

Education—Class Size

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Federal News Service

NOVEMBER 8, 1999, MONDAY

SECTION: WHITE HOUSE BRIEFING

LENGTH: 3150 words

HEADLINE: SPECIAL WHITE HOUSE BRIEFING ON EDUCATION

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WHITE HOUSE BRIEFING ROOM

WASHINGTON, D.C.

BODY:

BARRY TOIV: Good afternoon, everybody. As Joe mentioned, the Department of Education has issued today an excellent report that -- which is right here -- a local success story is reducing class size based on the teacher -- the additional teachers that we got last year in the Congress. Here to brief on that report and on the current debate in the Congress on appropriations and teachers, our secretary of Education, Dick Riley and the president's domestic policy advisor, Bruce Reed.

SEC. RILEY: Thank you. As we approach the final days of this session, I'm really somewhat astonished that we have not been able to settle a matter that I think should have been settled months ago. Class size reduction is something that's so clearly beneficial to our students' ability to learn and teachers' ability to teach effectively that it really somewhat bewilders me that it's standing in the way of conclusion on some of these budget decisions.

The truism that smaller class size makes for better education is an important reason, really, why we were able to reach a bipartisan agreement last year on this very same issue. It's why more than 29,000 teachers have already made their way into the classroom and begun to fulfill the president's commitment to make quality education one of his very clear national priorities.

Now, it's unfortunate that the majority in Congress have supplanted common sense with political posturing. The benefits of smaller class size for both students and teachers are abundantly clear. Research has shown that class size reduction in early grades with a qualified teacher leads to higher student achievement in reading and in math. Benefits are greatest for disadvantaged and minority students. What's more, as recent analysis reveals, the payback that comes from participating in small classes increases from year to year -- it gets increasingly better in terms of achievement.

Other things that research shows that smaller class size helped with, in addition to higher student achievement, is more individualized attention, fewer classroom disruptions, strong foundation in basic reading and math, fewer failures, students better prepared for college.

And that's why the schools across the nation have seized on the support that we

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have offered by this initiative to enhance learning in their own classrooms. And as this report that was shown -- that we are issuing today makes clear, the funds are already being used in the Class Size Reduction Initiative passed last year -- to good use. And they are making a real difference in students' learning.

For example, the report shows that approximately 1.7 million children are expected to benefit directly in this school year by being educated in smaller class sizes. An average class size has been reduced by more than five students in grade levels and schools where the vast majority of teachers hired with these funds were there and there to teach.

What's more the class-size-reduction plan passed last year provides the kind of flexibility to local schools that allows them to support local objectives and priorities. And I'll mention just a couple briefly. Arguments are wrong that don't understand that.

As our report shows, there is no one prescribed manner of use for this money. Columbus, Ohio, the funds are being used to help turn around low-performing schools by reducing class size by 25 to 15 in grades one through three.

Montgomery County, Maryland; the funds are helping to give every student in grades one and two a class size of no more than 15 for reading instruction. And application of these funds in Philadelphia, Pennsylvania, Jackson, Mississippi, shows how lowering class size works hand in hand with efforts to recruit and to prepare qualified teachers.

Nationally, local school districts have spent nearly a hundred million dollars of these funds for teacher training in order to strengthen teacher quality. I think that's the important part of this discussion. In 40 urban school districts alone according to the "Great City Schools" report, these funds have helped provide more than 22,000 new and current teachers with the most effective instructional practices, there in these 40 urban school districts.

Smaller class size, as supported by this legislation, allows our teachers and students to do the best they can do. And teachers can't teach effectively when they are hampered by the burden of too many students in the classroom.

So President Clinton and Vice President Gore have made education a national priority, and they were speaking for the American people when they have done it. And I hope that this Congress can get beyond partisanship and work with the administration to meet this common desire.

Bruce?

MR. REED: Thank you, Mr. Secretary.

Let me make three quick points to reinforce what the secretary said. First is, class size reduction is clearly working. As Secretary Riley pointed out, this report shows that school districts are hiring an estimated 29,000 highly qualified teachers with the funds from last year's budget agreement. The program's helping 1.7 million children, and the average class size in grades one to three in the schools that are being helped has dropped from 23 to 18. It's also going to support professional development and teacher quality. Because of this program, we're hiring more teachers and better teachers. And our view is the program's working, it's not broke, don't fix it. We want a budget that hires more teachers, not one that fires the teachers school districts have hired this year.

The second point is that despite the rhetoric around this issue, this debate is not really about flexibility and local control. As Secretary Riley said, there is enormous flexibility in the current proposal. It's about whether we're actually going to give Americans smaller classes with good teachers, or whether we're just going to promise them a pig in a poke. Republicans like to talk

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about sending money to the classroom. That's exactly what this program does. Funds go directly to the local school district, which decides who to hire and which schools to help.

And local districts around the country like this program. This report shows how much they can do with the money, what kind of flexibility and innovation it's helping to inspire. The only requirement is that, since the purpose of this program is to hire quality teachers to reduce class size, the funds actually have to go to keep that promise, higher-quality teachers to reduce class size, and not go to projects totally unrelated to what we've all agreed we should be doing.

The Labor-HHS bill that Congress passed and the president vetoed last week would not only have failed to guarantee a single dollar going to class size reduction, but it would have opened a back door to allow communities to use class size funds for vouchers. That's not flexibility, that's ideology, and we believe the taxpayer dollars should go for smaller classes and more teachers in the public schools, not vouchers in the private schools.

And the third and final point is this shouldn't be a partisan issue. Everyone involved in this debate agreed to this program last year. Now, Republicans and Democrats created it together in last fall's budget agreement before the election. Leading Republicans put out statements praising the program. Dick Armey praised it. Bill Goodling, the Education chairman, called it, quote, "a real victory for the Republican Congress, but more important, its a huge win for local educators and parents who are fed up with Washington mandates, red tape and regulation." Last fall, Republicans ran campaign ads touting this victory. And our view is that smaller classes are a good idea every year, not just in election years, and we ought to keep the promise this year.

SEC. RILEY: Any questions?

Q Mr. Secretary, do you have enough teachers in this country, qualified teachers needed all over the country, or you have to import them? I mean, do you have them in this country?

SEC. RILEY: Well, over the next 10 years, the number that our research shows, that we've used, is that we're going to need an additional 2.2 million teachers. That's over a 10-year period. And we then have the job to do in this country to make sure that we develop that many teachers. And we have several programs, of course, which deal with that in the Higher Education Act and in other proposals, and this is one of them, of course. Under this proposal, you can take -- the local school district has the option to take this money and use it to recruit teachers, young people who might be interested in teaching, but to recruit them or whatever; to train teachers -- and as this report shows, several school districts use it very effectively to train teachers; or to hire teachers. So you have complete flexibility. So this particular program will help with the issue you mention.

I think we have sufficient teachers here if we put the proper resources to training them, to recruiting them, and to have professional development. Fifteen percent of this money can be used for existing teachers for professional development, to help them to become better teachers in these early grades, especially in reading.

Q Secretary Riley, what about a school or a school board that has an adequate number of teachers -- and I realize that they may be few and far between -- can it use this money for other expenses, if it's already got class sizes down? For example, if maybe they need half a teacher or whatever to get the school down to 16 students per class, but they desperately need to buy some computers, can they use the extra funds for those type of appropriations?

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SEC. RILEY: The proposals that we have, the initiative that's under way, calls for, of course, using the funds to prioritize class size for those early grades, down to 15 to 18. Then, of course, you can use them for other grades. You can also use 15 percent of the funds for professional development all along. You can use all of it for training and recruiting.

Now if you have all that done is the example you give -- and I would think there are very, very few school districts where all of that is in place, but if it is, in all grades you have class sizes down or whatever, you can of course use the funds, all of the funds, for improving teachers.

As you know, we are big on standards, and the states have standards. And the way to get standards in the classroom is to have quality teachers. That is the key to it. So all of our programs basically are moving in the direction of getting the class size down and having quality teachers in all classes. So yes, the funds can be used for purposes of improving teaching, which is really the basic purpose of education. But that is it.

Q So if computers would improve teaching, they could use the money to buy computers with it?

SEC. RILEY: I don't think that, unless it was part of a professional development program. Would you say --

MR. REED: Yeah, I think that the way the law is written, the law we -- that both Republicans and Democrats agreed to last year -- if a school district has already reached the target of class sizes in the early grades of 18, then it can use the money to reduce class sizes in other grades, or it can use the money on professional development and teacher quality, which encompasses a variety of activities.

There are other programs that are at issue in this budget -- to make sure, for example, that communities have enough money to buy computers in the schools. That's been a priority for the president and the vice president. And I believe that the conference agreement doesn't fund education technology to the level that we asked for, but they've backed away from plans to cut it.

Q So this money for 100,000 teachers has to go into teachers in some way, shape, or form; it can't go to any other school expenses or appropriations?

SEC. RILEY: That's right. Now, you know, the technical question, I guess, for software and professional development programs, something that would be enhancing teachers, but I don't think --

Q But I wonder, what do you say to the rare school district that already has done a good job of getting class size down but says, "You know, we could really use this money for something else." Do you say --

MR. REED: Well, you know, they're -- school districts already get other block grants; there's other flexible money that --

Q Well what about this money?

MR. REED: Well, I think that the -- we're trying to achieve two things; more teachers for smaller classes in the early grades, and better teachers. As this report points out, the program has already helped 1.7 million children. But there are millions of other children who are not yet in classes that are at the smaller level that all the research shows they need to be in order to learn effectively. And as the secretary pointed out, as a nation, we face an enormous challenge in improving the quality of teaching.

So I think that it's not a burden to a local school district to say, you know, first you need to provide smaller classes with good teachers, and once you've achieved that goal you need to make sure that -- or you can use the money to improve teacher quality generally. That's a -- any school district could easily find use for those purposes.

Q I'm just trying to -- you know -- looking at the discrepancy between the

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Republican proposal and the president's proposal, is the Republican proposal would allow school districts to use the money as they saw necessary, whereas your program would dictate to schools that it's got to be used for teachers. SEC. RILEY: Well, in this report -- I want to make sure you have one of these reports -- shows the flexibility that's out there in the use of the funds, and the innovative, creative way that districts are using the funds to recruit and to train teachers, working in combination with other programs, and it is very interesting. In those districts where it is being used, the schools then that have been targeted really have gotten down in the range of 17, 18 pupils per class in those early grades in mostly poor schools. So I think it's very clear that it's being used in a very creative, flexible way. It's not like some demand to go out and just hire teachers.

The drive is for lower class size, no question about that. That's the priority. But it's a very flexible program. And I'd say this. If the block grant concept -- this study that we have produced today is on a -- it would not be possible under a block grant program. How would you analyze the effectiveness of your federal dollars? You have federal dollars going out in some broad way, and if they are being wasted or if they're not being put to proper priorities, then you have no way in the world of evaluating, monitoring; no accountability. And that's another word that the Republicans use a lot. But there'd be some accountability here. You could see what's happening to classes, what's happening to teachers. As I say, that's consistent with our effort standards move to the classroom.

MR. REED: And if I could just make one more point to reinforce the notion of how important it is to have accountability and to have a program that actually insists on results and delivers on what it purports to deliver. We've already had this debate. We had the same debate on the president's initiative to put 100,000 cops on the street. The initial Republican reaction was let's just do a block grant, let the local communities decide, they can spend the money however they want to. We said that the most important thing we can do to reduce crime is to hire more police officers, do it in community policing. We gave the local communities enormous flexibility in how they would deliver on that promise, but the basic notion was, the way to reduce crime is to put more cops on the street in community policing.

And that program has been in place for six years. It's been enormously successful. We have beaten back repeated Republican efforts to turn it into a block grant. The crime rate has dropped every single year the program has been in place. We're in the midst of the longest continuous decline in crime on record.

So our view is that we need to give communities flexibility, as we have, but we shouldn't be trying to pass off a program as class size reduction if it's not really going to reduce class size.

Q Maybe I didn't understand your question -- your answer to Mr. Roberts' questions. You seem to be saying there's flexibility regarding how to get the class size, there's no flexibility on the goal; you have to use the money to reduce class size. If you could find a way to reduce your class size without adding more teachers, you can use your money for that; is that what you're saying?

MR. REED: I think -- the question was about, "What about school districts that have already reduced class sizes?" I think it's -- you know, it's mathematically difficult to reduce class sizes without adding teachers --

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Q Well, that's what I thought. (Laughter.)

MR. REED: -- unless you had fewer students. I suppose that the Republican voucher scheme might achieve that result.

But our point is just that -- there is plenty of flexibility for schools that have already met the target, to spend the money on professional development and spend the money on reducing class size in other grades.

Q So the only grades they could use it on class size -- (inaudible) -- in upper grades?

MR. REED: That's right.

SEC. RILEY: But the flexibility -- and we think it's important to note, and this report goes into that -- shows there is a lot to class size other than just hiring teachers. You have to recruit teachers, you have to train teachers, you have to bring about teachers. And then you have to professionally prepare teachers who are already out there. So this program is flexible in that regard. But you're right; the goal is class size and quality teaching. It's both.

Q Didn't California mandate hiring more teachers, and they found out they didn't have enough qualified teachers to meet the goal?

MR. REED: Yeah. I think that -- we have done a -- the report details some of the differences between our proposal and what California tried to do. Our proposal is phased in so it allows time to hire quality teachers, rather than trying to achieve the goal everywhere in the first year, as California tried to do. It's targeted so it starts with the neediest places. California, again, was across the board.

And then there is plenty of money in our proposal for professional development to make sure that the teachers are qualified.

SEC. RILEY: Good. Thank you all.

MR. REED: Thanks.

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LANGUAGE: ENGLISH

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LESSONS FROM EARLY IMPLEMENTATION

When a record 53.2 million students returned to school this fall, students and their teachers in the early grades began to benefit from a growing national effort to lower class size. This year, five States — Iowa, Maryland, Minnesota, New York, and Wisconsin — enacted new initiatives or significantly expanded existing initiatives to lower class size. As a result, some 20 States now have class size reduction initiatives in place. And in July, every State received its share of \$1.2 billion provided by the U.S. Department of Education's new Class Size Reduction Program, an initiative to help communities hire 100,000 qualified teachers over seven years in order to reduce class size in grades one through three to a national average of 18 students.

These funds are already being put to good use. Based on preliminary data from nearly 46 percent of the nation's school districts, the Department of Education estimates that:

- More than 29,000 teachers have been hired with FY 1999 Class Size Reduction Program funds.
- Approximately 1.7 million children are expected to benefit directly in the 1999-2000 school year by being educated in smaller classes.
- School districts are concentrating this first installment of funds so that it makes a big difference for some students immediately. Average class size in the early grades has been reduced by more than five students, from approximately 23 to 18, in the schools where the vast majority of teachers hired with these funds teach.
 - 42% of the teachers are teaching in first grade. In their schools, average class size fell from approximately 23 students to approximately 17 students.
 - 23% of the teachers are teaching in second grade. In their schools, average class size fell from 23 students to less than 18 students.
 - 24% of the teachers are teaching in third grade. In their schools, average class size fell from more than 23 students to just over 18 students.
- In order to strengthen teacher quality, school districts are using approximately 8% of the funds they received to support professional development for teachers.

NEW STATE CLASS SIZE REDUCTION INITIATIVES

Some 20 States have their own initiatives to lower class size. This year, at least five States joined California, Indiana, Washington and other States to invest their own resources in bringing the benefits of smaller classes to their students. These new State initiatives are:

- *Iowa* created the Class Size/Early Intervention Program to reduce class size in kindergarten through third grade to 17 students for basic skills instruction. The State will phase in the program over four years, allocating \$10 million in the first year, \$20 million in the second, \$30 million in the third, and at least \$30 million in the fourth.
- *Maryland* established the Maryland Learning Success Program, an initiative to reduce class size in grades one and two, particularly for reading, to 20 students. The program, which will be phased in over four years, requires school systems to set specific performance targets and establishes a goal of hiring approximately 1,000 teachers, while reserving additional funds for professional development, supplies, and other implementation costs.
- *Minnesota* significantly expanded its class size reduction program in 1999, adding more than \$100 million over two years to current funding levels of \$90 million annually. The State's program, which began in 1995, strives to reduce class size to 17 students in kindergarten through sixth grade, but requires districts to first target kindergarten and first grade.
- The State of *New York* began implementing its class size reduction program, which targets funds for reducing average class size in kindergarten through third grade to 20 students. Funded at \$75 million this year, the program will be phased in over three years, with second-year funding expected at \$150 million and third-year funding at \$225 million. Funds may be used for teacher salaries and benefits, as well as for one-time start-up costs for each new classroom; however, funds may not be used for new buildings or professional development. The State targets funds to school districts according to enrollment.
- *Wisconsin* significantly expanded SAGE, its class size reduction program, from the current 78 schools to an additional 400 to 500 schools. These schools, which typically have high numbers of low-income students, participate in SAGE on a voluntary basis, signing contracts to reduce class size in kindergarten through third grade to 15 students. To support this expansion, SAGE funding rose from \$18 million for 1999 to \$58 million for 2000.

THE CLASS SIZE REDUCTION PROGRAM: HOW IT WORKS

The Department of Education's Class Size Reduction Program was enacted a year ago as part of the 1999 Department of Education Appropriations Act. In 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, in order to reduce class size in grades one through three to a national average of 18 students. This year, the President sent legislation to Congress to authorize the full seven-year effort, and his budget proposal asks Congress to provide an additional \$200 million in funding, raising the total to \$1.4 billion for the 2000-01 school year to help local communities hire an additional 8,000 teachers, for a total of 37,000 teachers.

Program funds are distributed to States by formula. All 50 States, the District of Columbia, and Puerto Rico participate in the program. Because 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% of the funds to school districts based on the number of poor children in each district. The remaining 20% 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 3% of the funds may be used for administrative costs. Because small classes make the greatest difference when teachers are well-trained, school districts may use up to 15% of the funds for providing professional development to both newly hired and experienced teachers in the early grades. The remainder of the funds are for recruiting, hiring, and training certified regular and special education teachers and teachers of children with special needs, including teachers certified through State and local alternative routes.

Average class size varies considerably from district to district. Although the Department of Education estimates that average class size nationwide in grades one through three is just above 22 students — and often considerably higher in large districts and high-poverty schools — there are districts where class size is already at or below 18 students. The Class Size Reduction Program provides flexibility to accommodate these school districts, as well as the growing number of school districts that will reach a class size target of 18 students as a result of the program. Districts that have reduced class size in the early grades to 18 students may use program funds to make further reductions in class size in those grades, to reduce class size in other grades, or to take other steps to improve the quality of teaching.

Currently, the program requires small, typically rural school districts that do not receive enough funds under the formula to hire an additional teacher and that have not reduced class size in the early grades to 18 students to form consortia with other school districts in order to receive funds. While a consortium is often an effective and efficient way for small districts to share resources and achieve common objectives (for example, providing professional development), sharing a teacher among school districts is almost never a workable strategy for lowering class size. Consequently, the Department of Education has waived the consortium requirement for each of the 40 States that sought a waiver. School districts in these States may hire additional teachers by combining program funds with local, State or other Federal funds, or may use program funds to provide professional development for their existing teachers.

RESEARCH UPDATE: GROWING EVIDENCE THAT SMALLER CLASSES MAKE A DIFFERENCE

In March 1999, the Department of Education released *Reducing Class Size: What Do We Know?* (available on the Internet at <http://ed.gov/pubs/ReducingClass>). The report summarized substantial research showing that class size reduction in the early grades leads to higher student achievement in reading and math when class size is reduced to 15-20 students. The benefits of smaller classes are greatest for disadvantaged and minority students. Additional studies, reported recently, have confirmed and expanded on these findings:

Smaller Classes Lead to Lasting Academic Improvements. Several new analyses of the Tennessee Class Size Reduction program show that reducing class size has both immediate and long-term benefits. The benefits of participating in small classes increase from year to year, both in the early grades when classes were small, and in subsequent years when students were placed in larger classes. At the end of fifth grade, students who were in small classes in grades one through three were about half a school year (5 months) ahead of students from larger classes, in all subjects – reading, language arts, math and science. Further, follow-up studies of the same students show that high school students who were in small classes in grades one through three beginning in 1985 were less likely to be held back a year or be suspended compared with their peers from larger classes. Students from small classes were found to be making better grades in high school and taking more advanced courses.^{1, 2, 3}

Teachers Benefit Too. Research on Wisconsin's class size reduction effort (SAGE) show that both teachers and students benefit from smaller classes. Teachers spend more time on instruction and less time on discipline problems. Teachers say they know their students better, know where each child is in the learning process and can provide more individualized instruction. All of these improvements in teaching are matched by increased student achievement, making teaching more rewarding.⁴

Beyond Academics. The benefits of reduced class size in the early grades go beyond the well-documented improvements in reading, mathematics and science. Smaller classes also lead to better identification of students who need special help, increased student participation and engagement, improved behavior, and reduced retention in grade. In a recent book, Professor Charles Achilles concluded that the outcomes associated with small classes are the foundation of safe schools: improved student behavior and human relations skills; increased participation in schooling and school-sanctioned events; increased sense of community in small classes; and generally improved school climate where students, teachers and parents feel more comfortable.¹

1 Achilles, Charles (1999). *Let's Put Kids First. Finally: Getting Class Size Right*. Thousand Oaks, CA: Corwin Press, Inc.

2 Finn, Jeremy D. and Charles M. Achilles "Tennessee's Class Size Study: Findings, Implications, Misconceptions pp 97-109 in Educational Evaluation and Policy Analysis (EEPA), SPECIAL ISSUE – Class Size: Issues and New Findings, volume 21, No. 2 (Summer 1999). Washington, D.C.: American Educational Research Association.

3 Pate-Bain, Helen; B. De Wayne Fulton, Jayne Boyd-Zaharias. *Effects of Class Size Reduction in the Early Grades (K-3) on High School Performance*. Nashville: HEROS, Inc. 1999

4 Molnar, Alex et. Al. "Evaluating the SAGE Program: A Pilot Program in Targeted Pupil-Teacher reduction in Wisconsin." Pp. 165-177 in Educational Evaluation and Policy Analysis (EEPA), SPECIAL ISSUE – Class Size: Issues and New Findings, volume 21, No.2 (Summer 1999). Washington, D.C.: American Educational Research Association.

IMPLEMENTATION CHALLENGES AND OPPORTUNITIES

The benefits of smaller classes with qualified teachers are clear. Available research, including the Tennessee STAR study, the Wisconsin SAGE program, and an evaluation of California's class size reduction initiative, show that small classes with qualified teachers lead to higher student achievement, more individualized attention for students, and fewer classroom disruptions. Small classes in the early grades give students a strong foundation in basic math and reading skills. They also provide long term payoffs, including fewer students retained in their grade, higher student achievement each year even after students are placed in larger classes, and better student preparation for college.

Although it is important to lower class size, it is not easy. Many schools lack extra classrooms for smaller classes. As the nation struggles to recruit and hire nearly two million teachers over the next decade, many communities — especially high-poverty urban and rural school districts — are already experiencing difficulties in recruiting and retaining qualified teachers. And State and local policymakers face the task of ensuring that lowering class size is an integral part of comprehensive reforms aimed at helping all children learn to high academic standards.

Fortunately, the Class Size Reduction Program provides school districts with the resources and flexibility they need to address these challenges. It also allows districts to use program funds to help meet local education priorities, such as improving early reading achievement, turning around low performing schools, ending social promotion the right way, or targeting help to the neediest students and schools. Indeed, although schools are only in the first months of program implementation, school districts across the country are already demonstrating how class size reduction can be an integral part of their efforts to boost student achievement and promote quality teaching.

Recruiting qualified teachers

While disadvantaged students are most likely to benefit from small classes, high-poverty urban and rural school districts face the most severe challenges in recruiting and retaining qualified teachers. For example, the National Commission on Teaching and America's Future found that students in schools with the highest concentrations of poverty — those who often need the most help from the best teachers — are most likely to be taught by teachers who are not fully qualified.

The Class Size Reduction Program enables school districts to address their need for fully qualified teachers. According to a recent report by the Council of Great City Schools, which examined how 40 big city school districts are implementing the program, almost 90% of the 3,558 new teachers hired under the program have full certification. Only three school districts reported employing instructors with emergency credentials.

Philadelphia is using Federal class size reduction funds to address the related challenges of teacher recruitment, support for new teachers, and class size reduction. In addition to hiring 34 fully certified teachers, the city has hired 254 “Literacy Interns,” college graduates who lack teacher certification. Many are mid-career adults making the transition to teaching. After intensive summer training in balanced approaches to literacy instruction, these interns now work in self-contained, reduced-size classrooms under the supervision of fully certified teachers, delivering research-based literacy instruction in kindergarten and first grade. They are also enrolled in alternative teacher education programs that lead to full certification. Once certified, the former Literacy Interns will teach in small classes on their own. Throughout their initial years in the classroom, the Literacy Interns receive an extraordinary amount of mentoring and support, and their students experience the benefits of smaller classes immediately. In sum, Philadelphia’s unique strategy recruits capable people into teaching and ensures that they become fully qualified.

Using Class Size Reduction Program funds, the *Jackson Public Schools* in Mississippi hired 20 additional teachers and placed them in 20 low-performing elementary schools. Many of these teachers had previously retired or had left the district, but were recruited to return because of the opportunity to teach in smaller classes and to work closely with other teachers. These experienced teachers are also serving as mentors for less experienced teachers, and they often team up with beginning teachers to provide regular support and supervision.

Philadelphia and Jackson show how lowering class size can work hand in hand with efforts to recruit and prepare qualified teachers. However, in some circumstances, class size reduction can have unintended consequences. For example, *California* launched a major statewide class size reduction program in 1996, investing approximately \$1.5 billion annually over the last three years. The first evaluation report showed that class size reduction led to increased student achievement. But the initiative has also led many experienced teachers to leave jobs in urban school districts for teaching jobs in more attractive suburban systems. Further, it has caused the widespread use of teachers with emergency credentials, particularly in high-poverty urban and rural districts.

The Clinton Administration monitored California’s experiences carefully from the outset and designed the Class Size Reduction Program to avoid such unintended consequences. For example, while California provides equal funding to all school districts regardless of need, the Federal program targets funds to high-poverty school districts, drawing teachers into these districts instead of creating opportunities for teachers in these districts to leave. Moreover, while California school districts receive class size reduction funding only if they immediately meet a strict limit of 20 students *per class*, the Federal program supports a more gradual approach, allowing school districts over time to reach the more flexible goal of reducing class size to 18 students *on average*. Furthermore, this gradual approach gives school districts more time to recruit and hire qualified teachers. Finally, unlike California’s program, the Federal program invests in teacher quality by providing funds for teacher recruitment, preparation, and professional development.

The Department of Education has worked closely with California education officials to ensure that Federal class size reduction funds alleviate rather than exacerbate the difficulties faced by many school districts. The Department provided California school districts with a waiver allowing them to use funds under this program to improve teacher quality or reduce class size in other grade levels, once they have met the State class size target of 20 in the early grades. Further, the Department required school districts with uncertified teachers in the early grades to use a portion of these funds to help teachers complete certification requirements.

The *Long Beach Unified School District* is using its Federal class size reduction funds to hire 15 new teachers to reduce class size in ninth grade and to strengthen the quality of teachers they have already hired to reduce class size in the early grades. Federal funds support five internship programs to prepare and certify teachers currently holding emergency credentials. These programs provide participants with support from experienced teachers, who meet regularly with uncertified teachers and give feedback after observing them at work. Participants in the internship also take courses and provide 30 hours of instruction in support of the State's early reading initiative while under the observation of a mentor teacher.

Improving early reading achievement

Students who are proficient readers by the end of third grade are more likely to succeed academically and graduate from high school. Reducing class size in grades one through three, especially when coupled with research-based approaches to reading instruction, is an effective way to improve reading achievement. A number of school districts throughout the country are using funds from the Class Size Reduction Program to support this strategy.

In Maryland, for example, *Montgomery County* is combining Federal class size reduction funds with State and local funds to support its Early Reading Initiative in every first and second grade class in the county. This initiative cuts class size to 15 students for a 90-minute period each day devoted to intensive reading and writing instruction. During this time, teachers use a variety of techniques and activities that create a comprehensive literacy program to help students become proficient in all aspects of reading and writing. Teachers receive two weeks of intensive instruction during the summer and participate in ongoing professional development throughout the school year.

In the State of Washington, *Tacoma* has targeted its \$1 million in Federal class size reduction funds to support its "Great Start" program, aimed at improving reading instruction and achievement in the early grades. Combining Federal funds with State and local funds, Tacoma has reduced first grade class size to 15 or 16 students in one-third of its elementary schools. As a result, 850 students in 57 first-grade classrooms are being taught in smaller classes. Their teachers receive training on how to teach reading, and they continue to improve their effectiveness by meeting regularly to discuss which teaching practices work best for their students.

Strengthening accountability and turning around low-performing schools

A growing number of States and school districts have strengthened accountability by demanding educational progress from their schools. Title I requires every State and school district to identify low-performing Title I schools and to help them develop and implement improvement plans. Several school districts, including Atlanta, Birmingham, and New Orleans, are incorporating class size reduction into their approaches to turning around low performing schools. In Ohio, the *Columbus Public Schools* have hired 58 fully certified teachers with its Federal class size reduction funds, 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 students. These schools, as well as others in Columbus, are implementing proven models of reading instruction, such as Success for All, and they receive the professional development and support needed for effective implementation of these models.

Addressing space limitations

In many schools and school districts, space for additional teachers and smaller classes is already available. In others, space is being “created” by using libraries, computer labs, or other facilities. Ultimately, school districts will need additional classrooms for the teachers hired to reduce class size. To help address this long-term need, President Clinton has proposed a \$25 billion initiative to help State and local governments repair or replace 6,000 overcrowded and unsafe schools by providing tax credits to subsidize the cost of school construction bonds.

Until schools can expand their facilities, the Class Size Reduction Program allows school districts lacking space to explore other ways of effectively providing the benefits of small classes to students. Schools have tried a number of approaches, including:

- having two certified teachers team teach in a single classroom either for part of the school day or for the entire school day,
- hiring an additional certified teacher for a grade level (e.g., providing three teachers for two third grade classes) and dividing the students among the larger number of teachers for sustained instruction each day in priority subjects such as reading or math,
- hiring an additional certified teacher who works with half the students in a class for reading and math instruction, while the other half remains with the regular classroom teacher, or
- converting to a year-round schedule.

Each of these approaches enables schools to take advantage of space that may be unused for part of the school day or school year. Each can provide smaller groups of students with instruction from a highly qualified teacher for a significant block of time on a daily or regular basis. Each can ensure that students stay with the same teacher on a sustained basis. And none requires students to be tracked by ability on a permanent or long-term basis.

CONCLUSION

A growing body of research involving large-scale, carefully controlled experiments shows that lowering class size in the early grades will produce significant and lasting benefits for students. The early implementation experience shows that the Class Size Reduction Program is well on the way to helping schools throughout the country realize these benefits. The more than 29,000 teachers already hired under this program have helped bring about significant reduction in class size in the early grades. Early experience also demonstrates that the program contains both the flexibility and the funds needed to help school districts tailor implementation to local needs and priorities, and to recruit, train, and hire qualified teachers.

The Education Department's Class Size Reduction Program is part of the Administration's comprehensive approach to improving student achievement by raising standards, increasing accountability, improving teacher quality, and targeting help to schools and students with the greatest need. Smaller classes will make the greatest difference if they are staffed with well-prepared, qualified teachers, if their schools are held accountable for helping students reach challenging academic standards, and if students receive extra help outside the classroom, through reading tutors, mentors, and after-school programs.

To ensure that each of these approaches receive adequate support, the President's FY 2000 budget pays particular attention to improving the quality of teaching in our classrooms. In addition to the funds set aside for teacher professional development in the Class Size Reduction Program, the President's budget requests significant increases for programs that help recruit and prepare qualified new teachers, and equip them to use technology in the classroom. The budget also proposes significant investments in programs that train current teachers in effective approaches to teaching reading in the early grades and meeting the needs of students with limited English proficiency and other special needs. Taken together, these investments will help ensure that as we continue to reduce class size, there is a talented teacher in every classroom.

October 20, 1999

EDUC -

BEAR CLASS

5125

MEMORANDUM FOR BRUCE REED

From: Andrew Rotherham

Subject: Class Size/Teacher Quality Options for Appropriations

This memo contains both our substantive and cosmetic options on class size reduction and teacher quality. These two issues will be linked during appropriations discussions this fall and this linkage will allow us to broaden support for our class size initiative by engaging members such as Representative Miller who have been cool to our proposal in the past.

First, if an opportunity to change language on the class size legislation arises, we should not resist efforts to fix the consortia language for rural school districts. This provision has proven to be unworkable and the Department has issued a large number of waivers as a result. The Department has language to accomplish this fix.

Three core issues that we shouldn't compromise on are: (1) maintaining a separate revenue stream that supplements rather than supplants local and state efforts; (2) maintaining the targeting provision so that funds go to the neediest communities; and (3) maintaining an emphasis on class size reduction as the primary use of these funds.

Cosmetic Changes to Class Size Initiative:

1. Allow school districts to reduce class size in kindergarten as well as grades 1-3. This option is backed by research and is sound policy and is politically attractive.
2. Permit school districts to substitute pre-existing state or local class size reduction goals for the national goal of 18 so long as state or local goals do not exceed 20.
3. Clarify that school districts with space constraints, teacher shortages, or other limitations can utilize a number of "class size reduction" strategies including, (1) having two certified teachers team teach in a single classroom for a portion of or all of the school day; (2) hiring an additional certified teacher for a specific grade level, for example having three teachers for two 2nd-grade classes to allow for longer periods of instruction in priority subjects such as reading and math; (3) adopting flexible scheduling such as year-round schools; (4) creating smaller classes for academically focused after-school and summer school programs.
4. Clarify that school districts can, if it is necessary to recruit fully qualified teachers, use funds for recruitment strategies including scholarships to undergraduates in

exchange for teaching commitments, career ladders for paraprofessionals, and financial incentives for new teachers.

The advantage of these options is that they either strengthen or are neutral with regard to current law and allow the program to continue without significant disruption although strategy 4 in option 3 would have to be narrowly focused enough to ensure that the funds are still academically focused and that an emphasis on smaller classes is not lost.

The disadvantage is that except for option 4 these options don't address the teacher quality concerns of Representative Miller and others and option 4 does not address the issue as strongly as those members would like.

Substantive Changes to Class Size Initiative:

1. Prohibit school districts from using class size funds to hire teachers who lack full certification unless these individuals have a bachelors degree, participate in an intensive training program as part of an alternative route to full certification lasting no more than 3 years, and receive mentoring and supervision from an experienced teacher during this period. No class size funds could be used to pay any individual who is not fully certified by the end of three years. (If pushed the alternative route timeline could be limited to two years although this would impact some existing programs.)
2. Prohibit school districts from using class size funds to hire additional teachers for grades 1-3 if more than 5 percent of the current grade 1-3 teaching force in the district lacks full certification. These school districts would use the funding to bring existing teachers up to full certification, expand the supply of fully certified teachers through scholarships, career ladders, or other strategies to recruit certified teachers, and/or provide high-quality professional development and implement proven instructional practices.
3. If a state or school district is ending social promotion, allow the funds to be used for reducing class size in grades at key transition points, creating small classes with certified teachers after school, on Saturdays, and during the summer to provide intensive help, and creating small classes with certified teachers as part of an alternative strategy to retaining students who have not met promotion standards.

Options 1 and 2 would strongly appeal to Representative Miller although the 3-year path in option 1 would have to be written tightly enough to avoid the sort of "loopholes" he decries. Several of these options could be coupled together, for example, a deal could be struck allowing the substitution of local or state goals, use of funds for kindergarten, and a teacher quality measure such as option 1 or two above.

The Administration's ESEA proposal (Education Accountability Act) contains the following language intended to boost teacher quality.

“Our proposal would require states to ensure that, within four years, at least 95 percent of their teachers are (1) fully-certified, (2) working toward full certification through an alternative route, or (3) are fully-certified in another state and working toward meeting any state-specific requirements. In addition, states would be required to ensure that at least 95 percent of secondary school teachers have had academic training or demonstrated competence in the subject area in which they teach.”

In Chicago, they are apparently using the funding for small, intensive after-school and summer school classes already although we have no official confirmation of this. If this is the case, it is likely that Speaker Hastert could push for flexibility for that option.

The most crude fix that Republicans might propose is simply lifting the allowable percentage of funding dedicated to professional development from 15 percent to a higher number. Unofficial estimates are that about 8-12 percent of the funds are currently being used for this purpose. Lifting the cap to 20 percent would most likely not have an adverse effect although moving beyond this point might begin to dilute the purpose of the program.

With regard to charter schools, any language that is intended to apply to all public schools should defer to state law in terms of certification requirements for teachers in public charter schools.

Existing Programs

The examples below illustrate how states and localities are using class size funds in innovative ways now. Our goal should be to encourage this sort of activity while opposing any restrictions that would curtail it. For example, without a provision for alternative routes the Philadelphia approach would be put in jeopardy. It is also important to note that the Department of Education has been liberal with waiver authority with regard to this program and although we don't want to highlight this because it also illustrates problems with the program, it does refute to some degree the Republican argument that the program is entirely inflexible.

- **Philadelphia.** Philadelphia is using federal class size reduction funds to address the challenges of teacher recruitment, support for new teachers, and class size reduction. Philadelphia has hired 265 “literacy interns”, college graduates who lack teacher certification. Many are mid-career adults who are making the transition to teaching. These interns have received two weeks of intensive training during the summer, and now are working in classrooms along side, and under the supervision of, fully certified teachers. They are also enrolled in “alternative route” teacher education programs, which will lead to full certification in two years. Once certified, the interns will teach in small classes. Philadelphia’s strategy enables it to recruit capable people into teaching and ensure that they become fully qualified; provide an extraordinary level of mentoring and support for teachers in their first two years on the job, immediately give students the benefits of smaller instructional groups by

having two adults in the classroom, and ultimately lower class size in more conventional ways.

- **Montgomery County, MD** – Montgomery County, is combining federal class size reduction funds with state and local funds to support its Reading Initiative in every first and second grade class in the county. The initiative combines small classes of no more than 15 for reading instruction with the use of proven reading instruction approaches such as Reading Recovery.
- **Columbus, Ohio** – Columbus has hired 58 fully certified teachers with its class size reduction funds, and placed these teachers in 13 high poverty, low performing schools, reducing class size in grades 1-3 from 25 to 15. Along with the implementation of proven models of reading instruction, such as Success for All, as well as a number of other school reforms, class size reduction is a central part of Columbus' efforts to turn around low performing schools and implement a social promotion policy.

Statutory Language

From P.L. 105-277

112 STAT. 2681-375

Sec. 307. (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 greater of the amount the State would receive if a total of \$1,124,620,000 were allocated under section 1122 of the Elementary and Secondary Education Act of 1965 or under section 2202(b) of the Act for fiscal year 1998, except that such allocations shall be ratably increased or decreased as may be necessary.

(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 is 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 teacher in that agency, the State shall not make the award unless the local educational agency agrees to form a consortium with not less than 1 other local educational agency for the purpose of reducing class size.

(c)(1) Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with highly qualified teachers 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 pursue the goal of reducing class size through—

(i) recruiting, hiring, and training certified regular and special education teachers and teachers of special-needs children, including teachers certified through State and local alternative routes;

(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 to teachers, including special education teachers and teachers of special-needs children, consistent with title II of the Higher Education Act of 1965.

(B) A local educational agency may use not more than a total of 15 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).

(C) A local educational agency that has already reduced class size in the early grades to 18 or less children may use funds received under this section—

- (i) to make further class-size reductions in grades 1 through 3;
- (ii) to reduce class size in kindergarten or other grades;
- or
- (iii) to carry out activities to improve teacher quality, including professional development.

(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, or have been, employed by the local educational agency.

(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 school benefiting from this section, or the local educational agency serving that school, shall produce an annual report to parents, the general public, and the State educational agency, in easily understandable language, on student achievement that is a result of hiring additional highly qualified teachers and reducing class size.

(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.

DOC -
Class Size

Local Success Stories

REDUCING CLASS SIZE

LESSONS FROM EARLY IMPLEMENTATION

When a record 53.2 million students returned to school this fall, students and their teachers in the early grades began to benefit from a growing national effort to lower class size. This year, five states — Iowa, Maryland, Minnesota, New York, and Wisconsin — enacted new initiatives or significantly expanded existing initiatives to lower class size. As a result, some 20 states now have class size reduction initiatives in place. And in July, every state received its share of \$1.2 billion provided by the U.S. Department of Education's new Class Size Reduction Program, an initiative to help communities hire 100,000 teachers over seven years in order to reduce class size in grades one through three to a national average of 18 students.

These funds are already being put to good use. Based on preliminary data from nearly 46 percent of the nation's school districts, the Department of Education estimates that:

- More than 29,000 teachers have been hired with FY 1999 Class Size Reduction Program funds.
- Approximately 1.7 million children are expected to benefit directly in the 1999-2000 school year by being educated in smaller classes.
- Average class size has been reduced by more than five students in the grade levels and schools where the vast majority of teachers hired with these funds teach.
 - 42% of the teachers are teaching in first grade. In their schools, average class size fell from approximately 23 students to approximately 17 students.
 - 23% of the teachers are teaching in second grade. In their schools, average class size fell from 23 students to less than 18 students.
 - 24% of the teachers are teaching in third grade. In their schools, average class size fell from more than 23 students to just over 18 students.
- Special education teachers comprise approximately 1% of the teachers hired.
- School districts are using approximately 8% of the funds they received to support professional development for teachers.

not paid \$?

NEW STATE CLASS SIZE REDUCTION INITIATIVES

Some 20 states have their own initiatives to lower class size. This year, at least five states joined California, Indiana, Washington and other states to invest their own resources in bringing the benefits of smaller classes to their students. These new state initiatives are:

- *Iowa* created the Class Size/Early Intervention Program to reduce class size in kindergarten through third grade to 17 students for basic skills instruction. The State will phase in the program over four years, allocating \$10 million in the first year, \$20 million in the second, \$30 million in the third, and at least \$30 million in the fourth.
- *Maryland* established the Maryland Learning Success Program, an initiative to reduce class size in grades one and two, particularly for reading, to 20 students. The program, which will be phased in over four years, requires school systems to set specific performance targets and establishes a goal of hiring approximately 1,000 teachers, while reserving additional funds for professional development, supplies, and other implementation costs.
- *Minnesota* significantly expanded its class size reduction program in 1999, adding more than \$100 million over two years to current funding levels of \$90 million annually. The State's program, which began in 1995, strives to reduce class size to 17 students in kindergarten through sixth grade, but requires districts to first target kindergarten and first grade.
- The State of *New York* began implementing its class size reduction program, which targets funds for reducing average class size in kindergarten through third grade to 20 students. Funded at \$75 million this year, the program will be phased in over three years, with second-year funding expected at \$150 million and third-year funding at \$225 million. Funds may be used for teacher salaries and benefits, as well as for one-time start-up costs for each new classroom; however, funds may not be used for new buildings or professional development. The State targets funds to school districts according to enrollment.
- *Wisconsin* significantly expanded SAGE, its class size reduction program, from the current 78 schools to an additional 400 to 500 schools. These schools, which typically have high numbers of low-income students, participate in SAGE on a voluntary basis, signing contracts to reduce class size in kindergarten through third grade to 15 students. To support this expansion, SAGE funding rose from \$18 million for 1999 to \$58 million for 2000.

THE CLASS SIZE REDUCTION PROGRAM: HOW IT WORKS

The Department of Education's Class Size Reduction Program was enacted a year ago as part of the 1999 Department of Education Appropriations Act. In that legislation, Congress made a down payment on President Clinton's proposal to help local communities hire 100,000 qualified teachers over seven years, in order to reduce class size in grades one through three to a national average of 18 students. This year, the President sent legislation to Congress to authorize the full seven-year effort, and his budget proposal asks Congress to provide an additional \$1.4 billion in funding for the 2000-01 school year to help local communities hire an additional 8,000 teachers. and do _____

Program funds are distributed to States by formula. All 50 States, the District of Columbia, and Puerto Rico participate in the program. Because 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% of the funds to school districts based on the number of poor children in each district. The remaining 20% 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 3% of the funds may be used for administrative costs. Because small classes make the greatest difference when teachers are well-trained, school districts may use up to 15% of the funds for providing professional development to both newly hired and experienced teachers in the early grades. The remainder of the funds must be used for recruiting, hiring, and training certified regular and special education teachers and teachers of children with special needs, including teachers certified through State and local alternative routes.

Average class size varies considerably from district to district. Although the Department of Education estimates that average class size nationwide in grades one through three is just above 22 students — and often considerably higher in large districts and high-poverty schools — there are districts where class size is already at or below 18 students. The Class Size Reduction Program provides flexibility to accommodate these school districts, as well as the growing number of school districts that will reach a class size target of 18 students as a result of the program. Districts that have reduced class size in the early grades to 18 students may use program funds to make further reductions in class size in those grades, to reduce class size in other grades, or to take other steps to improve the quality of teaching.

The program requires small, typically rural school districts that do not receive enough funds under the formula to hire an additional teacher and that have not reduced class size in the early grades to 18 students to form consortia with other school districts in order to receive funds. While a consortium is often an effective and efficient way for small districts to share resources and achieve common objectives (for example, providing professional development), sharing a teacher among school districts is almost never a workable strategy for lowering class size. Consequently, the Department of Education has waived the consortium requirement for each of the 40 States that sought a waiver. School districts in these States may hire additional teachers by combining program funds with local, State or other Federal funds, or may use program funds to provide professional development for their existing teachers.

RESEARCH UPDATE: GROWING EVIDENCE THAT SMALLER CLASSES MAKE A DIFFERENCE

In March 1999, the Department of Education released *Reducing Class Size: What Do We Know?* The report summarized research showing that class size reduction in the early grades leads to higher student achievement in reading and math when class size is reduced to 15-20 students. The benefits of smaller classes are greatest for disadvantaged and minority students. Additional studies, reported recently, have confirmed and expanded on these findings:

Smaller Classes Lead to Lasting Academic Improvements. Several new analyses of the Tennessee Class Size Reduction program show that reducing class size has both immediate and long-term benefits. The benefits of participating in small classes increase from year to year, both in the early grades when classes were small, and in subsequent years when students were placed in larger classes. At the end of 5th grade, students who were in small classes in grades 1-3 were about half a school year (5 months) ahead of students from larger classes, in all subjects – reading, language arts, math and science. Further, follow-up studies of the same students show that high school students who were in small classes in grades 1-3 beginning in 1985 were less likely to be held back a year or be suspended compared with their peers from larger classes. Students from small classes were found to be making better grades in high school and taking more advanced courses.^{1, 2, 3}

Teachers Benefit Too. Research on Wisconsin's class size reduction effort (SAGE) show that both teachers and students benefit from smaller classes. Teachers spend more time on instruction and less time on discipline problems. Teachers say they know their students better, know where each child is in the learning process and can provide more individualized instruction. All of these improvements in teaching are matched by increased student achievement, making teaching more rewarding.⁴

Beyond Academics. The benefits of reduced class size in the early grades go beyond the well-documented improvements in reading, mathematics and science. Smaller classes also lead to better identification of students who need special help, increased student participation and engagement, improved behavior, and reduced retention in grade. In a recent book, Professor Charles Achilles concluded that the outcomes associated with small classes are the foundation of safe schools: improved student behavior and human relations skills; increased participation in schooling and school-sanctioned events; increased sense of community in small classes; and generally improved school climate where students, teachers and parents feel more comfortable.¹

- 1 Achilles, Charles (1999). *Let's Put Kids First, Finally: Getting Class Size Right*. Thousand Oaks, CA: Corwin Press, Inc.
- 2 Finn, Jeremy D. and Charles M. Achilles "Tennessee's Class Size Study: Findings, Implications, Misconceptions pp 97-109 in *Educational Evaluation and Policy Analysis (EEPA), SPECIAL ISSUE - Class Size: Issues and New Findings*, volume 21, No. 2 (Summer 1999). Washington, D.C.: American Educational Research Association.
- 3 Pate-Bain, Helen; B. De Wayne Fulton, Jayne Boyd-Zaharias. *Effects of Class Size Reduction in the Early Grades (K-3) on High School Performance*. Nashville: HEROS, Inc. 1999
- 4 Molnar, Alex et. Al. "Evaluating the SAGE Program: A Pilot Program in Targeted Pupil-Teacher reduction in Wisconsin." Pp. 165-177 in *Educational Evaluation and Policy Analysis (EEPA), SPECIAL ISSUE - Class Size: Issues and New Findings*, volume 21, No.2 (Summer 1999). Washington, D.C.: American Educational Research Association.

IMPLEMENTATION CHALLENGES AND OPPORTUNITIES

The benefits of smaller classes with qualified teachers are clear. Available research, including the Tennessee STAR study, the Wisconsin SAGE program, and an evaluation of California's class size reduction initiative, show that small classes with qualified teachers lead to higher student achievement, more individualized attention for students, and fewer classroom disruptions. Small classes in the early grades give students a strong foundation in basic math and reading skills. They also provide long term payoffs, including fewer students retained in their grade, higher student achievement each year even after students are placed in larger classes, and better student preparation for college.

Although it is important to lower class size, it is not easy. Many schools lack extra classrooms for smaller classes. As the nation struggles to recruit and hire nearly two million teachers over the next decade, many communities—especially high-poverty urban and rural school districts—are already experiencing difficulties in recruiting and retaining qualified teachers. And State and local policymakers face the task of ensuring that lowering class size is an integral part of comprehensive reforms aimed at helping all children learn to high academic standards.

Fortunately, the Class Size Reduction Program provides school districts with the resources and flexibility they need to address these challenges. It also allows districts to use program funds to help meet local education priorities, such as improving early reading achievement, turning around low performing schools, ending social promotion the right way, or targeting help to the neediest students and schools. Indeed, although schools are only in the first months of program implementation, school districts across the country are already demonstrating how class size reduction can be an integral part of their efforts to boost student achievement and promote quality teaching.

Recruiting qualified teachers

While disadvantaged students are most likely to benefit from small classes, high-poverty urban and rural school districts face the most severe challenges in recruiting and retaining qualified teachers. For example, the National Commission on Teaching and America's Future found that students in schools with the highest concentrations of poverty — those who often need the most help from the best teachers — are most likely to be taught by teachers who are not fully qualified.

The Class Size Reduction Program enables school districts to address their need for fully qualified teachers. According to a recent report by the Council of Great City Schools, which examined how 40 big city school districts are implementing the program, almost 90% of the 3,558 new teachers hired under the program have full certification. Only three school districts reported employing instructors with emergency credentials.

Philadelphia is using Federal class size reduction funds to address the related challenges of teacher recruitment, support for new teachers, and class size reduction. In addition to hiring 34 fully certified teachers, the city has hired 254 "Literacy Interns," college graduates who lack teacher certification. Many are mid-career adults making the transition to teaching. After intensive summer training in balanced approaches to literacy instruction, these interns now work in self-contained, reduced-size classrooms under the supervision of fully certified teachers, delivering research-based literacy instruction in kindergarten and first grade. They are also enrolled in alternative teacher education programs that lead to full certification. Once certified, the Literacy Interns will teach in small classes on their own. Throughout their initial years in the classroom, the Literacy Interns receive an extraordinary amount of mentoring and support, and their students experience the benefits of smaller classes immediately. In sum, Philadelphia's unique strategy recruits capable people into teaching and ensures that they become fully qualified.

Using Class Size Reduction Program funds, the *Jackson Public Schools* in Mississippi hired 20 additional teachers and placed them in 20 low-performing elementary schools. Many of these teachers had previously retired or had left the district, but were recruited to return because of the opportunity to teach in smaller classes and to work closely with other teachers. These experienced teachers are also serving as mentors for less experienced teachers, and they often team up with beginning teachers to provide regular support and supervision.

Philadelphia and Jackson show how lowering class size can work hand in hand with efforts to recruit and prepare qualified teachers. However, in some circumstances, class size reduction can have unintended consequences. For example, *California* launched a major statewide class size reduction program in 1996, investing approximately \$1.5 billion over the last three years. The first evaluation report showed that class size reduction led to increased student achievement. But the initiative has also led many experienced teachers to leave jobs in urban school districts for teaching jobs in more attractive suburban systems. Further, it has caused the widespread use of teachers with emergency credentials, particularly in high-poverty urban and rural districts.

The Clinton Administration monitored California's experiences carefully from the outset and designed the Class Size Reduction Program to avoid such unintended consequences. For example, while California provides equal funding to all school districts regardless of need, the Federal program targets funds to high-poverty school districts, drawing teachers into these districts instead of creating opportunities for teachers in these districts to leave. Moreover, while California school districts receive class size reduction funding only if they immediately meet a strict limit of 20 students *per class*, the Federal program supports a more gradual approach, allowing school districts over time to reach the more flexible goal of reducing class size to 18 students *on average*. Furthermore, this gradual approach gives school districts more time to recruit and hire qualified teachers. Finally, unlike California's program, the Federal program invests in teacher quality by providing funds for teacher recruitment, preparation, and professional development.

The Department of Education has worked closely with California education officials to ensure that Federal class size reduction funds alleviate rather than exacerbate the difficulties faced by many school districts. The Department provided California school districts with a waiver allowing them to use funds under this program to improve teacher quality or reduce class size in other grade levels, once they have met the State class size target of 20 in the early grades. Further, the Department required school districts with uncertified teachers in the early grades to use a portion of these funds to help teachers complete certification requirements.

The *Long Beach Unified School District* is using its Federal class size reduction funds to hire 15 new teachers to reduce class size in ninth grade and to strengthen the quality of teachers they have already hired to reduce class size in the early grades. Federal funds support five internship programs to prepare and certify teachers currently holding emergency credentials. These programs provide participants with support from experienced teachers, who meet regularly with uncertified teachers and give feedback after observing them at work. Participants in the internship also take courses and provide 30 hours of instruction in support of the State's early reading initiative while under the observation of a mentor teacher.

Improving early reading achievement

Students who are proficient readers by the end of third grade are more likely to succeed academically and graduate from high school. Reducing class size in grades one through three, especially when coupled with research-based approaches to reading instruction, is an effective way to improve reading achievement. A number of school districts throughout the country are using funds from the Class Size Reduction Program to support this strategy.

In Maryland, for example, *Montgomery County* is combining Federal class size reduction funds with State and local funds to support its Early Reading Initiative in every first and second grade class in the county. This initiative cuts class size to 15 students for a 90-minute period each day devoted to intensive reading and writing instruction. During this time, teachers use a variety of techniques and activities that create a comprehensive literacy program to help students become proficient in all aspects of reading and writing. Teachers receive two weeks of intensive instruction during the summer and participate in ongoing professional development throughout the school year.

In the State of Washington, *Tacoma* has targeted its \$1 million in Federal class size reduction funds to support its "Great Start" program, aimed at improving reading instruction and achievement in the early grades. Combining Federal funds with State and local funds, Tacoma has reduced first grade class size to 15 or 16 students in one-third of its elementary schools. As a result, 850 students in 57 first-grade classrooms are being taught in smaller classes. Their teachers receive training on how to teach reading, and they continue to improve their effectiveness by meeting regularly to discuss which teaching practices work best for their students.



Strengthening accountability and turning around low-performing schools

A growing number of States and school districts have strengthened accountability by demanding educational progress from their schools. Title I requires every State and school district to identify low-performing Title I schools and to help them develop and implement improvement plans. Several school districts, including Atlanta, Birmingham, and New Orleans, are incorporating class size reduction into their approaches to turning around low performing schools. In Ohio, the Columbus Public Schools have hired 58 fully certified teachers with its Federal class size reduction funds, 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 students. These schools, as well as others in Columbus, are implementing proven models of reading instruction, such as Success for All, and they receive the professional development and support needed for effective implementation of these models.

Addressing space limitations

In many schools and school districts, space for additional teachers and smaller classes is already available. In others, space is being "created" by using libraries, computer labs, or other facilities. Ultimately, school districts will need additional classrooms for the teachers hired to reduce class size. To help address this long-term need, President Clinton has proposed a \$25 billion initiative to help State and local governments repair or replace 6,000 overcrowded and unsafe schools by providing tax credits to subsidize the cost of school construction bonds.

In the short run, the Class Size Reduction Program allows school districts lacking space to explore other ways of effectively providing the benefits of small classes to students. Schools have tried a number of approaches, including:

- having two certified teachers team teach in a single classroom either for part of the school day or for the entire school day,
- hiring an additional certified teacher for a grade level (e.g., providing three teachers for two third grade classes) and dividing the students among the larger number of teachers for sustained instruction each day in priority subjects such as reading or math,
- hiring an additional certified teacher who works with half the students in a class for reading and math instruction, while the other half remains with the regular classroom teacher, or
- converting to a year-round schedule.

Each of these approaches enables schools to take advantage of space that may be unused for part of the school day or school year. Each can provide smaller groups of students with instruction from a highly qualified teacher for a significant block of time on a daily or regular basis. Each can ensure that students stay with the same teacher on a sustained basis. And none requires students to be tracked by ability on a permanent or long-term basis.

CONCLUSION

A growing body of research involving large-scale, carefully controlled experiments shows that lowering class size in the early grades will produce significant and lasting benefits for students. The early implementation experience shows that the Class Size Reduction Program is well on the way to helping schools throughout the country realize these benefits. The more than 29,000 teachers already hired under this program have helped bring about significant reduction in class size in the early grades. Early experience also demonstrates that the program contains both the flexibility and the funds needed to help school districts tailor implementation to local needs and priorities, and to recruit, train and hire qualified teachers.

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hij The Education Department's Class Size Reduction Program is part of the Administration's comprehensive approach to improving student achievement by raising standards, increasing accountability, improving teacher quality, and targeting help to schools and students with the greatest need. Smaller classes will make the greatest difference if they are staffed with well-prepared, qualified teachers, if their schools are held accountable for helping students reach challenging academic standards and if students receive extra help outside the classroom, through reading tutors, mentors, and after-school programs.

To ensure that each of these approaches receive adequate support, the President's FY 2000 budget pays particular attention to improving the quality of teaching in our classrooms. In addition to the funds set aside for teacher professional development in the Class Size Reduction Program, the President's budget requests significant increases for programs that help recruit and prepare qualified new teachers, and equip them to use technology in the classroom. The budget also proposes significant investments in programs that train current teachers in effective approaches to teaching reading in the early grades and meeting the needs of students with limited English proficiency and other special needs. Taken together, these investments will help ensure that as we continue to reduce class size, there is a talented teacher in every classroom.

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Reducing Class Size in America's Urban Schools



By the
Council of the Great City Schools

October, 1999

REPORT PREPARED BY

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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 new federal funds that became available this school year to reduce class sizes. Some forty major city school systems with the nation's largest class sizes responded. Responses from the school systems indicated the following:

- Approximately 3,558 new teachers have been hired in 40 of the nation's largest school districts this fiscal year with new federal class size funding;
- Some 7,762 new teachers received professional development with new federal class size funding, as have 14,953 current teachers— or over 22,000 teachers receiving critical training on instructional practices and methods;
- About 90% of the new teachers hired in the 40 responding urban school districts were fully-certified despite the difficulty in finding qualified teachers;
- All 40 urban school districts responding to the survey (100%) hired new teachers with the federal class size funding; 75% provided professional development to new and current teachers to enhance teacher quality; 33% of the urban districts used funding for recruiting new teachers; and 10% used the federal funds to test new teachers to ensure that they met state standards;
- New urban teachers were hired for grades 1-3 in the critical shortage areas of literacy, mathematics, bilingual education and special education;
- Funding under the federal class size reduction program has been flexible enough to assist the responding urban school districts in their efforts to end social promotions, provide after-school instruction, and target aid to low-performing schools;
- Interesting programs include Philadelphia's innovative approach to recruit, train, and mentor beginning teachers, Columbus's effort to strengthen accountability and turn around low-performing schools, Boston's Transition Program to end social promotion, and Long Beach's internship program to prepare and certify emergency teachers hired through the state initiative;
- The class size program in the responding urban districts have also leveraged state and local resources to reduce class size and improve the quality of teacher skills;
- Continuation and expansion of the program will be critical for urban school efforts to accelerate achievement gains, ensure quality teaching, turn around low-performing schools, and recruit highly qualified instructors.

Reducing Class Size in America's Urban Schools

By the
COUNCIL OF THE GREAT CITY SCHOOLS

INTRODUCTION

Ensuring that every class and every student has a qualified teacher providing instruction to the highest standards is one of the stiffest challenges facing American public education. This goal is becoming harder and harder to meet in the nation's urban schools, however, as enrollments rise, facilities age, and pressure for smaller classes mounts. But the research is getting stronger all the time that reducing class size pays concrete and long lasting benefits, particularly for poor children. Reducing class size gives every student more of the teacher's time, and allows children more individualized attention to meet their learning challenges. This report was prepared to give policymakers a better idea about how federal funding is being used to reduce class sizes and to spur academic achievement in America's urban schools.

WHAT DOES THE RESEARCH SAY?

Many education critics view efforts to reduce the number of students in American classrooms as a waste of money, claiming that student performance does not improve appreciably in smaller classes. More and better studies over the last ten years, however, have shown that these claims are incorrect and that smaller class sizes can produce significant increases in student achievement and enhance parent and teacher satisfaction with the educational process.

The most definitive study linking achievement and smaller classes was Tennessee's Student Teacher Achievement Ratio, or Project STAR. The longitudinal Project STAR studied over 6,000 children from 1985 to 1989, during which time students progressed from kindergarten to fourth grade. Project students were placed in three types of classes: small (13-17 children), regular (22-25), and regular with a full-time teacher aide. While no advantage was found in larger classes having a teacher aide, students in the smaller classes demonstrated significantly higher achievement on both standardized and curriculum-based tests than either of the large classes. Higher achievement began in the first grade, and continued through second and third grades. The results of Project STAR also showed that **the greatest benefits of smaller classes were found in inner-city schools with the poorest students.** Follow-up studies on participants in Project STAR found that children who were originally enrolled in smaller classes continued to outperform students who had begun in larger classes well after the third grade.

Another well-known effort 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 learn in classes of no more than 20 students. Kindergartners and third graders also benefited, with over 90% participation in the 1999-2000 school year. While logistical concerns arose regarding the quickly formed program, a preliminary evaluation shows positive results after the first two years. Benefits for all students in CSR classes **and across-the-board achievement**

gains were found in the third 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 problem readers and students with individual needs and less time on discipline. Another positive finding in California involved **higher satisfaction of parents and increased contentment with the education** system due to more regular contacts with teachers. To date, California has placed over 1.6 million students in reduced-size K-3 classes.

A quasi-experimental study is currently being performed on 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 1997-1998 school year showed that first and second grade students in the small SAGE classes tested higher in math, reading, and language arts. The 1997-1998 results also showed that **African-American students in the smaller classes outperformed African-American students in larger classes**. Qualitative research from the SAGE Program also reported that teachers knew their students better in smaller classes, required less time for management and discipline, and had greater opportunities for individualized instruction. Similar results were found in 1996-1997--the first year of the program. Since SAGE also promotes a rigorous curriculum, ongoing professional development, and before-and after-school activities, the positive findings demonstrate the success that trained teachers can achieve in small classes and supportive surroundings.

CLASS-SIZE REDUCTION PROGRAM (PL 105-277, SECTION 307)

Signed into law on October 21, 1998, the federal Class-Size Reduction Program aims to bring some 100,000 new, qualified teachers to America's classrooms. The law provides federal funds to local education agencies (LEAs) to reduce class sizes to 18:1 in Grades 1-3. At least eighty-two percent (82%) of the federal funds were to be used to recruit, hire (including salaries and benefits), and train certified classroom teachers. Up to fifteen percent (15%) of an LEAs federal allocation can be used to test new teachers to meet State certification requirements and to provide professional development for existing teachers. No more than three percent (3%) of the funds could be used for administrative costs.

An important component of the Class-Size Reduction program is its emphasis on helping the neediest children. The formula allocates 80% of the program's resources based on poverty, consistent with the research showing that benefits are strongest among poor kids.

Federal funds for the first year (Fiscal Year 1999) of the Class-Size Reduction Program were set at \$1.2 billion— with **almost \$300 million dollars targeted to the neediest students in urban schools**. The initiative would allocate \$12.4 billion over 7 years, reducing average class sizes in the early grades to 18 nationally, and meeting the goal of hiring 100,000 new teachers. The Clinton administration's request for the second year of the program, FY 2000, was \$1.4 billion.

WHAT THE CLASS-SIZE REDUCTION PROGRAM IS DOING IN URBAN SCHOOLS

School districts across the nation received a total of \$1.2 billion for the first year of the Class-Size Reduction program, \$281 million of which was allocated to 54 Great City School districts— the largest and neediest urban schools in the nation. Forty (40) urban districts responded to this survey, where federal support was used to hire 3,558 new teachers, whose total salary and benefits equaled almost \$168 million. The Class-Size Reduction program provided 1,074 new first grade teachers in urban schools, as well as 431 new second grade teachers, 465 new third grade teachers, and 481 new teachers in other grades.¹ The new teachers were hired to serve students in urban education's areas of greatest need, including literacy, mathematics, bilingual education and special education.

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

	Grade One	Grade Two	Grade Three	Other	Total *
Teachers	1,074	431	465	481	3,558
Salary and Benefits	\$45,004,094	\$17,859,159	\$20,366,595	\$17,451,294	\$167,788,761

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

Current teachers are also benefiting from the Class-Size Reduction program, with over \$10.2 million in new professional development services to 14,953 existing urban instructors. These teachers have received training to improve their current instructional practices, learn new technologies and information systems, and serve as mentors for new educators entering their schools. Ten school districts use the federal funds exclusively for the salaries and benefits of new teachers, using state and local funds for professional development and recruitment, showing a comprehensive and coordinated effort to provide more instructors in the early grades.

New Teachers

Of the 3,558 new urban teachers hired under the Class-Size Reduction program, only three districts employed instructors with emergency credentials, a total of only 404 teachers (11.4%). The remaining 3,154 new teachers, almost 90% of the total, have full certification. Cities were also able to combine federal resources with state aid. New York City, for instance, was able to supplement its state initiative by partially funding 788 teachers with federal money, bringing the number of classrooms affected by the program to well over 4,000.

In addition, some 7,700 new urban teachers are receiving professional development with

1. Since some respondents were only able to provide the total number of new teachers, and not a per-grade breakdown of new hires, individual grades do not sum to total.

Class-Size Reduction money. Almost \$7.9 million are being spent training 2,075 new first grade teachers, 1,276 second grade teachers, 1,133 third grade teachers, and 1,485 new teachers from other grades.²

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

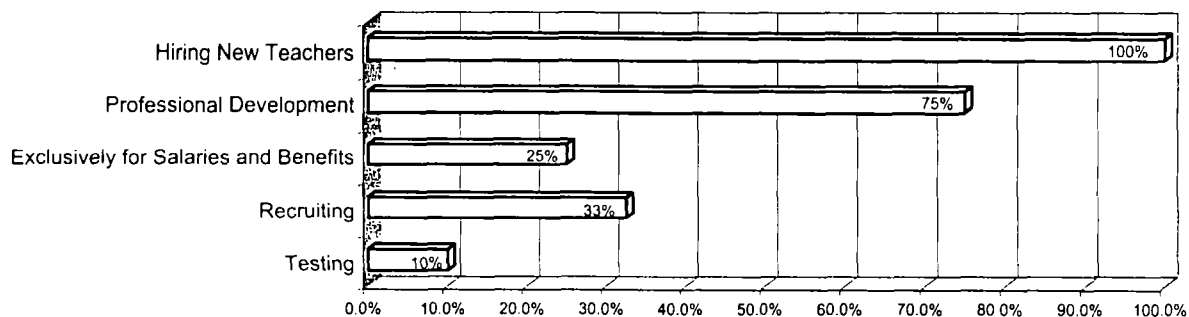
	Grade One	Grade Two	Grade Three	Other	Total *
New Teachers	2,075	1,276	1,133	1,485	7,762
Current Teachers	3,696	1,922	3,169	5,562	14,953

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

Current Teachers

The Class-Size Reduction program also assists existing educators, providing in-service training to 14,953 teachers already in the classroom. Over \$10.2 million in federal CSR funds have been spent in urban schools improving the instructional practices of 3,696 first grade teachers, 1,922 second grade teachers, 3,169 third grade teachers, and 5,562 teachers from other grades.² In all, almost \$32 million of first-year Class-Size Reduction funds have been used to provide professional development to 22,255 new and current teachers in the nation's urban schools.³

Figure 3
Usage of Federal Class Size Reduction Funds, by Percentage of Urban Districts



2. Since some respondents were only able to provide the total number of new teachers or current teachers receiving professional development, and not a per-grade breakdown, individual grades do not sum to total.

3. Certain districts were only able to provide the total amount of federal funds spent on professional development, and not the amount spent exclusively for new or current teachers. The amount spent on professional development for new teachers (approximately \$7.9 million) and the amount spent on current teachers (approximately \$10.2 million) do not sum to the actual total amount spent on all professional development (approximately \$32 million).

Recruiting

Funding under the Class-Size Reduction program can also be used to recruit new teachers and to test them on compliance with state standards. Just over \$2.1 million in CSR funds has been spent by urban schools on recruiting costs, including \$146,134 on advertising, \$133,503 on travel, and \$75,000 on hiring bonuses. The most popular recruitment tools have included attractive hiring packages (such as moving expenses, paying college tuition, etc.) on which school districts spent \$761,800. Some \$372,594 was spent on other activities, including the creation of staff recruitment positions and induction programs for potential hires.

DESCRIPTIONS OF FEDERAL CLASS-SIZE REDUCTION PROGRAMS IN THE GREAT CITY SCHOOLS

The Class-Size Reduction program is flexible enough to allow urban school districts to meet their very different needs and challenges, but focused enough to ensure that the important goal of hiring qualified teachers is met. The following is a description of the ways some urban school districts are using the federal class size reduction funds to improve student achievement.

Atlanta

With federal Class-Size Reduction funds, the Atlanta Public Schools have hired 58 new teachers, who are now working in 41 low-performing schools in high poverty areas throughout the city. The federal funds support schools implementing the "Success for All" program and supplement the state-funded class-size reduction program, "Georgia Special Instructional Assistance," and other reform efforts. Expansion of the program would enable the Atlanta Public Schools to reduce class sizes in a larger number of low-performing schools.

Birmingham

The Birmingham Public Schools have hired 7 new teachers for Grade Two and 16 new teachers for Grade Three, employing them in schools under "Academic Alert". Birmingham used its federal class-size reduction funds to ensure that all students are reading on grade level by the end of Grade 3. Both new and current teachers receive training with the federal funds. Future efforts will include expanding locations from which top teachers are recruited, providing targeted professional development in high need areas, offering stipends for mentor teachers to assist new hires, and focusing on recruitment and hiring of special education teachers.

Boston

The Boston Public Schools hired 38 new instructors with the federal Class Size Reduction funds, supplementing its "Transition Program." An alternative to retaining students who are not ready to advance to the next grade, the Transition Program serves Boston's desire to reduce class size as well as end social promotion. The 15 month program provides a small learning environment, well-trained teachers, and intensive classes: giving low-performing students a chance to master the material they missed, learn the material from their intended grade level,

"Each participating school must select a research-based literacy program, and receives technical assistance and professional development in its implementation."

-Boston Public Schools

and at the program's conclusion, rejoin their peers back on schedule. The Transition Program, which is one part of a comprehensive literacy and math initiative, is funded mostly through local funds, but also receives support from Reading Excellence, Title I, Eisenhower grants, IDEA, and other external funds.

The building blocks of the Transition Program involve smaller class sizes in Grades 1-3, providing extra instructional services for students in transitional grades, and providing after-school and Saturday classes to tutor students in small groups. Instructors hired through the program are literacy/math specialists, who teach third grade for two-thirds of the school day, coach other teachers for the remaining third, and work extended hours each day to tutor students after school. Specialists working in early learning centers focus on the first grade.

Broward County

The Broward County Public Schools used its federal Class Size Reduction money to hire 74 new first grade teachers in 51 elementary schools throughout the district. The elementary schools were selected based upon test results on the Florida Comprehensive Achievement Test (FCAT) and their actual class size in the 1998-1999 school year. The district also uses Title I funds to reduce class sizes in an additional 58 elementary schools. Further support would ensure that all schools have the opportunity to participate and achieve.

Columbus

The number one goal of the Columbus Public Schools is to ensure that all students can read at or above grade level by the third grade. The federal Class-Size Reduction grant complements the district's reform efforts to achieve this goal. Funds were used to hire 58 teachers in

"These funds allow the District to provide a smaller learning environment in our highest need schools, which will serve to facilitate language and communication skill development—the basis of all learning."

-Columbus Public Schools

13 Title I elementary schools, further extending the district's smaller learning community philosophy. The Columbus program supplements a state effort to reduce class sizes in all kindergartens. The additional federally-supported teachers provide small class sizes of 15:1 in grades one through three, reducing the number of students per teacher by an average of 10.

Denver

In Colorado, the Denver Public Schools are using Class-Size Reduction money to fund its "Primary Lead Teacher Project", hiring 12 new teachers who attended training this past summer, and will continue to attend training twice a month this fall. Their responsibilities include group work and 2.5 hours each day with children in programs such as "Reading Recovery", "Descubriendo La Lectura", and "Success in Early Reading." The Primary Lead Teachers work regularly with small groups of students, taking children from large classes during literacy instruction periods and providing more individualized instruction.

The remainder of the day for Primary Lead Teachers is used for staff development, planning and organizing, conducting demonstration lessons, and co-teaching in primary grade classrooms. Primary Lead Teachers also mentor new teachers, and provide release time for veteran teachers to work with their less-experienced colleagues. Primary Lead Teachers also gather as-

essment data, and help other classroom teachers (10 to 15 teachers a week) use the results to guide instruction.

Des Moines

In Des Moines, federal Class-Size Reduction funds are being used to increase the number of all-day kindergarten classes from 27 to 49. Over 83% of the elementary schools in Des Moines now provide all-day kindergarten, at 35 locations. In addition to providing smaller

“The federal class size funds supplement allocations and a determined effort from the state and local level, which provide standardized district-wide diagnostic assessment, reporting to parents, instructional materials, and professional development.”

-Des Moines Public Schools

classes in kindergarten, the Des Moines Public Schools are using federal funds to lower class sizes in grades one through three, establish more classes, and provide team teaching and student assessments—consistent with the “District Improvement Plan”. The federal funds have supplemented state and local efforts by hiring 24 new kindergarten teachers, 3 new first grade teachers, and one new teacher in both second and third grade.

Long Beach

California was one of the first large states to initiate its own class-size reduction program, allowing Long Beach a waiver from the U.S. Department of Education to use federal class size funds to improve teacher quality or reduce class size in other grades. The waiver granted to Long Beach Unified School District (LBUSD) permitted the district to hire 15 new teachers for the ninth grade, as well strengthen the teachers they have already hired, through internships and programs to help teachers achieve full certification. LBUSD uses federal CSR funds to support five internship programs to prepare and certify emergency teachers hired to meet state requirements to reduce all early-grade class sizes below 20 students. The internships lead to a Multiple Subject Credential, with courses being offered on school district campuses and incorporating LBUSD content standards. In addition, all interns perform at least 30 hours of classroom instruction in support of the State’s reading initiative, while under the observation of a mentor teacher. Interns have a university advisor, as well as a New Teacher Coordinator and a New Teacher Support Provider, both of whom meet regularly with the intern, giving feedback after observing teaching sessions. Federal Class-Size Reduction funds help reimburse emergency-permit teachers receiving grades of "B" or better for the cost of tuition, textbooks, and related fees. The federal funds also provide materials and stipends to the New Teacher Support Providers for their coaching.

Miami-Dade County

In Miami, there are 207 new teachers participating in professional development activities supported with federal Class-Size Reduction funds designed to improve classroom instruction. There are 62 new teachers in the first grade, 76 new teachers in the second grade, and 69

new teachers in third grade. They attend professional development activities along with an equal number of current teachers (207), participating in core courses which include Effective Tutoring Techniques, Classroom Management Practices, The Use of Data Analysis of Student Performance, and Co-teaching Methods. Class-Size Reduction funds are also used to supplement the district's Comprehensive Reading Plan by pairing new teachers with veteran teachers. This allows instruction to be delivered in classes with fewer than 18 students.

Milwaukee

Like other Great City School districts, Milwaukee uses its federal class size reduction funds to focus on reading and literacy challenges. In this effort, Milwaukee has hired 89 new first grade teachers, as well as 7 new second grade teachers and 1 new third grade teacher. Teacher training, for both new and veteran instructors, includes attending Title I Literacy Conferences and workshops on How to Teach Reading/Language Arts and Working with Struggling Readers. The district is involved in a variety of reading reform efforts, including Target Teach, SAGE, Let's Read Milwaukee, Community Learning Centers, and Goals 2000. Class-Size Reduction works in conjunction with these programs. Federal funding in support of the teachers is also coordinated with Title VI and Title I, and with reading, language arts, and with early childhood curriculum specialists. Class Size Reduction Subcommittees, composed of teachers, parents, school and central office staff, were also formed in Milwaukee, to ensure successful program implementation. Continued funding would allow Milwaukee to expand its efforts to hire more bilingual teachers for grades 1-3.

New Orleans

Over one hundred new teachers (109) were hired by the New Orleans Public Schools with federal Class-Size Reduction funds, and placed in twenty-six locations—mostly schools requiring Title I improvement plans. This addition to the teaching corps brings the total number of instructors in Grades 1-3 to 370 in New Orleans, and makes 1 teacher available for every 18 students. Intensive professional development is provided to these teachers with the federal

“Intense professional development will be provided to meet the teachers’ needs, and to help them meet the students’ needs.”

-New Orleans Parish School District

funds. In addition, a team of highly trained individuals—mentors, consultants, and teacher liaisons—provide on-going support. Services include informal observations; diagnostic video taping and analysis; instructional demonstrations; curriculum and pedagogy skills development; before, during and after-school consultation and team meetings, and specialized training institutes based on student needs assessments. The designated schools use their Title II allocations to provide professional development in math, science, and reading—activities which are tailored to meet each school's specific needs.

New York City

Funding from the federal CSR program, along with State funding, is allocated to New

York City's 32 Community School Districts and to the Chancellor's District. All districts were instructed to distribute funds to hire teachers to reduce class size or implement alternative models to provide smaller group instruction. Alternative models were to be used where additional space was not available for more classrooms. In order to supplement the already-existing State program, New York City was granted a waiver to use Federal funds in kindergarten, in addition to grades one through three. New York City uses its federal allocations to fund the full salaries of 808 new teachers, while partially-funding the salaries of an additional 788 new early grade teachers that were not covered by the State program. Approximately \$9 million in Federal funds are used for the professional development of over 1,500 new teachers, as well as in-service training for current teachers. The participation rate of current teachers in the federal program was unavailable, but all 80,000 teachers in the New York City schools are eligible. Funds are also used to set up district centers for instructional development, to expand early childhood and elementary education coordination, and provide early childhood professional development. New York City expects to reduce class size for approximately 90,000 students, or 27% of the K-3 enrollment.

Norfolk

Norfolk Public Schools used federal Class-Size Reduction funds to hire one additional teacher at each grade level in grades one, two, and three at nine high-poverty schools in the district—a total of 27 new teachers in the early grades. The new teachers were matched with experienced teachers to form instructional teams responsible for all students in each class. To-

“The new teachers hired were matched with experienced teachers to form instructional teams... Together they decide on a team teaching model that best suits their instructional styles and the needs of their students.

-Norfolk Public Schools

gether they develop a team teaching model that best suits their instructional styles and the needs of their students. Several teaching models were presented for consideration by the teams at a professional development conference held prior to the opening of school. In subsequent workshops, teachers will be supported in their team efforts and trained in best instructional practices, including the latest brain research about how children learn. The teams plan lessons and resolve problems together, and experienced teachers model practices they have found to be the most effective.

Oklahoma City

The Oklahoma City Public Schools spent the majority of their Class-Size Reduction funds on hiring 41 new teachers in low-performing and/or high poverty schools, including 11 new first grade teachers, 10 second grade teachers, and 20 third grade teachers. Professional development activities, as well as on-the-job support, are provided for these teachers to learn how to utilize lower class sizes to teach children more effectively. Professional development activities and in-service support are provided by teacher consultants—veteran teachers from the district who have special training as professional development trainers and mentors, and who

“Class-Size Reduction funds are supplementing our reform efforts in establishing choice schools, and our implementation of effective school programs.”

-Oklahoma City Public Schools

are resident teachers in the Oklahoma City Public Schools. The district expects that Class-Size Reduction funds will increase student achievement, provide more individualized attention for students, reduce discipline problems, increase instructional time for reading and math, and increase teacher flexibility. The federal funds supplement other state and local funds. Where space is not available to establish new classes, the newly-hired teachers are teamed with other instructors to co-teach, ensuring that the benefits of small class size and increased contact are maintained with small instructional groups. These teachers will receive special training and assistance from teacher consultants in effective co-teaching strategies.

Omaha

Omaha Public Schools used the federal class size funds to hire 30 new teachers— 9 teachers in both first and second grade, and 12 teachers in third grade. All new teachers hired in Omaha with Class-Size Reduction funds are assigned to a veteran mentor teacher, with whom they must meet regularly. In addition to the typical training provided to new teachers before they enter the classroom, Omaha also provides professional development throughout the school year. Monthly sessions include workshops in Behavior Management Training, Classroom Management, Use of Assessment Data, Teaching For Mastery, and Effective Practices. At the conclusion of the first year, new teachers must meet with their mentors to discuss progress and next steps.

Philadelphia

The Philadelphia School District has designed an innovative approach to class size reduction to overcome two major obstacles—a shortage of space for additional classrooms and the difficulty in hiring certified teachers. The district has hired 288 new teachers, 34 of which have full certification. This alternative certification approach involves hiring recent college graduates who are intensely trained in early literacy development and partnered with veteran teachers, who will also receive intensive professional development. These “Literacy Interns”, the remaining 254 new teachers, undergo a rigorous professional development program de-

“Philadelphia has focused on students in kindergarten and first grade, using federal funds to accompany their Early Literacy Framework. Funds for the second year...would afford the opportunity for more high poverty kindergarten and first grade classes to participate.”

-Philadelphia Public School District

signed by the district. Pairing new teachers with veteran partners, the teams will be teaching in self-contained, reduced-size classrooms, delivering research-based literacy instruction in kindergarten and first grade. The professional development will include a nine-day Summer Insti-

tute on balanced approaches to literacy development, a two-week practicum where the Literacy Interns will work with students in a classroom staffed with an experienced teacher, a seminar with adjunct faculty drawn from local colleges and universities during the 1999-2000 school year, and Mentoring Workshops throughout the year. Philadelphia received a waiver from distributing funds solely to Grades 1-3, due to its continued efforts to provide a rigorous kindergarten experience in early literacy. Consequently, Philadelphia has focused its federal funds on the district's Early Literacy Framework for kindergarten and first grade students. Funds for the second year of the Class-Size Reduction program will allow more high poverty kindergarten and first grade classes to participate.

Salt Lake City

The Salt Lake City School District has directed its federal Class-Size Reduction funds to schools with the largest population of at-risk students, hiring 20 new teachers, including 7 new first grade teachers, and 11 new ESL and literacy specialists. Federal money is used to staff the district-wide literacy initiative, including improved instruction for English Language Learners. Plans for using the Class-Size Reduction funding emerged from site-based decision-making sessions, and included plans for additional regular classroom teachers, teachers for multi-age ESL classes in the primary grades, literacy specialists, and additional part-time teachers to reduce class sizes for reading/language arts.

Tucson

Tucson has been using its own funds to pay for recruiting costs and the professional development of current teachers, focusing federal Class-Size Reduction funds on the salaries, benefits, and training of 52 new teachers in Grades 1-3. Federal funds are used to hire additional teachers to implement the district's priorities on school-wide improvements, literacy, achievement gaps, and student performance in schools below the 40th percentile.

Summary of Class-Size Reduction Efforts in the Great City Schools

The following figures represent aid that the Federal Class-Size Reduction funds have provided for the Great City Schools.

Class-Size Reduction funds directed to urban schools:	\$281 million
Number of new teachers hired:	3,558
Cost of new salaries and benefits:	\$168 million
Number of new teachers receiving professional development:	7,762
Number of current teachers receiving professional development:	14,953
Cost of professional development for all teachers:	\$31.8 million
Recruiting costs:	\$2.1 million
Testing costs:	\$3.9 million
Areas of greatest need:	Literacy Mathematics Bilingual education Special education

REFERENCE LIST

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Council of the Great City Schools "Class-Size Reduction" Survey Results

School District	Federal Class Size Allocation	# of New Teachers	Total Salary and Benefits	# of Current Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs	Total Testing Costs	Area of Greatest Need
Anchorage	\$1,845,702	40	\$1,479,386	0	\$86,105	\$0	\$0	Reading
Atlanta	\$3,110,313	58	\$3,110,313	0	\$0	\$0	\$0	Reading/Math
Birmingham	\$1,562,510	23	\$810,195	55	\$25,000	\$38,000	\$0	Reading/Math
Boston	\$3,545,000	38	\$2,670,420	304	\$633,225	\$0	\$0	Literacy
Broward County	\$4,132,500	74	\$4,015,977	0	\$0	\$0	\$0	Early Literacy
Cleveland	\$4,981,000	82	\$4,981,000	0	\$0	\$0	\$0	Grade 1
Columbus	\$3,037,137	58	\$3,037,137	0	\$0	\$0	\$0	Reading
Dallas	\$5,171,868	75	\$3,216,300	600	\$775,780	\$208,634	\$75,000	
Denver	\$2,583,983	12	\$731,232	300	\$1,826,267	\$0	\$0	
Des Moines	\$854,694	29	\$820,794	0	\$0	\$0	\$0	Reading/Basic Skills
Detroit	\$13,315,320	240	\$12,591,360	0	\$581,200	\$0	\$0	Reading/Math
El Paso	\$1,700,000	51	\$1,683,000	315	\$17,000	\$0	\$0	Bilingual
Fort Worth	\$2,513,796	58	\$2,320,000	0	\$52,688	\$0	\$0	
Houston	\$8,379,760	167	\$7,017,211	167	\$143,440	\$0	\$0	Reading
Indianapolis	\$2,649,205	32	\$1,154,148	0	\$0	\$0	\$0	
Jefferson County	\$2,779,119	92	\$2,734,700	0	\$0	\$0	\$0	
Long Beach	\$2,700,000	15	\$727,000	1,518	\$1,892,000	\$0	\$0	English/Math
Los Angeles	\$26,300,000	203	\$8,657,179	9,482	\$7,800,000	\$700,000	\$3,800,000	Special Education/Math/English
Memphis	\$3,861,000	76	\$3,388,916	0	\$240,000	\$116,254	\$0	
Mesa	\$1,119,873	32	\$1,119,873	0	\$0	\$0	\$0	Reading
Miami-Dade	\$10,718,155	207	\$8,439,100	207	\$1,546,658	\$77,250	\$0	
Milwaukee	\$6,218,480	97	\$5,491,406	300	\$727,074	\$0	\$0	Reading
Nashville	\$1,811,871	33	\$1,496,748	NA	\$272,001	\$0	\$0	
New Orleans	\$4,520,913	108.5	\$3,662,619	217	\$581,289	\$96,800	\$8,138	Sp.Ed/Math/Science
New York City	\$61,190,120	808	\$50,400,000	NA	\$9,000,000	\$0	\$0	

School District	Federal Class Size Allocation	# of New Teachers	Total Salary and Benefits	# of Current Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs	Total Testing Costs	Area of Greatest Need
Norfolk	\$1,393,861	27	\$1,257,000	162	\$74,407	\$47,816	\$14,500	Elementary High Poverty Schools
Oklahoma City	\$1,482,261	41	\$1,327,990	0	\$146,701	\$0	\$0	High Poverty
Omaha	\$1,508,098	30	\$910,410	464	\$226,214	\$326,231	\$0	
Orange County	\$2,550,276	72	\$2,438,064	0	\$0	\$26,281	\$0	At-risk
Philadelphia	\$12,795,416	288	\$10,484,250	254	\$1,919,000	\$325,000	\$0	Special Ed/Bilingual Ed./Math/Science
Pittsburgh	\$2,365,675	42	\$1,444,160	0	\$300,000	\$0	\$0	Sp.Ed/Library Services/Foreign Lang.
Richmond	\$1,200,000	25	\$1,211,600	0	\$0	\$0	\$0	Special Ed./Mathematics
Rochester	\$2,376,000	41	\$1,675,159	0	\$462,791	\$15,000	\$0	Elementary Education
Sacramento	\$1,900,000	31	\$1,200,000	425	\$700,000	\$0	\$0	Reading/Math
Salt Lake City	\$661,092	20	\$634,269	85	\$13,607	\$0	\$0	ESL/Literacy
San Antonio	\$2,886,204	46	\$2,300,000	18	\$432,931	\$66,687	\$0	Reading/Math
San Diego	\$3,868,104	63	\$2,800,507	0	\$1,067,597	\$0	\$0	Literacy
San Francisco	\$1,606,764	37	\$1,574,629	80	\$32,135	\$0	\$0	Math/Literacy
Seattle	\$1,560,686	34	\$1,273,000	0	\$215,000	\$100,000	\$0	
Tucson	\$1,604,269	52	\$1,501,708	0	\$54,433	\$0	\$0	
TOTALS¹	\$220,361,025	3,558	\$167,788,761	14,953	\$31,844,543	\$2,143,953	\$3,897,638	

n= 40

1. Total Salaries and Benefits, Professional Development Costs, Recruiting Costs, and Testing Costs do not sum to total Federal Class Size Allocation. At the time of this survey, some districts were unable to determine exactly how *all* of its federal allocation would be used, and therefore only reported the funds which had already been budgeted or spent.



Council of the Great City Schools "Class-Size Reduction" Survey Results-- NEW TEACHERS

School District	# of New Teachers					New Salaries and Benefits				
	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total
Anchorage	40				40	\$1,479,386				\$1,479,386
Atlanta		9	49		58	\$0	\$482,634	\$2,627,679		\$3,110,313
Birmingham		7	16		23		\$115,742	\$694,453		\$810,195
Boston					38					\$2,670,420
Broward County	74				74	\$4,015,977				\$4,015,977
Cleveland	82				82	\$4,981,000				\$4,981,000
Columbus	16	20	22		58	\$864,000	\$1,080,000	\$1,093,137		\$3,037,137
Dallas	75				75					\$3,216,300
Denver	4	4	4		12	\$243,744	\$243,744	\$243,744		\$731,232
Des Moines	3	1	1	24	29	\$70,283	\$33,910	\$31,222	\$685,380	\$820,794
Detroit	80	80	80		240	\$4,197,120	\$4,197,120	\$4,197,120		\$12,591,360
El Paso	18	17	16		51	\$594,000	\$561,000	\$528,000		\$1,683,000
Fort Worth	27	16	15		58	\$1,080,000	\$640,000	\$600,000		\$2,320,000
Houston	127	13	27		167	\$5,336,442	\$546,250	\$1,134,519		\$7,017,211
Indianapolis	4	19	8	1	32	\$156,447	\$632,596	\$327,683	\$37,422	\$1,154,148
Jefferson County					92					\$2,734,700
Long Beach				15	15				\$727,000	\$727,000
Los Angeles				203	203				\$8,657,179	\$8,657,179
Memphis	30	28	18		76	\$1,337,730	\$1,248,548	\$802,638		\$3,388,916
Mesa	9	6	3	14	32	\$314,964	\$209,976	\$104,993	\$489,940	\$1,119,873
Miami-Dade	62	76	69		207	\$2,527,653	\$3,098,414	\$2,813,033		\$8,439,100
Milwaukee	89	7	1		97	\$5,114,516	\$296,029	\$80,861		\$5,491,406
Nashville	11	5	17		33	\$498,916	\$226,780	\$771,052		\$1,496,748
New Orleans	40	37	32		109	\$1,345,127	\$1,251,784	\$1,065,708		\$3,662,619
New York City	NA	NA	NA	NA	808	NA	NA	NA	NA	\$50,400,000
Norfolk	9	9	9		27	\$419,000	\$419,000	\$419,000		\$1,257,000
Oklahoma City	11	10	20		41	\$356,290	\$323,900	\$647,800		\$1,327,990
Omaha	9	9	12		30	\$273,123	\$273,123	\$364,164		\$910,410
Orange County					72					\$2,438,064
Philadelphia	144			144	288	\$5,192,250			\$5,292,000	\$10,484,250
Pittsburgh	10	20	12		42	\$361,792	\$610,048	\$472,320		\$1,444,160

School District	# of New Teachers					New Salaries and Benefits					
	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total	
Richmond	7	6	12		25	\$350,000	\$300,000	\$561,600		\$1,211,600	
Rochester	13	14	13	1	41	\$531,152	\$571,998	\$531,152	\$40,857	\$1,675,159	
Sacramento				31	31				\$1,200,000	\$1,200,000	
Salt Lake City	7	1	1	11	20	\$269,009	\$5,620	\$38,124	\$321,516	\$634,269	
San Antonio	46				46	\$2,300,000				\$2,300,000	
San Diego					63					\$2,800,507	
San Francisco				37	37					\$1,574,629	
Seattle					34					\$1,273,000	
Tucson	27	17	8		52	\$794,173	\$490,943	\$216,593		\$1,501,708	
TOTALS ¹	1,074	431	465	481	3,558	0	\$45,004,094	\$17,859,159	\$20,366,595	\$17,451,294	\$167,788,761

n= 40

1. Since some respondents were only able to provide the total number of new teachers, and not a per-grade breakdown, individual grades do not sum to total.



Council of the Great City Schools "Class-Size Reduction" Survey Results-- 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
Anchorage	40				40	\$86,105							40	\$86,105
Birmingham		7	16		23		7	10	11	27	55		78	\$25,000
Boston					38						304		342	\$633,225
Dallas	75				75		200	200	200		600		675	\$775,780
Denver					60	\$84,000					300	\$1,742,267	360	\$1,826,267
Detroit	80	80	80		240	\$581,200					-		240	\$581,200
El Paso	18	17	16		51		125	105	85		315		366	\$17,000
Fort Worth	27	16	15		58	\$52,688					-		58	\$52,688
Houston	127	13	27		167	\$71,720	127	13	27		167	\$71,720	334	\$143,440
Long Beach				15	15					1,518	1,518		1,533	\$1,892,000
Los Angeles	1,137	852	697	1,083	3,769	\$1,560,000	2,653	1,141	2,440	3,248	9,482	\$6,240,000	13,251	\$7,800,000
Memphis	30	28	18		76	\$240,000					-		76	\$240,000
Miami-Dade	62	76	69		207	\$773,329	62	76	69		207	\$773,279	414	\$1,546,658
Milwaukee	89	7	1		97	\$363,537	100	100	100		300	\$363,537	397	\$727,074
Nashville	11	5	17		33	\$24,038						\$247,963	33	\$272,001
New Orleans	80	74	63		217	\$422,098	80	74	63		217	\$159,191	434	\$581,289
New York City					1,598								1,598	\$9,000,000
Norfolk	9	9	9		27	\$44,600	9	9	9	135	162	\$29,807	189	\$74,407
Oklahoma City	21	18	20	169	228	\$146,701					-		228	\$146,701
Omaha	41	29	52		122		157	168	139		464		586	\$226,214
Philadelphia	144			144	288	\$1,419,000	125			129	254	\$500,000	542	\$1,919,000
Pittsburgh	16	14	12		42	\$300,000					-		42	\$300,000
Rochester	13	14	13	1	41	\$462,791					-		41	\$462,791
Sacramento				31	31					425	425		456	\$700,000
Salt Lake City				5	5	\$5,471	33	26	26		85	\$8,136	90	\$13,607
San Antonio	28				28		18				18		46	\$432,931
San Diego					63	\$1,067,597					-		63	\$1,067,597
San Francisco				37	37					80	80		117	\$32,135

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
Seattle					34	\$130,000					-	\$85,000	34	\$215,000
Tucson	27	17	8		52	\$54,433					-		52	\$54,433
TOTALS¹	2,075	1,276	1,133	1,485	7,762	\$7,889,308	3,696	1,922	3,169	5,562	14,953	\$10,220,900	22,255	\$31,844,543

n= 30

1. Since some respondents were only able to provide the total number of new teachers, and not a per-grade breakdown, individual grades do not sum to total. Certain respondents were also only able to provide the total amount spent on professional development, so the individual breakdown for new or current teachers do not sum to the total spent on professional development.



Council of the Great City Schools "Class-Size Reduction" Survey Results- RECRUITING

School District	Total	Advertising	Travel	Bonuses	Packages	Other	Description of Other
Birmingham	\$38,000	\$30,500	\$7,500				
Dallas	\$208,634	\$38,634	\$20,000	\$75,000	\$75,000		
Los Angeles	\$700,000	\$50,000	\$50,000		\$600,000		
Memphis ¹	\$116,254	\$15,000	\$32,000				
Miami-Dade	\$77,250						
New Orleans	\$96,800	\$3,500	\$6,500		\$86,800		
Norfolk	\$47,816	\$1,000	\$2,000			\$44,816	Staff/Induction Program
Omaha	\$326,231						Recruitment/training
Orange County	\$26,281	\$8,000	\$15,503			\$2,778	Postage/supplies
Philadelphia	\$325,000					\$325,000	Recruitment staff
Rochester	\$15,000						
San Antonio	\$66,687						
Seattle	\$100,000						
TOTALS	\$2,143,953	\$146,634	\$133,503	\$75,000	\$761,800	\$372,594	

n= 13

1. Memphis has allocated \$116,254 for recruitment, but had only spent \$47,000 at the time of the survey.

APPENDIX A
CLASS SIZE REDUCTION PROGRAM
PL 105-277

Class Size Reduction Program

PL 105-277

SEC. 307. (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 greater of the amount the State would receive if a total of \$1,124,620 were allocated under section 1122 of the Elementary and Secondary Education Act of 1965 or under section 2202(b) of the Act for fiscal year 1998, except that such allocations shall be ratably increased or decreased as may be necessary.

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

1. 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 is 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
2. 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 teacher in that agency, the State shall not make the award unless the local educational agency agrees to form a consortium with not less than 1 other local educational agency for the purpose of reducing class size.

(c) (1) Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with highly qualified teachers 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 most effective.

(2)(A) Each such local educational agency may pursue the goal of reducing class size through-

1. recruiting, hiring, and training certified regular and special education teachers and teachers of special-needs children, including teachers certified through State and local alternative routes;
2. 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

3. providing professional development to teachers, including special education teachers and teachers of special-needs children, consistent with title II of the Higher Education Act of 1965.
2. A local educational agency may use not more than a total of 15 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).
3. A local educational agency that has already reduced class size in the early grades to 18 or less children may use funds received under this section -
 1. to make further class-size reductions in grades 1 through 3;
 2. to reduce class size in kindergarten or other grades; or
 3. to carry out activities to improve teacher quality, including professional development.
1. 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.
2. 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, or have been, employed by the local educational agency.

(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 school benefiting from this section, or the local educational agency serving that school, shall produce an annual report to parents, the general public, and the State educational agency, in easily understandable language, on student achievement that is a result of hiring additional highly qualified teachers and reducing class size.

(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 programs to reduce class size by hiring additional highly qualified teachers.

This title may be cited as the "Department of Education Appropriations Act, 1999".

APPENDIX B
CLASS SIZE REDUCTION PROGRAM SURVEY

Council of the Great City Schools

"Class-Size Reduction" Program Survey

The following questions regard the funds your district received from the
"Class-Size Reduction" program for the 1999-2000 School Year.

School District: _____

Phone: _____

Name of Person Responding: _____

Fax: _____

Note: Please provide projected or approximate numbers if actual amounts are not yet known.

1. Actual amount of district's "Class-Size Reduction" program (CSR) grant award: _____

2. Amount of 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 (please list activities below): _____

3. Please complete the table below for the new teachers that your district has hired, or plans to hire, with CSR funds. "Area of Greatest Need" represents the critical subject or shortage areas in your district (i.e. mathematics, special education, etc.).

New Teachers	<i>Number of New Teachers</i>	<i>Total Salary and Benefits</i>	<i>Area of Greatest Need</i>
<i>Fully-certified</i>			
Grade One			
Grade Two			
Grade Three			
Other (Grades _____)			
<i>Emergency</i>			
Grade One			
Grade Two			
Grade Three			
Other (Grades _____)			

4. Amount of CSR funds district has spent on:

Testing new teachers for academic content knowledge: _____

Testing new teachers to meet State certificate requirements: _____

Feel free to contact Manish Naik at (202) 393-2427 with any questions.
Please fax the completed 2-page survey **no later than September 3, 1999** to
Manish Naik at (202) 393-2400. Thank you.

5a. Amount of CSR funds district has spent on professional development:

New teachers: _____

Current Teachers: _____

5b. Please provide the **number** of current and new teachers who have received, or are planning to receive, professional development with CSR funds.

<i>Grade Level</i>	<i># of New Teachers</i>	<i># of Current Teachers</i>
Grade One		
Grade Two		
Grade Three		
Other (Grades _____)		
TOTAL		

6. Please list the CSR-related professional development activities for teachers in your district. Also indicate with an "x" whether the participants were new or current teachers (or both), and the total amount of CSR funds spent on each activity.

<i>Activity</i>	<i>Current Teacher</i>	<i>New Teacher</i>	<i>Total Cost</i>

7. How would your district spend a 15% increase in the annual CSR allocation funds if they became available to you for the 2000-2001 School Year?

8. Which of your reform efforts aimed at turning around the lowest-performing schools will the federal CSR funds supplement?
