

CLASS SIZE: WHERE ARE WE NOW; WHERE DO WE NEED TO GO

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CFE lawsuit & decision re: class size

- In 2003, NYS Court of Appeals concluded NYC students deprived of constitutional right to a sound basic education. Key issue: class size.
- “Plaintiffs presented measurable proof, credited by the trial court, that NYC schools have excessive class sizes, and that class size affects learning.”
- “Plaintiffs' evidence of the advantages of smaller class sizes supports the inference sufficiently to show a meaningful correlation between the large classes in City schools and the outputs...of poor academic achievement and high dropout rates.”
- “[T]ens of thousands of students are placed in overcrowded classrooms, taught by unqualified teachers, and provided with inadequate facilities and equipment. The number of children in these straits is large enough to represent a systemic failure.” (Campaign for Fiscal Equity, Inc., et al. v. State of New York, et al., 100 N.Y.2d 893, 911-12 (2003) (“CFE II”)).

CFE costing out study in 2004

- Expert educators assembled to decide what class sizes necessary to provide an adequate education in NYC and other high needs districts.
- Panels included Carmen Farina, current NYC Chancellor.
- These “professional judgment panels” concluded that much smaller classes in all grades were required in high needs districts.
- No more than 14 students per class in grades K-5th.
- No more than 22 students per class in middle schools.
- No more than 18 students per class in high school.
- These recommendations, along with other necessary programs and services, were costed out by consultants.
- Estimates provided the basis for \$5.6 billion in additional funds that the court originally ordered.

Researchers agree

- Class size reduction one of 4 reforms proven to work through rigorous evidence, acc. to Inst. Education Sciences, research arm of US Ed Dept. *
- Students in smaller classes do better in every way can be measured; better test scores, grades, fewer disciplinary problems, higher HS grad rates & college-going rate, more likely major in STEM field & own home and have 401k-3 years later;
- Benefits of small classes twice as large for disadvantaged & minority students, very effective at narrowing the achievement gap.

****Other K-12 evidence-based reforms: one-on-one tutoring by qualified tutors for at-risk readers in grades 1-3, Life-Skills training for junior high students, and instruction for early readers in phonemic awareness and phonics.***

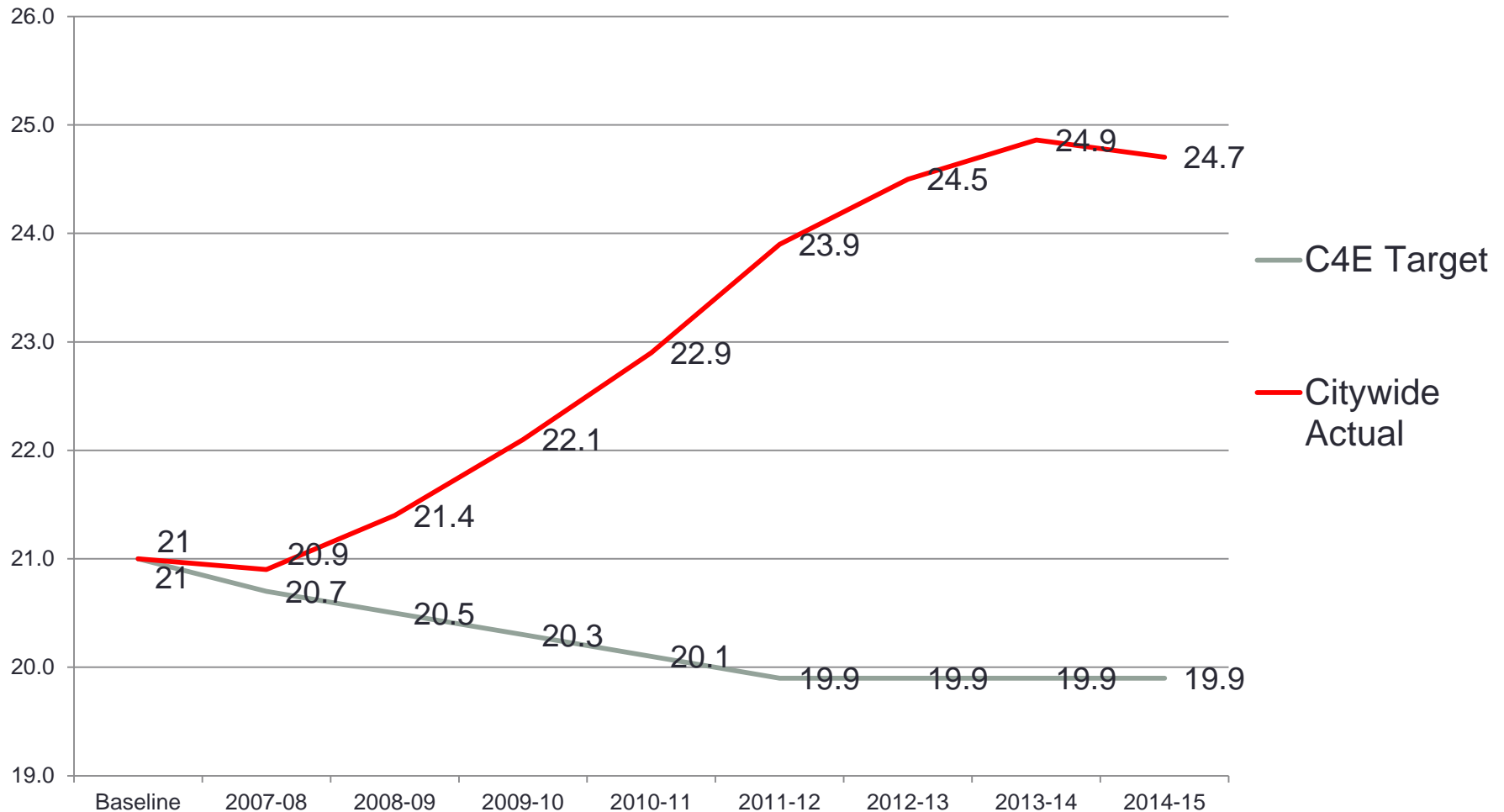
NYC stakeholders agree

- In 2008 survey, 86% of NYC principals said they were unable to provide a quality education because of excessive class sizes.
- Smaller classes top priority of parents on DOE's learning environment surveys 2007-2014 among 10 choices when asked, "What one improvement would you like most to see in your school."
- DOE took out question from parent survey last year

C4E Settlement

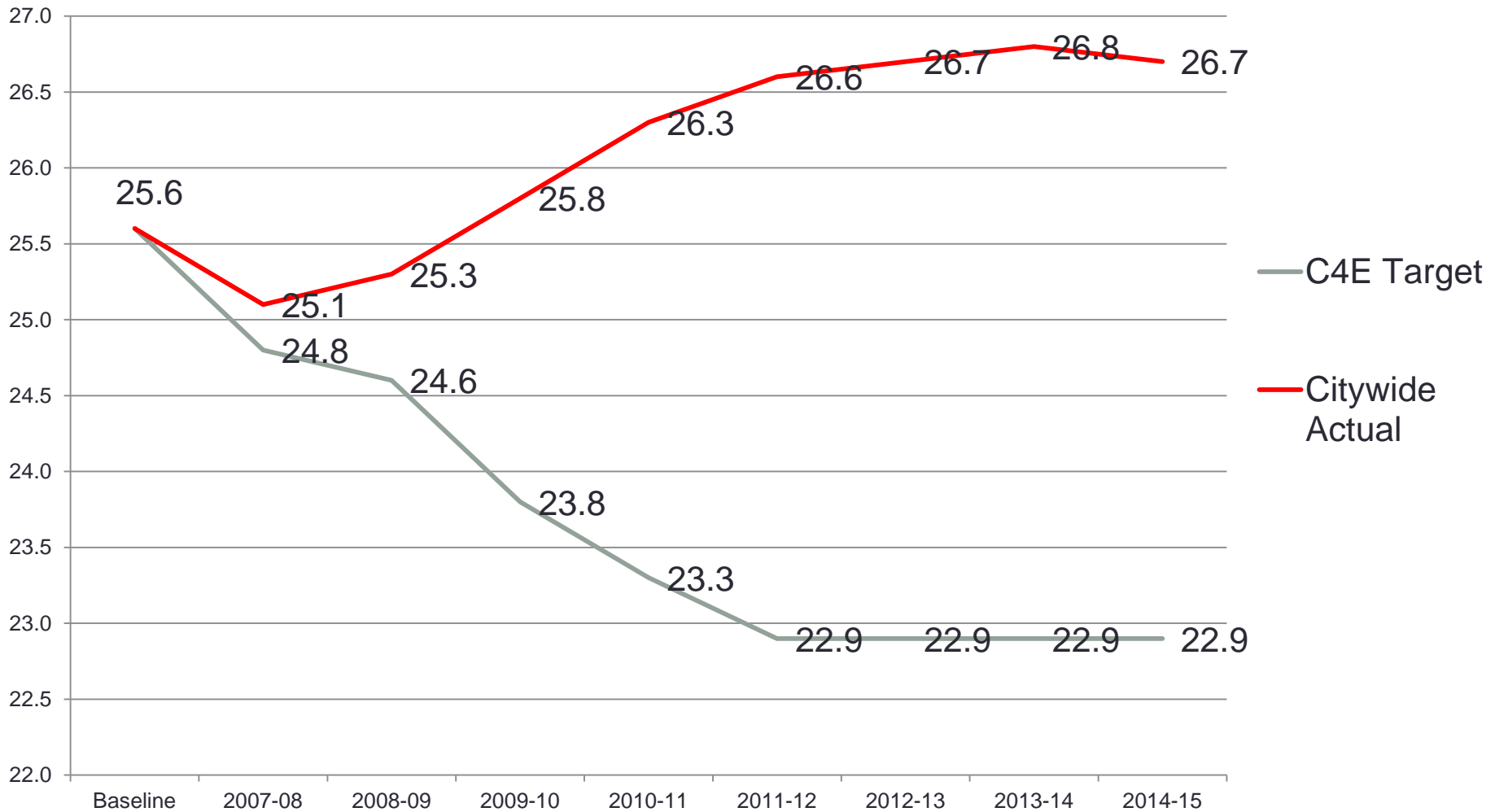
- April 2007, NY State settled CFE lawsuit by passing the Contracts for Excellence (C4E) law.
- Legislature agreed to send billions in additional aid to NYC & other high needs school districts to be spent in six approved areas, including class size reduction, and to reform the funding system.
- ***In addition, NYC had to submit a plan to reduce class size in all grades.***
- In fall of 2007, NYSED approved NYC C4E plan to reduce class sizes to average no more than 20 students per class in K-3; 23 in grades 4-8 and 24 in HS classes over 5 years (HS later raised to 25 students).
- In return, NYS has sent more than \$3 billion in C4E funds cumulatively to NYC since 2007, though funding has never reached its promised full level & other state cuts have undermined this effort.

Class sizes grew 18% in K-3 from 2006 to 2014



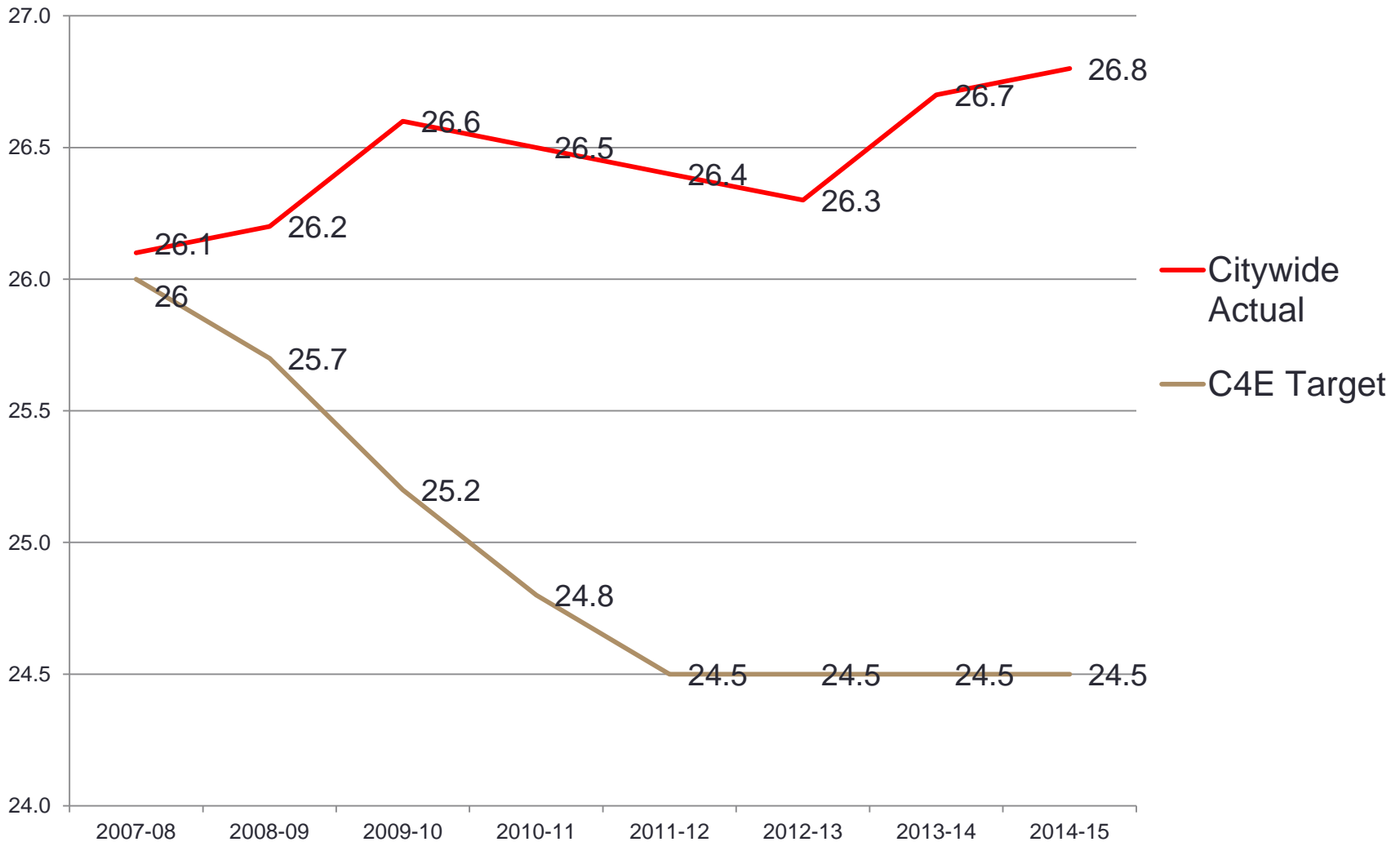
Data source: DOE Nov. class size reports

Class sizes grew 4% in grades 4-8



Data source: DOE Nov. class size reports

Class sizes have grown 3% in high school

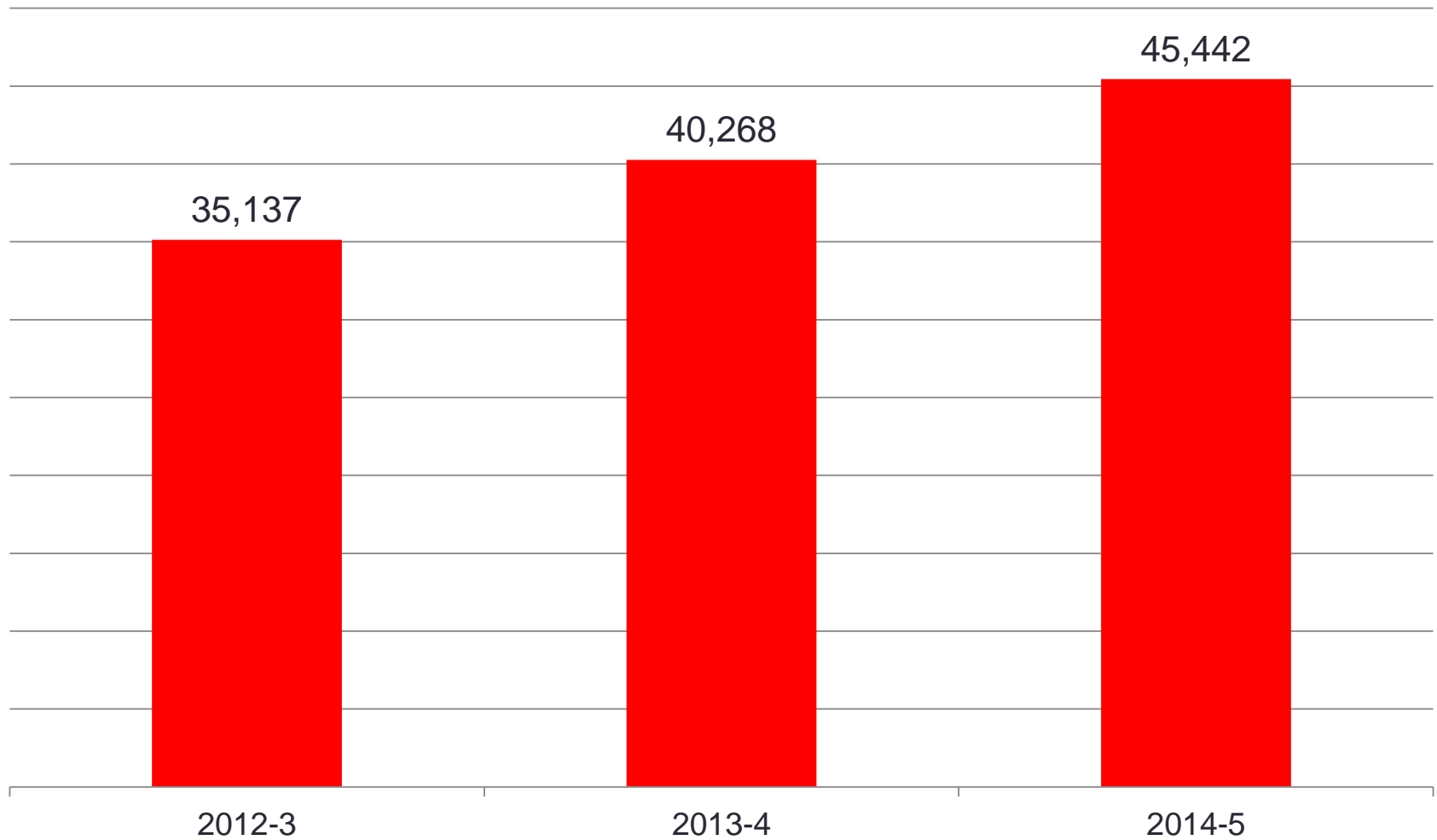


Data source: DOE Nov. class size reports though HS data very unreliable

Averages do not tell the whole story

- Averages do NOT tell the whole story – as more than 350,000 students were in classes of 30 or more in 2014-2015.
- There were 45,442 K-3 students in classes of 30 or more in 2014-2015 – an increase of more than 29% compared to two years before.

K-3 students in classes of 30 or more

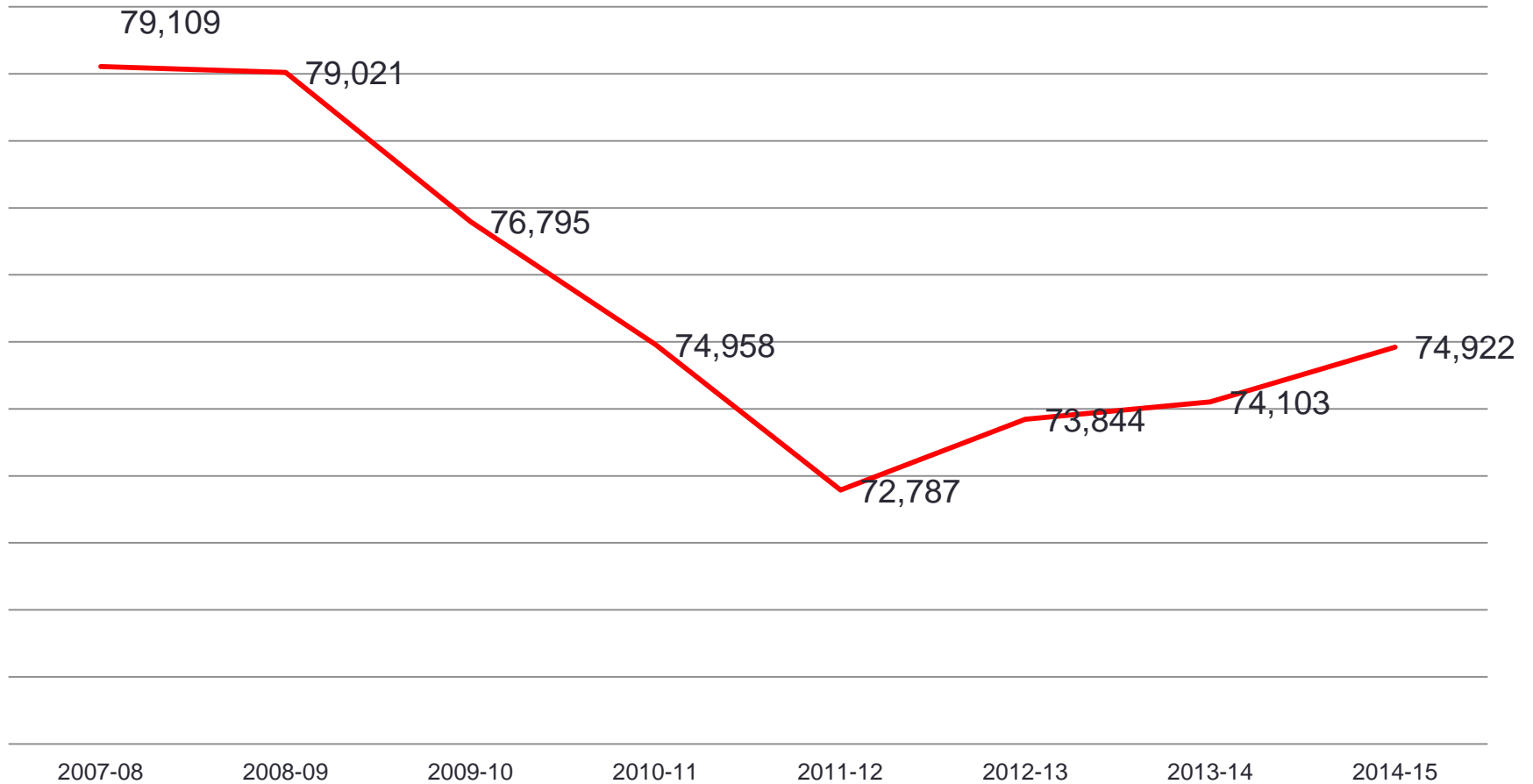


WHY did class sizes increase?

- DOE has never spent any C4E funds in their district-wide or targeted programs for class size reduction; though this was their primary legal obligation .
- Since 2007, DOE cut school budgets about 14%—contradicting C4E prohibition against supplanting
- In 2010, DOE eliminated Early grade class size funding for grades K-3— despite promise to maintain it
- In 2011, DOE decided to stop capping class sizes in 1st-3rd grades at 28, leading to ***34 times the number of students in classes of 30 or more in these grades compared to 2007.***

Loss of nearly 4,000 teachers 2007-14

(data source: Mayor's Management report)



Other ways DOE has worked to increase class size

- In 2009, removed any mention of class size standards in from instructional footprint which helps determines where new schools will be co-located.
- DOE has never aligned its capital plan to goals in class size plan, despite required by C4E regs – making it impossible to reduce class size in overcrowded schools.
- Many MS and HS NYC principals say that when they use discretionary funds to reduce class size, DOE simply sends their school more students, undermining their efforts.

UFT class size caps vs. Blue book vs current averages vs Contract for excellence goals

Grade levels	UFT Contract class size limits	Target class sizes in "blue book"	Current average class sizes	C4E class Size goals	Square footage per student required in classroom according to the NYC building code
Kindergarten	25	20	23	19.9	35
1st-3rd	32	20	25.4	19.9	20
4th-5th	32	28	26.1	22.9	20
6th-8th	30 (Title I) 33 (non-Title I)	28	27.1	22.9	20
HS (core classes)	34	30	26.8	24.5	20