

ESSENTIAL PROGRAMS AND SERVICES—NOT A WAY TO BUILD A SMALL, COMPREHENSIVE, HIGH PERFORMING PUBLIC HIGH SCHOOL

Essential Programs and Services Definition

“[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 goal of students meeting state benchmarks. *Exceeding benchmarks is outside the EPS goal.*

What features of CEHS move students beyond benchmarks?

- Vast majority of CEHS students take four years of Science, Math, and World Language
- Our Advanced Placement courses

If we reduced our regular education teaching staff by 6 ½ teachers (to 33.22 teachers, the amount the EPS funding calculation is based on), what would be the implications?

- Most single-section classes (includes 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 16.8 to 19.5, total student load per teacher would increase to 97.5 students per teacher, well above maximum School Board policy range
- Teachers would be removed from Achievement Center
- Teachers’ out-of-school correcting load would increase, which means rigor and standards would decrease.
- Students would have fewer options for classes to take because the more classes we offer, the greater the likelihood of having to staff classes with 10-15 students, which decreases average class size

A Few Facts About the EPS Formula and Actual Teacher Staffing in Maine High Schools¹

- EPS calculates funding based on high school student:teacher ratio of 16 (ED 279)
- 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)
- CEHS’s student: teacher ratio (13.5) *exceeds* the statewide average for comparable schools

¹ The data comparisons 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?

- Would need to cut 1 ½ administrators
- Would need to reduce librarian to part-time
- Would need to reduce nurse to part-time
- Would need to cut 1 ½ of current 4 secretarial positions
- Would need to close Achievement Center and/or eliminate Academic Skills supports for students with executive skills issues because we have too many Ed Techs providing these programs
- Would need to eliminate regular education social worker
- Extracurricular program would need to be reduced by approximately 90%