

Archived Information

CLASS-SIZE REDUCTION PROGRAM

<p>Goal: To reduce average class size nationally, particularly in the early grades, in order to improve student achievement.</p> <p>Legislation: FY 2001 Class Size Reduction Program (as authorized under P.L. 106-113) Sec. 306.</p>	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$0	2000	\$1,300
	1990	\$0	2001	\$1,623
	1995	\$0	2002 (Requested)	\$0

Program Description

The Class-Size Reduction program assists local school districts in implementing effective approaches to reduce class sizes by hiring highly qualified teachers. Under the program, school districts give particular consideration to reducing class sizes in the early elementary grades (kindergarten through grade three), during which time research has shown class-size reduction to be particularly effective in improving student achievement.

School districts that choose to receive program funds must provide a description of their plan to reduce class sizes in their Title VI applications. Beginning in FY 1999, program funds were distributed to states based on the greater of the states' share of Elementary and Secondary Education Act of 1965 Title I or Title II (Eisenhower Professional Development State Grants) funds for the previous year. States are required to distribute their entire allocations to local educational agencies (LEAs) based on the number of poor children in each district (80 percent) and total enrollment (20 percent).

States should report on the activities undertaken to reduce class sizes within the state as a part of the consolidated reports they will submit to the Department on a biennial basis. Each district or school receiving program funds must develop an annual report for parents, the general public, and the state educational agency, describing the effects of reduced class sizes on student achievement.

Program Performance

OBJECTIVE 1: TO IMPROVE STUDENT ACHIEVEMENT.

Indicator 1.1 State/local assessments: Increasing percentages of fourth graders at schools receiving program funds will score at basic, proficient, or advanced levels in reading on state or local assessments.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets		
1999:	New program	No target set	<p>Status: No 1999 data are available because this is a new program.</p> <p>Explanation: First data reporting will be due in late 2001.</p>	<p>Source: State Consolidated Report. <i>Frequency:</i> Biennially. <i>Next collection update:</i> 2000. <i>Date to be reported:</i> 2001.</p> <p>Validation Procedure: Data supplied by states and districts. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvements: States do not routinely assess children in the grades affected by this program. It would be difficult to attribute achievement increases to the program.</p>
2000:	Data Collected Biennially	Target to be set		
2001:		Increasing		
2002:				

OBJECTIVE 2: TO REDUCE AVERAGE CLASS SIZE NATIONALLY IN GRADES 1-3.

Indicator 2.1 Additional teachers hired: By 2005, school districts will hire 100,000 additional teachers above those expected to be hired without the program.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	
1999:	< 29,000	30,000	<p>Status: Movement toward target is likely.</p> <p>Explanation: National estimates of Early Implementation Reports (EIRs) data show significant progress toward target. An estimated 29,000 teachers were hired with CSR funds during the 1999-2000 school year.</p> <p>Source: Early Implementation Reports, 1999. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2000. <i>Date to be reported:</i> 2001.</p> <p>Source: Consolidated State Reports. <i>Frequency:</i> Annually <i>Next collection update:</i> Dec. 2001. <i>Date to be reported:</i> Unknown.</p> <p>Source: National Evaluation. <i>Frequency:</i> One time <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Data supplied by states and districts. No formal verification procedure applied.</p> <p>Limitations of Data and Planned Improvements: The 29,000 teacher figure is based on 56 percent of districts that reported data as of April 2000. The non-responding districts were more likely to have small enrollments than responding districts. Further analyses and upcoming data collections will examine the nonresponse issue in more depth and provide a check on this estimate.</p>
2000:	No Data Available	30,000	
2001:		Continuing increase	
2002:		Continuing increase	
2003:		Continuing increase	
2004:		Continuing increase	
2005:		100,000	

Indicator 2.2 Number of students per class: Local school districts will reduce the maximum or average number of students per class in grades 1-3 so that the national average class size will be 18 by 2005.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: LEAs are reporting that class size is being reduced. Moving toward target is likely.</p> <p>Explanation: New program; baseline from Schools and Staffing Survey is a placeholder for information from the national evaluation, which will be available in next year's plan.</p>	<p>Source: Schools and Staffing Survey, 1993-94. <i>Frequency:</i> 5 years. <i>Next collection update:</i> Early Implementation Reports, 2000; Schools and Staffing Survey, 1998-99; State Consolidated Reports, 2001; National Evaluation, 2001. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Data validated by NCES review procedures and NCES Statistical Standards.</p> <p>Limitations of Data and Planned Improvements: There are several ways to measure class size and there is no consensus about the most appropriate way to define class size for the purpose of evaluating class-size initiatives. It will be challenging to accurately portray the effect this program has on class size. The planned national evaluation of the program will attempt to combat this problem by collecting raw information of several key factors in order to calculate class size in an accurate way that also reflects the flexibility of this program.</p>
1993-94:	21.9			
1998-99:	Data Collected Every 5 Years	Decreasing		
1999-00:	Data Collected Every 5 Years			
2000-01:	Data Collected Every 5 Years	Decreasing		
2001-02:		Decreasing		
2002-03:		Decreasing		
2003-04:		Decreasing		
2004-05:		18		

OBJECTIVE 3: TO ENSURE THAT NEWLY HIRED AND EXISTING TEACHERS ARE HIGHLY QUALIFIED AND PREPARED TO TEACH IN THEIR ASSIGNED GRADES OR SUBJECT AREAS.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: No 1999 data are available because this is a new program.</p> <p>Explanation: First data report will be in 2001.</p>	<p>Source: New program. <i>Frequency:</i> One-time. <i>Next collection update:</i> National evaluation, 2001. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Data will be verified by Department of Education attestation process and ED Standards for Evaluating Program Performance Data.</p> <p>Limitations of Data and Planned Improvements: It would be difficult to accurately measure the concept of high-quality professional development. In addition, the planned national evaluation will only measure professional development participation for teachers affected by this program, not all teachers in the United States, as implied by the indicator wording.</p>
1999:	No Data Available	Increasing		
2000:	No Data Available	Increasing		
2001:		Increasing		
2002:				