Stepping Stones Summer 2014 K-5 Enrichment Program Evaluation

N=23

The Stepping Stones Summer 2014 K-5 Enrichment Program was open to any kindergarten through fifth grade student. Students participated in a six-week program at one of three sites around Davenport. In addition to breakfast and lunch, students received one hour of reading/language arts instruction based around a theme, one hour of math instruction, one hour of enrichment, and one hour of active learning daily. Students participated in one study trip per week. The goal of the Summer K-5 Enrichment Program was to prevent summer learning loss.

Students were assessed at the beginning and end of the summer in two ways.

1. **DORA (Diagnostic Online Reading Assessment)** is an online, criterion-referenced assessment that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities and prescribe individual learning paths. Data from DORA was used to determine if students were reading below, at or above expected grade level, and how many months of proficiency were gained/lost during the program. DORA’s subskills are High Frequency Words, Phonics, Word Recognition, Spelling, Oral Vocabulary, and Reading Comprehension.

2. **ADAM (Adaptive Diagnostic Assessment of Mathematics)** is an online, criterion-referenced assessment that provides objective, individualized assessment data, aligned with NCTM’s five content strands: 1) Numbers and Operations; 2) Algebra; 3) Geometry; 4) Data Analysis; and 5) Measurement.

*Only students who attended at least 80% of program days and were present for pre and post assessments are included in this evaluation data.*
Number of students at or above grade level at pre and post assessment in reading/language arts

Pre Assessment at or above grade level
Post Assessment at or above grade level
Number of students who gained, lost or had no change in needs/meets/exceeds status between pre and post assessment in reading/language arts

[Bar chart showing the number of students who increased, decreased, or had no change in various reading/language arts skills.]
Average Grade Level Equivalency (GLE) change (in months) between pre and post assessment in reading/language arts
Number of students at or above grade level at pre and post assessment in math

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre Assessment</th>
<th>Post Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers and Operations</td>
<td>6</td>
<td>10</td>
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<tr>
<td>Measurement</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>6</td>
<td>11</td>
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<tr>
<td>Geometry</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
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Legend:
- Pre Assessment at or above grade level
- Post Assessment at or above grade level
Number of students who gained, lost or had no change in needs/meets/exceeds status between pre and post assessment in math.
Average Grade Level Equivalency (GLE) change (in months) between pre and post assessment in math.