

TABLE OF CONTENTS

Item	Page
I. BACKGROUND AND PURPOSE	1
A. Background	1
B. Legislation	1
C. Background on Class Size	2
D. Organization to Conduct the Study	2
E. Questions to be Answered by the Demonstration and Study	3
F. Sample Selection	5
G. Project Schools and Statewide Averages	6
H. Data Collection Plan and Data Base	8
I. General Operating Guidelines	8
J. Teacher Orientation	9
K. The Advisory Committee and External Assistance	9
L. Scope of Project STAR	9
II. STUDY DESIGN	10
A. Introduction	10
B. Choice of Within-School Design	10
C. Selection into the Three Conditions	10
D. Modifications in Study Design	11
E. Data Collection Instruments	15
F. General Description of Key Variables for Analysis	17
G. Methodology (Primary Analysis)	19
III. Descriptive Data and Teacher Effectiveness	23
A. Descriptive Characteristics	23
B. Teacher Effectiveness	37
IV. PRIMARY FINDINGS	44
A. Introduction	44
B. Kindergarten	44
C. First Grade	59
D. Second Grade	73
E. Third Grade	86
F. Estimates of the Magnitudes of the Differences (Grades K,1,2,3)	100
V. The Longitudinal Analysis	103
VI. Training	116
A. Introduction	116
B. Project STAR Legislation	116
C. Background on Training	117
D. Results	120

CONTENTS (Continued)

Item		Page
Table III-4	Percent of Students on Free/Reduced Lunch by Number of Schools and by Grade, Project STAR	25
Table III-5	Number of Teachers by School Type, Class Type and Grade	28
Table III-6	Number of Project STAR Teachers by Sex and Class Type	29
Table III-7	Number of Project STAR Teachers by Race and Class Type	30
Table III-8	STAR Teachers' Highest College/University Degrees Earned by Class Type and by Grade	31
Table III-9	Colleges/Universities Attended by Ten or More STAR Teachers by Project Grade and by Class Type	32
Table III-10	STAR Teachers' Total Years Teaching Experience by Project Grade and by Class Type	33
Table III-11	Number of Teachers Completing Selected In-service Training by Grade 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 Third Grade, Stanford Total Reading Achievement	37
Table III-14	Scaled Scores and Percentile Ranks for Top 10 Percent Classes, Stanford 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 Type and School Type	49
Table IV-7	Benefits to Small Classes on Achievement and Non-Cognitive Measures	51
Table IV-8	Extent of Small Class Advantage Over Regular and Regular with Aide Classes, Project STAR, 1985-86, Total Sample	51
Table IV-9	Number of Districts, Schools, Students and Classes by Class Type, 1st Grade (1986 - 87)	59
Table IV-10	Grade One Summary of Class-Size Effect Analyses Using Class Mean Scores on Subtests of the BSF	61
Table IV-11	Grade One Summary of Class-Size Effect Analyses Using Class Mean Scores on Subtests of the SAT and SCAMIN	62
Table IV-12	Numbers of Districts, Schools, Kindergarten Pupils and Classes by Class Type, 2nd Grade	73
Table IV-13	Grade Two Summary of Class-Size Effect Analyses Using Class Mean Scores on Subtests of the SAT and SCAMIN	75
Table IV-14	Grade Two Summary of Class-Size Effect Analyses Using Class Mean 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

CONTENTS (Continued)

Item		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	101
Table V-1	Number of Schools, Students and Classes by Type, Longitudinal Data Base, 1985-1989	103
Table V-2	Design for Total Class Analysis, Showing the Source of Variation, Error Terms and Degrees of Freedom, Longitudinal Study, Grades K-1	105
Table V-3	Design for Analysis by Race, Showing Source of Variation, Error Terms and Degrees of Freedom, Longitudinal Study	106
Table V-4	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	107
Table V-5	Total Reading Mean Scores by Location, Project STAR, 1985-1989	109
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	111
Table V-8	Average Annual Scores and Differences Between the Scores of White and Minority Students By Class Type and Total on Two Measures Longitudinal Analyses Project STAR, 1985-1989, K-1 and 1-2-3	112
Table VI-1	Teachers in Training, Comparison and Other Groups in Grades 2 and 3 by Class Types, Project STAR	128
Table VI-2	Classroom Rating Variables Means and Standard Deviations for Grade 2 and Grade 3 Training Conditions Aggregated Across Class Type	130
Table VI-3	Reading Variables Means and Standard Deviations for Grade 2 and Grade 3 Training Conditions Aggregated Across Class Type	132
Table VI-4	Math Variables Means and Standard Deviations for Grade 2 and Grade 3 Training Conditions Aggregated Across Class Type	134
Table VI-5	Classroom Rating Variables Means and Standard Deviations for Grade 2 and Grade 3 Class Types Aggregated Across Training Conditions	136
Table VI-6	Reading Variables Means and Standard Deviations for Grade 2 and Grade 3 Class Types Aggregated Across Training Conditions	138
Table VI-7	Math Variables Means and Standard Deviations for Grade 2 and Grade 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	146
Table VI-12	Mean Stanford Achievement Test Gain Scores, Reading and Math for Trained and Untrained Teachers, by Class Type, Second and Third Grades.	147

CONTENTS (Continued)

Item	CONTENTS (Continued)	Page
Appendix A.	Legislation	197
Appendix B.	Review of Literature	199
Appendix C.	Data Processing Issues	206
Appendix D.	Teacher Effectiveness Findings	259
Appendix E.	Kindergarten through Grade Three Longitudinal Tables	285
Appendix F.	Student Socioeconomic Status Additional Results	289
Appendix G.	Project STAR Abstracts	299
Appendix H.	Do Teacher Aides Improve Student Performance?	303