



ELEVATE MID-YEAR EVALUATION

March 31, 2015

A 21st CCLC Program ~ Grant Number 8803



Program Progress

Program Implementation—The ELEVATE program began on October 15, 2014. It is a 4 day a week program operating from 3:30-6:30. The day begins with 15 minutes of Socialization, Recreation, Music Enrichment and Positive Group Affirmation. This is an opportunity for students to relax and practice the skills they are learning in Youth Development before beginning tutoring and enrichment. Licensed teachers provide 30 minutes of tutoring each day. Tutoring is followed by dinner and recreation. After allowing students to engage in recreation, they participate in 45 minutes of the Freedom Schools Youth Development Program. An hour of guided homework is planned from 5:00-6:00. Those students completing homework early have the opportunity to participate in interactive computer learning games, along with other fun enrichment activities. As the program progresses and additional enrichment programs are added the order of the schedule changes to meet various programs; however the time allotted for the various components remains the same.

Staff Qualifications - The ELEVATE Staff consists of 1 PhD and 1 PhD Candidate in managerial positions. ELEVATE employs 11 certified teachers. ELEVATE program staff have the following credentials: 1 - Master's Degree; 2 Bachelor's Degrees; 1 Associates Degree; and 4 individuals with Associates Degree equivalents.

Participants— The ELEVATE Program currently serves 41 students in grades K-4: K = 12; 1 = 9; 2 = 8; 3 = 9 and 4 = 3. There are 18 females and 23 males. Ethnicity breaks down as: Black = 30; Hispanic = 2; Multi-racial = 3 and 5 white children. All students at Old Orchard Elementary receive free breakfast and lunch. Individual student data indicates that , 91% of students in the program are economically disadvantaged. The program serves 3 students who are on IEP's and there are no LEP students in the building.

Reading/Math Progress— Reading and math grade cards from quarter 1 and 2 and Success Maker Assessment results from quarter 1 and 2 both indicate that the majority of students are making academic gains. The percentage of students showing growth exceeds the performance measure of 8% of students showing improvement. Comparison of report card data from quarter 1 to quarter 2 is not available for kindergarten and first grade students as progress reporting for these students begins in quarter 2. Grade card results were categorized as improved, maintained or declined.



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Reading/Math Progress: Grade card results for reading were: 50% improved; 33% maintained and 17% declined [N=18]. This improvement from quarter 1 to quarter 2 is significant, as according to the 2014 Annual Summary Report of 21st CCLC Learning Center Programs [June 2014], an average of 31.25% demonstrated an increase in reading grades, 43% demonstrating no change, and 25.5% declining in 2013. Math results were: 56% improved; 22% maintained and 22% declined [N=18]; compared to an average of 30.5% improving, 42.5% maintaining, and 27.25% declining in 2013 (as referenced by the 2014 21st CCLC Annual Summary Report [June, 2014]. Success Maker assessment results are categorized by months. In a 9 week period approximately 2 months of growth is the goal. On Success Maker reading assessments, 90% of the students showed growth from quarter 1 to quarter 2. The breakdown of reading results are: 7% of the students did not improve, 3% maintained, 24% made 1 month gain and 66% made 2 months or more growth. Math results on Success Maker assessments showed that 68% of the students made growth. The breakdown of math results are: no students did not improve; 36% maintained; 18% made 1 month gain; and 50% made 2 or more months growth.

Additional Interventions for Students who have made minimal or no growth: STAR Literacy Assessment results for students in grades K-4 who made little or no progress showed scores ranging from needing urgent intervention to on watch. The STAR assessments identify specific student weaknesses that afterschool teachers use to guide lesson planning. Afterschool teachers revised their intervention plans for grade K-1 to work on Foundational Skills for reading that include: learning the alphabet, holding a book upright, tracking words from left to right, and recognizing letter sounds. Students in grades 2 and 3 who made little or no progress scored slightly higher with most scores indicating students are at the on watch level. Lessons were adapted to build upon the basic Foundational Skills and include phonological awareness and word recognition [including sight words]. As students develop word recognition, they will move to reading on-level texts with fluency. Students in grade 4 scored proficient or above on the STAR assessments but are failing to make progress. Lessons have been modified to review basic phonics skills and sight word recognition. Students will move on to reading on-level texts with fluency and with emphasis on explaining the main idea, moral of the story, and summarizing text. Lessons will continue to be modified to meet students' needs.

Attendance: According to the 2014 Annual Summary Report of 21st CCLC Learning Center Programs [June 2014], only 51% of students attended afterschool programs regularly. Regularly is defined as attending more than 30 days of the program. Using a typical Toledo Public Schools calendar with no snow days and a program start date of October 15 and an end date of May 7; the program would operate 140 days. Therefore, if a student attended 30 days of the program their attendance rate would be 21%. This means that in Ohio only 51% of the students attended 21% of the time. ELEVATE has set a higher expectation for yearly attendance at 70%. In comparison with the State regularly attending rate of 30 days, ELEVATE students are expected to participate 98 days. The ELEVATE monthly attendance shows that they are currently exceeding their attendance goal: October: 88%; November: 89%; December: 89%; January: 87% and February: 87%. Of special note is the number of students having perfect attendance: October/November/December: 17 students each month; January and February: 21 students each month.



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Parent Participation— An initial Parent Advisory Meeting was held November 20, 2014. Minutes from the meeting showed that 9 parents attended. The meeting agenda included the ELEVATE Program Overview including: goals, homework, daily schedule, dismissal time and communication to parents about their child’s progress; the Function of the Parent Advisory Board including the next meeting date and time; Parent Teacher Conference sign up sheets who wish ELEVATE staff to participate in their child’s conference; Christmas Program Ideas and planning; and a Parent Survey explanation for program quality improvement and when the survey would be conducted. A number of parents requested information about OAA and PARCC assessments; therefore the leadership team brought in staff from Western Michigan University on March 11 to explain the assessments and provide strategies for parents to assist in preparing their students for the assessments. ELEVATE has held 6 Parent Advisory events thus far. Parent attendance results are : 62% of parents have attended at least 1 event; 15 parents have attended 1 event; 5 parents have attended 2; 6 parents have attended 3 and 2 parents have attended 4.

Surveys—Parent satisfaction surveys and student surveys are in the process of being completed. This data will be available for the end of year reporting.

Professional Development— All ELEVATE staff are required to meet the minimal qualifications of program licensing set forth by the Ohio Department of Job and Family Services (ODJFS). First Aid/CPR and Communicable Disease: 6 hours: American Red Cross; and Child Abuse and Neglect: 3-6 hours. Additional training provided by trainers from the Ohio Professional Development Directory included: “It’s Fundamental – Understanding School Aged Children;” 4 out of 5 after school staff attended the 3 hour training. “It’s Basic! The Nuts and Bolts of After School Care;” 1 staff member attended. Licensed trainers for the Children's Defense Fund Freedom Schools National Afterschool Program provided 6 hours of training on their program for all staff members. Staff members will complete another 6 hours of training in the CDF Freedom Schools model on June 5, 2015.

Program Conclusions and Recommendations:

From the data gathered it is obvious that the ELEVATE Program is providing interventions for students academically at risk in reading and math. There is evidence that as of this writing the interventions are helping most students improve in both areas. For those who are not making progress, interventions were modified and implementation began in January. Attendance is excellent and should be a positive force in driving further student academic growth. The ELEVATE Program is definitely progressing towards the attainment of PPO goals and logic model outcomes. Recommendations are:

Keep working towards gathering report card data on reading and math. If possible gather social skills data e.g. homework completion and behaviors that are connected to commitment to education and youth development respectively.

As we discussed, plan time before or after the summer program to lead professional development for continued quality program improvement and to have collaborative planning time for the fall program.

Respectfully Submitted,
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