2015-16 Report Card Results

"We don't close achievement gaps. We prevent them." – 10 Books A Home (10BH)

INTRODUCTION

10BH is an East Palo Alto, CA based nonprofit organization founded in 2009 that offers **home tutoring to families living in High Poverty School Communities.** These communities have the highest concentration of poverty rates and academic struggle nationally. Children participate in 10BH's Child-Parent Home Tutoring Program for 2 years from age 3 until they enter kindergarten, with family participation the whole way through.

According to their 2015-16 school report cards, **children are performing at or above grade level up to 3 years after graduating 10BH**. 10BH wants to learn if participation in its Child-Parent Home Tutoring Program during the preschool years can prevent the achievement gap in grade school.

ANALYSIS

Children graduate 10BH when they enter kindergarten. 10BH collects **end of year school report cards** from its former Learners from grades K-12. Report cards are coded then analyzed in 12 subject areas. As of this report, four cohorts of Learners have graduated 10BH. This report includes 2015-16 report card results on three cohorts. The fourth cohort entered kindergarten in August.

RATIONALE

Children generally perform better while receiving an educational intervention (e.g. 10BH's Child-Parent Home Tutoring Program). It's what happens afterwards that determines the real value of the intervention. 10BH tracks how former Learners perform from grades K-12 in order to **gauge the true effectiveness of its programming**.

HIGH POVERTY SCHOOL COMMUNITIES

Report card results are for children who live in East Palo Alto's and East Menlo Park's Ravenswood School District, a California **high poverty school community**, where: (1) more than 80% of students are behind, (2) 60% drop out annually, (3) 93% are low-income/poor, and (4) 62% are English Learners. Nationally, 25% of students live in high poverty school communities, up from 20% in 2010 and 12% in 2000.

THE STANDARD

It is not enough to be "at" grade level in high poverty school communities. Children in these communities enter kindergarten further behind, fail more, and fall into poverty as adults more than any other student group. High poverty students must be "above" grade level to compete in the real world.

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KEY FINDINGS

10BH collected 2015-16 end of year school report cards for 80% of the three cohorts analyzed in this report. More than 50 children comprise the three cohorts. The youngest cohort completed kindergarten (K), the next, first grade (1st), and the eldest, second grade (2nd).

12 subject areas were analyzed:

Social Emotional	Effort	Reading	Writing	Speaking & Listening	Language	Math	Science	Social Studies	Art & Music	PE	Spanish

Each cohort either performed below or at/above grade level in each subject area:

Grade	Subjects Below Grade Level	Subjects At/Above Grade Level
K	5	7
1st	1	11
2nd	-	12

To make report card results more accessible, they were coded using a conventional Grade Point Average (GPA). GPAs are widely used in middle school through college. 10BH divided GPAs into three levels of achievement (below, at, above):

GPA	Grade Level
1.0	Below
2.0	At
3.0	Above

All GPAs are presented on page 3. Four different types of GPAs are presented:

1. <u>Overall GPA by grade</u>: The GPA of each grade with all subjects combined (Rows 1-3, Column B)
2. <u>GPA per subject by grade</u>: The GPA of each grade by subject (Rows 1-3, Columns C-N)
3. <u>Overall GPA for all cohorts</u>: The Overall GPA of all the cohorts combined (Row 4, Column B)
4. <u>GPA per subject for all cohorts</u>: The GPA of all cohorts combined for each subject (Row 4, Columns C-N)

Three findings are emphasized:

1. **Each 10BH cohort finished the 2015-16 school year above grade level (Column B).**

2. **Combined, the three cohorts performed at or above grade level in 11 of 12 subject areas (Row 4, Columns C-N).**

3. **90% of former 10BH Learners are "English Learners".**

   Low-income English Learners are the most disadvantaged student group. These children struggle at the highest rates among students in high poverty school communities. Only 8% of English Learners in their school district and 12% of English Learners throughout California performed at or above grade level in math and reading in the 2015-16 school year.

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REPORT CARD RESULTS

		Average GPA by subject											
Grade	Overall GPA	Social Emotional	Effort	Reading	Writing	Speaking & Listening	Language	Math	Science	Social Studies	Art & Music	PE	Spanish
K	2.2	2.4	2.5	1.7	1.6	1.8	1.8	1.8	2.1	2.0	2.6	2.8	3.0
1st	2.2	2.2	2.3	2.3	1.7	2.1	2.0	2.2	2.1	2.0	2.6	2.1	3.0
2nd	2.5	2.8	2.8	2.1	2.1	2.3	2.4	2.1	2.4	2.3	3.0	2.4	2.7
Grand Total	2.3	2.5	2.5	2.0	1.8	2.1	2.1	2.0	2.2	2.1	2.7	2.4	2.9

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LIMITATIONS

Small Population: This report contains 2015-16 report card results for approximately 45 children. This is a small sample set. Population size will grow annually, though. 2016-17 report card results will cover a total possible population of 90 former Learners. It will increase to 130 former Learners in 2017-18, 280 former Learners in 2018-19, and then grow by 150 former Learners annually, per site.

In East Palo Alto alone, by 2022, 10BH will collect report card results for 880 former Learners, which comprises 25% of the total student population in East Palo Alto's Ravenswood School District.

Year-to-Year Comparisons: This report presents report card results for each of the three cohorts for a single academic year. Achievement levels of each cohort cannot be compared to achievement levels in previous years. For example, 10BH does not know whether its first grade cohort had similarly below grade level GPAs as the kindergarten cohort in this report. Are former Learners improving over time? 2016-17 report card results will enable such analysis.

COMPARISONS

Academic Achievement

10BH is not the only organization that targets academic achievement levels as a measure of school success and life chances. This is a national priority. The US Department of Education, California Department of Education, The Big Lift in San Mateo County, CA and the national nonprofit, Reading Partners, illustrate a wide-reaching focus on academic achievement levels. Descriptions from their websites are below.

The National Assessment of Educational Progress (NAEP): NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

California Assessment of Student Performance and Progress (CAASPP): The CAASPP results give us a key measure of how well students are mastering California's challenging academic standards in English language arts/literacy and mathematics. The skills called for by these standards—the ability to write clearly, think critically and solve problems—are critical to success in college and 21st century careers.

The Big Lift: The Big Lift is a collective impact collaborative led by the three agencies - SVCF, the San Mateo County Office of Education, and the County of San Mateo - that are partnering with dozens of county leaders and community-based organizations to close the achievement gap and improve third-grade reading proficiency in the County.

Reading Partners: Reading Partners mobilizes communities to provide students with the proven, individualized reading support they need to read at grade level by fourth grade.

Intervention

1. 10BH's intervention has **proven market value**. The type of tutoring 10BH provides is designed not to help struggling students become average, but to encourage children to become advanced in the things they love learning about by applying 10BH's Learner Centric Approach. This

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tutoring model was developed by 10BH's Founder and CEO Paul and successfully sold to affluent families for a number of years until Paul's efforts with 10BH become his full time occupation.

2. 10BH uses the **Learner Centric Approach** Paul developed as a private tutor to ensure Learners "get good at what they love learning about." During the preschool years, "getting good at what you love" results in developing kindergarten-readiness skills because nearly all skill areas overlap at this stage of human development (e.g. playdoh, cutting, and lacing all support the development of writing skills).

3. 10BH's home-based intervention is **delivered directly to a preschool-aged child** with the full participation of the parent or other adult relatives, and siblings and other children in the home (e.g. cousins, tenants, and friends). The standard approach in the home visitation field is to deliver the intervention directly to the parent.

4. 10BH uses a **Family Centric Approach** to make sure each family can learn how to accommodate, support, and eventually prioritize learning in their home environment. Myriad factors of family life, economic status, etc. stand in the way of families implementing perfectly good interventions that are not able to flex around real life circumstances.

WHAT EXPLAINS 10BH'S PROMISING RESULTS?

Deliberate Learning. Before families even begin kindergarten Learners accumulate about 550 hours of learning, and their parents learn with them for about 250 hours (see table below). In other words, Learners spend 5 hours a week for 2 years engaged in Deliberate Learning. When was the last time you spent 5 hours a week for 2 years reading nonfiction for fun? 10BH believes that Deliberate Learning catalyzes enduring behaviors and values in children and families.

Key Program Impact Outcomes for One Program Participant*	
Family reading hours	108
Family homework hours	35
Child independent learning hours	312
Child lesson participation hours	96
Total hours Learner engages in educational activities	**551**
Family reading hours	108
Family homework hours	35
Parent lesson participation hours	96
Total hours parent engages Learner in educational activities	**239**
Total hours Learner and parent engage in educational activities	789
Average hours per week Learner engages in educational activities	5
Average hours per week parent engages Learner in educational activities	2
*Each Participant receives two years of service from age 3 until entering kindergarten.	

THE TAKEAWAY MESSAGE

"Deliberate Learning literally changed my life course. What we're looking to show with this report, though, is not that 10BH has changed the world, but that it has developed an innovative program model with massive potential. Anyone interested in closing the achievement gap and breaking the poverty cycle for our most disadvantaged children should get to know more about what 10BH is doing." – Founder and CEO Paul Thiebaut III