

21st CCLC Castle Complex Evaluation Report

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

CAFÉ Program

June 1, 2013 through June 30, 2014

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Submitted October 14, 2014

I. EXECUTIVE SUMMARY

A. What was evaluated

The 21st CCLC Castle Complex Child and Family Enrichment Project (CAFÉ) was evaluated, encompassing ten CAFÉ centers: `Ahuimanu, He`eia, Kahalu`u, Kane`ohe, Kapunahala, Parker, Pu`ohala, Waiahole elementary schools, King Intermediate, and Castle High School. Programs focused on reading/language arts and math and targeted special needs and educationally disadvantaged students not performing at grade level, are failing, or otherwise performing below average.

B. Why was the evaluation conducted?

Evaluation was conducted to assess the implementation and the impact of the CAFÉ programs on student achievement at the ten Castle Complex 21st CCLC school-based centers. The CAFÉ Evaluation Plan was implemented and data was collected in coordination with the program objectives to measure CAFÉ APR Objectives. (Appendix A: *CAFÉ Evaluation Plan*)

C. Major findings and recommendations

Impact of Program Activities (Ref: Appendix B: *CAFÉ APR Objectives SY2013-2014*; Appendix C: *GPRA Performance Measures & Results SY2013-2014*)

- **Parent/Student Response:** Overall 90% of parents and 84% of the students responded positively to the CAFÉ program. (Appendix E-1 & E-2: *CAFÉ Parent /Guardian Survey Assessment*; Appendix F-1 & F-2: *Student Survey Assessment*)
- **Reading Achievement:**
Reading assessment results showed increased scores (87%) and surpassed the APR Objective of 60%. (Appendix G-1: *Reading Achievement*)
Reading grades: Reading grades for the Complex increased (59%). (Appendix H-1: *Comparison of Reading Grades - 1st Quarter to 4th Quarter*)
- **Math Achievement:**
Math assessment scores increased (92%) and surpassed the APR Objective of 60%. (Appendix I-1: *Math Achievement*)
Math grades: Math grades increased (59%). (Appendix J-1: *Comparison of Math Grades - 1st Quarter to 4th Quarter*)
- **Learning Behavior:**
Overall 48% of all CAFÉ regular students improved in learning behaviors, 29% did not need to improve and 22% showed no change or declined in learning behaviors. (Appendix K3A: *Student Learning Behavior SY2013-2014*)

Teacher survey showed 73% of CAFÉ students improved in academic performance. (Appendix K-4A: *Student Learning Behavior Improvement in Academic Performance SY2013-2014*)

D. Conclusions

The CAFÉ Project successfully delivered an effective program of 1) academic instruction that targeted reading and math achievement, 2) engaging enrichment activities that fostered positive learning behaviors and learning achievement, and 3) family learning activities to support student learning.

1. The CAFÉ Project was well organized and implemented effectively.
 - The program was well managed and supervised.
 - Classroom leaders used data to inform their instruction.
 - The on-going classroom leader training with the site coordinator's classroom observation and on-site coaching appeared to contribute to program effectiveness, student achievement, and effective student learning behaviors.
2. The CAFÉ curriculum and instruction using technology based reading and math program was implemented successfully and addressed the program goals well, contributing to increases in both math and reading achievement across program sites.
3. Parents and students responded positively to the program. (*Teacher Observation; Appendix E-1 & E-2: CAFÉ Parent/Guardian Survey Assessment; Appendix F-1 & F-2: CAFÉ Student Survey Assessment*)
4. The 21st CCLC Child and Family Enrichment Project (CAFÉ) addressed the objectives established for the project (Appendix I: *CAFÉ APR Objectives*):
 - Improvement in Student Learning Behaviors: Overall 48% of the CAFÉ regular students improved in learning behaviors. (Appendix K-1, K-2, K-3, K-3A: *Increase in CAFÉ Students Improving in Learning Behavior*)
 - Improvement in Student Academic Performance: Overall, 73% of the CAFÉ regular students improved in academic performance. (Appendix K-4, K-4A & K-5: *Increase in CAFÉ Students Improving in Academic Performance*)
 - High Quality Services in at Least One Core Academic Area: 100% of centers offered high quality services in at least one core academic area and improved student achievement. (Appendix D: *CAFÉ Site Program Activities*)
 - Enrichment and Support Activities: 100% of centers offered enrichment and support activities. (Appendix B: *CAFÉ APR Objectives*; Appendix D: *CAFÉ Site Program Activities*)
 - Family Engagement: 100% of centers offered/provided services to address Family Engagement. (Appendix D: *CAFÉ Site Program Activities*)
 - Hours of Service per Week: CAFÉ sites offered services between 4-16 hours per week with an average of 8.3 hours per week. (*PPICS, Appendix L: CAFÉ Center Hours per Week*)

- Maintaining Partnerships: Castle Complex 21st CCLC CAFÉ Project established and maintained a core of 2 key partnerships in addition to the ten Castle Complex site schools which have provided support for the planning, implementation and sustaining of the programs. Site school principals want the CAFE program and look forward to implementing it yearly. (Appendix N: 21st CCLC CAFÉ Partnerships)
- Increase in Math and Reading Assessment: The CAFÉ students achieved 92% in Math and 87% in reading, surpassing the APR Objective of 60% of Castle Complex regular students will increase their math achievement scores from fall to spring; (Appendix G-1: Reading Achievement and I-1: Math Achievement)
- Increase in Math and Reading Grades: Reading and math grades for the Complex increased: 59% in reading and 59% in math. (Appendix H-1: Comparison of Reading Grades - 1st Quarter to 4th Quarter; Appendix J-1: Comparison of Math Grades - 1st Quarter to 4th Quarter)

E. Recommendations

1. Plan ways to increase services to 15 hours per week during the school year.
2. Implement enrichment programs that are designed/structured to promote student achievement in math and reading while addressing student interest, particularly at the intermediate and high school.
3. Establish/maintain/expand partnerships to support and maintain/sustain the CAFÉ Program and enrich the CAFÉ curriculum and instruction.
4. Develop/Implement a Family/Parent Involvement Program of Activities that are ongoing with sustained participation by the adult family member to achieve the acquisition of knowledge or skill to build capacity of parents to 1) supervise and support their child's learning in doing homework at home and 2) encourage positive learning behaviors both at home and at school.
5. Continue efforts to communicate with the regular day school teacher to monitor student performance and coordinate instruction to increase student academic achievement and improvement in student learning behavior.
6. Continue to use assessments to inform and personalize instruction.
7. Explore assessment instruments that can provide a consistent pre-post assessment for the entire Complex.
8. Continue to conduct on-site observation to monitor program implementation, instruction and student learning and progress. Provide observation feedback and discuss strategies using student performance data to increase student learning and achievement and improve student learning behavior.
9. Maintain smaller class size (e.g. 12:1), an important key to success expressed by both CAFÉ staff. Smaller class size would enable teachers to address individual student's learning needs/development and monitor/measure and evaluate student learning progress.

II. Program Description

- **Origin of the program**

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

The CAFÉ Project was implemented at the 10 DOE schools of the Castle Complex located in the city of Kaneohe on the windward side of Oahu: `Ahuimanu Elementary School, Castle High School, He`eia Elementary School, Kahalu`u Elementary School, Kane`ohe Elementary School, Kapunahala Elementary School, King Intermediate School, Parker Elementary School, Pu`ohala Elementary School, and Waiahole Elementary School. Castle Complex has a large special education population, recorded three times the state average. In addition, seven of the ten schools receive Title 1 funds. Of the 300 students reported, 147(49%) were free/reduced eligible with 153 (51%) not free/reduced eligible. This reflects Kaneohe's low per capita income of \$23,476. (Appendix M-7: *Free/Reduced Lunch Eligible Distribution*)

The CAFÉ Project increased the capacity and quality of Castle's after school programs and served 399 students throughout the Castle complex in grades 1-12. The Project combined high quality after school academic instruction and assistance, engaging enrichment opportunities, and family learning activities into a comprehensive afterschool program. (Appendix M-1: *Number &Percentage of Reportable Students at CAFÉ Sites*)

- **CAFÉ Goals**

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

- **Objectives of the Program**

1. 100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.
2. 100% of centers will offer high quality services in at least one core academic area.
3. 60% of Castle Complex regular students will increase their math and reading assessment scores from fall to spring.

4. 70% of the Castle Complex regular students will show improvement in academic performance as shown in the 21st CCLC teacher survey.
5. 90% of centers in the complex will offer services to parents, senior citizens, and other adult community members.
6. Centers will offer services at 15 hours per week on average.
7. Complex will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

- **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 CAFÉ Project served 399 students throughout the Castle complex in grades 1-12. (Appendix M-1: *Number & Percentage of Reportable Students at CAFÉ Sites*) Many children in the Castle complex were at poverty level, with nearly half of the children in the entire complex qualifying for free or reduced school lunches (49%). More than 75 percent of students were from Title I schoolwide eligible schools while smaller programs operated in non-Title 1 schools serving low-achieving economically disadvantaged students. (Appendix M-7: *Free/Reduced Lunch Eligible Distribution*)

For SY2013-2014, 10% (41) of students in the CAFÉ program were SPED students and 5% (18) were Limited English Proficiency. (Appendix M-8: *SPED Eligible and Appendix M-4: Limited English Proficiency*)

- **Characteristics of the program materials and resources:**

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

	Curriculum	Description - Elementary
Core	On-Line Reading - Achieve 3000	An internet accessed, differentiated reading fluency program, scientifically proven to increase reading fluency, comprehension, vocabulary, and writing proficiency. For sites that serviced 1st graders, students were engaged in reading activities (not technology based) to develop skills in preparation for Achieve 3000. This included vocabulary development & reading comprehension strategies. Most sites focused on grades 3 and higher.
	On-Line Math – IXL Math Program	An interactive computer based instructional program provided individualized diagnosis, instruction, and assessment; lessons were research-based and standards driven.
Enrichment	<u>Example:</u> Robotics	Students learned to build and program robots using LEGO bricks and a simple icon-based, drag-and-drop software. Hands-on approach to science, math, technology, and literacy.

- **Resources** (e.g., grant funds, physical facilities, in-kind personnel, community partnerships)
 1. Other grant funds: Title 1 and UPLINK
 2. In-kind personnel: EAs at King Intermediate
 3. Physical facilities and administrative planning/implementation support from the Castle Complex 10 DOE Schools: `Ahuimanu Elementary School, Castle High School, He`eia Elementary School, Kahalu`u Elementary School, Kane`ohe Elementary School, Kapunahala Elementary School, King Intermediate School, Parker Elementary School, Pu`ohala Elementary School, and Waiahole Elementary School.
 4. Community partnerships (Appendix N: 2^{1st} CCLC Caf  Partnerships)
 - 1) *PACT Kaneohe Community Family Center* – program activity, materials.
 - 2) *Title I Programs* – Program activity services. Provided quality parent and family programs to students.

- **Activities program participants were expected to take part in**

CAF  Program students were expected to participate in the CORE academic programs in reading (*Achieve3000* on-line reading) and math (*IXL Math Program*). Kaneohe Elementary implemented a CORE academic program in summer using *CompassLearning* on-line math program and *Achieve3000* on-line reading program. CAF  Program students were also expected to participate in the CAF  courses which they were enrolled in (e.g. enrichment/support courses). (Appendix D: *CAF  Sites Program Activities SY2013-2014*)

- **Program Staff Procedures Implemented:**

To maintain and sustain fidelity and consistency in the curriculum and instruction at all implementation sites, the following strategies of the CAF  program were implemented:

Curriculum	Strategies and Procedures
<i>Achieve 3000</i>	All Achieve 3000 leaders were provided two (2) professional development days to hone their skills – 1) Overview of the program’s five steps and teaching strategies. 2) The second training was specific data management training to identify the successes and adjust their instruction. Written reports of student achievement were submitted to the Project Director and principal.
IXL online math program	Training was provided via direct training by the Implementation Manager or through IXL online training support. Implementation of the IXL Program was monitored by the CAF� Project Director, Implementation Manager, and Site Coordinators.

- **How the CAFÉ Program was administered:**

Administrative Organization and Scope of the Project: The CAFÉ Project was managed by Castle Complex in collaboration with an advisory committee of representatives from the community. At the opening of the school year, a meeting with each sub-grantee site principal, site coordinator, and school leadership members was conducted to collaborate on the array of student supports and services that the CAFÉ Project funds would provide. The Project Director and Implementation Manager were responsible for managing all CAFÉ funds and all aspects of CAFÉ, and directly monitored each site to ensure fidelity to the curricula. Ten Site Coordinators carried out many of the same functions as the Project Director and Implementation Manager at the school site level. The Site Coordinators provided weekly summaries to the Project Director and the Implementation Manager, and monthly reports to the classroom teachers and principals. Classroom Leaders directly facilitated before and after-school academic enrichment learning programs.

- **Staff and others involved in the program:**

The staffing included a Project Director, an Implementation Manager, ten (10) Site Coordinators, and up to thirty 29 Classroom Leaders and 2 volunteer assistants during the regular school year and 17 for the summer program. The Project Director was responsible for managing all aspects of CAFÉ including recruiting students and families, supervising staff, coordinating with schools and partners, overseeing payroll, contracts, ordering materials and supplies. The Implementation Manager provided on-site supervision, conducted monthly site visits, collected and reviewed data with site coordinators, and assisted with the implementation of the CAFÉ program. The Site Coordinators (SC) carried out many of the same functions as the Project Director at the school site level. In addition, site coordinators maintained records, supervised staff, provided classroom training and support, and formally observed the classroom leaders using the CAFÉ observation template. The SCs provided weekly summaries to the Project Director and monthly reports to the classroom teachers and principals. Classroom Leaders directly facilitated before and after-school academic enrichment learning programs.

Amount of time staff devoted to the program:

CAFÉ STAFF TIME DEVOTED TO THE PROGRAM SY2013-2014			
SCHOOL SITE	SCHOOL YEAR Hrs /Wks=Total	SUMMER Hrs/Wks=Total	TOTAL HRS/Year
`Ahuimanu EI	8 / 15 = 120	18 / 4 = 72	120 +72 = 192
Castle High	8 / 22 = 176	0	176
He`eia EI	8 / 28 = 224	0	224
Kahalu`u EI	9 / 27 = 243	20 / 2 = 40	283
Kane`ohe EI	6 / 13 = 78	30 / 4 = 120	78 + 120 = 198
Kapunahala EI	4 / 18 = 72	17 / 4 = 68	140
King Inter	16 / 30 = 480	0	480
Parker EI	8 / 27 = 216	20 / 4 = 80	296
Pu`ohala EI	8 / 31 = 248	17 / 4 = 68	316
Waiahole EI	8 / 22 = 176	0	176
TOTAL HOURS	2033	448	2481

The CAFÉ program hours increased from 2346 in 2012-2013 to 2481 in 2013-2014. While the school year program for SY2013-2014 was lower than the previous year, the summer program hours increased from 150 hours for summer session 2012 to 448 for summer session 2013. (Ref: PPICS 2013; PPICS 2014)

- **Program Monitoring with Technical Support and Assistance:**

The Implementation Manager supervised the staff, observed the staff and provided feedback, assisted the site coordinators in completing their tasks, reviewed on-line data, and modeled implementation procedures. The Site Coordinators carried out many of the same functions as the Project Director at the school site level. . In addition, Site Coordinators maintained records, supervised staff, provided weekly summaries, provided classroom training and support, and formally observed the classroom leaders using the CAFÉ observation template. The Site Coordinators provided weekly summaries to the Project Director and Implementation Manager with monthly reports to the classroom teachers and principals.

- **Partnerships developed for the 21st CCLC activities** (Appendix N: *21st CCLC CAFÉ Partnerships SY2013-2014*):
 1. PACT Kane`ohe Community Family Center – Programming/activity-related services; materials.
 2. Title I Programs - Programming/activity-related services. Provided quality parent and family programs to students.

III. EVALUATION DESIGN AND RESULTS

A. Purposes of the evaluation

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

B. Evaluation plan

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

Evaluation Schedule

Achievement objectives were measured pre- (beginning of the school year) and post (at the end of the school year). Other CAFÉ APR objectives were documented in PPICS at the end of the school year. On-going assessments and observations were conducted during the school year to improve instruction. (Appendix A: *CAFÉ Evaluation Plan*)

Data Collection: Site Coordinators and the Implementation Manager conducted on-going observations; Leaders conducted the classes and administered the assessments; Site Coordinators collected the site data. (Appendix A: *CAFÉ Evaluation Plan*)

Objective: 60% of Castle Complex regular students will increase their math and reading assessment scores from fall to spring.

Core	Assessment
Reading	Pre- and post- Achieve 3000 assessment were administered to identify the student's increase in lexile scores and approximate their reading level. Formative assessment was used to monitor daily progress on reading comprehension
Math	Pre- and post- <i>IXL</i> assessment was administered to provide a picture of the standards the student has achieved over the duration of the program. Additional assessments used included <i>Math In My World</i> , <i>Star</i> , and <i>HSA</i> Scores. Formative assessment followed the performance on quizzes and differentiated lessons.

- 1) Pre assessment data was collected at the beginning and post assessment was collected at the end of the school year using on-line *Achieve 3000 Assessment* in reading and *IXL Assessment* in math.

- 2) Student math and reading grade achievement data were collected at the end of the school year with the reporting of semester and final grades over the school year.
- 3) *The 21st CCLC Teacher Survey* of student improvement in learning behavior was administered at the end of the school year.
- 4) *Parent Survey* and *Student Survey* response to the CAFÉ Program were administered at the end of the school year.
- 5) CAFÉ Program operations with regards to APR Objectives were documented and assessed at the end of the CAFÉ Program year.

C. Results of the implementation evaluation:

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

The CAFÉ program was implemented as planned in the extension grant application, providing a quality academic enrichment program focused on accelerating academic achievement of targeted students in math and reading (CAFÉ program goal). On-line reading and math programs (*Achieve3000* assessment and *IXL*) were implemented as planned to provide scientifically-based differentiated instruction and enhance learning in coordination with and support of the standards-based curriculum of the regular school program and ensure academic acceleration in the areas of reading and math. *Achieve 3000* assessment and the *IXL* on-line math program assessment were implemented to provide a clearer picture of the students' skill development gains, enabling students, teachers, and parents to monitor and evaluate student learning progress. In addition, Robotics and other enrichment programs were added to enhance student learning and engage students in areas of student interest. (PPICS; Appendix D: *CAFÉ Site Program Activities*)

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

- a. A major challenge was implementing the programs with the limited funds of the extension grant. CAFÉ is working with the DOE schools to share in the cost of the program and providing resource and in-kind personnel support.
- b. Having a consistent pre-post assessment for the entire Complex was also a challenge. Castle Complex CAFÉ Program is looking into a common pre-post assessment that can be applied across sites and efficient to administer. Training and funding on how to administer a consistent pre-post assessment amongst all schools continues to be a challenge.
- c. Increasing services to 15 hours per week continues to be a challenge. Personnel and student availability prove difficult to sustain a 15 hour week.

- d. Increasing attendance, in particular, at Castle High. This year a robotics program was offered but since only 6 students enrolled, it would not be cost-effective to hire one teacher for a small student to teacher ratio. CAFÉ will continue to work with Castle Complex school site principals to commit to 30 or more days of attendance for student enrollment in the program.
- e. Although, each site has provided parent/family involvement activities during the school year, providing an adequate parent/family involvement program to reflect the Federal Indicator expectation of services to parents and adult family members has continued to be a challenge. CAFÉ will work with schools to preplan the parent/family involvement program and submit the plan prior to implementation.

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

The following community based partnerships have been established and maintained: *PACT- Kaneohe Community Family Center and Title I.* (Appendix N: *CAFÉ Partnerships 2013-2014*). Castle Complex looks forward to having the CAFÉ Program implemented at the Castle Complex schools each year; providing for physical facilities and administrative implementation support.

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

The CAFÉ Project combined 1) academic instruction and assistance which increased math and reading achievement, 2) engaging enrichment activities that supported positive learning behavior and learning achievement, and 3) family learning activities that fostered parent understanding of the CAFÉ program and curriculum to support their child's learning.

- Parents reported that their child looked forward to coming to the CAFÉ program (92%), the CAFÉ program helped their child become a better reader (83%), the CAFÉ program helped their child become a better writer (77%), the CAFÉ program helped their child become a better math student (90%), the CAFÉ program helped their child do better in school (93%), the CAFÉ teachers cared about the students (98%) and they would enroll their child in the CAFÉ program again (95%).
- Students responded favorably to the CAFÉ Program and said they look forward to coming to the program (87%). Students felt the CAFÉ teachers cared about them (98%); and they felt the CAFÉ program helped them do better in school (92%). Students felt the CAFÉ program helped them become a better reader (80%) and the CAFÉ program helped them become better in math (83%).

- Castle Complex principals have explicitly stated that they wanted the CAFE Program and have looked forward to having the CAFÉ Program implemented at their schools each year.

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

Another 5 year 21st Century Community Learning Center Grant proposal has been submitted to continue the program and implementation plans are in place in anticipation of the grant approval for funding. Both the program director and a program implementation manager have been secured to ensure effective program implementation.

The Castle Complex 21st CCLC Child and Family Enrichment Project (*CAFÉ*) has been established in coordination with the Castle Complex schools with curriculum, training support/coaching, and assessment in place to monitor implementation and program progress. Curriculum materials and supplies are also in place for continued implementation of the CAFÉ curriculum.

- Castle Complex principals look forward to having the CAFÉ Program implemented at their schools each year. Castle Complex 10 schools have committed physical facilities and administrative implementation support. CAFÉ will continue to conduct the Initial Meeting with Principals to establish a firm foundation and agreement between the schools leadership team and the CAFE staff and minimize changes in midstream.
- On-site coaching to provide curriculum/instructional guidance and feedback support to increase effectiveness of instruction has been planned along with site coordinator observations using an observation instrument.
- Use of on-line assessments, teacher observation and assessments to inform instruction have been established.
- Daily site coordinator's classroom visitations have been planned to ensure that all required components are successfully implemented and maintained.
- Sites will continue to provide quarterly progress reports to teachers regarding student progress.
- Site coordinators, data managers, and classroom leaders will continue efforts to communicate with homeroom teachers on the progress of students.
- CAFÉ will continue to share evaluation data on each site's application form and the CAFE brochure.
- CAFÉ will continue to open the program to private school students in the neighboring area.

D. Results of the outcome evaluation:

1. Reading Achievement:

Reading assessment results showed increased scores at all ten school sites with a mean of 87% and a range of 100% – 64% for the complex. The greatest percentages in increased scores were at Waiahole (100%), Pu`ohala (95%), `Ahuimanu (94%), Kane`ohe (93%) and Kahalu`u (90%). Kapunahala reported 87%, King Intermediate, 82%, Parker, 80%, He`eia, 79%, and Castle, 64%. (Appendix G-1: *Reading Achievement*)

Comparison of reading assessment results showed an increase from a mean of 71% and a range of 100%-29% for SY2012-2013 to a mean of 87% and a range of 100%-64% for SY2013-2014. Significant increases were reported for Pu`ohala, from 83% to 95%, `Ahuimanu, from 59% to 94%, Kane`ohe, from 83% to 93%, Kahalu`u from 82% to 90%, King Intermediate, from 42% to 82%, and Castle High, from 29% to 64%. (PPICS: Castle Complex 2013 and 2014)

Reading grades: 59% of reportable program participants improved in reading grades from fall to spring. Percentages of students who improved in reading grades across sites ranged from 94% to 18%. Schools with the greatest percentage of students who improved in grades were: `Ahuimanu, 94%, Kahalu`u, 82%, and Kane`ohe, 75%. Parker reported 64%, Waiahole, 63%, Kapunahala, 62%, Pu`ohala, 53%, Castle High, 52%, He`eia, 37%, and King Intermediate, 18%. (Appendix H-1: *Comparison of Reading Grades - 1st Quarter to 4th Quarter*)

Comparison of reading grades showed an increase from a mean of 44% and a range of 89%-6% for SY2012-2013 to the mean of 59% and the range of 94%-18% for SY2013-2014. Significant increases were reported for `Ahuimanu, from 66% to 94%; Kahalu`u, from 66% to 82%; Kane`ohe, from 6% to 75%; Waiahole, from 50% to 63%; Castle High, from 39% to 52%; He`eia, from 11% to 37%; King Intermediate, from 8% to 18%.

2. Math Achievement:

Math assessment scores: 92% of reportable program participants improved in math scores from fall to spring. Percentages of reportable program participants improving in math scores from fall to spring across all ten schools ranged from 100% - 74%. Elementary school sites experiencing the greatest percentage of students increasing in math scores were at Ahuimanu (100%), He`eia (100%), Kahalu`u (100%), Waiahole (100%), Puohala (95%), Kapunahala (95%), and Kaneohe (92%). Parker reported 82% and King Intermediate reported 74%. (No data for Castle High). (Appendix I-1: *Math Achievement*)

Comparison of math assessment results showed an increase from a mean of 82% and a range of 100%-38% for SY2012-2013 to a mean of 92% and a range

of 100%-74% for SY2013-2014. Significant increases were reported for Ahuimanu, from 69% to 100%; He'eia, from 83% to 100%; Waiahole, from 88% to 100%; Kaneohe, from 77% to 92%. (PPICS: Castle Complex 2013 and 2014)

Math grades: 59% of reportable program participants improved in math grades from fall to spring. Percentages of reportable program participants improving in math grades from fall to spring across all ten school sites ranged from 100%-18%. The highest percentage of students with increased math grades were at Ahuimanu (100%), Kahalu`u (82%) and Kaneohe (82%). Waiahole reported 69%, Puohala, 65%, Parker, 62%, Kapunahala, 41%, He'eia, 26%, and King Intermediate, 18%. (No data for Castle High). (Appendix J-1: *Comparison of Math Grades, 1st Quarter to 4th Quarter*)

Comparison of math grade results showed an increase from a mean of 37% and a range of 69%-10% for SY2012-2013 to a mean of 59% and a range of 100%-18% for SY2013-2014. Significant increases were reported for Ahuimanu from 55% to 100%, Kahalu`u from 40% to 82%, Kaneohe from 14% to 82%, Waiahole from 25% to 69%, Puohala from 60% to 65%, Parker from 49% to 62%, He'eia from 22% to 26%, and King Intermediate from 10% to 18%. (PPICS: Castle Complex 2013 and 2014)

3. Increase in CAFÉ Students Improvement in Student Learning Behavior:

Teacher Survey revealed 48% of all CAFÉ regular students improved in learning behavior. The largest percentages of students improving in student learning behavior were in 1) *academic performance* (73%), 2) *completing homework* (60%), 3) *participating in class* (59%), 4) *being attentive in class* (54%) and *coming to school motivated to learn* (54% 39%). Percent of students improving in learning behaviors was also reported for: turning in homework (51%), *behaving well in class* (42%), *getting along well with other students* (40%), *volunteering* (31%), and *attending class regularly* (20%). (Appendix K-3A: *Increase in CAFÉ Students Improving in Learning Behavior*).

Comparison of Student Learning Behavior results showed an increase from a mean of 40% and a range of 64% - 13% for SY2012-2013 to a mean of 48% and a range of 73% - 20% for SY2013-2014. Significant increases were reported for all 10 student learning behaviors: 1) turning in homework (45% to 51%), 2) *completing homework* (52% to 60%), 3) participating in class (49% to 59%), 4) *volunteering* (29% to 31%), 5) *attending class regularly* (13% to 20%), 6) *being attentive in class* (42% to 54%), 7) *behaving well in class* (37% to 42%), 8) *academic performance* (64% to 73%), 9) *coming to school motivated to learn* (39% to 54%), and 10) *getting along well with other students* (30% to 40%). (Appendix K-3A: *Increase in CAFÉ Students Improving in Learning Behavior*; PPICS 2013; PPICS 2014).

Increase in CAFÉ Students Improving in Academic Performance

CAFÉ met its stated APR objective: *70% of the Castle Complex regular students will show improvement in academic performance as shown in the 21st CCLC teacher survey.* Teacher Survey revealed 73% of the students (who needed to improve) showed improvement in academic performance. Students improving in academic performance ranged from 96% to 40%: Kahalu'u 96%; `Ahuimanu, 91%; Pu`ohala, 86%; Parker, 82%; Waiahole, 81%; Kapunahala, 74%; King Intermediate, 62%; He`eia, 47%; Kane`ohe, 40%, and Castle High School, 40%. (Appendixes: K-4, K-4A, K-5: *Increase in CAFÉ Students Improving in Academic Performance*)

CONCLUSIONS

The CAFÉ Project successfully delivered an effective program of academic instruction and assistance that targeted reading and math achievement, engaging enrichment activities that fostered positive learning behavior and learning achievement, and family learning activities to support student learning.

1. The CAFÉ Project was well organized and implemented effectively.
2. The program was well managed. The Castle Complex 21st CCLC director and implementation manager established a close working relationship with each of the ten complex schools and school administrators to set program goals and plan the implementation of the CAFÉ program at school sites. The director and implementation manager also worked closely with the site coordinators and the classroom leaders at each school to implement and monitor the program operations. Having a site coordinator at each school-based center and a director coordinating the overall CAFÉ program with the schools provided stability, consistency, and effectiveness in the implementation, program management, and data collection.
3. Classroom leaders reviewed the data to inform their instruction and implemented strategies to motivate the students to feel the urgency to succeed and cheered students through the process.
4. The on-going classroom leader training with the site coordinator's classroom observation and on-site coaching appeared to contribute to program effectiveness, student achievement, and effective student learning behaviors.
5. The CAFÉ curriculum and instruction utilizing the technology based reading and math programs were implemented successfully and addressed the program goals. Results showed dramatic increases in both math and reading achievement. (*Pre-post on-line reading and math test scores.*)

6. Parents and students responded favorably to the CAFÉ Program. Both parents and students felt the CAFÉ program helped the child do better in school and become a better reader and math student. Both also felt that the CAFÉ teachers cared about the students and the students looked forward to coming to the CAFÉ program. (Appendixes E-1 & E-2: *Parent Survey* and F-1 & F-2: *Student Survey*)

7. The 21st CCLC Child and Family Enrichment Project (CAFÉ) addressed the objectives established for the project (Appendix B: *CAFÉ APR Objectives*):
 - a. Improvement in Student Learning Behaviors: Overall, 48% of the CAFÉ regular students improved in learning behaviors. Student Learning Behavior increased for all 10 student learning behaviors. Comparison of Student Learning Behavior results showed an increase from a mean of 40% and a range of 64% - 13% for SY2012-2013 to a mean of 48% and a range of 73% - 20% for SY2013-2014. (Appendixes K-1, K-2, K-3, K-3A: *Percent of Students Who Improved in Learning Behavior*; PPICS 2013; PPICS 2014)

Improvement in Academic Performance: CAFÉ met its stated APR objective: *70% of the Castle Complex regular students will show improvement in academic performance as shown in the 21st CCLC teacher survey*. Teacher Survey revealed 73% of the students (who needed to improve) showed improvement in academic performance. (Appendixes K-3A, K-4, K-5: *Increase in CAFÉ Students Improving in Academic Performance*)

 - b. High Quality Services in at Least One Core Academic Area: 100% of centers offered high quality services in at least one core academic area and improved student achievement. (Appendix D: *CAFÉ Site Program Activities*)

 - c. Enrichment and Support Activities: 100% of CAFÉ centers offered enrichment and support activities. (Appendix D: *CAFÉ Site Program Activities*)

 - d. Family Engagement: 100% of CAFÉ centers offered/provided services to address Family Engagement. (Appendix D: *21st CCLC CAFÉ Site Program Activities*)

 - e. Hours of Service per Week: CAFÉ sites offered services between 4-16 hours per week with an average of 8.3 hours per week. King Intermediate offered 16 hours per week, surpassing the APR objective target of 15 hours per week (PPICS, Appendix L: *CAFÉ Center Hours per Week*)

 - f. High Need Communities: 100% of CAFÉ centers are located in high-poverty communities. Seven of the ten Castle Complex schools (70%) are

Title I schools. (*Castle Complex CAFÉ 21st CCLC Project Proposal; PPICS*)

- g. Maintaining Partnerships: Castle Complex 21st CCLC CAFÉ Project has established 2 key partnerships in addition to the ten Castle Complex site schools which have provided support for the planning, implementation and sustaining of the programs. (*Appendix N: 21st CCLC CAFÉ Partnerships*)
- h. Increase in Math and Reading Assessment: Castle Complex 21st CCLC CAFÉ program surpassed its APR Objective (60%) with 92% of its regular students increasing in math scores (versus 82% in SY2012-2013) and 87% in reading scores (versus 71% in SY2012-2013). (*Appendix G-1: Reading Achievement and Appendix I-1: Math Achievement ; PPICS 2013; PPICS 2014*)
- i. Increase in Math and Reading Grades: 59% of CAFÉ students improved in reading grades (versus 44% in SY2012-2013) and 59% improved in math grades (versus 37% in SY2012-2013). (*Appendix H-1: Comparison of Reading Grades 1st Quarter to 4th Quarter and Appendix J-1: Comparison of Math Grades 1st Quarter to 4th Quarter; PPICS 2013, 2014*)

IV. RECOMMENDATIONS:

1. Explore/Plan ways to increase services to 15 hours per week during the school year. Explore scheduling options in and beyond the school day and school walls to increase learning time (e.g. on-line reading/math lessons or project-based learning).
2. Implement enrichment programs that are designed/structured to promote student achievement in math and reading while addressing student interest, particularly in coordination and collaboration with the intermediate and high school to enable non proficient students in math and reading to develop skills to increase achievement.
3. Sustain partnership with Castle Complex schools and establish partnerships with community agencies that can provide the necessary resources to support and enrich the CAFÉ curriculum and sustain programs at CAFÉ centers.
4. Develop/Implement a Family/Parent Involvement Program of Activities that are ongoing with sustained participation by the adult family member to achieve the acquisition of knowledge or skill to build capacity of parents to 1) supervise and support their child's learning in doing homework at home and 2) encourage positive learning behaviors both at home and at school.
5. Continue efforts to communicate and coordinate with the regular day school teacher to monitor student performance and coordinate instruction to increase student academic achievement and improve student learning behavior.

6. Explore assessment instruments that can provide a consistent pre-post assessment for the entire Complex.
7. Continue to use assessment data determine individual learning goals and objectives, target and program/personalize instruction to address individual student's learning needs/development and monitor/measure and evaluate student learning progress.
8. Continue to conduct on-site observation to monitor program implementation, instruction and student learning and progress. Provide observation feedback and discuss strategies using student performance data to increase student learning and achievement and improve student learning behavior.
9. Maintain smaller class size (e.g. 12:1), an important key to success expressed by both CAFÉ staff. Smaller class size would enable teachers to address individual student's learning needs/development and monitor/measure and evaluate student learning progress.

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

The evaluation results will be reviewed with the CAFÉ staff and with each of the ten complex schools and school administrators to discuss and plan CAFÉ program improvement at school sites.

Program director, site coordinators and classroom leaders will use the data to focus on program improvement targeted to student achievement.

How will the evaluation results be disseminated to public?

Results will be posted on the 21st CCLC CAFÉ Project website: cafe.k12.hi.us
Each sub-grantee site's website includes a link to the CAFÉ Project website.