

DCIP Equity Analysis

Directions

The purpose of this document is to ensure that the students in schools identified for the Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI) are given the same opportunities for success as those in schools that are identified as Local Support and Improvement (LSI).

Districts should complete the chart below for each school by first listing the names of the schools in the district in the “School Names” row. Districts with more than 10 schools should complete one table for each Principal Supervisor.

Unless the data for each school is fairly similar, districts will need to address **at least one staffing inequity** and **one enrollment/participation inequity as part of the DCIP**. The resulting plan will cover both the actions the district will pursue to reduce the identified data gaps AND the support the district will provide to the schools where there are gaps knowing that these inequities exist. Districts may also opt to address funding inequities by examining their existing student funding formula.

Additionally, the indicators highlighted in YELLOW **must be addressed** (items 1-4) in the DCIP if there is a significant variation between schools (as outlined under “Notes”).

District Name: East Ramapo Central School District

Staffing Inequity Comparison Chart

SCHOOL NAMES	ECC	MGTS	FLT	SP	GRV	ELM	ELD	HEMP	LK	KKT	PoMS	CRMS	SV	RH
Support Model	LSI	TSI	LSI	LSI	LSI	TSI	TSI	CSI	LSI	LSI	CSI	CSI	CSI	LSI
1 % of uncertified teachers See below	0	1	0	0	0	0	0	1	0	0	0	0	0	0
2 Avg # of Teacher Absences Avg. = 8.4	10.7	8.6	8.4	12.28	10.9	7.9	10.5	8.5	5.8	10.8	10.2	8.7	2.1	2.1
3 % of teachers w < 3yrs exp	28%	21%	22%	22%	22%	17%	14%	22%	32%	30%	20%	18%	15%	14%
4 Teacher Turnover														
5 Avg. Yrs Exp of Principal and AP														
6 % of teachers who have been at school 1-2 years														
7 Likelihood of finding substitute teacher coverage for teacher absences*	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

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8	Ratio of students per counselor	1:354	1:575	1:554	1:665	1:492	1:564	1:578	1:420	1:521	2:806	3:572	3:575	8:1188	8:1559
9	Ratio of students per social worker		1:575	1:554	1:665	1:492	1:564	1:578	1:420	1:521	1:806	1:572	1:575	2:1188	
10	Ratio of students per librarian	:354	:575	:554	:665	:492	:564	:578	:420	:521	:806	1:572	1:575	1:1188	1:1559
11	Ratio of students per nurse	1:354	1:575	1:554	2:665	1:492	3:564	1:578	1:420	1:521	1:806	1:572	1:575	2:1188	2:1559

**for this indicator, select either “high” “medium” or “low” from the drop-down menu*

<u>LOCATION NAME</u>	<u>2024 TOT TEACHE</u> <u>RS CERT MATCHED</u>	<u>2024 OOC TEA</u> <u>CHERS</u>	<u>2024 OOC</u> <u>PCNT</u>	<u>2025 TOT TEACHERS CER</u> <u>T MATCHED</u>	<u>2025 OOC TEA</u> <u>CHERS</u>	<u>2025 OOC</u> <u>PCNT</u>
EAST RAMAPO CSD (SPRING VALLEY)	707	89	12.59%	740	92	12.43%
FLEETWOOD ELEMENTARY SCHOOL	38	2	5.26%	37	4	10.81%
GRANDVIEW ELEMENTARY SCHOOL	36	2	5.56%	38	2	5.26%
HEMPSTEAD ELEMENTARY SCHOOL	39	3	7.69%	39	1	2.56%
KAKIAT ELEMENTARY SCHOOL	57	7	12.28%	63	5	7.94%
MARGETTS ELEMENTARY SCHOOL	35	3	8.57%	38	5	13.16%
EAST RAMAPO EARLY CHLD CTR AT KAKIAT	31	5	16.13%	25	3	12.00%
SUMMIT PARK ELEMENTARY SCHOOL	36	2	5.56%	41	4	9.76%
CHESTNUT RIDGE MIDDLE SCHOOL	46	5	10.87%	48	12	25.00%
SPRING VALLEY HIGH SCHOOL	119	24	20.17%	125	17	13.60%
POMONA MIDDLE SCHOOL	49	4	8.16%	50	12	24.00%
ELMWOOD ELEMENTARY SCHOOL	35	2	5.71%	38	7	18.42%
RAMAPO HIGH SCHOOL	123	30	24.39%	127	8	6.30%
LIME KILN ELEMENTARY SCHOOL	37	0	0.00%	37	6	16.22%

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ELDORADO ELEMENTARY SCHOOL	36	2	5.56%	38	6	15.79%
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NOTES:

- Districts with inequities related to the following data points **MUST** have a plan to mitigate the identified inequity for each of the following:
 - % of uncertified teachers** *(must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI)*
 - Average number of Teacher Absences** *(must be addressed if one of more identified schools has an average that is five days more than the district average)*
 - % of teachers with fewer than 3 years' experience** *(must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI)*
 - Teacher Turnover rate** *(must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI)*
- Districts that will be developing a plan around any of the highlighted indicators do not need to complete the remainder of the Staffing Inequity Comparison Chart.
- Districts that do not meet any of the conditions outlined in #1 above will need to select one staffing inequity from any of the others listed to address.

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Enrollment/Participation Comparison

	SCHOOL NAMES	ECC	MGTS	FLT	SP	GRV	ELM	ELD	HEMP	LK	KKT ES	KKT MS	PoMS	CRMS	RH	SV
	Support Model	LSI	TSI	LSI	LSI	LSI	TSI	TSI	CSI	LSI	LSI	LSI	CSI	CSI	LSI	CSI
1	% of FRL	68.4%	67.5%	74.4%	64.2%	72.0%	64.2%	74.7%	67.9%	70.6%	71.2%	72.8%	66.2%	71.3%	67.8%	67.8%
2	% of SWD	7.1%	12.0%	12.6%	9.9%	16.4%	9.8%	19.3%	29.0%	10.6%	19.3%	20.8%	11.2%	11.0%	10.6%	13.0%
3	% of ELL	74.3%	68.2%	75.1%	72.2%	61.3%	61.2%	61.6%	50.1%	58.2%	55.5%	37.8%	55.3%	55.2%	47.9%	51.8%
4	Attendance Performance Index	88.8%	91.9%	91.3%	91.2%	91.2%	90.5%	93.0%	91.2%	91.6%	91.5%	92.1%	89.7%	90.6%	82.4%	81.1%
5	Office Referrals															
6	In-School Suspension Rate*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.19%	N/A	4.90%	1.05%	N/A	0.17%
7	Out-Of-School Suspension Rate*	N/A	N/A	0.72%	N/A	N/A	N/A	N/A	0.24%	0.19%	2.10%	2.47%	7.18%	6.27%	4.50%	2.11%
8	% of students in instrumental music programs															
9	Average PTA budget															
10	Average attendance at PTA meetings															
11	Participation rate at Parent Teacher Conferences															
12	% of students attended preschool	29.4%	34.3%	32.1%	35.0%	37.9%	22.3%	22.8%	27.9%	20.5%	23.3%	21.6%	18.6%	17.9%	17.6%	17.6%
13	% students who speak English at home	18.6%	14.6%	13.0%	12.0%	16.4%	11.7%	11.7%	21.1%	15.2%	18.3%	19.4%	13.0%	11.5%	14.9%	13.4%
14	% of students who have attended school since entry year	100%	91.3%	90.6%	86.9%	90.3%	58.7%	59.5%	84.5%	55.7%	59.5%	58.7%	50.8%	47.2%	43.1%	41.6%

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	SCHOOL NAMES	ECC	MGTS	FLT	SP	GRV	ELM	ELD	HEMP	LK	KKT ES	KKT MS	PoMS	CRMS	RH	SV
	(e.g. K, 9 th grade, etc.)															
15	% of students who enrolled at the school this year after September	3.1%	4.9%	2.7%	3.9%	2.2%	2.7%	1.7%	1.2%	3.5%	3.0%	0.4%	3.5%	2.3%	2.0%	1.9%

* For suspension rate, use the number of students suspended from school (out-of-school/in-school) at least one full day divided by the number of students enrolled during the school year.

NOTES:

1. In recognition that not all of this data may be readily available, districts must complete at least eight rows of this chart. If no inequities are identified after completing eight rows, districts will need to proceed with completing the chart until an inequity has been identified.
2. Districts that do not have multiple schools serving the same grade band (e.g. a district with one K-5 school and one 6-12 school) should prioritize the indicators where differences would be of most concern.

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Funding Comparison

SCHOOL NAMES	ECC	MGTS	FLT	SP	GRV	ELM	ELD	HEMP	LK	KKT	PoMS	CRMS	RH	SV
Support Model	LSI	TSI	LSI	LSI	LSI	TSI	TSI	CSI	LSI	LSI	CSI	CSI	LSI	CSI
1 Per-Pupil Spending	30,415	33,909	31,584	34,728	34,818	35,111	36,186	43,975	32,517	37,480	38,533	38,541	36,384	37,560

- Includes federal funding
- Excludes transportation

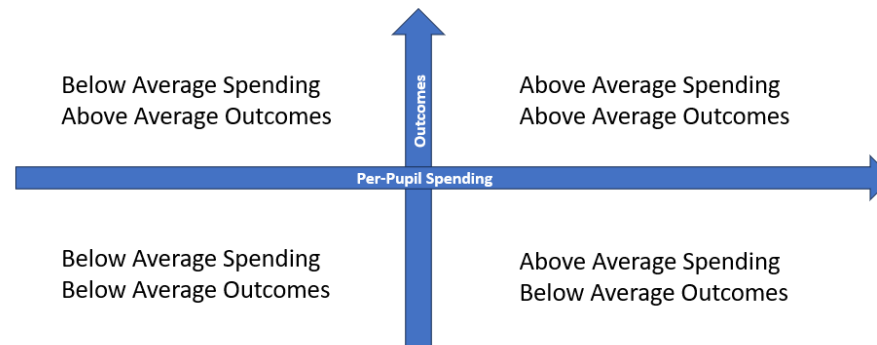
Part II - Exhibit and Special Items

1. Teacher Salaries
2. Instructional aide salaries
3. Improvement of instruction
4. Library and media services
5. Books and periodicals
6. Technology-related supplies and purchased services
7. Technology-related hardware
8. Technology software

NOTES:

1. [Edunomics](https://edunomicslab.org/ny-scatterplots/) have created a resource that compares performance with funding ACROSS districts and WITHIN a district. Per-Pupil Spending is plotted on the X axis, and Performance Outcomes are plotted on the Y axis, as shown in the diagram below. Districts may find it useful to explore the tools available at <https://edunomicslab.org/ny-scatterplots/> to better understand what return on investment looks like through this lens. NYSED would encourage districts to pay attention to any school falling in the bottom right quadrant (Above-Average Spending/Below-Average Outcomes) and consider the programmatic support that may be needed to assist the school.

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2. The [Alliance for Resource Equity](#) is a great resource for exploring variations in funding across schools. Their [School Funding Blueprint](#) states:

*“It’s okay for school funding to vary! Variation is not necessarily a bad thing. The question is: Is the variation **strategic (aligned with district’s goals)** and **equitable (higher-need schools receive additional dollars)**?”*

After you have completed the chart above, examine the variations that exist and identify if these are aligned with the district’s goals and are allowing schools with higher needs to receive additional dollars.

If there is any school identified for CSI, ATSI, or TSI that has a per-pupil spending amount significantly lower than the per-pupil amounts of schools identified for LSI, then NYSED would encourage the district to examine its school funding formula to consider ways to ensure more funding is being directed to higher needs schools.

3. **The Funding Inequity Section of the DCIP should be completed by any district that would like to use Title I, 1003 School Improvement Grant funding to support exploring how to more equitably distribute resources across the district.** NYSED encourages districts that have concerns about whether their variations are strategic and equitable, as outlined above, to partner with an organization experienced in supporting districts to re-examine their school funding formula.

The District’s completed Equity Analysis must be submitted with the DCIP.