

JOURNEYS

COMMON CORE

APOLLO-RIDGE SCHOOL DISTRICT

Case Study



DISTRICT OVERVIEW

Apollo-Ridge School District is a rural school district located in Southwestern Pennsylvania. This district includes a total of three schools serving students from Grade K–12 with a professional staff of 103 teachers, and approximately 94 support personnel and administrators.

Apollo-Ridge School District

Student Population	1,610
Caucasian	98%
Free/Reduced Lunch	39%
Students with Special Needs	18%

PENNSYLVANIA ASSESSMENTS

After using the *Journeys* program for the 2010-2011 academic year, scores from the Pennsylvania System of School Assessment (PSSA) were collected to assess how *Journeys* affected student reading performance.

The annual PSSA is a standards-based, criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Assessments occur in reading, mathematics, science, social studies, and writing and are aligned to Pennsylvania's academic content standards.

Student scores can be converted into a proficiency level which indicates if students have mastered the content standards in a given subject and grade level.

In Pennsylvania students' test scores can be categorized into one of four levels of mastery: Basic, Limited, Proficient, and Advanced.

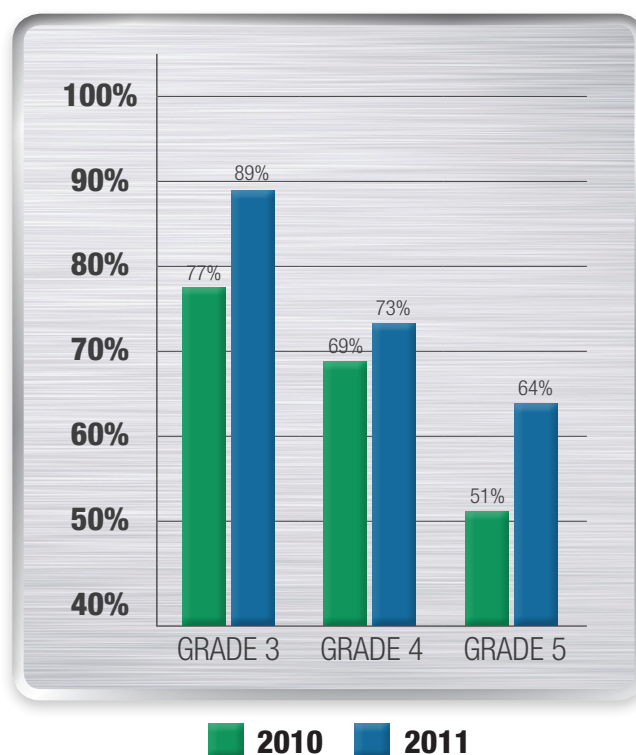
“Options! The *Journeys* program allows the teacher to create plans based on student needs, incorporate flexible grouping, and differentiated instruction. The program supports the RtI system in place in our district.”

Sandra Cecchini
Apollo-Ridge Elementary

STUDENT SUCCESS WITH *JOURNEYS*

To assess if implementing *Journeys* had an impact on learning, student test scores from the Spring of 2010 (prior to using the program) and the Spring of 2011 (after the first year of usage) were obtained for Grades 3–5. These findings are presented in Figure 1.

FIGURE 1
PERCENT OF STUDENTS PROFICIENT/ADVANCED



The comparison of achievement scores revealed that at all grade levels examined the percentage of students scoring proficient or higher were greater in 2011, after using *Journeys*, than the previous year, with an average gain of over 9%.

CONCLUSION

This one-year examination of a district wide implementation of *Journeys* in Apollo-Ridge School District revealed that the program was associated with increased reading performance.

This case study provides evidence that *Journeys* will be effective in improving students' reading proficiency in other districts with similar demographics and characteristics.