



A Promise
Neighborhood

RESULTS NAZ

Expanded Learning

February 19, 2014

ONE
NAZ

EXPANDED LEARNING SOLUTION PLAN RESULT

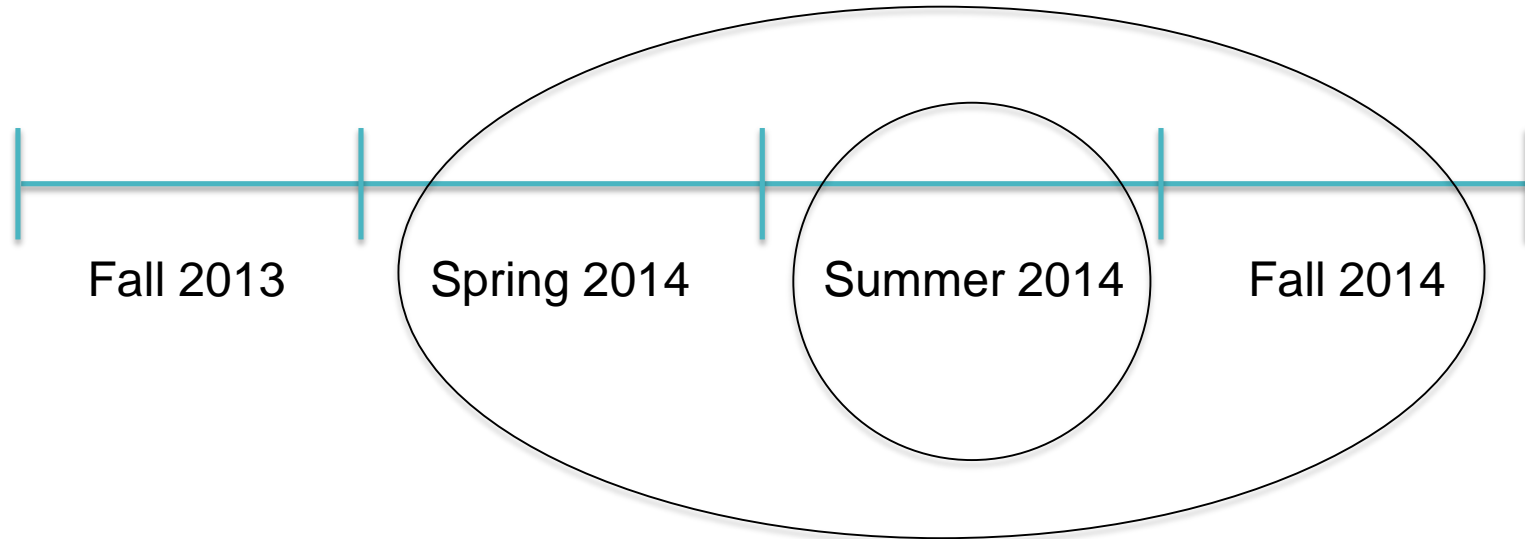
ExL enrolled children demonstrate accelerated progress to achieve grade-level performance in reading and math.

WHY EXAMINE PROGRESS MONITORING RESULTS?

NAZ Implemented progress monitoring is a strong indicator of performance on the MCAs.

- 83% of NAZ scholars not proficient on the Reading Progress Monitoring assessments were also not proficient on the MCA Reading assessment.
- 91% of NAZ scholars not proficient on the Math Progress Monitoring assessments were also not proficient on the MCA Math assessment.

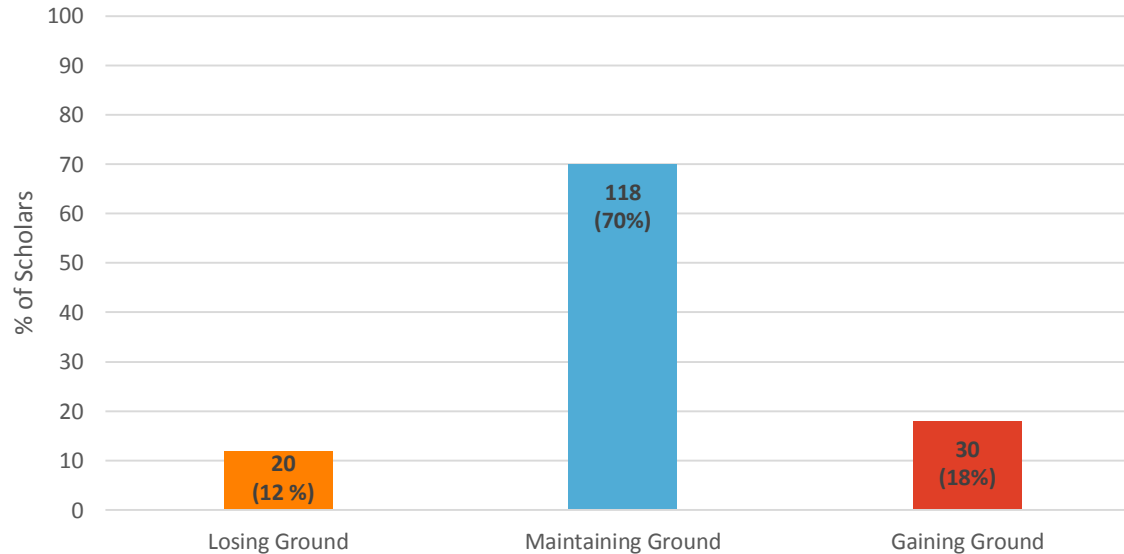
PROGRESS MONITORING TIMELINE



**SUMMER 2014
READING AND MATH
PERFORMANCE**

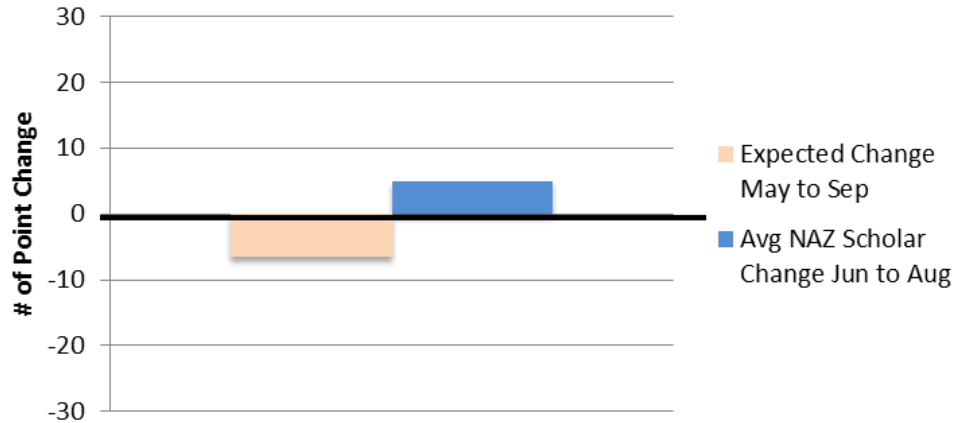
SUMMER 2014: GROWTH IN READING SKILLS

Change in Reading Performance Level Summer 2014 (n=168)



SUMMER READING GROWTH FOR AT-RISK SCHOLARS

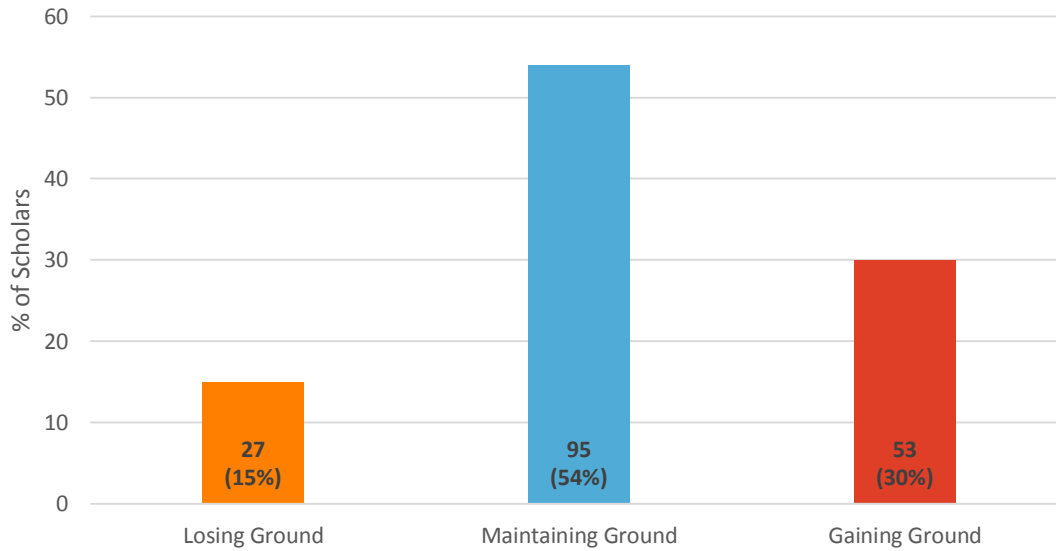
**Average Change in Summer aReading
Scores**



**13% of scholars got
on track in reading
over the summer**

SUMMER 2014: GROWTH IN MATH SKILLS

Change in Math Performance Level Summer 2014 (n=175)



**28% of scholars got
on track in math
over the summer**

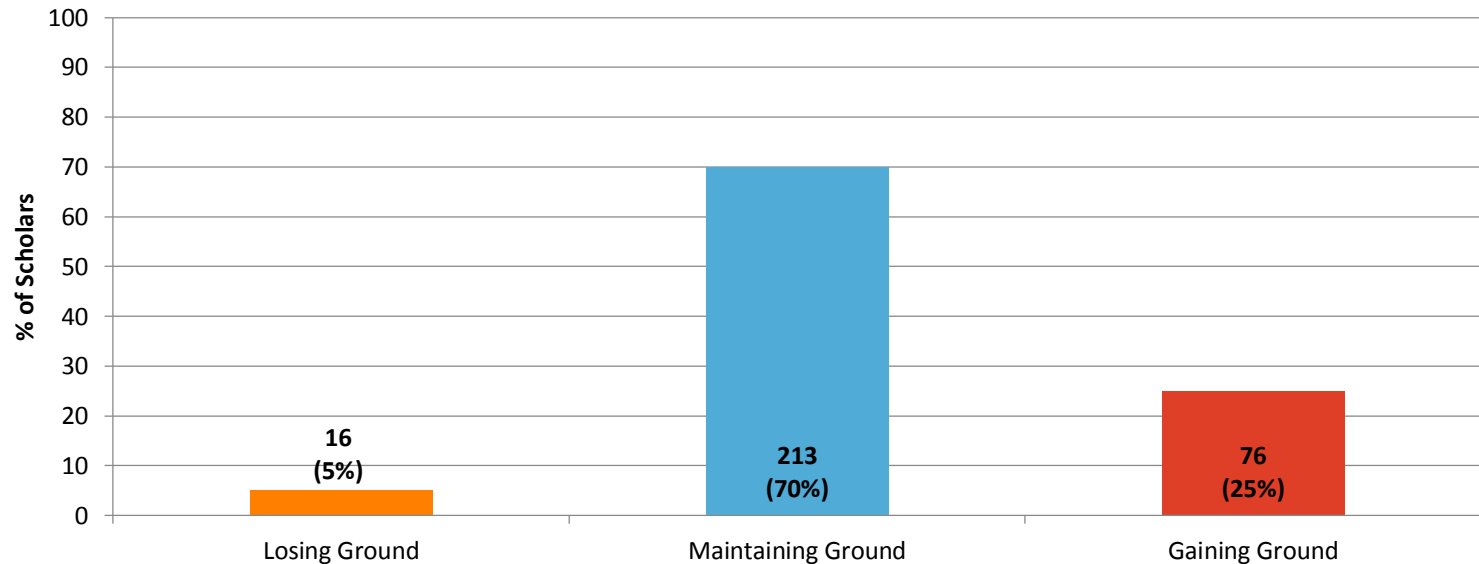
ACADEMIC YEAR READING AND MATH PERFORMANCE AND ANALYSIS OF IMPACTS



SCHOLAR CHANGE IN READING PERFORMANCE LEVEL

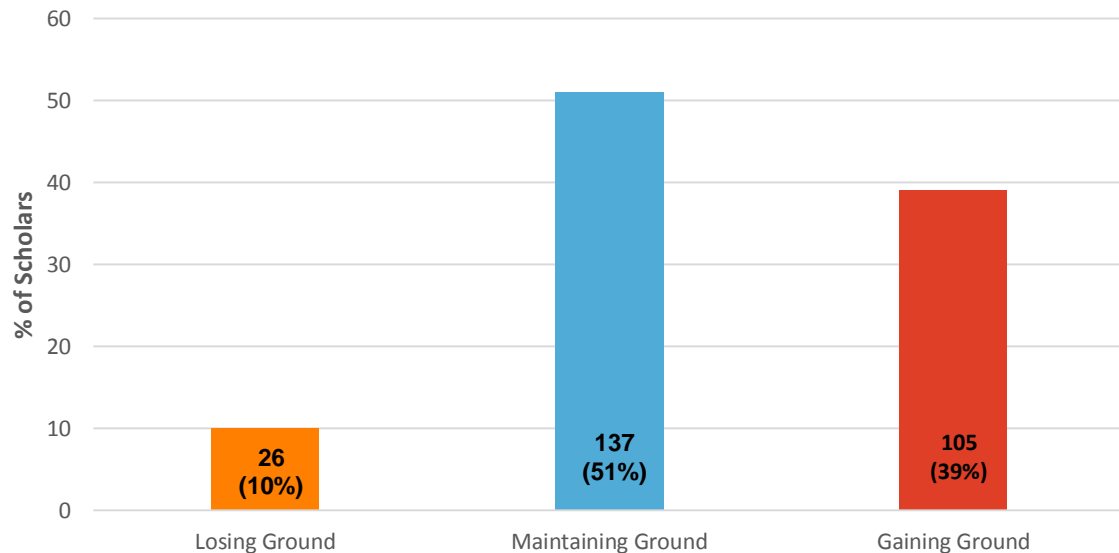
Change in Reading Performance Level Spring to Fall 2014

(n=305)



SCHOLAR CHANGE IN MATH PERFORMANCE LEVEL

Change in Math Performance Level Spring to Fall 2014
(n=268)

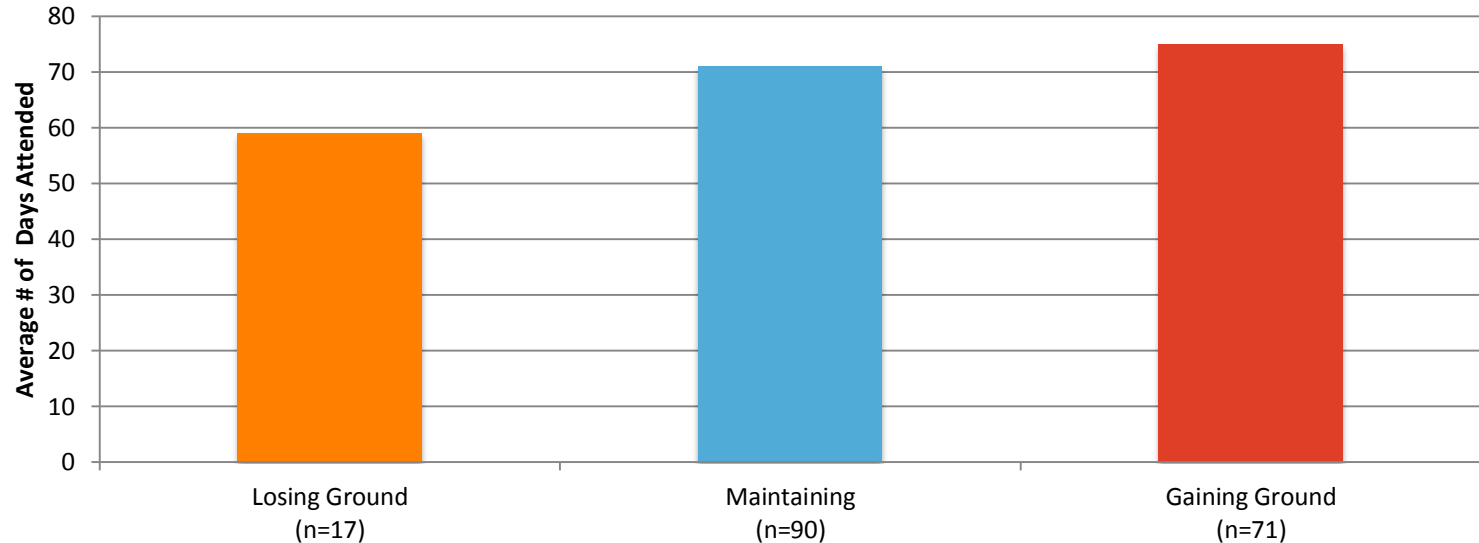


WHAT'S WORKING?



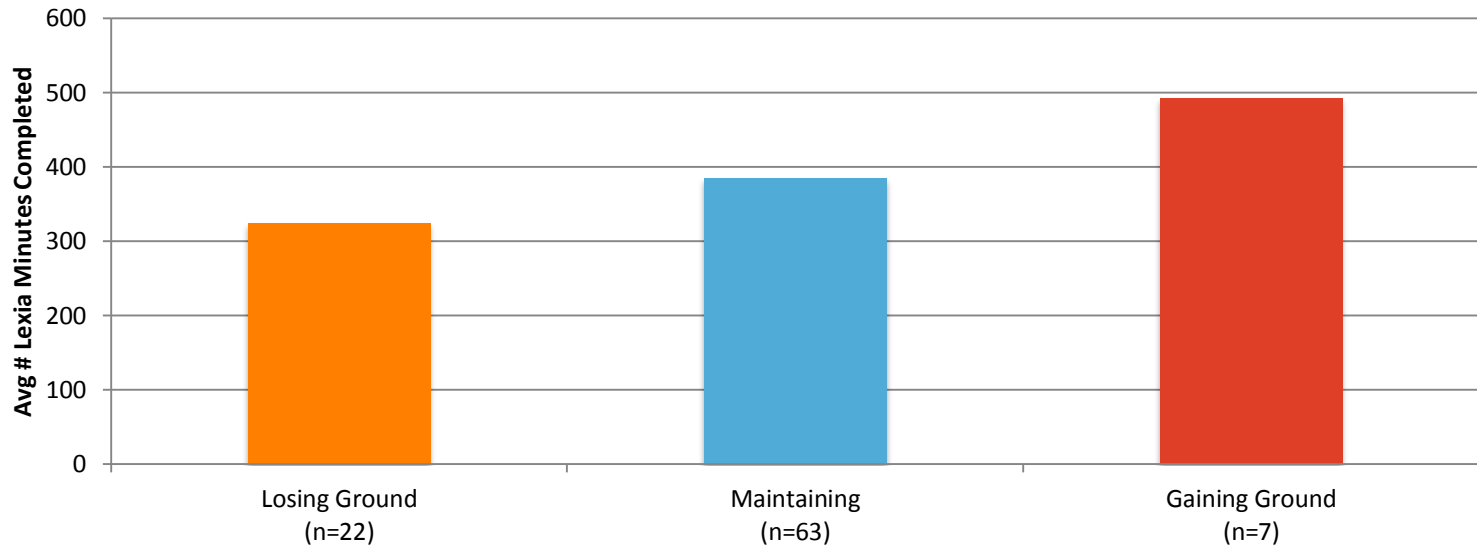
SCHOLARS SHOWING UP AT PROGRAMS

**Performance Level Change in Math by Average # of Days
Attended (n=178)**



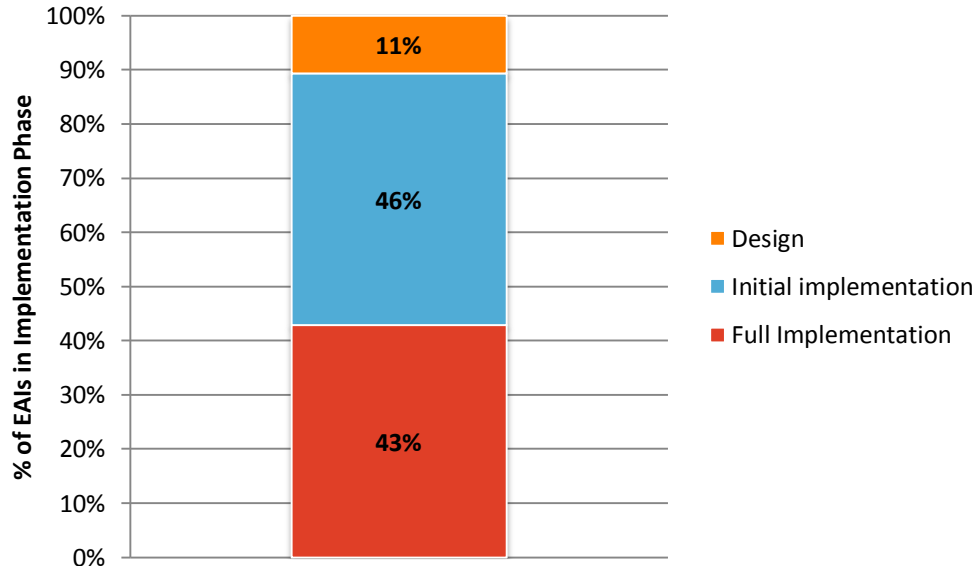
TIME SPENT IN FOCUSED READING INSTRUCTION

Performance Level Change in Reading by Average Lexia Completion (n=92)



WHAT ARE WE STILL BUILDING?

Implementation Stages of Essential Active Ingredients in ExL Solution Plan



Design Stage: NAZ and its Partners are in the process of designing and planning for implementation.

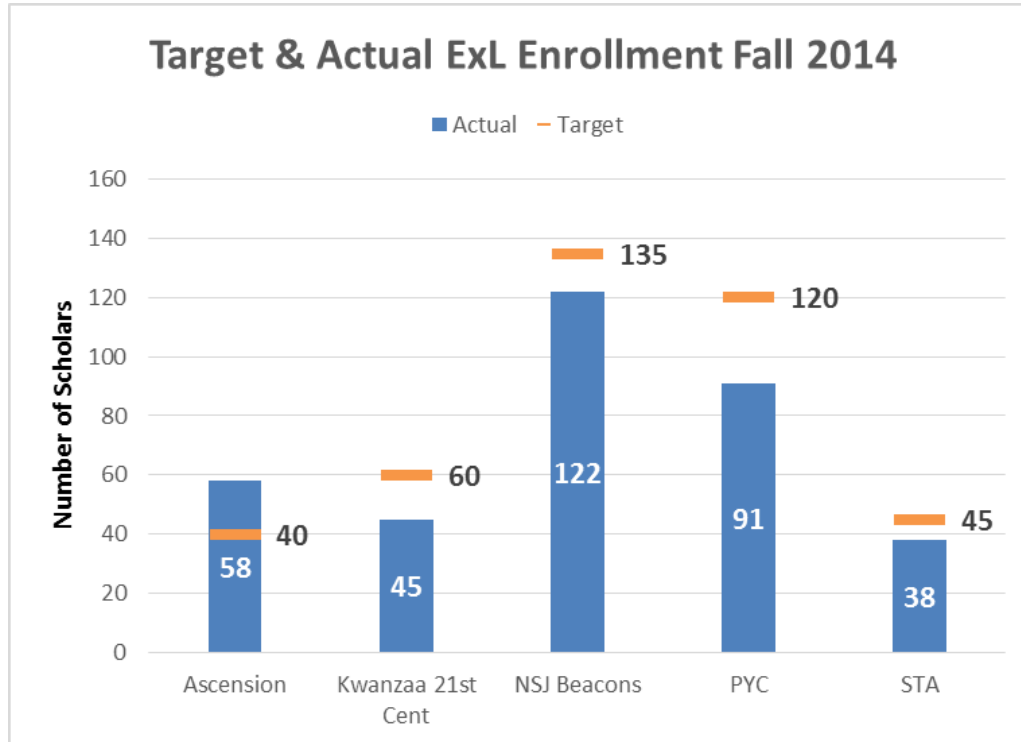
Initial Implementation: NAZ and its Partners are beginning to implement the EAI, but are not yet expecting to see significant outcomes.

Full Implementation: NAZ and its Partners are fully implementing all elements of the EAI with the expectation that outcomes are a reflection of how well Scholars and families are responding to the intervention.

WHAT CAN WE DO BETTER?

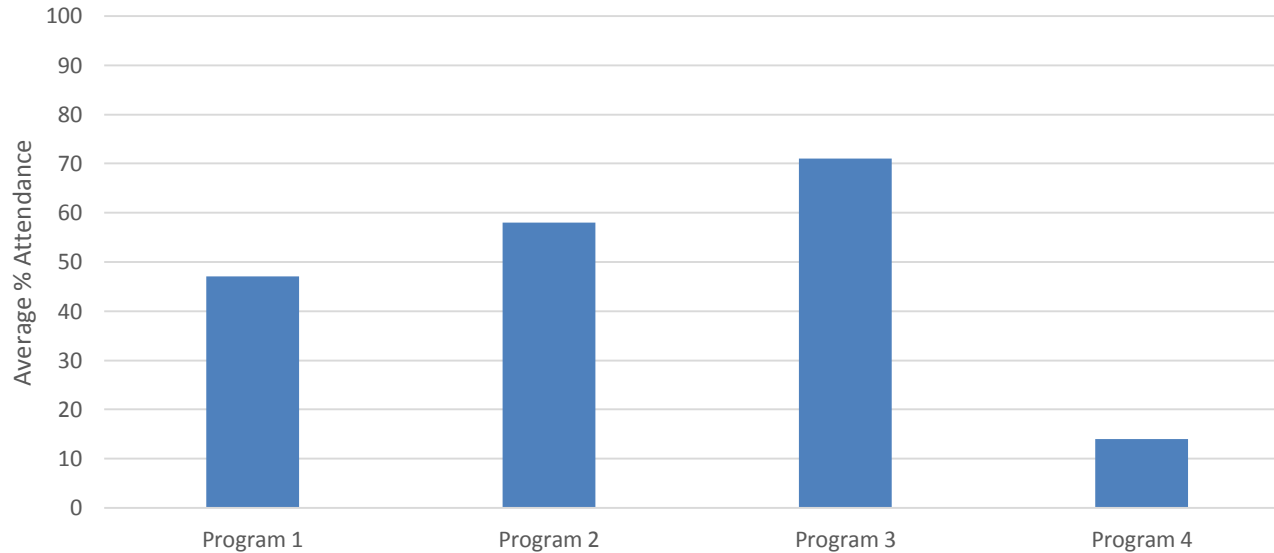


ENROLLING SCHOLARS INTO PROGRAMS



ONCE ENROLLED, INCREASING ATTENDANCE AT PROGRAMS

Attendance Rate per Program as Shown in NAZ Connect, Fall 2014



No attendance data was available for Program 5.

*Note: This graph represents our best depiction of attendance, given data available in NAZ Connect. As our programs work to improve data entry fidelity we will be able to more confidently depict accurate representations of program activity.

ENGAGEMENT IN READING INSTRUCTION

All Scholars	
Independent Reading	
Average Independent Reading Minutes Completed per Week	NDA
Recommended Dosage of Independent Reading from Solution Plan	180

Scholars Below Grade Level			
Lexia (Individualized Instruction)		Small Group Reading	
Average Lexia Use per Week	22	Average Small Reading Group Participation Minutes per Week	NDA
Recommended Dosage of Individualized Instruction from Solution Plan	60	Recommended Dosage of Small Group Reading Instruction from Solution Plan	60

ENGAGEMENT IN MATH INSTRUCTION

All Scholars		Scholars Below Grade Level	
Independent Mathematics Skills Practice at the Student's Individual Level		One-on-one Tutoring on Specific Math Skills	
Average Independent Math Skills Practice per Week (Data only available for IXL use)	17*	Average 1:1 Math Instruction Minutes per Week	NDA
Recommended Dosage of Individualized Instruction from Solution Plan	120	Recommended Dosage of Small Group Reading Instruction from Solution Plan	60

*This is the average # of minutes per week across programs. For individual programs, average minutes per week varied as follows: 6, 13, 33 minutes/week.

KEY QUESTIONS

What can ExL programs and NAZ do better to improve:

- **Attendance?**
 - Scholar Enthusiasm?
 - Parent Reinforcement?
- **Scholar engagement in focused instruction at programs?**
- **Data fidelity?**