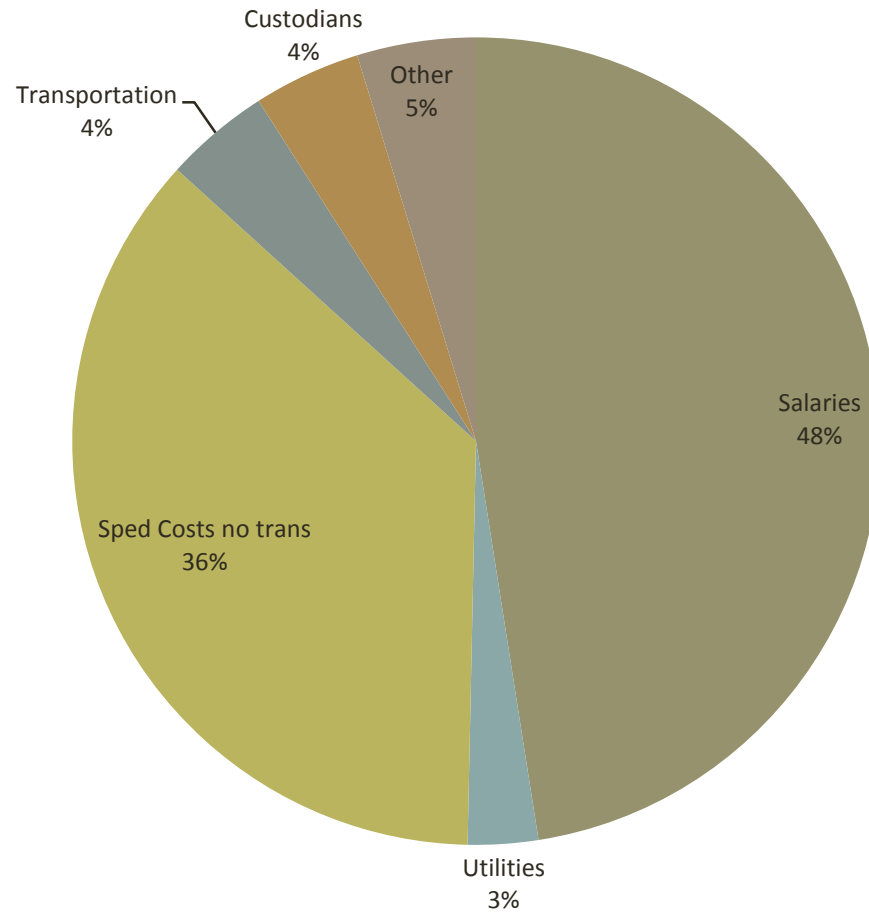


# Informational Forum

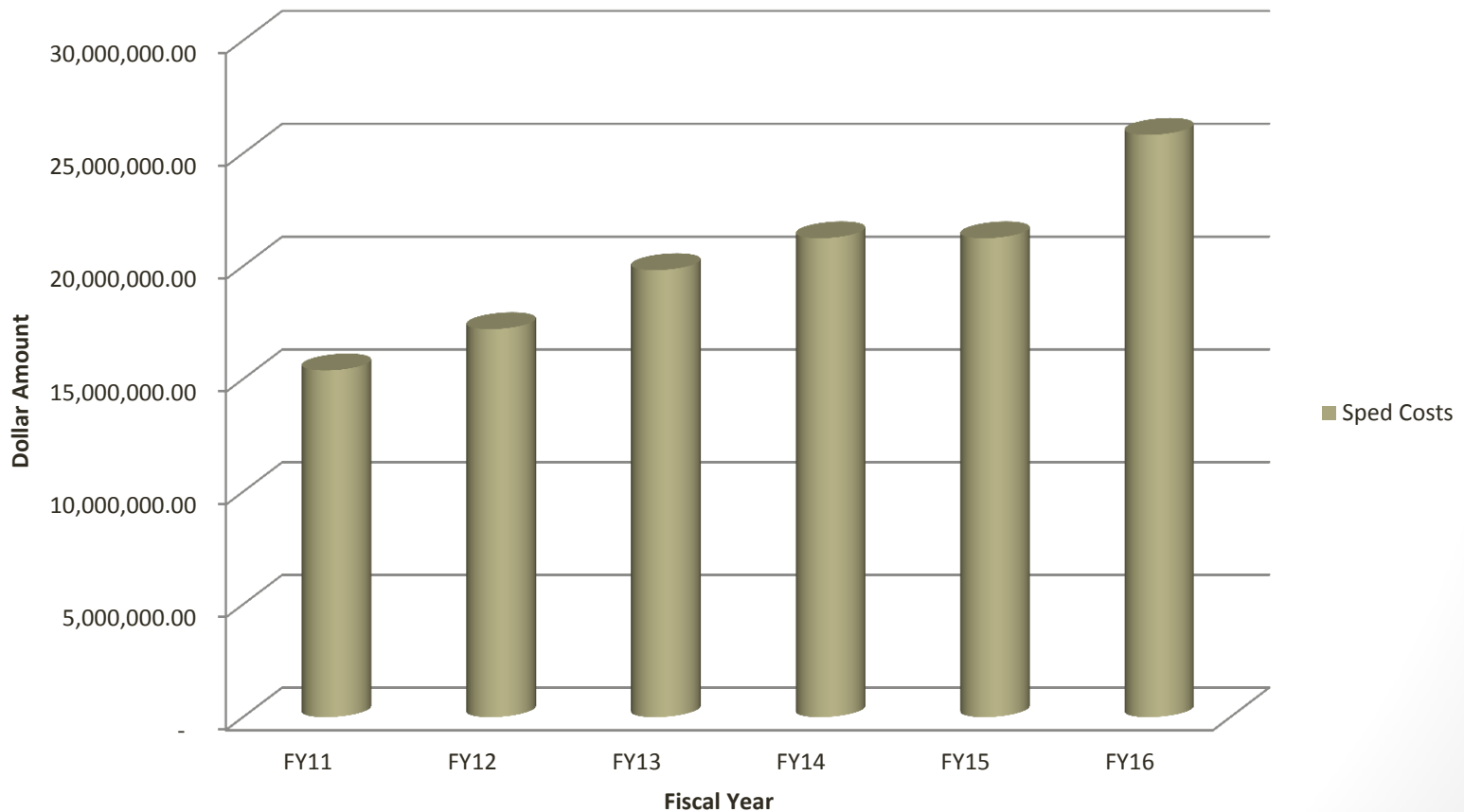
Class size and Other Educational Topics

# FY16 School Budget



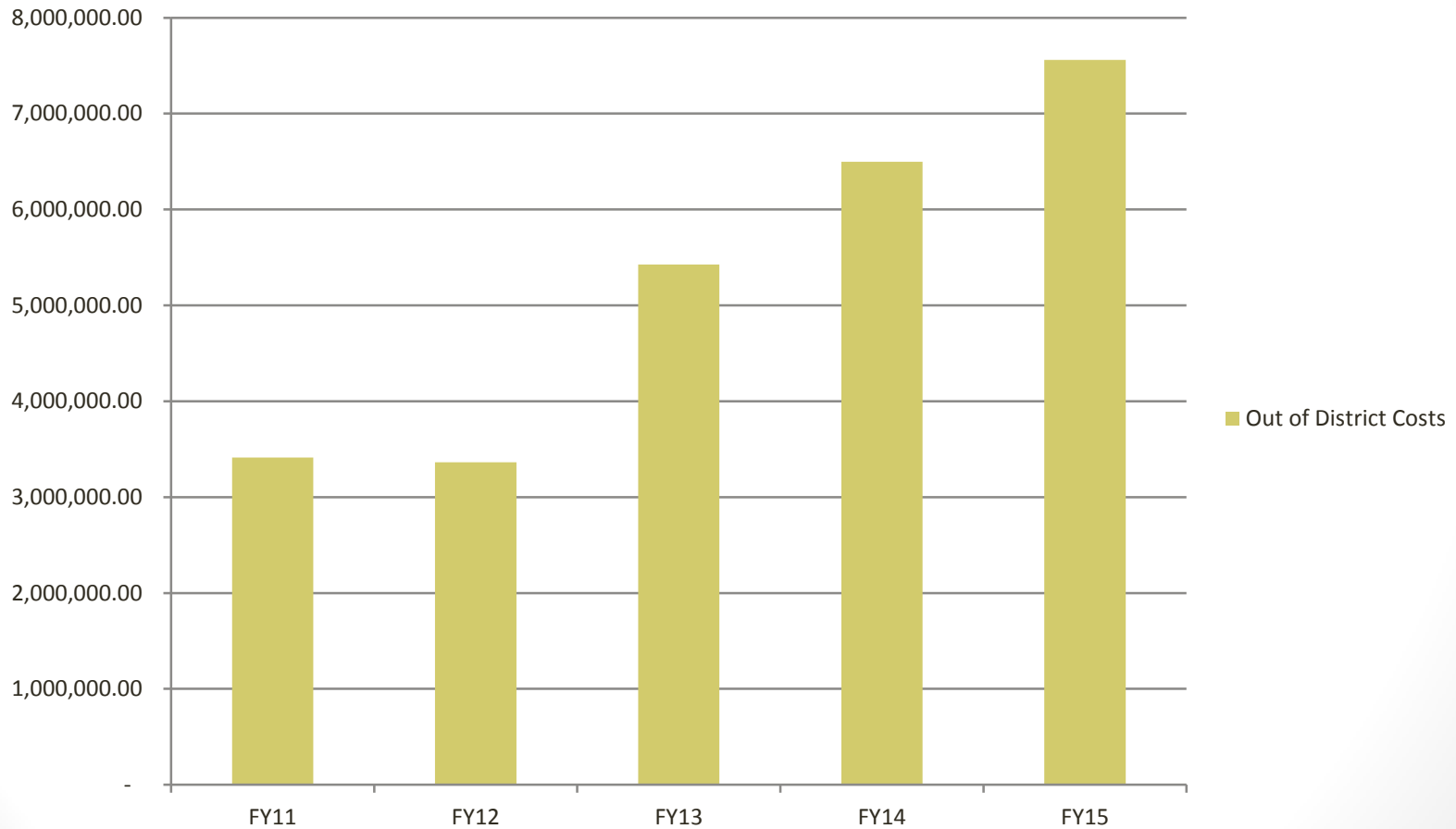
# Special Education

## Sped Costs



# Out of District Costs

Out of District Costs



# Transportation

## Transportation Costs



# Chapter 70

- State statute governing the required funding levels for education.
- The statute reviews district information (programs, grades, student enrollment numbers, and demographics) to determine the funding needed to operate. This is called the **Foundation Budget**.
- **Local Funding** is based on the wealth of community which is linked to property values, median income, and tax base.
- It then calculates the district's ability to fund the Foundation Budget.
- The shortfall between the amount needed for the Foundation Budget and the community's wealth factor is paid by Chapter 70.

# Chapter 70

Foundation Budget: Total = \$80,000,000

- Student enrollment, demographics, programs, school buildings, etc..

Local Contribution: \$43,000,000

- Property values, median income, tax revenues, etc.

Chapter 70: \$37,000,000

- Supplements the city side to close the gap.

Local contributions are based on a minimum requirement. Cities and towns can provide more money to schools but are required to meet the number provided by the equation.

# Class Size by Definition

- *Pupil-teacher ratio* figures may include guidance counselors, aides, psychologists, social workers, special education teachers, media specialists, music and art teachers shared among several schools, program coordinators, school administrators, the school nurse, and the employees for the school nutrition program.
- *Class size* is defined as the number of youngsters who regularly appear in a teacher's classroom and for whom that teacher is primarily responsible and accountable.



# Telling the Story

## History

- Building of new schools under Dr. Holland was an attempt to bring a level of desegregation to Malden Public Schools. Themed schools emerged and the Beebe, Ferryway, Forestdale, Linden, and Salemwood were created.
- The focus on class size is not entirely new to the district. Back in 2001, Mayor Richard C. Howard, chairman of the Malden School Committee, established a subcommittee chaired by Councilman Christenson, on the optimal class size for Malden's students in grades K-3.
- While the formation of this subcommittee grew out of the need to make recommendations to the School Committee regarding optimal class size, it also served to settle a debate regarding the number of paraprofessionals needed for kindergarten classes.

# Telling the Story

## Current Day

In 2001-2002, the primary concern was the number of students in K-3 classes; there was also recognition of the changing demographics and the impact that would have on teaching and learning.

### What's Changed:

- Rate of students moving into Malden and not leaving for other districts (90.2% stability rate);
- Number of students who are English Language Learners (19.2%)
- Number of students who are low income (65%)
- Number of students with special needs (and the increase of students identified with severe special needs such as students on the autism spectrum) (16.6%)
- Number of students who demonstrate significant social-emotional needs.

# Keeping the Numbers Straight

Our Parent Information Center is the access point for all students entering and leaving the district.

- Each student who arrives to Malden is registered at PIC and placed in a school.
- Each student who is withdrawn is recorded at PIC.
- SC receives monthly updates on students' movement.
- PIC has isolated multiple students registering using the same address. This is the major method of monitoring how many Malden students are living in apartment buildings.
- We run those numbers monthly.

# Changes at Parent Information Center

Under the Dr. Holland Plan there was rolling kindergarten enrollment, choice was provided to parents, and a high percentage of parents were able to get their first choice.

Three years ago the School Committee began to receive complaints from parents about school placements.

Areas of frustration for parents:

- School choice could not be accommodated;
- Parents were on wait lists for years;
- Parents arriving to Malden in August could not gain access to neighborhood schools;
- Parents with multiple students entering the district had children placed at multiple schools.

# Changes at Parent Information Center

## Policy Changes

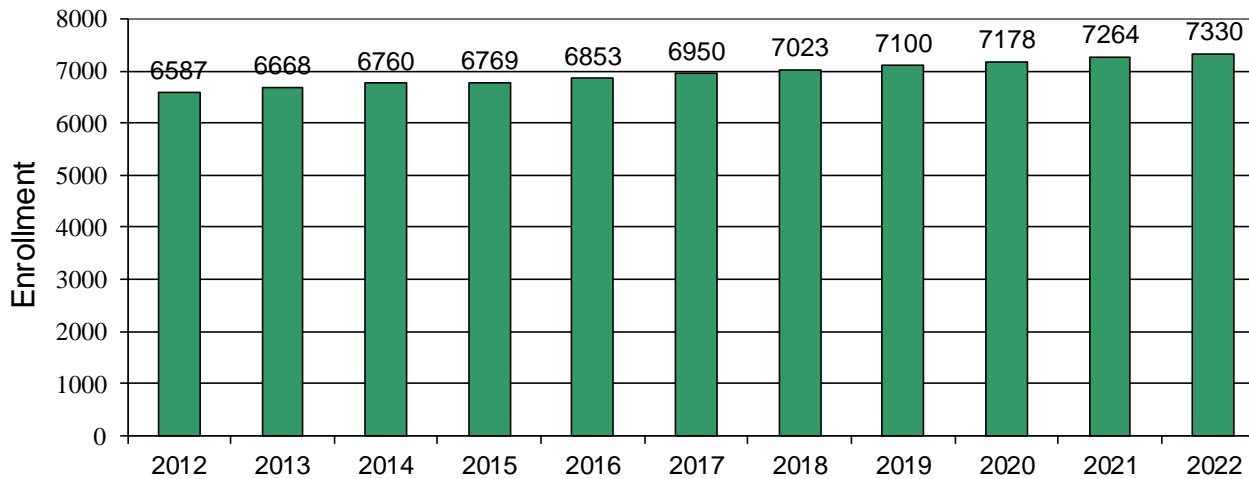
- Sibling to sibling placement priority
- Proximity to school
- Placement based on instructional need
- Choice based on seating availability
- Remove rolling kindergarten enrollment practice.

# Projections



## Malden, MA Projected Enrollment

PK-12 TO 2022 Based On Data Through School Year 2012-13



# Class Size: A Complex Situation

Simple Fix: Hire more teachers.

Complexity: Space is limited. No classrooms for new teachers.

Simple Fix: Hire more paraprofessionals.

Complexity: Certified teachers are proven to meet the instructional needs of students at a higher rate.

Simple Fix: Build a new school.

Complexity: City approval, space to build, 5-year plan.

# Research Driven

## What does the research tell us?

- There is question regarding how small a class must be in order to reap positive results. 17-13 students per class for maximum achievement.
- Teachers matter – style, interactions with students are important, as is the quality of those teachers. Paraprofessionals do not have the same effect as highly qualified, certified teachers.
- Class size alone will not lead to greater student achievement; teaching styles must reflect the learning needs of students.
- Smaller class size does promote more student interactions with the teacher.
- Early grades reap the most rewards in class size reduction. Literacy and math skills should be a focus.
- Smaller class size increases teacher morale.



# Solutions

## **Short-Term Solution #1: Co-Teaching Model at the Grade 1-3 Level**

- Part-time certified teachers to co-teach literacy and math block with teachers who have 26 or more students.

## **Short-Term Solution #2: Teacher Internships**

- Recruit current paraprofessionals with elementary certification to be part of a teacher-training model. They will be assigned to grade level with average class size of 26 or more.

## **Short-Term Solution #3: Partnerships with Local Colleges and Universities**

- Actively recruit student teachers to complete practicum work here in Malden Public Schools.

# Solutions

## **Short-Term Solution #4: Address Social-Emotional Needs by Hiring Wrap-Around Social Workers**

- The district would hire a full-time social worker for each K-8 building to work with grades K-3.

## **Short-Term Solution # 5: Professional Training for Teachers: Differentiated Instruction and Related Topics**

- Teachers matter so we shift professional development opportunities in the area of differentiated instruction and related topics to support working with larger class sizes.

# Solutions

## **Long-Term Solution #1: Hire Additional Teachers**

- In this case, we would add one teacher at each grade level (grades 1-3) at each building. Costly.

## **Long-Term Solution #2: Reconfiguration of the District**

- Possible 6-8 building.

Note:

Most of these solutions will have a fiscal impact moving forward.

# Final Thoughts

Things we can impact now to increase student achievement:

- Instructional practices
- Models of instructional delivery
- Family and student support systems
- Build partnerships to support teachers in classrooms
- Budget discussions

Things that may be beyond our control.

- Current school building structures
- Past use of city properties and plots
- Legislative reimbursement levels
- City development