**EVALUATION**

**21st Century Community Learning Centers Grant**

**Year 1 of 3**

**SOUTH TIPPAH 21**

**Implemented**

**In**

**School Year 2017-2018**

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**Prepared for**

**South Tippah School District**

**Ripley, Mississippi 38663**

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**1.0 Executive Summary**

Program Overview

The South Tippah School District has completed the first year of a three-year implementation of a 21st Century Community Learning Centers (CCLC) grant entitled South Tippah 21. South Tippah 21 program were conducted at 4 sites (Ripley Elementary, Ripley Middle, Ripley High, Pine Grove, and Blue Mountain) that provide both academic and enrichment opportunities for students and their families. The competitive grant was approved by a panel of readers convened by staff in the Office of Federal Programs in the Mississippi Department of Education (OFP/MDE) in the fall of 2017. Program activities began in spring of school year 2017-18. This

Federally funded program helps students meet state and local student standards in core academic subjects, particularly in reading and math. In addition, it offers students a broad array of enrichment activities that complement the students’ regular academic programs, including art, music, STEM (Science, Technology, Enrichment, Math), and physical wellness. The program also offers literacy and other educational services to the families of participating children.

This evaluation report is designed to highlight the multiple strengths and accomplishments of the South Tippah 21 programs, acknowledge challenges, and make recommendations to support grant compliance and continued sustainability. This report is formatted based on requirements set forth by the Mississippi Department of Education (Department of Federal Programs), and consists of seven primary components: 1) Program Overview, 2) Program Operations, 3) Evaluation Design, 4) Objective Assessment, 5) Program Background, 6) Findings, and 7) Recommendations. This report will be utilized by the project coordinator and program director as they move into year two of funding. This report will guide their decision making on program scheduling/activities, community/family engagement, and overall program operations. The report will also be submitted to MDE to ensure program compliance as outlined in the approved grant proposal.

The data collected for this report was obtained through multiple on-site visits, interviews with project/program directors and staff members, and analysis of data collected through ongoing internal evaluations and progress monitoring by the program director.

The South Tippah 21 program is well-designed and effectively-implemented after-school program that diligently strives to create an engaging and impactful experience for its participants. Based on data collected, students not only enjoy being a part of the program, they are also benefiting both academically (specifically in reading and math) and behaviorally. Staff members and parents exhibit high regards towards program operations. Based on the SMART goals which were created by the program director and staff, the program has been able not only to attain most of the goals, but also exceed several as well. This is in-part due to the staff’s dedication to planning engaging enrichment and remedial activities, as well as consistent student attendance during the spring term.

Although data indicates student academic and behavioral progress as well as high levels of satisfaction among various stakeholders, there are areas for growth and improvement within the program. According to interviews with the program director and survey findings, parental involvement is a concern. The program director expressed concern over the lack of parental resources and parental involvement opportunities; however, there are plans in place to remedy this issue through the use of structured volunteer opportunities such as a “Text Talks” program and “Texas Fluency First” program and consistently scheduled family afternoons. Parental volunteers will be recruited through the sites’ newsletters. Behavior issues seemed to be the biggest hindrance to student progress and staff satisfaction; therefore, it is recommended that the program utilize an incentive-based program to promote positive student behavior. Additional community partnerships should be established to help with donations of incentive to drive the positive behavior incentive program. This in turn will help the program build community relationships and partnerships that will support sustainability of the program

**2.0 Evaluation**

2.1 Evaluation Purpose

The evaluation of South Tippah 21 is a continuous improvement model to provide information to measure the progress of grant objectives over a specified amount of time. All data collected and subsequently analyzed will be used to guide and improve program implementation. Future data collection and evaluation reports will be used to assess, plan, design, and implement strategies to improve the program. The evaluation report will be submitted to Project and Program Directors so that they may analyze the findings and make necessary changes to the program design in order to maintain grant compliance and achieve their program’s SMART goals. Finally, the report will be submitted to MDE for program auditing purposes. Multiple research measures were used to collect and analyze data. The evaluation used a mix method design examining quantitative measures (i.e. report card grades, teacher progress reports, survey results, attendance, and demographic information) and qualitative measures (i.e. interviews, document review, and observations). Quantitative data were analyzed using spreadsheets and descriptive statistics such as percentages and means presented. Qualitative data were analyzed using thematic analysis procedures to confirm and support the evaluation findings. The measures, timeline, and data sources indicated are consistent with the evaluation plan provided in the approved grant application. These data were provided to the External Evaluator via Google Drive throughout the Spring and Summer terms. There were no issues or barriers to collecting data for the evaluation because the Program Director had all necessary data organized in an easily accessible folder in Google Drive. The following table provides information about the measures and data resources that were used for assessment of each objective.

2.2 Evaluation Questions

The following questions were developed as a means of measuring the goals stated in the approved 21CCLC application narrative.

1. Did students regularly attending the program show a half point increase in grade equivalency (GE) in STAR reading by the end of the spring semester.
2. Did 90% of students who attend the program regularly meet their AR goals both spring terms.
3. Did 75% of students attending the program regularly turn in all homework complete and on time by the end of the third term.
4. By May 2018, did a minimum of 50% of regular attendees demonstrate an increase in both reading and math grades when comparing first and third nine weeks’ grades.

The evaluation, while not limited to these questions, should address these questions to determine if the ST21 program reached its goals as approved for funding by the Mississippi Department of Education.

**3.0 Program Background**

3.1 Program Description

South Tippah 21 is an after school and summer school program administered by the South Tippah School district. The program operates at each of the South Tippah school locations. At four of the five schools, students in grades 1 - 6 are offered an after school remediation and enrichment program on Monday - Thursday from 3 pm until 5:30 pm throughout the majority of the school year. Students in grades 7-12 in all four campuses and at Ripley High School are offered Targeted Classes in remediation, college readiness and STEAM topics throughout the year. The program offers remediation and STEM classes during the month of June as it’s summer program component.

South Tippah 21 operated a pre-K through 6th grade after-school tutoring program and a 7th through 12th grade targeted classes program. Grades pre-k through 6th met Monday through Thursday from 3:00 until 5:30. The targeted classes for grades 7th -12th met at various days/times depending on the site. The regular tutoring program operated at Pine Grove (1st – 6th), Blue Mountain (pre-k – 6th), Ripley Elementary (1st – 4th), and Ripley Middle (5th – 6th). The major types of programs and activities offered during the Spring at each center were quite similar.

Tutors and assistants strived to offer a multi-faceted after-school program that was both remedial and enriching. Homework help in all subjects, library time for independent reading, remedial computer programs, and enrichment activities (i.e. STEM lessons, art, music, and PE) were all offered. A science fair make and take parent night at Ripley Middle was highly successful. A new reading program in grades kindergarten through fourth called “We Both Read” was implemented. This is a research based reading program that is designed to increase family literacy and parental engagement.

The targeted classes offered a range of activities. Both Blue Mountain and Pine Grove were able to offer Credit Recovery classes after school, which aided in dropout prevention. Blue Mountain and Ripley also used this time for Math and Science Competition preparation. Blue Mountain offered a “healthy lifestyle” course to their 7th and 8th graders where they learned about everything from meal planning and preparation to financial literacy. A sample schedule is included in the report for reference purposes. See Appendix A.

**Summer Program**

South Tippah 21 offered a 2nd grade Lit Camp for struggling second graders who are expected to pass the third grade gateway test. This program targeted the bottom quartile of second graders at all three elementary schools. Activities offer remediation in foundational reading skills but that were also hands-on and engaging.

Third through sixth graders attended “STEAM Summer Camp.” (**S**cience, **T**echnology, **E**ngineering, **A**rts (graphic design), and **M**ath. The whole program was designed around STEM activities that are cross curricular and seek to solve real-world problems. Students were provided the opportunity to hear guest speakers and travel to college campuses and industries in the area.

Both programs ran for four weeks in June so that students could take advantage of the Summer Feeding Program offered at Ripley Elementary. Class sizes were kept small (approximately 15) for the Lit Camp. There were two classes for the STEAM Summer Camp with each having around 30 participants from all schools in the district.

3.2 Scale and Size of the Program

The South Tippah School District is home to 2,800 students. South Tippah 21 serves approximately 8% of the population of the students in the district. Overall student attendance patterns by gender, race, and special services reflect the overall student population at the five schools/sites where the program operates. Table 1 highlights South Tippah 21 attendees by gender. Of the 261 registered participants in the South Tippah 21 program (K-12), 51% were male and 49% were female.

Table 1. Attendees by Gender

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Gender** | **Pine Grove** | **Blue Mountain** | **Ripley Elementary** | **Ripley Middle** | **Ripley High** |
| Male | 34 | 44 | 34 | 23 | 6 |
| Female | 26 | 36 | 26 | 12 | 18 |

Table 2 shows the ethnic breakdown of attendees by site. Overall, the proportion of regular attendees for the respective races is similar to the total student proportions at the respective schools, an indicator that South Tippah 21 recruitment is being effective in reaching out to a diversity of students in an equitable fashion.

Table 2. Attendees by Race/Ethnicity

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Racial Subgroups** | **Pine Grove** | **Blue Mountain** | **Ripley Elementary** | **Ripley Middle** | **Ripley High** |
| White | 56 | 24 | 21 | 12 | 14 |
| African American | 1 | 17 | 24 | 16 | 6 |
| Hispanic | 3 | 12 | 10 | 5 | 4 |
| Other | 0 | 3 | 7 | 2 | 0 |

To be considered a regular attendee, students must participate a minimum of 30 days each year. South Tippah 21 only began operation starting in the Spring 2018; therefore, it was a challenge for students to meet this attendance goal. However, out of the 261 total attendees, 143 of the students (55%) attended the program 30 or more days which exceeds the national average (which is 54%). One should take into consideration that these numbers include students who attend the 7-12 targeted classes which do not meet daily like the K-6 after-school program. Percentages would be significantly higher if only looking at total attendees in K-6.

Table 3. Enrollment by School for Spring 2018

|  |  |  |
| --- | --- | --- |
| **Site** | **Total Attendees** | **Regular Attendees** |
| Ripley Elem. | 62 | 44 |
| Ripley Middle | 35 | 26 |
| Ripley High (Targeted Classes) | 24 | 0 |
| Blue Mountain | 80 | 51 |
| Pine Grove | 60 | 22 |

3.3 Quality of Staffing

A high quality program relies heavily upon well-qualified and experienced staff members who provide superior services. The South Tippah 21 program has a clearly defined organizational structure that highlights each staff member’s strengths. The Project Director works directly, collaboratively, and provides guidance and oversight with the Program Director on major program decisions regarding funding, programming, and staffing. The Project Director serves as the final decision maker on major issues That affect the program’s structure.

The Program Director serves as the “face of the program” for various stakeholders and collaborators, program staff, program participants and their parents. He is in charge of making decisions dealing with the daily operations of the program. The Program Director is the first line of communication with the South Tippah 21 sites. He is responsible for ensuring sites are fully staffed, following approved schedules, and implementing quality instruction and remediation. The Program Director works to build community partnerships that eventually will support sustainability. In addition to the duties describe above, the Program Director works closely with Site Coordinators at each site to ensure grant compliance.

Site coordinators oversee staffing, scheduling, and student participation at each site. The serve as a mediator between the Program Director and the academic and enrichment staff. Site coordinators are responsible for overseeing snack distribution, attendance, and personnel, as well as, working with school principals to help reach school goals. Site Coordinators maintain and collect documentation that ensures grant compliance and efforts towards meeting internal SMART goals.

The South Tippah 21 program was fortunate to secure experienced certified staff members to provide remedial and enrichment activities. There is a continuum of staff experience ranging from less than one year to more than 25 years. Certified teachers are assigned to each classroom/rotation and are supported by non-certified assistants or volunteers. All staff members attend ongoing professional development opportunities focused on program orientations and curriculum development. Plans are in place for varied professional development opportunities in the future.

Table 4. Staffing for Spring 2018

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Site** | **Administrator** | **Teacher** | **Assistant** | **Volunteer** |
| Pine Grove | 1 | 10 | 3 | 0 |
| Blue Mountain | 2 | 12 | 3 | 2 |
| Ripley Elem. | 1 | 12 | 10 | 12 |
| Ripley Middle | 1 | 5 | 3 | 0 |

3.4 Partners

The South Tippah 21 program has a variety of community based, business, college, and non-profit partners.

* Both *Food Giant* and *Daylight Donuts* pledged on-going support for these programs by supplying weekly incentives for student attendance and achievement.
* *Enrichment* has made a monetary contribution to the program for the purpose of providing incentives to students and refreshments to parents at various parent-night events.
* *Together for Tippah* has been highly valuable to the program by donating supplies to tutoring classrooms. *Together for Tippah* also recently purchased science fair materials for the make-and-take parental engagement workshop.
* *Boys and Girls Club* is a sub-grantee of this program and collaborates with program activities.
* *Blue Mountain College* provides the program with additional staffing from their teacher education department.

South Tippah is still working on adding to the list of community partnerships. This shows that South Tippah School District is dedicated to this wonderful program for their students’ academic achievement.

South Tippah 21 operates mostly under funds provided by the 21st Century Community Learning Center grant. $249,967 of the program’s overall budget comes from this funding source. However, the program has established two additional funding sources. The program applied for a received a Walmart grant in the amount of $2000. Enrichment has pledged its ongoing support by providing $500 a semester.

3.5 Vision and Goals

The program operates under a 21st CCLC competitive grant funded by the MS Department of Education through the U.S. Department of Education. The program also collaborates with various community organizations for additional funding. Therefore, all program services are provided to the child **free of charge**. Operations take place at each school in the district which is located in a rural, high-poverty area of north Mississippi. South Tippah 21 focuses its efforts on the bottom quartile of students at each site. This data comes from previous MAAP assessments, classroom grades, and current universal screening reports (STAR). The program also takes into consideration students’ current after-school situation (home alone, daycare, older sibling, etc), teacher referrals, foster child/homeless status, and sibling participation.

The goal of the South Tippah School District is to create a program that provides a safe place for students in the afternoon, remediation in ELA/Math, extended library hours, career and college readiness activities, and extracurricular activities that enrich the lives of the participants. Our vision is to create an afterschool program that provides remediation, enrichment opportunities, and increased parental involvement in an effort to achieve district goals for improving student proficiency and college and career readiness.

South Tippah 21 has developed a set of SMART goals to guide their program’s design and development. These SMART goals are monitored throughout the school year and are used internally to measure the quality of the program. The following were SMART goals established for the Spring 2018 semester.

**S.M.A.R.T. Goals Spring 2018**

* Students regularly attending the program will show a half point increase in grade equivalency (GE) in STAR reading by the end of the spring semester.
* 90% of students who attend the program regularly will meet their AR goals both spring terms.
* 75% of students attending the program regularly will turn in all homework complete and on time by the end of the third term.
* By May 2018, a minimum of 50% of regular attendees will demonstrate an increase in both reading and math grades when comparing first and third nine weeks’ grades.

Based on needs assessment data, the area being serviced by the program lacked access to reliable, affordable, educational after-school programs that are accessible to low-income families.By bridging the gap between the school day and homelife, the South Tippah 21 program seeks to improve student academic performance by providing structured tutorial services, homework help, remediation in math and English, and various enrichment activities. In addition, the program offers a research based family literacy program, extended library hours, and access to technology in the afternoons. By equipping at-risk students with these resources, the program aspires to help students improve in homework completion, classroom grades, classroom behavior, and state and district mandated testing such as MAAP and STAR. This change will be monitored routinely throughout the year through teacher progress reports, STAR progress monitoring, Texas Fluency First folders, and classroom grades.

3.6 Goal Changes

After careful examination of the program’s SMART goals and newly-found guidance set forth by MDE, the Program Director revised the SMART goals for year two. These goals have increased the program’s focus on youth development and family engagement, yet still maintains superior goals for student achievement that were present in the original set of goals.

**Revised S.M.A.R.T. Goals 2018-2019**

1. **Our programs will work to build a positive sense of community.**
2. By the end of September 2018, each school will adopt a unique name for their site’s 21st Century program. Schools will continue building their unique identity through the year.
3. Each site will utilize community volunteers, businesses, and/or organizations in their afterschool program on a monthly basis.
4. Every school will adopt at least two strategies for engaging families in meaningful ways.

**2) Our students will have a voice in program design and outcomes.**

1. By the end of November 2018, each school will develop a Student Advisory Council that gives students an opportunity to practice leadership and provide input into the 21st Century program at their specific school.
2. Each school will adopt at least one method for allowing all students to provide feedback on program and instruction.

**3) Our teachers and students will strive for academic excellence in all they do.**

1. By the end of May 2019, 50% of regular attendees will demonstrate academic gains in reading and math as a result of high-quality instruction and tutoring.
2. Students regularly attending the program will demonstrate at least a half point increase in grade equivalency (GE) in STAR reading by May 2019.
3. 70% of regular attendees will meet AR goals according to quarterly teacher progress reports.
4. Each school will adopt at least two strategies for encouraging attendance that results in 90% of students participating in at least 30 days of programming, 50% participating in 60 days of programming, and 30% participating in 90 or more days or programming during the 18-19 school year.

**4) Our sites will meet student’s physical and emotional needs.**

1. Every child will have access to a nutritious snack each day.
2. 75% of regular attendees will demonstrate an improvement in classroom participation and behavior by May 2019 as evidenced by teacher progress reports.
3. Each student will receive at 20-40 minutes of planned/organized physical activity each week that promotes a healthy lifestyle.

3.7 Program Weaknesses

After speaking with the program director, one major weakness in the program design has been parental involvement. Most parents are working during program hours or have other children which poses a conflict for volunteerism. The program director has plans in place to address the lack of parental engagement in the upcoming term. Also, due to the rural setting, industry and business leaders are scarce resources for the program so recruiting speakers or volunteers has been a challenge. In the beginning of the program, the students stayed with one teacher throughout the entire afternoon. The teacher was responsible for delivering both remedial and enrichment opportunities. This put limitations on what types of enrichment opportunities were being offered. As a result, each site is now using a rotation system so that students visit at least three different classes to receive both remedial and intentional, structured enrichment activities.

# **4.0 Evaluation Methodology and Limitations**

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4.1 Methods and Data Collection Tools

During site visits and observations, impromptu interviews were held with project director, program director, site directors, and staff members. The observations were conducted from April 2018 through June 2018. The evaluator visited two sites operating under the grant to observe teacher and student interactions, review program documents, and engage in informal conversations with site staff, students, and coordinators. The goal of the interviews was to capture perspectives of program participants, staff, and others affiliated with the program. The interviews were unstructured and conversational. Survey data, testing data, universal screener data, demographic data and attendance data were all shared with the external evaluator.

4.2 Types of data collected

|  |  |  |
| --- | --- | --- |
| **Source** | **Frequency** | **Source** |
| Report Card Results | Quarterly | Local Schools |
| Site Observations | Bi-Annually | Sites |
| Parent Involvement | Monthly | Sign-In Sheets |
| Volunteers | Daily | Sign-In Sheets |
| Teacher Survey | Annually | Sponsoring Site Teachers |
| Student Survey | Annually | Enrolled Students |
| Parent Survey | Annually | Parents |
| Staff Survey | Annually | Staff Members |
| Program Attendance | Daily | Attendance Reports |
| Member Demographics | Annually | School Status |

4.3 Sources of Information

Information was collected from parents, staff members, and students in the form of surveys. All stakeholders in these groups were asked to evaluate the program. Academic data was collected from the South Tippah School District.

4.4 Reasons for data collection tools

Surveys were chosen as a data collection tool to ascertain the perceptions of the program and its success in reaching its goals. Assessment, benchmark, accountability and progress monitoring data were used to quantify and measure the program’s achievement of its goals.

4.5 Tradeoffs

One tradeoff that was made was the decision to collect data via paper surveys rather than digital surveys. This decision was made to ensure that parents who had no access to internet service and a computer would be able to complete the survey. Not collecting survey information digitally, however, limits the usefulness and versatility of the data. Another tradeoff that was made was made was expediency for thoroughness. Given more time this year, the evaluator would like to visit each site more often in order to make formative evaluations that can be acted upon before making a summative evaluation at the end of the semester.

4.6 Stakeholders

Parents, regular school day teachers, students, staff and advisory team all were asked to participate in surveys that helped program leaders evaluate the program’s success.

4.7 Confidentiality

All data exchange was done on a South Tippah School District managed google drive that was available only to the external evaluator, program manager and program director. The external evaluator agreed to keep confidential all data in the contract between the evaluator and the program.

4.8 Evidence

The evaluation questions were all answerable by academic data collected throughout the year. Data was checked by the teachers, staff and program director for accuracy. Survey data did not answer this year’s evaluation questions but it did serve to discover attitudes about the program and help the program leadership improve the program for the 2018-2019 school year.

4.9 Limitations

The nature of the timeline of the 2017-2018 grant year and the inexperience of the program director, program manager and evaluator was the source of the limitations associated with the evaluation methodology. We know now that site evaluations and surveys should be done with much more frequency and site visits should occur more than once at all of the sites during a variety of activities. Surveys should be done digitally so that they are more useful.

**5.0 Findings**

5.1 Analysis of Evidence

The South Tippah School District has completed the first year of a three-year implementation of a 21st Century Community Learning Centers (CCLC) grant entitled South Tippah 21.

South Tippah 21 set four SMART goals for their program. In this report the reader will find these SMART goals and the results of these goals as implemented during the first year of implementation.

5.2 Description of Findings

**SMART Goal 1: Students regularly attending the program will show a half point increase in grade equivalency in STAR Reading.**

The table below shows three of the four schools participating in **South Tippah 21** programs met or exceeded SMART Goal 1. While Ripley Middle School did not meet the goal, an increase of .35 is an increase in student achievement.

|  |  |
| --- | --- |
| **School** | **Average STAR GE Growth** |
| Ripley Elementary | +0.58 |
| Ripley Middle | +0.35 |
| Pine Grove | +0.5 |
| Blue Mountain | +0.68 |

**SMART Goal 2: 90% of students who attend the program regularly will meet their AR goals both spring terms.**

SMART Goal 2 was not met. **South Tippah 21** knows the target of 90% is an attainable goal; however, **South Tippah 21** fell short. 71% of student met their AR goals and **South Tippah 21** did celebrate this success. This is a goal that will be reached for over the next year.

* According to teacher progress reports for regular attendees, 71% of students met their AR goals (both percent correct and point goals).

**SMART Goal 3: 75% of students attending the program regularly will turn in homework complete and on time by the end of the third term.**

**South Tippah 21** not only met SMART Goal 3 but also exceeded this goal.

* According to progress reports completed by classroom teachers, over 96% of students attending the program more than 30 days improved in homework completion and accuracy.

**SMART Goal 4: A minimum of 50% of regular attendees will demonstrate an increase in both reading and math grades when comparing first and third nine weeks’ grades.**

All four schools participating in **South Tippah 21** met and also exceeded Smart Goal 4.

|  |  |  |
| --- | --- | --- |
| **School** | **Percentage of students whose MATH grade improved** | **Percentage of students whose READING grade improved** |
| Ripley Elementary | 62% | 64% |
| Ripley Middle | 56% | 96% |
| Pine Grove | 52% | 57% |
| Blue Mountain | 78% | 75% |

Overall, staff, student, parents, and school day teachers speak favorably of the program. While visiting the program and conducting informal staff interviews, it is evident the program is well-structured and operates efficiently in an effort to meet program goals.

**Spring 2018 Student Survey Highlights**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Definitely** | | **Somewhat** | | **Not at All** |
| Did you enjoy activities in the program | 72% | | 25% | | 3% |
| Did your after school program offer fun enrichment activities? | 70% | | 25% | | 5% |
| Did your afterschool program help you with homework? | 96% | | 4% | |  |
| Did your afterschool program help you improve your grades? | 75% | | 23% | | 2% |
| Did your afterschool program help you meet your personal goals? | 63% | | 30% | | 7% |
| Did your afterschool program help your behavior during the regular school day? | 61% | | 32% | | 7% |
| Did your afterschool program help you solve problems in a positive way? | 62% | | 17% | | 21% |
|  | **Strongly Agree** | **Agree** | | **Disagree** | **Strongly Disagree** |
| The program addresses my child’s specific needs | 38% | 56% | | 5% | 1% |
| I had the opportunity to visit the program | 27% | 59% | | 13% | 1% |
| The program offered my child a variety of academic and enrichment activities | 47% | 51% | | 2% |  |
| The program helped my child complete his/her homework | 55% | 43% | | 1% | 1% |
| The program had a positive impact on my child’s academic achievements | 50% | 43% | | 3% | 3% |
| The program had a positive impact on my child’s behavior | 40% | 51% | | 8% | 1% |

**Spring 2018 Parent Survey Highlights**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Poor** | **Fair** | **Good** | **Excellent** |
| The overall afterschool program |  | 1% | 41% | 58% |
| The safety of your child during the program | 4% |  | 33% | 63% |
| The quality of services your child receives while in the program |  | 4% | 38% | 58% |

**Spring 2018 Afterschool Staff Survey Highlights**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| The school supports the afterschool program in general? |  |  | 36% | 64% |
| The program relates to what is being taught during the school day? |  | 7% | 36% | 57% |
| Afterschool staff communicate regularly with school day teachers about students’ homework? | 3% | 18% | 43% | 36% |
| There is a balance between academic and enrichment activities? |  | 3% | 61% | 36% |
| The afterschool staff have adequate resources to conduct activities? |  | 3% | 61% | 36% |
| The staff has adequate support from program director and site coordinator? |  |  | 16% | 84% |
| This program helps students academically and/or in homework completion? |  |  | 25% | 75% |

**School Day Teacher Survey Highlights**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| Do you feel that the program offers assistance to students that relates to what is being taught during the school day? | 4.5% | 4.5% | 34% | 57% |
| Do you feel that the program offers a variety of enrichment activities to participants? | 7% | 4% | 34% | 55% |
| Do you feel that you are well informed about the program and what happens there? | 7% | 16% | 34% | 43% |
|  | Hardly Ever | Monthly | Weekly | Daily |
| How often have you visited the program? | 47% | 7% | 32% | 14% |
| How often do you interact with the program staff? | 15% | 3% | 36% | 46% |
| How often do you communicate with program staff about particular students or curriculum? | 18% | 15% | 44% | 23% |

**Summer 2018 Parent Survey Highlights**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Extremely Satisfied** | **Very Satisfied** | **Slightly Satisfied** | **Not at all Satisfied** |
| How satisfied were you with the summer program? | 100% |  |  |  |
| What is your overall satisfaction with the summer program staff- director, tutors, and assistants? | 94% | 6% |  |  |
| How satisfied were you with the level of communication between the program and parents? | 94% | 6% |  |  |

**6.0 Conclusions and Recommendations**

|  |  |  |
| --- | --- | --- |
| Conclusion | Recommendation | Evidence |
| Better/More effective communication between school-day teacher and program staff is needed. | Implement a structured system for collecting feedback on student improvement/achievement as a means for ongoing progress monitoring | Interview with program director suggests that school day teacher who are not staff members have little input into the program’s design |
| Program lacks sufficient parental involvement and community support. | Utilize advisory board members to recruit additional community support/partnerships, as well as, plan more intentionally for parent engagement opportunities | Survey results from parents and staff suggest a lack of parental involvement opportunities. Interviews with site coordinators and program directors identify this as a weak area of the program |
| Variances among sites’ student attendance and retention needs to be reduced. | Schedule professional development opportunities for site coordinators to collaborate and share ideas and brainstorm retention tactics | Attendance sheets from various sites (Specifically Ripley Elementary and Pine Grove) |
| Sites need to be more attentive of individual student needs | Align activities to leverage academic results, at the same time, pay close attention to individual student needs and accommodation of special needs | Site visits, Student and Parent Surveys, and Interviews with staff |

Appendix A: Sample Weekly Schedule from Ripley Elementary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Times** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
| **2:45-3:30** | Homework Help (T1) | Homework Help (T1) | Homework Help (T1) | Homework Help (T1) |
| **3:30-4:15** | Art/Music (T2) | STEM (T2) | Character Building and Conflict Resolution (T2) | STEM (T2) |
| **4:15-5:00** | Language Arts Remediation (T3) | Math Remediation (T3) | Language Arts Remediation (T3) | Math Remediation (T3) |
| **5:00-5:30** | Community/Service Learning w/ Embedded CCR (T4) | Physical Education (T4) | Literacy Activity (T4) | Drug/Alcohol Prevention (T4) |