

Learner Verification Report

A year-long study conducted in Santa Ana, California, showed a dramatic improvement in test scores as well as remarkable improvement in English proficiency among students using Pearson Longman materials.

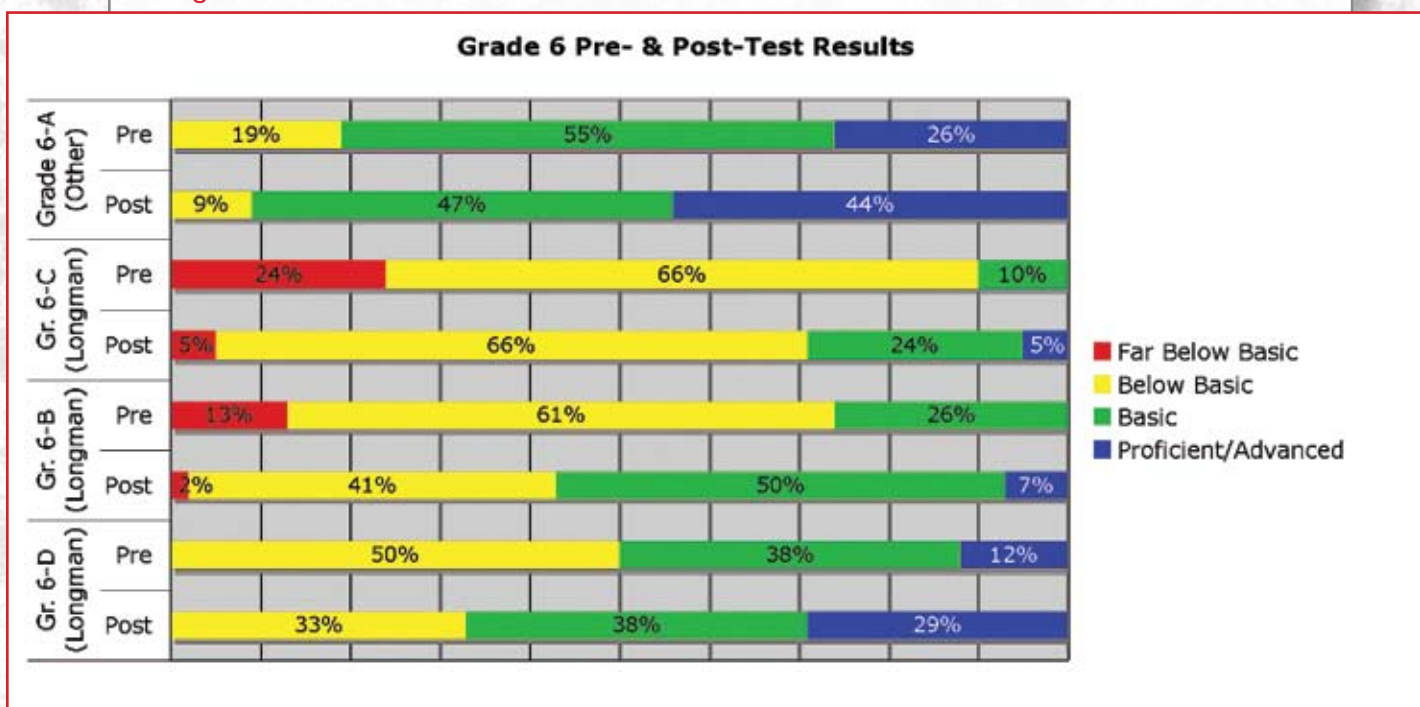
In this district with significantly high ELL enrollments, schools participating in the program piloted the Pearson Longman series in certain ELL classrooms, while other classrooms used an alternative program designed for low-level readers with comprehensive ELL support. While students using both programs showed improvement, the most dramatic results came from those students using the Pearson Longman program.

Methodology and Results

Students were given a benchmark test at the beginning of the study (Pre-Test) and another test at the program's end (Post-Test). As the graphs below illustrate, students using the Pearson Longman materials showed a significant improvement in English proficiency. (See Figures A & B.)

In a comparison of Pre-Test and Post-Test results, most 6th grade English learners showed overall improvement in their English proficiencies. The most dramatic improvement, however, came from classrooms piloting the Pearson Longman program, where a significantly higher number of students who began the study at a Below Basic and Far Below Basic proficiency, finished the program at either a Basic or Proficient level.

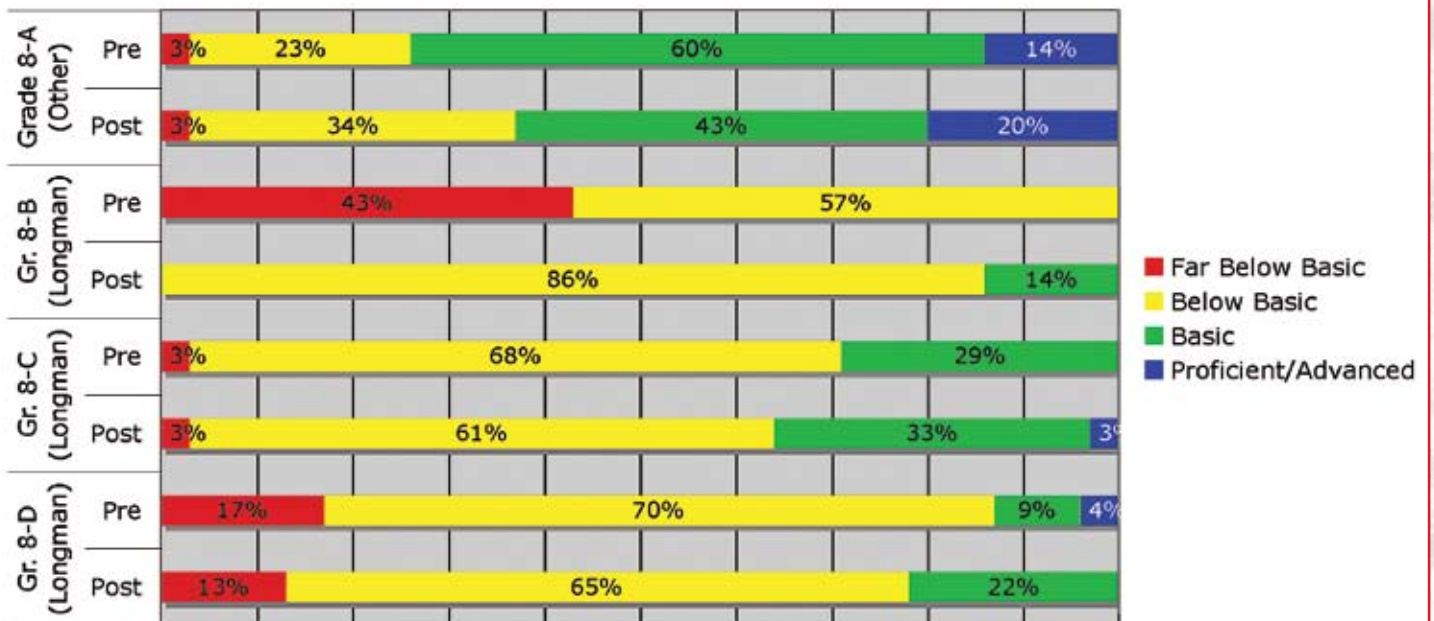
Figure A



The results are even more dramatic with 8th grade students participating in the study. Among these learners, students using the low-level program actually lost ground overall in terms of English proficiency, while those using the Pearson Longman program gained overall proficiency.

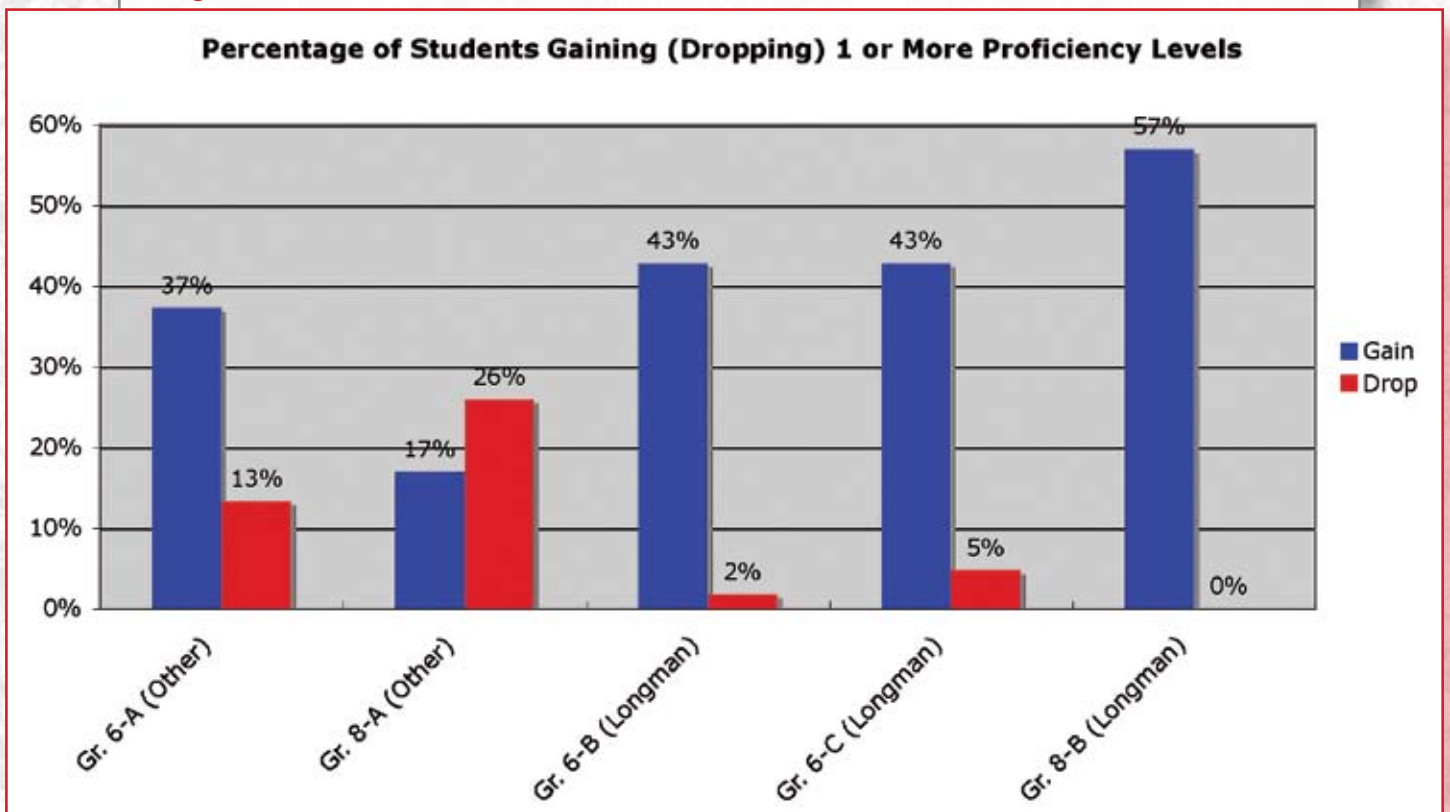
Figure B

Grade 8 Pre- & Post-Test Results



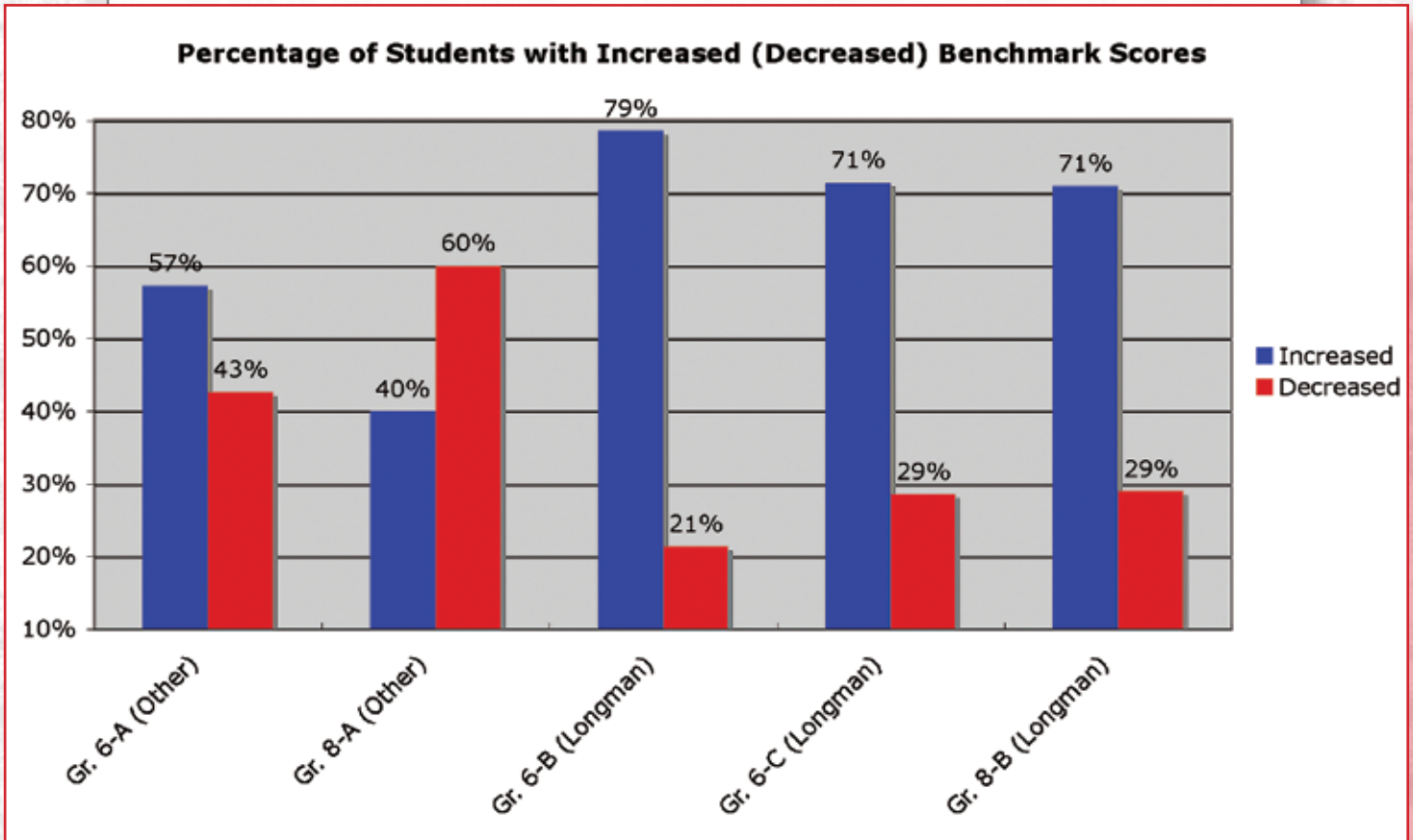
More impressively, an analysis of individual student performance shows that individual gains far outstripped losses both in terms of proficiency level and test scores among students using the Pearson Longman program versus those using the alternative series (Figure C).

Figure C



Once again, the results among all groups show improvement, but especially persuasive is the data from the eighth graders, where a significantly higher percentage of students saw an increase in test scores among the Pearson Longman users when compared to those using the other program. In fact, among these eighth graders, many more students actually saw their benchmark scores drop rather than increase over the course of the study (Figure D).

Figure D



Among the Pearson Longman students, quite the opposite results were seen, where, by far, more students experienced an increase in their scores compared to those whose scores fell.

Because the overall results of the study were consistent among each of the classes participating in the study and across grade levels, they lend strong support to the argument that English learners benefit more by using complete programs developed specifically for their language acquisition needs, rather than programs designed for low-level readers.

