

## REPORT SUMMARY SHEET

**BOARD MEETING DATE:** December 17, 2018

**TITLE AND BRIEF DESCRIPTION:** 21<sup>st</sup> Century Community Learning Center Grant  
Outside Evaluation Report

**ACTION DESIRED:** Informational Only

**BACKGROUND:** Each year the 21<sup>st</sup> CCLC, our afterschool LEAP grant, is required to have an evaluation completed by a contracted, trained evaluator. This report is based on surveys, (from students, parents, regular day administrators, and LEAP staff) student grades, testing scores, attendance, and Program Quality Assessment data (based on visits to each site). This evaluation then goes to DESE and released for public information by the LEA. It is also used for program improvement for the following school year.

**RECOMMENDATION:** Informational Only.

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_

*Math Downs*

For the purpose of submitting report

## Eldon LEAP 21<sup>st</sup> Century Community Learning Center

### Summary of the 2018 Guided Reflection

The Eldon Learning Enriched Afterschool Program provides before and afterschool services for grades pre-Kindergarten to 8<sup>th</sup> grade. The program operates at three sites. South Elementary offers students Homework/Reading help, reading tutoring, reading & math skill development, science exploration, student choice with a variety of clubs activities – Fun Fridays (robotics, sign language, athletics, community service, cooking, art, Pokémon, Makerspace) – Volleyball, basketball intramurals, Social-Emotional Learning.

The second site, Upper Elementary provides Homework/Reading help, reading tutoring, reading and math skill development. It also provides students opportunities for science exploration, choice with a variety of enrichment activities (robotics, sign language, community service, gardening, cooking, art), Girl Scouts, Social-Emotional Learning (SEL), Mustangs in Motion (intramural program): archery, volleyball, basketball, running, wrestling, soccer, Newspapers in Education, interviews/guest speakers with local businesses and field trips to local areas to report what they learned.

The third LEAP site is located at Eldon Middle School where students in the program receive; Homework/Reading help, reading tutoring, reading and math skill development, science exploration, student choice with a variety of enrichment (community service, robotics, gardening, improvisational/drama, archery, cooking, mentoring) Social-Emotional Learning.

The first goal addressed by LEAP is Academic Development. Most students at all sites generally have daily homework. When they don't, they spend LEAP homework time reading independently. The programs at each site are careful to balance the afterschool schedule with student chosen, high interest activities, and opportunities for free play. Many students at Upper and Eldon Middle School have homework. Time is provided in the schedule to help with students' homework. Tutors are available for one on one targeted support at all sites. There is also specific time set aside - 20 minutes at the beginning of each session - at each site for independent reading. This dedicated time slot supports the regular day school reading expectations for all students to spend time outside of their classroom reading daily. The reading and math objectives were met at all three sites.

The challenge is to provide the learner-centered active and somewhat novel engagement desired afterschool programs. Older youth view LEAP as a place they have to go when their grades are down – it's counterproductive for students or their teachers to think of the program as *After School Suspension*.

While the elementary schools met the reading, math, and science objectives, the Middle School did not meet the science objective. Neither EMS nor Upper LEAP met the self-efficacy objectives for the three content areas. Student success with middle school science content is dependent on well-developed literacy and mathematics skills and a proclivity to accept the risk of taking on new learning challenges. Self-efficacy is connected with growth mindset development where students understand that some of their knowledge and skills sets are stronger than others. Some subjects are harder than others and knowing when extra effort and time need to kick in is important throughout life.

While many positive things happened during the project year one cannot over emphasize the great loss and ensuing grief that impacted the district when the robotics teacher died in a tragic accident at his home. The robotics program has been a shining example of how teacher leadership can inspire both high achievers and reluctant learners to stretch their knowledge and skill sets. Students were inspired, fellow teachers were appreciative of his positive contributions to the district, and all grieved for the collective loss of a teacher, colleague, and friend.

The second goal, Program Quality is framed by the program design. LEAP has many dedicated and caring staff members who strive to connect with students and their families. They create enrichment activities as well as provide one on one tutoring, and work with small groups. For example, Upper Elementary added new clubs this year, Creative writing, Photography, and Hunters' Education. LEAP has a quarterly schedule so students can sample a variety of clubs from one quarter to the next over the school year.

A team approach ensures high quality programming that provides stimulating yet comfortable learning environments. LEAP staff work to recruit and retain students who are at-risk of failing academically or economically challenged, and those who are more reluctant to challenge themselves as learners. At the same time, confident and competent learners are not turned away from LEAP. This is especially important to understand regarding middle school aged students. Students with a diverse set of skill sets and interests choose enrichment activities they like and have opportunities to engage with other students who may have very different academic strengths and challenges. The LEAP student community is getting better in terms of positive behaviors, affirmative peer relationships, and respect for staff as more students take advantage of LEAP at younger ages (before Middle School). Over time students assimilate across peer groups and program offerings. Students' enjoyment of the summer program is an indicator of improving attitudes about school and learning in general.

LEAP staff provided opportunities for families to positively interact with the overall school system. This year we used the strategy, Vision Board of 7 Habits with families. The goal was to better equip parents to be engaged with their children. The hope is to build the schools' capacity for meaningful family engagement. The local newspaper publishes positive articles about the schools. About half of the community business supports LEAP via mentorship and or materials.

The third goal, Youth Outcomes is the essential reason LEAP exists – to enhance youth's college and career readiness skills and behaviors, including positive school behaviors, (attendance, program attendance, out of school suspensions), personal and social skills (communications, team work, accountability), and commitment to learning (initiative, study skills, homework completion). The regular day teachers provided positive feedback about the LEAP program's impact on student learning and behavior. Teachers reported that they observed better-developed skills and positive growth mindsets in students who participated regularly in LEAP. The elementary schools' principals often voiced concern for students who were not in the program and could benefit from the supportive environment and tutoring. Recruiting students however seems to be more successful when students learn from participating classmates about the variety of activities provided by LEAP.

Overall, LEAP had a strong second program year and met five of the six objectives set for the 21<sup>st</sup> Century Community Learning Community program in Missouri. It is well grounded by a highly committed staff and supported by the administration, staff, and local community.

## Section 5 – Review of Data Reports

- 1) Using the data provided in the External Evaluator Site Summary Reports, mark the status of the sites for this year's data (Met or Not Met), list any sites that did not meet the objective, and list the relevant data for each site.

Objective	Status: Met or Not Met (at all sites)	If Not Met, which site(s)	Data (for all sites). If missing data, please provide the reason why.
1.1 – Reading Grades	Met		Target => 50% youth per site; 96.6% of grant type sites met this objective South Elementary: 88.6%, exceeds all sites mean (75.6%) Upper Elementary: 65.0%, exceeds all sites mean (75.6%) Eldon Middle: 61.1%, less than all sites mean (75.6%)
1.2 – Math Grades	Met		Target => 50% youth per site; 95.9% of grant type sites met this objective South Elementary: 93.5%, exceeds all sites mean (74.5%) Upper Elementary: 66.8%, less than all sites mean (74.5%) Eldon Middle: 68.1%, less than all sites mean (74.5%)
1.3 – Science Grades	Not Met	Eldon Middle	Target => 50% youth per site; 95.0% of grant type sites met this objective South Elementary: 98.5%, exceeds all sites mean (75.0%) Upper Elementary: 77.3%, exceeds all sites mean (75.0%) Eldon Middle: 45.3%, less than all sites mean (75.0%)
1.4 – Reading Efficacy	Not Met	Eldon Upper Eldon Middle	Target => 70% youth per site; 49.3% of grant type sites met this objective South Elementary: 72.1%, exceeds all sites mean (69.7%) Upper Elementary: 61.4%, exceeds all sites mean (69.7%) Eldon Middle: 60.0%, less than all sites mean (69.7%)
1.5 – Math Efficacy	Not Met	Eldon Upper Eldon Middle	Target => 70% youth per site; 61.0% of grant type sites met this objective South Elementary: 88.6%, exceeds all sites mean (75.6%) Upper Elementary: 65.0%, less than all sites mean (75.6%) Eldon Middle: 60.0%, less than all sites mean (75.6%)
1.6 – Science Efficacy	Not Met	Eldon Upper Eldon Middle	Target => 70% youth per site; 43.7% of grant type sites met this objective South Elementary: 82.8%, exceeds all sites mean (64.3%) Upper Elementary: 65.1%, exceeds all sites mean (64.3%) Eldon Middle: 60.0%, less than all sites mean (64.3%)
2.1 – PQA	Met		Target Mean Score for Both Indicators 2.9; 98.6% of grant type sites met this objective South Elementary: Overall PQA 4.24, exceeds all sites mean (4.13) Upper Elementary: Overall PQA, 3.58, less than all sites mean (4.13) Eldon Middle: Overall PQA, 4.37, exceeds all sites mean (4.13)
2.2 – Organizational Context	Not Met	South Elementary	Target Mean Score for Both Indicators 3.0; 99.3% of grant type sites met this objective South Elementary: Staffing Model, 4.17, less than all sites mean (4.22); Continuous Improvement, 2.94, less than all sites mean (3.65); Upper Elementary: Staffing Model, 4.23; exceeds all sites mean (4.22); Continuous Improvement, 3.58, less than all sites mean (3.65); Eldon Middle: Staffing Model, 4.15; less than all sites mean (4.22); Continuous Improvement, 3.43, less than all sites mean (3.65);
2.3 – Instructional Context	Met		Target Mean Score for Both Indicators 3.0; 99.3% of grant type sites met this objective South Elementary: Academic Press, 4.12, exceeds all sites mean (4.01); Engaging Instruction, 3.75, less than all sites mean (3.92) Upper Elementary: Academic Press, 3.87, less than all sites mean (4.01); Engaging Instruction, 3.90, less than all sites mean (3.92) Eldon Middle: Academic Press, 4.04, exceeds all sites mean (4.01); Engaging Instruction, 3.77, less than all sites mean (3.92)

2.4 – External Relationships	Not Met	Eldon Upper	Target Mean Score for Both Indicators 3.0; 84.6% of grant type sites met this objective South Elementary: Family Communication, 3.93, exceeds all sites mean (3.28); School Alignment, 3.30, less than all sites mean (3.72) Upper Elementary: Family Communication, (data missing), all sites mean (3.28); School Alignment, 2.93, less than all sites mean (3.72) Eldon Middle: Family Communication, 3.30, exceeds all sites mean (3.28); School Alignment, 3.31, less than all sites mean (3.72)
3.1 – School Day Attendance	Not Applicable		No Target South Elementary: NA Upper Elementary: NA Eldon Middle: NA
3.2 – Program Attendance	Not Met	Eldon Middle	Target for both Indicators =>50% of youth per site; 65.5% of grant type sites met this objective South Elementary: 74.3%, exceeds all sites mean (54.5%) Upper Elementary: 63.3%, exceeds all sites mean (54.5%) Eldon Middle: 48.0%, less than all sites mean (54.5%)
3.3 – Behavior	Not Applicable		South Elementary: NA Upper Elementary: NA Eldon Middle: NA
3.4 – Personal and Social Skills	Not Met	Eldon Middle	Target =>70% of youth in program indicate medium to high level of skills (mean score => 3.5); 92.5% of grant type sites met this objective South Elementary: 87.1%, exceeds all sites mean (85.6%) Upper Elementary: 83.1%, less than all sites mean (85.6%) Eldon Middle: 50.0%, less than all sites mean (85.6%)
3.5 – Commitment to Learning	Met		Target =>70% of youth per site indicate medium to high level of skills (mean score => 3.5); 96.6% of grant type sites met this objective South Elementary: 85.6%, less than all sites mean (85.9%) Upper Elementary: 86.7%, exceeds all sites mean (85.9%) Eldon Middle: 70.0%, less than all sites mean (85.9%)

- 2) Using the previous evaluation(s) and this year's data, fill out the longitudinal chart. Mark items that were "Met" or "Not Met" (with M or N). List the sites that did not meet the objective with their data.

Objective	Year 1 – M/N	Sites Not Met	Year 2 – M/N	Sites Not Met	Year 3 – M/N	Sites Not Met	Year 4 – M/N	Sites Not Met	Year 5 – M/N	Sites Not Met	Comments
1.1 – Reading Grades	N	Middle School	M								
1.2 – Math Grades	M		M								
1.3 – Science Grades	N	Middle School	N	Eldon Middle							
1.4 – Reading Efficacy	N	Upper Elementary Middle School	N	Upper Elementary Eldon Middle							
1.5 – Math Efficacy	N	Upper Elementary Middle School	N	Upper Elementary Eldon Middle							
1.6 – Science Efficacy	N	South Elementary Middle School	N	Upper Elementary Eldon Middle							
2.1 – PQA	M		M								
2.2 – Organizational Context	M		M								
2.3 – Instructional Context	M		M								
2.4 – External Relationships	N	Upper Elementary	N	Upper Elementary							
3.1 – School Day Attendance	Not Applicable		Not Applicable								
3.2 – Program Attendance	N	Upper Elementary	N	Eldon Middle							
3.3 – Behavior	Not Applicable		Not Applicable								
3.4 – Personal and Social Skills	M		N	Eldon Middle							
3.5 – Commitment to Learning	M		M								

Total Number of Objectives Met: Year One = 6; Year Two = 5; All of the six areas were met both years (Objective 1.2 Math Grades, Objective 2.1 PQA, 2.2 Organizational Context, Objective 2.3 Instructional Context, and 3.5 Commitment to Learning. Objective 1.1 Reading Grades met in year two but not year one. The three efficacy objectives, 1.4, 1.5, and 1.6 were not met either year. Upper Elementary did not meet Objective 2.4 either year.