

**21st CCLC Kau-Keaau-Pahoa Complex Area
Evaluation Report**

**Project Period
July 1, 2013 through June 30, 2014**

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I. EXECUTIVE SUMMARY

A. What was evaluated

The 21st CCLC Kau-Keaau-Pahoa Complex Area (“KKPCA”) grant was evaluated, containing nine schools: Kau High & Pahala Elementary, Keaau Elementary, Keaau High, Keaau Middle, Keonepoko, Mountain View Elementary, Naalehu Elementary, Pahoa Elementary and Pahoa High & Intermediate School. Program focused on reading/language arts and math and targeted all students.

B. Why was the evaluation conducted?

Evaluation was conducted to assess the implementation and the impact of the 21st CCLC grant funded programs on student achievement at the nine KKPCA 21st CCLC school-based centers. The evaluation was implemented and data was collected in coordination with the program objectives to measure its effectiveness.

C. Major findings and recommendations

Impact of Program Activities (Ref: Appendix A: *Trend Report SY2013-2014*)

- **Reading Achievement:**
Reading assessment results showed a score of 51.4% in Grade 10 that surpassed the prior year’s score of 48.6%.
- **Math Achievement:**
Math assessment results showed a score of 42.7% in Grade 5 that surpassed the prior year’s score of 25.3%.
- **Science Achievement:**
Science assessment results showed an increase in scores over prior year for both Grades 8 (9.7%) and High School (1.4%).

D. Conclusions

The 21st CCLC programs successfully delivered an effective program of academic instruction that targeted reading and math achievement.

1. The 21st CCLC program was well organized and implemented effectively.
 - The program was well managed and supervised.
 - Classroom leaders used data to inform their instruction.
2. The 21st CCLC program curriculum and instruction used a technology based reading and math program that 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.

4. The 21st CCLC grant program addressed the objectives established for the project:
 - Improvement in Student Academic Performance: Students improved in academic performance.
 - Hours of Service per Week: school sites offered services between 12-16 hours per week.
 - Maintaining Partnerships: the nine Kau-Keaau-Pahoa Complex Area site schools have provided support for the planning, implementation and sustaining of the program. Site school principals want the 21st CCLC grant program and look forward to implementing it yearly.

E. Recommendations

1. Plan ways to increase services to 19 hours per week during the school year, and longer hours as allowed during the intermission breaks.
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 21st CCLC grant program and enrich the 21st CCLC curriculum and instruction.
4. 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.
5. Continue to use assessments to inform and personalize instruction.
6. Continue to use Compass Learning as an assessment instrument that provides a consistent pre-post assessment for the entire Complex.
7. 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.

II. Program Description

- **Origin of the program**

The 21st CCLC program combined academic instruction and assistance to increase math and reading achievement.

The 21st CCLC program was implemented at the nine DOE schools of KKPCA located on the south side of Hawaii island: Kau High & Pahala Elementary, Keaau Elementary, Keaau High, Keaau Middle, Keonepoko, Mountain View Elementary, Naalehu Elementary, Pahoa Elementary and Pahoa High & Intermediate School. KKPCA has both a large special education and english language learner population. In addition, all nine schools receive Title 1 funds. Free/reduced percentages are consistently near or at 90% (88.4% in SY14).

The 21st CCLC program increased the capacity and quality of KKPCA's after school programs and served many students throughout KKPCA in grades 1-12. The project used technology to provide high quality after school academic instruction and assistance.

- **21st CCLC Goals**

1. Increase the number of students who receive academic learning support after school;
2. Increase the number of students meeting state reading standards at each of the participating schools.

- **Objectives of the Program**

1. KKPCA students will increase their math and reading assessment scores from fall to spring.
2. Centers will offer services at 12-15 hours per week on average.
3. 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 21st CCLC programs served various students throughout KKPCA in grades 1-12. Most children in KKPCA were at poverty level, with nearly all of the children in the entire complex qualifying for free or reduced school lunches (88.4%). All students were from Title I funded schools.

- **Characteristics of the program materials and resources:**
The following scientifically based curricula were implemented as the program:

	Curriculum	Description - Elementary
Core	On-Line Reading & Math - Compass Learning	An interactive (internet) computer based instructional program provided individualized diagnosis, instruction, and assessment; lessons were research-based and standards driven.
	Other	Achieve3000, IXL Math

- **Resources** (e.g., grant funds, physical facilities, in-kind personnel, community partnerships)

1. Other grant funds: Title 1 and UPLINK
2. In-kind personnel: volunteers at various schools, at various times.
3. Physical facilities and administrative planning/implementation support from KKPCA's nine DOE Schools: Kau High & Pahala Elementary, Keaau Elementary, Keaau High, Keaau Middle, Keonepoko, Mountain View Elementary, Naalehu Elementary, Pahoia Elementary and Pahoia High & Intermediate School.
4. Community partnerships
 - 1) *Title I Programs* – Program activity services. Provided quality parent and family programs to students.

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

In the 21st CCLC grant funded program, students were expected to participate in the CORE academic programs in reading and math (mainly *CompassLearning*).

- **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 21st CCLC program were implemented:

Curriculum	Strategies and Procedures
<i>CompassLearning</i>	All casual hires were provided professional development time to better understand – 1) Overview of the program. 2) Data management.

- **How the 21st CCLC Program was administered:**

Administrative Organization and Scope of the Project: The 21st CCLC program was managed by KKPCA with input from the KKPCA principals. At the opening of the school year, a meeting with each sub-grantee site principal was conducted to collaborate on the student supports and services that the 21st CCLC program funds would provide. The Project Director was responsible for managing all 21st CCLC funds and all aspects of 21st CCLC, and directly monitored each site to ensure implementation. All Site Coordinators carried out many of the same functions as the Project Director at the school site level.

The Site Coordinators provided summaries to the principals, as needed. These casual hires directly facilitated before and after-school academic enrichment learning programs.

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

The staffing included a Project Director, nine (9) Site Coordinators, and various Classroom Leaders and volunteers assistants during the regular school year and various for the summer program. The Project Director was responsible for managing all aspects of the 21st CCLC program, coordinating with schools and partners, overseeing payroll, contracts, ordering equipment and services. 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. They also directly facilitated before and after-school academic enrichment learning programs.

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

The principal supervised the site coordinators, 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.

- **Partnerships developed for the 21st CCLC activities:**

1. 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 21st CCLC program on student achievement at the nine KKPCA 21st CCLC school-based centers. Program impact was measured by the increase in students improving in math, reading and science achievement.

B. Evaluation plan

The Hawaii State Assessment (HSA) was used to measure math, reading and science achievement. Pre-post reading assessment was conducted using

CompassLearning, and *Achieve3000*; pre-post math assessment was conducted using *IXL* on-line math program assessment.

Evaluation Schedule

Achievement objectives were measured pre- (beginning of the school year) and post (at the end of the school year). On-going assessments and observations were conducted during the school year to improve instruction.

Data Collection: Site Coordinators conducted the classes and administered the assessments; Site Coordinators collected the site data.

C. Results of the implementation evaluation:

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

The program was implemented as planned in the grant application, providing a quality academic enrichment program focused on accelerating academic achievement of students in math and reading. On-line academic programs (*CompassLearning*, *Achieve3000* assessment and *IXL*) were implemented as planned to provide scientifically-based differentiated instruction.

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 grant.
- b. Training and funding on how to administer a consistent pre-post assessment amongst all schools continues to be a challenge.

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: *Title I*. KKPCA looks forward to having the 21st CCLC Program implemented at the KKPCA 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 21st CCLC program provided academic instruction and assistance to increase math and reading achievement.

KKPCA Complex principals have stated that they wanted the 21st CCLC Grant and have looked forward to having the *CompassLearning* program used at their schools each year.

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

The KKPCA 21st CCLC program has been established in coordination with the KKPCA schools with curriculum, training support/coaching, and assessment in place to monitor implementation and program progress. Computer software and hardware are in place for continued implementation of the program.

- KKPCA principals look forward to having the program implemented at their schools each year. KKPCA's 9 schools have committed physical facilities and administrative implementation support. KKPCA will continue to conduct meetings with principals to provide communication.
- Use of on-line assessments, teacher observation and assessments to inform instruction have been established.
- Site coordinator's classroom visitations have been planned to ensure that all required components are successfully implemented and maintained.
- Sites will continue to provide progress reports to teachers regarding student progress.

D. Results of the outcome evaluation:

- **Reading Achievement:**
Reading assessment results showed a score of 51.4% in Grade 10 that surpassed the prior year's score of 48.6%.
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- **Science Achievement:**
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CONCLUSIONS

The 21st CCLC programs successfully delivered an effective program of academic instruction and assistance that targeted reading and math achievement.

1. The 21st CCLC program was well organized and implemented effectively.
2. The program was well managed. The 21st CCLC director has a close working relationship with each of the nine complex schools and school administrators to set program goals and plan the implementation of the program at school sites. The

director 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 program with the schools provided stability, consistency, and effectiveness in the implementation, and program management.

3. The 21st CCLC program addressed the objectives established for the project, improvement in academic performance.

IV. RECOMMENDATIONS:

1. Sustain partnership with KKPCA schools and establish partnerships with community agencies that can provide the necessary resources to support and enrich the program.
2. Continue to use assessment data determine individual learning goals and objectives.
3. Continue to conduct on-site observation to monitor program implementation, instruction and student learning and progress.

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

The evaluation results will be reviewed with the complex area superintendent and with each of the nine complex schools and school administrators to discuss and plan program improvement at school sites.

Principals and site coordinators 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 Hawaii Public Schools website: hawaiipublicschools.org

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Kau Complex

Trend Report:
Educational and Fiscal Accountability

Complex Report for School Year 2013-2014



A Guide to Understanding Trend Reports explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2013-14. The *Guide* is available on-line at <http://arch.k12.hi.us>.

Background Total number of schools in Complex: 2

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
2011-2012	939	122	13.0%	202	21.5%	807	85.9%	41.8%
2012-2013	915	111	12.1%	212	23.2%	791	86.4%	51.2%
2013-2014	936	118	12.6%	194	20.7%	827	88.4%	44.1%

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
			Average	%	%	%	%
School Year	#	%	Average	%	%	%	%
2011-2012	71	91.5%	8.2	45%	95%	33.8%	0%
2012-2013	70	90.0%	8.9	49%	93%	31.4%	25%
2013-2014	72	84.7%	7.3	39%	91%	31.9%	0%

Academic Achievement

Hawaii State Assessment <i>Standards-Based</i>	Reading % Proficient by Grade Level								Math % Proficient by Grade Level					
	3	4	5	6	7	8	10	3	4	5	6	7	8	10
School Year														
2011-2012	37.5	45.5	50.0	60.9	50.0	49.2	54.5	40.8	45.5	47.1	56.3	34.2	36.9	36.4
2012-2013	36.7	54.7	48.1	50.0	55.2	56.4	48.6	30.4	42.7	25.3	63.9	36.2	33.3	22.2
2013-2014	30.2	35.1	48.0	46.8	45.7	48.4	51.4	25.6	29.9	42.7	30.4	28.6	30.2	22.1

Hawaii State Assessment <i>Standards-Based</i>	Science % Proficient by Grade Level			
	4	8	10	HS
School Year				
2011-2012	22.1	4.8	11.8	--
2012-2013	27.6	9.7	--	16.1
2013-2014	23.4	19.4	--	17.5

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % <i>(4-year rate)</i>	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2011-2012	About 3/4	0%	--	1.3%	10.4%	83.6%	6.0%
2012-2013	About 1/2	0%	--	4.3%	6.2%	81.5%	12.3%
2013-2014	About 1/2	0%	--	15.7%	12.2%	73.5%	14.3%

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2011-2012	89.6%	91.3%	6	27	0	5	0	7
2012-2013	89.5%	88.0%	0	39	1	15	5	11
2013-2014	88.8%	89.4%	4	52	0	3	2	2

School	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Quality Survey		Transition from Home/Preschool to Kindergarten	
School Year	# of Schools	Total # of claims	% of claims resulting in loss-time	Positive Responses		School mean (range 1-3)	# non-report schools
				% of student	% of teacher		
2011-2012	0	6	0.0%	75.9%	85.0%	2.3	0
2012-2013	0	8	0.0%	73.8%	82.4%	2.5	0
2013-2014	0	--	--	70.8%	67.3%	--	2

Civic Responsibility

	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2011-2012	--	--	--	89.0%	25
2012-2013	--	151	16.5%	87.2%	37
2013-2014	--	--	--	88.2%	5

Fiscal Accountability

School Year	State General Funds				Explanation of Significant Budget Changes
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2011-2012	\$5,557,891	\$1,357,420	\$1,334,776	\$22,644	none
2012-2013	\$6,372,009	\$738,601	\$628,527	\$110,074	none
2013-2014	\$5,970,287	\$833,593	\$662,645	\$170,948	none