

GAP Academy – “Greater Academic Performance”

Executive Summary 2024

Grades K-8th

The goal of our GAP program was to establish a framework of skills and standards that would keep educators and students engaged, while strengthening students' core academic abilities. Our focus remained on key Math, ELA (English language arts), and science standards missed in a normal classroom environment.

The program was offered from January-June 2024 on the 2nd and 4th Saturdays of the month. As done in previous years, we provided quality assessments and instruction by state-certified teachers and classified staff. We provided enriching activities that met the appropriate grade levels of our students, as well as, STEM kits, and breakfast and lunch. Students and certified teachers met from 9am-12pm within their cohorts (grade bands).

Over 30 families completed the registration process, with 27 students successfully attending and completing the program. Our goal was to provide quality instruction to inner-city students in a small intervention setting. Student attendance was above 85%, with 3-5 students absent during some Saturday sessions. Our student population included: minority students to include African American students, Hispanic students, African students, and multi-racial students.

The structure of the academy consisted of a state certified instructor issuing a grade level pre-assessment in their area of content, analyzing the results, and teaching the standards that were most missed. Students were arranged in their appropriate grade bands: K-1st, 2nd-3rd, 4th-5th, 6-8th. These students were kept within their cohort to gain better knowledge over skills taught through the school year so that they could successfully be ready for state testing and the next school year. At the end of the program a post assessment was given to measure which objectives were met.

As part of our academy, we also wanted to ensure that students would be able to pass their state exams successfully and gave lessons in accordance with what they would be measured on the state level (3rd-8th grade students only). Each assessment given at the end of the program uses AZ/Common Core Standards for the grade levels. Below is a comprehensive data analysis in accordance with the standards measured and how students were able to excel within the program.

Baseline Student Assessment K-1st Pre-Evaluation

0% of students knew how to add and subtract through double digit numbers; recognize place value to the 100's; counting forward; greater than or lesser than; telling time (o'clock and half hour); money problems

13% of students could identify letter names and sounds

13% of students could identify all vowel sounds (long and short)

13% of students were able to write a complete sentence, using the correct punctuation.

0% of students were able to correctly comprehend a grade level passage. *Passages were read aloud for students*

Student Outcomes K-1st Post-Evaluation

45% of students knew how to add and subtract through double digit numbers; recognize place value to the 100's; counting forward; greater than or lesser than; telling time (o'clock and half hour); money problems

50% of students could identify letter names and sounds

38% of students could identify all vowel sounds (long and short)

25% of students were able to write a complete paragraph, using the correct punctuation.

63% of students were able to correctly comprehend a grade level passage. *Passages were read aloud for students*

Baseline Student Assessment 2nd-3rd Pre-Evaluation

35% of students knew all basic math skills: addition, subtraction (3-5 digits) with and without regrouping, place value to 10000 place, solving word problems using addition/subtraction/multiplication, telling time to nearest minute

42% of students knew basic comprehension: fluency building, comprehend fictional and non-fictional skills (context clues, determining the main idea and details, compare and contrast, predicting, character traits, and text features)

25% of students were able to comprehend the earth science unit, with emphasis on the scientific method: erosion and weathering, gravitational pull, electricity

Student Outcomes 2nd-3rd Post-Evaluation

67% of students knew all basic math skills: addition, subtraction (3-5 digits) with and without regrouping, place value to 10000 places, solving word problems using addition/subtraction/multiplication, telling time to nearest minute

75% of students knew basic comprehension: fluency building, comprehend fictional and non-fictional skills (context clues, determining the main idea and details, compare, predicting, character traits, and text features)

67% of students were able to comprehend the earth science unit, with emphasis on the scientific method: erosion and weathering, gravitational pull, electricity

Baseline Student Assessment 4th-5th Pre-Evaluation

25% of students knew their basic grad-level skills in: place value, multiplication, division, addition, and subtraction.

50% of students indicated knowledge of Reading skills: main idea, phonics, fluency, cause, and effect

20% of students were able to recognize Science skills included: important people in science history, space, and animal science. Reading skills were also reinforced during science.

20% of students were able to appropriately describe facts vs opinion statements in writing

Student Outcomes 4th-5th Post Evaluation

67% of students knew their basic grad-level skills in: place value, multiplication, division, addition, and subtraction.

80% of students indicated knowledge of Reading skills: main idea, phonics, fluency, cause, and effect

67% of students were able to recognize Science skills, including: important people in science history, space, animal science. Reading skills were also reinforced during science.

67% of students were able to appropriately describe facts vs opinion statements in writing

Baseline Student Assessment 6th-8th Pre-Evaluation

50% of students could identify, Apply, and extend previous understanding of operations with fractions to add, subtract, multiply and divide rational numbers except division by zero.

50% of students could cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify author's purpose; Determine a theme or central idea of a text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.

50% of students were able to accurately explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

Student Outcomes 6th-8th Post-Evaluation

65% of students could identify, Apply, and extend previous understanding of operations with fractions to add, subtract, multiply and divide rational numbers except division by zero

80% of students could cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify author's purpose; Determine a theme or central idea of a text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.

80% of students were able to accurately explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

Observations:

Majority of our Kinder and 1st grade level students entered at a preschool level. They were not able to demonstrate basic knowledge and understanding of letters, print, and numbers. It took approximately three Saturdays to reemphasize the importance of language, letters, and numbers before improvement was seen. Many of our students in 6th, 7th, and 8th grades, came in with knowledge in all content areas, from the pre-test and teacher observations, the teacher, and her assistant, utilized real-life simulations and projects to engage students and encourage them to show their learning in a variety of ways. This allowed for the gains we saw in those grades.

Our partnership with the Black Student Union at South Mountain Community College helped the teachers achieve academic growth and meet the specific needs of the students through small group and one-on-one support for students. The students easily built rapport with the students and the teachers. We saw a slight decrease in attendance later Spring but were still able to see the gains made in the students. The small group instruction allowed for students to gain more one-to-one support not often given in the main classroom, as was our goal in previous years.

Many of the families supported were under resourced and utilized these Saturdays to get support that may have been lacking in previous school years. We continue to learn that high expectations and consistency is the only way to ensure these students are successful.

Students engaged in the learning, enjoyed the unlimited resources, and hands-on activities that were available. We completed our second year on the community college campus, with hopes that it will motivate families to continue with their education, while we support their children with learning gaps.

The lack of support and inadequate service to academic needs for these children made us look at our teaching approach differently. Where some students excelled in one area academically, many had gaps in others.

GAP Academy Pre and Post Assessment January-June 2024

Average Scores *By grade-band	ELA Pre/Post	Math Pre/Post	Science Pre/Post
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K-1	10/55	15/60	15/50
2nd-3rd	45/70	35/75	50/70
4th-5th	45/72	40/75	35/60
6th-8th	60/85	50/80	45/70

Each assessment used AZ/Common Core Standards for the grade levels. You will see the coding for these statements in parenthesis.

W= writing, RL- reading literature, OA- operation and algebraic, NBT- base ten numbers,

PO- Physical science

ELA Assessment- on grade-level text. (W.9, RL.9, RL.3) – Main idea and details, compare and contrast text with written responses.

Math Assessments- Adding and subtracting fractions, recognizing prime and composite numbers, multiplying, and dividing decimals, place value (OA.3, NBT.2/3)

Science Assessments- Science Safety, lab basics, life science skills (identifying the human body, plants) (PO.3, PO.9, PO.5)

*We continue to assess based on commonly missed standards that address multiple learning deficiencies. This enables us to strengthen student learning in multiple areas because the skills are used repeatedly.