



William Penn School District
Aldan Elementary School After School Program
2012-2013

Summary Report

Introduction

KnowledgePoints® provided a tutoring program to selected students of William Penn School District (“District”) attending Aldan Elementary School between October 2012 and January 2013. The Program was designed to improve the academic performance of targeted 4th, 5th and 6th graders. The Program was later expanded to include the selected students’ siblings from 2nd and 3rd grade, as space allowed. KnowledgePoints® offered a reading program which consisted of an initial diagnostic assessment, up to forty hours of tutoring and a final progress exam. The students were with KnowledgePoints® after school on Tuesdays and Thursdays, except for scheduled days off or weather related cancellations. A snack was provided and transportation was also available to the students.

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 as well as for planning an effective individual program. In addition, the CAT/5 also 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 unique academic “prescription” was written for each student. 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 prescription) was also reviewed regularly by the Senior Director of Learning and/or Assistant Directors. Modifications were made to the student’s “prescription” 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

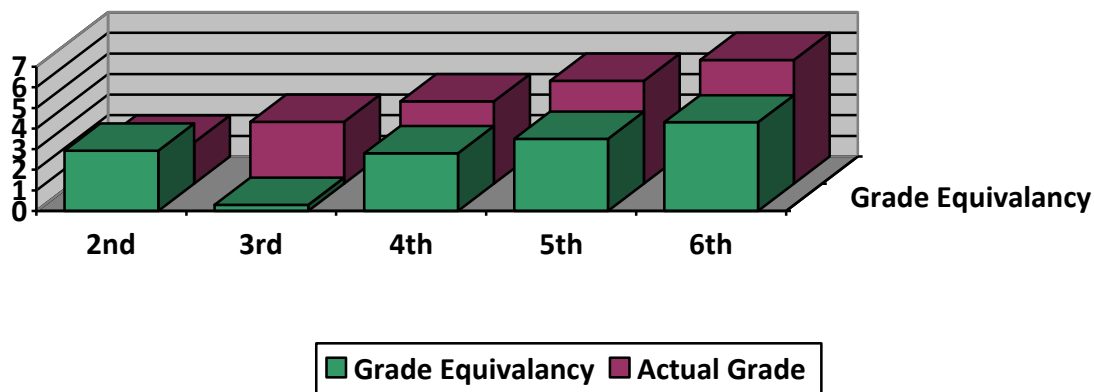
A total of fifty five (55) students completed the initial assessment. Most of the students were tested prior to the start of the Program at the School on September 25, 2012. The pre-testing enabled KnowledgePoints to prepare their individual curriculum in advance as well as allow these students more tutoring hours.

Each student was tested in reading 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> |
|--------------------|----------------------|
| 2 | 2 |
| 3 | 2 |
| 4 | 15 |
| 5 | 15 |
| 6 | 21 |

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, 4 months or 1.44 grade levels below standards in reading.** The graph below illustrates average grade equivalency performance for each of the grades tested.

Pre Assessment Grade Equivalency vs. Actual Grade Level



Of the students initially tested, five (5) students tested at or above grade level. The remaining students tested from 1 month to almost 4 years below grade level. However, many of the students that tested significantly below grade level were actually functioning closer to grade level.

Attendance

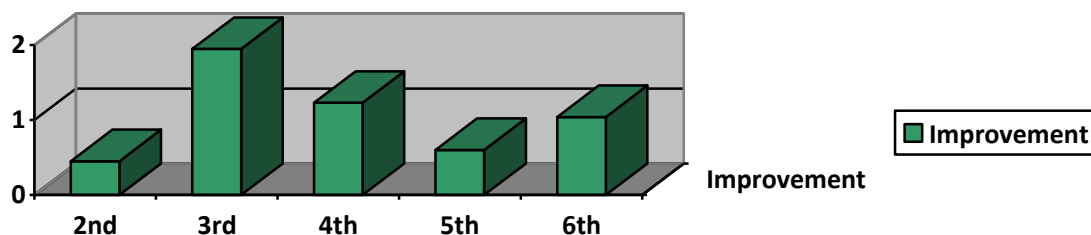
The Program ran for a total of twelve weeks from the first week of October 2012 until the fourth week of January 2013 with an average of 40+ students participating per day. Most of the students completed their initial assessment prior to the start of the Program. Of the original fifty five (55) approved students, forty six (46), approximately 84% completed both the Pre- and Post-Assessments as well as completed at least thirty (30) or more hours in the Program

Results

Generally, when a student completes at least 40 hours in 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 six (46) students completed this progress test.

To assess the effectiveness of the program, we analyzed all test results where the student completed at least thirty (30) hours of tutoring before the progress test was administered. Based on these reading progress test results, **students gained an overall weighted average grade level improvement of .98 or almost one whole grade level.** This is remarkable when you consider some 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 were negatively impacting the above test results. Generally, negative test score improvements are considered a testing anomaly and are not considered an accurate reflection of a student's performance level. Upon closer review of the tutoring curriculum these students were utilizing at the end of the Program, all six (6) of these students were performing above their diagnostic test results. It is also important to note that none of the students received assistance in taking the test, even if allowed by the District because of their academic classification.

Average Improvement by Grade



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. Probably the most remarkable fact is that these **students improved on average almost one grade level with just two days of tutoring per week over a 12 week period.**

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 staff at the School . 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 portion of their out of school time. More importantly, these students are better prepared for success in the second half of their school year.