

**Summative Evaluation Report 2017-18
Youth Enrichment Services of Baldwin County**

Lakeview Elementary School

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I. Overview & History

Baldwin County *Youth Enrichment Services* (YES) is a partnership between Baldwin County Schools, Georgia College, and Baldwin County Parks & Recreation, first funded in 2007-2008 through 21st Century Community Learning Centers (21st CCLC) to provide afterschool programming for Baldwin County public school children. YES provides students with academic support that complements day school efforts, offers enrichment activities, and extends educational opportunities and assistance to the families of YES students.

The original YES grant included Baldwin County's only high school, its middle school, and Georgia College Early College. In subsequent years other sites were added. Eagle Ridge Elementary School joined the YES program first in a three-year 21st CCLC grant from 2008-2011, then through a continuation grant from 2011 to 2014. Beginning in fall 2014, a five-year 21st CCLC grant jointly funded 160 children in grades 3-5 at Eagle Ridge Elementary School and Creekside Elementary School (80 from each school during the academic year), and 140 students for a summer science program. (A previously awarded 21st CCLC grant funded the two other elementary schools in Baldwin County, Blandy Hills Elementary and Midway Elementary.) The goal of the grant was to provide academic support aligned to state education standards that targeted struggling students.

For the 2017-2018 school year Baldwin County Schools reconfigured its housing of elementary grades into Primary Schools (kindergarten through 2nd grade) and Academies (grades 3-5). Students in grades 3-5 who were previously at Eagle Ridge Elementary School and Creekside Elementary School now attend Lakeview Academy. Thus, for the 2017-2018 academic year YES served 160 students at Lakeview Academy, with 140 students projected for the summer science program (also to be held at Lakeview).

II. Student Attendance & Enrollment

Data for this section of the report were taken from Cayen APR Attendance Report and Attendance Summary Report. Tables 1-3 show attendance, demographics and grade level participation for the YES program at Lakeview Academy.

Attendance for the site was good in 2017-18 with an average daily attendance of 134 students or 83.8% of target attendance of 160.

Table 1. Student Enrollment and Attendance (n=187)

Students Served	Number of Students Attending		Average Daily Attendance	Target Enroll	Percent of Target Enrollment	
	0-29 Days	30+ Days			30+ days/Target	Avg Daily Attn/Target
187	30	157	134	160	98.1%	83.8%

Student demographic information is presented in Table 2.

Table 2. Demographic information for registered students (n=188)

	Ethnicity of Students Attending							Identified as			Gender	
	African Am	White	Two or More	Other	Hispanic Latino	Am. Indian Alaskan Native	Asian PI	Reduced Price Lunch	Limited Eng. Prof	Special Needs	Female	Male
n	148	24	1	6	8	0	1	188	0	3	107	81
%	78.7%	12.8%	0.5%	3.2%	4.3%	0.0%	0.5%	100.0%	0.0%	1.6%	56.9%	43.1%

Table 3 shows the percent of participants by grade level.

Table 3. Percent of attending students at each grade level (n=188)

	3 rd	4 th	5 th
Percent of Students Attending	58	67	63

III. Program Operation

Afterschool programming at Lakeview Academy began on August 14, 2017 and ended on May 10, 2017, with a total of 123 days of operation during the academic year. The program operated Monday through Thursday, from 3:00 to 6:15, serving students in grades 3-5. Targeted enrollment was 160 students.

Each day began with a 30-minute period during which students had a healthy snack and engaged in silent reading or PE activities. Students then engaged in two 75-minute blocks of activities. From 3:30-4:45 students participated in academic activities, working on homework and academic enrichment. From 4:45-6:00 students were involved in enrichment activities, followed by 15 minutes for dismissal. Enrichment activities for 2017-2018 included Art, Google Technology, Keyboarding, Math Enrichment, Movement/Dance, STEM and Wellness/PE.

YES students participated in a field trip this year that targeted both academics and enrichment. On May 5, 77 students traveled to the Fernbank Museum of Natural History in Atlanta to participate in “A Walk Through Georgia” scavenger hunt. In preparation for the field trip students studied the regions of Georgia (e.g. coastal plain, barrier island, piedmont), and animals indigenous to those regions. Afterwards students created booklets on the various regions.

From June 4 to June 28, Monday through Thursdays from 8:00a.m. -3:00p.m. YES held a summer Science Camp for elementary students at Lakeview Academy. The program was open to

all rising 3rd, 4th, and 5th grade Baldwin County elementary school students. Breakfast and lunch were provided daily, as was transportation to and from the program. In the mornings students engaged in the study of a variety of science topics such as the scientific method, magnetism, and the effect of waves on beach erosion, and participated in inquiry-based activities (e.g. creating microscope slides; dissecting owl pellets; constructing rockets, towers, and bridges; solving a CSI mystery). In the afternoon, hands-on STEAM activities were led by Baldwin High School students trained as camp leaders and mentors. The Camp culminated in a field trip to Tybee Island, Georgia, to visit the Tybee Marine Science Center. As of the first week of the summer program, 72 students were participating in the Lakeview YES summer program. 121 students registered for the summer program.

III. Quality of Staffing

The YES program is managed by *YES Director* Julie Cook, who acts as the “principal” of the YES program. *Adult Program Director/Data Manager* Richard Hartry provides resources for adult family members of YES students, tracks program budgets, and oversees reporting of program implementation and impact data. At Lakeview Academy the *Education Coordinator* is in charge of academic and enrichment programming, and acts as instructional coach as needed. The afterschool *Teachers* and *Enrichment Instructors* are responsible for working directly with the students on achieving academic gains and developing enrichment skills that promote social and emotional development. When needed, *Substitutes* provide academic and homework support to students.

The YES program at Lakeview Academy employed 15 certified teachers in 2017-2018, with a teacher/student ratio of 1:10 for academics and 1:15 for enrichment. The site also

included two tutors and three substitute teachers. YES teachers received staff training through the professional learning activities provided to all Baldwin BOE teachers through its partnership with the Baldwin Board of Education. Professional Learning (PL) for YES teachers was done through Google Classroom, with teachers completing the PL at their convenience. YES teachers completed the following Professional Learning sessions in 2017-2018:

- Project-based Learning (Oct. 2017)
Teachers watched a short video on project-based learning, then wrote about their best project-based learning experience conducted in the YES program. Experiences were shared electronically with other YES teachers.
- Understanding our Goals & Objectives (Nov. 2017)
Teachers viewed a presentation on the Goals and Objectives associated with their YES program.
- Building Workforce Skills in Afterschool (Nov. 2017)
Teachers read an article on how to build workforce skills, then completed a survey based on the article.
- Differentiated Instruction (March 2018)
Teachers viewed one video on Differentiated Instruction, and another on 3 Ways to Differentiate Learning Stations.

IV. Objective Assessment

Goal 1: Improve Academic Achievement (school year) and to Increase student knowledge and enthusiasm for science, technology and engineering (summer).

Objective 1.1: 50% of regularly participating YES students (defined throughout this chart as those participating 30 or more days) will demonstrate an increase in math.

This objective was **met**.

Objective 1.2: 60% of regularly participating YES students will demonstrate an increase in Reading/English/Language Arts.

This objective was **not met**.

Objective 1.3: 60% of regularly participating summer school students will demonstrate an understanding of the scientific process. This is a summer objective and will be reported in an update.

Objective 1.4: 60% of regularly participating summer students will experience science through enrichment activities. This is a summer objective and will be reported in an update.

Evidence for Objectives 1.1-1.2

Grades were collected for all regularly attending YES students. Comparisons were made between 2nd 9 weeks grades and 4th 9 weeks grades to determine the percent of students whose grades increased during the school year. Results are presented in Table 4.

Table 4. Comparison of regularly participating students' grades between 2nd 9 weeks and 4th 9 weeks

	Increase	Decrease	Same	Benchmark
Language Arts (n =149)	57.7%	38.3%	4.0%	60% Increase
Math (n =148)	57.4%	37.8%	4.7%	50% Increase

Benchmark was achieved for math.

Evidence for Objectives 1.3-1.4

These two objectives focused on summer activities. Data for Objectives 1.3-1.4 will be reported in an update at the conclusion of summer activities.

Goal 2: To improve achievement levels in enrichment activities.

Objective 2.1: 65% of regularly participating YES students will demonstrate an increase in their skills in enrichment activities.

This objective was **met**.

Evidence

Enrichment teachers determined students' achievement of knowledge and skills in each enrichment activity through a performance rubric constructed specifically for that activity.

Improvement was rated retrospectively. To meet the benchmark for improvement a student had to show "adequate" or "significant" improvement in at least one enrichment activity. 100% of Lakeview Academy students showed improvement during the year.

Objective 2.2: 65% of regularly participating YES students will demonstrate an increase in their behavior that promotes success & healthy development.

This objective was **met**.

Evidence

Data for this objective was obtained from the following Federated Department of Education surveys: Student Survey, Parent Survey, and Day Teacher Survey. The Student Survey contained two items that targeted student behavior. The first was, *Before you started coming to YES, did you need to improve your behavior in school?* Possible responses included *Yes*, *No*, and *I already have good behavior in class*. Similarly, in response to the second item, *Does YES help you improve your behavior?* students could answer *Yes*, *No*, or *My behavior did not need to improve. I always behave in class*. A total of 127 students responded to the survey. Data were analyzed two ways. The first analysis included only those students who 1) indicated that before coming to YES they needed to improve their behavior (i.e. answered *yes* to the first item; n=39) **and** said that YES helped improve their behavior (i.e. answered *yes* to the second item; n=34). We found that 87.2% of those students who said their behavior needed to change thought that YES helped them improve their behavior. The second analysis looked at students who responded affirmatively (*yes*) to *Does YES help you improve your behavior?* After eliminating from

analysis those students who said their behavior did not need improvement (i.e., answered *My behavior did not need to improve. I always behave in class*) we found that 84.7% of the remaining students felt their behavior had improved.

The Parent Survey also featured two items on student behavior: 1) *Before your child started the YES Program did his/her behavior need improvement?* (possible responses were *Yes* and *No*); and 2) *The YES Program is helping my child's behavior improve* (possible responses: *Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree*). A total of 146 parents responded to the survey. Data were analyzed two ways. The first analysis included only those parents who 1) indicated that before their child started the YES program his/her behavior needed improvement (i.e. answered *yes* to the first item; n=32) **and** said that the YES program was helping to improve their child's behavior (i.e. answered *Agree* or *Strongly Agree* to the second item; n=29). We found that 90.6% of parents who said their child's behavior needed improvement prior to coming to YES thought that YES helped the child's behavior improve. The second analysis looked at all parents who *agreed or strongly agreed* with the 2nd question, *The YES program is helping my child's behavior improve*, and found that 82.3% answered positively.

The Teacher Survey had one item regarding student behavior: 1) *To what extent has the student changes behaving well in class?* A total of 165 teachers completed surveys on their students. 50 teachers indicated the students "Did not need to improve." For the remaining students, 111 teachers (96.5%) responded that students' behavior had improved.

Goal 3: To foster family involvement.

Objective 3.1: 60% of parent/caregivers of regularly participating students will participate in at least one parent learning activity.

This objective was **met**.

Evidence

Lakeview Academy YES parents were offered the following parent learning opportunities this year:

<u>Session Name</u>	<u>Date</u>	<u>Attendance</u>
• Lights on Afterschool	10/26/17	31
• Jump Rope for Heart	2/15/18	66
• Information & helpful hints for the Milestones test	3/29/18	67

The AS21 database does not provide information on the number of unique families attending YES events so it is not possible to determine the total number of different families represented across events. However, according to sign-in rosters a total of 164 parents/adult family members attended YES parent learning events at Lakeview Academy during the year (duplicated count). YES served 157 regularly participating students at Lakeview Academy during the year, making it likely that the parent participation rate for the year exceeded the goal of 60%.

Objective 3.2: 60% of parent/caregivers of regularly participating students will attend meetings relative to the goals/objectives of the 21st CCLC program and to hear about activities and progress of students.

This objective was **met**.

Evidence

The following meetings were held to provide Lakeview Academy YES parents information on the goals/objectives of the 21st CCLC program and to give them opportunities to hear about activities and progress of students:

<u>Session Name</u>	<u>Date</u>	<u>Attendance</u>
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• Parent Orientation	8/22/17	94
• Fall Festival	11/16/17	32
• 2 nd Semester Parent Orientation	1/30/18	84

The AS21 database does not provide information on the number of unique families attending YES events, so it is not possible to determine the total number of different families represented across events. However, according to sign-in rosters a total of 210 parents/adult family members attended YES informational events at Lakeview Academy during the year (duplicated count). YES served 157 regularly participating students at Lakeview Academy during the year, making it extremely likely that the parent participation rate for the year exceeded the goal of 60%.

V. Other Observations

Evaluation sources for the Lakeview Academy YES program for 2017-2018 included additional items on the Federated Surveys of YES Students, Parents, and Day Teachers, as well as site observations. These provided additional perspectives on the overall success of the program.

The 146 Lakeview parents/adult family members of YES children who completed the 21st CCLC Parent Survey were asked whether, before starting the YES program, their child completed and turned in homework on time. Of the 41 parents who indicated that prior to the YES program their child did not complete and turn in homework on time, 92.7% said the YES program was helping their child correct these behaviors. Similarly, 93.3% of the 119 parents who said their children needed to improve their reading skills felt that they had in fact improved their reading through YES. Moreover, 97.9% of parents responding to the survey indicated they were *satisfied* or *very satisfied* with the YES program.

The 127 Lakeview YES students who responded to the 21st CCLC Student Survey were asked whether before starting the YES program they always completed their homework and whether they always turned in their homework. Thirty (30) students answered *no* to one or the other of those questions. Of these, 29 students (96.7%) indicated that YES helped them complete and turn in their homework on time. Moreover, 85.8% of students said they *like coming to YES*, 86.7% affirmed that *YES makes it easier to understand difficult lessons*, and 91.3% said the *YES teachers cared about them*.

Additional outcome evidence was provided through the 21st CCLC APR Day Teacher Survey. The teacher most familiar with the student’s work completed the survey for that student. Efforts were made to evenly distribute the survey load across the pool of day school teachers. Surveys were completed for 165 students. Teachers indicated that in areas for which students needed improvement, a very high percent of students showed improvement. See Table 5 for summary of results.

Table 5. Results of the 21st CCLC APR Day Teacher Survey (n=165).

Area	Number needing to Improve	Percent showing improvement
Behavior in class	115	96.5%
Class participation	154	97.4%
Attentiveness in class	140	98.6%
Overall academic performance	158	96.2%

The evaluation team made four site observations of YES programming at Lakeview Academy during the academic year. This site appeared to be well-organized and adhered to its schedule with a visible education coordinator who constantly walked around checking on teachers. Based on the four observations made, YES students spent significant time doing work on computer-based educational programs such as Success Maker, Fast Forward, MYON, QUIA, and ABCYA.com. For example, students often worked on one of the above-mentioned computer

programs after finishing homework. Evident across the observations was the routine of homework completion and then working on concepts (through group-led instruction or individually-paced work) from day school. Concerning enrichment, evaluators were able to observe sessions where students were truly engaged and having fun in activities, such as, art, dance, and learning how to use Google and all its applications proficiently. Although the observations revealed an organized program where students were actively engaged in academics (largely homework completion) and enrichment, a few sessions seemed to lack the intentional planning that some of the other sessions exhibited.

The evaluation team made one visit of YES programming at Lakeview Academy during the summer. The observation revealed a well-structured camp setting where students were engaged in science activities. There are twelve science-related sessions that students rotate through during the month of June (four days in each rotation.) During the observation, the evaluation team member observed students working on hands-on activities, such as, constructing rockets, working with magnets, studying space, using microscopes, analyzing four different types of apples and making observation charts, and launching materials from student-constructed catapults and then making predictions about how far the materials would launch based on the weight. The list of the twelve stations is as follows: STEM; STEM Construction; Owl Pellets; Mystery Science (Flower Power); Beach Activities; Magnets; CSI; Mystery Science (Stormy Skies); Microscopes; STEM Activities; Bubbles; and Gravity (Flying and Falling). Also, an active part of camp is a journaling component required of students. The camp appeared to be well attended and the students seemed to be excited about the science-themed activities in which they were participating.

VI. Sustainability

Sustainability for the YES program is approached through three factors: partnership maintenance, partnership development and partner contributions to the program.

Partnership Maintenance

YES has a number of established community partners, many of which have been actively engaged with the program since the first year of programming. Most critical among these is the Baldwin County Board of Education (BOE). YES's relationship with the Board of Education is ongoing. The program's working relationship with school system administration and particularly the superintendent, Dr. Noris Price, has been very good. Georgia College represents another ongoing partnership that greatly enhanced the YES program this year. For the third year, the Georgia College High Achievers Program has provided the afternoon activities for the summer program at Lakeview Academy. After lunch, all the YES students transition into this afternoon STEAM-focused program. Instruction is provided by the high school students who have trained all year under the direction of Sequena Moon to become leaders and camp facilitators. Each room has an adult to oversee the process. All the services are of no charge to YES.

Other community entities with which YES maintained partnerships this year included the Baldwin Parks and Recreation Department, which continued to provide office space and equipment for the YES Adult Program Coordinator/Data Manager. Overview, Inc. continues to be a partner by providing volunteer Grandparents for the summer program. This year eight grandparents volunteered to help out at Lakeview.

Partnership Development

Lakeview added no new partners this year.

Partner Contributions

The three major contributors to the YES program continue to be:

- Baldwin County Board of Education (**\$205,751- Lakeview**)
- Baldwin County Recreation Department (**\$12,880- Lakeview**)
- Georgia College & State University (**\$2,741- Lakeview**)
- Georgia College & State University High Achievers Program (**\$16,715.11**)
- Overview, Inc. (**\$1,280**)

VII. Overall Recommendations

The YES program at Lakeview Academy had a successful year in many areas but there is room for improvement. Given the successes *and* shortfalls we make the following recommendations for 2018-2019:

- 1) Academics outcomes for this site have improved somewhat. Last year neither site met the 50% increase benchmark for the math objective; this year the objective was met. The higher benchmark of 60% increase in reading/English/Language Arts was still not met, although at 57.5% it was close. Although Lakeview did implement reading time using MyOn and Success Maker this year, apparently a more focused, directed effort is called for if students' reading fluency and understanding are to be improved.
- 2) The original grant proposal for this program stipulated four sources of data for judging academic performance: pre/post assessments, report card grades, CRCT scores, and students with a B or above average maintaining or improving their grade. Just one of these sources – report card grades – is currently being used to assess Objectives 1.1 and 1.2. (CRCTs were discontinued by the Georgia Department of Education; however they have not been replaced with another source of test scores.) Finding another source of data to be used in conjunction with report card grades would broaden the opportunity to highlight academic gains that have been made by YES students.

3) Evaluator observations revealed some inconsistency in the quality of enrichment classes.

One approach to making sure students are consistently provided with meaningful content and purposeful activities is ensuring that thoughtful lesson plans are submitted weekly and are approved by the education coordinator and that substitute teachers are well-prepared when YES teachers are absent.