



WHITNEY M. YOUNG SCHOLARS PROGRAM® 2008-2009

Class of 2009 - Class of 2014

Phases 14 -19

Program Evaluation

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Introduction

The *Whitney M. YOUNG Scholars Program*® (WYSP) is designed to help students who are academically talented yet disadvantaged with respect to socio-economic status achieve success in high school, graduate and proceed to college/post-secondary institutions. The program serves students in the Louisville Metro area as well as students in other counties in Kentucky and southern Indiana. The students begin participation during 7th grade and continue in the program through high school graduation.

The goals of the WYSP are to introduce more structure into the Scholar’s personal environment; maintain and improve the Scholar’s academic performance; enhance the Scholar’s self esteem; work with developing Scholar’s values, character and ethics; facilitate parental/guardian advocacy for each scholar; provide positive peer and mentor interaction in a fun environment conducive to learning; and stimulate cultural awareness. The specific program target outcomes include increased content knowledge in various subject areas, preparation for college including ACT prep, and parental institute participation. Each specific outcome to be achieved can be seen in Table 13 near the end of the report.

Upon a Scholar’s successful completion of the program, the Lincoln Foundation assists the Scholar and the Scholar’s family in identifying and obtaining a financial package for a post-secondary institution. The Lincoln Foundation follows each cohort of Scholars from high school graduation through college graduation and beyond. Each year, the Lincoln Foundation produces an annual report highlighting each graduating scholar in the current cohort, the high school they graduated from, the college they have been accepted to and, the total amount of scholarship award money received by the scholars. In addition to the financial report and other statistics on the 2008 Scholars, the annual report

also notes the Scholars from previous cohorts who graduated from college in 2009. The annual report can be viewed on the Lincoln Foundation website (www.lincoln.fdn.org).

Evaluation Objectives, Questions & Method

This evaluation addresses several objectives. First, this evaluation sought to describe the program participants and participant retention rates. The Second objective of this evaluation was to assess the impact of the program on academic and non-academic measures. Third, the evaluation investigates the impact of the program on Senior Scholars by comparing them with a control group of students on various outcome measures. Fourth, the evaluation describes the perceptions of the participants and their parents. Finally, the evaluation illustrates the outcome measures achieved compared with targeted outcomes. Based on the goals and objectives of the program, the overarching questions that guided the outcome evaluation are as follows:

Evaluation Questions

1. What are the characteristics of the program participants for each phase?

Program Retention and Program Attendance

2. What is the program retention rate for each phase?
3. What is the program attendance rate?

Non-Academic Measures

4. How does the participants' school absenteeism compared with the district average?
5. What are the participants' out of school suspension rate compared to the district average?

Academic Measures

6. What are the outcomes of the pre-post content test for each phase?
7. How do the academic performance indicators on the 2008-2009 KCCT differ for WYSP participants vs. the district average?

Survey Measures

7. Based on participants' responses, what additional participant outcomes were achieved through participation in the program, including learning related attitudes/behaviors, and self-worth.
8. What are the participants' perceptions of the program (e.g., what they gained, suggestions)?

Senior Scholars

9. How do the Whitney M. YOUNG Program® *Senior Scholars* non-academic data (i.e. out of school suspensions, school attendance) differ from like students who did not participate in the program (control group)?
10. How do the *Senior Scholars'* academic (i.e., ACT, KCCT) differ from a like students who did not participate in the program (control group)?
11. What are the *Senior Scholars'* perceptions of the program (e.g., personal impact, suggestions)?

Scholar Parents

12. What are the participant's parent's perceptions of the program?

Outcomes: Target vs. Actual

13. How do the recently established "outcomes to be achieved" compare with actual results?

Data Collection & Measures

Various sources were used to obtain qualitative and quantitative data used to measure the outcomes of the *Whitney M. YOUNG Scholars Program*®. Data were collected by both the program director and the evaluator. The project coordinator collected participants' program attendance, curriculum/activities information, and participants' pre and post content tests. The evaluator collected participant non-academic data stored in the district data warehouse (i.e., lunch status, suspension, attendance) as well as academic data including Kentucky Core Content Test (KCCT) performance data and ACT total composite score.

With respect to qualitative measures, the Scholars were administered a survey at the end of the program year to assess participants individual affective response to different issues related to the program as well as participant feedback and recommendations for program improvement. A survey was also administered to parents to capture their perceptions and feedback. The survey was administered using a press interactive system. The participants were asked Likert-type scale items.

Design

The evaluation design included content analysis of program documents and the use of both descriptive and inferential statistics. Descriptive statistics (i.e., frequency, percent) were used to analyze participant demographics, program attendance, and retention. With respect to survey data, descriptive statistics (i.e., means, cross tabs) were used to analyze responses regarding perceptions. Inferential statistics (i.e., dependent sample t-test) were used to determine if there was any statistically significant difference between both pre and post tests as well as when comparing participants to a control group. Senior Scholars were matched to other JCPS senior students using a 1 on 1 matching process. The control group is similar to the Scholars with respect to race, gender, school, lunch status and previous achievement.

Participants

The *Whitney M. YOUNG Scholars Program*® served a total of 227 students in 2008-2009. The participants are in grades 7th – 12th. As shown in Table 1, 61% of participants are female and 38% are male. The total number of male participants has increased from 33.2% in 2007-2008 to 38.8% in 2008-2009. The proportion of females to male varies by each phase. The phase with the highest percentage of female participants is the 9th grade phase. The 10th grade phase has the most balance with 51.5% male and 48.5% female.

Table 1: WYSP Gender (N =227)

Grade (Phase/Class of)	% Female	% Male	Total Number
12 th (Phase 14/2009)	65.6%	34.4%	32
11 th (Phase 15/2010)	62.5%	37.5%	40
10 th (Phase 16/2011)	48.5%	51.5%	33
9 th (Phase 17/2012)	73.8%	26.2%	42
8 th (Phase 18/2013)	59.1%	40.9%	44
7 th (Phase 19/2014)	55.6%	44.4%	36
Total	61.2%	38.8%	227

With respect to race/ethnicity, 77% of participants are African American, 12% are White, approximately 6% are Latino/Latina and approximately 3% are Asian, and 2 % represented other ethnicities. As illustrated in Table 2, the 9th grade phase has the highest percent of African-American participants (88%), the 10th grade phase has the highest percent of Latino/Latina participants (12%) and the 7th grade phase has the highest percent of White students (28%).

Table 2: Race/Ethnicity Table (N=227)

Grade (Phase/Class of)	African American	White	Hispanic	Asian	Other
12 th (Phase 14/2009)	59.4%	28.1%	9.4%	3.1%	0.0%
11 th (Phase 15/2010)	87.5%	5.0%	5.0%	2.5%	0.0%
10 th (Phase 16/2011)	75.8%	12.1%	12.1%	0.0%	0.0%
9 th (Phase 17/2012)	88.1%	4.8%	2.4%	0.0%	4.8%
8 th (Phase 18/2013)	81.8%	4.5%	6.8%	4.5%	2.3%
7 th (Phase 19/2014)	63.9%	22.2%	2.8%	5.6%	5.6%
Total	77.1%	11.9%	6.2%	2.6%	2.2%

Student race/ethnicity and gender combination are presented in Table 3. Approximately 47% of all Scholars are African-American females and 30% are African-American males.

Table 3: Race/Ethnicity by Gender Crosstabs Table (N=227)

Race/Gender	7 th	8 th	9 th	10 th	11 th	12 th	Total
Black Female	36.1%	45.5%	59.5%	38.2%	57.5%	40.6%	46.9%
Black Male	27.8%	36.4%	26.2%	38.2%	30.0%	18.8%	29.8%
White Female	13.9%	4.5%	4.8%	5.9%	0.0%	18.8%	7.5%
White Male	8.3%	0.0%	0.0%	5.9%	5.0%	9.4%	4.4%
Hispanic Female	0.0%	0.0%	2.4%	5.9%	2.5%	6.3%	2.6%
Hispanic Male	2.8%	6.8%	0.0%	5.9%	2.5%	3.1%	3.5%
Asian Female	2.8%	4.5%	2.4%	0.0%	0.0%	0.0%	1.8%
Asian Male	2.8%	0.0%	0.0%	0.0%	0.0%	3.1%	0.9%
Other Female	2.8%	2.3%	4.8%	0.0%	2.5%	0.0%	2.2%
Other Male	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

In terms of socioeconomic status, the lunch status is used as a proxy. As shown on Table 4, the majority (79.1%) of Whitney M. YOUNG Scholars receive free/reduced lunch. Of the Scholars in the 8th grade phase, 90% receive free/reduced lunch. Household composition (i.e. single parent and two parent household) is currently not available in the district data warehouse.

Table 4: Lunch status (N=221)*

Grade (Phase/Class of)	Free/Reduced	Paid
12 th (Phase 14/2009)	72.4%	27.6%
11 th (Phase 15/2010)	72.2%	27.8%
10 th (Phase 16/2011)	75.9%	24.1%
9 th (Phase 17/2012)	75.6%	24.4%
8 th (Phase 18/2013)	90.2%	9.8%
7 th (Phase 19/2014)	85.7%	14.3%
Total	79.1%	20.9%

*missing data on 6 Scholars

Participant School Locations

The *Whitney M. YOUNG Scholars program*® participants attend a wide array of Jefferson County Public high schools. The school locations and the number of participants who attended each JCPS high school are shown on Table 5. A total of 38 JCPS schools were represented by participants, covering almost all (90%) JCPS middle and high schools; and 11 private schools or county schools. A total of 4 other counties/areas are represented (i.e., Jefferson County KY, Nelson County KY, Oldham County KY, and Jeffersonville Indiana). Approximately 6% of participants attend private schools.

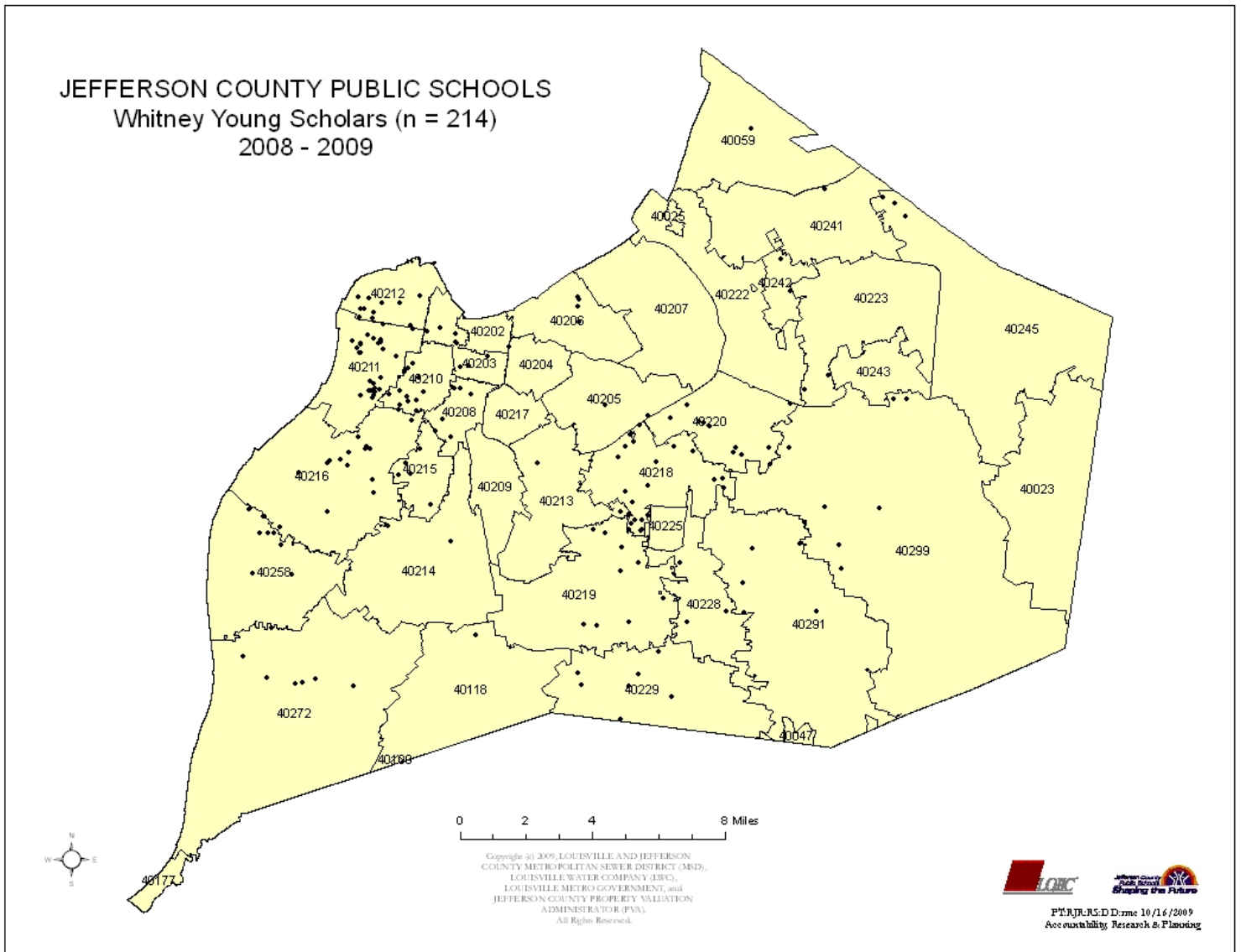
Table 5: School Locations of the WYSP Participants (n=227)

School	2008	2009	change
MIDDLE SCHOOLS			
Barrett	7	8	1
Carrithers	3	0	-3
Conway	2	2	No change
Crosby	0	2	2
Highland	4	3	-1
Jefferson Co. Traditional	7	7	No change
Johnson Middle	17	14	-3
Kammerer	4	0	-4
Knight	5	2	-3
Lassiter	2	1	-1
Meyzeek	14	2	-12
Moore Middle	0	3	3
Myers	12	7	-5
Newburg	4	10	6
Noe	4	11	7
Olmstead South	1	1	No change
Ramsey	0	2	2
Stuart	2	3	1
Stuart Virtual	0	1	1
Thomas Jefferson	0	2	2
Western Middle	1	0	-1
Westport Middle	1	0	-1
HIGH SCHOOLS			
Atherton	4	4	No change
Ballard	15	5	-10
Brown	2	2	No change
Butler	15	16	1
Central	25	24	-1
Doss	5	5	No change
Eastern	7	10	3
Fairdale	4	1	-3
Fern Creek	4	3	-1
Jeffersontown	5	5	No change
Jefferson County Virtual	0	1	1
Male	24	21	-3
Manual	21	13	-8
Moore High	3	2	-1
PRP	19	8	-11
Seneca	4	7	3
Shawnee	1	1	No change
Southern	4	1	-3
Waggener	4	3	-1
Western	2	2	No change
OTHER			
Assumption	1	1	No change
Jeffersonville High	0	1	-1
Louisville Collegiate	1	1	No change
Nelson County High	3	2	-1
Old Kentucky Home	0	1	1
Oldham County High	1	1	No change
Presentation	1	2	1
River Valley Middle	2	1	-1
St. Francis	0	1	1
St. Xavier	0	1	1
Trinity	0	1	1

Participant Residential Locations

The students who participated in the *Whitney M. YOUNG Scholars Program*® live all across Jefferson County. As shown in Figure 1, there is a concentration of participants who live in the West End, and Newburg neighborhoods. The map includes color codes for each phase.

Figure 1: Map of residential locations of the 2008-2009 *Whitney M. YOUNG Scholars Program*® Participants



Program Retention and Program Attendance

In order to determine the number of Scholars that continued to participate in the program from the 2007-2008 school year to the 2008-2009 school year, descriptive statics were used to illustrate the number of Scholars retained within each phase. As shown on Table 6, 39 Scholars either left the program or were dismissed from the program for not adhering to the program criteria. A total of 28 Scholars in grades 8-12 were new and/or reinstated in the program.

The overall retention rate for the program was 85%. The largest percent of Scholars that were dismissed from the program in were in Phase 18 (8th grade). Similar to the previous year, these results indicate that the largest loss of Scholars occurred for students after their first year in the program (i.e. did not continue after their 1st yr/7th grade-from 7th to 8th grade).

Table 6: Program Continuation from 2007-2008 to 2008-2009

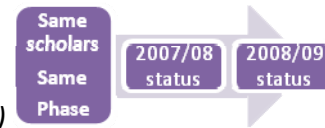
Grade (Phase/Class of)	Total # of Scholars 2007-2008	Did not continue/ dismissed	#new/ reinstated	Total # of Scholars 2008-2009	Retention Rate * from 2007-08 to 2008-09
Phase 13/Class of 2008	64	Graduated		-	-
12th (Phase 14/2009)	36	4	0	32	89%
11th (Phase 15/2010)	43	4	1	40	91%
10th (Phase 16/2011)	32	4	5	33	88%
9th (Phase 17/2012)	46	13	9	42	72%
8th (Phase 18/2013)	45	14	13	44	69%
7th (Phase 19/2014)		All new Scholars		36	
Total	266	39	28	227	85%

*Retention rate includes ONLY those retained from the original cohort in 2007-2008 and does not consider the # new or reinstated.

Program Attendance

The program served a total of 227 participants and took place over the course of one year. As shown in Table 7, the average number of clinics attended was 12. This represents an average increase in attendance to 2 clinics from the previous year.

Table 7: Education clinic attendance rate by phase (n=227)



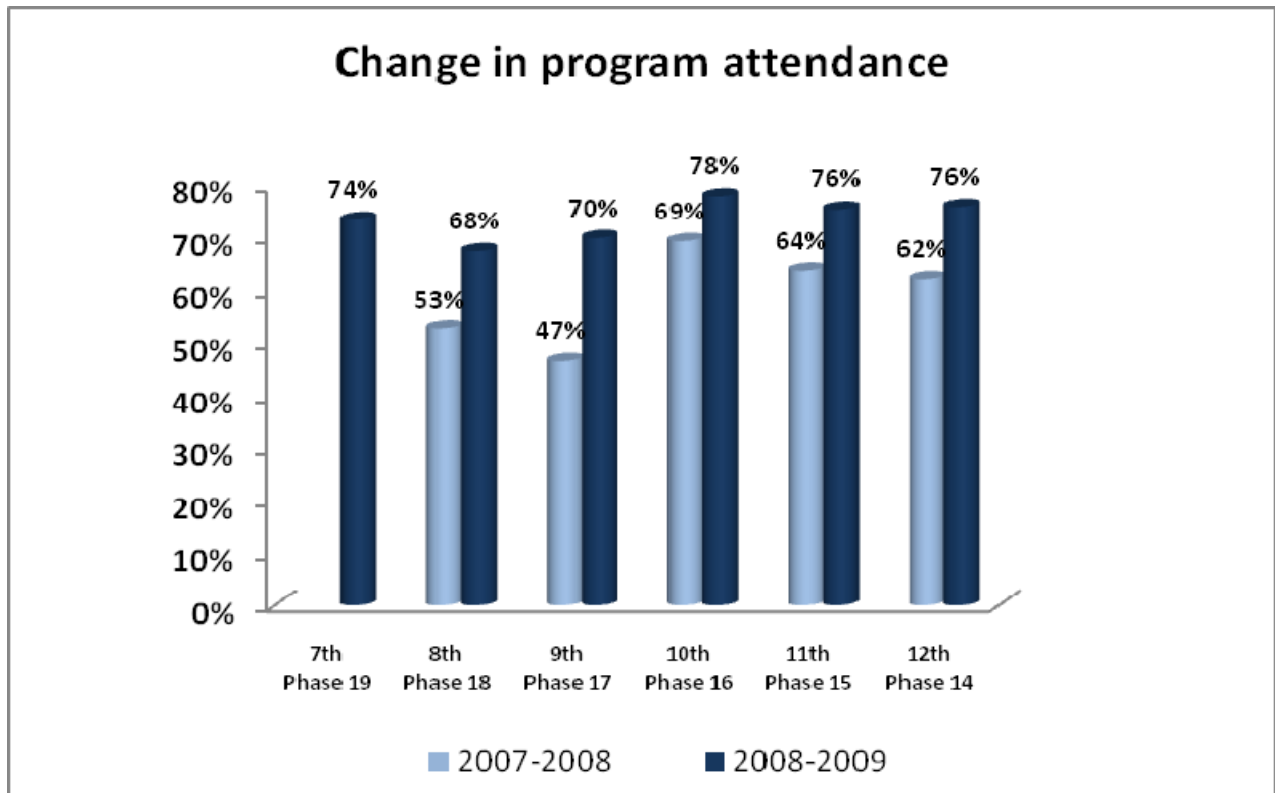
Grade (Phase/Class of)	Average number clinics attended 2007-2008	Average number clinics attended 2008-2009	Change
12 th (Phase 14/2009)	11	13	+2
11 th (Phase 15/2010)	11	12	+1
10 th (Phase 16/2011)	12	12	0
9 th (Phase 17/2012)	8	11	+3
8 th (Phase 18/2013)	9	11	+2
7 th (Phase 19/2014)	-	12	-
Total	10*	12	+2

*includes last year's graduating Seniors

The overall program attendance rate revealed a sizeable increase - from 58.3% last year (2007-2008) to 73.4% this year (2008-2009). While each phase improved their program attendance rate, the attendance rate was especially improved among the 7th grade Scholars, 9th grader Scholars and the senior Scholars. The attendance rate varied by phase: The 10th grade phase had the highest attendance rate (78%) and the 8th grade phase had the lowest attendance rate (67.5). However, the 8th grade attendance rate demonstrates a significant improvement (23%) from the previous year.



Figure 2: Change in program attendance



“I’m participating as a scholar because every time I go here I learn something new”

-WYSP Scholar

Non-Academic Measures

Out of School Suspension

In order to determine the Scholars' non-academic school indicators, out of school suspensions and absenteeism of the Scholars for each phase was analyzed. As shown on Table 8, the total number of Scholars that were suspended during the 2008-2009 school year was 16 (representing 7% of Scholars). These 16 Scholars received a total of 23 suspensions. The 7th grade Scholars (phase 19) had the most number of Scholars (4) suspended from school and 10th grade Scholars had the fewest number of Scholars (1) suspended from school.

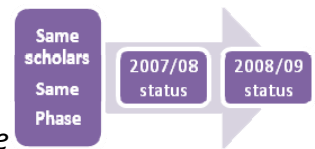


Table 8: Number and percent of students suspended by phase

Grade (Phase/Class of)	2007-2008 # Scholars Suspended	2008-2009 # Scholars Suspended	Change in # Scholars Suspended
12 th (Phase 14/2009)	0	2	+2
11 th (Phase 15/2010)	3	3	0
10 th (Phase 16/2011)	5	1	-4
9 th (Phase 17/2012)	1	3	+2
8 th (Phase 18/2013)	1	3	+2
7 th (Phase 19/2014)*	*-	4	4
Total	16	16	0

**totals include last year's data*

School Absenteeism

With respect to school absenteeism, shown on Table 9, the average number of days absent was 5.6 days. The group with the largest average number of days absent was the senior Scholars- with an average of 7.9 days absent. The phase with the lowest number of days absent was phase 18, with an average of 2.9 days absent. When comparing attendance for the same scholars from 2007-08 to 2008-09, there was an overall average increase of ½ day absent. Generally, school absenteeism remained stable for each phase except the Senior Scholars (increase of 2.5 days absent).

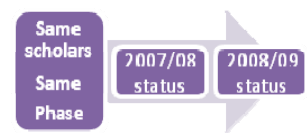


Table 9: 2008-2009 School absenteeism by phase change and comparison with district

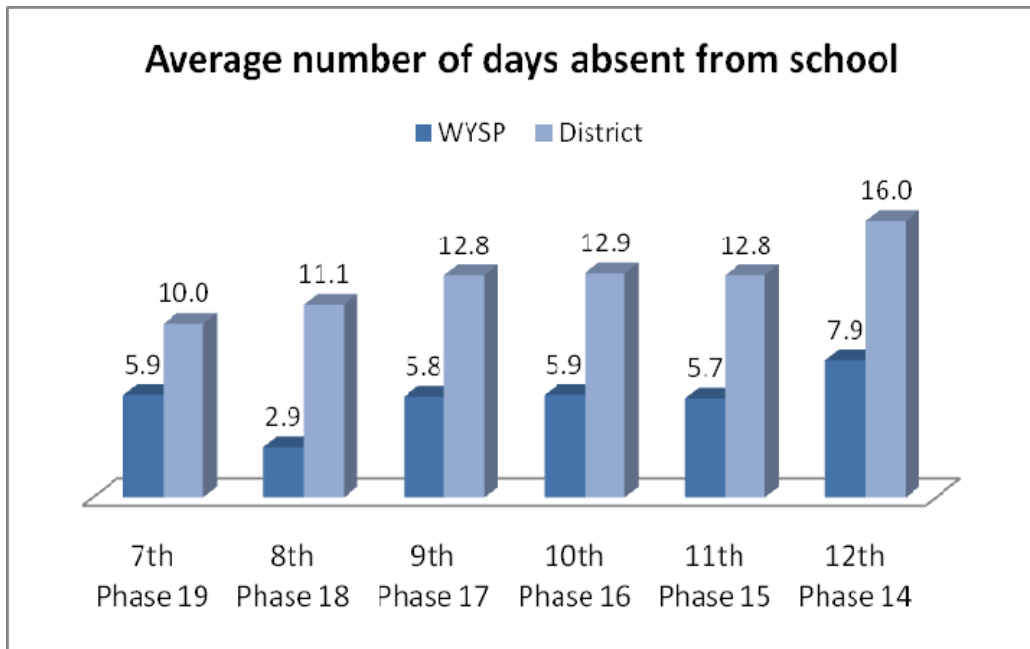
Grade (Phase/Class of)	Average # Days Absent 2007-2008	Average # Days Absent 2008-2009	Change in Average # days absent
12 th (Phase 14/2009)	5.4	7.9	+2.5
11 th (Phase 15/2010)	5.8	5.7	-0.1
10 th (Phase 16/2011)	5.6	5.9	+0.3
9 th (Phase 17/2012)	5.5	5.8	+0.3
8 th (Phase 18/2013)	2.9	2.9	0
7 th (Phase 19/2014)		5.9	-
Overall Average	5.0	5.6*	+0.6

**for comparison purposes the total overall average does not include new 7th grade phase in average*

When comparing the WYSP participants with the district average, as illustrated on Figure 3, the WYSP participants in each phase had significantly fewer days absent on average than the district average.



Figure 3: Average number of days absent WYSP vs. District



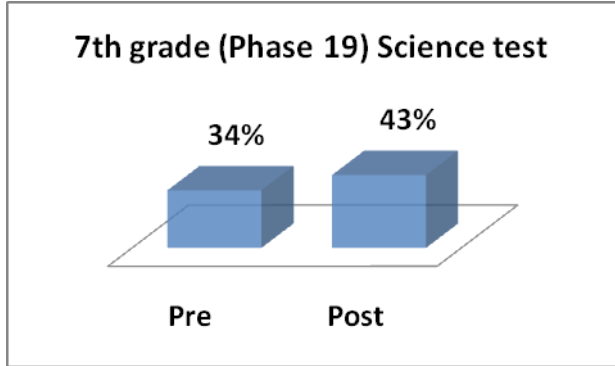
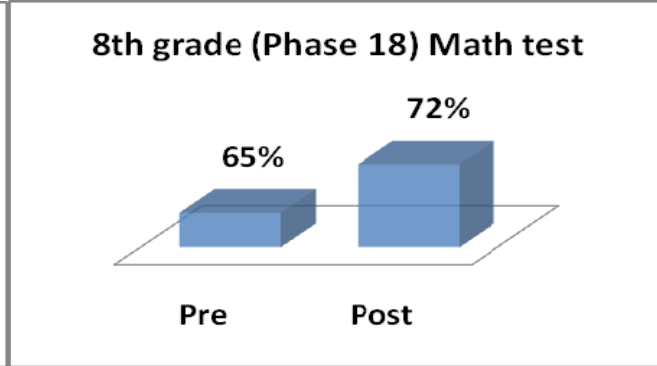
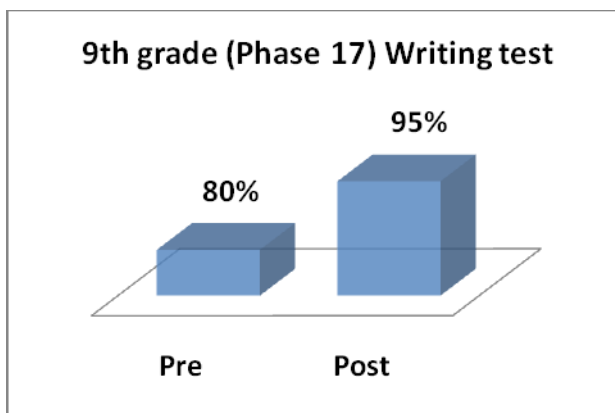
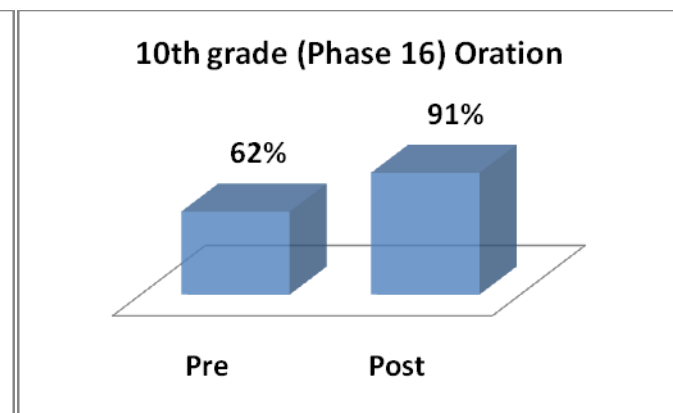
Academic Measures

Pre-Post Content Tests

Scholars in each phase were administered a pre-test in a specific content area. Descriptive statistics were used to demonstrate change in score from pre to post test. As shown in figures 4 to 7, the 7th grade, 8th grade, 9th grade and 10th grade phases increased significantly from pre to post.

A total of 15 7th grade phase Scholars took both the pre and post test in science. The average score increased from 34% to 43%. Of the 15 students, 10 (67%) showed improvement from pre to post. A total of 21 8th grade Scholars took both the pre and post test in math. The average score increased from 65% to 72%. Of the 21 students, 13 (57%) showed improvement from pre to post. The 8th grade post test also included the scholar's displaying their math projects.

For the 9th grade Scholars, a total of 6 Scholars took both the pre and post test for writing. The overall average score increased from 80% to 95%. Of the 6 students, 4 (67%) showed improvement from pre to post. A total of 14 10th grade Scholars took both the pre and post test in oration. The average score increased from 62% to 91%. Of the 14 students, 12 (85%) showed improvement from pre to post.

Figure 4: 7th grade science (n=15)Figure 5: 8th grade phase math (n=21)Figure 6: 9th grade phase writing (n=6)Figure 7: 10th grade phase Oration (n=14)

Kentucky Core Content Test (KCCT) vs. District

In order to determine the academic performance of Scholars, the 2009 Kentucky Core Content Test (KCCT) results for the Scholars were compared to the district average within the grade and content area. Overall, the Scholars outperformed the district in every content area tested with the exception of the 11th grade Scholars. That is, the Scholars demonstrated higher percentages of proficient and distinguished proficiency levels.

Reading

As depicted in Figures 8-10, the majority of Scholars performed at the proficient reading level for each phase/grade of Scholars tested (i.e., 7th, 8th and 10th grade). Approximately between 70-80% of Scholars scored at the proficient/distinguished level compared with the district average (between 50-60%).

Figure 8: 7th grade 2009 KCCT Reading Performance for WYSP vs. District

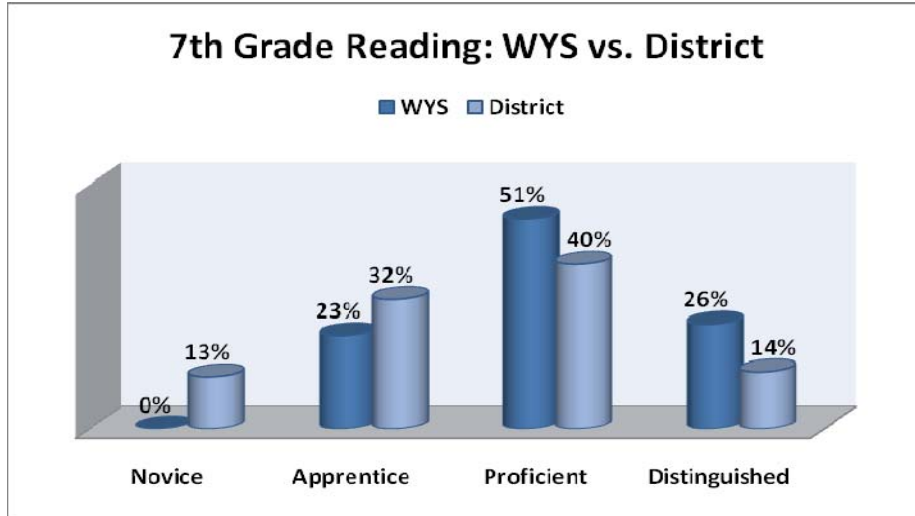


Figure 9: 8th grade (phase 18) 2009 KCCT Reading Performance for vs. District

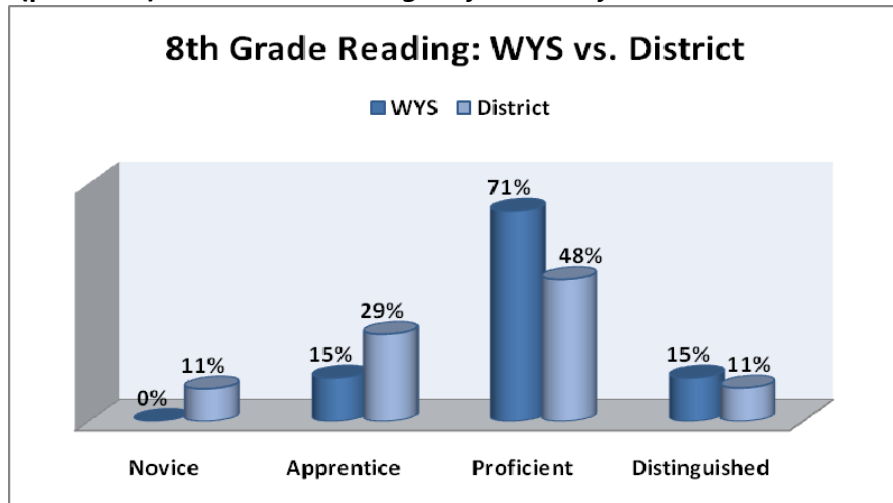
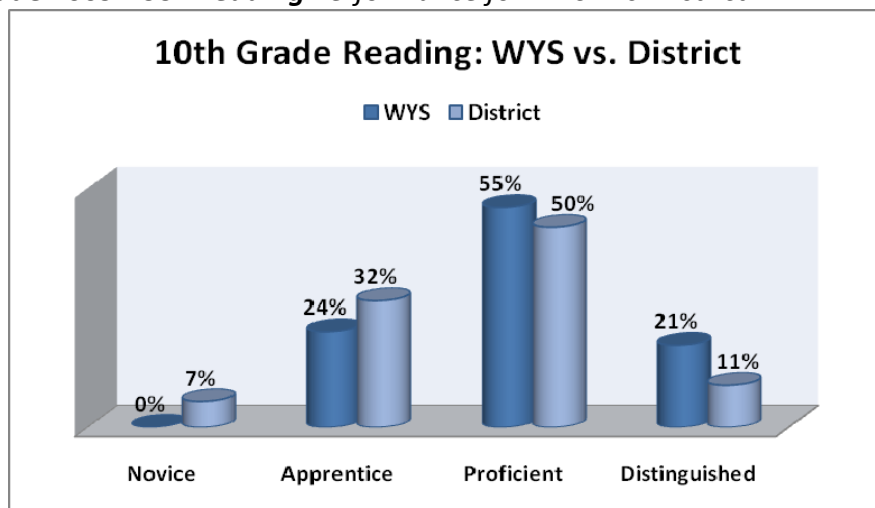
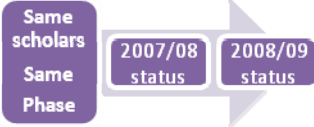
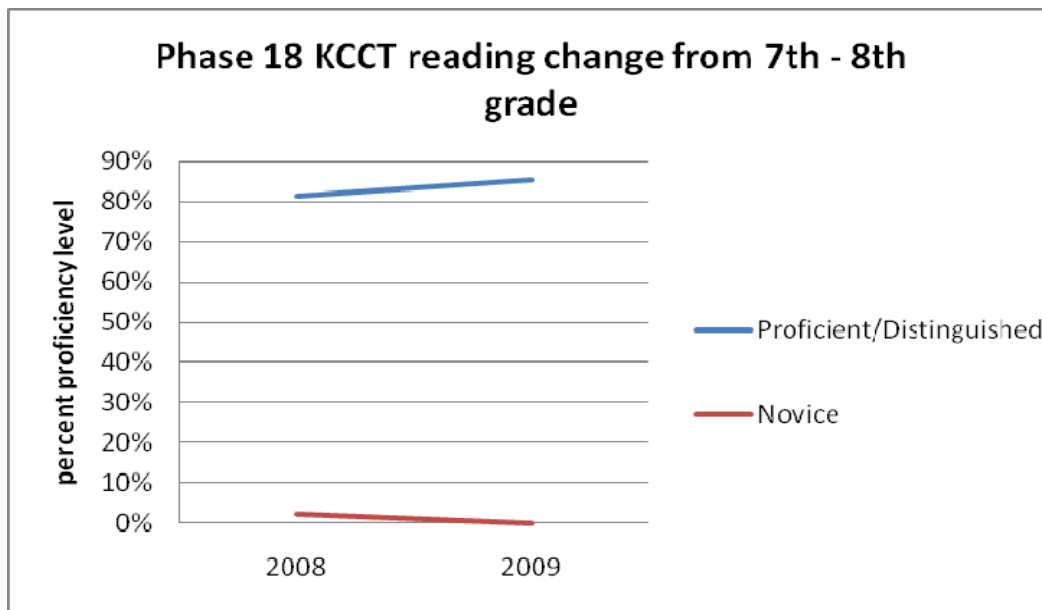


Figure 10: 10th grade 2009 KCCT Reading Performance for WYSP vs. District



In addition to looking at the 8th grade Scholar's compared with the district average, since the students took the KCCT reading as Scholars both during 7th grade and 8th grade, a comparison was made on proficiency level from last year to this year. As demonstrated in Figure 11, the Scholar's proficient/distinguished level increased and their novice level decreased.

Figure 11: Change in KCCT reading from 7th-8th grade for Phase 18 



Math

As shown in Figures 12-14, for the 7th grade Scholars, 77% scored at the proficient/distinguished proficiency levels compared with the district average of 52%. Of the 8th grade Scholars, 58% scored at the proficient/distinguished proficiency levels compared with the district average of 43%. The 11th grade Scholars had a smaller percent of novice than the district average but approximately the same percent of proficient students. Of all the phases who took the math test, the 7th grade phase performed the best. In terms of proficiency, the Scholars outperformed the district average substantially for each grade, with the exception of the 11th grade phase.

Figure 12: 7th grade 2009 KCCT Math Performance for WYSP vs. District

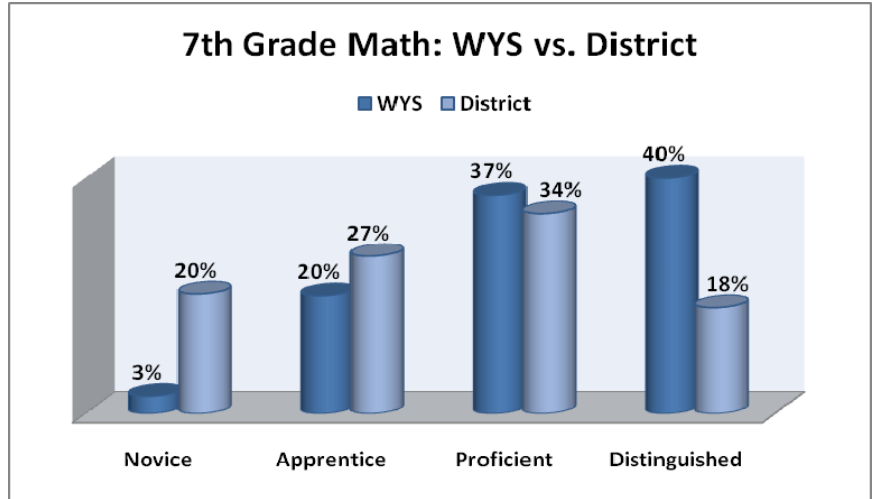


Figure 13: 8th grade 2009 KCCT Math Performance for WYSP vs. District

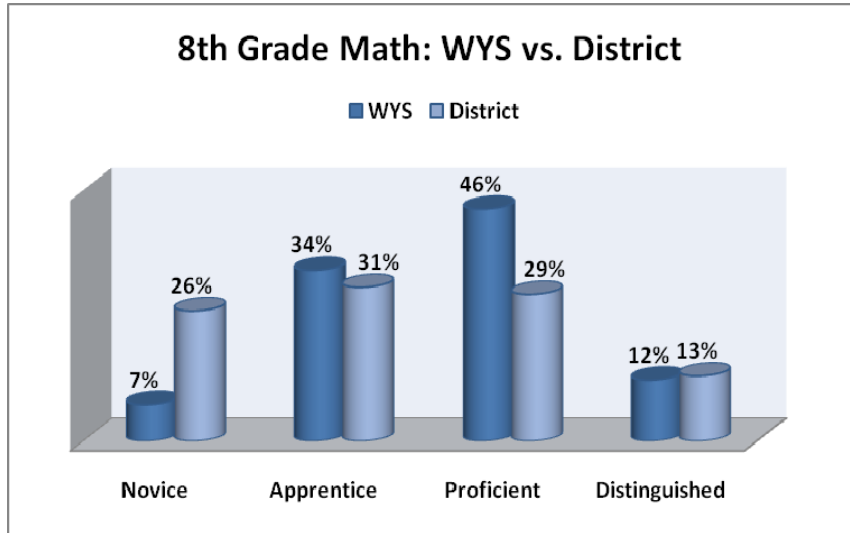
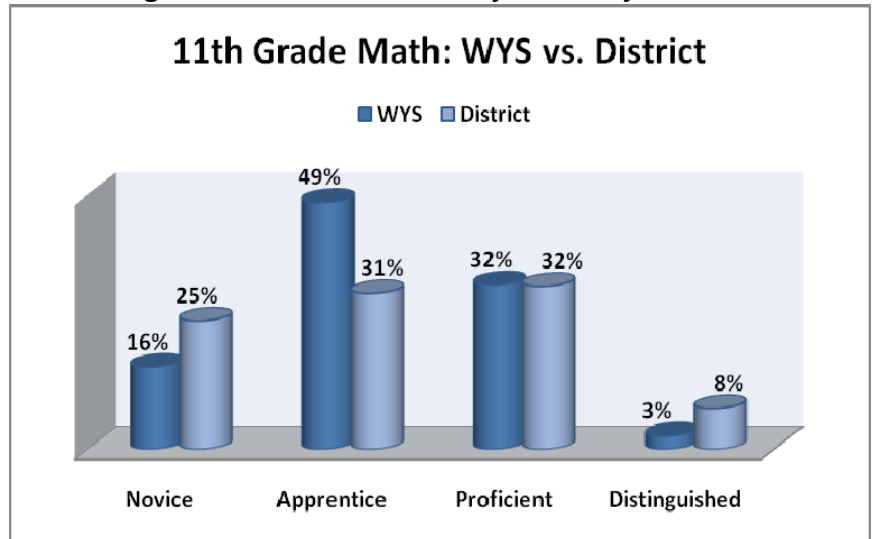


Figure 14: 11th grade 2009 KCCT Math Performance for WYSP vs. District



Science

With respect to Science, as illustrated in Figures 15-16, performance levels showed that about 62% of 7th grade Scholars were Proficient/Distinguished and 32% of 11th grade WY Scholars were Proficient/Distinguished. The 11th grade Scholars had a smaller percent of novice than the district average but approximately the same percent of proficient and distinguished scoring students.

Figure 15: **7th grade 2009 KCCT Science Performance for WYSP vs. District**

WYSP
Scholars

District
Average

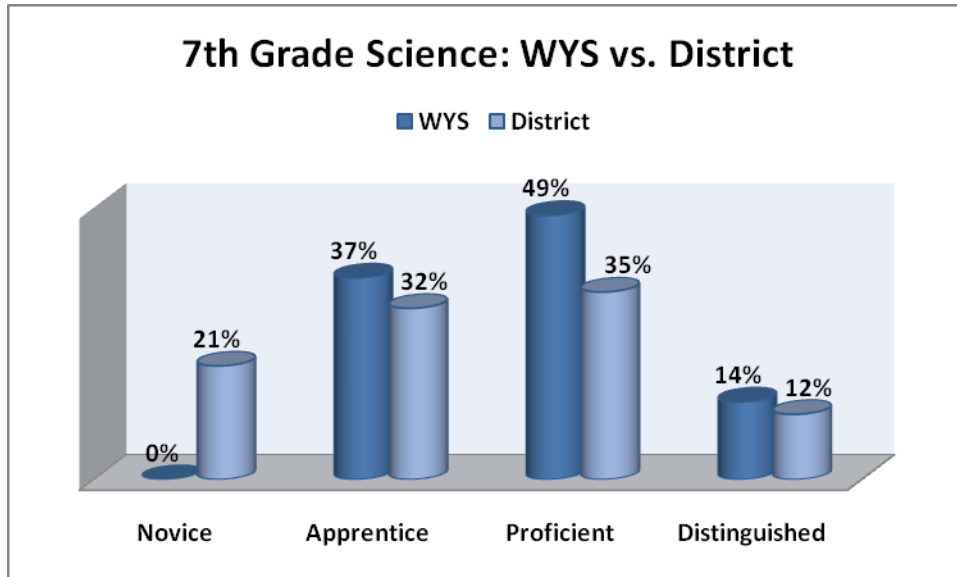
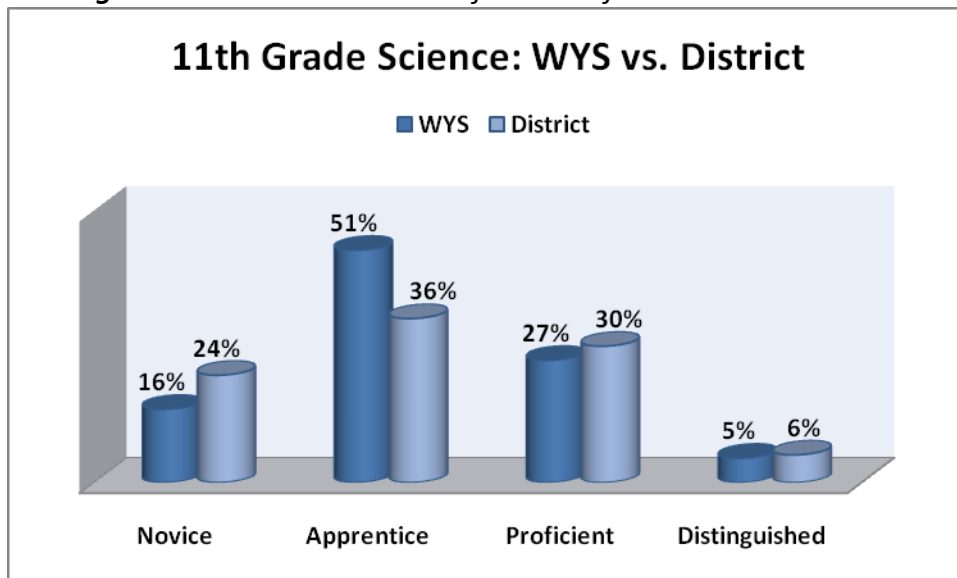


Figure 16: **11th grade 2009 KCCT Science Performance for WYSP vs. District**



Writing on Demand

In Writing on Demand, the results showed that about 56% of 8th grade WY Scholars were Proficient/Distinguished and 48% of 12th grade WY Scholars were Proficient/Distinguished. As illustrated in Figure 17-18, no scholar in either 8th grade scored at the Novice level. In both grades, the Scholars outperformed the district average.

WYSP
Scholars

District
Average

Figure 17: *WYSP 2009 KCCT Writing Portfolio Performance for 8th grade WYSP vs. District*

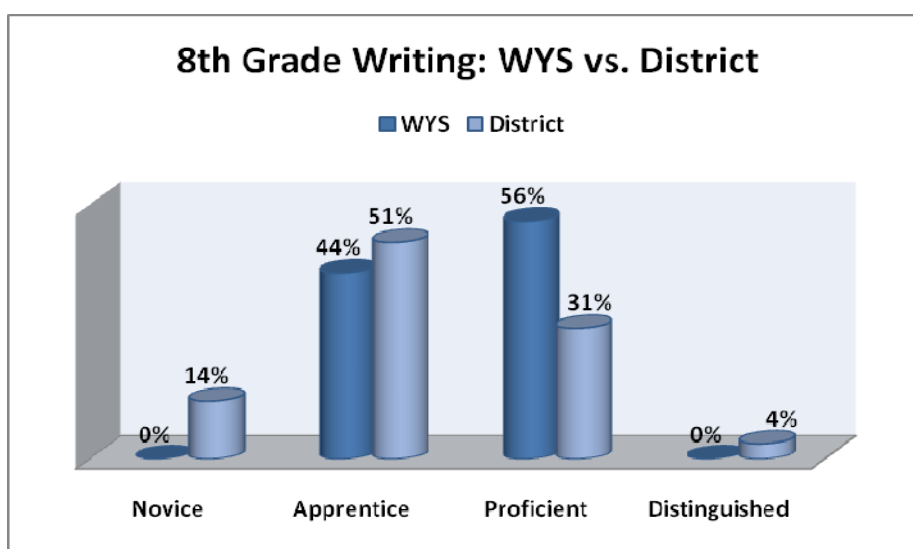
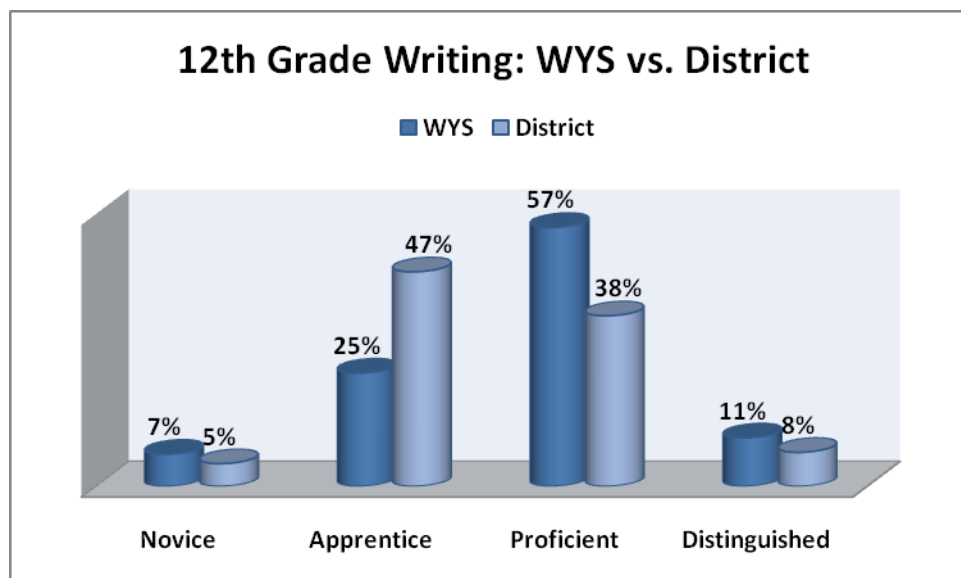


Figure 18: *WYSP 2009 KCCT Writing Portfolio Performance for 12th grade WYSP vs. District*



Survey Results

In order to gauge participants’ study skill habits, self-esteem, and preparedness to go to college, a survey was administered at the end of the program year. A total of 139 participants completed the survey. With respect to study skills/learning/school related statements, as shown on Table 10, 96% of respondents said that good grades are important to them, 89% said they enjoy learning, and 96% said that they understand the importance of reading and following directions. A little less than half of the participants (45%) said they had difficulty finding time to study.

With respect to the survey item related to self-worth, as shown on Table 10, 94% agreed to the statement “On the whole, I am satisfied with myself.”

Table 10: *Percent of Scholars who agree or strongly agree to the following statements (N=139)*

Statement	% who Agree or Strongly Agree
Good grades are important to me.	96%
I understand the importance of reading and following directions.	96%
On the whole, I am satisfied with myself.	94%
I enjoy learning.	89%
I have trouble finding enough time to study	45%
Tests make me so nervous I can’t do my best.	33%

College Readiness

The survey also included items related to college readiness. Participants were also asked questions related to college interest and perceived level of preparedness. As shown in Table 11, the majority of Scholars said they feel prepared or very prepared in knowing the steps needed to apply for college, and about half of the Scholars said they feel prepared or very prepared in paying for college.

Approximately 76% of Scholars said their parents went to college and 95% said their parents expect them to graduate from college.

98%
Percent of Scholars reporting they are likely to graduate from a 4 year university

In terms of preparedness in speaking in front of large groups, approximately half of participants (47%) said they felt comfortable speaking in front of large groups. Finally, the vast majority of Scholars (85%) said they would recommend the program to other high school students.

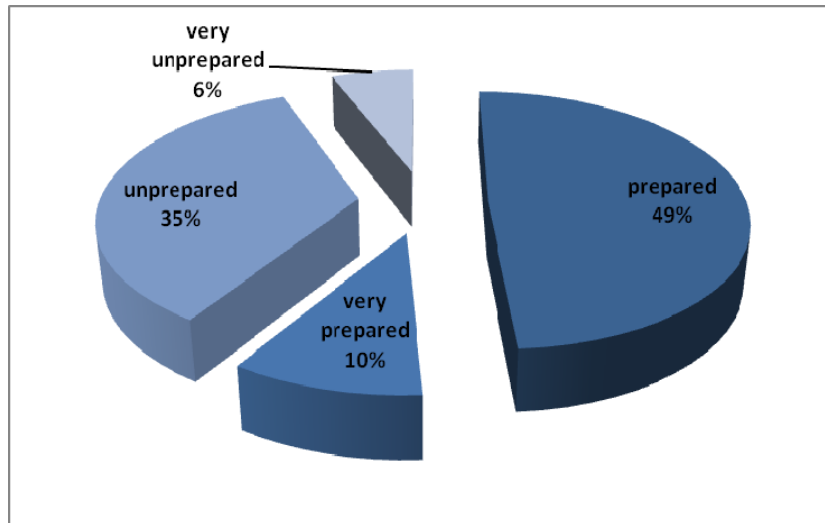
Table 11: Participants survey responses (n=139)

Statement	Very prepared	Prepared	Unprepared	Very unprepared
How prepared to you feel you are in knowing the steps you need to take to apply for college?	18.7%	53.2%	27.3%	3.5%
How well-prepared do you feel you are for paying for college?	8.6%	39.5%	46.7%	7.1%
Statement	Yes	No	Not Sure	
Do you feel comfortable speaking in front of large groups?	47.4%	38.1%	16.5%	
Did at least one of your parents/guardians go to college?	76.2%	17.9%	8.6%	
Do your parents/guardians expect you to graduate from college?	95.6%	4.3%	2.8%	
Would you recommend the WYSP to other high school students?*	84.8%	5.0%	5.7%	

* 100% of senior Scholars said they would recommend the program

With respect to ACT/SAT preparation, as shown in Figure 19, 10.7% reported feeling very prepared, 50.3% feel prepared, while 35.9% feel unprepared and 5.7% feel very unprepared.

Figure 19: How well prepared do you feel to take the ACT/SAT (n=139)?*



*Note this includes all Scholars grades 7-12

In addition to the scaled survey items, Scholars also completed several open ended questions regarding their participation in the program including motivation, likes and dislikes. Also, the Scholars had an opportunity to provide any feedback or recommendations. In order to illustrate the scholar’s responses to why they are participating in the program, a data visualization tool was used. The size of the words in the figure below corresponds with the frequency of the word used in participant responses.

The Scholar’s responses to **“Why are you participating as a WYSP Scholar?”** consisted of statements that reiterate the objectives of the program. These statements overwhelmingly included college preparation, scholarship help, learning new things, and securing future opportunities.

In order to illustrate the scholar’s responses to what they **liked the most about the program**, a data visualization tool was used. The size of the words in the figure below corresponds with the

frequency of the word used

“The WYSP has greatly helped me plan my future goals and ambitions.”
-WYSP Scholar

illustrated in Figure 20,

and friendships; program

particularly summer related activities.

in participant responses. As

participants enjoyed new experiences

activities, institutes, and field trips –

Senior Scholars

In order to measure the impact of the program on the graduating class of 2009, the senior Scholars were matched to other JCPS senior students using a 1 on 1 matching process. The control group is similar to the Scholars at the individual level with respect to grade, school attended, race, gender, lunch status and previous achievement. Due to the fact that data from the JCPS data warehouse include only JCPS students, only the WYSP Seniors who attend JCPS were included (n=28). The senior Scholars and the control group were compared on several measures. These include out of school suspensions, school absenteeism, KCCT writing level, and ACT total composite score. Additionally, the exit survey results from the end of the year are presented.

*100%
of senior
Scholars would
recommend the
WYSP to other
high school
students*

When comparing the two groups on **out of school suspension**, as demonstrated on Table 12, the WYSP senior Scholars had fewer students that received suspensions (2 students) while the control group had 3 students suspended. In terms of the number of suspensions, the WYSP senior Scholars had a total of 4 suspensions while the control group had a total of 7 suspensions.

Also shown on Table 12 is **school absenteeism** during the 2008-2009 school year. The average number of days absent for the senior Scholars was 7.9 days, while the control group accumulated an average of 10.7 days absent from school.

Table 12: 2008-2009 Out of School Suspensions (n=28 both groups)

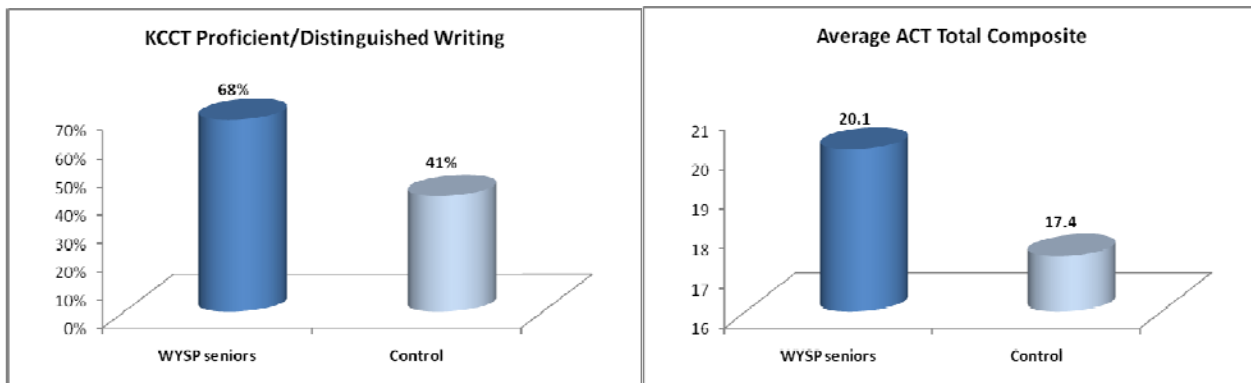
	WYSP seniors	Control
Suspensions		
# of suspensions	4 suspensions	7 suspensions
# of students suspended	2 students	3 students
Absenteeism		
Average # days absent	7.9	10.7

Academically, the senior Scholars outperformed the control group on the KCCT writing on demand scores and the ACT total composite score. For the **KCCT writing** scores, the senior Scholars had a higher percent of students that scored proficient and distinguished (68%) compared with the control group (41%).

In terms of the **ACT** total composite score, the senior Scholars scored an average of 20.1 total composite score while the control group scored an average of 17.4 total composite score. Of the 32 senior Scholars, 16 (50%) scored 20 or above. The scores ranged from 12-29.

Figure 21: KCCT writing seniors vs. control

Figure 22: KCCT writing seniors vs. control



Senior Scholar Survey Results

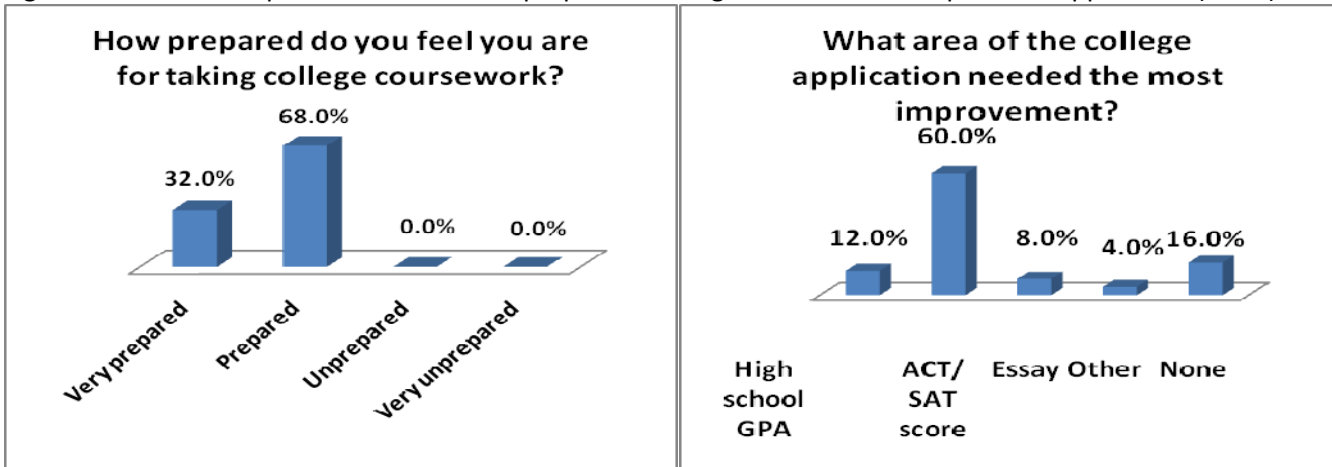
The WYSP Seniors completed an exit survey from the program at the end of the year. A total of 26 seniors completed the survey for a response rate of 81.5% (representing a large increase in response rate from the previous year -51%). The majority (89%) said they planned to use scholarship money to fund their college education. As illustrated in Figures 23 and 24,

100% of the senior Scholars said they feel prepared or very prepared for college coursework. In terms of college application preparation, the majority of Scholars (60%) said that the ACT/SAT score was the area that needed the most improvement.

Senior Scholars were accepted to an average of 3 colleges

Figure 23: Senior's response to coursework preparation

Figure 24: Seniors response to application (N=25)



Scholar Parents

Ensuring parental involvement is one of the key goals of the Whitney M. YOUNG Scholars Program®. At the end of the year the parents of participating Scholars completed a survey during a parental institute. The survey was administered through an interactive technology called the PRESS system (Portable Research Electronic Survey System). The parents were given remote clickers and responded to survey items on a projector screen. The total number of parents participating in the survey during this institute was 58. In order to obtain survey responses from the parents who were not present during the institute the Lincoln Foundation staff followed up with those parents and administered surveys to them. A total of 37 parent surveys were completed through this process for a grand total of 95 parent surveys. This reflects a survey response rate of 41.8% and represents a sizeable increase from the response rate last year (16%).

Of the parents who responded to the survey, 81.7% said the **communication between the parent and Lincoln Foundation** staff was very clear and 81.3% reported they were very satisfied with communication. Additionally, approximately 49.5% said the **parental activities** were extremely

favorable and 26.9% said they were somewhat favorable. Importantly, when asked about **non-attendance** to parental institutes, the nearly all respondents cited work as the primary reason.

As shown in Table 13, the majority of the parents who took the survey (84%) felt that the topics presented at the Parental institute were appropriate. Approximately 60% of the parents surveyed said they had a better understanding of banking procedures. Also, 51% reported that the Parental Institute helped them improve communication with their child.

Table 13: *Scholar Parent Survey Results Highlights (N=95)*

Statement	% who Agree or Strongly Agree
The Parental Institute helped me improve my communication with my child	50.6%
The presented topics were appropriate	83.7%
I have a better understanding of banking procedures (credit, investments)	59.4%

Outcomes: Target vs. Actual

During 2008-2009, the Lincoln Foundation's leadership and educational staff developed specific target outcomes to be measured. Table 14 explicates each outcome target and actual performance. Of the 12 objectives shown below, 5 (41%) target objectives were exceeded, 1 (8%) target objective was met exactly, and 6 (51%) target objectives were not met. However, most were very close to being met.

Table 14: Performance measures target vs. actual

Educational Clinics Objectives	Performance Measures/Outcomes	Target	Actual	Summary
1. (7 th grade) Science - To provide activities for students that will increase their aptitude and test scores in math, science, and technology by 5% as well as increase their understanding and appreciation of science.	7 th grade Scholars will improve test scores by 5% as shown by their post-test.	5%	9%*	Exceeded
2. (8 th grade) Mathematics - To provide activities that will increase Scholars mathematical aptitude and prepare Scholars for high school algebra through practical application of mathematical concepts	8 th grade Scholars will show a 10% increase in math skills on the post-test and display their projects.	10%	7%	Not met
3. (9 th grade) Writing & Language Development - To improve the written expression of students by following the writing process, developing a writing rubric, enhancing computer applications and grammar.	9 th grade Scholars will show a 10% increase in grammar on the post-test.	10%	15%*	Exceeded
4. (10 th grade) Oration and Presentation - To improve knowledge about Shakespeare's works, with emphasis on Hamlet and practice using tolerance and conflict strategies. Scholars will develop self-confidence, improve	70% of Scholars will show an increase on the post-test as compared with the pre-test on Shakespeare's works.	70%	85%*	Exceeded
5. (11 th grade) ACT Test - To prepare Scholars for the ACT test and to develop job readiness skills for the world of work.	70% of the 11 th grade Scholars will score an average of 20 or higher on the ACT.	70%	50%	Not met
6. (12 th grade) College Prep - To introduce senior Scholars and their parents to college admission officers for the purpose of increasing their understanding of the admission, application, Scholarship, and financial aid	100% of the 12 th grade Scholars will present letters of acceptance to an accredited post-secondary institution and obtain financial	100%	100%	Met
8. Closing - To provide a culminating activity "Auction" for Scholars and to award prizes for perfect attendance and achievements.	80% of the Scholars will participate in the closing activity.	80%	67%	Not met
9. Senior Banquet - To celebrate the completion of the WYSP, Scholar achievements, and presentation of Scholarship checks.	90% of the senior Scholars and 80% of their parents attend a formal banquet to celebrate the completion of the Scholars program.	90%	100%	Exceeded
10. Parental Institute - To help parents/guardians to become advocates for their Scholars.	100 WYSP parents/guardians will attend monthly Parental Institutes and 70% will complete the survey.	100	94 avg.	Not met
		50%	42%	Not met

*small percent of phase took both pre and post

Discussion

This discussion section provides a summary of results, commendations, recommendations, and future evaluation efforts.

Summary

In order to illustrate as easy as possible a summary of results, the following was created. Table 14 includes a summary of academic and non academic indicators for each phase. As demonstrated, while indicators vary by phase, overall the results are especially positive. there was an overall increase in program attendance, stable number of students suspended, very slight increase in days absent from school, Increase in each content pre-post test, and overall the Scholars outperformed the district.

Table 14: Summary of indicators for each phase

Grade/Phase	Program Retention Rate	Program Attendance	# Scholars Suspended	School Absenteeism	Pre-Post Content Test	KCCT
12 th Phase	89%	Increased	Increase (2)but fewer than control group	Increase but lower than control group	N/A	Outperformed District & control group
11 th Phase	91%	Increased	No change	No change	N/A	Same as District
10 th Phase	88%	Increased	Decrease (4)	No change	Increased	Outperformed District
9 th Phase	72%	Increased	Increase (2)	No change	Increased	Outperformed District
8 th Phase	N/A	Increased	Increase (2)	No change	Increased	Outperformed District
7 th Phase	69%	74%	4	5.9 days	Increased	Outperformed District
Total	85%	Increased	No change	Increase .5	-	-

Commendations

The vast majority of results reported in this evaluation reflect very positively on the status and progress of the Scholars in the program. There was an overall increase in program attendance, stable number of students suspended, very slight increase in days absent from school, Increase in each content

pre-post test, and overall the Scholars outperformed the district in every content area measured by the KCCT test, with the exception of the 11th grade phase. In terms of survey results, the majority of scholars reported being highly motivated with a high sense of self-worth.

Importantly, the data reveal that many of the recommendations provided in the previous evaluation report (2007-2008) were addressed during 2008-2009. For example, there are greater numbers of males recruited into the program, there was an extremely large increase in program attendance and greater survey response rates for the senior Scholars.

With respect to the Scholar parents, there was a drastic improvement in the survey response rate from 16% last year to 42% this year. Additionally, over 80% of the Scholar parents reported that the communication between them and the Lincoln Foundation was very clear and they were very satisfied with the communication. Approximately 80% of Scholar parents also reported that the parental activities were favorable.

Finally, the senior Scholars (Class of 2009) outperformed their matched control group in ACT total composite score and KCCT writing. The senior Scholars also had lower school absenteeism and fewer students suspended than students in the control group.

Recommendations

While the evaluation overwhelmingly indicate positive results from program participation, there is always room for improvement. First, due to the low number of Scholars taking both the pre and post content tests, it is recommended that the pre and post tests are both given during the days with the greatest attendance. Also with respect to response rate, while the senior Scholar's survey response rate was sizeably improved from last year, the parent response rate was extremely low. Efforts to increase the response rate of parents should be considered.

Second, while the program retention rate overall is high, both last year and this year retention of the new Scholars (7th graders) was lowest and efforts should be considered to increase retention among the youngest Scholars. Third, based on the scholars feedback and recommendations, it is recommended that the education clinics incorporate more engaging hands on and interactive activities. Also, gaining and/or increasing the amount of input that the Scholar's have into the activities and lectures is encouraged. Fourth, similar to last year, increased efforts towards ACT preparation is recommended.

Finally, the program staff may consider following up with the Scholar's that either left the program or were dismissed from the program. While some Scholars were dismissed for breaking program rules/criteria, encouraging them to pursue other programs or touching base with their school counselor regarding possible high risk behaviors is recommended.

Future Evaluation Efforts

The evaluation department has provided evaluation results for the WYSP program for at least 5 years. As such, a large amount of data has been collected that would allow for a longitudinal study of the Scholars in the program. The table below illustrates the number of years each phase will be examined on multiple indicators.

Table 15: Illustration of future longitudinal study years

Grade (Phase/Class of)	2006-2007	2007-2008	2008-2009	2009-2010
12 th (Phase 14/2009)	_____→		_____→	N/A
11 th (Phase 15/2010)	_____→			_____→
10 th (Phase 16/2011)	_____→			_____→
9 th (Phase 17/2012)	_____→			_____→
8 th (Phase 18/2013)		_____→		_____→
7 th (Phase 19/2014)			_____→	_____→

