



NORTHSIDE
ACHIEVEMENT
ZONE

RESULTS NAZ

Expanded Learning

Nov 2nd, 2016

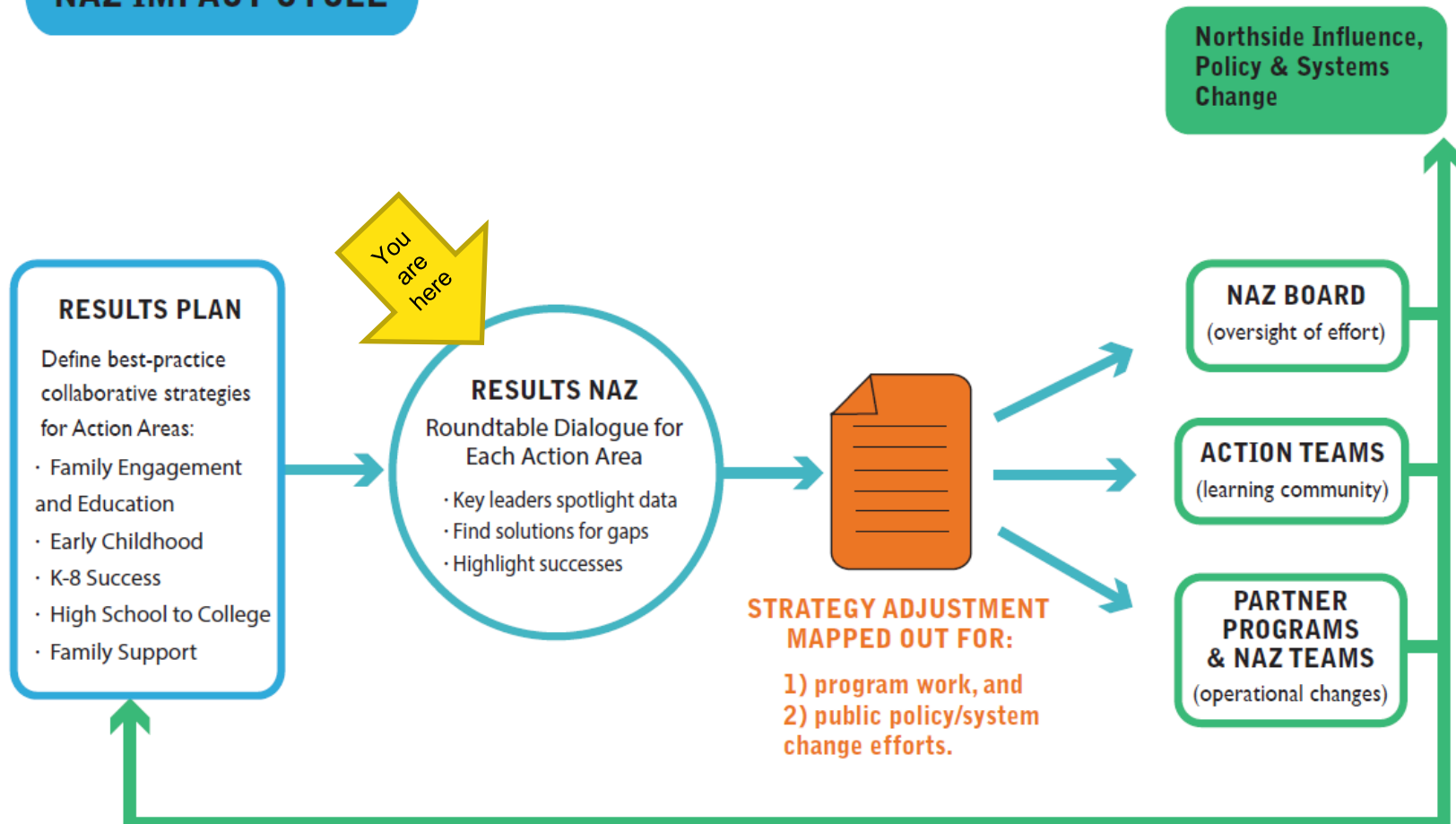
ONE
NAZ

GENERAL OUTLINE

- **Table introductions**
- **Impact Cycle**
- **Expanded Learning Solution Plan Goal**
- **How are families better off?**
- **Targeted solutions**
- **Key Questions**
- **What happens next?**

Table Introductions

NAZ IMPACT CYCLE

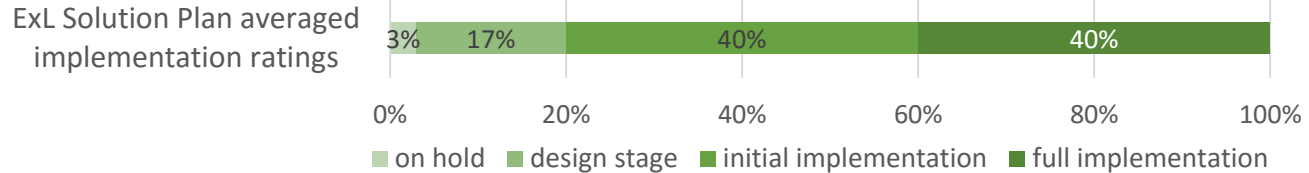


EXPANDED LEARNING SOLUTION PLAN RESULTS

- **Expanded Learning**

- ExL enrolled children demonstrate accelerated progress to achieve grade-level performance in reading and math.

- **Implementation (current)**



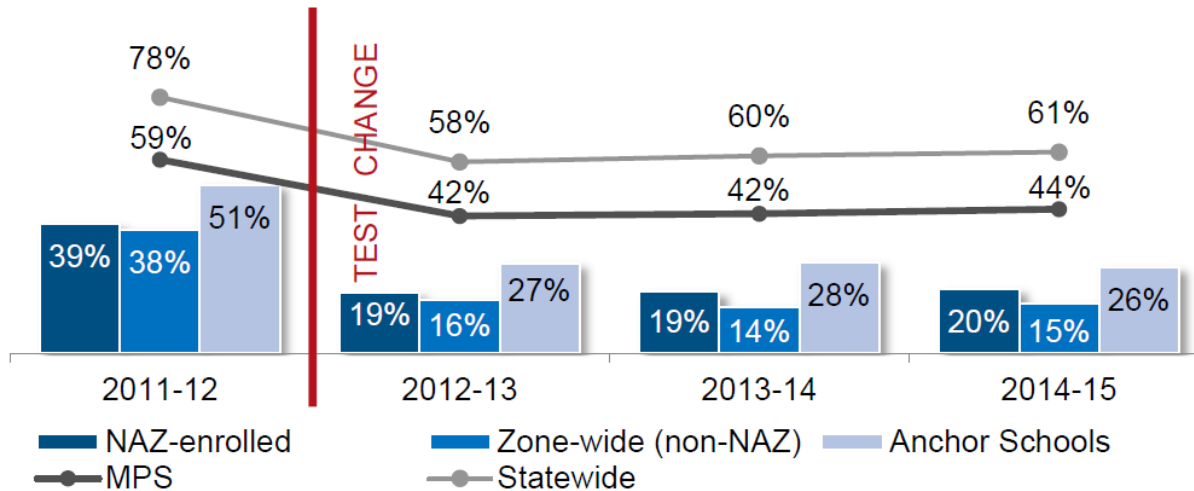
How are families better off in
relation to this goal?

MCA PROFICIENCY

FROM THE ANNUAL ACADEMIC REPORT

SCHOOL YEAR 14/15

4. MCA reading proficiency, grades 3-5

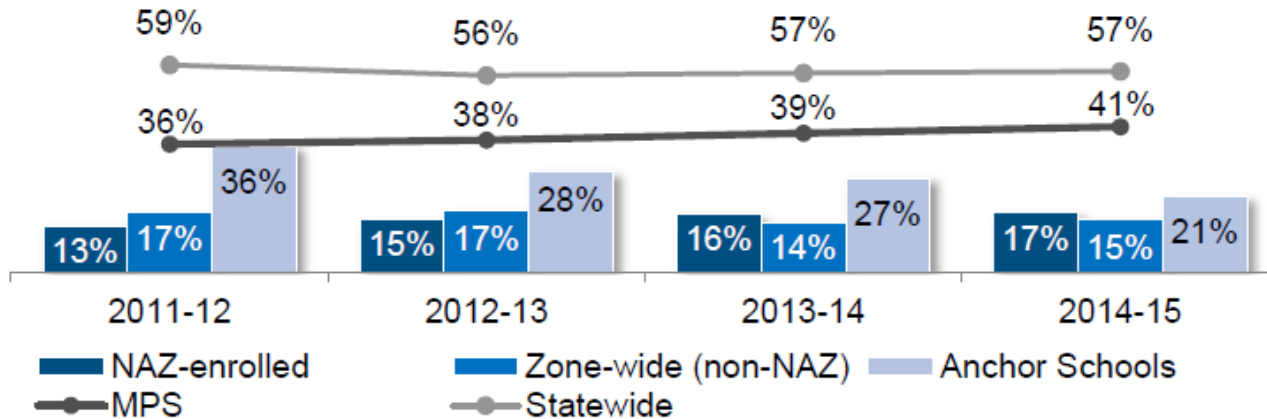


MCA PROFICIENCY

FROM THE ANNUAL ACADEMIC REPORT

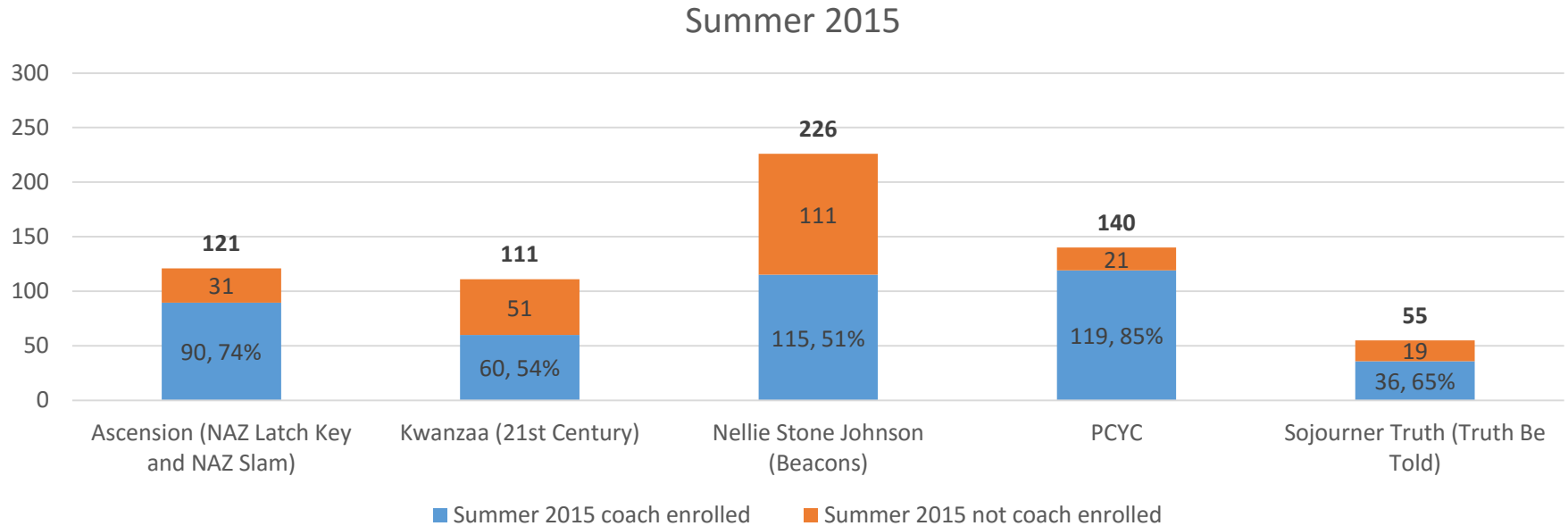
SCHOOL YEAR 14/15

11. MCA math proficiency, grades 6-8



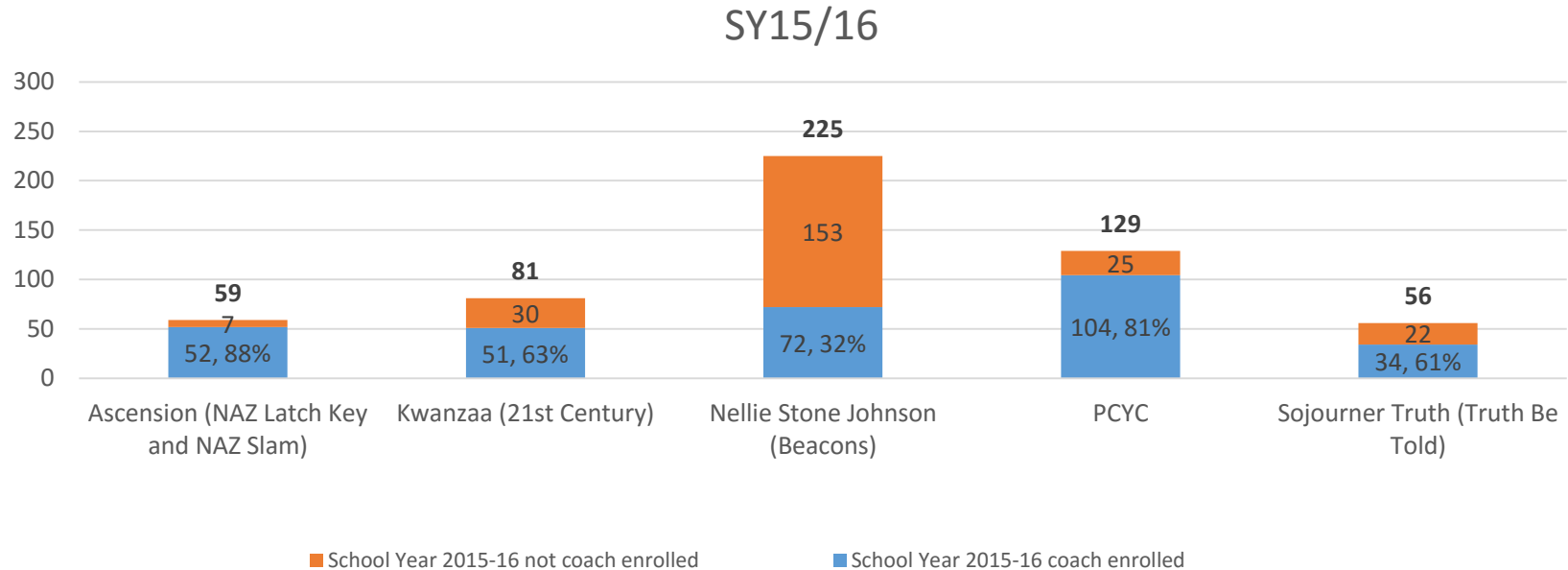
Solutions

ExL Enrollment Summer 2015



- Overall for summer 2015, 419 of 653 (64%) scholars were coach enrolled

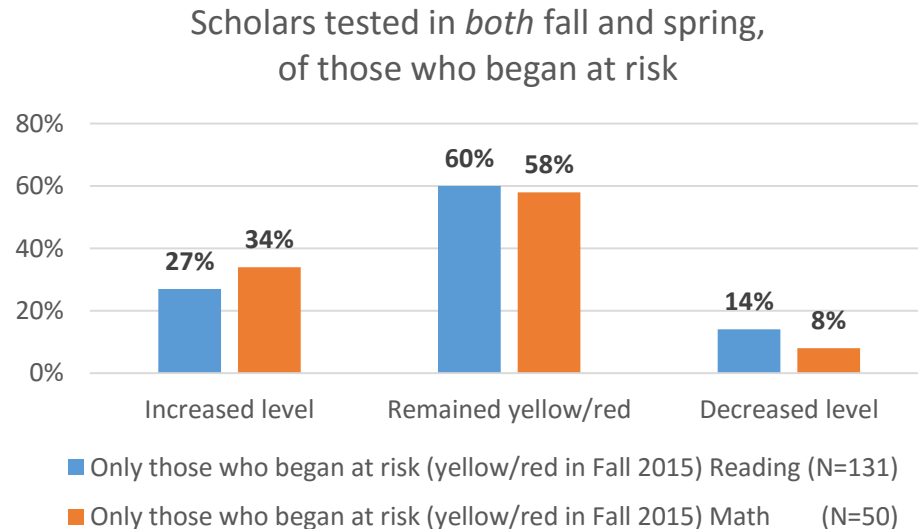
ExL Enrollment School Year 2015-16



- Overall for school year 15/16, 314 of 550 (57%) scholars were coach enrolled

Progress Monitoring: improvement fall to spring (SY15/16)

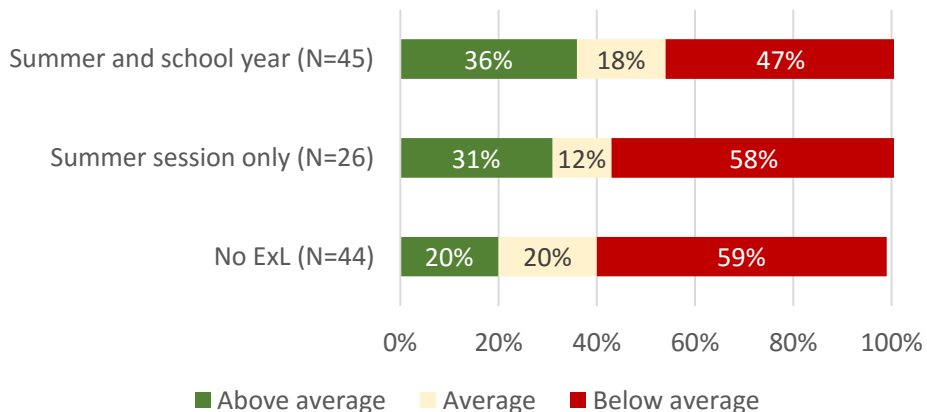
Of those scholars who began at risk in the fall 2015, 27% increased a level in reading and 34% increased a level in math



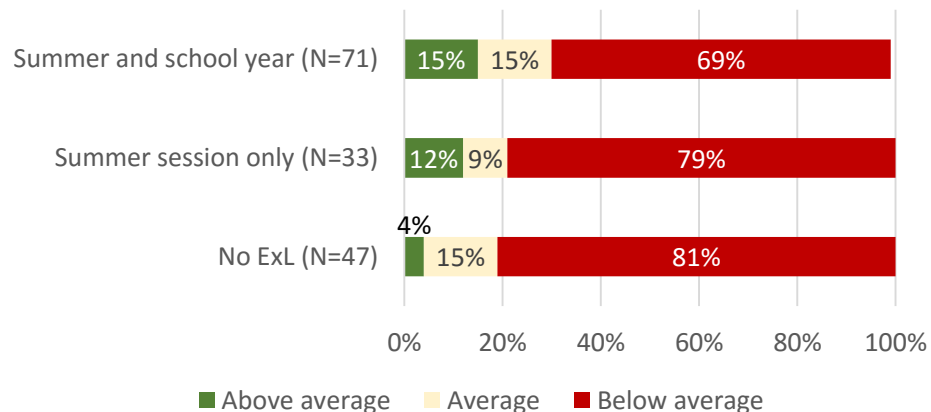
ExL and MAP growth: Reading

ExL scholars more likely to score above average on MAP (Measures of Academic Progress) average than non ExL peers

MAP reading performance by ExL dosage, Fall 2015, grades 3-5



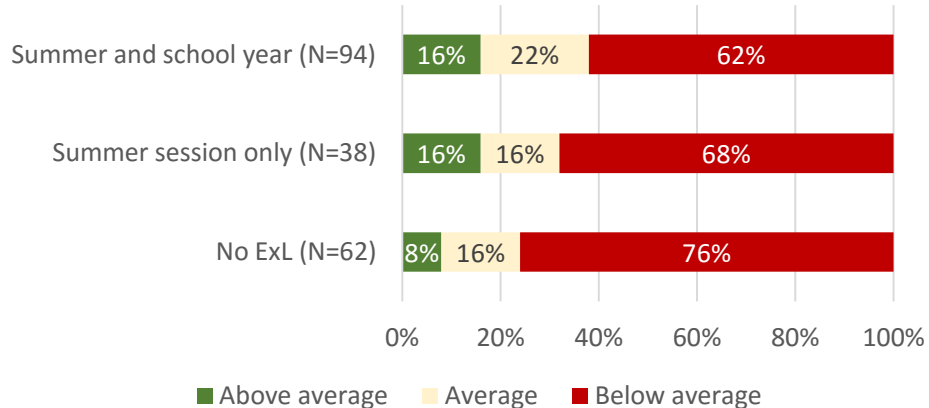
MAP reading performance by ExL dosage, Spring 2016, grades 3-5



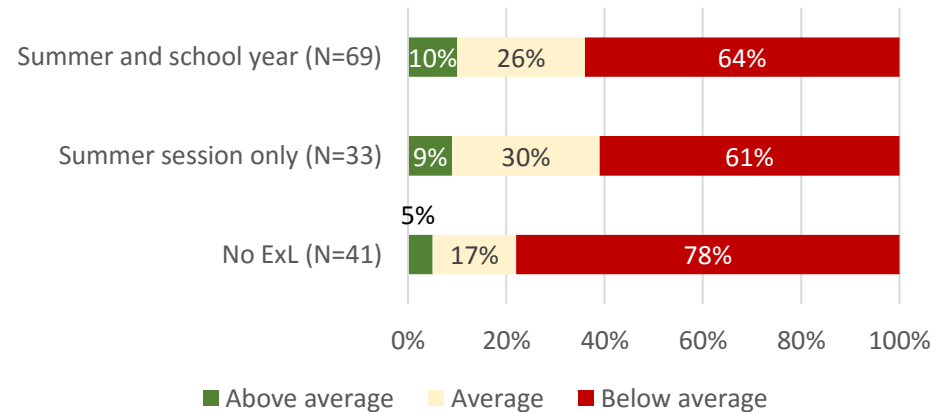
ExL and MAP growth: math

ExL scholars more likely to score above average on MAP (Measures of Academic Progress) than non ExL peers

MAP math performance by ExL dosage, Fall 2015, grades 3-5



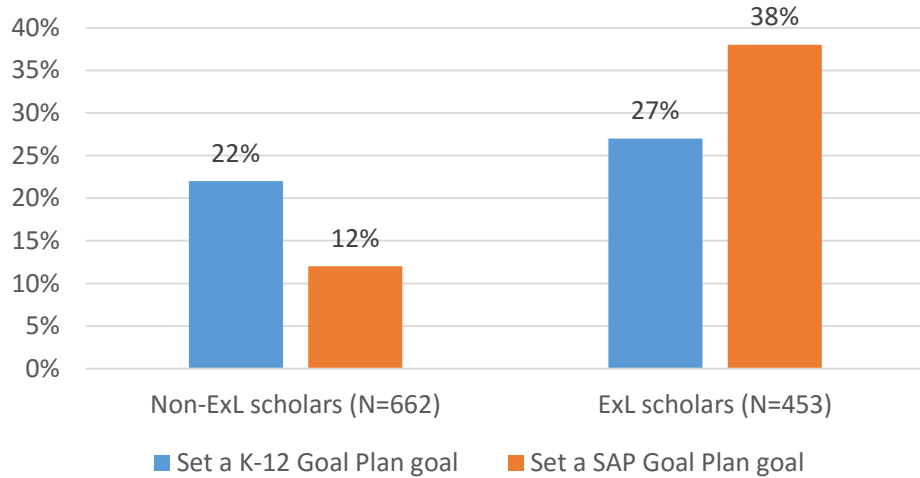
MAP math performance by ExL dosage, Spring 2016, grades 3-5



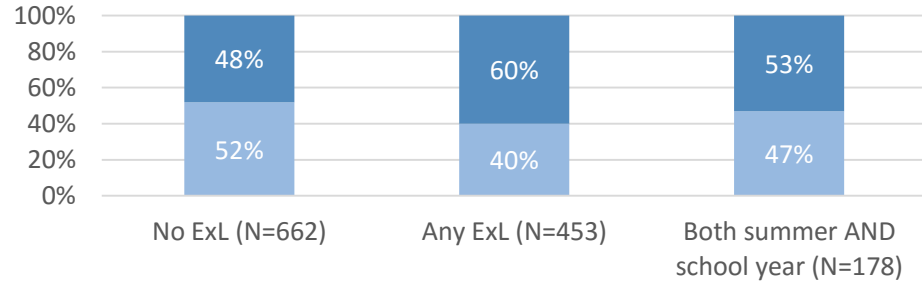
GOALS SET AND COMPLETED

(in FY16)

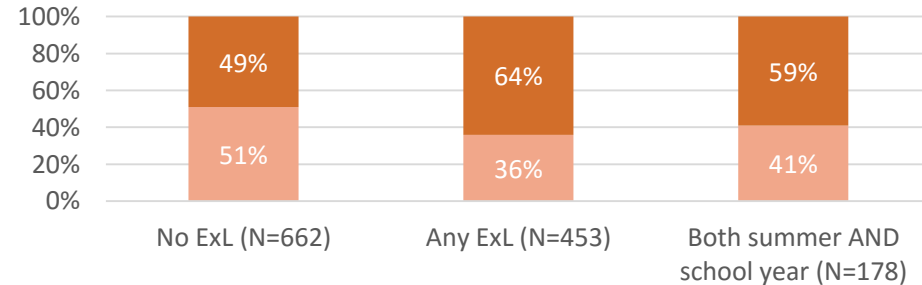
Goals set in FY16 by ExL participation



Of those with at least one K-12 goal set in FY16...



Of scholars with at least one SAP goal set in FY16...



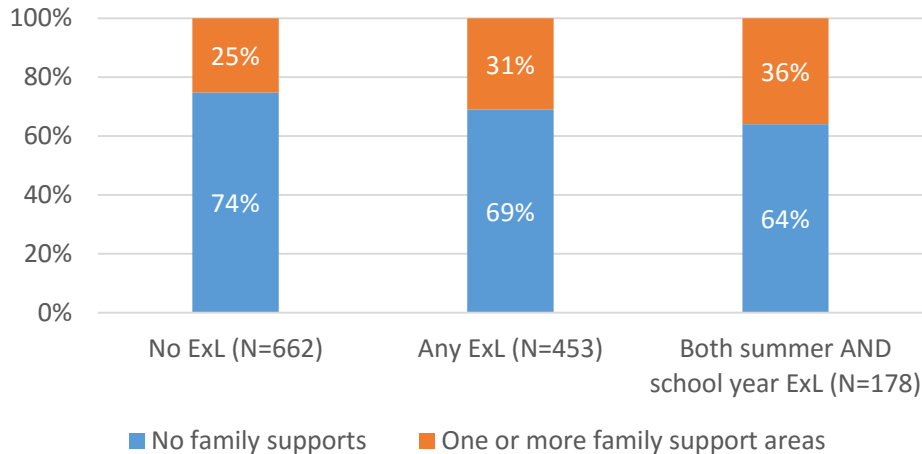
■ Completed 1+ Goal Plan goals/goal steps

■ Did not complete any Goal Plan goal/goal step

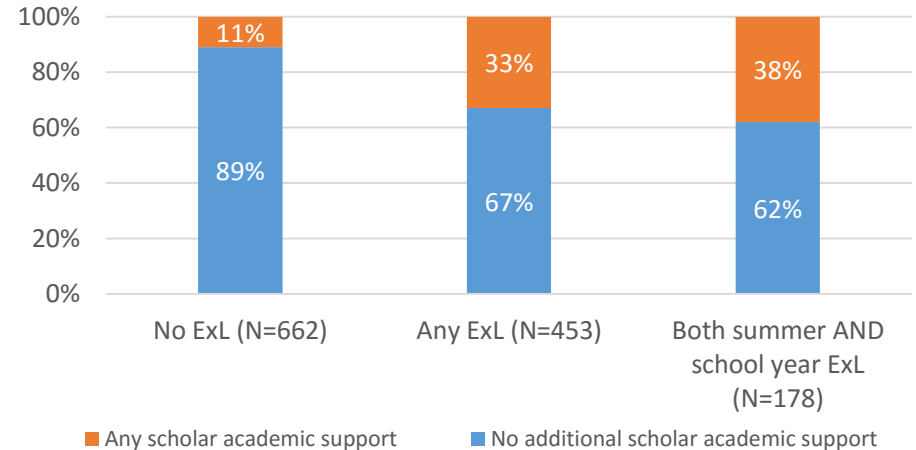
ADDITIONAL FAMILY AND ACADEMIC SUPPORTS

- **Families participating in ExL are more integrated**

Families participating in one or more family support areas, by amount of ExL



Scholars having an Academic Specialist (formerly navigator), Promise Fellow, or Scholar Coach





Focus Groups with Scholars

I want to be able to pay for college. I want to do better in school so I don't have to get a lot of jobs to pay for school. I want all the points on my report card to be 4's and 3's. I have a lot of teachers at PYC that help me do better at school.

All the people here help me achieve my goals. They challenge me and encourage me to do well for the week and reward me at the end.

Even if we fail, our teachers talk us into trying to get it right.

My favorite thing about being here [Kwanzaa] is learning new things, being with friends, and people who really care about me.

Key Questions

KEY QUESTION

What tools are available and used to monitor scholar progress?

How are we responding to available academic information – assessments, progress monitoring, etc?

What supports move scholars academically from start of a session to end of a sessions?

KEY QUESTION

How do we support social emotional needs of scholars in our programs?

What is the impact of violence on scholars in schools, in community?

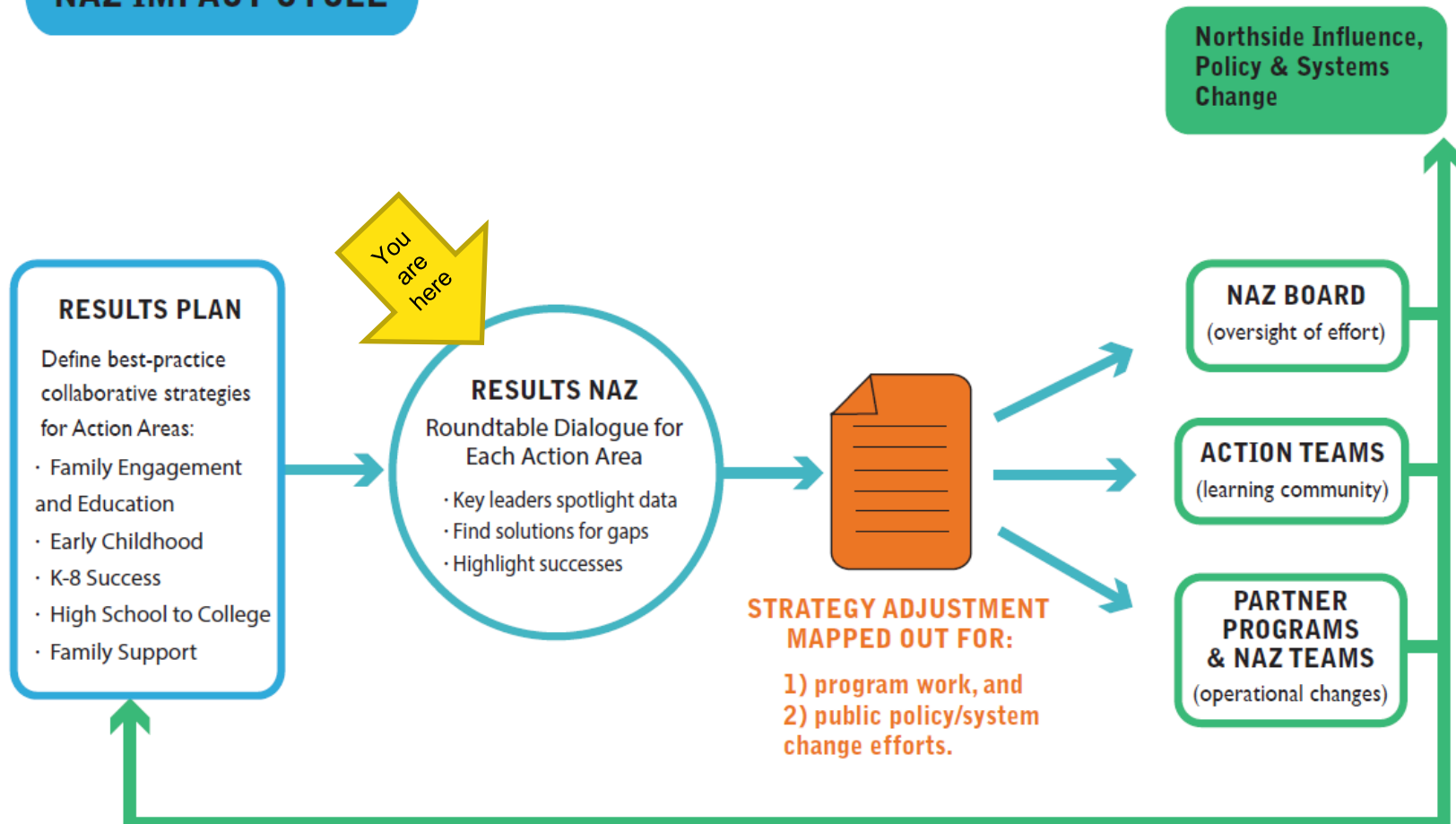
How do we measure social emotional development? And our ability to impact it?

KEY QUESTION

How do we collectively leverage parent engagement to support scholar achievement?

What are solutions to barriers that arise around parent engagement?

NAZ IMPACT CYCLE



KEY LEARNINGS are used to adjust plans for direct impact with participating families.