Educating At-Risk African American Males: Formative and Summative Evaluation of the Street Academy Program

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Abstract

No Child Left Behind legislation has triggered increased attention toward closing the achievement gap. Of particular importance is the need to improve African American male outcomes in education. The Jefferson County Public School System (JCPS) has embarked on one such effort with the implementation of the Street Academy Pilot Program. Evaluation of the after-school program included formative and summative components. A double pretest-post design with an internal control group was used to assess the impact of the program on students' reading achievement, school attendance, grade promotion, school discipline and, self-esteem. Significant effects were not seen for every measure, but the consistent direction of the effects showed overall academic benefits for the participants. Implications for practice and policy are discussed.

Keywords: Academic Achievement; Accountability; Educationally Disadvantaged; Evaluation; Federal Legislation; Minority Group Children; Poverty; Racial Differences.

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Introduction

Jefferson County Public Schools (JCPS) is the 13th largest urban school district in the United States (Standards & Poor, 2005). The school district serves more than 96,000 students from Pre School to grade 12. JCPS has a vision for long term student achievement for all students. This vision commits JCPS to continue closing the long standing achievement gap between its African American and White students. Further, JCPS strives to ensure that all students meet high academic standards. A good deal of this effort includes helping students excel in the area of literacy, reading on grade level, and providing attention to non-cognitive student measure such as attendance and discipline. While JCPS has made great strides in closing their achievement gap, the wider social realities and trends experienced by young African American males, necessitate the strengthen of this critical effort.

A recent New York Times article explained that emerging studies by experts at Columbia, Princeton and Harvard Universities indicated that the rapidly increasing population of poorly educated Black men is 'becoming ever more disconnected from the mainstream society' (Eckholm, March 20, 2006, p.1). For example, one study shows that in 2004, 72% of Black male high school dropouts in their 20's were jobless. Further, 6 in 10 of Black men in their mid-30's who had dropped out of school had spent time in prison. One of the top recommendations that emerge from the studies is a call for 'intensive new efforts to give them a better start that including support for parents and extra schooling' (p.5).

While the vast scope and serious condition of African American male outcomes in education is devastatingly evident, many efforts to alleviate and improve this condition are abound in community and educational sites around the nation. A key, researched based strategy includes providing out of school programs for African American males. Riordan (2002) asserts

that Single sex educational environments tend to be more disciplined and academically rigorous, particularly for disadvantaged students. Previous research that examines after school programs for Black male students' shows that such programs showing effectiveness all include specific goals and have an evaluation component (Fashola, 2005). Providing an all African American male setting during the nonschool hours is one way to concentrate on developing the talents of young African American males (Fashola, 2005) and can accelerate the academic and psychosocial improvement of African American males.

The Street Academy is one such effort that JCPS has invested in. The Street Academy model was designed by the New York City Urban League with the goal of providing minority male students in poverty a supplemental program using a holistic framework. The Street Academy includes both specific goals and its evaluation has a formative and summative components. Though in its infancy stage (i.e., phase I pilot), the Street Academy program has tremendous potential to impact the educational experiences and outcomes of young African American males within the JCPS system.

Program Description

The Street Academy concept is a three (3) phase initiative designed to address the growing need for working with African-American male students with a multi-faceted/holistic and neighborhood-based approach. Phase I was designed to operate on Saturday and is similar to the Louisville Urban League's (LUL) Rising Fifth Grader Program[1] ;Phase II will entail the Saturday activities plus working with students for half day or longer during the week in a school setting; and, Phase III will be a long term process of serving students at high risk of school failure, in an all African American male residential, boarding school type setting situated in the inner-city This evaluation centers on the processes and outcomes of Phase I.

The street academy operates from a holistic approach that focuses on four major components: academic, socio-behavioral, community support, and culture. The academic component will involve a combination of the District's literacy initiative and Direct Instruction. Academic component emphasizes reading and utilizes the Corrective Reading instructional model; the Corrective Reading is a highly structured Direct Instruction reading intervention program that includes both decoding and comprehension strategies: (a) word attack, (b) story reading, (c) reading checkouts, (d) workbook, and (e) checking workbook. The curriculum also involves a cultural component that highlights African American literature.

The instructors are African-American male JCPS teachers who have been trained in the Corrective Reading model and have a passion for working with low income minority students. The program emphasizes the cultivation of appropriate behavior by transmitting to students a specific code of conduct coupled with high expectations. Included in the holistic approach is the community/support component facilitated by a home school coordinator who works with the parents or principal caregiver of the students.

The Street Academy operates on Saturdays at Wheatley Elementary School. African American male students who live in high poverty areas (the Wheatley area) and attend Title I school participate in the program. Transportation is provided to students as needed. The program operated from December 4 – the end of May 20, 2006 and included 16 Saturday sessions. The sessions run from 1:30 – 4:30 with two hours dedicated to intense academic instruction.

[1]The Louisville Urban League (LUL) is a local affiliate of the National Urban League, a private, non-profit social services and civil rights-related organization. The LUL Rising Fifth-Grader Program has been in operation for 10 years and focuses on low-performing students from poverty and centers on teaching literacy, primarily. It meets on Saturday during the school year and half-a-day during the summer. Evaluation data indicate that the program has been successful in raising reading scores of participants.

Program Goals & Objectives

The goals of the Street Academy is to assist African American males in grades 4-6 attain proficiency in reading, increase school attendance, and reduce negative behavior in school. While the non-cognitive goals of the Street Academy are critical, the primary focus of the Street Academy is to increase the literacy levels of the participants.

By providing a structured, nurturing environment conducive to the culture of the participants, individualized student attention, and home/school communication that includes a focus on academics, socio/behavioral, community and culture, the Street Academy strives to accomplish six specific objectives: (a) increase the percent of students scoring proficient/distinguished on the Predictive Assessment Series (PAS) in reading; (b) decrease the percent of students scoring novice on the PAS in reading; (c) ensure the successful promotion of 6^{th} grade participants into 7^{th} grade; (d)increase participants reading grade equivalency on the Gates-MacGinitie test; (e) increase school attendance as measured by reduction in absences and tardies; and, (f) reduce negative behavior as measured by a decrease in school disciplinary referrals and suspensions

Evaluation Purpose & Questions

This Street Academy Program Phase I evaluation report includes both formative and summative dimensions. The project coordinator will use the information provided in this evaluation to assess the formative and summative aspects of the Street Academy Phase I project for program improvement purposes. The three fold evaluation objectives include conducting a formative evaluation, a summative evaluation, and a cost analysis.

Formative Evaluation

The first objective was to conduct a formative evaluation. The formative evaluation helps to understand program dynamics and procedures and provides timely quality assurance guidance to the project coordinator. The overarching evaluation questions that guided the formative study were the following:

(a) What are the demographic characteristics of the students participating in Street Academy?

(b) What schools do the Street Academy participants attend?

(c) By what criteria and process are students referred to the Street Academy?

(d) What is the Street Academy Curriculum and what activities take place?

(e) Who are the teachers of the Street Academy?

(f) How often do participating students attend the Street Academy Saturday sessions?

(g) What progress is assessed through a mid-program feedback assessment?

Summative Evaluation

The second objective was to conduct a summative evaluation. A summative evaluation will help to assess the impact of the program on participants. The primary goal of the evaluation will help assess the degree to which the Street Academy program improves students' academic

performance in reading, discipline, and attendance. Based on the goals and objectives of the program, the overarching evaluation questions that guided the summative study were the following:

(a) What is the overall impact of Street Academy on the students' **reading achievement** as measured using the winter and spring Predictive Assessment Series?

(b) What is the overall impact of the Street Academy on the students' reading achievement and reading **grade equivalency** as measured using the Gates-MacGinitie test?

(c) What is the overall impact of the Street Academy on the 6th grade participants' **grade promotion rate**?

(d) When compared to last school year (i.e., December thru May 2004-2005), is there an increase in participating students **school attendance** (i.e., unexcused absences and tardies)?

(e) When compared to last school year (i.e., December thru May 2004) is there an improvement in student **school discipline** as measured by participating students' disciplinary infractions (i.e., referrals, suspensions)?

(f) What are the participating **students' perceptions** of the Street Academy program and teachers?

(g) What is the overall impact of the Street Academy on the **participants' perception** of themselves in general and perception of themselves as a student?

Cost-Analysis

The third objective of the evaluation was to conduct a Cost Analysis of the Street Academy Phase I. The cost analysis includes the program budget and cost per student. This analysis also includes the number of Saturday sessions and cost per student per session. With the summative results in mind, this analysis assists in determining the cost-effectiveness of the program. The questions that guided the cost benefit analysis were the following:

(a) What are the main components of the Street Academy budget?

(b) What is the cost per student for all participants served?

(c) What is the cost per student per session for all participants served?

(d) What is the cost per student for all participants who attended more than 50%?

(e) What is the cost per student per session for all participants who attended more than 50%?

Evaluation Method

Participants

The Street Academy program served a total of 38 African-American male students. As shown in Table 2, 42% of participants attend Elementary school and 57% attend Middle school. Approximately 42% are in fourth and fifth grade, and approximately 45% are in sixth grade. With respect to household structure and poverty the students are at high risk as 71% live in single parent homes and 92% receive free/reduced lunch.

Table 2

Profile of Participating Students in the Street Academy Program (N = 38)

Variable	N	%
School Level		
Elementary	16	42.1%
Middle	22	57.9%
Grade		
Third	1	2.6%
Fourth	9	23.7%
Fifth	7	18.4%
Sixth	17	44.7%
Seventh	3	7.9%
Eighth	1	2.6%
Parent Household Structure		
Single	27	71.1%
Dual	11	28.9%
Lunch Status		
Free/Reduced	35	92.1%
Paid	3	7.9%

Note: All Participants are African-American Males

The Street Academy program served students who attend school throughout 15 different JCPS school locations (seven elementary schools and nine middle schools). All schools attended by participants in the 2005-2006 school year met the Title I criterion (i.e., over 50% of student population on free/reduced lunch), except one (i.e. 2 participants from Johnson Traditional). Of the elementary student participants, approximately 38% attend Wheatley elementary. Of the middle school participants, approximately 41% attend Lassiter Middle school.

Table 3

School Locations of Street Academy Participants (N =15)

School Name	Number	Percent
Elementary School Level		
Kennedy Elementary	1	2.6%
King Elementary	1	2.6%
Medora Elementary	1	2.6%
Minors Lane Elementary	4	10.5%
Roosevelt Perry Elementary	1	2.6%
Wheatley Elementary	6	15.8%
Zachary Taylor Elementary	2	5.3%
Elementary Total	**16**	**42.1%**
Middle School Level		
Carrithers Middle	4	10.5%
Johnson Traditional Middle	2	5.3%
Kennedy Metro Middle	1	2.6%
Lassiter Middle	9	23.7%
Myers Middle	2	5.3%
Noe Middle	1	2.6%
Stuart Middle	1	2.6%
Western Middle	1	2.6%
Westport Middle	1	2.6%
Middle Total	**22**	**57.9%**
TOTAL	**38**	**100%**

Note: the two participants from Johnson Traditional were not regular attendees (mean attendance rate = 18.7%)

Data Collection and Measures

The project evaluator used various sources to obtain the qualitative and quantitative data used in for the formative and summative evaluation of the Street Academy. The District's computerized database provided individual student demographic, cognitive and non-cognitive data. The demographic data included identification number, race, gender, school location, grade, free/reduced lunch status, and household structure. The cognitive data drawn from the data base included statewide test scores in reading as well as reading scores and proficiency levels on the PAS. The PAS is a series of equivalent assessments designed to match, predict, and improve the knowledge and skills tested by state standards and aligned to nationally-normed and state criterion test. Non-cognitive data provided by the district data base included attendance and discipline related information.

Qualitative process data was collected throughout the formative data collection process via site visits and meetings with Street Academy program coordinator and the Street Academy educational consultant. This includes information pertaining to referral process, program activities, curriculum, and program climate/culture. The specific pre and post test measures are shown on table 1.

Table 1

Street Academy Phase I Evaluation Measures

Cognitive Measure	**Pre-test 1**	**Pre-test 2**	**Post-test**
Reading			
Predictive Assessment Series (PAS) Proficiency Level and Scale Scores	Fall 05' September	Winter 05' December	Spring 06' February
	Pre-test		**Post-test**
Gates/MacGinitie Test Raw Scores and Grade Equivalent	January 2006		May 2006
Non-Cognitive Measures	**Pre-test**		**Post-test**
Attendance			
Number of School Absences	Dec – May 2004/2005		Dec – May 2005/2006
Number of School Tardies	Dec – May 2004/2005		Dec – May 2005/2006
Discipline			
Number of School Referrals	Dec – May 2004/2005		Dec – May 2005/2006
Number of School Suspensions	Dec – May 2004/2005		Dec – May 2005/2006
Survey			
Perceptions of self in general and self as student	Retrospective (Nov 2005)		May 2006
Perception of program and teachers			May 2006

Design

For the purpose of the summative evaluation, a pre - post design with a double pre-test and an internal control group was used. Embedded within the overall evaluation design was a formative process evaluation to provide mid-program guidance. Employing additional elements to a simple pre-post research design, such as a double pre test and an internal or "natural" control group enhances confidence in causal knowledge and reduces internal validity threats (Shaddish, Cook & Campbell, 2002).

With respect to assessing cognitive improvement (the primary aim of the program), a double pretest was used. While a pretest helps determine the degree of similarity between the treatment and internal control group, having a second pretest helps determine if the groups are changing at similar rates, prior to the program. The confidence in causal knowledge with a pre-post design is increased when the interval between pre test and post test is short (Shaddish, Cook & Campbell, 2002,).

The internal control group can be considered the "natural" control group. This group was drawn from the participants who were referred to the Street Academy program, but for various reasons, did not experience the full "treatment." That is, some participants did not complete the program, did not attend the program regularly, or began the program late in the year. The "control" students only attended the Street Academy between 6% - 46% of the sessions. The "treatment" students attended between 56% - 100% of the sessions. Because these students are similar to the "treatment" students and met the same criteria, they will act as a plausible and natural control group.

In addition to providing mid-program feedback based on quantitative data, the formative evaluation allowed collection of some quantitative information regarding the program from various stakeholders. This design entailed the collection and analysis of participant data throughout the duration of the Academy program. The formative evaluation also utilized descriptive statistics to describe participants' demographic characteristics.

The summative evaluation included both descriptive and inferential statistics. In order to analyze academic achievement in reading, descriptive statistics were used to compare the number and percent of "control" students who increased in proficiency level versus the number and percent of "treatment" students who increased in proficiency level on the Predictive

Assessment Series (PAS) between fall to winter and between winter to spring within the 2005-2006 school year. Because the intervals between the PAS tests are short, the confidence in causal knowledge is increased (Shaddish, Cook & Campbell, 2002). The fall PAS was used as pretest 1, the winter was used as pretest 2, and the spring was used as the post test. Additionally, within the treatment group, descriptive statistics were used to compare change in level between elementary and middle school participants.

In order to assess an additional measure of participants reading achievement, the Gates-MacGinitie reading pre - test was administered at the start of the program (January 2006) and the post-test was administered at the end of the program (May 2006). This test measures changes in students decoding and comprehension skills. Descriptive statistics of raw scores were analyzed and dependent sample t-test was conducted to determine any statistically significant changes in scores from pre- test to post-test. Further, descriptive statistics of grade equivalency scores are provided to determine any change in grade equivalent reading level of participants.

With respect to non-cognitive measures, attendance and discipline data were analyzed using descriptive statistics to determine if change occurred in both areas. Due to the start and end date of the Street Academy program (December 2005 – May 2006), the only reasonable pre-test data were students attendance and discipline data within the same time frame of the previous year (December 2004 – May 2005).

For each indicator (reading, attendance and discipline) a one way analysis of variance (ANOVA) was used to determine any statistically significant difference between the treatment and internal control group. ANOVA was also used to determine any statistically significant difference between elementary and middle school participants within the treatment group.

Formative Evaluation Results

The formative evaluation sought to understand several aspects of the Street Academy program implementation process and program components. This includes information regarding the student criteria and referral process, curriculum/ activities, and the Street Academy staff. Further, embedded in the evaluation design was a formative assessment process where by the program participants were assessed mid-program with respect to non-cognitive data to provide feedback to program staff and stakeholders.

Street Academy Student Referral Process

Students were referred to attend the Street Academy through a process that included the Street Academy coordinator and consultant working in conjunction with school principals. First, the Street Academy coordinator/consultant notified the Title I school principals of the program and asked for their cooperation in referring students to participate in the Street Academy program. The principals were given criteria that students must meet in order to be referred. The criteria for participating students were as follows:

- Enrolled in Title I school
- Receive Free/Reduced lunch
- African-American male
- In grades 4, 5, or 6
- Have academic difficulty in school
- Have behavioral difficulty in school
- Have high absenteeism and tardies

With respect to the student referral process, priority was given to middle school students who are failing sixth grade in language arts and/or math that are in danger of not meeting promotion requirements. Further, in light of the high need of students who reside in the Wheatley cluster area, and because community support is an important focus of the Street Academy program, an

effort was made to ensure that elementary and middle school students who live in the Wheatley area were given priority.

Table 3 presents the percent of participating students who met the Street Academy's participant criteria. Behavior difficult is assessed by having more than one suspension or more than 3 referrals. Attendance difficulty is assessed by having more than 3 absences or more than 3 tardies. Academic difficulty was assessed by obtaining a "Novice" on the fall PAS or Kentucky Core Content Test (KCCT) in reading, or scoring in the 1st, 2nd or 3rd stanine on the Comprehensive Tests of Basic Skills (CTBS). For middle school students, academic difficulty also included failing Language Arts or Math.

As shown on table 4, all participants are African American males, 92% are enrolled in Title I schools and receive free/reduced lunch, and 86 % are in grades 4, 5, or 6. Further, as can be seen on the map (in appendix) the majority of Street Academy Students live within the 40210 zip code area. Specifically, 63% of students reside in the 40210 zip code area, and an additional 16% reside in neighboring zip code areas that border the 40210 area (i.e. zip codes 40212, 40211, 40216). This area of the city represents the fifth lowest per capita income in Metro Louisville at $12,225 according to the 2000 United States Census. According to the Kentucky Population Research, University of Louisville report of Neighborhood Profile of Child Well-Being, there are 83 percent single-parent households. Over 40 percent of the parents are not high school graduates.

Table 4

Street Academy Target Population Analysis (N = 38)

Criteria	Number	Percent
Enrolled in Title I School	36	94.7%
Receive Free/Reduced Lunch	35	92.1%
African-American Male	38	100.0%
Grade 4,5, or 6	33	86.8%
Live in 40210 Zip Code	24	63.2%
Academic Difficulty	30	78.9%
Behavioral Difficulty	15	39.4%
Attendance Difficulty	27	71.1%

Street Academy Curriculum/Activities

Street academy participants that do not walk to the site (Wheately elementary) are picked up by a Street Academy staff member. A good deal of effort of the part of the staff is extended to ensure good attendance by all members. This includes phone calls and direct door to door contact with many of the households. The home-school coordinator works with participants parents/guardians to gain commitment to the program and to motivate the students to attend. The Street Academy also held a parent meeting during the course of the program.

While the Street Academy focuses on four areas (i.e. academic, socio-cultural, community support and cultural education) the primary focus of the Street Academy program is to increase the literacy level and reading skills of participants. This focus is in alignment with the Kentucky Core content standards (4.0 for reading and writing) and complements the JCPS district wide literacy initiatives.

The curriculum used to improve student literacy is the corrective reading model, used by many JCPS elementary schools. Corrective Reading is a highly structured and scripted direct

instruction reading intervention. The Corrective Reading lessons include instruction of word attack, story reading and use of workbook. The lessons are enhanced by pacing, signalizing and correcting student responses. The Street Academy teachers were trained in the Corrective Reading model techniques and the Corrective Reading materials were utilized. The students were tested upon entrance by the Corrective Reading assessment to determine reading level. They were then grouped accordingly into three groups.

The program opens with cultural awareness discussion where in participants are exposed to positive African American male role models. The cultural discussions include topics such as African American literature, African American history as well as knowledge of other cultures. The Street Academy schedule is presented on table 5. This schedule indicates that the majority of the time is spent on the academic/literacy component. Additionally, there is a short period of time when the students eat a snack and socialize with each other.

Table 5

Street Academy Saturday Schedule

Time	Activity
1:30-2:00	Cultural Awareness Discussion
2:00-3:15	Corrective Reading Instruction
3:15-3:30	Break/Snack
3:30-4:30	Corrective Reading Instruction

Street Academy Teachers/Staff

The street academy has an all African American staff that includes one program coordinator, one home-school coordinator, two JCPS teachers, and two other staff members who assist with various program operations such as transportation and secretarial duties. The Street

Academy also has an educational consultant who assists with management/guidance of the programs curriculum.

The Street Academy teachers are both African American males, and have earned a master's degree. One teaches in a JCPS elementary school and has been teaching for ten years, while the other has been teaching in a JCPS middle school for two years. The program coordinator, an African American male instructs participants as a teacher, in part to reduce student/teacher ratio. The program coordinator, who also acts as an instructor, holds a doctorate in early childhood education and works with the minority teacher recruitment center at the University of Louisville.

The Home School Coordinator serves as key liaisons between the program operations and the participating students. This coordinator maintains close interactions with the students, guides, and in some cases, advocates for the students. The coordinator also works with Neighborhood Places and Family Resource Youth Services Centers to provide needed services.

Street Academy Attendance

Over the course of the Street Academy Program, the attendance rate of participants was 49.8 (i.e., 7.5 sessions). The minimum attendance rate was 6.2 (i.e., 1 session) and the maximum attendance rate was 100% (i.e., 16 sessions). Of the total participants (n = 38), four students dropped out of the program, and four students began the program within the last two months of the program. With respect to participants who exhibited regular attendance to the program (i.e., attendance rate between 56%-100%) the mean attendance rate was 69.6%.

Mid-Program Formative Assessment

In order to provide mid-program feedback, available data on participating students were analyzed and provided to the Street Academy Coordinator, consultant and other stakeholders.

The purpose of providing mid-program progress data of the Street Academy participants was to inform program staff and other stakeholders about the status of participants with respect to outcome measures/indicators. This formative assessment also provided a forum for program staff and stakeholders to dialogue about important programmatic matters.

The formative evaluation stressed that the primary goal of the Academy is to improve the academic achievement (with focus on reading) of the participants. However, due to testing windows / data result turnaround timeframe, the update only included baseline cognitive data and its major focus was on non-cognitive data.

Attendance and Discipline data for this year (January 1 – March 15th 2006) were compared to the baseline data months (December – May 2004/2005). In order to establish if the program was on target with respect to indicators being evaluated, a checklist was provided that indicated whether or not the current three month data approximates ½ of the base line data (i.e., ½ of six month period = 3 months). The progress checklist (in appendix 2), indicated that that the participant referrals were in a "danger" zone (i.e., substantially over ½ of baseline), suspensions were in a "caution" zone (i.e., slightly over ½ of baseline) and attendance measures were in the "ok" zone (i.e., less than ½ baseline).

In addition to the checklist and a detailed analysis of non-cognitive data, a list of students who were receiving the highest number of disciplinary infractions and students who were exhibiting the greatest attendance difficulties were provided to program staff. The student list was provided to aid program coordinator and program staff members with identification of individual participants who are not making progress so that the students can receive additional assistance.

Summative Evaluation Results

The summative evaluation sought to assess the impact of the program on participants who attended the Street Academy at least 56% of the time. The analyses compared these participants with an "internal" control group who participated in the program for a short period of time (between 6% - 46%). This will help determine if a greater "dosage" of the program results in greater improvements.

In order to assess the summative measures (i.e., reading, attendance, discipline) between the treatment and "internal" control group of the Street Academy, it is important to establish the similarities and differences between the two groups. However, it must be noted that both groups met the criteria, were referred to the program, and desired to participate in the program as evidenced by at least one attendance to the program.

As presented in table 6, the treatment and control groups are similar in terms of demographics (i.e., school level, household structure and lunch status). No statistically significant difference was found between treatment and control groups in terms of level, grade, household structure and lunch status.

In addition to demographic similarities, table 6 also presents mean pre program differences in terms of cognitive and non-cognitive measures. Similar to demographic comparisons, the groups are similar in non-cognitive and cognitive dimensions. No statistically significant difference was found between treatment and control group in terms of pre absences, tardies, referrals, suspensions, or fall PAS reading score. As previously mentioned, with respect to attendance to the Street Academy sessions, the treatment group mean attendance was 69.6, while the control group mean attendance was 23.8.

Table 6

Comparison of Treatment and "Internal" Control group Profiles (N = 38)

	Treatment (*n=21*)		Control (*n=17*)	
Variable	N	%	N	%
School Level				
Elementary	9	42.9%	8	47.1%
Middle	12	57.1%	9	52.9%
Grade				
Third	1	4.8%	0	0.0%
Fourth	4	19.0%	5	29.4%
Fifth	4	19.0%	3	17.6%
Sixth	11	52.4%	6	35.3%
Seventh	0	0.0%	3	17.6%
Eighth	1	4.8%	0	0.0%
Parent Household Structure				
Single	14	66.6%	13	76.4%
Dual	7	33.4%	4	23.6%
Lunch Status				
Free/Reduced	20	95.2%	15	88.2%
Paid	1	4.8%	2	11.8%
	Mean		Mean	
Non-Cognitive				
Absences	3.64		4.79	
Tardies	5.52		4.57	
Referrals	1.24		.94	
Suspension	.10		.25	
Street Academy Attendance	69.62		23.81	
Cognitive				
Fall PAS Score	479.05		491.76	

Note: All Participants are African-American Males

Academic

In order to assess the academic improvement of Street Academy participants, the 2005-2006 PAS reading data were analyzed for the treatment and control group. Additionally, the Gates-MacGinitie reading pre (upon entry) and post (upon exit) test is analyzed to assess changes in reading grade equivalency.

Predictive Assessment Series

The PAS data was analyzed in three ways. The average growth score change from fall – winter and from winter to spring was examined for both middle and high school students. The fall test was administered at the beginning of the school year and tests student knowledge from the prior year and in this evaluation acts as pretest 1. The winter test was administered in December (the start of the program), and thus acts as pretest 2. The spring test was administered in late February (2 month prior to end of program) yet is the best available post test measure. This analysis allows the examination of pre program differences in terms of growth, thereby reducing a history/maturation internal validity threat (Shaddish, Cook, & Campbell, 2002).

A descriptive comparison between the treatment and control group was conducted to determine the number of students in novice, apprentice and proficient for the fall, winter and spring. Because growth of individual students is perhaps a more critical indicator of success, the change in proficiency level was examined to determine the number of students who either increased a level, decreased a level, or experienced no change in level.

The aggregate growth scores and growth score change between treatment and control by school level is presented in table 7 and displayed in figures 1 and 2. These finding show that the treatment group experienced a minute amount of growth between the fall and winter PAS, yet they collectively obtained an average growth of 3.43 points from winter to spring. In particular,

the middle school participants obtained a slightly higher average rate of growth (4.17 points) than the elementary school participants (2.44 points) during the treatment months (see figure 2).

However, while the control group decreased in growth scores between fall and winter, they increased by 3.82 points between the winter and spring PAS. Interestingly, unlike the treatment group, the greatest increase in absolute scores occurred with the elementary students in the control group. With respect to change in growth scores from winter to spring, ANOVA indicate that there is no statistically significant difference between the treatment and control group. This is likely due to small sample sizes and limited statistical power.

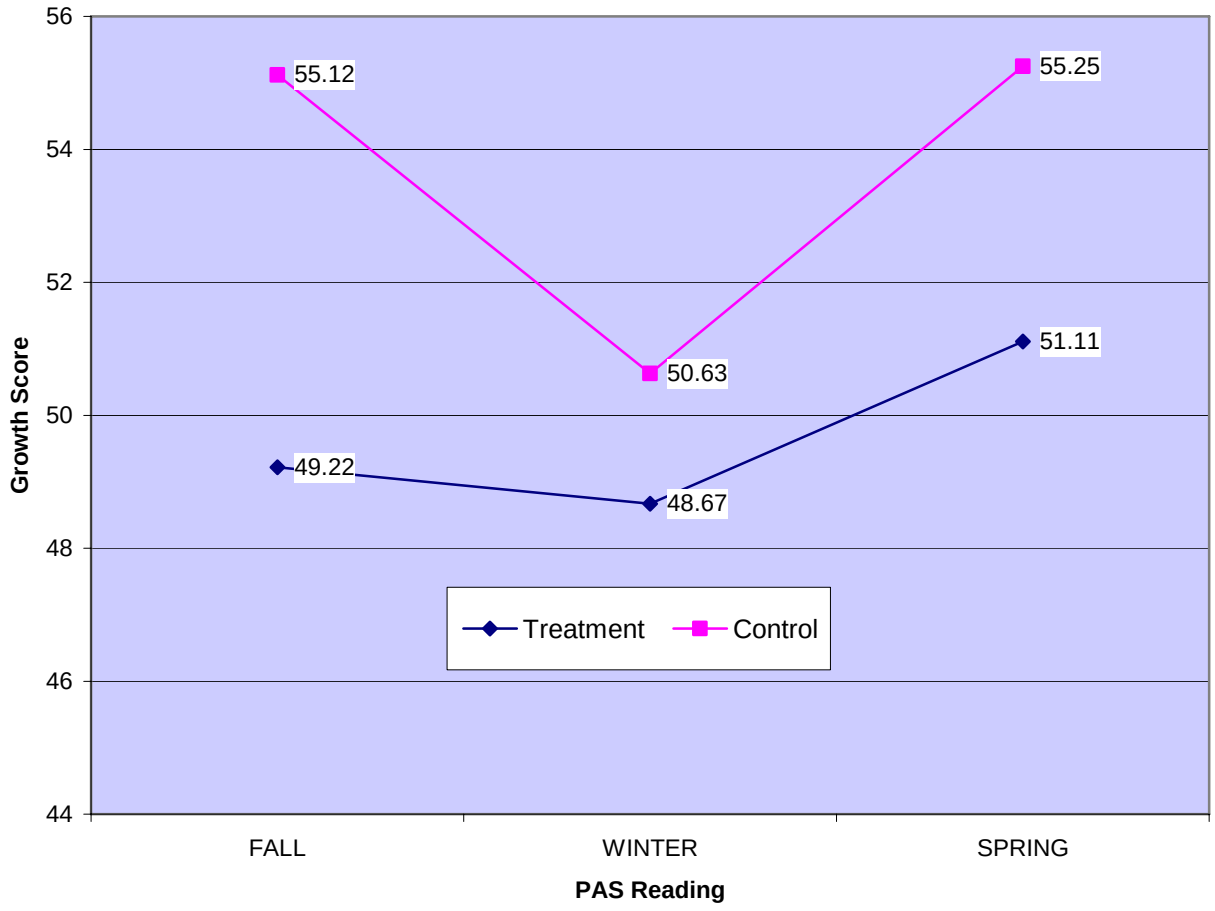
Table 7

Treatment vs. Control group on Fall, Winter and Spring Average PAS Reading Growth Scores

Group	**Fall 2005**	**Winter 2005**	**Fall-Winter Change**	**Spring 2006**	**Winter-Spring Change**
Treatment (n = 21)					
Elementary (n=9)	49.22	48.67	-.55	51.11	2.44
Middle (n = 12)	39.81	40.75	.94	44.92	4.17
Total	**44.05**	**44.14**	**.09**	**47.57**	**3.43**
Control (n = 16)					
Elementary (n = 8)	55.12	50.63	-4.49	55.25	4.62
Middle (n = 8)	46.55	45.00	-1.55	48.00	3.00
Total	**50.58**	**47.81**	**-2.77**	**51.63**	**3.82**

Figure 1

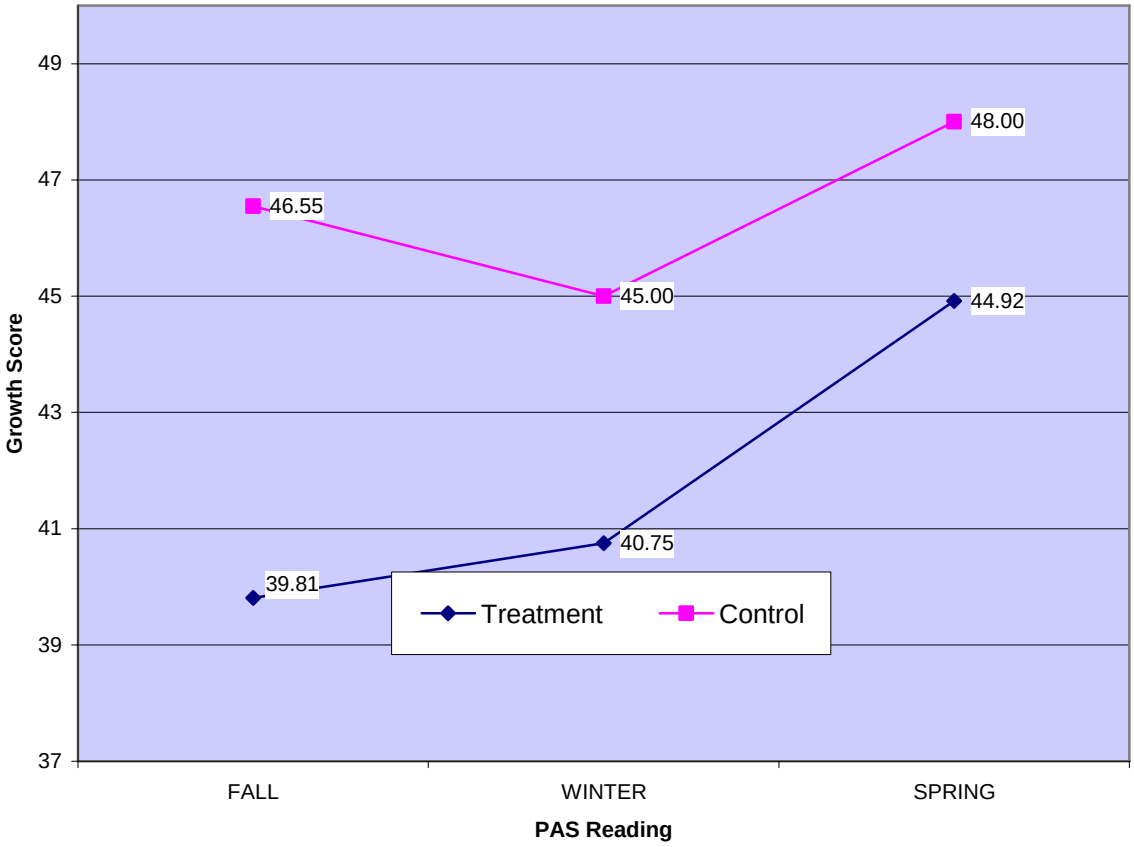
Treatment vs. Control group on Fall, Winter and Spring Average PAS Reading Growth Scores for Elementary school level students



On this figure associated with the elementary school level participants, it can be observed that the treatment group gain (1.9) was about twice than the control group gain (.1) from fall to spring.

Figure 2

Treatment vs. Control group on Fall, Winter and Spring Average PAS Reading Growth Scores for Middle school level students



On this figure associated with the middle school level participants, it can be observed that the treatment group gain (5.1) was approximately five times higher than the control group gain (1.5) from fall to spring.

Table 8 shows the comparison of the treatment versus the control group on the number of students in each PAS proficiency level across assessment. This indicates that between the winter and spring, the treatment group experienced a 29% increase in students scoring at the proficient level; while the control group experienced a 12% increase in students scoring at the proficient level. Both groups experienced approximately 5% increase in students scoring at the novice level between winter and spring.

Table 8

Street Academy Treatment vs. Control group on Fall, Winter and Spring PAS reading by proficiency levels (N =38)

Group	**Fall 2005**	**Winter 2005**	**Fall-Winter Change**	**Spring 2006**	**Winter – Spring Change**	
Treatment (n = 21)					N	%
Novice	7	5	-2	6	+1	+4.8%
Apprentice	12	15	-3	9	-6	-28.6%
Proficient	1	1	0	6	+6	+28.6%
Control (n = 17)					N	%
Novice	5	3	-2	4	+1	+5.9%
Apprentice	8	11	+3	8	-3	-17.6%
Proficient	4	2	-2	4	+2	+11.8%

Note: n varies slightly due to missed test by 1-2students each PAS assessment period

Assessing the number of students in each proficiency level in fall, winter and spring provides a general comparative picture of the number of students who attain the novice, apprentice, or proficiency level. However, this analysis does not provide an account of individual students' movement between the proficiency levels.

Table 9 and Figure 3 presents the treatment versus control group with respect to the individual movement of students between proficiency levels from the winter to the spring. The analysis shows that the treatment group had a greater number of students who increased in proficiency level (33%) than did the control group (20%). Further, the control group had a greater percent of students who did not move (67%) than did the treatment group (52%).

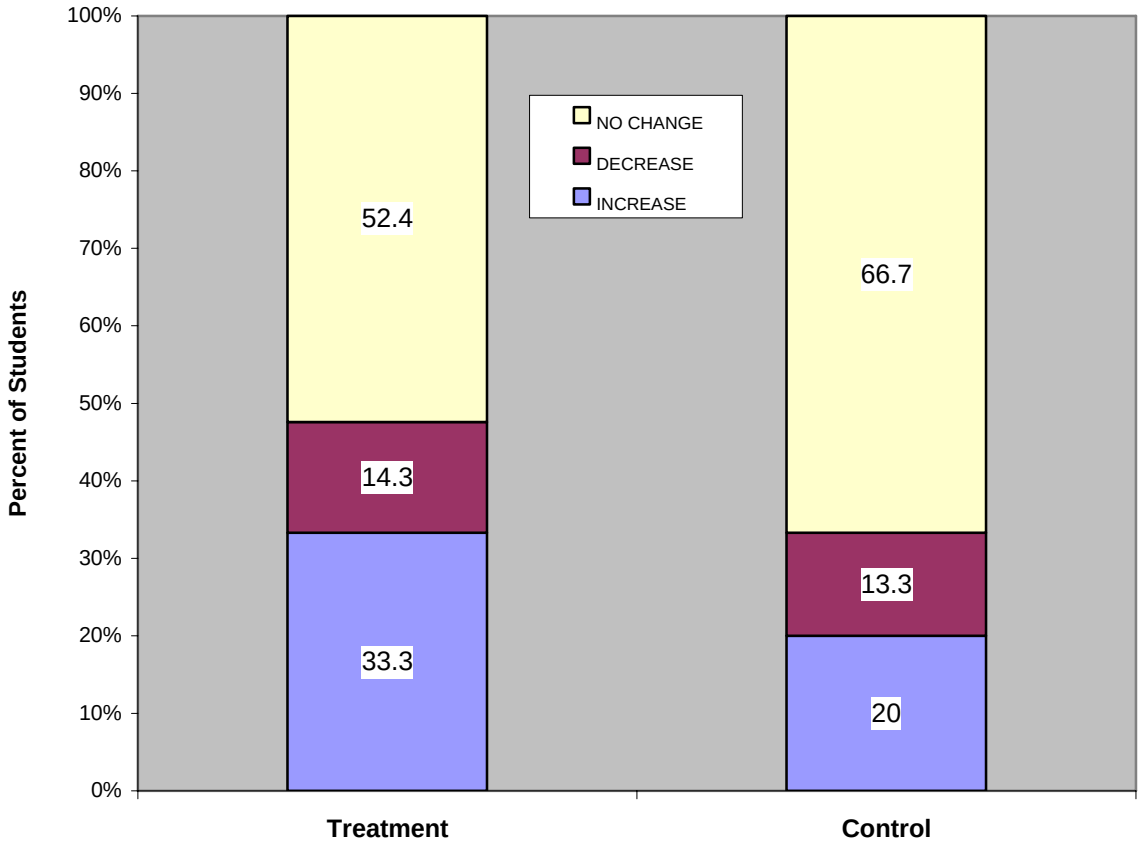
Table 9

Street Academy Treatment vs. Control group on Winter to Spring PAS reading level change by number and % of students (N = 36)

	Treatment (n = 21)		Control (n = 15)	
Winter to Spring Change	N	%	N	%
Increase	7	33.3%	3	20.0%
Decrease	3	14.3%	2	13.3%
No Change	11	52.4%	10	66.7%

Figure 3

Treatment vs. Control group on Winter to Spring PAS level change by % of students (N = 36)



Gates-MacGinitie

Due to unstable attendance, only 22 students took the Gates-MacGinitie pre and post test results. Because the control student and treatment student sample sizes largely differ (Cx = 3; Tx = 19), the results presented on table 10 only include students in the treatment group. In order to assess the impact of the program on decoding and comprehension, dependent sample t – tests were conducted to determine if there were any statistically significant changes in raw scores from pre to post test.

As shown on table 10, there was an overall mean decrease of 2.23 in decoding raw scores from pre-test (mean = 21.05) to post-test (mean = 18.82). Dependent sample t-test results indicate that this reduction was not statistically significant, t (16) = 1.04, p = .31. However, there was an overall mean increase in comprehension of 5.83 from pre-test (mean = 17.58) to post-test (23.41). The t-test results indicate that this increase was statistically significant, t (16) = -2.84, p = .012. Overall, there was a total mean increase of 4.53 from pre-test (mean = 38.65) to post-test (43.18). The t-test results indicate that this increase was not statistically significant, t (16) = -1.52, p = .147.

Table 10

Gates-MacGinitie Raw Score Results

		Pre-Test		Post-Test		Score Change
Test Component	N	Mean	SD	Mean	SD	Mean
Decoding	17	21.05	10.58	18.82	9.37	-2.23
Comprehension	17	17.58	7.88	23.41	7.54	5.83*
Total	17	38.65	17.28	43.18	13.44	4.53

Note. * p < .05

In terms of grade equivalency, descriptive statistics were used to identify changes in the participants mean grade equivalency in decoding, and comprehension skills. Table 11 shows that there was a mean decrease of .5 in decoding from pre-test (mean = 3.8) to post-test (mean = 3.3). However, there was a mean increase of .4 in comprehension from pre-test (mean = 3.1) to post-test (mean = 3.5). Finally, there was an overall total mean increase of .2 from pre-test (mean = 3.4) to post test (mean = 3.6). Thus, the participants acquired the equivalence of two pupil months of reading skill improvement.

Table 11

Gates-MacGinitie Grade Equivalency Scores (N = 17)

		Pre-Test	Post-Test	Change
Test Component	N	Mean Grade Equivalent	Mean Grade Equivalent	Mean Grade Equivalent
Decoding	17	3.8	3.3	-.5
Comprehension	17	3.1	3.5	.4
Total	17	3.4	3.6	.2

Grade Promotion

One of the primary objectives of the Street Academy program is to aid sixth grade participants with successful grade promotion into the 7th grade. The Street Academy served a total of 17 sixth grade students. Demographic data indicate the 94% (n = 16) of the 6th grade participants receive free/reduced lunch, and 71% (n = 12) live in single parent homes. Data collected from the district data base reveal that 100% (n = 17) of the 6th grade participants have been successfully promoted into the 7th grade. This indicates that the Street Academy had a positive impact on the successful grade promotion of the 6th grade participants.

School *Attendance*

A comparison of the treatment vs. control attendance data is presented on table 12. The attendance data indicate that both the treatment and control group experienced an increase in the number of absences from last year (December – May 2004/2005) with this year (December – May 2005/2006). However, with respect to tardies, while both groups decreased the number of tardies, the treatment group had a larger decrease (- 49) than did the control group (-28). The ANOVA comparing change in both attendance measures indicate no statistically significant difference between the treatment and control group. This is likely due to small sample sizes and limited statistical power.

Table 12

Treatment vs. Control group on Attendance Measures (N = 36)

Measure	Treatment (n = 21) N	Control (n = 14) N
Absences		
Pre	77	67
Post	97	95
Change	+20	+28
Tardies		
Pre	116	64
Post	67	36
Change	-49	-28

Looking at the number of absences and tardies can be misleading due to the presence of outliers (i.e., students who incurred the majority of absences or tardies). Thus, this analysis takes in to account the recidivism issue. As such, table 13 provides the number and percent of students who increase, decrease or experience no change in attendance indicators from pre to post. A

slightly larger percent of the treatment group (75%) increased in their absences than did the control group (64%). Conversely, a slightly smaller percent of the control group (35%) decreased in their absences than did the treatment group (38%). The change by percent of students for tardies indicates a similar pattern to that of change in absences. Percent of change in absences for both groups are displayed in figure 4 and percent of change in tardies are displayed in figure 5.

Table 13

Treatment vs. Control group on Pre to Post change by number and percent of students for Attendance Measures (N = 35)

Measure	Treatment (n = 21)		Control (n = 14)	
	N	%	N	%
Absences				
Increase	12	75.0%	9	64.3%
Decrease	8	38.1%	5	35.7%
No Change	1	4.8%	0	0.0%
Tardies				
Increase	8	38.1%	4	28.6%
Decrease	12	57.1%	7	50.5%
No Change	3	14.3%	3	21.5%

Figure 4

Treatment vs. Control group on change by percent of students for absences

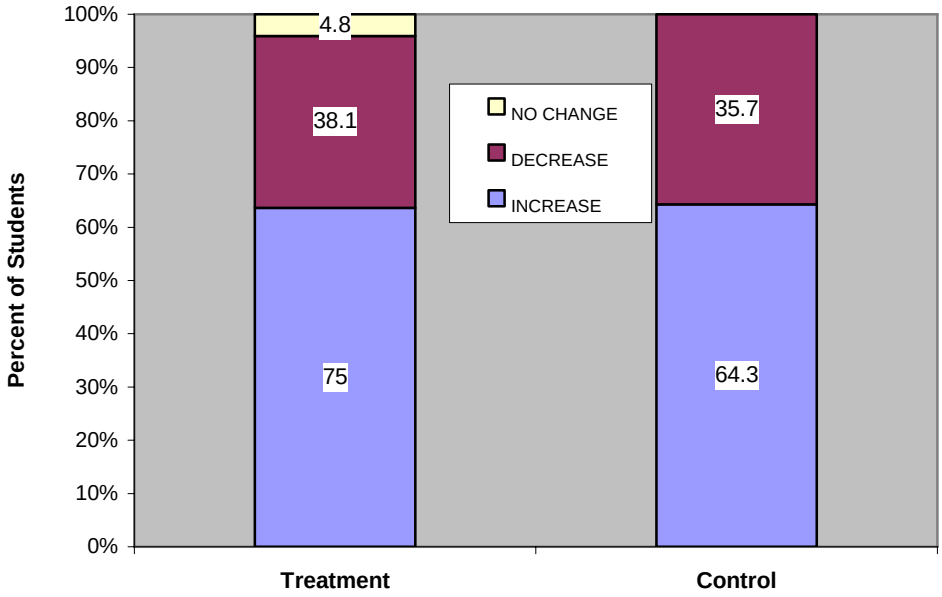
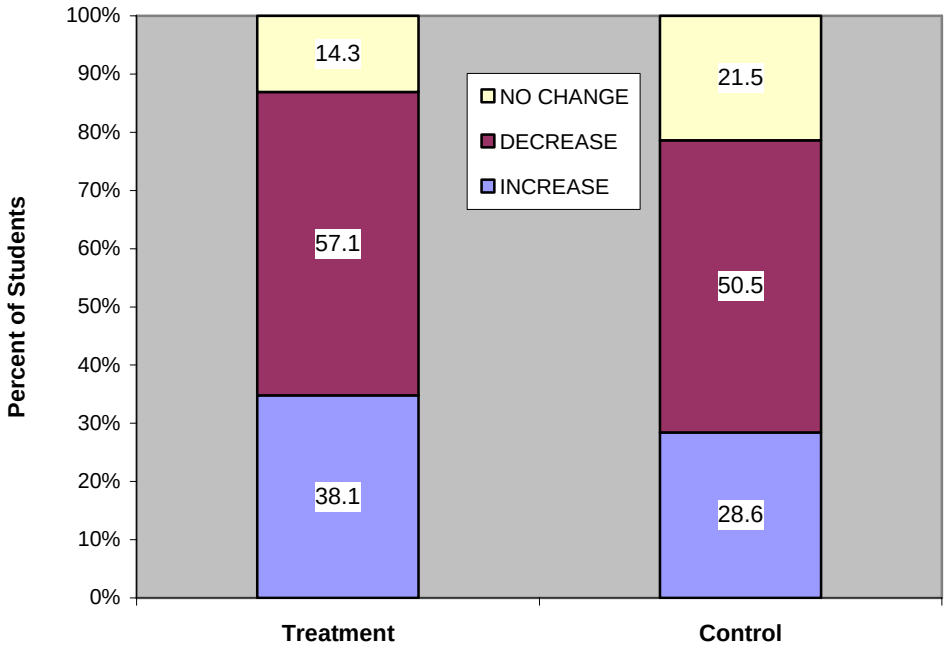


Figure 5

Treatment vs. Control group on change by percent of students for tardies



School Discipline

Analysis of discipline data indicates that the treatment group had a greater increased in the collective number of discipline referrals (+32) than the control group (-5) when comparing baseline (December – May 2004/2005) to treatment year (December – May 2005/2006). As shown on table 13, the treatment group also increased in the total number of suspensions (+5) than did the control group (0). When considering the data presented on table 14, two considerations must be noted. Firstly, there is a good deal of recidivism with respect to both referrals and suspensions. Secondly, the sample size is larger in the treatment group. With respect to comparing change in treatment vs. control in both discipline measures, ANOVA indicate no statistically significant difference. This is likely due to small sample size and limited statistical power.

Table 14

Treatment vs. Control group on Discipline Measures (N = 35)

Measure	Treatment (n = 21) N	Control (n = 14) N
Referrals		
Pre	26	15
Post	58	10
Change	+32	-5
Suspensions		
Pre	2	4
Post	7	4
Change	+5	0

In light of the recidivism and differential sample sizes, the discipline data was examined by looking at the number and percent of students who increased, decreased, or experienced no change in terms of number of referrals and suspension received. As shown in table 15, a slightly larger percent of the treatment group increased the number of referrals (38%) than did the control group (28%). However, the percent of treatment participant that decreased in number of referrals (14%) was double than that of the control group (7%). In terms of suspensions, a larger percent of the treatment group (19%) increased in suspensions than did the control group (7%). Percent of change in referrals for both groups are displayed in figure 6 and percent of change in suspensions are displayed in figure 7.

Table 15

Treatment vs. Control group on Pre to Post change by number and percent of student receiving disciplinary infractions (N = 36)

Measure	Treatment (n = 21)		Control (n = 14)	
	N	%	N	%
Referrals				
Increase	8	38.1%	4	28.6%
Decrease	3	14.2%	1	7.1%
No Change	10	47.6%	9	64.3%
Suspension				
Increase	4	19.0%	1	7.1%
Decrease	1	4.7%	3	21.4%
No Change	16	76.2%	10	71.4%

Figure 6

Treatment vs. Control group on change by percent of student receiving referrals (N = 36)

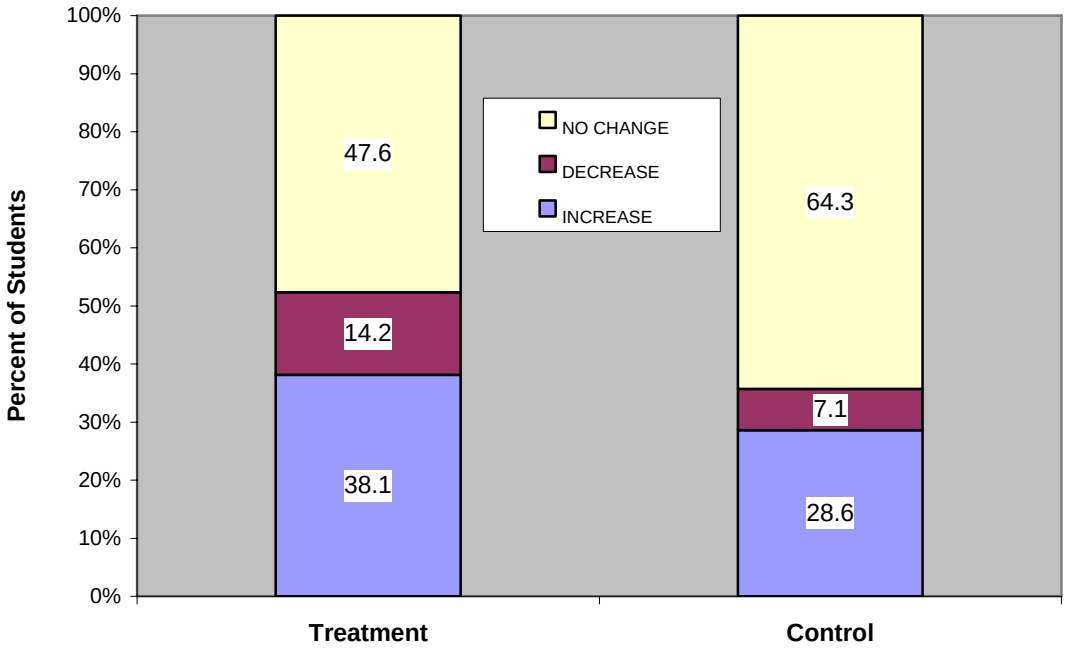
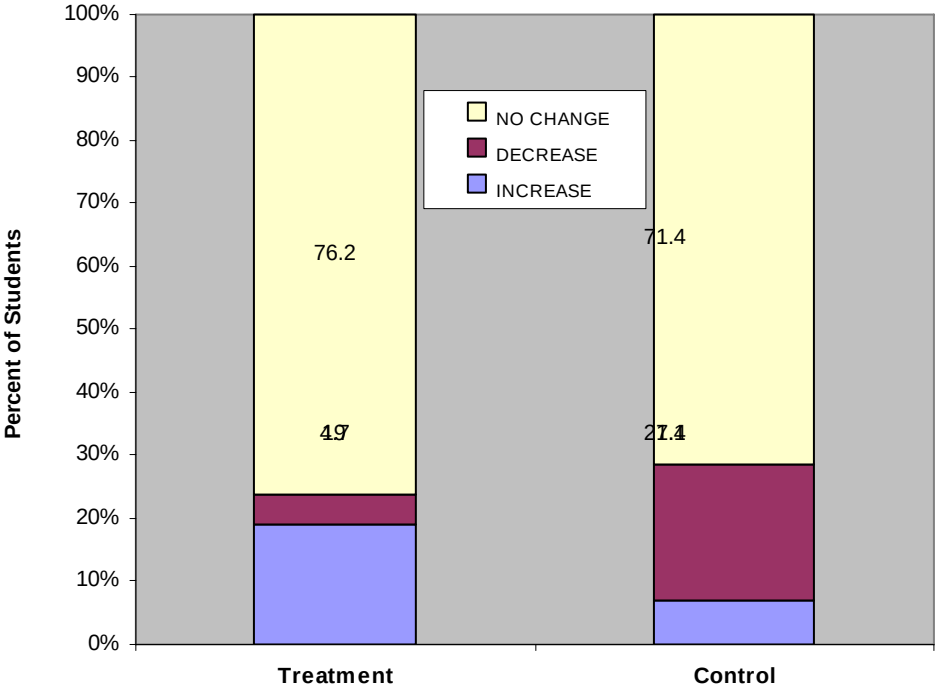


Figure 7

Treatment vs. Control group on change by percent of student receiving suspensions (N = 36)



Participant Survey

In order to assess the participants' perceptions of the Street Academy program, a survey was administered at the end of the program. All participants who took the survey were part of the "treatment" group. The survey was on a four point scale (i.e., 1 = disagree; 4 = agree).

As shown in table 16, students responded positively to all survey components. Participants responded most positively to statements concerning the Street Academy being helpful with school (overall mean = 3.92). These items included statements about the Street Academy work helping with students reading, writing, listening, behaving and getting along with others in school. Of all the survey components, though relatively high, the lowest mean agreement among participants was with respect to the Street Academy teachers (overall mean = 3.56). Within this component, the lowest rating was with respect to the statement about teachers helping when needed (mean = 3.11). However, also within this component, participants responded in complete agreement (mean = 4.00) to the statement that their Street Academy teachers so a good job.

Table 16

Street Academy Participant Survey Results

Question	N	Mean
SA Program		
1. helps me learn	9	3.89
2. learning as much as I can at SA	9	4.00
3. happy attending SA	8	3.88
4. work I do in SA is interesting to me	9	3.89
5. work I do in SA will help me do better in school	9	3.78
Total		**3.88**
SA Teachers		
6. my SA teacher does a good job	9	4.00
7. my SA teacher gives me help when I need it	9	3.11
8. My SA teacher shares w/ parents what I'm learning	9	3.67
9. I know what my SA teacher expects me to do	9	3.56
10. My SA teacher expects me to learn a great deal	8	3.13
11. My SA teacher lets me know how I am doing each week	9	3.89
Total		**3.56**
SA program helps me in school		
12. The work I do at SA makes me a better reader	8	4.00
13. The work I do at SA makes me a better writer	8	4.00
14. The work I do at SA helps me listen in school	9	4.00
15. The work I do at SA helps me behave well in school	8	4.00
16. The work I do at SA helps me get along with others	8	3.63
Total		**3.92**
Learning in SA		
17. My SA helps me learn about different cultures	8	4.00
18. My SA helps me learn about Black history	7	4.00
19. The SA helps me feel proud of being an AA male	9	3.67
Total		**3.89**

In an effort to evaluate the impact of the program on participants self esteem, the survey has additional questions that sought to measure participants feelings about themselves retrospectively (i.e. before the Street Academy vs. at the end of the program). All students surveyed were part of the "treatment" group. This portion of the survey was on the four point scale (i.e., 1 = disagree; 4 = agree) and used both positive and negative statements in order to guard against agreement bias. In order to assess the impact of the program dependent sample t-test were conducted to determine if there was any statistically significant change in participants' perception of self.

As shown on table 17, there was an overall mean increase of 1.34 in students' perception of themselves as doing a good job in school from before the program (mean = 2.33) to the end of the program (mean = 3.67). Of all the items, this showed the largest mean increase. Dependent sample t-test reveals that this increase is statistically significant, $t(8) = -2.41$, $p = .042$. The second largest mean increase (0.63) was in participants agreement that they liked themselves from before the program (mean = 3.25) to the end of the program (mean = 3.88). A dependent sample t-test indicated that this increase was not statistically significant, $t(7) = -1.66$, $p = .140$. Appropriately, the largest mean decrease (-0.34) was in participants agreement that they wished they were different from before (mean = 2.67) to the end of the program (mean =2.33). Although this was not statistically significant, this change reflects that participants agreed with the statement less at the end of the program and indicated an increase in acceptance of self and/or increase in self-esteem.

Table 17

Retrospective Survey results

Question		Mean		
	N	Before SA	Now	Change
20. I don't do very well in school	9	3.11	3.33	0.22
21. I am doing a good job in school	9	2.33	3.67	1.34*
22. I think I am a good student	9	2.88	3.28	0.40
23. I am not a very good student	9	3.00	3.00	0.00
24. I wish I were different from the way I am	9	2.67	2.33	-0.34
25. I like myself	8	3.25	3.88	0.63
26. I like myself just the way I am	8	3.50	4.00	0.50

* $p < .05$

Cost Analysis

The cost analysis includes examination of the Street Academy Phase I budget and cost of program per student. The budget analysis includes program component costs. This includes personnel, equipment/facilities, and resources, contractual and indirect costs. The description of the budget components including the grand total of program cost is presented in table 18.

Table 19 shows the cost per student analysis. As shown in table 19, the Street Academy served 38 students over the course of 16 Saturday sessions. The cost per student for the duration of the program is $945.37. When considering the number of Saturday sessions held, the cost per session per student is $59.08. An additional cost analysis that only took into account the students who attended the program 56% or more of the time (n = 21) is also shown on table 19. This indicates that for the "treatment" students, the cost per student of the program is $1,710.68 and the cost per session is $106.92.

Table 18

Street Academy Phase I Budget

Budget Component	Amount
Personnel	
Program Coordinator (1)	$1,629.18
Home – School Coordinator (1)	$1,103.13
Academic Teachers (2)	$6,321.42
Extra Service Pay	$5,515.65
Benefits	$2,715.00
Total	**$17,284.38**
Resources/Supplies	
Transportation	$2,500.00
classroom materials, printing, postage	$2,740.00
Food	$3,150.00
Cultural arts	$3,000.00
Total	**$11,390.00**
Contractual	
Educational Consultant (1)	$3,150.00
Indirect Costs	$4,100.00
Total	$7,250.00
Program Total	**$35,924.38**

Table 19

Street Academy Phase I Cost Analysis

Total Program Cost	$35,924.38	
Number of Students Served	38 students	21 “full treatment” students
Cost Per Student	$945.37	$1,710.68
Number of Sessions	16	16
Cost of Session Per Student	$59.08	$106.92

Discussion

The findings of this evaluation reflect positively on Phase I of the Street Academy program. The formative results suggest that the Street Academy is serving its target population: African American males in high poverty neighborhoods, who attend Title I schools and are exhibiting academic, behavioral and attendance difficulties. Further, the Street Academy is serving students who attend 15 different Jefferson County Public Schools. An all African American staff consisting of one program coordinator, two JCPS teachers, one educational consultant, and one home-school coordinator have provided a variety of services including rigorous literacy instruction, individualized student attention, with an additional focus on psychosocial/behavioral development and cultural enrichment.

As is typical with most evaluations of new programs, the summative evaluation produced mixed results both in academic and non-academic outcomes. When compared to the control group, a higher percent of the Street Academy participants increased their proficiency level as measured using the PAS reading test scores. Although the Street Academy participants increased their PAS growth score between winter and spring, the control group had a slightly higher increase in scores. Assessment of change in specific reading skills from the start of the program to the end via the Gates-MacGinitie test revealed that the participants who experienced a high dosage of the program (i.e., < 56%) experienced a statistically significant increase in comprehension skills. Further, with respect to grade equivalency, the treatment participants acquired the equivalence of two months of reading skills improvement.

One of the key objectives of the Street Academy was met in that 100% of the 6^{th} grade participants were successfully promoted into the 7^{th} grade. Regarding non-cognitive indicators, Street Academy participants decreased in their number of absences and over half experienced a

decline in the number of tardies between the baseline and treatment time periods. In addition, the percent of treatment participant doubled the decrease in number of referrals when compared to the control group. Nevertheless, with respect to disciplinary infractions, the Street Academy participants had a larger total increase in the number of suspensions than the control group.

Regarding participant perceptions about the program, the treatment participants' survey responses indicated that they perceived the Street Academy was helping them read, write, listen, behave and get along with others in school. Moreover, the survey revealed that the program increased their self-esteem in general and as well as increased their self-esteem as a student.

Limitations

First, it must be noted that this program has only been in operation for six months, and met one day per week (Saturday) for 3 hours. Because programs in their infancy are not likely to yield striking improvement in outcomes coupled with the short period of time the program has run, the program length and dosage may not have been sufficient. Lengthening the program to one full school year and including activities during the school week may produce improved outcomes.

Second, with respect to the cognitive data, due to test turnaround, at this time only two cognitive measures were used to assess gains in reading (i.e., PAS and Gates-MacGinitie). Further, the spring PAS test was administered in late February (2 month prior to end of program) yet is the best available post test measure, so has the "post" test in PAS been administered after the full dosage of the treatment may yield stronger gains for the treatment group. Due to the nature of the Kentucky Core Content Test (KCCT) assessment calendar (with respect to grades tested each year), only a limited number of participants have KCCT reading scores. Thus, there

was not a sufficient sample size that would allow us to conduct statistical analyses for this measure. Future research should incorporate evaluation of participants state assessment scores.

Finally, one major shortcoming must be noted with respect to the non-cognitive measures. Due to the mid year start of the program, the only available pretest measure was the same months of the previous year. A good percent of participants were in the 6th grade this year, and thus were in the midst of the transition from elementary to middle school. There is a good possibility that changes in discipline and attendance data are reflective of other factors that occur during this transition period. Additionally, the sample sizes overall were small and differed from the treatment and control groups.

Recommendations

First, though the program is shown to be working with its intended target population, the process by which students are selected to participate may be improved through the generation of a student list by the Research Department. This would provide a precise and accurate student list identifying students who are experiencing the most intense academic, behavioral and attendance difficulties that also meet the other program criteria. This would further eliminate the discretionary component of the referral process that may unintentionally overlook students who may be in the most need.

Second, in light of the importance of providing early intervention coupled with the finding of accelerated improvement of elementary students in the program, the Street Academy may want to consider targeting more elementary students.

Third, a greater amount of interaction and communication between program staff and school staff/teachers where the participants attend may assist with additional monitoring of student progress throughout the school year. This interaction would also aid in student perception

of importance of the program and may increase the individual attention they receive inside and outside of school. Formalizing this component with a teacher/staff/student contract would be useful.

Fourth, strengthening the relationship between the program staff and the participants' parents would be advantageous for both the program and the participant families. Including a strong parental participation component into the program may also improve the attendance rate. This could include parent orientation sessions and several parent meetings and focus groups.

Fifth, with respect to programmatic issues, lengthening the program to one full school year may produce improved outcomes as this would allow for a greater "dosage" of the treatment. This recommendation also lends support for implementation for Phase II of the Street Academy program that extends the time spent with participants from one day a week (Saturday) to after school during the weekday. Additionally, the program may want to include a formalized socialization component that would focus on the importance of understanding the social skills necessary for success in school. This component may also include active dialogue between participants and staff regarding "real world" issues facing African American males and strategies on dealing with and/or overcoming them.

Sixth, when a program involves several components, implementation of program elements is a challenge. With this reflection in mind, it may be beneficial for the Street Academy coordinator to utilize a program implementation checklist. In addition to being a useful tool for the program coordinator and evaluators, it would aid in ensuring that the program components are executed as planned.

Finally, due to the drop out of several students who are in high need of intervention, it would be beneficial as well as ethical to follow up with students who dropped out or who will

not be eligible for the program. This may include following up with parents as well as with the school staff at the school they attend. This could also include seeking out services in the community they live in that may assist them and their families.

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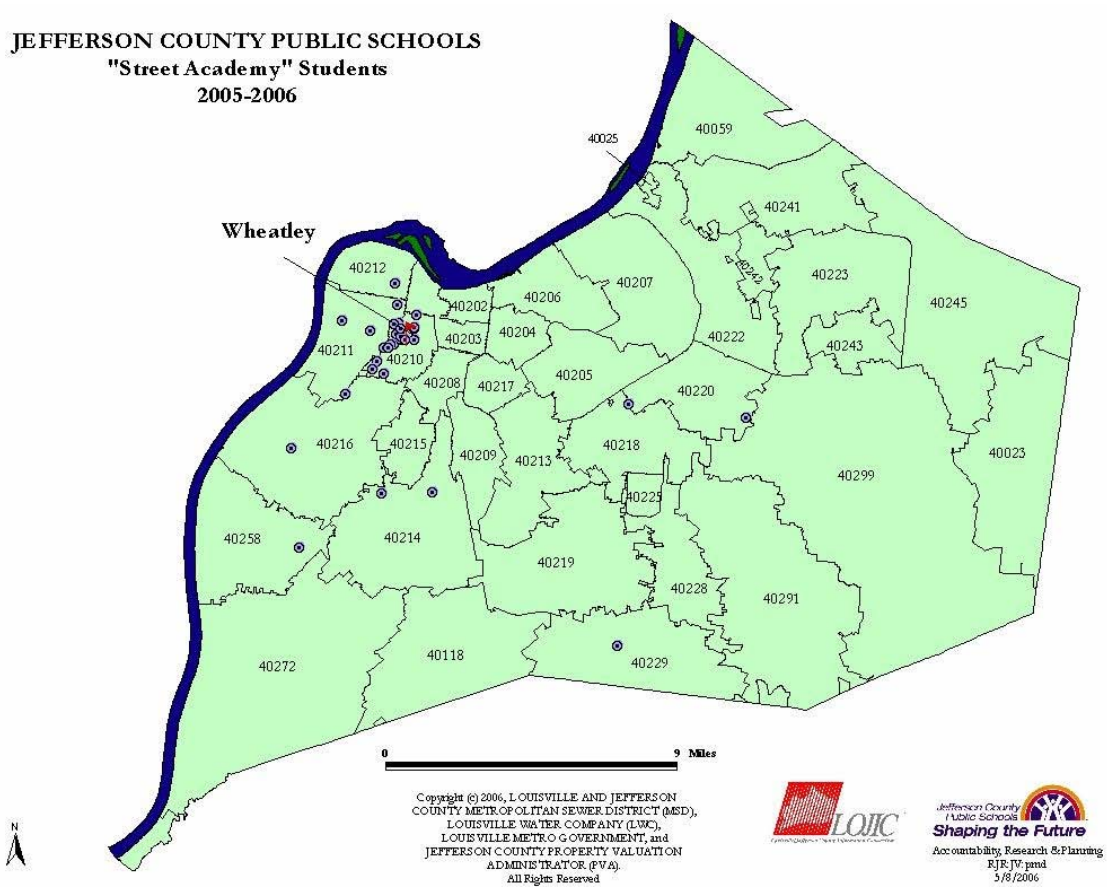
JEFFERSON COUNTY PUBLIC SCHOOLS
"Street Academy" Students
2005-2006
Wheatley
40025
40059
40241
40212
40207
40223
40245
40202
40206
40204
40222
40203
40243
40211
40210
40205
40208
40217
40220
40216
40215
40209
40213
40218
40023
40299
40225
40258
40214
40219
40228
40291
40272
40118
40229
0
9 Miles
N
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Shaping the Future
Accountability, Research & Planning
RJR:JV:pmd
5/8/2006

Table 1

Indicator progress checklist

Indicator	½ Baseline	Current	Position
Cognitive			
PAS		Not Available*	
Gates/M		Not Available*	
Non-Cognitive			
Referrals	24 4.5 w/o outliers	52 20 w/o outliers	**DANGER**
Suspensions	2	3	**CAUTION**
Absences	58	56.5	**OK**
Tardies	79.5	44	**OK**
Surveys			
Student	N/A	4.0 avg.	**OK**
Staff/Teacher	N/A	4.94	**OK**

Table 2

Attendance change from Baseline to current year (N = 29)

	Dec-May 04/05	Jan-March 2006	Change	% Change
Tardies				
Elementary	86	28	-58	-67.4%
Middle	73	16	-57	-78.1%
Total	**159**	**44**	**-115**	**-72.3%**
Absences				
Elementary	43	15.5	-27.5	-64.0%
Middle	73	41	-32	-43.8%
Total	**116**	**56.5**	**-59.5**	**-51.3%**

Table 3

Discipline data change from baseline to Jan-March 2006 (N = 29)

	Dec-May 04/05	Jan-March 2006	Change	% Change
Referrals				
Skipping class	2	0	-2	-100%
Bus disturbance	2	18	+16	+12.5%
Disruptive behavior	8	8	0	0%
Fighting/Striking student	8	5	-3	-37.5
Verbal conflict/bullying	2	3	+1	+50%
Refusal to follow Directions	17	0	-17	-100%
Violation of class rules	5	0	-5	-100%
Other	4	18	+14	+350%
Total Referrals	**48**	**52**	**+4**	**+8.3%**
Total Referrals w/out outliers	**9**	**20**	**+11**	**+122.2**
# students receiving referrals *	**6**	**13**	**+7**	**+116.7%**
Suspensions				
Elementary	2	0	-2	-100%
Middle	2	3	+1	+50%
Total Suspensions	**4**	**3**	**-1**	**-25%**