

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

This analysis covers the general education resources provided to the DCPS local schools for Fiscal Year 2009, according to budget documents submitted to the DC Council by DCPS. It covers elementary, preK-8, middle, and high schools, but *not* special education schools and centers, nor several non-comparable schools and programs.¹ The analysis does *not* include funds for English Language Learner or special education programs. Federal funds are *excluded* from the funding analysis but included in the staffing analysis since they are commingled with local funds in the payroll system. General education funds are expected to cover staffing, supplies and materials for the basic operation of the local school.

Principal Findings

1. Transparency is largely absent. Funding only rarely matches amounts called for by the Staffing Model. 68% have at least \$25,000 more than the model calls for, while 28% are short by amounts ranging from \$25,000 to more than \$400,000
2. Funding for local schools has increased 11% per pupil over last year – *beyond pay increases and inflation* – but the increases are very unevenly spread.
3. There are enormous discrepancies in per student funding – up to \$7,300 per pupil – among *individual* schools at the same level, including predominantly low-income schools, and likewise enormous discrepancies in student/staff ratios. Almost 70% are in violation of equity requirements of the DC Code of Municipal Regulations. Discrepancies are not correlated with student need or restructuring/consolidation status, and are much greater than last year.
4. On the average schools that are predominantly low-income have per student funding greater than that of predominantly higher-income schools. I.e., the unevenness does not reflect a bias based on neighborhood, income level, or race, but seems random.
5. High schools are an exception to these findings. Although all ten comprehensive neighborhood high schools are in restructuring, and 9 of the ten have high proportions of low-income students, their average per pupil funding is less than that of any other group of schools, while the four magnet schools, which are not in restructuring and 3 of four of which have very low percentages of low-income students, have the highest average per student funding and the smallest classes.
6. Generally (with individual unexplained exceptions) small schools have significantly better funding and smaller student/staff ratios. Large schools have lower per pupil funding, larger classes and larger student/ratios. Especially disadvantaged are schools whose actual enrollment significantly exceeded its projected enrollment, and especially advantaged are schools whose actual enrollment was significantly below projected enrollment. Unintentionally, the allocations have given schools an incentive for under-enrollment.

¹ DCPS school inventory for SY2008-2009 is based on school count of 112 schools, excludes schools-within-schools (Reggio Emilia—in Peabody, Dunbar Pre Engineering, Woodson Business and Finance), alternative schools, special education schools and centers, Peabody Early Childhood, Oyster PK-8 Dual Language Immersion; two 9th grade only schools (Phelps and Woodson Academy) and STAY programs.

DCPS COMPREHENSIVE STAFFING MODEL

In recent years, DCPS has moved back and forth between two different methods of funding local school budgets. Prior to FY 2000 the system used a *staffing model*, based on one staff member per school or per enrollment band at the school. For example, schools might receive one librarian, a teacher for each 25 students, an assistant principal if they enrolled over 500 students, and one counselor per 400 students or fraction thereof. In FY 2000 Superintendent Ackerman introduced a *Weighted Student Formula (WSF)*, which funded schools in dollars per student with percentage add-ons by grade level, identification for special education or English as a Second Language, and low-income status plus extra funding for small schools. The WSF was used as such only in FY 2000 – FY 2001, and FY 2007 – FY 2008. From FY 2002 to FY 2006, despite using the WSF label, DCPS in practice adopted a staffing model, known as the “floor plan.” In FY 2009 Chancellor Rhee decided to eliminate the WSF in favor of a “Comprehensive Staffing Model” (CSM) in two versions – “full” for schools undergoing restructuring or receiving students from closing schools, and “standard” for the rest.

All schools were allocated and required to have – on the same basis – certain teachers, a principal, certain office staff, social workers, a literacy coach, a librarian, early childhood aides, custodians, limited overtime, supplies and materials. The differences between the two versions:

Category	Full	Standard
Literacy & numeracy coaches	One of each (2.0)	Literacy only (1.0)
Business manager schools < 250	Half-time (0.5)	None
Assistant principal: Elementary < 500	Full-time (1.0)	None
Middle <250	Full-time (1.0)	None
Middle >250	Two (2.0)	One (1.0)
School psychologist	One (1.0)	None
Art, music & PE teachers: Elementary >400	One + half time (1.5)	One (1.0)
Substitutes: Elementary	\$11,000	\$8,000

A principal finding of this study is that *neither in the preliminary nor the final allocations did DCPS actually apply this model for most schools*. In the preliminary allocations, non-classroom teachers – with scattered exceptions – were assigned by the CSM model, but teachers were not. Only 24% of the school allocations actually adhered to the Staffing Model as to classroom teachers. Some schools had as many as four or five extra teachers and some as many as four or five too few. The final allocations differed greatly from the preliminary as DCPS increased the total funding for local school budgets and many schools moved from disadvantaged to advantaged and vice versa. But very few were funded according to their version of the CSM. Our comparison of funding to which schools are entitled and funding they received shows that of 112 schools, 31 were shorted by at least \$25,000 and 76 received at least \$25,000 more than the CSM would have allotted. Twelve were short by over \$250,000, while 50 received more than \$250,000 above the CSM model. In fact, half of the latter received more than \$500,000 above their entitlement. The differences do not correlate with differences between projected and actual enrollment, nor with status as receiving schools. There simply is no pattern.

	Dollar Level	# Schools	Percent
Short by	>-\$25,000	31	28%
	>-\$50,000	24	21%
	>-\$100,000	18	16%
	>-\$250,000	12	11%
	>-\$400,000	7	6%
Extra by	>\$25,000	76	68%
Total schools		112	

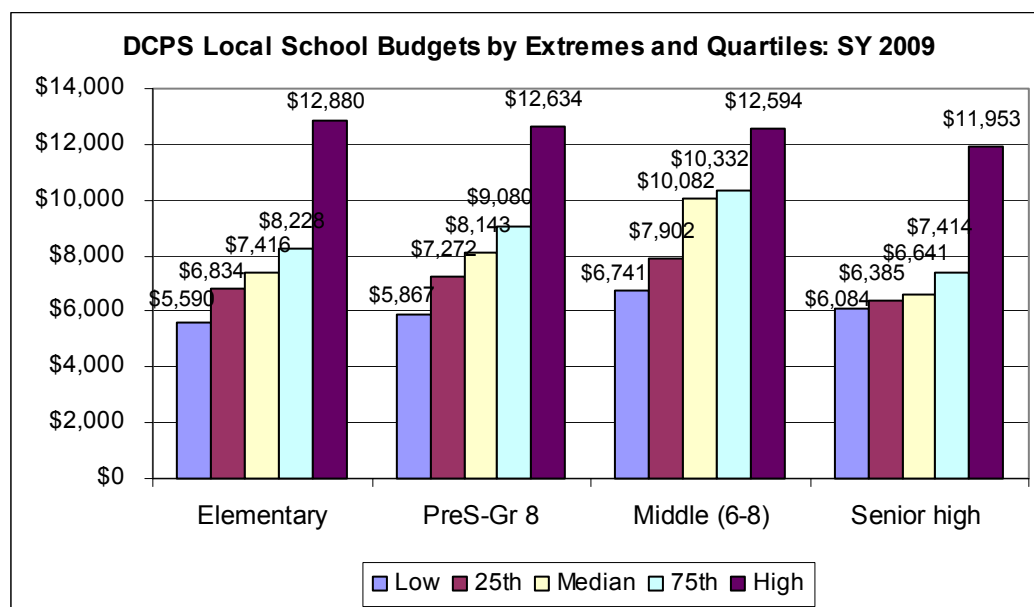
DCPS PER STUDENT LOCAL SCHOOL FUNDING

1. The most striking finding is that although the budgets based on actual enrollment are equitable with regard to *the average* school serving predominantly low vs. predominantly higher income students, and restructuring vs. non-restructuring schools, inequities among *individual* schools are huge. The budgets show discrepancies of up to \$7,300 per student among individual schools at the same grade level.

Table 1: Comparison of per pupil general education local funds of all schools by quartiles

Grade Level	Low	25th	Median	75th	High
Elementary (PreS-grade 6)	\$ 5,590	\$ 6,834	\$ 7,416	\$ 8,228	\$ 12,880
PreS-grade 7/8	\$ 5,867	\$ 7,272	\$ 8,143	\$ 9,080	\$ 12,634
Middle (grades 6/7 - 8)	\$ 6,741	\$ 7,902	\$ 10,082	\$ 10,332	\$ 12,594
High Schools	\$ 6,084	\$ 6,385	\$ 6,641	\$ 7,414	\$ 11,953

Figure 1: Comparison of per pupil general education local funds of all schools by quartiles



The extremes are *not* just a few exceptions: the discrepancies between the 25th and 75th percentiles at all grade levels run from over \$1,000 to over \$2,400 per student. Last year (SY 2007-08) the gap between the lowest and highest elementary schools was a little under \$2,000, 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.

These individual school discrepancies are *not* correlated with student need or with restructuring/consolidation status. Most of the very low-funded schools enroll high percentages of low-income students, and several schools with relatively few low-income students have high per student funding. For example, the lowest funded middle school is Hart, a consolidation school in restructuring with 79% low-income students. The lowest funded elementary school is Houston, with 73% low-income students

at \$5,590 per student, far less than Mann, with the same number of students, 1% low-income at \$8,140 per student.

Two schools that are similar with regard to total enrollment, proportion of low-income students, and restructuring or consolidation status can have vastly different per pupil funding. For example, Ludlow-Taylor (175 students, 71% low-income) receives \$8,769 per pupil in general education local funding compared to Kenilworth (198 students, 81% low-income) at \$6,647 per pupil. Two consolidation elementary schools of over 450 students: Moten-Wilkinson, with 87% low-income students receives \$8,568 per student, while Tubman, with 86% low-income students receives \$6,082 per student. Two preK-8 consolidation schools of about 250 students: Emery, with 80% low-income students receives \$7,791 per student, while Francis-Stevens, with 63% low-income students receives \$11,240 per student.

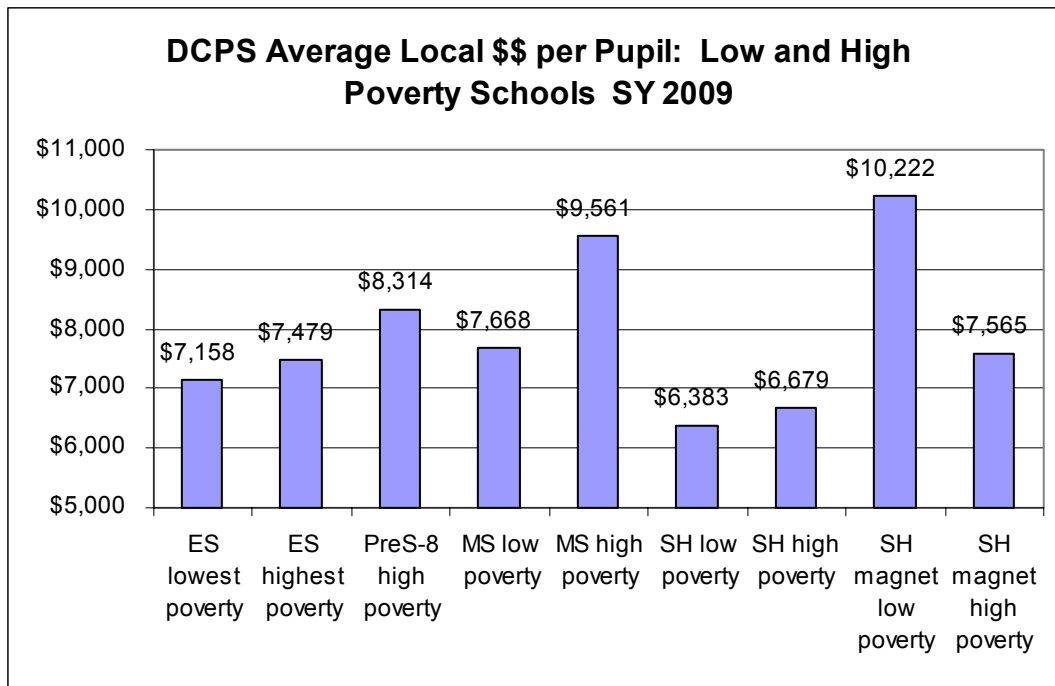
2. On the *average* within each level, elementary and middle schools with the *highest* number of low-income students receive *more* local funding per pupil, on the *average*, than schools with the smallest percentage of low-income students. These numbers represent a considerable improvement over preliminary spring allocations. However, at the high school level, magnet schools – those with selective admissions and low-numbers of low-income students – receive much higher per pupil funding than other high schools. The exception is the one magnet school with more than 40% low-income students, which receives about \$3,000 less per pupil than other magnet schools.

Table 2: Comparison of average per pupil general education 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	\$ 7,158
	More than 85% <i>Highest poverty</i>	16	\$ 7,479
PreS-8 (up to grade 7/8)	All are greater than 40% <i>High poverty</i>	19	\$ 8,314
Middle (grades 6/7 - 8)	Less than 40% <i>Low poverty</i>	3	\$ 7,668
	Greater than 40% <i>High poverty</i>	10	\$ 9,561
Regular high schools	Less than 40% (1 @ 38%) <i>Low poverty</i>	1	\$ 6,383
	Greater than 40% <i>High poverty</i>	9	\$ 6,679
Magnet high schools (selective admissions)	Less than 31% <i>Low poverty</i>	3	\$10,222
	Greater than 40% (1 @ 43%) <i>High poverty</i>	1	\$ 7,565

Note: The analysis omits elementary schools between 34% and 85% free and reduced price lunch students and so compares only the highest and lowest poverty elementary schools. High school analysis omits Luke Moore and Bell/Lincoln M/HS.

Figure 2: Comparison of average per pupil general education local funds of the low and high poverty schools



3. Likewise, the average elementary and middle school undergoing NCLB restructuring receives more local funding per pupil than the average school not yet in restructuring. High schools again are an exception: all ten comprehensive neighborhood high schools are in restructuring and receive much lower per pupil funding than the magnet high schools, none of which are in restructuring.

Figure 3: Comparison of average per pupil general education local funds of schools in restructuring and those not in restructuring

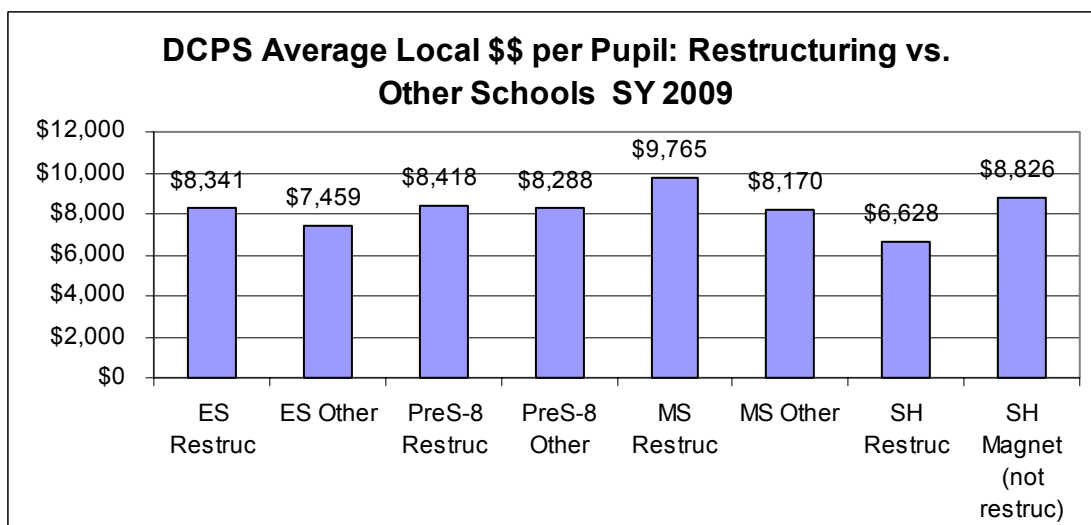


Table 3: Comparison of average per pupil general education local funds of schools in restructuring and those not in restructuring

Grade Level	Restructuring status	# of schools	Average per pupil local funding
Elementary (PreS-grade 6)	Restructuring	4	\$ 8,341
	Other	60	\$ 7,459
PreS-grade 7/8	Restructuring	3	\$ 8,418
	Other	16	\$ 8,288
Middle (grades 6/7 - 8)	Restructuring	8	\$ 9,765
	Other	5	\$ 8,170
Regular high schools	Restructuring	10	\$ 6,628
Magnet high schools (selective admissions)	None are in restructuring	4	\$ 8,826

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

4. Generally (with individual unexplained exceptions) small schools have significantly better funding and smaller student/staff ratios. Large schools have lower per pupil funding, larger classes and larger student/ratios. The largest elementary schools have \$2,000 per student less than the smallest.

Table 4: Comparison of average per pupil general education local funds and average number of pupils per professional educator by size of enrollment

Grade level	Enrollment ranges					
Elementary (PreS-grade 6)	<200	200-249	250-299	300-349	350-399	>400
No. of schools	9	13	12	12	7	11
Average \$\$/pupil	\$ 8,994	\$ 8,413	\$7,405	\$ 7,587	\$ 7,374	\$ 6,821
Average pupils/educator	12.4	12.5	14.1	13.5	13.9	15.3
PreS-grade 7/8	<200		200-299		300-399	>400
No. of schools	3		4		8	4
Average \$\$/pupil	\$10,519		\$ 8,836		\$7,965	\$ 7,871
Average pupils/educator	9.8		11.8		12.8	12.7
Middle (grades 6/7 - 8)			<300		300-399	>400
No. of schools			5		5	3
Average \$\$/pupil			\$11,330		\$ 9,133	\$ 7,228
Average pupils/educator			8.7		10.9	13.5
High School (grades 9-12)			<500		500-900	>900
No. of schools			4		8	4
Average \$\$/pupil			\$ 9,480		\$ 6,718	\$ 6,551

Average pupils/educator			11.6		14.4	14.6
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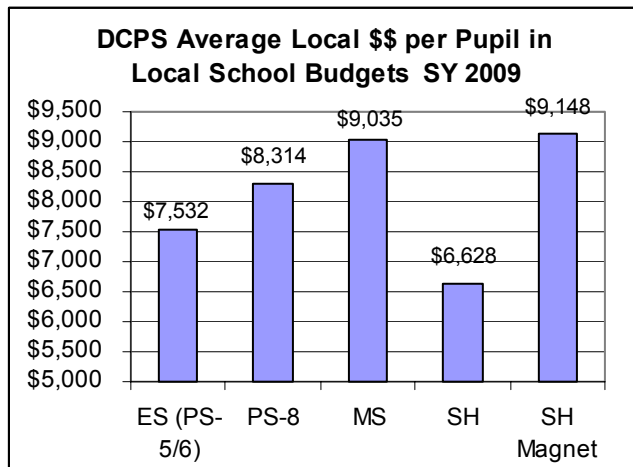
Especially disadvantaged are schools that enrolled many more students than projected last spring, and especially advantaged are schools that enrolled many fewer students than projected. For example, Shaw-Garnett Patterson Middle School, projected enrollment 410, was originally allocated \$2.9 million in local funds or \$7,048 per student; only 257 students enrolled, but the school received \$3.1 million in local funds or \$12,108 per student. Beers Elementary, projected at 265, was originally allocated \$1.8 million or \$6,877 per student; Beers ended up with 320 students, and an allocation of \$1.9 million, or \$5,969 per student.

5. Funding by level: DCPS allocates \$700 to \$800 more per pupil for PreK-8 schools than for elementary schools, and allocations are highest at middle schools; this effect is apparently due to enrollment considerably lower than projected at the PreK-8 and middle school levels. DCPS spends the most per pupil at the four magnet high schools, though they enroll relatively few low-income students and are not in NCLB restructuring, and least of all per pupil at the comprehensive senior high schools, though all ten are in NCLB restructuring, and all but one have considerably more than 40% low-income pupils.

Table 5: Comparison of average per pupil and median per pupil general education local funds by level

Grade Level	Average	Median
Elementary (PreS-grade 6)	\$ 7,532	\$ 7,416
PreS-grade 7/8	\$ 8,314	\$ 8,143
Middle (grades 6/7 - 8)	\$ 9,035	\$ 10,082
High Schools regular	\$ 6,628	\$ 6,444
High School magnet	\$ 9,148	\$ 8,395

Figure 4: Comparison of average per pupil general education local funds by level



6. DCPS has stated that pay increases of an unspecified amount are included in local school budgets. In most of the schools, per pupil funding has increased by more than enough to cover 4% annual pay

increases. However 19 schools lack per pupil funding at this level, and six actually have less funding per pupil than last year. These numbers represent an improvement over the preliminary spring allocations.

7. DCPS could even out the worst funding inequities by increasing per student funding for the lowest funded schools at a cost of \$7 million; stronger measures would cost from \$20 to \$43 million.

Table 6: Cost of leveling up per pupil general education local funds to different minimums

Level	Minimum: current 25 th percentile	Minimum: average non CSM schools	Minimum: current 75 th percentile
Elementary	\$ 3.0 M	\$ 6.7 M	\$ 19.2 M
PreK-grade 8	\$ 1.2 M	\$ 1.1 M	\$ 6.7 M
Middle	\$ 1.1 M	\$ 3.2 M	\$ 7.2 M
	Current median	Current 75th	Lowest magnet
High school	\$ 2.1 M	\$ 8.5 M	\$ 10.0 M
Total	\$ 7.4 M	\$ 19.5 M	\$ 43.2 M

STAFFING

1. The new Comprehensive Staffing Model (CSM) allocates a literacy coach to all schools to train teachers and, depending on enrollment, at least half-time social workers, librarians, art, music and PE teachers. Schools in NCLB restructuring or involved in school consolidation are also allocated a numeracy coach and a psychologist.

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. However, schools may petition for exceptions; a number of these were granted. In some cases staff was added, and in more, schools were permitted to trade among categories of staff. We do not know how many petitions were denied.

2. The most striking finding as to staffing is that, as with per pupil funding, the ratios based on actual enrollment are equitable with regard to *groups* of schools serving predominantly low vs. predominantly higher income students, but inequities among *individual* schools are enormous. Average class sizes, pupil/teacher ratios and pupil/educator ratios are more than twice as great in some schools as in others. (Pupil/educator ratio refers to all professional staff at a school, including principals, assistant principals, counselors, librarians, social workers, and psychologists as well as teachers.)

Table 7: Comparison of pupil/general education staff ratios of all schools by extremes and percentiles

Grade Level	Low	25th	Median	75th	High
Imputed average class size*					
Elementary (PreS-grade 6)	14.0	18.5	20.6	22.5	27.9
PreS-grade 7/8	13.5	15.4	18.2	21.6	24.7
Middle (grades 6/7 - 8)	14.1	17.4	18.1	19.9	24.8
High Schools	16.2		23.4		27.4
Pupil/teacher ratio					
Elementary (PreS-grade 6)	11.2	15.9	17.6	19.4	23.5
PreS-grade 7/8	11.1	14.1	15.8	18.8	21.5
Middle (grades 6/7 - 8)	11.7	14.5	15.0	16.6	20.6
High Schools	13.5		19.5		22.8
Pupil/educator ratio					
Elementary (PreS-grade 6)	8.4	12.9	14.0	15.1	18.5
PreS-grade 7/8	7.9	10.9	12.3	14.1	17.2
Middle (grades 6/7 - 8)	7.9	9.6	9.9	12.3	14.1
High Schools	10.5		14.6		15.9

* For elementary and PreK-8, students per general education teacher (excludes art, music, PE; for secondary schools students per general education teacher (all subjects) x 6/5 (1 planning period per teacher per day per WTU contract

As with funding, the discrepancies between the 25th and 75th percentiles at all grade levels are notable, and the individual school discrepancies do *not* relate to student need. Most of the schools with large

pupil/staff ratios enroll high percentages of low-income students, and several schools with relatively few low-income students have relatively favorable ratios. For example, the largest middle school ratios are at Hart, a consolidation school with 79% low-income students. Houston, with 73% low-income students has 23.5 student per teacher compared to Mann, with the same number of students, 1% low-income at 16.8 students per teacher. Predictably, the other schools cited in the discussion of per pupil funding have disparate student/staff ratios corresponding to the differences in per pupil funding.

3. As *groups*, elementary and middle schools with the *most* low-income students generally have *smaller* class sizes, pupil/teacher ratios, and pupil/educator ratios than those in schools with relatively few low-income students. Within the high schools, however, high poverty schools on the average have larger pupil/teacher and pupil educator ratios. The largest are at Eastern (70% poverty) and Spingarn (74% poverty), and the smallest at the magnet high schools, which serve few low-income students.

Figure 5: Comparison of average class size and pupil/educator ratio of low and high poverty schools

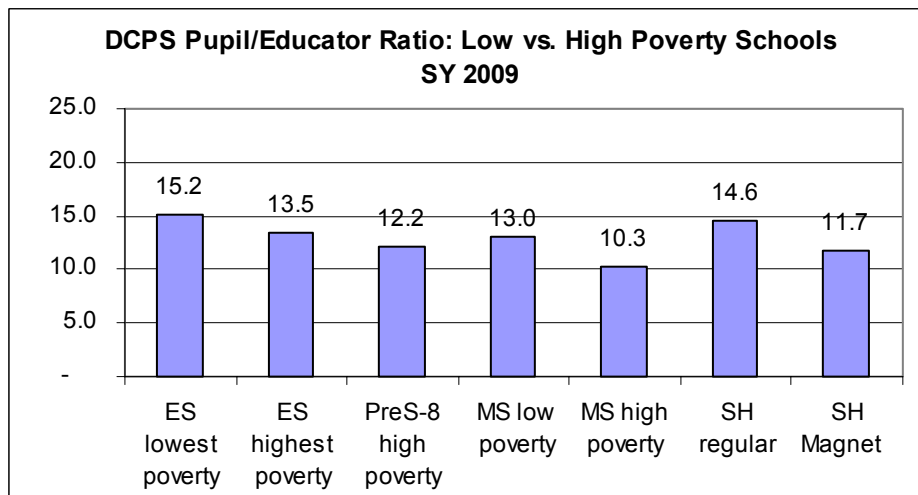
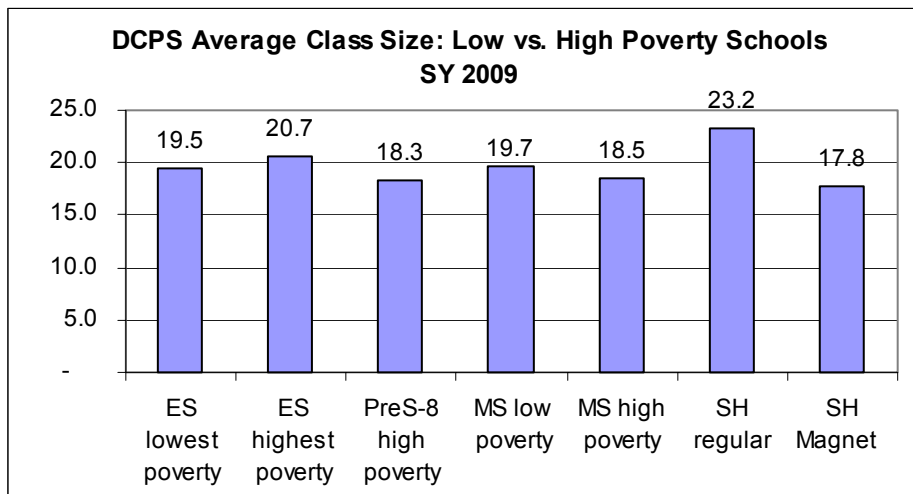


Table 8: Comparison of average class size of the lowest and highest poverty schools

Grade Level	Students Eligible for Free/Reduced Lunch	# of schools	Average class size	Pupil/educator ratio
Elementary (PreS-grade 6)	33% or less (lowest poverty)	12	19.5	15.2
	More than 85% (highest poverty)	16	20.7	13.5
PreS-8 (up to grade 7/8)	All are more than 40% (high poverty)	19	18.3	12.2
Middle (grades 6/7 - 8)	Less than 40% (low poverty)	3	19.7	13.0
	More than 40% (high poverty)	10	18.5	10.3
Regular high schools	All more than 40% except 1 (38%)	10	23.2	14.6
Magnet high schools (selective admission)	All less than 40% except 1 (43%)	4	17.8	11.7

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. Analysis omits Luke Moore and Bell/Lincoln M/HS.

4. The DC Code of Municipal Regulations (DCMR) limits differentials in student/staff ratios among schools at each general education level to five percent of the average at that level, except for small elementary schools, where deviations may reach 10% permissibly. These provisions implement federal court rulings and a consent decree in *Hobson v. Hansen*, the landmark civil rights case that required equity in resource distribution in the DC Public Schools.² We analyzed staffing in accordance with the DCMR rules and found that 69% of all schools covered by the regulation fail to comply with it, including 70% of elementary schools, 85% of middle schools, and 57% of eligible high schools.

5. Custodians are assigned on the basis of enrollment, with a minimum of three per building, resulting in per custodian coverage of as little as 5,800 square feet or as much as 53,333 square feet of school floor space.

² DCMR 5-301 requires “[e]qualization of personnel resources throughout the school system in each major division of the educational program on the basis of students enrolled per instructional staff member. “Major divisions” are elementary (K-6), junior high and senior high; special education, vocational education, pre-school, pre-kindergarten, bilingual education, Ellington, STAY, and federally funded positions are *excluded*. Equalization “means that no school within any major division or subdivision of the educational program shall deviate by more than plus or minus five percent (5%) from the average of all schools in the same division or subdivision,” except for elementary schools with fewer than 250 K-6 students, where deviation up to 10% is permitted. “Students” means “official membership” [the October 6 count]. “Instructional staff” in elementary schools is “all teachers, including special subject teachers” paid with local funds. In secondary schools it is “all teachers, principals, consultants or supervisors of instruction, librarians, guidance counselors, psychological personnel, aides, and other clerical or paraprofessional personnel employed to assist other instructional staff members directly in the provision of services to the classroom.” These regulations grow out of a 1977 consent decree in *Hobson v. Hansen* that is unpublished.

COMPARISON WITH PRELIMINARY ALLOCATIONS

Changes between preliminary and actual allocations on a per pupil or pupil/staff ratio arose from two factors: (1) changes between projected and actual enrollment, accompanied by lesser change or no change in allocations; (2) increases in per pupil resources, particularly for restructuring and consolidating schools.

1. Discrepancies in per student funding widened considerably between spring and fall 2008. The lows stayed similar or rose a little at all levels, though the identity of the lowest funded schools changed greatly. The medians rose by \$400 to \$600 per pupil in the elementary and PreK-8 schools, by \$3,000 per pupil in the middle schools, and by about \$250 in the high schools. Except in the high schools, the highs rose greatly – by \$3,000 to \$4,000 per student, mostly due to actual enrollment way below that projected last spring. In the high schools the high went down a little because of slightly higher than projected enrollment.

Table 9: Comparison of per pupil funds of all schools by extremes and percentiles: preliminary vs. actual

Grade Level	Low	25th	Median	75th	High
Elementary Preliminary	\$ 5,601	\$ 6,572	\$ 7,037	\$ 7,914	\$ 9,830
Elementary Actual	\$ 5,590	\$ 6,834	\$ 7,416	\$ 8,228	\$ 12,880
PreS-7/8 Preliminary	\$ 5,855	\$ 6,510	\$ 7,491	\$ 7,790	\$ 9,590
PreS-7/8 Actual	\$ 5,867	\$ 7,272	\$ 8,143	\$ 9,080	\$ 12,634
Middle Preliminary	\$ 5,870	\$ 6,602	\$ 6,977	\$ 7,661	\$ 8,339
Middle Actual	\$ 6,741	\$ 7,902	\$ 10,082	\$ 10,332	\$ 12,594
High Schools Preliminary	\$ 5,848	\$ 6,210	\$ 6,373	\$ 8,376	\$12,126
High Schools Actual	\$ 6,084	\$ 6,385	\$ 6,641	\$ 7,414	\$11,953

2. The changes between spring and fall reversed the previous situation where low-poverty elementary schools were better funded per pupil than those at the highest level of poverty. They strengthened per pupil funding for all middle schools, but more for those with more than 40% low-income students.

Table 10: Comparison of average per pupil local funds of the lowest and highest poverty schools: preliminary vs. actual

Grade Level	Students Eligible for Free/Reduced Lunch	# schools	Average per pupil preliminary funding	Average per pupil actual funding
Elementary (Pre S-grade 6)	33% or less <i>Lowest poverty</i>	12	\$ 7,269	\$ 7,158
	More than 85% <i>Highest poverty</i>	16	\$ 6,805	\$ 7,479
PreS-8 (up to grade 7/8)	All are greater than 40% <i>High poverty</i>	19	\$ 7,118	\$ 8,314

Grade Level	Students Eligible for Free/Reduced Lunch	# schools	Average per pupil preliminary funding	Average per pupil actual funding
Middle (grades 6/7 – 8)	Less than 40% <i>Low poverty</i>	3	\$ 6,351	\$7,668
	Greater than 40% <i>High poverty</i>	10	\$ 7,255	\$9,561
Regular high schools	Less than 40% (1 @ 38%) <i>Low poverty</i>	1	\$ 5,848	\$ 6,383
	Greater than 40% <i>High poverty</i>	9	\$ 6,340	\$ 6,679
Magnet high schools (selective admissions)	Less than 31% <i>Low poverty</i>	3	\$10,570	\$ 10,222
	Greater than 40% (1 @ 43%) <i>High poverty</i>	1	\$ 8,376	\$ 7,565

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. High school analysis omits Luke Moore and Bell/Lincoln M/HS.

3. Changes between spring and fall also strengthened funding for elementary and middle schools in restructuring: preliminary funding had actually disfavored schools in restructuring, but now they have higher per pupil funding. However, the ten comprehensive high schools, all of which are in restructuring have slightly lower per pupil funding than allocated last spring.

Table 11: Comparison of average per pupil funds of schools in restructuring and those not in restructuring: preliminary vs. actual

Grade Level	Restructuring status	# of schools	Average per pupil preliminary funding	Average per pupil actual funding
Elementary (PreS-grade 6)	Restructuring	4	\$ 6,788	\$ 8,341
	Other	60	\$ 7,088	\$ 7,459
PreS-grade 7/8	Restructuring	3	\$ 7,035	\$ 8,418
	Other	16	\$ 7,270	\$ 8,288
Middle (grades 6/7 – 8)	Restructuring	8	\$ 7,378	\$ 9,765
	Other	5	\$ 6,553	\$ 8,170
Regular high schools	Restructuring	10	\$ 6,730	\$ 6,628
Magnet high schools (selective admissions)	None are in restructuring	4	\$ 9,134	\$ 8,826

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

4. Changes in average class size and pupil/educator ratios for the low and high poverty schools at each level correspond to the changes in per student funding. As a group, the higher poverty schools have

smaller average class size and more favorable pupil/educator ratios, except in the high schools, where the reverse remains the case.

Table 12: Comparison of average class size of the low and high poverty schools: preliminary vs. actual

Grade Level	Students Eligible for Free/Reduced Lunch	# of schools	Average class size preliminary	Average class size actual
Elementary (PreS-grade 6)	33% or less (lowest poverty)	12	21.3	19.5
	More than 85% (highest poverty)	16	22.7	20.7
PreS-8 (up to grade 7/8)	All are more than 40% (high poverty)	19	20.5	18.3
Middle (grades 6/7 - 8)	Less than 40% (low poverty)	3	26.2	19.6
	More than 40% (high poverty)	10	24.4	18.5
Regular high schools	All more than 40% except 1 (38%)	10	23.5	23.3
Magnet high schools (selective admission)	All less than 40% except 1 (43%)	4	15.1	17.8

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. Analysis omits Luke Moore and Bell/Lincoln M/HS.

Table 13: Comparison of average pupil/professional educator of the low and high poverty schools: preliminary vs. actual

Grade Level	Students Eligible for Free/Reduced Lunch	# of schools	Average pupil/educator preliminary	Average pupil/educator actual
Elementary (PreS-grade 6)	33% or less (lowest poverty)	12	14.2	15.2
	More than 85% (highest poverty)	16	14.6	13.5
PreS-8 (up to grade 7/8)	All are more than 40% (high poverty)	19	14.0	12.2
Middle (grades 6/7 - 8)	Less than 40% (low poverty)	3	16.0	13.2
	More than 40% (high poverty)	10	13.8	10.3
Regular high schools	All more than 40% except 1 (38%)	10	15.1	14.6
Magnet high schools (selective admission)	All less than 40% except 1 (43%)	4	10.0	11.7

COMPARISON WITH PREVIOUS SCHOOL YEAR

The two major changes between last year – School Year 2008 – and the current School Year 2009 are (1) big increases beyond the typical pay increases in per pupil funding in the local school budgets (except in high schools, with a small increase) and (2) major increases in the disparities among individual schools.

1. DCPS put substantial extra funding into local school budgets this year. The total budget for the schools in this study (including closed schools) last year was \$303.6 million for about 49,100 students. This year the comparable figure is \$314.0 million for about 42,600 students. For comparability, the latter number excludes funding for literacy and numeracy coaches, who were funded from central accounts last year, but are included in local school budgets this year. On an average per student basis the total increase translates to 19%. Some of the increase is intended to cover pay increases, which did *not* appear in last year’s figures. DCPS has stated that this year’s include pay increases, presumably two year’s worth. Assuming the typical 4% annual pay increase/inflation, the additional average increase per student is 11%. The increases net of pay increases are largest for preK-8 and middle schools – 24% and 32% respectively, and small for high schools – 3%.

Figure 6: Change in average per pupil general education local funds: SY 2008 to SY 2009

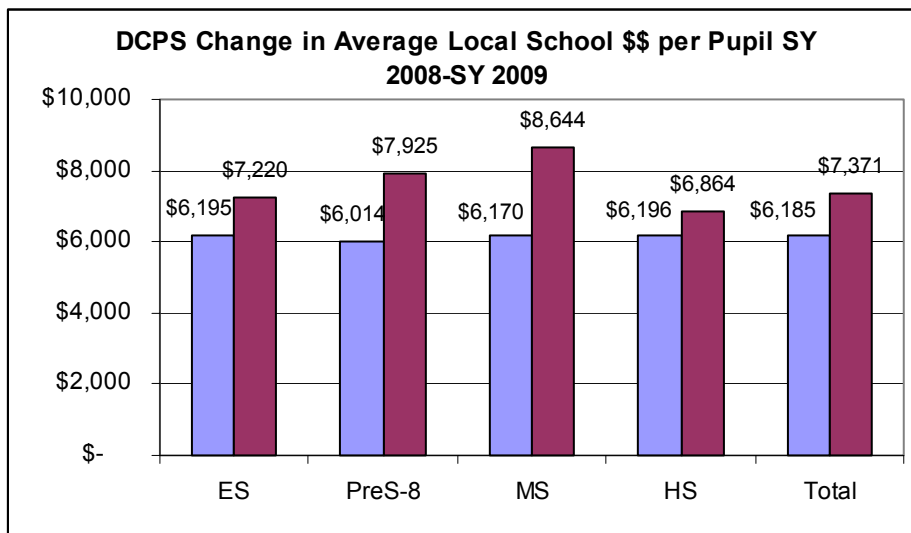


Table 14: Change in Average per pupil general education local funds: SY 2008 to SY 2009

Level	Average per pupil local funding SY 08	Average per pupil local funding SY 09	Percent increase	Increase adjusted for inflation
Elementary	\$ 6,195	\$ 7,220	17%	9%
PreS-grade 8	\$ 6,014	\$ 7,925	32%	24%
Middle	\$ 6,170	\$ 8,644	40%	32%
High school	\$ 6,196	\$ 6,864	11%	3%
Total	\$ 6,185	\$ 7,371	19%	11%

2. The disparities among individual schools have widened enormously since last year, again except for the high schools. The range between the 25th and 75th percentile schools covers half the schools. Last year half the elementary schools were within \$265 per pupil of each other. This year the range is almost

\$1,400. Last year the elementary school extremes were not quite \$2,000 apart, while this year the difference is about \$7,300. Gaps were larger among middle schools, but not nearly as large as they are this year. High school gaps did not change much, partly because the comprehensive high schools, unlike schools at other levels, are still close to each other in per pupil funding, and because the magnet high schools had very high per pupil funding last year as well as this.

Table 15: Comparison of per pupil general education local funds by quartiles: SY 2008 vs. SY 2009

Grade Level		Low	25th	Median	75th	High	25-75	High-low
Elementary (PreS-6)	SY 08	\$ 5,740	\$6,100	\$ 6,156	\$ 6,365	\$ 7,703	\$ 265	\$ 1,963
	SY 09	\$ 5,590	\$ 6,834	\$ 7,416	\$ 8,228	\$ 12,880	\$ 1,394	\$ 7,290
PreS- 7/8	SY 08	\$ 5,905	\$ 5,982	\$ 6,000	\$ 6,041	\$ 6,247	\$ 59	\$ 342
	SY 09	\$ 5,867	\$ 7,272	\$ 8,143	\$ 9,080	\$ 12,634	\$ 1,808	\$ 6,767
Middle (6/7 - 8)	SY 08	\$ 5,565	\$ 5,743	\$6,044	\$ 6,840	\$ 7,451	\$1,097	\$ 1,886
	SY 09	\$ 6,741	\$ 7,902	\$ 10,082	\$ 10,332	\$ 12,594	\$ 2,430	\$ 5,853
High Schools	SY 08	\$ 5,533	\$ 5,608	\$ 5,680	\$ 6,513	\$10,720	\$ 905	\$ 5,187
	SY 09	\$ 6,084	\$ 6,385	\$ 6,641	\$ 7,414	\$ 11,953	\$ 1,029	\$ 5,869