

Service-Learning in the RtI Classroom

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Proposal

Describe the student population involved in the project.

For this mix-method study the population is students that attended the rural school district MSD. The school population was 334 students for the 2019-2020 school year. This student will include 4th and 5th grade students. These students are anywhere from 9-11 years old. There are 26 fourth graders and 30 fifth graders currently enrolled at MSD. Five students from each grade level will participate in the study. These are the students currently enrolled in the RtI classroom for ELA intervention. These 10 students have been classified as of falls far below or approaches on at least one of the STAR benchmark assessments, putting them at-risk for academic success. As of 2019-2020 school year, 41% of the student population receives free lunch and 4% receive reduced lunch. The school has a 96% four year graduation rate for 2019-2020.

What are the educational issue(s) or question(s) to be addressed?

Service-learning has several documented positive effects on at-risk youth. However, current research focuses on middle school grades in the core subjects. I want to understand the impacts a service-learning project can have with students in an elementary Response to Intervention classroom (RtI).

The following research question and hypotheses guided the study:

RQ1: How does completing an 8-week service-learning project influence academic achievement in Tier 2 RtI students at a rural elementary school?

Describe the Data Sources

To have triangulation of data, I would collect pre/post progress monitoring data, STAR Assessment Data, and student interviews. For the progress monitoring data, I would use DIBELS MAZE and DIBELS ORF. These are research-based assessments that focus on reading comprehension (MAZE) and reading fluency (ORF). This will help me to see if there is growth in those areas of reading. The STAR assessment data is a normed- based assessment that shows overall growth in reading. The interviews will allow me to look for trends in student beliefs around the service-learning project and how they impacted their assessment scores.

Describe the data collection method.

The data will be collected by the researcher during the RtI classroom time. Parent permission will be obtained prior to the data collection. The pre-assessment data (MAZE, ORF, STAR) will be completed before the service-learning project begins. MAZE and ORF will be collected using paper and pencil. The STAR data will be collected using student Chromebooks. The students will then participate in the service-learning project. Then post assessment data will be collected. Student interviews will take place after the service-learning project is complete.

Data analysis

Individual scores will be calculated for the MAZE, ORF, and STAR assessments. The difference between the pre and post assessments will be calculated to determine if there was an increase or decrease in student learning. Measures of central tendency will be calculated for the data collected for the whole group. Data will be displayed in tables and charts. Coding will be completed for the interviews. The data will be displayed in a chart or table.

Action Research – Reporting and Sharing

I will provide a PowerPoint presentation of my findings and present at the Annual Meeting on May 2nd. I also plan to publish with one of the professors at SUNY Oneonta. I would like to apply to share my findings at a local conference. I think RtI teachers will benefit from my research.

Provide a timeline

- ☐ IRB approval: Submit application by first week in December
- ☐ Permissions slips sent home: December
- ☐ Pre-assessment data: Jan. 3rd
- ☐ Service-learning project implementation: Jan. 4th-March 3rd
- ☐ Interviews and post-assessment: Week of March 6th.
- ☐ Final project submitted: April 11th
- ☐ Present findings: May 2nd
- ☐ Submit for publication