Summary of Evaluation Results

Success in Summer Courses

Summer Programs Quantitative Evaluations

Prior to 2007, Summer Programs instructors were given a 15-item questionnaire to rate each student in their class. Ratings were on a scale of 1=strongly disagree to 5=strongly agree. The 15 items included (with range of mean ratings from 2000 – 2006 in parentheses):

- Had a positive attitude (3.8 – 4.4)
- Completed assignments on time (3.6 – 4.2)
- Gave his/her best effort (3.7 – 4.1)
- Understood complex material (3.5 – 4.2)
- Learned new material quickly (3.8 – 4.2)
- Solved problems well (3.8 - 4.1)
- Demonstrated critical analysis/thinking skills (3.4 – 4.1)
- Scored well on tests (3.5 – 3.9)
- Expressed ideas well orally (3.2 – 4.1)
- Expressed ideas well in writing (3.6 – 4.2)
- Worked well independently (3.6 – 4.4)
- Worked well in groups (3.1 – 4.1)
- Showed intellectual curiosity (3.7 – 4.3)
- Was creative (3.5 – 4.2)
- Came up with original insights in assignments and discussions (3.3 – 4.1)

Ratings for Goldman Sachs Scholars as a group and the Next Generation Venture Fund Scholars as a group were compared to other students in their classes. The instructors’ ratings for all 15 items for GS Scholars and NGV F Scholars were comparable to the other students in the class. This finding was consistent across all years that Scholars attended summer programs.

Summer Programs Achievement Gains

Each summer, pre- and post-test achievement tests were administered in a group of CTY courses that GS Scholars and NGVF/CTY Scholars attended. The majority (59% to 100%) of GS Scholars across the summers of 2001 – 2003 had achievement gains equal to or better than their CTY classmates when post-test scores and gain scores were compared. Similarly, between 48% and 68% of Next Generation Venture Fund / CTY Scholars across the summers of 2004 – 2010 had achievement gains equal to or better than their CTY classmates.
Narrative Teacher Evaluations of Students

At the completion of a three-week summer course, instructors write a narrative evaluation of each student's performance. These evaluations are then coded on a 5-point scale for analysis with 1 being the lowest rating and 5 the highest.

From 2000 to 2003, GS Scholars as a group consistently received an evaluation rating that equaled that of their CTY classmates. GS Scholars mean ratings ranged from 3.9 to 4.1; ratings for other students in CTY Courses ranged from 4.0 to 4.3. Across the four-year span, the average rating for GS Scholars was 3.9 versus an average rating for all students of 4.1.

From 2004 to 2009, NGVF/CTY Scholars as a group also received an evaluation rating comparable to that of their CTY classmates. CTY Scholars mean ratings ranged from 3.8 to 4.4; ratings for other students in CTY Courses ranged from 4.3 to 4.6. Across the six-year span, the average rating for CTY Scholars was 4.2 versus an average rating for all students of 4.4.

Summer Program Evaluation Surveys

In the fall after their summer course, all GS Scholars (2000 -2003) and CTY Scholars (2004 – 2010), and their families were asked to evaluate the summer program. Across all four summers of the GS Scholars Program, between 95% - 99% of all Scholars and their parents reported that the CTY Summer courses:

- Were a rigorous and challenging learning experience
- Allowed them to become friends with other bright students
- Helped them to gain maturity and independence
- Improve their thinking skills
- Helped them to set higher academic goals
- Gave them the opportunity to meet other students from diverse backgrounds

Students and their parents most strongly endorsed (gave highest ratings to) the statements that they received quality instruction not found in their home schools, they were exposed to others of diverse backgrounds, they were better prepared for living on a college campus, and they made friends with other bright students.

Academic Success in High School

Advanced Placement (AP) Courses in High School

As a group, GS Scholars averaged 3.4 AP classes per student. This is compared to an average of 2.5 courses for the comparison group and the
national average. The percentage of GS Scholars who took AP courses was 96% versus 76% of the comparison group and 24% nationally.

By 12th grade, 202 of the 240 (84%) CTY Scholars that graduated from the program had taken at least one AP course. Of those 202 students, 181 (90%) took at least one AP exam. Of the 181 students who took an AP exam, 155 (86%) of them received a score of 3 or higher on at least one exam. 127 (70%) received a score of 4 or 5 on at least one exam. CTY Scholars averaged 5.1 AP classes per student.

**Honors Courses in High School**

As a group, GS Scholars averaged 4.6 honors classes per student. This is compared to an average of 3.6 honors courses for the comparison group. The percentage of GS Scholars who took honors courses was not significantly different from the comparison group.

**SAT Scores**

GS Scholars were admitted to the program based on their eligibility to attend CTY Summer courses. Eligibility for CTY summer courses is determined by SAT scores. GS Scholars increased their SAT scores (on average) over 250 points from (7th or 8th grade total SAT score = 1045) to when they were tested in high school (11th or 12th grade total SAT score = 1309). The GS Scholars mean SAT score in high school was 53 points higher than the comparison group (total score = 1256).

Johns Hopkins CTY Scholars are also admitted to the program based on SAT scores. CTY Scholars increased their SAT scores (on average) over 270 points from (7th or 8th grade total SAT score = 966) to when they were tested in high school (11th or 12th grade total SAT score = 1239).

**College Enrollment**

As of June 2006, 235 of the GS Scholars had graduated from high school and were preparing to attend college. Of those students who responded to the Educational Follow-up Survey, 91% were going on to attend colleges ranked as Very Competitive, Highly Competitive, or Most Competitive. This can be compared to 67% of the comparison group who report attending colleges in these top three categories (according to Barron’s Ratings). From these students, 26% reported attending Ivy League schools versus 3% for the comparison group.

Currently, there are 4 cohorts of CTY Scholars who have graduated from the program. 238 of the 240 scholars who started the CTY Scholar program between 2004 and 2007 have completed high school and the CTY Scholars
program. 86% were accepted to colleges and universities ranked “very competitive” or better by Barron’s College Guide.

77% enrolled in colleges and universities ranked “very competitive” or better.