



Homework Club Reedville Outcome Report

Term 1, 2009-2010 School Year

Background

Homework Club has been operating at Reedville apartments since October 2008. The club has been held Mondays and Thursdays from 3:45-5:15 PM since then excluding holidays and other school breaks. The club is available to all resident youth enrolled in grades 1-6. During the 2009-2010 school year, the club has been staffed by program services manager Gracie Garcia, program coordinator Jorge Tello, program coordinator Maria Moreno as well as three youth program coordinators. The current youth program coordinator, Amanda Schuft, took over leading the club in December. The partnership between Bienestar and Catlin Gabel School (courtesy of Mark Lawton and Roberto Villa) still brings several high school students to each session to volunteer. We have 22 students on the roster as of February 4, 2010. Snacks are provided for the students every session due to our partnership with the Oregon Food Bank.

We focus on ensuring the children complete their weekly school work assignments. We also make a concerted effort to help the kids comprehend what they are being asked to do. Students begin homework after finishing their snacks for which we allow 15 minutes. Bienestar staff circulates the room, assisting children who have questions and checking their work for accuracy. The kids work at tables according to grade level, and one or two Catlin Gabel students sit with each grade level. If the students do not have homework they can work on the worksheets that we provide. Currently we are working toward tailoring the worksheets specifically to each individual student's development needs. Each student has a folder where they can put their worksheets at the end of homework time if they are unfinished so they are able to continue working the next time they do not have homework. After 30 minutes of homework time we have 30 minutes of reading time. During reading time the children read for half an hour. The volunteers and the Youth Coordinator each read with one or more students. Students can read one of the books we provide, or a book they bring from school. The last half hour is free time for the students and they can play an array of educational games that are provided. The computer lab is also open to students who have research related homework.

Outcome

Attendance:

There are currently 22 students enrolled in our Reedville homework Club. Our attendance rates are generally high at Reedville with the exception of 3 students who consistently miss homework club.

Grades: (see analysis on website for specific results)

The children submit their report cards at the conclusion of every term. We analyze them and check for improvement in individual subjects, overall GPA and homework grades. We collected report cards from 18 of 22 children who were enrolled last term. We used the last term of the 2008-2009 school year as the base to measure student performance. As mentioned, improvement is monitored in individual subjects.



We use “net improvement” to determine this in our analysis. For example, if a student improved in 2 subjects but declined in 1, they would have a (+1) score under net improvement.

Because this is the first term of the school year, we have nothing to compare grades to except for last year’s marks. We found a general trend for our students to have a stronger report card in term 3 of the 2008-2009 school year. However, because our students are English language learners and many come from monolingual households, the amount of English they are speaking dramatically decreases during the summer break from school. They also have fewer opportunities to read with adults, especially in English. These circumstances greatly impact the students’ performance in school during the first term. Not only that, but after the summer break they are advancing on to a higher grade and more difficult material in their classes.

Although, this is a very difficult obstacle to overcome we have been able to pinpoint other possible causes of lower grades for which we are able to develop plans to improve. As mentioned above, during this term Bienestar has had three different youth coordinators and two staff members filling in. The current youth coordinator is committed to the positive progress of the program as well as the students. The youth coordinator is working toward knowing each child’s academic strength’s and weaknesses to help them improve. In conjunction with this, Bienestar orchestrated a staff and volunteer training in reading and classroom management this fall. Taught by Herb Jahncke an elementary school teacher at Catlin Gabel, this training supports staff and volunteers in more effectively helping the students. We also have developed a program where kids can work toward rewards by focusing well on their homework and reading during reading time.

The partnership with Catlin Gabel High School is still working well for our Reedville students. The volunteers who come are dedicated and mature high school students. There are often times multiple volunteers per grade so more students can receive more individual attention and assistance.

Respectfully Submitted,

Amanda Schuft

**'08 – '09 School Year Term 3 April, May, June
Report Card Analysis (Reedville)**

Student	Grade	Last Report Card	Net Improvement in Subjects*	Homework Grade**	Previous Homework Grade	GPA Equivalent***	Previous GPA (Term 2)
Student 1	1	Term1, '09-'10	N/A	Inconsistent	N/A	1.45	N/A
Student 2	2	Term 1, '09-'10	-12	Always Consistent	Always Consistent	1.42	2.4
Student 3	3	Term 1, '09-'10	0	Usually Consistent	Inconsistent	2.43	2.2
Student 4	5	Term1, '09-'10	-5	Usually Consistent	Usually Consistent	2.37	2.69
Student 5	1	Term 1, '08-'09	N/A	Always Consistent	N/A	2	N/A
Student 6	5	Term1, '09-'10	N/A	Usually Consistent	N/A	1.85	N/A
Student 7	6				Always Consistent		2.04
Student 8	5	Term1, '09-'10	N/A	Always Consistent	N/A	1.26	N/A
Student 9	1	Term 1, '09-'10	N/A	Always Consistent	N/A	1.73	N/A
Student 10	2	Term 1, '09-'10	-1	Always Consistent	Always Consistent	2.75	2.8
Student 11	2				Usually Consistent		2.88
Student 12	2	Term 1, '09-'10	-3	Always Consistent	Always Consistent	1.5	1.83
Student 13	6				Inconsistent		2.12
Student 14	4	Term1, '09-'10	-3	Usually Consistent	Usually Consistent	2.43	2.75
Student 15	6	Term1, '09-'10	7	Always Consistent	Always Consistent	2.56	2.56
Student 16	3	Term1, '09-'10	-2	Usually Consistent	Usually Consistent	2.29	2.35
Student 17	5	Term1, '09-'10	-16	Always Consistent	Always Consistent	1.94	2.56
Student 18	6	Term1, '09-'10	0	Always Consistent	Always Consistent	2.26	2.34
Student 19	4	Term1, '09-'10	-8	Usually Consistent	Inconsistent	1.9	2
Student 20	2	Term 1, '09-'10	-2	Always Consistent	Always Consistent	1.54	1.73
Group Totals						1.98	2.35

* Net improvement in subjects refers to the number of subjects students improved or worsened their grades in.

** Homework grade is referred to as "Homework Work Ethic" by the Hillsboro School District and appears on the students' reports cards.

*** The GPA Equivalent has been created by Bienestar for evaluation purposes. The school district uses four "letter grades" for academic evaluation.

A grade of "E" signifies the student is exceeding state standards, "M" signifies the student is meeting state standards, "NM" signifies nearly meeting standards, and "NY" signifies not yet meeting standards. Bienestar has created a GPA by using a 4.0 scale and assigning a point value for each letter grade. "E" = 4 pts., "M" = 3 pts., "NM" = 2 pts., "NY" = 1 pt. This system should not be equated with similar 4.0 scales based on a standard "A-F" grading system.

^ Student was out of school for over a month due to illness, and their homework and school grades suffered in response.

They didn't attend Homework Club for almost two months.

^^ Student has special needs and receives modified report card with no letter grades