



John S. and James L.

Knight Foundation

Writing the Story of Transformation

Results of Sustained Participation in Akron's Perkins Activities Central

Author

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Commissioned by

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John S. and James L. Knight Foundation

Abstract

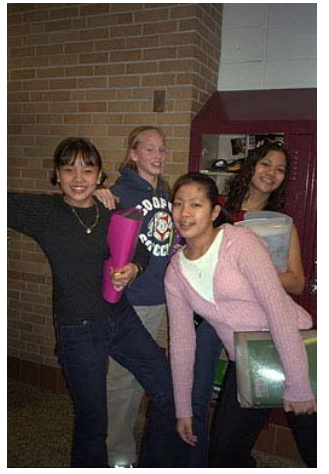
In almost every area, students who attended PAC programs frequently over a two-year period had higher reading and math achievement scores and passing rates, better attendance, and better behavior. This was especially true for 7th graders, indicating the importance of students beginning the PAC program early in their middle school career.

Knight Community Included

Akron, Ohio.



Sustained Attendance Study



Three green apples are arranged on a white background. One apple is in the foreground, slightly to the right, and is in sharp focus. Two other apples are behind it, one to the left and one to the right, slightly out of focus. The apples are bright green with some yellowish-green highlights.

Report for 2005-2006 7th & 8th Graders

*Tracking Progress:
Results of Sustained Attendance in PAC*

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330-672-7918

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Focus of Study



- This study examines achievement, attendance, and behavior indicators for Perkins students in the 7th and 8th grades in the 2005/2006 school year.
- This study attempts to determine the value of both *frequency* of attendance and *sustained* attendance over a two-year period (2004/2005 and 2005/2006) in the PAC program.
- For 7th graders, their 6th and 7th grade indicators will be examined.
- For 8th graders, their 7th and 8th grade indicators will be examined.



Inclusion Criteria



In order to be included in the study, each student is evaluated according to the following criteria:

- Student must have been registered at Perkins in the 2005-2006 school year for at least 120 days.
- Student must have taken the 2006 spring Ohio Achievement Tests pertinent to student's grade level.
- Only 7th and 8th graders were included because groups were formed based on sustainability in PAC over two years.



Definition of PAC Attendance Groups



Groups were formed separately for each school year (2004-2005 and 2005-2006).

- “Attended None” Group: Did not attend a PAC activity at all during the school year.
- “Attended Some” Group: Attended 1-15 times during the school year.
- “Attended Frequently” Group: Attended 16 or more times during the school year.



Definition of PAC Sustained Groups



Groups were formed based on the *combination* of PAC attendance groups for the *two* years.

SUSTAINED GROUP	Attendance Group	
	2004-2005	2005-2006
LOW (<i>Not Sustained</i>): Attended "None" at least one of the two years	None	None
	None	Some
	None	Frequent
	Some	None
	Frequent	None
MEDIUM (<i>Some Sustained</i>): Attended "Some" both years	Some	Some
HIGH (<i>Frequently Sustained</i>): Attended "Frequently" at least one year and at least "Some" the other	Some	Frequent
	Frequent	Some
	Frequent	Frequent



Number of Students in Each Group



Sustained Groups	7 th Grade	8 th Grade
LOW <i>(Not Sustained)</i>	55	94
MEDIUIM <i>(Some Sustained)</i>	27	20
HIGH <i>(Frequently Sustained)</i>	66	14



Reports for 7TH Graders and 8TH Graders



INCLUDED FOR EACH GRADE:

- Comparison of *Sustained Groups* on **Scantron** Scores in Reading and Math Tracked Over Two Years.
- Comparison of *Sustained Groups* on Average OAT Reading and Math **Scores**.
- Comparison of *Sustained Groups* on **Percentages Passing** OAT Reading and Math Tests.
- Comparison of *Sustained Groups* on **Attendance and Behavior** Rates.



All results will be given first for 7th grade, then for 8th grade.

What is Scantron Testing?

- A measurement of individual performance in reading and math
 - Students take tests individually *online*.
 - Tests are **Standards-based**.
- Computer adaptive
 - Test adjusts to the student as he/she proceeds.
 - Test scores show **growth**.
 - Scores can be used to make comparisons across grade levels.



What do Scantron Scores Signify?

Median Scaled Scores for Each Grade

(Based on National Norms)

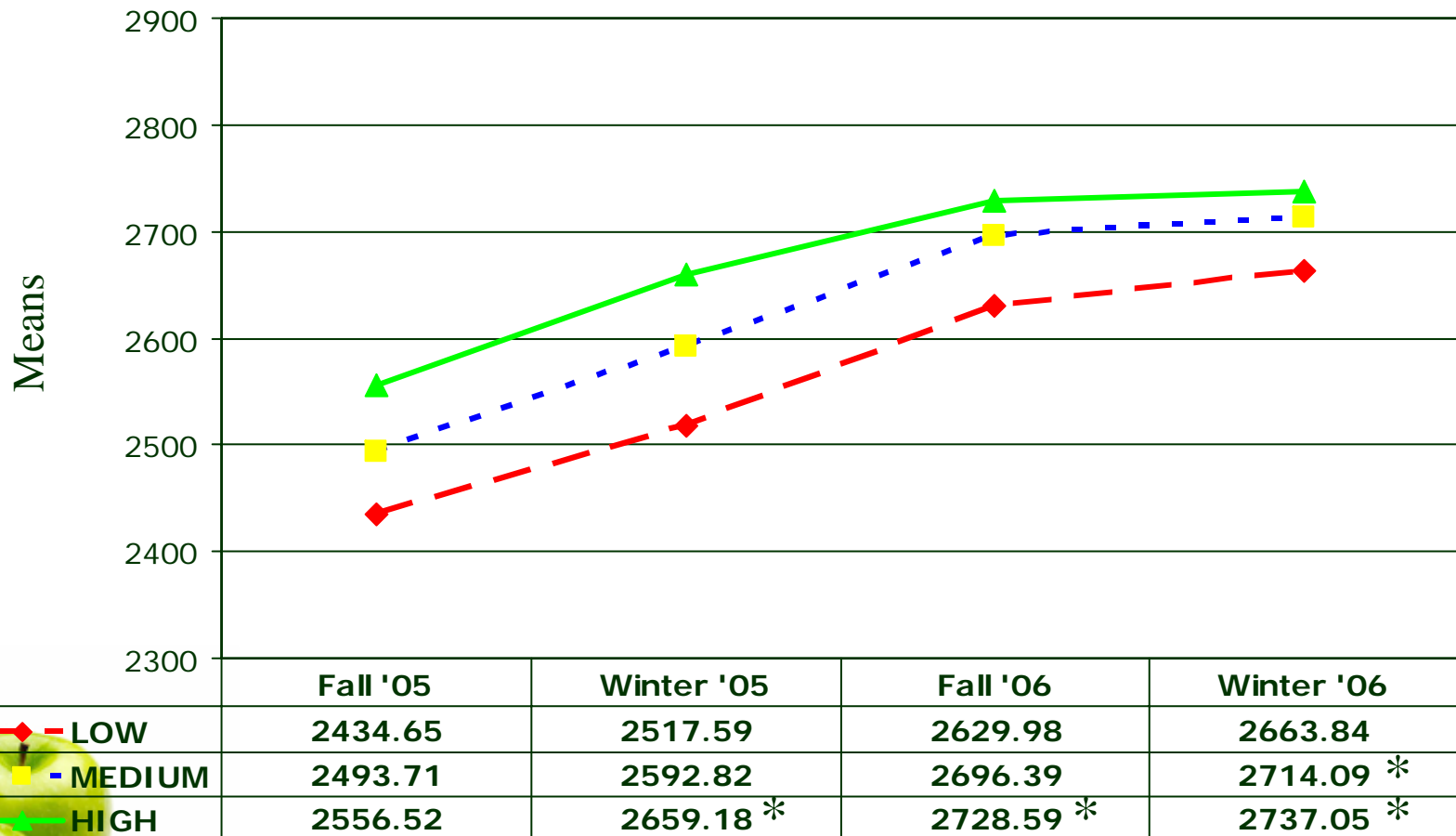
Grade	READING		MATH	
	Fall	Spring	Fall	Spring
6	2629	2732	2500	2604
7	2703	2822	2578	2663
8	2758	2872	2645	2711



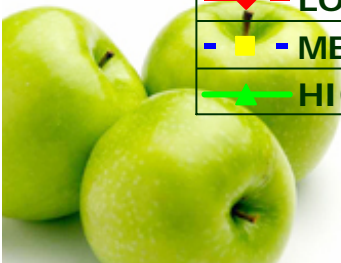
Examine students' scores relative to these medians to determine if the students' scores are above or below the national median.

Note: For winter scores, compare to the fall national median.

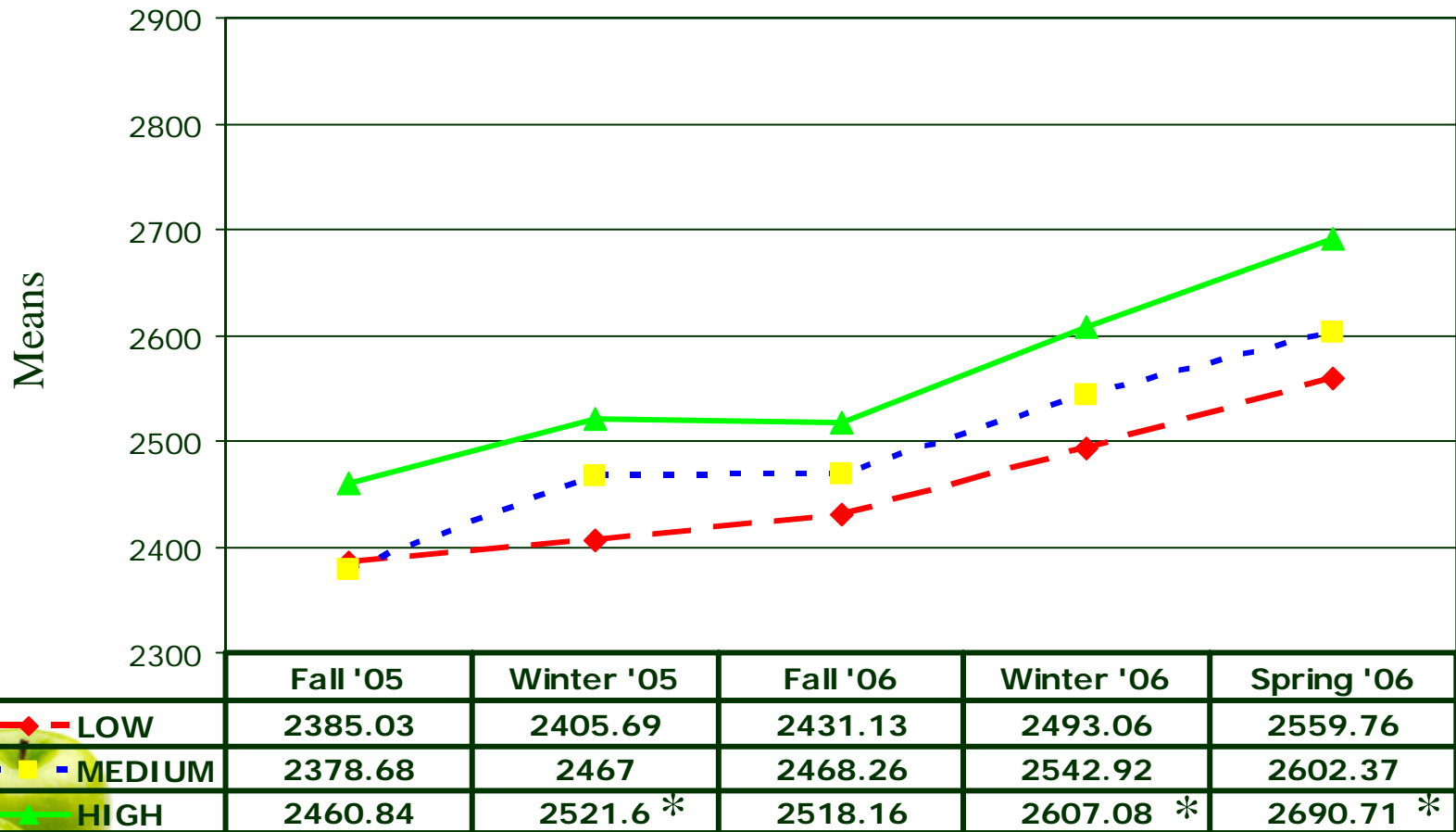
Tracking Sustained Groups on Scantron READING Tests 2005-2006 7th Graders



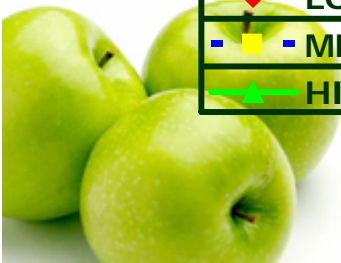
* Above the national median



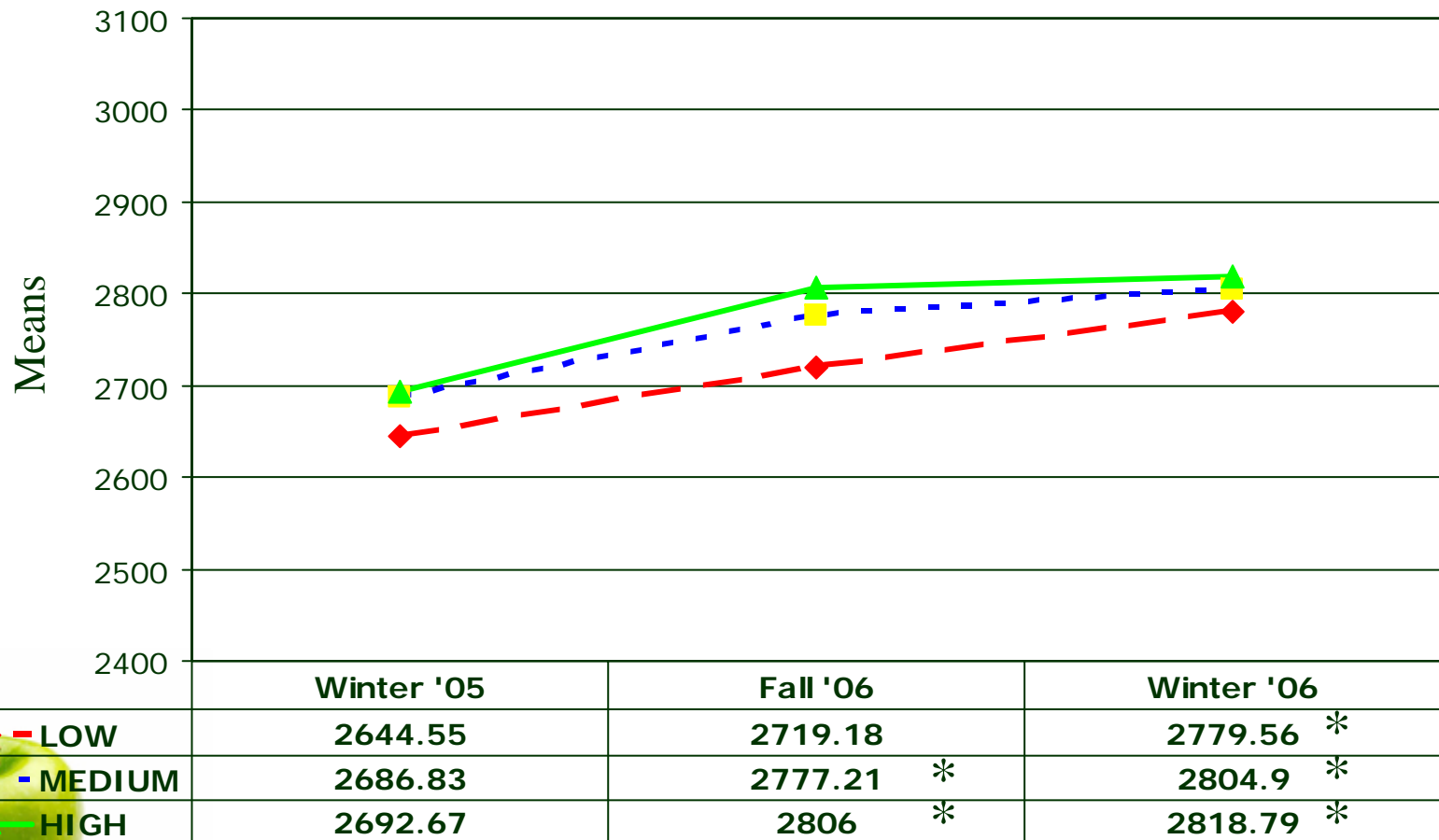
Tracking Sustained Groups on Scantron MATH Tests 2005-2006 7th Graders



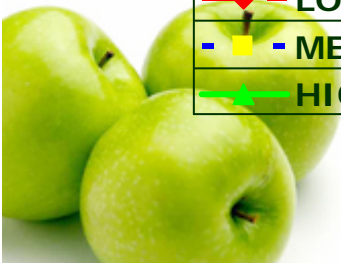
* Above the national median



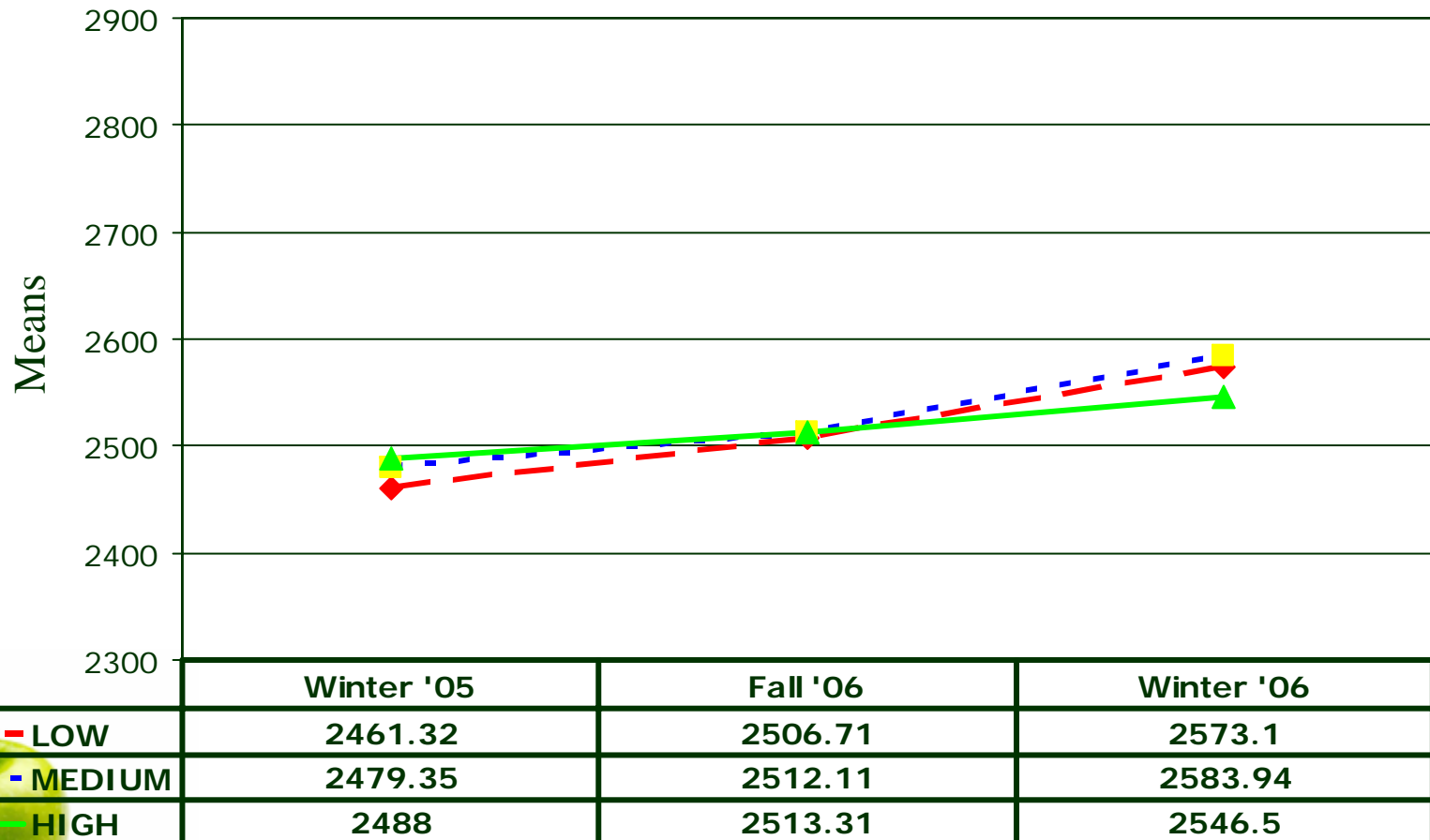
Tracking Sustained Groups on Scantron READING Tests 2005-2006 8th Graders



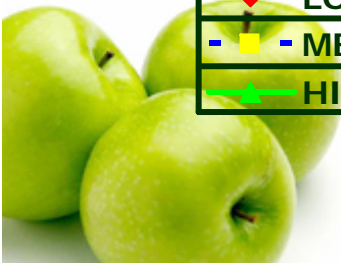
* Above the national median



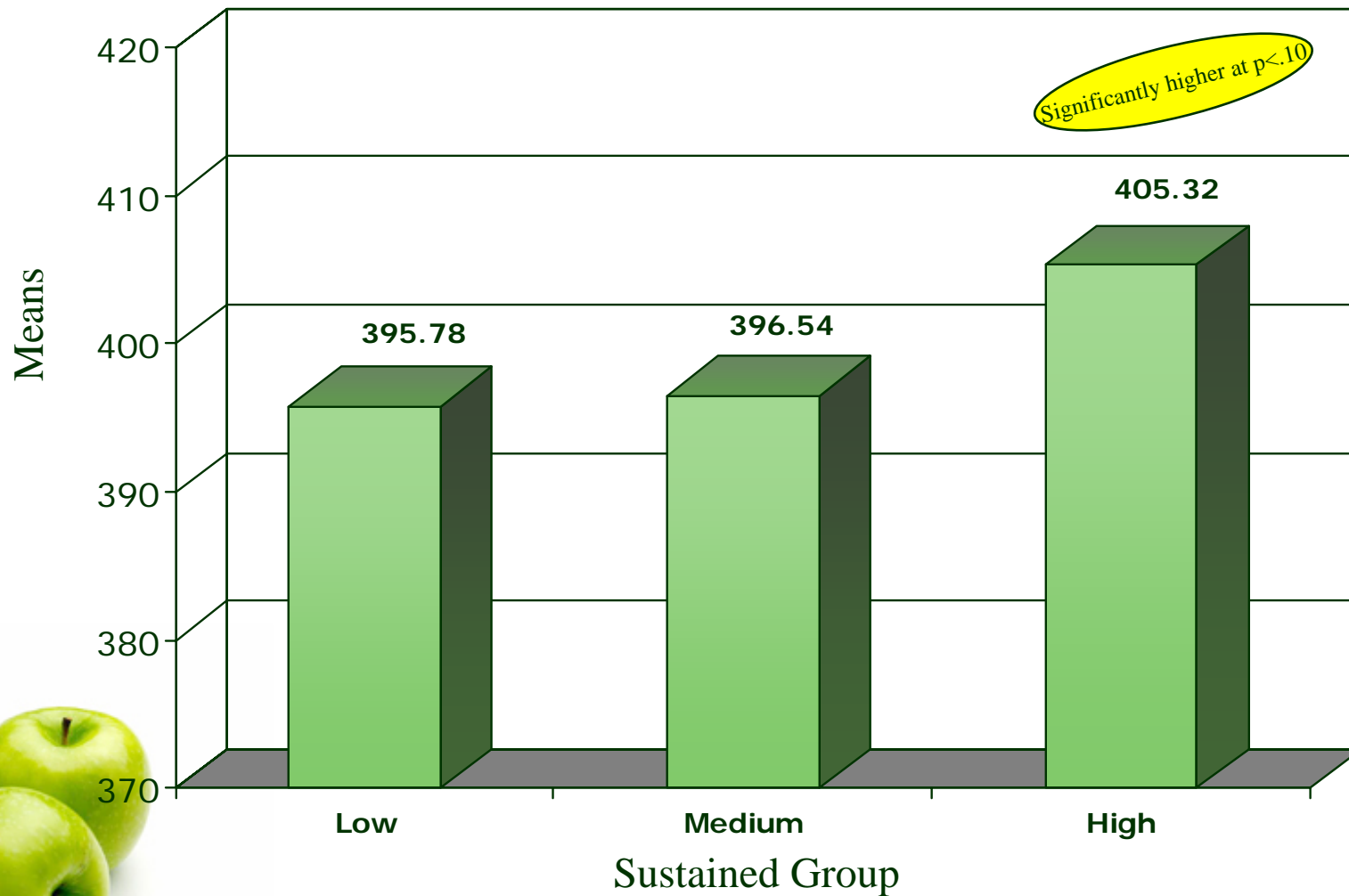
Tracking Sustained Groups on Scantron MATH Tests 2005-2006 *8th Graders*



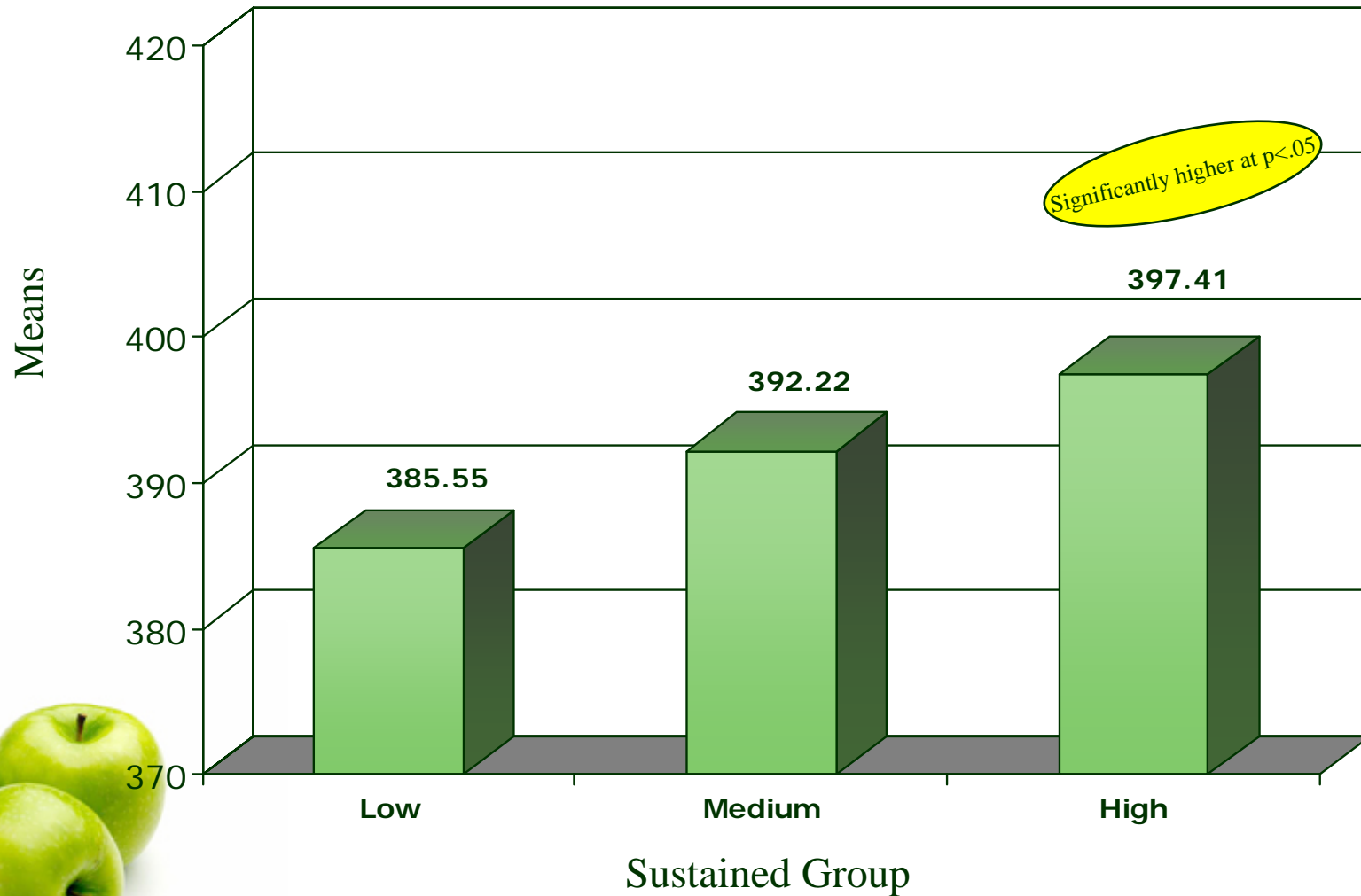
Note: The spring national median score for 8th grade is 2711.



Results of 2005-2006 7th Grade OAT: AVERAGE SCORES IN READING by Sustained Group

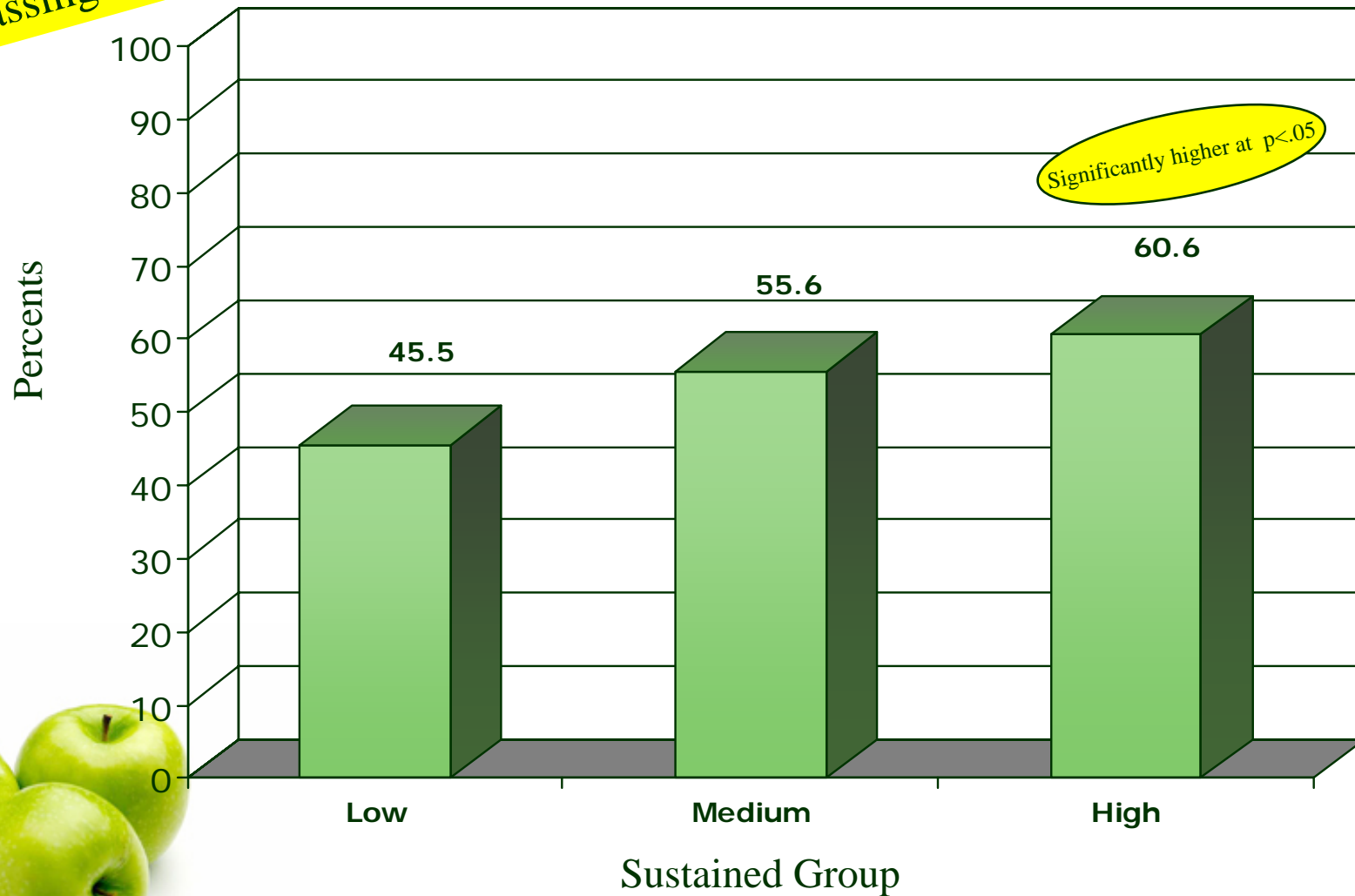


Results of 2005-2006 7th Grade OAT: AVERAGE SCORES IN MATH by Sustained Group



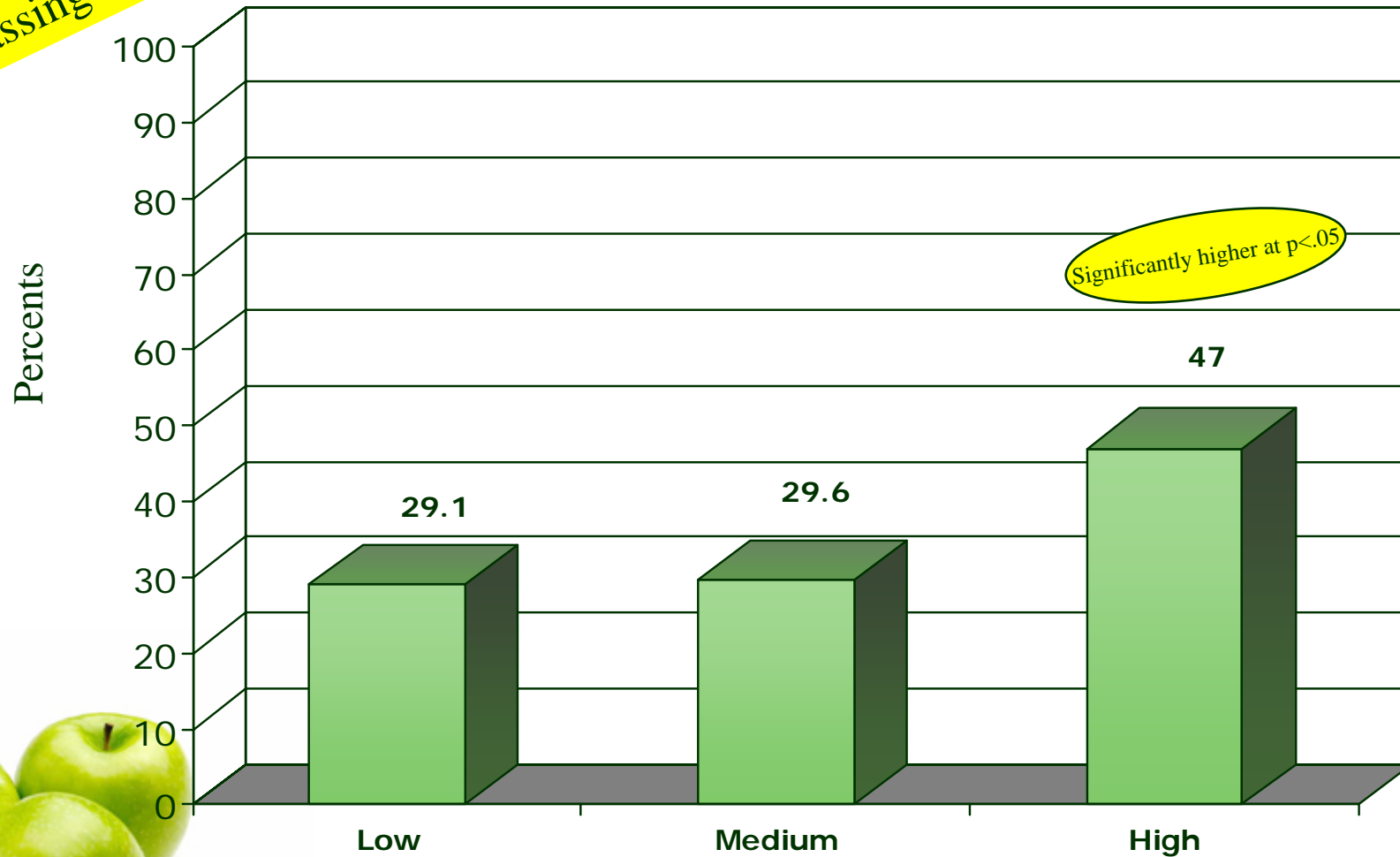
Average Percent Passing 2005-2006 7th Grade OAT: READING

Passing Score = 400



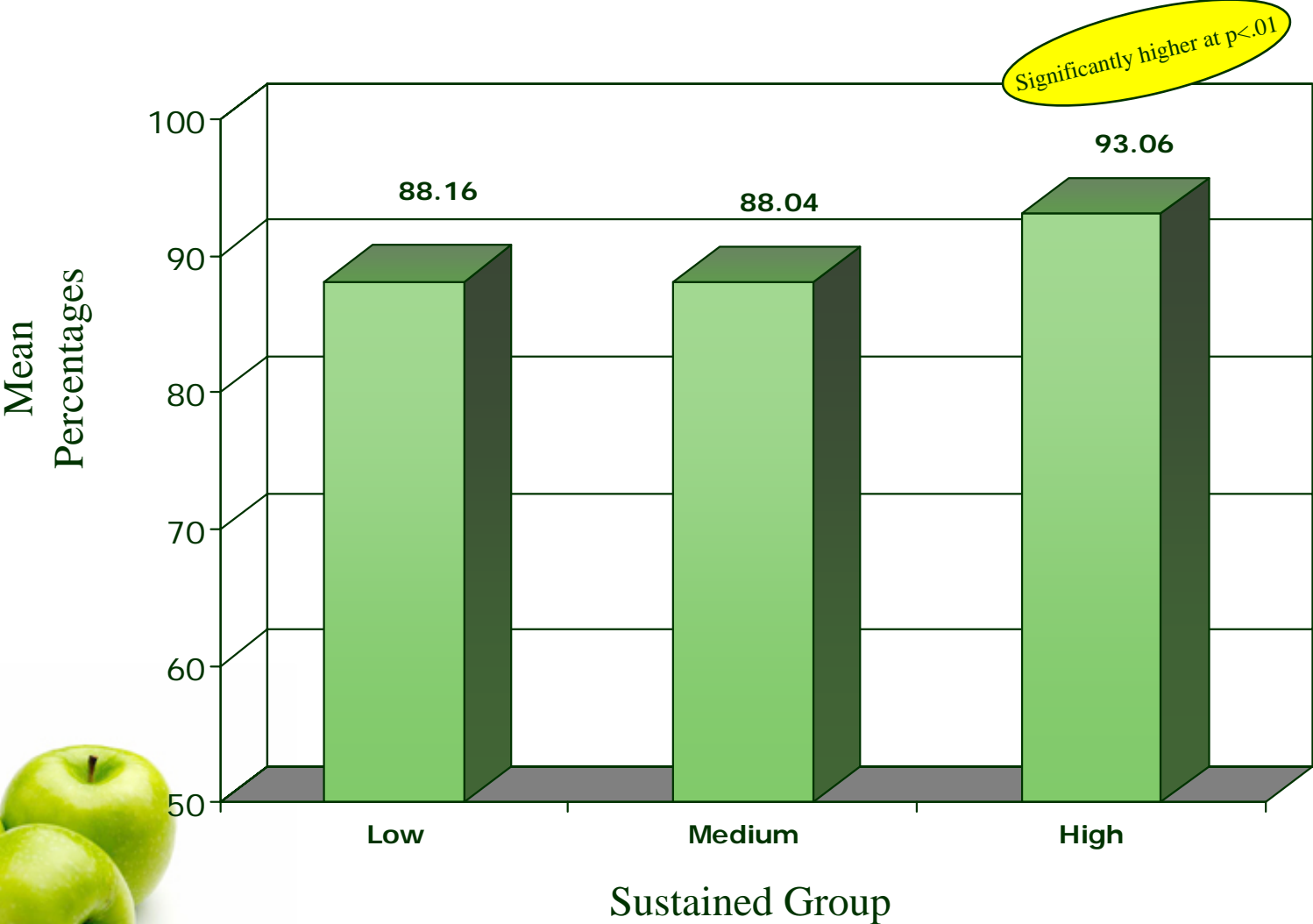
Average *Percent Passing* 2005-2006 7th Grade OAT: MATH

Passing Score = 400



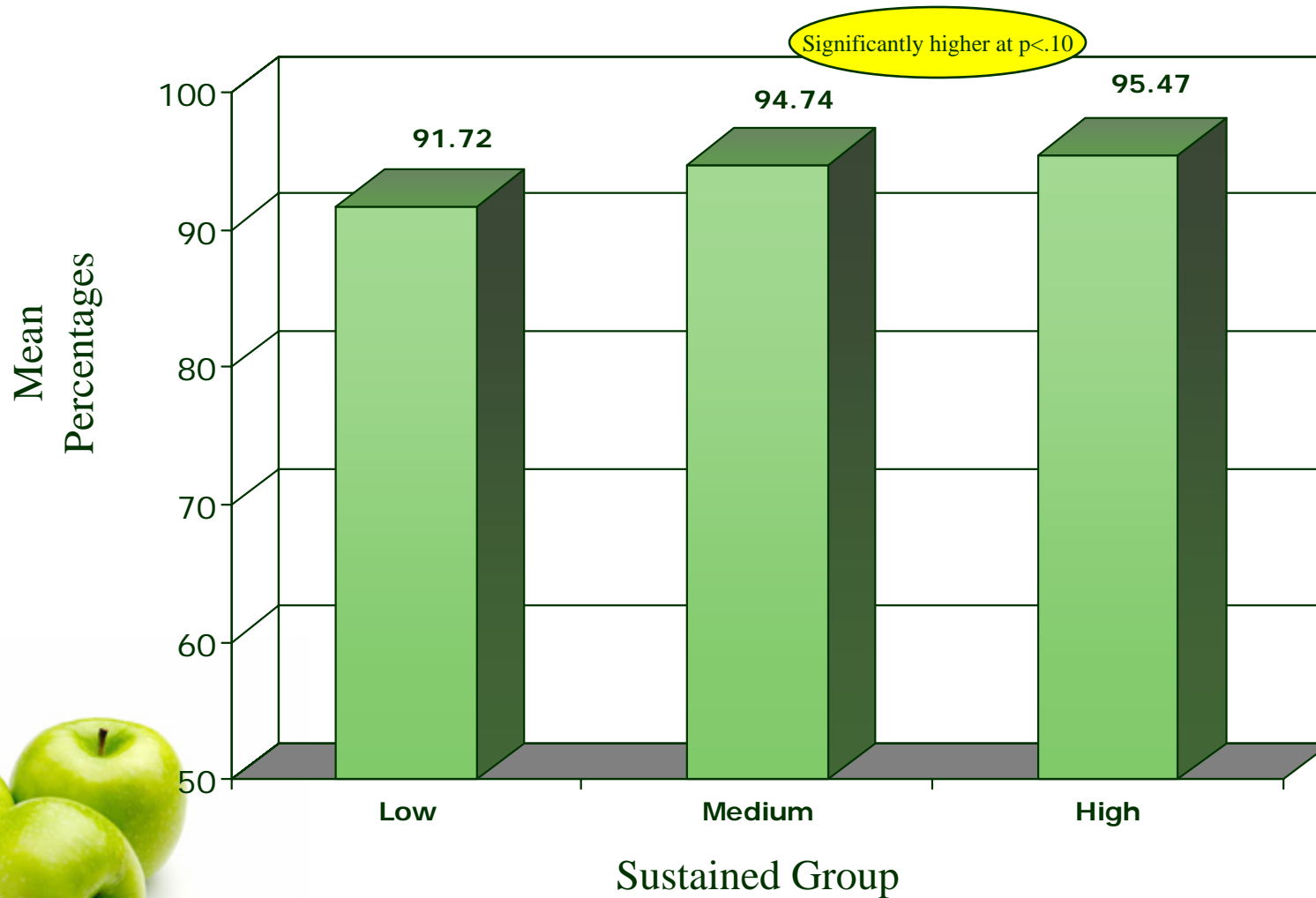
2005-2006 7th Grade: ATTENDANCE RATES

(Percents Based on Total No. Days Registered at Perkins)



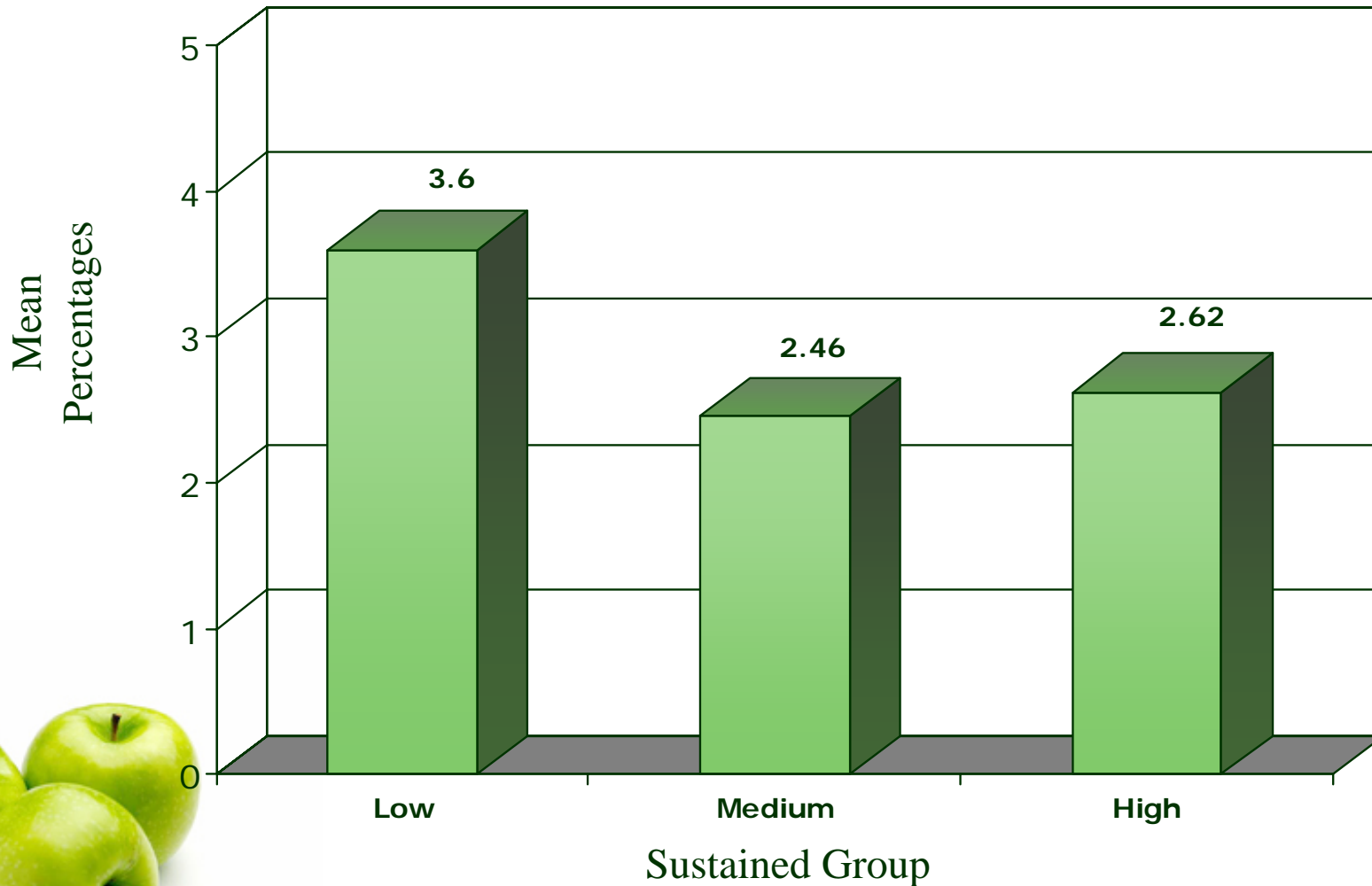
2005-2006 7th Grade: NOT TARDY RATES

(Percents Based on Total No. Days Registered at Perkins)



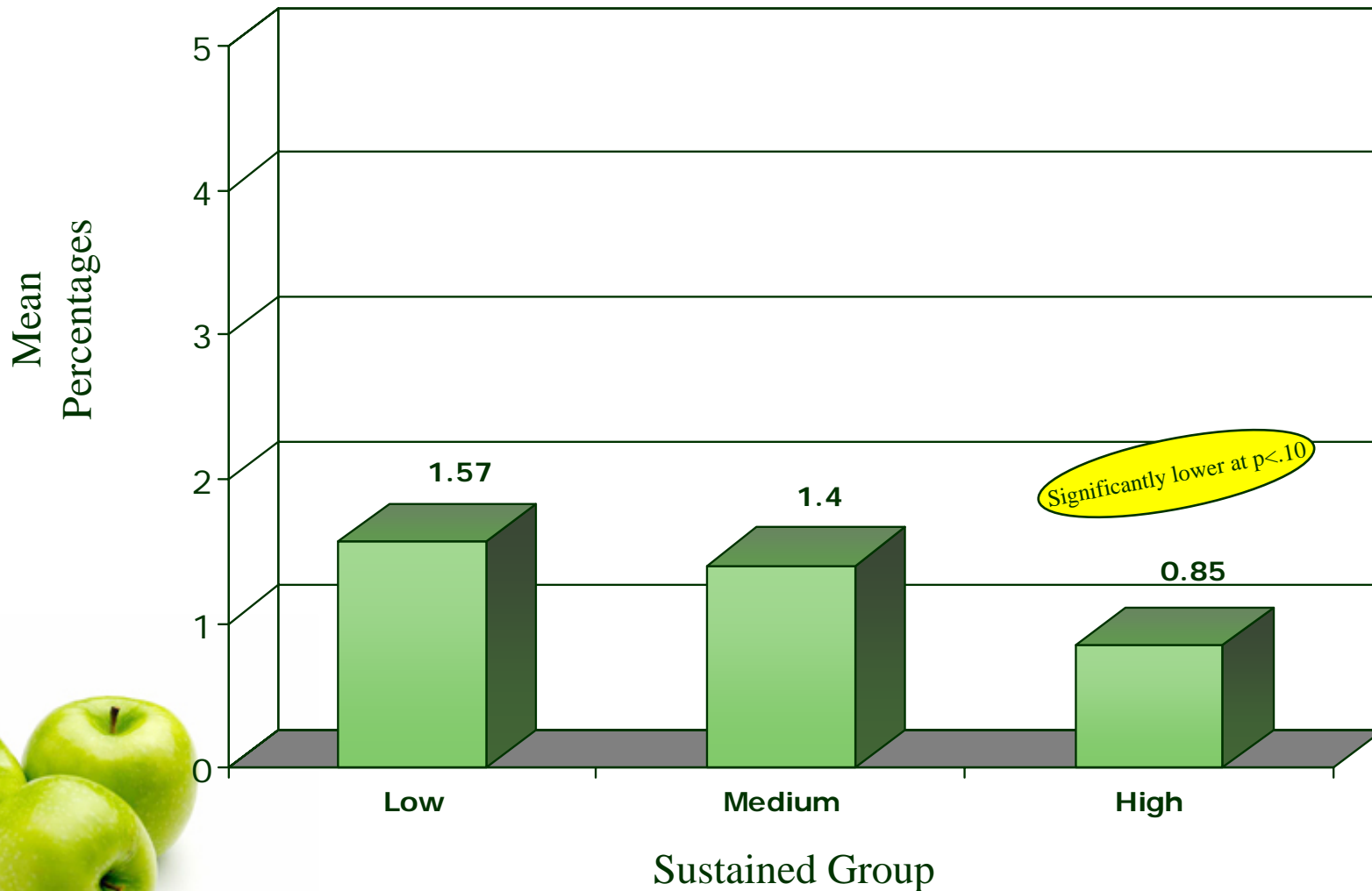
2005-2006 7th Grade: IN-SCHOOL SUSPENSION RATES

(Percents Based on Total No. Days Registered at Perkins)

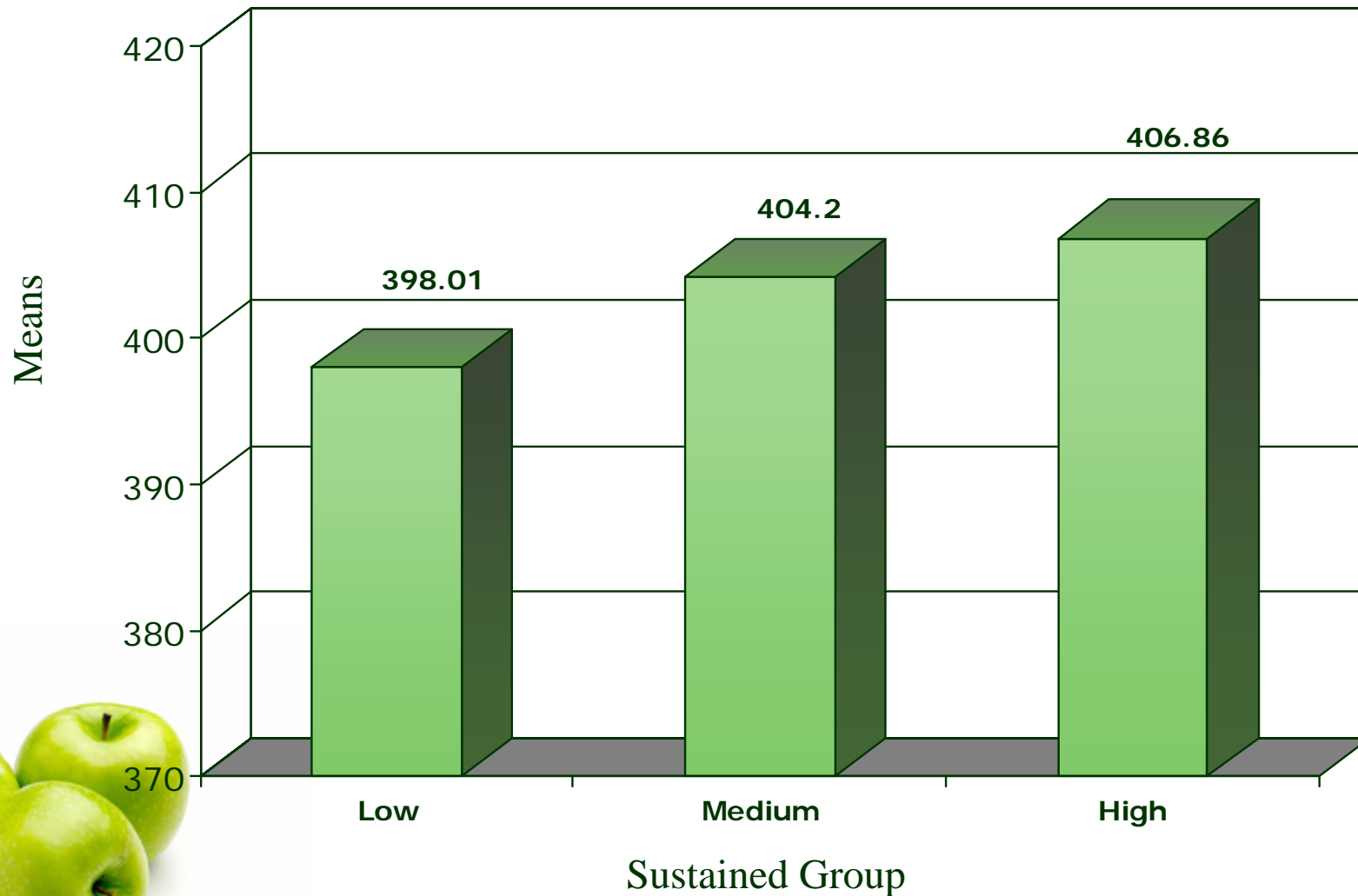


2005-2006 7th Grade: OUT-OF-SCHOOL SUSPENSION RATES

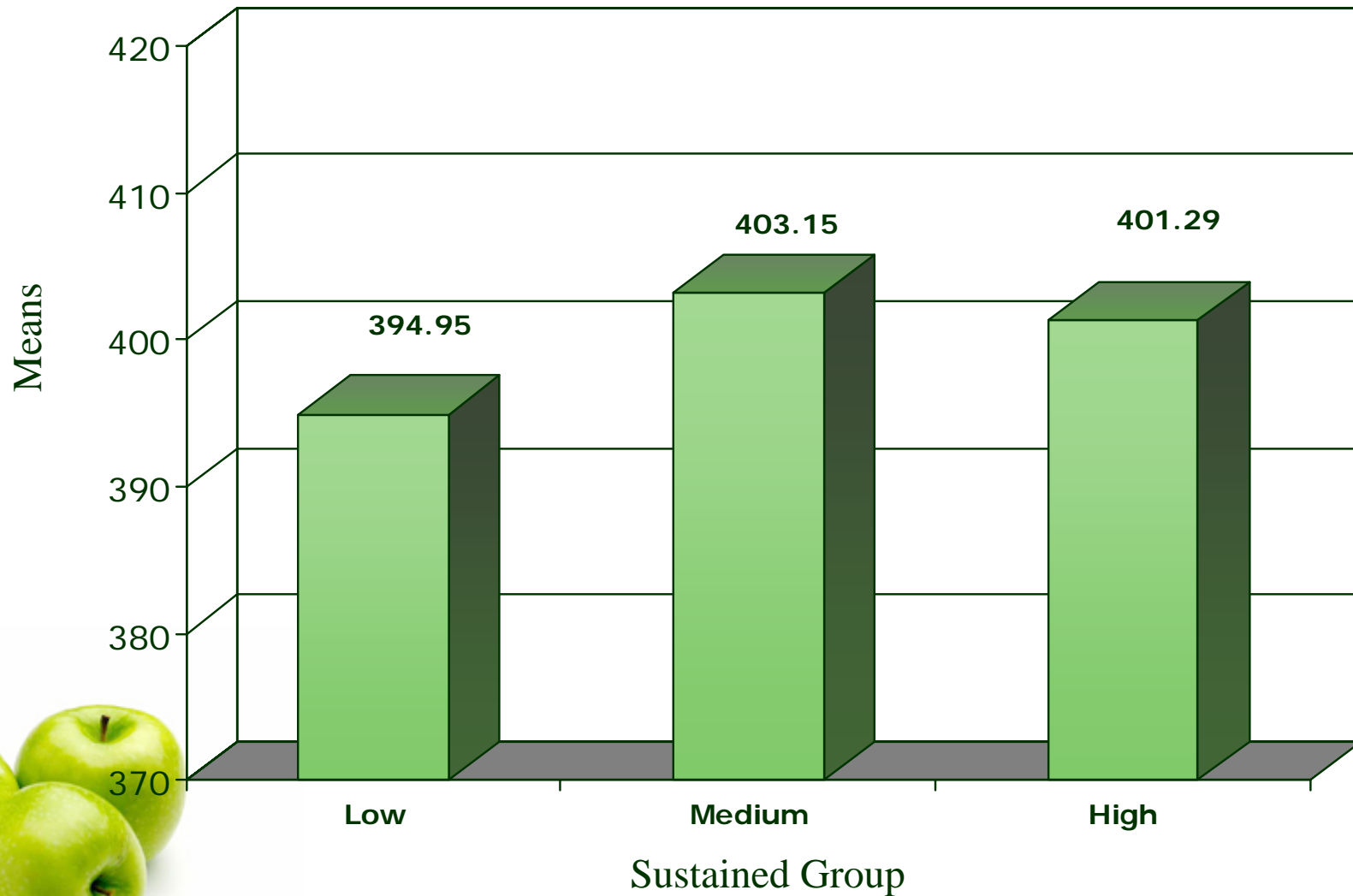
(Percents Based on Total No. Days Registered at Perkins)



Results of 2005-2006 8th Grade OAT: AVERAGE SCORES IN READING by Sustained Group

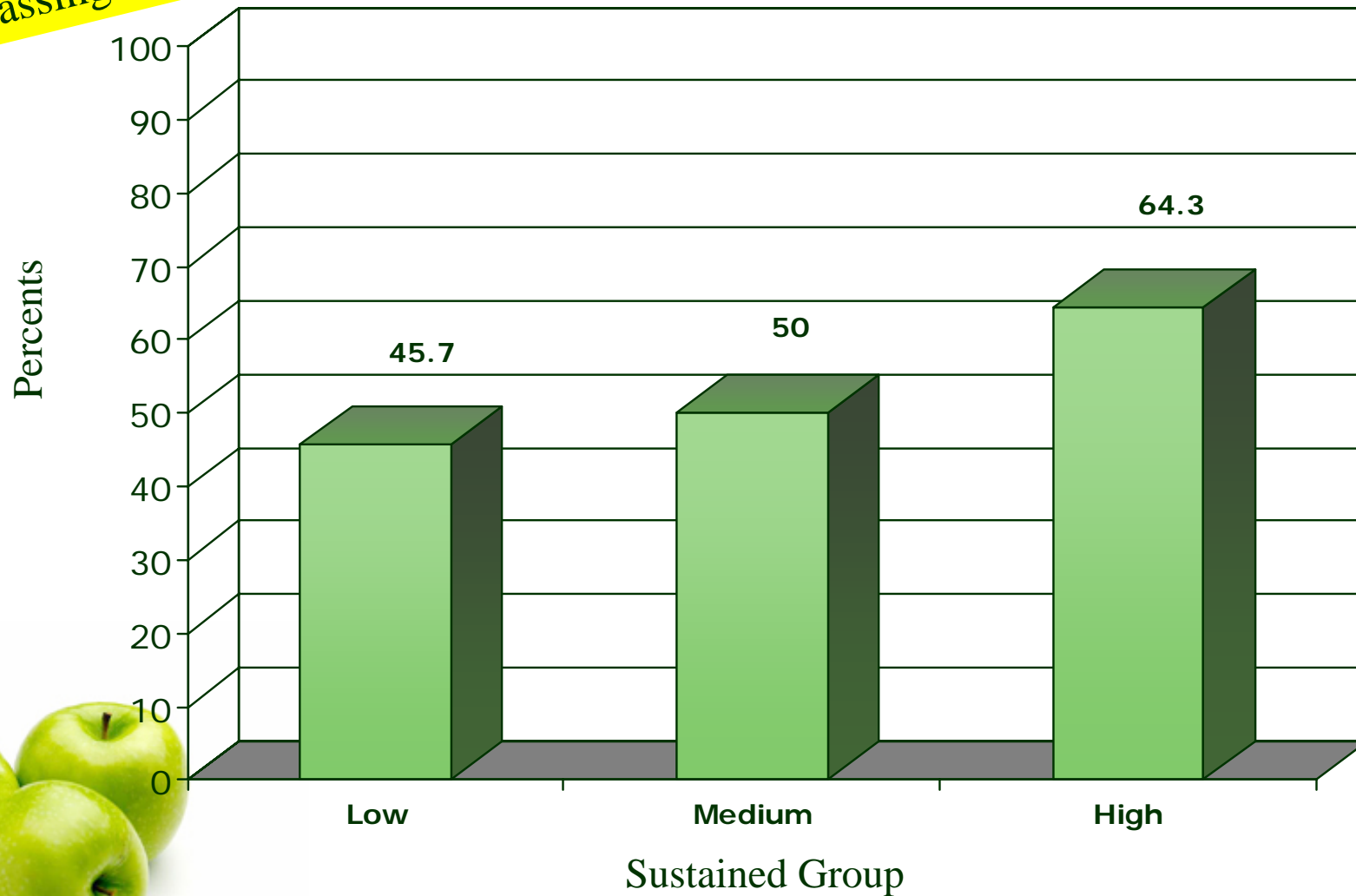


Results of 2005-2006 8th Grade OAT: AVERAGE SCORES IN MATH by Sustained Group



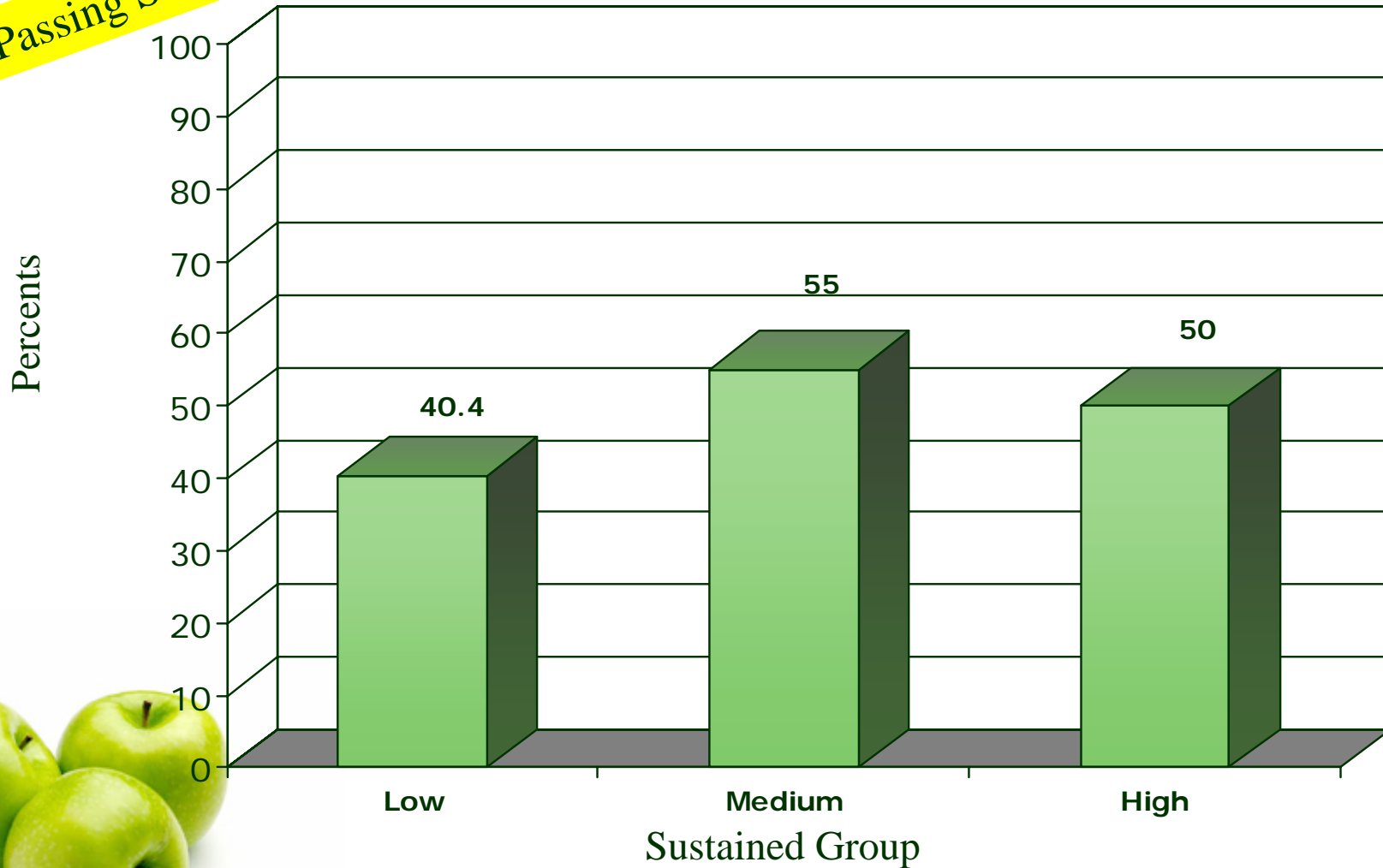
Average *Percent Passing* 2005-2006 8th Grade OAT: READING

Passing Score = 400



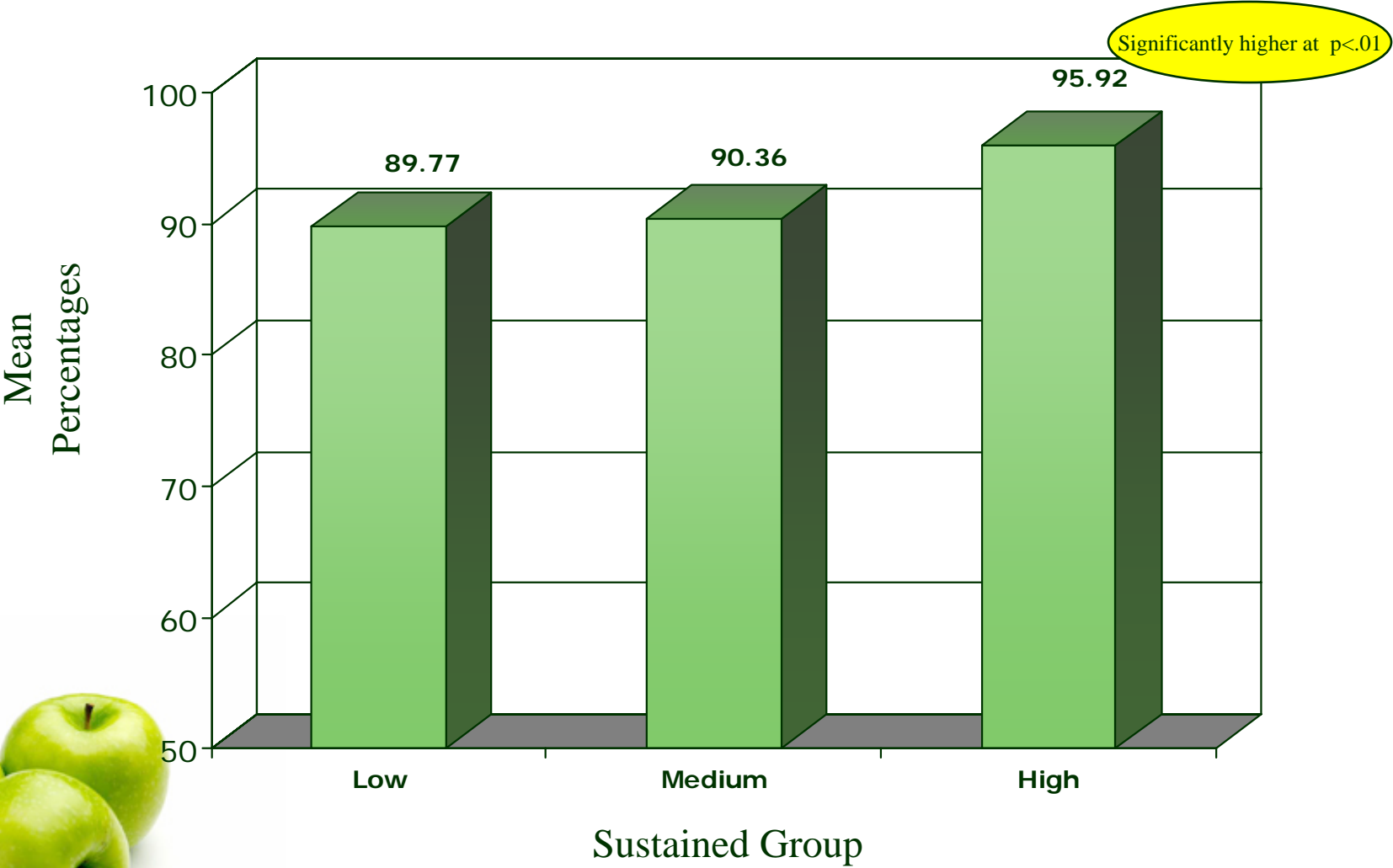
Average *Percent Passing* 2005-2006 8th Grade OAT: MATH

Passing Score = 400



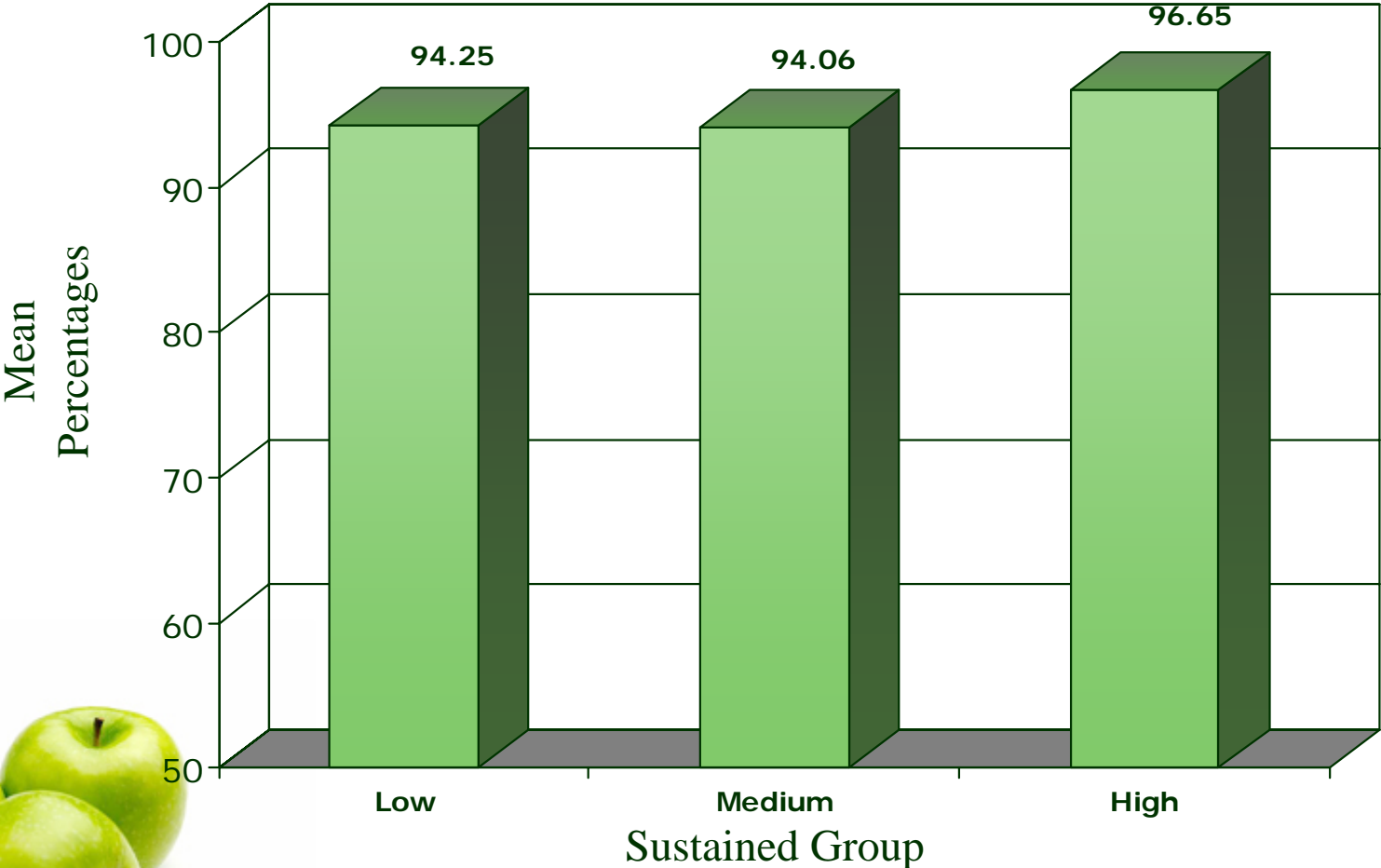
2005-2006 8th Grade: ATTENDANCE RATES

(Percents Based on Total No. Days Registered at Perkins)



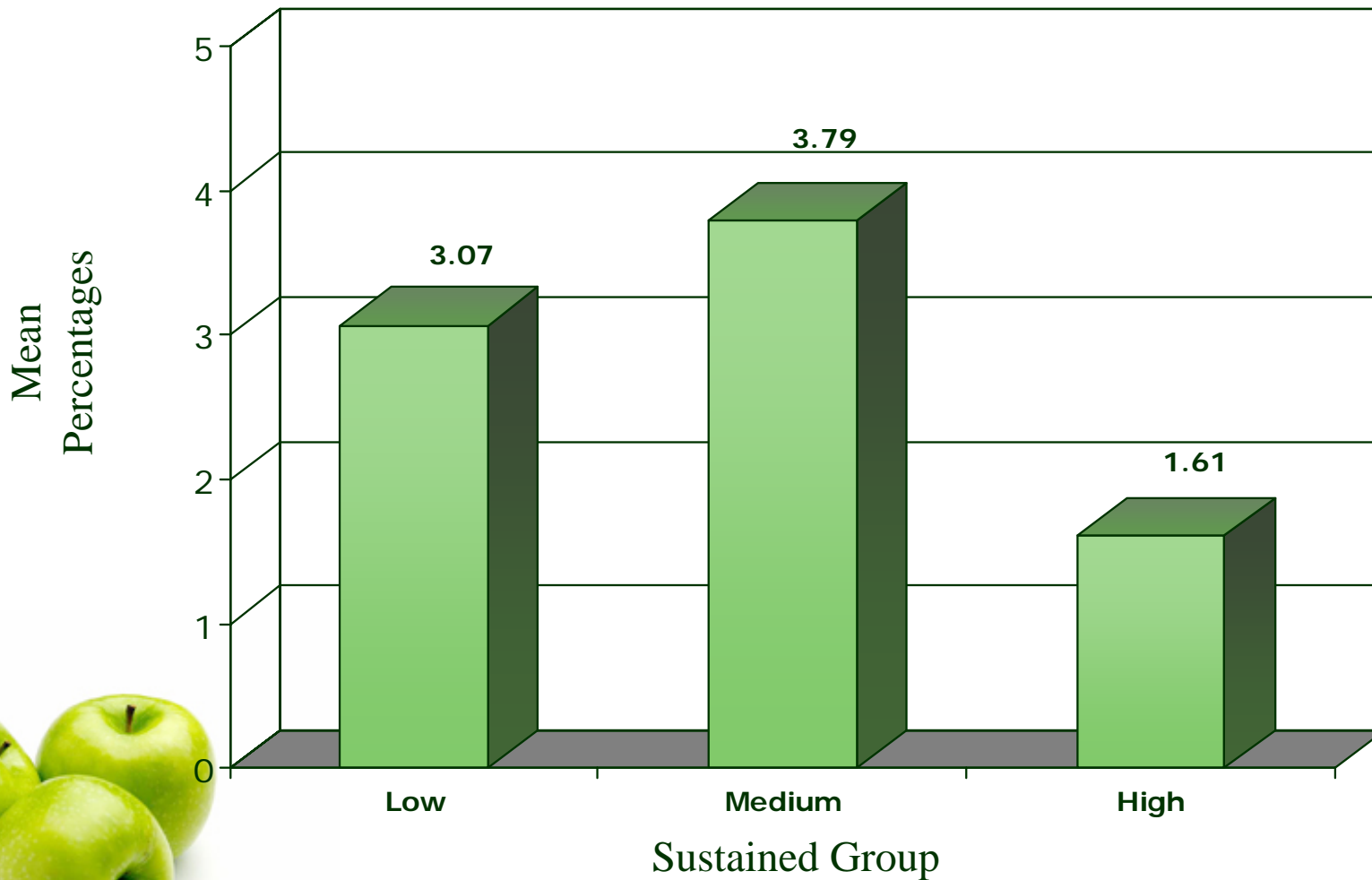
2005-2006 8th Grade: NOT TARDY RATES

(Percents Based on Total No. Days Registered at Perkins)



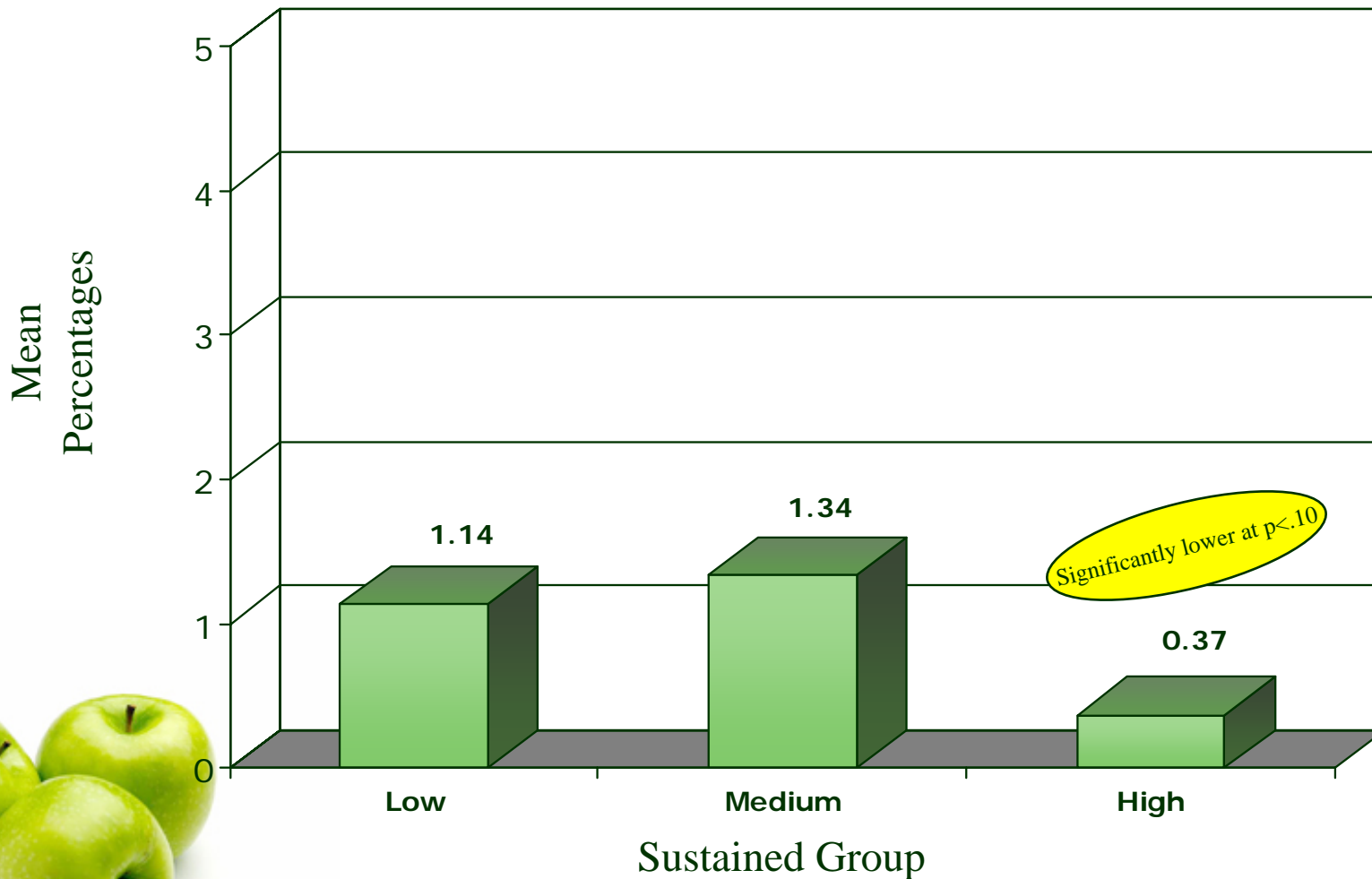
2005-2006 8th Grade: IN-SCHOOL SUSPENSION RATES

(Percents Based on Total No. Days Registered at Perkins)



2005-2006 8th Grade: OUT-OF-SCHOOL SUSPENSION RATES

(Percents Based on Total No. Days Registered at Perkins)



SUMMARY OF AVERAGE ACHIEVEMENT TEST SCORES

Sustained Group	7 TH GRADE		8 TH GRADE	
	Reading	Math	Reading	Math
LOW	395.78	385.55	398.01	394.95
MEDIUM	394.96	392.22	404.20	403.15
HIGH	405.32	397.41	406.86	401.29



SUMMARY OF PERCENT PASSING ACHIEVEMENT TESTS

Sustained Group	7 TH GRADE		8 TH GRADE	
	Reading	Math	Reading	Math
LOW	45.5	29.1	45.7	40.4
MEDIUM	55.6	29.6	50.0	55.0
HIGH	60.6	47.0	64.3	50.0



SUMMARY: ATTENDANCE AND DISCIPLINE RATES FOR SUSTAINED GROUPS

(All values are average percents, based on days registered at Perkins)

Rates	GRADE 7			GRADE 8		
	Low	Medium	High	Low	Medium	High
Attendance	88.16	88.04	93.06	89.77	90.36	95.92
Not Tardy	91.72	94.74	95.47	94.25	94.06	96.65
ISS	3.60	2.46	2.62	3.07	3.79	1.61
OSS	1.57	1.40	0.85	1.14	1.34	0.37

ISS: In-School Suspensions. OSS: Out-of-School Suspensions.





HIGHLIGHTS

Tracking Reading Growth: SCANTRON

2005-2006 7th Graders

- All sustained groups showed growth over time from fall 2005 through winter 2006.
- The “High” sustained group was above the Scantron national median score in winter, 2005, as well as both fall and winter, 2006.
- The “Medium” sustained group was above the Scantron national median score in winter, 2006.





HIGHLIGHTS

Tracking Math Growth: SCANTRON

2005-2006 7th Graders

- All sustained groups showed growth over the two years from fall 2005 through spring 2006.
- The "High" sustained group showed the greatest rate of growth.
- The "High" sustained group was above the national median score in winter 2005, winter 2006, and spring 2006.
- Neither of the other sustained groups was above the national median.

2005-2006 8th Graders

- Eighth graders were tested across a one-year period, from winter 2005 to winter 2006.
- All sustained groups showed growth, but the "Medium Sustained" group showed the highest rate of growth.
- Of all the Scantron tracking, the smallest growth was demonstrated in math for 2005-2006 8th graders.
- No groups were above the national median in any test period.





HIGHLIGHTS

Ohio Achievement Test: Reading



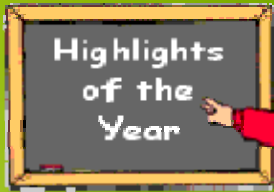
2005-2006 7th Graders

- The “High” sustained group had, on average, substantially higher OAT reading scores than either the “Medium” or “Low” sustained groups.
- In terms of percent passing the OAT reading test, both the “High” and “Medium” sustained groups were substantially higher than the “Low” sustained group.
- The “High” sustained group had the significantly highest percentage of students passing the 2006 7th grade reading OAT.

2005-2006 8th Graders

- The “High” sustained group had the highest reading OAT scores, with the “Medium” sustained group having the next highest.
- The “Low” sustained group had, on average, substantially the lowest reading scores.
- In terms of percent passing the OAT reading test, the “High” sustained group had a substantially higher percentage than either of the other two groups, and the “Medium” group had a higher percentage passing than did the “Low” group.





HIGHLIGHTS

Ohio Achievement Test: Math



2005-2006 7th Graders

- The “High” sustained group had, on average, the significantly highest OAT math scores compared to the “Medium” or “Low” sustained groups.
- In addition, the “Medium” sustained group (as well as the “High” group) was substantially higher than the “Low” sustained group on their math OAT scores.
- In terms of percent passing the 7th grade OAT math test, the “High” sustained group was substantially and significantly higher than the other two groups.

2005-2006 8th Graders

- The “Medium” sustained group had slightly higher math OAT scores than did the “High” sustained group, but both groups were substantially higher than the “Low” sustained group.
- In terms of percent passing the OAT math test, the “Medium” sustained group had the highest percentage passing, but the “High” sustained group had a nearly 10% higher pass rate than the “Low” sustained group.





HIGHLIGHTS

Attendance

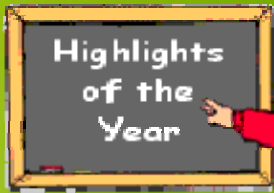
2005-2006 7th Graders

- The "High" sustained group had the significantly highest rate of attendance. The "Medium" and "Low" sustained groups both had attendance rates below 90%.
- In terms of "Not Tardy," the "High" sustained group had the highest percentage of students who were not tardy (excused and unexcused combined). They were slightly higher than the "Medium" sustained group.
- The "Low" sustained group had the lowest rate of "not tardy," indicating that they had the highest amount of combined excused and unexcused tardies.

2005-2006 8th Graders

- The "High" sustained group had a significantly and substantially higher rate of attendance than either of the other two groups, with an attendance rate of over 96%.
- In terms of "Not Tardy," the "High" sustained group had the highest rate of no tardies (indicating the fewest tardies), but all groups demonstrated good "no tardy" rates.





HIGHLIGHTS Behavior

2005-2006 7th Graders

- The “Medium” sustained group had the smallest rate of in-school suspensions, but just slightly less than the “High” sustained group.
- The “Low” sustained group had the highest rate of in-school suspensions.
- The “High” sustained group also had the smallest rate of out-of-school suspensions, with the “Medium” sustained group having the next smallest rate. The “Low” sustained group had the highest rate of out-of-school suspensions.

2005-2006 8th Graders

- The “High” sustained group had a substantially lower rate of in-school suspensions than either of the other two groups.
- In addition, the “High” sustained group had the substantially lowest rate of out-of-school suspensions .





CONCLUSIONS

The results indicate that in almost every area, students who attended PAC programs frequently over a two-year period had higher reading and math achievement scores and passing rates, better attendance, and better behavior. This was especially true for 7th graders, indicating the importance of students beginning the PAC program early in their middle school career.

