

# Research on Adventist Education: NAD CognitiveGenesis

## Elementary & Secondary Education (6)

***CognitiveGenesis study and selection of norm group. (2006). California: La Sierra University. Retrieved from <http://www.cognitivegenesis.org/site/1/docs/Study&SelectionNormGroupFAQ.pdf>.***

This document answers basic questions about the CognitiveGenesis study, including:  
What is the CognitiveGenesis study?  
What is a norm group?  
What tests are involved in the CognitiveGenesis study?  
What norms are available for the CognitiveGenesis study to use?  
What norms were selected for reporting the results of the Adventist school testing?  
Why is the CogAT an important component of the CognitiveGenesis study?

*Full text on CD: CGStudy&SelectionNormGroupFAQ.pdf*

**Canosa, H. (2006). Adventist education in North America: How do we measure up academically? *Journal of Adventist Education*, 69(1), 14-17. Retrieved from <http://circle.adventist.org/files/jae/en/jae200669011404.pdf>**

How do Adventist elementary and secondary schools measure up academically to their private and public school counterparts? CognitiveGenesis seeks to answer the question, 'What impact does Adventist education have on the academic performance of students?' A definitive answer, based on valid, reliable, empirical data, will lead to one of two possible outcomes: the validation of Adventist education in terms of students' measurable academic performance, and/or the identification of areas needing improvement. This article discusses this new multi-year study of academic achievement in all NAD K-12 schools.

*Full text on CD: jae200669011404.pdf*

**Kido, E. E. (2008). *CognitiveGenesis: Preliminary second year results*. California: La Sierra University. Retrieved from <http://www.cognitivegenesis.org/site/1/docs/Year2Reportupdated-1-1.pdf>.**

The second year CognitiveGenesis research results are reported in this powerpoint, including a review of the CognitiveGenesis research model, sample survey items, and initial results from 30,000 students in grades 3-8, 9 and 11, attending Adventist schools in the United States and Canada.

*Full text on CD: CGYear2Reportupdated-1-1.pdf*

**Kido, E. E., & Thayer, J. D. (2009). *CognitiveGenesis: Preliminary third year results*. California: La Sierra University. Retrieved from [http://www.cognitivegenesis.org/site/1/docs/United\\_States\\_3rd\\_yr\\_Results\\_2009-add.ppt](http://www.cognitivegenesis.org/site/1/docs/United_States_3rd_yr_Results_2009-add.ppt).**

This powerpoint presents CognitiveGenesis research results from Adventist schools in the United States in the third year of this four year study of students in grades 3-8, 9 and 11. The CognitiveGenesis model and testing plan is reviewed, with a summary of USA results in graphs and tables showing achievement related to ability by subject area, sub-test, overall achievement and ability by grade, change over one and two years by grade and combined grades in general and by content areas (math, reading, science and social studies). Lastly, relationships and comparisons are noted by students and grades, by ability level, and by number of previous years in Adventist schools.

*Full text on CD: CGUSA3rd\_yr\_Results2009.ppt*

**Kido, E. E., Thayer, J. D., & Cruise, R. J. (2009). *Assessing Adventist academics: A mid-point update on CognitiveGenesis*. *Journal of Adventist Education*, 71(2), 5-10. Retrieved from <http://circle.adventist.org/files/jae/en/jae200871020506.pdf>**

This article provides an interim overview of results of a 4 year study of academic achievement for grade 3-9 and 11 student attending Adventist schools in North America. Results indicate that "students in NAD schools are both achieving above the national average (by about half a grade level) and higher than would be predicted based on their ability test scores (also about half a grade level)... Some initial preliminary findings, however, are providing support for the relationship between student, home, teacher, and school factors thought to be important for student achievement in NAD schools".

*Full text on CD: jae200871020506.pdf*

**White, D. S. (2009). *A comparison of the academic achievement of Seventh-day Adventist elementary students by school type: The influence of teacher, student, parent, and school variables*. La Sierra University.**

Enrollment in Seventh-day Adventist (SDA) schools is declining as is the number of schools and teachers. While there could be many reasons for this, one perception of SDA schools, held by parents, teachers, pastors, and school board members, is that students enrolled in schools with one, two, or three teachers do not achieve at the same rate as those in schools with four or more teachers. This study compares the academic achievement of students in grades three through eight in different types of schools (designated by number of teachers) and the interaction of teacher, student, parent, and school variables with school type. Data from the CognitiveGenesis research study, including student, parent, teacher, and administrator surveys and Iowa Test of Basic Skills (ITBS) test results, were used in this analysis. Results indicated that there were no significant differences in student achievement in reading, science, and social studies among the school types. Students in one-teacher schools had significantly higher achievement than did students in the other three school types in the following areas: language arts, mathematics, sources of information, and the composite score and the effects were consistent across grades three through eight. The differences were small. There were nine significant interactions between school type and student, parent, teacher, and school characteristics on achievement. In the few areas where there was interaction between school type and student and teacher characteristics, the interaction was relatively small. Seventh-day Adventist educators are encouraged to share the finding that while there were differences in achievement among the four school types, and small schools do as well or better academically than larger schools, these differences were small.

*More information:* Full text available online