PROJECT SAFE PATHWAYS:
INTERIM EVALUATION REPORT YEAR 2

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PROJECT SAFE PATHWAYS:
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EXECUTIVE SUMMARY

HIGHLIGHTS OF FINDINGS

This evaluation report, prepared by the Delaware Education Research and Development Center, includes an accounting of the second year of Project S.A.F.E. Pathways implementation. Information related to student achievement, student behavioral indices, technology literacy, and program satisfaction is discussed. The following are highlights from the report.

Student Achievement

- There are no meaningful differences in math or reading DSTP student performance levels between program participants and African American non-participants.

- There are no meaningful differences in average class grades between Safe Pathways participants and non-participants in math or reading.

Student Behavior Indices

- Middle and high school students evidenced declines in academic behaviors and attitudes, and their academic self-perceptions in the course of the school year .

- Elementary students reported positive attitudes about their reading and math abilities and about their plans for a college education.

- According to teacher reports, students participated in class, were attentive, and remained on task during class more often in the spring than in the fall.

- According to teacher reports, between 65% and 85% of students turned in homework on time, completed homework to the teacher's satisfaction, participated in class, were attentive, remained on task in class, tried their hardest, came prepared to class, and got along well with others at least a few times a week if not everyday.

- School attendance and suspension records reveal that students participating in the Safe Pathways program generally have more absences and more suspensions than students who do not participate in the program.

- Program participants at Martin Luther King Jr. Elementary School had a lower percentage of students suspended than non-participants, but, a much larger

percentage of program participants were suspended from George Read Middle School and William Penn High School as compared to non-participants.

Technology Literacy

- There is a statistically significant increase for both reading and math from pre- to post-testing for grades three, four, five, and for the total group of participants.

- Most students reported that they used the playstation about 30 minutes to an hour per day across all days of the week.

- Students reported that they most often used the playstation either by themselves or with a sibling, and spent the majority of their playstation time using the Lightspan software.

- Parents were satisfied with the Lightspan training session materials and presentation style, and they felt comfortable with the software and available support.

- Inconsistencies were observed between parent and student reports of time spent using Lightspan software. Similar inconsistencies were noted regarding how much time students use the software with their parents.

- Parents either "strongly agreed" or "agreed" that the Lightspan programs are useful learning tools, and well liked by their children.

Program Satisfaction

- Parents either "strongly agreed" or "agreed" that the Lightspan programs are useful learning tools, and well liked by their children.

- The overwhelming majority of elementary students felt positively about the different activities, staffing, and the effect the activities were having on their school performance.

- Parent survey responses in both fall and spring indicate that they are extremely satisfied with the Safe Pathways program.

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The results of this evaluation indicate that parents and students are both satisfied with the program. In most instances student attitudes and behaviors are positive, with

the exception of the middle/high school students, and school attendance and suspension rates. While DSTP scores do not reflect improvement for program participants, Lightspan assessments clearly show improvement for elementary students in math and reading.

INTERIM EVALUATION REPORT – YEAR 2

INTRODUCTION

The students participating in the Safe Pathways program are among those most at risk for failure in school, and the results presented in this report must be considered in this light. While discussing the impact the Safe Pathways program has had on student academic performance and attitudes toward learning, as well as on parent attitudes, it is impossible to attribute any positive or negative results directly to participation in the program. The results discussed throughout this report are mostly descriptive in nature and provide information about various academic and behavioral indices related to the program and learning in general.

Most analyses are performed on program participants as a whole, and on participants separated into elementary or middle/high school students. However, in some instances, Martin Luther King Elementary School, George Read Middle School, and William Penn High School are analyzed independently because they have the largest number of participants among the schools at their levels in the district.

Table 1 – Number of Students Attending Safe Pathways Activities

# of days attending	Fall 15 weeks	Spring 20 weeks	Academic Year 35 weeks
0-14	55	36	29
15-29	16	24	15
30-44	20	9	7
45-59	25	7	14
60-74	61	32	7
75-89		24	4
90-104		45	12
105-119			14
120-134			9
135-149			17
150-164			49
# of total students			n=177
# regular attendees			N = 133

Table 1 provides a summary of student attendance for the Safe Pathways program during the 2000-2001 academic year. The section shaded in light gray indicates the number of "regular" students. According to the federal guidelines, a regular student is defined as a student attending at least 30 days throughout the year.

STUDENT ACHIEVEMENT

Class grades and performance levels on the Delaware Student Testing Program (DSTP) were used to examine student achievement in math and reading. In order to make the non-participant group comparable to the Safe Pathways participant groups, only non-participating African American students were included in the student achievement analyses. Non-participants are defines as students in the district that dis not attend the Safe Pathways program.

Delaware Student Testing Program Scores

The Delaware Student Testing Program provides another measure of student achievement in math and reading. Table 2 shows the average level of performance on the DSTP for Safe Pathways participants and non-participants in the areas of reading and math.

A series of t-tests were performed to determine if statistically significant differences exist between the Safe Pathways student scores and the scores of those who do not attend the program. When examining the entire school district, there is a statistically significant difference between the two groups for both math and reading scores on the DSTP with non-participants evidencing higher scores. However, in instances when large samples are used for analysis, as is in this instance, a result that appears to indicate a significant difference may not be a truly *meaningful* difference.

Recently many researchers have argued that significance testing is only the first step, and that it is necessary to determine how meaningful the difference is by looking at what is referred to as the size of the "effect". Conventional rules for evaluating effect size indicate that effect sizes between .2 and .5 represent a small effect, effect sizes between .5 and .8 represent a medium effect, and an effect size above .8 represents a

large effect. For the current analysis the effect sizes were all smaller than .2, indicating that although the observed difference between participants and non-participants was statistically significant, they were not meaningfully different.

Table 2 - A Comparison of DSTP Performance Levels for Program Participants and African American Non-Participants for Math and Reading

	Math		Reading	
	Non-Participants	Participants	Non-Participants	Participants
Colonial School District	1413 students	54 students	1413 students	54 students
	2.0**	1.6	2.2**	1.7
Martin Luther King Elementary School	92 students	45 students	92 students	45 students
	2.0	1.7	2.0	1.7

** indicates a statistically significant difference at the p<.01 level

Class Grades

Class grades were also included as measures of student achievement. All students in the Safe Pathways program were included in the analyses, but only African American students were included in the non-participant groups, with the exception of the Martin Luther King Jr. Elementary School analysis where all students were included. In addition, for students to be included in these analyses they needed to have grades for all four marking periods during the year.

Class grades for the Colonial school district are given in letter format, and were converted to a numeric scale for data analysis purposes. For students in grades 1-2, the five codes used (BI, BP, NS, MS, ES) were changed to a five-point scale of 1-5, respectively. A 12-point scale was used for students in grades 3-12 such that F=0, D-=1, D=2, D+=3 and so on to A+=12. Math and reading grades were analyzed to determine if there were any significant differences between fall and spring semester grades for Safe Pathways participants and non-participants. To calculate a numerical value for each semester, the two marking periods making up the semester were averaged together.

A series of paired t-tests were performed to determine whether significant differences existed between fall and spring grades. Effect sizes were calculated where significant differences were found. The results are presented in Table 3. Significant differences were found in four instances, however, the effect sizes for all four indicated that the differences were negligible (d<.2).
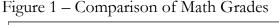
The second set of analyses performed on class grades examined differences between Safe Pathways participants and non-participants. Significant differences were found for middle/high school reading in the fall, and for reading and math in the spring. They were also found for elementary students in math during the spring. However, the effect sizes for all four indicated no meaningful differences exist (d<.2).
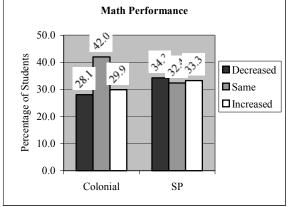
Table 3 - Comparison of Fall and Spring Semester Reading and Math Grades for Safe Pathways Participants and Non-Participants

Sample	Subject	Program Participation	N	Mean Fall Grade	Mean Spring Grade
Total	Math	Safe Pathways	107	4.9	4.8
		Non-Participants	3331	4.7	4.5
	Reading	Safe Pathways	96	4.2	4.3
		Non-Participants	2531	4.5	4.6
Middle School/ High School	Math	Safe Pathways*	31	3.4	2.5
		Non-Participants**	1786	4.4	4.2
	Reading	Safe Pathways	22	3.0	2.4
		Non-Participants	1007	4.6	4.5
Elementary (Grades 1-5)	Math	Safe Pathways	73	5.5	5.7
		Non-Participants*	1545	5.0	4.9
	Reading	Safe Pathways	71	4.6	5.0
		Non-Participants**	1524	4.5	4.6
Martin Luther King (Grades 1-5)	Math	Safe Pathways	64	6.0	6.1
		Non-Participants	103	6.0	5.9
	Reading	Safe Pathways	62	5.0	5.4
		Non-Participants	97	4.9	4.9

* statistically significant difference at the p<.05 level; ** statistically significant difference at the p<.01 level

One academic success story, as presented in the federal report, is the comparison of students' math and reading performance between project participants and all Colonial School District students in grades 1-12. For these analyses, *all* students were included in the district sample. Below, figures 1 and 2 compare students' end of fall grades with their end of spring grades, and show the percentage of students whose grades decreased, remained the same, or increased. There is a higher percentage of program participants whose mathematics grades decreased, but also a higher percentage whose math grades increased as compared to the overall school district. In reading there is a lower percentage of program participants whose reading grades decreased and a higher percentage whose grades increased. These patterns are encouraging considering that students participating in Project Safe Pathways are those who are most at-risk
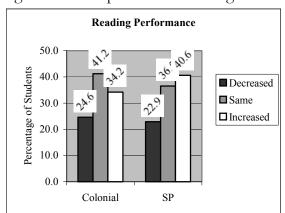
Figure 1 – Comparison of Math Grades

Figure 2 – Comparison of Reading Grades

STUDENT BEHAVIORAL AND ATTITUDINAL INDICES

Information on student behavior and attitudes was gathered through student surveys, a teacher survey, and school records. A number of attitude and behavior surveys were administered to students participating in the elementary school and middle/high school programs. The following is a summary of major findings from these surveys. Comparisons over time are made at the group level because individual student responses were not tracked from one administration to another. The complete surveys

and results are included in Appendices A – D. Because effect sizes are calculated to guard against meaningless significant differences due large sample sizes, they are not necessary when sample sizes are small. Therefore, when examining survey data for program participants, they were not calculated.

Elementary School Students

When elementary students participating in the Safe Pathways program were asked whether they felt unsafe at school during a 30-day period in both the fall and spring, approximately 60% of those completing the survey reported that they felt unsafe between 0-2 times. However, more than 25% of the students indicated, in both fall and spring, that they felt unsafe *everyday*.

In another survey administered at the end of the year students reported positive attitudes about their reading and math abilities and about their plans for a college education. Sixty-three percent (43) of elementary students indicated that they are always good at reading and only 1.5% (1) said they are never good at reading. Sixty-six percent (45) of these same students indicated that they are always good at doing math and only 1.5% (1) said they are never good at math. Additionally, 85.3% (58) of the student indicated they believe they will graduate from high school some day and 88.2% (60) reported that they "think they will go to college someday."

Middle/High School Students

The following table includes items from the Middle/High School attitude survey that show a statistically significant change in the mean response scores between the fall 2000 administration and the spring 2001 administration. The students responding to the survey were in grades 7-11 with 36 respondents in the fall and 40 in the spring. It is disappointing to note that all significant changes in student responses indicate that their academic behaviors and attitudes, and their academic self-perceptions have declined during the school year.

For items 13-23 the response scale is from 5-Always to 1-Never. For items 31-33 the scale is from 4-Strongly Agree to 1-Strongly Disagree. For example, the results for item #21 indicate that students at the end of the year felt they were more likely to quit

when their schoolwork was too hard, than they were at the beginning of the year. The complete survey with the student response rates can be found in Appendix C.

Table 5 – Summary of Selected Middle/High School Survey Items

	Fall '00 Mean score	Spring '01 Mean score	Statistical significance level
13. I enjoy learning.	4.2	3.2	P < .015
15. I am good at reading and language arts.	4.3	3.0	P <.000
16. I am good at doing math.	4.2	3.1	P <.005
17. I pay attention in class and follow the school rules.	4.0	3.2	P <.019
18. I turn my homework in on time.	4.2	3.2	P <.001
21. My grades at school are good.	4.0	3.0	P <.010
22. I usually quit when my schoolwork is too hard.	2.5	3.0	P <.044
23. The grades I get in school are important to me.	4.8	3.3	P <.000

	Fall '00 Mean Scores	Spring '01 Mean Scores	Statistical significance level
31. School is harder for me than most other people.	1.6	2.5	P < .006
33. Most of my teachers do not understand me.	1.7	2.8	P < .000

While no significant changes occurred in whether students thought they would graduate from high school or attend college, it is worth noting that by the end of the school year, 13.2 % of students felt they would not graduate high school, 68.4% said they would graduate, and 18.4% were unsure. A similar response pattern existed when students were asked if they would attend college: 15.4% said no, 60.4% said yes, and 25.6% were unsure. More complex analyses of the data revealed that more girls than boys see themselves going to college. Additionally, students who knew someone who went to college are more likely to see themselves going on to college.

Despite the decline in student attitudes and beliefs from the middle and high school participants, there are other positive outcomes that occurred. Safe Pathways made it possible to put computers in the homes of more than 60% of program participants responding to the survey, who otherwise would not have had access to computers at home. Additionally, while the difference is not significant, 35.4% more students in the spring either agreed or strongly agreed that they were *at least as good as other people in the things they do in school* compared to fall responses, resulting in a total of 73.7% with this positive attitude toward their academic ability. When asked if they *feel worthless in school*, approximately 75% of the students either disagreed or strongly disagreed with this statement.

Teacher Survey

In both fall 2000 and spring 2001, teachers of students participating in the Safe Pathways program were asked to completed surveys about student performance in class. They were to reflect on student behavior during the most recent 30-day period. The students for whom teachers completed reports were not always the same for both administrations, and reports for students with data from both administrations were not necessarily completed by the same teacher.

Of the items on the Teacher Survey, three showed significant differences between fall and spring. Students participated in class, were attentive, and remained on task during class more often in the spring than in the fall (see Appendix D for complete results). In addition to change over time, the following statements can be made based on teacher reporting of student behavior for both fall and spring: Between 65% and 85% of students turned in homework on time, completed homework to the teacher's satisfaction, participated in class, were attentive, remained on task in class, tried their hardest, came prepared to class, and got along well with others at least a few times a week if not everyday. In addition, over 70% of the students were on time to class everyday during the 30-day period the teachers focused on in their responding. The one less favorable behavioral indicator was that 35% of students never volunteered in class for any reason.

<u>School Records</u>

School attendance and suspension records reveal that students participating in the Safe Pathways program generally have more absences and more suspensions than students who do not participate in the program.

Examining student attendance records for Safe Pathways participants and non-participants reveals that program participants are absent more often than students who did not attend the program. Table 6 presents attendance data for the entire Colonial School District and for three schools with the greatest number of students participating in Safe Pathways. At the district level, the average number of days program participants were absent is 3.1 days greater than students not participating in Safe Pathways. With the exception of Martin Luther King Elementary School, program participants are absent more frequently from school than student who do not attend Safe Pathways, and in some cases the difference is sizable. For example, the average number of absences for program participants coming from George Read Middle School is 12.6 days greater than students who do not attend Safe Pathways.

Table 6 - Average Number of Days Absent from School for Safe Pathways Participants and Non-Participants

	Non-Participants	Participants
Colonial School District	4751 students	119 students
	9.7	12.8
Martin Luther King Elementary School	167 students	75 students
	10.2	8.4
George Read Middle School	446 students	21 students
	12.1	24.7
William Penn High School	1053 students	10 students
	12.7	22.0

Student suspension data is summarized in Table 7. The percentage of students receiving one, two, three, or no suspensions is included for Safe Pathways participants

and students not participating in the program. The groups of students comprising the non-participant samples include only African American students to allow for comparison of similar students.

At the district level, a small but larger percentage of program participants were suspended as compared to non-participants. This trend holds true across first, second, and third suspensions. Examining three individual schools shows that program participants attending Martin Luther King Jr. elementary school have a lower suspension than non-participants. However, George Read middle school and William Penn high school, there is a sizable difference in suspension rates: A larger percentage of program participants were suspended.

Table 7 - Summary of Student Suspension Data

		Total # of Students	No Suspensions	1 Suspension	2 Suspensions	3 Suspensions
Colonial School District	Non-Participants	4751	75.4% (3580)	24.6% (1171)	15.0% (711)	8.9% (468)
	Safe Pathways	119	72.3% (86)	27.7% (33)	17.6% (21)	14.3% (17)
Martin Luther King ES	Non-Participants	167	79.6% (133)	20.4% (34)	9.0% (15)	4.8% (8)
	Safe Pathways	75	88.0% (66)	12.0% (9)	4.0% (3)	2.7% (2)
George Read MS	Non-Participants	446	60.1% (268)	39.9% (178)	25.1% (112)	17.5% (78)
	Safe Pathways	21	28.6% (6)	71.4% (15)	57.1% (12)	52.4% (11)
William Penn HS	Non-Participants	1053	61.1% (643)	38.9% (410)	25.4% (267)	15.1% (159)
	Safe Pathways	10	30.0% (3)	70.0% (7)	50.0% (5)	30.0% (3)

TECHNOLOGY LITERACY

Improving reading and mathematics skills through the use of Sony Playstations and Lightspan software is one of the main components of the Safe Pathways program.

To examine student involvement as well as parent involvement, several methods were used: student pre- and post- Lightspan test scores, student home use logs, and parent surveys.

Lightspan Pre- and Post-test Scores

Pre-testing was performed for all program participants before they began working with the Lightspan software: a total of 68 students for reading and 66 students for math. Post-test were administered at the end of the school year. There is a statistically significant increase for both reading and math from pre- to post-testing for grades three, four, five, and for the total sample. There were too few students in the 2nd grade who took both the pre- and post-tests to perform a test for significant differences. Although the changes were not statistically significant, the changes were in the desired direction with increases in mean scores. Because improvements in learning are expeted throughout the school year regardless of intervention, this must be considered when interpreting the improvements on Lightspan assessments.

Table 8 - Mean Pre- and Post-test Lightspan Scores

Grade	Number of Students	Content Area	Pre-Test Mean Raw Score	Post-Test Mean Raw Score	Mean Difference
2	4	Reading	7.5	34.5	27.0
	4	Math	14.5	30.8	16.3
3	19	Reading	18.8	30.7	11.9*
	19	Math	13.5	23.8	10.3*
4	29	Reading	16.8	29.1	12.3*
	27	Math	10.3	23.8	13.5*
5	15	Reading	15.4	28.0	12.6*
	15	Math	9.0	24.1	15.1*
Total	68	Reading	16.4	29.6	13.2*
	66	Math	11.1	24.3	13.2*

* There is a statistically significant difference between pre- and post-test scores at the $p<.000$ level.

Student Home Usage Logs

       The following four tables provide a summary of student Lightspan use at home for 18 students. It is important to keep in mind that not all 18 students completed logs each week and that some weekly logs contained only partial information, so total numbers may vary.

       The following three tables, which detail daily student usage, show the length of time they use the playstation, who they use it with, and what software they used. The data in these tables reports the frequencies across all days for all students who completed home usage logs. Therefore, in Table 9, students usually used the playstation about 30 minutes to an hour on Fridays. This pattern of usage holds across all days of the week, with fewer instances of usage less than 30 minutes or more than an hour.

Table 9 – Length of Time Students Used Lightspan Each Day at Home

Daily Lightspan Usage	Day	Less than 15 min.	About 15 min.	About 30 min.	About 1 hour	More than 1 hour
	Friday	21	27	62	90	23
	Saturday	20	28	63	90	22
How long did you use the playstation?	Sunday	20	29	62	89	22
	Monday	18	29	62	88	23
	Tuesday	17	30	62	88	22
	Wednesday	17	31	61	88	22
	Thursday	17	32	60	89	21
	TOTAL	130	206	432	622	155

       To summarize tables 10 and 11, the following statements can be made: Students most often use the playstation either by themselves or with a sibling, and with the exception of one student who exclusively plays a purchased game, all other students spend the majority of their playstation time using the Lightspan software. There is little variation in student usage patterns on different days of the week.

Table 10 – With Whom Did Students Use Lightspan

Daily Lightspan Usage	Day	Just me	Me and my sibling	Me and my parent	Me and a friend	Me and other
	Friday	85	70	30	35	3
	Saturday	85	70	31	33	3
Who used the	Sunday	85	70	31	35	3
program with	Monday	85	67	26	37	3
you?	Tuesday	85	67	28	37	3
	Wednesday	85	67	28	36	3
	Thursday	85	67	29	36	3
	TOTAL	595	478	203	249	21

Table 11 – Software Students Used with the Playstation

Daily Lightspan Usage	Day	Lightspan software	A game I rented	A game I bought
	Friday	175	14	35
	Saturday	174	14	33
What programs	Sunday	174	14	35
did you use?	Monday	173	12	35
	Tuesday	173	12	35
	Wednesday	172	12	35
	Thursday	171	12	35
	TOTAL	1212	90	243

Table 12 – Weekly Student Lightspan Usage

Weekly Lightspan Usage	Total # of weeks log kept	Minimum # of minutes/week (day)	Maximum # of minutes/week (day)	Average # of minutes/week (day)
1	12	49 (7)	525 (75)	227 (32)
2	9	420 (60)	435 (62)	422 (60)
3	12	49 (97)	525 (75)	236 (34)
4	10	105 (15)	525 (75)	284 (41)
5	11	49 (97)	525 (75)	234 (33)
6	20	49 (97)	525 (75)	322 (46)
7	11	49 (97)	525 (75)	336 (48)
8	11	49 (97)	525 (75)	300 (43)
9	20	49 (97)	525 (75)	337 (48)
10	9	420 (60)	420 (60)	420 (60)
11	9	210 (30)	210 (30)	210 (30)
12	19	49 (97)	525 (75)	226 (32)
13	9	420 (60)	420 (60)	420 (60)
14	12	49 (97)	525 (75)	264 (38)
15	10	49 (97)	525 (75)	260 (37)
16	20	105 (15)	525 (75)	252 (36)
17	9	420 (60)	420 (60)	420 (60)
TOTAL	12.5	49 (97)	525 (75)	297 (42)

Table 12 details the weekly usage for individual students and shows the degree of variation among the different students. Based on an analysis of 17 students, average weekly playstation usage was 297 minutes, or approximately 42 minutes a day. For example, student 3 completed home usage logs for 12 weeks and reported a minimum weekly usage of 49 minutes and a maximum usage of 75 minutes. This student's average weekly usage was 236 minutes per week, or about 34 minutes a day.

Parent Surveys

Two parent surveys were administered, one just after a training session where parents and their children learned about the playstation and software; the other when the playstation was returned.

The following table provides a summary of parent responses to the Lightspan training survey. A total of nine parents completed the form. Looking at item 1 shows that 100.0% of parents completing the questionnaire agreed that the training session they attended was informative. All parents felt positively about the training session expressing that they either "agree" or "strongly agree" with all of the statements on the survey. They were all satisfied with the materials, presentation style, and felt comfortable with the software and available support upon leaving.

Table 13 – Parent Training Session Survey Results

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The training session I attended was informative.	0% (0)	100.0% (9)	0% (0)	0% (0)
2. I received information on how to get additional help if I experience any problems.	0% (0)	100.0% (9)	0% (0)	0% (0)
3. At the end of the training session, I felt confident that I could set-up and use the equipment.	0% (0)	100.0% (9)	0% (0)	0% (0)
4. The Lightspan programs are user-friendly.	0% (0)	100.0% (9)	0% (0)	0% (0)
5. The Lightspan programs are easy for children to use.	0% (0)	100.0% (9)	0% (0)	0% (0)

6.	The Lightspan programs could help my son or daughter learn new things.	0% (0)	100.0% (9)	0% (0)	0% (0)
7.	The program/workshop leader(s) presented their materials in an interesting and user-friendly format.	22.2% (2)	77.8% (7)	0% (0)	0% (0)
8.	The materials used during the program workshop were helpful to me.	0% (0)	100.0% (9)	0% (0)	0% (0)
9.	Having access to the Playstation and the Lightspan programs might help my son or daughter academically.	0% (0)	100.0% (9)	0% (0)	0% (0)

A second survey was given to the parents of student participants that focused on parent and student use and opinion of Lightspan, and the impact of Lightspan on student behavior (see Appendix E). It is worth noting that of the 12 parents who completed this survey, none of them attended a Lightspan and playstation training session. There is also no evidence to determine if the students who kept home use logs are the children of the parents completing this questionnaire.

All 12 parents reported that their children use the Lightspan programs every day. However, parent and student reports of time spent using Lightspan are not consistent with each other, nor are the reports of how much time students use the software with their parents. Parents indicated that their children usually spent about 15 minutes or ½ hour using the playstation with Lightspan software each day, while the students themselves indicated that they usually spent between ½ hour and 1 hour each day. Additionally, students reported using the software approximately 15% of the time with their parents, while most parents reported working with their children "most of the time" or "about half of the time."

When asked whether the way their children spend their time had changed since participating in the Lightspan summer program, most parents reported a decrease in the amount of time their children spent watching television and having playtime. Most parents also reported a decrease in the amount of time their children spent doing homework. Several items indicate that parents value the Lightspan software and see it as a positive influence in their children's learning. They all either "strongly agree" or

"agree" that the programs are useful learning tools, and well liked by their children. However, they also reported that the programs were "too difficult for my child," which is somewhat difficult to interpret in light of their overall level of satisfaction.

PROGRAM SATISFACTION

Student Satisfaction

Over 70 elementary students completed surveys about the different activities provided in the Safe Pathways program. Impact on students and student satisfaction were assessed for arts and crafts, computer class, gym, homework, and ROPE activities. Students were given five prompts to respond to for each activity:

- I like it [the activity]
- I look forward to attending the program
- I feel comfortable talking to the Safe Pathways staff
- I think there are enough after-school staff in the activity to that I can get help whenever I need it
- I think that I am doing better in school since I started coming here

The overwhelming majority of students felt positively about the activities, staffing, and the effect the activities were having on their school performance by responding "always" to the five prompts. There were very few students who responded "never" to the prompts. However, students reported the greatest dissatisfaction with the homework activity. A full reporting of student responses can be found in Appendix F.

Parent Satisfaction

Parent survey responses in both winter and spring indicate that they were extremely satisfied with the Safe Pathways program. Parents felt well informed about the program, felt it met their expectations, and that the instructors were adequately prepared. They also believed that their children benefited from participating in the program through improvement of their academic and social skills. Close to 100% of the parents

surveyed either agreed or strongly agreed that they "would be willing to enroll another child in this program."

Two items on the parent survey showed a statistically significant increase in parents' positive opinion of the program. More parents felt their children enjoyed participating in the program in the spring (87.3%) than in the winter (78.1%). A larger percentage of parents knew "what Safe Pathways expects of their students" in the spring (88.9%) than in the winter (76.2%). A complete account of parent responses to the survey can be found in the first two sections of the survey in Appendix G (Parent Beliefs Survey).

Staff Satisfaction

This portion of the report will be available as an addendum and will be based on a focus group conducted with program staff this fall.

PROGRAM DEVELOPMENT & IMPLEMENTATION

This portion of the report will be available as an addendum and will be based on a focus group conducted with program staff this fall.

SUMMARY

The year 2 evaluation of Project S.A.F.E. Pathways included several components: student achievement in math and reading, student attitudes and behaviors, technology literacy, program satisfaction, and program documentation and development. As with all new and complex educational innovations, it is difficult to attribute either positive or negative changes in academic attitude, behavior, or performance directly to program participation. There are numerous factor impinging on students participating in the Safe Pathways program, and all results must be considered in light of typical changes that occur throughout a school year.

Both class grades and DSTP scores indicated that there are no meaningful differences between program participants and students who do not participate in the program. This could be considered a positive findings as Safe Pathways participants are comprised of students at a very high risk for school failure.

In general, student behavior indices reveal positive attitudes and changes for elementary students participating in the program. They reported positive attitudes about reading and math and plans for college. Results are not so favorable for middle and high school students who showed a decline in academic behaviors and attitudes. Teacher reports of student behaviors in class described positive changes from fall to spring in class participation, on task behavior, and attentiveness. However, student suspension and attendance rates are generally worse for program attendees than for non-participants.

While class grades do not reflect improvement for program participants, Lightspan assessments clearly show improvement for elementary students in math and reading. Additionally, students and parents are satisfied with the Lightspan training and the materials provided. Students use the Lightspan software at home regularly, most often alone or with a sibling.

Parent and student program satisfaction with the Safe Pathways program is generally very good. They feel the program is worthwhile and has positive impacts on student learning.

The evaluation results indicate that the Safe Pathways program is well thought of by students and parents, and that teachers are seeing an improvement in some classroom behaviors for students participating in the program. Students in the middle and high schools are not as positively impacted by the program as their elementary school counterparts. Additionally, impact on math and reading performance was not seen during year two of implementation, with the exception of improvements in Lighspan assessments. Based on the evaluation results, it appears that the area of the Safe Pathways program that has the greatest need of additional support, is the middle/high school component of the program.