



# CASE STUDY:

## Maplebrook School



Does your transition program comply with the law? Maplebrook School is a small international boarding and day school in Amenia, New York, a rural area in the Hudson Valley foothills of the Berkshire Mountains about 90 miles northeast of New York City. In the early 1980's Maplebrook initiated a post-secondary program, expressly to serve adolescents and young adults with learning differences, ages 18-21. Enrollment now averages 50 students annually, served by 5 teachers.

In its early years, the program began searching for instruction to teach the essential life skills young adults need for independence. They found CEC's Life Centered Education transition curriculum particularly flexible and relevant so implemented the original print version. Since its upgrade to an online format in 2012, they have remained consistently satisfied with LCE's ability to improve functional skills that students need beyond high school.

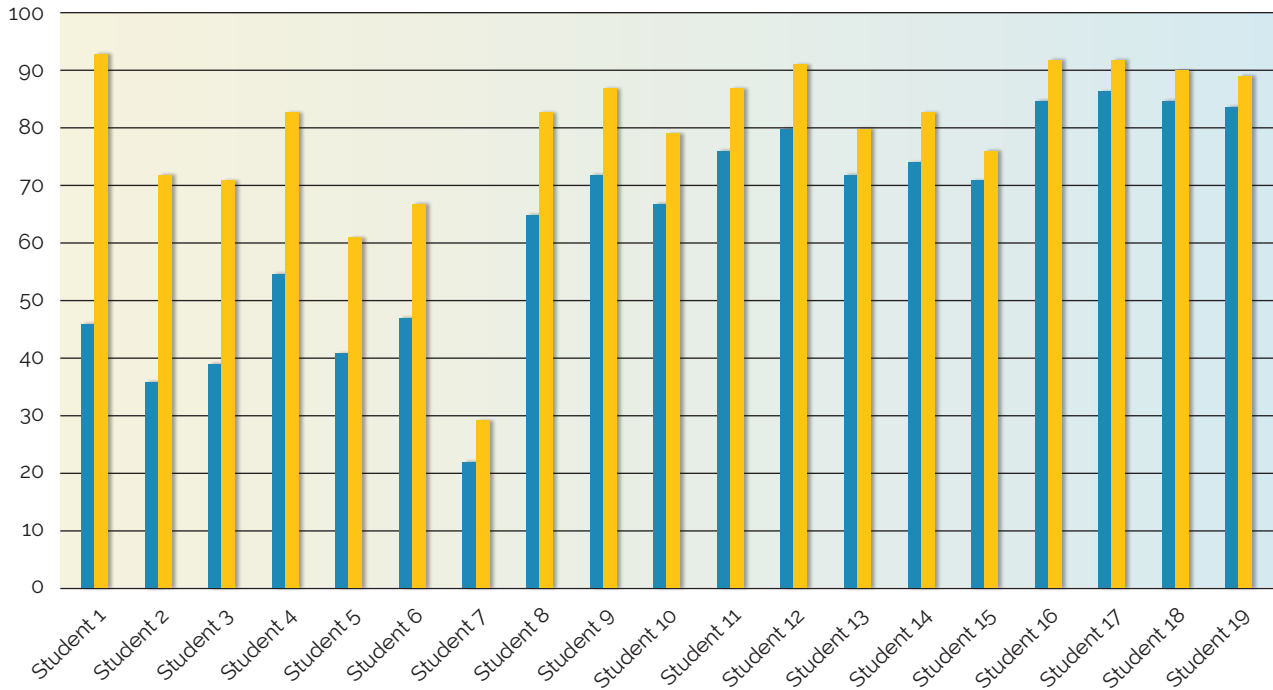
### Skills covered by CEC's online transition curriculum and assessment system include:

Daily Living Skills	Self-determination and Interpersonal Skills	Employment Skills
<ul style="list-style-type: none"> <li>• Managing personal finances</li> <li>• Selecting and managing a household</li> <li>• Caring for personal needs</li> <li>• Demonstrating relationship responsibilities</li> <li>• Purchasing, preparing, and consuming food</li> <li>• Buying and caring for clothing</li> <li>• Exhibiting responsible citizenship</li> <li>• Using recreational facilities, engaging leisure</li> <li>• Choosing and accessing transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding self-determination</li> <li>• Being self-aware</li> <li>• Developing interpersonal skills</li> <li>• Communicating with others</li> <li>• Making good decisions</li> <li>• Increasing social awareness</li> <li>• Understanding disability rights</li> <li>• Assuming responsibilities regarding disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and considering employment possibilities</li> <li>• Exploring employment choices</li> <li>• Seeking, securing, and maintaining employment</li> <li>• Exhibiting appropriate employability skills</li> </ul>

A longitudinal analysis was performed to determine amount of student growth over a two-year period following the school's conversion to the online version of LCE. During the 24-month period, 2014-2016, pre-post improvement scores were tracked on 19 students.

- All 19 students:**
- Showed an increase in overall raw scores across all LCE content areas (daily living, self-determination, and employment skills)
  - Demonstrated a similar amount of gain in each of the three skill areas
  - Improved on daily living and self-determination skills, and 17 of 19 students (89%) improved on employment skills

## 2014-2016 Comparison of Pre-Post Improvement Scores in Percentages for Maplebrook Students



Given an established mastery level of 80%, 12 of 19 students (63%) moved from below mastery to above mastery over the two-year period. Improvement was pronounced for five students who performed roughly twice as well – or better – on the LCE post-test than on the pre-test (see students 1-5 in chart, above).

### A quarter of Maplebrook students doubled their LCE pre-post test scores

Superstar Students	Pre-test Percent Correct	Post-test Percent Correct	Percent Improvement
Student 1	46	93	100
Student 2	36	72	98
Student 3	39	71	82
Student 4	55	83	49
Student 5	41	61	48

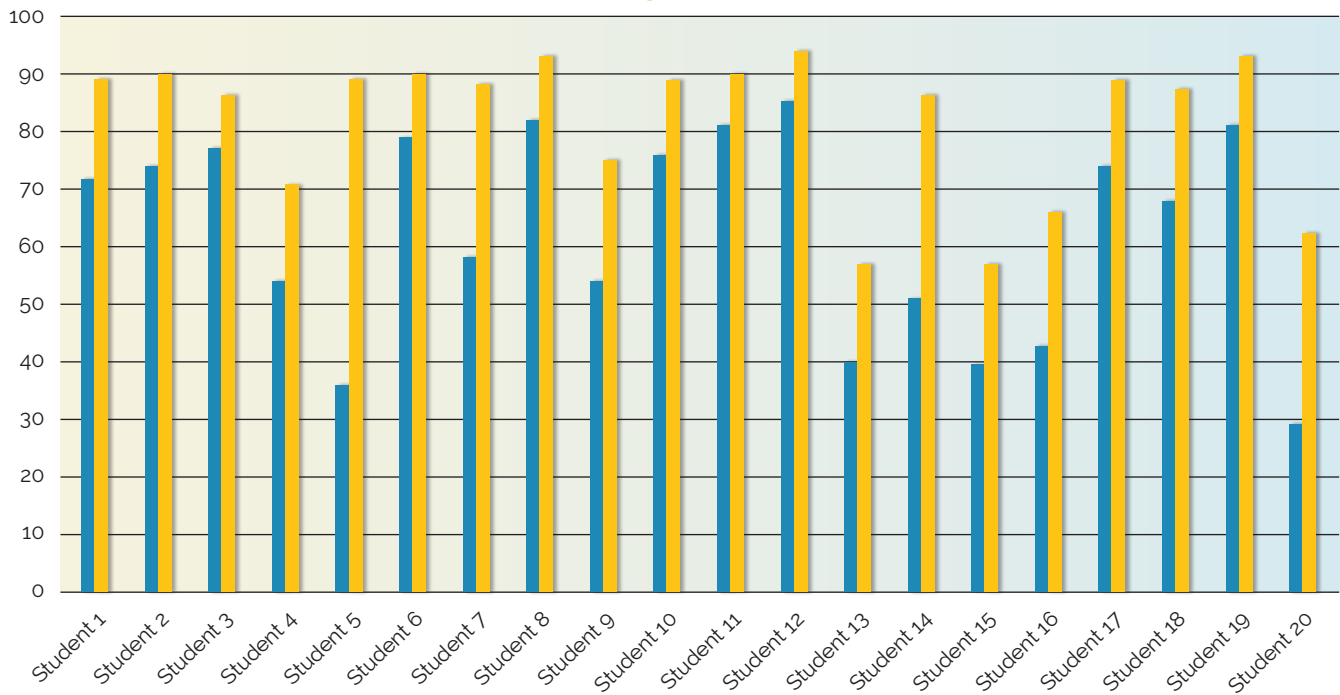
## Replication Study Reconfirms LCE's Ability to Improve Student Outcomes – September, 2016–June, 2018

This case study was replicated with 20 different students during the time period between September 2016 and June 2018. The time-series analysis again held each student as his/her own control.

When compared to the 2014-2016 results, improvements in the 2018 replication study were even more dramatic:

- Each of the 20 students showed an increase in overall raw scores for every LCE content area (daily living, self-determination, and employment skills)
- Learning gains in each of the three skill areas were similar, and high (by 13-17%)
- Exit outcomes averaged around the established 80% mastery level
  - » Daily living skills – Pretest average across all students = 61%; post-test average 78%
  - » Self-determination – Pretest average across all students = 68%; post-test average 81%
  - » Employment skills – Pretest average across all students = 61%; post-test average 79%

### 2016–2018 Comparison of Pre-Post Improvement Scores in Percentages for Maplebrook Students



In the 2016-2018 replication study, 16 of the 20 participating students (80%) moved from below mastery to above mastery over the two-year period (which is even more remarkable than the 63% of students who moved from below to above mastery in the previous study). Data from the most recent study showed improvement most pronounced for three students who demonstrated pre-post test increases anywhere from 26-53 percent-age points (across these three students, their average pre-post gain was 36%).

### LCE replication study again reveals super-star performers at Maplebrook

Superstar Students	Pre-test Percent Correct	Post-test Percent Correct	Percent Improvement
Student 5	34	87	53
Student 14	53	83	30
Student 20	30	56	26

Maplebrook uses LCE in the following courses to reinforce a variety of academic and functional skills:

Courses	Student Needs Addressed
<ul style="list-style-type: none"> <li>• Finance</li> <li>• Money Management</li> <li>• Occupational Studies</li> <li>• Self-advocacy</li> <li>• Time Management</li> <li>• Career Planning</li> <li>• Community Service</li> <li>• Character Education</li> <li>• Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Judgment</li> <li>• Initiative</li> <li>• Persistence</li> <li>• Diplomacy</li> <li>• Flexibility</li> <li>• Organization</li> <li>• Collaboration</li> <li>• Negotiation</li> <li>• Positivism</li> </ul>

According to Administrator Scott Miller, "Maplebrook students have historically improved in all three of LCE's skill areas: daily living, self-determination/interpersonal, and employment. The data repeatedly show that the program consistently generates measurable – and substantial – learning gains."