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**Report on the Elko County School District
Class Size Reduction Demonstration Project**



**Prepared for
Elko County School Board Trustees
And
72nd State Legislature**



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Overview

- Purpose & Scope of Evaluation
 - Assembly Bill 671
 - GBC involvement began July 1999
- Tentative Timeline of Evaluation Activities
 - Page 9
- Pilot Project Fiscal Notes
 - 22:1 demonstration project
 - Evaluation costs



CSR Pilot Project Fiscal Note

- Staffing
- Facilities/Classrooms
 - Modular classrooms
 - Modular pads
- Resources/Budgets
- Evaluation costs
- Individual school configurations



CSR Evaluation

1. Examine effectiveness of demonstration project using multiple measures
2. Provide an independent, objective, third-party analysis
3. Utilize methodology in previous evaluation
4. Continue evaluation and report to ECSD Trustees and 2003 State Legislature



Classroom Observations

- Finding 1: There was an overall improvement by grade level of classroom behavior in the major categories of individualization, engagement, and management.
- Finding 2: The individualization category remains the area that has had the most positive observations.
- Finding 3: The engagement category showed the area of improvement with the most positive effect.
- Finding 4: The management category accounted for the greatest variation with the subcategories.



Student TerraNova Scores

- Finding 1: In Table 1, mathematics stayed the most consistent with the smallest decrease in student TerraNova test scores.
- Finding 2: Table 2 reflected an increase in the upper grades in the areas of science and reading and all grades (2-6) in language, and mixed gains in mathematics in comparing the October 1999 to the October 2001 test dates.
- Finding 3: Table 3 shows schools with traditionally smaller class sizes from 1999 to 2001. In grades 2, 3, 4, most science and mathematics scores showed strong gains, while reading and language arts showed decline in most areas. In mathematics, every grade (2-6) showed significant increases in test scores. Student test scores in science reflected strong gains in grades 2, 3, and 4.



Parent-Guardian Surveys

- Finding 1: Parent-guardian responses indicated that in 2001-2002, there was great improvement to some improvement (53%) of how much their child likes and gets involved in school.
- Finding 2: The majority of survey responses from 1999-2000 to 2001-2002 showed a positive effect of 22:1 class sizes.
- Finding 3: Parent-guardian responses did not reflect a significant decline (some decline to great decline) from 1999-2000 to 2001-2002.
- Finding 4: The evaluation study gained 11% in parent-guardian survey responses.



Teacher Interviews

- Finding 1: The majority of interviewed teachers in grades 1 and 2 did not notice as many negative effects of increased class size as 3-6 teachers noted positive effects of decreased class sizes.
- Finding 2: In most areas, teachers interviewed in grades 1-2 were more likely to see positive or no effects rather than negative effects. In only one area, individualization of instruction, are the negative effects as high as the positive effects.
- Finding 3: The vast majority of interviewed 3-6 teachers saw positive effects in every area. Based on the responses of 9 out of the 14 areas, over 75% responded positively.



Principal Interviews

- Finding 1: Based on the principal interviews in 2001-2002, the majority of responses reflect a positive effect associated with reduced class sizes.



Teacher Surveys

- Finding 1: The majority of teacher responses in the lower elementary grades noted great improvement and some improvement in reduced class sizes with the exception of cooperative activities among teachers, your interaction with other teachers, and teacher-administration interaction.
- Finding 2: The majority of teacher responses in the upper elementary grades noted great improvement and some improvement in reduced class sizes with exception to teacher-administration interaction.



Teacher Surveys (continued)

- Finding 3: The greatest increases (all at 72%) noted by the teachers in grades 1 and 2 of great improvement to some improvement were in the areas of: academically related student-teacher interaction, monitoring student progress and providing feedback to students, student learning, small group instruction, physical space, and social/personal interaction between you and your students.
- Finding 4: The greatest increases noted by the teachers in grades 3-6 of great improvement to some improvement were in social/personal interaction between you and your students (92%) and one-on-one instruction (92%).



Principal Surveys

- Finding 1: The majority of principal and vice principal responses noted great improvement and some improvement in reduced class sizes with exception to your interaction with other teachers and teacher-administration interaction from 1999-2000 to 2001-2002.
- Finding 2: The areas that reflected gains (100%) in the improvement and some improvement of reduced class sizes in 2001-2002 included:
 - Monitoring student progress and providing feedback to students
 - Student time-on-task
 - Teacher morale
 - Time on instruction



Teacher Journals

- Finding 1: Overall, teacher responses in the journals indicate that there is a positive effect associated with reduced class-sizes from 1999-2000 to 2001-2002.
- Finding 2: The most significant areas of a positive effect associated with reduced class size is time on instruction (86%) and time on task (84%).
- Finding 3: The areas observed by teachers to have a negative effect included content covered (12%) and classroom space (10%). However, the positive effect associated with both of these areas was still greater.



Conclusion

- Report was approved by ECSD Board of Trustees on January 28, 2003
- Transmitted to State Legislature by February 1
- Implications for ECSD
- Statewide implications for Nevada's school districts



Questions???

ADDENDUM PAGE ONE

NOTE: ADDENDUM TO CSR REPORT: CLASSROOM OBSERVATIONS (PAGE 17)

Classroom Behavior by Grade Levels: March 2000 and 2001-02 Comparison of Grades 1-2

	2001-02	2000 (March)		
	All Grades 1-2 N = 21	Pilot 1-2 N=18	Non-Pilot 1-2 N=16	Team N=12
Individualization	3.96	4.11	4.19	4.25
Monitoring	4.05	3.81	4.38	4.50
Grouping	3.39	3.36	3.46	3.40
Choice	2.79	2.27	2.40	2.25
Help	4.62	4.22	4.19	4.33
Whole Class	4.16	4.63	3.93	4.10
All Children	4.76	4.72	4.67	4.73
Engagement	3.81	3.56	3.56	3.42
Listening	4.35	4.17	3.81	4.00
Practicing	3.90	3.94	3.36	3.17
Responding	4.48	4.39	4.50	4.50
Gaming	2.83	2.58	3.08	3.10
Manipulating	3.42	3.00	3.40	3.44
Creating	3.36	3.10	3.20	3.20
Dialoguing	3.95	3.31	3.67	3.63
Problem Solving	3.94	3.46	3.20	3.11
Reporting	3.67	2.80	2.80	2.80
Reflecting	3.90	3.18	3.22	3.25
Initiating	3.50	2.50	3.50	3.33
On-task	4.43	3.94	4.06	4.08
Management	3.02	2.94	2.94	3.00
Praise	3.81	4.00	3.56	3.58
Reproof	4.38	2.58	2.69	2.80
Remind	2.79	2.81	3.00	3.08
Warmms	1.62	2.47	3.13	3.33
Cools	3.05	1.27	1.00	1.00
Peer	3.79	2.25	2.58	3.13
Permits	1.10	3.18	2.93	2.73
Disruption	3.44	2.87	2.36	2.30
Movement	3.21	3.65	4.21	4.00

ADDENDUM PAGE TWO

NOTE: ADDENDUM TO CSR REPORT: CLASSROOM OBSERVATIONS (PAGE 17)

Classroom Behavior by Grade Levels: March 2000 and 2001-02 Comparison of Grades 3-6

	2001-02 All Grades 3-6 N=28	2000 (March)	
		Pilot 3-6 N=9	Non-Pilot 3-6 N=12
<i>Individualization</i>	3.96	4.56	3.92
Monitoring	3.96	4.67	3.92
Grouping	3.41	3.40	2.30
Choice	2.89	4.75	2.57
Help	3.96	4.44	4.17
Whole Class	4.04	4.57	4.45
All Children	4.50	4.88	4.50
<i>Engagement</i>	3.67	3.78	3.42
Listening	4.21	4.56	3.75
Practicing	4.25	4.44	4.17
Responding	3.82	4.56	3.75
Gaming	3.70	2.00	2.67
Manipulating	3.43	2.29	3.25
Creating	3.18	3.50	2.88
Dialoguing	3.36	4.00	3.78
Problem Solving	3.24	3.63	3.13
Reporting	4.36	3.67	2.75
Reflecting	3.14	3.71	4.33
Initiating	2.96	3.40	3.56
On-Task	4.39	4.67	3.67
<i>Management</i>	2.79	3.00	2.58
Praise	3.96	4.22	2.42
Reproof	3.50	1.38	1.67
Remind	2.55	2.13	2.92
Warms	1.63	2.71	2.75
Cools	2.64	1.00	1.25
Peer	3.04	3.38	3.20
Permits	1.25	3.75	4.08
Disruption	3.05	1.33	1.64
Movement	3.50	4.67	3.58