

Children's Scholarship Fund Philadelphia

Student & School Outcomes Report

Executive Summary

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Executive Summary

Children's Scholarship Fund Philadelphia (CSFP) students' test scores were compared to students attending School District of Philadelphia (SDP). Fourth and Seventh grade scholarship recipients' standardized test scores in Math and Reading/ELA were compared to all children attending a public school and those eligible for the Federal Free and Reduced Lunch program (FRL). Scores were grouped using the Pennsylvania PSSA Assessment cut scores for the various proficiency levels. Multiple comparisons were made including between CSFP students themselves based upon how long they attended their school. Specific student-level findings demonstrate that:

- CSFP students fare much better at a private school compared to students attending a school in the School District of Philadelphia (SDP). For example, 47% of CSFP 4th grade students score at or above proficiency in Math compared to 23% of SDP students and 17% of low-income SDP students. The same is true for 7th graders, where 54% of 7th grade CSFP students score at or above proficiency in Math, while only 19% of all SDP and 14% lower-income SDP students score at or above proficiency.

CSFP students are more likely to be proficient the longer they remain at their school. Taking both 4th and 7th graders together, their first year with a CSFP school, 43% of students score at or above proficiency in Reading and Math. Compare this to the percent of students proficient in their third year (54% and 51%, respectively.)

- CSFP students perform similarly to their classmates attending a CSFP partner school. For instance, 59% of CSFP 4th graders score at or above proficiency in Math compared to 52% of their classmates attending the same school.

Second, as parents exercise educational choice for their children, CSFP partner schools were compared to public schools and public schools within a 10-minute drive of the partner school.

- CSFP partner schools outperform SDP district schools in both years, both subjects and at both grade levels. Over 58% of 7th graders at a CSFP school score at or above proficiency in Reading compared to 38% of 7th graders attending a traditional public school in the district.
- CSFP partner schools outperform their nearest public schools located within a 10-minute drive. Over half (52%) of 4th graders at a CSFP partner school score at or above proficiency in Math, while only 47% of all students and 31% of lower income students score at or above proficiency attending a school within a 10-minute drive.



Methods Overview

Data for Children’s Scholarship Fund Philadelphia (CSFP), were collected on behalf of the CSFP using Survey Monkey and direct email with the partner schools. Since data had not been requested from schools since the 2018-19 academic year, and COVID shutdowns prevented testing the following year, two years’ data were requested for scholarship students in the fourth and seventh grades. QREM generated Excel and Word documents with the students’ names and grade levels for both the 2021-22 and 2022-23 academic years.

As the different partner schools are likely to administer different tests, multiple metrics were requested. Specifically:

- 🌐 Name of test and version
- 🌐 Date or time of year the tests were administered
- 🌐 Scales, stanine, and national percentage scores
- 🌐 Schools were asked to indicate if the student was proficient in Math and ELA/Reading, or if this was unknown
- 🌐 Students’ annual attendance and disciplinary data, as well as how long students had been enrolled with that school
- 🌐 Schools were also asked to provide overall proficiency rates for the 4th and 7th graders in Math and ELA/Reading

Student level data were combined with CSFP data (sex, race/ethnicity, length of time on scholarship, home composition –one or two parent households –and household income and size).

Not all standardized tests provide all metrics and not all schools complied with all fields. As such we used a multiple-level approach to first determine, then verify proficiency level. Partner schools were offered a combined total of four options to verify proficiency levels. All scale score data were standardized (z-scores) and compared on the distribution against the 4th and 7th grade Math and ELA results published in the PSSA technical documents. Proficiency “buckets” matched to the PSSA were then applied to the standardized data for conversion and comparisons. Schools were asked to state the percentage of students scoring at or above proficient levels, combining the data into non-proficient and proficient categories.

Scale scores were checked against proficiency levels in testing-house materials. Where there were discrepancies, proficiency was determined by a majority of data present. If a majority was not available, then no determination could be made. Proficiency buckets matched to the PSSA technical reports were used for student level comparisons and were verified using the published national curve equivalency scores. At/above proficiency levels were used in the building level comparisons. Statistical differences between the comparison groups were determined using chi-square test of independence with a p-value < .05. They are highlighted in the charts within the report.

Proximal comparisons were made using ESRI GIS mapping of area traditional public schools within a 10-minute drive from a CSFP partner school. Most partner schools had between 10 and 15 public schools within a 10-minute drive. The closest two public schools within a 10-minute drive were selected as



comparisons. All 4th and 7th grade students attending the closest two schools who had reached proficiency were compared against the partner school proficiency levels.

Descriptive Statistics of CSFP Students

Figure 2: Data

| | 2021-22 | 2022-23 |
|-------------------------------|---------|---------|
| Total | 1090 | 1231 |
| Grade | | |
| Fourth | 590 | 667 |
| Seventh | 500 | 564 |
| Gender | | |
| Male | 535 | 540 |
| Female | 553 | 683 |
| Race/Ethnicity | | |
| Asian/Pacific Islander | 98 | 103 |
| Black/African American | 495 | 572 |
| Hispanic/Latino | 143 | 184 |
| White/Caucasian | 205 | 232 |
| Native American/Alaskan Inuit | 4 | 0 |
| Multiple Races | 86 | 89 |
| Other | 36 | 28 |
| Not Stated | 23 | 23 |

Two years of data were analyzed with a slight majority (54%) of students being in the fourth grade (Figure 2). Demographically, most CSFP recipients are Black/African American (46%), followed by White/Caucasian students (19%), and Hispanic/Latino (13%). The most recent data from the American Community Survey shows that 40% of the residents of Philadelphia are Black/African American, 37% are White/Caucasian and 16% are Hispanic/Latino (US Census, 2023).

The average household size where a CSFP student lives is 3.77 persons, with most (64%) living in single-parent households (for distribution of household sizes, see Figure 3: Household Size). According to the US Census, the average household in Philadelphia is 2.34 persons and 54% of households with school-aged children are headed by single-parents (US Census, 2023).

