

Mark Schlosser

Oswayo Valley Middle/High School

Gary Elder, Principal/On-Site Supervisor

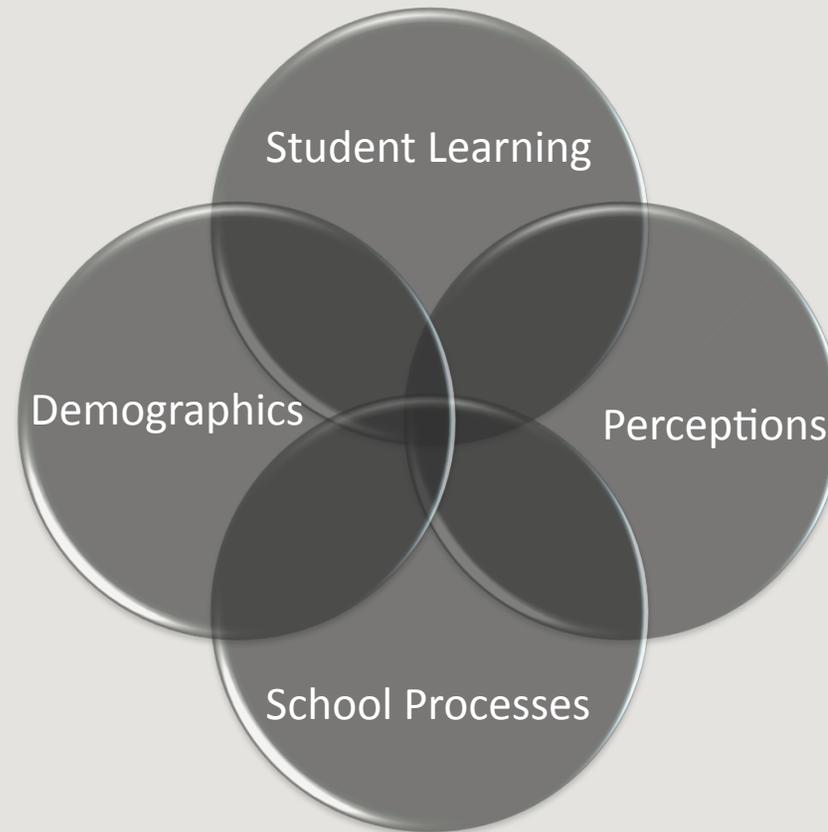
Charles Wicker, Superintendent



Question...

Do student incentive and reward programs foster student achievement?

Intersections of Multiple Measures of Data



as measured by PSSA results, quarterly GPA, and student perception surveys

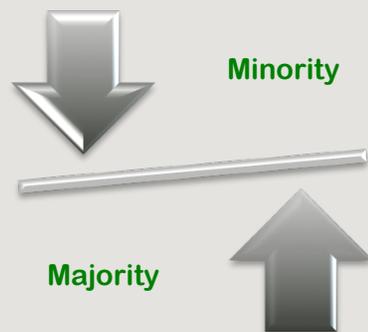
Problem...

The impetus for the study arose from how time and energy were expended in relationship to the number of students and the nature of the interactions—whether positive or negative.

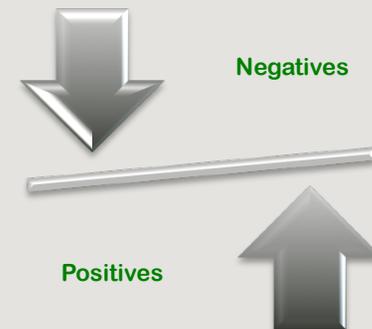
Do the minority of students receive the majority of time?

Are more interactions negative than positive?

In an effort to equalize apparent disparities, the school implemented a system of rewards for desired behaviors.

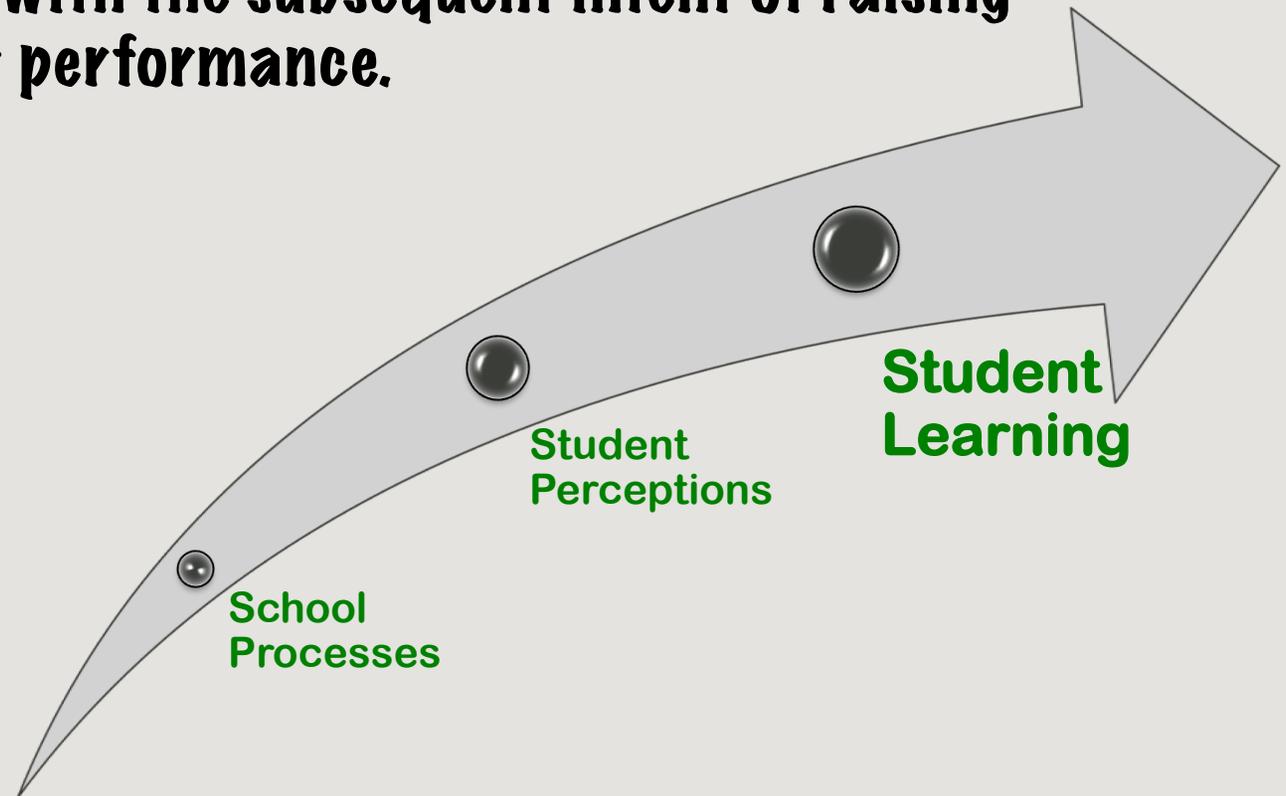


How do we
maximize the
positive elements of
the school while at
the same time
minimize
occurrences of the
negative?



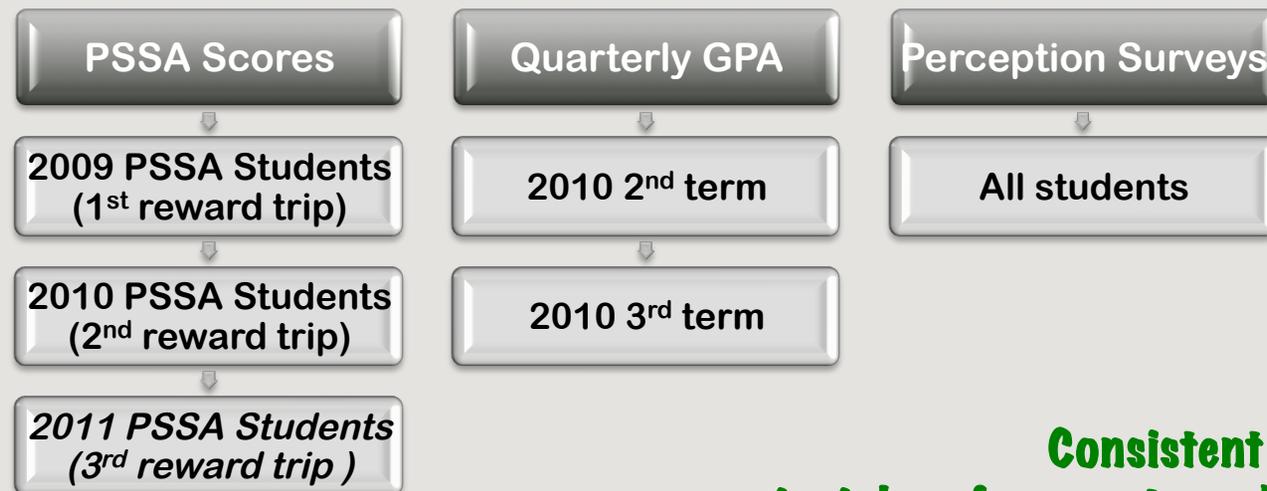
Problem...

The Focus Project analyzed the school's plan of creating programs to raise student morale with the subsequent intent of raising student performance.



The specific nature of the question required examination of data from three perspectives:

- ☛ scoring with no advance knowledge (1st field trip as reward)
- ☛ scoring with knowledge of a prior reward (2nd field trip)
- ☛ scoring with advance announcement (3rd field trip as incentive)



Consistent with the principles of operant conditioning, the reward trip served as the positive reinforcer while increased student performance became the desired outcome.

Results...

PSSA Test Results from eMetric

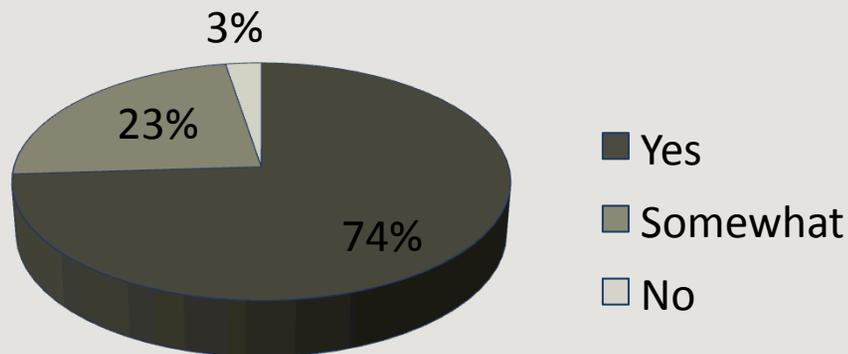
PSSA Test Level	Reading		Math		Reading		Math		Reading		Math	
	BB/B	P/A	BB/B	P/A	BB/B	P/A	BB/B	P/A	BB/B	P/A	BB/B	P/A
	Class of 2013				Class of 2014				Class of 2015			
8 th	18.6	81.4	30.2	69.8	13.1	86.8	18.4	81.6	<i>Data available summer 2011</i>			
7 th	Data not applicable				28.9	71.1	34.3	65.7	35.1	64.8	18.9	86.1
6 th	Data not applicable								36.6	63.4	28.6	71.4

**Longitudinal comparison
of grade tracking shows
consistent improvement
with grade level progress**

**Latitudinal comparison
of grade tracking shows
improvement in three of
four subject areas**

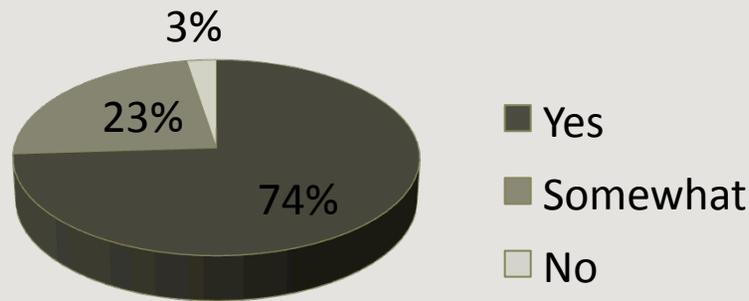
Perception Surveys

**Do reward trips
create a
positive school
atmosphere?**



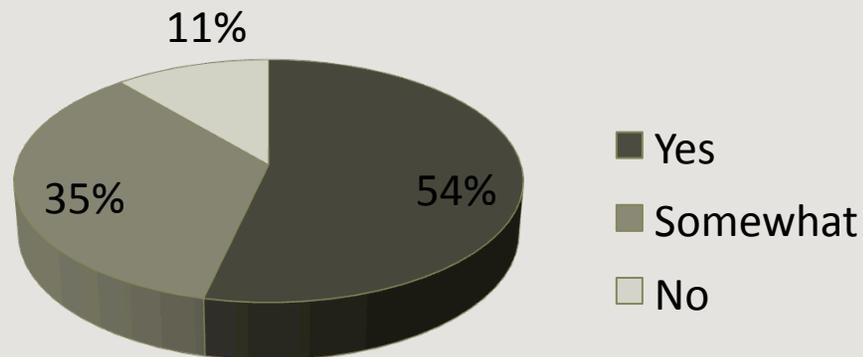
Perception Surveys

Does a positive school atmosphere encourage you to achieve more?



Perception Surveys

Would you work harder on the PSSA tests to get invited to go on a reward field trip?



Results...

- ➡ **The increase in students testing Proficient or Advanced (the criterion for the golf outing) parallels the introduction of the reward trips.**
- ➡ **The number of students improving their quarterly GPA 2% points (the criterion for the ice skating and bowling trips) rises with each trip offered.**
- ➡ **Students attribute the reward trips as motivation for improving their academic performance.**
- ➡ **Students appear to learn better with a positive atmosphere.**

The focus project represents not a conclusion of a study but the beginning of professional evaluation for advancing student achievement. A number of questions need to be considered:

- **Do we maximize the limited time and resources available?**
- **Do we distribute resources equitably and with the greatest efficiency?**
- **Do we emphasize praise rather than punishment?**
- **Do we apply the lessons from academics to behavior?**
- **Do we transfer general school-wide programs to classroom specific programs?**