



## **K.L.A.S. - Kids Learning After School**

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### **2011 Operating Results Thaddeus Stevens Afterschool Program**

To the reader:

This year we had the opportunity to collect more and more varied information, so this report is longer than in prior years. We hope it provides you value commensurate with its new length. The academic and behavioral information reported here is part of an academic year long process of continuous improvement for our administration and staff. Subject matter reported here includes:

Demographic information

Basic program information

Report cards-reading

Report cards-math

Behavior information: report card behavior grades, school, program attendance records, and tardiness records

Teacher surveys

Afterschool facilitator surveys

Parent surveys

Student surveys

Standardized Test (4Sight) results-reading (grades 3-5)

Standardized Test (4Sight) results-math (grades 3-5)



**pennsylvania**  
DEPARTMENT OF EDUCATION  
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**Demographic and General Group Information**

Grades Served: 1-5

Program Meeting Days:

Monday – Friday 3:45-6:15 PM, Approx. September 15-May 15

# students in program: 68

Neighborhood Schools of Program participants:

Thaddeus Stevens Elementary School: 54

Benjamin Chambers Elementary School: 14

Gender:

39 F

29 M

Multicultural Distribution:

AA: 37 %

Hisp: 45 %

White: 18 %

Economically Disadvantaged Students Served: 68

Students enrolled in Fed. Free and Reduced Lunch Program: 68

Thaddeus Stevens Elementary School is a Title I building

Staff: 6 facilitators, creating a 1:10 staff-student ratio on most days

**Academic Improvement Evaluation-Report Card Results**

Report Card Grades-Reading

(All grades are in whole letters)

49 students total

Student grades tracked from fall to spring:

(All grades are in whole letters)

49 students total (34 grades available)

Student grades tracked from fall to spring:

35% of students improved

21% of students had grades that declined

41% of students earned grades that remained the same

3% did not need to improve

Report Card Grades-Math

(All grades are in whole letters)

49 students total (37 grades available)

Student grades tracked from fall to spring:

22% of students improved

32% of students had grades that declined

32% of students earned grades that remained the same

13% did not need to improve

#### Student Behavior Evaluation per Report Card

Percentage of the 51 students receiving report card behavior grades from fall to spring:

4% Improved

71% Remained the same

4% Declined

22% No report available

#### Teachers' Survey Highlights:

40 surveys (67%) were returned

85.3% of students were believed to make academic improvements

68.2% of students came motivated to learn

66.7% of students behaved well in class

#### Afterschool Facilitators' Survey Highlights:

47 students evaluated

91.5% improved in math, in the facilitators' opinion

85.1% improved in reading, in the facilitators' opinion

87.2% improved their behavior, in the facilitators' opinion

80.9% improved their social skills, in the facilitators' opinion

95.7% gained self-confidence, in the facilitators' opinion

97.9% improved their self-esteem, in the facilitators' opinion

*Note: What is important here is that the foundations for further academic achievement have been laid for a great number of students. We know that those who develop self confidence and self esteem are more ready for real learning than those who don't.*

#### Parent Survey Highlights:

31 Questionnaires were returned

100% of parents indicated that they were very satisfied with the program

### **Student Survey Highlights:**

42 students returned questionnaires

93% reported that they had improved their math performance

98% reported that they had improved their reading performance

93% reported that they felt better about themselves after joining the afterschool program

### **Standardized Test Results**

#### The Pennsylvania Department of Education Required Evaluation Process

According to the Cohort 5 grant requirements regarding performance indicators, we needed to collect data for the following measurements. Conclusions are harder to find.

Yet it is our duty to use evaluation data to provide the feedback necessary to motivate our students in their learning efforts, not to participate in any effort to make teachers accountable for student achievement or lack thereof, or to assist any government in decisions to punish schools and school districts for student performance that may be beyond their control.

#### **Measures of Academic Progress-**

Students regularly participating in the program will show achievement level gains in reading/language arts, math and science.

Note: no standardized test scores of any kind are recorded by the school district for students in grades 1 and 2. Science achievement results are not reported in the 4Sight testing series and science support/enrichment has never been part of our program. Students who have reached the proficient level as of fall, 2010 and remain at that level or above are not considered making achievement level gains. This is the same consideration as that made in the PPICS report.

1. Goal: 70% of students will make achievement level gains in reading after participating in reading support/enrichment based on pre/post assessment data using the 4Sight standardized test, where gains are defined as moving one or more PPI levels using predicted scaled scores.

Note: when preparing our Cohort 5 application, we did not know that some students would have a substantial increase in point scores but would not advance one PPI level. This analysis would be incomplete without taking notice of their accomplishments. Further, it was represented to us at the March 8-9, 2010 state meeting that gains could be recognized in any denomination that our staff determined was necessary. Therefore, in this section, we will report results based on more than one type of gain. Requirements appear in black type, while results appear in red type.

Data was collected from the Performance Plus website for all elementary school students who took the 4Sight test in the fall of 2010 and the spring of 2011. For Cohort 5, we considered the fall, 2010 and spring, 2011 4Sight reading and math scores of 42 students, all in grades 3-5. There were no published test results for students in grades 1-2, but they did take the I-Station test, almost on a weekly basis. We also collected comparable 4Sight data from a control group of economically disadvantaged students in grades 3-5. Other evaluation records have been collected and analyzed for both groups of afterschool students. We found:

Students have made achievement level gains in **reading** after participating in reading support/enrichment based on pre/post assessment data using the 4Sight standardized test, where gains are alternatively defined as:

Moving one or more PPI levels (basic, below basic, proficient, or advanced) using predicted scaled scores (70.3%) (Control group – 67.9%)

Improvement of 5 points or more using predicted scaled scores. (51.4%)

Improvement of 1 point or more using predicted scaled scores. (89.2%)

The average improvement was 6 points, or 25% of the range of test points.

43.2% of students have reached at least the Proficient PPI level.

2. Goal: 70% of students will make achievement level gains in math after participating in math support/enrichment based on pre/post assessment data using the 4Sight standardized test, where gains are defined as moving one or more PPI levels using predicted scaled scores.

Students have made achievement level gains in **math** after participating in reading support/enrichment based on pre/post assessment data using the 4Sight standardized test, where gains are alternatively defined as:

Moving one or more PPI levels (basic, below basic, proficient, or advanced) using predicted scaled scores (72.5%) (Control group – 69.3%)

Improvement of 5 points or more using predicted scaled scores. (90.2%)

Improvement of 1 point or more using predicted scaled scores. (95.1%)

The average improvement was 6 points, or 25% of the range of test points.

41.5% of students have reached at least the Proficient PPI level.

Comment: All data sources except report grades were consistent in indicating that there has been improved performance by most students in reading and math. Given all of the statements by professional analysts about standardized test scores being measures of academic achievement, and that report card grades have been the traditional measure of this same achievement it seems very odd that report card grades have fallen while standardized test scores have risen. One would have to observe classroom activities closely in search of a cause.

### **Measures of Attendance and Discipline Impact**

1. Goal - 70% of students identified as having a school attendance issue will reduce their number of absences by 70%.

No students had attendance issues.

2. Goal - 70% of students identified as having a school tardiness issue will reduce their number of tardiness infractions by 70%.

Only three students had tardiness issues over the first reporting period. Neither had reduced their number of tardiness infractions by the last report (spring, 2011).

3. Goal - Program attendance must be over 85% for the length of the program.

Program attendance was 91%.