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

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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*)

g. Conferring 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.

k.

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).

- Gr. 5: Robotics with LA STEM

Family Engagement Programs:

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

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

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

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

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.

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. *IXL* 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:

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. CAFE 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 Family Event* and the *Be Physically Fit Event* 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

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* –

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*)

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.

APPENDIX B

CAFÉ APR OBJECTIVES SY 2015-2016

Objectives:	Measures & Assessment Instruments	Outcomes
70% of the Castle Complex regular students will show improvement in academic performance as shown in the 21st CCLC teacher survey.	Assessment: Teacher Survey • Improve Student Behavior; • Offer a Particular Type of Activity or Service; • Facilitate the Social Development of Participating Students; Provide a Safe and Secure Environment	Progress toward stated objective Data showed: 77% of K-5 students and 55% of 6-12 students showed improvement in homework and class participation. Student learning behavior overall: K-5 students – 71%; 6-12 students – 52.7%; Overall: K-12 students – 61.9%
100% of centers will offer high quality services in at least one core academic area.	Assessment: Documentation of services • Initial principal, Site Coordinator, Implementation Manager, Project Director, Leadership Team meeting before CAFE Project begins yearly at each site. Weekly summaries and PPICS entries	Met the stated objective
100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	Assessment: Documentation of enrichment and support activities • CAFÉ staff and student surveys • Initial Principal's meeting • Project Director and Implementation Manager's observations Site Coordinator's weekly summaries	Met the stated objective
80% of centers in the complex will offer services to parents, senior citizens, and other adult community members.	Assessment: Documentation of services • SC to submit evidence of planned, intentional family engagement activities no later than 2 weeks of the program start Family engagement agendas and schedules	Met the stated objective
100% of the centers will offer services at 12-15 hours per week on average.	Assessment: Documentation of hours of services • Principal's Initial Meeting to draft a proposed schedule • Site Coordinator (SC) to submit evidence • Implementation Manager to observe and	Met the stated objective Centers were opened an average of 13.54 hours/week

Castle Complex 21st CCLC CAFÉ Site Program Activities SY 2015-2016

APPENDIX C

SITE	READING	Homewk Start	MATH	ACHIEVE 3000 Rdg	ENRICHMENT/SUPPORT	SUMMER	FAMILY/PARENT ACTIVITIES
Castle High	English Afterschl Tutorial		Math Afterschool Tutorial		Intro to College, IS103 ELT: Po`okela Academy Social Studies, English, Science, Math	Math Focus Incoming 9th graders Career Explorations: Geology/Archaeology/Agriculture (Dir Study) Achieve3000	Po`okela: *Literacy* (May 12, 2016)
He`eia Elementary	Achieve3000 - Technology Based Reading Program	X	IXL-Technology Based Math Program	X	• Project Based Learning: *Rocketry* • Girl Scout 2/3 (Water) • ELT: Robotics VEX IQ		*Achieve3000, Math, and Lexiles* (Dec 12, 2015) *STEM* - Robotics Team and Girl Scouts (April 19, 2016)
Kahalu`u Elementary	Achieve3000 Literature Circles	X Hmwk Assist.	IXL & Math Fluency	X	Math Art Literature Circles Project Based Learning Glee Club/Drama Club Keyboard Skills Lego/Robotics Cooking/Writing	Math Fluency Skills Math in Science Literacy Art and Wellness Health/PE Art	*Spring into Reading* (March 15, 2016)
Kapunahala Elementary	Reading Intervention: Achieve 3000	Hmwk Assist	Math Intervention: IXL, Math Whizz		Journalism Spanish Lang & Culture Hawaiiana Robotics, VEX IQ Art Girl Scouts (Water)	Hawaiian Language Science-Experiment/ Inquiry Science Math/PE Lang Arts/Digital Media Environmental Ed/ Garden	*STEMfest* (April 9, 2016)
Ben Parker Elementary	Achieve3000	X	IXL-Technology Based Math Prog	X	STEM: Robotics & Project Based Lrng		Parker Family Night: *Family Involvement* (Feb 19)
King Intermediate	Reading Homewk	Hmwk			Games Dance-Move It! Yarn Crafts Intro to Video Robotics-VEX IQ		*STEM: VEX IQ Robotics* (April 28, 2016)

Castle Complex 21st CCLC CAFÉ Program

CAFÉ PARENT/GUARDIAN SURVEY ASSESSMENT SY2015-2016 **APPENDIX D-1**

	Does Not Apply	Strongly Disagree	Disagree	Agree	Strongly Agree
My child looks forward to coming to the CAFÉ program.	2%	2%	3%	32%	62%
The CAFÉ program has helped my child become a better reader.	19%	1%	3%	40%	37%
The CAFÉ program has helped my child become a better writer.	20%	1%	6%	39%	33%
The CAFÉ program has helped my child become a better math student.	20%	1%	4%	33%	42%
The CAFÉ program has helped my child do better in school.	5%	1%	3%	45%	45%
The CAFÉ teachers care about the students.	1%	1%	0%	29%	69%
If I could do it over again, I would enroll my child in the CAFÉ program.	1%	1%	1%	25%	72%

Number of Surveys Distributed: 349

Number of Surveys Received: 240

Castle Complex 21st CCLC CAFÉ Program

CAFÉ STUDENT SURVEY SY2015-2016

APPENDIX E-1

	Does Not Apply	Strongly Disagree	Disagree	Agree	Strongly Agree
I look forward to coming to the CAFÉ program.	1%	5%	5%	34%	54%
The CAFÉ program has helped me become a better reader.	12%	2%	7%	44%	35%
The CAFÉ program has helped me become a better writer.	15%	4%	16%	36%	29%
The CAFÉ program has helped me become better at math.	15%	3%	9%	33%	41%
The CAFÉ program has helped me to do better in school.	3%	2%	5%	43%	47%
The CAFÉ teachers care about the students.	0%	0%	1%	26%	73%
If I could do it over again, I would want to come to the CAFÉ program next year.	2%	6%	9%	24%	59%

Number of Surveys Distributed: 349

Number of Surveys Received: 312

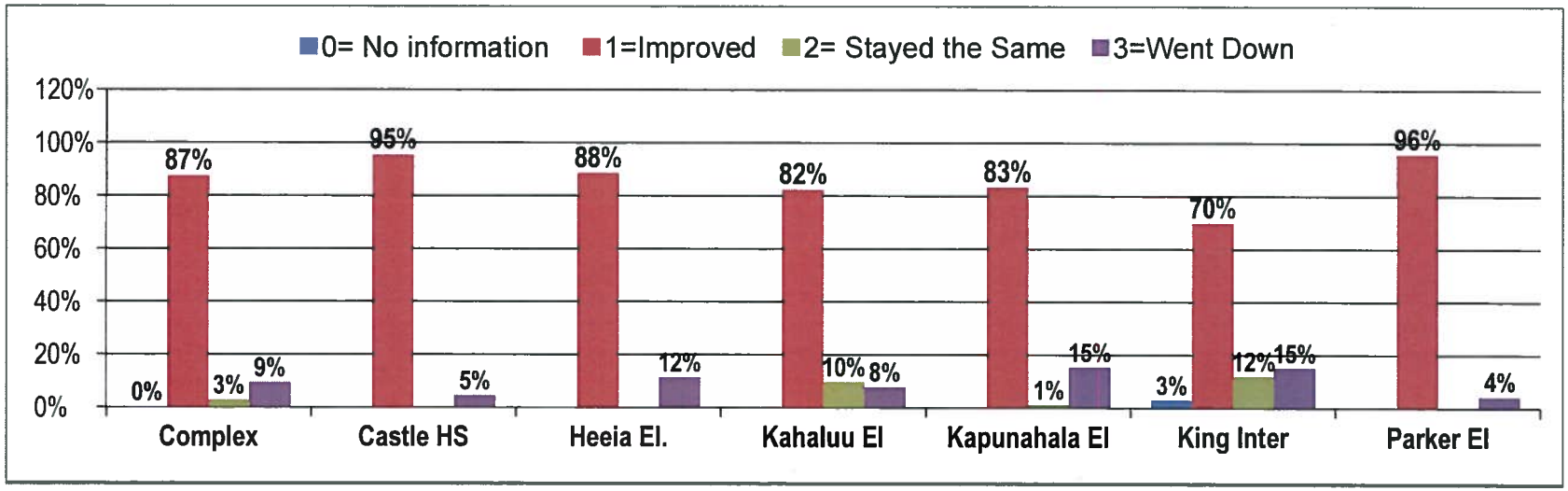
Castle Complex 21st CCLC CAFÉ Program

READING ACHIEVEMENT*

APPENDIX F-1

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala El.	King Inter.	Parker El.
0= No information -	1	0	0	0	0	1	0
1=Improved	305	41	46	42	65	23	88
2= Stayed the Same	10	0	0	5	1	4	0
3=Went Down	33	2	6	4	12	5	4
# of All Students	349	43	52	51	78	33	92

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala El.	King Inter.	Parker El.
0= No information -	0%	0%	0%	0%	0%	3%	0%
1=Improved	87%	95%	88%	82%	83%	70%	96%
2= Stayed the Same	3%	0%	0%	10%	1%	12%	0%
3=Went Down	9%	5%	12%	8%	15%	15%	4%



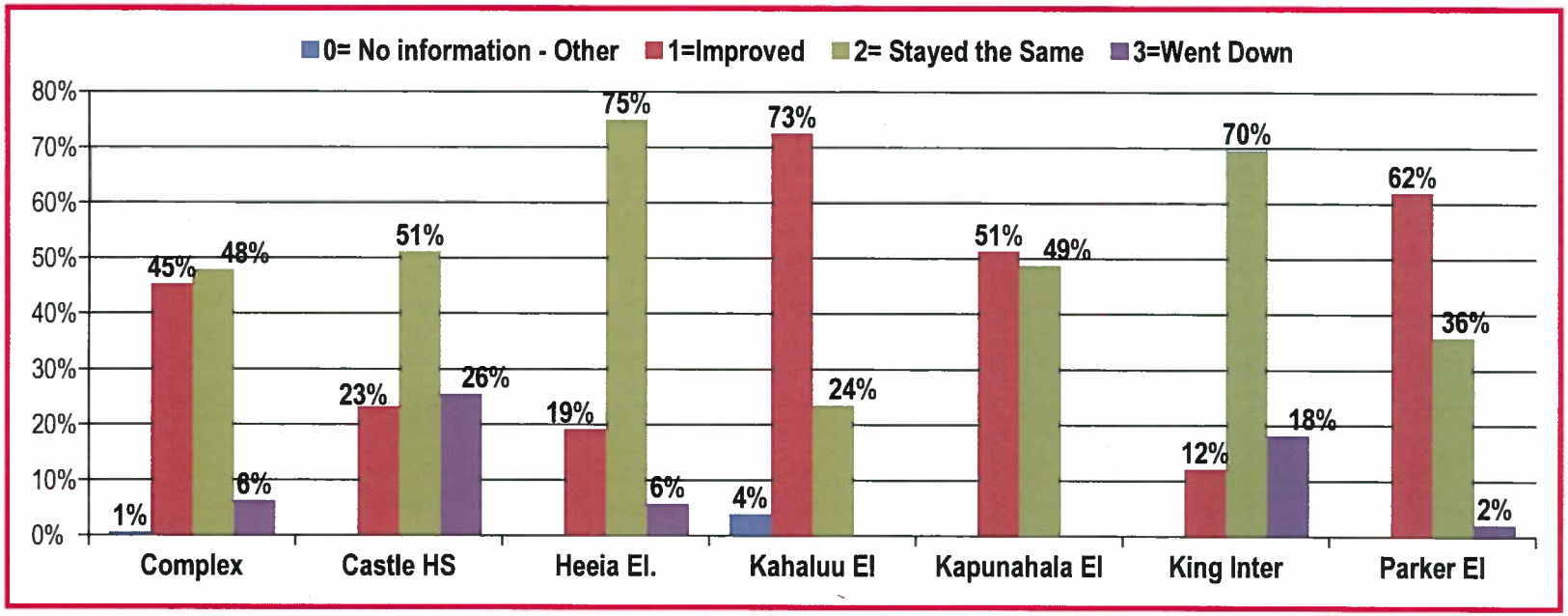
***Students were administered the STARv Reading Assessment**

Castle Complex 21st CCLC CAFÉ Program

COMPARISON OF READING GRADES*, 1ST QUARTER TO 4TH QUARTER APPENDIX G-1

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala El.	King Inter.	Parker El.
0= No information -	2	0	0	2	0	0	0
1=Improved	158	10	10	37	40	4	57
2= Stayed the Same	167	22	39	12	38	23	33
3=Went Down	22	11	3	0	0	6	2
# of All Students	349	43	52	51	78	33	92

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala El.	King Inter.	Parker El.
0= No information -	1%	0%	0%	4%	0%	0%	0%
1=Improved	45%	23%	19%	73%	51%	12%	62%
2= Stayed the Same	48%	51%	75%	24%	49%	70%	36%
3=Went Down	6%	26%	6%	0%	0%	18%	2%



Castle Complex 21st CCLC CAFÉ Program

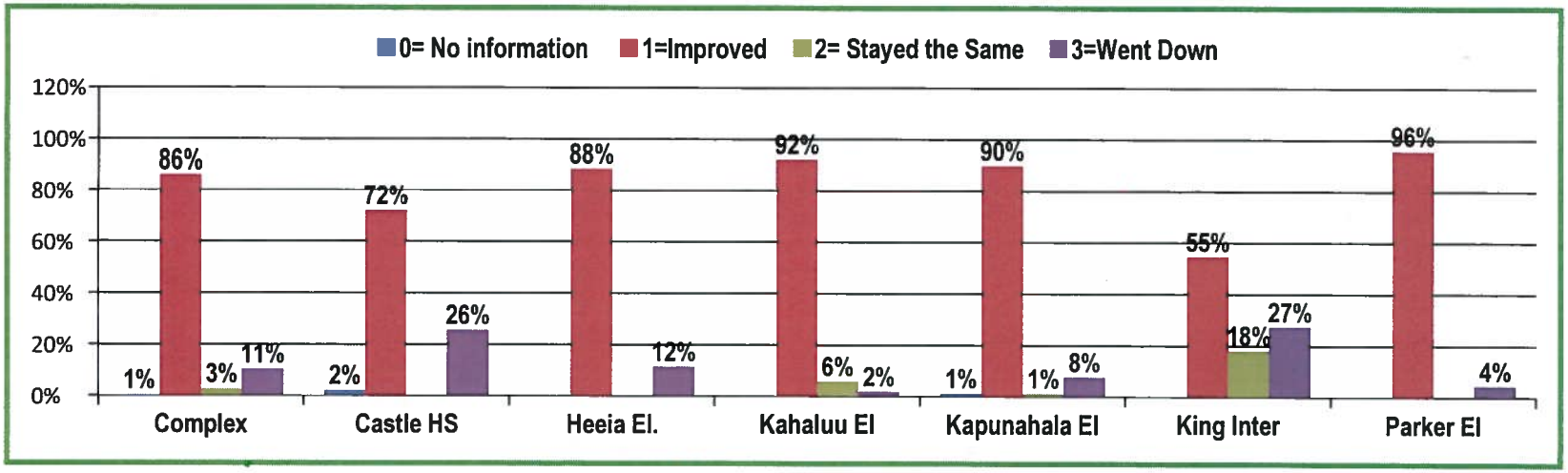
APPENDIX H-1

Castle Complex 21st CCLC CAFÉ Program

MATH ACHIEVEMENT*

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala El.	King Inter.	Parker El.
0= No information -	2	1	0	0	1	0	0
1=Improved	300	31	46	47	70	18	88
2= Stayed the Same	10	0	0	3	1	6	0
3=Went Down	37	11	6	1	6	9	4
# of All Students	349	43	52	51	78	33	92

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala El.	King Inter.	Parker El.
0= No information -	1%	2%	0%	0%	1%	0%	0%
1=Improved	86%	72%	88%	92%	90%	55%	96%
2= Stayed the Same	3%	0%	0%	6%	1%	18%	0%
3=Went Down	11%	26%	12%	2%	8%	27%	4%



***Students were administered the STAR Math Assessment**

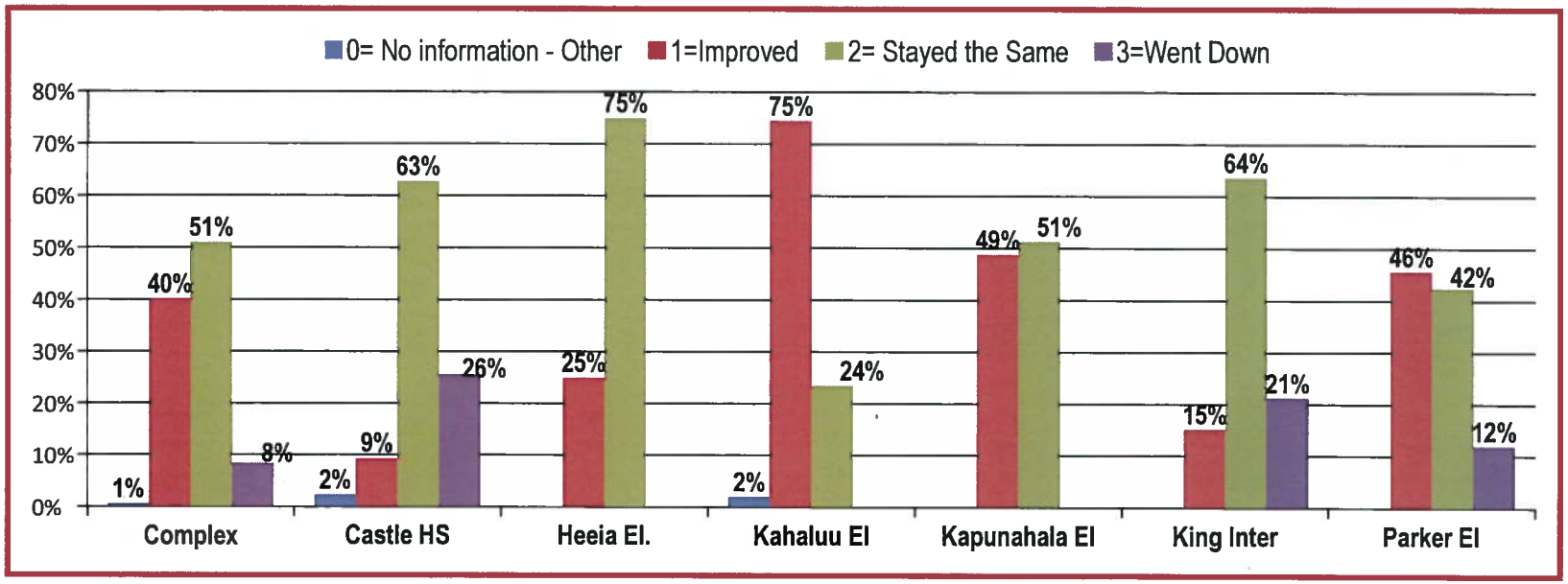
APPENDIX I-1

Castle Complex 21st CCLC CAFÉ Program

COMPARISON OF MATH GRADES*, 1ST QUARTER TO 4TH QUARTER

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala El.	King Inter.	Parker El.
0= No information -	2	1	0	1	0	0	0
1=Improved	140	4	13	38	38	5	42
2= Stayed the Same	178	27	39	12	40	21	39
3=Went Down	29	11	0	0	0	7	11
# of All Students	349	43	52	51	78	33	92

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala El.	King Inter.	Parker El.
0= No information -	1%	2%	0%	2%	0%	0%	0%
1=Improved	40%	9%	25%	75%	49%	15%	46%
2= Stayed the Same	51%	63%	75%	24%	51%	64%	42%
3=Went Down	8%	26%	0%	0%	0%	21%	12%



APPENDIX I-2

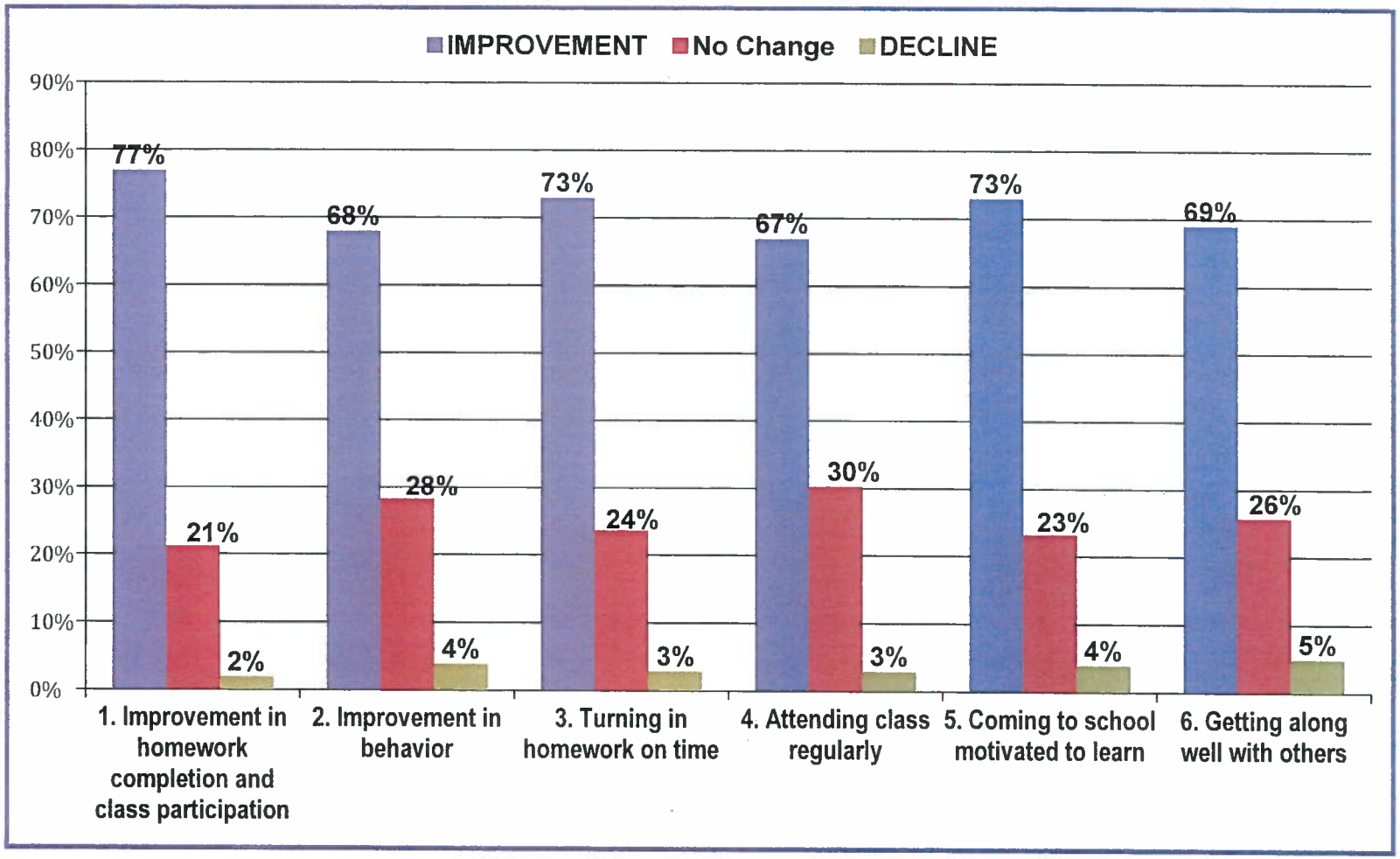
Castle Complex 21st CCLC CAFÉ Program

STUDENT LEARNING BEHAVIOR IMPROVEMENT SY2015-2016 **APPENDIX J-1**

Grades K-5 (Attended 30 or more days)

To what extent has your student changed their behavior in terms of:	Significant Improvement	Moderate Improvement	Slight Improvemen t	No Change	Slight Decline	Moderate Decline	Significant Decline
1. Improvement in homework completion and class participation	25	30	97	42	4	0	0
2. Improvement in behavior	26	29	80	56	6	1	0
3. Turning in homework on time	28	29	88	47	6	0	0
4. Attending class regularly	32	21	79	60	6	0	0
5. Coming to school motivated to learn	32	32	81	46	7	0	0
6. Getting along well with others	32	24	81	51	10	0	0

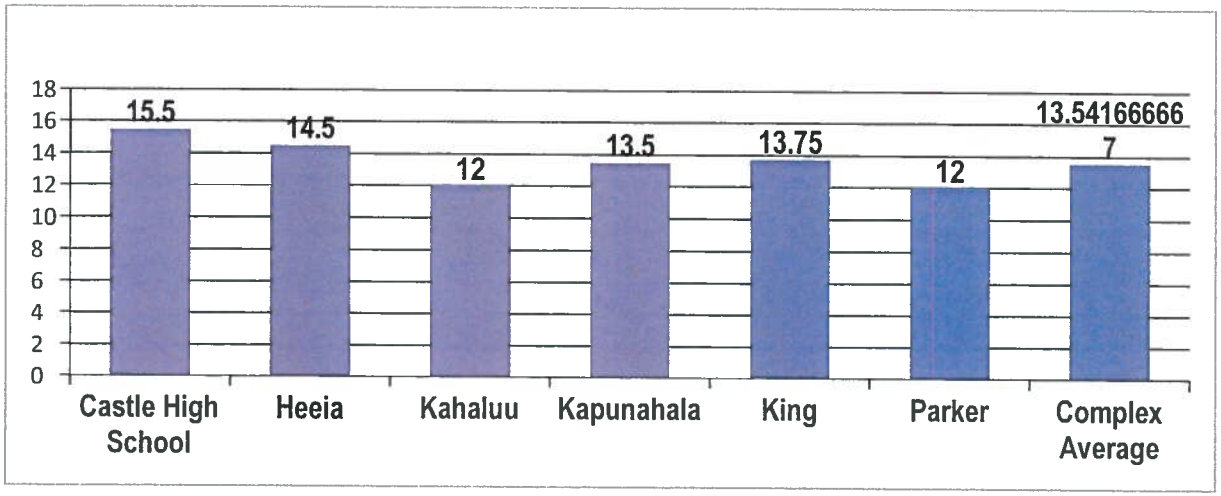
To what extent has your student changed their behavior in terms of:	Significant Improvement	Moderate Improvement	Slight Improvemen t	No Change	Slight Decline	Moderate Decline	Significant Decline
1. Improvement in homework completion and class participation	13%	15%	49%	21%	2%	0%	0%
2. Improvement in behavior	13%	15%	40%	28%	3%	1%	0%
3. Turning in homework on time	14%	15%	44%	24%	3%	0%	0%
4. Attending class regularly	16%	11%	40%	30%	3%	0%	0%
5. Coming to school motivated to learn	16%	16%	41%	23%	4%	0%	0%
6. Getting along well with others	16%	12%	41%	26%	5%	0%	0%


IMPROVEMENT
No Change
DECLINE
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
77%
21%
2%
68%
28%
4%
73%
24%
3%
67%
30%
3%
73%
23%
4%
69%
26%
5%
1. Improvement in homework completion and class participation
2. Improvement in behavior
3. Turning in homework on time
4. Attending class regularly
5. Coming to school motivated to learn
6. Getting along well with others

APPENDIX K

*Castle Complex 21st CCLC CAFÉ Program*HOURS OF SERVICE PER WEEK SY 2015-2016

SCHOOL	CENTER HOURS -WEEKLY
Castle High School	15.5
Heeia	14.5
Kahaluu	12
Kapunahala	13.5
King	13.75
Parker	12
Complex Average	13.5

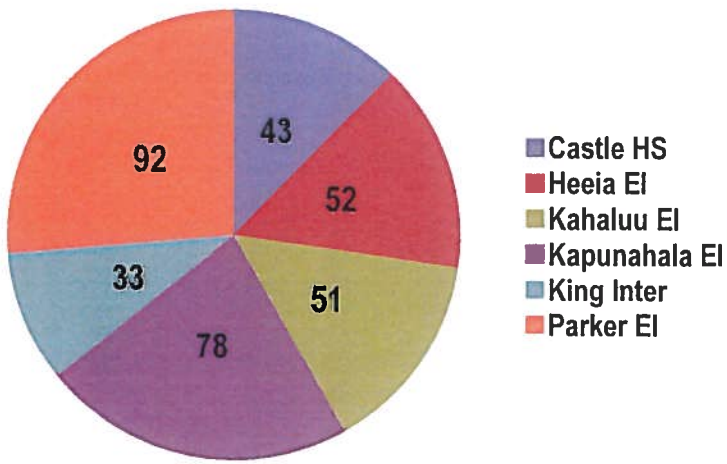


APR objective: 100% of the *Centers will offer services at 12-15 hours per week on average.*
CAFÉ successfully met APR objective.

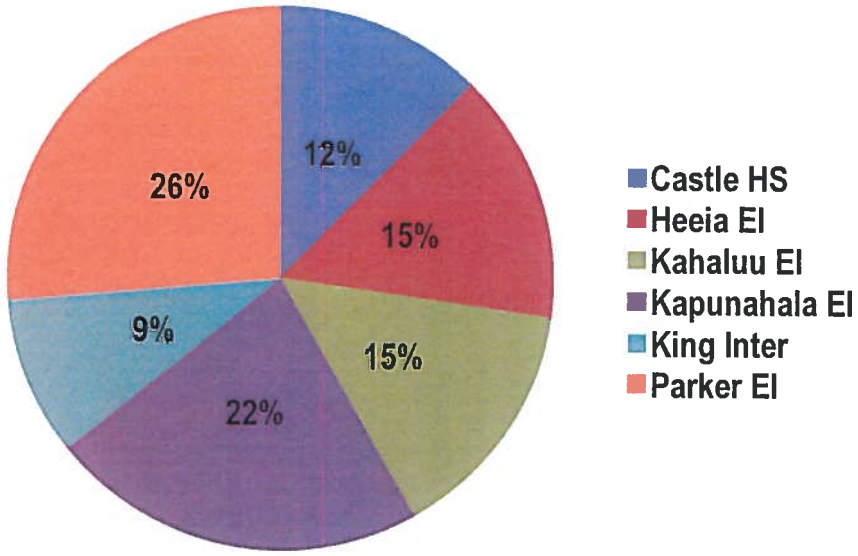
APPENDIX L-1A

21st CENTURY CAFÉ
CASTLE COMPLEX
2015-2016 (includes Summer 2015)

Number of Reportable students at each Café Site During 2015-2016 School Year



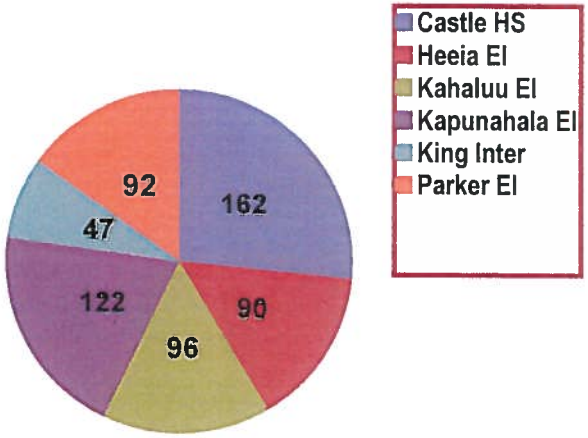
Percentage of Reportable students at each Café Site during 2015-2016 School Year



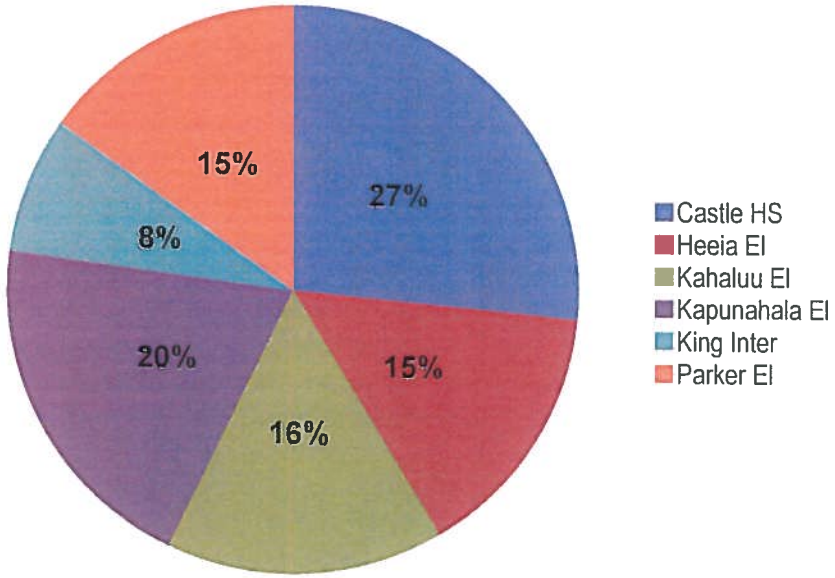
APPENDIX L-1B

21st CENTURY CAFÉ
CASTLE COMPLEX
2015-2016 (includes Summer 2015)

Number of all students at each Café Site During 2015-2016 School Year



Percentage of all students at each Café Site during 2015-2016 School Year



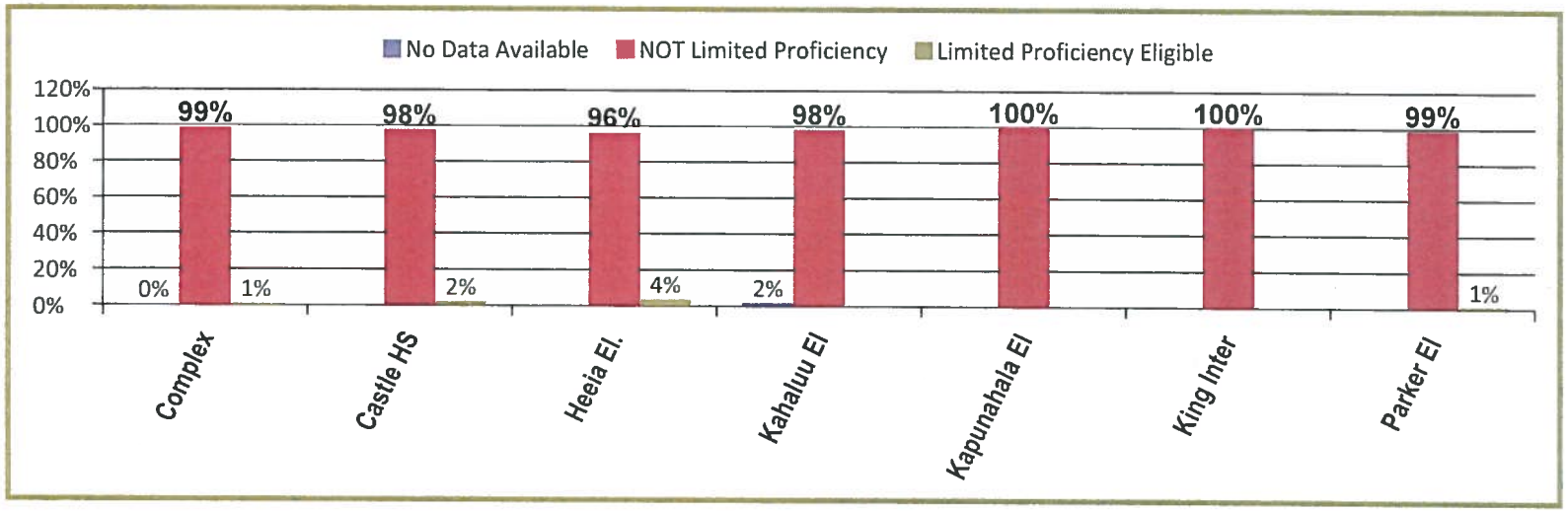
Castle Complex 21st CCLC CAFÉ Program

Number & Percentage of Limited English Proficiency Students

APPENDIX L-2

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala El.	King Inter.	Parker El.
No Data Available	1	0	0	1	0	0	0
NOT Limited Proficiency	344	42	50	50	78	33	91
Limited Proficiency Eligible	4	1	2	0	0	0	1
# of All Students	349	43	52	51	78	33	92

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala El.	King Inter.	Parker El.
No Data Available	0%	0%	0%	2%	0%	0%	0%
NOT Limited Proficiency	99%	98%	96%	98%	100%	100%	99%
Limited Proficiency Eligible	1%	2%	4%	0%	0%	0%	1%



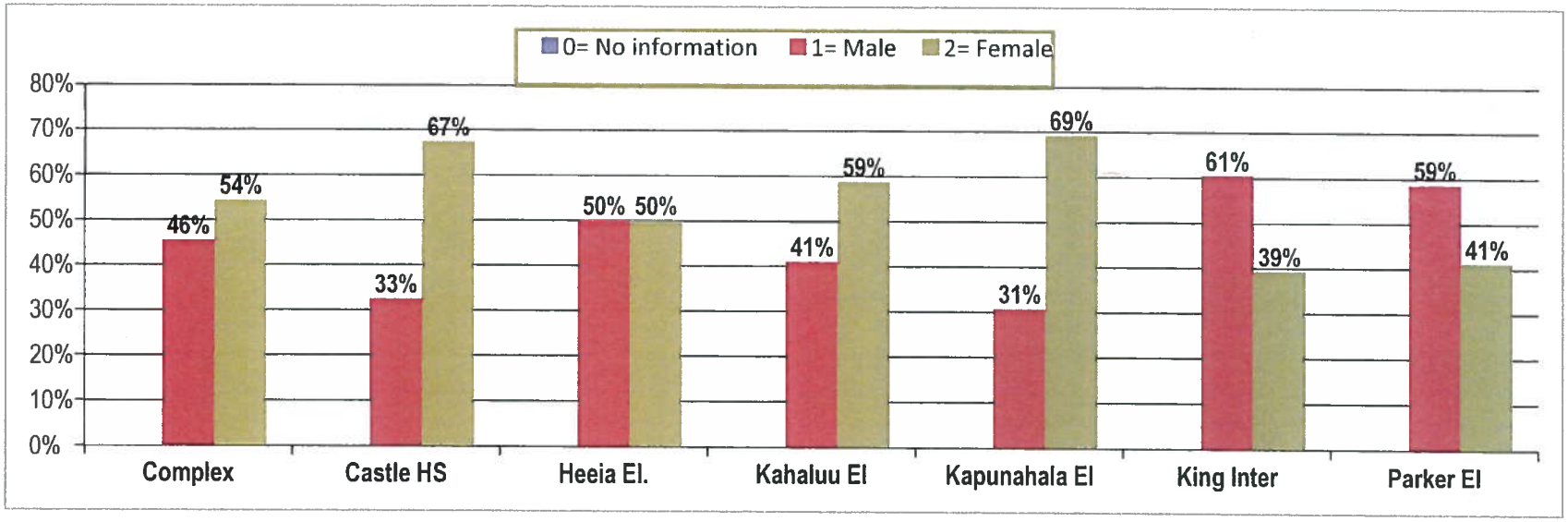
Castle Complex 21st CCLC CAFÉ Program

GENDER DISTRIBUTION

APPENDIX L-3

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala	King Inter.	Parker El.
0= No information	0	0	0	0	0	0	0
1= Male	159	14	26	21	24	20	54
2= Female	190	29	26	30	54	13	38
# of All Students	349	43	52	51	78	33	92

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala	King Inter.	Parker El.
0= No information	0%	0%	0%	0%	0%	0%	0%
1= Male	46%	33%	50%	41%	31%	61%	59%
2= Female	54%	67%	50%	59%	69%	39%	41%



Castle Complex 21st CCLC CAFÉ Program

ETHNICITY DISTRIBUTION

APPENDIX L-4A

	Complex	Castle HS	Heeia El.	Kahaluu El	Kapunahala	King Inter	Parker El
1= American Indian/ Native Alaskan	0	0	0	0	0	0	0
2= Asian	39	4	12	0	1	11	11
3=Black or African American	3	0	0	2	0	0	1
4= Hispanic or Latino	10	0	2	0	1	4	3
5= Native Hawaiian/ Pacific Islander	134	35	32	43	0	9	15
6= White	21	2	6	6	0	5	2
7=Two or More	65	1	0	0	0	4	60
8= No information	77	1	0	0	76	0	0
# of All Students	349	43	52	51	78	33	92

	Complex	Castle HS	Heeia El.	Kahaluu El	Kapunahala	King Inter	Parker El
1= American Indian/ Native Alaskan	0%	0%	0%	0%	0%	0%	0%
2= Asian/ Pacific Islander	11%	9%	23%	0%	1%	33%	12%
3=Black or African American	1%	0%	0%	4%	0%	0%	1%
4= Hispanic or Latino	3%	0%	4%	0%	1%	12%	3%
5= Native Hawaiian/ Pacific Islander	38%	81%	62%	84%	0%	27%	16%
6= White	6%	5%	12%	12%	0%	15%	2%
7=Two or More	19%	2%	0%	0%	0%	12%	65%
8= No information	22%	2%	0%	0%	97%	0%	0%

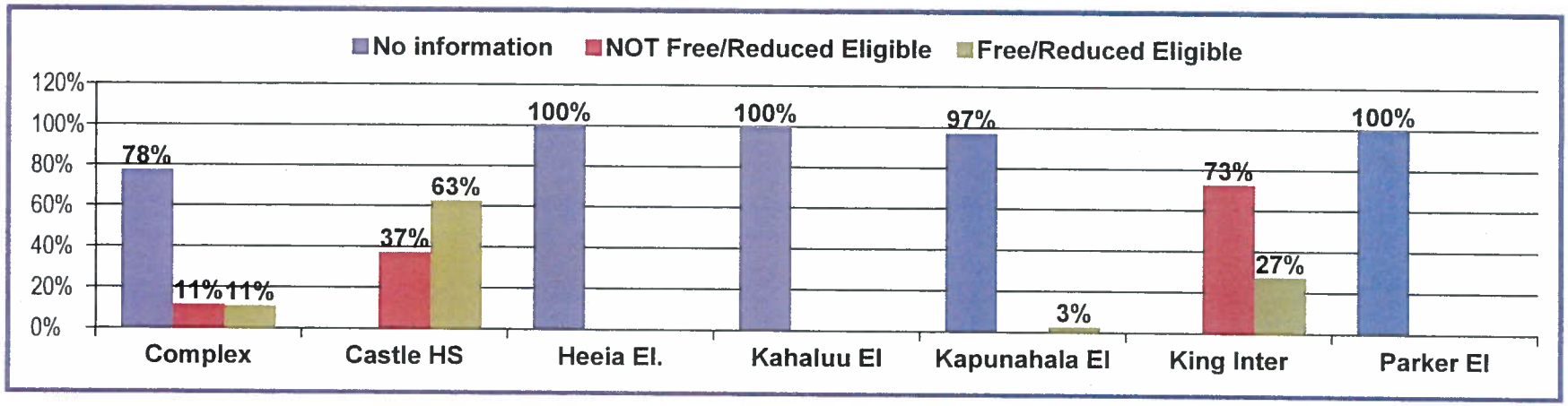
Castle Complex 21st CCLC CAFÉ Program

FREE/REDUCED LUNCH ELIGIBLE DISTRIBUTION

APPENDIX L-5

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala	King Inter.	Parker El.
No information	271	0	52	51	76	0	92
NOT Free/Reduced Eligible	40	16	0	0	0	24	0
Free/Reduced Eligible	38	27	0	0	2	9	0
# of All Students	349	43	52	51	78	33	92

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala	King Inter.	Parker El.
No information	78%	0%	100%	100%	97%	0%	100%
NOT Free/Reduced Eligible	11%	37%	0%	0%	0%	73%	0%
Free/Reduced Eligible	11%	63%	0%	0%	3%	27%	0%



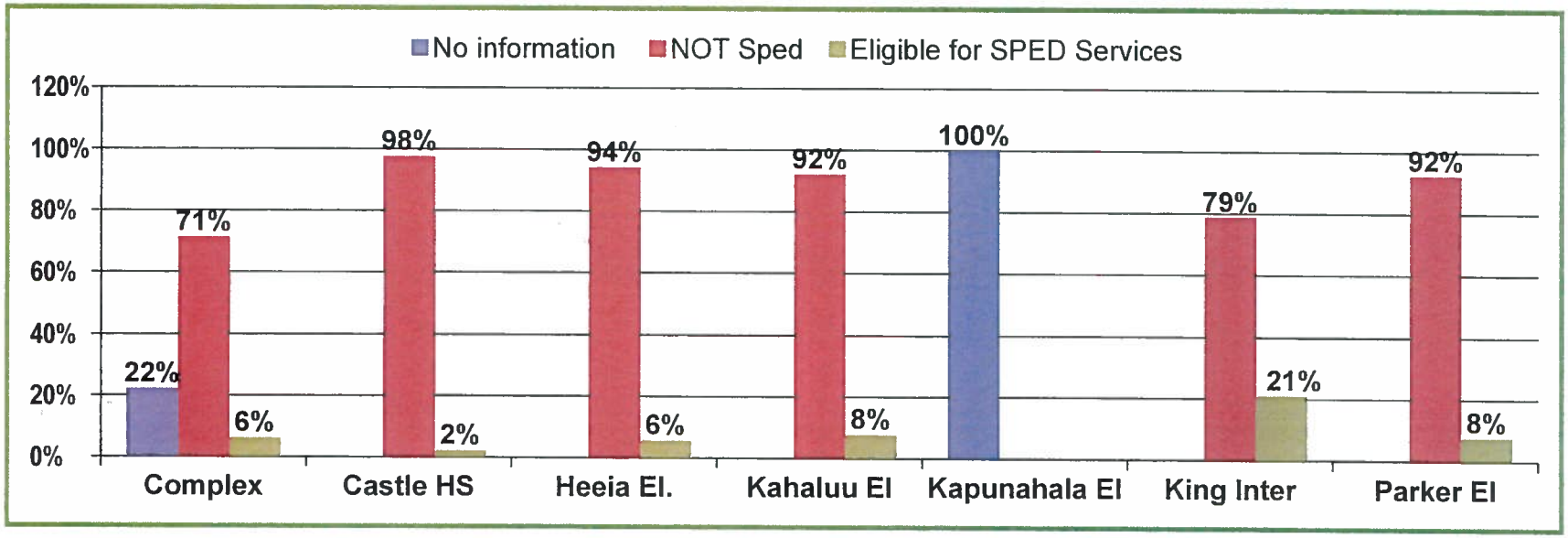
Castle Complex 21st CCLC CAFÉ Program

SPED ELIGIBLE DISTRIBUTION

APPENDIX L-6

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala	King Inter.	Parker El.
No information	78	0	0	0	78	0	0
NOT Sped	249	42	49	47	0	26	85
Eligible for SPED Services	22	1	3	4	0	7	7
# of All Students	349	43	52	51	78	33	92

	Complex	Castle HS	Heeia El.	Kahaluu El.	Kapunahala	King Inter.	Parker El.
No information	22%	0%	0%	0%	100%	0%	0%
NOT Sped	71%	98%	94%	92%	0%	79%	92%
Eligible for SPED Services	6%	2%	6%	8%	0%	21%	8%



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

APPENDIX LIST

APPENDIX A:	CAFÉ Evaluation Plan
APPENDIX B:	CAFÉ APR Objectives & Outcomes SY2015-2016
APPENDIX C:	CAFÉ Sites Program Activities SY2015 – 2016
APPENDIX D-1 & D-2:	CAFÉ Parent /Guardian Survey Assessment
APPENDIX E-1 & E-2:	CAFÉ Student Survey Assessment
APPENDIX F:	Reading Achievement
APPENDIX G-1 & G-2:	Comparison of Reading Grades - 1st Quarter to 4th Quarter
APPENDIX H-1 & H-2:	Math Achievement
APPENDIX I-1 & I-2:	Comparison of Math Grades, 1st Quarter to 4th Quarter
APPENDIX J-1, 2, 3, 4:	CAFÉ Students Improving in Learning Behavior
APPENDIX K:	CAFÉ Center Hours per Week
APPENDIX L-1A	Number &Percentage of Reportable Students at CAFÉ Sites
APPENDIX L-1B	Number &Percentage of All Students at CAFÉ Sites
APPENDIX L-2:	Limited English Proficiency Distribution
APPENDIX L-3:	Gender Distribution
APPENDIX L-4A & 4B:	Ethnicity Distribution
APPENDIX L-5:	Free/Reduced Lunch Eligible Distribution
APPENDIX L-6:	SPED Eligible
APPENDIX M:	21ST CCLC CAFÉ Partnerships SY2015 – 2016

*Castle Complex 21st CCLC CAFÉ Program*APPENDIX M

Café Partnerships SY 2015 – 2016

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. CAFE 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 *5R`s Family Event* and the *Be Physically Fit Event* 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 21st CCLC Grant.