



*Open Minds and Open Doors*  
**CAPE ELIZABETH SCHOOL DEPARTMENT**

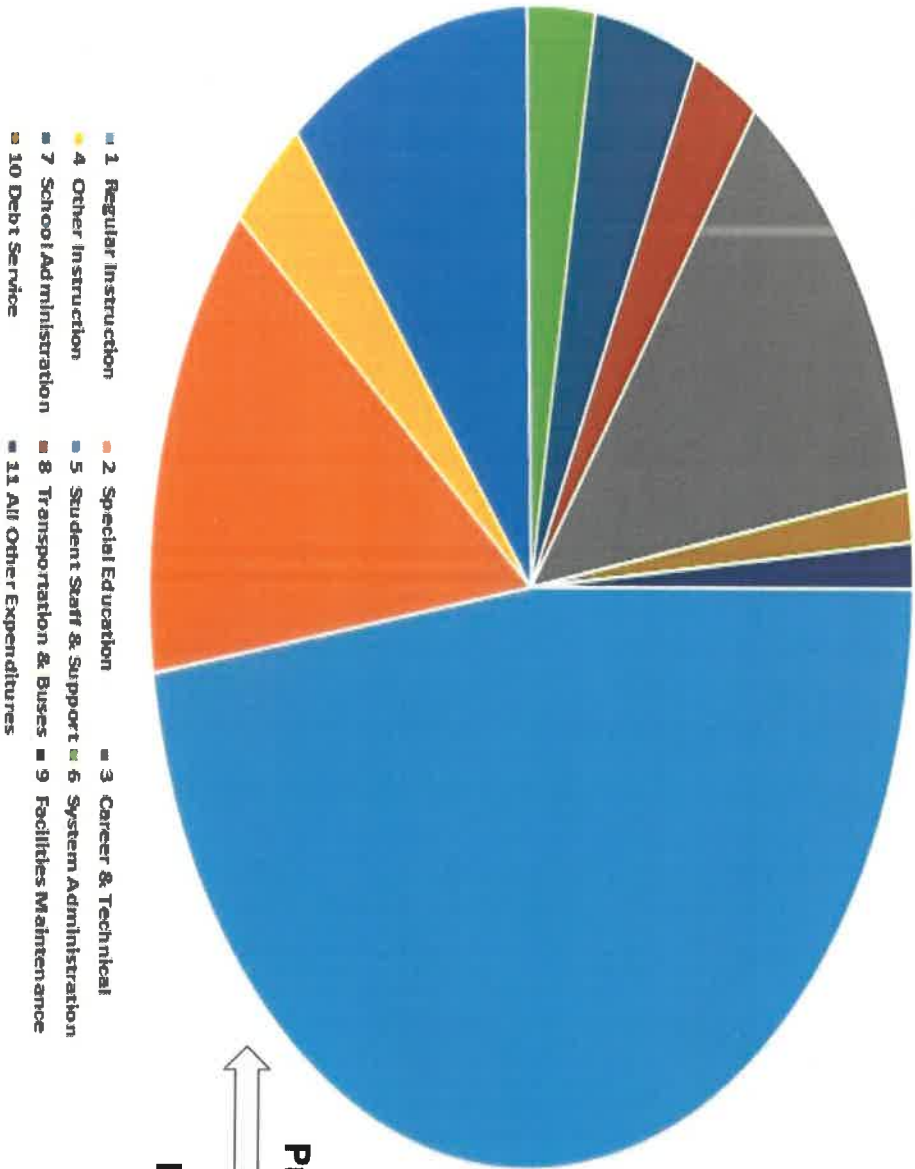
**BUDGET MEETING ON MARCH 23, 2021:**

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**ITEMS INCLUDED IN THIS PACKET:**

- **Projected expenditures per student for fiscal year 2021-2022**
- **Teaching staff comparison for fiscal year 2021-2022**
- **Essential programs and services report from Jeff Shedd**
- **Budget changes to date for fiscal year 2021-2022**
- **Updated funding/tax impact spreadsheet**
- **Updated fund balance slides**

# Projected Expenditures Per Student Fiscal Year 2021-2022



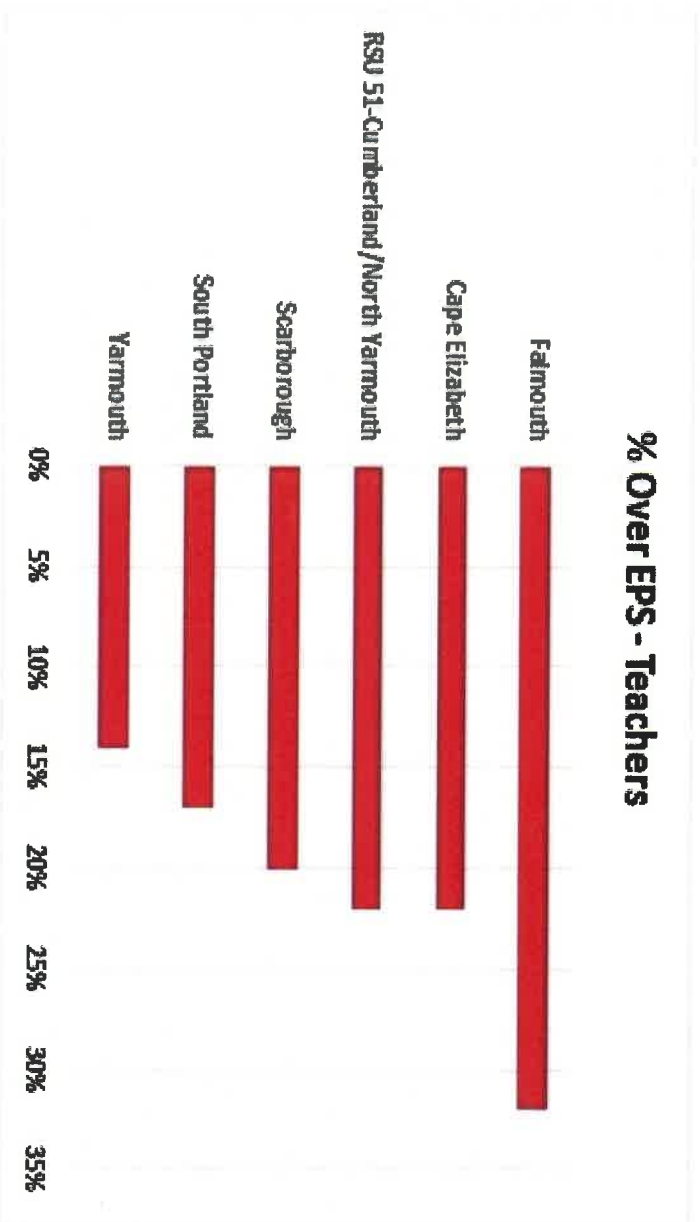
Projected Actual Per Student:  
 \$19,861

EPS Calculated Per Student:  
 \$11,728



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**Teaching Staff Comparison FY 2021-2022**



# ESSENTIAL PROGRAMS AND SERVICES—NOT A FORMULA FOR BUILDING A SMALL, COMPREHENSIVE, HIGH PERFORMING PUBLIC HIGH SCHOOL: Comparing CEHS Teacher Staffing to the EPS Model as Reflected in the ED 279 Report

March, 2021

What is “Essential Programs and Services (EPS)” and how does EPS affect state subsidies to schools as reflected in the ED 279 document?

The ED 279 printout that Board members have received (found in the budget binder under the Funding/Tax Impact tab) contains the calculations on which any school district’s subsidy is based. That calculation, in turn, is based on the Essential Programs and Services model that is part of Maine law.

In Maine law, Essential Programs and Services is defined as:

“[T]hose educational resources that are identified in this chapter that enable all students to meet the standards in the 8 content standard subject areas and goals of the system of learning results established in chapter 222.” 20-A M.R.S.A. §15672(8)

In other words, EPS is built upon a goal of students meeting state benchmarks. *Exceeding benchmarks is outside the EPS goal.*

What features of CEHS move students beyond benchmarks?

- The vast majority of CEHS students take four years of Science, Math, and World Language. This is beyond the state expectation.
- Our Advanced Placement courses
- Other classes that are advanced or outside of Maine graduation standards) but not A.P. classes (e.g., pre-calculus, computer programming, advanced art classes, and others)

What is the level of regular education teacher staffing that subsidy determinations are based upon under EPS?

The ED 279 formula bases a high school’s subsidy, in part, on the EPS-determined student: teacher ratio of 16 students per regular education teacher (here’s where you can find this on the ED 279 document: go to the “Teachers” row under section B called “Staff Positions;” look at the “Student to Staff” column to the right of the column labeled “9-12 EPS Rate”).

**If CEHS adhered to that EPS student: teacher ratio, we would have 34.1 regular education teachers** (545 students, our current enrollment, divided by 16, the EPS ratio).

What would it mean if CEHS staffing were reduced to the EPS/ED 279 Level?

Currently, CEHS has a total of 40.85 regular education students for a student: teacher ratio of 13.3 students per regular education teacher (545 divided by 40.85).

In other words, if the School Board attempted to adhere to the EPS-determined student: teacher ratio, **CEHS would need to reduce its regular education teacher staff by 6.8 FTE teachers** (40.85 current teachers less the 34.1 using the EPS model).

If we reduced our regular education teaching staff by 6.8 teachers, what would be the implications?

- Most single-section classes (including many AP classes, advanced art classes, Freshman Academy, most single-section classes for students who need the most support) would be eliminated
- Average class size would move from 16.7 to 19.5 and the total student load per teacher would increase to 97.5 students per teacher, well above the maximum School Board policy range (see policy IIB).
- This rise in average class size would be a significant negative factor in drawing new families to Cape Elizabeth. The single most common question new families always ask when considering schooling and location options for their families is: *what is the average class size?*
- Teachers would be removed from Achievement Center
- Teachers' out-of-school correcting load would increase, which means academic rigor and standards would decrease.
- Students would have fewer options for classes to take because we would in all likelihood not be able to staff classes with enrollments of 10-15 students. Our class offerings would tend to the more vanilla and generic and be less geared to meet students where they are in their learning journeys.

Do most Maine high schools have more teachers than the EPS Formula/EPS Model assumes?<sup>1</sup>

A 2019 USM study of Maine high schools found that:

- The actual student: teacher ratio for all Maine high schools is 14.6 (p.4)
- 78% of all Maine high schools are below the EPS student: teacher ratio (p. 6)
- The average, actual student: teacher ratio in Maine's low poverty, high performing schools is 13.1 (p. 15)
- **This means that CEHS's student: teacher ratio (13.3) exceeds the statewide average for comparable schools**

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<sup>1</sup> The data comparisons in this section are based on Morris, Lisa and Johnson, Amy, *Analysis of Essential Programs and Services Components: Staff Ratios*, Report to the Maine Department of Education, Maine Educational Policy Research Institute, University of Southern Maine (March 2019). Parenthetical page references are to pages in this report.

What other cuts would be necessitated by reducing to EPS fundable measures?

The 16 students per regular education teacher is only one part of the staffing formula for determining state subsidy. The other staffing components of the EPS model for funding can be found in other parts of the ED 279 document.

To illustrate further that **the EPS formula establishes a bare minimum formula for staffing**, here are other staffing implications for CEHS were we to attempt to adhere to other parts of the EPS staffing model:

- We would need to cut 1 ½ of our three administrators
- We would need to reduce our librarian to part-time
- We would need to reduce our nurse to part-time
- We would need to cut 1 ½ of our current four secretarial positions
- We would need to close the Achievement Center and/or eliminate Academic Skills supports for students with executive skills issues because we have too many regular education Ed Techs compared to the EPS model
- We would need to eliminate our regular education social worker
- We would need to reduce our extracurricular program by approximately 90%

How does CEHS teacher staffing compare to other small, comprehensive, high performing public high schools?

As can be seen from the 2019 study discussed above, **CEHS's students per teacher ratio actually is higher than comparable low poverty, high performing schools.**

Additionally, two years ago, a detailed, comparative analysis of CEHS compared to two nearby counterpart schools in Maine revealed that CEHS's student: teacher ratio was essentially identical to those schools. In the intervening two years, our student: teacher ratio has remained essentially unchanged, moving from 13.5 students per teacher to 13.3 students per teacher.

Our student: teacher ratio also compares favorably with student: teacher ratios with other schools on the *U.S. News Best High Schools* rankings.

The *U.S. News* data needs first to be put into context. The student: teacher ratios reported in the table below are from the *U.S. News Best High School* rankings, but it is not clear what their formula is for calculating this number. The *U.S. News* website does not reveal the source of the ratios they report.

Two years ago, when the *U.S. News* rankings information was last shared with the Board, the student: teacher ratio *U.S. News* reported matched our own calculations for CEHS and nearby schools. This year, however, the student: teacher ratios reported by *U.S. News* are considerably lower across the board compared to the ratios reported two years ago. For example, *U.S. News* reports an 11 students per teacher ratio for CEHS. That is considerably lower than the accurate figure of 13.4 regular education teachers per student for CEHS last year and the 13.3 for this year. Clearly, *U.S. News* has changed its formula, perhaps by including Special Education teachers as well in the

students per teacher ratio they report. Including Special Education teachers, 11:1 is close to being right for CEHS (the actual number would be 11.6).

In any event, the data in the table below is offered only to demonstrate this point: **CEHS's student: teacher ratio is comparable not just to nearby comparison schools in Maine, but also to high performing schools in other states as well.** Here are some ratios for other schools:

School	Ratio	School	Ratio	School	Ratio
Greely High School (ME)	10:1	Sunapee Sr HS (NH)	9:1	Weston HS (MA)	11:1
Yarmouth HS (ME)	12:1	Hopkinton HS (MA)	14:1	Darien HS (CT)	11:1
CEHS	11:1	Lexington HS (MA)	13:1	Kennebunk HS (ME)	12:1
Hopkinton HS (NH)	11:1	Souhegan HS (NH)	11:1	York HS (ME)	10:1

Summary

As can be seen from the data, most high schools in Maine have lower student: teacher ratios than the 16:1 ratio used as a basis for determining subsidy reported in ED 279. **The EPS formula is not a formula for creating and sustaining an excellent school;** that was not its intent. It is a formula for minimal adequacy at best. CEHS's student: teacher ratio is in fact higher than average for small, comprehensive, high performing public schools. It is on par with high performing schools not just in Maine but in other states as well. To use the EPS formula embedded in the ED 279 subsidy report as a basis for making staffing decisions at CEHS would result in severe reductions in staffing, significantly increased class sizes, student loads per teacher well in excess of Board guidelines, and, most importantly, significantly degraded educational and extracurricular opportunities for our students.



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**FISCAL YEAR 2021-2022 BUDGET CHANGES**

		<b>Total</b>	<b>% Increase for Expenditures</b>	<b>% Increase to the Property Tax Rate</b>
1.27.2021	Total Requested Budget Request from Administrators	30,598,441	7.40%	7.30%
2.10.2021	Decrease in Maine State Retirement Decrease in Course Reimbursement	30,536,604	7.18%	7.03%
2.23.2021	Removed stipend for K-12 Content Leader for Departments: 9008, 9009, and 9010. Decreased El teacher from .5 to .2 FTE Increase in the town valuation	30,526,247	7.15%	6.50%
3.10.2021	Removing NWEA except for grades 1 & 2 which is now just \$3,000	30,515,247	7.11%	6.44%
3.16.2021	Decreased budgets in Pond Cove, and High School for EdPuzzle. This was absorbed into Improvement of Instruction at a better rate for the district.	30,512,527	7.10%	6.44%