# Washington Middle School
# 21st Century Community Learning Center
# Annual Report 11-12

## Contents


Part I. Overview and History of Program ..... 1
Part II. Program Implementation through FY 2010 ..... 1
II.A. Students Served ..... 1
Recruitment of Students. ..... 1
Student Enrollment by Site. ..... 1
Demographic Characteristics of Your Students. ..... 2
Student Retention Strategies. ..... 4
Average Daily Attendance ..... 4
Family Participation ..... 4
Summary ..... 4
II.B. Program Operations ..... 5
Staffing Ratio ..... 6
Staff Training ..... 6
Staff Turnover ..... 6
Summary ..... 7
III. Objectives Assessment ..... 9
Illinois Objective Seven. ..... 17
Other Findings ..... 19
IV. Overall Recommendations, Action Plans, and Tracking of Improvements ..... 19
V. Dissemination of Evaluation ..... 20
Appendix. Addendum Report ..... 21

**Part I. Overview and History of Program**

*Describe the fidelity of the implementation of your program; e.g., the reader should be told how closely the current implementation reflects the funded program and understand the reasons changes were made.*

The Washington program is an after school academic and support program for 72 Washington Middle School students (20 regular attendees; 52 non-regular attendees) and their families. Services include tutoring, homework help, mentoring, counseling, and recreational activities. No substantial changes were made in the design of the program since our initial application with one exception. Because our original proposed budget was cut by 50%, we no longer have the parent component in our grant.

**Part II. Program Implementation through FY 2012**

**II.A. Students Served**

**Recruitment of Students.** *Describe how students are identified and selected for participating in your program. How is the selection process coordinated with the school(s) served? What steps are you taking to ensure that students with the greatest needs are targeted.*

At the beginning of the year, we invite students whom we consider at risk from the previous year's performance based on grades and state assessment tests. We also recruit and encourage students participating in the program last year to attend. We also open the program to the general student population and solicit the school administration and staff to for recommendation of these students. As the school year progresses, we invite students who have failed one or more class or are on academic warning to attend. We also ask teachers, administrators, and school counselors for recommendations for students who should join.

**Student Enrollment by Site.** *The data in this section include Student Enrollment by Site over the years of your program.*

*Complete the table for each site in your program. If you have a school year and a summer program, complete three tables: Students Served Only in School Year, Students Served Only in Summer, and Students Served in Both Summer and School Year. These numbers should match your PPICS submission.*

| | First Year of Grant 2007-08 | Second Year of Grant 2008-09 | Third Year of Grant 2009-10 | Fourth Year of Grant 2010-11 | Fifth Year of Grant 2011-12 |
|---|---|---|---|---|---|
| Total Unduplicated Enrollment | | | | | |
| a) Number of students attending fewer than 30 days | 38 | 75 | 75 | 72 | 52 |
| b) Number of students attending 30-59 days | 8 | 15 | 25 | 18 | 14 |
| c) Number of students attending 60-89 days | 1 | 6 | 7 | 4 | 6 |
| d) Number of students attending 90+ days | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 47 | 96 | 107 | 94 | 72 |

**Demographic Characteristics of Your Students.** *Provide data for the years of your program by site. You should complete the table for each site in two ways: Students attending less than 30 days and students attending 30 days or more.*

| Number of students attending **0-29 days** | * Year 1 2007-08 | Year 2 2008-09 | ** Year 3 2009-10 | Year 4 2010-11 | Year 5 2011-12 |
|---|---|---|---|---|---|
| GENDER | | | | | |
| Male | | 46 | 44 | 50 | 35 |
| Female | | 29 | 26 | 22 | 16 |
| GRADE | | | | | |
| PK | 0 | 0 | 0 | 0 | 0 |
| K | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 | 0 |
| 6 | 10 | 31 | 27 | 34 | 27 |
| 7 | 24 | 26 | 33 | 27 | 13 |
| 8 | 4 | 15 | 15 | 11 | 8 |
| 9 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 | 0 | 0 |
| RACIAL/ETHNIC GROUP | | | | | |
| American Indian/Alaska Native | | 0 | | 0 | 0 |
| Asian/Pacific Islander | | 0 | 1 | 0 | 0 |
| Black or African American | | 33 | 27 | 20 | 10 |
| Hispanic or Latino | | 28 | 34 | 40 | 27 |
| White | | 14 | 34 | 12 | 13 |
| Do Not Know | | 0 | | 0 | 2 |
| LIMITED ENGLISH PROFICIENT | | | | | |
| Yes | | 4 | 8 | 5 | 4 |
| DISABILITY STATUS (Not LEP) | | | | | |
| Yes | | 11 | | 12 | 9 |
| FREE OR REDUCED LUNCH | | | | | |
| Yes | | 57 | 51 | 56 | 41 |

*Data are missing: 38 students in Gender, Ethnicity, ESL, Disability Status, and Free/Reduced Lunch

** Data are missing: 5 students in Gender, 9 students in Ethnicity, 6 students in ESL, Disability Status, and Free/Reduced Lunch

| Number of students attending **30+ days** | Year 1 2007-08 | Year 2 2008-09 | * Year 3 2009-10 | Year 4 2010-11 | Year 5 2011-12 |
|---|---|---|---|---|---|
| GENDER | | | | | |
| Male | 6 | 15 | 19 | 13 | 12 |
| Female | 3 | 6 | 13 | 9 | 8 |
| GRADE | | | | | |
| PK | 0 | 0 | 0 | 0 | 0 |
| K | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 | 0 |
| 6 | 3 | 12 | 20 | 12 | 9 |
| 7 | 5 | 4 | 9 | 6 | 8 |
| 8 | 1 | 5 | 3 | 4 | 3 |
| 9 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 | 0 | 0 |
| RACIAL/ETHNIC GROUP | | | | | |
| American Indian/Alaska Native | 0 | 0 | | 0 | 0 |
| Asian/Pacific Islander | 0 | 0 | | 1 | 0 |
| Black or African American | 4 | 8 | 10 | 5 | 5 |
| Hispanic or Latino | 2 | 10 | 16 | 13 | 12 |
| White | 2 | 3 | 5 | 3 | 3 |
| Do Not Know | 0 | 0 | | 0 | 0 |
| LIMITED ENGLISH PROFICIENT | | | | | |
| Yes | 0 | 2 | 0 | 3 | 0 |
| DISABILITY STATUS (Not LEP) | | | | | |
| Yes | 1 | 0 | 0 | 3 | 10 |
| FREE OR REDUCED LUNCH | | | | | |
| Yes | 5 | 18 | 26 | 18 | 16 |

*Data are missing: 1 student in Ethnicity

**Student Retention Strategies. -**
*Describe the student retention strategies in place within the program to maximize the number of days a student attends.*
The primary student retention strategy is helping students build relationships with staff members. Staff members do this by taking an active interest in the experiences of each child. Staff also uses positive reinforcement to encourage prosocial behavior, and when any discussion of behaviors that do not meet expectations is necessary, students are spoken to away from the rest of the student body to avoid embarrassment. Discipline is non-punitive and involved taking a few moments away from the rest of the students. In addition, the staff members strive to build preferred activities into the schedule. This includes some time for play both indoors and outdoors. Students are queried about their preferred activities, and staff member strive to be responsive to students' preferences while continuing to uphold the primary, academic goals of the program. When students do not attend for several days, the staff members make calls home to inquire about the reasons for their absences.

The program coordinator is in very regular contact with the students' classroom teachers, after school staff, and parents. Also, we provide high interest activities to students to keep them interested and motivated to attend the program.

**Average Daily Attendance**. *For each site, include data on ADA. The overall average daily attendance should count each student only once, even if the student attended in more than one time period.*

| | *First Year of Grant | Second Year of Grant | Third Year of Grant | Fourth Year of Grant | Fifth Year of Grant |
|---|---|---|---|---|---|
| Overall Average Daily Attendance | 11.10 | 19.28 | 25.09 | 23.05 | 17.97 |
| a) ADA for Summer Program | n/a | n/a | n/a | n/a | n/a |
| b) ADA for Afterschool Program | 11.10 | 19.28 | 25.09 | 23.05 | 17.97 |
| c) ADA for Before School Program | n/a | n/a | n/a | n/a | n/a |
| d) ADA for weekend/holiday Program | n/a | n/a | n/a | n/a | n/a |

* Calculated by taking the sum of number of students attending each day, and then computing the mean across all days. So, there was an average of 11 students in attendance each day in Year 1.

**Family Participation**.
*Describe the family programming provided with 21st CCLC funds. Do not include activities funded through other sources. Beginning with the current year, report on the total unduplicated family units participating as a percentage of the total number of family units (Fall Illinois Survey has a chart format).*

Because our original proposed budget was cut by 50%, we no longer have the parent component in our grant.

**Summary -**
*What do your data tell you about your program?*
We have been able to recruit the number of students we had planned; however, we would like more of our students to be regular attendees (30+ days). On average, we have about 23 students in attendance on any given day. We could serve up to 75 students on any given day; therefore, there is room for improvement on increasing the regularity with which the students attend.

*Are your strategies for recruitment and retention of students and families leading to the desired results?*
Our recruitment efforts and overall retention efforts are working; however, the issue seems to be encouraging and maintaining more regular attendance. We have also implemented attendance rewards such as movie day, ice-cream sundae parties, certificates of attendance, and attending after school sporting events.

*Factors - What internal and external factors are likely to have contributed to these results?*
The barriers that we find are that students have competing activities surrounding school (sports, clubs, other activities) that prevent them from attending regularly. In addition, students sometimes seem unmotivated or uninterested in the program activities despite our efforts to have high-interest activities available. Transportation home is another contributing factor. Even though we do offer transportation, not all families choose to utilize the service since they do not get home until well past 6:30pm or later.

*Conclusions - What do these factors imply for next steps in improvement planning?*
We will continue to identify high-interest activities, perhaps gathering ideas from the students. In addition, we can provide students with feedback about their participation and attendance in the program and how their attendance is directly tied to better grades and better school performance. Students need to see the relevance of attending the program and how their attendance is helping them to be more successful.

**II.B. Program Operations -**
*For each site, provide trend data for each year of your **program on hours of operation** in summer and during the school year. This information is in PPICS and the Fall Illinois Survey.*

| Hours of Operation – School Year | First Year of Grant | Second Year of Grant | Third Year of Grant | Fourth Year of Grant | Fifth Year of Grant |
|---|---|---|---|---|---|
| Total Number of Weeks Site is Open | 28 | 28 | 26 | 26 | 28 |
| Typical Number of Days per Week | 4 | 4 | 4 | 4 | 4 |
| Typical Number of Hours per Week | 12 | 10 | 10 | 10 | 12 |
| Days in the Week in Session | MTWTH | MTWTH | MTWTH | MTWTH | MTWTH |

*Include **staffing** data by site. The governance structure should be described. Is there an advisory group? Who constitutes the leadership team? Are all constituents represented?*

We have a Project Director who is responsible for overall program management. Then, we have a Community Partner/Site Coordinator who is responsible for daily planning and implementation and collaborates with school staff and administration to connect students' school day and after school academics. Our School Liaison is responsible for data collection and connecting with school day staff, teachers, and administrators, and assists with daily planning. Support Staff and Aurora University Student Leaders assist with daily planning and implementation of program activities and homework assistance. Finally, Service Providers provide hands-on engaging activities and programs. There is a sustainability committee consisting of Project Director as facilitator, Principals, Partner Site Coordinators and Supervisors, and Community Partner providing program activities.

*The following table or PPICS format may be used. The reader should have a clear picture of the staffing for 21st CCLC activities in terms of full-time and part-time positions with 21st CCLC. A teacher who tutors afterschool is considered a 21st CCLC part-time employee.*

Staffing

| | First Year | | Second Year | | Third Year | | Fourth Year | | Fifth Year | |
|---|---|---|---|---|---|---|---|---|---|---|
| | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| Certified teachers from school of students | | | | | | | | 2 | | 3 |
| Certified teacher but not from school of students | | | | | | | | | | |
| Others with college degree who teach/tutor in 21st CCLC | | 1 | | | | | | 1 | | |
| Others without college degree who teach/tutor in 21st CCLC | | 12 | | 13 | | 15 | | 15 | | 15 |

| | First Year | | Second Year | | Third Year | | Fourth Year | | Fifth Year | |
|---|---|---|---|---|---|---|---|---|---|---|
| | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| Others with college degree, but do not teach/tutor | | | | | | | | | | |
| Others without college degree, but do not teach/tutor | | | | | | | | 1 | | 1 |
| Administrators/coordinators for 21st CCLC with a college degree | | 1 | | 1 | | 1 | | 1 | | |
| Administrators/coordinators for 21st CCLC without a college degree | | 1 | | 1 | | 1 | | 1 | | 1 |
| **TOTAL** | | 14 | | 16 | | 17 | | 21 | | 20 |

**Staffing Ratio**

*Based on your attendance and staffing data, compute and report by site by year the staffing ratio of _1__ staff to __10_ students. If different ratios are used for different activities, explain and describe the staffing.*

***We have 3 adults and 3 University students working each day of the program, although more are hired due to the fact that they do not work 4 days a week due to their own academic schedule. We hire staff based on a 1:10 staff to student ratio.*** We also have a high turnover of both adults and AU student leaders. School staff struggles with the long hours and the ability to maintain their own daytime workload and the additional after school workload. It is difficult to transition immediately after school and be prepared with daily activities. The AU students also change each semester due to their own college classes. We have not been able to maintain the site coordinator for three years in a row, which does not help to maintain the continuity of the program. The school has also had three assistant principals in the past 4 years working with us as our program school administrator.

**Staff Training**

*The professional development received by staff during the most recent completed year should be described. Include by site, who (use job titles) completed what training, the length of training, and the provider.*

An orientation (2 hour training) is provided for all staff by the Project Director with Communities In Schools of Aurora. A 1 hour on-site training is provided by adult staff for the Aurora University Students to cover emergency procedures, and facility safety and usage along with roles and responsibility at the site level. Additional monthly one hour trainings are provided for the Aurora University Students and site staff by Cities In Schools, on Behavior Management, Bullying, Teambuilding, classroom Literacy assistance, PBIS (Positive Behaviors Interventions and Supports. The Project Director creates and executes local staff development that addresses identified training needs guided by our program development and staff recommendations.

Site Coordinators and Project Director attended the Fall and Spring ISBE trainings.

**Staff Turnover**

*This section may be used to come to conclusions about staffing challenges, burnout, and/or other issues that need to be addressed.*

| Number of Staff Who Left During the Year | First Year of Grant | Second Year of Grant | Third Year of Grant | Fourth Year of Grant | Fifth Year of Grant |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 21st Leadership (Director, Coordinators, Managers) | | | | | |
| 21st CCLC teachers/tutors | A number of AU students did not return second semester due too their own academic schedule | A number of AU students did not return second semester due too their own academic schedule | 7 AU students did not return second semester due too their own academic schedule | Of the 14 total Aurora University students that worked the program, 3 worked both semesters. Due to their academic schedules, there is a transient population among the AU Student Leaders | 13 AU students. Please see below. |
| Other staff | | | | | |
| Total | | | 7 | 4 | |

*Because of AU students personal academic schedule, students change each semester.

**Summary**

**Data - What do your data tell you about your program?**

*Factors - What internal and external factors are likely to have contributed to these results?*
*Conclusions* **-** *What do these factors imply for next steps in improvement planning*

In terms of staff hiring, development, and retention, the program appeared strong this year. Staff were highly qualified in that all adult staff members were also school faculty and knew the students and were well acquainted with the school. In addition, the only staff members who left and were replaced were college and high school level students. Site Coordinators attended trainings provided at the beginning of the year as well as the webinars and tutorials provided. In the past, it has been found that delivering training is exceptionally difficult because the staff members, being full time faculty at school as well as working part time for the after-school program, do not have available out-of-program time. This year, the webinar and tutorial training delivery formats were found to be viable formats for delivery of training. Staff members are able to take the time to avail themselves of the training for short period of time when youth are productively occupied, particularly when community partners are providing services. This allows training to be effectively delivered to staff members on their own schedules.

Overall, our staffing ratio is acceptable at 1 staff to 10 students; however, we want to improve consistency of staff available to our students. Some ideas we have include checking in with staff to ensure they have the necessary support in order to avoid burnout and to work with AU to explore the possibility of working with their students for an entire school year rather than on a semester by semester basis.

**III. Objectives Assessment**

*You create a section for each **Illinois** objective (Appendix A) and each **local** objective not covered by a state objective. Your **local** objectives must be the same as those listed for your project in PPICS. You will have a minimum of 7 sections under III.*

| | |
|---|---|
| **Objective 1** | **Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, and sports and other recreation activities.** |
| Performance Indicator | 1a. Students participating in the program will have a higher attendance rate and a positive change in their attitudes toward school. (Specifically, 80% will average less than 3 absences each quarter by the end of the year, 80% will report high levels of school satisfaction, and 80% will report moderate levels of involvement with school activities). |
| Performance Indicator | 1b. At least 95% of participants will report that they plan to graduate from high school. |
| Activities | By offering high interest activities at the program and encouraging healthy behaviors and choices, we intend to encourage better school attendance, more positive attitudes about school, and more involvement in school activities. If students are engaged in middle school, they will be more likely to be engaged in and graduate from high school. |
| Assessments/Data Collection | 1) Quarterly school attendance collected from quarterly report cards.<br><br>2) Students' ***reported change*** in school satisfaction collected via student survey each spring.<br><br>How I feel about school (circle one):<br><br>I feel **worse** about school now than I did at the beginning of the year. / I feel the **same** about school now as I did at the beginning of the year. / I feel **better** about school now than I did at the beginning of the year.<br><br>3) Students' ***reported change*** in involvement in school activities collected via student survey each spring.<br><br>About activities I participate in (circle one): |

| | |
|---|---|
| | **Fewer** activities now than at the beginning of the school year<br>The **same** number of activities now than at the beginning of the school year<br>**More** activities now than at the beginning of the school year<br><br>4) Student's report of if they plan to graduate from high school.<br><br>Do you plan to graduate from high school? Yes No |
| Analysis | Multiple sources of data are used for this objective to allow for convergence of data (triangulation).<br><br>ATTENDANCE: Q1 absences are compared to Q4 absences for each student. If a student was absent three days or less in both Q1 and Q4 or if a student improved their attendance by three or more days, they were put in the "improved" category. This indicates meaningful change (at least three additional days of attendance at school from the start of the school year to the end of the school year) as opposed to a statistically significant but non-meaningfully significant difference.<br><br>SURVEY: For both survey items, a combined percentage of students who answered that they feel the SAME or that they feel MORE or BETTER are considered positive responses. For plans to graduate high school, a "yes" response is what is considered the desired response. |
| Timeline | 1) Quarterly school attendance collected from quarterly report cards (within 2 weeks after the end of each quarter they are collected).<br><br>2) Students' ***reported change*** in school satisfaction collected via student survey each spring.<br><br>3) Students' ***reported change*** in involvement in school activities collected via student survey each spring. |
| Outcomes for 11-12 | **Met Graduation and Attendance Performance Indicator:**<br>100% report they plan to graduate from high school.<br>95% of regular program attendees report less than 3 absences each quarter.<br><br>**Did Not Meet Attendance and Positive Attitude Performance Indicator:**<br>79% report feeling the same or better about school.<br>43% report they like to come to school.<br>93% report involvement in school activities, and 62 % report the same/more involvement now than in the beginning of the school year. |
| Limitations of Data and Findings | Because one of our challenges includes survey return rates making it difficult to get pre- and post- student survey data, students are only asked to complete a survey once each year, at the end of the year (spring). Students are then asked about perceived **changes** in their level of satisfaction with school and their perceived change in involvement in school over the school year as part of the spring student survey. Perceptions are important as even if the student, by a count of activities, seemed to have somewhat less involvement over time in extra curriculars, if they report that they *feel more involved* in school at the end of the year from the beginning, it indicates that they feel more connected and involved. |
| Final Findings and Recommendations | The data from this objective, despite its limitations, indicate that overall, students are improving or maintaining an acceptable level of attendance in school if they are |

| | |
|---|---|
| | participating regularly in the program. They are also maintaining or improving their attitudes about school and their school involvement with 97% reporting that they like attending school. We will continue to work on making the program meaningful and relevant to the students and offer high interest activities to increase program participation. In addition, we will continue our mission of making students more successful in school given we know that if the students are successful, they will be more likely to continue having positive attitudes about school. |
| Implementation and Tracking | We feel that with several points of converging data, we are measuring this objective adequately. |
| **Objective 2** | **Participants in the program will demonstrate increased academic achievement.** |
| Performance Indicator | The state assessment scores of the participants will show an increase in performance. Participants will show progress in reading and mathematics scores on the state assessment. (Specifically, 70% will meet or exceed ISAT reading criteria, and 60% will meet or exceed ISAT math criteria). |
| Performance Indicator | Participants will show improvement in academic achievement. Specifically, at least 70% of participants will show meaningful improvement (half a letter grade) in their core academic GPA from fall to spring each year. |
| Activities | Students currently receive tutoring support in completing their homework and studying for tests. If students are more successful in practicing the knowledge and skills they are learning in school, they will be more likely to be successful on their annual state tests. |
| Assessments/Data Collection | 1) Data (Reading and Math ISAT scores) are collected from Communities In Schools via directly from the school district.<br><br>2) Grade Point Average (GPA) is collected quarterly from report cards.<br><br>3) Grade promotion data are collected at the end of the year. |
| Analysis | Multiple sources of data are used for this objective to allow for convergence of data.<br><br>1) To determine the percentage of students meeting ISAT standards, we combine the number of students in the “meets” and “exceeds” categories for reading and then math.<br><br>2) If students GPA from Q1 to Q4 increased by at least .5 indicating at least a half of a grade of improvement, they were categorized as making meaningful improvement in their grades over the course of the school year. Also considered were those students whose grade could not improve; i.e., Both Q 1 grade = A and Q4 grade = A.<br><br>3) Retention data are dichotomous – students are either promoted to the next grade |

| | |
|---|---|
| | or are not as indicated in the data provided with Q4 grades. |
| Timeline | 1) Data (Reading and Math ISAT scores) are collected from Communities In Schools via directly from the school district in late summer or early fall.<br><br>2) Quarterly GPA is collected from quarterly report cards (within 2 weeks after the end of each quarter they are collected).<br><br>2) Students' promotion to the next grade level is collected after the final report card indicating that they are being promoted (or not). |
| Outcomes for 11-12 | **Did not meet reading performance indicator:**<br>55% of regular attendees met/exceeded state reading criteria.<br><br>**Met math performance indicator:**<br>65% of regular attendees met/exceeded state math criteria.<br><br>**Did not meet GPA performance indicator:**<br>30% of regular attendees improved or could not improve their reading GPA.<br>5% of regular attendees improved or could not improve their math GPA.<br>40% of regular attendees maintained the same reading scores; 50% maintained the same math scores. |
| Limitations of Data and Findings | The performance indicators set for meeting or exceeding ISAT standards are quite high; therefore, it will be very difficult to achieve this level of change over the course of a few years. However, we plan to make some changes to more directly address this objective.<br><br>Although we are not doing statistical analyses to compare GPA from Q1 to Q4, we believe that the small sample size would prevent us from making meaningful conclusions from these types of analyses. Instead, we determined that at least a half letter grade improvement (e.g., a C to a B-) shows concrete and relevant improvement in a students' academic performance. |
| Final Findings and Recommendations | The data from this objective indicate that overall, students are improving their grades over the course of the year, but clearly not enough students are meeting or exceeding reading ISAT standards. It is recommended that more time be added during the program for ISAT preparation and could include using the sample ISAT test questions available on the Illinois Interactive Report Card (IIRC) as practice exercises for the students to engage in each week, which would keep the format of the test familiar to students and help remind staff about the type of questions and content that will be required. We also recommend training staff in at least one specific academic intervention or strategy that has shown effectiveness in increasing test scores and academic performance. Our long term goal is to implement this intervention more regularly, but for the coming year, we will plan to get trained and pilot the program with at least one group of students. |
| Implementation and Tracking | We believe our data collection and analyses are appropriate to indicate meaningful change; however, there are some programmatic recommendations that could be addressed as noted above. We will continue to track students' academic progress, and we will track the use of any new interventions or strategies used with the pilot group of students. |

| | |
|---|---|
| **Objective 3** | **Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.** |
| Performance Indicator | Students regularly participating in the program will show a decrease (or no increase) in reports of drug use and aggressive behaviors. Specifically, 90% of program participants will report no drug use and 80% of students will report rare or no bullying behavior towards others. |
| Activities | Our social activities and the support of our partners including Breaking Free, African Men or Unity (Rites of Passage) and Fox Valley Park District. Both allow us to address the social well-being of our students. Students are provided with positive role models and alternative activities to drugs and aggressive behavior. |
| Assessments/Data Collection | 1) Students' ***reported drug use*** collected via student survey each spring. |

| **HOW MANY TIMES IN THE <u>LAST YEAR</u> DID <u>YOU</u> USE…** | | | | | |
|---|---|---|---|---|---|
| …alcohol (except in religious services)? | Never | 1 or 2 Times | 3 to 5 Times | 6 to 9 Times | 10 + Times |
| …tobacco (cigarettes, cigars, "dip," "chew," "snuff")? | Never | 1 or 2 Times | 3 to 5 Times | 6 to 9 Times | 10 + Times |
| …marijuana ("pot," "weed," "chronic")? | Never | 1 or 2 Times | 3 to 5 Times | 6 to 9 Times | 10 + Times |
| …other drugs? | Never | 1 or 2 Times | 3 to 5 Times | 6 to 9 Times | 10 + Times |

2) Students' ***reported behavioral referrals*** collected via student survey each spring.

| | | | | |
|---|---|---|---|---|
| I have been sent to the office for getting in trouble at school. . . | Never | fewer times now than at the beginning of the school year. | the same number of times as at the beginning of the school year. | more times now than at the beginning of the school year. |

3) Students' ***reported engagement in aggressive behaviors*** collected via student survey each spring.

**The questions above are about things kids do when they bully others. If you have done any of these things this year, please rate if it is more or less than at the beginning of the year. I am doing these things…**
More than I did at the beginning of the year.

About the same amount.
LESS than I did at the beginning of the year.
I don't ever do these things.

| | |
|---|---|
| Analysis | Three pieces of data are used for this objective to allow for convergence of data; however, all data come from the student survey they take in the spring. Whenever possible, several items are used to increase the reliability of the data.<br><br>a) The mean of students' responses on several items is examined. The mean corresponds to an average rating on the scale. We then calculate the percentage of students that has an average rating of "Never" on these items.<br><br>b) Students' ***reported change*** in behavioral referrals over the school year are examined and a response of either "Never" or "Fewer times now…" are combined and the percentage is reported.<br><br>c) Students who report LESS now or that they don't do these things are counted as positive responses. |
| Timeline | Students' reported behaviors are collected via student survey each spring. |
| Outcomes for 11-12 | **Met drug use performance indicator:**<br>100% of regular attendees report never using drugs, alcohol, or tobacco.<br><br>**Met aggressive behavior performance indicator:**<br>86% reported rare (1-2 times) or no activity in each bully behavior during the last year. |
| Limitations of Data and Findings | There is a limitation, as noted earlier, with not having pre- and post surveys. However, both pre and post surveys would have students perceptions and may have bias. Office disciplinary data has been very difficult to collect as every school has a separate system, some of which are not computerized. This is why we moved to student self-report for these data. |
| Final Findings and Recommendations | The data from this objective indicate that overall, students are improving or maintaining acceptably low (or nonexistent!) use of drugs, aggressive behavior, and behavioral referrals. We plan to continue and expand our programming with community partners to deliver information regarding these topics. The percentages of students indicating drug use or bullying behavior are similar to normative rates in other schools, which is promising, but our goal would always be to continue to lessen any incidents of these behaviors. |
| Implementation and Tracking | We believe our data collection and analyses are appropriate to indicate meaningful change. However, we may consider adding data from the teacher survey. No other program changes are proposed. |

| **Objective 4** | **The 21st CCLC programs will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.** |
|---|---|
| Performance Indicators | The centers will offer enrichment and other support services for families of participants.<br><br>At least 90% of parents who complete a parent survey will report being somewhat or very involved in their child's education. Furthermore, at least 90% of parents who complete a parent survey will report being somewhat or very satisfied with the after-school program. |
| Performance indicators | The grantee will provide a list of coordinating/collaborating agencies and types of services provided, as well as letters of agreement from these agencies. |
| Activities | The after school program targets students and their families who are most at need. We are successful at reaching this target population and we work hard to meet their needs. We continue to seek out professional development so that we can continue to meet their needs in the most effective ways. |
| Assessments/Data Collection | Parent Survey given each spring. Item "I am involved in my child's learning" and item "I am satisfied with the after school program".<br><br>Grantee keeps a current list of all partners and maintains letters of agreement from those sites. |
| Analysis | Percentage of parents indicating the same or greater involvement in their child's learning is calculated.<br><br>Parents reporting being satisfied with the after school program endorsing "agree" or "strongly agree…" are counted. |
| Timeline | Parent survey is collected each spring. Lists of training activities and partners are updated regularly. |
| Outcomes for 11-12 | **Did not meet parent involvement objective:**<br>100% of parents report that they are involved in their child's education.<br>70% report involvement with the after school program.<br><br>**Met positive attitude objective:**<br>100% report the after school program helps their child in school.<br>92% report satisfaction with the after school program.<br><br>There are 5 active grant partners. – |
| Limitations of Data and Findings | Many of these data involve maintaining accurate records and are reliant on parents' self-reports of how involved they are. |
| Final Findings and Recommendations<br>Implementation and Tracking | The after school program targets students and their families who are most at need. We are successful at reaching this target population and we work hard to meet their needs. We continue to seek out ways to meet their needs in the most effective ways. For example, we will continue to look for resources to offer Parent Nights even though our grant budget has precluded us from offering Family/Parent events. |

| **Objective 5** | **These programs will serve children and community members with the greatest needs for expanded learning opportunities.** |
|---|---|
| Performance Indicators | Grantee will demonstrate the needs of the participants and community members. |
| Activities | The Site Coordinators and other staff members who had already been hired attended a 2-hour orientation prior to program initiation. The orientation was conducted by the Director of City Wide Youth Programs at Communities in Schools in addition to the Student Leader Coordinator and the Lead Evaluator. The Site Coordinators provided similar orientation activities for the remainder of the staff members after they were hired. In addition, a 2 hour orientation was provided for Student Leaders prior to their beginning work in the program. The Director of City Wide Youth Programs provided 4 one hour trainings to the university students on the following topics provided by partners of CIS: PBIS by School District 131, Bullying by Breaking Free, Inc., Reading Strategies by Aurora University and Academic Interventions by Northern Illinois University. Staff also attends both Fall and Spring ISBE workshops as well as webinars. |
| Assessments/Data Collection | IIRC report card data collected on ethnic diversity and Limited English Proficiency numbers. |
| Analysis – | Interactive Illinois Report Card LEP –and Low Income percentages reported. |
| Timeline | Parent survey is collected each spring. Lists of training activities and partners are updated regularly. IIRC demographic data are collected at the end of the year. |
| Outcomes for 11-12 | 62% of families are identified as low income.<br>12% of students are tested as having Limited English Proficiency. |
| Limitations of Data and Findings | We collect these data from the IIRC. |
| Final Findings and Recommendations | The after school program is successful in targeting the students and their families who are most at need. The Project Director establishes and maintains a system of internal and external communication to ensure that staff and community partners are aware of program events. We will enhance our visibility in the community to build support for the program. |
| Implementation and Tracking | None needed. |

| | |
|---|---|
| **Objective 6** | **21st CCLC program personnel will participate in professional development and training that will enable them to implement an effective program.** |
| Performance Indicators | Grantee will provide a list of workshops attended, topics addressed at each workshop, and evaluation of workshops' effectiveness. |
| Activities | **Met** objective.<br><br>The Site Coordinators and other staff members who had already been hired attended a 2-hour orientation prior to program initiation. The orientation was conducted by the Director of City Wide Youth Programs at Communities in Schools in addition to the Student Leader Coordinator and the Lead Evaluator. The Site Coordinators provided similar orientation activities for the remainder of the staff members after they were hired. In addition, a 2 hour orientation was provided for Student Leaders prior to their beginning work in the program. The Director of City Wide Youth Programs provided 4 one hour trainings to the university students on the following topics provided by partners of CIS: PBIS by School District 131, Bullying by Breaking Free, Inc., Reading Strategies by Aurora University and Academic Interventions by Northern Illinois University. Staff also attends both Fall and Spring ISBE workshops as well as webinars. |
| Assessments/Data Collection | Grantee keeps a list of all professional development activities grant staff have attended. |
| Analysis | The list is reviewed to ensure adequate training is being conducted. |
| Timeline | The list is maintained and updated regularly. |
| Outcomes for 11-12 | Our social activities and the support of our partners including Breaking Free, Fox Valley Park District, GS of NI, and AAMU – Rites of Passage all allow us to address the social well-being of our students. Students are provided with positive role models and alternative activities to drugs and aggressive behavior. |
| Limitations of Data and Findings | Many of these data involve maintaining accurate records. One limitation is that many staff may attend relevant trainings through other positions they hold (teachers) but those activities are not known or recorded. Therefore, we believe that some of our training activities are underestimated. |
| Final Findings and Recommendations | A wide variety of professional development is provided. However, we see a need to have more professional development in the area of academic intervention. The teachers continue to work on their own appropriate certification and required CPDU's. |

| | |
|---|---|
| Implementation and Tracking | We continue to seek out professional development so that we can continue to meet their needs in the most effective ways and we will report new trainings that are held. |

**Illinois Objective Seven. -**
*Your discussion of Objective Seven should include a thorough discussion on the progress made on the sustainability of your project during the past grant cycle. Include a listing of all partners, their contributions, their estimated monetary contribution, and how you determined this value. Describe and explain any changes to the partners and their roles over the years of the grant. What worked and didn't work in nurturing the partnerships?*
We no longer partner with Waubonsee Community College for adult daytime education services and GED, ESL and computer classes due to low parent interest. We also no longer partner with Aurora Police Department, City or Aurora or Aurora Township due to partner staff changes. We no longer have African Men as a sub-contractor on the grant but continue to have partner through another funding resource.

PARTNERS * Dollar amounts are based on approved continuation grant. These amounts represent the full grant dollars, not per individual school, with the exception of the school district; their amount is per school contribution.

| | |
|---|---|
| **Aurora Police Department**<br>• Subcontractor during reporting period: **No**<br>• Estimated monetary contributions made by partner: **$8,000**<br>• Estimated monetary value of subcontract held by partner: **$0**<br>***Contributions***<br>• Programming/Activity-Related Services | **Aurora Township**<br>• Subcontractor during reporting period: **No**<br>• Estimated monetary contributions made by partner: **$20,000**<br>• Estimated monetary value of subcontract held by partner: **$0**<br>***Contributions***<br>• Programming/Activity-Related Services |
| **Aurora University**<br>• Subcontractor during reporting period: **No**<br>• Estimated monetary contributions made by partner: **$15,000**<br>• Estimated monetary value of subcontract held by partner: **$0**<br>***Contributions***<br>• Programming/Activity-Related Services | **Breaking Free**<br>• Subcontractor during reporting period: **Yes**<br>• Estimated monetary contributions made by partner: **$15,000**<br>• Estimated monetary value of subcontract held by partner: **$4,000**<br>***Contributions***<br>• Programming/Activity-Related Services |
| **Northern Illinois University**<br>• Subcontractor during reporting period: **Yes**<br>• Estimated monetary contributions made by partner: **$0**<br>• Estimated monetary value of subcontract held by partner: **$38,948**<br>***Contributions***<br>• Evaluation Services | **Fox Valley Park District**<br>• Subcontractor during reporting period: **Yes**<br>• Estimated monetary contributions made by partner: **$25,000**<br>• Estimated monetary value of subcontract held by partner: **$12,000**<br>***Contributions***<br>• Programming/Activity-Related Services |
| **Wayside Cross Ministries**<br>• Subcontractor during reporting period: **No**<br>• Estimated monetary contributions made by partner: **$15,000**<br>• Estimated monetary value of subcontract held by partner: **$0** | **Sci-Tech**<br>• Subcontractor during reporting period: **Yes**<br>• Estimated monetary contributions made by partner: **$4,800**<br>• Estimated monetary value of subcontract held by partner: **$4,750** |

| | |
|---|---|
| ***Contributions***<br>• Programming/Activity-Related Services | ***Contributions***<br>• Programming/Activity-Related Services |
| **West Aurora School District #129**<br>• Subcontractor during reporting period: **No**<br>• Estimated monetary contributions made by partner: **$39,000**<br>• Estimated monetary value of subcontract held by partner: **$0**<br>***Contributions***<br>• Programming/Activity-Related Services | **African Men of Unity**<br>• Subcontractor during reporting period: **No**<br>• Estimated monetary contributions made by partner: **$600**<br>• Estimated monetary value of subcontract held by partner: **$0**<br>*Contributions*<br>Programming/Activity-Related Services |
| **East Aurora School District #131**<br>• Subcontractor during reporting period: **Yes**<br>• Estimated monetary contributions made by partner: **$39,000**<br>• Estimated monetary value of subcontract held by partner: **N/A**<br>*Contributions*<br>• Programming/Activity-Related Services<br>• Paid Staffing | **Family Focus**<br>• Subcontractor during reporting period: **Yes**<br>• Estimated monetary contributions made by partner: **$10,000**<br>• Estimated monetary value of subcontract held by partner: **$32,040**<br>*Contributions*<br>• Programming/Activity-Related Services<br>• Goods/Materials<br>• Paid Staffing |
| **City of Aurora**<br>• Subcontractor during reporting period: **No**<br>• Estimated monetary contributions made by partner: **$2,000**<br>• Estimated monetary value of subcontract held by partner: **$0**<br>*Contributions*<br>• Programming/Activity-Related Services | |

**Washington Middle School -**

*Using your responses on the Spring Illinois Survey (Annual Illinois Survey in 2011), summarize how sustainable the various components of your program are at this time. If you have an advisory group or strategies you are using to help ensure sustainability, describe and critique their effect.*

There a sustainability committee consisting of Project Director as facilitator, Principal, Assistant Principal, School Partner Coordinators and Community Partners providing program activities. This group meets 3-4 times per year to discuss ways and means to sustain the program. We are able to sustain the school site for 4 days per week, continue to employ AU students, and maintain a commitment from our programming partners to sustain the activities beyond the grant as an in-kind service or working to secure alternative funding to sustain. At this time we are not able to sustain the adult coordinators with our school partner after the grant cycle ends, but continue to meet and collaborate to meet the needs of the program. We have commitment from the current partners to continue the same level of programming and contributions with the reduction of funding for the 2011-2012 school year.

***Other Findings****. If, after the sections for all objectives, you have additional data and findings to report, include them at this point; e.g. highlight a unique aspect of your program or provide testimonial data.*
See addendum report.

**IV. Overall Recommendations, Action Plans, and Tracking of Improvements**
*In this section, report on the progress made on recommendations from the previous year's evaluation. Based on the data presented, provide an overall assessment of your program, its strengths, and challenges. Summarize the recommendations from the previous sections of the current evaluation. Include an action plan on how the recommendations will be implemented and tracked during the next year.*

The data we collected, analyzed, and interpreted for 2011-2012 Washington Middle School 21st CCLC indicate that we have both strengths and weaknesses in our program. The strengths the data indicate are many. We are serving the students and families most in need, we are adequately staffed, we have excellent partner support, staff are getting regular professional development, parents are reporting satisfaction with the program and involvement in their child's learning, students are reporting being involved in school activities and report strong levels of school satisfaction, and very low drug use and behavioral referrals, and about a third of our students are improving their attendance and grades over the course of the year. However, we believe that the data indicate that we may need to include more explicit and direct academic skills intervention in addition to homework tutoring. Although our intention is that teachers be able to remediate skills during the academic time, we suspect that most of the time is spent facilitating homework help and studying. We plan to evaluate how we can schedule intervention/academic skill-building so that our primary goal of increasing students' success in school (by completing their homework successfully) is continued.

Our long term goal will be to implement an intervention (see ideas below) regularly, but for the coming year we will provide training on these interventions, have staff choose an appropriate intervention and a small group of students, and pilot the use of that intervention this spring. Our long term goal will be to implement an intervention (see ideas below) regularly, but for the coming year, we will hold training on these interventions, have staff choose an appropriate intervention and a small group of students, and pilot the use of that intervention this spring.

Some examples of interventions that could be used would be REWARDS, a relatively inexpensive reading intervention targeted at the middle grades that involve teaching students to decode multi-syllabic words, building vocabulary, and building fluency and comprehension. Additionally, building academic

vocabulary through programs such as the free program offered by Dr. Catherine Snow may be very beneficial as this program has been shown to increase standardized test scores significantly for all students (but has even larger effect sizes for students learning English).
http://wordgeneration.org/academicvocab.html

Similar empirically-validated interventions and strategies should be identified in math, although it should be noted that that vocabulary intervention noted above has been shown to increase test scores in math as well.

On this note, another area of improvement might be to target staff for professional development in specific intervention strategies that can be used in addition to homework tutoring time.

**V. Dissemination of Evaluation -**
*Describe how the evaluation will be disseminated, to whom, and how it will be used.*

This report will be distributed to the fiscal agent, the after school program staff, and to the administrator at Washington Middle School. The results of this evaluation will be presented at staff meetings and a plan of addressing program weaknesses will be developed and the report will be used to problem-solve and make improvements to the program. We will also post the evaluation on our CIS website for all stakeholders. The results will be presented at staff meetings and partner meetings

# Addendum Report

## Washington 21st Century Community Learning Centers

## Grant Evaluation Report

School Year 2011-12

*CONFIDENTIAL*

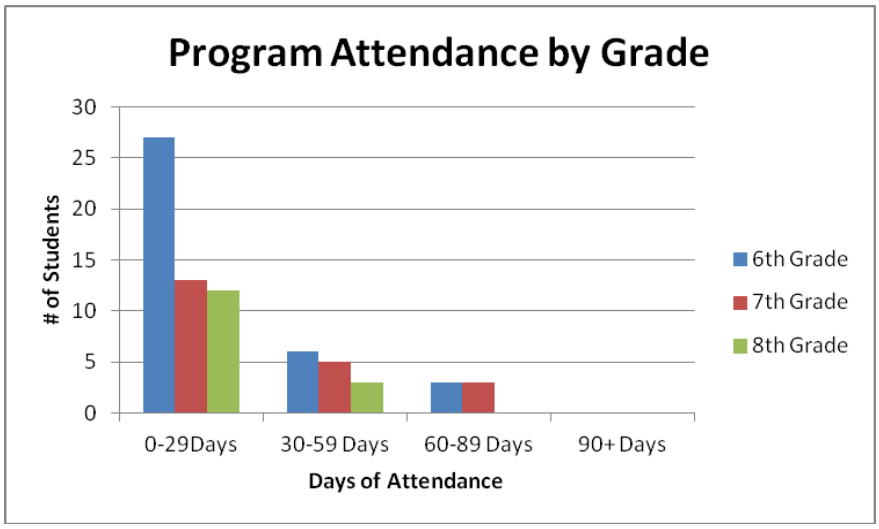
This evaluation was funded by the Illinois State Board of Education 21st Century Community Learning Center grants. The evaluation was conducted via the subcontract of Drs. Michelle Demaray and Christine Malecki at Northern Illinois University.

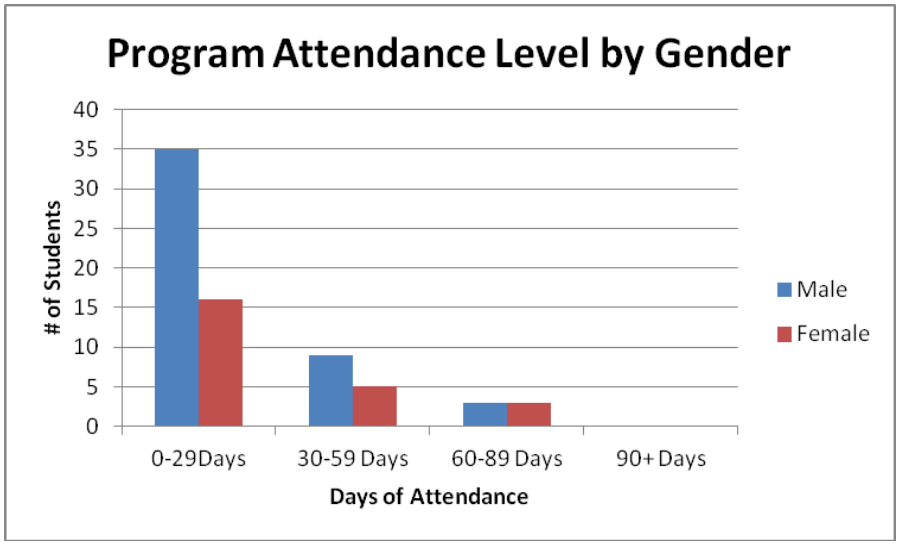
## *Demographics*

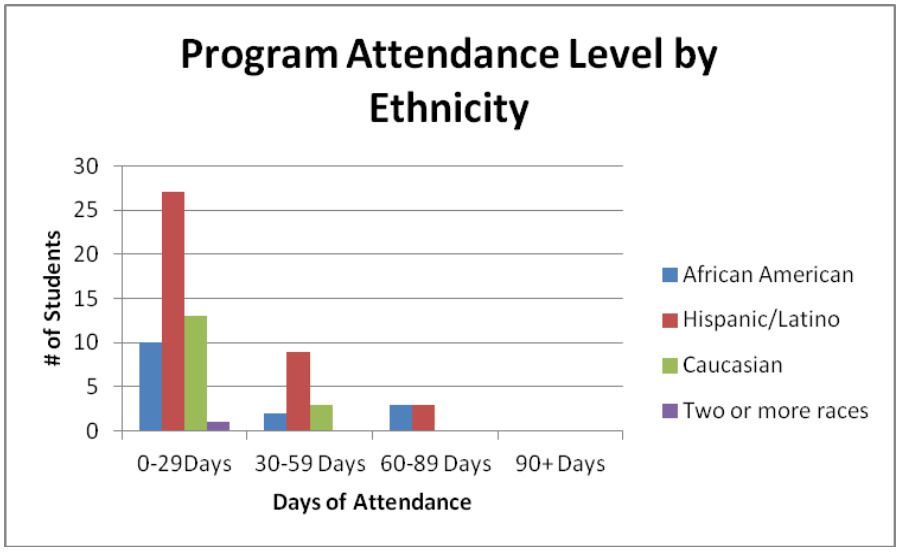
A total of **72** students participated at some level in the after school program for **Washington** Middle School during the 2011-12 school year. The student population served by the after school program is defined in the following table and is broken into four categories based on program attendance as follows: 0-29 days, 30-59 days, 60-89 days, and 90+ days. Please note that data throughout the report may not be presented on each attendee due to missing data.

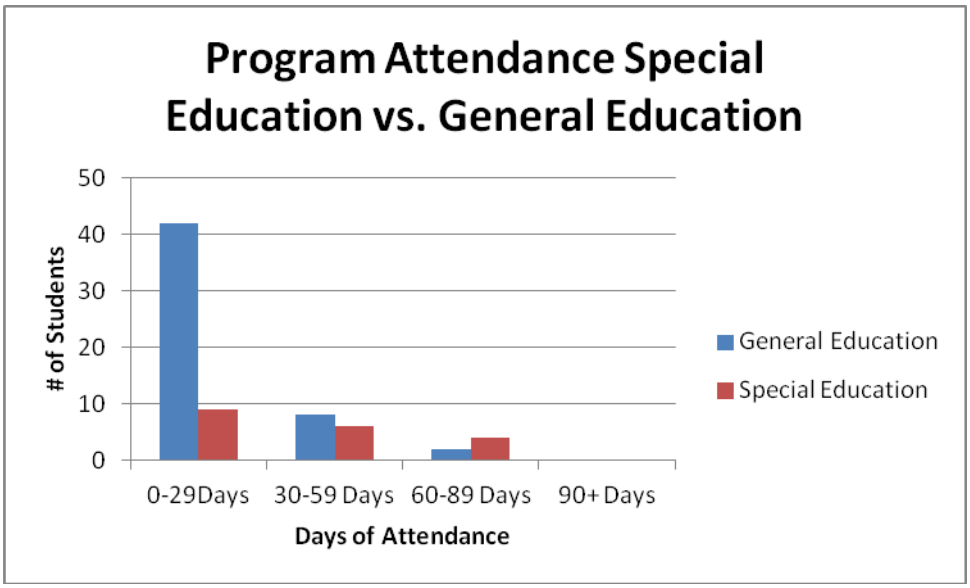
| **Program Level Attendance** | **0-29 days** | **30-59 days** | **60-89 days** | **90+ days** | **TOTAL** |
|---|---|---|---|---|---|
| | **52*** | **14** | **6** | **0** | ***N*=72** |
| **Grade** | | | | | |
| 6th | 27 | 6 | 3 | 0 | 36 |
| 7th | 13 | 5 | 3 | 0 | 21 |
| 8th | 12 | 3 | 0 | 0 | 15 |
| **Gender** | | | | | |
| Male | 35 | 9 | 3 | 0 | 47 |
| Female | 16 | 5 | 3 | 0 | 24 |
| **Ethnicity** | | | | | |
| African American | 10 | 2 | 3 | 0 | 15 |
| Hispanic/Latino | 27 | 9 | 3 | 0 | 39 |
| Caucasian | 13 | 3 | 0 | 0 | 16 |
| Two or more races | 1 | 0 | 0 | 0 | 1 |
| **Special Ed** | | | | | |
| No | 42 | 8 | 2 | 0 | 52 |
| Yes | 9 | 6 | 4 | 0 | 19 |
| **English as a Second Language** | | | | | |
| No | 47 | 14 | 6 | 0 | 67 |
| Yes | 4 | 0 | 0 | 0 | 4 |
| **Free/Reduced Lunch** | | | | | |
| No | 10 | 4 | 0 | 0 | 14 |
| Yes | 41 | 10 | 6 | 0 | 57 |

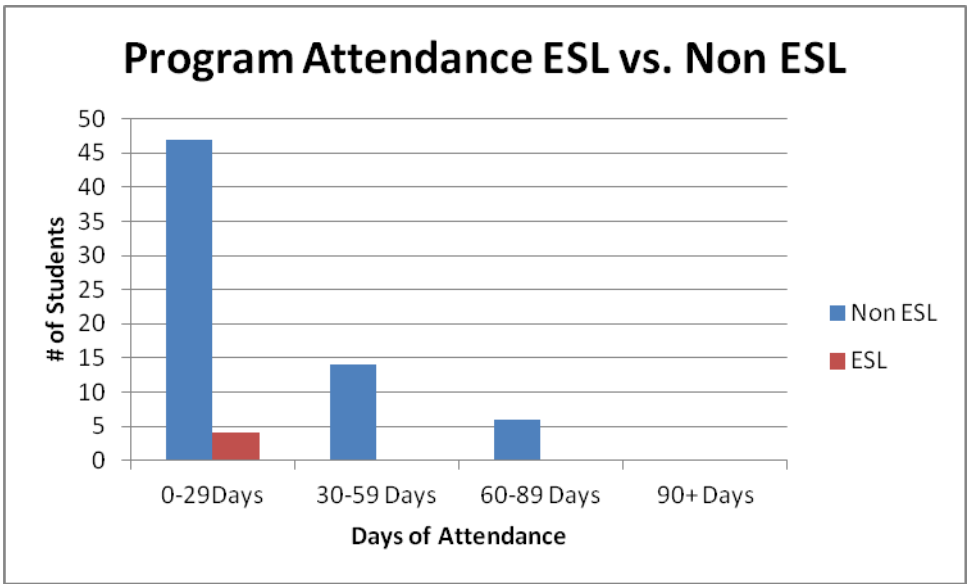
*Missing gender, ethnicity, special ed, ESL, and free/reduced lunch data.

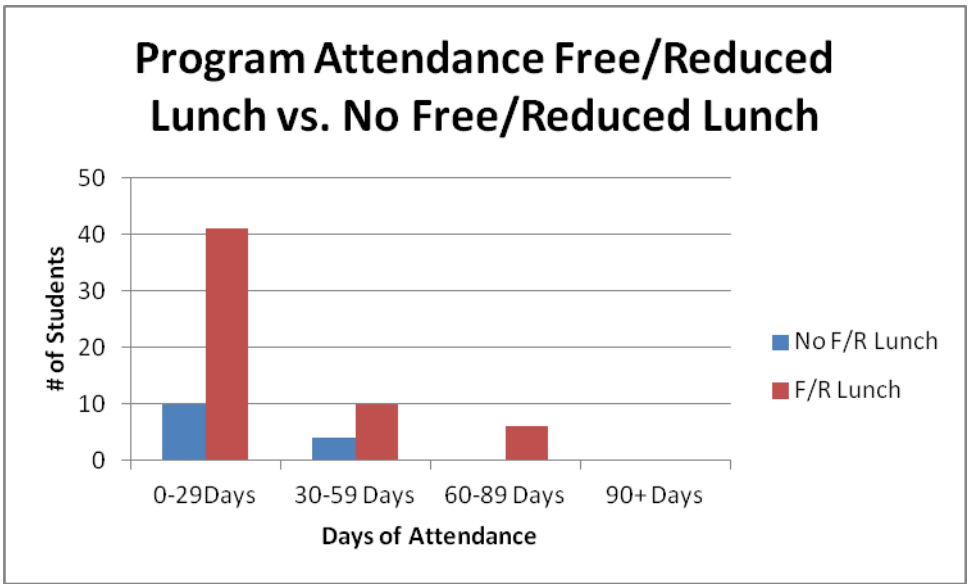

Program Attendance by Grade
30
25
20
15
10
5
0
# of Students
0-29Days
30-59 Days
60-89 Days
90+ Days
Days of Attendance
6th Grade
7th Grade
8th Grade


Program Attendance Level by Gender
40
35
30
25
20
15
10
5
0
# of Students
0-29Days
30-59 Days
60-89 Days
90+ Days
Days of Attendance
Male
Female


Program Attendance Level by Ethnicity
30
25
20
15
10
5
0
# of Students
0-29Days
30-59 Days
60-89 Days
90+ Days
Days of Attendance
African American
Hispanic/Latino
Caucasian
Two or more races


Program Attendance Special Education vs. General Education
50
40
30
20
10
0
# of Students
0-29Days
30-59 Days
60-89 Days
90+ Days
Days of Attendance
General Education
Special Education


Program Attendance ESL vs. Non ESL
50
45
40
35
30
25
20
15
10
5
0
# of Students
0-29Days
30-59 Days
60-89 Days
90+ Days
Days of Attendance
Non ESL
ESL


Program Attendance Free/Reduced Lunch vs. No Free/Reduced Lunch
50
40
30
20
10
0
# of Students
0-29Days
30-59 Days
60-89 Days
90+ Days
Days of Attendance
No F/R Lunch
F/R Lunch

## *Grades for School Year 2011-12*

Note: Percentages are rounded, so totals may or may not equal 100%. The notation "no data received" means data for regular program attendees (those who participated in the program 30 days or more) who did not participate in the program for the full year due to joining the program after Quarter 1, moving, dropping out of the program, and/or data that were not supplied. There were **20** regular program attendees at Washington.

### *Reading Grade*

Regular attendees

- 4 (20%) - increased grade by half a grade or more
- 8 (40%) - decreased grade by half a grade or more
- 8 (40%) - neither increased nor decreased grade
- 0 ( 0%) - no data received

### *Math Grade*

Regular attendees

- 0 (0%) - increased grade by half a grade or more
- 10 (50%) - decreased grade by half a grade or more
- 10 (50%) - neither increased nor decreased grade
- 0 ( 0%) - no data received

## *ISAT Assessment for School Year 2011-12*

Of the 20 regular program attendees at Washington, ISAT reading and math category scores are provided for 20 (100%) students. (NOTE: Percentages may or may not be exactly equal to 100% due to rounding.)

| **ISAT Reading Scores** | **Regular Attendees = 20** | | **Total School** | |
|---|---|---|---|---|
| | **Number** | **%** | **Number** | **%** |
| | | | | |
| **Grade Level 6** | **Number = 9** | **100%** | **Number = 190** | **100%** |
| Exceeded | 0 | 0% | na | 15% |
| Met | 5 | 56% | na | 54% |
| Below | 4 | 44% | na | 31% |
| Warning | 0 | 0% | na | 0 |
| Missing | 0 | 0% | na | |
| (Exceeded + Met) | (5) | (56%) | ( ) | ( 69%) |
| *Did not meet objective of 70% meet/exceed* | | | | |
| **Grade Level 7** | **Number =8** | **100%** | **Number = 184** | **100%** |
| Exceeded | 1 | 13% | na | 18% |
| Met | 2 | 25% | na | 51% |
| Below | 5 | 62% | na | 32% |
| Warning | 0 | 0% | na | 0 |
| Missing | 0 | 0% | na | |
| (Exceeded + Met) | (3) | (38%) | ( ) | ( 68%) |
| *Did not meet objective of 70% meet/exceed* | | | | |
| **Grade Level 8** | **Number =3** | **100%** | **Number = 215** | **100%** |
| Exceeded | 1 | 33% | na | 8% |
| Met | 2 | 67% | na | 74% |
| Below | 0 | 0% | na | 18% |
| Warning | 0 | 0% | na | 0 |
| Missing | 0 | 0% | na | |
| (Exceed + Met) | (3) | (100%) | ( ) | ( 82%) |
| *Met objective of 70% meet/exceed* | | | | |

| ISAT Math Scores | Regular Attendees | | Total School | |
|---|---|---|---|---|
| | **Number** | **%** | **Number** | **%** |
| | | | | |
| **Grade Level 6** | **Number = 9** | **100%** | **Number = 190** | **100%** |
| Exceeded | 1 | 11% | na | 15% |
| Met | 5 | 56% | na | 60% |
| Below | 3 | 33% | na | 24% |
| Warning | 0 | 0% | na | 2% |
| Missing | 0 | 0% | na | |
| (Exceeded + Met) | (6) | (67%) | | ( 74%) |
| *Met objective of 60% meet/exceed* | | | | |
| **Grade Level 7** | **Number =8** | **100%** | **Number = 189** | **100%** |
| Exceeded | 1 | 12% | na | 27% |
| Met | 3 | 38% | na | 53% |
| Below | 3 | 38% | na | 19% |
| Warning | 1 | 12% | na | 2% |
| Missing | | | na | |
| (Exceeded + Met) | (4) | (50%) | | ( 79%) |
| *Did not meet objective of 60% meet/exceed* | | | | |
| **Grade Level 8** | **Number =3** | **100%** | **Number = 218** | **100%** |
| Exceeded | 1 | 33% | na | 31% |
| Met | 2 | 67% | na | 54% |
| Below | 0 | 0% | na | 15% |
| Warning | 0 | 0% | na | 1% |
| Missing | 0 | 0% | na | |
| (Exceed + Met) | (3) | (100%) | | ( 84% ) |
| *MET objective of 60% meet/exceed* | | | | |

## *Teacher Data*

Teachers were asked to complete a state-mandated survey at the end of the 2011-12 school year. The survey asked teachers to report whether after school attendees' behavior improved or did not improve in certain areas. Percentages listed below are rounded, so totals may or may not equal exactly 100%. Teachers reported on **19 of 20** regular program attendees at Washington Middle School.

| ***Behaviors*** | *Did Not Need to Improve* | *Significant Improvement* | *Moderate Improvement* | *Slight Improvement* | *No Change* | *Slight Decline* | *Moderate Decline* | *Significant Decline* |
|---|---|---|---|---|---|---|---|---|
| *Turning in homework on time* | *11%* | *16%* | *37%* | *26%* | *5%* | *5%* | *0%* | *0%* |
| *Completing homework satisfactorily* | *5%* | *11%* | *37%* | *32%* | *11%* | *5%* | *0%* | *0%* |
| *Participating in class* | *11%* | *11%* | *32%* | *26%* | *21%* | *0%* | *0%* | *0%* |
| *Volunteering* | *16%* | *11%* | *16%* | *26%* | *32%* | *0%* | *0%* | *0%* |
| *Attending class regularly* | *26%* | *5%* | *16%* | *26%* | *26%* | *0%* | *0%* | *0%* |
| *Being attentive in class* | *5%* | *5%* | *16%* | *58%* | *11%* | *5%* | *0%* | *0%* |
| *Behaving well in class* | *28%* | *11%* | *28%* | *17%* | *11%* | *6%* | *0%* | *0%* |
| *Academic performance* | *6%* | *6%* | *44%* | *28%* | *11%* | *6%* | *0%* | *0%* |
| *Coming to school motivated to learn* | *16%* | *11%* | *37%* | *21%* | *11%* | *5%* | *0%* | *0%* |
| *Getting along well with other students* | *16%* | *11%* | *37%* | *21%* | *11%* | *5%* | *0%* | *0%* |

## *Parent Survey Data*

The Parent Involvement and Satisfaction Survey is a 13-item measure that assesses parents' beliefs about the after school program. There are no subscales on this survey; however, percentages for each item have been provided below. This table represents the percentage of answers that parents gave for each respective question. Percentages listed below are rounded, so totals may or may not equal exactly 100%. NOTE: Of the 20 regular attendees, this survey was completed by the parents of **12** regular program attendees at Washington.

| **Questions** | **Never** 1 | **Rarely** (once a year) 2 | **Sometimes** (two to three times a year) 3 | **Often** (once a month) 4 | **Very often** (more than once a month) 5 |
|---|---|---|---|---|---|
| 1. I attend parent/family events at school. | 8% | 25% | 58% | 8% | 0% |
| 2. I use services for my child or my family that are offered through the school (health services, GED classes, ESL classes). | 50% | 40% | 10% | 0% | 0% |
| | **Strongly Disagree** 1 | **Disagree** 2 | **Somewhat Agree** 3 | **Agree** 4 | **Strongly Agree** 5 |
| 3. I feel welcome at my child's school. | 0% | 0% | 8% | 25% | 67% |
| 4. The **after school program** is helping how my child does in school (grades, learning, etc.). | 0% | 0% | 25% | 17% | 58% |
| 5. My child tells me he or she enjoys the **after school program**. | 0% | 0% | 0% | 8% | 92% |
| 6. I am satisfied with the **after school program** at my child's school. | 8% | 0% | 0% | 42% | 50% |
| 7. I am involved in my child's after school program and other services at my child's school. | **less** now than at the beginning of the school year. 30% | | the **same** amount now as at the beginning of the school year. 50% | | **more** now than at the beginning of the school year. 20% |
| 8. I am involved in my child's learning | **less** now than at the beginning of the school year. 0% | | the **same** amount now as at the beginning of the school year. 50% | | **more** now than at the beginning of the school year 50% |
| 9. **If you are learning English**, your reading skills in English are | **worse** now than at the beginning of the year 0% | | the **same** now as at the beginning of the school year 40% | | **better** now than at the beginning of the year. 60% |

| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10+** |
|---|---|---|---|---|---|---|---|---|---|---|
| **10.** How many elementary schools has your child attended? | 67% | 17% | 8% | 8% | 0% | 0% | 0% | 0% | 0% | 0% |
| 11. How many middle schools has your child attended? | 83% | 8% | 8% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

| | **Less than 1 year** | **1-2 years** | **3-4 years** | **5-9 years** | **10+ years** | **All** |
|---|---|---|---|---|---|---|
| 12. How many years have you lived in the city you live in now? | 0% | 0% | 17% | 17% | 42% | 25% |

13. Please write any comments you would like to make about the **after school program**. Some sample comments include:

| Response | Number |
|---|---|
| My child enjoys the program. | 2 |
| It is very useful. | 1 |
| My child can work on his/her homework. | 1 |
| I like that homework help is provided. | 1 |
| I wish that it would continue through the end of the school year. | 1 |
| There should be more homework time and less play time. | 1 |

## *Student Survey Data*

Students were asked to complete a survey which measures several aspects of students' behaviors and perceptions of their school experiences. Behaviors measured include how often they have engaged in bullying behavior or how often they have experienced bullying behavior, levels of drug use, and their overall behavioral conduct. This portion of the survey yields four scores: bully, victim, behavioral conduct, and drug use. The table represents the percentages of answers that students gave for each respective question.

A second aspect of the student survey measures students' attitudes toward different aspects of school. Additionally, in this portion of the survey, students were asked specifically to list their likes and dislikes about the after school program. The table presents the percentages of responses students gave for each respective question.

The final portion of the survey presents a picture of students' perceptions about the various relationships they experience throughout the school year. The table again presents the percentages of answers that students gave for each respective answer.

Please note that percentages in each table have been rounded, so totals may not equal exactly 100%. Not all students responded to each question. Of the 20 regular attendees, a total of **14** surveys were completed by regular program attendees at Washington Middle School.

| **!!CONFIDENTIAL!! STUDENT SURVEY !!CONFIDENTIAL!!** | | | | | |
|---|---|---|---|---|---|
| ***ABOUT YOU*:** | | | | | |
| 1) Think of where you live most of the time. Which of the following ADULTS live there with you? (Circle ALL that apply.) | Mother<br>86% | Father<br>36% | Step-parent(s)<br>21% | Other Relatives<br>14% | Other Adults<br>14% |
| 2) Who is home when you get home from school in the afternoon? (Circle ALL that apply.) | No One<br>0% | Mom or Dad<br>79% | Brother or Sister<br>43% | Friends<br>0% | Someone Else<br>36% |
| 3) Who is home when you get home from school when there is NO after school program that day? (Circle all that apply.) | No One<br>14% | Mom or Dad<br>71% | Brother or Sister<br>36% | Friends<br>0% | Someone Else<br>29% |
| 4) Which of the following best describes you? | I am not in a gang, and my friends aren't in a gang.<br>93% | I have friends in gangs, but I am not in a gang.<br>7% | I spend *some* time in a gang.<br>0% | I spend a *lot* of time in a gang.<br>0% | |
| **HOW MANY TIMES IN THE <u>CURRENT SCHOOLYEAR</u> DID <u>YOU</u> USE…** | | | | | |
| 5)…alcohol (except in religious services)? | Never<br>100% | 1 or 2 Times<br>0% | 3 to 5 Times<br>0% | 6 to 9 Times<br>0% | 10 + Times<br>0% |
| 6)…tobacco (cigarettes, cigars, "dip," "chew," "snuff")? | Never<br>100% | 1 or 2 Times<br>0% | 3 to 5 Times<br>0% | 6 to 9 Times<br>0% | 10 + Times<br>0% |

| | | | | | |
|---|---|---|---|---|---|
| 7)…marijuana ("pot," "weed," "chronic")? | Never<br>100% | 1 or 2 Times<br>0% | 3 to 5 Times<br>0% | 6 to 9 Times<br>0% | 10 + Times<br>0% |
| *8)…other drugs _____?* | Never<br>100% | 1or 2 Times<br>0% | 3 to 5 Times<br>0% | 6 to 9 Times<br>0% | 10 + Times<br>0% |
| ***HOW MANY TIMES IN THE CURRENT SCHOOLYEAR HAVE YOU…*** | | | | | |
| 9)…been suspended from school? | Never<br>79% | 1 or 2 Times<br>21% | 3 to 5 Times<br>0% | 6 to 9 Times<br>0% | 10 + Times<br>0% |
| 10)…carried a knife or gun or weapon to school? | Never<br>93% | 1 or 2 Times<br>7% | 3 to 5 Times<br>0% | 6 to 9 Times<br>0% | 10 + Times<br>0% |
| 11) I have been sent to the office for getting in trouble at school. . . | Never<br>71% | **fewer** times now than at the beginning of the school year.<br>21% | the **same** number of times as at the beginning of the school year.<br>0% | **more** times now than at the beginning of the school year.<br>7% | |

**HOW OFTEN HAVE YOU DONE THESE THINGS TO SOMEONE ELSE AT SCHOOL IN THIS YEAR?**

| | **Never** | **1 or 2 Times** | **3 to 5 Times** | **6 to 9 Times** | **10 + Times** |
|---|---|---|---|---|---|
| 12)…called someone names | 50% | 21% | 21% | 7% | 0% |
| 13)…made fun of someone | 36% | 43% | 7% | 7% | 7% |
| 14)…said I would do bad things to someone | 64% | 36% | 0% | 0% | 0% |
| 15)…wouldn't let someone be a part of my group. | 64% | 21% | 7% | 7% | 0% |
| 16)…broke or stole someone else's things | 71% | 21% | 7% | 0% | 0% |
| 17)…pushed or shoved someone | 64% | 21% | 7% | 7% | 0% |
| 18)…hit or kicked someone | 57% | 29% | 7% | 7% | 0% |
| 19)…said mean things behind someone's back | 64% | 21% | 14% | 0% | 0% |
| 20)…threatened someone with a weapon | 100% | 0% | 0% | 0% | 0% |

21) **The questions above are about things kids do when they bully others. If you have done any of these things this year, please rate if it is more or less than at the beginning of the year. I am doing these things:**

| | | | |
|---|---|---|---|
| **More** than I did at the beginning of the year.<br>14**%** | About the **same** amount.<br>7% | **Less** than I did at the beginning of the year.<br>43% | I don't ever do any of these things.<br>36% |

***Attitude Toward School***

| | Never | Sometimes | Often | Always |
|---|---|---|---|---|
| 1) I like to come to school. | 14% | 43% | 21% | 21% |
| 2) School is boring. | 8% | 39% | 39% | 15% |
| 3) People at my school are helpful. | 0% | 46% | 31% | 23% |
| 4) Thinking about school makes me upset. | 36% | 36% | 0% | 28% |
| 5) I like to do my schoolwork. | 46% | 15% | 0% | 39% |
| 6) My schoolwork is hard for me. | 14% | 29% | 14% | 43% |
| 7) My parents make me go to school. | 14% | 7% | 0% | 79% |
| 8) I like to learn things at school. | 0% | 39% | 15% | 46% |
| 9) I have friends at school. | 0% | 14% | 7% | 79% |
| 10) My teachers care about me. | 0% | 36% | 7% | 57% |
| 11) I participate in school activities such as sports, band, theater, and/or clubs. | 7% | 36% | 14% | 43% |

12) I participate in school activities:

| **less** now than at the beginning of the year. | the **same** amount now as at the beginning of the year. | **more** now than at the beginning of the year. |
|---|---|---|
| 39% | 23% | 39% |

13) How many extra-curricular activities were you involved in **last school year**? _____

| No Activities | 1 | 2 | 3 | 4 | 5+ |
|---|---|---|---|---|---|
| 62% | 23% | 0% | 8% | 8% | 0% |

14) How many extra-curricular activities were you involved in **this school year**? _____

| No Activities | 1 | 2 | 3 | 4 | 5+ |
|---|---|---|---|---|---|
| 31% | 46% | 23% | 0% | 0% | 0% |

| | **YES** | **NO** |
|---|---|---|
| 15) Do you plan to graduate from high school? | 100% | 0% |

| | **Never** | **Sometimes** | **Often** | **Always** |
|---|---|---|---|---|
| 16) I like going to the after school program. | 0% | 29% | 7% | 64% |
| 17) The after school program helps me do better at school. | 7% | 7% | 14% | 71% |

| | I feel **worse** about school now than I did at the beginning of the year. | I feel the **same** about school now as I did at the beginning of the year. | I feel **better** about school now than I did at the beginning of the year. |
|---|---|---|---|
| 20) How I feel about school: | 21% | 36% | 43% |

21) Circle 3 activities you do when you get home from school when there is **NO** after school program:

| Do homework. | Watch TV. | Play on computer/play computer games | Play with friends. | Spend time with my family. | Other _____ _____. |
|---|---|---|---|---|---|
| 71% | 79% | 57% | 43% | 36% | 29% |

Questions 18 and 19 ask students to list their specific likes and dislikes about the after school program.

The sample responses summarized below include those from **all** (both regular and non-regular) program attendees.

18) What do you **like** about the after school program?

| Response | Number |
|---|---|
| It is fun/doing fun activities | 5 |
| Doing homework | 3 |
| Going outside | 2 |
| Play | 1 |
| AU students | 1 |
| I can be with my friends. | 1 |
| I can do my work. | 1 |
| The help from student leaders. | 1 |
| I like it! | 1 |
| Field trips | 1 |
| I like the peace and quiet when I do my homework! | 1 |

19) What do you **not like** about the after school program?

| Response | Number |
|---|---|
| Nothing | 5 |
| Doing homework | 3 |
| It's long. | 2 |
| Help with homework | 1 |
| Field trips | 1 |
| It's cold in the tech center | 1 |
| It is after school. | 1 |
| Getting yelled at | 1 |
| Sometimes I just don't like it. | 1 |
| A lot of things | 1 |

Question 21 asks about after school activities when there is no after school program.

| Response - Other | Number |
|---|---|
| X-Box 360 | 1 |
| Free reading | 1 |
| Draw | 1 |
| Go for a walk | 1 |
| Chores | 1 |

***Students' perceptions about relationships***

| | Never | Almost Never | Some of the Time | Most of the Time | Almost Always | Always |
|---|---|---|---|---|---|---|
| **My parent(s) . . .** | | | | | | |
| 1. …show(s) they are proud of me. | 0% | 0% | 29% | 7% | 7% | 57% |
| 2. …understand(s) me. | 8% | 8% | 15% | 15% | 8% | 46% |
| 3. …listen(s) to me when I need to talk. | 15% | 8% | 15% | 15% | 8% | 39% |
| 4. …make suggestions when I don't know what to do. | 0% | 8% | 23% | 8% | 8% | 54% |
| 5. …give(s) me good advice. | 0% | 0% | 14% | 7% | 21% | 57% |
| 6. …help(s) me solve problems by giving me information. | 0% | 0% | 23% | 8% | 8% | 62% |
| 7. …tell(s) me I did a good job when I do something well. | 0% | 0% | 23% | 0% | 8% | 69% |
| 8. …nicely tell(s) me when I make mistakes. | 7% | 0% | 14% | 21% | 7% | 50% |
| 9. …reward(s) me when I've done something well. | 7% | 7% | 36% | 0% | 0% | 50% |
| 10. …help(s) me practice my activities. | 15% | 0% | 8% | 15% | 15% | 46% |
| 11. …take(s) time to help me decide things. | 0% | 0% | 15% | 0% | 15% | 69% |
| 12. …get(s) me many of the things I need. | 0% | 8% | 8% | 8% | 8% | 69% |
| **My teacher(s) . . .** | | | | | | |
| 13. …care(s) about me. | 0% | 7% | 14% | 7% | 14% | 57% |
| 14. …treat(s) me fairly. | 0% | 7% | 14% | 7% | 7% | 64% |
| 15. …make(s) it okay to ask questions. | 0% | 0% | 14% | 7% | 7% | 71% |
| 16. …explain(s) things that I don't understand. | 0% | 7% | 7% | 7% | 0% | 79% |
| 17. …show(s) me how to do things. | 0% | 7% | 7% | 7% | 7% | 71% |
| 18. …help(s) me solve problems by giving me information. | 0% | 7% | 7% | 7% | 7% | 71% |
| 19. …tell(s) me I did a good job when I've done something well. | 0% | 7% | 7% | 7% | 7% | 71% |
| 20. …nicely tell(s) me when I make mistakes. | 0% | 7% | 7% | 7% | 0% | 79% |
| 21. …tell(s) me how well I do on tasks. | 0% | 7% | 7% | 7% | 7% | 71% |
| 22. …make(s) sure I have what I need for school. | 0% | 7% | 7% | 7% | 7% | 71% |
| 23. …take(s) time to help me learn to do something well. | 0% | 7% | 14% | 0% | 0% | 79% |
| 24. …spend(s) time with me when I need help. | 0% | 7% | 7% | 7% | 0% | 79% |
| **My classmates . . .** | | | | | | |
| 25. …treat me nicely. | 0% | 14% | 14% | 7% | 21% | 43% |
| 26. …like most of my ideas and opinions. | 0% | 7% | 21% | 29% | 7% | 36% |
| 27. …pay attention to me. | 7% | 14% | 14% | 7% | 29% | 29% |
| 28. …give me ideas when I don't know what to do. | 0% | 7% | 14% | 7% | 7% | 64% |
| 29. …give me information so I can learn new things. | 0% | 21% | 7% | 7% | 7% | 57% |
| 30. …give me good advice. | 7% | 14% | 7% | 7% | 0% | 64% |
| 31. …tell me I did a good job when I've done something well. | 0% | 7% | 21% | 14% | 0% | 57% |
| 32. …nicely tell me when I make mistakes. | 7% | 7% | 7% | 21% | 14% | 43% |
| 33. …notice when I have worked hard. | 14% | 7% | 14% | 0% | 14% | 50% |
| 34. …ask me to join activities. | 7% | 7% | 14% | 0% | 0% | 71% |
| 35. …spend time doing things with me. | 0% | 7% | 7% | 0% | 21% | 64% |
| 36. …help me with projects in class. | 0% | 0% | 0% | 8% | 8% | 85% |

| | Never | Almost Never | Some of the Time | Most of the Time | Almost Always | Always |
|---|---|---|---|---|---|---|
| **My close friend . . .** | | | | | | |
| 37. ...understands my feelings. | 0% | 0% | 23% | 0% | 0% | 77% |
| 38. ...sticks up for me if others are treating me badly. | 0% | 0% | 8% | 8% | 0% | 85% |
| 39. …helps me when I'm lonely. | 0% | 0% | 8% | 15% | 8% | 69% |
| 40. …gives me ideas when I don't know what to do. | 0% | 0% | 8% | 0% | 0% | 92% |
| 41. …gives me good advice. | 0% | 0% | 8% | 0% | 15% | 77% |
| 42. …explains things that I don't understand. | 0% | 0% | 8% | 8% | 0% | 85% |
| 43. …tells me he or she likes what I do. | 0% | 0% | 15% | 0% | 8% | 77% |
| 44. …nicely tells me when I make mistakes. | 0% | 0% | 8% | 8% | 8% | 77% |
| 45. …nicely tells me the truth about how I do on things. | 0% | 0% | 8% | 0% | 15% | 77% |
| 46. …helps me when I need it. | 0% | 0% | 8% | 0% | 8% | 85% |
| 47. …shares his or her things with me. | 0% | 0% | 8% | 0% | 15% | 77% |
| 48. …takes time to help me solve my problems. | 0% | 0% | 8% | 15% | 8% | 69% |
| **People in my school . . .** | | | | | | |
| 49. …care about me. | 8% | 8% | 15% | 8% | 8% | 54% |
| 50. …understand me. | 8% | 15% | 8% | 8% | 0% | 62% |
| 51. …listen to me when I need to talk. | 15% | 8% | 8% | 0% | 23% | 46% |
| 52. …give me good advice. | 8% | 8% | 8% | 0% | 0% | 77% |
| 53. …help me solve my problems by giving me information. | 8% | 8% | 8% | 8% | 8% | 61% |
| 54. …explain things that I don't understand. | 8% | 8% | 8% | 8% | 8% | 61% |
| 55. …tell me how well I do on tasks. | 8% | 8% | 23% | 0% | 15% | 46% |
| 56. …tell me I did a good job when I've done something well. | 8% | 8% | 15% | 8% | 8% | 54% |
| 57. …nicely tell me when I make mistakes. | 8% | 15% | 8% | 15% | 15% | 39% |
| 58. …take time to help me decide things. | 8% | 8% | 8% | 0% | 15% | 62% |
| 59. …spend time with me when I need help. | 8% | 8% | 8% | 0% | 8% | 69% |
| 60. …make sure I have the things I need for school. | 8% | 8% | 8% | 15% | 15% | 46% |
| **Teachers in my after school program . . .** | | | | | | |
| 61. …care about me. | 0% | 0% | 15% | 0% | 8% | 77% |
| 62. …treat me fairly. | 0% | 0% | 15% | 8% | 23% | 54% |
| 63. …make it okay to ask questions. | 0% | 0% | 8% | 0% | 31% | 62% |
| 64. …explain things that I don't understand. | 0% | 0% | 8% | 8% | 8% | 77% |
| 65. …show me how to do things. | 0% | 0% | 8% | 0% | 23% | 69% |
| 66. …help me solve problems by giving me information. | 0% | 8% | 8% | 8% | 8% | 69% |
| 67. …tell me I did a good job when I've done something well. | 8% | 0% | 15% | 0% | 8% | 69% |
| 68. …nicely tell me when I make mistakes. | 0% | 0% | 15% | 8% | 8% | 69% |
| 69. …tell me how well I do on tasks. | 0% | 0% | 8% | 0% | 23% | 69% |
| 70. …make sure I have what I need for school. | 0% | 0% | 8% | 0% | 17% | 75% |
| 71. …take time to help me learn to do something well. | 0% | 0% | 8% | 8% | 15% | 69% |
| 72. …spend time with me when I need help. | 0% | 0% | 15% | 8% | 8% | 69% |
| 73...The **college student leaders** give me the support I need at the **after school program**. | 0% | 0% | 8% | 0% | 15% | 77% |

### *Program Objectives for Washington*

| | |
|---|---|
| **Objective 1** – Students participating in the program will graduate from school. (95% plan to graduate from high school.) | **Met** the stated objective. 100% of regular program attendees report that they plan to graduate from high school. |
| **Objective 2** – Program participants will show progress in reading and mathematics scores on the state assessment. (70% will meet/exceed reading criteria; 60% will meet/exceed math criteria.) | **Did not meet** the stated reading objective. 55% met/exceeded the state reading criteria.<br>**However, 8th grade regular attendees DID meet the objective.**<br><br>**Met** the stated math objective. 65% met/exceeded the state math criteria. **Specifically, the 6th and 8th grade regular attendees met the objective. (6th grade = 67%; 8th grade = 100%).** |
| **Objective 3** – Participants will show improvement in academic achievement. (70% will show meaningful improvement in their core academic GPA from fall to spring each year.) | **Did not meet** the stated objective.<br>Quarter 1 grades were subtracted from Quarter 4 grades in both reading and math. An "increase" was any grade that improved by half a grade or more. Additionally, those who could not improve (Q1=A & Q4 = A) are considered in the calculations.<br><br>30% improved or could not improve their reading scores; 5% improved their math scores or could not improve their math scores. |
| **Objective 4** – Students regularly participating in the program will show a decrease (or no increase) in reports of drug use and aggressive behaviors. (90% report no drug use; 80% report rare or no bullying behavior towards others.) | **Met** the stated drug use objective. 100% report never using drugs, alcohol, or tobacco.<br><br>**Met** the stated aggressive behavior objective. 86% reported rare (1-2 times) or no activity in each bully behavior over the last year. |
| **Objective 5** – The centers will offer enrichment and other support services for families of participants. [90% parents report a) being involved in their child's education, b) positive attitudes about school, and c) positive attitudes about the after school program.] | **Met** the stated objective. 100% of parents report the same or more involvement with their child's education at the end of the year than at the beginning. 100% of parents report that the after school program helps their child in school. 92% of parents report being satisfied with the after school program. |
| **Objective 6** – Students participating in the program will have a higher attendance rate and a positive change in their attitudes toward school. (80% will average less than 3 absences each quarter by the end of each year. 80% will report high levels of school satisfaction, and 80% will report moderate levels of involvement with school activities. | **Did not meet** the stated objective. 95% report fewer than 3 absences each quarter. 43% report they often/always like to come to school, while 79% report they feel the same or better about school now than at the beginning of the year. 93% report participation in school activities sometimes/often/always; 62% report the same/more involvement now than at the beginning of the year. |