Rock-It Academy
Iowa 21st CCLC Local Evaluation Form
2015-2016 School Year

File Name: **Grantee 21st CCLC Local Evaluation Form 2015-2016 Rock-It Academy**

The Bettendorf Community School District submits its 21st CCLC 2015-2016 Program Report to the Iowa Department of Education. The ***Rock-It* Academy** program has completed its second year and it was a success. Jennifer Watkins, Co-Program Director, and Amber Otero, Co-Program Director, were the program leaders. These leaders collaborated with the faculty, students, parents, and grant partners to successfully initiate the program. Dr. Edward Gronlund, Program Evaluator, and his Mississippi Bend Area Education Agency's (MBAEA) evaluation team partnered with the district program leaders. The program leaders and evaluation team present the Cohort Nine, second year local evaluation report. The program leaders and evaluation team want to express appreciation to the *Education Resource Management Solutions* for the report template.

Overview

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2. **General Information**

    a. *Basic Information Table*

Required Information	Entered Information
Date Form Submitted	11/30/2016
Grantee Name	Rock-It Academy
Program Director	Jennifer Watkins and Amber Otero
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Evaluator Name	Dr. Edward Gronlund
E-mail	egronlund@mbaea.org
Phone	(563) 344-6315
Additional Information from Grantee (optional)	Click here to enter text.

    b. *Center Information Table*

Cohort	Centers
Cohort 9	Neil Armstrong Elementary School, Bettendorf, Iowa
Additional Information from Grantee (optional)	Click here to enter text.

3. *Introduction/Executive Summary*

    Neil Armstrong Elementary School, Bettendorf Community School District, has successfully met its year two Rock-It Academy goals. The Neil Armstrong Elementary School's student population has the highest poverty rate (66%) within the Bettendorf Community School District. The Rock-It Academy was established to address the identified learning gaps in reading and mathematics through a systemic approach that meet the learning needs of a high poverty student population. Rock-It Academy provides before and after school learning supports as well as a summer school program to extend student learning time. Rock-It Academy had 99 regular program attendees (30 or more days). The program delivered the following strategies to close participating students' learning gaps: provide students with integrated academic supports before, during, and after school; connect the school with families through communication efforts; and expand learning opportunities and student interest areas.

    Goal 1: Increase students' academic achievement. The program leaders and evaluation team found evidence that Rock-It Academy <u>successfully met the increased student reading and mathematics achievement goal</u>. The 99 Rock-It Academy regular program attendees had 39 point average per pupil reading achievement growth rate and 8 point average per pupil mathematics growth rate. All regular program attendees received supplemental reading and mathematics learning supports that extended learning time. The program leaders engaged classroom teachers frequently in the collection of feedback so that the program continually met the participating students' learning needs. The program leaders reported they felt this ongoing input from teachers led to a high student participation rate. The program had 109 participating students (60% of the school's enrollment) and 99 students or 91% of those participating students chose to participate 90 day or more.

    Goal 2: Increase student, parent, and school staff communication to improve student success. The program leaders and evaluation team found evidence that **Rock-It**

Academy <u>successfully created a student, parent and school staff communication loop that</u> <u>supported improved student success</u>. The program increased communication with parents through a literacy and mathematics family night. The Family Math Night was December 14, 2015 and 44 families attended with a total of 125 individuals participating. The Family Literacy night was February 29, 2016 and 47 families attended with a total of 144 individuals participating. The program leaders also improved communication during three parent meeting events (August 25, 2015; January 1, 2016; and May 3, 2016). The program leaders gathered input by involving teachers and 5 parent stakeholders in the development of Individualize Afterschool Plans (IAP). These IAPs were the program's implemented curriculum. Program leaders reported that 94% of the parents attended the October 19-23 (2015) parent-teacher conferences and 92% of the parents attended the February 8-12 (2016) parent-teacher conferences. The program's advisory committee met on March 5, 2015 and August 29, 2015. They received updates and had input conversations. These program communication actions built a positive climate and the program leaders felt it contributed to overall program success.

Goal 3: Increase student attachment to education, their peers, adults, and the community. The program leaders and evaluation team found evidence that Rock-It Academy <u>successfully met the increasing student attachment/engagement to education, their peers, adults,</u> <u>and the community goal</u>. The Rock-It Academy had 100% of participating students' engaged in a service learning trash pick-up and recycling project. The program offered 8 field trips and it had 80% or more of the participating program students attending each trip. The field trips ranged from going to the Bettendorf Public Library, Bettendorf YMCA, Bettendorf Police Department and more. The program leaders reported they had positive feedback from participating students regarding their enjoyment and engagement. The program leaders shared that teachers reported students had improved social skills, students were more engaged in learning, and students had fewer behavior issues. The program leaders felt confident these data points had demonstrated an increased student attachment to education, their peers, adults and the community.

The program leaders and evaluation team found in collaboration with teachers, students, parents, and grant partners that the following recommendations will be addressed during the upcoming school year:

1. Implementing a fully effective *MTSS* approach that meets all expectations of a highly effective CORE/UNIVERSAL reading/language arts and mathematics instruction within every classroom. Integrate the tutoring and academic supports for participating Rock-It Academy students aligned with the *MTSS* approach to extend individualized learning opportunities.
2. Further analyze grade level academic reading and mathematics student learning data to determine specific supports to address the uneven grade level academic growth rates.
3. Have a more systematic data gathering practices to examine progress on Goal 2. The program leaders have been pleased with the positive feedback they receive. They feel this information needs to be quantified to support better program decision-making.
4. Develop feedback practices to examine the program's Goal 3 "affect" outcome. The goal objectives need to be revisited to identify program activities and events and reaching the desired student outcomes.

The program leaders have scheduled an advisory committee meeting for mid-winter 2017 to share the evaluation report, prepare for the program comprehensive site visit, and gather input to address the program sustainability plan.

4. *Demographic Information*

a. Attendance Summary Table including disaggregated data

Neil Armstrong Elementary School 21st CCLC Program Attendance Summary Table													
	Attendees		Sex		Ethnicity							Special Services	
Cohort		Attendance	Male	Female	White	Hispanic/Latino	American/Indian /Alaska Native	Black/African American	Asian/ Pacific Islander	Unknown Race	LEP	FRPL	Special Needs
9	All	109	59	50	73	10	1	24		1	1	69	
	Regular*	99	54	45	71	8	1	18		1		60	

*Regular Attendees have attended the program 30 or more days.

b. Attendance Discussion

The program leaders and evaluation team were excited that 60% of the school's student population (109/182) attended program activities during the school year. The program leaders and evaluation team believe the 60% attendance participation rate is a positive indicator. The program leaders and evaluation team recognize the efforts of teachers, parents, and grant partners to deliver such an engaging program was a key factor in the positive attendance rate. The program leaders reported positive program attendance rates based on 30 day, 60 day, and 90 day attendance rates. The program leaders noted that only 10 students attended less than 30 days and 91% (99/109, see table below) of the students attended 90 days or more. The program had 27 fewer students participate during year two than year one which is a 20% decline. The number of regular program attendees during year two increased from 89 to 99 students which is an 11% increase. The grade level and attendance rates will be monitored and analyzed during year three to determine if the cause was a family dynamics and/or logistics issues and/or a program delivery related issue. The following table below presents the 2015-2016 numbers:

Rock-It Academy Attendance Rate Numbers (YR 2, 2015-2016)

Cohort 9 Grade Level	Less Than 30 Days	30-59 Days	60-89 Days	90 days or More	Grade Total
Kindergarten	2			11	13
1st Grade	1			26	27
2nd Grade	4			22	26
3rd Grade				21	21
4th Grade	2			10	12
5th Grade	1			9	10
YR2 School Total	**10**			**99**	**109**
YR2 % of School Population	11%			51%	60%
YR1 School Total (2014-2015)	47			89	136

The program leaders reported that the program met its poverty participation expectation. 21st Century grants have an expectation that program address poverty related achievement gaps. Neil Armstrong Elementary School has 66% of its student population qualifying for a free and reduced-price lunch (FRPL). FRPL student numbers are used to identify low socioeconomic subgroup population within a school and it is a highly used common poverty indicator. The

program's FRPL participation rate was 63% (69/109) and its regular program attendees' FRPL participation rate was 61% (60/99). The program leaders continually promote the program so that all students and especially the students with the greatest learning needs are recruited.

c. Partnership Summary Table

Rock-It Academy Total Number of Partners = 17		
Contribution Type*	# of Paid Partners	# of Unpaid Partners
Provide Evaluation Services	1	
Raise Funds		
Provide Programming / Activity-Related Services	2	13
Provide Goods		9
Provide Volunteer Staffing		2
Provide Paid Staffing	1	
Other		

d. Partnership Discussion

Rock-It Academy is thankful to its 17 contributing partners. These partners have played various roles that have made the Rock-It Academy successful this past year. The partners have provided field trip opportunities for participating students, donated food and other items to support celebrations, donated items to support the educational program, donated items to support low income families, and much more. The partners are listed below and their contribution to the Rock-It Academy program.

Partner	Paid/Unpaid	Services Provided
Bettendorf Community School District	Paid	Provided program staffing, facilities, and transportation.
Bettendorf Community Schools Foundation	Unpaid	Assisted program leaders with grant opportunity searches, provides volunteers, and holds an annual science exhibition for students.
Bettendorf Fire Department	Unpaid	Delivered fire prevention programs and is a host site for student field trip experiences.
Bettendorf Hy-Vee	Unpaid	Donated food to celebrate Rock-It Academy reading achievements and cloth bags for students to use as snow boot bags. Nutritionist comes to school and talks about healthy eating, healthy food choices, and how to make healthy snacks.
Bettendorf Public Library	Unpaid	Provided programs for students, library site visits, support for the literacy night activities, and library card sign-up assistance.
Bettendorf Parks and Recreation Department	Unpaid	Provided staffing and facilities for outdoor physical activities during the summer school program.
Bettendorf Police Department	Unpaid	Provided safety lessons and monthly school visits from a police officer. The officer also visits with the school's mental health team.
Bettendorf Rotary	Unpaid	Provided weekly adult reading volunteers and participates in sponsoring the annual science exhibition that is free to program students.

Partner	Paid/ Unpaid	Services Provided
Girls Scouts	Unpaid	Supported students and families with learning opportunities outside of the school building.
Kona Ice	Paid	In-kind support by providing treats to celebrate Rock-It Academy student reading achievement.
Lion's Club and Eye Care Pavillon	Unpaid	Provided free eye sceening for all students.
Mississippi Bend Area Education Agency	Paid/ Unpaid	Provided program evaluation services and provides instructional reading and math instructional supports.
Neil Armstrong Elementary PTA	Unpaid	Funded and participated in many program activities such as roller skating, movie night, talent show, ice cream social, purchasing iPads, headphones, and sporting equipment.
St. Ambrose University	Unpaid	Host field trip experiences and provide student teachers to work at the Rock-It Academy as Youth Mentors.
St. John Vianney	Unpaid	Provided backpacks filled with healthy snacks for 80 plus families.
St. Peter's Episcopal	Unpaid	Provided yoga instructors and yoga equipment.
The Hovey Foundation	Unpaid	Funded special projects for teachers and helped provide basic items for low income program families.

e. Parent Involvement

The partners provided various volunteering efforts such as chaperoning the field trips, helping with special program events during program time, and assisting with service projects. The partners were critical to organizing the family nights, donating books and games, and participating in various program events during the program year. The partner list and their valuable contributions are recognized in the table above. The partner involvement is vital to the program's success because the partners expand the program outside the school walls, provide an intangible positive presence that adds excitement to program events, and donate the extras so that students and their families have a more engaging experience.

5. *Objectives*

a. Objective Summary

The Rock-It Academy has three important goals. Increase student academic achievement, increase stakeholder communication, and increase student attachment to educational surroundings. The purpose of the program is to address the identified learning gaps in reading and mathematics through a systemic approach that meet the learning needs of a high poverty student population. Rock-It Academy will accomplish these goals through before and after school learning supports as well as a summer school program that extends student learning time.

GOAL 1: Increase students' academic achievement.
GOAL 2: Increase student, parent, and school staff communication to improve student success.
GOAL 3: Increase student attachment to education, their peers, adults, and the community.

Cohort 9 Table

Objective	Objective Rating	Methodology/Justification for Rating
GOAL 1 – Objective 1a. Children actively participate in literacy and math activities as recorded by staff.	MET THE STATED OBJECTIVE	Methodology: The program leaders will record student participation numbers. The students participating in academic supplemental supports. The objective will be measured using a simple tally of students using the supports. Justification: All Neil Armstrong Elementary students receive supplemental instruction through *Imagine Learning* and *ST Math* software products. These research-based supports assist all students with individualized learning opportunities. 95 regular program attendees used these supports.
GOAL 1: Objective 1b. In annual surveys, school staff report that participants improve academically.	MET THE STATED OBJECTIVE	Methodology: The program leaders will informally survey school staff to receive feedback regarding the student success. This is a subjective and qualitative approach to create a working relationship between program leaders and classroom teachers to gather highly detailed and student specific input. Justification: Teachers reported to program leaders that participating Rock-It Academy students had academic improvement. (Program leaders did not report a number. It is a highly subjective qualitative process. The program leaders did receive positive teacher academic feedback.)
GOAL 1: Objective 1c. Participants' literacy and math achievement increase as measured by Iowa Assessment scores, grades, and other BCSD assessments.	MET THE STATED OBJECTIVE	Methodology: Student reading and math standardized assessments results will be gathered and analyzed to measure increased achievement. *FAST* reading and math will be used as the quantitative standardized measure. Student achievement increase will be based on gains/growth. The non-21st Century grant elementary schools within the district will be used as a control group to determine the Rock-It Academy achievement growth trend. Justification: Rock-It Academy regular program attendees had a positive average achievement growth and/or gain rate in reading and mathematics. The regular program attendees also had similar reading growth rates comparable to the control group.
GOAL 2: Objective 2a. At least 20 families at Neil Armstrong Elementary attend Family Literacy events regularly.	MET THE STATED OBJECTIVE	Methodology: The program leaders will record the number of families attending the Family Literacy events. The objective will be measured using a simple tally of participants at these events. Justification: Rock-It Academy held two events. The first event had 44 families (125 individuals) and second event had 47 families (144 individuals).
GOAL 2: Objective 2b. Program parents collaborate with teachers in cooperative IAP goal setting.	MET THE STATED OBJECTIVE	Methodology: The program leaders will simply record the participation of parents and teachers working together on the Individualize Afterschool Plan (IAP). Justification: Teachers and parents collaborated on the IAP process and goal setting.
GOAL 2: Objective 2c. Program parents attend twice yearly conferences with school and program staff.	MET THE STATED OBJECTIVE	Methodology: The program leaders will simply record the parent-teacher conference participation rate. Justification: October parent-teacher conferences had a 94% participation rate and February conferences had 92% participation rate. These were extremely high participation rates. The program leaders have set 80% as the benchmark participation rate.

Objective	Objective Rating	Methodology/Justification for Rating
GOAL 2: Objective 2d. Parents, students, partners, and other community members contribute to the program's advisory committee.	MET THE STATED OBJECTIVE	Methodology: The program leaders will facilitate an annual advisory committee meeting according to the project specifications. Justification: The program leaders have held two advisory committee meetings. The meetings were year one March 2015 and year two August 2015.
GOAL 3: Objective 3a. At least 30 children at Neil Armstrong Elementary participate in a service learning project.	MET THE STATED OBJECTIVE	Methodology: The program leaders will record the number of children participating in the service learning project. The objective will be measured using a simple tally of participants at these events. Justification: Rock-It Academy had 100% (109 students) of the regular program attendees participating in the service learning project. Thus, all 95 regular program attendees participated which is more than the 30 children target. The project was monthly school grounds clean-up and beautification.
GOAL 3: Objective 3b. At 80% of Neil Armstrong Elementary participants attend field trips to community partner sites.	MET THE STATED OBJECTIVE	Methodology: The program leaders will record the number of students attending field trips. The objective will be measured using a simple tally of attending field trips. Justification: Rock-It Academy had 8 field trips and each field trip had more than 80% of the participants attending.
GOAL 3: Objective 3c. Program staff report increased social skills in start and end-of-year assessments.	MET THE STATED OBJECTIVE	Methodology: The program leaders will informally survey school staff to receive social skill feedback regarding progress from the beginning to the end of the school year. This is a subjective and qualitative approach to create a working relationship between program leaders and classroom teachers to gather highly detailed and student specific input. Justification: Teachers informally reported to program leaders that participating Rock-It Academy students had social skills improvements. (A readily available social skill assessment does not currently exist.)
GOAL 3: Objective 3d. Neil Armstrong Elementary participants report that the program is "fun" and they like to attend.	MET THE STATED OBJECTIVE	Methodology: The program leaders will informally survey participating students to receive feedback regarding the enjoyment. This is a subjective and qualitative approach to create a working relationship between program leaders and participating students to gather specific student feedback. Justification: Program leaders found students to be very positive toward the program and their attendance rates was also evidence they enjoyed participation.
GOAL 3: Objective 3e. In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along with others.	MET THE STATED OBJECTIVE	Methodology: The program leaders will informally survey school staff to receive feedback regarding improved student behavior, motivation, and positive interaction with others. This is a subjective and qualitative approach to create a working relationship between program leaders and classroom teachers to gather highly detailed and student specific input. Justification: Teachers reported to program leaders that participating Rock-It Academy students had positive behavior, motivation, and social skill growth. (A readily available measure of student behavior, motivation, and ability to get along with others does not currently exist.)

Program objectives were rated as one of four ways: met the stated objective; did not meet but made progress toward the stated objective; did not meet and no progress was made toward the stated objective; and unable to measure the stated objective.

b. Objectives Discussion (including Statistical Analysis)

Rock-It Academy program has three goals and twelve objectives. The program goals are to increase achievement, communication, and attachment. Goal 1, Objective 1c, is increasing literacy and mathematics achievement and it is a quantifiable target. The *FAST* reading and mathematics assessment will be used because it is administered fall, winter, and spring so that teachers may use the academic performance feedback to adjust whole group, small group, and individualized instruction to meet student academic learning needs. The *FAST* reading assessment is administered throughout the district; therefore, the evaluation team will compare Rock-It Academy and Neil Armstrong Elementary reading achievement growth rates to the three similar sized elementary schools within the district that are not 21ˢᵗ Century Grant sites. This performance feedback provides the program leaders with comparative data to make program decisions. The program leaders acknowledge that a purpose comparative measure is to determine if 21ˢᵗ Century Grant program is making a difference at Neil Armstrong Elementary the highest poverty rate (66%) school in the district. The comparable elementary schools have a 28% poverty rate which is 38% less than Neil Armstrong Elementary.

The program leaders wish to acknowledge the extensive program evaluation work of Karen Mullin. Ms. Mullin provided evaluation services from the beginning of the grant project until her untimely death, April 5, 2016. She completed the first year report (2014-2015). She was a great partner to the Neil Armstrong Elementary School and the Bettendorf Community School District. Everyone appreciated her dedication to supporting education and area students. The program leaders sought the support of Mississippi Bend Area Education Agency's evaluation services. Dr. Edward Gronlund and his team of three data specialists accepted the opportunity to work with and support the Rock-It Academy and Neil Armstrong Elementary School. The new evaluation team due to Ms. Mullin's untimely death was unable to have a transition conversation. The new evaluation team reviewed the grant's goals and objectives to revisit methodology. The evaluation team found Objective 1c required a standardized academic assessment and the *FAST* reading and math assessment could easily deliver the needed information to determine individual student achievement growth and/or gains.

The evaluation team's review process looked at the remaining objectives and found two methodology groupings. The team found objectives 1b, 2b, 2d, 3c, 3d, and 3e as one of the groupings. These objectives are implementation feedback that describes gathering input from stakeholders and using the feedback to target program adjustments to meet student learning and engagement needs. Objective 1b is a teacher survey regarding observed improved student achievement, 2b is parental input on program curriculum development, 2d is an advisory committee providing program input, 3c is teacher input regarding observed increases in student social skills, 3d is student feedback regarding whether or not the program is fun, and 3e is teacher survey input regarding observed positive student behaviors. This grouping of objectives is subjective and/or qualitative. The feedback generated by these objectives provides program leaders with input so that they may effectively implement the program.

Objectives 1a, 2a, 2c, 3a, and 3b were another grouping identified by the evaluation team. These objectives are implementation activity outcomes that set activity performance targets. Objective 1a is recording participation rates, 2a is setting a minimum participation rate target, 2c is tabulating parent-teacher conference attendance numbers, 3a is a minimum student participation

rate target for service learning projects, and 3b is a student field trip participation rate target. The program leaders simply report whether or not they have met the desired program implementation outcome. This objective grouping is also subjective and/or qualitative. This grouping of objectives ensures that key expectations of the 21st Century Grant are met and the Rock-It Academy operates purposefully as a supplemental academic support program.

The program leaders have requested the evaluation team to review these objectives and their purpose to collaborate on adjustments could be made to strengthen the program. These adjustments will be included in the annual advisory committee meeting to gather member input. The program leaders are seeking less subjectivity and more objectivity regarding the qualitative aspects of the Rock-It Academy evaluation processes. The following two recommendations have been made for consideration by program leaders and evaluation team for exploration during the upcoming school year:

- Have a more systematic data gathering practices to examine progress on Goal 2. The program leaders have been pleased with the positive feedback they receive. They feel this information needs to be quantified to support better program decision-making.
- Develop feedback practices to examine the program's Goal 3 "affect" outcome. The goal objectives need to be revisited to identify program activities and events and reaching the desired student outcomes.

6. *Anecdotal Data*

a. *Success Stories*

A Rock-It Academy mother shared her story regarding her appreciation and gratitude for the program. She works full time and cannot attend many of the events at the school during the day. Rock-It Academy planned several events outside of the school day with this in mind. One event was the Muffins with Moms annual event held around Mother's Day. This mother was able to attend with her daughter and spend quality time with her. She was incredibly grateful for this experience and shared her story with the directors and staff. She stated that this was one of the only events she was able to attend and that it was very special for her and her daughter.

Another parent who is a single mom shared her story with Rock-It Academy and the Neil Armstrong principal. She had been searching for a job for a couple of years as she had been unemployed with two children to support. When she finally was hired fulltime she was desperate to find quality childcare for her two children. She found she was unable to afford the childcare centers near her home and work. When Rock-It Academy started at Neil Armstrong Elementary she was able to enroll her two children. She told us that had she not been able to enroll her children in the Rock-It Academy program she would not have been able to keep her job as it would've too expensive to pay for childcare. She was incredibly grateful to have an amazing program that offered so much at her children's school. Having this program enabled her to go back to work fulltime, support her family and have a safe and enriching environment for her children.

A student shared his experience with Rock-It Academy. He told us that he didn't really like school and didn't want to go to school. He struggled academically and with his behavior. Then he started attending the Rock-It Academy program at Neil Armstrong. He was able to get help with his homework and tutoring for math and reading. He also got to experience the field trips and fun activities. One of his favorite experiences was being able to use the 3-D printer. He had never used a 3-D printer or designed anything before. He was partnered up with a Youth Mentor and they worked on the Tinker Cad program. He excelled! He picked up the design process quickly and

was able to print some of his designs. His teacher noticed his excitement and enthusiasm and asked him to help his classmates learn 3-D printing. He was very proud of his accomplishments and proud that he could help others. This brought about a remarkable change in his attitude and academic achievement. He loves Rock-It Academy and school and his parents are very grateful that he found success from being involved in our program.

b. Best Practices

   The goal of Neil Armstrong Elementary Rock-It Academy 21ˢᵗ Century Community Learning Center program is to address student needs in three areas: academic achievement, social skill building, and physical well-being. These goals were addressed in a variety of ways.

1) <u>Social skill building</u>: the program emphasizes character development and increased cultural awareness through activities such as music and cooking.

   One activity included partnering with Bettendorf Hy-Vee and having students try foods and make snacks from different cultures while also learning about the culture. Rock-It Academy also collaborated with the 4ᵗʰ and 5ᵗʰ grade teachers on their country reports providing assistance in writing the reports, making the tri-fold boards, finding and/or providing costumes and assisting students in making the food that went along with the country they reported on. Parents, families and Armstrong students were invited to see all of the work that students had done. Students were able to dress up, share their report, and food with attendees.

   Additionally, Rock-It Academy collaborated with Neil Armstrong's counselor to incorporate the weekly counseling sayings and lessons into the Rock-It Academy program. These sayings align with the Positive Behavior Interventions and Supports (PBIS) which the school uses to establish behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. The program also worked to increase social competence through the use of the "Second Step" and Olweus curriculum that the district used during the school day. Lessons were aligned to what was being taught during the school day and students were able to practice the skills and strategies being taught through interactions with peers and adults at the Rock-It Academy.

   The program staff and Rock-It Academy Youth Mentors promote a positive and respectful environment. They serve as advocates and role models. This is an important component of the program to build character and support students becoming productive citizens.

   Another activity that Rock-It Academy was able to provide students was the visiting African Dance Troupe that came and performed for all Neil Armstrong students. This event was attended by parents and families as well and was very well received.

2) <u>Academics:</u> the program pursues increased academic achievement; Iowa-certified teachers assessed each student individually and assisted in delivering appropriate instruction for Rock-It Academy students. Regular input from the Neil Armstrong principal and teachers helped to ensure that Rock-It Academy programming was aligned with the school day instruction and was based on building student achievement goals. These goals included an emphasis on fluency: accuracy, rate, and prosody as well as comprehension, phonics, phonemic awareness and writing. Math was also an emphasis in the areas of fact fluency and problem solving. All academic emphasis was based on goals set at the beginning of the year, data from benchmark assessments as well as *Reading Wonders and Envisions* assessments, teacher input, and parent input.

All students in Rock-It Academy read for 20 minutes every day and completed homework with assistance from the Youth Mentors. Students who, based on data from assessments, needed to be in tutoring were placed in reading and/or math tutoring by grade level and specific need. *ST Math* (a software product) was the focus of the math tutoring with students working in small, grade-level groups. Program staff provided immediate corrective feedback and assistance to students. Students with needs in reading worked on *Imagine Learning* with a certified teacher from Neil Armstrong in small, grade-level groups who provided immediate corrective feedback and assistance to students.

The 30-day summer school program provided academic assistance and support for students as well. Intensive reading and math intervention and support were given to students who qualified for the summer program.

3. <u>Physical Well-Being:</u> the program improves physical well-being, the program provided healthy meals and snacks as well as a variety of daily recreational activities that combined learning and physical exercise while developing teamwork skills. Examples would be the Rock-It Academy running club that took place throughout the year. 50 students chose to participate in running club and were led by one of the Youth Mentors. They ran at least 1 mile every day and often more. Whether running on the school's walking path or inside the gym, the students learned perseverance and endurance. Organized games and during the week taught team work and skills in soccer, basketball, and football. Program students also participated in Bettendorf Intramural sports throughout the school year. Daily free play outside, weather permitting, or inside the gym provided exercise and movement for all Rock-It Academy students.

c. Pictures

d. Student, teacher, parent, and community input

The program leaders have engaged students, teachers, parents, and grant partners in ongoing dialogue to gather feedback and input. A formal feedback practice has not yet been established and the program leaders have requested the evaluation team assist their inquiry into identifying practical routines to gather input and analyze the input for decision-making purposes. The program leaders during the past year have informally surveyed teachers to determine program academic impact and if the desired student behaviors are being observed. The program leaders have gathered informal feedback from parents during family nights, parent meetings, and parent-teacher conferences. The program leaders have collaborated with teachers and parents to design effective program curriculum. The program leaders have an advisory committee involving stakeholders especially grant partners to share program implementation and progress and gather stakeholder input. The program leaders feel developing a more formal feedback and/or input practice that would validate and/or refute their daily program observations would be helpful to sustaining the program and sharing more detailed information with grant partners.

7. *Sustainability Plans*

a. *Original sustainability plan (from your application)*

The Advisory Committee will access 21st Century Community Learning Centers resources to develop a local sustainability plan. They and program supporters will seek commitment and support from partner organizations, businesses, community organizations, and grants. As described above, a generous benefactor enables some afterschool programming in Bettendorf. In addition to 21st Century Community Learning Centers grants, supporters will explore such sustainability sources as the City of Bettendorf, the Scott County Riverboat Authority, and United Way. Several community-based organizations already contribute materials and services to Neil Armstrong, including the Lions Club, Hy-Vee, and the Bettendorf Rotary Club. Bettendorf Community Schools Foundation grants have funded innovative learning opportunities such as Stand and Learn desks for children and Yoga calming classes. Supporters will seek to maintain and expand these and other contributions.

Bettendorf Community School District uses existing programs to offer the most effective use of public resources. Bettendorf Community School District schools use facilities, such as the Bettendorf Public Library and Family Museum, by making one contact and sharing information at regular meetings. This enables equitable services at each school, while meeting individual student needs. Public entities contribute time and resources to Bettendorf Community School District schools, including the Bettendorf Police and Fire Departments, the Genesis Health System, and Bethany for Children and Families. Neil Armstrong Elementary will use these established relationships to build on systems that are already in place and generate sustainability for the new before, afterschool, and summer programs. District buses will transport children between the program and their homes.

Bettendorf Community School District uses state and federal resources effectively. Last year, the Bettendorf Community School District applied for and received an Innovation Grant at Neil Armstrong Elementary from the Iowa Department of Education for K-3 for "Focused Learning Increases Proficiency," which provides a full-time behavior/literacy coach and paraprofessionals for K-3 for 60 minutes per day in each classroom to assist with self-regulation, positive behavior, and increased engagement in literacy. The district will support the proposed programs by providing meals and snacks through the U.S. Department of Agriculture Food and Nutrition Service. The school will refer families to such community resources as:

- Mississippi Bend Area Education Agency for PBIS training;
- Bettendorf Community School District Outreach Program housed at the Edison Academy, an alternative high school with two social workers who help families plan for living, food, clothing, transportation, and medical arrangements;
- Therapists from the Vera French Community Mental Health Center who provide on-site counseling to children and families at Neil Armstrong Elementary;
- Eastern Iowa Tech Community Colleges for Adult Basic Education, ESL, and GED; and
- Community Action Agency of Eastern Iowa for Early Head Start, Head Start, money management, and financial assistance.

To promote sustainability, stakeholders will ensure that the program continues to target children with academic needs, coordinates regularly with the local education agency, hires and retains certified teachers and other highly-qualified staff, and works closely with schools, parents, and children. Bettendorf Community School District is committed to sustaining the program in many ways, including provision of physical facilities, curriculum consultation, fiscal support, and advocacy. Finally, an active Advisory Committee and other stakeholders continue to seek new funding sources to ensure a broad support base, including exploration of local, regional, state, and national public and private sources. As evaluations demonstrate that the program produces good outcomes for academically disadvantaged children, community support for sustainability will increase.

b. Partner Contribution

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Bettendorf Community School District	Provided program staffing, facilities, and transportation.	14	$93,000	Neil Armstrong
Bettendorf Community Schools Foundation	Assisted program leaders with grant opportunity searches, provides volunteers, and holds an annual science exhibition for students.	6	$4,200	Neil Armstrong
Bettendorf Fire Department	Delivered fire prevention programs and is a host site for student field trip experiences.	5	$500	Neil Armstrong
Bettendorf Hy-Vee	Donated food to celebrate reading growth and cloth bags for students to use as snow boot bags. Nutritionist comes to school and talks about healthy eating, healthy food choices, and how to make healthy snacks.	1	$500	Neil Armstrong
Bettendorf Public Library	Provided programs for students, library site visits, support for the literacy night activities, and library card sign-up assistance.	2	$250	Neil Armstrong
Bettendorf Parks and Recreation Department	Provided staffing and facilities for outdoor physical activities during the summer school program.	7	$7,560	Neil Armstrong
Bettendorf Police Department	Provided safety lessons and monthly school visits from a police officer. The officer also visits with the school's mental health team.	1	$2,500	Neil Armstrong

Bettendorf Rotary	Provided weekly adult reading volunteers and participates in sponsoring the annual science exhibition that is free to program students.	2	$500	Neil Armstrong
Girls Scouts	Supported students and families with learning opportunities outside of the school building.	4	$500	Neil Armstrong
Kona Ice	In-kind support by providing treats to celebrate Rock-It Academy student reading achievement.	2	$900	Neil Armstrong
Lion's Club and Eye Care Pavillon	Provided free eye sceening for all students.	3	$14,900	Neil Armstrong
Mississippi Bend Area Education Agency	Provided program evaluation services and provides instructional reading and math instructional supports.	4	$3,000	Neil Armstrong
Neil Armstrong Elementary PTA	Funded and participated in many program activities such as roller skating, movie night, talent show, ice cream social, purchasing iPads, headphones, and sporting equipment.	8	$4,000	Neil Armstrong
St. Ambrose University	Host field trip experiences and provide student teachers to work at the Rock-It Academy as Youth Mentors.	3	$2,500	Neil Armstrong
St. John Vianney	Provided backpacks filled with healthy snacks for 80 plus families.	5	$16,000	Neil Armstrong
St. Peter's Episcopal	Provided yoga instructors and yoga equipment.	2	$650	Neil Armstrong
The Hovey Foundation	Supported students and families with learning opportunities outside of the school building.	4	$800	Neil Armstrong

c. *Prepare for Comprehensive Site Visit.*

The program leaders will be preparing for an upcoming comprehensive site visit April 2017. The program leaders have already had a program site visit on September 21, 2016. Vic Jaras, Iowa Department of Education Consultant, conducted the program visit. Rock-It Academy received positive feedback and met the site visit program expectations.

The Iowa Department of Education will conduct a comprehensive site visit, April 2017, and site visit team will review of the sustainability plan, program attendance, and student achievement data. The comprehensive visit team will also meet with the program leaders, evaluation team, district administrators, community partners, advisory committee, parents, and teachers. The site visit team will work with the program leaders and community partners to update the sustainability plan and provide guidance through the last two funding years of the grant. The grant will be funded at 75% of the current funding level for the last two years.

The new evaluation team will assist the program leaders in the preparation for the comprehensive site visit so that the recommendations for further development of feedback practices may be shared during the April 2017 visit.

8. *Summary and Recommendations*

a. *Short summary of the program*

Neil Armstrong Elementary School, Bettendorf Community School District, has successfully met its year two Rock-It Academy goals. The Neil Armstrong Elementary School's student population has the highest poverty rate (66%) within the Bettendorf Community School District. The Rock-It Academy was established to address the identified learning gaps in reading and mathematics through a systemic approach that meet the learning needs of a high poverty student population. Rock-It Academy provides before and after school learning supports as well as a summer school program to extend student learning time. Rock-It Academy had 99 regular program attendees. The program delivered the following strategies to close participating students' learning gaps: provide students with integrated academic supports before, during, and after school; connect the school with families through communication efforts; and expand learning opportunities and student interest areas.

The Rock-It Academy academic support efforts by program leaders and teachers produced student reading and mathematics achievement growth as measured by standardized achievement assessments. The program leaders sought frequent feedback from students, teachers, and parents to increase communication and address student learning needs. The program goals were integrated into family night events, parent meetings, and parent-teacher conferences. These communication efforts were positive strategies to support improved student learning. The program leaders also facilitated field trips, social skill growth, and positive behavior reinforcement to expand the impact of the program so that student were more engaged and attached to the school setting.

Rock-It Academy expresses its appreciation to the students and parents that are highly engaged in the program's activities, teachers extending learning opportunities, grant partners that provide their time and resources, and Bettendorf Community School District for integrating the program within the school organization. It is collaboration and partnership among all stakeholders that has made this past year so successful.

b. *Dissemination of local evaluation*

Local Evaluation Report
November 2016
Neil Armstrong Elementary School

Neil Armstrong Elementary School, Bettendorf Community School District, has successfully met its year two Rock-It Academy goals. The Neil Armstrong Elementary School's student population has the highest poverty rate (66%) within the Bettendorf Community School District. The Rock-It Academy was established to address the identified learning gaps in reading and mathematics through a systemic approach that meet the learning needs of a high poverty student population. Rock-It Academy provides before and after school learning supports as well as a summer school program to extend student learning time. Rock-It Academy had 95 regular program attendees. The program delivered the following strategies to close participating students' learning gaps: provide students with integrated academic supports before, during, and

after school; connect the school with families through communication efforts; and expand learning opportunities and student interest areas.

The program leaders wish to acknowledge the extensive program evaluation work of Karen Mullin. Ms. Mullin provided evaluation services from the beginning of the grant project until her untimely death, April 5, 2016. She completed the first year report (2014-2015). She was a great partner to the Neil Armstrong Elementary School and the Bettendorf Community School District. Everyone appreciated her dedication to supporting education and area students. The program leaders sought the support of Mississippi Bend Area Education Agency's evaluation services. Dr. Edward Gronlund and his team of three data specialists accepted the opportunity to work with and support the Rock-It Academy and Neil Armstrong Elementary School. The program leaders and the new evaluation team began a transition process in September 2016. The evaluation team recognizes that 2015-2016 report will reflect some formatting differences from the prior year one report, prepared by Ms. Mullin. The program leaders and new evaluation team will work together during the upcoming school year to ensure the Rock-It Academy reaches it goals and meets the learning needs of participating students.

Goal 1: Increase students' academic achievement. The program leaders and evaluation team found evidence that Rock-It Academy <u>successfully met the increased student reading and mathematics achievement goal</u>. The program leaders and evaluation team concluded from the program feedback that the desired outcome for each objective had been met.

Objective 1a: **Children actively participate in literacy and math activities as recorded by staff.** Program leaders have successfully reported during 2015-2016 school year 95 regular program attendees actively participated in <u>reading instructional supports</u>. The participating students received instructional time from *Imagine Learning* software. It is a tutoring product that includes activities, videos, songs, and games. *Imagine Learning* software is a research-based learning support that differentiates instruction and adapts to each individual student's learning needs. The product has a feature so that teachers receive daily and weekly feedback to adjust learning to meet individual student learning needs. Additionally, participating students receive small group and/or individual homework assistance and reading time to individually extend their skill building. The academic supports also include sight word activities, word building games, and literacy enrichment.

Program leaders have successfully reported during the 2015-2016 school year 95 regular program attendees actively participated in <u>mathematics instructional supports</u>. The participating students had access to an effective mathematical thinking software support. The participating students logged online to *ST Math* software an innovative logical thinking program that builds algorithm problem –solving skills so that students have a strong mathematical thinking foundation. The participating students received small group and/or individual homework assistance as well as other math enrichment activities.

Objective 1b: **In annual surveys, school staff report that participants improve academically.** Program leaders found the collected survey feedback had positive references from program staff members and elementary classroom teachers regarding successful academic student stories. The program leaders frequently seek feedback to determine the academic benefits to students from the classroom teachers so that program supports translate directly to school day instructional reading and mathematics time.

The following two teacher feedback responses represent typical comments:

 "Students who attend Rock-It Academy have many enriching experiences. They are given an appropriate, encouraging atmosphere where they can complete homework. They have time and resources to progress academically in math and reading through teacher-guided computer programs. These children also have many social interactions in which they can practice skills such as kindness, honesty and fairness. The program helps students feel more connected to their school."

"I think Rock-It has helped my kids immensely with academics. It provides time and adults for those kids that absolutely need it to work on reading or ST Math that they might not be getting at home. It provides these students additional practice on their reading and math skills that help them be more successful and confident in the classroom.   Rock-It also provides extension activities for those kids that are performing on or above grade-level that I can't always give them in the classroom."

Objective 1c: **Participants' literacy and math achievement increase as measured by Iowa Assessment scores, grades, and other BCSD assessments.** Program leaders and evaluation team found evidence that Neil Armstrong Elementary School's literacy and math achievement increased using a standardized assessment measure. The literacy and math grade level achievement increase evidence is presented in Table 1. All grade levels had a positive literacy and math per student average growth rate except 4th grade *aReading* average was not a positive growth increase.

Table 1: **Rock-It Academy Regular Program Attendees Average Per Pupil Growth Rate**

Fall to Spring Growth	*No.*	*FAST Assessment*		
		*Reading	*aReading*	*aMath*
Kindergarten	12	CompK = 36	11	4
1st Grade	28	Comp1 = 25	30	10
2nd Grade	22	CBM-R = 49	21	8
3rd Grade	16	CBM-R = 38	7	7
4th Grade	10	CBM-R = 33	-2	8
5th Grade	9	CBM-R = 53	12	7
School Average	**16**	■■■■■■	**17**	**8**
Grades 2-5 Per Pupil CBM-R Growth Average	**44**			

The program leaders and evaluation team want to acknowledge terminology for student academic attainment used within the report. The report will use the following terminology to present student academic outcomes:

- Regular Program Attendee – students attending the Rock-It Academy before and after school program and/or summer school program 30 or more days.
- Non-Regular Program Attendee – students NOT attending the Rock-It Academy before and after school program and/or summer school program 30 or more days. Students have may attended some activities and/or never participated in the program.
- Control Group – Bettendorf Community School District non-participating 21st Century Grant elementary schools (Grant Wood Elementary, Herbert Hoover Elementary, and Paul Norton Elementary) were used as a control group to compare Neil Armstrong Elementary and Mark Twain Elementary literacy growth. The control group elementary schools have 28% of their

students receiving a free reduced-price lunch which is the poverty indicator. The control group poverty rate is 38% lower than Neil Armstrong Elementary School's rate of 66%. Thomas Jefferson Elementary was not included in the control group because it is a small one section elementary and the evaluation team chose to compare similar elementary configurations.

Iowa Tests of Basic Skills were not used. *Iowa State Board of Education* has approved *Smarter Balance* as the new state assessment and *Iowa Tests of Basic Skills* will no longer be the state's reading and mathematics accountability measure. The *FAST* standardized reading assessment provided by state level funding resources through *Iowa Code §279.68* mandate statewide assessment procedures. The *FAST* assessment is administered fall, winter, and spring and those students below benchmark receive progress monitoring to address their individual learning needs; therefore, *FAST* is a far more robust measurement tool than *Iowa Tests* to address the program's instructional objectives. The program leaders decided to use *FAST aMath* to provide a similar standardized measure for instructional mathematics decision-making. The evaluation team agreed these *FAST* assessments provide more windows of opportunity for timely teacher decision-making using periodic student performance feedback.

The *FAST* reading performance subtests for kindergarten and 1st grade are presented in Table 2. The table provides readers with the reading subtests that comprise student reading performance growth rates presented in Table 1, Table 3, and Table 4 as *CompK* and *Comp1*. Grades 2-5 reading performance is assessed using the *CBM-R* (Curriculum Based Measurement for Reading) assessment which is words read correctly across three passages that provides a measure of accuracy, automaticity, and expression in a connected text. Table 1, Table 3, and Table 4 present student reading performance labelled as *CBM-R*. Table 1, Table 3, and Table 4 provide reading performance from the *FAST aReading* assessment. "*aReading* is a computer adaptive reading assessment that presents the student with 30 questions of varying difficulty. The difficulty varies by the student level of accuracy on the previous question. An incorrect response generates a question of less difficulty and a correct response generates a question of equivalent or greater difficulty." (Iowa Department of Education Technical Assistance Guide) The *FAST* reading screener is a robust reading assessment providing students, parents, and teachers with valuable feedback to make the necessary instructional and learning adjustments. The *FAST* assessments are highly compatible with the school's efforts to implement a highly effective *MTSS* approach.

Table 2: FAST K-1 earlyReading and Composite Assessment Subtests

FAST Reading Subtests	Kindergarten			1st Grade		
	Fall	Winter	Spring	Fall	Winter	Spring
Concepts of Print	X					
Onset Sounds	X	X				
Letter Names	X					
Word Segmenting	X	X	X	X	X	X
Nonsense Words		X	X	X	X	X
Sight Words – 50		X	X			
Sight Words – 150			X	X	X	X
Sentence Reading				X		
CBM Reading					X	X
earlyReading Composite Label	*CompK*			*Comp1*		

The *FAST* mathematics assessment has *earlyMath* designed to screen and monitor kindergarten and 1st grade. The early math assessments includes the following subtests:

subitizing, counting objects, number identification, match quantity, number sequence, equal partitioning, verbal addition and subtraction, visual story problems, grouping and place value, composing and decomposing, and quantity discrimination. The math assessment also has *CBMMath* designed to universally screen grades 1-8, or progress monitor students. The assessment uses a computer-administered platform to evaluate basic math facts and operations for accuracy and fluency/automaticity plus student understanding of the steps in a multi-step computation problem are completed with accuracy. The assessment provides teachers with student strengths and areas of difficulty. *aMath* is computer-adaptive measure of broad math skills such as counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry. The computer-adaptive procedures are similar to reading computer-adaptive assessment that a student response will elicit the program to give a following question that is less difficult, equal difficulty, or more difficult. The program is using this robust math assessment to provide students, parents, and teachers with valuable feedback to make the necessary instructional and learning adjustments. The *FAST* assessments are highly compatible with the school's efforts to implement a highly effective *MTSS* approach.

Program leaders and evaluation team found evidence that Neil Armstrong Elementary School's standardized mathematics measure indicated all grade levels had growth. The mathematics grade level growth evidence is presented in Table1. The *FAST aMath* measure also provides program leaders and staff members with three administrations per school year (fall, winter, and spring). The multiple assessment feedback three times a year gives teachers an opportunity to make individual student math instruction adjustments to meet their learning needs. The evaluation team also reviewed the *Iowa Tests of Basic Skills* too simply validate the *FAST* student performance evidence. The program leaders and evaluation team found *Iowa Tests of Basic Skills* mathematics achievement gains equaled approximately one full year academic growth using national percentile rank (NPR). Only Neil Armstrong Elementary students attending during 2014-2015 and 2015-2016 were tabulated. The *Iowa Tests* mathematics portion is administered to grades 3, 4, and 5. 2015-2016 grade 3 did not have 2014-2015 *Iowa Test*s results therefore only grade 4 and 5 were tabulated. Grade 4, on average, had -0.3 NPR points growth slightly less than one full year academic growth. Grade 5, on average, had +2.2 NPR points slightly greater than one full year academic growth. The evaluation team felt the positive outcome of these two math assessments demonstrated regular program attendees had a positive academic increase.

Neil Armstrong Elementary and statewide all elementary schools have been engaged in a statewide literacy initiative after the passage of *Iowa Code §279.68*. This statewide literacy mandate includes the development of a **m**ulti-**t**iered **s**ystem of **s**upports (*MTSS* or Iowa' *RTI* or *response-to-intervention* system). The *MTSS* approach has schools developing a tiered system that includes an effective core instruction tier for all students, a supplemental tier for some students needing a quick intervention to reach proficiency, and an intensive tier for a few students needing more individualized interventions to meet specific/unique learning needs. The evaluation team found *MTSS* would be a great fit to meet student learning needs and improve core instruction. The evaluation team prepared additional literacy feedback for the program leaders because the school has invested so much time and effort into this statewide initiative to improve student literacy performance. The statewide *FAST* literacy student assessment data is available in the *Iowa TIER* database and the evaluation team has access to the statewide *TIER* data. Therefore, the evaluation team prepared Table 2 and Table 3 for the program leaders to further study their program and make appropriate adjustments.

The evaluation team presented program leaders with the Rock-It Academy's growth performance compared with the entire Neil Armstrong Elementary student population and a control group (Grant Wood, Herbert Hoover, and Paul Norton Elementary Schools). The comparison is presented in Table 3. The evaluation team shared regular program attendee reading growth rate per student is somewhat comparable except 1st grade. Rock-It Academy first grade reading results were not comparable. The evaluation team used a simple *effect size* calculation to determine the size of the difference between 1st grade Rock-It Academy and the control group was a negative 0.7. Thus, it is noteworthy for the program leaders to explore this outcome further and monitor instructional implementation during the 2016-2017 program delivery. It is important to explore whether grade level instructional reading practices and/or the specific student grade level group demographics contributed to this outcome.

Table 3: *FAST* Reading Comparison of Neil Armstrong and Control Group

66% Poverty Rate	Kindergarten	1st Grade	Grades 2-5	School
Neil Armstrong Elementary	**CompK**	**Comp1**	**CBM-R**	**aReading**
Average Gain	36	27	50	17
Medium Gain Score	35	28	45	16
Standard Deviation	5.9	10.4	30.0	14.5
Student Population	45	49	236	228

28% Poverty Rate	Kindergarten	1st Grade	Grades 2-5	School
Control Group	**CompK**	**Comp1**	**CBM-R**	**aReading**
Average Gain	36	36	49	16
Medium Gain Score	34	35	40	14
Standard Deviation	8.8	14.6	34.8	14.9
Student Population	198	204	1,005	987

Comparisons	Kindergarten	1st Grade	Grades 2-5	School
Rock-It Academy & Control Group Growth Difference (See Table 1)	**+1**	**-11**	**-5**	**+1**
Neil Armstrong School & Control Group Growth Difference	**0**	**-9**	**+1**	**+1**

The program leaders and evaluation team also reviewed the grade level reading growth rates. The review findings are presented in Table 4. The program leaders and evaluation team found the regular attendees at each grade level had, on average, increased their reading achievement except for 4th grade *FAST aReading* assessment. Neil Armstrong Elementary is the highest poverty rate elementary within the school district. It was a positive indicator that Grade 2 and Grade 5 had positive growth outcomes and outperformed the lower poverty rate control group. It was disappointing that Grade 3 and Grade 4 did not have a similar outcomes. The evaluation team will gather additional reading performance data during the upcoming school year to establish a trend line. The evaluation team wants to identify what impact small grade level regular program attendee numbers may have contributed to the displayed reading outcomes. The evaluation team cautions readers that averaging a small number of students may be highly

influenced by a few high and/or low performing students. The evaluation team is devising during 2016-2017 data gathering and analysis format so that program leaders and staff members may easily have access these analyses. The positive takeaway from these grade level reading outcomes found in Table 3 is this high poverty elementary school is making progress.

Table 4: *FAST* **Assessment Grades 2-5 Comparisons**

	Regular Attendees		Neil Armstrong		Control Group	
Grade 2	*CBM-R*	*aReading*	*CBM-R*	*aReading*	*CBM-R*	*aReading*
Average Growth	49	21	49	22	44	18
Student Count	22	22	54	52	190	184

CBM-R: Regular program attendees and Neil Armstrong Elementary students slightly outperformed the control group. Therefore, the growth rate at the high poverty Neil Armstrong Elementary was greater than the much lower district poverty rate schools (i.e., control group). This is an encouraging indicator of program academic success. ***aReading***: The group differences are small and evaluation team concluded these growth rates differences are insignificant. Therefore, Neil Armstrong the high poverty school and the much lower poverty rate control group have approximately the same rates.

	Regular Attendees		Neil Armstrong		Control Group	
Grade 3	*CBM-R*	*aReading*	*CBM-R*	*aReading*	*CBM-R*	*aReading*
Average Growth	38	7	44	10	41	14
Student Count	16	16	47	45	186	180

CBM-R: Regular program attendees slightly underperformed Neil Armstrong Elementary students; therefore, it is evident that non-regular program students at Neil Armstrong had better growth rates. The growth rate difference within the school is noteworthy. Neil Armstrong Elementary outperforming the control group is a positive indicator. ***aReading***: Regular program attendees underperformed the control group and the difference is noteworthy. *aReading* is a difficult reading test and evaluation team suggests further study to better understand these growth outcomes.

	Regular Attendees		Neil Armstrong		Control Group	
Grade 4	*CBM-R*	*aReading*	*CBM-R*	*aReading*	*CBM-R*	*aReading*
Average Growth	33	-2	30	6	31	10
Student Count	10	10	42	42	215	211

CBM-R: The differences are small. It is positive reading indicator that the regular program attendees slightly outperformed their school mates and the control group. ***aReading***: Regular program attendees did not perform well on this difficult reading assessment. Their growth performance is significantly less than their school mates and the control group. Evaluation team again suggests further study to better understand these less than desirable growth rates.

	Regular Attendees		Neil Armstrong		Control Group	
Grade 5	*CBM-R*	*aReading*	*CBM-R*	*aReading*	*CBM-R*	*aReading*
Average Growth	53	12	49	10	32	9
Student Count	9	9	44	40	210	211

CBM-R: The regular program attendees had sizable growth. Neil Armstrong Elementary outperformed the control group. ***aReading***: The regular program attendees likewise had a significantly higher growth rate than the control group. The regular program attendees also outperformed the non-regular program attendees at Neil Armstrong Elementary. Likewise, the evaluation team suggests further study to better understand this very positive indicator.

Iowa State Board of Education has approved *Smarter Balance* as the new state assessment and *Iowa Tests of Basic Skills* will no longer be the state's reading and mathematics accountability measure. The *FAST* standardized reading assessment provided by state level

funding resources through *Iowa Code §279.68* mandate will be used as the program's reading assessment. The *FAST* assessment is administered fall, winter, and spring and those students below benchmark receive progress monitoring to address their individual learning needs; therefore, *FAST* is a far more robust measurement tool that *Iowa Tests* to address the program's instructional objectives. *Iowa Tests of Basic Skills* will be used for mathematics during 2016-2017 with the program leaders and evaluation team exploring future math measurement options. Evaluation team acknowledges these recent assessment changes will make it cumbersome to create trend reading and mathematics analyses.

Goal 2: Increase student, parent, and school staff communication to improve student success. The program leaders and evaluation team found evidence that **Rock-It Academy** successfully created a student, parent and school staff communication loop that supported improved student success. The leaders and team concluded from the program feedback that the desired outcome for each objective had been met. Evaluation team considered the second goal is essentially an out-reach expectation.

Objective 2a: **At least 20 families at Neil Armstrong Elementary attend Family Literacy events regularly.** The program held a literacy and mathematics night. The Family Math Night was December 14, 2015 and 44 families attended with a total of 125 individuals participating. The Family Literacy night was February 29, 2016 and 47 families attended with a total of 144 individuals participating. The program leaders made an adjustment from the original implementation plan that the program would have monthly events. The program leaders recognized early on that families would find it difficult to attend so many events because parents have work obligations, children have evening activities, and other commitments. Therefore, the program leaders had two events that had outstanding attendance and were highly successful. The program leaders had three parent meetings (August 25, 2015; January 1, 2016; and May 3, 2016) to address communication objective of the program.

Objective 2b: **Program parents collaborate with teachers in cooperative IAP goal setting.** Amanda Mata, Michael and Courtney Neighbor, Kyle and Richelle Kuboushek, and Cassie Beard were the parents involved in the Individualize Afterschool Plan (IAP) collaboration with teachers. The parental involvement aspect provides program leaders to receive input and feedback to continually keep students and families engaged in the program's activities.

Objective 2c: **Program parents attend twice-yearly conferences with school and program staff**. Program leaders presented 94% of the parents attended the October 19-23 (2015) parent-teacher conferences and 92% of the parents attended the February 8-12 (2016) parent-teacher conferences. These were attendance rates met and exceeded program expectations.

Objective 2d: **Parents, students, school staff, partners, and other community members contribute to the program's advisory committee**. The advisory committee has met March 5, 2015 and August 29, 2015 to have program conversations. The meetings have provided advisory committee members with program progress and updates. The committee thus far has found the program to be meeting student learning needs and has not made recommendations. The committee's members are presented in Table 5 and the committee's operational structure is presented in Table 6.

The program leaders and evaluation team reviewed the advisory committee agenda topics. The agenda review found the program leaders had addressed the following topics during the meetings: goal and objective progress, program schedule and calendar, private school participation, program policy and procedures, parent communication, partnership engagement and

support, food service, evaluation updates, and program leader actions. The next advisory committee meeting will be held early winter 2017. The agenda will include presenting this 2015-2016 program report and Dr. Gronlund, program evaluator, sharing the academic data presented within the report. The agenda will also include a review of the first six months of year three activities and the program's sustainability plan.

Table 5: Rock-It Academy Advisory Committee Members

Member Group	Representatives
Community Members	Steve Mokosak- *Bettendorf Hy-Vee Store Manager* Steve Grimes- *City of Bettendorf Parks and Recreation Director* Dr. Don Doucette- *Chancellor Eastern Iowa Community Colleges* Gerry Voelliger- *Fire Chief, Bettendorf Fire Department* Phil Redington- *Police Chief Bettendorf Police Department* Dr. Theron Shutte- *Superintendent, Bettendorf Community School District*
School Staff Members	Dr. Lisa Stevenson- *Principal at Neil Armstrong Elementary School* Jennifer Watkins, *Program Co-Director* Becca DeGeorge, *5th Grade Teacher* Holly Moreland, *Reading/Title I* Colleen Gould, *Teacher/Librarian* Jessica Baids, *Kindergarten Teacher* Erika Dvorak, 3rd Grade Teacher
Parents	Kyle and Richelle Kuboushek Michael Neighbor January Siem

Table 6: Rock-It Academy Advisory Structure

Rock-It Academy Community Advisory Structure	
Purpose	To identify advocates; To collaborate on the delivery of effective services and resources (social, emotional, educational, physical health, recreational, youth development) for the 21st Century Community Learning Centers; and To provide an active forum for community members (in the health, the arts, business, recreational, police/ fire departments, educational, and non-profit sectors) to become personally involved and connected with the 21st Century Community Learning Centers.
Start-up	Identify on-going community-based groups that meet in the areas being served; Identify program needs; Identify community members/partners that share your mission and vision and have the capacity to add value to the program; and Draft a letter to selected community partners to attend a 21st CCLC open house to discuss the purpose of the Community Advisory Committee and to establish a calendar of quarterly meeting dates.
Representatives	Project Director(s); Representatives from each program advisory (youth, parent, etc.); School day staff (Principal, Assistant Principal, teacher); Business representative; Community-based Organization representative; Community Recreation representative; Community Health/Medical Representative; College/University Representative; Music/Arts Representative.
Committee Goals	Oversee holistic needs of the 21st CCLC program; Fill the gaps in services for the 21st CCLC families; Provide consultation, services, resources, and collaboration efforts for the 21st CCLC; and Leverage members' knowledge and skills and to provide awareness of services that will enhance the quality of student and family life.

Sustainability	Start meeting on time and end meeting on time; Give three-week advance notice of meeting date, time and location. Consider giving a year calendar of meeting dates; Develop an agenda in advance; Request additional agenda items prior to meeting; Keep advisory members informed about relevant program related topics and needs; Communicate frequently via phone and e-mail, and provide annual updates on student growth.

Goal 3: Increase student attachment to education, their peers, adults, and the community. The program leaders and evaluation team found evidence that Rock-It Academy <u>successfully met the increasing student attachment/engagement to education, their peers, adults, and the community goal</u>. The program leaders have asked the evaluation team to assist with identifying tools to better quantify this qualitative objective.   The program leaders felt this "affect" goal and the goal objectives need to be revisited to identify the reaching the desired outcome.

Objective 3a: **At least 30 children at Neil Armstrong Elementary participate in a service learning project**. The Rock-It Academy service learning project was trash pick-up and recycling materials found on the school grounds. The students would monthly clean-up the school grounds and 100% of the program students participated. The program exceeded its expectation. The expectation was at least 30 students participate in service learning and the program had over 95 students engaged in this service learning project.

Objective 3b: **At least 80% of Neil Armstrong Elementary participants attend field trips to community partner sites.** Program leaders presented Table 7 as evidence that 80% of the program participants met the field trip attendance goal.

Table 7: Rock-It Academy Field Trip Attendance

Date	Field Trip Description	Community Partner	# of Students	80% Attendance Goal
September 2015	Apple Orchard	Stone's Apple Orchard	70	Yes
October 2015	Pumpkin Patch	Country Corner	75	Yes
November 2015	Family Museum	Bettendorf Library/Museum	69	Yes
December 2015	Happy Joe's and Books-a-Million	Joe Whitty, Happy Joe's & Books-A-Million	75	Yes
January 2016	Hy-Vee Nutritionist	Hy-Vee	85	Yes
February 2016	Zumba Instructor	YMCA	85	Yes
March 2016	Officer Nelson	Bettendorf Police Department	85	Yes
May 2016	Roller Skating		67	Yes

Objective 3c: **Program staff report increased social skills in start and end-of-year assessments.** The program leaders reported teachers provided the following summary: *"Students who participate in Rock-It Academy are able to work on skills such as sharing, listening to others and working with others as well as learning to take responsibility for their own behavior. Rock-It staff partners with the school counselor to work on social skills in Rock-It that the students are working on in class. It's evident that students are practicing what they are learning and are applying these skills."* The program leaders frequently communicate and receive feedback from

classroom teachers to assess the "affect" outcomes of program. The program leaders and evaluation team during 2016-2017 school year are going to explore qualitative approaches to gather more feedback. The program was established using a holistic approach to close learning gaps thus the program leaders have asked the evaluation team to assist in identifying tools to gather feedback.

Objective 3d: **Neil Armstrong Elementary participants report that the program is "fun" and they like to attend.** The program leaders reported that students enjoy the program. The program leaders presented the following student comments: *I love Free Fridays; the field trips are awesome; my favorite one was when we went to the Apple Orchard. It was so fun; I like to play on the iPads with my friends; it was super fun to go to BAM and pick out free books. I found a book for my sister for Christmas; Rock-It Academy is the best! I love the Mr. D. He is so nice. He plays football with me; and I like doing the art projects. My favorite one was pumpkin decorating.* The program leaders have asked the new evaluation team to assist with identifying tools to gather student feedback. The program leaders and staff members frequently observe students having fun and enjoying the program; however, it would be helpful to analyze the "affect" benefits of the program.

Objective 3e: **In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along well with others.** The program leaders have presented the following school staff feedback. *"I've seen an increase in student attendance- not only coming to school but wanting to be at school so they don't miss Rock-It." "The support from the Rock-It staff and collaboration with teachers has been very successful. Rock-It is an integral part of our overall success." "Students are motivated to do well in school so that they won't miss out on the fun activities that are happening in Rock-It. I've seen an increase in positive behavior and have seen students who were struggling with behavior make great strides."* The program leaders have asked the new evaluation team to assist with identifying tools to gather the "affect" feedback. The program leaders received frequent positive feedback from school staff. The program leaders have asked the evaluation team to assist with quantifying this feedback so that program leaders have better information to make program decisions.

The Mississippi Bend Area Education Agency Evaluation Team presented the local evaluation report and assisted the program leaders in the completion of the annual grant report. The members of the evaluation team are:

Dr. Edward Gronlund, Program Evaluator and Team Leader, egronlund@mbaea.org
Nicholas Conklin, Organizational Information Specialist, nconklin@mbaea.org
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c. Recommendations for objectives.

The program leaders and evaluation team found in collaboration with teachers, students, parents, and grant partners the following areas of continued inquiry:

- Implementing a fully effective *MTSS* approach that meets all expectations of a highly effective CORE/UNIVERSAL reading/language arts and mathematics instruction within every classroom. Integrate the tutoring and academic supports for participating Rock-It Academy students aligned with the *MTSS* approach to extend individualized learning opportunities.

- Further analyze grade level academic reading and mathematics student learning data to determine specific supports to address the uneven grade level academic growth rates.
- Have a more systematic data gathering practices to examine progress on Goal 2. The program leaders have been pleased with the positive feedback they receive. They feel this information needs to be quantified to support better program decision-making.
- Develop feedback practices to examine the program's Goal 3 "affect" outcome. The goal objectives need to be revisited to identify program activities and events and reaching the desire student outcomes.

These four recommendations represent efforts between the program leaders and the new evaluation team to improve the feedback loops and reach the program goals.

d. Recommendations for future plans for change.

Jennifer Watkins, Co-Program Director, and Amber Otero, Co-Program Director, have a new evaluation team because the former program evaluator died after a battle with cancer. The program leaders and new evaluation team have recently collaborated to complete the 2015-2016 local grant report and will also partner to prepare for the upcoming April 2017 comprehensive site visit. The program leaders following the comprehensive site visit feedback and subsequent sharing those findings with the advisory committee and evaluation team to receive local feedback will make determinations about future plans. The program leaders will also meet with the advisory committee early 2017 before the comprehensive site visit to continue conversations around the most effective ways to sustain the Rock-It Academy program and follow-up with the advisory committee early 2017-2018 school year to finalize sustainability action steps.