



**AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS**

Report of State Findings
**How the Economic Downturn Continues to
Impact Missouri School Districts**

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Collectively, the findings of the AASA economic impact studies demonstrate that school districts in every part of the country are subject to the realities of the economic downturn. The findings indicate that the financial crisis continues to threaten and impact the progress schools have obtained and the stability they have enjoyed in the past. The surveys also help illustrate how policy at the federal level, especially around the American Recovery and Reinvestment Act, plays out at the local level and helps lessen or reverse some of the financial constraints districts are dealing with.

This study is a state-level analysis for Missouri, based on a subset of data for the sixth in a series of studies conducted by the American Association of School Administrators on the impact of the economic downturn on schools. AASA launched the series in fall 2008 in response to state budget shortfalls, federal buy-outs and interventions, and a series of additional events characterizing a slowing, stagnant economy. As the economic situation worsened, AASA continued to monitor its impact on schools through a series of surveys of school administrators nationwide.

This latest study, "One Year Later: How the Economic Downturn Continues to Impact School Districts," is based on a study of school administrators conducted in September and October 2009. Eight hundred seventy-five (875) school administrators from 49 states and the District of Columbia completed the survey. When the number of responses from a particular state totaled 24, the state association qualified to receive a state-level analysis of the survey results. In Missouri, the response size was 24.

The data included herein is state-specific. It is a bulleted, brief report on all of the questions in the national study, analyzed at the state level. Fuller context and explanation can be found in the national report.

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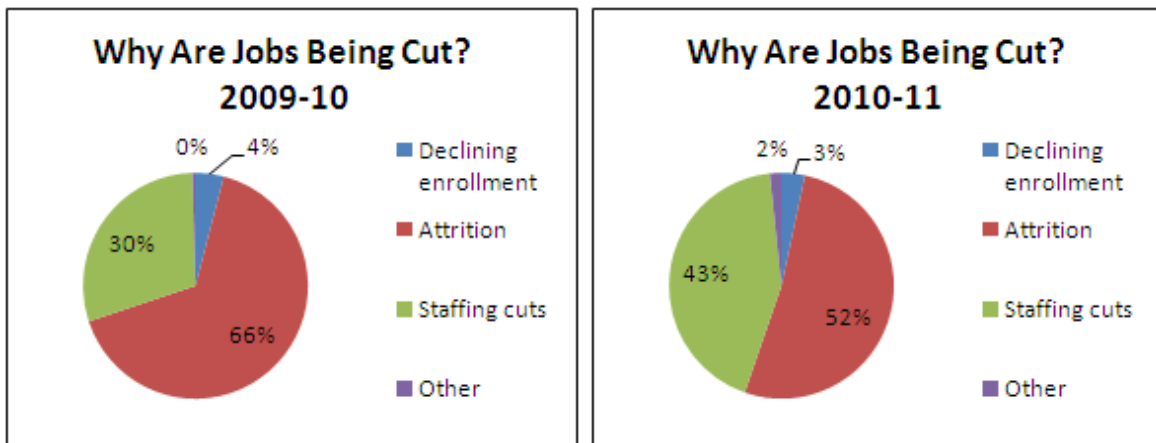
Missouri Results

Economic Environment

- 75% of respondents describe their district as inadequately funded, compared to 25% reporting adequate funding. (Q1)
- 25% describe their district as fiscally dependent (75% report fiscally independent, meaning their fiscal operation is not subject to approval by other local government). (Q2)
- 71% of respondents report having to eliminate positions in 2009-10 (Q6) and 83% anticipate having to do so in 2010-11. (Q7)
- On average, respondents have 736 staffing positions (administrative, teaching and support) in their districts. (Q8) Respondents report cutting 223 positions in 2009-10 and anticipate cutting an additional 179 positions in 2010-11. That is an average loss of 9 positions per district in 2009-10 and 7.5 positions per district in 2010-11. (Q9, Q10)
- Where are the cuts being made? Almost one-third (29%) of respondents had to cut core subject teacher positions in 2009-10, and even more (42%) anticipate having to do so in 2010-11. One-quarter (25)% had to cut special education positions in 2009-10 and 13% anticipate having to do so in 2010-11. (Q11)

	2009-10	2010-11
Core subject classroom teachers	29%	42%
Art/music/phys ed teachers	25%	25%
Foreign language teacher	8%	4%
Special education teacher	25%	13%
Teacher aides/assistants	42%	46%
School secretaries	25%	8%
School librarians	8%	8%
School nurses	13%	8%
Main/Cafeteria/Transportation	33%	38%
Central office/admin	21%	25%

- Why are the cuts being made? Two-thirds (66%) of the job cuts in 2009-10 are attributable to attrition, meaning districts are not replacing positions that are being retired out of. Attrition account for more than half (52%) of the job cuts in 2010-11. (Q9, Q10)



Feeling the Impact: Personnel, Curriculum, Facilities and Operations

- The percentage of districts furloughing personnel, reported at zero for 2008-09, more than doubled from 8% in 2009-10 to 21% in 2010-11.
- The percentage of districts laying off personnel continues to grow, from 8% in 2008-09 to 13% in 2009-10 to 33% in 2010-11.
- The percentage of districts freezing outside professional service contracts, reported at zero in 2008-09, grew from 25% in 2009-10 to 33% in 2010-11.
- The percentage of districts reducing non-teaching professional support personnel more than doubled from 17% in 2008-09 to 42% in 2009-10 before falling to 33% in 2010-11, still nearly twice the 2008-09 levels.
- The percentage of districts reducing outside staff development consultants, reported at zero for 2008-09, continues to grow from 38% in 2009-10 and 42% in 2010-11.
- The percentage of districts reducing staff-level hiring grew more than tenfold, from 4% in 2008-09 to 50% in 2009-10 before falling to 21% in 2010-11.
- The percentage of districts increasing class size, reported at zero for 2008-09, grew from 29% in 2009-10 to 38% in 2010-11.
- The percentage of districts eliminating/delaying instructional improvement initiatives, reported at zero in 2008-09, fell from 25% in 2009-10 to 17% in 2010-11.
- The percentage of districts reducing non-academic offerings (Saturday enrichment and afterschool programs), reported at zero in 2008-09, more than doubled from 13% in 2009-10 to 29% in 2010-11.
- The percentage of districts reducing academic offerings (Saturday classes and academic interventions), reported at zero in 2008-09, grew fivefold, from 8% in 2009-10 to 42% in 2010-11.
- The percentage of districts strengthening identification/screening of non-resident students continues to fall, from 17% in 2008-09 to 13% in 2009-10 and 4% in 2010-11.
- The percentage of districts reducing elective courses not required for graduation, reported at zero for both 2008-09 and 2009-10, skyrocketed to 38% in 2010-11.
- The percentage of districts deferring textbook purchases, reported at zero in 2008-09, fell from 33% in 2009-10 to 21% in 2010-11.
- The percentage of districts reducing high-cost course offerings, reported at zero in both 2008-09 and 2009-10, grew to 25% in 2010-11.
- The percentage of districts reducing instructional materials grew from zero in 2008-09 to 25% in 2009-10 and 29% in 2010-11.
- The percentage of districts eliminating field trips continues to grow, from zero in 2008-09 to 25% in 2009-10 and 42% in 2010-11.
- The percentage of districts deferring maintenance grew from 8% in 2008-09 to 25% in both 2009-10 and 2010-11.
- The percentage of districts altering thermostats held steady at 25% in both 2008-09 and 2009-10 before falling to 13% in 2010-11.
- The percentage of districts closing/consolidating schools remains low, at zero in 2008-09 and 4% in both 2009-10 and 2010-11.
- The percentage of districts delaying a capital debt program held steady at 4% in both 2008-09 and 2009-10 before tripling to 13% in 2010-11.
- The percentage of districts outsourcing custodial/maintenance work fell from 8% in 2008-09 to zero in 2009-10 before rebounding to 4% in 2010-11.

- The percentage of districts reducing custodial services continues to grow, from 8% in 2008-09 to 17% in 2009-10 and 21% in 2010-11.
- The percentage of districts reducing operations to a four-day work week during the summer fell from 21% in 2008-09 to 8% in 2009-10 before growing to 13% in 2010-11.
- The percentage of districts reducing operations to a four-day school week during the school year remains low, reported at zero in both 2008-09 and 2009-10 and reaching 4% in 2010-11.
- The percentage of districts eliminating summer school programs fell from 8% in 2008-09 to 4% in 2009-10 before quadrupling to 17% in 2010-11.
- The percentage of districts cutting bus transportation routes grew from zero in 2008-09 to 21% in 2009-10 before falling to 13% in 2010-11.
- The percentage of districts finding new transportation efficiencies grew from 13% in 2008-09 to 29% in 2009-10 before falling to 8% in 2010-11.
- The percentage of districts reducing extra-curricular activities, reported at zero in 2008-09, more than doubled from 8% in 2009-10 to 21% in 2010-11.
- The percentage of districts deferring technology purchases continues to grow, from 8% in 2008-09 to 25% in 2009-10 and 29% in 2010-11.
- The percentage of districts reducing consumable supplies grew from 8% in 2008-09 to 33% in both 2009-10 and 2010-11.
- The percentage of districts eliminating non-essential travel grew from 21% in 2008-09 to 33% in 2009-10 before falling slightly, to 30% in 2010-11.
- The percentage of districts joining bulk purchasing groups or co-ops continues to fall, from 38% in 2008-09 to 21% in 2009-10 and 4% in 2010-11.
- The percentage of districts reducing collaborative planning times within the school day tripled from 4% in 2008-09 to 13% in 2009-10 before falling to 8% in 2010-11.

Impact on School Communities, Families and Learning

When administrators were asked how their districts' current economic situation has affected schools' ability to address certain indicators, the results were as follows (*responders were asked to rate the indicators as "not at all," "somewhat," or "a great deal"*): (Q5)

- Maintain employment levels (administrative workforce): 62% responded somewhat/a great deal.
- Maintain employment levels (teacher workforce): 62% responded somewhat/a great deal.
- Maintain employment levels (support staff workforce): 79% responded somewhat/a great deal.
- Provide professional development for administrators: 79% responded somewhat/a great deal.
- Provide professional development for teachers: 67% responded somewhat/a great deal.
- Recruit/retain qualified staff: 68% responded somewhat/a great deal.
- Improve student achievement: 58% responded somewhat/a great deal.
- Close achievement gaps: 67% responded somewhat/a great deal.
- Maintain focus on student learning/instructional improvement: 50% responded somewhat/a great deal.
- Address the learning needs of all students, including disabled: 56% responded somewhat/a great deal.
- Meet or exceed state/federal performance assessment levels: 66% responded somewhat/a great deal.

American Recovery and Reinvestment Act

- 17% of respondents report a decrease in state and local revenues between 2008-09 and 2009-10, compared to 33% reporting an increase and 25% reporting level funding. (Q12)
- When asked how ARRA dollars impacted changes in state/local revenues: (Q13)
 - 13% of respondents report *'My district had a net loss before ARRA. ARRA dollars filled some, but not all, of the budget holes.'*
 - More than half (55%) report a 'Shell Game': 38% report *'My district had a net loss before ARRA. In light of ARRA, state leaders reassessed the budget situation and further cut state revenues. ARRA dollars were used to offset these cuts.'* and 17% report *'My district had a net gain before ARRA. In light of ARRA, state leaders reassessed the budget situation, cutting our state revenue and using ARRA dollars to offset the cuts.'*
 - 21% report an increase: 13% report *'My district had neither a net loss nor a net gain before ARRA, and ARRA dollars were all in addition to state and local revenues.'* and 8% report *'My district had a net gain before ARRA and the ARRA dollars further increased the net gain.'*
- An overwhelming majority of respondents report having already received stimulus dollars (Q14, Q15):
 - 92% have received (or anticipate receiving soon) ARRA Title I monies.
 - 88% have received (or anticipate receiving soon) ARRA IDEA monies.
 - 63% have received (or anticipate receiving soon) ARRA SFSF monies.
 - 29% have received (or anticipate receiving soon) QZAB/Tax Credit Bonds.
 - 13% have received (or anticipate receiving soon) School Improvement Grants
 - 50% have received (or anticipate receiving soon) Title II Part D (Ed Tech) monies.
 - 13% have received (or anticipate receiving soon) McKinney-Vento Homeless Act monies.
 - 4% have received (or anticipate receiving soon) Teacher Training monies.
- Maintenance of Effort (MOE) is a federal requirement that requires grant recipients (in this case, state and local education agencies) to maintain a certain level of state/local fiscal effort to remain eligible for full participation in federal grant funding. Put more succinctly, SEAs and LEAs need to 'maintain financial support effort' at levels equal to the previous year in order to be eligible for future federal funds. Almost three-quarters (71%) of respondents expressed interest in being granted a waiver for MOE. So far, 46% of respondents reported that their state will allow LEAs to take advantage of MOE waivers. One-third (33%) reported that their state has yet to decide if they will allow LEAs to take advantage of this flexibility. (Q20)
- In describing how their district is using ARRA funds to bring about education/reform,: (Q21)
 - 57% report *'This does not apply. The ARRA funds simply fill budget cuts and do not represent enough funding for new innovations/reform.'*
 - 17% report *'The ARRA funds represented a slight increase in funding levels, with much of the ARRA money simply filling budget cuts. Innovation/reform from the ARRA funds was limited.'*
 - 4% report *'Most of the ARRA funds represented an increased funding level; very little was needed to fill budget cuts. As such, we were able to implement innovations/reform.'*
 - 13% report *'The full amount of our district's ARRA funds were an increase in funding. We had no budget holes and, as a result, were able to direct all of the ARRA funds toward innovation and reform.'*

- When asked, ‘As a result of ARRA dollars, has your district been able to save jobs’?, respondents indicated difficulty. Half (50%) were unable to save any core subject teaching jobs slated for elimination. They report similar difficulty, with 54% unable to save any art/music/physical education teaching positions, 58% unable to save any foreign language positions, 42% unable to save any special education positions and 42% unable to save any teacher aide/assistant positions. (Q16, Q18)
 - Some districts were able to save jobs: 13% reported being able to save all core subject teaching jobs slated for elimination. 8% were able to save some (more than three-quarters) of the potential cuts and 8% were able to save some (less than one-quarter) of the potential jobs cuts.

Were you able to save...	No	Yes, Our District was Able to Save Jobs				
	No	All	>75%	75% > x > 50%	50% > x > 25%	< 25%
Core subject teaching jobs?	50%	13%	8%	8%	0%	8%
Art/music/phys ed teaching jobs?	54%	17%	8%	4%	0%	0%
Foreign language teaching jobs?	58%	17%	4%	0%	0%	0%
Special education teaching jobs?	42%	13%	8%	0%	4%	13%
Teaching aide/assistant positions?	42%	17%	13%	4%	4%	8%
School librarian positions?	63%	13%	0%	0%	0%	0%
School nursing positions?	67%	8%	0%	0%	0%	0%
Main./Cafe/Trans. positions?	63%	13%	0%	0%	0%	0%
Central office/admin. positions?	58%	13%	4%	0%	4%	0%

Demographics

- A strong majority (79%) of respondents list their job title as superintendent, compared to 8% listing association or deputy superintendents and 13% listing assistant superintendent. (Q22)
- More than half (58%) of respondents work in districts with less than 3,000 students. (Q23)

Student Enrollment	
1 - 999	29%
1,000 - 2,999	29%
3,000 - 4,999	8%
5,000 - 9,999	8%
10,000 - 24,999	21%
25,000 - 49,999	4%

- Almost two-thirds (63%) of respondents describe their district as rural, compared to 29% listing suburban and 8% listing urban. (Q24)