

## 21<sup>st</sup> Century Community Learning Centers External Evaluation

Walton County School System  
2007-2008

### External Consultant

- Sam W. Preston, Ed.S.

With after-school and Saturday programs at the elementary, middle, and high school levels, the school system delivers a continuum of services targeted to individual student needs to promote student success. Committed leaders at each site employ resources efficiently to establish a nurturing environment staffed by quality educators where students engage in stimulating activities. Each program strives to involve parents and other family members in learning experiences that will enrich the lives of students and their families. Site leaders recognize the essential role of community partnerships in working toward program goals, and they continue to discover opportunities for this involvement. The following pages examine each program highlighting promising practices and noting suggestions for continued program improvement.

### Evaluation Methods

Methods employed to gather information include:

- Review of standardized test data (CRCT)
- Review of data reported by program officials
- Interviews of building-level program leaders
- Teacher focus groups
- Surveys of teachers
- Observation of program activities
- Review of documents (newsletters, letters home, etc.)

## 21<sup>st</sup> Century Community Learning Centers External Evaluation

### Monroe Elementary School L.E.A.P.S. 2007-2008

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#### Commendations

- 80% of students who did not meet Reading CRCT standards in 2007 improved their scores in 2008.
- Parent/Family average participation per offering increased from 8 in 2007 to 55 in 2008.
- The percentage of students who met or exceeded Reading CRCT standards in 2008 rose 11 percentage points over the previous year from 56% to 67%.
- The percentage of students who exceeded Reading CRCT standards in 2008 rose 4 percentage points over the previous year from 5% to 9%.
- The percentage of students who exceeded Math CRCT standards in 2008 rose 10 percentage points over the previous year from 6% to 16%.
- Students recognize the benefits of the program. “I never used to get my homework right, but, now that I’m here, I’m doing a whole lot better.” “They teach us a lot of math; I know math a whole lot better because I’m here.”
- Program leadership has met monthly for collaboration with leadership of after-school programs at Carver Middle School and the Walton Career Academy.
- Review of compiled benchmark testing results enables program staff to plan instruction aimed at the needs of program students as a whole.
- Program leadership has been given access to data regarding program students available from student information programs, standardized test results, etc.
- School administrators have established and maintained expectations for all school-day teachers to provide information about program students regarding skill deficits, planned classroom activities, current assignments, and student progress.
- Service learning opportunities that can take place on-site during program hours have been offered. Tutors highlight the use of academic skills in these projects.

#### Recommendations for Improvement

- Extend LEAPS offerings to 1<sup>st</sup> and 2<sup>nd</sup> grades providing earlier intervention for lower performing students.
- Group and re-group students according to specific needs as identified by assessment data.
- Increase the availability of differentiated teaching materials so that tutors may easily address the individual needs and interests of students.
- Involve tutors in the Student Support Team process so that they may share successful strategies and make suggestions for lesson plan modifications.
- Continue to use surveys of program staff to help identify and plan for professional learning needs.
- Employ the school website to bring greater awareness of program activities and accomplishments to colleagues, parents, families, and other community members.

## Monroe Elementary School 2008

### Quantitative Data

#### Student Participation

- Target Enrollment: 2008: 120 2007: 120
- Active Participants: 2008: 120 2007: 134
- Average Daily Attendance: 2008: 51 2007: 65

#### Parent/Family Participation

- Target Attendance: 2008: 50 2007: 50
- Average Participation per Offering: 2008: 55 2007: 8

### Objectives

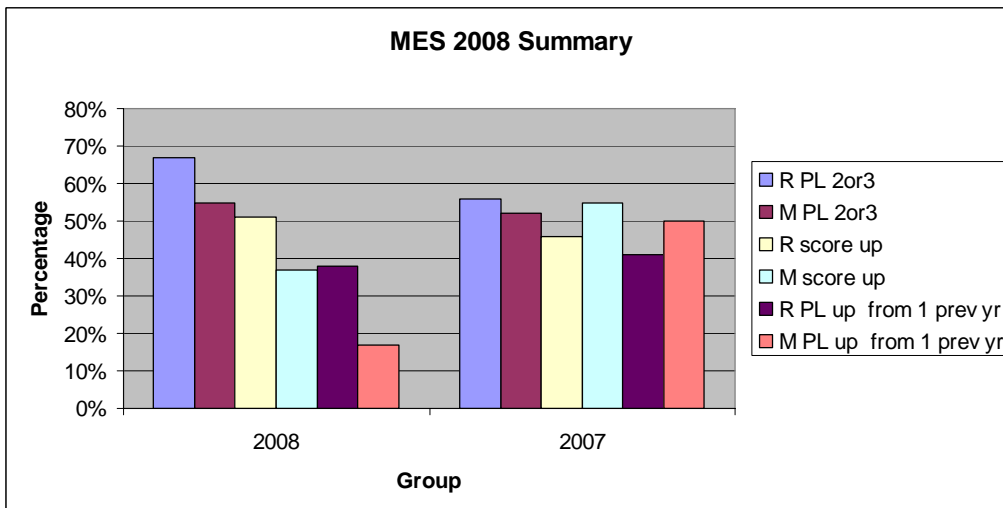
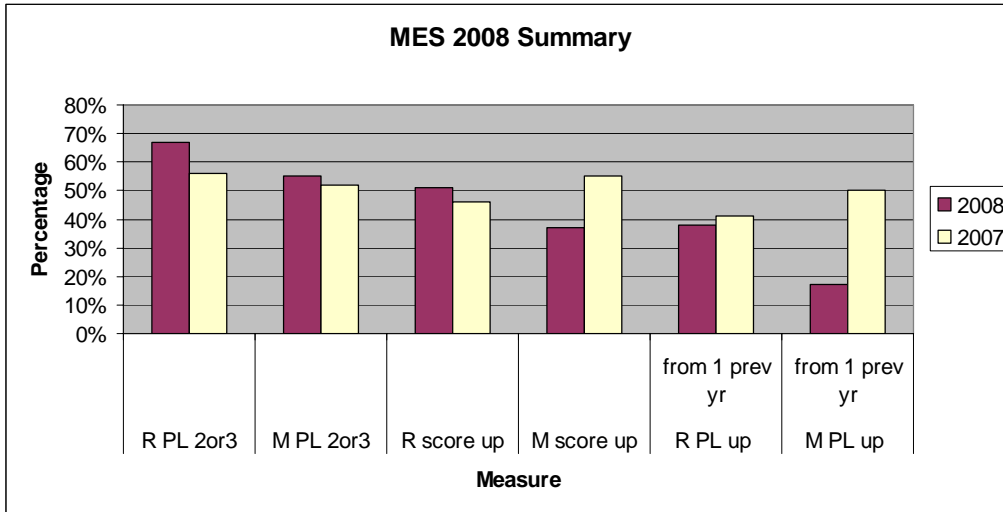
- Reading and Language Arts
  - 78% of students will meet or exceed CRCT standards  
Result: 2008: 67% 2007: 56%
  - 67% of students with disabilities will meet or exceed CRCT standards  
Result: 2008: na 2007: na
  - 70% of African American students will meet or exceed CRCT standards  
Result: 2008: na 2007: 51%
  - 25% of the population will exceed CRCT standards  
Result: 2008: 9% 2007: 5%
- Math
  - 80% of students will meet or exceed CRCT standards  
Result: 2008: 55% 2007: 52%
  - 25% of the population will exceed CRCT standards  
Result: 2008: 16% 2007: 6%

### Other Measures

- Reading and Language Arts
  - 80% of students who did not meet CRCT standards in 2007 improved scores in 2008
  - 51% of students increased CRCT scores over the previous year
  - 38% of students increased CRCT proficiency levels from below standards in 2007 to meeting or exceeding standards in 2008
- Math
  - 37% of students increased CRCT scores over the previous year
  - 17% of students increased CRCT proficiency levels from below standards in 2007 to meeting or exceeding standards in 2008

Monroe Elementary  
School 2008  
Summary

YEAR	R PL 2or3	M PL 2or3	R score up	M score up	R PL up from 1 prev yr	M PL up from 1 prev yr
2008	67%	55%	51%	37%	38%	17%
2007	56%	52%	46%	55%	41%	50%



## 21<sup>st</sup> Century Community Learning Centers External Evaluation

Carver Middle School L.E.A.P.S.  
2007-2008

### External Consultant

- Sam W. Preston, Ed.S.

### Commendations:

- Given the dramatic increase of active participants over the previous year, the total number of LEAPS students who have met or exceeded CRCT standards in Math and Reading has approximately doubled.
- 80% of students who did not meet Reading CRCT standards in 2007 improved their scores in 2008.
- 54% of students who did not meet Math CRCT standards in 2007 improved their scores in 2008.
- Program leadership has been given access to data regarding program students available from student information programs, standardized test results, etc. LEAP students have been identified in the school information data base so that reports of academic performance, attendance, discipline, etc. may be generated for program students as a subgroup.
- School-day teachers have been surveyed every six weeks and results have been analyzed to gauge program effectiveness and identify areas of weakness for individual students.
- Professional learning has been delivered to increase instruction differentiated according to student abilities, interest areas, and modes of learning.
- Program leadership has met monthly for collaboration with leadership of after-school programs at Monroe Elementary School and the Walton Career Academy.
- A staffed technology lab has been opened to provide equipment and assistance to students preparing reports and presentations for regular classes. This offering has particularly benefited economically deprived students who lack resources at home.
- Individual tutoring has been provided four hours a day, five days a week during intercessions between grading periods.
- Enthusiasm for the program has resulted in a waiting list of teachers wanting to work in the LEAPS program.

### Recommendations for Improvement

- Collect and analyze quantitative data quarterly. Assess individual student progress on specific skills as well as progress of the population as a whole and sub-groups. Employ individual benchmark test results from school-day classes. Use these results to guide lesson planning, accommodations for students, and provision of professional learning for staff. Program leadership recognizes the value of such analysis but cites the need for clerical assistance to get this accomplished.
- Continue efforts to increase recognition of LEAP as an integral part of the total school program. In addition to current use of newsletters and weblogs, employ the school website to bring greater awareness of program activities and accomplishments to colleagues, parents, families, and other community members.
- Increase the frequency of service learning opportunities that can take place within the community. Highlight the use of academic skills in these projects and the importance of students' personal investment in community improvement.

## Carver Middle School 2008

### Quantitative Data

#### Student Participation

- Target Enrollment: 2008: 220 2007: 220
- Active Participants: 2008: 160 2007: 70
- Average Daily Attendance: 2008: 62 2007: 41

#### Parent Participation

- Target Attendance: 2008: 50 2007: 50
- Average Participation per Offering: 2008: 107 2007: 24

### Outcome Measures

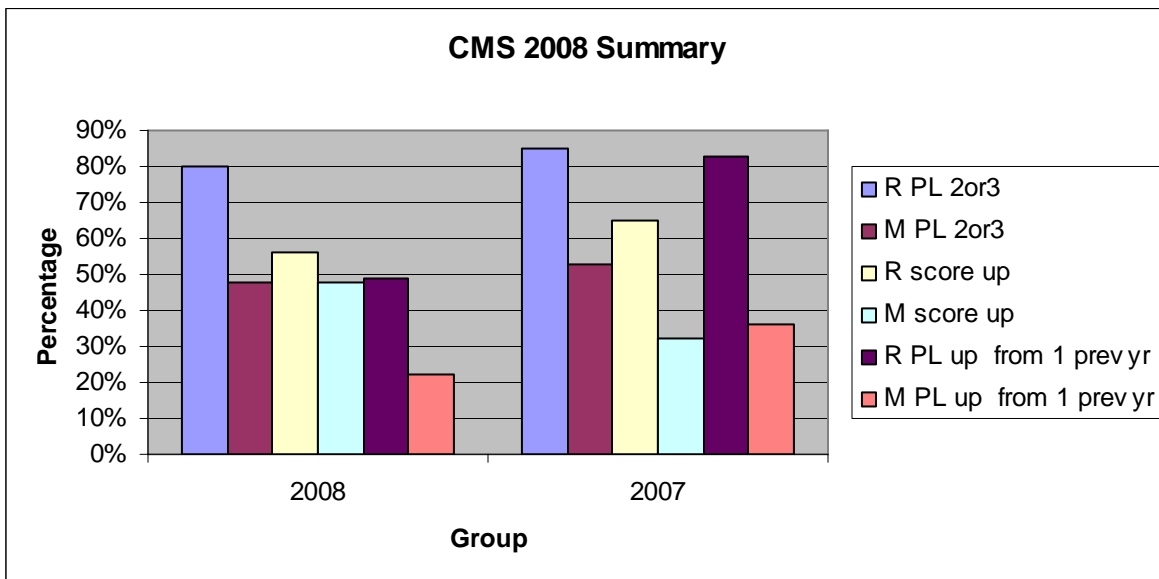
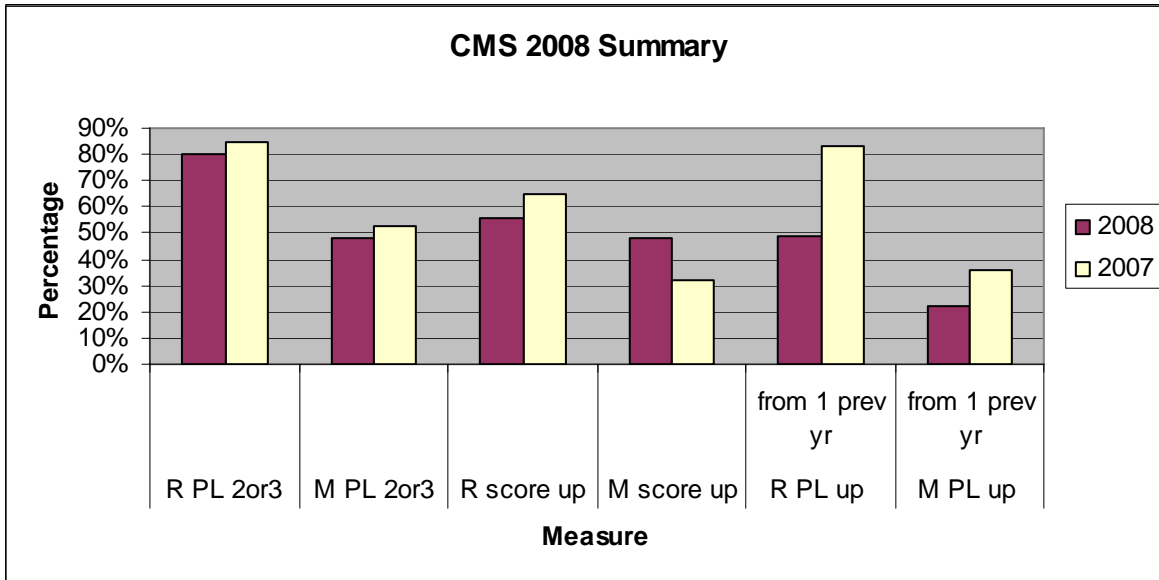
- Reading and Language Arts
  - Percentage of students who meet or exceed CRCT standards  
Result: 2008: 80% 2007: 85%
  - Percentage of students with disabilities who meet or exceed CRCT standards  
Result: 2008: na 2007: 63%
  - Percentage of African American students who meet or exceed CRCT standards  
Result: 2008: na 2007: 84%
  - Percentage of the population who exceed CRCT standards  
Result: 2008: 11% 2007: 7%
- Math
  - Percentage of students who meet or exceed CRCT standards  
Result: 2008: 48% 2007: 53%
  - Percentage of the population who exceed CRCT standards  
Result: 2008: 5% 2007: 5%

### Other Measures: 2008

- Reading and Language Arts
  - 80% of students who did not meet CRCT standards in 2007 improved scores in 2008
  - 56% of students increased CRCT scores over the previous year
  - 49% of students increased CRCT proficiency levels from below standards in 2007 to meeting or exceeding standards in 2008
- Math
  - 54% of students who did not meet CRCT standards in 2007 improved scores in 2008
  - 48% of students increased CRCT scores over the previous year
  - 22% of students increased CRCT proficiency levels from below standards in 2007 to meeting or exceeding standards in 2008

Carver Middle School 2008 Summary

YEAR	R PL 2or3	M PL 2or3	R score up	M score up	R PL up from 1 prev yr	M PL up from 1 prev yr
2008	80%	48%	56%	48%	49%	22%
2007	85%	53%	65%	32%	83%	36%



## 21<sup>st</sup> Century Community Learning Centers External Evaluation

Walton Career Academy E.N.V.O.Y  
2007-2008

### External Consultant

- Sam W. Preston, Ed.S.

### Commendations

- Although data is available for a limited number of students, 80% of those students have shown improvement on Georgia High School Graduation Test Scores.
- Although data is available for a limited number of students, 100% of those students demonstrated improvement in semester averages.
- Although data is available for a limited number of students, data for those students shows a 90% reduction of disciplinary incidents in their home schools.
- Exposure to post-secondary opportunities has benefited some students as they have been accepted at and successful in schools such as Fort Valley State University, Emory at Oxford, and Morehouse.
- Program leadership has met monthly for collaboration with leadership of after-school programs at Monroe Elementary School and the Carver Middle School, and has provided extensive services to participants in the Carver Middle School LEAPS program.
- Through the student information system, program leadership has been provided direct access to data regarding program students.
- Increased prior planning for activities and assignment of instructional personnel have enhanced the structure of the program significantly and have allowed program staff to establish and maintain greater expectations for student behavior.
- Broader exposure to post-secondary opportunities has been achieved by visits to a college fair (with a Battle of the Bands) and a Greek youth symposium, individual campus visits, participation in college residency programs, and presentations to students by ENVOY alumni and other college students.

### Program Highlights

- Program staff collaborates extensively with Athens Technical College and Communities in Schools as well as other members of Walton County's Partnership for Families, Children, and Youth.
- Activities such as Food for Thought sharpen essential skills in enjoyable and engaging ways. Topics covered include premarital sex, emotional control, respect, and politics. Special sessions for middle and elementary school students have applied the lessons of Aesop's Fables in a contemporary context.
- Seminars and workshops enable students to develop life and employment skills and explore career possibilities. Topics have included job interview and application skills, networking, leadership, and even a 3-minute "elevator speech" used to describe oneself.
- Students employ "KeyTrain" software to gain Work Ready Certification.
- Certified teachers prepare younger students for success in CRCT testing.
- Extensive participation in learning activities has enabled parents of program students to earn G.E.D.s and Work Ready Certification.
- Parent counseling and training equips parents to support student progress in school and in the community.

## Walton Career Academy E.N.V.O.Y

### Recommendations for Improvement

- Generate periodic reports of activities including the number of student and family participants. It is apparent that many beneficial services are rendered but unreported.
- Collect and analyze quantitative data quarterly. Assess progress of the population as a whole and sub-groups in order to use these results to guide lesson planning, and provision of professional learning for staff.
- Plan for professional learning in instruction differentiated according to student abilities, interest areas, and modes of learning.
- Continue to identify additional community-based sources of additional funds or gifts in kind to help meet students' basic personal needs and school supply needs, to celebrate student successes, and to build community within the program with social activities. This year's talent show sponsored by Destiny's Seed was an excellent start in this effort.
- Survey school-day teachers quarterly and analyze results to gauge program effectiveness and identify areas of weakness.
- Employ newsletters and websites at feeder schools to bring greater awareness of program activities and accomplishments to colleagues, parents, families, and other community members.
- Develop service learning opportunities that can take place within the community. Highlight the use of academic skills in these projects and the importance of students' personal investment in community improvement. If transportation is an issue, consider ways in which students may assist one another as peer tutors or mentors.

## Walton Career Academy ENVOY 2008

### Quantitative Data

#### Student Participation

- Active Participants: 120
- Average Daily Attendance: 51

#### Parent Participation

- Average Participation per Offering: 20 (2 offerings)

### Outcome Measures

- Georgia High School Graduation Test  
80% of students demonstrated improvement. Of the students for whom data is available, 5 had failed at least some portion of the test prior to participating in ENVOY. After participation in ENVOY, 3 of the students passed all remaining portions of the test, and one passed 2 out of 3 portions.
- Semester Grades  
100% of students demonstrated improvement. Among the 3 students for whom data was provided, the mean of semester averages before joining ENVOY was 76. After participation in ENVOY the mean of semester averages rose to 82.
- Disciplinary Referrals  
90% reduction of discipline referrals. Among the 3 students for whom data was provided, there were a total of 21 discipline referrals in 2007; as ENVOY participants in 2008, this group generated only 2 referrals. 2 students had no referrals at all.
- Post-Graduation  
College acceptance and success. Each of the 4 seniors for whom information has been provided has been accepted at accredited universities: Oxford College of Emory University, Fort Valley State University, and Morehouse University. 2 of these students enrolled in 2007, and both have been recognized as honor students.

Walton Career Academy ENVOY 2008

**Evaluation Data (Source: Program Leader)**

<b>Georgia High School Graduation Test Scores with ENVOY assistance</b>		
<b>Name</b>	<b>Score Before ENVOY</b>	<b>Score After ENVOY</b>
Student 1	Failed	Failed
Student 2	Failed 1 portion	Passed all portions
Student 3	N/A	N/A
Student 4	Failed 3 portions	Passed 2/3 failed
Student 5	Failed 1 portions	Passed all portions
Student 6	Failed 2 portions	Passed all portions

<b>Grades of students who have been actively involved in ENVOY program</b>		
<b>Name</b>	<b>Grades Before</b>	<b>Grades ENVOY</b>
	<b>Year/avg. of Semester</b>	
Student 7	2006/79	2007/80 - 2008/86
Student 8	2006/80	2007/83 - 2008/90
Student 9	1st Semester 2008/64	2nd semester 2008/73

<b>Attendance of student actively involved in the ENVOY program</b>		
<b>2007-2008</b>	<b>Average Att.</b>	<b>Highest Attend.</b>
Food 4 Thought	5.5	10
Food 4 Thought 4 Kids	3	5
ENVOY Sat. Program Participants	16	40
ENVOY Tutoring	3	7
ENVOY Parents Saturday	9	29
*FAME Summer Camp	7	7

\*Fort Valley State University Summer Camp

<b>Behavioral Problems of active members of ENVOY program</b>		
<b>Name</b>	<b>Before ENVOY</b>	<b>After ENVOY</b>
Student 10	14 referrals in 2007	2 referrals in 2008
Student 9	6 referrals in 2007	0 referrals in 2008
Student 11	1 referral in 2007	0 referrals in 2008

<b>Seniors active in the ENVOY program status as post graduation</b>		
<b>Name</b>	<b>School</b>	<b>Year</b>
Student 12	Fort Valley State Univ.	2007- present/Honor Stu.
Student 11	Army Reserve/ FVSU	2008- Upon Graduation
Student 13	Morehouse University	2008- Upon Graduation
Student 14	Oxford/Emory University	2007-Present/Honor Stu.