

CLASS SIZE STUDY GROUP

CONCLUSIONS FROM 2006-2007 SCHOOL YEAR

Learning Environment:

- There is a positive small class size effort for grades K-3 at 13-17 students. (STAR Report, p.17) See February 13, 2007 and May 29, 2007 Take Away Points.
- The small class size (13-17 students in grades K-3) effect continues after 3rd grade through at least grade 8, despite returning to regular class size classes (22-25 students) at grade 4. (Finn/Achilles p. 101, Brookings Papers on Education Policy, Loveless & Hess, 2007, p. 216 & CEIC Review p. 4)
- The benefits of small class sizes (13-17 students in grades K-3) are statistically significant for all students, regardless of the community's socio-economic status. The largest percent improvement is for the lowest performing and disadvantaged students.
- Increasing the success of lower class sizes (13-17 students in grades K-3) on student achievement depends upon:
 - a. hiring quality teachers
 - b. teacher training (STAR Report, p. 21)
 - c. providing adequate resources including space and equipment
- In the STAR study, hiring in-class teacher aides for regular classes (22-25 students) in K-2 does not produce statistically significant higher achievement (STAR Report, p.19 [3]), yet significant reduction in class size or the addition of a full-time teacher aide made positive changes in the physical, social, and emotional environments in primary grade classrooms.

Teaching Environment:

- Teachers of small classes (13-17 students) preferred small classes to a \$2,500 salary increase by 70% to 30% (STAR Report, p. 25, Tables 10 & 11.)
- Teachers of regular classes (22-25 students) chose salary over smaller classes (13-17 students) by 52% to 48% (STAR Report, p. 25, Tables 10 & 11.)