

DECEMBER, 2020



FREE AKRON INNER CITY SOCCER CLUB SUMMER CAMP SUMMER 2020

Prepared by:



SUMMIT EDUCATION INITIATIVE

120 E MILL ST, SUITE 330, AKRON, OH 44308

WWW.SEISUMMIT.ORG

SYSTEM OVERVIEW

Supporting student success from cradle to career is a complex challenge. No single person, policy, or initiative can drive transformation. Only collective action can lead to system change. Individuals and organizations across the community have different skills and resources, and each plays a role in supporting student success. Some organizations provide direct services to students but lack the capacity to measure the impact of their work. Increasing technical ability in a small nonprofit can be costly. Other organizations have the technical capability to collect and analyze data, report program impacts, and direct community efforts to areas of need. Still, they do not provide direct services to students. These organizations are *backbone organizations*.

Through partnerships and shared funding streams, backbone organizations support the tasks of data collection and program evaluation for nonprofit partners working with students. When backbone organizations provide this support, those working with students can focus attention on their work quality, with fewer distractions. This collective approach has the added benefit of generating shared measures of outcomes and impact across various community programs.

ABOUT SUMMIT EDUCATION INITIATIVE

Summit Education Initiative (SEI) is a research-based nonprofit backbone organization working to support personal and regional prosperity through educational attainment in Summit County, Ohio. SEI does not directly operate programs. SEI has established research partnerships with schools to analyze and report trends in student success across the region. SEI measures cradle to career educational outcomes across the region, identifying inequities and opportunities for improvement.

SEI also works with *Out of School Time Partners (OSTPs)* that support students beyond the school day. While OSTPs work directly with students, SEI coordinates and manages their program evaluations. Some philanthropic organizations in the region financially support SEI. SEI does not charge partners for small-scale program evaluations; thus, costs would change the dispersion of grant funds from one nonprofit to another. Philanthropic organizations in the community view their SEI investments and these OSTPs as a mutually reinforcing activity to drive system change.

BACKBONE SUPPORT FOR MEASURING IMPACT

SEI supports official 501(c) (3) and other recognized nonprofits, provided the majority of the served youth reside in and attend school in Summit County, Ohio. The intent is to help partners measure the impact of out of school programs on students' academic outcomes. OSTPs working with SEI meet general criteria regarding program design and length. Additionally, parents must provide written consent for their student's outcome data to be included in program evaluations. SEI only shares aggregated and de-identified results with OSTPs unless parents explicitly authorize sharing personally identifiable information.

Results of SEI's program evaluations do not necessarily represent an endorsement of any specific organization, program, or product.

THE VALUE OF SUMMER PROGRAMMING ACROSS ALL PROGRAMS

QUALITY MATTERS

Summer learning opportunities for students play a significant role in academic gains or losses¹. The quality and quantity of learning opportunities tend to vary based on geography, demographics, and income. Low-income and minority students who live in urban settings have less access to summer learning. As a result, existing gaps at the end of each school year can widen over the summer months.

When summer opportunities exist, the structure, consistency, focus, and quality of programs become critical factors determining their impact. In general, programs should operate for at least half the summer and consistently include high-quality academic instruction. A longitudinal study on summer learning programs uncovers short- and long-term benefits among students who continuously attended voluntary, five- to six-week summer learning programs². The findings from this study by RAND corporation imply that similar summer programs can be an essential component for school districts to support learning and skills development among children in low-income communities. The findings also reiterate that summer months widen achievement and opportunity gaps between low-income students and their wealthier peers. This pattern is likely to be deepened by the COVID-19 pandemic and the unbalanced remote instruction success due to income inequalities. Simultaneously, summer could be an opportunity to help address these inequities.

Working in partnership with more than ten summer program partners and the Akron Public Schools, we studied relationships between summer program participation and student attendance, and grade point average. Across all summer partners, we were able to research spring and fall data for over 700 students compared to students who did not participate in the programs. In general, there are positive gains in student success consistently associated with participation in summer programs.

ATTENDANCE

After controlling for previous absences (absences in the 2019 school year) and student grade level, summer program participation did not significantly contribute to fewer absences during the first marking period of the 2020-2021 school year. However, students who participated in summer programs and had excellent attendance at the end of the previous school year were more likely to start the school year with similar attendance patterns. Even though the overall attendance took a dip in the fall compared to spring 2020 (when the entire district adopted virtual instructional delivery), more than half (53%) of all students who participated in summer programs missed two or fewer days of virtual schooling during the first marking period of the 2020-2021 school year.

ACADEMIC ACHIEVEMENT

Overall, we compared the first marking period GPAs of students who participated in summer programs with those who did not, after controlling for each student's GPA from the end of the previous academic year 2019 and their grade levels. This analysis allowed us to determine whether summer program participation significantly contributed to an increase in the fall academic achievement, assuming two students started the summer with exact GPAs. The academic achievement analyses indicated that students who participated in at least one of the ten studied summer programs, had slightly higher (0.4

¹ <http://bit.ly/WallaceSummerLearning>

² <http://bit.ly/EverySummerCounts>

points higher, or 11% increase) GPA after controlling for previous GPA and grade level³. In general, almost a third of (31%) of all students who participated in summer programs had a 3.0 GPA (at least a B average) or above during the first marking period of the 2020-2021 school year.

COVID-19 pandemic forced the closure of in-person instruction for all schools in Summit County during spring 2020. As a result, Akron Public Schools did not administer nationally normed benchmark assessments in spring. Hence, reliable testing data from the period (Spring and Fall 2020) were not available to analyze.

³ After controlling for grade level and previous GPA in regression analysis, B (summer programs) = .446, $p < .005$

AKRON INNER CITY SOCCER CLUB AND FREE AKRON INNER CITY SOCCER CLUB SUMMER CAMP 2020

ABOUT AKRON INNER CITY SOCCER CLUB

Since 1999 Akron Inner City Soccer Club have been bringing year-round youth development and after school soccer program to the low income, underprivileged, under-represented, and at-risk inner-city children of Akron, at a reasonable cost to the family. Their program offers a positive alternative to violence and drug activities. They teach leadership skills and teamwork alongside monitor their school attendance to help keep them on track toward graduation. The program continues to serve over one hundred youths yearly.

MISSION

Akron Inner City Soccer Club's Mission is to empower Akron's inner-city youth by supporting and promoting educational attainment through after school support.

VISION

Akron Inner City Soccer Club's vision is to unite communities by advancing diversity, equity, and community well-being. The program also promotes a healthy lifestyle.

ABOUT FREE AKRON INNER CITY SOCCER CLUB SUMMER CAMP

The Free Akron Inner City Soccer Club Summer Camp was a free four-week summer soccer camp at four different locations around the city. The program allowed the community youths to participate in their neighborhood without transportation issues. In addition to the soccer skills development, the club had a free book giveaway once a week, which the participants could take home as a souvenir. The goal was to encourage the youth to read for at least ten minutes per day. The participants received nutritious meals at the end of the camp each day. All camp participants also received a soccer ball and T-shirt to be used during the entire four weeks.

PROGRAM GOALS

The primary program goals were to provide students with academic support with at least 10 minutes of daily reading to help combat summer learning loss. Summer learning loss is evident in lower reading scores from in fall, post-summer. The Free Akron Inner City Soccer Camp aimed at maintaining students at the reading level in which they left school. The secondary goals included providing a safe alternative risk-free physical activity option to the target youths in their neighborhood without the hassle of transportation during the pandemic hit days. The overall goal was:

- To help students improve their social skills
- To improved reading ability and
- To improve soccer skills

YOUTH POPULATION SERVED

Free Akron Inner City Soccer Summer Camp served 48 students ranging from K through 12 grades in the community and surrounding areas at four different camp locations. They worked with and engaged young kids, middle school students, and young adults of the local community from Monday, June 3rd to Friday, July 6th, 2020. The students belonged to low incomes, at-risk, under-served inner city of Akron, a very diverse population. The camp operated a total of 20 days, five days a week for four weeks, with at least 5 hours of engaging physical activities and 2 hours of academic enrichment per week.

EVALUATION FOCUS

OUTCOME MEASURES

The COVID-19 pandemic imposed the cessation of in-person instruction for all schools in Summit County during the spring of and fall of 2020. As a result, in some cases, reliable data from that period does not exist. In these situations, we reported data only from the fall of 2020. Additionally, we could not report outcomes for groups with fewer than five students for either pre-or post-data to protect student identity.

ATTENDANCE

- Average and median absences from the first marking period of the 2020-2021 school year.
- Number and percentage of students with first marking period 2020-2021 absences in three categories:
 - Excellent attendance: 2 or fewer absences in a marking period
 - Average attendance: 3 absences in a marking period
 - High-Risk attendance: 4 or more absences in a marking period

ACADEMIC PERFORMANCE ON NATIONALLY NORMED TESTS OF READING AND MATH

Akron Public Schools did not administer nationally normed benchmark assessments in spring 2020. Also, reliable testing data from the first marking period of 2020 (Fall 2020) were not available to report⁴.

SCHOOL-BASED ACADEMIC ACHIEVEMENT

- Average and median Grade Point Average (GPA) from the first marking period of the 2020-21 school year
- Number and percentage of students with GPA in three categories:
 - Low achievement: Less than 2.5
 - Average achievement: 2.5 – 3.0
 - High Achievement: 3.0 or higher (at least a B average)

DATA SOURCES

- Student marking period absences before and following the summer program
- Student marking period GPAs before and following the summer program
- Student attendance and participation information provided by your summer program

⁴ i-READY tests were not administered due to COVID-19 pandemic in the spring 2020 or reported in our databases for fall of 2020.

DEFINITIONS

ATTENDANCE

Students who miss fewer than eight days of school earn higher grades, have higher passing rates on state assessments, and have a higher probability of graduating from high school college-ready.

- Students who miss 16 or more days of school in a year - or more than four in a marking period – are **high-risk attendance**.
- Students who miss eight or fewer days of school in a school year - or about two days each marking period - are considered to have **excellent attendance**.
- All other students are of average attendance. Their attendance should not negatively affect their achievement. These students' attendance is **acceptable**.

NATIONALLY NORMED MATH AND READING ASSESSMENTS

I-READY READING AND MATH SCORES

Nationally normed assessments provide information about student performance and growth compared with local and national peers. For these evaluations, all comparisons were made with local peers.

Outcomes for Akron Public School students who participated in summer programs are compared with outcomes for Akron Public School students who did not participate in summer programs.

Students were grouped into three performance categories based on test outcomes from the spring of 2019 and the fall of 2019. These groupings can show the percentage of students who performed at different levels before and after the summer program. Student groups are defined as:

- Students who performed exceedingly well (top 17%) scored **significantly above average** relative to their Akron Public Schools peers.
- Students who performed poorly (bottom 17%) scored **significantly below average** relative to their Akron Public Schools peers.
- All other students have scored within the **average range**.

SCHOOL-BASED ACADEMIC ACHIEVEMENT

GRADE POINT AVERAGE (GPA)

Grade point average is a global measure of student success, and it is a strong predictor of future success. Students earning a B or higher in most classes score higher on college readiness exams and are more likely to have a successful post-secondary journey.

- Students with a grade point average **above 3.0** are earning a B or better in most classes. They are at **low risk for failure** and have **high achievement**.
- Students with a grade point average **under 2.5** demonstrate **low achievement** and are at **high risk** for future academic struggles.
- All other students, who are earning a GPA from **2.5 to 3.0**, have **average achievement and failure risk**.

TIPS FOR INTERPRETING DATA IN THIS REPORT

Below are a few tips for interpreting the data you will see in this report.

- When you see the word **average** used, this is the traditional, mathematical mean. To find the **average**, we add up all the values in a set of numbers and then divide that sum by the number of values in the set. For example, the **average** of the numbers 5, 10, and 15 is 10.
 - Averages are an accurate description of data in many cases, but extreme values can influence them. For example, if you have one student in your program who missed 29 days of school, that student will *pull* the average days missed higher.

- A **median** value is the “middle” value in a set of numbers. When you see the **median**, it means half the students in a group had scores above that number, and half had scores below that number. For example, the **median** value in the numbers 5, 10, and 42 is still 10.
 - The **median** is not influenced or *pulled* by extreme values and can be helpful when interpreting outcomes in small groups of students.

- A **cross-tabulation** table, also known as a cross-tab, can show how groups from one outcome or with one characteristic related to another outcome or characteristic. The example below can help you interpret many of the results you will see in this report.
 - When you read these tables, it is helpful to read from *left to right*.
 - The values you see in each “box” on the table show what percent of students from the left (pre) row ended up in each column (post) outcome.

Sample Cross-Tabulation table with some kind of student outcomes from two different points in time, which can show you the “path” of students from *pre* to *post*.

		Distribution of student characteristics from the <i>post-program</i> data (in this case, from fall 2020)		
		High Risk	Acceptable	Excellent
Distribution of student characteristics from the <i>pre-program</i> data (in this case, from spring 2020)	High Risk	20%	60%	20%
	Acceptable	16%	70%	14%
	Excellent	2%	5%	93%

- Practice: If you start with the **High-Risk** box in the first row of data and slide your eyes from left to right, you will see 20% under the **High-Risk** column heading, 60% under the **Acceptable** column heading, and 20% under the **Excellent** column heading.
 - *This means that 20% of your students who were high risk in the spring (before your program) were high risk in the fall (after your program). But 60% of your high-risk students improved to the acceptable level, and 20% of your high-risk students rose to an excellent level.*
 - You can repeat this with each row of data to understand the “impact” of your program on different types of students, based on how they were performing *before* and *after* your program.

RESULTS

DEMOGRAPHICS

Your program participants enrolled in Akron Public School district schools during the 2019-2020 and 2020-2021 school years were included in the GPA and attendance analysis. With these parameters, **42 matched students of 48 was the pool of students used for the study**. The gender, ethnicity, and grade distribution of your program compared to the district is below.

	Gender		Ethnicity						Not Reported
	F	M	Asian	Black	Hispanic	Multi-Race	Pacific Islander	White	
All Students in Akron Public Schools	43%	57%	9%	47%	4%	9%	<1%	31%	0%
Students in All Summer Programs	43%	57%	18%	58%	5%	8%	0%	12%	0%
Students in AICSC Summer Program	19% (09)	81% (39)	6% (3)	73% (35)	2% (1)	9% (4)	0%	6% (3)	(4%) 2

	Grade												
	KG	1	2	3	4	5	6	7	8	9	10	11	12
All Students in Akron Public Schools	8%	8%	8%	8%	8%	8%	7%	7%	7%	7%	8%	6%	7%
Students in All Summer Programs	11%	13%	12%	13%	10%	10%	08%	7%	2%	3%	2%	1%	<1%
% (No.) of Students in AICSC Summer Program*	4% (2)	2% (1)	6% (3)	11% (5)	18% (9)	11% (5)	9% (4)	11% (5)	11% (5)	4% (2)	6% (3)	2% (1)	2% (1)

*One student had grade not reported

ATTENDANCE

Results below highlight absence events – average and median absences from school – and also attendance patterns. Categorized below are attendance patterns in line with the definitions provided earlier.

Absences Before and After Summer 2020

	Absences in Marking Period 4 of the 2019-2020 School Year		Absences in Marking Period 1 of the 2020-2021 School Year	
	Mean	Median	Mean	Median
All Students in Akron Public Schools	1.6	0.0	2.4	0.5
Students in All Summer Programs	1.5	0.0	1.8	0.5
Students in AICSC Summer Program	0.4	0.0	1.6	0.2

District Attendance Patterns from the end of 2019-2020 and the beginning of 2020-2021

		Distribution of Student Attendance Patterns in Marking Period 1 of the 2020-2021 School Year		
		High Risk	Acceptable	Excellent
Distribution of Student Attendance Patterns at the end of the 2019-2020 School Year	High Risk	47%	09%	44%
	Acceptable	23%	9%	68%
	Excellent	8%	4%	88%

All Summer Program Attendance Patterns from the end of 2019-2020 and the beginning of 2020-2021

		Distribution of Student Attendance Patterns in Marking Period 1 of the 2020-2021 School Year		
		High Risk	Acceptable	Excellent
Distribution of Student Attendance Patterns at the end of the 2019-2020 School Year	High Risk	48%	16%	36%
	Acceptable	31%	7%	62%
	Excellent	4%	5%	91%

Attendance Levels for Your Students from the end of 2019-2020 and the beginning of 2020-2021(N=42)

		Distribution of Student Attendance Patterns in Marking Period 1 of the 2019-20 School Year		
		High Risk	Acceptable	Excellent
Distribution of Student Attendance Patterns at the end of the 2019-2020 School Year	High Risk	2(67%)	0%	1(33%)
	Acceptable	0%	0%	1(100%)
	Excellent	1(3%)	4(10%)	33(87%)

GRADE POINT AVERAGE

Results below highlight average and median GPAs and GPA levels. The GPA levels are in line with definitions provided earlier.

GPAs Before and After Summer 2020

	GPA in Marking Period 4 of the 2019-2020 School Year		GPA in Marking Period 1 of the 2020-2021 School Year	
	Mean	Median	Mean	Median
All Students in Akron Public Schools	2.5	2.8	1.9	2.0
Students in All Summer Programs	2.5	3.3	2.0	2.1
Students in AICSC Summer Program	2.8	3.2	2.3	2.6

District GPA Levels from the end of 2019-2020 and the beginning of 2020-2021

		Distribution of Student GPA Levels in Marking Period 1 of the 2020-2021 School Year		
		Under 2.5	2.5 to 3	3.0 or Higher
Distribution of Student GPA Levels in Marking Period 4 of the 2019-2020 School Year	Under 2.5	79%	9%	12%
	2.5 to 3	54%	16%	30%
	3.0 or Higher	18%	11%	69%

All Summer Programs GPA Levels from the end of 2019-2020 and the beginning of 2020-2021

		Distribution of Student GPA Levels in Marking Period 1 of the 2020-2021 School Year		
		Under 2.5	2.5 to 3	3.0 or Higher
Distribution of Student GPA Levels in Marking Period 4 of the 2019-2020 School Year	Under 2.5	60%	6%	35%
	2.5 to 3	75%	12%	13%
	3.0 or Higher	4%	15%	81%

GPA Levels for Your Students from the end of 2019-2020 and the beginning of 2020-2021⁵

		Distribution of Student GPA Levels in Marking Period 1 of the 2020-2021 School Year		
		Under 2.5	2.5 to 3	3.0 or Higher
Distribution of Student GPA Levels in Marking Period 4 of the 2019-2020 School Year	Under 2.5	2(67%)	0%	1(33%)
	2.5 to 3	3(75%)	1(25%)	0%
	3.0 or Higher	1(14%)	0(10%)	6(86%)

⁵ Both spring and fall GPAs were available for only 14 of your matched students. Grade Point Averages were not reported in Spring 2020 for K-6 students.

CONCLUSION

SUMMARY OF THE RESULTS

IMPROVED ATTENDANCE

The average absences for your summer program (1.6) were lesser than the district absences (2.4) post-summer. Students in your program had excellent attendance patterns in school after your summer program. A significant majority (87%) of your students with a history of perfect attendance maintained that level of excellent attendance during the first marking period of the 2020 school year. A third of your students (33%) who had high-risk attendance before attending your program started the 2020 school year with excellent attendance. This sustenance and increase in excellent attendance among your perfect attendance and high-risk students respectively, can increase academic success throughout the 2020 school year.

SCHOOL-BASED ACADEMIC ACHIEVEMENT

GRADE POINT AVERAGE

Academically, your students' spring to fall GPA patterns are better than all summer programs or the district GPA patterns, as indicated in the previous section of this report. Of students who had low achieving high-risk GPA before the program, a third (33%) made considerable gains and started the school year with low-risk high achieving GPAs after your program. Of your students who had high performing GPAs at the end of the 2019 school year, a significant majority (86%) retained their high achieving academic performance at the beginning of the 2020 school year as well. However, the GPAs of 14% of your high achieving students declined from spring to fall.

RECOMMENDATIONS

Program evaluations should be seen as a blueprint for future growth and success. Look over your results to find *bright spots* and *opportunities for improvement*. Did you move a noticeable percentage of students from “high risk” to acceptable or high levels of achievement? Were there certain groups of students or certain outcomes where you expected more favorable results?

The end of the academic year 2019 and the academic year 2020 were unique because of the instructional delivery model and its impacts on student engagement. With the summer program 2020, we learned that already high performing students performed better at the end of the summer programs. This finding reiterates that low-income and minority students who live in urban settings have less access to summer learning, and the cyclical learning gap continues over the year. The findings deem an overall restructuring of students' recruitment and engagement more from high-risk groups for these programs. Have internal conversations with members of your organization. The numbers reported only tell part of the entire story. Talk about what parts of your program went well and what you could change. Check your thoughts and conversations against the data in this report. If you believe there is a reason to transform one or more aspects of your program model, consider talking with other community organizations doing similar work. You don't have to come up with solutions on your own. You have partners and colleagues who can help.

IMPLICATIONS

Your organization was one of the ten programs that worked collaboratively with SEI to measure the impact of summer learning experiences on student academic success. Together, these ten programs supported over 700 students across Akron and Summit County. We pooled the data from all our summer partner programs together to better understand how, as a community, we can support student success.

Early results of our analyses have been quite promising. We believe that high-quality summer programs that focus on both academic and personal development have the power to reduce or eliminate achievement gaps that occur from summer learning loss. Were it not for your participation in this work; we would not be able to measure the power of positive summer learning experiences.

With your continued engagement and support, we will advocate for the importance of summer programming with schools, families, government agencies, and funders in our community. Together, we can prevent the traditional summer learning losses that occur among low-income and disengaged students. In the future, we believe summer will become a time to accelerate student learning and achievement by providing engaging opportunities and experiences for all Summit County students.