



IMPACT EVALUATION

**Weekend Classroom Teaching Program
YM School, Minhang District, Shanghai 2014-2015**

Impact of Stepping Stones Program
on Students' Test Scores in English

Contents

- Background
- Methods
- Results
 - Students' Test Scores in English
 - Students' Feedback
- Key Findings

Background

In the Fall Semester of 2014, Stepping Stones launched a weekend classroom teaching Program at YM school for Grade 3-5 students. the program consisted of 8-12 volunteers providing free English lessons to migrant children weekly.

Out of the 1300 students attending YM school, 90 children joined the program in 2014 (Fall) and 67 in 2015 (Spring). In total, Stepping Stones' volunteers taught around 21 lessons each week, amounting to a total of 126 lessons throughout the school year 2014-2015.



Methods

- (1) Test scores comparison: control group vs experimental group
- (2) Students' Feedback

(1) Test Scores Comparison: Control Group vs Experimental Group

In order to prove YM program's impact on the students' progress in English, Stepping Stones has compared the English test score averages of the students who were enrolled in the program (experimental group) in 2014-2015, with the English test score averages of their classmates (control group).

The data that have been used for this comparison consist of the results of all YM school's English exams taken by Grades 4-5 students during the academic year 2014-2015 (*i.e.*, five exams per semester).

	Experiment al Group	Control Group	Total
Grade 4	25 students	217 students	242 students
Grade 5	16 students	154 students	170 students

(2) Students Feedback

Interviews with two students were also conducted with the purpose of obtaining personal feedback and insight from them regarding their experience in the program. Interviews, which lasted 30 minutes to 1 hour, were conducted at the end of the Spring 2015 semester by volunteers and staff who had not been involved with the program.

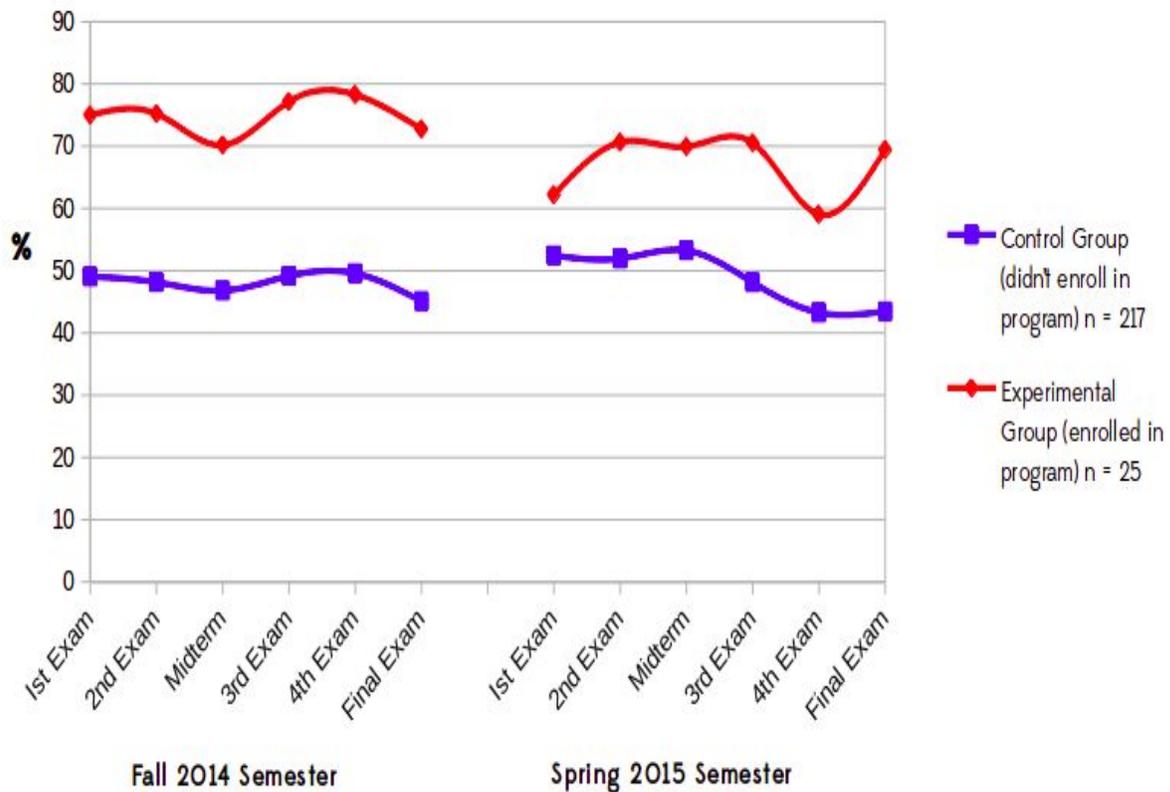
Results

Students' Test Scores in English

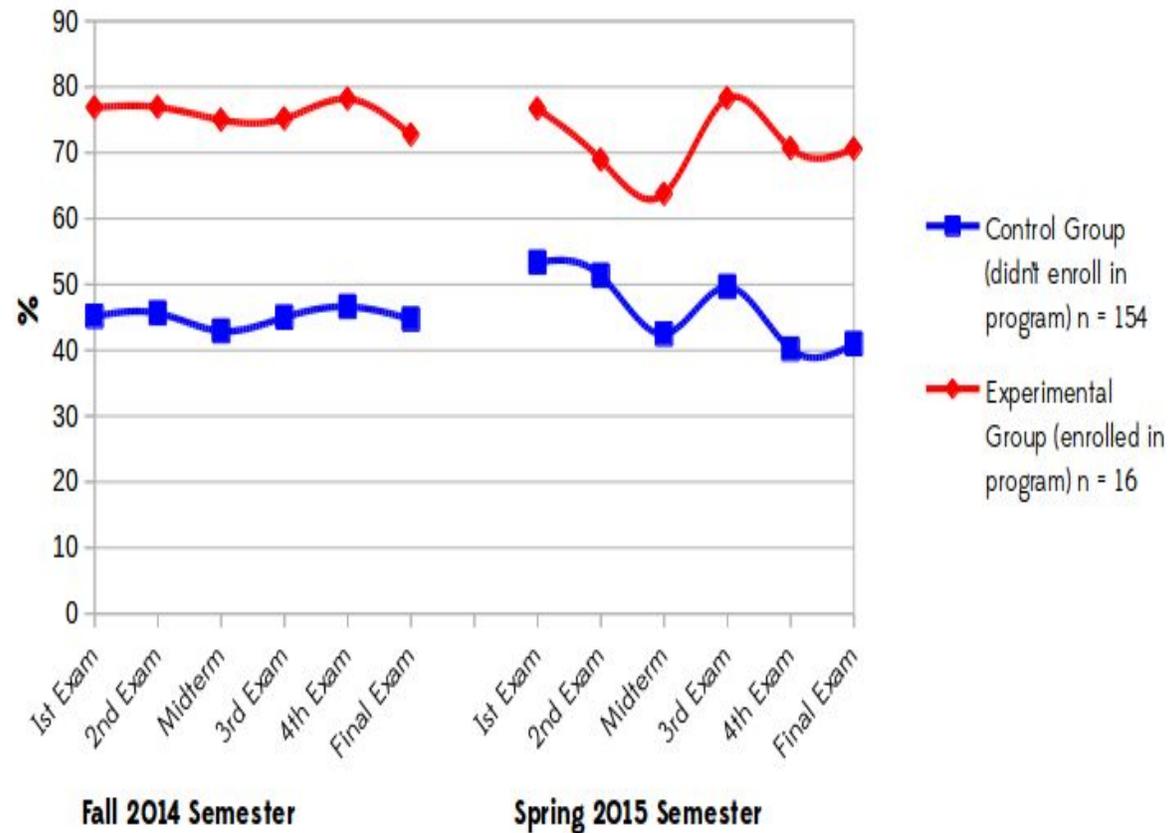
English Test Scores:

Comparison between Control Group and Experimental Group

Grade 4 Students English Test Scores, 2014-2015



Grade 5 Students English Test Scores, 2014-2015



Results

Students Feedback

Students' Feedback

“I am nine years old and I have been studying English since kindergarten. [...] My parents are from Jiangsu, and they came to Shanghai when I was in kindergarten. They make stairs for a living. [...] I like all subjects in school and my dream is to become an astronaut. [...]

I like English because it brings me joy, although I am sometimes not happy with English class because of my poor grades. [...] I think it is important to study English since one of my dream is to travel abroad [...] Sometimes I practice English outside of school with my classmates and teachers. I also watch English movies, and programs, and listen to English songs. [...] At home, although my parents do not understand English, I teach whatever I have learned to my parents. [...] My parents believe that learning English is important. [...]

My first Saturday class was taught by Lily and Tom. The class was interesting and the teachers brought us food! I like the weekend classes very much. The part I like the most is that the teachers teach us some vocabularies that are not on the textbook, and I think these words are very useful. [...] I think that the teachers are very kind” (Shaoxia, Grade 4, June 2015).

Students' Feedback

“I am eleven years old, and I have been studying English since kindergarten. [...] My parents are from Anhui, and they came to Shanghai since she was in kindergarten. [...] My father is a cook and my mother is a taxi driver. [...] I like all the subjects in school, and I want to be a scientist. [...] I like to learn English because it is like playing a game. However, I do not like to do introductions in English because my classmates always laugh at her. [...] I feel happy when I speak English, and I think learning English is important. One of my dream is to travel abroad. [...]

I practice English outside of the school with the English teachers during Saturday classes. I also watch English movies and listen to songs in English. [...] At home, I teach English to my mom who does not know how to speak English. My parents believe that learning English is important for my future. [...]

For me, volunteerism is “助人为乐，快乐自己”. I remember that my first weekend class was taught by Lily and Tom, and they were really kind and pretty. The class was interesting, especially because the teachers introduce new vocabularies outside of the textbook, and I think the new words are very important” Liying, Grade 4, June 2015).

Key Findings

- Students enrolled in the YM program were and are still at the top of their class in English.
- While the progress in English was similar in both groups during the first semester (Fall 2014), the results clearly show that students enrolled in the program have made better progress in English than their classmates over the course of the second semester (Spring 2015), especially Grade 4 students.
 - During the Spring 2015 semester, Grade 4 Students who were enrolled in the program improved their test scores in English by an average of 7.2 percentage points (from 62.2% to 69.43%), compared to an average decrease of 9 percentage points (from 52.44% to 43.46%) amongst those who didn't enroll in the program.
 - During the Fall 2014 semester, Grade 5 Students who were enrolled in the program have seen their test scores in English drop by an average of only 6.06 percentage point (from 76.69% to 70.63%) compared to their classmates who have seen their test scores in English drop by an average of 12.37 percentage points (from 53.34% to 40.97%)

Conclusion

Considering the overall picture, the weekly classroom teaching program in YM school seems to have had a positive impact on students' test scores in 2014-2015.

Stepping Stones is encouraged by these positive results and will continue to collect and analyze survey data to validate the impact of its programs.