Necessary, But Not Sufficient to Close \$68-\$100 Million Gap

- **Workforce reductions approved at Board's June 22, 2011 Legislative Meeting.**
- **217 positions were eliminated resulting in 147 staff furloughs or layoffs.**
- **Decreases the District's total funding gap by ~\$11.1 million annually.**



Phase 2: Change Educational Delivery of Services to Increase Promise-Readiness with Fewer Resources

- District realignment will be necessary through three strategies.
 - 1. School closings and reconfigurations*
 - 2. Feeder pattern changes*
 - 3. Educational delivery model adjustments*
- Operating efficiencies achieved through the above strategies result in workforce reductions.
- A combination of all the above could decrease our funding gap by additional \$30-40 million.
- Proposed 2012 budget relies on implementation of a combination of three strategies in District Realignment Plan.



District Realignment Vision





FROM:

A system of small schools with *significant variation in educational quality, equity and cost effectiveness*




TO:

A system of *quality schools that promote high student achievement in the most equitable and cost-effective manner*

We've charted each school by achievement and a number of metrics

Building condition	
DeJong facilities study analyzed condition and maintenance needs of district schools	
Scores are like golf – less is better	
	0 – 15 Requires general maintenance only
	16 – 60 Requires minor to moderate maintenance
	61 – 80 Requires major maintenance
	81 – 100 Replace building

Enrollment & Class size
Enrollment
<ul style="list-style-type: none"> Overall enrollment at school has little impact on student achievement – neither small nor large schools have an advantage
Class size
<ul style="list-style-type: none"> Teachers matter much more than class sizes – high-performing schools exist with both small and large classes Some small classes are due to interventions which will decline as student achievement improves

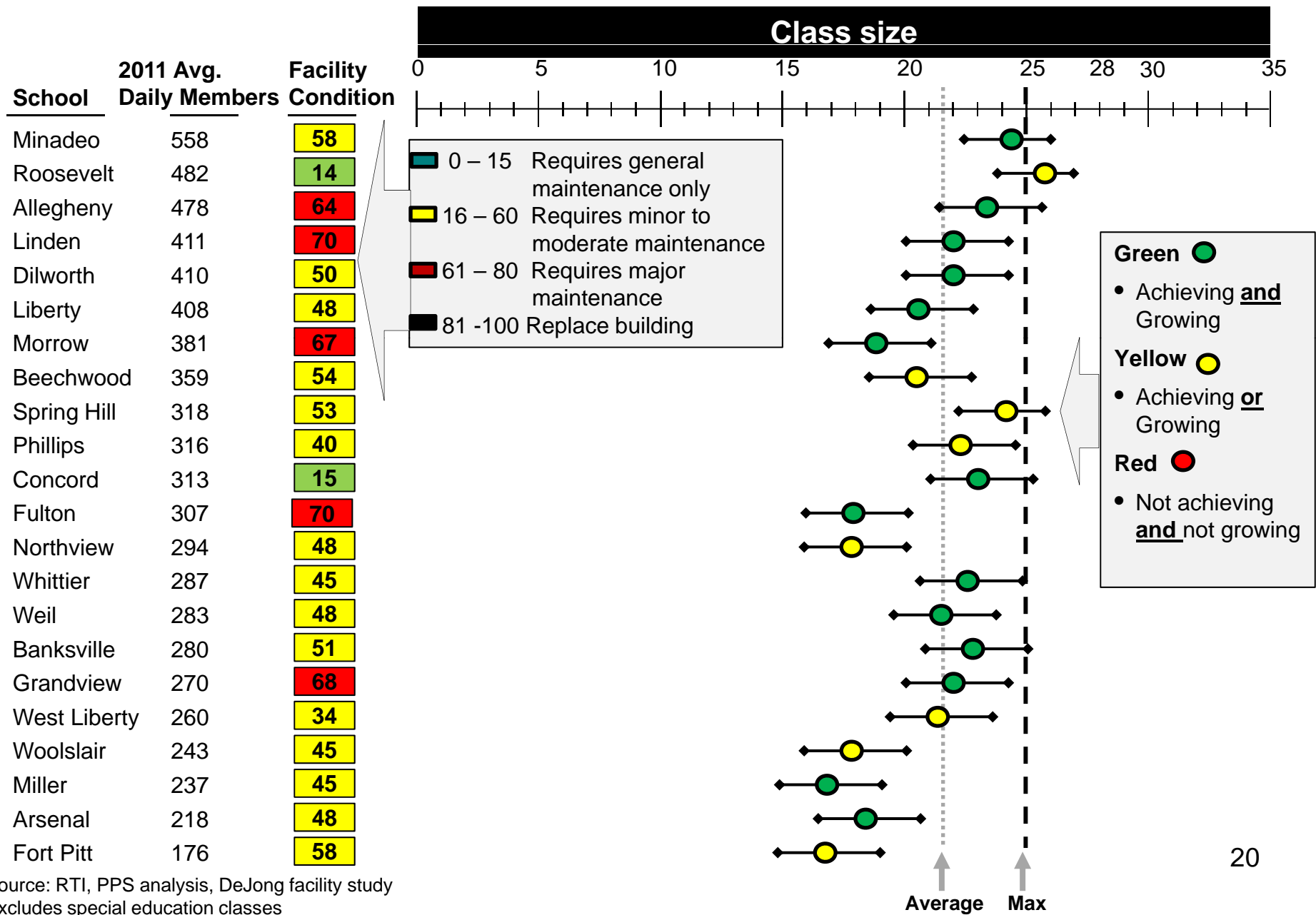
Student Achievement
Green 
<ul style="list-style-type: none"> Made AYP <i>and</i> Had positive growth performance trajectories in reading <i>OR</i> math
Yellow 
<ul style="list-style-type: none"> <i>EITHER</i> made AYP with no positive performance trajectory <i>or</i> Missed AYP <i>BUT</i> had positive growth performance trends in both reading and math
Red 
<ul style="list-style-type: none"> Missed AYP <i>and</i> Had one or no areas of positive growth performance trends



Highlights of our detailed analysis of schools by achievement and other metrics

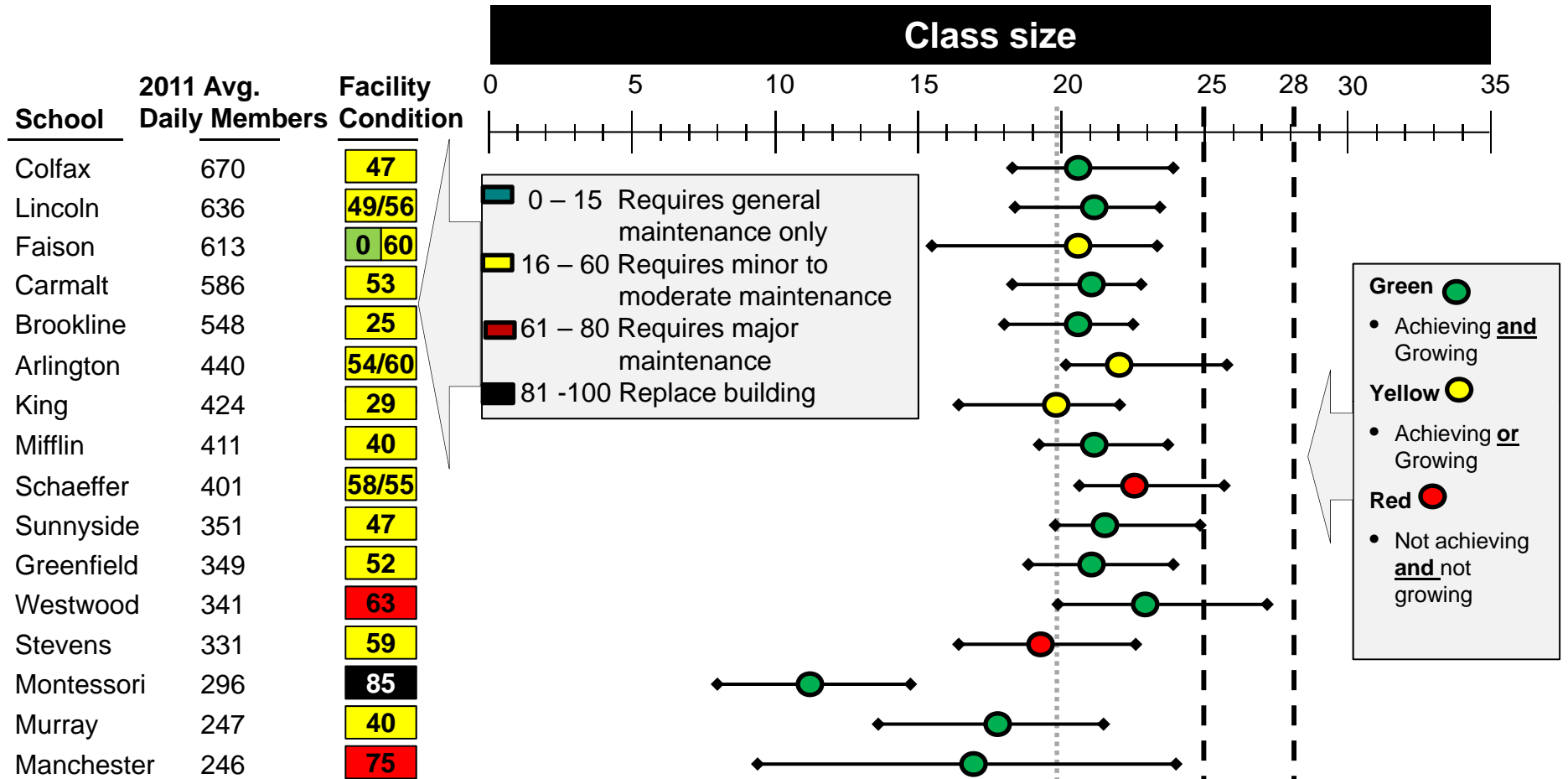
- **Great variation in school size, class size, building condition and range of course offerings across PPS schools**
- **Achievement is not tied to school size, class size, building condition and range of course offerings.**
- **K-5, K-8 and middle schools are running more efficiently than high schools and are generally higher achieving**

K-5 Schools



Source: RTI, PPS analysis, DeJong facility study
Excludes special education classes

K-8 Schools



Source: RTI, PPS analysis, DeJong facility study

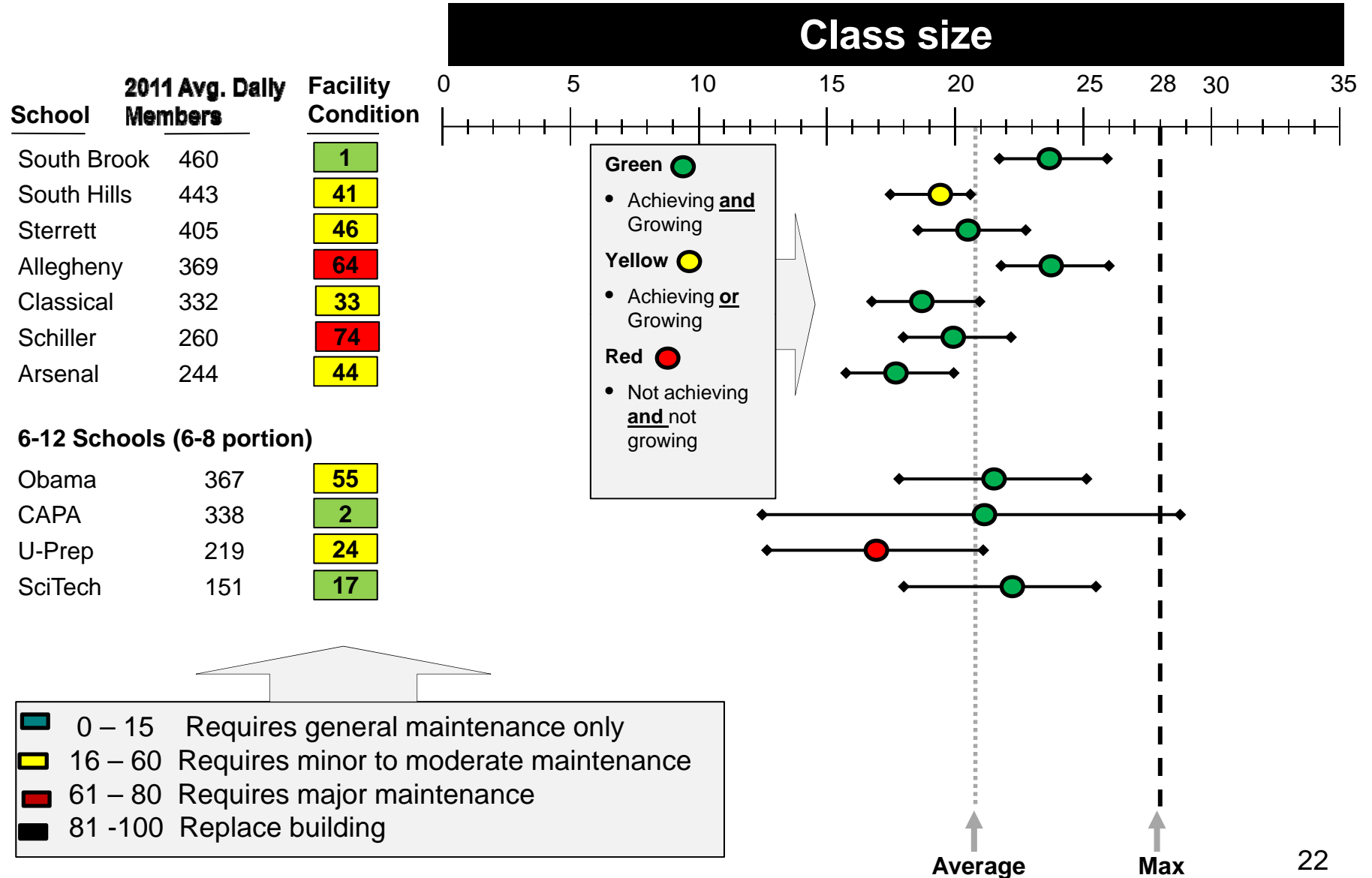
•Excludes special education classes;

Multiple values for facilities conditions denotes primary/intermediate campuses

Average

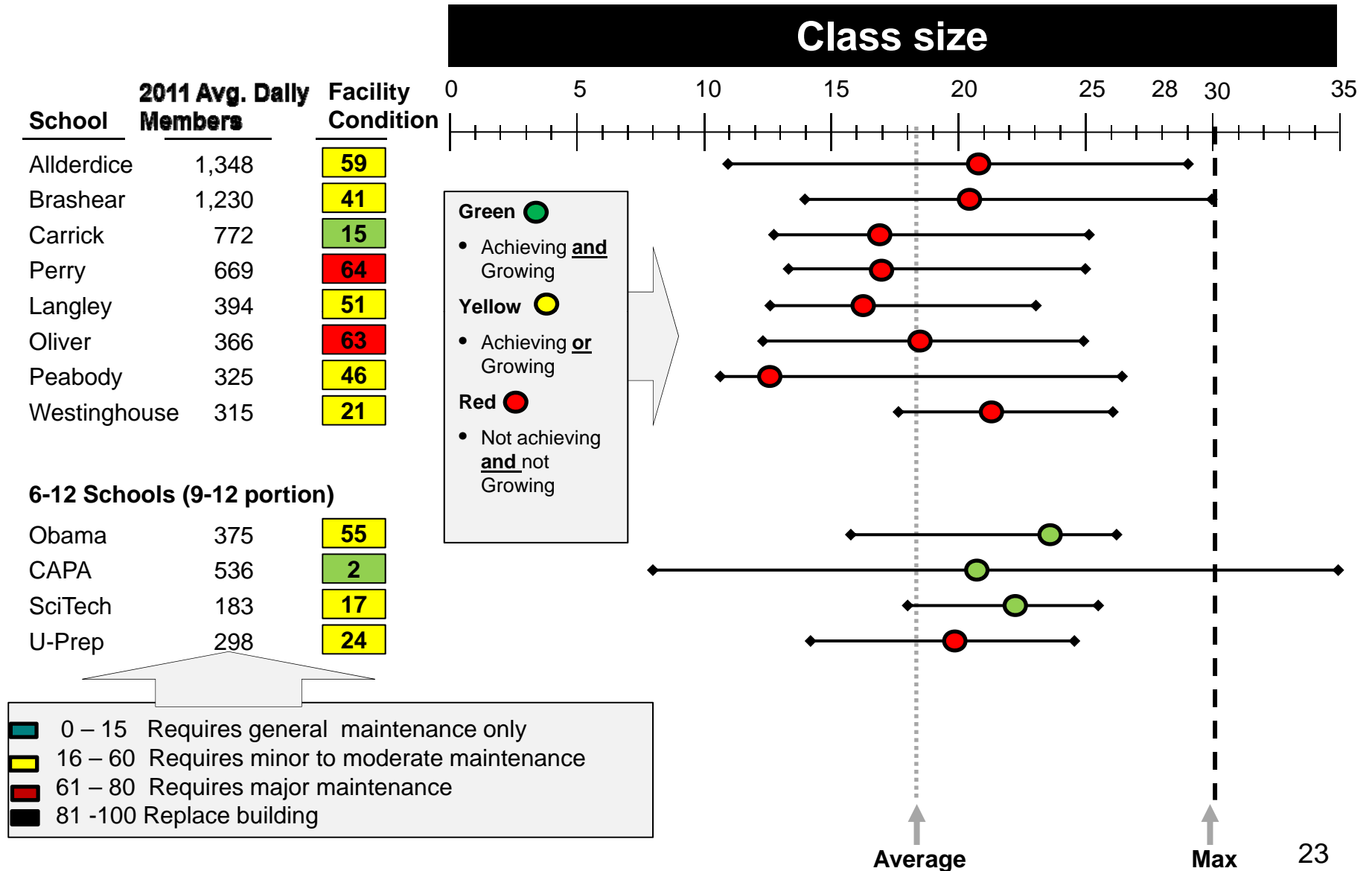
Max (K-3) (4-8)

6-8 Schools



Source: RTI, PPS analysis, DeJong facility study
Excludes special education classes

High Schools (9-12)



Source: RTI, PPS analysis, DeJong facility study

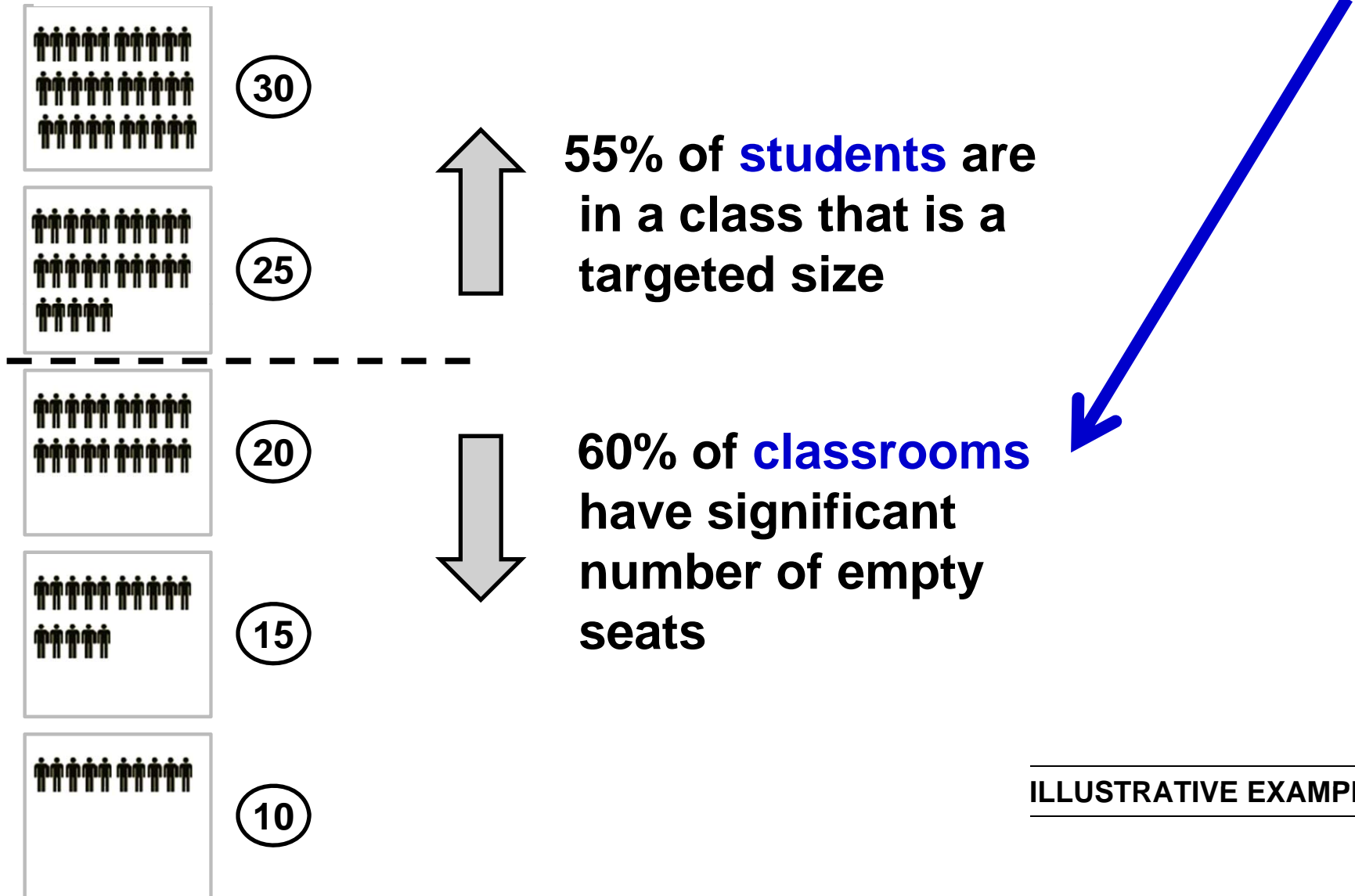
*Excludes special education classes

Impact Model for Addressing Under-enrolled Classes

	Grades K-5	Grades 6-8	Grades 9-12
Principal	1	1	1
Asst. Principal	0-1	0-1	1-3
Pupil Services (SW, counselors, nurses etc.)	1-2	1-2	2-6
Other Staff (clerical)	1-2	1-2	2-5
	Grades K-5	Grades 6-8	Grades 9-12
Actual Avg. Class Size	22	22	21
Recommended Avg. Class Size	25	28	30
	Grades K-5	Grades 6-8	Grades 9-12
Approx. cost to support under-enrolled classes*	\$7.7 million	\$7.6 million	\$16.8 million

*K-5 enrollment: 12,148; 6-8 enrollment 5,601; 9-12 enrollment 7,366, calculation based on average teacher cost of \$100k per year; includes non-teaching periods of 1 in K-5, 2 in 6-8, 3 in 9-12. Paraprofessionals also provide instructional support; primarily used in PPS to support special education students.

Educational delivery adjustments will target the classrooms that are under-enrolled





Ways to address under-enrolled classrooms

- **School closures and school reconfigurations**
- **Feeder pattern changes**
- **Educational delivery model adjustments**

While we do gain some efficiencies through reconfiguration and closures, it does not get us all the way there

SCENARIO 1

1 School with 152 1st graders

of 1st graders in a school

152



Teachers Needed

6
Total



students per class

25

SCENARIO 2

4 Schools with 152 1st graders

38 38 38 38



8
Total

2

2

2

2



19

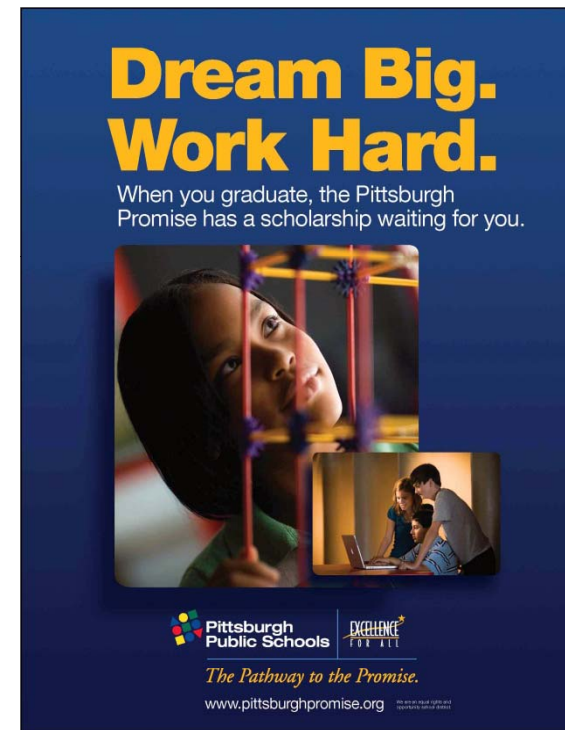
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Additional efficiencies can be gained with adjustments to our educational delivery model

- We will use lens of increased equity, increased achievement, and goal of Promise-readiness for **all** students.
- We will increase access to highly effective programs and schools that attract and maintain families and students, and move away from those that do not.

















Focusing on equity and Promise-readiness


Every PPS student should have:

- Rigorous academic classes (e.g. English Language Arts (ELA), Science, Math, Social Studies)
- Arts and music education
- Physical education
- Opportunities to accelerate and remediate as needed
- School library services
- Dedicated full time certified student services staff (e.g. counselor(s) or social worker)
- CAS and Advanced Placement (AP) offerings at the secondary level
- Career & Technical Education (CTE) opportunities at the secondary level
- Expanded access to electives already offered
- Family and community engagement opportunities

We are committed to increasing equity across all PPS schools

Schools with:	Current/Total #	Proposed*
At least 1 full time counselor or social worker	 49/59	 52/52
Library services	 49/59	 52/52
Art offerings	 54/59	 52/52
Music offerings	 56/59	 52/52
1 or more AP or IB classes (9-12)	 9/11	 9/9
Dedicated resources for parent, family and community engagement	 9/59	 52/52

* Assumes district realignment closures are approved



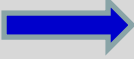


Educational delivery model adjustments designed to continue to increase student achievement and operating efficiencies

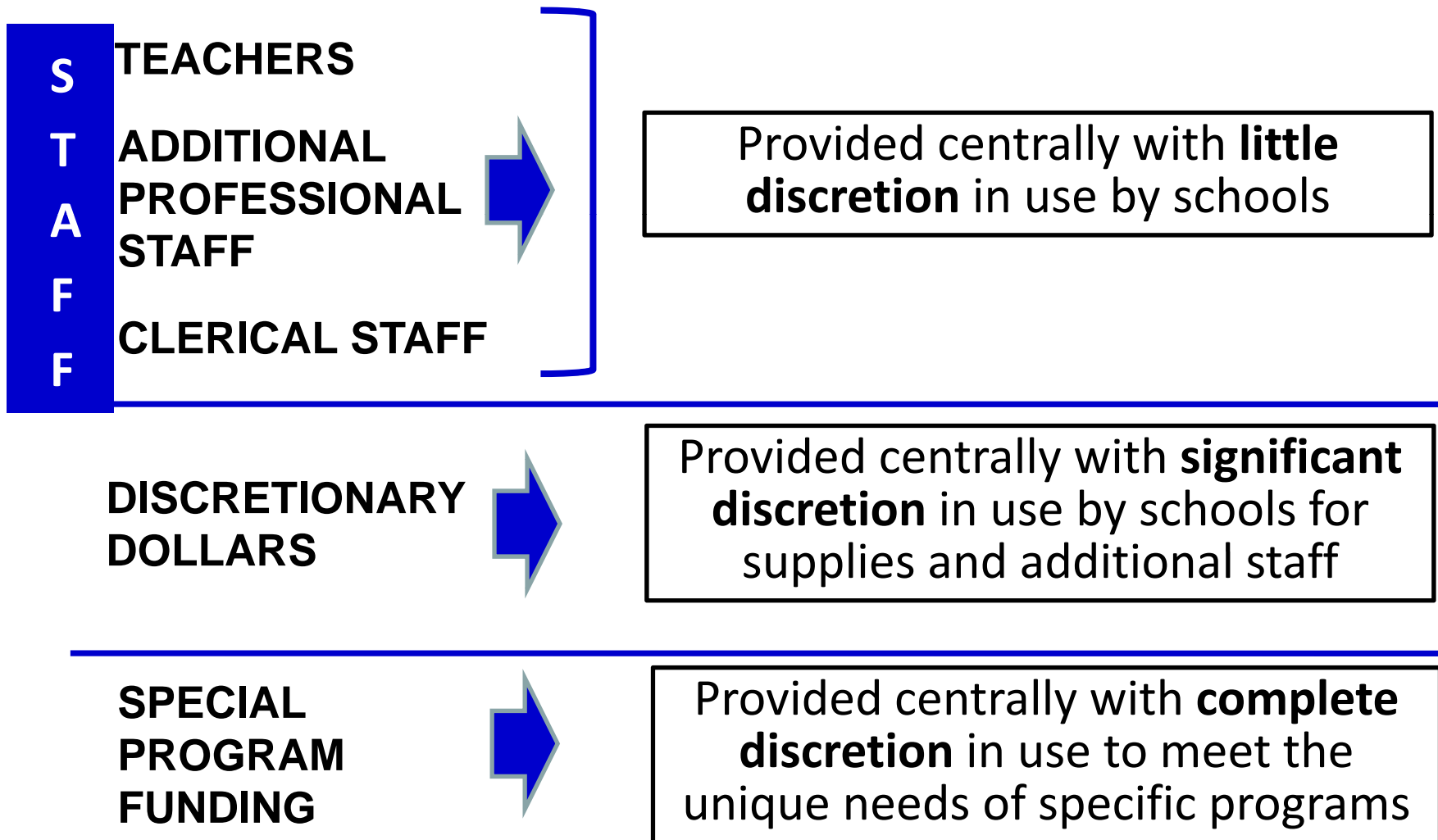
- **Moving *average* class sizes closer to 25 in K-5, 28 in grades 6-8, and 30 in grades 9-12**
- **Focusing on high school courses that prepare students best for college and workforce certification (e.g. Advanced Algebra, Probability and Statistics) vs. test-prep courses (e.g. SAT online, standards-based math)**
- **Graduation Project class will be integrated into an academic course vs. stand alone**
- **For grades K-8, the PPS Gifted Center will serve only PPS students**
- **Where space is available, increase number of students admitted to magnet programs to expand family choice**

Educational Delivery Adjustments - cont'd

- Consolidated various levels of similar class electives (e.g. Ceramics 1, 2, 3, 4)
- Offer semester vs. year-long electives based on significant course request (e.g. average 30 students)
- Combined number of sections of some core courses to increase staffing efficiencies (e.g. two geometry classes of 14 become one class of 28)
- Adjusting role of CAS facilitator to a smaller case load done during a compensated extended teacher day
- Consolidate levels of core classes (ELA, Math, Science and Social Studies) at grades 9-12 from 5 tiers to 3 tiers per below:

Current		Consolidated	
CAS w/AP Prep		CAS and AP Classes	
CAS		Talent Development Model (board approved 3/23/2011)	
PSP		PSP	
Core			
Remediation/Acceleration		Remediation/Acceleration	

We will gain operating efficiencies through a combination of centralized and site-based budgeting





Proposed Standards for Allocation of Content Teachers

(English Language Arts, Math, Social Studies & Science)

- **K-5 Schools**
 - Homerooms based on average of 25 students K-2, and average of 28 students 3-5
- **K-8 & 6-8 Schools**
 - K-5 homerooms based on average of 25 students K-2, and average of 28 students 3-5
 - In middle grades, traveling rounds based on average of 28
 - ELA, Math, Science and Social Studies teachers allocated by content area
- **6-12 & 9-12 Schools**
 - In middle grades, traveling rounds based on average of 28
 - In grades 9-12, based on graduation requirement student course needs from 2011-12 and on average class size of 30 (28 for English Language Arts)



Proposed Standards for Allocation of Related Arts Teachers

- **K-5, K-8 & 6-8 Schools**
 - **Moving from current state where not all students receive art and music weekly and every year to a model where all students receive at least one day a week, every grade K-8, of:**
 - **Art and Physical Education (required by State)**
 - **Music:** every child will receive instrumental music as part of general music instead of the travelling itinerant music teachers serving only selected students
- **6-12 & 9-12**
 - **Moving from current state where not all secondary schools have multiple world languages, AP or IB classes and both music and art to:**
 - All schools will have **at least 2 world language offerings**
 - All schools will have **Advanced Placement offerings**
 - All schools have **art and music classes**
 - **Other existing District electives available to schools based on significant course requests from students**



Proposed Standards for Allocation of Special Education Teachers

- **Learning Support**
 - Per the collective bargaining agreement with the Pittsburgh Federation of Teachers, we would move to a 50:1 itinerant model to gain efficiencies
 - Our plan requires a more equitable approach that would necessitate an agreement with the PFT
- **Regional Classrooms – no changes proposed**
 - Situated across the city in various schools
 - Full time teacher and as per state regulations, necessary paraprofessionals



Proposed Standards for Other Professional Staff (certificated)

- **Administrators**
 - 1000+ students-- 4 administrators
 - 800-999 students --3 administrators
 - 450-799 high needs students --3 administrators
 - 450 -799 non high needs students --2 administrators
 - Less than 450 students --1 administrator
 - Schools located in two buildings --2 administrators
- **Currently many schools do not have full time certified student services staff; now each school will have at least one full time Counselor or Social Worker**
 - All schools over 1200 allocated 4 full time
 - All schools over 1000 allocated 3 full time
 - All schools over 700 allocated 2 full time
 - All schools less than 700 allocated 1 full time
- **Librarians**
 - All K-5, 6-8 and K-8 have a librarian on site 1 full day a week
 - All 6-12 and 9-12 schools have 1.0 full time librarian



Creating Efficiencies through Increasing Leadership Opportunities for Teachers

- **\$2300 extended day differential will be used to compensate teachers choosing to fulfill the role of Parent Specialist or Gifted Facilitator at every school.**
- **This method of delivery is effective and beneficial because:**
 - **It creates more opportunities for teachers to take on leadership roles within their schools**
 - **It gives students and parents greater access to resources**
 - **It spreads the awareness of and best practices around gifted education further into the regular education classroom**
 - **We will be utilizing a compensation tool which already exists in the CBA to pay teachers for this work**



Proposed Standards for Other Professional Staff (certificated) - Cont'd

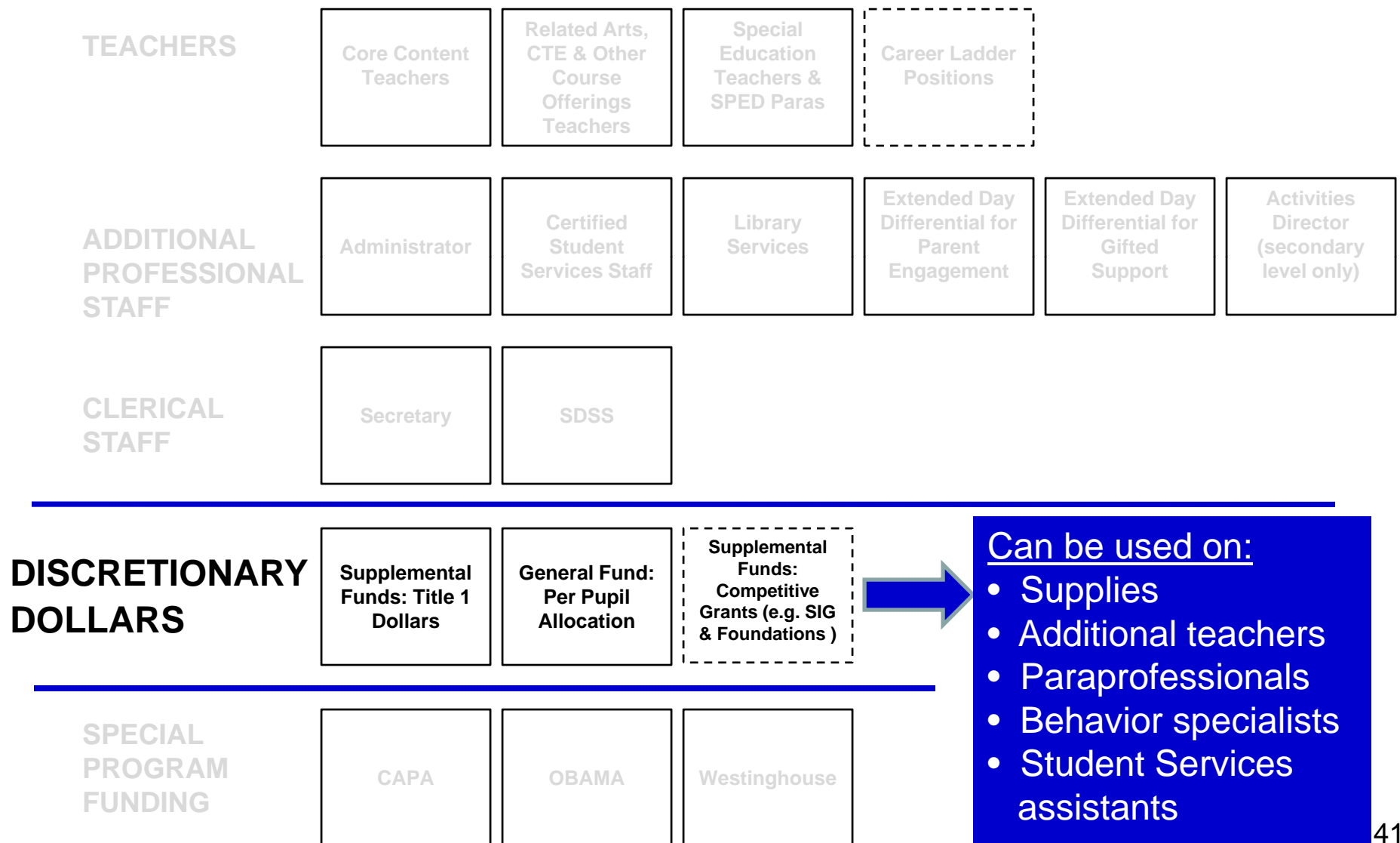
- **Extended Day Differential to implement Family & Community Engagement**
 - All schools will receive funds to pay 1 teacher to work an extended 8 hour day (extra 44 minutes a day) all year to develop and implement parent and family engagement strategies in conjunction with the administrative team
- **Extended Day Differential for CAS facilitators**
 - All 6-12 and 9-12 schools will receive funds to pay 1 teacher for at least every 50 identified gifted students to work an extended 8 hour day to conduct GIEP meetings and assist gifted students with long term projects



Proposed Standards for Allocation of Clerical Staff

- **Secretaries**
 - **K-5, 6-8 & K-8**
 - All schools located in a single building will have 1 full time secretary
 - All schools located in 2 buildings will have the option of 2 full time secretaries or equivalent
 - **6-12 and 9-12**
 - 1200+-- 3 allocated
 - 1000-1199-- 2 allocated
 - 500-999-- 1 allocated
- **Student Data Systems Specialists (SDSS)**
 - All schools with under 700 students will have a ½ time SDSS
 - All schools with more than 700 students will have a full time SDSS

Schools can enhance delivery of services to meet students needs based upon a discretionary budget allocation from central office



School Discretionary Dollars

- **Title I Allocation**

- Based on meeting federal regulations, Title I dollars will be provided to schools as has been done in the past

- **Per Pupil Allocation**

- A set dollar amount will follow each child enrolled in all PPS schools

Can be used by schools on:

- Supplies
- Additional teachers
- Paraprofessionals
- Behavior specialists
- Student Services assistants



Special Program Funding: Pittsburgh CAPA, Obama & Westinghouse

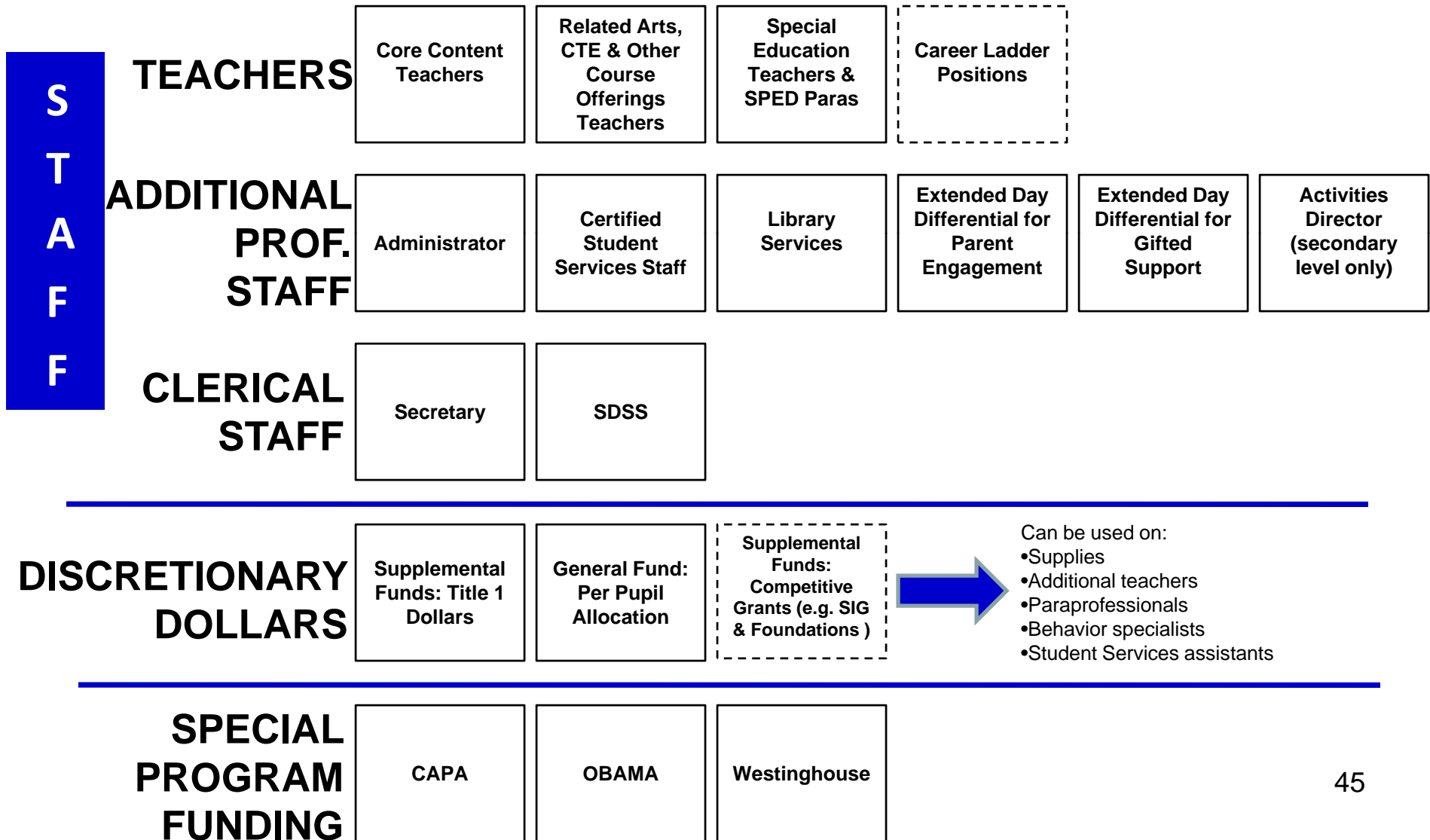
- **These schools have a unique design based on requirements that are essential to their educational delivery model**
 - **Pittsburgh CAPA: 70+ Adjuncts to deliver arts instruction**
 - **Pittsburgh Obama: IB Coordinator and accreditation costs**
 - **Pittsburgh Westinghouse: Single Gender Classes, Trimester Scheduling & Special Courses (e.g. Leadership & Advisory)**



We still must gain efficiencies at CAPA, Obama & Westinghouse

- **Increased enrollment at all three schools is essential for program viability and continuation**
- **Additional Savings**
 - **Pittsburgh CAPA reduced adjuncts by:**
 - **The study of costume will be integrated into the visual arts program**
 - **Students that study instrumental and vocal music will receive an increase in ensemble time in lieu of individual, private lessons**

Our approach of central and site based budgeting results in efficiencies while also providing an equitable educational delivery model





Career and Technical Education

- **Focusing on CTE programs with greatest student retention and success (e.g. the NOCTI and the certification exams)**
- **Viability of CTE programs depends on**
 - **Having 18 -20 incoming 10th graders and retention of students through 11th and 12th grades;**
 - **Successfully having students achieve industry certification.**
- **Gain efficiencies through:**
 - **CTE electives on semester basis**
 - **Consolidation of years 1-3 in one blocked section**
 - **Integrating welding students within machine operations program with exposure to welding skills (students receive industry certification from the National Institute for Metalworking Skills and opportunity to pursue specialty skills such as welding)**



Benefits of Educational Delivery Adjustments







- **Provides for continued acceleration of student achievement with fewer resources**
- **Ensures equitable delivery of academics and related arts for all students**
- **Increases transparency of resource allocation**
- **Increases access to electives and CTE electives already available in the District**
- **Increases overall operating efficiencies while preserving core instructional delivery model**
- **Addresses District's fiscal and sustainability challenges**



Our budget work is not completed

- **2012 deficit reduced from \$38.2 million to \$26.4 million (\$11.8 million in reductions)**
- **2013 deficit reduced from \$50.6 million to \$21.0 million (\$29.6 million in reductions)**
- **Not in compliance with Board's Fund Balance Policy #721 in 2013**

If all parts of District Realignment Plan are approved based on work to date, we still have problem in 2013 but General Fund 3-Year Financial Summary improves

If Plan to date approved	2011	2012 est.	2013 est.
Revenue (Millions)	\$ 521.0	\$ 507.7 (a)	\$ 511.3 (b)
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- (e) Requires 5% of current year’s budgeted operating expenditures



2012 General Fund Budget Adoption Timeline (update of 10/20/11)

- **June 22, 2011** Board certified no tax increase beyond 2012 index
- **October 3, 2011** Business/Finance Committee Meeting
- **October 20, 2011** Budget Workshop
- **October 24, 2011** Regular Public Hearing
- **November 7, 2011** Board Committee Meeting
- **November 16, 2011** Release of Preliminary 2012 Budget
- **November 21, 2011** Regular Public Hearing
- **November 29, 2011** Special Noontime Budget Public Hearing
- **December 5, 2011** Board Committee Meeting
- **December 7, 2011** Special Legislative Meeting - 2012 Budget Adoption
- **December 14, 2011** Agenda Review
- **December 20, 2011** Legislative Meeting – Vote to levy taxes

Community needs to understand the budget

- All of us must take ownership for becoming more effective.
- We want transparency around what has been adjusted, what has been preserved, and its impact on our goal of equity and Promise-readiness.
- It's an opportunity to be even more focused on the needs of students while becoming more efficient.

