**Quarterly Performance Reports**

**Template for Pre-Collegiate and Educational Support Services**

*Please respond to each of the areas listed below in a page or two (bullet points are fine). This template has been designed to reflect the information requested on annual performance reports for the unit, thereby facilitating the APR-writing process. Also, both the report structure and quarterly reporting requirement are intended to provide the opportunity to change course, if needed, and/or to obtain assistance in overcoming obstacles that impede the program’s ability to attain its objectives and goals and optimize its impact.*

**Goals and Accomplishments**:Discuss achievement of program goals and successes for the quarter in the areas of:

* Service delivery: This section includes key activities/services you have provided this quarter, including the development of any new initiatives to better serve students and/or the revision of previously provided services.
	+ Revised USP Tutoring Program to improve academic support services for students (1) falling below 3.0 GPA and (2) undertaking rigorous Honors and AP coursework
	+ Debut of USP Portfolio to facilitate metacognition, and better track and enable continuous student progress and achievement including work in their classes at school, tutoring/courses at USP, and in UCourses.
	+ Begin integrating Achieve Connect Thrive (ACT) competencies into the programming and student portfolios.
	+ Completed one-on-one advising for 90 students
	+ After a pilot last year, the Scholar Council is officially part of USP programming with 8 members meeting twice each month to design and improve program culture and events
	+ Halloween and Holiday party
	+ 2 courses focused on ELA, critical thinking, research, and collaboration – Civic Leadership and Multiculturalism on the American Stage
* Student/alumni awards and activities
	+ 1 MS; 9 HS students with Perfect Attendance
	+ 16 students winning Best Effort, Most Improved, Class Leadership, Most Engaged.
* Collaborations with other departments, units, external partners
	+ Partnered with the Office of Student Leadership and Community Engagement to provide 2 leadership development workshops for Scholar Council members
	+ Donated proceeds from the USP Thanksgiving Food Drive to U-ACCESSS Food Pantry
	+ Continued work with CAPS (Olga Lauterbach) and IT (Gene Schwab) to open access to on-line UCourses with 1 student enrolled for Spring 2015
	+ Submitted 4 Dual Enrollment applications through Undergraduate Admissions (Nimol San)
	+ Coordinated 1 USP participant to participate on the panel for the Edward M Kennedy Institute for the Senate and the Thomas J Dodd Research Center’s “Children’s Issues Panel Discussion”
	+ Began collaborating with the “Gateway Project” to develop curriculum and teaching approaches for pre-collegiate programs at UMB
	+ Course (Civic Leadership) field trip to Tufts University for campus tour and meeting with International Student organization
* Specific goals you are working on for next quarter/the rest of the year: Please discuss any new program goals, initiatives you are implementing (e.g., piloting a tutoring or advisory program; student leadership initiative, increasing student internship opportunities, etc.)
	+ Post-Secondary Education Achievement Plan under development and discussion
	+ Working to increase access to UCourse and Dual Enrollment for students in grades 10 and 11
	+ Goal of a greater percentage of upperclassmen participating in Scholar Council
	+ Goal of greater internship opportunities and quality work experiences for 11th and 12th grade students over the summer
	+ Goal of increase in PRISM ratings for Student Choice, Leadership, Responsibility, and Autonomy in the summer program and staff trainings to increase these elements

**Report on Objectives and Program Assurances**: State each of your major program objectives (standard objectives for federally funded programs) and whether you are on track to meeting them or not. Provide detailed discussion of any objectives that you are not on track to meeting. Please note that relative to some of the objectives (e.g., graduation, postsecondary enrollment), you may not have updated data to report on a quarterly basis. However, relative to retention, for example, you can nevertheless report on how many students have dropped out of the program and what the implications are for attaining the annual retention goal. Please make sure your response to this section includes the following data:

* Number of students served to date - 116
* Objective 1 – Retention

a. Batch year 2013 – 90% (47 of 52)

HS 100%: 37 of 37 students retained

MS 67%: 10 of 15 students retained

b.

* + - Cohort 2008 – **HS** 29% (13 of 45); **MS** 35% (17 of 48)
		- Cohort 2009 – **HS** 44% (21 of 48); **MS** 35% (12 of 34)
		- Cohort 2010 – **HS** 0% (0 of 9);  **MS** 24% (4 of 17)
		- Cohort 2011 – **HS** 35% (6 of 17); **MS** 75% (12 of 16)
		- Cohort 2012 – **HS** 100% (5 of 5); **MS** 38% (6 of 16)
		- Cohort 2013 – **HS** N/A; **MS** 33% (3 of 9)
* Objective 2 – GPA of 3.0 or better (data in process)
* Objective 3 – MCAS Proficiency (data in process)
* Objective 4 – SAT
	+ Spring 2014 (10 week course) – 12 of 15 increased more than 50 points with an average of 140 pts.; 2 decreased; 1 increased 40 pts;
	+ Fall 2014\* (6 week review course) - 8 of 9 increased more than 50 points with an average of 100 pts.; 1 decreased by 40 points

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| --- | --- | --- | --- |
|  | Average Score Diagnostic | Average Diagnostic to Official Test Gain | Official Test Average |
| Spring 2013 | 1100 | 130 | 1270 |
| Fall 2014 | 1030 | 100 | 1240 |

\* Fall 2014 data is incomplete due to poor diagnostic test attendance

* Objective 5 – College enrollment w/in 15 months
	+ Class of 2013 – 88% (7 of 8)
	+ Class of 2014 – 79% (11 of 14)
* Objective 6 – College graduation w/in 6 years
	+ Class of 2008 – 41% (9 of 22)
	+ Class of 2009 – 54% (7 of 13)
	+ Class of 2010 – 21% (5 of 24)

**Program Strengths and Weaknesses**: Discuss your program’s strengths and how you employ them in the service of program goals. Discuss significant program weaknesses and how you are working to eliminate them or mitigate the negative effect that they have on program operations. Discuss specific obstacles or challenges that are preventing you from attaining objectives, program goals, or desired results.

 Our strengths continue to be strong student engagement, retention, and program service. Academic services in the form of tutoring and after school courses have achieved their objectives with tutoring especially benefitting from an expansion to all students (elective and mandatory) and the debut of the portfolio to focus and track this work. University and external partnerships continue to produce successful results in opening access to university-level coursework for more students, providing high-quality extracurricular experiences, and engaging students in new and exciting opportunities including the student leadership organization, Scholar Council.

 We are still finding that about 15% of our 12th grade cohort to lack the GPA and SAT scores to be competitive for 4-year college acceptance. This is in part due to unfocused and loosely structured academic support service and identification efforts that have largely been addressed through Advising, Portfolio, and closer monitoring of student achievement throughout the academic year. However, issues continue to persist. To address these, we are using the USP Portfolio to track and improve student achievement while instituting a summer (rising 11) mid-year and end-of-year portfolio review for all students in grade 11. This will help us determine students requiring focused intervention as well as students who may be best served in alternative programs better suited to their needs.

 Reliable student data (report cards) are critical in ensuring we are responding to the most recent and clear information. While we continue to leverage stipends to collect this data, it is an imperfect system. Stronger program-partner school relationships are vital to making this easier and more efficient.

 Obstacles to higher SAT scores are complex. While most students improved while taking the SAT preparation course, when it came time to take the actual test, many did not succeed in raising their scores higher than their original score from the May exam. While this may in part be due to student motivation and focus, we are exploring ways for students to gain stronger basic skills (Summit’s Foundations Program), enabling them to score higher on the May exam.

**Professional Development**: What professional development activities were you and your staff engaged in this quarter? In addition to conferences attended and presentations made, please include UMass or other courses taken, degrees obtained, and participation in on-campus trainings (e.g., supervisory leadership development program, financial and computer skills workshops, etc.) as well as on the job experiences that advance staff knowledge/skills.

 SHW – Buyways Training

 SV – Continued pursuit of M.S. in School Counseling - Counseling 630; Counseling 633;

 Attended 12/8/14 - MEOA Preventing Youth Suicide and Financial Aid Seminar

 KD – UMB Training: Work of Leaders: Vision, Alignment, Execution;

 UMB Training – Decision Making and Change Management Tool;

 Attended 2 Boston After School and Beyond workshops – (1) Applying your PRISM for Program Development and (2) Advancing Quality Partnerships – Engaging ELLs Convening;

 UMB Training – Excel 2014

 Attended at Massachusetts STEM Summit.

**Training Needed**: Please list any areas in which you or your staff would benefit from specific training.

 Website editing and development refresher.

**Number of UMB Students Hired by the Program:** Indicate what role the UMB student(s) played in your program (tutors, instructors, office assistants, etc.). Report on undergraduate and graduate students separately.

 1 graduate student and 4 undergraduate students were hired as tutors in the fall of 2014