



Learning Improvement Reports

LEARNING IMPROVEMENT REPORT

MAJOR FINDING	Students achieve gains of 152% in reading and 42% in mathematics at a Chapter 1, black, urban school
PROGRAM TYPE	Chapter 1
SITE	Chicago, Illinois; McCorkle Elementary School
TYPE OF SCHOOL	Preschool - 8th grade elementary
DEMOGRAPHIC CHARACTERISTICS	McCorkle Elementary, located on Chicago's Southside, is a preschool - 8th grade elementary school with an average enrollment of 600 black students. Approximately 90% of the students live in public housing projects.
NUMBER OF SCHOOLS	1
STUDENT SAMPLE	Grades 4 - 8 N = 400 students
TEST USED	Iowa Test of Basic Skills (ITBS)
SYSTEM & COURSEWARE	Computer Aided Teaching WCAT - v2.068000/W200-24 K - 3 Primary Reading Grades 4 - 8 Reading Comprehension Grades K - 8 Mathematics
OUTCOMES	<p>Reading Grades 4 - 8 152.4% relative gain over previous years 10.6-month gain in 6 months 4.2-month average gain previous years 6.4-month gain over previous years</p> <p>Mathematics Grades 4 - 8 42.1% relative gain over previous years 8.1-month gain in 5 months 5.7-month average gain previous years 2.4-month gain over previous years</p>
INTERPRETATION OF RESULTS	After using the integrated learning system for one year, Chicago's McCorkle Elementary student achieved significant grade-equivalent gains of 152.4% in reading and 42.1% in mathematics compared to averaged prior achievement levels. The achievement results were strongest in reading.

LEARNING IMPROVEMENT REPORT

MAJOR FINDING	Students achieve gains of 36 - 47% for reading, 25 - 44% for mathematics, and 45 - 102% for writing in passing the Texas Statement Assessment Test. Limited English Proficient students achieve gains of 93 - 137% for reading, 41 - 105% for mathematics, and 85 - 277% for writing.
PROGRAM TYPE	Mainstream and Limited English Proficiency
SITE	San Juan, Texas; Pharr-San Juan-Alamo Independent School District
TYPE OF SCHOOL	Elementary ; each school includes a Primary (K-3) and an Intermediate (4-6) unit
DEMOGRAPHIC CHARACTERISTICS	The Pharr-San Juan-Alamo (PSJA) Independent School District is located in the Rio Grande Valley of Texas. The student population is about 90% Hispanic. Approximately 40% of the school population was Limited English Proficient at the beginning of the evaluation period.
NUMBER OF SCHOOLS	16
STUDENT SAMPLE	Grade 3 (I) N = 1,397 students; 48% Limited English Proficient Grade 3 (II) N = 1,271 students, 44% Limited English Proficient Grade 5 (I) N = 1,3801 students, 46% Limited English Proficient Grade 5 (II) N = 1,309 students, 38% Limited English Proficient
TEST USED	Texas Educational Assessment of Minimum Skills (TEAMS) Waterford Skills Assessment Test - Texas administered
SYSTEM & COURSEWARE	Computer Aided Teaching WCAT - v2.068000/W200-24 K - 3 Primary Reading 4 - 6 Reading Comprehension
INSTRUCTIONAL PROCEDURE	<ul style="list-style-type: none"> • Predictive state assessment test was administered (I). • Individual and group reports showing mastery or non-mastery of objectives were provided to teachers. • Teachers received prescriptions to computerized curriculum and textbooks for non-mastered objectives. • Teachers implemented appropriate instructional prescriptions.

- Predictive state assessment test was readministered.
- Teachers implemented final remedial prescriptions.
- State assessment test was administered (II).

OUTCOMES

Total school population

District Results

State Results

Reading - Grade 3

36.4% relative gain

55% passing (I)

75% passing (II)

20 percentile gain

6.8% relative gain

74% passing (I)

79% passing (II)

5 percentile gain

Reading - Grade 5

47.4% relative gain

57% passing (I)

84% passing (II)

27 percentile gain

0% relative gain

83% passing (I)

83% passing (II)

0 percentile gain

Mathematics - Grade 3

25% relative gain

72% passing (I)

90% passing (II)

18 percentile gain

7.5% relative gain

80% passing (I)

86% passing (II)

6 percentile gain

Mathematics - Grade 5

43.5% relative gain

62% passing (I)

89% passing (II)

27 percentile gain

7.5% relative gain

80% passing (I)

86% passing (II)

6 percentile gain

Writing - Grade 3

44.9% relative gain

49% passing (I)

71% passing (II)

22 percentile gain

26% relative gain

50% passing (I)

63% passing (II)

13 percentile gain

Writing - Grade 5

102.4% relative gain

41% passing (I)

83% passing (II)

42 percentile gain

6.3% relative gain

64% passing (I)

68% passing (II)

4 percentile gain

Limited English Proficient students
(approximately 40% of students)

District Results

State Results

Reading - Grade 3

93.1% relative gain

29% passing (I)

56% passing (II)

27 percentile gain

40% relative gain

30% passing (I)

42% passing (II)

12 percentile gain

Reading - Grade 5

137% relative gain

27% passing (I)

64% passing (II)

37 percentile gain

15% relative gain

40% passing (I)

46% passing (II)

6 percentile gain

Mathematics - Grade 3

40.7% relative gain

59% passing (I)

83% passing (II)

24 percentile gain

29.1% relative gain

55% passing (I)

71% passing (II)

16 percentile gain

Mathematics - Grade 5

105.4% relative gain

37% passing (I)

76% passing (II)

39 percentile gain

27.5% relative gain

51% passing (I)

65% passing (II)

14 percentile gain

Writing - Grade 3

85.2% relative gain

27% passing (I)

50% passing (II)

23 percentile gain

53.8% relative gain

26% passing (I)

40% passing (II)

14 percentile gain

Writing - Grade 5

276.5% relative gain

17% passing (I)

64% passing (II)

47 percentile gain

6.9% relative gain

29% passing (I)

31% passing (II)

2 percentile gain

INTERPRETATION
OF RESULTS

These results show impressive gains in the percent of district students passing each section of the state assessment test. The district achievement gains for each grade and subject area are significantly greater than the total statewide gains. The achievement gains were consistently greater for Limited English Proficient students than for the total school population. The integrated use of the computerized instructional and testing system allowed teachers to identify individual and group instructional needs to meet the state assessment objectives and then to provide students with appropriate targeted prescriptions to computerized courseware and textbooks to meet the identified instructional needs.