

Core Learning Lab

An Intensive Reading and Math Program

Pilot Test Results

Pilot 2
September – December 2002
13 Students
(13 “At-Risk” in Reading)

Average Reading Score Pre-“Core Learning”:	5.9
Average Reading Score Post-“Core Learning”:	7.0
Dropout rate:	0%

Pilot 1
June – July 2002
15 Students
(8 “At-Risk” in Reading)

Average Reading Score Pre-“Core Learning”:	6.5
Average Reading Score Post-“Core Learning”:	8.8
Dropout rate:	0%

Core Learning Lab
An Intensive Reading and Math Program

Pilot Test 2 Results

September – December 2002

13 Students

(13 “At-Risk” in Reading)

Dear Parents and Guardians:

August 30, 2002

Your child is participating in an intensive Language Arts and Mathematics Program at Escondido Charter High School. The goal of the program is to help students develop the **essential Math & Language skills** that they will need for success as workers, students, and citizens of their community. **Art** is also part of the schedule 3 days a week (Why? A change is as good as a rest: after 16 hours of intensive reading, writing, vocabulary, arithmetic, and problem-solving exercises each week, Ms. Lemming’s well-respected Studio Art/Art history course will be like a summer plunge into the pool).

To help students achieve our goal we shall be bringing them back to the **foundations** of mathematics (e.g., the decimal place value system, arithmetic & multiplication tables, the 4 operations) and language (e.g., decoding & word attack skills, vocabulary building, sentence construction). The program **schedule** and the **teaching methods** we will employ have been used successfully in other reading and math programs. Four keys to the success of these programs are summed up in the following table:

- Visual Goal-Setting & Motivation (students must accept learning goals as their own; they must *see* progress);
- Uninterrupted Work Time (no classroom changes—the first 4 hours of the day reserved for quality work);
- High Expectations (all students can do quality work); and,
- A Quality First! Grading-Coaching System (all work is graded Pass/Try Again—students work and *rework* their projects until they achieve the minimum standards— **inferior work is not just graded and handed back!**).

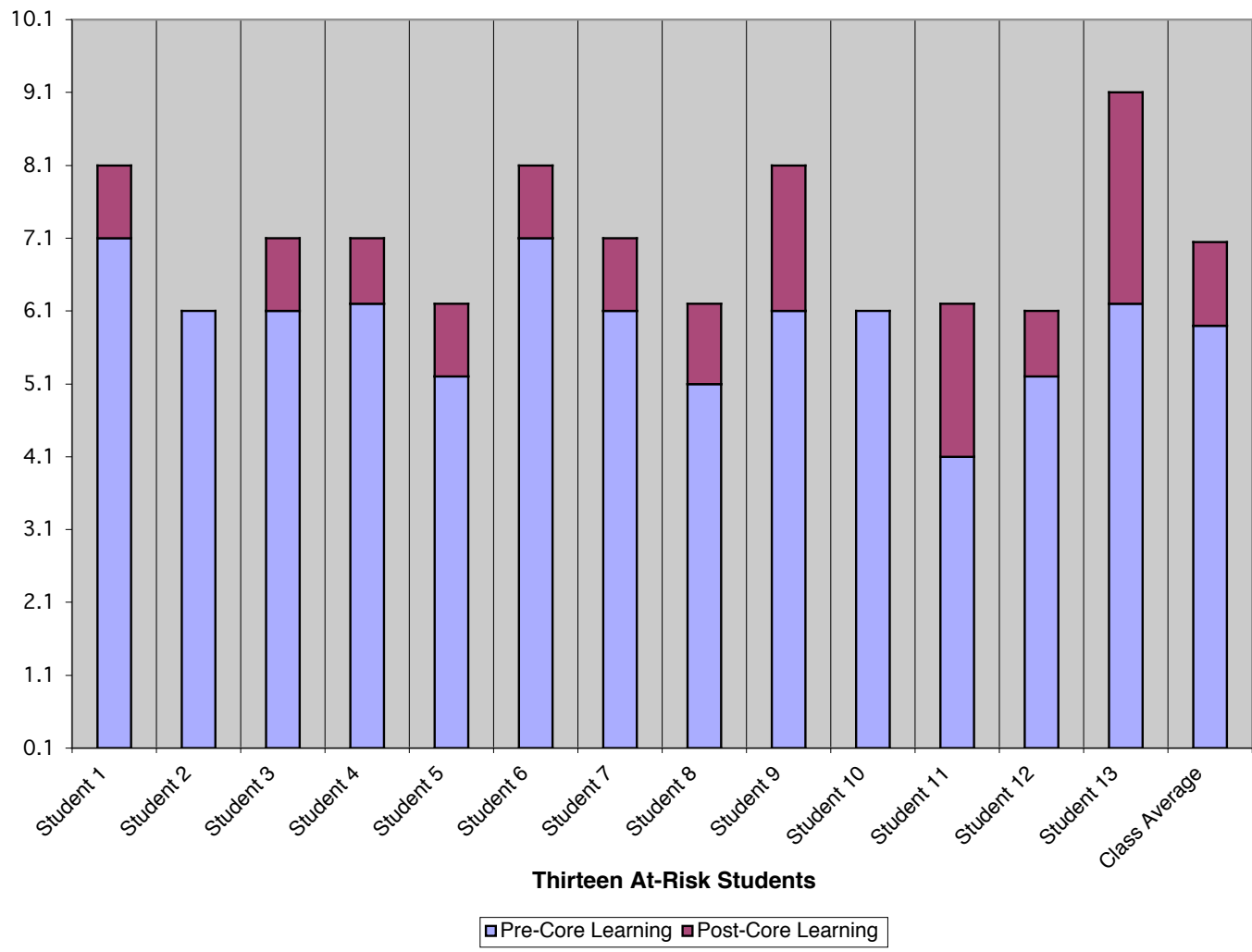
The Students’ Daily Schedule.

	Day 1 (Monday)	Day 2	Day 3	Day 4	Day 5
8:00	Saxon Math • Daily Reps • Speed Killings	Saxon Math • Daily Reps • Speed Killings	Saxon Math • Daily Reps • Speed Killings	Saxon Math • Daily Reps • Speed Killings	Saxon Math • Daily Reps • Speed Killings
9:00	Computer Math Targets: • Skills Builder • Math Blaster	6-Step Math/ Reading Exams Plus: • Skills Builder • Math Blaster	Computer Math Targets: • Skills Builder • Math Blaster	6-Step Math/ Reading Exams Plus: • Skills Builder • Math Blaster	Computer Math Targets: • Skills Builder • Math Blaster
9:30	Break				
9:45	Computer Reading Targets: • Reading Coach • Speed Reader (The "Reading Machine") • "Word Attack" (15,000 Lost Words!-Get Some Back!)	SEMINAR • Reading • Writing • Poetry • Grammar	Computer Reading Targets: • Reading Coach • Speed Reader (The "Reading Machine") • "Word Attack" (15,000 Lost Words!-Get Some Back!)	SEMINAR • Reading • Writing • Poetry • Grammar	Computer Reading Targets: • Reading Coach • Speed Reader (The "Reading Machine") • "Word Attack" (15,000 Lost Words!-Get Some Back!)
11:00	Directed/Dramatic Reading • Stories • Plays • Novels	Computer Reading Targets: • Reading Coach • Speed Reader (The "Reading Machine") • "Word Attack" (15,000 Lost Words!-Get Some Back!)	Directed/Dramatic Reading • Stories • Plays • Novels	Computer Reading Targets: • Reading Coach • Speed Reader (The "Reading Machine") • "Word Attack" (15,000 Lost Words!-Get Some Back!)	Directed/Dramatic Reading • Stories • Plays • Novels
11:15					
12:00	GO HOME & READ	GO HOME & READ	GO HOME & READ	3:00 Studio Art/ Art History?	GO HOME & READ

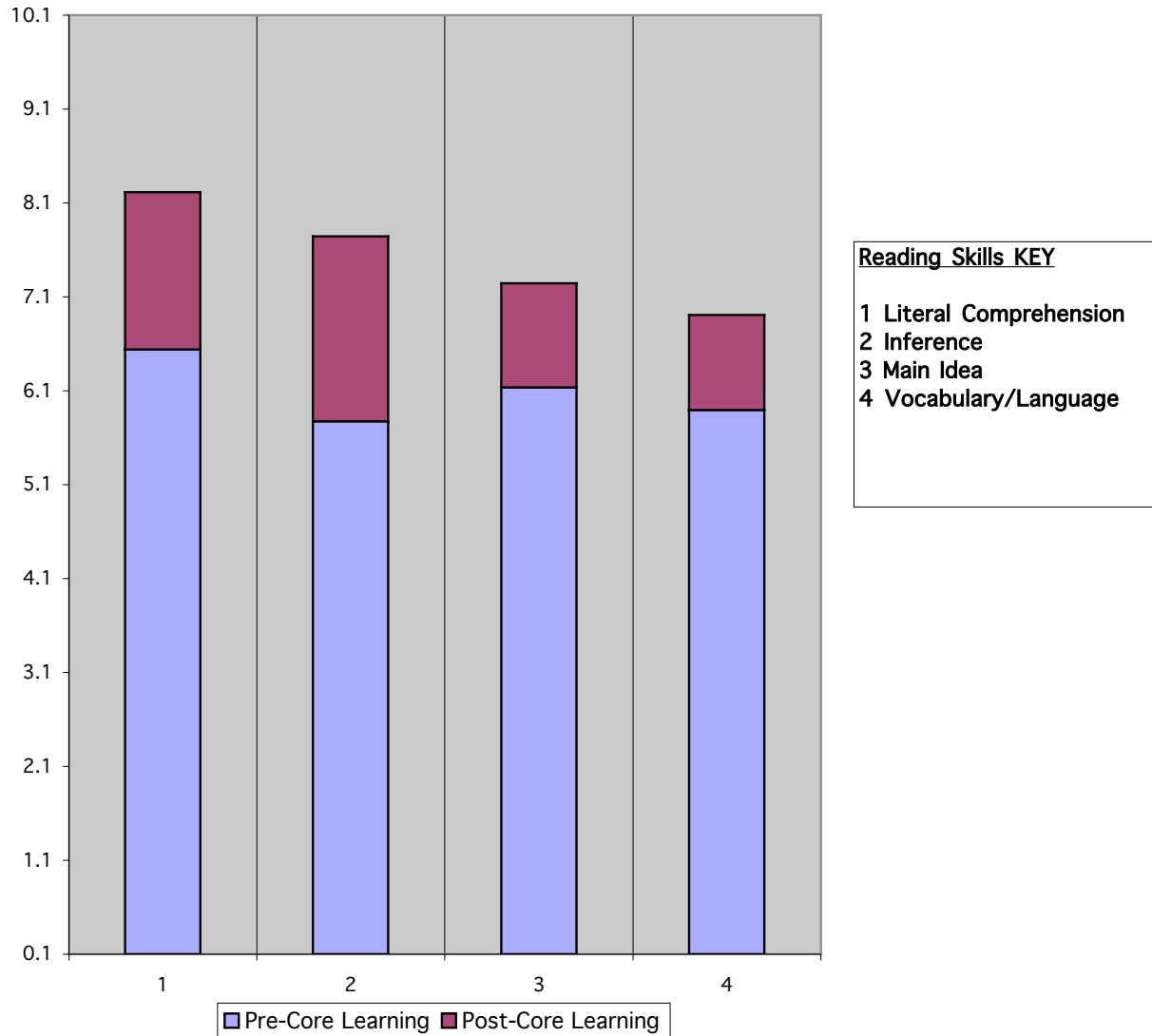
We believe that a high-quality teaching program must be a group effort. Students must do most of the work, of course, aided by their teacher-coaches. But parents, siblings, friends and neighbors can also help students succeed *if they know the program goals*. We will do all we can to *share information* with students, parents, and community. On the first day of class each student will receive a detailed **Learning Goals & Achievement Plan** (a “contract”). This plan **WILL BE COMING HOME** for you to sign. Please review it with your student, help them make an achievement plan, sign, and return it the following day.

Thank you,

Core Learning Lab
2nd Pilot Test: Reading Results (8-10 Weeks)
 Pre-Core Learning, Average Reading Level: 5.9 Post-Core Learning, Average: 7.0



Core Learning Lab
2nd Pilot Test Reading Results (8-10 Weeks)
Average Change for 13 Students, Broken Down by Reading Skill

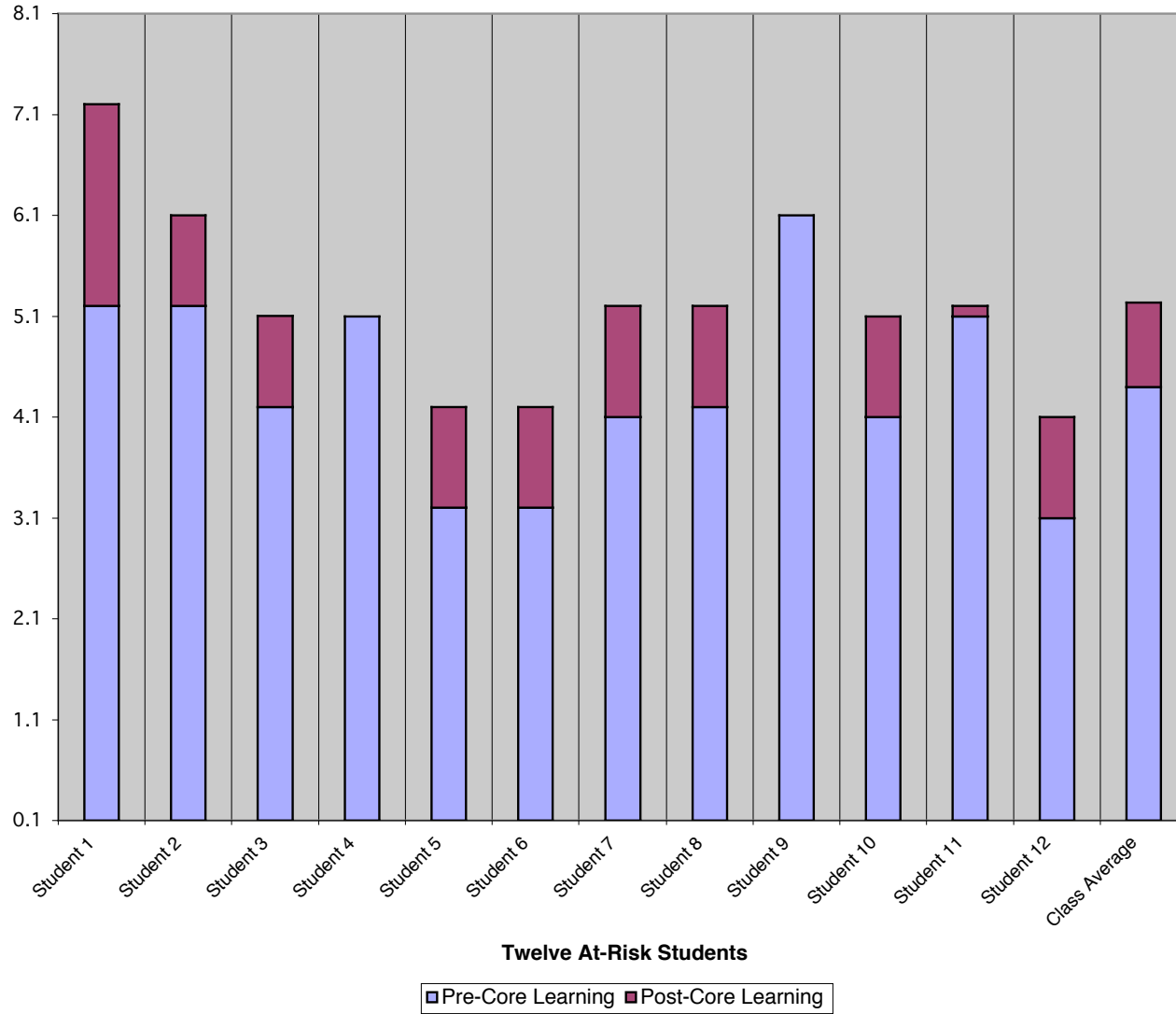


Core Learning Lab

2nd Pilot Test Math Results (16 Weeks)

Pre-Core Learning, Average Math Level: 4.4

Post-Core Learning, Average Math Level: 5.2



Twelve At-Risk Students

Pre-Core Learning Post-Core Learning

"Core Learning Lab"- MATH ACCELERATION (12-16 weeks) & READING (8-10 weeks)

Column1	STUDENT NAME	Daily Attendance? (wks 1-?)	NCE Read. 9/02	NCE Read 12/02	Workrate: Saxon 65 Lessons Complete	NCE Math 9/02	NCE Math 12/02
1	J.A——	93.33%	6.1	8.1	100	3.2	4.2
2	K.A——	100.00%	5.1	6.2	60	5.1	5.1
3	A.C——	96.67%	5.2	6.2	36	3.2	
4	S.D——	70.00%	7.1	8.1	128	5.2	6.1
5	B.D——	100.00%	6.1	7.1	60	4.2	5.1
6	C.H——	90.00%	5.2	6.1	128	4.2	5.2
7	K.P——	93.33%	6.2	9.1	128	6.1	ILP
8	B.P——	100.00%	6.1	6.1	60	3.2	4.2
9	M.P——	93.33%	6.1	6.1	60	4.1	5.1
10	C.R——	100.00%	7.1	8.1	128	5.2	7.2
11	C.R——	100.00%	6.2	7.1	128	5.1	ILP
12	J.S——	96.67%	4.1	6.2	128	4.1	5.2
13	S.W——	93.33%	7.1	7.1	60	3.1	4.1
14	C.W——	83.33%	6.1	7.1	60	5.1	5.2
	Class Average	93.57%	5.99	7.05	90.29	4.4	5.2

ILP or gray =
tested out
early.

Dear Parent or Guardian:

December 19, 2002

The first semester of the “Core Learning Lab” program is coming to an end and I am writing to share results with you and talk about what comes next for your child.

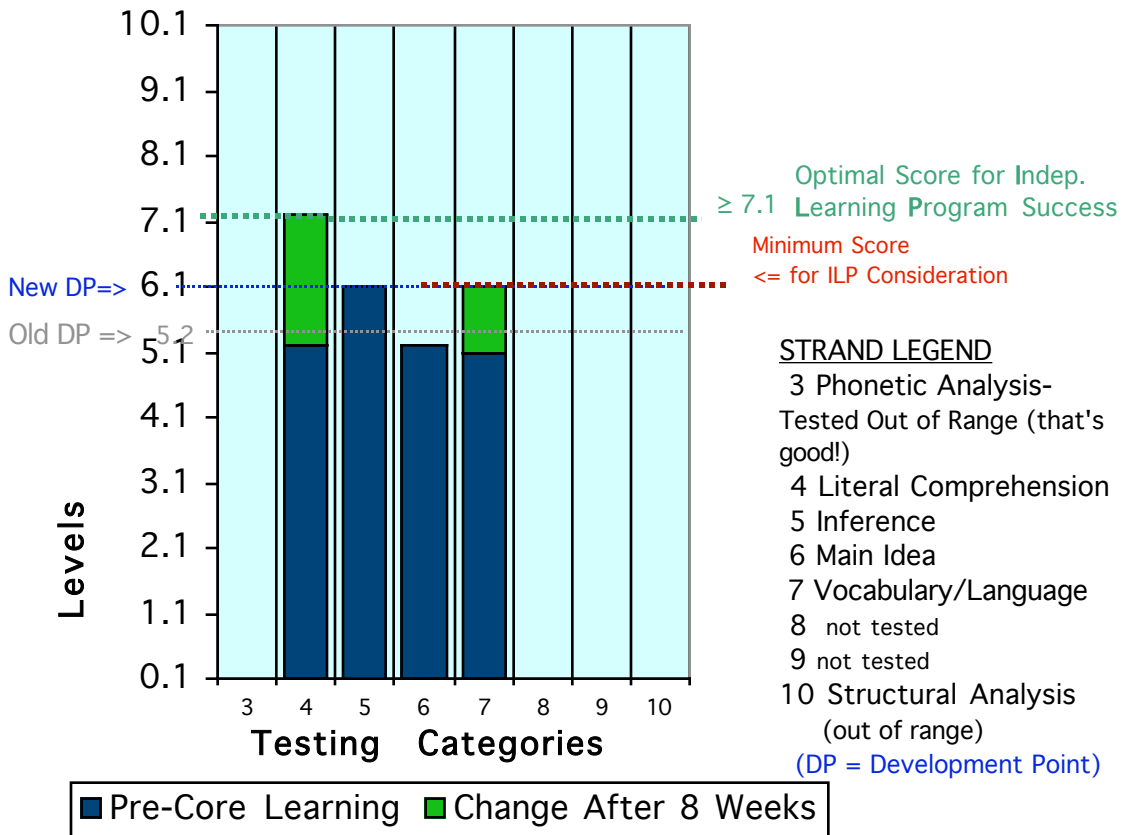
Core Learning Lab is a transition program for students who wished to enter the high school **Individualized Learning Program (ILP)**. We have two major goals for your child: (i) help raise his or her reading score to the *Independence Level*,* and (ii) give each student the basic math skills they need to succeed in the ILP math lab courses. When a student reaches both these goals, the next step will be to begin a transition to the ILP.

Mid-term results for your student are below.

C—— worked very hard this term and achieved some excellent results: an **11 month increase in reading** and a **one-year increase in math**. She took responsibility for her own success, pushing herself through the Core Learning Lab math and reading curriculums at a very fast rate. The work paid off: she completed 140 lessons of the Saxon Math text and, as you know, began Pre-Algebra in the ILP lab this December.

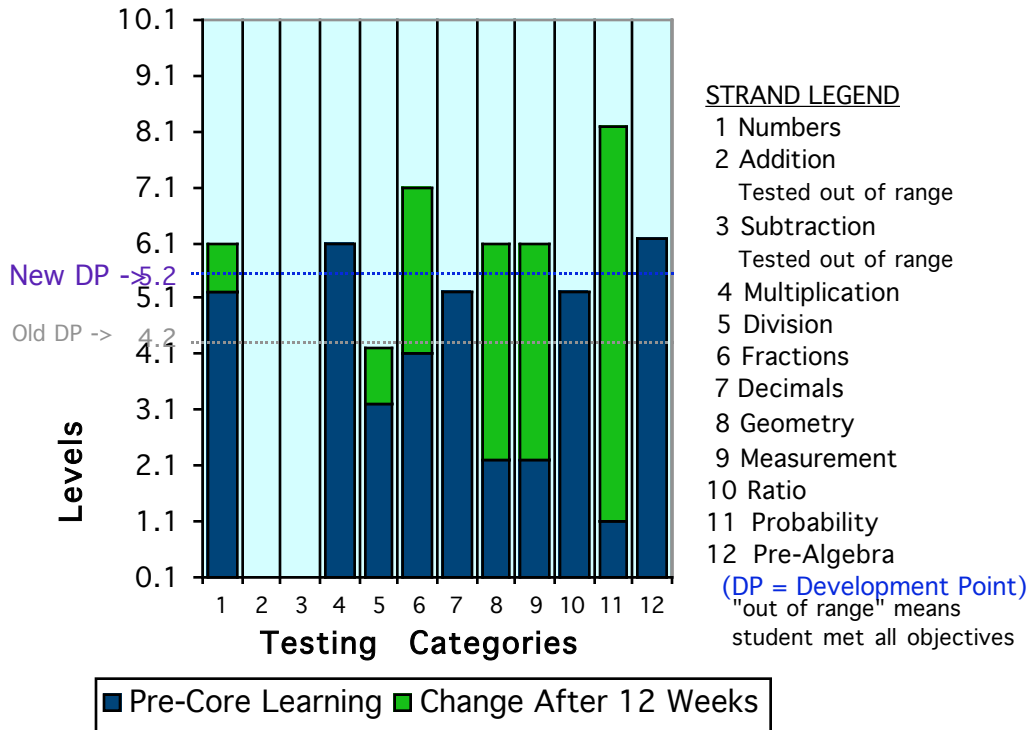
Please see the next page for *more information*. ▶

New Century Individual Reading Scores



* Experience has shown a reading score of 7.1 or above this to be the best predictor of success in the ILP program.

New Century Individual Math Scores



As you can see, in reading C—'s Development Point is still below the "Independence Level." But she has made great progress and we are confident her reading skills will continue to develop.

Goals for January & February:

- Work on Mastery of remaining Basic Math Skills: especially **Division, Decimals, & Ratios**
- **Complete:** (a) **Reading Coach** lessons 30-47, (b) **Intermediate Word List** Computer Target Packets, (c) **Speed Reader** Targets (one row a day)
- **Add:** (a) New Concentration on **Word Problems** (Close reading & analysis of difficult texts, 6-Step Exams) and (b) Directed, in-class Work on **ILP Course packets** (Health), with the aim of developing efficient reading and study techniques;
- Retake New Century Reading & Math Assessments.

C----- has already entered the ILP math program, but her acceptance as a full time ILP student will be a two step process:

Step 1: January 6-18: complete two to three chapters of an ILP course packet (e.g., Health) in the Core Learning Lab lab;

Step 2: Late January: a meeting with Independent Learning Program director, to discuss the program and C's transition to a teacher-of-record.

If you any questions please call 619.252.9629

Thank you,

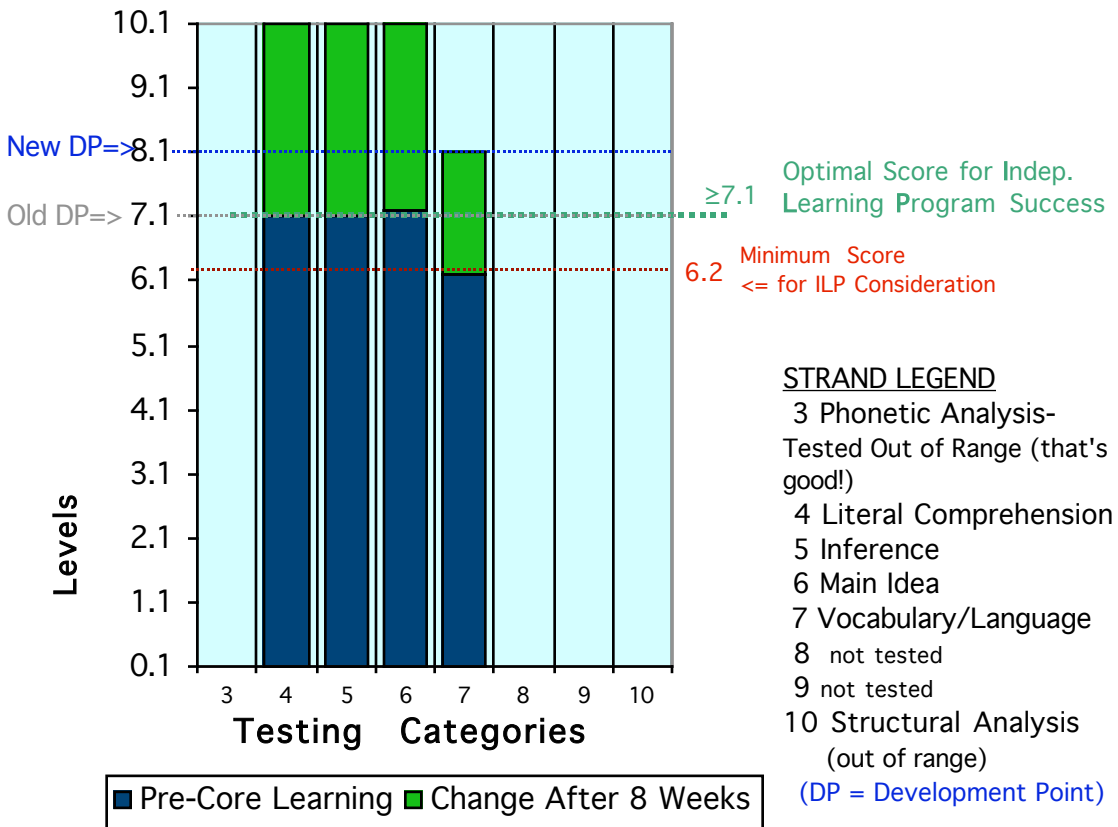
Tom Donahue
 Director of Core Learning Lab

Dear Parent or Guardian:

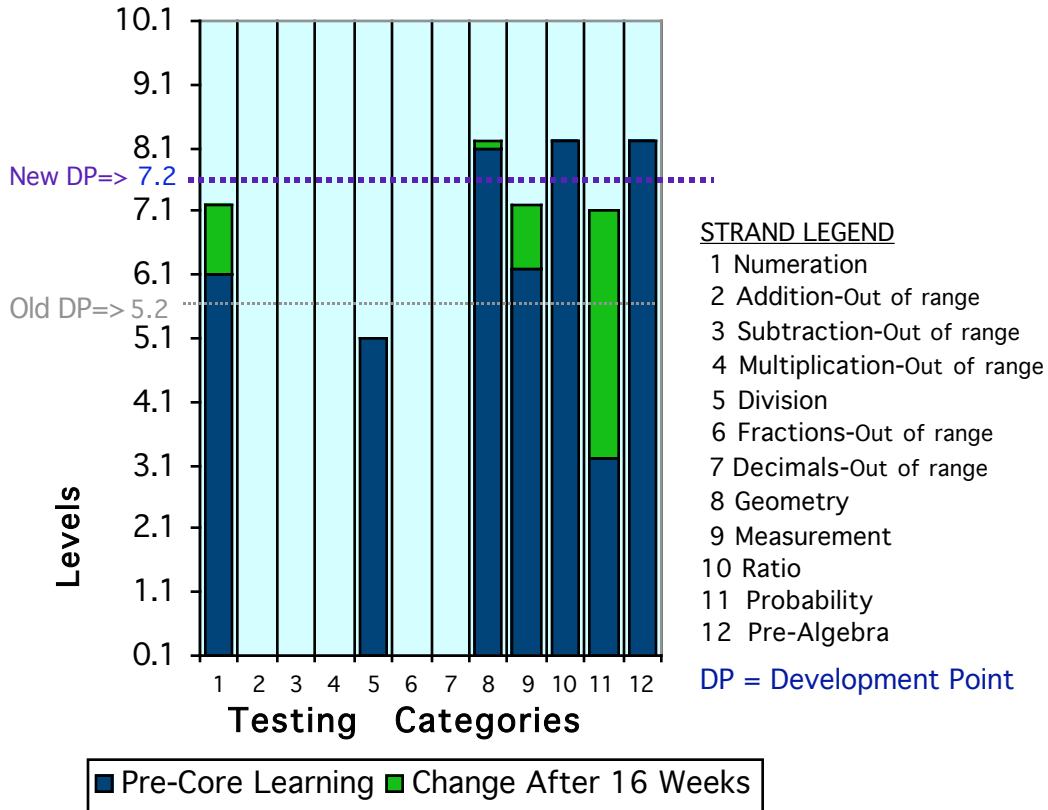
December 19, 2002

C---- worked very hard this term and the results speak for themselves: a **one year increase in reading** and a **two year increase in math**. He took responsibility for his own success, pushing himself through the Core Learning Lab math and reading curriculum at a very fast rate. He was also an excellent Seminar participant, and of course is a fine artist who could go far with his animation skills. He is **ready for the move to the Independent Learning Program**. Please see the next page for *more information*. ▶

New Century Individual Reading Scores



New Century Individual Math Scores



The **transition** from Core Learning Lab to the **Individualized** Learning Program (ILP) will involve two steps:

Step 1: January 6-18: complete two to three chapters of a take-home packet (Health, Study Skills, or Grammar) in the Core Learning lab—the goal being to help students develop effective study habits—;

Step 2: Late January: a meeting with Independent Learning Program director, to discuss the program and C’s transition to a teacher-of-record.

At this point your child will have completed Core Learning Lab and will be working independently with an ILP teacher.

If you any questions please call 619.252.9629

Thank you,

Tom Donahue
Director, Core Learning Lab

Core Learning Lab
An Intensive Reading and Math Program

Pilot Test 1 Results

June – July 2002
15 Students
(8 “At-Risk” in Reading)

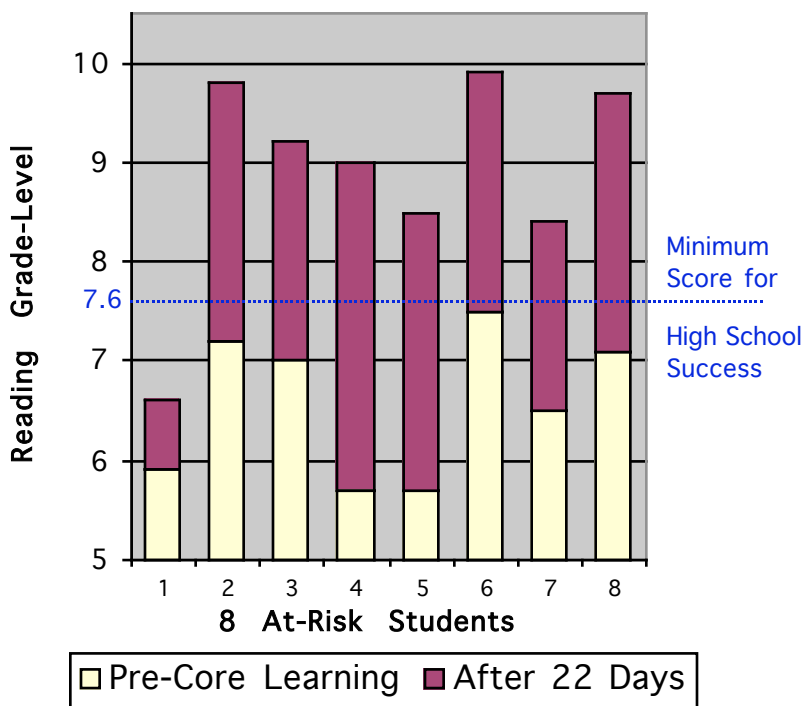
Summer Core Learning Lab Program

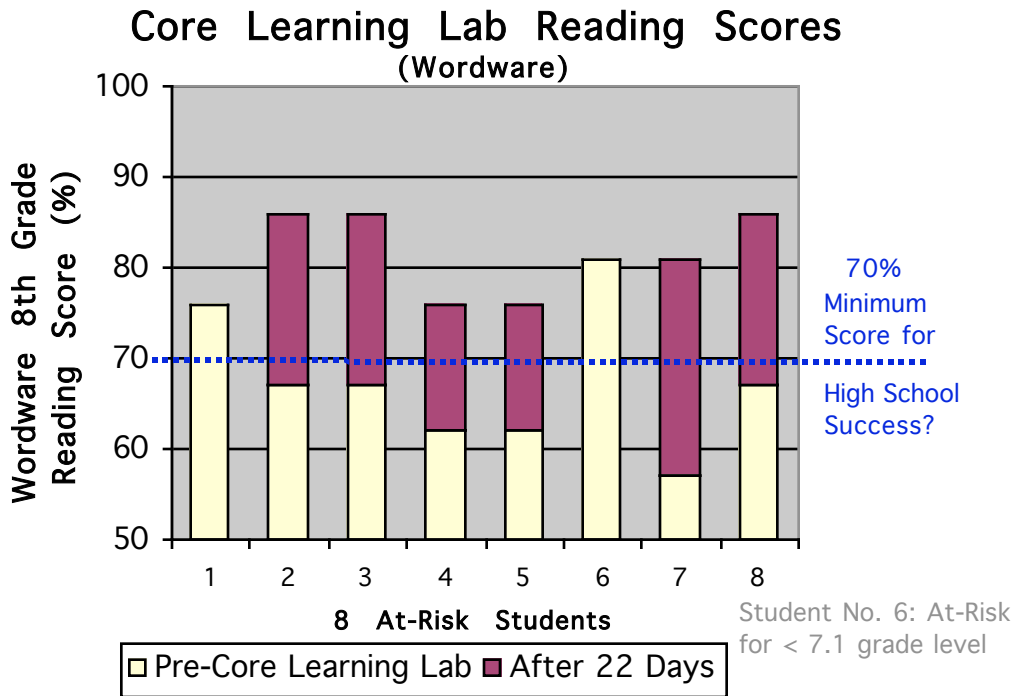
The summer Core Learning Lab Program this year consisted of an intensive language arts and mathematics course offered to incoming ninth graders who needed help in one or both subjects. Fifteen students spent five weeks working four-and-a-half hours a day on reading, vocabulary, math operations, and word problems. The focus was on reading ("Reading is the Key..." was our theme), specifically on raising reading scores to the minimum level for success in the Traditional High School Program.* Students were taught active reading strategies such as pre-reading and visual note-taking techniques (e.g., the use of concept maps and slash/recall diagrams); they participated in twelve Seminars (on texts ranging from folktales to Plato); and they used computer software for vocabulary building; speed reading; and reading-for-comprehension exercises. In addition, an incentive program, "Reading Outside the Box" was set up to encourage students to read as much as possible independently, "outside the box" of school. After reading books or articles on their own time, students came in to take oral exams and earn academic credit and "scholar dollars" (coupons donated by local merchants).

*experience has shown this to be a 7.1 reading level

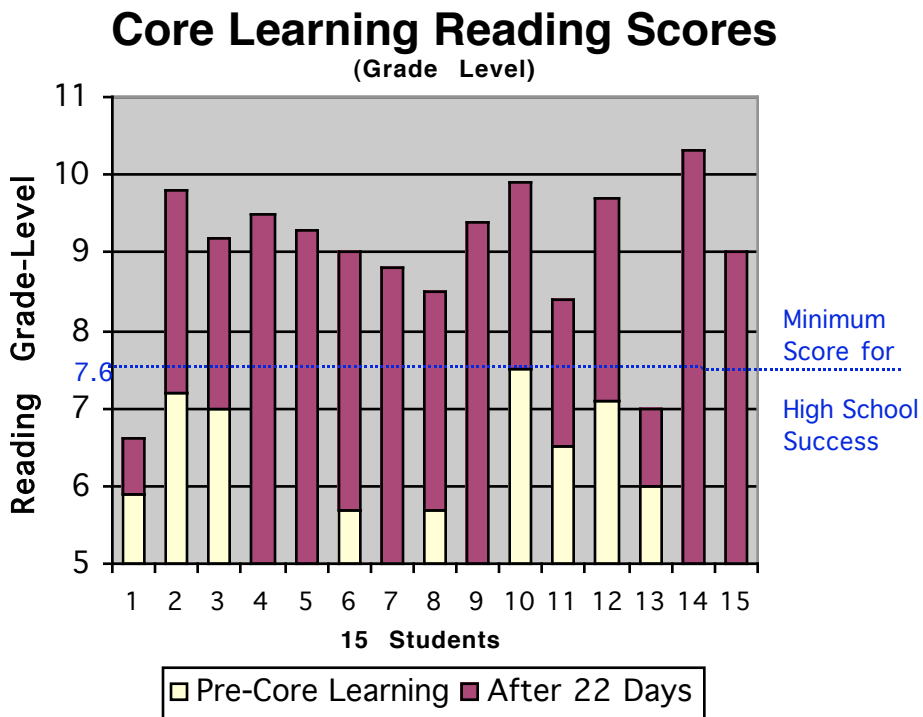
Two reading tests were used for pre- and post-testing: Wordware's Online Reading Test for 8th Graders (scores delivered as a percentage); and the Language Arts Lab's Grade-Level Reading Assessment (a hand-administered, timed test that gives a grade-level score). The students worked very hard and the results were encouraging. The eight students who were identified as at-risk for reading showing an average increase of 10.8 percentage points on the Wordware test and an average jump in reading grade-level of 2.3 years. Of the fifteen students who were in the program five weeks, thirteen reached and in fact far exceeded the "high school success" reading grade-level target.

Core Learning Lab Reading Scores (Grade Level)





Scores for all 15 five-week students



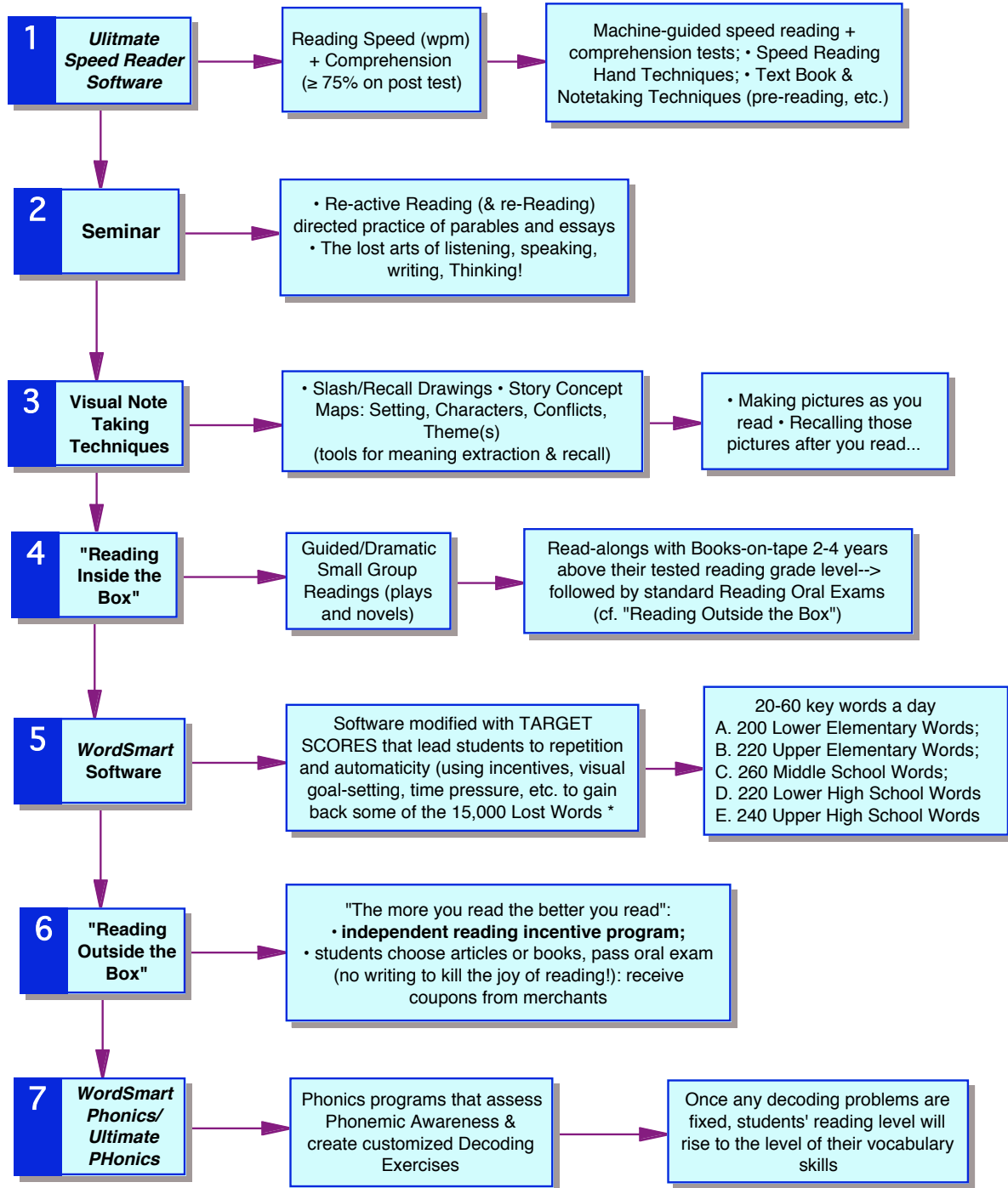
Core Learning Lab

An Intensive Reading and Math Program

Methods

**We ask students to climb two “pyramids,”
one for reading, and one for math.**

7 Tools for Reading Mastery



* 1950 25,000 The number of words in the vocabulary of an average 14-year-old American

1999 10,000 The number of words in the vocabulary of the average 14-year-old American

-----Source: Gallup Polls, 1999

3
Level 3 Reading
 • Critical & Syn-topical*

COLLEGE LEVEL READING
 • First you understand, then you criticize
 • * Reading Many Books on One Topic

- Familiarity with the Great Ideas
- Lifelong Reading:
 (The more kids read, the better they read.)

C. "Reading Outside the Box"
 Independent Reading Incentive Program

2
Level 2 Reading
 • Understanding Stories & Essays
 • Analytical & Synthetical Reading

WORD RECOGNITION
 • 15,000 Lost Words (1950-1999)
 Get Some Back!

COMPREHENSION
 • Analyze Structure (Break it down; build it back up)
 • Examine the Evidence

A. WordSMART Software

B. "Reading Workouts"
 Speed & Reading Comprehension Software

1
3 Foundations of Reading
 • Sentence-by-Sentence Comprehension
 • Follow directions, fill out forms, file your taxes! Not good enough!

DECODING
 Sounds & Sentences

PICTURING
 (& Recalling)
WHAT YOU READ

INFLECTION
 (Reading out loud—with feeling)

- **WordSmart Phonics**
- **Ultimate Phonics**

- **Concept Mapping:**
Drawing what you read
- Illustrating Stories

- **Dramatic Reading**
 (plays, poems, speeches, stories)

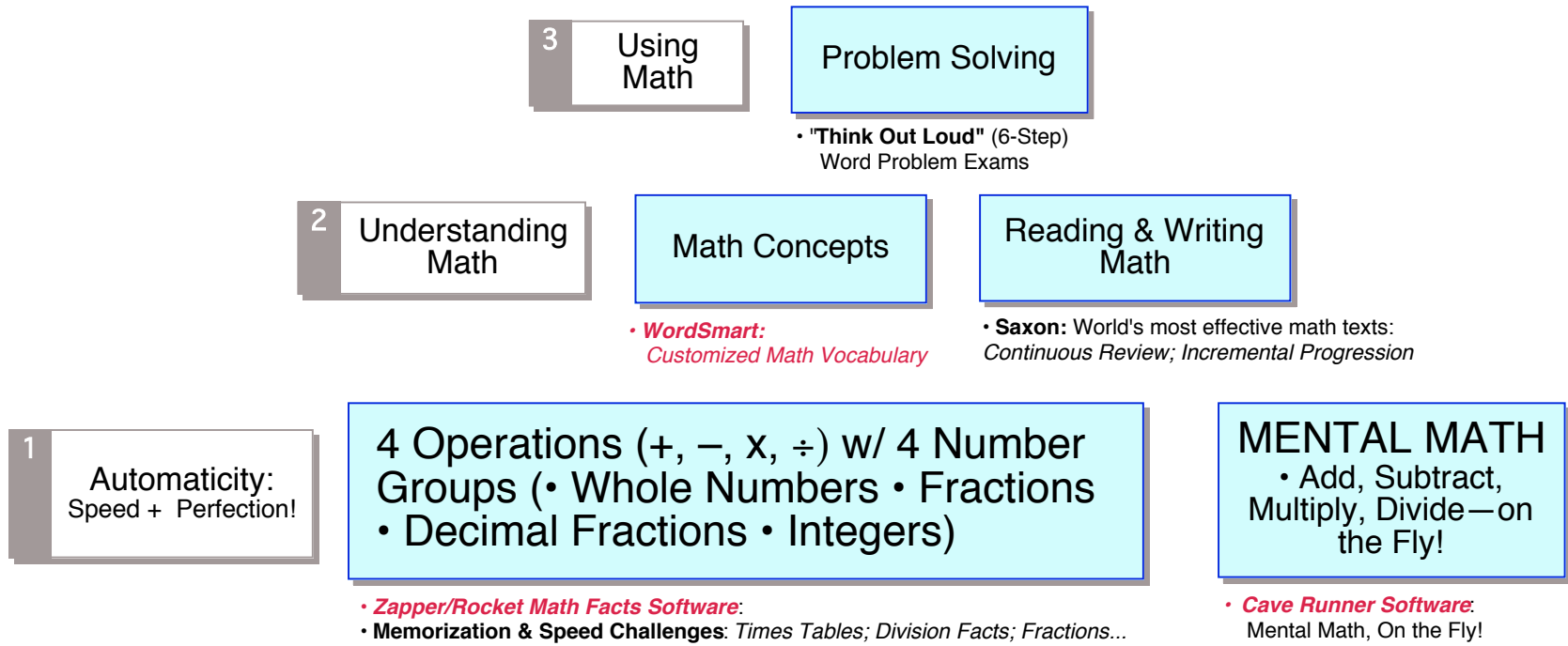
Pre & Post Tests

- MAP (Measures of Academic Progress) Test
- NCE (New Century Education) Diagnostic

CORRELATED TO CA STANDARDS & SAT9

WordSmart
Reading Pyramid

Climbing To the Top is As Easy as A B C



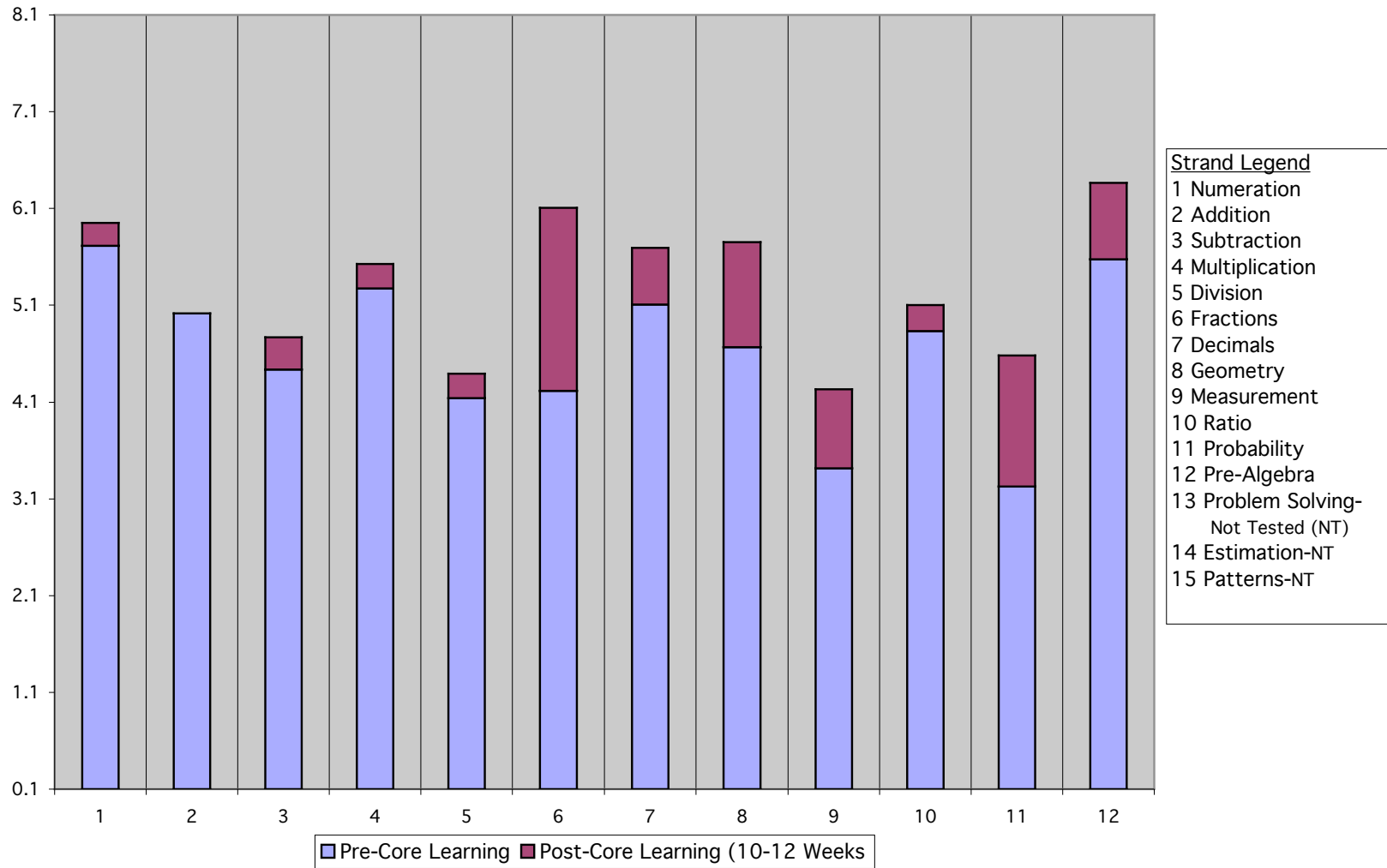
- Pre & Post Tests
- MAP (Measures of Academic Progress) Test
 - NCE (New Century Education) Diagnostic

CORRELATED TO CA STANDARDS & SAT9

WordSmart Math Pyramid

Climb to the Top for Speed + Perfection!

Core Learning Lab
Math Results: Broken Down by Skill and Subject
Average Change for 12 Students



- Strand Legend
- 1 Numeration
 - 2 Addition
 - 3 Subtraction
 - 4 Multiplication
 - 5 Division
 - 6 Fractions
 - 7 Decimals
 - 8 Geometry
 - 9 Measurement
 - 10 Ratio
 - 11 Probability
 - 12 Pre-Algebra
 - 13 Problem Solving-
Not Tested (NT)
 - 14 Estimation-NT
 - 15 Patterns-NT

1.) The Language Gap—15,000 Words Lost Since 1950

1. The Language Gap — 15,000 words lost since 1950!

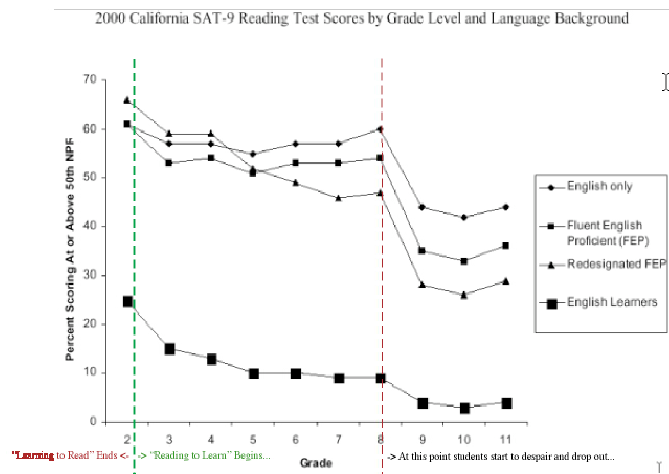


- With the influence of television, video games, and music — and the ‘death of reading’ — students’ perceptive vocabularies are shrinking.
- Teachers working with such students are also handicapped, since a poor vocabulary degrades reading comprehension and performance in all academic subjects.

With the influence of television, video games, and music— and the ‘death of reading’— student’s perceptive vocabularies are shrinking.

3.) The WordSmart Solution—We Help Teachers “Close the Gap”

2.) The Reading Comprehension Gap—After 2nd Grade...



When a child’s vocabulary doesn’t “grow with the books,” reading comprehension begins to fall below grade level.

- Teachers working with today’s students are laboring under a *hidden handicap*— American vocabularies are small and getting smaller, degrading performance in reading and all academic subjects

- WordSmart has the tools to help your school close the “Language Gap.”

- 20,000 key vocabulary words
- 5 modes of learning (multi-sensory approach)
- Visual progress-tracking & motivation system so students *actually complete the work!*
- A methodology based on 70 years of research with over a million subjects. (Johnson O’Connor Foundation)

- Give Your Teachers the Tools They Need!
WordSmart