



Second Chance Student Scoring High on High Stake Tests

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Action Research Practitioner's Paper

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Problem in our Society

1. Students are not passing the Georgia High School Graduation math test.

In order to change the test results, we have to change the way we are teaching them

2. Lecture is the most common teaching strategy.

Students have to be exposed to multiple teaching strategies

3. Student athletes are viewed inferior academically.

This is a misperception

4. All students are not being motivated to do more.

Students need motivation in order to succeed.

Literature Review

- Dr. Coleman stated participation in these programs takes away vital time for academic pursuits, i.e., homework, and thereby hinder a students' academic progress (Coleman, 1961).
- a Gallup Poll studies conducted in the 1990s that found that participation in extracurricular activities enhanced academic performance and the overall educational experiences of students.
- In 1994, Klesse found a positive direct effect of participation in extracurricular activities on academic achievement, suggesting that the lack of participation in extracurricular activities negatively affected students' success in school

Literature Review Comparison

Coleman:

Cons to Sports

- Takes time away from studying
- Less academically successful; “Dumb Jocks”
- Function only as a socialization tool
- Separation between students

Fejgin /Klesse:

Pros to Sports

- 56% of high school students play sports
- To be an athlete you have to be academically eligible
- Community support
- Positively impacted educational achievement, job status, and earnings potential

Methodology

- Teaching Strategies

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- Student Activities

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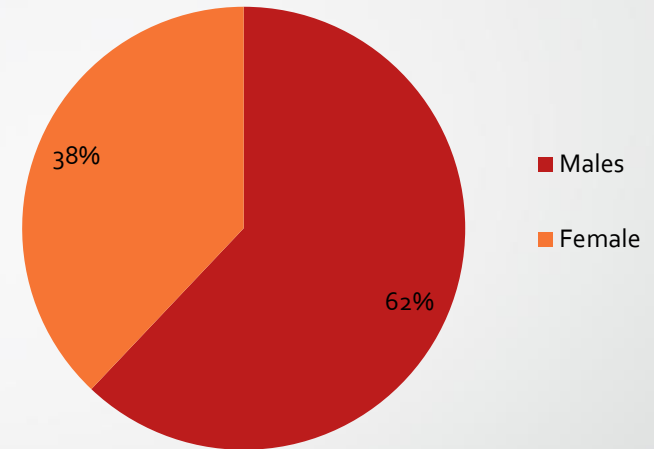
- Weekly Assessment

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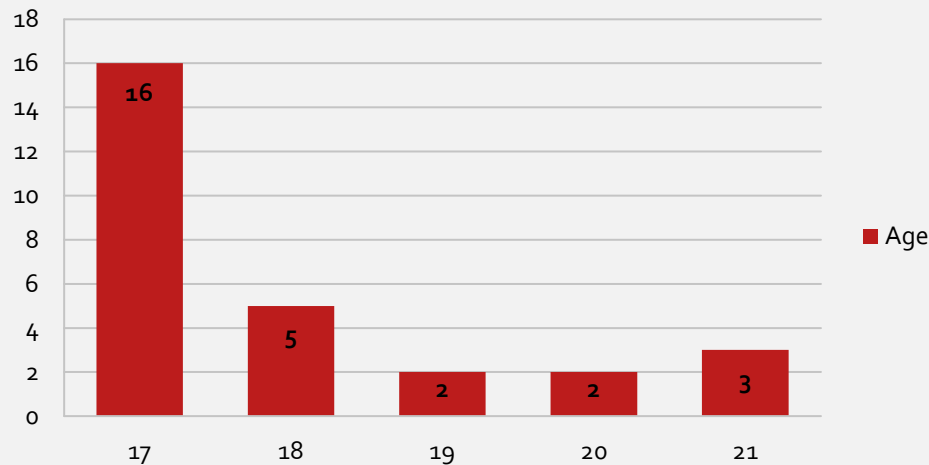
Participant Data

- 29 total participants
- Age range: 17-21
- 18 males ; 11 females
- 13 student athletes;
16 non-student athletes

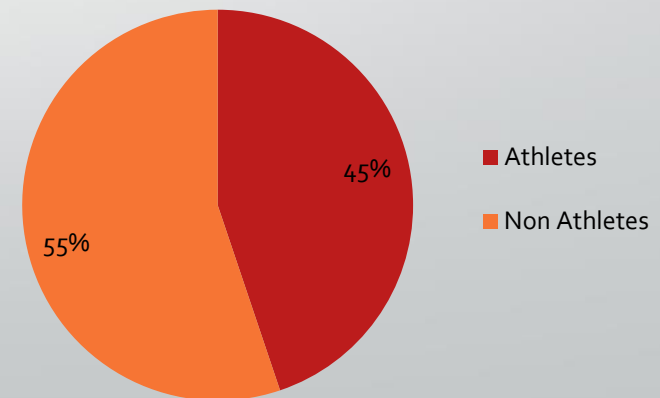
Participants Gender



Participant Age Range

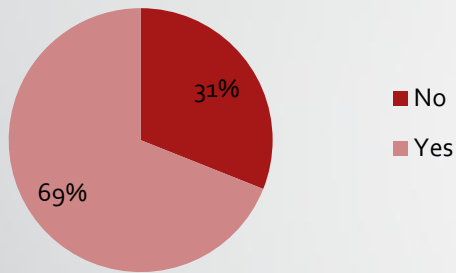


Athletes



Participant Data

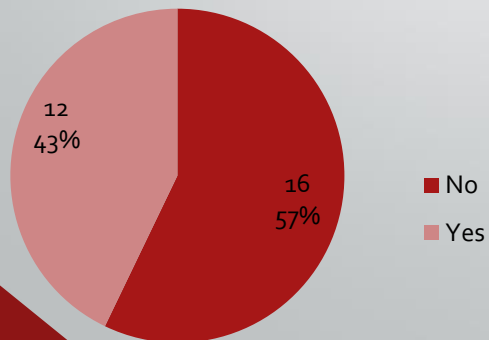
Participants with Part-Time Job
n = 29



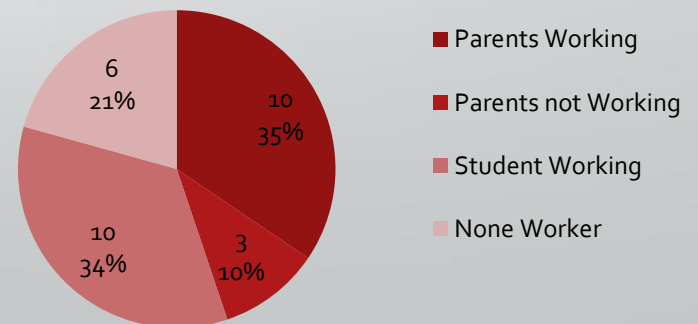
Other Responsibilities

- Part-Time Jobs (20-40 hrs weekly)
- Parents
- Both

Participants with Children
n = 29



Employment Status of Participants
n = 29



Participant Learning Styles

Auditory

- Independent Practice
- Video
- Open Discussion

Kinesthetic

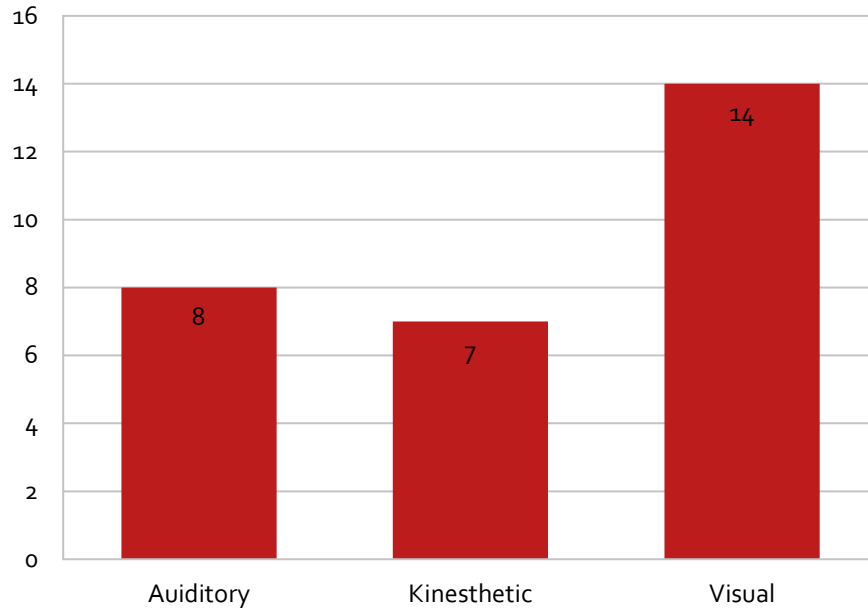
- Stations
- Demonstrations

Visual

- Charts (KWL)
- Video (example and lesson)
- Organizers

Learning Style of Participants

n = 29



Learning Style Examples

Auditory

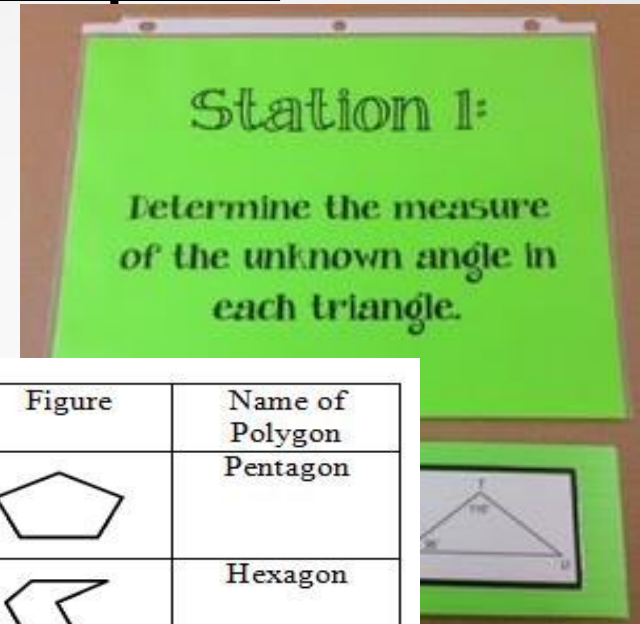
- Video: <http://www.schootube.com/video/gfd1d461c07429a8bod6/>








Kinesthetic

- Stations

Visual

- Charts (KWL)
- Organizers



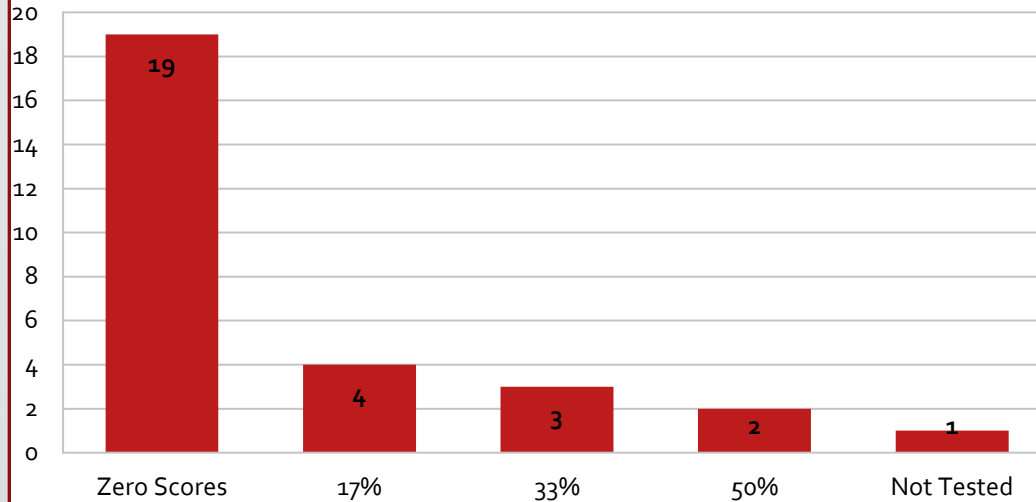
Number of sides	Figure	Name of Polygon
5		Pentagon
6		Hexagon
7		Heptagon
8		Octagon
9		Nonagon
10		Decagon
12		Dodecagon

Assessment Data

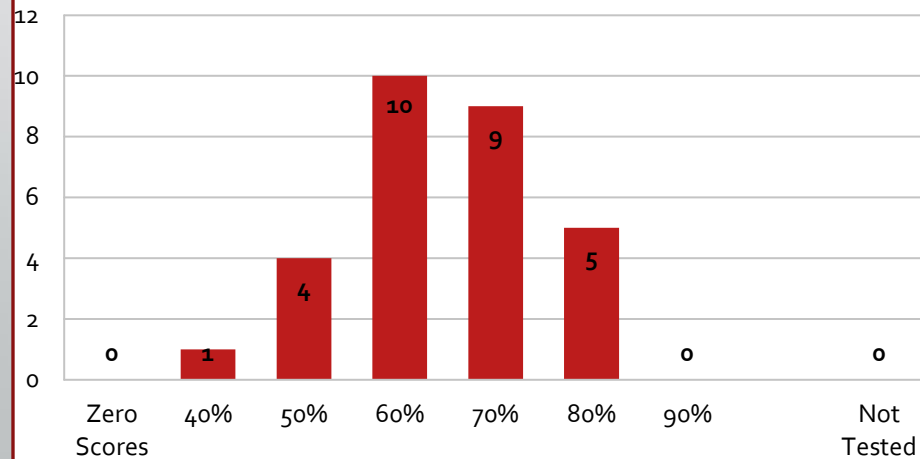
Weekly Assessments

- Pre-Assessment
- Algebra Domain
- Geometry Domain
- Data Analysis

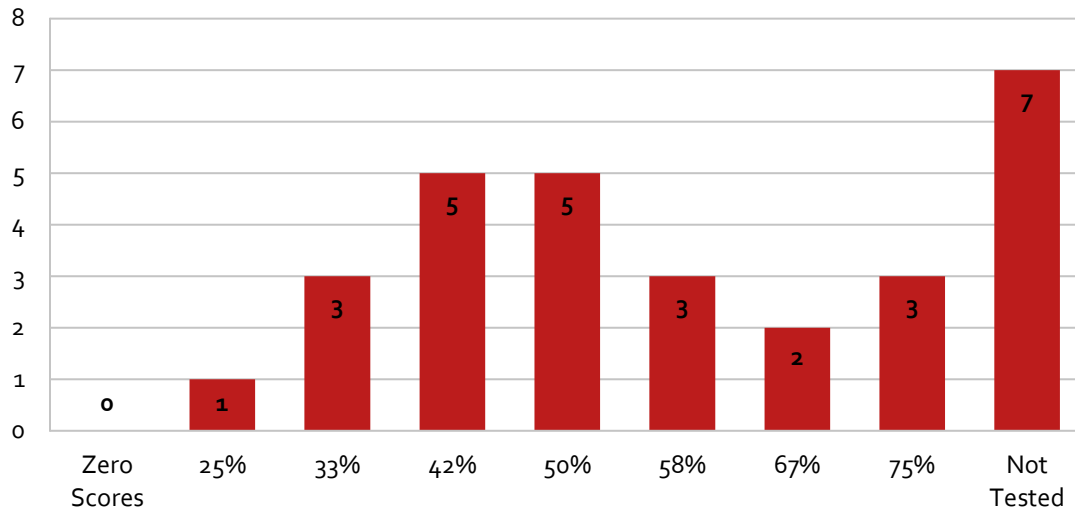
Pre-Assessment Scores, n = 28



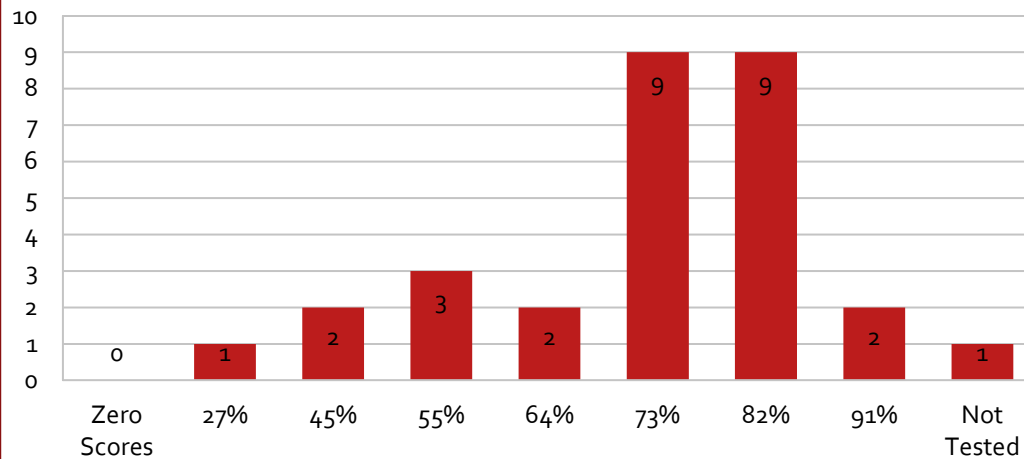
Data Analysis, n = 29



Algebra Domain n = 22



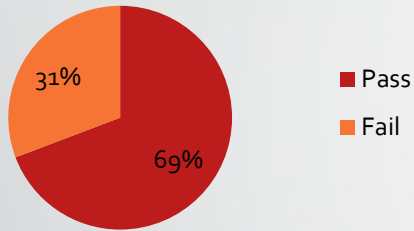
Geometry Domain, n = 28



GHSGT Results

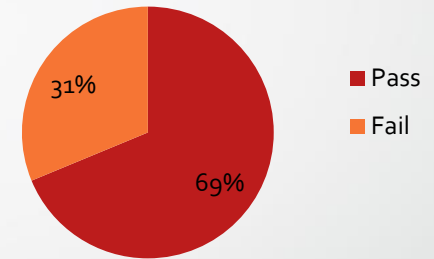
Athletes

Student Athletes Passing Rate, n = 13

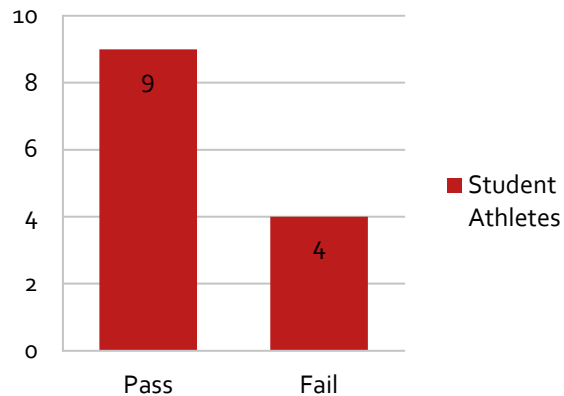


Non-Athletes

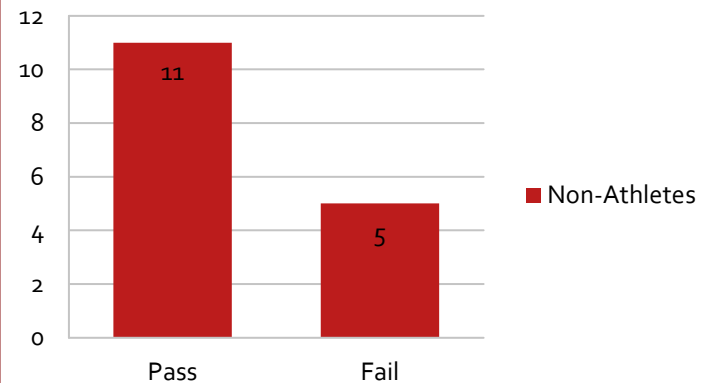
Non-Athletes Passing Rate, n = 16



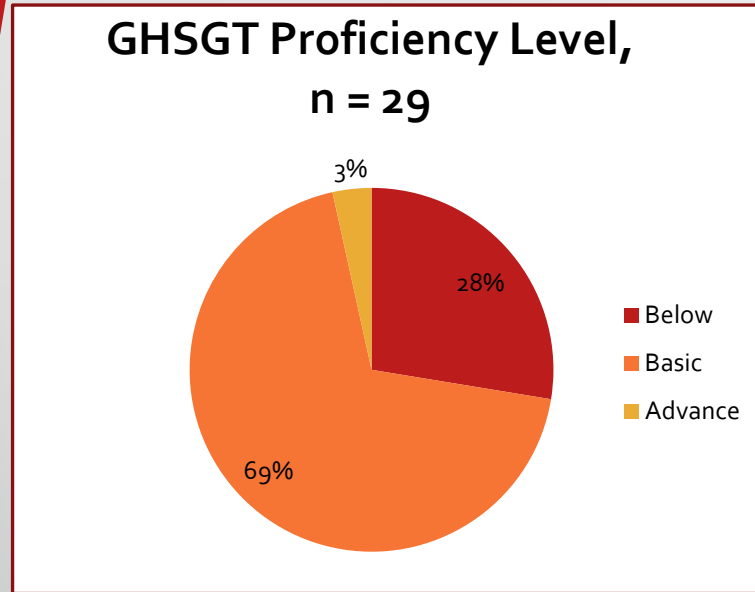
Student Athletes Passing Rate, n = 13



Non-Athletes Passing Rate, n = 16

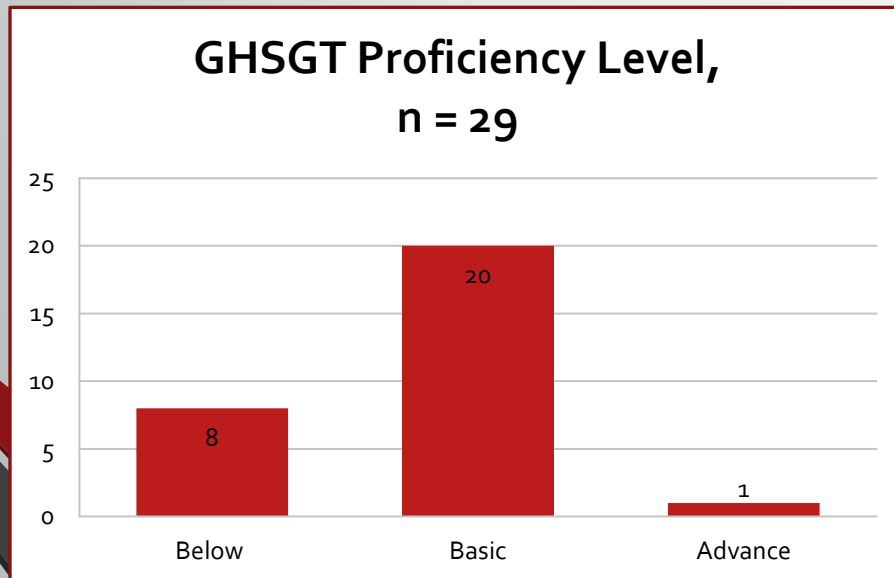


Results



Recommendations

1. Identifying all the participants learning style;
2. Identify all participants learning levels;
3. Use multiple teaching strategies during lessons
4. Incorporate real life subject matter during lessons.



Limitations of Study

Limitation 1: School Environment

- Earning respect from the other educators
- Shared class time; limited materials
- “Second Chance” students

Limitation 2: Participant Attendance

- Necessity for mastery of the standards

Limitation 3: Student History

- Lack of proficiency skills
- Lack of confidence and study skills

Limitation 4: Individual Responsibilities

- 43% were parents
- 69% were employed (30 – 40 hours)
- 6% were parents and employed

Action Research Paper

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