

Data Analysis of the After-School Bilingual Academy (ABA)
2006/2007 School Year

The After-School Bilingual Academy has been in existence to for two school years – 2005/2006 and 2006/2007. Funding under Title III at the secondary level gives students the opportunity to attend after-school instruction in the content areas in which they are experiencing difficulty. Specialized teachers in every content areas and instructional programs are part of the ABA model. In the second year of the ABA’s existence attendance has increased 55%. Student progress and the effectiveness of the program are analyzed in both a quantitative and qualitative manner. Faculty meetings with the Director of ESL are held on a weekly basis to discuss and evaluate the effectiveness of the program. Research based evaluations, quarterly and final grades as well as Regents exams are used to monitor the progress of students attending the ABA. The Woodcock-Johnson III, The Scholastic Reading Inventory (SRI), and The AGS assessment are administered at the beginning and end of the school year to all students to monitor student progress. Students who regularly attend the ABA program show significant increases over students whose attendance was irregular.

Attached please find the Excel spread sheet reflecting students academic achievement who attended the specialized READ 180 program as a part of the ABA program. Name of attachment is “After-School Bilingual Academy 2006 – 2007”. It should be noted that several of the students who did not advance their NYSELAT standing had no more than 4 or 5 “raw score points” needed to advance. Recommendations are noted for each student. All students who were scheduled to graduate and participated in this specialized literacy program did successfully pass all of the required Regents and graduated.

An analysis of the date shows that students who attended the ABA program made advances and sometimes significant when their attendance was more than 50% of the time. Below is a list of findings related to attendance and academic achievement:

% Student Attendance	Number of Students	% Advanced NYSELAT in this attendance category	Notes
75 % - 100 %	12	58.3%	2 students now at the Proficient level
50 % - 74%	6	16%	
Less than 50%	22	15.7%	1 adv, 1 proficient, 1 not NYSELAT tested

Notes: Many students were less than 6 raw score points away from advancing in their NYSELAT scores. Attendance was irregular for many students due to family obligations and inconsistencies in living arrangements. Sixteen students were new to the school district this year and this was their first year attending the ABA.

Recommendations:

- 1.) Encourage regular attendance.
- 2.) Increase number of students in specialized READ 180 literacy program.
- 3.) Focus on test taking strategies.
- 4.) Monitor students quarterly using additional research based evaluations.
- 5.) Disaggregate the data to more closely monitor students at the Reading & Writing & Listening Levels