



Update on Class Size Reduction Implementation

Prepared for the Senate Education Committee
November 19, 2003



Topics

- Current Year Activities
- Class Size Reduction Impact
 - Enrollment Growth
 - Teacher Supply
 - No Child Left Behind

The Constitutional Requirement

Section 1 of Article IX of the State Constitution was amended in November 2002 establishing, by the beginning of the 2010-2011 school year, the maximum number of students in core-curricula courses assigned to a teacher in each of the following three grade groups:

- 18 students in Prekindergarten through Grade 3.
- 22 students in Grades 4 through 8
- 25 students in Grades 9 through 12

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The Law Senate Bill 30-A

The Legislature enacted Senate Bill 30-A specifically implementing the reduction of the average number of students in each classroom by at least two-students-per-year beginning with the 2003-2004 fiscal year until the maximum number of students per classroom does not exceed the 2010-2011 maximum

Five Key Principles:

Clarity—Districts should have clear goals and definitions for class size reduction.

Efficiency—Districts should implement class size reduction in the most efficient means possible.

Flexibility—Districts will have flexibility to reduce class size.

Equity—Funding for class size will maintain equity among districts

Accountability—The State will hold districts accountable for meeting the reduction goals.

Fundamental Policies

- The State provides funds to pay the cost of reducing the statewide average number of students in each of the three grade groupings by two-students-per-year.
- The class size reduction funds, both operating and capital outlay, are allocated equitably among all districts based on established operating and capital outlay formulas.
- State capital outlay funds are provided for class size reduction facilities that are in excess of the facilities in the district's 5-year capital facilities plan.
- Each district is responsible for determining the details of how it will meet the class size requirement and is provided flexibility to meet this requirement.
- When a district has met the required maximum class size or the two-students-per-year reduction requirement, it may use its class size funds for other purposes, while giving priority to using the funds to increase teacher pay and implementing the salary career ladder.

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Definitions

- Class Size Averages
 - District Level
 - School Level
- Core-Curricula Definitions
- Class Size Average Calculation

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DEFINITION OF CLASS SIZE AVERAGES

Class Size Averages at District Level

2003-2004

2004-2005

2005-2006

Class Size Averages at School Level

2006-2007

2007-2008

Individual Classroom Level

2008-2009 and thereafter

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Tool Box of Implementation Options

- Encourage Dual Enrollment Courses
- Encourage courses from the Florida Virtual School
- Require no more than 24 credits to graduate from high school
- Maximize use of instructional staff
- Use innovative methods to reduce school construction costs
- Use joint use facilities
- Adopt alternative methods of class scheduling
- Redraw school attendance zones
- Operate school beyond normal operating hours
- Use year-round schools or other nontraditional calendars

Funding for Class Size Reductions

1011.685 Class Size Reduction Operating Categorical

1013.735 Classroom For Kids Program

1013.736 District Effort Recognition Program

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2003 Baseline District Class Size Averages

	District <u>Averages</u>
Pre-Kindergarten through grade 3.....	23.45/23.06
Grades 4 through 8.....	24.54/24.16
Grades 9-12.....	23.58/24.10

**WARNING! ALL THREE GRADE GROUPINGS EXCEEDED THE
INDIVIDUAL CLASS ROOM MAXIMUMS OF 18, 22, AND 25
STUDENTS**

79% IN PREK-3, 62% IN 4-8, AND 49% IN 9-12

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Accountability—Beginning 2003-2004

- ✓ Measure each districts compliance with the 2 student reduction based upon October student membership survey
- ✓ Calculate penalty for districts not meeting the 2 student reduction (after 3rd FEFP Calculation)
- ✓ Exceptions—Recommendation by the Commissioner that the State Board of Education has reviewed evidence indicating that a district has been unable to meet the class size reduction requirements despite appropriate effort to do so.

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Accountability—Beginning 2005-2006

- ✓ DOE shall determine by January 15 of each year, which districts are not in compliance (October student membership survey)
- ✓ Districts have opportunity to come into compliance in the February student membership survey
- ✓ Districts not in compliance must implement prescribed policies

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Accountability—Beginning 2006-2007

✓ **Districts not in compliance in previous year will be required to implement one of the following policies:**

- (1) Year-round schools**
- (2) Double Sessions**
- (3) Rezoning**
- (4) Maximize use of instruction staff** 13

Accountability—Beginning 2006-2007

✓ **Constitution Compliance Plan developed by the State Board of Education**



Facilities

- Guidelines for Classroom Design
- Review of Rules for Increased District Flexibility
- Rule change for Periodic Update of Florida Inventory of School Houses

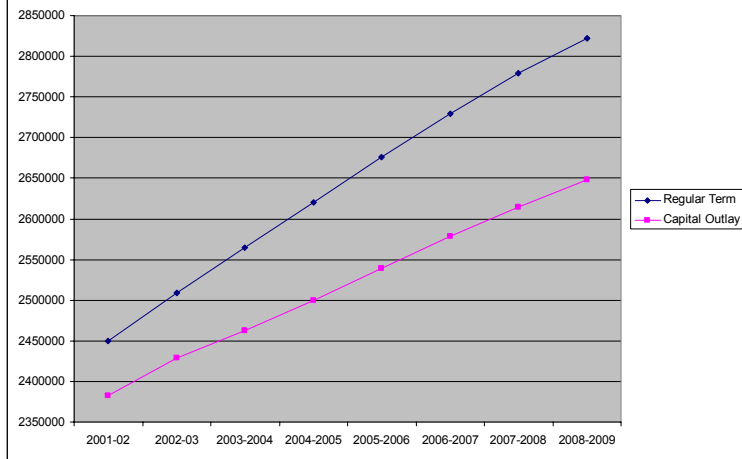
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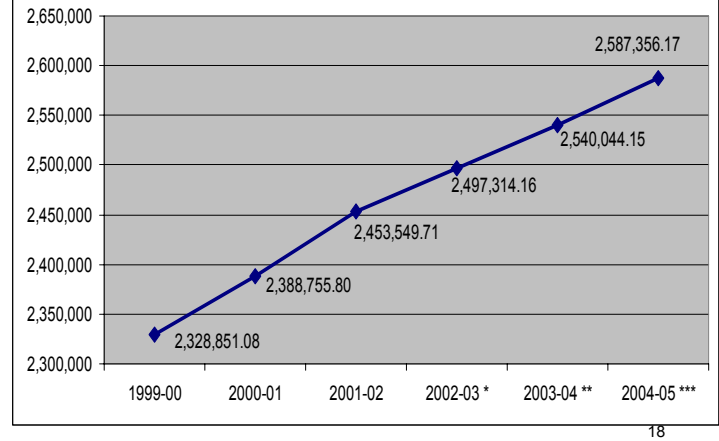
Enrollment Growth

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Regular Term Versus Capital Outlay FTE Projections



Total Florida Student Enrollment (FTE)



* Fourth Calculation
 ** Appropriation
 *** Current Estimate



Teacher Supply

Traditional Factors Impacting Florida's Teacher Supply

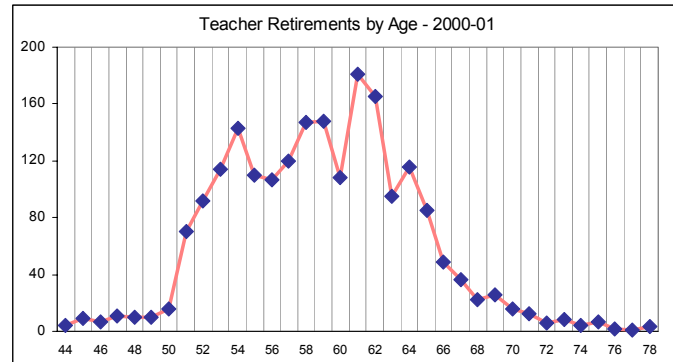
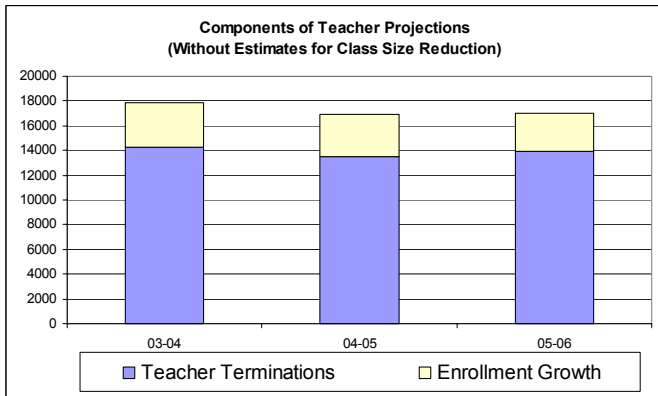
- Terminations
- Normal Growth
- Teacher Graduates

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Impact of CSA on Florida's Teacher Supply

- Original estimate was 20% increase above regular student growth and teacher turnover
- New CSR data collection will provide benchmark data, track changes over time, and measure progress toward implementation
- Updated estimate of teacher need for CSA available mid December 2003

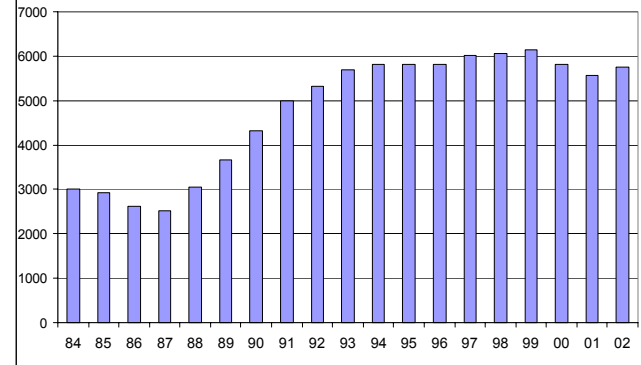
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New Hires, Fall 2002

Classroom Teachers, Fall 2002	141,004
Number of New Hires, Fall 2002	15,388
Percentage Total	10.9
New Hires Hired Out of Field	2,438
Percentage Out of Field	15.8

Number of Florida Teacher Education Graduates





Impact of No Child Left Behind

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By July 1, 2006, all teachers teaching a core academic subject must be certified in that subject area to be considered highly qualified:

English	Civics and Government
Reading or Language Arts	Economics
Mathematics	Arts
Science	History
Foreign Languages	Geography

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