

Testimony from Margaret Doughty, Baltimore City Public Schools Student, District 45  
Resident

## SB0206: Education - Collective Bargaining - Certificated Employees - Class Size

Official Testimony

Position: **FAVORABLE**

To the Senate Finance Committee,

My name is Margaret Doughty, and I'm a Baltimore City resident, a High School Student and an organizer in SOMOS. I support SB0206.

This bill will repeal the prohibition on a public school employer negotiating the maximum number of students assigned to a class.

Passing this bill is essential because as students we don't want to be just another number on a roster full of students. Big classes affect all students but particularly students who find it harder to participate and feel comfortable within their classes. A large group of students who struggle within these big classes are ESOL students. It is more cost effective for these students to be receiving more individualized help in their classrooms with smaller class sizes. As of the school year 2018-19 there was only 41% of English Learners who graduated. 44% of English Learners in the same school year dropped out. As of 2022 less than 5% of English Learners were identified as Gifted and Advanced students which is 3% less than the equity index minimum.

Although these statistics don't apply to my particular school, this is a problem as we still have a large and growing population of ESOL students. As an English Speaker who knows another language I have found myself helping other students because of the constant disregard for English as a second language learners within large classrooms. Why should their needs be disregarded just because they are outnumbered?

We cannot talk about class size because it is illegal. We should simply have the basic freedom to talk about this.

I respectfully urge this committee to issue a favorable report on SB0206 Education - Collective Bargaining - Certificated Employees - Class Size.

Sincerely,

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## Research:

- Brookings Institute 2011: "[Class Size: What Research Says and What it Means for State Policy](#)"
  - Average class size is 15.3 (based on data compiled [here](#) from National Center for Education Statistics)
  - Largest impact for class size reduction from STAR was "the positive effects of class size were largest for black students, economically disadvantaged students, and boys."
  - "It appears that very large class-size reductions, on the order of magnitude of 7-10 fewer students per class, can have meaningful long-term effects on student achievement and perhaps on non-cognitive outcomes."
- NCTQ 2019: "<https://www.nctq.org/blog/A-sizable-opportunity:-thinking-strategically-about-class-size>"
  - "Of our sample of 124 large districts (which includes the 100 largest districts in the country and the largest district in each state), we find that almost all (82 percent) put strict limits on class sizes in at least some grades."
  - See table below for top nine districts from 2019 for average sizes by grade
  - Anne Arundel County Schools: goal for lower class size limits or goals for schools with more vulnerable student populations
- STAR, Tennessee 1980s
  - Compared classes of 15 to classes of 22, randomized groups (32% reduction)
  - Elementary students outperformed by .22 over four years, or equivalent of 3 months instruction
- SSRN, NY State: [Effect of class size on teacher attrition](#)
  - A decrease in class size from 23 to 20 students, under a district-wide policy, decreases the probability that a teacher leaves a school by 4.2 percentage points.
- 2009: NY Times: Class Size Around the World:  
<https://archive.nytimes.com/economix.blogs.nytimes.com/2009/09/11/class-size-around-the-world/>

## STEP BY STEP GUIDE TO SUBMITTING YOUR TESTIMONY:

### Step 1: Finish Writing Your Testimony

SB00031/HB0153 - School Board Bill Toolkit:

[https://docs.google.com/document/d/1W4KGFcigPgVYZwtdqLY\\_RAGCa7hEKL9MeJriGzqdY/edit?usp=sharing](https://docs.google.com/document/d/1W4KGFcigPgVYZwtdqLY_RAGCa7hEKL9MeJriGzqdY/edit?usp=sharing)

HB0085/SB0206 - Class Size Bill Toolkit:

<https://docs.google.com/document/d/1aR9-ottSDoL18oEpObC4BhAvizrroiQLRLRqbEpLtCc/edit>

### Step 2: Sign-In or Make MyMGA Account

<https://mgaleg.maryland.gov/mgawebsite/MyMGATracking/WitnessSignup>

### Step 3: Go to "Witness Sign Up" & look for your bill

Decide if you want to submit written, virtual oral, live oral, or "both" which is written and virtual or live oral. Select that option and then hit SAVE.

**Step 4: Wait for your testimony ZOOM link the morning of the hearing (if giving spoken testimony)**  
It will come from this email: no-reply@mlis.state.md.us

**Step 5: Watch MGA youtube channel**

Watch your hearing & jump on when your bill is called

<https://mgaleg.maryland.gov/mgawebsite/Information/YouTubeChannelInfo>

