



## Quick Guide: Using Title II, Part A Funds to Reduce Class Size

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**Any teachers hired with Title II, Part A funds must be supplemental to those required by State regulations. In addition, any teachers hired with Title II, Part A funds must be qualified for each segment of their teaching assignment.**

**\*\*Title I, Part A and Title II, Part A requirements for funding class size reduction teachers may vary depending on the circumstance.\*\***

LEAs may reduce class sizes by creating additional classes in a particular grade or subject/course and placing qualified teachers hired with program funds in those classes. However, because of space constraints and other concerns, this is not always feasible. There are other methods of reducing class size that are effective in assisting students in increasing their level of achievement. For instance, the benefits of smaller class size can be provided by the creation of smaller instructional groups, served by qualified teachers, for sustained blocks of time on a regular basis. Some examples of how LEAs might use this strategy to reduce class size include but are not limited to:

- Having two qualified teachers team teach in a single classroom for either part of the school day or the entire day;
- Hiring an additional qualified teacher for a grade level (e.g., providing three teachers for two 3rd grade classes) and dividing the students among the teachers for sustained periods of instruction each day in core academic subjects, such as reading and math;
- Hiring an additional qualified teacher who works with half the students in a class for reading or math instruction, while the other half remains with the regular classroom teacher.

LEAs have the flexibility to explore these and other alternatives for reducing class sizes, provided that qualified teachers are used. Generally, the manner in which LEA's reduce class size should result in a meaningful reduction for all of the students in the class on a regular basis. Research shows that "pull-out" programs involving reducing class size by only a handful of students, or sporadic reduction of class size, are less likely than other methods of class size reduction to result in increased achievement for students. Therefore, the law only permits a LEA to pay teacher salaries when needed for "class size reduction." That is, the reduction of the size of a class must occur on a full-time basis, not a reduction in the size of a class during times when a portion of the class is removed for special group instruction.

Other considerations for LEAs in using funds for class size reduction:

- Qualified class size teachers must teach in positions that exist to reduce class size. Federal funds cannot be used to meet state or local class size requirements.
- Class size reductions must be applied to the extent for success to be realistic. Reducing present class size by only one or two students is not supported by the research.
- The school and grade level at which the class size reduction is being applied must be in the greater need category for the LEA.
- LEAs must be mindful that “class size reduction” supported with Title II, Part A funds must be listed as a strategy to meet prioritized needs as assessed by the annual needs assessment and listed in the online application.
- Class Size Reduction funds cannot be used to reduce class size for the purpose of serving students in EIP, REP, gifted, or special education programs. Where reduced class size is the delivery model used to implement special programs (EIP, REP, Gifted), state/ local funds must **FIRST** be used to reduce class size to comply with SCDE class size guidance. **AFTER** an LEA has reduced class size to meet the special program requirements, Title II, Part A funds may be used to further reduce class size.

#### Test for Supplanting

Although maximum class sizes have been suspended by the Legislature, whether there is a concern for supplanting can be determined by using the process that follows.

The state’s required maximum number of students (based on State Board Regulations R 43-231, R 43-232, and R 43-234) per class for each grade level (and in some cases subject areas) are as follows:

Grade Level	State required maximum number students in a class
Kindergarten	30:1
1	30:1
2	30:1
3	30:1
4 and 5 ELA and math	30:1
4 and 5 Other subjects	35:1

6 ELA and math	30:1 with teacher load not to exceed 150 students daily
6 Other subjects	35:1 with teacher load not to exceed 150 students daily
7 and 8	35:1 with teacher load not to exceed 150 students daily
9-12	35:1 with teacher load not to exceed 150 students daily

Each type of class size reduction has a different way to check to ensure that the school activity is supplemental and does not supplant:

*Class Size Reduction in a self-contained setting or when students change classes among the grade level teachers*

To verify that a school's class size reduction activity is supplemental and does not supplant, follow the steps below.

1. Run a PowerSchool report for the grade in the school which has a class size reduction activity in the application. PowerSchool will report the number of students in the grade and the number of classroom teachers assigned to that grade level (do not include music, art, physical education or other supplemental teachers that work with students at this grade level).
2. Subtract the federally funded (Title I and Title II) teachers for that grade level from the total number of classroom teachers for that grade level.
3. Divide the number of students at the grade level by the number of non-Title II teachers assigned to that grade level.
4. If the figure determined in #3 is **at or below** the state required maximum number of students per class in that grade level, then the school's activity is supplemental.
5. If the figure in step #3 is **above** the state required maximum number of students per class in that grade level, then the school's activity is not supplemental and **may be considered supplanting**.

## EXAMPLE

Implement class size reduction in grade 2 with 1 teacher @ 1.0 FTE and grade 4 with 1 teacher @ 1.0 FTE to provide more individual and small group academic instruction in all subjects.

Grade 2: Before reduction 1:25

After reduction 1:21

Grade 4: Before reduction 1:31

After reduction 1:26.5

See actual calculations below for these samples.

### Grade 2:

Number of second grade students = 150

Number of second grade teachers without federal funds = 6

Number of second grade teachers with federal funds = 7

State required maximum class size for second grade = 30

**Before reduction:** 150 divided by 6 = 25 students per class to 1 teacher (without a Title II funded teacher). **This is under the state required maximum class size for second grade, which means that this activity is supplemental.**

**After reduction:** 150 divided by 7 = 21 students per class to 1 teacher (with a Title II funded teacher)

### Grade 4:

Number of fourth grade students = 186

Number of fourth grade teachers without Title II funds = 6

Number of fourth grade teachers with Title II funds = 7

State required maximum class size for fourth grade = 30

**Before reduction:** 186 divided by 6 = 31 students per class to 1 teacher (without a Title II funded teacher). **This is over the state required maximum class size for fourth grade, which means that this activity is supplanting.**

**After reduction:** 186 divided by 7 = 26.5 students per class to 1 teacher (with a Title II funded teacher). **The school should not use a Title II teacher to meet the state required maximum class size for fourth grade.**

### Class Size Reduction in a Departmentalized Setting

To verify that a school's class size reduction activity for a particular subject is supplemental and does not supplant, follow the steps below.

1. Run a PowerSchool report to indicate the school's enrollment.
2. Using the master schedule, count the total number of classes for the identified subject. Then count the number of classes for the identified subject taught by teachers funded by Title II.
3. To determine if this activity is supplemental or if it supplants, divide the number of students by the number of classes in that subject minus the Title II funded teachers' classes for that subject. If the class size is **at or below** the state required maximum number of students per class in that grade level/subject area, then the school's activity is supplemental.

\_\_\_\_ (total number of students) divided by \_\_\_\_ (the total number of classes minus the number of classes taught by Title II funded teachers for that subject) = \_\_\_\_\_ (class size which must be under the state maximum number of students)

4. To determine what the class size is after reducing class size with a Title II teacher(s), divide the number of total students by the total number of classes for that subject.  
\_\_\_\_ (total number of students) divided by \_\_\_\_ (total number of subject area classes, including Title II funded teacher) = \_\_\_\_\_

### EXAMPLE

Implement class size reduction for math with 1 teacher @ 1.0 FTE to provide more individual and small group academic instruction in math in grades 6, 7, and 8.

Math Class Size:	Before reduction	1: 28.75
	After reduction	1: 19.16

See actual calculations below for this sample.

**Before Title II funds were used for class size reduction: 230** (total number of students in grades 6, 7, and 8) divided by **8** (number of math classes minus the number of math classes taught by Title II teacher) = **28.75** (a class size 28.75 is under the state maximum number of students of 30 for these grade levels)

**After Title II funds were used for class size reduction: 230** (total number of students in grades 6, 7, and 8) divided by **12** (total number of math classes, including the number of math classes taught by Title II funded teacher)=**19.16**

**Please note that every scenario for class size reduction is not included in the samples above and that the samples do not address the current state suspension\* of the class size reduction requirements. The Office of Federal and State Accountability may need to be contacted to develop a test for supplement, not supplant for class size reduction situations that do not apply to the samples above.**

LEAs will need to be very cautious when applying funds to reduce class size by retaining classroom teacher positions that have been previously funded by state or local funds. It can be done but the LEA must maintain documentation supporting the reduction of funds from the previous fiscal year at the program level equal to the amount or greater than the amount of funds being applied to reduce class size at that program level. The LEA can generate the need for retaining a position by calculating the class size averages if the position were eliminated compared to the class average if the position is retained. The calculated class size averages still must be above the LEA average in order to apply funds.

#### Title II, Part A CSR Required Documentation

*Documentation should be kept in the grant file for audit purposes.*

- Class Size Reduction Worksheet
- School master schedule in chart format for each school in which a class size reduction teacher is placed; both first and second semesters if applicable
- Daily schedules of teachers grouped by grade level or content area (i.e., all first grade teachers followed by second grade teachers, etc. or all math teachers followed by science teachers etc.);
  - Self-contained classes:
    - Grade level
    - Total number of students in each class
  - Departmentalized classes:
    - Course name for each class
    - Total number of students in each class

#### Professional Development vs. Class-Size Reduction Activities

While LEAs have flexibility to determine how best to use their Title II, Part A funds to secure a high-quality teaching force with the knowledge and skills to enable all students to achieve academically, the law requires that the LEA describe how it is meeting the professional development needs of its teachers and principals with the funds it receives. *Therefore, the law anticipates that unless a LEA can demonstrate that its teachers and principals have no professional development needs, the LEA will include professional development in whatever mix of activities it decides to support with funds.*