

# Class Size



# Why Are We Having This Discussion?



- Class size has been a recurring topic of discussion, prompting us to re-visit our policy.
- Benefits of small class size only accrue to very small class sizes (<16) in the primary grades.
- Flexibility to tailor class size based upon student needs at a particular point in time.
- Maximizing facilities space needs.
- Commitment to fiscal responsibility in tough economic times.

# What the Research Says



- Majority of studies, including STAR (Student Teacher Achievement Ratio), indicate only very large reductions in class size impact student learning. (Class sizes lower than 16, when instruction is significantly different).
- Gains limited to early grades and for underprivileged children.
- Nationally representative database comparing outcomes of same 8<sup>th</sup> grade students attending different-sized classes in different subjects found no overall impact on test scores.
- Natural class size variation study in Connecticut found no relationship between class size and achievement in 4<sup>th</sup> and 6<sup>th</sup> grade.
- All other studies of CSR generate either smaller estimates of the effects of variation in class size or find no effects at all.

-Matthew M. Chingos and Grover J. "Russ" Whitehurst, "Class Size: What Research Says and What it Means for State Policy," Brookings Institute

# Recommendation



- Kindergarten – Grade 2
  - maintain class sizes between 18-22 (no change)
- Grade 3 – 5
  - maintain class sizes between 20-25
- Secondary Level
  - maintain reasonable class sizes (no change)



# Potential Impact for 2016-2017 (with proposed policy change)



GRADE	MIDLAND	# SECTIONS	MILTON	# SECTIONS	OSBORN	# SECTIONS
3	88	4	73	3	107	5
4	90	4	77	4	106	5
5	100	4	62	3	100	4

Reflects class size of 23 or above

*Thank  
You*