**GAP Academy – “Greater Academic Performance”**

**Executive Summary 2020-2021**

**Grades 3rd-8th**

The GAP Academy was provided as a collaboration with AZ OIC and Community Educational Services, Inc. Major program funding was provided by the Adair Foundation, McDonalds, Desert Sky Operators Association, and A.G.K. Restaurants. Gift cards and science project supplies provided by the Dobbins Family, student back packs and supplies provided by Herozona.

Our GAP Academy goal was to establish a framework of skills and standards that would keep educators, volunteers and students engaged, while strengthening students’ core academic abilities. The academic focus was on key Math, ELA (English language arts), and science standards missed due to the Covid-19 pandemic.

The program was offered from September 12th- May 22nd on Saturday mornings, with a final “completion ceremony” on June 5th. We provided workbooks in all three subject areas, STEM kits, and snacks to our students. Students and certified teachers met from 9am-12pm and rotated according to a preset schedule.

We had 50 students registered, with 25 students successfully attending and completing the program. Many of the students who did not attend was due to various reasons, but the main obstacle was because we had to transition to online only, due to the increase numbers of Covid cases. In the best interest of public health and safety, our program and workers followed the CDC guidelines that served our population of students. Student attendance was above 85%, with two students dropping out and a couple of students absent during some Saturday sessions.

The structure of the academy consisted of state certified instructors issuing grade level pre-assessments in their area of content, analyzing the results, and teaching the standards that demonstrated a need for improvement. 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 alignment with state level requirements. Each assessment given at the end of the year used AZ/Common Core Standards for the grade levels.

Upon completion of the test preparation, students were then asked to compare historical moments learned and read about them in their grade-level texts. In our ELA component, we used literature and film to achieve their writing assessment and assist in helping our students with the written competency. Rationale for this approach was because students are given multiple texts and clips to complete their written portion of the exam and need to know how to gather their information and use it appropriately.

**Baseline Student Assessment 3rd/4th PRE-Evaluation**

0% of students knew all basic number patterns (counting by 5s, 10s, 3s, etc.)

41% of students indicated knowledge of how to ask and answer questions on a grade level text.

26% of students were able to recall names of planets, and/or discuss the solar system

18% of students were able to write a complete paragraph, using the correct punctuation.

41% of students were able to identify the most important steps in solving a multi-step word problem

**Student Outcomes 3rd/4th POST Evaluation**

53% of students knew all basic number patterns (counting by 5s, 10s, 3s, etc.)

63% of students indicated knowledge of how to ask and answer questions on a grade level text.

50% of students were able to recall names of planets, and/or discuss the solar system

65% of students were able to write a complete paragraph, using the correct punctuation.

78% of students were able to identify the most important steps in solving a multi-step word problem

**Baseline Student Assessment 5th/6th Pre-Evaluation**

15% of students knew their multiplication facts past 5s

11% of students indicated knowledge of comparing characters within a grade level text

32% of students were able to recognize decimal numbers and place value

28% of students were able to appropriately describe facts vs opinion statements in writing

36% of students were able to identify the life cycle process

**Student Outcomes 5th/6th POST Evaluation**

67% of students knew their multiplication facts past 5s

41% of students indicated knowledge of comparing characters within a grade level text

46% of students were able to recognize decimal numbers and place value

52% of students were able to appropriately describe facts vs opinion statements in writing

41% of students were able to identify the life cycle process

**Baseline Student Assessment 7th/8th Pre-Evaluation**

11% of students could identify prime and composite numbers

21% of students indicated knowledge of how human bodies

36% of students were able to accurately compute the average of numbers

10% of students were able to write a five-paragraph essay on a given topic

41% of students were able to identify key idea of a grade level text

**Student Outcomes 7th/8th POST Evaluation**

61% of students could identify prime and composite numbers

37% of students indicated knowledge of how human bodies

86% of students were able to accurately compute the average of numbers

45% of students were able to write a five-paragraph essay on a given topic

61% of students were able to identify key idea of a grade level text

**Observations:**

Over all the students increased a letter grade in their subject areas; we had students who were named student of the month for the first time in their school career. One of our 8th graders was accepted into a gifted high school program at Bioscience High School in the Phoenix Union School District. The pandemic played a major role in the fluctuation of participation by parents and students in this program. The general feedback was that the students felt supported and heard by the GAP Academy program staff.

Students did tire easily because most of them were attending school online every day; however, due to the lack of vaccinations and mitigation plans for the urban school districts, we could not risk coming together physically. Our quarterly” drive-through supplies pick-ups” assisted with the “cabin fever” experienced by most students.

Our target was a larger group of students; however, the attendance fluctuation, beginning lower skills performance was due to being constantly online. Having the expertise of our certified staff and the ability to insert educational games and gift card incentives; these techniques assisted in moving students along to gain the competencies necessary to successfully complete their grade level.

**GAP Academy Pre and Post Assessment September 2020 to May 2021**

**3rd-8th grade**

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| --- | --- | --- | --- |
| **Average Scores**  **\*by grade** | **ELA**  **Pre/Post** | **Math**  **Pre/Post** | **Science**  **Pre/Post** |
| 3rd | 75/88 | 76/92 | 67/85 |
| 4th | 54/75 | 59/75 | 60/72 |
| 5th | 65/89 | 63/82 | 70/82 |
| 6th | 72/90 | 71/88 | 75/85 |
| 7th | 82/85 | 79/88 | 80/87 |
| 8th | 70/81 | 70/84 | 65/80 |

Each assessment used AZ/Common Core Standards for the grade levels.

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

ELA Assessment- Compare and Contrast Essay on grade-level text. (W.9, RL.9, RL.3)

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)