FIVE YEAR EVALUATION

Summer Bridge Arts Institute
SUMMER BRIDGE ARTS INSTITUTE (SBAI)
FIVE YEAR EVALUATION

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SUMMER BRIDGE ARTS INSTITUTE (SBAI)
EXECUTIVE SUMMARY

This report is written for Areté Education as the provider of Summer Bridge Arts Institute (SBAI) at the Laboratory School of Finance and Technology (M.S./H.S. 223) and concludes a five year evaluation effort to report on articulated process and outcomes goals in addition to key findings in relationship to lessons learned regarding SBAI’s unique approach to education reform.

What is Summer Bridge Arts Institute? Serving approximately 300 middle and high school students at Laboratory School of Finance and Technology (M.S./H.S. 223) each summer, Summer Bridge Arts Institute is an artistic, academic, social, and physically active four-week program that exposes students to opportunities they would not otherwise experience during the summer months. Middle school students in grades 6, 7, and 8 participate in a full-day program with four hours of daily arts coursework taught by professional artists, and four hours daily of project-based instruction in reading, writing, STEM (Science, Technology, Engineering, and Mathematics), physical education, and team building. Led by Areté Education, in collaboration with the Matisse Foundation, Hayden Foundation, Brule Foundation, professional artists, local community organizations, M.S./H.S. 223 school staff, SBAI aims to provide a model for all students in the city with opportunities to experience high quality arts and academic programming to positively impact the artistic, academic, and psychological well-being of children.

Critical findings in this report include:

- Over a five year period (2011-2015), **SBAI met or exceeded its yearly process goals** in the areas of student participation, parent participation, art experiences, academic experiences, and student attitudes toward the arts.

- Over a five year period (2011-2015), **SBAI met or exceeded its yearly school reform goals** in the areas of student achievement and replication.

- **Five key strategies for change emerged over five years** of developing and running the SBAI programs that are describe in this report: 1) blended summer-school staffing models, 2) formal student leadership roles, 3) summer as experimental zone, 4) constant and creative efforts to improving attendance, and 4) adapting for family engagement.

- When SBAI was launched in 2011, there was no model for providing high quality integrated arts and academic summer programming for students. M.S./H.S. 223 set out to define a new model for providing access to students in the South Bronx and across the city. With a commitment to fund annual program evaluations and collect data on their work with middle school students during the summer months, SBAI redefined what school-based summer programming to one that sets its goals higher than remediation and grade recovery. Summer Bridge Arts Institute is both a special summer enrichment program and a critical extension of M.S./H.S. 223 into a third summer semester.

- **Recommendations** are made for future SBAI programs at M.S./H.S. 223, the next five year evaluation cycle, and replication at new sites.
SUMMER BRIDGE ARTS INSTITUTE (SBAI)
INTRODUCTION

This report presents the findings of a five year evaluation of the Summer Bridge Arts Institute SBAI in terms of the program’s stated process and outcome goals.

M.S./H.S. 223 is a public district middle and high school in the New York City Department of Education. The school serves approximately 600 students in grades 6-11. M.S./H.S. 223 opened in 2003 as a replacement for a persistently dangerous and underperforming junior high school in the Mott Haven neighborhood of the South Bronx. Since then, the school has grown in size and popularity for innovative programming, a safe learning environment, recently expanding into high school grades. The principal of M.S./H.S. 223, Dr. Ramon Gonzalez, serves as the organizational head of SBAI and has been recognized for his educational leadership and as a visionary leader by such diverse organizations and publications as Smithsonian Magazine, The Wall Street Journal, and The New York Times Magazine.

The Laboratory School of Finance and Technology student population includes 20% Black, 79% Latino/a, and 1% White students. The student body includes 9% English language learners and 24% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2014-2015 was 95%. Free and reduced lunch rate was 96% for the 2015-2016 school year.

The Summer Bridge Program at M.S./H.S. 223 launched in 2011 as an intensive, three-week integrated arts program for incoming 6th grade students. In 2012, the program expanded to a four-week arts institute serving both 6th and 7th grade students from M.S./H.S. 223; in 2013, SBAI again expanded to include grades 6-8. The program is now run by Areté Education in collaboration with M.S./H.S. 223, Multicultural Music Group, Inc., and Yale Alumni Association and was funded by Matisse, Hayden, and Bruce Foundations. The program is founded on the belief that students need not just remediation but deep rich academic, artistic, and cultural experiences to help them grow intellectually and socially.

The purpose of the Summer Bridge Arts Institute is to close the achievement gap for students by preventing and reversing summer learning loss through a program of intensive learning in and through the arts.
SUMMER BRIDGE ARTS INSTITUTE (SBAI)
PROGRAM DESCRIPTION

SBAI is an innovative summer program for middle school and high school students with a dual focus on academics and the arts. Faculty-designed coursework supports the prevention of summer learning loss by sustaining reading gains made during the academic year while fostering academic growth in and through the arts. SBAI offers an artistic, academic, social, and physically active program that exposes students to opportunities they would not otherwise experience during the summer months. The program’s stated goal is to provide a comprehensive program that will meet intellectual, emotional, and creative needs of M.S./H.S. 223 students, enabling students to achieve on the level of their more advantaged peers.

SBAI asserts that if students experience high-quality art instruction, their attendance and academics will synergistically improve. When arts instruction is woven into the academic curriculum, it has been shown to close gaps in student reading scores by nearly 15 points over a three-year period. However, arts funding for public schools has been repeatedly cut; SBAI was designed to remedy such cuts based on the school’s commitment to emphasizing the arts as a direct pathway to student achievement. SBAI aims to use the arts to improve students’ engagement in their academic subjects, attendance, and overall feelings about school. Because the majority of principals in the Bronx lack the experience and/or support to design and run nontraditional summer programs, SBAI also endeavors to support a reform agenda across the Bronx by serving as a lab site for principals from neighboring high-poverty schools.

ARTS EXPERIENCES

Students participated in 16 hours of arts course work per week over four weeks of program where they were exposed to a variety of artistic styles of notable artists.

Across 20 distinct arts courses offered, students were asked to create artistic responses based on their own experiences. Most notably, analysis of the student survey and interview data highlighted that in terms of the visual and digital arts, students valued their experiences in filmmaking, photography, recycled arts, and sketching & digital animation courses.


Incoming 6th grade students and returning 7th, 8th, and 9th grade students at M.S./H.S. 223 participated in a range of activities across many subjects. In the morning, students primarily focused on academic subjects. M.S./H.S. 223 teachers from the academic year also work in SBAI, providing an opportunity for teachers and students to deepen their relationships over the summer months while extending academic year learning beyond the traditional school year. Teachers work to integrate technology and the arts into the morning academic sessions to strengthen academic instruction in mathematics and ELA. For example, on summer mathematics teachers introduced Time to Know to reinforce the skills necessary for starting middle school in 6th grade through computer-based lessons. In 2013 students began creating PSAs in their ELA classes for a fictional World War Zombie Apocalypse that allowed them to create a textual, audio, or video argument of how New York City could better prepare for the Zombie Apocalypse. Beginning in 2014, students designed amusement parks, arcade games, and roller coasters in 7th grade Mathematics. In 2015, students were exposed to hands on STEM classes, engaging in weekly team design projects. High school students have the opportunity to earn high school credits in computer science, ELA, mathematics, and health. Students also participated in an athletic program involving intramural sports and team building.

In the afternoon, students studied music, visual arts, and performing arts. Sixth graders participated daily in visual arts (Visual Art; Recycled Art; and Music, Art & Society) and instrumental music instruction, while 7th and 8th graders chose from numerous course offerings in the performing and visual arts: Steel Pan Drumming, Urban Dance, African Dance, African Drumming, Art & Technology, Latin Dance, Sketching & Digital Animation, Photography, Yoga, Documentary Filmmaking, and Band Seed.

In addition to the arts coursework where all students created original works of art showcased in the final week of program, all students also had the opportunity to consume the arts on weekly field trips to see Broadway shows and visit other cultural institutions.
Students learned under the guidance of professional arts teachers as well as professional artists. All instructors share professional background as artists. Instructors served as mentors to help students learn to work with new methods and materials and find connections to students’ personal environments and life experiences. Students created original art using a range of techniques and media. The musical component allowed incoming 6th grade students to learn basic music theory, sight-read, and learn in small instrumental sections based on their choice of

<table>
<thead>
<tr>
<th>Visual &amp; Digital Arts</th>
<th>Performing Arts</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>Visual Art</td>
<td>Brass</td>
<td>6th Grade</td>
</tr>
<tr>
<td>Recycled Art</td>
<td>Woodwinds</td>
<td></td>
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<tr>
<td>Music, Art &amp; Society</td>
<td>Strings</td>
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<td></td>
<td>Rhythm</td>
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<td></td>
<td>Percussion</td>
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<td></td>
<td>Vocals</td>
<td></td>
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<tr>
<td>Art &amp; Technology</td>
<td>Steel Pan</td>
<td>7th Grade</td>
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<tr>
<td>Sketching &amp; Digital Animation</td>
<td>Yoga: Asana &amp; Relaxation</td>
<td>7th/8th Grade</td>
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<tr>
<td>100 Photos</td>
<td>Urban Dance</td>
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<tr>
<td>Documentary Filmmaking</td>
<td>African Dance</td>
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<td>African Drumming</td>
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<td></td>
<td>Latin Dance</td>
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<td></td>
<td>Band Seed</td>
<td>9th Grade</td>
</tr>
</tbody>
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percussion, strings, woodwinds, or brass instruments. Those who preferred to concentrate on vocal studies worked with a choral instructor.

SBAI students also had the opportunity to take multiple music classes in the performing arts. All students rehearsed with a professional in their areas and performed as a complete ensemble for families and peers at the end of the program. **SBAI also provided multiple opportunities for students to participate in cultural arts events such as the Broadway shows: Matilda, and Wicked, Something Rotten; museum visits to the Museum of Modern Art, Metropolitan Museum of Art, National Jazz Museum in Harlem, Museum of Natural History, Moving Images Museum, Stevens Institute, Barnes & Noble Bookstore, and Bronx Zoo.**

In past years, M.S./H.S. 223 participated in the School Arts Support Initiative (SASI), which supported developing school principals in their efforts to transform their arts poor schools into arts rich schools. SASI gave these principals an opportunity to support each other with observations and strategies to ensure that arts programming remained vibrant in their schools. M.S./H.S. 223 used this experience with SASI to add a lab site for principals seeking to create art rich schools. The Summer Bridge Arts Institute thus included...

*“My son likes to attend summer classes because apart from the fact that they offer class, they also take them to different places for field trips. They take them to museums, they take them to universities or schools.”*

-SBAI Parent
essential opportunities to share insights gained from this innovative program with principals from other high-poverty schools within a high-needs district of New York City. As a laboratory site for the city, M.S./H.S. 223 often hosts school leadership events for the district and the city during both the summer and the school year.

SBAI has also served a critical role to extend academic and arts learning throughout the entire year. While expanding and developing SBAI as a summer program, M.S./H.S. 223 has also sought out opportunities to extend academic and arts learning into the school day and afterschool. M.S./H.S. 223 was selected to receive a substantial grant to replicate SBAI’s work during the afterschool hours for all M.S./H.S. 223 6th graders during the 2013-2014 school year, thus extending academic and arts learning into a full year model for students. Areté Education, Inc. now leads these efforts to bridge the experience gap for children in the South Bronx through meaningful academic, cultural, and arts programming year-round.
A five year study of 1) SBAI’s impacts on student outcomes at M.S./H.S. 223 and 2) SBAI’s unique approach to education reform has shown that SBAI has served as an extension of M.S./H.S. 223’s vision and mission as articulated by school leaders to reach their goals to positively impact student outcomes within the school, in the South Bronx, and across New York City.

Four key themes emerged from the evaluation efforts in relationship to how SBAI extends the work of M.S./H.S. 223:

1. **Theory of Action**
2. **Engaging, Rigorous, and Project-Based Program**
3. **Commitment to Access**
4. **Creation of Positive School Culture**

**M.S./H.S. 223 THEORY OF ACTION**

School leaders at M.S./H.S. 223 articulate a clear theory of action for how their work during the regular school day, after school, and over the summer can impact student outcomes.

The theory of action includes a three-level approach to being able to positively impact student outcomes:

1. **Create a love of learning** -  connect to the arts, sports, project-based learning, and a place where people know students and value them as individual learners;
2. **Accelerate academic progress** -  through expanding access to tutors, internet, technology hardware, visual models of professionalism, and physical movement outside of one’s neighborhood; and
3. **Build relationships** -  the social-emotional dimension of school as family and nurturing deeply positive peer relationships.

In the final year of the five year evaluation effort of SBAI, student, staff, and parent interviews, focus groups, and surveys documented how this theory of action, from multiple vantage points, defined the most salient aspects of SBAI.

Every student, parent, teacher, and administrator who participated in interviews or focus groups described how one or more aspects of M.S./H.S. 223’s theory of action for positively impacting student outcomes manifested in their SBAI experiences.
“Well I’m saying there’s three pieces. I think basically one is to really create a love for learning, right? And that piece means having an exciting program; it means leveraging the arts, leveraging sports, being a place where kids know who you are. All that gets kids excited. I think that’s critical, and that’s why ... this is to get both teachers and kids excited about the school, so their love for learning is critical.

The second piece is their academic acceleration. Kids want to feel like they’re not wasting their time, so by doing the extra work, kids feel like they’re better. The kids will tell you. They feel like I’m a stronger student because of it.

And then the third piece is the relationship building, the social-emotional piece. ‘I know the kids at my school, their family. I’d rather be with them than kids in the neighborhood. I have a place to play.’ That’s a critical piece, and that’s sort of that growth mindset where... “I’m also surrounded, I’m around positive peers…”

And the beauty of it is that it’s a massive group, as opposed to like, ‘I’m with ten kids. No, I’m with 300 kids.’ That’s crazy when you think about the numbers.”

- M.S./H.S. Principal
ENGAGING, RIGOROUS, AND PROJECT-BASED PROGRAM

Five years into the program, SBAI has been able to articulate high standards for academic and arts teachers alike as well as for students. Arts courses have been developed after five years to include both practice and knowledge relating to the course topic, so students now develop more arts content-related vocabulary and knowledge than they did when SBAI began in 2011. Arts teachers write lesson plans and unit plans with accountability and support structures provided by Areté staff.

At SBAI’s five-year mark, academic course curriculum has become anchored in the M.S./H.S.’s approach to replacing regents exams with performance-based assessment tasks (PBAT) that require real world application of academic concepts, skills, and knowledge. As with arts courses, the accountability and support structures by provided by school administrators and Areté staff have raised the standard for academics teachers in terms of lesson and unit preparation in the form of comprehensive unit plans and daily lesson plans. Though staff and students report that SBAI still maintains a fun, more relaxed summer feel, teachers and students are nonetheless serious about their classwork.

Areté staff report that this development of higher standards of planning and professionalism across the SBAI curriculum has been especially important for teaching artists with less training and experience with lesson planning and classroom management. Areté staff have set the goal for curriculum in SBAI to be well-documented so that each course can be taught effectively regardless of the individual teacher each summer. These changes in the development of course curriculum have mirrored the school’s approach to providing rigorous learning experiences and learning environments for students in SBAI.

In Reading and Writing courses, the summer curriculum offers time for students to stay active as readers and writers. In the 6th Grade, students learn the Reading Workshop and Writing Workshop models of instruction used at M.S./H.S. 223, so that when the school year begins, the students can skip over the introductory units focusing on learning the practices of teaching and learning for ELA courses. In interviews Areté staff and school administrators emphasize the importance of having the 6th Grade ELA teacher teach incoming 6th Grade students

"And at the end of the session they celebrate with the students showcasing their abilities, presenting projects in academic areas, and projects in extracurricular areas. So, this is good, I like it because this way, as I have said, it’s an incentive to energize the students to keep studying, and to energize the parents. Many parents don’t know their children’s capabilities or their skills. When they attend this event, then that is a way to let the parents know that they must support their children.”

-SBAI Parent

““It was like something new and like the teacher was like really nice and really fun. And the music, the art production, it actually came out to be something really, really good. So like I feel like when you hear the final product or see the final product with any of the art groups, like they’re just amazing.”

-SBAI Student

“'For me it is a very positive program because my daughter didn’t really like, didn’t really pay too much attention to reading, but now she is more focused on her reading.’”

-SBAI Parent
So for us, team sports and cooperative games, I mean big goals are really just two-fold, it’s to get kids working cooperatively with each other which we hope will then carry over into positive relationships in the classroom during the year, and to keep them active, because we know that a major issue that we’ve discovered that summer learning loss isn’t just about students falling behind academically.

Far too many of our students don’t have opportunities to be active during the summer in general, and so summer looks like staying at home, sitting in front of the television, eating food that’s not particularly good for them. So in terms of the team sports and cooperative games, it’s keeping moving and developing sort of teamwork skills with their grade level peers who’ll they be in the same classes as next year.

-M.S./H.S. Assistant Principal
“Our goal has been how do we cater this school to the needs of kids that walk in here, including that deficit in sort of middle class experiences, at the same time value their culture, background, and then engage in the structure and practices that promote those two pieces, experiences and kids’ background.”

-M.S./H.S. 223 Principal

resources to provide access at multiple levels to the “standard American middle class experience” (e.g., tutors, internet, technology hardware, visual models of professionalism, and physical movement outside of one’s neighborhood). Central to this commitment is the need for educators to assess the needs and assets of students entering the school.

CREATION OF POSITIVE SCHOOL CULTURE

Across all groups, students, parents, and staff described the special community that is central to the success at SBAI and M.S./H.S. 223. School-based staff spoke of the intentional work they do to create the community at the school and extend and deepen it over the summer. Parents and students spoke about the ways in which M.S./H.S. 223 has created a community of learning and success that felt like a family of adults and teens alike.

Specifically, students talked about being in a community of care where adults and students help each other grow and overcome challenges. They spoke about school being like a second family, where everyone belongs and looks out for each other. They frequently noted how everyone is “nice”, “friendly”, and inclusive. Students described experiences mentoring and being mentored, creating art together and getting to know peers through those informal learning opportunities, having more access to academic and cultural opportunities, and being supported to always be resilient in the face of obstacles and challenges.

Leaders of M.S./H.S. 223 and Areté spoke about the intentional work they did to provide opportunities to develop positive peer cultures, including high school students serving in mentoring and leadership roles for SBAI middle school students and the intentional decision to have physical education and team building work for students every day of SBAI programming.

“You know, I had kids that was here that I knew they came to the school, but I didn’t really know them on a personal level, so we would have like workshops and teambuilding activities, and some of those... a lot of those activities helped me be friends with a lot of those kids that I didn’t even know of, and showing how funny they are and how serious they can be, and just being closer, and how cool they are. It really helped... it was another way of helping me how to be a better person and opening up my people skills.”

-SBAI Student

In the next section, data are examined relating to process and outcome goals SBAI named in 2011 and continued to assess through 2015.
The purpose of the Summer Bridge Arts Institute is to close the achievement gap for students by preventing and reversing summer learning loss through a program of intensive learning in and through the arts. The program goals for SBAI over the five year period remained consistent. Yearly program evaluations based on six stated process and outcome goals were reviewed by SBAI staff to support SBAI program development for each year of program.

One critical role this five year program evaluation is to report on the extent to which SBAI met its process and outcomes goes over a five year period of time. Yearly program reports can be obtained to see granular data analysis regarding each of these indicators over each of the five years, 2011-2015. This section of the report briefly summarizes progress toward meeting each of the process and outcome goals over the five years of the evaluation period.

**SBAI PROCESS GOALS (2015)**

1. **Participation**
   (a) To serve a minimum of 300 students during the four-week program;
   (b) To provide at least two opportunities for parent engagement in SBAI.

2. **Academic Experiences**
   To ensure that all participating students engage in 60 minutes of reading time and writing time every day for four weeks over the summer.

3. **Art Experiences**
   To ensure that all participating students:
   (a) Create at least two visual pieces of patterned after styles of notable artists through the lens of their own experiences,
   and
   (b) Learn to become both creators and consumers of the arts.

4. **Student Attitudes**
   To measure and positively impact student attitudes regarding their ability to both create and consume the arts.

**SBAI OUTCOME GOALS (2015)**

5. **School Reform — Student Achievement**
   To document through surveys, interviews, and test scores the effects of art programming on student achievement.

6. **School Reform — SBAI Replication**
   To serve as a laboratory site for principals from high-poverty schools where they will observe programming and learn about creating, developing, and implementing a summer program designed to improve academic achievement through the arts.

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All five years SBAI was able to achieve or surpass its key process goals for students and families, and in the area of participation.

A summary of 2015 data is below.

**STUDENT PARTICIPATION**

- In 2015 SBAI met its program goal to serve a minimum of 300 students by serving 305 students in grades 6-11 for at least one day of program.
- A total of 255 students attended at least 8 days of program. The enrollment threshold is attending 8 or more days of program (at least 40% of program days offered). This enrollment number has increased over the last five years of SBAI programming.
- Of the 605 students in grade 6-11 attending M.S./H.S. 223 in the fall of 2015, 394 were enrolled in SBAI, having attending 8 or more days of SBAI during at least one summer; thus, 65% of students currently attending M.S./H.S. 223 have also completed at least one summer of SBAI programming.
- Rates of attendance for students enrolled in SBAI 2015 were high with nearly one-third of all students attaining perfect attendance and two-thirds of all students attaining 85% or better attendance. Less than 20% of all enrolled students had attendance rates under 75%.
- Fifty-nine students with perfect attendance participated in a fifth week of Summer Quest enrichment programming.

**PARENT PARTICIPATION**

- Over 200 parents participated in a Summer Bridge Arts Institute event prior to the start of the program on June 20, 2016. Parents attended several open house events prior to SBAI launching in June.
- Parents participated in biweekly crochet and knitting classes that were held during the four weeks of SBAI programming.
- Multiple workshops were held for parents over the summer, relating to technology, special education, nutrition, and other topics.
- Approximately 180 family members attended the final showcase event at the end of the 2015 SBAI program.

Of the SBAI teachers who responded to the survey question: *I feel that we were adequately able to involve families in the Summer Bridge Arts Institute, 45% (5/11) agreed.*

In survey and interview data, teachers and parents described positive and proactive efforts made by teachers to contact families regarding students’ academic progress or behavioral conduct at SBAI. Interview data also indicate that parents felt energized after the student showcase of work at the end of the SBAI program and through participation in the planned events for families during the SBAI program.

**STUDENT ENROLLMENT OVER TIME**

Enrollment is defined as attending at least 40% of the summer program. For 2012-2015, program was four weeks and the 40% threshold was met when students attended 8 or more days of program. In 2011, program was three weeks, so the 40% threshold was met when students attended 6 or more days of program. All data in this report pertain to students who met this 40% enrollment threshold, which is used to determine that students are exposed to a sufficient amount.
of the SBAI program measure the possible impacts of the program on student attitudes and achievement.

Table 1 and Figure 1 depict the positive trends in student enrollment over the last five years of SBAI programming.

Student enrollment increased every summer over the last five years with an increase of 35% from 2014 to 2015 (up from 189 in 2014 to 255 in 2015).

Table 1: SBAI Student Enrollment 2011-2015 (40% Threshold)

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<th>Grades</th>
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<th>2013</th>
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<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>147</strong></td>
<td><strong>185</strong></td>
<td><strong>189</strong></td>
<td><strong>255</strong></td>
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All five years SBAI was able to achieve or surpass its key process goal for students’ academic experiences.

A summary of 2015 data is below.

• SBAI met its goals of ensuring that participating students engaged in 60 minutes of reading time and writing time every day for four weeks.

• Additionally, students participated in a pilot STEM program that allowed them to also take 60 minutes of STEM every day for four weeks of program.
Process Goal 3 - Art Experiences
To ensure that all participating students:
(a) Create at least two visual pieces patterned after styles of notable artists through the lens of their own experiences, and
(b) Learn to become both creators and consumers of the arts

All five years SBAI was able to achieve or surpass its key process goals for students’ art experiences.

A summary of 2015 data is below.

VISUAL ARTS
- Students participated in 16 hours of arts coursework per week over four weeks of program where they were exposed to a variety of artistic styles of notable artists. Across 20 distinct arts courses offered, students were asked to create artistic responses based on their own experiences. Most notably, analysis of the student survey and interview data highlighted that in terms of the visual and digital arts, students valued their experiences in filmmaking, photography, recycled arts, and sketching & digital animation courses.

- Sixth grade students created at least three original pieces of art patterned after styles of notable artists through the lens of their own experiences.

- Of the SBAI teachers who responded to the survey question: I feel that the Summer Bridge Arts Institute exposed students to the styles of notable artists…, 82% (9/11) agreed.

CREATE & CONSUME ART
- In addition to the arts coursework where all students created original works of art showcased in the final week of program, all students also had the opportunity to consume the arts on weekly field trips to see Broadway shows and visit other cultural institutions.

- An additional 59 students had the opportunity to do advanced programming in the arts through an extended 5th week of Summer Quest programming.

- Of the SBAI teachers who responded to the survey question: I feel that the Summer Bridge Arts Institute encouraged them [students] to use the lens of their own experiences to create original works of art, 82% (9/11) agreed.

VISITS TO CULTURAL INSTITUTIONS
In 2014, all students had the opportunity to visit Broadway shows and other cultural institutions weekly over four weeks of programming. Broadway shows included: Matilda, Cinderella, Rocky, Motown, Illuminate, and Pippin. Cultural institutions included: Bronx Museum of Arts, African Burial Grounds Museum, and in-house African dancing and drumming ensemble. In 2015, visits to cultural institutions were organized by teachers of the arts and by Areté program staff.

An analysis of 2015 student, staff, administration, and parent survey and interview data showed that members of each group valued the trips to cultural institutions. Several excerpts are included below in support of this data analysis.
Further, an analysis of interview data revealed that staff and students alike saw an important connection between arts programming and related visits to cultural institutions. Excerpts from these interviews highlight these connections.

“One of the things that we did differently this year is I forced the teaching artists to identify field trips that correlated with what was going on in their classrooms, which is wonderful because it wasn’t random, cool trips that they were taking. It was a continuation of learning. Conversations and feedback held in the classrooms with their teachers after the field trips [students blossom as both consumers and creators of art]. Each enrichment teacher was required to plan a field trip which reinforced the classroom experience.” -SBAI Administrator

“My son likes to attend summer classes because apart from the fact that they offer class, they also take them to different places for field trips. They take them to museums, they take them to universities or schools.” -Parent

“I liked going to the museums and experiencing new places.”

“My favorite experience was going on all the fun trips and getting to meet other 6th graders before actual school started.”

“The highlight was the trips. The Phantom of the Opera… because I was young any trip was cool.”

“The Sneaker Museum, that was really fun. And the Broadway shows. It was interesting. [My favorite one was] “On Your Feet!” I love that one. I really want to go back. That’s how great it was.”

“Yoga was a great experience. I’ve never done yoga ever in my life, and now I could do a handstand... And at the end of the couple of weeks, the teacher took us on a trip to Central Park, and... we did yoga in the park. It was a beautiful day. A nice, beautiful day. Right after that we went to … a yogurt shop, but it was just great. It was fun. It was like a little twist at the end. So it was like we did all the hard work and then she was just thanking us by rewarding us with yogurt. It was a great time.”

-SBAI Students

“We’ve taken them to Broadway shows, the Brooklyn Museum... a lot of these kids have never been to Brooklyn before, and I know growing up in Brooklyn, I’d never come to the Bronx until I was 19-20. But this city is so incredible, and it’s got so much to offer educationally, artistically. We’ve taken them to the Metropolitan Museum, Museum of Modern Art. I’m taking them up to the Hunts Point Produce Terminal, right up here on the 6 line next Tuesday. We’re going to interview a lot of the staff workers in the warehouse as part of our documentary that we’re doing about the food in inner city schools, because that’s something they’re very, very passionate about.

We took them to Stevens Institute of Technology earlier this summer. That was awesome because they really got to see that science and engineering can be cool. It’s not boring and nerdy, as they may think. They were in this submarine tunnel where they test torpedoes in the water. It’s this long tunnel and they were shooting torpedoes. It was really cool. So I think the more we can continue to do that, we’re going to see that [positive] culture.” -SBAI Teacher
All five years SBAI was able to achieve or surpass its key process goal for students’ attitudes.

A summary of 2015 data is below.

- Qualitative data collected from student and teacher surveys and interviews depicted positive student attitudes toward the arts generally and relation to the stated SBAI program goal of students becoming both creators and consumer of the arts.

- Quantitative student survey data is included on five additional indicators related to the arts. This data shows trends over the last five years of programming.

“When art form is an exploration of the self and fosters concentration skills and the Summer Bridge motivated the students to go out of their comfort zone, learn something new and to be successful with something they have fun.”

“In my particular class, the students left the program with a photo album full of their own original photographs.”

“I feel the artists who taught SBAI exposed students to their style of arts and encouraged students to create their own art.”

“Although I felt my students gained skills and knowledge, I feel I was cut short seeing the students be truly inspired.”

“I have my students making professional documentaries, narrative short films.... right now my 6th grade class is working on an apocalyptic type, zombie-type film, and they’re just doing an amazing job. But what I love about filmmaking... It teaches these kids so much more than just filmmaking. It’s storytelling, writing, history, sociology, and they have a lot to say, and it’s just a wonderful way of expressing everything really, you know.” -SBAI Teachers

“I loved the photography club. It really liked it because he taught us how to have professional pictures too.”

“My greatest accomplished this summer was creating a collage in visual arts with everything that I like and that describes me in it.”

“I made a short film and I was a cameraman.”

“In Summer Bridge I learned how to play violin. I learned it by practicing every day when I go to my class.”

“I enjoyed learning how to play an interesting, difficult, and unique instrument such as the cello.”

“My greatest accomplish was learning how to play a different instrument (trumpet). I’m really proud of myself for learning to play it in 4 weeks.”

“We were in orchestra and I had the opportunity to learn many different things about singing… I learned how to breath properly, how to sing louder and have better diction.”

“My favorite learning experiences this summer was in Summer Bridge were we learned how to play instruments, and the instrument I learned how to play was the saxophone. I really enjoyed this, considering I always knew what the instrument was I just never got a chance to learn how to play it, but attending Summer Bridge helped change that.” -SBAI Students
Quantitative Measures

Student survey data was collected in the fall of 2015, after the 2015 SBAI program. Two hundred students who attended SBAI completed the survey (n=200). In the table and graph below, this data alongside student survey data from the end of program in 2014 (n=161), 2013 (n=124), 2012 (n=114), 2011 (n=83) is shown.

In all quantitative measures, the percentage of SBAI students surveyed who agree with these statements has gone down, most dramatically in relationship to the statement relating to student’s perceptions of their artistic skills (70% in 2011 and 37% in 2015). Looking closely at the indicator of student perception that the arts can be used to change society for the better, it has remained a relatively stable percentage of students, between 53% and 61% across five years of data collection. It is also worth noting that on two of the five indicators, over half of those students surveyed agreed with positive additional statements about the arts, including I like or love the arts and The arts can be used to change society for the better.

Table 2: Quantitative Measures of SBAI Student Attitudes Toward the Arts (2011-2015)

<table>
<thead>
<tr>
<th>Student Attitudes</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a good or excellent artist.</td>
<td>70%</td>
<td>66%</td>
<td>44%</td>
<td>56%</td>
<td>37%</td>
</tr>
<tr>
<td>I like or love the arts.</td>
<td>92%</td>
<td>93%</td>
<td>73%</td>
<td>80%</td>
<td>68%</td>
</tr>
<tr>
<td>I think art helps me do better in my classes.</td>
<td>55%</td>
<td>72%</td>
<td>-</td>
<td>44%</td>
<td>27%</td>
</tr>
<tr>
<td>Arts play important role in my life.</td>
<td>59%</td>
<td>-</td>
<td>46%</td>
<td>46%</td>
<td>30%</td>
</tr>
<tr>
<td>I think art can be used to change society for the better.</td>
<td>61%</td>
<td>-</td>
<td>60%</td>
<td>61%</td>
<td>53%</td>
</tr>
</tbody>
</table>

*2015 n=200; 2014 n=161; 2013 n=124; 2012 n=114; 2011 n=83

Figure 2: Quantitative Measures of SBAI Student Attitudes Toward the Arts in Program Years 2011-2015 (% of Students Agreeing with 5 Attitudinal Statements)
Outcome Goal 1 - School Reform: Student Achievement
To document through surveys, interviews, and test scores the effects of art programming on student achievement.

All five years SBAI was able to achieve or surpass its key outcome goal for school reform in relationship to student achievement.

A summary of 2015 data is below.

- The data show that there is a clear relationship between arts programming and student achievement in terms of a transfer of summer learning to the academic year and gains in independent reading levels, which measure comprehension and fluency.

- Qualitative data from student surveys and interviews describe a positive relationship between SBAI arts programming and student achievement. Most notably, student responses indicated a positive transfer of experiences in SBAI to the academic year in the areas of: 1) presentation skills, 2) writing skills, 3) reading skills, 4) STEM knowledge & skills, 5) readiness for the school year, and 6) future orientation to academics.

- Student survey data also supported the trends seen in qualitative data in terms of students reporting a positive transfer of experiences in SBAI to the academic year in the area of reading, specifically improved reading level and improved motivation to read.

- SBAI alumni have also made quantifiable gains in their independent reading levels with well over the majority of SBAI alumni gained at least two independent reading levels per year or attained reading proficiency (77% of 7th graders and 60% of 8th graders).

- Trends in New York State achievement test data over the five years of SBAI indicate growth in proficiency rates in ELA and Mathematics over five years, 2011-2015.

Positive Transfer from SBAI to School Year
A review of the qualitative data in student surveys and interviews revealed trends relating to positive relationships between learning in SBAI and student achievement. Student survey responses and interview data indicated positive transfer of experiences in SBAI to the academic year in the following areas:

1) presentation skills

2) writing skills

3) reading skills

4) STEM knowledge & skills

5) readiness for the school year

6) future orientation to academics

Student survey data also supported the trends seen in qualitative data in terms of...
Table 3: Quantitative Measures of SBAI Student Attitudes Toward the Reading (2011-2015)

<table>
<thead>
<tr>
<th>Student Attitudes</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved motivation to read after SBAI program.</td>
<td>78%</td>
<td>63%</td>
<td>56%</td>
<td>60%</td>
<td>43%</td>
</tr>
<tr>
<td>Improved reading level after SBAI Program.</td>
<td>90%</td>
<td>95%</td>
<td>65%</td>
<td>53%</td>
<td>40%</td>
</tr>
</tbody>
</table>

*2015 n=206; 2014 n=161; 2013 n=124; 2012 n=114; 2011 n=83*

Figure 3: Quantitative Measures of SBAI Student Attitudes Toward the Reading in Program Years 2011-2015 (% of Students Agreeing with 2 Attitudinal Statements)
In addition to attitudinal data indicating students’ reported literacy benefits from SBAI programming, SBAI sought to demonstrate a quantifiable increase in reading fluency and comprehension of students of one independent reading level or greater.

Internal achievement measures such as individual reading levels in middle school can capture achievement growth gains for students that standardized state do not show, critical for measuring growth for students reading significantly below grade level. The school has been able to measure student success in terms of growth on achievement measures, but school leaders articulate the need that two-thirds of M.S./H.S. 223 students have to “catch up” with their peers who enter 6th grade on grade level in terms of proficiency standards.

Independent reading level gains for 7th and 8th grade alumni of SBAI during the 2015-2016 school were calculated. The availability of baseline independent level scores limited the population to only 7th and 8th graders, as rising 6th graders did not have independent reading level scores before summer program began in 2015. Table 4 depicts the characteristics of the population of students whose independent reading level scores in terms of SBAI alumni status.

Tables 5 and 6 display the gains in independent reading levels for SBAI alumni attending M.S./H.S. 223 during the 2015-2016 academic year. The overwhelming majority of SBAI alumni gained at least one independent reading level per year or attained reading proficiency (91% of 7th graders and 88% of 8th graders). Moreover, well over the majority of SBAI alumni gained at least two independent reading levels per year or attained reading proficiency (77% of 7th graders and 60% of 8th graders).

<table>
<thead>
<tr>
<th>Table 4: M.S./H.S. Students with Independent Reading Level Data Available by Grade and SBAI Alumni status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>7th Grade</td>
</tr>
<tr>
<td>8th Grade</td>
</tr>
<tr>
<td>7th &amp; 8th Grades Combined</td>
</tr>
</tbody>
</table>
Achievement data is best analyzed using percentile rankings across the city because of the annual changes to test content, format, and cut scores. Percentile rankings allow M.S./H.S. 223 to see how they compare to other schools in New York over time. For example, when the school started, 10% of students were proficient in ELA and Mathematics, which placed MS 223 at a 2% percentile ranking in the city, meaning that in 2003 98% of the schools in New York City were doing better than MS 223 in terms of ELA and Math proficiency rates. Now the school is ranked above the 75% ranking in the city for proficiency rates in both ELA and Math. No other school in the city has shown such dramatic, consistent growth in state exam scores over the same period. See Figure 3.

Achievement gains can also be measured by growth gains for students. M.S./H.S. 223 is in the top 10% for growth scores in the city, even while the student population has become needier over time (e.g., the school’s special education rates increasing from 16% to 23% over the five years of this evaluation and up to 25% in 2016). See Figures 5 and 6.
Figures 6 and 7 show recent (2016) comparisons of M.S. 223 student achievement rates as compared to all other 1,800 schools across the city. Despite having students enter 6th Grade below grade level proficiency levels in ELA and Mathematics, M.S. 223 students demonstrate proficiency in both.

**Figure 5: M.S. 223 Student Population Characteristics**

<table>
<thead>
<tr>
<th>Student Population</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades</strong></td>
<td>PK</td>
</tr>
<tr>
<td>Enrollment</td>
<td>92</td>
</tr>
</tbody>
</table>

**Higher-Need Students**

- % Students with Disabilities: School 25% City 20%
- % Self-Contained: School 8% City 6%
- % English Language Learners: School 8% City 12%

**Economic Need Index**

- School: 85%
- City: 62%

**Incoming Proficiency Levels**

- Avg 5th Grade Math Rating: School 2.90 City 2.82
- Avg 5th Grade ELA Rating: School 2.85 City 2.79
Areas, noting their high performance on state exams. Additionally, M.S. 223 demonstrates a high impact on students in terms of growth. School leaders believe the literacy scores have increased because of the intentional, sustained efforts to support deeper and expanded literacy instruction, including SBAI, afterschool programs, an initiative to have all teachers engaging in teaching 5 periods of literacy per week, comparative analysis as a cornerstone of the curriculum, and the longevity of ELA teacher at 6th Grade level.

Figure 6: NYC Student Achievement Metrics for M.S. 223’s Impact and Performance

Impact and Performance

Based on all student achievement metrics, **Impact** measures school against expected outcomes, adjusted for incoming student factors; **Performance** is unadjusted performance.

- This School
- Other Middle Schools in the City

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Figure 7: NYC Comparison of M.S. 223 to City and Comparison Group Exam Scores (Proficiency Rates)

**Student Achievement Metrics**

Detailed school, Comparison Group, and Citywide results and comparisons for three selected metrics.

**ELA - Percent at Level 3 or 4**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>City</th>
<th>Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>43%</strong></td>
<td>43%</td>
<td>37%</td>
<td>35%</td>
</tr>
<tr>
<td>N = 285</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Math - Percent at Level 3 or 4**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>City</th>
<th>Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>40%</strong></td>
<td>40%</td>
<td>32%</td>
<td>30%</td>
</tr>
<tr>
<td>N = 283</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Citywide Percentile: 79

Citywide Percentile: 77
All five years SBAI was able to achieve or surpass its key outcome goal for school reform in relationship to SBAI replication.

• Achievement with regard to this goal takes making form, including the academic success of the schools within M.S./H.S. 223’s principal learning partners mentoring network. M.S./H.S. 223 and the school they mentor are the two highest performing in their district. The impact comes from the leadership communities of practice and synergies of having school leaders work together over time to develop, pilot, and refine new models to support the growth and success of students living in high poverty neighborhoods.

• Principals within this network use SBAI for learning walks, to look at practices, and for advocacy for promoting the model across the city. Such advocacy includes the development of the Ladders to College program for middle and high school students, based on the SBAI, that is being offered as a replication model for schools across the Bronx and across the city to make a regular part of the school calendar.

• Schools and principals engaged in SBAI and M.S./H.S. 223 learning communities have developed summer programs through receiving arts programming grants that lasted multiple years based on the SBAI model.

• Across all five years many building leaders from high-poverty schools were invited to SBAI for leadership development from across the city. These leaders included current and aspiring leaders as well as district leaders.

• A sample of the schools that participated in SBAI visits across the five years include building leaders from: P.S./M.S. 5 Port Morris, Blue Print Middle School, Gassetto Academy of Applied Mathematics and Technology, X343, X224, X05, M241, Mott Hall High School, and Heketi Charter School. A number of these schools were planning to launch programs for the summer following their SBAI visit.

• The National Summer Learning Association named SBAI as a semi-finalist for the honor of Summer Program of the Year. SBAI is the only school-led summer program to receive this honor in the history of the program.

In the next section, eight key SBAI strategies for change are identified and described, having been developed over the five year period.
This five year evaluation had one additional goal: to illuminate the key strategies for change that emerged over five years of developing and running the SBAI programs. Over the course of five years, numerous innovations were developed, tested, refined, and adapted as best practice in SBAI and M.S./H.S. 223. At the end of the five years, staff, students, and families reflected on what was most powerful and important from their vantage point. The salient themes that developed from interview, focus group, and survey data are reflected in the infographic.
**BLENDING SUMMER-SCHOOL STAFFING MODELS**

Over the span of five years, SBAI leaders have intentionally blended leadership and teaching roles and opportunities across the academic school year and SBAI program. For example, school administrators play key support roles including: hiring, curriculum planning for morning academic courses, conducting learning walk throughs, and alignment of school goals with SBAI goals. In the past, school administrators ran all SBAI leadership and management tasks and have gradually released responsibility to Areté staff to oversee all day-to-day aspects of running program, including attendance, staffing, discipline. Areté staff handle all matters relating to teaching artists but share professional development, supervision of staff, and support of teachers with school administrators.

"For the most part the teachers, the kids were working with teachers that they already knew [08:00] developed relationships with, so we had no disciplinary issues in the morning at all."

- Areté Staff Member

School-based administrators and Areté staff discussed the importance of dedicating time and being strategic about hires for summer program, both for teaching artists and academic teachers to make sure all adults were on board with the SBAI vision and mission. The morning academic program is SBAI is staffed by current M.S./H.S. 223 teachers, interns, or newly hired teachers for the upcoming school year. Staff reported that this staffing resulted in almost no discipline issues in the morning. Teaching artists hired for SBAI programs are now, five years later, more integrated into the academic school year, having been hired by M.S./H.S. 223 to provide arts courses throughout the school year. Integrating and blending summer and school year staff allows SBAI to leverage year-long relationships with students across morning academics classes and afternoon arts classes.

School-based administrators also share roles with the Areté staff in terms of creating the positive culture and vision for SBAI. Having created SBAI first as a school-run summer program, in its first years M.S./H.S. 223 a school administrators were fully responsible for developing the SBAI program, overarching mission, culture, family engagement, securing funding, and developing community partnerships. In the last three years, Areté staff have developed and deepened school partnerships with community partners and community organizations to support the enhancement, reach, and impact of SBAI. Working with Areté, school administrators also play a large role in defining priorities, goals, and strategies for improving SBAI each year.

**FORMAL STUDENT LEADERSHIP ROLES**

Over time, SBAI has built leadership roles for SBAI alumni and older M.S./H.S. 223 students. Each year, a cohort of older students are selected to be employed by SBAI to serve as fellows, interns, and/or junior staff during the summer. In all student missions, culture, family engagement, securing funding, and developing community partnerships. In the last three years, Areté staff have developed and deepened school partnerships with community partners and community organizations to support the enhancement, reach, and impact of SBAI. Working with Areté, school administrators also play a large role in defining priorities, goals, and strategies for improving SBAI each year.

"We’ve just been really pleasantly surprised by some of our students who take on such nurturing and caring roles with younger students and the students who have the opportunity to work in the Summer Bridge Program and now through Areté in the after-school program. It’s really wonderful to see."

-M.S./H.S. 223 Assistant Principal
interviews, younger and older students alike spoke about the power of engaging in mentoring relationships where older students took formal leadership roles as part of their SBAI experience. As SBAI developed and expanded its summer leadership opportunities for M.S./H.S. 223 students, a more robust program was developed by Areté staff to provide additional training, support, and enrichment activities to actively promote leadership in terms of formal assistant teaching roles, positive mentoring to younger students, and assistant roles to deans and other non-instructional SBAI staff members.

**SUMMER AS EXPERIMENTAL ZONE**

Over five years, SBAI has functioned in a critical role as experimental zone for teachers and students alike. Curricula have been developed and revised during the summer within a lower stakes, more intimate climate for learning. Administrators can test out new staff. Teachers can receive more support for new practices or units of study in the summer. SBAI gives multiple opportunities for teacher learning because of the more relaxed atmosphere and lighter teaching load.

Students can experiment with new interests and have different peer and adult relationships in a more relaxed setting with the same high academic and social standards. The culminating projects excite and motivate the student and result in high quality performances and products, which then can be incorporated to enhance teaching during the school year.

Over the past five years, M.S./H.S. 23 worked with the principals in New York City to develop a new high school summer program called “Ladders to College” for M.S./H.S. 223 and other schools across NYC based on SBAI. Inclusion and prioritization of STEM classes in SBAI was a new strategy to promote more collaborative project-based and real-world applications of academics. SBAI provided a space for teachers and administrators to see how they might incorporate STEM more fully into the academic school year.

“I think we just went by fellows… I know for me I was doing a lot of the tech stuff with the kids and the actual being in the rooms with the kids, and that… I felt like that was a bonding experience enough because now I walk through the halls and a whole bunch of kids know me, and I sort of know like how they act in class, what to do to calm them down.

Like today was actually an incident with a younger kid, and I worked with him over the summer. And so today when something happened, I was able to go in to [the dean’s office] and like this is what happened and this is why this happened and this is what you can do to calm him down, and it seemed to be helpful.”

-SBAI Student

“I envision something where students see it in the way that we see it, as a time for them to experiment in their learning, as a time for them to have opportunities to try new things that they don’t maybe have the opportunity to try during the year, to interact with new students and new teachers that they might not get to interact with otherwise, but where the academic expectations and the caliber of work and the sort of commitment from all students and all families is the same as it would be during the school year.”

-M.S./H.S. Assistant Principal
“We believe in strong attendance. We’re always checking out attendance, every day looking at the attendance report; We always go through attendance reports and data check-ins.”
- M.S./H.S. 223 Principal

CONSTANT AND CREATIVE EFFORTS TO IMPROVE ATTENDANCE

From year one through year five, SBAI staff have always prioritize student attendance, giving public awards, gift certificates, and other recognition to students who have perfect attendance. The commitment to providing field trips to cultural institutions was in part to give students more access and in part to help drive student attendance rates up during the summer. Regular raffles, constant contact with families, intentional efforts to create a fun but serious summer atmosphere were all ways that SBAI worked creatively and persistently to maintain exceptionally high attendance rates each year.

“In terms of progress, I definitely believe that our test scores have increased because of summer program… Well I think it’s simply more hours, more time for them to practice, more time for them to stay on level in reading, more time for them to have different ways of expressing themselves.”
- M.S./H.S. 223 Principal

ADAPTING TO ENGAGE FAMILIES

SBAI began five years ago with the mission to engage all 6th grade students in an integrated arts and academics summer enrichment program at M.S./H.S. 223, and critical to realizing and expanding that mission has been the ability to engage families in ways that fully focus on how to really help students and really help families.

Each summer program begins with a larger opening event for families to orient them to the upcoming SBAI program. Each summer a performance event marks the end of the summer program. These events are lively, engaging spaces for students, teachers, and families to enjoy and appreciate what students have learned in SBAI each summer.

Parents are surveyed often for their input and ideas and receive regular communication from teachers and staff during program. They report in interviews and focus groups that they feel very engaged in the SBAI program and larger school community.

Over the past five years, SBAI has offered learning experiences to family members in the form of workshops on finance, nutrition, navigating special education decisions, technology, etc.. In SBAI family members also have the opportunity to attend weekly arts classes in knitting and crocheting.

M.S./H.S. 223 also reports changing its marketing and recruitment efforts to set better conditions for family engagement. The school now say to all new families entering the school that it is the school’s expectation that enrolling at M.S./H.S. 223 means committing to attending the summer program. Parents connect their strong relationships with the school administrators, teachers, and staff with their relationships with SBAI administration, teachers, and staff, seeing SBAI as an extension of their academic school year experience.

“The beginning or the middle of June… and they are given a demonstration of what their children will gain during the summer… All parents are given an opportunity to attend each one of them, such as crochet, art, dance, music, finance… If the parents are interested, each one is surveyed to see if they would be interested in some other opportunity. And if a large enough group of parents is gathered then that program or that workshop is provided for both parents and children. That was a really nice experience and good because then the parents are not in the dark and they know what is going to happen during the summer.”
- SBAI Parent
SUMMER BRIDGE ARTS INSTITUTE (SBAI)
DISCUSSION AND RECOMMENDATIONS

DISCUSSION

When SBAI was launched in 2011, there was no model for providing high quality integrated arts and academic summer programming for students. M.S./H.S. 223 set out to define a new model for providing access to students in the South Bronx and across the city. With a commitment to fund annual program evaluations and collect data on their work with middle school students during the summer months, SBAI redefined what school-based summer programming to one that sets its goals higher than remediation and grade recovery. Summer Bridge Arts Institute is both a special summer enrichment program and a critical extension of M.S./H.S. 223 into a third summer semester.

SBAI's aim to close the achievement gap for students by preventing and reversing summer learning loss through a program of intensive learning in and through the arts has resulted in demonstrable gains for students. Data indicate that the overwhelming majority of M.S./H.S. 223 students see gains in their independent reading levels from year-to-year, erasing the summer learning loss phenomenon for SBAI students. Further, SBAI operates as an essential element of M.S./H.S. 223's approach to creating a love of learning, accelerating academic progress, and building relationships.

Students at M.S./H.S. 223 rank in the top percentiles across the city in absolute proficiency scores in literacy and mathematics and top the charts in terms of student growth scores. School leaders make the link between demonstrable student achievement on state literacy exam scores and the intentional, sustained efforts to support deeper and expanded literacy instruction, including SBAI, afterschool programs, an initiative to have all teachers engaging in teaching 5 periods of literacy per week, comparative analysis as a cornerstone of the curriculum, and the longevity of ELA teacher at 6th Grade level.

Data from this five year evaluation point to a positive transfer of academic skills and habits, such as presentation, writing, and reading skills as well as increased knowledge and skill in STEM, readiness for the school year, and a future-orientation to academics. In yearly student attitudinal surveys from 2011-2014, students reported greater motivation to read and increased ability to read after SBAI program experiences; similarly, they reported positive attitudes towards the arts. In 2015, student attitudinal data presented a less positive orientation to the arts and academics; this should be watched carefully to see if it indicates an important trend in how students are experiencing SBAI as it has reached a critical place of self-definition and possible expansion to other school sites in the city.

Data from this evaluation indicate that SBAI has developed a robust, stable curriculum in the arts and academics, documented through lesson and unit plans. Further steps can be taken to revise and improve those curriculum documents to ensure that all courses offered have an appropriate level of rigor and a project-based assessment task aligned to M.S./H.S. 223's structure for providing engaging, rigorous, and project-based learning experiences for all students. Given the data collected and reviewed, this may require more support and investment of resources for afternoon arts courses than for morning academic courses more closely aligned to school standards and practices.

Given the student excitement related to their SBAI with STEM, it seems like an important area for SBAI to invest in and develop in future years, potentially able to create curricular connections between arts courses and
academics courses. Students interviewed and surveyed in 2015 were able to articulate their passion for and excitement related to the hands-on experiences they described in their STEM classes.

A consistent theme from the five years of data is the need to continue to develop the teaching artists in SBAI, particularly in terms of appropriate lesson planning, the level of rigor, and behavior management. There is clear evidence of yearly improvements in terms of identifying outstanding artists to teach in SBAI and retaining teaching artists from one year to the next through M.S./H.S. 223 and Areté’s community partnerships. In yearly program evaluations, staff expressed a desire for more professional development and collaboration between arts and academics teachers leading up to the summer.

M.S./H.S. 223’s principal has articulated a clear rationale and process for creating learning communities, partnerships, and mentoring relationships among leaders in New York City looking to develop similar summer programs. Yearly reports on SBAI replication efforts note that leaders have visited SBAI, applied for grants to support development of summer programs, and to some extent, met regularly as learning partners to engage in more system-wide education reform efforts. Further metrics can be developed to take the SBAI replication work to the next level.

The original framing of the five year evaluation did not endeavor to measure the processes or outcomes related to social-emotional work that seem to contribute significantly to SBAI’s theory of action, implementation, and success. Repeatedly, when students were asked to talk about their experiences at SBAI in terms of their arts or academics experiences, they often responded by talking about SBAI and M.S./H.S. 223 as a second family, as a place where everyone is “nice” and seeks to get along and help one another out. Positive student and adult relationships are actively constructed both by SBAI and M.S./H.S. 223 staff, and metrics can be identified or developed to further describe SBAI’s successes and program design.

SBAI is a multifaceted program, deeply integrated with the culture, systems, and staff at M.S./H.S. 223. While key strategies for change developed in SBAI can be readily adapted to new summer program settings, context should be carefully considered. Choosing the initial new sites for SBAI replication initiated by Areté Education could involve a scaffolded SBAI observation and design process lasting a year or more. Involving key faculty, such as 6th Grade teachers. STEM teachers, and/or teaching artists could help to more quickly cement the learnings from the first five years of SBAI. Additionally, replication could be targeted first for schools within the mentoring or learning partner communities connected to M.S./H.S. 223.

RECOMMENDATIONS

Future SBAI Programs at M.S./H.S. 223

- Continue to invest resources in access to STEM courses during the summer program. Consider using STEM project-based assessment tasks (PBATs) as model for developing appropriate PBATs for afternoon arts courses. Expanded professional learning opportunities for teaching artists and academics teachers could leverage SBAI courses where students most uniformly note the rigorous, exciting, and hands-on nature of teaching and learning during the summer months: STEM.

- Continue to develop opportunities for collaboration between teaching artists and academics teachers. New efforts could include a co-teaching pilot of a collaboratively designed and co-taught integrated academics and arts course spanning morning and afternoon sessions.

- Continue to provide supports and accountability structures
for all SBAI teachers, including regular classroom teaching observations with feedback and backward designed unit plans and lesson plans prepared ahead of summer.

**SBAI Evaluation Efforts - The Next Five Years**

- Consider developing and/or selecting metrics in the following areas: 1) positive peer culture, 2) self-efficacy for students and teachers, 3) student-teacher relationships. Data collected in these areas would expand SBAI’s ability to demonstrate its impact on social-emotional outcomes for students.

- Enhance data collection in relationship to process goals relating to students’ academic and arts experiences by collecting and cataloging exemplar PBATs for morning and afternoon classes. Additionally, recording scores for PBATs completed over the course of one or more years in SBAI could provide an additional way to show impact in terms of student achievement.

- Consider using student additional surveys that are consistently administered each year to the entire M.S./H.S. 223 student body to see if SBAI participation contributes to consistent positive orientations to academics and the arts over time. Review the five years of student attitudinal survey data from 2011-2015 to prepare survey questions appropriate for use over the next five year evaluation.

- Build evaluation data collection into staff expectations for summer program work. This five year evaluation effort yielded interview and survey data from a handful of SBAI teachers, and better understanding teachers’ ideas regarding program impact and improvement could contribute significantly to program documentation, design, and evaluation reporting.

- Define specific outcomes for SBAI replication at new sites. SBAI is ready to expand beyond the goals of serving as a lab site for leaders to visit and observe. Interview

**SBAI Replication at New Sites**

- Create a formal SBAI or “Ladders to College” leadership mentoring program lasting 1-2 years for school leadership teams interested in developing an integrated arts enrichment summer program.

- Interview leaders at schools already participating in the informal learning partnerships and mentoring relationships with M.S./H.S. 223 leaders to better understand and document the SBAI replication process.
METHODOLOGY

All yearly program evaluations can be accessed online at: https://sarahbsd.com/2017/01/23/sbai-five-year-evaluation/.

Year 1 - 2011

Data sources for this preliminary evaluation of the 2011 Summer Bridge Program include program documents (attendance records, grant proposals, principal self-evaluation, teacher lesson plans, student reading logs, newspaper article), pre- and post-student surveys, principal and assistant principal interviews, and a student focus group.

MS 223 leaders developed two pre-surveys, one in reading and one in the arts to administer to all students at the start of the program. Of the 105 students attending Summer Bridge, 101 students completed the pre-survey in reading and 97 students completed the pre-survey in the arts. At the end of the program, an outside evaluator designed the post-survey that combined questions from the two pre-surveys.

After the completion of the program, 10 students were randomly selected to participate in a one-hour focus group with the outside evaluator. This focus group, the pre- and post-surveys, interviews with the principal, and analysis of various program documents were used to generate the results, discussion, and recommendations in this program evaluation.

Program Evaluation in 2011 Funded by Matisse Foundation

Year 2 - 2012

Data sources for this preliminary evaluation of the 2012 Summer Bridge Arts Institute include achievement data (NYS achievement tests in Math and ELA, teacher-administered reading levels); program documents (attendance records, grant proposals, principal self-evaluation, teacher lesson plans, student reading logs, newspaper article); student and family surveys; and interviews of students, staff, and families.

MS 223 leaders developed two surveys, one for students and one for families. Both surveys focused on student and family attitudes and experiences with the arts and reading. Of the 197 students attending SBAI, 114 students completed the post-survey after the program, and 123 parents completed the family survey at the beginning of the summer.

After the completion of the program, students and parents were randomly selected to participate in phone interviews with the outside evaluator. Academic subject teachers were invited to participate in staff interviews. These interviews, the student and family surveys, analysis of achievement data, and various program documents were used to generate the results, discussion, and recommendations in this program evaluation.

Program Evaluation in 2012 Funded by Matisse Foundation, Hayden Foundation, and Brule Foundation.

Year 3 - 2013

Data sources for this evaluation of the 2013 Summer Bridge Arts Institute include achievement data (NYS achievement tests in Math and ELA, teacher-administered reading levels, and NYC DOE report cards); program documents (attendance records, grant proposals, principal self-evaluation, curriculum maps, program schedules, etc.); student and family surveys; and interviews of students, staff, and families.

MS./H.S. 223 leaders developed four surveys, two for students, one for families, and one for staff. All surveys focused on student and family attitudes and experiences with the arts and reading. Of the 208 students attending SBAI in 2013, 148 students completed a survey halfway through the
program, 123 students completed the post-program survey, and 82 parents completed the family survey at the beginning of the summer. For the first time, data was collected from students in the fall where student attitudes toward the arts and academics could be compared based on those who did and did not participate in SBAI. Six staff members participated in the staff survey conducted in the fall after SBAI was completed.

After the completion of the program, students and parents were randomly selected to participate in interviews and focus groups (phone and in-person) with the outside evaluator. SBAI leaders and academic subject teachers were invited to participate in staff interviews. These interviews, the student and family surveys, analysis of achievement data, and various program documents were used to generate the results, discussion, and recommendations in this program evaluation.

*Program Evaluation in 2012 Funded by Matisse Foundation and Hayden Foundation.*

**Year 4 - 2014**

Data sources for this evaluation of the 2014 Summer Bridge Arts Institute include achievement data (NYS achievement tests in Math and ELA, teacher-administered reading level assessments, and NYC DOE report cards); program documents (attendance records, grant proposals, curriculum maps, program schedules, etc.); student and family surveys; program observations, and interviews of students and leadership staff.

Attendance lists from the 2011, 2012, 2013, and 2014 SBAI programs were also reviewed to provide longitudinal data about SBAI attendance and achievement levels.

Five surveys were developed for this evaluation: two for students, one for families, one for staff, and one for SBAI leaders. All surveys focused on student and family attitudes and experiences with the arts and reading. Of the 258 students who attended at least one day of program in 2014, 184 students completed a survey during the first week of program, and 161 students completed the post-program survey during the last week of program. One hundred and forty-two parents completed the family survey at the beginning of the summer. Fifteen staff members participated in the staff survey during the last week of program, and one SBAI leader participated in the survey during the last week of program.

Two students were selected by SBAI leaders for the evaluator to shadow during the third and fourth weeks of program. These students were selected as exemplars who had attended multiple years of SBAI and had positive experiences with the program. The evaluator asked to speak with two students, one from 7th grade and one from 8th grade, one female and one male to get more representative perspectives in terms of grade-level, age, and gender. These students also participated in interviews with the evaluator, and the data collected in these interviews were used to generate first person narrative that serve as student profiles to give a fuller description of student attitudes towards reading and the arts.

Observations, interviews, surveys, analysis of achievement data, and program documents were used to generate the results, discussion, and recommendations in this program evaluation.

*Program Evaluation in 2012 Funded by Matisse Foundation and Hayden Foundation.*

**Year 5 - 2015**

Data sources for this evaluation of the 2015 Summer Bridge Arts Institute include achievement data (e.g., teacher-administered reading level assessments); program documents (attendance records, grant proposals, curriculum maps, program schedules, etc.); student and staff surveys; program observations, and interviews of students, staff, and parents. Attendance lists from the 2011, 2012, 2013, 2014, and 2015 SBAI programs were also reviewed to provide longitudinal data about SBAI attendance and achievement levels.

Four surveys were developed for this evaluation: two for students, one for staff, and one for SBAI
leaders. Surveys focused on student and family attitudes and experiences with the arts and reading. Of the 305 students who attended at least one day of program in 2015, 192 students completed a survey during the first week of program, and 200 students completed the post-program survey after program concluded. Twenty-two staff members participated in the staff survey during the last week of program, and one SBAI leader participated in the survey during the last week of program.

Nine students, two staff members, two parents, two school leaders, and the Arete director were interviewed. All interviews were set up and coordinated by Arete staff.

Observations, interviews, surveys, analysis of achievement data, and program documents were used to generate the results, discussion, and recommendations in this program evaluation.

Program Evaluation in 2012 Funded by Matisse Foundation and Hayden Foundation.