The Effects of Looping on Second Graders'

Reading Achievement and Attitudes Towards School

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Abstract

The purpose of this study was to examine the impact of looping on the reading achievement of second graders. The impact of looping on the attitudes towards school of these students and their parents also was assessed. The Fountas and Pinnell Benchmark System was used to collect baseline reading scores for both looping and non-looping students at the beginning of their first grade year. The same measurement was used in the third quarter of the students' second grade year and the amount of reading growth between the looping and non-looping students was compared. Results indicated the gains in reading levels were statistically significantly larger for the students who looped compared to those who did not (t=3.33, p<.003), although on average both groups progressed. Surveys also were given to the students and parents of both groups to determine their attitudes towards school. The mean ratings of items related to positive feelings about school were higher for each item for the looping students and their parents compared to those of non-looping students and their parents and the scales' mean total scores were significantly higher for looping students (t= 4.774, p< .000) and parents (t=5.061, p<.000) than for their non-looping counterparts. Further research in the area of looping is recommended to determine if the looping process is beneficial in other grade levels and elementary schools.

CHAPTER I

INTRODUCTION

Overview

Looping is the process by which an entire class of students stays with the same teacher for two or more consecutive years. There are different opinions about whether or not looping impacts student learning. Looping is a practice that can benefit not only students, but their families and teachers as well. In looping classrooms, the bonds and trust between a teacher and students tend to be stronger than those in non-looping classrooms (Hedge & Cassidy, 2004). Since students and teachers have formed closer relationships, both are less likely to miss school and research such as that reported by Bracey (1999) indicates that looping improves both student and teacher attendance. Many students and teachers are nervous and anxious about the beginning of a new school year because they do not know what to expect. Transitions can be very stressful for young children, whether they are to a new teacher or a new classroom. However, when a class loops with a teacher, this negates much of that anxiety and allows for everyone involved to be excited and prepared for the school year to begin (Hedge & Cassidy). Looping also can increase instructional time without having to lengthen the school day or year. At the beginning of the year, teachers can spend less time going over routines and procedures and therefore, begin instruction earlier than in a non-looping classroom (NEA Today, 1998).

This researcher became interested in studying the effect of looping when she was approached by her principal and asked if she was interested in trying this process with her first grade class, to which the researcher agreed. The researcher had a first grade class consisting of 23 students at the time, and when the next school year began, 18 of these students were assigned to her second grade class. Some students had left the school and a few transferred in from other

classrooms or schools, but the second grade class essentially was identical to the previous year's first grade class. Because the researcher was placed in this new situation, she became very interested in whether looping affected the achievement of her students when their achievement was compared to that of students who were in classrooms with new teachers, classmates, and learning environments. The researcher wanted to know if her students would perform better than the other second grade classes overall and if that performance was related to their already being comfortable with their teacher, with one another, and with the way the classroom functioned. To determine the effect of the looping strategy, the reading levels and growth of students in the looping classroom were compared to the reading levels and growth of students in a similar non-looping classroom. The researcher also compared the attitudes of looping and non-looping parents and students towards school.

Statement of Problem

This study was designed to determine if looping from first to second grade that involved the same teacher and class had a positive effect on students' reading achievement and also on the attitudes of students and parents.

Hypothesis

The null hypotheses for this study were that there would be no difference in growth in reading achievement for the looping and non-looping students, and that there would be no difference in the mean parent and student scores on rating scales reflecting attitudes towards school for both groups.

Operational Definitions

Independent Variable

Looping is the process in which elementary school students stay with the same teacher for more than one school year. In this study, students had the same teacher for first and second grade.

Dependent Variables

Student reading achievement is defined by the number of reading levels a student increased from the beginning of first grade to the end of second grade. Reading levels were measured by the Fountas and Pinnell Reading Benchmark Assessment System.

Parent and Student attitudes about school were defined by participants' responses to a rating scale which assessed their feelings about their classrooms, teachers, and learning in general.

Chapter II

REVIEW OF THE LITERATURE

Among the strategies adopted by educators as they seek ways to enhance student achievement is looping. Looping occurs when a teacher is promoted with his or her students to the next grade level and stays with the same group of children for two or three years (Hitz, Somers, & Jenlink, 2007). It is an educational practice that is becoming more popular in education and because it raises such different opinions from teachers, parents, and students, it is necessary to explore the research to determine if this is a beneficial practice. This literature review examines the relationship between looping and student achievement. The first section offers the history of looping, while section two describes the advantages of looping. Section three discusses the effects of looping on reading achievement, and section four examines the effect of looping on student motivation to learn. The literature review concludes with an exploration of the challenges of looping.

The History of Looping

Although not a familiar strategy to some current educators, looping has been practiced in schools throughout the nation for many years. In past years, when one-room schoolhouses were settings in which many American students learned, these settings were considered "looping classrooms" (Hitz, Somers, & Jenlink, 2007). Looping is a practice that also is in common use in European and Japanese schools (NEA Today, 1998). In 1919, Rudolf Steiner, a German educator, developed the Waldorf School model. This model involved having a homeroom teacher stay a class from first through eighth grade (Hitz, Somers, & Jenlink, 2007). Later, in 1974, Deborah Meier founded the Central Park East Elementary School in New York, where the children and teachers remained together for two years (Hitz, Somers, & Jenlink, 2007).

Currently, looping is used in many elementary and middle schools, but is most commonly found in the primary grades (Jacobson, 1997).

Advantages of Looping

Looping is a practice that not only benefits students, but their families and teachers as well. In looping classrooms, the bonds and trust between a teacher and students are stronger than those in non-looping classrooms (Hedge & Cassidy, 2004). Since students and teachers have formed closer relationships, both are less likely to miss school and research such as that reported by Bracey (1999) indicates that looping improves both student and teacher attendance Many students and teachers are anxious about the beginning of a new school year because they do not know what to expect. Transitions can be very stressful for young children, whether the transition is to a new teacher or a new classroom (Hegde & Cassidy). When a class loops with a teacher, anxiety about new teachers and classrooms is reduced and enables students, parents, and teachers to feel more confident and prepared for the school year to begin (Hegde & Cassidy). Looping also can increase instructional time without having to lengthen the school day or year. At the beginning of the year, teachers can spend less time going over routines and procedures and therefore, begin instruction more promptly than in a non-looping classroom (NEA Today, 1998). Additionally, teachers do not have to spend as much time at the beginning of the year assessing students' reading and math skills because they have achievement data from the previous year readily available (Little & Dacus, 1999).

Another advantage of looping is that children in the looped classroom are familiar with the teacher's type of discipline. When students have a consistent set of rules and consequences, it is helpful for the children and the parents (Hegde & Cassidy, 2004). Not only are the students

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aware of the teacher's expectations, but the parents are familiar with how the teacher handles situations in the classroom and the teacher's demeanor with the students.

Looping classrooms give both parents and teachers an opportunity to form a closer relationship with one other (Nichols & Nichols, 2002). Because adults value relationships built on trust; therefore, when a child has the same teacher for two or more years, a greater sense of trust is built amongst the adults involved (NEA Today, 1998). Since this trusting relationship is formed over the span of the looping classroom experience, parents may be more willing to accept constructive suggestions from the teacher. Likewise, the parents generally feel more comfortable sharing concerns with the teacher about their child (Hitz, Somers, & Jenlink, 2007). Furthermore, because looping provides a sense of community, parents may feel more involved in their child's education and school, and likely will give higher ratings to (Nichols & Nichols, 2002).

Effects of Looping on Reading Achievement

One of the most beneficial elements of looping is that it allows a child to grow at his or her own pace, rather than at a fixed grade-level rate (Hitz, Somers, & Jenlink, 2007). Like most classrooms, a looping classroom consists of students who read at different levels. However, a difference between the looping classroom and the regular classroom is that at the end of a school year, in a looping classroom a child who is not reading "at grade level" is not retained, but stays with the same teacher and hopefully reaches, or comes close to reaching grade level by the end of the second or third year with his or her teacher (Rodriguez & Arenz, 2007).

Because-the teachers of looping classrooms are with their students for longer periods of time, they are able to become aware of each student's individual strengths and weaknesses, so they are better able to support and challenge students (O'Neil, 2004). Students can be grouped by reading level during the first week of school rather than being assessed and placed within the

first month. Knowledge of students' individual capabilities, as well as their different learning styles, is important for enhancing students' reading achievement. For example, if a particular student (child A) can read 70 words in a minute but cannot comprehend what was read, the student is going to need instruction that differs from the student (child B) who has excellent comprehension but can read only 40 words per minute. A teacher who has looped with his or her students would have this information immediately at hand without using additional diagnostic assessments, and could adjust instruction accordingly.

Currently, the literature related to grouping is insufficient to determine if looping has a positive impact on reading achievement. However, because of the strong relationships formed between and among teachers, students, and parents, the increased amount of time spent on instruction at the beginning of the school year, and the increased attendance of students, it is likely that reading achievement also is increased in looping classrooms more so than in non-looping rooms (Jacobson, 1997).

Effects of Looping on Student Motivation

"Kids trust teachers a lot more. They'll say things to you they wouldn't say to anyone else," (NEA Today, 1998). This statement was made by a social studies teacher from Massachusetts who consistently loops with her students. That trust between a child and a teacher grows stronger with each year spent together. When a child loops with his or her first grade teacher to second, and then possibly, third grade, he or she feels comfortable and supported. Because students create such a strong bond with their teacher, they are more excited about school and more ready to learn when they get there. Furthermore, since close relationships are formed between parents and teachers, students become aware that everyone is working together to

support their learning. Not only does the child want to succeed for himself, but for his or her parents and teacher as well (Bracey, 1999).

Another motivating factor for students in a looped classroom setting is that they establish close friendships with their classmates. After being in the same class for multiple years, children get to know one another better and form tighter bonds. They "push and pull each other" because they know each other's strengths and weaknesses (NEA Today, 1998). Students are eager to come to school and work with their friends from the previous year. According to data cited by NEA Today (1998), attendance is improved in looping classroom settings, and when students are not in school, because of the strong relationship between home and school, teachers from looping classrooms are more likely to call home right away to discuss a child's absence.

Jacobson (1997) found that looping reduces discipline problems in schools (Jacobson, 1997). Students are familiar with classroom procedures and rules and less likely to misbehave. When students are with the same teacher for a long span of time, they are able to work through any differences and behavior problems that may arise (Chirichello, M. & Chirichello, C., 2001). Teachers learn which strategies work for particular students and which are ineffective, therefore making the time in the classroom a beneficial learning experience rather than a time for redirecting students and managing behavior problems.

Challenges of Looping

While there are many positive factors associated with looping classrooms, some concerns arise as well. Teachers who decide to loop with their class face the challenge of learning an entirely new curriculum and set of standards. Looping may require extra professional development or other training to prepare for a new grade level (NEA Today, 1998). Not only do teachers need to learn a new curriculum but they also have to familiarize themselves with new

co-workers, which can be a struggle. Some teachers do well with sharing materials and ideas, while others do not. Therefore, when a teacher becomes part of a new grade level team, he or she needs to be open-minded and flexible (Little & Dacus, 1999).

Looping creates several concerns for parents as well. The most prevalent concern is that the child may be "locked in" for two or more years with a teacher who may be ineffective (Hitz, Somers, & Jenlink, 2007). Another issue related to looping is that of a personality conflict between the parents and the teacher. Depending on the school and/or principal, parents are given the option to have their child continue onto the next grade level with the same teacher and class. If not given the option to continue, and then experiencing a poor situation, problems could arise for the teacher, parents, and child (Chirichello, M. & Chirichello, C, 2001). Another parental worry about looping is a potential personality conflict between the teacher and a child or a conflict between a child with other children in the classroom (Hitz, Somers, & Jenlink, 2007). Schools need to have procedures in place to address possibilities such as these.

An additional challenge related to looping occurs when new students enter a class that has been together since the previous school year. This student may feel isolated and "left out" because children in the class already are familiar with one another, the teacher, and the classroom (Hitz, Somers, & Jenlink, 2007). Rules and procedures have been established during the prior year and have been practiced by the rest of the class, so a new student may feel uncomfortable when entering such a situation (Little & Dacus, 1999). If this occurs, the teacher must work with the children to make the new student feel welcome and included in the classroom and school community.

A final concern that teachers, parents, and students may encounter is that the bond established during the looping process may be a hard one to break (NEA Today, 1998). Being

with the same class for multiple years creates such strong relationships between students and teacher, parents and teacher, and students with one another, that when it is necessary to move to a new grade level or school, it may be difficult for all involved, both emotionally and socially. Students will need to make new friends and create a relationship with a different teacher when entering a new class. They may have trouble adapting to a different teaching philosophy and new routines and procedures. Parents may have a difficult time adjusting to these factors as well, especially if they had a positive relationship with the looping teacher. As for the teacher, after being with the same students for two or three years, he or she now has to return back to a lower grade level, become familiar with that curriculum and teammates again, and also meet and build a rapport with a brand new group of students.

Summary

Looping is a practice that although has been implemented for many years, it still is relatively new in the educational world. Additional research is needed to examine its effectiveness in supporting students' achievement. Teachers and parents should be aware of its advantages and disadvantages for students. As additional research related to looping is conducted, educators and parents will gain a better understanding of its effects on today's children.

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CHAPTER III

METHODS

The purpose of this study was to determine whether or not looping from first to second grade affected student reading achievement and/or parent and student attitudes towards school.

Design

This study follows a quasi-experimental pretest-posttest design. The independent variable for this study was looping that involved students moving with their teacher and classmates from first to second grade. Baseline data were collected from the beginning of first grade and final data were collected during the third quarter of second grade from both looping and non-looping students. Students and parents from both groups also were given a survey to complete in order to evaluate their attitudes towards school and the looping process.

Participants

Participants for this study were second grade students who had been enrolled in the same school for first grade. A convenience sample of 14 students who looped with their teacher was selected as the treatment group. A comparison group was selected and consisted of 14 students from the other three second grade classes who did not loop. The students from the non-looping classrooms were selected purposively by matching their baseline reading levels to those of the students from the looping classroom. Parents of each of the students selected also were asked to participate in the study by completing the attitudinal survey at end of the study.

Instruments

Students' Reading Levels

The Fountas & Pinnell Benchmark Assessment System (2nd ed., 2010) was the assessment tool chosen to determine the students' reading levels at the beginning of first grade

and the third quarter of second grade. Fountas & Pinnell assessments measure the level at which a student reads based on the number of words read per minute, comprehension, and accuracy. Books are leveled from A to Z and then each level is matched to a grade level in school. For the beginning of first grade, students are considered on grade level if they are able to accurately read and comprehend at a level D. By the third quarter of second grade, students are to have increased in their reading ability to a level K. The beginning reading levels of students in both the treatment and comparison groups varied.

Attitude about School Surveys

The surveys used were created by the researcher to determine whether there was a difference between the looping and non-looping students in terms of their attitudes towards school. The surveys were made up of two parts. One part was to be completed by the students and one was to be completed by the parents. The sections were designed to assess student-teacher relationships, parent-teacher relationships, and student-student relationships. Participants were to rate each statement on a scale of one to five, with one being "strongly disagree" and five being "strongly agree."

Procedure

Prior to the beginning of this study, students were chosen to participate as described above. Parents of all of the students were contacted by a letter to obtain permission for their child to participate and to request that they, too, complete a survey at the end of the study. Teachers of the non-looping students were contacted to obtain permission to use and to have access to their students' reading scores. All data were treated as confidential.

At the beginning of first grade, all students were given the Fountas and Pinnell Benchmark Assessment in order to determine their baseline reading level. At the start of the study, participants from the looping classroom were matched with a non-looping participant based on their initial reading level and gender. For example, a girl from the looping classroom whose reading score was a level D was paired with a girl from a non-looping classroom whose score also was a level D. At the end of the third quarter of the second grade school year, participants were given the Fountas and Pinnell assessment again and the amount of growth from first to second grade was determined by the number of reading levels increased. After establishing the number of levels each student increased within the given time period, the amount of growth then was compared for the looping and non-looping students.

The survey was distributed to all participants and their parents or guardians. Students were responsible for answering seven questions at school, while their parents were to complete their nine question survey at home for their convenience

CHAPTER IV

RESULTS

This study was designed to determine if looping from first to second grade that involved the same teacher and class had a positive effect on students' reading achievement and student and parent attitudes towards school.

Implications of Looping for Reading Progress

In order to assess the impact of looping on reading progress, students' reading levels on the Fountas and Pinnell Benchmark Assessment were collected at the start of the second grade school year and at the end of the third quarter of that year. The number of levels on the Fountas and Pinnell Assessment by which each student improved was computed and descriptive statistics reflecting these data are presented below in Table 1 for students who looped and who did not loop. It is notable that all students in both the looping and non-looping classes did increase their reading levels, with ranges for improvement from six to seven levels on average (six to 12 for the looping students and six to 13 for the non-looping students) and from the lowest initial level of B for the lowest two students to the highest post level of W for one student.

Parent and student ratings reflecting attitudes towards school for the looping and non-looping students were also collected and compared. Data were collected from all 28 students and from 26 of their parents or guardians. Only two parents of students in the non-looping class did not return their surveys.

Table 1 presents descriptive statistics for the three variables of interest disaggregated by the groups' looping conditions. The looping group's means were higher on all three variables, suggesting they made greater gains in reading levels and had higher ratings of feelings of comfort and satisfaction with school.

Table 1

Descriptive Statistics: Reading Level Gains, Parental and Student Attitudes Towards School

	Group	N	Mean	Std. Deviation	Range	Std. Error Mean
Reading Level Gains	Looping	14	10.357	1.946	6-13	.520
	Non-Looping	14	8.000	1.797	6-12	.480
Total Parent Attitude	Looping	14	38.286	3.292	33-42	.880
	Non-Looping	12	30.667	4.376	23-40	1.263
Total Student Attitude	Looping	14	31.071	2.433	26-35	.650
	Non-Looping	14	25.143	3.959	17-29	1.058

In order to determine whether the differences between the looping and non-looping students gains in reading levels and parent and student attitudes were statistically significant, t-tests of independent samples were conducted to compare the groups' means on each. The results follow in Table 2 and indicate that the means were statistically significantly different for each variable. Hence, the null hypotheses that the reading gains and parent and student attitudes would not differ for looping and non-looping students all were rejected.

Table 2

Comparison of Mean Reading Level Gains and Parent and Student Attitudes towards School
across Groups: Results of t-tests of Independent Samples

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Reading Level Gains	3.330	26	.003	2.357	.708	.902	3.812
Total Parent Attitudes	5.061	24	.000	7.619	1.506	4.512	10.726
Total Student Attitudes	4.774	26	.000	5.929	1.242	3.376	8.481

Equal variances assumed

Finally, in Table 3 the means and ranges of replies for each item on the parent and student surveys are presented. They are disaggregated to allow comparison of those for the looping and non-looping groups. The mean responses on all items were higher for looping than non-looping parents and students.

Table 3

Means and Ranges of Parent and Student Survey Responses by Group

ITEM	LOOPING n=14		NON-LOOPING n=12	
Parent Survey Item	Mean	Range	Mean	Range
1. The adjustment from one year to the next was less stressful this year than in prior years.	4.357	3-5	3.417	2-5

2. My child is more comfortable with their classmates and teacher this year.	4.429	4-5	3.167	2-4
3. My child's academics have improved this year in comparison with last year.	4.000	3-5	3.333	2-5
4. My child's attitude towards school has improved this year.	3.857	3-5	3.250	2-5
5. My child has positively reacted to having this year's teacher.	4.643	4-5	3.750	2-5
6. I have felt more comfortable confronting my child's teacher when there is a problem this year in comparison to last year.	4.143	3-5	3.250	2-4
7. I am more involved in my child's education this year than I was last year.	3.857	3-4	3.333	2-4
8. I have confidence that my child's teacher knows my child's strengths and weaknesses to help them to be successful.	4.571	4-5	3.917	3-5
9. I feel that I have a stronger relationship with my child's teacher this year	4.429	3-5	3.250	2-5

than I did last year.				
Total Parent Attitude	38.286	33-42	30.667	23-40
Student Survey	**N=14**		**N=14**	
1. Returning to school was easy this year.	4.071	2-5	3.000	1-5
2. I feel comfortable with my classmates and teacher this year.	4.714	4-5	3.786	3-5
3. I feel like I am doing better in school this year than I did last year.	3.857	2-5	3.500	2-4
4. I like school more this year than last year.	4.571	1-5	3.357	2-5
5. I was happy when I found out who my teacher was this year.	4.929	4-5	3.929	3-5
6. I feel comfortable letting my teacher know how I feel about different things.	4.214	3-5	3.714	3-4
7. I feel like my teacher knows what I am good at and what I need to work on to do my best.	4.71	3-5	3.86	3-5
Total Student Attitude	31.071	26-35	25.143	17-29

CHAPTER V

DISCUSSION

The purpose of this study was to investigate whether looping with the same teacher and class affected second graders' reading achievement and the attitudes of parents and second graders towards school. Based upon analysis of the results from the study, the null hypotheses that looping would not have an effect on these variables were rejected because significant differences were found in both reading gains and attitudes towards school between students who looped and those who did not and between parents whose children looped and whose children did not.

Implications of Results

Results from this study support the practice of students looping from first to second grade. The results indicated that students who had the same teacher and remained with the same classmates through first and second grade were overall more comfortable in school and made greater progress in reading levels than students who had different teachers and classmates for first and second grade. Additionally, students who looped reported being more comfortable returning to school and were happier with their teacher assignment when they learned that they would have the same teacher for a second year than students who did not loop. Furthermore, students who looped made greater gains in reading levels. Based on results from this study, looping appears to have benefits for learning and adjustment and merits further study to understand how to implement it in more elementary schools in the most effective manner.

Threats to Validity

Two main threats to validity were present in this study. The first was that the looping class contained six students who were not a part of the original class in first grade. This was a

threat because students in the looping condition may have responded to some of the survey questions differently because of the additional students in their "looped" class, which included these six new children. While the six additional students were not counted as looping students, their presence in the looping classroom may have posed a threat to validity because those who did actually loop with the teacher and other students may have answered the survey items differently had the newcomers not been a part of their second grade class.

Another threat to validity was that three of the non-looping students had the same teacher they had in first grade for second grade. Although this was not considered to be looping, because the entire class did not stay together it still could have had an effect on the student and parent survey responses, as well as the gains in these students' reading levels.

<div align="center">**Connections to Prior Research**</div>

There is little reported research regarding the impact of looping, which increased the researcher's desire to study the topic. Although many professional references discuss the advantages of looping, some of which are reviewed in Chapter II, none of the literature examined by the researcher included actual research studies. According to Nichols and Nichols (2002), looping classrooms give both parents and teachers opportunities to form closer relationships with one another. As discussed in Chapter IV, above, parents of students in the looping classroom felt more comfortable with their child's teacher than those of the non-looping students. Furthermore, although there is little reported research on this topic, Jacobson (1997) stated that "because of the strong relationships formed, the increased amount of time spent on instruction at the start of the school year, it is likely that reading achievement also increases in that of looping classrooms more so than non-looping rooms". This statement was supported by the results of this study as presented in Chapter IV.

Recommendations for Future Studies

The practice of looping appears to warrant more study to help educators determine which particular students might benefit from this practice and in which settings it may be most effective. For future studies, the researcher recommends studying not only the impact of looping from first to second grade, but also the affect of using this practice in other elementary grade levels. It also would be interesting to study groups of students who loop for three or more years with the same teacher and class to determine whether or not the benefits continue over longer periods of time.

Finally, the researcher recommends further study involving multiple groups of looping students at the same school. For example, a study might be designed to have all four first grade classes from one school loop with their same teachers the following year. This could provide insight on variations in the impact of looping due to teacher variables if the classes were well matched. However, matching the classes would be a challenge. While interesting, the implementation and results of such a study likely would have practical limitations as well. For example, students frequently transfer in and out of schools, which would affect the number of looping and new students in each classroom and likely would affect the relationships formed between and among classmates and teachers. Another issue would be re-assigning teachers to new grades within the school building. For instance, if four first grade teachers looped and became second grade teachers, the former second grade teachers would have to be placed in another grade level, which may or may not be something that they would agree to do. Because this type of study would cause such problems, a compromise in the research design might be to implement the study with just two or, in larger schools, possibly three teachers looping with their classes while other students and teachers would remain in traditional classrooms. A design such

as this would allow comparisons to be made between the looping classes as well as between the looping and non-looping classes.

Conclusion

The data gathered in this study suggest that looping from first to second grade had a significant and positive impact on students' reading achievement and was associated with more positive attitudes towards school for both students and parents. Further research on this topic would render greater understanding about how much and what kind of an impact the looping process has on learning and classroom dynamics. More information about looping and its effect on reading achievement and student attitudes could help teachers and administrators make placement decisions which would best promote achievement and positive school climates.

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Appendix

Parent Survey Questions on Looping

Researcher: Jillian Riley

Please respond to the following statements using the scale provided.

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. The adjustment from one year to the next was less stressful this year than in prior years.					
2. My child is more comfortable with their classmates and teacher this year.					
3. My child's academics have improved this year in comparison with last year.					
4. My child's attitude towards school has improved this year.					
5. My child has positively reacted to having this year's teacher.					
6. I have felt more comfortable confronting my child's teacher when there is a problem this year in comparison to last year.					
7. I am more involved in my child's education this year than I was last year.					
8. I have confidence that my child's teacher knows my child's strengths and weaknesses to help them to be successful.					

| | 9. I feel that I have a stronger relationship with my child's teacher this year than I did last year. | | | | | |

9. I feel that I have a stronger relationship with my child's teacher this year than I did last year.					

Student Survey Questions on Looping

Researcher: Jillian Riley

Please respond to the following statements using the scale provided.

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. Returning to school was easy this year.					
2. I feel comfortable with my classmates and teacher this year.					
3. I feel like I am doing better in school this year than I did last year.					
4. I like school more this year than last year.					
5. I was happy when I found out who my teacher was this year.					
6. I feel comfortable letting my teacher know how I feel about different things.					
7. I feel like my teacher knows what I am good at and what I need to work on to do my best.					