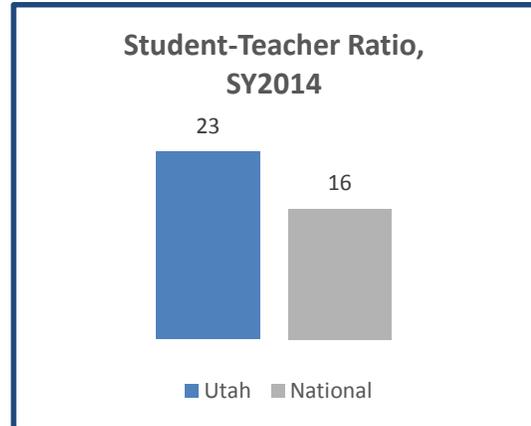


Student-Teacher Ratio and Class Size, SY2015

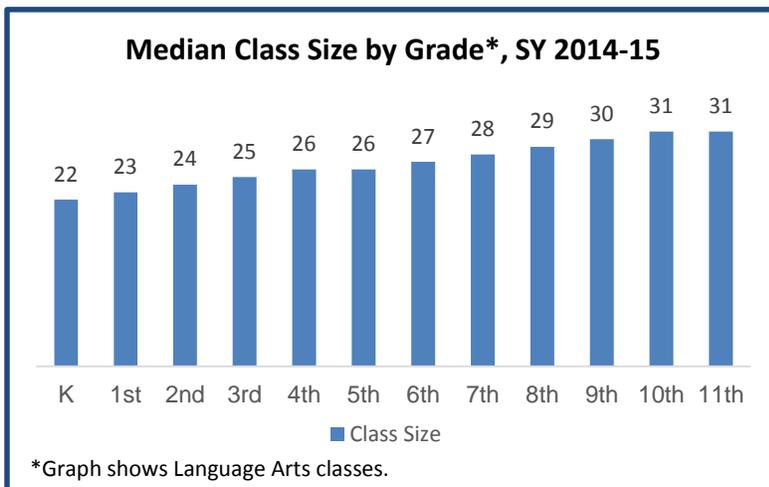
Student-Teacher Ratio

Student-teacher ratios are calculated by taking the total number of students enrolled on October 1st and dividing by the total number of teachers. **National calculations of student-teacher ratios for school-year 2013-14 estimated Utah's ratio at 23 and the national ratio at 16.**¹ State calculations of student-teacher ratios were slightly lower than the national calculations, estimating the state student-teacher ratio to be 22 for 2013-14 and again 22 for 2014-15.



Class Size

Class size estimates differ from student-teacher ratios in that they are based on actual counts of students in classrooms. Nontraditional classes (such as online, special education, youth in custody, or limited English proficiency classes) are not included.²



For school year 2014-15, Utah's median class size was 24 for elementary and 29 for secondary.³ In elementary grades, 64% of classes had 25 or fewer students, while in secondary grades only 31% had 25 or fewer. Charter schools tended to have larger classes in elementary but smaller classes in secondary. The median class size for charter schools was 26 in elementary grades and 22 in

secondary grades. District schools had a median of 24 in elementary and 30 in secondary. Overall, class sizes have remained about the same over the last five years.

Analysis

In general, analyses found that smaller class sizes in Utah were not associated with higher test scores. However, there was a small indication that smaller classes in grades 1-3 may assist economically disadvantaged students with improving their reading scores.⁴ These findings are typical among class size studies.⁵

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey," 2013-14, v.1a.

²Board Rule R277-463.

³Elementary includes grades K-5 and secondary grades 6-12.

⁴Multilevel modeling was used for analysis. Most class size effects were insignificant. Economically disadvantaged interaction effects were significant ($p < .05$), though the magnitude of the effect was small.

⁵Hanushek, E. A. (1999). "Some Findings From an Independent Investigation of the Tennessee STAR Experiment and From Other Investigations of Class Size Effects." *Educational Evaluation and Policy Analysis*, 21(2), 143-163.