

21st CCLC Castle Complex Evaluation Report

*Improving Literacy, Math, and Science Achievement in Castle Complex
Schools*

CAFÉ Program
June 5, 2015 through May 26, 2016

Helene J.O. Tom, Project Director
Dr. Beverly Robinson, Project Evaluator

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EXECUTIVE SUMMARY

1. What was evaluated

The 21st CCLC Castle Complex Children and Family Enrichment Project (CAFÉ) was evaluated, encompassing six CAFÉ centers: Castle High School, King Intermediate and four elementary schools: He`eia, Kahalu`u, Kapunahala, and Ben Parker Elementary School. Reportedly 40% or more of the Castle Complex students are on free or reduced lunch and are struggling with a Strive HI score of 250 or less. The CAFÉ Project was designed to address educationally disadvantaged students characterized by critical needs: 1) special learner needs, 2) chronic attendance needs, 3) at-risk students and families and 4) minimal reading and math growth. Programs at the elementary schools focused on reading and math along with enrichment activities. Castle High School provided tutoring in language arts and math along with enrichment activities. Castle High also conducted ELT Po`okela Academy, an academic enrichment program for educationally disadvantaged students. Parent/Family activities were conducted at all the program sites. (Appendix C: *Café Sites Program Activities SY2015-2016; Castle Complex 21st Century Grant Proposal*)

2. Why was the evaluation conducted?

Evaluation was conducted to assess the implementation and the impact of the CAFÉ program on student achievement at the six Castle Complex 21st CCLC centers. The CAFÉ Evaluation Plan was implemented and data was collected to measure CAFÉ APR Objectives. (Appendix A: *CAFÉ Evaluation Plan*; Appendix B: *CAFÉ APR Objectives & Outcomes SY2015-2016*)

3. Major findings and recommendations

Impact of Program Activities (Appendix B: *CAFÉ APR Objectives & Outcomes SY2015-16*)

- a. **Parent/Student Response:** Overall 86% of parents and 82.5% of the students responded positively to the CAFÉ program. Both parents (94%) and students (88%) felt students looked forward to attending the CAFÉ program. Parents (77%) and students (79%) felt the CAFÉ Program helped students become a better reader; Parents (75%) and students (74%) felt the CAFÉ Program helped students become better at math; parents (90%) and students (90%) felt the CAFÉ Program helped students do better in school; parents (98%) and all students (99%) felt the CAFÉ teachers cared about students; and finally, parents (97%) and students (83%) felt students would want to come to the CAFÉ program next year. (Appendix D-1 & D-2: *CAFÉ Parent /Guardian Survey Assessment*; Appendix E-1 & E-2: *Student Survey Assessment*)
- b. **Reading Achievement:**
Reading assessment results showed 87% of students increased their reading scores, surpassing the APR Objective of 60%. (Appendix F: *Reading Achievement*) The reading assessment increased from 81% for SY2014-2015 to 87% for SY2015-2016.
Reading grades: 46% of CAFÉ students improved in their reading grade; a smaller percentage in comparison to the previous SY2014-2015 of 61%. (Appendix G-2: *Comparison of Reading Grades - 1st Quarter to 4th Quarter*)
- c. **Math Achievement:**
Students (86%) Improved in Math assessment scores, surpassing the APR Objective of 60%. (Appendix H-2: *Math Achievement*) The math assessment increased from 75% in SY2014-2015 to 86% in SY2015-2016.
Students (40%) improved in math grades; a slightly smaller percentage in comparison to the previous SY2014-2015 of 42%. (Appendix I-2: *Comparison of Math Grades - 1st Quarter to 4th Quarter*)

d. **Learning Behavior:**

Overall, 71.2% of Grades K-5 CAFÉ regular students improved in learning behaviors; 25.3% showed no change; and 3.5% reportedly declined in learning behaviors. (Appendix J-1 & J-2: *CAFÉ Student Learning Behavior SY2015-2016*) Learning behaviors improved from 44.8% for SY2014-2015 to 71.2% for SY2015-2016.

Overall, 52.7% of Grades 6-12 CAFÉ regular students improved in learning behaviors; 41.5% showed no change; and 5.7% reportedly declined in learning behaviors. (Appendix J-3 & J-4: *CAFÉ Student Learning Behavior SY2015-2016*) Learning behaviors of Grades 6-12 CAFÉ regular students improved from 44.8% for SY2014-2015 to 52.7% for SY2015-2016.

4. Conclusions

- a. The CAFÉ Project successfully delivered an effective program of 1) academic instruction that targeted reading and math achievement, 2) engaging enrichment activities that fostered positive learning behaviors and learning achievement, and 3) family learning activities to support student learning. The CAFÉ Project increased the number of students served in grades 1-12 from 548 students in SY2014-2015 to 609 students in SY2015-2016 and also increased the number of reportable students (attended 30+ days) from 57 in SY2014-2015 to 349 for SY2015-2016. (Appendix L-1A: *Number & Percentage of Reportable Students at CAFÉ Sites*; Appendix L-1B: *Number & Percentage of All Students at CAFÉ Sites*.)
- b. The CAFÉ Project was well organized and implemented effectively.
- c. The program was well managed; Classroom Leaders used data to inform their instruction; on-going classroom leader training with the classroom observation and on-site coaching appeared to contribute to program effectiveness and student achievement.
- d. The CAFÉ curriculum and instruction using technology based reading and math program was implemented successfully and addressed the program goals, contributing to increases in both math and reading achievement.
- e. Parents and students responded positively to the program. (*Teacher Observation*; Appendix D-1 & D-2: *CAFÉ Parent/Guardian Survey Assessment*; Appendix E-1 & E-2 *CAFÉ Student Survey Assessment*)
- f. CAFÉ addressed the objectives established for the project (Appendix B: *CAFÉ APR Objectives*):
 - 1) Student Learning Behavior: Overall 61.9% of the CAFÉ regular students improved in learning behaviors. (Appendix J-1, J-2, J-3 & J-4 *CAFÉ Student Learning Behavior*) The CAFÉ regular students improved in learning behaviors from 44.8% for SY2014-2015 to 61.9% for SY2015-2016.
 - 2) High Quality Services in at Least One Core Academic Area: 100% of centers offered high quality services in at least one core academic area and improved *student achievement*. (Appendix C: *CAFÉ Site Program Activities*; Appendix B: *CAFÉ Program APR Objectives & Outcomes SY2015-2016*)
 - 3) Enrichment and Support Activities: 100% of centers offered enrichment and support activities. (Appendix B: *CAFÉ APR Objectives & Outcomes SY2015-2016*; Appendix C: *CAFÉ Site Program Activities*)
 - 4) Family Engagement: 100% of centers offered/provided services to address Family Engagement. (Appendix C: *CAFÉ Site Program Activities*; Appendix B: *CAFÉ APR Objectives & Outcomes SY2015-2016*)
 - 5) Hours of Service per Week: CAFÉ sites offered services between 12-15 hours per week with an average of 13.5 hours/week. (Appendix K: *CAFÉ Center Hours per Week*)

- 6) Maintaining Partnerships: Castle Complex 21st CCLC CAFÉ Project established and maintained a core of 10 key partnerships in addition to the six Castle Complex site schools. (Appendix M: *21st CCLC CAFÉ Partnerships SY2015-16*)
- 7) Increase in Math and Reading Assessment: 86% of CAFÉ students improved in math achievement and 87% improved in reading, surpassing the APR Objective of 60%. (Appendix H-1 and H-2: *Math Achievement* ; F: *Reading Achievement*) The math assessment increased from 75% in SY2014-2015 to 86% in SY2015-2016. The reading assessment increased from 81% for SY2014-2015 to 87% for SY2015-2016.
- 8) Increase in Math and Reading Grades: 46% of CAFÉ students increased in reading grades and 40% in math. (Appendix G-1 & G-2: *Comparison of Reading Grades - 1st Quarter to 4th Quarter*; Appendix I-1 & I-2: *Comparison of Math Grades - 1st Quarter to 4th Quarter*)

5. Recommendations

- a. Continue to work with Castle Complex CAFÉ site schools/principals to document CAFÉ students: 1) SPED eligible and 2) free or reduced lunch eligible. CAFÉ presently continues to meet with principals to identify the targeted students, those scoring below benchmark.
- b. Continue working partnership with PACT: attend PACT Advisory Board Meetings, share CAFÉ updates, receive Board Members' input, and be a valuable member of the community family involvement activities.
- c. CAFÉ Teacher Leaders communicate with the regular day school classroom/homeroom teachers regarding 1) academic learning behavior and 2) academic skill development of CAFÉ students to improve student learning behavior and grades. CAFÉ teachers can work with homeroom teachers and parents to target problem areas of individual students and work coordinately to increase student learning grades and improve student learning behavior.
- d. Continue to implement the Family/Parent Involvement Program in conjunction with the Parent Leadership Training Institute (PLTI) to provide ongoing parent involvement, continuous learning and sustained attendance/participation by parents and family through the semester/year. The PLTI program provides a 20 week program integrates child development and leadership and democracy skills into a parent curriculum that bolsters parental involvement while promoting the lifelong health, safety and learning of children.
- e. The standardized norm-referenced STAR pre-post test data has been effectively used in the CAFÉ Program to determine and report student achievement gains in math and reading. The results also evidence the impact of the CAFÉ program on student learning and achievement. The standardized norm-referenced STAR pre-post test data, as an objective measure of student learning achievement, can be included as a factor considered in determining grades.
- f. Regarding assessment of student, the category of *students who did not need to improve* appeared to be problematic in determining overall student group grade progress as well as student group learning behavior progress. Reporting the number and percentage of students who improved in grades based on the population of 21st CCLC students enrolled who *needed* to improve grades would more accurately reflect the impact of the CAFÉ program on student learning.

- g. Confering with identified students (who need to improve) on their individual STAR Test results would build student awareness of academic achievement and enable students (with teacher guidance support) set individual student achievement goals and explore strategies to increasing learning progress. Classroom teachers can discuss STAR scores with parents.
- h. Providing opportunities for students to self- assess would further encourage students to monitor their learning progress, identify areas of learning difficulties and focus on learning goals. (This process is done at the Po`okela Project.)
- i. Continue to provide on-site training, classroom observation and feedback, and follow up training to target and achieve student learning performance outcomes to maximize the impact of teaching on student learning.
- j. Continue to monitor/observe classroom instruction in coordination with student in-class performance and assessment results. Discuss strategies to increase student achievement and learning behavior.

Program Description

A. Origin of the program

The CAFÉ Project combined 1) academic instruction and the use of technology to increase math and reading achievement, 2) enrichment activities to engage students and foster positive learning behavior and learning achievement, and 3) family learning activities to develop parent understanding of the CAFÉ program and curriculum to support their child's learning.

The CAFÉ Project was implemented at six DOE schools of the Castle Complex located in the city of Kaneohe on the windward side of Oahu: Castle High School, He`eia Elementary School, Kahalu`u Elementary School, Kapunahala Elementary School, Ben Parker Elementary School and King Intermediate, all within a radius of 2.2 miles. The CAFÉ Project was designed to address the educationally disadvantaged students characterized by the following critical needs: 1) special learner needs, 2) chronic attendance needs, 3) at-risk students and families and 4) minimal reading and math growth. Reportedly 40% or more of the Castle Complex students are on free or reduced lunch, in particular, Kahalu`u (78.6%), Ben Parker (69.4%). Students were also struggling with a Strive HI score of 250 or less. Additionally, 30% of families were classified as "at risk", having only one parent. Ben Parker, He`eia, and Kahalu`u Elementary schools were Title I schools. Castle Complex schools also had a large special education population, recorded two times the state average of 10%. "Chronic absenteeism" was particularly noted for He`eia (18%), Kahalu`u (29%) and Ben Parker (20%). (*Castle Complex 21st Century Grant Proposal*)

B. CAFÉ Goals

1. Increase the number of students who receive academic learning support after school;
2. Expand the existing after school options to engage more students and families;
3. Develop a comprehensive after school program framework that encourages collaboration and continuity among after school options; and,
4. Increase the number of students meeting state reading, math, and science standards at each of the participating schools.

Objectives of the Program

1. 100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.
2. 100% of centers will offer high quality services in at least one core academic area.
3. 60% of Castle Complex regular students will increase their math and reading assessment scores from fall to spring.
4. 70% of the Castle Complex regular students will show improvement in academic performance as shown in the 21st CCLC teacher survey.
5. 80% of centers in the complex will offer services to parents, senior citizens, and other adult community members.
6. 100% of the centers will offer services at 12-15 hours per week on average.
7. Complex will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

C. Clients involved in the program:

The CAFÉ Project served a total of 609 students in grades 1-12, of which 349 were reportable students (attended 30+ hours). (Appendix L-1A: *Number & Percentage of Reportable Students at CAFÉ Sites*; Appendix L-1B: *Number & Percentage of All Students at CAFÉ Sites*; Ref: Castle Complex 21st CCLC 2015 Summer Project Report.) CAFÉ served 60 students during the summer program (reporting period for summer varied among sites from 5-31-16 to 7-29-16).

| | COMPLEX | Ben Parker | Castle High | He`eia | Kahalu`u | Kapunahala | King Inter. |
|--------------|---------|------------|-------------|--------|----------|------------|-------------|
| Reportable | 349 | 92 | 43 | 52 | 51 | 78 | 33 |
| All Students | 609 | 92 | 162 | 90 | 96 | 122 | 47 |
| Summer | 60 | 0 | 12 | 0 | 40 | 8 | 0 |

**Reportable Students (attended 30+ days class instruction)*

Of the 349 reportable students, 159 (46%) were males and 190 (54%) females. The ethnic distribution showed 134 (38%) were Native Hawaiian/Pacific Islanders, 39 (11%) were Asian, 10 (3%) were Latino, 3 (1%) were Black/African American and 21 (6%) were white; 19% (65) were of two or more ethnic backgrounds. No information was reported for 77 (22%) students. (Appendix L3: *Gender Distribution*; Appendix L-4A & B: *Ethnicity Distribution*)

The program targeted the educationally disadvantaged students characterized by critical needs: 1) special learner needs, 2) chronic attendance needs, 3) at-risk students and families and 4) minimal reading and math growth. Reportedly 38 (11%) or more of the Castle Complex students were on free or reduced lunch, in particular, Castle High School 27 (63%) and King Intermediate 9 (27%). No free/reduced lunch eligible data was reported for He`eia, Kahalu`u, Kapunahala, and Parker Elementary. FERPA guidelines made it difficult to access data. Additionally, 30% of families were classified as “at risk”, having only one parent. Students were struggling with a Strive HI score of 250 or less. Ben Parker, He`eia, and Kahalu`u were Title 1 schools. Castle Complex schools also had a large special education population, recorded two times the state average of 10%. “Chronic absenteeism” was particularly noted for He`eia (18%), Kahalu`u (29%) and Ben Parker (20%). (*Castle Complex 21st Century Grant Proposal*)

For SY2015-2016, 6% (22) of the reportable students in the CAFÉ program were SPED students and 1% (4) was Limited English Proficiency. No SPED eligible information was reported for Kapunahala Elementary. (Appendix L-6: *SPED Eligible* and Appendix L-2: *Limited English Proficiency*)

D. Characteristics of the program materials and resources:

1. The following scientifically based curricula were implemented as the CAFÉ core program:

| | Curriculum | Description - Elementary |
|-----------------|--------------------------------|---|
| Core Curriculum | On-Line Reading - Achieve 3000 | An internet accessed, differentiated reading fluency program scientifically proven to increase reading fluency, comprehension, vocabulary, and writing proficiency; shown to dramatically impact high-stakes test scores for students across the nation. |
| | On-Line Math – IXL | A math fluency development program where students find that math is more than just numbers and learning can be fun. |
| | LitART | The LitART curriculum was selected specifically because it was directly aligned to the common core state standards and addressed particular skills and strategies where Castle Complex students have demonstrated low performance (e.g., literary response, inferential comprehension). |

| | | |
|------------------------|---------------------------|--|
| | Accelerated Reader (AR) | At its heart, AR is simple. Students read a book, take an AR Quiz, and get immediate feedback. |
| Sampling of Extensions | Robotics | Students learn how to build and program robots using VEX IQ CAFÉ Leaders use the hands-on approach to science, math, technology, and literacy to teach young learners. |
| | Y4Y Project-Based Science | Provides an overview of project-based learning, the benefits of authentic projects, and provides a wealth of engaging projects where students are immersed in the inquiry-process. |

Other Extension Programs SY 2015-16 – Site Program Activities (Appendix C) includes enrichment programs, summer programs and family/parent activities.

- *Intro to College, IS103*
- *ELT: Po`okela Academy*
- *Project Based Learning: Rocketry*
- *Girl Scout 2/3 (Water)*
- *ELT: Robotics VEX IQ*
- *Math Art*
- *Literature Circles*
- *Project Based Learning*
- *Glee Club/Drama Club*
- *Lego/Robotics*
- *Cooking/Writing*
- *Journalism*
- *Spanish Language & Culture*
- *Hawaiiana*
- *Robotics, VEX IQ*
- *Art*
- *STEM: Robotics and Project Based Learning*
- *Games*
- *Dance-Move It!*
- *Yarn Crafts*
- *Intro to Video*

Summer

- Math Focus
- Incoming 9th graders
- Career Explorations
- Geology/Archaeology/Agriculture (Dir Study)
- Achieve3000
- On-line IXL/Mobi Max
- STEM Activities
- Math Fluency Skills
- Math in Science
- Literacy
- Art and Wellness – Project Based Learning
- Gr 1-3 General Academic Content
- Gr. 4: Special Emphasis in Math

- Gr. 5: Robotics with LA STEM

Family Engagement Programs:

| CAFÉ PROJECT SITE | DATE | FAMILY ENGAGEMENT PROGRAM |
|-------------------|--------------------|---|
| Ben Parker | February 19, 2016 | <i>Parker Family Night (Family Involvement)</i> |
| Castle High | May 12, 2016 | <i>Po`okela: Literacy</i> |
| Heeia | December 12, 2015: | <i>Achieve 3000, Math, and Lexiles</i> |
| He`eia | April 19, 2016 | <i>STEM - Robotics Team and Girl Scouts</i> |
| Kahalu`u | March 15, 2016 | <i>Spring Into Reading</i> |
| Kapunahala | April 9, 2016 | <i>STEMfest</i> |
| King Intermediate | April 9, 2016 | <i>STEM featuring their VEX IQ Robotics</i> |

| PROGRAM | DATE | FAMILY ENGAGEMENT PROGRAM |
|---------|-----------------|--------------------------------|
| PACT | August 29, 2015 | PACT |
| PACT | May 6, 2016 | Nifty Fifty States - Geography |



**PLTI Hawaii Cohort 2
Class Schedule**

| Date | Session | Topic |
|--------|---------|---|
| | | Retreat—February 27, Sat. 8:30 am-4:30 pm Creating a Caring Community for Children |
| 29-Feb | 1 | Thriving with Diversity in the Group Process |
| 7-Mar | 2 | The Change Process |
| 14-Mar | 3 | Parents as Change Agents |
| 21-Mar | 4 | How to Define a Problem and Work Toward a Solution |
| 28-Mar | 5 | The Intentional Use of Language Community Project Form is Due |
| 4-Apr | 6 | Learning How a Community Works |
| | | How Local Systems Work and How to Interact With Them |
| 11-Apr | 7 | Networks |
| 18-Apr | 8 | The Power of the Media and How to Use It Guest Speaker |
| 25-Apr | 9 | Using Your Voice |
| | | Phase 2 |
| 2-May | 10 | The Life Cycle of the Child and the Functions of the Family |
| 9-May | 11 | Social and Economic Trends Affecting Children and Families |
| 16-May | 12 | What is Public Policy? Community Project report "Draft" is Due |
| | | How Do We Understand the Law? |
| 23-May | 13 | How the State Works Guest Speaker |
| 30-May | 14 | How the City Works Guest Speaker |
| 4-Jun | 15 | Budgets - From Wallets to State - It's All Money and Priorities |
| 13-Jun | 16 | Evaluation, Outcome and Accountability |
| 20-Jun | 17 | The Magic of the Unexpected Forming New Alliances FINAL Community Project Report is Due |
| 27-Jun | 18 | Language: Packaging and Moving Agendas |
| | | GRADUATION |

2. **Resources** (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) 96
 - a. Other grant funds: Title 1
 - b. Physical facilities and administrative planning/implementation support from Castle Complex's 6 DOE Schools: Castle High School, King Intermediate, He`eia Elementary

School, Kahalu`u Elementary School, Kapunahala Elementary School, and Parker Elementary School.

c. Community partnerships (Appendix M: *21st CCLC Café Partnerships*)

| | |
|---|--|
| Parents & Children Together – Kaneohe Community Family Center (PACT–KCFC) | Provided programming/activity-related services; materials; volunteer staffing and paid staffing. Parents and Children Together provided high-quality parent and child community programs. CAFÉ continued to assist PACT – KCFC with family engagement events, 5Rs programs, and PLTI. |
| Parent Leadership Training Institute (PLTI) | PLTI provided a 20 week Parent Leadership Training program that integrated child development leadership and democracy skills into a parent curriculum to bolster parental involvement while promoting the lifelong health, safety and learning of children. |
| Girl Scouts of Hawaii | Services: engaging Common Core State Standard activities and programs to expose girls to Girl Scout leadership experiences on key leadership factors. |
| Kamehameha Schools – Po`okela Academy | Staff worked directly with Castle High students and parents on career-college planning. Staff helped to develop Hawaiian leadership skills and attitudes through building three-man canoes, carving poi pounding boards, and shaping poi pounders from rock. Focus of SY2015-16: Po`okela Academy; expansion to other academies in the future. |
| Windward Community College | The college donates the use of the planetarium and science hall for science family involvement event. Windward Community College provided a credit course to Po`okea students. |
| Kaneohe Reg. Library | The Kaneohe Regional Library provided access to award winning LitART books. |
| Hawaii Pacific University | Partner with KCFC-PACT: assisted with the <i>5R's Family Event</i> and the <i>Be Physically Fit Event</i> at the Windward Mall. Nursing program students highlighted one of the 5Rs with an exciting make and take activity. |
| Title 1 | CAFÉ partnered with the Title 1 coordinator to present events and family engagement events to promote adult literacy. |
| The Pacific American Foundation (PAF) | The Pacific American Foundation (PAF) secured a \$250,000 Robert Wood Johnson Foundation Grant to work with male youths of color in grades 6 - 12. This grant supported the PAF's continued work with the Castle Redesign including the Po`okela Academy. |
| St. Ann's Model School | St. Ann's Private School provided programming/activity-related services using material provided by the 21 st CCLC Grant. |

3. Activities program participants were expected to take part in

CAFÉ Program students were expected to participate in the CORE academic programs in reading (technology based reading program) and math (technology based math program). CAFÉ Program students were also expected to participate in the CAFÉ enrichment/support courses enrolled in. (Appendix C: *CAFÉ Sites Program Activities SY2015-2016*)

4. Program Staff Procedures Implemented:

- a. The CAFÉ Director planned and implemented the program budget, hiring and scheduling of staff, and operational policies and practices for the after-school program in cooperation with site school administrators, staff, youth and families.
- b. The CAFÉ Director worked with the school, families and 21st CCLC grant partners to implement the CAFÉ program and enroll students. The Director monitored and evaluated the program; supervised the staff and met regularly with site coordinators to ensure effective program operations. In addition, the Project Director monitored the requested purchases from the sites, ensuring that all expenditures were "reasonable, allowable, and necessary" and aligned to the curricula needs.
- c. Site Coordinators monitored classes/programs at least two times a month at each site and submitted weekly summary report of Successes and Challenges. The Project Director provided written responses to the reports and observations. Site Coordinators sent two Progress Reports (one in Fall and one in Spring) to the Homeroom Teachers and parents about the students' progress.
- d. Assessment and data collection procedures were implemented to pretest students at the beginning of the program and posttest at the end of the program across all CAFÉ program sites through the use of the STAR standardized test. On-going assessment was also conducted using the supplementary assessments used to monitor student progress during the program. Parent survey, student survey and teacher survey were conducted at the end of the program year.
- e. The Data Manager collected the evaluation data from each site, entered the data on the APR The Tactile Group website, developed graphs and tables to reflect the various data information, and provided the External Evaluator with an Evaluation Handbook that reflected the progress of the Castle Complex 21st Century Grant programs.

To maintain and sustain fidelity of the curriculum, the following strategies along with scheduled observations were implemented/conducted by the Project Director and Site Coordinators throughout the CAFÉ year. At the opening of the program, the observation template was provided to the observer and the staff being observed.

| Curriculum | Strategies and Procedures |
|------------------|--|
| LitART | All new litART leaders received effective professional development outlined in the "Model, Lead, Test" procedures. |
| Achieve 3000 | All Achieve 3000 leaders received an overview of the program's five steps. Each week, the site coordinator submitted a written report of the number of students who scored 75% or above, each day of the week. That report was submitted to the Project Director, who submitted periodic reports to the principal. "Celebrations" of each student's achievement was conducted quarterly. |
| IXL - Math | All CAFÉ teachers received training from their Site Coordinator on the assignments and implementation of this math fluency program. Site Coordinators submitted to the Project Director daily % data and periodic written observations. |
| Y4Y Training | Site Coordinators received training on the implementation of the on-line inquiry-based programs. |
| Po`okela Academy | Castle High classroom teachers accompanied students to the community partner sites: Waikalua Loko Fishpond, Windward Community College, Luluku Farmers Association, Papahana Kuaoloa, Hawaii Institute of Marine Biology, Paepae O |

| | |
|--|---|
| | He`eia, and Kamehameha Schools to collaborate with community partners and integrate classroom and on-site learning. Po`okela Academy teachers collaborated with the classroom teachers to ensure culturally relevant, rigorous interdisciplinary, project- and problem-based learning was provided to students. Community partners worked with students on campus during the school day to further integrate the classroom with the on-site learning. |
|--|---|

CAFÉ staff analyzed relevant data to ensure 60% of each center’s regular students increase their math and reading scores from fall to spring.

| Core | Assessment |
|------------------|---|
| Reading and Math | All six (6) sites utilized the STAR assessment (comprehensive K-12 assessment tool), enabling teachers to screen and group students to target instruction, monitor student growth, and predict performance on summative assessment. STAR continuously monitored achievement on Common Core State Standards. STAR pre-, mid-, and post- assessment was administered. |
| Add'l data | Achieve 3000 pre- and post- assessment and Accelerated Reading made available additional data. Castle Complex initiated plans to administer AIMSweb monitoring and assessment tool to identify K-3 students in tier 2 (supplemental instruction aimed at remediation) or tier 3 (intensive intervention) levels of support. Data indicated that if a student was not at benchmark by the end of 3 rd grade, there was a 1 in 8 chance that s/he would reach benchmark, thereafter. |

5. How the CAFÉ Program was administered:

Administrative Organization and Scope of the Project: The CAFÉ Project was managed by the Windward District Office. The Complex Area Superintendent was the authorizing and fiscal agent. CAFÉ worked closely with the District Business Managers to monitor fiscal matters. The CAFÉ Project worked in collaboration with a KCFC-PACT advisory board comprised of representatives from the community.

At the opening of the school year, a meeting with each sub-grantee site principal, CAFÉ Director, Site Coordinator, and school leadership members was conducted to collaborate on the array of student support and services that the CAFÉ Project funds would provide. The preliminary planning and discussion assures that the program offered provides for students and families eligible for Title I targeted assist or schoolwide support. The initial meeting addresses CAFÉ’s fit with the schoolwide improvement plan; target group(s); curriculum; common core standards; prior or needed training and staff development; survey results of enrichment programs; daily schedule; assigned rooms; staffing; intercessions; appropriate use of the 21st CCLC funds; and programs that supplement (not supplant) the existing curriculum.

E. Staff and others involved in the program:

1. Number and Roles of Specific Personnel

The staff included a Project Director (1), Site Coordinators (6), Data Manager (1), and 53 Classroom Leaders during the school year. Summer staff included two Site Coordinators, 1 Instructor and 8 PTTs and Po`okela partners.

- a. The Project Director managed all CAFÉ funds to ensure that the objectives were achieved and expenditures were within budget and was responsible for managing all aspects of CAFÉ including recruiting students and families, supervising staff, coordinating with schools and partners, and ordering materials and supplies, preparing the purchase orders, small purchase contracts, payroll, and process in putting the funds in play. All operations conducted by the Project Director were monitored and approved by the Complex Area Superintendent (CAS).
- b. The Data Manager managed the assessment process: collected the evaluation data (student profile and attendance data, student achievement data – test and grade data, and survey data) from each site, entered the data on the APR The Tactile Group website, developed graphs and tables to reflect the various data information, and provided the External Evaluator with an Evaluation Handbook that reflected the progress of the Castle Complex 21st Century Grant programs.
- c. The Site Coordinators (SC) carried out many of the same functions as the Project Director at the school site level. In addition, site coordinators maintained records, supervised staff, provided classroom training and support, and formally observed the classroom leaders using the CAFÉ observation template. The SCs provided weekly summaries to the Project Director and Progress Reports to the Homeroom teachers and parents.
- d. Classroom Leaders directly facilitated before and afterschool academic enrichment programs.
- e. Clerk to process payroll and fiscal matters.

2. Amount of time staff devoted to the program:

| CAFÉ STAFF TIME DEVOTED TO THE PROGRAM SY2015-2016 | | | | |
|--|-----------------------|-------------------|---------------------|-------------|
| SCHOOL SITE | Ave Hrs/wk X Ave #wks | Instructional Hrs | Parent Activity Hrs | Total Hours |
| Castle High | 15.5 hrs X 29 wks | 449.5 | 2 | 451.5 |
| He`eia Elementary | 14.5 hrs X 22 wks | 319 | 4 | 323 |
| Kahalu`u Elementary | 12 hrs X 28 wks | 336 | 2 | 338 |
| Kapunahala Elem | 13.5 hrs X 17.5 wks | 236.25 | 2 | 238.25 |
| King Intermediate | 13.75 hrs X 22 wks | 302.5 | 2 | 304.5 |
| Parker Elementary | 13.75 hrs X 30 wks | 412.5 | 2 | 414.5 |
| COMPLEX | 12 hrs X 24.75 wks | 297 | 2 | 287.39 |

3. Program Monitoring with Technical Support and Assistance:

The Project Director managed all aspects of CAFÉ, including supervising staff. The Director visited each site to ensure the fidelity to the curricula and reviewed weekly reports and observations from each site. The Site Coordinators maintained the 21st CCLC Handbook. The Site Coordinators carried out many of the same functions as the Project Director at the school site level. In addition, Site Coordinators maintained records, maintained supporting evidence in a site's CAFÉ binder, supervised staff, provided classroom training and support, and formally observed the classroom leaders using the CAFÉ observation template. The Site Coordinators provided weekly summaries to the Project Director and Progress Reports (Fall and Spring) to the classroom teachers, parents, and principals.

4. Partnerships developed for the 21st CCLC activities (Appendix M: 21st CCLC CAFÉ Partnerships SY2015-2016)

| PARTNERSHIPS | CONTRIBUTION |
|---|--|
| Parents & Children Together – Kaneohe Community Family Center (PACT–KCFC) | Programming/activity-related services; materials; volunteer staffing and paid staffing. Parents and Children Together provided high-quality parent and child community programs. CAFÉ will continue to assist PACT – KCFC with their family engagement events, 5Rs programs, and PLTI. |
| Parent Leadership Training Institute (PLTI) | PLTI provided a 20 week Parent Leadership Training program that integrated child development leadership and democracy skills into a parent curriculum to bolster parental involvement while promoting the lifelong health, safety and learning of children. |
| Girl Scouts of Hawaii | Girl Scouts of Hawaii provided engaging Common Core State Standard activities and programs to expose girls to Girl Scout leadership experiences on key leadership factors. |
| Kamehameha Schools | Staff worked directly with Castle High students and parents on career-college planning. Staff also helped develop Hawaiian leadership skills and attitudes through building three-man canoes, carving poi pounding boards, and shaping poi pounders from rock. Their focus was the Po`okela Academy. |
| Windward Community College | The college donated the use of the planetarium and science hall for science family involvement event. WCC also conducted the credit course IS103. |
| Kaneohe Reg. Library | This library provided access to award winning LitART books. |
| Hawaii Pacific University | Partnered with KCFC-PACT to assist with the 5R's <i>Family Event</i> and the <i>Be Physically Fit Event</i> at the Windward Mall. Nursing program students highlighted one of the 5Rs with an exciting make and take activity. |
| Title 1 | CAFÉ partnered with the Title 1 coordinator to present events and family engagement events to promote adult literacy. |
| The Pacific American Foundation (PAF) | The Pacific American Foundation (PAF) secured a \$250,000 Robert Wood Johnson Foundation Grant to work with male youths of color in grades 6 - 12. This grant supports the PAF's continued work with the Castle Redesign including the Po`okela Academy. |
| St. Ann's Model Sch | St. Ann's Private School provided programming/activity-related services using material provided by the 21 st CCLC Grant. |

EVALUATION DESIGN AND RESULTS

A. Purposes of the evaluation

Evaluation was conducted to assess the implementation and the impact of the CAFÉ programs on student achievement at the ten Castle Complex 21st CCLC school-based centers. Program impact was measured by the increase in students improving in math and reading grades, math and reading achievement, and learning behaviors, fall to spring.

B. Evaluation plan

The Hawaii State Assessment (HSA) was used to measure math and reading achievement. Program impact on student achievement was also measured by the increase in math and reading grades and increase in math and reading assessment scores from fall to spring. Pre-post reading assessment was conducted using the *STAR Assessment*; *Achieve3000* (reading) was used as supplementary assessment. Pre-post math assessment was conducted using *STAR*; supplementary math assessments administered were *Math Whizz* pre-post on-line math program assessment and *IXL*. The *21st CCLC Teacher Survey* was used at all centers to measure improvement in student learning behavior. (Appendix A: *CAFÉ Evaluation Plan*)

| Core | Assessment |
|---------|---|
| Reading | STAR was administered at the beginning of the school year (pre-test) and posttest at the end of the school year. Achieve 3000 (pre- and post) assessment was administered to measure the student's increase in Lexile scores and approximate their reading level. Formative assessment was used to monitor daily progress on reading comprehension. The Hawaii State Assessment (HSA) is also used to measure reading achievement. |
| Math | STAR was administered at the beginning of the school year (pre-test) and posttest at the end of the school year. <i>IXL</i> was administered as a formative assessment to provide a picture of the standards the student has achieved over the duration of the program. Math Whizz was also used as a supplementary assessment. Formative assessment followed the performance on quizzes and differentiated lessons. The Hawaii State Assessment (HSA) is included to measure math achievement. |

C. Evaluation Schedule

Achievement objectives were measured pre- (beginning of the school year) and post (at the end of the school year). On-going assessments (on-line *Achieve 3000* reading and *IXL* math along with classroom performance assessment and observations) were conducted during the school year to improve instruction. (Appendix A: *CAFÉ Evaluation Plan*)

1. Pre assessment data was collected at the beginning and post assessment was collected at the end of the school year using the *STAR* (reading and math) standardized assessment. Supplementary assessments included on-line *Achieve 3000* assessment in reading and *IXL* assessment in math.
2. Student math and reading grade achievement data were collected at the end of the school year along with semester and final grades.
3. *The 21st CCLC Teacher Survey* of student improvement in learning behavior was administered at the end of the school year.
4. *Parent Survey* and *Student Survey* response to the CAFÉ Program were administered at the end of the school year.
5. CAFÉ Program operations with regards to APR Objectives were documented during the school year and assessed at the end of the CAFÉ Program year.

Data Collection: Site Coordinators conducted on-going observations; Leaders conducted the classes and administered the assessments; Site Coordinators collected the site data; and the Data Manager gathered, organized, formatted/inputted, documented, and reported the data. (Appendix A: *CAFÉ Evaluation Plan*)

D. Results of the implementation evaluation:

1. *Has the program been implemented as planned in the grant application?*

The program was implemented as planned. The project director met with the principals to develop the initial planning stages of the CAFÉ program. In addition, CAFÉ worked with partnerships (PACT, Title I, Girl Scouts, Kamehameha Schools, Windward Community College, Pacific American Foundation “Ho`ala Hou Project”, Kaneohe Regional Library, Hawaii Pacific University, the Pacific American Foundation and St. Ann’s private school) to effectively implement the program planned in the grant. The program serviced a total of 609 students; 349 students were reportable (receiving 30+ days instructional time). Upon implementation, all CAFÉ Centers achieved/maintained the CAFÉ Project objective of 12-15 hours per week specified in the grant.

The CAFÉ program 21st CCLC Project was quickly implemented as planned in this new grant application and provided a quality academic enrichment program focused on accelerating academic achievement of targeted students in math and reading. As planned, on-line reading and math programs (*Achieve 3000* and *IXL*) were implemented, providing scientifically-based differentiated instructional programs to support and enhance the standards-based curriculum of the afterschool program and ensure academic acceleration in the areas of reading and math. In addition, Robotics and other enrichment programs were added to enhance student learning and engage students in areas of student interest. *Achieve 3000* assessment and the *IXL* on-line math program assessment were implemented to provide a clearer picture of the students’ skill development gains, enabling students, teachers, and parents to monitor and evaluate student learning progress. (Appendix C: *CAFÉ Site Program Activities*)

In an effort to measure student learning consistently and have a valid means of measuring student achievement, CAFÉ implemented a standardized assessment, *STAR* reading and math pre-post assessment, across all CAFÉ sites. This was a major step in measuring math and reading achievement to determine learning achievement gains as well as determine the impact of the CAFÉ program on learning progress and achievement. (Appendix A: *CAFÉ Evaluation Plan*)

2. *What challenges have been faced in implementing the program and how are these challenges being addressed?*

- a. Accessing student profile data was a challenge due to FERPA. CAFÉ continues to meet with school administrators to discuss 21st CCLC data requirements and plan ways CAFÉ can access student population data from the school population database to meet federal data requirements for 21st CCLC.
- b. CAFÉ met the challenge of providing a parent/family involvement program that met the Federal Indicator by adding to its program of parent/family involvement activities, a Parent Leadership Training Program through its partnership with the Parent Leadership Training Institute (PLTI). The PLTI program provided a 20 week program that integrated child development and leadership and democracy skills into a parent curriculum that bolsters parental involvement while promoting the lifelong health, safety and learning of children.

3. Which community based partnerships as planned in the grant application have been established and maintained?

The following community based partnerships have been established and maintained: (Appendix M: *CAFÉ Partnerships 2015-2016*)

| | |
|--|--|
| Parents & Children Together – Kaneohe Comm Family Center (PACT-KCFC) | PACT is one of Hawaii’s largest private, non-profit agencies with extensive experience in community-based prevention work. CAFÉ will continue to assist PACT – KCFC with their family engagement events and 5Rs programs. |
| Parent Leadership Training Institute | PLTI provides a 20 week Parent Leadership Training program that integrates child development leadership and democracy skills into a parent curriculum to bolster parental involvement while promoting the lifelong health, safety and learning of children. |
| Girl Scouts of Hawaii | Provides engaging Common Core State Standard activities and programs to expose girls to Girl Scout leadership experiences on key leadership factors. |
| Kamehameha Schools | Staff worked directly with Castle High students and parents on career-college planning. Staff also helped develop Hawaiian leadership skills and attitudes through building three-man canoes, carving poi pounding boards, and shaping poi pounders from rock. SY2015 -2016 focused on the Po`okela Academy; expansion to other academies in the future. |
| Windward Community College | The college donates the use of the planetarium and science hall for the science family involvement event. |
| Kaneohe Reg. Library | This library provides access to award winning LitART books. |
| Hawaii Pacific University | Hawaii Pacific University is a contributing partner with KCFC-PACT and assists with the 5R’s <i>Family Event</i> and the <i>Be Physically Fit Event</i> at the Windward Mall, to name a few. Nursing program students team to present a relevant booth that highlights one of the 5Rs with an exciting make and take activity. |
| Title 1 | CAFÉ partners with the Title 1 coordinator to present events and family engagement events to focus on promoting adult literacy. |
| The Pacific American Foundation (PAF) | The Pacific American Foundation (PAF) secured a \$250,000 Robert Wood Johnson Foundation Grant to work with male youths of color in grades 6 - 12. This grant supports the PAF’s continued work with the Castle Redesign including the Po`okela Academy. |
| St. Anne’s Model Sch | Provides programming/activity-related services. |

4. Are program activities interesting and valuable to students, teachers, administrators and community partners?

- a. The CAFÉ Project combined 1) academic instruction and assistance which increased math and reading achievement, 2) engaging enrichment activities that supported positive learning behavior and learning achievement, and 3) family learning activities that fostered parent understanding of the CAFÉ program and curriculum to support their child’s learning. The project director increased the CAFÉ program with new programs added at sites: Girl Scouts Hawaii, robotics, dance revolution, Po`okela, art, journalism, Hawaiian language and others enhanced the CAFÉ programs.
- b. Parents reported that their child looked forward to coming to the CAFÉ program (94%), the CAFÉ program helped their child become a better reader (77%), the CAFÉ program

helped their child become a better writer (72%), the CAFÉ program helped their child become a better math student (75%), the CAFÉ program helped their child do better in school (90%), the CAFÉ teachers cared about the students (98%) and they would enroll their child in the CAFÉ program again (97%).

- c. Students responded favorably to the CAFÉ Program; they look forward to coming to the program (88%). Students felt the CAFÉ program helped them become a better reader (79%), a better writer (65%), and better in math (74%). They also felt the CAFÉ program helped them do better in school (90%). Students felt the CAFÉ teachers cared about them (99%) and they would want to come to the CAFÉ program again (83%).

5. What are the plans to ensure effective program implementation next year?

- a. Implementation plans including planning meetings and coordination with Castle Complex 21st CCLC project site principals are in place and steps have been taken to ensure that CAFÉ programs are started at the beginning of the school year and plans ensure that students in the program attend 30+ days.
- b. A curriculum plan is in place to comprehensively provide for student learning and achievement in math, reading, and enrichment with pre-post assessments and on-going learning assessments to monitor student progress.
- c. Instructional materials are also in place with training support planned for effective implementation of instruction using the materials.
- d. A system for staff training, staff support, and staff and program supervision is in place. The system includes on-site coaching to provide curriculum/instructional guidance and feedback support to increase effectiveness of instruction along with site coordinator observations using an observation instrument.
- e. Daily site coordinator's classroom visitations have been planned to ensure that all required components are successfully implemented and maintained. Site Coordinators will visit 2 programs each day for 15 minutes at each program.
- f. Sites will continue to provide semester progress reports to teachers regarding student progress.
- g. Site coordinators and classroom leaders will continue efforts to communicate with homeroom teachers on the progress of students.
- h. The project director has established partnerships planned in the grant and scheduled meetings with the Pacific American Foundation to develop a year's partnership plan with *Ho`oulu Opiu* (formerly known as *Po`okela Academy*). Discussion has also been initiated with Windward Community College, Girl Scouts Hawaii, and After School All Stars.
- i. CAFÉ will continue to develop and maintain a sustainability plan and work towards program sustainability over the grant period.

E. Results of the outcome evaluation:

Reading assessment results reported a mean of 87% and a range of 70%-95% for SY2015-2016; thus exceeding the CAFÉ program objective: *60% of Castle Complex regular students will increase their reading assessment scores from fall to spring*. The Reading Assessment results were higher for SY2015-2016 (87% with a range of 70-95%) than SY2014-2015 (range of 70-89%). All CAFÉ schools exceeded the program objective of 60%: Parker Elementary increased the percentage of regular students who increased their reading assessment scores from fall to spring from 89% in

SY2014-2015 to 96% for SY2015-2016; Hebei also increased from 70% in SY2014-2015 to 88% in SY 2015-2016; Castle High: 95% of regular students increased their reading assessment score, Kapunahala Elementary - 83%; Kahalu`u - 82%; and King Intermediate - 70%. (Appendix F: *Reading Achievement*)

Reading grades: 46% of reportable program participants improved in reading grades from fall to spring. The percentage of students improving in reading grades for SY2015-2016 (46%) was lower than the previous school year 2014-2015 (61%). The percentages of students who improved in reading grades across sites ranged from 12% - 76% for SY2015-2016 (versus 39% – 80% in SY2014-2015): Kahalu`u Elementary: 76% for SY2015-16 (increased from 39% in SY2014-15); Parker Elementary: 62% for SY2015-2016 (63% in SY2014-2015); Kapunahala Elementary: 51%; Castle High: 23%; He`eia Elementary: 19% (down from 80% in SY2014-15); and King Intermediate: 12%. (Appendix G-2: *Comparison of Reading Grades - 1st Quarter to 4th Quarter*)

Math assessment scores: 86% of reportable program participants improved in math scores from fall to spring; thus exceeding the CAFÉ program objective: *60% of Castle Complex regular students will increase their math and reading assessment scores from fall to spring*. The math assessment results increased from 75% in SY2014-2015 to 86% for SY2015-2016 (86%). Percentages of reportable program participants improving in math scores from fall to spring across all six schools ranged from 55% - 96%. Percentages of students who increased in math achievement in SY2015-2016 were as follows: Parker Elementary - 96%, Kahalu`u Elementary 92% (up from 67% in SY2014-2015), Kapunahala Elementary - 90%; He`eia Elementary - 88% (up from 65% in SY2014-2015); Castle High - 72% and King Intermediate - 55%. (Appendix H-2: *Math Achievement*)

Math grades: 40% of reportable program participants improved in math grades from fall to spring; slightly lower than 42% in SY2014-2015. Percentages of reportable program participants improving in math grades from fall to spring across all six school sites ranged from 10% - 76% in SY2015-2016 in comparison to 11%-63% for SY2014-2015. Percentages of students who improved in math grades were: Kahalu`u – 76% (versus 11% SY 2014-2015); Kapunahala - 49%; Parker – 46% (versus 63%, SY2014-2015), He`eia – 25% (versus 50%, SY2014-2015); King Intermediate – 15% and Castle High – 10%. (Appendix I-2: *Comparison of Math Grades, 1st Quarter to 4th Quarter*)

Increase in CAFÉ Students Improvement in Student Learning Behavior: Teacher Survey revealed 61.9% of all CAFÉ regular students (71% Grades K-5 regular students and 52.7% Grades 6-12) improved in learning behavior SY2015-2016; up from 44.8% in SY2014-2015.

Grades K-5: 71% of CAFÉ students improved in learning behavior; 25% showed no change and 3.5% declined.

Percent of CAFÉ Grades K-5 students improving in student learning behavior reported: 1) *Improvement in homework completion and class participation* - 77%; 2) *Improvement in behavior* – 68%; 3) *Turning in homework on time* – 73%; 4) *Attending class regularly* – 67%; 5) *Coming to school motivated to learn* – 73%; 6) *Getting along well with others* – 69%. Appendix J-1 & 2: *CAFÉ Students Improving in Learning Behavior*

Grades 6-12: 52.7% of CAFÉ students improved in learning behavior; 41.5% showed no change and 5.67% declined.

Percent of CAFÉ Grades K-5 students improving in student learning behavior reported: 1) *Improvement in homework completion and class participation* - 55%; 2) *Improvement in behavior* –

53%; 3) *Turning in homework on time* – 55%; 4) *Attending class regularly* – 44%; 5) *Coming to school motivated to learn* – 56%; 6) *Getting along well with others* – 53%.
Appendix J-3 & 4: *CAFÉ Students Improving in Learning Behavior*

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. The CAFÉ Project successfully delivered an effective comprehensive program of academic instruction, engaging project-based enrichment activities and meaningful family learning activities designed to support the learning of the students.
2. The CAFÉ Project increased the number of students served in grades 1-12 from 548 students in SY2014-2015 to 609 students in SY2015-2016 and also increased the number of reportable students (attended 30+ hours) from 57 in SY2014-2015 to 349 for SY2015-2016. (Appendix L-1A: *Number & Percentage of Reportable Students at CAFÉ Sites*; Appendix L-1B: *Number & Percentage of All Students at CAFÉ Sites*.)
3. Furthermore, CAFÉ was able to initiate standardized pre-post testing using the STAR test to measure learning gains and establish validity and reliability in math and reading assessment across all CAFÉ sites. Program data showed the CAFÉ program fostered positive learning behavior, learning achievement, and both parents and students responded positively to the program.
4. The CAFÉ Project was well planned and organized with the added support of a knowledgeable and skilled consultant, seasoned instructional staff, and a system in place, resulting in a quick implementation of the CAFÉ program at all six school sites. Planning meetings with school site principals were quickly and successfully conducted and the CAFÉ program was immediately implemented and serviced a total of 609 students with 349 students classified as “reportable” students (having 30+ hours).
5. The program was well managed. The Castle Complex 21st CCLC director and CAFÉ consultant established a close working relationship with each of the six complex schools and school administrators, setting program goals and planning the implementation of the CAFÉ program at school sites. The director and CAFÉ consultant also worked closely with the site coordinators and the classroom leaders at each school to implement and monitor the program operations. Having a site coordinator at each school-based center and a director coordinating the overall CAFÉ program with the schools provided stability, consistency, and effectiveness in the implementation, program management, and data collection.
6. Classroom Leaders reviewed the student assessment and performance data to inform their instruction and implemented strategies to motivate student learning and desire to succeed, and cheered students through the process. Students and parents felt that the CAFÉ teachers cared about the students.
7. The on-going classroom leader training with the site coordinator’s classroom observation and on-site coaching appeared to contribute to program effectiveness, student achievement, and effective student learning behaviors. CAFÉ surpassed student achievement goals in both reading and math. (Appendix B: *CAFÉ Program Objectives & Outcomes SY2015-2016*)

8. The CAFÉ curriculum and instruction utilizing the technology based reading and math programs were implemented successfully and addressed the program goals. As a result, CAFÉ surpassed student achievement goals in both reading and math. (Appendix B: *CAFÉ Program Objectives & Outcomes SY2015-2016*)
9. Parents and students responded favorably to the CAFÉ Program. Both parents and students felt the CAFÉ program helped the child do better in school and become a better reader and math student. Both also felt that the CAFÉ teachers cared about the students and the students looked forward to coming to the CAFÉ program. (Appendixes D-1 & D-2: *Parent Survey* and E-1 & E-2: *Student Survey*)
10. The 21st CCLC Child and Family Enrichment Project (CAFÉ) addressed the objectives established for the project (Appendix B: *CAFÉ APR Objectives*):
 - a. Improvement in Student Learning Behaviors: Overall, 61.9% of all CAFÉ regular students (71% Grades K-5 regular students and 52.7% Grades 6-12) improved in learning behaviors for SY2015-2016. (Appendixes J-1&2; J-3 & 4: *CAFÉ Students Improving in Learning Behavior*)
 - b. High Quality Services in at Least One Core Academic Area: 100% of centers offered high quality services in at least one core academic area and improved student achievement. (Appendix C: *CAFÉ Site Program Activities*)
 - c. Enrichment and Support Activities: 100% of CAFÉ centers offered enrichment and support activities. (Appendix C: *CAFÉ Site Program Activities*)
 - d. Family Engagement: 100% of CAFÉ centers offered/provided services to address Family Engagement. (Appendix C: *21st CCLC CAFÉ Site Program Activities*)
 - e. Hours of Service per Week: 100% of CAFÉ sites offered services between 12-15 hours/week; an average of 13.5 hours per week. CAFÉ achieved objective: *100% of the centers will offer services at 12-15 hours per week.* (Appendix K: *CAFÉ Center Hours per Week*)
 - f. High Need Communities: 100% of CAFÉ centers are located in high-poverty communities. All of the Castle Complex schools are Title I schools. A large portion of Castle Complex schools' students (40% or more) are on free or reduced meals and have a Strive HI score of 250 or less. (*Castle Complex CAFÉ 21st CCLC Project Proposal*)
 - g. Maintaining Partnerships: Castle Complex 21st CCLC CAFÉ Project has established 10 key partnerships in addition to the 6 Castle Complex site schools which have provided support for the planning, implementation and sustaining of the programs. (Appendix M: *21st CCLC CAFÉ Partnerships*)
 - h. Increase in Math and Reading Assessment: Castle Complex 21st CCLC CAFÉ program surpassed its APR Objective (60%) with 86% of its regular students increasing in math scores and 87% in reading scores. (Appendix F: *Reading Achievement* and Appendix H-1&2: *Math Achievement*)

- i. Increase in Math and Reading Grades: 46% of CAFÉ students improved in reading grades and 40% improved in math grades. (Appendix G-1&G-2: *Comparison of Reading Grades 1st Quarter to 4th Quarter* and Appendix I-1 & I-2: *Comparison of Math Grades 1st Quarter to 4th Quarter*)

B. RECOMMENDATIONS:

1. Continue to work with Castle Complex CAFÉ site schools/principals to document CAFÉ students: 1) SPED eligible and 2) free or reduced lunch eligible for 21st CCLC data requirements to address Key Performance Indicator 3: *21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities*. CAFÉ presently continues to meet with principals to identify the targeted students, those scoring below benchmark. The principal provides a list of targeted students to the CAFÉ Site Coordinator for recommended enrollment into the CAFÉ program.
2. CAFÉ Teacher Leaders communicate with the regular day school classroom/homeroom teachers regarding 1) academic learning behavior and 2) academic skill development of CAFÉ students to ensure student improvement in academic performance (grades and learning behavior) to achieve CAFÉ Program Objective: *70% of the Castle Complex regular students will show improvement in academic performance as shown in the 21st CCLC Teacher Survey*. CAFÉ teachers, working with homeroom teachers and parents can target problem areas of individual students and work coordinately to improve student grades and learning behavior.
3. The standardized norm-referenced STAR pre-post test data has been effectively used in the CAFÉ Program to determine and report student achievement gains in math and reading. The results also evidence the impact of the CAFÉ program on student learning and achievement. The standardized norm-referenced STAR pre-post test data, as an objective measure of student learning achievement, can be included as a factor considered in determining grades.
4. Regarding assessment of student, the category of *students who did not need to improve* appeared to be problematic in determining overall student group grade progress as well as student group learning behavior progress. Reporting the number and percentage of students who improved in grades based on the population of 21st CCLC students enrolled who *needed* to improve grades would more accurately reflect the impact of the CAFÉ program on student learning.
5. Provide opportunities for students to self- assess (e.g. assess learning using reflection journals; annotate assignment log to identify learning difficulties for teacher instructional support; review assessment scores, grades, performance on assignments with CAFÉ teacher). Providing opportunities for students to self- assess would further encourage students to monitor their learning progress, identify areas of learning difficulties and focus on learning goals.
6. Confering with identified students (who need to improve) on their individual STAR Test results would build student awareness of academic achievement and enable students (with teacher guidance support) set individual student achievement goals and explore strategies to increasing learning progress. Classroom teachers can discuss STAR scores with parents.
7. Continue to monitor/observe classroom instruction in coordination with student in-class performance and assessment results. Continue to provide observation feedback and discuss strategies to increase student achievement and learning behavior.

8. Continue to provide on-site training, particularly in the effective implementation of the technology based math and reading programs, classroom observation and feedback, and follow up training to target and achieve student learning performance outcomes to maximize the impact of teaching on student learning.

C. How will the evaluation results be used to refine, improve, and strengthen the program?

1. The External Evaluator will review evaluation results with the CAFÉ staff at each of the 6 complex schools and school administrators to discuss and plan CAFÉ program improvement at school sites.
2. Program Director, Site Coordinators and Classroom Leaders will use the data to focus on program improvement targeted to student achievement.

D. How will the evaluation results be disseminated to public?

1. Results will be posted on the 21st CCLC CAFÉ Project website: *castlecomplexcafe.com* .
2. Results will also be posted on the PACT website and 6 school websites: Castle High School, King Intermediate, and He`eia, Kahalu`u, Kapunahala, and Ben Parker Elementary.
3. Copy of the evaluation results is explained by the External Evaluator to the Site Coordinators and report distributed. Site Coordinators share data with the Principals. Project Director shares data with the principals.
4. Parents receive a brief summary of the previous year's evaluation results.