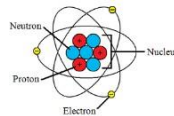


Georgia 21st Century Community Learning Center



Summative Evaluation Report 2016-2017



IMPACT

WILLIAM J. SCOTT ELEMENTARY SCHOOL
ATLANTA PUBLIC SCHOOL SYSTEM

YELL ACADEMY

21st Century Community Learning Center

SUMMATIVE EVALUATION REPORT

2016-2017

Summative Evaluation Report
21st Century Community Learning Centers Program
Award Number S287C150010 FY16-FY20
Summative Report-Year 2
2016-2017

Report Date: June 15, 2017

Jacqueline Scott, Ed. D., Evaluator

The Summative Evaluation Report is submitted to the Georgia Department of Education in fulfillment of the evaluation requirements for grant award S287C150010 for the 21st Century Community Learning Centers Program authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. The report assesses the ongoing efforts of the sub-grantee between the award dates of July 16, 2016 and June 15, 2017.

Overview and History

The school-based 21st Century Community Learning Center was initiated in 2015 between the Youth Engaged in Leadership and Learning (YELL!) Academy and William S. Scott Elementary School (Impact After School Program), Atlanta Public School System. The partnership was solidified on July 16, 2015, after the State Board of Education approved a grant allowing Scott Elementary School to operate the 21st Century Community Learning Centers (21st CCLC) at the local school. Scott Elementary School was the only school in Fulton County to receive an award in 2015. The goal of the program has been to provide academic enrichment in a community with a high concentration of low-income and single parent families. YELL! Academy is committed to promoting enrichment opportunities for elementary and middle school students during afterschool and during summer. The Program offered activities that complement regular academic programs for participating students as well as services for families to support their children's academic success and personal growth.

The Impact Program @ Scott Elementary with YELL! Academy has as its goal to enhance the lives of students, their families and its staff. The program seeks to provide a safe nurturing afterschool environment, academic instructions, tutorials, and enrichment exercises, couched in a science, technology, engineering and mathematics (STEM) curriculum. The goals of the partnership are to provide a high quality after school program for a diverse group of children and their families. The program also seeks to help achieve state and local standards, express positive behavioral and character traits and encourage parent participation in the child's education. The foci of the program include professional development for teachers, establishment of a community advisory board, and parental involvement. The Impact Program @ Scott Elementary with YELL! Academy program components are designed to improve academic grades in school and performance on standardized tests through homework assistance, structured tutorials, remediation and academic enrichment. The Impact Program promotes a healthy lifestyle for children through nutrition, physical activity, and behavioral and emotional functioning. Research studies have provided information that supports the notion that deterrents of discipline problems are often lessened in after school programs that encourage increased parental involvement (Afterschool Alliance, 2008). The Impact Program encourages parental involvement which has a positive impact on student behavior and discipline.

This summative evaluation covers the second year of the five-year funding cycle of the Impact After School Program, that occurred during academic year 2016-2017. The reporting period is from August 8, 2016 to May 8, 2017. During the second year, the program served 119 students

who have attended ≥ 30 days in the after school program at Scott Elementary School in grades K-5 and their immediate family members. The target student population primarily consisted of African American students. Under the administration of YELL! Academy, the program provided effective academic support and instruction that was designed to increase the academic attainment for students with high needs in Reading, English Language Arts (ELA), and Mathematics. Academic and enrichment instruction is delivered by certified teachers and personnel.

Student Attendance and Enrollment

Table 1A: Student Attendance and Enrollment 2016-2017

| Total Number of Students Registered | Regular Attendees (> 30 days) | Regular Attendees (> 60 days) | Regular Attendees (> 90 days) | Average Daily Attendance |
|-------------------------------------|-------------------------------|-------------------------------|-------------------------------|--------------------------|
| 202 | 119 | 93 | 65 | 91 |

Table 1B: Student Attendance and Enrollment Percentages

| Total Number of Students Registered | Percent of Registered Students Attending (≥ 30 days) | Percent of Regular Students Attending (≥ 60 days) | Percent of Regular Students Attending (≥ 90 days) |
|-------------------------------------|--|---|---|
| 202 | 59% | 78% | 55% |

Student Demographics

The Impact Program @ Scott Elementary with YELL! Academy served 119 students in the program during 2016-2017. The student demographic summary is based on data for 119 program participants who attended the program 30 or more days. Student participants were distributed among grades K-5, with the largest number of students concentrated in the third (25) and first (23) grades. The age range for student participants was 5-11 years. All of the student participants subscribe to free or reduced lunch and are English language proficient. The ratio of male to female participants is 8 to 11.

Gender

During Year 2, the program enrolled more females than males in terms of students attending the program 30 or more days. Overall, 61% were female compared to 39% male participants. These percentages are slightly different when compared to the gender percentages for FY 16, 59% female and 41% male.

Table 2: Distribution of Enrollment by Gender

| Number of Regular Attending Impact Student Participants | Number | Percent |
|---|--------|---------|
| Female | 72 | 61 |
| Male | 47 | 39 |
| Total | 119 | 100 |

Grade Level

Student participants were fairly distributed among grade levels K-5. During Year 2, the program served slightly more students in the third and first grades. First and Second grades had the highest percentage of program participants with 30 or more days in attendance during Year 1 of the program. Of the students attending 30 or more days, 51% were in grades K-2 and 49% were in grades 3-5. There was no significant change in the relative proportion of students in grades K-2 and grades 3-5 when compared to the previous year. Third graders comprise 22% of all regularly attending students, with 20% first graders, 16% second graders, 15% in both kindergarten and fourth grade, with only 12% in 5th grade.

Table 3: Distribution of Regular Student Participants by Grade Level

| | Kindergarten | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade | 5 th Grade | Total |
|---|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| Number of Impact after school Participants | 18 | 24 | 19 | 26 | 18 | 14 | 119 |
| Percent of Total Regular Attendees | 15% | 20% | 16% | 22% | 15% | 12% | 100 |

Table 4: Distribution of Students by Gender and Grade Level

| | Female | Male | Total |
|--------------|--------|------|-------|
| Kindergarten | 7 | 11 | 18 |
| Grade 1 | 13 | 11 | 24 |
| Grade 2 | 13 | 6 | 19 |
| Grade 3 | 16 | 10 | 26 |
| Grade 4 | 13 | 5 | 18 |
| Grade 5 | 10 | 4 | 14 |
| Total | 72 | 47 | 119 |

Ethnicity and Primary Language

For participants attending 30 or more days, the program served a higher percentage of Black, not of Hispanic origin (96%,) when compared to Hispanic participants (3%) and participants of two or more races (1%). The ethnic distribution is very similar to 2015-2016: Black/African American (94%), 4% Latino/Hispanic, 1% white and 1% mixed. The ethnic distribution mirrors the school's population of students.

The primary language of student participants with 30 or more days in attendance is English (96%) with (3%) with Spanish as the primary language, even though 100% are proficient in the English language.

Table 5A: Ethnicity

| Grade Level | Black (not of Hispanic origin) | Hispanic | Two or More Races |
|---------------------|---------------------------------------|-----------------|--------------------------|
| Kindergarten | 18 | | |
| Grade 1 | 24 | | |
| Grade 2 | 17 | 1 | 1 |
| Grade 3 | 25 | 1 | |
| Grade 4 | 17 | 1 | |
| Grade 5 | 13 | 1 | |
| Total | 114 | 4 | 1 |

Table 5B: Distribution of Students by Primary Language

| Grade | English | Spanish | No Data |
|---------------------|----------------|----------------|----------------|
| Kindergarten | 18 | | |
| Grade 1 | 24 | | |
| Grade 2 | 18 | 1 | |
| Grade 3 | 25 | 1 | |
| Grade 4 | 16 | 1 | 1 |
| Grade 5 | 11 | 1 | 2 |
| Total | 114 | 4 | 1 |

Transportation

The Impact Program @ Scott Elementary with YELL! Academy appears to have overcome one of the major barriers to successful operation of an after school program which is transportation. Nearly 40% of the students ride the school bus home from the program. The program has a major advantage in that it operates in the local school community where a majority of the students live within a zip code area that is the same for the school. Several students live within safe walking distance (4%) and 28% are picked up by a family member. While many program directors are concerned about the challenges of transportation, the Impact program is situated in a community

where transportation home at the end of after school program is not a barrier to program participation. Working parents or single parents who are not available to collect children or arrange for transportation for student participants receive an added advantage of the daily bus transportation home.

Program Operation

During the 2016-2017 academic year, the program was not opened or operated before school, during school, or on the weekends. The program began on August 8, 2016 and ended on May 8, 2017. Start and end dates for the afterschool program are in Table 9. Following the school calendar for the Atlanta Public School System, the program was closed on holidays, teacher professional and planning days and during holiday breaks. The program provided 434 hours of after school services to students during the 2016-2017 academic year. The program provided services that were consistent with the program and operation that was approved in the grant proposal.

Average Daily Attendance

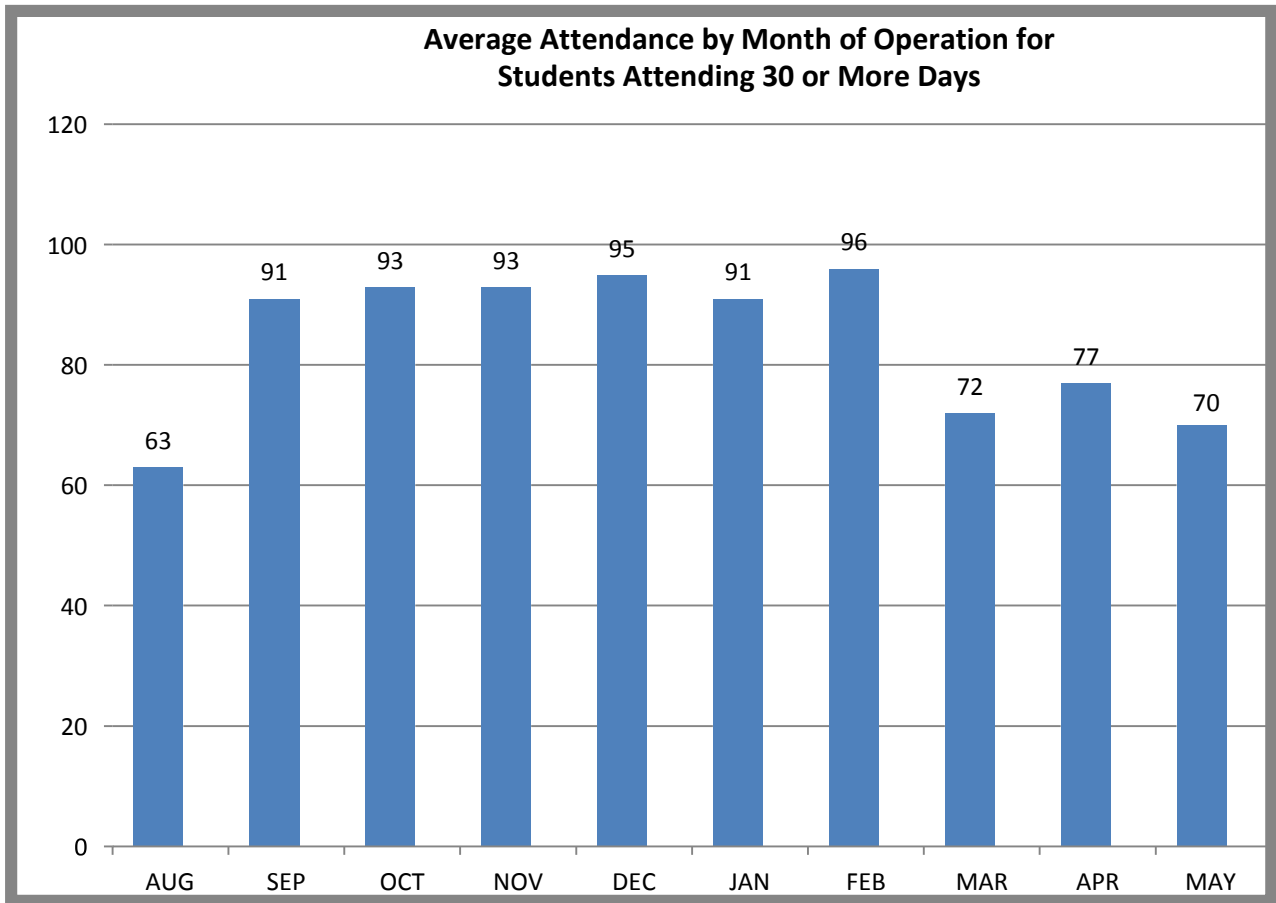
The Impact Program @ Scott Elementary with YELL! Academy provided engaging activities in an afterschool environment during the hours when students would otherwise be without adult supervision. The Impact program operates at a time, 2:30 to 6:00 pm, which is crucial for working parents. A review of the Impact program demonstrates that the program provides a minimum of:

- Thirty-four (34) weeks of academic enrichment services each year: 17 weeks each for two terms, fall and spring.
- Three and a half hours of academic/enrichment services per day for each student, four days a week for a total of 14 hours per week.
- In grades K-2, one hour per day for reading/phonics and one hour a day for mathematics four days a week. An additional half hour for reading two days a week resulting in five hours a week for reading/phonics and four hours a week for mathematics.
- In grades 3-5, forty-five minutes per day for reading/phonics, 45minutes per day for mathematics, 45 minutes for STEM (resulting in approximately two hours per day for academics and one-half hour daily for enrichment (e.g. art, music, martial arts, health, technology)).

Table 9: Attendance by Month for Students Attending 30 or more Days

| | Days | Total Attendance | Average Attendance for the Month |
|---------------------------|------|------------------|----------------------------------|
| August 8-August 31 | 15 | 941 | 63 |
| September 1- September 29 | 16 | 1455 | 91 |
| October 3- October 31 | 13 | 1208 | 93 |
| November 1-November 29 | 12 | 1113 | 93 |
| December 1-December 15 | 9 | 853 | 95 |
| January 9-January 31 | 13 | 1178 | 91 |
| February 1-February 28 | 11 | 1052 | 96 |
| March 1-March 30 | 18 | 1287 | 72 |
| April 10-April 27 | 12 | 929 | 77 |
| May 1-May 5 | 5 | 349 | 70 |
| | 124 | | |

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The above graph depicts the attendance for the months of operation. The months between September and February had the higher attendance rates than the months of August, March, April and May.

Table 11A: Schedule –Impact @Scott elementary with YELL! Academy 2017 for First Grade

| Time | Mon | | Tues | Wed | Thurs |
|------------------------|--------------------------|-------------------------------------|---------------------|---------------------|-------------------|
| 2:30-3:00 3:00-3:30 | Snack Homework ART | | Snack/HW Reading | Snack/HW Reading | Snack STEM Lab |
| 3:30-4:30 | Reading | 4:00-4:30 Conflict Resolution | Reading | Reading | Reading |
| 4:30-5:30 | Math | | Math | Math | Math |
| 5:30-6:00 | Let's Move SOS | | Let's Move SOS | Let's Move SOS | Let's Move SOS |

Table 11B: Schedule –Impact @Scott elementary with YELL! Academy 2017 for Fourth Grade

| Time | Mon | Tues | Wed | Thurs | |
|-----------|------------------------|------------------|------------------|----------------|---------------------|
| 2:30-3:15 | Snack/Homework Reading | Snack/HW Reading | Snack/HW Reading | Snack Reading | |
| 3:15-4:00 | Math | Math | Math | Math | |
| 4:00-4:45 | STEM | STEM | STEM | STEM | Conflict Resolution |
| 4:45-5:30 | Martial Arts | Drama | Martial Arts | Martial Arts | |
| 5:30-6:00 | Let's Move SOS | Let's Move SOS | Let's Move SOS | Let's Move SOS | |

Quality of Staffing

There were 29 staff members working with the Impact @Scott elementary with YELL! Academy. Two enrichment teachers were included in the table twice because they both fell into two categories; certified and enrichment teacher. Many of the certified teachers were regular school day staff from Scott and Boyd Elementary Schools. Boyd is an elementary school nearby which afforded teachers a very short distance to travel to the after school program. There were no volunteers associated with the program.

Table 12: Distribution of Impact Staff Personnel

| | Total |
|---------------------------|-----------|
| Certified Teachers | 18 |
| Paraprofessional | 7 |
| Enrichment Teacher | 4 |
| Program Director | 1 |
| Site Coordinator | 3 |
| Data Administrator | 1 |
| Bus Driver | 1 |
| Total | 31 |

Recruitment efforts were successful in attracting both a well-qualified academic teaching staff and an enrichment staff with bachelor degrees. The paraprofessional all have experience in working in partnership with teachers and students. The program leadership is adequate and experienced in management in afterschool, weekend and summer programs. In addition, the program appears to be able to maintain the projected student to teacher ratio in both the academic and enrichment activities. The student to teacher ratio in the academic and enrichment components of the program are adequate and are aligned with 21st CCLC guidelines. The

academic teacher/student ratio for students attending 30 or more days is 1 teacher per 9 students. This ratio does not include paraprofessionals or enrichment teachers.

Staff Demographic

There were 31 staff members employed for the after school program. All staff members were paid from 21st CCLC grant funds, and none were volunteers. All of the academic teachers are regular school-day teachers, and all are certified. The majority of the staff is female. Additionally, African American/Black is the most prominent race among staff, with one White/Caucasian and one mixed (two or more races).

Table 13: Staff Demographics and Number of Staff per Division

| Staff Division | Number of Staff |
|---|------------------------|
| Certified Teachers | 18 |
| Regular school day teachers | 14 |
| Enrichment staff | 4 |
| Paraprofessionals | 7 |
| Program administrators and coordinators | 4 |
| Program administrators and coordinators with college degrees | 4 |
| Other non-teaching staff | 2 |
| Master's Degree | 5 |
| Bachelor's Degree | 15 |
| Female | 27 |
| Male | 4 |
| Ethnicity-African Americans | 29 |
| White | 1 |
| Mixed two or More Races | 1 |

Staff Development and Training

It appears that the program administrators and leaders provided staff development and training for those employed to support the academic and enrichment goals of the program. The staff development training sessions were led by Dharma Stevens, Glenda Mapp and Charles Robinson. Documentation to support staff development trainings in conjunction with regular staff meetings was provided. The program raised the level of professional development during 2016-2017 in providing specific activities that are clearly identified as methodologies to enhance classroom learning, alignment of curriculum, and standardized assessment. Two teachers, Ms. Sharon Cox and Ms. Shonda Thomas, with expertise in curriculum development served as facilitators for staff development training. Emphasis was also placed on the Read It Once Again Curriculums and training for STEM instruction.

Objective Assessment

The United States Department of Education (USED) requires all 21st CCLC programs to indicate progress towards attaining each of the objectives stated in the grant. In order to assess objective progress, the USED requires each objective to be rated in the Profile and Performance Information Collection System (PPICS). This section summarizes the measures being used to report the progress of each objective. The scale below will identify the level of progress in meeting the objective:

1. Met the Objective
2. Did Not Meet
3. Unable to Measure

The progress of each objective will be rated and in some cases an explanation will be provided. The objective status will be identified and the level at which the objective progress was evident. The report should be read in its entirety and used to provide benchmarks for each objective.

Table 14: Objective Assessment for Regular Attending

| Objectives | Objective Status |
|---|---|
| 1.1) Sixty percent (60%) of regular attendees (students attending 30 or more days) in grades 2 – 5 will obtain the level of Developing, Proficient, and Distinguished Learner in Reading. | Did Not Meet/Progress for students in grades 3-5 (50%); Progress for students in grade 2 (52%) |
| 1.2) Sixty percent (60%) of regular attendees (students attending 30 or more days) in grades K – 1 will obtain the level of Late Emergent, Transitional, and Probable Reader in Reading.* | Met Objective (97%) |
| 1.3) Fifty-five percent (55%) of regular attendees (students attending 30 or more days) in grades 3 – 5 will obtain the level of Developing, Proficient, and Distinguished Learner in Writing. | Unable to Assess; Unable to be measured; Objective not assessed |

| Objectives | Objective Status |
|---|--------------------------|
| 1.4) Fifty-five percent (55%) of regular attendees (students attending 30 or more days) in grades K – 5 will obtain the level of Developing, Proficient, and Distinguished Learner in Mathematics. | Met Objective K-5 |
| 1.5) Sixty percent (60%) of regular attendees (students attending 30 or more days) in grades K – 5 will maintain or improve their grade in Mathematics. | Met Objective |
| 2.1) Ten percent (10%) of parents of regular attendees (students attending 30 or more days) will attend at least four (4) school sponsored events such as parent conferences, curriculum night, open house, and PTA/PTO. | Met Objective |
| 2.2) Ten percent (10%) of parents of regular attendees (students attending 30 or more days) will attend at least four (4) parent workshops related to academic support. | Met Objective |
| 3.1) Twenty-five percent or less ($\leq 25\%$) of regular attendees (students attending 30 or more days) in grades K – 5 will receive discipline referrals during the regular school day. | Met Objective |
| 3.2) Ninety-five percent (95%) of regular attendees (students attending 30 or more days) will attend school during the regular school day at least 95% or better. | Did Not Meet |

* Objective 1.2- Late Emergent (Developing), Transitional (Proficient), Probable (Distinguished)

- ☒ Six of the nine objectives were met.
- ☒ Objective 1.1 was slightly below, 50% and 52%, the benchmark of 60% of regular attendees.
 - Objective 1.3 –Writing assessment data was not submitted.
- ☒ Objective 3.1- The objective was assessed as discipline referrals during the after school program. The objective needs to be changed to reflect after school.
- ☒ Objective 3.2-The objective refers to regular school day attendance rather than after school attendance.

The section below includes performance data from the 2017 Spring Milestones in English Language Arts and mathematics for regularly attending participants. Performance scores received by the school from the original assessment and the retake measures are reported in this section. Table 15 below provides a brief overview of the program’s progress towards achievement of each grant objective in the content area of ELA.

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Table 15: Spring 2017 Georgia Milestones for ELA

| | Achievement Level | | | | | |
|------------------------------|-------------------|----------------|----------------|-------------------|-------------------|-------|
| Grade Level | Beginning (1) | Developing (2) | Proficient (3) | Distinguished (4) | Did Not Take Test | Total |
| Third Grade | 15 | 5 | 1 | 0 | | 21 |
| Fourth Grade | 9 | 4 | 5 | 1 | | 19 |
| Fifth Grade | 3 | 7 | 3 | 0 | | 13 |
| Retake 5 th Grade | | 1 | | | | 1 |
| Total | 27 | 17 | 9 | 1 | 4 | 58 |

Summary for Reading Assessment GMAS

- ☐ 58 students attending 30 or more days were in grades 3-5
- ☐ 54 students took the GMAS test
- ☐ 4 students did not test
- ☐ 27 Students reached levels of Developing, Proficient and Distinguished based on GMAS including one student who passed during the retake examination
- ☐ 50% reached achievement levels of developing, proficiency and distinguished

STAR Assessments were used to measure reading achievement for kindergarten through second grade since the Georgia Milestones are administered to students in these grade levels. The results are presented for the spring 2017, given around the time grades 3-5 are being administered the Georgia Milestones.

Table 16: Spring 2017 STAR Assess for Reading

| | Achievement Levels | | | | | | |
|--------------|--------------------|----------------|----------------|-------------------|---------|-------------------|-------|
| Grade Level | Beginning (1) | Developing (2) | Proficient (3) | Distinguished (4) | Missing | Did Not Take Test | Total |
| Kindergarten | 1 | 9 | 6 | | | 2 | 18 |
| First Grade | | 5 | 4 | 4 | 3 | 8 | 24 |
| Second Grade | 8 | 9 | 1 | 0 | 1 | | 19 |
| Total | 9 | 23 | 11 | 4 | 4 | 10 | 61 |

Summary for STAR Reading Assessment

- ☐ 61 students attending 30 or more days were in grades K-2
- ☐ 47 students took the STAR Assessment in Reading
- ☐ 14 students did not test or had missing data
- ☐ 38 students reached levels of Developing, Proficient and Distinguished based on STAR Assessment in Reading
- ☐ 81% reached achievement levels of developing, proficiency and distinguished in grades K-2
- ☐ 52% (10 of 19 students) of Second graders attending 30 or more days reached achievement levels of developing, proficiency and distinguished
- ☐ 97% (28 of 29 student) in grades K-1 attending 30 or more days reached achievement levels of developing, proficiency and distinguished

Table 17: Spring 2017 Georgia Milestones for Math

| Grade Level | Achievement Level | | | | | Total |
|--------------|-------------------|----------------|----------------|-------------------|-------------------|-------|
| | Beginning (1) | Developing (2) | Proficient (3) | Distinguished (4) | Did Not Take Test | |
| Third Grade | 10 | 10 | 1 | | 5 | 26 |
| Fourth Grade | 4 | 11 | 2 | | 1 | 18 |
| Fifth Grade | 5 | 6 | 3 | | | 14 |
| Total | 19 | 28 | 6 | | 5 | 58 |

Summary for Math Assessment GMAS

- ☐ 58 students attending 30 or more days were in grades 3-5
- ☐ 53 students took the GMAS test
- ☐ 5 students did not test
- ☐ 34 students reached levels of Developing, Proficient and Distinguished based on GMAS
- ☐ 64% reached achievement levels of developing, proficiency and distinguished

Table 18: Spring 2017 STAR Assessment for Math

| Grade Level | Beginning (1) | Developing (2) | Proficient (3) | Distinguished (4) | Missing | Did Not Take Test | Total |
|--------------|---|----------------|----------------|-------------------|---------|-------------------|-------|
| Kindergarten | Kindergarten students were not assessed | | | | | 18 | 18 |
| First Grade | 3 | 6 | 3 | | 4 | 8 | 24 |
| Second Grade | 5 | 10 | 3 | | 1 | | 19 |
| Total | 8 | 16 | 6 | | 5 | 8 | 61 |

Summary for STAR Assessment Math

- ☐ 61 students attending 30 or more days were in grades K-2
- ☐ 30 students took the STAR Assessment in Math
- ☐ 13 students did not test or had missing data
- ☐ 22 students reached levels of Developing, Proficient and Distinguished based on STAR Assessment in Math
- ☐ 73% reached achievement levels of developing, proficiency and distinguished in grades K-2
- ☐ 72% (13 of 18 students) of Second graders attending 30 or more days reached achievement levels of developing, proficiency and distinguished
- ☐ 75% (9 of 12 students) in grades K-1 attending 30 or more days reached achievement levels of developing, proficiency and distinguished

Table 19: ELA Grades/Changes from 2ndst to 4th Quarter Grading Period- Regular Attendees, 2016-2017

| Grade Level | No Grade | Increase | Decrease | Same | Total |
|-----------------------|----------|----------|----------|------|-------|
| Kindergarten | 18 | | | | 18 |
| 1 st Grade | 6 | 8 | 2 | 8 | 24 |
| 2 nd Grade | | | | 19 | 19 |
| 3 rd Grade | 1 | 6 | 4 | 15 | 26 |
| 4 th Grade | | 4 | 1 | 13 | 18 |
| 5 th Grade | | 8 | | 6 | 14 |
| Total | 25 | 26 | 7 | 61 | 119 |

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Table 20: Math Grades/Changes from 2nd to 4th Quarter Grading Period- Regular Attendees 2016-2017

| Grade Level | No Grade | Increase | Decrease | Same | Total |
|-----------------------|----------|----------|----------|------|-------|
| Kindergarten | 18 | | | | 18 |
| 1 st Grade | 5 | 5 | 0 | 14 | 24 |
| 2 nd Grade | | 3 | 1 | 15 | 19 |
| 3 rd Grade | 1 | 7 | 4 | 14 | 26 |
| 4 th Grade | | 3 | | 15 | 18 |
| 5 th Grade | | 6 | 4 | 4 | 14 |
| Total | 24 | 24 | 9 | 62 | 119 |

After School Discipline

The discipline activities of participants in the after school program was analyzed in response to Objective 3.2. The discipline actions reported in the table below is in reference to discipline actions taken in the after school setting. Eighteen percent of regular attendees received discipline referrals in the after school program, which is less than the 25% stated in the objective. For each infraction, there was a discipline

referral. Second graders had the highest number of students to receive a discipline referral, followed by students in third and first grades.

Table 21: Discipline Referral Due to Behavior and Multiple Infractions

| Grade Level | Number of Students |
|-------------|--------------------|
| 1 | 4 |
| 2 | 7 |
| 3 | 5 |
| 4 | 2 |
| 5 | 2 |
| Missing | 1 |
| Total | 21 |

Parent Surveys

The perceptions about the effectiveness and the level of satisfaction with the program activities were surveyed. There were 45 parents who participated in the survey. Most of the parents responding to the survey indicated that they were satisfied with the program overall (98%), with approximately two-thirds (69%), indicating very satisfied. Parents indicated the program is helping the child’s behavior to improve (93%), helping with improvements in reading skills (91%) and with improvements in math skills (85%). Overall, the program provides a safe place for the students afterschool and if were not available, many parents indicated the child would stay home alone (16%), or stay home with sibling, parent, guardian or sitter (56%).

Results from Parent Survey

A total of 45 surveys were completed by parents. About 87% of the parents strongly agree/somewhat that the program is helping the child’s behavior; 80% strong/somewhat agree the program is helping the child complete homework on time; and 98% are very/somewhat satisfied with the program.

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|--|----------------|--------------------|------------------------------------|-----------------------|-------------------|
| 1. The program is helping my child's behavior improve. | 13 (32%) | 26 (61%) | 2 (5%) | 1 (2%) | |
| 2. The program is helping my child to complete and turn in his/her homework on time. | 11 (25%) | 25 (57%) | 4 (9%) | 3 (7%) | 1 (2%) |
| | Very Satisfied | Somewhat satisfied | Neither Satisfied nor Dissatisfied | Somewhat Dissatisfied | Very Dissatisfied |
| 3. How satisfied are you with your child’s 21 st CCLC program? | 31 (69%) | 13 (29%) | 1 (2%) | | |

| | Stay home alone | Stay home with sibling, parent, guardian, sitter. | Someone else | Some place else for activities. | Other (specify) |
|--|-----------------|---|--------------|---------------------------------|-----------------|
| 4. If the 21 st CCLC was not available, where would your child go after school? | 7 (16%) | 24 (56%) | 8 (18%) | 2 (5%) | 2 (5%) |

| | From the school or agency. | From Another Parent. | From another community organization or agency. | From another student. | Other (please specify) |
|--|----------------------------|----------------------|--|-----------------------|------------------------|
| 5. How did you find out about the 21 st CCLC program? | 40 (89%) | 2 (5%) | 1 (2%) | 1 (2%) | 1 (2%) |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|--|----------------|----------|----------------------------|----------|-------------------|
| 6. The program is helping my child's reading skills improve. | 18 (40%) | 23 (51%) | 4 (9%) | | |
| 7. The program is helping my child's math skills improve. | 15 (34%) | 23 (51%) | 6 (13%) | 1 (2%) | |

Student Survey Results

The response rate for student surveys was 108. Students liked the program (86%) and felt their behavior improved because of the program (75%). Eighty-five percent agreed that the program helped the student to complete homework on time and to do better in school. Overall, students gave the program a favorable rating.

| 1. I like the 21st CCLC Program. | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---|-----------|---------|----------------------|--------------------|
| Strongly Agree | 75 | 69 | 75 | 69 |
| Somewhat Agree | 18 | 17 | 93 | 86 |
| Neither Agree or Disagree | 7 | 6 | 100 | 92 |
| Somewhat Disagree | 4 | 4 | 104 | 96 |
| Strongly Disagree | 4 | 4 | 108 | 100 |
| 2. My overall behavior has improved because of the 21st CCLC program. | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Strongly Agree | 56 | 52 | 56 | 52 |
| Somewhat Agree | 25 | 23 | 81 | 75 |
| Neither Agree or Disagree | 15 | 14 | 96 | 89 |
| Somewhat Disagree | 3 | 3 | 99 | 92 |
| Strongly Disagree | 9 | 8 | 108 | 100 |

| 3. The 21st CCLC program helps me complete/turn in my homework on time. | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|--|------------------|----------------|-----------------------------|---------------------------|
| Strongly Agree | 76 | 73 | 76 | 73 |
| Somewhat Agree | 13 | 12 | 89 | 85 |
| Neither Agree or Disagree | 7 | 7 | 96 | 92 |
| Somewhat Disagree | 0 | 0 | 96 | 92 |
| Strongly Disagree | 8 | 8 | 104 | 100 |
| 4. I'm doing better in school since I started coming to the 21st CCLC program. | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Strongly Agree | 75 | 69 | 75 | 69 |
| Somewhat Agree | 17 | 16 | 92 | 85 |
| Neither Agree or Disagree | 13 | 12 | 105 | 97 |
| Somewhat Disagree | 1 | 1 | 106 | 98 |
| Strongly Disagree | 2 | 2 | 108 | 100 |
| 5. I feel better about myself because of the 21st CCLC program. | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Strongly Agree | 64 | 59 | 64 | 59 |
| Somewhat Agree | 23 | 21 | 87 | 80 |
| Neither Agree or Disagree | 12 | 11 | 99 | 91 |
| Somewhat Disagree | 4 | 4 | 103 | 95 |
| Strongly Disagree | 5 | 5 | 108 | 100 |
| 6. I have made new friends because of the 21st CCLC program. | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Strongly Agree | 69 | 65 | 69 | 65 |
| Somewhat Agree | 14 | 13 | 83 | 78 |
| Neither Agree or Disagree | 8 | 8 | 91 | 86 |
| Somewhat Disagree | 7 | 6 | 98 | 92 |
| Strongly Disagree | 8 | 8 | 106 | 100 |

Focus Group

A signed consent form was received from each staff member who participated in the focus group. The focus group was designed to record in-depth information from a previous 10-item survey administered to staff, primarily teachers and paraprofessionals. There were nine participants in the focus group session.

Focus Group Questions

The focus group session was opened with the introduction of the moderator and assistant. The topic and rationale for selection to the focus group were explained. The moderator provided the guidelines for the focus group interactions. Each participant was assigned a number in which they were to announce prior to speaking or answering an inquiry.

- How did you become interested in this type of position (working in an after-school program)?
- What made you decide to take this position? (Are they involved in the school during the day?)
- What is their background, credentials, etc.?) Special certification?
- Please describe the program and your role in the program
- What are the goals of the program? Do you think the participants enjoy coming to the program?
- Do you think the program has affected participants in the following areas:

- Behavior
- School performance
- School attitude/motivation
- What types of support do you receive from the program (other program staff, site coordinator, project director)? From the school? From parents?
- How often do you communicate with school day staff? With the site coordinator? With the teachers of your participants? What systems are in place for communication (ex. Student logs, regular meetings)?
- How often do you coordinate with teachers to support what they're doing with students during regular school hours?
- What are some challenges you have experienced in the program so far?
- What are some successes you have experienced in the program so far?
- How do you plan what activities/programming you offer? (Did they survey the community? Base it on community need? Is it built on research or what has been found to be successful for Out of School Time programs?)
- Are there any community organizations that work with the program? In what ways do these organizations provide support?
- Does the program encourage parental involvement? How many parent volunteers are there? Is there a parent volunteer requirement?

Results

Qualitative data analysis revealed the following emergent themes. Within each of the major themes, several subthemes were identified. Only the major themes are presented in the results.

Major Themes

- Teachers enjoy the hands-on prevalent in STEM curriculum.
- Math and reading involve project based learning which motivating for the students.
- Teachers were well aware of the goals of the program such as demonstrating growth in reading and mathematics.
- Teachers feel that the students enjoy the program.
- Site coordinators provide administrative support to teachers.
- The major support from the school is the use of classroom space.
- Meeting with parents, once a month, to make sure they are aware of the child's progress.
- The YELL! Staff is like a family.

Progress Towards Sustainability

YELL! Academy has established partnerships with five new community organizations in support of the Impact Program. These organizations have provided supplies, resource donations, books and activities and financial resources. Table 14 presents the type of contributions from each organization.

Table 23: Partnerships

| Sustainability Partnerships | | | |
|--|---------------------------------|---|----------------------------------|
| Partners | Type | Support | Estimated Cost of Support |
| Fulton County Human Services Department of Youth and Aging | County Government | Services and resources for families | In-kind |
| Clorox Foundation | Private Foundation | Lab enrichment and grant funds | In-kind Services |
| Coca Cola Company | Business | In-kind, supplies and donations Field trip venue for students | \$1000.00 |
| Atlanta Watershed | City Government | Recyclable donations, classroom enrichment, in-kind services | In-kind services |
| Operation Hope-Banking on Our Future | Non-Profit | Instruction in financial literacy | In-kind |
| Environmental Protection Agency | Government Agency | STEM classroom enrichment and instruction | In-kind services |
| Rockdale County School | Public Education | Books and Classroom Resources | \$1500.00 |
| Parent Leaders United for Students (PLUS) Grant | Non-profit Community foundation | Financial Support to strengthen parent participation in Atlanta Public Schools; sponsored parent workshop; purchased food | \$1000.00 |
| United States Department of Agriculture (USDA) | Government Agency | Mini-grant to develop an outdoor classroom space | \$1000.00 |
| Kids Interested in Technology and Engineering (KITE) | Community Organization | Classroom demonstrations and laboratories | In-kind |
| Total | | | \$4500.00 |