

Maple Leaf Intermediate School

Garfield Heights City Schools, Ohio

Shari Bailey Director of Technology

Dawn Majors Enhancing Education Through Technology (EETT) Grant Coordinator

PROGRAM PROFILE

Evaluation Period: 2004-2006

Target Population: Grades 4 and 5

Implementation: Grades 4 and 5 EETT Grant Teachers and Students

Model: Computer Lab and Classroom Model

Curriculum: CompassLearning Odyssey Math and Reading/Language Arts

HIGHLIGHTS

- From 2004–2006, EETT students increased math OAT scores by 5%; however, non-EETT students increased math OAT scores by only 1%.
- From 2004–2006, EETT students increased reading OAT scores by 2.2%; however, non-EETT students decreased reading OAT scores by 0.1%.
- EETT students outperformed non-EETT students by 18.1 points on the grade five math OAT.
- EETT students outperformed non-EETT students by 9.5 points on the grade five reading OAT.

“CompassLearning is a great addition to our curriculum. All of the assignments are aligned with standards and are interactive. The students are excited about their learning in a non-threatening environment.”

Jill Frimei – 4th Grade Teacher

“Students and teachers have increased their technology literacy and are using their tech savvy to improve student achievement.”

T.H.E Journal

“CompassLearning has a very good relationship with the school... CompassLearning came out and provided school-wide professional development, which was very helpful. CompassLearning has had responsive tech support.”

Kadel End-of-year Report

DEMOGRAPHICS

Maple Leaf Intermediate School serves approximately 600 students; 50% of the students are entitled to a free or reduced lunch. Maple Leaf Intermediate School is considered a Title I school. It has a very diverse ethnic population: 33% of the students are African American, 63% are Caucasian, 2% are Asian, 2% are Hispanic, and fewer than 1% are Filipino.

PROGRAM SUMMARY/GOALS

Both administrators and teachers were aware of low student standardized test scores and poor student motivation in the classroom. Teachers were also aware that, due to a lack of funding, they lacked instructional and technological resources. Teachers at Maple Leaf Intermediate School decided to apply for an EETT grant in order to receive funding to purchase CompassLearning's Odyssey software. The goal was to provide both instructional and technological resources so students would enjoy learning and consequently improve scores on standardized tests and classroom assessments. More specifically, the goals of implementing CompassLearning Odyssey were: 1) to improve student achievement on the Ohio Achievement Test (OAT); 2) meet Annual Yearly Progress (AYP) targets; 3) provide individualized instruction; and 4) integrate technology into the classroom. As a requirement of the EETT grant, an outside research firm, Kadel Research Consulting, was hired at the end of the second year to conduct an evaluation of the instructional technological resources implemented at the school. The results presented in this report are from the evaluation conducted by Kadel Research Consulting.

“CompassLearning is pretty fun because it has games that help you learn and that's fun!”

Brandon Kish – 4th grade student

“CompassLearning is a fun way to learn. It is animated and that makes it easy to learn.”

Alexandra Marincic – 4th grade student

“As a technology director, we are always looking for software that is easy to use, easy to support, and integrates technology and the curriculum. CompassLearning is easy to use, easy to support, and has had a dramatic impact on student learning at Maple Leaf.”

Shari Bailey – Director of Technology

“In this age of emerging technology, CompassLearning has given our students an edge on learning and testing by using the Internet software here at school and at home.”

Vicki Tomasheski – 5th Grade Teacher

IMPLEMENTATION STRATEGY

All five grant teachers were fully trained and committed to using CompassLearning for at least 90 minutes per day, focusing on mathematics and reading/language arts. Teachers used CompassLearning in a variety of ways to support classroom curriculum.

For the grade four students, the math curriculum specialist selected and aligned all activities with the scope and sequence which was further aligned to state standards. Consequently, all CompassLearning activities chosen correlated with both classroom activities as well as state standards. Other teachers introduced lessons by completing an activity. Still others used activities to reinforce lessons previously taught in the classroom. Teachers assigned students activities to be completed independently either in the computer lab or on classroom computers.

Grade five students in math and reading/language arts were pre-tested on assessments developed using Odyssey Test Builder. Assessments were based on EETT requirements. After the students pre-tested, each student received a learning path based on his or her specific identified areas of strength and weakness. Students followed and completed learning paths during assigned lab periods. In addition, grade five teachers assigned additional specific activities to students who were especially weak in a particular area.

Teachers reviewed student reports on a quarterly basis, often sooner. Students were reassigned work when activities were not appropriately completed or mastered. Parents received their child's progress report at the end of each quarter along with their report card.

AFTER SCHOOL & HOME USE

In order to encourage parental involvement, students were able to access CompassLearning and complete assigned activities with their parents at homes. In cases where students did not have access to a computer at home, an after-school lab was available every Tuesday. Teachers involved in the grant supervised the after-school lab. Students either completed their assigned activities or worked on other activities in identified areas of weakness. Since teachers had informed parents that the CompassLearning program was available online, during the summer, students could practice on activities at their grade level or even try activities at the next grade level.

ELO (Extended Learning Opportunity) STUDENTS

This is an extra program offered after school for five weeks prior to state testing. It is designed specifically for students who did not meet state requirements for their grade based on previous Ohio Achievement Test (OAT) results.

Students attended an additional two classes each week. Each class was an hour and a half long. Specific areas of weakness in math and reading were identified by the teacher through district benchmark assessments, classroom assessments, or previous state assessment results. Once areas of weakness were identified, specific activities were prescribed to target and improve these deficient areas. Students used CompassLearning's online and offline materials in their after-school program.

STUDENT PERFORMANCE RESULTS

The EETT grant has been in place at the Maple Leaf Intermediate School for over two years. Thirty percent of grade four classes and 20% of grade five classes received funding through the EETT grant. Over a two year period, students involved in the EETT grant (EETT students) showed more growth on the Ohio Achievement Test (OAT) than students not involved in the EETT grant (non-EETT students).

The graphs below compare EETT students to non-EETT students over time with respect to their average scaled OAT scores. Students' fifth grade OAT scaled scores (completed in 2005-06) are compared to their fourth grade OAT scaled scores (completed in 2004-05).

As shown in Figure A, EETT students had an average grade four math OAT score of 419.5 and an average grade five math OAT score of 438.1. Therefore, EETT student OAT math scores increased by 18.6 points (5%) from year to year. During the same time period, non-EETT students had an average grade four OAT score of 414.6 and an average grade five math OAT score of 420.0. Therefore, non-EETT student OAT math scores increased by only 5.4 points (1%) during the same time. In addition, EETT students scored 18.1 points higher than non-EETT students on the grade five math OAT. Therefore, EETT students outperformed non-EETT students on the grade five math OAT.

As shown in Figure B, EETT students had an average grade four reading OAT score of 417.2 and an average grade five reading OAT score of 426.5. Therefore, EETT student OAT reading scores increased by 9.3 points (2.2%) over the year. During the same time period, non-EETT students had an average grade four OAT score of 417.7 and an average grade five reading OAT score of 417.0. Therefore, non-EETT student OAT reading scores actually decreased by 0.7 points (-0.1%) over the year. EETT students scored 9.5 points higher than non-EETT students on the grade five reading OAT. Therefore, EETT students outperformed non-EETT students on the grade five reading OAT.

Figure A: EETT students outperformed non-EETT students by 18.1 points on the grade five math OAT.

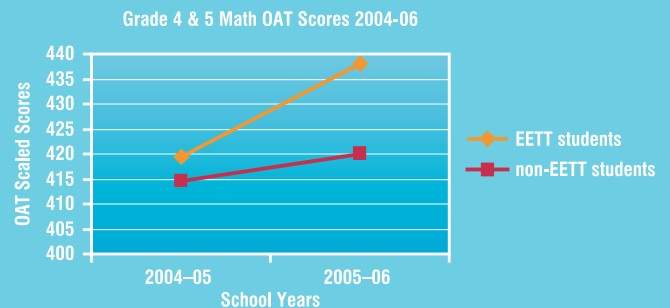


Figure B: EETT students outperformed non-EETT students by 9.5 points on grade five reading OAT scores.

