

ABSTRACT

THE EFFECTS OF LOOPING ON PERCEIVED VALUES AND ACADEMIC ACHIEVEMENT

Looping is defined as a practice where teachers and students stay together for more than 1 year. The purpose of this study was to examine the effects of looping on perceived values and academic achievement in language arts at an elementary school. This study used questionnaires to investigate perceived values of looping teachers, students, and their parents. Academic performance on Grade Level Assessment of Standards (GLAS) between looping and nonlooping students was compared and analyzed for significant differences. Looping was found to be perceived as a positive value. Four significant differences favoring looping students were found on language arts measures of writing strategies, vocabulary, and reading comprehension.

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