

Soaring
Beyond Expectations
Enhancing Quality in the 21st Century



**THE 2007-2008 EVALUATION
OF THE SOUTH CAROLINA
21ST CENTURY
COMMUNITY LEARNING CENTER
PROGRAM**

**VOLUME I:
FEDERAL OBJECTIVES AND
EVALUATION REQUIREMENTS**

**PREPARED FOR THE SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

**BY
SYSTEM WIDE SOLUTIONS, INC.**

JANUARY 30, 2009

EXECUTIVE SUMMARY

The Statewide Evaluation for the 21st CCLC programs in South Carolina is divided into three volumes and a series of program level reports. Volume I measures the state's progress toward meeting the federal objectives and whether or not the programs have met the federal evaluation requirements. This portion of the evaluation is titled "The 2007-2008 Evaluation of the South Carolina 21st Century Community Learning Centers Program – Volume I: Federal Objectives and Evaluation Requirements."

South Carolina made great progress during 2007-2008 in meeting the federal requirements. All but one sub-objective and a portion of another were met or exceeded. This compares to four sub-objectives not being met the previous year. Those sub-objectives that were not met are very close to being met in one case and in the other case (scores on standardized math test), the test itself is being changed by the state.

The state has also made significant progress in developing mechanisms for on-going scientifically-based evaluations at the program level. This progress will bear fruit over the next year as local evaluations are completed. This will add to the already strong continuous quality improvement effort of the State 21stCCLC program.

Three recommendations are made in the evaluation. These are:

1. It is recommended that training for 2009 continue to place an emphasis on meeting the national standards as well as state requirements.
2. It is recommended that the continuous quality improvement opportunities offered by the GEMS[®] on-line information system continue to be utilized and that improvements to GEMS[®] be made as necessary, appropriate and affordable.
3. It is recommended that no action be taken at this time regarding standardized test scores. A new state standardized test has been introduced and the 2009 scores will serve as a new baseline.

TABLE OF CONTENTS

| | |
|---|-----------|
| EXECUTIVE SUMMARY | i |
| TABLE OF CONTENTS | ii |
| INTRODUCTION..... | 1 |
| THE 21 ST CCLC PROGRAM FEDERAL AND STATE MANDATES | 1 |
| THE 21 ST CENTURY COMMUNITY LEARNING CENTERS IN SOUTH CAROLINA | 1 |
| PURPOSE OF SOUTH CAROLINA’S 21 ST CCLC EVALUATION | 2 |
| FEDERAL EVALUATION REQUIREMENTS | 2 |
| 21ST CCLC FEDERAL OBJECTIVES AND PERFORMANCE INDICATORS | 3 |
| SOUTH CAROLINA’S 21 ST CCLC EVALUATION APPROACH..... | 4 |
| METHODOLOGY FOR VOLUME I..... | 6 |
| OVERVIEW | 6 |
| DATA SOURCES | 6 |
| <i>The GEMS® Database</i> | 6 |
| <i>The Information Systems of the South Carolina Department of Education</i> | 7 |
| <i>Teacher Surveys</i> | 7 |
| ANALYSIS | 7 |
| LIMITATIONS OF THE STUDY..... | 8 |
| FINDINGS PART I: FEDERAL OBJECTIVES AND PERFORMANCE INDICATORS | 9 |
| OBJECTIVE 1: PARTICIPANTS IN 21ST CCLC PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES..... | 9 |
| OBJECTIVE 2: 21ST CCLC PROGRAMS WILL OFFER A RANGE OF HIGH-QUALITY EDUCATIONAL, DEVELOPMENTAL, AND RECREATIONAL SERVICES. | 16 |
| OBJECTIVE 3: 21ST CCLC PROGRAMS WILL SERVE CHILDREN AND COMMUNITY MEMBERS WITH THE GREATEST NEEDS FOR EXPANDED LEARNING OPPORTUNITIES..... | 21 |
| FINDINGS PART II: MEETING THE FEDERAL EVALUATION REQUIREMENTS | 22 |
| PROGRAM-LEVEL EVALUATION REQUIREMENTS | 22 |
| <i>Meeting the Principles of Effectiveness</i> | 22 |
| <i>Using Performance Indicators and Performance Measures</i> | 22 |
| <i>Conducting Periodic Evaluations</i> | 23 |
| <i>Using Evaluation Findings for Continuous Improvement</i> | 23 |
| <i>Receiving Ongoing Technical Assistance and Training</i> | 23 |
| STATE-LEVEL EVALUATION REQUIREMENTS | 24 |
| <i>Effectiveness of the Statewide Program</i> | 24 |
| <i>Quality of Programming</i> | 25 |
| <i>Annual Performance Reports</i> | 25 |
| CONCLUSIONS | 27 |
| RECOMMENDATIONS..... | 29 |
| APPENDIX ONE: GEMS® REPORTS | 30 |
| APPENDIX TWO: TEACHER SURVEY..... | 33 |

INTRODUCTION

The 21st CCLC Program Federal and State Mandates

The 21st Century Community Learning Centers (CCLC) program is administered by the U. S. Department of Education (USDOE) and is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*. The purposes of this program are 1) to create or expand community learning centers that provide academic enrichment opportunities to assist students, particularly those who attend high-poverty and low-performing schools, in meeting state and local standards in core academic subjects; 2) to offer students a broad array of enrichment activities that can complement their regular academic programs; and 3) to offer literacy and other educational services to the families of participating children.

The South Carolina State Department of Education (SDE) administers the 21st Century Community Learning Centers (21st CCLC) program in South Carolina as the State Education Agency (SEA). Through a competitive process, the SDE awards funds received from the USDOE to local organizations for the purpose of establishing or expanding community learning centers. At the end of the 2007-2008 school year, there were 95 programs (operating 171 sites) funded in the state.

The federal government has certain required processes and outcomes for 21st CCLC programs. The state also has the authority to require its own processes and outcomes for programs which are awarded 21st CCLC funds. It is the responsibility of the state to assure that the state as a whole and individual programs meet their obligations when they receive 21st CCLC grants. This report summarizes the findings for the overall federal requirements for the entire state for the period of June 2007 through May 2008. As stated below, programs are also required to provide on an annual basis similar information in an evaluative form for their own programs, as well as how they met state requirements,

The 21st Century Community Learning Centers in South Carolina

The South Carolina 21st CCLC program is housed within the Community and Parent Services Office of the South Carolina Department of Education. The State Office states that “A community-learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, during holidays, and/or during the summer recess).” The purposes of the South Carolina CCLC are to:

1. Provide opportunities for academic enrichment that will help students (particularly students who attend high-poverty and low-performing schools) to meet State and local student performance standards in core academic subjects, such as reading and mathematics.
2. Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students. These include youth development activities, drug and violence prevention

programs, counseling programs, art, music, and recreation activities, technology education programs, and character education.

3. Offer families of students served by community learning centers opportunities for literacy and related educational development.

During the 2007-2008 school year, the South Carolina 21st CCLC had 95 programs and 171 sites. Of these programs, 40 were first funded in 2004, 12 in 2005, 17 in 2006 and 26 in 2007. A total of 14,102 students were reported to have attended 21st CCLC during 2007-2008.

Purpose of South Carolina's 21st CCLC Evaluation

The overall purpose of the South Carolina 21st CCLC Evaluation is to provide a series of reports based on scientific principles using defensible data and methods that will improve the 21st CCLC program in South Carolina and elsewhere. The information contained in these reports always has as its ultimate goal improving the potential of students in the public schools of South Carolina to graduate from high school with the knowledge and skills needed to survive and prosper in a difficult competitive environment. The evaluation is also designed to meet the Federal evaluation requirements and state evaluation needs of the 21st CCLC.

Federal Evaluation Requirements

The Federal 21st CCLC evaluation guidelines require State Education Agencies (SEAs) administering 21st CCLC funds to ensure that programs:

- Meet the principles of effectiveness based on the assessment of objective data, an established set of performance indicators, and scientifically-based research on helping students meet a state's high academic achievement standards;
- Use performance indicators and performance measures for evaluation;
- Conduct a periodic evaluation of how the program or activity is providing high quality academic enrichment;
- Use evaluation findings for continuous improvement of the program, broader dissemination of promising practices, and for the general information of the public;
- Receive ongoing technical assistance and training that enables them to implement effective program and evaluation strategies.

State level evaluations must also be conducted on a regular basis to determine the effectiveness of the statewide 21st CCLC program. Statewide evaluations must use performance indicators and measures for evaluation.

There are therefore two responsibilities of the SEAs regarding quality of programming. The first is direct accountability, a quality assurance function conducted through performance measurements taken at the program and site level. The second is a continuous quality improvement function conducted through an evaluation at the grantee and state level.

The Federal government requires that local sites submit Annual Performance Reports (APRs) on a web-based information system operated by Learning Point, an Illinois based organization. In addition to the APR information provided by the sites, the states must provide a Competition Overview record for each competition held for funding; a State Activities record for activities carried out during the year; and a Grantee Profile record for all grantees that received a grant award since the current program year or earlier. This information is all submitted once a year, in the fall. The APR information is site level, and not student level, data. It is therefore very helpful for determining accountability for sites, programs and the state, but is not useful for program evaluation purposes.

The 21st CCLC evaluation guidelines require two levels of program evaluation. These are comprehensive state level program evaluation and local grantee level periodic evaluation. The purposes of the two levels of program evaluation are, first, to determine the effectiveness of the 21st CCLC program in achieving its goals and, second, to provide information to allow for continuous program improvement at both the local and statewide levels.

At the state level, SEAs are asked to conduct replicable studies including rigorous statistical analysis and generalizable conclusions. At the site level, grantees must conduct evaluations that answer questions that will let the site know how well it is improving positive academic outcomes for participants and how it is doing so. At both the state and site level, the evaluations must follow the standards of scientifically-based research.

21st CCLC Federal Objectives and Performance Indicators

Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1.1 Achievement Outcomes. Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standard in reading and mathematics.

1.2 Behavior Outcomes. Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Objective 2: 21st CCLC programs will offer a range of high-quality educational, developmental, and recreational services.

2.1 Core educational services. More than 85 percent of centers will offer high quality services in at least one core academic area, e.g., reading and literacy, mathematics, and science.

2.2 Enrichment and support activities. More than 85 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

2.3 Community involvement. Centers will establish and maintain partnerships within the community to increase levels of community collaboration.

2.4 Services to parents and other adult community members. More than 85 percent of centers will offer services to parents, senior citizens, and other adult community members.

2.5 Extended hours. More than 75 percent of centers will offer services at least 15 hours a week on average and provide services when school is not in session, during the summer, and holidays.

Objective 3: 21st CCLC programs will serve children and community members with the greatest needs for expanded learning opportunities.

3.1 High-need communities. More than 80 percent of centers are located in high-poverty communities.

South Carolina's 21st CCLC Evaluation Approach

System Wide Solutions (SWS), a research, database development and consulting firm based in Columbia, SC, has a five year contract with the SC SDE to evaluate the 21st CCLC. SWS has three overall responsibilities regarding the South Carolina 21st CCLC program. These are: gathering of data necessary for the evaluation; provision of methods and training for local program evaluations; and the design and conduct of the statewide evaluation. SWS has a twelve year history of providing these services for South Carolina's out-of-school time youth-serving programs.

Grant Evaluation Management System (GEMS[®]): To gather data and provide a central point for communication, SWS designed and developed the GEMS[®]. The GEMS[®] is a web-based live database utilized by all 21st CCLC programs and sites. This comprehensive management information system serves several purposes. All student, site and program level data associated with the 21st CCLC program, with the exception of financial data, is entered into the GEMS[®] by programs and sites, except for individual standardized test scores, discipline referrals and attendance, which are provided electronically by SDE and imported into the system by SWS. All reporting to PPICS and the state 21st CCLC office is done from GEMS[®].

GEMS[®] contains a wealth of reports that are available at the state, program and site levels. (A full description of the reports may be found in Appendix One.) All reports are constantly updated by the system as new data is entered. That is, they are "real time." These reports meet immediate, medium term and long term needs. An example of a report that meets immediate needs is one that described how many students are actively in a program or site, how many are attending regularly and how this compares to the number planned at the beginning of the year to attend regularly. An example of a report that meets medium term needs is one that provides information on the demographics of the students being served, such as race, gender and similar information. An example of a report that meets long term needs is one that tracks changes in grades and standardized test scores of students.

Local Program Evaluations: The second responsibility of SWS is to work with the local programs to assist them in producing their own local evaluations. A recommended evaluation template is provided as part of the GEMS[®] system. This template takes advantage of reports available in GEMS[®], making it possible for programs to utilize the most up-to-date information possible for their evaluations. Programs are trained on how to utilize the template and the reports.

Statewide Evaluation: The statewide evaluation covers four areas. These are the federal requirements (Volume I), state objectives (Volume II), local program highlights, and special reports. Special reports are evaluations of specific areas in which the state has a particular interest. This year, for example, there is one special report which compares student outcomes among different administrative organizations, such as school districts, not-for-profits and faith based organizations.

METHODOLOGY FOR VOLUME I

Overview

Volume I of the evaluation begins with a presentation of how well the state has met the federal objectives and performance indicators for all funded programs during the 2007-2008 federal fiscal year. Volume I also includes a report on how the state of South Carolina is meeting the federal evaluation requirements.

Data Sources

Volume I utilizes data from three sources. These sources are:

- The 21st CCLC Grantee Evaluation Management System (GEMS[®])
- The information systems of the South Carolina Department of Education maintained by the Information Technology unit.
- Teacher surveys

The GEMS[®] Database

The GEMS[®] Database for the study was developed in Microsoft SQL Server 2005. Programs and sites entered program, site, and student level data directly into this database using a web-interface. The programs and sites were trained on the use of the GEMS[®] in August of 2007 and April of 2008. During these trainings, programs were informed of what information would be requested from them and how to input it into the system. Reminders to complete data entry were sent to the programs in March, April and May of 2008. In May of 2008, individualized completion reports were made available to programs and sites via the GEMS[®] to assist in completing and correcting data. During June through October of 2008, individual phone calls and emails were sent to programs and sites that had not appropriately responded. Technical assistance was provided throughout the process.

The GEMS[®] database includes three main elements, described below.

Program Level Data

- Program Objectives: description and category
- Community Partnerships: name of organization, activities conducted, subcontract amount, in-kind donation amount.
- Name and Contact information for Directors and Coordinators
- Site Locations: name of site and feeder school and feeder school district
- Type of Organization
- Other Funding Streams

Site-Level Data

- Number of Teachers and their Credentials/Education level
- Family Literacy Activities: frequency of activities offered and number of adults served.
- Activities and programming
- Operation: days and hours of operation, number of weeks open.
- Feeder Schools: name and type of school

Student-Level Data

- Demographics: Gender, Race, Grade level, Free/Reduced Lunch Status, Special Needs, limited English proficiency, School Attended, Date of Entry into the Program, Date Dropped from the Program.
- Grades in School: Math and English grades by grading period for current year.
- School Attendance: number of days absent from school for current and previous year.
- Discipline: number of discipline actions for current and previous year.
- Program Attendance: number of days the student participated in the program
- PACT Scores: test score (levels) for previous and current year.
- Teacher Surveys

The Information Systems of the South Carolina Department of Education

The State Department of Education Information Technology unit provided 2007 and 2008 PACT scores, absences for the 2006-2007 and 2007-2008 school years, discipline for the 2006-2007 and 2007-2008 school years, and demographic information for the students in the program, as well as the PACT scores and demographic information for students in the same schools, but not in the program. SWS received the final datasets from the State Department on November 17, 2008. The data was imported into the GEMS[®] database.

Teacher Surveys

A teacher survey instrument was used to gather information on students' classroom performance. The surveys were completed by the students' English or math teacher. One teacher survey was completed for each student who regularly attended the program. This survey is included in Appendix One.

Analysis

Data in the GEMS[®] database was analyzed using a combination of T-SQL queries and by importing the data into the Statistical Package for the Social Sciences (SPSS). The data was examined as it pertains to the federal objectives and performance indicators. Objective 1 and its two outcomes (see Introduction) were examined by comparing baseline data on the dependent variables with the comparative data. Objectives 2 and 3 and their indicators (see Introduction)

were examined by utilizing the data as reported by the state, programs and sites. Analyses were presented utilizing tables and graphs developed in Microsoft Excel.

Limitations of the Study

During the 2007-2008 grant period, there were 95 active programs and 171 active sites. Of these, two sites (1.2% of sites) did not provide complete and valid data to the research team. This is an improvement from the 5.3% of sites that did not provide complete and valid data for the 2006-2007 evaluation and 26.1% of sites for the 2005-2006 evaluation.

Furthermore, eight sites (4.7% of sites) reported that they had provided programming to students during the summer, but did not provide demographic or attendance data for these students. This is an improvement from the 27 sites (15.9% of sites) that reported inconsistent summer data for the 2006-2007 evaluation. In order to complete the reporting process for the federal APR, estimates of students served were derived from the number of students served during the school year and data from previous years. The operations data for these sites was included in the analysis; however, the estimates of students served during the summer are not included in this report. Methods to ensure consistency in reporting summer and school year data were implemented during the 2007-2008 grant year.

Grades in school were provided by the individual sites. Schools in South Carolina utilize several different grading scales, such as 1 to 100, A through F, and three point grading scales such as Consistently Demonstrates, Somewhat Demonstrates, and Does Not Demonstrate. Analysis of changes in grades on these non-standardized scales proved inconsistent and was therefore rendered invalid. As a result, only those grades on the 1 to 100 and A to F grading scales were used. The evaluation team is working to identify a method to account for grades on two and three point grading scales.

FINDINGS PART I: FEDERAL OBJECTIVES AND PERFORMANCE INDICATORS

The federal government requires 21st CCLC programs to report on three objectives. Reporting for these objectives is to be based on students “regularly participating” (that is, present 30 days or more) in programming at all of the programs receiving funding during the 2007-2008 grant period. The total number of regularly participating students served by the programs as reported to the Grantee Evaluation Management System (GEMS[®]) owned and maintained by System Wide Solutions, Inc. for the 2007-2008 grant period is 11,348.

Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1.1 Achievement Outcomes: Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and mathematics.

State Academic Standards

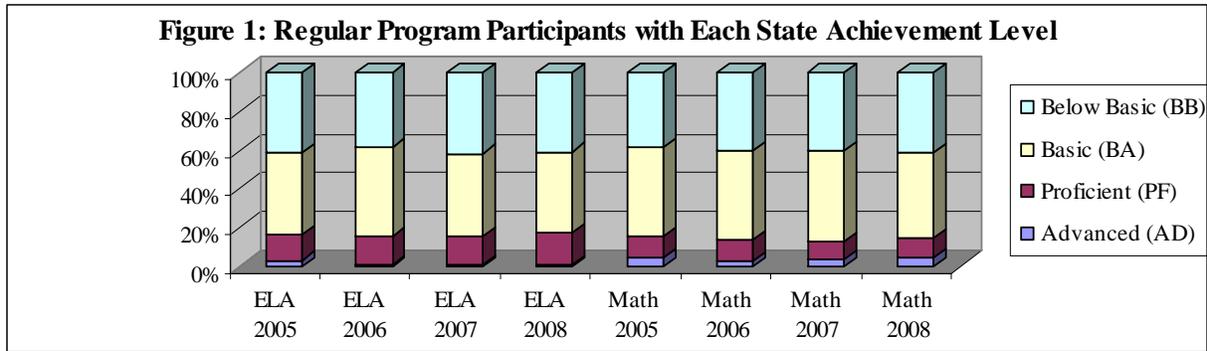
State academic achievement scores come from the PACT Standardized Test, which is administered to students in grades 3 through 8 at the end of every school year. Students who complete the PACT test are assigned one of the following performance levels: below basic (BB), basic (BA), proficient (PF), or advanced (AD). The standard for achievement is considered to be Basic. Aggregated data for 2005 PACT achievement levels was collected from the PPICS APR module. This data represents all students who regularly participated in 21st CCLC programming during the 2004-2005 grant period. Student-level data for the 2006, 2007, and 2008 PACT achievement levels was obtained from the SC Department of Education. This data represents all students who regularly participated in 21st CCLC programming during the 2005-2006, 2006-2007, and 2007-2008 grant periods, respectively. These four groups are compared to show the change in the percentage of regularly participating students who met or exceeded state standards in reading and mathematics.

Of the 9,103 regular program attendees who completed the ELA/Reading portion of the PACT test in 2005, 286 (3.1%) scored at the Advanced level, 1,224 (13.4%) scored at the Proficient level, 3,815 (41.9%) scored at the Basic level, and 3,778 (41.5%) scored at the Below Basic level. Overall, a total of 58.5% of the regular program attendees met or exceeded the state standard in reading in 2005. Of the 7,885 regular program attendees who completed the ELA/Reading portion of the PACT test in 2006, 67 (0.8%) scored at the Advanced level, 1,164 (14.8%) scored at the Proficient level, 3,607 (45.7%) scored at the Basic level, and 3,047 (38.6%) scored at the Below Basic level. Overall, a total of 61.4% of the regular program attendees met or exceeded the state standard in reading in 2006. Of the 8,772 regular program attendees who completed the ELA/Reading portion of the PACT test in 2007, 63 (0.7%) scored at the Advanced level, 1,287 (14.7%) scored at the Proficient level, 3,760 (42.9%) scored at the Basic level, and 3,662 (41.7%) scored at the Below Basic level. Overall, a total of 58.3% of the regular program attendees met or exceeded the state standard in reading in 2007. Of the 8,014 regular program attendees who completed the ELA/Reading portion of the PACT test in 2008,

80 (1%) scored at the Advanced level, 1,310 (16.3%) scored at the Proficient level, 3,352 (41.8%) scored at the Basic level, and 3,272 (40.8%) scored at the Below Basic level. Overall, a total of 59.2% of the regular program attendees met or exceeded the state standard in reading in 2008. Therefore, the percentage of regular attendees who met or exceeded the state standard in reading has increased by 0.9% between 2007 and 2008. The state has met this portion of the objective. (See Table 1 and Figure 1.)

Of the 9,133 regular program attendees who completed the math portion of the PACT test in 2005, 448 (4.9%) scored at the Advanced level, 1,003 (11%) scored at the Proficient level, 4,154 (45.5%) scored at the Basic level, and 3,528 (38.6%) scored at the Below Basic level. Overall, a total of 61.4% of the regular program attendees met or exceeded the state standard in math in 2005. Of the 7,918 regular program attendees who completed the math portion of the PACT test in 2006, 239 (3%) scored at the Advanced level, 861 (10.9%) scored at the Proficient level, 3,632 (45.9%) scored at the Basic level, and 3,186 (40.2%) scored at the Below Basic level. Overall, a total of 59.8% of the regular program attendees met or exceeded the state standard in math in 2006. Of the 8,744 regular program attendees who completed the math portion of the PACT test in 2007, 304 (3.5%) scored at the Advanced level, 834 (9.5%) scored at the Proficient level, 4,070 (46.5%) scored at the Basic level, and 3,536 (40.4%) scored at the Below Basic level. Overall, a total of 59.6% of the regular program attendees met or exceeded the state standard in math in 2007. Of the 8,025 regular program attendees who completed the math portion of the PACT test in 2008, 352 (4.4%) scored at the Advanced level, 821 (10.2%) scored at the Proficient level, 3,546 (44.2%) scored at the Basic level, and 3,306 (41.2%) scored at the Below Basic level. Overall, a total of 58.8% of the regular program attendees met or exceeded the state standard in math in 2008. Therefore, the percentage of regular attendees who met or exceeded the state standard in math has decreased by 0.8% from 2007 to 2008. The state did not meet this portion of the objective. (See Table 1 and Figure 1.)

| Table 1: Number of Regular Program Participants with Each Achievement Level | | | | | | | | | |
|--|------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | | 2005 | | 2006 | | 2007 | | 2008 | |
| | | # | % | # | % | # | % | # | % |
| ELA/Reading | | | | | | | | | |
| | Advanced (AD) | 286 | 3.1% | 67 | 0.8% | 63 | 0.7% | 80 | 1.0% |
| | Proficient (PF) | 1,224 | 13.4% | 1,164 | 14.8% | 1,287 | 14.7% | 1,310 | 16.3% |
| | Basic (BA) | 3,815 | 41.9% | 3,607 | 45.7% | 3,760 | 42.9% | 3,352 | 41.8% |
| | Below Basic (BB) | 3,778 | 41.5% | 3,047 | 38.6% | 3,662 | 41.7% | 3,272 | 40.8% |
| | Total | 9,103 | 100% | 7,885 | 100% | 8,772 | 100% | 8,014 | 100% |
| Math | | | | | | | | | |
| | Advanced (A) | 448 | 4.9% | 239 | 3.0% | 304 | 3.5% | 352 | 4.4% |
| | Proficient (P) | 1,003 | 11.0% | 861 | 10.9% | 834 | 9.5% | 821 | 10.2% |
| | Basic (B) | 4,154 | 45.5% | 3,632 | 45.9% | 4,070 | 46.5% | 3,546 | 44.2% |
| | Below Basic (BB) | 3,528 | 38.6% | 3,186 | 40.2% | 3,536 | 40.4% | 3,306 | 41.2% |
| | Total | 9,133 | 100% | 7,918 | 100% | 8,744 | 100% | 8,025 | 100% |



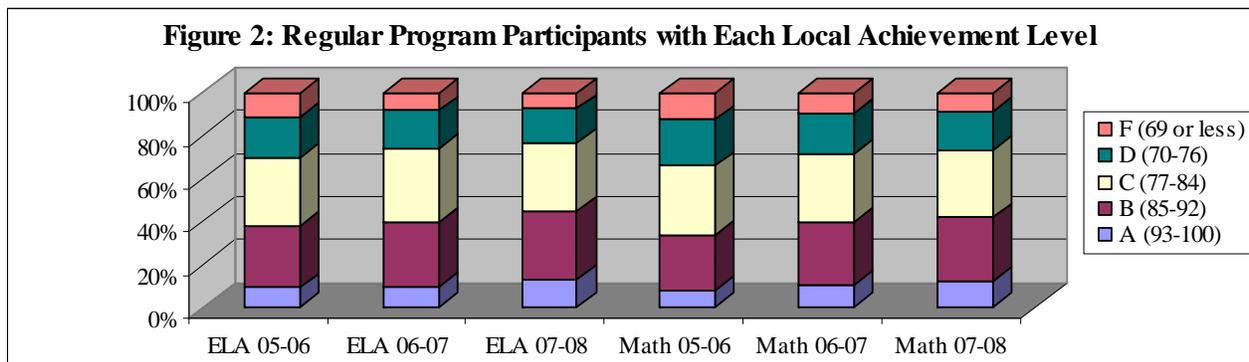
Local Academic Standards

Local academic achievement scores are the students' grades in school, which are assigned for each grading period by their school day teachers. Grades which are assigned by school teachers can be divided into five categories. These are A (93-100 points), B (85 to 92 points), C (77 to 84 points), D (70 to 76 points), and F (69 or fewer points). The standard for achievement is considered to be a C (average). The marking period grades for each year were averaged to calculate a total average grade for the year. In some cases, students did not have a grade for all of the marking periods. However, the total average grade for these students was still calculated utilizing the grades that were available, and these averages were included in the report. Data for 2005-2006 grades were collected from the individual program sites utilizing existing hard copy reporting methods. Data for the 2006-2007 and 2007-2008 grades were collected from the sites utilizing the Grantee Evaluation Management System (GEMS™). It must be noted that the only grades included in the counts for the 2005-2006 grant year are those on a 1-100 numeric grading scale. Grades were provided during the 2005-2006 grant period that were on other grading scales; however, the variety of these scales and variety of reporting methods made analysis difficult. A method was devised to account for these differences for later years. The grades for the 2006-2007 and 2007-2008 grant years include grades on the 1-100 grading scale and the A-F grading scale.

ELA grades for the 2005-2006 grant year were reported for 8,787 of the 2005-2006 regular program attendees. Of these, 808 (9.2%) earned an A average, 2,526 (28.7%) earned a B average, 2,805 (31.9%) earned a C average, 1,658 (18.9%) earned a D average, and 990 (11.3%) earned an F average. Overall, a total of 69.9% of the 2005-2006 regular program attendees met or exceeded the local standard in ELA. ELA grades for the 2006-2007 grant year were reported for 9,355 of the 2006-2007 regular program attendees. Of these, 926 (9.9%) earned an A average, 2,795 (29.9%) earned a B average, 3,199 (34.2%) earned a C average, 1,655 (17.7%) earned a D average, and 780 (7.8%) earned an F average. Overall, a total of 74% of the 2006-2007 regular program attendees met or exceeded the local standard in ELA. ELA grades for the 2007-2008 grant year were reported for 8,573 of the 2007-2008 regular program attendees. Of these, 1,145 (13.4%) earned an A average, 2,687 (31.3%) earned a B average, 2,713 (31.6%) earned a C average, 1,373 (16%) earned a D average, and 655 (7.6%) earned an F average. Overall, a total of 76.3% of the 2007-2008 regular program attendees met or exceeded the local standard in ELA. Therefore, the percentage of regular attendees who met or exceeded the state standard in ELA has increased. The state has met this portion of the objective. (See Table 2 and Figure 2.)

Math grades for the 2005-2006 grant year were reported for 8,745 of the 2005-2006 regular program attendees. Of these, 711 (8.1%) earned an A average, 2,217 (25.4%) earned a B average, 2,831 (32.4%) earned a C average, 1,878 (21.5%) earned a D average, and 1,108 (12.7%) earned an F average. Overall, a total of 65.9% of the 2005-2006 regular program attendees met or exceeded the local standard in Math. Math grades for the 2006-2007 grant year were reported for 9,366 of the 2006-2007 regular program attendees. Of these, 965 (10.3%) earned an A average, 2,733 (29.2%) earned a B average, 2,985 (31.9%) earned a C average, 1,777 (19%) earned a D average, and 906 (9.7%) earned an F average. Overall, a total of 71.4% of the 2006-2007 regular program attendees met or exceeded the local standard in Math. Math grades for the 2007-2008 grant year were reported for 8,650 of the 2007-2008 regular program attendees. Of these, 1,035 (12%) earned an A average, 2,587 (29.9%) earned a B average, 2,691 (31.1%) earned a C average, 1,598 (18.5%) earned a D average, and 739 (8.5%) earned an F average. Overall, a total of 73% of the 2007-2008 regular program attendees met or exceeded the local standard in Math. Therefore, the percentage of regular attendees who met or exceeded the state standard in Math has increased. The state has met this portion of the objective. (See Table 2 and Figure 2.)

| Table 2: Number of Regular Program Participants with Each Local Achievement Level | | | | | | |
|--|------------------|---------------|------------------|---------------|------------------|---------------|
| | 2005-2006 | | 2006-2007 | | 2007-2008 | |
| | # | % | # | % | # | % |
| ELA/Reading | | | | | | |
| A (93-100) | 808 | 9.2% | 926 | 9.9% | 1,145 | 13.4% |
| B (85-92) | 2,526 | 28.7% | 2,795 | 29.9% | 2,687 | 31.3% |
| C (77-84) | 2,805 | 31.9% | 3,199 | 34.2% | 2,713 | 31.6% |
| D (70-76) | 1,658 | 18.9% | 1,655 | 17.7% | 1,373 | 16.0% |
| F (69 or less) | 990 | 11.3% | 780 | 8.3% | 655 | 7.6% |
| Total | 8,787 | 100.0% | 9,355 | 100.0% | 8,573 | 100.0% |
| Math | | | | | | |
| A (93-100) | 711 | 8.1% | 965 | 10.3% | 1,035 | 12.0% |
| B (85-92) | 2,217 | 25.4% | 2,733 | 29.2% | 2,587 | 29.9% |
| C (77-84) | 2,831 | 32.4% | 2,985 | 31.9% | 2,691 | 31.1% |
| D (70-76) | 1,878 | 21.5% | 1,777 | 19.0% | 1,598 | 18.5% |
| F (69 or less) | 1,108 | 12.7% | 906 | 9.7% | 739 | 8.5% |
| Total | 8,745 | 100% | 9,366 | 100% | 8,650 | 100% |



1.2 Behavior Outcomes: Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

School Attendance and Disciplinary Actions

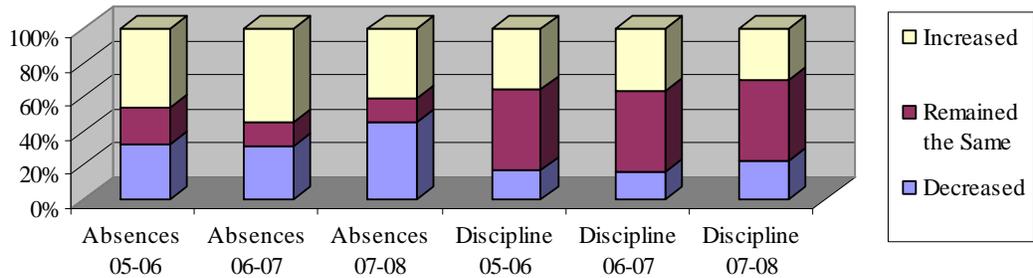
School attendance is measured using the number of days the student was absent from school. Disciplinary actions are measured using the number of times the student received a referral for a discipline problem. Data was collected for all students who participated in programming during the 2005-2006, 2006-2007, and 2007-2008 grant periods. For the purposes of this report, the comparative data are the students' number of days absent and number of discipline referrals during the academic year in which they participated and the baseline data are the students' number of days absent and number of discipline referrals during the previous academic year (i.e. For 2007-2008 participants, 2007-2008 absences are compared to 2006-2007 absences whereas for 2006-2007 participants, 2006-2007 absences are compared to 2005-2006 absences). In 2005-2006, data for number of days absent and the number of discipline referrals were collected from both the individual program sites and the SC Department of Education. In 2006-2007 and 2007-2008, data was collected from the SC Department of Education only. It must be noted that absences and referral data for 2005-2006 participants were available for fewer than half of the program participants. Several steps were taken during the 2006-2007 grant year to ensure the quality and accuracy of the data for 2006-2007 and participants in future grant years.

Of the 4,093 regular attendees who participated in 2005-2006 and for whom both 2004-2005 and 2005-2006 data on absences from school were available, 1,327 (32.4%) had a decrease in absences, 891 (21.8%) had about the same number of absences, and 1,875 (45.8%) had an increase in absences. Of the 10,851 regular attendees who participated in 2006-2007 and for whom both 2005-2006 and 2006-2007 data on absences from school were available, 3,353 (30.9%) had a decrease in absences, 1,519 (14%) had no change in number of absences, and 5,979 (55.1%) had an increase in absences. Of the 10,519 regular attendees who participated in 2007-2008 and for whom both 2007-2008 and 2006-2007 data on absences from school were available, 4,758 (45.2%) had a decrease in absences, 1,431 (13.6%) had no change in number of absences, and 4,330 (41.2%) had an increase in absences. Therefore, 45.2% of 2007-2008 regular attendees have shown improvements in school attendance, which is an increase of 13.9 percentage points from the previous year. The state has met this objective. (See Table 3 and Figure 3.)

Of the 3,188 regular attendees who participated in 2005-2006 and for whom both 2004-2005 and 2005-2006 data on discipline were available, 533 (16.7%) had a decrease in the number of incidents, 1,514 (47.5%) had about the same number of incidents, and 1,141 (35.8%) had an increase in incidents. Of the 10,851 regular attendees who participated in 2006-2007 and for whom both 2005-2006 and 2006-2007 data on discipline were available, 1,750 (16.1%) had a decrease in the number of discipline incidents, 5,195 (47.9%) had about the same number of incidents, and 3,906 (36%) had an increase in incidents. Of the 10,519 regular attendees who participated in 2007-2008 and for whom both 2007-2008 and 2006-2007 data on discipline were available, 2,342 (22.3%) had a decrease in the number of discipline incidents, 4,977 (47.3%) had about the same number of incidents, and 3,200 (30.4%) had an increase in incidents. Therefore, 22.3% of 2007-2008 regular attendees have shown improvements in discipline actions, which is an increase of 6.1 percentage points from the previous year. The state has met this objective. (See Table 3 and Figure 3.)

| Table 3: Changes in Absences and Referrals for Regular Attendees | | | | | | | |
|---|--|------------------|-------------|------------------|-------------|------------------|-------------|
| | | 2005-2006 | | 2006-2007 | | 2007-2008 | |
| | | # | % | # | % | # | % |
| Absences | | | | | | | |
| Decreased | | 1,327 | 32.4% | 3,353 | 30.9% | 4,758 | 45.2% |
| Remained the Same | | 891 | 21.8% | 1,519 | 14.0% | 1,431 | 13.6% |
| Increased | | 1,875 | 45.8% | 5,979 | 55.1% | 4,330 | 41.2% |
| Total | | 4,093 | 100% | 10,851 | 100% | 10,519 | 100% |
| Discipline | | | | | | | |
| Decreased | | 533 | 16.7% | 1,750 | 16.1% | 2,342 | 22.3% |
| Remained the Same | | 1,514 | 47.5% | 5,195 | 47.9% | 4,977 | 47.3% |
| Increased | | 1,141 | 35.8% | 3,906 | 36.0% | 3,200 | 30.4% |
| Total | | 3,188 | 100% | 10,851 | 100% | 10,519 | 100% |

Figure 3: Changes in Absences and Referrals for Regular Program Participants



Classroom Performance

Classroom performance was measured using teacher surveys administered at the end of the year to the students' regular school day teachers. In 2005-2006, 8,883 surveys were completed on students who participated in programming during the 2005-2006 grant period. Surveys were administered to the teachers by the program staff and submitted to SWS for scoring and compilation. During the 2006-2007 and 2007-2008 grant years, surveys were completed on all students who participated in programming for 30 days or more during the school year. Surveys were administered to the teachers by program staff and submitted to SWS for scoring and compilation. Responses to surveys were then imported into the Grantee Evaluation Management System (GEMS[®]) and connected to the students' demographics and attendance data using the state PERM number (i.e. SASI number). In 2006-2007, SWS received 9,067 teacher surveys from 156 sites. Of these, 6,707 teacher surveys from 145 sites had PERM numbers which matched the PERM numbers of regular attendees who had been entered into the GEMS[®]. In 2007-2008, SWS received 9,015 teacher surveys from 156 sites. Of these, 7,452 teacher surveys from 154 sites had PERM numbers which matched the PERM numbers of regular attendees who had been entered into the GEMS[®].

Possible responses to each item on the survey were: significant improvement, moderate improvement, slight improvement, no change, slight decline, moderate decline, and significant

decline, and did not need to improve. In some instances, teachers did not respond to a particular question or marked two responses, making the item invalid. Therefore, the percentage of regular attendees who improved in each area of classroom behavior is derived from the total number of valid responses.

Of the 2005-2006 regular attendees for whom survey data was available, 5,653 (64.4%) were reported as having improved on turning their homework in on time (Question 1); 5,956 (67.8%) were reported as having improved on completing their homework to the teachers' satisfaction (Question 2); 6,085 (69.2%) were reported as having improved on participating in class (Question 3); 4,814 (54.7%) were reported as having improved on volunteering (Question 4); 3,288 (37.6%) were reported as having improved on attending class regularly (Question 5); 5,496 (62.5%) were reported as having improved on being attentive in class (Question 6); 4,237 (48.3%) were reported as having improved on behaving well in class (Question 7); 5,900 (67.2%) were reported as having improved on having classroom academic performance that was satisfactory or better (Question 8); 4,910 (55.9%) were reported as having improved on coming to school ready and prepared to learn (Question 9); 4,176 (47.5%) were reported as having improved on getting along well with other students (Question 10). (See Table 4 and Figure 4.)

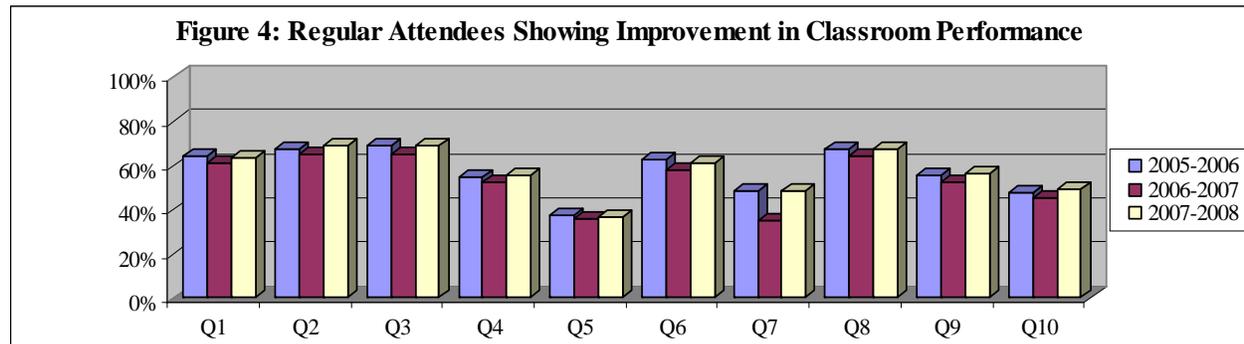
Of the 2006-2007 regular attendees for whom survey data was available, 4,015 (61.4%) were reported as having improved on turning their homework in on time (Question 1); 4,273 (65.1%) were reported as having improved on completing their homework to the teachers' satisfaction (Question 2); 4,264 (64.9%) were reported as having improved on participating in class (Question 3); 3,425 (52.2%) were reported as having improved on volunteering (Question 4); 2,295 (36%) were reported as having improved on attending class regularly (Question 5); 3,816 (58%) were reported as having improved on being attentive in class (Question 6); 2,298 (35.2%) were reported as having improved on behaving well in class (Question 7); 4,224 (64%) were reported as having improved on having classroom academic performance that was satisfactory or better (Question 8); 3,445 (52.7%) were reported as having improved on coming to school ready and prepared to learn (Question 9); and 2,939 (45.2%) were reported as having improved on getting along well with other students (Question 10). (See Table 4 and Figure 4.)

Of the 2007-2008 regular attendees for whom survey data was available, 4,623 (63.7%) were reported as having improved on turning their homework in on time (Question 1); 4,995 (68.6%) were reported as having improved on completing their homework to the teachers' satisfaction (Question 2); 4,988 (68.6%) were reported as having improved on participating in class (Question 3); 4,045 (55.7%) were reported as having improved on volunteering (Question 4); 2,644 (36.5%) were reported as having improved on attending class regularly (Question 5); 4,443 (61.1%) were reported as having improved on being attentive in class (Question 6); 3,529 (48.6%) were reported as having improved on behaving well in class (Question 7); 4,899 (67.5%) were reported as having improved on having classroom academic performance that was satisfactory or better (Question 8); 4,063 (56%) were reported as having improved on coming to school ready and prepared to learn (Question 9); and 3,582 (49.3%) were reported as having improved on getting along well with other students (Question 10). (See Table 4 and Figure 4.)

Overall, regular attendees are improving on classroom performance. The state has met this portion of the objective. The areas where students are making the most gains are in completing

homework satisfactorily, participating in class, having at least satisfactory classroom academic performance, and turning in homework on time. The areas where students are making the least gains are in attending class regularly and behaving well in class.

| Table 4: Regular Attendees Showing Improvement in Classroom Performance | | | | | | | | | |
|--|------------------|----------|--------------|------------------|----------|--------------|------------------|----------|--------------|
| Improved In: | 2005-2006 | | | 2006-2007 | | | 2007-2008 | | |
| | # | % | Total | # | % | Total | # | % | Total |
| 1. Turning in homework on time | 5,653 | 64.4% | 8,781 | 4,015 | 61.4% | 6,537 | 4,623 | 63.7% | 7,262 |
| 2. Completing homework satisfactorily | 5,956 | 67.8% | 8,790 | 4,273 | 65.1% | 6,568 | 4,995 | 68.6% | 7,279 |
| 3. Participating in class | 6,085 | 69.2% | 8,799 | 4,264 | 64.9% | 6,568 | 4,988 | 68.6% | 7,266 |
| 4. Volunteering | 4,814 | 54.7% | 8,794 | 3,425 | 52.2% | 6,560 | 4,045 | 55.7% | 7,260 |
| 5. Attending class regularly | 3,288 | 37.6% | 8,741 | 2,295 | 36.0% | 6,374 | 2,644 | 36.5% | 7,235 |
| 6. Being attentive in class | 5,496 | 62.5% | 8,792 | 3,816 | 58.0% | 6,580 | 4,443 | 61.1% | 7,266 |
| 7. Behaving well in class | 4,237 | 48.3% | 8,780 | 2,298 | 35.2% | 6,525 | 3,529 | 48.6% | 7,262 |
| 8. Had at least satisfactory classroom academic perform. | 5,900 | 67.2% | 8,786 | 4,224 | 64.0% | 6,600 | 4,899 | 67.5% | 7,255 |
| 9. Coming to school ready/prepared to learn | 4,910 | 55.9% | 8,785 | 3,445 | 52.7% | 6,541 | 4,063 | 56.0% | 7,256 |
| 10. Getting along well with other students | 4,176 | 47.5% | 8,789 | 2,939 | 45.2% | 6,500 | 3,582 | 49.3% | 7,273 |



Objective 2: 21st CCLC programs will offer a range of high-quality educational, developmental, and recreational services.

In 2005-2006, information for sections 2.1 through 2.5 was entered by each program into the PPICS system administered by Learning Point. In 2006-2007 and 2007-2008, this data was entered by each program into the GEMS®.

Objective 2.1 Core educational services. More than 85 percent of centers will offer high quality services in at least one core academic area, e.g., reading and literacy, mathematics, and science.

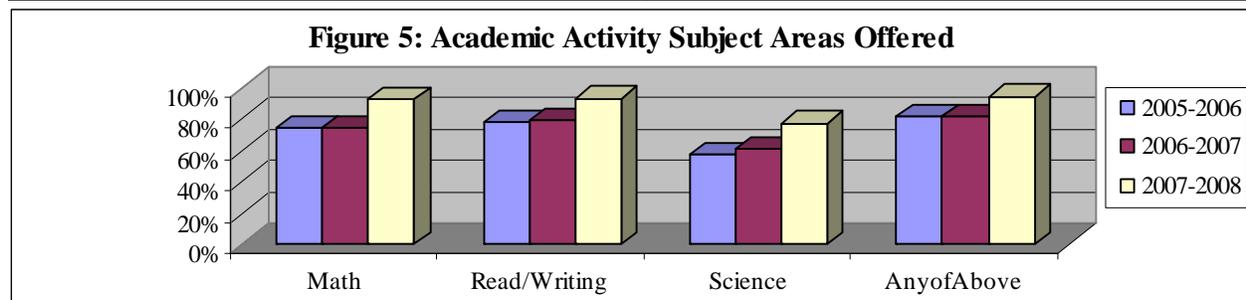
Of the 192 sites funded during the 2005-2006 grant period, 142 (74%) reported that they offered formal mathematics services; 150 (78.1%) offered reading and writing services; and 110 (57.3%)

of the programs offered academic services in science. An examination of program elements offered in any of the core academic areas by all of the sites indicates that 81.3% of the sites offered services in at least one of the core academic areas (any of the above).

Of the 170 sites funded during the 2006-2007 grant period, 126 (74.1%) reported that they offered formal mathematics services; 134 (78.8%) offered reading and writing services; and 104 (61.2%) of the programs offered academic services in science. An examination of program elements offered in any of the core academic areas by all of the sites indicates that 81.2% of the sites offered services in at least one of the core academic areas (any of the above).

Of the 171 sites funded during the 2007-2008 grant period, 158 (92.4%) reported that they offered formal mathematics services; 159 (93%) offered reading and writing services; and 132 (77.2%) of the programs offered academic services in science. An examination of program elements offered in any of the core academic areas by all of the sites indicates that 94.2% of the sites offered services in at least one of the core academic areas (any of the above). Therefore, the 21st CCLC program has exceeded this standard. (See Table 5 and Figure 5.)

| Table 5: Academic Activity Subject Areas Offered | | | | | | |
|--|-----------|-------|-----------|-------|-----------|-------|
| | 2005-2006 | | 2006-2007 | | 2007-2008 | |
| | # | % | # | % | # | % |
| Mathematics | 142 | 74.0% | 126 | 74.1% | 158 | 92.4% |
| Reading and Writing | 150 | 78.1% | 134 | 78.8% | 159 | 93.0% |
| Science | 110 | 57.3% | 104 | 61.2% | 132 | 77.2% |
| Any of the Above | 156 | 81.3% | 138 | 81.2% | 161 | 94.2% |



Objective 2.2 Enrichment and support activities More than 85 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

Of the 192 sites funded during the 2005-2006 grant period, 102 (53.1%) reported that they offered arts and music enrichment activities, 99 (51.6%) reported that they offered cultural activities, 34 (17.7%) offered entrepreneurial enrichment activities, 108 (56.3%) offered health activities, and 76 (39.6%) offered technology services. Other enrichment activities, a category that includes subjects such as youth development, violence prevention, character education and life skills, were offered by 137 (71.5%) of the sites. Eighty seven percent of the programs

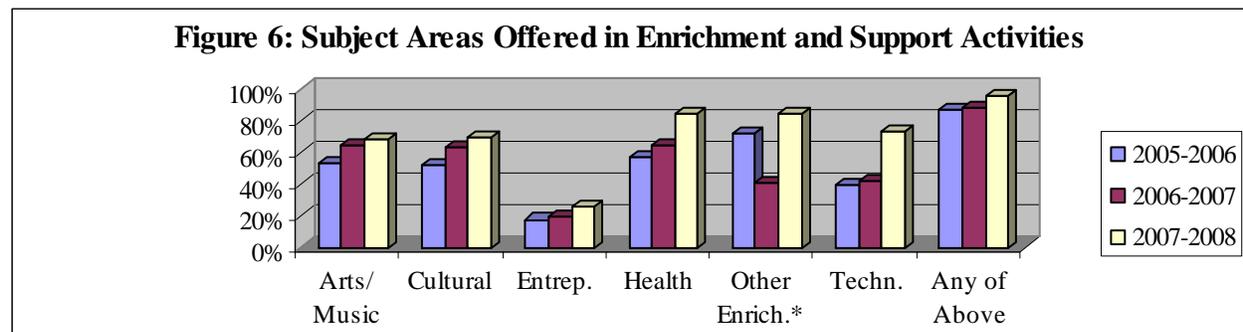
reported that they offered at least one of the above listed enrichment and support services. (See Table 6 and Figure 6.)

Of the 170 sites funded during the 2006-2007 grant period, 110 (64.7%) reported that they offered arts and music enrichment activities, 107 (62.9%) reported that they offered cultural activities, 34 (20%) offered entrepreneurial enrichment activities, 110 (64.7%) offered health activities, and 72 (42.4%) offered technology services. Other enrichment activities, a category that includes subjects such as youth development, violence prevention, character education and life skills, were offered by 70 (41.2%) of the sites. More than 87% of the programs reported that they offered at least one of the above listed enrichment and support services. Hence, the program exceeded the standard of 85%. (See Table 6 and Figure 6.)

Of the 171 sites funded during the 2007-2008 grant period, 116 (67.8%) reported that they offered arts and music enrichment activities, 119 (69.6%) reported that they offered cultural activities, 45 (26.3%) offered entrepreneurial enrichment activities, 143 (83.6%) offered health activities, and 125 (73.1%) offered technology services. Other enrichment activities, a category that includes subjects such as youth development, violence prevention, character education and life skills, were offered by 143 (83.6%) of the sites. More than 94% of the programs (n=162) reported that they offered at least one of the above listed enrichment and support services. Hence, the program exceeded the standard of 85%. (See Table 6 and Figure 6.)

| Table 6: Subject Areas Offered in Enrichment and Support Activities | | | | | | |
|---|-----------|-------|-----------|-------|-----------|-------|
| | 2005-2006 | | 2006-2007 | | 2007-2008 | |
| | # | % | # | % | # | % |
| Arts and Music | 102 | 53.1% | 110 | 64.7% | 116 | 67.8% |
| Cultural | 99 | 51.6% | 107 | 62.9% | 119 | 69.6% |
| Entrepreneurial | 34 | 17.7% | 34 | 20.0% | 45 | 26.3% |
| Health | 108 | 56.3% | 110 | 64.7% | 143 | 83.6% |
| Other Enrichment* | 137 | 71.4% | 70 | 41.2% | 143 | 83.6% |
| Technology | 76 | 39.6% | 72 | 42.4% | 125 | 73.1% |
| Any of the Above | 167 | 87.0% | 149 | 87.6% | 162 | 94.7% |

*includes youth development, youth leadership, drug/violence prevention, counseling, character education, and life skills



Objective 2.3 Community involvement. Centers will establish and maintain partnerships within the community to increase levels of community collaboration.

During the 2005-2006 grant year, 86 out of 90 programs (95.5%) and 186 out of 192 sites (96.9%) listed active community partners. There were 491 active partners for the state as a whole. This averaged 5.71 partners per program and 2.64 partners per site. Of the 491 active partners, 62 had been active for two years or more, 312 had been active for about one year, and 117 had been active for less than one year.

During the 2006-2007 grant year, 88 out of 89 programs (98.9%) and 169 out of 170 sites (99.4%) listed active community partners. There are 630 active partners for the state as a whole. This averages 7.16 partners per program and 3.73 partners per site. Of the 630 active partners, 270 had been active for two years or more, 104 had been active for about one year, and 256 had been active for less than one year.

During the 2007-2008 grant year, 92 out of 95 programs (96.8%) and 167 out of 171 sites (97.7%) listed active community partners. There are 611 active partners for the state as a whole. This averages 6.43 partners per program and 3.57 partners per site. Of the 611 active partners, 129 had been active for three years or more, 52 had been active for about two years, 237 had been active for about one year, and 193 had been active for less than one year.

Centers in South Carolina have established and maintained active partnerships within the community. Hence, the 21st CCLC program has met this standard.

Objective 2.4 Services to parents and other adult community members. More than 85 percent of centers will offer services to parents, senior citizens, and other adult community members.

Data on services to parents and adult community members was available from two sources during the 2005-2006 grant period. The first source was the site report on the total number of adults they served. The second source was the site report of activities conducted with adults and the typical number of adults served. During the 2006-2007 grant period, the number of adults served was projected using the report of activities conducted.

During the 2005-2006 grant period, 105 of the 192 sites (54.6%) reported that they provided services to adults. Of these, 79 sites provided data on the total number of adults they served. These sites served a total of 3,390 adults. Of the 105 sites that provided services to adults, 85 sites provided data on the activities they provided to adults. These sites provided a total of 117 different activities to approximately 2,736 adults. Of the 117 activities provided to adults, 8 were career/job training events, 48 were events that promoted family literacy, 59 were events that promoted parental involvement, and two were other types of activities.

During the 2006-2007 grant period, 92 of the 170 sites (54.1%) reported that they provided services to adults. These sites provided a total of 172 different activities to approximately 3,398 adults. Of the 172 activities provided to adults, 11 were career/job training events, 34 were events that promoted family literacy, 126 were events that promoted parental involvement, and one was an "other" type of activities. Anecdotal information from centers indicates that a

number of sites refer adults to other sites or community educational resources, rather than providing services directly. However, this information is not captured by the current data system. The 92 sites that reported serving adults constitute 54.1% of the 170 sites.

During the 2007-2008 grant period, 138 of the 171 sites (80.7%) reported that they provided services to adults. These sites provided a total of 197 different activities to approximately 5,210 adults. Of the 197 activities provided to adults, 14 were career/job training events, 66 were events that promoted family literacy, and 110 were events that promoted parental involvement, and seven were “other” types of activities. Anecdotal information from centers indicates that a number of sites refer adults to other sites or community educational resources, rather than providing services directly. However, this information is not captured by the current data system. The 138 sites that reported serving adults constitute 80.7% of the 171 sites. Hence, the state has improved from 54.1% of sites serving adults in 2006-2007 to 80.7% of sites serving adults in 2007-2008; however, the state has not met the objective.

Objective 2.5 Extended hours. More than 75 percent of centers will offer services at least 15 hours a week on average and provide services when school is not in session, during the summer, and holidays.

During the 2005-2006 grant year, all 192 sites provided services when school was not in session. Of these, 38 provided services before school, 191 provided services after school, five provided services on the weekend during the school year, 78 provided services on weekdays during the summer, and four sites provided services in the evening during the summer. One hundred eight sites provided at least 15 hours of services per week during the school year or summer. Of these, 75 sites provided at least 15 hours of service per week during the school year and 63 provide at least 15 hours of service per week during the summer. Overall, 107 out of 192 sites offered at least 15 hours of service that was provided when school was not in session (either before school, after school, or during the summer). These 107 sites constituted 55.7% of the total number of sites in 2005-2006.

During the 2006-2007 grant year, 168 sites reported that they provided services when school was not in session (two sites did not report operations data). Of these, 27 provided services before school, 166 provided services after school, seven provided services on the weekend during the school year, 64 provided services on weekdays during the summer, four sites provided services in the evening during the summer, and two provided services on weekends during the summer. Overall, 79 sites provided at least 15 hours of service per week during the school year and 56 provided at least 15 hours of service per week during the summer. Ninety eight out of 170 sites offered at least 15 hours of service per week that was provided when school was not in session (either before school, after school, or during the summer). These 98 sites constituted 57.6% of the total number of sites in 2006-2007. Therefore the program did not meet this standard.

During the 2007-2008 grant year, 170 sites reported that they provided services when school was not in session (one site did not report operations data). Of these, 23 provided services before school, 170 provided services after school, ten provided services on the weekend during the school year, 55 provided services on weekdays during the summer, five sites provided services in the evening during the summer, and two provided services on weekends during the summer.

Overall, 91 sites provided at least 15 hours of service per week during the school year and 60 provided at least 15 hours of service per week during the summer. All 170 sites that provided data reported offering at least 15 hours of service per week when school was not in session (either before school, after school, or during the summer). These 170 sites constituted 99.4% of the total number of sites in 2007-2008. Therefore the program did meet this standard.

Objective 3: 21st CCLC programs will serve children and community members with the greatest needs for expanded learning opportunities.

Objective 3.1 High-need communities. More than 80 percent of centers are located in high-poverty communities.

Indicators of high poverty status used for this analysis are Title I designation and a rate of 40% or more of the students eligible for free or reduced lunch. Data for this objective was obtained from the State Department of Education.

During the 2005-2006 grant year, 116 schools that were feeder schools for 21st CCLC programs were both Title I schools and had 40% or more of their students eligible for free and reduced lunch. An additional 82 schools that did not have Title I designation had 40% or more of their students who were eligible for free or reduced lunch. Eight schools met neither of the poverty criteria. The status of one school is unknown. A total of 198 feeder schools (95.7%) out of 207 feeder schools met either Title I or free/reduced lunch criteria. Therefore, the centers met this objective.

During the 2006-2007 grant year, 126 schools that were feeder schools for 21st CCLC programs were both Title I schools and had 40% or more of their students eligible for free and reduced lunch. An additional 46 schools that did not have Title I designation had 40% or more of their students who were eligible for free or reduced lunch and 11 schools that were designated as Title I schools were not on the list of schools with free or reduced lunch status data. Eight schools met neither of the poverty criteria. A total of 183 feeder schools (95.8%) out of 191 feeder schools met either Title I or free/reduced lunch criteria. Hence, the centers exceed the objective related to high-need communities.

During the 2007-2008 grant year, 151 schools that were feeder schools for 21st CCLC programs were both Title I schools and had 40% or more of their students eligible for free and reduced lunch. An additional 54 schools that did not have Title I designation had 40% or more of their students who were eligible for free or reduced lunch. Eleven schools met neither of the poverty criteria, and data was not available for nine schools, most of which were private schools. A total of 205 feeder schools (91.1%) out of 225 feeder schools met either Title I or free/reduced lunch criteria. Hence, the centers exceed the objective related to serving high-need communities.

FINDINGS PART II: MEETING THE FEDERAL EVALUATION REQUIREMENTS

The Federal 21st CCLC evaluation guidelines require that State Education Agencies (SEAs) administering 21st CCLC funds ensure that specific program and statewide evaluation activities take place. These requirements are met in the manner discussed in this section of the report.

Program-Level Evaluation Requirements

Meeting the Principles of Effectiveness

The Federal 21st CCLC evaluation guidelines state that the programs must “meet the principles of effectiveness based on the assessment of objective data, an established set of performance indicators, and scientifically-based research on helping students meet a state’s high academic achievement standards.”

Volume II of the *2007-2008 Evaluation of the 21st CCLC Programs in South Carolina* will utilize objective data to assess the program’s progress on each set of performance indicators as presented in the Introduction section of this report. The data used to assess progress (outcome data) includes absences from school, discipline referrals, grades in school, and state assessment levels. This data was collected from the programs utilizing the GEMS[®] and from the State Department of Education Information Technology Unit.

Scientific research methods will then be used to compare the aforementioned outcome data to the program inputs. The results of this study will assist the state in identifying ways to help students meet the state’s academic achievement standards.

Using Performance Indicators and Performance Measures

The Federal 21st CCLC evaluation guidelines state that the programs must “use performance indicators and performance measures for evaluation.”

Volume I of the *2006-2007 Evaluation of the 21st CCLC Programs in South Carolina* measures the progress toward meeting each of the federal performance indicators for the state as a whole. Progress for each program on these statewide performance measures is presented in specific, individualized reports provided in the GEMS[®]. In addition, highlights of each program’s year are presented in an individualized report generated from GEMS[®] data and provided to the programs as well as the SEA.

Each program also has established program-specific objectives. At the end of each grant year, the grantees measure their progress toward meeting these objectives and report on their progress in the GEMS[®] system.

Conducting Periodic Evaluations

The Federal 21st CCLC evaluation guidelines require State Education Agencies (SEAs) administering 21st CCLC funds ensure that programs “conduct a periodic evaluation of how the program or activity is providing high quality academic enrichment.”

Grantees are required by the South Carolina SEA to produce an annual evaluation following generally accepted standards of scientifically-based research. The core of these evaluation are measurements of program-specific objectives established prior to the beginning of the school year. These objectives describe in measurable terms student academic and behavioral outcomes, as well as measures of community and parental involvement. The data necessary to produce the evaluations are found in reports available in the GEMS[®]. The GEMS[®] also contains an evaluation template that can be followed by the programs which imposes scientific rigor to the evaluation process. Program managers are trained on how to use this template and are provided with technical assistance as necessary.

Using Evaluation Findings for Continuous Improvement

The Federal 21st CCLC evaluation guidelines require State Education Agencies (SEAs) administering 21st CCLC funds to “use evaluation findings for continuous improvement of the program, broader dissemination of promising practices, and for the general information of the public.”

The 2005-2006 and 2006-2007 statewide evaluations of the 21st CCLC Programs in South Carolina identified several practices which appear to improve the program’s desired outcomes. The results of these evaluations were presented by SWS to the State Department of Education. Following these meetings, SWS developed Executive Summaries of the evaluations describing the results of this study. These executive summaries were presented to program directors at the 2007 and 2008 SC Afterschool Alliance Conferences, at two Program Directors Meetings in 2007 and one in 2008 and at the Annual SC 21st CCLC Conference in 2008. At each of these presentations, SWS described the findings of the study and how the programs could use this information to improve their programming. Furthermore, this report was published on the GEMS[®] online information system and on the SWS company website.

All of this information is therefore available for state and local staff to utilize to improve the programs. In addition, SWS meets with state staff on a quarterly basis and provides materials that may help to improve the programs. Of greatest importance, however, is the continuous nature of the data reports contained on GEMS[®] which allows the state and local programs to continuously monitor progress themselves and to request special studies of SWS when it appears that this is warranted.

Receiving Ongoing Technical Assistance and Training

The Federal 21st CCLC evaluation guidelines require State Education Agencies (SEAs) administering 21st CCLC funds to ensure that programs “receive ongoing technical assistance and training that enables them to implement effective program and evaluation strategies.”

The South Carolina State Department of Education sponsored several training events throughout the 2007-2008 grant period. On August 7 and 8, 2007, SDE sponsored the Annual Program Directors Meeting for the 2007-2008 grant period. The SDE also sponsored a series of local program trainings for site coordinators and program directors of 21st CCLC programs. These trainings were held on April 22, 23, 24 and 25, 2007 in Columbia, Summerville, Florence, and Greenville respectively. During these trainings, program staff heard presentations from System Wide Solutions staff on changes to the GEMS[®] and on how to produce their own evaluations.

On July 24, 2007, the 21st CCLC Annual Staff Training was held at Batesburg Leesville Middle School. Subjects covered were discipline, academics, gangs, and wellness.

On April 7 and 8, 2008, SDE sponsored and presented at the 2008 SC Afterschool Alliance Conference. The presentation by 21st CCLC staff covered the preparation of objectives for grant applications and the presentation by SWS staff included findings of the 2006-2007 evaluation.

On February 15, 21 and 26, SDE conducted pre-proposal conferences for organizations interested in responding to the annual request for proposals. These were held in Charleston, Columbia and Spartanburg, respectively.

A Director's meeting was held on May 22, 2008. The State 21st CCLC Program Staff provided information regarding the background of 21st CCLC programs and what the programs needed to be doing throughout the year. The SDE Finance Department presented information on how to meet the budget and audit requirements for the State Department of Education. System Wide Solutions presented information on how to enter data into the GEMS[®] and how to use the GEMS to conduct evaluations and meet the state's evaluation requirements.

The First Annual Conference for the South Carolina 21st CCLC program was held on September 12 and 13, 2008. More than 50 workshops were provided to approximately 350 participants.

Technical assistance on implementing effective program strategies is provided by SDE on an on-going basis through telephone calls, emails and periodic monitoring site visits. Technical assistance on implementing effective evaluation strategies is provided by SWS at the annual program directors training and on an on-going basis through telephone calls, e-mails and site visits.

State-Level Evaluation Requirements

Effectiveness of the Statewide Program

The Federal 21st CCLC evaluation guidelines require that state level evaluations be conducted on a regular basis to determine the effectiveness of the statewide 21st CCLC program. Statewide evaluations must use performance indicators and measures for evaluation. This requirement is met by Volume I of the *2007-2008 Evaluation of the 21st CCLC Programs in South Carolina*, as developed by System Wide Solutions..

Quality of Programming

There are two responsibilities of the SEAs regarding quality of programming. The first is direct accountability, a quality assurance function conducted through performance measurements taken at the program and site level. The second is a continuous quality improvement function conducted through an evaluation at the grantee and state level.

Direct Accountability at the Program and Site-Levels

At the site and program levels, grantees must conduct evaluations to answer questions that will let the site know how well it is improving positive academic outcomes for participants and how it is doing so. The evaluations must follow the standards of scientifically-based research. The state's method for meeting this requirement is discussed in the previous section on program-level evaluation requirements.

Continuous Quality Improvement

Continuous quality improvement is conducted through program evaluation at the state level and local grantee level. The purposes of the two levels of program evaluation are, first, to determine the effectiveness of the 21st CCLC program in achieving its goals and, second, to provide information to allow for continuous program improvement at both the local and statewide levels. At the state level, SEAs should conduct replicable studies including rigorous statistical analysis and generalizable conclusions.

SWS is conducting the program evaluations to determine the effectiveness of the 21st CCLC program in achieving its goals. This program evaluation is conducted in two steps. The first step is done through measuring the state's progress in meeting the performance indicators, as stated in the Introduction section of this report. This progress is reported in Volume I of each year's evaluation. The second step is done through measuring each grantee's progress toward meeting the performance indicators and the program's individualized objectives. This progress is reported in Volume II of each year's evaluation.

SWS is also conducting special projects that evaluate specific areas of interest to the state to and provide the information that will support continuous program improvement at both the local and statewide levels. The first three years of special projects concentrated on determining if different types of programming and program characteristics contribute to the program's outcomes. This study utilized inferential statistics and scientific-based research methods and resulted in generalizable conclusions which are now in the early stages of being tested in programs.

This year's special report is examining the differences, if any, of outcomes among programs administered by school-based, not-for-profit based and faith-based organizations.

Annual Performance Reports

The Federal government requires that local sites submit Annual Performance Reports (APRs) on a web-based information system (PPICS) operated by Learning Point, a Chicago based not-for-profit

organization. For the APR, each grantee must report on program and site level data. Information on student outcomes is requested in summary format only (i.e. the number of students who improved in math). In addition to the APR information provided by the sites, the states must provide a Competition Overview record for each competition held for funding; a State Activities record for activities carried out during the year; and a Grantee Profile record for all grantees that received a grant award since the current program year or earlier. This information is all submitted once a year, in the fall.

The Grantee Evaluation Management System (GEMS[®]), which is owned and maintained by System Wide Solutions, Inc., collects all grantee-level data required by the PPICS system. The data is collected by the GEMS[®] on the program, site, and student-levels. The specific data for each level is described in detail in the Methodology section of this report.

Program and Site level data was collected by the sites in the same manner that it was to be reported in PPICS. The GEMS[®] was designed to mirror the PPICS system in this manner to reduce the grantee's need to enter information into two systems and to ease the upload process of data from GEMS[®] into PPICS.

Student level data was collected by the sites in a manner that would enable the data to be compiled and reported into PPICS. The GEMS[®] includes several validation mechanisms that ensure accurate collection of data. These mechanisms prevent students from being counted in the same place twice, ensure that the student actually attended the program (has valid program attendance records) in order to be counted at all, and prevent a program from entering data (such as grades) for the same student twice in the same marking period. Furthermore, a student must first have a student record and an enrollment record (specifying when they participated) prior to having any program attendance, grades, or PACT scores entered for the specified enrollment period. These validation mechanisms ensured that the grades and PACT score outcomes as reported into PPICS accurately reflected the grades and PACT scores of the students who participated in programming.

During the 2006-2007 grant period, SWS developed a series of scripts which analyzed, aggregated, and presented the data in GEMS[®] into the format accepted by PPICS for upload. These scripts do not aggregate all student level data in the GEMS[®]. Instead, the scripts report the demographics for all students who participated in programming (and have program attendance), then the scripts identify the core group of students (regular attendees) and report on the grades, PACT score, and classroom performance outcomes for only those students. Once developed, the scripts were then compiled into an APR Data Transformation Package. This package may be run on live data or data from previous grant years that has been entered into the GEMS[®] and can be provided instantaneously.

CONCLUSIONS

Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1.1 Achievement Outcomes Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standard in reading and mathematics.

The percentage of regular attendees who meet or exceed the state standard in math has exhibited a decrease over the four years of data available. In the 2005 testing period, 61.4% of regular attendees scored basic or above on the state PACT standardized test. In the 2008 testing period, 58.8% scored basic or above. The opposite situation is true for reading. In the 2005 testing period, 58.5% of regular attendees scored basic or above. In the 2008 testing period, 59.1% of regular attendees scored basic or above. The state did not meet this portion of the objective on the state academic achievement standard for math but did meet this portion of the objective for reading.

The percentage of regular attendees who met or exceeded the local standard (grades) in math and reading has increased over the three school years of data available. In comparing the 2005-2006 school year to the 2007-2008 school year, the percentage of regular attendees who had a grade of C or better on reading increased from 69.8% to 76.4% and the percentage who had a grade of C or better on math increased from 65.8% to 73%. The state met the local academic standard portion of the objective.

1.2 Behavior Outcomes Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

The percentage of 2007-2008 regular attendees who improved or remained the same on absences was 58.8%. This compares to 44.9% in 2006-2007, a very strong improvement. The state met this portion of the objective. The percentage of 2007-2008 regular attendees who improved or remained the same in discipline referrals is 69.6%. This compares to 64% in 2006-2007, a strong improvement. The state met this portion of the objective.

Objective 2: 21st CCLC programs will offer a range of high-quality educational, developmental, and recreational services.

2.1 Core educational services. More than 85 percent of centers will offer high quality services in at least one core academic area, e.g., reading and literacy, mathematics, and science.

An examination of program elements offered in any of the core academic areas by all of the sites indicates that 94.2% of the sites offered services in at least one of the core academic areas. This compares to 81.3% in the previous year. Therefore, the 21st CCLC program exceeds this portion of the objective.

2.2 Enrichment and support activities. More than 85 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

A total of 94.7% of the programs reported that they offered at least one of the above listed enrichment and support services. Hence, the program exceeded the goal of 85%.

2.3 Community involvement. Centers will establish and maintain partnerships within the community to increase levels of community collaboration.

Centers in South Carolina have established and maintained active partnerships within the community. Hence, the 21st CCLC program met this standard.

2.4 Services to parents and other adult community members. More than 85 percent of centers will offer services to parents, senior citizens, and other adult community members.

The statewide program has improved significantly in this area, moving from 54.1% of sites serving adults in 2006-2007 to 80.7% of sites serving adults in 2007-2008. The state is very close to meeting the 85% goal.

2.5 Extended hours. More than 75 percent of centers will offer services at least 15 hours a week on average and provide services when school is not in session, during the summer, and holidays.

There were 170 sites that reported their hours of operation being at least 15 hours per week. These 170 sites constituted 99.4% of the total number of sites in 2007-2008. This compares to 57.6% in the previous year, a strong improvement. Therefore the program met this portion of the objective.

Objective 3: 21st CCLC programs will serve children and community members with the greatest needs for expanded learning opportunities.

3.1 High-need communities. More than 80 percent of centers are located in high-poverty communities.

A total of 205 feeder schools (91.1%) out of 225 feeder schools met either Title I or free/reduced lunch criteria. Hence, the state exceeds the objective related to high-need communities.

RECOMMENDATIONS

1. It is recommended that training for 2009 continue to place an emphasis on meeting the national 21CCLC standards as well as state requirements.
2. It is recommended that the continuous quality improvement opportunities offered by GEMS[®] continue to be utilized and that improvements in GEMS[®] be made as necessary, appropriate and affordable.
3. It is recommended that no action be taken at this time regarding standardized test scores. A new state standardized test has been introduced for 2009 and these scores will serve as a new baseline

**APPENDIX ONE:
GEMS[®] REPORTS**

DATA REPORTS AVAILABLE IN GEMS®

- 1. Profile Completion:** The Profile Completion report provides information on whether or not each grantee has completed each section of profile data. The sections of profile data include the Program Profile, the Partners Profile, the Objectives Profile, the Site Profile and Baseline Operations Data, and the Feeder School Profile.
- 2. Site Profile Completion:** The Site Profile Completion report provides information on whether or not each site within a grantee has completed each section of the site level data. The sections of site level data include the Site Profile, Baseline, Feeder Schools, Staff Members Profile, and Interventions.
- 3. Program Level APR Completion:** The Program Level APR Completion report provides information on whether or not each grantee has completed each section of the program level APR data. The sections of Program Level APR data include the Partner APR and Objective APR.
- 4. Site Level APR Completion:** The Site Level APR Completion report provides information on whether or not each site within a grantee has completed each section of the site level APR data. The sections of site level APR data include the Operations, Interventions and Content, and Staffing Hours.
- 5. Student Level APR Completion:** The Student Level APR Completion report provides information on whether or not each sites within a grantee has completed each section of the student level APR. The sections of the student level APR data include Student Enrollment, Attendance, Grades, Scores, and Surveys.
- 6. Student Counts:** The Student Counts report provides, for each active site, the number of students entered into GEMS, the number of students Enrolled for the grant year selected, the number of students with Program Attendance for the grant year selected, the number of Regular Attendees (attended 30 days or more) for the grant year selected, and the number of students the site proposed to serve. The sites may be filtered by the grant and the site name.
- 7. Student Demographics:** The Student Demographics report provides the number and percentage of students by each type of demographic for a particular grant year. Students are divided into four categories: participated in the summer, participated in the School Year, All Students, and Regular Attendees. Data may be filtered by the grant and the site.
- 8. Program Attendance:** The Program Attendance report provides the average daily attendance, number of students enrolled, number of new students, and number of students dropped by month during a selected grant year. Data may be filtered by the grant and the site.
- 9. Student Grades:** The Student Grades report provides the number of students who received each category of grade for a particular grant year. The report also provides the number of

students who have grades by the number of marking periods for which they have grades. The data may be filtered by the grant and the site.

- 10. Student Behavior in School:** The Student Behavior in School report provides the number of students who data is available on discipline and school attendance for the previous year and current year. Then it compares the two years and let you know whether or not there is a significant difference.
- 11. Student PACT Scores:** The Student PACT Scores report provides the number of students with PACT scores for each subject for the Year Prior and the Current Year for a particular grant year. The report also provides the number and percentage of students receiving each level of PACT score as well as the number and percentage of students who increased, decreased, and remained at the same level of PACT score by subject.
- 12. Survey Data Reports:** The Teacher, Student, and Parent Survey Data report gives you the number and percentage to each answer on each question in the surveys.
- 13. PPICS Program Level APR:** This report includes the Partner APR and Objectives APR data that was submitted to PPICS.
- 14. PPICS Site Level APR:** This report includes the APR Operations, Staffing APR, and Activities APR data that was submitted to PPICS.
- 15. PPICS Student Level APR:** This report includes the Attendance APR, Feeder School APR, Grades APR, State Assessment APR (Current Year and Cross Year), and Teacher Survey data that was submitted to PPICS.

**APPENDIX TWO:
TEACHER SURVEY**



21st Century Community Learning Centers Teacher Survey

Student Name: _____

USE NO. 2 PENCIL ONLY

IMPORTANT INSTRUCTIONS

Regular school-day teachers should complete one of these surveys for each student who is a regular participant in the 21st CCLC program. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, the teacher should be a math or English teacher.

Student SASI Number

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

Center ID

Feeder School ID

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

Over the last year, has this student...

| | Significant Improvement | Moderate Improvement | Slight Improvement | No Change | Slight Decline | Moderate Decline | Significant Decline | Did Not Need to Improve |
|--|-------------------------|----------------------|--------------------|-----------|----------------|------------------|---------------------|-------------------------|
| 1. Improved in turning in his/her homework on time | 7 | 6 | 5 | 4 | 3 | 2 | 1 | NA |
| 2. Improved in completing homework to your satisfaction | 7 | 6 | 5 | 4 | 3 | 2 | 1 | NA |
| 3. Improved in participating in class | 7 | 6 | 5 | 4 | 3 | 2 | 1 | NA |
| 4. Improved in volunteering (e.g. for extra credit or more responsibilities) | 7 | 6 | 5 | 4 | 3 | 2 | 1 | NA |
| 5. Improved in attending class regularly | 7 | 6 | 5 | 4 | 3 | 2 | 1 | NA |
| 6. Improved in being attentive in class | 7 | 6 | 5 | 4 | 3 | 2 | 1 | NA |
| 7. Improved in behaving well in class | 7 | 6 | 5 | 4 | 3 | 2 | 1 | NA |
| 8. Had classroom academic performance that was satisfactory or better | 7 | 6 | 5 | 4 | 3 | 2 | 1 | NA |
| 9. Improved in coming to school ready/prepared to learn | 7 | 6 | 5 | 4 | 3 | 2 | 1 | NA |
| 10. Improved in getting along well with other students | 7 | 6 | 5 | 4 | 3 | 2 | 1 | NA |

Do Not Write In This Area