

Tiger Academy/ YMCA of Florida's First Coast

21st Century Learning Center Program

2013-14 Formative Evaluation Report

February 2014

Introduction

Tiger Academy was founded by the YMCA of Florida’s First Coast, as an elementary charter school serving children and families in Jacksonville’s north side. Tiger Academy was awarded a 21st Century Learning Center Grant for Extended Learning Time under the ESEA Flexibility Waiver. This award began with summer programming in 2013, and also included the 2013-14 school year. The YMCA of Florida’s First Coast proposed a comprehensive program to serve Tiger Academy, a YMCA charter school. Tiger Academy serves a high-need community of students with academic challenges. New programming included activities that support high-quality expanded learning time (ELT) during an expanded school day, week, or year. Activities have been developed with parent input and provide a multitude of opportunities for project and application based learning that compliments the school day program and links concepts across subjects. Programming is holistic and addresses academic enrichment and intervention, experience based learning in reading, math, science, arts, character education and civic engagement, and health and fitness, as well as linkages to YMCA programs for youth and adults. The whole family is included in services with parent engagement, support and education activities.

Student Attendance and Enrollment

Table 1: School-Day Enrollment: Total Enrolled Students for Academic Year 2013-14 (to date)

Center/ Site Name	All Students Served: Attending At Least One Day
Tiger Academy	131

Table 2: Out-of-School Time Student Enrollment: Total and Regularly Participating Students for Summer 2013 and Academic Year 2013-2014 (to date)

Center/Site Name	All Students Served: Attending At Least One Day				Regularly Attending Students Attending 30 Days or More			
	Total	Summer Only	Academic Year Only	Both Summer and Academic Year	Total	Summer Only	Academic Year Only	Both Summer and Academic Year
Tiger Academy	131	42	53	36	121	37	48	36

Table 3: Racial/ Ethnic, Gender, and Grade Composition of Program Population

	# of participants
Male	68
Female	63
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Kindergarten	19
First Grade	17
Second Grade	23
Third Grade	16
Fourth Grade	22
Fifth Grade	34
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Asian/ Pacific islander	0
Black or African American	129
Hispanic or Latino	0
White	1
Multi-racial	1

Table 4: Risk Profile of Students Enrolled for Academic Year 2013-14 (to date)

Risk Factors	% of participants
Free and Reduced Lunches	70%
Lowest Quartile Reading	92%
Lowest Quartile Math	88%
ESE	10%
IEP	10%
SLD	.2%

Tiger Academy has served a full enrollment of students for summer and academic year programming. Enrollment targeted the students with identified learning challenges and the lowest performing students in math and reading. All of the students meet at least one of these criteria, and the program is serving a high proportion of low income students who could not access fee based tutoring services. At the mid-year reporting period, it is evident that the population of students enrolled is appropriate for meeting the program’s academic and enrichment objectives for the program year.

Program Operation

Table 5. 2013-2014 Academic Year (to date) Operation

Center/ Site Name	Total Number of weeks this site was open	Typical number of days per week this site was open	Typical number of hours per week this site was open on:			
			Weekday before school	Weekday during school hours	Weekday after school	Weekend
Tiger Academy	18	5	0	0	3	0

Table 6: Summer 2013 Operation

Center/ Site Name	Total Number of weeks this site was open	Typical number of days per week this site was open	Typical number of hours per week this site was open on:		
			Weekday	Weekday Evening	Weekend
Tiger Academy	5	5	57.5	0	0

Quality of Staffing

Tiger Academy uses two groups of instructors to deliver the 21st Century Learning Center Program: Florida Certified teachers and youth development workers (program assistants). Academic activities are planned and delivered by certified teachers with program assistants providing program and enrichment activity support. These activities are delivered with a staff to student ratio of 1 to 12. One or both groups deliver tutoring and enrichment activities. Table 7 below details the types of staff utilized for the program during the summer and school year.

Table 7: Program Staffing

Staff Characteristics	School Year Staff	School Year Volunteer	Summer Paid	Summer Volunteer
Reading/ Math Internationalists	2	0	0	0
Program Coordinator	1	0	1	0
Certified Teachers	2	0	0	0
Youth Development Workers (college degree or higher)	2	0	2	0
Youth Development Workers (less than Bachelor's degree)	5	0	6	0
Other Teaching Staff (i.e. Cathedral Arts)	1	0	0	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	0	0
Other Community Members	0	0	0	0
Total:				

Objective Assessment

Table 8, Objectives and activities

Measurable Objectives	Activities	Timeframe for Activity	Data Type/ Frequency	How Data Was Analyzed	Progress Toward Goal	Recommendation	Component (During School/Out-of-School Time/ Both)
All Tiger Academy students will have families who demonstrate commitment to their child’s school experience by completing at least 20 hours of parent involvement activities each school year.	Parent Orientation Open House, two field trips, Green Apple Day, Parent Night, Books 4 Basket, Parent Teacher Conference Day, Ident-a-kid, Veterans Day Program, Honors Assembly, Grandparents Day, Cub Scouts Learn to Read	September to December 2013	Attendance monthly	Tracking parent involvement attendance hours	A total of 572 parent involvement hours have been completed to date	Continue program offerings and monitoring of participation	Both
Tiger Academy parents will demonstrate a 50% increase in knowledge related to supporting their child’s academic success.	7 Habits of Successful Families, Parent Orientation, Open House, Parent Night, Parent Teacher Conference Day	September to December 2013	Parent surveys of risk and protective factors, knowledge, skills, and abilities annually	Surveys will be administered at the end of the school year with data analysis available for summative evaluation	One cohort of the 7 Habits of Successful Families program has been implemented, along with several other parent engagement opportunities	Continue program offerings and monitoring of participation, implement end of year surveys	Out-of-School
Tiger Academy parents will demonstrate increased skills in positive discipline techniques and establishing routine at home that promote academic success	7 Habits of Successful Families, Parent Orientation, Open House, Parent Night, Parent Teacher Conference Day	September to December 2013	Parent surveys of risk and protective factors, knowledge, skills,	Surveys will be administered at the end of the school year with data analysis	One cohort of the 7 Habits of Successful Families program has been implemented, along with several other parent	Continue program offerings and monitoring of participation, implement end of year surveys	Out-of-School

			and abilities annually	available for summative evaluation	engagement opportunities		
In partnership with Nemours Bright Start, screen all pre-k and entering kindergarten students for reading disabilities by September 15, 2013.	Bright Start screenings of pre-k and kindergarten students	September to December 2013	Screening results, annually	Track screenings, # identified as at risk, and # placed in appropriate interventions	Not yet met, will be implemented in Spring 2014	Implement as soon as possible, and place identified students in appropriate reading intervention programs	During School
Implement Fast Forward Language programs for at least 2 hours per week for a minimum of 24 weeks for all students identified as at-risk for reading disabilities	Fast Forward reading intervention program	September to December 2013	Fast Forward program monitoring and progress reports; weekly/monthly	Obtain cumulative Fast Forward report for the time period	Fast Forward has been implemented for 13 weeks for 82 students; The program has been implemented at least 2 hours per week for 73% of participants; 24% of students have completed at least one Fast Forward level.	Increase the percentage of students who participate in Fast Forward for at least 2 hours per week;	Both
By June 30, 2014, 67% of students will show learning gains in reading.	Fast Forward reading intervention program; <i>Kidz Lit</i>	September to December 2013	Fast Forward program monitoring and progress reports; weekly/monthly; weekly monitoring of <i>Kidz Lit</i>	Obtain cumulative Fast Forward report for the time period	Fast Forward has been implemented for 13 weeks for 82 students; The program has been implemented at least 2 hours per week for 73% of participants; 24% of students have completed at least one Fast Forward level. 13 weeks of	Increase the percentage of students who participate in Fast Forward for at least 2 hours per week;	Both

			lessons; compile FCAT scores annually		Kidz Lit lessons have been implemented for 22 students		
By June 30, 2014, 45% of students in the lowest 25% will make learning gains in reading.	Fast Forward reading intervention program; <i>Kidz Lit</i>	June to December 2013	Fast Forward program monitoring and progress reports; weekly/monthly; weekly monitoring of Kidz Lit lessons; compile FCAT scores annually	Obtain cumulative Fast Forward report for the time period	Fast Forward has been implemented for 13 weeks for 82 students; The program has been implemented at least 2 hours per week for 73% of participants; 24% of students have completed at least one Fast Forward level. 13 weeks of Kidz Lit lessons have been implemented for 22 students	Increase the percentage of students who participate in Fast Forward for at least 2 hours per week;	Both
By June 30, 2014, 67% of 3rd grade students will achieve proficiency in Mathematics.	Success Maker Math, <i>Kidz Math</i>	September to December 2013	Success Maker Math program monitoring and progress reports; weekly/monthly; weekly monitoring of Kidz Math lessons;	Obtain cumulative Success Maker Math report for the time period; Monitor Kidz Math lesson implementation;	Success Maker Math has been implemented for 14 weeks for 82 students for an average of 30 minutes each. Kidz Math lessons were implemented weekly for 30 minutes for 14 weeks. The average gain in Success Maker Math participants	Consider increasing the amount of math intervention time each week for the lowest performing students.	Both

			compile FCAT scores annually		was .08, with a range of 0 -1.52, depending on student's time spent on task.		
By June 30, 2014 25% of students will achieve above proficiency (FCAT Levels 4 and 5) in mathematics.	Success Maker Math, <i>Kidz Math</i>	September to December 2013	Success Maker Math program monitoring and progress reports; weekly/monthly; weekly monitoring of Kidz Math lessons; compile FCAT scores annually	Obtain cumulative Success Maker Math report for the time period; Monitor Kidz Math lesson implementation;	Success Maker Math has been implemented for 14 weeks for 82 students for an average of 45 minutes each. Kidz Math lessons were implemented weekly for 30 minutes for 14 weeks; The average gain in Success Maker Math participants was .08, with a range of 0 -1.52, depending on student's time spent on task.	Consider increasing the amount of math intervention time each week for the lowest performing students.	Both
By June 30, 2014, 67% 4th grade students will show Learning Gains in Math as assessed by the FCAT.	Success Maker Math, <i>Kidz Math</i>	September to December 2013	Success Maker Math program monitoring and progress reports; weekly/monthly; weekly monitoring of Kidz	Obtain cumulative Success Maker Math report for the time period; Monitor Kidz Math lesson implementation;	Success Maker Math has been implemented for 14 weeks for 82 students for an average of 45 minutes each. Kidz Math lessons were implemented weekly for 30 minutes for 14 weeks; The average gain in	Consider increasing the amount of math intervention time each week for the lowest performing students.	Both

			Math lessons; compile FCAT scores annually		Success Maker Math participants was .08, with a range of 0 -1.52, depending on student's time spent on task.		
By June 30, 2014, 64% of the lowest 25% of students in 4th grade will make learning gains in math.	Success Maker Math, <i>Kidz Math</i>	September to December 2013	Success Maker Math program monitoring and progress reports; weekly/monthly; weekly monitoring of Kidz Math lessons; compile FCAT scores annually	Obtain cumulative Success Maker Math report for the time period; Monitor Kidz Math lesson implementation;	Success Maker Math has been implemented for 14 weeks for 82 students for an average of 45 minutes each. Kidz Math lessons were implemented weekly for 30 minutes for 14 weeks; The average gain in Success Maker Math participants was .08, with a range of 0 -1.52, depending on student's time spent on task.	Consider increasing the amount of math intervention time each week, for the lowest performing students.	Both
By June 30, 2014, program participants will be engaged in at least four field trips that link scientific lessons to resources in the greater Jacksonville community.	Science themed field trips	September to December 2013	Field trips rosters, monthly	Review schedule of field trips taken and scheduled	1. Field trip to the Jacksonville Zoo, 11-22-13.	Schedule remaining field trips for Spring 2014.	Out-of-school
By June 30, 2014, at least 95% of program participants will demonstrate increased	<i>Kidz Science</i> lessons	September to December 2013	Study Island Pre and Post Test Data,	Compile Study Island Science mean pre test	Baseline test scores showed a mean correct score of 67% for third	Continue science curricula lessons in	Both

knowledge and skills related to scientific inquiry.			quarterly	scores at baseline	grade, 51% for fourth grade, and 59% for fifth grade students. Ten weeks of weekly science lab, inquiry, and measurement/ classification based activities have been implemented.	Spring 2014	
By June 30, 2013, at least 95% of program participants will demonstrate increased knowledge and skills related to measurement and classification.	<i>Kidz Science</i> lessons	September to December 2013	Study Island Pre and Post Test Data, quarterly	Compile Study Island Science mean pre test scores at baseline	Baseline test scores showed a mean correct score of 67% for third grade, 51% for fourth grade, and 59% for fifth grade students. Ten weeks of weekly science lab, inquiry, and measurement/ classification based activities have been implemented.	Continue science curricula lessons in Spring 2014	Both
By June 30, 2013, program participants will be engaged in at least four field trips that highlight a variety of fine art forms and experiences in the greater Jacksonville community.	Art themed field trips	September to December 2013	Field trips rosters, monthly	Review schedule of field trips taken and scheduled	The Pink Flamingo ceramics and pottery experience was July 18 th .	Schedule remaining field trips for Spring 2014.	Out-of-School
By June 30, 2013, at least 20 program participants	Art project development with lessons on art business	September to December	Monitor art	Art schedule monitored;	10 Arts Edge lessons have been	Schedule and implement art	Out-of-School

will prepare art works for an art show and auction that benefits Tiger Academy.	and marketing	2013	schedule monthly to ensure works developed for art show	Art show will be monitored by # of attendees, and % of works sold	completed including art history, line drawings, abstract drawings, paper mache, water color, 3-d drawings, art vocabulary and city scape drawings.	show for Spring 2014.	
The mean body mass index for participants will decrease by .5 by June 30, 2014, compared to an expected increase of .3 due to maturity.	<i>YMCA Fun and Food After School</i> curriculum activities	September to December 2013	Body Mass Index, fitness tests, and physical activity frequency are assessed at baseline and quarterly	Baseline was analyzed and means were determined for each measure	Weekly nutrition education lessons are implemented with 4-5 sessions of physical activity each week for 14 weeks. Baseline: 57.1% of children were normal weight, 18.4% were overweight, and 24.5% were obese. The mean BMI for the group was 19.12.	Continue nutrition education component and ensure that spring follow up data is collected.	Out-of-School
The frequency of voluntary physical activity will increase by .75 days per week by June 30, 2014.	Youth Fit For Life physical activity program was implemented 4-5 times per week	September to December 2013	Body Mass Index, fitness tests, and physical activity frequency are assessed	Baseline was analyzed and means were determined for each measure	Weekly nutrition education lessons are implemented with 4-5 sessions of physical activity each week for 14 weeks. Baseline: 0 days – 8% 1-2 days- 22%	Continue physical activity component and ensure that spring follow up data is collected	Out-of-School

			at baseline and quarterly		3-4 days- 13% 5-6 days- 8% Everyday- 49%		
At least 95% of program participants will not receive a level 3 or level 4 conduct referral from September 1, 2013 to June 30, 2014.	Boys Club	September to December 2013	Behavior reports and conduct violations are monitored for program participants monthly.	Comparison of program enrollment with school conduct violation incidents.	Baseline: One student (1.2% of participants) has received a Level 3 Conduct Violation to date.	Continue activities, monitor behavior, and collect year end impact data.	Out-of-School
At least 25 students will be engaged in the Boys Club with activities twice per week from September 15, 2013 to June 30, 2014.	Boys Club	September to December 2013	Monitor enrollment and attendance bi-weekly.	Enrollment and activities were summarized.	30 boys are enrolled in the Boys Club. Participants have regular meetings and have done service projects, camping trips, and field trips.	Continue activities and collect year end impact data.	Out-of-School
At least 25 students will be engaged in at least three community service projects from September 15, 2013 to June 30, 2014.	Kids Care Club	September to December 2013	Monitor enrollment, attendance, and project planning and completion bi-weekly	Enrollment and project activities completed were summarized.	25 students are enrolled and have completed two service projects including a canned food drive and spelling bee as a school fundraiser.	Schedule and implement remaining service projects; Implement Learning to Give Philanthropy Education lessons	Out-of-School

Successes and Challenges Discussion

The 21st Century has been very successful in its first year of implementation and has a great probability of success and meeting program objectives. The program has ensured that the target population of at-risk students is enrolled, with a student risk profile that is likely to achieve school and program objectives as long as programming is implemented with fidelity. School staff, as well as the reading and math interventionists, has been the key to referring students who need the program, as well as ensuring that students receive the individualized lesson plans and attention they need to make learning gains. The program has achieved full enrollment, with enough students enrolled that they are able to maintain the targeted average daily attendance (ADA). The program has benefitted from the prior experience of program staff and parent involvement, with several parents volunteering for field trips or to assist with activities or events.

The program has had success implementing a comprehensive program that has targeted parent involvement and education, reading and math intervention and enrichment, science enrichment, fine arts lessons, health and fitness, service learning, and character education. The program has benefitted from parent involvement and engagement as evidenced by participation in a variety of parent involvement and education activities. These activities have collected baseline data, and are underway with a comprehensive variety of intervention and enrichment activities and are anticipated to meet program deliverables and objectives by year end.

The most significant challenge so far is fitting all of the program elements with fidelity into the schedule, along with snacks before parents begin picking up children. This is being addressed by coordinating the reading and math interventions in both the school day and after school program schedules. Another challenge has been recruiting and training teachers and staff, who are skilled in teaching, yet understand the differences between the regular school day activities and structure and high quality after school. There has been a learning curve to balancing providing high quality, evidence based and purposeful program activities that will promote learning gains, reinforcement of school day lessons, and a variety of enrichment activities without becoming an after school fun program, homework program, or “more school after school.” This has been addressed by sending key staff to the 21st Century Conference in October, and on-going training, staff meetings, and continuous program monitoring and improvement.

Progress Toward Sustainability

Tiger Academy was successful in obtaining support from a variety of community and program partners for resources that enhance program implementation. Partners included Learn to Read Jacksonville, Family Support Services, Bible Club, University of North Florida Book Buddies, and the Florida Department of Health. Partners brought enhanced services to children

and families including adult literacy, social services and case management, third grade reading tutoring, and dental screenings and sealants.

Table 9, In-Kind Partners

Organization	Partner Type	Contribution
Learn to Read Jacksonville	Partner	Adult Literacy
Family Support Services	Partner	Family Social Services
Bible Club	Partner	Family Social Services
University of North Florida Book Buddies	Partner	3 rd Grade Reading Services
Florida Department of Health	Partner	Dental Screenings

Overall Recommendations

For the majority of program elements, the recommendation is to continue the activities, data collection, and monitoring for the remainder of the school year. However, the reading and math interventions, Fast Forward and Success Maker Math, both demonstrated opportunities for improvements with the actual implementation time below the usage level recommended to expect optimal results. The targeted usage per week for Fast Forward is two hours per week per student. While the majority of students (73%) have achieved this usage level, 27% of students have not. The Success Maker Math Efficacy Study demonstrated that at least ten hours were required to demonstrate a statistically significant effect size in learning compared to non-users. As of the mid-year data collection, the average usage per student was five hours, which is on target for mid-year. However, individual usage varies greatly from less than one hour per student to thirty five hours per student. Forty five percent of students enrolled in the Success Maker Math Intervention have not met five hours of usage as of the mid-year data collection. It is important to examine student placement and usage for both Success Maker Math and Fast Forward to ensure that the recommended usage levels are met so optimal program impact is attained. Suggestions include:

- Examine Success Maker Math enrollment to ensure that all academically at-risk students are placed in the program and receiving the minimum of 30 minutes per week of the program, or more to obtain at least ten hours for the program year.
- For Fast Forward students, ensure that the students log out of the program when leaving so the program does not count idle time against their performance.
- Consider schedule modifications to ensure the recommended usage of Fast Forward and Success Maker Math is provided for enrolled students.
- Consider providing some Fast Forward or Success Maker Math lessons during the school day RTI time, if needed to supplement time spent after school, and fulfill the time requirements.