

## **Fiscal Year 2013 District of Columbia Public Schools Budget Development Detail**

The following narrative highlights the Fiscal Year 2013 (FY13) budget development process for the District of Columbia Public Schools (DCPS). Each section will highlight program changes – expansions and reconfigurations – as well as the annual budget considerations that DCPS undertakes when developing school budgets.

### **FY13 New Costs and New Programs**

DCPS anticipates a twenty-five million dollar increase in operating costs for FY13. Increasing costs are attributable to a rise in the cost of salaries and benefits in certain school-based positions, most notably the ET-15 position, which includes General Education teachers, Special Education teachers, Instructional Coaches, Guidance Counselors, and others. The increase in operating costs is off-set in part by the two percent increase in the Uniform Per Student Funding Formula (USPFF).

DCPS preserved funding for existing programs, including:

- Maintaining current inventory of schools, including STAY programs (programs for adult students) at Ballou SHS, Roosevelt SHS and Spingarn SHS;
- Preserving the directed allocation for Art, Music and Physical Education teachers at the Pre-S through 5<sup>th</sup> grade level;
- Preserving the direct allocation for instructional coaches
- Preserving the direct allocation for social workers at FY12 levels
- Preserving the direct allocation for Kindergarten aides;
- Preserving the student-to-teacher allocation ratio for Elementary Schools (which ultimately led to additional teachers at the Elementary School level, in light of continued student growth);
- Continuing to provide Board-directed specialty funds, or funds to specialty or application high schools based on preexisting Board of Education directives.

DCPS funded new initiatives and programs, including:

- Raising the Per-Pupil Funding Minimum (PPFM) from \$8,400 per student for qualifying schools to \$8,568 for qualifying schools
- Adding the School-wide Enrichment Model (SEM) program to Kelly Miller MS and Hardy MS;
- Reserving funds to ensure that Education Campuses may offer Algebra and World Languages;
- Expanding the programs at School-Within-School and Peabody ES;
- Adding fifth grade to Barnard ES and Powell ES;
- Expanding the number of psychologists assigned to schools to provide student support; and
- Staffing 11-month guidance counselors at a ratio of 1:250 at high schools.
- \$10 million for Proving What's Possible (PWP) grants to support innovative programming

In order to propose a balanced budget, DCPS did identify savings at the school and program level. Specifically, the following changes were implemented in the DCPS proposed budget as compared to FY12:

- Adjusting the student-to-teacher allocation ratio for Middle Schools and High Schools to 1:22 and 1:24, respectively. (In FY12, the ratio was 1:20 for MS and 1:22 for HS);
- Ending the direct allocation for Special Education Coordinator and the direct allocation for School-wide Application Model (SAM) Coaches. (Schools may still budget those positions by repurposing their flexible staffing funds);
- Restructuring the direct allocation for the Librarian/Media Specialist position from a 0.5 position for schools projected to enroll fewer than 250 students and a 1.0 position for schools projected to enroll 250 to 300 students to no allocation for schools projected to enroll fewer than 300 students. (Schools may still budget this position by repurposing their flexible staffing funds);
- Reclassifying the direct allocation associated with the Librarian/Media Specialist position from “Required Staffing funds” to “Flexible Staffing funds”;
- Reducing the direct allocation for Catalyst Coordinator for Catalyst-model schools;
- Restructuring the Full Service School (FSS) program to only directly allocate funding for an Assistant Principal for Intervention (API);
- Redefining “small schools” as schools with fewer than 300 students, and redefining “large schools” as schools with more than 500 students, which ultimately affects how a school is classified in the school funding model;
- Basing the allocation for custodial staff on the actual school staffing for FY12, and capping the total number of custodial employees (excluding foreman) to be allocated at 7.0 FTEs ;
- Reducing the allocation of Non-Personnel Spending (NPS), or funding for supplies and materials, from 3.5% of total budget to 2.75% of total budget.

This chart is a summary of the schools impacted by the various changes discussed above:

Changes to FY 13 School Staffing Allocations			
Is My School Impacted by the Change?			
Change	Elementary School	Middle School	High School
Increase in Average Teacher Salary	Yes	Yes	Yes
Loss of Allocation for Special Education Coordinators	Yes	Yes	Yes
Increase "small school" threshold allocation to 300	Schools < 300	Schools < 300	Schools < 300
Increase "large school" threshold allocation to 500	Schools > 500	Schools > 500	Schools > 500
Increase Psychologist Allocation	Yes	Yes	Yes
Increase Guidance Counselors	No	No	Yes
Change Average Cost of Assistant Principals	Yes	Yes	Yes
Reduce Non-Personnel Spending Allocation from 3.5% to 2.75%	Yes	Yes	Yes
Increase Staffing Allocation for Middle School Teachers from 1:20 to 1:22	No	Yes	No
Increase Staffing Allocation for High School Teachers from 1:22 to 1:24	No	No	Yes
Increase Per-Pupil Funding Minimum by 2%	\$8,568 per pupil	\$8,568 per pupil	\$8,568 per pupil

### Grade Configuration Changes

School	Grade Configuration Change
Eastern SHS	Adding 10 <sup>th</sup> Grade
Powell ES	Adding 5 <sup>th</sup> Grade
Barnard ES	Adding 5 <sup>th</sup> Grade
Jefferson MS Academy	Gaining 7 <sup>th</sup> Grade (grade6-7)
Jefferson MS	8 <sup>th</sup> Grade only
MacFarland MS	Losing 5 <sup>th</sup> Grade
School-Within-School	Gaining 1 <sup>st</sup> Grade

### Early Childhood Grade Level Expansions

In SY12-13, DCPS will add four new pre-K classrooms.

School	Grade Configuration Change
<b>Leckie ES</b>	Adding 1 pre-K classroom
<b>Orr ES</b>	Adding 1 pre-K classroom
<b>Peabody ES</b>	Adding 1 pre-K classroom
<b>Amidon-Bowen ES</b>	Adding 1 mixed-age classroom (ages 3-4)

### Schoolwide Enrichment Model

Hardy Middle School and Kelly Miller Middle School will receive program funding for the expansion of a gifted and talented program for SY12-13.

School	Grade Configuration Change
<b>Hardy MS</b>	Will add 40 students in grades 6-8 to the program
<b>Kelly Miller MS</b>	Will add 40 students in grades 6-8 to the program

## Annual Budget Development Considerations

DCPS determines the amount of money it may allocate to all schools after considering the amount of revenues and the costs it can anticipate for the next school year. The allocation to schools includes the following:

- *Local Funds:* The largest component of the DCPS budget is the portion we receive from the District of Columbia, or “local funds.” The amount DCPS receives is determined by the number of students who attend DCPS and the amount of funding per student the District provides. That number also includes funding for students identified as special education or ELL and for summer school programs. DCPS’ projected enrollment for FY13 remains at a similar level to what was projected for FY12. The Uniform Per Student Funding Formula (UPSFF), the amount of local funding DCPS receives for each student, increased by two percent for the upcoming fiscal year from last fiscal year. The foundation figure for FY13 is \$9,124.
- *Increase in Costs:* The cost to provide the same level of service and staff we provided to schools in FY12 has increased by more than twenty-five million in FY 13. The increase reflects the costs associated with salary and step increases for select positions and increases in the cost of providing benefits for all employees.

## Emphasis on Early Childhood

As DCPS has continued to deepen its early childhood education offerings, given its proven positive impact on future student performance, there has been an accompanying increase in the cost of providing service.

Early Childhood classrooms are staffed at a lower, more costly, teacher-to-student ratio with an additional educational aide. Lower-enrollment schools with large Early Childhood programs often draw resources from our larger middle and high schools.

## Overall Impact of Small Schools and Specialty Programs

DCPS has a long, established culture and a system of small neighborhood schools and specialty programs designed to improve student achievement. Currently, DCPS operates more than 50 schools with fewer than 300 students each.

These schools have difficulty generating the revenue necessary to support a comprehensive academic and social-support program for students because of low enrollment. Specialty programs historically have received additional allocations to support their unique curricular offerings.

The ultimate result is these schools are often subsidized by funds that otherwise would be generated by the enrollment of larger schools.

## How Did You Calculate My School's Allocation?

Each year, DCPS understandably expects the question from parents, “How did you calculate my school’s allocation?” The key is understanding that schools, even schools that appear very alike, ultimately serve a unique study body. For funding purposes, this student body is not only defined by its size, but by its student makeup, specifically meaning the identified needs that the students in that school have. Most often, this student makeup impacts the funding for Special Education and English Language Learner (ELL) services, which has a dramatic affect on a school’s total funding.

## Addressing the Needs of Individual Schools

One of the challenges in the budget development process is ensuring that the needs of individual schools are being met within the DCPS budget development process. No two schools serve the exact same population. Even if the schools have the same number of students, a variety of factors affect the allocation from which a school can build its budget. Those factors include the number of special needs students a school serves or the number of Early Childhood programs it offers. If those numbers change, the budget allocation also changes.

DCPS accounts for the following when calculating initial school budget allocations:

- Projected Student Enrollment;
- Special Education Student Population;
- English Language Learner (ELL) Student Population;
- Number of Free and Reduced Meals (FARM) Forms Submitted;
- School Configuration (Elementary School, K-8 Model School, Middle School, or High School);
- School Size;
- Teacher-to-Student Ratios by Grade Configurations; and
- Specialty School Status.

## Projected Student Enrollment

Projected student enrollment is the primary driver of a school’s initial budget allocation. Projected student enrollment is determined by analyzing the past four years of enrollment data by school to estimate enrollment for the upcoming school year. Projections also take into account more nontraditional factors that can significantly affect enrollment, such as school closures and spikes in the birth rate.

Each December, projections are delivered to school principals for review. Once received, principals accepted or petitioned their projection based on evidence of enrollment. Petitions were granted based on the quality of evidence.

Schools that are projected to lose significant numbers of students are likely to see similar reductions to school allocations.

### **Special Education Student Population**

Staffing for the special education student population is determined by a review of all current Individualized Education Plans (IEPs). Staffing for this student need is then guided by the Office of Special Education (OSE, which recommends providing a full-time teacher based on the number of students and their need-type. As an example, a classroom of students with full-time IEPs and identified as on the spectrum for Autism would receive the funding for a full-time teacher for every seven students. Another example would be a school that has 10 students with full-time IEPs in kindergarten through grade 8 will receive funds for one full-time Special Education Teacher. Schools are not able to repurpose funds designed to support Special Education needs.

### **English Language Learner Student Population**

English Language Learner (ELL) student population support needs also are determined by a review of the number of ELL students currently enrolled and their classification (Level I through Level IV). Staffing for ELL students is guided by the Office of Bilingual Education (OBE) staffing ratios. Funds are then allocated according to the given ratios. For example, schools that have 22 students between Level I and Level IV in kindergarten through grade 8 will receive funds for one full-time Bilingual/ELL Teacher. Schools are not able to repurpose funds designed to support ELL needs.

### **Free and Reduced Meals (FARM) Forms Submitted**

The number of students at a school who have submitted their Free and Reduced Meal (FARM) form has a direct impact on the amount of “Title funds” that the school receives in its initial budget allocation. “Title funds” refers to money provided by the U.S. Department of Education through the Elementary and Secondary Education Act of 1965. These funds are divided into two categories: Title I and Title II. Title I funds provide support for students from low-income families and are subsequently tied to the successful submission of a completed Free and Reduced Meal (FARM) form. A small percentage of Title I funds are set aside to fund parent engagement initiatives at the school level. Title II funds are designed to support professional development for educators.

### **School Grade Configuration**

The grade configuration of your school will impact the allocation it receives. Teacher-to-student ratios or staffing allocations are often different for elementary, middle and high schools. Within that designation are specific rules that are unique to elementary schools and will affect the allocation. For example, the teacher-to-student ratio at the preschool and pre-K levels is lower (fewer students to a teacher) than the teacher-to-student ratios in more advanced grades. An elementary school with a large number of preschool and pre-K students will therefore receive a higher allocation than a school without preschool or pre-K (such as a middle school) because more teachers are needed to meet given teacher-to-student ratios.

### School Enrollment Size

Your school’s enrollment size will impact your school allocation. Often, schools with low enrollment are subsidized by schools with larger enrollment numbers as the enrollment of smaller schools does not generate sufficient funds to support a full complement of programming. To offset the burden on larger schools, we often increase the enrollment threshold at smaller schools.

Similarly, schools with large enrollment numbers often spend far less per student than schools with lower enrollment, in part because funding generated by the larger school is often redirected to support the small schools. At large schools where the per-pupil spending dropped below \$8,568, DCPS has provided additional funds to maintain a more equitable level of student funding.

### Specialty Schools

Currently, five schools within DCPS receive “non-formula funds,” or specialty funds that promote the unique goals of their program. For example, the Ellington School for the Arts uses its non-formula funds to sustain a dual-curriculum that provides general studies and arts-intensive classes. Non-formula funds are included in the initial school budget allocations for these programs.

Schools Receiving Specialty Funds	Total Non-Formula
Ballou SHS	\$947,000
Banneker SHS	\$690,480
Ellington School of the Arts	\$2,180,709
McKinley Technology HS	\$1,680,585
School Without Walls SHS	\$495,436

### Per Student Minimum Funding

The cost of maintaining lower-enrollment schools and expanding early childhood programs often falls disproportionately on our larger-enrollment schools. The cost is reflected in the fact that our largest schools spend the least per student. Without any adjustment, these larger schools lose funding while they are gaining in their overall enrollment. We identified all schools that were funding at less than \$8,568 and added funds to restore their per pupil spending to \$8,568. Even with the adjustment, these large-enrollment schools spend the least per student.