TABLE OF CONTENTS

item	Page
I. BACKGROUND AND PURPOSE A. Background B. Legislation C. Background on Class Size D. Organization to Conduct the Study E. Questions to be Answered by the Demonstration and Study F. Sample Selection G. Project Schools and Statewide Averages H. Data Collection Plan and Data Base I. General Operating Guidelines J. Teacher Orientation K. The Advisory Committee and External Assistance L. Scope of Project STAR	1 1 1 2 2 3 5 6 8 9 9
II. STUDY DESIGN A. Introduction B. Choice of Within-School Design C. Selection into the Three Conditions D. Modifications in Study Design E. Data Collection Instruments F. General Description of Key Variables for Analysis G. Methodology (Primary Analysis)	10 10 10 10 11 15 17
III. Descriptive Data and Teacher EffectivenessA. Descriptive CharacteristicsB. Teacher Effectiveness	23 23 37
IV. PRIMARY FINDINGS A. Introduction B. Kindergarten C. First Grade D. Second Grade E. Third Grade F. Estimates of the Magnitudes of the Differences (Grades K,I,2,3)	44 44 44 59 73 86 100
V. The Longitudinal Analysis	103
VI. Training A. Introduction B. Project STAR Legislation C. Background on Training D. Results	116 116 116 117 120

item	·	Page
Table III-4	Percent of Students on Free/Reduced Lunch by Number of Schools and by	
Table III-5	Grade, Project STAR	25
Table III-6	Number of Teachers by School Type, Class Type and Grade Number of Project STAR Teachers by Sex and Class Type	28
Table III-7	Number of Project STAR Teachers by Sex and Class Type Number of Project STAR Teachers by Race and Class Type	29
Table III-8	STAR Teachers' Highest College/University Degrees Earned by Class Type	30
. 45.5 /// 0	and by Grade	0.4
Table III-9	Colleges/Universities Attended by Ten or More STAR Teachers by Project	31
	Grade and by Class Type	20
Table III-10	STAR Teachers' Total Years Teaching Experience by Project Grade	32
	and by Class Type	33
Table III-11	Number of Teachers Completing Selected In-service Training by Grade	33
	and by Class Type	34
Table III-12	STAR Teacher Career Ladder Levels by Class Type and by Grade (1985-89)	35
Table III-13	Number of Top 10% Classes from Project STAR, Kindergarten through	00
	Third Grade, Stanford Total Reading Achievement	37
Table III-14	Scaled Scores and Percentile Ranks for Top 10 Percent Classes, Stanford	0.
	Total Reading Achievement	37
Table IV-1	Numbers of Districts, Schools, Kindergarten Pupils and Classes by Class Type	45
Table IV-2	Total Kindergarten Sample For Achievement Measures	45
Table IV-3	Total Kindergarten Sample For Non-Cognitive Measures	46
Table IV-4	Mean Scaled Scores for Kindergarten Achievement Measures and Class	
	Variability Scores by Class Type and Location	47
Table IV-5	Mean Raw Scores for Kindergarten (SCAMIN) by Class Type and Location	48
Table IV-6	Summary of Tests of Significance for Differences in Kindergarten Class	
	Means and Variability on Achievement and Non-Cognitive Measures by Class	
Table IV-7	Type and School Type	49
Table IV-7	Benefits to Small Classes on Achievement and Non-Cognitive Measures	51
Table TV-0	Extent of Small Class Advantage Over Regular and Regular with Aide	_
Table IV-9	Classes, Project STAR, 1985-86, Total Sample	51
Table IV-5	Number of Districts, Schools, Students and Classes by Class Type, 1st Grade (1986 - 87)	
Table IV-10	Grade One Summary of Class-Size Effect Analyses Using Class Mean	59
	Scores on Subtests of the BSF	0.4
Table IV-11	Grade One Summary of Class-Size Effect Analyses Using Class Mean	61
	Scores on Subtests of the SAT and SCAMIN	60
Table IV-12	Numbers of Districts, Schools, Kindergarten Pupils and Classes by Class	62
	Type, 2nd Grade	73
Table IV-13	Grade Two Summary of Class-Size Effect Analyses Using Class Mean	13
	Scores on Subtests of the SAT and SCAMIN	75
Table IV-14	Grade Two Summary of Class-Size Effect Analyses Using Class Mean	75
	Scores on Subtests of the BSF	76
Table IV-15	Numbers of Districts, Schools, Kindergarten Pupils and Classes by Class	, ,
	Type, 3rd Grade	86
Table IV-16	Grade Three Summary of Class-Size Effect Analyses Using Class Mean	
-	Scores on Subtests of the SAT and SCAMIN	88
Table IV-17	Grade Three Summary of Class-Size Effect Analyses Using Class Mean	
	Scores on Subtests of the BSF	89

itein		Page
Table IV-18	Scaled Score Differences between Small and Regular and between Regular/ Aide and Regular Classes Grades K, 1, 2, and 3, Project STAR	100
Table IV-19	Summary of Estimates of Small Class Effect Sizes on Total Reading and Total Grades K-3, Project STAR.	101
Table IV-20	Differences in Average Percent Passing BSF Test of Reading and Math Between Small Classes and Other STAR Classes, Grades 1, 2, and 3	
Table V-1	Number of Schools, Students and Classes by Type, Longitudinal Data Base, 1985-1989	101
Table V-2	Design for Total Class Analysis, Showing the Source of Variation, Error	103
Table V-3	Terms and Degrees of Freedom, Longitudinal Study, Grades K-1 Design for Analysis by Race, Showing Source of Variation, Error Terms and	105
Table V-4	Degrees of Freedom, Longitudinal Study Analysis of Variance Results Expressed as Significance Levels, Project STAR, Longitudinal Analysis (1985-1989) Showing the Total Class Results and the Class Results by Race	106 107
Table V-5	Total Reading Mean Scores by Location, Project STAR, 1985-1989	107
Table V-6	Average Annual Scores, Year-to-Year Growth by Class Type and Location, Longitudinal Analysis, Project STAR (1985-1989) Total Reading	110
Table V-7	Average Annual Scores, Year-to-Year Growth by Class Type and Location, Longitudinal Analysis, Project STAR (1985-1989) Total Math	
Table V-8	Average Annual Scores and Differences Between the Scores of White and Minority Students By Class Type and Total on Two Measures	111
Table VI-1	Longitudinal Analyses Project STAR, 1985-1989, K-1 and 1-2-3 Teachers in Training, Comparison and Other Groups in Grades 2 and 3	112
Table VI-2	by Class Types, Project STAR Classroom Rating Variables Means and Standard Deviations for Grade 2 and	128
Table VI-3	Grade 3 Training Conditions Aggregated Across Class Type Reading Variables Means and Standard Deviations for Grade 2 and Grade 3	130
Table VI-4	Training Conditions Aggregated Across Class Type Math Variables Means and Standard Deviations for Grade 2 and Grade 3	132
Table VI-5	Training Conditions Aggregated Across Class Type Classroom Rating Variables Means and Standard Deviations for Grade 2	134
Table VI-6	and Grade 3 Class Types Aggregated Across Training Conditions Reading Variables Means and Standard Deviations for Grade 2 and Grade	136
Table VI-7	3 Class Types Aggregated Across Training Conditions Math Variables Means and Standard Deviations for Grade 2 and Grade	138
	3 Class Types Aggregated Across Training Conditions	140
Table VI-8	Means and Standard Deviations for Classroom Rating, Reading and Math Variables Disaggregated by Training and Class Types	142
Table VI-9	Summary of Training Effects, Class Type Effects and Interaction Effects for Classroom Ratings Variables	143
Table VI-10	Summary of Training Effects, Class Type Effects and Interaction Effects for Reading and Math Variables	145
Table VI-11	Mean Stanford Achievement Test Scale Scores, for Trained and Untrained Teachers, by Class Type, for Grades 2 and 3	
Table VI-12	Mean Stanford Achievement Test Gain Scores, Reading and Math for Trained and Untrained Teachers, by Class Type, Second and Third Grades.	146 147
	and mild diages.	14/

Rem		Page
Table VIII-1	Number of Free Lunch and Non-Free Lunch Students by School Type	165
Table VIII-2	Number of Students by Race by School Type by Grade	166
Table VIII-3	Number of Students by Race by School Type by SES by Grade	167
Table VIII-4	Percentage Retention in Grade by Class Type	170
Table VIII-5	Reading and Math Scaled Scores of Children Retained and Promoted	171
Table VIII-6	First Grade Retention Percentage by School Type and Class Type	171
Table IX-1	Additional Costs of Reducing Class Size to Specified ADA Levels for	
	Different Levels of Teacher Salary	175
Table IX-2	Effect Size by Grade for Small and Regular/Aide in Reading and Math	176
Table IX-3	Comparative Gain Scores	177
Table IX-4	Cost Effectiveness Ratios for Small and Regular/Aide Classes	178
Table IX-5	Comparison of Cost-Effectiveness Ratios for Different Interventions	180
Table X-1	Analysis of Variance for Cognitive Outcomes, Grades 1, 2, & 3	185
Table X-2	Effect Sizes for Small Classes by Grade, SES, and Achievement Level	191
Table X-3	Stanford Achievement Test Scaled Score Gains in Reading and Math	
	for Students in Classes where Teachers were Trained or Not Trained in	
	STAR Training Program	192
Table X-4	Preferred Teaching Situation of Small, Regular, and Regular/Full-Time	
	Aide Teachers	194
Table X-5	Teachers Preference for a Small Class or a Salary Increase	194
Table X-6	Summary of Estimates of Small Class Effect Sizes on Total Reading and	
	Total Math, Grades K-3, Project STAR.	196
Table X-7	Differences in Average Percent Passing BSF Test of Reading and Math	
	Between Small Classes and Other STAR Classes, Grades 1, 2, and 3	196
Figure II-1	Distribution of Schools Participating in Project STAR	14
Figure II-2	Diagram of the Project STAR Research Design	20
Figure IV-1	Kindergarten Stanford Achievement Test, Total Reading by Class Type	53
Figure IV-2	Kindergarten Stanford Achievement Test, Total Math by Class Type	54
Figure IV-3	Kindergarten Stanford Achievement Test, Word Study Skills by Class Type	55
Figure IV-4	Kindergarten Stanford Achievement Test, Total Reading by Class Type	
	by School Type	56
Figure IV-5	Kindergarten Stanford Achievement Test, Total Math by Class Type by	
	School Type	57
Figure IV-6	Kindergarten Stanford Achievement Test, Word Study Skills by Class	
	Type by School Type	58
Figure IV-7	First Grade Stanford Achievement Test, Total Reading by Class Type	64
Figure IV-8	First Grade Stanford Achievement Test, Total Math by Class Type	65
Figure IV-9	First Grade Stanford Achievement Test, Word Study Skills by Class Type	66
Figure IV-10	First Grade Stanford Achievement Test, Total Reading by Class Type	
	by School Type	67
Figure IV-11	First Grade Stanford Achievement Test, Total Math by Class Type by	
_	School Type	68
Figure IV-12	First Grade Stanford Achievement Test, Word Study Skills by Class	
-	Type by School Type	69
Figure IV-13	Stanford Achievement Test, Total Reading by Class Type by Grade	70

Item		Page
Appendix A. Legislation		197
Appendix B. Review of Literature		199
Appendix C. Data Processing Issu	es	206
Appendix D. Teacher Effectivenes	s Findings	259
Appendix E. Kindergarten through	Grade Three Longitudinal Tables	285
Appendix F. Student Socioeconom	nic Status Additional Results	289
Appendix G. Project STAR Abstract	ots	299
Appendix H. Do Teacher Aides Im	prove Student Performance?	303