

Fall

Aiea-Moanalua-Radford Complex Evaluation 2013-14





In 2012-13, the Aiea-Moanalua-Radford Complex Area school district was awarded one of sixteen 21st CCLC grants in Hawaii to serve the students in two of their schools: Aiea Elementary School and Scott Elementary School.

This report summarizes the data provided in OSTLMS for the 2013-2014 program year. This summary describes the characteristics of the Aiea-Moanalua-Radford Complex Area programs in alignment with the federal and State of BIE priorities of the program which include:

- Academic Enrichment
- Enhancement
- Family Programming

Findings:

1. Student Participation:

- a. The Aiea-Moanalua-Radford Complex Area program served 297 students.
- b. 32.66 % of the students who attended the program became regular program participants.

2. Academic Progress:

- a. The majority of regular program participants who maintained or improved their classroom academic and behavior performance greatly out performed those who did not.
- b. The majority of the established objectives were either met or within a marginal percentage of completion.





The Aiea-Moanalua-Radford Complex Area's 21st Century Community Learning Centers (21st CCLC) program is funded by the U.S. Department of Education (USDE) under Title IV, Part B, of the *No Child Left Behind Act* (NCLB), Public Law 107-110. The purpose of the 21st CCLC is to offer students and their families opportunities for academic and cultural enrichment and to assist students in meeting state academic standards in

core subjects.

Federal legislation requires a comprehensive evaluation of the effectiveness of the state's 21st CCLC. The Aiea-Moanalua-Radford Complex Area contracted with Creating Change, Inc. to fulfill this legislative requirement. This report reviews data from Creating Change's Out-of-School Time Leadership Management System (OSTLMS) and achievement data provided from Aiea-Moanalua-Radford Complex Area 21st CCLC grantees and centers, identifies their progress on the Department of Education's performance objectives, and proposes recommendations for the next steps in the program's continued improvement. This evaluation summarizes information on populations served, services provided, and program outputs to establish whether the Aiea-Moanalua-Radford Complex Area is meeting the performance measures set by Aiea-Moanalua-Radford Complex Area grant, the state and the USDE.

The report is divided into seven sections:

- Section I, *Introduction*, providing a general overview
- Section II, *Background*, describes the legislation, funding structure, grant competition, monitoring strategies, program designs and technical assistance of the Aiea-Moanalua-Radford Complex Area's 21st Century Community Learning Centers Program.
- Section III, *Student Characteristics*, provides an extensive review of the students that were targeted and involved in the 21st CCLC program.
- Section III, *Program Characteristics*, provides a description of the grantees' general characteristics and activities.
- Section IV, *Student Performance*, describes various performance measures reviewed in relation with the Aiea-Moanalua-Radford Complex Area 21st CCLC program.
- Section V, *Findings*, presents the data on Aiea-Moanalua-Radford Complex Area 21st CCLC centers' progress on the Aiea-Moanalua-Radford Complex Area's performance objectives.
- Section VI, *Recommendations*, suggests the next steps for the Aiea-Moanalua-Radford Complex Area 21st CCLC in terms of future goals and continuous improvement.



State of Hawaii

Purpose of 21st Century Community Learning Centers Programs in Hawaii

The purpose of the program is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students' literacy and related educational development. Centers - which can be located in elementary or secondary schools or other similarly accessible facilities - provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. At the same time, centers help working parents by providing a safe environment for students during non-school hours or periods when school is not in session.

Objectives:

1. Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
2. 21st CCLC will offer a range of high-quality educational, developmental, and recreational services.
3. 21st CCLC will serve children and community members with the greatest needs for expanded learning opportunities.

Section I. Background

Legislation

The original purpose of the 21st Century Community Learning Centers (21st CCLC), first authorized as a national program in 1996, was to provide grants to schools or local education agencies for the establishment of community centers to keep children safe during after-school hours. The program was reauthorized under the No Child Left Behind Act of 2001 with important modifications. First, the Act increases the emphasis on academics and "whenever possible, the use of activities that are based on rigorous scientific research." Second, the Act transfers the program administration from



the Federal to State level, expands program eligibility to community-based organizations, and underscores the role of program evaluation and accountability.

Funding

The primary funding source for the 21st Century Community Learning Centers Programs is the Federal government, U.S. Department of Education, through a grant of more than \$5,643,199 to the State of Hawaii. Some schools received supplementary support from other sources. Most often, the school that the 21st CCLC served provided some additional support in the form of transportation and/or other funding or in-kind services. Many programs received funding for snacks through a grant from the U.S. Department of Agriculture. Some schools use other title funds to help support their afterschool programs.

Department of Education Performance Measures

The program goal established by the US Department of Education is: *To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of students' opportunities for educational development.* Objective 1 of 3 is: Participants in 21st Century Community Learning Center will demonstrate educational and social benefits and exhibit positive behavioral changes. Objective 2 of 3 is: 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors. Objective 3 of 3 is: Improve the operational efficiency of the program. This evaluation is concerned with objectives one and two.

Program Description

A. Origin of the program

Where was the program implemented? What sort of community? How many people did it affect?

At the beginning of School Year 2013-14, Aiea-Moanalua-Radford Complex Area Complex Area continued a 21st Century Community Learning Centers Grant application. The application entitled "Child and Family Enrichment (CAFÉ) Project" sought to offer comprehensive after-school support in five schools. In the Fall of 2011, Aiea-Moanalua-Radford Complex Area Complex Area was awarded the grant.

Continuance of the grant began in summer of 2013 in two schools: Aiea Elementary and Scott Elementary. Both are Title I schools. Approximately 287 students in total participated in these programs. A school in the original proposal, Aiea High School, opted to not implement the program.



Project CAFÉ provides intensive academic support, engaging enrichment activities, and family involvement activities in a safe and supervised after-school environment dedicated to boosting student success in school. The cornerstone of the project is the LitART Learn Curriculum that combines award winning children’s literature with innovative reading, writing, math, drama, and art response activities aligned with the Common Core State Standards. In addition to LitART, homework support is provided along with recreation and other enrichment activities.

B. Goals of the program:

What was the program designed to accomplish?

The program was designed to deliver after-school, intersession, and summer support to students at two Title I schools.

What goals or objectives were set? What was their order of priority, if any?

Three performance goals were established to measure progress as follows:

- (1) For students who attend the program for 30 or more days, maintain or increase the percentage who show increases in reading and math as measured by the report card grades.
- (2) For students who attend the program for 30 or more days, maintain or increase the percentage who receive passing marks in reading and English as measured by the Hawaii State Assessment.
- (3) For students who attend the program for 30 or more days, maintain or increase the percentage who are rated as improving on the APR performance measures as measured by the 21st CCLC Annual Performance Report (APR) Teacher Survey.

C. Clients involved in the program:

What are the characteristics of the intended clients of the program (e.g., age, socioeconomic status, experience, special needs, and ability level)?

The Table below provides demographic characteristics of program students.

Participating Schools Percentage of Students Meeting HCPS III Standards for Reading

Type	Aiea Elementary School	Scott Elementary School
Enrollment	206	81
Special Education %	11.17 %	2.47 %
ELL %	18.45 %	16.05 %
Attendance Rate	85.74 %	98.94 %



D. Characteristics of the program materials and resources:

How was the program administered?

A Project Director from the Aiea-Moanalua-Radford Complex Area Complex Area office served as the administrator for the program. She was assisted by a Project Coordinator from the same office. The Complex Area Business Manager and Office Assistant II supported the Project Director in fiscal matters (e.g., payroll, contracts, purchasing).

E. Staff and others involved in the program:

How many specific personnel such as administrators, consultants, teachers, specialists, volunteers or others were active in the program? What roles did they assume?

Program staff included 11 personnel at the Complex Area level and school sites as follows:

Title	School Year Paid	School Year Volunteer	Summer Program Paid	Summer Program Volunteer
School-day teachers (whether in host school or other school; include former and substitute teachers)	4	0	7	10
College students	3	0	2	0
High school students	0	0	0	0
Parents	0	0	0	0
Center Administrators/Coordinators	2	0	2	0
Other <input type="checkbox"/> on-school-day staff with some or no college	2	0	3	0

How much time (per week, month, or year) did staff devote to the program?

Aiea Elementary School operated a program for 2.25 hours per day, 3 days a week, for a total of 34 weeks. Their intersession program operated for 4 hours a day, 5 days a week, for a total of 4 weeks.

Scott Elementary School operated a program for 1.25 hours a day, 4 days a week, for a total of 32 weeks. Their intersession program was held for 6 weeks.

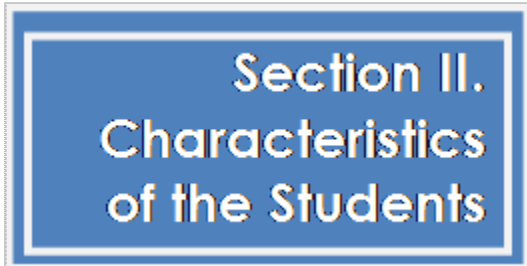
How was the program monitored?

Information from this program was entered into OSTLMS through the program year for monitoring.



Which individuals and organizations did you develop partnerships with for 21st CCLC activities? What were the purpose and nature of these partnerships?

Each school provided in-kind contributions in terms of classroom facilities and other resources. The Complex Area office personnel provided much support and technical assistance at no cost. School Food Services partnered with Aiea Elementary to provide snack services to students.

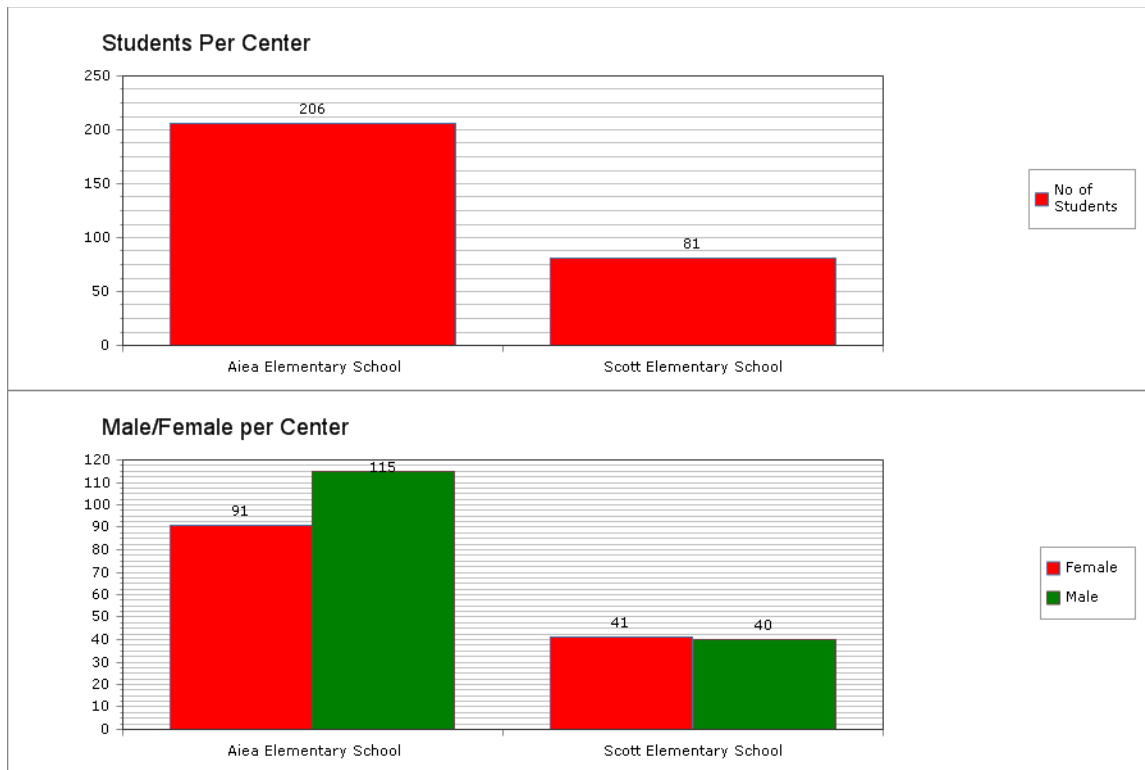


Program Goals

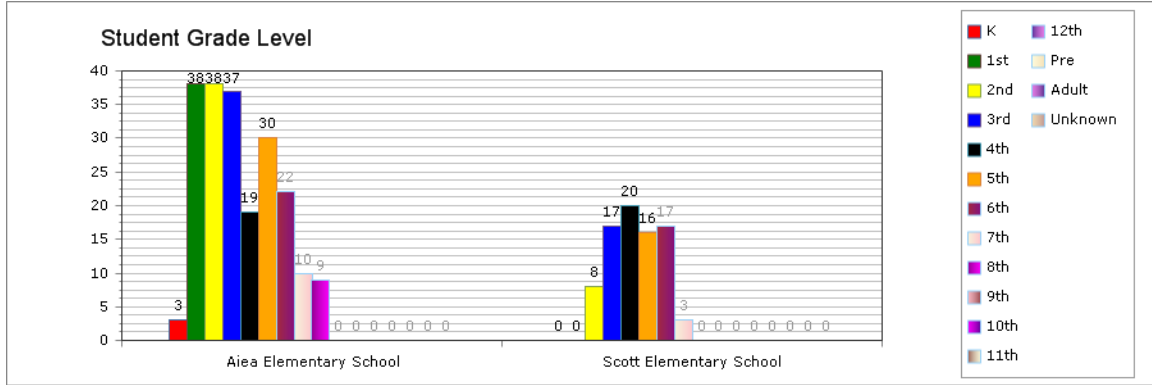
- Participating students will exceed or attain proficiency in reading and mathematics.
- All students will graduate from high school.

Student & Program Characteristics

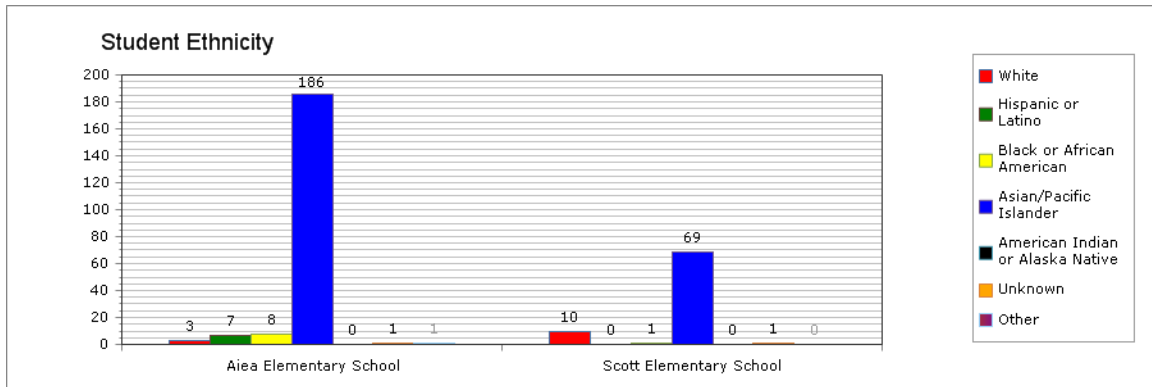
Aiea-Moanalua-Radford Complex Area 21st CCLC Centers served 287 program participants during the 2013-14 program year, with 97 regular program participants or 37%. The schools that served these students included two elementary schools, representing students from kindergarten through eighth grade. The demographic breakdown of the student population served is included in the graphs below.



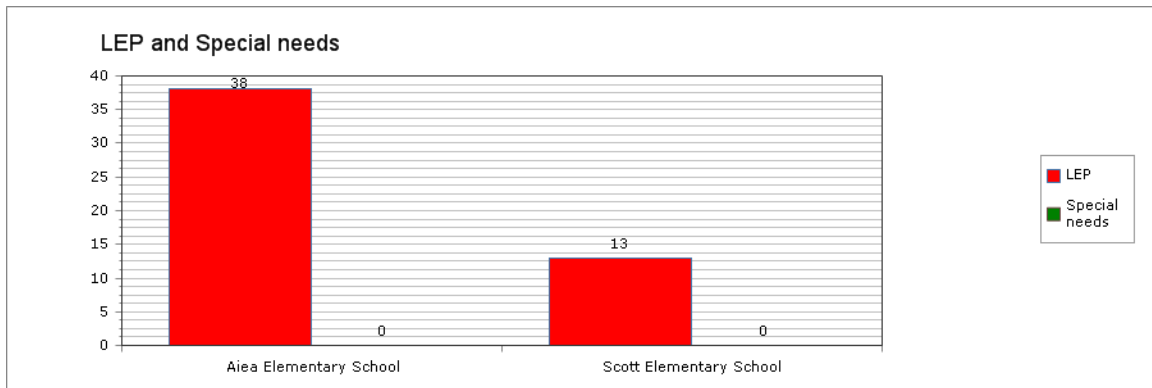
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Students mostly represented Asian/Pacific Islander ethnicity, with a scattering of other ethnicities represented in each of the two schools.

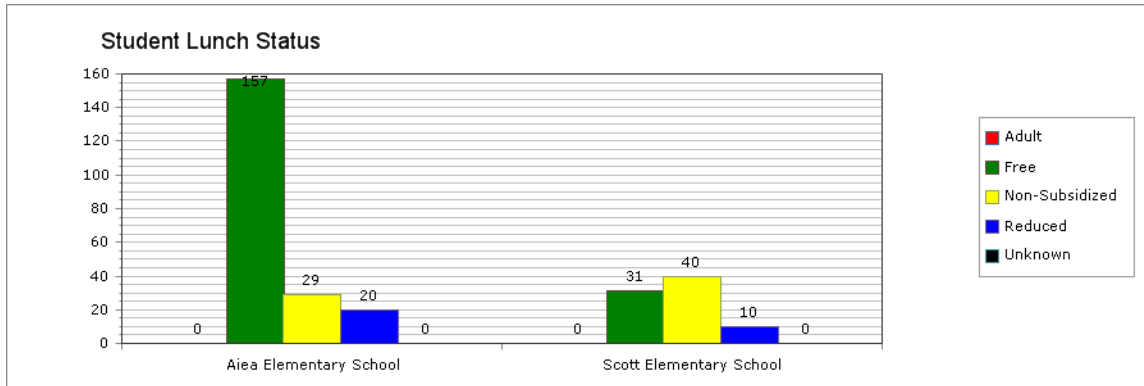


Seventy-six (more than one fourth) of the students targeted by Aiea-Moanalua-Radford Complex Area 21st CCLC Centers represented LEP and Special Needs students within the schools represented. Given the focus of the 21st CCLC program to represent students in need, this statistic demonstrates Aiea-Moanalua-Radford Complex Area’s effort toward that end.



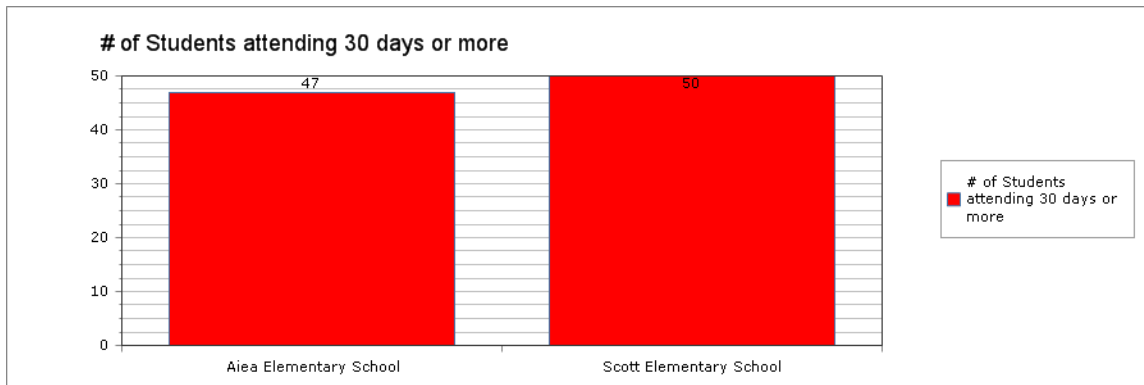
When the socio-economic data of program participants are reviewed, it shows a clear focus on students in risk categories at the schools in the Aiea-Moanalua-Radford Complex Area. This demonstrates the program’s dedicated service of those increased risk students in program schools, one of the federal priorities of the 21st CCLC program.





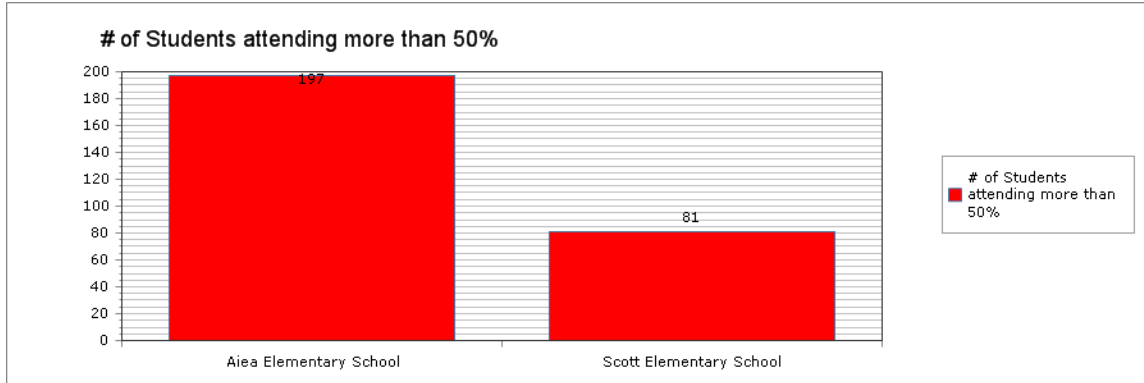
Section III. Characteristics of Programs

One of the most important statistics found within 21st CCLC programs is the number of regular program participants. The federal definition of regular program participant is 30 days, representing the full extent of the definition. This definition applies regardless of how long a student attends in a given day. This data shows the frequency of exposure that the student has to the quality program being offered.



Another measure of frequency is the percentage attended of program time offered. This is measured as students who attend more than 50% of the provided program time, in part demonstrating the desire of students to attend. The next section of data will review the programming offered during the program day, and the relative attendance rates in each program. This data demonstrates far more clearly the programming most desired by students and relative desire of students to regularly attend the program at their school.

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The table below shows the number of students who enrolled in the programming offered at each location. This not only demonstrates programming popularity, but also demonstrates the variety of programming offered. A review of the data shows that a high percentage of students attended a majority of the programming offered.

Center Name	Course Name	No. of Students enrolled
Aiea Elementary School	Summer Computer K-3	82
Aiea Elementary School	Summer Computer 4-7	63
Aiea Elementary School	Summer STEM	145
Aiea Elementary School	Summer LitART MWF	145
Aiea Elementary School	Summer LitART T K-3	82
Aiea Elementary School	Summer LitART T 4-7	63
Aiea Elementary School	Summer LitART Th K-3	82
Aiea Elementary School	Summer LitART Th 4-7	63
Aiea Elementary School	MTh Homework	68
Aiea Elementary School	MTh LitART	68
Aiea Elementary School	F LitART	68
Aiea Elementary School	F Enrichment	68
Aiea Elementary School	WinterLitART	70
Scott Elementary School	Summer LitART	42
Scott Elementary School	Summer Nutrition	42
Scott Elementary School	Summer PE	42
Scott Elementary School	Summer Science/Social Studies	42
Scott Elementary School	Summer Computer	42
Scott Elementary School	Summer Art	42
Scott Elementary School	Computer	55
Scott Elementary School	LitART	55
Scott Elementary School	Physical Fitness	55
Scott Elementary School	Art/Homework	55
Scott Elementary School	Fall Computer	29



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Center Name	Course Name	No. of Students enrolled
Scott Elementary School	Fall Physical Fitness	29
Scott Elementary School	Fall Health/Nutrition	29
Scott Elementary School	Fall Science	29
Scott Elementary School	Fall LitART	29
Scott Elementary School	Individual Fitness/ FFIRE	10
Scott Elementary School	Spring Intersession Math Application	10
Scott Elementary School	Spring Intersession Nutrition	10
Scott Elementary School	Spring Intersession PE	10
Scott Elementary School	Spring Intersession Imagine Learning	10
Scott Elementary School	Spring Intersession Art	10
Scott Elementary School	Read Aloud Celebration	0

The table below shows the average number of days attended by students in each course offered. A review of this data shows that certain courses were responsible for creating regular program participants while others were short term supplemental programs.

Center Name	Course Name	Average number of days attended by Students
Scott Elementary School	Summer LitART	19.38
Scott Elementary School	Summer Nutrition	19.38
Scott Elementary School	Summer PE	19.43
Scott Elementary School	Summer Science/Social Studies	19.38
Scott Elementary School	Summer Computer	18.38
Scott Elementary School	Summer Art	19.55
Aiea Elementary School	Summer Computer K-3	3.56
Aiea Elementary School	Summer Computer 4-7	2.79
Aiea Elementary School	Summer STEM	10.57
Aiea Elementary School	Summer LitART MWF	10.59
Aiea Elementary School	Summer LitART T K-3	3.56
Aiea Elementary School	Summer LitART T 4-7	3.73
Aiea Elementary School	Summer LitART Th K-3	2.77
Aiea Elementary School	Summer LitART Th 4-7	2.79
Aiea Elementary School	MTh Homework	25.71
Aiea Elementary School	MTh LitART	25.72
Aiea Elementary School	F LitART	11.28
Aiea Elementary School	F Enrichment	11.26
Scott Elementary School	Computer	81.89
Scott Elementary School	LitART	57.98
Scott Elementary School	Physical Fitness	57.91



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Center Name	Course Name	Average number of days attended by Students
Scott Elementary School	Art/Homework	20.45
Scott Elementary School	Fall Computer	3.76
Scott Elementary School	Fall Physical Fitness	3.76
Scott Elementary School	Fall Health/Nutrition	3.76
Scott Elementary School	Fall Science	3.76
Scott Elementary School	Fall LitART	3.76
Aiea Elementary School	WinterLitART	5.76
Scott Elementary School	Individual Fitness/ FFIRE	4
Scott Elementary School	Spring Intersession Math Application	3.7
Scott Elementary School	Spring Intersession Nutrition	3.7
Scott Elementary School	Spring Intersession PE	3.7
Scott Elementary School	Spring Intersession Imagine Learning	3.7
Scott Elementary School	Spring Intersession Art	3.7
Scott Elementary School	Read Aloud Celebration	N/A

The next table demonstrates the number of students who attended programs, who attended more than 30 days. A review of this data shows which programs were most heavily attended with the greatest rate of frequency. It must be noted that some of these programs ran for fewer than 30 days.

Center Name	Course Name	# of Students attending more than 30 days
Scott Elementary School	Summer LitART	0
Scott Elementary School	Summer Nutrition	0
Scott Elementary School	Summer PE	0
Scott Elementary School	Summer Science/Social Studies	0
Scott Elementary School	Summer Computer	0
Scott Elementary School	Summer Art	0
Aiea Elementary School	Summer Computer K-3	0
Aiea Elementary School	Summer Computer 4-7	0
Aiea Elementary School	Summer STEM	0
Aiea Elementary School	Summer LitART MWF	0
Aiea Elementary School	Summer LitART T K-3	0
Aiea Elementary School	Summer LitART T 4-7	0
Aiea Elementary School	Summer LitART Th K-3	0
Aiea Elementary School	Summer LitART Th 4-7	0
Aiea Elementary School	MTh Homework	36
Aiea Elementary School	MTh LitART	36



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Center Name	Course Name	# of Students attending more than 30 days
Aiea Elementary School	F LitART	0
Aiea Elementary School	F Enrichment	0
Scott Elementary School	Computer	48
Scott Elementary School	LitART	48
Scott Elementary School	Physical Fitness	48
Scott Elementary School	Art/Homework	0
Scott Elementary School	Fall Computer	0
Scott Elementary School	Fall Physical Fitness	0
Scott Elementary School	Fall Health/Nutrition	0
Scott Elementary School	Fall Science	0
Scott Elementary School	Fall LitART	0
Aiea Elementary School	WinterLitART	0
Scott Elementary School	Individual Fitness/ FFIRE	0
Scott Elementary School	Spring Intersession Math Application	0
Scott Elementary School	Spring Intersession Nutrition	0
Scott Elementary School	Spring Intersession PE	0
Scott Elementary School	Spring Intersession Imagine Learning	0
Scott Elementary School	Spring Intersession Art	0
Scott Elementary School	Read Aloud Celebration	0

Reviewing average attendance percentage reveals which programming is popular among students (regardless of how long an activity was in session).

Center Name	Course Name	Average percentage of attendance by Students
Scott Elementary School	Summer LitART	92.51 %
Scott Elementary School	Summer Nutrition	92.51 %
Scott Elementary School	Summer PE	92.74 %
Scott Elementary School	Summer Science/Social Studies	92.51 %
Scott Elementary School	Summer Computer	92.13 %
Scott Elementary School	Summer Art	93.30 %
Aiea Elementary School	Summer Computer K-3	89.84 %
Aiea Elementary School	Summer Computer 4-7	93.12 %
Aiea Elementary School	Summer STEM	88.45 %
Aiea Elementary School	Summer LitART MWF	88.67 %
Aiea Elementary School	Summer LitART T K-3	89.84 %
Aiea Elementary School	Summer LitART T 4-7	93.25 %
Aiea Elementary School	Summer LitART Th K-3	92.28 %



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Center Name	Course Name	Average percentage of attendance by Students
Aiea Elementary School	Summer LitART Th 4-7	93.12 %
Aiea Elementary School	MTh Homework	81.29 %
Aiea Elementary School	MTh LitART	81.59 %
Aiea Elementary School	F LitART	75.84 %
Aiea Elementary School	F Enrichment	75.76 %
Scott Elementary School	Computer	100.00 %
Scott Elementary School	LitART	94.33 %
Scott Elementary School	Physical Fitness	94.24 %
Scott Elementary School	Art/Homework	94.70 %
Scott Elementary School	Fall Computer	93.97 %
Scott Elementary School	Fall Physical Fitness	93.97 %
Scott Elementary School	Fall Health/Nutrition	93.97 %
Scott Elementary School	Fall Science	93.97 %
Scott Elementary School	Fall LitART	93.97 %
Aiea Elementary School	WinterLitART	73.95 %
Scott Elementary School	Individual Fitness/ FFIRE	100.00 %
Scott Elementary School	Spring Intersession Math Application	92.50 %
Scott Elementary School	Spring Intersession Nutrition	92.50 %
Scott Elementary School	Spring Intersession PE	92.50 %
Scott Elementary School	Spring Intersession Imagine Learning	92.50 %
Scott Elementary School	Spring Intersession Art	92.50 %
Scott Elementary School	Read Aloud Celebration	N/A

The number of activities, whose attended reached 50% or more, further reveals the popularity of the programs offered.

Center Name	Course Name	# of Students attending more than 50%
Scott Elementary School	Summer LitART	42
Scott Elementary School	Summer Nutrition	42
Scott Elementary School	Summer PE	42
Scott Elementary School	Summer Science/Social Studies	42
Scott Elementary School	Summer Computer	42
Scott Elementary School	Summer Art	42
Aiea Elementary School	Summer Computer K-3	78
Aiea Elementary School	Summer Computer 4-7	62



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Center Name	Course Name	# of Students attending more than 50%
Aiea Elementary School	Summer STEM	140
Aiea Elementary School	Summer LitART MWF	140
Aiea Elementary School	Summer LitART T K-3	78
Aiea Elementary School	Summer LitART T 4-7	59
Aiea Elementary School	Summer LitART Th K-3	81
Aiea Elementary School	Summer LitART Th 4-7	62
Aiea Elementary School	MTh Homework	63
Aiea Elementary School	MTh LitART	63
Aiea Elementary School	F LitART	61
Aiea Elementary School	F Enrichment	61
Scott Elementary School	Computer	55
Scott Elementary School	LitART	55
Scott Elementary School	Physical Fitness	55
Scott Elementary School	Art/Homework	55
Scott Elementary School	Fall Computer	27
Scott Elementary School	Fall Physical Fitness	27
Scott Elementary School	Fall Health/Nutrition	27
Scott Elementary School	Fall Science	27
Scott Elementary School	Fall LitART	27
Aiea Elementary School	WinterLitART	54
Scott Elementary School	Individual Fitness/ FFIRE	10
Scott Elementary School	Spring Intersession Math Application	9
Scott Elementary School	Spring Intersession Nutrition	9
Scott Elementary School	Spring Intersession PE	9
Scott Elementary School	Spring Intersession Imagine Learning	9
Scott Elementary School	Spring Intersession Art	9
Scott Elementary School	Read Aloud Celebration	0

This chart demonstrates categories, activity types, and subjects offered.

Center Name	Course Name	Category	Activity	Subjects
Scott Elementary School	Summer LitART	Academic	Academic Enrichment Learning Programs	Reading / Literacy



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Center Name	Course Name	Category	Activity	Subjects
Scott Elementary School	Summer Nutrition	Enrichment	Recreational Activities	Health / Nutrition
Scott Elementary School	Summer PE	Enrichment	Recreational Activities	Health / Nutrition
Scott Elementary School	Summer Science/Social Studies	Academic	Academic Enrichment Learning Programs	
Scott Elementary School	Summer Computer	Academic	Academic Enrichment Learning Programs	
Scott Elementary School	Summer Art	Enrichment	Recreational Activities	Arts and Music
Aiea Elementary School	Summer Computer K-3	Enrichment	Academic Enrichment Learning Programs	
Aiea Elementary School	Summer Computer 4-7	Enrichment	Academic Enrichment Learning Programs	
Aiea Elementary School	Summer STEM	Enrichment	Academic Enrichment Learning Programs	Science
Aiea Elementary School	Summer LitART MWF	Academic	Academic Enrichment Learning Programs	Reading / Literacy
Aiea Elementary School	Summer LitART T K-3	Academic	Academic Enrichment Learning Programs	Reading / Literacy
Aiea Elementary School	Summer LitART T 4-7	Academic	Academic Enrichment Learning Programs	Reading / Literacy
Aiea Elementary School	Summer LitART Th K-3	Academic	Academic Enrichment Learning Programs	Reading / Literacy
Aiea Elementary School	Summer LitART Th 4-	Academic	Academic	Reading /



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Center Name	Course Name	Category	Activity	Subjects
School	7		Enrichment Learning Programs	Literacy
Aiea Elementary School	MTh Homework	Academic	Homework Help	
Aiea Elementary School	MTh LitART	Academic	Academic Enrichment Learning Programs	Reading / Literacy
Aiea Elementary School	F LitART	Academic	Academic Enrichment Learning Programs	Reading / Literacy
Aiea Elementary School	F Enrichment	Enrichment	Recreational Activities	
Scott Elementary School	Computer	Academic	Academic Enrichment Learning Programs	
Scott Elementary School	LitART	Academic	Academic Enrichment Learning Programs	Reading / Literacy
Scott Elementary School	Physical Fitness	Enrichment	Recreational Activities	Health / Nutrition
Scott Elementary School	Art/Homework	Academic	Homework Help	
Scott Elementary School	Fall Computer	Academic	Academic Enrichment Learning Programs	
Scott Elementary School	Fall Physical Fitness	Enrichment	Recreational Activities	Health / Nutrition
Scott Elementary School	Fall Health/Nutrition	Enrichment	Recreational Activities	Health / Nutrition
Scott Elementary School	Fall Science	Academic	Academic Enrichment Learning Programs	Science
Scott Elementary School	Fall LitART	Academic	Academic Enrichment Learning Programs	Reading / Literacy



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Center Name	Course Name	Category	Activity	Subjects
Aiea Elementary School	WinterLitART	Academic	Academic Enrichment Learning Programs	Reading / Literacy
Scott Elementary School	Individual Fitness/ FFIRE	Academic	Academic Enrichment Learning Programs	Reading / Literacy
Scott Elementary School	Spring Intersession Math Application	Academic	Academic Enrichment Learning Programs	Mathematics
Scott Elementary School	Spring Intersession Nutrition	Enrichment	Recreational Activities	Health / Nutrition
Scott Elementary School	Spring Intersession PE	Enrichment	Recreational Activities	Health / Nutrition
Scott Elementary School	Spring Intersession Imagine Learning	Academic	Academic Enrichment Learning Programs	Reading / Literacy
Scott Elementary School	Spring Intersession Art	Enrichment	Academic Enrichment Learning Programs	Arts and Music
Scott Elementary School	Read Aloud Celebration			

This last chart specifies the duration of the courses provided: per day, per week, and per year.

Center Name	Course Name	Hrs-Mins/Day	Days of Week	Weeks Met
Scott Elementary School	Summer LitART	1 hour	M Tu W Th	5
Scott Elementary School	Summer Nutrition	30 minutes	M Tu W Th	5
Scott Elementary School	Summer PE	30 minutes	M Tu W Th	5
Scott Elementary School	Summer Science/Social Studies	1 hour	M Tu W Th	5
Scott Elementary	Summer Computer	30 minutes	M Tu W Th	5



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Center Name	Course Name	Hrs-Mins/Day	Days of Week	Weeks Met
Scott Elementary School	Summer Art	30 minutes	M Tu W Th	5
Aiea Elementary School	Summer Computer K-3	1 hour	Tu	4
Aiea Elementary School	Summer Computer 4-7	1 hour	Th	3
Aiea Elementary School	Summer STEM	45 minutes	M W F	4
Aiea Elementary School	Summer LitART MWF	2 hours 45 minutes	M W F	4
Aiea Elementary School	Summer LitART T K-3	2 hours 30 minutes	Tu	4
Aiea Elementary School	Summer LitART T 4-7	3 hours 30 minutes	Tu	4
Aiea Elementary School	Summer LitART Th K-3	3 hours 30 minutes	Th	3
Aiea Elementary School	Summer LitART Th 4-7	2 hours 30 minutes	Th	3
Aiea Elementary School	MTh Homework	30 minutes	M Th	21
Aiea Elementary School	MTh LitART	1 hour 30 minutes	M Th	20
Aiea Elementary School	F LitART	1 hour	F	19
Aiea Elementary School	F Enrichment	1 hour	F	19
Scott Elementary School	Computer	30 minutes	M Tu W Th	26
Scott Elementary School	LitART	30 minutes	M Tu Th	26
Scott Elementary School	Physical Fitness	30 minutes	M Tu Th	26
Scott Elementary School	Art/Homework	30 minutes	W	28
Scott Elementary School	Fall Computer	45 minutes	M Tu W Th	1
Scott Elementary School	Fall Physical Fitness	30 minutes	M Tu W Th	1
Scott Elementary School	Fall Health/Nutrition	30 minutes	M Tu W Th	1



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Center Name	Course Name	Hrs-Mins/Day	Days of Week	Weeks Met
Scott Elementary School	Fall Science	30 minutes	M Tu W Th	1
Scott Elementary School	Fall LitART	1 hour	M Tu W Th	1
Aiea Elementary School	WinterLitART	3 hours 30 minutes	M Tu Th F	2
Scott Elementary School	Individual Fitness/ FFIRE	1 hour	M Tu W Th	1
Scott Elementary School	Spring Intersession Math Application	30 minutes	M Tu W Th	1
Scott Elementary School	Spring Intersession Nutrition	30 minutes	M Tu W Th	1
Scott Elementary School	Spring Intersession PE	30 minutes	M Tu W Th	1
Scott Elementary School	Spring Intersession Imagine Learning	30 minutes	M Tu W Th	1
Scott Elementary School	Spring Intersession Art	1 hour	M Tu W Th	1
Scott Elementary School	Read Aloud Celebration	2 hours	F	1



**Section IV.
Student
Performance**

The final element of review is the student performance data available for those students who attended 30 days or more of 21st CCLC programming.

Aiea Elementary School (47 teacher surveys distributed, 47 returned)	Percent of students maintaining or improving school behaviors (as observed by teachers) (increases in bold)	
	2012-13	2013-14
Turning in homework on time	95%	95.7%
Completing homework to teacher's satisfaction	97%	93.6%
Participating in class	100%	97.9%
Volunteering in class	100%	95.7%
Attending class regularly	98%	97.9%
Attentiveness in class	100%	89.4%
Classroom behavior	100%	91.3%
Academic performance	98%	100%
Coming to school motivated to learn	100%	89.4%
Getting along well with others	100%	91.5%

Scott Elementary School (49 teacher surveys distributed, 40 returned)	Percent of students maintaining or improving school behaviors (as observed by teachers) (increases in bold)	
	2012-13	2013-14
Turning in homework on time	87%	80%
Completing homework to teacher's satisfaction	84%	90%
Participating in class	94%	92.5%
Volunteering in class	95%	100%
Attending class regularly	93%	95%
Attentiveness in class	84%	92.5%
Classroom behavior	90%	90%
Academic performance	83%	92.5%
Coming to school motivated to learn	91%	95%
Getting along well with others	97%	97.5%



Program Objectives	Data and Notes
<p>Increase the number of students meeting state reading and math standards at each of the participating schools</p> <p>Not Met, but progressed toward</p>	<ul style="list-style-type: none"> • Aiea Elementary and Scott Elementary reading: decrease in number of students meeting state standards • Aiea Elementary math: decrease in number of students meeting state standards • Scott Elementary math: increase in number of students meeting state standards
<p>Maintain or increase the percentage of regular program attendees who achieve proficiency in reading and math as measured by Hawaii State Assessment (HSA) proficiency scores.</p> <p>Not Met</p>	<ul style="list-style-type: none"> • Aiea Elementary reading (13 students participating; records for 9): decrease from 2012-13 (81.5% to 22.2%) • Aiea Elementary math:(14 students participating; records for 9): decrease from 2012-13 (44.4% to 11.1%) • Scott Elementary reading: (36 students participating; records for 33): decrease from 2012-13 (77.8% to 69.7%) • Scott Elementary math (36 students participating; records for 33): decrease from 2012-13 (77.1% to 69.7%)
<p>Increase the number of students who receive 30 or more days of after-school academic learning support.</p> <p>Not Met</p>	<ul style="list-style-type: none"> • Aiea Elementary: decrease from 2012-13 (62 to 52 students) • Scott Elementary: decrease from 2012-13 (83 to 49 students)
<p>For students who attend the program for 30 or more days, maintain or increase the percentage who show increases in reading and math as measured by report card grades</p> <p>Not Met, but progressed toward</p>	<ul style="list-style-type: none"> • Aiea Elementary, reading: increase from 2012-13 (89% to 91.5% of students who maintained or improved reading grades) • Aiea Elementary, math: decrease from 2012-13 (90% to 91.5% of students who maintained or improved math grades) • Scott Elementary, reading: decrease from 2012-13 (83% to 81.7% of students who maintained or improved reading grades)



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	<ul style="list-style-type: none"> • Scott Elementary, math: increase from 2012-13 (82% to 85.7% of students who maintained or improved math grades)
<p>For students who attend the program for 30 or more days, maintain or increase the percentage who receive passing marks in reading/English (as indicated by a MP (meets proficiency) or ME (meets with excellence) year-end summary mark)</p> <p>Not Met</p>	<ul style="list-style-type: none"> • Aiea Elementary: decrease (63% to 57.8%) • Scott Elementary: decrease (45% to 31.1%)

Supporting data...

ADD-EDIT OBJECTIVES	Year 3 2013- 2014	
Increase the number of students meeting state reading and math standards at each of the participating schools		
Aiea Elementary, reading	33%	
Aiea Elementary, math	27%	
Alvah Scott Elementary, reading	71%	
Alvah Scott Elementary, math	61%	
Maintain or increase the percentage of regular program attendees who achieve proficiency in reading and math as measured by Hawaii State Assessment (HSA) proficiency scores.		
Aiea Elementary, reading	22.2%	13 students in grade 3, 9 with data
Aiea Elementary, math	11.1%	14 students in grade 3, 9 with data
Alvah Scott Elementary, reading	69.7%	36 students in grades 3-6, 33 with data
Alvah Scott Elementary, math	69.7%	36 students in grades 3-6, 33 with data



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Increase the number of students who receive academic learning support after school. (≥30 days)		
Aiea Elementary	52	
Alvah Scott Elementary	49	
TOTAL	101	
For students who attend the program for 30 or more days, maintain or increase the percentage who show increases in reading and math as measured by report card grades		
Aiea Elementary, reading		
Increased	27.7%	
Decreased	4.3%	
Neither increased nor decreased	29.8%	
Did not need to improve	34.0%	
No data	4.3%	
Aiea Elementary, math		
Increased	36.2%	
Decreased	4.3%	
Neither increased nor decreased	21.3%	
Did not need to improve	34.0%	
No data	4.3%	
Alvah Scott Elementary, reading		
Increased	20.4%	
Decreased	10.2%	
Neither increased nor decreased	42.9%	
Did not need to improve	18.4%	
No data	8.2%	
Alvah Scott Elementary, math		
Increased	30.6%	
Decreased	6.1%	
Neither increased nor decreased	40.8%	
Did not need to improve	14.3%	
No data	8.2%	



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For students who attend the program for 30 or more days, maintain or increase the percentage who receive passing marks in reading/English • Year end summary mark as MP (meets proficiency) or ME (meets with excellence)		
Aiea Elementary	57.8%	
Alvah Scott Elementary	31.1%	
For students who attend the program for 30 or more days, maintain or increase the percentage who are rated as improving on the APR performance measures *Maintained or improved = Did not need to improve, significant, moderate, slight improvement, or no change		
Aiea Elementary 47 surveys distributed, 47 returned		
Turning in his/her homework on time.	95.7%	
Completing homework to your satisfaction	93.6%	
Participating in class	97.9%	
Volunteering	95.7%	
Attending class regularly	97.9%	
Being attentive in class	89.4%	
Behaving well in class	91.3%	
Academic performance	100.0%	
Coming to school motivated to learn	89.4%	
Getting along well with other students	91.5%	
Alvah Scott Elementary 49 surveys distributed, 40 returned		
Turning in his/her homework on time.	80.0%	
Completing homework to your satisfaction	90.0%	
Participating in class	92.5%	
Volunteering	100.0%	
Attending class regularly	95.0%	
Being attentive in class	92.5%	



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Behaving well in class		90.0%							
Academic performance		92.5%							
Coming to school motivated to learn		95.0%							
Getting along well with other students		97.5%							
Curriculum measure - Reading Comprehension									
Aiea Elementary - 47 students, 45 with data									
AIMSweb/Lexiles, met instrument-identified benchmark targets, grades 1-3		31.1%							
Alvah Scott - 49 students, 35 with data									
Scantron Performance Series for grade 1, Grade Level Estimates - reading on grade level (4 students with data)		25.0%							
Scantron Performance Series, Fall-to-Spring Growth Targets for grades 2-6 - met instrument-identified growth target (31 students with data)		48.4%							
AES Teacher Surveys	Did not need to improve	Significant improvement	Moderate improvement	Slight improvement	No change	Slight Decline	Moderate Decline	Significant Decline	*Maintained or improved
Turning in his/her homework on time.	14	9	7	8	7	1	1	0	47
	29.8%	19.1%	14.9%	17.0%	14.9%	2.1%	2.1%	0.0%	95.7%
Completing homework to your satisfaction	9	6	11	13	5	1	2	0	47
	19.1%	12.8%	23.4%	27.7%	10.6%	2.1%	4.3%	0.0%	93.6%
Participating in class	5	5	9	13	14	1	0	0	47
	10.6%	10.6%	19.1%	27.7%	29.8%	2.1%	0.0%	0.0%	97.9%
Volunteering	25	3	6	4	7	1	1	0	47
	53.2%	6.4%	12.8%	8.5%	14.9%	2.1%	2.1%	0.0%	95.7%
Attending class regularly	27	8	3	3	5	1	0	0	47
	57.4%	17.0%	6.4%	6.4%	10.6%	2.1%	0.0%	0.0%	97.9%
Being attentive in class	7	4	5	16	10	3	1	1	47



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	14.9%	8.5%	10.6%	34.0%	21.3%	6.4%	2.1%	2.1%	89.4%
Behaving well in class	12	5	3	16	6	3	1	0	46
	26.1%	10.9%	6.5%	34.8%	13.0%	6.5%	2.2%	0.0%	91.3%
Academic performance	7	4	8	23	5	0	0	0	47
	14.9%	8.5%	17.0%	48.9%	10.6%	0.0%	0.0%	0.0%	100.0%
Coming to school motivated to learn	12	7	6	8	9	4	1	0	47
	25.5%	14.9%	12.8%	17.0%	19.1%	8.5%	2.1%	0.0%	89.4%
Getting along well with other students	17	5	3	11	7	3	1	0	47
	36.2%	10.6%	6.4%	23.4%	14.9%	6.4%	2.1%	0.0%	91.5%
*Maintained or improved = Did not need to improve, significant, moderate, slight improvement, or no change									
	Did not need to improve	Significant improvement	Moderate improvement	Slight improvement	No change	Slight Decline	Moderate Decline	Significant Decline	*Maintained or improved
Scott									
Turning in his/her homework on time.	14	0	5	8	5	7	0	1	40
	35.0%	0.0%	12.5%	20.0%	12.5%	17.5%	0.0%	2.5%	80.0%
Completing homework to your satisfaction	11	1	3	10	11	3	0	1	40
	27.5%	2.5%	7.5%	25.0%	27.5%	7.5%	0.0%	2.5%	90.0%
Participating in class	14	1	6	12	4	2	0	1	40
	35.0%	2.5%	15.0%	30.0%	10.0%	5.0%	0.0%	2.5%	92.5%
Volunteering	13	0	1	7	18	0	0	0	39
	33.3%	0.0%	2.6%	17.9%	46.2%	0.0%	0.0%	0.0%	100.0%
Attending class regularly	25	0	1	4	8	0	2	0	40
	62.5%	0.0%	2.5%	10.0%	20.0%	0.0%	5.0%	0.0%	95.0%
Being attentive in class	13	1	5	7	11	1	2	0	40
	32.5%	2.5%	12.5%	17.5%	27.5%	2.5%	5.0%	0.0%	92.5%
Behaving well in class	19	0	3	5	9	2	2	0	40
	47.5%	0.0%	7.5%	12.5%	22.5%	5.0%	5.0%	0.0%	90.0%



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Academic performance	7	2	6	16	6	2	0	1	40
	17.5%	5.0%	15.0%	40.0%	15.0%	5.0%	0.0%	2.5%	92.5%
Coming to school motivated to learn	14	0	7	7	10	1	1	0	40
	35.0%	0.0%	17.5%	17.5%	25.0%	2.5%	2.5%	0.0%	95.0%
Getting along well with other students	22	1	2	5	9	1	0	0	40
	55.0%	2.5%	5.0%	12.5%	22.5%	2.5%	0.0%	0.0%	97.5%
*Maintained or improved = Did not need to improve, significant, moderate, slight improvement, or no change									

Section V. Findings

Findings

As a whole, the program at Aiea-Moanalua-Radford Complex Areast CCLC Centers provided a great opportunity for students to participate in academically enriching programming. The data shows that the targeted number of students receiving academic learning support decreased from 2012-13 to 2013-14.

Aiea-Moanalua-Radford Complex Area offered a wide variety of activities that was intended to attract and retain students however the data do not support that this occurred. Given the increased number of students attending the program and the rate and frequency of student attendance demonstrated in the graphs above, the program did not appear to provide programming that would attract and retain students.

- *The data demonstrates that frequency of attendance was moderate and rate of attendance was better, albeit both insufficient to affect academic gain.*
 - 297 students attended the program
 - 97 or 32.66 % were regular program participants
 - 278 or 93.60 % attended 50% or more of the programs offered
- *The data shows there was a wide range of activities across multiple categories that attracted and retained students to the program with no account as to why attendance rates for 2013-14 were down from the previous year.*
 - Summer programming included 8 Academic activities and 6 Enrichment activities
 - School year program included 13 Academic activities and 7 Enrichment activities



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- *The data shows that the targeted number of students receiving academic learning support decreased indicating that perhaps programs were not designed to attract and retain.*
 - 297 students attended the program, compared to 354 program participants during the 2012-2013 program year
 - The number of program participants decreased 17.26 % at Aiea-Moanalua-Radford Complex Area, affecting -57 additional students from 2012-2013 to 2013-2014
- *The programs maintained a positive demographic mixture of identified students while providing programming for a high number of LEP and special needs students.*
 - 76 or 25.59 % of students who attended were LEP
 - 228 or 76.77 % of students attending were subsidized for lunch
 - 69 or 23.23 % of students attending were non-subsidized for lunch
 - 132 females and 155 males attended
 - The largest attendees grade level wise were students in the 1st and 2nd grades, representing 25.59 % of students



**Section V.
Recommendations**

Next Steps

The Aiea-Moanalua-Radford Complex Area Complex Area 21st CCLC programs have determined that the objectives of the grant have not been met due nor has the program been implemented as designed and have discontinued.

