



## **2018 Academic Outcomes Executive Summary**

Outcomes Analysis for Jerger Elementary School and Brown's Ferry Elementary School.

### **Introduction**

During the spring of the 2017-2018 school year, fifty- six Kindergarten through second grade students at Jerger Elementary School in Thomasville City Georgia and Brown's Ferry Elementary School in Georgetown County, South Carolina participated in a Building Blocks Phonics pilot program in order to improve their phonemic awareness and decoding skills, as measured by the Wide Range Achievement Test (subtest decoding). The purpose of this analysis is to examine participant performance on the WRAT.

### **Student Sample**

The Jerger Elementary experimental sample consisted of six second grade students who were assigned to participate in this program from January 30<sup>th</sup>, 2018 to May 22<sup>nd</sup>, 2018. Of the 6 students who participated in the program, all 6 the students met the criteria. These students were either students who were receiving Teir 3 services or Special Ed services. Students were taught in a small group setting for twenty to thirty-minute time periods 4 days a week.

The Brown's Ferry Elementary school sample consisted of thirty Kindergarten students and eighteen First grade students who were assigned to participate in this program from March 19<sup>th</sup>, 2018 to May 30<sup>th</sup>, 2018. Each grade level had two participating classrooms which encompassed the entire population for each grade level thus we were unable to use a control group with this study. All 48 students met the criteria. Students were taught in whole group settings for fifteen to twenty-minute time periods 5 days a week.

### **Control Group**

The Jerger Elementary control sample consisted of 2<sup>nd</sup> grade students at Jerger Elementary school who were not taught using the Building Blocks Phonics curriculum during January 30<sup>th</sup>, 2018 to May 22<sup>nd</sup>, 2018. These students were documented using the WRAT on the same dates as the students in the experimental sample. As a result, 4 students met the criteria.

## **Statistical Analysis**

For 2<sup>nd</sup> graders, those students participating in the program (n=6) experienced average growth of .55 units with a standard deviation of .21 units. Those who did not participate in the program (n=4) experienced an average growth of .32 units with a standard deviation of .21 units. There was not a statistically significant difference ( $p = 0.2916$ ) between those who participated in the program and those who did not regarding average growth. However, when growth is divided by pretest values to provide a measure of growth relative to initial status, those participating showed a statistically significantly ( $p = .0446$ ) higher relative growth (mean = .38, standard deviation = .19) than those who did not participate (mean = .12, standard deviation = .15).

For kindergarten students (n=30), students participating in the program showed an average growth of .42 units with a standard deviation of .4 units. For first grade students (n=18), students participating in the program showed an average growth of .47 units with a standard deviation of .35 units.

For MAP scores, kindergarten students average increase in MAP scores was 8.65 from fall to winter (n=26) with a standard deviation of 7.02 while the increase in MAP scores from winter to spring (n=32) was 9.16 with a standard deviation of 5.35. First grade students average increase in MAP scores was 12.12 from fall to winter (n=17) with a standard deviation of 6.35 while the increase in MAP scores from winter to spring (n=17) was 12.35 with a standard deviation of 5.17.

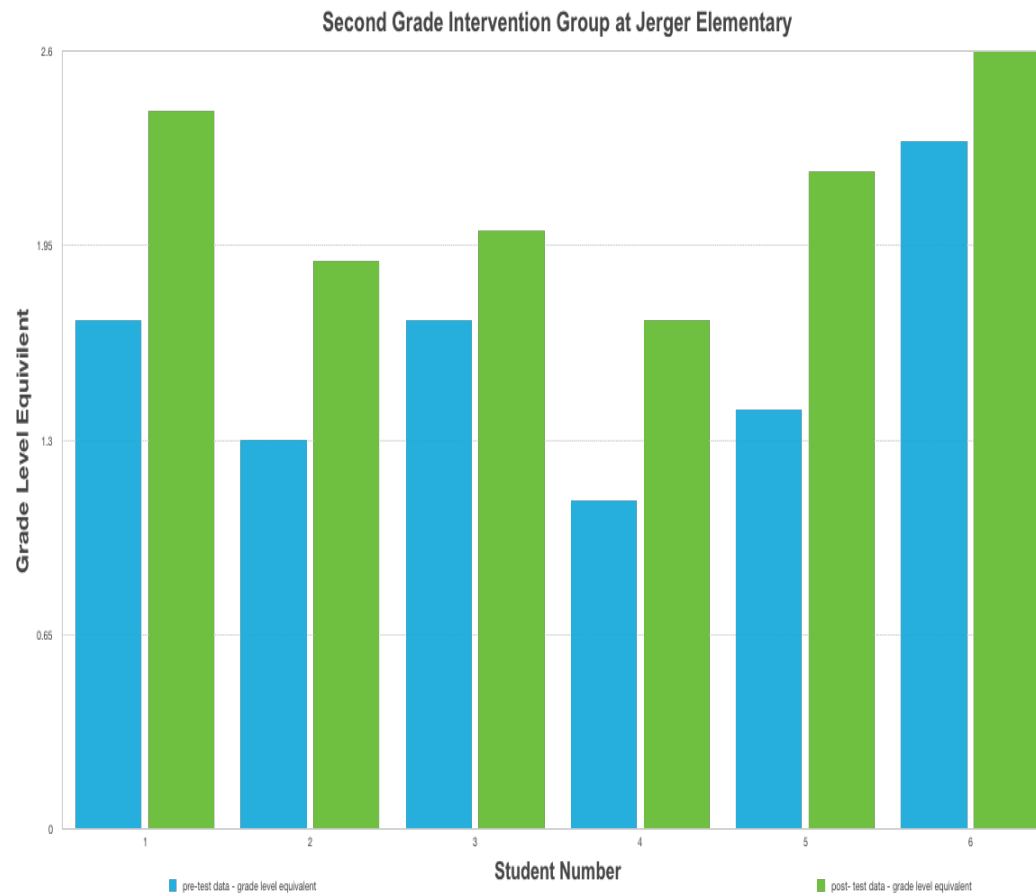
## **Raw Data Graphs**

On the following pages you will find a student by student pre- and post-test raw data comparison. The Wide Range Achievement Test – Word Reading Subtest measures students decoding skills through letter and word recognition. According to WRAT 4 score summary table we were able to take the raw score and convert it into grade equivalent. Grade equivalency ranges from below Kindergarten to twelfth grade. Students with a grade level equivalency of Kindergarten zero month will not have a bar to show. Below Kindergarten grade is denoted by a -.1.

Please see the following pages for the bar graphs.

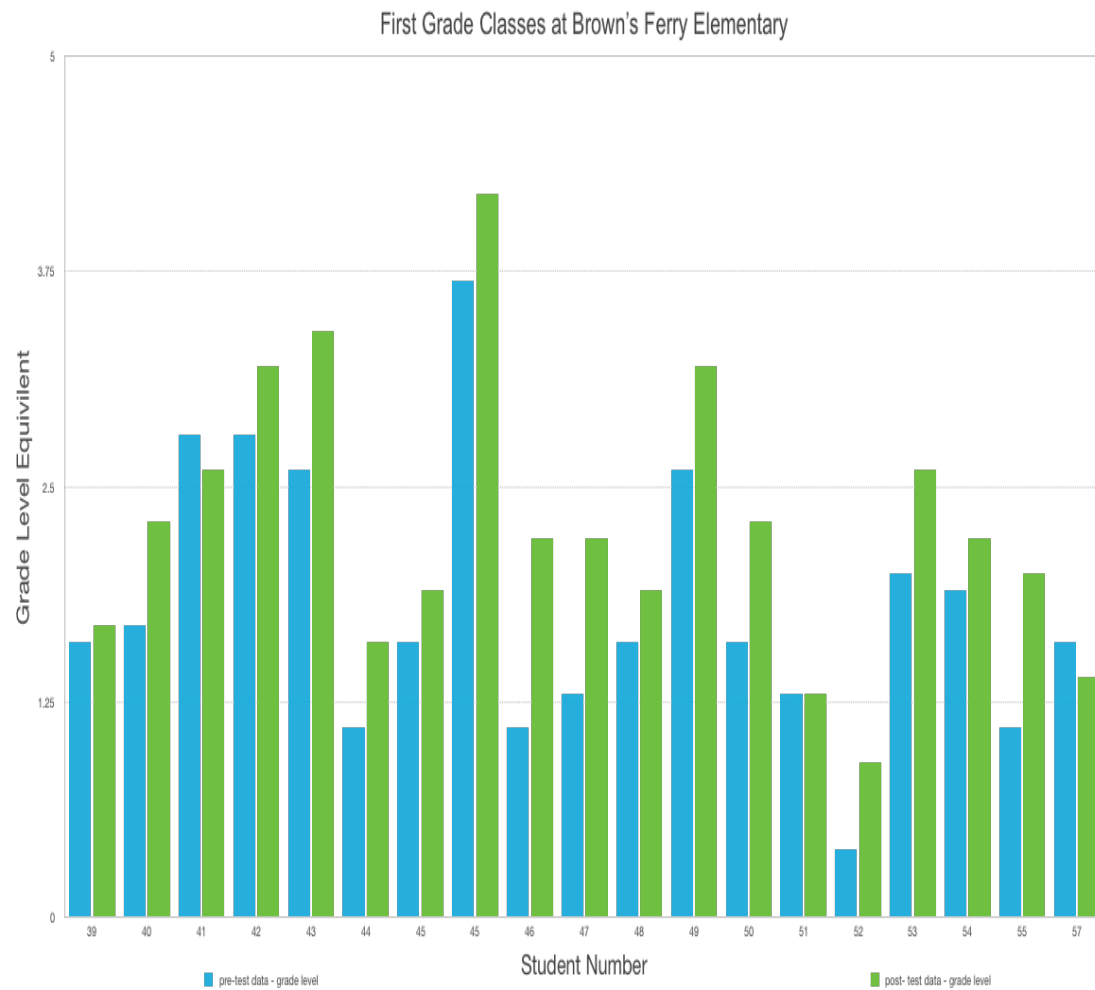
## Second Grade Intervention Group Raw Data Comparison

Student number	1	2	3	4	5	6
pre-test GE	1.7	1.3	1.7	1.1	1.4	2.3
post- test GE	2.4	1.9	2.0	1.7	2.2	2.6



## First Grade Classes Raw Data Comparison

Student number	39	40	41	42	43	44	45	45	46	47	48	49	50	51	52	53	54	55	57
pre-test GE	1.6	1.7	2.8	2.8	2.6	1.1	1.6	3.7	1.1	1.3	1.6	2.6	1.6	1.3	.4	2.0	1.9	1.1	1.6
post- test GE	1.7	2.3	2.6	3.2	3.4	1.6	1.9	4.2	2.2	2.2	1.9	3.2	2.3	1.3	.9	2.6	2.2	2.0	1.4



## Kindergarten Classes Raw Data Comparison

Student number	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
pre-test GE	-.1	-.1	.7	.7	0	0	.2	1.6	2		.9	1.9	0		-.1	.2	.9	-.1	0	.2	.2	-.1	-.1	2.2	-.1	.4	1.3	.2	.4	.2	-.1	.2
post-test GE	-.1	.2	1.4	1.1	.2	.2	.4	2.0	2.4		1.4	2.8	.2		0	1.4	1.4	0	.2	.2	.9	-.1	.9	3.8	-.2	.9	2.4	.4	1.1	.4	-.1	.4

