

## 21<sup>st</sup> CCLC External Evaluation Guided Reflection Documentation West St. Francois County

The 21<sup>st</sup> CCLC grantee's administrator listed in the grant and certified external evaluator must complete this reflection tool as the official documentation of the 21<sup>st</sup> CCLC External Evaluation. The program director, site coordinators, and other key staff should meet twice with the external evaluator to reflect on 1) the local context and 2) the data reports in relation to the Goals and Objectives of the grant and the evaluator's written responses. The external evaluator will submit the document to the program director. The grant administrator is responsible for submitting the document in its entirety to DESE by the deadline.

### Cover Sheet Instructions

The grant administrator must sign this first page of the Guided Reflection and e-mail it to DESE by the deadline. The full Guided Reflection Document (including this page and the Evaluation Summary) should also be submitted by the grant administrator to DESE via e-mail.

21<sup>st</sup> CCLC Grantee Name:

Cohort #: 10 Year in the grant: 3

External Evaluator Name: Marla Swindell

Name of Program Director participating in evaluation meetings: Lisa Puller

List each site included in this evaluation and the name of the site representative that attended each meeting:

	Date of first meeting: May 12, 2020	Date of second meeting: March 29, 2021
Site 1: Elementary	Attendee: Lisa Puller	Attendee: Lisa Puller
Site 2: Middle School	Attendee: Lisa Puller	Attendee: Lisa Puller
Site 3: High School	Attendee: Lisa Puller	Attendee: Lisa Puller
Site 4: Rocky Creek	Attendee: Lisa Puller	Attendee: Lisa Puller
Site 5:	Attendee:	Attendee:
Site 6:	Attendee:	Attendee:

### To be completed by the 21<sup>st</sup> CCLC Program Administrator:

I have read the summary provided by the external evaluator regarding our progress on the previous year's identified objective in Part A, Section 4 and Part C, Section 7, Question 2. For the previous school year, our program selected the following objective(s) to work on:

1.1       1.2       1.3       1.4       1.5       1.6  
 2.1       2.2       2.3       2.4  
 3.1       3.2       3.3       3.4       3.5

I have read the evaluators recommendation(s) for this year in Part C, Section 7, Question 3. Based on this evaluation, the external evaluator has recommended that our program work on:

1.1       3.1       2.2       1.3       3.3       2.4  
 2.1       1.2       3.2       2.3

I have read the evaluation and recommendations contained in the Guided Reflection Document.

*Lisa Puller*  
Program Director Signature

Lisa Puller  
Printed Name

3/30/21  
Date

## Guided Reflection Instructions

The certified external evaluator should complete all sections of this report using the framework and charts provided. There are eight sections of the Guided Reflection Documentation.

### Evaluation Summary

Instructions are in Part C, Section 8, but for ease of review, the Evaluation Summary has been moved to the front of the document. Grantees may use the evaluation summary as their public document, rather than posting or distributing the entire Guided Reflection Document.

### Part A: Additional Data Collection by the External Evaluator

1. Grantee/Evaluator Information
2. Program Overview
3. Local Context
4. Review of Progress on Previously Selected Objectives

### Part B: Data Charts

5. Review of Data Reports

### Part C: Narrative Responses

6. Status of Current Year's Objectives
7. Longitudinal Progress
8. 21<sup>st</sup> Century Community Learning Center Evaluation Summary

Sections 1-4 should be completed following the first face-to-face meeting (prior to 6/30/20) based on the external evaluators notes from the first meeting.

Sections 6-8 should be completed by the external evaluator once they have received the data and *before* the second face-to-face meeting with the program director. Note: There are selected questions in Sections 6-8 that should be completed following the second meeting, but for the most part, the Guided Reflection Documentation and Evaluation Summary should be completed prior to the second face-to-face meeting so that the program director can review the information prior to the meeting. This will provide the program director an opportunity to clarify previously provided information and provide additional context/clarification as needed and allow the conversations at the second face-to-face meeting to focus on responding to the additional reflection questions.

The Guided Reflection Documentation and Evaluation Summary are due to DESE by the deadline. The external evaluator should submit the documentation to the grantee. The grant administrator must sign the Cover Page of the Guided Reflection and e-mail it to DESE. The full Guided Reflection Document (including the Cover Page and the Evaluation Summary) should also be submitted by the grant administrator to DESE via e-mail.

# 21<sup>st</sup> Century Community Learning Center Evaluation Summary

## West St. Francois County

Afterschool programs are an evidence-based strategy for helping students meet challenging academic standards, improve attendance and graduation rates, and develop college and career readiness skills and behaviors. The federally funded 21st Century Community Learning Centers (21st CCLC) program provides competitive grant funding to districts to implement before- and after-school and summer enrichment programs that support and enhance student outcomes. West St. Francois County received a 21<sup>st</sup> CCLC grant in 2017. The afterschool program operates four in one elementary, one middle and one high school and Rocky Creek, an off campus facility for boys and girls serving 788 students.

Each year, 21<sup>st</sup> CCLC grantees undergo an external evaluation process that reviews their progress related to three broad afterschool goals: 1) academic improvement and efficacy, 2) program quality, and 3) youth outcomes. During the 2019-20 school year, each site recorded attendance and grades data, received a Program Quality Assessment (PQA) observation, and completed a series of afterschool surveys with responses from 681 youth, 58 families, 58 program staff, and 4 school administrators. Due to the COVID-19 school closures starting during the survey window, many afterschool programs were not able to collect their usual number of surveys. A certified external evaluator met with the program administrator to review data and complete a Guided Reflection Document. Results from the annual external evaluation ensure grant compliance and influence continuous quality improvement efforts including modifying the program curricula and enrichment activities and planning professional development for staff.

### Goal 1: Academic Achievement and Efficacy

Afterschool programs provide a full range of academic support including homework help, tutoring, academic enrichment, and comprehensive integrated units directly tied to the state standards. They provide activities that complement rather than replicate the school day.

The West St. Francois County Afterschool Program provides a wide range of activities that improve overall student achievement and create a high interest in the program itself. Students, Pre-K through high school, received homework assistance and small group tutoring by highly qualified staff for all those in need in the areas of reading, math, and science. A summer program is also provided where students can receive further assistance in these areas of study, as well as several enrichment activities. During the regular afterschool program, students can participate in many activities that are based on student interest. Some of these activities include: Makerspace, Technology, Fitness, and Honor Choir. There are art clubs, chess clubs, STEM classes and Robotics and at the high school level, Random Acts of Kindness is a class that also promotes goodwill throughout the community and school. All enrichment classes have lesson plans that are submitted and reviewed by the director as they complement the regular school day and enhance student growth. High school students can receive Credit Recovery and ACT prep, as well as before school tutoring for those requiring additional assistance. Social skills and life skills are also addressed throughout the program. As many students of the program have few outlets to enrich their lives, the program offers all those participating a chance to develop socially and academically.

At Rocky Creek, there is no homework, but students receive tutoring, life skills training, and health classes as examples.

## Goal 2: Program Quality

Research shows that high quality afterschool programs help close the achievement gap and reduce the likelihood of youth participating in risk-taking behaviors. The 21<sup>st</sup> CCLC grant recipients participate in an ongoing quality improvement process that includes the point-of-service experience of youth, school day linkages, offering a broad array of activities, and family engagement opportunities.

The program employs highly qualified certified staff members who are also regular school day staff. This creates a continuity with the regular school day and the afterschool program. District professional development is utilized throughout the program in areas of instruction, behavior, and childhood development. Meetings with staff and administrators include discussion and reviews of the afterschool program to improve communication and students outcome. An at-risk program was established to focus on those students who might need additional support. Student of the program feel safe in their environment, and all staff has been trained in meeting the social and emotional needs of the students. A social worker and school counselors are important parts of the program. There is a wide variety of activities of which to choose for all students, therefore, interest in the program remains at a high level. Several family engagement activities are sponsored throughout the year, but attendance is sometimes low. However, the local 4H and State Bank actively participate in family nights in the hopes of improving involvement of the program family members.

## Goal 3: Youth Outcomes

Afterschool program also offer non-academic benefits that support the student's development of life readiness skills including positive school behaviors (e.g., regular attendance), personal and social skills (e.g., time management, team work, critical thinking), and commitment to learning (e.g., initiative, homework completion, study skills).

The district has adopted PBIS and staff members are trained in 7 Habits for Happy Kids and 7 Habits of Highly Effective Teens, and these support student development and improved social and behavioral skills. Commitment to learning is evident through the before and after school hours that assist students in homework completion and small group tutoring when necessary. Attendance in the program continues to improve as the program offers programs of high interest to the students. STEM classes are offered and create a culture of teamwork and project based learning. Competitive enrichment classes have been added to the program, such as, cheerleading and FBLA. These types of activities are beneficial for student development and life skills. This remains to be a strong objective in the program.

For more information, contact Lisa Puller at 573-562-7558 or [lpuller@wcr4.org](mailto:lpuller@wcr4.org)

**Part A: Additional Data Collection by the External Evaluator**

**Section 1 – Grantee/Evaluator Information**

21<sup>st</sup> CCLC Grantee Name:

Cohort #: 10 Year in the grant: 3 Name of External Evaluator: Marla Swindell

Name of Program Director participating in evaluation meetings: Lisa Puller

List each site included in this evaluation and the name of the site representative that attended each meeting:

	Date of first meeting: May 12, 2020	Date of second meeting: March 29,2021	Site Visit? (Y/N)
Site 1: Elementary	Lisa Puller	Lisa Puller	N/N
Site 2: Middle School	Lisa Puller	Lisa Puller	N/N
Site 3: High School	Lisa Puller	Lisa Puller	N/N
Site 4: Rocky Creek	Lisa Puller	Lisa Puller	N/N
Site 5:			
Site 6:			

**Section 2 – Program Overview**

Please provide a 2-3 paragraph description of the program that includes at minimum the grades/ages served (Elementary, Middle, High School), how often the youth at each site meet, the types of activities provided, and approximate attendance and enrollments. Please note whether the youth attending the program usually have homework. Describe the staffing of the program and sites, including the number of paid staff, volunteers, and administrative structure.

The West St. Francois County Afterschool Program serves students in grades Pre-K through twelfth grade and students in grades first through twelfth at Rocky Creek Ranch. There is one district coordinator and four site directors. The superintendent and the board of education are also highly engaged in the program. At the elementary site (preK – 5), the middle school site (6-8) and the high school (9-12). The program operates before and after school five days per week. At Rocky Creek Youth Ranch, the program operates four to five days per week depending on staff availability and student interest. At the elementary site, there are 429 students enrolled in the program, with well over half of these students attending 30+ days.

Homework assistance is offered in the morning and the afternoon three times per week. Approximately 40 certified paid staff members and two volunteers oversee and instruct not only homework assistance but activities such as: Preschool Fun, social skills, Makerspace, Technology, Fitness, Creative Play, Honor Choir, Instrumental Group, Art Club, Girls Club, Positive Attitude Leaders, Running Club, and 4-H. At the middle school sites, there were over 270 enrolled with approximately one third attending 30+ days. Homework assistance is available, as well as small group tutoring from 21 certified staff members and one volunteer. Students receive homework assistance in the library and computer lab for tutoring. Activities at this level include: Creative Arts, Chess Club, Culture Club, health, Running Club, STEM Sports, Academic Team, WCTV, Robotics, and Life Skills.

At the high school site, homework assistance is available in the library each morning, as well as tutoring for those with intervention needs. Credit Recovery and ACT prep are also available. There are 25 certified paid



staff members. Over 300 students are enrolled with one third attending 30+ days. Enrichment activities at this site include: Creative Arts, Running Club, STEM Sports, Academic Team, WCTV, Robotics, Fitness Club, Venturing Club, Drama, Random of Acts of Kindness, Weightlifting/conditioning. At the Rocky Creek sites, there is no homework. Attendance averages 30 students attending 30+ days, of the approximate 60 enrolled. There are six paid staff members. Activities include tutoring, Health, Art, Life Skills, and Game Club.

### Section 3 – Local Context

The Local Context section of the Guided Reflection document should be completed by the external evaluator following a face-to-face discussion that takes place before June 30<sup>th</sup>. All four items should be completed for each question. Please do not change the format used below.

- 1) **Goal 1 – Academic** Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program’s ability to successfully increase student achievement and sense of competence in the areas of reading/communication arts, mathematics, and science.

Youth: Students can attend the program before and after school, as well as during the summer and receive homework assistance and small group tutoring in areas of need in three subject areas, math, reading, and science. Other activities provided are based on student interest and are cross curricular. These activities have proven to have had a positive impact on student achievement through improved grades and interest in the regular school day. The afterschool staff members are also the afterschool staff, and this creates a solid bond between staff and students as they are very familiar with individual student needs and life situations. Academic and a wide range of enrichment classes are offered at all four sites. These enrichment activities enhance student life, as the opportunities in the district area are few for some of these students. Classes also offer social and emotional support as this is a necessary considering the negative impact that the area imposes on these students. Approximately ten per cent of all students at each grade level qualify as homeless, and the local shelter in the community will not accept children. This is, of course, has a negative impact on student growth. Another negative factor is one of transit families. Rocky Creek is especially negatively impacted due to this, and enrollment has decreased during the school year. Out of the 57 students who were initially enrolled, only 17 students remained at the end of the year.

Staff: A large majority of the afterschool staff is the same as the regular school day staff, which in turn provides stability for the program. Staff members are well aware of student needs and are able to readily address them during the afterschool program. This improves the overall learning environment. All staff members receive professional development that is provided by the district throughout the year. Staff members have received continued training in Methods Training, technology, Seven Habits of Happy Kids, Effective Teenagers, and Trauma Informed Learning. There has been little staff turnover with the exception of Rocky Creek where turnover has been an issue throughout the year. A loss of five employees has created a decrease in activities that can be offered. New staff was added at the elementary level, as additional staff was needed to continue to provide instruction and supervision for the students. Substitutes in the program are trained and prepared to cover activities when needed. They are required to job shadow prior to working in the program. One negative impact in the program was that some staff experience burn out as the program continues.

School: The school district had changes in administrative staff. The superintendent, elementary and middle school principal retired. The middle school principal became the superintendent, and three new principals were hired. The program remains to be highly supported by all administration and the board of education as they realize the great need for such a program to improve the lives of students of the district. The district assists with mentoring programs and professional development training. Board members are actively involved in the program special events which help promote the importance of academic achievement for the students. Title One funds are used to supplement the needs of the afterschool program, as well as some district funds are used when necessary. All facilities of the district are available for afterschool activities and programming, including all technology.

Community: The community is a low economic area. There are three local prisons in the area that lend to the high transit population due to incarcerated family members. The area is the third largest in the state in meth related seizures which create other related issues. The area is also known for opium and heroin use, but even with these critical issues, the program is widely supported throughout the community. Young Faith in Christ Mentoring was once again a resource for students in need and are free of charge with local daycares.

- 2) **Goal 2 – Program Quality** Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program’s ability to develop and maintain a quality program that includes observed program quality (PQA, surveys), school day alignment (consistency of curriculum, communication with school day staff, alignment with standards), broad array of activities (academic strategies based on individual student needs, SEL, variety, choice), and family engagement (family and child academic enrichment opportunities, educational development for adult family members of students served).

Youth: Interest in the program remains high as students are actively engaged in the many offerings of the program. Students at the three district sites feel safe in their environment and very familiar with their surroundings. The campus sites have cameras that are monitored by staff and a buzzer system for visitor/parent entry. Parents must sign in and out each day at each location. Rocky Creek has onsite supervision 24 hours per day. There had been a concentrated effort in the program to improve student/staff interaction, which improves the overall program. Students are exposed to a variety of enrichment opportunities that they might not otherwise get to experience. Interest surveys from students are utilized to create activities of high interest that will keep students involved. Student social and emotional needs are addressed as staff has been trained in this area through professional development.

Staff: Communication between staff is ongoing. Staff members attend weekly grade level meetings in the elementary, middle and high school, which has departmental meetings, as well as faculty meetings. Administrators, special education director, technology coordinators sometime attend these meetings to address specific needs of the program. Student outcomes and curriculum alignment is discussed at these meetings with the objective of organizing a successful program. With that in mind, all aspects of student growth are the concentration. Rocky Creek staff members meet on site. Since professional development is shared and includes afterschool staff members, the program benefits from the overall improvement of instruction and curriculum alignments. Trauma Informed Child is one example of training that was received. Staff members also receive CPR

training. Parents are contacted personally by staff when special circumstances need to be addressed. The district website is used to post announcements for parents/family members of students of the program. Text alerts are used by all staff members so that parents are informed on student progress and possible discipline issues. Rocky Creek has a case worker that is connected to the district.

School: The program director presents annually to the board of education on the progress of the program. Evaluations are discussed at advisory council meetings, which consists of school personnel, as well as afterschool personnel. Weekly administration meetings are held and the afterschool program agenda is discussed on an as needed basis. Family nights are held monthly on the elementary campus. Other family oriented events include: D.A.R.E. Event for all parents and monthly family events at the elementary. The middle school, high school, and Rocky Creek events are scheduled in the spring and were cancelled this past year due to school closing and Covid 19. A distance learning program was developed for students and families to participate in through Zoom, Facebook Live, and videos that were shared on the West County ASAP Facebook Page. A library Drive Thru and Book Mobile were also established.

Community: The program provides social media information so that all members of the community are aware of the program activities that are provided throughout the year. Surveys and Advisory Council meetings are used to obtain input from community members, and the input is important and considered when creating program outcomes. Communication efforts continue to be positive. The program is constantly creating ways to educate parents and community members on the curriculum and STEM education. However, low attendance hinders the adult component of the program. 4-H and the State Bank actively participate in family nights, and the program continues to strive to improve the adult component, but the program faces many challenges when considering the demographics of the area. In an attempt to improve family engagement, the social worker developed monthly workshops and classes in Body, Mind and Fitness to engage more families. These workshops and classes were open to families at all sites.

- 3) **Goal 3 – Youth Outcomes** Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program’s ability to enhance youth’s life readiness skills and behaviors, including positive school behaviors, (attendance, program attendance, out of school suspensions), personal and social skills (communications, team work, accountability), and commitment to learning (initiative, study skills, homework completion).

Youth: At the elementary site, all activities are STEM based, which leads to career readiness and problem solving. Careers are discussed in relationship to lessons that are offered, sometimes in reflection pieces. Students can request clubs and the program staff accommodates whenever feasible. The district is PBIS School, and the behavioral guidelines overflow into the afterschool program. Students are well aware of expectations and follow the guidelines throughout the program. Behavior continues to improve as the program becomes more of a consistent component. Attendance in the summer program is rewarded with field trips, which enhance the overall attendance in the program, as well as the regular school day. At the high school site, youth are provided a wide range of activities that better prepare them for college or careers. ACT prep, Credit Recovery, and work related skills training are provided throughout the year. Rocky Creek activities are focused on students becoming college and career ready, while learning self-reliance and personal skills that assist in achieving independence. A virtual summer school is being considered.



Staff: Staff members are all trained in PBIS and behavioral issues are addressed through this program. Attendance incentives are provided by staff to encourage student attendance and high expectations of the regular school day staff are utilized in the afterschool staff, as well. Staff members are required to include STEM Components in daily lessons and hands-on activities that encourage student’s engagement. Through these types of activities, teamwork, communication skills, and a sense of personal pride improve. Staff is well aware of homework assignments and projects that are due since they are familiar with all students. Students are encouraged by staff to complete assignments in a timely manner and assist students in organizing their assignments.

School: Building administrators at each site are committed to the afterschool program and are most supportive of the program. District facilities and technology are available to the program at any time. Having access to all technology assists students in preparation for college and career readiness. Rocky Creek changed ownership and were committed to finishing out the school year, but have requested that this be the last year for afterschool programming on their site.

Community: Community partners continue to provide assistance in promoting college and career readiness, positive school behaviors, social skills, and commitment to learning. Young Faith in Christ and the local 4-H are examples of those assisting in the program. One of the goals of the program is service learning, which increases awareness in community service and social leadership in a community where there is need.

## Section 4 – Review of Progress on Previously Selected Objectives

- 1) Which item(s) was selected from last year’s External Evaluation to be worked on this year?
- |                              |                              |                              |   |   |                              |
|------------------------------|------------------------------|------------------------------|---|---|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 1.4 | <input checked="" type="checkbox"/> 1.5 | <input type="checkbox"/> 3.5 |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 1.6 |                              |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4            |   |                              |
- 2) How has the program used the previous years’ External Evaluation to improve and refine the afterschool program? What changes did the program try to make in order to make progress on the selected objective(s)? Please give specific examples.

In the 2018-2019 Guided Reflection, revealed that student efficacy in reading, math and science was low at almost every site. During the 2019-2020 school year, the program site director and staff members continued to monitor those areas and help students understand that their feelings and perspective about each subject might not reflect actual work performance since the scores showed that they were competent in those areas even if they felt that they weren’t. School counselors and the social worker were included in decisions on how to improve in the areas. They focused with youth in the program on how to recognize negative critical talk and then how to improve self-concept.

The program addressed Objective 2.4, External Relationships Leading Indicators of Family Communication and School Alignment during the 2019-2020 school year by offering more family and child enrichment activities at each site as well as educational development opportunities for adults served at the Elementary, Middle School and High School sites. A few of the events included Fall Festival, Nerf War, Dino-Mite Parent Night, FAFSA Frenzy, Grandparent Night & D.A.R.E Night. More were planned but due to Covid-19 and the school closings, the program did not have on-site events. Rocky Creek Youth Ranch did not hold any events.

Their students rarely have contact with parents/guardians. They are often relocated at Rocky Creek for their safety, therefore this site would not have a concentration in this objective.

To enhance family engagement and educational opportunities during the shutdown, the program created ASAP at Home. It offered Zoom Events, such as game nights, cooking classes, paint nights and SEL groups for parents and students. Also created were Facebook Live events and educational videos on gardening, hatching chicks and fitness classes to keep parents and students involved and informed.

**Part B: Onsite Information Review**

The following sections are to be completed by the external evaluator after receiving the data reports (8/15/19), but before meeting with the program director for the second face-to-face discussion. Please do not change the format of the charts.

**Section 5 – Review of Data Reports**

- 1) Using the data provided in the External Evaluator Grantee Summary Report, if the overall grantee score is Less than Satisfactory, indicate which sites contributed to the low score.

Objective	If overall grantee score (Goals 1 & 3) or individual site score (Goal 2) is Less than Satisfactory, list which site(s) contributed to the low score?	Using last year’s External Evaluation Report, please comment on whether these sites had previously scored “Less than Satisfactory”.
1.1 – Reading	N/A	
1.2 – Math	N/A	
1.3 – Science	N/A	
2.1 – Observed Program Quality	N/A RC, MS, HS received unsatisfactory in areas	
2.2 – School Day Linkages		
2.3 – Broad Array		
2.4 – Family Engagement		
3.1 – Program Attendance		
3.2 – Personal and Social Skills		
3.3 – Commitment to Learning		

## Part C: Narrative Responses

The following sections are to be completed by the external evaluator based on the data above prior to meeting with the program director for the second face-to-face discussion.

### Section 6 – Status of 2019-20 Objectives

For each item below, the external evaluator should complete the first set of questions prior to the second face-to-face meeting with the program team. The purpose of the second set of questions (in italics) is to contextualize the relevant data. The second set of questions should be completed following the second meeting with the director.

- 1) **Goal 1 – Student Achievement and Sense of Competence Rubrics (1.1-1.3)** – For each subject area (Reading, Math, and Science), what trends can be seen across all sites? In which subjects are youth succeeding? In which subjects do they need more assistance? How does the self-efficacy survey data fit/not fit with the grades and test score data? Are there particular sites that do better/worse than others? How does the local context fit this data?

Reading: There were no reading scores or data to determine achievement in this area. Efficacy scores were presented, and the program achieved Satisfactory, 70%. The lowest efficacy score received (3.59) was at the middle school site. The highest efficacy score received (4.13) was at the elementary level

Math: There were no math scores or data to determine achievement in this area. Efficacy scores were presented, and the program achieved Satisfactory, (72.6%). The lowest efficacy scores received (3.37) was from Rocky Creek Youth. The highest efficacy scores (4.27) were from the elementary level.

Science: There were no science scores or data to determine achievement in this area. Efficacy scores were presented, and the program achieved Satisfactory (72%). The lowest efficacy score received (3.66) was from Rocky Creek Youth. The highest efficacy scores (4.11) were from the elementary level.

*Even though the program overall achieved a satisfactory score in this area, staff felt students continued to struggle with efficacy scores. Instructors commented on the fact that a great many of the students remain self-critical and talk themselves down. They have an all or nothing attitude where if they struggle with something they feel that they are automatically bad at it. This notable problem was reviewed and discussed with the teaching staff, school counselor and the social worker. During the 2020/2021 cycle, SEL activities will be further developed to address this ongoing problem with student's demographics in the program.*

*The program offered an eighteen day summer school program on site, as well as virtual classes through ASAP. This was used in the hopes of less loss of interest and academic achievement gains. High school students were enrolled in a Launch Program, in which they could receive high school credit in classes such as finance and even physical education.*

2) **Goal 2 – Program Quality Rubric (2.1)** – *This includes PQA, Youth Program Quality Scale, Staff Program Quality Scale, and Family Program Quality Scale.*

What trends can be seen across all sites? What are the strengths of the program? What may need to be improved across all sites at the program? What concerns/areas for improvement can be seen for only certain sites? How does the local context fit this data?

Overall, the program achieved Satisfactory or above on several goals meeting this objective. At Rocky Creek, Less than Satisfactory (57.9) was received in the indicator Youth scale. The elementary site was More than Satisfactory in three areas and Satisfactory in Youth scale. At the high school level, all indicators met expectations of Satisfactory and above with the exception of Family scale (25%). At the middle school level, Less than Satisfactory was received in the Youth scale (47.4) and the Family scale. (57.1%) The program received Advanced in Staff scale and More Than Satisfactory in PQA. Rocky Creek received the highest score (4.19) in the PQA, with the high school site receiving the lowest (3.84). The Staff PQA was comparable at all sites. All collective results were above 4.00. From the Family PQA, there is a concern in the area of families personally recruited to participate in the afterschool program. Those numbers at three sites were below 2.0. Of course, there is no family to contact at Rocky Creek Youth. Other percentages in this area were solid.

*Rocky Creek was less than satisfactory in the indicator Youth scale. During spring of 2019-2020, the facility was looking to change the program and/or stop it due to difficulties with instructional staff and a change in management. West County School District offered to provide new staff for the Rocky Creek Youth Ranch after school program for the 2020-2021 school year. Rocky Creek agreed. It is the hope that scores will improve with new instructors.*

*Middle School also was less than satisfactory in the indicator of Youth Scale. The programming changed to accommodate more students who were struggling in academics before the pandemic hit. The program added an At-Risk Tutoring program for those who could not get their work completed due to needing more time on assignments and/or more one on one tutoring. More students were in tutoring and less went to enrichment. This could have created the lower scores that were received.*

*The number of Family engagement offerings did increase at the elementary, middle and high school sites. But there was not a concentrated effort to locate parents within the district for them to become providers of programming in the after school activities. Many of the parents are Community Partners that work with the program during Family Nights and Adult Education with the grant. However, program directors are looking into having parents co-partner with a staff member to provide programming or be guest speakers.*

3) **Goal 2 – School Day Alignment Rubric (2.2)** – *This includes Coordination of Academic Support, State Standards, School Day Admin Scale, and Staff School Day Linkages Scale.*

What trends can be seen across all sites? What are the strengths of the program? What may need to be improved across all sites at the program? What concerns/areas for improvement can be seen for only certain sites? How does the local context fit this data?

This objective is a real strength of the program. All areas of school day linkage received Advanced with the exception of the elementary, high school, Staff/Coordinator School Day Linkage, which were both More than Satisfactory. Overall, the program scored (4.36) scored higher than the comparative value (4.26) on the Indicator targeting School Day Linkage.

*All lesson plans are required to be linked to state and/or national learning standards. The lesson plans are required to have the standards clearly posted for each daily activity through the school year. The regular school day staff, with the exception of Rocky Creek Ranch, are the afterschool staff and are knowledgeable regarding what student needs are. Rocky Creek after school staff are notified of concepts and instruction daily. Since the afterschool staff is also the regular school day staff, all district professional development is carried over into the afterschool program. This includes inclusion of SEL activities within the daily lesson plans, as well as curriculum alignment and enhancement of student engagement and learning outcomes.*

4) **Goal 2 – Broad Array Rubric (2.3)** – *This includes Academic Strategies, SEL, Lesson Planning, Schedules, and Choice.*

What trends can be seen across all sites? What are the strengths of the program? What may need to be improved across all sites at the program? What concerns/areas for improvement can be seen for only certain sites? How does the local context fit this data?

This is another strength of the program. All areas at all four sites scored Satisfactory and above. Rocky Creek scored Advanced in Weekly Schedule and Daily Schedule. The elementary site scored Advanced in Lesson Plans, Weekly Schedule, and Daily Schedule. The high school site scored Advanced in Lesson Plans, Weekly and Daily Schedule, and Choice of Activities. The middle school site received Advanced in those same four categories. There were no concerns.

*Lesson plans are a requirement at all sites for each activity on a daily basis. They are linked to state and/or national standards. They are also linked to the regular school day activities but not a duplicate of such. The schedules at each site are developed by the Site Coordinators and assessed by the District Coordinator. Student interest is considered through the afterschool survey collection. This ensures that a broad array of activities promote reading, math and science, as well as a wide variety of enrichment and recreational choices that are provided for each student of the program. Rocky Creek Youth Ranch is a site that is limited in activities based on the reduced number of staff.*

5) **Goal 2 – Family Engagement Rubric (2.4)** – *This includes Family & Child Academic Enrichment, Educational Development for Adult Family Members, Family and Staff Strengthening Families Scales.*

What trends can be seen across all sites? What are the strengths of the program? What may need to be improved across all sites at the program? What concerns/areas for improvement can be seen for only certain sites? How does the local context fit this data?



On this objective, the program met all three areas at Satisfactory or above, but received Less than Satisfactory in the Family Strengthening Families Scale (58.6%) with a goal of 70%. The two sites receiving lowest scores from the family version were the middle school (2.89) and the high school (2.31) sites. Again, Rocky Creek does not apply in this category. The Staff version does not reflect the same outcome. Those numbers were comparative. The district score was 4.11 and the comparative score was 4.21. The lowest score on the staff version was received from the high school (3.67).

*The program offered more activities with Family Engagement and Educational Development at the elementary, middle school and high school sites during the 2019-2020 school year, but family surveys scores did not reflect the program's effort. As stated in Goal 2, the program is considering parental co-partners in providing programming or guest speaking. It was also stated that even with all the notifications about the Family Engagement and Educational Development that the program provided, parents did not remember when asked these particular questions on the surveys. Part of this could have been possible due to early program closing in the spring due to Covid mandates.*

6) **Goal 3 – Program Attendance Rubric (3.1)** – *This includes Proposed vs. Actual Attendance and grade level attendance benchmarks.*

What trends can be seen across all sites? What are the strengths of the program? What may need to be improved across all sites at the program? What concerns/areas for improvement can be seen for only certain sites? How does the local context fit this data?

All sites/indicators were Satisfactory and above with the exception of the middle school/45 stretch, which was Less than Satisfactory (43.5%). The program received Advanced and well exceeded its goal of 100% in Proposed vs Actual Attendance (122%). The middle school site has the strongest number (161.3%) in this area when scores are disaggregated.

*The program continues to provide a broad array of activities that have become central to the district and community members. The program at the middle school is competing for the first time with after school sports, cheerleading and clubs such as FBLA. With the addition of these types of activities, the program meets its goal in this objective as student interest in the program and the activities offered remain high. Once again, the Covid-19 closing affected attendance in the 45+ day category.*

7) **Goal 3 – Positive School Behaviors – Personal and Social Skills Rubric (3.2)** *This includes the Personal and Social Skills Scale and School Day Discipline.*

What trends can be seen across all sites? What are the strengths of the program? What may need to be improved across all sites at the program? What concerns/areas for improvement can be seen for only certain sites? How does the local context fit this data?

This is another strength of the program. The Personal and Social skills scale received 87%, More than Satisfactory, and the School Day Discipline was Advanced (96.2%). The Rocky Creek site received the lowest score (68.4%) on the scale. The high school site received the highest (91.8%). There were no concerns from

the youth scale. Overall, the program was at the Comparative Value score. The School Discipline was a solid strength. Rocky Creek had the lowest percentage (86.8%) for youth with no building or out of school suspensions. The elementary site had the highest (99.7%)

*Behavioral problems are addressed quickly thru interventions by the teaching staff and principals. Any students that have recurring issues are referred to the school counselors and the social worker. The 7 Habits of Happy Kids and 7 Habits of Highly Successful Teens are used as part of the regular school day and after school program. The Elementary is also a PBIS School. All of this is reinforced in the after school program. Students and staff members are all familiar with students' expectations as this provides continuity from the regular school day to the afterschool program.*

- 8) **Goal 3 – Positive School Behaviors – Commitment to Learning (3.3)** *This includes the Commitment to Learning Scale and School Day Attendance.*

What trends can be seen across all sites? What are the strengths of the program? What may need to be improved across all sites at the program? What concerns/areas for improvement can be seen for only certain sites? How does the local context fit this data?

The program met this objective, as well. On Commitment to Learning scale, the program received More than Satisfactory (88.4%) and Advanced (75.2%) on School Day Attendance. Rocky Creek again received the lowest percentage (68.4) on the scale and the elementary site received the highest (92.4%). Total youth in school day attendance was well above the 70 percentile at all four sites. There were no concerns.

*The elementary school is a PBIS school and uses 7 Habits for Happy Kids. The middle school uses 7 Habits of Highly Effective Teens. Setting goals and working towards them with a positive attitude is incorporated into daily instruction and the school climate throughout the program. All staff members have been trained in PBIS and are well versed in 7 Habits for Happy Kids.*

## Section 7 – Longitudinal Progress

For each item below, the external evaluator should complete the first set of questions prior to the second face-to-face meeting with the program director. The second set of questions in italics should be completed following the second meeting with the program director.

Please use this document and the previous 2018-19 Guided Reflection document to look at trends over time.

1. What trends are noted across time related to the three goals?
  - a. Goal 1 – Student Achievement and Sense of Competence:

\_\_\_\_\_ There was no data available to review grades, and/or test scores. Efficacy scores, however, were Satisfactory in all three subject areas. This is a positive trend in the program. In the past, this has been of some concern. So, for all three areas to meet the objective, that is a showing definite improvement.

b. Goal 2 – Program Quality:

\_\_\_\_\_ The program continues to grow in a positive direction in program quality. Small concerns still remain in the area of Family PQA at the middle and high school levels. Rocky Creek, even though scoring Less than Satisfactory on the Youth PQA, still is showing improvement. The youth who participate at this site have to overcome several disadvantages as it is.

c. Goal 3 – Youth Outcomes:

\_\_\_\_\_ There were no concerns on this objective. The program continues to move in a positive direction. Attendance and discipline were areas of strength. The program had also solidly improved Personal and Social Skills throughout the cycle. Part of this is a reflection on the improved efficacy scores received.

*Grades and efficacy scores continue to improve. This is due to the fact that the director and staff have made a concentrated effort in assisting students to improve their self-concept. With the addition of a SEL activity included in daily lesson plans, students have improved in this area. Assistance in homework and small group tutoring have also improved academic achievement. Family PQA still shows some concern, but the program continues to improve as it has created several avenues for family members to be aware of the program offerings and activities. The demographics of the district certainly make a big difference in this area. PBIS and 7 Habits for Happy Kids adoption of the district and the program have produced gains in this area as both these programs promote positive behavior and setting individual goals. Intervention is immediate with those students who may struggle in this area.*

2. For the specific objective(s) that the program identified to work on during the past year (discussed in Review of Progress on Previously Selected Objectives in Part A, Section 4 above), what progress can be seen in the available data?

*Student efficacy in all three core areas saw improvement through the efforts put forth by the staff. Family Engagement and Adult Educational opportunities were offered as much as possible at multiple sites, but still remains a focus for the program.*

3. For the next year, which objectives do you recommend the program focus on for improvement? The evaluator should recommend 2-3 objectives if there are multiple areas that should be worked on simultaneously or if there are multiple sites that do not have the same recommended objectives.

When selecting recommendations, prioritize objectives that are marked as “Less than Satisfactory” on the data chart (Part B). If there are no items that are “Less than Satisfactory” at the objective level, please recommend objectives that have individual rubric items that are “Less than Satisfactory”. If all items are “Satisfactory or Above”, please select an item based off of your discussion with the program director.

- a. Select the objective number(s) that you are recommending:
- 1.1             1.2             1.3  
 2.1             2.2             2.3             2.4  
 3.1             3.2             3.3

- b. For each site, indicate the objective number applicable to that site.

	Objective(s) for Improvement
Site 1: Elementary	2.4
Site 2: Middle School	2.1, 2.4, 3.1
Site 3: High School	2.4
Site 4: Rocky Creek Youth Ranch	2.1
Site 5:	
Site 6:	

- c. After selecting the objective number(s), provide a rationale for each recommendation based on the data presented earlier. (Note: Action plans will be developed with the Afterschool Regional Educator so this response should be a standalone explanation of why you are recommending this item that the ARE can read to gain a quick, but thorough, understanding of the need, local context, and rationale for selection.)

*The Middle School and Rocky Creek scored less than satisfactory on youth indicators for program quality. These scores could possibly improve with the addition of the At-Risk program that was created during the 2019/2020 cycle. The concern at Rocky Creek could be due partly to new staff, which will receive professional development in areas of instructional methods and reflection pieces. Objective 2.4 remains a slight concern at the three sites in which it can be considered. More involvement with family members is being addressed and events have already been initiated in the new grant cycle. The middle school was the only site that did not meet 3.1, therefore, this should be considered as that site should produce results equivalent with the remaining sites in the program.*

## Section 8 – 21<sup>st</sup> Century Community Learning Center Evaluation Summary

The external evaluator should prepare an evaluation summary using the template provided at the beginning of the document. The evaluation summary should be a summary of the information in the Guided Reflection Documentation about each of the three afterschool goals. The evaluation summary should be submitted in the template provided so that there is consistent presentation of the 21<sup>st</sup> CCLC funding and evaluation expectations.

Although the summary should be brief (expected to be two pages and not more than three), this document represents the culmination of the evaluation and relies on the ability of the external evaluator to succinctly capture the status of the afterschool program.