

Formative Evaluation – The Portrait of Empowerment, Inc. Coaching for Success 21st CCLC Program

At the mid-point measure of the 1st year of the 21st CCLC program administered by The Portrait of Empowerment, Inc. (TPOE), most data measures used to gauge effectiveness of the program show good to moderate progress toward the stated objectives. Despite a delayed start at the programs' 3rd site (Rainbow Park) due to technical assistance for first year grantees needed to approve the budget, the program has had excellent attendance and few objectives that are not showing at least moderate progress toward stated goals. A summative data analysis sheet is also included at the end of this report which details the raw statistics cited in this report.

Program Operation: The program operates afterschool only during the school year with operation on teacher workdays (long-days) and Saturday tutorial days (begun December 2009).

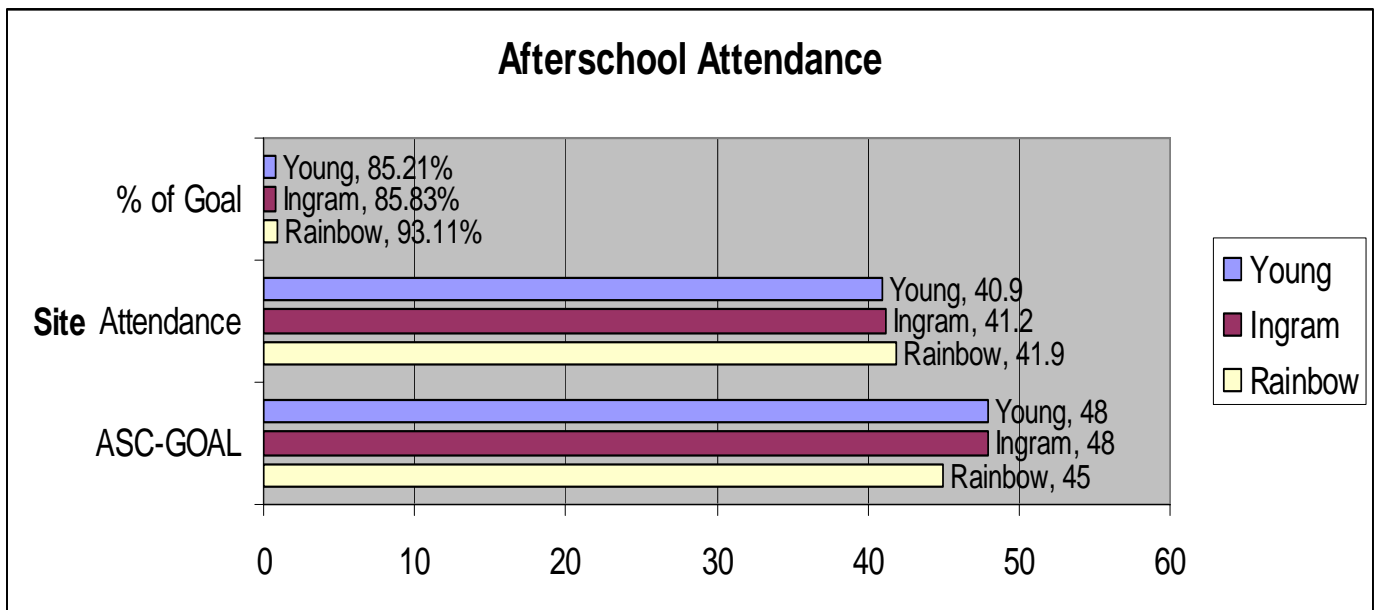
Typical Afterschool Operations at all 3 sites: Nathan Young Elementary, Robert Ingram Elementary and Rainbow Park Elementary – the program operates from 2-6:00 p.m. on all school days to serve 48 students K-5th at both Young and Ingram and 45 students 1st – 5th at Rainbow Park. At all 3 sites K-1st graders enter the program at 2:00 p.m. each day and are termed “Freshman” by the program for cohort rotation purposes. This cohort is joined by 2nd – 3rd graders (termed “Juniors”) and 4th-5th graders (termed “Seniors”) at 3:00 p.m. each day except Wednesdays, when all students come to the program at 2:00 due to early release. Each cohort begins their time with snack, a brief nutrition focus and a time of homework assistance. On all days except Wednesdays, Freshman get 1 hour and 45 minutes of homework assistance time which can be substituted for center-based activities when homework is completed. Juniors and Seniors receive 45 minutes of homework assistance time on Monday, Tuesday, Thursday and Friday as well. On Wednesdays, homework assistance time is for one hour for all groups, followed by a 45 minute session of social/emotional learning featuring the Lifeskills or PATH’s best-practice models. Following each cohort’s completion of homework assistance, the 3 groups split into rotations of 45 minutes each dedicated to the following core components: Brainchild Differentiated Computerized Learning (Reading, Math and Science), Kidzlit and a PE component featuring both Socci and SPARK physical fitness best practices. Students complete their time with the program rotating through these activities and any remaining time is spent in homework assistance or optional center-based activities. Students are signed out and picked up by parents by 6:00 p.m. daily.

Typical Teacher Work-day (long-day) Operations: 1 Main site: All 141 students gather at Ingram Elementary between 7:30 – 8:00 a.m. to catch the buses for their field trip activity of the day. Busses transport the students to educationally based activities 8 sites to reinforce educational topics learned during the prior week. Students are fed lunch during the outing and usually return to the campus by 2-3 p.m. each field trip day. From that time forward, they complete an abbreviated

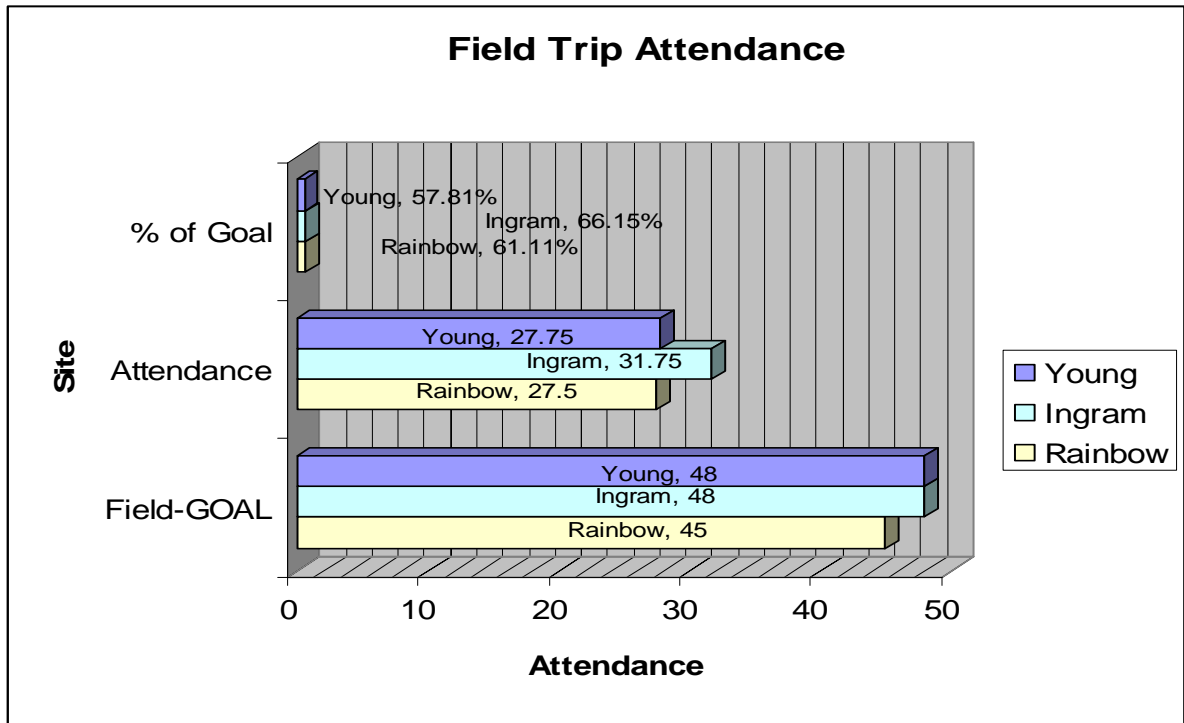
schedule which includes Kidzlit, Socci/SPARK and additional enrichment activities or service learning activities which may be themed to the subject lesson. Students are signed out by parents at 6:00 p.m. to complete the day.

Typical Saturday Tutorial Operations: 1 Main site: Students are recruited for Saturday tutorial involvement and assigned a rotation by their site supervisors based on a targeting of the lowest performing students at each school. These students are recruited and prioritized for the first rotation of Saturday tutorials with a goal of 48 in attendance each Saturday. On scheduled Saturdays, the prescribed students arrive at the TPOE Main Site (TPOE Clubhouse) at 8:30 a.m. Upon arrival, each child's parent signs them into the program and they begin a rotation of 2 hours of Brainchild and FCAT assessment and tutoring, followed by 2 hours of technology and arts designed to engage the students in creation of a graphic comic book featuring their own characters and plotlines. Approximately 48 students should attend this tutorial each week for a 9-week rotation and at the end of the rotation, the next cohort of 48 students will be identified and recruited by site supervisors and begin the next 9-week rotation. These tutorials had a delayed start (December 2009) due to first-year grantee technical assistance; therefore, students who are low-performing academically have been prioritized for initial rotations.

Student Attendance: As the graphs below show, student attendance for the afterschool program at all 3 sites is in the 85th percentile or higher based on the proposed number of students to attend daily as identified in the approved grant application.



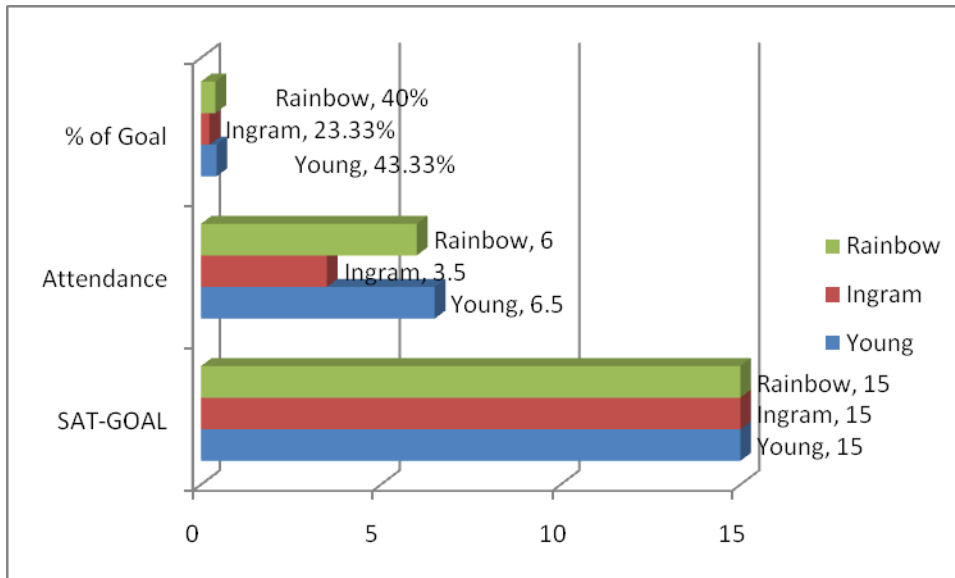
Because of the distinctive nature of the field trip days, compared to the Saturday tutorials, these statistics for attendance are reported separately to convey the participation rates of these two distinct activities for unduplicated students which occur outside the approved afterschool days.



As the graph to the above indicates, field trip attendance has been below goal levels for the first 4 of 8 field trips scheduled for the year. Overall, less than the 85% threshold has been met in this attendance goal if considered separately from regular school day attendance. It is notable that these field trip days have traditionally been challenging relative to attendance and TPOE expects to increase this average as its parents become more aware of the need for continued commitment to the program, even on days when school is not in session. Field trip attendance has become a theme emphasized in Parent Night's Out (monthly parent meetings for 21st CCLC participant families) and expects continued emphasis on this commitment to bring positive results by year end.

As the graph below portrays, Saturday tutorial attendance has had a very slow start. This program began in the month of December, which is traditionally a bad time to start any programming due to holiday scheduling. Despite its delayed start, the program is now (in January 2010) showing much healthier numbers (averages hover around 15-20 students per Saturday), but the program is still below threshold if considered independently from the afterschool ADA. TPOE is restructuring Saturday tutorials and working on recruitment and involvement levels through letters to parents and provision of more core academic work for below-level students. Since the program began in December, TPOE has scheduled two Parent Involvement events. Parent commitment to Saturday tutorials shows to be improving as TPOE emphasizes the importance of continued attendance to parents in these monthly meetings. It is TPOE's expectation that this restructuring and continued coordination with school administrators and teachers will bring the

needed increase in involvement sought by the program by year-end. If the program is unable to achieve completion of 85% of all 141 students through a 9-week rotation within the school year, the program may be extended into the summer months to meet program objectives.



Objective Assessment:

Original Objective	Data points measured as of 1/31/2010	Analysis of Data to date	Recommendations
<p>1.1: Academic-Reading -School Year - 80% of regularly participating students (attending the program 30 days or more) will improve their oral reading skills as demonstrated by pre and post-test assessments using the One-Minute Oral Reading Fluency test (ORF). (3 measurement points)</p>	<p>ORF Pre-test ORF Mid-Test for 131 matched sets</p>	<p>Average improvement of 23% at 2 sites Rainbow Park site has only baseline measure at this time due to delayed start date.</p>	<p>No recommendation – this objective is making satisfactory progress toward program goals at this time.</p>
<p>1.2: Academic-Reading -Summer Camp - 80% of regularly participating students (attending the program for 40% of total summer operational days) will improve their oral reading skills as demonstrated by pre and post-test assessments using the One-Minute Oral Reading Fluency test (ORF). (3 measurement points)</p>	<p>N/A – Summer only</p>	<p>N/A</p>	<p>No recommendation – this objective is not measurable until Summer Camp. Baseline scores for ORF have been obtained through school year testing.</p>
<p>1.3: Academic-Math-School Year & Summer - 80% of regularly participating students will improve or maintain math scores as demonstrated by such measures as FCAT scores, diagnostic assessments (Brainchild) and report card grades. (3 measurement points)</p>	<p>Brainchild Math Pre-test and Mid-tests for all enrolled 2-5th grade students.</p>	<p>Average improvement of 9.64% at all 3 sites</p>	<p>Though adequate progress has been achieved, it is recommended that the program seek an alternative curriculum for Kindergarten – 1st grade students because this population of students has such severe deficiencies that the Brainchild curriculum for these levels is too far above their competencies to have a meaningful effect. TPOE and evaluation staff has discussed this need and are seeking another differentiated learning curriculum which is also computer-based for this subset. Should an alternative computer-based curriculum be found, it should require no more than 45 days of usage to complete pre and post test measures for this subset group to bring them up to alignment with the remainder of the evaluation group. In the absence of Brainchild data for K-1st grades, report card grades will be used to analyze progress at the pre- and post-test points going forward. At the current mid-point measure, only 2-5th grade students are reflected in the analysis reported due to this problem.</p>

<p>1.4: Academic-Science-School Year & Summer - 80% of regularly participating students will improve their knowledge of science as demonstrated by FCAT scores, diagnostic assessments (Brainchild) and report card grades in Science. (3 measurement points)</p>	<p>Brainchild Science Pre-test and Mid-tests for all enrolled 2-5th grade students.</p>	<p>Average improvement of 4.17% at all 3 sites</p>	<p>Though adequate progress has been achieved, it is recommended that the program seek an alternative curriculum for Kindergarten – 1st grade students because this population of students has such severe deficiencies that the Brainchild curriculum for these levels is too far above their competencies to have a meaningful effect. TPOE and evaluation staff has discussed this need and are seeking another differentiated learning curriculum which is also computer-based for this subset. Should an alternative computer-based curriculum be found, it should require no more than 45 days of usage to complete pre and post test measures for this subset group to bring them up to alignment with the remainder of the evaluation group. In the absence of Brainchild data for K-1st grades, report card grades will be used to analyze progress at the pre- and post-test points.</p>
<p>2.1: Physical Fitness/Health - School Year & Summer - 80% of regularly participating students will improve or maintain physical fitness as measured by the PACER Multi-Stage Shuttle Run (MSSR) assessment tool. (3 measurement points)</p>	<p>PACER Pre-test PACER Mid-test for 130 matched sets</p>	<p>Average improvement of 19.6% at 2 sites. Rainbow Park site has only baseline measure at this time due to delayed start date.</p>	<p>No recommendation – this objective is making satisfactory progress toward program goals at this time.</p>
<p>2.2: Physical Fitness/Health - Nutrition - School Year & Summer - 80% of regularly participating students will show improvements in nutritional knowledge as measured by pre-post tests on the major learning points of the Fun, Food and Fitness (FFF) curricula. (2 measurement points)</p>	<p>Pre-test not yet given</p>	<p>No improvement yet measured.</p>	<p>It is recommended that the pre-test for nutrition be completed by February 15th, 2010 and that staff receive the needed training to begin implementation of Fun, Food and Fitness curriculum by February 28, 2010. Post tests are to be completed by June 1, 2010. Due to lack of approval of final budgets until December 23, 2009, the nutrition program has not fully begun implementation. Full implementation is expected by March 2010.</p>
<p>2.3: Physical Fitness/Health - Summer only - 85% of regularly participating students in Summer Camp will receive preventive health screenings from UM Pedivan as measured by a list of students receiving screenings confirmed by UM Pedivan. (One measurement point).</p>	<p>N/A Summer only</p>	<p>N/A</p>	<p>No recommendation – this objective is not measurable until Summer Camp.</p>
<p>3.1: Dropout Risk Reduction-Character Education - School Year & Summer - 80% of regularly participating students will show an improvement in pro-social behaviors/skills as measured by the</p>	<p>PATH's Pre-test (136) PATH's Mid-test (90) for 90 matched</p>	<p>Analysis only done for Ingram and Young sites with 17.8% showing improvement at 2 sites. Rainbow Park site has only</p>	<p>No recommendation – two sites show that 100% of students showed improvement in at least one of 3 behavioral measures on the PATH's assessment.</p>

Lifeskills assessment tool.	sets Rainbow site started late and will not mid-test until March 2010	baseline measure at this time due to delayed start date.	Rainbow Park (3 rd site) did not begin instruction until the last week of October and has not yet reached the clinical measurement point (at least 60 days) for a mid-point measure in PATH's. This site is expected to complete their mid-point measure by March 15 th , 2010 to remain on schedule.
3.2: Dropout Risk Reduction-Attendance-School Year only - 80% of regularly participating students will show improved attendance at school as measured by attendance data.	Ingram and Rainbow Park provided school records for all students. TPOE is awaiting data pull from Young which should occur first week of February.	Attendance data for the 2 nd grading period will not be available for comparison at all 3 sites until mid-February 2010.	Due to the fact that the program had a delayed start, it is recommended that an additional data pull in February 2010 occur to insure that all school-level data measures show at least 3 measurement points during the first year. At the time of this report, Young data was not available, therefore there was no analysis performed for that site. It appears that Ingram and Rainbow Park data support the fact that students have generally improved their attendance rates since joining the program.
3.3: Dropout Risk Reduction-Service learning-School Year only - 80% of regularly participating students will report an increased awareness of the environmental impacts of waste disposal on the Biscayne Bay environment as measured by pre-post test awareness surveys. (2 measurement points)	The project is slated to occur in March 2010	Being revised - no analysis done.	This objective is being revised to include construction of a Butterfly Garden by all the students and their families at the Ingram Elementary Campus. The Butterfly Garden will serve to teach service learning through lesson plans focused on life-cycles of insects, the importance of pollination to our food system and the effect of environment and habitat upon a species. Initial construction will take place during a teacher work-day(long-day) and involve both parents and children. Subsequent service learning activities will also occur on field trip days through out the school year and summer.
4.1: Student Engagement - School Year only - 80% of regularly participating students will report improved commitment to school as evidenced by student survey, attendance data, behavior records and school grade improvements. (2 measurement points)	Student survey has not yet occurred. Grade and behavior records data have been reported for 2 sites only. Attendance data for 2 nd grading period will not be reported until mid-February 2010.	Attendance data for the 2 nd grading period will not be available for comparison at all 3 sites until mid-February 2010. Grade and behavior data for the 2 nd period has been reported by 2 sites only with the 3 rd site (Young) expected to complete their report by the 1 st week in February 2010.	Due to the fact that the program had a delayed start, it is recommended that an additional data pull in February 2010 occur to insure that all school-level data measures show at least 3 measurement points during the first year. At the time of this report, Young data was not available, therefore there was no analysis performed for that site. It appears that Ingram and Rainbow Park data support the fact that students have <u>generally</u> improved their attendance rates and behaviors since joining the program, but the data only supports one full grading period at this time and a large percentage of students do not have prior year data to compare. It is recommended that the baseline student survey occur in February 2010 with a post student survey in June 2010.

<p>4.2: Student Engagement - School Year only - 80% of adult parents of regularly participating students will report increased involvement in their child's educational activities as measured by parent surveys and attendance at parental involvement activities. (2 survey points)</p>	<p>2 Parent meetings have been held and attendance was measured. Parent surveys have not yet been administered.</p>	<p>Survey not yet implemented.</p>	<p>Despite high attendance numbers at 2 parental involvement meetings thus far, it has become clear that the length of these meetings (3 hours in their current format) are too long for our parents to remain engaged. It is recommended that this time be reduced to 1.5 hours per month and that an alternative curriculum (Peace Education's Resolving Family Conflicts) be utilized which would allow a less intensive time commitment from our families. It is also recommended that TPOE incentivize these meetings and continue to offer meals (outside of grant funding) and specialized student performances in order to draw and sustain parent participation at the current levels. It is recommended that the baseline parent survey occur in February 2010 with a past parent survey in June 2010.</p>
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As the grant year had a delayed start due to budget revisions and final award approval, the program did not request initial school district data input until January 2010. All site Principals have agreed to provide data requested for evaluation and to date, all schools except one have provided that data. Young Elementary has agreed to provide the data before the end of the first week in February 2010 and is on schedule to meet that deadline. Program staff met with principals from all three sites and with their advice, determined that the school-level data set measures which should be analyzed going forward would include: Report Card Grades, Attendance per grading period, FAIRS assessments (3 yearly) and prior and current year FCAT scores for each student. It was noted that many students may not have both prior year and current year FCAT scores to note progress because of the fact that only 3rd-5th grades participate in that assessment statewide. It was determined that all students should have the FAIRS assessment (Florida Assessment for Independent Reading) and that this baseline assessment should serve as a common element in all grade levels. Principals also agreed that the Probability of Reading Success/Probability of FCAT Success measures were the two most closely related measures for the FAIRS assessment and that they should be tracked for each student. Each principal was provided with parental approval forms and it was determined that the Miami-Dade School District Data Request Form would be used going forward to provide principals with proof of parental approval to share student-level data with the program. TPOE will implement use of that new District-wide form going forward. Principals agreed that a schedule for when data would be provided by the schools should include a data pull in September, November, January and June to accommodate the expected dates when they completed reporting periods within their district-wide intranet database. It was agreed that an additional data pull will occur in February to capture any late FAIRS assessments not already reported and that June 15th would complete the final data pull for the first grant year cycle. All schools believed FCAT scores and final grades should be available to the program by that date.

Recommendations: See matrix above for Objective specific recommendations

General Recommendation: Due to the fact that Saturday tutorials have not been as well attended as planned and it has become evident that our student population has some significant academic deficiencies to overcome, it is recommended that at least half of this time each Saturday be dedicated to FCAT tutoring only, with the other half of the time committed to technology/arts/writing education. This would eliminate the PE component from Saturday tutorials in order to focus on the severe academic deficiencies our student population has evidenced. It is also recommended that Saturday tutorials exclude the Kindergarten and 1st grade students from FCAT tutorials in order to focus on the more urgent needs of the 2nd – 5th graders who are facing FCAT testing within the next year.

SUMMARY REPORT - Coaching for Success Evaluation Data

Agency Name: The Portrait of Empowerment

Contract Number: 910-500

Report Attendance Date Range: 08-24-2009 - 01-28-2010

Number of Participants with Alt. Assessment: 0 (0.00%)

# of Paths Assessments Recorded		45	47				
	# of Matched	by 10/15/09 Avg	by 12/15/09 Avg			Pre to Mid Test Avg	Pre to Mid Test Percentage Change
Nathan B. Young							
	Sets	Pre Test	Mid Test	DIR	Brainchild Usage	Cumulative Change	
	ORF	46	72.17391304	82.24444444	UP	10.07	13.95%
	PACER	46	7.47826087	9.152173913	UP	1.67	22.38%
	PATHS - Sec A	45	2.178368794	1.87641844	UP	0.30	13.86%
	PATHS - Sec B & C	45	1.755471125	1.942882472	UP	0.19	10.68%
	Brainchild Reading/LA		57.92	56.97	DOWN	25.64	-0.95
	Brainchild Math		41.8	46.24	UP	25.32	4.44
	Brainchild Science		25.81	25.85	UP	1.98	0.04
	FAIRS Scores						
	Report Card/Progress Report Scores						
# of Paths Assessments Recorded		44	47				
Robert Ingram							
	ORF	44	65.75	87.56818182	UP	21.82	33.18%
	PACER	44	8.431818182	9.886363636	UP	1.45	17.25%
	PATHS - Sec A	44	1.14964539	0.859751773	UP	0.29	25.22%
	PATHS - Sec B & C	44	2.771745187	2.956193009	UP	0.18	6.65%
	Brainchild Reading/LA		48.5	48.37	DOWN	8.09	-0.13
	Brainchild Math		39.92	40.34	UP	10.61	0.42
	Brainchild Science		18.3	19.03	UP	0.84	0.73
	FAIRS Scores						
	Report Card/Progress Report Scores						
# of Paths Assessments Recorded			45				
Rainbow Park							
	ORF				UP	0.00	#DIV/0! No mid-tests
	PACER				UP	0.00	#DIV/0! No mid tests
	PATHS - Sec A	45			UP	0.00	#DIV/0! No mid tests
	PATHS - Sec B & C	45			UP	0.00	#DIV/0! No mid tests
	Brainchild Reading/LA		54.43	65.88	UP	26.67	11.45
	Brainchild Math		43.09	52.52	UP	39.49	9.43

Brainchild Science	43.59	46.19	UP	2.71	2.60	5.96%
FAIRS Scores						
Report Card/Progress Report Scores						

# of Paths Assessments Recorded	45					
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	Program Wide - Average scores					
ORF	68.96195652	84.90631313	UP		15.94	23.12%
PACER	7.955039526	9.519268775	UP		1.56	19.66%
PATHS - Sec A	1.664007092	1.368085106	UP		0.30	17.78%
PATHS - Sec B & C	2.263608156	2.449537741	UP		0.19	8.21%
Brainchild Reading/LA	52.19	54.27	UP		2.08	3.99%
Brainchild Math	40.99	44.94	UP		3.95	9.64%
Brainchild Science	27.13	28.26	UP		1.13	4.17%
FAIRS Scores						
Report Card/Progress Report Scores						