

REPORT ON HIGH SCHOOL ALLOTMENT: Review of Uses of High School Allotment Funds during the 2006-07 School Year

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The following key findings are included in the report:

- In the top ten activity categories, most schools (ranging between 81% and 94%) that used allotment funds to support an existing activity reported that the funds were used to expand the activity.
- In the top ten activity categories, the largest median expenditure of allotment funds was in the category of “technology to assist students applying for financial aid” (\$12,615), followed by “technology for credit recovery” (\$12,000), “tutoring to help students earn a high school diploma” (\$9,666), and “academic skills courses” (\$9,666).

Relationship between Per-Pupil Expenditures and Student Performance

Most allotment schools (72%) had an increase in per-pupil expenditures between 2005-06 and 2006-07. Slightly more than half (57%) of non-allotment schools experienced a similar increase. On average, there was only a \$22 difference between allotment schools and non-allotment schools in change in per-pupil expenditures from one year to the next. This difference was not statistically significant.

After adjusting for demographic characteristics and previous academic ability, statistical analysis could detect no statistically significant relationship between allotment expenditures and student TAKS performance in reading and mathematics.

These results indicate that the majority of initial spending of high school allotment funds took place in high schools and that funding was used for high school completion and success and college readiness activities and programs as intended. Districts reported that most of their schools used allotment funds to supplant other funding. For this first year of expenditures, the majority of the funding was used to support personnel costs, instructional materials, and technology. All of these costs are commonly associated with activities designed to increase the rigor and quality of instruction. As well, districts held most 2006-07 allotment funding for district-wide initiatives or rolled the unexpended balance over to the next school year. One possible explanation for this outcome is the fact that legislative appropriations for the allotment were not made until after districts’ budget decisions for the 2006-07 school year had already been made.