

APPLIED SCHOLASTICS ACHIEVEMENT PROGRAM™
Achieving Student Academic Proficiency...ASAP

Prescott Middle School
Baton Rouge, Louisiana



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INTRODUCTION:

Applied Scholastics International was requested by Baton Rouge Mayor-President, Melvin “Kip” Holden to do an intervention with a group of 6th, 7th and 8th graders in an underperforming urban middle school that had been put under a school improvement plan in the 2005/2006 school year because of the school’s failure to increase student achievement. The full Applied Scholastics™ Achievement Program (ASAP) was subsequently implemented in 2006-2007 to salvage a group of 8th grade students, who might not otherwise be qualified to enter high school at the end of the school year.

Dr. Diola Bagayoko, distinguished Professor of Physics and Director of Timbuktu Academy at Southern University Baton Rouge was involved in authoring the school improvement plan with the superintendent and other district staff. He was then closely involved in and monitored Prescott’s activities including the Applied Scholastics Achievement Program. His observations are included as Attachment A to this report. A short statement by him is also included in the Workability of ASAP section of this report.

The Prescott project had a three-pronged approach: (1) motivating and engaging students in the learning process by teaching them how to learn; (2) reducing the students’ literacy gap with systematic and explicit instruction using remediation materials targeted at specific academic deficiencies in math and language arts; and (3) demonstrating the efficacy of peer tutoring as a strategy in utilizing this method and its materials. Some students were on a daily schedule, some on an every-other-day schedule. All participating students were tutored in small groups of six or seven throughout the school year.

Due to scheduling necessities not all of the 174 eighth graders at Prescott were able to participate in the ASAP program. The student body breakdown is as follows:

93 ASAP
56 Non-ASAP
25 ASAP Reading

NOTE ONE: Many of the students in the ASAP program were designated in some class of special education. However twelve of those had sufficient issues to be granted alternate testing and graduation routes. Six of the twelve were pre- and post-tested and the results are included in this report. The other six were not tested due only to scheduling or administration difficulties at the end of the school year.

NOTE TWO: It should be noted here that the school year started with well over 250 students registered, however with transfers, no-shows and expulsions the overall student population decreased in the first 30 days by a significant number.

Of the 118 students who did participate 102 students were both pre- and post-tested. The following is a discussion of only the students who were pre- and post-tested and thus reported on herein. At the start, twenty-one of the students were unable to read at the 4th grade level; those students were split-off. Instruction of these twenty-one students, including five of the special designation students, focused entirely on the basic skills of reading.

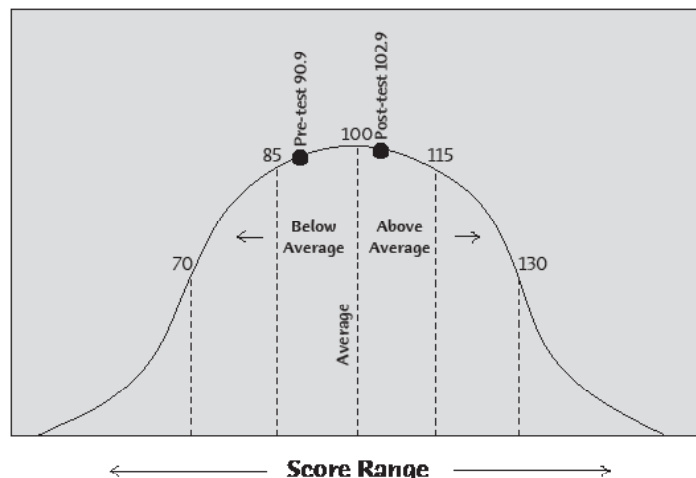
The 81 students who could read at 4th grade level or above, which included one special designation student, were tutored first on learning and comprehension skills and then language arts concepts. There were 36 of these students – the ones who attended on a daily schedule – who completed three components of the ASAP language arts program and also received tutoring in the ASAP math component.

A notable aspect of the program was the manner of service delivery. Tutoring was performed by high school students in fulfillment of community service requirements for graduation. The tutors arrived in groups of 4 and remained in service for about 2 weeks. Each group of student tutors received continuous in-service training and supervision.

Reading/Language Arts Achievement

The 102 students who were pre- and post-tested were tested with the Wide Range Achievement Test #4 (WRAT 4), Word Reading Subtest. The students received an average of 45.1 contact hours of learning and comprehension skills, language arts and/or reading remediation and then language arts in group tutoring. In that short time the standard score for the group on the WRAT Word Reading Subtest increased from 90.91 to 102.94 – from well below average on the normal curve to slightly above average. Six of the students tested and included were the special designation students noted earlier. This is a very substantial jump in a standard score, similar in magnitude to a 12-point increase in IQ score. The pre-and post-test standard scores plotted on a normal curve are shown in the illustration below.

**WRAT Word Reading Subtest
Standard Scores, Pre & Post
Plotted on a Normal Curve**

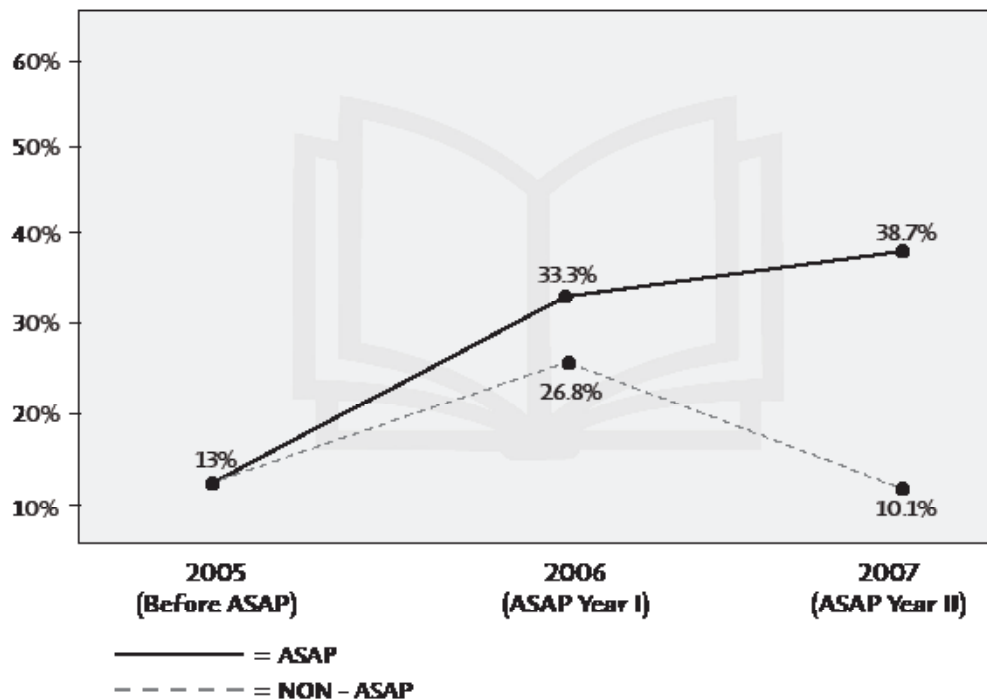


Due to test administration difficulties only forty-one of the students completed the WRAT Comprehension Subtest. On average, these students increased their standard score by 5.1 points. However, ten of these students improved their standard score by double digits. Only seven students did not improve either their standard score or grade level score on the comprehension test. Detailed analysis of the WRAT 4 results for Word Reading and Reading Comprehension are discussed in a later section of this paper.

ASAP was first implemented in Prescott Middle School in the 2005-2006 school year. A historical analysis of the English/Language Arts results of the Louisiana statewide achievement test (LEAP) for 8th grade Prescott students in the years from 2005 (before ASAP) through 2007 was undertaken. It should be noted that in the year it was first introduced (2006) ASAP addressed at risk students pulled from all grades (6th, 7th and 8th) such that a smaller number of ASAP students are represented in the eighth grade results on LEAP for that year.

The analysis reveals an increase in the number of ASAP students achieving the level of basic or above on the state test (from 13% in 2005, before ASAP, to 33.3% in 2006 to 38.7% in 2007). At the same time the number of non-ASAP students achieving the level of basic or above on the state test declined (from 13% in 2005 to 10.1% in 2007).

LEAP ELA Results
Basic and Above Categories
ASAP & NON - ASAP
2005, 2006, 2007

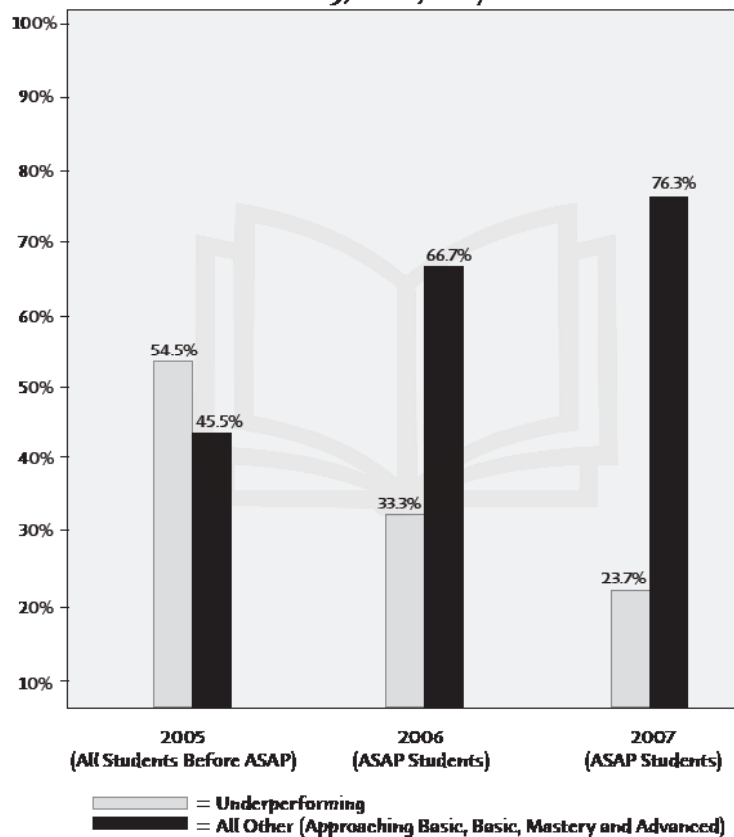


Math Achievement

The impact of ASAP on math achievement is assessed with results from the Louisiana state achievement test (LEAP), the math component of which is administered each year to eighth grade students. Historical analysis shows a steady reduction after the introduction of ASAP in the percentage of ASAP students categorized as “underperforming” and a steady increase in the percentage of ASAP students scoring in higher categories. In 2005, before the introduction of ASAP, 54.5% of eighth grade students were classified as underperforming. Among ASAP students the percentage was reduced in 2006 to 33.3% and further reduced to 23.7% in 2007.

The 2007 results are based on an average contact time of 23.1 hours.

**LEAP Math Results by Category
Before & After ASAP
2005, 2006, 2007**



BACKGROUND OF THE ASAP MODEL

Since its founding 35 years ago, Applied Scholastics International has worked with underachieving students in both rural and urban schools, teaching and applying the educational discoveries of humanitarian and educator, L. Ron Hubbard. The Applied Scholastics Achievement Program (ASAP) was developed as an outgrowth of this experience and of the subsequent structured and successful field-testing with thousands of students of the curriculum and materials that now make up the ASAP.

GENERAL DESCRIPTION OF ASAP

The objectives of ASAP are two-fold:

(1) The first objective is to teach participating students how to study and learn. Students are taught how to recognize and overcome their personal learning barriers in any subject and to become self-sufficient, responsible, life-long learners who are no longer passive recipients in the classroom but instead are capable partners in the educational process.

(2) The second objective is to identify and repair the academic deficiencies of underperforming students in the essential core subjects of reading, language arts and mathematics. Identification of deficiencies is accomplished through academic assessment. Eliminating the academic performance gap between where students are and where they should be is accomplished using systematic and explicit instruction and proprietary materials. When their achievement gaps have been closed, students are able to perform successfully at their appropriate age/grade level.

The ASAP model has four main instructional components, listed here in brief outline. More detailed descriptions are provided in Attachments B – F at the back of this report.

Assessment: As the first action, students are assessed with a combination of standardized and proprietary tests and any available data from their school district and teachers. The assessment identifies the point at which remedial instruction should begin for each student. There are two tracks in ASAP, one for students reading strongly at or above 4th grade level and one for students reading weakly at 4th grade level or reading below 4th grade level. If necessary reading remediation is done, and when the student can read at fourth grade level he is merged into the main track for instruction in the other core subjects. (See Attachment B for a description of Reading Remediation and see Attachment F for Flowchart on Pathways.)

ASAP Section One: The first program step for students reading at 4th grade level or above is the Learning How to Learn (LHTL) course. Students learn: (1) how to recognize and overcome personal barriers to learning; (2) comprehension strategies and fix-up strategies they can use during study when they do not comprehend; (3) skills for acquiring vocabulary with comprehension; (4) how to model abstract ideas and use diverse tools for logic, thinking and problem-solving.

Average contact hours for section one at Prescott were 23 hours.

Additionally, students gain skills and tools for working in partnerships with other students. These team-building and interaction skills make it possible for students to help their fellow classmates (under supervision) and lessen the burden on instructors. As a result, students reap the personal rewards of improved self-confidence and a renewed sense of personal worth.

Enough cannot be said about the life-long benefits that students receive from this step of the program. The tools that are learned and the skills practiced empower students to participate

actively and successfully in their education. The students' ability to function begins to improve noticeably in all of their classes. (See Attachment C for a full description of the Learning How to Learn course.)

ASAP Section Two: The second program step consists of building core Language Arts skills through the use of essays, short stories, poems and literature, with comprehension and application as the keynotes. As a result, students' vocabularies expand and student academic performance gaps are closed in reading, writing and speaking abilities. (See Attachment E for a full description of the Language Arts section of ASAP and the comments of the English Chair for Prescott.)

Average contact hours for section two at Prescott were: 19.

ASAP Section Three: Applied Scholastics discovered that underperforming students lack understanding of even basic math terms and how they relate to the functions those terms represent. Both vocabulary and function must be taught. Thus the third program step consists of building core vocabulary in math, followed by practice in math functions. As most underperforming students have been found to be functioning at 2nd or 3rd grade level, there are multiple levels and steps within this section of the program. (See Attachment E for a full description of the Math section of ASAP and the comments of the Math Chair for Prescott.)

Average contact hours for this section at Prescott were: 23.1.

NOTE: Prescott's School Improvement plan included 1 1/2 hour long class periods. The student assessments revealed such low level performance in both Math and Language Arts that the program was run with 1/2 the class period devoted to Language Arts Remediation and 1/2 the class period devoted to Math. This gave students roughly 40 minutes during their scheduled period per subject.

ASAP Section Four: This step is similar to steps two and three but the focus is on either Science instruction or Grammar and Communication, depending on the results of assessment and the needs of the school. Step Four was not entered into with this project.

THE STUDENTS IN PRESCOTT MIDDLE SCHOOL

The problem being addressed by Applied Scholastics in Prescott Middle School is a long-term condition of low literacy resulting in poor academic performance among students. The situation is due to inadequate educational standards in previous schools, inability of the current school to catch up the missing basics in the students' education and intergenerational illiteracy due in part to economic strain. The majority of students come from an economically disadvantaged environment, and few parents have the time or ability to encourage or reinforce learning. In 2005, the Louisiana Performance Band Report for Prescott Middle School, based on the results of state testing, showed that 84% of the eighth grade, 63% of the seventh grade and 61% of the sixth grade scored in the lowest achievement band – identified as “unsatisfactory.” No student in any grade achieved the “advanced” category and only a handful of students achieved “mastery.” The average Prescott student had been held back one or more times.

THE WORKABILITY OF ASAP

In Prescott Middle School, scheduling issues and individual student needs combined to create a myriad of sub-populations of the students participating in ASAP. This was not a problem, as the ASAP curriculum is designed in discrete sections to permit maximum flexibility of use. The program can be pulled apart and reconstituted to deal with the need, whatever it is. For example, it was discovered during assessment that 21% of the students were unable to read at the 4th grade level. These students were tutored in the basic skills of reading. Of these, some were scheduled to participate every day and others to participate every other day. A third set of the non-readers were special designation students as noted earlier. Similarly, the students who received training in learning skills and language arts concepts were divided according to their schedules (of every day attendance or every other day). Thus, the ASAP dealt with five separate sub-populations, each one broken down, if necessary, into instructional groups of approximately 6-7 students.

Another aspect of the workability of ASAP has to do with its instructional personnel requirements. Because curriculum materials are both systematic and explicit, instruction can be delivered after only a moderate amount of training of instructional personnel; the participation of professional educators on the front lines is not required. The project at Prescott Middle School used high school students as tutors. Paraprofessionals and community volunteers have been used in other environments. The high school students participated to fulfill community service requirements for graduation. According to their enthusiastic reports, they benefited greatly from the experience in ways such as improvement of their own academic skills, increased self-confidence, clarification of personal goals and values, etc. (See Attachment G and H for student and administration statements.)

See Detailed Report of the testing information after Conclusions.

CONCLUSIONS

The improvements noted in the WRAT 4 standard scores indicate real progress relative to age-based norms in both word reading and reading comprehension. These improvements were obtained with a modest investment of direct tutoring time – 42 contact hours directly on academics tutoring on the average. Likewise, improvement reflected in the LEAP math results is impressive, with 2007 results based on only 23 contact hours on the average.

In this project the flexibility and workability of ASAP was well demonstrated. The explicitness and organization of the ASAP remedial materials allow for effective adaptation to variation in the needs of students or alternate staffing arrangements, including the use of volunteer or paraprofessional services. With ASAP materials, instruction can be directed to the precise point of need, regardless of a range of abilities found in the students. The program can be pulled apart and reconstituted to deal with changing circumstances. Instruction can be organized to coordinate with a School Improvement Program or to state and district curriculum mandates or other special programs. ASAP has shown itself to be a cost-effective and efficient means of “fitting in” while addressing academic deficiencies that reduce student achievement.

DETAILED REPORT OF ASAP RESULTS FOR 2006-2007

The Wide Range Achievement Test #4, a nationally normed and standardized test that is administered individually to students was used for pre- and post-testing. The following results on the Word Reading and Reading Comprehension subtests are reported both by sub-population and for the entire group of 102 students. All students completed both the pre- and post-test for the Word Reading subtest, but due to test administration difficulties, only forty-one students completed the testing for Reading Comprehension. "LHTL" designates the Learning How to Learn course, the ASAP component that provides training in learning and comprehension skills.

ALL STUDENTS (102 STUDENTS): MULTIPLE PROGRAMS FOR 45.1 AVERAGE CONTACT HOURS

WRAT Word Reading Subtest, Standard Scores

- As a total group, special designation students included, the students greatly increased their standard score, moving it from 90.91 to 102.94, an increase of 12+ points.
- On the average, standard scores increased one point for each 3.6 hours of group tutoring.

Subset of Forty-One Students

WRAT Comprehension Subtest, Standard Scores:

- The students improved their standard scores by 5.1 points.
- Twenty-five percent of the students improved their standard scores by double digits.
- Sixty-one percent of all students improved their standard score. Seven of the thirteen students who did not improve their standard score did improve their grade level scores.

GROUP A (3 STUDENTS): ON THE READING COMPONENT EVERY DAY FOR 63.7 AVERAGE CONTACT HOURS

WRAT Word Reading Subtest, Grade Level Scores:

- All three students improved by more than a grade level.
- One student improved by 4.4 grade levels.

WRAT Word Reading Subtest, Standard Scores:

- The three students averaged 12 standard point gains.
- Two of the students had double digit standard score gains.

Subset of Two Students

WRAT Comprehension Subtest, Grade Level Scores:

- The students improved by 5.6 and 3.9 grade levels.

WRAT Comprehension Subtest, Standard Scores:

- The two students increased their standard scores by 20 points and 16 points.

GROUP A-1 (13 STUDENTS):

ON THE READING COMPONENT EVERY OTHER DAY FOR 53 AVERAGE CONTACT HOURS

WRAT Word Reading Subtest, Grade Level Scores:

- Every student improved his grade level score.
- Range of improvement: 0.9 to 7.7 grade level increase.
- Five students (38%) increased by two or more grade levels.

WRAT Word Reading Subtest, Standard Scores:

- The group improved from an average standard score of 80.9 to an average of 93.6 – 12.7 standard score points, almost a whole standard deviation (15 points).
- Five students (38%) improved their standard scores by more than one standard deviation (15 points).

Subgroup of Four Students

WRAT Comprehension Subtest, Grade Level Scores:

- Every student improved his grade level score.
- Range of improvement: 0.2 to 5.3 grade levels increase.

WRAT Comprehension Subtest, Standard Scores:

- The average standard score increase was 4 points.
- One student increased by 12 standard score points and one student did not increase his standard score.

GROUP A-2 (5 STUDENTS):

SPECIAL DESIGNATION STUDENTS NOTED EARLIER, ON THE READING COMPONENT FOR 63 AVERAGE CONTACT HOURS. SOME STUDENTS PARTICIPATED EVERY DAY AND SOME EVERY OTHER DAY.

WRAT Word Reading Subtest, Grade Level Scores:

- Every student improved his grade level score.
- Increases ranged from 0.2 to 1.2.

WRAT Word Reading Subtest, Standard Scores:

- The students increased the group average from 72.2 standard score points to 75.8 standard score points, an increase of 3.6 points.

Subset of Two Students

WRAT Comprehension Subtest, Grade Level Scores:

- Both students improved their grade level scores by increases of 1.6 and 0.9 grade levels.

WRAT Comprehension Subtest, Standard Scores:

- One student did not increase his standard score, the other student increased by 6 points.

GROUP B (36 STUDENTS):

IN ASAP CLASS EVERY DAY, LH TL AND LANGUAGE ARTS STUDY GUIDES FOR 48.1 AVERAGE CONTACT HOURS.

WRAT Word Reading Subtest, Grade Level Scores:

- Every student improved his grade level score.
- Range of improvement: 0.2 to 6.9 grade levels increase.
- Thirty-three students (92%) improved by more than one grade level.
- Twenty-nine students (81%) improved by more than two grade levels.
- Twenty-two students (61%) improved by more than three grade levels.

WRAT Word Reading Subtest, Standard Scores:

- On the average the group improved by 13.3 standard score points.
- Ten students (28%) improved by more than one standard deviation (15 points).
- One student improved his standard score by 50 points.

Subset of Eighteen Students

WRAT Comprehension Subtest, Grade Level Scores:

- Seventeen of the eighteen students improved their grade level scores.
- Thirteen of the students (72%) improved by more than one grade level.
- Two students improved by more than four grade levels.

WRAT Comprehension Subtest, Standard Scores:

- The group improved by six standard score points, from an average score of 94.5 to a score of 101.
- Five students made double-digit gains, while four students made no gains.

GROUP B-1 (45 STUDENTS):

IN ASAP CLASS EVERY OTHER DAY, LH TL AND LANGUAGE ARTS STUDY GUIDES FOR 37.7 AVERAGE CONTACT HOURS (includes one of the special designation students noted earlier.)

WRAT Word Reading Subtest, Grade Level Scores:

- Every student improved his grade level score.
- Thirty students (67%), including the special designation student, improved more than two grade levels.
- Eighteen students (40%) improved more than three grade levels.

WRAT Word Reading Subtest, Standard Scores:

- Every student improved his standard score.
- The amount of improvement ranged from 1 point to 43 points.
- Average improvement for the group was 11.6 points.

Subset of Fifteen Students

WRAT Comprehension Subtest, Grade Level Scores:

- Two students improved more than two grade levels.
- Three students did not improve their grade level score and four improved less than one grade level.
- Four improved just under one grade level, three did not improve their grade level.

WRAT Comprehension Subtest, Standard Scores:

- The group improved by 2.87 standard score points, from an average score of 87.7 to a score of 90.5.
- Three students made double-digit gains while seven students made no gain.



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April 30, 2007

Bennetta Slaughter
CEO, Applied Scholastics International
11755 Riverview Drive
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Dear Mrs. Bennetta Slaughter:

No doubt, one of the most pressing issues confronting educators is that of non-optimum educational outcomes, regardless of one's dedication, hard work, and intention to convey knowledge to one's students. The direct relevance of the quality of the education of the youth to the economic and cultural flourishing of a society has long been recognized.

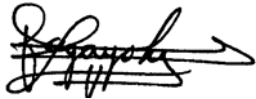
From my vantage point as a university professor, I can clearly see serious problems consisting of low academic achievements, dropouts, and their attendant ills, particularly in the long term. For example, the science and technology-driven growth of the current knowledge economy portends significant losses for individuals and for cities that do not compete favorably in the educational arena. My research work and actual practice over the last 20 years have shown that these educational problems *can* be remedied where they exist...and even *avoided*. In particular, many of these problems arise, for middle and high school students, from missing key basics in their earlier education. The hierarchical structure of knowledge exacerbates the injurious impact of those serious gaps as the grade level rises.

Against these circumstances, several colleagues and I have dedicated ourselves to helping students become high-level academic achievers at the pre-college and college levels, through the Timbuktu Academy at Southern University and A&M College in Baton Rouge (SUBR). Our work at the Academy is supported by extensive research showing that any student can actually learn *anything at a competitive level*, irrespective of ethnicity, gender, socioeconomic status, or the education levels of the parents! This research also establishes, as per the law of human performance, the necessity for *standard-based curriculum*, *standard-based teaching*, and *standard based learning*. This last one is partly mediated through homework assignments and a

sustained parental support to ensure adequate time on learning tasks. While the Academy, through a scientific and research-based approach to teaching, mentoring, and learning (TML), has established a fail-safe approach to education, it has reached only 200 pre-college and 100 college students per year for the last 15 years. Consequently, we work with schools or look for other research-based and effective programs to recommend to schools with the aim of reaching many more students. The **Applied Scholastics Achievement Program (ASAP)** is one such program I had the good fortune to see for the first time in 2005 and to observe for the last two years.

The Honorable Mayer Melvin Kip Holden invited ASAP, in 2005, to assist in turning around one of our most academically distressed schools. My involvement with the same school dictated that I examine very closely the research foundation, practices and prior results of ASAP in order to optimize its contributions to the total school transformation effort. Having studied its simple but powerful breakthrough techniques and having seen the results for myself, I can state that I wholeheartedly support ASAP.

Sincerely,

A handwritten signature in black ink, appearing to read 'Diola Bagayoko', with a long horizontal stroke extending to the right.

Diola Bagayoko, Ph. D.
Southern University System Distinguished Professor of Physics
Founder and Director, Timbuktu Academy
Southern University and A&M College in Baton Rouge (SUBR)
Louisiana

APPLIED SCHOLASTICS ACHIEVEMENT PROGRAM™

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READING REMEDIATION

Literacy skills are stressed in the ASAP program because they provide the foundation for all subsequent learning and make it possible to function in life at a level that truly supports survival. A person with strong literacy skills can overcome many socio-economic barriers in life; with literacy a person can formulate and carry out plans to achieve his goals.

Literacy is so fundamental to education that its lack can be found as the primary cause of students' failures in academic performance. To understand and communicate well, one must have a complete knowledge and facility in the use of the symbols and sounds of the language as well as higher-level reading skills. A phonetic capability as well as a broad sight-word repertoire combined with an ability to acquire broader vocabulary with understanding are all necessary requirements for a student to progress to more complex levels of learning.

In the ASAP reading curriculum, students first fill in the gaps of their core phonetic skills in a step-by-step manner. They progress from the most needed basic steps such as knowing the alphabet (if that step has been missed) to knowing how to sound out even the most complex of words using all letter blends, to filling in their sight word inventory, to reading stories as well as knowing the meanings of the words they are reading. Practice in what they are learning while they are learning is a hallmark of the ASAP program. Practice is provided through workbooks, practice sheets, practical exercises and reading a variety of stories. By progressing in this step-by-step manner, the students move easily from the process of learning to read to reading to learn.

Another facet of literacy that is sometimes neglected is the activity or passivity of the student. The media and oftentimes education today encourage a passive and uninvolved attitude on the part of the student. However, in this communication age, being literate means having the skills and strategies not only to interpret the words, symbols and pictures of today's society, but also to be able to use creatively those words, symbols and pictures to communicate. From the earliest part of the program through to the end the active participation of the student in the learning process is fostered and encouraged, the end result being a self-determined, self-motivated learner.

By the end of the ASAP Reading Remediation, students are fluently reading fourth grade level books with comprehension. The gradient to literacy has been carefully maintained in such a way that reading becomes a pleasure because students are successful at it. When they read, they understand what they are reading.

Once the student completes this section of the program they are ready to go on to the *Learning How To Learn* section where they learn comprehension strategies, how to remedy non-comprehension and how to study and learn. See the full description titled Program Information.



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LEARNING HOW TO LEARN

This course of study teaches students how to recognize and overcome their own learning barriers in any subject. Most students recognize that they are not learning, the actual problem is that they don't know why they are not learning and how to correct it.

This course of study teaches students to recognize what learning barrier they have encountered and then provides them with solutions to handle each of the main barriers to learning. Thus they are able to remedy their own barriers and return to the learning process. These remedies are equally applicable in or out of the classroom, when students are learning under teacher instruction or by themselves in a study hall or at home.

In addition the students learn:

- Methods by which they can test their own comprehension of the subject as they move along.
- Ways to clearly define subject vocabulary as well as regular English words so that they gain the ability to understand and use the terms in any of their multiple meanings if such exist.
- How to bridge from theory to practical application of information through the use of various demonstration methods.
- The uses and value of clay modeling in learning.
- Ways to put what they are learning into use and application.

Giving students the knowledge and the skills to understand what they are studying, to recognize and overcome their own learning barriers and the ability to apply what they have learned to life, creates capable partners in education with a lifelong love of learning. Such students who are provided with real strategies to learn, to think and to solve problems gain confidence and self-assurance. As a result they are much more likely to pursue levels of higher education and succeed in life than their counterparts who lack this training.

Making the methodology of learning how to learn available to students allows teachers to reach and engage all the students in a class, not just a select few.



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LANGUAGE ARTS

Central to an ability to communicate both the written and spoken word is a workable understanding of English grammar as well as the vocabulary and function of literature and writing as well as their interrelationships. Testing mandates have focused on students' ability to read, comprehend, evaluate and communicate about sophisticated language level passages; however, in the under-performing schools, students rarely possess sufficient understanding of the fundamentals of the language to write excellent essays, much less full-fledged papers. Neither can they interpret easily and converse fluently. All of these skills are necessary to create a truly literate and educated student. These are the focus of the English and Language Arts Study Guides.

Applied Scholastics has developed proprietary materials in the Language Arts Study Guides that use a very systematic method of taking a student from the basics to a high level of understanding and expression through writing and speech. The guides start by creating a foundation of the basic terms and symbols necessary to acquire a subject vocabulary in the structure of language as a first step. Then in a gradient step by step fashion, these guides sequence into more complex terms and functions, building capability through a series of exercises and practical applications that include much writing, research, speaking and evaluating.

All students have their own Study Guide that are done with a partner so that two students work together on exercises and practical applications or function drills with the Tutor or Teacher overseeing them and assisting as needed. Members of the partnership move through the Study Guides at their own pace with the Tutor or Teacher setting targets for them to achieve each study period. The partnerships are created with students' similarity of ability and speed in mind. Thus, they can successfully assist each other and move at a similar pace through the materials. In addition, students have regular Tutor or Teacher led assessments throughout the Study Guides, mastery being the objective.

The Study Guides introduce more and more complex materials always accompanied by practice exercises. These are presented in a very directed and systematic fashion area by area, beginning with basics on structure and grammar moving through composition, essays, short stories, poems, stories and research. Then more complex grammar and writing concepts are introduced, continuing with practice at each step along the way. The guide also takes them through clearing up and understanding supporting information to this area with bibliographies, appendices, diagrams, timelines, outlines, editing, proofreading etc.

"I've really seen a change in my eight grade English Language Arts students since the implementation of the Applied Scholastics Achievement Program this year. My students have been arriving in class with greater and greater tools, and they have been getting those tools directly from their daily work in your program. Now, when I go over lessons with them, they say, 'Yes, I understand that because I learned that in my Applied Scholastics study skills class.'"
– Ms. M.I. Thomas, English Language Arts - 8th Grade, Prescott Middle School



APPLIED SCHOLASTICS ACHIEVEMENT PROGRAM™

Achieving Student Academic Proficiency...ASAP

MATHEMATICS

In closing academic achievement gaps in mathematics, the first target of the program is to lay a foundation in basic subject vocabulary. Students who are underperforming in math most often lack not only function skills but also have little understanding of the language of math and how that language relates to function. Most do not understand how the words and symbols interrelate nor do they know the multiple terms for functions they must perform. Thus if a function is represented by different symbols or words in different places, they do not usually connect that it is the same function.

Applied Scholastics has developed proprietary materials that guide a student in a very systematic method. They start by creating a foundation of the basic terms and symbols necessary and then gradually sequence into more complex terms and functions, building on each step through a series of exercises and practical applications.

All students have their own study guides that are done on a partnership basis so that two students work together on exercises and practical applications or function drills. Members of the partnership move through the study guides at their own pace with the teacher or tutor overseeing and assisting as needed as well as setting targets for them to achieve each study period. The partnerships are created with students' similarity of ability and speed in mind so that they can successfully assist each other and move at a similar pace through the materials. The students have regular assessments throughout the study guides, and mastery is the objective of the guides.

The guides are broken down into levels beginning with Basic, and then moving through Algebra and Geometry. Each math level, except Basic, has several study guides with Tutor or Teacher assessments throughout each and a full Review at the end of each.

“Thanks in great part to your program’s concentration on the essentials of math vocabulary and application skills, our students raised their scores, an example is in the measurements section of the LEAP math tests. The students raised their scores by 16 points this year, which is outstanding growth for a single year.

The fruits of the ASAP Study Guide learning tools have been noticeably visible in the classroom, as well. For example, I noticed a significant difference in our students’ participation levels. They started becoming more and more proactive in the lessons, even the students who had had great difficulty or were discipline problems, before – all coincident with their progress through their ASAP Study Guides in math. They started raising their hands if they didn’t understand something, asking pertinent questions that showed they were thinking with the subject. They started communicating in more mature terms related to applying math to real life. These are kinds of things that every teacher dreams of, and they started happening, right before my eyes!”

– Mrs. Le Duff, M. Ed., Mathematics Department Chair



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IMPLEMENTATION

The Objectives

To motivate and engage underachieving students in the learning process.
To solve the academic deficiencies in core subjects.

The Means

Assessing for academic gaps.
Learning How to Learn.
Solving academic deficiencies through specialized materials and methods.

THE TWO PATHWAYS

READING AT 4TH GRADE OR ABOVE

1. Learning How to Learn

Teaches strategies for comprehension, for handling non-comprehension, for vocabulary development, for thinking and problem solving, for helping others and becoming a responsible partner in the educational process.

2. Repairing Language Arts Skills

Builds skills through precise methods and materials with emphasis on vocabulary building, comprehension and application including essays, letters, research, literature and more resulting in increased reading, writing and speaking ability.

3. Repairing Math Skills

Builds math skills through vocabulary building and multiple levels of math functions resulting in ability to do math at grade level or above.

4. Core Vocabulary in Science and/or Grammar and Communication, depending on original assessment

Similar to steps two and three with focus on different subject areas.

READING BELOW 4TH GRADE

1. Remediation to the 4th grade reading level ASAP Reading Remediation program

2. Learning How to Learn

Teaches strategies for comprehension, for handling non-comprehension, for vocabulary development, for thinking and problem solving, for helping others and becoming a responsible partner in the educational process.

3. Repairing Language Arts Skills

Builds skills through precise methods and materials with emphasis on vocabulary building, comprehension and application including essays, letters, research, literature and more resulting in increased reading, writing and speaking ability.

4. Core Vocabulary and Functions in Math

Builds math skills through vocabulary building and multiple levels of math functions resulting in ability to do math at grade level or above.

5. Core Vocabulary in Science and/or Grammar and Communication, depending on original assessment

Similar to steps two and three with focus on different subject areas.



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"Hi. I am an eighth grade student. I wasn't doing very well in my classes earlier this year. At the beginning of the school year I couldn't open my books in math, science or social studies without falling asleep or getting angry. I would tremble and think it was going to be too hard. When people would say "high school," I was thinking high school was going to be a big problem.

Then I started taking the Applied Scholastics Achievement Program. The study skills I started using and study guides I have done have helped me get my grades up. I went from a "D" to a "B" in math, and I don't fall asleep anymore in my classes. I am not worried about thinking of high school anymore because I know I can do it now. I am much happier in school."

– **Robert Hatch**

"I used to be bored in math class; I would just put my head on my desk and I'd think, "Oh, I don't know how to do this," and I would write down anything. I was just guessing. If you don't understand something but you think everybody else does, then you feel dumb. But if you ask about it, the other students say, "Why are you asking about that? We already went over that." But now I just go look it up in the dictionary and get examples or I ask the teacher. Now I'm happy.

I used to be getting just C's in math, a lot. I just didn't know what I was doing. I am making A's now in math. Math words are hard and the teacher teaches us new words every day. I look those up all the time, too, so I won't get it wrong on the test. Now I get it. Now when the teacher puts something on the board, I can say, "Oh, I know that!" and I do. I help the other people in my math group now, too.

I used to make B's and C's in English. I am making A's and B's in English now. It's really easy. I do all of my work now and make sure I get it right. I can spell some tricky words now, and then I go look them up on the Internet to see what they look like and how they are spelled.

All of my classes are better now because I have taken the Applied Scholastics Achievement Program. I read from chapter one to chapter three and I can still remember what happened in those chapters; I can still tell you everything that was in them!"

– **Tanika McDaniel**

"At the beginning of my eighth grade year I was doing horribly in my classes, especially math. I was really misbehaving and being a class clown. I knew that I was acting badly, but had no idea why. I couldn't stop myself from misbehaving.

Math, science, social studies and English were classes I fell asleep in. It all started changing after I took the Applied Scholastics Achievement Program. I know what to do now. I know the method to understand and learn. I have strong confidence in myself. One reason is because I went from an "F" to an "A" in math in the middle of the year.

Now I am no longer the class clown, and I am a lot happier."

– **Cheyone Franklin**

"I'm a student at Prescott Middle School. During my 8th grade year I was enrolled in the Applied Scholastics Achievement Program.

At the beginning of the year I had second thoughts because school was hard. I didn't want to do anything but drop out and sell dope for a living. Now school is easy because I have learned how to get my way through school. I can become an engineer and make enough money to support my family and move out of my neighborhood, which is a tough place, so my children won't have to live like I have and see the things I have seen.

Enrolling in this program has helped me understand new things and helped me understand things I thought I knew."

– **Darrell Beasley**

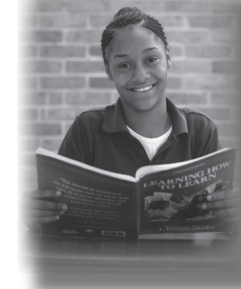
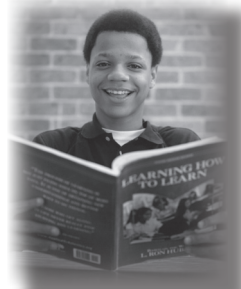
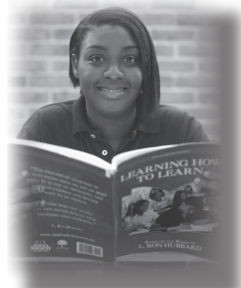
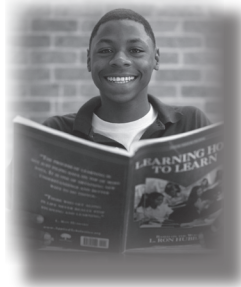
"In my classes I would always come to a point where I was uncomfortable during study time before a test or when reading big words. The Applied Scholastics Achievement Program helped me be more comfortable in class and while studying.

After getting a better understanding of how to use this knowledge in class, my grades and attitude have improved. Before applying my new knowledge to my other classes my grades were about C or D average. After using this information my GPA raised to a B average. I felt better about studying.

Now when I'm studying at school it's a breeze, because I know how to study. Also, because of this program I no longer struggle at home. I use my dictionary and other tools all the time.

I always talk about what I want to be when I grow up, which is a journalist, and with these skills I can gain the knowledge to be whatever I want to be. I will come to all kinds of points in my life where I will need to use these skills."

– **Iquesha Newell**



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“Students participating in this program demonstrate a genuine interest in learning; their behavior has improved overall, not just in a reduction of disciplinary actions, which has also occurred, but in attitude, self-confidence and improved attendance. Most importantly, their academic achievements have greatly increased and each and every one of them went into the state testing week confident and motivated.”

– **Elida Bera, Principal**
Prescott Middle School

“I wanted to let you know about something I noticed just before the 8th graders started their testing week last month: they exhibited an air of confidence and a greater preparedness than ever before. As you know, our “report card” as administrators is what we can show in those test results. The demands upon us for higher proficiency ratings can be both challenging and stressful. So, it gave me great relief to see our students displaying a more confident attitude towards the tests; I take that as a clear forecast of higher outcomes.

Our kids can do amazing things when they are motivated. For example, our 8th grade honor roll awardees greatly increased in number this year! On the other end of the spectrum, they are displaying fewer discipline situations overall. I am truly confident that our graduates will excel in high school and succeed in life. We genuinely appreciate the obvious contributions ASAP has made to these advancements and look forward to the continuation of this academic partnership in the next school year.”

– **Andrea Joseph, Assistant Principal**
Prescott Middle School

“What impressed me about Mr. Hubbard’s “Study Technology,” which is the foundation for Applied Scholastics Achievement Program, is that his educational tenets and procedures parallel what I have found from my own independent researches to be the natural laws of learning. Its procedures engage the *whole* child in the learning process itself by making students aware of the barriers or obstacles that they face when trying to learn; further, they empower the student with the tools to resolve and even prevent – those self-same barriers. They enable a student to *think*, which is the essential product of education.”

– **Dr. Diola Bagayoko, Chancellor’s Fellow**
Southern University Baton Rouge

