



learning **L2** together™

Proven Results



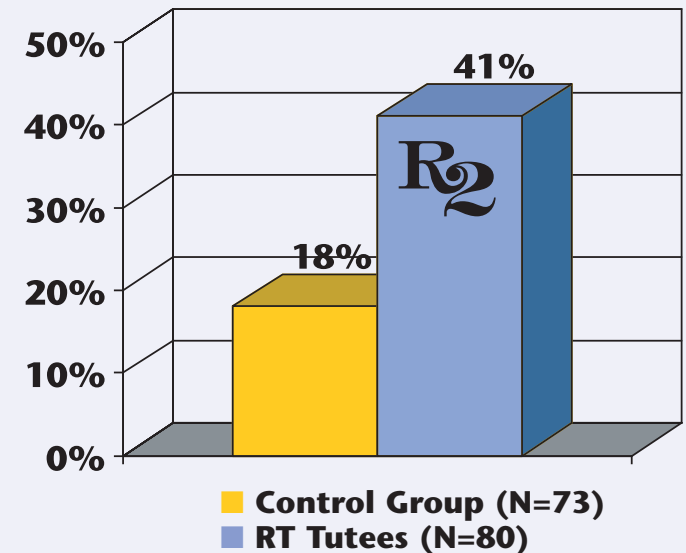
Students in Montgomery County, Maryland experienced the benefits of Reading Together Grade Two. As you can see, with Reading Together, many more students met or exceeded grade two performance standards on the state test.

What makes this study exciting is that the students participating were tutored by a family member. Schools see measurable results whether they use cross-age tutors, family tutors, community or corporate volunteers, paraprofessionals or high school students.

The scripted lessons and structured tutorials ensure uniformity of scope and sequence across all programs!

Accelerating Student Achievement *Improving state and standardized test scores*

**Grade 2 Control and RT Students
Reading Below Grade Level in Fall and
Scoring At or Above the 60th Percentile in Spring
on State Reading Test (CTBS)**

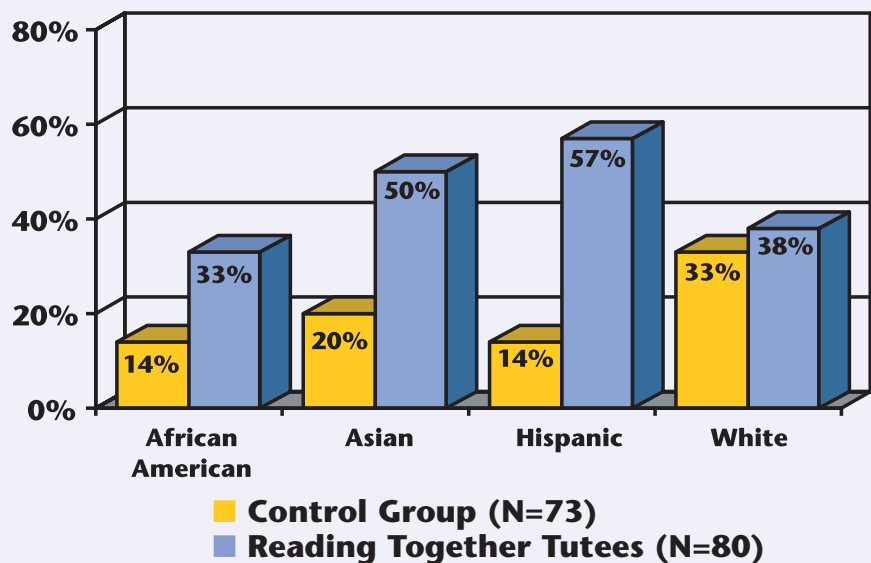


**Data Source:
Montgomery County, Maryland
Public Schools, 2000 - 01**

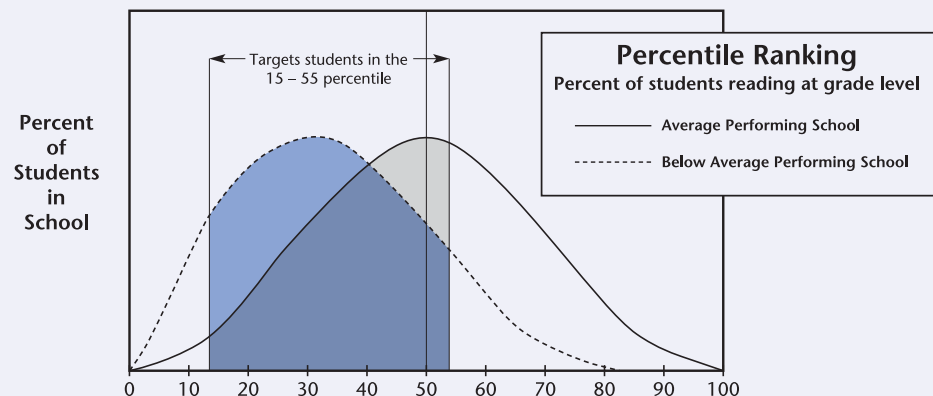
Targeting Subgroups to Close the Gap

Raising whole-school performance

Grade 2 Control and RT Students Reading Below Grade Level in Fall and Scoring At or Above 60th Percentile* in Spring (Post Intervention) on State Reading Test (CTBS)



*District target for Grade 2 reading proficiency
 Data Source: Montgomery County, Maryland
 Public Schools 2000 - 01



Our programs help close the achievement gap between high- and low-performing children, especially between minority and nonminority students and between disadvantaged children and their more advantaged peers.

Learning Together programs target students who are below proficiency level in reading and/or math skills, on average in the 15th to 55th percentile ranking. Students must be able to decode, but may not be able to comprehend what they read or information presented to them.

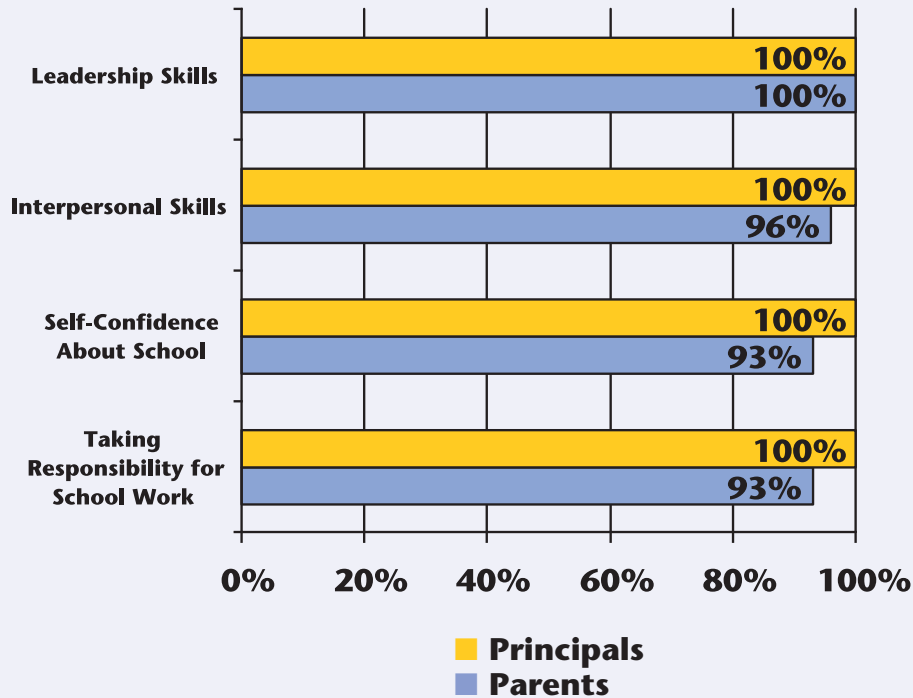
Programs work with intermediate to advanced English Language Learners and special education students receiving instruction in the regular classroom with additional consultation and support (IEPs or 504s).

Academic, Social and Emotional Gains

Improving personal and social skills at school and at home



Percentage of Parents and School Principals Reporting Improved Tutor Skills



Data Source: 1999 Study by SERVE, Inc.

Both tutors and tutees benefit:

"The program provided one-on-one time and attention that might not otherwise be available in a classroom. I believe the self-esteem factor to be of equal value to the academic benefit!"
– Classroom teacher

"The fifth-grade tutors reaped many benefits. Their teachers noted increased confidence and self-esteem as well as an increase in their personal studies and interest in their studies. The program was very motivational."
– Reading specialist

"This program isn't just about learning. It's also about having fun and making new friends. Sometimes I don't like to go to school, but it pays off."
– Fifth-grade tutor

Learning Together's Structured Tutoring Works

Demonstrating measurable results, Carrollton-Farmers Branch ISD, Texas

"Like other schools across the country, Carrollton-Farmers Branch ISD is faced with raising whole-school performance. To supplement our reading programs, we implemented Reading Together in 22 of our schools. The improvement in reading proficiency scores was clearly evident in our end-of-grade local assessments. The programs are flexible enough to meet the implementation needs of each campus. Yet, the structure of the program across all models provides the framework that led to success for our students."

- Dr. Annette T. Griffin, Superintendent



"The 2002-2003 school year was very exciting as far as results from Reading Together. All the tutees started the program below grade-level proficiency on local district assessments. At the end of the school year, in 15 of the 22 participating schools, 85 percent or more of the tutees were on or above grade level; across those 15 schools, the average percent of tutees on or above grade level was 96 percent."

- Zelene Lovitt, At-Risk Support Facilitator



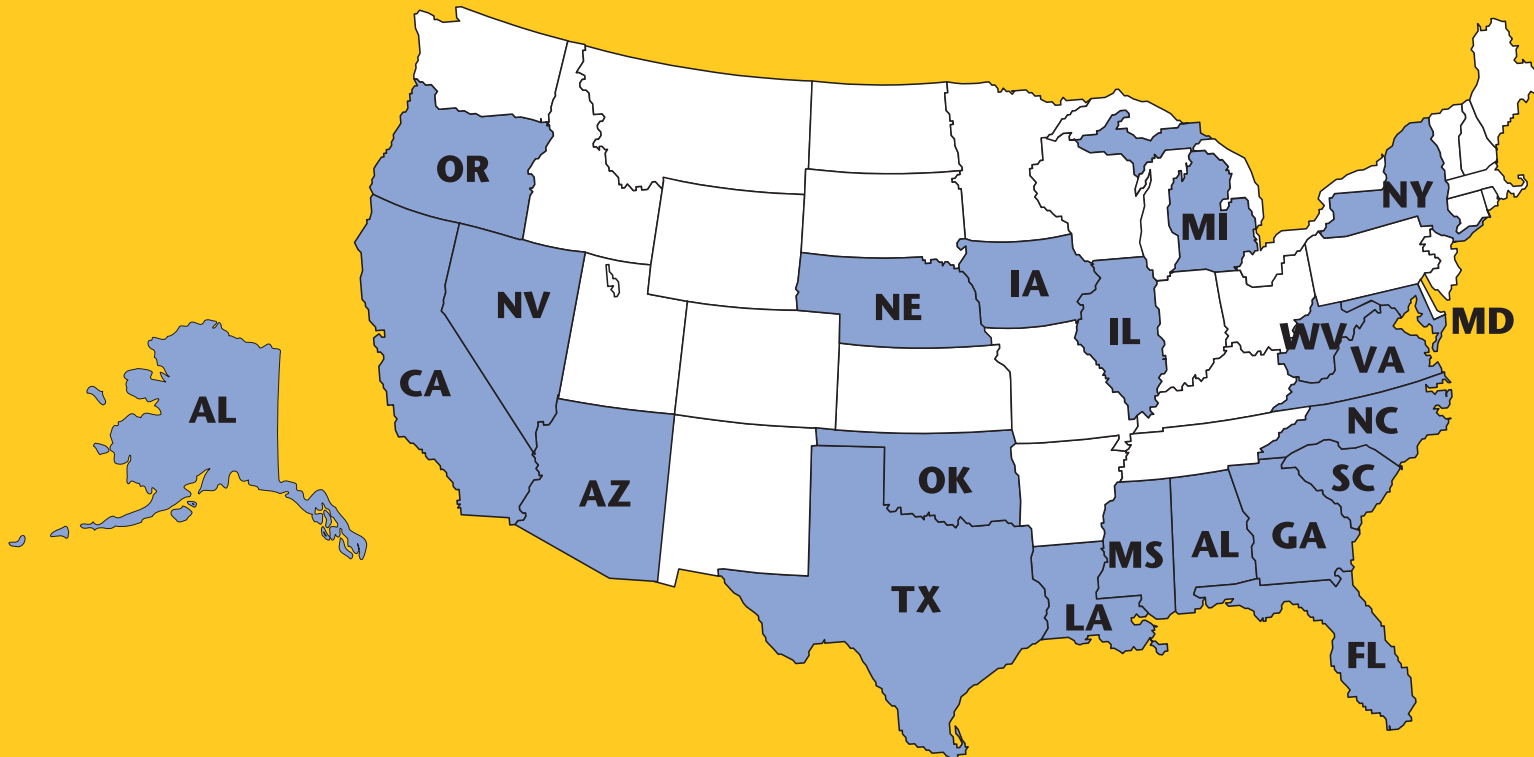
"My students have the added pressure of preparing for the state-mandated TAKS (Texas Assessment of Knowledge and Skills) test at the end of third grade. We paired fifth-grade tutors with struggling third graders reading at a second-grade level. Reading Together made an important difference for our 42 third graders we serviced in the program during the year. It showed up at the end of the school year when all but two passed the TAKS test."

- Lee Martuscello, Coordinator, Sheffield Intermediate School



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