

Key Instructional 2004-05 Class Size Report Executive Summary

Background

- ❑ Class size data have been collected since the 1998-99 School Year. Data collection has been standardized since the 2001-02 School Year for all levels.
- ❑ Schools are funded with instructional staffing at the following ratios:

Base:		Differentiated Staffing (free/reduced lunch)	
K-3	20.25	K-3	11.90 to 1
4- 5	21.65	4-5	11.90 to 1
6-8	22.37	6-8	10.35 to 1
9-12	22.70	9-12	10.30 to 1
- ❑ The Standards of Quality direct that no class exceed:
 - 29 students in kindergarten with classes above 24 requiring a full-time assistant
 - 30 students in first grade with a division ratio of 24 to 1 FTE
 - 30 students in second and third grade with a division ratio of 24 to 1 FTE
 - 35 students in fourth-sixth grade with a division ratio of 25 to 1 FTE
 - a *school-wide ratio* of 25 to 1 FTE in middle and high school.

Analysis: Elementary

- ❑ Eleven (4 %) elementary classrooms in the Division contain 26 or more students. Principals schedule teaching assistants, gifted resource teachers, Title I teachers, literacy specialists and special education teachers to work with students during core content blocks to reduce groups during instruction. An analysis of trend data for numbers of classes over 25 show consistency in the numbers and percentage of such classes for 2003-04 and 2004-05.

Analysis: Middle

- ❑ Thirty-seven (7.5%) middle school core and world languages classes in the Division contain 28 or more students. These large classes typically are at the advanced/honors level because of increased access and reduction of class sizes in practical and standard level classes. This number reflects an increase of .5% in numbers of classes with 28 or more students, not a significant change.
- ❑ The number of first semester classes decreased from 524 in 2002 to 484 in 2003 with an increase to 494 in 2004. These data reflect a change made in two middle schools to block schedule science and social studies so that students complete the entire course in one semester. No significant changes in average class size occurred in the middle schools from 2003-04 to 2004-05. Principals use a variety of staffing strategies including resource collaboration to reduce groups in the core content blocks.

Analysis: High

- ❑ Principals used differentiated staffing to reduce practical level classes, particularly in math and English, to ensure that students receive individualized instructional attention. The total number of classes with 20 or fewer students increased from 327 in 2002-03 to 347 in 2003-04 reflecting this focus. In 2004-05, 347 classes had 20 or fewer students, the same as in 2003-04. Forty-four classes (5.4%) contained 28 or more students, not a significant change from 2003-04.
- ❑ **Analysis: Overall**
- ❑ Differentiated staffing again was adjusted for 2004-05 to reflect changes in current free-and-reduced lunch numbers and percentages of students.
- ❑ Central leadership staff members monitor class size data and work with principals to address issues specific to individual schools, using emergency staffing as needed to address outlier situations.
- ❑ The average size of elementary (21.68 compared to 19.95 in 2003-04), middle (20.80 as compared to 20.56 in 2003-04), and high school (20.62 as compared to 20.53) core content classes also is within the Division's standard for base and differentiated staffing for use of FTEs and is well within the Standards of Quality expectations noted in the Background.
- ❑ No significant changes in average class size or range of class sizes occurred within the trend data. Central staff in collaboration with building principals check variance resulting from site-based decision-making against student performance data.

