INTERIM STUDY PROPOSAL 2017-106

REQUESTING THE HOUSE COMMITTEE ON EDUCATION CONDUCT A STUDY TO DETERMINE THE EFFECT OF CLASS SIZE ON STUDENTS IN KINDERGARTEN THROUGH GRADE THREE (K-3) BECOMING PROFICIENT IN READING.

WHEREAS, reading proficiently by the end of grade three (3) is considered to be one of the most important indicators of school success and high school graduation; and

WHEREAS, grade three (3) marks the turning point between learning to read and reading to learn; and

WHEREAS, Arkansas ranks behind many other states in reading proficiency by the end of grade three (3); and

WHEREAS, the current Standards for Accreditation of Arkansas Public Schools and School Districts provide that kindergarten classes have a student-teacher ratio of no more than twenty (20) students to one (1) teacher per classroom, or no more than twenty-two (22) students to one (1) teacher per classroom if that classroom has one (1) half-time instructional aide; and

WHEREAS, the current Standards for Accreditation of Arkansas Public Schools and School Districts provide that the average student-teacher ratio for grades one through three (1-3) may be no more than twenty-three (23) students to one (1) teacher per classroom, with no classroom having more than twenty-five (25) students to one (1) teacher; and

WHEREAS, the effect of class size on students in kindergarten through grade three (K-3) becoming proficient in reading is currently unclear,

NOW THEREFORE,
BE IT PROPOSED BY THE HOUSE COMMITTEE ON EDUCATION OF THE NINETY-FIRST GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

THAT the House Committee on Education conduct a study to determine the effect of class size on students in kindergarten through grade three (K-3) becoming proficient in reading.

Respectfully submitted,

1

2

3

4   Representative Mark Lowery

5   District 39

6

7   Prepared by: PIL/PIL

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31