

enCORE

ELEMENTARY RESEARCH STUDY



MASTERY

Students demonstrated **89% mastery** for targeted ELA skills and **92% mastery** for targeted Math skills on the post-test

RETENTION & GENERALIZATION

Several weeks following instruction, students demonstrated **95% generalization** of ELA skills and **92% generalization** of Math skills, showing retention of skills gained during instruction as well as ability to apply new learning to novel learning tasks or in novel settings

SOCIAL VALIDITY

100% of teachers, students, and parents were satisfied or very satisfied with enCORE



enCORE IS A K-12 ADAPTED CORE CURRICULUM that provides students with moderate to severe disabilities with equitable, inclusive access to the general education curriculum. As a comprehensive blended learning solution, enCORE delivers grade-aligned content, high-quality literature, and integrated technology. Standards-aligned and evidence-based.

STUDY OVERVIEW

TeachTown studied the effectiveness of enCORE Elementary in a formal research study during the 2022-2023 school year. The rigorous case study sought to address 3 key questions:

1. What are the effects of enCORE Elementary on students acquiring, maintaining, and generalizing targeted ELA and Math skills?
2. Can a teacher implement enCORE Elementary, a comprehensive approach to teaching grade-aligned ELA and Math content, in a K-5 self-contained classroom for students with moderate to severe disabilities?
3. How well is enCORE Elementary accepted and embraced by the teacher, her students, and their parents or caregivers?

Students were evaluated on targeted ELA and Math skills before and after receiving instruction. This design allowed TeachTown to evaluate improvements from pre-test to post-test.

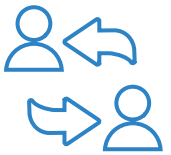
STUDY DESIGN



SETTING & PARTICIPANTS

The study took place in a K-5 self-contained classroom for students with moderate to severe disabilities in a suburban school district in the mid-Atlantic region of the United States. There were 11 total students in the classroom, 1 special education teacher, and 3 instructional assistants.

Two students met all criteria to participate in the study. One student was a 5-year-old male, classified as having Moderate Autism, enrolled in Kindergarten, and identified as Hispanic. One student was a 6-year-old male, classified as having Moderate Autism, enrolled in Grade 1, and identified as White.



PROCEDURES

The teacher implemented 3 units of enCORE over 5 months. This included 30 ELA lessons and 24 Math lessons. The enCORE lesson plans (print), teacher-led technology lessons, and independent student-led technology lessons together provided differentiated content and instruction across 3 levels of support. Instructional tasks and response options were also differentiated for students based on their specific learning level.

The implementation plan was customized to work with the teacher’s classroom schedule and included the following types of instruction each day/week:

enCORE COMPONENT	FREQUENCY
Lesson Plans (Print)	Daily
Teacher-Led Technology	Twice per week
Student-Led Technology	Daily

STUDY MEASURES



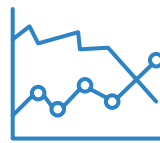
MEASURING GROWTH & DETERMINING MASTERY

The outcome measure was a pre-test and a post-test that was developed for Units 1-3 ELA and Math lessons, and Units 8-10 Math lessons. The pre-test was given before instruction began in October 2022. The post-test was given after 3 units of instruction were completed in March 2023. The pre-test and post-test measures were based on the scripted lesson plans and targeted skills for elementary ELA and Math. This design allowed TeachTown to evaluate student growth from pre-test to post-test as well as percent accuracy on targeted skills.



ASSESSING GENERALIZATION

The follow-up measure checked students’ generalization of targeted ELA and Math skills several weeks following the post-test. Generalization was evaluated for skills for which a pre-test-to-post-test increase was observed (for all but one skill). The follow-up probes assessed generalization through novel content, materials, or setting.



TRACKING IMPLEMENTATION

Implementation fidelity was measured through self-monitoring checklists and tracked (1) the percentage of lesson plan steps completed, and (2) the percentage of lesson segments of the 6-week implementation guideline implemented.



MEASURING SOCIAL VALIDITY

Social validity surveys included teacher, student and parent versions. Results of the social validity surveys were rated on a scale of 1 (not satisfied at all) to 4 (highly satisfied).

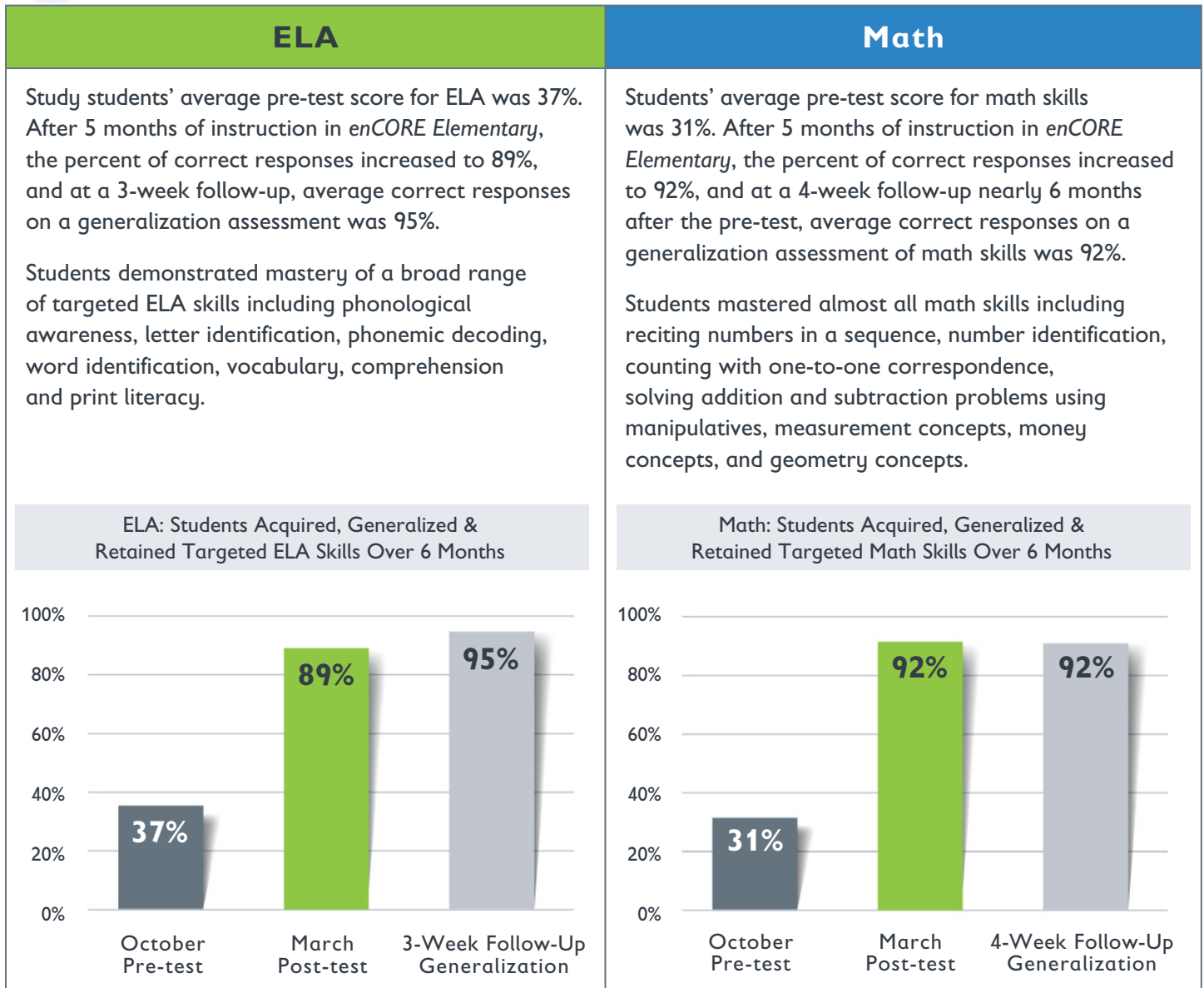
“The ABA approach to instruction has been very valuable in engaging my most challenged learners.”

RESULTS

The purpose of the study was to (1) determine the effectiveness of *enCORE Elementary* for teaching grade-aligned elementary ELA and math content, (2) evaluate the feasibility of implementing *enCORE Elementary* in a K-5 self-contained classroom for students with moderate to severe disabilities, and (3) the extent to which the teacher, her students and their parents or caregivers accepted the program.



enCORE IS EFFECTIVE



Challenge. Master. Inspire.



enCORE IS FEASIBLE TO IMPLEMENT

The teacher was able to implement the program (with 84% fidelity) and individualize instruction to meet the diverse learning needs of *all* of the students in a self-contained K-5 classroom.

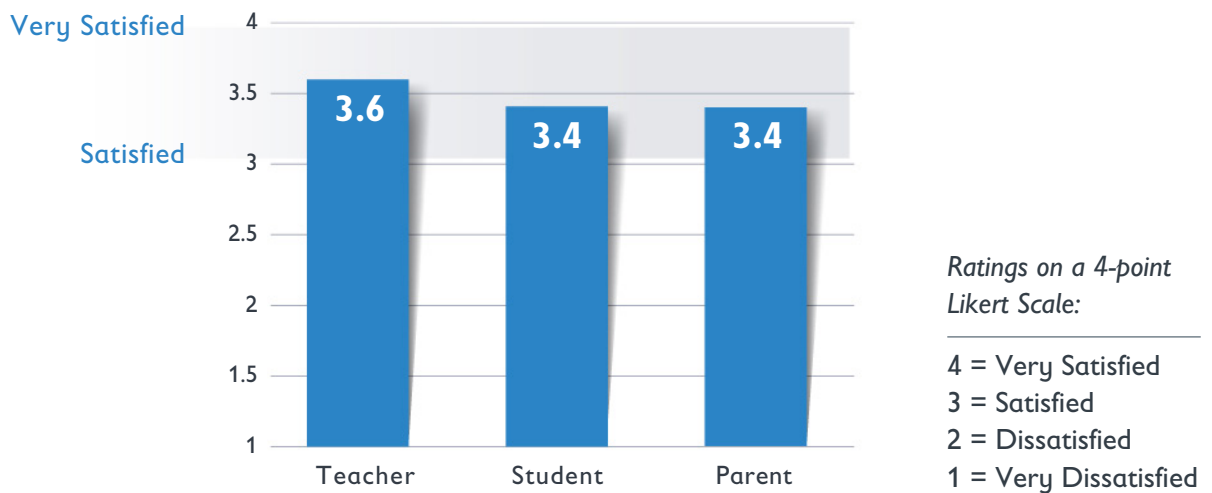


enCORE IS EMBRACED AND PERCEIVED AS BENEFICIAL

The teacher and students reported enjoying using enCORE, and they, as well as the students' parents/caregivers, thought enCORE Elementary was beneficial.

ADDITIONAL RESULTS FOR PARTICIPANTS ARE PRESENTED BELOW. *Pseudonyms are used for all participants.*

Satisfaction with enCORE



“The students love the story selections.”



The leading provider of K-12 standards-based, adapted core curriculum