

# Final Report

## **Final Report 2017-2018: Cohort (12)**

Name of LEA/CBO: Sheffield 21<sup>st</sup> Century

School(s) Served: Threadgill Primary School (prek-2), L.E. Wilson Elementary (3-6), Sheffield  
Junior High School (7-8)

Location of Program (City, State): Sheffield, AL

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Program Director: Sherri Baker,

Technical Advisor: Sherry Calvert

Date: August 27, 2018

## **Executive Summary**

### **Evaluation Purpose and Evaluation Questions**

The purpose of the evaluation is to provide qualitative and quantitative data that will be used to improve the quality of the extended day and extended year programs at Sheffield City Schools. This data will be integrated into a continuous improvement plan to ensure academic achievement for those students who qualify. Ultimately, the success of the evaluation plan will be demonstrated by the improved performance by the students in the measurable objectives outlined in the grant plan.

### **Project Background**

The 21<sup>st</sup> Century program has been operating in the Sheffield City School district since 2007. Before being awarded the 21<sup>st</sup> Century grant in 2007, the district did not have afterschool care available to parents. Three schools are being served: Threadgill Primary (prek-2); L.E. Willson Elementary (3-6); and Sheffield Junior High (7-8). In the past, the high school has been served through tutoring and enrichment programs, but not included in this grant cycle. The program served 128 students in 2017-18; The district serves a diverse, high-needs population of approximately 1,050 with all students receiving free/reduced lunch (Community Eligibility Program); 85% poverty; a school-wide Title I K-8 designation. The program provides affordable childcare for working families while providing enrichment and support for at-risk students.

### **Evaluation Design, Methods and Limitations**

In order to provide necessary resources, the prek-6 grade programs collect tuition to go along with a sustainability account, which is already in place. The program partners with the Child Nutrition Program for free healthy snacks and Title I for additional parent involvement support. Colbert County Extension is a partner that provides programmatic resources including robotics and 4H classes. The University of North Alabama has provided advisory members, aides, and other resources. Operation of the program runs from August through May each year with Summer activities occurring in June. Pre-k through 2<sup>nd</sup> grade students at Threadgill Primary are offered 12.5 hours of extended day activities 3:00-5:30 p.m., L.E. Willson Elementary runs 2:45-5:30 for 13.75 hours. Both programs are five days per week and follow the school calendar: 36 weeks (180 days) with a four-week summer program (8:00-1:00). Sheffield Junior High students (grades 7-8) attend four days per week (3:00-4:30 p.m.) and receive homework assistance and academic enrichment including STEM activities. The weekly calendar provides instruction in each academic subject area (Monday Math Mania; Tech Tuesdays; Wacky Wednesday Science; Thursday's Totally Reading; Friday Fun Time). Students participate in scientifically researched based activities aligned with classroom instruction including: Accelerated Reader; AMSTI, Global Scholar, Touch Math, Starfall, Compass Learning, TumbleBooks, Skoolbo, Sumdog, Brain Pop, Flocabulary, Steve Spangler Science, Kahoot, LEGO Robotics, and ARI (Alabama reading Initiative). Scheduled family activities take place throughout the year, along with opportunities for parents to provide input for program improvements.

A certified teacher serves as the "site coordinator" at each site. The teachers have the option of "job sharing," where certified teachers alternate days of teaching. The teachers are onsite during the school day which provides for seamless integration of the 21<sup>st</sup> Century program. The aides are education majors from the local university. The partnership has provided for additional

resources (programs, volunteers, etc.) for 21st Century. Each site complies with a ratio of 15 students per teacher/aide (15:1). At times, numbers at the primary and elementary schools have necessitated a split in the group requiring additional staff. The teachers share responsibilities for planning activities and academic enrichment. This has allowed for smaller groups during homework time and improved academic impact. Lesson plans are turned in with each timesheet to document academic activities and must have an academic focus (per schedule). The district Community Coordinator serves as the program director. She has a B.S. and M.A. in business education, and Ed.S. in Teacher Leadership, and has proven success in coordinating over 15 grant programs. Approximately 30 percent of her time will be devoted to the 21<sup>st</sup> Century Program. Three schools are served through the grant: Threadgill Primary (prek-2); L.E. Willson Elementary (3-6); and Sheffield Junior High (7-8). Sheffield City School Superintendent of Education, Principals, Title I Teachers, Reading Coaches, and other key personnel were consulted in planning the 21st Century program and are considered partners in this program. In addition, Sheffield's Community Coordinator sits on various boards in the school system and leads the Community Advisory Board, which consists of local community partners.

### **Findings and conclusions**

As this report will show, the program met all five of their objectives in the second year of the grant, and it is fully expected that the program will continue to work toward meeting and possibly expanding goals in coming years. Furthermore, the APT observations that were conducted clearly show that the program has the support of administrators, teachers, and parents. This will allow the program to continue to work toward its goals. This program meets an important need in this community, and it is clear that this program has a significant impact on a diverse, high-needs population of students.

### **Overview of the Evaluation Plan**

#### ***Stakeholders***

Stakeholders include parents, teachers, students, principals, community, administrators, and partners. Parents have four involvement opportunities, complete end of the year surveys, receive fliers, permission forms, and calendars, and sign a parent contract. Teachers receive regular emails and complete an end of the year survey. Students complete an end of year survey and receive report cards and scantron grades. Principals are in regular communication with program director. Community, administrators, and partners participate in advisory board meetings twice each year.

#### ***Purpose***

The evaluation plan seeks to answer the following questions related to program goal #1: **What impact does participation in the 21<sup>st</sup> Century program have on academic growth in English Language Arts? What impact does participation in the 21<sup>st</sup> Century program have on academic growth in Mathematics?** This will specifically seek to identify if students who participated in the program show improvement as evidenced by state assessment standards and GOLD assessments. The evaluation will seek to answer the following question related to program goal #2: **What impact does participation in the 21<sup>st</sup> Century program have on school attendance?** This will specifically seek to identify if students who participated in the

program show improvement (or did not need to improve) as evidenced by the end of the year 21<sup>st</sup> CCLC Teacher Survey. The evaluation will seek to answer the following question related to program goal #3: **What impact does participation in the 21<sup>st</sup> Century program have on parental/family involvement?** This will specifically seek to identify the participation rates of parents/family members in the opportunities for parent involvement that will be offered through special events throughout the year. The evaluation will seek to answer the following question related to program goal #4: **What impact does participation in the 21<sup>st</sup> Century program have on student behavior?** This will specifically seek to identify if students who participated in the program show improvement (or did not need to improve) as evidenced by the end of the year 21<sup>st</sup> CCLC Teacher Survey. The evaluation will seek to answer the following question related to program goal #5: **Did the program implement Science, Technology, Engineering, Math (STEM) activities in the extended day program?** This will be evidenced by lesson plans.

#### ***Data Collection and Methods***

The program goals are based on needs and aligned with the district continuous learning plan and national 21<sup>st</sup> century goals. The goals have objectives which are continuously evaluated and measured annually. Action plans for improvement are completed annually. Activities include scientifically researched based activities proven to produce positive results which are evaluated and reported in compliance with state department guidelines. Evaluation measures include report cards, surveys, standardized tests, and iNow data on attendance and discipline. Teachers will evaluate each student's grades midyear and annually to refine performance measures, improve, and strengthen the program. Student regular attendance and regular school behavior is monitored through ongoing communication with classroom teachers. Qualitative data will be collected through parent surveys, student surveys, and teacher surveys. Data will also be maintained on family events and participation. The Program Director will attend all required meetings and report project status throughout the grant period. All reports will be submitted on-time, including EZ Report uploads, and programs will be open for periodic site visits by grant funders. Quantitative data will be collected and tracked on individual student achievement in local and state administered assessments.

Additionally, the Grant Evaluator will complete the following tasks:

- Submit Annual Evaluation Plan, *December 21*
- Read/Assist Program Director with Mid-Year Report Information, *January 31*
- Read/Assist Program Director with SDE Action Plan (*Annual Risk Management Report*)
- Submit Annual Final Report, *September 15*
- Complete three program observations annually
- Serve on the Sheffield City School Advisory Board and attend (2) meetings
- Communicate regularly with Program Director and provide feedback for program improvements

The Grant Evaluator will be responsible for analyzing the aggregate data collected by the Program Director, thus ensuring the confidentiality of the data collected. Moreover, the Grant Evaluator and Program Director will observe program activities using APT-O tools a minimum of once per semester.

### ***Using the Results***

Dissemination of results include regular reports to the site principals and superintendent of education. Reports are presented twice each school year to the Grant Advisory Board and Federal Programs Committee. Positive program results/activities are shared with parents through newsletters. Feedback is solicited from stakeholders through annual surveys and through periodic meetings of the community advisory committee.

The Program Director will be responsible for making and implementing changes based on evaluation results. The Program Director meets regularly with superintendent and other district administrators as part of the leadership "Cabinet." She also meets monthly with principals and district administrators through "Leadership Council." District data, initiatives, and planning takes place and all areas of improvement are discussed. Information regarding 21st Century is shared regularly with feedback from administrators for program improvements. As a part of the district leadership, the Program Director will also be critical in the accreditation process and is a part of the AdvancEd team where evaluation and improvement strategies are discussed and implemented. This process provides for integration into the district's continuous improvement plan.

The final meeting to discuss the Final Report will occur each August in a meeting between the Program Director and the Program Evaluator. The Final Report will be distributed to all stakeholders.

### **Results**

#### *Program Operations*

<b>Name of Site(s)</b>	<b>Number of Days Per Week Site(s) are Open</b>	<b>Proposed Number of Days Open</b>	<b>Number of Weeks the Site(s) are Open</b>	<b>Number of Hours Per Week</b>	<b>*Actual Number of Days Open</b>
Threadgill Primary	5	180	36	12.5	188
L.E. Willson Elementary	5	180	36	13.75	188
Sheffield Junior High	4	175	35	6	128

*\*Attendance by Summary Site Report - EZ June 1,2017 - May 24, 2018*

The Prek – 6 grade programs start the first day of school and end the last day of school, therefore 180 days were proposed. However, this does not account for days that the school had early release, weather related incidents, or unusual circumstances. The 7-8 grade program starts the second week of school and typically ends the week before school ends. The school is

on an “exam” ½ schedule the last week of school. These days were not accounted for in the proposed days as the schedule changes year to year.

Each site is staffed with a certified teacher who is also a classroom teacher during the school day and an aide. If the program runs over 30 students consistently, a second teacher is added to maintain a 1:15 ratio (or less) per students. The majority of aides come from the University of North Alabama’s teacher education program. Additional staff is brought in during high volume homework days so that small groups can be utilized and a significant amount of time is not taken with homework. Completing homework is critical as this is the number one item asked for by parents in surveys. Several certified teachers help out with each site and use a “job share” approach to filling the teaching roles. Special events or field trips might require more staff than when remaining on site. Enrichment activities are delivered by specialized staff and would provide for a smaller ratio as well. These days would be designated and planned in advance. All 21<sup>st</sup> Century staff is paid through grant funding.

Program Director Sherri Baker attends all SDE meetings and training including the ACEA conference each year. She also serves on this Board and has served as a Past President. Each year teachers also attend the ACEA conference as funds allow. Baker conducts two turn around trainings each year specific to 21<sup>st</sup> Century requirements with the program staff (fall & spring). In 2018, Baker attended the ACEA three day conference in Perdido, two site teachers attended the National Afterschool Conference in Atlanta. The site teachers are classroom teachers and also completed a weekly instructional training with the district curriculum specialist on Educator Effectiveness throughout the entire school year and additional academic professional development provided by the district. STI PD records indicate additional training completed by teachers include Ethics, Mandatory Reporting, Erin’s Law, ARI, AMSTI, etc. Using classroom teachers ensures professional development each year.

The programs had a continuation of regular staff for 2017-18, however several new teachers have accepted positions to job share and assist with homework at the sites. New aides have also joined the program Returning personnel provides a level of consistency in the program.

<b>Activity Name</b>	<b>Description of Activity</b>	<b>Category (s)</b>	<b>Target Population</b>	<b>Frequency of Activity</b>	<b>Partner Involved</b>
4H Activities Service Learning	Outdoor Gardening Lessons	Science	All Students LEW	Monthly	Colbert Extension
Language Lesson	Spanish Lessons	Multi-Cultural	All Students	Enrichment - six lessons	Senior High Student
Art	Art Lesson	Art	SJHS	Weekly, six weeks	Senior High Student

STEM	Weekly Lessons with chemistry	STEM	All Students SJHS	Weekly	Senior High Student
Swimming	Swimming, water safety	Physical Fitness	All Students LEW	Weekly, three weeks	Sheffield Recreation Center
Robotics	Lego	STEM	SJHS	Center Enrichment throughout	Originally Extension Service
Healthy Snacks	Cooking	Nutrition	SJHS	Enrichment Throughout	Teachers
Gen Move	Activities	Physical Fitness	SJHS	Enrichment Throughout	Gen Move Vendor
Extended Library	Technology Lessons	STEM	LEW	Weekly, Nine weeks	Media Specialist
Exploring Field Trip	Children's Museum	STEM	TPS	One Visit	Children's Museum
Isbell Farm	Farm Exploration	Science	LEW & SJHS	Fall	Isbell Farm
Extended Library	Reading Extended	Literacy	SJHS TPS	Enrichment Throughout	Media Specialist
K'nects	Building/ Engineering	STEM	LEW	Enrichment Centers	Site Teacher
Lego	Building/ Engineering w/software	STEM	LEW, TPS & SJHS	Enrichment Centers	Site Teacher
Jumping!	Trampoline Park	Physical Fitness	TPS & LEW	Field Trip	SkyZone
Space Exploration	Space Camp	STEM	LEW	Field Trip	Space & Rocket Center

Science	Hands On	STEM	LEW	Enrichment	Steve Spangler
Summer Academics	Remediation	Reading Math	LEW & TPS	Daily	Title I Specialist
Daily Academics	Lessons	Technology Science Math Reading	LEW, TPS, SJHS	Daily	Lessons – Site Teachers
Technology	Online Academic Websites	Math Science Reading	Enrichments	Daily – Tech time	SumDog Kahoots
Field Trip	Group Escape Strategies	Critical Thinking	SJHS	One Time	Escape Room
Art Service Learning	Provide Art for District	Art & Service	TPS	On-going	Art lessons with products shared
Physical Fitness Service Learning	Provide Activities for Young Students	PE & Service	SJHS	On-going	SJHS students plan activities and play with younger students



Drug, Health, Violence Awareness	Activities related to health science	Career Exploration STEM	SJHS, LEW, TPS	Week Long CAMP	Health Science Students Provide CAMP
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The program proposed to serve 100 students; 149 enrolled, 128 were served, 87 were 30+ days "regular" students. Of those served 44 were minority. The number of adults served was 143.

<b><u>Student Enrollment</u></b>	<b><u>Enrolled</u></b>
<b><u>Total Unduplicated Enrollment</u></b>	
<b><u>Male</u></b>	86
<b><u>Female</u></b>	63
<b><u>Grade</u></b>	
<b><u>PK</u></b>	11
<b><u>K</u></b>	9
<b><u>1</u></b>	14
<b><u>2</u></b>	8
<b><u>3</u></b>	42
<b><u>4</u></b>	5
<b><u>5</u></b>	13
<b><u>6</u></b>	4
<b><u>7</u></b>	22
<b><u>8</u></b>	21
<b><u>Race/Ethnicity</u></b>	
<b><u>American Indian/Alaska Native</u></b>	
<b><u>Asian/Pacific Islander</u></b>	
<b><u>Black or African American</u></b>	44

<b><u>Hispanic or Latino</u></b>	
<b><u>White</u></b>	88
<b><u>Multiracial</u></b>	5
<b><u>Do not Know</u></b>	12

<b>Activity Name</b>	<b>Description</b>	<b>Number in Attendance</b>	<b>Educational Purpose of Activity</b>
<i>Handbook Procedures/ Orientation</i>	<i>Sign Parent Contract</i>	128	<i>Make parents aware of program objectives</i>
<i>Attendance</i>	<i>Attendance Blitz</i>	15	<i>Importance of School Attendance</i>
<i>Open Hours 12/6 &amp; 2/8</i>	<i>SJHS</i>	9 19	<i>Ask for parent feedback</i>
<i>Veteran's Day</i>	<i>Highlight reading/writing activities</i>	18	<i>Educational Patriotic Program</i>
<i>Fall Festival</i>	<i>Bring Parent in for activities</i>	29	<i>Parent Involvement</i>
<i>Cookies with Kids</i>	<i>Open House</i>	11	<i>Parent Survey</i>
<i>Pumpkin Tasting</i>	<i>Open House - Healthy Recipes</i>	19	<i>Healthy Lifestyles</i>
<i>Dad's Night</i>	<i>Parent Involvement</i>	12	<i>Dad's Role</i>
<i>Science Night</i>	<i>STEM Art</i>	22	<i>Parent Learning Day</i>

**Student Surveys:** 53 student surveys were completed. The students were overwhelming please with the program. Favorite activities continue to be outside time, centers, and technology. A goal in 2017-18 was for students to see the connection between afterschool and classroom work. Survey results are positive in that students indicated afterschool has an impact on reading better and doing better in math.

**Parent Surveys:** 30 parent surveys were completed. Parents continues to be “thankful for this program” and “love the program” A Facebook page has provided better communication with parents. All survey responses were positive, one parent disagreed with “providing resources to help me support my child’s learning” and will be a focus to make sure parents are receiving the resources we provide. Parent gave suggestions for activities for 2018-19 including they would like to see more outdoor time for their children.

**Teacher surveys were used to evaluate two goals:** (1) 90% of 21<sup>st</sup> Century regular (30 day) students will receive positive “*behaving well in class*” (improvement or did not need to improve) results as evidenced by the end of the year 21<sup>st</sup> CCLC Teacher Survey. And (1) 90% of regular (30 day) students will receive positive attendance results (shows improvement or did not need to improve) for “*attending class regularly*” as evidenced by the end of the year 21<sup>st</sup> CCLC Teacher Survey. Attendance was met with 99% positive results; behavior was 98% as a district. This was an improvement over 2017-18 results.

**Grades (uploaded into EZ Reports:** As a district - 95% of students improved in math; and 95% improved in reading (See chart). The lowest scores were at the junior high level, however there was an improvement from the previous year. This group is greatly comprised of high risk students. Strategies for improvement for 2018 included using an additional homework teacher for academic time; focusing on AR points in afterschool, and participation in the district initiatives to improve literacy across the district. Scantron Fall/Spring scores were used.

**Findings:**

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline
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<p><b>What impact does participation in the 21<sup>st</sup> Century program have on academic growth in English Language Arts?</b></p> <p><b>What impact does participation in the 21<sup>st</sup> Century program have on academic growth in Mathematics?</b></p> <p><b>What impact does participation in the 21<sup>st</sup> Century program have on social/emotional growth?</b></p>	<p><b>Goal (1)</b> To improve the academic progress of 21<sup>st</sup> Century students.</p> <p><b>Measurable objectives:</b> (1) 80% of regular (30 day) students grades 1 - 8 will demonstrate academic growth in English Language Arts by May of each school year as measured by state assessment standards; (2) 80% of regular (30 day) students grades 1 - 8 will demonstrate academic growth in Mathematics by May of each school year as measured by state assessment standards; (3) 80% of regular (30 day) prek students will demonstrate social/emotional growth evidenced by GOLD assessments.</p>	<p>Daily Academic Enrichment; weekly calendar highlights one subject are per day</p> <p>Daily Homework Help</p> <p>Academic Enrichment Opportunities (see chart)</p>	<p>Global Scholar – Scantron Fall and Spring results</p> <p>Teacher Surveys</p> <p>Report Cards</p>	<p>Reports of data collected were received from the program director on August 14, 2018.</p>
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<p><b>What impact does participation in the 21<sup>st</sup> Century program have on school attendance?</b></p>	<p><b>Goal (2)</b> To increase regular school attendance of 21<sup>st</sup> Century students.  <b>Measureable objectives:</b> (1) 90% of regular (30 day) students will receive positive attendance results (shows improvement or did not need to improve) for “attending class regularly” as evidenced by the end of the year 21<sup>st</sup> CCLC Teacher Survey.</p>	<p><i>Enrichment Opportunities (see schedule)</i></p>	<p><i>Teacher Surveys</i></p>	<p>Reports of data collected were received from the program director on August 14, 2018.</p>
<p><b>What impact does participation in the 21<sup>st</sup> Century program have on parental/family involvement?</b></p>	<p><b>Goal (3)</b> To strengthen parental/family involvement of 21<sup>st</sup> Century students.  <b>Measureable objectives:</b> (1) 90% of 21<sup>st</sup> Century parents will participate in at least one parent event. (2) At least four opportunities for parent involvement will be offered to parents through special events throughout the school year.</p>	<p><i>Provide four parent involvement opportunities (See schedule)</i></p>	<p><i>EZ Report Teacher Sign in</i></p>	<p>Reports of data collected were received from the program director on August 14, 2018.</p>

<p><b>What impact does participation in the 21<sup>st</sup> Century program have on student behavior?</b></p>	<p><b>Goal (4)</b> To improve student behavior during the regular day. <b>Measurable objectives</b> (1) 90% of 21<sup>st</sup> Century regular (30 day) students will receive positive “<i>behaving well in class</i>” (improvement or did not need to improve) results as evidenced by the end of the year 21<sup>st</sup> CCLC Teacher Survey.</p>	<p><i>Communication with classroom teachers and administration</i></p>	<p><i>Teacher Surveys</i></p>	<p>Reports of data collected were received from the program director on August 14, 2018.</p>
<p><b>Did the program implement Science, Technology, Engineering, Math (STEM) activities in the extended day program?</b></p>	<p><b>Goal (5)</b> To implement Science, Technology, Engineering, Math (STEM) activities in the extended day program. <b>Measurable objectives</b> (1) Three days each week will focus on STEM activities (Math Monday; Tech Tuesday; Wacky Wednesday Science) as the designated academic day, evidenced by lesson plan (2) Partnerships will increase STEM activities (Steve Spangler Monthly Project; Colbert Extension Service visits, AMSTI trained teacher</p>	<p><i>Daily Academic Enrichment Schedule</i></p> <p><i>Lesson Plans</i></p>	<p><i>Monthly lesson plans</i></p> <p><i>Field trip forms</i></p> <p><i>Partnership MOA</i></p> <p><i>Enrichment Activities Invoices</i></p>	<p>Reports of data collected were received from the program director on August 14, 2018.</p>

	projects), evidenced by lesson plans.			
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**Recommendations**

<b>Evaluation Question</b>	<b>Goals and Objectives</b>	<b>Activities</b>	<b>Assessment, Data Collection, &amp; Analysis</b>	<b>Status</b>	<b>Recommendations</b>
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<p><b>What impact does participation in the 21<sup>st</sup> Century program have on academic growth in English Language Arts? What impact does participation in the 21<sup>st</sup> Century program have on academic growth in Mathematics ? What impact does participation in the 21<sup>st</sup> Century program have on social/emotional growth?</b></p>	<p><b>Goal (1)</b> To improve the academic progress of 21<sup>st</sup> Century students.  <b>Measurable objectives:</b> (1) 80% of regular (30 day) students grades 1 - 8 will demonstrate academic growth in English Language Arts by May of each school year as measured by state assessment standards; (2) 80% of regular (30 day) students grades 1 - 8 will demonstrate academic growth in Mathematics by May of each school year as measured by state assessment standards; (3) 80% of regular (30 day) prek students will demonstrate social/emotional growth evidenced by GOLD assessments.</p>	<p>See Chart</p>	<p>L.E. Willson Elementary: 23 regular students; 100% made gains in reading; 100% made gains in math</p> <p>Threadgill Primary: 28 regular students; 100% made gains in reading; 96% made gains in math</p> <p>Sheffield Junior High: 19 regular students; 84% made gains in reading; 89% made gains in math</p>	<p>Goal Met</p>	<p>Excellent gains were made at all three sites, and the overall district gains from 2016-17 (78% in reading and 83% for math) to 2017-2018 (95% in reading and 95% in math) suggest a positive impact of the 21st Century learning program on academic progress. Given the appeared positive academic impact, it is recommended the program make stakeholders aware of the positive gains. In addition, an increased effort to engage as many students in the district as possible in the program is recommended.</p>
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			As a district, 95% showed gains in reading and 95% showed gains in math		
<b>What impact does participation in the 21<sup>st</sup> Century program have on school attendance?</b>	<p><b>Goal (2)</b> To increase regular school attendance of 21<sup>st</sup> Century students.</p> <p><b>Measureable objectives:</b> (1) 90% of regular (30 day) students will receive positive attendance results (shows improvement or did not need to improve) for "<i>attending class regularly</i>" as evidenced by the end of the year 21<sup>st</sup> CCLC Teacher Survey.</p>		48 Teacher Surveys indicated that 99% of students in the 21st Century Learning Program showed positive attendance results.	Goal Met	In the APT observations, it was clear that students enjoy being a part of this program. Continued efforts should be made to keep students engaged and excited to be a part of the program activities.

<p><b>What impact does participation in the 21<sup>st</sup> Century program have on parental/family involvement?</b></p>	<p><b>Goal (3)</b> To strengthen parental/family involvement of 21<sup>st</sup> Century students.  <b>Measureable objectives:</b> (1) 90% of 21<sup>st</sup> Century parents will participate in at least one parent event. (2) At least four opportunities for parent involvement will be offered to parents through special events throughout the school year.</p>	<p><u><b>See Chart</b></u></p>	<p>Four events were held at the elementary level. Attendance is reported in EZ.</p> <p>Orientation is for all parents and signed parent contract is required to attend for every students.</p>	<p>Goal Met</p>	<p>The APT observations indicated that parents were engaged and also very appreciative of the program.</p>
<p><b>What impact does participation in the 21<sup>st</sup> Century program have on student behavior?</b></p>	<p><b>Goal (4)</b> To improve student behavior during the regular day.  <b>Measurable objectives</b> (1) 90% of 21<sup>st</sup> Century regular (30 day) students will receive positive "behaving well in class" (improvement or did not need to improve) results as evidenced by the end of the year 21<sup>st</sup> CCLC Teacher Survey.</p>	<p><i>Site teacher have regular communication with classroom teachers and administration . Many of the site teachers are classroom teachers.</i></p>	<p>48 teacher surveys indicated 98% of students engaged with the 21st Century Learning Program have positive results regarding</p>	<p>Goal Met</p>	<p>The observations indicated growth in this area, particularly in the areas of focus identified from last year--LEW. Positive gains in student engagement and behavior are closely tied to the increase in academic growth discussed in Goal 1. Emphasis on student</p>

			behavior in class.		engagement should be an ongoing focus of the program, as evidenced by the gains in data.
<p><b>Did the program implement Science, Technology, Engineering, Math (STEM) activities in the extended day program?</b></p>	<p><b>Goal (5)</b> To implement Science, Technology, Engineering, Math (STEM) activities in the extended day program.</p> <p><b>Measurable objectives (1)</b> Three days each week will focus on STEM activities (Math Monday; Tech Tuesday; Wacky Wednesday Science) as the designated academic day, evidenced by lesson plan (2) Partnerships will increase STEM activities (Steve Spangler Monthly Project; Colbert Extension Service visits, AMSTI trained teacher projects), evidenced by lesson plans.</p>		<p>Teachers turn in lesson plans monthly.</p> <p>An academic enrichment weekly calendar is followed.</p> <p>Partnerships include Colbert Extension for STEM activities</p> <p>SRB Mindworks curriculum is used.</p>	<p>Goal Met</p>	<p>The APT observations indicated that this was one of the real strengths of the program. With additional activities that included Robotic/Rocketry Camp, STEM Camp, Tech Camp, Medical Science Camp, Stations: Osmos, Z-space, Kahoot, Xbox, Robotics, Sumdog Web-based program, and Extension Service Visits, the observations indicated a carry-over of active, hands-on activities into non-STEM activities. It is recommended a continued emphasis on active, hands-on activities be used in STEM and</p>

					non-STEM activities with the goal of engaging students.
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APT observations were conducted on April 18, 2018, April 24, 2018, and June 7, 2018. The APT observations demonstrate the high quality of after-school program activities. There were areas that were improved, in particular with the classroom environment at SJHS. It is recommended that a continued emphasis be placed on student engagement with learning activities. The program was seen to be highly effective in its second year under the grant.

**Adherence to the grant application-** The program accurately and effectively implemented their program as described in their grant application.

- Qualitative Findings. NA
- Other Findings. NA
- Discuss evaluation questions that could not be answered in this report due to data limitations. NA

**Summer Program**

**\*\*\*IF YOU DO NOT HAVE A SUMMER PROGRAM, DELETE THIS SECTION FROM YOUR REPORT!\*\*\***

**Overview of Program**

A four week summer program was held for the K – 6<sup>nd</sup> grade students. Dates: June 4 – June 29. Hours of operation were 8:00 - 1:00 Monday - Thursday, with a final field trip on Friday, June 29. Program Director met with the staff on May 21 for professional development related to program schedule, curriculum, safety, and guidelines.

**3. Program Operations**

Name of Site(s)	Number of Days Site(s) are Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week
Threadgill Primary	Four days per week	Four weeks	20 Hours
L.E. Willson Elementary	Four days per week	Four weeks	20 Hours

With collaboration from reading specialist and administration, students at-risk of failure were selected for a remediation summer program. Curriculum was designed based on standards and a pacing guide was created for each grade level. Teachers were selected from each grade level and worked in small groups with students; pre and post tests were given on the material covered. UNA pre-service teachers were used as aides. The schedule consisted of intensive small groups work in reading and math followed by hands-on activities. A physical education time was provided with fun activities. Breakfast, lunch, and snacks were provided through a

partnership with a local church. In grades 3-6 there were 34 students; grades K-2 had 24 students for a total of 58 enrolled.

<b>Activity Name</b>	<b>Description of Activity</b>	<b>Category (s)</b>	<b>Target Population</b>	<b>Frequency of Activity</b>	<b>Partner Involved</b>
Standard based curriculum	Remediation	Math, Reading,	K – 6 grade students	4 Weeks/ 4 days- 5 hours	Title I Curriculum Specialist
Small Group	Intensive Lessons	Math Reading	K – 6 grade students	Daily	Title I Curriculum Specialist
Physical Fitness	Outdoor Activities	Physical Fitness	K – 6 grade students	Daily	UNA Aides
Breakfast, Snack & Lunch	Healthy Nutrition	Nutrition	K – 6 grade students	Daily	Ecclesia Church
Hands-on Enrichment	Applying knowledge Reading & Math	Technology Art STEM	K – 6 grade students	Daily	Classroom Teachers
Field Trip	Academic Museum	Hands-on Reading & Math	K - 2 grade students	once	Children's Museum
Field Trip	Space	STEM	3 – 6 grade students	once	Space & Rocket Center

<b>Student Enrollment</b>	<b>Enrolled</b>
<b>Total Unduplicated Enrollment</b>	41

<b><u>Male</u></b>	17
<b><u>Female</u></b>	24
<b><u>Grade</u></b>	
<b><u>K</u></b>	
<b><u>1</u></b>	5
<b><u>2</u></b>	21
<b><u>3</u></b>	2
<b><u>4</u></b>	5
<b><u>5</u></b>	3
<b><u>6</u></b>	5
<b><u>Race/Ethnicity</u></b>	
<b><u>American Indian/Alaska Native</u></b>	
<b><u>Asian/Pacific Islander</u></b>	
<b><u>Black or African American</u></b>	19
<b><u>Hispanic or Latino</u></b>	4
<b><u>White</u></b>	17
<b><u>Multiracial</u></b>	
<b><u>Do not Know</u></b>	5

**Adherence to the grant application**-The summer program was implemented as described in the grant.

**Results and Recommendations**

Transportation was provided for the students this year as this was a high risk population who would not be able to attend without transportation.

**Plan for Utilizing and Sharing Results (Collaborative)**

Program evaluation will be conducted on a district level with the central office cabinet to determine the success and continuation of the high-risk summer program. Feedback of

classroom teachers, administrators, and curriculum specialist will be gathered and presented for future decisions.

- Parent involvement was critical; transportation was critical
- Creating the standards based curriculum as an accomplishment and will be used as a resource in future remediation programs
- Attendance was good; the field trip was a positive incentive for students and parents
- Results will be shared with the advisory board and school staff

### **Appendices**

Please include a copy of all data collection instruments (surveys, questionnaires, focus group protocols) used in the evaluation. Also, include any data tables not presented in the results section.

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[i] This report template is based on key components advocated by the USAID and the Illinois SDE.

### Attendance Summary by Site

Jun 1, 2017 - May 24, 2018 | All Activities | Grant : Sheffield City Schools Cohort 12 | Participant: Students |  
Grade Levels: All

Number of Sites : 3

Site	Total Registered Participant	Total Enrolled Participant	Total Attended Participant	Total Participant Days	Total Scheduled Days	Total Attendance			Average			
						Days	Hours	Weeks	Daily Attendance	Days Attended	Hours Attended	Days Per Week
L.E. Willson Elementary Cohort 12	65	45	45	3,032	188	188	542:00	42	16	67.38	11213.00	4
Sheffield Junior High School Cohort 12	43	43	41	2,043	128	128	192:00	35	16	49.83	4380.00	4
Threadgill Primary Cohort 12	44	42	42	3,486	189	188	500:00	42	19	83.00	12687.00	4
<b>Total</b>	<b>152</b>	<b>130</b>	<b>128</b>	<b>8,561</b>	<b>505</b>	<b>504</b>	<b>1234:00</b>	<b>119</b>				



# STUDENT GRADE REPORT (Comparison)

Subject: Mathematics

Grading Period: Grading Period 5 Vs Final Grade

School	Total Student		No Change (Highest Grade)		Improved Grade		No Change		Declined Grade	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
L.E. Willson Elementary	23	100%	23	100%	0	0%	0	0%	0	0%
Sheffield Junior High School 78	19	100%	19	100%	0	0%	0	0%	0	0%
Threadgill Primary School k2	28	100%	19	67.86%	8	28.57%	1	3.57%	0	0%

# STUDENT GRADE REPORT (Comparison)

Subject: English/Reading

Grading Period: Grading Period 5 Vs Final Grade

School	Total Student		No Change (Highest Grade)		Improved Grade		No Change		Declined Grade	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
L.E. Willson Elementary	23	100%	23	100%	0	0%	0	0%	0	0%
Sheffield Junior High School 78	19	100%	19	100%	0	0%	0	0%	0	0%
Threadgill Primary School k2	28	100%	20	71.43%	8	28.57%	0	0%	0	0%

## Grantee Summary Information

Jun 1, 2017 - May 24, 2018 | All Participants

### Registration Information

Student			Adult		
Additions	Withdrawal	Current Period	Additions	Withdrawal	Current Period
149	45	149	123	0	123

### Demographics Information & Education Program

Ethnicity	Student	Adult	Total	Race	Student	Adult	Total
Hispanic	5	0	5	White	88	12	100
Non-Hispanic	143	18	161	Black or African American	44	4	48
Unknown	1	105	106	Asian	0	0	0
<b>Total</b>	<b>149</b>	<b>123</b>	<b>272</b>	Native Hawaiian or Pacific	0	0	0
				American Indian or Native Alaskan	0	0	0
				Some other Race	12	0	12
				Multi-Racial	5	0	5
				Unknown	0	107	107
				<b>Total</b>	<b>149</b>	<b>123</b>	<b>272</b>

Gender	Student	Adult	Total
Male	86	4	90
Female	63	10	73
Unknown	0	109	109
<b>Total</b>	<b>149</b>	<b>123</b>	<b>272</b>

Grade	Total Participants	Grade	Total Participants	Grade	Total Participants	Grade	Total Participants
PreK	11	3	42	7	22	11	0
K	9	4	5	8	21	12	0
1	14	5	13	9	0	Adult	123
2	8	6	4	10	0	<b>Total</b>	<b>272</b>

Education Program	Yes	No	Unknown	Education Program	Yes	No	Unknown	Education Program	Yes	No	Unknown
Bilingual	1	99	49	ESL/LEP	0	99	50	Special Education	6	95	48
Gifted & Talented	1	97	51					<b>Total</b>	<b>8</b>	<b>390</b>	<b>198</b>

Eligible for Free/ Reduced Lunch	Total	Percentage
Yes	71	47.70
No	12	8.10
Unknown	66	44.30
<b>Total</b>	<b>149</b>	

**Grantee Summary Information**

Jun 1, 2017 - May 24, 2018 | All Participants

**Participant Count by Days Attended**

Days Attended	Student	Adult	Total
No Attendance	23	123	146
1 To 29 Days	39	0	39
30 To 59 Days	24	0	24
60 To 89 Days	16	0	16
90 or more	47	0	47
<b>Total</b>	<b>149</b>	<b>123</b>	<b>272</b>

**Attendance Summary**

	Regular Activities	All Activities
Unique Number of Participant Served	115	126
Total Participants Served (Participant-Attendance)	8,249	8,561
Number of Days of Program Operation	189	189
Overall Average Daily Attendance	43.65	45.30

## Participant Count By Site | Jun 1, 2017 - May 24, 2018

Site	Regular Activities		Special Activities		All Activities	
	Student	Adult	Student	Adult	Student	Adult
<b>Grant: Sheffield City Schools Cohort 12</b>						
L.E. Willson Elementary Cohort 12	45	0	0	0	45	0
Sheffield Junior High School Cohort 12	41	0	0	0	41	0
Threadgill Primary Cohort 12	42	0	0	0	42	0
Subtotal	128	0	0	0	128	0
<b>Grand Total</b>	<b>128</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>128</b>	<b>0</b>

<b>COUNT OF STUDENT ATTENDANCE REPORT</b>	
Student Attendance Count Summary in Days	
<b>Days</b>	<b>Sheffield Junior High School Cohort 12</b>
000- 029	12
030- 059	13
060- 089	8
090- 119	8

} 29

41

29 reg

<b>COUNT OF STUDENT ATTENDANCE REPORT</b>	
Student Attendance Count Summary in Days	
<b>Days</b>	<b>Threadgill Primary Cohort 12</b>
000- 029	11
030- 059	4
060- 089	6
090- 119	8
120- 149	8
150- 179	5

} 31

42

31 reg

<b>COUNT OF STUDENT ATTENDANCE REPORT</b>	
Student Attendance Count Summary in Days	
<b>Days</b>	<b>L.E. Willson Elementary Cohort 12</b>
000- 029	18
030- 059	7
060- 089	2
090- 119	6
120- 149	8
150- 179	4

} 27

45

27 reg



**Attendance Summary by Site**

Jun 1, 2017 - May 24, 2018 | All Activities | Grant : Sheffield City Schools Cohort 12 | Participant: Students |  
Grade Levels: All

Number of Sites : 3

Site	Total Registered Participant	Total Enrolled Participant	Total Attended Participant	Total Participant Days	Total Scheduled Days	Total Attendance			Average			
						Days	Hours	Weeks	Daily Attendance	Days Attended	Hours Attended	Days Per Week
L.E. Willson Elementary Cohort 12	65	45	45	3,032	188	542:00	42	16	67.38	11213.00		4
Sheffield Junior High School Cohort 12	43	43	41	2,043	128	192:00	35	16	49.83	4380.00		4
Threadgill Primary Cohort 12	44	42	42	3,486	189	500:00	42	19	83.00	12687.00		4
<b>Total</b>	<b>152</b>	<b>130</b>	<b>128</b>	<b>8,561</b>	<b>505</b>	<b>504</b>	<b>1234:00</b>	<b>119</b>				

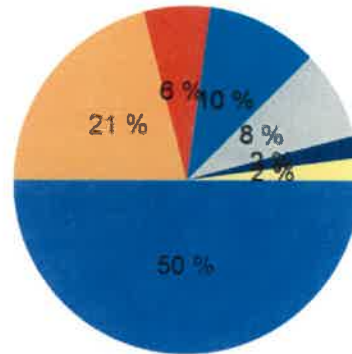
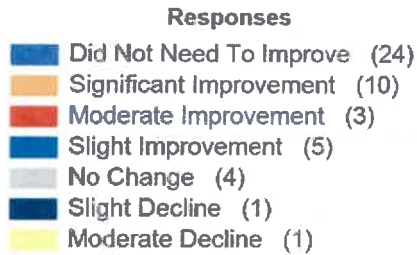
# Survey Analysis Report

DOE Teacher Survey (Spring 2018)

## 1. Turning in his/her homework on time.

Response Type: Mandatory - Select one response

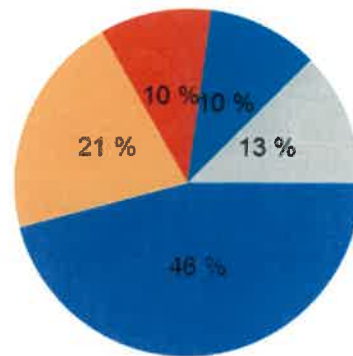
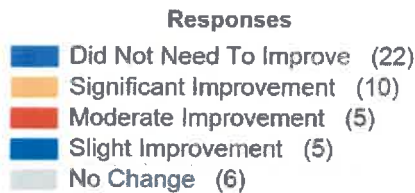
Total Responses: 48



## 2. Completing homework to your satisfaction.

Response Type: Mandatory - Select one response

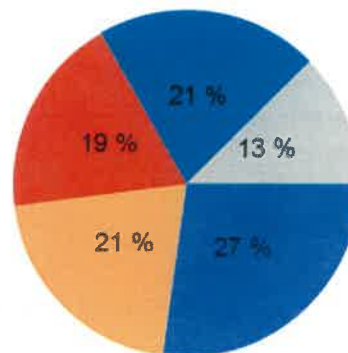
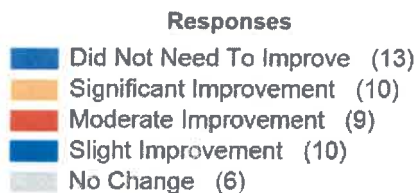
Total Responses: 48



## 3. Participating in class.

Response Type: Mandatory - Select one response

Total Responses: 48



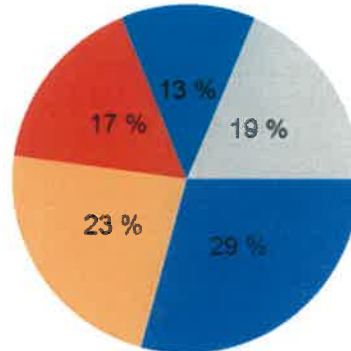
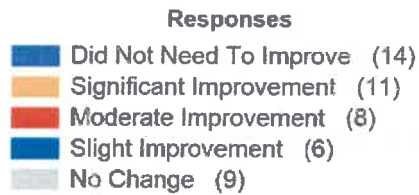
## Survey Analysis Report

DOE Teacher Survey (Spring 2018)

### 4. Volunteering (e.g., for extra credit or more responsibilities).

Response Type: Mandatory - Select one response

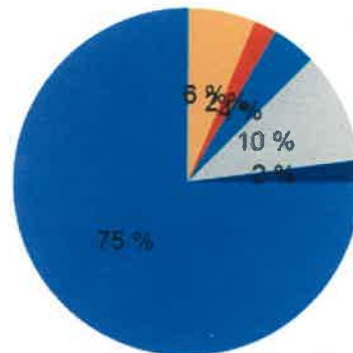
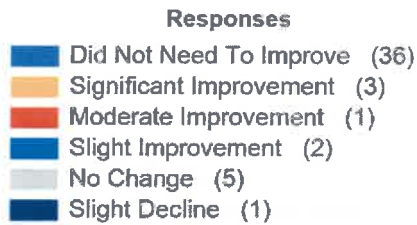
Total Responses: 48



### 5. Attending class regularly.

Response Type: Mandatory - Select one response

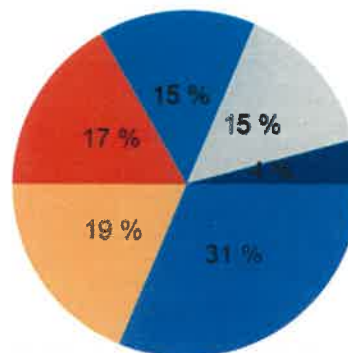
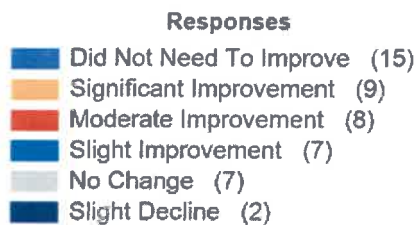
Total Responses: 48



### 6. Being attentive in class.

Response Type: Mandatory - Select one response

Total Responses: 48



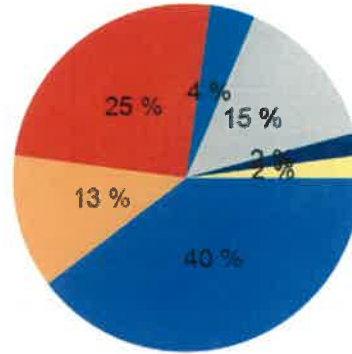
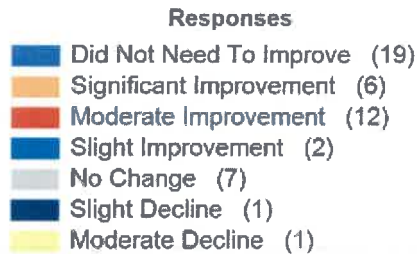
## Survey Analysis Report

DOE Teacher Survey (Spring 2018)

### 7. Behaving well in class.

Response Type: Mandatory - Select one response

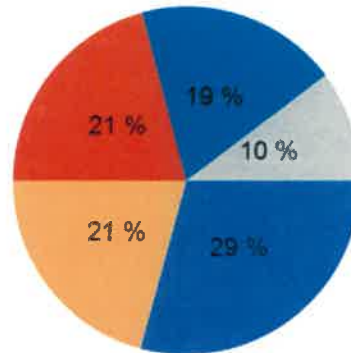
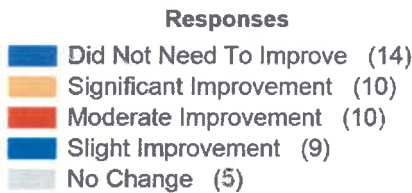
Total Responses: 48



### 8. Academic performance.

Response Type: Mandatory - Select one response

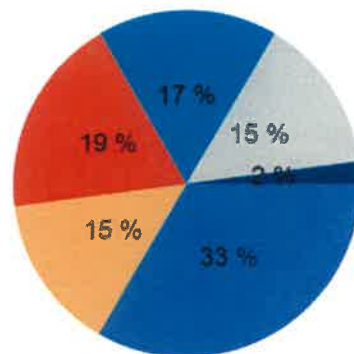
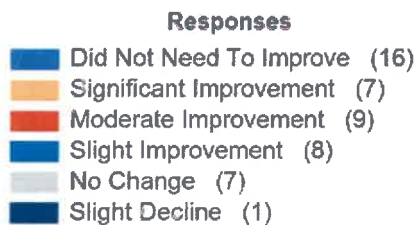
Total Responses: 48



### 9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response

Total Responses: 48



# Survey Analysis Report

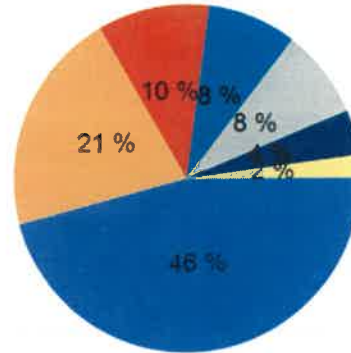
DOE Teacher Survey (Spring 2018)

## 10. Getting along well with other students.

Response Type: Mandatory - Select one response

Total Responses: 48

- Responses**
- Did Not Need To Improve (22)
  - Significant Improvement (10)
  - Moderate Improvement (5)
  - Slight Improvement (4)
  - No Change (4)
  - Slight Decline (2)
  - Moderate Decline (1)



**Participant Count By Site** Jun 4, 2018 - Jun 4, 2019

Site	Regular Activities		Special Activities		All Activities	
	Student	Adult	Student	Adult	Student	Adult
<b>Grant: Sheffield City Schools Cohort 12</b>						
L.E. Willson Elementary Cohort 12	34	0	0	0	34	0
Threadgill Primary Cohort 12	24	0	0	0	24	0
Subtotal	58	0	0	0	58	0
<b>Grand Total</b>	<b>58</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>58</b>	<b>0</b>

## Grantee Summary Information

Jun 4, 2018 - Jun 29, 2018 | All Participants

### Registration Information

Student		
Additions	Withdrawal	Current Period
41	0	41

Adult		
Additions	Withdrawal	Current Period
0	0	0

### Demographics Information & Education Program

Ethnicity	Student	Adult	Total
Hispanic	4	0	4
Non-Hispanic	36	0	36
Unknown	1	0	1
<b>Total</b>	<b>41</b>	<b>0</b>	<b>41</b>

Race	Student	Adult	Total
White	17	0	17
Black or African American	19	0	19
Asian	0	0	0
Native Hawaiian or Pacific	0	0	0
American Indian or Native Alaskan	0	0	0
Some other Race	4	0	4
Multi-Racial	0	0	0
Unknown	1	0	1
<b>Total</b>	<b>41</b>	<b>0</b>	<b>41</b>

Gender	Student	Adult	Total
Male	17	0	17
Female	24	0	24
Unknown	0	0	0
<b>Total</b>	<b>41</b>	<b>0</b>	<b>41</b>

Grade	Total Participants	Grade	Total Participants	Grade	Total Participants	Grade	Total Participants
PreK	0	3	2	7	0	11	0
K	0	4	5	8	0	12	0
1	5	5	3	9	0	Adult	0
2	21	6	5	10	0	<b>Total</b>	<b>41</b>

Education Program	Yes	No	Unknown	Education Program	Yes	No	Unknown	Education Program	Yes	No	Unknown
Bilingual	0	35	6	ESL/LEP	1	35	5	Special Education	0	35	6
Gifted & Talented	0	35	6					<b>Total</b>	<b>1</b>	<b>140</b>	<b>23</b>

Eligible for Free/ Reduced Lunch	Total	Percentage
Yes	40	97.60
No	0	0.00
Unknown	1	2.40
<b>Total</b>	<b>41</b>	

**Grantee Summary Information**

Jun 4, 2018 - Jun 29, 2018 | All Participants

**Participant Count by Days Attended**

Days Attended	Student	Adult	Total
No Attendance	5	0	5
1 To 29 Days	36	0	36
30 To 59 Days	0	0	0
60 To 89 Days	0	0	0
90 or more	0	0	0
<b>Total</b>	<b>41</b>	<b>0</b>	<b>41</b>

**Attendance Summary**

	Regular Activities	All Activities
Unique Number of Participant Served	36	36
Total Participants Served (Participant-Attendance)	494	494
Number of Days of Program Operation	17	17
Overall Average Daily Attendance	29.06	29.06



## Service Provider/Partner

Add		Associated Sessions
#	List of Active Provider/Partner(s)	
1	<a href="#">Alabama Music Hall of Fame</a>	
2	<a href="#">Carmike Cinema</a>	
3	<a href="#">Child Nutrition Program</a>	
4	<a href="#">Childcare Management Agency</a>	
5	<a href="#">Children's Museum</a>	
6	<a href="#">Colbert County Extension Service</a>	
7	<a href="#">Ekklesia Church</a>	
8	<a href="#">Escape Room</a>	
9	<a href="#">Huntsville Havocs</a>	
10	<a href="#">Isbell's Farm</a>	
11	<a href="#">Isbell's Farm</a>	
12	<a href="#">Ivy Green</a>	
13	<a href="#">Lauderdale Lanes</a>	
14	<a href="#">Lucy's Artsy Place</a>	
15	<a href="#">McWane Center</a>	
16	<a href="#">Mega Skate</a>	
17	<a href="#">Ole Pete Key</a>	
18	<a href="#">Park Place</a>	
19	<a href="#">Point Mallard</a>	
20	<a href="#">Rattlesnake Cave</a>	
21	<a href="#">Shakalaka Extreme Sports</a>	
22	<a href="#">Sheffield Athletic Department</a>	
23	<a href="#">Sheffield Child Nutrition Program</a>	
24	<a href="#">Sheffield Housing Authority</a>	
25	<a href="#">Sheffield Public Library</a>	
26	<a href="#">Sheffield Recreation Center</a>	
27	<a href="#">Sheffield Recreation Center</a>	
28	<a href="#">Sheffield Special Education Program</a>	
29	<a href="#">Space &amp; Rocket Center</a>	
30	<a href="#">The Next Level</a>	
31	<a href="#">Title I Parent Involvement</a>	
32	<a href="#">University Of North Alabama</a>	
33	<a href="#">W.C. Handy</a>	
List of Inactive Provider/Partner(s)		