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**INTEROFFICE MEMORANDUM**

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**TO:** OHIO SCHOOL PERSONNEL  
**FROM:** WIMS ENTERPRISES, INC.  
**SUBJECT:** 2005-2006 YEAR END NCLB REPORT  
**DATE:** 06/08/06  
**CC:**

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**Purpose**

In an attempt to assist Ohio school districts with their *No Child Left Behind* (“NCLB”) Act accountability and reporting requirements, we prepared the attached analysis of students in our Supplemental Educational Services program. We hope that it is helpful and informative to school personnel.

Wims Enterprises, Inc. strives for excellence in education, and takes its responsibilities as a state-approved service provider very seriously. In the interest of better serving our students, we welcome feedback and suggestions from all parties.

**Introduction**

The following is an analysis of statistical indicators of student progress for a sample of students throughout Ohio, for the 2005-06 school year, who received Supplemental Educational Services (“SES”) from Wims Enterprises, Inc. (“WEI”), pursuant to the NCLB. The sample is composed of students in our SES program for whom we had grade information, attendance records, discipline data and pre and post-test scores as of May 15, 2006.<sup>1</sup>

We obtained grade information, attendance records, and discipline data for a sample of students in our SES program during the 2005-06 school year. We calculated the mean grade point average (“g.p.a.”), mean number of absences and mean number of disciplinary

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<sup>1</sup> The sample in this analysis is a subset of WEI SES students from Dayton and Columbus.

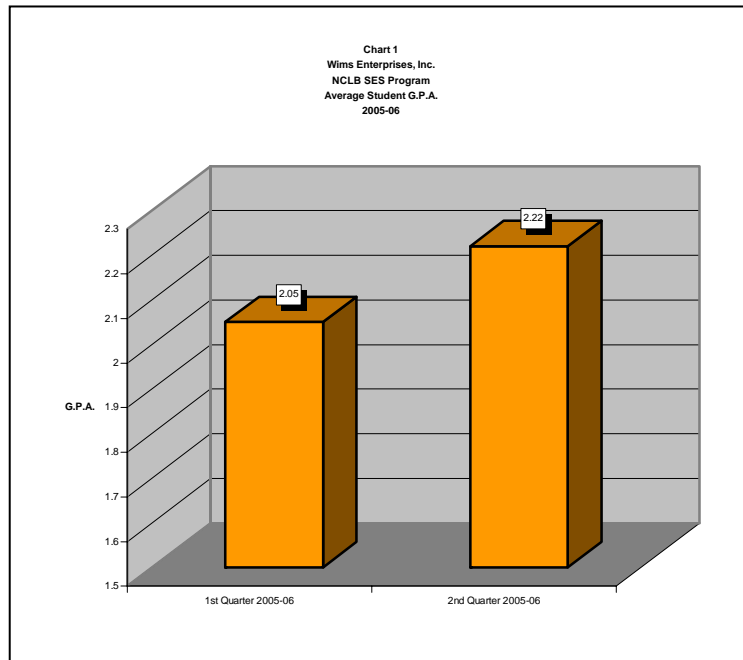
incidents for the 1<sup>st</sup> quarter of the 2005-06 school year and the third quarter of the 2005-06 school year. We used those two time periods to assess whether, after starting and/or completing our SES program, students' grades, attendance and behavior improved.

Our SES curriculum begins with a pre-test, then study in language arts and/or math, and then a post-test. Both tests are consistent with the Ohio Achievement Test. In addition to the three variables identified above, we also calculated the mean pre and post-test scores for our students in order to assess the effectiveness of our SES curriculum.<sup>2</sup>

### Discussion

In terms of statewide g.p.a., the 1<sup>st</sup> quarter average was 2.05. The 3<sup>rd</sup> quarter average was 2.22. (See Chart 1). This trend held across districts. For example, the 1<sup>st</sup> quarter average for Columbus was 1.95 and the 3<sup>rd</sup> quarter average was 2.15. Similarly, for Dayton, the 1<sup>st</sup> quarter average was 2.3 and the 3<sup>rd</sup> quarter average was 2.4.

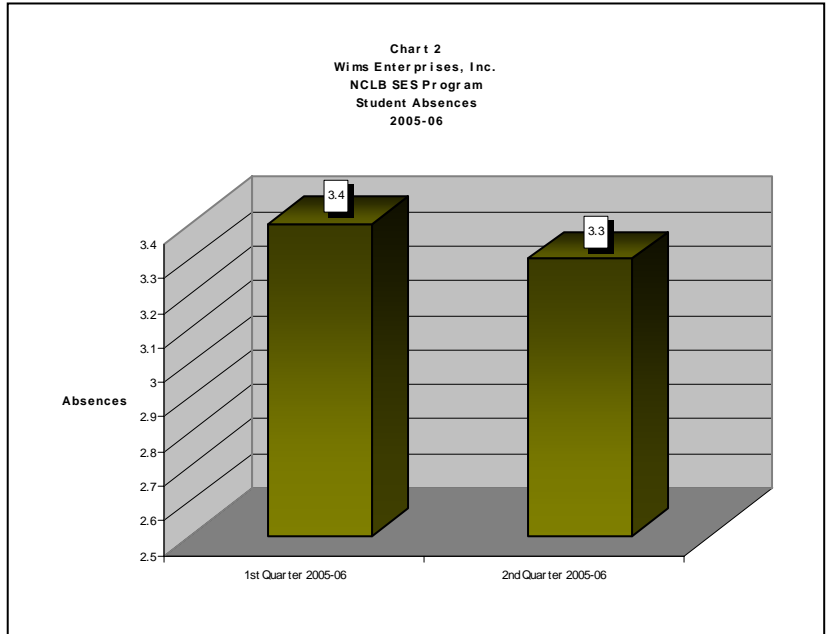
In terms of statewide attendance (number of absences), the 1<sup>st</sup> quarter average was 3.44. The 3<sup>rd</sup> quarter average was 3.3. (See Chart 2). This trend varied by district. For example, the 1<sup>st</sup> quarter average for Dayton was 3.5 and the 3<sup>rd</sup> quarter average was 1.8. However, the 1<sup>st</sup> quarter average for Columbus was 3.4 and the 3<sup>rd</sup> quarter average was 3.8.



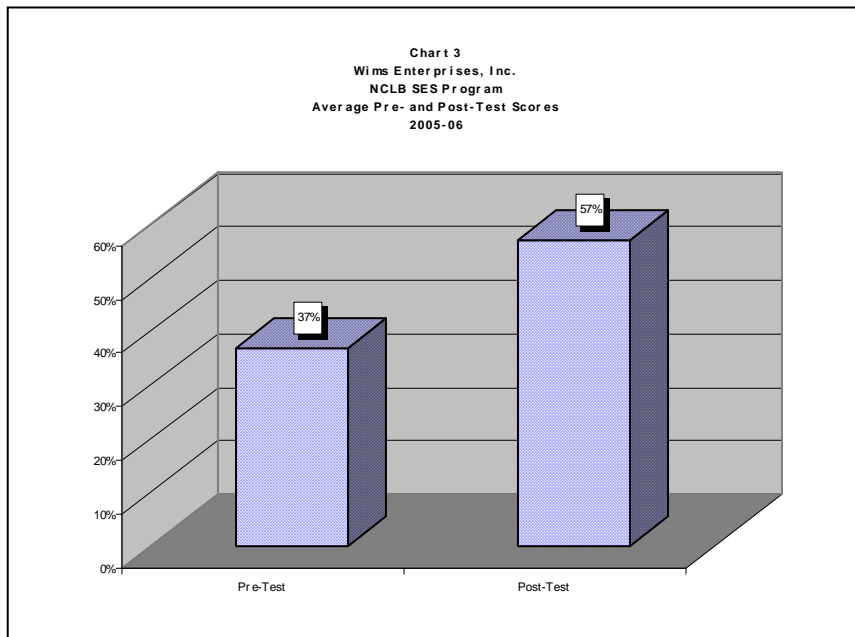
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<sup>2</sup> A substantial number of our students for the 2005-06 school year were foreign students with limited English proficiency.

In terms of statewide disciplinary incidents, the 1<sup>st</sup> quarter average was .9 and the 3<sup>rd</sup> quarter average was 1.0. This trend varied by district. In Columbus, for example, the average for the 1<sup>st</sup> quarter was 1.1 and the average for the 3<sup>rd</sup> quarter was 1.3. By contrast, in Dayton, the average for the 1<sup>st</sup> quarter was .16 and for the 3<sup>rd</sup> quarter 0.



In terms of pre and post-test scores, the average pre-test score was 37% and the average post-test score was 57%, for an average difference of +20%. (See Chart 3).



## Conclusion

Overall, student g.p.a. was higher during the 3<sup>rd</sup> quarter than during the 1<sup>st</sup> quarter. In fact, the mean 3<sup>rd</sup> quarter g.p.a. was almost one fifth (1/5) of a whole point above that of the 1<sup>st</sup> quarter. The mean number of absences was lower during the 3<sup>rd</sup> quarter than during the 1<sup>st</sup> quarter. The number of disciplinary incidents was relatively unchanged across quarters. With respect to WEI administered assessments, students scored 20% higher on their post-tests as compared to pre-tests.

Students enrolled in WEI's SES program demonstrate improved academic performance. WEI's SES program is positively correlated with improved grades, test scores and attendance.