



Report Card Summary

2000-2001 and 2001-2002

Frank Mondeaux, MSW, PhD
Director of Research and Evaluation
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Introduction

In 1999, Bridges LearningSystems introduced the school Report Card for all participating customers. The Report Card was designed to provide customers with timely outcome information about the students in their schools who participated in Bridges programs. This report summarizes the extent of the Report Card project to date, and presents a summary of results for the past two years.

In total, Bridges LearningSystems compiled teacher ratings and standardized test scores on over 10,000 students participating in the Bridges program in 350 schools across 15 states during school years 2000-2001 and 2001-2002. Almost 600 Report Cards were developed and distributed, including 230 Midyear Reports, 229 Final Part I Reports on Teacher Ratings, and about 130 Final Part II Reports on standardized test scores and attendance.

In addition, sufficient data were submitted to conduct analyses on the impact of Bridges on test scores for 8 different standardized tests including the Stanford Achievement Test, Terra Nova, Achievement Levels Test, TAAS, Metropolitan Achievement Test, STAR Reading and STAR Math tests, and the Gates-McGinitie Reading Test.

Results from these analyses across two years of data collection show that students who participate at least 15 hours in the Bridges Learning Development program realize improvements in reasons for referral to the program, academic performance in reading and math, school behavior, school attendance, and standardized test scores. In addition, although not summarized here, pre and posttest results indicate that students improve dramatically in terms of cognitive and perceptual skills (as measured by the SOI and IPP assessments).¹A summary of the Final Report Card data for both years is presented below.

Report Card Participation

During the first two years of full implementation, more than half of the Bridges customers took advantage of the Report Card (average 70% of customers each year). In all, more than 350 schools participated in the Report Card; 132 in 2000-2001, and 213 in 2001-2002). This is remarkable, particularly when one considers the following;

- 1) Specialists were asked to follow a rigorous process on site including coordinating data collection with teachers and administrators, tracking all data for each student, organizing data for submission, and collecting data at initial and final data points;
- 2) Specialists were required to collect their own data;
- 3) Specialists were required to enter their own data in 01-02; and
- 4) The Report Card report served as the only incentive to participation.

Even more remarkable is the fact that, of those sites participating in the Report Card, over 85% submitted data at initial and final data points. In short, retention in the Report Card was extremely high and indicates the importance that school administrators and staff place on gathering quantifiable outcome data on students in their schools.

¹ Results on the SOI and IPP are summarized in the National Report Card Results for 2000-2001. Report Card sites were not asked to submit posttest IPP results in 2001-2002.

In addition to the high rate of retention in the Report Card, over 95% of sites that submitted both initial and final Report Card data (both years) received a Report Card report. Sites that did not receive a report either submitted insufficient data for a report, or problems were identified with their datasets that could not be corrected.

Improvements in Reasons for Referral

Classroom teachers are responsible for referring students to Bridges. Teachers are asked to identify their initial reasons for referral, and then are asked to rate the extent of improvement in those areas after the student participates in the program. The table below summarizes reasons for referral among 12,000 students who participated in Bridges Learning Development in 2000-2001 and 2001-2002, indicating the proportion of students referred for each reason, and the extent to which students improved in those areas after at least 15 hours participation in the program.

Reasons for Referral and Improvements

Reasons for Referral ²	Percent referred ³	Percent improved since referral
Disruptive	27%	66%
Uncooperative	13%	73%
Can't stay focused	66%	80%
Can't follow rules	26%	69%
No behavior control	14%	61%
Poor Grades	42%	74%
Poor reading skill	56%	75%
Poor math skill	38%	70%
Poor language skill	30%	68%
Poor handwriting skill	31%	55%

The data above indicates that the majority of students participating in Learning Development during the 00-01 and 01-02 school years were referred to the program because they couldn't stay focused in the classroom (66%) and exhibited poor reading skills (56%). The good news is that over 75% of those referred for poor reading skills, and over 80% of those referred for inability to focus, made improvements in those areas after participation in the program. Teachers reported that improvements in these areas translated directly into improved academic performance in reading, math, and test scores.

Improvements in Reading and Math Performance

Teachers were also asked to rate reading and math skill development among each student participating in the Bridges program before and after participation. ⁴ As shown below, teachers rated students as having improved by about 17% in reading skills and by about 20% in Math after participation in Bridges.

	Reading	Math
Initial Rate	2.21	2.15
Final Rate	2.67	2.69

² Students could be referred for multiple reasons.

³ Based on 12,000 referrals in 00-01/01-02.

⁴ Students were rated on a scale from 1 (low) to 4 (high).

Improvements in Standardized Test Scores

Students in Bridges learning Development The table below summarizes whether standardized test scores in reading and math increased, decreased, or remained the same among Bridges students after participating at least 15 hours in the program.

READING

Year by #of schools receiving reports	Increase	Decrease	Neutral
00-01 (n=35)	22 (63%)	6 (17%)	7 (20%)
01-02 (n=94)	86 (92%)	4 (4%)	4 (4%)
TOTAL (n=129)	108 (84%)	10 (7%)	11 (9%)

MATH

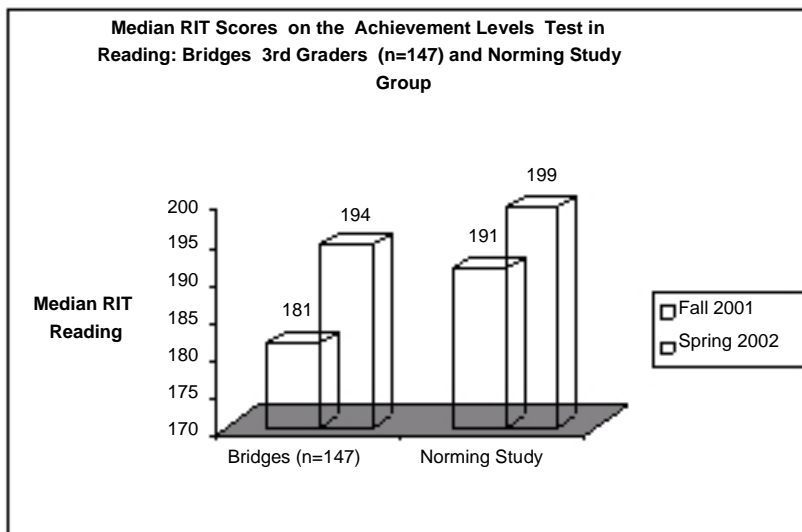
Year by #of schools receiving reports	Increase	Decrease	Neutral
00-01 (n=33)	24 (73%)	5 (15%)	4 (12%)
01-02 (n=78)	69 (89%)	2 (3%)	7 (8%)
TOTAL (n=111)	93 (84%)	7 (6%)	11 (10%)

As indicated in the table above, standardized test scores in reading increased among Bridges students in 108 (84%) of the 129 schools participating in the Report Card. Similarly, standardized test scores in math increased among Bridges students in 93 (84%) of the 111 schools participating in the Report Card. These results indicate that standardized test scores in reading and math increased in 8 of 10 schools participating in the Bridges program.

Results from selected standardized tests are presented below.

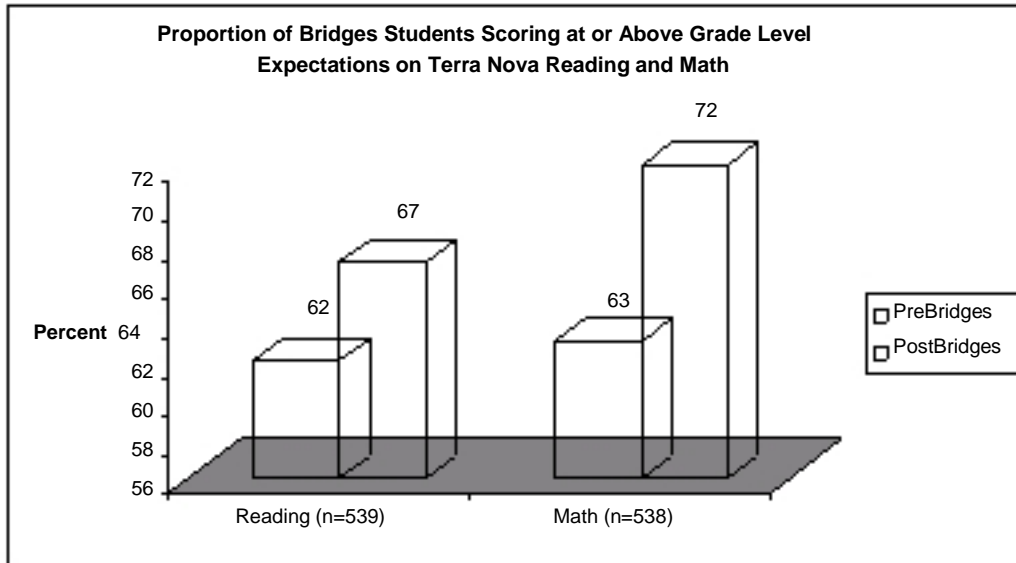
Achievement Levels Test

The Achievement Levels Tests (ALT) was developed by the Northwest Evaluation Association (NWEA) and is administered at fall and spring intervals each school year. ALT results indicate that at-risk students who participated in Bridges improved substantially in Reading performance. The median RIT Score among Bridges 3rd graders increased 13 points, more than half again as much as non-Bridges 3rd gradersrd in the NWEA Norming Study.



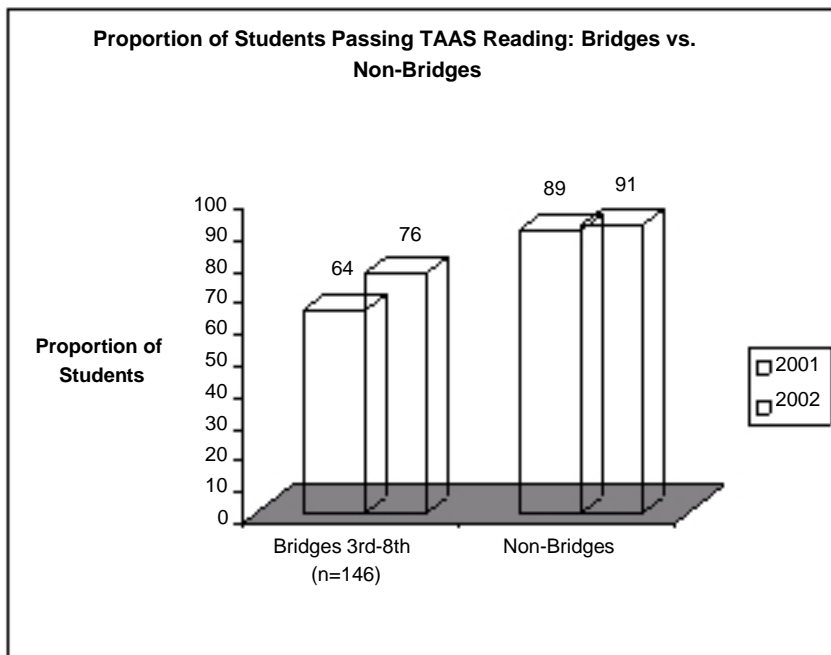
Terra Nova

The Terra Nova test is published by CTB/McGraw-Hill and is typically administered once during the school year. Terra Nova results indicate that at-risk students who participated in Bridges improved in Reading and Math performance. The graph shows that the proportion of Bridges students who scored at or above grade level expectations (i.e., above the first quartile) increased by 5% in Reading and 9% in Math after participation in the program.



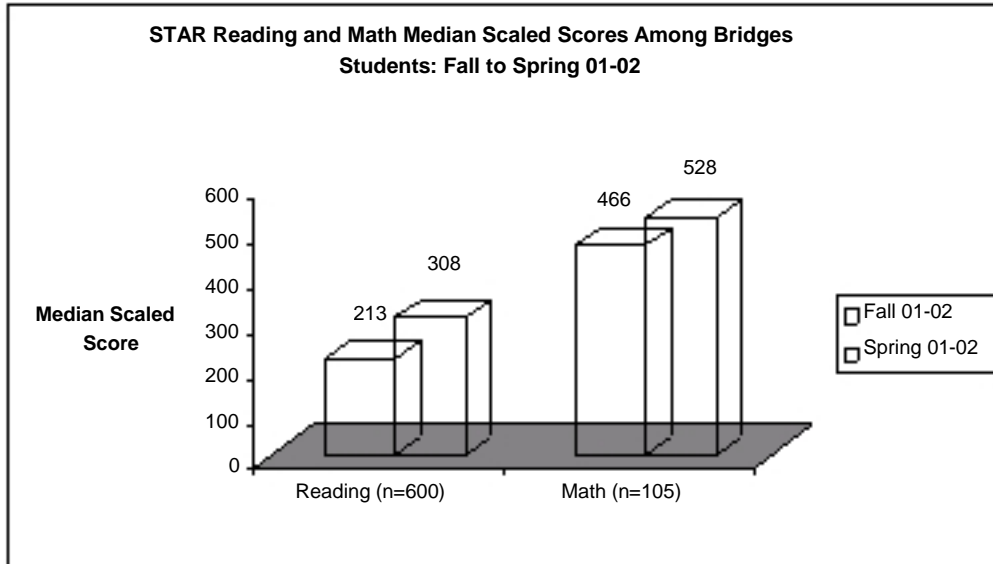
TAAS

The Texas Assessment of Academic Skills (TAAS) is a criterion-referenced test administered annually in the spring. TAAS results indicate that at-risk students who participated in Bridges improved in Reading performance, as compared to all students who tested on the TAAS in 2001-2002. The graph shows that the proportion of Bridges students who scored at or above grade level expectations (i.e., TLI score of 70 or above) increased by 12% in Reading compared to 2% growth among non-Bridges students in Texas.



STAR Reading and Math

After at least 15 hours participation in the Bridges program, at-risk students in Bridges programs across the country improved in reading and math performance, as measured by the STAR Reading and Math Test. The graph below shows that the median scaled score among Bridges students increased 95 points in reading and 62 points in math after participation in the program. These results suggest that the Bridges program helps at-risk students make substantial progress toward meeting academic expectations in reading and math.



In addition to the test results shown above, Bridges students shown substantial improvement in scores on the Stanford Achievement Test, the Metropolitan Achievement Test, and the Gates-McGinitie Reading Test .

Improvements in Attendance Rates Among Bridges Students (n=4,500)

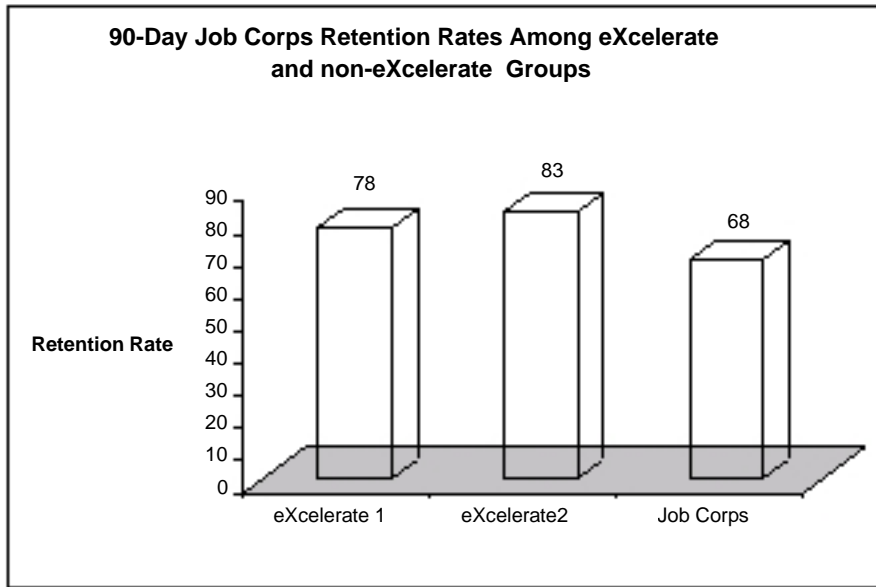
Students at-risk of academic failure who participated in the Bridges program realized significant increases (p<.000) in attendance. Overall, students averaged about 3.5 more days of school attendance per school year after participation in the Bridges program.

	Attendance Rates
Bridges Pre-attendance rate	93%
Bridges Post-attendance rate	95%

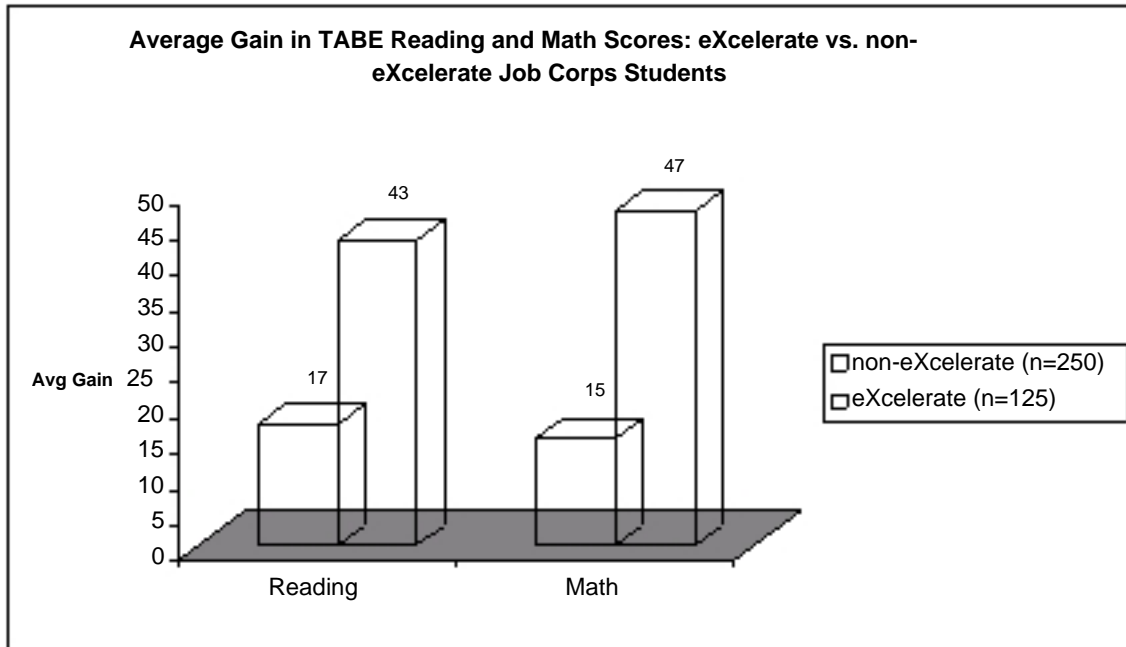
Job Corps and the eXcelerate Program

In Fall 2000, 5 Job Corps Centers across the country participated in a controlled experiment to determine if the eXcelerate program would improve retention and academic performance among Job Corps enrollees. Job Corps is the nation's largest residential and educational training program for economically challenged youth.

Results from the study indicate that retention rates among Job Corps eXcelerate students were over 10% higher than among Job Corps students who did not participate in eXcelerate.



Results from the study also indicate that growth on the Test of Adult Basic Education was more than twice as high in Reading and three times as high in Math among Job Corps eXcelerate students as compared to Job Corps students who did not participate in eXcelerate.



Experimental Research in Progress

In our commitment to establish the efficacy and scientific merit of our programs, Bridges LearningSystems, Inc. has initiated a randomized trial of our Learning Development program in 8 Bridges schools across four states. Approximately 250 students at-risk of academic failure were randomly assigned to a Bridges treatment or non-Bridges control condition. All students were pre-tested on several standardized instruments and will be post-tested at the end of the 2002-2003 school year. The study will examine the extent to which cognitive and perceptual abilities, standardized test scores, attendance rates, and teacher ratings of academic performance improve, and the extent to which those improvements differ in comparison to students in the control group.

Summary

Results across two years of Report Card data indicate that:

- 7 out of 10 students who participate in the Bridges program show improvements in reasons for referral, as rated by classroom teachers;
- Reading and math performance increases dramatically among students who participate at least 15 hours in the Bridges program;
- standardized test scores increased among Bridges students in 8 out of 10 schools across 14 different states on nearly 20 different standardized tests;
- Reading and math test scores improved substantially on the Stanford Achievement Test (SAT9), Terra Nova, Achievement Levels Test (ALT), TAAS, Metropolitan Achievement Test (MAT7 and 8), STAR Reading and STAR Math tests, and the Gates-McGinitie Reading Test;
- Daily attendance improved by 3.5 days per students who participated in the Bridges program;
- Job Corps eXcelerate students were retained at higher rates and scored higher on the Test of Adult Basic Education (TABE) than other Job Corps students.

These results indicate that the Bridges program has great potential to impact academic performance and test scores among students at-risk of academic failure.