The Effect of Small Class Teaching on Disadvantaged Students –
A Summary of Some Overseas Research Findings

Research Study	Year	Brief Description of the Research Study	Relevant Key Findings
Project STAR (Student-Teacher Achievement Ratio), Tennessee, USA	1985 - 1989	• A 4-year longitudinal study • From Kindergarten to Grade 3 • The Study conducted on 79 schools, 300 classrooms and over 7 000 students	• The positive effect of smaller classes on ethnic minority students was double of that on the majority in the first two years, and the effect was about the same in the following two years.
Project Challenge, Tennessee, USA	1990 - 1993	• An extension project of Project STAR • Focused on the performance of those students in 19 poorest counties in Tennessee, following Project STAR	• With smaller classes, the students from these counties were moving above the state average in reading and in mathematics. • They also manifested relatively fewer behaviour and discipline problems.
Project SAGE (Student Achievement Guarantee in Education), Wisconsin, USA	1996 - 2001	• Reduced class size progressively to 15 from Kindergarten to Grade 3 • Targeted at schools with a	• By the end of Grade 3, ethnic minority students, who were usually from poorer families, had closed the achievement gap between themselves

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		schools with a larger intake of students from low-income families	and the white SAGE students.
CSPAR (Class Size and Pupil Adult Ratio) Project by Professor P Blatchford, University of London, UK	2000 - 2002	• Targeted at Reception Year to Year 4 • Observations conducted on 220 state schools and over 10 000 students	• Small classes appeared to work best in literacy for children who were most in need academically (e.g. children with weak family support).
Study Commissioned by the Welsh Assembly Government Wales, UK	2003	• Study conducted on Welsh primary schools	• Students who lived in areas of high social and cultural disadvantage benefited most from small classes.