



CSR-1 Next Steps

CSR-1: The LEA has implemented Class Size Reduction (CSR) in grades K-3, with a maximum of 18 students in each classroom per grade level (range of 13-18). The LEA actively evaluates the effectiveness of CSR programs.

If the LEA decides on this option, they will need to complete the FFY2024 Title II application which includes the class breakdown and budget application. Once completed the document will be submitted to the [Title II JotForm](#) for review & approval from the Title II specialist. No other documentation is required besides the class size breakdown and budget application.

Before submitting the FFY2024 Title II CSR breakdown & budget application, the LEA should consider the following information.

1. Ensure that K-3 class sizes do not exceed 18 in each classroom.
2. The LEA should be monitoring and evaluating the implementation of the CSR-1 method.
3. Data should be utilized as a tool to drive planning.
 - a. Data should be collected and analyzed as the program is happening—not at the end of it.
 - b. [Resource on Structuring Data-Informed Conversations](#)
4. Collect and review data:
 - a. Assessments (formative, benchmark, summative)
 - b. Background information (student demographic information, educator experience)
 - c. Perceptions (student surveys, educator surveys, parent surveys completed at consistent intervals throughout the program year)
5. Consider factors that might impact the CSR method:
 - a. Teacher experience
 - b. Teacher evaluation ratings
 - c. Grade level of students
 - d. Student engagement
 - e. Learning strategies used
 - f. Classroom environment



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- g. Classroom/student composition
 - h. Teacher aides
 - i. Teacher perceptions
 - j. Teacher retention
 - k. Student mobility
6. IDOE strongly recommends that the LEA completes a [logic model](#) and corresponding evaluation questions. The link has a template you can save as a copy, as well as an example of how the logic model is completed.
7. Other considerations from the research:
- a. On average, students benefited from class sizes ranging from 13- to 17
 - b. African American students and students from low-income families benefited even more than other groups
 - c. Smaller classes in early grades are associated with better test scores

References

- Blatchford, P., & Russell, A. (2020). *Rethinking Class Size: The complex story of impact on teaching and learning*. UCL Press.
- Nye, B., Hedges, L. V., & Konstantopoulos, S. (1999). The long-term effects of small classes: A five-year follow-up of the Tennessee class size experiment. *Educational Evaluation and Policy Analysis*, 21(2), 127-142.
- Schanzenbach, D.W. (2014). *Does Class Size Matter?* Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/publication/does-class-size-matter>.