

Beyond the Classroom: The Use of Essential Skills for Remediation and Extension

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Putting Students on the Right Track



Motivation for Research

- The motivation for this research project stemmed from declining scores, at an elementary school, mandated to fulfill requirements of the No Child Left Behind Act (NCLB).

Overview of the Problem

- Scores for the students at an elementary school had been declining, resulting in two years on the watch list for NCLB.
- IEP (Independent Education Program) and LEP (Limited English Proficiency) populations had been identified as the two most in need of remedial support.

Problem Statement

- Would a computer program be helpful in remediating students who were achieving at lower performance and enriching for students who were at a higher performance level?
- Would the program provide additional support for students on a IEP or LEP designation?

Methodology

- The participants were third graders, from two separate years, who experienced either a classroom remediation program or the use of Essential Skills in combination with a classroom remediation program.

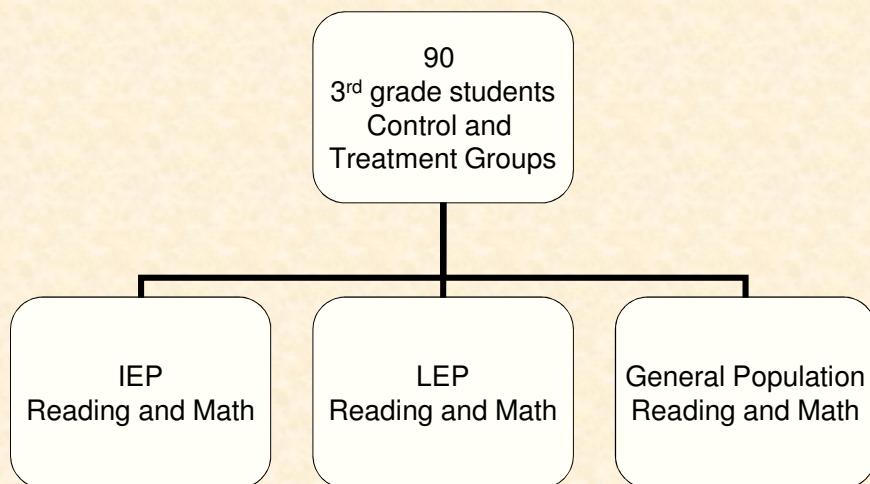
Research Question

1. Did the use of Essential Skills improve the Criterion Reference Test (CRT) outcomes for all students and most importantly the IEP and LEP populations?
2. Did the growth during the 2007-2008 school year show significant increases over the 2006-2007 school year and can that growth be attributed to the use of Essential Skills?

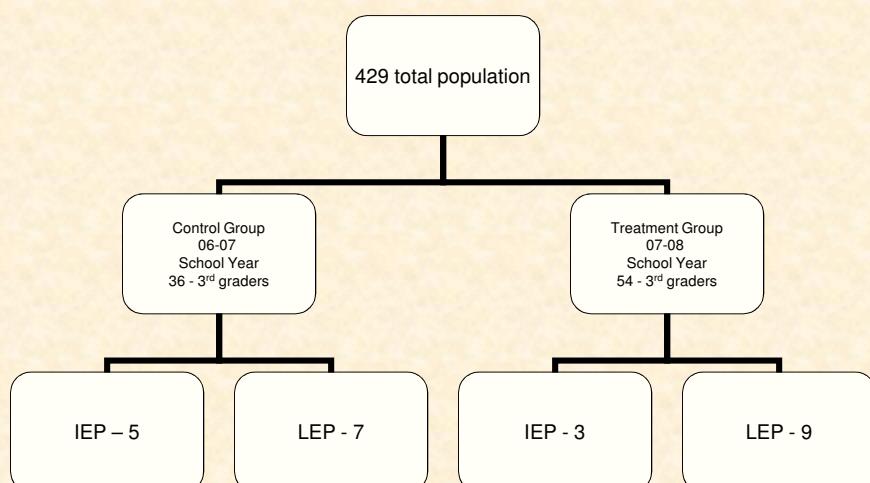
Essential Skills Software

- A computer based software program developed to allow students to be independent and successful in its use.
- Over 80 different programs targeting English Language Arts, Mathematics, and Reading.
- Contains a monitoring component to track student progress.

Research Design



Sampling Techniques



Procedures

- All students, in both years, received a remediation program of approximately 30 hours prior to the administration of the CRT.
- Students in the 07-08 school year also received an average of 15.5 hours per week of Essential Skills instruction (January – March) in a computer lab; prior to the CRT.

Strategies to Ensure Validity

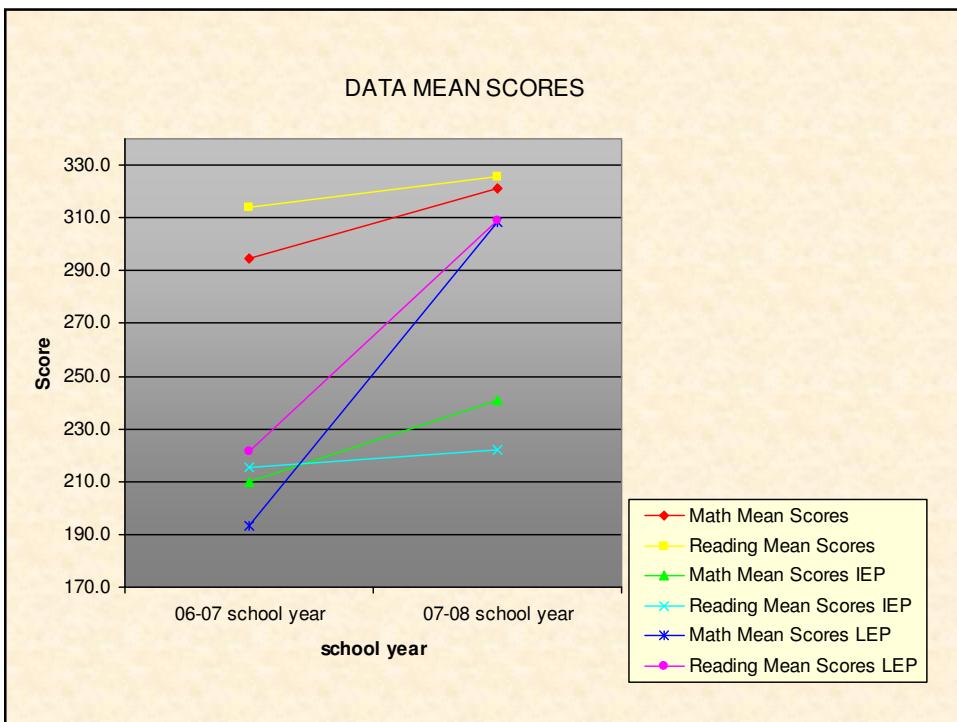
- The t-Test was used, along with mean, median, mode and range to evaluate the data generated.

Data Collection

- Data was collected following the posting of the CRT exam results in the summer of 2008.
- The results were printed by the state and provided a score to evaluate the students ability on the exam.
- Scores were used for both the general population and for IEP and LEP subpopulations.

Data for General Population

	06-07 school year	07-08 school year	Growth
Math Mean Scores	294.6	321.4	+26.8
Reading Mean Scores	313.9	325.6	+11.7



Data for LEP and IEP Populations

	06-07 school year	07-08 school year	Growth
Math Mean Scores IEP	210.0	241.0	+31
Reading Mean Scores IEP	215.6	222.3	+6.7
Math Mean Scores LEP	193.2	308.2	+115
Reading Mean Scores LEP	221.6	308.9	+87.3

Conclusion

- All populations showed improvement in their scores from one year to the next.
- LEP and General Population Math students who participated in both classroom remediation and Essential Skills showed significant improvement in scores.
- IEP and General Population Reading who participated in both classroom remediation and Essential Skills did not show significant improvement.

Implications

1. Narrowing of the achievement gap for all students.
2. Students were motivated to use the computer programs.
3. The monitoring by teachers directed the students to specific programs to work on, to increase skill levels.

Limitations

1. Limited to one school in one geographic area.
2. Due to the transient nature of some students not all students who participated were used.
3. Too few programs available for the students. The ES owns only 8 out of 80 Essential Skills programs.
4. Lack of time for teachers to work in lab on program.

Recommendations

- Continue the use of classroom instruction coupled with remediation and extension in the computer lab.
- Purchase additional Essential Skills software to provide more comprehensive enrichment and remediation for students.
- Continuation of study to monitor the IEP and LEP populations.