

ACT PREP PROGRAM



Area high school students at one Saturday ACT prep session at Galilee Missionary Baptist Church

In Full Motion, in partnership with Galilee Missionary Baptist Church, conducted 7 ACT prep sessions on Saturdays from September through February 2008. Over 170 students participated in the program. The picture on the left is the group of high school students from one Saturday session. The majority of the students attend Pearl Cohn and Glencliff High Schools in Nashville. This program provided instructional services, test taking practice, free ACT test admissions, and the opportunity for a scholarship. In total, the program paid for 210 ACT tests this academic year (\$6,000 value); 13 scholarships of \$500 each to area high school program participants (\$6,500 value). Seven of the scholarship winners attend Pearl Cohn and six attend Glencliff. In order to win a scholarship, students had to show proof of acceptance to an institution of higher

education, and regularly attend the ACT prep sessions. Ms. Fitzgerald, who operates this program with her husband, estimates that their total annual investment is \$25,000 from private donations.

TSU's investment toward this program included: 243 volunteer hours by TSU students, staff, and AmeriCorps Vistas, working with the high school students on Saturdays; the donation of used computers to the church for use by the students; the purchase of ACT computer software and the purchase of 14 graphic calculators for the students to use during the math portion of the ACT. In addition, two students were nominated to receive \$100 awards for their improvement in ACT score from their participation in the program.

Success Stories



Terrika Goldthreate and her mom at TSU community service luncheon, April 2008

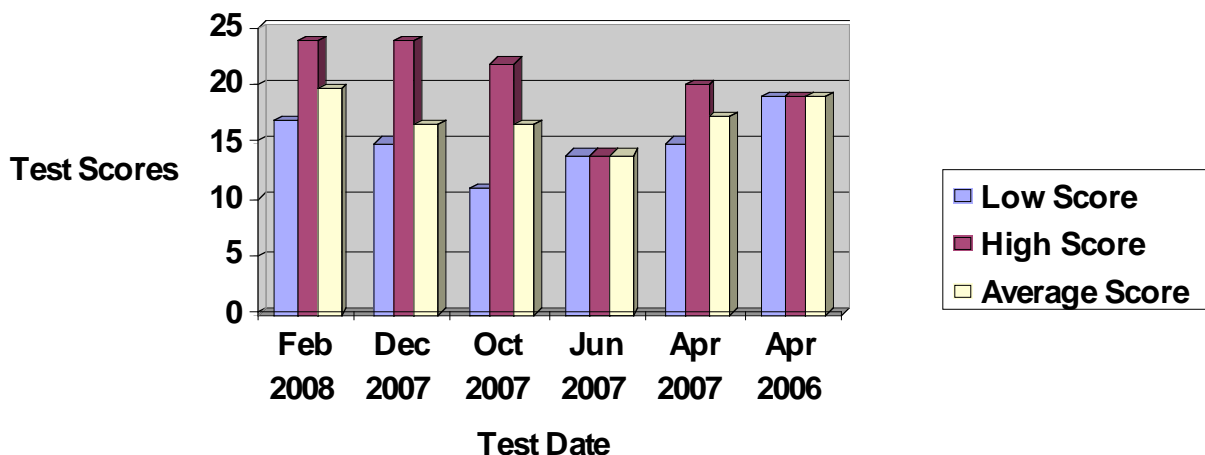


Jacob "Tyler" Sanders & Darnell Cowan received their awards at TSU community service luncheon, April 2008

Terrika Goldthreate a senior at Pearl Cohn High School improved her score seven points from the October 2007 test to the December 07 test. She will attend Lane College in the Fall of 2008 and as part of her TSU award she received \$100 from this grant to aid in her transition to college. The second award winner was Jacob “Tyler” Sanders a senior at Glencliff High School. Tyler improved his score four points from October of 2007 to February of 2008. Tyler will attend TSU in the Fall of 2008.

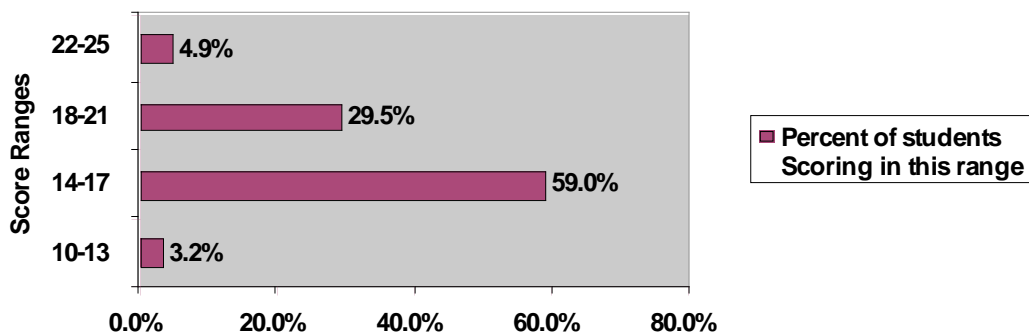
Darnell Cowan, above, graduated with an engineering degree from TSU in May 2008 and is working for NASA. Darnell, as the President of the Golden Key Society at TSU, coordinated his members to serve as volunteers tutoring high school students on the ACT prep Saturday program. Darnell didn’t just coordinate volunteers and volunteer himself, he also designed and delivered the science and math lessons for two of the Saturday programs.

Student ACT Scores

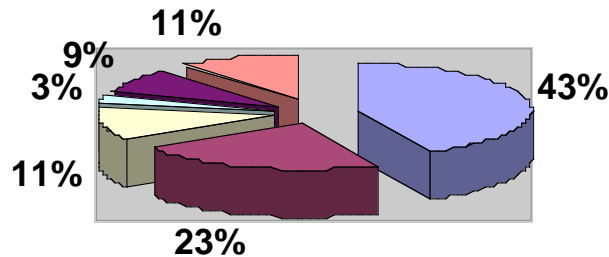


The above graph documents the lowest, highest, and average scores for the ACT scores from 35 of the students that participated in the ACT prep program. In both February 2008 and December 2007 there were two students who scored a 24, the highest scores reported. The lowest score reported was an 11 and the average of scores centered on a score of 17 points. The highest score one can achieve is a 36. The above graph shows the percentages of students scoring within a specific score range. The majority of the students scored between 14 and 17 points.

Student ACT Scores



Student Progress in Scores



The above chart illustrates the progress made on ACT scores from the students who participated in the prep program. The majority of the students have only taken the test once, however, 23% improved their scores by 1-2 points and 11% improved by 3-4 points and 3% improved five or more points.

Overall, the ACT preparation program was a success with the majority of the students gaining a minimum of two points on the ACT tests taken after the tutoring.

READING TUTORING PROGRAM

Sixteen tutors assisted middle school students with one-on-one during the 2007-08 school year providing over 216 hours of tutoring in reading. Most tutors were TSU post-baccalaureate students working on obtaining teacher licenses. The program was implemented at two sites, Bethlehem Center and Preston Taylor Ministries as part of their after school program. The program served 30 children who attend middle school at W.A. Bass, Head, McKissack, or M.L. King in the Metropolitan Nashville Public School system. Each tutor received training on the SCALES tutoring model and was assigned to work with one child on reading.

The SCALES Student-to-Student program brought about a significant change in students' attitudes towards school and reading. In the pre-tutoring survey, many of the students reported that they lacked the skills necessary to be fluent readers. Several had trouble with reading comprehension, but never stopped to try to understand what they had read. Some students said that before tutoring, they would not try to identify new or difficult words and they would just skip over them. In the post-tutoring survey, the majority of students said that because of tutoring they now try to identify the new and difficult words and have also worked on reading the questions at the end of a chapter to figure out what is most important to remember. In addition, on post-tutoring surveys the 75% of the learners said they now utilize context clues as a very important skill in better comprehending reading material; a skill learned through the tutoring relationship. Students and tutors also worked hard on reading comprehension. Ninety one percent of the learners reported stop occasionally when reading now in order to ensure they understand what they

have read. Overall, learners reported on post-tutoring surveys an increased interest in reading and an improved attitude towards school. Their teachers reported that the students became more engaged in their learning and asked more questions. The after school program staff observed that the learners in the program, seemed motivated to choose harder reading materials and be more interested in going to college. The learners said that their favorite aspect of the tutoring program was having a college student take time out of their schedules to come and help them once a week. A few of the tutors have continued a relationship with their learner during the course of the summer. Tutors and their learners (k-12 kids) ended their one-on-one reading tutoring relationship with a final service learning project where tutors and learners created gift bags for residents at the Bordeaux Long-Term facility and for children at the Vanderbilt Children's Hospital. The projects turned out to be very inspirational and beneficial to the participating children and their tutors.

The specific results and success stories at each site are provided below.

Preston Taylor Results

Preston Taylor Ministries' focuses on improving the reading scores of the students who attend their after school program, whether the student had a reading tutor or not. With this focus in mind, the funds provide through this grant purchased educational materials to help elementary students with reading, while the SCALEs grant provided support directed at Middle school students. Preston Taylor Ministries (PTM) evaluates improvements in reading in one of two ways—by improving by at least 0.9 points on the STAR assessment or by improving by 8 points in the running record during the academic year.

Of the 48 students who attended the after school program at least 80% of the time, 23 improved by more than one grade level (48%) during the course of the 2007-08 academic year in reading. PTM utilizes the STAR test to evaluate progress.

When the students were first assessed in September of 2007, only 5 were reading at grade level. Twenty-six of the students who have a score reported reading below grade level. In May of 2008 the students were re-assessed and 14 students were reading at grade level and 5 students were above grade level. All students made progress in their reading scores and the largest gain was a 2nd grader who was previously reading at a 1st grade, 7th month level and is now reading at a 3rd grade 6th month level, a gain of nearly 2 grade levels.

Progress was made due to reading instructors working with small groups of students, volunteer-led reading groups, utilizing a variety of educational materials (some supplied by this grant), tutors from TSU and other organizations, and an emphasis on reading by PTM staff and volunteers.

Success Story



Brittany Nestor (seen on the left) is the outstanding TSU volunteer at PTM for 07-08. Brittany, was a student in Dr. Pangle's undergraduate education class in the Fall of 2007. As a service learning component of the class, Brittany was assigned 10 hours of service-learning to complete at Preston Taylor Ministries. After completion of those hours, Brittany decided to continue her service at PTM arranging her Spring class schedule so that she could come to PTM daily. Recognizing her dedication, PTM hired Brittany in February to work with 10 kindergarten children. As PTM executive director describes, "Brittany comes early, stays late does the tough jobs that most people don't notice, and is able to discipline children in a way that allows them to feel loved and cared for."

Brittany & Malique in a silly moment at PTM. They received the most outstanding TSU student & most improved student award. Brittany received \$100 and Malique received an L.L. Bean backpack and reading books paid by this grant.

One of Brittany's students was kindergarten student Malique White. He entered school without knowledge of the alphabet and was struggling in

school. With use of the reading materials purchased through this grant and with the loving assistance of Brittany, Malique's schoolteacher praised PTM for the progress he made this year. Both received awards at TSU Community Service luncheon in April 2008.

Bethlehem Center Results

The after school program at Bethlehem Centers of Nashville focuses on all academic subjects, health, and physical activities. The reading tutor program was a part of their program as were the educational materials in math and reading purchased through this grant. Bethlehem Center uses Reading and Math Comprehension Inventory Instrument by SRA to measure progress during the course of the year. In addition, the staff uses Metro Public School report cards to track daily school attendance, conduct and behavior and overall academic performance in major school subjects and elective subjects. The use of these instruments helped staff plan and strategize alternatives and solutions for each student's IEP (Individual Education Plan). Lastly, Bethlehem Centers of Nashville's Board of Directors conducted a program assessment evaluation during the Spring to gauge participant and parent's interest and satisfaction of program, the response was overwhelmingly positive to offer this program again if funding would be available. Other results are listed below.

- (25 of 25 or 100%) of youth in the after school program advanced to the next grade level.
- Pre-reading Diagnostic Survey results that revealed that 55% of participants are reading at or below reading level. The Post-Test scores revealed that 84% of participant's were reading at or above grade level.
- Pre-Math Diagnostic Survey results revealed that 54% of youth mastered a passing score in Math Comprehension. The Post-Test scores revealed that 80% of youth mastered a passing score in Math Comprehension.
- 12 different children achieved honor status during the various grading periods of school year where report cards were received November 2007-March 2008).
- Completed (2) Community Service projects during the year.

Success Story

Yazzmin Edmonds, a middle school student who attends W.A. Bass Middle School, was



Yazzmin & her TSU tutor, Lee Ann at the Bethlehem Center Computer lab working on vocabulary.

nominated by the Bethlehem Center staff as having the most improved attitude toward reading and writing. Her teacher said that Yazzmin now actively participates in reading activities and is not scared to challenge herself or to ask questions when she needs assistance. A change in attitude is a prominent step in helping a student with reading. Yazzmin has begun to enjoy reading and writing and is more

encouraged to do it on her own. She has chosen harder books to read and is also taken an interest in writing poetry. Because Yazzmin received TSU's

most improved award from Bethlehem Center she received books and an L.L. Bean backpack (in pink her favorite color) to begin her 2008-09 school year prepared and in style.

In closing, TSU has had a successful year connecting students to impact their own lives and those of younger students in North Nashville this year. The support of Vanderbilt made the successes above possible.