



REDUCING CLASS SIZE

A SMART WAY TO IMPROVE AMERICA'S URBAN SCHOOLS



Council of the Great City Schools

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Second Edition

EXECUTIVE SUMMARY

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

- Federal class size reduction program is improving student achievement and is receiving strong teacher support (Preliminary data, like that gathered by the Fort Worth and Philadelphia public schools, show significant reading gains.).
- Approximately 4,303 first, second, third and other grade teachers were hired in 36 of the nation's largest urban school systems with second-year federal class size reduction funds.
- The 36 major city school systems received approximately \$254.8 million in federal class size funds for the 2000-2001 school year.
- All 36 major cities used their federal class size funds to hire new teachers.
- About \$197.0 million of the \$254.8 million received (77.3%) was spent by the 36 city school systems on teacher salaries and benefits.
- The 36 major cities devoted approximately \$37.1 million (14.6%) of their federal class size aid to professional development; \$10.5 million (4.1%) to recruiting expenses; and about 3% for administration.
- Thirty-one cities used a portion of their federal class size reduction monies to provide professional development for new and veteran teachers; five cities did not use any of their class size reduction funds for professional development.
- Some 42,678 urban school teachers received professional development in the 31 cities using federal class size reduction funds for this purpose.
- Urban school districts spent their federal class size monies in 2000-2001 in approximately the same ways as they did in 1999-2000, except for a somewhat greater emphasis on recruiting efforts.
- The class size reduction program is becoming an essential ingredient in the efforts by urban schools to reform and to accelerate student achievement.
- The federal program is flexible enough to complement local and state efforts to reduce class sizes and to meet recruitment, hiring, and professional development needs.

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Reducing Class Size

A Smart Way to Improve America's Urban Schools

By the
Council of the Great City Schools

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

"In America; Room to Learn"
Bob Herbert
New York Times
May 8, 2000

INTRODUCTION

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

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

THE RESEARCH

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

1. The Tennessee Student Teacher Achievement Ratio (or Project STAR) study. Project STAR was a longitudinal study of some 6,000 children from 1985 to 1989. The project followed students from kindergarten to fourth grade, placed in three types of classes: small (13-17 children per class), regular (22-25 students per class), and regular with a full-time teacher aide. While no advantage was found in larger classes having a teacher aide, students in smaller classes showed significantly higher achievement on standardized tests than either of the larger classes. The higher rates of achievement were evident in the first grade and lasted through second and third grades. Results also showed that the greatest benefits of smaller classes were found in inner city schools with the poorest students.

New studies using the original STAR students are also demonstrating that the benefits of reduced class sizes continue into high school. For example, preliminary findings from the “Effects of Class Size Reduction in the Early Grades (K-3) on High School Performance” study show that students who were in smaller early elementary grade classes were more likely to graduate from high school on schedule and with higher class rankings than their counterparts from larger classes. Students from smaller classes were also more likely to have completed advanced courses than students from larger classes or from classes with a classroom aide. In addition, the “Effect of Attending a Small Class in Early Grades on College Attendance Plans” study found that students, particularly minority and poor students, from smaller classes were more likely to take a college entrance examination than their peers from larger classes.

2. The “Class Size reduction (CSR) program in California. Enacted in the summer of 1996, the California program provided funding to reduce classes in grades 1-3 to no more than 20 students. Preliminary evaluations of the program indicated significant student achievement gains in the 3rd grade—the only grade where it was possible to compare learners in CSR and non-CSR classes. Teachers in CSR classes also reported spending more time with weak readers and students with higher needs, and less time on discipline. Data also showed that the program has resulted in higher parental satisfaction.
3. “Student Achievement Guarantee in Education (SAGE) program” A five-year pilot program, SAGE was designed to increase the academic achievement of high poverty students by reducing the student-teacher ratio to 15:1 in kindergarten through third grade. In quasi-experimental studies done in both the 1997-98 and 1998-99 school years, SAGE students demonstrated statistically higher performance in language arts and mathematics than did students in comparable schools. Study results also indicated that African American students in smaller classes outperformed African American students in larger classes. Qualitative findings suggest that teachers in the SAGE program knew their students better, required less time for management and discipline, and had greater opportunities for one-on-one instruction. Similar results were found in a comparable 1996-97 study. The effectiveness of the program has led Wisconsin to expand the program into an additional 400-500 elementary schools.

4. NAEP Central City Study. A fourth analysis involved trends on NAEP reading and math scores in central cities. This preliminary analysis conducted by researchers from the Rand Corporation for the Council of the Great City Schools showed that lower pupil-teacher ratios had dramatic effects on student achievement in urban schools. Reducing the pupil-teacher ratio to 24:1 resulted in an average 5.8 NAEP percentile point gains among central city students. Reducing student-teacher ratios to 21:1 resulted in additional NAEP gains of 3.7 points, and to 18 produced additional NAEP gains among central city students of 1.6 points. The analysis showed that no central city with a pupil-teacher ratio above 18:1 had made significant improvement on reading or math scores in the last eight years.

THE PROGRAM

The federal Class Size Reduction program was signed into law on October 21, 1998 with the goal of placing 100,000 new teachers into America's classrooms. The law provides federal funds to local school systems to reduce class sizes to 18 in grades 1-3.

All (100%) of the program's funding in the first two years went to local school districts. The bulk of the funding was to be used for recruiting, hiring, and training of teachers. Up to 15% of the allocation in the first year and 25% in the second could be used, at local discretion, for professional development or teacher testing. No more than 3% of funds could be used for administration.

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

A 1999 survey by the Council of the Great City Schools of 40 urban school districts showed that the class-size reduction program provided over 3,500 teachers to the neediest urban children, as well as training for over 22,000 new and current urban school teachers.

The U.S. Department of Education estimated that some 29,000 teachers were hired nationally with class size reduction funds in the first year. These teachers allowed 61,000 others to provide instruction in smaller classes, benefiting approximately 1.7 million students in 90,000 classrooms (Department of Education, 2000).

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

FINDINGS

The Council of the Great City Schools conducted a survey of its members in September 2000 asking for information on how second year funding was being used in 2000-2001. (A copy of the survey form is found in Appendix B.) Thirty-six (36) districts responded.

The thirty-six (36) urban districts responding to this survey indicated that they received approximately \$254.8 million in FY00 class size reduction funds and were able to hire or support 4,303 teachers for the 2000-2001 school year. The total salary and benefits of these teachers accounted for nearly \$197.0 million or about 77.3% of all class size funding received by these 36 major city school systems.

A number of respondents (31) also specified the number of new teachers they hired by grade. These districts indicated that the class size program enabled them to hire a total of 990 (29.9%) new first grade teachers, 632 (19.1%) second grade teachers, 1,164 (35.2%) third grade teachers, and 523 (15.8%) teachers in other grades¹.

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

	Grade One	Grade Two	Grade Three	Other Grades	Unspecified *	Total
Teachers	990	632	1,164	523	994	4,303
Salary and Benefits	\$36,504,366	\$24,636,330	\$39,908,635	\$20,414,663	\$75,516,344	\$196,980,338

*Since some respondents only provided totals, "Unspecified" represents the amount that was not provided by grade.

NEW TEACHERS

All 36 major urban school districts responding to this survey used a portion of their federal class size funds to hire new teachers. Four districts, in fact, used all of their class-size allocation for salaries and benefits of new teachers.

Thirty-one of the 36 districts (86.1%) are using their federal funds to train new teachers. Some 1,870 (28.6%) new first grade teachers, 1,480 (22.6%) new second grade teachers, 1,554 (23.8%) new third grade teachers, and 1,633 (25.0%) teachers in other grades were provided professional development in the districts that were able to detail by grade where they targeted their training resources.

¹ Does not represent all teachers hired.

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

	Grade One	Grade Two	Grade Three	Other Grades	Unspecified *	Total
New Teachers	1,870	1,480	1,554	1,633	NA	NA
Current Teachers	4,002	2,239	3,897	3,778	NA	NA
TOTAL	5,872	3,719	5,451	5,411	22,225	42,678

*Since some respondents only provided totals, "Unspecified" represents the amount that was not provided by grade.

CURRENT TEACHERS

The major benefit of the class size reduction program is that it actually reduces the size of classes, but a secondary benefit involves the professional development available to current teachers. Twenty-six of the 36 districts responding to the survey indicated that they used a portion of their funds to provide professional development to veteran teachers.

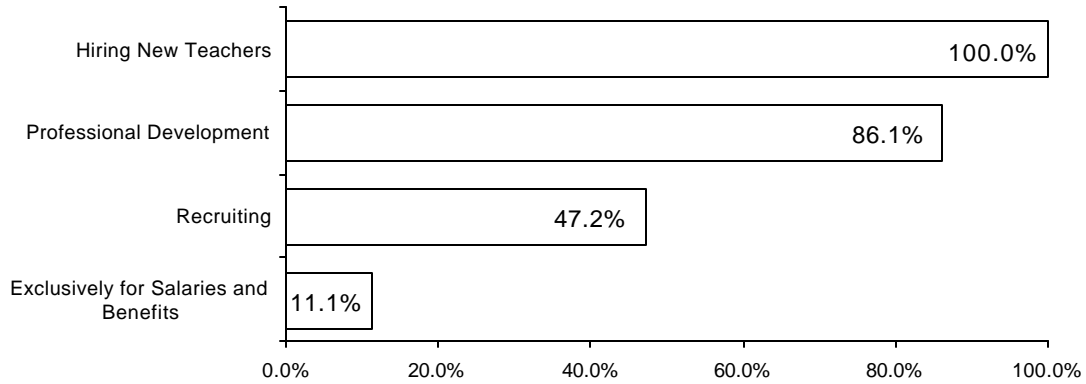
Approximately 4,002 (28.8%) veteran first grade teachers, 2,239 (16.1%) veteran second grade teachers, 3,897 (28.0%) veteran third grade teachers, and 3,778 (27.1%) teachers in other-grades were provided professional development in the districts that were able to detail by grade where they targeted their training resources. In addition, some veteran teachers were trained as mentors for new teachers, while others were kept up-to-date on the latest instructional practices.

Overall, some \$37.1 million of the class size funds received by the 36 responding cities was used to train 42,678 new and existing teachers in the nation's urban schools.

RECRUITING

The class-size reduction program also allows districts to use a portion of their federal funds to attract new teachers. Seventeen of the responding districts (47.2%) used part of their allocation on recruiting costs, spending some \$10.5 million or 4.1% of the districts' total class size funds. Most of this amount was used for advertising. Other common recruitment expenses included travel to interview teacher candidates, salaries, supplies, and other costs for district recruiting offices, hiring bonuses, and teacher certification.

Table 3.
Use of Federal Class Size Reduction Funds in Urban Schools
(% of 36 responding districts)

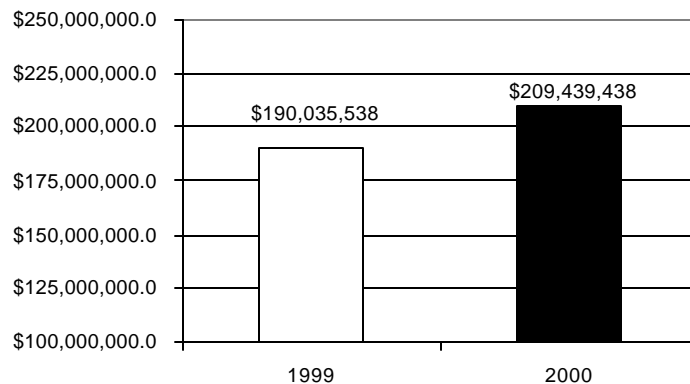


TRENDS BETWEEN 1999 AND 2000 IN SPENDING CLASS SIZE REDUCTION FUNDS

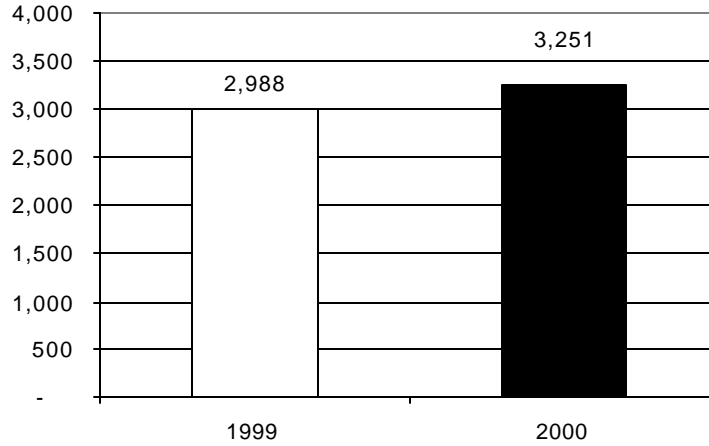
This report also examined trends in the use of class size reduction funds from last year to see if districts were changing priorities and to determine the effects of amendments to last year's legislation. The Council of the Great City Schools looked at responses from cities that participated in both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

First, the amount of monies received by the 28 major cities increased slightly, \$19.4 million, due largely to the small increase in the overall appropriations last year. This increase allowed these districts to hire an additional 263 teachers in 2000-2001, compared with 1999-2000. Some \$16.8 million of the \$18.8 million increase (86.7%) was devoted to the salaries and benefits of newly hired teachers rather than to professional development.

Graph 1.
 Class Size Reduction Allocations to 28 Urban School Districts
 Responding to both 1999 and 2000 Surveys

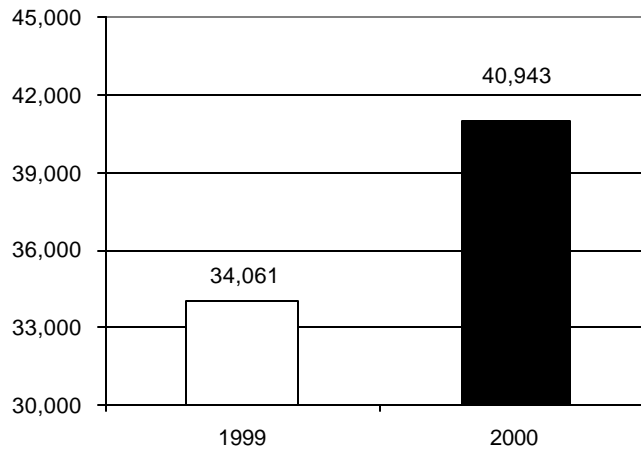


Graph 2.
Number of Teachers Hired with Class Size Funds in the 28 Urban School Districts
Responding to both 1999 and 2000 Surveys



Second, the number of teachers receiving professional development with federal class size reduction funds increased by 6,882 individuals from 1999-2000 to 2000-2001 in the 28 city school systems².

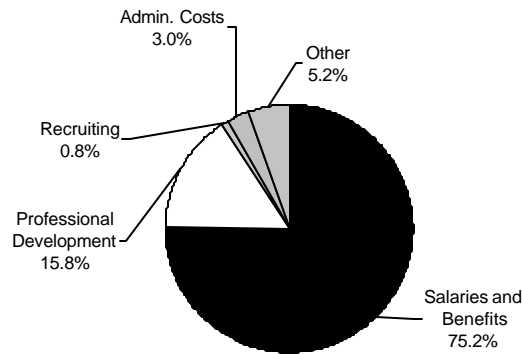
Graph 3.
Number of Teachers Receiving Professional Development with Class Size Funds in the
28 Urban School Districts Responding to both 1999 and 2000 Surveys



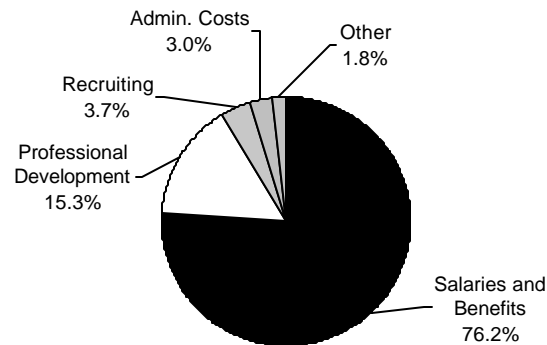
² Does not include New York City.

Third, the pattern by which class size funding was spent in these urban districts remained largely unchanged between 1999-2000 and 2000-2001, despite amendments to the legislation. The proportion of funding devoted to the salaries and benefits of new teachers was 75.2% in 1999-2000 and 76.2% in 2000-2001. The proportion of class size reduction expenditures devoted to professional development declined slightly from 15.8% in 1999-2000 to 15.3% in 2000-2001. Finally, the proportion of program funding devoted to recruitment activities increased from 0.8% in the first year to 3.7% in the second.

Graph 4.
Class Size Program Expenditures by Urban Schools³



1999



2000

³ Other expenditures include authorized, allowable carryover amounts, or dollars that were yet unprogrammed when survey data were collected.

Urban schools are clearly using federal class size reduction funds for their intended purposes. Approximately 81% of funding in both the first and second years of the program are being used to hire and support new teachers. Program spending on professional development has dipped slightly, despite the additional allowance for this activity, and spending on recruitment activities has increased.

Finally, local evaluations of efforts to reduce class sizes are beginning to be released and are showing increased student achievement and higher teacher satisfaction. These local programs and evaluations, where available, are described briefly in the next section. They demonstrate that the federal class size reduction program is becoming an integral part of urban school efforts to reform and to accelerate improvements in student achievement.

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

DENVER

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

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

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

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

FORT WORTH

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

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

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

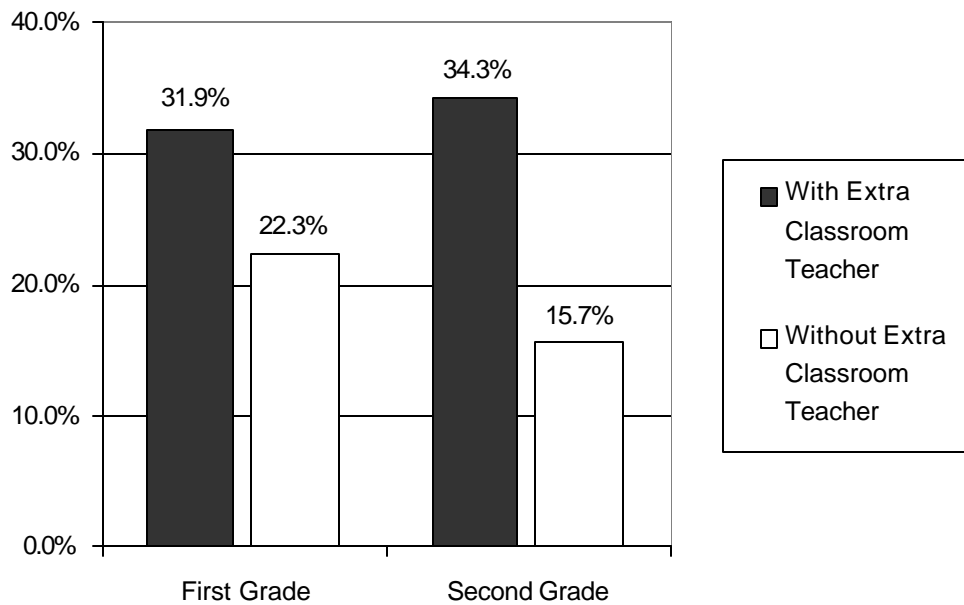
-Principal, Fort Worth Independent School District

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

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

Fort Worth Student Gains in Reading on the Texas Primary Reading Inventory by Grade

	Classrooms with an Extra Teachers	Classes without an Extra Teacher
First grade	31.9%	22.3%
Second grade	34.3%	15.7%



MIAMI-DADE COUNTY

Miami-Dade uses its federal Class-Size Reduction (CSR) funds to improve student achievement by hiring highly qualified teachers to reduce average class size, particularly in the early grades, to no more than 18 children per class. In 1999-2000, Miami used 85% of its federal funds for new teacher salaries, 14% for professional development, and 1% for recruitment.

In order to have the greatest impact upon student achievement, CSR funds were allocated to 24 Level 1 elementary schools. The Florida Department of Education designated Level 1 schools as the most educationally needy, based upon the state student proficiency exam, the Florida Comprehensive Achievement Test (FCAT). Federal funds provided the district with 207 new teachers in grades 1-3 to implement the FCAT Initiative.

Creating smaller classes was difficult due to overcrowded conditions at the targeted schools. In collaboration with United Teachers of Dade, a Co-Teaching Reduction Model was adopted. In this model, selected veteran teachers at Level 1 schools were paired with newly hired teachers. The teachers planned together and formed a collaborative unit. Thirteen veteran teachers were selected as master teachers, and each was assigned to assist the co-teaching teams at two schools.

During the 1999-2000 school year, the 24 elementary schools that received Class-Size Reduction funds in Miami-Dade were rated as “F” schools. As a result of the class-size effort, none of the 24 schools remained on the failing list.

Professional development and training sessions were designed and held for co-teaching teams and expert teachers. The professional development sessions included an introduction to Florida state instructional standards, an explanation of FCAT, suggested teaching strategies to achieve student success, a comprehensive explanation of the co-teaching model, and the type of strategies employed in that model.

During the 1999-2000 school year, the 24 elementary schools that received Class-Size Reduction funds were rated as “F” schools. The class size reduction funds reduced the pupil-teacher ratio to 18:1 in grades 1-3 in each of these schools. As a result of the class-size effort, none of the 24 schools remained on the failing list: 23 schools moved to a rating of “D”, and one school has received a “C”.

NEW YORK CITY

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

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

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

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

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

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

OKLAHOMA CITY

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

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

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

“Compare student performance before and after class size was reduced.”

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

Sample Responses
Class-Size Reduction Teacher Evaluation
Oklahoma City Public Schools

PHILADELPHIA

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

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

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

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

SAN FRANCISCO

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

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

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

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

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

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

**SUMMARY OF 2ND YEAR FEDERAL CLASS SIZE REDUCTION EFFORTS
IN THE 36 RESPONDING GREAT CITY SCHOOL DISTRICTS**

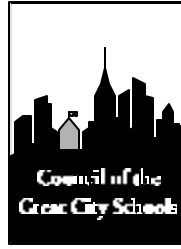
Federal class size reduction funds directed to urban schools in 2000-2001	\$254,808,723
Number of teachers hired with 2 nd -year federal class size reduction funds	4,303
Amount of federal class size funds devoted to teacher salaries and benefits	\$196,980,338
Percentage of federal class size reduction funds devoted to teacher salaries and benefits	77.3%
Number of teachers receiving professional development with federal class size funds	42,678
Amount of federal class size funds devoted to professional development	\$37,075,561
Percentage of federal class size reduction funds devoted to professional development	14.6%
Amount of federal class size reduction funds devoted to recruitment	\$10,464,833
Percentage of federal class size reduction funds devoted to recruitment	4.1%
Percentage of cities that used funds to pay teacher salaries	100%
Percentage of cities that used funds to provide professional development	86.1%

Reference List

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

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

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



Great City School Districts Responding to Survey

Albuquerque	Miami
Atlanta	Milwaukee
Chicago	Minneapolis
Clark County	Nashville
Cleveland	New York City
Columbus	Norfolk
Dallas	Oklahoma City
Dayton	Orange County
Denver	Philadelphia
Des Moines	Pittsburgh
Detroit	Portland
Fort Worth	Rochester
Fresno	Sacramento
Houston	Salt Lake City
Jefferson County	San Antonio
Long Beach	San Diego
Los Angeles	San Francisco
Memphis	Tucson