



JUNE 30, 2014

*Revised September 17, 2014
to include discipline data*

Annual Evaluation of the FNSB School District 21st Century Alaska Community Learning Centers (ACLC) After School Programs

FY10 AWARD AT NORTH POLE ELEMENTARY, NORTH POLE MIDDLE
SCHOOL, RANDY SMITH MIDDLE SCHOOL, RYAN MIDDLE SCHOOL, AND
LATHROP HIGH SCHOOL

BARBARA SUNDBERG, SENIOR CONSULTANT
CR RESEARCH AND EVALUATION
557 Grandview Ct. Fairbanks, AK 99709



Acknowledgements

CR Research and Evaluation, outside evaluator of the After School Programs at the Fairbanks North Star Borough School District this year, would like to acknowledge the assistance of Julie Wild-Curry, After School Program Director, and Jeanine Smith of the ASP office, for their assistance in providing information for the evaluation. The evaluators also thank the Research and Accountability Department of the Fairbanks North Star Borough School District for providing data files that were used to compile the quantitative outcomes presented in this report.

Executive Summary

This report presents results from the annual evaluation of the FY10 21st Century Community Learning Center (CCLC) after school programs at the following Fairbanks North Star Borough School District schools: North Pole Elementary School, North Pole Middle School, Randy Smith Middle School, Ryan Middle School, and Lathrop High School. The FY10 grant award is in its final year of implementation. The programs focus on providing tutoring and homework help and providing enrichment opportunities for students whose academic performance show a need for additional support.

The evaluation addresses each of the goals and objectives described in the grant. Data collection and analysis includes results from the 2013 and 2014 State of Alaska Standards Based Assessments (SBAs) in Reading, Writing, and Math, quarterly grades for elementary students, grade point average (GPA) for middle and high school students, attendance rates, and teacher survey responses regarding homework and behaviors. A parent survey was also given and results are summarized in this report.

Results from the 2013-14 school year show students who attended the CCLC after school program for 30 days or more made progress in the following areas:

- * More than 50% of ASP students scored *Proficient* or above on the Reading SBA at four out of five schools;
- * More than 50% of ASP students scored *Proficient* or above on the Writing SBA at three out of five schools;
- * Math is an area of concern for students at North Pole Elementary, North Pole Middle School, and Ryan Middle School, with less than half of the students scoring *Proficient*;
- * Students at all five schools made progress with Homework Turn-In and Completion in Math according to their teachers, although some schools did not meet the stated objective to have 50% of students show improvement;
- * Students at Randy Smith and Ryan Middle Schools had fewer than one half of the students make progress in completing and turning in homework according to their English teachers;
- * Student attendance increased for ASP students at all five schools;
- * Fewer students received an Out of School suspension in 2013-14 compared to the prior year.

Many of the stated goals and objectives have been met this year through the ACLC after school programs. Teachers report progress for some students on improving attentiveness, motivation, and class participation. Parents have been particularly pleased with the academic help given to their students through the ASP, but the program has not necessarily resulted in higher levels of attendance at school events or feeling more informed about their child's progress in school.

Summary of Findings

The following chart summarizes the progress made toward reaching the stated goals and objectives for the FY10 After School Programs during the 2013-14 school year. Results are summarized for each school and for the program overall.

Summary of Progress Toward Meeting Goals and Objectives

Alaska 21st CCLC Annual Evaluation Report for Programs in the FY10 Award:

North Pole Elementary, North Pole Middle, Randy Smith Middle, Ryan Middle and Lathrop High School

2013-14 School Year

	Area/ Indicator	Met Objective					
		NPE	NPMS	RSMS	RMS	LHS	Over- all
Goal #1: Participating students will improve their academic performance.							
Objective 1.1: At least 10% of those regularly attending ASP participants who were <i>Below Proficient</i> in Reading (R), Writing (W), and Math (M) in the year prior will score <i>Proficient</i>	Reading SBA	Y	Y	Y	Y	Y	Y
	Writing SBA	Y	Y	Y	Y	Y	Y
	Math SBA	Y	N 9%	Y	Y	Y	Y
Objective 1.2: Each year at least 50% of regularly attending ASP participants will score <i>Proficient</i> or above in Reading, Writing, and Math on SBAs.	Reading SBA	N 48%	Y	Y	Y	Y	Y
	Writing SBA	N 38%	Y	Y	N 40%	Y	Y
	Math SBA	N 42%	N 42%	Y	N 35%	Y	N 49%
Objective 1.3: Annually, 50% of regular ASP participants' grades in Reading, Writing, and Math will increase or increase GPA.	Reading Grade	N 40%	n/a	n/a	n/a	n/a	N
	Writing Grade	N 36%	n/a	n/a	n/a	n/a	N
	Math Grade	N 36%	n/a	n/a	n/a	n/a	N
	GPA's	n/a	N 43%	Y	N 38%	N 34%	N 42%
Objective 1.4: Annually, 50% of regular ASP participants whose behavior warranted improvements in academic performance, timely homework completion, and completing homework in the teacher's satisfaction, measured by teacher survey.	HW Turn-In	Y					Y
	HW Complete	Y					Y
	<u>English</u> Turn In		Y	N 32%	N 32%	Y	Y
	Completion		Y	N 42%	N 38%	Y	Y
	<u>Math</u> Turn in		Y	Y	Y	Y	Y
Completion		Y	Y	Y	Y	Y	

Goal #2: Participating students will gain protective factors that foster resiliency to high-risk behaviors and encourage academic success.							
Objective 2.1: Annually, 30% of regular ASP participants whose daily attendance was less than perfect in the prior year will increase their percent of days in attendance, measured by district records.	Improved Attendance	Y	Y	Y	Y	Y	Y
Objective 2.2: 50% of regular ASP participants will increase teacher-reported attentiveness and motivation.	Attentiveness Motivation	Y Y					Y Y
	<u>English</u> Attentiveness Motivation		N 30% Y	N 25% N 25%	N 29% N 29%	Y Y	N 42% N 48%
	<u>Math</u> Attentiveness Motivation		N 34% N 30%	Y Y	N 39% Y	Y N 45%	N 45% N 46%
Objective 2.3: 50% of regular ASP participants will increase teacher-reported class participation and improved behavior.	Participation Behaving well	Y Y					Y Y
	<u>English</u> Participation Behaving Well		Y N 40%	N 19% N 5%	N 36% N 23%	Y Y	Y N 39%
	<u>Math</u> Participation Behaving Well		N 15% N 43%	Y N 48%	Y N 35%	N 49% Y	Y N 37%
Objective 2.4 Each year 30% or fewer of the regularly attending ASP participants who had received an out-of-school suspension in the prior year will receive an OSS in the year of program participation.	30% or fewer receiving an OSS	n/a	Y	Y	Y	Y	Y
Goal #3: Increase parent involvement as measured by parents' self-reporting on surveys.							
Objective 3.1: At least 30% of regularly participating students will experience an increase in parental involvement measured by parents' self-reporting on surveys.	*More comfortable	Y	Y	Y	Y	Y	Y
	*Attend more events	Y	N 26%	Y	N 8%	N 11%	N
	*More involved	Y	Y	Y	Y	N 29%	Y
	*Feel More Informed	Y	Y	Y	Y	Y	Y

Table of Contents

Acknowledgements	i
Executive Summary.....	ii
Summary of Findings	iii-iv
Table of Contents	v-vi
Introduction and Background	1
Methodology	2
Evaluation Findings.....	5
Academic Achievement.....	5
State of Alaska Standards Based Assessment Results.....	5
Student Grades and Grade Point Averages	10
Teacher-reported Improvements in Homework	11
Student Engagement.....	13
Student Attendance.....	13
Teacher-reported Improvements in Classroom Behavior and Participation.....	14
Teacher-reported Improvements in Attentiveness and Motivation.....	15
Reduction in Out-of-School Suspensions	18
Opportunities for Family Involvement	19
Results from Parent Surveys	19
Discussion of Results	21
Recommendations	24
Appendices	25
Appendix A – Teacher Survey	26
Appendix B – Parent Survey	27

List of Tables	
Table 1: Number of Students Attending the ASP by Enrollment Category.....	4
Table 2: Percent of Students Who Became <i>Proficient</i> on the SBAs from 2013 to 2014.....	5
Table 3: Results from the Reading SBA.....	8
Table 4: Results from the Writing SBA.....	8
Table 5: Results from the Math SBA	9
Table 6: GPA Analysis from 2012-13 to 2014-15 for middle and high school students.....	10
Table 7: Grades Analysis from Quarter 1 to Quarter 4 for elementary students.....	11
Table 8: Teacher-reported Improvements in Homework (middle school and high school)	11
Table 9: Teacher-reported Improvements in Homework/Academics at NPE.....	13
Table 10: Percent of Students with Increased School Attendance	13
Table 11: Teacher-reported Improvements in Attentiveness and Motivation (ms/hs).....	15
Table 12: Teacher-reported Improvements in Class Behavior and Participation (ms/hs).....	17
Table 13: Teacher-reported Student Improvements at North Pole Elementary.....	17
Table 14: Out-of-School Suspension Data	18
Table 15: Results from Parent Surveys in 2013-14.....	20
List of Figures	
Figure 1: Percent of ASP Students Scoring <i>Proficient</i> or Above in Reading, Writing, and Math ..	7
Figure 2: Percent of ASP Students with an Increased their GPA from 2013 to 2014	10
Figure 3: Percent of ASP Students Improving Homework Turn-In and Satisfactory Completion (middle schools and high school)	12
Figure 4: Teacher-reported ASP Student Improvements with Turning In and Completing Homework (North Pole Elementary)	12
Figure 5: Percent of ASP Students with Increased Attendance	14
Figure 6: Percent of ASP Students with Improvements in Attentiveness and Motivation (middle schools and high school)	15
Figure 7: Percent of ASP Students with Improvements in Behaving Well and Participation (middle schools and high school)	16
Figure 8: Percent of ASP Students at NPE with Teacher-reported Improvements in Participation, Attentiveness, Behaving Well, and Motivation	18

Introduction and Background

The Fairbanks North Star Borough has provided after school programs from the FY10 award from the 21st Century ACLC After School Program (ASP) since Fall of 2009. This is the final year of the award. The program focuses on providing an extension of the school day for students in need of academic remediation or extra support and also provides enrichment activities for students. The program focuses on those students who are struggling academically and those who have risk factors such as low income, poor school attendance, and low achievement.

The goals of the project are:

Goal 1: Participating students will improve their academic performance.

Goal 2: Participating students will gain protective factors that foster resiliency to high-risk behaviors and encourage academic success.

Goal 3: After School Programs will offer expanded learning opportunities for families in the program.

Grant documents describe the program in the following way:

The ASPs offer programs and activities that emphasize additional learning time in core academic areas. Academic enrichment offerings will be an integral part of the programming and will embed academics and align with the regular school day. Student, staff and parent input to the program design is integral to the successful implementation of the program. ASP programming will be offered a minimum of eight hours per week at each site.

The district's ASPs will continue to closely link to the regular school day by utilizing district curricular materials, homework sharing tools, shared staffing, advisory boards, and multiple school-based communication systems. ASPs will also closely link with the community through collaborative partners and community experts so students and their families have an understanding of what is available in the community for additional resources. The Community After School Partnership group is an integral part of linking the community to the ASP and linking the ASP to the community.

ASPs are a necessary part of the educational support system for students in economic need and who are struggling with school. Funding through this proposal will allow the district to continue and expand upon its current successes. (Source: FNSBSD FY10 Grant Award Document)

This year, a total of 520 students were enrolled in the ASP at North Pole Elementary School, North Pole Middle School, Randy Smith Middle School, Ryan Middle School, and Lathrop High School. The evaluation is based on results for the 285 students who were enrolled in the program for 30 days or more.

The report presents detailed analyses of progress toward meeting the goals and objectives as specified in the grant. The Methodology Section describes the types of data and analyses that were used in measuring each outcome. The Evaluation Findings section present results that analyze each of the academic achievement indicators and measures of student engagement and parent involvement. These include SBAs, grade and GPA, attendance rates, and teacher and parent survey responses. There is one piece of data that was not available at the time of this report, and that is the number of students involved in Out of School Suspension during 2013-14, with comparisons to the prior year. That data will be reported when it becomes available.

Following the Evaluation Findings section is a Discussion of the Results section that highlights some of the results from the data and outcomes of the program. This section includes a summary of program strengths and areas objectives were not met.

Appendix A includes a copy of the Teacher Survey that is a required part of the ASP evaluation. A copy of the FNSB School District-developed Parent Survey can be found in Appendix B.

Methodology

Evaluation of the CCLC included multiple measures that are briefly described in this section.

Academic Assessment Data: The following measures were used to analyze student achievement for those students enrolled in the program for 30 days or more.

- Results from the Spring 2014 State of Alaska Standards Based Assessments in the areas of Reading, Writing, and Math, with comparisons to 2013 data;
- Analysis of grades earned in Reading, Writing, and Math in Quarters 1 and 4 for elementary students;
- Comparison of cumulative GPAs earned in 2013 and 2014 for middle and high school students;
- Teacher-reported improvements in homework turn-in and satisfactory completion.

Student Engagement Data: Student engagement is the extent to which students feel connected to their school, as reflected in the following measures:

- Comparison of student attendance rates in the 2012-13 and 2013-14 school years (from PowerSchool student records system);
- Changes in student behaviors as measured by teacher survey responses collected via an online survey (class participation, classroom behavior, attentiveness and motivation);

- Change in the percent of ASP students from the 2012-13 to the 2013-14 who receive out of school suspensions (will be reported when the data becomes available).

Teacher Surveys. Teacher survey results are used as a method of measuring both the academic growth and social/behavioral growth of each student who attended the CCLC After School Program for 30 days or more. A copy of the survey can be found in Appendix A. At middle schools and the high school, a survey link was sent out electronically to English and Math teachers for the ASP students. At the elementary school, surveys were sent electronically to the each ASP student's regular classroom teacher.

Parent Surveys. Parents/guardians of students enrolled in the program were provided an opportunity to respond to a survey given during the fourth quarter of the school year. Parents were asked to respond to a brief, eight question survey that addressed the extent to which parents feel more involved, attend school events, feel more comfortable at their child's school, and how they see their children in relation to goals of the program such as homework completion, enjoying the ASP, being more motivated in school, and other attributes. Results have been summarized and are included in this report. Response rates were low, with just nine parents at Lathrop completing a survey. A copy of the Parent Survey can be found in Appendix B.

ASP Enrollment during the 2013-14 School Year

Enrollment information is an essential component of the evaluation because analyses are based on those students enrolled in the program for 30 days or more. The After School Program office provided information from the Youth Services database to determine whether each student fell into the following enrollment categories: less than 30 days, 30-59 days, 60-89 days, or 90+ days.

Table 1 on the following page shows enrollments in the CCLC programs during the 2013-14 school year for the FY10 grant. The table shows student enrollments in the following categories: those enrolled less than 30 days, 30-59 days, 60-89 days, and 90 days or more. While the evaluation data analyses includes only those students who were enrolled for 30 days or more, the enrollment information presented here provides a complete picture of the number of students involved in the program across the school year, regardless of how short or long a time period.

Results of the enrollment analysis show that 95% of students (57 out of 60 students) at North Pole Elementary were enrolled in the program for more than 30 days. At North Pole Middle School, data show that 49 out of 75 students were enrolled for more than 30 day, or 65%. Randy Smith Middle School had nearly 70% of its ASP students enrolled for 30 days or more, and Ryan had 73% (43 out of 59 students). At the program's only high school, Lathrop had 36% enrolled for 30 days or more and this reflects the type of 'drop in' program that the school offered to students who needed help in core areas from time to time, or who enrolled for some of the enrichment activities offered throughout the year.

Table 1
 Number of Students Attending the After School Programs
 By Enrollment Category in 2013-14 School Year

School	Grade	Enrolled less than 30 days	Number of <i>Regular Attendees</i> * Enrolled in the After School Programs by Enrollment Category				Total # of students enrolled in 2013-14
			30 – 59 days	60-89 days	90+ days	Total # Regular Attendees	
North Pole Elem	1	0	2	0	1	3	3
	2	0	1	3	0	4	4
	3	0	2	1	13	16	16
	4	1	5	1	11	17	18
	5	2	4	1	12	17	19
	Total	3	14	6	37	57 (49%)	60
North Pole MS	6	10	7	9	8	24	34
	7	10	5	5	2	12	22
	8	6	5	5	3	13	19
	Total	26	17	19	13	49 (65%)	75
Randy Smith MS	7	10	9	2	6	17	27
	8	8	3	10	10	23	31
	Total	18	12	12	16	40 (69%)	58
Ryan MS	7	10	13	3	3	19	29
	8	6	11	8	5	24	30
	Total	16	24	11	8	43 (73%)	59
Lathrop HS	9	62	28	1	0	29	91
	10	45	20	3	0	23	68
	11	37	24	2	0	26	63
	12	28	17	1	0	18	46
	Total	172	89	7	0	96 (36%)	268
Total ASP Students in 2013-14		235	156	55	74	285	520

The next section of the report, Evaluation Findings, presents results from analyses that address the specific goals and objectives of the grant for regular attendees during the 2013-14 school year.

Evaluation Findings

Regular Attendees. The overall enrollment numbers in the CCLC were presented in the section above and included all students ever enrolled in the 2013-14 after school program at North Pole Elementary School, North Pole Middle School, Randy Smith Middle School, Ryan Middle School, and Lathrop High School. However, the evaluation of performance results includes only those students who meet the criteria of **regular attendee** meaning they were enrolled in the program for 30 days or more. Table 1 shows there were 285 students who met this criteria across the five schools.

Addressing Goals and Objectives

This section of the evaluation looks at measures of academic performance of the regular attendees in the CCLC ASP during the 2013-14 school year.

Goal 1: Participating students will improve their academic performance.

Each year, students in grades 3 through 10 take the State of Alaska Standards Based Assessments (SBAs).

The evaluation uses two types of analyses with SBA data to gauge student performance. The first analysis looks at the extent to which those students who scored *Below Proficient* in 2013 improved their performance and scored at the *Proficient* level in 2014. Results appear in Table 2.

Objective 1.1: Of those regular CCLC participants who were *Below Proficient* in Reading, Writing, and Math in the prior year to participation, at least 10% will become *Proficient* each year.

Table 2
Percent of CCLC ASP Students Who Scored ***Below Proficient*** in Spring 2013
and Who Scored ***Proficient*** on the Spring 2014 SBAs

School	Reading	Writing	Math
North Pole Elementary	14%	17%	18%
North Pole Middle School	25%	26%	9%
Randy Smith Middle School	63%	28%	28%
Ryan Middle School	48%	13%	17%
Lathrop High School	25%	10%	12%
Total	35%	20%	16%

This objective was met at all five schools for Reading and Writing, and at four out of five schools for Math. At North Pole Middle School, the reduction in the percent of students *Below Proficient* was 9%, just missing the goal of a 10% reduction.

The analysis summarized in Table 2 includes only those regular attendees who had SBA scores in both 2013 and 2014, and the students must have scored *Below Proficient* in 2013 to be included.

The overall summary of the percent of students who moved from scoring *Below Proficient* on SBAs in 2013 to *Proficient* in 2014 is presented below:

- *Reading.* Of the 65 students across the five schools who scored *Below Proficient* on the 2013 Reading SBA, 23 scored *Proficient* on the Reading SBA in 2014 for 35%. The objective was met at all five schools.
- *Writing.* Of the 92 students who scored *Below Proficient* on the 2013 Writing SBA, 18 scored *Proficient* on the Writing SBA in 2014, a reduction of 20%. The objective of reducing the percent of *Below Proficient* students was met at all five schools.
- *Math.* Of the 105 students who scored *Below Proficient* on the 2013 Math SBA, 17 students scored *Proficient* on the Math SBA in 2014, or 16%. The objective was met at all schools except for North Pole Middle School where the reduction was 9%.

Detailed information regarding the actual numbers of regular attendees at each school scoring *Below Proficient* in 2013 and who scored at the *Proficient* level in 2014 have been included in Table 3 (Reading), Table 4 (Writing), and Table 5 (Math).

Objective 1.2: Each year, at least 50% of the students regularly attending ASPs will score *Proficient* or above in Reading, Writing, and Math as measured by the State's SBAs.

The second analysis using results from the Standards Based Assessments presents the percent of regularly attending ASP students who were *Proficient* on the SBAs in Reading, Writing, and Math in 2014. Results appear in Table 3 for Reading, Table 4 for Writing, and Table 5 for Math. Figure 1 summarizes the results of the percent of ASP students scoring *Proficient* or above.

Figure 1

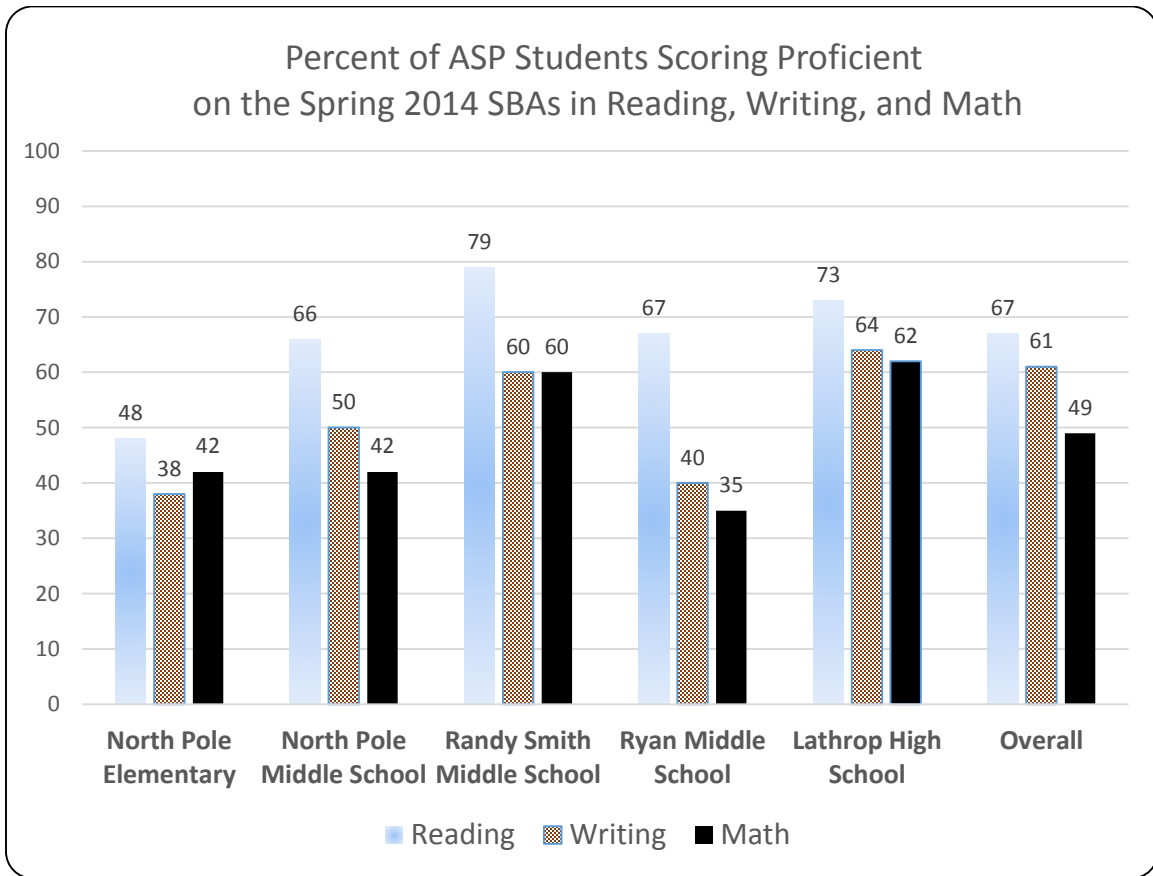


Figure 1 above shows the percent of students scoring *Proficient* on the Reading, Writing, and Math SBAs.

Reading: The overall objective was met, with 67% of the students at all five schools combined scoring *Proficient* on the Spring 2014 Reading SBA. For individual schools, four out of the five schools met the objective. Results in Table 3 show that overall, 128 out of the 190 ASP students with SBA data in both 2013 and 2014 (67%) scored *Proficient* or above on the Reading SBA in 2014. Results vary by school, with 79% of students at Randy Smith Middle School scoring *Proficient*, 73% of the Lathrop HS students, 67% of Ryan Middle School students, and 66% of the North Pole Middle School students. North Pole Elementary School just missed meeting the objective, with 48% of students scoring *Proficient*.

Table 3
Results from the Spring 2014 READING SBA

	Percent of Regular Attendees Who Scored <i>PROFICIENT</i> on the Spring 2014 Reading SBA		Number of Students <i>BELOW PROFICIENT</i> in 2013 Who Scored <i>PROFICIENT</i> in 2014		
	# of students in analysis	% & # <i>Proficient</i> in 2014	# ASP Students <i>Below Proficient</i> in 2013	Became <i>Proficient</i> in 2014	% Change
North Pole Elementary	29	48% 14	14	2	14%
North Pole Middle School	41	66% 27	12	3	25%
Randy Smith Middle School	37	79% 29	8	5	63%
Ryan Middle School	39	67% 26	23	11	48%
Lathrop High School	44	73% 32	8	2	25%
Total	190	67% 128	65	23	35%

Table 4
Results from the Spring 2014 WRITING SBA

	Percent of Regular Attendees Who Scored <i>PROFICIENT</i> on the Spring 2014 Writing SBA		Number of Students <i>BELOW PROFICIENT</i> in 2013 Who Scored <i>PROFICIENT</i> in 2014		
	# of students in analysis	% & # <i>Proficient</i> in 2014	# ASP Students <i>Below Proficient</i> in 2013	Became <i>Proficient</i> in 2014	% Change
North Pole Elementary	32	38% 12	18	3	17%
North Pole Middle School	40	50% 20	23	6	26%
Randy Smith Middle School	37	60% 22	18	5	28%
Ryan Middle School	40	40% 16	23	3	13%
Lathrop High School	44	64% 28	10	1	10%
Total	161	61% 98	92	18	20%

Writing: The overall objective was met with 61% of students scoring *Proficient* on the Spring 2014 Writing SBA. At individual schools, the objective was met at three of the five schools (North Pole Middle, Randy Smith Middle, and Lathrop High School). Results in Table 4 show that 61% of the ASP students across all five schools scored *Proficient* or above on the Writing SBA in 2014. Of the 161 ASP students who took the Writing SBA, 98 students scored *Proficient* or above. Looking at individual school results, the objective was met at Lathrop HS (64%), Randy Smith Middle School (60%), and North Pole Middle School (50%). The objective was not met at Ryan Middle School (40%) or at North Pole Elementary School (38%).

Table 5
Results from the Spring 2014 MATHEMATICS SBA

	Percent of Regular Attendees Who Scored <i>PROFICIENT</i> on the Spring 2014 Mathematics SBA		Number of Students <i>BELOW PROFICIENT</i> in 2013 Who Scored <i>PROFICIENT</i> in 2014		
	# of students in analysis	% & # <i>Proficient</i> in 2014	# ASP Students <i>Below Proficient</i> in 2013	Became <i>Proficient</i> in 2014	% Change
North Pole Elementary	31	42% 13	17	3	18%
North Pole Middle School	41	42% 17	22	2	9%
Randy Smith Middle School	37	60% 22	18	5	28%
Ryan Middle School	40	35% 14	30	5	17%
Lathrop High School	45	63% 28	18	2	11%
Total	194	49% 94	105	17	16%

Mathematics: Overall, the objective was not met, with 49% of students across all five schools scoring *Proficient* or above on the Spring 2014 Math SBA. The objective was met at two of the five individual schools (Lathrop HS and Randy Smith MS). Results in Table 5 show 94 of the 194 students scored *Proficient* on the Math SBA. At Lathrop HS, 63% scored *Proficient* or above as did 60% at Randy Smith Middle School. Forty-two percent of regularly attending ASP students at both North Pole Elementary and North Pole Middle scored *Proficient* or above on the Math SBA as did just 35% of students at Ryan Middle School.

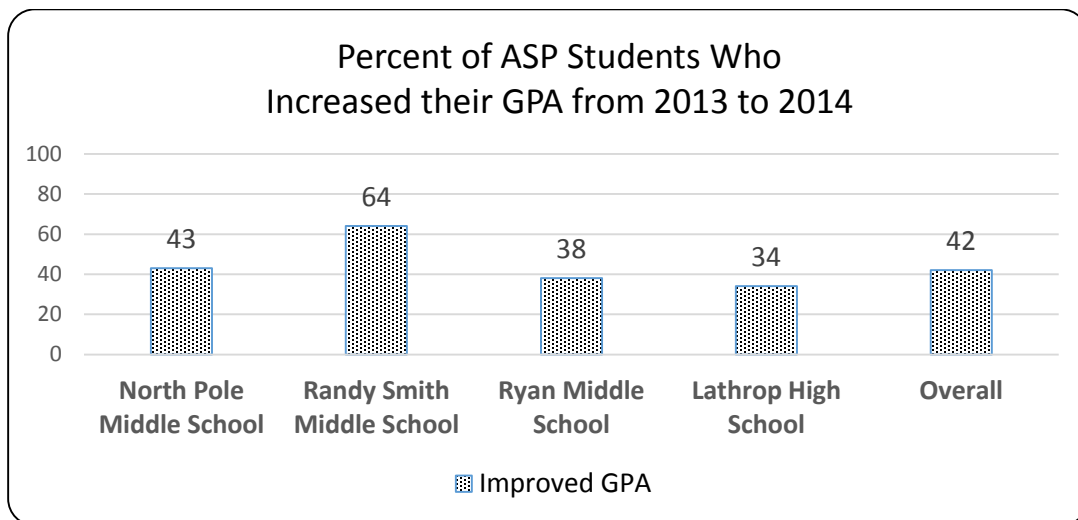
Objective 1.3: Annually, 50% of regular CCLC participants' cumulative GPA will increase from the prior year.

The objective was met at Randy Smith Middle School (64% of ASP students increased their cumulative GPA). Overall across the four schools, 42% of ASP students increased their GPA.

Table 6
GPA Analysis by School from 2012-13 to 2013-14

School	# students in the analysis	GPA Increased from 2013 to 2014	GPA Stayed the Same from 2013 to 2014	GPA Decreased from 2013 to 2014
North Pole Middle School	44	43% 19	1	24
Randy Smith Middle School	39	64% 25	0	14
Ryan Middle School	42	38% 16	2	24
Lathrop High School	88	34% 30	4	54
Total	213	42% 90	3% 7	55% 116

Figure 2



Improved Grades for Elementary Students. The objective for improving student grades was analyzed for the ASP students at North Pole Elementary School. Results appear in Table 7, where student grades were compared from Quarter 1 to Quarter 4 of the 2013-14 school year. To be included in the analysis, students must have been regular attendees of the ASP and have grades in both Quarter 1 and Quarter 4 of the 2013-14 school year. There were 55 students who met that criteria. Results show that 40% of students improved their grades in Reading, 36% improved their grades in Writing, and 36% improved

their grades in Math. **Although progress was made toward achieving the goal, the objective was not met.**

Table 7
Students Enrolled in the ASP for 30+ Days with Improved Grades
Quarter 1 to Quarter 4 of the 2013-14 School Year

School	# students in analysis*	<i>Improved Reading Grade</i>		<i>Improved Writing Grade</i>		<i>Improved Math Grade</i>	
		N	%	N	%	N	%
North Pole Elementary	55	22	40%	20	36%	20	36%

Objective 1.4: Annually, 50% of students who regularly attend ASPs will have teacher-reported improvement in homework completion as measured by teacher surveys.

Turning in Homework on time:

English classes: The objective was met at North Pole Middle School and Lathrop High School.

Math classes: The objective was met at all four secondary schools.

Homework Completion to Teacher’s Satisfaction:

English classes: The objective was met at North Pole Middle School and Lathrop High School.

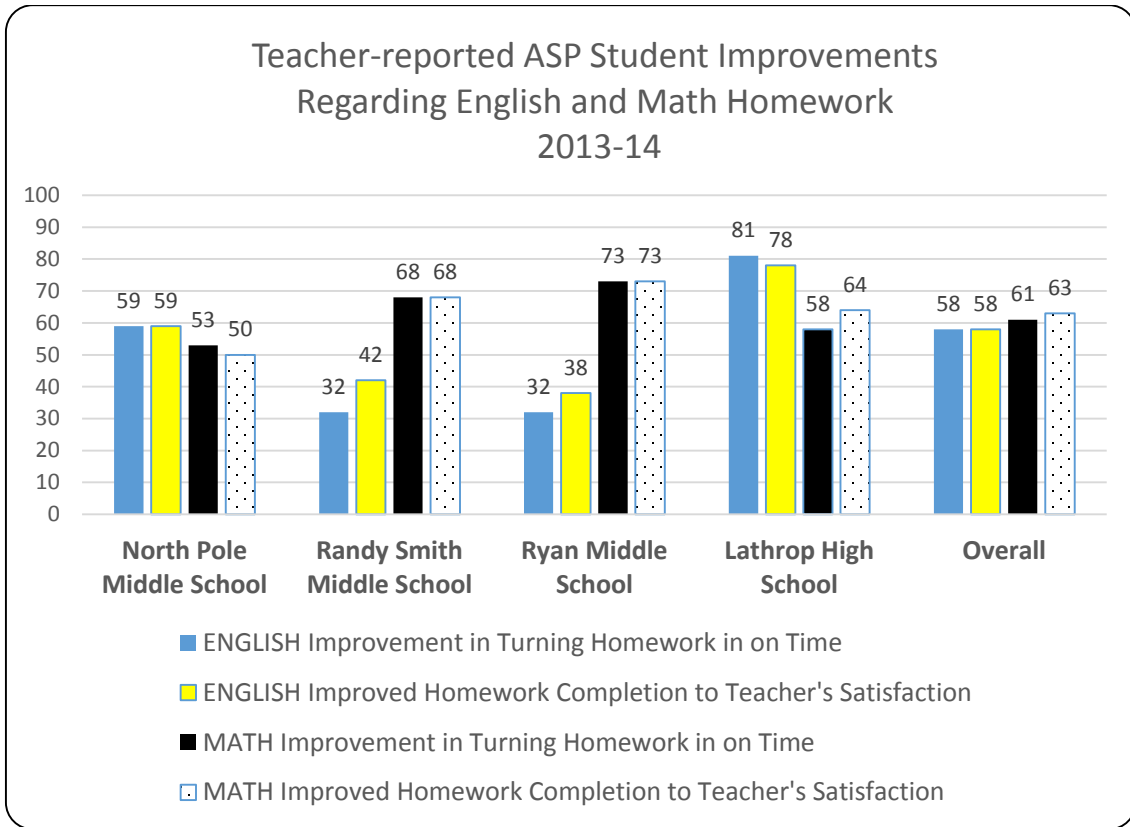
Math classes: The objective was met at all four secondary schools.

Table 8
Teacher-Reported Improvement in Homework Completion
Math and English for Middle and High Schools

School	ENGLISH			MATH		
	# of students in analysis*	# and % who Improved Turning in Homework	# and % who Improved on Completing Homework	# of students in analysis	# and % who Improved Turning in Homework	# and % who Improved on Completing Homework
North Pole MS (n=47)	36 / 36	21 59%	21 59%	38 / 38	20 53%	19 50%
Randy Smith MS (n=34)	32 / 34	10 32%	14 42%	34 / 34	23 68%	23 68%
Ryan MS (n=45)	41 / 40	13 32%	15 38%	26 / 26	19 73%	19 73%
Lathrop HS (n=94)	82 / 80	66 81%	62 78%	56 / 52	32 58%	33 64%
Total (n=220)	191/195	110 58%	112 58%	154/150	94 61%	94 63%

*students are included in the analysis if they were regular attendees and if teachers indicated there was need for improvement at the beginning of the school year.

Figure 3



Teacher-reported improvement in behavior regarding homework turn-in and completion was also analyzed for the elementary students at North Pole Elementary School. Results appear in Table 9 and in Figure 4 where 74% improved turning in their homework on time, 81% improved on completing homework to the teacher's satisfaction, and 82% showed overall improvement in academic performance. **The objective was met at North Pole Elementary School.**

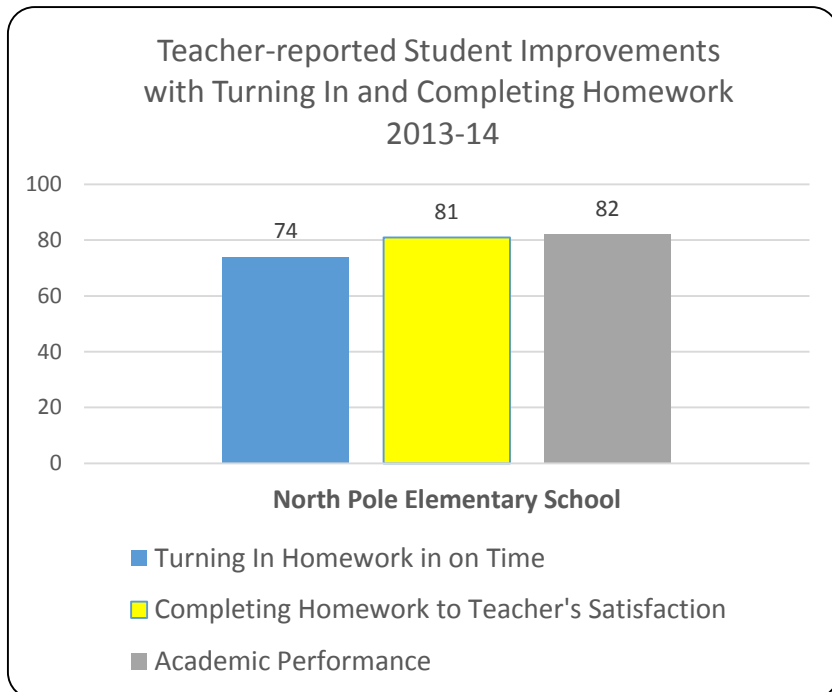


Figure 4

Table 9
Results from Teacher Surveys, ASP 2013-14
Student Improvements in Homework and Academics at North Pole Elementary

	# students in analysis*	Level of Improvement Shown				
		Slight Incr.	Moderate Incr.	Signif Incr.	Total	
					N	%
Turning in homework on time	39	13	8	8	29	74%
Completing homework to your satisfaction	42	13	10	11	34	81%
Academic Performance	44	17	9	10	36	82%
*students are included in the analysis if they were regular attendees and if teachers indicated there was need for improvement at the beginning of the school year.						

Goal 2: Participating students will gain protective factors that foster resiliency to high-risk behaviors and encourage academic success.

This section of the report presents results that measure the extent to which protective factors, such as school attendance and classroom behavior, improved for students across the year.

Objective 2.1 Annually, 30% of regular ASP participants whose daily classroom attendance was less than perfect in the prior year will increase their percent of days in attendance (as measured by school district records).

The objective was met at all five schools. Table 10 reports the percent of students with increased school attendance during 2013-14. Students are included in the analysis if they had attendance data from both the 2012-13 and 2013-14 school years.

Table 10
Percent of Students with Increased Attendance in 2013-14
Compared to Prior Year

School	# students in analysis	Number and Percent Who Increased Their Attendance	
		N	%
North Pole Elementary	54	36	67%
North Pole Middle School	44	24	55%
Randy Smith Middle School	39	19	49%
Ryan Middle School	43	14	33%
Lathrop High School	89	36	40%
Total	269	129	48%

The objective to have 30% of the students increase their school attendance was met at all five schools. Of the 269 students in the analysis, 129 increased their school attendance, for an overall increase of 48%. Students at North Pole Elementary School showed the greatest increase in attendance rate, with 67% of regularly attending ASP students showing an increase. For the secondary schools, 55% of students at North Pole Middle increased their attendance, followed by students at Randy Smith Middle School (49%), Lathrop High School (40%), and Ryan Middle School (33%).

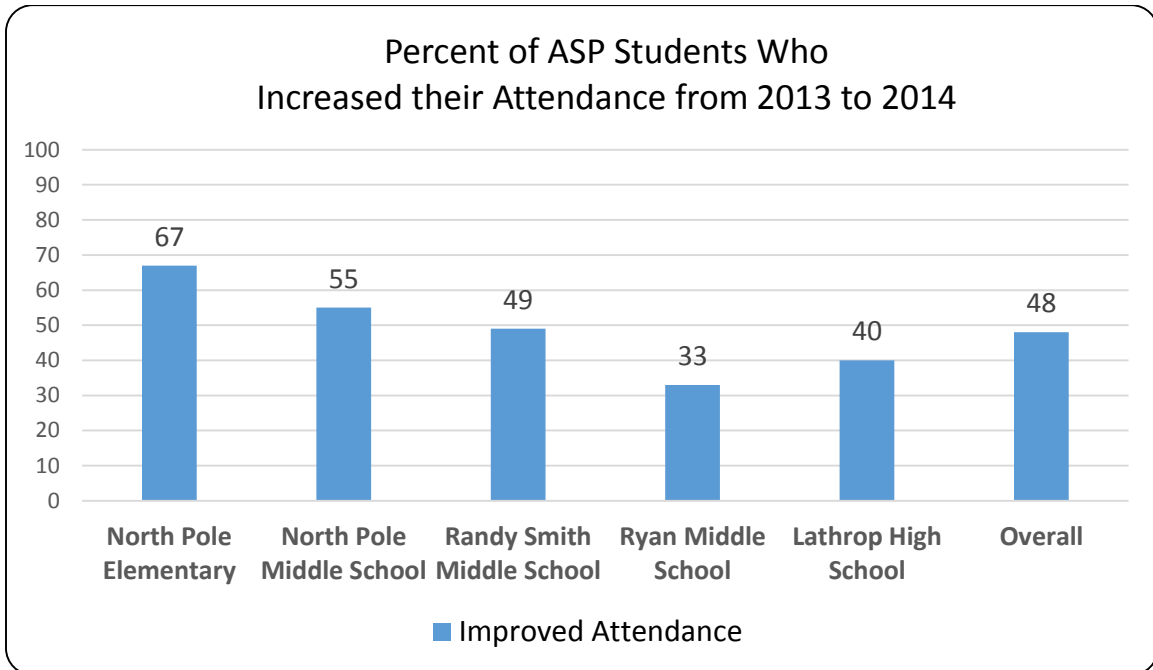


Figure 5

Objective 2.2: Each year, 50% of regularly attending ASP participants whose behavior warranted improvement at the beginning of the year will have teacher-reported improvements in being attentive, and being motivated to learn (as measured by teacher surveys).

This analysis was completed by subtracting from each school the number of students where teachers responded he/she “Does Not Need to Improve” and then using the revised number as the denominator in the calculation.

Attentiveness:

English classes: The objective was met at Lathrop High School, but not at the middle schools.

Math classes: The objective was met at Randy Smith Middle School and Lathrop High School.

Motivation:

English classes: The objective was met at North Pole Middle School and at Lathrop High School.

Math classes: The objective was met at Randy Smith and Ryan Middle Schools.

Table 11
Teacher-Reported Improvement in Attentiveness and Motivation
In English and Math Classes for Middle Schools and High School

School	ENGLISH (total number of teacher responses = 220)			MATH (total number of teacher responses = 179)		
	# of students in analysis	# and % who Showed Improved Attentiveness	# and % who Showed Improved Motivation	# of students in analysis	# and % who Showed Improved Attentiveness	# and % who Showed Improved Motivation
North Pole MS (n=47)	40 / 34	12 30%	17 50%	39 / 37	13 34%	11 30%
Randy Smith MS (n=34)	28 / 29	7 25%	7 25%	33 / 32	19 58%	19 60%
Ryan MS (n=45)	35 / 39	10 29%	11 29%	26 / 26	10 39%	14 54%
Lathrop HS (n=94)	68 / 75	43 64%	50 67%	50 / 47	25 50%	21 45%
All Schools (n=220)	171 / 177	72 42%	85 48%	148 / 142	67 45%	65 46%

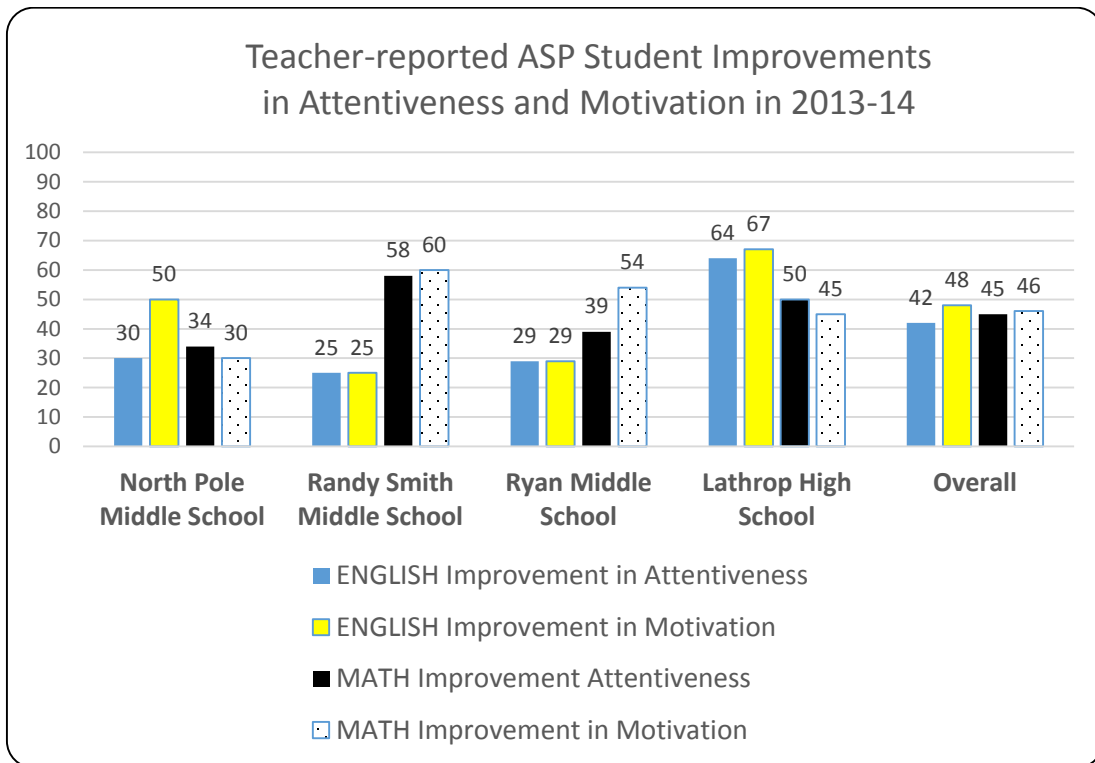


Figure 6

Results show that students at both Randy Smith Middle School and Ryan Middle School showed greater improvement in Math classes than in their English classes according to the teachers' responses. There were slightly more positive results in English classes for students at North Pole Middle and Lathrop High School than for the Math classes.

Objective 2.3: Each year, 50% of regularly attending ASP participants whose behavior warranted improvement at the beginning of the year will improve in teacher-reported school behaviors such as participating in class and behaving well in class (as measured by teacher surveys).

Classroom Behavior

English classes. The objective was met at Lathrop High School but not at the middle schools.

Math classes: The objective was not met.

Class Participation

English classes. The objective was met at North Pole Middle and at Lathrop High School, and for all program students combined. The objective was not met at Randy Smith or Ryan Middle Schools.

Math classes: The objective was met at Randy Smith, Ryan, and Lathrop, and for all schools combined. The objective was not met at North Pole Middle School.

Results show overall larger gains in the area of Class Participation than in Behaving Well in Class in both English and Math classes.

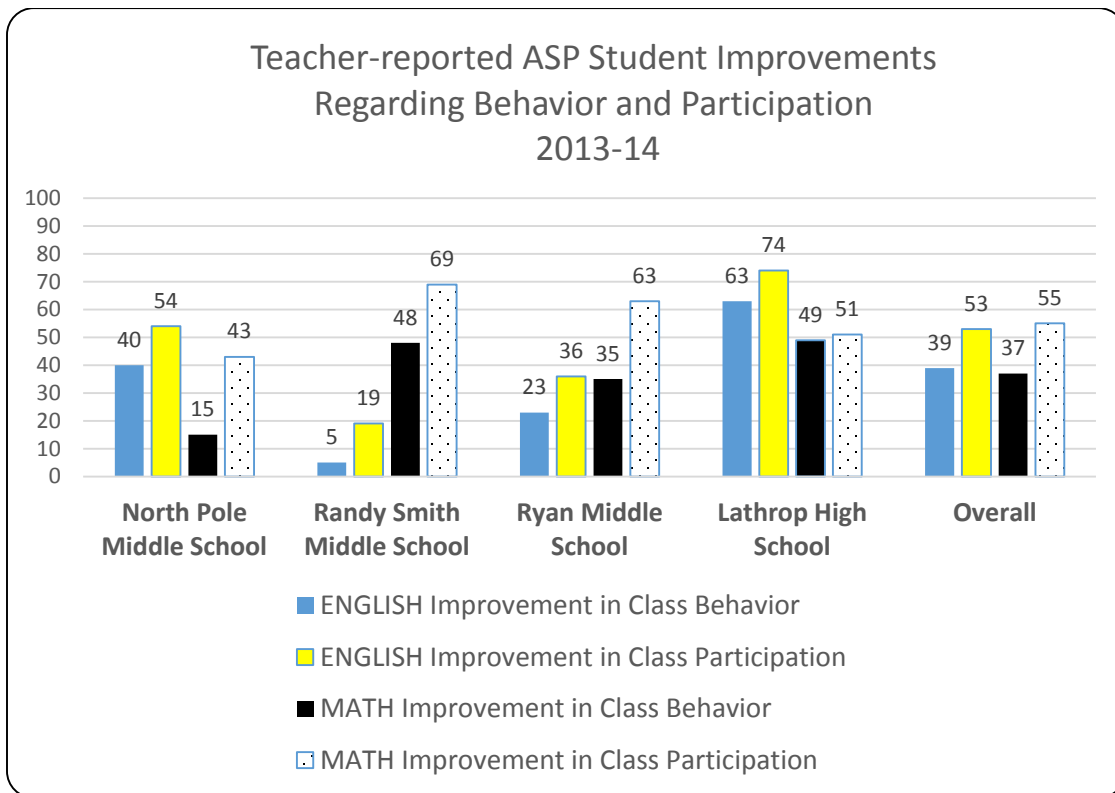


Figure 7

Table 12
Teacher-Reported Improvement in Behavior and Participation
In English and Math Classes for Middle Schools and High School

School	ENGLISH (total number of teacher responses = 220)			MATH (total number of teacher responses = 179)		
	# of students in analysis*	# and % who Showed Improved Behavior	# and % who Showed Improved Participation	# of students in analysis	# and % who Showed Improved Behavior	# and % who Showed Improved Participation
North Pole MS (n=47)	30 / 37	12 40%	20 54%	33 / 37	5 15%	16 43%
Randy Smith MS (n=34)	19 / 31	1 5%	6 19%	27 / 35	13 48%	24 69%
Ryan MS (n=45)	30 / 39	7 23%	14 36%	20 / 27	7 35%	17 63%
Lathrop HS (n=94)	48 / 78	30 63%	58 74%	39 / 51	19 49%	26 51%
All Schools (n=220)	127/185	50 39%	98 53%	119/150	44 37%	83 55%

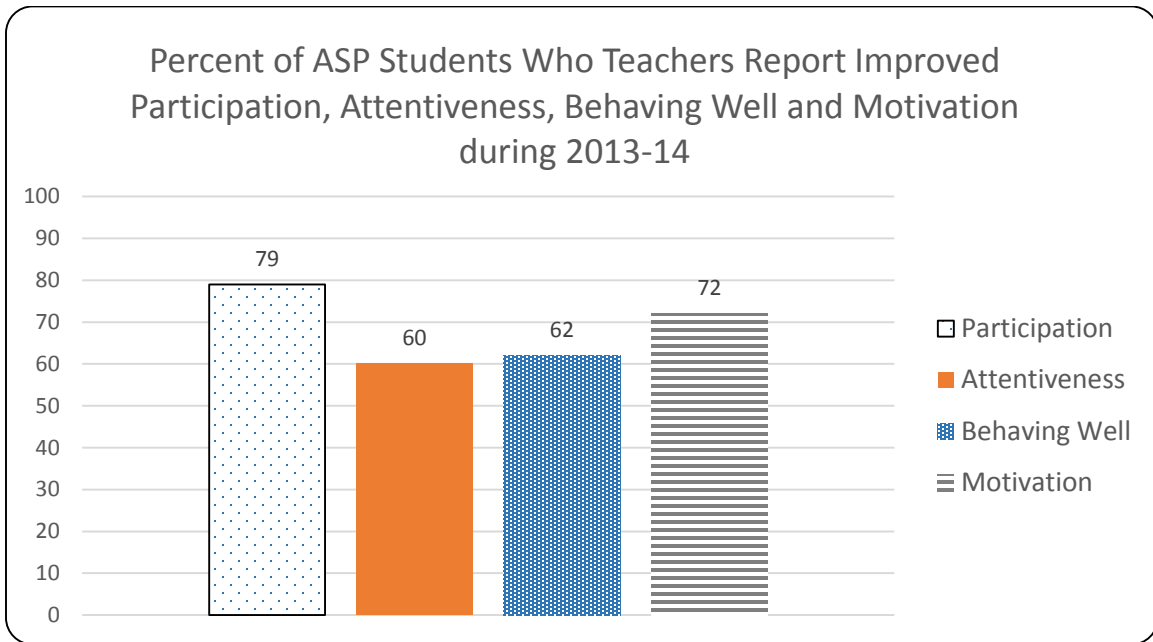
The analysis subtracted the number of students who the teachers said were ‘Not in Need of Improvement’ in the areas of *Behaving Well In Class* and *Class Participation*. Table 12 presents the numbers of students at each middle school and Lathrop HS who were included in the analysis, and presents the corresponding percent for those who improved.

North Pole Elementary School students also received ratings from their classroom teachers regarding attentiveness, motivation, classroom behavior, and participation. Table 13 presents results from these indicators. **The objectives were met for all four indicators**, with the percent of students showing improvement exceeding the 50% criteria.

Table 13
Results from Teacher Surveys, ASP 2013-14
Student Improvements at North Pole Elementary

Area of Improvement	# students in analysis	Level of Improvement Shown				
		Slight Incr.	Moderate Incr.	Signif Incr.	Total	
					N	%
Attentiveness	42	11	8	6	25	60%
Motivation	43	12	12	7	31	72%
Classroom Behavior	34	11	6	4	21	62%
Participation	43	8	18	8	34	79%

Figure 8



Objective 2.4: Each year, 30% fewer of the regularly attending ASP participants who had received an out-of-school suspension in the prior year will receive an out-of-school suspension in the year of program participation (as measured by district records).

Outcome: This objective was met, with 75% fewer ASP students receiving an OSS in 2013-14 compared to 2012-13.

Table 14

Out of School Suspension (OSS) Data

School	# of ASP Participants with an OSS		
	2012-13	2013-14	Change
North Pole Elementary	0	0	n/a
North Pole Middle School	3	1	-2
Randy Smith Middle School	1	0	-1
Ryan Middle School	4	2	-2
Lathrop High School	4	0	-4
Total	12	3	-9

In 2012-13, 12 students who regularly attended the ASP received an out of school suspension. The following year, just three ASP students received an OSS. This is an overall reduction of 75%.

Goal 3: Alaska Community Learning Centers (CCLCs) will offer expanded learning opportunities for families and increase community involvement in the program.

Objective 3.1: Annually, at least 30% of regularly participating students will experience an increase in parental involvement, as measured by parents self-reporting on surveys.

This objective was met based on responses from those parents who completed surveys.

Each year the CCLC After School Program at the Fairbanks North Star Borough School District provides parents an opportunity to give their input on the After School Program in which their children are enrolled. Table 12 presents results from 109 parent surveys that were completed and returned this year. Response rates vary among the schools: about 68% of ASP parents at North Pole Elementary School, 39% from North Pole Middle School, 38% from parents at Randy Smith Middle, 60% from Ryan and just 9 surveys were received from parents of Lathrop HS students.

Parent Survey results show many parents are satisfied with the After School Programs and reported seeing benefits to having their children enrolled in the ASP. A summary of parent involvement- related items from the survey are:

- 67% report feeling *more comfortable at their child's school*
- 62% report *more communication* with school staff
- 53% report feeling *more informed about their child's educational progress*
- 52% say they are *more involved in their child's education*
- 34% say they *attend more school events*

For individual schools, the objective was met in most areas. However, not all schools had 30% of parents indicating an increase in **attending school events** (North Pole Middle School (26%), Ryan Middle School (8%), and Lathrop High School (11%). Less than 30% of parents at Lathrop reported an increase in being involved in their children's education (29%).

Table 12 on the following page presents detailed results for each school as well as for the ASP participants as a group. These results can be used as input to strengthen areas of the program. For example, for schools where fewer than 50% of parents felt informed about their child's progress, there may be ways to increase communication. For parents who report lack of motivation on the part of their child, there may be different types of activities and support that can be offered to students that will increase their motivation to do well in school. These types of results can lead to discussions that can strengthen programs.

Table 15
Results from Parent Surveys in 2013-14

	School	# surveys	Response Choices			
			More so Now		About the same	Less than before
			N	%		
My child receives the academic help he/she needs.	North Pole Elem	39	26	67%	13	0
	North Pole MS	19	18	95%	1	0
	Randy Smith MS	15	12	80%	2	1
	Ryan MS	26	11	42%	13	2
	Lathrop HS	9	6	67%	3	0
	Total	108	73	68%	29	3
I feel informed about my child's educational progress.	North Pole Elem	40	18	45%	22	0
	North Pole MS	19	17	89%	2	0
	Randy Smith MS	15	8	53%	7	0
	Ryan MS	26	11	42%	15	0
	Lathrop HS	9	4	44%	5	0
	Total	109	58	53%	51	0
The school staff and I communicate about my child's education.	North Pole Elem	40	21	53%	18	1
	North Pole MS	19	17	89%	2	0
	Randy Smith MS	15	12	80%	3	0
	Ryan MS	26	13	50%	11	2
	Lathrop HS	9	5	61%	4	0
	Total	109	68	62%	38	3
I feel comfortable at my child's school.	North Pole Elem	40	30	75%	10	0
	North Pole MS	19	13	68%	6	0
	Randy Smith MS	15	13	87%	2	0
	Ryan MS	26	14	53%	12	0
	Lathrop HS	9	3	33%	6	0
	Total	109	73	67%	36	0
Our family attends school events.	North Pole Elem	40	21	53%	18	1
	North Pole MS	19	5	26%	14	0
	Randy Smith MS	15	8	53%	6	1
	Ryan MS	26	2	8%	20	4
	Lathrop HS	9	1	11%	5	3
	Total	109	37	34%	63	9
My child is motivated to do well in school.	North Pole Elem	40	23	58%	17	0
	North Pole MS	19	15	79%	4	0
	Randy Smith MS	15	9	60%	4	2
	Ryan MS	26	7	27%	16	3
	Lathrop HS	9	4	44%	4	1
	Total	109	58	53%	45	6
I am involved in my child's education.	North Pole Elem	40	21	53%	18	1
	North Pole MS	19	15	79%	4	0
	Randy Smith MS	15	8	53%	7	0
	Ryan MS	25	9	36%	14	2
	Lathrop HS	7	2	29%	5	0

	Total	106	55	52%	48	3
My child has a positive attitude about his/her school experience.	North Pole Elem	40	31	78%	9	0
	North Pole MS	19	19	100%	0	0
	Randy Smith MS	15	10	67%	4	1
	Ryan MS	26	12	46%	13	1
	Lathrop HS	9	5	56%	3	1
	Total	109	77	71%	29	3

In addition to the Parent Surveys, parents were provided opportunities to attend Family Nights offered at their schools this year. Community members are involved in the program through Community After School Partnerships that meet several times per year, and are invited to community and school events.

Discussion of Results

The After School Programs experienced success toward meeting many of its goals and objectives as specified in the grant. State of Alaska Standards Based Assessments (SBAs) in Reading, Writing and Math show movement of a number of students from having scored *Below Proficient* in 2013 to scoring *Proficient* or above in 2014. Overall results in Reading show 23 students moved from scoring *Below Proficient* in 2013 to *Proficient* or above in 2014, a reduction of 35%. In Writing, 18 students became *Proficient* for a reduction of 20%. In Math, 17 students moved from *Below Proficient* to *Proficient*, for a 16% reduction. Students in general experienced improvements in grades earned (elementary) and improvements in some behaviors that are indicators of stronger school connections. For example, overall attendance improved for ASP students at all five schools. Progress was made in areas such as behavior, participation, motivation to learn, and attentiveness, even if the 50% criteria was not met for all groups.

The following section describes progress made at each of the five schools that participated in the FY10 Award. Presented are areas of particular strengths and weaknesses as shown in the data for each school.

North Pole Elementary (NPE). There were 57 regular attendees of the ASP at NPE this year. Students at North Pole Elementary School had positive results from teachers who responded to questions about their students’ classroom performance, indicating improvements in academic performance (82%), turning in homework on time (74%), and completing homework to the teacher’s satisfaction (81%). Teachers also report improvement in classroom behaviors such as participation (79%), motivation to learn (72%), and attentiveness (60%). Comparisons with grades earned in Quarter 1 and Quarter 4 of the school year show 40% of ASP students had improved their grade in Reading, as did 36% in Writing and Math. ASP students increased their overall school attendance, with 67% showed an increase over 2012-13. Positive results were received from parents (n=39) who rated the ASP program as having increased their involvement (53%) and increased their comfort level (75%). A majority of parents also responded that their child receives the academic help they need (67%) and has increased motivation toward school (58%). An area that could be strengthened is informing parents about their child’s progress in school, where less than half the parents (45%) indicate an increase in that area. Results from

the SBA data analysis show a need for greater improvement in core academic areas. Less than 50% of the ASP students at North Pole Elementary scored *Proficient* on the annual SBAs in Reading (48%), Writing (38%), and Math (42%). A focus on additional tutoring, homework help, and innovative ways to teach and reinforce grade-level concepts through a variety of practice and enrichment may help more students reach expected grade level performance.

North Pole Middle School (NPMS). There were 49 students at NPMS who attended the ASP for 30 days or more in 2013-14. ASP students at NPMS showed highest gains in Reading, with 64% *Proficient* overall and 12 students moving from *Below Proficient* in 2013 to *Proficient* in 2014 (a reduction of 25% scoring *Below Proficient*). Overall Proficiency in Writing was 50%. The area not meeting the objective was Math where 42% of students scored *Proficient* and just 9% (2 students) moved from scoring *Below Proficient* in 2013 to scoring *Proficient* in 2014. The GPA analysis showed 43% of students increased their cumulative GPA from 2013 to 2014. Students at NPMS met the Attendance objective, with 55% of the regularly attending students showing an increase over the prior school year. Teacher responses regarding student behaviors were mixed. NPMS met the objective of having 50% or more students show homework improvements (turning in on time and completing the homework to teacher's satisfaction). However, teachers responded that only about one third of students showed improvement in Attentiveness and Motivation in English and Math classes, and less than half showed improvement in Behaving well in class (40% in English classes, 43% in Math classes). Students improved Participation in English classes, but not in Math classes (15% showed improvement). From these results, it appears a greater focus on math would benefit the students, as well as reinforcing strategies that help curb negative behavior (apparent in the data regarding attentiveness and good classroom behavior). Working closely with school day staff to come up with a personal plan for improvement and system of rewards may help the students in the ASP who are struggling in these areas. Results from parent surveys (n=19) show satisfaction that their child is receiving the academic help needed (95%), feeling informed about their child's education (89%), feeling more comfortable at school (68%), and involvement in child's education (79%). Fewer parents reported attending more school events (26%).

Randy Smith Middle School (RSMS). There were many positive outcomes for the 40 students at RSMS who regularly attended the ASP. Students showed academic improvements and met the objectives of 50% of students scoring *Proficient* or above in Reading (79%), Writing (60%), and Math (60%), as well as meeting the objective of reducing the percent of students scoring *Below Proficient*. The group also met the criteria of increasing their GPA with 64% of students showing an improvement. The objective of having 30% improve their attendance was also met (49%). Responses from teacher surveys indicate goals for improved homework and behavior were not all met in English or Math classes. Math teachers indicated improvements in homework turn-in (68%), homework completion (68%), attentiveness (58%), motivation (60%), and participation (69%). English teachers did not respond in like manner, with results showing just 25% of students improving in attentiveness and motivation and only 5% improving in behaving well in class and 19% improving in participation and just over a third improving their homework turn in and completion. Parent surveys (n=15) show satisfaction across all areas measured on the survey, most notably an 80% agreement that their child receives the academic help he/she needs, 87% who feel more comfortable at school, and 53% who indicate they are more involved in their child's education and attend more school events. The result that stands out is the need for a higher level of student engagement in English classes for the ASP students at RSMS. Another area of possible disconnect is the extent to which parents indicate their child has a more positive attitude about his/her

school experience when compared to teacher responses regarding behavior and motivation. Other results appear positive in meeting the goals and objectives of the program.

Ryan Middle School. There were 43 regular attendees in the ASP at RMS in 2013-14. Results from SBA analyses show they met the criteria for 50% scoring *Proficient* in Reading, but missed in Writing (40%) and Math (35%). There were reductions in the percent of students scoring *Below Proficient* in 2013 and moving to *Proficient* in 2014, with 11 students scoring *Proficient* in Reading, 3 in Writing, and 5 in Math. Other measures of progress show 38% improved their overall GPA, and 33% of ASP students improved their school attendance. Teacher surveys indicate about a third of the students improved on turning in and completing their English homework, while math teachers indicate 73% of the students showed improvements in these areas. Math teachers also reported improved motivation (54%) and participation (63%). Areas indicated by Math teachers as not seeing as much improvement were attentiveness (39%) and classroom behavior (35% improved). English teachers reported less improvement on the part of ASP students, with 29% improving in motivation and attentiveness, 23% improving classroom behavior, and 36% improving in the area of participation. Results from parent surveys (n=26) show lower levels of satisfaction in many areas compared to parent responses from the other schools. Fewer than half of the parents indicated increases in perceptions regarding their child's academic needs being met (42%), feeling informed about their child's progress (42%), staff communication (50%), feeling comfortable at school (53%), attending school events (8%), having a child who is motivated to do well in school (27%), being involved in their child's education (36%) and improvements in their child's attitude about school (42%). Each of these areas could use improvement that are likely to carry over into stronger overall school performance, along with focused, personal attention to specific core academic areas that will help students reach grade level performance.

Lathrop High School (LHS). The regularly attending students at LHS (n=96) showed gains in many areas measured in the evaluation, achieving stated objectives in the following areas: percent *Proficient* on the SBA in Reading (73%), Writing (64%) and Math (62%), reductions in the percent of students who moved from scoring *Below Proficient* in 2013 to *Proficient* in 2014. Regarding improvements in Homework, 81% improved turning in their English homework on time, and 78% improved completing their homework to their teacher's satisfaction. Math teachers reported 58% of the students had improved turning Math homework in on time and 64% reported that the homework was completed to the teacher's satisfaction. Thirty-four percent of the students improved their cumulative GPA. Student engagement outcomes show 40% of the ASP students improved their school attendance in 2013-14 compared to the 2012-13 school year. English teachers reported improvement for 63% of the ASP students in Class Behavior, 74% in Class participation, 64% in attentiveness and 67% who showed improved motivation. These were among the highest ratings received at any school in the program. Math teachers reported improvement for 50% of the students in attentiveness, 45% who improved in motivation, 45% who improved their class behavior, and 51% who improved their class participation. Just nine parents completed a parent survey and thus we cannot say that responses are representative with that low of response rate. Not all objectives were met at Lathrop, but excellent progress was made in many areas. Student feedback from the ASP will provide additional input for consideration in planning future programs.

Recommendations

It is recommended that the After School Program director share these results with school staff when planning new and revised ways to meet student needs in academic and social areas, and that efforts for greater parent involvement continue at all schools in the program.

For those identified areas where gains were made, it is recommended the ASP identify best practices, strategies, regular school day communications and partnerships, and other factors that influenced the positive outcomes. These should be shared among all schools involved in operating an After School Program.

For those identified areas where objectives were not met, it is recommended that the ASP Director and school administrators and teaching staff look closely at the data at both the school level and district level, as well as at the program level, to identify trends in student performance that might possibly need to be more widely addressed.

Results from teacher surveys indicate some students are making progress in some classes while others are not. Usually by the time the teacher surveys are received, there is little time left in the school year to address the concerns of the teachers regarding student homework, behavior, participation, and motivation. A discussion regarding a mid-year check-in may be useful to see how students are progressing, in time to implement personalized goals and rewards that will help students succeed. Additionally, evaluation results can be made available to teachers who are interested in learning more about program outcomes, and how teacher responses are used.

Results from parent surveys can be used to help each school identify areas where the ASP can make a difference – such as ensuring parents are kept informed of their child’s progress and by providing regular opportunities to gather parent input and hear parents’ concerns, should there be any. Additionally, a summary of each school’s evaluation results can be made available to parents who are interested in learning more about program outcomes.

In conclusion, the evaluation shows that the After School Programs have met a vital need for students in the five school communities. Data alone does not provide the full range of positive impacts that have been realized by providing individualized tutoring, homework help, small group projects, hands-on activities, enrichment opportunities, and relationship building to students in the After School Programs. While some schools did not meet every objective, it is difficult to know what the outcomes would have been *without* the support and influence of the ASPs this year; likewise for attendance, GPA and grades, and teacher reported outcomes. The programs’ results reported in this evaluation show the value in offering this opportunity.

Appendices

Appendix A: Teacher Survey

Appendix B: Parent Survey

Teacher Survey–21st Century Community Learning Centers (21st CCLCs)

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey response options are divided into two primary groups: (1) **Did Not Need to Improve**, which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and (2) **Acceptable Level of Functioning Not Demonstrated Early in School Year–Improvement Warranted**, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated **Significant Improvement, Moderate Improvement**, or one of the other levels listed below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.

Name of student: _____

Grade/school: _____

Subject taught (if middle or high school): _____

To what extent has your student changed their behavior in terms of:	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted						
		Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing homework to your satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering (e.g., for extra credit or more responsibilities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending class regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being attentive in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaving well in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coming to school motivated to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting along well with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



(Type your school name here)
Survey Due By:



Your Help is Needed for Our Community After School Programs

We need your help in evaluating the effectiveness of our Community After School programs. Please take a few minutes to answer the questions in the survey below. We are offering a drawing as an incentive to get as many surveys back as possible! It is your choice whether or not you include your name on the survey. Please drop the survey at your school's main office in the designated box and the enclosed ticket in the box for the drawing. If you choose to mail the survey back, please include the ticket and survey in the same envelope.

Prizes include gift certificates to local businesses and restaurants along with movie tickets. Please call the After School Coordinator at your school if you have any questions.

Since my child began participating in the After School Program, I have experienced or noticed the following changes related to my child's education:

	More So Now	About the Same	Less Than Before
1. My child receives the academic help he/she needs.			
2. I feel informed about my child's educational progress.			
3. The school staff and I communicate about my child's education.			
4. I feel comfortable at my child's school.			
5. Our family attends school events.			
6. My child is motivated to do well in school.			
7. I am involved in my child's education.			
8. My child has a positive attitude about his/her school experience.			

We welcome your suggestions for how the After School Program can better assist in your child's education!
