

## Classroom at the Workplace 2008 Summary of Results

### Classroom at the Workplace - MCAS Prep

This summer **143 students** participated in Classroom at the Workplace: MCAS Prep, a program that combines a full-time summer job with 90 minutes of MCAS instruction – five days a week for seven weeks – for students working to pass the state standard.

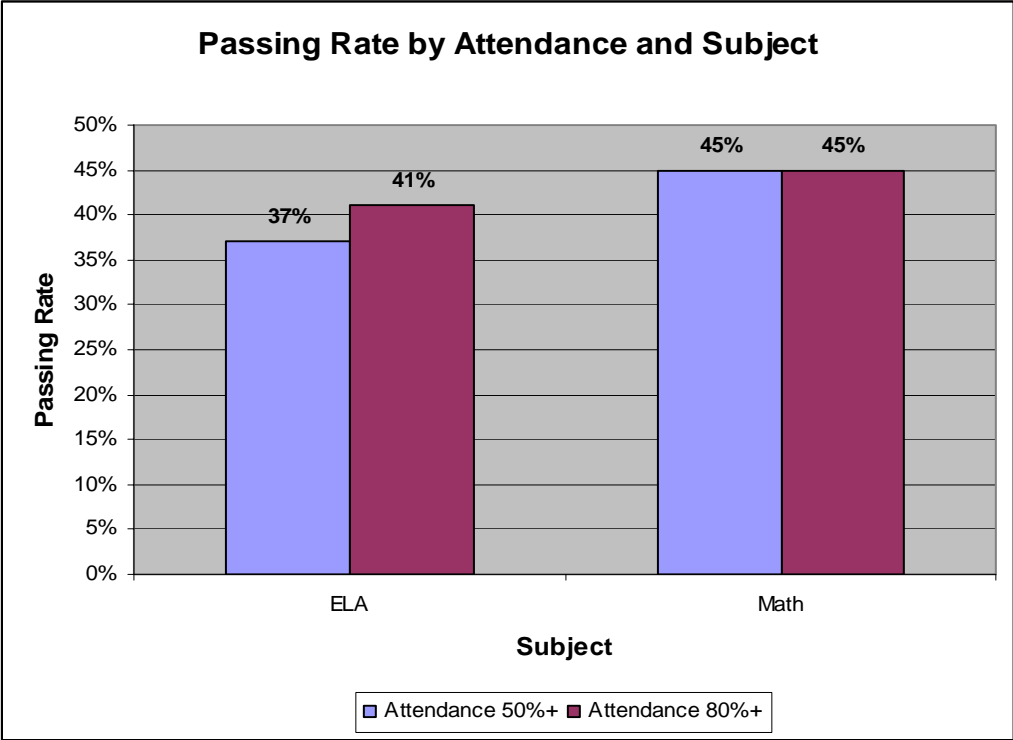
Thirteen employers hosted classrooms; 102 students attended class at their worksite, and 43 students worked at community-based organizations through sponsored jobs and attended class at another site.

Work/Classroom Site (# students)			
Bank of America	25	Verizon	8
State Street	24	Massachusetts General Hospital	6
Exec Office of Labor & Workforce Develop.	15	BlueCross BlueShield	5
Federal Reserve Bank	14	Harvard University	5
PIC JP office (CBO partners)	11	Roxbury YMCA	5
Brigham & Women's Hospital	11	Sovereign Bank	5
MaverickWorks	9	<b>Total</b>	<b>143</b>

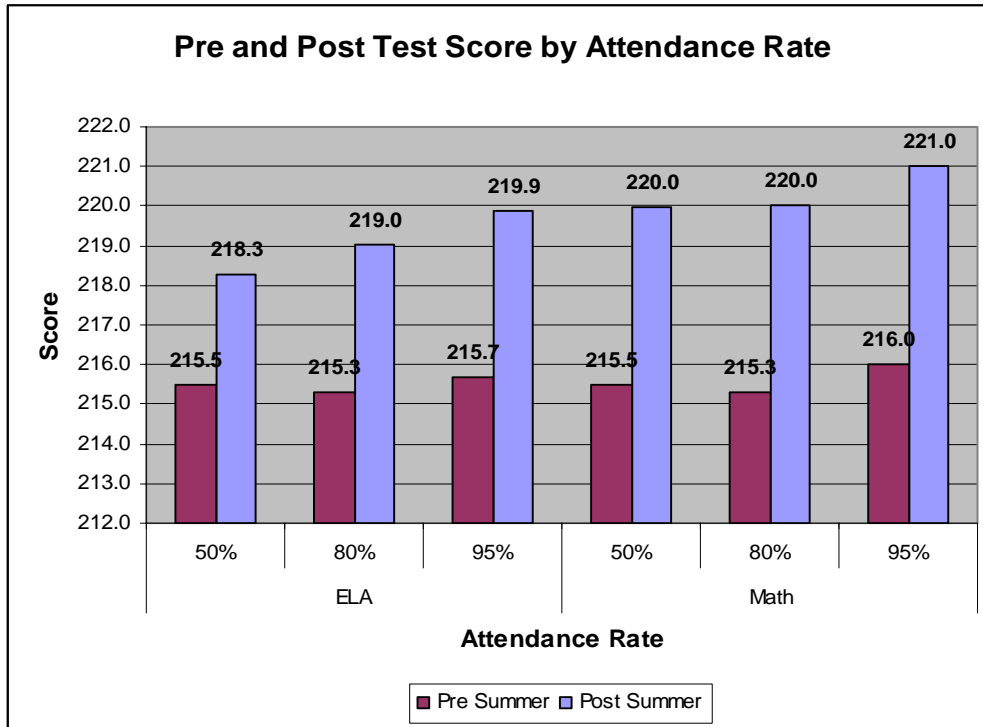
Nineteen (19) students participated in the fall program cycle hosted at the PIC's Jamaica Plain office, 11 of these continuing their preparation from the summer with 8 new additions. This program cycle ran from the week beginning September 8<sup>th</sup> to the week ending October 31<sup>st</sup> with math classes taking place on Mondays and Wednesdays and ELA classes on Tuesdays and Thursdays, two hours each day for a total of 30 class hours per subject (classes began on a Wednesday and Thursday during the September 8<sup>th</sup> week). Students in both the summer and fall programs prepared for the November MCAS retest – one of two annual retests for students who failed their 10<sup>th</sup> grade MCAS.

### November Retest Results

Of the 143 summer program students, 73 took math and 69 took ELA – a more even distribution between subjects than the 2:1 and 4:1 ratios of math to ELA students in the summers of 2007 and 2006 respectively. One hundred-two (102) students retested in November with **40 receiving passing scores of 220+** (3 of these students continued in the program through the fall cycle). Passing rates for students by attendance rate indicate a correlation between students' attendance rate and their passing rate for ELA students, but not so for math. Math students' passing rates topped ELA students' rates by 8 and 4 percentage points for students attending 50%+ and 80%+ class hours respectively.



All students gained an average of 4 points from their March 2008 to their November 2008 retest, with math students' average increase just tenths greater than ELA students' increase. The following graph shows students' pre program and post program MCAS score increase by attendance rate, demonstrating a positive correlation between students' attendance rate and their score increase and overall test performance.



In addition to test data, student survey results confirm that students respond positively to holding class in a work setting with individualized attention (average class size was just over 8 students), and the incentive of the paycheck.

- 83% student retention rate
- 86% student attendance rate
- Math students increased an average of 13 percentage points between pre- and post-test.
- ELA students increased an average of 4 percentage points between pre- and post-test.
- 92% of students rated their employment experience as either “excellent” or “good.”
- 89% of students rated their classroom experience as either “excellent” or “good.”

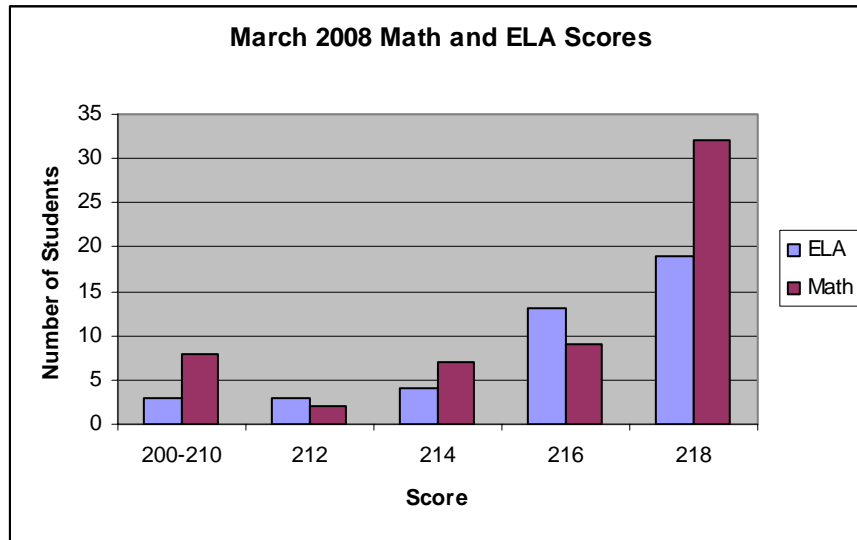
### Winter 2008

Just last week students from our summer program yet to pass joined our winter program cycle students to take the March retest – the last opportunity for this year’s seniors to pass the MCAS and receive a diploma with their class. Twenty-four (24) students participated in the winter cycle, 5 of whom participated in the summer cycle, with two of these having participated in the fall cycle and an additional student who participated in the fall only. Attending class two days per week for 4 weeks, Math students received 16 hours of prep, while ELA students received 10 hours of prep due to a delayed start and two snow days. In addition, 5 of these students completed mock interview and resume writing job readiness components during their spring break – a curriculum component we hope to expand in coming cycles.

## Student Characteristics

### Previous MCAS Scores

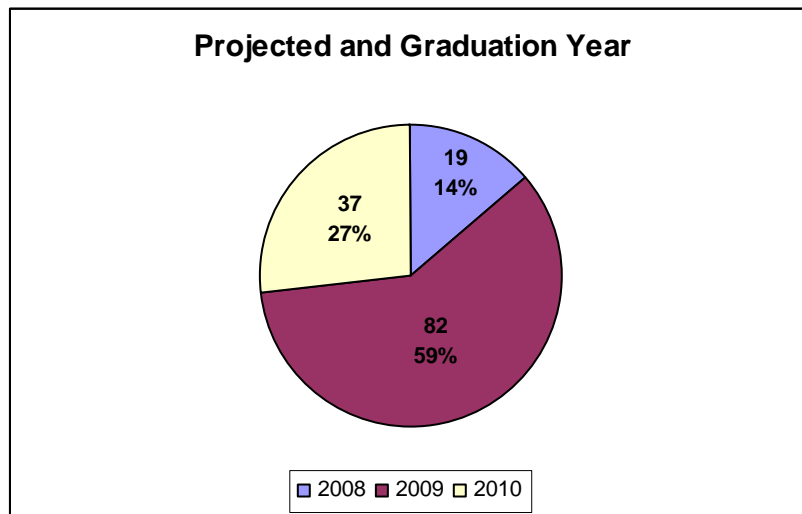
Of the 143 students in the summer 2008 program, 102 took the March 2008 MCAS retest or another pre-program retest. The chart below disaggregates student scores by subject.



Twenty-six percent (26%) of students who took a pre-program qualifying MCAS retest, in both ELA and math, scored below 216. In Boston, Classroom at the Workplace is the only MCAS remediation program, other than the one operated by BPS, that recruits students with MCAS scores of 216 or under.

### Year of Graduation

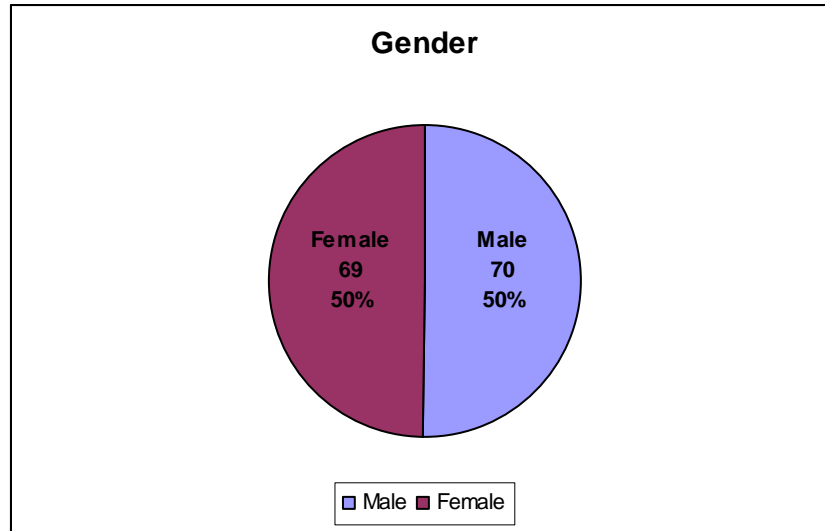
The chart below shows the distribution of students in the program by expected graduation year.



Consistent with past years, more than half of the students (59%) in the program were entering their senior year of high school, with only two chances left to pass MCAS before graduation. Twenty-seven percent (27%) were entering their junior year – most repeating the grade. Another 19 (14%) were exiting seniors, who had completed their course requirements, but were still working to pass the MCAS.

## Gender

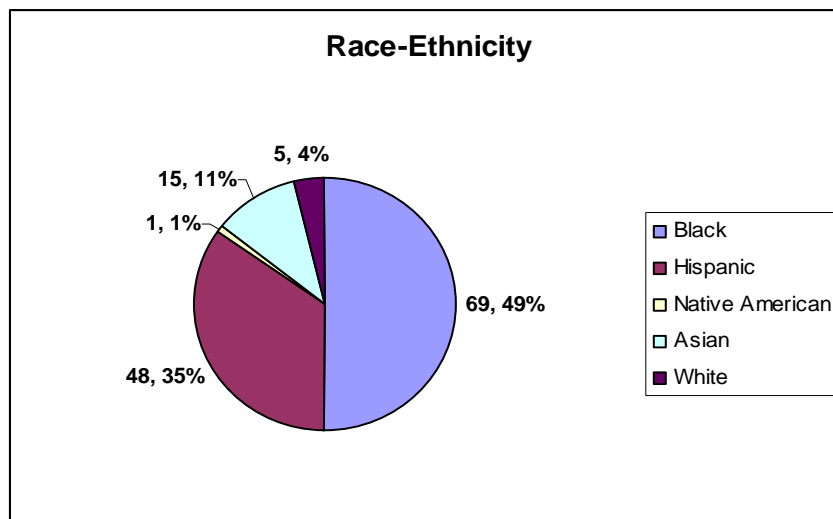
In past summers, female participants have outnumbered male participants by as much as 2:1 (2006). Last summer we made substantial gains in targeting males in need of MCAS prep for a near even enrollment of 51% female to 49% male. This summer, we continued to enroll and maintain male students.



For summer 2008, we succeeded in enrolling females and males on a 1:1 ratio, almost exactly, with males, in fact, out-numbering females 70 to 69. We hope to maintain this gender balance in future summers, as male students are a hard to reach, high-risk dropout population in Boston.

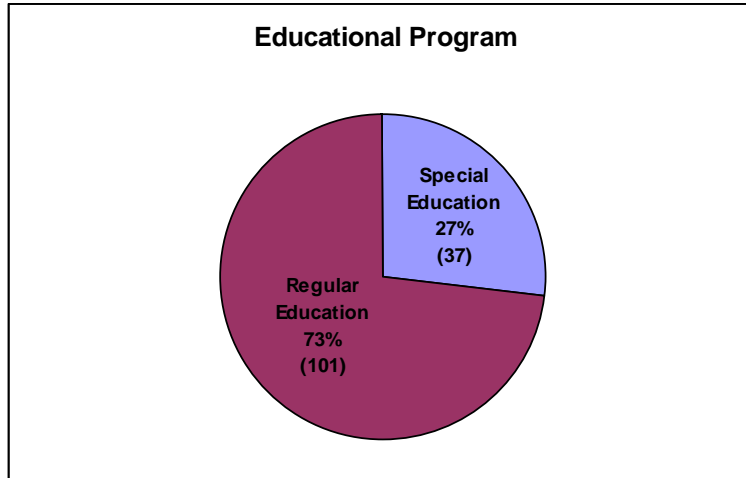
## Race-Ethnicity

Similar to the demographics of our SAT Prep program, this summer we saw a more equal distribution of students of various races and ethnicities enrolling in MCAS Prep. Black student enrollment decreased almost 30% to 49%, while Hispanic and Asian students represented 35% and 11% of enrolled students. Five white students and one Native American student constituted the remaining 5% of enrollments.



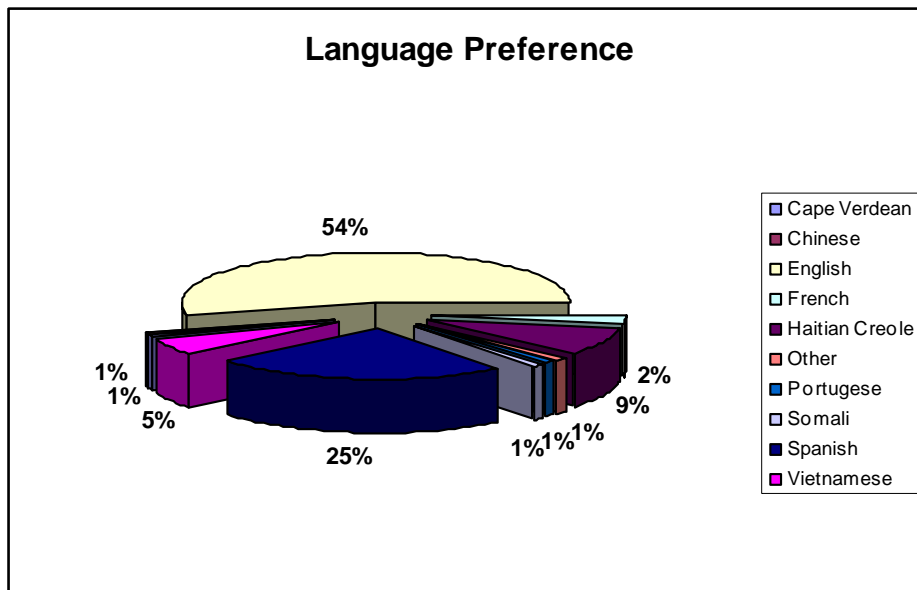
## Educational Program

Many of our students struggle with obstacles such as learning and behavioral disabilities. More than one-quarter of students (37 students) received Special Education services during the school year, ranging from resource room guidance and access, to language assistance and learning disability services.



## Language Preference

Many of our students have limited proficiency in English; just less than half prefer other languages to English. Nine languages serve as the preferred language for students in the program: Spanish (25%), Haitian Creole (9%), and Vietnamese (5%) comprise the most preferred languages other than English.



## Classroom at the Workplace – SAT Prep

For the second summer the PIC partnered with Boston Public Schools and Kaplan Test Prep & Admission’s Boston Area Pre-College Office to provide SAT prep for **79 students**. Based on the “classroom at the workplace” work and learning model, SAT prep students worked summer jobs, receiving 90 minutes of SAT tutoring during the work day, three days per week for six weeks, in preparation for the October and December SAT. The program employed Boston area undergraduate and graduate students, who were then trained by Kaplan, as tutors.

Nine summer employers hosted 79 students from 15 Boston schools. The average student-to-teacher ratio was 5.7:1. Liberty Mutual, our largest Classroom at the Workplace: SAT Prep supporter, provided summer employment and class space for 37 students. The state agencies, as part of the program initiated by Secretary Suzanne Bump, accounted for another 30 student placements, and Sovereign Bank provided positions for 12 SAT prep students.

<b>Work/Classroom Site (# students)</b>			
Commonwealth of Massachusetts			
Exec. Office of Environmental Affairs	7	Liberty Mutual	37
Office of Secretary of Admin and Finance	7	Sovereign Bank	12
Mass Highway Department	5		
Exec. Office of Health and Human Services	4		
Dept of Elementary & Secondary Ed	3		
Exec. Office Public Safety	3		
Exec. Office of Economic Development	1	<b>Total</b>	<b>79</b>

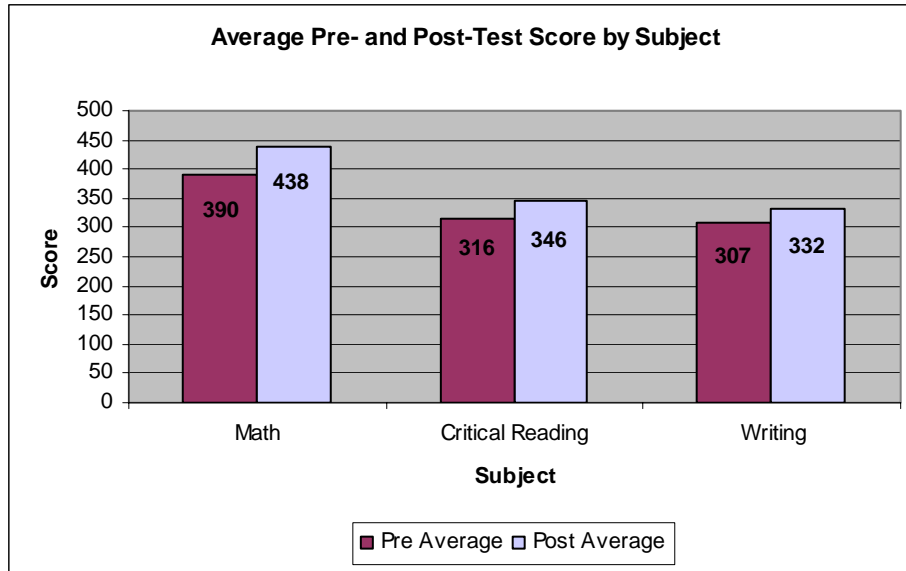
### **Preliminary Results, Summer 2008**

Participating students completed 20 hours of SAT instruction and approximately 8 hours of SAT practice testing under 15 tutors at 13 employer sites. Kaplan donated tutor training, tutor materials, and student materials. Of the 79 participating students, 69 completed both pre and post practice tests. Students showed an average total score improvement of 103 points and demonstrated increases in all 3 test areas: math, critical reading, and writing.

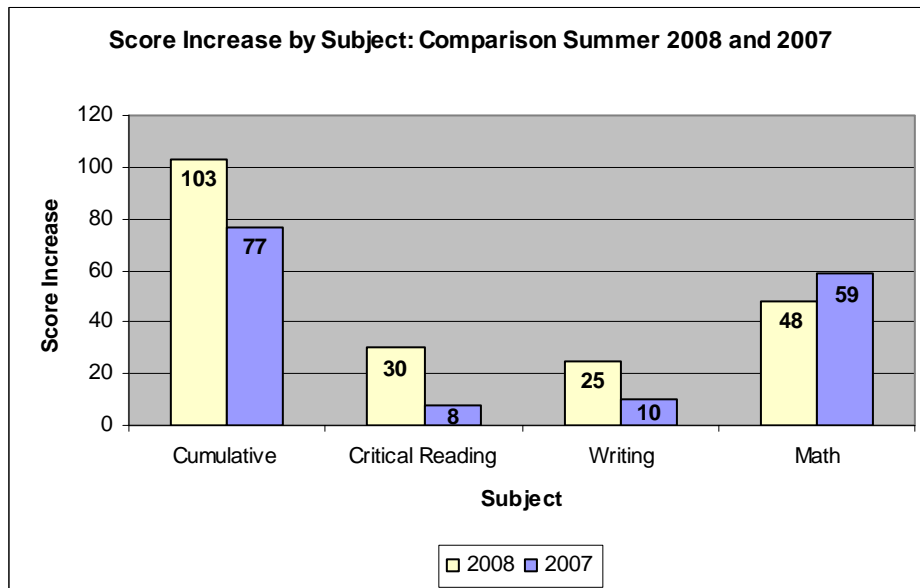
	<b>Math</b>	<b>CR</b>	<b>Writing</b>	<b>Total</b>
<b>Average Starting Score</b>	390	316	307	1013
<b>Average Ending Score</b>	438	346	332	1116
<b>Average Score Increase</b>	+40 points	+39 points	+24 points	+103 points
<b>Highest Score Increase</b>	+140 points	+210 points	+130 points	+330 points

## Summer 2008 Results

Similar to our MCAS Prep program, this summer's experience confirms that students benefit from the individualized attention of small classes and paid job experience with a supportive supervisor. This combination increases student confidence and provides context for customized academic learning.



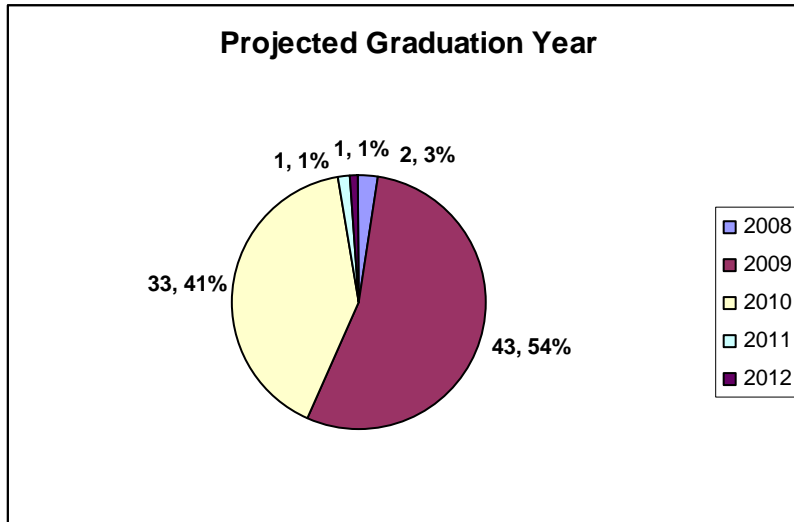
On average, students gained 48 points from pre- to post-test in math, 30 points in critical reading, and 25 points in writing. Overall, students' test scores increased an average of 103 points from pre- to post-test – a 33% increase over last summer's gains. Similar to last summer, workplace tutors cited students' limited vocabulary and writing skills as the greatest challenge in the classroom. Nonetheless, students more than doubled their average score increase in writing, and more than quadrupled their score increase in critical reading, though they demonstrated more modest average gains in math.



## Student Characteristics

### Year of Graduation

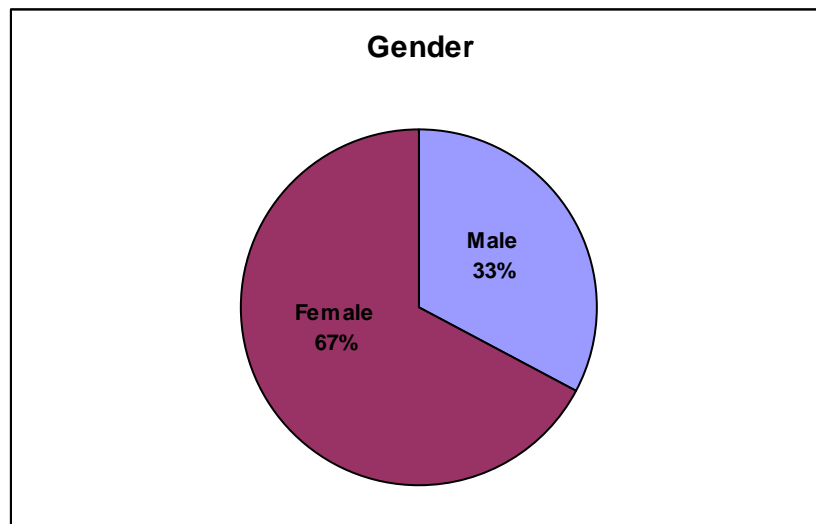
In total, 79 students participated in the SAT Prep program. The largest contingent – 44 students (54%) – were rising 12<sup>th</sup> graders; 33 (41%) rising 11<sup>th</sup> graders; one 10<sup>th</sup> and one 9<sup>th</sup> grader (2%); and two (3%) were 2008 graduates.



The aim of the program is to reach incoming 11<sup>th</sup> and 12<sup>th</sup> grade students preparing for the SAT and PSAT.

### Gender

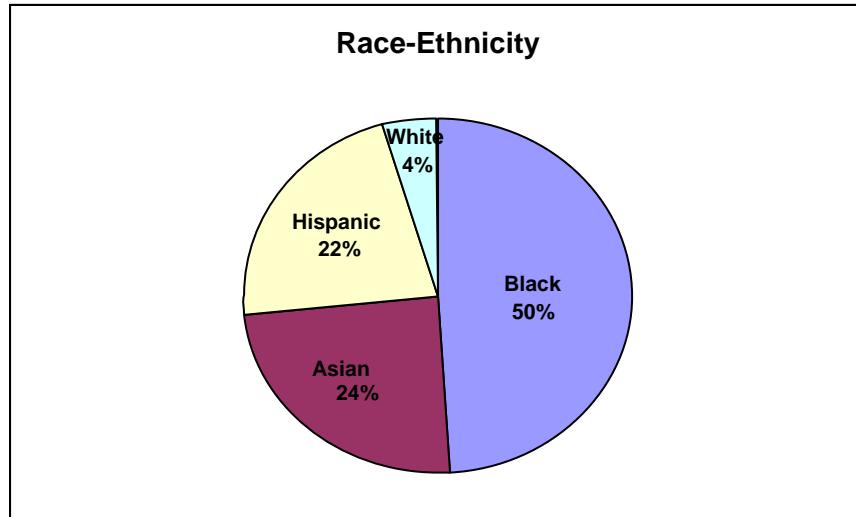
There were more than twice as many female students as males in the program (53 and 26); almost the exact distribution as last summer.



With more time to recruit students for the upcoming summer, we hope to equalize the gender balance in next summer's student participants.

### Race-Ethnicity

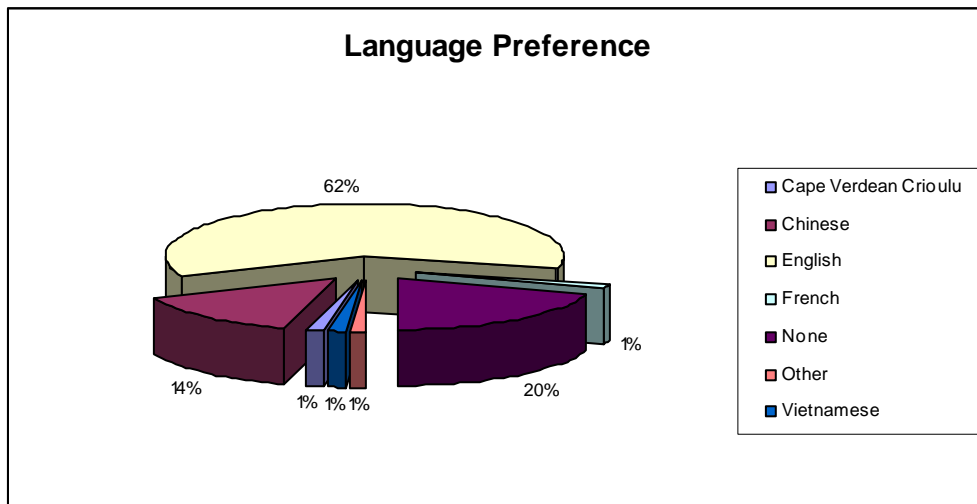
This summer, Classroom at the Workplace: SAT Prep attracted students representing a more equal distribution of Boston's racial and ethnic diversity.



Asian and Hispanic students represented proportionally a greater contingent of SAT Prep participants than the summer of 2007, at 24% and 22% respectively. Accordingly, black student representation decreased to 50% of SAT Prep student participants. White students, similar to 2007, represented 4% of participants.

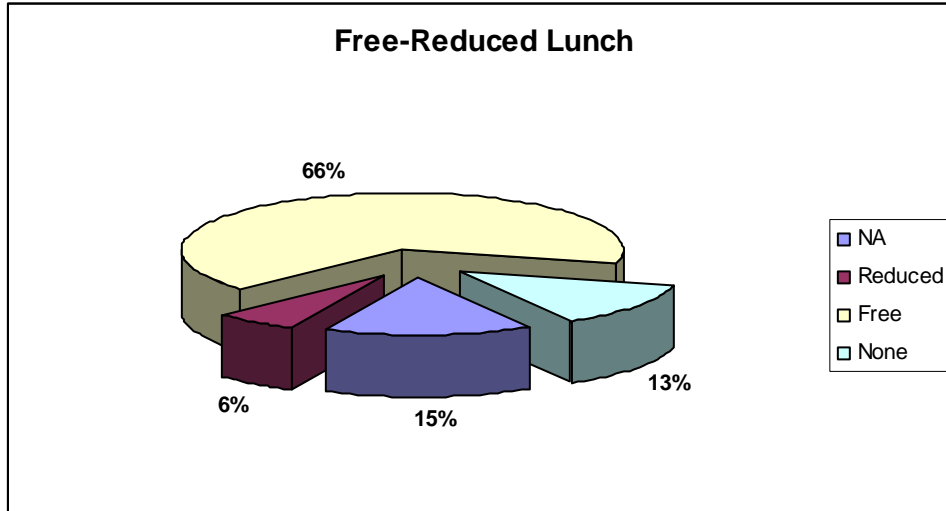
### Language Preference

In addition to their diverse ethnic backgrounds, SAT Prep students represent 7 different language groups.



## Free-Reduced Lunch

The majority (66%) of our Classroom at the Workplace: SAT Prep students qualify for free lunch at school, and an additional 6% qualify for reduced lunch.



## Moving Forward

For the upcoming summer of 2009, we are exploring partnering with another Boston non-profit: Let's Get Ready. An SAT preparation program tailored to students from urban communities of low socio-economic status, Let's Get Ready provides free SAT prep and college search and application assistance to Boston students free of charge. Let's Get Ready's tutors, though mostly undergraduates, provide the intensive preparation on a voluntary basis as a form of experiential learning. Most aim to pursue a teaching career and many through Teach for America, a highly competitive, national teacher accreditation and service program for college graduates with which Let's Get Ready has some affiliations.

With Let's Get Ready, PIC students will receive increased class time for SAT preparation, as well as the added college search and application class time; they will experience a class setting and curriculum better tailored to their needs; and students will be taught by well-trained tutors motivated to serve this particular demographic.