

**BAY COUNTY SCHOOL DISTRICT**  
Oscar Patterson Elementary Magnet School  
(030-2443A-3CCC1)

**21<sup>st</sup> Century Community Learning Centers**  
Formative Evaluation 2012-13



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## INTRODUCTION

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The purpose of this evaluation is to report the Bay County School District's progress towards achieving the goals and objectives of the 2012-2013 approved Oscar Patterson Elementary School - 21st Century Community Learning Center (CCLC) continuing application. The project is funded by a multi-year grant through the Florida Department of Education (FLDOE), Bureau of Family and Community Outreach. The grant funding period covered in this report is from August 1, 2012 to December 31, 2012.

Agencies receiving this award are required to establish or expand 21<sup>st</sup> CCLC programs that provide at-risk students opportunities for academic enrichment, personal enrichment, and complement students' standard academic programs. The 21<sup>st</sup> CCLC program also engages adult family members of actively participating students through educational and personal development opportunities. The 21<sup>st</sup> CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites. These sites may be located in schools, community facilities, and/or faith-based facilities. All centers must provide a range of high-quality services to support student learning and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g., homework assistance, reading, math, science, and technology programs), music, art, service learning, character education, physical education and recreational activities, and dropout prevention.

To implement the 21<sup>st</sup> CCLC grant, the Bay County School District selected Oscar Patterson Elementary school (OPES), a Title 1 school with 95.09% Free and Reduced Lunch status. Over the course of the 2012-13 grant, OPES proposes to impact the lives of 150 afterschool students in grades K-5 and 62 students during the summer component. The program design has Oscar Patterson Elementary operating for 5 days per week, 4.25 hours per day – 21.25 hours total and 4 days per week, 5 hours per day – 20 hours total during the scheduled summer component. Oscar Patterson will give enrollment priority to students who have academic concerns, behavioral concerns, have poor regular school day attendance, and risk factors associated with abuse and neglect. Once all at risk students have been enrollment, the program will be opened up to the entire school population on a first comes, first serve basis.

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## PROGRAM GOALS

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### ***Goal 1: To Provide a Safe, Secure, and Supervised Learning Community***

To support this goal, OPES will maintain a safe campus, following the strict guidelines of Bay County School District. The campus will have only one access point, monitored by staff. Program staff will utilize classroom management and behavior management techniques that create a supportive and nurturing environment with clear expectations and rules.

### ***Goal 2: To Promote Academic Achievement***

To support this goal, OPES proposes to utilize certified teachers to deliver evidence-driven reading, math, and science strategies and materials through small group instruction. To supplement direct instruction, certified teachers were to utilize technology through programs such as Harcourt Basal, SuccessMaker 5, Discovery Education, Saxon Phonics, and Accelerated Reader. In addition, OPES has made additional arrangement to facilitate Project Based Learning activities in preparation for the final move towards 21st CCLC compliance in project year 2013-14.

### ***Goal 3: To enhance Student Health and Well-being***

To support this goal, OPES proposes to utilize group leaders for recreational activities and age appropriate, organized sports. During inclement weather, the project proposes utilize a multiple purpose room for structured indoor exercise.

### ***Goal 4: To Promote Student Attendance , Student Behavior, and Drop Out Prevention***

To support this goal, OPES proposes to create structured classrooms utilizing best practice classroom management. Fun and engaging field trips will expose students to culture within their community. Outside partners such as the Girls Scouts and local faith based organizations will supplement Character Education instruction. Service Learning opportunities will link students to their community and school.

### ***Goal 5: Increase Parental Involvement and Family Literacy***

To support this goal, OPES proposes monthly family involvement activities, workshops, and student showcases will be facilitated throughout the project year. Parental involvement will be gauged during events with sign-in sheets and weekly evening academic activities gauged by documentation of activities.

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## EVALUATION MODEL

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Stufflebeam's CIPP model was selected for this evaluation because it is adaptable and widely used in education evaluation. According to Stufflebeam, Madaus, and Kellaghan (2000), "The thrust of CIPP evaluations is to provide sound information that will help service providers regularly assess and improve services and make effective and efficient use of resources, time, and technology in order to appropriately and equitably serve the well-being of rightful beneficiaries" (P. 280). Fundamentally, the model is designed to promote growth and if applied correctly, assists leaders and project staff obtain and use feedback systematically to meet important needs and adhere to grantor guidelines (Stufflebeam et al, 2000.) In addition, the model provided a comprehensive framework for the development of the evaluation questions. The CIPP framework addresses project issues related to a context, input, process, and outcomes.

### *Evaluative Questions and Findings*

The evaluation questions follow the format of the evaluation model and address the formative requirements of student attendance; program operation; objective assessment; and evaluator recommendations. Data was received electronically from the program and analyzed in SPSS and Microsoft Excel.

## STUDENT ATTENDANCE

### *Context*

1. *Are the appropriate students receiving grant related services?*

All students participating in the OPES project attend Oscar Patterson Elementary a Title 1 school with 95.09% Free and Reduced Lunch status, during the day making them eligible for services. Center administration report working with regular school day teachers and school administration to ensure the enrollment criteria are followed with the most at-risk students enrolled prior to first come, first serve.

2. *How many students are receiving grant related services?*

A total of 141 OPES students were enrolled for services in the project during the formative reporting period. The project is currently receiving funding for 150 students afterschool and 62 students during the summer component. The center is slightly overenrolled with the project enrolling 4% more students than required (see Table 1).

<i>Center</i>	
Oscar Patterson Elementary	
Targeted Afterschool Student Enrollment	150
Formative Afterschool Student Enrollment	156
Project Site Over Enrollment	4%

*Table 1: OPES – Formative Student Enrollment*

3. *What is the average daily attendance of the students receiving services?*

*Table 2: OPEC - Average Daily Attendance (ADA) – All components*

<i>Center</i>	
Oscar Patterson Elementary	
Targeted Afterschool ADA	150
Formative Attendance Average	112.8
Formative Afterschool ADA %	75.2%

Per the 2011-12 21<sup>st</sup> CCLC Request for Application guidelines, a project’s “minimum performance thresholds of daily attendance have been established at 85%,” with programs not meeting these guidelines considered at risk. The OPES project is below the minimum performance standards with 75.2% (see Table 2) of the students attending the project daily. Additionally, a mandated 21<sup>st</sup> CCLC requirement states that “each site must keep daily student attendance logs/records for all days of 21<sup>st</sup> CCLC operation.” During project site visitation, attendance records were made available and reviewed for adherence to state mandated guidelines. Students were observed signing in and out when developmentally appropriate and designated staff were observed signing students in and out to ensure adherence to project requirements and student safety.

4. How many students have attended the program for more than 30-days?

Projects are encouraged via the 21<sup>st</sup> CCLC RFA Supplement “to use the 30-day criterion (i.e., federal criterion) unless the objective focuses on activities that will not occur for more than 30 days (e.g., summer objectives).” Table 3 indicates the number of students (n=141) utilized for analysis of objective progression through the identified reporting period. Overall, 90.38% of enrolled students were also regularly participating students enrolled in the program for more than 30-days during the formative reporting period.

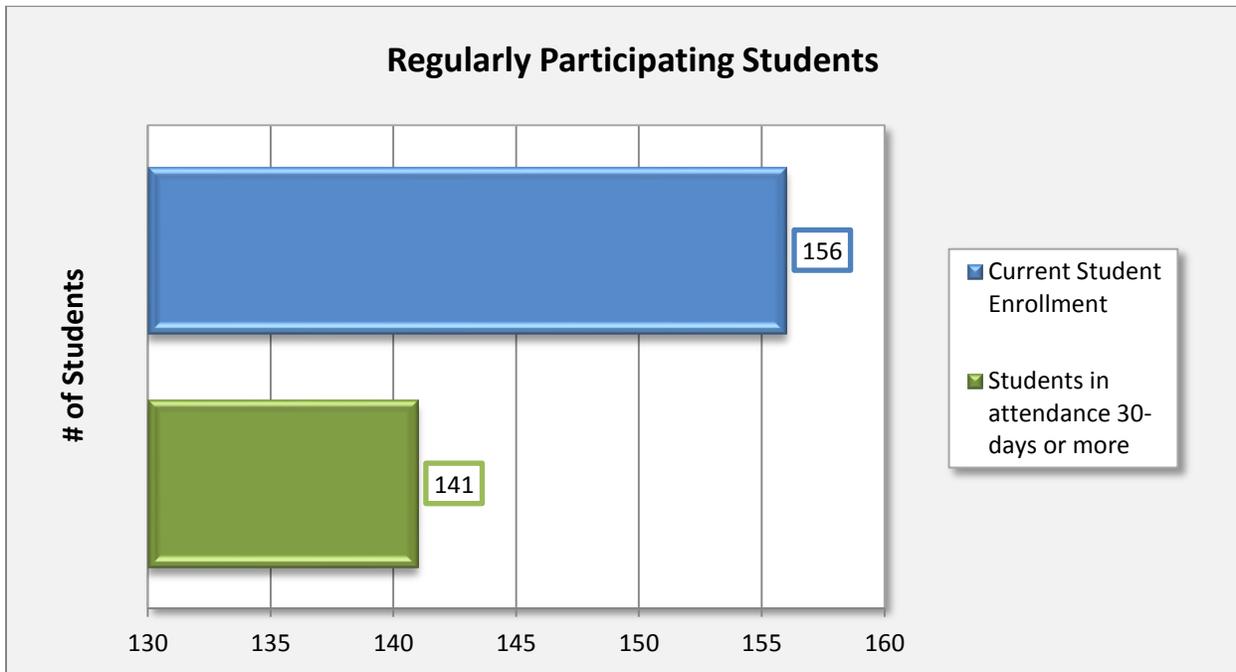


Figure 1: OPES - Students enrolled 30 - days or more (federal objective criteria)

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## PROGRAM OPERATION

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### *Oscar Patterson Elementary Highlights*

- Attendance during snack distribution was noted at 131 students or 87.3%. All students were observed signing in.
- Student to staff ratio ranged from 9:1 to 15:1.
- The schedule was clearly written with a minimum of one hour of academics occurring daily as required by the FLDOE. Activities were aligned to the project's application with notations on the schedule for partners and extra-curricular activities.
- The project director is actively engaged with the students and was observed calling them by name. The project director also has access to the required data assisting the program with meeting the heavy data collection needs.
- The project has strong support from school administration. The principal is highly involved in project development and steering activities.
- The Facility location is very secure with only one entry point that is patrolled by a paraprofessional to ensure students are not checked out early and strangers do not intentionally or unintentionally wander onto campus.
- Snack distribution occurred in rotations with half of the attendees receiving snack while the other half received structured Physical Education.
- Student helpers readily assisted center administration with snack cleanup and were observed receiving praise for their participation.
- Behavior management and classroom management practices are utilized throughout the program. Random reinforcement in the way of incentives not paid for with 21<sup>st</sup> CCLC funds was observed during snack time for good behavior.
- Staff is friendly, approachable, and use language that is engaging.
- The project director has direct contact with the regular school day teachers and many are employed in the afterschool program, making communication seamless. The project director reports using email, direct contact, and memos to communicate student progress, policies, and procedures.
- Volunteers from the school were observed working with students from the program in-kind.
- The project has facilitated monthly Adult Family Member events throughout the reporting period.
- Paraprofessionals are assigned to a grade level cohort they follow throughout the program. Paraprofessionals monitor attendance; assist with classroom management; accompany students to the restroom; and facilitate dismissal.

- Science activities observed during site visitation were hands on and engaging. All classrooms employed certified teachers during the academic portion of the program. Differentiated instruction was observed in several classrooms when appropriate.

### *Oscar Patterson Elementary Areas for Growth*

- The project director reports the neighborhood has experienced an upsurge in violence and crime. To that end, it was noted the only form of communication during the project was via telephone or personal cellphone texts. The project director also notes the police monitor the school's radio frequency utilized during the day.
- Staff monitoring the only entrance to the campus is not designated as security, but rather paraprofessionals.
- All of the observed activities were hands on and engaging, but lacked all the essential features of Project Based Learning. The staff has access to a recording studio that is not currently in use during the afterschool program.

### *Inputs*

5. *Were appropriate programs and activities selected to ensure progress was made toward project objectives?*

The center received visitation to ascertain progress of the project and ensure activities associated with the approved grant application were implemented with fidelity. All evidenced based programming and evidenced-based frameworks such as small group instruction were selected to meet the academic objectives. The following academic and personal enrichment are providing the cornerstone for the OPES project's success:

- Project Based Learning is an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st Century Skills (such as collaboration, communication & critical thinking).
- SuccessMaker is educational software aligned to standards that differentiates and personalizes reading and math instruction for students in grades K-8. Performance reports are available by students to determine progress and areas in need of improvement.
- Discovery Education offers a breadth and depth of digital media content that is immersive, engaging and brings the world into the classroom to give every student a chance to experience fascinating people, places, and events. All content is aligned to state standards,

can be aligned to custom curriculum, and supports classroom instruction regardless of the technology platform.

- Accelerated Reader (AR) is a progress monitoring software assessment in wide use by primary and secondary schools for monitoring the practice of reading. It was created by Renaissance Learning, Inc. Currently, there are two versions: a desktop version and a web-based version in Renaissance Place, which hosts the company's web software for Accelerated Reader and a number of other software products (e.g. Accelerated Math).
- Saxon Phonics applies the same incremental, spiraling principals that are used in their math program. New content is taught in small increments, then continually applied and reviewed to achieve mastery and retention.
- First Assembly of God provides weekly Character Education activities based on online resources such as Developing Character When in counts. Services are provided on a rotating basis with each grade level cohort receiving several hours during their rotation.
- Panama City Police department will provide Alcohol, Tobacco, and Other Drug (ATOD) prevention lessons on a bi-weekly basis.

6. *Were sufficient resources allocated to ensure progress was made toward project objectives?*

The OPES project is currently fully staffed based on review of their budget/staffing plan. All proposed curricula and computer-based software proposed were available for review or observed in the classroom. Students were observed with appropriate materials and supplies to complete Project Based Learning activities that aligned to proposed lesson plans.

7. *Were funded activities implemented according to the approved operational schedule to ensure progress was made toward project objectives during the reporting period?*

The OPES project's award notification was signed on 8/29/12 with the OPES project commencing services on the proposed 8/20/12 start date. Of all the activities identified in the approved grant application, all have been implemented according to the approved application timeline. Per the 2012-13 RFA, a project is required to facilitate services for a minimum of 36 weeks. These attendance thresholds were established by the FLDOE to align Florida projects with nationally researched standards. One date of service at the beginning of the program (8.28.12) was rescheduled to the summer due to severe weather caused by Hurricane Isaac.

**Process**

8. Were activities implemented as intended in the approved grant application to ensure progress was made toward project objectives?

OPES reports utilization of certified teacher created lesson plans and projects for all subject areas. Supplemental computer- based programs are utilized to reinforce teacher led lessons. Students were observed receiving certified teacher led instruction in the classroom and computer lab. Project Based Learning concepts were incorporated into all classrooms with some degree of fidelity.

9. Were partnerships formed to strengthen the sustainability and implementation of the proposed activities?

Table 3 outlines partnerships to date formed by OPES. The project also utilized several student and staff volunteers.

Table 3: OPES - Partners

<b>Organization</b>	<b>Organization Type</b>	<b>Contribution Type</b>	<b>Contribution Amount</b>	<b>Align to Need/Goal</b>
Individual	Volunteer	In-kind Grant writing	\$5,000	Program Sustainability
FSU, Senior Citizens, Local High Schools	Volunteers	In-kind Mentors	\$6,650	Tutoring and Homework Assistance
Title 1 Office	LEA	In-kind	\$15,900	Staff Development and assistance with Parent Involvement
Bay County District Schools	LEA	In-kind	\$59,900	Snacks, Utilities, and Transportation
Oscar Patterson	LEA	In-kind	\$59,100	Facilities, Supplies, and Advertising
First Assembly of God Church	CBO	In-Kind	5,000.00	Providing mentoring volunteers for Character Education program component, transportation
Panama City Police Dept.	Government	Member Volunteers	5,000.00	Tutoring, mentoring, transportation and parent involvement
Bay County Library System	Library	Facilities/volunteers	1000.00	Reading enrichment and art activities
Girls Scout of NW Florida	NPO	In kind/ Volunteers	1000.00	Character Education/ Leadership learning
After-School Chorus	LEA	In kind/ Volunteers	1000.00	Personal Enrichment

## OBJECTIVE ASSESSMENT

### *Products*

1. Did 80% of regularly participating students progress towards increasing their reading skills as demonstrated by Discovery Education scores, 2<sup>nd</sup> and 4<sup>th</sup> quarterly report card grades, DAR assessments, district assessments, standardized test scores, and pre-, mid-, and post- assessments (e.g.: teacher created assessments, computer-based assessments, curriculum-based assessments/tools)?

1<sup>st</sup> and 2<sup>nd</sup> quarter report card grades were provided electronically from project administration. Of the 141 students who were regular participants in the programs, seven students did not have paired reading grades. Thus, these students were not included in the analysis. The mean score for the group report card grades (see Table 5) decreased by .23 (P=.040) indicating a decrease for the project’s regularly participating student population with paired reading grades. Table 4 shows student progress with 25% of students with paired reading grades showing improvement.

Table 4: Average Reading Improvement-Project Quarterly Report Card Grades

Center	Enrolled (30-Day)	Usable Instruments	Increase		Decrease		No Change	
	n	n	n	%	n	%	n	%
Oscar Patterson	141	134	33	25	49	37	52	39

Table 5: Average Reading Improvement-Project Quarterly Report Card Grades (Paired t-test)

		Mean	N	Unusable Instruments	t	Sig. (2-tailed)
Pair 1	Reading 1st 9 weeks	2.74	134	7	2.076	.040
	Reading 2nd 9 weeks	2.51	134			

Discovery Education (DE) is utilized daily within the afterschool program. Students were assessed in the fall and prior to winter break to evaluate their reading progress. DE scale scores range from 1000-2000 for all subjects: reading, math, and science. DE scales scores do not equate to FCAT scores, but they are a predictive indicator of proficiency in the related subject area. Of the 141 students who were regular participants in the project, 14 students did not have paired Discovery Education Reading Assessment Scale scores. Thus, these students were not included in the analysis. The mean score for the grade level assessment group (see Table 7) increased by 38.5 (P=.000) indicating a statistically significant increase for the project’s regularly participating student population with paired DE reading assessment scores. Table 6 shows student progress with 73% of students with paired DE Reading assessment scores showing improvement. Objective progress rating: Not yet achieved, Good progress.

Table 6: Average Reading Improvement- Discovery Education Assessment

Center	Enrolled (30-Day) n	Usable Instruments n	Increase		Decrease		No Change	
			n	%	n	%	n	%
Oscar Patterson	141	127	93	73	34	37	-	-

Table 7: Average Reading Improvement- Discovery Education Assessment (Paired t-test)

		Mean	N	Unusable Instruments	t	Sig. (2- tailed)
Pair 1	Discovery Education Grade Level Reading Assessment PRE	1355.51	127	14	-7.099	.000
	Discovery Education Grade Level Reading Assessment POST	1394.01	127			

2. Did 80% of regularly participating students progress towards improving or maintaining their vocabulary skills as demonstrated by Discovery Education scores, district assessments, standardized test scores, and pre-, mid-, and post- assessments (e.g.: teacher created assessments, computer-based assessments, curriculum-based assessments/tools)?

The Discovery Education grade level reading assessment includes a vocabulary subset assessment, but subset scores were not available for review. Therefore the analysis for reading skills improvement (Objective 1.1) is identical to vocabulary skills improvement (Objective 1.2). As noted previously, the mean score for the grade level assessment group (see Table 7) increased by 38.5 (P=.000) indicating a statistically significant increase for the project’s regularly participating student population with paired DE reading assessment scores. Table 6 shows student progress with 73% of students with paired DE Reading assessment scores showing improvement. Objective progress rating: Not yet achieved, Good progress.

3. Did 80% of regularly participating students progress toward increasing their math skills as demonstrated by Discovery Education scores, report card grades as well as formative measurements such as district assessments, standardized test scores, and pre-, mid-, and post- assessments (e.g., teacher created assessments, computer-based assessments, curriculum-based assessments/tools)?

1<sup>st</sup> and 2<sup>nd</sup> quarter report card grades were provided electronically from project administration. Of the 141 students who were regular participants in the programs, six students did not have paired math grades. Thus, these students were not included in the analysis. The mean score for the group report card grades (see Table 9) increased by .20 (P=.072) indicating a slight increase for the project’s regularly participating student population with paired math grades. Table 8 shows student progress with 33% of students with paired math grades showing improvement.

Table 8: Average Math Improvement-Project Quarterly Report Card Grades

Center	Enrolled (30-Day) n	Usable Instruments n	Increase		Decrease		No Change	
			n	%	n	%	n	%
Oscar Patterson	141	135	44	33	35	26	56	41

Table 9: Average Math Improvement-Project Quarterly Report Card Grades (Paired t-test)

		Mean	N	Unusable Instruments	t	Sig. (2-tailed)
Pair 1	Math 1st 9 weeks	2.57	135	6	-1.815	.072
	Math 2nd 9 weeks	2.77	135			

Discovery Education (DE) is utilized daily within the afterschool program. Students were assessed in the fall and prior to winter break to evaluate their math progress. As stated previously, DE scale scores range from 1000-2000, have no correlation with state testing performance, but are a predictive indicator of proficiency in the related subject area. Of the 141 students who were regular participants in the project, 28 students did not have paired Discovery Education math assessment scale scores. Thus, these students were not included in the analysis. The mean score for the grade level assessment group (see Table 11) increased by 62.95 (P=.000) indicating a statistically significant increase for the project’s regularly participating student population with paired DE math assessment scores. Table 10 shows student progress with 80% of students with paired DE math assessment scores showing improvement. *Objective progress rating: On track to achieve.*

Table 10: Average Math Improvement- Discovery Education Assessment

Center	Enrolled (30-Day) n	Usable Instruments n	Increase		Decrease		No Change	
			n	%	n	%	n	%
Oscar Patterson	141	113	102	80	10	9	1	8

Table 11: Average Math Improvement- Discovery Education Assessment (Paired t-test)

		Mean	N	Unusable Instruments	t	Sig. (2-tailed)
Pair 1	Discovery Education Grade Level Math Assessment PRE	1349.81	113	28	-13.253	.000
	Discovery Education Grade Level Math Assessment POST	1412.76	113			

4. Did 80% of regularly participating students progress towards increasing their science skills as demonstrated by Discovery Education scores and report card grades as well as formative measurements such as district assessments, standardized test scores, and pre-, mid-, and post-assessments (e.g., teacher created assessments, computer-based assessments, curriculum-based assessments/tools)?

1<sup>st</sup> and 2<sup>nd</sup> quarter report card grades were provided electronically from project administration. Of the 141 students who were regular participants in the programs, 46 students did not have paired science grades. Thus, these students were not included in the analysis. The mean score for the group report card grades (see Table 13) decreased by .02 (P=.918) indicating a slight decrease for the project’s regularly participating student population with paired science grades. Table 12 shows student progress with 24% of students with paired science grades showing improvement.

Table 12: Average Science Improvement-Project Quarterly Report Card Grades

Center	Enrolled (30-Day)	Usable Instruments	Increase		Decrease		No Change	
	n	n	n	%	n	%	n	%
Oscar Patterson	141	86	21	24	22	23	43	45

Table 13: Average Science Improvement-Project Quarterly Report Card Grades (Paired t-test)

		Mean	N	Unusable Instruments	t	Sig. (2-tailed)
Pair 1	Science 1st 9 weeks	2.76	86	55	.103	.918
	Science 2nd 9 weeks	2.74	86			

Discovery Education (DE) is utilized daily within the afterschool program. Students were assessed in the fall and prior to winter break to evaluate their science progress. As stated previously, DE scale scores range from 1000-2000, have no correlation with state testing performance, but are a predictive indicator of proficiency in the related subject area. Of the 141 students who were regular participants in the project, 28 students did not have paired Discovery Education science assessment scale scores. Thus, these students were not included in the analysis. The mean score for the grade level assessment group (see Table 15) increased by 62.95 (P=.000) indicating a statistically significant increase for the project’s regularly participating student population with paired DE science assessment scores. Table 14 shows student progress with 80% of students with paired DE science assessment scores showing improvement.

Objective progress rating: On track to achieve.

Table 14: Average Science Improvement- Discovery Education Assessment

Center	Enrolled (30-Day) n	Usable Instruments n	Increase		Decrease		No Change	
			n	%	n	%	n	%
Oscar Patterson	141	22	20	91	2	9	-	-

Table 15: Average Science Improvement- Discovery Education Assessment (Paired t-test)

		Mean	N	Unusable Instruments	t	Sig. (2-tailed)
Pair 1	Discovery Education Grade Level Science Assessment PRE	1458.41	22	119	-6.531	.000
	Discovery Education Grade Level Science Assessment POST	1514.36	22			

5. Did 80% of regularly participating students progress towards improving or maintaining their knowledge of drug and/or violence prevention as demonstrated by such measures as pre-, mid-, post- assessments (teacher created assessments, Assessment tools, plus a pace walker, and curriculum-based assessment/tools)?

Panama City Police Department provides Alcohol, Tobacco, and Other Drug (ATOD) prevention, along with assessment of the student cohorts. Baseline data (n=77) was collected for the project in the fall of 2012, but mid-year assessment data was not available for comparison prior to the preparation of the formative evaluation. Progression and attainment of this objective will be discussed during the summative reporting period. Objective progress rating: Not able to determine.

6. Did 80% of regularly participating students' progress towards increasing their fitness levels as demonstrated by such measures as pre-, mid-, post- assessments (Just Move and the Presidential Physical Fitness Test and/or teacher created assessments, evaluator created assessment, or curriculum-based assessment)?

A project created rubric was utilized to assess students on benchmarks related to walking/ running and jumping rope. Baseline data (n=118) was collected for the project in the fall of 2012, but mid-year assessment data was not available for comparison prior to the preparation of the formative evaluation. Progression and attainment of this objective will be discussed during the summative reporting period. Objective progress rating: Not able to determine.

7. Did 80% of regularly participating students' progress towards improving or maintaining acceptable levels of homework completion- as demonstrated by such measures as quarterly teacher survey, quarterly parent survey, and/or homework completion checklist)?

Quarterly homework completion was tracked by the project director through a project created rubric, with completion given a designation from Excellent to Unsatisfactory. Of the 141 regularly participating students, two students did not have paired homework completion assessments. The mean score for the cohort (see Table 17) increased by .39 (P=.000) indicating a statistically significant improvement for the project's regularly participating student population with paired homework completion. Table 16 shows student progress with 91% of students with paired homework assessment either improving or maintaining acceptable levels of homework completion. Parents' satisfaction with homework completion was also tracked via a quarterly project satisfaction survey. Comparison survey results indicate that those parents satisfied with the level of homework completion slightly decrease from October to January. *Objective progress rating: On track to achieve.*

Table 16: Average Home Completion Improvement- Project Created Rubric

Center	Enrolled (30-Day)	Usable Instruments	Increase		Decrease		No Change	
	n	n	n	%	n	%	n	%
Oscar Patterson	141	139	50	36	12	9	77	55

Table 17: Average Home Completion Improvement- Project Created Rubric (Paired t-test)

		Mean	N	Unusable Instruments	t	Sig. (2-tailed)
Pair 1	Homework Completion – 1 <sup>st</sup> Quarter Assessment PRE	6.99	139	2	-4.486	.000
	Homework Completion – 2nd Quarter Assessment POST	7.38	139			

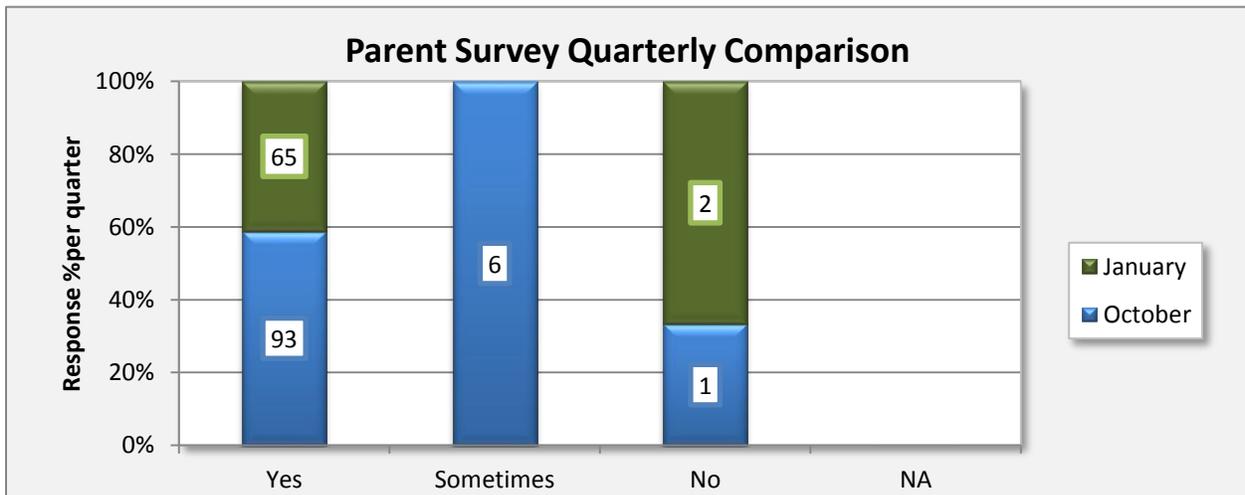


Figure 2: Parent Survey Responses (Homework Completion) – Quarterly Comparison

8. Did 80% of regularly participating students' progress towards increasing their knowledge of positive character traits as demonstrated by such measures as pre-, mid-, post- assessments (e.g., teacher created assessments, curriculum-based assessment/tools)?

Character Education pre-assessments were administered in the fall of 2012 and pre-assessments in December of 2012. Data was provided directly from project administration via Excel spreadsheet. Of the 141 regularly participating students, 64 students did not have paired Character Education assessment scores. The mean score for the Character Education cohort (see Table 18) increased by .79 (P=.000) indicating a statistically significant improvement for the project's regularly participating student population with paired Character Education assessment. Table 17 shows student progress with 72% of students with paired character education assessments showing either improvement or maintenance of their knowledge of character traits. *Objective progress rating: Not yet achieved, good progress.*

Table 18: Average Character Education Improvement- Discovery Education Assessment

Center	Enrolled (30-Day)	Usable Instruments	Increase		Decrease		No Change	
	n	n	n	%	n	%	n	%
Oscar Patterson	141	77	40	52	9	12	28	20

Table 19: Average Character Education Improvement- Discovery Education Assessment (Paired t-test)

		Mean	N	Unusable Instruments	t	Sig. (2-tailed)
Pair 1	Character Education Grade Level Assessment PRE	2.86	77	64	-5.301	.000
	Character Education Grade Level Assessment POST	3.65	77			

9. Did 60% of adult family members of regularly participating students' progress towards attending 2 family events-based at Patterson site as demonstrated by such measures as sign-in sheets?

The project Director tracked the attendance of each student's parental involvement via attendance at family night events. Of the 141 regularly participating students attending the program, 84 or 60% of students had caregivers that attended two or more family night events. Event sign in sheets were available for review and reflect the OPES center offered five parental involvement activities during the reporting period to include:

- 8/24/12 – Parent Involvement: of the 8 students represented, a total of 8 caregivers were in attendance as reflected on sign-in sheets.
- 9/13/12 – Parent Involvement (Open House): of the 46 students represented, a total of 46 caregivers were in attendance as reflected on sign-in sheets.

- 10/25/12 – Parent Involvement (Science and FCAT): of the 12 students represented, a total of 12 caregivers were in attendance as reflected on sign-in sheets.
- 11/29/12– Parent Involvement (Math Night): of the 7 students represented, a total of 7 caregivers were in attendance as reflected on sign-in sheets.
- 12/13/12 – Home for the Holidays: of the 48 students represented, a total of 48 caregivers were in attendance as reflected on sign-in sheets.

Objective progress rating: On track to achieve.

10. Did 60% of adult family members of regularly participating students' progress towards increasing their involvement in their child's education as demonstrated by such measures as pre-, mid-, post- surveys?

Surveying of regular school day teachers will occur at the end of the year to ascertain objective progress and attainment. The 21<sup>st</sup> CCLC Administrative teacher survey will provide insight into parent involvement via question 4 of the survey: "*Have the student's parents become more interested and/or involved in the child's schooling?*" Objective progress rating: Unable to determine.

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## RECOMMENDATIONS

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1. The project may consider planning academic projects for the 2013-14 project year with interested center staff to ensure available resources and proper training.
2. The project should continue to establish partnerships with community providers for sustainability and reduction of operating costs.
3. It is recommended the Project Director establish a feasible timeline to collect post assessment data no later than May 1, 2013.
4. The Project may consider realigning budget resources to purchase walkie talkies for program staff to ensure smooth operations and safety of students and staff during afterschool program hours.
5. The Project may consider realigning budget resources to acquire a security guard to ensure the safety of students and staff during afterschool program hours.
6. It is recommended the project obtain Project Based Learning (PBL) professional development to further enhance project activities. There are many resources available online such as BIE.org that offer online training free of cost. Moving forward, 21<sup>st</sup> CCLC funding will require that all activities contain the essential elements of PBL.

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## REFERENCES

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Stufflebeam, Daniel L.; Madaus, George F.; Kellaghan, Thomas. (2000). *Evaluation Models. Viewpoints on Educational and Human Services Evaluation*. Springer.