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TO: Peter P. Horoschak
Members of the Board of Education
FROM: Jim Memoli
RE: Project Ahead Information
DATE: February 7, 2007

The following Project Ahead district analyses were completed during last year's budget process. These analyses were based on a 2002-2003 cohort of students enrolled in Project Ahead in grades 1-6. I have used this same data to expand the analyses school by school as requested by the Board. Due to the present workload of our District Data Analyst, I am unable to provide data based on a more recent cohort of students at such short notice. However, I believe this data will demonstrate to you and the Board the impact of our grades 1-6 Project Ahead program on student achievement.

District Analyses by Grade (1-6)

Project Ahead Mathematics/Language Arts is a support program that provides additional instructional opportunities for children in grades 1-8 who fall below the District's minimum level of proficiency in mathematics and language arts. Children are identified for Project Ahead based upon a careful review of their academic progress. In grades one, two and three Project Ahead is provided to students based on a review of multiple measures of performance that include information from the child's progress report and teacher recommendation. Students in grades four through eight receive Project Ahead services based on scores attained on the NJASK 3, 4, 5, 6, and 7 respectively and teacher recommendation. The number of students served is a function of the available resources. These analyses examine students who were in Project Ahead in the 2002-2003 academic year in grades 1 through 6.

The amount of instructional time and structure of the Project Ahead Program varies according to the grade level of the students. In the elementary schools, Project Ahead is a 90 minute per week pullout program in Language Arts and a 60 minute per week pullout program in Mathematics. In the middle schools, Project Ahead is a regularly scheduled class, with two organizational options. Students who qualify for both Mathematics and Language Arts Project Ahead split the instructional time, receiving two classes (hours) of mathematics and two classes (hours) of language arts instruction weekly. Students identified in need of mathematics or language arts have four classes (hours) per week of Project Ahead Mathematics or Language Arts.

GRADES 1-6 PROJECT AHEAD DATA

Table 1 is based on the Project Ahead mathematics enrollment in 2002-2003 in grades 1-6. Using that same cohort of students, it shows how many students (unduplicated count) are in Project Ahead mathematics in 2002-2003 (Column A), how many of these students exited Project Ahead after one year of service (June 2003 – Column B), how many exited after two years of service (June 2004 – Column C), how many students exited in June 2003 and reentered in September 2004 (recidivism – Column D), and how many students remained in the program after 3 years (June 2005 – Column E). For example, in 2002-2003 there were 107 students (Column A) in Project Ahead mathematics in grade 3. Fifty-five of these students (Column B) exited after one year in June 2003, 18 (Column C) after two years in June 2004, 13 (Column D) students exited in June 2002 and reentered in September 2004, and 21 (Column E) students from 2002-2003 still remained in the program by June 2005. Column F represents the total district enrollment at that grade level as of October 15, 2002.

Mathematics - Project Ahead

Table 1

	Column A	Column B	Column C	Column D	Column E	Column F
Grade	Math Unduplicated Count*	Exit After One Year June '03	Exit After Two Years June '04	Exit After Two Years (non-consecutive) (02-03, 04-05) Recidivism	Remaining After Three Years June '05	Oct 15, 2002 Enrollment
01	106	44	21	13	28	467
02	118	43	23	7	45	499
03	107	55	18	13	21	477
04	89	41	21	7	20	456
05	82	38	13	12	19	508
06	49	9	11	7	22	500
Total	551	230	107	59	155	2907

*2002-2003 start of the cohort; it includes grades 1 - 6th (number of bodies).

Table 2 shows the same information by percentages.

Table 2

	Column A	Column B	Column C	Column D	Column E	Column F
Grade	Percent of Math Project Ahead Enrollment	Exit After One Year June '03	Exit After Two Years June '04	Exit After Two Years (non-consecutive) (02-03, 04-05) Recidivism	Remaining After Three Years June '05	Percent of Oct. 15th Enrollment
01	19.2%	41.5%	19.8%	12.3%	26.4%	22.7%
02	21.4%	36.4%	19.5%	5.9%	38.1%	23.6%
03	19.4%	51.4%	16.8%	12.1%	19.6%	22.4%
04	16.2%	46.1%	23.6%	7.9%	22.5%	19.5%
05	14.9%	46.3%	15.9%	14.6%	23.2%	16.1%
06	8.9%	18.4%	22.4%	14.3%	44.9%	9.8%
Total**	100.0%	41.7%	19.4%	10.7%	28.1%	19.0%

*2002-2003 start of the cohort; it includes grades 1 - 6th (number of bodies).

Discussion: 61.1% of Project Ahead students exit based on the exit criteria (district assessments, standardized test scores, teacher recommendation) after two years of Project Ahead mathematics. The largest number of student exits (41.7%) from Project Ahead is after one year of Project Ahead services.

Table 3 **Table 3** is based on the Project Ahead language arts enrollment in 2002-2003 for grades 1-6. Using that same cohort of students, it shows how many students (unduplicated count) are in Project Ahead language arts in 2002-2003 (Column A), how many of these students exited Project Ahead after one year of service (June 2003 – Column B), how many exited after two years of service (June 2004 – Column C), how many students exited in June 2003 and reentered in September 2004 (recidivism – Column D), and how many students remained in the program after 3 years (June 2005 – Column E). For example, in 2002-2003 there were 110 students (Column A) in Project Ahead language arts in grade 3. Seventy-two of these students (Column B) exited after one year in June 2003, 22 (Column C) after two years in June 2004, 9 students (Column D) exited in June 2003 and reentered in September 2004, and 7 students (Column E) from 2002-2003 still remained in the program in 2004-2005. Column F represents the total district enrollment at that grade level as of October 15, 2002.

Language Arts – Project Ahead

Table 3

	Column A	Column B	Column C	Column D	Column E	Column F
Grade	Language Arts Unduplicated Count*	Exit After One Year June '03	Exit After Two Years June '04	Exit After Two Years (non-consecutive) (02-03, 04-05) Recidivism	Remaining After Three Years June '05	Oct 15, 2002 Enrollment
01	149	59	34	11	45	467
02	191	107	38	6	40	499
03	110	72	22	9	7	477
04	70	41	17	7	5	456
05	46	24	5	4	13	508
06	25	8	8	2	7	500
Total**	591	311	124	39	117	2907

*2002-2003 start of the cohort; it includes grades 1 - 6th (number of bodies).

Table 4 shows the same information by percentages.

Table 4

	Column A	Column B	Column C	Column D	Column E	Column F
Grade	Percent of Language Arts Project Ahead Enrollment	Exit After One Year June '03	Exit After Two Years June '04	Exit After Two Years (non-Consecutive) (02-03, 04-05) Recidivism	Remaining Three Years June '05	Percent of Oct. 15 th 2002 Enrollment
01	25.2%	39.6%	22.8%	7.4%	30.2%	31.9%
02	32.3%	56.0%	19.9%	3.1%	20.9%	38.3%
03	18.6%	65.5%	20.0%	8.2%	6.4%	23.1%
04	11.8%	58.6%	24.3%	10.0%	7.1%	15.4%
05	7.8%	52.2%	10.9%	8.7%	28.3%	9.1%
06	4.2%	32.0%	32.0%	8.0%	28.0%	5.0%
Total**	100.0%	52.6%	21.0%	6.6%	19.8%	20.3%

*2002-2003 start of the cohort; it includes grades 1 - 6th (number of bodies).

Discussion: 74% of Project Ahead students exit based on the exit criteria (district assessments, standardized test scores, teacher recommendation) after two years of Project Ahead language arts. The largest number of student exits (52.6%) from Project Ahead is after one year of Project Ahead services.

Conclusion: Overall, the Project Ahead support program is effective in advancing students to the point where they no longer require remedial assistance in grades 1 through 6. 61% of the students in Mathematics Project Ahead and 74% of the students in Language Arts Project Ahead have progressed far enough in 2 years to no longer require these services. Project Ahead also has a low recidivism rate in these grades as depicted in Figures 1 and 2. Figures 1 and 2 depict the recidivism rates that are low and range from 3% in grade 2 Language Arts to 10% in grade 4 Language Arts. And from 6% in grade 2 Mathematics to 16% in grade 5 Mathematics.

Figure 1.

Recidivism Rate Language Arts
Grades 1-6

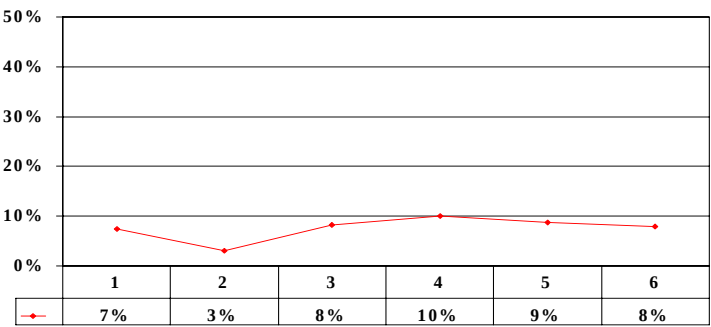
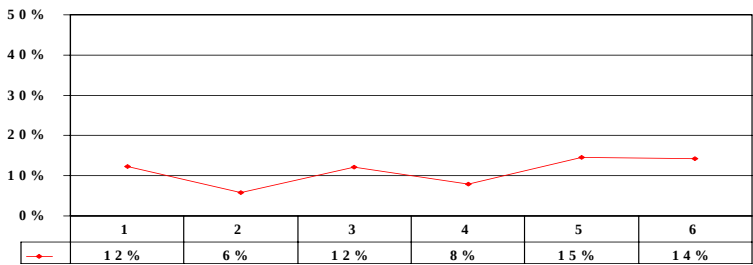


Figure 2.

Recidivism Rate Mathematics
Grades 1-6



School Analyses

The following tables are mirror images of Tables 1- 4 above. However, they are based on individual school (Clinton, Jefferson, Marshall, Seth Boyden, South Mountain, Tuscan) data rather than individual grade data. The columns in the following tables may be interpreted in the same way as in tables 1-4. I have summarized the data by school below:

Clinton School (Title I)

82.1% of the Project Ahead Language Arts students exited after two years in the program.

55.4% of the Project Ahead Mathematics students exited after two years in the program.

Jefferson School (Non-Title I)

79.1% of the Project Ahead Language Arts students exited after two years in the program.

73.8% of the Project Ahead Mathematics students exited after two years in the program.

Marshall School (Non-Title I)

72.8% of the Project Ahead Language Arts students exited after two years in the program.

67.1 % of the Project Ahead Mathematics students exited after two years in the program.

Seth Boyden School (Title I)

68.4% of the Project Ahead Language Arts students exited after two years in the program.

64.6% of the Project Ahead Mathematics students exited after two years in the program.

South Mountain School (Non-Title I)

85.5% of the Project Ahead Language Arts students exited after two years in the program.

62.3% of the Project Ahead Mathematics students exited after two years in the program.

Tuscan School (Non-Title I)

69.1% of the Project Ahead Language Arts students exited after two years in the program.

56.4% of the Project Ahead Mathematics students exited after two years in the program.