



Southeast Delco School District 2011-2012 After School Tutoring Program

June 2012

Summary Report

Introduction

KnowledgePoints® provided a tutoring program after school to eligible students of Harris Elementary School and Academy Park High School within the Southeast Delco School District. The Program was designed to improve the academic performance of these eligible students. The Program was offered in conjunction with the “No Child Left Behind” Program over an eight month period. KnowledgePoints® provided each student an individualized tutoring plan either in reading or math which was generated by an initial diagnostic assessment, forty (40) hours of tutoring and a progress test at the conclusion. Each tutoring session ranged from one to two hours in length and students were provided up to four sessions per week with KnowledgePoints®. In addition, a snack was provided during the week day sessions.

Program

In any KnowledgePoints® Program, each student receives individualized instruction that is specific to their academic strengths and weaknesses as shown through an initial diagnostic test. As such, the process for the Program began with an initial assessment: the California Achievement Test edition 5 (“CAT/5”). The test provides information necessary to understanding the student’s academic needs and for planning an effective program. The CAT/5 determines a student’s functional ability. For the KnowledgePoints® Program, the grade equivalent that is calculated from these tests is used to place students in the appropriate level of materials.

After testing was completed, a learning plan was developed for each student and the appropriate level of materials was assigned. Instruction was provided on an individualized basis while maintaining a student/instructor ratio of 3:1 or less. Instructors provided daily monitoring of their students’ academic progress. Each student’s progress (and learning plan) was also reviewed regularly by a Senior Director of Learning. Modifications were made to the student’s learning plan to maximize or improve the learning process, if necessary. In addition, the

program offered a unique motivational system, which was designed to ensure that all students received significant positive reinforcement to promote rapid success.

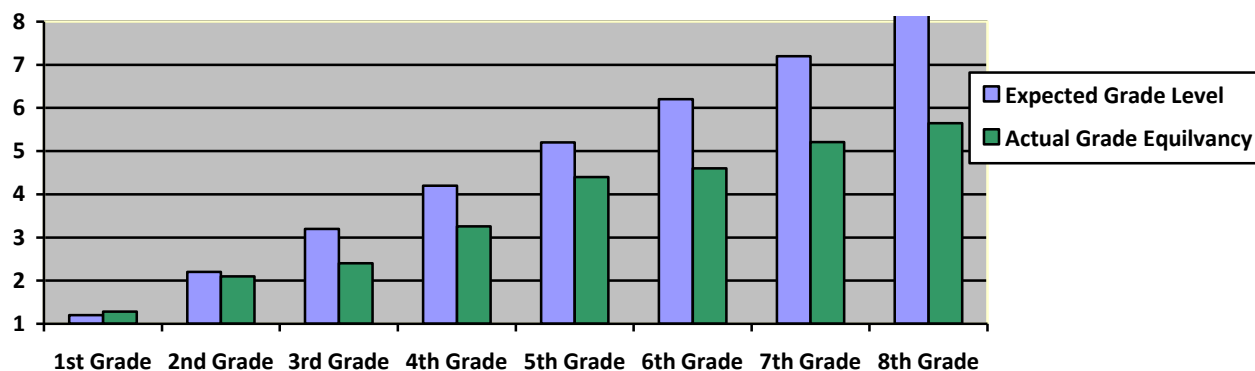
Initial Assessment

A total of eighty seven (87) students completed the initial assessment. Most of the students were tested in the first week, prior to the start of tutoring. The pre-testing enabled KnowledgePoints to prepare their individual curriculum in advance as well as allow these students more tutoring hours.

Each student was tested in reading or math only. Of those students that completed the initial assessment, the following is a breakdown by grade level:

<u>Grade Level</u>	<u># of Students</u>
1	13
2	9
3	12
4	18
5	7
6	8
7	6
8	3
9-12	11

The primary component of the initial assessment is the CAT/5, which determines a student’s functional ability. Based on this test, an average grade equivalent is calculated. **On average the students tested were 1 year, 2 months or 1.25 grade levels below standards in reading and/or math.** The graph below illustrates average grade equivalency performance for each of the grades tested.



Current Grade Level vs. Actual Grade Equivalency Based on Diagnostic Assessment

Of the eighty seven (87) students tested, fifty five (55) students tested from .25 to 6 years below grade level. The remaining twenty two (22) students tested at or above grade level.

Attendance

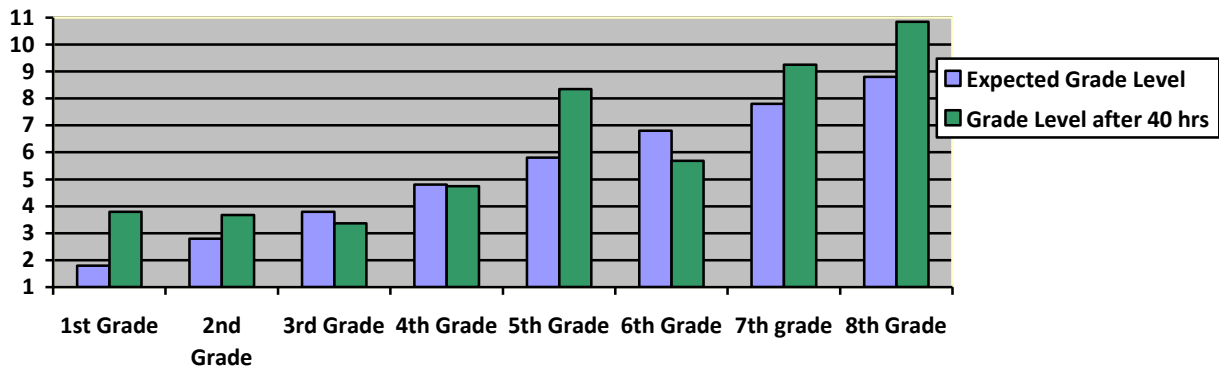
The Program ran for a total of eight months from about mid-October until the first week of June with a total of 87 students participating. Excluding testing as well as the last day of the Program (celebration and awards ceremony), a total of 2,775 hours was administered to the students by KnowledgePoints. Sixty two (62) students or 72% completed thirty (30) or more hours in the Program. The following is a breakdown of tutoring hours and number of students:

<u>Hours Completed</u>	<u># of Students</u>
0 - 9	9
10 - 19	8
20 - 29	8
30+	62

Results

Generally, at the completion of a KnowledgePoints Program, a progress test (similar to the initial assessment) is administered. This is measured against the initial assessment or benchmark to determine academic improvement or growth. By the conclusion of the Program, forty eight (48) students completed this progress test.

To assess the effectiveness of the program, we analyzed all test results where the student completed at least thirty five (35) hours of tutoring before the progress test was administered. A total of forty six (46) students were part of this group. Based on these reading progress test results, **students gained an overall weighted average grade level improvement of 1.6 grade levels.** This is remarkable when you consider certain of the adverse factors impacting these results, including the individual academic challenges of certain students, as evidenced by their initial assessment. In addition, six (6) of the students that had little or no overall improvement (ranging from -.35 to +.5 improvement) were already near or above proficient, as per the initial assessment. Two other students were negatively impacting the above test results. Upon closer review of their testing results, one of these two students still made progress in half of the skill areas tested. It is also important to note that none of the students received assistance in taking the test, even if allowed by the School because of their academic classification.



Current Grade Level in School vs. Grade Equivalency after 40 hours of Instruction

Conclusion

Based on the results, the students did a great job! Even though these students had various academic challenges and needs, this program was very successful in helping them perform closer to grade level. This can also be later quantified through the next PSSA testing results. Probably the most remarkable fact is that these **students test scores improved almost 55% in a relatively short period of time (with an average total tutoring 35 to 40 hours).**

Overall, the Program has materially impacted the academic performance of the participating students. Their performance reflects the quality of the program as well as the skills of their instructors. However, the students also contributed to their own academic achievement through regular attendance and the willingness to learn. It was also truly a pleasure to work with the School in conjunction with this program. Working together we were able to create a positive and diverse academic environment for the students, which was clearly a more constructive way to spend a few of their week day afternoons. More importantly, these students are better prepared for academic success.