

CONTENTS

1 Introduction _____

The Learning Process
The Meaning and Measurement of “Class Size”
The Policy Context

3 Quasi-Experimental Studies Using U.S. Data _____

What Can We Learn from National Time-Series Data?
A Simple Conceptual Model
Equality of Educational Opportunity: The Coleman Report and the Birth of Educational Production Functions
Non-Experimental Evidence on the Effects of Class Size on Test Scores and Drop Rates in the United States
Non-Experimental Evidence on the Effects of Class Size on the Subsequent Labor Market Earnings of Students in the United States

15 Experimental and Quasi-Experimental Studies _____

The Advantage of Experiments
Tennessee’s Project STAR Experiment Design
Results from the STAR Experiment
External Validity and the Hawthorne Effect
Randomization, Attrition, Crossover
Other Experiments and Quasi-Experiments
Wisconsin’s SAGE Program
California’s CSRP (Class Size Reduction Program)

20 Why Does Class Size Matter? Inferences from Existing Research _____

Early Studies of Class Size and Instruction
Observational Studies of Teachers in Larger and Smaller Classes
Findings from Experimental Research
Evidence from Survey Analyses
Accounting for the Benefits of Small Classes in the Early Elementary Grades
Why Does Instruction Not Vary with Class Size?

25 Implications of the Class-Size Findings _____

26 Acknowledgments _____

26 References _____

29 Appendix: A Dynamic, Multilevel Model for Estimating Class Size Effects _____

A simple two-level multilevel model
Three examples
Stronger model for true and quasi-experiments: Growth and stability models