



Center of HOPE *ELEVATE After School Program* Final Report



Old West End Academy

September 2, 2018

Prepared by



Table of Contents

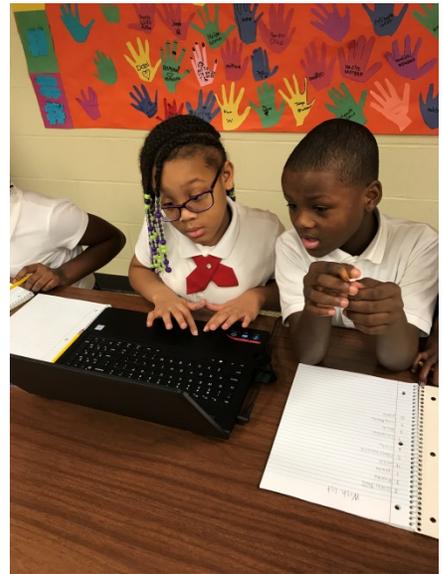
Key Findings	1
Introduction	5
Evaluation Description and Methodology	5
Data Limitations	6
Process Evaluation Findings.....	7
Program Description	7
Activities.....	7
Special Events	9
Program Staffing Resources.....	10
Staffing Changes	11
Staff Support and Development	11
Program Collaboration.....	12
Student Participation	12
Program Attendance.....	12
Participant Demographics.....	13
Outcome Evaluation Findings	15
Student Achievement	15
Reading	15
<i>Reading Program Implementation</i>	15
<i>Ohio Computer Based Assessment (OCBA) Reading</i>	16
<i>Lexia Reading</i>	18
<i>SuccessMaker Reading</i>	20
<i>English Language Arts Course Grades</i>	21
<i>Stakeholder Feedback</i>	22
Math.....	23
<i>Math Program Implementation</i>	23
<i>Ohio Computer Based Assessment (OCBA) Math</i>	23
SuccessMaker Math.....	26
<i>Mathematics Course Grades</i>	27
<i>Stakeholder Feedback</i>	27
Positive Youth Development	28

<i>Program Implementation</i>	28
<i>Program Participation</i>	30
<i>Disciplinary Referrals</i>	30
<i>Stakeholder Feedback</i>	32
Family Engagement.....	32
<i>Program Implementation</i>	33
<i>Attendance</i>	34
<i>Stakeholder Feedback</i>	35
Partnership.....	36
Conclusions and Recommendations.....	37
Appendix	
Parent Survey Results	A-1
Program Staff Survey Results.....	A-3
Student Survey Results	A-6
SuccessMaker Summary Report	A-8

Key Findings

Program Mission

Center of HOPE Family Services, Inc. was founded in 1997 with a mission “to improve the life outcomes of individuals and families learning in urban settings.” As such, they have designed a comprehensive after school program, ELEVATE, to address student academic and social-emotional needs. In 2013, a partnership was formed with Toledo Public Schools to provide tutoring and extended learning opportunities to students at one of their schools (Old Orchard Elementary School) through a 21st CCLC grant. In FY2018, the Ohio Department of Education awarded two new 21st CCLC grants, allowing Center of HOPE to extend their ELEVATE programming to students at Martin Luther King, Jr. Academy and Old West End Academy. While the programming will be very similar at both schools, this report pertains specifically to Old West End Academy. Although Old West End Academy is the physical location and feeder school for the program, Center of HOPE Family Services is responsible for all aspects of programming.



Our students are focused on learning!



Celebrating the end of the year in style!

Program Description

This past year, programming ran from October 23, 2017 through May 25, 2018 and was offered three hours a day, five days a week (Monday – Friday). Evaluators reviewed various program materials including program schedules to understand how the program is being implemented. The sample schedule presented below highlights a typical week of programming and the variety of activities offered through the ELEVATE 21st CCLC program at OWE. Days and times allocated to specific activities varied from time to time, but the activities themselves remained consistent. The schedule includes more than 2 hours of literacy intervention and math intervention per week, as well daily youth development activities. The program provides the requisite educational (KidzLit, KidzMath, Lexia, Success Maker, tutoring), enrichment (art, music) components, and recreational activities on a regular basis.

Sample Weekly Schedule of Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
2:30pm-2:45pm	Snack	Snack	Snack	Snack	Snack
2:45pm-3:45pm	KidzLit Literacy Enrichment (includes Youth Development)	Grades K-2: Computer Lab (SuccessMaker Math/Lexia Reading) Grades 3-4: Guided HW Help	KidzMath Math Enrichment/ SuccessMaker Math	Grades K-2: Computer Lab (SuccessMaker Math/Lexia Reading) Grades 3-4: Guided HW Help	Restroom Break Art/Music Enrichment (2:45-4pm)
3:45pm-4:00pm	Restroom Break	Restroom Break	Restroom Break	Restroom Break	Restroom Break
4:00pm-4:30pm	Guided HW Help	3:50-4:30 Grades 3-4: Computer Lab (SuccessMaker Math/Lexia Reading) Grades K-2: Guided HW Help	Guided HW Help	3:50-4:30 Grades 3-4: Computer Lab (SuccessMaker Math/Lexia Reading) Grades K-2: Guided HW Help	Recreation/ Friday Fun
4:30pm-5:00pm	Recreation	Recreation	Recreation	Recreation	Recreation/ Friday Fun
5:00pm-5:30pm	Dinner	Dinner	Dinner	Dinner	Dinner

Special Events

In addition to their regular schedule of activities, several special events were also implemented. These events brought staff, students, and, often, parents together approximately once per month for projects and celebrations that provided additional learning and enrichment opportunities and promoted a sense of community and inclusiveness for all participants. Special Events were often implemented in collaboration with community partners.

OWE ELEVATE Special Events: October 2017 – May 2018

Bounce House and Face Painting Fun Day

Peace on Earth Christmas Event

STEM-based Lego learning

African American History Projects

KidzLit Reading Presentation for parents (spaghetti dinner fundraiser)

KidzLit Reading Presentation for parents (soup sale fundraiser)

Introduction to Music Writing and Recording

Wakanda themed End of Year Celebration

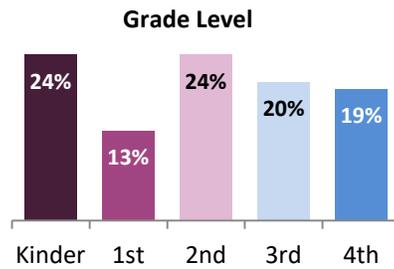
Student Achievement

The grade levels of participants are fairly proportional.

Approximately 61% of program participants were in K-2nd grade.

This is reflective of the ELEVATE program's commitment to focus

on the younger grades based on the importance of enabling students to become proficient in core academic skills by 3rd or 4th grade, thereby maximizing their chances for better educational and life outcomes



Scholars hard at work!

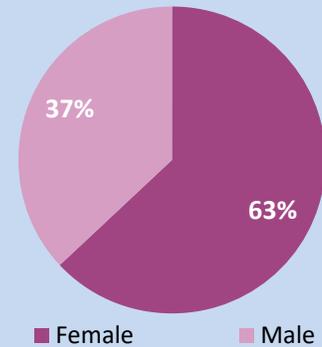
Program staff rigorously implemented the KidzLit/ Kidz Math curriculum, Lexia and the SuccessMaker online platforms as part of literacy and math enrichment time for students. After this first year of programming, participants demonstrated the following academic gains:

- 60% of participants reached (or were “on target” to reach) the end-of-year Lexia reading benchmark for their grade level.
- 82% of participants demonstrated at least some gains in reading skill levels during the course of the school year.
- 4th marking period grades improved between 2016-17 and 2017-18 for regular attendees!
 - in English Language Arts from a mean gpa of 2.25 to 2.59
 - and in reading from a mean gpa of 2.00 to 2.69

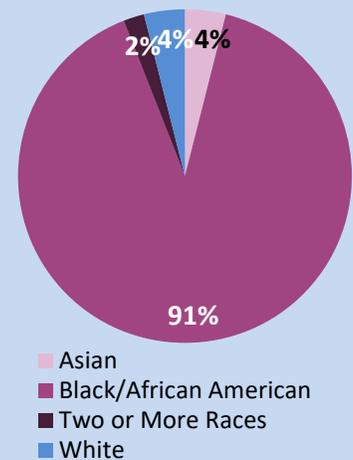
Participant Demographics

The majority of participants served by the OWE ELEVATE program are female. The vast majority of participants are Black/African American (91%). All other participants are Asian (4%), White (4%) or Two or More Races (2%). This closely mirrors the demographics of the host school.

Gender



Race Ethnicity



Students have been engaged with the ELEVATE program from start to finish!

26

students attend the program on average daily

48%

of program days is the average rate of participation

70%

of participants are regular attendees (30+ days)

40%

of participants were retained in the program from the first to the last week

Positive Youth Development

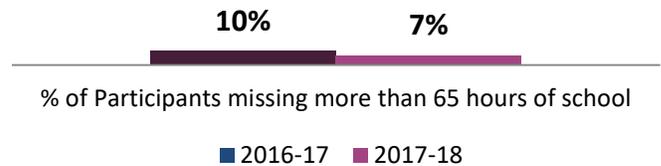
The behavioral framework for the ELEVATE program is based on the principles of Positive Behavioral Interventions and Supports (PBIS). The program works to incorporate social-emotional learning and pro-social behavior in all of its activities. Program staff and partners strive to model and promote positive characteristics such as teamwork, responsibility, self-discipline, problem-solving, conflict resolution and leadership. An example of the way that PBIS was built into the program is the ELEVATE Store. Each student had an ongoing opportunity throughout the year to earn stars for good behavior. Each week these stars could be used to purchase items from the program “store.” To further enhance student learning, 3rd and 4th grade students were led through a soup-making project based on one of the books that they read in the program, *Granny Torrelli Makes Soup*. Through this project students made soup, conducted a budget analysis, priced the soup based on their research, marketed the soup to their families (with a presentation), and sold the soup at a family event, earning \$190! The profit from the sale was used to purchase extra-special rewards for the ELEVATE Store. Instead of punishing negative behavior, the incentive and emphasis is placed on the positive. Strategies like these are regularly used in the program to motivate and reinforce good decision-making.



Students leading a Ppt presentation about the soup they made!

A positive program environment has clearly contributed to improved engagement and behavior among regular program participants. For example, even though school day attendance was good to start with, rates improved between the 2016-17 (before programming) and 2017-18 school years (after programming began). In 2016-17, 10% of regular attendees were absent from school for 65 hours or more. In 2017-18, only 7% of the students were absent at that rate.

% of regular participants missing more than 65 hours of school (n=30)



Family Engagement

ELEVATE program staff have been working to cultivate partnerships with adult and family programs to help parents with some of their most pressing needs, including employment and parenting support. As a branch of Center of HOPE Family Services, the ELEVATE program has a direct connection to numerous parenting education and support groups, workforce development programs, and a juvenile delinquency and reentry program. The ELEVATE program has set a goal for itself to orient and connect families to these resources. In addition, the ELEVATE program has been committed to engaging and informing families through the integration of evidence-based learning in fun family activities and events such as the Peace on Earth Christmas Event and End of Year Celebration/Math Night.



In a recent parent survey, 73% of respondents reported that they had been to a family event hosted by the ELEVATE program in the past year; 72% of respondents agreed that the program informed them about resources and supports in the community.

Introduction

In Spring 2017, 80% of students in grades K-3 at Old West End Academy (OWE) scored below proficiency on the STAR Early Literacy Assessment, and 77% of students in grades 4-8 scored below proficiency on the STAR Reading Assessment; and 58% of students at Old West End Academy scored below proficient on the STAR Math Assessment. 81 of 147 students (55%) in grades K-3 were on Reading Improvement Monitoring Plans for the 2016-17 school year, based on their Fall 2017 STAR scores. Many, if not most, students at Old West End need added intervention, beyond what they receive during school, to address gaps in their literacy and/or math skills and enable them to achieve grade level proficiency, and be ready to succeed in the next grade level. Many students also need added attention to their social emotional and other non-cognitive skills, as evidenced by the 89 disciplinary referrals during 2016-17, typically for defiance/ insubordination/ non-compliance, physical aggression, or disrupting classes.

Center of HOPE Family Services, Inc. was founded in 1997 with a mission “to improve the life outcomes of individuals and families learning in urban settings.” As such, they have designed a comprehensive after school program, ELEVATE, to address student academic and social emotional needs, such as those described in the preceding paragraph. In 2013, a partnership was formed with Toledo Public Schools to provide tutoring and extended learning opportunities to students at one of their schools (Old Orchard Elementary School) through a 21st CCLC grant. In FY2018, the Ohio Department of Education awarded two new 21st CCLC grants, allowing Center of HOPE to extend their ELEVATE programming to students at Martin Luther King, Jr. Academy and Old West End Academy. While the programming will be very similar at both schools, this report pertains specifically to Old West End Academy (Grant #11121). Although Old West End Academy is the physical location and feeder school for the program, Center of Hope Family Services is responsible for all aspects of programming.

Evaluation Description and Methodology

The Ohio Department of Education (ODE) requires all 21st CCLC programs to conduct an annual local evaluation. This evaluation is designed to address program performance and offer information and recommendations that can help to improve programming. Local evaluation deliverables include an evaluation plan (submitted in December 2017), a Mid-Year Report (submitted in March 2018), and an annual Final Report (this report).

Hatchuel Tabernik and Associates (HTA) was contracted by Center of HOPE to conduct the local evaluation of the ELEVATE program as implemented at Old West End Academy. The evaluation was focused on both process and outcome elements. HTA utilized a mixed-methods approach, combining a variety of both quantitative and qualitative data to address the impact of the 21st CLC grant funds on program participants.

Attempts were made to collect a broad range of data with which to evaluate the after school program in a variety of ways. **Student level secondary data** was collected directly from the district so that evaluators could assess the following: participant demographics, school day attendance and behavior, classroom grades, and performance on academic assessments (e.g., the OCBA state assessment, etc.). Data was collected from the district at two points in time: once in February 2018

for the mid-year evaluation, and once in July 2018 for the end of year evaluation.

To capture a more well-rounded perspective, stakeholders (parents, program staff, and students) were asked to complete **stakeholder surveys** at the end of the school year (May 2018). All surveys were designed to solicit feedback on the impact of the after school program on students including academic progress and behavior; and overall levels of satisfaction with various program components.

In order to have an in-depth understanding of the program operation, evaluators from HTA also collected **program documents** directly from program staff throughout the program year, including the grant application and subsequent amendments, the program schedule/calendar, job descriptions, handbooks, fliers, email communication, and program attendance. HTA also conducted regular **internet searches** to collect Facebook posts, program communication and updates, and press coverage. The purpose of this data was to help with the documentation and assessment of program implementation.

Finally, HTA conducted **regular check-ins** via email and phone, and **mid-year and end of year interviews** with the Executive Director of the program, the goal of which was to discuss program implementation, successes, challenges and lessons learned throughout the course of the school year.

Data Limitations

Most of the aforementioned data was collected as planned and without difficulty. However, there were some limitations with the data provided by the Toledo Public School District. HTA requested data at two points within the school year; once for the mid-year evaluation in February 2018, and once for the final evaluation. Mid-year data was provided as requested, and in a timely manner. However, end of year data was collected with slightly more difficulty. Among the difficulties:

- Mid-year data did not include all students because some started in the second half of the school year; these data were not provided at end of year as requested
- End of year data did not utilize the same query, and was less comprehensive as mid-year data (e.g., missing performance levels and/or definitions of variables)
- Data was not always consistent from year to year, making comparison a challenge
- Although the district provided some guidelines for how to interpret data, it was not always complete or correct
- Some missing variables were requested and promised, but never received despite multiple attempts to make contact

Although the limitations were a source of frustration, we received enough data to perform a thorough analysis and have learned valuable lessons that we believe can improve data collection from the district if needed in the future

Process Evaluation Findings

The principal goal for the process evaluation is to determine whether or not programming is delivered as stated in the grant. Taking this into consideration, the following process evaluation questions have been developed:

1. **What activities took place?** (e.g., when was programming implemented, what practices, activities and curricula were used, was the program delivered with fidelity to the plan, etc.)?
2. **What resources were allocated to program implementation?** (e.g., staffing, collaboration with the school day, other partnerships, sustainability planning, etc.)
3. **Who did the program serve?** (e.g., were students referred based on need, what is the participant profile, was the target population reached, what was attendance like, were parents engaged, etc.)?
4. **What program strengths, challenges and areas of improvement emerge?** (e.g., as identified by the Implementation Team, other stakeholders, etc.)

Program Description

Activities

Programming was in operation from October 23, 2017 through May 25, 2018, and was offered three hours a day, five days a week (Monday – Friday). Evaluators reviewed various program materials including program schedules to understand how the program is being implemented. The sample schedule presented in Table 1 highlights a typical week of programming and the variety of activities offered through the ELEVATE 21st CCLC program at Old West End Academy. Days and times allocated to specific activities may vary, but the activities themselves have remained consistent. The schedule includes more than 2 hours of literacy intervention and math intervention per week, as well as daily youth development activities. The program provides the requisite educational (KidzLit, KidzMath, Success Maker, tutoring) and enrichment (art, music) components, as well as recreational activities on a regular basis.

Table 1. Sample Weekly Schedule of Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
2:30pm-2:45pm	Snack	Snack	Snack	Snack	Snack
2:45pm-3:45pm	KidzLit Literacy Enrichment (includes Youth Development)	Grades K-2: Computer Lab (SuccessMaker Math/Lexia Reading) Grades 3-4: Guided HW Help	KidzMath Math Enrichment/ SuccessMaker Math	Grades K-2: Computer Lab (SuccessMaker Math/Lexia Reading) Grades 3-4: Guided HW Help	Restroom Break Art/Music Enrichment (2:45-4pm)
3:45pm-4:00pm	Restroom Break	Restroom Break	Restroom Break	Restroom Break	Restroom Break
4:00pm-4:30pm	Guided HW Help	3:50-4:30 Grades 3-4: Computer Lab (SuccessMaker Math/Lexia Reading) Grades K-2: Guided HW Help	Guided HW Help	3:50-4:30 Grades 3-4: Computer Lab (SuccessMaker Math/Lexia Reading) Grades K-2: Guided HW Help	Recreation/ Friday Fun
4:30pm-5:00pm	Recreation	Recreation	Recreation	Recreation	Recreation/ Friday Fun
5:00pm-5:30pm	Dinner	Dinner	Dinner	Dinner	Dinner

Special Events

In addition to their regular schedule of activities, several special events have also been implemented. These events bring staff, students, and, often, parents together approximately once per month for projects and celebrations that provide additional learning and enrichment opportunities and promote a sense of community and inclusiveness for all participants. Special Events are often implemented in collaboration with community partners.

Table 2. OWE ELEVATE Special Events: October 2017 – February 2018

October 2017	-Bounce House and Face Painting Fun Day
December 2017	-Peace on Earth Christmas Event
January 2018	-STEM-based Lego learning
February 2018	-African American History Projects -Kidz Lit Reading Presentation for parents (with a spaghetti dinner fundraiser) -KidzLit Reading Presentation for parents (with a soup sale fundraiser) -Introduction to Music Writing and Recording
May 2018	-End of Year Celebration



Proudly displaying African American History project work!



Scholars hard at work!



Peace on Earth Christmas Event - special visit from Santa!



Proud Scholars at the end of the year!

Program Staffing Resources

Center of HOPE is charged with maintaining overall program administration, quality and compliance, overseeing programming at all sites, and providing staff development and support. Center of HOPE staff are highly qualified to fulfill these directives.

Dr. Tracee Perryman serves as the **Executive Director** for the program, and is focused on ensuring that all programming is delivered as stated in the grant. She also serves as the **Project Director/Site Coordinator**, planning and overseeing all aspects of on the ground, day-to-day programming including literacy and math enrichment, youth development and family activities and outreach. She also provides direct supervision for program staff; supports students with behavioral issues, collaborates with the school day staff and all other program partners, and manages all program-based data collection and reporting.

Her background makes her a good fit for this role. Dr. Perryman earned a PhD from Ohio State University, majoring in Social Work and minoring in Education. In addition, she holds a Master's Degree in Mental Health Counseling from Bowling Green State University. She is a 3-time national presenter at the American Counseling Association Annual Conference and has taught in the Bowling Green State University College of Education, where she supervised internship experiences for aspiring early childhood educators. At Ohio State University, Dr. Perryman teaches Life Span Development, Social Work Practice with Culturally Diverse Groups, and Introduction to Social Welfare. Through post-secondary teaching experiences, Dr. Perryman trains future educators and social workers on effective practices for use with children and their families.

In her role as Executive Director, Dr. Perryman has developed and implemented an infrastructure for evidence-based positive youth development and family support programs. Dr. Perryman participates in both local and regional leadership groups in regional cradle to career planning initiatives, community schools, criminal justice reform, re-entry, and grassroots efforts to reduce racial disparities.

Dr. Staci Perryman-Clark serves as the **Education Director**, supervising and overseeing the implementation of Kidz Lit and Kidz Math curricula. Through her role she will provide training and technical assistance with culturally relevant pedagogy to give staff a firm foundation for their work. Dr. Perryman-Clark is associate director of the Office of Faculty Development, associate professor of English, and Director of First-Year Writing at Western Michigan University. Her research interests include culturally relevant pedagogy, language rights, and writing program administration. She is the author of *Afrocentric Teacher-Research: Rethinking Appropriateness and Inclusion*, and the Co-editor (with David E. Kirkland and Austin Jackson) of *Students' Right to Their Own Language: A Critical Sourcebook*. She was the 2015 recipient of the College of Arts and Sciences Faculty Achievement Award for Excellence in Research, Scholarship and Creative Activities. Dr. Perryman is supported in day-to-day program implementation by **five Activity Leaders** who teach in the program from start to end.

Rounding out the program, are two **Teacher Supervisors**. One, Dr. Perryman-Clark (as introduced on the preceding page), supervises the Activity Leaders in lesson plan development and the implementation of curricula. The other, a certified teacher, is a recent hire who will support the Activity Leaders in their daily delivery of SuccessMaker intervention, classroom management,

strategies for student engagement, and collaboration with school day teachers. She will be available provide individualized tips and guidance to help ensure that programming remains grounded in its evidence-base and is delivered with fidelity, rigor, and consistency.

Table 3 below summarizes the staff who are responsible for this program.

Table 3. Old West End Academy ELEVATE Program 21st CCLC Staffing

Executive Director/ Project Director/ Site Coordinator	Education Director	Teacher Supervisor	Activity Leaders	Total
1	1	2	5	9

Staffing Changes

The aforementioned program staffing differs slightly from that which was originally envisioned in the grant. After programming began, it was discovered that the children needed more experienced and skilled individuals to lead them, above and beyond the pay grade and experience required of Classroom Recreation Aides, three of whom were planned for this site. In lieu of Classroom Recreation Aides, it was decided that certified teachers would assume their duties and remain with the students from start to finish. As a result, the Project Director assumed most of the duties that were originally assigned to the Site Coordinator, and the Executive Director assumed some of the duties that were originally assigned to the Project Director. All of these changes were vetted with the Ohio Department of Education and submitted as a formal amendment to the grant.

There was some staff turnover during the school year, but required staffing ratios were always fully maintained by new temporary hires and/or transfers from other program sites. In the next program year, a new highly-skilled hire will be trained to assume the role of Program Coordinator. Activity Leaders will either be returning to Old West End for a second year or be newly transferred from Martin Luther King Jr. Academy to help balance activities at both schools. Additionally, a food service worker will be hired to serve meals so that activity leaders can focus their full attention on the children and their academic and social/behavioral needs.

Staff Support and Development

Staff development and support is a hugely significant component of ELEVATE programming. All program staff participated in extensive training from the start in order to best prepare them for program delivery. Topics included KidzLit implementation, ODJFS Childcare Policies, and Culturally Relevant Pedagogy. In addition Dr. Perryman-Clark provides technical assistance on developing KidzLit lesson plans on a weekly basis. Activity Leaders are further supported by 1:1 coaching and regular performance reviews that include the development of individualized plans to target the professional development opportunities that are most necessary, relevant, and beneficial for the program. Additionally, Ms. Christine Sweeney, a licensed Toledo Public School (TPS) teacher, began training staff on classroom management and student engagement during the second half of the school year.

In the summer of 2018, all returning staff will be required to enroll in Ohio Professional Development Registry Trainings for which they can get continuing education units. In the 2018-19 school year a 20 hour requirement for professional development will be enforced for all staff.

Program Collaboration

A program **Implementation Team** composed of the Executive Director and Project Director/Site Coordinator from Center of HOPE, the school Principal, select program staff, the Curriculum Supervisor, and the Local Program Evaluator, was formed to promote collaboration with the host school, ensure that the program operates with fidelity to the proposed plan, and to address any challenges that may surface throughout the year. Members from the team have agreed to participate in the monthly meetings.

There were some early challenges with the meetings, mostly due to scheduling conflicts and complicated agendas. However, with time the relationship with the school Principal has strengthened, and monthly meetings are now focused and productive.

Student Participation

Program Attendance

The ELEVATE program at OWE was designed to serve 50 students across 25 weeks during the school year. Program attendance has been collected from October 23, 2017 through May 25, 2018. Within this extended 28 week timeframe (not including holiday breaks), the program was in operation for 122 days.

A total of 54 students were enrolled in the program. Most participants (40) were enrolled within the first week of the program. An additional two participants were enrolled by the second week. An additional five students enrolled between November 2017 and February 2018. Seven students enrolled after February 2018. Eleven students (20%) participated in the program for its entirety, from the first week to the last week of the program.

The majority of participants (70%) were regular attendees¹. More than half of participants (52%) attended at least 60 program days; nearly one-fourth (22%) attended at least 90 program days. The average participant has attended 48% of program days. Average daily attendance was 26.

¹ Defined as 30 days of attendance or more. Attendance was only counted if the student was present for at least half of the program day.

Table 4. Summary of Program Participation and Engagement

Students remained engaged with the ELEVATE program from start to finish!

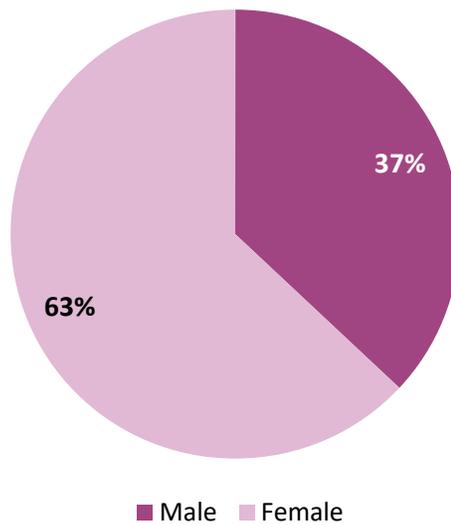
26	<i>students attend the program on average each day</i>
20%	<i>of students were retained in the program from beginning to end</i>
48%	<i>of program days is the average rate of participation</i>
22%	<i>of participants attended 90 program days or more</i>
52%	<i>of participants attended 60 program days or more</i>
70%	<i>of participants were regular attendees (30 days or more)</i>

Participant Demographics

In 2016-17 Old West End Academy served 272 students in grades K-8. The vast majority (93%) are African American. Demographic data on gender, race/ethnicity, and grade level was provided by ELEVATE staff for program participants.

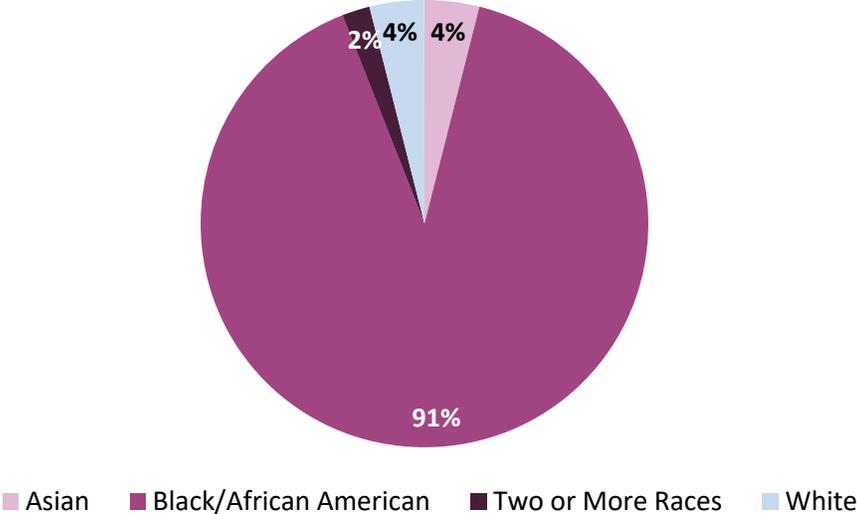
The majority of participants served by the OWE ELEVATE program are female. For a more balanced environment, the program may want to serve a higher proportion of males moving forward.

Figure 1. OWE ELEVATE Program Participant Demographics: Gender



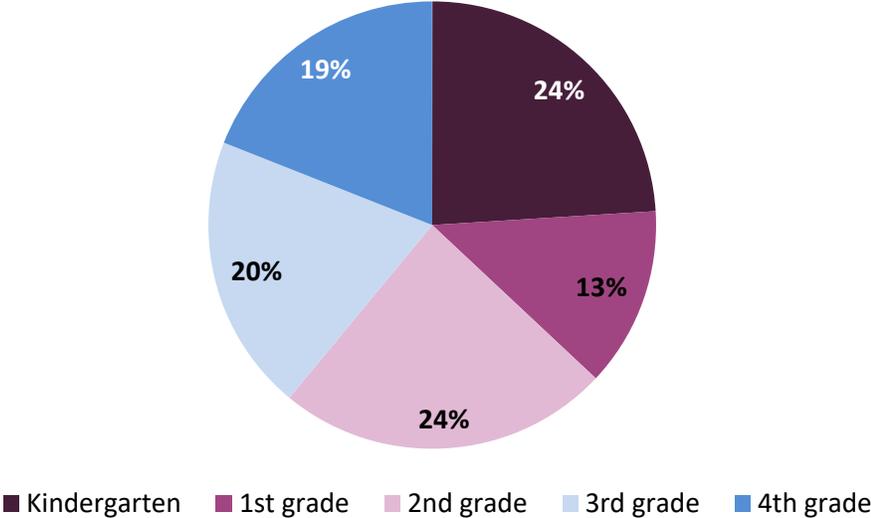
The vast majority of participants are Black/African American (96%). All other participants are Bi-Racial (4%). This closely mirrors the demographics of the host school.

Figure 2. OWE ELEVATE Program Participant Demographics: Race Ethnicity



The grade levels of participants are fairly proportional. Kindergarteners and 2nd graders were enrolled at a slightly higher rate than students in other grades. Overall, approximately 61% of program participants are in the lowest grades (Kindergarten through 2nd). This is reflective of the ELEVATE program’s commitment to focus on the younger grades based on the importance of enabling students to become proficient in core academic skills by 3rd or 4th grade, thereby maximizing their chances for better educational and life outcomes.

Figure 3. OWE ELEVATE Program Participant Demographics: Grade Level



Outcome Evaluation Findings

The principal goal for the outcome evaluation is to determine whether or not program participation is correlated with improvements in academic, youth development, and parent engagement outcomes. Taking this into consideration, the following questions have been developed for the outcome evaluation:

1. **Did program participants demonstrate academic improvement?** e.g., literacy and math test scores and grades, any significant changes, were there different outcomes for different subgroups, etc.
2. **Did program participants demonstrate improvement in factors associated with positive youth development?** e.g., school day attendance, disciplinary actions; stakeholder perception of change, etc.
3. **Did the program successfully engage and inform parents?** e.g., did they all attend at least one event, were they satisfied with events, do they feel more informed/engaged as a result, etc.
4. **Were there any unanticipated outcomes that emerged during program implementation?**

Student Achievement

A primary aim of the 21st CCLC programs is to help improve students' school performance with a particular eye to helping bolster academic achievement. As such, a primary objective of the evaluation is to assess changes in participants' academic performance to better understand how students who participate in the program are faring academically.

Reading

The program goal for reading was as follows: All ELEVATE students will improve their literacy skills, as measured by Common Core reading benchmarks for grades K-4. Students will have at least 2.5 hours of literacy enrichment each week, including a 1 hour literacy class for up to ten students and 30 minutes of other enrichment 3 days per week. These enrichment activities will promote phonetic awareness, print concepts, reading fluency and accuracy.

Progress was to be measured for the following outcomes:

- 100% of regular program participants will maintain or improve their Common Core performance level tier
- 100% of regular program participants will spend a minimum of 10 hours using the SuccessMaker Reading tutorial
- 50% of regular program participants will demonstrate at least one grade level gain in reading
- 90% of program stakeholders will agree that students are benefitting academically from the ELEVATE program

Reading Program Implementation

As evidenced by program schedules, attendance, and staff interviews, the ELEVATE program consistently provided 2.5 hours of literacy enrichment each week as scheduled.

Evidence-based reading and literacy strategies were implemented as planned and included:

1. Personalizing instruction for each student based on ongoing adaptive assessments using the SuccessMaker intervention program. SuccessMaker meets ESSA's requirements for strong evidence, and has a solid research base that demonstrates successful outcomes when used with fidelity.
2. Utilizing the AfterSchool KidzLit literacy enrichment program (grades K-4), created by Developmental Studies Center, to help students struggling with vocabulary, reading comprehension, critical thinking, and verbal skills not yet mastered in school. AfterSchool KidzLit was designed specifically for out-of-school settings and is closely aligned with the Common Core State Standards for ELA/Literacy. It uses active reading and discussion with peers and teachers, and promotes a positive attitude toward reading to motivate kids to read outside of the program. Qualified aides led KidzLit lessons, with coaching in classroom management and engagement by a certificated teacher.
3. Tutoring sessions and literacy homework help provided by aides who were coached by a certificated teacher, plus the incorporation of guidance and other suggestions from school day teachers, elicited through a mid-year teacher survey.
4. Engaging students in literacy-based games and interactive online sessions when they do not have ELA homework.
5. Utilizing the Culturally Relevant Pedagogy Framework to guide lesson topics, reading materials, and literacy materials in order to appeal to students' interests and link learning to students' homes, communities, and cultural heritage.
6. Engaging occasional guest speakers to read stories to students, which promotes the importance of and love for reading, as well as exposes students to career pathways connected to reading. One successful example was guest Producer Marcus Devine, who spoke about career pathways connected to reading. ELEVATE students were so enthused by his presentation that the ELEVATE program decided to create a one-week Motown Music Camp as part of the 2018-19 summer program
7. Incorporating positive behavioral reinforcement strategies into literacy enrichment. For example, the KidzLit Restaurant-themed party in which students used literacy skills as well as had the opportunity to learn and practice good manners. Students who demonstrated good citizenship and behavior during literacy enrichment sessions received points that could be redeemed at the ELEVATE "store". Positive youth development was also incorporated into weekly KidzLit classes by including art workshops and other enrichment activities into sessions.

Ohio Computer Based Assessment (OCBA) Reading

It was expected that 100% of regular program participants would improve or maintain their Common Core performance level tier.

To speak to this we examined participant performance on the ELA portion of the OCBA. Student performance is classified into five groups: "limited", "basic", "proficient", "accelerated", and "advanced". We are primarily interested in ensuring that all students are performing at "proficient" or above. This is considered to be the target level. It should be noted that the sample size is limited, as the OCBA is not administered before third grade. All results pertain to regular participants with both Spring 2017 and Spring 2018 OCBA information (n=6).

Figure 4 summarizes the individual student changes for each of the initial five OCBA levels from Spring 2017 to Spring 2018.

- 100% of students who initially performed "limited" proficiency in Spring 2017 demonstrated some improvement in Spring 2018.

- 33% of students who initially performed “basic” proficiency in Spring 2017 were able to maintain this level in Spring 2018.
- Neither of the students who initially performed “proficient” in Spring 2017 were able to maintain this level of performance in Spring 2018.

Figure 4. Regular Program Participants’ OCBA Reading Level Changes

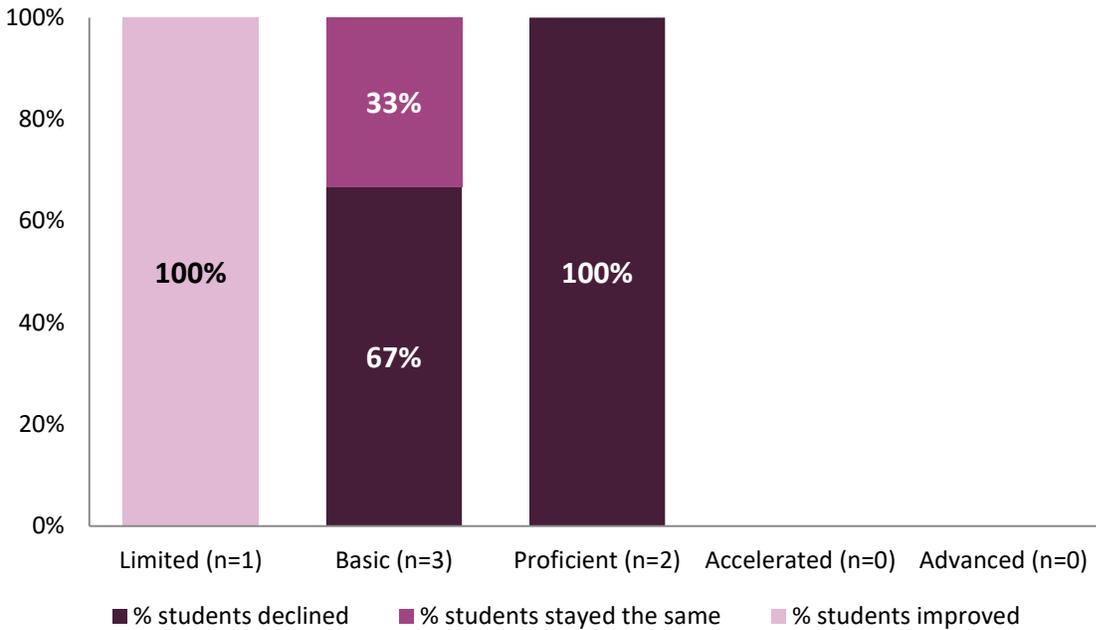


Figure 5 shows the proportion of regular program participants by performance level in Spring 2017 (baseline) and Spring 2018 (follow-up). As indicated, there was an increase in the proportion of students who scored “basic” and below over the two years.

Figure 5. Regular Participants’ OCBA Reading Performance (n=6)

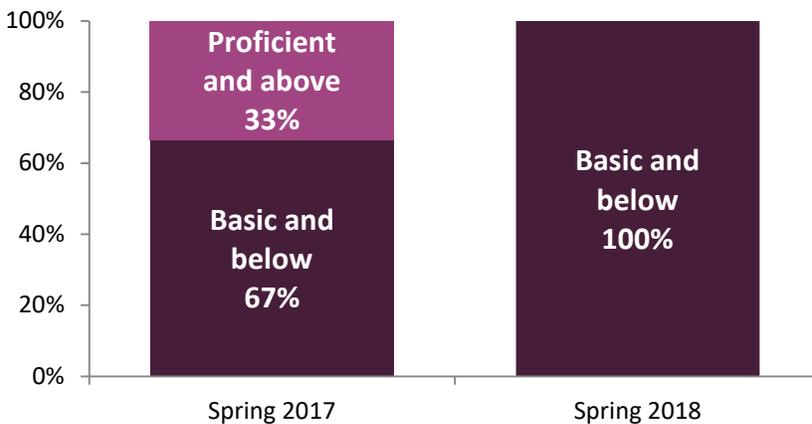


Table 5 highlights the changes in ELA levels from Spring 2017 to Spring 2018. Overall,

- 100% of regular participants who initially performed at “basic” or below in Spring 2017, performed at “basic” or below in Spring 2018, and
- 100% of regular participants who initially performed at “proficient” or above in Spring 2017 performed at “basic” or below in Spring 2018

The rate of decline was greater than the rate of improvement on the OCBA.

Table 5. Changes in OCBA Reading Performance

		Spring 2018 Performance Level (Follow-up)	
		Basic and Below (n=6)	Proficient and Above (n=0)
Spring 2017 Performance Level (Baseline)	Basic and Below (n=4)	100%	0%
	Proficient and Above (n=2)	100%	0%

Based on the state assessment alone, students did not make the academic progress that was hoped for in reading. However, this information is limited as it only applies to this year’s 4th graders, as they are the only participants with two year’s of OCBA testing data available.

Lexia Reading

Thankfully, the program regular collected additional SuccessMaker assessment data throughout the program year, and was available for all students, grades K-4. At the request of the school principal, the program spent much of the school year using the Lexia program for academic enrichment time². Lexia is a computer-based, differentiated instructional program very similar to SuccessMaker. It has been adopted for the school day, and ELEVATE staff agreed to use the same program for consistency.

End of year data was available for 52 ELEVATE participants who utilized Lexia in the program during the school year.

As of May 18, 2018,

- 60% of participants reached (or were “on target” to reach) the end-of-year benchmark for their grade level.
- Nearly all third grade, and the majority of kindergarten and first grade reached their end of year grade level benchmarks.
- 38% were “high risk,” or did not reach their grade level benchmark.
- 82% of the participants demonstrated at least some gains in skill levels during the course of the school year.

² ODE was informed of this adjustment and a formal amendment to the grant was produced.

Figure 6. Participants' End of Year Lexia results by grade level (n=52)

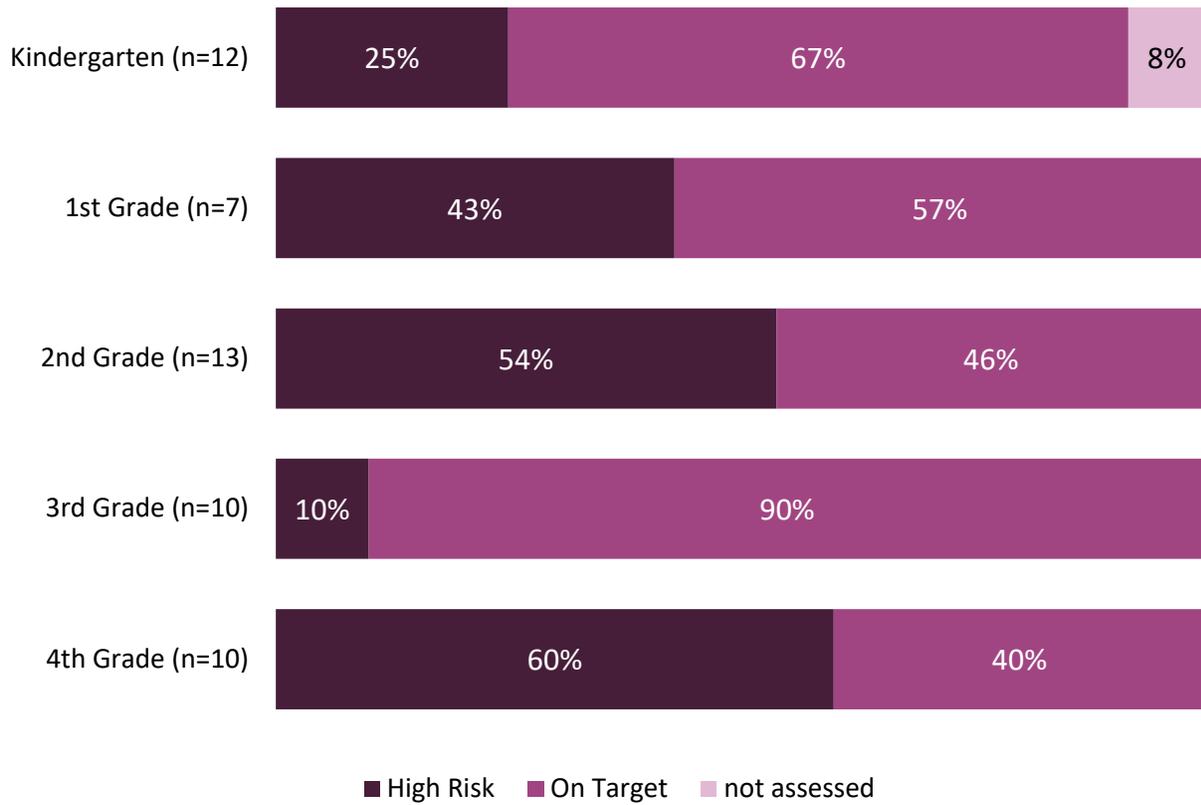
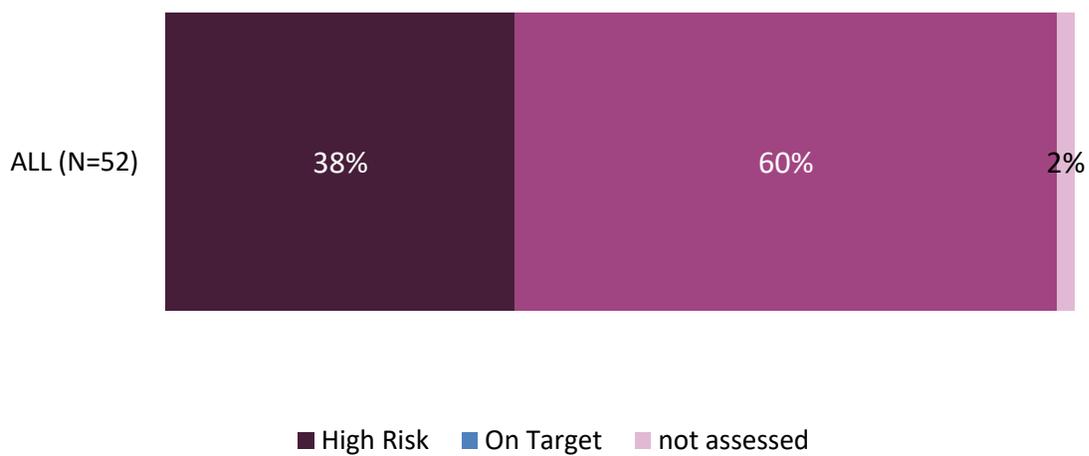


Figure 7. Participants' End of Year Lexia results overall (n=52)



SuccessMaker Reading

Because program staff believe so strongly in the SuccessMaker program, and having built up trust with the Principal, they have started to implement the SuccessMaker online platform as part of literacy and math enrichment time with more regularity as the school year progressed.

SuccessMaker is an adaptive intervention program that delivers both reading and math curricula. It personalizes instruction based on ongoing adaptive assessments, differentiating enrichment for each student. The program meets ESSA's requirements for strong evidence, and has a solid research base that demonstrates successful outcomes when the program is used with fidelity.

It was expected that 100% of regular program participants would spend a minimum of 10 hours using the SuccessMaker Reading tutorial, and that 50% of regular program participants would demonstrate at least one grade level gain in reading.

A cumulative SuccessMaker report was run after eight months of minimal usage: October 23, 2017 – May 23, 2018. A summary of the results is being presented here with the caveat that usage was irregular and is likely not representative of actual performance.

Reading data was available for 42 of the 54 participants. When students were first assessed in reading approximately 3 of them were testing at or above their expected grade level; when last assessed, approximately 2 of them tested at or above their expected grade level.

In the beginning, more students started out at grade level in math than in reading. Some progress has been demonstrated in math; some decline has been seen in reading. This indicates that students, in general, likely need more reading support than math support. The majority of participants tested below grade level in both reading at the start. It is evident that the students being served by the program were in need of intervention.

On average students have demonstrated an improvement of 0.46 grade levels in reading after 8 months of limited SuccessMaker usage. Research has demonstrated that the more SuccessMaker is used, the higher the improvement. It is likely that if dosage were to have increased the better the results would have been. Although highly limited, overall SuccessMaker progress is summarized in Table 5. A more detailed report of findings can be found in the Appendix.

Table 5. OWE ELEVATE SuccessMaker Progress: October 23, 2017 – May 23, 2018

SuccessMaker

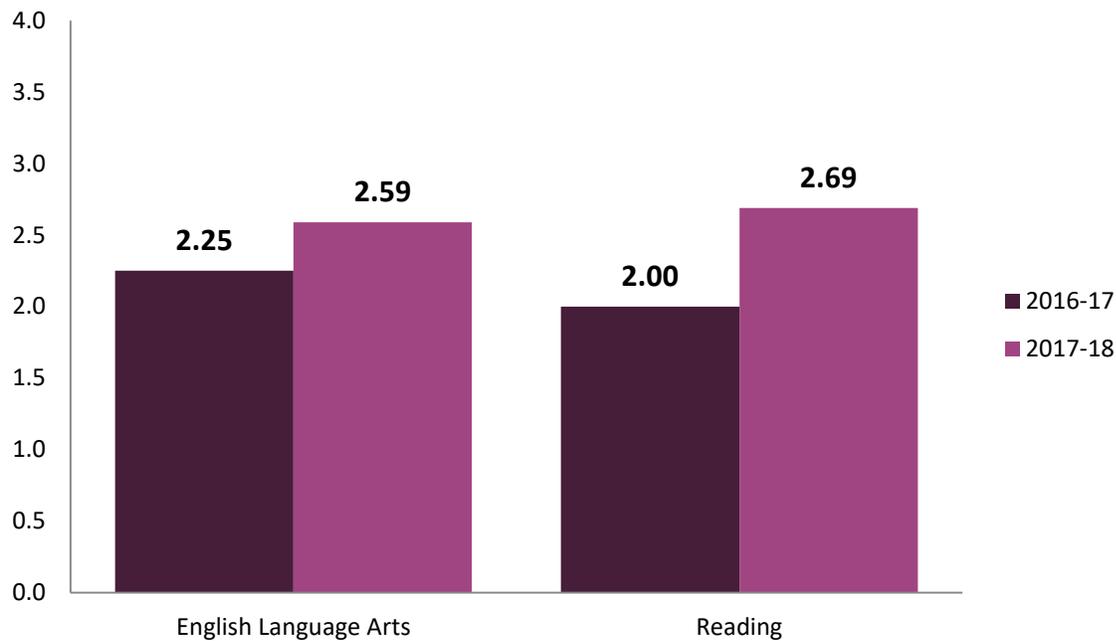
Reading	
0.46	<i>average grade level change after 8 months of limited usage</i>
11 Hrs, 24 Mins	<i>average time spent on targeted intervention</i>
51	<i>average number of targeted intervention sessions completed</i>
715	<i>average number of exercises attempted</i>
75%	<i>average percentage of exercises answered correctly</i>
23	<i>average number of skills assessed</i>
80%	<i>average percentage of skills mastered</i>

English Language Arts Course Grades

As one additional measure of academic performance, English Language Arts and Reading course grades were collected from the Toledo Public School District in July 2018. Data was provided for a sample of 20 regular program attendees that had both 2016-17 (baseline) and 2017-18 (follow-up) English Language Arts course grades and Reading course grades.

A paired sample t-test was conducted on grades from the 4th marking period of each school year to evaluate the impact of the intervention on students' English Language Arts performance. There was an increase in the mean English Language Arts grade point average from 2016-17 (M=2.25) to 2017-18 (M=2.59). There was a statistically significant increase in the mean Reading grade point average from 2016-17 (M=2.00, SD=.725) to 2017-18 [M=2.69, SD=.877, $t(20)=-2.860$, $p<.05$]. The eta squared statistic (.30) indicated a large effect size.

Figure 6. Regular Participants’ English Language Arts Course Grades: Average 4th Marking Period GPA



Stakeholder Feedback

Stakeholder feedback can also serve as a good measure of the academic benefits of a program. Parents (n=26), Program Staff (n=3), and Students (n=26) were all surveyed at the end of the school year to help gauge their opinions about program contributions, including academic. Full survey results are available in the Appendix of this report, but among stakeholder feedback:

Table 7. OWE ELEVATE Stakeholder Feedback: Reading

Stakeholder Feedback	
Reading	
85%	<i>of parents reported that the ELEVATE program helped their child at least somewhat with reading – 39% reported that it helped “very much”</i>
100%	<i>of staff reported that the ELEVATE program helped students “very much” with reading</i>
65%	<i>of students reported that the ELEVATE program helped them at least somewhat with reading – 39% reported that it helped “very much”</i>
8%	<i>of students reported that reading help was their very favorite thing about the program (more than play time, food and anything else)</i>

“A struggling student thanked me for a 100% that they got on their test.”
-Old West End Academy Staff Comment

Math

The program goal for math was as follows: All ELEVATE students will improve their math skills, as measured by Common Core mathematics benchmarks for grades K-4. Students will have at least 2 hours of math enrichment each week, including a 1 hour math class with qualified aides, and 30 minutes of other enrichment 2 days per week. Enrichment activities will help students struggling in math acquire or solidify math skills not fully mastered in school.

Progress was to be measured for the following outcomes:

- 100% of regular program participants will maintain or improve their Common Core performance level tier
- 100% of regular program participants will spend a minimum of 10 hours using the SuccessMaker Math tutorial
- 50% of regular program participants will demonstrate at least one grade level gain in math
- 90% of program stakeholders will agree that students are benefitting academically from the ELEVATE program

Math Program Implementation

As evidenced by program schedules, attendance, and staff interviews, the ELEVATE program consistently provided 2 hours of math enrichment each week as scheduled.

Evidence-based mathematics enrichment strategies were implemented as planned and included:

1. Personalizing instruction for each student based on ongoing adaptive assessments using the SuccessMaker intervention program. SuccessMaker meets ESSA's requirements for strong evidence, and has a solid research base that demonstrates successful outcomes when used with fidelity.
2. Utilizing the AfterSchool KidzMath mathematics enrichment program (grades K-2 and 3-6 curricula), created by Developmental Studies Center, to help students struggling in math acquire or solidify math skills not fully mastered in school. AfterSchool KidzMath was designed specifically for out-of-school settings and is closely aligned with the Common Core State Standards for Mathematics. It uses active, cooperative math games and storybook-based activities to promote students' mathematical understanding and skills, gain confidence in their mathematical abilities, and increase their enjoyment of math, while promoting their social development. In addition, the use of story-book activities integrates math with literature to strengthen students' skills in both areas.
3. Holding two 30-minute sessions weekly for math homework help and tutoring, provided by certified aides and led by a math coach who is a school day teacher at MLK. Teachers and aides communicated regularly with other school day teachers to target math skills for individual students.
4. Engaging students in math games and interactive online sessions when they do not have math homework
5. Incorporating positive behavioral reinforcement strategies into math enrichment. Participants who demonstrated good citizenship and behavior during math enrichment sessions received points that could be redeemed at the ELEVATE "store". Positive youth development was also incorporated into weekly KidzMath class by including art workshops and other enrichment activities into sessions.

Ohio Computer Based Assessment (OCBA) Math

It was expected that 100% of regular program participants would improve or maintain their Common Core performance level tier.

To speak to this we examined participant performance on the Math portion of the OCBA. Student performance is classified into five groups: “limited”, “basic”, “proficient”, “accelerated”, and “advanced”. We are primarily interested in ensuring that all students are performing at “proficient” or above. This is considered to be the target level. The sample size is limited, as the OCBA is not administered before third grade. All results pertain to regular participants with both Spring 2017 and Spring 2018 OCBA information (n=6).

Figure 7 summarizes the individual student changes for each of the initial five OCBA levels from Spring 2017 to Spring 2018.

- 100% of students who initially performed “limited” proficiency in Spring 2017 maintained this performance level in Spring 2018.
- 25% of students who initially performed “basic” proficiency in Spring 2017 demonstrated improvement in Spring 2018.
- The one student who initially performed “accelerated” in Spring 2017 was unable to maintain this level in Spring 2018.

Figure 7. Regular Program Participants OCBA Mathematics Level Changes

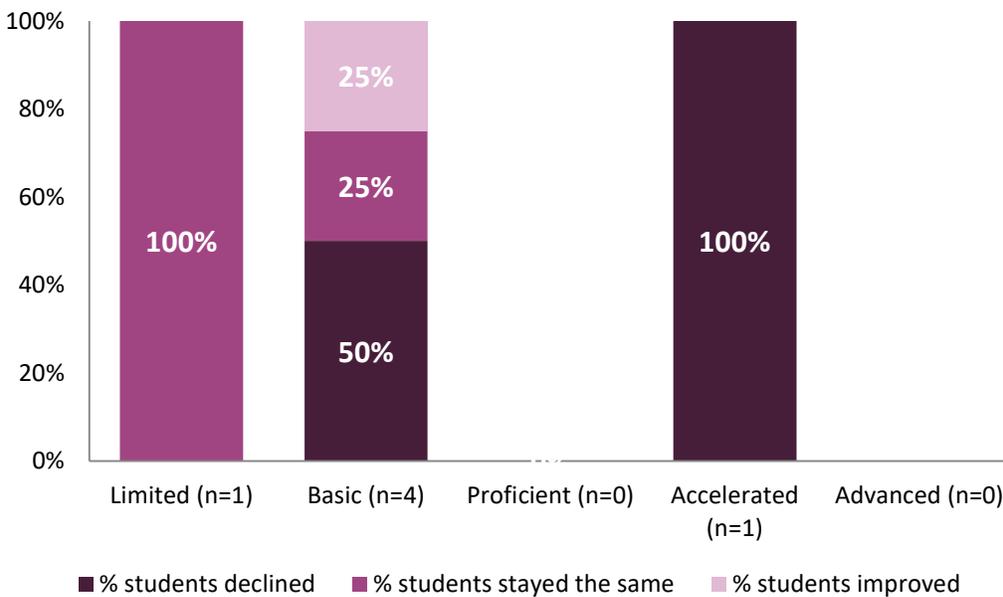


Figure 8 shows the proportion of regular participants by performance level in Spring 2017 (baseline) and Spring 2018 (follow-up). As indicated, the proportion of students who scored “basic” and below versus “proficient” did not change over the two years.

Figure 8. Regular Participants’ OCBA Mathematics Performance (n=6)

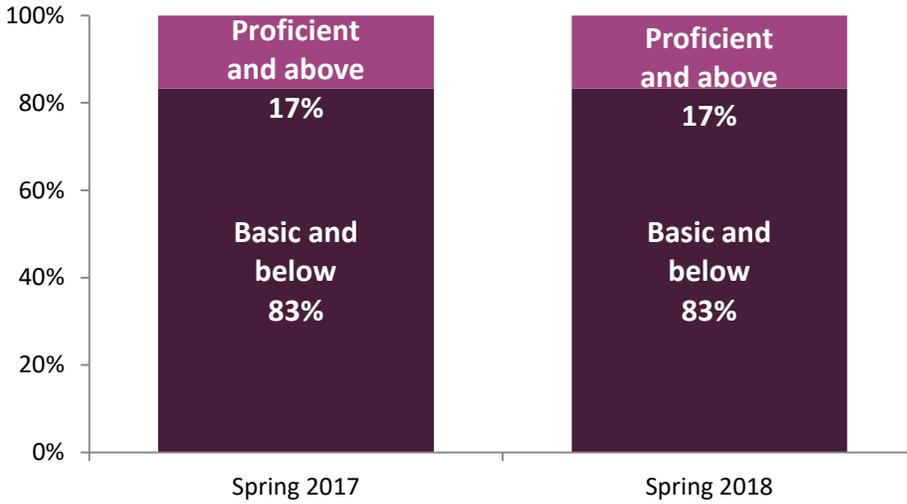


Table 8 highlights the changes in ELA levels from Spring 2017 to Spring 2018. Overall,

- 20% of regular participants who initially performed at “basic” or below in Spring 2017, performed at “proficient” or above in Spring 2018, and
- The one regular participant who initially performed at “proficient” or above in Spring 2017 was unable to maintain this performance level in Spring 2018

Data indicates that students were more likely to demonstrate declines than improvements on the Math portion of the test.

Table 8. Changes in OCBA Mathematics Performance

		Spring 2018 Performance Level (Follow-up)	
		Basic and Below (n=5)	Proficient and Above (n=1)
Spring 2017 Performance Level (Baseline)	Basic and Below (n=5)	80%	20%
	Proficient and Above (n=1)	100%	0%

SuccessMaker Math

It was expected that 100% of regular program participants would spend a minimum of 10 hours using the SuccessMaker Math tutorial, and that 50% of regular program participants would demonstrate at least one grade level gain in math.

A cumulative SuccessMaker report was run after eight months of minimal usage: October 23, 2017 – May 23, 2018. A summary of the results is being presented here with the caveat that usage has been irregular and is likely not representative of actual performance.

Math data was available for 43 of the 54 participants. When students were first assessed in math approximately 13 of them were testing or above their expected grade level; when last assessed, approximately 14 of them tested at or above their expected grade level. Some progress was made.

In the beginning, more students started out at grade level in math than in reading. Some progress has been demonstrated in math; some decline has been seen in reading. This indicates that students, in general, likely need more reading support than math support. The majority of participants tested below grade level in both reading and math at the start. It is evident that the students being served by the program are in need of intervention.

On average students have demonstrated an improvement of 0.54 grade levels in math after 8 months of limited SuccessMaker usage. Research has demonstrated that the more SuccessMaker is used, the higher the improvement. It is likely that if dosage were to have increased the better the results would have been. Although highly limited, overall SuccessMaker progress is summarized in Table 5. A more detailed report of findings can be found in the Appendix.

Table 5. OWE ELEVATE SuccessMaker Progress: October 23, 2017 – May 23, 2018

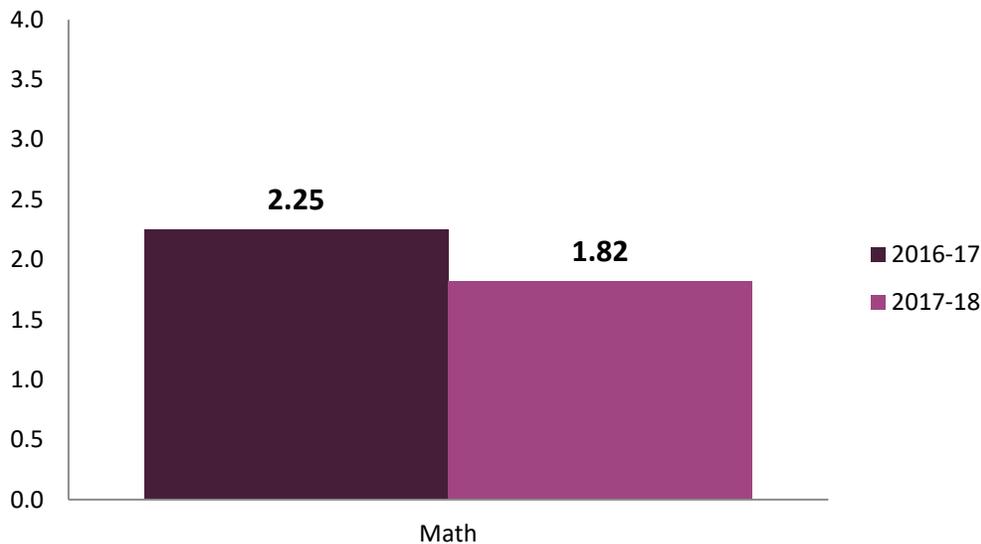
SuccessMaker	
	Math
0.54	<i>average grade level change after 8 months of limited usage</i>
12 Hrs, 58 Mins	<i>average time spent on targeted intervention</i>
77	<i>average number of targeted intervention sessions completed</i>
1,044	<i>average number of exercises attempted</i>
68%	<i>average percentage of exercises answered correctly</i>
96	<i>average number of skills assessed</i>
97%	<i>average percentage of skills mastered</i>

Mathematics Course Grades

Math course grades were collected from the Toledo Public School District in July 2018. Data was provided for a sample of 20 regular program attendees that had both 2016-17 (baseline) and 2017-18 (follow-up) Math course grades.

A paired sample t-test was conducted on grades from the 4th marking period of each school year to evaluate the impact of the intervention on students' Math performance. There was a slight decrease in the mean Math grade point average from 2016-17 (M=2.25) to 2017-18 (M=1.82). This finding is not statistically significant.

Figure 9. Participants' Mathematics Course Grades: Average 4th Marking Period GPA



Stakeholder Feedback

Stakeholder feedback can also serve as a good measure of the academic benefits of a program. Parents (n=26), Program Staff (n=3), and Students (n=26) were all surveyed at the end of the school year to help gauge their opinions about program contributions, including academic. Full survey results are available in the Appendix of this report, but among stakeholder feedback:

Table 9. OWE ELEVATE Stakeholder Feedback: Math

Stakeholder Feedback

Math	
73%	<i>of parents reported that the ELEVATE program helped their child at least somewhat with math skills – 39% reported that it helped “very much”</i>
100%	<i>of staff reported that the ELEVATE program helped students “very much” with math skills</i>
65%	<i>of students reported that the ELEVATE program helped them at least somewhat with solving math problems – 50% reported that it helped “very much”</i>

“Although I cannot identify one specific highlight, I am most proud of watching the students grow throughout the course of the school year.”

-Old West End Academy Staff Comment

Positive Youth Development

Another primary aim of the 21st CCLC programs is to help improve students’ behavioral performance with a particular eye on promoting positive youth development. As such, another primary objective of the evaluation is to assess changes in participants’ behavior to better understand how students who participate in the program are faring.

The program goal for positive youth development was as follows: Our objective is to promote positive behavior and citizenship among students, including social-emotional skills and other developmental assets that in turn help improve attendance, good behavior, learning and achievement in schools. Our daily schedule will include at least 1 hour for youth development activities that are geared to students’ age and developmental levels.

Progress was to be measured for the following outcomes:

- 75% of participants will attend the program regularly
- 100% of regular program participants will maintain or improve school day attendance, as noted by a stable rate or decrease in unexcused absences
- 100% of regular program participants will maintain or decrease disciplinary referrals over the course of the school year
- 90% of program stakeholders will agree that students are benefitting behaviorally and socially from the ELEVATE program

Program Implementation

As evidenced by program schedules, attendance, and staff interviews, the ELEVATE program successfully implemented youth development activities into programming, along with consistent approaches to promote social-emotional skills and positive behavior.

Evidence-based strategies were implemented as planned and included:

1. Opportunities for students to learn about and create visual art projects and performing arts (dance, theater, music). Arts education promotes self-expression, teamwork skills, responsibility, and self-discipline, and helps youth succeed in school (AfterSchool Alliance, 2005). The program incorporated co-operative art enrichment activities into weekly KidzLit and KidzMath sessions.
2. Students had at least 30 minutes of daily physical activity, including team sports, that promote fitness, teamwork, and sportsmanship. Study findings suggest regular physical activity in school-based out-of-school-time programs promotes better academic behaviors and achievement (CDC, 2010).
3. Guest speakers exposed students to career pathways, and served as positive role models.
4. Students were taken on organized field trips that provide development and enrichment opportunities, to locations such as the Toledo Zoo, Imagination Station, career technical programs, and others.
5. Movie nights focused on characters who overcame challenges, and helped students identify strategies for conflict resolution, determination, and perseverance.
6. Program staff and partners strive to model and promote positive characteristics such as teamwork, responsibility, self-discipline, problem-solving, conflict resolution and leadership at all times.

7. Students participate in special events that tie together positive behavior with literacy and math enrichment activities, for example through a KidzLit Restaurant-themed party and through our ELEVATE Store. Each student had the opportunity on an ongoing basis to earn stars for good behavior. Each week these stars could be used to purchase items from the program “store.” Instead of punishing negative behavior, the incentive and emphasis is placed on the positive. Strategies like these were regularly used in the program to motivate and reinforce good behavioral decision-making.
8. To ensure access to the youth development programs that occurred off-site, the program provided busing and meals for ELEVATE students.

The behavioral framework for the ELEVATE program is based on the principles of Positive Behavioral Interventions and Supports (PBIS). The program works to incorporate social-emotional learning and pro-social behavior in all of its activities. Program staff and partners strive to model and promote positive characteristics such as teamwork, responsibility, self-discipline, problem-solving, conflict resolution and leadership. Program documents have been shared with the evaluator and clearly show that the topic has been included on Implementation Team meeting agendas and in conversations between program and school leadership.

An example of the way that PBIS has been built into the program is the ELEVATE Store. Each student has the opportunity on an ongoing basis to earn stars for good behavior. Each week these stars can be used to purchase items from the program “store.” Instead of punishing negative behavior, the incentive and emphasis is placed on the positive. To further enhance student learning 3rd and 4th grade students have been led through a soup-making project based on one of the books that they read in the program, *Granny Torrelli Makes Soup*. Through this project students made soup, conducted a budget analysis and priced the soup based on their research, marketed the soup to their families (with a Ppt presentation), and sold the soup at a family event, earning \$190! The profit from the sale will be used to purchase extra-special rewards for the ELEVATE Store, making the reward for positive behavior more attractive and meaningful for them. Instead of punishing negative behavior, the incentive and emphasis is placed on the positive. Strategies like these are regularly used in the program to motivate and reinforce good behavioral decision-making.



Students leading a Ppt presentation about the soup they made!

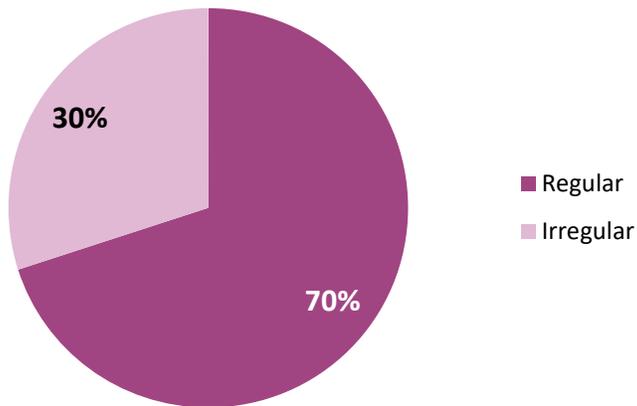


The event raised \$190 for the ELEVATE store!

Program Participation

Building activities around a PBIS framework has helped to keep students highly engaged with programming. As mentioned previously, the majority (70%) of program participants were regular attendees, participating in 30 days or more of programming.

Figure 10. Participants' Program Attendance Summary



Disciplinary Referrals

Disciplinary referral data was provided by the Toledo Public School District. However, it was insufficient for analysis for the following reasons:

- Mid-year data was pulled from a different system than end of year data
- Students flagged with disciplinary referrals at mid-year were not flagged in the same data provided at the end of the year and vice versa; calling the quality of data into question
- End of year data was not clearly defined

In coming years these issues will be addressed directly at the time that data requests are made. It is expected that next year's annual report can fully address this outcome in ways that this year's report could not.

School Day Attendance

Participants' school day attendance data was analyzed to assess behavioral change. Regular school day attendance is extremely important. Research³ has shown that:

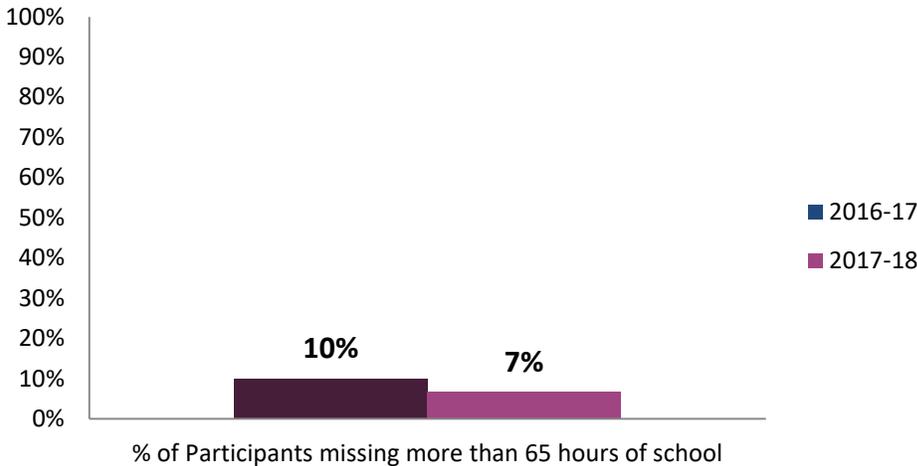
- Poor attendance can influence whether children read proficiently by the end of third grade or be held back.
- When students improve their attendance rates, they improve their academic prospects and chances for graduating.
- Attendance improves when schools engage students and parents in positive ways.

Quality after school programs can help students to feel more connected and supported in their school environment, ultimately leading to improved school day attendance.

³ 10 Facts About School Attendance. (n.d.). Retrieved from <http://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/>, August 2018.

As of April 2017, public school students in Ohio cannot miss more than 65 hours of school in a year.⁴ Hours of absence were provided for a sample of 30 regular program attendees who had attendance data for both 2016-17 (baseline) and 2017-18 (follow-up). In 2016-17, 10% of these students were absent from school for 65 hours or more. In 2017-18, only 7% of these students were absent for 65 hours or more (“chronically absent”). A paired sample t-test was conducted to evaluate the impact of the intervention on students’ school day attendance. There was a decrease in the percentage of students who were chronically absent from 2017 (M=.10) to 2018 (M=.07). However, the change was not statistically significant.

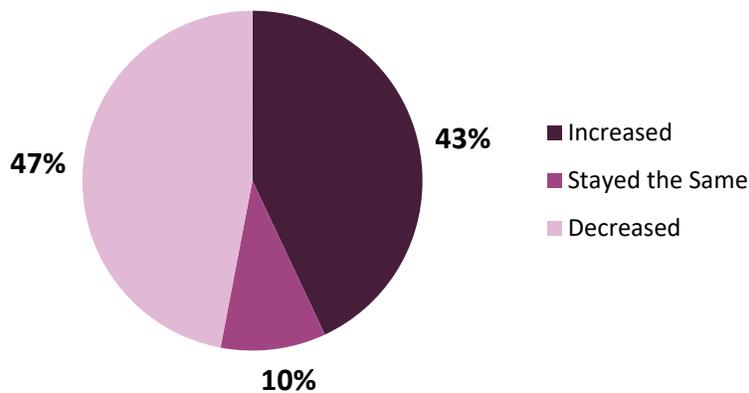
Figure 11. OWE ELEVATE % of regular participants missing more than 65 hours of school: 2016-17 to 2017-18



Unexcused Absences

Furthermore, we hoped to see a decrease in unexcused absences over time. Two year’s worth of unexcused absence hours were available for 30 regular (30 days or more) program participants. The majority of regular participants maintained (10%) or reduced (47%) the total number of unexcused absence hours between the 2016-17 and 2017-18 school year.

Figure 12. Changes in Unexcused Absence Hours for Regular Participants (n=37)



⁴ Repository, K. W. (2017, December 11). New state attendance law could be trouble for sick students, their parents. Retrieved from <http://www.cantonrep.com/news/20171211/new-state-attendance-law-could-be-trouble-for-sick-students-their-parents>, August 2018.

Stakeholder Feedback

Stakeholder feedback can also serve as a good measure of the developmental benefits of a program. Parents (n=26), Program Staff (n=3), and Students (n=26) were all surveyed at the end of the school year to help gauge their opinions about program contributions, including behavioral. Full survey results are available in the Appendix of this report, but among stakeholder feedback:

Table 10. OWE ELEVATE Stakeholder Feedback: Positive Youth Development

Stakeholder Feedback	
Positive Youth Development	
100%	of parents agreed that the ELEVATE program was a safe place for their child(ren).
100%	of parents agreed that the ELEVATE program staff cared about their child(ren) and wanted to see them succeed.
85%	of parents reported that the ELEVATE program helped their child(ren) at least somewhat with making new friends – 54% reported that it helped “very much”.
89%	of parents reported that the ELEVATE program helped their child(ren) at least somewhat with getting along with other students – 50% reported that it helped “very much”.
100%	of staff reported that the ELEVATE program helped students “very much” with social skills/interactive with others.
100%	of staff reported that the ELEVATE program helped students with behaving better in class and making good choices at least somewhat.
88%	of students reported that the ELEVATE program helped them to behave better in class and make choices that help them stay out of trouble at least somewhat.

“This program has helped my child with interaction with other students by him being the only child he tends to be shy, but this program has helped him to communicate more.”

-Old West End Academy Parent Comment

Family Engagement

Family Engagement is another goal for all 21st CCLC programs. To this end, ELEVATE program staff have been working to cultivate partnerships with adult and family programs to help parents with some of their most pressing needs including parenting support. The ELEVATE program has set a goal for itself to orient and connect families to these resources, such as education and support groups, workforce development, juvenile delinquency prevention and intervention, and reentry supports. As a branch of Center of HOPE Family Services, the ELEVATE program has a direct connection to numerous parenting education and support groups, workforce development programs, and a juvenile delinquency and reentry program.

The program goal for family engagement was as follows: ELEVATE program staff see parent involvement as a key element of a child's success in the ELEVATE program. We have the objective of involving parents in their child's activities within the program, so they may support their child's learning and development objectives outside of the classroom and program.

Progress was to be measured for the following outcomes:

- 100% of parents/guardians will attend at least one ELEVATE activity open to family participation
- 100% of parents/guardians who attend an ELEVATE activity will be informed about additional community resources
- 90% of parents/guardians will report that they are satisfied with the ELEVATE program

Program Implementation

As evidenced by program schedules, attendance, and staff interviews, the ELEVATE program made some progress toward implementing parent engagement activities into programming.

Evidence-based strategies were implemented as planned and included:

1. ELEVATE incorporates evidence-based design principles and strategies for family engagement in the ODE Community Collaboration Model for School Improvement including: connecting family engagement activities to student learning, achievement, and well-being; engaging parents as partners in program planning and implementation; equipping parents to support their children's learning at home; supporting the wellbeing of the parents and family via links to community resources, and creating a warm, culturally affirming atmosphere for parents in our outreach.
2. ELEVATE hosted a Peace on Earth Christmas event in December, during which parents could interact with other parents as well as representatives from juvenile court system and learn about juvenile justice resources available. This event was featured in a Toledo Journal article.
3. ELEVATE hosted one family math night in May 2018 as part of the End of the Year Celebration. At this event parents and students played math-based games together.
4. As a branch of Center of HOPE Family Services, the ELEVATE program has a direct connection to numerous parenting education and support groups, workforce development programs, and a juvenile delinquency and reentry program. During events with parents, families were engaged on these topics and connected to relevant resources. The Nurturing Parents curriculum, identified by the National Registry of Evidence-Based Program and Practices and Office of Juvenile Justice & Delinquency Prevention was used as an evidence-based practice for families at risk for abuse and neglect
5. Although not fully developed yet, the program is working toward developing a parent cell phone database, so they can better communicate with parents in ways that are convenient for them
6. Program staff participates in activities already happening through the school day, so parents who are participating in regular school activities will be able to meet with and engage with ELEVATE. This effort also supports parent engagement in their children's learning and in the school.
7. A sit-down dinner for all ELEVATE families was held at the end of the school year, in which students with high rates of participation and positive behavior were recognized. The accomplishments and development of all students throughout the year was also highlighted. During the dinner, incentive prizes were offered for students and family members. There was also a "Wakanda Challenge" to commemorate the recent Black Panther movie, in which there was a photo booth for families to take pictures with their children, giving special prizes to those who wore African attire or attire that promotes a family's cultural heritage. This opportunity provided a chance

for families to engage with other aspects of ELEVATE's academic achievement and youth development programming.

Conversations have been initiated during Implementation Team meetings to discuss how program staff can participate in activities already happening through the school day (e.g., Family Literacy Night, etc.). Although progress has been slow, several opportunities have been identified and it is anticipated that program staff will participate more in coming years.

To date, family engagement mostly consisted of invitations to special program events (as listed earlier in this report) that promote both parent and student learning, engage families with their child(ren)'s education, and provide opportunities for families to be connected to community resources. One of the best examples of this is the Peace on Earth Christmas event, a festive, multi-cultural celebration that was held in December. At this event booths were set up with fun activities (e.g., candy and cooking painting, crafts, etc.) to engage both parents and children. Individual photos were taken with Santa Claus, who paid a visit to the event; and free hats, gloves, and a warm buffet dinner were provided to help families cope with the cold winter weather. At the event parents also had the opportunity to interact with representatives from the Juvenile Court system, and to learn more about juvenile justice resources available to them in the community. The event was not exclusive to OWE families, but special invitations were extended to them, and many participated. The event even earned a mention in a Toledo Journal article published in December 2017.

Another great example is the End of Year Celebration/Math Night held in May 2018. At this event parents and students were led through fun and engaging math games, provided with a warm meal, and recognized for academic and behavioral accomplishments. The event theme was Wakanda, through which cultural and individual strengths were also recognized and celebrated. This multi-faceted event was engaging and empowering for all participants and served as an excellent way to celebrate family engagement as well.



Attendance

Parent sign in sheets were available for three family events during the 2017-18 school year: orientation, the school's Donuts for Dads event, and the End of Year Celebration/Math Night. A total of 17 family members signed in to orientation, 35 fathers signed in for Donuts for Dads, and 22 family members signed in to the End of Year Celebration/Math Game Night. Considering that there were 54 program participants, 11 of whom were present at both the beginning and the end of the school year, these attendance numbers are somewhat low, but not bad for a first program year. Additionally, it is likely that not every parent signed in. ELEVATE is aware that the tracking of

parent participation has been imperfect, and they fully intend to make a more concerted effort to track parent participation in all family engagement events moving forward.

Stakeholder Feedback

Parent engagement was primarily measured by end of the year parent surveys (n=26). The surveys were intentionally designed to ask parents about their engagement and satisfaction with activities.

First, parents were asked on a scale of 0 to 3+ how many ELEVATE parent and/or family events they attended this year. The majority of parents (73%) attended at least one event. However a sizable amount (27%) did not attend any.

Those parents who attended at least one event (n=19) were asked how satisfied they were with the event(s) that they attended. All parents were at least somewhat satisfied; 68% were “very satisfied.”

To further gauge the impact of the program on families, some more detailed questions were asked of all parents about specific program goals and contributions. The vast majority of responding parents (72%) agreed that the program had informed them about resources and supports in the community. More than half of the parents (46%) actually made connections to those resources. A majority of parents (71%) were also able to state that the program helped them to learn something new. Although participation in events may not have been as high as anticipated this year, there is ample evidence that the program is making contributions to families beyond the students themselves.

Figure 13. Parents’ Perceived Impact of ELEVATE Family Events

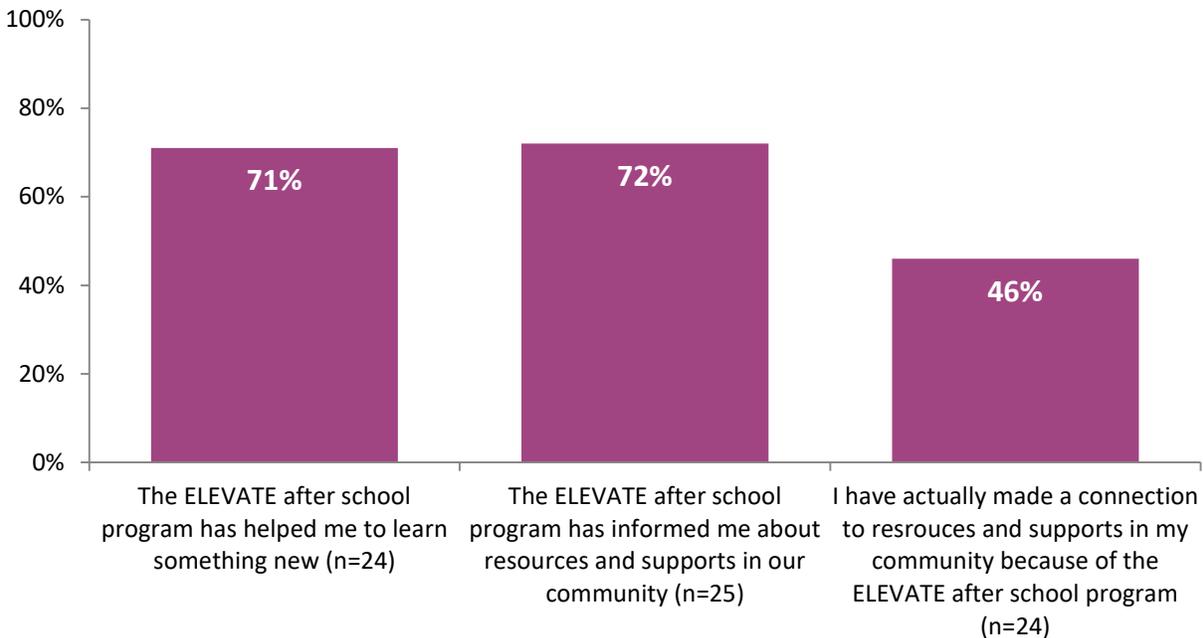


Table 11. OWE ELEVATE Stakeholder Feedback: Parent Engagement

Stakeholder Feedback

Parent Engagement	
88%	of parents agreed that the ELEVATE program helped them to be more involved with their child's education
89%	of parents agreed that the ELEVATE program helped them to be more informed about their child's education
100%	of parents agreed that their child likes coming to the after school program

“The ELEVATE program is helpful to my family because it gives my child a safe place to complete his homework and receive an after school meal. I am a mom who works 8A-5P; without the ELEVATE program I may not be able to work my job. I am very grateful for the ELEVATE program.”

-Old West End Academy Parent Comment

Partnership

A program Implementation Team composed of the Executive Director and Project Director/Site Coordinator from Center of HOPE, the school Principal and/or Vice Principal, select program staff, the Curriculum Supervisor, and the Local Program Evaluator, was formed to promote collaboration with the host school, ensure that the program operates with fidelity to the proposed plan, and to address any challenges that may surface throughout the year. Members from the team have participated in monthly meetings.

Because research clearly suggests that solid, collaborative partnerships are hugely important, during these meetings Center of HOPE staff are making every effort to face and resolve any and all conflicts that have arisen. After some extensive research, we have selected The Ohio Community Collaboration Model for School Improvement as a guide to optimize school partnership in support of students' learning, healthy development, and academic achievement. Moving forward, we are designing the agendas of Implementation Team meetings mindfully to find common ground; emphasize the greater good of the community being served; avoid blaming; and promote strengths-based, sustainable, solution-focused interactions.

All members of the stakeholder team as identified in the evaluation plan are still active and engaged with the after school program.

Conclusions and Recommendations

Based on this first year of analysis it is evident that the Old West End Academy ELEVATE program is implementing programming as intended and making progress toward positive youth and family outcomes. As would be expected after only one year of programming, not all outcomes that the program set for itself have been fully achieved. However, there is some evidence that progress is being made toward all outcomes. Programming was implemented with much fidelity to the original plan as was written in the grant. There were some adjustments to staff and a small amount of turnover, but a plan is already in place to improve staff support and structure in the coming year. Gains in performance levels were not demonstrated on the OCBA state assessments, but students did demonstrate some academic gains on Lexia and SuccessMaker assessments, even when usage was minimal. Although there was some decline in math course grades it was not statistically significant, meaning that the change was just as likely due to chance as anything else. There were improvements in English Language Arts course grades, and highly significant improvements in Reading course grades.

The majority of students participated in the program regularly, and even though they were doing well to begin with, improvements were demonstrated improvements in school day attendance. 73% of parents who were surveyed reported that they attended at least one family event, and most parents who responded to the end of year survey reported that the program connected them to resources and supports in the community. Stakeholder surveys demonstrated overall satisfaction with the program. The majority of respondents could attribute positive academic and youth development outcomes to the program. 100% of parents who were surveyed agreed that their child liked coming to the ELEVATE after school program!

With these findings in mind, and based on conversations with program leadership, the following recommendations may be beneficial to the program:

- **Plan ahead for next year's recruitment strategies to fully reach the target of 50 participants earlier.** Program enrollment surpassed the targeted 50 attendees. However, the target was not achieved until the second half of the school year. ELEVATE staff have already pinpointed communication as a key element for successful program recruitment. Recruitment pitches and messaging have been in development to clearly and sensitively communicate what the program is all about. It is believed that this improved communication will lead to more robust enrollment in the coming school year.
- **Increase levels of dosage with academic tutorials.** Higher levels of SuccessMaker usage were somewhat correlated with higher levels of improvement. It can be reasonably presumed that the more students are able to use the program the more improvement we will see. Although next year's program schedule may not be identical to this year's program schedule, aim to keep the dosage of tutorial time high.
- **Revisit math intervention strategies.** Students demonstrated some improvement this year in English Language Arts and Reading, but there was no notable improvement in math. This might be because students were demonstrating more need in reading at the beginning of the year, so more of a focus was placed on intervention in that area. However, math

improvements are still needed, and should not fall by the wayside. Aim to strike a balance between targeting the areas of most need and maintaining the areas of most accomplishment.

- **Revisit strategies to engage parents in program trainings, events and workshops.** Parent participation in program events was not as high as it could be. Early on it was assumed that they would be enthusiastic about evidence-based workshops to support their own learning. However, enrollment was extremely low in early attempts to engage them in parenting workshops. It was learned that embedding evidence-based lessons in fun activities was a better way to pique their interest. Program staff have already planned to adjustments to parent activities along these lines for the coming year. Hopefully this will lead to increased participation in family events.
- **Remember to track adult participation in trainings, events and workshops.** To date, parent and staff participation in trainings, events and workshops has been primarily anecdotal. Be sure to track participation diligently next year so as to ensure accurate reporting and fully receive credit for all of the great work that is being done!
- **Continue to strengthen Implementation Team relationships.** Continue to build upon current partnerships utilizing strategies from the Ohio Community Collaboration Model for School Improvement. Keep the focus on the work and the common goals related to student success that brought everybody to the table in the first place.
- **Continue with the successful strategies that have helped the program launch on such a positive note.** For the most part, the ELEATE program at OWE has launched successfully. Participation numbers are high, academic progress is being demonstrated, and activities are being implemented much as was stated in the grant. There is certainly room for growth, but so far the experience and mindfulness behind this program appears to be paying off, and early, successful strategies should be recognized, celebrated, and maintained.

Changes to the Stakeholder Team

All members of the stakeholder team as identified in the evaluation plan are still active and engaged with the after school program.

Evaluator Name and Contact Info

The lead evaluator for this project has not changed. Kristie Glatze, an Associate at Hatchuel Tabernik & Associates, is based in northern California, and has more than 15 years of experience with federal 21stCCLC program evaluation. She can answer any questions regarding this report. Her contact information is as follows:

Kristie Glatze
Hatchuel Tabernik and Associates
2560 Ninth Street, Suite 211
Berkeley, CA 94710
(510) 559-3193 X215 (phone)
(510) 559-3166 (fax)
kglatze@htaconsulting.com

Parent/Caregiver Survey of the Center of Hope ELEVATE After School Program

N=26

1. How much do you agree with the following statements?	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The after school program is a safe place for my child.	26	80.8%	19.2%	0%	0%
b. My child gets help with their homework in the after school program.	26	50.0%	38.5%	11.5%	0%
c. The adults in the after school program let me know how my child is doing in the program.	26	65.4%	34.6%	0%	0%
d. The adults in the program care about my child.	26	69.2%	30.8%	0%	0%
e. The adults in the program want to see my child succeed.	25	68.0%	32.0%	0%	0%
f. The after school program has helped me to be a better parent.	25	44.0%	44.0%	8.0%	4.0%
g. My child learns new things in the after school program.	26	42.3%	57.7%	0%	0%
h. My child likes coming to the after school program.	26	61.5%	38.5%	0%	0%
i. The after school program helps me to be more <u>informed about</u> my child's education.	26	38.5%	50.0%	11.5%	0%
j. The after school program helps me to be more <u>involved with</u> my child's education.	26	48.0%	44.0%	8.0%	0%

2. How much do you think the ELEVATE program has helped your child with the following things?	N	Very much	Some	A little bit	Not at all
a. Reading	26	38.5%	46.2%	15.4%	0%
b. Math skills	26	30.8%	42.3%	26.9%	0%
c. Homework/study habits	26	50.0%	38.5%	11.5%	0%
d. Making new friends	26	53.8%	30.8%	11.5%	3.8%
e. Getting along with their teacher	25	52.0%	36.0%	12.0%	0%
f. Getting along with other students	26	50.0%	38.5%	11.5%	0%
g. Doing better on their report cards	26	42.3%	42.3%	15.4%	0%
h. Behaving in class	26	42.3%	38.5%	19.2%	0%
i. Making better choices	26	42.3%	46.2%	11.5%	0%

Please complete both sides



3. This year, how many ELEVATE parent and/or family events did you attend?	None	1	2	3 or more	I don't know	
	26.9%	42.3%	11.5%	11.5%	7.7%	
4. In general, how satisfied were you with the ELEVATE parent and/or family events that you attended? (<i>applicable if attended 1+ events: n=19</i>)	Very Satisfied	Somewhat Satisfied	Not Satisfied			
	68.4%	31.6%	0%			
5. Please mark a response for each of the following statements.	N	Yes	No	I don't know		
a. The ELEVATE after school program has helped <u>me</u> to learn something new.	24	70.8%	20.8%	8.3%		
b. The ELEVATE after school program has informed me about resources and supports in our community.	25	72.0%	16.0%	12.0%		
c. I have actually made a connection to resources and supports in my community because of the ELEVATE after school program.	24	45.8%	50.0%	4.2%		
6. Using the following scale, how would you rate your child's ELEVATE after school program?	Excellent	Good	Average	Fair	Poor	
	53.8%	38.5%	3.8%	3.8%	0%	
7. What grade(s) are your child(ren) in?	N	Kinder	1st grade	2nd grade	3rd grade	4th grade
	24	12.5%	29.2%	16.7%	33.3%	16.7%
8. Please use this space to share any comments that you may have about the ELAVATE after school program. We are especially interested in hearing about ways in which the program has made a difference to you and your child(ren), as well as your suggestions for improvement.						

- (my child's grades were already good) More Reading with Kids.
- Great place for kids.
- I wish there was more time for homework help.
- Making friends and helping with homework.
- My daughter has enjoyed her time in this program she gets extra socialization
- Thank you to each and every one of you. I appreciate you all for your time and patience, and leadership you've displayed to the children. Thank You, God Bless.
- The ELEVATE program is helpful to my family because it gives my child a safe place to complete his homework and receive a after school meal. I am a mom who works 8A-5P without the ELEVATE program I may not be able to work my job. I am very grateful for the ELEVATE program.
- The program helped my child to pass to the 4th grade. Thanks.
- This program has helped my child with interaction with other students by him being the only child he tends to be shy, but this program has helped him to communicate more.

Center of Hope ELEVATE After School Program Staff Survey

N=3

1. How much do you think the ELEVATE after school program has helped students in the following areas?	Very much	Some	A little bit	Not at all
a. Reading	100%	0%	0%	0%
b. Math skills	100%	0%	0%	0%
c. Homework completion/study habits	100%	0%	0%	0%
d. Social skills/interacting with others	100%	0%	0%	0%
e. Academic improvement in general	100%	0%	0%	0%
f. Behaving better in class	66.7%	33.3%	0%	0%
g. Making good choices	66.7%	33.3%	0%	0%

2. Please select the **ONE** item from the following list that **is working best** in your after school program (please mark only 1 item):

- 33.3% Implementation of KidzLit**
- 0% Implementation of KidzMath
- 0% Use of technology to support learning
- 0% Keeping youth engaged
- 33.3% Building a welcoming environment for families**
- 33.3% Positive behavior management**
- 0% Staff/youth relationships
- 0% Communication among program staff
- 0% Communication with parents
- 0% Communication with school day teachers/staff
- 0% Connection to the school day
- 0% Special events
- 0% Professional development opportunities
- 0% Other

3. Please select the **ONE** item from the following list that **needs the most improvement** in your after school program (please mark only 1 item):

- 0% Implementation of KidzLit
- 0% Implementation of KidzMath
- 0% Use of technology to support learning
- 0% Keeping youth engaged
- 0% Building a welcoming environment for families
- 0% Positive behavior management
- 33.3% Staff/youth relationships**
- 33.3% Communication among program staff**
- 0% Communication with parents
- 0% Communication with school day teachers/staff
- 33.3% Connection to the school day**
- 0% Special events
- 0% Professional development opportunities
- 0% Other

Please complete both sides



4. Please select the **TWO** areas of professional development that you believe would help you most you're your job (please mark only 2 areas):

0%	How to be more effective helping students with English Language Arts (reading, etc.)
0%	How to be more effective helping students with Math
0%	How to be more effective helping students with homework (in general)
33.3%	How to respond to the developmental needs of all students
0%	How to respond to the social-emotional needs of all students
0%	Working with Special Education populations
0%	How to keep students engaged
33.3%	Responding to different learning styles
0%	Building positive relationships with youth
0%	Building positive relationships with families
33.3%	Positive behavior management
33.3%	Conflict resolution
0%	Youth development principles
0%	Best practices in education
33.3%	Designing workshops and events for parents
0%	Communication strategies
0%	Other

5. **Other than professional development, are there any additional supports that you can think of that would help you in your work?**

- I think it would be helpful to have access to the students' daytime curriculum schedule. This way, I can help the students with material that may not be listed on the Elevate curriculum schedule.
- Staff working together to reach the same goal

6. **What, if anything, challenged you most this year in your work? Were the problems resolved or are they an ongoing issue?**

- Adjusting to ODJFS requirements as opposed to ODE requirements
- Some of the students were not very receptive to the consequences that were being implemented. They often said that they didn't care if they had to sit out. Therefore, the students didn't always see a reason to stop the unwanted behavior.

7. Please use this space to share one favorite memory of success story from the past year. What was a highlight for you? What are you most proud of?

- A struggling student thanked me for a 100% that they got on their test.
- Academic improvement in math skills. See more professional development opportunities.
- Although I cannot identify one specific highlight, I am most proud of watching the students grow throughout the course of the school year.

Center of Hope ELEVATE After School Program Student Survey: Grades 0-4

N=26

1. What grade are you in?	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade
	23.1%	15.4%	11.5%	26.9%	23.1%



2. How much do you agree with the following statements?	N	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
a. I feel safe in my after school program.	25	32.0%	44.0%	0%	8.0%	16.0%
b. I get help with my homework in my after school program.	26	38.5%	38.5%	11.5%	11.5%	0%
c. The adults in my after school program tell me when I do a good job.	25	36.0%	36.0%	12.0%	4.0%	12.0%
d. The adults in my after school program care about me.	25	52.0%	32.0%	8.0%	0%	8.0%
e. The adults in my after school program want to see me succeed.	25	36.0%	44.0%	8.0%	4.0%	8.0%
f. My after school program is a happy place to be.	24	41.7%	29.2%	8.3%	8.3%	12.5%
g. I learn new things in the after school program.	25	36.0%	48.0%	8.0%	0%	8.0%
h. I like my after school program.	26	23.1%	50.0%	7.7%	7.7%	11.5%

Please turn the page and complete the other side



Center of Hope ELEVATE After School Program Student Survey: Grades 0-4



3. How much has the ELEVATE after school program helped you with the following things?	N	Very much	Some	A little bit	Not at all
a. Reading	26	38.5%	26.9%	15.4%	19.2%
b. Solving math problems	26	30.8%	34.6%	15.4%	19.2%
c. Doing my homework	25	52.0%	16.0%	4.0%	28.0%
d. Making new friends	25	60.0%	24.0%	4.0%	12.0%
e. Getting along with my teacher	24	58.3%	12.5%	4.2%	25.0%
f. Getting along with other students	26	57.7%	19.2%	15.4%	7.7%
g. Doing better on my report card	24	54.2%	29.2%	12.5%	4.2%
h. Behaving better in class	25	68.0%	24.0%	8.0%	0%
i. Making choices that help me stay out of trouble	25	56.0%	32.0%	8.0%	4.0%

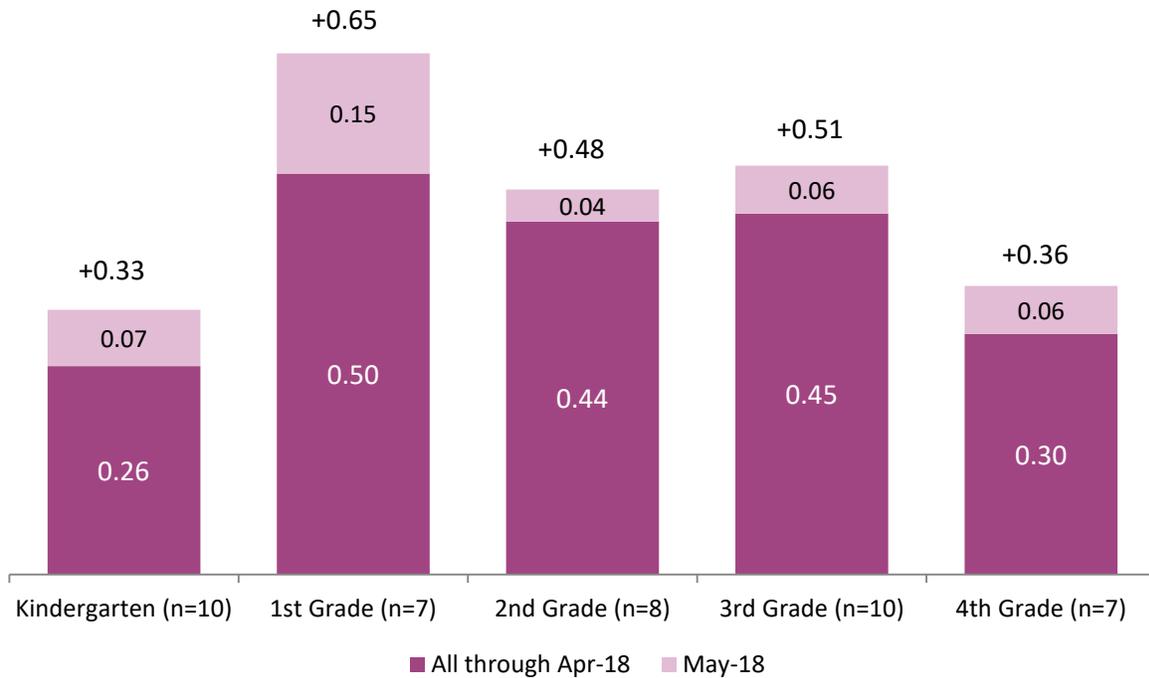
4. What is your **favorite** thing about the ELEVATE after school program? (please pick the one thing you like the most) (N=24)

- 8.3% the help I get with reading
- 0% the help I get with math
- 12.5% the help I get with my homework
- 8.3% learning new things
- 37.5% time to play
- 16.7% being with my friends
- 0% the adults are nice to me
- 8.3% the guests who come to visit us
- 4.2% the food
- 0% I do not like anything about the program
- 4.2% other: projects

OWE Success Maker Progress Report May 2018

Reading

Average Grade Level Change

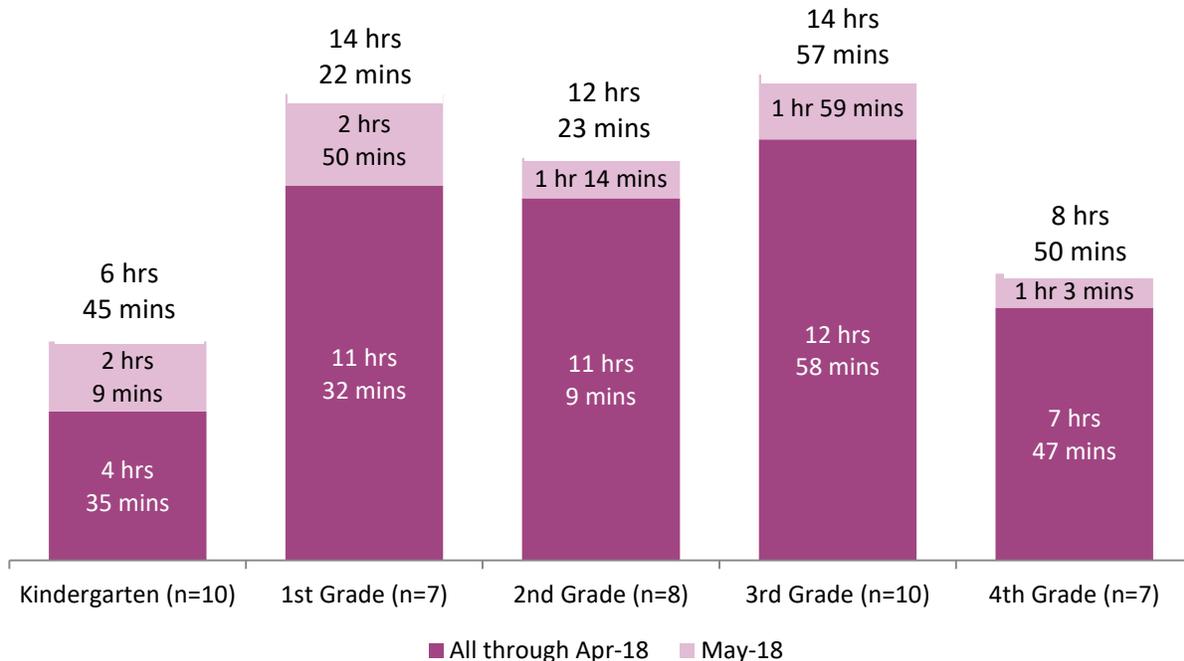


- On average, ELEVATE participants have shown a 0.46 grade level increase in reading between October and May of 2018.
- On average, 1st graders made the most progress in reading overall.
- On average, 1st graders also made the most progress in reading during the past month.
- In the past month, reading progress was minimal for all other grade levels.

OWE Success Maker Progress Report May 2018

Reading

Average Time Spent

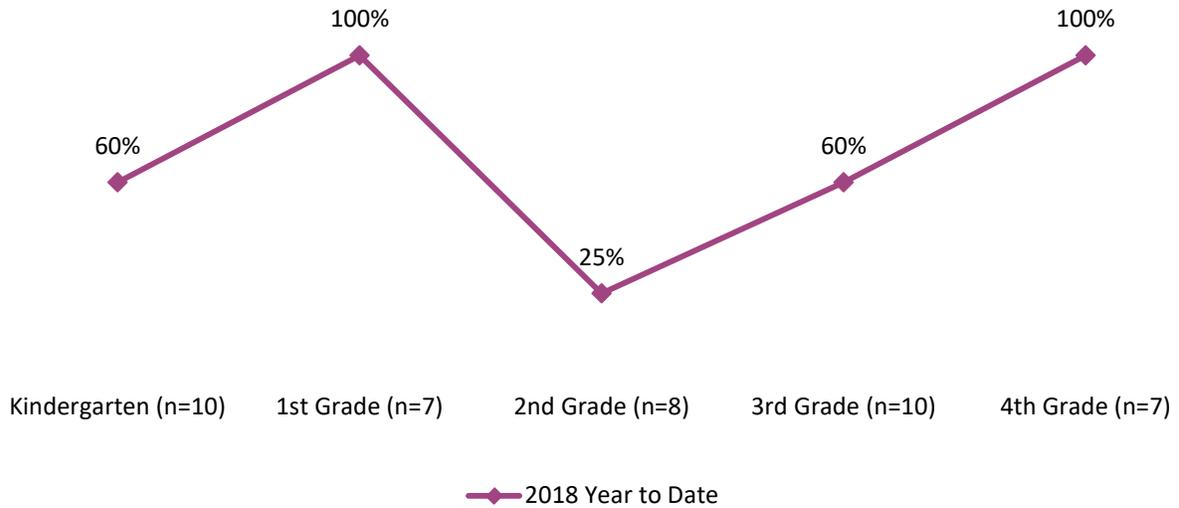


- On average, ELEVATE participants spent approximately 11 hours and 24 minutes using the SuccessMaker reading tutorials between October and May of 2018.
- On average, 3rd graders spent the most time using SuccessMaker reading tutorials overall, followed closely by 1st graders. Those are also the grade levels in which the most progress was made.
- Conversely, Kindergarteners and 4th graders spent the least amount of time using SuccessMaker, and made the least progress.
- In the past month, 1st graders spent the most time on SuccessMaker reading tutorials, followed by Kindergarteners and 3rd graders.
- In the past month, 4th graders spent the least time on SuccessMaker reading tutorials.

OWE Success Maker Progress Report May 2018

Reading

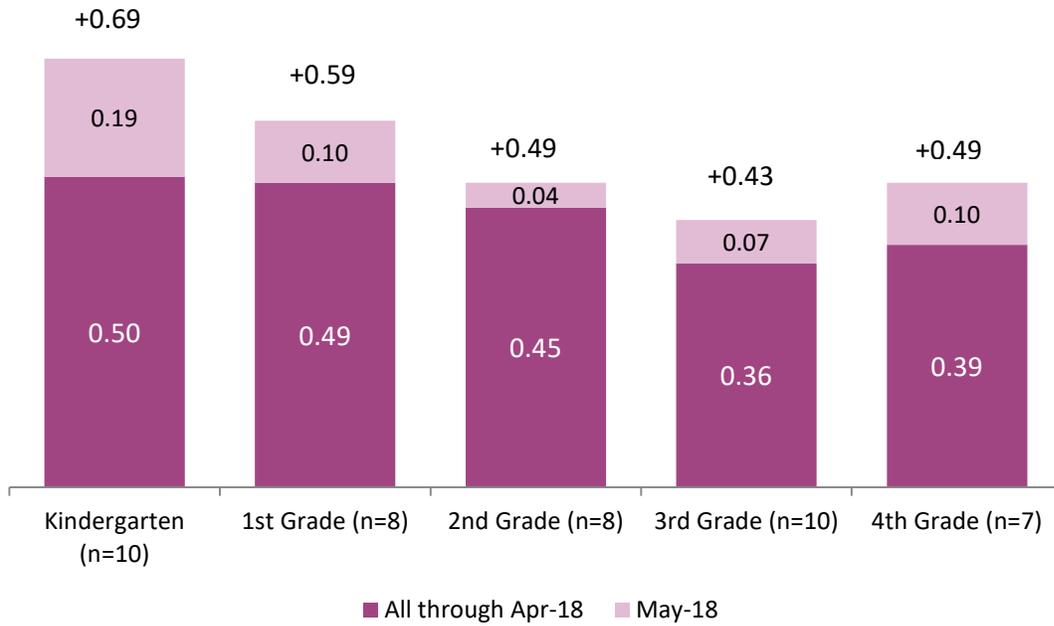
% of Acceptable Performance (AP) Students



- The average ELEVATE participant was assessed in 23 reading skills.
- For reading, Acceptable Performance (AP) is achieved when 75% or more of the judged skills are mastered.
- As of May 2018, approximately 67% of ELEVATE participants achieved AP in reading.
- The grade levels with the highest AP rate in reading were 1st and 4th grade. 2nd grade had the lowest AP rate.

**OWE Success Maker Progress Report
May 2018
Math**

Average Grade Level Change

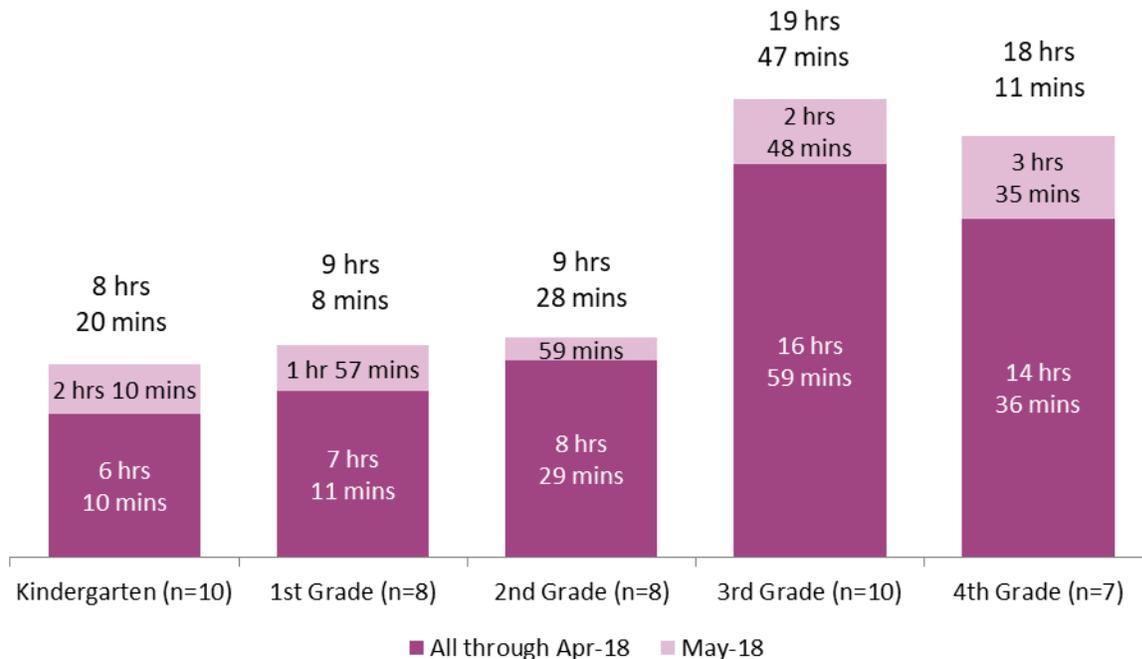


- On average, ELEVATE participants have shown a 0.54 grade level increase in math between October and May of 2018.
- Kindergarteners have shown the most progress in math overall.
- Kindergarteners also made the most progress in math during the past month, followed by 1st and 4th graders.

OWE Success Maker Progress Report May 2018

Math

Average Time Spent

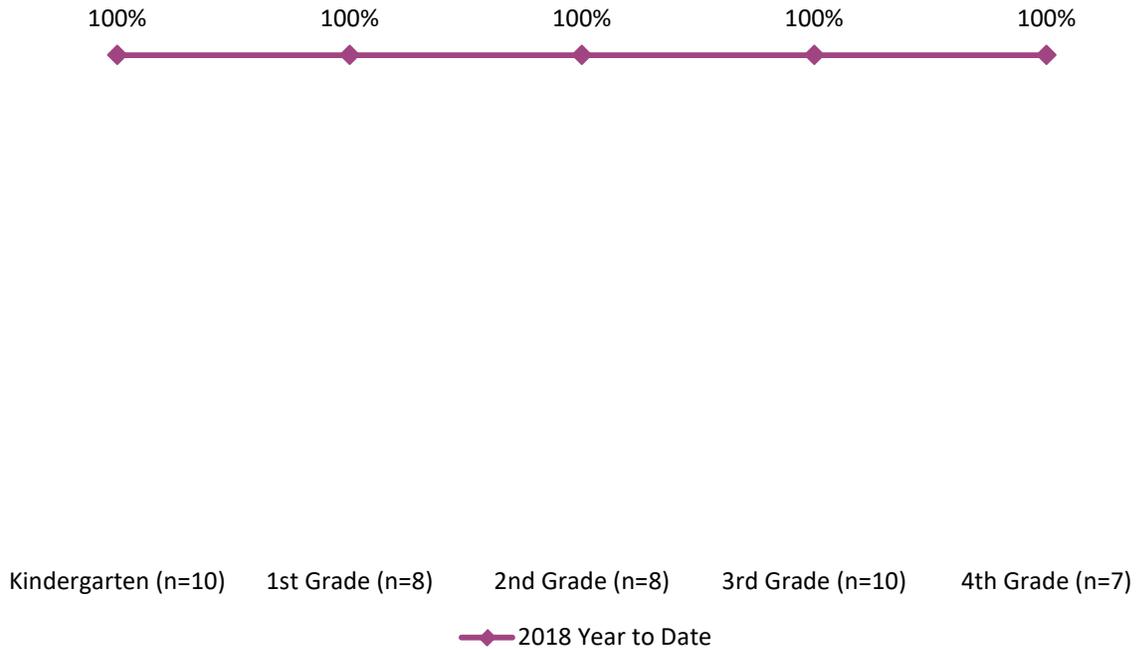


- On average, ELEVATE participants spent approximately 12 hours and 58 minutes using the SuccessMaker math tutorials between October and May of 2018.
- On average, 3rd graders spent the most time using SuccessMaker in math overall, followed by 4th graders.
- In the past month, 4th graders spent the most time using SuccessMaker in math, followed by 3rd graders.
- In the past month, 2nd graders spent the least time using SuccessMaker in math, averaging less than an hour.
- Students in the lower grades spent notably less time using SuccessMaker in math than their upper grade counterparts.

OWE Success Maker Progress Report May 2018

Math

% of Acceptable Performance (AP) Students



- The average ELEVATE participant was assessed in 96 math skills.
- For math, Acceptable Performance (AP) is achieved when 90% or more of the judged skills are mastered.
- As of May 2018, 100% of ELEVATE participants achieved AP in math.