

**Kaimuki Subgrantee CCLC
External Evaluation
2016-17 School Year**

Period Covered: 6-5-16 to 5-26-17

Submitted by:

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December 20, 2017

EXECUTIVE SUMMARY

The Kaimuki Complex submitted a 21st Century Learning Center grant to serve students at its two middle schools, William P. Jarrett Middle and George Washington Middle Schools. Each of these schools serve students in grades 6-8. The schools are characterized by high poverty and low academic performance. The percent of students eligible for free/reduced lunch at each site is 74% at Jarrett and 59% at Washington. The Kaimuki 21st CCLC's targets middle school youth who face one or more challenges indicating they are "at-risk" including: poverty, low academic performance, and lack of quality after-school alternatives, which enhance learning, improve students' attitudes toward school and have a positive overall effect

Services at each site are being provided through a subcontract with After School All Stars (ASAS), an organization that has provided these services in a previous grant in which 23.8% of the Washington students participated in CCLC and 71.3% of the Jarrett students participated in CCLC. A wide variety of activities are offered including STEM, literacy, Tutoring, homework help, arts and music, physical activities and more. In addition to services for students, family engagement activities are offered at least quarterly.

The evaluation was intended to address performance indicators, determine outcomes and make recommendations for program improvement. Evaluation methods included the use of teacher surveys to determine improvement in classroom performance in a variety of areas, parent and student surveys to determine satisfaction with project services and to elicit suggestions for program improvement, collection of regular attendee (students that attended for 30 days or more) grades in reading/language arts and math to determine improvement and interviews or discussions with project administration and service providers.

At each of the schools in the grant, CCLC has been fully implemented. There are some positive outcomes. Some highlights and results are as follows:

- Both schools provided CCLC services for 15 hours a week.
- At each site there were five or more partners.
- The number of students served was 179 at Jarrett and 202 at Washington.
- More than 55% of the students served at each site are eligible for free/reduced lunch.
- 68.1% of students in CCLC at Jarrett attended for 30 days or more.
- 51.5% of students in CCLC at Washington attended for 30 days or more.
- Parents and family members were engaged at each site with family nights, attendance at athletic events, and activities designed by the students.
- A wide variety of activities were offered at each site including STEM, literacy, homework help, physical activities, arts and music.
- Almost all students feel safe at CCLC.
- More than 55% of students improved in turning homework in on time and coming to school motivated to learn.

RECOMMENDATIONS

Based on evaluation results, the following recommendations are made:

1. Communicate with classroom teachers on student progress so that instruction is target to improve academic performance
2. Continue to work to have students attend for 30 days or more.
3. Continue family engagement activities
4. Continue to utilize partners for a variety of programming and opportunities for students.
5. It would be worth examining if the CCLC staff is checking on student grades and targeting instruction to improve them.

Results of the evaluation and recommendations are shared with the CCLC administrative staff, site principals and staff.

PROGRAM DESCRIPTION

Origin of the Program

The Kaimuki Complex submitted a 21st Century Community Learning Center (CCLC) grant to serve students at William P. Jarrett Middle and George Washington Middle Schools through a subcontract with After-School All-Stars Hawaii (ASAS Hawaii). Jarrett and Washington were classified as Continuous Improvement Schools in the StriveHi Performance System. Both schools feed into Kaimuki High School, that was classified as a Focus School. The proposed plan was to provide out-of-school academic, enrichment and athletic opportunities to help close the achievement gap, engage families, and prepare students for college and careers.

The Kaimuki Area is diverse socioeconomically, with areas of high per capita income tangential to areas with high poverty, high immigrant and transient populations and low education. The Jarrett attendance area includes the low-income Palolo Valley Homes, University of Hawaii faculty housing, and single-family homes in Kaimuki and St. Louis Heights. Both schools serve high numbers of low-income families (74% at Jarrett and 59% at Washington), as indicated by the above average percentage who are eligible for free and reduced school lunch. The schools serve a high concentration of students identified as Asian and Pacific Islander.

The Kaimuki 21st CCLC grant targets middle school youth who face one or more challenges indicating they are "at-risk" including: poverty, low academic performance, and lack of quality after-school alternatives, which enhance learning, improve students' attitudes toward school and have a positive overall effect.

Following the model recommended by the Institute of Educational Sciences, Kaimuki Complex through ASAS Hawaii programs adhere to the following components:

1. Align academics with in-school learning;
2. Maximize student participation and attendance
3. Adapt instruction to individual and small-group teaching
4. Provide engaging learning experiences
5. Assess program performance and use results for improvement

The grant provides learning and enrichment opportunities not typically available to low-income children that can help to close the achievement gap between low-income and middle- or high-income students.

Goals of the Program

The overall goal of the Kaimuki 21st Century Community Learning Centers is to provide out of school academic, enrichment and athletic opportunities to help close the achievement gap, engage families, and prepare students for college and careers. Services are provide through a subcontract with After-School All-Stars Hawaii. The program objectives are consistent with the federal performance indicators as follows:

- Regular program participants will achieve better indicators in attendance and behavior, compared to general school population.
- Participants will have access to high quality services in at least one core academic service area, including English/language arts, mathematics, and science.
- Participants will have access to sports and enrichment activities to support their social and non-cognitive development.
- Kaimuki 21st CCLC's will engage at least five community partners in field including sports, culture, arts, citizenship and others.
- Kaimuki 21st CCLC's will provide two to four out of school activities each year to engage parents and families.
- Kaimuki 21st CCLC's will offer services 15 hours per week on average, providing services when school is not in session, after-school and during the summer.
- Kaimuki 21st CCLC's will serve high-need schools, as indicated by the percentage of students eligible for free or reduced school lunch, for participants and the general school population.
- A higher percentage of 21st CCLC participants will meet or exceed proficiency levels in math and English/language arts, compared to the general school population.

Clients involved in the program

Demographic information on the participants in the program are gathered that include the grade level of the student, ethnicity, gender, ELL status, special needs status and those eligible for free/reduced lunch. The following Table provides the demographic information for each school:

Kaimuki Complex CCLC Demographics

	Number of Students	
	Jarrett Middle School	Washington Middle School
6 th grade	64	104
7 th grade	58	61
8 th grade	55	37
9 th grade	2	
TOTAL	179	202
Race		
American Indian or Alaskan Native		2
Asian	37	79
Black or African American	1	5
Hispanic or Latino		7
Native Hawaiian or Pacific Islander	116	66
White	3	11
Two or More Races	13	8
Data not provided	9	24
Gender		
Male	95	105
Female	84	97
Population Specifics		
Students with limited English Language Proficiency	22	31
Students eligible for free/reduced lunch	116	112
Students with special needs	27	17
Family members	976	285

A total of 202 students participated at Washington and a total of 179 participated at Jarrett for a total of 381. More than 58% of the students at each school are eligible for free/reduced lunch (74% of those at Jarrett and 59% of those at Washington). There were 285 family members participating at Washington and 976 participating at Jarrett (duplicate count).

Attendance The following table provides the attendance by number of days.

	Number of Students	
	Jarrett	Washington
Attendance by # of days		
Less than 30 days	57	98
30-59 days	14	24
60-89 days	16	14
90 days or more	92	66

At Jarrett, 68.1% of the participants attended for 30 days or more and 45.5% of those at Washington CCLC attended for 30 days or more. Many students attended for 90 days or more (51.4% at Jarrett and 32.7% at Washington).

Characteristics of the program materials and resources

Activities Each of the sites offered a wide variety of activities for five days a week and three hours a day. Classes ranged from just under an hour to two hours. Academic activities were offered daily and all students expected to take part in an academic class in addition to any other class they enrolled in.

Jarrett Activities Schedule

Activity	# of days per week	# hours per Day	Average # participants	College and Career Readiness?
STEM	3	1-2	30+	yes
Literacy	5	1	30+	yes
Homework Help	5	1-2	30+	yes
Physical Activity/Sports	5	1-2	30+	no
Entrepreneurship	2	>1	21-30	yes
Arts and Music	5	1-2	30+	yes
Community Service	Once/week	1-2	30+	yes
Drug Prevention	Once/term	1-2	30+	yes
Youth Leadership	Once/term	1-2	30+	yes

Washington Activities Schedule

Activity	# of days per week	# hours per Day	Average # participants	College and Career Readiness?
STEM	3	1-2	30+	yes
Literacy	5	1-2	30+	yes
Tutoring	3	1-2	30+	
Homework Help	5	1-2	30+	yes
Physical Activity/Sports	5	1-2	30+	no
Entrepreneurship	2	<1	21-30	yes
Arts and Music	5	1-2	30+	yes
Community Service	Monthly	1-2	30+	yes
Drug Prevention	Once/term	1	30+	yes
Youth Leadership	Once/term	1-2	30+	yes

Resources utilized included the sports fields, classrooms and computer access at each of the schools that were provided in kind by the Kaimuki Complex. Some of the materials and resources were paid out of grant funds through the subcontract with ASAS. The materials used during the school day were also utilized after school so that help with homework and other activities would align with school priorities and curriculum.

Procedures followed HDOE grant requirements for compliance and provided guidance on needed information for the annual performance report. The evaluator provided a folder with forms, instructions and timelines for each site. Each site had a coordinator who worked closely with school administration to ensure that school policies and procedures were followed. Student safety was a high priority and students were checked in and out of CCLC under supervision. In the Fall, the project evaluator met with coordinators to review data needs, provide data collection instruments and timelines for data collection.

Administration of the project was under the supervision of the Kaimuki Complex project director, Ron Nomura who worked with ASAS to ensure facilities and resources were available, procedures were followed and data needed were collected. Mr. Nomura met quarterly with site staff and project evaluator to address any concerns and review grant progress to make any needed adjustments.

Staff and others involved in the program

Staff At Jarrett Middle School, paid staff included one administrator and three college students and five community members. Volunteers included 12 high school students, 4 community members, and 4 community members. At Washington Middle School, the paid staff included 1 administrator, 4 college students, and 6 community members. Volunteer staff at this site included 3 community members.

Time devoted by staff to the project was based on needs and schedule. Paid and volunteer staff worked together to provide CCLC activities. They worked from one to three hours a day or in some cases, once a term. Staff were assigned based on the activities schedule and their experience.

Monitoring of the project at the complex level was supervised by Ron Nomura who served as the project director to oversee that staff were in place, trained on CCLC procedures and requirements and reviewed progress quarterly with staff. ASAS administration and staff worked closely with Mr. Nomura so required data was available as needed. Each site had a coordinator who worked with site administration to communicate needs and results. The project evaluator met with coordinators to review data collection needs and reviewed progress with them.

Partnerships were utilized at each site. At Jarrett, the partnerships in addition to ASAS include: Be a Jerk (underage drinking), College of Tropical Agriculture at the University of Hawaii at Manoa, Girl Scouts of America, Hawaiian Humane Society, Hawaiian Isles Tennis, Junior League of Honolulu, Kalihi Valley HD, Malama Aina, Palolo Pipeline, Police Activities League, Purple Mai'a, SEA Cadets, SOHI, Stock Market Challenge Chaminade and the feeder elementary schools. At Washington Middle School, the partners were Be a Jerk (underage drinking), Boys and Girls Club, Hawaiian Humane Society, Police Activities League and the feeder elementary schools.

Family Engagement Activities are offered at each site. Parents and family members are engaged each quarter with events & activities to build involvement and connection to their

child's educational experience. Students plan and execute family nights to physically participate in the skills and activities that students do in the program. Food is provided and the atmosphere is fun and uplifting. These events also help build rapport between 21st CCLC staff members and family members, which makes it easier to address challenges when they arise.

Parents also attend athletic events, including community events, Hoike, performances, service learning activity, football, soccer and volleyball games, and our quarterly Sport Showdowns. At Sports Showdowns, several after-school programs come together and students compete in a variety of activities, including bocce ball, running and field events.

Evaluation Design and Results

Purpose The evaluation was designed to utilize quantitative and qualitative data sources to monitor program objectives, collect data needed for annual performance reporting, determine outcomes, identify any challenges and resolution and to provide recommendations for program improvement based on the evaluation.

Evaluation Plan includes a process and outcome evaluation. A process evaluation determines if project services have been implemented on time, identifies any barriers encountered and the resolution, and determines what staff and partners believe has been working well and to identify any areas that could improve programming. The outcome evaluation is designed to address program objectives that tie directly to 21st CCLC objectives, as outlined in the performance indicator chart. In addition to monitoring participant attendance, behavioral and academic indicators, the evaluation will ensure the program is meeting guidelines for program content, community partners, family engagement, program hours and service to high-need populations.

To measure program effectiveness, data includes: the number of participants by number of days attended (under 30 days; 30-59 days, 60-89 days or more than 90 days) total number of student participants, number of family participants and number of community partners. Parent and student surveys were administered to determine satisfaction with the program, perceptions of safety and whether the program is having a positive impact. A teacher survey was used to determine changes in academic proficiency and behavior in the classroom. Grades for the first and fourth quarter in math and reading were collected to determine how many students that needed to improve their grade did so by number of days attended. In addition, the scores on the state testing for CCLC participants were compared to the school as a whole to see if CCLC students performed better than the school as a whole.

Site Coordinators are responsible for collecting and managing quantitative data. Kaimuki Complex's 21st CCLC's also utilize iResult that can perform analytics and provide reports. ASAS utilized a data analyst to gather data on participants using iResult so that grades in reading and math as well as state standards test results could be generated for analysis.

The evaluation schedule was provided to the sites along with data collection tools and instructions. The following is the data collection schedule:

Evaluation Schedule

- August-September-Collect and compile summer data
- Sept – October Collect initial enrollment data
- Oct - Nov 21st CCLC Quarterly Review
- December First semester attendance data collected including staffing, attendance, activities
- January 21st CCLC Quarterly Review of progress
- April 21st CCLC Quarterly Review of progress; parent and student surveys
- May APR data collected; teacher survey
- June Compile grade report and Spring data
- July 21st CCLC Quarterly & Year-End Review
- August-November-complete APR data and evaluation report
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At each school, administrators and ASAS Hawaii staff members meet quarterly to review programs and make needed adjustments. The evaluator meets quarterly with the Project Director. They work together to address any problems that come up or to improve program performance.

Results of implementation

Each of the schools fully implemented a CCLC in partnership with ASAS. They provide programs for 5 days a week, 3 hours a day during the school year. The program at each site has an administrator and other staff sufficient to provide scheduled activities. Each site provides core academic instruction as well as a variety of enrichment activities. There are additional partners at each site that contribute to program services. Parent participation was encouraged and was extensive.

Results of youth and program outcomes

Performance indicators and results are as follows:

Key Performance Indicators/Program Measures

Objective 1. Participants will demonstrate educational and social benefits and exhibit positive behavioral changes		
Outcome Indicator	Performance Measure	Results
1.1 Students participating in the program will show improvements on measures such as school attendance, classroom performance.	1.1a Percentage of regular program participants with teacher-reported improvement in turning in homework on time AND classroom participation	<p><u>Jarrett</u>: 30-59 day attendees, 0% improved. For 60-89 day attendees, 66.7% improved. For 90+ days of attendance, 64% improved.</p> <p><u>Washington</u>: for 30-59 day attendees, 66.7% improved; For 60-89 day attendees, 42.9% improved; For 90+ day attendees, 66.7% improved</p>

Outcome Indicator	Performance Measure	Results
	1.1b Percentage of regular program participants with teacher-reported improvement in attending class regularly	<u>Jarrett</u> : 48% improved in attending class regularly <u>Washington</u> : 28.6% improved in attending class regularly
	1.1c Percentage of regular program participants with teacher-reported improvement in student classroom behavior	Jarrett 30-59 days attendance: 0% (only 1 student) 60-89 days: 66.7% improved 90+ days: 69% Washington: 30-59 days attendance: 60% 60-89 days: 42.9% 90+days: 69%

It should be noted that on the teacher survey, that provided the above data, there were students that did not need to change in the areas addressed. There are a number of students that have improved in the areas addressed. In most areas, more than 60% of students improved.

Objective 2. 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.		
Outcome Indicator	Performance Measure	Results
2.1 Core educational services: 100% of centers offer high-quality services in at least one core academic area.	Percentage of centers that offer high quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Jarrett and Washington both offered academic activities including tutoring and homework help in the areas of STEM and literacy.
2.2 Enrichment and support: 100% of centers will offer enrichment & support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Percentage of centers that offer enrichment and support activities such as academic assistance, remediation and enrichment nutrition and health, art, music, technology, and recreation	Jarrett and Washington both offered enrichment activities including physical activities, arts & music, STEM activities, tutoring, and recreation.
2.3 Community involvement: More than 85% of centers will establish and maintain community partnerships that increase levels of community collaboration in planning, implementing, and sustaining programs.	Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs	In addition to each site's partnership with ASAS, each site had additional partners. Jarrett had 15 partners and Washington had four partners and each school counted the elementary schools as their partners as well.

Outcome Indicator	Performance Measure	Results
2.4 Services to parents & family members: More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Percentage of centers that offer services to parents and other family members enrolled in the program	Parents and family members were engaged at with family nights, attendance at athletic events, and activities designed by the students.
2.5 Extended hours: More than 75% of centers offer services at least 12-16 hours/week average during school year and when school not in session, such as during the summer and holidays.	Percentage of centers that offer services at least 12-16 hours per week on average and when school is not in session, such as during the summer and holidays	Each site provided services during the school year for 15 hours per week.

Both schools met performance indicators on the services provided with each providing services for 15 hours per week, providing core academic and enrichment support activities, having partnerships established, and providing family activities.

Objective 3. 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.		
Outcome Indicator	Performance Measure	Results
3.1 High-need communities: 100% of centers are located in high-poverty communities.	Title I schoolwide eligible and percentage of students eligible for free or reduced lunch	Both schools are located in high poverty areas. The percent of those eligible for free/reduced lunch at the CCLC schools is: Jarrett 74% and Washington 59%

Objective 4. Participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.		
Outcome Indicator	Performance Measure	Results
4.1 Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.	Percentage of regular program participants with teacher-reported improvement in reading/language arts	<u>Jarrett-ELA</u> 30-59 day attendees: 10% improved 60-89 day attendees: 23.1%% improved 90+ day attendees: 38.5% improved <u>Washington-ELA:</u> 30-59 day attendees: 58.3% improved 60-89 day attendees: 40% improved 90+ day attendees: 39.6% improved

Outcome Indicator	Performance Measure	Results
	Percentage of regular program participants with teacher-reported improvement in math	<u>Jarrett-Math</u> 30-59 day attendees: 20% improved 60-89 day attendees: 27.3% improved 90+ day attendees: 26% improved <u>Washington-Math</u> 30-59 day attendees: 45.5%% improved 60-89 day attendees: 25% improved 90+day attendees: 21.7% improved

The percent of improvement in grades reported was determined by dividing the number of students with improved grades by the number of students that needed to improve their grades. The highest percent of improved grades in reading and math at Washington was for students that attended for 30-59 days. Normally one would expect greater improvement for those that attended the most if the CCLC is targeting the areas in need of improvement. At Jarrett, the highest percent of improvement in ELA was for those attending 90 days or more while at Washington, it was the opposite-the greatest improvement was for those attending for 30-59 days. However in math, at Washington, the highest percent in improvement was for those attending 90 days or more and at Washington, the highest percent was for those attending 30-59 days.

Teacher Perceptions

In addition to above performance indicators, teachers were asked to if students had improved in other areas. Results for regular attendees are below.

Improvement in Coming to School Motivated to Learn

School	Percent (slight+moderate+significant) improvement
Jarrett Middle School	56%
Washington Middle School	60.8%

Turning Homework in on Time Percent Improved

School	Percent (slight+moderate+significant) improvement
Jarrett Middle School	56%
Washington Middle School	89.3%

More than half of the students at both school in motivation and turning homework in on time.

Participant Satisfaction and Perception

Student and parent surveys were distributed to CCLC participants. The surveys went to all students and families, not just those that had attended for 30 days or more. The following tables indicate responses obtained on parent surveys for each of the schools.

Parent Survey Results for Jarrett Middle School (38 respondents)

CCLC:	Agree	Agree %	Disagree	Disagree%
is a safe place for my child	38	100%	0	0%
keeps me well informed about after school activities	34	89%	1	3%
provides quality activities that meet my child's interests and talents, such as sports, dance, art, etc.	37	97%	0	0%
invites me to hoike or other events	37	97%	1	3%
motivates my child to do better at school	34	89%	1	3%
helped improve my child's general attitude about school	33	87%	1	3%
has helped improve my child's grades	31	82%	2	5%
staff are respectful and helpful	38	100%	0	0%
staff care about my child	38	100%	0	0%
Overall, I am very satisfied with ASAS in providing my child with a safe and supportive after-school experience	38	100%	0	0%

Parent Survey Results Washington Middle School (28 respondents)

CCLC:	Agree	Agree%	Disagree	Disagree %
is a safe place for my child	28	100%	0	0%
keeps me well informed about after school activities	28	100%	0	0%
provides quality activities that meet my child's interests and talents, such as sports, dance, art, etc.	28	100%	0	0%
invites me to hoike or other events	28	100%	0	0%
motivates my child to do better at school	26	93%	0	0%
has helped improve my child's general attitude about school	26	93%	0	0%
has helped improve my child's grades	25	89%	1	4%
staff are respectful and helpful	28	100%	0	0%
staff care about my child	28	100%	0	0%
Overall, I am very satisfied with ASAS in providing my child with a safe and supportive after-school experience	28	100%	0	0%

All parents at both schools believe their child is safe at CCLC, that staff care about their child, that staff are respectful and helpful and that overall, they are very satisfied with ASAS providing their child with a safe and supportive after-school experience.

Parents were asked to indicate which activities that they had participated in. Many of the parents participated in activities at CCLC with the highest percentage of participation being at Hoike (53% at Jarrett and 82% at Washington). The lowest percentage of agreement is in ASAS CCLC helping their child's grades improve (82% at Jarrett and 89% at Washington) though still the vast majority did feel CCLC helped their child's grades.

Jarrett Student Survey Results (143 Respondents)

	Yes	Yes %	No	No %
The staff knows me well	137	96%	6	4%
ASAS has helped my grades to improve	140	98%	2	1%
I feel safe at ASAS (physically and emotionally)	143	100%	0	0%
The staff listens to me and respects me	142	99%	1	1%
I would recommend ASAS to my friends	142	99%	1	1%

Washington Student Survey Results (52 Respondents)

	Yes	Yes %	No	No %
The staff knows me well	48	92%	4	8%
ASAS has helped my grades to improve	47	90%	4	8%
I feel safe at ASAS (physically and emotionally)	51	98%	1	2%
The staff listens to me and respects me	51	98%	1	2%
I would recommend ASAS to my friends	45	87%	5	10%

All but one student indicated they feel safe at CCLC. Most responses were very positive and 90% or more agreed that ASAS/CCLC has helped their grades improve. Almost all feel that the staff listens and respects them (99% at Jarrett and 98% at Washington. At Washington, only 87% say they would recommend ASAS to their friends but still, the vast majority would.

Academic Performance

A comparison was made between the academic performance of students in CCLC compared to the school as a whole. The results are as follows:

Jarrett Middle School

SBA - ELA 2016-17

ASAS - % Students met standard	28.1%	40.6%	ASAS student performed below th school population.
ASAS - % Students exceeded standard	12.5%		
School - % Students met standard	37.5%	48.0%	
School - % Students exceeded standard	10.5%		

SBA - Math 2016-17

ASAS - % Students met standard	18.8%	34.4%	ASAS student performed below th school population.
ASAS - % Students exceeded standard	15.6%		
School - % Students met standard	23.6%	36.2%	
School - % Students exceeded standard	12.6%		

Washington Middle School

SBA - ELA 2016-17

ASAS - % Students met standard	26.5%		
ASAS - % Students exceeded standard	14.7%	41.2%	ASAS student performed on par with the general school population.
School - % Students met standard	28.8%		
School - % Students exceeded standard	12.3%	41.1%	

SBA - Math 2016-17

ASAS - % Students met standard	14.7%		
ASAS - % Students exceeded standard	11.8%	26.5%	ASAS student performed below the general school population.
School - % Students met standard	18.6%		
School - % Students exceeded standard	11.6%	30.2%	

Neither school had a higher percent of students that met the standards than the general population. It may be helpful for the CCLC to identify areas of need and focus on them.

Whole School Results

While results for the school as a whole can not be directly attributed to the CCLC they are tracked as one possible indicator. Academic achievement results on proficiency in reading, math and science on the Smarter Balanced Assessment for the baseline and most recent year are in the following table.

HI Statewide Smarter Balanced Assessment - % Proficient-Whole School

	Subject	2014-15	2015-16	2016-17
Washington Elem.	Math	37.7%	37.6%	36%
	English	43.4%	44.9%	43%
	Science	31.7%	34%	42%
Jarrett Middle	Math	28.9%	38.8%	34%
	English	40.3%	48.6%	47%
	Science	43.1%	53%	34%

At Washington, results in English and Math were close to the same as previous years though slightly decreased. However, Science had an increase of 8%. At Jarrett Math was still above the baseline but decreased from the previous year. English was above baseline but a slight decrease from the previous year. Science had a decrease of 9%.

CONCLUSIONS AND RECOMMENDATIONS

At each of the schools in the grant, CCLC has been fully implemented. There are some positive outcomes. Some highlights and results are as follows:

- Both schools provided CCLC services for 15 hours a week.
- At each site there were five or more partners.
- The number of students served was 179 at Jarrett and 202 at Washington.
- More than 55% of the students served at each site are eligible for free/reduced lunch.
- 68.1% of students in CCLC at Jarrett attended for 30 days or more.
- 51.5% of students in CCLC at Washington attended for 30 days or more.
- Parents and family members were engaged at each site with family nights, attendance at athletic events, and activities designed by the students.
- A wide variety of activities were offered at each site including STEM, literacy, homework help, physical activities, arts and music.
- Almost all students feel safe at CCLC.
- More than 55% of students improved in turning homework in on time and coming to school motivated to learn.

RECOMMENDATIONS

Based on evaluation results, the following recommendations are made:

1. Communicate with classroom teachers on student progress so that instruction is target to improve academic performance
2. Continue to work to have students attend for 30 days or more.
3. Continue family engagement activities
4. Continue to utilize partners for a variety of programming and opportunities for students.
5. It would be worth examining if the CCLC staff is checking on student grades and targeting instruction to improve them.

Results are shared with the project director, site principals, site coordinators and used to inform future programming and draw attention to areas that could be improved.

Dissemination of the evaluation results is shared with each site principal and site coordinator. In addition each site will disseminate the results either through a newsletter, on their website or at family/community meetings.