Convey
Student Response System

Meeting the individual needs of learners is the solution to bring academic achievement for all students. The Convey Student Response System provides the technology that is essential for success in each classroom. Students' average growth of 25% over a period of four months is significant data that proves the success of the Student Response System. It's all about immediate feedback. Take away the clickers and scores drop drastically. The documented data clearly shows that this system promotes 100% student engagement and significant increases in student achievement.

As a teacher in an urban school district, Indianapolis Public Schools, I have been challenged as an educator to create learning environments that enhance student engagement and achievement. Students come to Clarence Farrington Elementary School #61 with a wide range of challenges. The school is classified as school-wide Title One due to the low socio-economic status of students' families. All students receive free breakfast, lunch, book rental and other services. The ethnicity of student population consists of 57% black, 27% Hispanic, 11% white and 5% multi-racial. State reports show that students of Clarence Farrington Elementary perform drastically below state averages in standardized testing. As a teacher of twenty-five years of dedicated service, I am continuously facing challenges to engage learners in purpose and reason to succeed academically, despite the environmental challenges they face in their personal lives.

Convey Student Response System was presented to me early this school year. When presented I voiced the demands of assessing student learning, documenting data for stakeholders, identifying individual differences, and analyzing student achievement. At the time of presentation I was overwhelmed with keeping up with demands of students, parents, administration, and district with respect to completing reports and communication of all assessments given. The Student Response System minimized not only the time it took to complete mandated documents, but also focused my lesson planning in the direction that addressed the needs of students. I was able to plan lessons for whole group instruction, small grouping practice, and individualized interventions that filled the learning gaps. The Student Response System allowed me to become a teacher that intentionally addressed the academic needs of all learners in the classroom.

Assessments implemented through the use of the Student Response System in my classroom provided gains in student data. I began the process of implementation with evaluating weekly assessments through the system. Data collected consisted of compiling thirteen weeks of classroom averages. My students began weekly assessments with a class average of 59.4% (Week 1, Table A). By the second time I utilized the SRS, class average increased to 86.4% (Week 9, Table A). I began pondering the variables that could have affected the difference in performance

averages. Was I doing a better job instructing and facilitating learning? Had the student population of the classroom changed? To examine the reason for such a drastic jump in scores I decided to administer weekly assessments using the traditional, paper/pencil method and Student Response System on a bi-weekly basis. One week, I would use SRS and the next I would use the traditional method of assessing. Scores dropped the following week by 9.6% (Week 10, Table A) when regressed back to the traditional paper/pencil method of administration.

Weekly Tests	Average Score	Method of Administration
Week 1	59.4	Traditional
Week 2	50.6	Traditional
Week 3	57.4	Traditional
Week 4	72.8	Traditional
Week 5	52	Traditional
Week 6	52.7	Traditional
Week 7	71.6	Traditional
Week 8	70.96	SRS
Week 9	86.4	SRS
Week 10	76.8	Traditional
Week 11	85.4	SRS
Week 12	60.4	Traditional
Week 13	84.5	SRS

(Table A)

The proceeding week scores increased 8.6% using SRS (Week 11, Table A). At that time, I began believing SRS was an important component in student assessment. The next week utilizing the traditional assessment method, scores dropped 25% (Week 12, Table A). I was amazed! With the final week of collecting data for this project, I decided to test SRS one last time for this study. Class average from previous week of 60.4% (Week 12, Table A) increased to 84.5% (Week 13, Table A). This was an achievement gain of 24.1% of class average when comparing the final two weeks of analyzing. Convey Student Response System supported academic achievement in my classroom.

SRS has been utilized in many forms of assessment as well as used to enhance instruction. Weekly reading tests are given to measure the understanding of student comprehension and application of state standards. Programming the questions into SRS took less time than using a copy machine for compiling distribution. On an average, it took me thirteen minutes to program twenty questions into the system. Constantly, copy machines are breaking down or getting jammed. Paper supplies are often limited. SRS diminished the issue. Another practiced application involved district required scrimmages using the system. Gains were again repeatedly seen in comparison with data from weekly classroom assessments. Due to the procedural practices of the district to send scrimmages via email to classrooms teachers, I was not able to create a data dialogue that would evaluate the successfulness of the system for this form of assessment. Therefore, the compiling of data was not complete. The Indianapolis Public School system requires that teachers address what is called “Daily Skill Builders”. “Daily Skill Builders” consist of readings and skills focused on state standards. Applying these skill builder questions into SRS allowed me to identify individuals who performed at mastery level and those who demonstrated non-mastery. The choice programming style with SRS software allowed for teacher intervention through the timing mechanism. I was able to present the skill builder through SRS, and then pause with a click of the mouse to gain reports of individual responses intervening appropriately. SRS allowed

for the retrieval of instant data to effectively plan with appropriate instruction.

Student engagement tallied to 100% using the Student Response System. When students received feedback they became committed to their performance. Student usage of clickers not only gave them immediate feedback of their individual responses, but allowed them to monitor their answer responses with respect to class averages. I found that students were not only motivated seeing their individual clicker display "correct" as they responded to questions, but they also monitored the class polling displayed on the screen. Students cheered with non-verbal delight showing excitement of overall class responses when display projected high percentage of classroom performance. Utilizing SRS daily provided formative data to identify students who understood given standards and those who needed extended learning attention. In an instant, I could identify individual learners displaying non-mastery and intervene.

Assessing student achievement through real-time data is a necessity to bring about growth in learning in all classrooms. High-quality instruction is only created if the educator is aware of the academic strengths and weakness of all learners. Creating immediate intervention to fill gaps of learning brings about academic success. Daily, students are referred to specialized teams for placement and labeling of special education identification. I believe that due to lack of practical and intentional interventions in the classroom setting; students are being improperly titled as Special Ed. There are not only gaps in learning for students, but gaps are also occurring in the lack of true and timely data for intervention. Convey Student Response System provides the means for educators to instantly retrieve needed data for the preparation and intervention of student learning needs.

In summary, Convey Student Response system gives teachers the tool to address the learning needs of students and develop instruction to engage learners in the ownership of their education. Research shows that ongoing evaluation through data collection, planning intentional, effective lessons, creating student engagement opportunities, providing students with immediate and focused feedback promotes educational achievement for all learners. Convey Student Response System enhanced my classroom achievement. It can bring educational achievement to your classroom as well.

Laura DeHart, Teacher
Indianapolis Public Schools

"Student engagement tallied to 100% using the Student Response System."

My e-mail address is dehartl@ips.k12.in.us