

**Project Alaka'i
McKinley Sub-grantee
External Evaluation**

Betsy Bounds, External Evaluator
Project Period Year 1: August 1 2011-July 30 2012

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EXECUTIVE SUMMARY

Project Alaka'i was submitted for McKinley and Kaimuki sub-grantees. Upon the award, the grant was split and each sub-grantee received a separate grant. McKinley Sub-grantee consists of eight schools. After a late start in the first year of the project (2009), all schools have implemented a 21st Century Community Learning Center (CCLC) at their site. Each site has a site coordinator and this summer of 2012, Pam Kohara replaced Kay Shoji as the Project Director.

The project goals include:

Goal 1: To provide expanded learning opportunities for students at risk that will result in improved academic achievement in core academic areas with emphasis on reading and math.

Goal 2: To increase parent involvement at the school and participation in educational activities.

Goal 3: To collaborate with school staff and community organizations to provide and sustain services in a safe environment provided by CCLC.

CompassLearning was used for assessment and instruction by designing an individual learning path used to target instruction on skill areas the student needs to master to meet proficiency. Individual and group tutoring and homework help also supported academic achievement. Examples of academic enrichment, cultural activities or recreation include cooking, robotics, gardening, hula, and ukulele. Sub-grantee-wide partners included Under the Yoga Tree (now Stretch Your Imagination) and After School All Stars.

The evaluation consisted of collecting data on participation, review of HSA scores for regular attendees and the school as a whole compared to baseline and previous years, parent, student and teacher surveys, and review of results on CompassLearning tests.

The sub-grantee has many positive findings including the following:

- Increased participation by students (1299 total as compared to 964 last year)
- Increased regular attendees (302 compared to 241 last year)
- Increased participation of parents by almost 100%
- 71% of complex schools' 30-day students that meet or exceed standards in reading and 69.7% meet or exceed standards in math.
- 46% had improved grades in reading/language arts and 50% had improved grades in mathematics.
- Academic achievement gains on the HSA for more than 55% of the students in all schools and grade levels by at least one point with the average gain in reading at 11.2 percentage points and for math 12.5 percentage points.
- 98% agree or slightly agree that the CCLC is of great benefit to their child
- 96.6% of students report learning something new
- Continued participation by partners and schools seeking own sustainable partnerships

Based on the evaluation results, the following recommendations are made:

1. Schools should make sure they are targeting the students most in need and work to increase the number of students that are regular attendees.
2. Schools should work to increase communication with families about CCLC and what their child is doing there.
3. Student use of CompassLearning should be closely monitored to ensure that students are completing the lessons before taking the tests and that they have an opportunity to go through the lesson again or have teacher support in order to master the skills.
4. Continue to work to increase parent involvement. Offering some specific activities aimed at parent participation would be one way to do this.
5. All sites need to ensure that surveys are completed by teachers, parents and students so that more accurate information can be obtained for evaluation and a determination of progress and objective attainment.
6. Consideration about sustainability of the CCLC programs is important. This can include expanding partnerships, identification of other funds available, and seeking new funding.
7. It would be beneficial to determine if there are reasons that students indicate that they only feel safe “sometimes” in case there is some need for action.
8. It is important for sites to integrate CCLC into their school improvement or reform initiatives in order to maximize results.
9. It would be advisable to begin to include all teachers in the CompassLearning training so that they are more knowledgeable about the work their students are doing in CCLC and to be able to understand the reports.

PROGRAM DESCRIPTION

Initially, a CCLC grant was submitted jointly with Kaimuki and McKinley complexes to address student needs. After the grant award, the project was split into a separate grant for each sub-grantee. McKinley Sub-grantee has 8 schools including one high school, one middle school and six elementary schools. Two of the schools, McKinley High School and Central Middle School were in restructuring for failing to make AYP. Kaiulani Elementary School also failed to make AYP. Schools are characterized by high poverty with those eligible for free/reduced lunch ranging from 48.8% to 79%. The percent of ELL students at all schools was 19.8% or over. Academic achievement was below the state average in many grades at the sub-grantee schools on both the Hawaii State Assessment (HSA) and the Terra Nova (TN). On the School Quality Surveys, there were concerns about safety, family involvement and academic achievement. The high school dropout rate was over 17%. The community is characterized by high poverty with almost 20% of the families living in poverty. For educational attainment, 25% of the population has less than a high school diploma. The grant addresses identified needs at all 8 schools.

Based on identified needs, the sub-grantee initiated CCLC programs at its schools. Due to various factors including a delay in getting contracts into place for the services, implementation occurred late. The first time services were offered was in summer of 2010 but by the end of the current year, all schools had a CCLC in place. Each site received a server and the CompassLearning software program, a web-based program that includes academic assessment and remediation based on an individual learning path. In addition, CompassLearning provides credit recovery courses that can be made available to students. Professional development was provided for CCLC staff. An interest survey was distributed to students, parents and teachers and activities to be provided were determined.

There were two sub-grantee-wide project partners, Under the Yoga Tree and Kapi'olani Community College that provided activities at sub-grantee schools. These partners were rotated through different schools. Students learned healthy eating habits, financial literacy, and how to do yoga and maintain physical fitness. This past year, After School All Stars was added at Central Middle School and provides CCLC services at that site. Schools had a variety of individual partners in addition to the sub-grantee-wide partners.

Each school determines project participants based first on academic needs with some schools focusing on all students in need of academic skill development and others focusing on certain grade levels. In addition to academic skill development, activities may include sports/recreation; arts/music; youth development and others. Parent participation has largely been centered around informational meetings, celebration of student work and accomplishments and availability of the software program.

The project is administered by a project director, Pam Kohara. Each CCLC is staffed by a coordinator or co-coordinators who are responsible for scheduling activities, record-keeping and data collection. The project director meets regularly with the coordinators. The evaluator provides training in the data collection needs and provides the instruments

needed. Data on student attendance is collected quarterly and provided to the evaluator and project director.

Each of the McKinley schools had a CCLC program that had a focus on academics and included academic enrichment classes. Each site made use of the CompassLearning software program and provided tutoring to students. Some of the activities provided included music, arts, robotics, individual and group sports, and cultural activities. Project partners provided services as well. After School All Stars was contracted to provide CCLC services at Central Middle School. Kapiolani Community College provided classes on cooking, and Under the Yoga Tree (now Stretch Your Imagination) provided yoga instruction. There were limited parent activities but they consisted of informational meetings, celebrations, and opportunities for parents to volunteer, attend classes and utilized CompassLearning. An overview of the program hours, days, activities and anticipated number of students provided by the schools to the project director for the previous year is in the following chart:

21st Century Community Learning Centers Programs

Name of Complex Area/Complex:	McKinley Complex					
Site(s)/location(s) where program(s) will be taking place – please insert rows if needed:	Start and end date of program at each site	Days of operation at each site	Hours of operation at each site	Number of students expected to be served	Number of staff	Programs offered at each site
Central Middle School Fall 2011 Intersession	10/3/11 – 10/7/11	Monday – Friday	8:00am – 12:00pm	50	6	Enrichment, Physical Education, Language Arts, and Computer
Central Middle School Winter 2011 Intersession	12/19/11 – 12/23/11	Monday – Friday	8:00am – 12:00pm	50	6	Enrichment, Physical Education, Language Arts, Math, and Computer
Central Middle School Spring 2012 Intersession	03/12/12 – 03/16/12	Monday – Friday	8:00am – 12:00pm	50	6	Enrichment, Physical Education, Language Arts, Math, and Computer
Central Middle School Summer 2012 Intersession	05/29/12 – 06/08/12	Monday – Friday	8:00am – 12:00pm	50	6	Enrichment, Physical Education, Language Arts, Math, and Computer
Central Middle School All Stars Afterschool Program	01/04/12 – 05/24/12	Monday – Friday	2:20pm- 5:30pm (1:03- 5:30pm on Wed)	50	All Stars staff	All Stars Program (Math & Reading Tutorial, Basketball)

Kaahumanu Elementary	11/11 to 07/12	Fall M, T, Th Days will vary during the school year M-F	2:30-4:00 Inter-session 8:00-12:00	100+	10 PTT	Chinese, Art Reader's Theatre Book Club, Science Club Outdoor Games/Sports Cooking (with literature, math and science) Digital Storytelling, Career Ed, Compass Learning
Kaiulani Elementary School	11/21/11 - 5/11/2012	M, T, Th, F	2:30-4:30	40	5	Compass Learning, Ceramics, HW assistance, Math Games
Kaiulani Elementary School Winter Intersession	12/19/11 - 12/30/11	M-F	8:00-12:00	48	5	Compass Learning, Ceramics, Writing, Math Games
Kaiulani Elementary School	2/13/2012 - 5/11/2012	M, T, Th, F	2:30-4:30	40	5	Compass Learning, Ceramics, HW assistance, Math Games
Kaiulani Elementary School Spring Intersession	3/12/12 - 3/16/12	M-F	8:00-12:00	48	5	Compass Learning, Ceramics, Writing, Math Games
Kauluwela Elementary School	08/22/11 - 05/23/12	M-F	M, W, F 7:00-8:00 M, T, Th, F 2:20-3:30 W 1:40-3:30	50	12	Reading tutorials, Math Tutorials, Arts and Crafts, Homework help, recreation sports, culinary arts

Lanakila Elementary School	8/29/2011 to 5/4/2012	Morning: M-F After School: M, T, TH, F Thursday Saturday School	7:00-7:45 2:15-3:15 3:15-4:15 8:30 – 12:00	92	15 regular 5 subs	Compass Learning Math – Pinpoint, Rewards Reading – Read Naturally, Phonics for Reading Enrichment: Chorus, Reading & Math Computer Games, Arts & Crafts
Likelike Elementary School	09/12/11 – 12/09/11	M-F	Mon. 2:30-3:30 Tues. 2:30 – 3:30 Wed. 1:15 – 2:15 Thur. 2:30 – 3:30 Fri. 2:30 – 3:30	131	15	Broadcasting Compass Learning Dance, Drama Gardening Math and Reading Tutorials, Music Science Club, Sports
Likelike Second Semester	01/ 23/12 – 05/11/12	M, Tu, Th, Fri	Monday 2:30-4:30 Tuesday 2:30 – 3:30 Thursday 2:30 – 4:30 Friday 2:30 – 3:30	114	11	Arts & Crafts Broadcasting Compass Learning Dance, Drama Math and Reading Tutorials, Music Science Club Sports, Tennis

McKinley High School	08/01/11 – 05/23/12	All weekdays except furloughs and holiday	2:00 –4:30	30	2	Computer based math; homework assistance
Royal Elementary School	9/19/11-12/13/11	M-F	2:15-4:00pm	60	1 site coor 10 PTT	Compass Music Dance Tutoring Zumba
Royal Elementary School	1/9/12-5/11/12	M-F	2:15-4:00pm	80	1 site coor 10 PTT	Compass Music Dance Art Tutoring Zumba

Enrollment and Participation

One performance indicators was that 50% of gap students or a minimum of 100 students would be served at each school. All but two schools had more than 100 students served though only one had 100 regular attendees. The number of gap students at each school ranged in math from 27 at Lanakila to 316 at McKinley High School and in English/Language Arts (ELA) from 59 to 453. These are students that should be prioritized for services. The project director prepared a chart with numbers of non-proficient students by site as follows:

McKinley Complex School Official 2011-12 School Year Enrollment Counts/Non-Proficient Count ELA and Math-50% Target Numbers

School code / School name		K to2	3 to 5	6 to 8	9 to12	Total	ELA non prof.	ELA St. #	Math non prof	Math St. #	High 50 % ST. count
104	CENTRAL MID	0	0	320	0	320	38%	122	38%	122	61
112	KAAHUMANU	268	253	0	0	521	35%	182	37%	193	96
117	KAIULANI	203	196	0	0	399	34%	136	41%	164	82
125	KAULUWELA	177	171	0	0	348	27%	94	30%	104	52
129	LANAKILA	221	202	0	0	423	14%	59	12%	51	27
131	LIKELIKE	168	157	0	0	325	32%	104	37%	120	60
138	MCKINLEY HI	0	0	0	1618	1618	28%	453	39%	631	316
147	ROYAL	168	155	0	0	323	25%	81	22%	71	40
Total		1205	1134	320	1618	4277		1231		1455	734

The following table indicates the school year enrollment figures.

McKinley Sub-Grantee Participants June 1, 2011-May 31, 2012

School	Total # students	# 30-day Students	# Ed. Disad.* All Students	Educ. Disad.* 30-day Students	LEP ** Total # Students	LEP ***# of 30-day Students
Central	177	55	143	46	39	9
Kaahumanu	350	0	113	0	76	0
Kaiulani	135	10	123	9	49	6
Kauluwela	36	35	0	0	9	8
Lanakila	119	84	69	50	0	0
Likelike	229	103	193	85	102	22
McKinley	64	0	20	0	--	--
Royal	189	18	108	14	35	5
Total	1299	302	769	204	310	50

*Ed. Dis. Is Educationally Disadvantaged as indicated by free/reduced lunch

**LEP column includes NEP and LEP

From the 2010-11 school year to the 2011-12 school year, there was an overall increase in both total number of participants and 30 day students though not at every school.

The total number of participants was 1299 with an average of 162 per school. The range was from 36 at Kaulewela to 229 at Likelike. The smaller overall attendance at Kaulewela was because they targeted a specific group of students in need of support and provided more intensive intervention. At that school all but one student were regular attendees attending for 30 days or more. The percent of all participants across the complex that were regular attendees was 23%. Over 59% of all students participating were educationally disadvantaged as determined by free/reduced lunch eligibility. For regular (30-day attendees), 26.5% were educationally disadvantaged. The percent of students that were LEP was 24% of total students and 16.6% of regular attendees.

When all schools are combined, there is an increase of 335 students that participated. For regular attendees, there was an increase of 61 students. The greatest increase in 30-day attendees occurred at Central Middle School, Lanakila Elementary and Likelike Elementary.

The project goals include:

Goal 1: To provide expanded learning opportunities for students at risk that will result in improved academic achievement in core academic areas with emphasis on reading and math.

Goal 2: To increase parent involvement at the school and participation in educational activities.

Goal 3: To collaborate with school staff and community organizations to provide and sustain services in a safe environment provided by CCLC.

PURPOSE OF EVALUATION AND METHODS UTILIZED

The primary purpose of the evaluation is to determine progress toward meeting objectives, determining project outcomes and to make recommendations that will help the project be most successful. Results are compiled and analyzed by the evaluator and shared with the project director. Student data is collected quarterly on student participation so that schools will be aware of when they have 30-day students and can make sure they collect the additional data needed (teacher surveys, 1st and 4th quarter grades, and HSA scores).

A variety of methods are utilized. Methods include teacher, parent, partner and student surveys to determine satisfaction and elicit suggestions and comments. Students are asked if they are learning something new, if they are getting better grades, if they feel safe at CCLC and if they like what they do at CCLC. They are asked what they like most and what else they might like to do at CCLC. Parents are asked to provide their agreement with statements about the CCLC being of benefit to their child, whether the CCLC staff communicates with them about their child's progress, if they believe their child is safe at CCLC, if their child learns more by participating in the CCLC and if their child is more

interested in school as a result of CCLC participation. They are also asked about what activities they have participated in and to provide any suggestions or comments they have.

The teacher survey is the one used for the PPICS reporting and is given to teachers of 30-day students. It includes asking about the child’s level of improvement in grades and classroom behaviors such as completing homework, coming to school motivated to learn and getting along with others.

Other data collected and analyzed include review of HSA data for the school as a whole as well as for 30-day students to determine gains; review of School Quality Survey (SQS) results on perceptions of student safety and well-being, and CompassLearning reports.

RESULTS

For each of the goals and objectives, evaluation methods were designed to determine progress and attainment. Results are discussed by goal and objective:

Academic Achievement

Goal 1: To provide expanded learning opportunities for students at risk that will result in improved academic achievement in core academic areas with emphasis on reading and math.

Objective. 1.1. A minimum of 50% of regular CCLC participants will make positive gains on the standards based assessment compared from baseline to new testing yearly. Status: Met

To address this objective, the Hawaii State Assessment (HSA) scores for 30-day students were obtained. The average change in HSA scores from one year to the next were determined. Results are as follows:

McKinley Sub-grantee Gain in HSA Results for 30-day Students

School	Number with both scores	Reading Average change	Math Average Change	% of students with improved scores Reading	% of students with improved Math Scores
Central	51	14.7	10.3	86.3	70.6
Kaahumanu	n/a	n/a	n/a	n/a	n/a
Kaiulani	5	17.75	24	100	75
Kauluwela	23	8.6	5.1	56.5	65.2
Lanakila	39	10	11.7	66.7	76.9
Likelike	33	6.2	13.1	72.7	72.7
Royal	9	10	11	66.7	55.6
All Schools	160	11.2	12.5	74.8	69.3

The average point change in reading was 11.2 and for math was 12.5. The percent of students with improved scores in reading was 74.8% and in math it was 69.3%

In addition to the status of the objectives, student achievement was further examined to determine results. To determine if students that were regular attendees had a higher percent of students that meet/exceed standards, the scaled scores for 30-day students were obtained from 2011 and 2012 and the percent proficient determined and then compared to the percent of students in the same grade at the school as a whole.

McKinley Complex Percent of Students that Meet/Exceed Standards

School	Grade	30-day % of students that meets/Exceeds in Reading	% of total school that meets/exceeds in Reading	30-day % of students that meets/Exceeds in Math	% of total school that meets/exceeds in Math
Central	6	56%	49%	44.4%	40.3%
	7	91%	67%	73%	62.4%
	8	61.2%	57.2%	54%	62.7%
Kaiulani	4	75%	63.3%	0%	75.9%
Kauluwela	3	--	--	--	--
	4	52.9%	68.7%	66.7%	63.5%
	5	63.1%	66.6%	40%	70.2%
Lanakila	3	71%	83.2%	85%	86.2%
	4	71%	86%	67%	86%
	5	71%	87.9%	76%	91.8%
Likelike	3	81.3%	73%	84.4%	71.1%
	4	59.2%	64.2%	44.4%	54.7%
	5	57.9%	65.3%	57.9%	61.2%
Royal	3	--	--	--	--
	4	83.3%	76.7%	83.3	74.4%
	5	66.7%	75%	66.7	86.3%

Results are mixed and at some schools, there were a small number of 30-day students. However, schools and grades that had a higher percent of proficient students in both reading and math were Royal 4th grade and Likelike 3rd grade and Central 6th and 7th grade. Other grades with a higher percent included Kauluwela 4th grade and Central 6th grade in math, Schools can review these comparisons in light of the number of students served to determine if they are having the intended results.

The total number of regular attendees at each school that meet or exceed standards was determined as indicated below. The chart indicates the number of regular attendees with scores in both reading and math or if there were different numbers with scores in reading and math, the separate scores are indicated by reading (r) or math (m).

Number of Regular Attendees that Meet/Exceed Standards in Reading and Math

School	Total Scores # or by Reading (r) or Math (m)	#Reading Meets/Exceeds	# Meets Exceeds Math
Central	56	39	34
Kaiulani	5r/6m	3	3
Kaulewela	23r/22m	12	12
Lanakila	77	57	60
Likeline	34	26	27
McKinley	80	58	55
Royal	9	7	7
Total	284r/284m	202 (71.1%)	198 (69.7%)

There were 71% of complex schools' 30 students that meet or exceed standards in reading and 69.7% that meet or exceed standards in math.

Another area examined was the overall school results in reading and mathematics on the HSA scores to determine if improvements in students that were not succeeding would have an impact on the school's scores as a whole. The following shows the results by school and grade level for each sub-grantee school.

McKinley Sub-Grantee School Results for Percent that Meets/Exceeds Standards

Central Middle School

Grade	Reading				Math			
	2009	2010	2011	2012	2009	2010	2011	2012
6	45	39	38	50	33	24	30	39
7	54	57	49	61	32	40	43	56
8	58	61	45	53	31	35	53	59

Kaahumanu Elementary School

Grade	Reading				Math			
	2009	2010	2011	2012	2009	2010	2011	2012
3	58	64	45	54	44	69	57	51
4	49	64	65	70	42	51	65	61
5	59	55	64	64	55	43	57	57

Kaiulani Elementary School

Grade	Reading				Math			
	2009	2010	2011	2012	2009	2010	2011	2012
3	47	51	48	46	21	49	56	43
4	51	45	65	64	43	29	58	61
5	49	53	51	55	28	44	45	58

Kaulewela Elementary School

Grade	Reading				Math			
	2009	2010	2011	2012	2009	2010	2011	2012
3	65	81	66	56	58	76	62	66
4	67	59	65	68	59	57	66	62
5	66	63	74	65	60	48	65	70

Lanakila Elementary School

Grade	Reading				Math			
	2009	2010	2011	2012	2009	2010	2011	2012
3	74	73	80	74	58	68	81	77
4	69	71	80	77	60	64	84	77
5	56	63	69	85	48	53	77	88

Likelike Elementary

Grade	Reading				Math			
	2009	2010	2011	2012	2009	2010	2011	2012
3	62	58	51	69	64	51	54	65
4	43	44	36	63	31	36	37	50
5	42	47	56	56	42	38	59	55

McKinley High School

Grade	Reading				Math			
	2009	2010	2011	2012	2009	2010	2011	2012
10	74	66	69	71	51	50	50	58

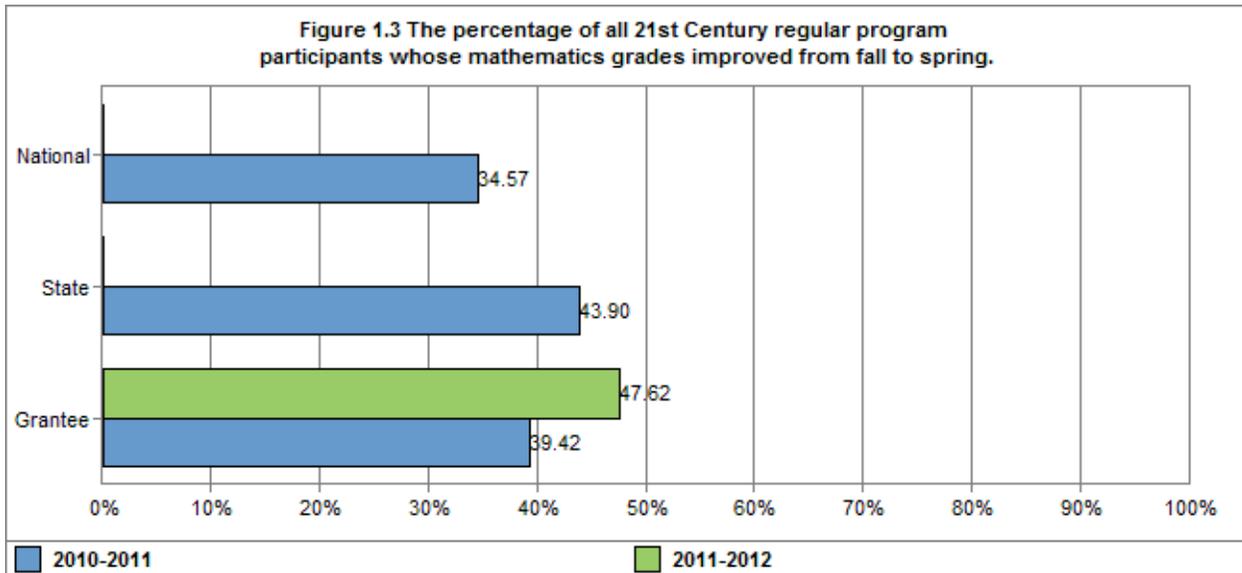
Royal Elementary School

Grade	Reading				Math			
	2009	2010	2011	2012	2009	2010	2011	2012
3	69	64	68	71	47	69	59	73
4	62	63	78	77	56	61	69	72
5	77	68	70	72	72	67	68	84

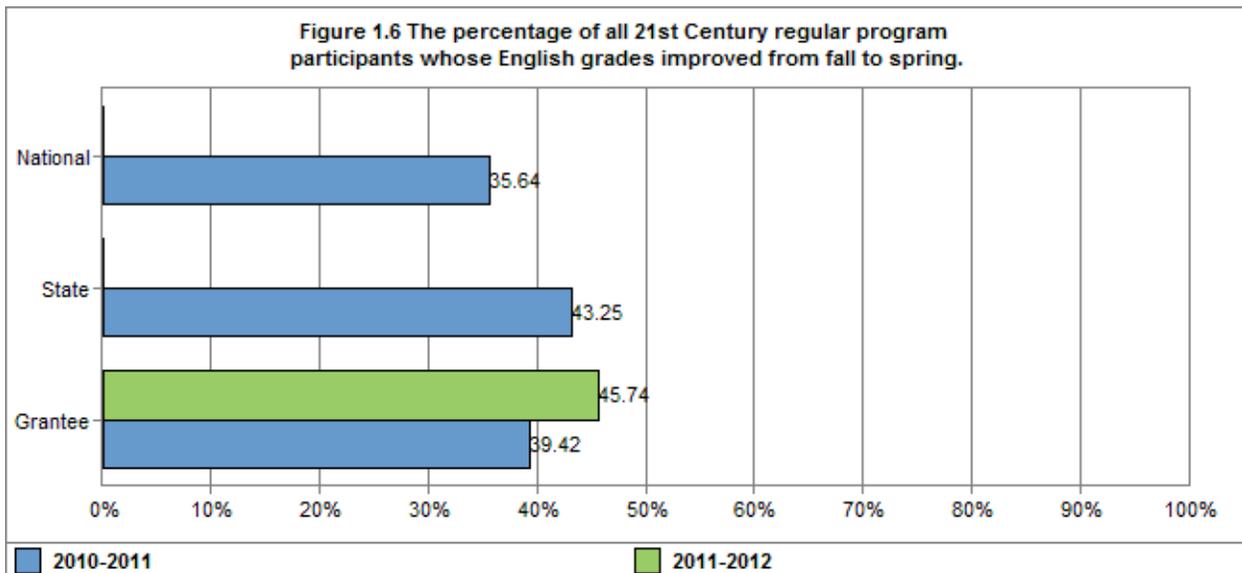
Central Middle School and McKinley High School had improved scores in both reading and math in the grades tested. Scores were also improved in both reading and math for Likelike 3rd and 4th grade students, Lanakila 5th grade, Royal 5th grade, and Kaiulani 5th grade. Improvements in math were noted at Kaiulani 4th grade Kaulewela 3rd and 5th, and Royal 4th grade. Improved scores in reading were noted at Kaulewela 4th and Kaahumanu 3rd and 4th grades

Another measure of student achievement is to determine if participants are improving their grades. For 30-day attendees, teachers are asked to indicate if students have improved their

grade in reading and mathematics. For elementary students, in mathematics, we look at the grade in numbers and operations. The following table shows the percent of students in the complex that improved their grades from Fall to Spring compared to 2010-11. State and national rates are not available for comparison this year.



The following table indicates the percent of students that improved grades in reading or language arts across the complex.



There were 47.82% of students that improved grades in math and 45.74% in reading or language arts. It is important to note that not all students needed to improve their grades.

A student survey was given to participating students at four of the schools. There were 277 students that completed the survey. All participating students were asked if they were getting better grades since coming to CCLC and their responses are in the following:

Question	No	Sometimes	Yes
4. I'm getting good grades at school since coming to CCLC	7.9%	45.8%	46.2%

There were 92% of students reporting they were getting good grades at least sometimes. It should be noted that students responding may not have been regular attendees and may not have needed to improve their grades.

Objective 1.2 The average score on CompassLearning quizzes will be a minimum of 67% at each school. Status: Partially met.

This objective was revised in order to utilize the reports available to us. There are several activities on the CompassLearning software program that include learning activities, lesson quizzes, chapter tests, objective-based tests and activity quizzes. The average percent for each of these activities is indicated in the following table.

Average Percent Scores on CompassLearning Tests

School	Learning Activity Av.	Lesson Quiz Ave.	Chapter Test Ave.	Objective-based Ave	Activity Quiz Ave
Central	51	40	22	39	63
Kaahumanu	72	62	75	55	61
Kaiulani	77	73	76	61	76
Kaulewela	65	71	53	49	63
Lanakila	71	56	56	47	79
Likelike	72	66	40	18	68
McKinley	69	75	N/A	57	72
Royal	47	72	53	52	84
Total Average	65.5	64.4	53.6	47.25	70.75

The highest average was for the activity quizzes where the total average was 70.75%. All average scores were more than 47%. Schools are able to obtain results through

running reports at any time. These results would indicate that there may be a need to more closely monitor student progress in order to ensure that students are benefitting from their time utilizing CompassLearning and spending the time needed to master the skills prior to testing. When a student does not pass with a score of more than 57%, intervention should be provided.

Parent Involvement

Goal 2: To increase parent involvement at the school and participation in educational activities.

Objective 2.1: The number of parents participating in CCLC activities will increase by 10% each project year as determined by sign-in logs. Status: Met

For most of the schools, they did not utilize sign in logs. Participation was largely determined by the parent survey that asked parents to indicate their participation by categories. There were 208 parents that completed the survey. The following table indicates parent responses to whether they participated in CCLC activities at their child's site in the categories of using CompassLearning themselves, attending a CCLC parent meeting, volunteering at CCLC, attending a CCLC informational meeting, visiting their child's class(es) or attending a student performance or activity.

Parent Participation at CCLC by School and Activity

School	Using Compass Learning	Attending parent meeting	Volunteering	Attending info meeting	Visiting child's class	Attending student performance or activity	Total
Central	6	3	3	4	3	10	19
Kaahumanu	0	0	0	0	0	0	0
Kaiulani	1	2	4	1	1	1	9
Kaulewela	0	0	0	0	0	0	0
Lanakila	8	10	6	7	4	13	35
Likelike	27	26	11	22	17	52	103
Royal	3	4	5	5	2	13	19
Total	45	45	29	39	27	89	185

The highest area of participation was for attending a student performance or activity. The total participation compared to the previous year shows an increase as indicated in the following table.

Comparison of Parent Participation by Activity from 2010-11 to 2011-12

School	Using Compass Learning		Attending parent meeting		Volunteering		Attending info meeting		Visiting child's class		Attending student performance or activity		Total	
	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12
Total	16	45	12	45	6	29	8	39	9	27	36	89	87	185

For every one of the categories, there was an increase with an overall increase of close to 100% in the total. However, it is important to note that some parents may be counted more than once Continued efforts are planned for the coming year to further increase parent involvement and to utilize sign-in logs in order to capture the participation numbers.

Objective 2.2: At least 75% of parents will express satisfaction with CCLC services offered as indicated on project survey administered in the Spring yearly. Status: Met

Parent Responses to Questions about Program Satisfaction

Question	Disagree %	Slightly Disagree%	Slightly Agree%	Agree %
The 21 st CCLC is of great benefit to my child	1.3%	1.6%	12.4%	85.6%
The CCLC communicates with me about my child's progress	13.8%	7.2%	24.5%	54.5%
My child is more interested in school as a result of CCLC participation	3%	3.8%	24%	69.1%

Results indicate that 98% agree or slightly agree that the CCLC is of great benefit to their child; 98.7% agree or slightly agree that their child is safe at CCLC; 95.3% agree or slightly agree that their child learns more by participating in the CCLC; 93.1% agree or slightly agree that their child is more interested in school as a result of CCLC participation.

The area with the lowest percent of agreement was in the communication between the CCLC and the parents about their child's progress which is an area that could show some improvement in the coming year. ***Only 79% agree or slightly agree that the CCLC communicates with them about their child's progress***

Safety and New Learning

Goal 3: To collaborate with school staff and community organizations to provide and sustain services in a safe environment provided by CCLC.

Objective 3.1. 85% of the participants indicate that they have learned new skills as a result of participation at the CCLC. Status: Met

Students were asked to respond on a student survey to whether they were learning something new as a result of participating in CCLC. Their response is indicated in the following table.

Student Response to Survey Question on Learning Something New

Question	No	Sometimes	Yes
I am learning something new at CCLC	3.6%	19.6%	76.7%

In addition the student survey, parents were asked if they agreed that their child was learning more as a results of participation in CCLC. Their response is in the following table.

Parent Responses on Parent Survey about Their Child’s Learning More

Question	Disagree %	Slightly Disagree%	Slightly Agree%	Agree %
My child learns more by participating in the CCLC	0.8%	3.8%	18.5%	76.8%

Students indicated they were learning something new at least some of the time (96.6%) and 95.3% of parents agreed or slightly agreed that their child was learning more by participation by

Objective 3.2. 90% of the students will report that they feel safe at the school CCLC as determined by a student survey and the SQS. Status: Met

Student Responses to Survey about Feeling Safe at CCLC

Question	No	Sometimes	Yes
I feel safe at CCLC	3.6%	19.6%	76.7%

Students indicated that they felt safe at least some of the time. Only 0.6% indicated that they don’t feel safe. Since some students indicated they may not feel safe all the time, it would be beneficial to interview some of the students or ask the teachers to talk with students about when they may not feel safe. However 99.4% indicated they feel safe at least sometimes with most (86.5% indicating they feel safe).

Parent Responses to Their Child Being Safe at CCLC

Question	Disagree %	Slightly Disagree%	Slightly Agree%	Agree %
My child is safe at the CCLC	0.8%	0.6%	8.3%	90.4%

Parents had strong agreement that their child was safe at CCLC (98.7% indicating agree or slightly agree).

The school quality survey provides information about the perceptions of the school as a whole in the area of students’ safety and well-being by teachers, parents, and students (2009 was teachers and students only). While not specific to CCLC, results by school, year and respondent indicating a positive response for parents, students and teachers on the issue of safety and well being are provided as follows:

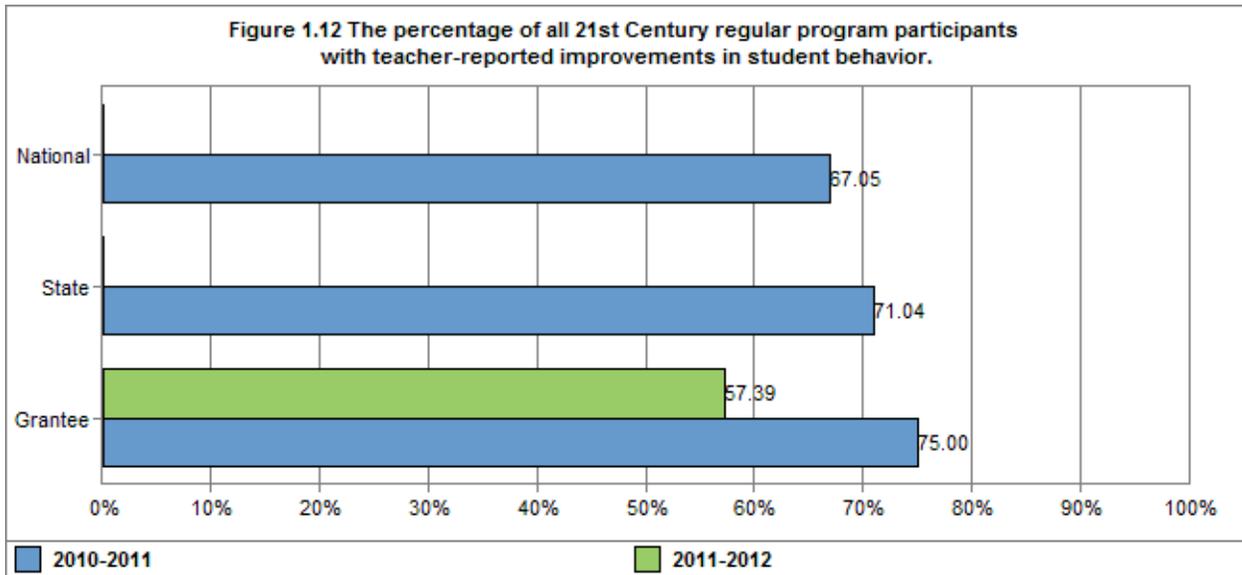
Percent of Positive Responses on the SQS for Safety and Well-Being

School	% of Positive Response 2009	% of Positive Responses 2010	% of Positive Responses 2011	% of Positive Responses 2012
Central				
Teachers	85.1%	79.7%	86.9%	96.94%
Parents		67%	71%	86.3%
Students	57.2%	57.3%	51.4%	69.9%
Kaahumanu				
Teachers	72.8%	77.2%	86.9%	96.4%
Parents		72.2%	71.0%	86.3%
Students	67.8%	64.7%	57.4%	69.9%
Kaiulani				
Teachers	79%	68.6%	64.6%	90.7%
Parents		78.9%	80.3%	87.7%
Students	64.8%	63.9%	65%	79.2%
Kaulewela				
Teachers	69.9%	80.2%	84%	92.3%
Parents		80.5%	80.4%	93.1%
Students	62.5%	65.4%	63.5%	88%
Lanakila				
Teachers	87.8%	92.1%	98.1%	99.3%
Parents		76%	85.5%	92.9%
Students	76.2%	71.5%	83.1%	92.6%
Likelike				
Teachers	87.2%	87.1%	87.9%	88.1%
Parents		81%	87.2%	93.0%
Students	70.2%	73.7%	69.3%	80.8%
McKinley				
Teachers	66.7%	72.5%	72.7%	84.8%
Parents		60.1%	64.9%	83.0%
Students	48.2%	48.9%	52.4%	81.5%
Royal				
Teachers	88.9%	93.9%	89.9%	94.6%
Parents		80.7%	79.0%	82.5%
Students	74.5%	74.1%	71.9%	85.8%

In all schools for all respondents, the percent of positive responses is higher than the baseline. All schools had a positive response percentage above 69%. Students had the lowest percentage of positive responses compared to teachers and parents at all schools except Royal. When combining the responses of “sometimes” and “yes to feeling safe on the student survey, students at CCLC are more positive than the school as a whole.

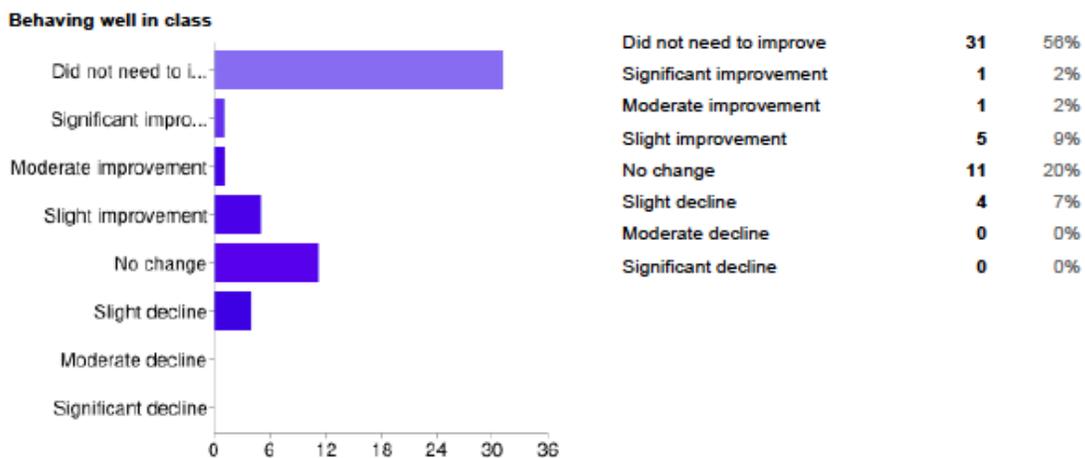
Objective 3.3. By the end of the project year, 25% of the regular attendees will show improvement in behavior as indicated on the teacher survey. Status: Met

On the teacher survey, 44% of the regular attendees were shown to have improvement in behavior as a result of participation in CCLC



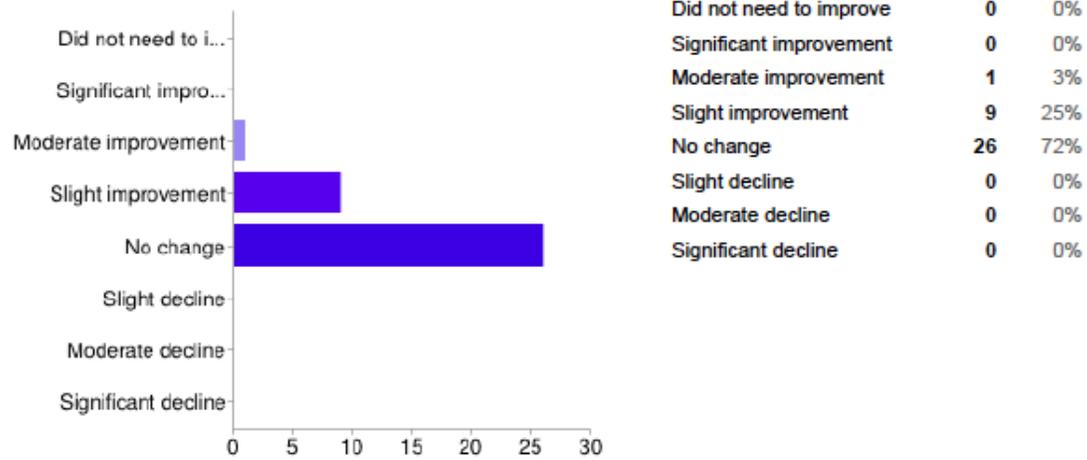
The results by school on improved behavior is indicated below. It should be noted that many of the students were not seen to be in need of improvement. Results are indicated by school for those schools that had 30-day attendees and whose teachers completed the survey are as follows:

Central



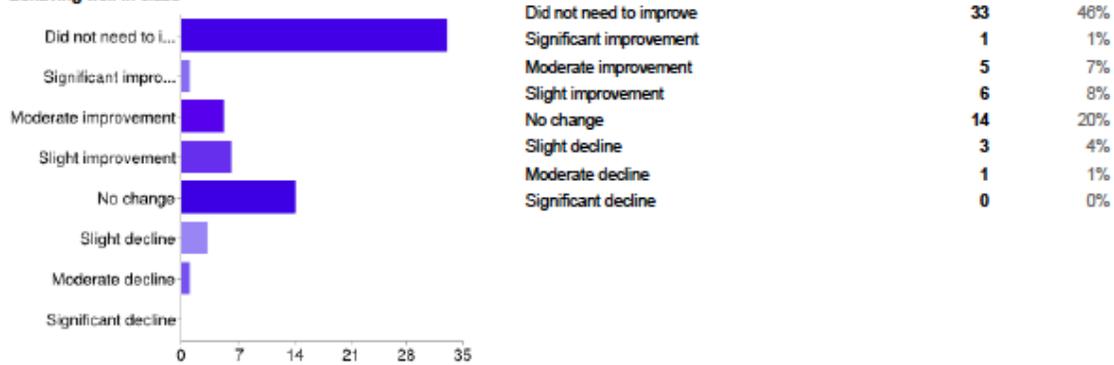
Kaulewela

Behaving well in class

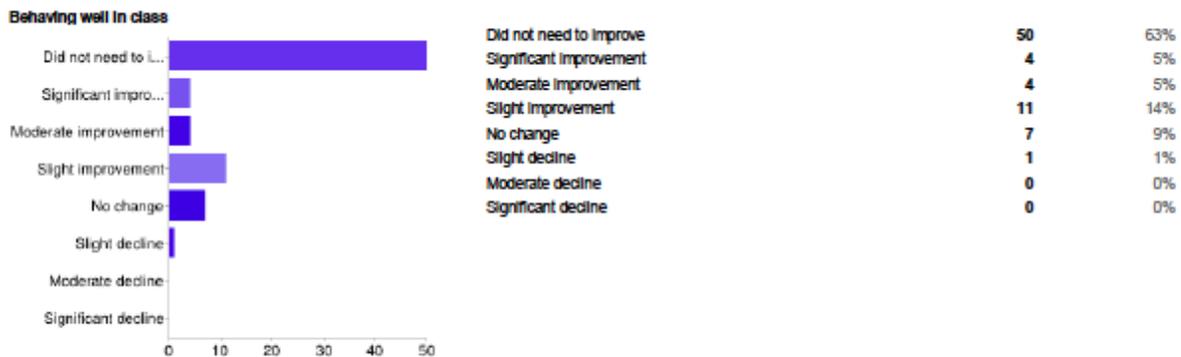


Lanakila

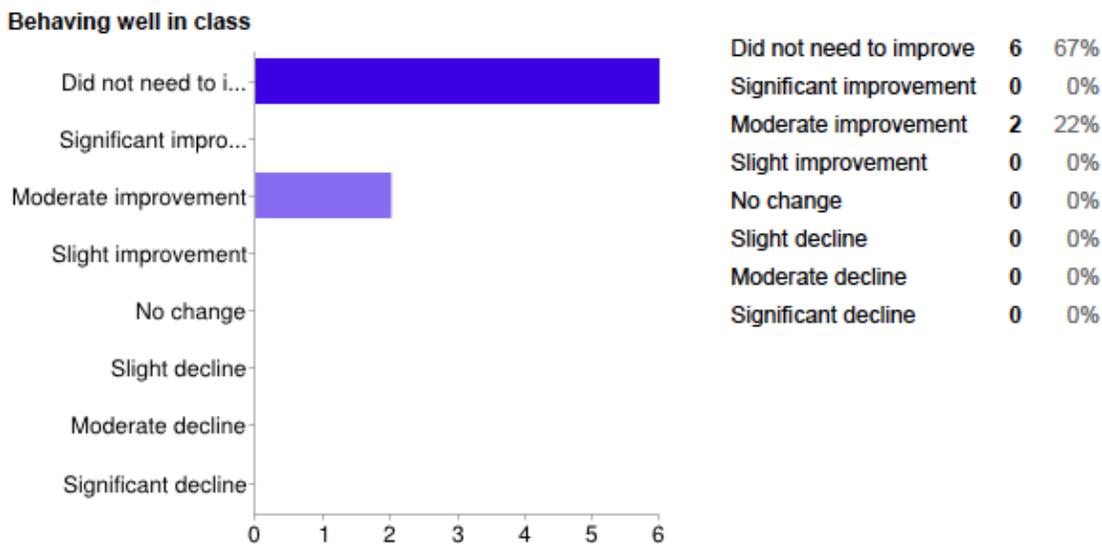
Behaving well in class



Likelike



Royal-Response to Behaving Well in Class



The percent of students whose teachers saw improvement in their behavior was 57.39%.

CONCLUSIONS AND RECOMMENDATIONS

All of the schools have implemented a CCLC with a variety of activities that include academic instruction and academic enrichment. Overall participation as well as the number of regular attendees has increased from the previous year. There have been some notable areas of improvement and some results are mixed. There has been an increase in parent participation but there is still need to work further to increase it. The percent of students that are regular attendees is still not great. On the CompassLearning tests, some of the scores that are below the target should be monitored to determine if students are actually completing the lessons and if results are reflective of their best efforts. There is general satisfaction with the program. One area that

could be improved is in the area of communication between the CCLC and the families. There is satisfaction on the part of parents and students.

Although there are many positive areas, there is still a need for:

- Increased targeted intervention for students with greatest needs
- Schools incorporating CCLC into school improvement and academic reform that can be sustained beyond the sunset of the grant
- Increased monitoring of students activities to ensure that students are getting the full benefit from the opportunities and to encourage more applied effort by students
- Continued efforts to increase parent participation numbers and more parent communication about CCLC
- Increased teacher knowledge of the effective use of CompassLearning and resources that contribute to improved academic achievement
- Greater accuracy and consistency in submitting surveys for parents, students and teachers **in a timeline manner**
- Monitor student enrollment to ensure that targeted students are participating throughout the year for 30 days or more

Based on the evaluation results, the following recommendations are made:

1. Schools should make sure they are targeting the students most in need and work to increase the number of students that are regular attendees.
2. Schools should work to increase communication with families about CCLC and what their child is doing there.
3. Student use of CompassLearning should be closely monitored to ensure that students are completing the lessons before taking the tests and that they have an opportunity to go through the lesson again or have teacher support in order to master the skills.
4. Continue to work to increase parent involvement. Offering some specific activities aimed at parent participation would be one way to do this.
5. All sites need to ensure that surveys are completed by teachers, parents and students so that more accurate information can be obtained for evaluation and a determination of progress and objective attainment.
6. Consideration about sustainability of the CCLC programs is important. This can include expanding partnerships, identification of other funds available, and seeking new funding.
7. It would be beneficial to determine if there are reasons that students indicate that they only feel safe “sometimes” in case there is some need for action.

8. It is
important for sites to integrate CCLC into their school improvement or reform initiatives in order to maximize results.
9. It would be
advisable to begin to include all teachers in the CompassLearning training so that they are more knowledgeable about the work their students are doing in CCLC and to be able to understand the reports.

APPENDIX

Individual School Results Parent Surveys Student Surveys Behavior Changes

PARENT SURVEY RESULTS

Central Middle School Parent Survey (21 Responses)

Number of Responses

	Disagree	Slightly Disagree	Slightly Agree	Agree
1. The 21 st CCLC is of great benefit to my child	1		4	15
2. The CCLC staff communicates with me about my child's progress.		3	7	10
3. My child is safe at the CCLC			2	19
4. My child learns more by participating in the CCLC		1	5	15
5. My child is more interested in school as a result of CCLC participation.		1	4	14

Kaiulani Parent Survey (4 Responses)

Number of Responses

	Disagree	Slightly Disagree	Slightly Agree	Agree
1. The 21 st CCLC is of great benefit to my child				4
2. The CCLC staff communicates with me about my child's progress.				4
3. My child is safe at the CCLC				4
4. My child learns more by participating in the CCLC				4
5. My child is more interested in school as a result of CCLC participation.				4

Kauluwela Elementary School Parent Survey (24 Responses)

	Disagree	Slightly Disagree	Slightly Agree	Agree
1. The 21 st CCLC is of great benefit to my child	0	0	5	19
2. The CCLC staff communicates with me about my child's progress.	0	10	12	2
3. My child is safe at the CCLC	0	0	0	24
4. My child learns more by participating in the CCLC	0	0	8	16
5. My child is more interested in school as a result of CCLC participation.	0	2	15	7

Suggestions/Comments:

- Using compass learning at home
- Longer tutoring

Lanakila Parent Survey (41 Responses)

Indicate your level of agreement with the following statements:

	Disagree	Slightly Disagree	Slightly Agree	Agree
1. The 21 st CCLC is of great benefit to my child			8	31
2. The CCLC staff communicates with me about my child's progress.	2	3	11	23
3. My child is safe at the CCLC			9	30
4. My child learns more by participating in the CCLC			11	28
5. My child is more interested in school as a result of CCLC participation.		1	12	26

Suggestions/Comments:

- We feel this program has helped Maliana tremendously and are very appreciative of all the help she has received.
- Logan has enjoyed Ms. Nigro's CCLC class and has showed positive progress through the program. It would be great for majority of kids to participate in these programs.
- Hold an open house, parent teacher conference, or some other form of informational/explanatory presentation for parents to explain the program, why mu

child was determined to “need [to be enrolled in] this program”, how the program functions, who is the “teacher/instructor”

- Send home/email weekly or biweekly updates.
- Provide parents a chart or table showing child’s progress-result of program participation. A contact person, preferably the teacher, for whom parents can contact with questions or concerns.
- Provide a list of subjects/curriculum/other programs offered, in case parents also have a desire for their child to participate in other areas that this program has to offer.

Likeline Parent Survey (98 Responses)

Indicate your level of agreement with the following statements:

	Disagree	Slightly Disagree	Slightly Agree	Agree
1. The 21 st CCLC is of great benefit to my child		1	15	82
2. The CCLC staff communicates with me about my child’s progress.	5	3	30	60
3. My child is safe at the CCLC		2	11	84
4. My child learns more by participating in the CCLC		1	19	79
5. My child is more interested in school as a result of CCLC participation.		2	19	77

Comments/Suggestions

- A few of the teachers are unfriendly. As a parent, we hesitate to ask questions when teachers are not open for suggestions, nor ignore us when we see “a few of them” in school. No morning or afternoon greetings or smile when I see a “few of them” face to face. However, my child learn a lot of interesting things in this program and than you very much for all your help regarding his progress ☺
- Outline of course/activities at beginning of term. Online or summary of student performance/progress at end of term.
- CCLC is a great benefit to my child. He gained confidence with drama class. And learned more things.
- Great activities! My children enjoys the after school acitivities.
- Excellent program to help build new skills, and explore new aspects of learning.
- I just want to say thank you for providing so many educational and fun opportunities for my daughter, Ahzuray. I appreciate everything you folks do. ☺

Royal Parent Survey

Indicate your level of agreement with the following statements:

	Disagree	Slightly Disagree	Slightly Agree	Agree
1. The 21 st CCLC is of great benefit to my child			5	18
2. The CCLC staff communicates with me about my child's progress.	6	1	6	9
3. My child is safe at the CCLC			4	19
4. My child learns more by participating in the CCLC	1		7	15
5. My child is more interested in school as a result of CCLC participation.	1		4	18

Student Survey Results for Schools that Provided Them

**Central Intermediate/ Middle School
Student Survey Results (98 Responses)**

Number of Student Responses

	NO	SOMETIMES	YES
1. I feel safe at CCLC	9	31	57
2. I am learning something new at CCLC	16	41	41
3. I like what I do at CCLC	13	43	41
4. I'm getting good grades at school since coming to CCLC	14	49	34
5. I like the activities at CCLC	7	39	51
6. I'm satisfied with the variety of activities at CCLC	13	43	40

7. What do you like best about CCLC?

- It's a great place to learn and have fun
- Basketball
- The most is the fun activities
- I like the activities there
- The activities(5)
- Sports(2)
- I like when we watch movies and when we do paper work
- Cooking and eating
- Sports and cooking
- Everything
- I like best is computers
- I like how we have field trips
- I love uplink because we got to do more things and watched movies
- Art class
- I like the classes
- Mathematics
- I like to be more fun
- The "snacks"
- Hang out with friends, activities

- Play basketball
- Cooking class (2)
- Reading the books
- Mrs. Vogal, Nakamoto, and Mrs. Sadowski
- I don't know
- Glee
- Art
- Games
- Football
- I like best about uplink is sport
- When you can do sports
- Doing activities
- Computer
- There is fun activities to do
- Nice instructors
- The snack time/cooking class
- The snacks
- Activities
- Food
- What I like best is arts and crafts
- Going on the computer
- I like the activities: cooking, model making, etc.
- Competitive soccer
- I like the tutoring
- The activities-5
- Basketball
- Making new friends
- Cooking and volleyball
- Finish homework/play activities
- All the new students we meet
- Helping my home and teaching how to play basketball
- We get to learn how to cook
- I like the hip hop class
- Sports and computer
- Cooking and computer
- I like when you cook
- Cooking and P.E.
- Basketball
- Sports-basketball, football
- Learning new things
- Softball/basketball
- Watch movie
- Play sports (2)

8. What would you like to see different at UPLINK/ASAS?
- Eat food play more and watch movie
 - Food!!!
 - More field trips
 - None, it already great
 - Ukulele class
 - More basketball time
 - Snacks/tutoring
 - I would like to see better teachers how are nicer
 - More sports
 - Challenge other school in sports
 - More fieldtrips
 - New teacher and activities
 - I would want nothing to change
 - Nothing (7)
 - Fieldtrip
 - Cooperation from all participants!
 - Video games
 - Giving us a chance to do one day of activities to do
 - More activities (have uplink back)
 - More sports
 - People that would care for me ☹
 - People
 - Them to leave
 - The ASAS teacher for not forcing student to ASAS when the student don't want to
 - Play computer
 - The staff
 - The teachers to not roll their eyes
 - Draw
 - I like to be different at uplink is drawing
 - Sometimes
 - New games and lessons
 - For the ASAS to handle the kids who are doing bad better
 - Better snacks
 - Have more free time
 - Bad students get kicked out
 - More people
 - More food
 - People very quiet, people doing their work
 - More games
 - Less time doing homework/more time on activities
 - More leaders
 - A football game

- The programs
- The attitude of the teachers
- Nothing (3)
- More respectful people and good behavior
- The kids attitude
- Doesn't matter
- More craft activities
- Teacher
- I would like singing classes
- The snacks
- They should add more activities
- To be nice
- Different activities
- A ukulele class
- I do not want to do our homework
- Like to see more classes
- Better and nicer teachers
- More nicer teachers
- Nothing, everything is perfect
- I wish we can go to the carnival
- Watch movie
- Less time for each activities.

STUDENT SURVEY RESULTS

Kauluwela Elementary School Student Survey (36 Responses)

Number of Student Responses

Check the box that fits you.	No	Sometimes	Yes
1. I feel safe at CCLC	0	0	36
2. I am learning something new at CCLC	0	8	28
3. I like what I do at CCLC	0	12	24
4. I'm getting good grades at school since coming to CCLC	0	6	30

5. What I like the most is:

- Working on the computer
- Basketball
- Tutoring
- Dodgeball
- Cooking
- Arts and Crafts

6. If there is something you would like to do at CCLC, what would it be:

- More cooking
- Music / Ukulele
- Robotics

Lanakila Student Survey (71 Responses)

Number of Student Responses

Check the box that fits you.	No	Sometimes	Yes
1. I feel safe at CCLC	1	15	55
2. I am learning something new at CCLC	2	16	15
3. I like what I do at CCLC	4	31	33
4. I'm getting good grades at school since coming to CCLC	4	47	21

- That it teach me stuff that i need to know.
- I like it because we get to learn new things and we learn the correct way to do it.
- I get to learn more things
- What i learn about it
- The activities
- YOU LEARN stuff real easy and its fun when you learn at CCLC
- I like the challenges they have.
- I like that when i have hard time I ask and my teachers try their best to help me.
- Writing
- You get to play.
- Multipling
- Learning New Things
- Learning New Things
- I like doing the activity on kidbiz3000.com.
- I like learning

6. If there is something else you'd like to do at CCLC, what is it?

- I would like to do nothing because I like the things that we do here at Lanakila.
- Reading
- i would do my homework.
- more math
- I would like to do is learn lots more
- I would like to do is learn lots more
- I would like to do is to get better at reading and practicing typing my answer on my thought question.

- Play volleyball
- i would be more attention on it.
- I would like to learn even more than we already do.
- go at computers more often
- To have a game
- have fun and learn new things.
- just keep on learning and learning to get better grades
- I would like to play math games
- I would like to do nothing because I like the things that we do here at Lanakila.
- Reading
- i would do my homework.
- more math
- I would like to do is learn lots more
- I would like to do is learn lots more

Royal Elementary School (64 Responses)

Number of Student Responses to Questions

Royal	NO	SOMETIMES	YES
1. I feel safe at CCLC		7	57
2. I am learning something new at CCLC	3	15	46
3. I like what I do at CCLC		8	56
4. I'm getting good grades at school since coming to CCLC	4	22	38

5. What I like the most is:

- Karioki
- Playing football
- When I run laps
- Zumba and P.E.
- Activity time or four square
- Playing
- P.E. (6)
- Skipping
- Skipping

- Playing with Mr. P.
- Playing trampolene
- Activity time
- Football
- Activities like football
- What I like the most is exercising and stretching.
- Playing with Mr. P.
- jumping jacks
- Football
- Trampoline
- Playing with Mr. P.
- Going to 21st Century for P.E.
- The activities such as warm-ups
- Cheerleading
- Volleyball
- Free play
- Kickball
- The games
- Karaoke
- What I like most is the football
- Free play
- What I like most is the activities
- Free time
- Football
- Running (4)
- That we do musical chair
- What I like is when my friends kick the ball
- Doing zumba
- I like the most is P.E.
- Zumba
- I like to do most is zumba and P.E. and art
- Football
- What I like the most is P.E. and zumba
- Zumba and P.E.
- Four squares (10)
- I like the most is spending time with Mr. P.

6. If there is something you would like to do at CCLC, what would it be:

- Karioki
- I would like to do zumba
- Soccer
- Wrestling
- Four squares
- I will like is jumping

- Karaoke, jumping, jump and jacks, and hopping
- Zumba, dodge ball, volleyball
- 4 squares
- Playing 4 squares
- More games with balls
- four square
- dodge ball, volleyball
- I would like to add an activity which will be basketball
- Nothing. Flag football
- Dodge ball
- Kickball
- Everybody play soccer on two teams
- Running
- P.E. (4)
- Trampoline
- Dance
- Karate
- Soccer
- I would like to play basketball
- Dance
- Swimming
- Shambattle
- I would like to do dodge ball.
- It would be basketball
- Football
- Trampolines
- Shanbatttle
- Trampoline
- Football and rugby
- Playing soccer
- Organized games like football
- Medic or shambattle
- Robotics
- Dodge ball
- Basketball
- Play volleyball
- Sing
- I would like to do basketball
- I would like to do football because I like to catch it when my friends throw the ball to me
- Football
- I would like to do ants
- Zumba (5)
- It would be art

- I would like to do arts and music
- I would want basketball
- Do nutcracker
- I would want to all kinds of sports
- Karate
- Dancing
- Volleyball and shambattle and zumba
- Basketball swimming zumba volleyball

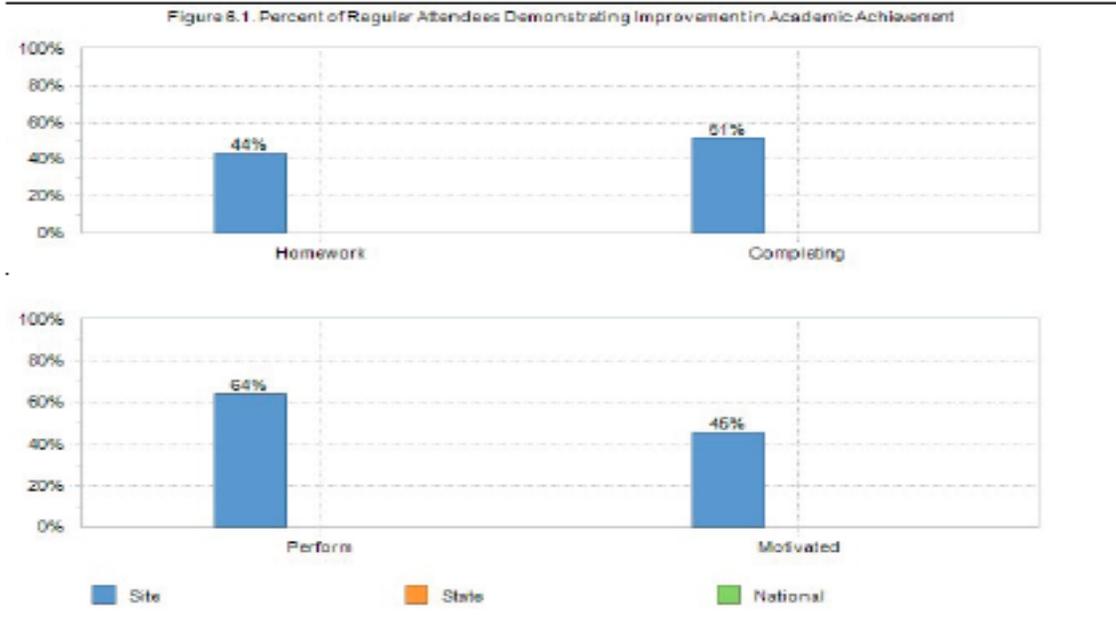
Kaiulani Elementary School Student Survey (8 Responses)

Student Responses

	NO	SOMETIMES	YES
1. I feel safe at CCLC		1	6
2. I am learning something new at CCLC	1	1	6
3. I like what I do at CCLC			8
4. I'm getting good grades at school since coming to CCLC		3	5

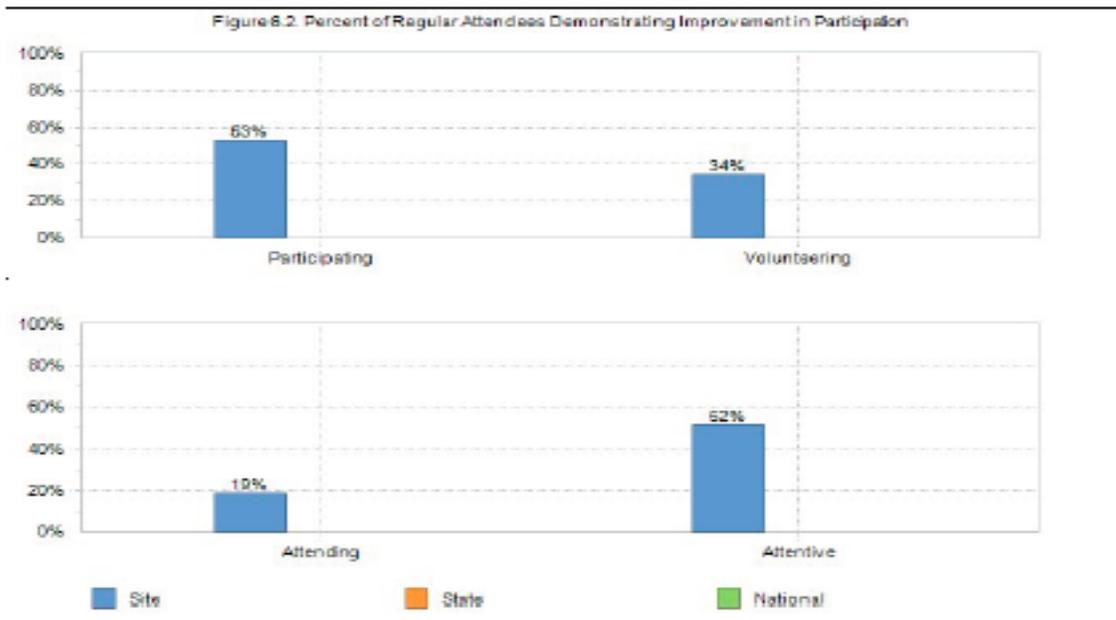
Behavior Changes as Noted by Teachers of Regular Attendees by School

Central Middle School Behavior Changes



Key to Academic Achievement

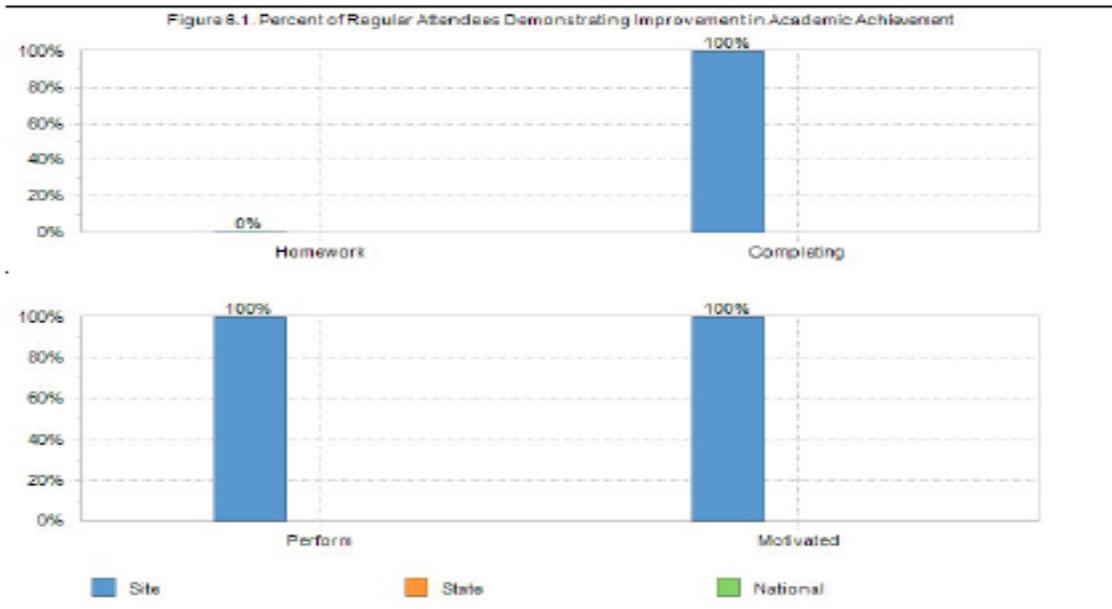
Homework	Behavior change in terms of turning in homework on time
Completing	Behavior change in terms of completing homework to teacher's satisfaction
Perform	Behavior change in terms of academic performance
Motivated	Behavior change in terms of coming to class motivated to learn



Key to Participation

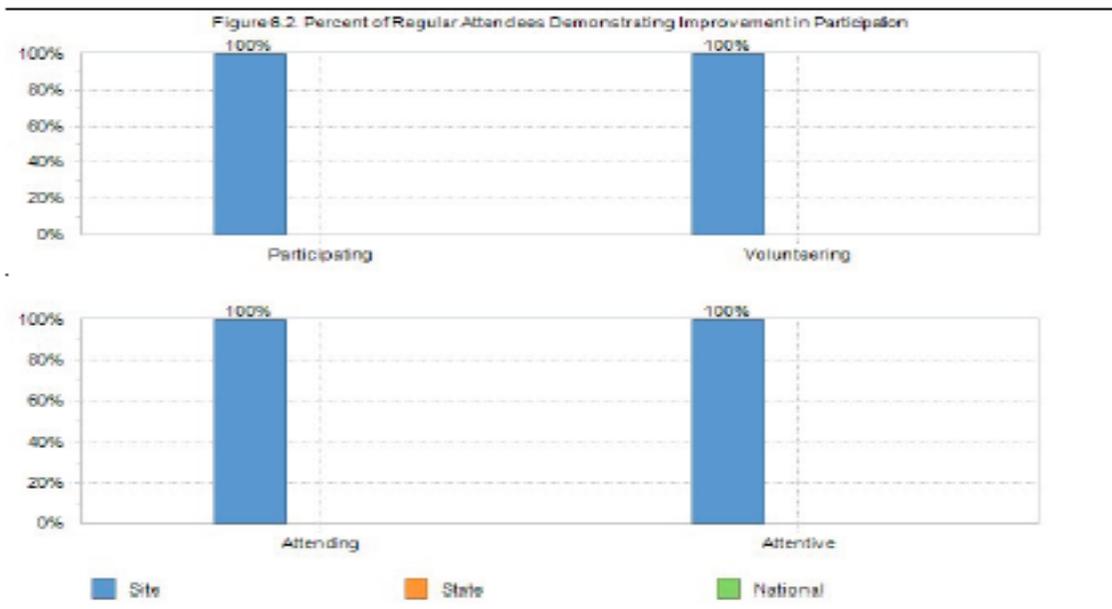
Participating	Behavior change in terms of participating in class
Volunteering	Behavior change in terms of volunteering in class
Attending	Behavior change in terms of attending class regularly
Attentive	Behavior change in terms of being attentive in class

Kaiulani



Key to Academic Achievement

- Homework** Behavior change in terms of turning in homework on time
- Completing** Behavior change in terms of completing homework to teacher’s satisfaction
- Perform** Behavior change in terms of academic performance
- Motivated** Behavior change in terms of coming to class motivated to learn

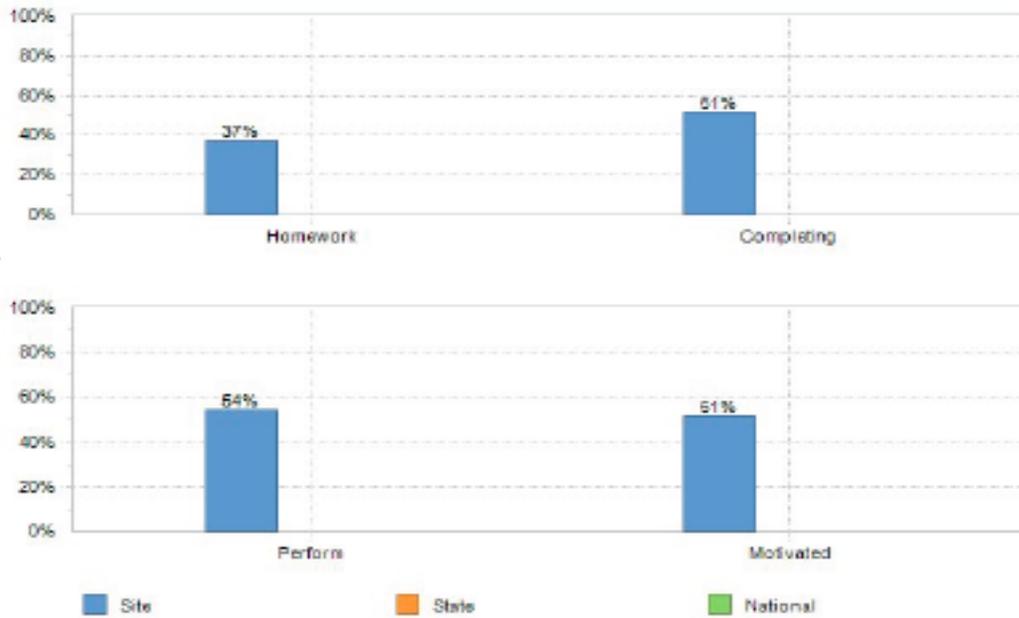


Key to Participation

- Participating** Behavior change in terms of participating in class
- Volunteering** Behavior change in terms of volunteering in class
- Attending** Behavior change in terms of attending class regularly
- Attentive** Behavior change in terms of being attentive in class

Kaulewela

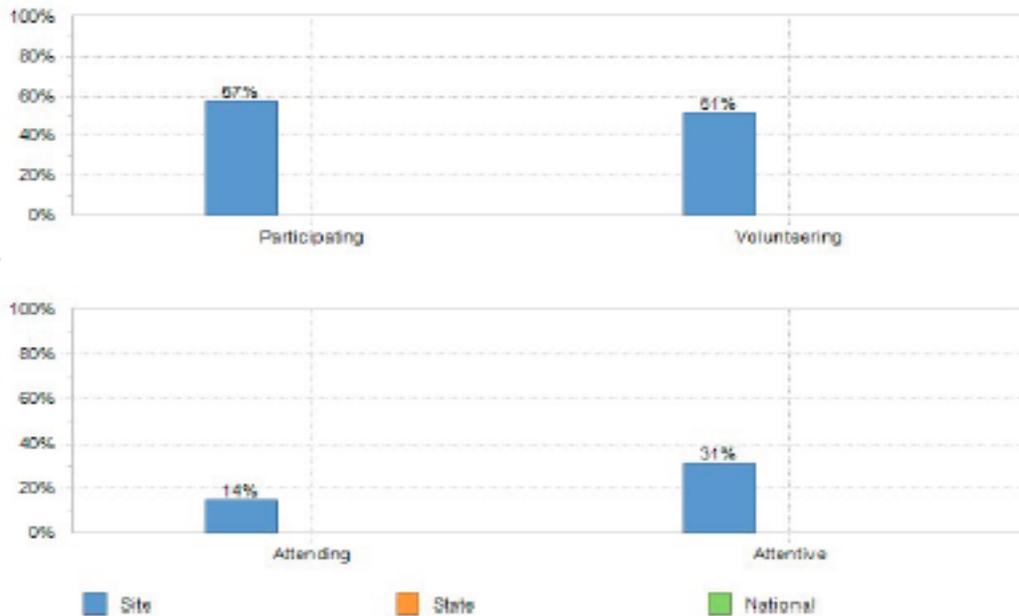
Figure 8.1. Percent of Regular Attendees Demonstrating Improvement in Academic Achievement



Key to Academic Achievement

- Homework** Behavior change in terms of turning in homework on time
- Completing** Behavior change in terms of completing homework to teacher's satisfaction
- Perform** Behavior change in terms of academic performance
- Motivated** Behavior change in terms of coming to class motivated to learn

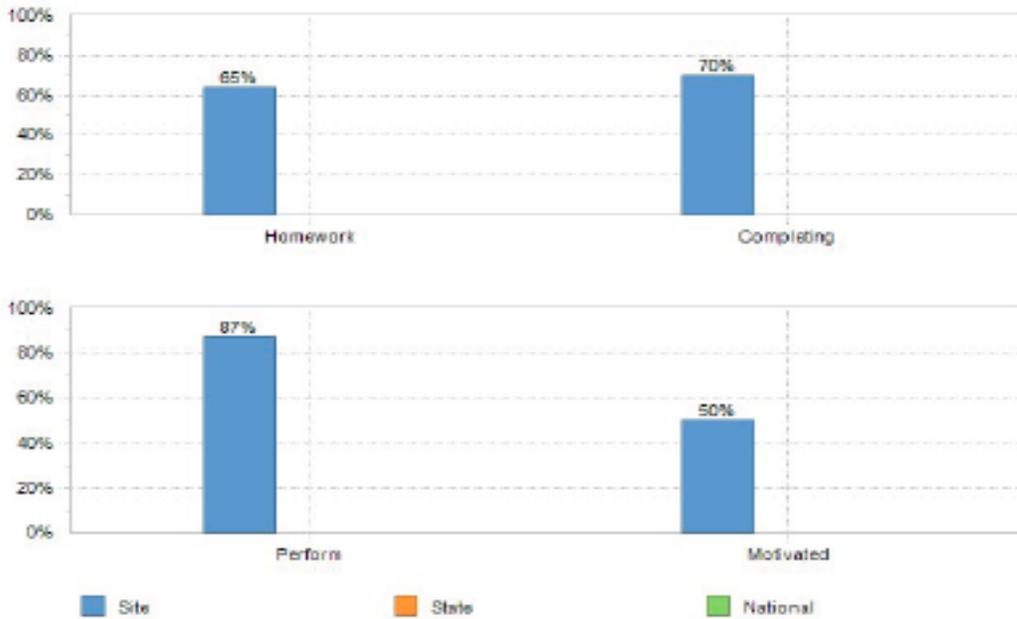
Figure 8.2. Percent of Regular Attendees Demonstrating Improvement in Participation



Key to Participation

- Participating** Behavior change in terms of participating in class
- Volunteering** Behavior change in terms of volunteering in class
- Attending** Behavior change in terms of attending class regularly
- Attentive** Behavior change in terms of being attentive in class

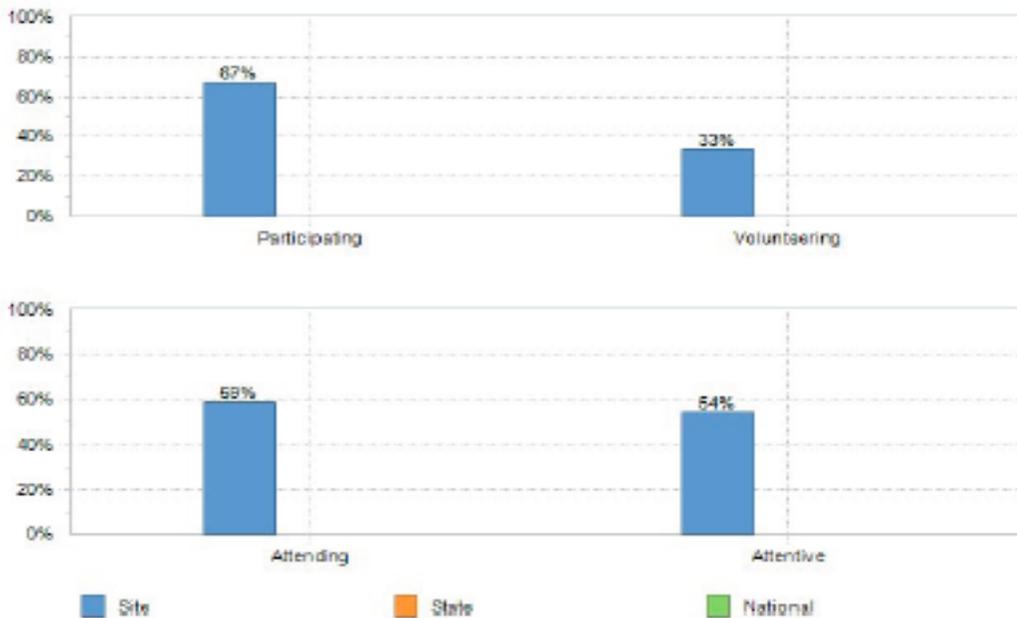
Figure 8.1. Percent of Regular Attendees Demonstrating Improvement in Academic Achievement



Key to Academic Achievement

- Homework Behavior change in terms of turning in homework on time
- Completing Behavior change in terms of completing homework to teacher's satisfaction
- Perform Behavior change in terms of academic performance
- Motivated Behavior change in terms of coming to class motivated to learn

Figure 8.2. Percent of Regular Attendees Demonstrating Improvement in Participation

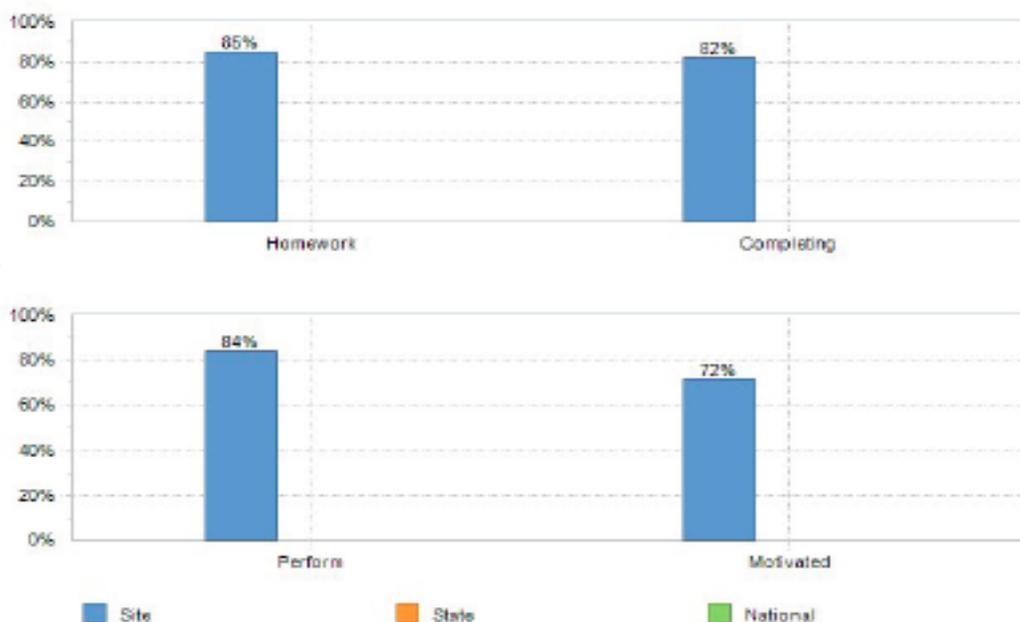


Key to Participation

- Participating Behavior change in terms of participating in class
- Volunteering Behavior change in terms of volunteering in class
- Attending Behavior change in terms of attending class regularly
- Attentive Behavior change in terms of being attentive in class

Likelike

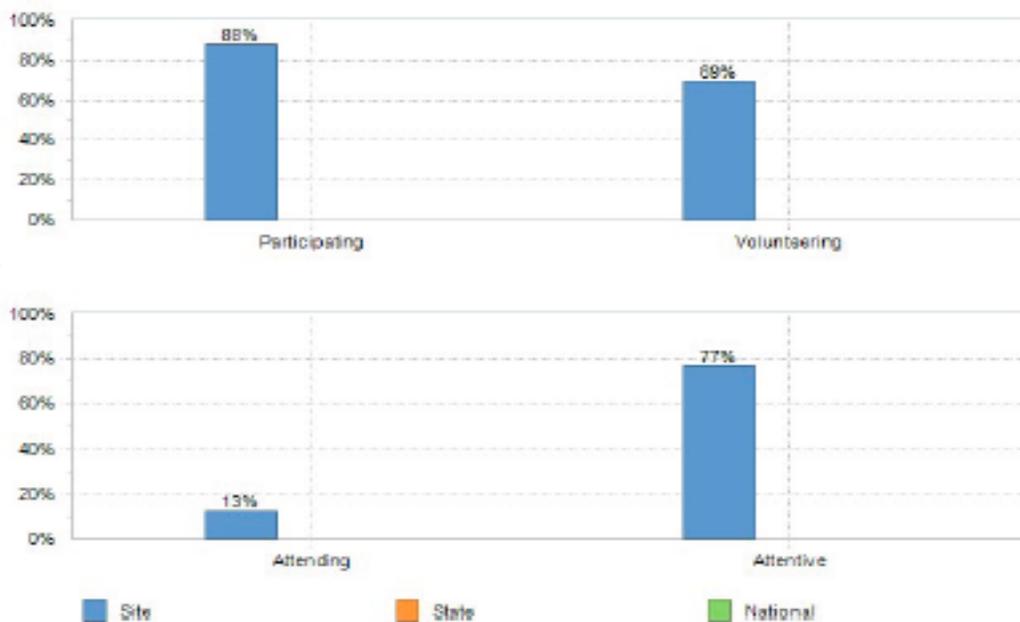
Figure 6.1. Percent of Regular Attendees Demonstrating Improvement in Academic Achievement



Key to Academic Achievement

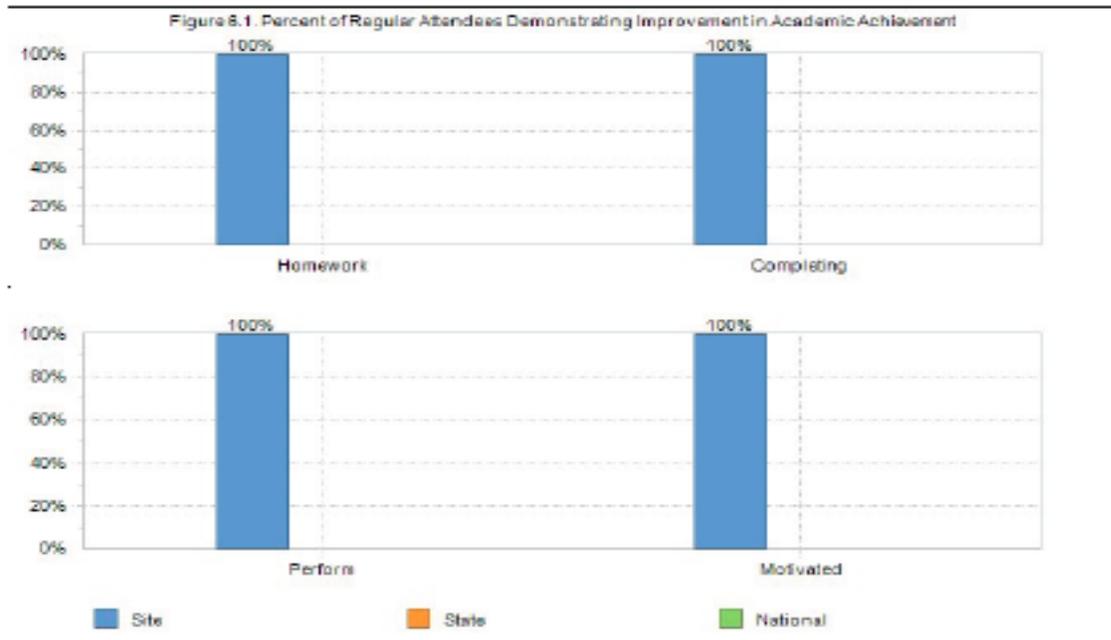
- Homework** Behavior change in terms of turning in homework on time
- Completing** Behavior change in terms of completing homework to teacher's satisfaction
- Perform** Behavior change in terms of academic performance
- Motivated** Behavior change in terms of coming to class motivated to learn

Figure 6.2. Percent of Regular Attendees Demonstrating Improvement in Participation



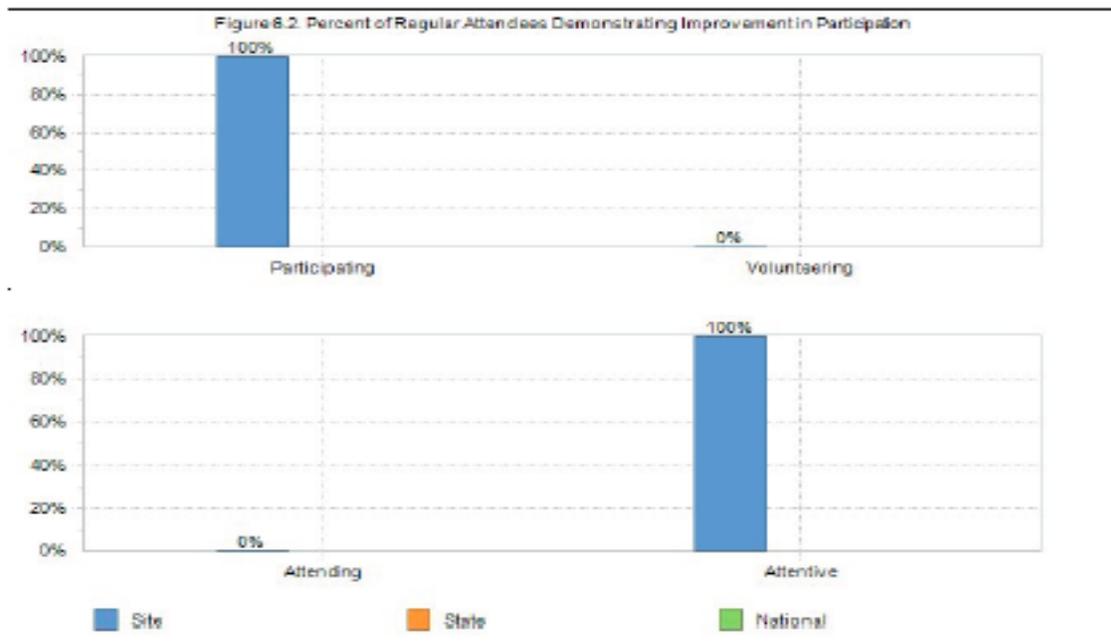
Key to Participation

- Participating** Behavior change in terms of participating in class
- Volunteering** Behavior change in terms of volunteering in class
- Attending** Behavior change in terms of attending class regularly
- Attentive** Behavior change in terms of being attentive in class



Key to Academic Achievement

- Homework** Behavior change in terms of turning in homework on time
- Completing** Behavior change in terms of completing homework to teacher's satisfaction
- Perform** Behavior change in terms of academic performance
- Motivated** Behavior change in terms of coming to class motivated to learn



Key to Participation

- Participating** Behavior change in terms of participating in class
- Volunteering** Behavior change in terms of volunteering in class
- Attending** Behavior change in terms of attending class regularly
- Attentive** Behavior change in terms of being attentive in class