

**Council for Education Policy, Research and
Improvement**

Impact of the Class Size Amendment

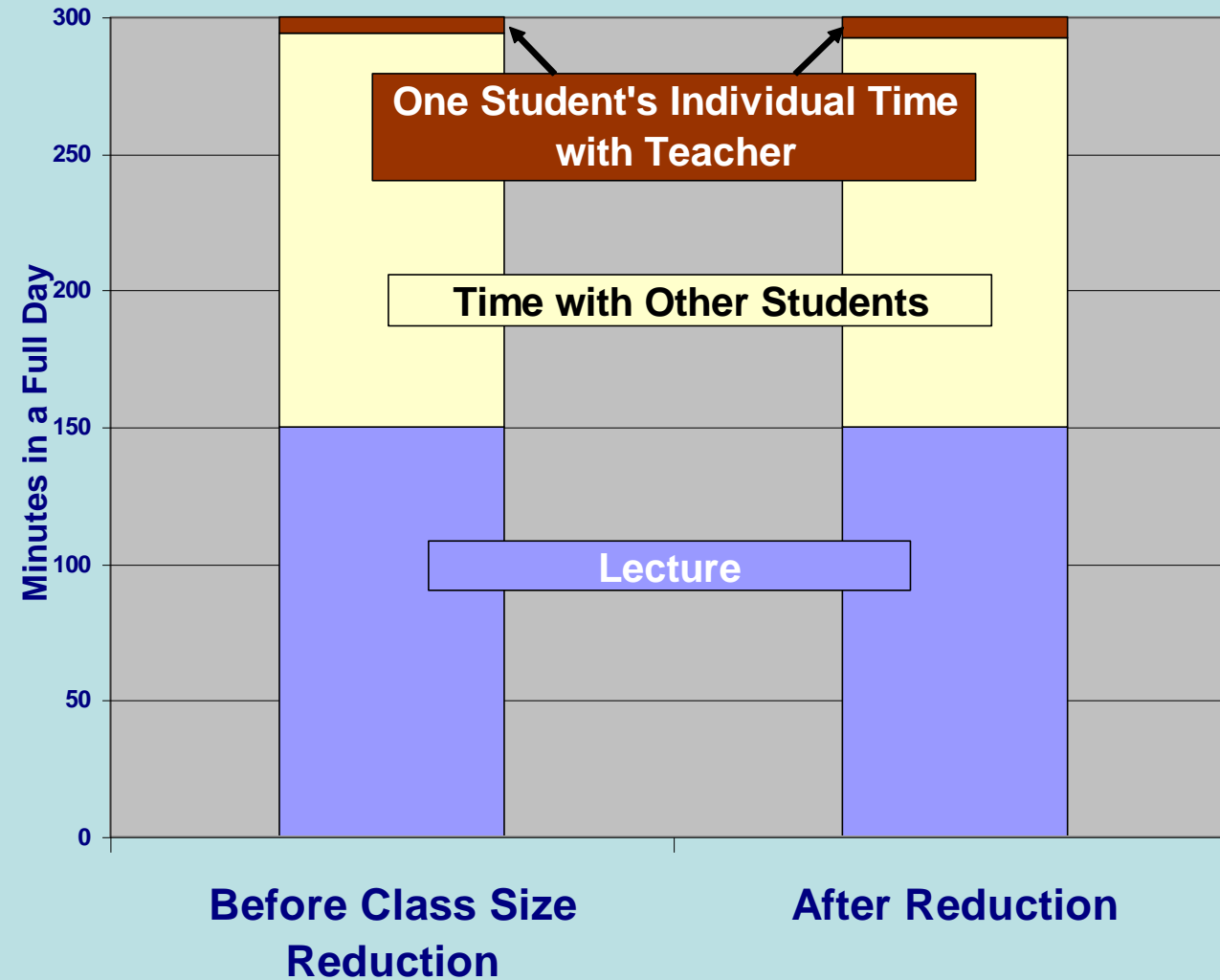
Chairman W.C. Gentry

**Presentation to the House Choice
and Innovation Committee**

November 8, 2005

Teaching minutes in a day	300	
Less 50% time on lecture	-150	
Net Time for Individual Students	150	
Divided by 25 Students	6	Minutes per student per day
Divided by 20 Students	7.5	Minutes per student per day
Net Gain	1.5	Minutes per student per day

A 90-Second Improvement in One-on-One Contact



Reducing Class Size has an insignificant Impact on a Student's Individual Time with the Teacher

Note: Assumes 50% Division of Teacher Time Between Lecture and Interaction with Students

Florida Class Size Requirements

- 18 students per class in grades Pre-K through three;
- 22 students in grades four through eight; and
- 25 students in grades nine through twelve.

<u>Time Frame</u>	2003-04 to 2005-06	2006-07 to 2007-08	2008-09 to 2009-10
<u>Measure</u>	District-level average	School-level average	Class-level maximum

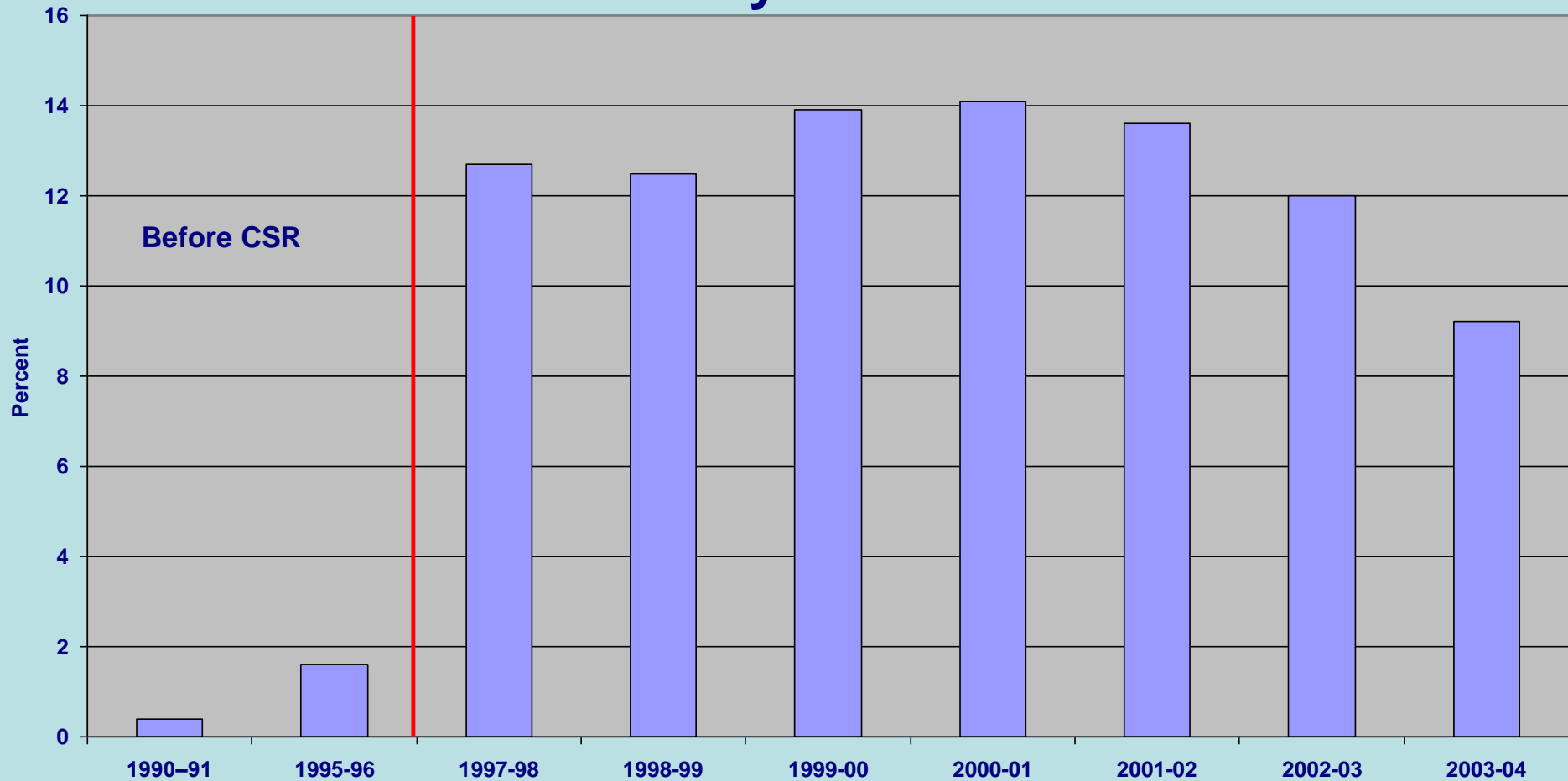
Florida's CSR Requirements are the Most Ambitious Ever Attempted

States with K through 12 Initiatives	Grades					Comments
	K to 3	4 to 6	4 to 8	7 to 12	9 to12	
Alabama	18	26		29		A guide based on student/faculty ratio. State can approve waiver
Florida	18		22		25	
Kentucky	24	28		31		School based management councils can exempt, otherwise schools can exceed by 2 without waiver and by 5 with waiver.
New Jersey	21		23	24		Mandated in 440 schools in special needs districts
Tennessee	20	25		30		Average of each range of grades

NOTE: 24 States have K-3 initiatives

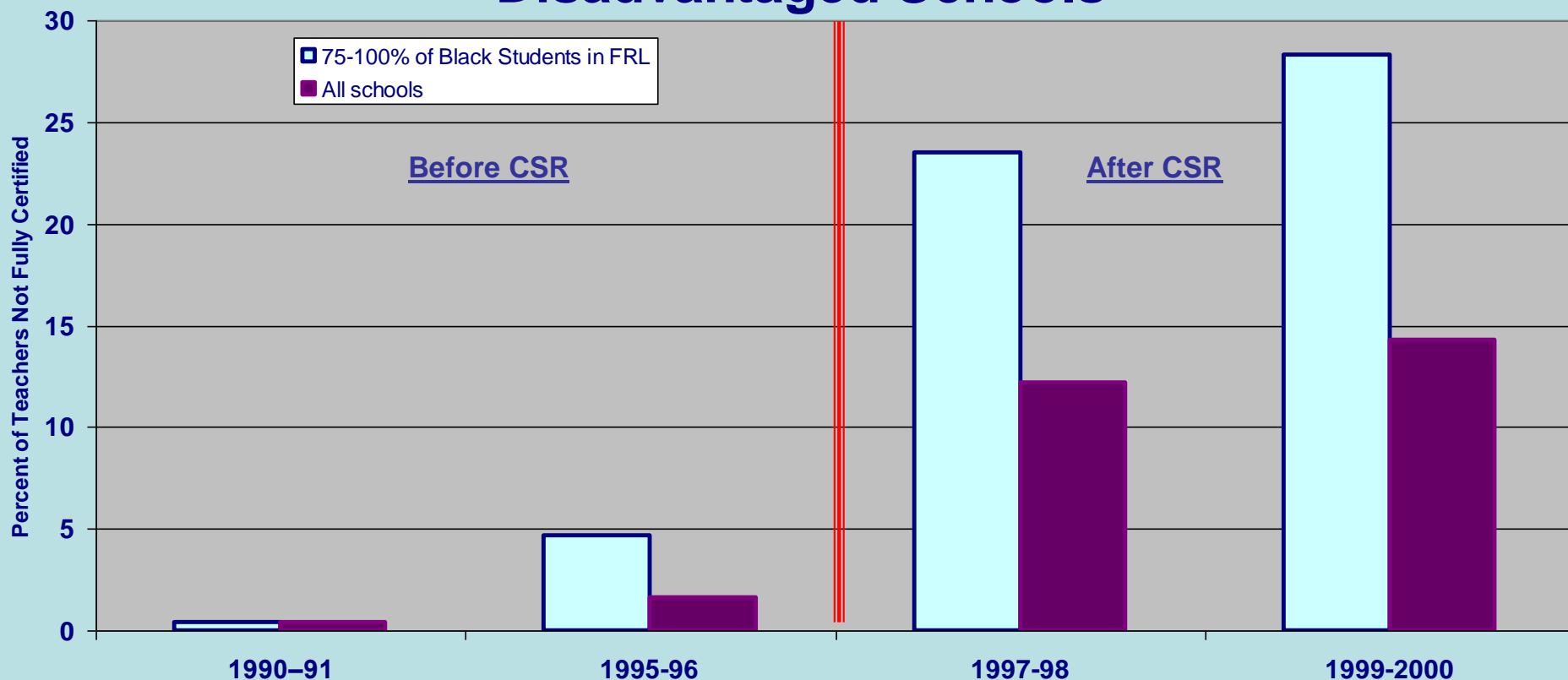
Source: Reduce Class Size Now <http://www.reduceclasssizenow.org/>

Percent of California Teachers Not Fully Certified



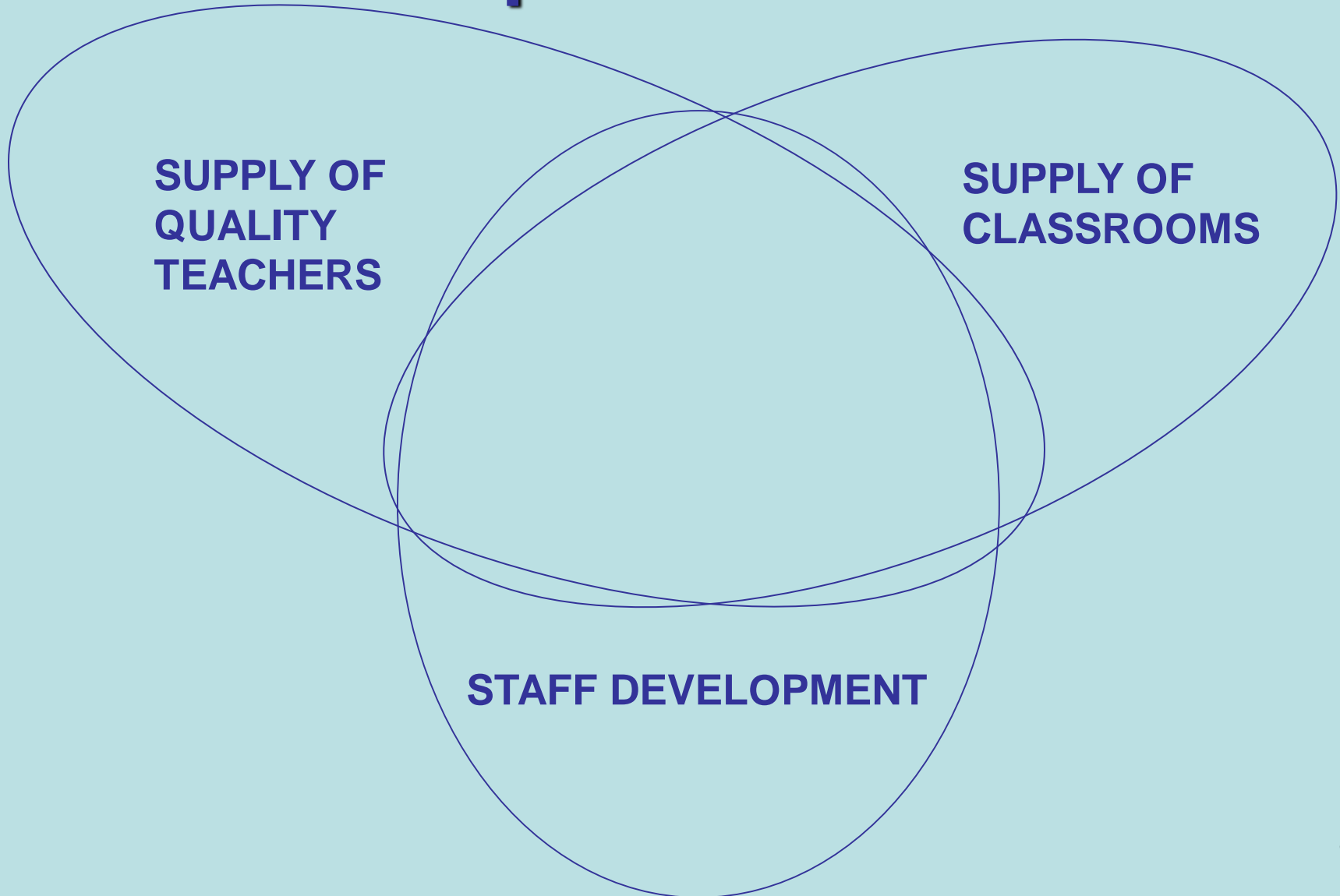
Source: The California Education Fact Book <http://www.cde.ca.gov/re/pn/fb/yr05contents.asp>

In California CSR the Highest Percent of Teachers Not Fully Certified Occurred at Disadvantaged Schools



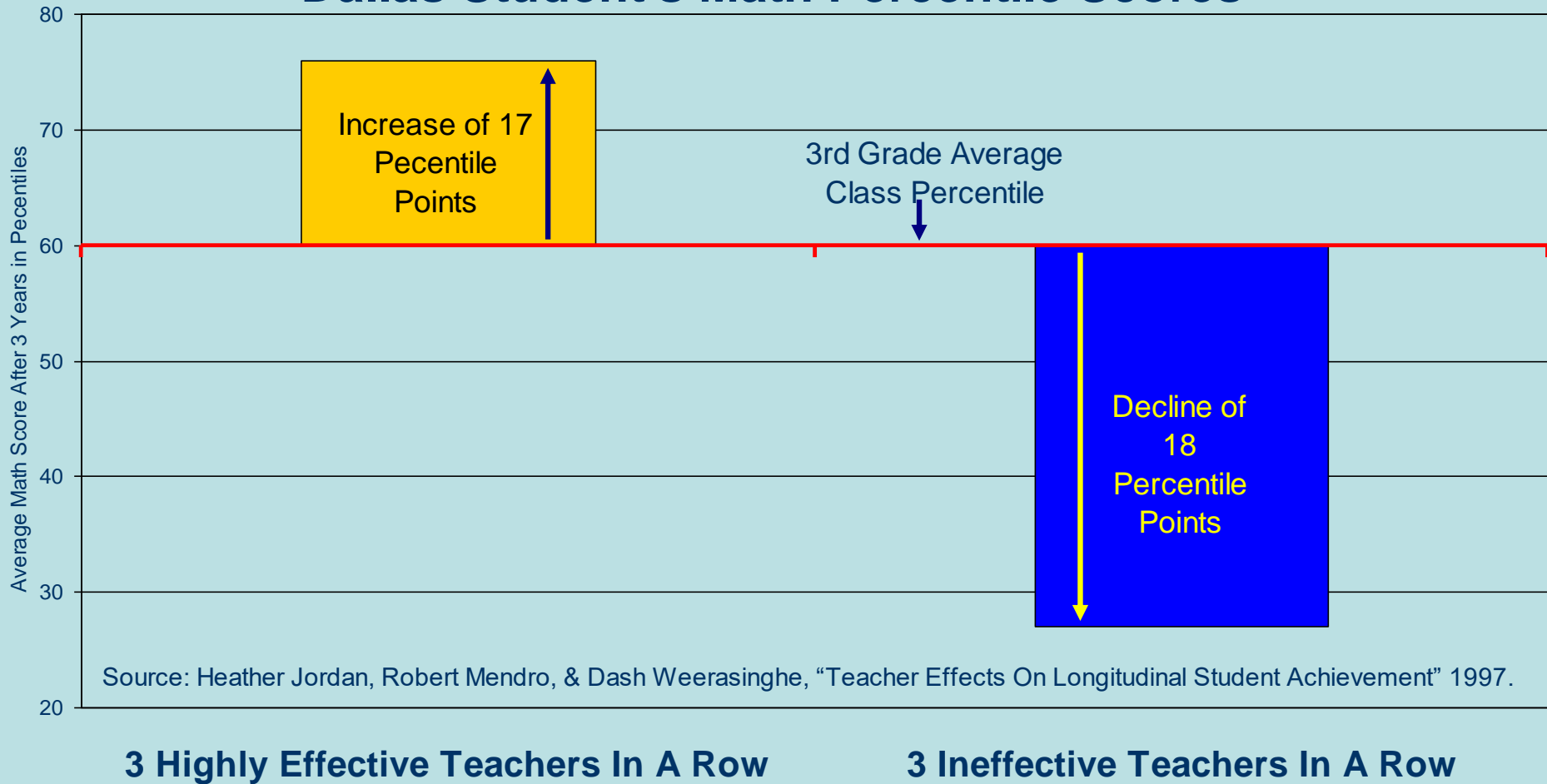
Source: Jepsen, Christopher and Steven Rivkin, Class Size Reduction, Teacher Quality, and Academic Achievement in California Public Elementary Schools, Public Policy Institute of California, 2002

Successful Class Size Implementation



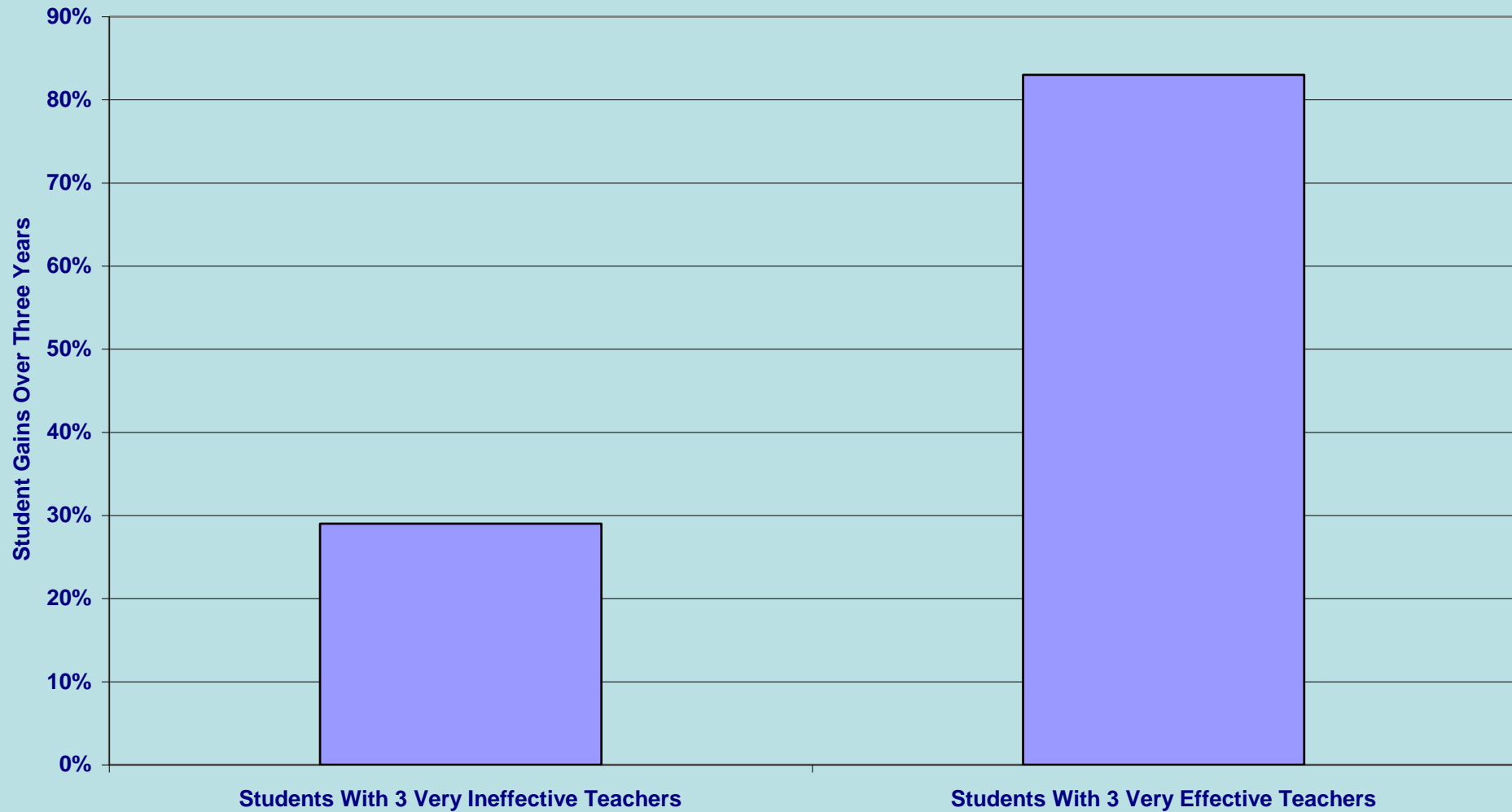
The Importance of Quality Teachers

Cumulative Effects of Teacher Quality on 5th Grade Dallas Student's Math Percentile Scores



Cumulative Effects of Teachers on 5th Grade Math Scores in Tennessee

Percentage Increase in Learning Based on State Assessment



Source: Sanders, William L. and Rivers, Joan C; "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement," 1996, Figure 1, p.12

Expanding the Teaching Workforce: Problems Specific to Florida

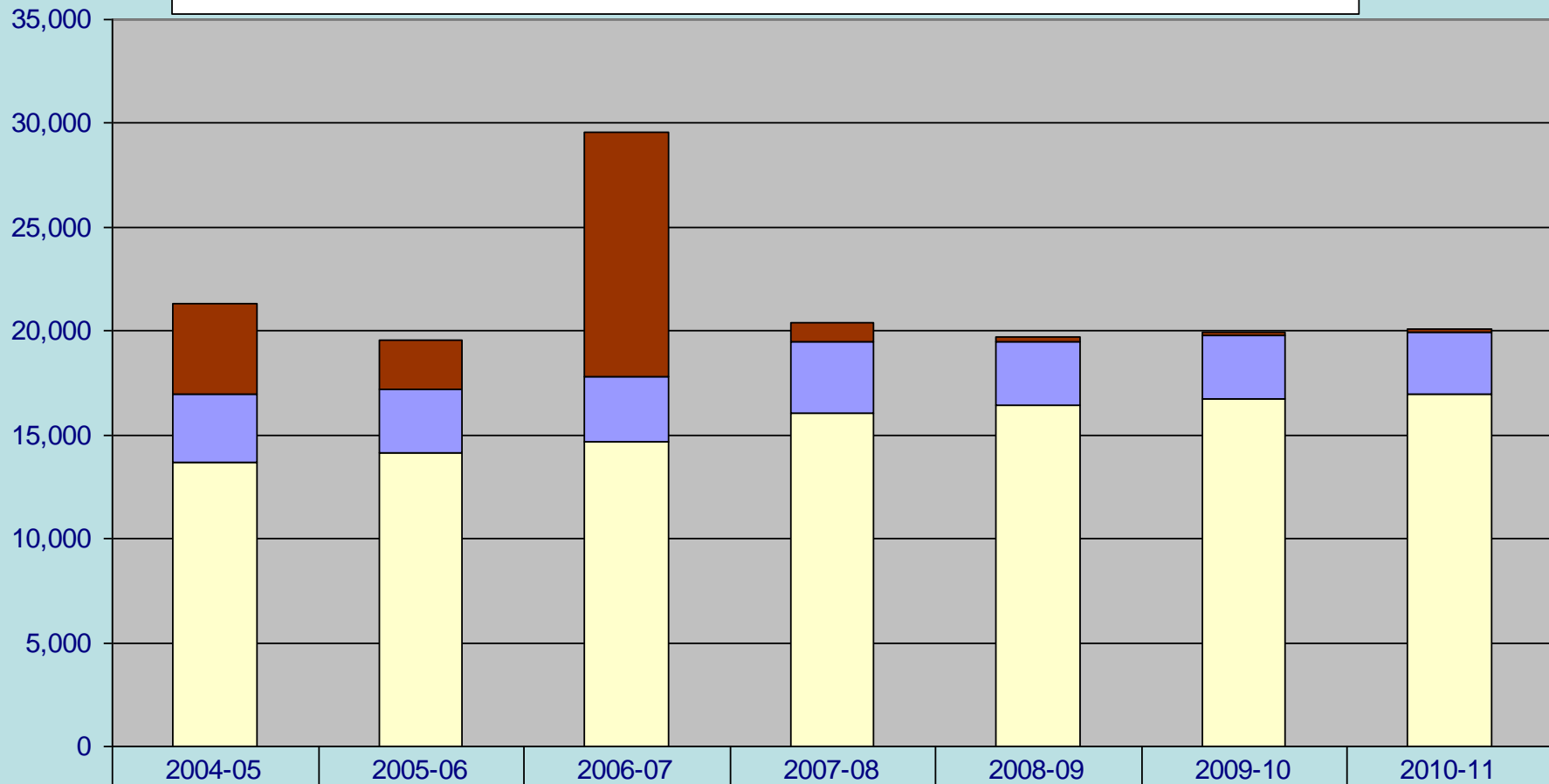
Percentage of public schools with teaching vacancies by field 1999-2000

	General elementary	Special education	English/ language Arts	Social studies	Computer science	Math	Biology or life sciences	Physical sciences	ESL, ESOL, or bilingual education	Foreign languages	All Measures
ALL 50 STATES AND DC	91	67	58	51	35	55	46	40	38	43	
Florida	98	86	71	60	53	72	63	57	45	48	
Florida Rank	50	51	47	44	51	51	49	50	41	39	51

NOTE: Public schools include traditional public schools and public Charter schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999-2000 "Public School Survey" and "Public Charter School Survey."

All New Teachers Needed by Cause and Year (Includes Replacing Turnover)

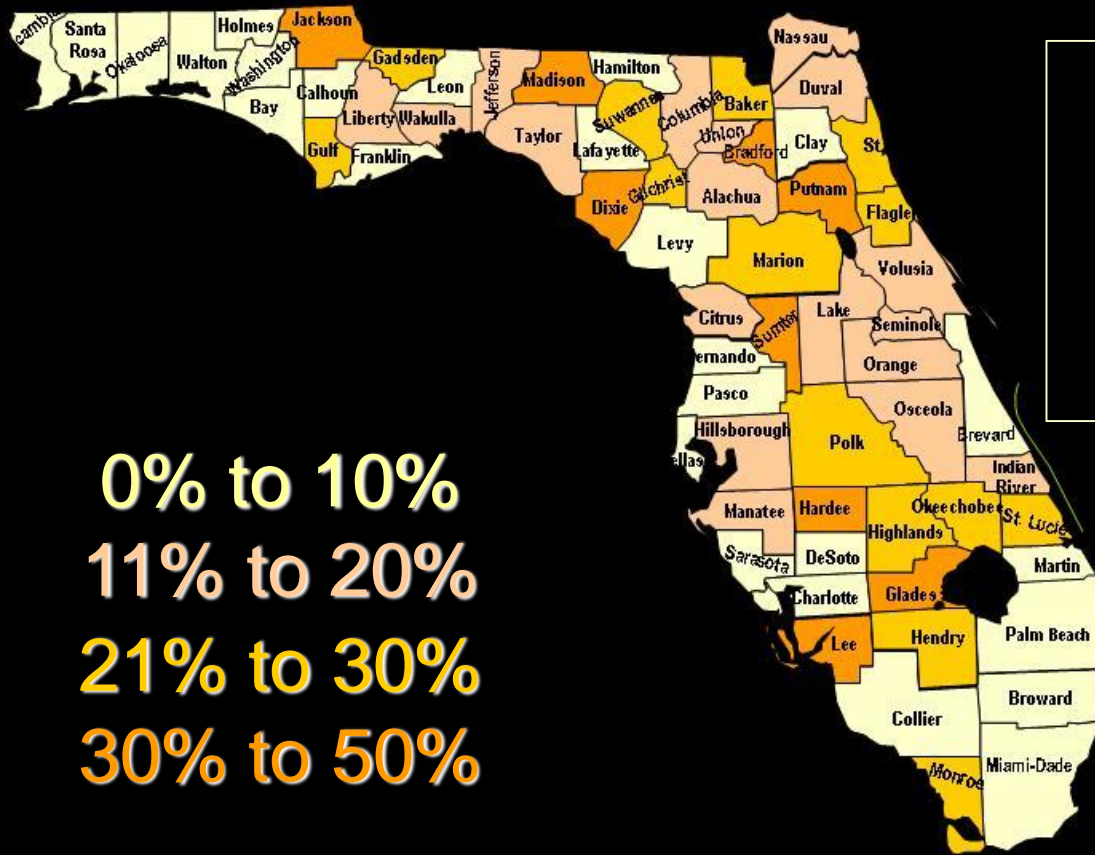


Class Size	4,324	2,378	11,821	974	171	148	103
Growth	3,297	3,024	3,134	3,451	3,106	3,059	2,972
Turnover	13,692	14,157	14,649	16,011	16,413	16,711	17,003

Source: Florida Department of Education; Projected Number of Teachers Needed Florida Public Schools, November 2004

Percent of 2005-06
Teaching Positions to be
Replaced or Added in
2006-07

7% to 10%
11% to 15%
16% to 20%
21% to 35%



0% to 10%
11% to 20%
21% to 30%
30% to 50%

Different
Problems in
Different
Districts

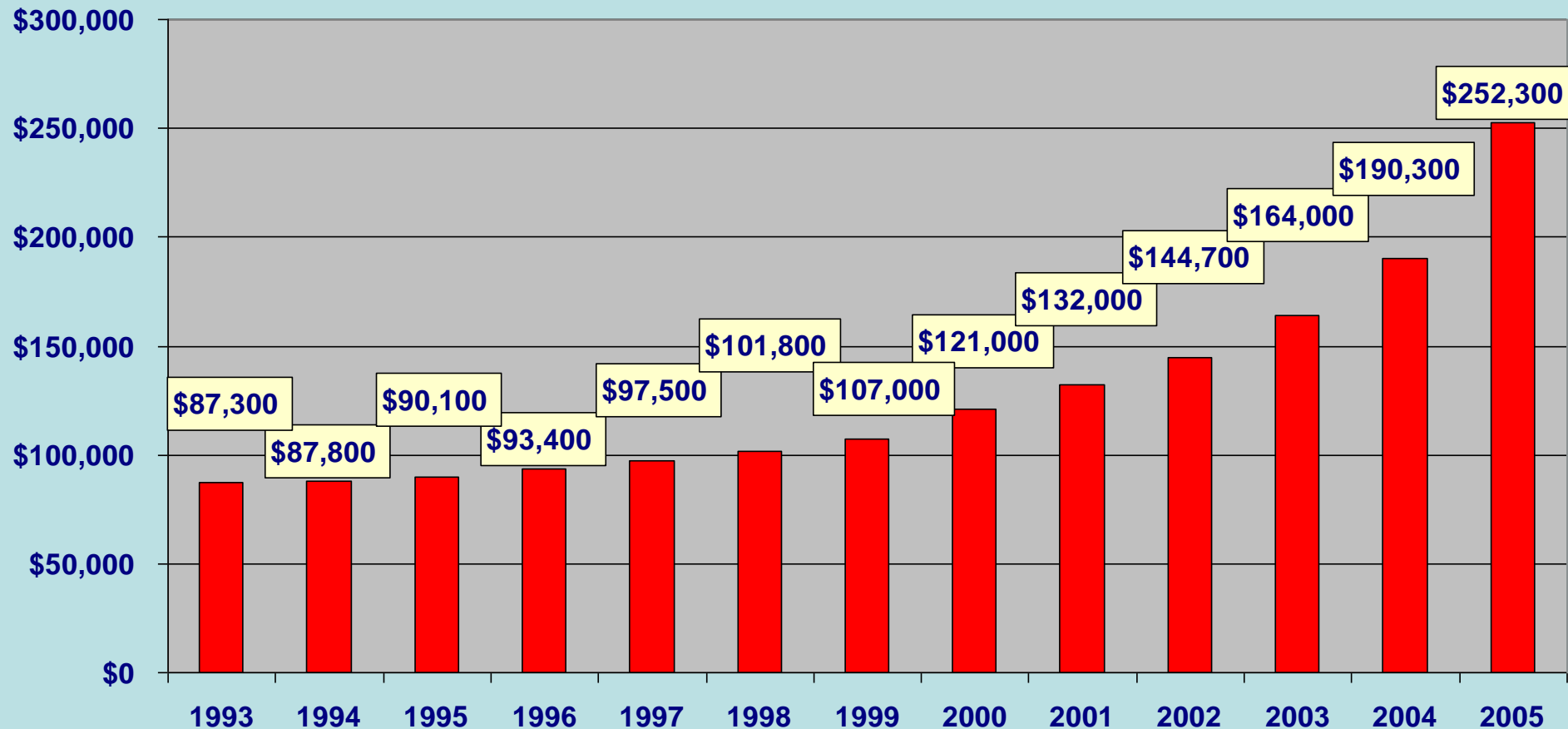
Percent of Fall 2003
New Hires That
Were Out of Field

Teacher Education Graduates vs. New Hires

Subject Fields	Teacher Ed Grads 2002-03	New Hires Fall 2003	% Grads to New Hires	Proj. Fl. Ed. Grads 2005-06	Proj New Hires Needed 2006-07	% Grads to New Hires
Math	108	1,360	7.9%	128	2,308	5.5%
Science	89	1,173	7.6%	108	1,938	5.6%
Reading	140	359	39.0%	193	936	20.6%
Foreign Languages	14	360	3.9%	13	574	2.3%
ESOL	70	381	18.4%	47	1,100	4.3%
Industrial Arts/Tech Ed	2	77	2.6%	1	76	1.3%
Exceptional Student Education	892	3,473	25.7%	975	3,232	30.2%
All Classroom Programs	5,511	19,317	28.5%	6,048	29,604	20.4%

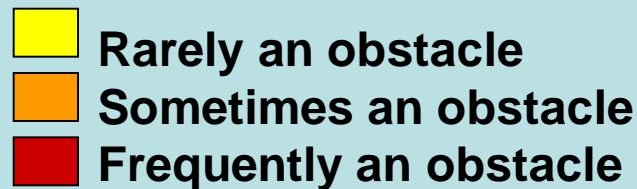
Construction and Housing

The Median Price of Existing Single Family Homes Sold in Florida Has Doubled in the Last 5 Years

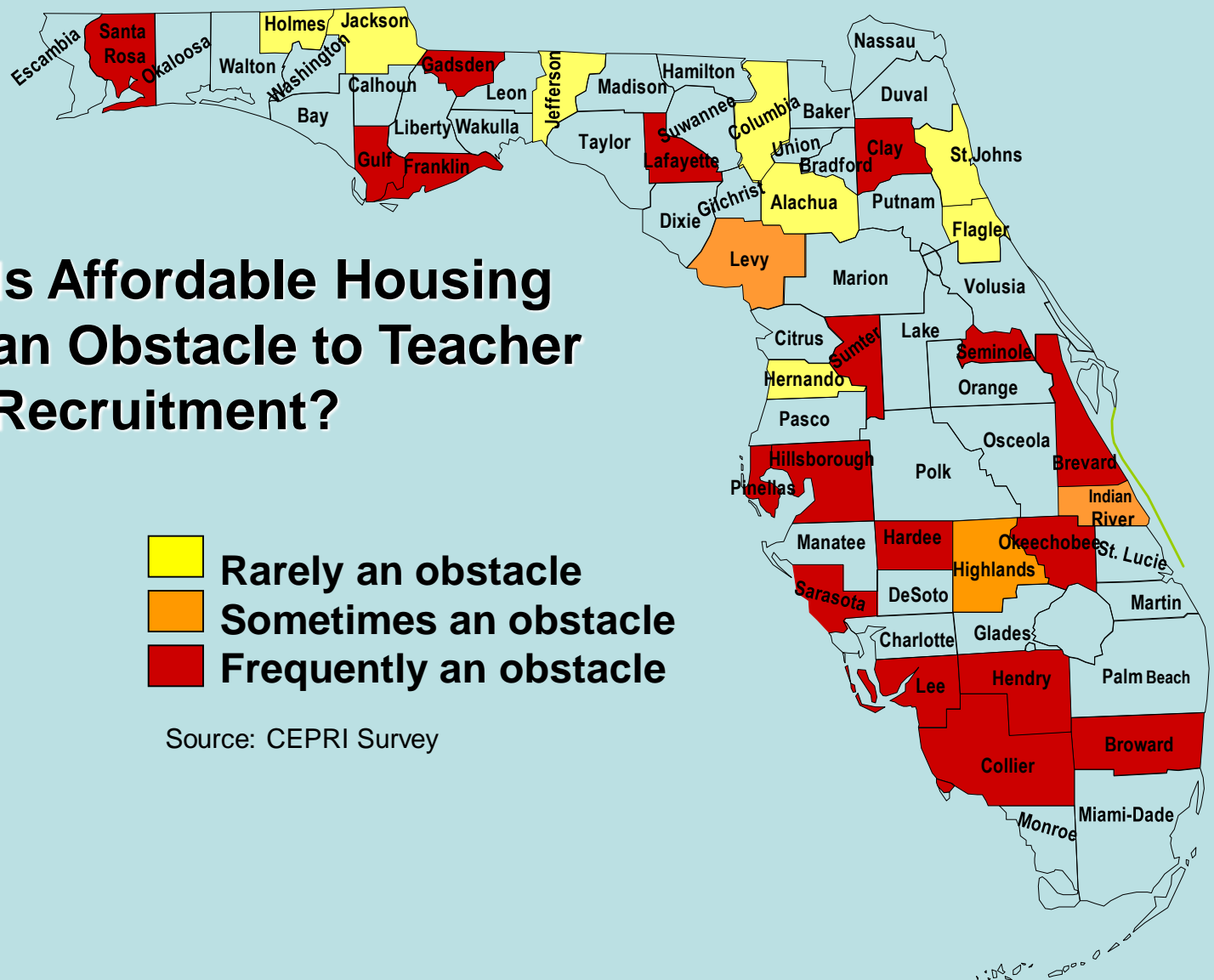


Source: Florida Association of Realtors and the University of Florida Real Estate Center

Is Affordable Housing an Obstacle to Teacher Recruitment?



Source: CEPRI Survey



District Interviews on Choice

- One district has restricted an open reassignment policy dropping participation from a high of 70,000 at any given time to less than 13,000.
- Another district reported cutting teacher aides, dropout prevention programs, and magnet program staff and limiting other improvements such as additional reading, math, and science coaches and teacher staff development.
- Another district has eliminated academic electives with relatively low demand such as advanced placement, foreign language, and fine arts elective courses.

Potential of Team Teaching

- Professional support and training for new teachers and out of field teachers by paring with fully qualified, experienced teacher
- Reduce student/teacher ratio/relieves pressure from rapid need for new classrooms
- Increased options for flexible grouping of students
- Help in classroom and lesson preparation
- Help with classroom management