

C.L.A.S.S. Evaluation Report
Douglas Reeves, Ph.D.
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Design

An independent evaluation conducted by the International Center for Educational Accountability was conducted. Data was collected in the year 2001 through survey responses, focus groups, narrative responses, and personal interviews provided by C.L.A.S.S. teachers and administrators in investigating the implementation of the C.L.A.S.S. Model.

Results

According to the findings, “the C.L.A.S.S. program is clearly popular with teachers, administrators and C.L.A.S.S. program trainers and leaders”. There was general agreement between teachers and administrators on the extent to which C.L.A.S.S. programs and ideals have been implemented. Of all the classroom practices that should result from C.L.A.S.S. training, the majority appear to have been implemented by more than half of the classrooms.

The following results indicate the percentage of teachers with high implementation based upon the particular component of the C.L.A.S.S. Model:

- 96% Teach to State Proficiencies and Standards
- 90% Students understand why they are assessed
- 88% Students can read the agenda
- 87% Parents understand the assessment
- 87% Application to real world situations
- 85% Positive talk with students
- 79% Learning experiences in the community
- 79% Welcome Messages
- 70% Learning Partners

...Many teachers agree that the C.L.A.S.S. coaches play an important role in making standards the center of curriculum in C.L.A.S.S. schools. They particularly appreciate the opportunity to develop standards based thematic units with their coach.

...C.L.A.S.S. is a good value for the State of Indiana, providing services to a large number of educators and school corporations for a modest cost.