



Step Up Summer Camp

FINAL
REPORT

South Middle School, Brockton, MA

Summer 2022



Page 22

More than 72% of the students improved in English and Math on adjusted MCAS tests.



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More than 90% of the students exceeded/met expectations in SEL evaluation on the Step Up report cards.



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97% of parents answered they are satisfied with the quality of the program.

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Background on Step Up Program

Educational Divide Reform Institute (EDR) is a nonprofit, 501(c)(3) organization aiming to contribute to human development and social inclusion through youth education. EDR works with underserved communities who face educational inequality due to economic, digital, cultural and English language barriers. EDR's Step Up program is designed specifically to improve educational opportunities for high-needs students, particularly immigrants and English Learners (ELs), by boosting their academic performance and social-emotional learning (SEL).

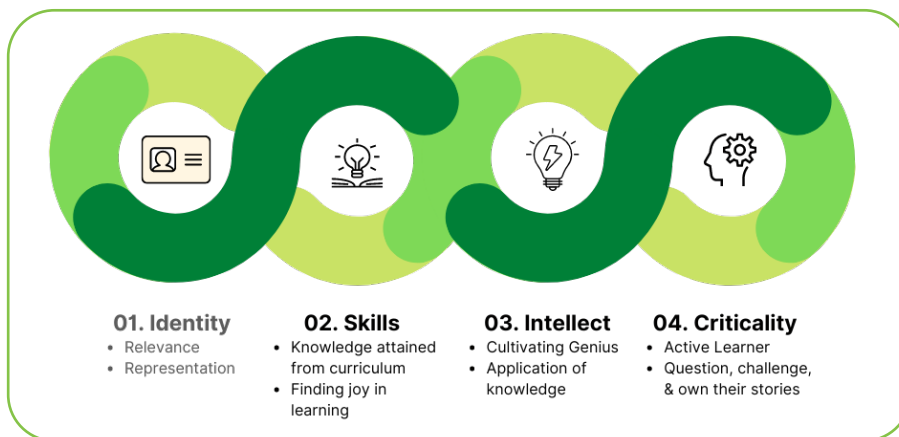
Since 2016, Step Up has supported the college readiness preparation of three graduating cohorts from the Boston Adult Technical Academy (BATA) in Boston Public Schools. Since the start of the pandemic, Step Up has expanded its mission to mitigate learning losses for immigrant students from grades 3-8 in Brockton Public Schools (BPS). Extensive collaboration between EDR and the BPS community resulted in the launch of Step Up's first after-school program in Fall 2020, to provide academic tutoring and mentoring to address the persistent academic gap experienced by English Learners (ELs) in Brockton. Subsequently, in Summer 2021, EDR's Step Up Summer Program (Camp) taught ELs and ELs for four weeks of all-day classes at Brockton's South Middle School. Since then, EDR has continued to cultivate this collaborative approach and expand the program to serve more than 500 students in total.

EDR has recently completed a second Step Up academic summer camp in Brockton, which ran from July 5th to 29th, 2022. This booklet is the final report of the Brockton 2022 Step Up Summer Program.



Educational Pedagogy

{Adapted from *Cultivating Genius and Joy in Education through Historically Responsive Literacy* by Gholnecsar E. Muhammed (2020)}



To achieve positive academic as well as social-emotional/behavioral development, EDR's Step Up program combines both teaching and mentoring into an integrated methodology under the framework of Historically Responsive Literacy. Historically Responsive Literacy, introduced by Dr. Gholnecsar Muhammed in her book *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* focuses on creating a set of interdisciplinary learning goals to develop academic skills and intellectual insight while also building strong identity and developing tools to view the world through a critical lens. Acknowledging the significance of students' historical and cultural backgrounds in shaping their worldviews and identities, Step Up has adapted Dr. Muhammed's four-layered equity model, which emphasizes the following four qualities: (1) Identity, (2) Skill, (3) Intellect, and (4) Criticality. These qualities are intended to propel students from being passive consumers of knowledge to becoming independent thinkers who cultivate their own learning and become active contributors to their own communities.

Program Overview

Program Duration	4 weeks (July 5-July 29, 2022), 19 days
Class Day/Time	Monday-Friday/ 8am-2:30pm
Tuition	Free
Premise	South Middle School, Brockton, MA
Grades	Rising 4th-9th grade students
Enrollment	154 students in total
Class Size	15 students per class
Platform	In-person
Courses	<ul style="list-style-type: none"> Academic Core Skills Courses: English Language Arts (Reading & Writing), Mathematics Activity-based Learning Courses (Electives): Music, Taekwondo, Basketball, Writing Club, Graphic Design, Coding, Logic Games



Student Testimonial:

“

One thing I enjoyed in Step Up Summer Program is the teachers because they're kind of fun!

”



Daily Schedule

8:00-9:00	Breakfast & Social-Emotional Learning (SEL) Workshop
9:00-12:10	Academic Core Skills (English Reading & Writing, Mathematics)
12:10-1:00	Recess & Lunch
1:00-2:30	Activity-based Learning Courses (each student chooses two)

A woman wearing a black t-shirt with a Star Wars graphic (Mandalorian) and a red lanyard is standing and talking to a group of students. The students are sitting at a table, and one student is holding a pencil. In the background, there is a whiteboard with some drawings on it.

Goals & Intended Outputs

The long-term goals of the Step Up Summer Program are to boost students' academic performance in the regular curriculum in Brockton Public Schools (particularly for the BPS curriculum in the Fall 2022) and to improve students' performance in MCAS.

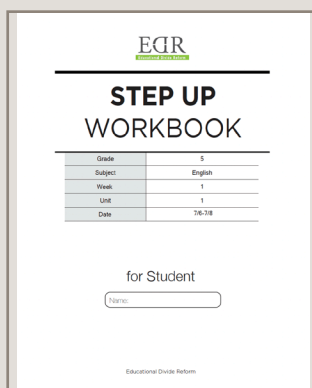


Curriculum Design

The program's curriculum is designed to address students' academic needs and relevant social-emotional development, particularly their self-motivation for academic learning. The academic content of the Step Up curriculum is adapted from the Common Core State Standards (CCSS) for grades 3 through 8.

Using a reverse engineering approach to pedagogy, the Step Up program introduces students to different learning outcomes for each day, for each week, and for the full duration of the program. Empowered with this forward understanding of their own education, students are then naturally guided into the learning spaces

with a clear goal and a mission to complete. In the writing classes, for instance, students were introduced to real writing samples of other students from previous MCAS tests available online from the official New York State Testing Program. The students then took on the role of evaluators, using the MCAS writing rubric to grade these sample essays and construct evidence-based arguments for the scores they gave. Once the students had explored and examined different writings, they were prompted to write their own essay responses using their knowledge as evaluators.



Student Workbook:

Weekly student workbooks of about 50-60 pages containing different worksheets, as well as practice reading passages selected from the MCAS Resource Center were distributed to students in all grade levels. As a supplement to formal assessments, the student workbooks

provided an additional way for teachers to monitor each individual student's progress. At the end of each week, the students were encouraged to take home their workbooks to show their parents and keep it as a symbol of completion of each of their learning milestones.

Academic Courses

English Language Arts

The two main goals for the ELA classes during the Summer Program were:

1. Enhance understanding of tier 2 vocabulary
2. Fluently express thoughts and interpretations of articles, stories, and videos

Each class was 70 minutes long, divided into two 35-minute sessions. The first session focused on learning tier 2 vocabulary appropriate for the grade level of the students. Students mainly engaged with Flocabulary, an educational online platform that employed hip-hop music to teach academic content alongside various fun vocabulary activities and quizzes. A typical ELA class began with a sing-along video in the first session, introducing 10 target vocabulary words for the week as well as worksheets in the student workbook to practice the vocab. In the second session, students focused on reading and comprehension of practice MCAS English passages and answering the corresponding questions.

Every Thursday, students worked on developing their writing skills using MCAS practice questions available online on the official MCAS Resource Center website. Students began by taking on the role of evaluators to grade compiled sample writings of other students provided by the official New York State Testing Program website. Students used a scoring rubric adapted from the official MCAS rubric (which was also used to grade the students' writing in the pretest and post-test) to

evaluate these writings, assign scores, present their reasoning for the given scores, and compare these scores with the official scores. After being evaluators, they moved on to writing their own responses from a different prompt. This teaching strategy is based on the principle of reverse/backward engineering, where students are initially introduced to the expected final outcome prior to going through the process of achieving that outcome.

Fridays were set aside as “Reading Day,” when students would engage with different inspirational short stories and novels. Teachers would either hold a read-aloud session or have students take turns reading as a class. This reading exercise was designed to be open-ended: other than quick comprehension questions to check for student’s understanding, there were no other structured activities attached to this reading exercise. This approach provided the students with the opportunity and encouragements to discover the pure fun of reading and be fully engaged in the story without any distractions.

The books for each grade were selected according to the reading levels and interest areas of the students. Importantly, special attention was placed on picking books that were culturally relevant to the students and featured characters from the students’ ethnic backgrounds. Through engagement with these books, students could build confidence in their reading skills and their identities.

The book list used for different grades:

Entering Grade 4



Thank you, Mr. Falker

by Patricia Polacco

Imani's Moon

by JaNay Brown-Wood

Entering Grade 5



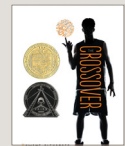
Between the Lines

by Sandra Neil Wallace

It's Alive

by Molly Bloom

Entering Grade 6



The Crossover

by Kwame Alexander

Entering Grade 7



Ghost

by Jason Reynolds

Entering Grade 8/9



Tight

by Torrey Maldonado



Student Testimonial:

“

I really like my English teacher. She is very nice!

”

ELA Common Core State Standards covered during 2022 Summer

Entering Grade 4

- RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.7 RL.3.8
- RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.7 RI.3.8
- W.3.2 W.3.3 W.3.4
- L.3.4 L.3.5 L.3.6

Entering Grade 5

- RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.7
- RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8
- W.4.2 W.4.3 W.4.4
- L.4.4 L.4.5

Entering Grade 6

- RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.8
- RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.6 RI.5.7
- W.5.2 W.5.3 W.5.4
- L.5.4 L.5.5 L.5.6

Entering Grade 7

- RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6
- RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8
- W.6.2 W.6.3 W.6.4
- L.6.4 L.6.5 L.6.6

Entering Grade 8/9

- RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.5 RL.7.6
- RI.7.1 RI.7.2 RI.7.3 RI.7.4 RI.7.5 RI.7.6 RI.7.7 RI.7.8 RI.7.9
- W.7.2 W.7.3 W.7.4
- L.7.4 L.7.5 L.7.6





Student Testimonial:

“

I really enjoyed the classes and the effort the teachers put in their work.

”

Mathematics

The two main goals for the Math classes during the Summer were:

1. Enhance students' comprehension of math terminology
2. Extend students' conceptual understanding of mathematical topics

The key focus of the Math classes was to boost vocabulary knowledge in order to increase comprehension of various mathematical concepts. Flocabulary was used as the primary platform to teach vocabulary related to the mathematics content. A typical math class began with an educational hip-hop video in the first session, introducing the mathematical concept for the day. During this session, the students collaborated as

a whole class to sing along with the rap in the video using the lyrics provided in the workbook. This aimed to build familiarity with selected vocabulary and its related mathematical concepts. This activity was also followed by a vocab game in which students expressed target words through the art of drawing. Students were then encouraged to share their drawings with their peers and describe how they reflected or related to the target vocabulary.

In the second session, students engaged mainly in individual work to complete worksheets provided in the student workbook. The worksheets for the lower grades (4-6) were retrieved from the official Flocabulary website, while the upper grades (7-9) used a combination of Flocabulary and official practice problems from the New York State Education Department website. Both of these websites follow the Common Core State Standards in creating their materials.

Every Friday was designated as “Review Day,” so that students could review and reinforce the lessons learned throughout the week. In addition, teachers used this day to provide additional instruction for any concepts that needed more attention, based on feedback received from the students. No new content was taught during these sessions.



Student Testimonial:

“

I enjoyed the student teachers and paraprofessionals. They always tried to make the class fun!

”

Math Common Core State Standards covered during 2022 Summer

Entering Grade 4

- 3.OA.A.1, 3.OA.A.3, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8
- 3.NBTA.3
- 3.NFA.1, 3.NFA.2, 3.NFA.3
- 3.MD.A.1, 3.MD.A.2, 3.MD.C.5, 3.MD.C.6, 3.MD.C.7
- 3.G.A.1

Entering Grade 5

- 4.OA.B.4
- 4.NBT.B.6
- 4.NFB.3, 4.NFB.4, 4.NEC.5, 4.NEC.6, 4.NEC.7
- 4.G.A.1, 4.G.A.2, 4.G.A.3

Entering Grade 6

- 5.OA.A.1, 5.OA.A.2
- 5.NBTA.1, 5.NBTA.2, 5.NBTA.3, 5.NBTA.7
- 5.NFA.1, 5.NFA.2, 5.NFB.3, 5.NFB.4, 5.NFB.5, 5.NFB.6, 5.NFB.7

Entering Grade 7

- 6.RPA.2, 6.RPA.3
- 6.NS.C.5
- 6.EE.A.1, 6.EE.A.2, 6.EE.B.6, 6.EE.B.7
- 6.G.A.1

Entering Grade 8/9*

- 6.RPA.2, 6.RPA.3
- 7.NS.A.1, 7.NS.A.2, 6.NS.C.5
- 6.EE.A.1, 6.EE.A.2, 6.EE.B.6, 6.EE.B.7
- 6.G.A.1

* 7-9th grade followed the same curriculum. So there is an overlap between the two.

Elective Courses

The Step Up Summer Camp is composed of two elements: study and fun. Though Step Up's Academic Core Skills courses incorporate fun elements, Activity-based Learning courses provide a space where students can enjoy exploring other activities and skills with an emphasis on fun. Nonacademic skills such as social-emotional skills, creative skills, and physical health are highlighted during these sessions. After lunch recess, students had two 30-minute extracurricular activity sessions. Each student chose to participate in two activities from the following seven:



Basketball

Basketball was included as an activity to promote physical health, self-confidence, and teamwork. The first session was designated for 4th and 5th grade students, while the second session was designated for 6th, 7th, and 8th grade students. This proved to be one of the most popular activities throughout the camp.



Student Testimonial:

“

I enjoyed the afternoon activities that I chose. Taekwondo was the best.

”

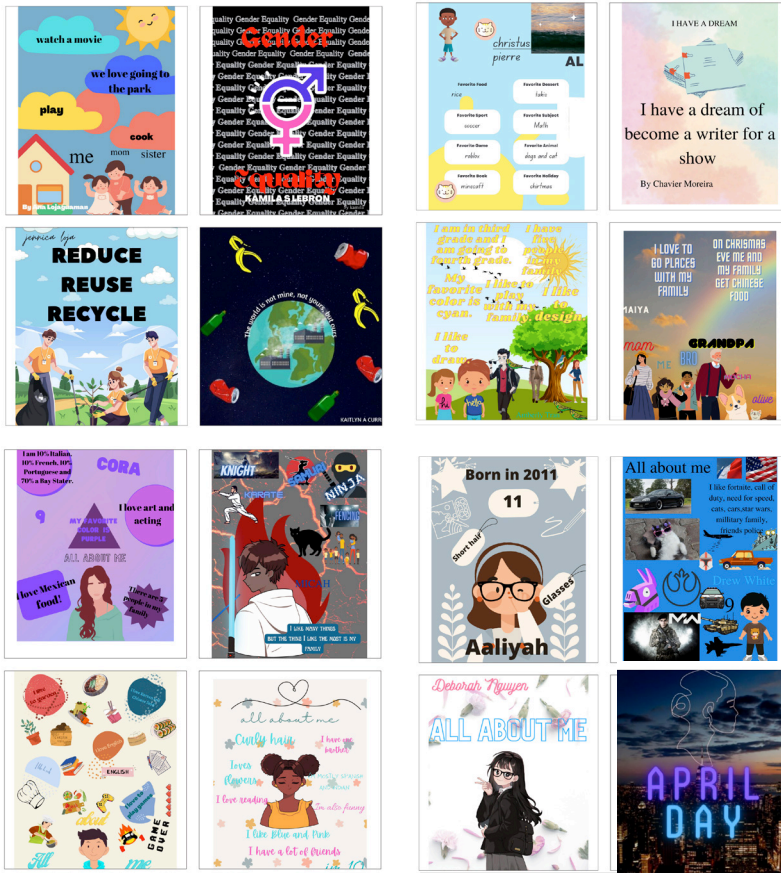


Taekwondo

Taekwondo is an intricate Korean martial art that teaches behavioral attributes such as respect, humility, teamwork, patience, and perseverance. Alongside these qualities, this summer's program focused on these three skill sets of taekwondo: (1) sparring skill, (2) protecting skill, (3) baton skill. Throughout the learning process, the students were reminded of how the attributes learned within the context of taekwondo connected to other areas of life, especially academics. For the final presentation, students successfully performed a full demonstration of the different techniques they had learned, both as individuals and as a team.



Design works by students



Graphic Design

Using the digital design platform Canva, students explored the world of creative art that has no boundaries. Students learned to use visual representation to express their feelings, voices, and experiences. “My Identity” & “My Community” were the two main themes that students chose to create their original posters. Within “My Identity,” students primarily focused on discovering who they were as individuals, exploring their cultural backgrounds, and identifying some visible and hidden sides of themselves. Within “My Community,” students learned to extend out towards their community to tackle problems of social justice, and explore how they can become changemakers in the world. The students’ posters were exhibited along the hallways during the final ceremony.



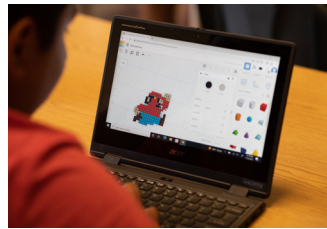
Music

The music class aimed to create a greater appreciation for diverse music from different genres and cultures. Students played a variety of instruments, such as the electronic keyboard, guitar/ukulele, electric bass, drums, hand percussion (bongos, congas, etc.), and auxiliary percussion (maracas, claves, güiro, etc). Most importantly, they learned to perceive and use their own voice as a unique and precious instrument. For the final presentation, students performed “Oye Como Va,” a Cuban-style song written by Puerto Rican composer Tito Puente. Students also performed some original rhythms using the different percussion instruments.



Coding

The introductory Coding class aimed to jumpstart students' interest in the world of Computer Science. Using Scratch, a simple programming language, students completed projects such as creating their own cute animations, games, and even music. Students were guided through a step-by-step demonstration of how to think, calculate, and plan like a programmer. They also learned how these skills were also connected to important life skills such as perseverance, patience, and hardwork.

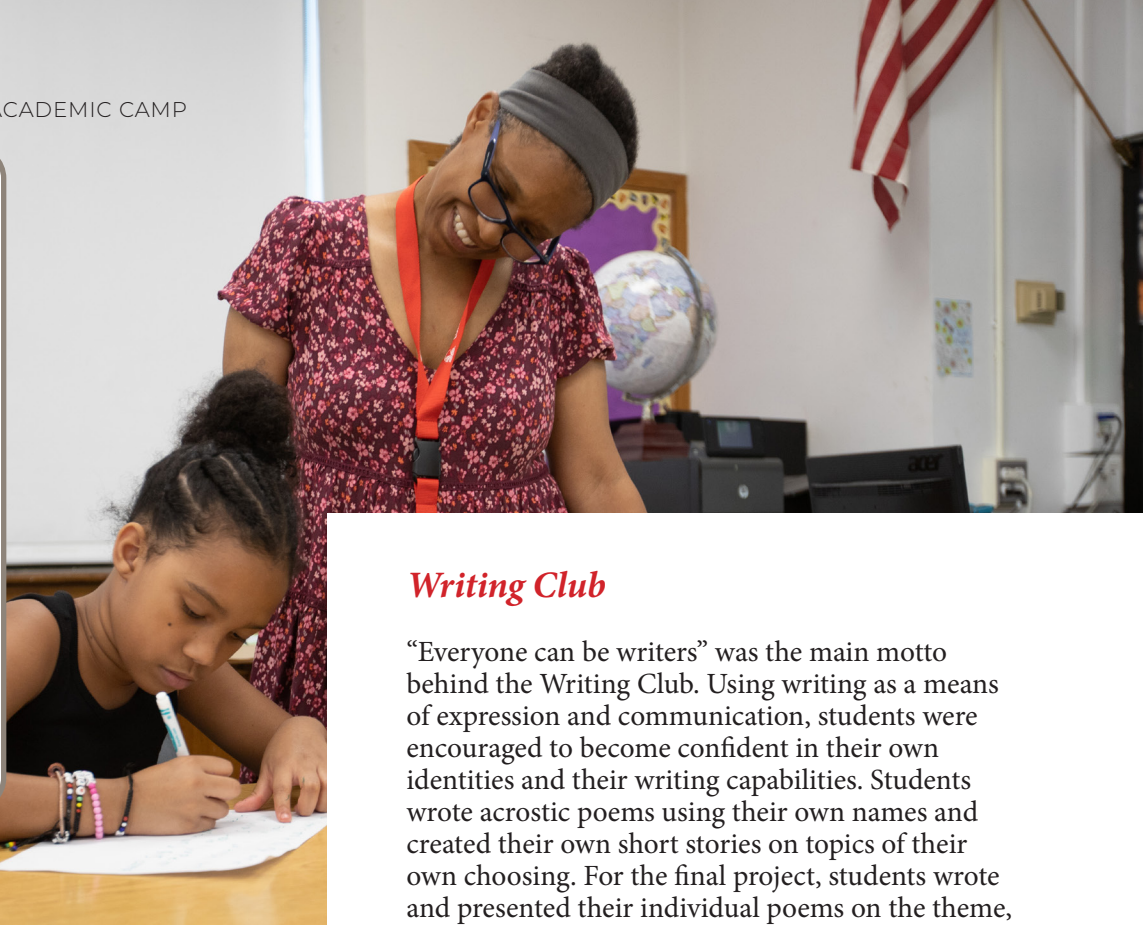


Logic Games

Logic Games aimed to expand the critical thinking and problem-solving abilities of students in all grades. This course primarily used a website called MentalUp to retrieve fun problem sets for students to complete as a group. In addition, board games such as chess, checkers, and Connect 4 were used to stimulate students' logical thinking. Through these games and challenges, students learned to display good sportsmanship, leadership, and team player skills. The students were encouraged to apply skills in classroom settings, so that they could become better teammates during collaborative class work.




EDR compiled and published a book containing Step Up students' writings to share with the students and their parents at the end of the program.




Writing Club

“Everyone can be writers” was the main motto behind the Writing Club. Using writing as a means of expression and communication, students were encouraged to become confident in their own identities and their writing capabilities. Students wrote acrostic poems using their own names and created their own short stories on topics of their own choosing. For the final project, students wrote and presented their individual poems on the theme, “I am a genius”, which promoted the message that everyone is a genius in his or her own way.

"I am a genius" Sample Poems

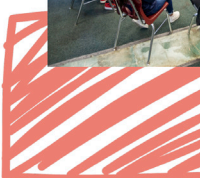


Joshua Green
Grade 9
Brockton High School

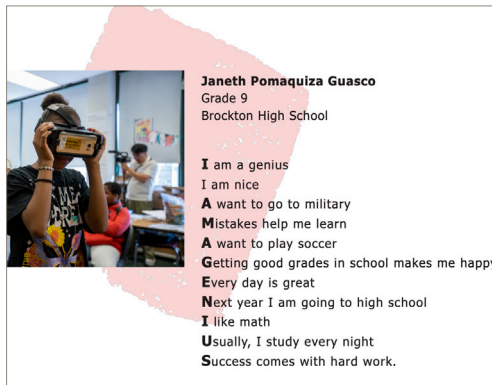



I am a genius
I am going to attend Harvard
And pass every class A+!
My basketball Iq is good
A+ is the only grade I will get
Getting good grades is all I do
Every grades I get is A+
No failed tests
I am a smart student
Usually get A
So, I am a genius. Yes, I am.

Edverly Pomaquiza Guasco
Grade 9
Brockton High School



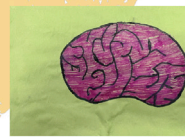
I am a genius
I am good at math
Am a champion with the board game
My teachers believe I am smart
And good at science
Good is always with me
Everything I do is the best
Next year I'm going to New York
I'm the smartest in my family
Usually, I go to the gym
Social studies is my favorite subject.

Janeth Pomaquiza Guasco
Grade 9
Brockton High School

I am a genius
I am nice
A want to go to military
Mistakes help me learn
A want to play soccer
Getting good grades in school makes me happy
Every day is great
Next year I am going to high school
I like math
Usually, I study every night
Success comes with hard work.

Halvaton Francois
Grade 9
Brockton High School



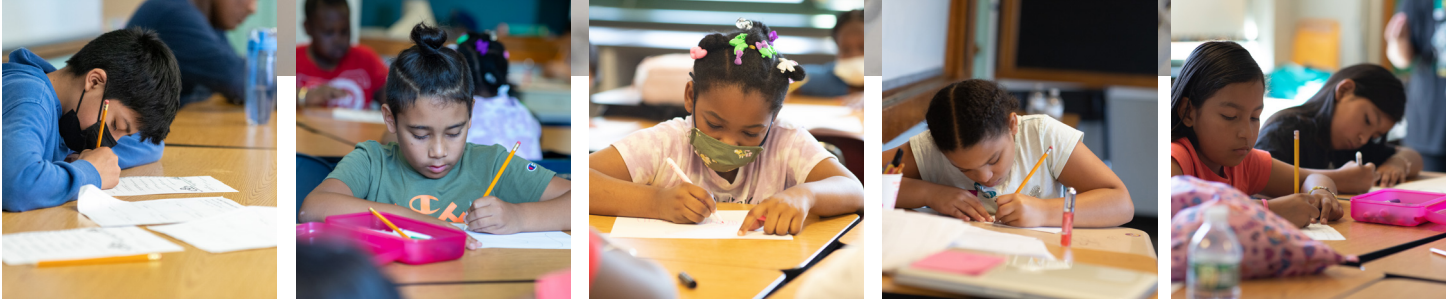
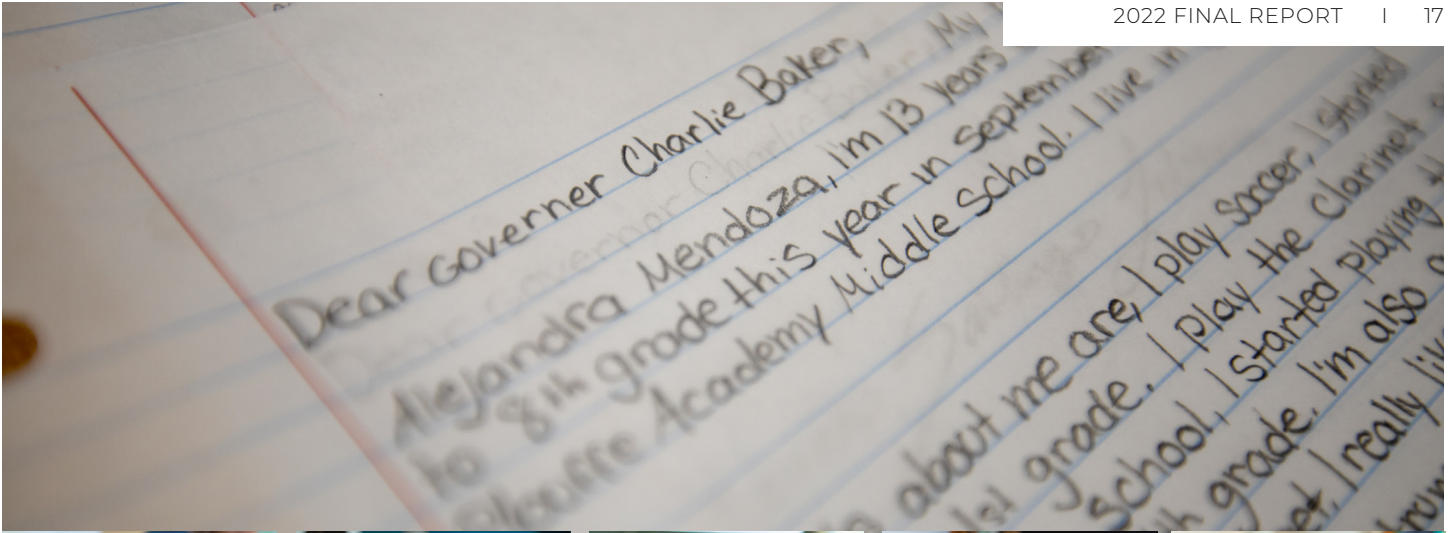
I am a genius
I am smart
And I love to learn
Mostly I like to read suspenseful books
And I can reach my goals
Genius people succeed in life
Everyone around me is smart
Not to forget that hard work makes the dream work
I love to learn about wildlife
Usually, learning is interesting and not boring
Sometimes It is hard to learn, but you'll get used to it.

Rihana Goncalves
Grade 8

I'm capable of making smart decisions
And I am careful when making them
Maybe I am a bit ignorant but not all the time
And I can focus well if I try
Grades are something that's important to me
Everything was good for grades but I need to do better
Next year I will try my best
In every class, especially math
Usually I focus on science but not this time
Science is something I already improved in

Erioluwa Martin Obanor
Grade 9, Brockton High School

I am a genius
God created this mind
And I intend to use it
With the help of all my teachers
Now I have amazing features
I can do Math, Science, and ELA
All in advance classes
Cause I am a genius.
What makes the difference is
how I intend to use the genius in me.
I am a genius
And a genius I am.



Writing Samples

STEP UP Rap


Grade 8 & 9
2022 Summer Step Up English Class
Rapper: Mackly Bernadeau, Grade 8

I was feelin dismal last weekend
This is the truth, I can't even pretend
These kids actin very negligent
They were acting like the president
I implored them to change their ways
So they could be better for better days
Gave an oration, called everyone I knew
The president, mayor, government, too

I was agitated, frustrated
Then everything got complicated
I was acting hospitable at school
I thought I was really, really cool
No supervision needed
you know I just exceeded

Now Step Up, the sequel
Better every year - no equal
Teddy Intensify the music...
Make the music drop just like fluid
head to my abode
You know I'm solo
You know I'm in my zone yo
Riding in my car acknowledge it...

Now Step Up, the sequel
Better every year - no equal
We go crazy
You know we ain't lazy
Practicing daily
Improving greatly
Rapping like a daisy
Now I'm done
Try to have fun
Next month has begun
Time to play in the sun.
PEEEACE!!!



Mystery of Museum

Mya A. DoCanto
Grade 7
North Middle School

Suddenly, they fell into a black hole. "OOOOOOOOO," someone said.

Two hours earlier..... "Mia, Mia! we need to leave now," said MJ. "We need to go," MJ screamed.

Mia is the oldest child but acts like the youngest. She is 15 years old. She would dress like she was on vacation all day everyday. She wasn't really happy when her mom told her she had twins. Even though she hated her siblings, she would always be there for them. She also loved being by herself. MJ was the second oldest by 5 minutes from Mya. Every year for their birthday they would cut the cake 5 minutes between each other. MJ would dress fancy like he was ready to go out 24 hours a day. Mya would dress like she was going to bed all day. The twins were ten years old. They were the children of Ellie and Mike. Ellie and Mike were the best parents on the street. They made sure the kids were being kids and having fun. The family loved going to the museum every winter and summer or when the weather was bad. But when Mya was 7 years old, she sadly went missing and was found dead in the lake three days later. It was

an unexpectedly missing case because Ellie and Mike always made sure the kids were near them 24 hours a day.

"RRRRRR," the car engine started. They were on the way to the museum 3 years after Mya died but were 30 minutes late because of Mia. Finally, they got to the museum but there was no one there and they were surprised. But they still decided to go in. When they got in there were staff without people. The staff was acting a bit weird. "Hi, four tickets, please," my mom asked. "Here you go, lady," said one of the staff in a scary voice. When they got in they started to walk around but still, they saw no one there. So, MJ and Mia decide to leave their parents and explore the rock collection alone. They were shocked to know that their parents were letting us go alone. While they were walking to the rocks, the lights started flashing. They decided it would be good to run back to their parents. While they were running, something terrible happened again. The doors started to shut one by one. "Click, click, click, click," went the lights. "BAM, BAM, BAM, BAM," went four doors. Now the room was cold, dark, and just MJ and Mia. "Aaaaa," screamed Mia. She was nowhere to be found. Then MJ thought he

Cats and Cars Street Racing

Drew White
Grade 4
John F. Kennedy Elementary School

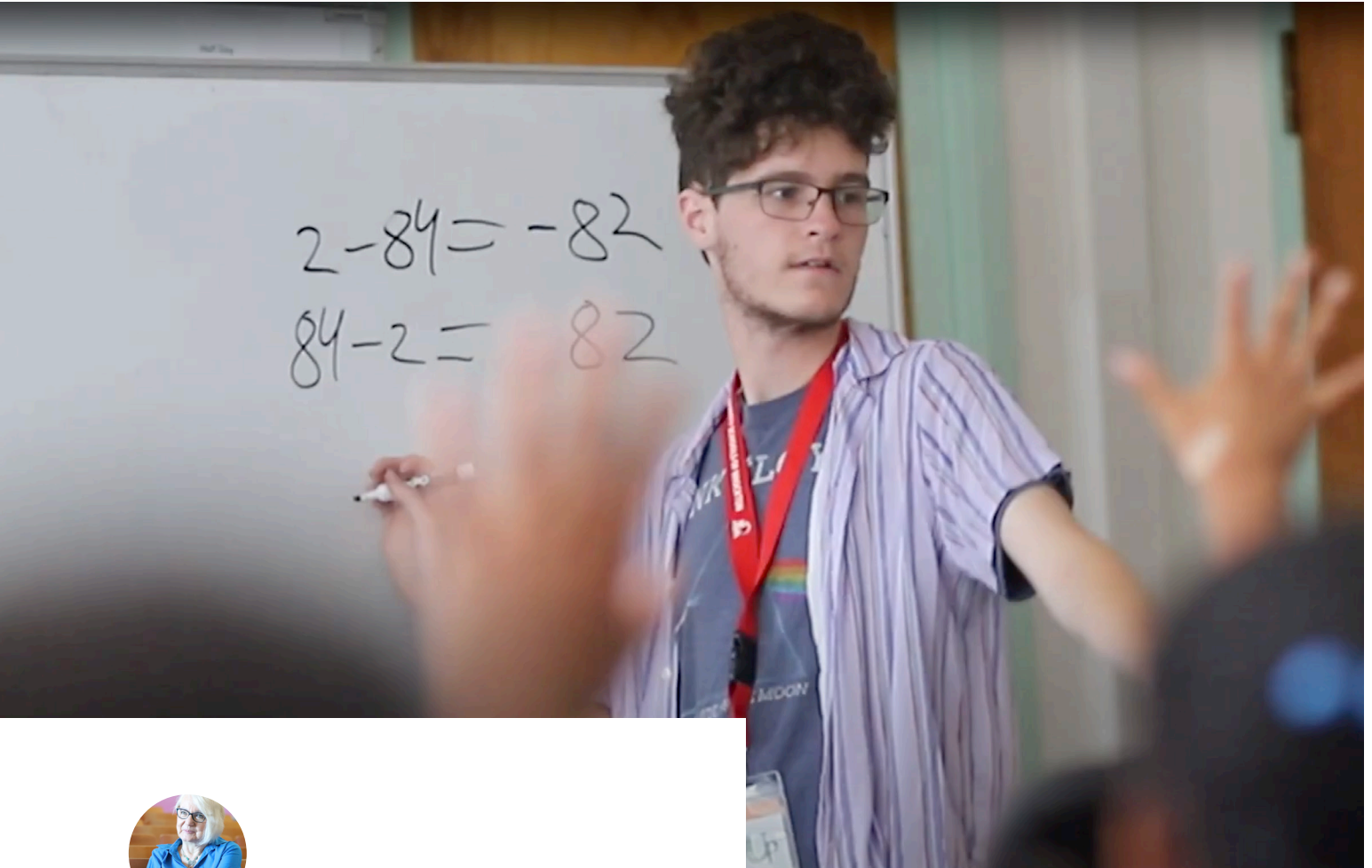
Cars roar, the crowd cheers. There were five cars that wanted to street race. They went to the car dealership to get a car. When they got there, they bought a Nissan. When they got home, they bought nitrous and a wide body kit. When they got the parts, they put them on their cars. Two weeks later, they got an invite to a race.

3, 2, 1, Go! "Vroom, pop, stututututut, vroomooom, vweeeeeeee," all the cats said. They turn on the nitrous and they won the race. Simba got out of the car and did a little dance. Then Honey joined him. Then they went home.

(3 weeks later)
"Is breakfast ready?" Simba asked.
"Almost!" I responded.
Ring, Ring. "Who is it?" Snoofy asked.
"You've been invited to the finals," a man said.
"What finals?"
"Street Racing, 10AM."
"OK," Snoofy replied.
"We have a race at 10AM," Snoofy said.
"What about breakfast?" Sasha, Honey and Simba asked.

"What's for breakfast?"
"Eggs and bacon," I said.
(at 10AM)
Vroomooom! 3, Whoooooo, 2, vroomooom!
1, Go! vroomooom, vroom, vroom, pop chichchh.
"Oh, no!" Simba said.
"What happened?" Honey asked.
"The car broke down!", Simba yelled.
"I'll get the tools," Snoofy said, as he jumped out of the car in a hurry.
"I'll get the gas!" Honey screamed.
Everyone did their part and got back in the car. "The moment of truth," Simba said
Chhchchchh, shshshshh, vroom, chhh, vroom! The car roared back to life!
The car caught up to the other cars and was in first place. Simba turned on the nitrous.
Sssssss, vroom, pop, pop, stututututututut
"Whoooooo!" me and dad yelled.
"Good job!" mom and Delina screamed. Then we all hugged.
To be continued.

Evaluation



Primary Evaluator:

Mary Cazabón, Ed. D.

Dr. Mary Cazabón, Ed.D., is the Assistant Director of the Brockton School Community Engagement Project at Lesley University. She was previously on the faculty of Applied Linguistics at the University of Massachusetts Boston, as well as the Director for Bilingual and ESL programs at Cambridge Public Schools for grades K-12, where she worked with technical services relating to dual and foreign language programs and instructional programs for ELs.

With her extensive work in conducting evaluation and research at WestED, Dr. Cazabón is experienced in the evaluation of educational programs both locally and nationally and is certified by the National Institutes of Health (NIH) Office of Extramural Research, having successfully completed the NIH Web-based training course “Protecting Human Research Participants.”

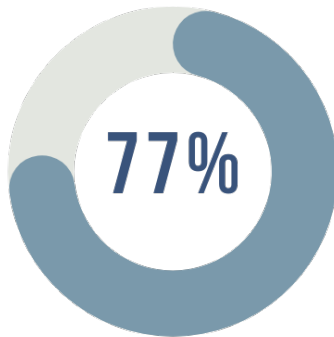
Student Survey



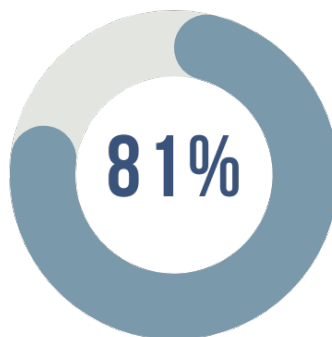
Students were asked to fill out a 15-item survey regarding their perceptions of the Step Up Summer Program. They were also asked to give some open-ended responses. Students were told that the survey was anonymous, meaning that they did not have

to write their name on it, and that there were no right or wrong answers, so they should just answer to the best of their ability. Ninety eight students (63 from grade 4-6 students and 35 from grade 7-9 students) participated in the survey.

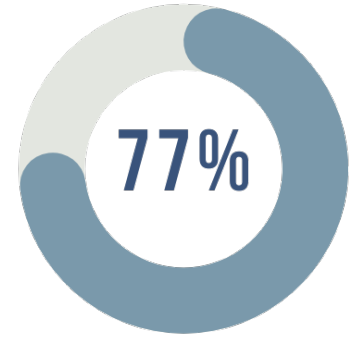
Almost all students thought that the Step Up Summer Program had a positive impact on their academic learning. They also felt that the staff members (administrative managers, teachers, coordinators, and student volunteers) cared about them and their learning. They also appreciated the academic classes and enrichment electives in the afternoon. Students shared that they made new friends, and they expressed a desire to return to the Step Up Summer Program in the coming year.



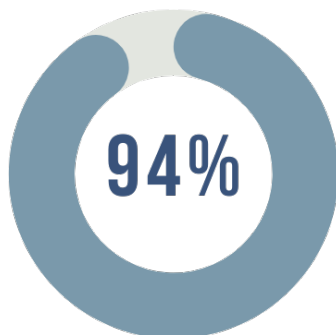
77% of students believe they are learning a lot in Step Up Summer Program



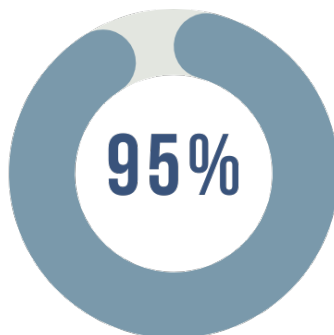
81% of students believe the classes are helping them to improve in Math



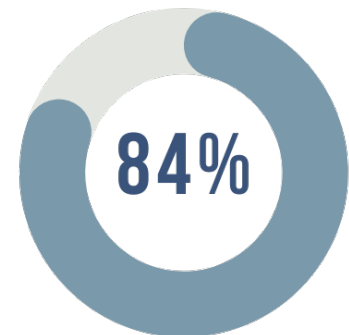
77% of students believe the classes are helping them to improve in English



94% of students believe their teachers and class coordinators in Step Up truly care about them and their learning



95% of students agree the enrichment activities after lunch are fun



84% of students would like to come back to Step Up Summer Program next summer

Academic Progress

MCAS Assessment



During the 4 weeks of the Summer program, students sat for a pretest (diagnostic test) and post-test for both ELA and Math. The assessments were adapted from practice MCAS tests available on the official MCAS Resource Center website. For the purposes of the program, the number of questions in the practice MCAS tests was adjusted to fit the content covered in our curriculum and the timeframe given to complete the test. The assessments were administered as paper-based exams and all students enrolled were required to take them. Students took the test in their respective classrooms for both the pretest and post-

test in order to maintain a consistent testing environment throughout the program.

Through an intentional evaluation procedure, the pretest and post-test questions were carefully selected from segments of the practice MCAS tests from the years 2017 through 2021. MCAS tests from two different years were selected based on their similarity to each other in terms of content and difficulty (to ensure consistency between pre- and post-tests) and based on their alignment with the Step Up curriculum.

Grading & Scoring

Percentage of Students who show progress in the pretest and post-test MCAS assessments (Total number of students = 75)

	English	Math
Grade 4	72%	67%
Grade 5	89%	84%
Grade 6	86%	71%
Grade 7	80%	30%
Grade 8,9	79%	57%

All questions on MCAS-based assessments were multiple-choice questions except for the ELA essay writing section. The writing section was graded using the scoring rubric provided on the MCAS Resource Center website.

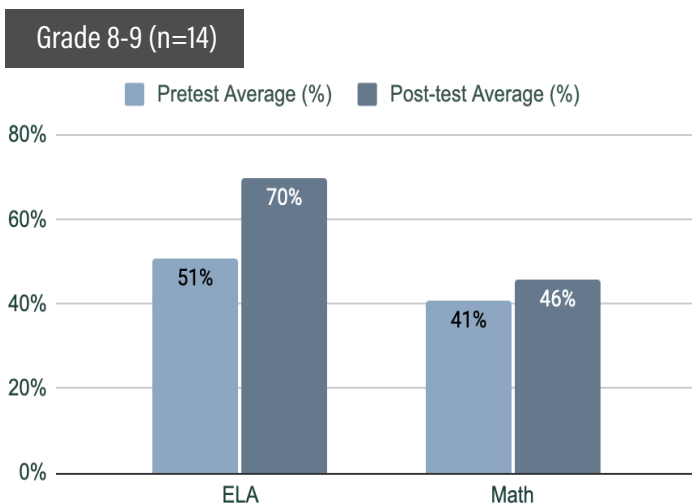
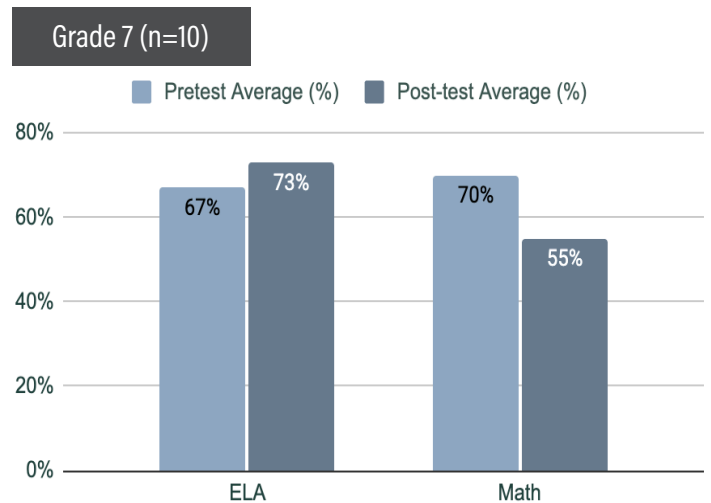
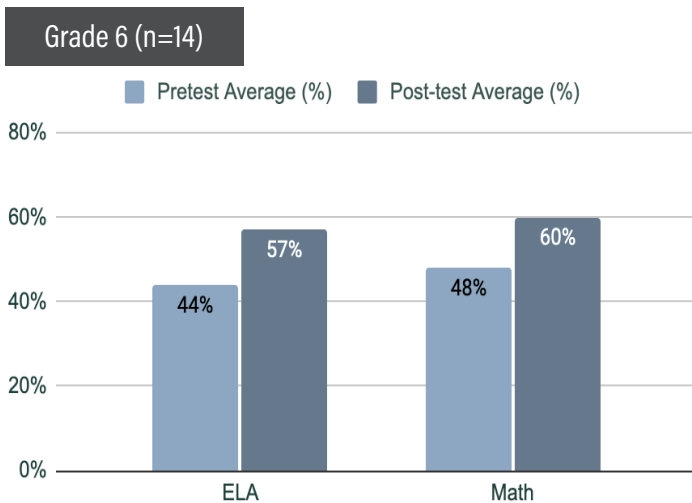
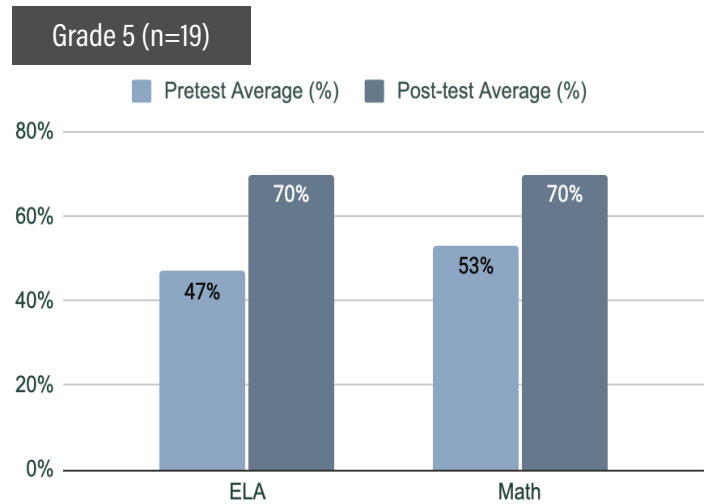
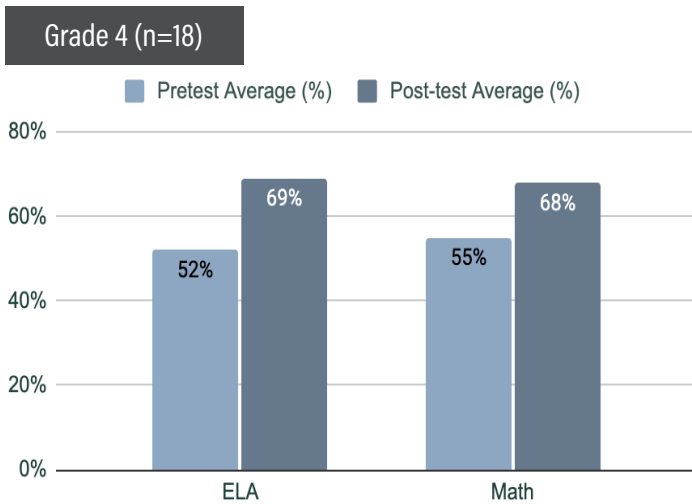
The final score analysis consisted of score breakdowns in terms of content and subject domains. For ELA, the scores were categorized according to the reading and writing sections. The writing section was further broken into three skill areas: (1) Idea Development, (2) Standard English Conventions, and (3) Description. Furthermore,

Math scores were distinguished according to the question types within each math domain: Operations & Algebraic Thinking (OA), Numbers & Operations in Base Ten (NBT), Numbers & Operations- Fractions (NF), and Measurement & Data (MD).

Note:

- The results only consist of students who fully completed both pretest and post-test.
- The practice test results are limited to a small number of tested items.
- Test scores represent accurate raw scores but not standardized or scaled scores. The official MCAS score reports use standardized scores. Test scores are adjusted so that comparisons can be made.

Academic Progress between the pretest and post-test MCAS assessments (Total number of students = 75)



Student Testimonial:

“ I made good work progress. I liked that. ”



Parent Testimonial:

“ I was impressed with this organization; my daughter went to this program this summer. ”

Parent Survey



Parents were asked to fill out an online questionnaire consisting of questions regarding the Step Up Summer Program. A total of 89 parents responded, comprising 60% of the total number of parents. Normally, for internal

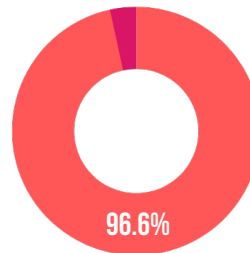
surveys, the target response rate is 30% to 40% of the intended population, so this number of parent participants reflects a high rate of participation.

Note: The Likert range response choice is 1 (one) represents “strongly disagree” and 5 (five) represents “strongly agree.”

Overall, the parent responses on the survey indicated that they were very appreciative of the positive experiences that their children had with Step Up. They understood the goals of the program and their parental role in helping their children, they were satisfied with the professionalism and courtesy of the staff, and they indicated that their children were well-supported in the program. Furthermore, the parents' reasons for choosing Step Up clearly show that they want their children to do better in school, stay engaged during the summer, and have new and enriching learning experiences. As a result, they would like the Step Up Summer program to continue in the future.



How do you rate your satisfaction with the quality of the program provided?



82% of parents rate their satisfaction

5/5

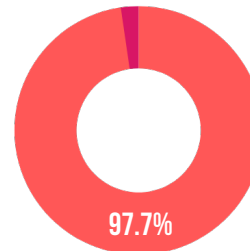
14.6% of parents rate their satisfaction

4/5

96.6% of parents answered they are satisfied with the program



How do you rate your satisfaction with the professionalism and courtesy of staff?



83.1% of parents rate their satisfaction

5/5

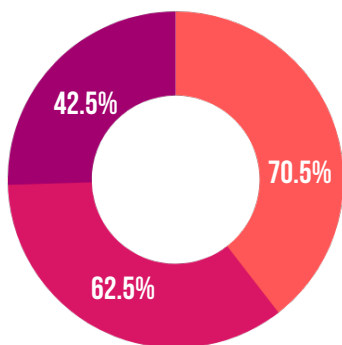
14.6% of parents rate their satisfaction

4/5

97.7% of parents answered they are satisfied with the professionalism and courtesy of staff



What were your reasons for choosing the Step Up Summer Program for your Child? (Multiple choices allowed)



70.5% of parents chose Step Up so their children could have something to do in the summer.

62.5% of parents chose Step Up so their children could have new and enriching learning experience.

45.5% of parents chose Step Up in the hope that their children would do better in school subjects.

Class Observation & Staff Survey

Class Observation

Classroom observation was implemented in order to establish an intentional space for conversation with the teachers about the program and student expectations, and ultimately enhance the learning environment for the students. A typical observation lasted for 15-20 minutes per teacher and was held in the classroom during instructional time. Two observers, the Program Director & Academic Manager, were present during the observation to increase validity and enrich the follow-up feedback to the teachers.

Because of the short duration of the program, only one official classroom observation was conducted at the beginning of the program. Observers used the Classroom Observation Tool adapted from the Wallace Foundation

Summer Learning Toolkit to assess the learning environment, student engagement, instructional quality, and curriculum implementation.

After observation, each teacher received feedback during a 15-minute one-on-one session with the Academic Manager. Feedback was divided into two main categories: teacher behaviors and student behaviors. The teacher behavior domain covered areas such as how inclusively the teacher promoted participation, how well the teacher ensured equity of individual turns, and how the teacher promoted a positive learning environment. The student behavior domain covered areas such as on-task behavior, cooperative responses, and appropriate behavior.

Staff Survey

As a way to reflect and evaluate upon the Step Up Summer Program, 21 staff members – nearly the entire staff, including managers, teachers, paraprofessionals, and other volunteers – participated in the staff survey. The survey was conducted anonymously during the last week of the program. The results showed that 100% of those surveyed considered working in the Step Up program to be a positive experience. In addition, more than 90% of the staff believed that they were well-supported to carry out their respective roles and that the students showed good academic progress as well as social emotional development throughout the program.

EGR

SUMMER SCHOOL PROGRAM CLASSROOM OBSERVATION PROTOCOL
ADAPTED FOR EDR STEP UP SUMMER 2022 PROGRAM, BOSTON, MA

Teacher: _____ Observer: _____

Date/ Time: _____ Number of Students: _____

Content Area: _____

I. General Observations: Physical Environment

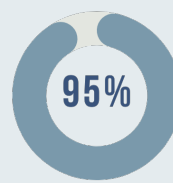
	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
The classroom is adequate for the number of students and activities.					
The classroom is well organized, and materials are set up and ready.					
The classroom is clean.					
Student work is displayed prominently.					

II. EDR STEP UP TEACHER BEHAVIORS

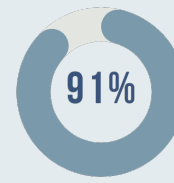
AREA	The Teacher:	Frequency:
Inclusive Participation	Uses practices that involve all students in responding, encouraging all students to formulate answers and participate.	All of the time Most of the time Some of the time Never No opportunity to observe
Equity of Individual Turns	Calls on a variety of students using a pre-planned system to randomize students to ensure equity. Presumes ALL students capable.	All of the time Most of the time Some of the time Never No opportunity to observe
Feedback and Acknowledgment	Provides specific feedback and positive affirmation for performance, focusing on achievement and effort rather than on inherent qualities.	All of the time Most of the time Some of the time Never No opportunity to observe
Pace	Having prepared for the lesson, maintains an efficient instructional pace while providing adequate thinking time. Avoids digressions.	All of the time Most of the time Some of the time Never No opportunity to observe
Positive Learning Environment	Promotes a positive learning environment, connecting with the learners and promoting student success. Utilizes positive reinforcement to encourage appropriate behavior.	All of the time Most of the time Some of the time Never No opportunity to observe
Enthusiasm	Displays a genuine interest in the content of the lesson and the learning of his/her students.	All of the time Most of the time Some of the time Never No opportunity to observe
Lesson Adjustment	Adjusts the lesson based on student performance (e.g., re-teaches challenging content. Provides additional practice. Moves forward in lesson).	All of the time Most of the time Some of the time Never No opportunity to observe



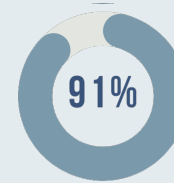
100% of the staff considered it a positive experience.



95% of the staff believed the students made progress in academic subjects.



91% of the staff believed the students got the social/emotional support they needed.

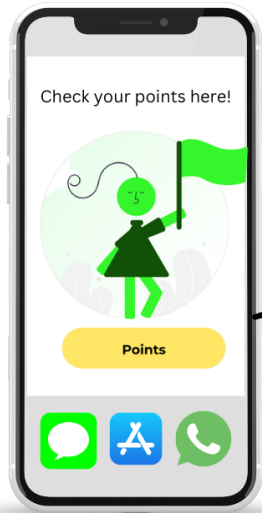


91% of the staff believed they had received the support they needed.

Point System & Report Card

Point System

The 2022 Step Up Summer Program focused on cultivating students' self-motivation for their own self-management. To better facilitate the desired behaviors and performance, the Step Up Program used a “rewards points” system that emphasizes a direct link between positive behavior and earning points. The points are granted to students based on six categories of behaviors: (1) Kindness, (2) Respect, (3) Responsibility, (4) Team Player, and (5) Achievement. In addition, a Special Wild Card category was used to reward a whole class that made consistent efforts or produced significant achievement jointly.



Students and their parents can check students' points on the Step Up app.



Student Testimonial:



I like the store because it makes students want to get points by behaving well and working hard.



Point cards are converted to Step UP money to purchase stationeries, toys, and books in the Step Up Store.



Teachers and paraprofessionals take trips to each class to show what students can buy in the store.

Student Report Card **EQR**

Step Up Summer Session | July 5 - July 29, 2022

Name: _____ Grade: 4

Academic Performance on English and Math

Student Performance

Subject	Pre Test '22	Post Test '22
English	44%	59%
Math	30%	100%

Test Scores Out of 100%

Assessment Result

Subject	Pre	Post
English	44%	59%
Math	30%	100%

Teacher's Comments

... is an empathetic student who cares for the thoughts and feelings of others.

ELA score breakdown			Mathematics score breakdown		
	Pre test	Post test		Pre test	Post test
Reading	59%	63%	Operations & Algebra	56%	100%
Writing	42%	40%	Numbers & Base Ten	33%	100%
Idea Development	25%	20%	Fractions	0%	100%
Standard Convention	87%	33%	Measurement & Data	9%	100%
Description	33%	33%			

Social-Emotional Learning					Counselor's Comments
Virtues	Description	Excellent	Good	Need efforts	
Responsibility	Take ownership of learning and be responsible for their behaviors.				... is a very responsible student in and outside of classes. She not only takes great care of herself, but also offers support to anyone in need. Thanks for bringing so much positivity to the class!
Respect	Show respect and kindness to teachers and peers.				
Diligence	Works hard to achieve the goals.				
Confidence	Believe in themselves and focus on the things they can do.				

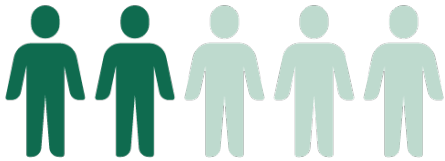
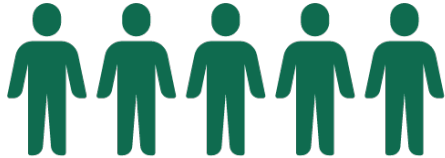
<https://edworld.org> | 817-482-2722 | stepup@edworld.org | 30 JFK St, Cambridge, MA 02138

Report Card

Student Report Cards presented the score breakdowns of each student's pretest and post-test alongside a detailed evaluation of the student's social-emotional learning growth. The SEL evaluation covered four main virtues: (1) Responsibility, (2) Respect, (3) Diligence, and (4) Confidence. In addition, each Student Report Card included individualized teacher and mentor comments about the student's overall academic and behavioral performance. Translations of these comments were provided as needed.

In order to effectively communicate to parents their child's academic performance, the report card primarily focused on quantitative analysis. Parents were informed of the student's overall assessment scores, followed by a detailed breakdown of the scores across different domains for both ELA and Math. These breakdown scores aimed to provide a greater awareness and understanding of the different focus areas that students excelled or needed improvement in. Since the Step Up program was only a month long, we also intended for the report cards to provide students with a further sense of purpose to continue filling in their learning gaps to prepare for the next academic year.

Attendance

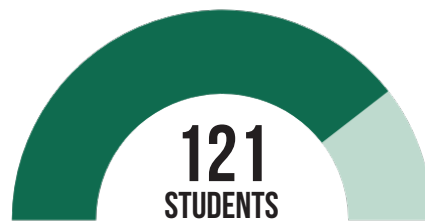


71%

ACCEPTANCE RATE

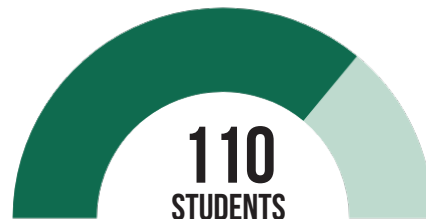
217 Students Registered
154 Students Accepted

Step Up program collaborated with the Bilingual Education Department at Brockton Public Schools to recruit students, according to Department recommendations based on their evaluation of the students' academic backgrounds and needs.



78.5% of
All accepted students

ENROLLED



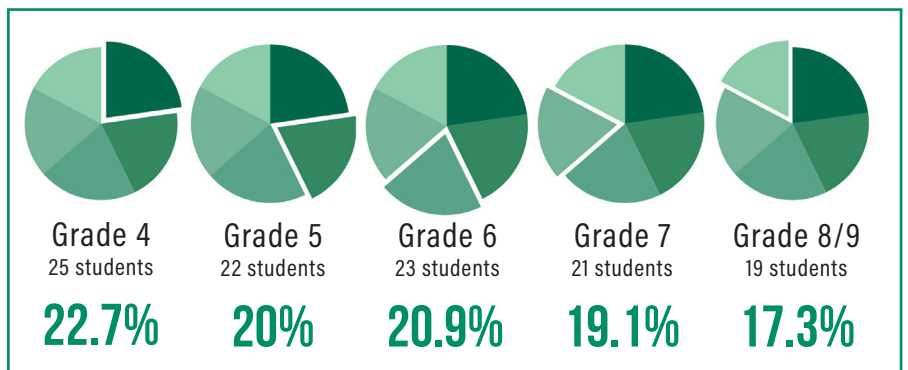
71.4% of
All enrolled students

COMPLETED

ELIGIBILITY TO JOIN STEP UP

In order to extend the Step Up program to the students who need the most support, we followed a purposive student recruitment approach using two main selection criteria:

- (1) have an ACCESS score 3.0 or higher.
- (2) be a former or current ESL student.



Summary of the Result

Step Up Summer Program students demonstrated improved learning in academic subjects as well as improved Social Emotional Learning (SEL).

INPUTS

- Staff expertise in teaching ELs and former ELs contributed to a strong academic and language-focused classroom environment.
- Collaboration with the school district enabled many positive actions and culminating events.
- Internal, external, and school community collaborating partners enhanced collective expertise in bilingual family engagement.

OUTPUTS

- 154 students (EL and former EL students) participated in an academic and fun summer program.
- All staff received pre-service and in-service professional development in content-based ESL, Universal Design for Learning (UDL), and Social-Emotional learning (SEL).
- Bilingual Community Advocates served as vital partners and ensured that parents were kept informed of all program activities.
- Families received reports and updates on their children's development and progress in the program.

More than 72% of the students improved in English and Math on the adjusted MCAS tests.



More than 90% of the students exceeded/ met expectations on SEL evaluation.



In order to effectively communicate to parents on their child's academic performance the report card primarily focused on quantitative analysis. Parents were informed on the student's overall assessment scores followed by a detailed breakdown of the scores from different domains for both ELA and Math. These breakdown scores aimed to provide a greater awareness and understanding of the different focus areas that students excelled or needed improvement in.

OUTCOMES

- Combining data from both ELA and Math, 72% of the students showed improvement between pre- and post-tests.

First Name	Last Name	Protest (7/8)										
		4th Grade		Writing			RD+WR			RD+WR %		
		RD (7/8pts)	Idea Development (4/3pts)	Standard Convention (3/3pts)	Description (3/3pts)	WR (1/10pts)	RD+WR (1/10pts)	RD+WR %				
1	M	4	50%	2	50%	2	67%	3	100%	72%	11	61%
2	M	7	88%	3	75%	3	100%	3	100%	92%	16	89%
3	De	4	75%	3	75%	2	67%	2	67%	69%	13	72%
4	Et	3	38%	3	75%	2	67%	2	67%	69%	10	56%
5	Va	3	38%	2	50%	3	100%	1	33%	61%	9	50%
6	Di	4	50%	1	25%	2	67%	1	33%	42%	8	44%
7	Is	4	50%	2	50%	1	33%	1	33%	39%	8	44%
8	Im	3	38%	2	50%	2	67%	3	100%	72%	10	56%
9	M	2	25%	2	50%	1	33%	2	67%	50%	7	39%
10	An	7	88%	3	75%	2	67%	2	67%	89%	14	78%
11	Je	2	25%	3	75%	2	67%	3	100%	81%	10	56%
12	Am	2	25%	3	75%	2	67%	3	100%	81%	10	56%
13	M	3	38%	1	25%	1	33%	1	33%	31%	6	33%
14	Co	7	88%	3	75%	3	100%	3	100%	92%	16	89%
15	KH	0	0%	1	25%	1	33%	1	33%	31%	3	17%
16	Is	0	0%	4	100%	2	67%	3	100%	69%	15	83%
17	Sc	1	13%	2	50%	2	67%	1	33%	50%	6	33%
18	Ka	5	63%	3	75%	2	67%	3	100%	81%	13	72%
19	Je	4	50%	2	50%	0	0%	1	33%	28%	7	39%
20	Da	4	50%	2	50%	3	100%	1	33%	61%	10	56%
Grade Average		3.85	48%	2.35	59%	1.9	63%	2	67%	63%	10.1	56%
Total no. of test takers: 98												

- More than 90% of students exceeded/ met expectations or were approaching expectations in SEL development.
- Staff worked together on professional development to improve their teaching of ELs and Former ELs.
- School District and Brockton community leaders participated in the culminating student event.



Step Up Program Advisors

JAY JINSEOP JANG, PH.D.

Project Design and Coordination, Business/
Financial Management

Dr. Jinseop Jang is responsible for the overall planning and management of the project. Dr. Jang has held leadership positions in the non-profit, government and business sectors for the past 20 years. As a graduate of the Harvard Kennedy School and the NYU Stern School of Business, he founded an educational institution for global entrepreneurship and English learning in 2003. In 2013, he also founded the Educational Divide Reform (EDR), a non-profit, 501(c)(3) organization. He has developed projects on human security and global citizenship education. Since 2015, he has designed the Step Up Program to help at-risk immigrant students at public high schools in the Boston area to overcome the social problem of educational inequality caused by English/cultural barrier. In addition, he has organized the public events called “Bridging Generations: With

Heroes of the Forgotten War” to invite and connect Korean War veterans to both Korean and American children in order to teach the history of the U.S.-Korea alliance. He has also run the program “Power of Hope: Global Entrepreneurship Education for North Korean Refugee Students” to produce role models of young entrepreneurs for the North Korean community inside South Korea since 2016.

MARY CAZABÓN, ED.D.

ESL Education, Parent/Community Engage-
ment

Dr. Mary Cazabón is responsible for the design and evaluation of the curriculum, particularly in the area of American culture and English education. She is one of the founders of EDR, and she brings experience in design and inception of innovative research-based programs for the most at-risk vulnerable populations. Holding an advanced degree in Applied Linguistics and a doctorate in Urban School Leadership, she has extensive



2022
Closing
Ceremony

experience in conducting educational research and evaluation, in developing academic content and English as a Second Language curricula, and in delivering technical assistance to schools, districts, universities, and state departments of education. From 2002-2004, she designed business English multimedia self-learning material drawing from “content-based English learning theory.” From 1994-2008, she served as Director of Bilingual/ESL Programs (Kindergarten through Grade 12) in Cambridge, MA. She renders technical services to language and instructional programs for ELLs. In 2001, she participated in an official educational delegation to Cuba headed by a US government official to distribute educational materials to schools and libraries throughout the country. She has also directed two Graduate Certificate Programs through the Applied Linguistics Department at University of Massachusetts Boston. She has received commendation for her service to the education of ELLs in Massachusetts from the MA Department of Elementary and Secondary Education. She is currently the Assistant Director of the Lesley University English Language Teacher/Parent Certificate Project that is partnering with the Brockton Public Schools Department of Bilingual/ESL Services and the Brockton-based community agency, SABURA .

LINDA CHAMPION, ESQ.

Government and Public Relations, Legal Compliance

Ms. Linda Champion graduated from Suffolk Law School in 2001 and has spent the past 15 years working in the area of labor, industrial accidents, consumer protection, real estate and business transactions practicing in both the state and federal systems. Linda was a Democratic primary candidate for Suffolk County District Attorney in 2018. Linda is a former Suffolk County Assistant District Attorney and currently represents the Commonwealth’s Workers’ Compensation Trust Fund as an Assistant General Counsel at the Department of Industrial Accidents. Linda serves as Advisor to the President of Whittier Street Health



Step Up students had a VR visit to Africa

Sponsored by World Vision International

Center, Member of the OKTA-Korean Trade Association, and Vice Chair to the Board of Advisor of CUE Realty, LLC, a wholly owned subsidiary of Urban Edge, and is the Board Chair to Sira Naturals Board of Advisors.

KYUNG-SHICK CHOI, PH.D.

Computer Education, Crime Prevention Education & Research, Collaboration with Boston University

Dr. Kyung-Shick Choi is the Cybercrime Investigation & Cybersecurity (CIC) Program Director at Boston University. He designed and oversees the Master of Science in Criminal Justice concentration and certificate in Cybercrime Investigation & Cybersecurity(CIC), offered jointly by the Department of Applied Social Sciences and Department of Computer Science at Boston University. Dr. Choi has an established track record in designing and delivering law enforcement training programs in cybercrime investigation, including child exploitation investigation. He has delivered invited lectures at the INTERPOL and the AMERIPOL summits and has also testified in support of a cybersecurity bill (No. H2814) for the Massachusetts Statehouse as a cybercrime expert. Dr. Choi currently facilitates the International Journal of Cybercrime and Cybersecurity Intelligence as Editor-in-Chief. He has been rigorously conducting federally-funded cybercrime projects and his own academic research, focusing on the intersection of human behavior and technology and how criminal justice can respond effectively to the challenges of cybercrime.

HANNARAE LEE, PH.D.

Data Analysis and Measurement, Research, Collaboration with Bridgewater State University

Dr. Hannarae Lee is Assistant Professor and Director of the Cybercriminology and Cybersecurity Graduate Certificate Program at Bridgewater State University in Massachusetts. Dr. Lee has co-authored journal articles and book chapters regarding cybercrime and cybersecurity. Additionally, she serves as an editor of the International Journal of Cybersecurity Intelligence and Cybercrime and treasurer of the Korean Society of Criminology in America.

JORGE ALLEN, PH.D.

Multi-cultural and Foreign Language Education

Dr. Jorge Allen is the PreK-12 Coordinator for English Learner Education & World Language Programs, District Global Pathways Senior Advisor, and the District Cultural Climate Committee Chair at Andover Public Schools in Massachusetts. He has taught Spanish classes and was the Advisor to Black and Latino students at Phillips Academy Andover. He was an Assistant Professor of Spanish at Southwest Minnesota State University, where he was a supervising professor for the university's high school-college concurrent enrollment program. Dr. Allen currently serves as the Presidential appointee for the Urban District Engagement and Advocacy Committee for the Massachusetts Foreign Language Association. He is also a member of the Task Force on Racial Justice for the Massachusetts Association of Teachers of Speakers of Other Languages, and a member of the Massachusetts Department of Elementary & Secondary Education Secondary Teacher & Principal Advisory Cabinet. He is a former President of the Massachusetts Foreign Language Association and past chair of the Massachusetts Foreign Language Association 2017 Conference. Dr. Allen offers dynamic, engaging, and results-driven workshops for educators in his district, focusing on anti-racism, diversity, and inclusion initiatives.



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Excerpt from the speech of Dr. Jay Jang, EDR President during the closing ceremony

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