

Key to following pages:

- | | |
|------------------------------------|--|
| 1. Azusa Adult School | -In-English exclusively |
| 2. Buena Park Even Start | -In-English and EASY 1 & 2 |
| 3. Sweetwater (Chula Vista) | -In-English, EASY, PETW, Crossroads |
| 4. Compton | -In-English, EASY, PETW 1,2,3 |

Appendix J

**Raw Research Results
Azusa Adult School ESL Program**

Spring Semester, Feb. 2000-June 2000:

Total ESL enrollment	<u>1826</u>
Students Tested (12 hrs. or more)	<u>1342</u>
Students Post-Tested (matched pairs)	<u>222</u>
Number of benchmarks	<u>163</u>
Percentage of ESL enrollment	<u>8.9%</u>

Fall Semester, Sept. 2000-Jan. 2001:

Total ESL enrollment	<u>1579</u>
Students Tested (12 hrs. or more)	<u>1050</u>
Students Post-Tested (matched pairs)	<u>379</u>
Number of benchmarks	<u>445</u>
Percentage of ESL enrollment	<u>28%</u>

Mathematical Results after comparison:






Difference ESL enrollment	<u>247</u>	Positive <input type="checkbox"/> Negative <input checked="" type="checkbox"/>
Students Tested (12 hrs. or more)	<u>292</u>	Positive <input type="checkbox"/> Negative <input checked="" type="checkbox"/>
Students Post-Tested (matched pairs)	<u>153</u>	Positive <input checked="" type="checkbox"/> Negative <input type="checkbox"/>
Number of benchmarks	<u>282</u>	Positive <input checked="" type="checkbox"/> Negative <input type="checkbox"/>

EVEN START

Buena Park

- ▶ 34 Parents

- ▶ 29 Matched Pairs

- ▶ Scale Score Gains:
 -  1-4 2
 -  5-9 11
 -  10-14 7
 -  15-19 4
 -  20+ 5

- ▶ Average Gain 12.26

- ▶ Participating Less Than 1 year 17

PARENT CHECKLIST
2002-2003
CASAS Score Report

Names	July 02 Pre	Sept 02	Dec 02 Jan 03 (make-up)	March 03	June 03	Difference this year
	X	X	207	212	215	+ 8
	207	228	229	exited	X	+ 22
	X	X	190	196	Exited	+ 6
		192	199	206	203	+ 9
	x	x	X	X	199	
	207	207	215	221	216 (new lvl)	+ 9
	196	203	209	220	216 (new lvl)	+ 20
	196	202	209	205	216	+ 10
	x	x	X	188	203	+ 15
	x	x	X	199	204	+ 5
	X	x	209	215	218	+ 9
	209	199	209	218	exited	+ 9
	180	192	Ab	199	200	+ 20
	x	196 (Peggy)	204	Exited	X	+ 8
	203	216	220	220	216 (new lvl)	+ 13
	210	222	Ab	220	218	+ 8
	199	202	207	210	210	+ 11
	209	Exited program	X	x	X	
	x	196	203	exited	X	+ 7
	x	x	184	203	196 (new lvl)	+ 12
	190	202	206	188	203	+ 13
	196	x	199	206	207	+ 11
	170	196	203	206	206	+ 36
	x	175	196	207	200 (new lvl)	+ 25
	206	216	222	Exited	X	+ 16
	x	218	222	exited	X	+ 4
	x	x	203	exited	X	
	x	x	X	212	Exited	
	x	x	206	206	222	+ 16
	232	232	233	239	246	+ 14
	x	x	209	224	215	+ 6
	x	199	Exited	x	X	
	x	190	194	202	193 (new lvl)	+ 3
	x	x	x	194	210	+ 16
	x	x	199		206	+ 7

**DISTANCE LEARNING CASAS RESULTS
FOR 157 MATCHED PAIRS**

**Fall 2002 to Spring 2003
Sweetwater Adult School**

4 Students	21 - 25	point learning gain
59 Students	11 - 20	point learning gain
60 Students	6 - 10	point learning gain
<u>34</u> Students	3 - 5	point learning gain
157 Students		

ADULT EDUCATION INNOVATION AND ALTERNATIVE INSTRUCTIONAL
DELIVERY PROGRAM
Annual Program Evaluation Report
FY 2001-2002

III. Narrative Report:

- A. Summarize the accomplishments of the 2001-2002 Innovation Program including benefits to the target population and challenges faced in implementing the program. Include summaries of progress made in reaching goals and progress in completing objectives and activities as indicated by standardized student testing, student competency attainment, and student retention. Discuss any differences in the outcomes this year from those in prior years.

During the spring semester, 2002, an abbreviated, introductory phase of our Distance Learning Project was launched. Resulting from the very late notification of authorization, this phase of the project was offered on a limited basis. It provided instruction in basic academic skills, specifically English Language Arts via a video check-out and workbook model in collaboration with the Azusa Unified School District's Community Based English Tutoring program (CBET), which provided the initial curriculum, TV/VCRs, and check-out materials. In this model, students check out instructional videos and workbooks for home use. They may also view materials in an individualized resource lab, where assistance is available. Students are supervised by, and meet with, a credentialed instructor for assessment of learning and progress and testing. A total of 189 students from the target "hard to serve" population were enrolled under Course Title and Code #, Basic Language Arts Int. 010108. CBET provided classroom space at seven neighborhood schools to eliminate transportation issues. Hard data supports the effectiveness of the Innovation showing that a 99.99% retention rate was achieved. CASAS data* confirms that the accessibility of a non-traditional study schedule, low cost childcare, and a reduced-risk study environment, along with the effective, engaging video curriculum kept students motivated, improving both attendance and progress.

* Results of CASAS testing for 189 students participating in Azusa Adult School's 2002 Distance Learning Project:

Test Status	Gain in Points	Number Students	% of Enrollment	Comments
Tested	0 (no gain)	35	18 %	
Tested	1 - 9	36	19 %	
Tested	10 -20	62	33 %	
Tested	21 and over	6	3 %	
Tested	out of range	2	1 %	
Not tested		28	15 %	Less than 12 hrs. Summer Session
No CASAS record		20	11 %	
Total		189	100%	

Results of "In English®" unit tests indicate that 69 students (37%) moved up at least one level.

Only 2 students (.01%) dropped out of the project. 189 students generated 46,377 ADA.

This is a first year project. Comparative outcomes are therefore not available.

Compton Adult School

Distance Learning

Priority One
(210 & Below)

Paired Scores	Significant Gains	Two Levels	Total Gains
611	427	187	801+?

Combination Classroom & EASY Checkout