

DOINGWHATWORKS



SAMPLE MATERIAL

Akron After-School Tutoring Performance Tracker

Glover Community Learning Center, Ohio

Topic: Increased Learning Time: Beyond the Regular School Day

Practice: Evaluate Program

Collecting and synthesizing multiple data measures from a variety of sources can help identify students' needs. This performance tracker is used by Akron After-School staff to track student growth in math performance. The form combines pre- and post-test scores, attendance in the math intervention classes, and qualitative data in the form of notes gathered from classroom observations, conversations with parents, or input from regular school day teachers.

In this example, hypothetical data for two students are presented. For the student showing growth in math performance, the teacher noted observable efforts, parental involvement, and make-up work for days missed. For the student whose scores have declined, the teacher noted attendance concerns.

Teachers and site managers may find this form useful when developing tracking tools that gather student data from multiple sources. These data may inform planning action steps and services for the student (e.g., conversation with the student and the parents, more intensive academic interventions).

**Akron After School Tutoring
Fall 2006**

Reading Focus

Grade Level:

Instructor(s):

Student Name	Pre-Assessment	Post-Assessment	Growth	Attendance	Summary/Recommendations
example	49/52 94%	51/52 98%	4%	20/20 100%	Tries hard.
example				3/20	Only came on some Tuesdays. No pre or post test given.
example				1/20	No pre or post-test. Only came once in the middle of the program.
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	-	-			

Of the five students that participated 90% of the time or greater, four made positive growth gains in the range of 4-13%. One student with a 90% attendance rate did not improve his scores, but remained at 98%. Attendance was a concern one student at 45% who was involved in another program – there was no change in the pre and post-test scores.