

## Case Study

# LGL Comprehension Edge Statistically Proves Itself at Pioneer Middle School

Pioneer Middle School is located in the Porterville Unified School District in California. The Porterville region's economy is primarily agriculture-based. As such, it is faced with some of the typical socio-economic challenges of an agricultural economy. Pioneer Middle School has a significantly higher percentage of migrant families than other regions of California. In addition, 86% of its students are on the free or reduced lunch program. 17% of students are identified as English Language Learners. Finally, the school rated 2 out of 10 on the 2006 Academic Performance Index (API), meaning it ranks in the lowest 20th percentile in academic achievement of schools in the state.

Customer Profile	
Product Used	LGL Comprehension Edge, DORA
School	Middle School
Period	12 weeks
Deployment Type	After-school
Benefits	- Easy diagnosis - Effective online reading instruction - Easy teacher control and monitoring
Results	- High comprehension growth - Signif. STAR gains

### Challenges Faced:

Middle school students who are behind in reading quickly fall behind in all subject areas because of the need for content reading skills. Furthermore, motivation becomes a significant factor as well. Middle school students who have been struggling for many years may not respond as quickly to remediation.

*"...the program was so easy and fast that the kids did not get bored and they could not wait to do the program each day. It was such a good program that I had my children try it!"*  
- Isabel Magana, program coach

**Study:** This study examined the impact of Let's Go Learn's LGL Comprehension Edge program on 176 seventh and eighth graders who participated in a 12-week after-school intervention program. All students were initially assessed using DORA and then were put into LGL Comprehension Edge online instruction. Five percent of the students also received Unique Reader instruction because of their need for additional decoding instruction. When serving a high at-risk population of students, participation will normally vary. After 12 weeks, roughly one third of the students received only minimal instruction due to low attendance. Another third attended half the time. And finally, the last third had high attendance.

**Results:** The results were outstanding! Students with medium and high attendance had significant gains on both the DORA and the State of California STAR exam. Of the students with high attendance, 61% had measurable gains on DORA. The average gain was 1.8 years in comprehension. On the STAR exam, the high attendance group had an average gain of 28.2 points over the previous year's test scores. The low attendance group had a gain of only 8.6. See the figures below.

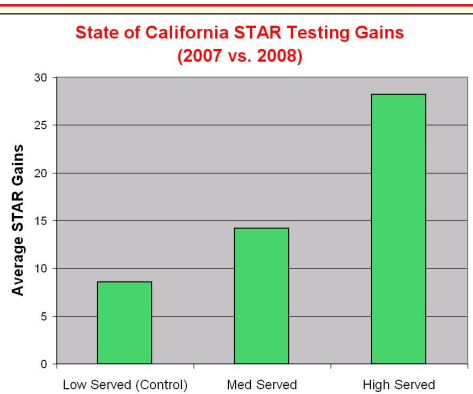


Figure 1: 176 students were sorted into three groups of low, medium, and high attendance. Students who completed more lessons achieved significantly higher gains on the State of California STAR exam. (n=44, 44, and 87 respectively).

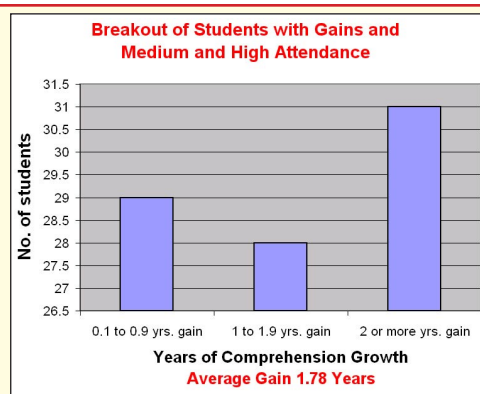


Figure 2: Of the 152 students with medium to high attendance, 85 (56%) tested with measurable gains on the DORA Comprehension Sub-test. This graph shows the distribution of students with gains.

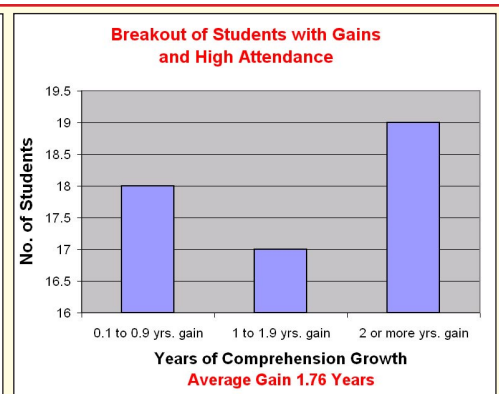


Figure 3: Of the 88 students with high attendance, 54 (61%) tested with measurable gains on the DORA Comprehension Sub-test. This graph shows the distribution of students with gains.

## Additional Study Details:

**Procedures:** Let's Go Learn's *Diagnostic Online Reading Assessment (DORA)* was used to assess all students prior to receiving instruction. Let's Go Learn's *LGL Comprehension Edge* and *Unique Reader* were used for differentiated reading instruction for qualifying students. 95% of the students used *LGL Comprehension Edge*, which focuses on the development of comprehension strategies. 5% of students received *Unique Reader* instruction, which teaches decoding, vocabulary, and comprehension strategies. Finally, students were given *DORA* as a post-assessment following 12 weeks of individualized online instruction.

**Assessment Details:** The assessment used for pre/post measurement as well as for program and differentiated instruction placement was Let's Go Learn's *Diagnostic Online Reading Assessment (DORA)*, a K-12 measure. We examined the comprehension sub-test scores for this study. The comprehension sub-test of *DORA* is considered more difficult than most. Students are not allowed to re-read passages. Passages are expository and get longer as the reading difficulty level goes up. This makes it an ideal measure in determining content reading success. As a result of the design of the *DORA* Comprehension Sub-test, false positives are statistically less likely.

**State of California STAR Testing Details:** The Let's Go Learn staff took a list of all students who participated in this study and sorted the students by the number of lessons they completed. This represented the attendance of each student. Students who complete only a few or no lessons had low attendance. Likewise, students who completed all or most of the lessons had high attendance. Pioneer Middle School administrations then took data and added the 2007 and 2008 STAR scores. Average score gains were calculated based on three groups of students: low, medium, and high number of lessons completed. This translated to low, medium, and high attendance.

**Observations:** All participating students were considered at-risk students. As with the majority of at-risk middle school students, motivation becomes a major factor in whether or not remediation will succeed. Students may commence the 12-week program, but some invariably drop out or attend too infrequently to achieve significant gains. The other issue, as with all testing, is that a certain percentage of students may not try their best during either the pre or post assessment and thus may invalidate any gain measurements. With at-risk populations, this percentage is generally higher.

**Sample Details:** For the purpose of this study, if students missed the post-assessment they were removed, since there would be no way to determine growth. Furthermore, students whose attendance was low were removed from the "medium" and "high" served groups. In determining success, we first examined the percentage of students who made gains versus students who did not make gains. Next, we looked at the students with gains and examined these gains as ranges of growth as well as total average growth. We examined the data in this fashion in order to isolate the external factor of student motivation. STAR test data was examined for all students who completed a pre and post *DORA* assessment.

**Results:** The results of this after-school intervention at Porterville using Let's Go Learn's assessment and instructional tools exceeded everyone's expectations. Out of all students with medium to high attendance, 56% demonstrated measurable gains. Of the students whose attendance was high, 61% had measurable gains. The average gain for these students was an incredible 1.8 years of growth in comprehension. State of California STAR Test gains were also incredible. The control group, which essentially did little to no lessons, had an 8.6 point gain. The medium attendance group gained 14.2 points. And the high attendance group gained 28.2 points. These gains are significant and are statistically correlated to the use of Let's Go Learn.