



THE MENTORING ALLIANCE



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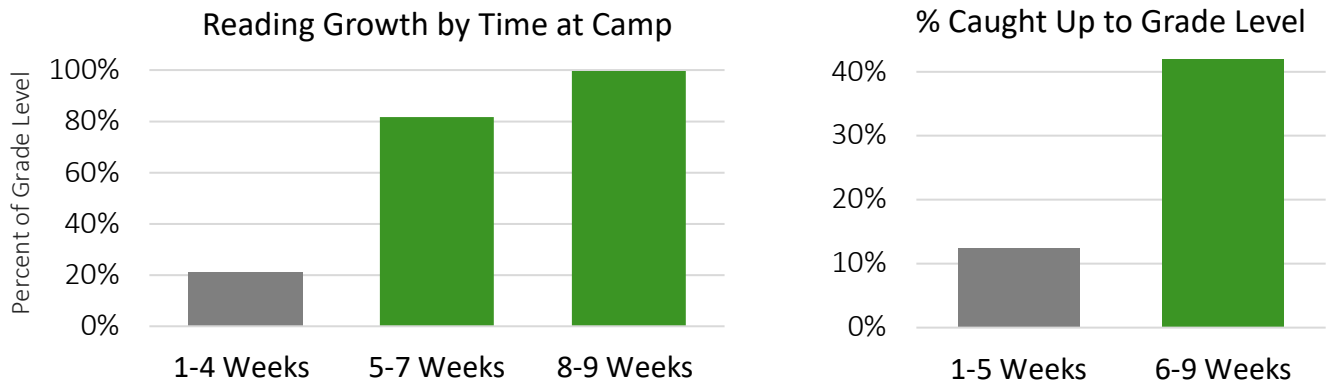
ACADEMIC
SUCCESS

Rose City Summer Camps hire trained TISD teachers to offer educational enrichment customized to each child's grade level. The academic outcomes are measured in 2 ways: (1) calculating growth in reading proficiency for kids in the summer reading intervention and (2) comparing NWEA standardized math and reading test scores for all campers before and after summer vacation to assess summer learning loss.

Summer Reading Gains. 132 out of the total 942 campers participated in the intensive reading intervention. Since 47 campers were not even on a beginner reading level for a Kindergartener (as measured by Fountain & Pinnell levels), the following growth in reading proficiency could only be calculated for the 85 students with a baseline level.



Campers gained 1 full year of reading proficiency in 8-9 weeks

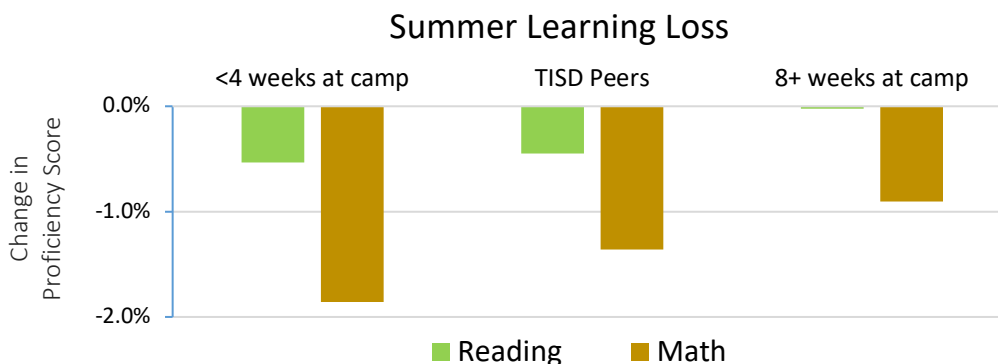


- 3 times as likely to catch up to grade level of reading proficiency when attending majority of camp

Summer Learning Loss. Test scores before and after summer were compared for 424 of the total 942 RCSC kids coming from K to 4th grade and going into 1st to 5th grade to average scores at 17 TISD elementary schools. The TISD average summer learning loss below is a weighted average from the schools and grades that summer campers are in.



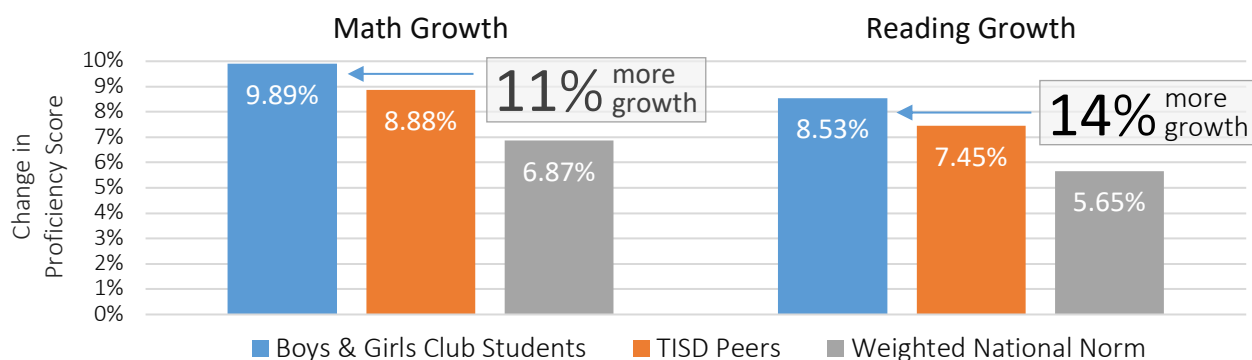
Eliminated Summer Reading Loss & Cut Math Loss in Half



Math and Reading Proficiency Growth in 2017-18 school year: Total Population



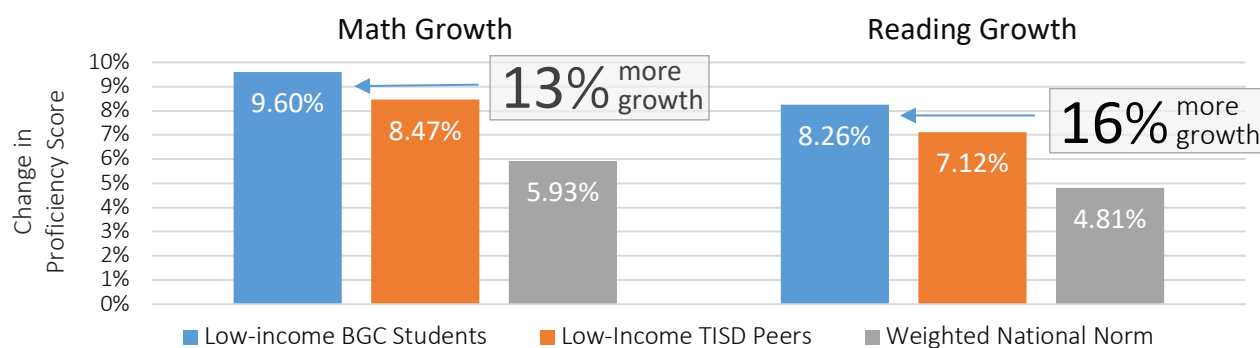
Homework time, staff help, and learning software help BGC kids learn more than their TISD peers, evidenced by higher 2017-18 school-year growth in math and reading standardized test scores.



Math and Reading Proficiency Growth in 2017-18 school year: Low-Income Students



Low-income BGC students outperform low-income TISD peers by a greater margin than kids who are not in the free or reduced lunch program, demonstrating unique value to at-risk kids.



At-risk Youth School Disciplines & Absences: Mentor Effect



gospelvillage

2015-16 pipeline study of a full school year of data for GV kids with mild to medium behavior or attendance issues found this impact:

