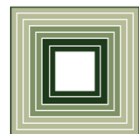


Public Schools/DPI Base Budget Supplemental Information

Joint Appropriations Subcommittee on Education

March 2, 2011



FISCAL RESEARCH DIVISION
A Staff Agency of the North Carolina General Assembly

Committee Question Topics-Public Schools

- Errata: LEA Adjustment
- Student Headcount Growth
- Public Schools Expenditures
- Limited English Proficiency Performance
- Diagnostic Pilot Program
- Textbook Policies
- Children with Disabilities Headcount

Committee Question Topics-Public Schools

- Performance-Based Layoffs
- National Board Certification
- Teacher Assistants

Committee Question Topics--DPI

- Race to the Top Positions
- External Reports on DPI Structure
- District and School Transformation
- Residential Schools Administration
- Personnel Duties by Office

PUBLIC SCHOOLS



LEA Adjustment

Updates 2/15/11 Table to reflect Forsyth County decision not to furlough staff as was planned

Allotment	Reduction	Allotment	Reduction
Classroom Teachers	(178,552,039)	Transportation	(1,379,986)
Teacher Assistants	(47,489,046)	Central Office Administration	(1,326,108)
Instructional Support	(17,531,330)	Limited English	(1,245,461)
CTE Month of Employment	(14,971,355)	Academically Gifted	(1,044,683)
School Building Administration	(11,965,844)	DSSF	(864,061)
Classroom Material	(4,635,270)	Textbooks	(211,080)
Low Wealth Supplemental	(4,034,508)	School Technology	(103,057)
Children with Disabilities	(3,608,634)	Small County Supplemental	(70,772)
Non-Instructional Support	(2,651,155)	Charter School Reductions	(8,515,775)
At-Risk Student Services	(2,601,831)	Total	(304,774,366)
CTE Program Support	(1,970,400)		

Student Headcount

Q. Explain the estimates for allotted student headcount (ADM) growth in public schools.

- Statewide projected ADM increases
 - 2011-12: +5,323 (0.36%)
 - 2012-13: +13,885 (0.94%)
- Allotted ADM is determined by the best 1 of 2
 - Actual 2010-11 ADM
 - Projected 2011-12 ADM

Student Headcount: 2011-12

- Growth in Charter Schools ADM (3,597) comprises 68% of total 2011-12 growth
- Total LEA ADM Growth is 1,726
 - 46 Increasing
 - 69 Decreasing
- See Attachment I for detail by LEA

Student Headcount: 2011-12

Highest Growth Districts

- Asheville City (5.2%)
- Pamlico County (5.1%)
- Hoke County (4.2%)
- Camden County (2.9%)
- Mount Airy City (2.7%)
- Craven County (2.6%)
- Elkin City (2.6%)
- Duplin County (2.5%)
- Asheboro City (2.2%)
- Moore County (2.1%)
- Swain County (2.1%)
- Harnett County (2.0%)
- Weldon City (2.0%)
- Chatham County (2.0%)

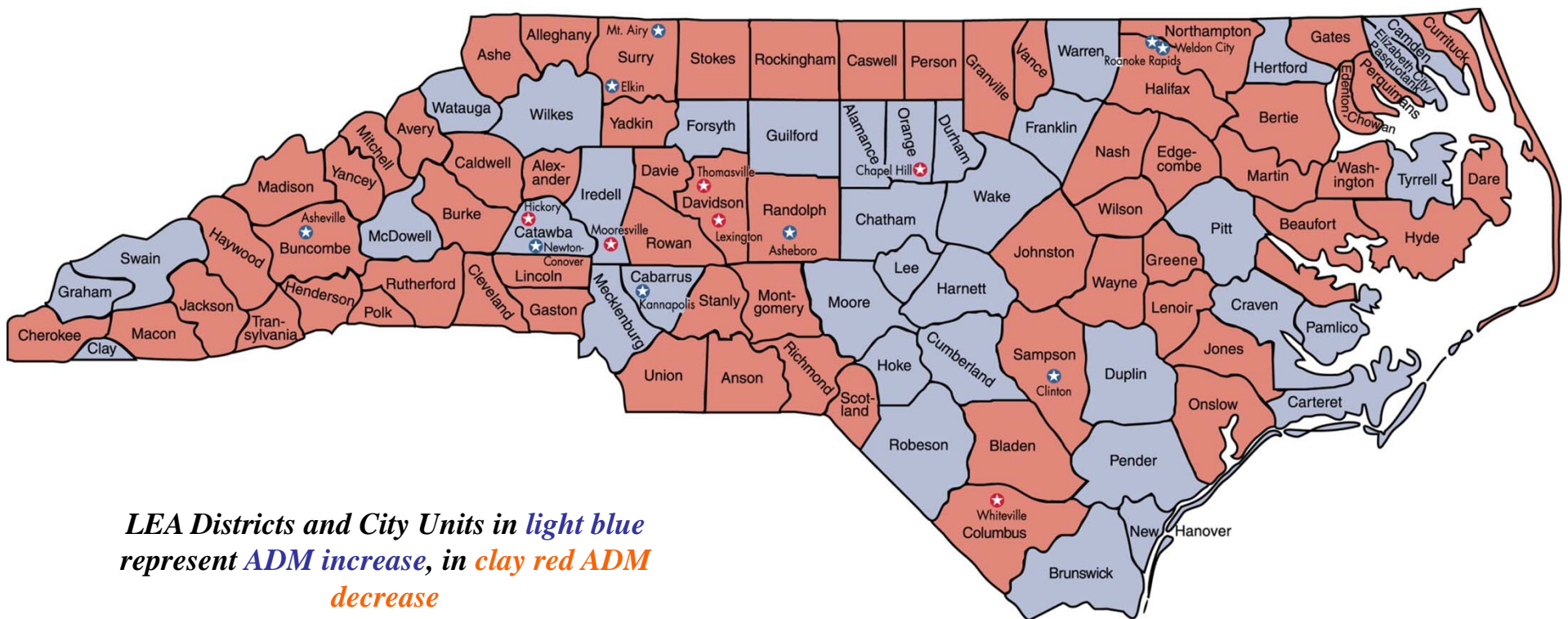
Student Headcount: 2011-12

Highest Declining Districts

- Northampton County (-6.4%)
- Washington County (-6.0%)
- Hyde County (-4.5%)
- Caswell County (-4.4%)
- Avery County (-4.0%)
- Vance County (-3.7%)
- Bertie County (-3.5%)
- Alleghany County (-3.4%)
- Rutherford County (-3.4%)
- Hickory City (-3.2%)
- Martin County (-3.1%)
- Halifax County (-3.1%)
- Polk County (-2.8%)
- Scotland County (-2.8%)

Student Headcount: 2011-12

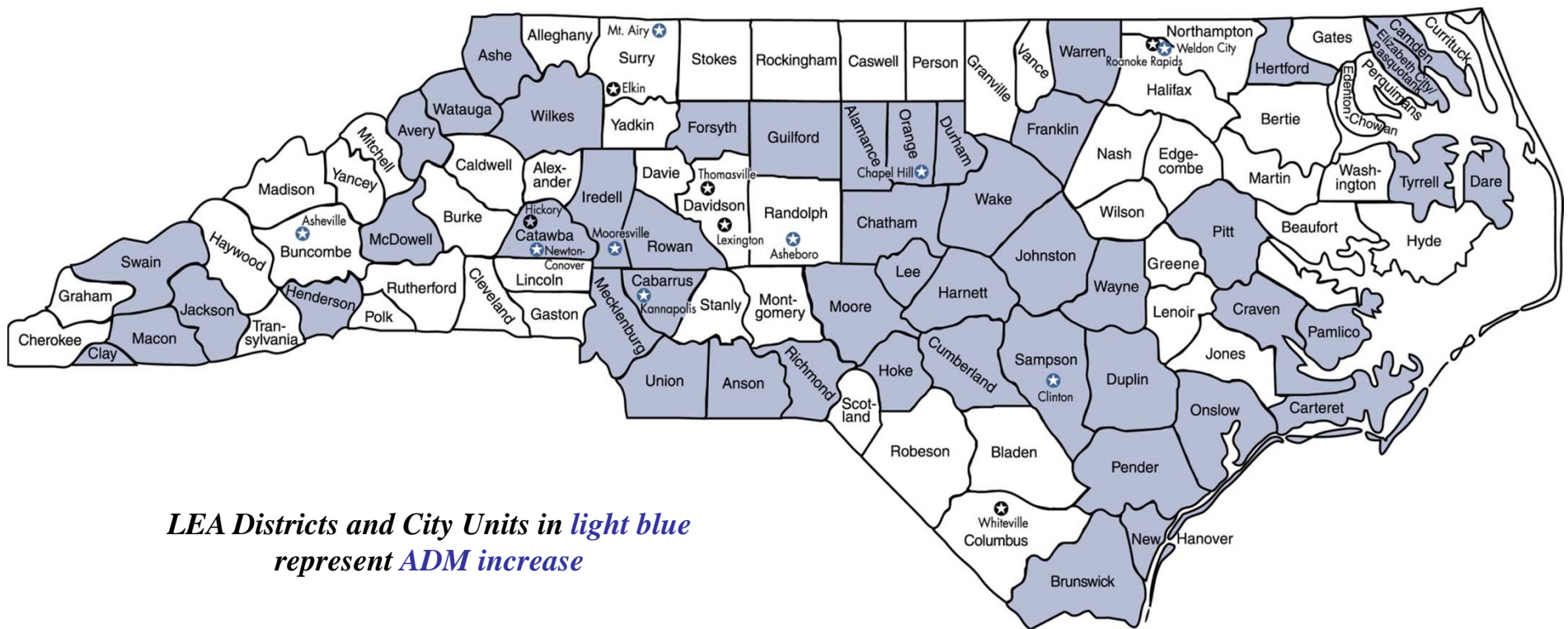
Allotted ADM 2010-11 vs. Allotted ADM 2011-12



Source: Department of Public Instruction

Student Headcount: 2011-12

Actual ADM 2010-11 vs. Allotted ADM 2011-12



LEA Districts and City Units in light blue represent ADM increase

Source: Department of Public Instruction

Public Schools Expenditures

Q. Provide the subcommittee with data on expenditures by system, adjusted for inflation

– See Attachment II

Public Schools Expenditures

Q. How much do we spend per classroom in our schools?

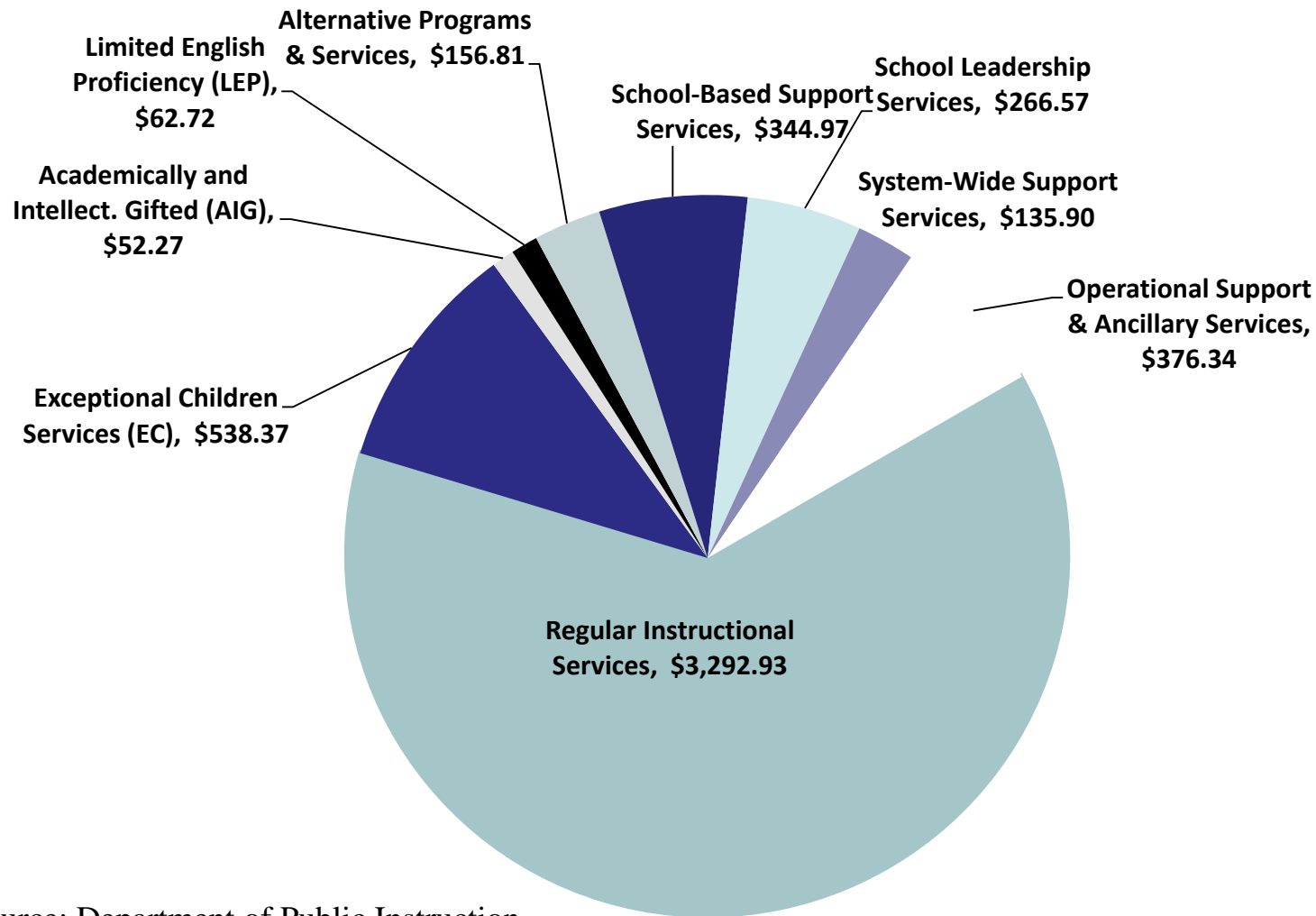
- Difficult to generalize as expenditures not tracked by class
 - Elementary school vastly different than high school
- One approach is to isolate instructional expenses from schoolwide expenses (principals) & districtwide expenses (central office)

Public Schools Expenditures

State Public Schools Expenditures (FY 2009-10)			
Average expenditure by purpose			
Category	Per Pupil Expenditure	Class of 27	School of 500
Regular Instructional Services	\$ 3,293	\$ 88,909	\$ 1,646,467
Exceptional Children Services (EC)	\$ 538		
Academically and Intellect. Gifted (AIG)	\$ 52		
Limited English Proficiency (LEP)	\$ 63		
Alternative Programs & Services	\$ 157		
School-Based Support Services	\$ 345		\$ 172,487
School Leadership Services	\$ 267		\$ 133,285
System-Wide Support Services	\$ 136		\$ 67,949
Operational Support & Ancillary Services	\$ 376		\$ 188,168
	\$ 5,227		

Source: Department of Public Instruction

Public Schools Expenditures



Source: Department of Public Instruction

Limited English Proficiency Performance

Q. How are Limited English Proficient students faring and what do we know about the impact of the Limited English Proficiency allotment?

- The LEP allotment not the only State source of funding used to support LEP students
- However, performance information is available for LEP students

LEP Performance

	<u>End of Course</u> <u>(level III or above)</u>	<u>End of Grade</u> <u>(level III or above)</u>
2001-2002		46.2%
2002-2003	46.5%	43.3%
2003-2004	59.2%	53.9%
2004-2005	46.5%	49.7%
2005-2006	42.5%	34.8%
2006-2007	38.7%	38.3%
2007-2008	45.4%	19.8%
2008-2009	52.1%	34.6%
2009-2010	55.8%	33.9%

Diagnostic Pilot Program

Q. Which schools are participating in this program and what, if any, program results exist?

– 479 schools are participating in the 2010-11 school year

- Complete list is included in Attachment III

– Little is known about impacts

- First year of widespread implementation
- 307 of these schools just completed (or are still completing) Middle of Year benchmark assessment

Textbook Policies

Q. Provide more information on the care, handling and selection of textbooks

- This information is provided in Attachment III, as well as a copy of the draft textbook adoption schedule



Children with Disabilities Headcount

Q. How many LEAs are over the 12.5% funding cap for identified school-age students with disabilities?

- The April 2009 headcount data found:
 - 54 LEAs identified more than 12.5% as eligible for CWD
 - 61 LEAs identified fewer than 12.5% as eligible for CWD
- Additional detail included in Attachment IV

Performance-Based Layoffs

Q. Can the State mandate performance-based layoffs?

- North Carolina’s Race to the Top plan (which all 115 LEAs are a part of) mandates that the Teacher Evaluation System serve as “a primary factor” in teacher promotion, retention and removal
- Additional research required if General Assembly is interested in pursuing more stringent requirements

National Board Certification

Q. Are we getting “bang for our buck” with regards to National Board Certified Teachers (NBCTs)?

– Three questions:

- Are NBCTs higher-performing, on average, than non-certified teachers?
- Does the certification process improve teaching?
- What is the effect of NBCT salary increment on recruitment & retention?

National Board Certification

Q. Are NBCTs higher-performing, on average, than non-certified teachers?

– Yes

- On average, NC's elementary-level NBCTs outperform non-certified teachers (Goldhaber and Anthony, 2005), (Clotfelter, Ladd, Vigdor , 2007)
- On average, NC's high school-level NBCTs outperform non-certified teachers (Clotfelter, Ladd, Vigdor , 2009)

National Board Certification

Q. Does the certification process improve teaching?

- Maybe, perhaps depends on grade level
 - No evidence at elementary-level that the certification process improves teaching (Goldhaber and Anthony, 2005), (Clotfelter, Ladd, Vigdor , 2007)
 - Some evidence at the high school-level indicating the certification process improves teaching (Clotfelter, Ladd, Vigdor , 2009)

National Board Certification

Q. What is the effect of NBCT salary increment on recruitment & retention?

– Unknown

- Probably not large enough to entice NBCTs to leave highest performing schools to teach at lowest-performing schools: Clotfelter, Ladd, Vigdor (2010)

Teacher Assistants

Q. Do we have any evidence on the effectiveness of teacher assistants?

– Limited impact on student achievement

- Project STAR indicates that teacher TAs have little if any positive effect on students' academic achievement (Jeremy Finn et al, 2001)
- Use of teacher assistants is not widely supported by research (Augenblick, Palaich and Associates, 2010)

Teacher Assistants

Q. Do we have any information on turnover?

- Of 24,401 TAs in 2008-09, 5,819 were not TAs in North Carolina in 2009-10
 - Includes TAs who had been RIF'd, who moved to another state, as well as those who retired or quit for other reasons
 - Separate survey indicates at least 1,455 were RIF'd
- 1,734 new TAs were hired between 2008-09 and 2009-10

DEPARTMENT OF PUBLIC INSTRUCTION



Race to the Top Positions

Q. How much federal funding is provided for the 102 time-limited Race to the Top positions?

Budgeted Salaries	\$	8,862,680
Social Security		677,995
Retirement		931,468
Medical Benefits		502,758
Supplies		51,000
Phone		48,960
Computer/Printer		153,000
Travel		816,000
	\$	<u>12,043,861</u>

Race to the Top Positions

Q. How many of the 102 time-limited Race to the Top positions have been filled?

– As of 1/31/11, 22 RttT positions have been filled

Q. How many of the filled Race to the Top positions have been filled by existing DPI staff?

– 11 of the 22 RttT positions have been filled by staff who had previously worked in permanent department positions

External Reports on DPI Size/Structure

Q. What information do we have regarding the size of DPI compared to other states?

- January 2009 Evergreen Solutions analyzed the management structure and governance in comparison states (Georgia, California, Florida, Illinois, and Kentucky)
- Please note, state agency functions and organization vary widely

External Reports on DPI Size/Structure

Q. What information do we have regarding the size of DPI compared to other states?

State	Department of Education Staff	Total Student Population	Staff/Student Ratio
North Carolina	781	1,416,436	1:1,814
California	1,750	6,437,202	1:3,678
Florida	1,152	2,675,024	1:2,322
Georgia	768	1,598,461	1:2,081
Illinois	463	2,111,706	1:4,561
Kentucky	496	679,878	1:1,370

Source: Evergreen Solutions, LLC, "A Study of Structure and Organization of the State Board of Education, State Superintendent of Instruction, and Department of Public Instruction." January 2009.

External Reports on DPI

Size/Structure

Q. What information do we have regarding the size of DPI compared to other states?

State	Total Funds	State General Funds	State Agency Operating Funds
North Carolina	\$9,822,940,898	\$7,708,315,285	\$52,700,000
California	\$71,900,000,000	\$42,000,000,000	\$59,985,759
Florida	\$23,536,565,184	\$14,916,697,055	\$233,369,720
Georgia	\$9,853,645,621	\$8,195,597,771	\$102,653,284
Illinois	\$9,947,948,200	\$7,609,259,000	\$72,137,100
Kentucky	\$4,577,659,000	\$3,844,755,900	\$238,347,000

Source: Evergreen Solutions, LLC, "A Study of Structure and Organization of the State Board of Education, State Superintendent of Instruction, and Department of Public Instruction." January 2009.

District and School Transformation

Q. Do we have any information on the performance of the DST Division?

- Of 66 “Leandro” high schools (composite < 60%), 50 now have composite > 60%
- 36 of 66 above 70% proficiency, and have successfully exited support from DST
- See Attachment V for additional detail

Residential Schools Administration

Q. Can we get additional information on the three residential schools central office positions proposed by the State Board?

- Education Director
- Business/Human Resources Director
- Administrative Assistant
- See Attachment VI for additional detail

DPI Division Duties

Q. Can we get additional information on the duties performed by the various DPI Divisions?

– Please see Attachment VII for this detail

DPI Flexibility with Federal Funds

Q. Does DPI lose flexibility with its federal funding if cut below a certain amount?

- Yes, state agencies allowed to consolidate NCLB administration funds if at least 50% of funding is from non-federal sources
- If DPI's State funding is cut by \$3.7 million
 - DPI staff unable to work across NCLB programs
 - Can only provide assistance, monitoring and leadership to LEAs for the NCLB program that funds position
 - Additional monitoring/documentation of staff time

Outstanding Questions

- Detailed Review of Technology Services
- Questions from Yesterday's Meeting

