

C-8-a

C-8 Increase pupil/teacher ratio by .25 at the middle schools

Lawrie Kobza (rp)

Question: What is the 2007-08 pupil teacher ratios for each of the middle and high schools?

Analysis: See attached spreadsheet.

MIDDLE SCHOOL & HIGH SCHOOL TEACHER/STUDENT RATIOS - 2007/08

SCHOOL	Projected Enrollment - Grade 6	Projected Enrollment - Grade 7	Projected Enrollment - Grade 8	TOTAL	Number of Certified Staff (include Spec Ed/ELL)	Ratio	ELL (Teacher) Allocation	Special Ed (Teacher) Allocation	Number of Staff (without Spec Ed/ELL)	Ratio	Number of Classroom Teachers Only (include Spec Ed & ELL)	Ratio	Number of Regular Classroom Teachers Only	Ratio
Black Hawk	133	124	126	383	34.9	10.97	2.50	6.40	26	14.73	30.3	12.64	21.4	17.90
Cherokee	188	189	153	530	50.2	10.56	4.50	9.60	36.1	14.68	44.9	11.80	30.8	17.21
Hamilton	260	267	246	773	58.9	13.12	2.50	6.50	49.9	15.49	53.1	14.56	44.1	17.53
Jefferson	151	146	132	429	34.4	12.47	1.00	6.00	27.4	15.66	30.6	14.02	23.6	18.18
O'Keefe	161	131	120	412	35.41	11.64	0.90	6.00	28.51	14.45	30.36	13.57	23.46	17.56
Sennett	212	205	198	615	58.16	10.57	4.00	12.26	41.9	14.68	50.96	12.07	34.7	17.72
Sherman	126	126	171	423	40.38	10.48	2.80	7.20	30.38	13.92	34.78	12.16	24.78	17.07
Spring Harbor	90	88	87	265	22.75	11.65	0.00	3.00	19.75	13.42	19.9	13.32	16.9	15.68
Toki	207	199	208	614	56.8	10.81	2.50	11.00	43.3	14.18	51.1	12.02	37.6	16.33
Whitehorse	144	145	133	422	34.55	12.21	1.00	5.50	28.05	15.04	30.5	13.84	24	17.58
Wright	80	84	91	255	27.1	9.41	2.00	4.50	20.6	12.38	23.4	10.90	16.9	15.09
TOTAL:				5121										
East	479	381	418	1723	134.22	12.84	10.00	28.50	95.72	18.00	131.12	13.14	92.62	18.60
LaFollette	417	436	418	1662	123.65	13.44	7.00	27.00	89.65	18.54	109.7	15.15	75.7	21.96
Memorial	545	516	486	2037	148.4	13.73	8.00	30.50	109.9	18.54	133.55	15.25	95.05	21.43
West	568	506	460	2039	142.6	14.30	10.50	23.50	108.6	18.78	127.2	16.03	93.2	21.88
TOTAL:				7461										

Includes: Counselors (C), Psych. SW, Nurses, LMC, Athletic Dir., Deans, Prof. Dev. & MSC
 Only classroom teachers
 Not included at all: OT/PT, BRS, Asst. Principals or Principals
 J:\ALLOCATION\2007-08\MS-F of Sections for 6-8

DECISIONS IMPACTING CLASS SIZES AT THE MIDDLE SCHOOLS

SCHOOL	IMPLICATIONS
BLACK HAWK	<p>At Black Hawk we have increased the class sizes a little bit in order to add a health/FC/E/ Wellness class. This way the students will be rotating on a forced rotation for 9 weeks instead of 12 weeks.</p> <p>Also, when looking at the class size average for the 7th and 8th grade students you need to remember that you are always rotating 25 students are rotated out for either a resource study hall, Spanish class or French class each class period during the academic class so the daily total is not truly as high as it appears. This is not the case for our 6th grade classes as they stay with their core teachers all five teaching periods.</p>
CHEROKEE	<p><u>Academics – Grade 6:</u> A highly structured, individualized induction/orientation in this “entry level” grade promotes robust learning, attachment, and engagement for students. Class sizes in 6th grade have remained < 22 for seven years.</p> <p><u>Academics – Grade 7 & 8:</u> Seventh graders need small classes to help them focus and to deepen learning. Eighth graders require small classes to solidify content and to provide frequent opportunities for debate, discussion, research, and presentation. Both groups benefit from the strong, positive adult relationships that result from small learning groups.</p> <p><u>World Language:</u> Teachers in fast-paced French and Spanish classes rely on reasonable class sizes to accelerate reading, writing, and speaking skills (the 8th grade curriculum is delivered entirely in the target language). The result: More students a) entering advanced courses in high school, b) earning a GPA of 3.5 and higher in advanced courses, and c) and continuing the study of World Language beyond the freshman year.</p> <p><u>Algebra/Geometry:</u> Students working beyond grade-level curricular standards need and deserve a high degree of teacher support.</p> <p><u>Art/Wellness/Career Ed/ Physical Ed/Instructional Technology:</u> For reasons of learning and safety, class sizes in these areas are planned at < 25.</p> <p><u>Sacrifices:</u></p> <ul style="list-style-type: none"> ▪ READ 180: Eliminated 1.0 FTE. ▪ Art: Decreased total allocation from 2.0 to 1.0. ▪ ESL reading: When this federally funded position (1.0 FTE) was eliminated at the District level, I was unable to restore it. ▪ Counseling: Decreased total allocation from 1.3 to .5 (.4 of the .5 allocation will be devoted to teaching Career Education). <p><u>Decisions:</u> This year’s budget cuts forced me to choose between direct instruction and support services, academics and the arts, literacy and core content, and at-risk and talented and gifted students. The cuts also challenged my ability to maintain small, effective teaching teams; forced me to assign some staff to teach in multiple environments (between and across grades and content areas); and to assign some teachers to content areas that ill-fit their skills, experiences, and passions.</p>

HAMILTON	<p>During this period of reducing budgets and reductions in allocations, Hamilton has struggled to keep class sizes as small as possible. To accomplish this we have had to reduce the amount of services in the support areas. Specifically, we now serve a school population of 770 students with a 80% psychologist and a 70% social worker. Those two positions were further reduced to 70% and 60 % respectively for the 07/08 next year. The net impact of these reductions is reduced mental health and social service assistance at a time when our school is growing and these areas seem to be an ever growing concern.</p>
JEFFERSON	<p>The issue for our Leadership Team regarding class sizes at Jefferson really involves trying to keep all classes, not just academics, at a reasonable size. We could have chosen to not allocate our Chorus, Art, Band teachers at 1.0 and instead put pieces of that allocation towards 7th and/or 8th grade academics, but that would have resulted in some very large class sizes (35-40) in those areas. We also wrestled with allocating Phy Ed at 1.0 instead of 1.2, but that would have meant that a minimum of four Phy Ed classes would have had at least 40 students per class.</p> <p>Another issue for us was that without an Assistant Principal, in order to provide the critical interventions and daily support for our neediest students (duties previously performed by our A.P.), we had to use some of our discretionary/supplemental allocation (.3) to increase our Social Worker allocation. This was allocation that we could have used otherwise to reduce class sizes.</p> <p>Additionally, when we only had 16 students sign up for 7th grade French, we were faced with 2 choices: providing 7th grade French for students or using that allocation to reduce academic class sizes at the 6th grade. We chose the latter.</p>
O'KEEFFE	<p>With respect to next year, our sacrifices include fewer experiential opportunities, no computer, family/consumer ed or health classes in 7th or 8th grade. We no longer offer French. Reductions in social work and school psychology will in time affect the number of classes each can teach in developmental guidance and human growth and development. We still have very little clerical assistance necessitating staff to sacrifice valuable professional time to perform clerical tasks. Our WKCE scores are a reflection of an academic program that unequivocally puts learning first. When one examines the scores of individual students they, too, increase over the years students are enrolled at O'Keeffe. As a staff, we have found solutions to compelling issues – larger class sizes will undoubtedly have an effect on the steady gains we are making.</p>
SENNETT	<p>We have two Learning Coordinators. Sennett uses a common curriculum and the Learning Coordinators coordinate annual review/revision of the curriculum so it is aligned by the standards, involves students in an active rather than passive learning activities, and is differentiated for the range of learners in our multi-aged classrooms. Learning Coordinators also support teacher learning by facilitating curriculum cadre meetings, organizing school-wide activities, finding resources, team or model teaching, etc.</p> <p>We have purchased a second Social Worker due to the high number of poverty, mental health issues for our students, and the need for pro-active interventions. With the 3 support service positions (2 SW and 1 Psychologist), we have aligned them to support 2 Houses (8 homerooms). Bi-weekly support staff meet with the House teams to review teacher concerns about individual student issues and facilitate problem solving and intervention plans for them. They are the communication link from the classroom to administration. Administration meets weekly with support staff (Student Support Team) to review individual plans, monitor progress, etc. All of these meetings are data driven. They also provide clinical groups around common themes or issues, eg. Grief group, Coping with Change, C-Bits etc. This model is aligned with the MMSD Educational Framework</p>
SHERMAN	<p>As the Sherman population has decreased from a projected 529 for 06-07 to a projected 426 for 07-08 and as the budget constraints have tightened, Sherman allocation has dropped by more than 10 staff members for next year. We have reduced office staff to a minimum in an effort to keep class sizes low. The Sherman population includes a large number of students who receive free or reduced lunch. As our class size increases from 21 to 25 and student support services decrease there are concerns that</p>

	<p>this population, especially, will suffer. It is thanks to the willingness of our general and specialist staff that we have been able to think outside the box and maintain some support and reasonable class size for another year. The loss of the assistant principal position as we have dropped below 500 will be significant. Our concerns are that with another year of cuts we will be forced to reduce guidance and LMC positions to one half time position each. Even with this reduction we may still need to increase class sizes again.</p>
SPRING HARBOR	<p>Increased budget cuts have impacted LMC allocation and hours, reduced unified arts offerings, and reduced office clerical support.</p>
TOKI	<p>To be updated later</p>
WHITEHORSE	<p>Due to shrinking resources we have had to eliminate many programs. Three years ago Whitehorse had a full-time social worker and guidance counselor and two Learning Coordinators. Now, there is only one morning a week when the social worker and psychologist are here at the same time to discuss students' needs. The guidance counselor cannot be here on that same morning. We cannot afford to supplement any additional support staff from the base allocation. If we did, class sizes would increase since we would decrease a section at one or two grade levels.</p> <p>Three years ago we were able to offer groups for students, enjoy field trips, run an efficient Back on Track program, coordinate a meaningful tutor program, run book groups, offer extra help sessions, have frequent curriculum meetings and manage student behavior much more effectively and meaningfully. Now, we have fewer people so less gets offered and accomplished. As it is now, we converted most of the clerical and ed assistant allocation into teacher allocation in order to keep class sizes low. The converting of allocation has put a huge strain on the one Learning Coordinator and on the secretary. The school secretary only has help in the office from 10:30-12:30 each day. Phone calls go unanswered, the work completion is less and the stress level is huge.</p>
WRIGHT	<p>To be updated later</p>

C-8 Increase pupil/teacher ratio by .25 at the middle schools

Lawrie Kobza (pn)

Question: Provide information on the impact of eliminating the small school allocation for Spring Harbor and Wright. Provide information about class sizes at Spring Harbor and Wright versus other middle schools.

Analysis:

The small school allocation of an additional 1.0 for each school was put in place approximately 10 years ago. The rationale behind it had to do with helping the small school provide a range of offerings that were somewhat comparable across all middle schools. Spring Harbor was established solely to alleviate overcrowding at Jefferson Middle School which had so dramatically outgrown its building that it had commandeered a wing at Memorial High School. Wright was established to provide a middle school in that specific geographic location of south central Madison and also meets a specific charter.

If the 1.0 were removed from each school, the following charts show that class size would increase and move closer to the district average. It is also possible that principals could choose to eliminate another sort of position such as learning coordinator, counselor or elective area. If the second choice was made, these two schools would have more difficulty participating fully in the new learning coordinator as coach model or implementing the middle school design components of career awareness and wellness.

SCHOOL	Projected Enrollment - Grade 6	Projected Enrollment - Grade 7	Projected Enrollment - Grade 8	TOTAL	Sections - Grade 6	Average Class Size - Grade 6	Sections - Grade 7	Average Class Size - Grade 7	Sections - Grade 8	Average Class Size - Grade 8	Total of Sections Grades 6-8	Average Class Size - Grades 6-8	Total of Sections Grades 6-8	LESS 1.0 FTE - SMALL SCHOOL ALLOCATION	Average Class Size - Grades 6-8 (LESS 1.0 Allocation) Small School
Black Hawk	133	124	126	383	5	26.60	4	31.00	4	31.50	13	29.46	13		29.46
Cherokee	188	189	153	530	9	20.89	9	21.00	8	19.13	26	20.38	26		20.38
Hamilton	260	267	246	773	11	23.64	10	26.70	9	27.33	30	25.77	30		25.77
Jefferson	151	146	132	429	6	25.17	5	29.20	4.2	31.43	15.2	28.22	15.2		28.22
O'Keefe	161	131	120	412	7	23.00	5	26.20	5	24.00	17	24.24	17		24.24
Sennett	212	205	198	615	8	26.50	8	25.63	8	24.75	24	25.63	24		25.63
Sherman	126	126	171	423	5	25.20	5	25.20	8	21.38	18	23.50	18		23.5
Spring Harbor	90	88	87	265	4	22.50	4	22.00	4	21.75	12	22.08	12	11	24.1
Toki	207	199	208	614	8	25.88	8	24.88	8	26.00	24	25.58	24		25.58
Whitehorse	144	145	133	422	6	24.00	6	24.17	5	26.60	17	24.82	17		24.82
Wright	80	84	91	255	4	20.00	4	21.00	4	22.75	12	21.25	12	11	23.18
TOTAL:				5121											

LOCALLOCATION2007-08MS-# of Sections for 6-8

C-8 Increase pupil/teacher ratio by .25 at the middle schools

Beth Moss (pn)

Question: How much have middle school teacher/pupil ratios increased since 2000?

Analysis:

2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
17.00	17.00	17.00	17.00	17.50	17.80	17.80	18.05

Background: The allocation ratio has not changed dramatically but several other factors are at play. If the school's population goes down, fewer staff will be available to run the "full" program. Often a building will convert clerical or EA time to teacher time. In order to keep class sizes reasonable some schools have eliminated Technology Education or Family and Consumer Ed.