

## 2005-06 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 (based on free/reduced lunch data)	
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

- Seven (2.5 %) elementary classrooms in the Division contain 25 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 24 show a reduction in the numbers and percentage of such classes for 2005-2006 as compared to any of the previous 4 years.

### Analysis: Middle

- Forty-one (7.7%) middle school core and world languages classes in the Division contain 28 or more students, up slightly from 37 (7.5%) in 2004-2005. Increases occurred at two schools as a result of extending time for mathematics and language arts instruction, including an increase in the number of elective opportunities for some students in moving from 7 to 8 periods, and structured time for implementation of professional learning communities.

### 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 347 in 2004-05 to 375 in 2005-06 reflecting this focus. Twenty-eight classes (3.3%) have 28 or more students, down from forty-four classes (5.4%) in 2004-2005.

### Analysis: Overall

- 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 (19.82 compared to 21.68 in 2004-05), middle (20.85 as compared to 20.80 in 2004-05), and high school (20.48 as compared to 20.62 in 2004-2005) 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, checks variance resulting from site-based decision-making against student performance data.

# 2005-06 Class Size Report

## Introduction

The 2005-06 Class Size Report reflects data collected during the week of September 12-16, 2005. Class size data provide information about the division and individual schools including mean class size, frequency of class sizes, range of class sizes, and numbers of classes within monitored ranges. These data represent information for all core content classes including world languages in middle and high schools and “homeroom” data for elementary schools. Also reported are enrollment data for the Junior ROTC pilot program at Monticello High School. Mean class sizes are not reported for non-core classes except for Health/PE, which is included in the appendix. Trend data are reported for a period consistent with prior class size reports to the Board. Questions answered through data analysis include:

- What is the mean class size for the division and for each school?
- What is the range of mean class sizes for the division and for each school?
- What is the frequency of class sizes for the division?
- What is the range of class sizes for the division?
- For the monitored range of classes above 25 (elementary) or 27 (middle and high) students, why are some classes larger, and what strategies are schools using, where appropriate, to address learning needs in these classes?

The Strategic Plan for Albemarle County Public Schools identifies data-based decision-making as critical to the continuous improvement of the division and each school. The data and information in the Class Size Report present the Board and division staff with the opportunity to ask further questions about class size reduction initiatives and student achievement at both the division and school levels. Information provided in the Annual Progress Report to the Board coupled with the Class Size Report affords our Board members and division staff with data essential to an informed discussion of the impact of class sizes upon student achievement.

## Elementary Schools

The division *mean size* of elementary school homerooms is 19.82 students per classroom. Mean class sizes *range* across individual schools from 14.56 at Yancey Elementary to 21.32 at Greer Elementary. Other teachers in schools, such as Title I teachers, PE teachers, etc., traditionally do not have students assigned to homerooms so the mean class sizes are based upon the *actual numbers* of students assigned to kindergarten, first, second, third, fourth, fifth, and cross-grade (combination) classrooms (e.g., K/1). Factors causing variance in mean class sizes across elementary schools include:

- the differentiated staffing formula used in this division,
- state Standards of Quality (SOQ) Class Size Reduction Initiative for K-3, and

- building level decisions to use Full Time Equivalencies (FTEs) to staff programs or grade levels beyond division/state minimal requirements based upon the learning needs of students and issues specific to a particular school community.

The Full Time Equivalencies (FTEs) assigned to schools for staffing purposes also fund teaching assistants, librarians, music, art, PE, guidance, literacy specialists, gifted resource, technology, and intervention staff for each school. Along with support staff including special education and Title I teachers, these additional staff may support regular classroom teachers in collaborative teaching of reading and math groups and integrated lessons in science and social studies, character education, health, etc. Therefore, in schools where mean or actual class sizes appear large, the use of these additional staff members can reduce large groups into several smaller groups for core instruction.

**Mean Class Size Data for Elementary Schools (Table 1)**

<i>School</i>	<i>Mean Size</i>	<i>Number of Classrooms</i>
Agnor-Hurt	20.35	20
Baker-Butler	21.29	24
Broadus Wood	19.06	16
Brownsville	19.84	19
Cale	19.96	27
Crozet	20.79	19
Greer	21.32	19
Hollymead	20.39	23
Meriwether Lewis	21.11	19
Murray	20.38	13
Red Hill	17.33	9
Scottsville	15.73	11
Stone- Robinson	20.14	22
Stony Point	19.64	11
Woodbrook	18.63	16
Yancey	14.56	9
<b><i>Division</i></b>	<b><i>19.82</i></b>	<b><i>277</i></b>

Division and school *grade level mean sizes* detail a clearer picture of variance across classrooms. Through differentiated staffing and state class size reduction funding, elementary school principals attempt to reduce class sizes in the K-3 grades below those of grade 4-5 class sizes. Schools that serve moderate to high at-risk populations must meet state guidelines for K-3 class size reduction. These Standards of Quality (SOQ) ratios are 20:1 student/FTE for moderately at-risk populations and 18:1 student/FTE for high at-risk populations.

## Division Mean Class Size by Elementary Grade Level (Table 2)

<i>Grade Level</i>	<i>Mean Size</i>	<i>Number of Classrooms</i>
Kindergarten	18.93	43
K/1	18.92	13
First	20.05	41
Second	19.08	48
2/3	23.00	1
Third	20.37	43
Fourth	20.35	43
Fifth	20.42	45

Variation in mean class sizes for individual schools by grade levels is reported in Table 3 in the appendix. The same factors that explain why mean sizes vary across schools also explain why mean sizes vary across grade levels. For example, the number of students enrolled varies from grade to grade. Principals uniquely address variations through multiple strategies including:

- increasing the number of teachers assigned to the grade level,
- adding teaching assistance staff to support larger classes,
- employing part-time teachers during reading and math blocks,
- using licensed support staff such as special education, gifted, or Title I teachers to teach collaboratively during specific instructional blocks.

Because mean size does not reflect the range of actual sizes in individual classrooms across the division or in individual schools, *actual class size and frequency data* provide more in-depth information about actual numbers of students assigned to regular classrooms. Actual class sizes across the division at the time data were collected for this report ranged from 10 students in a fifth grade at Yancey Elementary to 28 students in a second grade classroom at Greer Elementary. As reported in the division class size frequency table in Table 4 in the appendix, 98.6% of the elementary classrooms contain 25 or fewer students, 82.7% of classrooms contain 22 or fewer students. Four classrooms or 1.4% contain 27-28 students. Historically, the school division trend data show that the division had 277 elementary classrooms in September 2005, 272 elementary classrooms in both September 2004 and 2003, and 277 in both September 2002 and 2001.

Longitudinal frequency data for monitored ranges of actual numbers of students in each homeroom classroom in the division are reported below for K-3 and grades 4-5 in Tables 5 and 6. For example, in 2005, there is only one class in the division with *more* than 27 students. In both 2003 and 2004, there were no K-3 classes in the division with more than 27 students in a homeroom, but there were three classrooms of fourth or fifth graders with 28 or 29 students assigned to a homeroom teacher. In 2002, there were no K-3 classes with more than 27 students in a homeroom and two fourth or fifth grade classrooms with 28 students assigned to one homeroom teacher. In 2001, no classrooms in the division had more than 27 students assigned to a homeroom.

**Longitudinal Frequency Data for Grade K-3 Class Sizes (Table 5)**

<i>Year</i>	<i># Classrooms &lt; 20 students</i>	<i># Classrooms 20-24 students</i>	<i># Classrooms 25-27 students</i>	<i># Classrooms 28-31 students</i>	<i>Total # Classrooms</i>
2005	86	98	4	1	189
2004	91	83	9	0	183
2003	83	96	1	0	180
2002	109	76	1	0	186
2001	101	80	2	0	183

Notes on Specific Schools:

1. At the time the data for this report were compiled, Greer Elementary had three second grade classrooms. Two of these classrooms had 27 students each, while the other had 28. After class size data had been collected, Greer received a staffing increase that has been used to open a fourth classroom for second grade. As a result, second grade class sizes now average near 20. When class size data were collected, Greer’s four kindergarten classes had 24 students each, putting them just at the size criterion set in the Standards of Quality; some of these classes now have 25 students as new students are still enrolling at Greer. As of the week of September 26, each class will have a full-day teaching assistant who accompanies the class to special classes (e.g., music, physical education). In addition, a part-time teacher helps provide reading instruction during guided reading; extra space is utilized so that this can be done in small groups. The principal reports that she continues to monitor kindergarten class sizes very closely.
2. The only third grade classroom at Red Hill Elementary has 27 students. To address the individual instructional needs of this group of students, an additional certified teacher has been assigned to partner with the classroom teacher. A schedule has been implemented that allows the additional teacher to provide instruction in the content areas of language arts and mathematics. During both instructional blocks, the two teachers work collaboratively to divide the group based on instructional levels, allowing the students to receive instruction better matched to their needs. In mathematics, grouping based on instructional needs is further enhanced by the intervention services of two special education teachers. Grouping practices in both content areas are very fluid, allowing appropriate differentiated instruction while students progress at their individual rates. The two teachers working with third grade on language arts and mathematics also have shared planning time, enabling them to collaborate on a daily basis. Another teacher provides collaborative services to the third grade teacher in science and social studies instruction, allowing for team-teaching and grouping designed to accommodate each student’s needs.
3. A third grade class at Crozet Elementary has 25 students. Because the third grade regroups for mathematics instruction and does language arts in literacy groups, group sizes during key instructional time are smaller. The classroom teacher also receives support from the gifted resource teacher and literacy specialist.

**Longitudinal Frequency Data for Grade 4-5 Class Sizes (Table 6)**

<i>Year</i>	<i># Classrooms &lt; 20 students</i>	<i># Classrooms 20-24 students</i>	<i># Classrooms 25-27 students</i>	<i># Classrooms 28-29 students</i>	<i>Total # Classrooms</i>
2005	28	58	2	0	88
2004	26	49	11	3	89
2003	41	39	9	3	92
2002	38	41	10	2	91
2001	36	48	10	0	94

Notes on Specific Schools:

There were no schools with fourth or fifth grade classrooms having more than 25 students.

**Middle Schools**

As reported in Table 7 below, the division *mean size* of middle school core content and world languages classrooms is 20.85 students per classroom. Mean class sizes *range* across individual schools from 18.80 at Walton Middle School to 22.53 at Henley Middle School. Factors causing variance in mean class sizes across middle schools include:

- the differentiated staffing formula used in this division,
- building level decisions to provide time for teachers to implement professional learning community strategies to raise levels of student achievement, and
- building level decisions to use Full Time Equivalencies (FTEs) to staff programs (e.g., exploratory programs), grade levels, core content classes beyond division/state minimal requirements based upon the learning needs of students and issues specific to a particular school community.

As with elementary schools, the Full Time Equivalencies (FTEs) assigned to schools for staffing purposes also fund teaching assistants, librarians, exploratory, PE, guidance, literacy specialists, gifted resource, strings, technology, and intervention staff for each school. Special education staff may support regular classroom teachers in collaborative teaching within core content classrooms as well as provide pull-out, self-contained, or resource support to students outside regular classroom instruction. Two middle schools, Walton and Burley also receive additional literacy support.

**Mean Class Size Data for Middle Schools (Table 7)**

<i>School</i>	<i>Mean Size</i>	<i>Number of Classrooms</i>
Burley	20.44	61
Henley	22.53	135
Jouett	21.01	137
Sutherland	20.61	103
Walton	18.80	98
<b><i>Division</i></b>	<b><i>20.85</i></b>	<b><i>534</i></b>

Mean size by grade levels is not included for middle schools since the focus is on core content and world languages classrooms rather than grade levels. Typically, mean class sizes in core content classrooms vary according to the level of course—practical, standard, advanced/honors, and honors. Differentiation of course levels is phased in from sixth to eighth grade with focus on reducing class sizes in levels where at-risk students are typically scheduled. Eighth grade math, language arts, and world languages mean class size data are presented as information (some students in math 8 are seventh graders) in Table 8 to demonstrate comparisons across levels of class sizes and in courses taught for high school credit in middle schools.

**Division Mean Size Comparisons for Course Levels in Middle Schools (Table 8)**

<i>Math Level</i>	<i>Mean Size</i>	<i>Language Arts Level</i>	<i>Mean Size</i>	<i>World Languages</i>	<i>Mean Size</i>
Honors Geometry	22.33*	LA 8 Adv/Honors	20.38	Spanish I Adv	21.41
Honors Algebra	24.39	LA 8 Standard	21.28	French I Adv	17.25
Math 8/Pre-Alg	21.92	LA 8 Practical	8.77		
Math 8 Standard	19.09				
Math 8 Practical	12.71				

\*includes one section meeting at Albemarle High School

Actual middle school class sizes range across the division from 10 or fewer students in practical level classrooms to 34 students in two advanced/honors math 6 classes at Sutherland Middle School. Changes in practical level class enrollments occur throughout September as students are assessed and placed in these classes to receive intervention such as provided through the Language! literacy program. The goal for class size in practical level language arts is 10 or fewer students. *As reported in Table 9 in the appendix*, 92.3% of the middle school classrooms contain 27 or fewer students and 52.8% of classrooms contain 22 or fewer students. 7.7% of 41 classrooms contain 28-34 students. Of note, the school division trend data show that the division had 568 core content and world languages middle school classes in 2001, compared to 524 classes in 2002, 484 in 2003, 494 in 2004, and 534 this year.

**Longitudinal Frequency Data for Middle School Class Sizes (Table 10)**

<i>Student Numbers in Classrooms</i>	<i>Year</i>	<i>Burley # of classes</i>	<i>Henley # of classes</i>	<i>Jouett # of classes</i>	<i>Sutherland # of classes</i>	<i>Walton # of classes</i>	<i>Total # of classes</i>
20 or fewer	2005	30	44	54	43	43	214
	2004	36	76	61	27	25	225
	2003	30	65	51	22	33	201
	2002	32	47	72	27	38	216
	2001	32	52	39	37	67	227
21-27	2005	31	69	76	48	55	279
	2004	28	54	57	43	50	232
	2003	32	61	60	50	46	249
	2002	30	73	56	69	43	271
	2001	57	69	62	70	59	317
Over 27	2005	0	22	7	12	0	41
	2004	3	3	0	24	7	37
	2003	0	4	5	17	8	34
	2002	2	1	3	21	10	37
	2001	0	3	5	8	8	24

Notes on Specific Schools:

1. Sutherland has two science, two social studies, two language arts, and six math classes with over 27 students. Sutherland offers double periods of language arts and math daily to all students, so that students have more time to master the concepts and skills. The math and literacy specialists work with all three grade levels to support student learning and professional growth in instructional strategies and assessments. Finally, Sutherland has a priority of keeping practical and standard level classes low in student numbers which pushes up the numbers in advanced/honors classes.
2. The Henley principal reports that class sizes there were significantly impacted by two main factors. First, they changed the master schedule, moving from a 7-period day to an 8-period day. At the same time, they created a structure to provide extended learning time 90 minutes daily in mathematics and language arts for all students at the practical and standard levels. In the sixth grade, the honors level math students have one additional elective or exploratory period, which reduces the number of sections of electives or exploratories available for the seventh and eighth grades. Additionally, to support the implementation of professional learning community strategies intended to lead to increased student achievement, they created a structure to provide 90 minutes of common planning time daily for all teachers. These structures initially resulted in a reduced number of sections being offered particularly in mathematics and language arts. To compensate for this loss, core teachers with the appropriate experience and endorsement picked up the additional sections needed. For example, both sixth grade science teachers are teaching a section of standard level mathematics. The domino effect then reduced the number of sections of science offered resulting in larger class sizes across the board.
3. The seven Jouett class sections with over 27 students are due to scheduling shifts from late summer enrollment and/or a tighter than previous scheduling framework

related to double-blocking. The decision was made to create larger class sizes in the honors/advanced category as these students usually require less one-on-one intervention. The principal believes these classes are still instructionally sound.

**Comprehensive High Schools**

The division *mean size* of high school core content and world languages classrooms is 20.48 students per classroom as reported in Table 11 below. Mean class sizes *range* across individual schools from 19.95 at Western Albemarle High School to 21.15 at Albemarle High School. Factors causing variance in mean class sizes across high schools include:

- Building level decisions to use Full Time Equivalencies (FTEs) to staff programs (e.g., electives), intervention/prevention tutorials, and core content classes beyond division/state minimal requirements based upon the learning needs of students and issues specific to a particular school community.

As with middle schools, the Full Time Equivalencies (FTEs) assigned to high schools for staffing purposes also fund teaching assistants, librarians, electives, PE, guidance, literacy specialists, gifted resource, technology, and intervention staff for each school. Special education staff may support regular classroom teachers through collaborative teaching within core content classrooms as well as provide pull-out, self-contained, or resource support to students outside regular classroom instruction. No high schools qualify for Title I support.

**Mean Class Size Data for High Schools (Table 11)**

<i>School</i>	<i>Mean Size</i>	<i>Number of Classrooms</i>
Albemarle	21.15	354
Monticello	20.08	250
Western Albemarle	19.95	254
<b><i>Division</i></b>	<b><i>20.48</i></b>	<b><i>858</i></b>

Mean size by grade levels is not included for high schools since the focus is on core content and world languages classrooms rather than grade levels. Typically, mean class sizes in core content classrooms vary according to the level of course—practical, standard, advanced, and honors. In high school, differentiation of course levels occurs in all core content areas and world languages with focus on reducing class sizes in levels where at-risk students are typically scheduled. During the 2001-02 School Year, Monticello High School applied for a waiver to pilot an academic level in which advanced and standard level courses were collapsed into one level. This has been continued in subsequent years.

Actual high school class sizes range across the division from 10 or fewer students in practical level classes or advanced world languages classes to 30 students in certain sections of advanced and honors world history I, advanced algebra II, honors chemistry, and advanced French III. Changes in practical level class enrollments occur throughout

September as students are assessed and placed in these classes to receive intervention such as provided through the Language! program. *As reported in Table 12 in the appendix*, 96.7% of the high school classrooms contain 27 or fewer students and 60.7% of classrooms contain 22 or fewer students. 3.3% or 28 classrooms contain 28-30 students. Of note, school division trend data show that the division had 765 core content and world languages classes in 2001, 788 comparable classes in 2002, 814 in 2003, 837 in 2004, and 858 in 2005.

**Longitudinal Frequency Data for High School Class Sizes (Table 13)**

<i>Student Numbers in Classrooms</i>	<i>Year</i>	<i>AHS # of classes</i>	<i>MHS # of classes</i>	<i>WAHS # of classes</i>	<i>Total # of Classes</i>
20 or fewer	2005	136	126	113	375
	2004	123	125	99	347
	2003	142	94	111	347
	2002	127	84	116	327
	2001	101	110	117	328
21-27	2005	214	109	132	455
	2004	210	95	140	445
	2003	189	113	124	426
	2002	192	111	111	414
	2001	198	103	107	408
Over 27	2005	4	15	9	28
	2004	17	26	2	45
	2003	15	22	4	41
	2002	15	26	6	47
	2001	18	5	6	29

**High School Classes with More than 27 Students (Table 14)**

<i>Content Area</i>	<i>AHS # of classes (class sizes)</i>	<i>MHS # of classes (class sizes)</i>	<i>WAHS # of classes (class sizes)</i>
Adv. English 11			1 (29)
Adv. World Hist. I	1 (30)		
Hon. World Hist. I		2 (28, 28)	4 (28, 29, 30, 30)
AP European History		4 (28,28, 28, 29)*	
Adv. VA/US History			1 (28)
AP Govt/Politics	1 (28)		1 (28)
PVCC Government		2 (28, 29)	
Adv. Algebra II		2 (29, 30)	
Hon. Algebra II		1 (28)	
Adv. Discrete Math			1 (28)
Adv. Coll. Alg./Trig	1 (28)		
Hon. Chemistry		3 (28, 29, 30)	
St. Spanish I	1 (28)		
Adv. Spanish III		1 (30)	
Adv. French III			1 (30)
<b>Total:</b>	<b>4 classes</b>	<b>15 classes</b>	<b>9 classes</b>

\* Two of the classes with 28 students include one student in each classroom working on AP German V or VI under the direction of AP European History teacher.

Notes on Specific Schools:

1. There were four classes at Albemarle High School with more than 27 students when the data were collected for this report. The principal reports that the large enrollment in the advanced college algebra and trigonometry class resulted from requests by several students for singleton classes, which then “pushed” them into this particular section. The school recently added another section of advanced world history I to help lower class sizes in that area. The principal reports that in both the math and history classes, enrollments should better balance at the end of the semester. The same is true for the Spanish and government classes. In the meantime, the principal reports that they will monitor the situation and look for opportunities to adjust student schedules if there are openings in other sections.
2. Monticello had 15 class sections with more than 27 students at the time the data for this report were generated. The large enrollments in advanced algebra II were by design, to keep enrollments in standard algebra II lower. This was done to address last year’s lower SOL pass rate for students in standard as opposed to advanced algebra II. The principal also reports that past experience suggests several students will drop from the advanced to standard level during the course of the semester. The situation is similar with honors world history; the large class sizes are the result of a conscious effort to keep class sizes lower in the lower-level classes. Monticello’s program in Advanced Placement European history continues to grow. This year, the teacher is teaching four sections of AP European history and one German course; the principal reports that he has already spoken with the teacher about teaching only AP European history next year. In terms of the large class sizes in PVCC Government, the dual enrollment program

- as a whole is growing faster than expected. The large chemistry classes are because the class has been made more accessible to students. The principal reports that in the past, many students did not take chemistry because of the algebra II prerequisite. Monticello is currently sequencing standard algebra I students to standard algebra II, followed by geometry. The principal reports that not only does this allow more students the opportunity to take chemistry but also students are doing better in algebra II under the new sequence.
3. Western Albemarle has nine class sections with more than 27 students, most of which resulted from conflicts with individual students' schedules.

### **Junior ROTC Program**

During the 2001-02 School Year, a plan to implement a Junior ROTC program at Monticello High School was approved by the Board. In 2002, a total of 38 students enrolled, of whom 22 were males and 16 were females. In 2003, a total of 42 students were enrolled—20 males and 22 females. In 2004, 28 males and 25 females—a total of 53 students—are enrolled across the four years of the program. In 2005, there are a total of 41 students enrolled across four levels—24 males and 17 females. The original target enrollment for the Air Force to sustain the program was 100 students enrolled by the fall of 2005. This target has not been met. The principal reports that he discussed the situation with the Air Force teacher last year, and a decision was made to continue the program through the 2005-06 school year. Of note, several students not living in the Monticello district have crossed district lines to enroll at Monticello because of a desire to enroll in the Junior ROTC program.

### **Non-European Languages**

Three non-European languages are offered at the high school level throughout the division. Monticello offers Chinese, taught on-site, and Japanese, offered through the Virginia Satellite Education Network. At the time the data were generated for this report, there were four students enrolled in Chinese I, three students enrolled in Chinese II, and three students enrolled in Japanese I. Western Albemarle offers Japanese, taught on-site, with nine students currently enrolled in Japanese I and six students enrolled in Japanese II. Albemarle offers Arabic, taught on-site, with five students enrolled in Arabic I, three students enrolled in Arabic II, and one student enrolled in Arabic III. Finally, although Russian is technically a European language, it is not one traditionally offered in high school. In 2005, Monticello is offering Russian during the zero period of the day, with six students enrolled. This is the third and final year of the non-European languages pilot. The School Board needs to consider whether to continue to subsidize non-European language staffing, offer non-European languages based on sufficient enrollment as determined by individual schools, or discontinue the program for 2006-2007. Staff will provide additional information and recommendation during the development of the 2006-2007 budget.

### **References**

See Appendix for supplemental information in tables 3, 4, 9 and 12.

## **Definitions of Educational Terms Used in this Report**

Collaborative Teaching – resource teachers such as gifted or special education teachers may be scheduled by the principal to work with a regular education teacher to co-teach core content instruction. Collaboratively taught classes may be larger because of the ratio of teachers to students.

Cumulative Percent – successive additions of percentages to show numerically the number of classes within a specific range such as the percentage of classes with 22 or fewer students

Differentiated Funding – a local initiative funded by the School Board to provide additional staffing to schools based upon the percentage of students qualified for free and reduced lunch. This funding was instituted because of research regarding the impact of lowering class sizes and provision of intervention /prevention services on the academic progress of students at risk of not demonstrating academic success in school.

Frequency – number of occurrences of a specific class size

Full Time Equivalency (FTE) – one teacher (1 FTE) or the equivalent number of teaching assistants (1 fulltime TA = .33 FTE). Principals fund part-time teachers, teaching assistants or “buy back” planning periods based upon FTEs.

Language! – a literacy intervention program adopted by the school division for use in secondary schools. This program is used typically as a resource in practical level language arts instruction. The goal for class size in practical level language arts classrooms is 10 students or fewer.

Mean Class Size – average class size

Standards of Quality (SOQ) – regulations set by the Commonwealth of Virginia with which school divisions and schools must comply. Receipt of funds allocated to specific state initiatives such as class size reduction is tied to compliance with the regulation.

World Languages – non-English language courses taught in the schools