



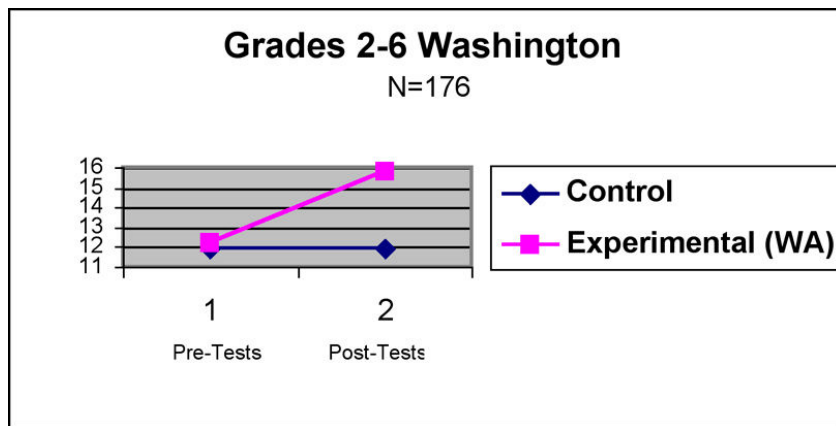
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TITLE I AND ENGLISH LANGUAGE PROFICIENCY POPULATIONS
RESEARCH IN SUPPORT OF TTT MATHEMATICS PROBLEM SOLVING CURRICULUM

Two important evaluations of the TTT curriculum were conducted during Summer 2004 with primarily Spanish-speaking children. The first study was in collaboration with Willamette ESD in Mt. Angel, Oregon. In this setting, 160 children received the materials and instruction in English and Spanish. When examining the Mt. Angel, Oregon data, a Wilcoxon Signed Ranks Test found a statistically significant difference from the pretest to the posttest. In this site, nine lessons were used.

In the Yakima (Washington) Best Self Summer Program, teachers reported data from 24 1st grade students and 176 students in grades 2nd through 6th. Seventy-eight percent of the students qualified for free or reduced lunch, eighty-two percent were ethnic minorities, and thirty-one percent spoke English as a second language. Data included the pretest and posttest (after nine weeks of lessons). First graders in the Yakima study showed a 14.1% improvement in their posttest score while 2nd - 6th graders showed a 15.7% increase in their posttest scores. [Note, 1st graders are scored on a slightly different rubric; therefore, results are reported separately.]

This data compares to a 0.93 point gain or 3.88% improvement among the 2nd - 8th grade control population that participated in the original Regional Research Institute (RRI) study of the Teacher to Teacher program (see pages 1 and 2 of this document). Yakima students made four times the improvement that was found in the control population in the original RRI study and twice the improvement that was measured in the original experimental population.



Summary

Teachers in the Yakima Best Self Pilot Study were so effective in their implementation of this curriculum that their students made nearly double the statistically significant gains of the experimental group in the RRI study. After participating in nine Washington Math Problem Solving (EALRs) lessons, Yakima Best Self students improved their math problem solving scores by an average of about 15%.



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