Share, Learn, Grow: Three Independent School Models for Summer Learning
Summer Learning & the Achievement Gap

• Since 1906, numerous studies have confirmed that children experience learning losses in math and reading without continued opportunities for skill building over the summer (White, Heyns, Cooper, Downey, Alexander)

• 2/3 of the ninth grade achievement gap in reading can be explained by unequal access to summer learning opportunities during the elementary school years (Alexander, Entwisle & Olson, 2007)

• Summer learning losses have later life consequences, including high school curriculum placement, high school dropout, and college attendance (ibid.)
Why is Summer Learning Important?

How Independent Schools Can Help

• Share pedagogy and best teaching practices

• Make school resources available to students who would not traditionally have access to them

• Structure programming that focuses on the needs of students

• Offer a combined approach of teaching core academic skills and providing enrichment opportunities

• Engage parents and create support strategies
Sharing, Learning, Growing

• What is the purpose & rationale of our programs?

• What are the key elements of our programs?

• What is our impact and how is it measured?
REACH Program

AT UNIVERSITY SCHOOL
Hey Mr. Hutch, how are you doing? I have been working, studying, and being strong for the first 10 weeks of school and have sent you this message telling you about my success...I have made new friends, joined new clubs, and made myself a better athlete by conducting myself with dignity and respecting others as if they are my brothers or sisters. Overall school is going great. I hope that you will continue to show boys like me how to lead and be the best!

The REACH program has been a blast. These past three years in the program were full of learning, fun, and excitement. The lessons taught in the program have helped me during the sixth, seventh, and eighth grade school years. I was ahead of the other sixth, seventh, and eighth graders in my school due to REACH. With the obtained knowledge from my classes, I am planning on using this as a resource during my ninth grade school year. It will be useful especially in preparing me for extensive research papers.

Afternoon everyone, hope all is well, but today I was just thinking about the summer and how great of an experience you all allowed me to share with you. I'm not sure if I got to personally thank everyone but this was definitely an experience that I will never forget. Thanks to you all I have began to consider options to teach and I have a better understanding and respect for my professors as well.

I've had some hard times with football, and with adjusting to a new coaching staff and school year. Several of my best friends on the team, including my roommate, chose to quit during camp. It was taxing physically and mentally, as you know preseason is wont to be, but it was also emotionally draining. All throughout, though, I had that mantra in the back of my head. Be Strong, Be the Best. I played my way through, and things got much better. I just wanted to thank you for all of your words of wisdom over the summer, and share with you that they never fall on deaf ears.
The Schott 50 State Report on Public Education and Black Males

52% 2009/20 High School Graduation Rate for Black Males in the U.S.
45% 2009/10 High School Graduation Rate for Black Males in Ohio
28% 2009/10 High School Graduation Rate for Black Males in Cleveland
University School Mission

To develop promising and motivated boys into accomplished and independent young men who aspire to make a difference in the world. The school is rigorous. Our programs, led by challenging and supportive faculty, promote intellectual, physical, creative, and moral excellence. We believe these goals are best achieved in a diverse community where tradition is valued and where every boy is known and loved.

University School Motto

Responsibility, Loyalty, Consideration
REACH Program Mission

To help African American middle school boys of promise from Greater Cleveland become lifelong learners who will contribute productively to the world they inherit and to recruit and influence college undergraduates, with an emphasis on minorities, to choose a career in education through their experiences teaching in the REACH Program.

REACH Program Motto

Be Strong
Be Strong for we are not here
To play dream or drift,
We have hard work to do
And heavy loads to lift.
Shun not the struggle,
For it is God's gift.
Be Strong
Values
Strength, Focus, Determination, Respect, Leadership, Dignity, Excellence

Summer Themes
Building a Culture of Excellence, 2008
Expect Excellence, 2009
The Wisdom to Grow and The Courage to Lead, 2010
Excellence is the Only Option, 2011
Overcoming the Fear of Greatness, 2012
REACH Program
Academic Enrichment

Five Week Summer Session
June – July

Core Academic Classes
English, Math, Science

Elective Classes

Sports & Recreation
Basketball, Football, General Sports, Soccer, Swimming
REACH Program
Co-Curricular Activities & Special Programs

- Olympic Day
- Field Trips
  - Cleveland Museum of Natural History,
  - Cleveland Museum of Art
  - Cleveland Rock & Roll Hall of Fame and Museum
  - Case Western Reserve University
  - Cleveland Justice Center
  - Phil the Fire Restaurant
  - Progressive Field
  - WVIZ/PBS Ideastream
  - Pro Football Hall of Fame and Museum
  - Washington D.C.
- Closing Ceremony
- 9th Grade REACH Prep
REACH Program
School Year Follow-Up

• Great Expectations Career Exploration
• College Information Sessions
• SAT/ACT Prep
• Spring Saturday Clubs
  Art, Canoeing, Cooking, Creative Writing, Entrepreneurship, Leadership & Financial Literacy, Poetry, Sports, Tai Chi, Theater, Relationship Building, Mentoring
• Community Service
REACH Program Students 2012

33 Grade 6
Aurora (1)
Akron (1)

32 Grade 7
Bedford (8)
Cleveland (16)
Cleveland Heights-University Heights (14)

27 Grade 8
Copley (2)
East Cleveland (2)

10 Grade 9
Euclid (3)
Garfield Heights (1)

102 Total Students
Hudson (2)
South Euclid-Lyndhurst (13)
Maple Heights (2)

Richmond Heights (3)
Shaker Heights (13)
Solon (9)
Twinsburg (5)
REACH Program Faculty 2012

Administrative Faculty (4)
*Director, Assistant to Director, Dean of Students, Dean of College Faculty*
2 US, 2 Cleveland Community Members

Mentor Faculty (15)
*English, Math & Science Teachers*
15 Cleveland Community Members

College Faculty (8)
*Elective Teachers*
Colgate University, Cornell University, Howard University, Kenyon College, University of Chicago, Youngstown State University

High School Faculty (6)
*Counselors/REACH Program Alumni*
3 US, 1 Cleveland Central Catholic High School, 1 Cleveland Rhodes High School, 1 Solon High School
REACH Program
Impact & Outcomes

• REACH students gain confidence which is shown in their commitment to and ability to meet the program’s high standards. They are introduced to an interesting and demanding curriculum. They work closely with African American mentors who serve as their teachers and counselors. REACH graduates are talented and motivated young men who expect to excel. They stay in school, they study hard, and they are proud of their achievements.

• Since 1992 481 students have graduated from the REACH Program
• REACH students maintain a 3.0 GPA throughout middle school
• 90% REACH students are retained from year to year in the summer program
• 100% REACH students go on to graduate from high school
• 27 REACH students have graduated from University School in the past ten years

8 REACH students currently enrolled at University School (grades 6-12). The vast majority of REACH students return to their original schools better equipped to be successful. The intention is for them to become academically motivated learners who will thrive in school, continue on to college and in the process help raise the level of educational achievement and interest in their classrooms throughout the Greater Cleveland area.
REACH Program
Impact & Outcomes

- Colleges REACH students have attended:

  Baldwin Wallace College  Howard University  Ohio University
  Bowling Green State University  Jackson State University  Ohio Northern University
  Brown University  John Carroll University  Pittsburgh Institute of Art
  Case Western Reserve University  Kent State University  Princeton University
  Cleveland State University  Kenyon College  University of Minnesota
  Columbia University  Miami University  University of Toledo
  Hampton University  Morehouse College  Xavier University
  Hiram College  Ohio State University  Yale University

- In the past six years 30 REACH alumni have returned to serve as mentors and counselors
- In the past six years 11 REACH college teachers have changed their career goals to consider entering the field of education

- The success of the REACH Program has also helped to inspire the development of similar summer enrichment programs at Hathaway Brown School and John Carroll University
Innovation in Public-Private School Partnerships
Mission and Vision

“...to inspire each girl to fulfill her promise—intellectually, socially, emotionally and physically—and to better the world through socially conscious, action oriented behavior.”

To assist in breaking the cycle of poverty through higher education for the North Stars

To develop a cadre of culturally competent, collaborative and well informed Laurel girls

To braid together the WGLA, Laurel and Greater Cleveland communities in meaningful ways, working together to revitalize Northeast Ohio
SUMMER ACADEMY, Shared Classroom Experiences, Monthly Family Gatherings and Special Events, Professional Development, Community Partnerships, Tutoring Program
NSC Summer Academy

Student Profile

45 North Stars active
90% retention 2010-2012
90% average attendance
Basic Skills Achievement Inventory (BASI) scores indicate no summer loss

Staff Profile

Adults: Cleveland Community Members (10), Laurel Faculty/Staff Members (8), Laurel/WGLA Mentor Teachers (15+)
Youth: Current Laurel Students (22), Recent Laurel Alumnae (5)
NSC Summer Academy
Outcome Measures

**Academic**
- North Stars perform at or above grade level on the BASI annually

**Psychological**
- North Stars exhibit sustained positive/improved self-efficacy and locus of control

**Physical**
- North Stars utilize critical decision making, conflict resolution and physical self-care skills to avoid preventable diseases, teenage pregnancy, and drug and alcohol abuse
“NSC’s strength is the ability to organize and bring people together.”
-NSC Parent

“During the school year, I had the courage to conquer decimals. It was really hard.”
-WGLA Student

“I see myself bettering the world by helping people who don’t have a home and making Cleveland a better place to live.”
-North Star

“[The experience] made me mature because I took being a role model for them very seriously and I wanted to really be someone they could look up to.”
-Youth Staff Member
The Aspire Program

Where Girls Learn to Lead
Where People are Inspired to Teach
Goals of Aspire

1. To Be A Transforming Experience for Girls Limited in Opportunity

2. To Produce Thoughtful Educators and Advocates for Education
2012 Student Demographics

Student Ethnicity

- African-American 86%
- White 7%
- Hispanic 5%
- Native American 1%
- Asian 1%
2012 Student Demographics

Family Information

Free or Reduced Lunch 76%
Parent Holds 4-Year Degree 34%
Single Parent Household 32%

School District

Cleveland 40%
CHUH 31%
East Cleveland 18%
Charters 7%
Other 4%
## Aspire Faculty
...A Snapshot of Schools

<table>
<thead>
<tr>
<th>Apprentice Teachers (College Students)</th>
<th>Junior Teachers (High School Students)</th>
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<tbody>
<tr>
<td>Bates College</td>
<td>Andrews-Osborne Academy</td>
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<tr>
<td>Case Western Reserve University</td>
<td>Beachwood High School</td>
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<tr>
<td>College of Wooster</td>
<td>Cleveland Heights High School</td>
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<tr>
<td>Colgate University</td>
<td>Hathaway Brown School</td>
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<td>Grinnell College</td>
<td>Hawken School</td>
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<tr>
<td>Northwestern University</td>
<td>Orange High School</td>
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<tr>
<td>The Ohio State University</td>
<td>Phillips Exeter Academy</td>
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<td>Spelman College</td>
<td>Shaker Heights High School</td>
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<td>Smith College</td>
<td>Shaw High School</td>
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<tr>
<td>Vanderbilt University</td>
<td>Solon High School</td>
</tr>
<tr>
<td>Yale University</td>
<td>Whitney M. Young Gifted &amp; Talented</td>
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</tbody>
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What is Aspire?

• 5 week summer enrichment program
  • Students are admitted as fifth graders
  • 27 partner schools in Cleveland, East Cleveland, Cleveland Heights-University Heights city schools
  • Commit to 3 consecutive summers

• 4-5 Year Round Events annually
  • “Back to School Skills,” theater, museums, bowling

• Aspire Alumnae Association
  • Spirit, Sisterhood, Scholarship, Service
What is Aspire?

Academic Classes
Activity Periods
Choice Periods
Workshops
Love Your Body Day
Family Groups
Aspire Olympics
Aspire Talent Show
Field Trips
A Day at Aspire

Morning Meeting
Activity Periods
Themed Lunches
Choice Periods
Workshops
Faculty Meetings
Alumnae Programming

- High School Options (8th graders)
- High School Pathways (9th & 10th graders)
- College Kick-Off (11th graders)
- One-on-One College Counseling (12th graders)
- Career Prep Seminar (College students)
- Winter Reunion Potluck
- Summer Alumnae Homecoming
Teacher Training

Faculty Orientation
Directing Teacher Mentorship
Department & Grade Level Meetings
Faculty Meetings
Faculty Evaluation
Aspire’s Student Outcomes

- 96% of Aspire alumnae said participating in Aspire made them better leaders.
- 78% of alumnae reported taking AP or Honors classes in their home schools.
- 84% of students said Aspire has increased their excitement about learning.
- 78% of Aspire’s first three cohorts are currently attending college:

<table>
<thead>
<tr>
<th>IN STATE</th>
<th>OUT OF STATE</th>
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<tbody>
<tr>
<td>Baldwin Wallace College</td>
<td>Alabama State University</td>
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<tr>
<td>Bowling Green State University</td>
<td>America Musical and Dramatic Academy, CA</td>
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<td>Case Western Reserve University</td>
<td>Bethune-Cookman University, FL</td>
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<tr>
<td>Cincinnati State University</td>
<td>Central Michigan University, MI</td>
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<td>Cleveland State University</td>
<td>Clark Atlanta University, GA</td>
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<td>College of Wooster</td>
<td>Converse College, SC</td>
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<td>Cuyahoga Community College</td>
<td>Cornell University, NY</td>
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<td>Heidelberg University</td>
<td>Eastern Michigan University, MI</td>
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<td>Kent State University</td>
<td>Florida International University, FL</td>
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<td>Malone University</td>
<td>Hampton University, VA</td>
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<td>Marietta College</td>
<td>McGill University, Quebec, Canada</td>
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<td>Miami University of Ohio</td>
<td>Morgan State University, MD</td>
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<td>Ohio University</td>
<td>New York University, NY</td>
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<td>The Ohio State University</td>
<td>Oklahoma City Community College, OK</td>
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<tr>
<td>University of Akron</td>
<td>Oxford at Emory University, GA</td>
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<tr>
<td>University of Toledo</td>
<td>Pomona College, CA</td>
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<tr>
<td>Walsh University</td>
<td>Tulane University, LA</td>
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</table>
Aspire’s Impact on Faculty

...Apprentice Teachers tell us

- 100% agreed that Aspire was an effective introduction to teaching.
- 95% said being mentored by Directing Teacher made them feel prepared.
- 95% identified themselves as educational advocates.
- 53% of former faculty report they are teaching professionally.

“No other experience that I have had has been as thorough. Normal field placements don’t provide college students with as many opportunities to teach and plan their own curriculum.”

Katie Blachman, Language Arts AT
Aspire’s Impact on Students

... In Their Own Words

Aspire taught me...

“... that even in the face of adversity I am powerful and am able to do anything.”

Taylor Jones, Class of 2011, CH-UH

“... that if you want to succeed in life you have to believe in yourself first.”

Amber Sanders, Class of 2012, Cleveland
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