

# CLASS SIZE AND STUDENT ACHIEVEMENT

Ronald G. Ehrenberg,<sup>1</sup> Dominic J. Brewer,<sup>2</sup> Adam Gamoran,<sup>3</sup> and J. Douglas Willms<sup>4</sup>

<sup>1</sup>Cornell Higher Education Research Institute, ILR-Cornell University, Ithaca, New York, <sup>2</sup>RAND Education, Santa Monica, California, <sup>3</sup>Department of Sociology, University of Wisconsin, Madison, Wisconsin, and <sup>4</sup>Canadian Research Institute for Social Policy, University of New Brunswick, Fredericton, New Brunswick, Canada

Project Editor: Stephen J. Ceci

## About the Authors

*Ronald G. Ehrenberg* is the Irving M. Ives Professor of Industrial and Labor Relations and Economics at Cornell University, Director of the Cornell Higher Education Research Institute, and a Research Associate at the National Bureau of Economic Research. He received his PhD in economics from Northwestern University. He is currently President of the Society of Labor Economists. His research interests over his career have included studying the effects of labor market policies and programs, public-sector labor markets, and the incentive effects of compensation systems. For the last decade, however, his research has focused on issues relating to elementary, secondary, and higher education. After spending a term as Cornell's Vice President for Academic Programs, Planning and Budgeting, he authored his most recent book *Tuition Rising: Why College Costs So Much* (Harvard University Press, 2000).

*Dominic J. Brewer, Ph.D.*, is a labor economist specializing in the economics of education. He has led major projects for the U.S. Department of Education, the National Center for Research in Vocational Education, and foundations. Currently, he is the Director of RAND Education, a group of more than 30 researchers conducting program evaluation and policy analysis on a wide range of education policy issues. Dr. Brewer is an Associate Editor of *Economics of Education Review*. He reviews extensively for the National Science Foundation, National Research Council and the U.S. Department of Education. He is a Visiting Professor of Economics at UCLA, and a Professor of Economics at the RAND Graduate School of Public Policy.

*Adam Gamoran* is Professor of Sociology and Educational Policy Studies at the University of Wisconsin at Madison. He has published widely on issues of educational inequality, particularly on the relations between school tracking, classroom instruction, and student achievement. His current work also includes research on the organizational context of teaching reforms in mathematics and science. Gamoran has been a Fulbright Scholar and is a member of the Board on International Comparative Studies of Education, a committee of the National Research Council. He is also a Principal Investigator at the Center on English Learning and Achievement and at the National Center for Research on Improving Student Learning and Achievement in Mathematics and Science, both supported by the U.S. Department of Education.

*J. Douglas Willms* is a professor and Director of the Canadian Research Institute for Social Policy at the University of New Brunswick. He holds the NB/CIBC Chair in Human Development and is a Research Fellow of the Canadian Institute for Advanced Research. He is the author of *Monitoring School Performance: A Guide for Educators* (Falmer Press) and numerous research articles pertaining to adult literacy, children's health, the accountability of schooling systems, and the assessment of national reforms. He is also the editor of a forthcoming book, *Vulnerable Children: Findings from Canada's National Longitudinal Study of Children and Youth* (University of Alberta Press).