

## Operational and Efficiency Evaluation of The Ipswich Public Schools

The Abrahams Group  
October 2014



### Our Understanding of the Objectives

The Town of Ipswich, Massachusetts, acting through an Ad Hoc School Audit Committee (Committee), seeks to conduct an Operational Review of the Ipswich Public Schools.

- The adequacy of the educational and non-educational services delivered and the efficiency with which they are delivered and supported
- To identify short- and long- term costs that should be expended and/or savings that can be gained through the implementation of best practices, including potential collaboration with other municipal departments.
- Any cost savings opportunities that are identified must be accompanied by a reasonable, proposed alternative.

## Our Understanding of the Scope

The following areas are to be reviewed for efficiency and effectiveness with efficiencies highlighted and potential cost savings identified.

- Salaries and Staffing
- Curriculum Management
- Information Technology (IT)
- Purchasing
- Transportation
- Collaboration
- Elementary Grade Configuration
- Outside Funding
- Professional Development
- Purchased Services
- Feoffee Funding

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## Our Phased Work Plan

1. Planning and Data Gathering
2. Organizational and Budget Assessment
3. Develop Findings and Recommendations
4. Prepare Report
5. Present Report

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## **1. Planning and Data Gathering**

Task 1.1 – Conduct Planning Meeting

Task 1.2 – Assemble and Review Relevant Data  
and Reports

## **2 – Organizational / Budget Assessment**

- Conduct an analysis of potentially redundant non-educational operational and administrative service delivery structures within the School department and like areas within Town operations.
- Review of the administrative structure throughout the Ipswich Public Schools to determine where opportunities for improvement can be created.
- Review the operational relationships between administration officials, principals and department heads and make recommendations for operational efficiencies and empowerment of staff.
- Benchmark 10 - 12 comparable School Departments for staffing and salary levels and funding levels plus comparative data in several of the functional areas to be analyzed.

## **2 – Organizational / Budget Assessment**

Task 2.1 – Town and School Operations  
Functions

Task 2.2 – Assess the Financial and  
Administrative Organization and  
Operations

Task 2.3 – Benchmarking

## **2 – Organizational / Budget Assessment**

1. Summarize findings and issues from various reports
2. Meet with Ad Hoc Committee to discuss findings, functions to be studied, agree to scope, milestones, timetables
3. Identify positions to interview
4. Decide if JAQs will be used
5. Determine if focus groups will be used
6. Identify benchmark communities
7. Determine the process to collect benchmark data
8. Conduct the operational and comparative reviews
9. Prepare briefing documents on findings and recommendations
10. Meet with Ad Hoc committee to review findings and recommendations
11. Prepare report
12. Present report

### **3 – Develop Report**

We will develop our findings and recommendations and prepare a briefing document for the Committee

- Funding trends in the Ipswich school system throughout the years, particularly how state and federal mandates have impacted the delivery of services.
- Better and/or less expensive ways to provide services.
- Evaluate whether the Ipswich school system is performing as well as it can, given Ipswich's demographic and financial realities, and recommend what steps can be undertaken to enhance the educational experience and potentially lead to improved results.

### **3 – Develop Report**

- Prepare a draft report and make a formal presentation to the Committee in late March, 2015 of the findings and recommendations with supporting data
- The presentation will be open to the public and attendees, along with the Committee, and may include the Ipswich School Committee, the Ipswich Board of Selectmen and the Ipswich Finance Committee.

### **3 – Develop Report**

- A final report will be issued that details the findings and recommendations resulting from the operational review.
- Executive summary with a full report that addresses the issues outlined in the Town's RFP and in the resulting recommendations.
- Camera-ready copy of the final report together with an electronic PDF version

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### **Qualifications and Staffing**

The Town is seeking a qualified and experienced firm who will assist the Committee search for ways for the school department to be more efficiency and more effective, prepare a report on the results of the study, and to present the study results

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## Staffing

- **Mark D. Abrahams, CPA, MBA** – will serve as the project manager and be responsible for the successful completion of the project. Mr. Abrahams has over 30 years of experience in related projects, including Ashland, Barnstable, Braintree, Hanover, Holbrook, Hopkinton, Hull, Lexington, Longmeadow, Watertown, Wayland, Westfield and several regional school projects. Worked with DESE on several projects including the writing of the Compliance Supplement, and was consultant to the Legislative Foundation Budget Review Commission.
- **Susan I. Parrella, Ed. D** - will be the lead consultant on the Educational aspects of this project. Dr. Parrella previously served as the Superintendent of Waltham Public Schools for 10 years. During that time she worked to restructure the school system academically and physically (eight new school buildings). The Office of Educational Quality and Accountability (EQA) noted that the district had a strong rating in overall district management, which was measured by 67 indicators in six areas: leadership, governance, and communication; curriculum and instruction; assessment and program evaluation; human resource management and professional development; access, participation, and student academic support; and financial and asset management effectiveness and efficiency.

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## Staffing

- **David King , MS, LSBA**- will serve as the lead consultant on the Information Technology, Transportation, and Food Service portions on this project. Mr. King previously served as the chief fiscal officer of the Waltham Schools for 28 years, and worked on the Braintree, Beverly, Concord, DESE, Hanover, Holbrook, Needham, Wayland, and Westfield school projects. He converted Waltham's payroll and accounting systems. He is a licensed School Business Administrator (LSBA).
- **Kathryn Griffin, MBA** – will serve as the lead consultant on the municipal financial and organization portions of this project. Ms. Griffin has worked with Mr. Abrahams for the past 20 years performing similar studies (Ashland, Barnstable, Braintree, Hopkinton, Longmeadow, Springfield, and Wayland projects).
- **Judith Killinger, BS** - may assist on the finance phase of the project. Ms. Killinger served as the School Business Administrator for the Rockland Public Schools for 20 years, ran the accounting system, revised its MUNIS chart, and worked on the Hanover, Hull, Lexington, Wayland, and Westfield school projects.
- **Matthew Abrahams, BS** – will provide staff support. Matthew has performed similar studies for the Dennis Yarmouth, Dighton Rehoboth, Hopkinton, Lincoln Sudbury, and Wayland school projects.

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## Question 1 - Why Us

- Have 20 years experience in performing municipal and school operational reviews
- Performed twelve (12) operational school studies since 2007 (Andover, Ashland, Beverly, Braintree, Concord, Hanover, Lexington, Longmeadow, Needham, Plymouth, Springfield, Wayland).
- Performed sixteen (16) operational school reviews with a student population equal to or greater than Ipswich's.

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## Question 1 - Why Us

- Completed several similar Massachusetts' studies on time and on budget including operational and efficiency evaluations of the Andover, Ashland, Barnstable, Concord, Hanover, Hopkinton, Hull, Longmeadow, Watertown, Wayland, and Westfield school departments.
- We have performed twelve (12) operational school studies since 2007 (Andover, Ashland, Beverly, Braintree, Concord, Hanover, Lexington, Longmeadow, Needham, Plymouth, Springfield, and Wayland).

## Question 1 - Why Us

- Conducted school/town consolidation studies for the towns of Andover, Ashland, Barnstable, Braintree, Concord, Framingham, Hanover, Plymouth, and Wayland Public Schools.
- We have conducted the financial analysis of school district regionalization studies including Ayer-Shirley, Somerset-Berkley, Chatham-Harwich (Monomoy), and Provincetown-Nauset, all approving regionalization, all consolidating school instructional and non instructional functions.

## Question 1 - Why Us

- Developed integrated chart of accounts and School/Municipal budget, accounting and reporting systems on various software for the cities of Attleboro, Brockton, Chelsea, and Lowell, and the towns of Ashland, Hopkinton, Holliston, Lexington, Reading, Rockland, Provincetown, Shrewsbury, Spencer, and Weymouth.
- Reviewed and streamlined several town/school accounting, accounts payable, payroll and other systems for several Massachusetts communities.
- Many of these are MUNIS clients.

## Question 1 - Why Us

- A multi-disciplined team that has operational experience in all functional area contained in the project scope that has consistently recommended practical solutions to various functions.
- Our team has been retained by the Department of Elementary and Secondary Education, the State Legislature and the Department of Revenue to help them regarding Education and municipal policy, practices and procedures, including working with the Foundation Budget Review Commission to examine elementary and secondary education financing in the Commonwealth, including writing the Compliance Supplement, the tool used by independent CPA firms, to audit the EOYRs, and to rewrite the municipal and school accounting system in Massachusetts.

## Question 1 - Why Us

- We are local
  - Mark Framingham
  - Kathy Franklin
  - Dave Waltham
  - Sue Waltham
  - Judy Yarmouth
  - Matt Ashland
- We provide practical solutions

**Question 2** - The RFP identifies 5 goals of the Ipswich Public School System. In addition, we expect our schools to perform well as compared to the rest of the world. How does this affect your examination of our spending priorities and our money management skills?

### The five goals are

- To prepare students for college acceptance and completion
- To provide a current, well defined, and comprehensive K-12 curriculum delivered by well trained, highly competent instructors
- To limit class sizes such that goals (1) and (2) can be reasonably accomplished given the diversity of student capabilities within each classroom
- To offer and provide a superior fine and performing art program within the curriculum
- To offer a diverse program of extra-curricular and athletic programs

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- Three of the four schools are level 2 (both Elementary Schools and the Middle School).
- Review the school improvement plans and the MCAS data analysis done by Ipswich on the results.
- Meet with Subject Area Committee members and Curriculum Committees members to gather data on practices and methods used to purchase textbooks and transitional planning for a seamless curriculum.
- Speak with teachers and administrators to determine what structures/protocols/practices are in place to ensure that curriculum documents, and the taught curriculum are aligned vertically and horizontally.
- Examine what measures/instruments are used to monitor and determine the effectiveness of curriculum materials.
- Discuss with administrator and teachers how assessment results guide curriculum decisions.
- Look to see if Ipswich has begun to align with the World-Class Instructional Design and Assessment (WIDA) standards for English Language Learners.

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- **Scheduling:** Need to review time spent on core subjects and in non-core subjects. Discussion with Principals as to the effectiveness of the schedules. They would best be able to define the "effectiveness" as measured in Ipswich. Look at personnel that may be shared by schools in the non-core areas. If the middle and high school both have students select courses, need to look a scheduling issues that arise and solutions. What percent of students have to change their schedule due to conflicts in scheduling?
- The reasonability of the athletic offerings can be determined by Principals, Athletic Director, Physical Education Staff, students and/ or parents. If current offerings are not meeting the need and wants of the students the data used to determine this should be reviewed.
- Determine if the change in configuration provide greater benefit to Ipswich's initiatives for the 21st Century Skills and strengthen their professional learning community.
- Review the MCAS data analysis completed by each school and/or the district. Determine if the district allocates funds on the analyses of students' diverse learning needs and the needs of specific sub-groups.
- Review of District and School Improvement Plans, particularly when related to changes in staffing, schedule, planning and design of instruction and interventions, and governance.

## Questions 3 and 4, Staffing, Salaries and Benefits

### Exhibits

- Current teacher salary schedule,
- Current contractual salaries, by position, for, clerical, teacher assistants, bus and van drivers, food service, custodians, athletic coaching and administrators, including the Superintendent,
- Staffing levels at each school, plus the central office, showing position title and quantity at each position
- IT staffing by school and central office, including quantity and position title

## Questions 3 and 4, Staffing, Salaries and Benefits

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## Questions 3 and 4, Staffing, Salaries and Benefits

- Review the district's 280.79 FTES (full time equivalent positions) by each classification (i.e. teachers, behavior specialists, guidance, speech pathologists, teacher aides, secretaries etc.) for Doyon and Winthrop Elementary Schools, the Middle School, the High School as well as the Central Office compared to peer communities.
- This will provide a basis to assess the appropriateness of the 63 FTEs at Doyon, the 67 FTEs at Winthrop, the 69.9 FTEs at the High School and the 58 FTES at the Middle School as well as the 17 FTES at the Central Office.
- Provide information on the total number of pupils at comparative schools, the number of regular education students and the number of special education students.
- Review comparative salaries and staffing to peer communities and school systems.

## Questions 3 and 4, Staffing, Salaries and Benefits

- Review the FY 15 Salary and wage schedules of Ipswich to identify for entry-level positions, mid-point in the range and teachers at the maximum of the range how the compensation compares to others.
- Compare salary schedules for teachers, teacher assistants, clerical, custodians, drivers, food services and coaches to peer communities.
- Review the level of personnel services costs related to seniority or the number of teachers and aides at the top steps/lanes of the pay classification plan.
- Discuss the potential to join the Group Insurance Commission (GIC) or redesign the health plan(s) which can be an opportunity to reduce costs,
- Review School and Town staffing and the use of outside consultants in facilities, information technology, grounds maintenance, financial management, food services, transportation, and vehicle maintenance to identify potential areas for cost savings and more efficient and effective operations. Build on several exhibits.

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## Questions 3 and 4, Staffing, Salaries and Benefits

- Review staffing and costs for transportation and food services to identify cost savings regarding benefits.
- Review food services for meals per labor hour, participation rates and other metrics to identify potential efficiencies
- Review facilities for square feet cleaned and other metrics to identify potential efficiencies.
- Review alternative service delivery methods such as outsourcing to identify potential efficiencies.

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**Question 5** - What experiences do the people you plan to use have that make them the best people for this task, what specific experience do they have with this type of review and how large a team will be involved?

- Team of four key individuals supported by two staff members
- A multi-disciplined team that has operational experience in all functional area contained in the project scope.
- Performed twelve (12) operational school studies since 2007 (Andover, Ashland, Beverly, Braintree, Concord, Hanover, Lexington, Longmeadow, Needham, Plymouth, Springfield, and Wayland).
- Knowledge of the MUNIS system, used by the Schools and the Town. Analyzed MUNIS in the Barnstable, Lexington, Longmeadow, and Wayland projects. Have implemented over 30 MUNIS systems, many of which are integrated school/town systems.

**Question 6** - What recommendations in previous audits were actually implemented? What was the actual savings or additional costs associated with the implemented recommendations?

**Barnstable – Mark Milne, Finance Director**

The Barnstable study recommended consolidation of town and school business, finance and human resource functions. The study was implemented after three years of other local changes. The town and school officials have presented the benefits of the consolidation that they accomplished at many seminars. In brief, it has resulted in

- Improved financial reporting
- Improved communication
- Cost Savings @ \$250,000
- Eliminated Disparity in pay scales
- Cross trained personnel
- Improved sustainability
- Positive impact on the town's bond rating

**Question 6** - What recommendations in previous audits were actually implemented? What was the actual savings or additional costs associated with the implemented recommendations?

**Hanover** - Matt Herron, Superintendent

The Hanover study changed the culture of the School Department from a lack of trust to an open, transparent, inclusive environment. Five major issues all addressed and implemented

- Financial controls
- Management organization
- Technology
- Curriculum alignment
- Culture

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**Question 6** - What recommendations in previous audits were actually implemented? What was the actual savings or additional costs associated with the implemented recommendations?

**Braintree** – Ed Spellman, Finance Director, Shannon Hume, Former School Committee Chair

- The Braintree study recommended the conversion of one integrated accounting, financial management and reporting system with training and data conversion costs of \$18,000 and staff savings of \$185,000 that would be achieved over time through attrition.
- The recommendations for food service operations would save the school system \$239,000; the school department has implemented a portion of the lunch pricing that we recommended.
- Collaboration on special education transportation would result in savings of \$100,000.
- Our recommendation to merge many school technology functions with the Braintree Electric Light Department (BELD) would result in an additional investment of \$149,000.
- Our recommendation for facilities and building maintenance, if it is implemented would save \$448,000.
- The budget document was also improved as a result of the conversion to SoftRight. One of the recommendations was to improve to budget document as it was created in an excel spreadsheet and there was not a lot of detail. The new document is more transparent and contains as much detail as is needed.

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4th  
LOWEST IN  
SPENDING

**Question 6** - What recommendations in previous audits were actually implemented? What was the actual savings or additional costs associated with the implemented recommendations?

**Wayland** – Donna Bouchard, School Committee

Three reports: School Finance, Operational Review, Restatement

- \$600,000 revolving funds balance reverted to general fund
- Excessive reserves, \$4 million free cash and overlay surplus
- Benefits
  - Updated indirect cost policy re revolving funds
  - 20 hour a week benefit through attrition reduced cost over time, \$100,000 savings
  - What employees were fee based and grant funds – no OBEB and no indirects, picked up by taxpayers
  - Food services and children's way. 2008 - 2012 OPEB costs over \$250,000 per fund,
- Restatement of general fund direct allocations and then indirects
- Greater Controls and Transparency
  - Adult activity fund within SAA
  - Acceptance of statutes
  - Illegal SAA principal discretionary accounts, more than \$100,000 HS off ledger
  - Capital projects one giant pot, never closed out, kept accumulating. Balances not following 44:20, Capital built without authorization
  - Decentralization of MUNIS. Sub ledger systems, nothing really on central system
  - A transparent, understandable, site based budget

**Question 6** - What recommendations in previous audits were actually implemented? What was the actual savings or additional costs associated with the implemented recommendations?

**Holbrook** – Joe Baetta, former Superintendent

- MSBA school construction project
- First ever K-12 complex
- 69% reimbursement

**Ashland** – Mark Purple, former Finance Director

- School/Town payroll efficiencies implemented
- MUNIS consolidation, bi-weekly payroll, automated leave accruals,
- In short, the consolidation of Town and the School on to MUNIS has greatly improved efficiencies, and therefore those related recommendations have been implemented.

**Question 6** - What recommendations in previous audits were actually implemented? What was the actual savings or additional costs associated with the implemented recommendations?

**Longmeadow** – Contact Paul Pasterczyk, Finance Director

Review of Town and School Business and Financial Functions

- Our report included many budget and financial reporting recommendations. The school department implemented many of our recommendations including consolidation of all financial records to the town's system. The enhanced budget management has led to better management of Circuit Breaker, School Choice and other revolving funds, so improved multi fund management and reporting.
- The school committee created a budget/finance sub committee and they have established policies and procedures related to authority for budget transfers after adoption of the budget.
- The result has been annual turn backs from the school's general fund appropriation, between \$100,000 - \$500,000.

**Question 7** - Please explain the value of the exhibits provided including the recently conducted audits and will be able to incorporate the data from the previously completed audits into your recommendations?

The exhibits provide the information for Phase 1 of our workplan. The value is that the exhibits, once validated allow us to focus on the analysis rather than data gathering.

Ipswich spending

- Per pupil cost is 15% below state average
- Ipswich spends about \$2,000 less per pupil than the state average (FY 2013)
- 44<sup>th</sup> lowest spending district for PPE for FY 2013 out of 236 municipal districts reporting
- Other teaching services and out of district expenditures are above the state average
- Out of district per pupil costs for transportation are more than double state average
- Teacher salaries are slightly below state average
- Ipswich has been under the statewide average in PPE for many years

**Question 7** - Please explain the value of the exhibits provided including the recently conducted audits and will be able to incorporate the data from the previously completed audits into your recommendations?

There are a number of studies that are included in the Exhibits.

The Committee is clear that we are not to replicate but to build upon the recommendations.

Thus, generally, we plan to:

1. Summarize findings and issues from various reports
2. Meet with Ad Hoc Committee to discuss findings, functions to be studied, agree to scope, milestones, timetables
3. Identify positions to included, people to be interviewed, decide if JAQs will be used, and determine if focus groups will be used
4. Identify benchmark communities, determine the process to collect benchmark data
5. Conduct the operational and comparative reviews
6. Prepare briefing documents on findings and recommendations
7. Meet with Ad Hoc committee to review findings and recommendations
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**Question 7** - Please explain the value of the exhibits provided including the recently conducted audits and will be able to incorporate the data from the previously completed audits into your recommendations?

For example

- Facilities – Address consolidation with the Town and outsourcing
- Food Services – Address bottom line, how benefits are costed, and outsourcing
- SPED - Exhibit 6 made a number of staff recommendations for Special Education - review the plan developed for implementation of any or all of the recommendations made in Clinical and Educational Services Report.

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**Question 8** - Given the exhibits provided and the fact that some areas have recently been audited, is our budget sufficient to conduct a thorough review. Have you conducted school audits with a budget similar to ours and how does this scope compare with others that you have performed.

**Barnstable-\$50,000**

- Review the policies, procedures, practices and systems of the School Department with the goal of recommending changes to enhance the effectiveness and efficiency of School Department business, administrative and finance functions.
- Analyzed activities for potential reorganization and consolidation with the Town Department of Finance and Town Department of Human Resources.
- Reviewed school business activities that may be transferred from the School Business Office (SBO) to the various school sites or responsibility centers (SPED, athletics etc.).
- Developed an integrated Town/School MUNIS chart of accounts and general ledger system and conducted a benchmarking study.

11.

**Question 8** - Given the exhibits provided and the fact that some areas have recently been audited, is our budget sufficient to conduct a thorough review. Have you conducted school audits with a budget similar to ours and how does this scope compare with others that you have performed.

**Braintree-\$40,000**

Reviewed the School Department's Budgeting and Financial Reporting and the efficiency of various departments and operations within the Braintree Public Schools. We developed over 80 recommendations in the following areas to improve the efficiency and effectiveness of School operations.

- Current District Administration
- Accounting and Financial Management
- Review of Procurements and Contracts
- Revolving Funds
- Student Activity Funds
- Recommended District Administration, Staffing and Benefits
- Food Services
- Transportation
- Technology
- Building Maintenance

12.

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**Hanover-\$40,000**

Conducted an operational and efficiency review of the Hanover Public Schools. The Focus on Finance presented over 30 recommendations to strengthen school budgeting, accounting and financial reporting. Our Review of the School Administrative & Staffing Structure and Educational Performance recommended improvements to

- Leadership and governance
- Curriculum and instruction
- Assessment
- Human resources and professional development

-1

**Question 8** - Given the exhibits provided and the fact that some areas have recently been audited, is our budget sufficient to conduct a thorough review. Have you conducted school audits with a budget similar to ours and how does this scope compare with others that you have performed.

**Wayland - \$54,000 and \$30,000**

- Reviewed the budget and expenditure reporting format of the Town of Wayland and the Wayland Public Schools, to evaluate the non-educational service delivery structure, and to review school administrative structure.
- We recommended several suggestions to consolidate town/school services, restate general and special revenue fund balances, and enhance the efficiency and effectiveness of school operations.

**Question 9** - Please discuss the MDESE's District Standards and Indicators and identify those that you feel may relate to the Scope of Services in the RFP.

Leadership and Governance

1. Focused School Committee Governance
2. Effective District and School Leadership
3. District and School Improvement Planning
4. Educationally Sound Budget Development
5. Effective District Systems for School Support and Intervention

Scope

- The District Improvement Plan and all School Improvement plans are aligned, effectively implemented and used to further student learning.
- Struggling schools receive additional monitoring and support.
- The budget development process is driven by district priorities to improve achievement in all schools and for all subgroups across the district.

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**Question 9** - Please discuss the MDESE's District Standards and Indicators and identify those that you feel may relate to the Scope of Services in the RFP.

Curriculum and Instruction

1. Aligned, Consistently Delivered, and Continuously Improving Curriculum
2. Strong Instructional Leadership and Effective Instruction
3. Sufficient Instructional Time

Scope

- Curriculum materials are aligned to the Massachusetts curriculum frameworks.
- District has tiered systems of instruction or uses principles of Universal Design for Learning (UDL) to ensure all students can access the curriculum.

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**Question 9** - Please discuss the MDESE's District Standards and Indicators and identify those that you feel may relate to the Scope of Services in the RFP.

**Assessment**

1. Data Collection and Dissemination
2. Data-Based Decision-Making
3. Student Assessment

**Scope**

- Data analyses are regularly used across the district and schools to inform policy development, instructional program improvements, assessment practices, professional development, and supervision.
- The developments of the Professional Learning Communities have begun to focus on data.
- District and schools support data and technology use to promote improvements in learning and teaching.
- Data is used to guide decision-making.

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**Question 9** - Please discuss the MDESE's District Standards and Indicators and identify those that you feel may relate to the Scope of Services in the RFP.

**Human Resources and Professional Development**

1. Staff Recruitment, Selection, Assignment
2. Supervision and Evaluation
3. Professional Development

**Scope**

- Professional development is differentiated to meet the needs of all educators.
- The district's teacher salary scale is competitive.

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**Question 9** - Please discuss the MDESE's District Standards and Indicators and identify those that you feel may relate to the Scope of Services in the RFP.

**Student Support**

1. Academic Support
2. Access and Equity
3. Educational Continuity and Student Participation
4. Services and Partnerships to Support Learning
5. Safety

**Scope**

- The district provides quality programs for all students that are comprehensive, accessible, and rigorous.

**Question 9** - Please discuss the MDESE's District Standards and Indicators and identify those that you feel may relate to the Scope of Services in the RFP.

**Financial and Asset Management**

1. Comprehensive and Transparent Budget Process
2. Adequate Budget
3. Financial Tracking, Forecasting, Controls, and Audits
4. Cost-Effective Resource Management
5. Capital Planning and Facility Maintenance

**Scope**

- The district acquires and uses adequate financial resources.
- Cost effectiveness is the theme throughout the study.

**Question 10** - How do you feel about the requirement for brief regular meetings (in person, via video, conferencing or conference call) with Audit Committee members to discuss progress and direction of the review?

- We commit to a high level of communication with the Committee during the study.
- We plan to attend work and review meetings or conference calls as necessary, an average of one per week with the Committee to resolve issues and to provide progress updates and scheduling plans.
- We also commit to a public face to face meeting, midway through the performance of the contract, at a mutually agreeable date, to allow for public input.
- We would agree to a schedule for feedback with the Committee to resolve issues and to provide progress updates and scheduling plans.
- We are local; thus the need for conference calls and video conferencing is minimal.

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**Question 11** - What problems, if any, do you foresee meeting any of the required deliverable dates in the contract?

- We have concerns about the data gathering from the benchmark communities. Typically, benchmark communities are not as responsive as one would like.
- We will need to question the accuracy of the data in the Exhibits and to what extent have recommendations included in studies have or have not been implemented.

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**Question 12** - How will we insure compatible document formats; what format will be used for any electronic documents that are provided?

- We will provide if requested original Microsoft Word and Excel files to support our schedules, drafts and final work products. In addition we will provide our draft and final reports in PDF format.

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## Available Sample Reports

- **Town of Ashland**, Financial Management Review of School and General Government Business Functions
- **Barnstable Public Schools**, Management Audit including the School Finance Review Report, School Business Function Report, Consolidation Study, and Financial System Report
- **Braintree Public Schools**, Operational Review
- **Hanover Public Schools**, Operational Review
- **Longmeadow Public Schools**, Review of Past and Current Policies, Practices and Procedures and Verification of Account Balances
- **Wayland Public Schools**
  - Part 1 – Town and School Budgeting and Reporting
  - Part 2 – Evaluate the non-educational service delivery structure and to review school administrative structure
  - Restatement of the general fund and special revenue funds

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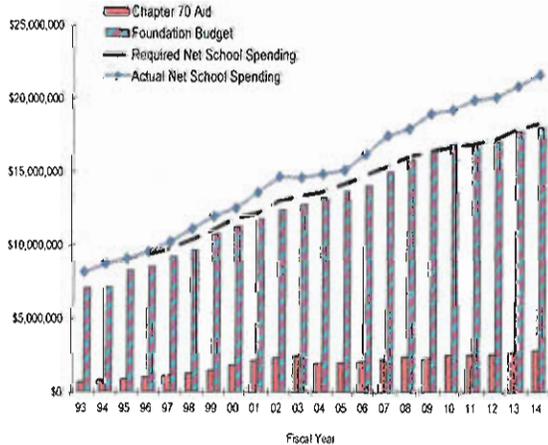
# Appendix

## Ipswich School Finance and Outcome Data

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## Chapter 70 and Net School Spending

IPSWICH



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### Massachusetts Department of Elementary and Secondary Education Chapter 70 Trends

**144 IPSWICH**

FY	Enrollment	Pct Chg	Foundation Budget	Pct Chg	Required			Required			Actual			Dollars Over/Under	Percent Over/Under
					Local Contribution	Ch 70 Aid	Pct Chg	Net School Spend (MSE)	Pct Chg	Net School Spending	Pct Chg	Requirements			
FY05	1,966	-0.6	13,671,217	2.7	12,183,984	1,968,840	0.0	14,152,824	3.6	15,077,268	1.8	924,442	6.5		
FY06	1,954	-0.6	14,041,498	2.7	12,710,447	2,068,540	5.0	14,778,987	4.4	16,173,637	7.3	1,398,650	9.5		
FY07	1,950	-0.2	14,992,138	6.8	13,156,586	2,232,802	8.1	15,389,498	4.1	17,421,628	7.7	2,032,130	13.2		
FY08	1,956	0.3	15,825,234	5.6	13,844,898	2,393,856	7.2	16,038,754	4.2	17,899,940	2.7	1,861,186	11.6		
FY09	1,925	-1.6	16,400,243	3.6	14,112,889	2,282,723	-4.6	16,395,412	2.2	18,926,246	5.7	2,530,834	15.4		
FY10	1,929	0.2	16,957,065	3.4	14,253,298	2,499,977	9.5	16,753,273	2.2	19,194,668	1.4	2,441,395	14.6		
FY11	1,856	1.4	16,806,352	-0.3	14,383,705	2,545,833	1.8	16,939,538	1.1	19,854,821	3.4	2,915,283	17.2		
FY12	1,941	-0.8	17,102,813	1.2	14,677,975	2,559,500	0.5	17,237,475	1.8	20,048,938	1.0	2,809,461	18.3		
FY13	1,944	0.2	17,787,548	4.1	15,205,869	2,722,402	6.4	17,928,271	4.0	20,806,858	3.8	2,880,587	16.1		
FY14	1,938	-0.3	18,113,899	1.8	15,501,270	2,834,285	4.1	18,335,555	2.3	21,592,075	3.8	3,256,520	17.8		

### Determination of City and Town Total Required Contribution FY15

Massachusetts Department of Elementary and Secondary Education  
Determination of City and Town Total Required Contribution FY16

**144 IPSWICH**

Effort Goal	FY16 Increments Toward Goal
1) 2012 equalized valuation	2,484,593,600
2) Property percentage	0.3624%
3) Local effort from property wealth	9,005,244
4) 2011 income	603,816,000
5) Income percentage	1.5113%
6) Local effort from income	9,125,697
7) Combined effort yield (row 3+ row 6)	18,130,941
8) Foundation budget FY15	18,863,287
9) Maximum local contribution (82.5% * row 8)	15,397,212
10) Target local contribution (lesser of row 7 or row 9)	15,397,212
11) Target local share (row 10 as % of row 8)	82.50%
12) Target aid share (100% minus row 11)	17.50%
13) Required local contribution FY14	15,923,270
14) Municipal revenue growth factor (DOR)	3.55%
15) FY15 preliminary contribution (13 x 14)	16,494,915
16) Preliminary contribution pct of foundation (15/8)	88.36%
<i>If preliminary contribution is above the target share:</i>	
17) Excess local effort (15 - 10)	1,097,703
18) 50% reduction toward target (17 x 50%)	548,852
19) FY15 required local contribution (15 - 16), capped at 50% of four	15,946,064
20) Contribution as percentage of foundation (19 / 8)	86.44
<i>If preliminary contribution is below the target share:</i>	
21) Shortfall from target local share (11 - 16)	
22) Added increment toward target (11 x 1% or 2%)*	
*1% if shortfall is between 2.5% and 7.5%; 2% if shortfall > 7.5%	
23) Shortfall from target after adding increment (10 - 15 - 22)	
24) FY15 required local contribution (15 + 22)	
25) Contribution as percentage of foundation (24 / 8)	

**Massachusetts Department of Elementary and Secondary Education**  
**FY15 Chapter 70 Summary**

**144 IPSWICH**

Aid Calculation FY15		Comparison to FY14				
		FY14	FY15	Change	Pot Chg	
Prior Year Aid		Enrollment	1,938	1,921	-17	-0.88%
1 Chapter 70 FY14	2,943,771	Foundation budget	18,113,898	18,277,939	164,041	0.91%
Foundation Aid		Required district contribution	15,501,270	15,616,820	115,550	0.75%
2 Foundation budget FY15	18,277,939	Chapter 70 aid	2,943,771	3,032,976	89,204	3.03%
3 Required district contribution FY15	15,616,820	Required net school spending (NS)	18,445,041	18,649,795	204,754	1.11%
4 Foundation aid (2-3)	2,661,119	Target aid share	17.50%	17.50%		
5 Increase over FY14 (4-1)	0	C70 % of foundation	16.25%	16.59%		
Downpayment Aid		Required NSS % of foundation	101.83%	102.03%		
6 Target aid %	17.50%					
7 Foundation aid with fully reduced effort	3,198,639					
8 Increase over FY14 to reach 35% pha	89,204					
9 Downpayment aid	89,204					
Minimum Aid						
10 Minimum \$25 per pupil increase	0					
Non-Operating District Reduction to Foundation						
11 Reduction to foundation	0					
<b>FY15 Preliminary Chapter 70 Aid</b>						
12 sum of line 1, 6, 9 and 10 minus 11	<b>3,032,976</b>					

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**Massachusetts Department of Elementary and Secondary Education**  
**FY16 Chapter 70 Summary**

**144 IPSWICH**

Aid Calculation FY15		Comparison to FY14				
		FY14	FY15	Change	Pot Chg	
Prior Year Aid		Enrollment	1,938	1,921	-17	-0.88%
1 Chapter 70 FY14	2,943,771	Foundation budget	18,113,898	18,277,939	164,041	0.91%
Foundation Aid		Required district contribution	15,501,270	15,079,300	-421,970	-2.72%
2 Foundation budget FY15	18,277,939	Chapter 70 aid	2,943,771	3,198,639	254,868	8.66%
3 Required district contribution FY15	15,079,300	Required net school spending (NS)	18,445,041	18,277,939	-167,102	-0.91%
4 Foundation aid (2-3)	3,198,639	Target aid share	17.50%	17.50%		
5 Increase over FY14 (4-1)	254,868	C70 % of foundation	16.25%	17.50%		
Downpayment Aid		Required NSS % of foundation	101.83%	100.00%		
6 Target aid %	17.50%					
7 Foundation aid with fully reduced effort	3,198,639					
8 Increase over FY14 to reach 35% pha	89,204					
9 Downpayment aid	0					
Minimum Aid						
10 Minimum \$25 per pupil increase	0					
Non-Operating District Reduction to Foundation						
11 Reduction to foundation	0					
<b>FY16 Preliminary Chapter 70 Aid</b>						
12 sum of line 1, 6, 9 and 10 minus 11	<b>3,198,639</b>					

At full equity, Ipswich's local required contribution will be \$15.1 m (down from \$15.6) and Ch 70 increases from \$3.0 m to \$3.2 m.

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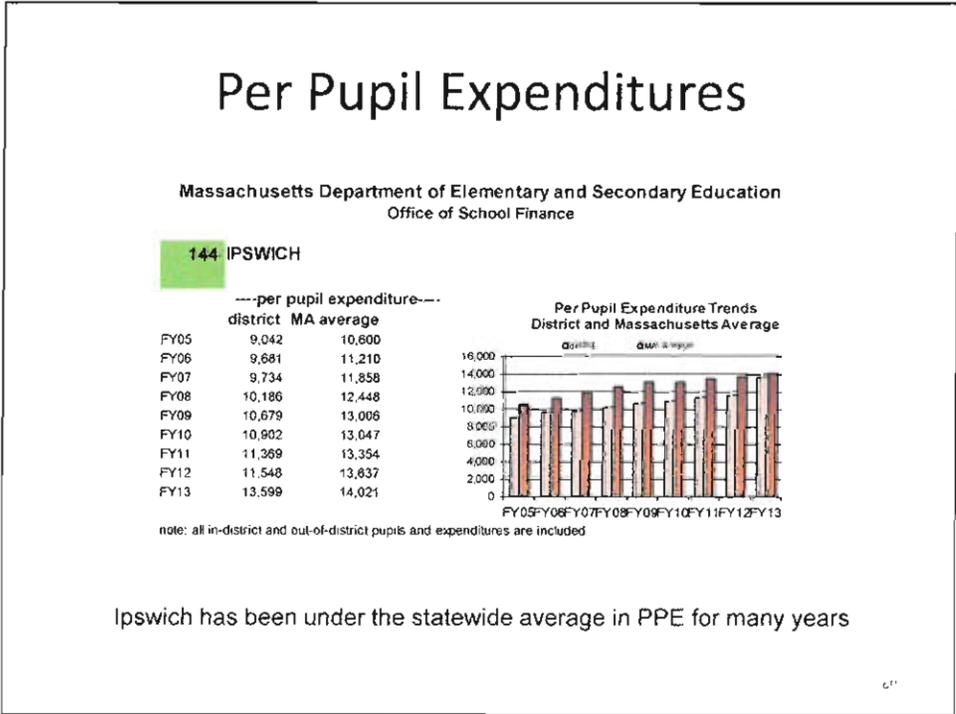
### Massachusetts Department of Elementary and Secondary Education Total Expenditure Per Pupil, All Funds, By Function, FY13

**IPSWICH** 319 of 324 districts reporting  
 In-District FTE Average Membership = 8,152.0  
 Out-of-District FTE Average Membership = 567.8  
 Total FTE Average Membership = 8,719.8

	general fund appropriations	grants, revolving and other funds	total expenditures all funds	function as percentage of total	expenditure per pupil	state average per pupil
Administration	950,755	24,786	975,541	3.90	478.61	484.05
Instructional Leadership	1,543,420	204,819	1,748,239	6.98	857.69	882.37
Classroom and Specialist Teachers	9,708,798	330,435	10,039,233	40.09	4,925.30	5,291.32
Other Teaching Services	2,375,647	298,139	2,673,986	10.68	1,311.87	1,588.53
Professional Development	125,068	140,467	265,535	1.06	130.27	224.53
Instructional Materials, Equipment and Technology	398,291	111,346	509,637	2.04	250.03	409.47
Guidance, Counseling and Testing	694,772	0	694,772	2.77	340.86	403.28
Pupil Services	931,132	1,005,666	1,936,798	7.73	950.20	1,292.86
Operations and Maintenance	1,051,760	276,690	1,328,450	5.30	651.74	1,065.65
Insurance, Retirement Programs and Other	2,934,737	560,408	3,495,145	13.96	1,714.74	2,365.81
Expenditures Within The District	20,714,580	2,952,756	23,667,336		15,238	13,508
Expenditures Outside the District	1,148,296	226,780	1,375,076	5.49	23,545.82	21,485.41
<b>TOTAL EXPENDITURES</b>	<b>21,862,876</b>	<b>3,179,536</b>	<b>25,042,412</b>	<b>100.00</b>	<b>11,943.73</b>	<b>14,021.14</b>

*— OVER STATE AVG.*

Ipswich spends about \$2,000 less per pupil than the state average (FY 2013)  
 Other teaching services and out of district expenditures are above the state average  
 44<sup>th</sup> lowest spending district for PPE for FY 2013 out of 236 municipal districts reporting



## For Further Information

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