

## **Connecting Learning Assures Successful Students (C.L.A.S.S.)**

### **A Formative Evaluation**

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### ***Design***

A formative evaluation of Central Elementary School was conducted by Dr. Richard Antes where the C.L.A.S.S. model has been implemented. Based upon a review of literature concerning effective schooling and review of the Interactive Model of the School Environment developed by the National Association of Secondary School Principals, a school climate study was selected as part of the data collection process. The CFK, Ltd., School Climate Profile instrument was selected based on the factors included in this instrument which relate closely to the factors involved at Central Elementary School. The *School Climate Profile Survey* was administered to Parents, Teachers, and instructional assistants. Further data was gather from interviews with elementary school teachers; the profile of 32 students attending Central Elementary School from kindergarten through 5<sup>th</sup> grade; and the curriculum alignment with ISTEP Proficiencies.

### ***Results***

Based on the data collection from parents, teachers, and instructional assistants through the *School Climate Survey*; the interviews with elementary school teachers; the profile of 32 students attending Central Elementary School from kindergarten through 5<sup>th</sup> grade; and the curriculum alignment with ISTEP Proficiencies several observations are pertinent...

- The school climate has a safe, orderly environment conducive to teaching and learning
- There is a sense of purpose and a standard curriculum
- Teachers are interested in continued training
- Overall teachers are meeting most of the outcomes specified for the C.L.A.S.S. project
- An educational program has been designed to insure student achievement

In relation to the indicators of an effective school, Central Elementary School has been effective in:

- Collaborative planning and collegial relationships
- Establishing a sense of community at the school
- Order and Discipline
- Curriculum articulation and organization

Document analysis of records of 32 students in attendance from kindergarten through 5<sup>th</sup> grade at Central Elementary School was conducted. In grades 1, 2 and 3 the ISTEP average reading scores were within one standard deviation above the mean for The performance for this group of students on the average is near or above one standard deviation of the typical performance particularly in grades 1, 2 and 3. In grades 4 and 5 mean scores of nearly half a standard deviation above the average indicate fairly high performance. The data for this group of 32 students in attendance for their entire elementary careers at Central Elementary School are

respectable as related to the ISTEP knowledge and skills assessed. The reading, language, and mathematics scores reveal a respectable performance. In view of the intelligence quotient of students in this cohort group it is reasonable to say that a solid instructional program was provided for these students.

Teachers expressed strong sentiment that the curriculum content areas had been organized into recognizable concepts that were meaningful, real-life, and age appropriate.

Teachers felt assured that Central Elementary School had developed:

- Lifelong learners
- Complex thinkers
- Collaborative workers
- Quality producers
- Community contributors

Teachers reported that:

- Cultural understanding was integrated into the curriculum
- They had shared successful teaching strategies with other teachers
- Meaningful professional development had occurred
- There had been an exchange of professional knowledge and ideas
- Instructional practices had improved
- Increased learning had resulted for students

Parents perceived that:

- Their children feel that the school program, to some extent, is meaningful and relevant to their present and future needs
- The school supports parental growth and affords them regular opportunities to become involved in learning activities.
- Their children experience a sense of belonging to the school
- Teachers can accommodate students with special problems and encourage students to be creative rather than conforming
- There are staff members on whom their children can rely, that most people in the school are kind. Parents also responded that students' perceptions of level of caring is related to their level of performance in school.
- Teachers utilize a wide range of teaching materials and media and are well-acquainted with their students as individuals
- The rules of the school to be fair and simple and to be close to ideal both in number and nature.
- The teacher know how to teach as well as what to teach, that when one teaching strategy does not seem to be working for a particular student, the teacher frequently tries another and does not blame the student for the initial failure.

Strong support for the C.L.A.S.S. program as a model for educators' professional development and the philosophy embraced for meeting the individual needs of students was evident throughout the interviews.