


Living Classrooms Foundation BEE SMART Program Summer 2020 Evaluation Report Addendum


The Living Classrooms Foundation implements the Baltimore Environmental Education Summer Math and Reading Trailblazers (BEE SMART) program, a Maryland State Department of Education (MSDE) 21st Century Community Learning Center. A full evaluation report on the Summer 2020 program was completed in October 2020; this document serves as an addendum to the report, incorporating data that was not available until after the completion of the first quarter of the 2020-2021 school year.

This report includes data related to two literacy performance measures, one with a focus on standardized test scores and the other on report card grades. Reading data were available for 85% of the 52 students who participated during the Summer 2020 BEE SMART program. For evaluation of Performance Measure 1.1.2, standardized test score data were available for 32 participants (62%). For evaluation of Performance Measure 1.2.1, report card grades were available for 44 participants (85%).

Performance Measure 1.1.2

Performance Measure	Results
1.1.2 Between end-of-school year and the beginning of the next, 50% of BEE SMART students will increase or maintain their Lexile score as determined by the iReady Reading Assessment administered by partner schools.	 Lexile score data not available

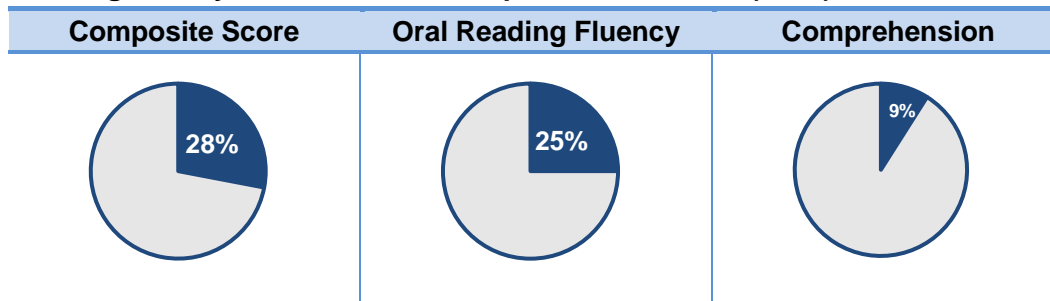
The evaluation of this performance measure relies upon Lexile scores from iReady reading assessments; however, scores were not available for Q4 of the 2019-2020 academic year or Q1 of the 2020-2021 academic year. As a proxy measure of literacy achievement, mClass DIBELS/Amplify assessment scores were utilized including a composite score, oral reading fluency, and comprehension. Among participants for whom data were available, more than one-third (38%) were at or above grade level target in one of the three key areas. More than one-fourth of participants (28%) were at or above target based on composite score, 25% for oral reading fluency, and 9% for comprehension.




38%

of participants were at or above the mClass DIBELS/Amplify grade level target scores for the composite, oral reading fluency, or comprehension score. (n=32)

The percentage of BEE SMART participants who were at or above the grade level target score varied from 28% for the composite score, 25% for the oral reading fluency, and 9% for the comprehensive score. (n=32)



Performance Measure 1.2.1

Performance Measure	Results
1.2.1 40% of BEE SMART students for whom report card grades are available* will increase or maintain their report card grades in ELA, MATH, and/or Science	<p>Met</p> <p>50% of participants increased or maintained their report card grades in ELA, Math, and/or Science from the end-of-school year and beginning of the next. (n=44)</p> 

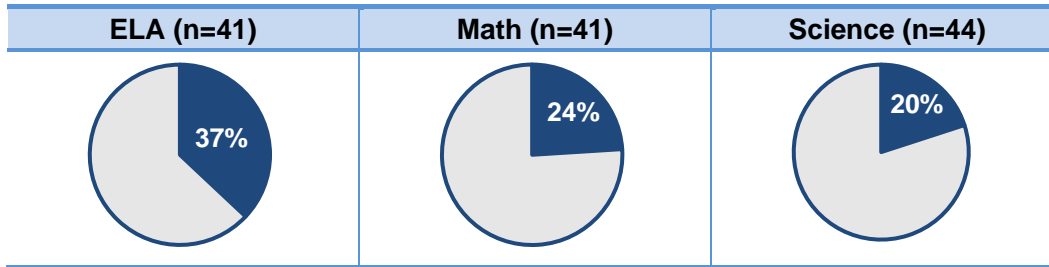
To evaluate this performance measure, BEE SMART relied on final grades from report card data for the 2019-20 school year and Q1 of the 2020-21 school year. Students were included in the analysis if either: 1) their ELA, Math, and/or Science report card grade increased from the 2019-2020 final grades to the 2020-2021 Q1 grades in those subject areas, or 2) they maintained a P/D¹ or higher (60 or more points) from final grade to the Q1 grade in these subject areas.

Overall, among students with available data, **half (50%) increased or maintained their report card grades in at least one of these subject areas**, exceeding the 40% target (n=44). As illustrated below, improvement by individual subject area was not as high, with 37% of students increasing or maintaining in ELA, 24% in math, and 20% in science (n=44). Notably, 67% of returning BEE SMART participants increased or maintained their report card grades in ELA, Math, and/or Science (n=22) compared to 37% of first year participants (n=22). While not statistically significant, this 30% average difference between groups is noteworthy. Student grades are based on the following grading scale from Baltimore City Public Schools. Note the shift in grade “letter” from 5th to 6th grade but consistency in numeric scale.

	6 th Grade Report Card Scale	2 nd - 5 th Grade Report Card Scale
90-100	A	E: Excellent
80-89	B	G: Good
70-79	C	S: Satisfactory
60-69	D	P: Poor
59 or below	F	U: Unsatisfactory

¹ The grade of “P” or “Poor” is on report cards for 2nd-5th Graders; the grade of “D” is on report cards for 6th Graders.

37% of participants increased or maintained their ELA grade from the end of the 2019-2020 school year to Q1 of the 2020-2021 school year. This percentage was lower for Math (24%) and Science (20%).



The sample size varied considerably from one grade to another, ranging from 3 to 18, making it challenging to compare across grade levels. When exploring upper and lower grade levels, a higher percentage of younger participants increased or maintained grade level scores in ELA than in math; however, the opposite held true for participants in the upper grades. With respect to science, while 2nd and 6th grade participants did not maintain or increase their grades, 22-33% of 3rd-5th grade participants maintained or improved.

56% of 3rd and 4th Graders increased or maintained their report card grade in one or more subject areas, with 50% of 6th Graders, 38% of 5th Graders, and 33% of 2nd graders.

	2 nd Grade (n=3)	3 rd Grade (n=9)	4 th Grade (n=18)	5 th Grade (n=8)	6 th Grade (n=6)	All Grades (n=44)
One or More	33%	56%	56%	38%	50%	50%
ELA	50% (n=2)	44%	39%	29% (n=7)	20% (n=5)	37% (n=41)
Math	33%	11%	17%	33% (n=6)	60% (n=5)	24% (n=41)
Science	0%	22%	33%	33%	0%	20% (n=44)