### 1. Attendance

<table>
<thead>
<tr>
<th>Total Number of Students Targeted</th>
<th>Registered Students</th>
<th>Regular Attendees (attend ≥ 30 days)</th>
<th>Total Number of Parent Opportunities</th>
<th>Total Number of Parents Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number: 125</td>
<td>Number: 158</td>
<td>Number: 128</td>
<td>Number: 8</td>
<td>Number: 110</td>
</tr>
</tbody>
</table>

### 2. Objectives

<table>
<thead>
<tr>
<th>Total Objectives</th>
<th>Met</th>
<th>Not Met</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number: 10</td>
<td>Number: 7</td>
<td>Number: 3</td>
<td>Number: 0</td>
</tr>
</tbody>
</table>

### 3. Standardized Testing

#### 3A. English Language Arts – Regular Attendees Achievement Levels

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number: 32</td>
<td>Number: 39</td>
<td>Number: 15</td>
<td>Number: 2</td>
<td></td>
</tr>
</tbody>
</table>

- Regular Attendees without scores who took standardized test: Number: 10
- Regular Attendees who did not take standardized test: Number: 0

#### Retake Data (If applicable)

<table>
<thead>
<tr>
<th></th>
<th>Number of Retakes: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Number: 19</td>
</tr>
<tr>
<td></td>
<td>Number: 5</td>
</tr>
<tr>
<td></td>
<td>Number: 0</td>
</tr>
</tbody>
</table>

#### 3B. Math – Regular Attendees Achievement Levels

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number: 19</td>
<td>Number: 50</td>
<td>Number: 20</td>
<td>Number: 1</td>
<td></td>
</tr>
</tbody>
</table>

- Regular Attendees without scores who took standardized test: Number: 8
- Regular Attendees who did not take standardized test: Number: 0

#### Retake Data (If applicable)

<table>
<thead>
<tr>
<th></th>
<th>Number of Retakes: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Number: 7</td>
</tr>
<tr>
<td></td>
<td>Number: 4</td>
</tr>
<tr>
<td></td>
<td>Number: 0</td>
</tr>
</tbody>
</table>

|                   | Number: 0              |
4. Report Card Grades

4A. English Language Arts – Regular Attendees

<table>
<thead>
<tr>
<th>Regular Attendees without Grades</th>
<th>Regular Attendees with grade increase (1st to 2nd Semester)</th>
<th>Regular Attendees with grade decrease (1st to 2nd Semester)</th>
<th>Regular attendees who maintained a specific grade all year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>“A” or “B”</td>
</tr>
<tr>
<td>14</td>
<td>19</td>
<td>40</td>
<td>25</td>
</tr>
</tbody>
</table>

Identify if subgrantee utilized numeric (preferred) or letter grades

Numeric and Letter

4B. Math – Regular Attendees

<table>
<thead>
<tr>
<th>Regular Attendees without Grades</th>
<th>Regular Attendees with grade increase (1st to 2nd Semester)</th>
<th>Regular Attendees with grade decrease (1st to 2nd Semester)</th>
<th>Regular attendees who maintained a specific grade all year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>“A” or “B”</td>
</tr>
<tr>
<td>14</td>
<td>31</td>
<td>20</td>
<td>33</td>
</tr>
</tbody>
</table>

Identify if subgrantee utilized numeric (preferred) or letter grades

Numeric and Letter

5. Surveys

5A. Student Surveys

<table>
<thead>
<tr>
<th>Number of Student Surveys Completed</th>
<th>Behavior</th>
<th>Homework Completion</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly/ Somewhat Agree</td>
<td>Neither Agree nor Disagree</td>
<td>Strongly/ Somewhat Agree</td>
</tr>
<tr>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>93</td>
<td>71</td>
<td>14</td>
<td>86</td>
</tr>
</tbody>
</table>

5B. Parent Surveys

<table>
<thead>
<tr>
<th>Number of Parent Surveys Completed</th>
<th>Behavior</th>
<th>Homework Completion</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly/ Somewhat Agree</td>
<td>Neither Agree nor Disagree</td>
<td>Strongly/ Somewhat Agree</td>
</tr>
<tr>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>101</td>
<td>79</td>
<td>20</td>
<td>95</td>
</tr>
</tbody>
</table>

5C. Regular School Day Teacher Surveys

<table>
<thead>
<tr>
<th>Number of Teacher Surveys Completed</th>
<th>Behavior</th>
<th>Homework Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Significant/ Moderate/Slight Improvement</td>
<td>No Need to Improve</td>
</tr>
<tr>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>127</td>
<td>43</td>
<td>49</td>
</tr>
</tbody>
</table>

6. Partners

<table>
<thead>
<tr>
<th>Number of Partners</th>
<th>Total Amount of Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$200</td>
</tr>
</tbody>
</table>

1 Grades 3-5 utilized numeric grades. 2nd graders utilized standard-based report cards where 1 = “Limited progress or does not meet standard”; 2 = “Progressing toward meeting the standard”; 3 = “Meets the standard consistently”; 3+ = “Exceeds the standard – makes applications and inferences beyond expectation.” Averages were computed for the end of first semester (T4) and end of second semester (T8) scores, ranging from 1.57-2.57 for reading; and from 1.0-2.85 for math. The following scale was used to convert the average scores to letter grades: 1.0-1.9 = D/F; 2.0-2.9 = C; 3.0-3.9 = B; 3+/4 = A.
Moving in a “Pod”sitive Direction Program

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A.L. Burruss Institute of
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Bagwell College of Education
Kennesaw State University

Reporting Period
August 2016 - May 2017
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INTRODUCTION

Program Overview & History

The 21st Century Community Learning Center Grant was awarded in July of 2014. In September of 2016, Dunleith Elementary School began programming for the third year of their five year contract. The program, known as Moving in a “Pod”sitive Direction, serves elementary school students in grades 2-5 at Dunleith Elementary School, part of Marietta City Schools. Chosen objectives and the statewide program performance goals are listed in the Program Goals, Objectives, Activities, & Benchmarks section of this report.

Student Attendance and Enrollment

A total of 158 students registered for the Moving in a “Pod”sitive Direction program between August 2016 and May 2017. One-hundred twenty-eight (128) of those students attended 30 days or more, exceeding the target number of 125. The breakdown of students served from each grade level is as follows: 30 second graders; 36 third graders; 29 fourth graders; and 33 fifth graders. This information is presented in Figures 1 and 2 below.

Figure 1: Number of Students Attending 30 Days or More
Figure 2: Summary of Number of Days Attended by Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Number Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 days</td>
<td>30</td>
</tr>
<tr>
<td>30 Days or More</td>
<td>128</td>
</tr>
<tr>
<td>Target Number</td>
<td>125</td>
</tr>
<tr>
<td>Total Number Registered</td>
<td>158</td>
</tr>
</tbody>
</table>
Student Demographics

Demographic information for Moving in a “Pod”sitve Direction program participants who attended 30 days or more is presented in the table below.

Table 1: Student Demographics

<table>
<thead>
<tr>
<th></th>
<th>Dunleith Elementary School</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>128</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>23.4%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>28.1%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>29</td>
<td>22.6%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>33</td>
<td>25.8%</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>58</td>
<td>45.3%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>70</td>
<td>54.7%</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>81</td>
<td>63.3%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>47</td>
<td>36.7%</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>0</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>3</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>128</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>15</td>
<td>11.7%</td>
<td></td>
</tr>
</tbody>
</table>
Average Daily Attendance

Table 2: Average Daily Attendance

<table>
<thead>
<tr>
<th>Site</th>
<th>Average Daily Attendance</th>
<th>Target Number</th>
<th>Percent of Target Attending on Average</th>
<th>Total Number of Students Served</th>
<th>Percent of Target Number Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunleith Elementary School</td>
<td>93</td>
<td>125</td>
<td>74.4%</td>
<td>128</td>
<td>Over 100%</td>
</tr>
</tbody>
</table>

Source: APlus Information System

Adult Family Member Attendance

The Moving in a “Pod”site Direction program offered eight parent involvement sessions throughout the year, and 62 family members attended at least one session (48.4%). The figure below shows how many sessions program family members attended.

Figure 3: Number of Sessions Attended by Adult Family Members
Program Operation

Table 3: Summary of Program Operations

<table>
<thead>
<tr>
<th>Site</th>
<th>Total Number of Weeks Open</th>
<th>Typical Number of Days per Week Open</th>
<th>Typical Number of Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunleith Elementary School</td>
<td>23</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Source: APlus Information System

Program Staff

Table 4: Ratios of Teachers to Students

<table>
<thead>
<tr>
<th></th>
<th>Moving in a “Pod”site</th>
<th>Direction Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td></td>
<td>1:10</td>
</tr>
<tr>
<td>Enrichment</td>
<td></td>
<td>1:10</td>
</tr>
<tr>
<td>Recreation</td>
<td></td>
<td>1:15</td>
</tr>
</tbody>
</table>

Source: Marietta City Schools

Table 5: Characteristics of Program Staff

<table>
<thead>
<tr>
<th></th>
<th>Dunleith Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Staff</td>
</tr>
<tr>
<td>Totals</td>
<td>38</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>29</td>
</tr>
<tr>
<td>White</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
</tr>
<tr>
<td>Certification Status</td>
<td></td>
</tr>
<tr>
<td>Certified</td>
<td>19</td>
</tr>
<tr>
<td>Not Certified</td>
<td>19</td>
</tr>
</tbody>
</table>

Source: APlus Information System
Program Goals, Objectives, Activities and Benchmarks

The goals, objectives, activities, and timeframes of the Moving in a “Pod”sive Direction program are presented in the table on the following page.
### Table 6: Moving in a “Pod”sitive Direction Program 21st CCLC Grant Goals & Objectives

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Measurable Objectives</th>
<th>Measurement Tools</th>
<th>Activities</th>
<th>Timeframe/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 a.</strong></td>
<td>85% of regularly participating students will show improvement in comprehension skills as measured on the Measurement of Academic Progress (MAP).</td>
<td><strong>Measurement of Academic Progress (MAP)</strong></td>
<td>Students will use technology tools to help create a minimum of one non-fiction publication based on individual interests</td>
<td>MAP Assessment administered 3 times a year</td>
</tr>
<tr>
<td><strong>1.2</strong></td>
<td>85% of regularly participating students will show improvement in reading comprehension skills based on report card grades.</td>
<td><strong>Report Card Grades</strong></td>
<td>Students will work on reading skills using computers-Odyssey, Imagine Learning, and other programs which the school provides.</td>
<td>2 times per year</td>
</tr>
<tr>
<td><strong>1.3</strong></td>
<td>50% of third-fifth grade students enrolled in the 21st Century Program will score at Developing Learner level or above on the Georgia Milestones English Language Arts.</td>
<td><strong>GA Milestones Assessment</strong></td>
<td>Tutoring in the subject of Reading, Academic Enrichment Plans</td>
<td>GA Milestones Assessment administered once a year in the spring</td>
</tr>
<tr>
<td>Goal 2</td>
<td>Measurable Objectives</td>
<td>Measurement Tools</td>
<td>Activities</td>
<td>Timeframe / Benchmark</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
<td>-------------------</td>
<td>------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>All students participating will increase achievement in the area of Math</td>
<td><strong>2.1)</strong> 85% of regularly participating students will show improvement in math skills as measured by the Measurement of Academic Process (MAP).</td>
<td>Measurement of Academic Progress (MAP)</td>
<td>Students will make math games to take home to practice their math skills</td>
<td>MAP Assessment administered 3 times a year</td>
</tr>
<tr>
<td></td>
<td><strong>2.2)</strong> 85% of regularly participating students will show improvement in math skills based on report card grades.</td>
<td>Report Card Grades</td>
<td>Students will strengthen their math skills through the use of computer assisted instruction using available programs such as Math Facts in a Flash, Odyssey, and Math IXL</td>
<td>2 times per year</td>
</tr>
<tr>
<td></td>
<td><strong>2.3)</strong> 65% of third-fifth grade students enrolled in the 21st Century Program will score at Developing Learner level or above on the Georgia Milestones Mathematics.</td>
<td>GA Milestones Assessment</td>
<td>Tutoring in the subject of Math, Academic Enrichment Plans</td>
<td>GA Milestones Assessment administered once a year in the spring</td>
</tr>
</tbody>
</table>
### Goal 3

<table>
<thead>
<tr>
<th>Measurable Objectives</th>
<th>Measurement Tools</th>
<th>Activities</th>
<th>Timeframe / Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1) 85% of regularly participating students will show improvement in science skills as measured by report card grades.</td>
<td>Report Card Grades</td>
<td>Students will be provided computer assisted instruction in the area of science through the use of STEM activities (Study Island and other programs)</td>
<td>2 times per year</td>
</tr>
<tr>
<td>3.2) 50% of third-fifth grade students enrolled in the 21st Century Program will score at Developing Learner level or above on the Georgia Milestones science EOG.</td>
<td>GA Milestones Assessment</td>
<td>Tutoring in the subject of Science, Academic Enrichment Plans</td>
<td>GA Milestones Assessment administered once a year in the spring</td>
</tr>
</tbody>
</table>

### Goal 4

<table>
<thead>
<tr>
<th>Measurable Objectives</th>
<th>Measurement Tools</th>
<th>Activities</th>
<th>Timeframe / Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1) 50% of families of students participating in the program will attend at least 2 events for the school year.</td>
<td>Parent sign-in sheets</td>
<td>Students will share their final products in the area of math (family games), reading (book study/published literature products) and science (hands-on science projects).</td>
<td>Last Thursday of every month the program is in full session</td>
</tr>
<tr>
<td>4.2) At least 50% of parents/guardians with students enrolled in the program will report overall positive outcomes about parent sessions/meetings offered throughout the school year.</td>
<td>Parent survey</td>
<td>Parent Nights</td>
<td>Parent survey administered in the spring</td>
</tr>
</tbody>
</table>
## Status of Program Objectives

### Table 7: Moving in a “Pod”sitive Direction Program 21st CCLC Grant

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Measurable Objectives</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students participating will increase achievement in the area of Reading</td>
<td><strong>1.1)</strong> 85% of regularly participating students will show improvement in reading comprehension skills as measured by the Measurement of Academic Process (MAP).</td>
<td>Not Met</td>
<td>98/128 (76.6%) of students increased their MAP scores from the fall to the spring. Thirty-five percent (35.1%) of students in grades 2-5 scored at or above grade level.</td>
</tr>
<tr>
<td></td>
<td><strong>1.2)</strong> 85% of regularly participating students will show improvement in reading comprehension skills based on report card grades.</td>
<td>Met</td>
<td>113/128 (88.3%) of students in grades 2-5 increased or maintained a satisfactory grade in reading.</td>
</tr>
<tr>
<td></td>
<td><strong>1.3)</strong> 50% of third-fifth grade students enrolled in the 21st Century Program will score at Developing Learner level or above on the Georgia Milestones English Language Arts.</td>
<td>Met</td>
<td>56/98 (57.1%) of students in grades 3-5 scored at the Developing Learner Level or above on the GA Milestones E/LA Assessment.</td>
</tr>
</tbody>
</table>
### Goal 2

**All students participating will increase achievement in the area of Math**

<table>
<thead>
<tr>
<th>Measurable Objectives</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1) 85% of regularly participating students will show improvement in math skills as measured by the Measurement of Academic Process (MAP).</td>
<td>Met</td>
<td>109/128 (85.1%) of students increased their MAP scores from the fall to the spring. Thirty-six percent (35.9%) of students in grades 2-5 scored at or above grade level.</td>
</tr>
<tr>
<td>2.2) 85% of regularly participating students will show improvement in math skills based on report card grades.</td>
<td>Met</td>
<td>109/128 (85.1%) of students in grades 2-5 increased or maintained a satisfactory grade in math.</td>
</tr>
<tr>
<td>2.3) 65% of third-fifth grade students enrolled in the 21st Century Program will score at Developing Learner level or above on the Georgia Milestones Mathematics.</td>
<td>Met</td>
<td>71/98 (72.4%) of students in grades 3-5 scored at the Developing Learner Level or above on the GA Milestones Math Assessment.</td>
</tr>
</tbody>
</table>

### Goal 3

**All students participating will increase achievement in the area of Science**

<table>
<thead>
<tr>
<th>Measurable Objectives</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1) 85% of regularly participating students will show improvement in science skills as measured by report card grades.</td>
<td>Met</td>
<td>116/128 (90.6%) of students in grades 2-5 increased or maintained a satisfactory grade in science.</td>
</tr>
<tr>
<td>3.2) 50% of third-fifth grade students enrolled in the 21st Century Program will score at Developing Learner level or above on the Georgia Milestones science EOG.</td>
<td>Not Met</td>
<td>10/33 (30.3%) of students in 5th grade scored at the Developing Learner Level or above on the GA Milestones Science Assessment.</td>
</tr>
</tbody>
</table>
### Goal 4

<table>
<thead>
<tr>
<th>Measurable Objectives</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All families of students participating will increase involvement in the school community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1) 50% of families of students participating in the program will attend at least 2 events for the school year.</td>
<td>Not Met</td>
<td>33 parents of 128 of regularly attending students attended two or more events (25.6%). 48.4% attended at least one event.</td>
</tr>
<tr>
<td>4.2) At least 50% of parents/guardians with students enrolled in the program will report overall positive outcomes about parent sessions/meetings offered throughout the school year.</td>
<td>Met</td>
<td>When surveyed, 82.6% of parents agreed that attending parent nights/sessions was a good use of their time, and 91.7% indicated that they learned new things to help them increase their child’s ability to succeed in school.</td>
</tr>
</tbody>
</table>

### EVALUATION OVERVIEW

Located at Kennesaw State University, the A.L. Burruss Institute of Public Service and Research is the independent, third party evaluator for the Moving in a “Pod”sitive Direction program. The A.L. Burruss Institute of Public Service and Research at Kennesaw State University was established in July of 1988 and provides a wide range of technical assistance across a broad range of policy areas to governmental entities at various levels, as well as non-profit organizations. The Burruss Institute has conducted numerous evaluations and has experience conducting needs assessments and satisfaction surveys for non-profit and government agencies at the state, county, and municipal level. In addition, Dr. Camille-Sutton Brown Fox, a faculty member from Kennesaw State University’s Bagwell College of Education, partnered with the Burruss Institute on this project.

There were two main purposes for the Moving in a “Pod”sitive Direction evaluation during the third year. The first was to provide detailed information about the Moving in a “Pod”sitive Direction program implementation to the Program Director and program staff, and the second was to accurately assess the progress of the program in meeting the goals and objectives as outlined in the grant proposal.
Use of Evaluation Results

Dunleith Elementary 21st Century serves second through fifth grade students. Staff made extensive efforts to explain and clearly communicate programmatic expectations to all stakeholders including students, parents, teachers, and staff. Student data was able to be published to parents to share the growth of our students with all stakeholders. The 21st CCLC website was created to provide access to our data, program information and updates. Creation of the website was based on our parental involvement data; the website has provided us another avenue to reach our student demographics.

The summative evaluation report allowed for the program to have established goals that were presented to all parents and stakeholders. Based on the report from 2015-2016, this school year’s program amendments changed the percentage of students that would meet proficient or developing goals in reading, math and science for Milestone. The report also made the program side of 21st CCLC focus on attendance, parent involvement and engaging academic content throughout the school year.

EVALUATION METHODS

Multiple measures were used to evaluate the Moving in a “Pod”sitive Direction program. These measures include surveys of students, parents, regular school day and after-school teachers, as well as observations and student records. Participants who attended the program for 30 days or more, but who withdrew before the end of the program are included in all of the analyses per the guidelines set forth in the objectives.

Parent Survey

During spring 2017, a Georgia Department of Education 21st CCLC survey was administered to the parents/guardians of students who participated in the Moving in a “Pod”sitive Direction program. Parents were given a paper survey and encouraged to complete it and return it to program staff. Once received by staff, the completed surveys were sent to the evaluator and entered into an online data collection system created by the Burruss Institute.

The survey was designed to assess parent satisfaction and attitudes toward the Moving in a “Pod”sitive Direction program, and measure the degree to which they thought it helped their child improve behavior and academic skills. The survey has 18 items with a few open-ended questions, but most are measured using 5-point scales (ranging from “Strongly Agree” to “Strongly Disagree”, and “Very Satisfied” to “Very Dissatisfied”).

Parent surveys were distributed and collected at parent sessions, and surveys were sent home with students. Completion rates for the parent survey are summarized in the table below. Survey results can be found in the Program Outcomes section of the report.
### Table 8: Completion Rates for Parent Survey

<table>
<thead>
<tr>
<th>Site</th>
<th>Number of Surveys Completed</th>
<th>Number of Surveys Distributed</th>
<th>Parent Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunleith Elementary School</td>
<td>101</td>
<td>125</td>
<td>80.8%</td>
</tr>
</tbody>
</table>

### Teacher Survey

During spring 2017, an online survey was administered to the regular school day teachers of the student participants of the Moving in a “Pod”sitive Direction Program. The purpose of the survey was to assess whether participant's behavior related to academic performance had changed over the course of the year as assessed by the regular school day Teacher. The survey includes 10 items on an 8 point scale: 1. No need to improve, 2. Significant improvement, 3. Moderate improvement, 4. Slight improvement, 5. No change, 6. Slight decline, 7. Moderate decline, 8. Significant decline.

The completion rates for the teacher survey are presented in the table below. Survey results can be found in the Program Outcomes section of the report.

### Table 9: Completion Rates for Teacher Survey

<table>
<thead>
<tr>
<th>Site</th>
<th>Number of Surveys Completed</th>
<th>Number of Surveys Distributed</th>
<th>Teacher Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunleith Elementary School</td>
<td>127</td>
<td>128</td>
<td>99.2%</td>
</tr>
</tbody>
</table>

### Student Survey

During spring 2017, a survey was administered to students who participated in the Moving in a “Pod”sitive Direction Program. The purpose of the survey was to gauge the attitudes of students toward school and the degree to which they felt participating in the program helped them. The survey includes ten items measured using a 5-point rating scale: 1. Strongly Agree, 2. Agree, 3. Neither Agree or Disagree, 4. Disagree, and 5. Strongly Disagree.

The completion rates of the student survey are presented in the table below. Survey results can be found in the Program Outcomes section of the report.

### Table 10: Completion Rates for Student Survey

<table>
<thead>
<tr>
<th>Site</th>
<th>Spring Surveys Completed</th>
<th>Number of Surveys Distributed</th>
<th>Student Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunleith Elementary School</td>
<td>93</td>
<td>128</td>
<td>72.6%</td>
</tr>
</tbody>
</table>
After-School Program Survey

During spring 2017, a paper survey was administered to the after-school teachers of the student participants of the program. The purpose of the survey was to assess what program staff liked about the program, what they thought could be improved, whether or not they felt they received enough professional development/training, and how confident they were working with the students in different areas (i.e., math tutoring, literacy/reading enrichment, providing homework help, etc.). They were also asked about program curriculum and how well it aligned with the school-day curriculum, as well as how confident they were performing other duties of their job not directly related to working with the students (i.e., being knowledgeable about procedures to ensure compliance with health and safety laws, procedures to follow in an emergency, efficient methods for conducting attendance checks and dismissals, time/classroom management etc.).

The survey includes 28 items based on either a 4 or 5-point scale, as well as a few open ended questions. The 4-point scale is as follows: 0. Not Answered, 1. Confident, 2. Would like more training, 3. Not applicable. The 5-point scale is as follows: 0. Not Answered, 1. Needed very much, 2. Needed, 3. Not Needed, 4. Not applicable.

The completion rates for the after-school program survey are presented in the table below. Survey results can be found in the Program Outcome Data section of the report.

**Table 11: Completion Rates for After-School Program Survey**

<table>
<thead>
<tr>
<th>Site</th>
<th>Surveys Completed</th>
<th>Number of Surveys Distributed</th>
<th>ASP Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunleith Elementary School</td>
<td>12</td>
<td>14</td>
<td>85.7%</td>
</tr>
</tbody>
</table>

Site Visits

The evaluators visited the program in the fall of 2016 spring of 2017. The purpose of the site visits was to observe activities and lessons during implementation and collect documentation that would assist in the evaluation of the program. Notes for each site visit are listed in Appendix A and Appendix B.

Other Techniques

1. Collected and analyzed secondary data gathered from the APlus Information System
2. Collected and analyzed secondary data gathered from the project director and program volunteers.
Data Collection Schedule

Table 12: Data Collection Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Visits</td>
<td>Fall 2015 &amp; Spring 2017</td>
</tr>
<tr>
<td>Parent Survey</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Regular Day Teacher Survey</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Student Survey</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Analysis of APlus Information System</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Other Techniques</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

PROGRAM IMPLEMENTATION

Program Activities

The primary activities of the Moving in a “Pod”sitve Direction program are listed below:

- STEM
- Literacy
- Tutoring/Homework Help
- Arts & Music
- Parent sessions (Coffee Talks, Reading Tournament, Orientation, Winter Holiday Program, Science Night, Parent Extravaganza Night)
- Saturday sessions

Source: APlus Information System & Program schedule
Second graders utilized standard-based report cards where 1 = “Limited progress or does not meet standard”; 2 = “Progressing toward meeting the standard”; 3 = “Meets the standard consistently”; 3+ = “Exceeds the standard – makes applications and inferences beyond expectation.”

As can be seen in the chart above, 80% of students increased their math score or earned 2 or 3 throughout the year; 73% of students increased their reading score or earned a 2 or 3 throughout the year; and 80% of students increased their science score or earned an 2 or 3 throughout the year. In addition, average scores in math increased from an average of 2.42 to an average of 2.51; and average scores in reading increased from 2.24-2.40 and 2.36-2.61, respectively.
As can be seen in the chart above, 53% of students increased their math grade or earned an A or B throughout the year; 53% of students increased their reading grade or earned an A or B throughout the year; and 36% of students increased their science grade or earned an A or B throughout the year. In addition, average grades in math, reading, and science remained high. Math grades increased slightly from an average of 81.4 to an average of 81.5; from an 80.5 to an 80.7 in reading, and went from an 86.4 to an 83.0 in science.
As can be seen in the chart above, 55% of students increased their math grade or earned an A or B throughout the year; 24% of students increased their reading grade or earned an A or B throughout the year; and 55% of students increased their science grade or earned an A or B throughout the year. In addition, average grades of “B” were maintained all year in math, reading, and science.
Academic Performance – Fifth Graders

Figure 7: Percentage of Students Earning an A or B All Year, or Increasing a Letter Grade from Fall to Spring

As can be seen in the chart above, 63% of students increased their math grade or earned an A or B throughout the year; 30% of students increased their reading grade or earned an A or B; and 51% of students increased their science grade or earned an A or B throughout the year. In addition, average math grades increased to a 79.2 to an 81.6, and average grades of “B” were maintained all year in reading and science.
Involvement of Adult Family Members

In the spring of 2017, a survey was administered to the adult family members of students who participated in the Moving in a “Pod”sitive Direction program. The purpose of the survey was to assess the level of engagement of each family member, to what degree they thought the Moving in a “Pod”sitive Direction program helped their child academically, and their overall satisfaction with the program. Survey responses are summarized in Figures 8 & 9.

Figure 8: Adult Family Member Survey Responses – Percentage Agreeing with Statement or Indicating Satisfaction

- Since attending the 21st CCLC program, I have been more active/involved in my child's education: 71%
- How satisfied are you that the 21st CCLC program will improve your child’s school success by the end of the school year?: 98%
- The program is helping me understand how to help my child with his or her educational needs: 84%
- The program is helping my child’s math skills improve: 95%
- The program is helping my child’s reading skills improve: 94%
- How satisfied are you with your child’s 21st CCLC program?: 97%
- The program is helping my child to complete and turn in his/her homework on time: 94%
- The program is helping my child’s behavior improve: 78%
Ninety-seven percent (97.1%) of parents indicated that they were satisfied with the program in general. An additional 95% of parents also agreed that the program helped their child to complete and turn their homework in on time and helped their child’s math and reading skills improve. In addition, 98% of parents reported that they were confident that the program improved their child’s success in school, 84% indicated that the program helped them to understand how to better help their children with their educational needs, 78% of parents agreed that the program helped their child’s behavior improve, and 71% reported that they had been more involved in their child’s education.

**Figure 9: Involvement of Adult Family Members – Percentage Answering “Yes”**

Since the start of the school year, have you attended at least one school or PTO/PTA meeting?

Since the start of the school year, have you served as a volunteer on a school committee?

Since the start of the school year, have you attended a class or school event?

Since the start of the school year, have you attended a parent-teacher conference?

Results from the open ended data taken from the parent survey are provided below.

**Parent Nights/sessions parents found the most beneficial:**

- Math (mentioned by 3 parents)
- Science (3 parents)
- Reading (4 parents)
- Parent orientation (3 parents)
- GA Milestones session (1 parent)
Reasons parents were unable to attend parent night sessions:

- Conflicting work schedule (mentioned by 19 parents)
- Child recently signed up for program (2 parents)
- Not notified (2 parents)
- Lack of transportation (1 parent)

New parent nights/sessions parents would be interested in participating in:

- Math sessions for parents (9 parents)
- Reading sessions for parents (6 parents)
- Technology session (1 parent)

Individual parents had the following suggestions:

“The school used to do STEM nights where you could do different activities with your children. Activities where we can actively spend time with our kids would be great!”

“Teamwork building skills and anti-bullying”

“We should go on trips”

“I wish there were more activities for parents to attend and/or participate in. I would also encourage something being sent home (possibly a newsletter) that keeps parents updated on what they are learning and practicing in 21st Century. My children typically keep me updated on what they are doing, but not always 😊”

Student Observations by Regular School Day Teachers

In spring of 2017, a survey was administered to the regular school day teachers of the students that participated in the Moving in a “Pod”sitve Direction program. The purpose of the survey was to assess whether the school day teacher had observed a change in student behavior over the course of the program. Survey responses are summarized in Figure 10.
Figure 10: Teacher Ratings of Student Participants

- Get along well with other students: 36% Improve, 43% No Need to Improve, 2% Decline, 1% No Change
- Motivation to Learn: 24% Improve, 48% No Need to Improve, 2% Decline, 1% No Change
- Academic Performance: 13% Improve, 72% No Need to Improve, 2% Decline, 4% No Change
- Behavior in Class: 35% Improve, 39% No Need to Improve, 4% Decline, 4% No Change
- Attentiveness in Class: 13% Improve, 68% No Need to Improve, 2% Decline, 2% No Change
- Regular Attendance: 21% Improve, 60% No Need to Improve, 1% Decline, 1% No Change
- Volunteering: 18% Improve, 52% No Need to Improve, 18% Decline, 2% No Change
- Participation: 12% Improve, 66% No Need to Improve, 3% Decline, 2% No Change
- Satisfactory HW Completion: 13% Improve, 66% No Need to Improve, 22% Decline, 13% No Change
- Timely HW Completion: 13% Improve, 62% No Need to Improve, 24% Decline, 1% No Change
Teachers of students during the school day indicated that 88% of students either improved or there was no need for improvement in the area of satisfactory homework completion; and 86% either improved or there was no need for improvement regarding turning their homework in on time. Over 75% of students demonstrated improvement or no need to improve in the following areas: getting along well with other students (79%), academic performance (85%), regular attendance (78%) and participation in class (86%), and attentiveness in class (85%). In addition, 74% of participants demonstrated improvement/no need to improve regarding behavior in class, 74% of students demonstrated improvement or no need to improve motivation to learn; and 70% demonstrated improvement or no need to improve regarding volunteering in class.

**After-School Program Staff**

In spring 2017, a survey was administered to the after-school teachers of the student participants of the Moving in a “Pod”itive Direction Program. The purpose of the survey was to assess what program staff liked about the program, what they thought could be improved, whether or not they felt they received enough professional development/training, and how confident they were working with the students in different areas. They were also asked about program curriculum and how well it aligned with the school-day curriculum, as well as how confident they were performing other duties of their job not directly related to working with the students. After-school program staff responses are summarized in Figures 11 and 12.
**Figure 11: After-School Program Staff Responses Regarding Training**

<table>
<thead>
<tr>
<th>Skill/Activity</th>
<th>Confident</th>
<th>Would Like More Training</th>
<th>Not Applicable</th>
<th>Not Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing homework help to after-school students</td>
<td>100.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Literacy/reading tutoring or enrichment</td>
<td>66.7%</td>
<td>33.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Math tutoring or enrichment</td>
<td>66.7%</td>
<td>33.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The alignment of after-school and regular school day curriculum</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Proficiency in time management and classroom management</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowing effective positive techniques for managing student behavior</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Providing students opportunities to make choices about their learning</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Providing instruction that encourages student engagement in learning</td>
<td>75.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Providing instruction that encourages student engagement in learning</td>
<td>75.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The alignment of after-school and regular school day curriculum</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowing efficient methods for conducting attendance checks and dismissals</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowing efficient methods for conducting attendance checks and dismissals</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Providing lessons that motivate and challenge students</td>
<td>58.3%</td>
<td>41.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowledgeable about the procedures to follow in an emergency</td>
<td>75.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowledgeable about the procedures to ensure compliance with health and safety</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowledgeable about the relationship between the after-school program activities</td>
<td>83.3%</td>
<td>16.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowledgeable about the after-school program policies/procedures</td>
<td>58.3%</td>
<td>41.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowing effective positive techniques for managing student behavior</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Proficiency in time management and classroom management</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowing efficient methods for conducting attendance checks and dismissals</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
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</tr>
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<td>0.0%</td>
</tr>
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<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
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<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowledgeable about the relationship between the after-school program activities</td>
<td>83.3%</td>
<td>16.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowledgeable about the after-school program policies/procedures</td>
<td>58.3%</td>
<td>41.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowing effective positive techniques for managing student behavior</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Proficiency in time management and classroom management</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Knowing efficient methods for conducting attendance checks and dismissals</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Providing lessons that motivate and challenge students</td>
<td>58.3%</td>
<td>41.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Most staff noted that they were confident in the areas listed above (see Figure 11). Areas for which staff would like more training include the following:

- The alignment of after-school and regular school day curriculum (41.7%)
- After-school program policies/procedures (41.7%)
- Literacy/reading tutoring or enrichment (25.0%)
- Math tutoring or enrichment (25.0%)
- Providing lessons that motivate and challenge students (25.0%)
- Procedures to follow in an emergency (25.0%)
- The relationship between the after-school program activities and the goals of the program (16.7%)
- Providing instruction that encourages student engagement in learning (8.3%)
- Knowing efficient methods for conducting attendance checks and dismissals during the after-school program (8.3%)
- Proficiency in time management and classroom management (8.3%)
- Knowing effective positive techniques for managing student behavior (8.3%)
- Procedures to ensure compliance with health and safety laws (8.3%)

Figure 12: After-School Program Staff Responses Regarding what Moving in a “Pod”sitve Direction Program Needs Going Forward
Three-fourths (75.0%) of staff reported that feedback to after-school staff about student performance in their classes was needed; and 67.0% of staff reported that methods for communicating regularly with school day teachers was needed. An additional 58% of staff reported that working with the school-day teachers to develop remediation plans for individual students was needed; 50% of staff indicated that linking after-school activities to students’ regular classes was needed; and 50% indicated that implementing interventions to improve student behavior during the after-school program was needed.

Results from the open ended survey data are provided below.

**Professional Development:**
The following activities were listed as the most useful:

“21st CCLC planning and training”

“Odyssey, constructed response homework”

“The time that we are able to sit and plan with each other is the most beneficial”

“The training at the beginning where many things were explained, and STEM activities”

One staff member noted that “dance” was the least useful PD training that they received.

**Successes & Opportunities for Growth:**
Several responses noted that program staff and available resources were successful aspects of the program. Teachers noted the following successes:

“The commitment from the teachers, the resources that are available, the leadership”

“The schedule works well and supports a balance in academic and social skills”

“The staff is wonderful! We have an abundance of resources. Our students are motivated to learn”

“Working with teachers to link our activities”

**Opportunities for growth/challenges listed by the staff:**
A few responses indicated that staff and students would like to see more science/STEM and art activities offered. Staff offered the following feedback for improving the program:

“Continuity in activities for students. Long-term lasting contributions by 21st Century to our school community”

“Focus on student needs”
“Making sure students bring materials form the class and that all teachers provide homework that is grade level appropriate”

“Next year I will do a weekly email to homeroom teachers and parents. As I dove into the program this year, this is one area where I really want to improve. Open communication will help our students improve even more”

“Separate strong students from those who need help and focus on the area that they need help”

Attitudes of Students toward the After-School Program

In the spring of 2017, a survey was administered to students who participated in the Moving in a “Pod”sitve Direction program. The purpose of the survey was to gauge the attitudes of students toward the after-school program and whether or not it helped them academically and/or socially. Student survey responses are summarized in Figure 13.

Figure 13: : Feelings of Students toward the After-School Program – Percentage Agreeing

- I liked the activities offered at the 21st CCLC program: 80%
- I have made new friends because of the 21st CCLC program: 83%
- I feel better about myself because of the 21st CCLC program: 83%
- I’m doing better in school since I started coming to the 21st CCLC program: 79%
- The 21st CCLC program helps me complete and turn my homework in on time: 93%
- My overall behavior has improved because of the 21st CCLC program: 76%
- I like the 21st CCLC program: 78%
According to responses gathered from the student survey, 78% said that they liked the program overall; 93% said that the Moving in a “Pod”sitve Direction program helped them to complete and turn in homework on time; 83% reported making new friends because of the program; 83% reported feeling better about themselves and doing better in school because of the program; 79% reported doing better in school; and 76% reported that their behavior had improved because of the program.

**Student Responses Regarding Program Activities:**

The majority of students indicated that they liked the activities offered (80.4%), noting the following as their favorite activities:

- Brain Break
- Dance
- Art
- High Touch High Tech
- Recess/Going outside
- Science

When asked which activities they liked the least, most students indicated that they liked all of the activities. A few students reported that they didn’t like the following activities:

- Homework
- Reading/Reading passages
- Dance

When asked what new activities they would be interested in, students mentioned the following:

- Talent show
- Cooking
- Field Trips (e.g., Zoo, waterpark, skating rink)
- 4 Corners
- Arts & Crafts
- Science experiments/projects
- Video Games
- Limbo
SUCCESS STORIES

Positive Perspectives from Teachers Regarding the 21st Century Program:

• The opportunity for continued academic support and social-emotional support from our 21st CCLC staff members to our students during the school day was beneficial. Students were able to develop relationships that carried over into their classrooms. Teachers were able to check in with students during the day to ensure specific skill sets were being applied and practiced. The mentoring within the program allowed for students to become more responsible for their learning and behaviors.

• Teachers were able to monitor the progress of student’s that were on IEP’s and help to increase their reading ability. Providing these students in small group settings allow them to ask questions and gain a deeper understanding of standard content.

• The opportunity to engage in hands-on science activities (High Touch High Tech), technology (Google classroom and Smart Amp and coding) have seemed to raise the enthusiasm of student’s motivation and participation in the programming.

• Teacher professional learning and planning of 21st CCLC teacher’s has proven effective in their delivery of instruction and the engagement of students.

• Homework help has increased this school year since school day teacher buy-in has increased and has worked with individual teachers to ensure that homework was being supported in the program.

• New instructional supplies by MindWorks helped to provide students with art, physical movement and basic problem solving skits that allowed to students to become creative thinkers and explore unfamiliar situations (i.e, building a log cabin)

• Parent events were scheduled throughout the year: Parent Orientation, Reading Tournament Night, Winter Program, Science Night, Lights On and a Bring Your Parent to 21st CCLC Day. The participation in each event has increased from the 2015-2016 school year.

Areas of Growth
Dunleith Elementary 21st CCLC has served Dunleith for the last 3 years, this year there was more of an effort on teachers wanting to support 21st CCLC by working with the student population of Dunleith. Also, administration provided support for teacher buy-in by adding this as a way to meet the communication standard of TKES. The attendance this school year has been the highest thus far. This year was also the year that the program side of the evaluative process has met all the qualifications required from the state.
PROGRAM HIGHLIGHTS AND AREAS FOR IMPROVEMENT

Program Highlights

Student Attitudes toward the After-School Program
According to responses gathered from the student survey, 78% said that they liked the program overall; 93% said that the Moving in a “Pod”sitive Direction program helped them to complete and turn in homework on time; 83% reported making new friends because of the program; 83% reported feeling better about themselves and doing better in school because of the program; 79% reported doing better in school; and 76% reported that their behavior had improved because of the program.

Student Observations by Regular Day Teachers
Teachers of students during the school day indicated that 88% of students either improved or there was no need for improvement in the area of satisfactory homework completion; and 86% either improved or there was no need for improvement regarding turning their homework in on time. Over 75% of students demonstrated improvement or no need to improve in the following areas: getting along well with other students (79%), academic performance (85%), regular attendance (78%) and participation in class (86%), and attentiveness in class (85%). In addition, 74% of participants demonstrated improvement/no need to improve regarding behavior in class, 74% of students demonstrated improvement or no need to improve motivation to learn; and 70% demonstrated improvement or no need to improve regarding volunteering in class.

Adult Family Member Attitudes toward Moving in a “Pod”sitive Direction Program
Ninety-seven percent (97.1%) of parents indicated that they were satisfied with the program in general. An additional 95% of parents also agreed that the program helped their child to complete and turn their homework in on time and helped their child’s math and reading skills improve. In addition, 98% of parents reported that they were confident that the program improved their child’s success in school, 84% indicated that the program helped them to understand how to better help their children with their educational needs, 78% of parents agreed that the program helped their child’s behavior improve, and 71% reported that they had been more involved in their child’s education.

In addition, Objective 4.2 was met (At least 50% of parents/guardians with students enrolled in the program will report overall positive outcomes about parent sessions/meetings offered throughout the school year). When surveyed, 82.6% of parents agreed that attending parent nights/sessions was a good use of their time, and 91.7% indicated that they learned new things to help them increase their child’s ability to succeed in school.
Student Participation

A total of 158 students registered for the Moving in a “Pod”sitive Direction program between August 2016 and May 2017. One-hundred twenty-eight (128) of those students attended 30 days or more, exceeding the target number of 125. Average daily attendance was 93 (74.4%) of the target attendance.

Student Grades, Math MAP Scores, and Pre/Post Scores

Student grades and pre/post test scores met Objectives 1.2, 1.3, 2.1, 2.2, 2.3, and 3.1: 88.3% of students in grades 2-5 increased or maintained a satisfactory grade in reading; 85.1% of students in grades 2-5 increased or maintained a satisfactory grade in math; and 90.6% increased or maintained a satisfactory grade in science. The majority of students (85.1%) increased their MAP scores from the fall to the spring; and over one-third of students (35.9%) in grades 2-5 scored at or above grade level.

Areas for Improvement

Adult Family Member Participation & Engagement

The Moving in a “Pod”sitive Direction program offered eight parent involvement sessions throughout the year, and 62 family members attended at least one session (48.4%). Objective 4.1 was not met (50% of families of students participating in the program will attend 2 of the culminating monthly activities). 33 parents of regularly attending students attended two or more events (25.6%).

Student Scores on the Reading Measurement of Academic Progress (MAP) Tool

Just over three-fourths of students (76.6%) increased their MAP scores from the fall to the spring, falling short of the goal of 85%; however, over one-third of students (35.1%) in grades 2-5 scored at or above grade level.

Science EOG Scores

Only (30.3%) of students in 5th grade scored at the Developing Learner Level or above on the GA Milestones Science Assessment (the goal was 50%).

Student Observations by Regular Day Teachers

On survey items regarding student attentiveness and behavior in class, academic performance, participation, regular attendance, timely homework completion, motivation to learn, and getting along well with other students, teachers reported that there was “slight to moderate decline” in these areas for a few students.
Barriers to Implementation

- Finding enough vendors to supplement the different needs of the program (i.e. Karate Instructor)
- Data collection has become a concern since test results are not always accurate when reported on data spreadsheets. For example, some student do not have scores for Q2 report card grades and MAP assessments.
- Collaboration between school staff and 21st CCLC staff in a timely manner to provide assistance with current grade levels standards and areas of concerns.
- Parental involvement was a challenge. Some of the parents were unable to attend any of the parent involvement activities due to various issues such as lack of transportation, or conflicts with work schedules.

Progress towards Sustainability

During the 2016-2017 year, the Moving in a “Pod”sitive Direction program did not have any established partnerships but they received donations from Young Einstein Academy and First Baptist Church for their Parent Orientation session.

Recommendations

Overall recommendations:

Recommendation #1
Continue to work to increase parent involvement. Make sure that parent events are scheduled around parent work schedules. A couple of additional resources:


Recommendation #2.
Facilitate communication with regular school day staff. Consider using resources such as:
- the Afterschool Training Toolkit provided by the National Center for Quality Afterschool (http://www.sedl.org/afterschool/toolkits/homework/pr_families_communities.html)
Recommendation #3.
Survey response rates for after-school staff and students are low. Make time during the program for survey completion.

Recommendation #4.
One way to increase alignment with the regular school day curriculum is to ensure that activities and instruction are standards based. Make sure that after-school program staff have access to grade level standards for all subjects.

Recommendation #5.
Work to develop and establish partnerships with organizations that can help with progress towards sustainability.

Fall site visit recommendations:
Recommendation #1
Continue using the sign in and security processes that are in place.

Recommendation #2
During the fall site visit, the external evaluator observed teachers and paraprofessionals doing a great job working with students. Continue staffing measures in place that focus on preventing burnout.

Additional recommendations from the formative assessment:
Recommendation #1
Objectives measuring report card grades (math, reading, and science) were met, and students were close to meeting reading and math MAP objectives. Continue the focus on academics in the after-school program, including the content areas of math, science, and reading.

Recommendation #2
Pay attention to student attrition in the program as the year goes on so that target numbers are maintained and recruit more participants if necessary.
Spring site visit recommendations:

**Recommendation #1**
In several classes, the observation primarily consisted of watching the students receive their computer login and/or watching the teacher login for each student. To maximize instructional time and student practice, the recommendation is to devise a more efficient way to have the students login to the various websites they use. This is especially important as the computer test preparation has been a focus in the afterschool program for the month leading up to the Milestones test. Perhaps each student can be given a slip of paper (or encouraged to memorize) their ID and password(s). This would eliminate the need for the teacher to provide it, individually, each day.

**Recommendation #2**
Continue to do what is being done. Overall, students seemed engaged, seemed to be learning, and the program seemed to be running smoothly.
Site Visit Summary: Dunleith Elementary School
November 29, 2016

**Number of students observed**: 63
**Number of staff observed**: 11 (not including Ms. Butler and Dr. Alexander)

**Enrichment**:

Second graders were gathering for dance in the library, which each grade level gets to participate in for one hour each week. Students were practicing for the Holiday performance taking place later in the month. Ms. Jones was subbing for Ms. Elsworth, and knew all of the choreography. Students were having difficulty with transitioning during the dance routine but Ms. Jones and the two para professionals did a great job of directing them and keeping them on task.

Fourth graders were observed in a jewelry making class with Ms. Robinson. Students were split into groups of 4-5 and were making ornaments. Each student had materials and an instruction sheet for reference. There were two additional 21st CCLC staff members moving around the room helping students as needed.

Fourth graders were also observed later in the visit doing a coding activity with Ms. Freeman, who works with small groups of students (no more than 5 at a time) on a website called code.org/learn. Each student is given a Chromebook and Ms. Freeman lets them choose a theme that they are interested in (such as Minecraft, or Disney’s Moana). Students were working individually as well as a group on this activity as the teacher explained the purpose/goal of the coding game.
Tutoring:
Third graders were split into two groups; one group was working on homework with Ms. Harrison, a parapro. Ms. Harrison explained that there are three different classes, and students are given time work on their homework independently. If they are having difficulty completing a task they are given help once they’ve attempted to solve the problem on their own.

Ms. Kleckley (a certified teacher) was working with the other group of third graders on a vocabulary/reading assignment. Students at the front of the room were taking turns reading passages aloud, and the class as a whole was discussing prefixes and literal vs. figurative meanings.

Fifth graders were observed during homework time. Several students were working on individual assignments (adding and subtracting with decimals word problems, vocabulary, spelling) and a small group was huddled around Ms. Langford receiving one-on-one help. She was down on the floor with them and had small whiteboard so that she could demonstrate various homework problems.
Behavioral Observations:
As observed in previous years, students are split up by grade level for all activities, beginning with snack. Third graders were also divided into two groups during designated homework time. This seems to work well. Students observed were on task, and staff were observed offering individual help.

Miscellaneous Observations:
Security measures were in place: front doors were locked; staff had walkie-talkies.

Ms. Butler mentioned that staffing is much better this year. They have three substitute teachers, and staff are only required to work two days a week (instead of 4) to reduce burnout which was an ongoing issue in previous years.

All of the certified teachers are school day teachers at Dunleith, and three of the paraprofessionals come from other schools. Each grade level has at least one certified teacher and one paraprofessional assigned.

Ms. Butler also mentioned that 5th grade attendance is up this year, with 36 students enrolled and more on the waiting list. On the day of the site visit several 4th and 5th graders were either in Chorus or Ladies of Excellence, however Ms. Butler indicated that their ERES had given them the OK because they come back at 5:00 pm and continue with the regularly scheduled programming.

Recommendations:

1. Continue using the sign in and security processes that are in place.

2. All teachers and paraprofessionals were observed doing a great job working with students. Continue staffing measures in place that focus on reducing burnout.
APPENDIX B – SPRING SITE VISIT SUMMARY
Site Visit Summary: Dunleith Elementary School  
April 17, 2017

Number of students observed: 89  
Number of staff observed: 8 (not including Ms. Butler and Dr. Alexander)

Enrichment:  
We did not observe any enrichment activities.

Tutoring:  
We observed seven different academic tutoring sessions at multiple grade levels. All of the 5th grade students were in one class, whereas the students in grades 2-4 were split into two different classes. In such cases, the focus for one group concentrated on mathematics while the other was focused on ELA.

4th grade  
Fourteen students were in Ms. Freeman’s ELA class and 13 students were in Ms. Saunder’s math class. Ms. Freeman seemed comfortable with computer-based instruction, and she had the students working individually on laptops completing an activity in preparation for the Georgia Milestones testing, which was beginning that week. Students read a passage about the Statue of Liberty about which they answered questions in both multiple choice and short answer formats. The students in Ms. Saunder’s class demonstrated a great example of hands on learning. They were divided into pairs to create line plots based on a word problem. Several materials were used for this activity as they worked on the floor, including a jump rope to serve as the line and cue cards to plot the data. The students were actively engaged and showed general understanding of the content.

2nd grade  
Thirteen students were in Ms. Ellsworth’s class while ten students were in Ms. McDowell’s (a substitute teacher) math class. In Ms. Ellsworth’s class, a few students were lying down reading on the rug at the front of the classroom. As students finished their work, they gave it to the teacher who checked it and reminded them to get a book to read for during quiet time. The teacher asked students whether they wanted to read at their desk or on the carpet. Most of them chose the carpet, though a few remained at their desks. This illustrates one choice that students can make in the class to make them feel comfortable in their learning process. Most students had their weekly homework agenda on their desk, which included assignments for spelling, phonics, math, and 30 minutes of
reading. In Ms. McDowell’s class, the students completed their homework. Some students worked individually, including one on a computer, while others sat in small groups of three or four and worked on their homework together.

5th grade
Ms. Langford and her assistant, Ms. Bass, led the students in an activity which was an excellent example of student engagement and motivation. The girls and boys competed against one another in a math-based ‘fact families’ game using dominoes. Each group worked collaboratively to write their responses on a small whiteboard, which they gave to Ms. Langford when the allotted time was up. All students congregated around a central table and watched intently as Ms. Langford narrated her reading of the responses. She first reviewed and narrated what the boys wrote and checked their dominoes after which she reviewed what the girls wrote and checked their dominoes. This review session served as an informal way for the teacher to discuss the process for completing the work correctly and helped any student who was struggling without singling them out. She pointed out the importance of ensuring that answers to math problems were not only correct but clear to the grader, stating that “…it’s not just about the number, it’s about the presentation”. During this time, the students who were mostly standing around the table (there were a few who sat down) seemed on edge to see which group won. There was an extremely high level of engagement and one student said ‘I’m writing next time’ to which Ms. Langford responded ‘Oh, you want to rematch?’ Since most of the students said yes, Ms. Langford initiated a rematch. The students knew exactly what to do as they quickly lined up in two lines at the front of the room as Ms. Langford held open a plastic bag for the children to reach in and grab a domino. The students were incredibly excited to start again.

3rd grade
Fourteen students were present in Ms. Harrison’s math class and 10 students were present in Ms. Kleckley’s ELA class. Both classes were focused on test preparation for the upcoming Georgia Milestones test and students worked individually on laptops. In Ms. Harrion’s class, the observation primarily focused on watching her give the students their login information for the computer.
Software program, "TenMarks". Their math test was the following day, so it was the last attempt for math practice prior to the test. In Ms. Kleckley’s class, the students read a passage and responded to multiple choice and short answer questions using the “ReadTheory” website. Ms. Kleckley reminded the students to use complete sentences for the short answers and to let her look at their responses before they submitted the form.

**Miscellaneous Observations:**
The 5th grade observation was incredibly powerful in demonstrating how teacher rapport with the students coupled with a hands on activity can engage students in such a way that they are genuinely excited about learning. Kudos to Ms. Langford and Ms. Bass for being dynamic teachers in the classroom!

Overall the student to teacher interactions were good. Some environments involved more student to teacher interactions than others, while some environments involved very little (if at all) student-teacher interactions due to individual student testing practice on the computers.

The teachers in all classrooms were attentive to the students.

**Recommendations:**

1. In several classes, the observation primarily consisted of watching the students receive their computer login and/or watching the teacher login for each student. To maximum instructional time and student practice, the recommendation is to devise a more efficient way to have the students login to the various websites they use. This is especially important as the computer test preparation has been a focus in the afterschool program for the month leading up to the Milestones test. Perhaps each student can be given a slip of paper (or encouraged to memorize) their ID and password(s). This would eliminate the need for the teacher to provide it, individually, each day.

2. Continue to do what is being done. Overall, students seemed engaged, seemed to be learning, and the program seemed to be running smoothly.