

**CLASS SIZE STUDY GROUP – ADDITIONAL MEETING**  
**May 29, 2007**

**TAKE AWAY POINTS**

Attendees: Mike Cero, Jodi King Goldman, Tammy Federman, An Tootill and Cyndy Simms

STAR REPORT

- 13-17 Class sizes in grades K-3 achieved significantly higher test scores than students in class sizes of 22-25. (Page 17 [N.1] STAR Report)
- Significant positive results in reading and math in class sizes of 13-17 at end of K and effect of small class size increases in grade 1. (Page 17 [N.2] STAR Report)
- The effect of class sizes in grades K-3 is still significant at the 3<sup>rd</sup> grade (Page 17 [N.2] STAR Report)
- Teacher aides in classes of 22-25 in K-2 did not produce statistically significant higher achievement. (Page 19 [3] STAR Report) (Page 26 [V] STAR Report – Magnitude of Difference)
- The effect of class sizes of 13-17 is “across the board” for all K-3 students. (Page 19-20 [N.5] STAR Report)
- A 3 day training in instructional strategies for smaller class sizes was not statistically significant for grades 2-3. (Page 20-21 [N.5] STAR Report)
- Recommendations – Remember (Page 21 [Table 8] of STAR Report (Page 26 [U])

POLICY REPORT NO. 1 SPRING 2000

QUALITATIVE FINDINGS

- Teachers uniformly report less classroom management problems (Page 4, Policy Report “When Does Small Class Size Help Student Achievement?”)

RECOMMENDATIONS

- Most teachers do not change their teaching practices when they move to smaller class sizes (Ziegler, 1997) (Page 5, Policy Report “Teaching Practices in Small Classes”)