Conclusions from Class-Size Research
(http://www.reduceclasssizenow.org/structuredAbstracts.htm)

Boyd-Zaharias, Jayne & Pate-Bain, Helen. (2000). Early and new findings from Tennessee's Project STAR. In Wang, M.C. & Finn, J.D. (Eds.), How small classes help teachers do their best. Philadelphia, PA: Temple University Center for Research in Human Development in Education, pp. 65-97.

1 Small class size facilitates the creation of a teaching and learning environment where teachers can consistently engage in effective teaching practices and help students achieve at high levels.

Krueger, A. & Whitmore, D. (2002). Would smaller classes help close the black-white achievement gap? In J. Chubb and T. Loveless (Eds.), Bridging the achievement gap. Washington, DC: Brookings Institute Press.

2 The estimated impact of assigning students to small classes (15) in the early grades instead of regular size classes (22) would reduce the black-white gap in achievement test scores by 38 percent in kindergarten through 3rd grade; by 15 percent in achievement test scores in grades 4-8; and by 60 percent in test-taking rates for a college entrance exam like the SAT or ACT in high school.

Krueger, A. (2003). Economic considerations and class size. Economic Journal, 113, pp. 34-63.

3 **Every $1 invested in reducing class size** from 22 students to 15 students in kindergarten through third grade **yields about $2 in benefits** in total increased earnings for those students over their work careers.

Finn, J. D., Gerber, S.B., & Boyd-Zaharias, J. (2005). Small classes in the early grades, academic achievement, and graduating from high school. Journal of Educational Psychology, 97 (2), pp. 214-223.

4 Students who attended a small class for four years in the early elementary grades were significantly more likely to graduate from high school.

5 This benefit was particularly salient for students from low-income households, where the positive effect on high school graduation rates was 9 percentage points for students who attended small classes for 3 years and 18 percentage points for students who attended small classes for 4 years.

Muennig, Peter & Woolf, Steven H. (2007). Health and economic benefits of reducing the number of students per classroom in US primary schools. American Journal of Public Health, 97 (11) pp. 2020-2027.

1 **Reducing class size** in the early grades **resulted in a net cost savings to society of an estimated $168,000** per additional student who graduated from high school by age 20.

2 **For low-income students, the cost savings per added graduate rose to an estimated $196,000**.

3 In terms of health, the life expectancy for added graduates increased by an estimated 1.7 quality-adjusted life years.

4 Reducing class size compares favorably with childhood vaccinations in terms of quality of life years gained per dollar invested.

5 **Class-size intervention** appears to be **more cost-effective than most medical and public health interventions**.

Levin, H., Belfield, C. Muennig, P., & Rouse, C. (2007). The public returns to public educational investments in African American males. Economics of Education Review, 26 (6), pp. 699-708.

6 Public investment in research-validated education interventions (including the Tennessee Project Star randomized-controlled experiment on reducing class size in the early grades) increase the high school graduation rates of African-American males and yields large public benefits.

7 Over half of these **cost benefits would accrue to the federal government**, which at present contributes less than 10% of the budget for K-12 schooling.