

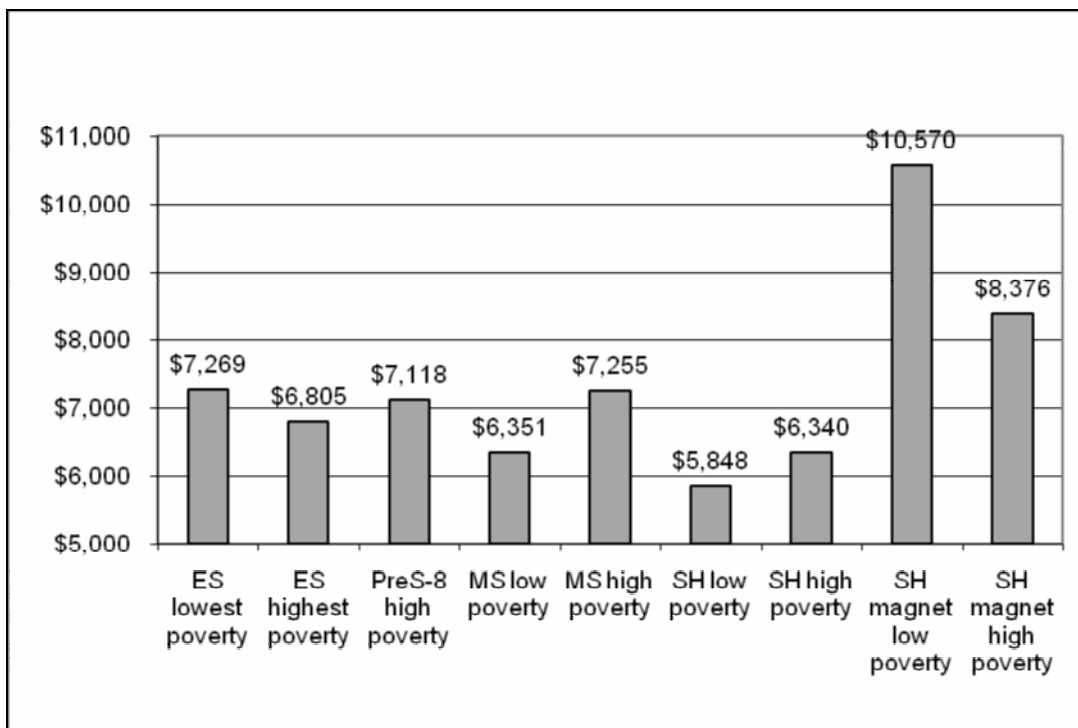
KEY FINDINGS: AN ANALYSIS OF DCPS GENERAL EDUCATION RESOURCES IN LOCAL SCHOOL BUDGETS for FY 2009

This analysis is of the general education resources that will be available to the DCPS local schools for Fiscal year 2009, per the May 2008 posting of local school budgets by DCPS. The analysis does not include funds for English Language Learners, special education, or federal funds. General education funds are expected to cover staffing, supplies and materials for the basic operation of the local school.

DCPS PER STUDENT FUNDING

1. In three-fourths of the schools¹, per pupil funding increased by more than enough to cover the likely amount of negotiated pay increases, but a few will have less funding per pupil than last year and one-fourth will lack funding fully to cover likely pay increases.
2. As a group, the elementary and high schools with the fewest low-income students receive *more* local funding per pupil on the average, than any other groups of schools in the city, including the elementary schools with the greatest percentage of low-income students. Within the middle school group, however, higher poverty schools receive higher funding.

Figure 1: Comparison of average per pupil funds of the lowest and highest poverty schools



¹ DCPS school inventory for SY2008-2009 is based on school count of 112 schools, excludes schools-within-schools, special education schools and centers, Peabody Early Childhood, Oyster PK-8 Dual Language Immersion; Reggio Emilia—in Peabody, Dunbar Pre Engineering, Woodson Business and Finance and STAY programs.

Table 1: Comparison of average per pupil local funds of the lowest and highest poverty schools

| Grade Level | Students Eligible for Free/Reduced Lunch | # schools | Average per pupil local funding FY2009 |
|--|---|-----------|--|
| Elementary (Pre S-grade 6) | 33% or less <i>Lowest poverty</i> | 12 | \$ 7,269 |
| | More than 85% <i>Highest poverty</i> | 16 | \$ 6,805 |
| PreS-8 (up to grade 7/8) | All are greater than 40% <i>High poverty</i> | 19 | \$ 7,118 |
| Middle (grades 6/7 - 8) | Less than 40% <i>Low poverty</i> | 3 | \$ 6,351 |
| | Greater than 40% <i>High poverty</i> | 10 | \$ 7,255 |
| Regular high schools | Less than 40% (1 @ 38%) <i>Low poverty</i> | 1 | \$ 5,848 |
| | Greater than 40% <i>High poverty</i> | 11 | \$ 6,340 |
| Magnet high schools (selective admissions) | Less than 31% <i>Low poverty</i> | 3 | \$10,570 |
| | Greater than 40% (1 @ 43%) <i>High poverty</i> | 1 | \$ 8,376 |

Note: This analysis omits elementary schools which have between over 34% and 85% free and reduced price lunch students and so compares only the highest and lowest poverty elementary schools.

Last year (SY 2007-08) the situation was the reverse: total average per student local funding for the most affluent schools was \$5,925 compared to \$6,222 for the highest poverty schools.

- Elementary, PreS-8, and high schools undergoing NCLB restructuring receive *less* local funding per pupil on the average than higher performing schools. Within the middle school group, however, restructuring schools receive higher funding.

Figure 2: Comparison of average per pupil funds of schools in restructuring and those not in restructuring

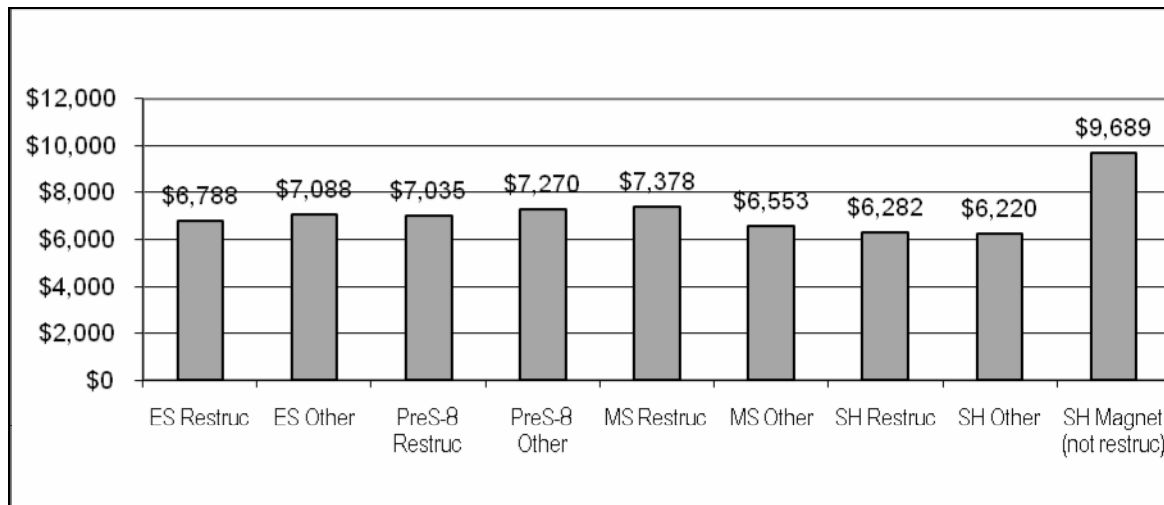


Table 2: Comparison of average per pupil funds of schools in restructuring and those not in restructuring

| Grade Level | Restructuring status | # of schools | Average per pupil local funding |
|--|---------------------------|--------------|---------------------------------|
| Elementary (PreS-grade 6) | Restructuring | 4 | \$ 6,788 |
| | Other | 60 | \$ 7,088 |
| PreS-grade 7/8 | Restructuring | 3 | \$ 7,035 |
| | Other | 16 | \$ 7,270 |
| Middle (grades 6/7 - 8) | Restructuring | 8 | \$ 7,378 |
| | Other | 5 | \$ 6,553 |
| Regular high schools | Restructuring | 10 | \$ 6,227 |
| Magnet high schools (selective admissions) | None are in restructuring | 4 | \$ 9,689 |

Note: Analysis omits Luke Moore and Bell/Lincoln schools.

4. The budgets show discrepancies of up to \$4,200 per student among individual schools at the same grade level. The extremes are *not* just a few exceptions, since the discrepancies between the 25th and 75th percentiles at all grade levels run from over \$1,000 to over \$2,000 per student

Table 3: Comparison of per pupil funds of all schools by extremes and percentiles

| Grade Level | Low | 25th | Median | 75th | High |
|---------------------------|----------|----------|----------|----------|----------|
| Elementary (PreS-grade 6) | \$ 5,601 | \$ 6,572 | \$ 7,037 | \$ 7,914 | \$ 9,830 |
| PreS-grade 7/8 | \$ 5,855 | \$ 6,510 | \$ 7,491 | \$ 7,790 | \$ 9,590 |
| Middle (grades 6/7 - 8) | \$ 5,870 | \$ 6,602 | \$ 6,977 | \$ 7,661 | \$ 8,339 |
| High Schools | \$ 5,848 | \$ 6,210 | \$ 6,373 | \$ 8,376 | \$12,126 |

Last year (SY 2007-08) the gap between the lowest and highest elementary schools was a little under \$2000, but differences of that magnitude were exceptional: the funding difference between the 10th and 90th percentile schools was \$625 and between the 25th and 75th percentile schools only \$265.

5. If DCPS were to even out the inequities in funding, the cost would be \$48 million.

This could be done by bringing *all* lower funded schools to the level of:

| | |
|--|---------------|
| Median funding among 12 most affluent <u>elementary schools</u> : | \$ 20 million |
| Funding for the 2 nd lowest % of low income students at <u>PreS-8 schools</u> : | \$ 6 million |
| Least well funded magnet <u>high schools</u> : | \$ 22 million |
| Total | \$ 48 million |

More modestly (see #7 below), the cost to increase the number of classroom teachers to that promised by the new staffing model – but *not* included in most of the local school allocations: \$ 9 million

NEW STAFFING MODEL

1. All schools will have a literacy coach to train teachers and, depending on enrollment, at least half-time social workers, librarians, art, music and PE teachers. Schools in NCLB restructuring additionally receive a numeracy coach and a psychologist.
2. The Model does not permit schools to have elementary school counselors; elementary school reading, math, science or foreign language teachers; middle school attendance officers; in-school suspension supervisors; aides above the early childhood years, directors of high school academies; or technicians to supervise and maintain computer labs. Schools may petition for exceptions.
3. Elementary and high schools with the *fewest* low-income students have *smaller* class sizes on the average than those in other schools in the city. Within the middle school group, however, higher poverty schools on the average have smaller class sizes.

Figure 3: Comparison of average class size of the lowest and highest poverty schools

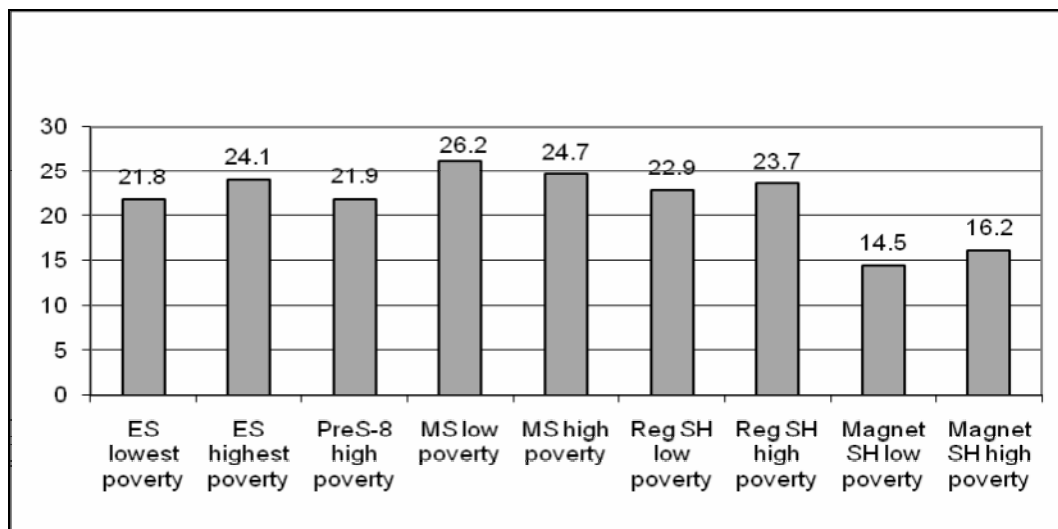


Table 4: Comparison of average class size of the lowest and highest poverty schools

| Grade Level | Students Eligible for Free/Reduced Lunch | # of schools | Average class size | |
|---|--|--------------|--------------------|------|
| | | | PreS-PreK | K-12 |
| Elementary (PreS-grade 6) | 33% or less (lowest poverty) | 12 | 17.0 | 21.8 |
| | More than 85% (highest poverty) | 16 | 16.3 | 24.1 |
| PreS-8 (up to grade 7/8) | All are more than 40% (high poverty) | 19 | 19.6 | 21.9 |
| Middle (grades 6/7 - 8) | Less than 40% (low poverty) | 3 | | 26.2 |
| | More than 40% (high poverty) | 10 | | 24.7 |
| Regular high schools | Less than 40% (low poverty) | 1 | | 22.9 |
| | More than 40% (high poverty) | 11 | | 23.7 |
| Magnet high schools (selective admission) | Less than 31% (low poverty) | 3 | | 14.5 |
| | More than 40% (1 @ 43%) (high poverty) | 1 | | 16.2 |

Note: This analysis omits elementary schools which have between over 34% and 85% free and reduced price lunch students and so compares only the highest and lowest poverty elementary schools.

4. Average class sizes in schools undergoing NCLB restructuring generally do not differ much from those in other schools except at the high school level where the magnet schools have much smaller classes than the schools in restructuring.

Table 5: Comparison of average class size between schools in restructuring and those not in restructuring

| Grade Level | Restructuring status (# of schools) | Average | Class size |
|---|-------------------------------------|-----------|------------|
| | | PreS-PreK | K-12 |
| Elementary (PreS-grade 6) | Restructuring (4) | 18.0 | 23.3 |
| | Other (59) | 16.7 | 23.1 |
| PreS-grade 7/8 | Restructuring (3) | 18.7 | 20.6 |
| | Other (16) | 19.8 | 22.3 |
| Middle (grades 6/7 - 8) | Restructuring (8) | | 25.0 |
| | Other (5) | | 25.2 |
| Regular high schools | Restructuring (10) | | 23.5 |
| Magnet senior high (selective admissions) | None are in restructuring (4) | | 15.1 |

Note: Analysis omits Luke Moore and Bell/Lincoln high schools.

5. Average class sizes vary enormously among individual schools at all levels. The extremes are *not* just a few exceptions, since the discrepancies between the 25th and 75th percentiles are large.

Table 6: Comparison of average class size among all schools by extremes and percentiles

| Grade Level | Low | 25th | Median | 75th | High | % Difference 25 th to 75 th |
|------------------------------|------|------|--------|------|------|---|
| Elementary (Pre-S - grade 6) | 11.5 | 21.4 | 24.0 | 26.0 | 30.0 | 21% |
| Pre-S - grade 7/8 | 17.5 | 20.6 | 22.4 | 23.9 | 26.8 | 16% |
| Middle (grades 6/7 - 8) | 21.7 | 23.3 | 24.5 | 26.0 | 33.2 | 12% |
| Senior high | 11.5 | 17.4 | 24.0 | 24.0 | 24.2 | 38% |

6. Average class sizes, pupil/teacher ratios, and pupil/educator ratios vary enormously among elementary schools of similar sizes, without relationship to the number of low-income students. For example:

Table 7: Comparison of the per pupil budget and staffing on two high poverty and two low poverty *small* elementary schools

| School | Garrison | Houston | Mann | Stoddert |
|---------------------|----------|----------|----------|----------|
| Proj. Enrollment | 242 | 248 | 256 | 251 |
| % low income | 77% | 73% | 1% | 23% |
| \$\$ per pupil | \$ 6,064 | \$ 6,373 | \$ 8,721 | \$ 8,025 |
| Aver class size K-6 | 30.6 | 27.1 | 18.2 | 23.6 |
| Pupils per teacher | 23.0 | 21.6 | 15.1 | 17.9 |
| Pupils per educator | 18.6 | 17.7 | 12.8 | 14.8 |

Note: Pupils per teacher includes special subject teachers and others;
Pupils per educator includes all professional staff.

Table 8: Comparison of the per pupil budget and staffing on two high poverty and three low poverty *large* elementary schools

| School | Miner | Janney | Brookland-Bunker Hill | Moten-Wilkinson | Watkins |
|---------------------|----------|----------|-----------------------|-----------------|----------|
| Enrollment | 483 | 480 | 512 | 513 | 519 |
| % low income | 83% | 4% | 43% | 87% | 21% |
| \$\$ per pupil | \$ 7,261 | \$ 7,410 | \$ 6,023 | \$ 6,630 | \$ 6,830 |
| Aver class size K-6 | 24.0 | 18.7 | 27.3 | 27.3 | 23.9 |
| Pupils per teacher | 18.9 | 16.6 | 23.3 | 20.1 | 19.2 |
| Pupils per educator | 15.8 | 14.5 | 19.0 | 16.8 | 16.7 |

7. Only 24% of the school allocations actually adhere to the Staffing Model as to classroom teachers. Most of the rest have fewer classroom teachers than they are entitled to, but a small number have more.
8. About half the schools needing teachers for English Language Learners are allocated fewer teachers than required by the DCPS Compliance Agreement with the US Department of Education
9. Custodians are assigned on the basis of enrollment, with a minimum of three per building, resulting in per custodian coverage of as little as 5,500 square feet or as much as 37,000 square feet of school floor space.