

BUDGET COMMITTEE WORKSHOP
BEAVERTON SCHOOL DISTRICT 48
BEAVERTON SCHOOL DISTRICT ADMINISTRATION CENTER

Budget Committee Meeting

October 28, 2009

The Budget Committee of Beaverton School District 48 conducted a Budget Meeting at the Administration Center on October 28, 2009 at 6:30 p.m.

Board Members Present:
Mary VanderWeele, Chair
LeeAnn Larsen
Sarah Smith

Budget Committee Members Present:
Brett Baker, Chair
Cheri McDevitt, Vice Chair
Kim Overhage
Mark Schick
Dave Bouchard
Cameron Irtifa

District Staff Present

Jerome Colonna	Superintendent
Sarah Boly	Deputy Superintendent
Bud Moore	Deputy Superintendent
Sue Robertson	Chief Human Resource Officer
Claire Hertz	Chief Financial Officer
Maureen Wheeler	Public Communication Officer
Holly Lekas	Regional Administrator
Brenda Lewis	Regional Administrator
Carl Mead	Regional Administrator
Vicki Lukich	Regional Administrator
Dick Steinbrugge	Executive Administrator for Facilities
Joanne Ossanna	Administrator for Business Services
Karen Burch	Information and Technology

Visitors: 0

Media: 0

Superintendent Colonna opened the meeting and asked that the committee introduce themselves to our Evidence Based Budgeting consultants.

Welcome & Opening
Remarks

Superintendent Colonna shared that he had heard Allen Odden speak at a Confederation of School Administrators (COASA) conference in Sun River in 1998. Odden spoke about strategic planning with resources and on how to get higher academic achievement from students.

Supt. Colonna implemented some of Odden's ideas at the district where he was at the time and realized some really great results.

Allen Odden has been a researcher in this field for a number of years from the University of Wisconsin and has a wealth of information to present.

Larry Picus is from USC and has ties to Oregon, graduated from Reed College, worked for Northwest Regional Education Lab (now called Education Northwest), Portland School District, and COASA.

Superintendent Colonna shared some budget history: Three years ago, on our budget committee, the idea of zero-based budgeting came forward. The following year, the idea came up again and didn't go anywhere. Last year, the idea came up again, and the District realized that it was going to take outside consultants to move forward with this type of plan. The District has now funded a plan to move forward with an Evidence-Based budgeting plan.

Tonight, the committee will take a look at the presentation and will get an idea of what we're trying to do with this plan.

Claire Hertz introduced Allen Odden and Larry Picus.

Larry Picus gave a PowerPoint presentation where he talked about Evidence-Based Budgeting and the strategies involved in growing student achievement. (See PowerPoint presentation below for detailed information regarding Picus's presentation.)

Evidence-Based
Budgeting

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The Challenge for Beaverton

- Agree that improving student performance is a top priority – that Beaverton's performance reputation will remain even as student demographics change
- Gain consensus on the strategies needed to improve performance
- Identify the resource needs of those strategies
- Determine degree to which budget can support those resource needs
- Establish a budgeting system that allocates resources to support continuous improvements in student performance



Evidence for Improving Performance

- Research from CPRE and Lawrence O. Picus & Associates from school finance adequacy studies
- Research by others – Ed Trust, Karen Chenoweth (2007), Supowitz (2006), Broad Foundation, and others
- Research Focus
 - Schools from urban, suburban and rural communities
 - Many schools and districts with high concentrations of children from low income and minority backgrounds
 - Finalists for the Broad Prize in Urban Education
- All support our ten strategies for improving performance



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Improving Performance

- Large, measurable, indisputable increases
 - Not just beating the odds
 - Not just AYP
 - Much more improvement than either
- Sometimes we call this doubling performance
 - Percent at or above proficient from 40-80%
 - Percent at or above advanced from 20-40%, or 30-60%, or 40-80%
 - "Doubling" performance for any subgroups
 - Increase from 65% to 90 or 95%, not a literal doubling but a large hike in performance



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Ten Strategies to "Double" Performance

1. Initial data analysis- state testing results

- Analyze data that can lead to change
 - not demographics
- Identify "macro" achievement issues
 - good in math but not science
 - low performance in problem solving areas
- Identify nature and scope of achievement gaps
 - average a combination of high for whites and low for minorities
- Nature of mobility
 - often the same kids so most students in the district over the course of the year



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Ten Strategies to "Double" Performance: Resource Needs

1. Initial data analysis- state testing results

Requires no resources except time for analysis



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Ten Strategies to "Double" Performance

2. Set higher goals

- Specific, numeric goals
- VERY ambitious – seems too high to most
- Defies motivational theory implications
- Double performance
- 90-95% of children at/above proficiency/ advanced
- High ACT (24+) or SAT (1500+) scores
- Double performance at advanced levels
 - As most state's advanced level is more akin to NAEP proficient



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Ten Strategies to "Double" Performance: Resource Needs

2. Set higher goals

Requires no resources, but ambitious expectations



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Ten Strategies to "Double" Performance

3. Adopt a new research-based curriculum

- New textbook materials, for example:
 - Open Court reading
 - Everyday Math
 - Others
- What Works Clearinghouse, Best Evidence Encyclopedia (www.bestevidence.org)
- Over time, a vision of effective instruction or pedagogy aligned with the new instructional materials
 - The 7 elements of effective reading instruction
 - Problem solving in mathematics
 - No more general math classes, proficient reading by end of grade 3 and no student below basic, algebra by 8th grade, etc.



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Ten Strategies to "Double" Performance: Resource Needs

3. Adopt a new research-based curriculum

- Requires no resources long term because can use regular textbook budget
- Might require some upfront funding if purchase new materials off cycle
- In the short term could use Stimulus funds
- Use regular Beaverton funds



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Ten Strategies to "Double" Performance

4. Implement Data-based decision making

- More testing !!
- Benchmark (generally quarterly) and Formative (for shorter curriculum units) assessments
- NWEA MAP tests, Wireless Generation, DIBELS, etc.
- Tailor instruction to exactly what students know and do not know
- Montgomery County and Ed Trust – common end of curriculum unit tests
- The battery
 - state once a year tests
 - quarterly benchmark tests
 - formative curriculum unit assessments
 - common end-of-unit tests



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Ten Strategies to "Double" Performance: Resource Needs

4. Implement Data-based decision making

- Requires two kinds of resources
 - Collaborative time during school day
 - Build electives into elementary, middle and high school schedule to make this possible
 - ~\$25 per pupil for formative assessments



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Ten Strategies to "Double" Performance

5. Invest in extensive, long-term professional development

- Needed for the new curriculum and data based decision making
 - turning formative assessments into instructional strategies
 - analyzing the common end-of-unit assessments
- Job embedded
 - meaning during the regular school day teachers work collaboratively together or with a coach in their classroom
- Using student data
 - formative assessments or common end of curriculum unit tests
- To improve instructional strategies and curriculum units linked to the curriculum actually taught



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Ten Strategies to "Double" Performance: Resource Needs

5. Invest in extensive, long-term professional development

- Requires resources:
 - Planning and prep time during the school day – 60 minutes daily
 - Summer institutes for teachers – at least 10 days
 - Instructional coaches in schools – 1/200 students or about 1 for every 10 teachers, or at least 1 per school
 - Money for trainers



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Ten Strategies to "Double" Performance

6. Use school time – a "fixed" resource – more efficiently

- 90-120 minute reading blocks
- Protected math blocks
- Replace electives with double reading or math periods for struggling students, particularly in middle and high schools
- Revise schedules – reduce 7 and 8 period day schedules to 6 periods and turn saved teaching resources into coaches and tutors – this also expands instructional minutes
- Class size of 15 K-3; rarely small class sizes in middle or high schools; and this is the last, least effective and most costly strategy



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Ten Strategies to "Double" Performance: Resource Needs

6. Use school time – a "fixed" resource – more efficiently

- May reduce electives and ensure sport practice is not given credit in addition to PE
- Requires no additional resources
 - No recommendation to extend school year



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Ten Strategies to "Double" Performance

7. Multiple extra-help strategies for struggling students

- 1-1 tutoring (by licensed teachers for bottom half; could use trained aides for students in top half)
- Small group tutoring (by licensed teachers)
- Double periods during the regular secondary day
- Extended day programs
- Summer school
- Extensive assistance for students with disabilities
- RTI approach, beginning with first five steps above, before labeling someone with a disability



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Ten Strategies to "Double" Performance: Resource Needs

7. Multiple extra-help strategies for struggling students

Requires resources:

- 1 tutor for every 100 Free and reduced price lunch students
- 1 staff for every 100 ELL students
- Summer school resources
- Extended day
- Special education but after "RTI"



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Ten Strategies to "Double" Performance

8. Create professional learning communities that work together relentlessly to boost student performance

- Evolves from all the collaborative work
 - Analyzing state tests
 - Reviewing formative assessments and creating instructional units
 - Assessing end-of-unit common tests to identify effective/ineffective teachers
 - Creating standards-based curriculum units
- Leads to strongly held expectations
 - For high levels of student learning
 - Efficacy of instruction practice and curriculum units
 - Common approach to instruction
 - Taking responsibility for results of instruction



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Ten Strategies to "Double" Performance: Resource Needs

8. Create professional learning communities that work together relentlessly to boost student performance

Requires no additional resources

Schedule teachers for common planning and collaborative time



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Ten Strategies to "Double" Performance

9. Widespread distributed instructional leadership

- Teachers – team leaders, coordinators, Instructional Coaches, etc.
- School principal
- District leadership
- Perhaps even members of the school board
- Requires creation of multiple teams within each school – grade level, curriculum content areas, professional development, council of teacher leaders, etc.



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Ten Strategies to "Double" Performance: Resource Needs

9. Widespread distributed instructional leadership

Requires no additional resources, but

Move teachers into multiple leadership roles and could provide salary incentives for these leadership responsibilities



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Ten Strategies to "Double" Performance

10. Use external professional knowledge – not doing it on one's own

- State department of education
- Regional service units
- Consultants
- Research-based curriculum programs
- Practice-based research findings
- Others



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Ten Strategies to "Double" Performance: Resource Needs

10. Use external professional knowledge – not doing it on one's own

Requires modest additional resources

Subscriptions to professional journals, food for meetings, maybe some trips, effective use of professional development funds



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Talent to Execute these Strategies

- Final point: need the teacher, principal and central office talent to implement these strategies
 - Has been a problem for many, primarily urban districts – SMHC case studies show that this problem can be addressed and schools can open each fall with quality teachers and principals in all classrooms and schools



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Resources

- Odden and Archibald, 2009, *Doubling Student Performance ... and Finding the Resources to Do It*. Corwin Press, Available at Amazon.com
- Odden, *Ten Strategies for Doubling Student Performance*, Corwin Press, 2009
- Karen Chenoweth, 2007, *It's Being Done*
- Ed Trust – www.edtrust.org
- Odden, 2008, *New Teacher Pay Structures: The Compensation Side of Human Capital*.
- SMHC web site resources: www.smhc-cpre.org and go to resources tab



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The Budget Committee asked the following questions to which Picus and/or Odden or District staff provided answers:

- How does this process add value for the District administration? Where is the value added in what Picus and Odden are bringing?
- Where are we going to prioritize in these strategies (as presented by Picus-referenced above) to assist the budget committee in the decision processes?
- How do we prioritize when we don't have the resources to implement all of the strategies to get the outcomes?
- Have you had success in dealing with Districts and renegotiating salaries? Are there contractual issues with reorganizing school schedules to reallocate resources?
- Isn't step one to define our goals? Should we define an outcome related to sustainability? Should we define our outcomes before we define our strategies?
- Wouldn't we want to identify our highest priority and then answer the "Can we

financially do it” question?

- What is the goal of our work? We need to define this before we begin our budgeting work.

Claire Hertz thanked everyone for coming and adjourned the meeting.

CLOSING COMMENTS

Brett Baker
Budget Committee Chair

Jennifer Bridgewater
Recording Secretary