RESULTS NAZ
Expanded Learning
February 19, 2014
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.
SUMMER 2014
READING AND MATH PERFORMANCE
SUMMER 2014: GROWTH IN READING SKILLS

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

- **Losing Ground**: 20 scholars (12%)
- **Maintaining Ground**: 118 scholars (70%)
- **Gaining Ground**: 30 scholars (18%)
SUMMER READING GROWTH FOR AT-RISK SCHOLARS

13% of scholars got on track in reading over the summer.
SUMMER 2014: GROWTH IN MATH SKILLS

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

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

- Losing Ground: 27 (15%)
- Maintaining Ground: 95 (54%)
- Gaining Ground: 53 (30%)
SCHOLAR CHANGE IN MATH PERFORMANCE LEVEL

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

- Losing Ground: 26 scholars (10%)
- Maintaining Ground: 137 scholars (51%)
- Gaining Ground: 105 scholars (39%)
WHAT’S WORKING?
SCHOLARS SHOWING UP AT PROGRAMS

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

- Losing Ground (n=17)
- Maintaining (n=90)
- Gaining Ground (n=71)
TIME SPENT IN FOCUSED READING INSTRUCTION

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

- Losing Ground (n=22)
- Maintaining (n=63)
- Gaining Ground (n=7)
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

Target & Actual ExL Enrollment Fall 2014

- Ascension: 58 (Actual), 40 (Target)
- Kwanzaa Cent: 45 (Actual), 45 (Target)
- NSJ Beacons: 122 (Actual), 135 (Target)
- PYC: 91 (Actual), 120 (Target)
- STA: 38 (Actual), 45 (Target)
ONCE ENROLLED, INCREASING ATTENDANCE AT PROGRAMS

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

<table>
<thead>
<tr>
<th>All Scholars</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Reading</strong></td>
<td></td>
</tr>
<tr>
<td>Average Independent Reading Minutes Completed per Week</td>
<td>NDA</td>
</tr>
<tr>
<td>Recommended Dosage of Independent Reading from Solution Plan</td>
<td>180</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholars Below Grade Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lexia (Individualized Instruction)</strong></td>
<td><strong>Small Group Reading</strong></td>
</tr>
<tr>
<td>Average Lexia Use per Week</td>
<td>22</td>
</tr>
<tr>
<td>Recommended Dosage of Individualized Instruction from Solution Plan</td>
<td>60</td>
</tr>
</tbody>
</table>
### ENGAGEMENT IN MATH INSTRUCTION

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

*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?