



Thomas J Mertz <tjmertz@madison.k12.wi.us>

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## [board] Clarification of Class Size Analysis per TJ's Data Request:

7 messages

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**Michael G Barry** <mgbarry@madison.k12.wi.us>

Mon, Jun 12, 2017 at 1:18 PM

To: "board@madison.k12.wi.us" <board@madison.k12.wi.us>

Cc: Lisa Kvistad <lkvistad@madison.k12.wi.us>, Karen Kepler <kkepler@madison.k12.wi.us>, Deirdre L Hargrove-Kriehoff <dlhargrovekr@madison.k12.wi.us>

In the Operations Work Group packet, you will find an analysis which calculated the estimated impact of a hard cap class size amendment proposed by TJ Mertz. The analysis applies the proposed class size caps against this year's actual enrollment and finds 89 elementary sections that would be over the proposed caps.

However, we should not have reported that 89 additional sections would be required to solve that problem, given that some of the oversize classes are in the same grade at the same school, where one additional section may solve 2 or 3 oversized sections.

On the other hand, the data set does not distinguish between DLI and ELI sections at the elementary level, where one additional section may not solve 2 or 3 oversize sections.

Recognizing that the goal of the analysis is to give the Board a reasonable estimate of impact, the estimate of 89 additional FTE is too high and, given the ELI/DLI factor, a range of 55-66 FTE appears to be more accurate, with a budgetary impact ranging from \$4.9 million to \$5.8 million for 2017-18 and recurring thereafter.

We also looked at the impact of proposed hard caps at the secondary level. If the hard cap applies only in the core areas, and only to general courses (i.e. not specialty courses such as AP), then the financial impact might not be out of reach over time. Still, without regard to any specific hard cap proposal, we maintain that the current allocation model, which gives a flex pool of FTE to the secondary principals to allocate based on their knowledge of the courses, staff, and students, while using current guidelines, and reviewed at the chief of schools level, is a better method than a no-exceptions hard cap approach.

Overall, the Board's support for the fall 2016 operating referendum has shifted us out of annual personnel cuts. And, the Board's interest in class sizes has led us to create better data tools to spot outlier sections sooner. We have added unallocated FTE to address those situations, and have already addressed all that surfaced during the spring staffing process.

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Mon, Jun 12, 2017 at 1:19 PM

To: Thomas Mertz <tjmertz@sbcglobal.net>