

Duluth Core Learning Quantitative Data

At Duluth Core Learning, student programs are created for each individual student to develop the weak or inefficient underlying learning skills that are not supporting the student well enough and to remediate the affected academic areas (reading, writing, spelling, or math). Because we work with a whole continuum of skills and because each student's needs are unique, the specific combination of skills, programs, and strategies varies with each student. The following data represents students ages seven-adult who participated in continuum-based learning skills training between the years of 2014 to 2024. The average length of student programs is 9-12 months. Post evaluations were taken near the end of students' programs; however, parents have reported continued changes 6-12 months after completing programming. The data below is based on evaluations filled out by our parents near the end of students' programming.

Percentage of Parents who Reported Noticeable, Positive Changes in the Following Areas		
Reading >99%	Comprehension >99%	Spelling 95%
Attention/Focus 91%	Handwriting 96%	Behavior 95%
Self-Confidence 97%	Executive Function 88%	Math 93%

Trainer Rating: **9.9/10**

Program Effectiveness: **9.1/10**

Our trainers received an average rating of **9.9/10** for: concern and interest shown to students, ability to get students to enjoy the program/work hard, and helpfulness in explaining procedures/answering questions.

We received a rating of **9.1/10** for the effectiveness of our programs at handling the problems that made parents seek our help.

The following data represents students ages seven-adult who participated in continuum-based learning skills training between the years of 2014 to 2024. The average length of student programs is 9-12 months. Post evaluations were taken near the end of students' programs; however, parents have reported continued changes 6-12 months after completing programming. The data below is based on pre and post scores from the Gray Oral Reading Test (GORT-5), the Gibson Test of Cognitive Skills, and the SCAN Test for Auditory Processing Disorders.

92% of our students showed significant improvement in their **reading fluency**. Students who improved their **reading accuracy** skills improved by an average of **16 percentage points**; decoding skills improved by an average of **26 percentage points**.

Students who trained and improved **working memory** skills improved by an average of **25 percentage points** following processing skills training programs. **99%** of our students showed an increase in **auditory processing** skills following an auditory stimulation and training program. Auditory processing skills improved an average of **30 percentage points**.

Students who trained and improved **mental processing speed** improved by an average of **33 percentage points** following processing skills training programs.

Students who trained and improved **Logic and Reasoning** skills improved an average of **32 percentage points**.

88% of our students showed significant improvement in their phonemic awareness skills. Phonemic awareness skills improved by an average of **33 percentage points**.

88% of our students showed significant improvement in their **comprehension** skills. Comprehension skills improved by an average of **17 percentage points**.