

MEMORANDUM

May 29, 2007

TO: Planning, Housing, and Economic Development Committee
FROM: ^{CHE} Charles H. Sherer, Legislative Analyst
SUBJECT: Discussion of phase 1 of the Collaboration Council's evaluation of sports academies

Introduction At the County Council's request, the Collaboration Council is evaluating the sports academies. On April 25, 2007, they sent the first phase of the evaluation. "The purpose of this initial report is to more clearly document the common and unique components of the five programs, budgets for these components, available data regarding registration and actual participation, and how each school program will measure impact on its youthful participants."

The second and final report "...will be produced in late summer, which will include findings and recommendations based on an analysis of the full period implementation and effective practice in delivering out-of-school time programs to high school youth."

Through FY07, the Council has approved sports academies for five high schools: Blair, Einstein, Paint Branch, Springbrook, and Wheaton. The Executive's FY08 budget included \$105,970 to add a sports academy in the Up County area starting midyear, which the Council approved.

Whether other high schools will get a sports academy, and which type, depends in part on the results of the Collaboration Council's evaluation. The Council has noted that some high schools might not get an academy. Mrs. Praisner pointed out that "Along with the entirely private non-profit model operated by the YMCA at Einstein High School, the Blair, Springbrook, Paint Branch and Wheaton high school sports academy programs will allow the Council to evaluate the effectiveness of three separate models and determine how to best serve County youth." She has also stated that no child should go home to an empty house, and her goal is for every high school to have some after-school activities because every high school has students who would benefit. She noted the importance of having a data base of all public and private after-school programs, and the importance of evaluating them.

Background The Council has expressed its interest in providing a safe and enriching environment during the after-school hours to youth attending high schools in areas that have been identified as

high risk for gang activity by the County's Collaboration Council. The number two recommendation in the prevention section of the 2004 County's Gang Prevention Task Force Report called for implementing and sustaining after-school programs during the critical hours of two and six p.m. The Council has asked community and non-profit partners to help identify effective prevention programs to reduce youth violence and gang activity.

On November 1, 2005, the Council approved a special appropriation for FY06 in the amount of \$168,260 for a sports academy at Blair High School, to provide "healthy" academic and athletic activities after school and to enhance the County's gang initiative.

Recreation staff described this sports academy as follows: "The Blair Sports Academy (BSA) is an after school program with an academic component and a sports component. It provides Blair students (especially those that are below a 2.0 GPA) with the opportunity to participate in after-school programming in a safe, positive, and supervised environment. With more interaction, students may then be better suited to connect with their school while the academic support may help them get their grades up. Students can participate in the BSA Monday through Thursday." More than 500 students have registered to participate.

The FY07 operating budget continued funding for the BSA and also included \$348,110 for a sports academy with no academic component operated by the YMCA at Einstein High School. The Council considered, but was not able to approve in May 2006 funding for sports academies at Paint Branch, Springbrook, and Wheaton high schools.

In the fall of 2006, because of the potential beneficial impact on the youth who would benefit from sports academies, Councilmembers Praisner, Perez, Subin, and Denis recommended FY07 special appropriations to permit the Department of Recreation to create sports academies at Paint Branch, Springbrook and Wheaton. The sports academies at Paint Branch and Springbrook would be based on a collaborative model, using the George B. Thomas Sr. Learning Academy model for academic support and the Recreation Department for the sports/games/recreation component. The sports academy at Wheaton would be based on the Blair model. The Council approved the three additional sports academies on December 12, 2006. The FY08 operating budget includes full year funding for all three, plus half-year funding to add a sports academy in the Up County area.

The full year cost of a sports academy depends on the model, but is between \$350,000 and \$400,000.

The following may attend:

Recreation staff: Gabriel Albornoz, Director
Rita Howard, Division Chief
Melanie Coffin

OMB staff: Jennifer Bryant, Management and Budget Specialist

Collaboration Council staff: Carol Walsh

Rick Shattuck, author of the report

April 25, 2007

TO: Marilyn Praisner
Chair, PHED Committee, Montgomery County Council

FROM: Kathy Lally
Executive Director, Montgomery County Collaboration Council for Children, Youth
and Families, Inc.

SUBJECT: Evaluation of Sports Academies

When the County Council approved funding last spring and in October 2007 to expand the number and services of five sports academies, the Council requested that the Collaboration Council evaluate the program.

The enclosed report represents the first phase of that evaluation. We have contracted with Shattuck & Associates, Inc. (S&A) of Mt. Airy, Maryland to do this work. S&A has considerable experience in assessing programs that serve adolescents. Both the Collaboration Council and S&A wish to recognize the Recreation Department's and the private providers' full cooperation in this evaluation effort as each organization seeks to learn how to enhance its services.

The initiative operates in five high schools using three "models" or organizational approaches. The Wheaton and Blair High School Sports Academies have operated the longest, beginning in prior school years. The Recreation Department is responsible for both the recreational and academic components. The Paint Branch and Springbook High School Sports Academies were funded in October 2007 through a supplemental appropriation. The Recreation Department operates the recreation component with a private provider, the George B. Thomas Sr. Learning Academy, operating the academic component. Direct services began in February 2007. The program at Einstein High School is known as Community Connections and began services in October 2006. This program includes recreation and other youth development activities, all operated by a private provider, the YMCA.

This report represents the first of two phases of the evaluation. The purpose of this initial report is to more clearly document the common and unique components of the five programs, budgets for these components, available data regarding registration and actual participation, and how each school program will measure impact on its youthful participants. As can be seen in the report, the Recreation Department and the private providers have structures and processes in place to collect these needed data.

A final report will be produced in late summer, which will include findings and recommendations based on an analysis of the full period implementation and effective practice in delivering out-of-school time programs to high school youth.

Both the Collaboration Council and Shattuck and Associates are available for discussion of this report as desired. We look forward to submission of the final report that can contribute to both policy-making and successful program implementation.

cc: Gabriel Albornoz, Director, Department of Recreation

Sports Academy

After School Programs at Blair, Wheaton, Paint Branch, Springbrook and Einstein High Schools

Evaluation Report: Phase I

Prepared for

**Montgomery County Collaboration Council
for Children, Youth and Families**

By

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April 24, 2007

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Introduction

For Fiscal Year 2007, the Montgomery County Council provided funding for after school programs at five Montgomery County Public High Schools. Specifically, the Council provided funding to continue the after school program at Blair; to expand the after school program at Wheaton High School; and to develop and implement after school programs at Einstein, Paint Branch, and Springbrook High Schools. The name of the programs at Blair, Wheaton, Paint Branch, and Springbrook is "Sports Academy." The name of the program at Einstein is "Community Connections."

In addition, the County Council asked the Montgomery County Collaboration Council to evaluate the after school programs. The Collaboration Council worked with Shattuck & Associates, Inc with input from the County Council's Office of Legislative Oversight to develop and begin implementation of an evaluation plan. The evaluation plan has two phases. Phase I involves describing the context for the development and implementation of each program; what was proposed for each program; and what is currently happening at each school. Phase II involves comparing what was proposed for each program and what actually happened at each program; comparing and contrasting the five programs; and making recommendations for future programming. Please see Appendix A for a copy of the evaluation plan.

This is the Phase I evaluation report providing background information on the history of the after school programs; an overview of the organization of each program; information on the services provided, the characteristics of the youth being served, program attendance and budgets; and a summary of baseline data collected from program participants.

Background

The Sports Academy program began at Wheaton High School in 2002 when the Director of Physical Education at Wheaton High School started a ping pong tournament that generated significant student interest. Collaborating with Stephanie White from the Department of Recreation and Rob Musser from the Montgomery County Police Department, the program expanded to include board games and a weight lifting component. The program received funding as part of a Governor's Office for Crime Control and Prevention (GOCCP) Hot Spots grant, and the Maryland Department of Juvenile Services (DJS) assigned a Juvenile Probation Officer to the program. When Hot Spots funding was severely cut, the Collaboration Council funded the Wheaton Sports Academy (WSA) through its own GOCCP Youth Strategies Consolidated Grant, and the program expanded to include a homework club and additional sports.

The purpose of WSA was to provide an after school program that reduced the likelihood of young people becoming involved in high risk behavior (e.g., substance use, gang involvement). WSA provided an opportunity for Wheaton High School students to participate in an after school program in a safe, positive, and supervised environment. WSA provided an academic component and a sports component for all WHS students with an emphasis on engaging at risk youth including students with a GPA of less than 2.0 and students who are not connected to other school or community groups. WSA was run by the Department of Recreation with collaboration from the school, police and DJS.

The primary objectives of the WSA were to help students...

- Increase their social skills and problem solving abilities
- Develop a more positive attachment to their school
- Improve their academic performance
- Develop a more positive attachment to their community
- Develop positive social relationships
- More effectively use their out of school time.

The WSA staff developed systems for tracking and reporting student registration and attendance and worked with the Collaboration Council to conduct program evaluation using baseline and exit surveys to guide the staff in program improvement. In the spring and fall of 2005, the Department of Recreation piloted a Sports Academy program at Blair High School. In January 2006, the County Council provided funding for a half year of programming at Blair. See Appendix B for the Executive Summaries of the evaluation findings from WSA and BSA for the 2005-2006 school year.

In an effort to further enhance the County's Gang Prevention Initiative in FY07, the County Council approved funding for after school programs at five county high schools. For Blair High School, the Council provided full year funding for the Blair Sports Academy (BSA). Through its Grants to Support Health and Human Services and Community Activities, the Council funded the YMCA Silver Spring to develop and implement an after school program at Einstein that is called Community Connections. The Collaboration Council continued to fund two days per week of the Wheaton Sports Academy for the fall of 2006. In December 2006, the County Council approved funding for the expansion of WSA to four days per week for the second half of the school year along with funding for the development and implementation of a Sports Academy at both Paint Branch and Springbrook High Schools. In determining the new high school locations, the County Council referenced data analysis by the Collaboration Council that created a Neighborhood Index of Risk that was part of the Gang Initiative Task Force Report; when a map of these neighborhoods was laid over the areas of high gang activities, the two were highly aligned.

The table below shows the start dates and FY07 funding from the County Council for the after school programs at each school. The WSA received \$22,500 from the Collaboration council to operate from September to December 2006. The County's effort to fund after school programs goes beyond funding for the Sports Academies and Community Connections and includes funding for a middle school initiative called RecExtra and involvement in a community planning process to develop a strategic plan for Montgomery County's Out of School System. RecExtra is an initiative involving the Department of Recreation and Montgomery County Public Middle Schools aimed at increasing the availability of reliable after school activities for middle school students by increasing the coordination and communication among school staff, parents, and community. The Collaboration Council is also evaluating that initiative and completing an initial separate report.

Table 1

Program	Schools				
	BHS	WHS	PBHS	SBHS	EHS
FY Started	FY06	FY02	FY07	FY07	FY07
FY07 Start Date	9/18/06	9/25/06	2/20/07	2/6/07	10/31/07
FY07 Funding from Council/ Collaboration Council	\$318,216	\$149,210 \$22,500	\$172,250	\$172,250	\$348,110

The Collaboration Council, with funding from the Governor's Office for Children took the lead in forming the Montgomery County Out-of-School Time System-Building Task Force made up of members from government (including a County Council member), community and private sectors. In January 2007, the Collaboration Council and the Task Force released a report, "Status of Out-of-School Time in Montgomery County, Maryland." The report "attempts to describe the current status of after school time in the county through the lens of the key components of the system: demand for and capacity of programs; program standards and quality; organization and professional development; and financing and resources." (NOIST, 2007)

Program Models

For the 2006-2007 school year, three different models or approaches to programming are being used in the delivery of the high school after school programs. The Council had received proposals for after school programming from the YMCA Silver Spring and the George B. Thomas Learning Academy, Inc. To avoid duplicative or competing programs at the same schools, the Council decided to fund three different models of program delivery, a Recreation Department Model (Rec), a Public/Private Nonprofit Provider Model, and a Private Nonprofit Provider Model. Although there are three different program models, the underlying purpose of each is to help students develop positive assets that include becoming more connected to their school and community and improving academic performance while decreasing risk factors including truancy and gang involvement. The program provides opportunities for students to participate in activities after school in a safe, supervised environment.

Although the after school programs at each of the schools has several elements in common there are also key differences. Shown below is a grid showing the model used at each school and a brief description of each model. A more complete grid showing key program elements (e.g., service provider, schedules, components, number of program days, number of students registered and average daily attendance) for each school is in Appendix C.

Table 2

	School				
	BHS	WHS	PBHS	SBHS	EHS
Model	Rec	Rec	Public/ Private	Public/ Private	Private
Service Providers	Rec	Rec	Rec=Sports GBT=Acad	Rec=Sports GBT=Acad	YMCA
Components	Sports, Recreation,& Academic	Sports, Recreation,& Academic	Sports, Recreation,& Academic	Sports, Recreation,& Academic	Sports & Recreation
Days per week	4	4	3	3	3

Model 1: Recreation Department Model

At Blair and Wheaton High Schools, the Department of Recreation is responsible for the implementation of the entire program including the academic component and the sports component. The names of these programs are Blair Sports Academy (BSA) and Wheaton Sports Academy (WSA). The program includes homework help and indoor games and sports. Students with a grade point average of less than 2.0 are required at BSA and strongly encouraged at WSA to attend homework help

before participating in the sports component. This homework help is open to all program youth. BSA offers High School Assessment (HSA) test preparation classes and a mentoring program where 12 BSA students mentor ESOL Level 1 students at Silver Spring International School. The administration at Blair High School recommended the inclusion of the HSA component. The Department of Recreation hires Blair teachers to teach the HSA classes.

Model 2: Public/Private Nonprofit Provider Model

At Paint Branch and Springbrook High Schools, the Department of Recreation is responsible for the implementation of the sports component of the program, while George B. Thomas Learning Academy, Inc. (GBT) is responsible for the implementation of the academic program. GBT submits reports and invoices to the Department of Recreation. The names of the program are Paint Branch Sports Academy (PBSA) and Springbrook Sports Academy (SBSA). The Sports Academy program at these two schools includes High School Achievement (HSA) Test preparation (two seven week sessions), indoor games and sports. The HSA program targets students identified by the school as at risk of not passing the HSA tests. GBT hires teachers at each of the schools to teach the HSA classes.

Model 3: Private Nonprofit Provider Model

At Einstein High School, the YMCA Silver Spring runs the after school program. It has a sports component, but it does not have an academic component. The YMCA submits reports and invoices to the Department of Recreation. The name of this program is "Community Connections." The YMCA staff provides mentoring for 15 male program participants. Community Connections also includes a group for girls, the "Go Girls" program and a parent component, "The Parent Power Program" that are organized and implemented by Kensington Wheaton Youth Services and an African Club facilitated by staff from the African Immigrant and Refugee Foundation. In developing their proposal in consultation with the Einstein High School educational staff, it was determined that the community would benefit from a focus on recreation and youth development activities via this grant.

Registered Students and School Enrollment

Table 3 shows the number of students registered at each program as of March 30, 2007 and the gender, grade, and race/ethnicity of the registered students. Registration means a student completed a registration form to be eligible to attend the program. Students must register for the program before being eligible for program participation, but not all students who registered have attended the program. While this section provides an overview of the students who registered, the next section provides more detailed information on program attendance.

At each school, the majority of registered students are male (63%-68%) and from the ninth and tenth grades. At PSA and SBSA, the majority of students are Black/African American (71% and 80% respectively). At WSA, 44% of students are Hispanic/Latino while 35% are Black/African American. At BSA 42% of students are Black/African American, 27% are Hispanic/Latino and 12% are Asian/Pacific Islander.

Table 3

Characteristics (Registered Students)	Baseline				
	BHS	WHS	PBHS	SBHS	EHS
	N (%) 1074	N (%) 530	N (%) 265	N (%) 277	N (%) 201
Gender:					
Male	718 (67%)	333 (63%)	170 (64%)	179 (65%)	136 (68%)
Female	354 (33%)	197 (37%)	95 (36%)	98 (35%)	63 (32%)
Grade:					
9 th	315 (29%)	143 (28%)	72 (28%)	81 (30%)	34 (21%)
10 th	246 (23%)	157 (30%)	98 (38%)	107 (39%)	51 (31%)
11 th	268 (25%)	107 (21%)	51 (19%)	52 (19%)	40 (24%)
12 th	242 (23%)	110 (21%)	39 (15%)	32 (12%)	40 (24%)
Race:					
Black/African American	455 (42%)	170 (35%)	168 (70%)	220 (80%)	77 (46%)
Hispanic/Latino	293 (27%)	216 (44%)	18 (8%)	40 (14%)	60 (36%)
Asian/Pacific Islander	128 (12%)	39 (8%)	12 (5%)	6 (2%)	15 (9%)
White/Caucasian	70 (7%)	27 (6%)	19 (8%)	2 (1%)	5 (3%)
Multi-Racial	127 (12%)	37 (7%)	23 (9%)	6 (2%)	10 (6%)

Table 4 shows data from comparing characteristics (gender, grade and race) of the total student enrollment at each school with the same characteristics of the registered students in each after school program. For this comparison a difference greater than 5% was used to indicate over or under representation. Please see Appendix D for total school enrollment data.

Table 4

Characteristics (School Enrollment)	Percent of Students by Program and School				
	BH SA/School 1,074/2,918	WHS SA/School 530/1,401	PBHS SA/School 265/1,749	SBHS SA/School 265/1,996	EHS CC/School 201/1,696
Gender:					
Male	67/52	63/56	64/52	65/53	68/51
Female	33/48	37/44	36/47	35/47	32/49
Grade:					
9 th	29/27	28/29	28/29	30/27	21/26
10 th	23/23	30/25	38/24	39/25	31/22
11 th	25/25	21/21	19/23	19/23	24/24
12 th	23/25	21/26	15/24	12/24	24/29
Race*:					
Black/African American	42/31	35/26	70/47	80/46	46/24
Hispanic/Latino	27/27	44/53	8/10	14/22	36/13
Asian/Pacific Islander	12/17	8/11	5/20	2/16	9/13
White/Caucasian	7/26	6/11	8/24	1/16	3/24

*Data not available for students identifying as American Indian or Multi-Racial

When compared with the total student population, there is a greater percentage of...

- Boys registered in the program at each school.
- Tenth graders registered in the programs at WHS, PBHS, SPHS, and EHS.
- Black/African American students registered in each program.

When compared with the total student population, there was a smaller percentage of...

- Girls registered in the program at each school.
- Twelfth grade students registered in each program.
- Hispanic/Latino students registered at WHS, SBHS, and EHS.
- Asian/Pacific Islander students registered at PBHS and SBHS.
- White/Caucasian students registered at each school.

Attendance

Program staff at each school collects daily attendance data and records that data in MS Excel. Rec staff tracks attendance by individual student as well as by attendance in the academic components and the sports components. Rec can report the number of days each registered student has attended the program. The YMCA tracks overall daily attendance and daily attendance at each of the program components. Table 5 below shows attendance data as of March 30, 2007 including total student attendance, attendance for the academic component, number of program days, and average attendance. Total attendance and attendance for the academic component is the sum of attendance figures from each program day. The average attendance (total attendance divided by number of program days) provides a reasonable estimate of the number of people who attend the program on a daily basis.

Table 5

	Total Attendance	Academic Support Attendance	# of Program Days Total/Acad.	Avg. Attendance: Overall	Avg. Attendance: Acad. Support
Blair	7924	1843	89	90	21
Wheaton	3822	944	51/21	75	45
Paint Branch	987	147	16/15	62	10
Spring Brook	965	297	16	60	19
Einstein	2303	na	48	48	na

For the programs at Blair and Wheaton which have been running all year, attendance fluctuated based on the programming. For example, at Blair, daily attendance increased to about 125 students per day when the indoor soccer program was taking place. At Wheaton, attendance was over 90 students a day during the basketball component. In the winter time daily attendance dropped as the programs offered only academic support and recreation activities such as board games and ping pong due to a lack of available gym time.

The daily attendance at Einstein was low initially, but has remained steady since January. At Paint Branch and Springbrook, attendance is expected to increase as students become more familiar with the program and more students are directed into the HSA test preparation classes.

Table 6 shows the number of students at each school who attended the program a certain percent of the time. For example, 52 students at WHS attended between 41% and 60% of the program days. Data for EHS were not available.

Table 6

Percent of Program Days	# of Students Attending			
	BHS (89 Days)	WHS (48 Days)	PBHS (16)	SBHS (16)
0-20%	848	409	143	180
21%-40%	88	72	50	46
41%-60%	21	52	34	23
61%-80%	9	23	10	13
81%-100%	0	3	9	9

Budgets

The table below shows the budget for each after school program by broad budget categories. A detailed budget breakdown is shown in Appendix F. The programs do not have equivalent annualized budgets. The programs at Blair (4 days per week) and Einstein (three days per week) were budgeted based on 35 weeks of programming while the programs at Wheaton (four days per week), Paint Branch (three days per week), and Springbrook (three days per week) were budgeted based on 15 weeks of programming. Wheaton did receive funding from the Collaboration Council (\$22,500) for two days per week of programming for fall 2006.

Table 7

Budget Categories	BHS	WHS	PBHS	SBHS	EHS
Direct Cost--Recreation	\$245,406	\$86,290	\$80,400	\$80,400	\$296,091
Direct Cost--Academic	\$44,410	\$14,780	\$43,580	\$43,580	na
Direct Cost--Youth Development	0	0	0	0	\$47,925
Indirect Costs	\$28,340	\$27,340	\$27,470	\$27,470	\$52,019
One Time Costs	0	\$20,800	\$20,800	\$20,800	0
Total	\$318,216	\$149,210	\$172,250	\$172,250	\$348,110

As part of the second phase of the evaluation of these programs, actual expenditures for each program will be compared to the program budgets. In addition, that phase of the evaluation will include a comparison of program expenditures and unit costs across programs.

Impact on Youth Participants: Baseline Data

In addition to tracking attendance data, the evaluation of these programs also includes collecting impact data from program participants using a baseline and exit survey. In the summer of 2006, BSA and WSA staff worked with an evaluator to revise their baseline and exit survey. Program staff then administered the "Sports Academy Baseline Survey" to program participants at Blair and Wheaton in the fall and in February at Paint Branch and Springbrook. In February, at the request of the evaluator, the YMCA staff administered the "Sports Academy Baseline Survey" to Community Connection's participants.

The baseline survey asked about students' sense of self, school connectedness, grades, behaviors and consequences of behavior. Below are some key findings from the survey. The sense of self scale and the school connectedness scales were used because they have been tested and proven to be valid and reliable scales. The sections on activities, grades, and behaviors were piloted tested at Wheaton High School two years ago to ensure validity. Appendix F has a copy of the survey and response frequencies for each survey item organized by school.

Table 8 shows the percent of youth who, when "Thinking about last school year," reported being in detention, suspended from school, in a violent situation at school or after school, involved with DJS and skipping school. For each item, percents are shown for frequency of occurrence within three categories, "Zero days," "1 or 2 days" and "3 or more days."

The baseline data also revealed some significant gender differences and differences between students who reported receiving mostly A's, B's or Cs and those who reported receiving mostly C's, D's and F's. Some key findings are listed below. Additional findings can be found in Appendix D.

When looking at differences between males and females:

- Males were significantly more likely than females to report greater frequency of being suspended from school, involved in a violent situation during school, and arrested or involved with the Department of Juvenile Justice.
- Males were significantly more likely than females to report that they feel that they have control over things that happen to them and that they are good at learning new things.
- Females were significantly more likely than males to report that they will graduate from high school and go to college.
- Males reported more involvement in playing on or being on sports teams or athletic clubs than females, while females reported more involvement in school clubs other than sports.

When looking at differences based on reported school grades:

- Students who reported receiving mostly As or Bs were significantly more likely than those students who reported receiving mostly Cs, Ds, or Fs to feel that they can make a difference; that they are good at learning new things; that they feel good about their future; and are good at handling whatever comes their way.
- Students who reported receiving mostly As or Bs were significantly more likely than those students who reported receiving mostly Cs, Ds, or Fs to like school; feel safe at school, like a part of their school, and that teachers care about them; and that they will graduate from high school and go to college.

- Students who reported receiving mostly As or Bs were significantly more likely than those students who reported receiving mostly Cs, Ds, or Fs to be in school clubs other than sports and to be in clubs, programs, or organizations separate from school.
- Students who reported receiving mostly Cs or Ds or Fs, were significantly more likely than those student who reported receiving mostly As or Bs to report greater frequency of being in school detention, suspended from school, involved in a violent situation at school and after school, and being arrested or involved with DJS, and skipping school.

Table 8

Thinking about last school year...	BHS	WHS	PBHS	SBHS	EHS
	% N=407	% N=249	% N=111	% N=119	% N=58
How often were you in school detention?					
• 0 days	75%	75%	71%	74%	60%
• 1 or 2 days	19%	19%	15%	19%	24%
• 3 or more days	6%	6%	14%	7%	16%
How often were you suspended from school?					
• 0 days	82%	83%	80%	74%	78%
• 1 or 2 days	11%	10%	13%	11%	12%
• 3 or more days	7%	7%	7%	15%	10%
How often were you involved in a violent situation during school?					
• 0 days	83%	86%	83%	81%	76%
• 1 or 2 days	13%	12%	13%	13%	14%
• 3 or more days	4%	2%	4%	6%	10%
How often were you involved in a violent situation after school?					
• 0 days	84%	84%	85%	82%	77%
• 1 or 2 days	11%	13%	8%	12%	9%
• 3 or more days	5%	3%	7%	6%	14%
How often were you arrested or involved with the Department of Juvenile Services?					
• 0 days	90%	90%	91%	93%	79%
• 1 or 2 days	8%	8%	5%	5%	17%
• 3 or more days	2%	2%	4%	2%	4%
How many school days did you miss because you skipped/cut?					
• 0 days	78%	82%	73%	72%	75%
• 1 or 2 days	16%	11%	14%	15%	9%
• 3 or more days	6%	7%	13%	13%	16%

Conclusion/Next Steps

This report provides background information and an overview of the high school after school programs funded by the County Council in FY07 as part of the Council's efforts to further enhance the County's Gang Prevention Initiative. The County Council funded three different service models: The Department of Recreation Model where Rec implements all components of the program; A Public/Private Non-Profit model where Rec implements the sports component and George B. Thomas Learning Academy, Inc. implements the academic component; and a Private Non-Profit Model where the YMCA Silver Spring implements the program with collaboration from Kensington Wheaton Youth Services. The high schools involved are Blair and Wheaton (Rec Model), Paint Branch and Springbrook (Public/Private Model), and Einstein (Private Model).

This report also highlights the similarities and differences in programming, budgets, and scheduling of each school's program as well as shows information about program participants and program attendance. In addition, this report presents findings from a student baseline survey that is part of the impact evaluation.

The next steps in the evaluation of these programs include collecting and analyzing student exit survey data; obtaining student data from MCPS around academic, attendance, and behavior measures and from the Montgomery County Police Department and the Department of Juvenile Services for interactions with law enforcement and juvenile justice systems; conducting interview with key stakeholders; examining actual expenditures with program budgets; include a comparing program expenditures and unit costs across programs; and summarizing findings regarding commonalities and differences between models. The final report will also include discussion about the current approaches to after school programming described in this report compared to what is suggested by research as effective practice and fiscally prudent approaches for after school programming for high school students.

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Appendix A

Sports Academy Evaluation Plan 2006-2007

Broad Question	Specific Information	Source	Time Frame
What is the history and context of Sports Academy?	<ul style="list-style-type: none"> ▪ History ▪ Funding Streams ▪ Theoretical framework ▪ Budgets ▪ Contracts ▪ Future Implications 	MCCC County Council Recreation Dept	April 1
How is each Sports Academy organized for 2006-2007?	<ul style="list-style-type: none"> ▪ Overall structure ▪ Staffing ▪ Collaboration with school ▪ Relationship to other programs in building ▪ Role of school ▪ Any advisory committee ▪ Budget (standard categories across programs) ▪ Services offered ▪ Outreach to youth 	Manager/Coordinators <ul style="list-style-type: none"> ▪ Rec Dept: Melanie Coffin/Stephanie White ▪ YMCA: Al Oubayuwana ▪ GBT: Cynthia Rattley 	April 1 and June 30
Who is being served by each Sports Academy?	<ul style="list-style-type: none"> ▪ Grade ▪ Age ▪ Gender ▪ Race/Ethnicity ▪ Other? GPA? 	<ul style="list-style-type: none"> ▪ Registration Forms ▪ Attendance Forms ▪ Pre-tests 	April 1 and June 30
How many youth are participating in each Sports Academy?	<ul style="list-style-type: none"> ▪ Number of youth registered ▪ Total number of youth who have received some services? ▪ How many youth attend per session? ▪ How many youth attend on a regular basis? (1x/wk; 2x/wk, 3x/wk, 4x/wk) 	<ul style="list-style-type: none"> ▪ Registration Forms ▪ Attendance Forms 	April 1 and June 30
What services are being received by what clients?	<ul style="list-style-type: none"> ▪ Number of youth served by specific services. (HSA, HW Help, Rec, etc) 	<ul style="list-style-type: none"> ▪ Attendance Forms ▪ Tracking Forms 	April 1 and June 30
Deliverable #1	Description of Sports Academies for 2006-2007	Shattuck & Associates to Collaboration Council	April 15

Broad Question	Specific Information	Source	Time Frame
Program outcomes— impact on youth	<ul style="list-style-type: none"> ▪ Sense of self ▪ School Connectedness ▪ Hope for the future ▪ Involvement in out-of-school time activities ▪ Grades ▪ Behaviors and Consequences 	<ul style="list-style-type: none"> ▪ Pre-test/Post-test ▪ School system (grades, detention, suspension, and attendance) 	June 30
Youth Satisfaction	<ul style="list-style-type: none"> ▪ Satisfaction with activities ▪ Satisfaction with staff 	<ul style="list-style-type: none"> ▪ Post-test 	June 30
Key Stakeholders perception of Sports Academy	<ul style="list-style-type: none"> ▪ Program effectiveness ▪ Impact on youth ▪ Impact on school community ▪ Impact on local community ▪ Program strengths ▪ Program areas that need improvement 	Interviews with <ul style="list-style-type: none"> ▪ School Principals ▪ Community Superintendents ▪ Other school staff involved with SA ▪ Sports Academy staff ▪ Parent/PTA ▪ Police ▪ Juvenile Services 	June 30
Program Cost	<ul style="list-style-type: none"> ▪ Total Costs ▪ Cost per student ▪ Cost per service 	<ul style="list-style-type: none"> ▪ Attendance, Budgets, and actual expenditures 	June 30
Deliverable #2	Summary of 2006-2007 Sports Academy	Shattuck & Associates to Collaboration Council	Aug 1

Appendix B
Evaluation Executive Summary: 2005 - 2006

Wheaton High School Sports Academy

During the 2005-2006 school year, the Montgomery County Recreation Department ran the Sports Academy Program at Wheaton High School. This executive summary presents pre- and posttest findings from program participants, including:

- 348 youth who completed the baseline survey (pretest) at the start of the program,
- 116 youth who completed the exit survey (posttest) at the end of the program, and
- 50 youth who completed both a baseline (pretest) and an exit survey (posttest).

A. BASELINE FINDINGS (N = 348)

A total of three hundred forty-eight participants took the baseline survey (pretest). A summary of key baseline findings is presented below.

Participant Characteristics

- Over half of the program participants (58%) were male.
- Youth from all high school grades were in the program, though participation declined as grade level increased, from 30% of the participants in 9th grade to 16% in 12th grade.
- The average age of the participants was 15.6 years old.
- Approximately half of the youth (46%) self-identified as Black/African American; nearly one-third of the youth (30%) self-identified as Hispanic/Latino.

Academic Aspirations, Grades, Discipline and Safety

- Approximately 90% of the students reported it was 'Likely' or 'Very Likely' that they would graduate high school and go to college.
- 18% of the students reported being ineligible to participate in MCPS Sports.
- 20% of the students reported having ever been suspended. Among those individuals, 13% reported having been suspended within the last three months.
- 6% had been arrested or involved with the Department of Juvenile Services.
- In the past month, 20% of the youth had been in detention, 12% had skipped school, and 11% had been involved in a violent situation at school.

Involvement with Sports Academy and the Department of Recreation

- Nearly two-thirds (63%) of the youth responded that 2005-06 was their first year of participation in the Sports Academy.
- 28% of participants indicated they had previously attended an "Under 21" event sponsored by the Montgomery County Department of Recreation, of which 28% of those participants indicated they had attended such an event within the last three months.

B. MATCHED PAIR FINDINGS (N = 50)

A total of fifty participants took both the pretest and the posttest. Among the fifty matched pairs, there were many positive changes from pretest to posttest. However, there were no statistically significant changes ($p \leq 0.05$) that moved in a positive direction. There was a statistically significant finding for one item, referring to the number of days students skipped/cut school in the last month; however, the change moved in the negative direction. A summary of key matched pair findings are presented below.

Positive Changes from Pretest to Posttest

- With respect to their relationships, the greatest positive change from pretest to posttest was seen in the percentage of youth who agreed or strongly agreed that, “Outside of my family, I know an adult who I can trust.” (+ 18.3%)
- There was a 13% increase of participants who indicated they had ever attended a Department of Recreation event.

Negative Changes from Pretest to Posttest

Under the category of Discipline and Safety, a number of items showed change in the undesired direction from pretest to posttest, including:

- Youth reported a 5% increase in suspensions from school, an 8% increase in suspensions from school within the last three months, and a 10.5% increase in arrests or involvement with Department of Juvenile Services.
- At posttest, 12.5% more students reported that they had missed one or more days of school because they skipped/cut school. This finding was statistically significant.

C. EXIT FINDINGS – SATISFACTION ITEMS ONLY (N = 116)

On the exit survey (posttest) only, youth were asked a number of questions related to their satisfaction with the Sports Academy program. A summary of key findings are presented below.

Satisfaction with Sports Academy Instructors

- Over 90% of the youth ‘agreed’ or ‘strongly agreed’ with *ten* positive statements about their Sports Academy instructor(s).
- The items with a lower percent of youth responding ‘agree’ or ‘strongly agree’ were:
 - ‘My Sports Academy Instructor(s) helped me with issues in my life’ (79%)
 - ‘My Sports Academy Instructor(s) taught me new skills’ (81%), and
 - ‘My Sports Academy Instructor(s) was knowledgeable about the sports and activities we played’ (82%).

Program Satisfaction

- 85% of the youth rated their overall experience with the Sports Academy as ‘good’ or ‘excellent’.
- 91% of the youth reported that they would ‘most likely’ or ‘definitely’ continue to ‘participate in the Sports Academy, if possible’ and ‘pursue the sports [they] had played outside of the Sports Academy’.

Blair High School Sports Academy

During the 2005-2006 school year, the Montgomery County Recreation Department ran the Sports Academy Program at Blair High School. This executive summary presents pre- and posttest findings from program participants, including:

- 144 youth who completed the baseline survey (pretest) at the start of the program,
- 121 youth who completed the exit survey (posttest) at the end of the program, and
- 26 youth who completed both a baseline (pretest) and an exit survey (posttest).

A. BASELINE FINDINGS (N = 144)

A total of one hundred forty-four participants took the baseline survey (pretest). A summary of key baseline findings is presented below.

Participant Characteristics

- The majority of the program participants (86%) were male.
- Youth from all high school grades were in the program, with relatively consistent participation (24% - 29%) in grades 9 – 11, and slightly less participation (19%) among 12th graders.
- The average age of the participants was 16.1 years old.
- Over half of the youth (62%) self-identified as Hispanic/Latino.

Academic Aspirations, Grades, Discipline and Safety

- Approximately 87% of the students reported it was 'Likely' or 'Very Likely' that they would graduate high school and go to college.
- 13% of the students reported having ever been suspended. Among those individuals, 27% reported having been suspended within the last three months.
- Less than 3% had ever been arrested or involved with the Department of Juvenile Services,
- In the past month, 12% had been involved in a violent situation at school, 10% had been in detention and 10% had skipped school.

Involvement with Sports Academy and the Department of Recreation

- Approximately two-thirds (64%) of the youth responded that 2005-06 was their first year of participation in the Sports Academy.
- 12% of participants indicated they had previously attended an "Under 21" event sponsored by the Montgomery County Department of Recreation, of which one third of those participants indicated they had attended such an event within the last three months.

B. MATCHED PAIR FINDINGS (N = 26)

A total of twenty-six participants took both the pretest and the posttest. A summary of key matched pair findings are presented below.

Statistically Significant Changes

- Two items showed statistically significant changes ($p \leq 0.05$) that moved in a positive direction, including:
 - Outside of my family, I know an adult who I can trust.
 - Think about the past 3 months. Outside of the normal school day and Sports Academy, how many hours per week did you spend being in school clubs other than sports?
- There was a third statistically significant finding for 'My friends get into trouble'; however, this change from pretest to posttest moved in the undesired direction.

Positive Changes from Pretest to Posttest

- With respect to their relationships, the greatest positive changes were reported in the percentages of youth who agreed or strongly agreed with the items about adults in their lives, including:
 - Besides teachers, I am close to adults at school. (+ 23%)
 - Outside of my family, I know an adult who really cares about me. (+ 15.4%)
 - Outside of my family, I know an adult I can talk with about a problem. (+ 7.7%)
- There was a 15.4% increase of participants who indicated they had attended a Department of Recreation event within the last three months.

Negative Changes from Pretest to Posttest

Under the category of Discipline and Safety, a number of items showed change in the undesired direction from pretest to posttest, including:

- Youth reported an 8% increase in suspensions from school, a 4% increase in suspensions from school within the last three months, and a 5% increase in arrests or involvement with Department of Juvenile Services.
- 16.5% more students reported at posttest that they had missed one or more days of school because they skipped/cut school.

C. EXIT FINDINGS – SATISFACTION ITEMS ONLY (N = 121)

On the exit survey (posttest) only, youth were asked a number of questions related to their satisfaction with the Sports Academy program. A summary of key findings are presented below.

Satisfaction with Sports Academy Instructors

- Over 90% of the youth 'agreed' or 'strongly agreed' that 'My Sports Academy Instructor(s)' was a positive role model and was well organized.
- The items with the lowest percent of youth responding 'agree' or 'strongly agree' were 'My Sports Academy Instructor(s) helped me with issues in my life' (78%) and 'My Sports Academy Instructor(s) taught me new skills' (82%).

Program Satisfaction

- 87% of the youth rated their overall experience with the Sports Academy as 'good' or 'excellent'.
- 91% of the youth reported that they would 'most likely' or 'definitely' continue to participate in the Sports Academy, if possible.

Appendix C
Key Elements by High School Sports Academy
FY 2007

Part I: Overview

	Blair	Wheaton	Paint Branch	Springbrook	Einstein
Service Providers	Montgomery County Department of Recreation (Rec)	Montgomery County Department of Recreation (Rec)	Montgomery County Department of Recreation (Rec); George B. Thomas Learning Academy (GBT)	Montgomery County Department of Recreation (Rec); George B. Thomas Learning Academy (GBT)	YMCA
Model	Rec provides academic and recreation components	Rec provides academic and recreation components	Rec provides recreation component; GBT provides academic component	Rec provides recreation component; GBT provides academic component	YMCA provides recreation component; no academic component
FY 2007 Funding	\$318,220 (full year)	\$169,230 (partial) \$19,520 (MCCC)	\$206,270 (partial)	\$206,270 (partial)	\$348,110 (full year)
First Operational	Spring 2005	Fall 2003	Spring 2007	Spring 2007	Fall 2006
FY2007 Start Date	9/18/06	9/25/06 (MCCC) 2/12/07	2/20/07	2/6/07	10/31/06
Target Population	High Risk Students; Students with <2.0 GPA; Students not normally involved in after school activities	High Risk Students; Students with <2.0 GPA; Students not normally involved in after school activities	All Students; Students at risk of not passing HSAs	All Students; Students at risk of not passing HSAs	Students with <2.0 GPA; Students not normally involved in after school activities
Collaboration with School	Jennifer Craft, Acad. Coordinator; PSTA; AD; Bus. Manager	David Fields, Acad. Coordinator; PSTA; AD, Bus. Manager;	Kevin Howard, Asst Principal: GBT John Hass, Asst Principal: Rec; PSTA	Clark Montgomery, Asst Principal: GBT and Rec; PSTA	Meets regularly with PSTA and Einstein Administrators
Contract Monitor					Melanie Coffin

Part II: Program Details

	Blair	Wheaton	Paint Branch	Springbrook	Einstein
Components	Academic support Recreation	Academic support; Recreation	Academic support Recreation	Academic support Recreation	Recreation Social skills Parent partnerships
Schedule	4x/wk M, T, W, Th Academic 2:15--3:15 Sports 3:15 -5:00	Sept-Jan: 2x/wk M, W 2:15--4:30 Feb-June: Acad. 3x/wk (T, W, Th) 2:15-3:15 Sports 4x/wk M-Th Mon: 2:15-4:30 T, W, Th 3:15-4:30	3x/wk T, W, Th Academic 2:30 -4:00 Sports 2:15-5:00	3x/wk T, W, Th Academic 2:30-4:00 Sports 2:15-5:00	3x/wk T, W, F 2:10 PM -5:30 PM
Academic	2:15--3:15 PM HW Help HSA preparation Students with GPA <2.0 must attend Academic session before participating in recreation activities Rec hires BHS teachers (Rate:\$25/hr) 10:1 on Mondays Goal of 5:1 on other days	Sept-Jan 2:15--3:15 PM HW Help Volunteer teachers Feb-June 2:15-3:15 PM HW Help HSA preparation Students with GPA <2.0 encouraged to attend Academic session before participating in recreation activities Rec hires WHS teachers (Rate: \$25/hr)	2:30--4:00 PM Academic support for HSAs (Algebra, Biology, English, and National, State and Local Government) Target Audience: Students at risk for not passing HSAs 50 minutes session (one subject), then 40 minutes of Study Hall/HW help (different subject each day) GBT hires PBHS teachers (Rate:\$35/hr)	2:30--4:00 PM Academic support for HSAs (Algebra I/Data Analysis, Biology, English 10, and National, State and Local Government) Target Audience: Students at risk for not passing HSAs 40 minutes/subject; student can take 2 different subjects per day (4 subjects offered) GBT hires SBHS teachers (Rate: \$35/hr)	No academic component thru March 1, 2007; Students requested academic support; Eligible for tutoring on Saturdays at African Immigrant Refugee Foundation; Trying to get teachers to provide hw help after school

	Blair	Wheaton	Paint Branch	Springbrook	Einstein
		Goal of 5:1	Up to 70 students; Student/Teacher ratio of 10:1; 2 seven week segments Segment 1 (2/6 to 3/23) Segment 2 (4/10 to 5/25) Conduct 2 seven week sessions	Up to 70 students; Student/Teacher ratio of 10:1; 2 seven week segments Segment 1 (2/6 to 3/23) Segment 2 (4/10 to 5/25) Conduct 2 seven week sessions	
Recreation/Social	2:15 PM—5:00 PM All year: Board games/ping pong Fall: Basketball Spring: Indoor Soccer	2:15 PM—4:30 PM All year: Board games/ping pong Fall: Basketball Spring: Indoor Soccer	2:15 PM—5:00 PM All year: Board games/ping pong Unable to secure gym time but are programming outside	2:15 PM—5:00 PM All year: Board games/ping pong Unable to secure gym time	2:15 PM—5:30 PM All year: Board Games/Ping Pong Fall: Basketball Spring Soccer “Go Girls Program” Feb-April; Run by Kensington/Wheaton Youth Services (KWYS) 3x/wk 2:15- 4:00 PM Mentoring: 15 boys African Club: 1x/wk, Run by African Immigrant Refugee Foundation (AIRF)
Summer	4-5 week program	4-5 week program	No program planned	No program planned	CIT program for YMCA summer program; 30 spots open for EHS students (ages 13-16)

	Blair	Wheaton	Paint Branch	Springbrook	Einstein
Other	<p>Friday night indoor soccer tournaments held at Long Branch Community Center (8 teams from Blair)</p> <p>BSA mentoring: 12 students mentor ESOL Level 1 students from SSI "Ladies Night": Tuesdays 2:15-5:00, targeted to girls</p> <p>BHS and WHS students (20 high risk youth) on MSI soccer team</p>	<p>Friday night indoor soccer tournaments held at Long Branch Community Center (8 teams from WHS)</p> <p>BHS and WHS students (20 high risk youth) on MSI soccer team</p>		<p>Friday night indoor soccer tournaments held at Long Branch Community Center (2 teams from SB)</p>	<p>Friday night indoor soccer tournaments held at Long Branch Community Center (2 teams from EHS)</p> <p>"Parent Power Program" workshop series, 1x/month</p>
Evaluation Activities	<p>Rec conducts needs assessment with students</p> <p>Attendance tracking</p> <p>Baseline and Exit survey</p>	<p>Rec conducts needs assessment with students</p> <p>Attendance tracking</p> <p>Baseline and Exit survey</p>	<p>Rec conducts needs assessment with students</p> <p>Attendance tracking</p> <p>Baseline and Exit survey</p> <p>Acad. Component: Pre/Post by HSA subject</p>	<p>Rec conducts needs assessment with students</p> <p>Attendance tracking</p> <p>Baseline and Exit survey</p> <p>Acad. Component: Pre/Post by HSA subject</p>	<p>Collected satisfaction/needs assessment data</p> <p>Attendance tracking</p> <p>Baseline and Exit survey</p>
Notable	<p>Activity Bus: 4:15 PM (on major public transportation routes)</p>	<p>6th year of operation</p> <p>Activity Bus: 4:30 PM (on major public transportation routes)</p>	<p>3 days per week for two reasons: GBT has 3 day, 90 minute model; Activity bus only available on T &</p>	<p>3 days per week for two reasons: GBT has 3 day, 90 minute model; Activity bus only available on T,</p>	<p>Principal wanted focus on safe place for youth; did not want an academic component</p>

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	Blair	Wheaton	Paint Branch	Springbrook	Einstein
			Th. Now Wed also Activity Bus: 4:15 PM Students can do Academic, then Sports; but activity bus leaves early	W & Th Activity Bus: 4:45 PM Students can do Academic, then Sports	
Staffing	1:10 staff to student ratio	1:10 staff to student ratio	1:10 staff to student ratio	1:10 staff to student ratio	N=9
Community Collaborations	Police—3 rd district	Police—4 th district	Police—3 rd district	Police—3 rd district	Police--
Key Staff	Rec: Stephanie White, Supervisor Jose Segura, Recreation Specialist	Rec Stephanie White, Supervisor; Sharief Hashiam, Recreation Specialist	Rec Stephanie White, Supervisor; Jewell Lyons, Recreation Specialist GBT: Cynthia Rattley	Rec Stephanie White, Supervisor Will Johnson, Recreation Specialist GBT: Cynthia Rattley	YMCA Al Obayuwana, Supervisor

Part III: Comparisons

	Blair	Wheaton	Paint Branch	Springbrook	Einstein
FY 2007 Funding	\$318,220 (full year)	\$188,750	\$206,270 (partial)	\$206,270 (partial)	\$348,110 (full year)
# of days/week	4	Rec 4 Academic 3	3	3	3
# of minutes/day	Total = 165 minutes Academic = 60 min Sports = 105 min	Total = 135 minutes Academic = 60 (T, W, Th) Sports: M=135 min T, W, Th = 75 min	Total 165 minutes Academic = 90 Sports = 165	Total 165 minutes Academic = 90 Sports = 165	200 minutes
# of minutes/week	660 minutes	540 minutes	495 minutes	495 minutes	600 minutes
Total # of Days (as of March 30 th)	89	51	16	16	48
# of Days: Sept-Dec	50	22	0	0	16
# of Days: Jan	13	7	0	0	14
# of Days: Feb/March	26	22	16	16	18
# of Students Registered	1074	530	260	277	201
Total Attendance SA	7924	3565	987	965	2303
Average Daily Attendance SA	89	70	62	60	48
Total Attendance: Acad. Component	1,346	595	147	147	NA
Average Daily Attendance: Acad.	15	28	10	18	NA

Appendix D
Student Population Data from Each School

Student Characteristics	BHS ¹	WHS ²	PBHS ³	SBHS ⁴	EHS ⁵
	N (%)*	N (%)*	N (%)*	N (%)*	N (%)*
	2918	1401	1749	1996	1696
Gender:					
Male	1520 (52.1%)	778 (55.5%)	916 (52.4%)	1066 (53.4%)	867 (51.1%)
Female	1398 (47.9%)	623 (44.5%)	833 (47.6%)	930 (46.6%)	829 (48.9%)
Grade:					
9 th	795 (27.2%)	409 (29.2%)	509 (29.1%)	555 (27.8%)	432 (25.5%)
10 th	669 (22.9%)	346 (24.7%)	417 (23.8%)	503 (25.2%)	380 (22.4%)
11 th	727 (24.9%)	288 (20.6%)	398 (22.8%)	460 (23.0%)	398 (23.5%)
12 th	727 (24.9%)	358 (25.6%)	425 (24.3%)	478 (23.9%)	486 (28.7%)
Race:					
Black/African American	899 (30.8%)	359 (25.6%)	815 (46.6%)	912 (45.7%)	412 (24.3%)
Hispanic/Latino	770 (26.4%)	737 (52.6%)	166 (9.5%)	433 (21.7%)	651 (38.4%)
Asian/Pacific Islander	481 (16.5%)	150 (10.7%)	343 (19.6%)	319 (16.0%)	219 (12.9%)
White/Caucasian	762 (26.1%)	154 (11.0%)	420 (24.0%)	321 (16.1%)	409 (24.1%)
American Indian	6 (0.2%)	1 (0.1%)	4 (0.2%)	8 (0.4%)	7 (0.4%)
Multi-Racial	No data	No data	No data	No data	No data

* Ns calculated from rounded percentages and may not equal total N for student population

¹ Source: Montgomery Blair HS at a Glance (PDF)

<http://www.mcps.k12.md.us/departments/regulatoryaccountability/glance/currentyear/schools/04757.pdf>

² Source: Wheaton HS at a Glance (PDF)

<http://www.mcps.k12.md.us/departments/regulatoryaccountability/glance/currentyear/schools/04782.pdf>

³ Source: Paint Branch HS at a Glance (PDF)

<http://www.mcps.k12.md.us/departments/regulatoryaccountability/glance/currentyear/schools/04315.pdf>

⁴ Source: Springbrook HS at a Glance (PDF)

<http://www.mcps.k12.md.us/departments/regulatoryaccountability/glance/currentyear/schools/04798.pdf>

⁵ Source: Albert Einstein HS at a Glance (PDF)

<http://www.mcps.k12.md.us/departments/regulatoryaccountability/glance/currentyear/schools/04789.pdf>

Percentage of Students with Cumulative GPA of 2.0 or less

Cumulative GPA	WHS Class of 2006 ¹	WHS Class of 2005 ²	PBHS Class of 2007 ³	SBHS Class of 2004 ⁴
2.00 & Below	29%	34%	23%	25%

¹ Source: Wheaton HS Profile of the Class of 2006,

http://www.montgomeryschoolsmd.org/schools/wheatonhs/guidance_group/guidance/profile.html

² Source: Profile of the class of 2005,

http://www.montgomeryschoolsmd.org/schools/wheatonhs/depts/guidance_group/guidance/profile.html

³ Source: Paint Branch HS - Profile of Excellence 2006-2007

<http://www.montgomeryschoolsmd.org/schools/paintbranchhs/information/profile.html>

⁴ Source: Springbrook HS - School Profile 2004-2005,

<http://www.mcps.k12.md.us/schools/springbrookhs/profile.html>

Appendix F
Sports Academy Baseline Survey Findings
2006-2007

Part I: Findings by School

Participant Characteristics	BHS	WHS	PBHS	SBHS	EHS
	N (%) N=407	N (%) N=249	N (%) N=111	N (%) N=119	N (%) N=58
Gender:					
Male	285 (73%)	126 (51%)	64 (60%)	80 (71%)	40 (69%)
Female	108 (27%)	120 (49%)	43 (40%)	33 (29%)	18 (31%)
Grade:					
9 th	127 (34%)	64 (28%)	28 (27%)	34 (32%)	7 (12%)
10 th	96 (26%)	72 (31%)	38 (37%)	48 (45%)	17 (31%)
11 th	95 (25%)	56 (24%)	23 (22%)	15 (14%)	15 (27%)
12 th	58 (16%)	39 (17%)	14 (14%)	9 (9%)	16 (29%)
Age:					
Mean	15.51	15.57	15.66	15.28	16.29
13	4 (1%)	2 (1%)	1 (1%)	0	0
14	98 (25%)	44 (18%)	17 (16%)	26 (23%)	3 (5%)
15	101 (26%)	78 (32%)	30 (28%)	47 (42%)	16 (28%)
16	103 (26%)	64 (26%)	34 (31%)	27 (24%)	14 (24%)
17	57 (15%)	47 (19%)	22 (20%)	8 (7%)	13 (23%)
18	28 (7%)	8 (3%)	4 (4%)	2 (2%)	10 (17%)
19	1 (--)	1 (1%)	0	2 (2%)	2 (3%)
20	1 (--)	0	0	0	
Race* (Check all that apply):					
Black/African American	183 (45%)	159 (64%)	86 (77%)	91 (76%)	36 (62%)
Hispanic/Latino	100 (25%)	57 (23%)	14 (13%)	19 (16%)	15 (26%)
Asian/Pacific Islander	72 (18%)	19 (8%)	6 (5%)	3 (3%)	3 (5%)
White/Caucasian	42 (10%)	17 (7%)	7 (6%)	3 (3%)	3 (5%)
Am. Indian/AK Native	8 (2%)	4 (2%)	5 (6%)	3 (3%)	0
Other	16 (4%)	13 (5%)	12 (11%)	5 (3%)	6 (10%)
ESOL**					
Yes	45 (13%)	8 (8%)	1 (1%)	5 (5%)	11 (21%)
No	290 (87%)	91 (92%)	86 (99%)	92 (95%)	41 (21%)

*Percent shown is percent of respondents who chose each response. Total does not equal 100.

**60% of respondents at WHS did not respond to the ESOL question. 10%-20% of respondents at the other 4 schools did not respond to the ESOL question.

Detentions, Suspensions, Violent Situations, Involvement with DJS, Skipping School & Grades

Thinking about last school year...	BHS	WHS	PBHS	SBHS	EHS
	% N=407	% N=249	% N=111	% N=119	% N=58
How often were you in school detention?					
0 days	75%	75%	71%	74%	60%
1 or 2 days	19%	19%	15%	19%	24%
3 or more days	6%	6%	14%	7%	16%
How often were you suspended from school?					
0 days	82%	83%	80%	74%	78%
1 or 2 days	11%	10%	13%	11%	12%
3 or more days	7%	7%	7%	15%	10%
How often were you involved in a violent situation during school?					
0 days	83%	86%	83%	81%	76%
1 or 2 days	13%	12%	13%	13%	14%
3 or more days	4%	2%	4%	6%	10%
How often were you involved in a violent situation after school?					
0 days	84%	84%	85%	82%	77%
1 or 2 days	11%	13%	8%	12%	9%
3 or more days	5%	3%	7%	6%	14%
How often were you arrested or involved with the Department of Juvenile Services?					
0 days	90%	90%	91%	93%	79%
1 or 2 days	8%	8%	5%	5%	17%
3 or more days	2%	2%	4%	2%	4%
How many school days did you miss because you skipped/cut?					
0 days	78%	82%	73%	72%	75%
1 or 2 days	16%	11%	14%	15%	9%
3 or more days	6%	7%	13%	13%	16%
How would you describe your grades?					
Mostly As & Bs	68%	75%	70%	62%	72%
Mostly Cs	28%	24%	27%	35%	24%
Mostly Ds or Fs	4%	1%	3%	3%	4%

Sense of Self	BHS	WHS	PBHS	SBHS	EHS
	%	%	%	%	%
I feel good about myself.	88%	93%	89%	90%	86%
I feel that I have control over things that happen to me.	80%	87%	83%	76%	72%
I feel that I can make a difference	79%	86%	87%	74%	77%
I am good at learning new things.	88%	88%	90%	82%	88%
I feel good about my future.	88%	89%	86%	80%	86%
I am good at handling whatever comes my way.	81%	79%	81%	69%	80%

*Response options were "Never," "Some of the time," "Most of the time" and "All of the time." Percent shown is percent of respondents who responded "Most of the Time" or "All of the Time" to each item.

School Connectedness/Future	BHS	WHS	PBHS	SBHS	EHS
	%	%	%	%	%
I like school.	82%	88%	80%	79%	79%
I feel safe at school.	82%	83%	79%	86%	75%
I feel like a part of my school.	80%	87%	78%	76%	74%
I am close to people at school.	90%	91%	88%	92%	81%
My teachers care about me.	82%	82%	78%	73%	75%
Besides teachers, other adults at my school care about me.	81%	86%	77%	76%	77%
I will graduate high school.	95%	88%	94%	97%	96%
I will go to college	95%	96%	92%	95%	95%

*Response options were "Strongly Disagree," "Disagree," "Agree," "Strongly Agree". Percent shown is percent of respondents who responded "Agree" or "Strongly Agree" to each item.

Part II. Analysis of Full Data Set

Significant Differences by Gender

Item	Mean		P value
	Male	Female	
5b. I feel I have control over things that happen to me.	3.24	3.11	.029
5d. I am good at learning new things.	3.39	3.29	.038
5g. I enjoy sports, exercise and/or recreation activities.	3.64	3.36	.000
5h. I am good at sports, exercise and/or recreation activities.	3.48	3.18	.000
6b I feel safe at school.	3.05	2.95	.033
6e My teachers care about me.	3.04	2.91	.007
6g I will graduate high school.	3.65	3.72	.018
6h I will go to college.	3.62	3.69	.031
7a Playing on or helping with sports teams or athletic clubs other than Sports Academy?	2.08	1.83	.016
7b Being in school clubs other than sports? (<i>Academic, drama, band or music, cultural, hobby clubs, etc.</i>)	1.51	1.78	.030
8 Thinking about last school year, how would you describe your grades?	2.22	1.97	.000
9b How often were you SUSPENDED from school?	.47	.30	.001
9c How often were you involved in a VIOLENT situation during school?	.36	.22	.016
9e How often were you arrested or involved with the Department of Juvenile Services?	.23	.14	.006

Significant Difference by Grades (Mostly As/Mostly Bs v Mostly Cs/Mostly Ds/Mostly Fs)

Item	Mean		P value
	Mostly As/Bs	Mostly Cs/Ds/Fs	
5c. I feel that I can make a difference.	3.29	3.16	.044
5d. I am good at learning new things.	3.43	3.26	.003
5e. I feel good about my future.	3.47	3.28	.004
5f. I am good at handling whatever comes my way.	3.20	3.03	.005
School Connectedness/Future			
6a. I like school.	3.11	2.88	.000
6b. I feel safe at school.	3.07	2.95	.033
6c. I feel like a part of my school.	3.09	2.98	.024
6e. My teachers care about me.	3.03	2.98	.024
6g. I will graduate high school.	3.75	3.65	.002
6h. I will go to college.	3.75	3.56	.000
Activities			
7b. Being in school clubs other than sports? (<i>Academic, drama, band or music, cultural, hobby clubs, etc.</i>)	1.79	1.30	.002
7c. Being on clubs, programs, or organizations separate from school? (<i>Department of Recreation Activities, 4-H Scouts, Boys & Girls Clubs, YMCA, Junior ROTC, etc.</i>)	1.71	1.28	.000
Behaviors/Consequences			
9a. How often were you in school DETENTION?	.37	.69	.000
9b How often were you SUSPENDED from school?	.24	.67	.000
9c How often were you involved in a VIOLENT situation during school?	.180	.389	.000
9d. How often were you involved in a VIOLENT situation after school?	.23	.37	.008
9e How often were you arrested or involved with the Department of Juvenile Services?	.10	.18	.035
9f. How many school days have you MISSED because you skipped/cut?	.31	.63	.000