

**ASPIRA of Florida Youth Sanctuary
21st Century Community Learning Center
Formative Assessment as of December 31, 2014**

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The ASPIRA of Florida Youth Sanctuary, funded by a 21st Century Community Learning Center grant, offers academic and social support to students of ASPIRA Arts DE/CO (Design/Communications) Charter School, (formerly Eugenio Maria De Hostos Middle School) in Miami, Florida, through after-school and summer programs and a Saturday Academy.

This report covers the period from June 2, 2014, the first day of the Summer Camp in Year 4, through December 31, 2014. It includes five sections: Student Attendance, Program Operation, Objective Assessment, Summary, and Recommendations.

Student Attendance

Summer Camp. The summer program served 82 students, 63 of whom attended every day. In June, 74 posted perfect attendance, and eight missed only one day. Average daily attendance was 99.4 for the month. In July, attendance was also excellent. Seventy students attended all 14 days, and the other 12 attended 13 days. Average Daily Attendance was 99.0 percent. **Overall ADA for the 30 days of the Summer Camp was 99.2 percent, far exceeding the 80 percent goal.** Figures are tabulated below.

Attendance, Summer Camp 2013			
	June	July	Total
Enrollment	82	82	82
Days of Operation	16	14	30
Total Possible Student Days	1,312	1,148	2,460
Total Actual Student Days	1,304	1,136	2,440
Proposed ADA	80%	80%	80%
Actual ADA	99.4%	99.0%	99.2%

After-School Program. Attendance continued to be stellar in the After-School Program during first part of the 2014-2015 school year. In August, 82 students enrolled. Twenty-five more joined in September, bringing enrollment to 107 through December. More than a third of those students, 39, had perfect attendance for all five months, and **the overall attendance rate for regularly attending students (all 107, enrolled for 30 days or more) was a robust 93.8 percent.** Figures are tabulated below.

Attendance, August through December 2014						
	Aug.	Sept.	Oct.	Nov.	Dec.	Total
Enrollment	82	107	107	107	107	107
Days of Operation	10	20	22	16	15	83
Possible Student Days	8,200	2,140	2,354	1,712	1,605	16,011
Actual Student Days	7,277	2,123	2,339	1,694	1,580	15,013
Range of Days Attended	6-10	18-20	20-22	15-16	13-15	6-22
Proposed ADA	80%	80%	80%	80%	80%	80%
Actual ADA	88.7%	99.2%	99.4%	98.9%	98.4	93.8%

Program Operation

Summer Camp. The Summer Camp operated from 8:30 a.m. to 3:00 p.m. Monday through Friday from June 9 to July 21. Students participated in academic enrichment (in reading, science, and mathematics), arts and crafts, board games, interactive play, sports, and other camp-like activities. Each day began and ended with whole-group meetings that promoted enthusiasm and allegiance to the program.

“After-School” Program. The After-School Program operates from 3:50 to 6:00 p.m. Monday through Friday. Students participate in enrichment activities. The academic activities previously included in the After-School Program are now embedded in the school day from 3:00 to 3:50 p.m. They are included in the table that follows.

Schedules for both the Summer Camp and the After-School Program are displayed on the following page.

ASPIRA Summer Camp Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:30	Arrival of Campers, Greetings, Breakfast, Attendance, Sharing Session				
9:30 – 12:45	Academic (Reading, Science, and Mathematics) and Personal Enrichment in 45-Minute Blocks				
12:50 – 1:20	Lunch				
1:20 – 2:00	Individual Group Activities, Arts and Crafts, and Board Games				
2:00 – 2:50	General Camp Activity: Talent Show, Field Day, Wacky Olympics, Treasure Hunt, Watermelon Derby, Sports Tournament, Fear Factor, Choose Your Action				
2:50 – 3:00	Camp ReGroup Meetings: Announcements, Lost and Found, Questions and Answers				
3:00	Dismissal				
ASPIRA Youth Sanctuary “After-School” Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
3:00 – 3:50	On Monday, Tuesday, Thursday, and Friday, students rotate among academic subjects of reading, mathematics, and science. On Wednesday, they participate in one of these enrichment activities: Music Class, Etiquette Class, Girl Scouts, Writing Club, or Social Club				
3:50	School dismissed				
3:55 – 4:15	Group Snack Assembly				
4:15 – 5:50	Enrichment activities: Art, Drama, Chess, Cheerleading, Dance, and Sports				
5:50	Prepare for Dismissal				
6:00	Dismissal				

Objective Assessment

The program aims to achieve eight objectives: two each in reading, personal enrichment, and family involvement and one each in mathematics and science. Progress toward attainment of each objective is reported below.

In all of the objectives, the phrase “regularly participating students” refers to the 107 students who attended the After-School Program for 30 or more days by December 31.

About the measures. The first four objectives deal with academic performance in reading, mathematics, and science. The first three, two dealing with reading and one with mathematics, refer to “such measures as FCAT testing, district and teacher assessments.” The fourth, dealing with science, refers to “the school’s pretest, interim assessments, and post-test” and to the science portion of the FCAT. As reported in the last three years’ summative evaluations, project leaders thought that the district’s two assessments, one in August and another in January, could serve as pre- and post-tests. However, an official in the district’s Student Assessment and Educational Testing Office explained that the scores on the two assessments are not comparable. The August assessment serves as baseline data, and no performance levels are attached to it. The January (Winter) assessment is constructed according to a curriculum-pacing guide to measure material not tested in August. Performance levels have been determined for the January test, and those levels will serve as one of the measures for this program. They conform to predictions in the proposal with the exception that the Winter Assessment does not measure performance over time. For this formative assessment, the only measures available for these objectives were report card grades, which reflect teachers’ assessments.

Academic grades, the measures for the first four objectives, are displayed in the table that follows.

Academic Grades in Reading, Mathematics, and Science First Grading Period, August to October, 2014						
Grade	Subject					
	Reading		Math		Science	
	No.	%	No.	%	No.	%
A	48	45	17	16	10	9
B	33	31	45	42	51	48
C	22	21	36	34	37	35
Total Satisfactory Grades	103	97	98	92	98	92
D	3	3	9	8	8	7
F	0	0	0	0	1	1
Total Unsatisfactory Grades	3	3	9	8	9	8
Total All Grades	106	100	107	100	107	100

1. Reading: 80% of regularly participating students will show improvement in comprehending grade level text as demonstrated by such measures as FCAT testing, district and teacher assessments.

Progress: Nearly all of the students, 97%, earned satisfactory grades of A, B, or C during the first grading period.

2. Reading: 80% of regularly participating students will demonstrate improvement in accuracy, appropriate rate, and expression in oral reading through FCAT testing, district and teacher assessments.

Progress: Results were the same as for the first objective: 97% of the students earned satisfactory grades of A, B, or C.

3. Mathematics: 80% of regularly participating students will show improvement in applying and extending previous understandings of arithmetic to algebraic expressions by such measures as FCAT testing, district and teacher assessments.

Progress: In this grading period, 92% earned satisfactory grades of A, B, or C.

4. Science: 80% of regularly participating students will improve their ability to plan and carry out scientific investigations as measured by the school's pretest, interim assessments, and post-test. In addition, 30% of regularly participating eighth grade students will earn proficient scores on the science portion of the FCAT.

Progress: In this period, 92% of the students earned satisfactory grades of A, B, or C in science.

Progress toward achieving the next two objectives is based in part on students' conduct grades, which are displayed in the following table. Since the project is measuring progress in reading, mathematics, and science, those were the subjects examined on the report cards for conduct grades

Conduct Grades in Reading, Mathematics, and Science First Grading Period, August to October, 2014						
Grade	Subject					
	Reading		Math		Science	
	No.	%	No.	%	No.	%
A	39	37	48	45	36	34
B	34	32	23	21	42	39
C	27	25	16	15	20	19
Total Satisfactory Grades	100	94	87	81	98	92
D	6	6	14	13	8	7
F	0	0	6	6	1	1
Total Unsatisfactory Grades	6	6	20	19	9	8
Total All Grades	106	100	107	100	107	100

5. Personal Enrichment: 80% of regularly participating students will learn life and positive behavioral skills to be better prepared for healthy social interaction, interpersonal communications, advancing their scholastic success and opportunities, while refraining from negative behavior within one year as evidenced by pre- and post- student evaluation surveys and report cards.

Progress: In the first grading period, 94% of the students earned satisfactory conduct grades (C or higher) in reading; 81% in mathematics; and 92% in science.

6. Personal Enrichment: 80% of regularly participating students will stay away from negative actions and have improved self-determination, mental health and academic improvement as evidenced by school case management records and report cards.

Progress: For the first time in the project, none of the students were referred for irresponsible behavior. As reported in the previous section, from 81% to 94% earned satisfactory conduct grades.

7. Family Involvement: 30% of the families of regularly participating students will participate in at least two program activities, as measured by sign-in sheets and/or attendance logs.

Progress: Two parent activities were held during the period covered by this report, one on November 14th on “How to Participate in Your Child’s

Education” and another on December 12th on “Bullying and How To Stop It.” Twenty-nine parents or guardians representing 18 students attended the November workshop; 14 parents representing 14 students attended the one in December. The thirty-nine parents who attended only one workshop represented 30 students, 28% of the population; two attended both, representing 2% of the population. These numbers fall short of the 30% goal of 32 families being represented at two or more events.

8. Family Involvement: 30% of at least one adult family member of regularly participating students will report involvement in regular school activities, as measured by regular school activities surveys.

Progress: The school involvement survey had not been administered by the date of this report.

Summary

According to measures taken for this formative evaluation, the project is thriving, having met or exceeded goals on six of its eight objectives.

Attendance in both the Summer Camp and the first part of the 2013-2014 school year far exceeded the goal of 80% Average Daily Attendance, with summer ADA standing at 99.2% and fall ADA at 93.8%.

The first four objectives aimed for 80% of the students to improve their performance in academic subjects. Using the measure of report card grades, all four objectives were achieved: 94% of students achieved satisfactory grades in reading (two objectives), 92% in mathematics, and 92% in science.

The two objectives on personal enrichment were also achieved: 94% of the students earned only satisfactory conduct grades in reading, 81% in mathematics, and 92% in science. All of the students were referral free during the first grading period. All measures exceeded the 80% goals.

The first objective on parent involvement calls for 30% of families to attend program activities. By the end of this reporting period, 28% of the families had been represented at one activity and 2% at two.

The second objective on parent involvement will be reported in the summative evaluation at the end of the school year.

Site visits by members of the evaluation team and conversations with members of the staff confirmed that the program continues to operate in the best interest of students. It is characterized by competent day-to-day administration, effective instruction, and wholesome activities that fully engage the students.

Recommendations

Two recommendations emerged from this evaluation:

1. Maintain progress on academic and enrichment objectives by continuing current activities and carefully monitoring student progress (especially student conduct in mathematics, which is barely above the goal of 80%).
2. Intensify efforts to engage parents in program activities. Specifically, encourage the 39 parents or guardians who attended one of the fall workshops to attend at least one more in the spring.

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***About the Evaluator:** Birnie and Associates is an independent consulting firm that works primarily with schools and non-profit agencies. Billie F. Birnie, Ph.D., has extensive experience as a teacher, administrator, and consultant. One of her specialties is program evaluation. She may be contacted at bfbirnie@bigbend.net.*