

Report of the Learning Tree™ Intervention Program Services in LAUSD Beyond the Bell Supplemental Services Program 2003

Action Learning Systems, Inc., (ALS) began collaborating with Beyond the Bell in the spring of 2003 to implement a Supplemental Educational Service program in the Los Angeles Unified School District (LAUSD). ALS introduced the **Learning Tree™ Supplemental Services Reading Program**, providing Saturday school services at *Bancroft Elementary School, Adams and Mulholland Middle Schools* and. The 6-8 Intervention System for Reading and Writing is a thirty-hour, high-yield program aligned to most English-language arts standards and English Learner standards. The K-5 Intervention System yields fluency and reading comprehension gains within 30 hours comparable to those of successful nine-month programs. Using the scientific research on reading and writing, the Learning Tree Intervention Program provides teachers with the tools needed to close the achievement gap.

Report Methodology: This report utilized multiple sources of information to assess the services provided to LAUSD students currently enrolled in the **Learning Tree™ Supplemental Services Reading Program**.

Outcomes:

Adams and Mullholland Middle Schools:

Benchmark Assessment Test:

- **Reading Comprehension Results** Statistical analyses of the reading comprehension results data yielded that during the 9 week program, 73% of the students showed significant growth.
- **Standards Results:** Test data indicated that there was a statistically significant or significant change in the percentage of questions answered correctly in eight out of ten focus standards tested.

Bancroft Elementary School:

- **Action Learning Systems Early Reading Inventory** The majority of students made significant gains in test scores in five out of six components of the Early Reading Inventory
- **Learning Tree™ Parent Survey** Overall results indicated that parents were very positive and enthusiastic about the program and they were seeing academic improvement in their child’s work at the end of the 10-week program.
- **How Program Implementation and Outcomes were Measured:**

ALS’ service to the three Beyond the Bell Learning Centers included professional development, meetings, monitoring and assistance targeting changes in educator practices supported by extensive educational research.

Table 1 below lists those measures:

Table 1
Outcome Measures

Benchmark Assessment Test	Standards
	Reading Comprehension
Learning Tree™ Early Reading Inventory	Vowels-Short
	Vowels-Long
	Consonants
	Reading
	Fluency

Benchmark Assessment Test Analysis Process:

Two qualitative data sets were used to analyze the pre and post Benchmark Assessments’ reports.

Standards Test

Table 2 shows how well the students performed on questions written to assess the California Content Standards. Each standard was directly assessed by three to five questions based on that standard. Columns 1 and 3 represent the

question number on the exam for the pre and post-test respectively. Columns 2 and 4 represent the percentage of students who answered those questions correctly on each test. An average of the percentage of students answering correctly within each standards was used to measure overall performance.

Table 2
STANDARDS RESULTS
ADAMS AND MULHOLLAND MIDDLE SCHOOLS

READING 1.3

Clarifying word meanings through the use of definition

Pretest Question Number	Percentage of Students Answering Correctly	Post Test Question Number	Percentage of Students Answering Correctly	Change
2	56.17	1	69.14	
5	67.28	7	41.98	
17	39.51	14	49.69	
22	40.12	17	44.14	
26	29.63			
28	20.37			
Average	42.18	Average	51.24	+9.06

READING 2.2

Locating information by using a variety of consumer, workplace and public documents

Pretest Question Number	Percentage of Students Answering Correctly	Post Test Question Number	Percentage of Students Answering Correctly	Change
1	79.63	3	51.23	
3	46.91	8	45.68	
16	67.90	16	66.36	
23	33.95	18	37.96	
Average	57.10	Average	50.31	-6.79

Reading 2.3

Analyzing text that uses the cause-and effect organizational patterns

Pretest Question Number	Percentage of Students Answering Correctly	Post Test Question Number	Percentage of Students Answering Correctly	Change
7	26.54	2	78.40	
20	54.01	5	41.67	
		15	37.04	
Average	40.28	Average	52.37	+12.09

READING 2.4

Identify and trace the development of an author's argument, point of view, or perspective in text

Pretest Question Number	Percentage of Students Answering Correctly	Post Test Question Number	Percentage of Students Answering Correctly	Change
4	48.46	4	60.19	
6	76.85	6	47.22	
18	25.93	13	59.88	
19	25.00	19	48.15	
21	29.63	20	44.44	
Average	40.63	Average	51.98	+11.35

READING 3.2

Identifying events that advance the plot and determine how each event explains
past or present actions

Pretest Question Number	Percentage of Students Answering Correctly	Post Test Question Number	Percentage of Students Answering Correctly	Change
14	36.42	9	45.37	
24	30.56	23	21.91	
		25	42.28	
Average	33.49	Average	36.52	+3.03

READING 3.3

Analyzing characterizations as delineated through a character's thoughts, words,
speech patterns, and actions

Pretest Question Number	Percentage of Students Answering Correctly	Post Test Question Number	Percentage of Students Answering Correctly	Change
8	39.51	12	38.27	
9	32.10	21	41.36	
12	29.32	22	37.04	
13	42.59			
30	29.32			
Average	34.57	Average	38.89	+4.32

READING 3.4

Identifying and analyzing recurring themes across works

Pretest Question Number	Percentage of Students Answering Correctly	Post Test Question Number	Percentage of Students Answering Correctly	Change
10	29.63	10	40.43	
11	34.26	11	42.28	
15	33.02	24	53.09	
25	18.83			
27	36.11			
29	25.93			
Average	29.63	Average	45.27	+15.64

WRITING 1.7

Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Pretest Question Number	Percentage of Students Answering Correctly	Post Test Question Number	Percentage of Students Answering Correctly	Change
		30	43.21	
		32	22.84	
		35	15.12	
Average		Average	27.05	N/A

CONVENTIONS 1.3

Identify all parts of speech and types and structure of sentences

Pretest Question Number	Percentage of Students Answering Correctly	Post Test Question Number	Percentage of Students Answering Correctly	Change
38	20.99	33	42.59	
39	37.04	34	28.70	
40	31.17			
Average	29.73	Average	35.65	+5.92

CONVENTIONS 1.4

Demonstration of the mechanics of writing

Pretest Question Number	Percentage of Students Answering Correctly	Post Test Question Number	Percentage of Students Answering Correctly	Change
31	32.72	26	66.67	
33	37.96	27	49.07	
34	29.63	28	57.10	
35	24.07	29	41.36	
36	33.64	31	48.77	
37	27.78			
Average	30.97	Average	52.59	+21.62

Results of Standards Report Analysis:

Data reported statistically significant increases in standards test results in *Reading 2.3* (Analyzing text that uses the cause-and effect organizational patterns), *Reading 2.4* (Identify and trace the development of an author's argument, point of view, or perspective in text), *Reading 3.4* (Identifying and analyzing recurring themes across works), and *Conventions 1.4* (Demonstration of the mechanics of writing).

Fluctuating patterns were seen in the area of *Reading 1.3* (Clarifying word meanings through the use of definition), *Reading 3.2* (Identifying events that advance the plot and determine how each event explains past or present actions(s),

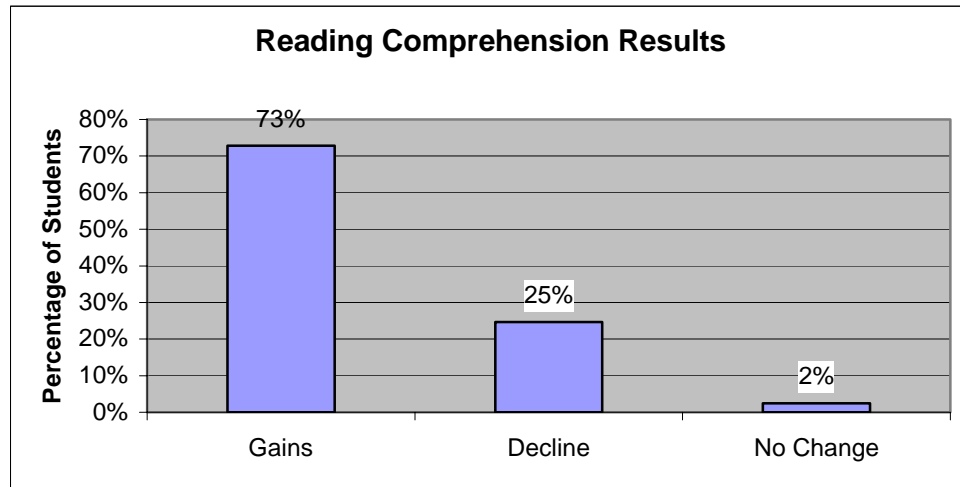
and *Reading 3.3* (Analyzing characterizations as delineated through a character's thoughts, words, speech patterns, and actions).

A decrease was seen in the area of *Reading 2.2* (Locating information by using a variety of consumer, workplace and public documents).

Reading Comprehension Results

Figure 1 is an analysis of student growth in the area of reading comprehension and grammar. A pre-test was given at the beginning of the ten-week program to assess the ability of the students before they are exposed to the skills offered in the **Learning Tree™ Supplemental Services Reading Program**. The score is represented by the percentage of questions they answered correctly. At the end of the ten weeks the students took a post test. This test did not have any questions that students previewed during the program. They were tested solely on their ability to comprehend the text in the benchmark exam. The scores from the pre-test were directly compared to the scores from the post-test. If a student scored just percent higher they were designated as a student who showed growth.

Figure 1
 READING COMPREHENSION RESULTS
 ADAMS AND MULHOLLAND MIDDLE SCHOOLS



Results of Reading Comprehension Report Analysis

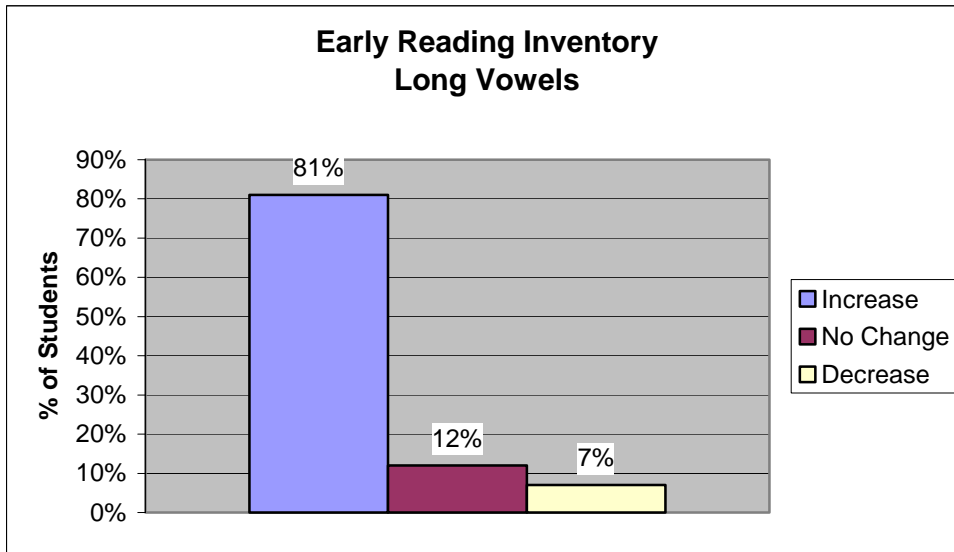
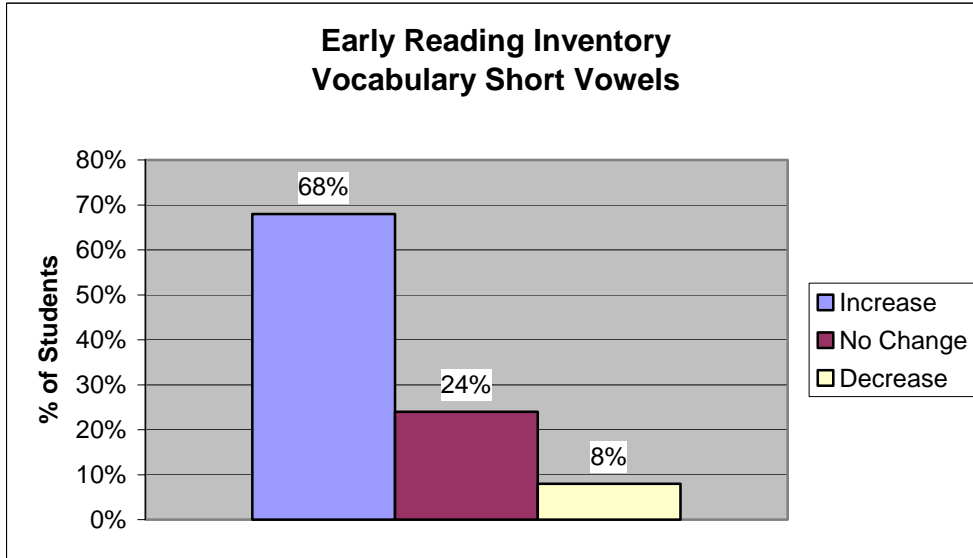
Students enrolled in the ten-week **Learning Tree™ Supplemental Services Reading Program** made significant gains in Reading Comprehension. Three hundred and twenty four students took both the pre and post assessment test. Of the 324 students, 236 students showed gains, 80 students scores declined and 8 students showed no change.

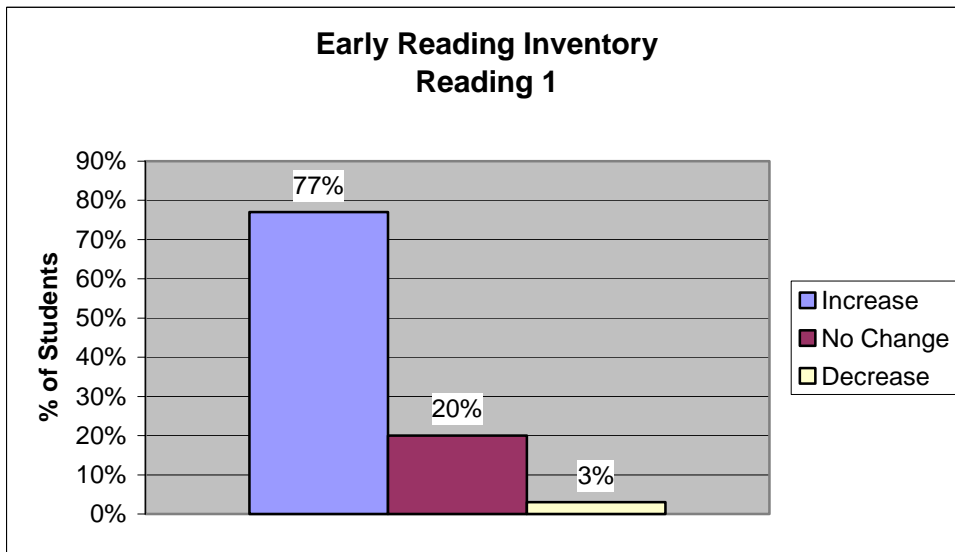
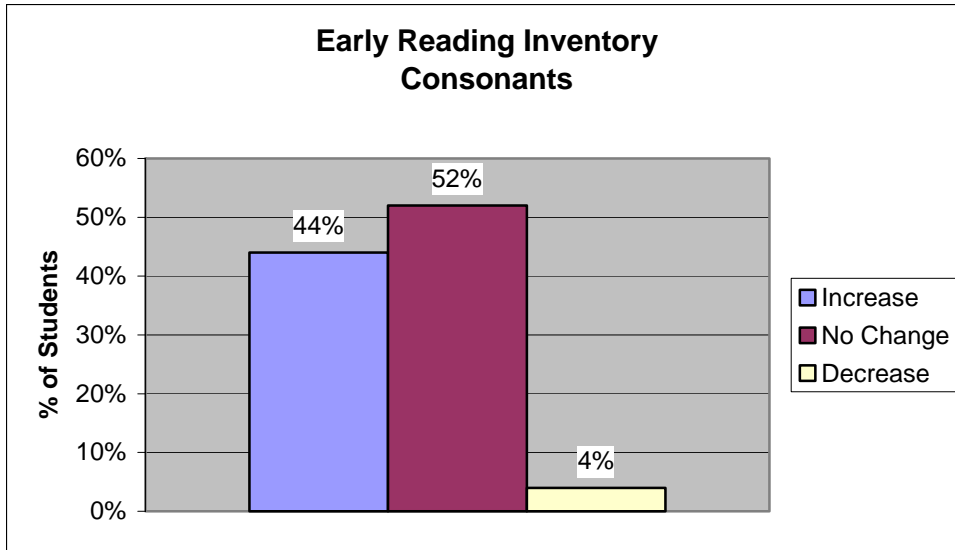
Action Learning Systems Early Reading Inventory

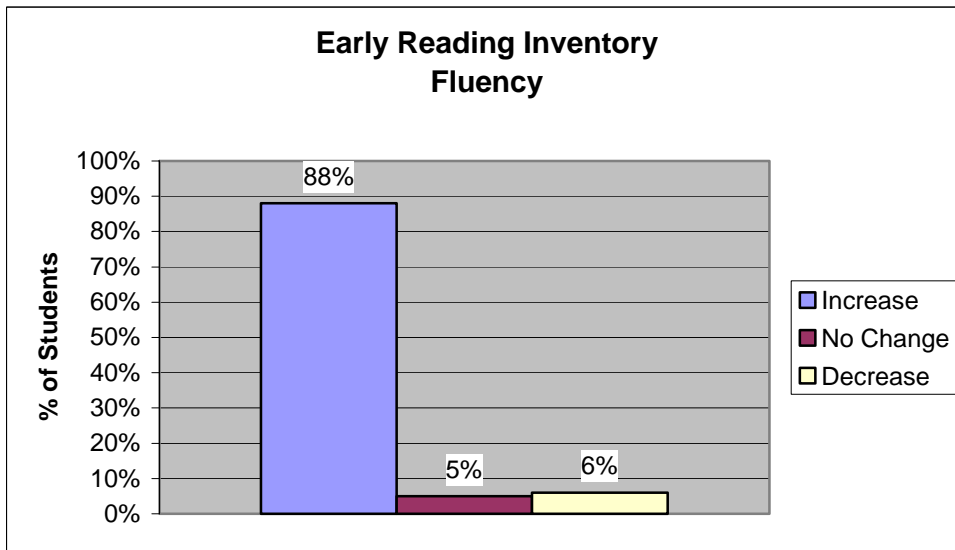
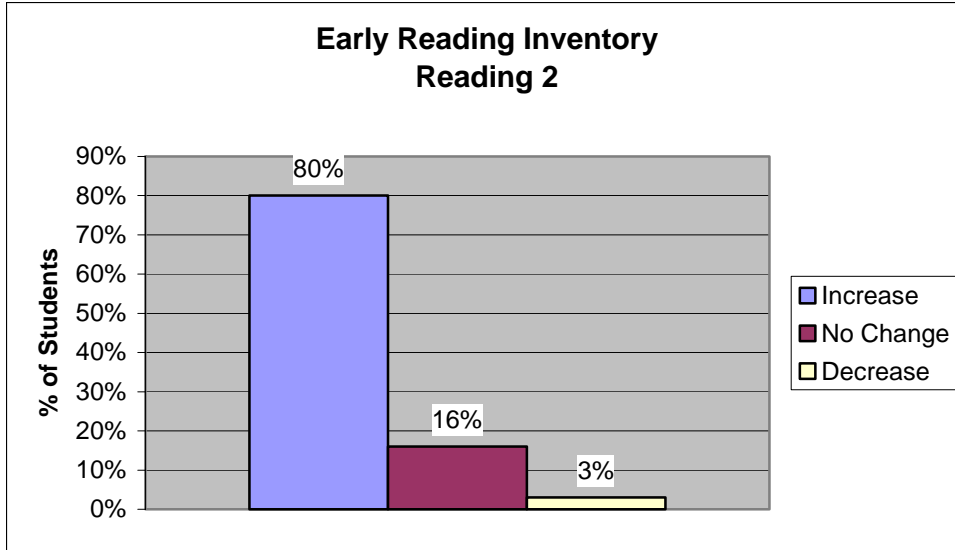
The Early Reading Inventory is directly aligned to the requirements of the Reading First Program and Open Court. A pretest is administered at the onset of the program to place students at their appropriate reading level, and a post test is administered at the end of the 10-weeks to determine gains in students reading levels.

Comparison analysis of the pre and post test data of the Early Reading Inventory components included Vocabulary-short vowels, Vocabulary-long vowels, Consonants, Reading 1, Reading 2 and Fluency. Student scores were analyzed when the data contained test results for both pre and post tests and students were not categorized at 100% proficient at the time of test administration.

Figures 3-6
ACTION LEARNING SYSTEMS
EARLY READING INVENTORY TEST RESULTS







Results of Early Reading Inventory Report Analysis

Learning Tree™ students' scored **significantly** higher in all areas of the Early Reading Inventory, except Consonants where more students scored the same on the pre and post tests.

Action Learning Systems Parent Survey and Results

Action Learning Systems distributed surveys to parents who attended the Students-led conferences at Bancroft Elementary School. The surveys were collected and analyzed, and the overall results indicated that parents were very positive and enthusiastic about the program and they were seeing academic improvement in their child’s work at the end of the 10-week program.

Table 3

**ACTION LEARNING SYSTEMS PARENT SURVEYS
BANCROFT ELEMENTARY SCHOOL**

SURVEY QUESTION	YES	NO
Do you see improvement in your child’s work from the beginning to the end of this 10-week program?	97%	3%
Did your child enjoy attending this program?	97%	3%
Would you recommend this program to other parents?	100%	0%

Conclusions

The data collected from the **Learning Tree™ Supplemental Services Reading Program** indicates that the majority of students at each of the three sites showed increases in academic achievement in multiple measures.