

1/4/07 - Still need test scores

*The Status of Participants  
in the  
Groundwork for Youth  
Elementary After-School Program*

2005 - 2006 School Year

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## *Introduction*

Groundwork for Youth is an academic and social enrichment program for children ages 6 to 14 living in low income neighborhoods, launched in June 2002 in East New York, Brooklyn. It consists of a year round program that includes a full day, 7-week summer program and an after-school program staffed by a combination of college students, high school students, reading specialist teachers, social workers, arts/athletic specialists, and program administrators. The program curriculum is focused on developing literacy skills but also incorporates other academic and life skills. Emphasis is placed on producing written work and other products that demonstrate learning.

This report provides baseline data on program participants, their participation, and their achievements at Groundwork for Youth during the 2005-2006 school year.

A total of 433 students participated at Groundwork for Youth in the 2005-2006 school year.

- ✓ 76% of the eligible<sup>1</sup> students returned from the 2004-2005 school year (data not shown).
- ✓ 53% of the students participating in the 2005-2006 school year have been with Groundwork for Youth for two or more program years (data not shown).
- ✓ 57% of students in PS 328, 71% of students in PS 260, and 80% of students in IS 292 were continuing to participate at the end of the year.
- ✓ Overall, the average attendance rate was 75% for the school year.
- ✓ Average behavioral scores remained constant throughout the year.
- ✓ Average intellectual skills significantly improved from the beginning to the end of the year, while average academic and literacy skills remained the same.
- ✓ A higher percentage of students tested proficient or advanced in reading in the Spring (52%) than in the Fall (40%) based on results from The Scholastic Reading Inventory (SRI).
- ✓ Students showed significant improvement in Communication Arts, Math, and Science grades from the beginning to the end of the year, however on average, they were still not meeting grade-level standards in the Spring.

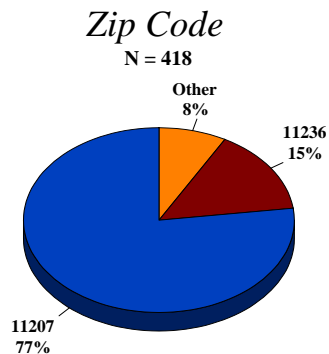
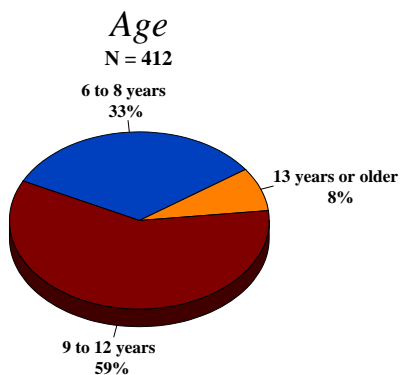
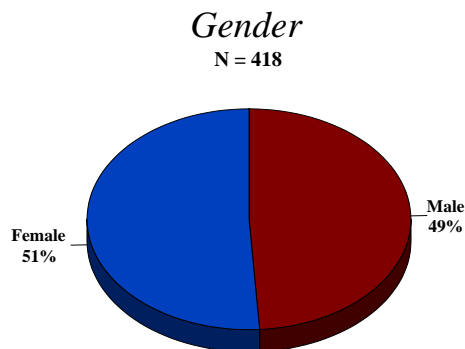
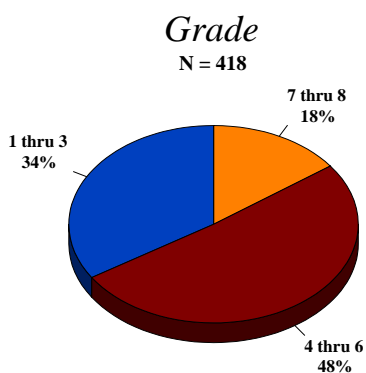
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<sup>1</sup> Eligible students are those who did not move or age out.

## *Who is participating in the program?*

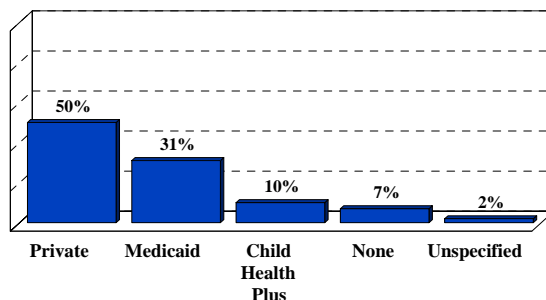
A total of 433 students participated at Groundwork for Youth in the 2005-2006 school year. Enrollment forms were received for 418 of these participants (97% of all who participated). The majority of those for whom data were available were:

- ❑ Aged 9 to 12 years (59%)
- ❑ Living in zip code 11207 (77%)
- ❑ Insured (93%)



Average Age = 9.6

## *Health Insurance Coverage*



N = 380

## *How much are they participating?*

### *Percent of Sessions Attended by Month and Grade*

<b>PS 328</b>	<b>Month</b>										
	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Overall</b>
<b>Grade 2</b>	78%	79%	75%	74%	77%	76%	77%	77%	76%	65%	76%
<b>Grade 3</b>	76%	73%	74%	80%	80%	80%	76%	68%	74%	78%	76%
<b>Grade 4</b>	85%	86%	79%	82%	80%	91%	84%	80%	76%	82%	82%
<b>Grade 5</b>	79%	68%	67%	64%	65%	76%	62%	82%	65%	87%	71%
<b>Grade 6</b>	81%	82%	70%	70%	68%	70%	59%	68%	71%	76%	72%
<b>Grade 7/8</b>	80%	83%	64%	67%	79%	76%	75%	69%	68%	74%	74%
<b>Overall</b>	80%	79%	71%	73%	75%	78%	73%	74%	73%	75%	75%

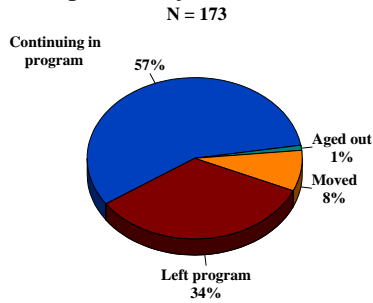
<b>PS 260</b>	<b>Month</b>										
	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Overall</b>
<b>Grade 2</b>	73%	81%	81%	85%	89%	82%	87%	87%	78%	80%	82%
<b>Grade 3</b>	83%	83%	82%	77%	75%	74%	81%	78%	81%	79%	80%
<b>Grade 4</b>	81%	87%	81%	89%	88%	81%	84%	77%	76%	76%	82%
<b>Grade 5</b>	82%	88%	82%	86%	81%	85%	88%	77%	75%	79%	82%
<b>Grade 6</b>	81%	88%	86%	83%	78%	80%	82%	75%	75%	79%	81%
<b>Grade 7/8</b>	86%	78%	71%	63%	65%	63%	74%	60%	56%	64%	68%
<b>Overall</b>	81%	85%	81%	82%	81%	79%	83%	77%	75%	78%	80%

<b>IS 292</b>	<b>Month</b>										
	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Overall</b>
<b>Grade 2</b>	91%	80%	70%	62%	68%	63%	67%	72%	65%	59%	70%
<b>Grade 3</b>	97%	84%	85%	81%	76%	71%	78%	70%	64%	63%	77%
<b>Grade 4</b>	82%	66%	52%	62%	57%	65%	68%	56%	59%	58%	63%
<b>Grade 5</b>	84%	72%	62%	57%	54%	49%	50%	56%	49%	49%	58%
<b>Grade 6</b>	87%	76%	62%	63%	74%	80%	77%	76%	73%	73%	74%
<b>Grade 7/8</b>	79%	77%	71%	68%	78%	76%	68%	65%	73%	71%	73%
<b>Overall</b>	86%	76%	68%	65%	68%	66%	66%	66%	64%	63%	69%

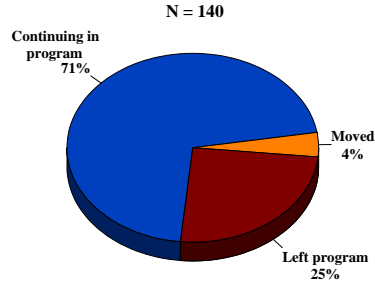
Participants from PS 328 attended an average of 75% of the sessions they were scheduled to during the 2005-2006 school year. Each month the average attendance was at least 71% for this group. Participants from PS 260 attended an average of 80% of the sessions they were scheduled to during the 2005-2006 school year. Each month the average attendance was at least 75% for this group. Participants from IS 292 attended an average of 69% of the sessions they were scheduled to during the 2005-2006 school year. Each month the average attendance was at least 63% for this group. Among all three groups, the overall average attendance rate for the school year was 75% (data not shown).

Of the students who participated at Groundwork for Youth from September 2005 through May 2006, three-fifths of the students in PS 328, 71% of the students in PS 260, and 80% of the students in IS 292 were continuing to participate in June 2006. Subtracting out the ineligible<sup>2</sup> students from the denominator gives a school year retention rate of 62% for PS 328, 74% for PS 260, and 83% for IS 292.

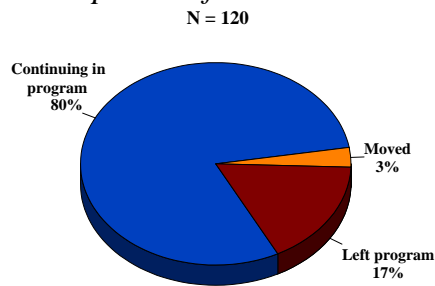
*Participation of PS 328 Students*



*Participation of PS 260 Students*



*Participation of IS 292 Students*



<sup>2</sup> Ineligible students are those who moved or aged out.

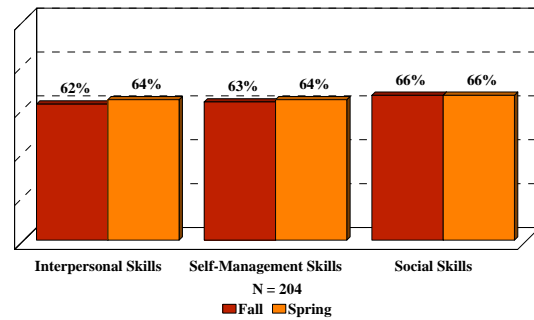
## *What are they achieving?*

		Average Behavioral Scores <sup>3</sup>		
		Interpersonal Skills	Self-Management Skills	Social Skills
Fall	N = 273	61%	63%	66%
Spring	N = 279	62%	63%	65%

Interpersonal and self-management skills were assessed using the School Social Behavior Scales (Merrell, 1993) adapted for after-school programs. Fourteen questions measured interpersonal skills (skills important in establishing positive relations with peers), and ten questions measured self-management skills (skills related to self-restraint, cooperation, and compliance with rules & expectations). An additional seven questions measuring social skills (the ability to emotionally relate to others) were asked as well. Higher scores indicate greater levels of social behavioral adjustment.

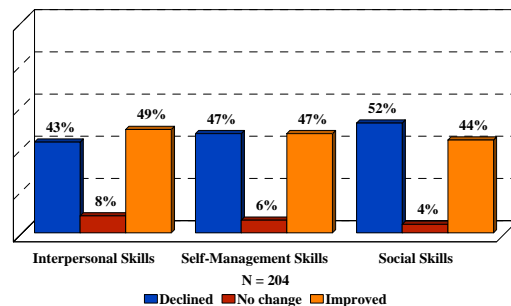
Beginning and end of year assessments were completed for 204 of the participants (69% of all participating at the end of the year). Average behavioral scale scores remained constant in all three areas throughout the year.

*Average Behavioral Scores*



Similar percentages of students improved and declined in each dimension of behavioral scores from the beginning to the end of the year.

*Change in Behavioral Scores*



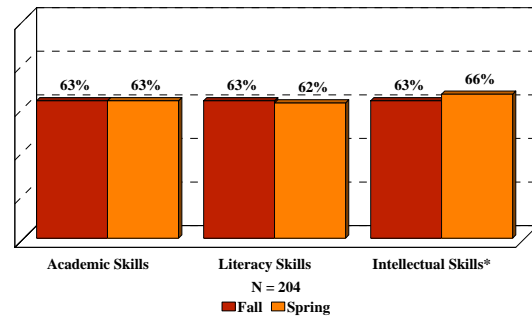
<sup>3</sup> The percentages indicate an average of the scores received by Groundwork for Youth students for each subscale of the School Social Behavior Scales.

		Average Academic Scale Scores <sup>4</sup>		
		Academic Skills	Literacy Skills	Intellectual Skills
Fall	N = 273	63%	63%	63%
Spring	N = 279	62%	61%	64%

Academic skills (competent performance & engagement on academic tasks) were also assessed using eight questions from the School Social Behavior Scales. Eleven questions were added to assess literacy skills and 8 more measured intellectual skills (interest & ability to do intellectual work). Higher scores indicate higher skills.

Average intellectual skills significantly improved from the beginning to the end of the year, while average academic and literacy skills remained constant.

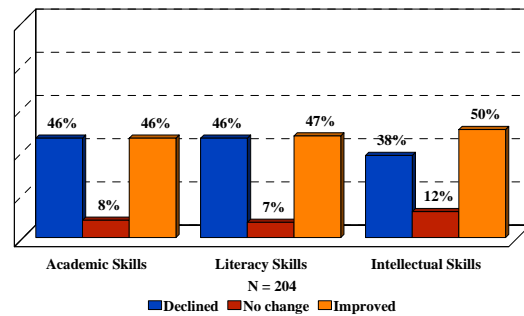
*Average Academic Scale Scores*



\*Difference is statistically significant at p < .05

Similar percentages of students improved and declined in their academic and literacy skills from the beginning to the end of the year. Half improved their intellectual skills, while fewer than two-fifths declined.

*Change in Academic Scale Scores*



<sup>4</sup> The percentages indicate an average of the scores received by Groundwork for Youth students for each subscale of the School Social Behavior Scales.

## *SSBS Functioning Levels*

Social Functioning Levels were developed to indicate the general level of social-behavioral competence indicated by the scores. Four Social Functioning Levels are utilized:

**High Functioning:** includes raw scores that are above 80% of the norm group; scores at this level reflect excellent social-behavioral adjustment, and students with scores at this level are likely to have good relationships with peers and teachers.

**Average:** includes scores that range from approximately the 80<sup>th</sup> to 20<sup>th</sup> percentile levels of the norm group; students who exhibit adequate social-behavioral adjustment will score in this range, as well as students who occasionally exhibit mild social-behavioral problems that are not serious enough to require intervention.

**Moderate Deficit:** includes scores that range from approximately the 20<sup>th</sup> to 5<sup>th</sup> percentile levels of the norm group; students at this level are good candidates for more comprehensive assessment of their social behavior.

**Significant Deficit:** includes scores similar to approximately 5% of the norm group with the lowest possible scores (5<sup>th</sup> percentile and below); students at this level are likely to exhibit social-behavioral problems considered to be severe.

Students were classified at one of these four Social Functioning Levels in the Fall and again in the Spring. There was not much movement among levels between these two time periods, however, the majority of students scored in the average range on each scale in both the Fall and the Spring.

<b>(n=204)</b>	<b>Significant deficit</b>		<b>Moderate deficit</b>		<b>Average</b>		<b>High functioning</b>	
	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
<b>Interpersonal Skills</b>	2%	2%	6%	5%	76%	75%	16%	18%
<b>Self-management Skills</b>	6%	4%	16%	18%	62%	65%	16%	13%
<b>Academic Skills</b>	3%	2%	12%	16%	73%	70%	12%	12%

Staff from Groundwork for Youth would like to report:

*Individual functioning levels have been provided [to Groundwork for Youth] for the first time. These data can be used to determine appropriate interventions for students falling in deficit functioning levels, hopefully further increasing the number of students meeting social functioning standards as determined by the SSBS.*



## Performance in Reading

A total of 156 participants were assessed in both the Fall and Spring in reading using the Scholastic Reading Inventory (SRI). The Scholastic Reading Inventory is a reading comprehension test that assesses students' reading levels, tracks students' reading growth over time, and helps guide instruction according to students' needs. Performance on the SRI can be reported in several ways, including:

1. Lexile scores (typically ranging from 200L to 1700L, although scores can be lower or higher) and
2. performance standards (Below Basic, Basic, Proficient, and Advanced).

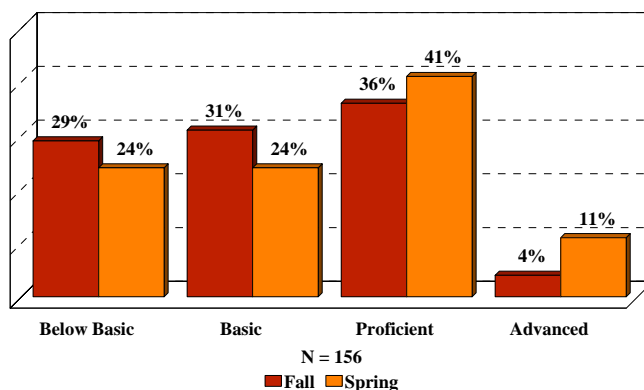
The Lexile Framework for Reading is a scientific approach to reading measurement that matches readers to text. It was developed by MetaMetrics, Inc., an independent education company focused on using technology to bridge assessment and instruction, after 15 years of research funded by the National Institutes of Health. It has since become the one of the most widely adopted reading measures.

After a student completes an SRI assessment, a Lexile score is determined. Their Lexile score is then categorized into one of the performance standards. Ranges for each performance standard are based on the student's grade in school. The table below shows the proficiency Lexile ranges by grade:

<i>Grade</i>	<i>Proficiency Lexile Ranges</i>
<i>Grade 2</i>	300 – 600
<i>Grade 3</i>	500 – 800
<i>Grade 4</i>	600 – 900
<i>Grade 5</i>	700 – 1000
<i>Grade 6</i>	800 – 1050
<i>Grade 7</i>	850 – 1100
<i>Grade 8</i>	900 – 1150

As shown, in the Fall 40% of the 156 participants tested proficient or advanced in reading and this percentage increased to 52% in the Spring.

## Reading Performance Standard



The SRI is recommended for students in grades three through ten, although it may be used to test students in second grade. However, many second grade students are transitional readers, still making the move from beginning reading to independent reading. Those with a Lexile score of 200L and lower are classified as Beginning Readers (BR). These Beginning Readers are classified in the Below Basic performance standard. It is unlikely for them to obtain a measurable increase from Fall to Spring. Seventeen percent (n=27) of these 156 students received Lexile scores classifying them as Beginning Readers during Fall testing; of these students, 78% (n=21) were second grade students.

## *Report Cards*

Report cards were submitted for 163 Groundwork for Youth, Inc. participants (55% of all participating at the end of the year). Fall and Spring grades were submitted for 150 of these 163 participants. These participants were graded in three areas: Communication Arts (a combination of Reading, Writing, and Listening and Speaking), Math, and Science. Teachers graded students on the following scale:

- 1 = Far below grade-level standards (not proficient)
- 2 = Approaches grade-level standards (partially proficient)
- 3 = Meets grade-level standards (proficient)
- 4 = Exceeds grade-level standards (advanced proficiency)

Those students who received a 3 or a 4 in Communication Arts, Math, or Science are demonstrating proficiency. In the Spring, a higher percentage of students were proficient in each area than were in the Fall.

*Percent Proficient by Area*  
(N = 150)

Area	Fall	Spring
<i>Communication Arts</i>	21%	43%
<i>Math</i>	26%	49%
<i>Science</i>	26%	56%

The graph below shows significant improvement in each area from Fall to Spring, with 63% improving in Communication Arts, 42% improving in Math, and 50% improving in Science. However, on average, students were still not meeting grade-level standards in the Spring.

## *Grades in School*

### Fall and Spring Participants

