

**Quantum  
Learning<sup>®</sup>**  
education

# **Professional Development & Student Achievement Programs**

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Research and Studies

Sarah Singer-Nourie

Field-Based Masters Program, Saint Xavier University and IRI/Skylight, Chicago, IL, May, 1998.

Results of implementing Quantum Learning in the Thornton Township High School District, South Holland, IL.

2047 student population (37% low income, 83% African-American, 13% Caucasian, 4% other) 452 faculty. Approximately 60 teachers and 600 students were involved in the Quantum Learning Pilot Program.

Post intervention data indicated increased student learning, attendance, and improved attitude toward school. Students also showed increased math and reading skills, both on standardized tests and class grades. Post intervention data also revealed improved teachers effectiveness and satisfaction.

- Ninth grade “low-level” students in math and English increase their mathematical problem solving ability to 9th grade level
- Students had 2.9 fewer periods absent, a significant gain in this highly transient population.
- According to the Normal Curve Equivalent (NCE), students accelerated their learning and skills equivalent to 21 instructional months’ growth (more than two school years) in only 22 days.

### ENGLISH I

<i>Grade Distribution</i>	<i>Regular Students</i>	<i>Students who without Quantum Learning would have been placed in a remedial class</i>
A	6%	1%
B	19%	9%
C	28%	28%
D	29%	42%
F	17%	19%

- 13% more Acceleration students passed with a D grade.
- These students started out so much further behind than the regular students, but still their performance nearly equaled the others.

### SPEECH I

<i>Grade Distribution</i>	<i>Regular Students</i>	<i>Students who without Quantum Learning would have been placed in a remedial class</i>
A	8%	5%
B	25%	25%
C	36%	37%
D	19%	22%
F	12%	9%

- 3% more “regular” students failed Speech I than those Accelerated up from deficiency.
- Accelerated students virtually equaled the regular students in their A, B, C, and D grade distribution for Speech I.

## ALGEBRA I

<i>Grade Distribution</i>	<i>Regular Students</i>	<i>Students who without Quantum Learning would have been placed in a remedial class</i>
A	7%	6%
B	11%	9%
C	22%	24%
D	21%	26%
F	38%	33%

- Students who were able to enter Algebra I as ninth graders rather than the remedial math course they would have taken
- 5% fewer Acceleration students failed compared to regular students.
- Former Acceleration students almost matched the regular students in the A, B, and C range of grades
- 67% of former Acceleration students passed Algebra while only 62% of regular students passed.
- Students who accelerated their performance from a much lower starting point were able to sustain their performance at “grade level” more often than those who already had the skills to do so.

### Stanford Diagnostic Reading Test Distribution

- 47% of the students made gains in their reading comprehension skills
- 55% of the students made gains in their vocabulary

In Spring 1997 incoming ninth graders were identified who were performing below grade level in Math and English. These students had the highest frequency of absentees and behavioral problems, slowest gains in achievement and most apathy toward school and learning. Results after attending a 22 day “Quantum Learning” summer school:

- 2+ year gain in math (students who did not yet reach grade level)
- 6+ year gain in math (students who reached grade level)
- 67% passed Algebra (only 62% of ‘regular’ students passed)
- 37% reduction in absenteeism (7.9 average periods missed to 5.0)

### After using Quantum Learning, teachers report:

- 100% reported being better teachers
- 94% report more awareness of students learning styles and needs
- 94% have added strategies to their teaching repertoire
- 88% take more risks in teaching
- 86% report making more meaningful connections with students
- 83% report raised personal teaching standards
- 67% of students believe their grades really do show how smart they are (15% increase).
- 64 % opened their acceptance to new ideas

	<i>Before QL</i>	<i>After QL</i>
Students complete assignments	70%	83%
Ability to interest students	45%	83%
Freedom from frustration in their teaching	68%	100%
Job satisfaction	65%	83%
Students are flexible, open, have positive attitudes	60%	69%
Students are interested in learning in class most of the time	45%	83%
Students complete their class work	70%	83%
Frustration in teaching much of the time	32%	0%
Joy and satisfaction from teaching their students	65%	83%
Able to motivate students in their Learning Forum	52%	69%

**After using Quantum Learning, students report:**

- 68% report better attendance
- 66% report better behavior
- 60% report following class rules more often
- 68% report enjoying learning more in QL class

	<i>Before QL</i>	<i>After QL</i>
Higher esteem as a learner	68%	89%
Consider themselves academic performers	46%	82%
Knowledge of how to interest self in class quickly	41%	64%
Ability to memorize and retain unrelated facts	31%	63%
Give 100% in class	55%	73%
Like their teachers	44%	79%

**Report on Quantum Learning Impact in Three Third Grade Classes at Buena Vista Enhanced Option School, Nashville, Tennessee  
Fall of 2004 – end of school year 2005**

**Reading Assessments**

- Running records grew 7.4 levels on average from the beginning of 3rd grade to the end.
- 46% of 3rd graders topped out at level 44, which is equivalent to end of 5th grade reading level. We were unable to test at higher levels, even though we feel the students would have reached higher levels.
- All students grew at least one year, with 90% of students showing growth of more than one academic year.

**Math Inventory** – 35 question test given at the beginning, middle and end of school year.

- 60% of students scored 85% or higher at the beginning of the school year.
- 80% of students scored 85% or higher at the middle of the school year, with some students growing as much as 29 points.
- 100% of students scored at the master level on the end of the year math test. These three third grade classes were the top scoring in the Metro Nashville school district for the year.

**Attendance** – Our students were at school 98% of the year.

TCAP scores are in and this 3rd grade group scored 100% in Reading Mastery (77% last year), 80.5% in Social Studies (45% last year), 90.2% in Science (42.9% last year), and 92.7% in Math (80% last year).

Only one other school in Metro Nashville (in an affluent area) came close to these scores. Mrs. Myers, Mrs. Pedigo and Mrs. Terrell attribute these scores and improvements to their commitment to implementation of Quantum Learning every day in their classes.

*Teachers: Kelli Myer, Pam Pedigo and Ellie Terrell – Buena Vista Enhanced Option Elementary School, Nashville, Tennessee*

This research provides an evaluation of an operational accelerated/integrative learning program (ALMP).\* The program is implemented internationally and is designed to improve students' self-esteem and school achievement. It features academic skills (learning how to learn), personal growth/life skills, and physical skills. Strategies for teaching are based on accelerated/integrative methodologies and philosophies. The assumption was made that this learning methodology was brain-compatible based on the recent mind-brain research as outlined in the review of the literature.

The study involved 6,042 students, ages 12 to 22, and utilized quantitative and qualitative data as an ex post facto study, collected between 1983 and 1989 from the following sources: (1) existing demographic data, (2) parent and student surveys, and (3) an interview with experts.

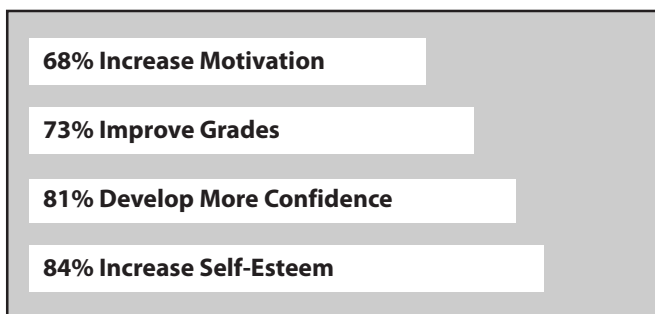
Findings include the fact that 84% of the students reported having increased self-esteem, and only 3.54% were disappointed with their learning outcomes. Ninety-nine percent of the students indicated they had continued to use the skills learned after the ten-day experience. Ninety-two percent of the parents and 98% of the students indicated an overall positive attitude toward the learning experience. The students who entered the educational setting with a 1.9 GPA or lower attained a one-point GPA growth, on average, after 10 days of instruction.

Based on the data collected, this program has been found to be very successful and should be considered as a model for replication. This program has found a way to meet the different abilities of students. Moreover, the accelerated/integrative learning philosophy and methodology should be considered as a method for impacting the drop-out situation in schools. Also, the model provides a method for accelerating the vast amounts of learning that are necessary for the 21st century. This study has validated that even potential drop-out students (1.9 and lower GPA) can learn quickly when the learning environment has been adjusted to become brain-compatible, based on accelerated/integrative learning strategies.

The results of this study imply that a key factor to greater academic success is a learning environment as expressed by accelerated/integrative learning methodologies and philosophies. It also supports the researchers who have studied the effects of providing a learning environment with joy, music and relaxation. It emphasizes the importance of providing a psychologically safe environment for learning along with and prior to cognitive instruction. The importance of holistic instruction based on how the brain functions cannot be overemphasized.

*Overall, students across the A through F range made approximately a half-point growth after ten days of instruction. It is noteworthy that 98% of the students 1.9 and lower improved their GPA. It is apparent that the ALMP had a profound effect on students' lives, emotional outlook toward themselves, their parents and peers, and education in general.*

### **After attending SuperCamp, studies show ...**



This study, by Dr. Jeanette Vos-Groenendal, is based on participants' perceptions after attending SuperCamp. Dr. Vos-Groenendal completed her doctoral dissertation in May 1991, at Northern Arizona University, Flagstaff, Arizona. Her complete dissertation can be obtained from UMI Dissertation Service, 300 North Zeeb Rd., P.O. Box 1346, Ann Arbor, MI 48106-1346, 800-308-1586.

*Additional documentation available upon request.*

# QLN quantum learning network®

## supercamp®

SuperCamp is a summer residential program held on prominent college campuses across the U.S. and internationally. Students from nine to nineteen and of all abilities gain powerful techniques for academic and personal success and master valuable learning skills through Quantum Learning methodology. Opportunities for success become building blocks to increase self-esteem and confidence.

According to extensive research conducted annually, Students raise their grades, increase participation in school and feel measurably better about themselves after the program. Programs are designed for specific ages and grades and include the following courses: Quantum Reading, Quantum Writing, academic strategies, note taking/Mind Mapping, SAT preview and test taking, Quantum Memory, communication and relationships, creative thinking and problem solving, goal setting, and an outdoor challenge course.

## Quantum Learning® education

QL Education serves the academic world with its highly regarded Quantum Learning education model for teachers, administrators, students and parents. QL Education creates customized programs at the individual school level, within school districts, statewide and even nationally in the Dominican Republic.

### Quantum Learning for Teachers

Quantum Learning for Teachers (QLT) professional development programs train educators in the “how to” of facilitating the learning process, covering both theory and implementation. Core components include the steps to building a strong foundation, a positive atmosphere of rapport and respect and a supportive environment. The training includes specific teaching strategies, content delivery, curriculum design and learning and life skills. Programs consist of staff development, classroom coaching and reinforcement, and incorporate proven methods to:

- Infuse joy into learning
- Accelerate learning
- Make content more meaningful
- Improve classroom behavior
- Build rapport and self-esteem
- Support standards-based curriculum

### Quantum Learning for Students

Quantum Learning for Students (QLS) is patterned after SuperCamp’s learning and life skills program. QLS is available during the school year, including SuperStart for the start of the school year and after the New Year, or as a summer program. Regardless of the time of year, QLS can be tailored to meet the needs of a specific student population or segment. The “how to” of becoming a lifelong learner includes proven methods to:

- Raise grades and test scores
- Increase confidence and motivation

### Quantum Learning for Administrators

Quantum Learning for Administrators (QLA) professional development programs guide school administrators in developing a new definition of leadership designed to stimulate greater leadership capacity and orchestrate sustainable motivation throughout the educational organization. Topics include:

- Building community
- Cultivating a winning attitude
- Communication tools and techniques
- Productive team building
- Atmosphere of excellence
- Optimal environments for success

### Quantum Learning for Parents

Quantum Learning for Parents (QLP) is an outgrowth of SuperCamp’s popular Parent Weekend. QLP gives parents learning and communication tools to help support their children in school and life. QLP programs can range from one weekday evening up to a comprehensive two-day weekend session and can run in conjunction with a QLS program or stand alone. Course content includes:

- Building a positive parent-child relationship
- The four steps to building a healthy brain
- How to share the homework experience
- Creating a supportive study environment
- Building rapport with your child’s teacher
- Joint problem solving
- The power of praise
- The 8 Keys of Excellence
- Effective study skills and strategies
- Strengthening family bonds