Project Alaka'i
Kaimuki Complex Subgrantee
External Evaluation

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Project Period Year 5: July 1 2013-June 30, 2014

Report Submitted November 17, 2014

YEAR FIVE: EXECUTIVE SUMMARY FOR KAIMUKI COMPLEX 21ST CCLC

Project Alaka'i was submitted in June of 2010 for McKinley and Kaimuki complexes. Upon the award, the grant was split into two separate projects by complexes. McKinley and Kaimuki Complex were both awarded a grant. Kaimuki Complex consists of ten schools: seven elementary schools, two middle schools and one high school. The complex has utilized the grant well to provide extra support in Math, Language Arts, Science and enrichment, as well as, build community partnerships and opportunities for Parent interactions with the schools.

In the 2013-14 school year, a total of 1505 students participated in CCLC with an average of 150.5 per school. The number of regular attendees (those attending 30 days or more) was 448 or 29.8% of all those participating. More than half of the total participants were eligible for free or reduced lunch. Of those whose ethnicity was reported or determined to be only one ethnicity, 89% were Asian/Pacific Islanders. The percentage of males and females was close to 50% each. The grades served were kindergarten through grade 12 with grades 2-7 having the greatest number of participants.

While the program business, payroll, and contacts were centrally monitored and managed by the District, each school site had a level of autonomy in establishing and meeting the needs of their school community. Each school had site coordinator who was at CCLC during all CCLC hours to oversee the program and staff were hired as needed to provide the classes.

The last two years of the project was Directed by Pam Kohara a Complex Area Resource Teacher for both Kaimuki and McKinley complex's CCLC Programs. Like the prior directors, she worked with sites to ensure that the sites were targeting students most in need of support. However, these final two years, the emphasis shifted to refining the program's weaker areas, such as, increasing parent involvement, increasing partnerships, and systematizing sustainable supports. Ms. Kohara could do this because each school and the former directors were able to put into place many of the systems of support and defined procedures that laid the foundation for afterschool and/or intercession programs at each site.

The project goals are:
Goal 1: To provide expanded learning opportunities for students at risk that will result in improved academic achievement in core academic areas with emphasis on reading and math.;
Goal 2: To increase parent involvement at the school and participation in educational activities; and
Goal 3: To collaborate with school staff and community organizations to provide and sustain services in a safe environment provided by CCLC.

Each school provided CCLC services throughout the grant period. All schools provided academic and academic enrichment programs. Some of the outcomes over the 2013-14 grant period are:

- 54% of students had improved behavior in class and 56% had improved behavior in getting along with others as indicated on the teacher survey
- 77% of students had improved academic performance as reported on the teacher survey

- At 5 schools, the proficiency of regular attendees in reading was 50% or more
- In math at 7 schools the proficiency of regular attendees was 50% or more
- At 5 schools, there was an improved proficiency in math for the total school from the previous year
- At 5 schools there was an improved proficiency in science for the total school as compared to the previous year
- For regular attendees, 41.2% had improved HSA scores in reading and 46% had improved scores in math
- In three schools more than 50% had improved scores in reading and at six schools 50% or more had improved scores in math (2 schools were not included as one did not have regular attendees and one is a high school where only 10^{th} grade is tested and no previous year's results are available).

Over the five year period of the grant, the following is notable:

- Increases in parent involvement from 71 to 1106
- Increase in partners from 3 to 12
- Reading, math, science and arts/music were offered by all schools every school year.
- The project director worked closely with schools to utilize their data and target instruction to students in need and/or program focus and site targets
- 100% of partners strongly agreed that they were satisfied with the partnership and would want to continue the partnership

Based on the evaluation and being this is the last year of the grant, the following recommendations are made.

1. Continue efforts to target the students most in need of support and utilize available resources to help meet their needs.
2. Since the grant is ending, schools should take advantage of the CompassLearning program that is now available to the sites for use during the school day. Encourage principals to have their staff get PD and incorporate the tool into their instructional practices.
3. Sustainability of programming would continue to benefit students and with the end of the grant, it is recommended that sites do what they can to continue the elements of the program found to be effective at their site such as targeting students in need and providing targeted instruction, offering educational enrichment that motivates students to participate and utilizing CompassLearning.
4. A continued focus on data is recommended so that schools are utilizing all programming and resources to strategically plan how they can improve student outcomes. Although this is the last year of the grant, there are practices that could be of benefit to the site and should be considered.

PROGRAM DESCRIPTION

Origin

Initially, a CCLC grant was submitted jointly with Kaimuki and McKinley complexes to address student needs. After the grant award, the project was split into a separate grant for each sub-grantee. The percent of ELL students at all schools was 19.8% or over. Academic achievement was below the state average in many grades at the sub-grantee schools on both the Hawaii State Assessment (HSA) and the Terra Nova (TN). On the School Quality Surveys, there were concerns about safety, family involvement and academic achievement noted.

Based on identified needs, the sub-grantee initiated CCLC programs at its 10 schools. Due to various factors including a delay in getting contracts large contracts like CompassLearning, Dell, and AfterSchool All Stars (ASAS) into place for the services, implementation occurred toward the end of the first year and fuller program by the beginning of the second year. The first time services were offered was in summer of 2010 but by the end of the 2010-11 school year, all schools had a CCLC in place and continue to provide CCLC services. By year two CompassLearning instructional and assessment tool was online and the Washington Middle and Jarrett Schools had ASAS services in place.

Goals

The project goals include:
Goal 1: To provide expanded learning opportunities for students at risk that will result in improved academic achievement in core academic areas with emphasis on reading and math.
Goal 2: To increase parent involvement at the school and participation in educational activities.
Goal 3: To collaborate with school staff and community organizations to provide and sustain services in a safe environment provided by CCLC.

Clients (Characteristics)

Each school determined project participants based first on academic needs with some schools focusing on all students in need of academic skill development and others focusing on certain grade levels. In addition to academic skill development, activities included sports/recreation; arts/music; youth development and others. Parent participation has largely been around informational meetings, celebration of student work and accomplishments. All sites are set up to offer computer assisted instruction through Compass Learning, Odyssey software.

Most schools were successful in providing services to a good percentage of the at-need subgroups. However, some sites were unsuccessful at achieving regular participation numbers of 30 days and therefore they do not have the anticipated growth data. Some schools, like Hokulani, ran 5 week programs and offered services on alternating days. Therefore, 30 days was not available, yet the students enjoyed benefits of a very vigorous enrichment program (Japanese Language, creative writing, STEM, etc.)

In the final year of the grant, six of the schools did have more than 100 students participate. The following table shows participation numbers for individual schools as well as the overall participation results.

School	School Enroll-ment #	Total # students in CCLC	% of school's students in CCLC	# 30-day Students	% of total participants that were regular attendees	% of school that were regular attendees	# Ed Disad.* All Students in CCLC	ED Disad.* 30-day Students	Percent of CCLC Ed. Dis. that were 30-day attendees
Ala Wai	455	85	18.7%	36	42.4%	7.9%	21	21	100%
Aliiolani	253	137	54.2%	44	32.1%	17.4%	79	23	29.1%
Hokulani	373	133	35.7%	NA	--	--	NA	NA	---
Jarrett	264	79	30%	62	78.5%	23.5%	44	33	75%
Jefferson	465	284	61.1%	59	20.8%	12.7%	176	45	25.6%
Kaimuki HS	813	59	7.3%	14	23.7%	1.7%	36	7	19.4%
Kuhio	287	141	49.2%	64	45.4%	22.3%	89	51	57.3%
Lunalilo	488	243	49.8%	47	19.3%	9.6%	112	20	17.9%
Palolo	295	168	57%	27	16.1%	9.2%	159	25	15.7%
Washington	794	176	45.1%	97	55.1%	12,2%	120	68	56.7%
Total	4487	1505	33.5%	448	29.8%	10%	836	293	35%

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Some things of note are:

- The number and percent of total students served (1505) compared to the total enrollment of the school (4487) equals 33.5% of total students.
- The number and percent of participants that attended for 30 days or more (448) compared to the school enrollment (4487) equals 10%.
- There were 836 students eligible for free/reduced lunch and of that group, those that attended for 30 days or more (448) equals 53.6%.

In addition, there were 109 students with special needs/with disabilities who participated in the program, 29 of whom were regular attendees. The percent of total students with documented eligibility for free/reduced lunch is 29.8%. One school did not provide the data. Approximately 61% of the complex as a whole are eligible for free/reduced lunch. Approximately 30% of those students participated for 30 days or more. The average number of student participants per school is 150.5. Nine of the schools had more than 100 students attend or more than 10% of the population which was a goal/indicator in the original grant. Five schools had 10% or more of their population that were regular attendees while 2 schools had over 9%, and the total across all schools was 10%.

The grade levels served ranged from K-12. For all sites there was an increase in the K-population. This number increased each year of the grant. Grades 8-12 had the fewest participants and grades 3-5 had the most with over 200 at each of these grade levels.

Number of Participants by Grade Level

Grade	Total Participants	Regular Attendees
K	161	10
1	182	39
2	178	52
3	**225**	68
4	**222**	51
5	**212**	56
6	107	63
7	103	66
8	45	29
9	13	5
10	15	0
11	18	6
12	11	5
Not reported	13	0

Student participants by ethnicity are represented in the following table. The majority of participants were in the category of Asian/Pacific Islander. There were 1065 students who didn't fit into the categories as they were a mix of two ethnicities, designated as "other" or the ethnicity could not be determined.

Ethnicity	Total Participants	Regular Attendees
Asian/Pacific Islander	**1146**	**377**
Black or African American	17	0
Hispanic or Latino	38	5
White	84	19
Other/non-determined	1056	49

The gender designation for all participants were: 662 male and 689 female. The gender designation for 30 Day+/regular participants, was 200 male and 236 female. There were 226 participants that were LEP and 24.8% or 9 students, attended for 30 days or more.

There were 1106 incidents of parent participation. Some parents participated in more than one activity. The number of participants by activity are reported in a later section under outcomes.

Material and Resources

The grant funded the purchase of a server and the perpetual licenses for the CompassLearning software program in Math and Language Arts for Grades K -12. The High School received Science and Social Studies content as well. Each year the grant continued to fund the updates and technical supports for the program as well as professional development to utilize the program. CompassLearning is a web-based program that includes academic assessment and computer-based instructional activities and individualized learning paths. Because the student assignments and assessments can be adjusted at any time, the program offers a high degree of flexiblility and adaptable supports. For example, CompassLearning could be used for quick formative assessments and offer individual students activities for a specific standard, or a cluster of standards that align to the teachers' real instruction and/or the student's learning needs. Therefore, making it a good support tool for closing learning gaps.

Professional development was provided for CCLC staff on its use throughout the grant period and some of the schools elected to purchase additional support and access time with school funds. This additional purchase allowed schools to use CompassLearing during the school day on a limited basis, during defined intervention blocks. However, only one of the Kaimuli Complex Schools, Jefferson Elementary, took advantage of this opportunity. When the StriveHi analysis of schools came out, Jefferson was the school who experienced the largest gains (change in proficiency) in growth. The CompassLearning (CL) program was the tool used to determine academic progress for students within this grant and therefore was an integral component. When schools had day school teachers collaborate with the afterschool program to define select targeted lessons and activities progress gains were better and student engagement was observed to be higher. .

Admittedly, the majority of the schools did not have access to the daytime services. These schools struggled with offering students relevant activities on the CL. When the day-school teachers were minimally involved with the afterschool program and afterschool assignments students would spend less time on the lessons and assignments and correspondingly showed lower proficiencies on scored activities. Many schools used the 21st CCLC program as a separate unrelated program to the day-school. This was despite efforts to share how the program could provide the struggling learner with additional support and attention.

The schools that used regular teachers as Part Time Teachers during the Afterschool hours really had a better grasp of the CompassLearning capabilities. Had the program been fully accessible to the schools during the day as well as to the afterschool program would probably have experience a greater impact on student achievement. CL would have aligned more seamlessly

with day school instruction. In addition, it would have offered more personalized and targeted learning activities for the struggling learner. This would have been a much more effective way of implementing the CompassLearning resource.

While many teachers had the desire to teach afterschool, very few teacher's had the energy to do so. Therefore, many schools relied more heavily on providing their students with tutoring or homework assistance services, sometimes instead of the CL. The school day teachers could understand and immediately see results of the support as students were able to turn in homework. Working on unconnected CL lessons showed no immediate benefit to the daytime teacher. This hurt the grant's data results with respect to CL proficiency score gains.

The grant expanded their partnerships and offered a wide array of services. The options offered to the schools were tremendous and schools were able to tailor make their activities to fit the needs of their student population and schedules. Partners would also come prepared with most materials and resources. For example, Dr. Sustainability offered STEM lesson plans and at many schools helped them launch their sustainability gardens. Ceramics was offered at some of the schools and the provider agreed to work on building in rigor and aligning with STEM standards in their instruction. At one of the schools offered similar afterschool sessions to the families as an evening event designed to deepen community relationships. An example of this was held at Jefferson, for the first time, students at learned to dance ballet. They put on a Christmas evening performance that drew a massive community crowd of 175 or more. Their large cafetorium was filled to capacity.

Each school made classrooms and computers available to CCLC. In addition, the 21st CCLC program utilized classrooms, computer labs, libraries, as well as sports equipment, media tools/computers, and games for enrichment activities. The robustness of programs seem to correlate directly with the use of the partnership services. The stronger programs tended to integrate more variety of activities with a greater frequency then the smaller programs.

Many schools supplemented services by way of hiring their own part time teachers. This was a great way to compensate the talent pool that could be found within the schools sites and offered a greater potential for sustainability once the grant funds were no longer available.

Staff and Others

In the first year of the project, two part-time staff members shared the project director responsibilities. In the last two and a half years, the project director, Pam Kohara, has been full-time on the project. Each site had a site coordinator or two co-coordinators who provided the daily site supervision of the project activities and kept track of the data. Based on the number of students and the identified needs and interests, part time teachers or other paraprofessionals were hired. At two of the sites, Washington and Jarrett, After School All Stars (ASAS) was the partner that provided all of the CCLC services. ASAS also provided their own staffing and handled their own payroll and program scheduling.

The following provides an overview of the staff the 21st CCLC staff at the 10 centers.

Total Staff for the School Year: 260
Total paid staff: 138

- 62% school day teachers
- 1% other school day staff
- 37% other

Total Volunteer staff: 122

- 25% students
- 0% parents
- 75% other

Total Staff for the Summer: 62
Total paid staff: 56

- 61% school day teachers
- 0% other school day staff
- 39% other

Total Volunteer staff: 6

- 0% students
- 0% parents
- 100% other

Staff Time

Based on the number of students and the identified needs and interests, teachers or other staff members were hired on an hourly basis for one to three hours per day during the school year. In the summer, one school had a seven hour program but it wasn't necessarily the same teacher all day. The site coordinators were at CCLC for a time period no less than equal to the number of hours the CCLC was open including summer programs.

Program Monitoring/Tech. Support

The sub-grantee took advantage of the technical assistance opportunities provided by the HIDOE that included monthly webinars that were consistently attended by project staff. The handouts from each session were made available and disseminated to sites. Dan Williams, State Special Programs Manager, provided technical assistance to the project director in order to provide a webinar for Kaimuki Complex sites coordinators. Other complex level monitoring/technical assistance included the quarterly coordinator meetings, review of site notebooks, creating a library where each site could access resources (the forms needed for APR reporting) and post their results for review. Time sensitive information were dispersed via email or through site visitations.

Data was used to improve programming. The evaluator attended a site coordinator meeting yearly to review the evaluation results with the coordinators and provided a site specific report with recommendations to each site. The project director developed a matrix for each site based on the data that gave site-specific goals for the coming year and asked sites to have an action plan, document activities and progress and provide reflections on what they had learned.

At each coordinator meeting, time was allocated for each of the sites to share ideas with each other on what had been working well and giving examples of how they approached objectives such as increasing parent participation and improving student achievement. Coordinators were made aware of training opportunities and supported to attend. Handouts or resource materials provided at trainings were shared with all sites. Each meeting included reflective activities and when data was reviewed, each coordinator determined was tasked to identify site level focus and actionable commitments to address.

The Site Handbooks kept by each site provided the vehicle for documentation of project activities and participants. In addition, it provided resources for the program offered by Dan

Williams (State level) and Pam Kohara (Complex level). There was a goal planning form, a document to record the evidence of activities to address specific objectives, site data from the evaluation report, a communication log, calendar of hours and others.

Partners

At the two middle schools, After School All Stars (ASAS) provided CCLC services. For the rest of the schools, there were three sub-grantee-wide project partners, Stretch Your Imagination, Keiki Enterprises and Kapi'olani Community College Culinary selected to provide activities at sub-grantee schools. These partners were rotated through different schools based on the time frame offered by the Project Director during years 1 to 3 Students learned healthy eating habits, and how to do yoga and maintain physical fitness. However, because services were rotated there were times when some schools had no outside assistance or partnerships during a year.

During years 4 to 5, Pam Kohara, took over as 21st CCLC Project Director for both Kaimuki and McKinley Complex. During this time the number of partnerships quadrupled. Unlike prior years, sites could freely book services when they were ready for the services rather than on a rotational basis. The high percentage of low-income families (60.5% eligible for free/reduced lunch complex-area wide) was the catalyst of seeking out opportunities in sports, the arts, music and dance that may not otherwise be affordable or available for these students.

Furthermore, the Complex Area Superintendent (CAS), Ruth Silberstein, placed an emphasis on STEM and this was reflected in the partnerships in the last two years. Health issues in the community include obesity and diabetes so there has been an emphasis on health and wellness and the need for physical activity. In the last two years, greater attention was spent on aligning Complex goals with 21st CCLC goals.

With the emphasis on STEM, some added partners included Dr. Sustainability, who integrated classroom activities with sustainability concepts and system artifact that stimulated students to continue their study. For example, he would introduce hot compost concepts and would build a system on the school campus that could be sustained even after his services where done. Earthworks (Cindie Ogata) came for parent activities focused on sustainable efforts and encouraged of environmental consciousness. She networked with the whole school community, teachers, parents and students. isisHawaii provided teacher training and taught teachers how to enhance the engineering design process, adding design thinking with an empathy piece directed at helping people to understand their clients better including their needs.

They also offered units on healthy eating and organic farming. Kapiolani Community College Culinary Arts Department has been a partner from the beginning and have worked with students in culinary arts integrating the message about the need for healthy living using the 5210 method (5 snacks and fruits, 2 hours of activity, only 1 hour of TV or video games and 0 unhealthy drinks). Kuhio won Healthy School recognition awards for their awareness and practices of healthy eating and habits. When the Health Programs "5210 Rap' tune was played on the loud speaker system of Kuhio's campus during recess, the entire student body creates a "Flash Mob" and students perform a choreographed dance. In addition, KCC have taught cooking vocabulary such as reduction, dice, chop, etc. and helped students and families create and eat healthy foods. There was an Iron Chefs competition as held at both Lunalilo and Alawai Elementary Schools as

a community outreach event. This event featured cooking with tilapia and greens from their aquaponics program.

One of the benefits of the yoga classes has been that students report that they are better able to relax and focus in class in addition to the physical benefits. The tennis classes have resulted in better eye-hand coordination. Ceramics classes have served to engage parents, and help them to bond with their child while they do something as a family. Participants learned and practiced clay hand-building techniques. The providers have tried to integrate math and/or relevance into their activities. During the final year at the End-of-year debrief with the partners, plans and conversations continued as to how to add academic rigor into all partner supports. Partners were receptive and looked forward to try to create more opportunities for interactions and supports.

EVALUATION DESIGN AND RESULTS

Purpose of the Evaluation

The primary purpose of the evaluation was to determine progress toward meeting objectives, determine project outcomes and to make recommendations to help achieve project success. It looks at both implementation and outcome evaluation using quantitative and qualitative data. Results were compiled and analyzed by the external evaluator and shared with the project director. Student data was collected quarterly on student participation. By routinely monitoring schools could be more cognizant of the students approaching 30-day participation and could support schools in the routine collect of all data (teacher surveys, 1st and 4th quarter grades, and HSA scores) and identify schools who were missing data.

Evaluation Plan

The implementation evaluation plan called for surveys of CCLC staff and partners to determine progress, identify any barriers to implementation, and elicit any recommendations for program improvement. The outcome evaluation included determining outcomes in academic achievement, student and parent perceptions of value and safety, determining amount of parent participation, and determining increases in participation, number of 30-day students, and improvement in grades and classroom behaviors. Progress on attaining project objectives was addressed each year and recommendations made for any changes that could help meet the objectives or work towards continued improvement.

Evaluation Schedule

Student data was collected quarterly on student participation so that schools would be aware of when they have 30-day students and can make sure they collect the additional data needed (teacher surveys, 1st and 4th quarter grades, and HSA scores).

Results on Implementation (as scheduled)

One of the challenges was in retaining site staff. While some sites had consistency in the coordinator position, others had turnover. Whenever a new coordinator started, training was provided by the project director immediately. Another downside to change in staff, was the time necessary to get the new person caught up with all the procedures, requirements, and expectations of the program so that they could implement programs at their school sites. There

was a setback each time new staff came on board. It was often difficult to find willing and qualified personnel to run the project. Washington's Coordinator, Katherine Rubacsh, came onboard in the middle of the first quarter. She was mature and motivated, so, despite her late start, she was able to quickly establish a much needed academic support component at Washington Middle School.

Plans to Ensure Implementation Next Year

Since this is the final year of the grant, there will not be implementation of this grant for an additional year. However, lessons learned would be applied to a future grant. In addition, sites can utilize the results when considering the successful practices and strong partnerships. Those relationships built as a result of this grant could be within future endeavors. After School All Stars program was one of the most successful elements of the 21st CCLC for Kaimuki Complex. Middle schools are historically the grade level when student academic and behavioral challenges occur. ASAS offer students with wholesome choices and opportunities for leadership.
In order to continue a partnership for the next five years, ASAS continues to work directly with the schools administrators to seek funding from other sources. ASAS and principal advocate, Michael Harano, collaborate and work tirelessly to push for legislative support for afterschool funding.

All actions taken during this final semester has been around utilizing the tools that were made available as a result of the grant, specifically the CompassLearning resources. During the months of July 2014 through December 2014 efforts to promote effective use of the Computer-based Instructional tool and to align to the Common Core Standards as well as the State's other priority areas (ie. Formative Instruction, Data Teams, Response to Intervention)

Outcomes

There are many positive outcomes. Results are reported first by objective followed by other data that addressed performance indicators. The following information is provided to address the project objectives and outcomes.

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

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

The following table indicates the percent of regular attendees that had improved scores in reading or math comparing scores from the 2012-13 school year to the 2013-14 school year. Those with 50% or more improvement are indicated in bold.

Percent of Regular Attendees with Improved HSA Scores in Reading and Math

School	Number with pre and post scores (2012-13 and 2013-14	% of students with improved scores Reading	% of students with improved Math Scores
Ala Wai	12	**66.7%**	**83.3%**
Aliiolani	25	36%	**56%**
Jarrett	58	**51.7%**	**50%**
Jefferson	16	25%	**68.75%**
Kuhio	19	31.6%	47.4%
Lunalilo	15	**53.3%**	46.7%
Palolo	8	37.5%	**50%**
Washington	73	32.9%	**52.1%**
Total	226	41.2%	46.01%

While the total percent of improved scores in reading and math for the entire complex is below 50%, at 3 schools, there was an improvement in reading of over 50% and in math six schools had 50% or more of improved scores in mathematics. Hokulani had no 30-day students and Kaimuki only tests in 10th grade so could not be compared to the previous year. The greatest improvement was in math which may reflect the emphasis on STEM this past year. The average point change on HSA scores was calculated and is presented in the following chart

Average Point Change for Regular Attendees by School

School	Reading Average change	Math Average Change
Ala Wai	+15.3	+11.9
Aliiolani	-9.24	+2.4
Jarrett	+0.3	+2.3
Jefferson	+0.625	+11.125
Kuhio	-5.9	-4
Lunalilo	-6.3	+2.2
Palolo	+1	-17.25
Washington	-3.9	-0.7

At five schools there was a positive average change in math and in reading, 4 schools had a positive average change. It should be noted that the point change is wide and thus skews the average.

Another indicator of the impact of CCLC on the *regular attendees*, was to compare HSA scores of regular attendees to the proficiency of the school as a whole. HSA scores were obtained for each of the students who attended for 30 days or more to determine how many of those students met/exceeded the state standards in reading and math. The following table provides those results with areas higher than the school as a whole indicated in bold.

Percent of proficiency for 30-day students in reading and math compared to total school

School	30-day % of students that meets/Exceeds in Reading	% of total school that meets/ exceeds in Reading	30-day % of students that meets/ Exceeds in Math	% of total school that meets/ exceeds in Math
Ala Wai	60.7%	64%	**89.3%**	69%
Aliiolani	67.6%	78%	76.5%	78%
Hokulani	NA	92%	NA	92%
Jarrett	63.3%	64%	**61.7%**	54%
Jefferson	45.5%	62%	63.6%	65%
Kaimuki	NA	65%	NA	22%
Kuhio	**70%**	65%	**55%**	54%
Lunalilo	**71.4%**	68%	52.4%	56%
Palolo	38.5%	64%	53.8%	59%
Washington	49.4%	71%	38.6%	57%

One of the measures used for academic achievement was the change from year to year on the HSA for the school as a whole in reading, math, and science. Initially, the data were reported by grade level, but for the past two years, data were provided for the school as a whole which is depicted in the following table. Areas where there were improvements are indicated in bold print.

Percent of Total School Student Proficiency by Year and Subject for Two Years

School	Math		Reading		Science	
	2013	**2014**	**2013**	**2014**	**2013**	**2014**
Ala Wai	71	64	72	69	57	**59**
Alliolani	82	78	89	78	70	45
Hokulani	94	92	96	92	89	**91**
Jarrett	58	**64**	68	54	50	40
Jefferson	69	62	72	65	39	36
Kaimuki High	23	**65**	51	22	8	**15**
Kuhio	59	**65**	71	54	31	**50**
Lunalilo	63	**68**	77	56	68	53
Palolo	78	64	79	59	33	N/A
Washington	55	**71**	75	57	19	**42**

Five of the schools had improved scores in math and/or science while none of the schools had improvement in reading. The focus in the past year was on STEM which is where most improvement was made. In math all schools had 50% or more of the regular attendees that were proficient in math and all but one had 50% or more proficient in reading. In science, four schools had 50% or more of regular attendees that met the standards.

Objective 1.2 The average score on CompassLearning quizzes will be a minimum of 67% at each school. **Status: Partially Met.** (emphasis was on learning activity and quizzes).

School	Learning Activity Average	Lesson Quiz Average	Objective Based Average	Activity Quiz Average
Ala Wai	**81%**	**73%**	60%	**72%**
Aliiolani	**77%**	**72%**	65%	**70%**
Hokulani	**79%**	N/A	**69%**	**89%**
Jarrett	**69%**	51%	49%	66%
Jefferson	**84%**	**79%**	58%	**75%**
Kaimuki High	N/A	56%	29%	64%
Kuhio	**78%**	**71%**	60%	**69%**
Lunalilo	**72%**	65%	51%	61%
Palolo	**76%**	**71%**	57%	63%
Washington	**79%**	**73%**	43%	**72%**

All schools met the objective on the learning quiz and 6 of 10 schools met the objective on activity and lesson quiz averages. There has been an emphasis on making sure that students complete a section before taking the quiz and that has positively impacted the results.

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

In past years, parent participation was determined by responses on a parent survey and the total number was 317. Although sites were asked to keep a sign-in log at events where parents participated, they had not always been provided to the evaluator or parents attending events failed to sign in on a sign-in log. This year, a more concerted effort to capture all parent participation was made and sites reported additional parent participation. The first chart that follows has the added column of "others reported" which shows a much higher number than previous years. In some cases photos of the event will reflect much high participation numbers than the sign-in logs.

School	Using Compass Learning	Attending parent meeting	Volun-teering	Attending info meeting	Visiting child's class	Attending student performance or Activity	Others Reported	Total incl. parent surveys and others reported via logs and sign-in sheets
Ala Wai	0	2	0	0	0	3	30	35
Aliiolani	4	4	5	4	5	8	26	56
Hokulani	4	2	1	0	5	8	-	20
Jarrett	0	0	0	0	0	1	96	97
Jefferson	19	23	5	12	16	39	175	289
Kaimuki HS	0	0	0	0	0	0	75	75
Kuhio	5	13	10	5	4	18	89	144
Lunalilo	17	10	8	2	12	38	59	146
Palolo	10	4	0	3	6	12	114	149
Washington	0	1	0	1	0	3	90	95
Total	59	59	29	27	48	130	754	1106

For this past year, the column of "others reported," was added rather than relying only on the parent survey which helped to capture all participation more accurately by using sign-in logs as an addition. However, data for every year of the grant on the parent survey with categories indicated in the following table provides a comparison from the baseline to the past year.

Comparison of Parent Participation Numbers on Parent Surveys from 2010-11 to 2013-14

	Using Compass Learning		Attending parent meeting		Volunteering		Attending info meeting		Visiting child's class		Attending student performance or activity		Total	
Year	**10-11**	**13-14**	**10-11**	**13-14**	**10-11**	**13-14**	**10-11**	**13-14**	**10-11**	**13-14**	**10-11**	**13-14**	**10-11**	**13-14**
Total	11	59	8	59	6	29	7	27	7	48	32	130	71	641

Using just the parent survey responses, it is apparent that over the course of the grant compared to the baseline year, significant progress was made. Adding in the "others reported" this year, that number is even higher. The greatest growth was in the category of attending a student performance or activity but there was a 5 times increase in using CompassLearning, attending a parent meeting, and visiting their child's class.

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

Kaimuki Parent Survey Results Percent of Responses (407 Respondents)

Question	Ali Wai	Aliiolani	Hokulani	Jarrett	Jefferson	Kaimuki	Kuhio	Lunalilo	Palolo	Washington
1. The 21st CCLC is of great benefit to my child										
Disagree	0%	20%	0%	0%	0%	0%	0%	1.8%	0%	0%
Slightly Disagree	0%	2.6%	0%	0%	2.5%	0%	0%	1.8%	0%	16.7%
Slightly Agree	0%	5.3%	8.6%	40%	6.3%	18%	0%	11.6%	11.4%	0%
Agree	100%	92.1%	91.4%	60%	91.1%	82%	100%	84.8%	88.6%	83.3%
2. The CCLC communicates with me about my child's progress										
Disagree	0%	18.4%	17.6%	0%	14.3%	0%	0%	22.3%	12.1%	0%
Slightly Disagree	0%	2.6%	23.5%	0%	10%	0%	3%	11.6%	9.1%	33.3%
Slightly Agree	50%	21.1%	23.5%	60%	20%	14%	14%	19.6%	6.1%	0%
Agree	50%	57.9%	35.3%	40%	55.7%	86%	83%	46.4%	72.7%	66.7%
4. My child learns more by participating in CCLC										
Disagree	0%	0%	0%	0%	1.3%	0%	0%	1.8%	0%	0%
Slightly Disagree	0%	2.6%	0%	0%	0%	0%	0%	1.8%	0%	0%
Slightly Agree	0%	13.2%	27.3%	20%	16.7%	35%	6%	19.1%	2.9%	16.7%
Agree	100%	84.2%	72.7%	80%	91.4%	65%	94%	77.3%	97.1%	88.3%
5. My child is more interested in school as a result of CCLC										
Disagree	0%	0%	2.9%	0%	3.8%	0%	0%	2.7%	0%	0%
Slightly Disagree	0%	0%	2.9%	20%	2.5%	0%	0%	3.6%	2.9%	0%
Slightly Agree	0%	31.6%	26.5%	40%	26.6%	40%	8%	28.2%	8.6%	50%
Agree	100%	68.4%	67.6%	40%	67.1%	60%	92%	65.5%	88.6%	50%

At each school 80% or more of parents agreed or slightly agreed that their child was more interested in school, 97% or more agreed or slightly agreed that their child learns more, 83% agreed or slightly agreed that CCLC is of great benefit to their child. The lowest area was in the school communicating with them where only 49% agreed or slightly agreed

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

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

Students were asked if they were learning new skills as well as if they liked activities at CCLC. The following are the responses.

Ka**imuki Complex Student Survey Percent of Responses (594 Respondents)**

Question # and Question	Ali Wai	Aliiolani	Hokulani	Jarrett	Jefferson	Kaimuki	Kuhio	Lunalilo	Palolo	Washington
2. I am learning something new at CCLC No	0%	0%	6.6%	6%	6.8%	0%	2%	2.2%	3%	50%
Sometimes	37%	27%	37.8%	38%	43.2%	0%	20%	17.3%	14%	50%
Yes	63%	73%	55.7%	57%	50%	100%	78%	80.6%	84%	0%
3. I like what I do at CCLC No	0%	7%	6.6%	4%	4.5%	0%	0%	3.6%	3%	50%
Sometimes	32%	25%	29.5%	29%	34.1%	2%	16%	17.5%	3%	50%
Yes	68%	68%	63.9%	67%	61.4%	98%	84%	78.8%	95%	0%
4. I'm getting good grades at school since *CCLC* No			6.6%	12%	2.3%			5.8%		50%
Sometimes			49.2%	44%	60.5%			27.5%		50%
Yes			44.3%	44%	37.2%			66.7%		0%
5. I like the activities at CCLC (HS only) No				5%						50%
Sometimes				34%						0%
Yes				62%						50%
6. I'm satisfied with the variety of activities at CCLC (HS only) No				5%						50%
Sometimes				34%						0%
Yes				61%						50%

At all schools but one more than 90% of students reported learning new skills. At the one where the answers were split 50-50, only two students completed the student survey so that would not be considered representative of all participants. More than 90% of students like what they do at CCLC in all but one school (again Washington) and 88% or more report that they are getting better grades since coming to CCLC except at Washington. In general, there is high satisfaction among participants that they enjoy what they are doing, like the activities and are learning new skills.

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

Question # and Question	Ali Wai	Aliiolani	Hokulani	Jarrett	Jefferson	Kaimuki	Kuhio	Lunalilo	Palolo	Washington
1. I feel safe in the CCLC program										
No	0%	1%	1.6%	5%	0%	0%	4%	0.7%	0%	0%
Sometimes	29%	21%	27.9%	0%	15.9%	0%	33%	4.3%	11%	0%
Yes	71%	78%	70.5%	95%	84.1%	100%	63%	95%	89%	100%

Parents were also asked about their perception of their child's safety which is in the following.

Question	Ali Wai	Aliiolani	Hokulani	Jarrett	Jefferson	Kaimuki	Kuhio	Lunalilo	Palolo	Washington
3. My child is safe at CCLC										
Disagree	0%	0%	0%	0%	0%	0%	0%	0.9%	0%	0%
Slightly Disagree	0%	0%	2.9%	0%	2.6%	0%	0%	0.9%	0%	16.7%
Slightly Agree	0%	2.6%	11.4%	0%	14.1%	0%	0%	8%	11.4%	16.7%
Agree	100%	97.4%	85.7%	100%	83.3%	100%	100%	90.2%	88.6%	66.7%

On the parent survey, there were 82% or more at each school that agreed or slightly agreed that their child was safe at CCLC while 95% of the students felt safe at least sometimes. Each site did provide training to CCLC staff on safety and they were knowledgeable of the procedures to follow to keep students safe and deal with any emergency if needed. Of some concern is the feeling of not feeling safe, especially at the Middle School. Future projects should work to make sure that the program offers a safe zone for learning.

Another indicator is the school quality survey but it is important to note that it is answered by all students, not just those in the CCLC program. The results by school are in the following charts and represent the opinion of the teachers, students and parents. It does not directly tie to CCLC but is just one indicator of feelings of safety at the school in general.

Ala Wai Elementary School-% Response

	Group	Positive	Negative	Don't Know
Students Safety and Well Being	Teachers	91.4	8.1	0.5
	Parents	87.2	6.3	6.5
	Students	82.1	10.5	0

Aliiolani Elementary School-% Response

	Group	Positive	Negative	Don't Know
Students Safety and Well Being	Teachers	99.1	0.9	0
	Parents	90.5	2.9	6.7
	Students	89.2	6.5	0

Hokulani Elementary - % Response

	Group	Positive	Negative	Don't Know
Students Safety and Well Being	Teachers	95.2	4	0.8
	Parents	85	7.1	8
	Students	86.7	7.9	0

Jarrett Middle School-% Response

	Group	Positive	Negative	Don't Know
Students Safety and Well Being	Teachers	91.2	6.8	2
	Parents	83.3	11.9	4.8
	Students	74.3	15.5	10.1

Jefferson Elementary-% Response

	Group	Positive	Negative	Don't Know
Students Safety and Well Being	Teachers	80.3	16	3.7
	Parents	80.8	10.4	8.8
	Students	72.4	17.3	0

Kaimuki High School-% Response

	Group	Positive	Negative	Don't Know
Students Safety and Well Being	Teachers	82.8	10.9	6.3
	Parents	92.9	4.8	2.4
	Students	74.7	16.8	8.5

Kuhio Elementary School-% Response

	Group	Positive	Negative	Don't Know
Students Safety and Well Being	Teachers	72.1	26.4	1.4
	Parents	86	7.8	6.2
	Students	75.7	13	0

Lunalilo Elementary School-% Response

	Group	Positive	Negative	Don't Know
Students Safety and Well Being	Teachers	84.8	14.1	1.1
	Parents	100	0	0
	Students	81.2	7.6	0

Palolo Elementary School- % Response

	Group	Positive	Negative	Don't Know
Students Safety and Well Being	Teachers	93.9	5.3	0.8
	Parents	85.6	10.8	3.6
	Students	87.1	6.7	0

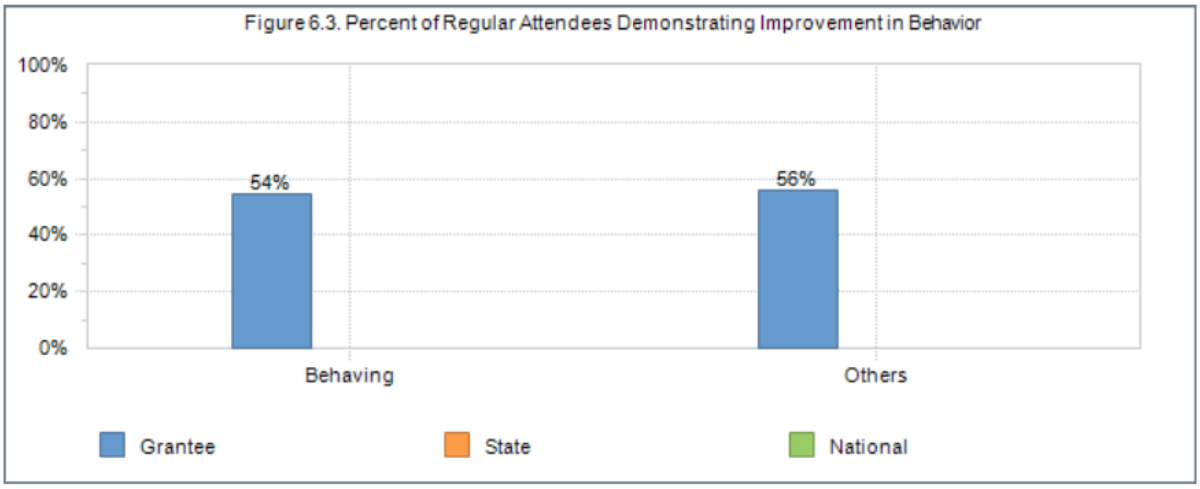
Washington Middle School - % Response

	Group	Positive	Negative	Don't Know
Students Safety and Well Being	Teachers	86.9	11.3	1.8
	Parents	84.5	8.5	7.1
	Students	62	27.9	10.1

One thing of note is that there were fewer negative responses by students on the CCLC survey than for the school as a whole which may mean that students feel safer in CCLC than in the school as a whole.

Objective 3.3. 25% of regular attendees will show improvement of behavior as indicated on the teacher survey. **Status: Met**

On the teacher survey, teachers were asked how many students had improved their behavior in a number of areas. The following chart shows teach perception of improvement in class behavior and getting along with others.



Key to Behavior

Behaving	Behavior change in terms of behaving in class
Others	Behavior change in terms of getting along well with others

State data not yet available. National data not yet available.

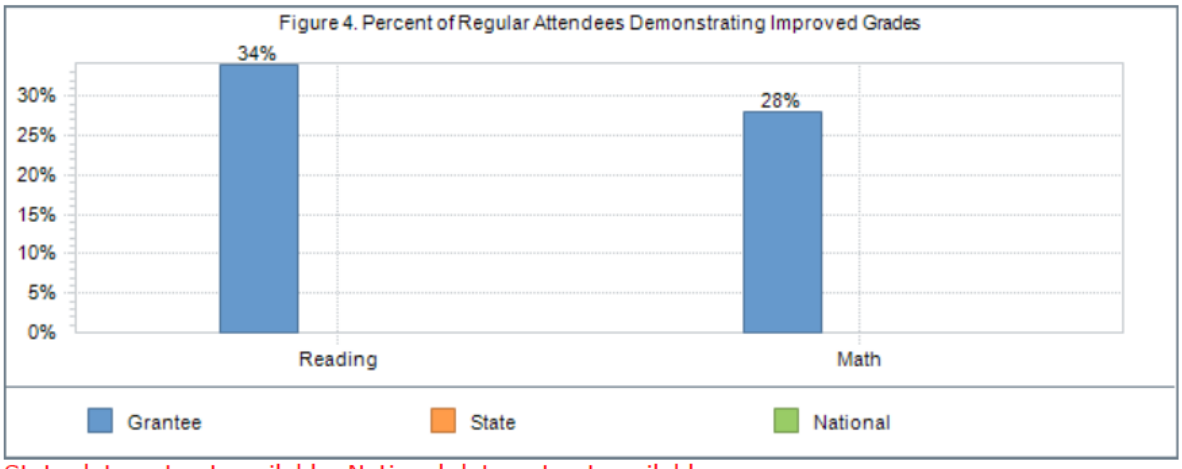
More than half the regular attendees had improved behavior in behaving in class and getting along with others. Individual results by school are in the Appendix. It is worth noting that not all students needed to improve behavior.

Grades

For regular attendees, their grades in reading and math in the first quarter as well as the fourth quarter were obtained and compared. The following table shows the percent of students with improved grades in reading and math.

Percent of regular attendees demonstrating improved grades:

- Reading/language arts: 34%
- Mathematics: 28%



State data not yet available. National data not yet available.

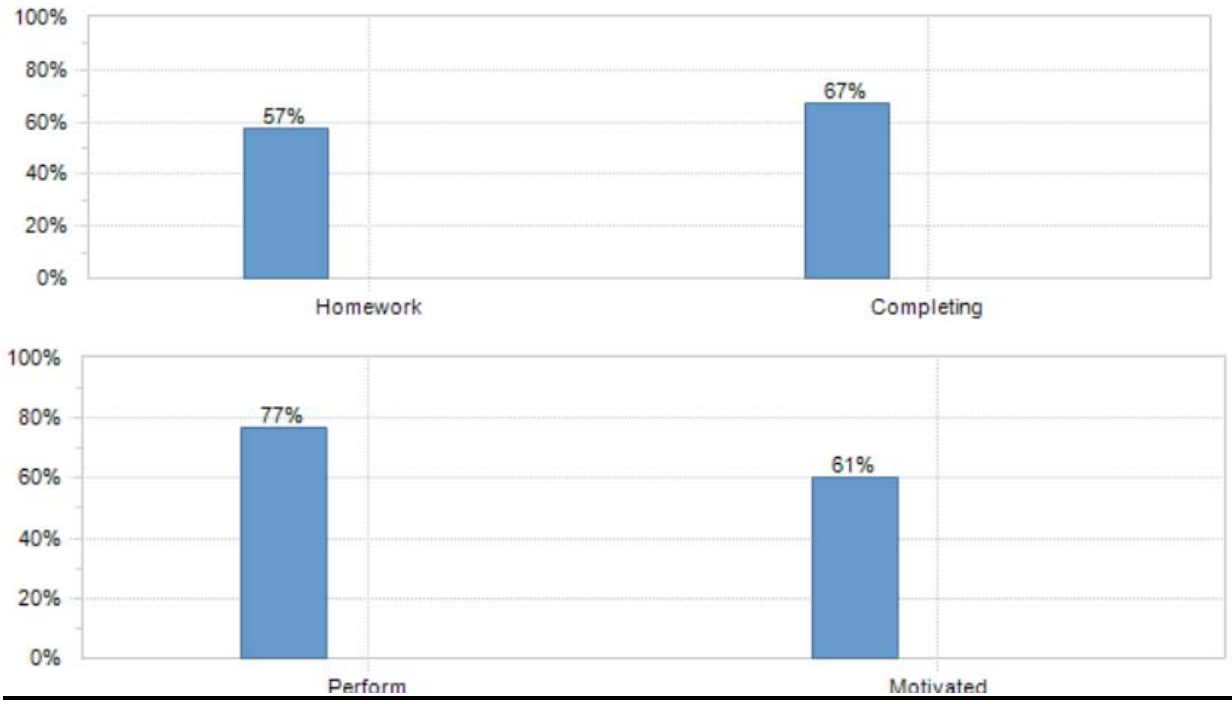
The percent of improvement in reading/language arts was 34% while the improvement in math was 28%. Not all of the students needed to improve in these academic areas though. The fact

that many students did improve is notable as many of the participants were not doing well academically and the support provided in CCLC had an impact on improving their grades.

Teacher Perceptions of Improved Classroom Behavior

On the teacher survey, teachers were asked to indicate improved behavior in several areas. The following tables provide the results.

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

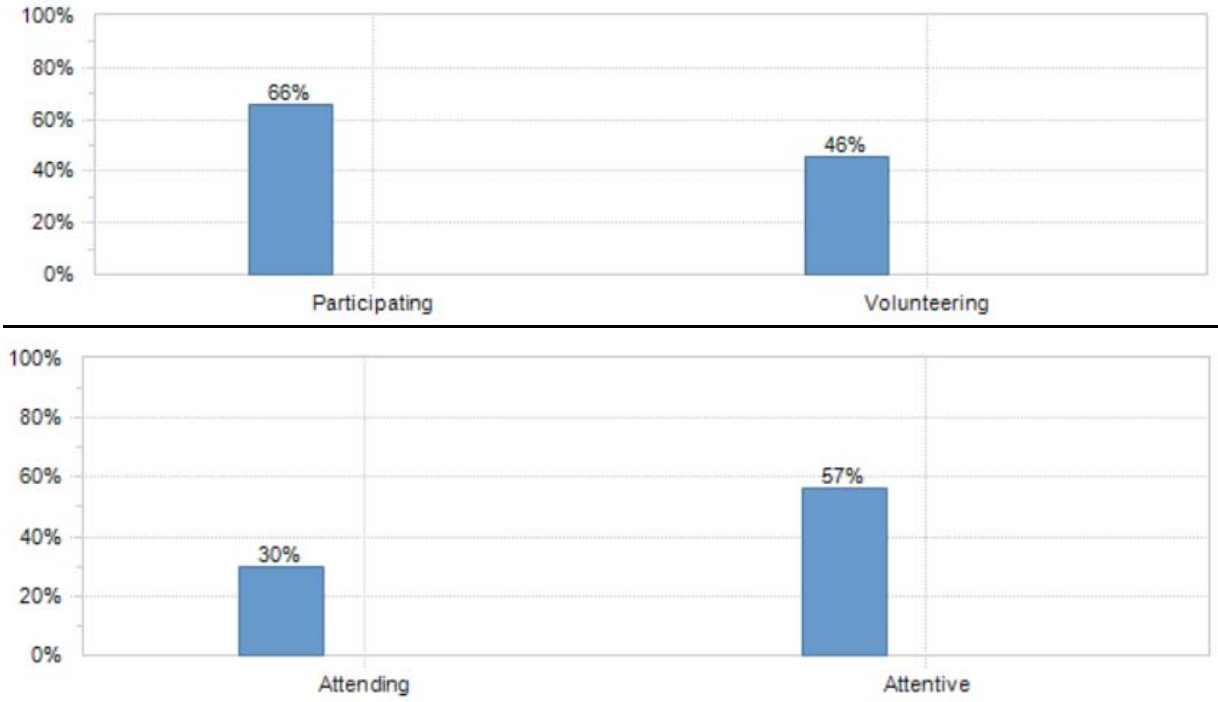


Key to Academic Achievement

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

In the area of academic performance improvement was noted for 77% of students which is a positive outcome of the attention to academic instruction during CCLC. In addition, there was improvement of over 50% on turning homework in and doing it to teachers' satisfaction. Most schools offered homework help and these results may indicate that it had a positive impact in this area. In addition 61% were reported to be coming to class motivated to learn which may be a reflection of increased confidence in their academic ability and accomplishment of tasks.

Figure 6.2. Percent of Regular Attendees Demonstrating Improvement in Participation



Key to Participation

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

While these areas were not necessarily an emphasis in CCLC, the improvement in participating and being attentive could be reflective of students' interest in school and in wanting to learn new skills.

Provision of High Quality Core education Activities

Each site focused on alignment with the state standards in their instruction and the project director provided them with resources that demonstrated how they could align their instruction with what the school was focusing on. All sites had the CompassLearning instructional software that provided assessment and, ideally an individualized learning path for each student. Students were assigned lessons to focus on their specific area of need using the program which is aligned to the state standards and core curriculum.

Efforts to offer Professional Development training on using the CompassLearning materials was offered to every school. During the training efforts were made to help teachers tightly align the CL to the Common Core State Standards and to see how this tool could be used to individualize learning paths.

In addition, STEM activities and afterschool projects where offered as well as educational finance programs and health and fitness lessons.

Outcome: Enrichment Activities

All of the sites offered academic enrichment activities. Activities such as tennis, cooking, ceramics, art (drawing/painting/mixed media), dance (ballet, creative movement, rhythm) sports, youth leadership, community service, yoga, and sustainability all incorporated a focus on core academic standards.

Partnerships

The number of partners was increased by three times in years 4 and 5 because of the efforts of the Project Director. In addition, each school had some existing or added partnerships that were a part of CCLC. On a partner survey, 100% of the partners strongly agreed with the following statements:

- I'm satisfied with my partnership with CCLC
- I think the school and my organization are working well together
- I am happy with the support provided to my organization when at the school
- I think the CCLC program provides a good opportunity for my organization to provide services at the school
- I want to continue the partnership
- I would like to expand services to more schools

Services to Parents/Adults

Parents were invited to participate through coming to informational meetings about CCLC, volunteering in the programs, participating in the programs including the use of Compasslearning, attending student performances, family nights, and visiting classrooms. The CompassLearning was especially of benefit for family members that were English language learners and could utilize the ELL component of the program.

An example of the services to parents is that Kapiolani Community College (KCC) culinary arts program offered cooking courses that included instruction in cooking vocabulary such as chopping, blanc, etc. and being able to cook and eat healthy meals. There was a family ceramics night at Washington Middle School that provided an opportunity for family-bonding and the opportunity to do something as a family while learning a skill and integrating math concepts.

15 hour extended time

The number of hours of CCLC extended varied by site. Some sites had fewer than 15 hours during the school year but offered summer programming. Four of the schools had 15 hours or more per week during the school year. Seven schools had a summer program with 10 hours or more per week with 6 of those having more than 15 hours per week. The majority of the low

operational hours are due to lack of staffing. Teachers, especially this last year have been overwhelmed by the general changes in the overall Educational system as a result to Race to the Top required initiatives and timelines.

100% in high need communities

All but one, of the schools in the grant are school-wide Title I schools. Two of the schools are Focus schools. The eligibility for free/reduced complex-wide was 60.5% on the last trend report available. The percent of free/reduced lunch eligibility at the 10 sites ranged from 17.1% to 89.3% with all but one school over 53% eligibility.

Conclusions

All sites have been providing CCLC services aligned with the core standards and school and complex initiatives. The project director has frequent contact with the sites via Coordinators and school's Administrators and has made resources available to them. Over the course of the grant period, there have been increases in the number of students served, the number of 30-day students, partners and parent participation. There have been a variety of activities offered and all sites had both core academic and academic enrichment programs. There was clearly a process to improve programming and strategically address project objectives.

One of the things that has been of concern throughout was the inability to utilize the CompassLearning program during the school day. However, notably the schools were allowed (permission/approval by State and USDOE) daytime assessment opportunities, and had the option to purchase separate day time access and services. However, this was a non-pre-budgeted item and therefore was nearly impossible to acquire the separate funding for this option. The after school instruction was aligned with the school 's instruction, it would have been more effectively integrated if the sites had been allowed to utilize it in classrooms during the school day. This impact of tight alignments is illustrated by Jefferson elementary who bought daytime access and who enjoyed great Strive Hi gains. For most sites however, this option for purchase of daytime access was financially unfeasible.

There were efforts to provide professional development to school staff but their inability to utilize the software was a deterrent to fully utilize it. This hurdle really frustrated both the schools and the project director tasked with the implementation. The teachers who were trained were discouraged by the limitations to accesses and therefore severely under utilized. This was a significant purchase with grant funds and has the potential to be valuable in supporting the school instructional efforts but is underutilized due to this. However, the challenge to get even the non-21st CCLC Teachers to utilize it, was sometime an insurmountable hurdle. While the CCLC project director developed aligned lessons to be used, few are taking advantage of it. Some schools purchased time to use it during the school day but it could have been fully integrated and utilized complex-area wide that would support academic gains. Sustainability and continuation of use of the currently owned resources would also be better maximized.

Partners addressed the complex area STEM initiative and were responsive to finding even more ways to incorporate instruction addressing the core standards in their activities. Some partners

addressed health and wellness needs of students and families and the financial literacy activities are beneficial to families that have limited income.

Parent involvement was an area of focus for the final year. What proved to be an issue was consistently using the log in sheets. In some schools they did not have a system of accurately collecting the attendance for families. So documentation based on multiple witness recounts provide a closer figure to the number of participants at parent events. In the future, offering photos of events might be used as an alternative to log sheets. The Director sought approval for this but was too late in the final year to implement. The objective of increasing parent involvement is considered as being met.

What the project did well was offer the students a safe enriched environment to expand learning. While gap closing efforts were made and students enjoyed some benefits of the extra supports, **the following remained as challenges:**

1) Those who need services the most (those targeted) are not always those who come regularly which may be due to a variety of factors including the parents aren't interested in having them participate, the site may not have been successful in recruiting those most in need, or teachers have not encouraged them to come.
2) To really personalize the supports to students a direct interaction between classroom content/skills and afterschool content/skills would have had a greater impact on closing students' learning gaps.
3) School service design and limited access to personnel coverage also presented some challenge for some sites thereby making it difficult or impossible to obtain consistent 30 day numbers.

Recommendations

1. Continue efforts to target the students most in need of support and utilize available resources to help meet their needs.
2. Since the grant is ending, schools should take advantage of the CompassLearning program that is now available to the sites for use during the school day. Encourage principals to have their staff get PD and incorporate the tool into their instructional practices.
3. Sustainability of programming would continue to benefit students and with the end of the grant, it is recommended that sites do what they can to continue the elements of the program found to be effective.
4. A continued focus on data is recommended so that schools are utilizing all programming and resources to strategically plan how they can improve student outcomes. Although this is the last year of the grant, there are practices that could be of benefit to the site and should be considered.

How evaluation will be used to refine strengthen and improve outcomes

Throughout the project, quarterly data was compiled and provided to the project director. Recommendations for program improvement were made in bi-monthly meetings between the

evaluator and project director and a written report was provided yearly to both the project director and school staff (principal and coordinator). Each site was provided with school-specific results and recommendations for the coming year. The project director has been responsive to the recommendations and worked with the site coordinators to improve outcomes each year.

Dissemination of Evaluation Results

Each site posts the evaluation executive summary on their website and has the report available in the office.

Appendix

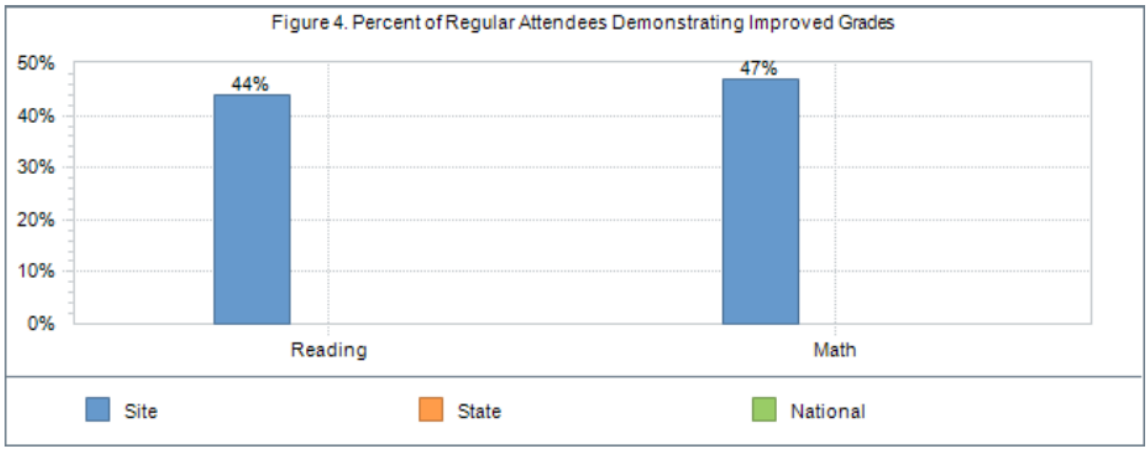
- Grade Improvement by School
- Teacher Perceptions of Behavior by School
- School Quality Survey Results for Standards-Based Learning and Involvement for Entire School by School

Improved Grades by Site

Ala Wai

Percent of regular attendees demonstrating improved grades:

- Reading/language arts: 44%
- Mathematics: 47%

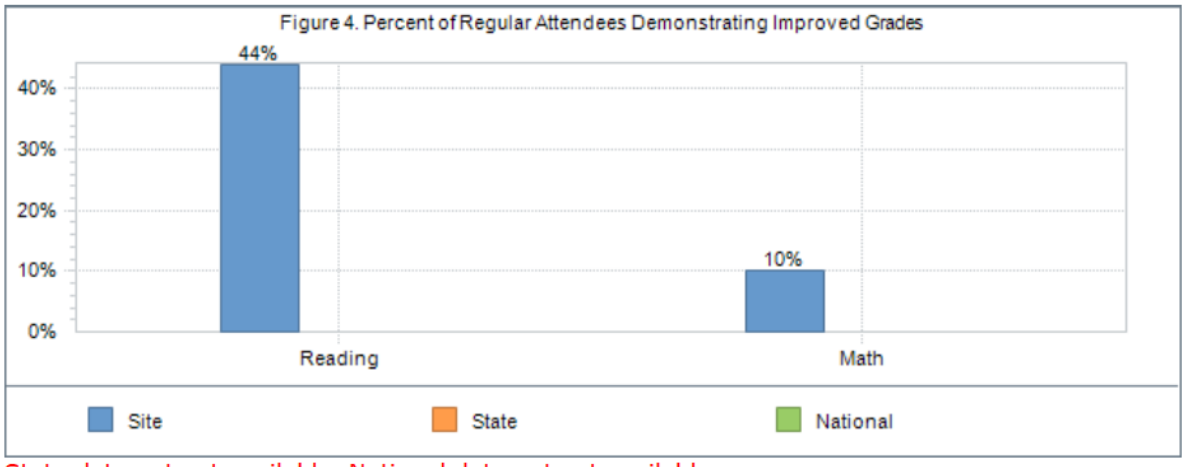


State data not yet available. National data not yet available.

Aliiolani

Percent of regular attendees demonstrating improved grades:

- Reading/language arts: 44%
- Mathematics: 10%

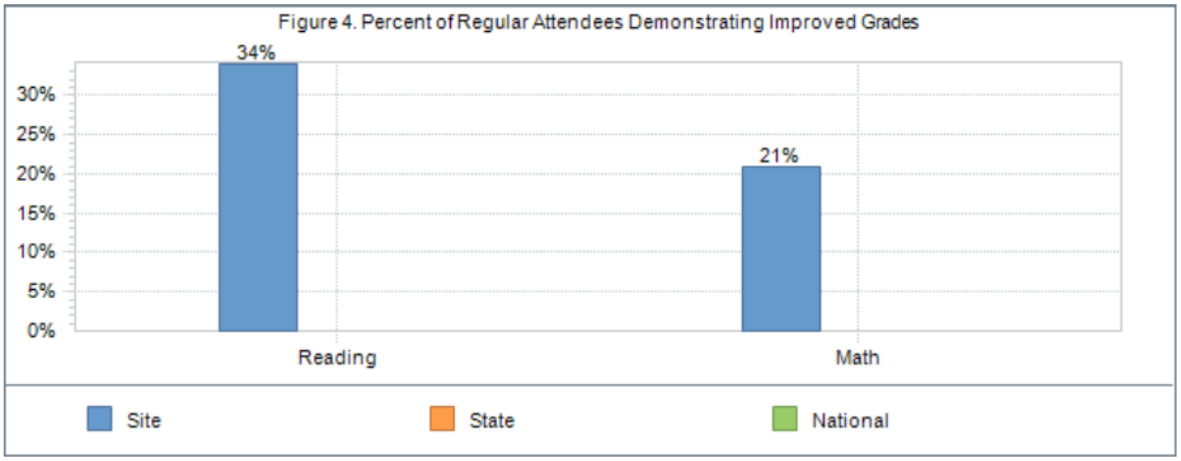


State data not yet available. National data not yet available.

Jarrett

Percent of regular attendees demonstrating improved grades:

- Reading/language arts: 34%
- Mathematics: 21%

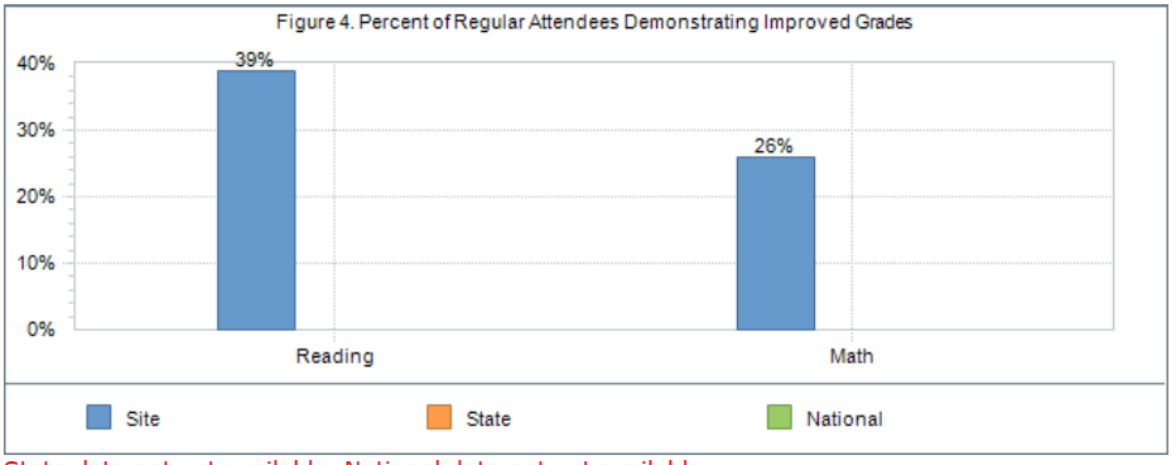


State data not yet available. National data not yet available.

Jefferson

Percent of regular attendees demonstrating improved grades:

- Reading/language arts: 39%
- Mathematics: 26%

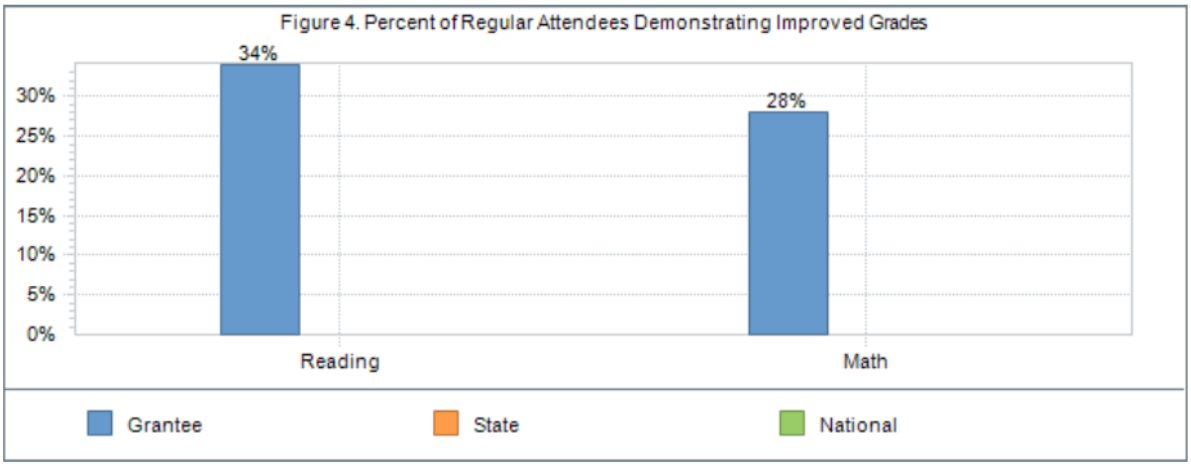


State data not yet available. National data not yet available.

Kaimuki High School

Percent of regular attendees demonstrating improved grades:

- Reading/language arts: 34%
- Mathematics: 28%

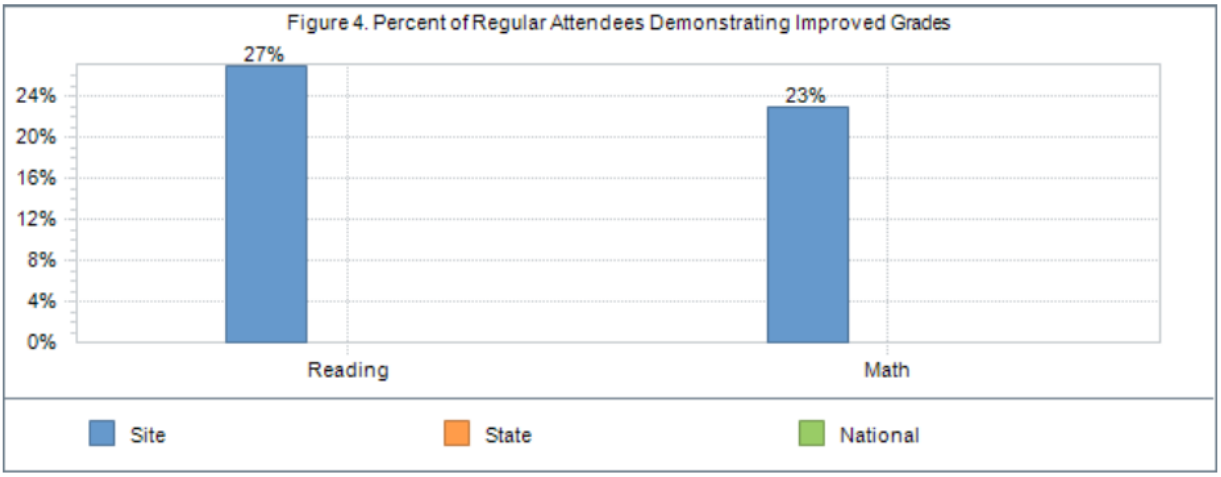


State data not yet available. National data not yet available.

Kuhio

Percent of regular attendees demonstrating improved grades:

- Reading/language arts: 27%
- Mathematics: 23%

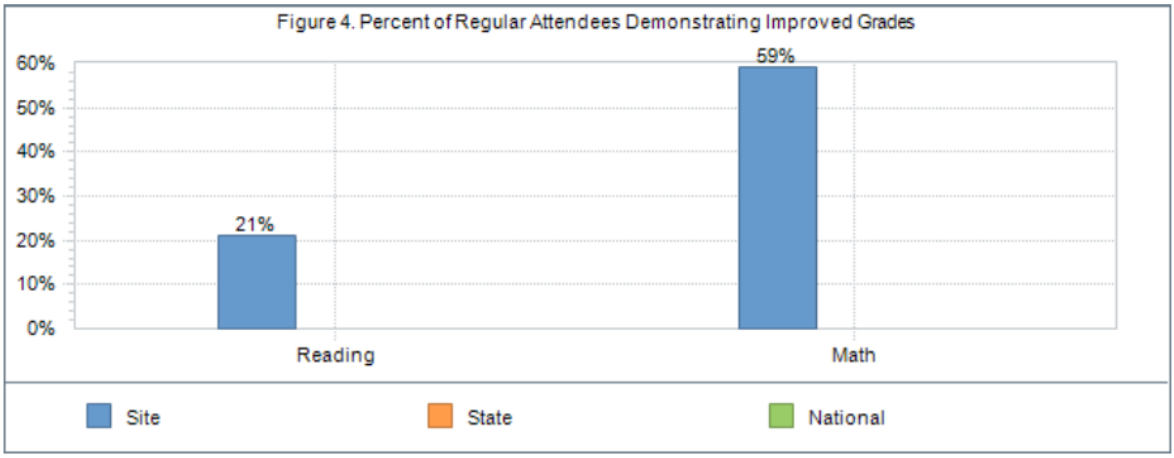


State data not yet available. National data not yet available.

Lunalilo

Percent of regular attendees demonstrating improved grades:

- Reading/language arts: 21%
- Mathematics: 59%

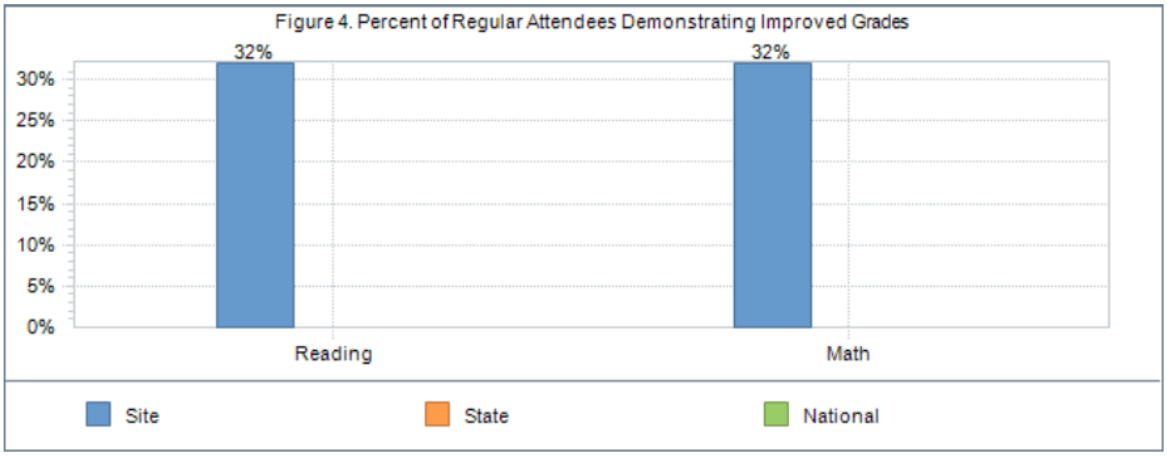


State data not yet available. National data not yet available.

Palolo

Percent of regular attendees demonstrating improved grades:

- Reading/language arts: 32%
- Mathematics: 32%

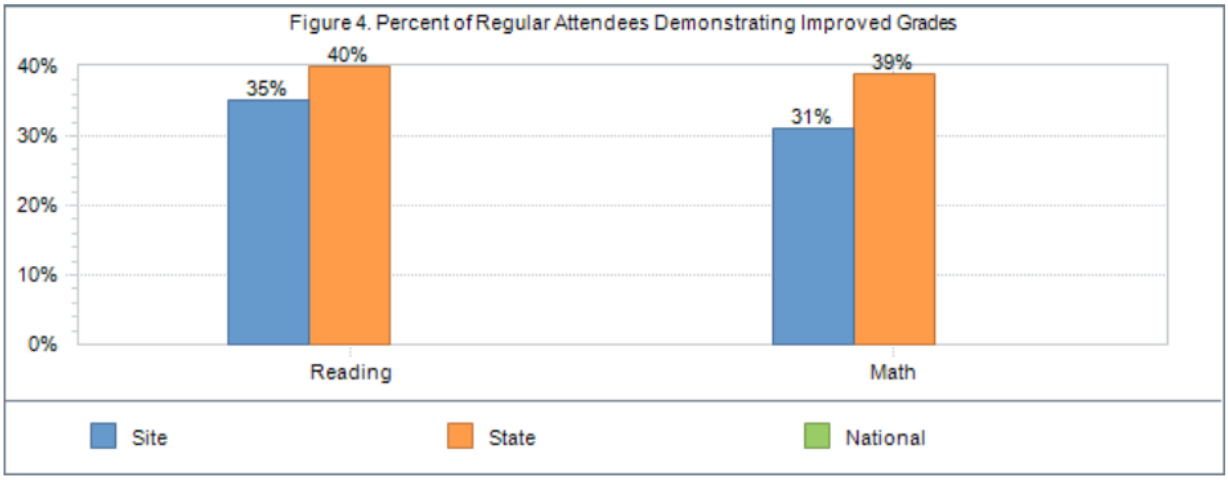


State data not yet available. National data not yet available.

Washington Middle School

Percent of regular attendees demonstrating improved grades:

- Reading/language arts: 35%
- Mathematics: 31%

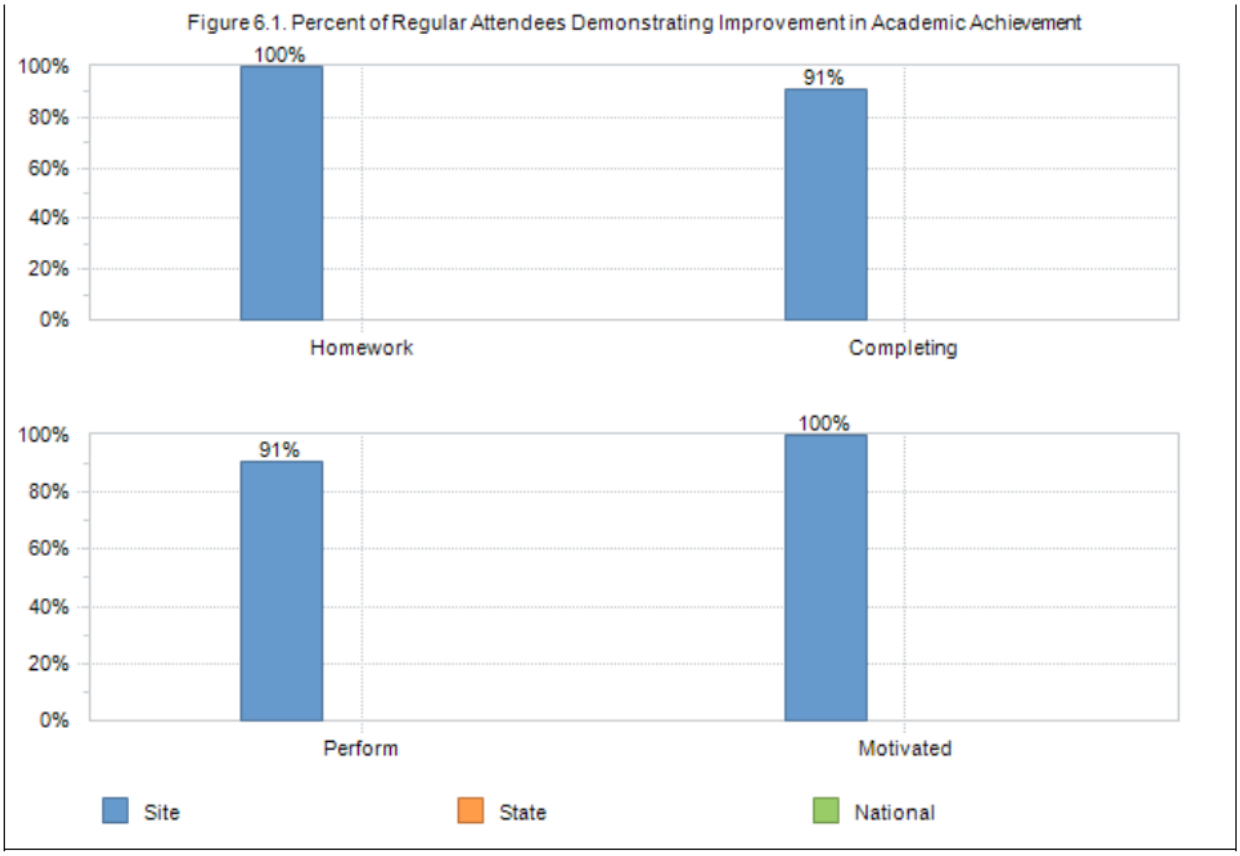


National data not yet available.

Teacher Perception of Improvement in Selected Behaviors (on Teacher Survey)

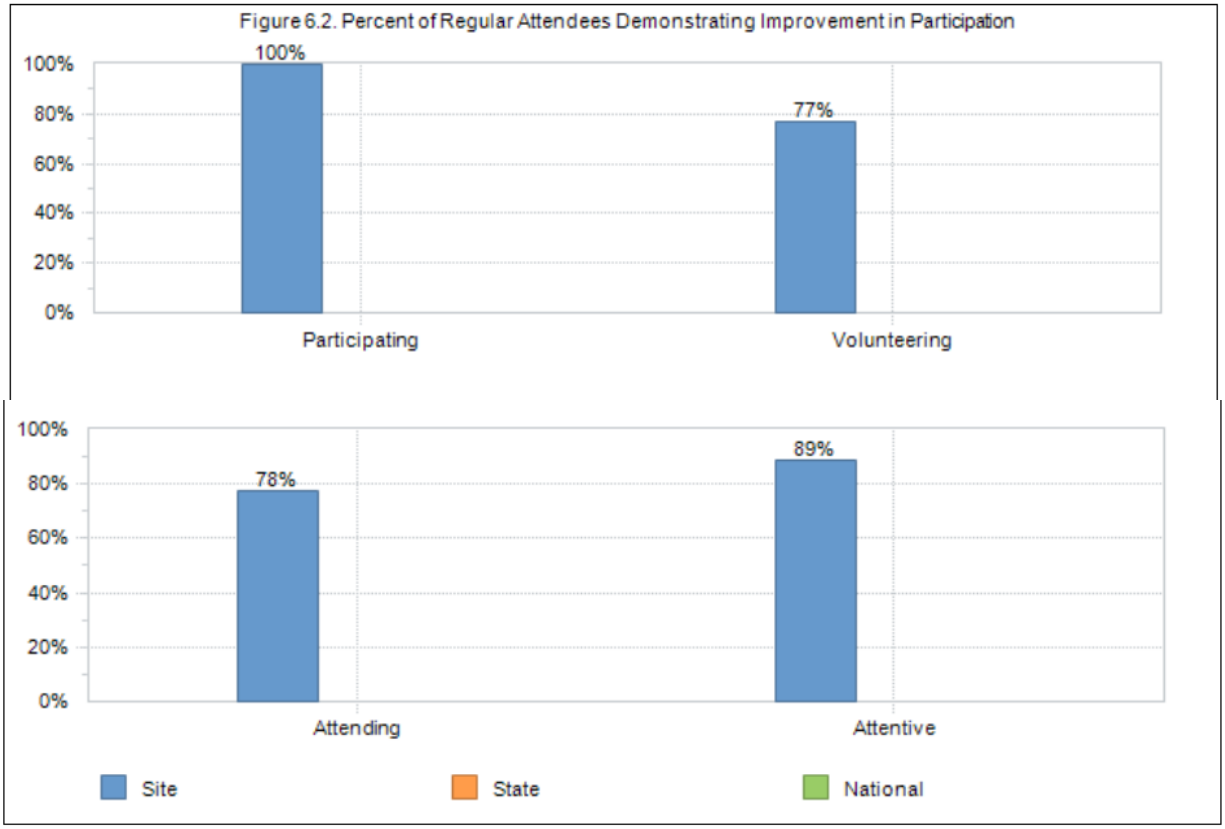
Ala Wai

Number of students attending 30 or more days in the program: 36
Number of students for which a teacher survey was completed: 16



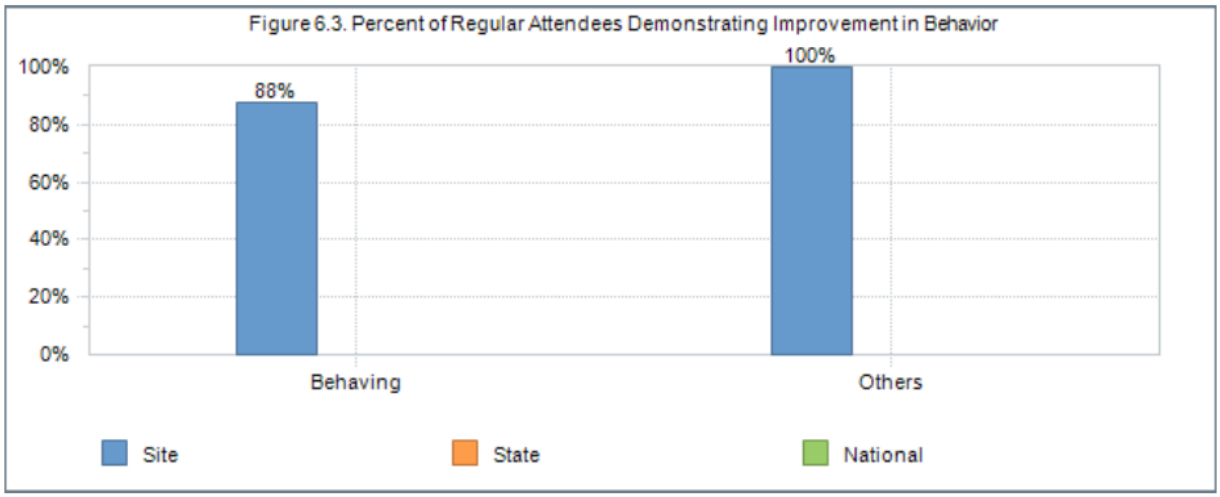
Key to Academic Achievement

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



Key to Participation

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

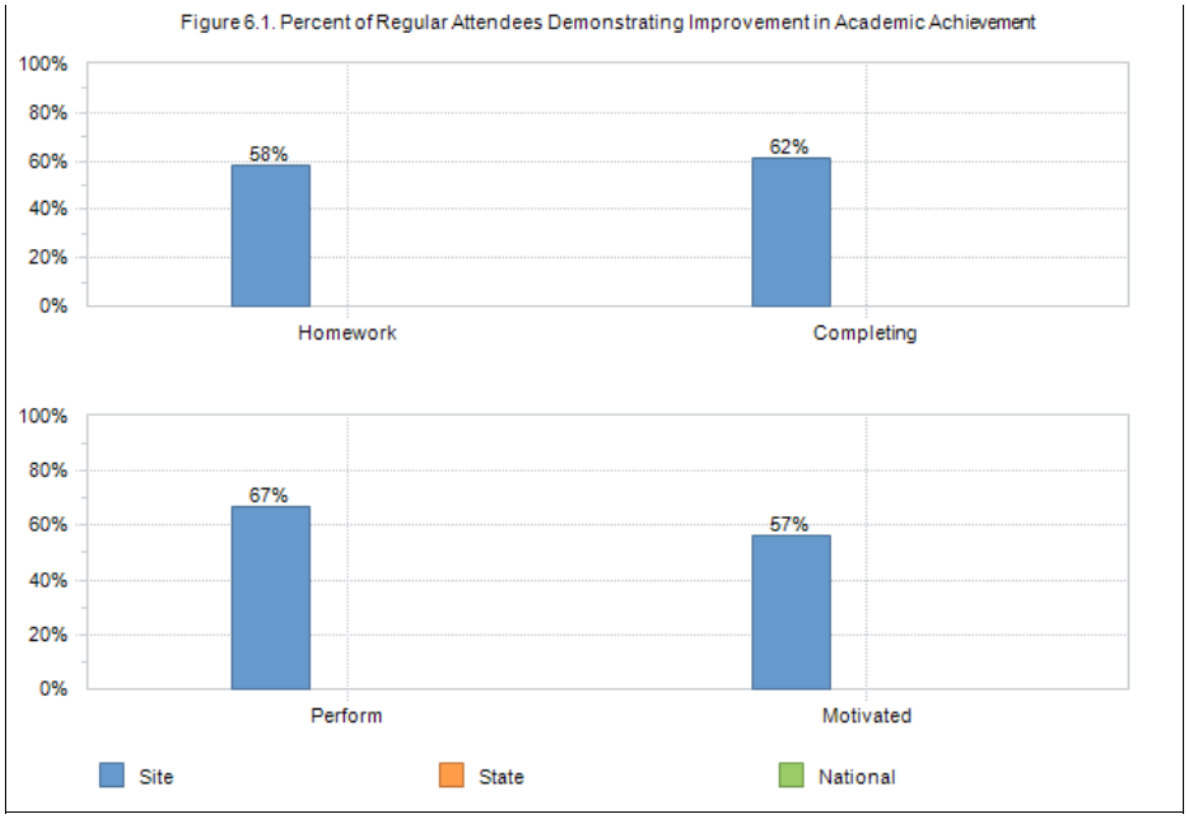


Key to Behavior

Behaving	Behavior change in terms of behaving in class
Others	Behavior change in terms of getting along well with others

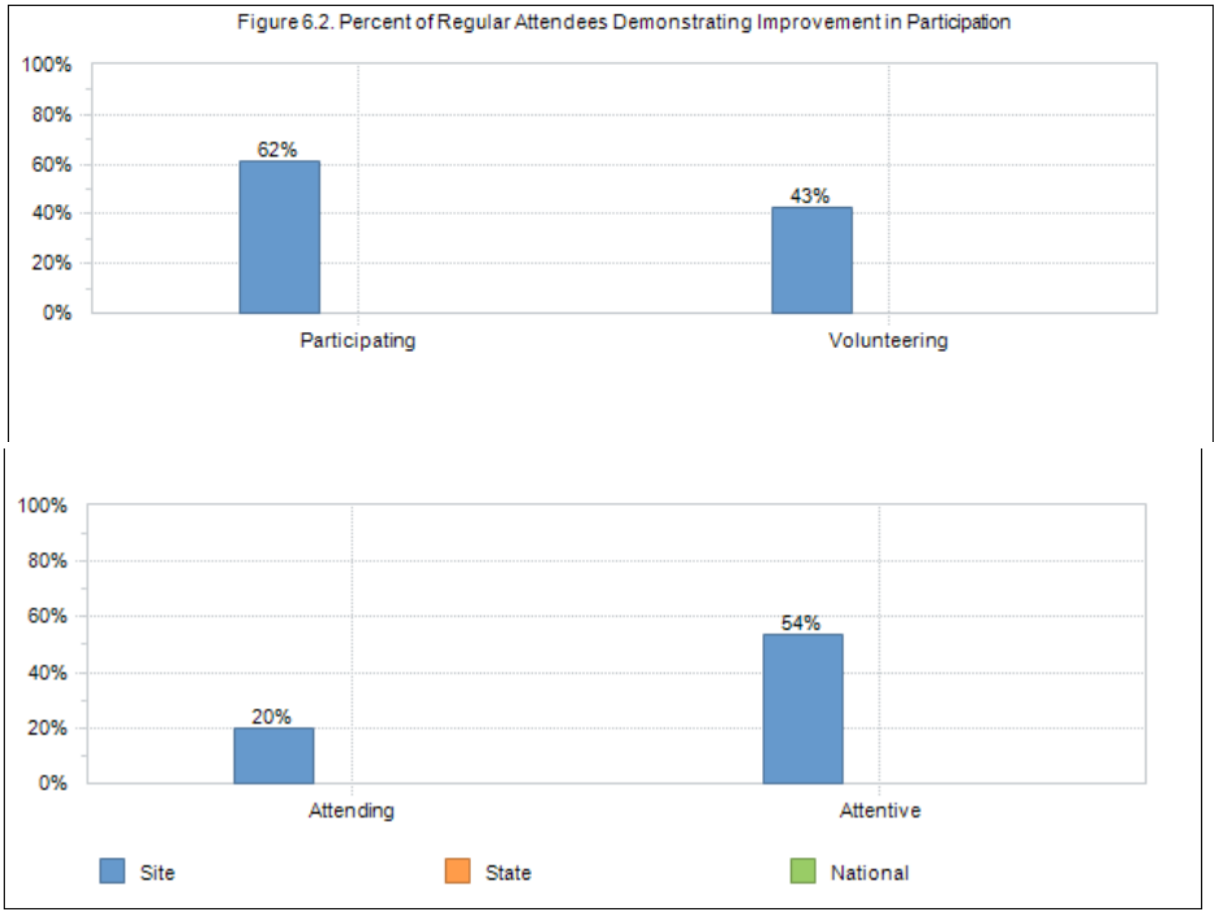
Aliiolani

Number of students attending 30 or more days in the program: 44
Number of students for which a teacher survey was completed: 36



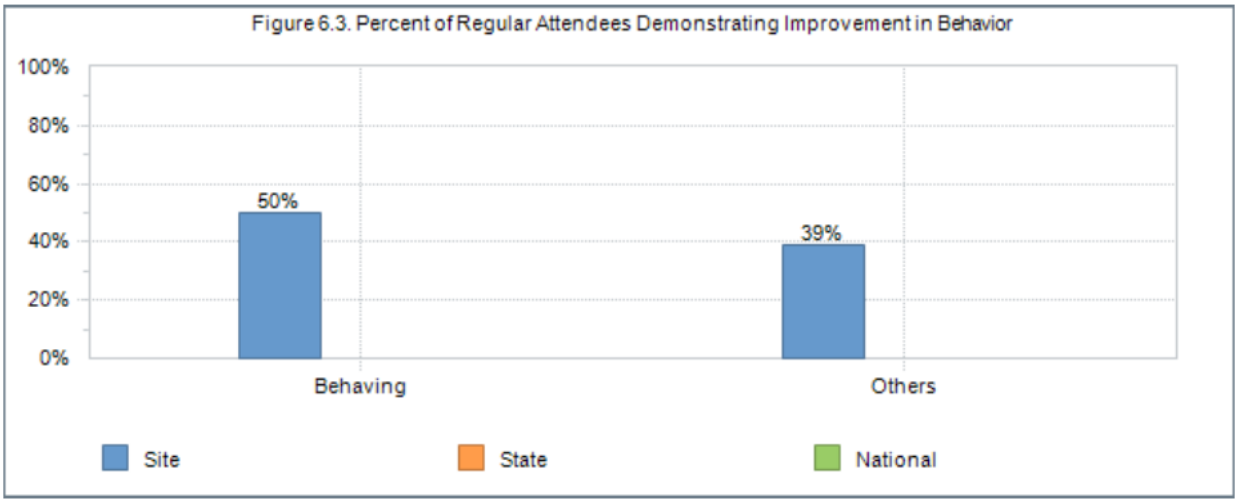
Key to Academic Achievement

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



Key to Participation

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

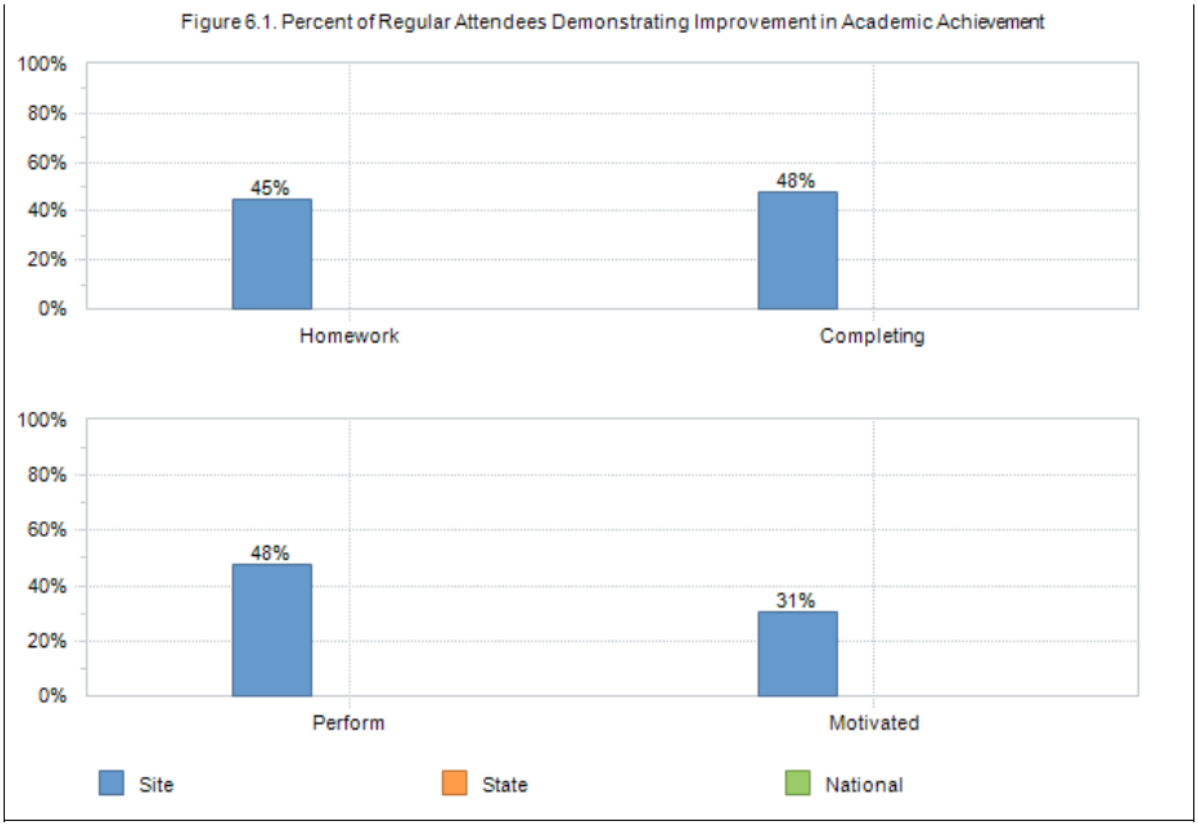


Key to Behavior

Behaving	Behavior change in terms of behaving in class
Others	Behavior change in terms of getting along well with others

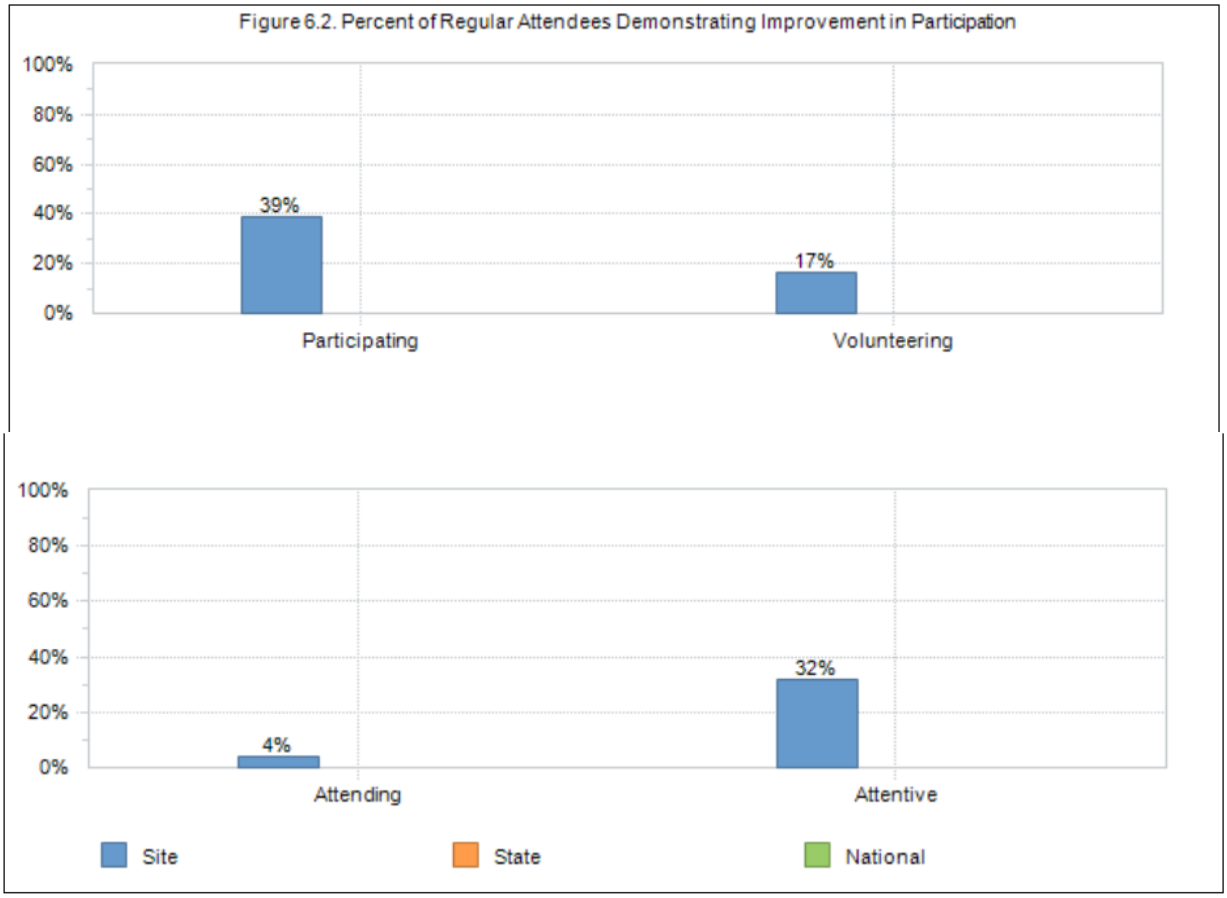
Jarrett

Number of students attending 30 or more days in the program: 62
Number of students for which a teacher survey was completed: 62



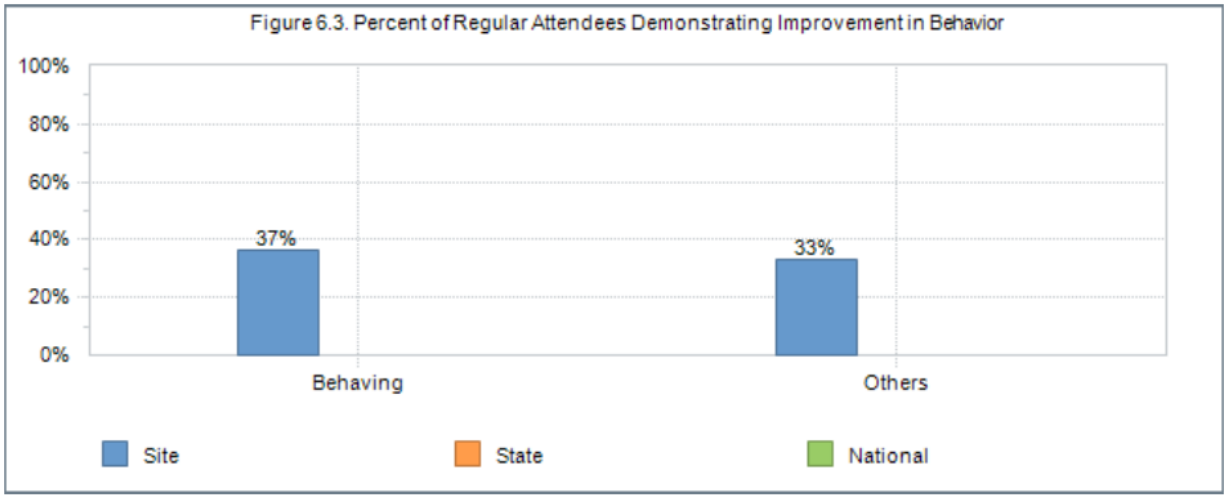
Key to Academic Achievement

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



Key to Participation

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

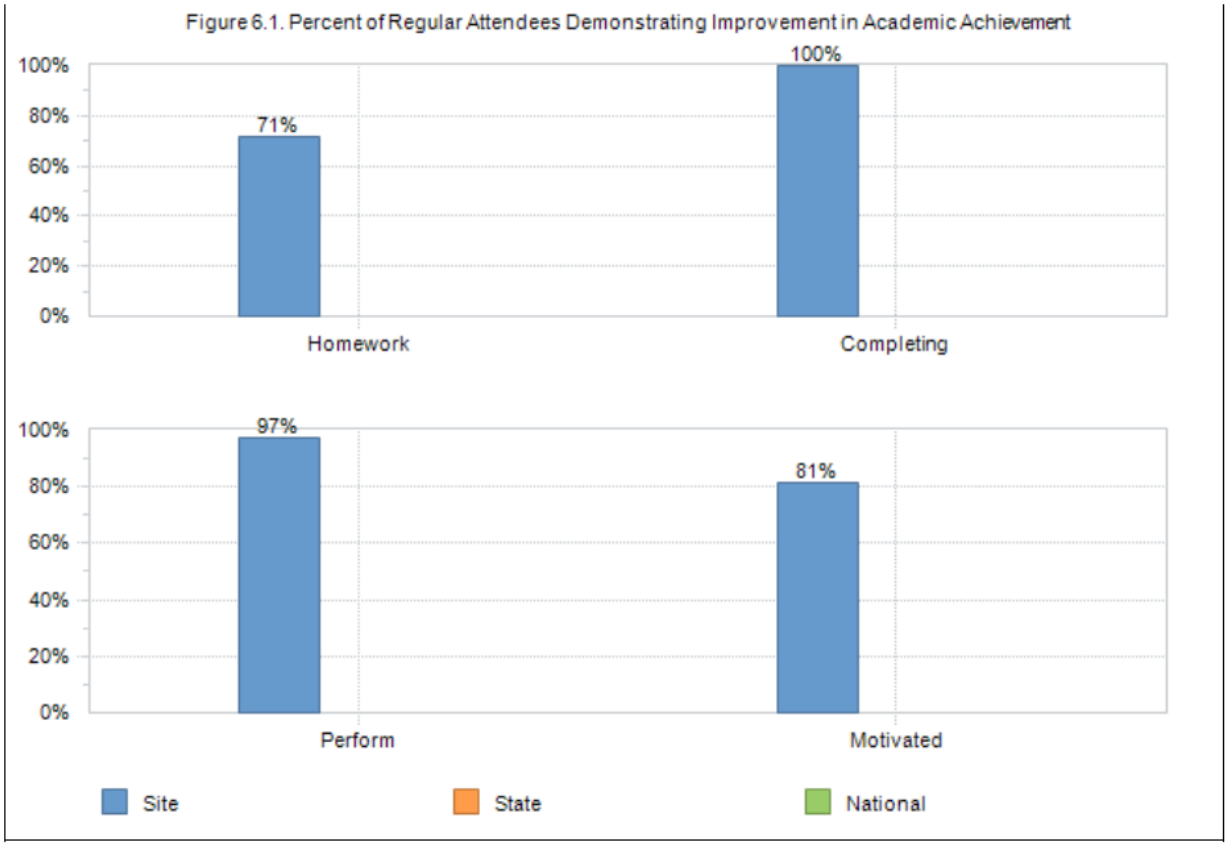


Key to Behavior

Behaving	Behavior change in terms of behaving in class
Others	Behavior change in terms of getting along well with others

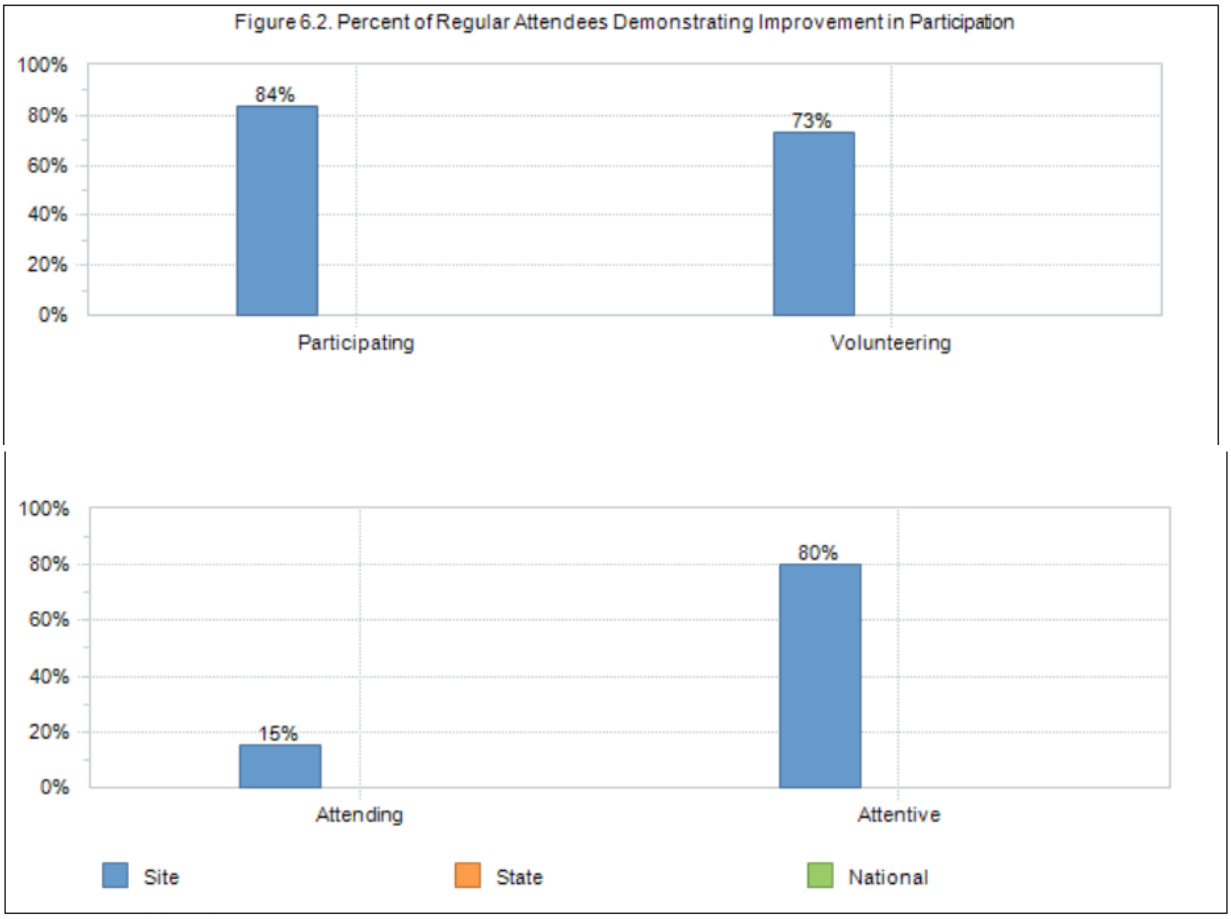
Jefferson

Number of students attending 30 or more days in the program: 59
Number of students for which a teacher survey was completed: 39



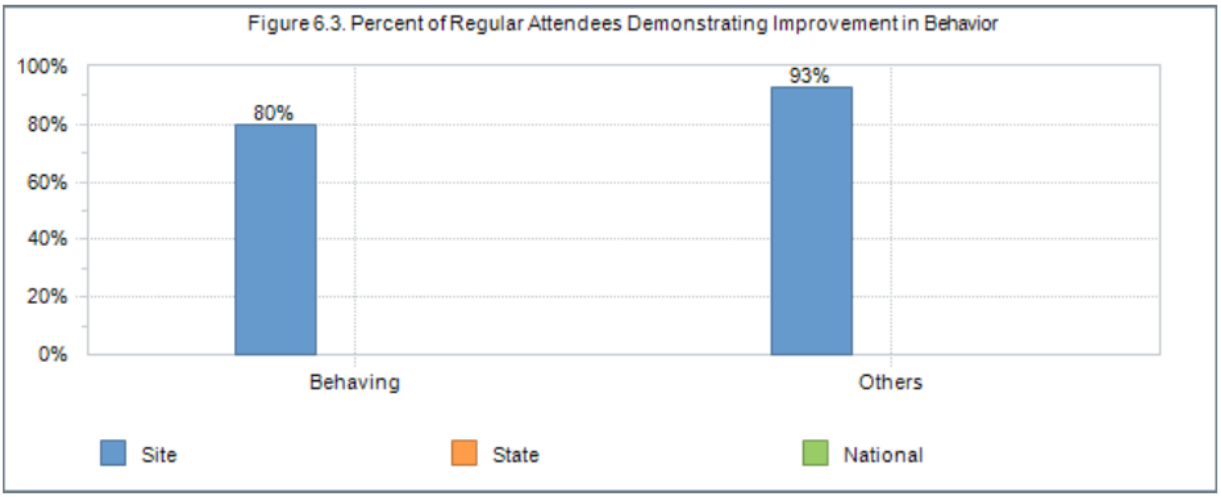
Key to Academic Achievement

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



Key to Participation

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



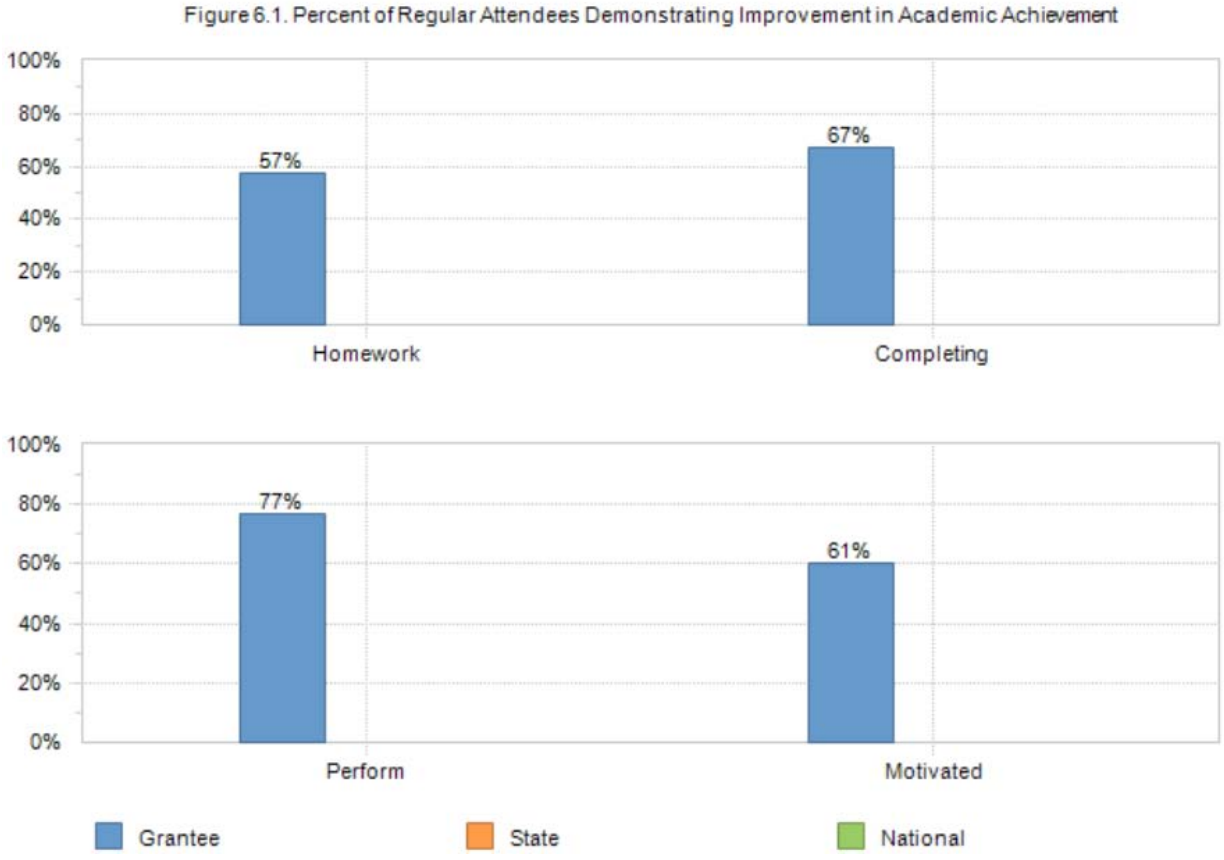
Key to Behavior

Behaving	Behavior change in terms of behaving in class
Others	Behavior change in terms of getting along well with others

Kaimuki High School

Of this Grantee's 10 centers, 10 centers completed the teacher survey section for APR Year 2014.

Number of students attending 30 or more days in the program: 450
Number of students for which a teacher survey was completed: 278



Key to Academic Achievement

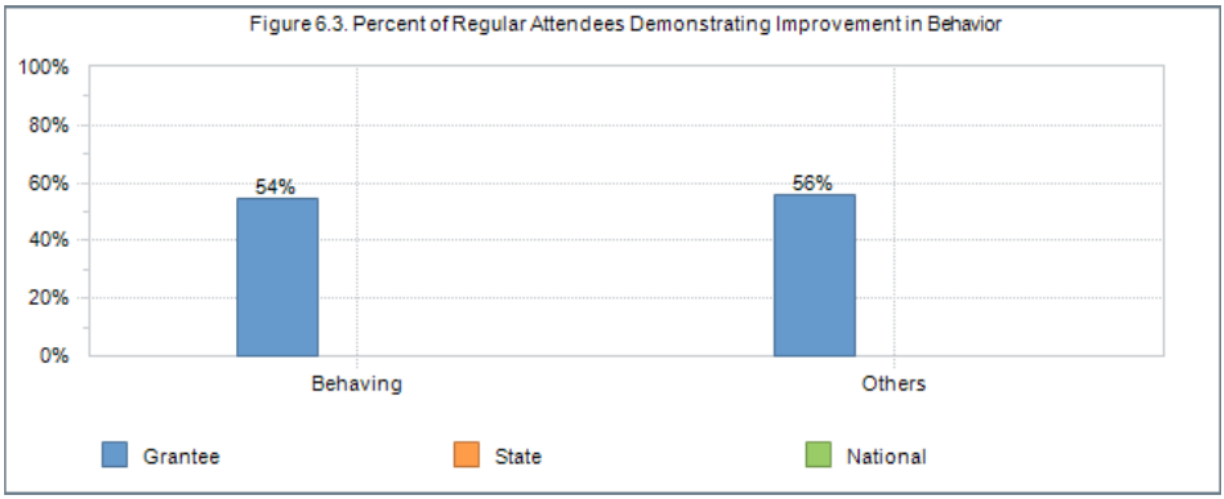
Homework	Behavior change in terms of turning in homework on time
Completing	Behavior change in terms of completing homework to teacher's satisfaction
Perform	Behavior change in terms of academic performance
Motivated	Behavior change in terms of coming to class motivated to learn

Figure 6.2. Percent of Regular Attendees Demonstrating Improvement in Participation

Key to Participation

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

Figure 6.3. Percent of Regular Attendees Demonstrating Improvement in Behavior



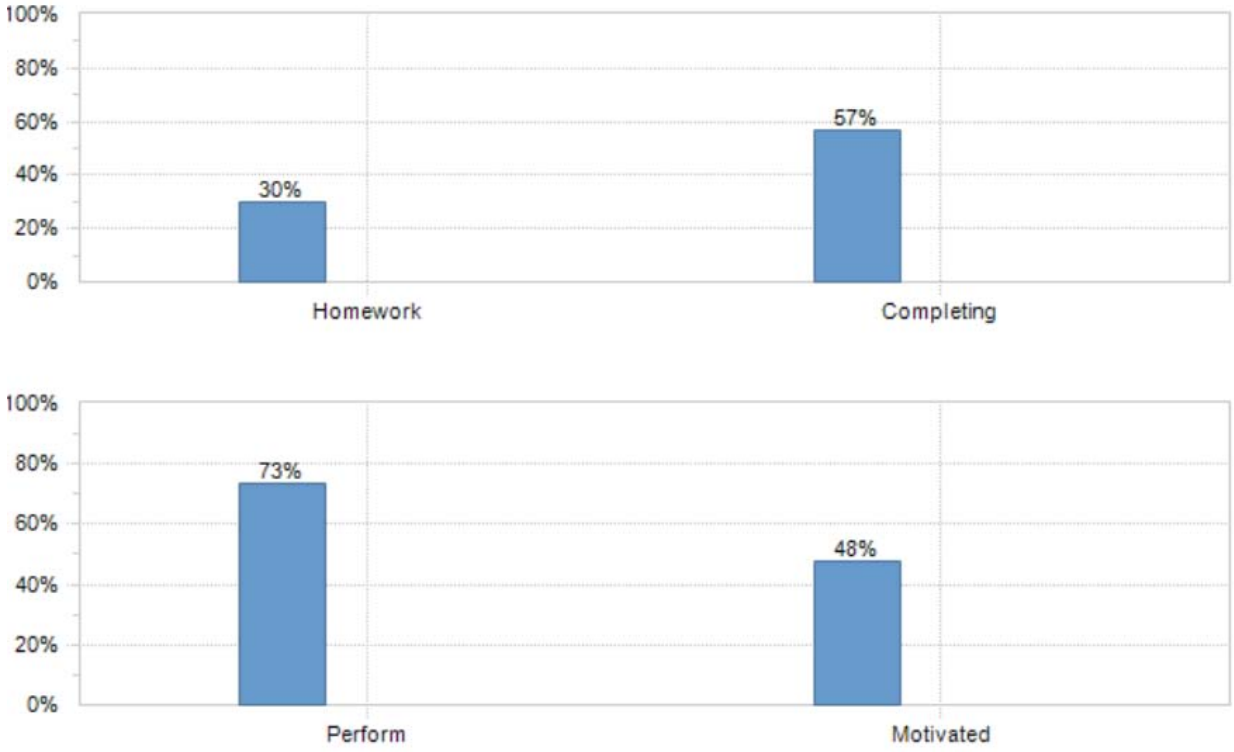
Key to Behavior

Behaving	Behavior change in terms of behaving in class
Others	Behavior change in terms of getting along well with others

Kuhio

Number of students attending 30 or more days in the program: 64
Number of students for which a teacher survey was completed: 49

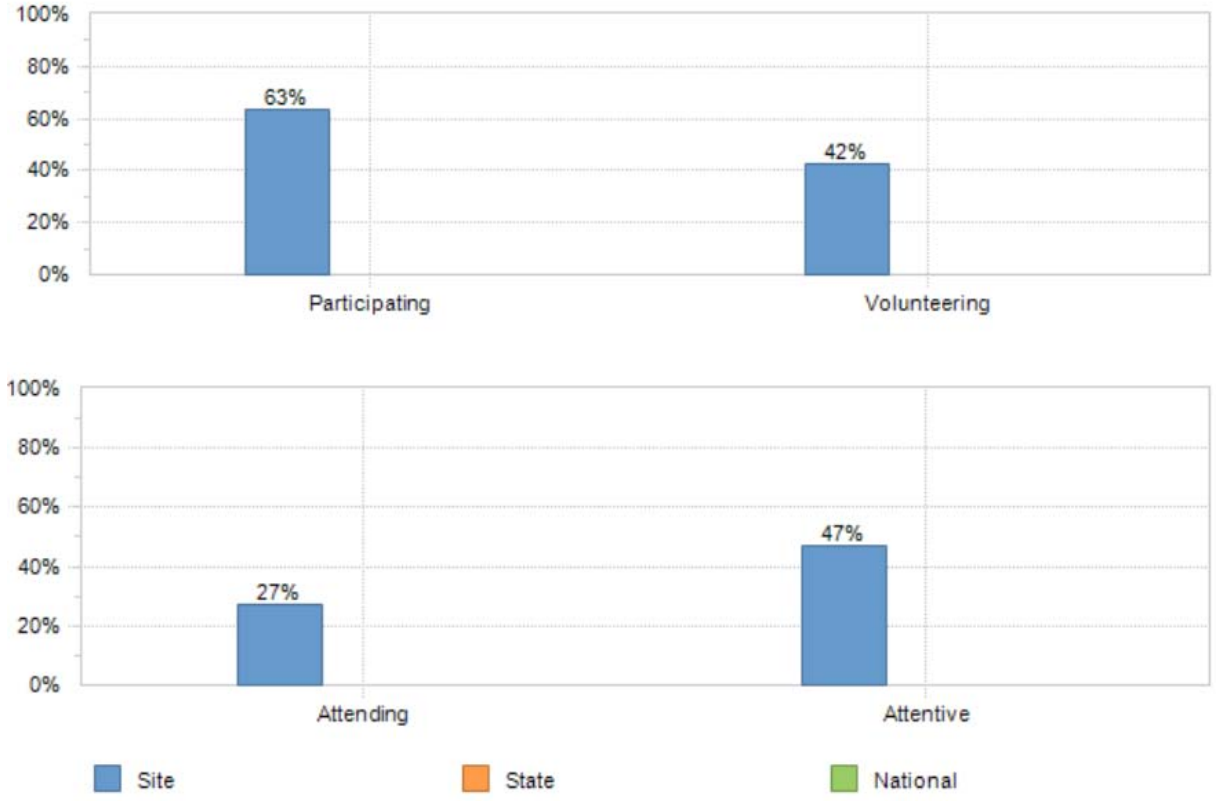
Figure 6.1. Percent of Regular Attendees Demonstrating Improvement in Academic Achievement



Key to Academic Achievement

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

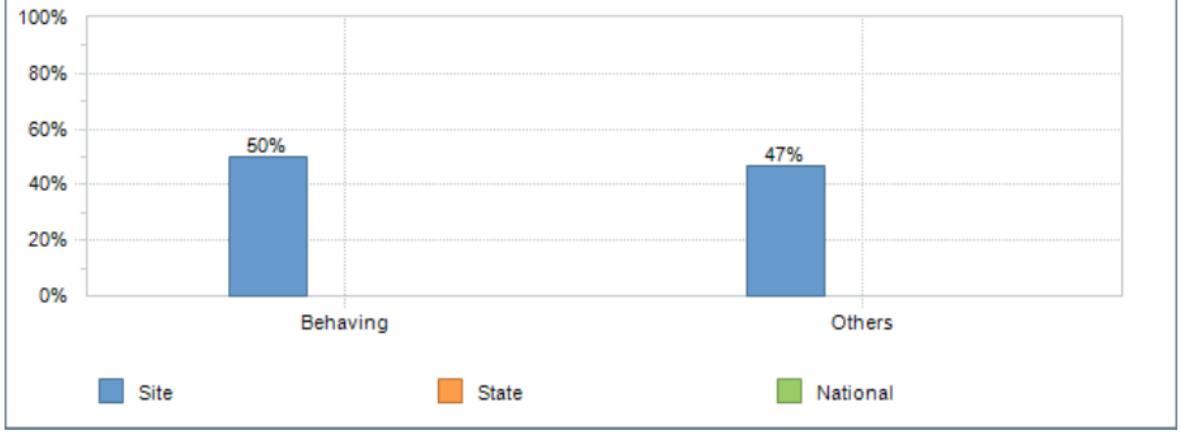
Figure 6.2. Percent of Regular Attendees Demonstrating Improvement in Participation



Key to Participation

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

Figure 6.3. Percent of Regular Attendees Demonstrating Improvement in Behavior



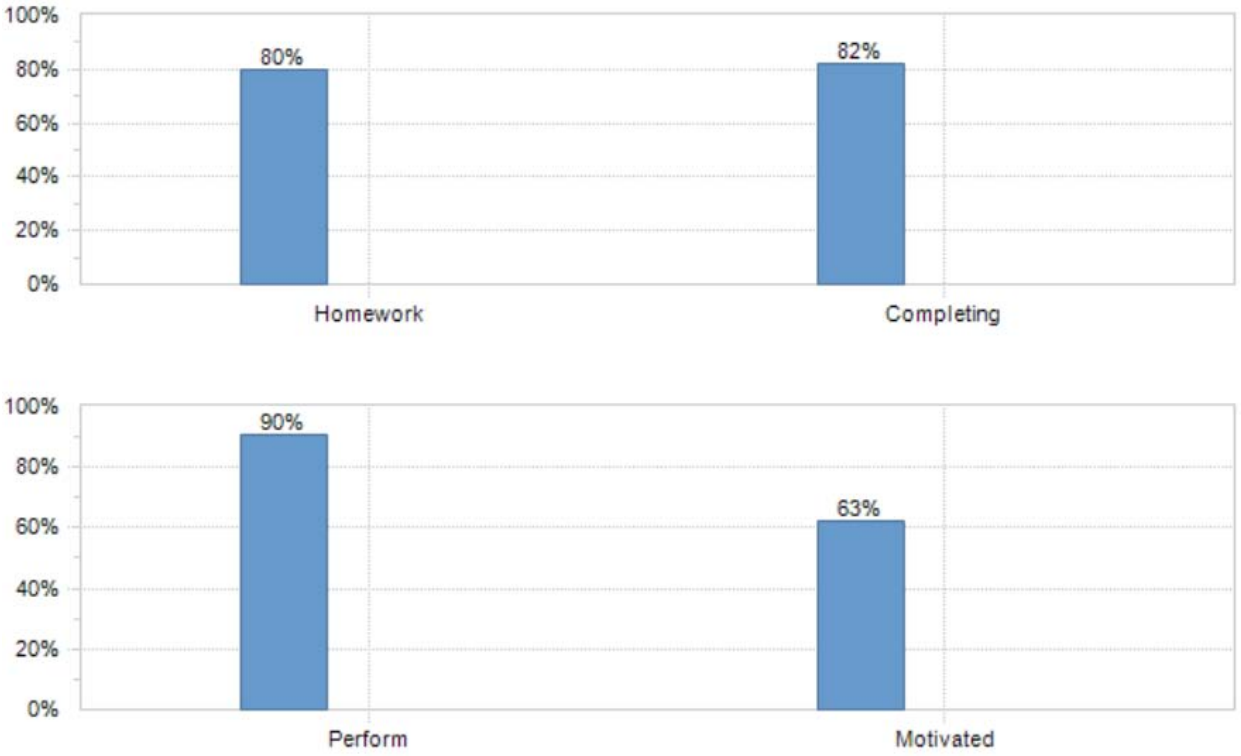
Key to Behavior

Behaving	Behavior change in terms of behaving in class
Others	Behavior change in terms of getting along well with others

Lunalilo

Number of students attending 30 or more days in the program: 47
Number of students for which a teacher survey was completed: 31

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



Key to Academic Achievement

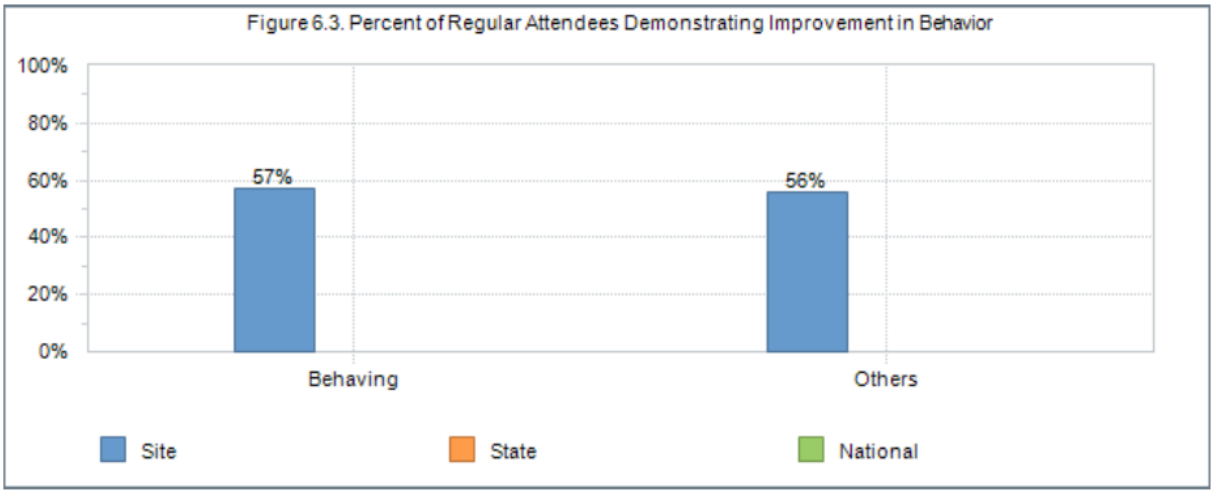
Homework	Behavior change in terms of turning in homework on time
Completing	Behavior change in terms of completing homework to teacher's satisfaction
Perform	Behavior change in terms of academic performance
Motivated	Behavior change in terms of coming to class motivated to learn

Figure 6.2. Percent of Regular Attendees Demonstrating Improvement in Participation

Key to Participation

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

Figure 6.3. Percent of Regular Attendees Demonstrating Improvement in Behavior



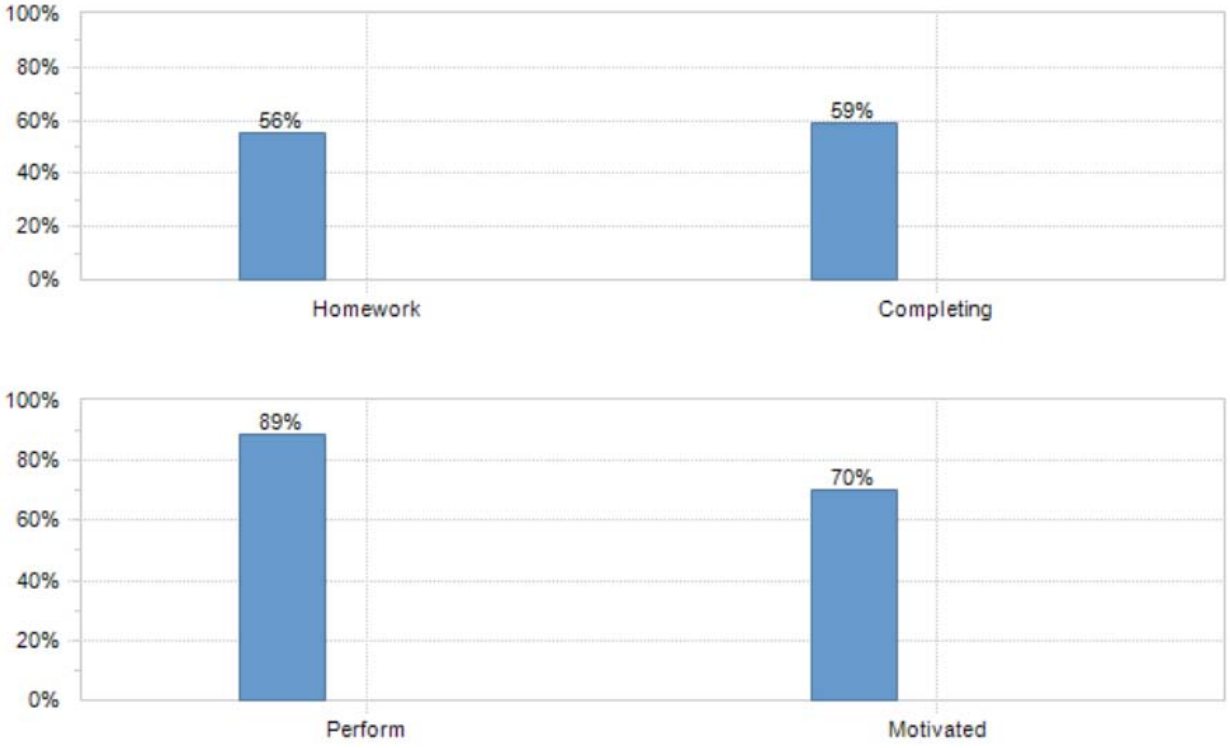
Key to Behavior

Behaving	Behavior change in terms of behaving in class
Others	Behavior change in terms of getting along well with others

Palolo

Number of students attending 30 or more days in the program: 27
Number of students for which a teacher survey was completed: 27

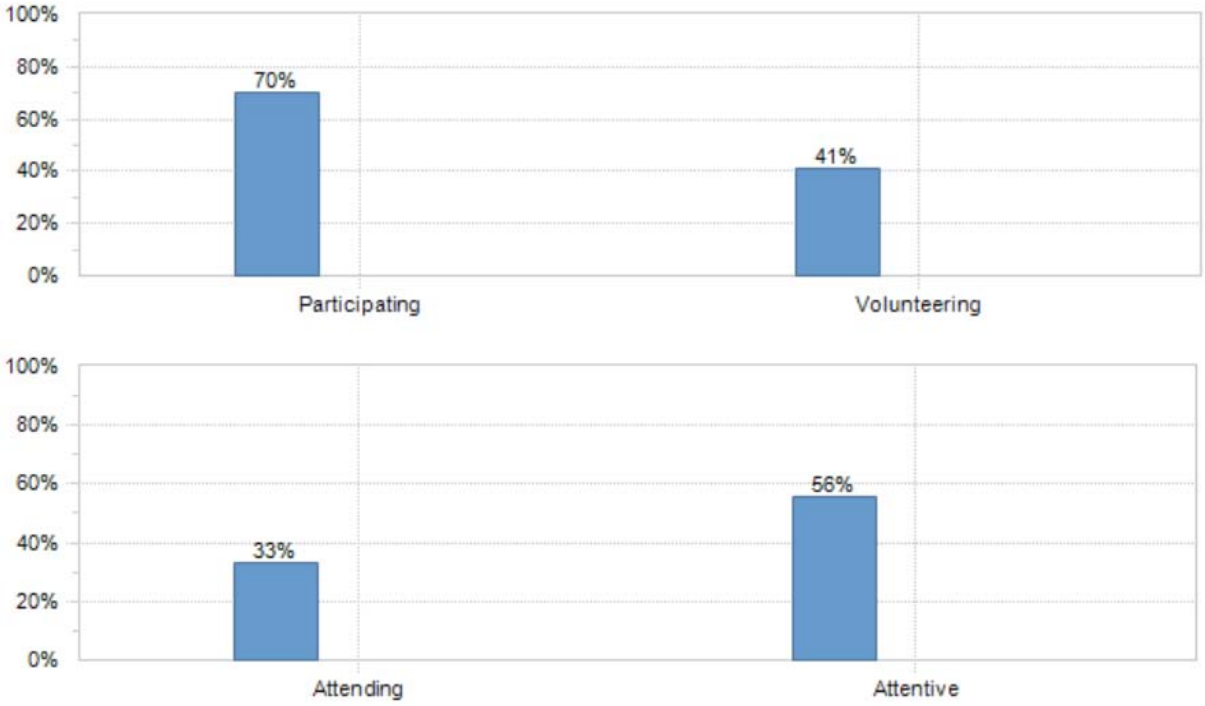
Figure 6.1. Percent of Regular Attendees Demonstrating Improvement in Academic Achievement



Key to Academic Achievement

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

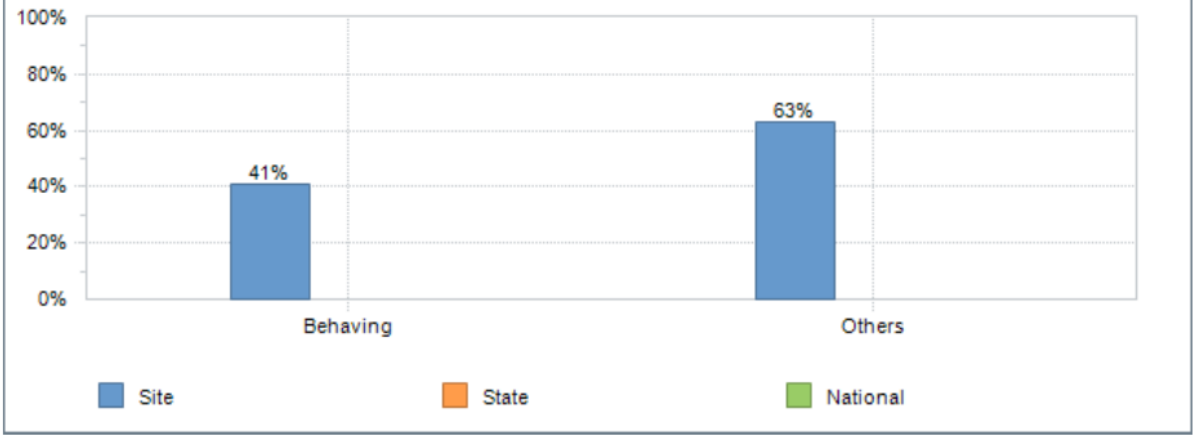
Figure 6.2. Percent of Regular Attendees Demonstrating Improvement in Participation



Key to Participation

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

Figure 6.3. Percent of Regular Attendees Demonstrating Improvement in Behavior



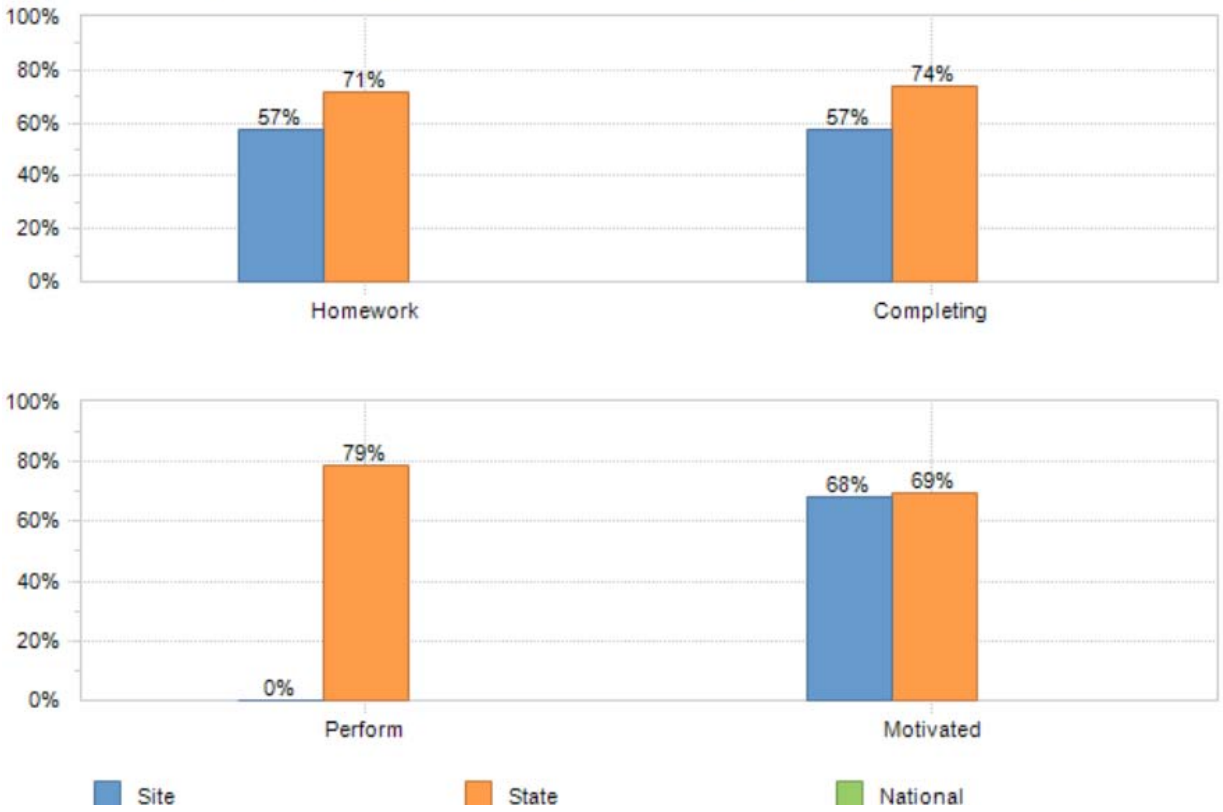
Key to Behavior

Behaving	Behavior change in terms of behaving in class
Others	Behavior change in terms of getting along well with others

Washington

Number of students attending 30 or more days in the program: 115
Number of students for which a teacher survey was completed: 54

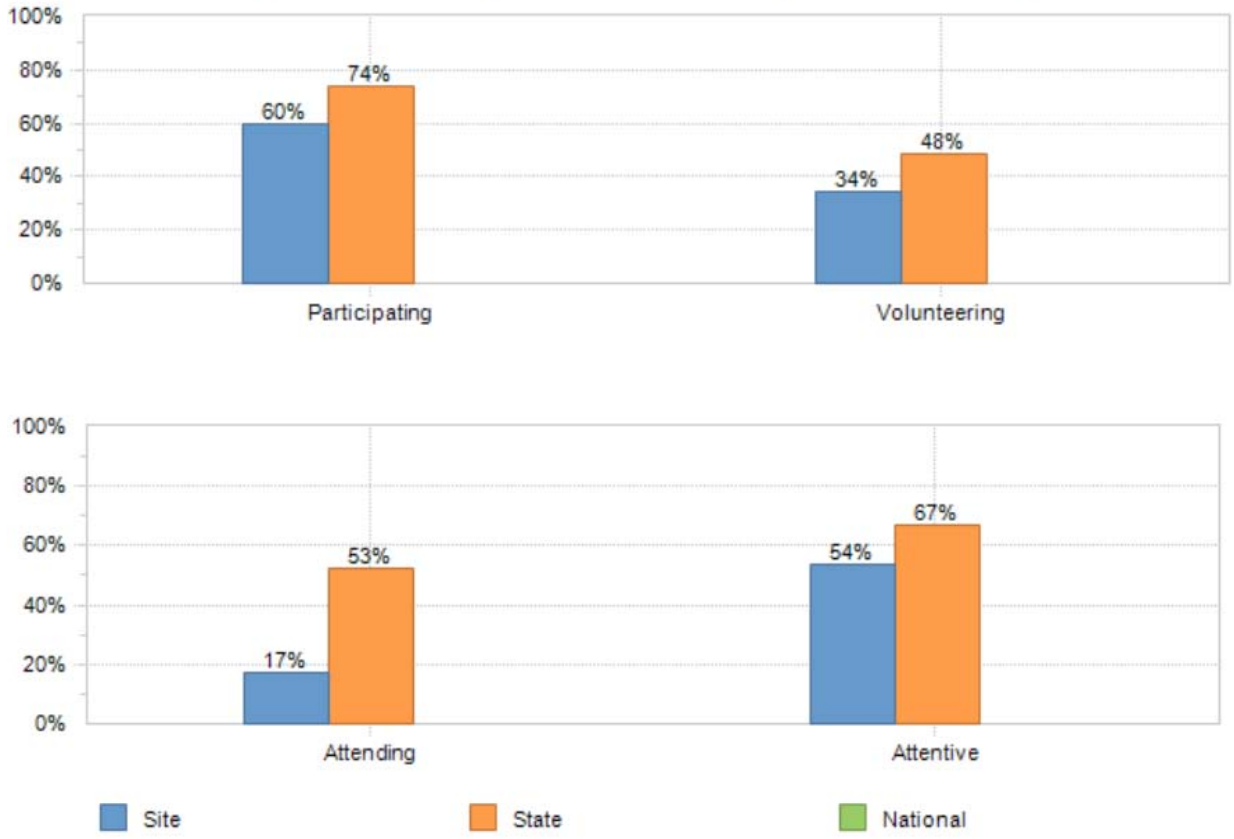
Figure 6.1. Percent of Regular Attendees Demonstrating Improvement in Academic Achievement



Key to Academic Achievement

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

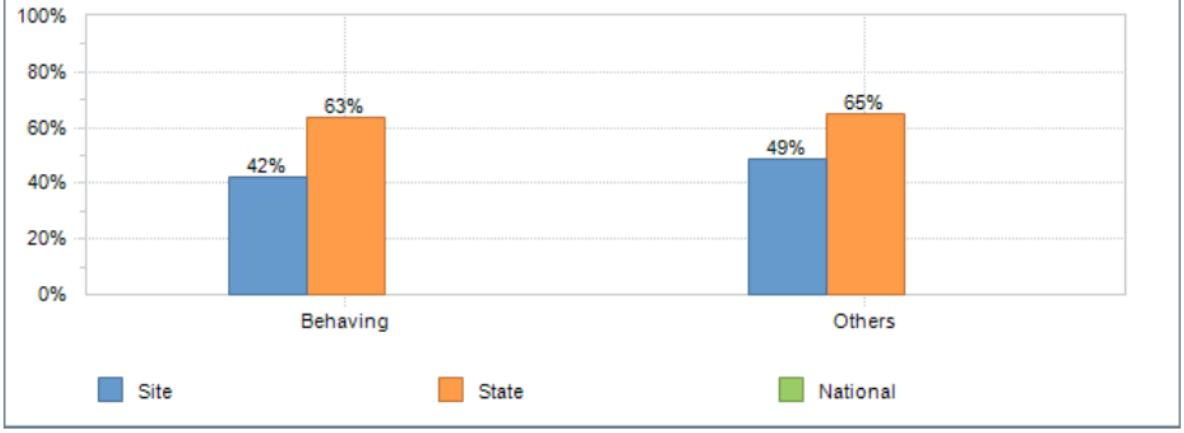
Figure 6.2. Percent of Regular Attendees Demonstrating Improvement in Participation



Key to Participation

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

Figure 6.3. Percent of Regular Attendees Demonstrating Improvement in Behavior



Key to Behavior

Behaving	Behavior change in terms of behaving in class
Others	Behavior change in terms of getting along well with others

School Quality Survey Results for Schools

Ala Wai Elementary School-% Response

	Group	Positive	Negative	Don't Know
Standard-Based Learning	Teachers	96.7	2.6	0.7
	Parents	85.2	10.3	4.5
	Students	89.2	5	0
Involvement	Teachers	90.5	6.3	3.2
	Parents	86.1	11.2	2.7
	Students	66.7	20.8	0

Aliiolani Elementary School-% Response

	Group	Positive	Negative	Don't Know
Standard-Based Learning	Teachers	99.1	0.5	0.5
	Parents	90.7	7.3	2.0
	Students	90.4	5.6	0
Involvement	Teachers	97.9	2.1	0
	Parents	90.8	8.4	0.8
	Students	86.3	10.6	0

Hokulani Elementary - % Response

	Group	Positive	Negative	Don't Know
Standard-Based Learning	Teachers	97.2	0.8	2
	Parents	91.7	7.1	1.2
	Students	92	5.1	0
Involvement	Teachers	92.6	3.7	3.7
	Parents	85.9	11.1	3
	Students	82.5	10.1	0

Jarrett Middle School-% Response

	Group	Positive	Negative	Don't Know
Standard-Based Learning	Teachers	93.9	4.8	1.4
	Parents	73.2	14.6	12.2
	Students	83.7	8	8.3
Involvement	Teachers	85.7	6.3	7.9
	Parents	75.9	20.4	3.7
	Students	70.1	20.8	9.1

Jefferson Elementary-% Response

	Group	Positive	Negative	Don't Know
Standard-Based Learning	Teachers	98.9	0.5	0.5
	Parents	76	12.8	11.2
	Students	82.1	8	0
Involvement	Teachers	86.3	2.5	11.3
	Parents	85.2	8.6	6.2
	Students	76.7	12.5	0

Kaimuki High School-% Response

	Group	Positive	Negative	Don't Know
Standard-Based Learning	Teachers	89.1	8	2.9
	Parents	95.2	0	4.8
	Students	82.6	11.2	6.1
Involvement	Teachers	80.8	13.7	5.5
	Parents	87	9.3	3.7
	Students	69.5	23	7.5

Kuhio Elementary School-% Response

	Group	Positive	Negative	Don't Know
Standard-Based Learning	Teachers	96.8	2.5	0.7
	Parents	89.1	5.4	5.4
	Students	86.7	6	0
Involvement	Teachers	76.3	18.6	5.1
	Parents	85	9.6	5.4
	Students	74.5	14.6	0

Lunalilo Elementary School-% Response

	Group	Positive	Negative	Don't Know
Standard-Based Learning	Teachers	98.2	0.8	1
	Parents	100	0	0
	Students	90.5	3.2	0
Involvement	Teachers	87.7	12.3	0
	Parents	100	0	0
	Students	64.7	17.4	0

Palolo Elementary School- % Response

	Group	Positive	Negative	Don't Know
Standard-Based Learning	Teachers	98.1	0.8	1.1
	Parents	92	6.5	1.4
	Students	91.1	5	0
Involvement	Teachers	90.6	3.8	5.7
	Parents	87.1	10.1	2.8
	Students	80.4	12.2	0

Washington Middle School - % Response

	Group	Positive	Negative	Don't Know
Standard-Based Learning	Teachers	93.1	6.6	0.3
	Parents	84.3	11.9	3.7
	Students	76.5	16	7.5
Involvement	Teachers	70	23.6	6.4
	Parents	79.9	15.6	4.5
	Students	62	29.8	8.1