



GOALS Academy
Cleveland Avenue Elementary
Atlanta Public Schools

21st Century Community Learning Centers
Summative Evaluation Report
2015-2016

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I. EXECUTIVE SUMMARY

This summative evaluation report is designed to highlight the multiple strengths and accomplishments of GOALS Academy, acknowledge challenges, and make recommendations to support continued sustainability. This report is formatted based on the requirements of the Georgia Department of Education (GaDOE), and consists of seven primary components: 1) Overview and History, 2) Student Attendance and Enrollment, 3) Program Operations, 4) Quality of Staffing, 5) Objective Assessment, 6) Progress Towards Sustainability, and 7) Recommendations.

GOALS Academy, located at Cleveland Avenue Elementary (CAE), is a 21st Century funded after-school program designed for 120 students during the 2015-16 academic year.

GOALS Academy's program has 11 objectives of which 3 were not met (Objectives 1.1, 1.2, and 1.3), and 8 were met (Objectives 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 3.1, and 3.2).

- **Objectives 1.1, 1.2, and 1.3 were not met.** Although Objectives 1.1-1.3 were not met, Grades 3, 4 & 5 Mathematics, Science, and Social Studies Georgia Milestones scores for GOALS Academy students exceeded Cleveland Avenue students' scores for previously mentioned subjects.
- **Objective 1.4 was met and exceeded expectations by 50%.** Ninety-one percent (91%) of all GOALS Kindergarten students passed English Language Arts (ELA) and Mathematics as measured by Student Learning Objectives.
- **Objective 1.5 was met and exceeded expectations by 36%.** Eighty-one percent (81%) of all GOALS Grade 1 & Grade 2 students met or exceeded the Atlanta Public Schools Computer Adaptive Assessments.
- **Objective 1.6 was met.** Sixty-two percent (62%) of all GOALS Grade 1 & Grade 2 students passed Science as measured by Student Learning Objectives.
- **Objective 1.7 was met and exceeded expectations by 24%.** This objective pertaining to the pre and post-test for Social Studies exceeded expectations.
- **Objectives 2.2 and 2.3 were met.** Parents, one of the most vital stakeholders in the program, met the objectives by volunteering and participating in workshops, parent engagement activities, student performances, and seminars.
- **Objectives 3.1 and 3.2 were met.** GOALS educators continued to participate in professional development to strengthen their respective areas of expertise.

II. OVERVIEW AND HISTORY OF GOALS ACADEMY

Program History

The 21st Century Community Learning Centers (21st CCLC) is presently the only federal funding source dedicated exclusively to afterschool programs. In 2002, the No Child Left Behind Act reauthorized 21st CCLC, transferring the grants from the U.S. Department of Education to Georgia education agencies based on Title I funding for low-income students in order to reach those attending high poverty, low performing schools. Specific to the 21st CCLC program, services must include academic and enrichment activities for students and targeted services for the adults and families of students attending the program.

Currently, only 17% of Georgia's children attend an after school program and over 400,000 of Georgia's K-12 youth are responsible for taking care of themselves afterschool (Georgia Statewide Afterschool Network). With such dismal facts facing the student population at CAE, the Principal, Dr. Ware, Program Director, Dr. Audrey Watkins, Parent Liaison, O'Vaughn Hines, PTA president, B.J. Holloway, and other stakeholders, led by the 2010 Teacher of the Year Starla Freeman, formed a leadership team and developed a proposal for the genesis of GOALS (Giving Opportunities to Aspiring Leaders and Scholars) Academy through 21st CCLC grant funding.

Of CAE's 346 students, 120 (35%) are enrolled in the 2015-16 GOALS Academy Program. GOALS Academy is an embedded after school instructional teaching and learning program component of CAE. GOALS started in September of school year 2014-2015. The after school program is a seamless link to the regular school day academic activities, with a programmatic vision and mission that appropriately aligns with the CAE school mission.

Program Progress and Growth

GOALS Academy's First Year 2014-15 Academic Year

Student Attendees

GOALS Academy after-school program schedule was structured to maximize student success by enabling each student to receive 3.5 hours of academic instruction supports, arts/academic enrichment services, recreational activities and nutritional services from 2:30 p.m. to 6:00 p.m., Monday – Friday, after the regular school day ended. The total student population for CAE during academic year 2014-15 was 370 students. The 140 regular attendees enrolled in the after-school program from Kindergarten through Grade 5 exceeded the target enrollment for GOALS Academy. Table 1 provides a breakdown of student and regular attendees by grade level. Enrollment data retrieved from CAYEN After-School 21st System (CAYEN) indicated:

- **162** students registered in GOALS Academy (i.e., those who attended 1 day or more) during the 147 days of the program.
- **140** students were regular attendees of GOALS Academy (i.e., those who attended 30 days or more).
- **107** was the average daily attendance of regular attendees.

Table 1: 2014-15 Total Student Enrollment and Regularly Student Attendees

Grade Level	Total Students Enrolled (Attended 1 day or more)	Regularly Attending Students (Attended 30 days or more)
Kindergarten	26	23
Grade 1	30	23
Grade 2	26	22
Grade 3	23	23
Grade 4	25	23
Grade 5	32	26
Total Students	162	140

Regular Attendees' (30 days or more) Demographic Data

A total of 140 students were recorded as regular attendees on the "Attendance Summary Report" in CAYEN. The demographic characteristics of the 140 students who regularly attended is as follows:

- 131 (94%) were African American. There was no racial/ethnic group data available on 4 (3%) of the regular attendees.
- 84 (60%) females and 56 (40%) males made up the program's gender distribution.
- 4 (11%) were identified as having special needs or disabilities.
- 100% were eligible for free or reduced price lunch.
- 2 (1.5%) were identified as having limited English proficiency.

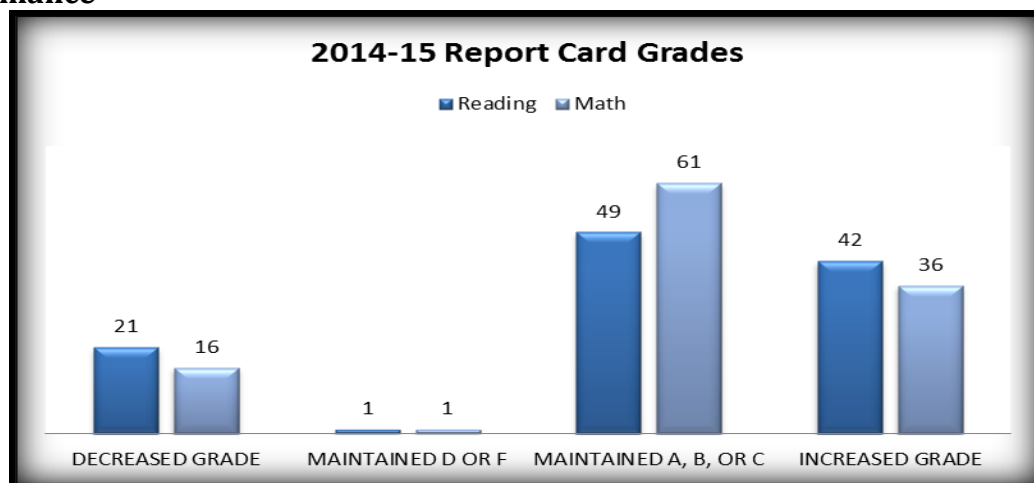
Academic Growth in Reading and Mathematics

One of the directives of GOALS Academy is to increase academic performance in reading and mathematics. Grades earned during the 1st nine weeks are compared to grades earned during the 3rd nine weeks for GOALS participants. As shown in Figure 1, 83% (105/127) of the students that were regular attendees in GOALS Academy during the 2014-15 academic year either increased their grade or maintained a grade of A, B, or C average on their respective report cards for reading. Additionally, 87% (110/127) of students that were regular attendees increased their report card grade or maintained a grade of A, B, or C for mathematics.

Status of Goals and Objectives

Of the 11 Objectives for GOALS Academy, 6 were met, 3 were not measurable, and 2 were not met.

Figure 1: Report Card Grade Changes of 2014-15 GOALS Academy Student Academic Performance



Student Performance Objectives - Objectives 1.1 – 1.3 were not measurable due to the unavailability of the Georgia Milestones Data.

Objective 1.1: 60% of participants in Grades 3-5 (attending 30 days or more) will meet/exceed expectations in Mathematics on state standardized testing.

Objective 1.2: 60% of participants in Grades 3-5 (attending 30 days or more) will meet/exceed expectations in Science on state standardized testing.

Objective 1.3: 60% of participants in Grades 3-5 (attending 30 days or more) will meet/exceed expectations in Social Studies on state standardized testing.

Objective 1.4: 85% of Kindergarten participants (attending 30 days or more) will display academic readiness for 1st grade (meet or exceed state standards in reading, math, Science and/or Social Studies as measured by GKIDS). Of the students in GOALS Academy, 77% met or exceeded expectations in reading, math, science and/or social studies.

Objective 1.5: 60% of participants in Grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in Math on the Atlanta Public Schools Computer Adaptive Assessments. The Atlanta Public School Computer Adaptive Assessments was

administered and the combined average score of the participants in Grades 1 and 2 was 60% on the Computer Adaptive Assessments for Mathematics; therefore, the Objective was met.

Objective 1.6: 60% of participants in Grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in Science on the Student Learning Objectives (SLOs).

Combined, the average score of the participants in Grades 1 and 2 was 49% on the SLOs for science; thus the Objective was not met.

Objective 1.7: 60% of participants in Grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in Social Studies on the standards based pre/posttests.

Of the 18 first graders scores, 78% of the students, and of the 19 second graders, 94% of the students, met/exceeded expectations on the post-test for social studies.

Parental Involvement Objectives - Objectives 2.1 – 2.2 were met.

Objective 2.1: 10% of Parents/guardians will volunteer one to two hours during the project year.

Objective 2.2: 10% - 15% of Parents/guardians will participate in student/family involvement activities (i.e. workshops, seminars, family nights).

According to the signature count on the sign-in sheets collected at each student activity, 14% of the parents volunteered their time during student activities. According to the sign-in sheets for each parent-to-parent connection or engagement activity, on average, 22% of the parents in the GOALS Academy participated in each student/family involvement activities at some point throughout the year. Thus, the Objectives were met.

GOALS Academy Staffing Objectives – Objectives 3.1 and 3.2 were met.

Objective 3.1: 100% of after-school teaching staff will participate in four professional development requirements.

Objective 3.2: 100% of Summer Academy teaching staff will participate in one professional development requirement

All GOALS certified teachers were expected to attend two sessions of professional development workshops in the fall and two sessions in the spring. One hundred percent (100%) of all teachers attended the professional development workshops as evidenced by the sign-in sheet signatures for each of the four sessions; thus, the Objective was met.

III. PROGRAM EVALUATION

Evaluation Goals and Objectives

RW Educational Consultants, LLC served as the external evaluator for GOALS Academy at CAE. The GOALS after-school program overarching premise is to provide supplemental content-specific instruction, arts enrichment and recreational activities, and disseminate interpersonal and self-esteem information to student participants. The program operates from 2:30 pm to 6:00 pm, Monday through Friday. GOALS Academy students engage in academic activities, athletic events, creative pursuits, and field trips on a weekly basis. The three primary goals of the program are to engage children in enrichment activities to facilitate the following:

Goal 1: Increase student *Academic Performance* in reading, science, mathematics, and social studies on standardized test that are correlated with the Georgia Performance Standards, the Standard Learning Objectives (SLOs), and the Atlanta Public Schools Computer Adaptive Assessments.

Goal 2: Engage the adult family members of participating students in *Parental Involvement* literacy and other educational workshops and family/student-oriented activities.

Goal 3: Enhance *Teacher Quality* by providing ongoing professional development activities.

This summative evaluation report is designed to highlight the multiple strengths and accomplishments of GOALS Academy, acknowledge challenges, and make recommendations to support continued sustainability.

Table 2: Relationship between GOALS Academy Program Goals and the Evaluation Objectives.

GOALS Academy 's Program Goals	Evaluation Objectives
Goal 1: Increase student academic performance in reading, science, mathematics, and social studies that are correlated with the Georgia Performance Standards, SLOs and Computer Adaptive Assessments.	Evaluation Objective 1: To assess academic performance in mathematics Evaluation Objective 2: To assess academic performance in science Evaluation Objective 3: To assess academic performance in social studies
Goal 2: Increase students' parental involvement in the after-school program.	Evaluation Objective 4: To assess parental participation in the after-school program
Goal 3. Enhance teacher quality by providing ongoing professional development activities.	Evaluation Objective 5: To assess teacher attendance and content of professional development

Questions to each of the evaluation objectives were developed. Descriptive responses to each of the questions are provided within the Assessment of Objectives section of this report. Relevant questions to each evaluation objective are listed in Table 2. An evaluation work plan was created by the evaluator, program director, and site coordinator to delineate the assessment activities, data collection and other evaluation tools, and persons responsible for evaluation-related tasks for the five evaluation objectives. Consistent communication between the evaluator, program director, and site coordinator occurred regularly by email, phone, advisory meetings, and special school events during the second year of the program. The Evaluation Objectives of GOALS Academy are listed in Table 3.

Table 3: Evaluation Objectives for GOALS Academy

Objectives for GOALS Academy	
Objective 1.1:	60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner in Mathematics on the Georgia Milestones.
Objective 1.2:	60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner in Science on the Georgia Milestones.
Objective 1.3:	60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner in Social Studies on the Georgia Milestones.
Objective 1.4:	60% of Kindergarten participants (attending 30 days or more) will meet or exceed standards in English Language Arts (ELA) and Mathematics as measured by Student Learning Objectives (SLOs).
Objective 1.5:	60% of participants in grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in mathematics on the Atlanta Public School Computer Adaptive Assessments.
Objective 1.6:	60% of participants in grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in Science on the Student Learning Objectives (SLOs).
Objective 1.7:	60% of participants in grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in social studies on the standards-based pre- and post-tests.
Objective 2.1:	10% of parents/guardians will volunteer one to two hours during the project year.
Objective 2.2:	80% of parents/guardians will participate in student/family involvement activities.
Objective 3.1:	100% of after-school teaching staff will participate in four professional development requirements.
Objective 3.2:	100% of Summer Academy teaching staff will participate in one professional development requirement.

Table 4: Evaluation Objectives and Relevant Questions Guiding the Evaluation

Evaluation Objectives	Relevant Questions
Evaluation Objective 1: To assess student academic performance in English Language Arts and Mathematics	<ol style="list-style-type: none">1. Are improvements made in mathematics scores on the APS Computer Adaptive Assessments for students in grades 1 and 2 who participate in GOALS Academy?2. Are improvements made in mathematics scores on the standardized test for grades 3-5 students who participate in GOALS Academy?3. Are improvements made in academic readiness for first grade reading and mathematics, as indicated by SLOs scores for kindergartens who participate in GOALS Academy?
Evaluation Objective 2: To assess student academic performance in Science	<ol style="list-style-type: none">1. Are improvements made in science scores on the SLOs for students in grades 1 and 2 who participate in GOALS Academy?2. Are improvements made in science scores on the standardized test for grades 3-5 students who participate in GOALS Academy?
Evaluation Objective 3: To assess student academic performance in Social Studies	<ol style="list-style-type: none">1. Are improvements made in social studies scores in grades 1 and 2 on the standards based pre and post-tests in GOALS Academy?2. Are improvements made in social studies scores in grades 3-5 on the standardized test among students who participate in GOALS Academy?

**Table 4: Evaluation Objectives and Relevant Questions Guiding the Evaluation
(continued)**

Evaluation Objectives	Relevant Questions
Evaluation Objective 4: To assess student academic performance in Mathematics	<ol style="list-style-type: none"> 1. Are improvements made in mathematics scores on the APS Computer Adaptive Assessments for students in grades 1 and 2 who participate in GOALS Academy? 2. Are improvements made in mathematics scores on the standardized test for grades 3-5 students who participate in GOALS Academy?
Evaluation Objective 5: To assess parental participation in the after-school program	<ol style="list-style-type: none"> 1. Do parents attend parent/family workshops and special programs that involve their children at GOALS Academy? 2. Are parents pleased with GOALS Academy programming? 3. Do parents believe GOALS Academy has helped their child or children?
Evaluation Objective 6: To assess teacher participation of professional development	<ol style="list-style-type: none"> 1. Are teachers attending professional development design for GOALS Academy? 2. Is the content of the professional development workshops relevant to enhance the teacher content knowledge?

IV. EVALUATION TIMELINE

The evaluator visited GOALS Academy in the fall of 2015 and in the spring of 2016. The purpose of the site visits was to conduct informal interviews with the program director, site coordinator, staff and program partners. Additionally, the evaluator observed and collected information on program's daily operations and procedures. Other regular visits included attendance at Advisory Council Meetings, Brownbag Workshop with GaDOE, Parental Engagement Activities, and Student Performances. Throughout the year, the data collection schedule was structured as follows:

Data Collection Activity	Timeframe
▪ Student Surveys	Spring 2016
▪ Parent Surveys	Spring 2016
▪ Teacher Surveys	Spring 2016
▪ Discussions with the Program Director	Fall 2015 & Spring 2016
▪ Analysis of data gathered from CAYEN	Fall 2015 & Spring 2016
▪ Analysis of data gathered from Infinite Campus	Fall 2015 & Spring 2016
▪ Other Techniques	Fall 2015 & Spring 2016

V. PROGRAM IMPLEMENTATION

Program Recruitment

All CAE students, from Kindergarten through Grade 5, were eligible to enroll in GOALS Academy. Recruitment strategies included sending letters about the after-school program to parents during the Fall of 2015, posting fliers, and distributing brochures about the program within the school and immediate community.

Program Operation

GOALS Academy after-school program schedule was structured to maximize student success, see Table 5. After the regular school day ended, each participating student received 3.5 hours of academic instruction services (arts/academic enrichment, recreational activities and nutritional services) from 2:30 p.m. to 6:00 p.m., Monday – Friday. A sample schedule of activities is included in Tables 6 - 8.

The emphases of GOALS Academy are to develop a diverse platform for the purpose of increasing students' academic performance, closing the academic achievement gap, and encouraging adult family members' participation in school activities. The program activities focus on the whole child first; then inspire belonging, social awareness, and ultimately increases academic achievement, creativity, and student motivation.

Program Academic Instruction

GOALS Academy scheduled after school academic instruction is conducted Monday – Friday from 2:30 p.m. to 6:00 p.m. The first 45 minutes of each day began with assistance with homework completion. On Monday, Wednesday, and Thursday, 75 minutes of content instruction in mathematics, science or social studies, is provided to correlate directly with

the Georgia Performance Standards for each grade level and support regular classroom instruction. Academic instruction is tiered to students' learning abilities, styles, challenges, and grade levels via hands-on activities and tasks. The schedule of content instruction is organized in Table 9.

Table 5: GOALS Academy Program Structure for 2015 -16 Academic Year

Components		Explanation
Location		Cleveland Avenue Elementary School 2672 Old Hapeville Road, Atlanta, GA 30315
Grades		Kindergarten – Grade 5
Dates of Operation		August 31, 2015 – May 13, 2016 (165 days)
Times of Operation		2:30 p.m. – 6:00 p.m., Monday - Friday
Contact Hours		Each student was scheduled to receive a 17.5 hours of program services per week
Number of Regular Attendees		Total = 142; Average daily attendance = 114
Classroom Environment		<ul style="list-style-type: none"> ▪ Low student-teacher ratio =10:1 in Kindergarten/Grade 5 ▪ Relaxed learning atmosphere
Gender Composition of Classes		Mixed gender in both academic and enrichment classes
Academic Courses/Content Areas & Tutorials		a. Science c. Social Studies b. Mathematics d. Reading
After-School Program Student Enrichment Activities		1. Martial Arts 4. Girl Scouts 7. Technology 2. Baseball 5. Wearable Art 8. Gardening 3. Basketball 6. Soccer 9. Golf
Transportation		Provided for students who live in the CAE school zone
Staff: Academic Areas		Taught by certified teachers
Staff: Enrichment Courses		Taught by subject matter experts
Staff: Paraprofessionals		Helped prepare learning environment and supervise students
Parent Liaison		Helped plan and execute parent-involved activities
Advisory Council		Suggested recommendations and participated in program activities

Table 6: General After-School Program Schedule: Monday – Wednesday – Thursday

Time	Program Activity
2:30 pm – 2:45 pm	Snack
2:45 pm – 3:30 pm	The Homework Spot
3:30 pm – 4:45 pm	Science, Math, or Social Studies
4:45 pm – 6:00 pm	Enrichment, Special Clubs
6:00 pm	Dismissal (Bus and Parent Pick-up)

Table 7: Tuesday Arts Enrichment

Time	Program Activity
2:30 pm – 2:45 pm	Snack
2:45 pm – 3:30 pm	The Homework Spot
3:30 pm – 4:45 pm	Fine Arts, Performing Arts, or Martial Arts
4:45 pm – 6:00 pm	Fine Arts, Performing Arts, or Martial Arts
6:00 pm	Dismissal (Bus and Parent Pick-up)

Table 8: “FITness” Friday Schedule

Time	Program Activity
2:30 pm – 2:45 pm	Snack
2:45 pm – 3:30 pm	The Homework Spot
3:30 pm – 4:45 pm	In-Class Enrichment Activities or Organized Sport Activity Arts
4:45 pm – 6:00 pm	In-Class Enrichment Activities or Organized Sport Activity Arts
6:00 pm	Dismissal (Bus and Parent Pick-up)

Table 9: GOALS Academy Content Instruction Schedule

Program Week		Content Instruction
First	9 weeks	Science for all grade levels
Second	9 weeks	Mathematics for all grade levels
Third	9 weeks	Social studies for all grade levels
Fourth	9 weeks	Mix of all science, mathematics and social students content for all grade levels

Although homework study time was scheduled Monday – Friday within the first 45 minutes of the start of the after-school program, completion of homework is also permitted within the 75 minutes of academic-content instruction, if needed. However, sometimes students were instructed to complete homework assignments at home. Several distinctive structural and operational features of the after-school program included:

- Low student-teacher ratio
- Academic courses taught by certified teachers
- Varied enrichment course offerings
- Relaxed learning atmosphere
- Transportation home for students in the vicinity
- Parent Liaison who regularly communicates with parents
- Data Administrator who regularly inputs data

Program Enrichment Instruction

The enrichment course offerings are designed to strengthen students' social, emotional, cognitive, and physical development. In alignment with Michelle Obama's initiative to promote healthy activities to decrease childhood obesity, Fridays are dedicated to a variety of calisthenics. This means that students engage in physical fitness activities at least one-hour per day, in addition to the fitness activities scheduled on "**FITness**" Fridays." The eight enrichment courses include participation in martial arts, basketball games, baseball games, Girl Scouts, performing arts (dance and band), technology camps, golfing, wearable art jewelry making, gardening activities, and soccer games.

Program Staff Demographics

Throughout this report the evaluator makes a distinction between a “teacher” and an “enrichment instructor,” based on the following definitions:

- **“Teacher”** refers to an individual who is certified as a teacher and has primary responsibility for an academic course or an enrichment course.
- **“Enrichment Instructor”** refers to an individual who may or may not be a certified teacher but has expertise in an enrichment content area. An instructor may be credentialed in his/her area(s) of expertise.



Student-Teacher Ratio

One of the special features of GOALS Academy is a low student-teacher ratio in all course levels with a maximum of ten students to one (10:1) teacher. To ensure sufficient attention for students that require additional assistance, student teachers from Atlanta Metropolitan College volunteer their expertise to the program twice a week. This instructional design results in having two teachers present and available to help students in both the academic and enrichment classes, most often, at all times.

Table 10: GOALS Academy Teachers and Staff

GOALS Certified Instructional Teachers			
Name	Position in GOALS Academy	Academic (A) or Enrichment (E) Courses Taught	Qualifications
Amador, Esomia	Data Administrator	N/A	Experience
Atkinson, Sonja	Teacher	Kindergarten Grade 1 (E)	Certified Teacher
Brumfield, Gail	Teacher	Enrichment	Certified Teacher
Cason-Sales, Tamara	Teacher	Kindergarten Grade 2 (A/E)	Certified Teacher
Cooper-Rivers, Velicia	Teacher	Kindergarten Grade 2 (A/E)	Certified Teacher
Davis, Monique	Teacher	Grade 3 Grade 5 (A) Substitute	Certified Teacher
Dixon, Debra	Teacher	Grade 3 Grade 5 (A)	Certified Teacher
Eldridge, Reneatha	Teacher	Grade 5 (E/A)	Certified Teacher
Fairweather, Daniel	Teacher	Enrichment	Certified Teacher
Felton, Anthony	Teacher	Enrichment	Certified Teacher
Freeman, Starla	Site Coordinator	N/A	Certified Teacher
Young, Erica	Instructional Lead Teacher	N/A	Certified Teacher
Hardeman, Shandrea	Teacher	Grade 3 (A)	Certified Teacher

Table 10: GOALS Academy Teachers and Staff (continued)

GOALS Certified Instructional Teachers			
Name	Position in GOALS Academy	Academic (A) or Enrichment (E) Courses Taught	Qualifications
Harris, Tamika	Instructional Lead Teacher	Kindergarten Grade 2 (A)	Certified Teacher
Hogan, Rochelle	Teacher	Grade 4 (A)	Certified Teacher
Johnkins, Khambrea	Teacher	Enrichment	Certified Teacher
Kennedy, Ebony	Teacher	Grade 4 (A)	Certified Teacher
Lawrence, Kimberly	Teacher	Grade 3 Grade 5 (A)	Certified Teacher
Lawrence, Rita	Teacher	Grade 3 Grade 5 (A)	Certified Teacher
Lee, Carol	Teacher	Grade 3 Grade 5 (A)	Certified Teacher
Moore, Bettina	Teacher	Substitute for all Grades (A)	Certified Teacher
Perry, Kyera	Teacher	Substitute for all Grades (A)	Certified Teacher
Rush, Angel	Teacher	Kindergarten Grade 2 (A/E)	Certified Teacher
Salahuddin, Amanee	Teacher	Kindergarten Grade 2 (A/E)	Certified Teacher
Simms, Carol	Teacher	Kindergarten Grade 2 (A)	Certified Teacher
Smalls, Kencheryl	Teacher	Enrichment	Certified Teacher
Tally, Tira	Teacher	Enrichment	Certified Teacher
Watkins, Audrey	Program Manager	N/A	Certified Teacher
Wilson, Edna	Teacher	Kindergarten Grade 2 (A/E)	Certified Teacher

VI. STUDENT ATTENDANCE AND ENROLLMENT

Student Enrollment

GOALS's established attendance target continues to be set at approximately 35% of the total school enrollment based on historical trends. For 2015-16, 162 students enrolled in GOALS Academy for one day or more of which 142 attended at least 30 days or more. The number of regular attending students by grade level are summarized in Table 11 according to data retrieved from CAYEN. The students who attended the program for 30 days or less can be attributed to the unfortunate circumstances of highly mobile families that relocated often. Of the students who attended for 30 days or more, 142 are identified as Regular Attendees. The average daily attendance is 114 Regular Attendees.

Table11: 2015-16 Total Student Enrollment and Regularly Student Attendees

Grade Level	Total Student Enrolled (Attended 1 day or more)	Regularly Attending Students (Attended 30 days or more)
Kindergarten	23	19
Grade 1	26	22
Grade 2	26	23
Grade 3	30	26
Grade 4	30	26
Grade 5	27	26
Total Students	162	142

Regular Attendees' Demographic Data

Approximately 346 students attended Cleveland Avenue during the 2015-16 academic year. A total of 142 students were recorded as regular attendees on the "Attendance Summary Report" in the CAYEN. Since Cleveland is a Title I school, all of GOALS students were identified as eligible for free and/or reduced meals. The ethnic homogeneity of the learning center program closely reflects that of the Cleveland Avenue

neighborhoods in that the majority of students are of African American decent. The program's demographic information is detailed in Table 12.

Table 12: Demographic Information of Regular Attendees

Grade	Number of Students	Percentage of Total Students
Kindergarten	19	14%
1st	22	16%
2nd	23	16%
3rd	26	18%
4th	26	18%
5th	25	18%
Gender		
Male	60	42%
Female	82	58%
Ethnicity		
Asian/Pacific Islander	0	0%
American Indian	0	0%
Black	130	93%
Hispanic	10	6%
White	0	
Unknown	2	1%
Other		
Not English Proficient	5	4%
Free/Reduced Lunch	142	100
Special Education	7	5%

VII. PROGRAM OUTCOMES

Georgia Milestones Assessment

In the 2014-15 school year, the GaDOE completed a transition to new tests in Grades 3-8. The tests are based on the new Georgia Standards of Excellence and reveal a new level of rigor and increased expectations for Georgia students. The new assessments are also more in line with national standards. As expected, achievement levels on the Georgia Milestones Assessments are lower than the results for the Criterion-Referenced Competency Tests (CRCT). Unlike the CRCT, the Georgia Milestones Assessments measure student performance using four levels: Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner. Each level provides information based on student mastery of content standards. These designations aim to shift the focus away from just test scores, instead capturing the progression of students' learning.

Beginning Learner: students do not demonstrate proficiency in the knowledge and skills necessary at grade level/course of learning, as specified in Georgia's content standards. Students need substantial academic support to be prepared for the next grade level. Developing Learner: demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified by Georgia's content standards. The student needs additional academic support to ensure success. Proficient Learner: demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified by Georgia's content standards. The students are prepared for the next grade level. Distinguished Learner: demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as

specified by Georgia's content standards. The students are well prepared for the next grade level.

Objectives 1.1 – Objectives 1.3 – Grades 3-5

GOALS Academy Program Objectives 1.1-1.3 are to improve Mathematics, Science and Social Studies content scores for Grades 3-5 on the Georgia Milestones Assessments System (Georgia Milestones). One of the primary reasons for changing to the Georgia Milestones is to align the test to the new Georgia Standards of Excellence and increase rigor. The increased expectations for student learning reflected in the baseline scores of the 2014-15 Georgia Milestones will ultimately require Objectives 1.1, 1.2, and 1.3 to be amended (refer to Figures 2-4). Passing the Georgia Milestones is considered developing and higher and passing above average is considered proficient and higher. All students that score at the beginning level must retake the assessment.

Figure 2: Comparison between CAE and GOALS students' scores of Developing and Higher (passing) and Proficient and Higher (above average) Percentages on Georgia Milestones.

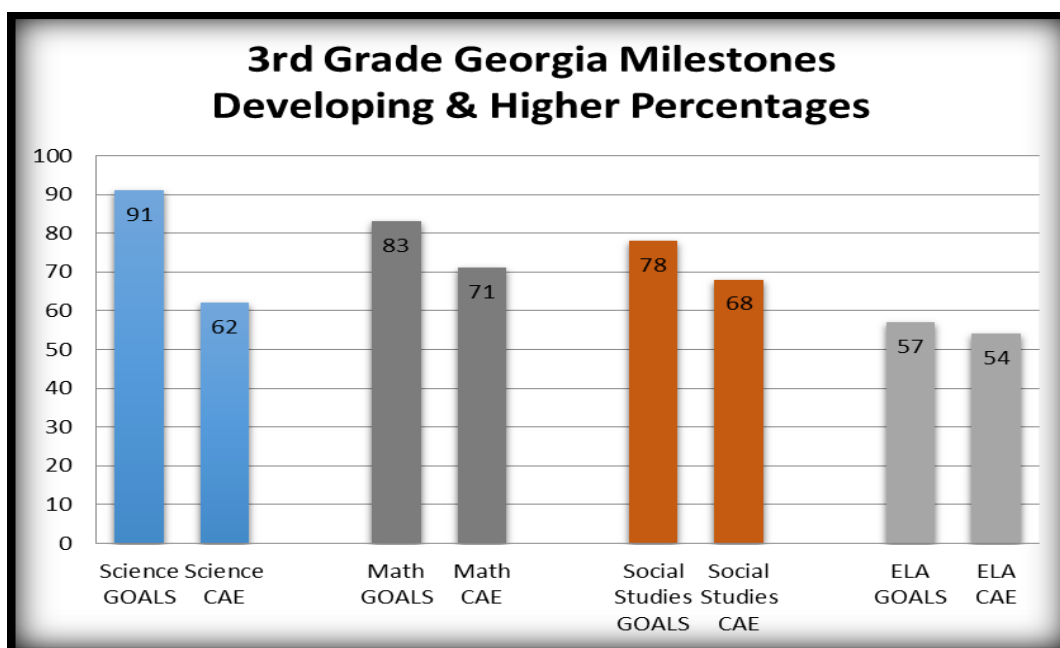


Figure 3: Comparison between CAE and GOALS students' scores of Developing and Higher (passing) and Proficient and Higher (above average) Percentages on Georgia Milestones.

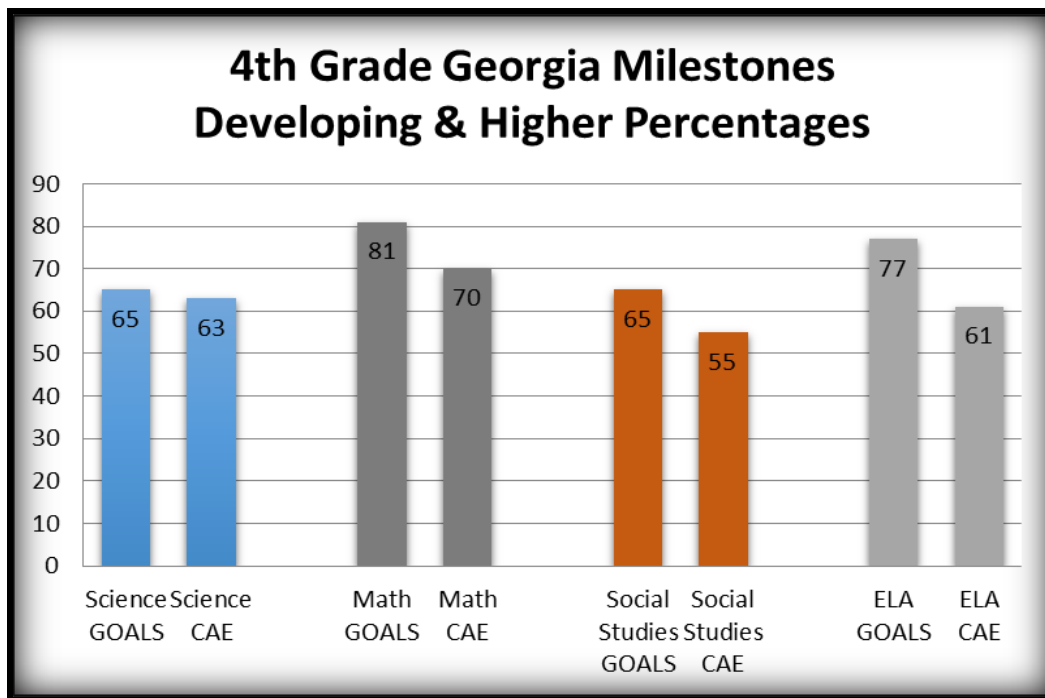
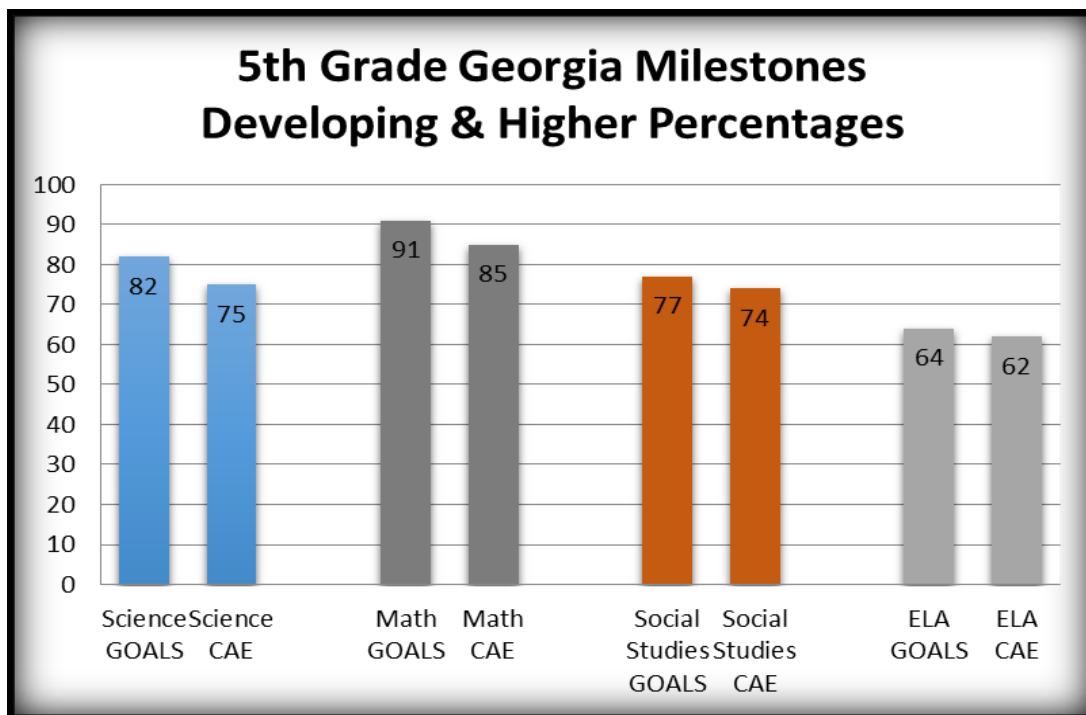


Figure 4: Comparison between CAE and GOALS students' scores of Developing and Higher (passing) and Proficient and Higher (above average) Percentages on Georgia Milestones.



Amendment to the original Objectives 1.1-1.3 were submitted and approved before the 2014-15 baseline data was received and evaluated in 2016. Analysis of the Georgia Milestones scores suggest revising Objectives 1.1-1.3 to state “60% of regularly participating students in Grades 3-5 (attending the program 30 days or more) will score developing or above in Science, Social Studies and Mathematics.” The 2014-15 State averages for proficient and above for Science, Social Studies, or Mathematics (Grades 3-5) did not exceed 39%; thus, making the current objectives of 60% for proficient and above somewhat unrealistic. Although Objectives 1.1-1.3 were not met, Grades 3, 4 & 5 Mathematics, Science, and Social Studies percentages for GOALS Academy Students (developing and above) were all above 65% (Figures 2-4).

Objective 1.1: 60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner in Mathematics on the Georgia Milestones

Objective 1.2: 60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner in Science on the Georgia Milestones.

Objective 1.3: 60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner in Social Studies on the Georgia Milestones.

Objectives 1.1, 1.2 & 1.3 were not met, based on evaluation results.

Objectives 1.4 – Kindergarteners

SLOs is a performance-based assessment aligned to the state standards. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade. At the end of the year, summary and individual student reports are generated based on the data the teacher has entered throughout the year. The performance levels are defined as not yet demonstrated, emerging, and progressing, meets the standard, and exceeds the standard.

1. *Of the 13 Kindergarteners participating in GOALS Academy, 83% (10 of 13 students) met/exceeded standards in English as measured by SLOs.*
2. *Of the 13 Kindergarteners participating in GOALS Academy, 100% (13 of 13 students) met/exceeded standards in Mathematics as measured by SLOs.*
3. *Combined, the average score for reading and mathematics is 91%.*

Objective 1.4: 60% of Kindergarten participants (attending 30 days or more) will meet or exceed standards in English Language Arts (ELA) and Mathematics as measured by Student Learning Objectives (SLOs).

Objective 1.4 was met, based on evaluation results.

Objectives 1.5 – Grades 1-2

Computer Adaptive is a cross-curricular (reading, language arts, mathematics, and life science) computer adaptive test that allows teachers to identify the proficiency level of a student regardless of the student's current grade level. This allows schools to accurately place students who might need corrective or enrichment learning.

1. *Of the 19 first graders participating in GOALS Academy, 89% (17 of 19 students) met/exceeded expectations for Mathematics on the Computer Adaptive Assessments.*
2. *Of the 22 second graders participating in GOALS Academy, 73% (16 of 22 students) met/exceeded expectations for Mathematics on the Computer Adaptive Assessments.*
3. *Combined, the average mathematics score for Grades 1 - 2 is 81%.*

Objective 1.5: 60% of participants in grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in mathematics on the Atlanta Public School Computer Adaptive Assessments.

Objective 1.5 was met, based on evaluation results.

Objectives 1.6 – Grades 1-2

The GaDOE approved the use of content specific, grade level SLOs developed by the local education agency. The SLOs are grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. The primary purpose of SLOs is to improve student learning at the classroom level. An equally important purpose is to provide evidence of each teacher's instructional impact on student learning. CAE administered the SLOs twice during the 2015-16 school year for all CAE students. A pre- test was given in October 2015, and the post-test in March 2016.

- 1. Of the 21 first graders scores, 67% (14 of 21 students) met/exceeded expectations on the SLOs post-test for Science.*
- 2. Of the 23 second graders scores, 56% (13 of 23 students) met expectations on the post-test SLOs for Science.*
- 3. Combined, the averages Science score for grades 1 and 2 students is 62%*

Objective 1.6: 60% of participants in grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in Science on the Student Learning Objectives (SLOs).

Objective 1.6 was met, based on evaluation results.

Objectives 1.7 – Grades 1-2

GOALS Academy used a social studies assessment tool to evaluate the content growth of student learning in Social Studies. The Site Coordinator obtained the questions for the pre- and post-test from national assessments tools and combined pertinent questions based on the Georgia Performance Standards for Grades 1-2.

- 1. Of the 19 first graders scores, 68% (13 of 19 students) met/exceeded expectations on the post-test for Social Studies.*

2. *Of the 19 second graders scores, 79% (15 of 19 students) met/exceeded expectations on the post-test for Social Studies.*
3. *Combined, the average Social Studies post-test score for Grades 1 - 2 is 74%.*

Objective 1.7: 60% of participants in grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in social studies on the standards-based pre-and post-tests.

Objective 1.7 was met, based on evaluation results.

Objectives 2.1 & 2.2 – Parental Involvement

Eleven student/family involvement activities were held at CAE for GOALS parents to volunteer for family-oriented events and interact with other parents. Parents engaged in selling popcorn, passing out candy, and supervising the students playing games at 1) Unity in the Community; 2) Winter Expo; 3) Math Madness; 4) Social Studies History Museum; and 5) Earth Day just to name a few. Over the course of the school year, 24% of the valuable parent stakeholders' volunteered their time to help ensure the success of GOALS Academy.

1. *Of the registered students in the GOALS Academy after-school program, 31% of GOALS parents participated in one or more student/family involvement activities.*
2. *Of the registered students in the GOALS Academy after-school program, 100% of GOALS parents participated in one or more student/family involvement activities.*

Objective 2.1: 10% of parents/guardians will volunteer one to two hours during the project year.

Objective 2.2: 80% of parents/guardians will participate in student/family involvement activities.

Objective 2.1 & 2.2 was met, based on evaluation results.

Parents continue to be considered vital stakeholders whose input is essential to the successful conceptualization and design of GOALS Academy. Based on the initial needs assessment, planned parent workshop topics include: (a) Parent Orientations, (b) Reading Strategies, (c) Parental Involvement, and (d) Mathematics. All stakeholders understand the more deeply teachers get to know their students and their families, the better they can teach to the students' individual learning needs. Based on the data in Table 13, an average of 22% of parents participated in one or more of the eleven parent-to-parent connection activities.

Several strategies were implemented to encourage the participation of parents in GOALS Academy. The most significant strategy was a shift in leadership structure incorporating additional duties for Mrs. Harris and Ms. Young. The two lead instructors assumed the role of the previous parent liaison. Together, they maintain regular communication with parents as they sign their child out when leaving the program, schedule and advertise program events by posting fliers, distribute brochures within the school and immediate community, and send fliers to parents via students. The lead instructors have become a major "go-to" team for parents when they have questions or concerns about the program.

Eleven parent-to-parent connection activities were held: 1) three activities were GOALS Orientation Sessions; 2) two were Reading/Mathematics Strategies Workshops; 3) Lights on After School; 4) Gobbling Up Good Math Skills Parent Make Take; 5) Winter Expo Showcase; 6) Math Madness Family Competition Night; 7) Earth Day; 8) Spring Fling; 9) Cupids Valentine; and 10) Social Studies History Session, see Table 13.

Table 13: Schedule of Parent Connections Activities

Date	Activity and Purpose	Parent Attendance
August 25, 2015	“2014-2015 Parent Orientation Session”— Overview of the after-school programs goals, objectives, expectations, etc. and distribution of the Parent/Student Handbook	120
October 15, 2015	“K-Grade 5: Families Building Better Readers”- Helping parents learn to guide their children in completing homework assignments	15
October 22, 2015	2 nd Lights on After-School – Fun Spooky Science activities for students and parents	24
November 18, 2015	“Gobbling Up Good Math Skills Parent Make and Take”— Helping parents learn to guide their children in completing homework assignments	9
December 15, 2015	Winter Expo Showcase - Display of students’ projects and enrichment course presentations	62
January 27, 2016	“Math Madness Family Competition Night”— Culminating activity engaging parents and student in Math Madness Competition	14
February 10, 2016	Cupids Valentine’s Make and Take – Students created gifts for parents.	11
February 24, 2016	Parent Involvement Workshop – learning how to provide a nurturing environment.	11
March 30, 2016	Social Studies History Museum – Culminating session reviewing history.	19
April 22, 2016	Earth Day - Students learn the importance of preserving the environment	4
May 12, 2016	Spring Fling – Parents, Students and Staff celebrate the end of GOALS	12

Objectives 3.1 & 3.2 – Professional Development

Professional development was a major focus of the program director. Time dedicated to enhance content knowledge of teachers, demonstrate innovative pedagogical and instructional methods to employ in the classroom, and discuss relevant issues directly relating to the after-school program was a key element to enhancing student content knowledge. All certified teachers are expected to attend two fall and two spring professional development sessions.

Objective 3.1: 100% of after-school teaching staff will participate in four professional development requirements.

Objective 3.2: 100% of Summer Academy teaching staff will participate in one professional development requirement.

Objective 3.2 was met, based on evaluation results.



VIII. STATUS OF PROGRAM OBJECTIVES

Table 14 provides a summary of the status of the GOALS Academy Program Objectives at the end of the 2015-16 academic year. As reported in the FY16 Common Data Elements form and in various sections of this summative evaluation, 8 of the objectives were met and 3 objectives were not met. Data collected included results from pre-and post-test, Georgia Milestone Assessments, Computer Adaptive Assessments, Student Learning Objectives, sign in sheets, the school's student information system (Infinite Campus), and CAYEN 21st System.

Table 14: Summary Status of Program Objectives

GOALS Academy Objectives	Data Collected	Status of Objectives
Objective 1.1: 60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner in Mathematics on the Georgia Milestones.	Georgia Milestones	1.1: Objective was not Met
Objective 1.2: 60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner Science on the Georgia Milestones.	Georgia Milestones	1.2: Objective was not Met
Objective 1.3: 60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner Social Studies on the Georgia Milestones.	Georgia Milestones	1.3: Objective was not Met

Table 14: Summary Status of Program Objectives (Continue)

GOALS Academy Objectives	Data Collected	Status of Objectives
Objective 1.4: 60% of Kindergarten participants (attending 30 days or more) will meet or exceed standards in English Language Arts (ELA) and Mathematics as measured by Student Learning Objectives (SLOs).	Results from Student Learning Objectives for Kindergarten	1.4: Met stated Objective
Objective 1.5: 60% of participants in grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in mathematics on the Atlanta Public School Computer Adaptive Assessments.	Results from the Computer Adaptive Assessments for Grade 1 and 2	1.5: Met stated Objective
Objective 1.6: 60% of participants in grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in Science on the Student Learning Objectives (SLOs).	Results from Student Learning Objectives for Grade 1 and 2	1.6: Met the stated Objective
Objective 1.7: 60% of participants in grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in social studies on the standards-based pre-and post-tests.	Results from Social Studies Pre/Post Test for Grade 1 and 2	1.7: Met the stated Objective
Objective 2.1: 10% of parents/guardians will volunteer one to two hours during the project year.	Parent Sign In Sheets	2.1: Met the stated Objective
Objective 2.2: 80% of parents/guardians will participate in student/family involvement activities.	Parent Sign In Sheets	2.2: Met the stated Objective
Objective 3.1: 100% of after-school teaching staff will participate in four professional development requirements.	Professional Development Sign In Sheets	3.1: Met the stated Objective
Objective 3.2: 100% of Summer Academy teaching staff will participated in one professional development requirements	Professional Development Sign In Sheets	3.2: Met the stated Objective

IX. OTHER OBSERVATIONS



Parent Surveys

A parent survey template was developed by the GaDOE for use by all 21st CCLC programs. The focus of the parent survey was on the impact of GOALS Academy on the parent's child. In April 2016, the parents of the after-school program students were asked to complete the survey and have their children return it to the program site coordinator. A brief summary of the 99 completed responses are provided below and detailed in Appendix C.

1. *"The program is helping my child's behavior improve."*
83% of parents indicated "strongly agree" (43%) and "agree" (40%).
2. *"The program is helping my child to complete and turn in his/her homework on time."*
86% of parents indicated "strongly agree" (42%) and "agree" (44%).
3. *"How satisfied are you with GOALS Academy program?"*
97% of parents indicated "very satisfied" (79 %) and "somewhat satisfied" (18%)
4. *"Prior to your child participating in GOALS Academy program, where did your child usually go after school?"*
53% of parents checked "My child stayed home with a sibling, parent, etc."
5. *"How did you find out about GOALS Academy program?"*
95% of parents identified the school as the source of finding out about the after-school program
6. *"The program is helping my child's reading skills improve."*
86% of parents indicated "strongly agree" (55%) and "agree" (31%)
7. *"The program is helping my child's math skills improve."*
86% of parents indicated "strongly agree" (52%) and "agree" (36%).

Student Surveys



In an effort to fully evaluate the fidelity of the after-school program, students, teachers, program director, principal, parents, site coordinator and selected community partners participated in surveys, group and one-on-one interviews.

A student survey was developed by the GaDOE for use by all 21st CCLC Programs. Two versions of the survey were developed; the versions differed in the way the response options were presented.

- Version 1: Each survey question was followed by five emoticons with different facial expressions to represent “strongly agree” (broad smile), “somewhat agree” (slight smile), “neither agree nor disagree” (straight line), “somewhat disagree” (slight frown), and “strongly disagree” (broad frown)
- Version 2: Each survey question was followed by five typical response options: using the words “strongly agree,” “somewhat agree,” “neither agree nor disagree,” “somewhat disagree,” and “strongly disagree”

The site coordinator chose to use Version 1 to survey Kindergarten – Grade 3 students since it incorporated emoticons with facial expressions deemed more appropriate for the younger students. Version 2 was used for Grades 4 –5. The coordinator prepared and distributed the surveys to the students during their participation in the after school program. Teachers were instructed to explain and read each survey question and ask students to choose the emoticon with the facial expression that best described his/her opinion about the question. The teachers were also informed they should decide the best method for administering the survey: read each survey question to the students as a group or read the survey to each student individually.

Of the 142 regular attendees, 92 returned their survey to the site coordinator. A brief summary of student surveys responses is provided below and a detailed table is included in Appendix D.

1. *"I like the 21st CCLC program*
95% of student respondents indicated "strongly agree" (68%) and "agree" (27%)
2. *"My overall behavior has improved because of the 21st CCLC program*
94% of student respondents indicated "strongly agree" (66%) and "agree" (28%)
3. *"The 21st CCLC program helps me complete and turn in my homework on time*
99% of student respondents indicated "strongly agree" (85%) and "agree" (14%)
4. *"I'm doing better in school since I started coming to the 21st CCLC program*
97% of student respondents indicated "strongly agree" (83%) and "agree" (14%)
5. *"I feel better about myself because of the 21st CCLC program*
83% of student respondents indicated "strongly agree" (71%) and "agree" (12%)
6. *"I have made new friends because of the 21st CCLC program*
88% of student respondents indicated "strongly agree" (75%) and "agree" (13%)

Teacher Surveys



Academic behaviors that support learning were determined to be: (a) attending class regularly, (b) submitting homework on time, (c) participating, paying attention, and behaving well in class, (d) getting along well with peers, (e) showing a willingness to seek help, and (f) having a positive attitude and being motivated to learn. These behaviors were assessed by the homeroom teachers of the participating students, using a teacher survey developed by the GaDOE for all 21st CCLC

programs.

During the first week of April 2016, the site coordinator informed all Kindergarten – Grade 5 homeroom teachers to complete the Teacher Survey of each regular student attendee.

Appendix E illustrates complete listing of survey response frequencies and percentages, extrapolated from CAYEN.

A summary of teachers' ratings of regular attendees follows:

1. 24% were rated as showing significant, moderate (21%), and slight (18%) improvement in *turning in homework on time*. 20% were rated as "No Need to Improve"
2. 24% were rated as showing significant, moderate (27%), and slight (12%) improvement in *completing homework to the teacher's satisfaction*. 17% were rated as "No Need to Improve"
3. 27% were rated as showing significant, moderate (24%), and slight (17%) improvement in *class participation*. 20% were rated as "No Need to Improve"
4. 21% were rated as showing significant, moderate (24%), and slight (20%) improvement in *volunteering*. 15% were rated as "No Need to Improve"
5. 17% were rated as showing significant, moderate (12%), and slight (10%) improvement in *attending class regularly*, 38% were rated as "No Need to Improve"

6. 17% were rated as showing significant, moderate (22%), and slight (24%) improvement in *being attentive in class*. 22% were rated as “No Need to Improve”
7. 11% were rated as showing significant, moderate (23%), and slight (16%) improvement in *behaving well in class*. 24% were rated as “No Need to Improve”
8. 20% were rated as showing significant, moderate (24%), and slight (26%) improvement in *their academic performance*. 14% were rated as “No Need to Improve”
9. 20% were rated as showing significant, moderate (20%), and slight (23%) improvement in *being motivated to learn*. 23% were rated as “No Need to Improve”
10. 13% were rated as showing significant, moderate (18%), and slight (20%) improvement in *getting along well*. 27% were rated as “No Need to Improve”

X. PROGRESS TOWARDS SUSTAINABILITY

Partnership Development and Sustainability Plan

The Program Director continues to work diligently towards sustaining partnerships that will subsidize the programs day-to-day activities long term. During the first year of operation, the Program Director established 8 mutually successful relationships with business and community organizations that contributed over \$18,000. In Year 2, the existing partners increased to 12 which directly correlated to increased contributions in the amount of \$44,173. Table 15 identifies the partner contributions in the form of (a) volunteer staffing, (b) goods and materials and/or (c) fundraising.

Each of the partners is a vital stakeholder by virtue of contributing their time, financial support, and mentorship. Many of the program's students live in a single parent dwelling where a male figure is not always present. The men of The Masonic Royal Ark Lodge #574 understand this reality and for over 20 years have volunteered their time and resources to CAE in various ways to help provide a sense of belonging and positive self-awareness to all students. Since the inception of GOALS Academy, 5 to 10 Masons have attended every function, filling various positions at each event. Noteworthy contributions include spearheading events such as *Letters to Veterans* and celebration of *Earth Day*. On April 22, 2016 the Masons of Royal Ark Lodge #574 collaborated with the other partners, to educate students about the different continents, levels of the ecosystems, and the importance of recycling. They have been known to grill hot dogs, hamburgers and served students and staff while simultaneously mentoring the students. Indeed, their commitment to GOALS was appreciated by parents, staff, and students alike.

Table 15: Partners and Partner Contributions

Partner	Contribution Type	Total Contribution
1. Atlanta Metropolitan College	Volunteer Staffing	\$9,600
2. Atlanta Public Schools Nutrition Department	Fundraising	\$20,000
3. Atlanta Syrup Plant	Programmatic Activities/ Volunteer Staffing/Fund Raising Goods/Materials	\$1,895
4. Chick-Fil-A	Fundraising	\$775.00
5. Cleveland Avenue PTA	Goods Materials	\$20
6. Crystal Reese	Goods Materials	\$280
7. George High School Alumni Association	Volunteer Staffing/Fund Raising Goods/Materials	\$510
8. John Watkins	Goods/Materials	\$30
9. Kenneth Campfield Outreach Foundation, Inc.	Programmatic Activities/ Volunteer Staffing/Fund Raising Goods/Materials	\$5,428
10. Peach State Health	Programmatic Activities/ Volunteer Staffing/Fund Raising Goods/Materials	\$1,435
11. Royal Ark Lodge #574	Volunteer Staffing/Fund Raising Goods/Materials	\$3,770
12. RW Educational Consultants	Volunteer Staffing/Fund Raising Goods/Materials	\$430
Grand Total Contributions		\$44,173

XI. PROGRAM HIGHLIGHTS AND AREAS FOR IMPROVEMENTS

Student Retention Highlight

During the 2014-15 academic year, GOALS Academy completed Year 1 of program implementation and operation and completed Year 2 during the 2015-16 academic year.

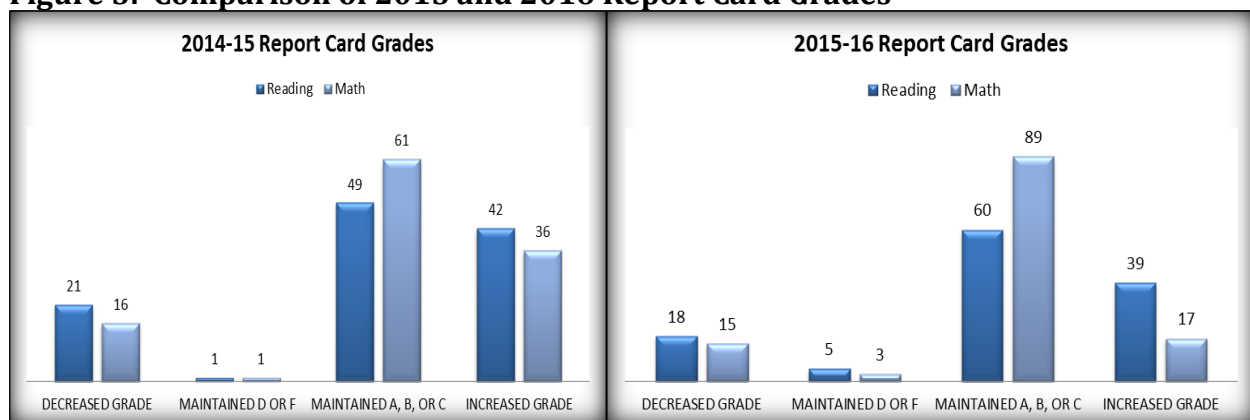
During Year 1, 86% of the students who registered for the GOALS Program attended 30 days or more. The average daily attendance was 104 students. In Year 2, the percentage of regular attendees was maintained at 86% yet the daily average attendance increased from 104 to 114 students. The Program Director implemented several strategies by building better relationships with the parents and encouraging volunteer opportunities during the Parent Connection Activities in an effort to reveal the true value of the program to each parent. In Year 2, of the 142 regular attendees, 118 completed the program in May 2016. GOALS Academy retained 83% of the 142 regular attendees with only 17% attrition.



Student Report Card Highlight

GOALS Academy is structured in four 9 week instructional units: the first 9 weeks are devoted to Science, second 9 weeks to Mathematics, third 9 weeks to Social Studies and the last 9 weeks include culminating learning activities in the three subject areas. In Year 1, 53% (74 out of 140 regular attendees) maintained a grade of A, B or C and in Year 2, 63% (89 out of 142 regular attendees) maintained a grade of A, B or C. Noticeably, GOALS Academy students achieved a 20% increase on their report card grades within the second year of operation.

Figure 5: Comparison of 2015 and 2016 Report Card Grades



Parent Surveys Highlight

During Year 1, only 19% (26 out of 140 parents) completed the parent survey of their children participating in GOALS Academy. During Year 2, 70% (99 out of 142 parents) parent surveys were completed; a 51% increase compared to Year 1. The Site Coordinator stressed to parents the importance of completing the surveys and outlined possible consequences of not being an active stakeholder to the program. The Site

Coordinator also provided incentives for each student who returned a completed parent survey.



The lack of completed surveys did not in any way correlate to the positive attitudes of the parents towards GOALS Academy. During Year 1 as well as Year 2, 80-90% of the parents indicated their child's behavior improved; homework completion improved; and they are very satisfied with the after-school program.

Partnership Highlight

During Year 1, GOALS Academy established 8 partnerships with a total contribution of \$18,909. In Year 2, GOALS Academy maintained 12 mutually successful partnerships contributing over \$44,000. This is a testament to the determination of the Program Director to sustain GOALS Academy. In order to operate GOALS Academy successfully, the Program Director is aware that additional funding and support is required. In the upcoming year, the Advisory committee, under the leadership of the Program Director, will identify potential community partners and alternative funding streams. During the meetings held on October 6, 2015, November 17, 2015, January 19, 2016, and March 15, 2016, the Advisory Committee began the process of creating a diversified plan to expand the overall capacity of the program especially after state funding ends. Parents, students, and the involved business community will be an integral parts of the process.



Academic Achievement Improvements

GOALS Academy did not meet Objectives 1.1-1.3. These objectives directly correlated to the state standardized assessment, Georgia Milestones. Now that the baseline data of the 2014-15 Georgia Milestones is available, the need to restructure the after-school program curriculum to meet the demands of increased rigor on the assessment and/or amendment of the current objectives is advisable. While some type of modification to the objectives is forthcoming, it is important to mention that in Mathematics, Science, and Social Studies for Grade 3 & Grade 5 (refer to Appendix B), GOALS Academy students performed better than the State Average on the 2015 Georgia Milestones for the students scoring developing and higher. While the State scores for the 2016 Georgia Milestones are not available yet, GOALS Academy students in Mathematics, Science, and Social Studies for Grade 3, Grade 4 & Grade 5 (refer to Figures 2 - Figure4), performed better than Cleveland Avenue students in each of the aforementioned subjects in all grade levels.

XII. RECOMMENDATIONS AND CONCLUSIONS

Students participating in GOALS Academy are exposed to a wealth of knowledgeable professionals whose ingenuity creates an arena of learning infused with exciting and engaging activities. All activities were aligned to the Georgia Performance Standards and the objectives of GOALS Academy 21st CCLC proposal.

This portion of the summative report provides an independent overview with practical recommendations to enhance the implementation and success of the community learning center as defined by the relevant questions created in Table 4, and referenced below.

Relevant Question – Grades 3-5: *“Are improvements made in mathematics scores on the standardized test for Grades 3-5 students who participate in GOALS Academy?”*

Objective 1.1: 60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner in Mathematics on the Georgia Milestones.

Objective 1.2: 60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner in Science on the Georgia Milestones.

Objective 1.3: 60% of regularly participating students in grades 3-5 (attending the program 30 days or more) will score as proficient or distinguished learner in Social Studies on the Georgia Milestones.

The purpose of these objectives is to reduce the academic achievement gaps in all domains on the state’s standardized assessment. With the occurrence of the statewide

transition to The Georgia Milestone Assessments and increased rigor, the Objectives 1.1-1.3 were not met.

Recommendation/Conclusion: Therefore, amending the prescribed objective to state “60% of regularly participating students in Grades 3-5 (attending the program 30 days or more) will score developing or higher in Science, Social Studies and Mathematics.” may be a more realistic alternative. Although Objectives 1.1-1.3 were not met, Grades 3, 4 & 5 Mathematics, Science, and Social Studies percentages for GOALS Academy Students (developing and higher) were all above 65% (Figures 2-4).

Relevant Question - Kindergartens: *“Are improvements made in academic readiness for first grade reading and mathematics, as indicated by SLOs scores for kindergartens who participate in GOALS Academy?”*

Objective 1.4: 60% of Kindergarten participants (attending 30 days or more) will meet or exceed standards in English Language Arts (ELA) and Mathematics as measured by Student Learning Objectives (SLOs).

SLOs were administered to all Kindergarten students at CAE. Of the students in GOALS Academy, 83% met or exceeded expectations in English and Language Arts as measured by the SLOs. Of the 13 Kindergarteners participating in GOALS Academy, 100% met/exceeded standards in Mathematics as measured by SLOs. Combined, the average score for reading and mathematics is 91%.

Recommendation/Conclusion: This Objective was met, based on evaluation results. Staff is encouraged to continue current efforts in the upcoming year to maintain results and participate in professional development workshops.

Relevant Question – Grades 1 and 2: *“Are improvements made in mathematics scores on the APS Computer Adaptive Assessments for students in Grades 1 and 2 who participate in GOALS Academy?”*

Objective 1.5: 60% of participants in Grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in Mathematics on the Atlanta Public Schools Computer Adaptive Assessments.

The Atlanta Public School Computer Adaptive Assessments was administered to all students’ first and second grade students. The combined average score of the participants in Grades 1 and 2 was 81% on the Computer Adaptive Assessments for Mathematics; therefore, the objective was met. Of the 19 first graders participating in GOALS Academy, 89% met/exceeded expectations and of the second graders, 73% met/exceeded expectations for Mathematics on the Computer Adaptive Assessments.

Recommendation/Conclusion: Thus, the increase in scores is most likely attributed to the expertise provided by GOALS Academy Staff. Staff is encouraged to continue current efforts in the upcoming year to maintain results and participate in professional development workshops.

Relevant Question – Grades 1 and 2: *“Are improvements made in science scores on the Student Learning Objective (SLOs) for students in Grades 1 and 2 who participate in GOALS Academy?”*

Objective 1.6: 60% of participants in Grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in Science on the Student Learning Objectives (SLOs).

CAE administered the SLOs twice during the 2015-16 academic year for all CAE students. The test was given in October 2015, representing the pre-test and again in March 2016, representing the post-test. Of the 21 first graders scores, 67% of the student’s

met/exceeded expectations on the SLOs post-test for science while of the 23 second graders only 56% of the students met/exceeded expectations on the SLOs post-test for science. Combined, the average score of the participants in Grades 1 and 2 was 62% on the SLOs for science; thus the Objective was met.

Recommendation/Conclusion: Although the objective was met, the data from the SLOs strongly suggest a challenge for the students to score at least 60% in Science. An increase in rigor in the science curriculum for GOALS students may be warranted.

Relevant Question – Grades 1-2: *Are improvements made in social studies scores in Grades 1 and 2 on the standardized test among students who participate in GOALS Academy?"*

Objective 1.7: 60% of participants in Grades 1 and 2 (attending 30 days or more) will meet/exceed expectations in Social Studies on the standards based pre/posttests.

GOALS Academy used a Social Studies assessment tool to assess the content growth of student learning in social studies. Of the 19 first graders scores, 68% of the students, and of the 19 second graders, 79% of the students, met/exceeded expectations on the post-test for Social Studies. Combined, the average Social Studies post-test score for Grades 1 - 2 is 74%.

Recommendation/Conclusion: Combined, the average score of the participants in Grades 1 and 2 was 74% on the post-test for social studies; thus the Objective was met. Continue the level of rigor and innovative activities to maintain the high level of success for the upcoming year.

Relevant Question – Parental Involvement: *“Do parents attend parent/family workshops and special programs that involve their children at GOALS Academy?”*

“Are parents pleased with GOALS Academy programming? Do parents believe GOALS Academy has helped their child?”

Objective 2.1: 10% of Parents/guardians will volunteer one to two hours during the project year.

Objective 2.2: 80% of Parents/guardians will participate in student/family involvement activities.

GOALS Academy had 11 Parental Involvement activities in the 2015-16 academic year. 44 parents volunteered throughout the year and 100% of all parents participated in one student/family activity as evidenced by the 301 signatures on the sign in sheets.

Recommendation/Conclusion: Thus, the Objective was met. Although Objective 2.2 was met, a possible way to increase parental involvement at each of the activities is to provide food at the parent engagements. GaDOE allows \$3.50 per parent for meals during parent workshops. Since many of the parents’ work, providing refreshments may increase participation.

Relevant Question – Teacher Professional Development: *“Are teachers attending professional development design for GOALS Academy?”*

“Is the content of the professional development workshops relevant to enhance the teacher content knowledge?”

Objective 3.1: 100% of after-school teaching staff will participate in four professional development requirements.

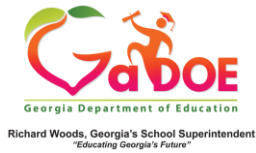
Objective 3.2: 100% of Summer Academy teaching staff will participate in one professional development requirement

All GOALS certified teachers were expected to attend two sessions of professional development in the fall and two sessions of professional development in the spring. 100% of all staff attended the professional development workshops; thus, the Objective was met.

Recommendation/Conclusion: Results from the Georgia Milestone Assessments indicate a deficit in student performance in English and Language Arts. Likewise, the Report Card Grades on the Common Data Elements Form also suggest a weakness in reading. With this being said, integrating additional phonics and reading strategies into the after-school curricula is suggested.

In light of the results, GOALS Academy is on target to achieve the goals and objectives outlined in the 21st CCLC proposal. After a thorough review of all data, it is evident that GOALS Academy has effectively made progress in increasing student achievement in mathematics, social studies, science, and reading. The program has also been effective in its outreach efforts to parents of participating students and the community as a whole.

Appendix A



Georgia Department of Education 21st Century Community Learning Centers FY 16 Common Data Elements Form

Subgrantee: Cleveland Avenue Elementary

Date: June 12, 2016

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend ≥ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	120	Number:	162	Number:	142	Number:	11	Number:	301
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	11	Number:	8	Number:	3	Number: N/A			
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	24	Number:	24	Number:	21	Number: 2			
Regular Attendees without scores who took standardized test						Number:		5	
Regular Attendees who did not take standardized test						Number:		*66	
Retake Data (If applicable)						Number of Retakes:		0	
Beginning		Developing		Proficient		Distinguished			
Number:	N/A	Number:	N/A	Number:	N/A	Number: N/A			
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	11	Number:	33	Number:	22	Number: 5			
Regular Attendees without scores who took standardized test						Number:		5	
Regular Attendees who did not take standardized test						Number:		*66	
Retake Data (If applicable)						Number of Retakes:		0	
Beginning		Developing		Proficient		Distinguished			
Number:	N/A	Number:	N/A	Number:	N/A	Number: N/A			

*Georgia Milestones is only administered to Grade 3 – Grade 5. Therefore, Kindergarten, Grade 1 and Grade 2 do not take the assessment and have no scores. Thus, Regular Attendees who did not take the standardized test (*66) is composed of those aforementioned Grade levels.

4. Report Card Grades: * Report Card Grades for ELA and Math are retrieved from 1 st and 3 rd 9 weeks' data.							
4A. English Language Arts – Regular Attendees							
Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)		Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)		Regular attendees who maintained a specific grade all year		
Number	Number		Number		"A" or "B"	"C"	"D" or "F"
20	39		18		47	13	5
Identify if subgrantee utilized numeric (preferred) or letter grades							
4B. Math – Regular Attendees							
Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)		Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)		Regular attendees who maintained a specific grade all year		
Number	Number		Number		"A" or "B"	"C"	"D" or "F"
18	17		15		68	21	3
Identify if subgrantee utilized numeric (preferred) or letter grades			N/A				
5. Surveys							
5A. Student Surveys							
Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction		
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	
Number	Number		Number		Number		
92	87	3	91	1	88	2	
5B. Parent Surveys							
Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction		
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	
Number	Number		Number		Number		
99	83	15	86	11	97	0	
5C. Regular School Day Teacher Surveys							
Number of Teacher Surveys Completed	Behavior		Homework Completion				
	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement		No Need to Improve		
Number	Number		Number				
142	49	34	72		24		
6. Partners							
Number of Partners	Total Amount of Contributions						
12	\$44,173						

Appendix B

2014-15 Georgia Milestone Assessment for GOALS Academy

Figure B-1.a & Figure B-1.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (Math percentages)

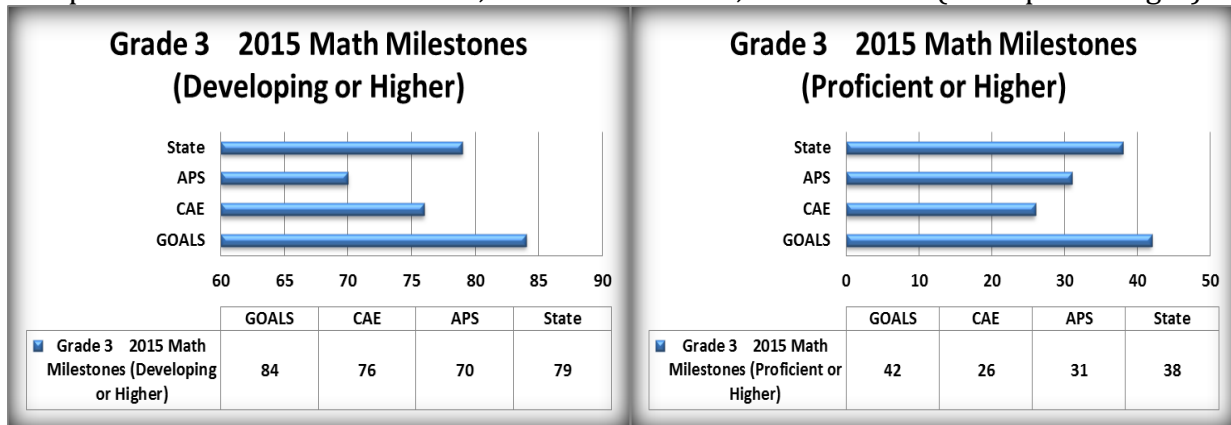


Figure B-2.a & Figure B-2.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (Science percentages)

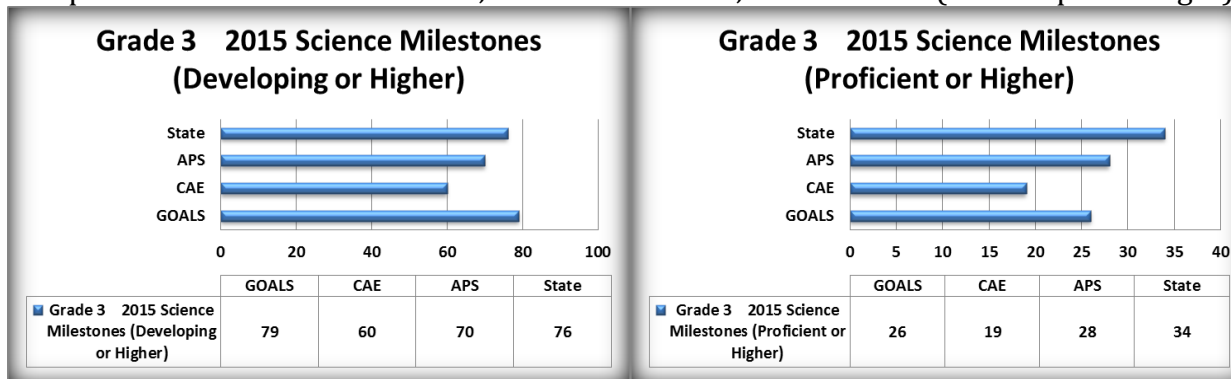


Figure B-3.a & Figure B-3.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (Social Studies percentages)

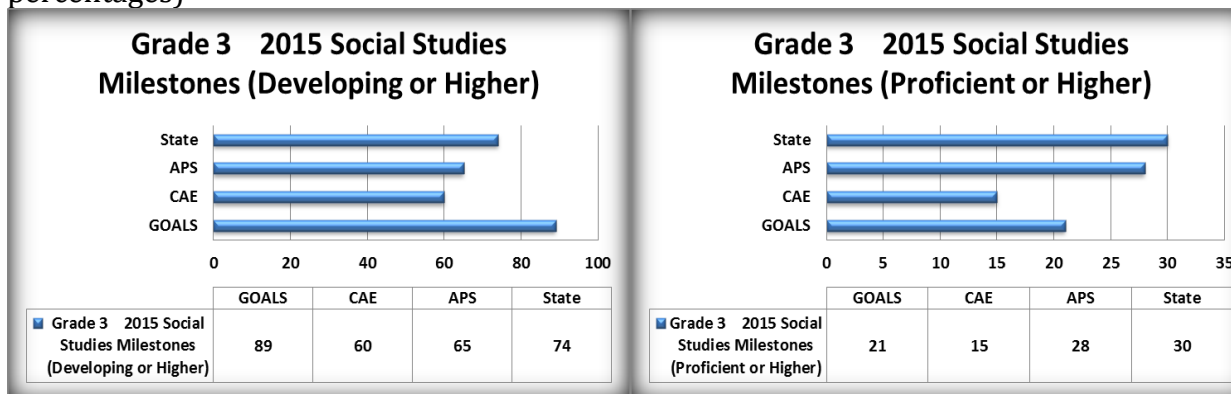


Figure B-4.a & Figure B-4.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (English Language Arts percentages)

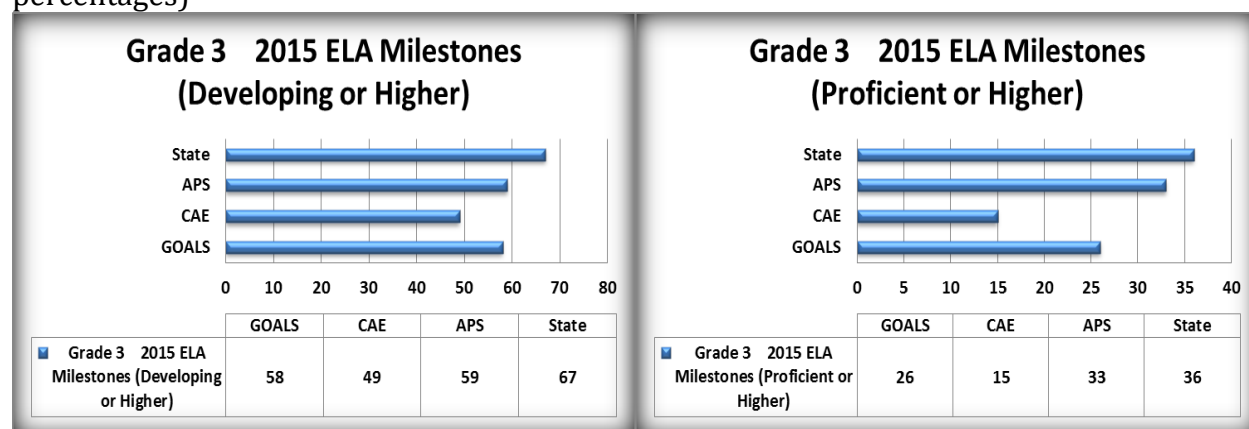


Figure B-5.a & Figure B-5.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (Math percentages)

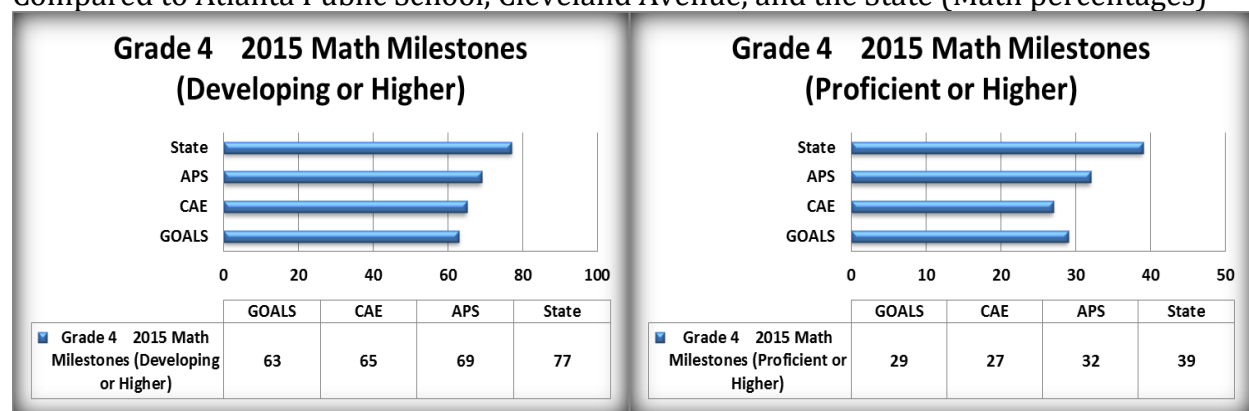


Figure B-6.a & Figure B-6.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (Science percentages)

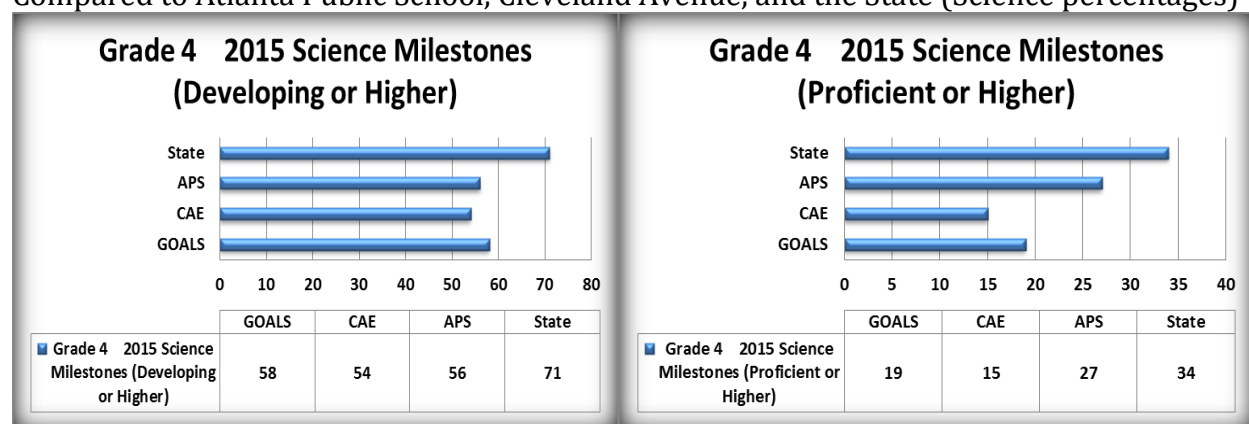


Figure B-7.a & Figure B-7.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (Social Studies percentages)

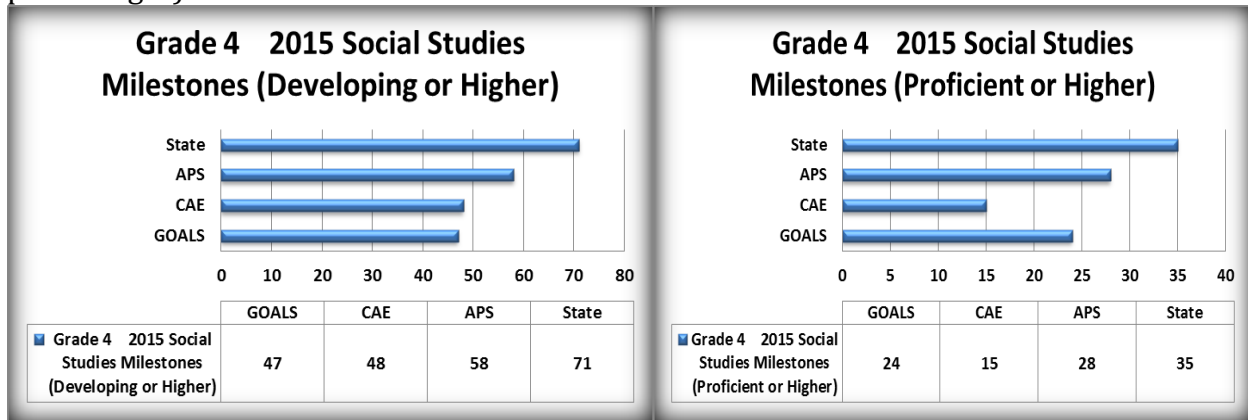


Figure B-8.a & Figure B-8.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (English Language Arts percentages)

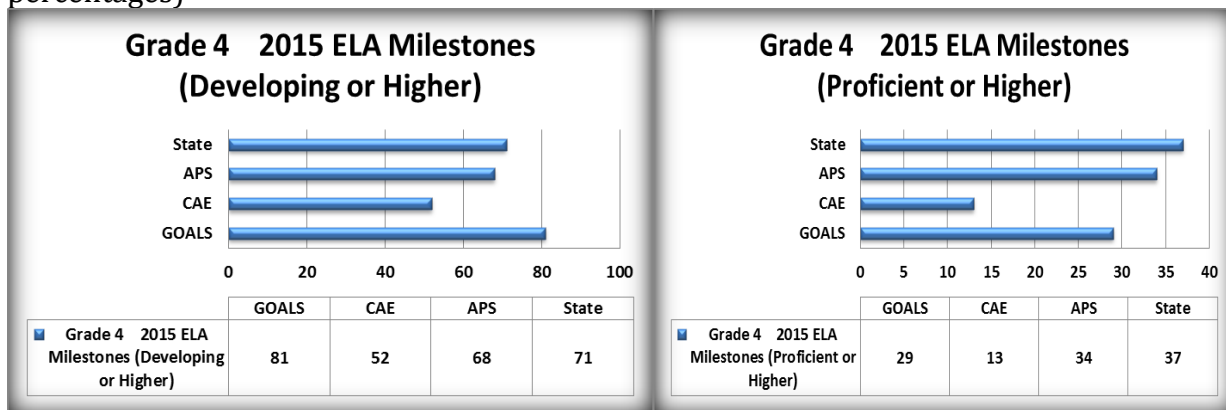


Figure B-9.a & Figure B-9.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (Math percentages)

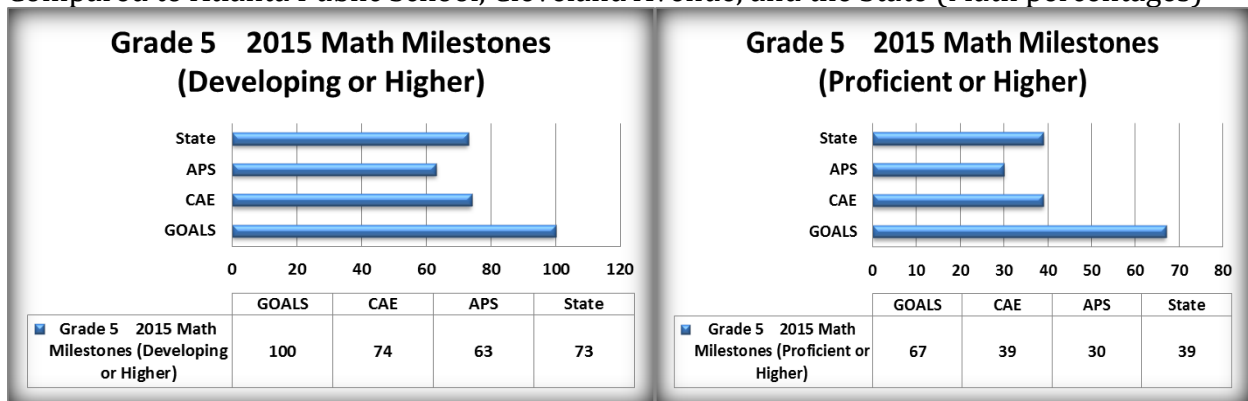


Figure B-10.a & Figure B-10.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (Science percentages)

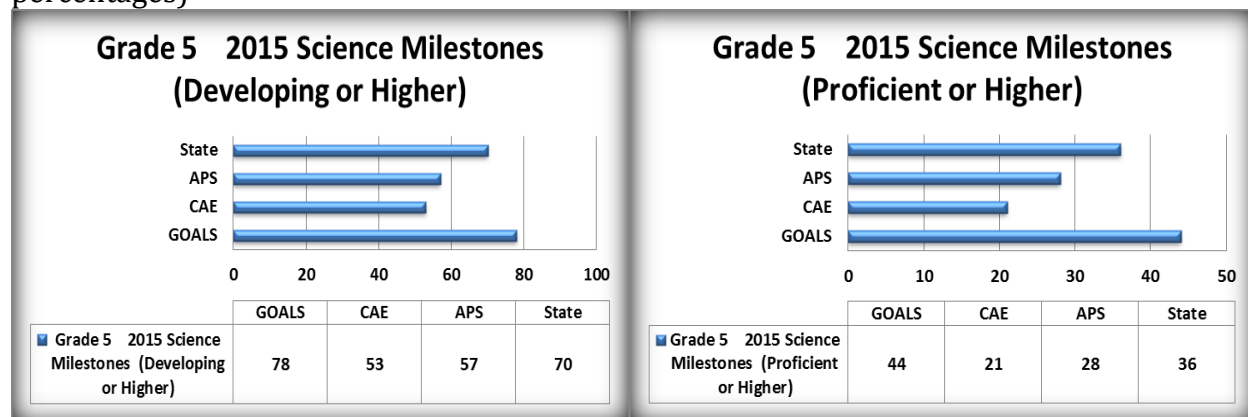


Figure B-11.a & Figure B-11.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (Social Studies percentages)

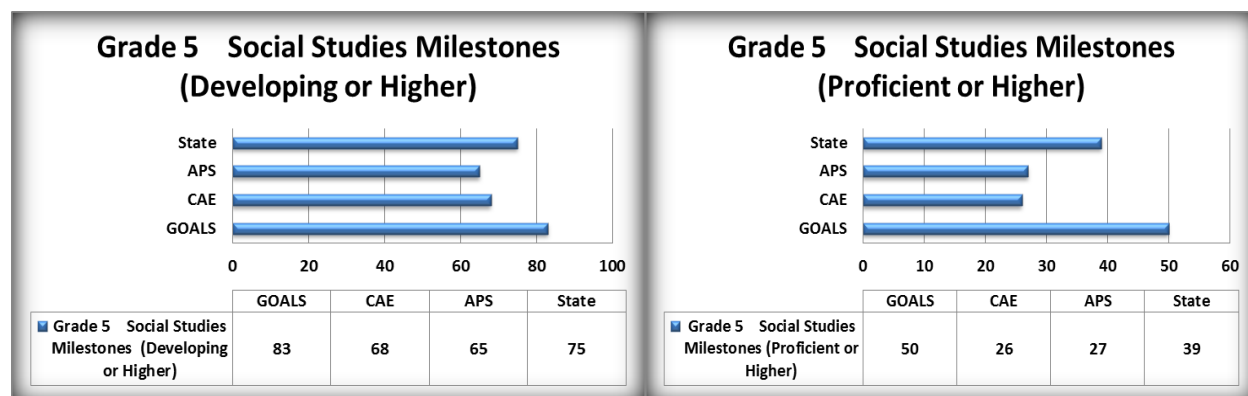
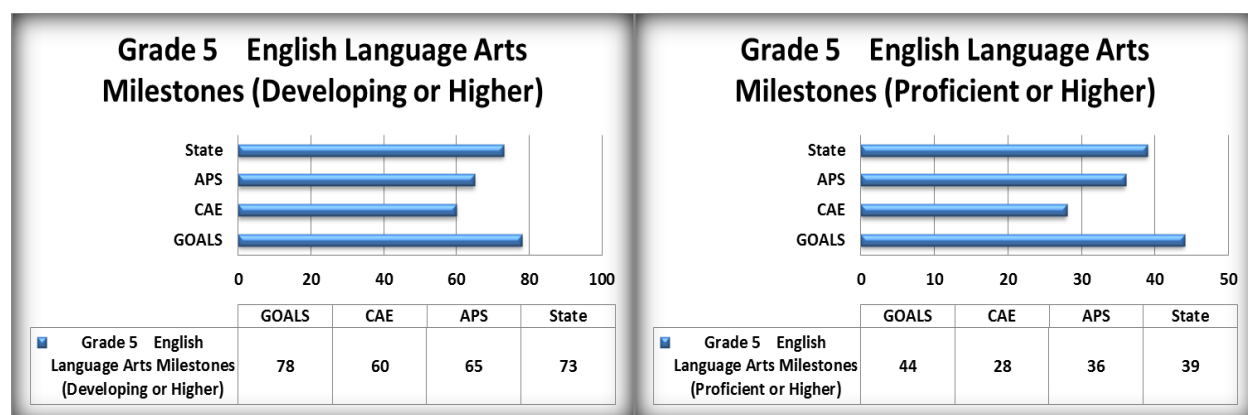


Figure B-12.a & Figure B-12.b: Comparison Georgia Milestones Scores for GOALS Students Compared to Atlanta Public School, Cleveland Avenue, and the State (English Language Arts percentages)



Appendix C

Table C. Parent Survey Results

Parent Survey Items and Response Frequencies Number of Parents Responding =99				
1. The program is helping my child's behavior improve.				
Strongly Agree 43 (43%)	Agree 40 (40%)	Neither Agree/ Disagree 15 (15%)	Disagree 0 (0%)	Strongly Disagree 1 (1%)
2. The program is helping my child to complete and turn in his/her homework on time.				
Strongly Agree 42 (42%)	Agree 44 (44%)	Neither Agree/ Disagree 11 (11%)	Disagree 2 (2%)	Strongly Disagree 0 (0%)
3. How satisfied are you with the GOALS Academy Program?				
Very Satisfied 79 (79%)	Satisfied 18 (18%)	Neither Agree/ Disagree 0 (0%)	Somewhat Dissatisfied 2 (2%)	Very Dissatisfied 0 (0%)
4. Prior to your child participating in GOALS Academy, where did your child usually go after school?				
Home Alone 15 (15%)	Home w/ Siblings, Parents, Guardian, Sitter 53 (53%)	Home of Someone Else 9 (9%)	Someplace Else for Activities 14 (14%)	Other 0 (0%)
5. How did you find out about GOALS Academy?				
School Agency 95 (95%)	Another Parent 1 (1%)	Community Organization 0 (0%)	Another Student 0 (0%)	Other 3 (3%)
6. The program is helping my child's reading skills improve				
Strongly Agree 55 (55%)	Agree 31 (31%)	Neither Agree/ Disagree 13 (13%)	Disagree 1 (1%)	Strongly Disagree 0 (0%)
7. The program is helping my child's math skills improve.				
Strongly Agree 52 (53%)	Agree 36 (36%)	Neither Agree/ Disagree 11 (11%)	Disagree/ Strongly Disagree 0 (0%)	No Answer 0 (0%)

Appendix D

Table D. Student Survey Results

Student Survey Items and Response Frequencies Number of Students Responding =92				
1. I like the 21st CCLC Program				
Strongly Agree 63 (68%)	Agree 25 (27%)	Neither Agree/ Disagree 2 (2%)	Disagree 1 (1%)	Strongly Disagree 1 (1%)
2. My overall behavior has improved because of the 21st CCLC program.				
Strongly Agree 61 (66%)	Agree 26 (28%)	Neither Agree/ Disagree 3 (3%)	Disagree 1 (1%)	Strongly Disagree 1 (1%)
3. The 21st CCLC program helps me complete and turn in my homework on time.				
Strongly Agree 78 (85%)	Agree 13 (14%)	Neither Agree/ Disagree 1 (1%)	Disagree 0 (0%)	Strongly Disagree 0 (0%)
4. I'm doing better in school since I started coming to the 21st CCLC program.				
Strongly Agree 76 (83%)	Agree 13 (14%)	Neither Agree/ Disagree 3 (3%)	Disagree 0 (0%)	Strongly Disagree 0 (0%)
5. I feel better about myself because of the 21st CCLC program.				
Strongly Agree 65 (71%)	Agree 11 (12%)	Neither Agree/ Disagree 10 (11%)	Disagree 5 (6%)	Strongly Disagree 1 (1%)
6. I have made new friends because of the 21st CCLC program.				
Strongly Agree 69 (75%)	Agree 12 (13%)	Neither Agree/ Disagree 2 (2%)	Disagree 4 (4%)	Strongly Disagree 6 (7%)

Appendix E

Table E: Student Ratings from “21 CCLC APR Teacher Survey”

Survey Items and Response Frequencies

Total Number of Students Rated = 142 (100% of Regular Attendees)

To What Extent has the Student changed:

1. Turning in his/her homework on time.

No Need to Improve 28 (20%)	Significant Improvement 34 (24%)	Moderate Improvement 30 (21%)	Slight Improvement 25 (18%)	No Change 21 (18%)	Slight Decline 3 (2%)	Moderate Decline 1 (1%)	Significant Decline 0 (0%)
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2. Completing homework to your satisfaction?

No Need to Improve 24 (17%)	Significant Improvement 34 (24%)	Moderate Improvement 38 (27%)	Slight Improvement 18 (12%)	No Change 23 (16%)	Slight Decline 4 (3%)	Moderate Decline 1 (1%)	Significant Decline 0 (0%)
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3. Participating in class?

No Need to Improve 28 (20%)	Significant Improvement 38 (27%)	Moderate Improvement 34 (24%)	Slight Improvement 21 (17%)	No Change 17 (12%)	Slight Decline 3 (2%)	Moderate Decline 1 (1%)	Significant Decline 0 (0%)
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4. Volunteering?

No Need to Improve 22 (15%)	Significant Improvement 30 (21%)	Moderate Improvement 34 (24%)	Slight Improvement 29 (20%)	No Change 22 (18%)	Slight Decline 5 (4%)	Moderate Decline 0 (0%)	Significant Decline 0 (0%)
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5. Attending Class?

No Need to Improve 55 (38%)	Significant Improvement 24 (17%)	Moderate Improvement 18 (12%)	Slight Improvement 15 (10%)	No Change 28 (20%)	Slight Decline 2 (1%)	Moderate Decline 0 (0%)	Significant Decline 0 (0%)
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Appendix E

Table E: Student Ratings from “21 CCLC APR Teacher Survey” (continued)

Survey Items and Response Frequencies							
Total Number of Students Rated = 142 (100% of Regular Attendees)							
To What Extent has the Student changed:							
6. Being attentive in class?							
No Need to Improve 30 (22%)	Significant Improvement 25 (17%)	Moderate Improvement 31 (22%)	Slight Improvement 34 (24%)	No Change 12 (8%)	Slight Decline 9 (6%)	Moderate Decline 1 (1%)	Significant Decline 0 (0%)
7. Behaving well in class?							
No Need to Improve 34 (24%)	Significant Improvement 16 (11%)	Moderate Improvement 33 (23%)	Slight Improvement 23 (16%)	No Change 19 (13%)	Slight Decline 10 (7%)	Moderate Decline 1 (1%)	Significant Decline 1 (1%)
8. Academic Performance?							
No Need to Improve 20 (14%)	Significant Improvement 28 (20%)	Moderate Improvement 34 (24%)	Slight Improvement 37 (26%)	No Change 18 (12%)	Slight Decline 3 (2%)	Moderate Decline 2 (1%)	Significant Decline 0 (0%)
9. Coming to school ready to learn?							
No Need to Improve 33 (23%)	Significant Improvement 28 (20%)	Moderate Improvement 29 (20%)	Slight Improvement 32 (23%)	No Change 18 (12%)	Slight Decline 2 (1%)	Moderate Decline 0 (0%)	Significant Decline 0 (0%)
10. Getting along well with other students?							
No Need to Improve 38 (27%)	Significant Improvement 19 (13%)	Moderate Improvement 26 (18%)	Slight Improvement 29 (20%)	No Change 20 (14%)	Slight Decline 8 (5%)	Moderate Decline 2 (1%)	Significant Decline 0 (0%)