

The Class-Size Reduction Program

Boosting Student Achievement in Schools
Across the Nation

A First-Year Report

U.S. Department of Education
September 2000



Richard W. Riley

U.S. Secretary of Education

Michael Cohen

Assistant Secretary for Elementary and Secondary Education

Joseph Conaty

Director, New Projects Unit

Robert Stonehill

Director, Class-Size Reduction Program

September 2000

The text of this report is in the public domain. Feel free to photocopy or reprint. To order copies of this report write:

ED Pubs
Editorial Publications
U.S. Department of Education
P.O. Box 1398
Jessup, MD 20794-1398

Fax: 301-470-1244; send email requests to: edpubs@inet.ed.gov; or call toll free: 1-877-433-7827 (1-877-4-ED-PUBS).

Gillian Cohen, Christine Miller, Robert Stonehill and Claire Geddes at the U.S. Department of Education wrote this report.



The Class-Size Reduction Program:

Boosting Student Achievement in Schools Across the Nation

A First-Year Report

Reducing class size is one of the most important investments we can make in our children's future. Recent research confirms what parents have always known -- children learn better in small classes with good teachers, and kids who start out in smaller classes do better right through their high school graduation.

--President Bill Clinton

Parents and teachers have long known that smaller classes make a difference. Students in smaller classes have higher achievement levels, fewer discipline problems, and more personal attachment to their teachers and classmates. A growing body of well-designed research, including experimental research using random assignment, is confirming this conventional wisdom. In 1998, Congress responded to President Clinton's call for a national initiative to lower class size in the early grades to no more than 18 students. Research indicates that classes that small are effective in helping to improve academic achievement, especially for disadvantaged students.

That year, Congress made a bipartisan commitment to provide a down payment on a proposed seven-year phase-in of the Class Size Reduction program. The fiscal year (FY) 1999 appropriation of \$1.2 billion enabled school districts across the nation to hire an estimated 29,000 new teachers for the 1999-2000 school year. This July, the U.S. Department of Education awarded an additional \$1.3 billion in FY 2000 funds to enable states and local school districts to continue their class-size reduction efforts. This report highlights the benefits of the Class-Size Reduction program after just one year of implementation. Though this is only a modest beginning to reach our nationwide goal, the past year saw 1.7 million young children learning in smaller, more personalized, classrooms.

The Class-Size Reduction Program Is Making A Difference

Too many children in this country spend their early school years in overcrowded classrooms. As a result, children – particularly poor and minority children – do not receive the individualized attention they need. They do not learn to read well and independently, and are too likely to fall through the cracks.



Prior to the implementation of the federal Class-Size Program and similar initiatives in several states, more than 85 percent of our students were in classes with over 18 children, and about 33 percent were in classes of 25 or more students.¹

¹ Data from *Study of Education Resources and Federal Funding*. U.S. Department of Education, 2000.

However, after just one year of implementation, the federal Class-Size Reduction Program is already helping local communities lower class size in the early grades. In 90,000 classrooms (primarily in high-needs schools), the average class size in grades 1-3 has been reduced from 23 to 18. Smaller classes give children across the country the opportunity for a solid foundation in the basics and increase their chances of academic success in the later grades.

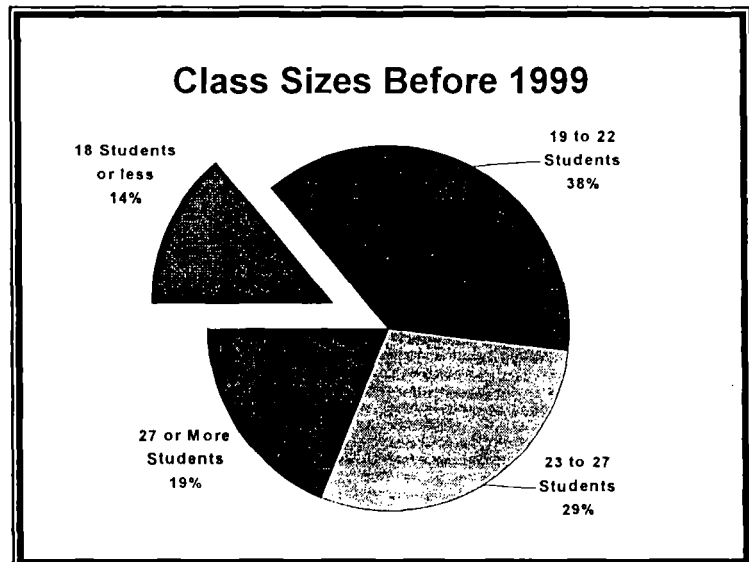
The Class-Size Reduction program has helped an estimated:

- 1.7 million children in the early grades receive instruction in smaller, more personalized classes;
- 90,000 teachers who now teach more manageably sized classes;
- 23,000 schools – almost one-third of the nation’s elementary schools – that have hired one or more new teachers; and,
- 15,000 school districts that improved teacher recruitment and hiring or provided professional development to help teachers maximize the benefits of smaller classes.



Last year, the Class-Size Reduction program enabled schools to hire approximately 29,000 new teachers. As a direct result, 61,000 additional teachers saw their class sizes shrink.

- In the 1999-2000 school year, districts receiving Class-Size Reduction funds reported that their classes would have been significantly larger without such funds. Districts reported that almost half (49 percent) of the classes would have had 23 or more students per class, nearly a third (32 percent) would have had 25 or more, and 17 percent would have had 27 or more students per class. National data, shown in the chart below, paints the same general picture.² Without federal funding, 86 percent of classes would have been larger than the recommended average class size of 18 students.



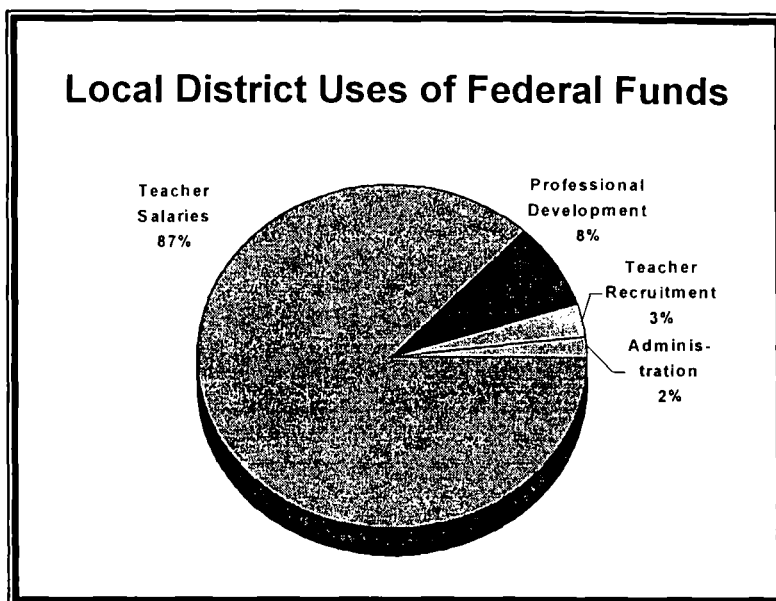
- However, schools that hired teachers with their Class-Size Reduction funds were able to reduce the average class size from about 23 students to 18 in the targeted grades.
- Approximately 86 percent of hired teachers were placed in the early grades. The greatest number (39 percent) were placed in first grade, followed by third grade (24 percent) and then second grade (23 percent). About 15 percent were placed in other grades, usually in districts where they already had small classes in the early grades.

² Data from the Study of Education Resources and Federal Funding, U.S. Department of Education, 2000.

- About one percent of the teachers hired were special education teachers.

Class-Size Reduction Funds Directly Impact Classrooms

Every dollar provided for the Class-Size Reduction program goes to local school districts. No funds are retained at the national or state levels for administration. As the chart below illustrates, 87 percent of the funds are being used to hire teachers while only 2 percent of the money is used for administrative activities at the local level.



Federal Class-Size Reduction funds help create more manageable classrooms. This allows teachers to focus on teaching and learning and spend less time dealing with discipline problems.

Small classes and small schools lay the foundation for safe schools. They promote stronger bonds between teachers and students that lead to an improved school climate and fewer discipline problems and disruptions. More personal classroom environments allow teachers to give more individualized attention to each of their students, permitting them a better opportunity to identify troubled children and recommend counseling before violence occurs.

Smaller classes help improve teacher morale. Teachers in smaller classes spend less time on discipline and classroom management and more time providing instruction to children. This raises their level of job satisfaction. In addition, smaller classes can enable teachers to implement strategies learned in preparation programs but which they are unable to practice because of the sheer number of students in their classrooms.

Smaller Classes Result in Better Teaching and Learning

Local districts report using Class-Size Reduction funds to directly support urgent priorities and improve achievement where the need is the greatest. Smaller classes are rapidly becoming an integral component of school reform efforts. For instance:



Turning Around Low-Performing Schools.

Washington, D.C. is one of a number of districts that used their Class-Size Reduction funds to support local efforts to turn around low-performing schools. The District targeted its \$5.6 million allocation to 32 schools identified as low-achieving. Each site that received a grant hired one additional teacher. Hendley Elementary used its money to hire an additional teacher for the first grade, allowing it to reduce class sizes from 24 to 18 in all four of its first-grade classrooms. The school met all six of its performance objectives for the 1999-2000 school year, including a decrease in the number of students in first grade scoring below the basic level. The District also registered an increase in the number at both the proficient and advanced levels in both reading and math. First-grade teachers at Hendley report greater satisfaction with students' achievement, motivation, and skills when they are able to provide instruction to a smaller number of children.

Columbus, Ohio used its \$3 million Class-Size Reduction allocation to hire 58 fully certified teachers, placing them in 13 high-poverty, low-performing schools. In these schools, the program has reduced class size in grades one through three from 25 students to approximately 15. These schools, as well as others in Columbus, are implementing proven models of reading instruction, such as *Success for All*. Teachers receive the professional development and support needed for effective implementation of these models.



Improving Reading Achievement

Math?

Anne Arundel County, Maryland combined federal, state and local funds to support its early reading initiative. Anne Arundel used its Class-Size Reduction allocation of just over \$1 million to hire 19 first- and second-grade teachers for their highest-need schools. In 2000-2001, it will hire three teachers who will be deployed in the same manner. The district also received county funding to hire 30 more teachers to further reduce class sizes. By coordinating the use of its local and federal funds, Anne Arundel will reduce class sizes in grades one and two from an average of 25 children per class to an average of 15. Georgetown East Elementary, a high-poverty school that also used federal Title I funds to reduce class sizes, improved their first and second grade reading performance to the point that the school is now among the top three elementary schools in the county. Other Maryland school districts, such as Montgomery County, have used federal, state, and local class-size reduction funds to boost the impact of early reading initiatives.

West Middlesex Area School District, Pennsylvania. West Middlesex used its 1999 Class-Size Reduction allocation to hire two new first grade teachers (one at Luther Low Elementary and one at Oakview Elementary). As a result of the two new teachers, each school reduced class sizes in the first grade from 23 students per class to 18. During the 1999-2000 school year, students' scores on the Iowa Test of Basic Skills in reading, language, and mathematics improved over the scores from the previous year. The students' overall grade equivalent scores increased from 1.9 to 2.1.

South Delta School District, Mississippi, located in the rural west-central Delta region, serves two high-poverty counties where all students are eligible for free lunch and all schools are designated as Title I “school-wides.” The district used its \$118,760 allocation to hire three teachers, enabling the district to reduce average class sizes in grades 1 through 3 in its elementary school from 26 students to 21. Having fewer students in each class has helped South Delta to implement its new reading initiative more effectively. Teachers now have more time to analyze students’ particular strengths and weaknesses through their Analytical Reading Inventory and can provide more one-on-one instruction to better meet students’ individual needs. Teachers also report having more time to plan, allowing them to develop more creative and engaging lessons for students.

Trinity Area School District, Washington, Pennsylvania. The Trinity Area School District used its 1999 allocation to hire two teachers to reduce class size in the first and second grades at Trinity South Elementary from 25 to 15 students. After just one year of this intervention, first graders improved by four percentage points over the previous year on the district-level writing standards; second graders showed a three percent increase. The improvement in reading was even more dramatic. Between 1999 and 2000, the number of first-grade students scoring at 80 percent or higher on performance tasks improved by 12 percentage points. For second graders, these numbers improved by 21 percentage points.



Improving Individualized Instruction and Classroom Management.

Rockford School District 205, Illinois. Rockford, the third largest school district in Illinois, has a poverty rate of 62 percent. With the \$797,963 it received, the district hired 19 additional primary grade teachers. As a result, the district was able to reduce the number of students in 43 other classrooms (including 35 first grade classrooms). Without federal support, the average class size in these grades would have been about 26 students. With Class-Size Reduction funds, Rockford reduced class sizes in the targeted grades to 17-18 students per class. When surveyed, teachers said they were able to increase the attention given students and improve early identification of reading problems as a result of the smaller classes.

Fredericksburg County, Virginia. Fredericksburg used its Class-Size Reduction funds to hire two third grade teachers to team teach at the Hugh Mercer Elementary School. While one teacher works with small groups of students to provide instruction in reading, writing, or mathematics, the other teacher works with the remaining students. At any given time, students are receiving instruction in a group no larger than 18 students.

Federal Funds Go Where They Will Have the Greatest Impact

Because federal Class-Size Reduction funds are targeted to districts with the highest concentrations of children in poverty as well as those with the highest overall enrollments, large urban districts have received a significant portion of the available funds. Within these districts, monies to hire teachers are generally targeted to schools with the greatest needs or with the largest class sizes.

The following table shows how some of the nation's largest districts have used their Class-Size Reduction funds to hire additional teachers.³

**Estimates of Teachers Hired With Federal Class-Size Reduction
Funds in Urban School Districts**

School District	Current Class-Size Reduction Allocation	Teachers Hired	Estimated Allocation for 2001
Anchorage	\$1,845,702	40	\$2,654,546
Atlanta	\$3,110,313	58	\$4,938,553
Birmingham	\$1,562,510	23	\$2,138,425
Boston	\$3,545,000	38	\$4,992,309
Broward County, FL	\$4,132,500	74	\$6,617,673
Cleveland	\$4,981,000	82	\$6,791,335
Columbus	\$3,037,137	58	\$4,140,978
Dallas	\$5,171,868	75	\$7,808,009
Denver	\$2,583,983	12	\$3,699,074
Des Moines	\$854,694	29	\$1,228,049
Detroit	\$13,315,320	240	\$18,095,999
El Paso	\$1,700,000	51	\$2,566,503
Fort Worth	\$2,513,796	58	\$3,795,097
Houston	\$8,379,760	167	\$12,650,988
Indianapolis	\$2,649,205	32	\$3,791,959
Jefferson County	\$2,779,119	92	\$3,737,504
Long Beach	\$2,700,000	15	\$4,316,221
Los Angeles	\$26,300,000	203	\$42,043,188
Memphis	\$3,861,000	76	\$5,451,375
Mesa, AZ	\$1,119,873	32	\$1,660,265
Miami-Dade	\$10,718,155	207	\$17,163,762
Milwaukee	\$6,218,480	97	\$8,784,270
Nashville	\$1,811,871	33	\$2,558,194
New Orleans	\$4,520,913	109	\$5,795,426
New York City	\$61,190,120	808	\$95,806,879
Norfolk	\$1,393,861	27	\$1,994,396
Oklahoma City	\$1,482,261	41	\$2,279,899
Omaha	\$1,508,098	30	\$2,150,783
Orange County	\$2,550,276	72	\$4,076,872
Philadelphia	\$12,795,416	288	\$17,298,116
Pittsburgh	\$2,365,675	42	\$3,198,155
Richmond	\$1,200,000	25	\$1,717,012
Rochester	\$2,376,000	41	\$3,720,162
Sacramento	\$1,900,000	31	\$3,037,341
Salt Lake City	\$661,092	20	\$943,490
San Antonio	\$2,886,204	46	\$4,357,324
San Diego	\$3,868,104	63	\$6,183,552
San Francisco	\$1,606,764	37	\$2,568,573
Seattle	\$1,560,686	37	\$2,203,601
Tucson	\$1,604,269	52	\$2,378,404

³ Council of Great City Schools (1999). U.S. Department of Education budget estimates
Note: Estimates for 2001 are based on each district's share of its State's allocation

New York City Takes Big Steps with Smaller Class Sizes

For many years, class sizes in New York City have been among the largest in New York State, averaging about 28 children per class in elementary schools. In 1999-2000, New York City received \$61 million in Federal Class-Size Reduction funds. In addition, the city received some \$49 million in state funds to reduce class size. The state and federal funds were used to create about 950 new, smaller classes in grades K-3, with an average of about 20 students per class. New classes were created in 530 of the district's 675 elementary schools. Since every new class that was created helped reduce the size of other classes in that grade, the New York City Board of Education estimates that 30 percent of students in kindergarten through grade 3 are in smaller classes as a result of the initiative.

The independent Educational Priorities Board recently completed a study of the first year of the class-size reduction program in New York City. Among improvements reported as a result of smaller classes were:

- Noticeable declines in the number of disciplinary referrals;
- Improved teacher morale;
- a focus on prevention rather than remediation; and
- higher levels in classroom participation by students.

In addition, the study noted that while it was still too early to make definitive judgments, students placed in smaller classes appeared to be learning faster than when they were in larger classes. In schools where there was not the space to create enough new classes, some of the federal money was used for an "alternative approach." One such approach was to provide classrooms with an additional teacher to give more individualized and small group instruction to students for a significant block of time on a regular basis. The Board of Education hired only teachers for this purpose, not paraprofessionals, in line with research that shows that the educational benefits of pairing a paraprofessional with a teacher in a regular-size classes are negligible.

In summary, the report offers the following recommendation:

At this point, the New York City class-size reduction program has every indication of success, and will most likely lead to significant improvements in student outcomes if the legislative support for this program is sustained and expanded.

Source: Educational Priorities Panel (1999). *Smaller is Better: First-hand Reports of Early Grade Class Reduction in New York City Public Schools*. New York, NY: Author.

Teachers Report Results From Reducing Class Size

Smaller class sizes allow our teachers and students to do the best they can. Teachers do not teach most effectively when they are hampered by the burden of too many students in the classroom.

--U.S. Secretary of Education Richard W. Riley

Teachers throughout the country report experiencing significant benefits from smaller classes. For instance:

I had a good idea of each child's basic ability by the first week of school, because I had more time to spend with each child individually. I knew very early on who to watch for potential learning and behavior problems....Each child also had more time to share his thoughts and ideas in both oral and written form... There also were few behavior problems...Since everything that we did this year took so much less time than usual, we were able to do so much more...

--Teacher in West Middlesex, Pennsylvania

We have had practically no discipline problems. The children are more like a team and they expect the best from each other. This saves a great amount of our instructional time. ...I had only one child (from my class of 19) fail reading for the first six-week grading period. This alone is proof that the children are receiving more individualized instruction and they are greatly benefiting from class size reduction.

--Teacher in Mississippi

All children in this city, this state, this country are entitled to the benefits of smaller classes. Speaking as an educator, it should not be a privilege, it should be a right.

--Principal Norma Genao, P.S. 185, Harlem, New York

Supporting State Efforts: Sparking a National Movement

Over 20 states across the country have instituted their own efforts to lower class size, and the flexibility of the federal program has allowed for close coordination between the federal and state programs. Last year, at least two new states – Georgia and Massachusetts – began investing their own resources in smaller classes and improving student achievement. In some other states, class-size reduction initiatives have been in place for more than a decade. For instance:

- ***Massachusetts*** appropriated \$18 million to the Aid to Reduce Class Size in grades K-3. The initiative will be targeted to schools in which at least 22 percent or more of the children come from low income households. The funds may also be used to extend half-day kindergarten to full-day kindergarten. The first installment of the Aid to Reduce Class Size funds will be used in the 2000-2001 school year.

- **Indiana** began its program to reduce class size - known as "Prime Time" - in 1984. As a result, some districts already had achieved the targeted levels of 18 students in first grade and 20 students in third grade when federal funds became available. Of the 328 districts in the state, 268 participated in the federal program in 1999-2000, with 20 of the districts choosing to reduce class size in intermediate and middle school classrooms. Other districts utilized federal funds by reducing primary classrooms even further, or by hiring specialists to teach reading in small groups. A total of 59 districts used all of their funds for professional development.
- **Minnesota** began its statewide program in 1993. In the latest two-year budget cycle, \$100 million was allotted to reduce class size, about \$50 million each for the 1999 and 2001 school years. The program emphasizes kindergarten and first grade, and a class-size goal of 17 students. Since the availability of federal Class-Size Reduction funds, some small, rural districts were able to coordinate the use of their federal and state funds to hire one teacher. Although a few districts hired teachers for the fourth and fifth grades, the vast majority – 95 percent – focused on kindergarten through third grades.

Class-Size Reduction in Wisconsin Grows Dramatically

Federal Class-Size Reduction funds are helping Wisconsin advance the reform efforts begun in 1996 through the SAGE (Student Achievement Guarantee in Education) program, which helps participating schools reduce student-teacher ratios to 15:1 in grades K-3. According to the Wisconsin Department of Public Instruction, evidence of the SAGE program's success has prompted the state legislature and the governor to dramatically increase funding to allow 400-500 more elementary schools to participate next school year. In FY 2000, SAGE will be funded at \$58.8 million. In FY 1999, Wisconsin received \$20.1 million in Federal funds that local districts used to hire approximately 475 teachers. Of that total, districts used \$1.4 million (7 percent) to provide professional development to teachers.

According to the third-year evaluation report of the program, SAGE is fostering an enthusiasm for learning that is boosting student achievement. Results from achievement tests show statistically higher performance for SAGE students across all grade levels when compared to comparison schools with similar characteristics. African-American SAGE students scored lower on a pretest than African-American students in comparison schools but made significantly larger gains and surpassed achievement by African-American students in comparison schools on the post-tests. The study is finding that smaller classes provide:

- high levels of classroom efficiency;
- a positive classroom atmosphere;
- expanded learning opportunities; and
- enthusiasm and achievement among both students and teachers.

The federal program has been able to complement SAGE and support local reform efforts. The U.S. Department of Education has worked with Wisconsin to eliminate barriers to class-size reduction efforts in local districts. For example, Wisconsin was granted waivers allowing districts to use more than 15 percent of their funds for professional development and to serve children in kindergarten.

Source: Molnar, A., Smith, P., Zahorik, J., Palmer, A., Halbach, A. and Ehrle, K. (2000). Wisconsin's Student Achievement Guarantee in Education (SAGE) Class Size Reduction Program: Achievement Effects, Teaching and Classroom Implementation. *The CEIC Review*, Volume 9, Number 2 (March).

California's Class-Size Reduction Program Continues to Develop and Show Results

California established its statewide class-size reduction program beginning with the 1997-1998 school year. An ongoing study of the program is showing that smaller classes have boosted student achievement in communities across the state for the second year in a row. Children throughout California, regardless of their socioeconomic background, race or ethnicity, are benefiting from being in smaller classes.

- Third grade students in smaller classes performed better on achievement tests than third graders in larger classes for the second year in a row. These achievement gains persisted after the students returned to larger classes in fourth grade.
- In 1998-1999, over 1.8 million students in 92,000 classrooms (K-3) benefited from reduced class size. Over 92 percent of California students in K-3 were in classes of 20 or smaller, and only 9 districts in the State were not participating in the initiative.
- The percentage of fully certified teachers in grades K-3, which had dropped from 98 percent in 1995 to 88 percent in 1997, remained fairly steady in the third year of class-size reduction, dropping only 1 percent further in 1998 (to 87 percent).

The federal program allows California the flexibility needed to address the serious problems of teacher quality and to reduce class sizes in the schools that need it the most. In the 1999-2000 school year (which has not yet been included in the ongoing state evaluation), districts in California:

- used 25 percent of their federal CSR funds for professional development to upgrade the skills of teachers, an amount triple the rate of other states;
- used \$129,177,936 of these funds to hire about 2,000 new teachers; and
- assigned three-quarters of these new teachers to grades 4 and 5, thus enabling the class-size reduction initiative to extend beyond grade 3.

Federal Class-Size Reduction funds are helping California expand its statewide initiative in several important areas. For example:

- The federal program is targeted to the neediest schools, where the research shows that students can benefit most from reduced class sizes. In this way, the federal program sends more of its funds to disadvantaged schools that have not yet fully benefited from the California program. This can help teachers become fully certified and schools can hire additional fully certified teachers. The federal program also takes very seriously the requirement that funds be used to hire only fully certified teachers. The U.S. Department of Education sent a notice to all district superintendents, including all those in California, reminding them of this requirement.
- The federal program provides resources to hire teachers before requiring classes to be small. The California program mandates that districts reduce their class sizes before they receive any funds. This created a financial hardship for some districts. The federal program distributes resources up front, so districts can hire as many teachers as they can afford to without having to take resources from other programs.

Source: Stecher, B.M. and Bohrnstedt, G.W., Eds. (2000). *Class size reduction in California: 1998-99 evaluation findings*. Class-Size Reduction Consortium, Year 2 Evaluation Report. Palo Alto, CA: American Institutes for Research.

Research Continues to Show that Small Classes Boost Achievement

Evidence continues to accumulate that shows that reducing class size improves student achievement, reduces discipline problems, and provides a lasting benefit to both students and teachers. During the past year, more and more research studies showing the positive effects of reducing class size have been completed, including:

- *The Tennessee Project STAR (Student-Teacher Achievement Ratio) Data* - New reports from the Project STAR class-size reduction experiment clearly show that students who spent more years in small classes realized greater gains in student achievement in all subjects than did students who participated for fewer years. They also show the benefits of participating in smaller classes continued well beyond the time the students were in small classes.⁴
- *The Wisconsin SAGE Program* - New results from Wisconsin add independent evidence of the benefits of smaller classes. After two years, the impact of reduced class size in Wisconsin's SAGE program appears consistent with the Tennessee STAR study results. The size of the SAGE evaluation and the strength of its results suggest that class-size reduction in early grades yields significant gains in student achievement. SAGE results also suggest that high-quality team teaching (where two fully qualified teachers share a classroom with 30 or more students) has results similar to those obtained in self-contained classrooms.⁵
- *National Assessment of Educational Progress Data* - A new RAND study, led by David Grissmer, examined 1990, 1992, 1994, and 1996 National Assessment of Educational Progress (NAEP) data from representative samples of 2,500 students in 44 states to look at the effect of state characteristics, including class size, on student achievement. The study showed that, controlling for students' family backgrounds, states with the lowest pupil-teacher ratios in the early grades had the highest NAEP scores.⁶
- *State Assessment Data* - The American Institutes for Research analyzed the performance of a national sample of schools on their respective state assessments. The study concluded that reduced class size is significantly related to higher academic performance, particularly in reading. The positive impact of smaller classes on reading achievement also was found in middle and high schools. This study also showed that students benefited not only from small class sizes but gained additional benefit from attending high schools with lower enrollment overall.⁷

⁴ Finn, J., Gerber, S., Farber, S., and Achilles, C. (2000). Teacher Aides: An Alternative to Small Classes? *The CEIC Review*, Volume 9, Number 2 (March).

Boyd-Zaharias, J. and Pate-Bain, H. (2000). Early and New Findings from Tennessee's Project STAR. *The CEIC Review*, Volume 9, Number 2 (March).

⁵ Molnar et al, 2000.

⁶ Grissmer, D., Flanagan, A., Kawata, J. and Williamson, S. (2000). *Improving Student Achievement: What State NAEP Test Scores Tell Us*. Santa Monica, CA: RAND.

⁷ McLaughlin, D. and Dori, G. (forthcoming). School-level Correlates of Reading and Mathematics Achievement in Public Schools. Pp. 189-236 in Grissmer, D. and Ross, M. (Eds.) *Analytic Issues in the Assessment of Student Achievement*. Santa Monica, CA: RAND.

This overwhelming body of evidence from independent researchers using different data and methodologies, and both experimental and quasi-experimental methods, clearly demonstrates that reducing class sizes in the early grades improves student achievement.

Investing Wisely: Reducing Class Size as a Cost-Effective Strategy

The accumulating evidence not only shows that class-size reduction is an effective strategy for improving academic performance, but also is a cost-effective one, particularly for students who need help the most. For instance:

- *National Data* - The RAND report described above also concludes that "...to raise achievement scores, the most efficient and effective use of education dollars is to target states with higher proportions of minority and poor students *with funding for lower pupil-teacher ratios*, more widespread kindergarten efforts, and more adequate teaching resources."⁸
- *Tennessee STAR Data* – Because teachers are expensive, hiring paraprofessionals is frequently cited as an alternative investment. However, Jeremy Finn (a professor at the State University of New York at Buffalo), after a careful reexamination of the STAR data, found that adding paraprofessionals to the classroom does little to improve student achievement. He concluded that resources used to hire teaching assistants in the classroom could be better spent on reducing class size by hiring qualified teachers.
- *Reanalysis of Previous Research* – In his recent research, Alan Krueger, an economist at Princeton University and the National Bureau of Economic Research, concludes that there are substantial and significant returns to reducing class size in the early grades.⁹ Krueger also argues that resources would be optimally allocated if targeted toward those who would benefit most from smaller classes - children and schools in high poverty districts. Krueger's findings are based on reanalyses of data from literature reviews conducted by Eric Hanushek (a professor at the University of Rochester), in which the author concluded that class-size reduction is not a cost-effective investment.¹⁰

During the past year, researchers, policy makers, and educators participated in a national conference sponsored to address a broad range of questions related to implementation, including recruitment, professional development and student behavior.¹¹ In general, the research on class size suggests that teachers of smaller classes confront fewer discipline problems, cover subject matter in more depth, have more one-to-one contact with students, and keep better track of student progress. School principals and district superintendents also report that smaller classes have allowed them to establish and maintain better relationships with students, parents and families. These are the type of improvements that save school districts money over time.^{12, 13}

⁸ Grissmer, D., Flanagan, A., Kawata, J., and Williamson, S. (2000). *Improving Student Achievement: What State NAEP Test Scores Tell Us*. Santa Monica, CA: RAND.

⁹ Krueger, A. (2000). An Economist's View of Class-Size Research. *CEIC Review*, Volume 9, No. 2 (March).

¹⁰ Hanushek, E. (1999). Some Findings From an Independent Investigation of the Tennessee STAR Experiment and From Other Investigations of Class Size Effects. Pp. 143-164 in Special Issue-Class Size: Issues and New Findings. *Education Evaluation and Policy Analysis*, Volume 21, Number 2 (Summer).

¹¹ Wang, M. (2000). How Small Classes Help Teachers Do Their Best: Recommendations from a National Invitational Conference. *The CEIC Review*, Volume 9, Number 2 (March).

¹² Brophy, J. (2000). How Might Teachers Make Smaller Classes Better Classes? *The CEIC Review*, Volume 9, Number 2 (March). Achilles, C. (1999). *Let's Put Kids First, Finally: Getting Class Size Right*. Thousand Oaks,

The Federal Class-Size Reduction Program: How It Works

The U.S. Department of Education's Class-Size Reduction program was enacted just over a year ago as part of the 1999 Department of Education Appropriations Act. With that bipartisan legislation, Congress made a \$1.2 billion down payment on President Clinton's proposal to help local communities hire 100,000 qualified teachers over seven years to reduce class size in grades one through three to a national average of 18 students per class. In FY 2000, Congress provided a small increase that brought the appropriation to \$1.3 billion. This year, the president's budget proposal asks Congress to provide an additional \$450 million in funding, raising the total to \$1.75 billion for the 2001-2002 school year. This funding increase will enable local communities to hire as many as 20,000 additional teachers, for a total of 49,000 teachers hired with Class-Size Reduction funds.

Program funds are distributed to states by a defined formula. All 50 states, the District of Columbia, and Puerto Rico participate in the program (See Appendix A). Since needs are greatest in the poorest communities, and because research shows that smaller classes provide the greatest benefits to the most disadvantaged students, the program targets funds to high-poverty communities. Each state distributes 80 percent of the funds to school districts based on the number of poor children in each district. The remaining 20 percent is distributed on the basis of total enrollment.

Class-Size Reduction funds go directly to our nation's classrooms. Every dollar appropriated by Congress is allocated to local school districts. No funds may be used for federal or state administrative costs, and within school districts, no more than three percent of the money may be used for administrative costs. Because small classes make the greatest difference when teachers are well-trained, school districts may use up to 25 percent of the funds for providing professional development to both newly hired and experienced teachers. The remainder of the funds may be used for recruiting and hiring fully qualified regular and special education teachers and teachers of children with special needs, including teachers certified through state and local alternative routes.

Because average class size varies considerably from district to district, and often from school to school within a district, districts are encouraged to target program resources to schools with the highest average class sizes and the children most in need of more individualized instruction. The Class-Size Reduction Program provides flexibility to accommodate these school districts, as well as the growing number of districts that will reach a class-size target of 18 students as a result of the program. Districts that have already reduced class size in the early grades to 18 students (or reached comparable state goals) have flexibility. They may use program funds to make further reductions in those grades, to reduce class size in other grades, or to take other steps to improve the quality of teaching in small classes.

CA: Corwin Press. Achilles, C. and Finn, J. (2000). Should Class Size Be A Cornerstone for Education Policy? *The CEIC Review*, Volume 9, Number 2 (March).

¹³ Hanson, M. (2000). Using Class-Size Reduction Research to Create a Learning Community: A Case Report of Gundry Elementary School. *The CEIC Review*, Volume 9, Number 2 (March).

Making Class-Size Reduction Even More Effective

In the 2000-2001 school year, \$1.3 billion is available for the second year of the Class-Size Reduction program. These funds will enable districts to continue to support the teachers hired during the previous school year and, depending upon the size of a district's allocation and its needs, may allow districts to hire more teachers or carry out additional recruiting or professional development activities.

In addition, a few modifications were made to the Class-Size Reduction program requirements to help local districts implement the program more effectively. These changes are in direct response to state and district concerns. Among the modifications made were:

- Providing districts that receive allocations less than the amount necessary to hire an additional teacher with greater flexibility in the uses of their funds;
- Including kindergarten as one of the early grades;
- Placing even more emphasis on ensuring that teachers hired with program funds are fully qualified;
- Allowing states and districts to substitute state or local class-size reduction goals for the national goal; and,
- Inserting new public reporting requirements for states, participating districts, and schools.

Further Reductions Will Help Meet a Critical National Priority

It is essential that federal funds be invested in *proven* education reforms - approaches that produce results consistently and reliably. Students and taxpayers deserve nothing less. A growing body of solid research shows that reducing class size meets this test, as do the experiences of some 1.7 million students in 23,000 schools and 90,000 classrooms nationwide.

Reducing class size is not a silver bullet. We must continue to see that all students have access to high standards, well-prepared teachers, increased public school choice, and more accountable schools. Many students need the extended learning time provided by afterschool and summer school programs, along with extra help from teachers, parents, tutors and mentors. But providing students with smaller classes must be part of our strategy to improve our schools. With the evidence now available, there are no excuses for not acting now.

That is why in 1998 President Clinton proposed a seven-year program to bring class size in the early grades to a national average of 18 students per class. Twice, Congress has responded on a bipartisan basis to the president's proposal, providing enough funds to help local communities hire some 29,000 additional teachers. This year the administration has proposed to expand the effort by seeking \$1.75 billion to help local communities hire an additional 20,000 teachers. The net effect of this investment will be to substantially reduce class size in a total of 150,000 classrooms, and to provide higher quality and more personalized instruction to approximately 2.5 million children. We are confident that this investment, which will be used to place well-trained and highly qualified teachers into classrooms with a manageable number of children, will significantly bolster student achievement around the nation.

Contact Us!

For more Information on the Class-Size Reduction Program, contact the U.S. Department of Education by:

- Internet: www.ed.gov/offices/OESE/ClassSize/
- E-mail: class_size@ed.gov
- Fax: (202) 260-8969

Appendix A—Class-Size Reduction Allocation Estimates for FY 2001, by State

State	FY 1999 Allocation	FY 2000 Allocation	FY 2001 Estimate
ALABAMA	\$19,413,279	\$21,039,181	\$26,568,688
ALASKA	5,623,097	6,094,043	8,087,314
ARIZONA	17,508,087	18,974,426	25,956,565
ARKANSAS	11,623,964	12,597,496	16,771,634
CALIFORNIA	129,177,934	139,996,859	206,503,890
COLORADO	13,164,489	14,267,043	18,845,486
CONNECTICUT	11,353,179	12,304,031	15,971,909
DELAWARE	5,623,097	6,094,043	8,087,314
DISTRICT OF COLUMBIA	5,623,097	6,094,043	8,087,314
FLORIDA	51,848,131	56,190,521	83,028,189
GEORGIA	29,909,345	32,414,315	47,490,039
HAWAII	5,623,097	6,094,043	8,087,314
IDAHO	5,623,097	6,094,043	8,087,314
ILLINOIS	50,137,659	54,336,793	68,551,170
INDIANA	20,096,000	21,779,082	28,764,560
IOWA	9,449,330	10,240,731	13,577,075
KANSAS	9,582,885	10,385,472	13,535,643
KENTUCKY	19,641,601	21,286,626	26,415,049
LOUISIANA	29,471,026	31,939,287	37,779,350
MAINE	5,623,097	6,094,043	8,087,314
MARYLAND	17,485,082	18,949,494	24,813,476
MASSACHUSETTS	22,447,648	24,327,685	31,612,299
MICHIGAN	50,275,610	54,486,298	68,326,363
MINNESOTA	16,662,118	18,057,605	23,272,582
MISSISSIPPI	19,208,820	20,817,599	24,146,938
MISSOURI	20,568,788	22,291,467	29,426,014
MONTANA	5,623,097	6,094,043	8,087,314
NEBRASKA	5,827,594	6,315,667	8,311,057
NEVADA	5,623,097	6,094,043	8,087,314
NEW HAMPSHIRE	5,623,097	6,094,043	8,087,314
NEW JERSEY	27,414,745	29,710,787	39,622,535
NEW MEXICO	9,619,782	10,425,459	14,790,712
NEW YORK	104,517,491	113,271,050	163,730,161
NORTH CAROLINA	24,678,787	26,745,687	36,217,944
NORTH DAKOTA	5,623,097	6,094,043	8,087,314
OHIO	46,139,496	50,003,776	62,908,804
OKLAHOMA	13,529,819	14,662,970	20,810,521
OREGON	11,564,476	12,533,025	16,291,963
PENNSYLVANIA	50,982,529	55,252,423	68,923,253
PUERTO RICO	40,440,447	43,827,419	53,729,060
RHODE ISLAND	5,623,097	6,094,043	8,087,314
SOUTH CAROLINA	14,495,110	15,709,106	22,032,804
SOUTH DAKOTA	5,623,097	6,094,043	8,087,314
TENNESSEE	20,066,133	21,746,713	28,331,524
TEXAS	97,206,460	105,347,705	146,753,343
UTAH	7,691,587	8,335,773	10,977,199
VERMONT	5,623,097	6,094,043	8,087,314
VIRGINIA	21,038,247	22,800,245	30,102,427
WASHINGTON	19,619,284	21,262,440	27,701,322
WEST VIRGINIA	11,301,032	12,247,517	15,016,312
WISCONSIN	20,118,645	21,803,624	28,419,744
WYOMING	5,623,097	6,094,043	8,087,314
Outlying Areas/BIA	6,000,000	6,000,000	8,750,000
Evaluation	0	0	2,000,000
Total	\$1,200,000,000	\$1,300,000,000	\$1,750,000,000

Class size,

- higher achievement levels
- fewer discipline problems
- more personal attachment to teacher & classmates

Goal - low class size to 18 or less

Fy 1999: \$1.2 billion 27,000 new teachers 1999-2000 school year.

Fy 2000: \$1.3 billion for more reductions

→ 1.7 million children in smaller classes

90,000 classes grades 1-3 average class size 20 to 18

23,000 schools have had one or more teachers

2) Prior to implementation, 85% of students in class with more than 18

33% were not less than 25 or more

3) Without funding, 86% of classes would have exceeded 18
86% in grades 1-3

39% 1st grade

29% 3rd grade

23% 2nd grade

15% placed in other grade

4) 87% of funds for teacher salaries

2% administrative costs

11% Recruitment & prof. development.

5) Safe schools (climate & discipline)

6) improved results.

- 7) Time saved by performing school
- 8) Better Reading & Math scores

9) Targeted at districts with highest poverty (overall)

N.Y.

few disruptive practices

Better teacher morale

Focus on prevention rather than remediation

Better participation

1. Kids keep for.

10) State program springing up in
Georgia (Massachusetts / Indiana / Minnesota)

Research Support.

9 Tennessee STAR

6 Wisconsin SAGE

C) Rand Study - NAEP scores correlated to pupil ratios

D) State Assessment data

~~most effective use of ed. dollars~~

Proven Reform

FY 2000 1.75 billion / 20,000 new teacher

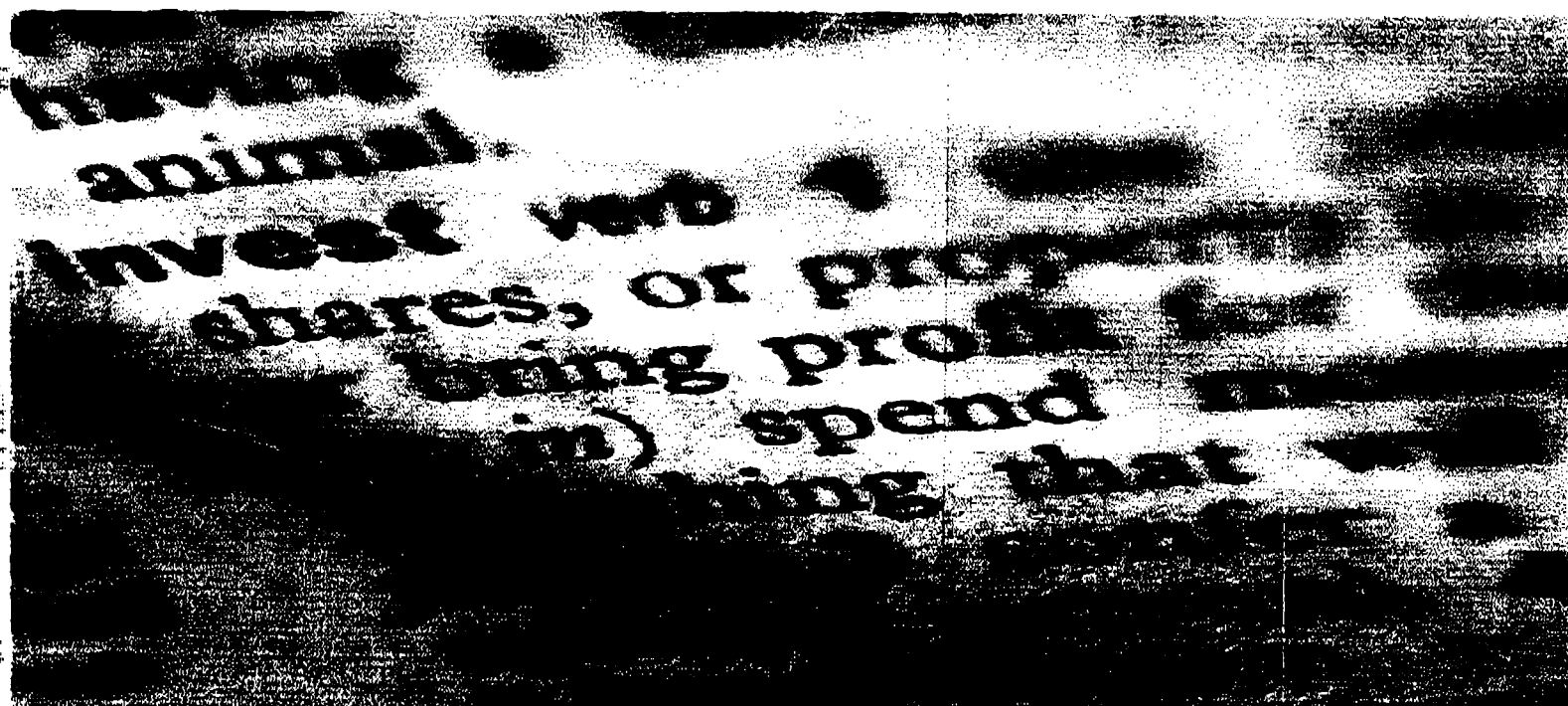
Redundant are in 10,000 classes / 2.5 million kids



DRAFT

REDUCING CLASS SIZE

**A SMART WAY TO IMPROVE
AMERICA'S URBAN SCHOOLS**



**Council of the Great City Schools
October 2000**

Report Prepared by

**Manish Naik
Legislative and Research Specialist**

**Michael Casserly
Executive Director**

**Gabriela Uro
Manager of Intergovernmental Affairs**

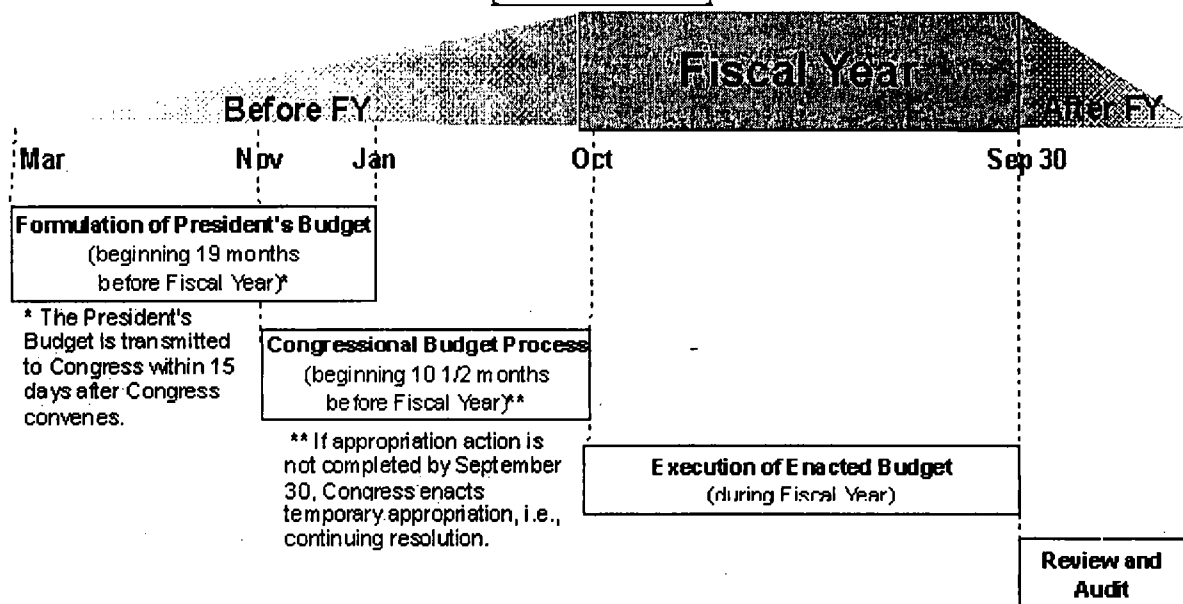


Budget Process



Timeline for the Federal Budget Process

[\[Go to Text Version\]](#)



disAbility
Online

[Home](#)

[Top](#)

[Index](#)

[DOL](#)

---DISCLAIMER---

---Read our Privacy Policy---

Please send your comments regarding content or style to ETA's [Pagemaster](#) and comments relating to technical issues to [Webmaster](#).

Comments relating to policy will not be acted upon.



EXECUTIVE SUMMARY

The Council of the Great City Schools, a coalition of the nation's largest urban public school systems, surveyed its membership to determine how they were using federal class size reduction funds in the 2000-2001 school year. Some 25 major urban school systems responded. Results indicated that—

- Approximately 2,737 new first, second, and third grade teachers were hired in 25 of the nation's largest urban school systems with second-year federal class size reduction funds.
- The 25 major city school systems received approximately \$161.3 million in federal class size funds for the 2000-2001 school year.
- All 25 major cities used their federal class size funds to recruit and hire teachers.
- About \$138.6 million of the \$161.3 million received (85.9%) was spent by the 25 city school systems on teacher salaries in grades one, two, and three.
- All 25 cities used a portion of their federal class size reduction monies to provide professional development to new and veteran teachers.
- Some 26,309 urban school teachers received professional development in the 25 cities paid for with federal class size reduction funds.
- The 25 major cities devoted approximately \$17.2 million (10.7%) of their federal class size aid to teacher professional development and \$5.6 million (3.5%) to recruiting expenses.
- Funding under the program has been flexible enough for urban school systems to hire new teachers or provide professional development—or both depending on need.
- Preliminary data, like that gathered by the Fort Worth Public Schools, indicates that the federal class size reduction program is improving student achievement and is receiving strong teacher support—obvious
- The federal program is also flexible enough to complement local and state efforts to reduce class sizes.

TABLE OF CONTENTS

Introduction	
The Research	
The Program	
Findings	
Descriptions of Programs	
Appendix A. Class Size Reduction Program	
Appendix B. Class Size Reduction Survey	

Reducing Class Size

A Smart Way to Improve America's Urban Schools

By the
Council of the Great City Schools

The lesson to be learned here is that, politics and fights over financing aside, there no longer seems to be any question about the important benefits of reducing class size, especially in the early grades. Studies have shown that those benefits last for years. The challenge...is to keep the money flowing while rebuilding the physical plant to the point where smaller classrooms are the norm.

New York Times
May 8, 2000

Editorial

INTRODUCTION

Improving the quality of public education has emerged as one of the nation's most prominent concerns. And no where are these concerns more evident than in America's Great City Schools. Urban schools often face challenges that would daunt other organizations, public or private. The litany of hurdles confronting these schools and the children they enroll are now familiar, but the solutions to their problems have only recently emerged from the research: comprehensive early childhood education, extended time for learning before and after school and during summers, higher academic standards, better teaching and professional development for teachers, adequate facilities, and smaller class sizes.

Evidence has grown stronger in the last several years that reducing class sizes, in particular, can have a dramatic and long-lasting effect on student achievement, particularly the achievement of children in poverty. Reducing class size is being shown to give every student more of the teacher's time and more individualized attention to grasp the classroom material. This report is the second in a series of reports updating the nation on how the federal Class Size Reduction program is effecting America's urban public school systems.

THE RESEARCH

Research on the effects of reducing class sizes on student achievement has become clearer over the last five years. The new studies point increasingly to higher academic performance, greater parental satisfaction, and stronger teacher effectiveness in smaller classes. Some of the most definitive studies include:

1. The Tennessee Student Teacher Achievement Ratio (or Project STAR) study. Project STAR was a longitudinal study of some 6,000 children from 1985 to 1989. The project followed students from kindergarten to fourth grade, placed in three types of classes: small (13-17 children per class), regular (22-25 students per class), and regular with a full-time teacher aide. While no advantage was found in larger classes having a teacher aide, students in smaller classes showed significantly higher achievement on standardized tests than either of the larger classes. The higher rates of achievement were evident in the first grade and lasted through second and third grades. Results also showed that the greatest benefits of smaller classes were found in inner city schools with the poorest students. Follow-up studies of Project STAR students found that the benefits of the smaller classes remained after the third grade.
2. The second study on the effects of reducing class sizes involved the "Class Size reduction (CSR) program in California. Enacted in the summer of 1996, the California program mandated that all 1st and 2nd graders be in classes of no more than 20 students. Preliminary evaluations of the program indicated significant student achievement gains in the 3rd grade—the only grade where it was possible to compare learners in CSR and non-CSR classes. Teachers in CSR classes also reported spending more time with weak readers and students with higher needs, less time on discipline. Data also showed that the program has resulted in higher parental satisfaction.
3. A third study was a quasi-experimental study of the "Student Achievement Guarantee in Education (SAGE) program in Wisconsin. SAGE, a five-year pilot program, is designed to increase the academic achievement of high poverty students by reducing the student-teacher ratio to 15:1 in kindergarten through third grade. Results from the 1997-98 school year showed that first and second graders in the smaller SAGE classes tested higher in math, reading, and language arts than students in the larger classes. Study results also indicated that African American students in smaller classes outperformed African American students in larger classes. Qualitative findings suggest that teachers in the SAGE program knew their students better, required less time for management and discipline, and had greater opportunities for one-on-one instruction. Similar results were found in a comparable 1996-97 study.
4. A fourth analysis involved trends on NAEP scores on reading and math among central cities. This preliminary analysis conducted by researchers from the Rand Corporation for the Council of the Great City Schools showed that lower pupil-teacher ratios had dramatic effects on student achievement in urban schools. Reducing the pupil-teacher ratio to 24:1 resulted in an average 5.8 NAEP percentile point gains among central city students. Reducing class sizes to 21 resulted in NAEP gains of 3.7 points, and to 18 produced additional NAEP gains among central city students of 1.6 points. The analysis showed that no central city with a pupil-teacher ratio above 18:1 had made significant improvement on reading or math scores in the last eight years.

5
5.8
3.7
1.6
11.1 gain

THE PROGRAM

The federal Class Size Reduction program was signed into law on October 21, 1998 with the goal of placing 100,000 new teachers into America's classrooms. The law provides federal funds to local school systems to reduce class sizes to 18 in grades 1-3. In the first year of the program, some 82% of the federal funds could be used to recruit, hire, and train new certified classroom teachers. Up to fifteen percent of the allocation could be used to test new teachers on state certification requirements and to provide professional development for existing teachers. No more than three percent of funds could be used for administration.

School systems received the first installment of \$1.2 billion to meet the goal in July 1999. Some 80% of the program's funds were targeted on school systems with the highest rates of student poverty, the very school systems most likely to have the largest classes and where research indicated that the most benefit could be derived by lowering class sizes.

Approximately \$300 million dollars of the program was targeted on urban schools in the first year. A 1999 survey by the Council of the Great City Schools of 40 urban school districts showed that the class-size reduction program provided over 3,500 teachers to the neediest urban children, as well as training for over 22,000 new and current urban school teachers. A national evaluation of the program showed that 29,000 teachers had been hired throughout the country and that the effort reduced class sizes for some 61,000 current teachers and approximately 1.7 million children in 90,000 classrooms (Department of Education, 2000).

Congress approved \$1.3 billion for the program's second year. The initiative was amended somewhat for the 2000-2001 school year to lift the proportion of funds that could be spent on professional development from 15% to 25% and to allow additional expenditures for professional development in "Ed Flex" states.

FINDINGS

The Council of the Great City Schools conducted a survey of its members in September 2000 asking for information on how second year funding was being used for the 2000-2001 school year. (A copy of the survey form is found in Appendix B.) Approximately twenty-six (26) districts responded.

Fifty four (54) urban school districts comprising the Great City Schools received some \$304 million of the approximately \$1.3 billion that Congress allocated in FY00 for the federal class size reduction program.

The twenty-six (26) urban districts responding to this survey indicated that they received approximately \$161.3 million in FY00 class size reduction funds and were able to hire or support 2,765 teachers for the 2000-2001 school year. The total salary and

benefits of these teachers accounted for nearly \$140 million or about 86.8% of all class size funding received by these 26 major city school systems.

Some respondents specified the number of new teachers they hired by grade. These districts indicated that the class size program enabled them to hire a total of 678 (50.4%) new first grade teachers, 437 (32.5%) second grade teachers, 425 (31.6%) third grade teachers, and 231 (17.2%) teachers in other grades¹.

Table 1. Total Number of New Teachers, Salaries, and Benefits Provided in Urban Schools with Federal Class Size Reduction Funds by Grade

	Grade One	Grade Two	Grade Three	Other	Total *
Teachers	678	437	425	231	2,765
Salary and Benefits	\$27,289,810	\$18,263,117	\$15,207,572	\$8,147,917	\$139,488,478

* Individual grades do not sum to total since some districts were unable to provide a per-grade breakdown.

NEW TEACHERS

All 26 major urban school districts responding to this survey used a portion of their federal class size funds to hire new teachers. Four districts, however, used all of their class-size allocation for the salaries and benefits of new teachers, relying on state and local funds to provide professional development.

Twenty-one of the 26 districts (80.8%) are using their federal funds to train their new teachers, with some 2,300 new urban instructors receiving professional development services through the program. Some 476 (25.6%) new first grade teachers, 462 (24.9%) new second grade teachers, 432 (23.3%) new third grade teachers, and 488 (26.3%) teachers in the other grades were provided professional development in the districts that were able to detail by grade where they targeted their training resources.

Table 2. Number of Teachers Receiving Professional Development in Urban Schools with Federal Class Size Reduction Funds by Grade

	Grade One	Grade Two	Grade Three	Other	Total *
New Teachers	476	462	432	488	2,329
Current Teachers	758	710	627	397	5,099
TOTAL	1,234	1,172	1,059	885	7,428

* Individual grades do not sum to total since some districts were unable to provide a per-grade breakdown.

¹ Does not represent all teachers hired.

CURRENT TEACHERS

The major benefit of the class size reduction program is that it actually reduces the size of classes, but a secondary benefit involves the professional development available to current teachers. Nineteen of the 26 districts responding to the survey indicated that they used a portion of their funds to provide professional development to veteran teachers.

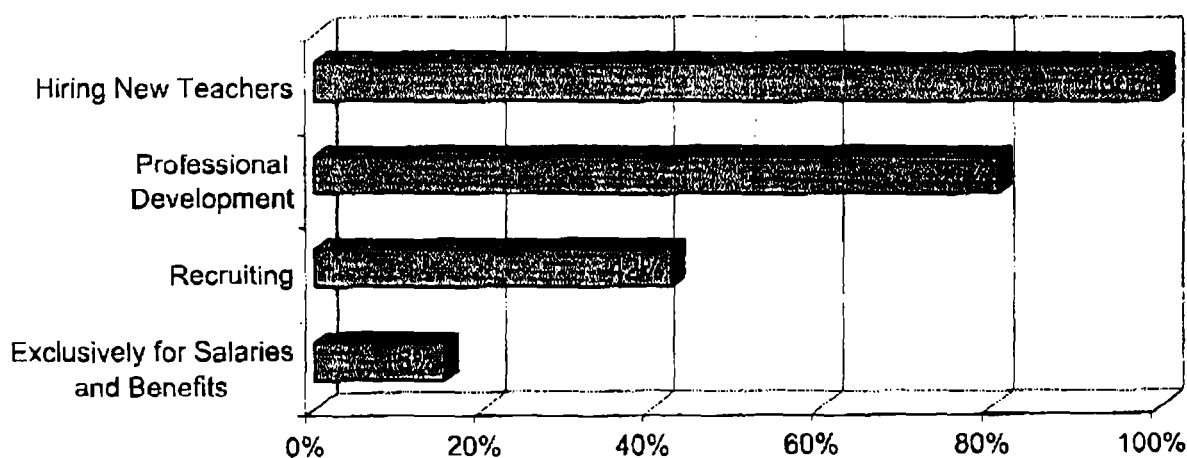
Approximately 758 (30.4%) veteran first grade teachers, 710 (28.5%) veteran second grade teachers, 627 (25.1%) veteran third grade teachers, and 397 (15.9%) teachers in other-grades were provided professional development in the districts that were able to detail by grade where they targeted their training resources. In addition, some veteran teachers were trained as mentors for new teachers, while others were kept up-to-date on the latest instructional practices.

Overall, some \$17.2 million of the class size funds received by the 26 responding cities was used to train 26,309 new and existing teachers in the nation's urban schools.

RECRUITING

The class-size reduction program also allows districts to use a small portion of their federal funds to attract new teachers. Eleven of the responding districts (42%) used part of their allocation on recruiting costs, spending some \$5.6 million or 3.5% of the districts' total class size funds. Most of this amount was used for advertising. Other common recruitment expenses included travel to interview teacher candidates, salary and supply costs for a district recruiting offices, and hiring bonuses.

**Table 3. Use of Federal Class Size Reduction Funds in Urban Schools
(% of districts)**



TRENDS BETWEEN 1999 AND 2000 IN SPENDING CLASS SIZE REDUCTION FUNDS

This report also examined trends in the use of class size reduction funds from last year to see if districts were changing priorities or to determine the effects of amendments to last year's legislation. The Council of the Great City Schools looked at responses from cities that participated in both last year's and this year's surveys. Twenty-two districts participated in both. There were modest but interesting trends.

First, the amount of monies received by the 22 major cities increased slightly, \$12 million, due largely to the small increase in the overall appropriations last year. This increase allowed these districts to hire an additional 145 teachers in 2000-2001, compared with 1999-2000. Some \$11.7 million of the \$12 million increase was devoted to the salaries and benefits of newly hired teachers rather than to professional development.

Second, the number of teachers receiving professional development with federal class size reduction funds actually increased in the 21 city school systems² by a net 3,700 individuals, but the total amount of program resources devoted to professional development dropped by \$1.75 million. This apparent anomaly may be due to a number of factors. Spending on professional development may have been encouraged more in the first year because administrators were unclear about the program's future. There was some anecdotal evidence that schools were somewhat reluctant in the first year to commit funds and contracts for individuals they could not support over the long run. The higher number of teachers receiving professional development at lower costs may be due to increasing needs or to the availability of other federal, state, and local funds to fill training requirements. The anomaly suggests that both teacher hiring and professional development are major priorities for urban schools, but, when pitted against one another, that reducing class sizes takes precedence.

² Does not include New York City.

DESCRIPTIONS OF FEDERAL CLASS SIZE REDUCTION PROGRAMS IN SELECTED GREAT CITY SCHOOLS

DENVER

The Denver Public Schools has used its federal Class Size Reduction funds in the 2000-2001 school year to hire 25 new classroom teachers, as well as an additional 29 mentor teachers for its "Primary Lead Teacher Project". After a summer of training, the mentor teachers, known as Primary Lead Teachers, were assigned to low performing elementary schools, where their daily responsibilities included three hours of direct instruction. These mentor teachers provide reading, writing and math instruction during this period to small groups, and work individually with students in programs such as "Success in Early Reading", "Reading Recovery" and "Descubriendo La Lectura."

Primary Lead Teachers also assist with implementing building-wide, standards-based math and literacy instruction, and acting as their schools' liaisons for CBLA, CSAP, and other district-related activities. Primary Lead Teachers at each site, moreover, are responsible for coaching and mentoring new primary grade teachers. Mentors debrief teachers on instructional techniques and lesson plans. The mentors offer support in assessment, lesson planning, and classroom management, as well as providing release time for teachers to plan, observe, and share information on what works with other instructors.

Finally, Primary Lead Teachers plan and facilitate professional development for school staff, as well as professional study groups and school book clubs. In turn, elementary curriculum and Title I specialists provide regular, ongoing, and school-based coaching and mentoring to the Primary Lead Teachers. The Lead Teachers also attend bimonthly seminars focused on methods of balanced literacy instruction, implementation of math content standards, leadership, and coaching techniques, and student preparation for CSAP tests in reading, writing, and math.

Primary Lead Teachers work regularly with small groups of students, taking children from large classes during instruction periods and providing more individualized instruction.

Each Primary Lead Teacher works on a weekly basis with up to 15 teachers. Mentor teachers have established themselves as an integral part of primary instruction, and the coaching and staff development they provide have received strong positive reviews from other teachers. Mentor teachers have created and maintained a professional dialogue with instructional staff at the building level, and follow up staff development activities individually with demonstrations in each teacher's classroom. Primary Lead Teachers have gained the trust of classroom instructors by using their time effectively, locating and sharing valuable resources, supporting individualized and small group instruction, and providing expertise to new and veteran teachers.

FORT WORTH

The Fort Worth Independent School District (FWISD) used its federal CSR funds to reduce class sizes in 20 schools. Participating schools were those whose TAAS Reading or Math scores were below 70% passing, had high LEP or Special Education populations, a poverty rate of 80% or higher, and had double-digit mobility rates. Approximately sixty Class Reduction Teachers (CRT) were hired to reduce class sizes in Grades 1-3, and to work with the lowest-performing students at their grade level in reading. The size of reading classes after placing the CRT's was reduced from 22:1 to 11:1.

School principals were given the flexibility with the funds to implement one of three instructional models. The first was the "Reduced Classroom" model, which clusters children in greatest need of additional instruction. Half of this group works with the regular teacher all day, and the other half works with the CRT all day. The second model involved "Split Teaching," where the CRT was sent to work with one regular teacher in the morning, and a different teacher in the afternoon. In each session, the CRT and regular teacher can either team-teach, or split students into two groups. The final model used a "Reading Instruction" approach, where the CRT and a regular teacher work with four different groups of students from designated classrooms each day. The two teachers decide whether to team-teach or to take students in separate groups. The same four groups of children meet with the CRT for reading instruction each day throughout the school year.

"Limited English and below-level readers had greater opportunities for success with the intense, direct focus on reading; pacing could easily be adjusted in the smaller group to account for language content."

Principal, Fort Worth Independent School District

The results in the Fort Worth schools using the federal funds were significant. The Texas Primary Reading Inventory (TPRI) showed that most CRT schools showed substantial growth in reading in Grades 1 and 2, compared with other district schools that did not have CRT resources. First grade CRT classrooms gained 31.9% in reading on the TPRI, while regular first grade classrooms gained 22.3%. Second grade CRT classrooms gained 34.3% in reading on the TPRI, while regular second grade classrooms gained 15.7%. In addition, seventy-five percent (75%) of schools with CRT teachers showed a higher percentage of students with passing TAAS Reading scores in the third grade, compared with non-CRT schools. Third grade reading scores on TAAS actually declined in three schools that did not have a CRTs.

The FWISD was able to provide an additional CRT at four schools with funds from the second year of the federal program. The district's greatest challenge is retaining highly qualified teachers to implement standards-based programs. This challenge has been addressed by filling staff positions early, monitoring the program on a monthly basis, and providing ongoing professional development in team teaching, effective questioning, individualized instruction, and continued participation in Open Court and Reading Mastery Literacy Programs.

New York City

The federal Class Size Reduction program has allowed the New York City Board of Education (NYCBOE) to ease overcrowding in its schools, where class sizes were almost 25% larger than the statewide average. In the first year of the program, each of New York City's 32 Community School Districts and its Special Education District received federal and state funds to hire teachers and reduce class size. When additional classroom space was not available, community districts were instructed to use funds to provide small group instruction for more children. The federal and state initiatives have reduced class size for approximately 90,000 students in the early grades, almost 30% of the city's K-3 population.

The school district's Division of Assessment and Accountability conducted an evaluation of the Reduced Class Size Program and found that teachers were overwhelmingly positive. Teachers indicated that students were producing higher quality work compared with regular classes. Teachers also indicated in the evaluations that students in the smaller classes were reading more and taking more interest in their work. Finally, teachers pointed that student motivation, self-confidence, and independence had increased in the smaller classes.

New York City is also using its class size reduction funds to mount an advertising campaign to recruit the best new teachers to its schools. This campaign will involve print, television, radio, online, and other media outlets; will encourage certified teachers throughout the country, college graduates, and others to teach in the nation's largest public school district; and will encourage teachers in particularly hard-to-staff areas to work in the district. The ads will also highlight a unique alternative certification pathway, which allows career-changing professionals a faster way to full instructional license. The alternative process is successful at bringing a large number of judges, attorneys, architects, firefighters, police officers, and doctors to New York City classrooms.

"An ordinary class has become a gifted class. They are thinking and responding at higher levels with an enhanced ability for learning..."

Teacher Response

**Early Grade Reduced Class Size Evaluation
NYCBOE Division of Assessment and Accountability**

A recent report by the Educational Priorities Panel confirmed the benefits for students of the smaller classes in New York City, and the opportunities they provided teachers to better identify student needs, provide more individual attention, cover material more effectively, and improve student achievement (1999). The Educational Priorities Panel found that students in smaller classes tended to display greater enthusiasm for reading, and appeared to be learning faster than the year before. Parental involvement also increased, according to the report, and there was a noticeable decline in disciplinary problems. The Panel also found that reducing class sizes in New York City increased teacher morale and made it easier for schools to hire qualified and experienced teachers.

OKLAHOMA CITY

Oklahoma City Public Schools (OCPS) is using its federal funds to hire and train new teachers, and provide professional development to classroom teachers. In OCPS, veteran teachers who have special training as mentors and professional development instructors provide the professional development activities. OCPS has hired 48 new teachers with their Class-Size Reduction allocation, including 20 first grade teachers, 15 second grade teachers, and 13 third grade teachers. In addition to those hired with Class Size Reduction money, every elementary school in the district is eligible to send their new teachers to the professional development provided by the federal funds, allowing instructors in 67 buildings access to this unique opportunity.

Professional development is offered in a wide variety of areas, including workshops on "Learning Styles and Multiple Intelligences", "Positive Teacher-Parent Relationships", "Framework for Understanding Poverty", "Special Education Issues in Elementary Schools", and "Phonetic Tutoring from the Literacy Center". The training has allowed new teachers to improve instruction by gaining fresh resources, generating positive ideas for use in the classroom, and setting student expectations. The focused professional development also gives new teachers opportunities for site-based training, as well as improving their understanding of curriculum and assessment.

As part of their accountability efforts, OCPS is developing an annual report regarding the use of Class-Size Reduction funds and their impact on student learning and academic achievement. Results from the study of the program showed that reduced class size increased individualized attention, provided more time for instruction in core curriculum areas, increased availability of more teaching options, increased use of varied materials, reduced discipline problems, and accelerated educational progress.

"Compare student performance before and after class size was reduced."

- ❖ Improved oral reading, math, and spelling
- ❖ Increased student confidence due to time for individualized and personalized instruction
- ❖ More on-on-one attention, thereby higher achievement
- ❖ Ability to cover more information
- ❖ Improved rapport with students
- ❖ Fewer discipline problems
- ❖ Better results on Accelerated Reader, ITBS, Benchmarks, and individualized Testing

Sample Responses

Class-Size Reduction Teacher Evaluation

Oklahoma City Public Schools

PHILADELPHIA

The overwhelming majority of teachers hired by the School District of Philadelphia with federal Class-Size Reduction funds are "Literacy Intern Teachers"—teachers with emergency certification who hold undergraduate degrees, and in some cases, graduate and professional degrees. The Literacy Interns are given intensive professional development in early balanced literacy, are supported with mentors who are experts in reading, and paired with veteran teachers who have had intensive training in early literacy. The Literacy Interns work with veteran teachers to support and enhance the instructional program by focusing on individual students and small learning groups.

In 1999, the School District of Philadelphia hired more than 250 people with college degrees, including those making mid-career job changes, to serve as Literacy Interns in K-1 classrooms across the city. Interns are paired with veteran teachers, reducing the student-teacher ratio in these classrooms to 15:1.

The Literacy Intern Teacher program has proven to be an effective alternative to traditional teacher recruitment programs, bringing trained professionals to the classroom to support the reading and language development of students. The program provides the Philadelphia Public Schools with a successful method for attracting and retaining qualified and motivated individuals to the teaching profession and to fill positions in critical shortage areas. Preliminary data show that 82% of the Literacy Intern Teachers hired under the first year of the program have remained working for the school district—a higher retention rate than usually found for new, first-year teachers in Philadelphia. Some 44 of last year's Literacy Intern Teachers are now teaching in their own classes, reducing the number of vacancies the system had to fill at the start of the 2000-2001 school year.

The more important ^{are} effect^s of the Literacy Interns, however, is the gains in student reading achievement. A preliminary comparative analysis of teacher-reported reading levels showed that in June 1999, prior to the implementation of the Reduced Class Size/Balanced Literacy initiative in Philadelphia, 27.5% of first graders in the city were ready to move onto second grade material. In June 2000, after the first year of the Philadelphia initiative, 47.7% of first graders in the Reduced Class Size classrooms were ready to move onto second grade material. An independent evaluation of the initiative showed that a majority of the veteran teachers felt that there was a significant increase in student progress as a result of the Literacy Interns: some teachers reported their classes had improved by 15% over past years (Research for Action, July 2000).

SAN FRANCISCO

The San Francisco Unified School District (SFUSD) has used its federal resources to reduce middle school classes, because of the K-3 Class-Size Reduction (CSR) program operating with state and local funds. Current class sizes at the middle school level (approximately 33:1) require an additional 17-18 FTEs to reduce classes to 20:1 in each subject area per grade level. Federal funds have been used by the San Francisco schools to reduce class sizes in language arts and mathematics to 20:1 in the eighth grade.

An eighth grade program was chosen by the district to complement the state-funded CSR in language arts and mathematics at grade nine, and to provide additional support to meet new, challenging language arts standards required for high school graduation. The class size reduction effort was also easier to implement in the eighth grade than in elementary schools where students work in core academic teams. There continues to be a need for extending CSR into grades four and five, but space and facilities limitations make expansion difficult without major renovations.

“...Substantial performance was seen in the performance levels for elementary schools and eight grade in all subject areas. An explanation of these results is class size reduction at the elementary grade levels, and at the eighth grade.”

Report of Standardized Testing Results for Spring 2000
San Francisco Unified School District

The federal, state, and local efforts are also combined to provide an energetic program of teacher recruitment, testing, and professional development. The federal class-size investment allowed SFUSD to hire approximately 33 new and properly qualified English and Mathematics teachers. SFUSD provides test preparation workshops for any teacher candidates who are not fully credentialed. All candidates participate in a workshop before being assigned to classrooms, and are provided on-the-job support through mentor teachers and site-based instructional improvement activities.

All staff hired through the federal program are provided release time for curriculum-focused conferences, and professional development concentrating on effective instructional strategies to capitalize on the smaller class sizes. The program is similar to what was implemented as part of the overall K-3 CSR effort, but with emphasis on more sophisticated and appropriate material for the eighth grade. This includes algebraic content and reflective reading and writing skills. The professional development program is also available to private school instructors, consistent with the federal guidelines.

SUMMARY OF 2ND YEAR FEDERAL CLASS SIZE REDUCTION EFFORTS IN THE GREAT CITY SCHOOLS

Federal class size reduction funds directed To urban schools in 2000-2001	\$161,263,344
Number of new teachers hired with 2 nd -year federal class size reduction funds	2,737
Amount of federal class size funds devoted to teacher salaries and benefits	\$138,605,335
Percentage of federal class size reduction funds devoted to teacher salaries and benefits	85.9%
Number of teachers receiving professional development with federal class size funds	26,309
Amount of federal class size funds devoted To professional development	\$17,171,025
Percentage of federal class size reduction funds devoted to professional development	10.7%
Amount of federal class size reduction funds devoted to recruitment	\$5,597,526
Percentage of federal class size reduction funds devoted to recruitment	3.5%
Percentage of cities that used funds to pay Teacher salaries	100%
Percentage of cities that used funds to Provide professional development	100% 81%

REFERENCE LIST

Educational Priorities Panel (1999). *Smaller is Better: First-hand Reports of Early Grade Class Reduction in New York City Public Schools*. New York, NY.

Research for Action (2000). *"The Best Thing I ever Did...": Reduced Class Size/Balanced Literacy Implementation*. Philadelphia, PA.

United States Department of Education (2000). *The Class Size Reduction Program: Boosting Student Achievement in Schools Across the Nation*. Washington, DC.

APPENDIX A
CLASS SIZE REDUCTION SURVEY RESULTS



Council of the Great City Schools

Class-Size Reduction Follow-up Survey Results

Main Findings

School District	Federal Class Size Reduction Allocation for FY 2000	# of Teachers Hired with Federal Allocation	Total Salary and Benefits	# of Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs
Albuquerque	\$2,424,994	45	\$1,575,000	71	\$849,594	\$400
Atlanta	\$3,361,480	58	\$2,726,480	58	\$135,000	\$500,000
Clark County	\$4,243,374	77	\$3,989,581	20	\$130,200	\$0
Cleveland *	\$5,414,952	164	\$6,547,478	486	\$576,279	\$0
Columbus	\$3,304,251	83	\$3,304,251	0	\$0	\$0
Denver	\$3,178,988	54	\$2,754,656	54	\$424,332	\$0
Des Moines	\$926,824	27	\$863,343	0	\$0	\$0
Detroit	\$14,248,477	260	\$13,640,640	399	\$333,648	\$0
Fort Worth	\$2,678,179	64	\$2,560,000	64	\$40,000	\$79,979
Jefferson County	\$2,997,455	95	\$2,950,816	0	\$0	\$0
Miami	\$12,342,413	241	\$10,561,560	241	\$1,600,000	\$0
Milwaukee	\$6,731,092	102	\$6,206,672	2,400	\$524,420	\$0
Nashville	\$2,461,731	43	\$2,068,730	1,020	\$308,451	\$36,569
New York City	\$66,072,380	804	\$52,875,000	18,850	\$8,197,380	\$5,000,000
Norfolk	\$1,506,815	36	\$1,380,502	36	\$63,109	\$63,204
Oklahoma City	\$1,714,877	48	\$1,302,700	191	\$304,877	\$0
Orange County	\$2,770,810	74	\$2,643,280	0	\$0	\$16,283
Philadelphia	\$13,180,343	253	\$10,069,609	253	\$2,435,477	\$333,350
Pittsburgh	\$2,453,462	45	\$2,169,360	45	\$244,723	\$39,379
Portland	\$1,675,260	36	\$1,626,466	0	\$0	\$0
Rochester	\$2,566,527	45	\$2,323,711	16	\$139,423	\$0
Sacramento	\$2,000,000	31	\$1,800,000	31	\$200,000	\$0



Council of the Great City Schools **Class-Size Reduction Follow-up Survey** **Hiring Teachers**

School District	# of Teachers Hired					Salaries and Benefits				
	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total
Albuquerque	22	16	7		45					\$1,575,000
Atlanta			58		58			\$2,726,480		\$2,726,480
Clark County			66	11	77					\$3,989,581
Cleveland	43	71	50		164	\$1,716,717	\$2,834,579	\$1,996,182		\$6,547,478
Columbus	48	17	10	8	83	\$1,965,658	\$669,238	\$376,498	\$292,858	\$3,304,251
Denver					54					\$2,754,656
Des Moines					27					\$863,343
Detroit	75	105	80		260	\$3,934,800	\$5,508,720	\$4,197,120		\$13,640,640
Fort Worth	27	20	17		64	\$1,080,000	\$800,000	\$680,000		\$2,560,000
Jefferson County					95					\$2,950,816
Miami	74	79	88		241	\$3,242,969	\$3,462,088	\$3,856,503		\$10,561,560
Milwaukee	87	5	3	7	102	\$5,309,744	\$255,660	\$182,038	\$459,230	\$6,206,672
Nashville	10	14	10	9	43	\$481,000	\$673,540	\$481,000	\$432,990	\$2,068,530
New York City					804					\$52,875,000
Norfolk	9	9	9	9	36	\$345,125	\$345,125	\$345,125	\$345,127	\$1,380,502
Oklahoma City	20	15	13		48	\$543,500	\$403,800	\$355,400		\$1,302,700
Orange County	23	20	22	9	74	\$821,560	\$714,400	\$785,840	\$321,480	\$2,643,280
Philadelphia	151	5	2	95	253	\$6,053,024	\$196,891	\$78,756	\$3,740,938	\$10,069,609
Pittsburgh	13	17	15		45	\$629,550	\$821,006	\$718,804		\$2,169,360
Portland	15	13	8		36	\$701,421	\$596,947	\$328,098		\$1,626,466
Rochester	9	19	16	1	45	\$464,742	\$981,123	\$826,208	\$51,638	\$2,323,711
Sacramento				31	31				\$1,800,000	\$1,800,000

School District	Federal Class-Size Reduction Allocation for FY 2000	# of Teachers Hired with Federal Allocation	Total Salary and Benefits	# of Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs
Salt Lake City	\$715,796	14	\$703,656	72	\$12,140	\$0
San Antonio	\$3,038,127	70	\$2,377,664	1,921	\$596,497	\$63,966
San Diego	\$4,167,085	65	\$3,074,003	127	\$968,069	\$10,000
San Francisco	\$1,800,950	34	\$1,675,000	83	\$72,000	\$0
TOTALS	\$162,190,168	2,765	\$139,458,678	26,309	\$17,171,025	\$5,642,746

n= 26

* Cleveland also had \$3,044,095 in carryover funds from their FY99 federal Class-Size Reduction allocation.

School District	# of Teachers Hired					Salaries and Benefits				
	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total
Salt Lake City					14				\$703,656	\$703,656
San Antonio	58	12			70					\$2,377,664
San Deigo	16	16	16	17	65					\$3,074,003
San Francisco				34	34					\$1,675,000

TOTAL	678	432	425	231	2,765	\$27,289,810	\$18,263,117	\$15,207,572	\$8,147,917	\$139,458,478
--------------	------------	------------	------------	------------	--------------	---------------------	---------------------	---------------------	--------------------	----------------------

n= 26



Council of the Great City Schools

Class-Size Reduction Follow-up Survey

Professional Development

School District	New Teachers					Total Cost	Current Teachers					Total Cost	All Teachers	
	Grade One	Grade Two	Grade Three	Other	Number		Grade One	Grade Two	Grade Three	Other	Number		Total Number	Total Cost
Albuquerque					26		22	16	4	3	45		71	\$849,594
Atlanta			20		20				38		38		58	\$135,000
Clark County	8	7		5	20								20	\$130,200
Cleveland	43	71	50		164		110	136	76		322		486	\$576,279
Denver					25						29		54	\$424,332
Detroit	32	35	32		99	\$127,043	86	113	101		300	\$206,605	399	\$333,648
Fort Worth		2	2		4	\$5,000	27	18	15		60	\$35,000	64	\$40,000
Miami	7	5	12		24		67	74	76		217		241	\$1,600,000
Milwaukee	300	300	300	300	1,200	\$262,210	300	300	300	300	1,200	\$262,210	2,400	\$524,420
Nashville					220						800		1,020	\$308,451
New York City													18,850	\$8,197,380
Norfolk				9	9	\$15,700	9	9	9		27	\$47,409	36	\$63,109
Oklahoma City	20	15	13	128	176		7	5	3		15		191	\$304,877
Philadelphia	46	2		29	77	\$741,232	105	3	2	66	176	\$1,694,245	253	\$2,435,477
Pittsburgh	2	1			3		11	16	15		42		45	\$244,723
Rochester	2	8	6		16	\$139,423							16	\$139,423
Sacramento													31	\$200,000
Salt Lake City			1		1		20	20	15	16	71		72	\$12,140
San Antonio					192						1,729		1,921	\$596,497
San Diego	16	16	16	17	65		16	16	15	15	62		127	\$968,069
San Francisco					34						49		83	\$72,000

School District	New Teachers						Current Teachers						All Teachers	
	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Total Number	Total Cost
TOTALS	476	462	432	488	2,329	\$1,290,608	758	710	627	397	5,099	\$2,245,469	26,309	\$17,371,025

n= 21



Council of the Great City Schools **Class-Size Reduction Follow-up Survey** **Recruitment**

School District	TOTAL	Advertising	Travel	Bonuses	Packages	Other	Description of Other/Notes
Albuquerque	\$400						
Atlanta	\$500,000			\$500,000			Hiring Bonuses
Fort Worth	\$79,979					\$36,000	Project Manager
Nashville	\$36,569						Used for advertising/travel for interviews
New York City	\$5,000,000						Nationwide advertising campaign
Norfolk	\$63,204						\$18,000 for recruiting; \$45,204 for indirect costs
Orange County	\$16,283	\$3,000	\$12,500			\$783	Postage and supplies
Philadelphia	\$333,350					\$333,350	
Pittsburgh	\$39,379					\$39,379	
San Antonio	\$63,966	\$8,000	\$32,000		\$23,966		
San Diego	\$10,000	\$1,000	\$9,000				
TOTALS	\$5,642,730	\$12,000	\$53,500	\$0	\$23,966	\$409,619	

n= 11

APPENDIX B
CLASS SIZE REDUCTION PROGRAM SURVEY



Council of the Great City Schools

The following questions regard the funds your district has received from the federal Class-Size Reduction program.

1. Actual amount of your school district's Class-Size Reduction (CSR) grant award for the 2000-2001 school year (the second year of the program)? _____

2. Amount of 2000-2001 CSR funds district has spent on recruiting costs: TOTAL: _____

Advertising: _____

Travel to interview prospective teachers: _____

Hiring bonuses: _____

Hiring packages (paying for college tuition, moving expenses, etc.): _____

Other: _____

3. Please complete the table below regarding the teachers, and their salaries and benefits, your district pays for with federal Class-Size Reduction funds.

Teachers	Number of Teachers Hired w/Federal Class-Size Funds	Salary and Benefits
Grade One		
Grade Two		
Grade Three		
Other (Grades _____)		
TOTAL		

4. Please provide the number of current and new teachers who have received, or are planning to receive, professional development with CSR funds for the 2000-2001 school year, as well as the cost.

Grade Level	# of New Teachers	# of Current Teachers	Total
Grade One			
Grade Two			
Grade Three			
Other (Grades _____)			
TOTAL COST			

5. Please provide, on an attached sheet, any additional anecdotal information which demonstrates the success and importance of the Class-Size Reduction program in your district.

Feel free to contact Manish Naik or Gabriela Uro at (202) 393-2427 with any questions.

Please fax completed surveys to Manish Naik at (202) 393-2400.

Surveys must be returned by **September 29, 2000.**

APPENDIX C
CLASS SIZE REDUCTION PROGRAM

CLASS SIZE REDUCTION PROGRAM PL 106-113

SEC. 310 (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education - (1) shall make available a total of \$6,000,000 to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities under this section; and (2) shall allocate the remainder by providing each State the same percentage of that remainder as it received of the funds allocated to States under Section 307(a)(2) of the Department of Education Appropriations Act, 1999.

(b)(1) Each State that receives funds under this section shall distribute 100 percent of such funds to local educational agencies, of which-

- (A) 80 percent of such amount shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S. C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year; and
- (B) 20 percent of such amount shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary and secondary schools within the boundaries of such agencies.

(2) Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new fully qualified teacher in that agency who is certified within the State (which may include certification through State or local alternative routes), has a baccalaureate degree, and demonstrates the general knowledge, teaching skills, and subject matter knowledge required to teach in his or her content areas, that agency may use funds under this section to (A) help pay the salary of a full- or part-time teacher hired to reduce class size, which may be in combination with other Federal, State, or local funds; or (B) pay for activities described in subsection (c)(2)(A)(iii) which may be related to teaching in smaller classes.

(c)(1) The basic purpose and intent of this section is to reduce class size with fully qualified teachers. Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with fully qualified teachers who are certified within the State, including teachers certified through State or local alternative routes, and who demonstrate competency in the areas in which they teach, to improve educational achievement for both regular and special needs

children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction is most effective.

(2)(A) Each such local educational agency may use funds under this section for

(i) recruiting (including through the use of signing bonuses, and other financial incentives), hiring, and training fully qualified regular and special education teachers (which may include hiring special education teachers to team-teach with regular teachers in classrooms that contain both children with disabilities and non-disabled children) and teachers of special-needs children, who are certified within the State, including teachers certified through State or local alternative routes, have a baccalaureate degree and demonstrate the general knowledge, teaching skills, and subject matter knowledge required to teach in their content areas;

(ii) testing new teachers for academic content knowledge and to meet State certification requirements that are consistent with title II of the Higher Education Act of 1965; and

(iii) providing professional development (which may include such activities as promoting retention and mentoring) to teachers, including special education teachers and teachers of special-needs children, in order to meet the goal of ensuring that all instructional staff have the subject matter knowledge, teaching knowledge, and teaching skills necessary to teach effectively in the content area or areas in which they provide instruction, consistent with title II of the Higher Education Act of 1965.

(B)(i) Except as provided under clause (ii) a local educational agency may use not more than a total of 25 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).

(ii) A local educational agency in an Ed-Flex Partnership State under Public Law 106-25, the Education Flexibility Partnership Act, and in which 10 percent or more of teachers in elementary schools as defined by section 14101(14) of the Elementary and Secondary Education Act of 1965 have not met applicable State and local certification requirements (including certification through State or local alternative routes), or if such requirements have been waived, may apply to the State educational agency for a waiver that would permit it to use more than 25 percent of the funds it receives under this section for activities described in subparagraph (A)(iii) for the purpose of helping teachers who have not met the certification requirements become certified.

(iii) If the State educational agency approves the local educational agency's application for a waiver under clause (ii), the local educational agency may use the funds subject to the waiver for activities described in subparagraph (A)(iii) that are needed to ensure that at least 90 percent of the teachers in elementary schools are certified within the State.

(C) A local educational agency that has already reduced class size in the early grades to 18 or less children (or has already reduced class size to a State or local class size reduction goal that was in effect on the day before the enactment of the Department of Education Appropriations Act, 2000, if that State or local educational agency goal is 20 or fewer children) may use funds received in this section—

(i) to make further class size reductions in grades kindergarten through 3;

(ii) to reduce class size in other grades; or

(iii) to carry out activities to improve teacher quality, including professional development.

(D) If a local educational agency has already reduced class size in the early grades to 18 or fewer children and intends to use funds provided under this section to carry out professional development activities, including activities to improve teacher quality, then the State shall make the award under subsection (b) to the local educational agency.

(3) Each such agency shall use funds under this section only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.

(4) No funds made available under this section may be used to increase the salaries or provide benefits, other than participation in professional development and enrichment programs, to teachers who are not hired under this section. Funds under this section may be used to pay the salary of teachers hired under section 307 of the Department of Education Appropriations Act, 1999.

(d)(1) Each State receiving funds under this section shall report on activities in the State under this section, consistent with section 6202(a)(2) of the Elementary and Secondary Education Act of 1965.

(2) Each State and local educational agency receiving funds under this section shall publicly report to parents on its progress in reducing class size, increasing the percentage of classes in core academic areas taught by fully qualified teachers who are certified within the State and demonstrate competency in the content areas in which they teach, and on the impact that hiring additional highly qualified teachers and reducing class size, has had, if any, on increasing student academic achievement.

(3) Each school receiving funds under this section shall provide to parents upon request, the professional qualifications of their child's teacher.

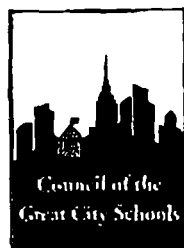
(e) If a local educational agency uses funds made available under this section for professional development activities, the agency shall ensure for the equitable participation of private nonprofit elementary and secondary schools in such activities.

Section 6402 of the Elementary and Secondary Education Act of 1965 shall not apply to other activities under this section.

(f) ADMINISTRATIVE EXPENSES--A local educational agency that receives funds under this section may use not more than 3 percent of such funds for local administrative costs.

(g) REQUEST FOR FUNDS--Each local educational agency that desires to receive funds under this section shall include in the application required under section 6303 of the Elementary and Secondary Education Act of 1965 a description of the agency's program to reduce class size by hiring additional highly qualified teachers.

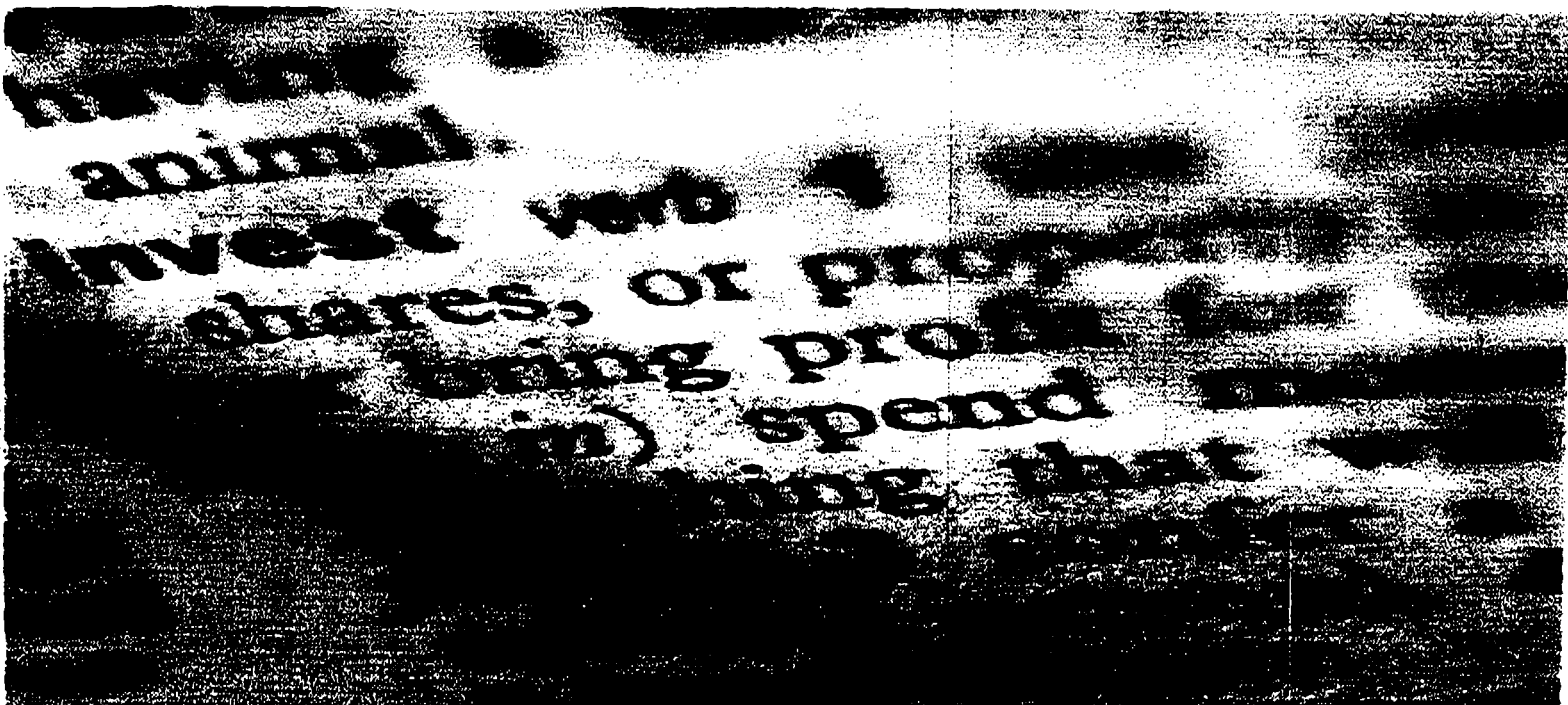
(h) No funds under this section may be used to pay the salary of any teacher hired with funds under section 307 of the Department of Education Appropriations Act, 1999, unless, by the start of the 2000-2001 school year, the teacher is certified within the State (which may include certification through State or local alternative routes) and demonstrates competency in the subject areas in which he or she teaches.



DRAFT

REDUCING CLASS SIZE

A SMART WAY TO IMPROVE
AMERICA'S URBAN SCHOOLS



Council of the Great City Schools
October 2000

Report Prepared by

**Manish Naik
Legislative and Research Specialist**

**Michael Casserly
Executive Director**

**Gabriela Uro
Manager of Intergovernmental Affairs**

EXECUTIVE SUMMARY

The Council of the Great City Schools, a coalition of the nation's largest urban public school systems, surveyed its membership to determine how they were using federal class size reduction funds in the 2000-2001 school year. Some 25 major urban school systems responded. Results indicated that—

P 6
sim 26

- Approximately 2,737 new first, second, and third grade teachers were hired in 25 of the nation's largest urban school systems with second-year federal class size reduction funds.
- The 25 major city school systems received approximately \$161.3 million in federal class size funds for the 2000-2001 school year.
- All 25 major cities used their federal class size funds to recruit and hire teachers.
- About \$138.6 million of the \$161.3 million received (85.9%) was spent by the 25 city school systems on teacher salaries in grades one, two, and three.
- All 25 cities used a portion of their federal class size reduction monies to provide professional development to new and veteran teachers.
- Some 26,309 urban school teachers received professional development in the 25 cities paid for with federal class size reduction funds.
- The 25 major cities devoted approximately \$17.2 million (10.7%) of their federal class size aid to teacher professional development and \$5.6 million (3.5%) to recruiting expenses.
- Funding under the program has been flexible enough for urban school systems to hire new teachers or provide professional development—or both depending on need.
- Preliminary data, like that gathered by the Fort Worth Public Schools, indicates that the federal class size reduction program is improving student achievement and is receiving strong teacher support.
- The federal program is also flexible enough to complement local and state efforts to reduce class sizes.

TABLE OF CONTENTS

Introduction	
The Research	
The Program	
Findings	
Descriptions of Programs	
Appendix A. Class Size Reduction Program	
Appendix B. Class Size Reduction Survey	

Reducing Class Size

A Smart Way to Improve America's Urban Schools

By the
Council of the Great City Schools

The lesson to be learned here is that, politics and fights over financing aside, there no longer seems to be any question about the important benefits of reducing class size, especially in the early grades. Studies have shown that those benefits last for years. The challenge...is to keep the money flowing while rebuilding the physical plant to the point where smaller classrooms are the norm.

New York Times

May 8, 2000

INTRODUCTION

Improving the quality of public education has emerged as one of the nation's most prominent concerns. And no where are these concerns more evident than in America's Great City Schools. Urban schools often face challenges that would daunt other organizations, public or private. The litany of hurdles confronting these schools and the children they enroll are now familiar, but the solutions to their problems have only recently emerged from the research: comprehensive early childhood education, extended time for learning before and after school and during summers, higher academic standards, better teaching and professional development for teachers, adequate facilities, and smaller class sizes.

Evidence has grown stronger in the last several years that reducing class sizes, in particular, can have a dramatic and long-lasting effect on student achievement, particularly the achievement of children in poverty. Reducing class size is being shown to give every student more of the teacher's time and more individualized attention to grasp the classroom material. This report is the second in a series of reports updating the nation on how the federal Class Size Reduction program is effecting America's urban public school systems.

THE RESEARCH

Research on the effects of reducing class sizes on student achievement has become clearer over the last five years. The new studies point increasingly to higher academic performance, greater parental satisfaction, and stronger teacher effectiveness in smaller classes. Some of the most definitive studies include:

1. The Tennessee Student Teacher Achievement Ratio (or Project STAR) study. Project STAR was a longitudinal study of some 6,000 children from 1985 to 1989. The project followed students from kindergarten to fourth grade, placed in three types of classes: small (13-17 children per class), regular (22-25 students per class), and regular with a full-time teacher aide. While no advantage was found in larger classes having a teacher aide, students in smaller classes showed significantly higher achievement on standardized tests than either of the larger classes. The higher rates of achievement were evident in the first grade and lasted through second and third grades. Results also showed that the greatest benefits of smaller classes were found in inner city schools with the poorest students. Follow-up studies of Project STAR students found that the benefits of the smaller classes remained after the third grade.
2. The second study on the effects of reducing class sizes involved the "Class Size reduction (CSR) program in California. Enacted in the summer of 1996, the California program mandated that all 1st and 2nd graders be in classes of no more than 20 students. Preliminary evaluations of the program indicated significant student achievement gains in the 3rd grade—the only grade where it was possible to compare learners in CSR and non-CSR classes. Teachers in CSR classes also reported spending more time with weak readers and students with higher needs, less time on discipline. Data also showed that the program has resulted in higher parental satisfaction.
3. A third study was a quasi-experimental study of the "Student Achievement Guarantee in Education (SAGE) program in Wisconsin. SAGE, a five-year pilot program, is designed to increase the academic achievement of high poverty students by reducing the student-teacher ratio to 15:1 in kindergarten through third grade. Results from the 1997-98 school year showed that first and second graders in the smaller SAGE classes tested higher in math, reading, and language arts than students in the larger classes. Study results also indicated that African American students in smaller classes outperformed African American students in larger classes. Qualitative findings suggest that teachers in the SAGE program knew their students better, required less time for management and discipline, and had greater opportunities for one-on-one instruction. Similar results were found in a comparable 1996-97 study.
4. A fourth analysis involved trends on NAEP scores on reading and math among central cities. This preliminary analysis conducted by researchers from the Rand Corporation for the Council of the Great City Schools showed that lower pupil-teacher ratios had dramatic effects on student achievement in urban schools. Reducing the pupil-teacher ratio to 24:1 resulted in an average 5.8 NAEP percentile point gains among central city students. Reducing class sizes to 21 resulted in NAEP gains of 3.7 points, and to 18 produced additional NAEP gains among central city students of 1.6 points. The analysis showed that no central city with a pupil-teacher ratio above 18:1 had made significant improvement on reading or math scores in the last eight years.

THE PROGRAM

The federal Class Size Reduction program was signed into law on October 21, 1998 with the goal of placing 100,000 new teachers into America's classrooms. The law provides federal funds to local school systems to reduce class sizes to 18 in grades 1-3. In the first year of the program, some 82% of the federal funds could be used to recruit, hire, and train new certified classroom teachers. Up to fifteen percent of the allocation could be used to test new teachers on state certification requirements and to provide professional development for existing teachers. No more than three percent of funds could be used for administration.

School systems received the first installment of \$1.2 billion ^{How much} to meet the goal in July 1999. Some 80% of the program's funds were targeted on school systems with the highest rates of student poverty, the very school systems most likely to have the largest classes and where research indicated that the most benefit could be derived by lowering class sizes.

Approximately \$300 million dollars of the program was targeted on urban schools in the first year. A 1999 survey by the Council of the Great City Schools of 40 urban school districts showed that the class-size reduction program provided over 3,500 teachers to the neediest urban children, as well as training for over 22,000 new and current urban school teachers. A national evaluation of the program showed that 29,000 teachers had been hired throughout the country and that the effort reduced class sizes for some 61,000 current teachers and approximately 1.7 million children in 90,000 classrooms (Department of Education, 2000).

Congress approved \$1.3 billion for the program's second year. The initiative was amended somewhat for the 2000-2001 school year to lift the proportion of funds that could be spent on professional development from 15% to 25% and to allow additional expenditures for professional development in "Ed Flex" states.

FINDINGS

The Council of the Great City Schools conducted a survey of its members in September 2000 asking for information on how second year funding was being used for the 2000-2001 school year. (A copy of the survey form is found in Appendix B.) Approximately twenty-six (26) districts responded.

Fifty four (54) urban school districts comprising the Great City Schools received some \$304 million of the approximately \$1.3 billion that Congress allocated in FY00 for the federal class size reduction program.

The twenty-six (26) urban districts responding to this survey indicated that they received approximately \$161.3 million in FY00 class size reduction funds and were able to hire or support 2,765 teachers for the 2000-2001 school year. The total salary and

benefits of these teachers accounted for nearly \$140 million or about 86.8% of all class size funding received by these 26 major city school systems.

Some respondents specified the number of new teachers they hired by grade. These districts indicated that the class size program enabled them to hire a total of 678 (50.4%) new first grade teachers, 437 (32.5%) second grade teachers, 425 (31.6%) third grade teachers, and 231 (17.2%) teachers in other grades¹.

Table 1. Total Number of New Teachers, Salaries, and Benefits Provided in Urban Schools with Federal Class Size Reduction Funds by Grade

	Grade One	Grade Two	Grade Three	Other	Total *
Teachers	678	437	425	231	2,765
Salary and Benefits	\$27,289,810	\$18,263,117	\$15,207,572	\$8,147,917	\$139,468,478

* Individual grades do not sum to total since some districts were unable to provide a per-grade breakdown.

NEW TEACHERS

All 26 major urban school districts responding to this survey used a portion of their federal class size funds to hire new teachers. Four districts, however, used all of their class-size allocation for the salaries and benefits of new teachers, relying on state and local funds to provide professional development.

Twenty-one of the 26 districts (80.8%) are using their federal funds to train their new teachers, with some 2,300 new urban instructors receiving professional development services through the program. Some 476 (25.6%) new first grade teachers, 462 (24.9%) new second grade teachers, 432 (23.3%) new third grade teachers, and 488 (26.3%) teachers in the other grades were provided professional development in the districts that were able to detail by grade where they targeted their training resources.

Table 2. Number of Teachers Receiving Professional Development in Urban Schools with Federal Class Size Reduction Funds by Grade

	Grade One	Grade Two	Grade Three	Other	Total *
New Teachers	476	462	432	488	2,329
Current Teachers	758	710	627	397	5,099
TOTAL	1,234	1,172	1,059	885	7,428

* Individual grades do not sum to total since some districts were unable to provide a per-grade breakdown.

¹ Does not represent all teachers hired.

CURRENT TEACHERS

The major benefit of the class size reduction program is that it actually reduces the size of classes, but a secondary benefit involves the professional development available to current teachers. Nineteen of the 26 districts responding to the survey indicated that they used a portion of their funds to provide professional development to veteran teachers.

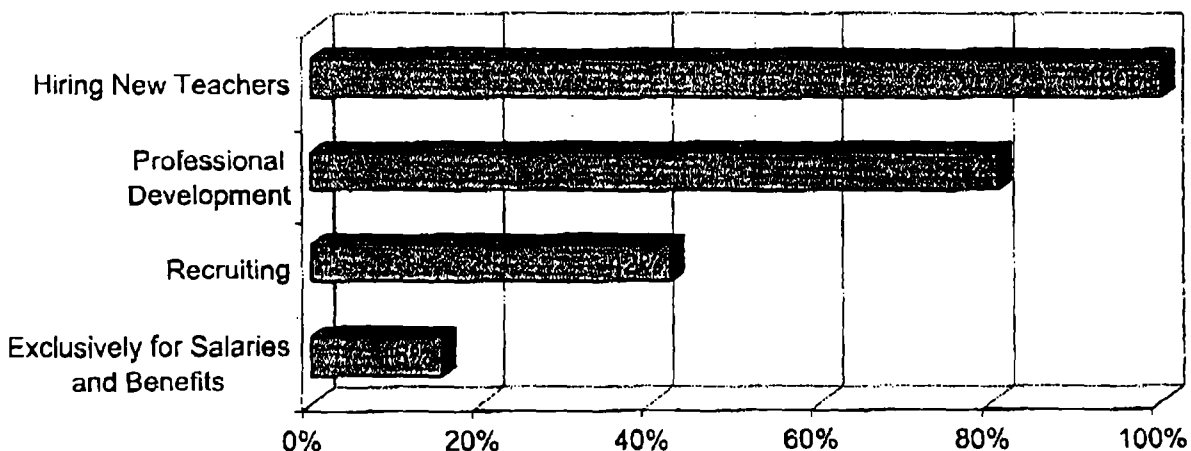
Approximately 758 (30.4%) veteran first grade teachers, 710 (28.5%) veteran second grade teachers, 627 (25.1%) veteran third grade teachers, and 397 (15.9%) teachers in other-grades were provided professional development in the districts that were able to detail by grade where they targeted their training resources. In addition, some veteran teachers were trained as mentors for new teachers, while others were kept up-to-date on the latest instructional practices.

Overall, some \$17.2 million of the class size funds received by the 26 responding cities was used to train 26,309 new and existing teachers in the nation's urban schools.

RECRUITING

The class-size reduction program also allows districts to use a small portion of their federal funds to attract new teachers. Eleven of the responding districts (42%) used part of their allocation on recruiting costs, spending some \$5.6 million or 3.5% of the districts' total class size funds. Most of this amount was used for advertising. Other common recruitment expenses included travel to interview teacher candidates, salary and supply costs for a district recruiting offices, and hiring bonuses.

Table 3. Use of Federal Class Size Reduction Funds in Urban Schools
(% of districts)



TRENDS BETWEEN 1999 AND 2000 IN SPENDING CLASS SIZE REDUCTION FUNDS

This report also examined trends in the use of class size reduction funds from last year to see if districts were changing priorities or to determine the effects of amendments to last year's legislation. The Council of the Great City Schools looked at responses from cities that participated in both last year's and this year's surveys. Twenty-two districts participated in both. There were modest but interesting trends.

First, the amount of monies received by the 22 major cities increased slightly, \$12 million, due largely to the small increase in the overall appropriations last year. This increase allowed these districts to hire an additional 145 teachers in 2000-2001, compared with 1999-2000. Some \$11.7 million of the \$12 million increase was devoted to the salaries and benefits of newly hired teachers rather than to professional development.

How many?

Second, the number of teachers receiving professional development with federal class size reduction funds actually increased in the 21 city school systems² by a net 3,700 individuals, but the total amount of program resources devoted to professional development dropped by \$1.75 million. This apparent anomaly may be due to a number of factors. Spending on professional development may have been encouraged more in the first year because administrators were unclear about the program's future. There was some anecdotal evidence that schools were somewhat reluctant in the first year to commit funds and contracts for individuals they could not support over the long run. The higher number of teachers receiving professional development at lower costs may be due to increasing needs or to the availability of other federal, state, and local funds to fill training requirements. The anomaly suggests that both teacher hiring and professional development are major priorities for urban schools, but, when pitted against one another, that reducing class sizes takes precedence.

² Does not include New York City.

DESCRIPTIONS OF FEDERAL CLASS SIZE REDUCTION PROGRAMS IN SELECTED GREAT CITY SCHOOLS

DENVER

The Denver Public Schools has used its federal Class Size Reduction funds in the 2000-2001 school year to hire 25 new classroom teachers, as well as an additional 29 mentor teachers for its "Primary Lead Teacher Project". After a summer of training, the mentor teachers, known as Primary Lead Teachers, were assigned to low performing elementary schools, where their daily responsibilities included three hours of direct instruction. These mentor teachers provide reading, writing and math instruction during this period to small groups, and work individually with students in programs such as "Success in Early Reading", "Reading Recovery" and "Descubriendo La Lectura."

Primary Lead Teachers also assist with implementing building-wide, standards-based math and literacy instruction, and acting as their schools' liaisons for CBLA, CSAP, and other district-related activities. Primary Lead Teachers at each site, moreover, are responsible for coaching and mentoring new primary grade teachers. Mentors debrief teachers on instructional techniques and lesson plans. The mentors offer support in assessment, lesson planning, and classroom management, as well as providing release time for teachers to plan, observe, and share information on what works with other instructors.

Finally, Primary Lead Teachers plan and facilitate professional development for school staff, as well as professional study groups and school book clubs. In turn, elementary curriculum and Title I specialists provide regular, ongoing, and school-based coaching and mentoring to the Primary Lead Teachers. The Lead Teachers also attend bimonthly seminars focused on methods of balanced literacy instruction, implementation of math content standards, leadership, and coaching techniques, and student preparation for CSAP tests in reading, writing, and math.

Primary Lead Teachers work regularly with small groups of students, taking children from large classes during instruction periods and providing more individualized instruction.

Each Primary Lead Teacher works on a weekly basis with up to 15 teachers. Mentor teachers have established themselves as an integral part of primary instruction, and the coaching and staff development they provide have received strong positive reviews from other teachers. Mentor teachers have created and maintained a professional dialogue with instructional staff at the building level, and follow up staff development activities individually with demonstrations in each teacher's classroom. Primary Lead Teachers have gained the trust of classroom instructors by using their time effectively, locating and sharing valuable resources, supporting individualized and small group instruction, and providing expertise to new and veteran teachers.

FORT WORTH

The Fort Worth Independent School District (FWISD) used its federal CSR funds to reduce class sizes in 20 schools. Participating schools were those whose TAAS Reading or Math scores were below 70% passing, had high LEP or Special Education populations, a poverty rate of 80% or higher, and had double-digit mobility rates. Approximately sixty Class Reduction Teachers (CRT) were hired to reduce class sizes in Grades 1-3, and to work with the lowest-performing students at their grade level in reading. The size of reading classes after placing the CRT's was reduced from 22:1 to 11:1.

School principals were given the flexibility with the funds to implement one of three instructional models. The first was the "Reduced Classroom" model, which clusters children in greatest need of additional instruction. Half of this group works with the regular teacher all day, and the other half works with the CRT all day. The second model involved "Split Teaching," where the CRT was sent to work with one regular teacher in the morning, and a different teacher in the afternoon. In each session, the CRT and regular teacher can either team-teach, or split students into two groups. The final model used a "Reading Instruction" approach, where the CRT and a regular teacher work with four different groups of students from designated classrooms each day. The two teachers decide whether to team-teach or to take students in separate groups. The same four groups of children meet with the CRT for reading instruction each day throughout the school year.

"Limited English and below-level readers had greater opportunities for success with the intense, direct focus on reading; pacing could easily be adjusted in the smaller group to account for language content."

Principal, Fort Worth Independent School District

The results in the Fort Worth schools using the federal funds were significant. The Texas Primary Reading Inventory (TPRI) showed that most CRT schools showed substantial growth in reading in Grades 1 and 2, compared with other district schools that did not have CRT resources. First grade CRT classrooms gained 31.9% in reading on the TPRI, while regular first grade classrooms gained 22.3%. Second grade CRT classrooms gained 34.3% in reading on the TPRI, while regular second grade classrooms gained 15.7%. In addition, seventy-five percent (75%) of schools with CRT teachers showed a higher percentage of students with passing TAAS Reading scores in the third grade, compared with non-CRT schools. Third grade reading scores on TAAS actually declined in three schools that did not have a CRTs.

The FWISD was able to provide an additional CRT at four schools with funds from the second year of the federal program. The district's greatest challenge is retaining highly qualified teachers to implement standards-based programs. This challenge has been addressed by filling staff positions early, monitoring the program on a monthly basis, and providing ongoing professional development in team teaching, effective questioning, individualized instruction, and continued participation in Open Court and Reading Mastery Literacy Programs.

New York City

The federal Class Size Reduction program has allowed the New York City Board of Education (NYCBOE) to ease overcrowding in its schools, where class sizes were almost 25% larger than the statewide average. In the first year of the program, each of New York City's 32 Community School Districts and its Special Education District received federal and state funds to hire teachers and reduce class size. When additional classroom space was not available, community districts were instructed to use funds to provide small group instruction for more children. The federal and state initiatives have reduced class size for approximately 90,000 students in the early grades, almost 30% of the city's K-3 population.

The school district's Division of Assessment and Accountability conducted an evaluation of the Reduced Class Size Program and found that teachers were overwhelmingly positive. Teachers indicated that students were producing higher quality work compared with regular classes. Teachers also indicated in the evaluations that students in the smaller classes were reading more and taking more interest in their work. Finally, teachers pointed that student motivation, self-confidence, and independence had increased in the smaller classes.

New York City is also using its class size reduction funds to mount an advertising campaign to recruit the best new teachers to its schools. This campaign will involve print, television, radio, online, and other media outlets; will encourage certified teachers throughout the country, college graduates, and others to teach in the nation's largest public school district; and will encourage teachers in particularly hard-to-staff areas to work in the district. The ads will also highlight a unique alternative certification pathway, which allows career-changing professionals a faster way to full instructional license. The alternative process is successful at bringing a large number of judges, attorneys, architects, firefighters, police officers, and doctors to New York City classrooms.

"An ordinary class has become a gifted class. They are thinking and responding at higher levels with an enhanced ability for learning..."

Teacher Response

Early Grade Reduced Class Size Evaluation

NYCBOE Division of Assessment and Accountability

A recent report by the Educational Priorities Panel confirmed the benefits for students of the smaller classes in New York City, and the opportunities they provided teachers to better identify student needs, provide more individual attention, cover material more effectively, and improve student achievement (1999). The Educational Priorities Panel found that students in smaller classes tended to display greater enthusiasm for reading, and appeared to be learning faster than the year before. Parental involvement also increased, according to the report, and there was a noticeable decline in disciplinary problems. The Panel also found that reducing class sizes in New York City increased teacher morale and made it easier for schools to hire qualified and experienced teachers.

OKLAHOMA CITY

Oklahoma City Public Schools (OCPS) is using its federal funds to hire and train new teachers, and provide professional development to classroom teachers. In OCPS, veteran teachers who have special training as mentors and professional development instructors provide the professional development activities. OCPS has hired 48 new teachers with their Class-Size Reduction allocation, including 20 first grade teachers, 15 second grade teachers, and 13 third grade teachers. In addition to those hired with Class Size Reduction money, every elementary school in the district is eligible to send their new teachers to the professional development provided by the federal funds, allowing instructors in 67 buildings access to this unique opportunity.

Professional development is offered in a wide variety of areas, including workshops on "Learning Styles and Multiple Intelligences", "Positive Teacher-Parent Relationships", "Framework for Understanding Poverty", "Special Education Issues in Elementary Schools", and "Phonetic Tutoring from the Literacy Center". The training has allowed new teachers to improve instruction by gaining fresh resources, generating positive ideas for use in the classroom, and setting student expectations. The focused professional development also gives new teachers opportunities for site-based training, as well as improving their understanding of curriculum and assessment.

As part of their accountability efforts, OCPS is developing an annual report regarding the use of Class-Size Reduction funds and their impact on student learning and academic achievement. Results from the study of the program showed that reduced class size increased individualized attention, provided more time for instruction in core curriculum areas, increased availability of more teaching options, increased use of varied materials, reduced discipline problems, and accelerated educational progress.

"Compare student performance before and after class size was reduced."

- ❖ Improved oral reading, math, and spelling
- ❖ Increased student confidence due to time for individualized and personalized instruction
- ❖ More on-on-one attention, thereby higher achievement
- ❖ Ability to cover more information
- ❖ Improved rapport with students
- ❖ Fewer discipline problems
- ❖ Better results on Accelerated Reader, ITBS, Benchmarks, and individualized Testing

Sample Responses

Class-Size Reduction Teacher Evaluation
Oklahoma City Public Schools

PHILADELPHIA

The overwhelming majority of teachers hired by the School District of Philadelphia with federal Class-Size Reduction funds are "Literacy Intern Teachers"—teachers with emergency certification who hold undergraduate degrees, and in some cases, graduate and professional degrees. The Literacy Interns are given intensive professional development in early balanced literacy, are supported with mentors who are experts in reading, and paired with veteran teachers who have had intensive training in early literacy. The Literacy Interns work with veteran teachers to support and enhance the instructional program by focusing on individual students and small learning groups.

In 1999, the School District of Philadelphia hired more than 250 people with college degrees, including those making mid-career job changes, to serve as Literacy Interns in K-1 classrooms across the city. Interns are paired with veteran teachers, reducing the student-teacher ratio in these classrooms to 15:1.

The Literacy Intern Teacher program has proven to be an effective alternative to traditional teacher recruitment programs, bringing trained professionals to the classroom to support the reading and language development of students. The program provides the Philadelphia Public Schools with a successful method for attracting and retaining qualified and motivated individuals to the teaching profession and to fill positions in critical shortage areas. Preliminary data show that 82% of the Literacy Intern Teachers hired under the first year of the program have remained working for the school district—a higher retention rate than usually found for new, first-year teachers in Philadelphia. Some 44 of last year's Literacy Intern Teachers are now teaching in their own classes, reducing the number of vacancies the system had to fill at the start of the 2000-2001 school year.

The more important effect of the Literacy Interns, however, is the gains in student reading achievement. A preliminary comparative analysis of teacher-reported reading levels showed that in June 1999, prior to the implementation of the Reduced Class Size/Balanced Literacy initiative in Philadelphia, 27.5% of first graders in the city were ready to move onto second grade material. In June 2000, after the first year of the Philadelphia initiative, 47.7% of first graders in the Reduced Class Size classrooms were ready to move onto second grade material. An independent evaluation of the initiative showed that a majority of the veteran teachers felt that there was a significant increase in student progress as a result of the Literacy Interns: some teachers reported their classes had improved by 15% over past years (Research for Action, July 2000).

SAN FRANCISCO

The San Francisco Unified School District (SFUSD) has used its federal resources to reduce middle school classes, because of the K-3 Class-Size Reduction (CSR) program operating with state and local funds. Current class sizes at the middle school level (approximately 33:1) require an additional 17-18 FTEs to reduce classes to 20:1 in each subject area per grade level. Federal funds have been used by the San Francisco schools to reduce class sizes in language arts and mathematics to 20:1 in the eighth grade.

An eighth grade program was chosen by the district to complement the state-funded CSR in language arts and mathematics at grade nine, and to provide additional support to meet new, challenging language arts standards required for high school graduation. The class size reduction effort was also easier to implement in the eighth grade than in elementary schools where students work in core academic teams. There continues to be a need for extending CSR into grades four and five, but space and facilities limitations make expansion difficult without major renovations.

"...Substantial performance was seen in the performance levels for elementary schools and eight grade in all subject areas. An explanation of these results is class size reduction at the elementary grade levels, and at the eight grade."

Report of Standardized Testing Results for Spring 2000
San Francisco Unified School District

The federal, state, and local efforts are also combined to provide an energetic program of teacher recruitment, testing, and professional development. The federal class-size investment allowed SFUSD to hire approximately 33 new and properly qualified English and Mathematics teachers. SFUSD provides test preparation workshops for any teacher candidates who are not fully credentialed. All candidates participate in a workshop before being assigned to classrooms, and are provided on-the-job support through mentor teachers and site-based instructional improvement activities.

All staff hired through the federal program are provided release time for curriculum-focused conferences, and professional development concentrating on effective instructional strategies to capitalize on the smaller class sizes. The program is similar to what was implemented as part of the overall K-3 CSR effort, but with emphasis on more sophisticated and appropriate material for the eighth grade. This includes algebraic content and reflective reading and writing skills. The professional development program is also available to private school instructors, consistent with the federal guidelines.

**SUMMARY OF 2ND YEAR FEDERAL CLASS SIZE REDUCTION EFFORTS
IN THE GREAT CITY SCHOOLS**

Federal class size reduction funds directed To urban schools in 2000-2001	\$161,263,344
Number of new teachers hired with 2 nd -year federal class size reduction funds	2,737
Amount of federal class size funds devoted to teacher salaries and benefits	\$138,605,335
Percentage of federal class size reduction funds devoted to teacher salaries and benefits	85.9%
Number of teachers receiving professional development with federal class size funds	26,309
Amount of federal class size funds devoted To professional development	\$17,171,025
Percentage of federal class size reduction funds devoted to professional development	10.7%
Amount of federal class size reduction funds devoted to recruitment	\$5,597,526
Percentage of federal class size reduction funds devoted to recruitment	3.5%
Percentage of cities that used funds to pay Teacher salaries	100%
Percentage of cities that used funds to Provide professional development	81% 100%

REFERENCE LIST

Educational Priorities Panel (1999). *Smaller is Better: First-hand Reports of Early Grade Class Reduction in New York City Public Schools*. New York, NY.

Research for Action (2000). *"The Best Thing I ever Did...": Reduced Class Size/Balanced Literacy Implementation*. Philadelphia, PA.

United States Department of Education (2000). *The Class Size Reduction Program: Boosting Student Achievement in Schools Across the Nation*. Washington, DC.

APPENDIX A
CLASS SIZE REDUCTION SURVEY RESULTS



Council of the Great City Schools

Class-Size Reduction Follow-up Survey Results

Main Findings

School District	Federal Class Size Reduction Allocation for FY 2000	# of Teachers Hired with Federal Allocation	Total Salary and Benefits	# of Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs
Albuquerque	\$2,424,994	45	\$1,575,000	71	\$849,594	\$400
Atlanta	\$3,361,480	58	\$2,726,480	58	\$135,000	\$500,000
Clark County	\$4,243,374	77	\$3,989,581	20	\$130,200	\$0
Cleveland *	\$5,414,952	164	\$6,547,478	486	\$576,279	\$0
Columbus	\$3,304,251	83	\$3,304,251	0	\$0	\$0
Denver	\$3,178,988	54	\$2,754,656	54	\$424,332	\$0
Des Moines	\$926,824	27	\$863,343	0	\$0	\$0
Detroit	\$14,248,477	260	\$13,640,640	399	\$333,648	\$0
Fort Worth	\$2,678,179	64	\$2,560,000	64	\$40,000	\$79,979
Jefferson County	\$2,997,455	95	\$2,950,816	0	\$0	\$0
Miami	\$12,342,413	241	\$10,561,560	241	\$1,600,000	\$0
Milwaukee	\$6,731,092	102	\$6,206,672	2,400	\$524,420	\$0
Nashville	\$2,461,731	43	\$2,068,730	1,020	\$308,451	\$36,569
New York City	\$66,072,380	804	\$52,875,000	18,850	\$8,197,380	\$5,000,000
Norfolk	\$1,506,815	36	\$1,380,502	36	\$63,109	\$63,204
Oklahoma City	\$1,714,877	48	\$1,302,700	191	\$304,877	\$0
Orange County	\$2,770,810	74	\$2,643,280	0	\$0	\$16,283
Philadelphia	\$13,180,343	253	\$10,069,609	253	\$2,435,477	\$333,350
Pittsburgh	\$2,453,462	45	\$2,169,360	45	\$244,723	\$39,379
Portland	\$1,675,260	36	\$1,626,466	0	\$0	\$0
Rochester	\$2,566,527	45	\$2,323,711	16	\$139,423	\$0
Sacramento	\$2,000,000	31	\$1,800,000	31	\$200,000	\$0

School District	Federal Class-Size Reduction Allocation FY 2000	# of Teachers Hired with Federal Allocation	Total Salary and Benefits	# of Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Remaining Costs
Salt Lake City	\$715,796	14	\$703,656	72	\$12,140	\$0
San Antonio	\$3,038,127	70	\$2,377,664	1,921	\$596,497	\$63,966
San Diego	\$4,167,085	65	\$3,074,003	127	\$968,069	\$10,000
San Francisco	\$1,800,950	34	\$1,675,000	83	\$72,000	\$0
TOTALS	\$162,190,168	2765	\$139,968,678	26,309	\$17,171,025	\$5,612,720

n= 26

* Cleveland also had \$3,044,095 in carryover funds from their FY99 federal Class-Size Reduction allocation.



Council of the Great City Schools **Class-Size Reduction Follow-up Survey** **Hiring Teachers**

School District	# of Teachers Hired					Salaries and Benefits				
	Grade One	Grade Two	Grade Three	Grade Four	Total	Grade One	Grade Two	Grade Three	Other	Total
Albuquerque	22	16	7		45					\$1,575,000
Atlanta			58		58			\$2,726,480		\$2,726,480
Clark County			66	11	77					\$3,989,581
Cleveland	43	71	50		164	\$1,716,717	\$2,834,579	\$1,996,182		\$6,547,478
Columbus	48	17	10	8	83	\$1,965,658	\$669,238	\$376,498	\$292,858	\$3,304,251
Denver					54					\$2,754,656
Des Moines					27					\$863,343
Detroit	75	105	80		260	\$3,934,800	\$5,508,720	\$4,197,120		\$13,640,640
Fort Worth	27	20	17		64	\$1,080,000	\$800,000	\$680,000		\$2,560,000
Jefferson County					95					\$2,950,816
Miami	74	79	88		241	\$3,242,969	\$3,462,088	\$3,856,503		\$10,561,560
Milwaukee	87	5	3	7	102	\$5,309,744	\$255,660	\$182,038	\$459,230	\$6,206,672
Nashville	10	14	10	9	43	\$481,000	\$673,540	\$481,000	\$432,990	\$2,068,530
New York City					804					\$52,875,000
Norfolk	9	9	9	9	36	\$345,125	\$345,125	\$345,125	\$345,127	\$1,380,502
Oklahoma City	20	15	13		48	\$543,500	\$403,800	\$355,400		\$1,302,700
Orange County	23	20	22	9	74	\$821,560	\$714,400	\$785,840	\$321,480	\$2,643,280
Philadelphia	151	5	2	95	253	\$6,053,024	\$196,891	\$78,756	\$3,740,938	\$10,069,609
Pittsburgh	13	17	15		45	\$629,550	\$821,006	\$718,804		\$2,169,360
Portland	15	13	8		36	\$701,421	\$596,947	\$328,098		\$1,626,466
Rochester	9	19	16	1	45	\$464,742	\$981,123	\$826,208	\$51,638	\$2,323,711
Sacramento				31	31				\$1,800,000	\$1,800,000

SCHOOL DISTRICT	# of Teachers Hired					Salaries and Benefits				
	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total
Salt Lake City					14				\$703,656	\$703,656
San Antonio	58	12			70					\$2,377,664
San Deigo	16	16	16	17	65					\$3,074,003
San Francisco				34	34					\$1,675,000

TOTAL	678	437	425	231	2765	\$27,289,810	\$18,263,117	\$15,207,572	\$8,147,917	\$139,468,478
-------	-----	-----	-----	-----	------	--------------	--------------	--------------	-------------	---------------

n= 26



Council of the Great City Schools

Class-Size Reduction Follow-up Survey

Professional Development

School District	New Teachers						Current Teachers						All Teachers	
	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Total Number	Total Cost
Albuquerque					26		22	16	4	3	45		71	\$849,594
Atlanta			20		20				38		38		58	\$135,000
Clark County	8	7		5	20								20	\$130,200
Cleveland	43	71	50		164		110	136	76		322		486	\$576,279
Denver					25						29		54	\$424,332
Detroit	32	35	32		99	\$127,043	86	113	101		300	\$206,605	399	\$333,648
Fort Worth		2	2		4	\$5,000	27	18	15		60	\$35,000	64	\$40,000
Miami	7	5	12		24		67	74	76		217		241	\$1,600,000
Milwaukee	300	300	300	300	1,200	\$262,210	300	300	300	300	1,200	\$262,210	2,400	\$524,420
Nashville					220						800		1,020	\$308,451
New York City													18,850	\$8,197,380
Norfolk				9	9	\$15,700	9	9	9		27	\$47,409	36	\$63,109
Oklahoma City	20	15	13	128	176		7	5	3		15		191	\$304,877
Philadelphia	46	2		29	77	\$741,232	105	3	2	66	176	\$1,694,245	253	\$2,435,477
Pittsburgh	2	1			3		11	16	15		42		45	\$244,723
Rochester	2	8	6		16	\$139,423							16	\$139,423
Sacramento													31	\$200,000
Salt Lake City			1		1		20	20	15	16	71		72	\$12,140
San Antonio					192						1,729		1,921	\$596,497
San Diego	16	16	16	17	65		16	16	15	15	62		127	\$968,069
San Francisco					34						49		83	\$72,000

School District	New Teachers						Current Teachers						All Teachers	
	Grade One	Grade Two	Grade Three	Grade Other	Total Number	Total Cost	Grade One	Grade Two	Grade Three	Grade Other	Total Number	Total Cost	Total Number	Total Cost
TOTALS	476	462	432	488	2,329	\$1,290,608	758	710	627	397	5,099	\$2,245,469	26,309	\$17,171,025

n= 21



Council of the Great City Schools

Class-Size Reduction Follow-up Survey

Recruitment

School District	TOTAL	Advertising	Travel	Bonuses	Packages	Other	Description of Other/Notes
Albuquerque	\$400						
Atlanta	\$500,000			\$500,000			Hiring Bonuses
Fort Worth	\$79,979					\$36,000	Project Manager
Nashville	\$36,569						Used for advertising/travel for interviews
New York City	\$5,000,000						Nationwide advertising campaign
Norfolk	\$63,204						\$18,000 for recruiting; \$45,204 for indirect costs
Orange County	\$16,283	\$3,000	\$12,500			\$783	Postage and supplies
Philadelphia	\$333,350					\$333,350	
Pittsburgh	\$39,379					\$39,379	
San Antonio	\$63,966	\$8,000	\$32,000		\$23,966		
San Diego	\$10,000	\$1,000	\$9,000				
TOTALS	\$5,442,730	\$12,000	\$53,500	\$0	\$23,966	\$409,512	

n= 11

APPENDIX B
CLASS SIZE REDUCTION PROGRAM SURVEY



Council of the Great City Schools

The following questions regard the funds your district has received from the federal Class-Size Reduction program.

1. Actual amount of your school district's Class-Size Reduction (CSR) grant award for the 2000-2001 school year (the second year of the program)?

2. Amount of 2000-2001 CSR funds district has spent on recruiting costs: TOTAL:

Advertising:

Travel to interview prospective teachers:

Hiring bonuses:

Hiring packages (paying for college tuition, moving expenses, etc.):

Other:

3. Please complete the table below regarding the teachers, and their salaries and benefits, your district pays for with federal Class-Size Reduction funds.

Teachers	Number of Teachers Hired w/Federal Class-Size Funds	Salary and Benefits
Grade One		
Grade Two		
Grade Three		
Other (Grades _____)		
TOTAL		

4. Please provide the number of current and new teachers who have received, or are planning to receive, professional development with CSR funds for the 2000-2001 school year, as well as the cost.

Grade Level	# of New Teachers	# of Current Teachers	Total
Grade One			
Grade Two			
Grade Three			
Other (Grades _____)			
TOTAL COST			

5. Please provide, on an attached sheet, any additional anecdotal information which demonstrates the success and importance of the Class-Size Reduction program in your district.

Feel free to contact Manish Naik or Gabriela Uro at (202) 393-2427 with any questions.

Please fax completed surveys to Manish Naik at (202) 393-2400.

Surveys must be returned by September 29, 2000.

APPENDIX C
CLASS SIZE REDUCTION PROGRAM

CLASS SIZE REDUCTION PROGRAM PL 106-113

SEC. 310 (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education - (1) shall make available a total of \$6,000,000 to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities under this section; and (2) shall allocate the remainder by providing each State the same percentage of that remainder as it received of the funds allocated to States under Section 307(a)(2) of the Department of Education Appropriations Act, 1999.

(b)(1) Each State that receives funds under this section shall distribute 100 percent of such funds to local educational agencies, of which-

- (A) 80 percent of such amount shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S. C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year; and
- (B) 20 percent of such amount shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary and secondary schools within the boundaries of such agencies.

(2) Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new fully qualified teacher in that agency who is certified within the State (which may include certification through State or local alternative routes), has a baccalaureate degree, and demonstrates the general knowledge, teaching skills, and subject matter knowledge required to teach in his or her content areas, that agency may use funds under this section to (A) help pay the salary of a full- or part-time teacher hired to reduce class size, which may be in combination with other Federal, State, or local funds; or (B) pay for activities described in subsection (c)(2)(A)(iii) which may be related to teaching in smaller classes.

(c)(1) The basic purpose and intent of this section is to reduce class size with fully qualified teachers. Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with fully qualified teachers who are certified within the State, including teachers certified through State or local alternative routes, and who demonstrate competency in the areas in which they teach, to improve educational achievement for both regular and special needs

children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction is most effective.

(2)(A) Each such local educational agency may use funds under this section for

- (i) recruiting (including through the use of signing bonuses, and other financial incentives), hiring, and training fully qualified regular and special education teachers (which may include hiring special education teachers to team-teach with regular teachers in classrooms that contain both children with disabilities and non-disabled children) and teachers of special-needs children, who are certified within the State, including teachers certified through State or local alternative routes, have a baccalaureate degree and demonstrate the general knowledge, teaching skills, and subject matter knowledge required to teach in their content areas;

- (ii) testing new teachers for academic content knowledge and to meet State certification requirements that are consistent with title II of the Higher Education Act of 1965; and

- (iii) providing professional development (which may include such activities as promoting retention and mentoring) to teachers, including special education teachers and teachers of special-needs children, in order to meet the goal of ensuring that all instructional staff have the subject matter knowledge, teaching knowledge, and teaching skills necessary to teach effectively in the content area or areas in which they provide instruction, consistent with title II of the Higher Education Act of 1965.

(B)(i) Except as provided under clause (ii) a local educational agency may use not more than a total of 25 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).

- (ii) A local educational agency in an Ed-Flex Partnership State under Public Law 106-25, the Education Flexibility Partnership Act, and in which 10 percent or more of teachers in elementary schools as defined by section 14101(14) of the Elementary and Secondary Education Act of 1965 have not met applicable State and local certification requirements (including certification through State or local alternative routes), or if such requirements have been waived, may apply to the State educational agency for a waiver that would permit it to use more than 25 percent of the funds it receives under this section for activities described in subparagraph (A)(iii) for the purpose of helping teachers who have not met the certification requirements become certified.

- (iii) If the State educational agency approves the local educational agency's application for a waiver under clause (ii), the local educational agency may use the funds subject to the waiver for activities described in subparagraph (A)(iii) that are needed to ensure that at least 90 percent of the teachers in elementary schools are certified within the State.

(C) A local educational agency that has already reduced class size in the early grades to 18 or less children (or has already reduced class size to a State or local class size reduction goal that was in effect on the day before the enactment of the Department of Education Appropriations Act, 2000, if that State or local educational agency goal is 20 or fewer children) may use funds received in this section—

(i) to make further class size reductions in grades kindergarten through 3;

(ii) to reduce class size in other grades; or

(iii) to carry out activities to improve teacher quality, including professional development.

(D) If a local educational agency has already reduced class size in the early grades to 18 or fewer children and intends to use funds provided under this section to carry out professional development activities, including activities to improve teacher quality, then the State shall make the award under subsection (b) to the local educational agency.

(3) Each such agency shall use funds under this section only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.

(4) No funds made available under this section may be used to increase the salaries or provide benefits, other than participation in professional development and enrichment programs, to teachers who are not hired under this section. Funds under this section may be used to pay the salary of teachers hired under section 307 of the Department of Education Appropriations Act, 1999.

(d)(1) Each State receiving funds under this section shall report on activities in the State under this section, consistent with section 6202(a)(2) of the Elementary and Secondary Education Act of 1965.

(2) Each State and local educational agency receiving funds under this section shall publicly report to parents on its progress in reducing class size, increasing the percentage of classes in core academic areas taught by fully qualified teachers who are certified within the State and demonstrate competency in the content areas in which they teach, and on the impact that hiring additional highly qualified teachers and reducing class size, has had, if any, on increasing student academic achievement.

(3) Each school receiving funds under this section shall provide to parents upon request, the professional qualifications of their child's teacher.

(e) If a local educational agency uses funds made available under this section for professional development activities, the agency shall ensure for the equitable participation of private nonprofit elementary and secondary schools in such activities.

Section 6402 of the Elementary and Secondary Education Act of 1965 shall not apply to other activities under this section.

(f) ADMINISTRATIVE EXPENSES--A local educational agency that receives funds under this section may use not more than 3 percent of such funds for local administrative costs.

(g) REQUEST FOR FUNDS--Each local educational agency that desires to receive funds under this section shall include in the application required under section 6303 of the Elementary and Secondary Education Act of 1965 a description of the agency's program to reduce class size by hiring additional highly qualified teachers.

(h) No funds under this section may be used to pay the salary of any teacher hired with funds under section 307 of the Department of Education Appropriations Act, 1999, unless, by the start of the 2000-2001 school year, the teacher is certified within the State (which may include certification through State or local alternative routes) and demonstrates competency in the subject areas in which he or she teaches.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Smaller is Better

**First-hand Reports of Early Grade
Class Size Reduction in
New York City Public Schools**



Educational Priorities Panel