

Executive Summary

Beechnut Campus 2001–2003: Academic Achievement, Behavioral Outcomes, and School Climate

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Introduction

In May of 2001, Edward LaSage was appointed as Principal and subsequently Senior School Administrator of CEP (now numbering two campuses). Subsequent changes under his direction followed, including: (a) increased emphasis on teacher–student engagement in the learning environment, (b) more dialogue between faculty, staff, and administrators, and (c) continuous professional development for faculty and staff.

Purpose of the Evaluation

The present evaluation focuses on changes at the CEP Beechnut campus during the tenure of Edward La Sage as Principal and Senior School Administrator. The following ***evaluation questions*** were posed:

- 1) To what extent has the academic performance of CEP students changed during the 2001–2003 academic period?
- 2) What changes in attendance rates have been noted during the 2001–2003 academic period?
- 3) To what extent have disciplinary and behavioral incidents changed during the 2001–2003 academic period?
- 4) What changes in school climate have occurred, as reported by CEP personnel, during the 2001–2003 academic period?
- 5) What suggestions do CEP personnel note that would improve the general effectiveness of the current model?

Results

The following are notable findings related to the evaluation of the Beechnut Campus:

- Consistent academic gains in reading and mathematics across categories which outpace state-level gains for DAEP programs;
- A steady increase in attendance over three years;
- A dramatic reduction in both disciplinary and behavioral incidents over a two-year period;
- Uniformly positive perceptions of changes in school climate over a three-year period; and,
- Interest is strong among personnel for additional professional development opportunities.

Recommendations

1. Continue to refine and tailor professional development opportunities for all personnel, with an emphasis on best practices in curriculum development and classroom implementation.
2. Consider developing a comprehensive student learning assessment system to allow faculty and staff to document the effects of programmatic changes within the classroom. This may be facilitated by an independent assessment consultant.

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