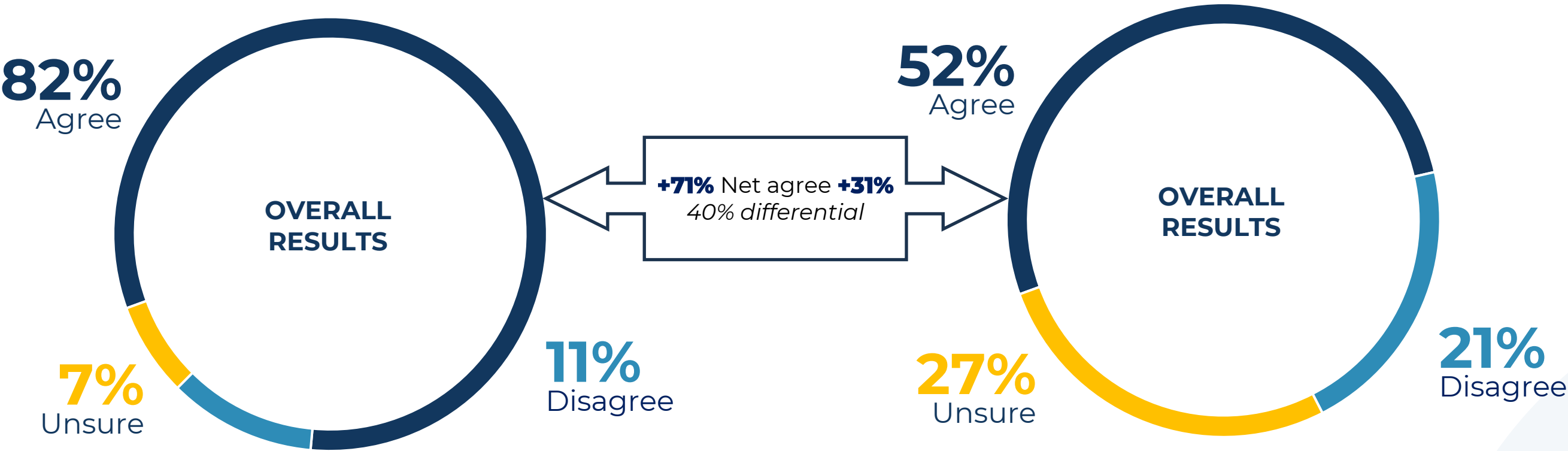


Smaller Class Sizes (split sample testing*)

VERSION A: Thinking about class sizes in Ohio public schools, do you agree or disagree that smaller class sizes reduce student behavior and discipline problems?

VERSION B: Thinking about class sizes in Ohio public schools, do you agree or disagree that smaller class sizes reduce student bullying in class?

*SPLIT SAMPLE TESTING EXPLAINED: Respondents were randomly assigned to receive one of the two different versions of the question about the same concept, in order to test for differences based on the wording of the questions or the scope of inquiry.



What It Means

A surprisingly nuanced topic, while sentiments about the virtues of smaller class sizes seem to be widely held, there appear to be vast differences in views about their impact. Seen as an effective way to minimize general disciplinary problems, there is only a very narrow consensus – and a notable amount of uncertainty and dissent – about smaller class sizes as a panacea for bullying. This serves as a cautionary note for school leaders who are touting the benefits of smaller class sizes as part of facilities initiatives they may be pursuing, so that they avoid overselling something people may not buy. Interestingly, there were no statistically significant differences in responses between school parents and non-parents for the questions, indicating they were like-minded about these matters.

This opinion research data was gathered through secure SMS/text-to-web surveys conducted with 500 adults 18 years of age or older residing in Ohio who had valid cellular telephone numbers. The surveys were completed during the period of August 20, 2025 through August 22, 2025. The overall estimated margin of sampling error is +/- 4.3 percent, based on a confidence level of 95 percent, although it varies for each individual question. This means that if this survey were repeated, 95 times out of 100 the results would be within plus or minus 4.3 percent of those provided herein. Some adjustments were made to weight the results toward estimates of geographic and demographic characteristics of the state's adult population, in order to account for under- and over-sampling that normally occurs as a result of the random selection process, and to ensure that all major sub-groups are represented in proportion to their actual percentages. Like all polls, this opinion survey research is subject to other possible sources of error, such as unintentional bias in the wording of questions, data-entry error and nonresponse bias. Due to computational rounding, not all results may add up to 100 percent.