AKRON INNER CITY SOCCER CLUB'S FREE 4 WEEKS SUMMER CAMP SUMMER 2023

Prepared by:

SUMMIT EDUCATION INITIATIVE

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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 cannot 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 known as *backbone organizations*.

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

ABOUT SUMMIT EDUCATION INITIATIVE

Summit Education Initiative (SEI) is a research-based nonprofit backbone organization that supports 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. SEI does not charge partners for small-scale program evaluations. Philanthropic organizations view their SEI investments and these OSTPs as a mutually reinforcing activity to drive systems 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 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

Students' summer learning opportunities play a significant role in academic gains or losses[1].   Low-income and minority students who live in urban settings are less likely to have access to summer learning opportunities. As a result, existing gaps at the end of each school year can widen over the summer months.

When summer opportunities exist, programs' structure, consistency, focus, and quality become critical factors determining their impact. Programs should generally 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 programs[2]. 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 from a research report by America After 3 PM (August 2021) reiterates that summer programs provide hands-on learning opportunities and a natural space for students to explore, learn and grow, thereby reducing the achievement and opportunity gaps between low-income students and their peers.[3]

SUMMER 2023 PROGRAM EVALUATIONS

The purpose of this evaluation is to better understand the impact your program had on the students you serve. We evaluated 10 summer programs that serve students enrolled in Akron Public Schools. We studied relationships between summer program participation and school attendance, grade point average (where applicable), and reading and math achievement. Across all summer partners, we researched the academic outcomes of Spring 2023 and Fall 2023 data for over 200 Akron Public School students compared to a matched group of Akron Public School students who did not participate in an evaluated summer program. The students in the matched comparison group were matched on several factors including gender, ethnicity, grade, and school building then randomly selected from the available matches for each student in an evaluated program. In general, positive gains in student success are consistently associated with participation in summer programs.

ATTENDANCE

Overall, we compared the first marking period absences of students who participated in an evaluated summer program with a matched comparison group of Akron Public School students who did not participate in an evaluated program. There was a signficant relationship (p <.05) between summer program participation and fewer absences during the first marking period of the 2023-2024 academic year compared to matched students who did not participate in an evaluated program. Students who participated in an evaluated program had, on average, 58% of the absences that students who did not participate in an evaluated program did during marking period 1 (i.e., an average of 1.6 days absent for participating students compared to 2.8 days absent for non-participating matched students). Three

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[1] http:bit/ly/WallaceSummerLearning
[2] http://bit.ly/EverySummerCounts
[3] https://bit.ly/STEMLearninginAfterschool

fourths of all students (75%) who participated in evaluated summer programs had excellent attendance (2 or fewer absences) during the first marking period of the 2023-2024 academic year, compared to 61% of matched students who did not participate.

ACADEMIC ACHIEVEMENT

Summer program participation did not significantly contribute to higher GPAs during the first marking period of the 2023-2024 school year (where applicable). The academic achievement analysis indicated that students who participated in an evaluated summer program had only slightly higher GPAs than matched comparison students (2.9 vs. 2.8) but this difference did not reach the level of statistical significance ($p > .05$). However in general, 53% of students who participated in an evaluated summer program had a 3.0 GPA (at least a B average) or above during the first marking period of the 2023-2024 school year post-summer.

AKRON INNER CITY SOCCER CLUB AND FREE 4 WEEKS SUMMER CAMP

ABOUT AKRON INNER CITY SOCCER CLUB

Since 1999 Akron Inner City Soccer Club has been bringing a 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.

MISSION

The mission is to work with the participants and help them graduate on time, be either college or career-ready. Akron Inner City Soccer Club's mission empowers 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.

FREE 4 WEEKS SUMMER CAMP

The Free Akron Inner City Summer Soccer Camp aims at maintaining students at the reading level from the point which they left school. The program provides a positive alternative to violence and drug activities, teach leadership skills and teamwork alongside monitoring their school attendance to help keep them on track toward graduation. The program continues to serve over six hundred youth yearly. We intend to serve 5-15 year old boys and girls that are low income, at risk, and under-privileged regardless of race or gender in our community.

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 secondary goals included providing a safe, alternative risk-free physical activity option to the target youths. The overall objectives are: to help students improve their social skills, to improve reading ability, and to improve soccer skills.

EVALUATION FOCUS

OUTCOME MEASURES

The data used in this evaluation reflect academic outcomes for students enrolled in Akron Public Schools during the 2022-2023 and 2023-2024 school years. Students who participated in summer programs were matched to their academic data. When applicable, comparisons are drawn between students who participated in evaluated summer programs compared to those who did not.

ATTENDANCE
- Average and median absences from the fourth marking period of the 2022-2023 school year
- Average and median absences from the first marking period of the 2023-2024 school year
- Number and percentage of students with first marking period 2023-2024 absences in three categories:
  - Excellent attendance: 2 or fewer absences in a marking period
  - Average attendance: More than 2 and less than 4 absences in a marking period
  - High-Risk attendance: 4 or more absences in a marking period

SCHOOL-BASED ACADEMIC ACHIEVEMENT
- Average and median Grade Point Average (GPA) from the fourth marking period of the 2022-2023 school year
- Average and median Grade Point Average (GPA) from the first marking period of the 2023-2024 school year
- Number and percentage of students with a first marking period 2023-2024 GPA in three categories:
  - High achievement: 3.0 or higher (at least a B average)
  - Average achievement: 2.5 – 2.99
  - Low achievement: Less than 2.5

ACADEMIC PERFORMANCE ON NATIONALLY-NORMED TESTS OF READING AND MATH
- Average and median math and reading percentile rank scores from Spring 2023 and Fall 2023
- Percentage of students scoring below, at, or above district norms

DATA SOURCES
- Student marking period absences before and following the summer program
- Student marking period GPAs before and following the summer program
- Student Reading and Math scores in nationally normed benchmark assessments

DEFINITIONS

ATTENDANCE

Research shows that students who miss fewer than eight days of school earn higher grades, have higher passing rates on state assessments, and are more likely to graduate high school college-ready.

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

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 **of 3.0 or higher** earn 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 earning a GPA from 2.5 to 2.99 have **average achievement and failure risk**.

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 evaluated summer programs are compared with outcomes for matched Akron Public School students who did not participate in an evaluated summer program.

Students were grouped into three performance categories based on test outcomes from the Spring of 2023 and the Fall of 2023. 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**.

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.
    - o Averages accurately describe data in many cases, but extreme values can influence them. For example, if you have one student in your program who missed 29 days, 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.
    - o 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 aspect. The example below can help you interpret many of the results you will see in this report.
    - o When you read these tables, it is helpful to read from *left to right*.
    - o 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 example student outcomes from two different points in time, showing you the "path" of students from *pre* to *post*.

n= sample size or in this case, the number of students with Spring & Fall matched data included		Distribution of student characteristics from the *post-program* data (in this case, from Marking Period 1 of the 2023-2024 School Year)		
		High Risk	**Average**	**Excellent**
Distribution of student characteristics from the *pre-program* data (in this case, from Marking Period 4 of the 2022-2023 School Year)	**High Risk**	20%	60%	20%
	Average	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 **Average** column heading, and 20% under the **Excellent** column heading.
    - o *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 average level, and 20% of your high-risk students rose to an excellent level.*
    - o 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 2022-2023 and 2023-2024 school years were included in the analysis. With these parameters, **ONLY matched APS students** of your pool of 51 students were used for the study for each of the following data points. Of the 51 students, matched data was available for 37. Your program's students' gender, ethnicity, and grade distributions compared to the district, matched comparison group, and all evaluated summer programs are displayed below.

	Gender		Ethnicity					
	F	**M**	**Asian**	**Black**	**Hispanic**	**Multi-Race**	**Pacific Islander**	**White**
All APS Students	48%	52%	9%	47%	7%	11%	>1%	26%
APS Matched Comparison Students	45%	55%	12%	50%	13%	10%	0%	15%
All Evaluated Summer Program Students	44%	56%	12%	51%	14%	8%	0%	14%
AICSC Summer Program Students	35% (13)	65% (24)	3% (1)	57% (21)	24% (9)	5% (2)	0% (0)	11% (4)

	Grade												
	KG	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
All APS Students	8%	8%	9%	7%	8%	8%	7%	7%	7%	8%	8%	7%	7%
APS Matched Comparison Students	2%	12%	14%	10%	11%	16%	14%	10%	6%	3%	>1%	2%	>1%
All Evaluated Summer Program Students	2%	11%	12%	10%	10%	17%	15%	9%	7%	4%	>1%	2%	>1%
AICSC Summer Program Students	3% (1)	8% (3)	16% (6)	14% (5)	8% (3)	22% (8)	16% (6)	8% (3)	3% (1)	3% (1)	0% (0)	0% (0)	0% (0)

ATTENDANCE

Results below highlight absence events – average and median absences from school – and attendance patterns. Categorized below are attendance patterns in line with the definitions provided earlier. A statistically significant difference (p <.05) was found between absences for matched comparison students who did not attend an evaluated program and all evaluated program students for Marking Period 1 of the 2023-2024 School Year. These values are marked with an astericks (*) in the table below.

Mean and Median Absences from the end of 2022-2023 and beginning of 2023-2024

	Absences in Marking Period 4 of the 2022-2023 School Year		Absences in Marking Period 1 of the 2023-2024 School Year	
	Mean (n)	Median (n)	Mean (n)	Median (n)
All APS Students	4.9 (16,176)	3.0 (16,176)	3.3 (16,176)	2.0 (16,176)
APS Matched Comparison Students	4.9 (217)	3.5 (217)	*2.8 (217)	1.5 (217)
All Evaluated Summer Program Students	3.2 (244)	2.0 (244)	*1.6 (244)	1.0 (244)
AICSC Summer Program Students	2.3 (37)	2 (37)	1.4 (37)	1 (37)

District Attendance Patterns from the end of 2022-2023 and beginning of 2023-2024

n=16,176 Spring & Fall matched students with attendance data		Distribution of Student Attendance Patterns in Marking Period 1 of the 2023-2024 School Year		
		High Risk	Average	Excellent
Distribution of Student Attendance Patterns at the end of the 2022-2023 School Year	**High Risk**	51%	13%	36%
	Average	22%	13%	65%
	Excellent	13%	8%	79%

All Summer Program Attendance Patterns from the end of 2022-2023 and beginning of 2023-2024

n=224 Spring & Fall matched students with attendance data		Distribution of Student Attendance Patterns in Marking Period 1 of the 2023-2024 School Year		
		High Risk	Average	Excellent
Distribution of Student Attendance Patterns at the end of the 2022-2023 School Year	**High Risk**	31%	16%	53%
	Average	3%	10%	87%
	Excellent	10%	8%	82%

Attendance Paterns for AICSC Students from the end of 2022-2023 and beginning of 2023-2024

n=37 Spring & Fall matched students with attendance data		Distribution of Student Attendance Patterns in Marking Period 1 of the 2023-2024 School Year		
		High Risk	Average	Excellent
Distribution of Student Attendance Patterns at the end of the 2022-2023 School Year	**High Risk**	0% (0)	17% (1)	83% (5)
	Average	0% (0)	22% (2)	78% (7)
	Excellent	14% (3)	9% (2)	77% (17)

GRADE POINT AVERAGE

Results below highlight average and median GPAs and GPA levels. The GPA levels are in line with the definitions provided earlier. Although, on average, GPA values were slightly higher for all evaluated summer program students than matched comparison students, this difference was not found to be statistically significant ($p > .05$).

Mean and Median GPAs from the end of 2022-2023 and beginning of 2023-2024

	GPA in Marking Period 4 of the 2022-2023 School Year		GPA in Marking Period 1 of the 2023-2024 School Year	
	Mean (n)	Median (n)	Mean (n)	Median (n)
All APS Students	2.8 (12,746)	3.0 (12,746)	2.7 (12,746)	2.9 (12,746)
APS Matched Comparison Students	3.0 (163)	3.2 (163)	2.8 (163)	3.2 (163)
All Evaluated Summer Program Students	3.2 (159)	3.3 (159)	2.9 (159)	3.1 (159)
AICSC Summer Program Students	3.4 (28)	3.7 (28)	3 (28)	3.3 (28)

District GPA Levels from the end of 2022-2023 and beginning of 2023-2024

n=12,746 Spring & Fall matched students with GPA data		Distribution of Student GPA Levels in Marking Period 1 of the 2023-2024 School Year		
		Under 2.5	2.5 – 2.99	3.0 or Higher
Distribution of Student GPA Levels in Marking Period 4 of the 2022-2023 School Year	**Under 2.5**	70%	15%	15%
	2.5 – 2.99	43%	25%	32%
	3.0 or Higher	15%	15%	70%

All Summer Programs GPA Levels from the end of 2022-2023 and beginning of 2023-2024

n=159 Spring & Fall matched students with GPA data		Distribution of Student GPA Levels in Marking Period 1 of the 2023-2024 School Year		
		Under 2.5	2.5 – 2.99	3.0 or Higher
Distribution of Student GPA Levels in Marking Period 4 of the 2022-2023 School Year	**Under 2.5**	80%	16%	4%
	2.5 – 2.99	50%	15%	35%
	3.0 or Higher	14%	16%	70%

GPA Levels for AICSC Students from the end of 2022-2023 and beginning of 2023-2024

n=28 Spring & Fall matched students with GPA data		Distribution of Student GPA Levels in Marking Period 1 of the 2023-2024 School Year		
		Under 2.5	2.5 – 2.99	3.0 or Higher
Distribution of Student GPA Levels in Marking Period 4 of the 2022-2023 School Year	**Under 2.5**	60% (3)	40% (2)	0% (0)
	2.5 – 2.99	0% (0)	0% (0)	100% (1)
	3.0 or Higher	18% (4)	0% (0)	82% (18)

Results below highlight average and median iReady Math Percentile scores and performance levels. Average and median percentile scores remained consistent from Spring 2023 to Fall 2023 with a slight improvement for students in all evaluated programs.

iReady Math Outcomes from the end of 2022-2023 and beginning of 2023-2024

	iREADY Math Percentile Scores			
	Spring Average (n)	Spring Median (n)	Fall Average (n)	Fall Median (n)
All APS students	33 (10,025)	25 (10,025)	32 (10,025)	24 (10,025)
All Evaluated Summer Program Students	37 (197)	28 (197)	38 (197)	30 (197)
AICSC Summer Program Students	37 (35)	30 (35)	39 (35)	36 (35)

iREADY Math Performance Levels for Students in AICSC Program from end of 2022-2023 and beginning of 2023-2024

n=<35 Spring & Fall matched students with scores		Student Performance Levels in Fall		
		Significantly Below Average	Within Average Range	Significantly Above Average
Student Performance Levels in Spring	**Significantly Below District Average**	70% (7)	30% (3)	0% (0)
	Within the Average Range of District Performance	5% (1)	85% (17)	10% (2)
	Significantly Above District Average	25% (1)	50% (2)	25% (1)

I-READY ASSESSMENTS – READING

Results below highlight average and median iReady Reading Percentile scores and performance levels. Average and median percentile scores remained consistent from Spring 2023 to Fall 2023 with a slight improvement for students in all evaluated programs.

iReady Reading Outcomes from the end of 2022-2023 and beginning of 2023-2024

	iREADY Reading Percentile Scores			
	Spring Average (n)	Spring Median (n)	Fall Average (n)	Fall Median (n)
All APS students	38 (9,896)	33 (9,896)	37 (9,896)	31 (9,896)
All Evaluated Summer Program Students	41 (195)	35 (195)	42 (195)	37 (195)
AICSC Summer Program Students	43 (34)	37 (34)	43 (34)	41 (34)

iREADY Reading Performance Levels for Students in AICSC Program from the end of 2022-2023 and beginning of 2023-2024

n=34 Spring & Fall matched students with scores		Student Performance Levels in Fall		
		Significantly Below Average	Within Average Range	Significantly Above Average
Student Performance Levels in Spring	**Significantly Below District Average**	60% (6)	40% (4)	0% (0)
	Within the Average Range of District Performance	5% (1)	85% (17)	10% (2)
	Significantly Above District Average	25% (1)	25% (1)	50% (2)

CONCLUSION

SUMMARY OF THE RESULTS

ATTENDANCE

The average absences for students who attended your summer program (1.4) were less than the district absences (3.3) and matched comparison students' absences (2.8), but only slightly lower than all summer program students (1.6) at the start of the 2023-2024 school year. Most students in your program had excellent attendance patterns in school after your summer program. A significant majority (77%) of your students with a history of excellent attendance maintained that level of excellent attendance during the first marking period of the 2023 school year. A considerable percentage of your students (83%) who had high-risk attendance before attending your program started the 2023 school year with excellent attendance. 78% of the students who attended your program that had average attendance in the spring of 2023 improved to an excellent attendance pattern post-summer. Maintaining and improving current attendance patterns among your students can enhance educational success during the course of the 2023-2024 school year.

SCHOOL-BASED ACADEMIC ACHIEVEMENT

GRADE POINT AVERAGE

Academically, your students' spring to fall GPA patterns are similar to all evaluated summer programs, matched comparison students, and the district GPA patterns, as indicated in the previous section of this report. Most of your students (82%) who had achieved a 3.0 or higher GPA before the program sustained the academic performance and started the school year with a high GPA. 100% of your students with average-GPAs at the end of the 2022-2023 school year maintained or improved their GPAs at the beginning of the 2023-2024 school year. However, 60% of your low-achieving students sustained low performances in the fall of the 2023 school year.

I-READY ASSESSMENTS – MATH

During the 2023-2024 school year, both average (39) and median (36) percentile scores in math for students in your program were higher than the district, and slightly higher than evaluated summer programs. Most of your program's students for whom iReady Math scores were available maintained their performance level on the assessment from spring to fall.

I-READY ASSESSMENTS – READING

Post-summer, both average (43) and median (41) percentile scores in reading for students in your program were higher than the district, as well as for all evaluated summer programs. Most of your students for whom iReady Reading scores were available also maintained their performance level on the assessment from spring to fall.

RECOMMENDATIONS – OVERALL

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 specific groups of students or certain outcomes where you expected more favorable results? Have internal conversations with members of your community, students, families, and your organization. The numbers reported only tell part of the complete narrative. Reassess, plan, and reflect on what parts of your program went well and what you could modify. Consider how you could utilize the data in this report to inform aspects of your summer program. 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. Communicate, collaborate, and associate with 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 10 programs supported over 200 students across Akron and Summit County in the summer of 2023. We pooled the data from all our summer partner programs together to better understand how, as a community, we can support student success through program evaluation.

We believe that high-quality summer programs that focus on both academic and social-emotional development have the power to reduce or eliminate achievement gaps that occur from summer learning loss. 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.