

Steamer Success Academy
Iowa 21st CCLC Local Evaluation Form
2015-2016 School Year

File Name: **Grantee 21st CCLC Local Evaluation Form 2015-2016 Steamer Success Academy**

The Bettendorf Community School District submits its 21st Century Community Learning Centers 2015-2016 Program Report to the Iowa Department of Education. The **Steamer Success Academy** program has completed its first year and it was a success. Lisa Raya, Program Director 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 Mark Twain Elementary School program. The program director and evaluation team present the Cohort Ten, first year local evaluation report. The program director 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	12/5/2016
Grantee Name	Steamer Success Academy
Program Director	Lisa Raya
E-mail	lraya@bettendorf.k12.ia.us
Phone	(563) 359-8263
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 10	Mark Twain Elementary School, Bettendorf, Iowa
Additional Information from Grantee (optional)	Click here to enter text.

3. Introduction/Executive Summary

Mark Twain Elementary School, Bettendorf Community School District, has successfully met its year one Steamer Success Academy goals. The Mark Twain Elementary School's student population has a sizable poverty rate (47%) within the Bettendorf Community School District. The Steamer Success Academy was established to address: a safe, consistent, structured, supportive, and stimulating environment after school; academic assistance in reading, math, and science; educational enrichment activities that families are unable to provide; assistance with family literacy so parents can help their children succeed; and activities to enable academic achievement such as social skills, healthy snacks, and exercise. Steamer Success Academy provides before and after school learning supports as well as a summer school program to extend student learning time. Steamer Success Academy had 85 school year and 45 summer school student participants. The program delivered the following strategies to close participating students' learning gaps: provide students with integrated academic supports before, during, and after school as well as a summer school program; connect the school with families through communication efforts; and expand student learning opportunities.

Goal 1: Increase students' academic achievement. The program director and evaluation team found evidence that Steamer Success Academy successfully met the increased student reading and mathematics achievement goal. The Steamer Success Academy school year regular program attendees had a 33 point average per pupil K-5 reading achievement growth rate and 4.9 point average per pupil K-4 mathematics growth rate using the *FAST* Assessments. Teachers reported through their classroom observations that program students had a 15:1 academic improvement ratio to academic decline. The teachers observed positive academic student behavior outcomes such as turning in homework, completing homework satisfactorily, participating in class, volunteering, and attending class regularly.

Goal 2: Increase student, parent, and school staff communication to improve student success. The program director and evaluation team found evidence that **Steamer Success Academy** successfully created a student, parent and school staff communication loop that supported improved student success. The Steamer Success Academy delivered a before and after school program during the 2015-2016 school year and 2016 summer 30 day school program. The program had 3 family literacy nights: 45 families attended on March 2, 2016; 25 families attended on April 6, 2016; and 22 families attended on May 19, 2016. The program director had informal communication with all stakeholders. The program director collaborated with classroom teachers, parents, and grant partners. The advisory committee will convene early 2017 and the local evaluation report will be shared with the committee. The advisory committee will also have an opportunity to generate input and/or feedback.

Goal 3: Increase student attachment to education, their peers, adults, and the community. The program director and evaluation team found evidence that Steamer Success Academy successfully met the increasing student attachment/engagement to education, their peers, adults, and the community goal. All school year students (85) participated in the following service learning projects: Reading Buddies; Food Drive; Student Tutoring; and Playground Clean, Reduce, Reuse, and Recycle projects. The program director reported that her student focus group feedback included the following words to describe the program “fun, happy, awesome, learning, cool, great, recess, amazing, crafts, field trips, and nice.” Another attachment indicator was 76% of the students during the school year attend 90 or more days. Teachers reported an 8:1 ratio that student behavior, motivation, and getting along with others improved rather than declined among the school year program participants.

The program director 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 Steamer Success Academy students aligned with the *MTSS* approach to extend individualized learning opportunities.
- Organize the advisory committee to provide input and recommendations as well as develop formal stakeholder input practices.
- Have an exploration into a more systematic data gathering, tabulation, and analyses to improve program decision-making regarding Goal 2 and Goal 3. The evaluation team will assist in the development of these practices.
- Have the advisory committee revisit Objective 1c. The evaluation team suggested that Objective 1b and 1c be combined using the *FAST* assessment.

These four recommendations represent efforts between the program director and the new evaluation team to improve the feedback loops and reach the program goals. The program director has scheduled an advisory committee meeting for mid-winter 2017 to share the evaluation report and gather input to address the program sustainability plan.

The program director and staff members have appreciated this grant opportunity so that they could address the academic learning, social interaction, and physical needs of Mark Twain Elementary students. It has been an exciting first year to develop a new program and expand the learning opportunities for so many elementary school children.

4. Demographic Information

a. Attendance Summary Table including disaggregated data

Mark Twain Elementary School 21 st CCLC Program Attendance Summary Table													
Cohort	Attendees		Sex		Ethnicity						Special Services		
		Attendance	Male	Female	White	Hispanic/Latino	American/Indian/Alaska Native	Black/African American	Asian/Pacific Islander	Unknown Race	LEP	FRPL	Special Needs
2016 SUMMER SCHOOL													
10	All	45	28	17	32	2	0	8	1	2	0	35	9
	Regular*	8	5	3	7	0	0	0	0	1	0	6	2
SCHOOL YEAR 2015-2016													
10	All	85	41	44	69	3	0	6	1	6	2	39	8
	Regular*	83	39	44	67	3	0	6	1	6	2	39	8

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

b. Attendance Discussion

The program director and evaluation team were excited that 76% (65/85) of the students participating in the program during the school year attended 90 or more days. The project director felt this high number of student attending 90 or more days was an indicator that the program met parent and student learning needs. The summer school program had a positive 45 attendees for its first year. The summer school program is only 30 days and the grant classifies 30 or more days as a regular attendee; therefore, the program had only 8 regular summer school attendees (perfect attendance). The project director and evaluation team agreed that the summer school program has a design flaw if 30 days or more is a key grant indicator regarding its expectations. It was also agreed that it is unlikely given the current 30 day summer school program offering would reach significant number of students attending all 30 days or perfect attendance.

Steamer Success Academy Attendance Numbers

YR1 School Year (2015-2016)					
Cohort 10 Grade Level	Less Than 30 Days	30-59 Days	60-89 Days	90 days or More	Grade Total
Kindergarten		1	1	21	23
1 st Grade			1	13	14
2 nd Grade		1	3	13	17
3 rd Grade	2	2	2	6	12
4 th Grade			3	6	9
5 th Grade			4	6	10
YR1 School Total	2	4	14	65	85

The program director reported that the program met its poverty participation expectation. 21st Century grants have an expectation that program address poverty related achievement gaps. Mark Twain Elementary School has 47% 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 47% during the school year and 85% during summer school regarding its regular program attendees. The program meets or exceeds the school's poverty rate.

c. Partnership Summary Table

Steamer Success Academy Total Number of Partners = 16		
Contribution Type*	# of Paid Partners	# of Unpaid Partners
Provide Evaluation Services	2	0
Raise Funds	0	0
Provide Programming / Activity-Related Services	5	4
Provide Goods	0	4
Provide Volunteer Staffing	0	5
Provide Paid Staffing	4	0
Other	0	0

d. Partnership Discussion

Steamer Success Academy is thankful to its 16 contributing partners. These partners have played various roles that have made the Steamer Success 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 Steamer Success Academy program.

Partner	Paid/Unpaid	Services Provided
Americorps	Unpaid	Delivered literacy related activities during family nights and tutoring.
Augustana College Bettendorf High School (National Honor Society) Eastern Iowa Community College St. Ambrose University	Unpaid	Provided volunteers to assist with tutoring, reading, and lead an activity. These partners facilitated the recruitment of Youth Mentors.
Bettendorf Fire Department	Unpaid	Delivered fire prevention programs and is a host site for student field trip experiences.
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	Paid	Provided field trips and outdoor physical activities during the summer school program.
Bettendorf Police Department	Unpaid	Provided bicycle safety lessons.
Family Musuem	Paid/Unpaid	Provided educational field trips and/or activities. Discounted admission fees were also provided.
Mississippi Bend Area Education Agency Karen Mullins (2015-2016 Only)	Paid/Unpaid	Provided program evaluation services and provides instructional reading and math instructional supports.
Niabi Zoo	Unpaid	Provided educational field trips and/or activities. Discounted admission fees were also provided.

Partner	Paid/ Unpaid	Services Provided
Quad City Botanical Center	Unpaid	Provided educational field trips and/or activities. Discounted admission fees were also provided.
Private Donors (4)	Paid	Individuals donated curriculum kits and books. One donor provided a meal for 75 students and an opportunity to visit a local book store.
Putnam Museum	Unpaid	Provided educational field trips and/or activities. Discounted admission fees were also provided.

e. Parent Involvement

The partners provided various volunteering and activity supports. Parents were involved in an open house, program orientation, initiating general information phone calls and/or email, and ongoing face-to-face contact during program pick-up time. Parents were involved in three family literacy nights. Parents engaged in literacy activities with their children. Parents had opportunities to volunteer and assist with program field trips and special events.

5. Objectives

a. Objective Summary

The Steamer Success 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 disadvantaged and/or poverty student population. Steamer Success 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 10 Table

Objective	Objective Rating	Methodology/Justification for Rating
GOAL 1 – Objective 1a. In annual surveys, school staff say that participants improve academically.	MET THE STATED OBJECTIVE	<u>Methodology:</u> Teachers will annually complete a qualitative survey that includes five observable positive student academic behaviors within their classroom regarding student program participants. The teachers will respond to an eight point scale from significant improvement to significant decline. <u>Justification:</u> The teacher survey tabulation from five academic improvement items indicated that 67% of the regular program attendees were already performing at the desired level, 22% of the regular program attendees improved, 2% of the regular program attendees declined, and 9% remained unchanged. The survey analysis indicated a 15:1 improvement to decline ratio.

Objective	Objective Rating	Methodology/Justification for Rating
GOAL 1: Objective 1b. Participants' literacy and math achievements increase as measured by grades, <i>FAST</i> universal screener scores, and other Bettendorf Community School District assessments.	MET THE STATED OBJECTIVE	<u>Methodology</u> : Student reading and math standardized assessments results will be gathered and analyzed to measure increased achievement. <i>FAST</i> reading and math will be used as a quantitative standardized measure. Student achievement increase will be based on average per pupil gains. A comparison will be made between Mark Twain Elementary regular program attendees and non-program attendees. <u>Justification</u> : Steamer Success Academy regular program attendees had a positive average per pupil achievement increase in reading (33 point average per pupil gain) and mathematics (4.9 point average per pupil gain). The regular program attendees had a per pupil gain that was similar to the non-program Mark Twain students (differences were not significant).
GOAL 1: Objective 1c. Literacy and math achievement proficiency increase by 5% (Iowa Assessments scores).	MET THE STATED OBJECTIVE	<u>Methodology</u> : Student reading and math standardized <i>Iowa Assessment</i> results will be gathered and analyzed to measure increased achievement. <i>Iowa Assessment</i> reading and math proficiency rates will be used as the quantitative standardized measure. <u>Justification</u> : The evaluation team found only 14 students that had sufficient data to tabulate. The reading outcome was 2014-2015 had 7 proficient and 7 not proficient. 2015-2016 had a positive change of 1 additional student becoming proficient. (2015-2016 = 8 proficient and 6 not proficient) Thus, <i>Iowa Assessment</i> reading had a 7% increase. The mathematics outcome was status quo with 9 students being proficient and 9 students being not proficient each year. The program director and evaluation team concluded the objective had been met based on the <i>FAST</i> data being positive gains.
GOAL 2: Objective 2a. At least 20 families at Mark Twain Elementary attend Family Literacy events regularly.	MET THE STATED OBJECTIVE	<u>Methodology</u> : The program director 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. <u>Justification</u> : The program had 3 family literacy nights: 45 families attended on March 2, 2016; 25 families attended on April 6, 2016; and 22 families attended on May 19, 2016.
GOAL 2: Objective 2b. Steamer Success Academy parents collaborate with teachers in cooperative IAP goal setting.	MET THE STATED OBJECTIVE	<u>Methodology</u> : Program director, program staff, and classroom teachers identify students needing additional reading assistance. These teachers collaborate with students and parents to establish an Individual Afterschool Plan (IAP). Program staff and teachers work together to implement the IAP and teachers share student progress with parents during the two school year parent-teacher conferences. <u>Justification</u> : Program director reported the IAP collaborative goal setting process was completed during year one.
GOAL 2: Objective 2c. Parents, students, school staff, partners, and other community members participate in the program's Advisory Committee.	DID NOT MEET BUT MADE PROGRESS TOWARD THE STATED OBJECTIVE	<u>Methodology</u> : The program director will facilitate an annual advisory committee meeting according to the project specifications. <u>Justification</u> : The advisory committee did not meet during the initial implementation year. The project director has scheduled an advisory committee meeting for early 2017 to share the local evaluation report and gather input and/or feedback.

Objective	Objective Rating	Methodology/Justification for Rating
GOAL 3: Objective 3a. At least 30 children at Mark Twain Elementary participate in a service learning project.	MET THE STATED OBJECTIVE	<u>Methodology:</u> The program director 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. <u>Justification:</u> All school year students (85) participated in 4 service learning projects.
GOAL 3: Objective 3b. At least 75% of the participants say that the program is “fun” and they like to attend.	MET THE STATED OBJECTIVE	<u>Methodology:</u> The program director 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 director and participating students to gather specific student feedback. <u>Justification:</u> Program director held student focus groups and she reported that 75% replied the program is fun. The 76% of the regular school year attendees participated 90 or more days was an indicator that student like to attend.
GOAL 3: Objective 3c. 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	<u>Methodology:</u> Teachers will annually complete a qualitative survey that includes a behavior, motivation, and social interaction item. The teachers respond to an eight point scale from significant improvement to significant decline. <u>Justification:</u> The teacher survey tabulation from three improvement items (behavior, motivation, and social interaction) indicated that 59% of the program students were already performing at the desired level, 27% of the program students improved, 3% of the program students declined, and 10% remained unchanged. The observation findings found 8:1 student improvement to decline ratio.

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)

Steamer Success Academy program has three goals and nine objectives. The program goals are to increase achievement, communication, and attachment. The objectives fall into three data gathering and analysis areas: measuring student achievement using statewide standardized measures; surveying stakeholders and gathering their feedback regarding program impact; and activities that are important to the implementation of the program.

The program director wishes 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 Mark Twain Elementary School and the Bettendorf Community School District. Everyone appreciated her dedication to supporting education and area students. The program director 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 Steamer Success Academy and Mark Twain 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.

Objectives 1b and 1c, Goal 1, are measured using quantifiable standardized statewide achievement assessments. *FAST* and *Iowa Assessments* will be used and these assessments are statewide and used by nearly all Iowa school districts. The evaluation team has suggested to the program director that during the upcoming school year the program director have a conversation with the advisory committee regarding the value of continuing Objective 1c using the *Iowa Assessments*. Iowa Department of Education has stated that, in the near future, Iowa will no longer use *Iowa Assessments* as a statewide measure of reading and mathematics student achievement. The evaluation team believes Objective 1b using *FAST* data would meet the grant's student achievement goal expectations and Objective 1c would no longer be needed.

- Objective 1b's success is measured using *FAST* reading and mathematics achievement average regular program per pupil growth rate (students attending 30 or more days). *FAST* reading and mathematics provide the program director and teachers with grade level fall, winter, and spring assessment data to make instructional adjustments during the school year. The success outcome for 1b is a simple positive average per pupil growth rate for the regular program attendees. The non-program students at Mark Twain Elementary will also be tabulated to provide the program director and stakeholders with comparison grade level growth rates for instructional decision-making purposes.
- Objective 1c's success is measured using *Iowa Assessment* reading and math proficiency rates. The *Iowa Assessment* data are available for only grades 3, 4 and 5. The number of regular program attendees likely to have two years of data for this tabulation will be few and there are fewer program attendees from grade levels 4 and 5. The target is 5% of the program attendees that were not proficient in 2014-2015 achieve proficiency in 2015-2016. The current grade three will not have *Iowa Assessment* comparison scores from 2014-2015 school year. Thus, the Objective 1c will only have program attendees from the current grades 4 and 5. It is also noteworthy that grades 4 and 5 have the smallest number of students per grade level attending the program. An illustration is Steamer Success Academy has only 14 regular program attendees with the two years of Iowa Assessment reading and mathematics scores to measure Objective 1c. Thus, the small number of 14 students, only represents 17% of the regular program attendees, does not provide the program director and stakeholders with meaningful feedback.

Objectives 1a, 3b, and 3c, Goal 1 and 3, are measured by surveying stakeholders and gathering their feedback regarding program impact. The feedback is qualitative and supports the program director with teacher and student input. Objectives 1a and 3c are collected from a teacher classroom observation survey that has ten items. The survey items address teacher observations of academic and learning climate behaviors. Objective 1a has the following survey items completed by classroom teachers regarding student academic behaviors: turning in his/her homework on time; completing homework to your satisfaction; participating in class; attending class regularly; being attentive in class; and academic performance. Objective 3c has the following survey items completed by classroom teachers regarding student social behaviors: behaving well in class; coming to school motivated to learn; and getting along with other students. The teachers were asked to rate each regular program attendee in their classroom using the following scale: student did not need to improve; significant improvement; moderate improvement; slight improvement; no change; slight decline; moderate decline; and significant decline. The survey is a simple qualitative tool and the program director gave classroom teachers directions to provide very simple rater reliability training. Objective 3b is simple survey (or focus groups) of program attendees to gather whether or not program is "fun" and they like to attend. The program director will also compare the survey to attendance records to validate the student survey responses. The objective's subjective target is 75% of the students are having fun and like to attend.

Objectives 2a, 2b, 2c, and 3a, Goals 2 and 3, are measured by stakeholder participation in activities that are important to successful program implementation. Objective 2a is at least 20 families attend Family Literacy events regularly. The program director will tabulate family event attendance. Objective 2b is the program director coordinating program supports through goal setting between students, parents, and teachers. Objective 2c is stakeholder advisory committee participation. The program director will record stakeholder roles, meeting agendas, and committee member attendance. Objective 3a is at least 30 students participate in a service learning project. The program director will tally regular program attendee participation rates. The participation rates will be used to determine whether or not at least 30 students have participated in service learning projects. These are qualitative measures and reflect participation targets in key activities.

The program director has requested during the 2016-2017 school year the new evaluation team review these objectives and their purpose to collaborate on adjustments that could be made to strengthen the program. The program director is requesting the evaluation team to explore options regarding Objective 1c and the use of the *Iowa Assessments* feedback because most program regular attendees are not tested using *Iowa Assessments* and the state will soon no longer use the *Iowa Assessments* as a statewide reading and math achievement assessment.

The new evaluation team will compare Steamer Success Academy academic outcomes with the Neil Armstrong and other district elementary schools within the year two report. The evaluation team will use simple *effect size* analyses to determine whether or not significant per pupil average growth and/or gains have been made. These analyses were not conducted during year one so that the program could use the new evaluation team's local evaluation findings to make implementation adjustments and share Mark Twain's outcomes during the upcoming early 2017 advisory committee meeting.

6. Anecdotal Data

a. *Success Stories*

"Phoenix has a safe and friendly place to go before and after school. He is always asking to stay as late as possible so he can either do the projects or go on trips, he never complains about before or after school program. He gets upset when I tell him it's time to leave. He has really opened up and knows kids throughout the whole school. I also noticed his reading has gotten much better as well."

"Charlie has shown significant improvements in her behavior throughout the program year. After school staff members have been patient, caring, and understanding of our family's situation. The program provides a caring and safe environment after school."

"The before and after school program has helped my family tremendously! The program has allowed me to continue finishing my degree by providing my boys a place to go before and after school. I otherwise would not be able to afford childcare. I also feel the staff are wonderful and the program is structured, offering so many activities for the boys. They do not want to leave the program when I pick up! I also have seen significant improvements in reading and math progress."

"I just want to say Thank You for allowing my child to be a part of the program. I had no other options for after school care as I cannot afford it. When I received the call that my youngest son was the next child on the waiting list, I was so grateful! At the time, my junior high student

had to take the bus to Mark Twain, pick up my son, then take another bus and walk two blocks home. I was worried everyday about them making it home safe. I am so grateful for this program, knowing my child is safe.”

“Evan started the program in Kindergarten. He was shy, did not talk much when he came to the program. Parents expressed concern about his ability to read as he did not like to read at home or allow parents to listen to him. Throughout the year, staff worked to get to know Evan working with him for small amounts of time each day, providing opportunities to look at books, listen to stories, and providing a reading buddy. As the year progressed, Evan began allowing us to listen to him read books and discussing stories. He also has shown significant progress in communicating with staff and socializing with his peers.”

b. Best Practices

The goal of Mark Twain Elementary Steamer Success 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.

Safety/Social Skills

- The program follows safe drop off/pick-up procedures, implements a sign in/sign out procedure, as well as daily attendance (name to face) practices to ensure all children are safe, accounted for, and only required persons pick up each day.
- Steamer Success Academy promotes a safe and positive environment. Staff serve as role models and utilize Positive Behavior Intervention Support (PBIS) which is used by the school district to increase social competence.
- Youth Mentors offer activities that allow for social skills practice such as taking turns, cooperation, using our words, book and literacy activities that discuss emotions/feelings or treating others with fairness and compassion.

Academics

- Students who need academic assistance participate in at least 1 ½-2 hours per week of additional teacher instruction in the area(s) need (reading/math).
- Students are given the opportunity to complete their homework each day.
- Program staff monitor each students ST Math progress to ensure weekly goal percentages are met. Students who have not met their goals are given additional math time to increase their percentages.

Health/Physical well-being

- The program schedules at least 25 minutes of physical activity time each day. This includes indoor/outdoor activities which include time for games and group interactions (basketball, tetherball, four square, kickball, duck duck goose, etc.)
- Students are provided a healthy snack each day which meets USDA guidelines.

Enrichment

- Enrichment activities are a vital part of the program. We strive to make the program fun for all students and provide a variety of activities, games, crafts, and offer field trips that the students may not experience in their own lives. We also incorporate learning experiences such as STEM programs, maker spaces, and music activities.

c. Pictures



d. Student, teacher, parent, and community input

The program director has engaged students, teachers, parents, and grant partners in ongoing dialogue to gather feedback and input. The project director found after an informal survey of parents that 84% (68/81) of the parents' primary interest was the before and/or school schedule. The parents replied that the school year program accommodated their work schedule and child care needs.

A formal feedback practice has not yet been established and the program director has requested the evaluation team assist their inquiry into identifying practical routines to gather input and analyze the input for decision-making purposes. The program director during the past year have informally surveyed teachers to determine program academic impact and if the desired student behaviors are being observed. The program director has gathered informal feedback from parents during family nights, parent meetings, and parent-teacher conferences. The program director has collaborated with teachers and parents to design effective program curriculum. The program director has an advisory committee involving stakeholders especially grant partners to share program implementation and progress and gather stakeholder input. The program director feels 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 individuals, partner organizations, businesses, community organizations, and grants. As noted above, a generous benefactor enables some afterschool programming at Bettendorf Community School District elementary schools for one hour per day, two days per week, for a limited number of 2nd, 3rd, 4th, and 5th graders. Steamer Success Academy will use Mark Twain's \$10,000 annual share of this donation to fund some snacks, staffing, and transportation. 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 Mark Twain, including Hy-Vee, and the Bettendorf Rotary Club. Bettendorf Community Schools Foundation grants have funded innovative learning opportunities such as Learning in Motion Ball Chairs and Reading for Excellence Family Literacy Nights. 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 such as referring families to the Bettendorf Community School District outreach program housed at the Edison Academy with two social workers who help families plan for living, food, clothing, transportation, and medical arrangements. Bettendorf Community School District uses 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. Steamer Success Academy 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 Mark Twain 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. Bettendorf Community School District uses Title I funds, state training in PBIS, and teacher leadership compensation grant to increase student achievement. Steamer Success Academy will refer families to such free or low cost community resources as:

- Mississippi Bend Area Education Agency and national trainers (Laura Riffel) for PBIS training;
- Bethany for Children and Families for their dental bus and Genesis for flu shots;
- Therapists from the Vera French Community Mental Health Center who provide on-site counseling to children and families at Mark Twain 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	Services Provided (detail)	Staff Provided	In-Kind value	Sites Served
Americorps	Delivered literacy related activities during family nights and tutoring.	2	\$1000	Mark Twain
Augustana College Bettendorf High School (National Honor Society) Eastern Iowa Community College St. Ambrose University	Provided volunteers to assist with tutoring, reading, and lead an activity. These partners facilitated the recruitment of Youth Mentors.	12	\$6000	Mark Twain
Bettendorf Fire Department	Delivered fire prevention programs and is a host site for student field trip experiences.	3	\$150	Mark Twain
Bettendorf Public Library	Provided programs for students, library site visits, support for the literacy night activities, and library card sign-up assistance.	2	\$100	Mark Twain

Bettendorf Parks and Recreation Department	Provided field trips and outdoor physical activities during the summer school program.	2	\$0	Mark Twain
Bettendorf Police Department	Provided bicycle safety lessons.	2	\$100	Mark Twain
Family Musuem	Provided educational field trips and/or activities. Discounted admission fees were also provided.	1	\$50	Mark Twain
Mississippi Bend Area Education Agency Karen Mullins (2015-2016 Only)	Provided program evaluation services and provides instructional reading and math instructional supports.	4	\$1500	Mark Twain
Niabi Zoo	Provided educational field trips and/or activities. Discounted admission fees were also provided.	1	\$100	Mark Twain
Quad City Botanical Center	Provided educational field trips and/or activities. Discounted admission fees were also provided.	2	\$100	Mark Twain
Private Donors	Individuals donated curriculum kits and books. One donor provided a meal for 75 students and an opportunity to visit a local book store.	4	\$2000	Mark Twain
Putnam Museum	Provided educational field trips and/or activities. Discounted admission fees were also provided.	1	\$100	Mark Twain

c. *Prepare for Comprehensive Site Visit.* **NOT APPLICABLE, Year One Program**

8. Summary and Recommendations

a. *Short summary of the program*

Mark Twain Elementary School, Bettendorf Community School District, has successfully met its year one Steamer Success Academy goals. The Mark Twain Elementary School's student population has the second highest elementary school poverty rate (47%) within the Bettendorf Community School District. The Steamer Success Academy was established to address the identified learning gaps in reading and mathematics through a systemic approach that meet the learning needs of school's poverty student population. Steamer Success Academy provides before and after school learning supports as well as a summer school program to extend student learning time. Steamer Success Academy had 83 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.

The Steamer Success Academy academic support efforts by program director and teachers produced student reading and mathematics achievement growth as measured by standardized achievement assessments. The program director sought frequent feedback from students, teachers, and parents to increase communication and address student learning needs. The program had three family literacy nights to make positive connections and improve communication to support improved student learning. The program director also facilitated an integrated approach to also develop student social skills and attachment to the school learning environment.

Steamer Success 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 a collaboration and partnership among all stakeholders that has made this past year so successful.

b. Dissemination of local evaluation



Local Evaluation Report
November 2016
Mark Twain Elementary School

Mark Twain Elementary School, Bettendorf Community School District, has successfully met its year one Steamer Success Academy goals. The Mark Twain Elementary School's student population has a significant poverty rate (47%) within the Bettendorf Community School District. The Steamer Success Academy was established to address the identified learning gaps in reading and mathematics through a systemic approach that meet the learning needs of a school's poverty student population. Steamer Success Academy provides before and after school learning supports as well as a summer school program to extend student learning time. Steamer Success 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 director wishes 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 was a great partner to the Mark Twain Elementary School and the Bettendorf Community School District. Everyone appreciated her dedication to supporting education and area students. The program director 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 Steamer Success Academy and Mark Twain Elementary School. The program director and the new evaluation team began a transition process in September 2016. The program director and new evaluation team will work together during the upcoming school year to ensure the Steamer Success Academy reaches its goals and meets the learning needs of participating students.

Goal 1: Increase students' academic achievement. The program director and evaluation team found evidence that Steamer Success Academy successfully met the increased student reading and mathematics achievement goal. The program director and evaluation team concluded from the program feedback that the desired outcome for each objective had been met.

***Objective 1a:* In annual surveys, school staff say that participants improve academically.** The program director and previous program evaluator constructed seven survey items to elicit feedback from classroom teachers regarding their observations of regular program attendees improving academically. The seven survey items reflect positive student learning

practices. The number of students observed by grade level and had teachers individually completed a survey for each student is presented in Table 1.

Table 1: Regular Program Attendees Observed by Teachers

Survey Grade Level Participation.		
Grade Level	Number of Students Observed	Grade Level Observation Percent
Kindergarten	21	31%
1 st Grade	13	19%
2 nd Grade	12	18%
3 rd Grade	12	18%
4 th Grade	4	6%
5 th Grade	5	8%
Total Observed	67	*79%

*Teacher observation survey was completed for 79% (67) of the 83 regular program attendees.

The teachers observed regular program attendees' homework completion behavior and, Table 2 presents the teacher survey feedback. Teachers found that 78% of the students already had the desired behavior. Teachers indicated that 11 students had some level of improvement and 1 student slightly declined. Teachers stated that 3 students had no change.

Table 2: Teacher Survey – Student Homework Completion

Teacher Observation Survey Item: Turning in his/her homework.		
Grade Level	Number of Students	Response Percent
Did not need to improve	52	78%
Significant improvement	3	5%
Moderate improvement	2	3%
Slight improvement	6	9%
No change	3	5%
Slight decline	1	2%
Moderate decline	0	0%
Significant decline	0	0%
Total Observed Students	68	

Table 3: Teacher Survey – Student Homework Quality

Teacher Observation Survey Item: Completing homework to your satisfaction.		
Grade Level	Number of Students	Response Percent
Did not need to improve	48	72%
Significant improvement	3	5%
Moderate improvement	5	8%
Slight improvement	5	8%
No change	5	8%
Slight decline	1	2%
Moderate decline	0	0%
Significant decline	0	0%
Total Observed Students	67	

The teachers observed regular program attendees' quality of the homework completed and Table 3 presents the teacher survey feedback. Teachers found that 72% of the students

already had the desired homework quality. Teachers indicated that 13 students had some level of improvement and 1 student slightly declined. Teachers stated that 5 students had no change. The two homework survey items indicated that program students already exhibited positive homework behaviors and 69% of the students being observed are within grades K, 1, and 2 that often do not have significant homework requirements. Therefore, the teacher homework behavior observations, Table 2 and Table 3, indicated most students already possessed the necessary individual homework efficacy. It also indicated that the few remaining students not already possessing the desired behaviors had a 70% improvement rate during the school year.

The teachers observed regular program attendees' participation in class and, Table 4 presents the teacher survey feedback. Teachers found that 59% of the students already had the positive participation habits. Teachers indicated that 17 students had some level of improvement and teachers stated that 10 students had no change.

Table 4: Teacher Survey – Participation in Class

Teacher Observation Survey Item: Participating in class.		
Grade Level	Number of Students	Response Percent
Did not need to improve	39	59%
Significant improvement	3	5%
Moderate improvement	7	11%
Slight improvement	7	11%
No change	10	15%
Slight decline	0	0%
Moderate decline	0	0%
Significant decline	0	0%
Total Observed Students	66	

The teachers observed regular program attendees' volunteering in class and, Table 5 presents the teacher survey feedback. Teachers found that 79% of the students already had the positive volunteering habits. Teachers indicated that 14 students had some level of improvement. Volunteering is also an indicator that students are engaged and desiring to support learning. Again, it is important to note that many of the students within the survey are early elementary grade students that are more likely to exhibit these positive behaviors.

Table 5: Teacher Survey – Volunteering

Teacher Observation Survey Item: Volunteering		
Grade Level	Number of Students	Response Percent
Did not need to improve	53	79%
Significant improvement	0	0%
Moderate improvement	2	3%
Slight improvement	12	0%
No change	0	18%
Slight decline	0	0%
Moderate decline	0	0%
Significant decline	0	0%
Total Observed Students	67	

The teachers observed regular program attendees' class attendance and, Table 6 presents the teacher survey feedback. Teachers found that 87% of the students already had the positive

attendance habits. Teachers indicated that 2 students had some level of improvement and teachers stated that 7 students had no change.

Table 6: Teacher Survey – Attendance

Teacher Observation Survey Item: Attending class regularly.		
Grade Level	Number of Students	Percent
Did not need to improve	58	87%
Significant improvement	0	0%
Moderate improvement	1	2%
Slight improvement	1	2%
No change	7	10%
Slight decline	0	0%
Moderate decline	0	0%
Significant decline	0	0%
Total Observed Students	67	

The teachers observed regular program attendees' being attentive in class and, Table 7 presents the teacher survey feedback. Teachers found that 54% of the students already had the positive participation habits. Teachers indicated that 15 students had some level of improvement and 5 students had some level of decline. Teachers also stated that 11 students had no change.

Table 7: Teacher Survey – Students Being Attentive

Teacher Observation Survey Item: Being attentive in class		
Grade Level	Number of Students	Response Percent
Did not need to improve	36	54%
Significant improvement	1	2%
Moderate improvement	5	8%
Slight improvement	9	13%
No change	11	16%
Slight decline	4	6%
Moderate decline	1	2%
Significant decline	0	0%
Total Observed Students	67	

Table 8: Teacher Survey – Student Academic Performance

Teacher Observation Survey Item: Academic performance		
Grade Level	Number of Students	Response Percent
Did not need to improve	28	42%
Significant improvement	5	8%
Moderate improvement	14	21%
Slight improvement	13	19%
No change	6	9%
Slight decline	1	2%
Moderate decline	0	0%
Significant decline	0	0%
Total Observed Students	67	

The teachers observed regular program attendees' academic improvement and, Table 8 presents the teacher survey feedback. Teachers found that 42% of the students already had the positive participation habits. Teachers indicated that 32 students had some level of improvement and teachers shared that 1 student had some level of decline. Teachers also stated that 6 students had no change.

The objective is "school staff say that participants improve academically" and Tables 2, 3, 4, 5, 6, 7, and 8 present the teacher observation responses. The survey observations included 67 of the 83 regular program attendees. The positive learning characteristics surveyed represent the stakeholder's perspective of key student habits for academic success. The program director and evaluation team's overall conclusion from the survey feedback was teachers perceive students had improved academically. The majority of the teacher observation responses were students already had the positive characteristic. The program leader and evaluation team recognized that 68% of the students observed were from grades K, 1, and 2. These grade levels have fewer demands on students to be self-motivated and self-directed learners. The summary finding is, on average across the seven items, 67% of the students already had the positive characteristics, 22% of the students observed improved, 9% remained unchanged, and 2% declined. The program director and evaluation team found a 15:1 ratio between students improving and declining academically. This overwhelming positive ratio was a determining factor for the program director and evaluation team to conclude that Objective 1a had been met.

Objective 1b: Participants' literacy and math achievement increase as measured by grades, FAST universal screener scores, and other Bettendorf Community School District assessments. Program director and evaluation team found evidence that the program literacy and math achievement increased using a standardized assessment measure.

Table 9: FAST Reading Regular Program Attendees and Non-Program Students

School Year Participants Grade Level	Steamer Success Academy		Non-Program Attendees Mark Twain	
	No.	Per Pupil Growth	No.	Per Pupil Growth
Kindergarten, <i>COMP-K</i>	21	34	29	33
Grade 1, <i>COMP-1</i>	14	29	32	28

CBM-R Assessment:

Grade 2	16	45	38	41
Grade 3	10	31	30	40
Grade 4	8	27	43	30
Grade 5	9	31	44	30
Grades 2-5, <i>CBM-R</i>	43	35	155	35

aReading Assessment:

Grade 2	16	19	37	17
Grade 3	9	10	29	12
Grade 4	5	4	39	9
Grade 5	8	13	37	6
Grades 2-5, <i>aReading</i>	38	13	142	11

The literacy and math grade level achievement increase evidence is presented in Table 9 (reading) and Table 11 (math). Table 9 and Table 11 are evidence that Objective 1b was met. All grade levels had a positive literacy (33 points) and math (4.9 points) per pupil average growth rate. The regular program attendees were compared to the non-program Mark Twain students. The project director and evaluation team found each group had comparable averages. The evaluation team conducted analyses to determine if the point differences were noteworthy and evaluation team found only small effect sizes. It was difficult to compare grade level differences because, especially grades 3, 4, and 5, had such small student numbers. It was difficult to draw any program conclusions based on quantitative analyses. The program director and evaluation team agreed that two years of program data and a student by student qualitative achievement performance review may render more program performance information in future years than the initial start-up year.

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 director 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.

Table 10: FAST K-1 earlyReading and Composite Assessment Subtests

FAST Reading Subtests	Kindergarten			1 st 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		

Mark Twain 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 multi-tiered system of supports (*MTSS* or Iowa's *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 director 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. Table 9 presents Mark Twain school year regular program attendees and non-program attendees literacy

performance comparison. Table 10 provides the literacy assessment performance skills measured by the *FAST* assessment.

Table 11 presents the *FAST* mathematics performance assessment, *earlyMath*. The assessment is designed to screen and monitor kindergarten and 1st grade. The *earlyMath* 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. Table 11 also presents grades 2-5 math assessment, *CBMMath*. It is designed to universally screen and 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.

Table 11: *FAST aMath* Regular Program Attendees and Non-Program Students

School Year Participants Grade Level	Regular Program Attendees		Non-Program Attendees Mark Twain	
	No.	Per Pupil Average	No.	Per Pupil Average
Kindergarten	23	3.6	27	4.0
Grade 1	13	6.4	31	6.1
Grade 2	17	5.2	39	6.2
Grade 3	10	4.2	25	6.3
Grade 4	7	6.9	40	7.5
Program Total	70	4.9	162	6.2

The program director and evaluation team found all grade levels had a positive mathematics average per pupil growth rate using the *FAST* assessment (Table 11). The grade level growth rates were comparable between the Mark Twain school year regular program attendees and the non-program attendees. The program director and evaluation team will complete more analyses on these data each year to determine if a performance trend emerges. The program director, program staff, principal, and teachers will have opportunities to use their year one success to develop a stronger program each year. The neighboring district elementary, Neil Armstrong, another 21st Century Grant recipient experienced more success during year two after its year one start-up. The program director and evaluation team will work together to facilitate an active conversation to address further development of a strong *MTSS* system within Mark Twain Elementary School. The outcome is strengthen the *MTSS* system by integrating a strong before and after school program as well as the summer program to meet some of the students' academic intervention needs.

Objective 1c: Literacy and math proficiency increase by at least 5% (Iowa Assessment Scores).

The evaluation team found only 14 students that had sufficient data to tabulate. The reading outcome was 2014-2015 had 7 proficient and 7 not proficient. 2015-2016 had a positive change of 1 additional student becoming proficient. (2015-2016 = 8 proficient and 6 not proficient) Thus, *Iowa Assessment* reading had a 7% increase. The mathematics outcome was status quo with 9 students being proficient and 9 students being not proficient each year. The evaluation team suggests dropping the *Iowa Assessment* and using the *FAST* reading and math assessment. Given the data available the program director and evaluation team concluded Objective 1c had been met. This conclusion was validated based on the *FAST* achievement growth data.

Iowa State Board of Education has approved *Smarter Balance* as the new state assessment and *Iowa Assessments* will no longer be the state's reading and mathematics accountability measure. The evaluation team advised the program director to use the *FAST* standardized reading and mathematics assessment and not use the *Iowa Assessments*. The evaluation team also suggested the program director, program staff, principals, and advisor committee review Objective 1b and 1c to address these outcomes and align these outcomes to current Iowa assessment reading and mathematics practices.

Goal 2: Increase student, parent, and school staff communication to improve student success. The program director and evaluation team found evidence that Steamer Success 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 concluded the second goal a qualitative program implementation expectations.

Objective 2a: At least 20 families at Mark Twain Elementary attend Family Literacy events regularly. The program held three literacy nights. March 2, 2016, 45 families attended the "Dr. Seuss" night. April 6, 2016, 25 families attended the "Camp Out for Literacy" night. May 19, 2016, 22 families attended the "Luau for Literacy" night. The three literacy nights exceeded Objective 2a expectation. The program director and evaluation team agreed it may be helpful to hold the literacy nights during the winter months. The year one start-up implementation delayed the planning to later in the school year and participation declined as spring time weather emerged. The program director indicated that an additional literacy night will be added during 2016-2017, a parent survey will be used to identify dates and times to increase family participation and the survey will also be used to gather ideas relating to themes and activities for these family nights.

Objective 2b: Steamer Success Academy parents collaborate with teachers in cooperative IAP goal setting. At the beginning of the school year, Steamer Success Academy staff collaborated with teaching staff and literacy coaches to determine which students are identified for additional academic assistance in either reading/math or both. Once students are identified, the program director collaborates with both teachers and parents to discuss their child's participation and math/reading goals set during tutoring time, as well as discuss *ST Math* (individualized adaptive instructional software) goal progress as necessary. Program director, program staff, and classroom teachers identify students needing additional reading assistance. These teachers collaborate with students and parents to establish an Individual Afterschool Plan (IAP). Program staff and teachers work together to implement the IAP and teachers share student

progress with parents during the two school year parent-teacher conferences. Program director reported the IAP collaboration goal setting process was completed during year one.

Objective 2c: Parents, students, school staff, partners, and other community members contribute to the program’s advisory committee. The stakeholder groups did not meet formally during 2015-2016. The principal and program director collaborated with various parents, school staff, partners, and other community members individually regarding specific agenda items in regard to program planning, input, and ideas. Collaboration examples are: meeting with Bettendorf Parks and Recreation to organize summer program activities; sharing and instructional planning with teachers and literacy coaches regarding student literacy performance; and working to coordinate student activities with Putnam, Family Museum, Bettendorf Public Library, Bettendorf Fire and Police Departments. The collaboration supported the delivery of STEM, field trips, safety programs, science, and literacy events. The program director used focus groups with students and parents to generate program ideas and input as well as communication tools to keep everyone fully informed.

The program director and evaluation team will organize an advisory committee meeting during the winter to share the year one local evaluation report. The meeting will generate a plan to gather input from all stakeholders regularly and the evaluation team will support the gathering, tabulation, and analyses of these communication practices.

Goal 3: Increase student attachment to education, their peers, adults, and the community. The program director and evaluation team found evidence that Steamer Success Academy successfully met the increasing student attachment/engagement to education, their peers, adults, and the community goal. The program met the qualitative objectives that relate to program implementation outcomes.

Objective 3a: At least 30 children at Mark Twain Elementary participate in a service learning project. All school year students (85) participated in the following service learning projects: Reading Buddies; Food Drive; Student Tutoring; and Playground Clean, Reduce, Reuse, and Recycle projects. The 100% participation rate, 85 students, exceeded the Objective 3a expectation of 30 students.

Objective 3b: At least 75% of participants report that the program is “fun” and they like to attend. The program director reported that her student focus group feedback included the following words to describe the program “fun, happy, awesome, learning, cool, great, recess, amazing, crafts, field trips, and nice.” Evaluation team added that the 76% of the students during the school year attend 90 or more days is another indicator that students and parents find the program to be beneficial. The program director indicated that the focus group feedback validated the 75% of participants report that the program is “fun” and they like attend was met.

Objective 3c: 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 director reported the survey findings found in Table 12, Table 13, and Table 14. The teacher observation feedback indicated if Table 12, Table 13, and Table 14 are averaged is: 27% of the school year regular attendees improved; 10% of the school year regular attendees did not change; 3% of the school regular attendees declined; and 59% of the school year regular attendees did not need to improve. Therefore, program director and evaluation team concluded Objective 3c had been met because students improved by an 8:1 ratio (55:7).

Table 12: Regular Program Attendees Observed by Teachers

Teacher Survey: Behaving well in class		
Grade Level	Number of Students	Percent
Did not need to improve	37	55%
Significant improvement	2	3%
Moderate improvement	4	6%
Slight improvement	13	19%
No change	7	10%
Slight decline	4	6%
Moderate decline	0	0%
Significant decline	0	0%
Total Observed Students	67	

Table 13: Regular Program Attendees Observed by Teachers

Teacher Survey: Coming to school motivated to learn.		
Grade Level	Number of Students	Percent
Did not need to improve	40	60%
Significant improvement	1	2%
Moderate improvement	6	9%
Slight improvement	11	16%
No change	7	10%
Slight decline	2	3%
Moderate decline	0	0%
Significant decline	0	0%
Total Observed Students	66	

The teacher feedback reported that 59% of the school year regular program attendees “did not need to improve” and evaluation team suggested that 51% of the students observed were in kindergarten and 1st grade. These early elementary students are beginning their school years and it is less likely that they have developed extreme behavior problems, are not motivated to learn, or are unable to get along. It was also speculated these early elementary students have fewer independent learning expectations and may find school a new adventure/exciting. The program director and evaluation team will further examine the teacher survey feedback after year two with the classroom teachers to explore the early elementary grade feedback.

Table 14: Regular Program Attendees Observed by Teachers

Teacher Survey: Getting along with others		
Grade Level	Number of Students	Percent
Did not need to improve	41	61%
Significant improvement	3	5%
Moderate improvement	5	8%
Slight improvement	10	15%
No change	7	10%
Slight decline	1	2%
Moderate decline	0	0%
Significant decline	0	0%
Total Observed Students	67	

The Mississippi Bend Area Education Agency Evaluation Team presented the local evaluation report and assisted the program director 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
Faith Koger, Information Specialist, fkoger@mbaea.org
Jessica Giovannini, Information Specialist, jgiovannini@mbaea.org

c. Recommendations for objectives.

The program director 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 Steamer Success Academy students aligned with the *MTSS* approach to extend individualized learning opportunities.
- Organize the advisory committee to provide input and recommendations as well as develop formal stakeholder input practices.
- Have an exploration into a more systematic data gathering, tabulation, and analyses to improve program decision-making regarding Goal 2 and Goal 3. The evaluation team will assist in the development of these practices.
- Have the advisory committee revisit Objective 1c. The evaluation team suggested that Objective 1b and 1c be combined using the *FAST* assessment.

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

d. Recommendations for future plans for change.

Lisa Raya, Program Director, has a new evaluation team because the former program evaluator died after a battle with cancer. The program director and new evaluation team have recently collaborated to complete the 2015-2016 local grant report. The program director will meet with the advisory committee early 2017 to share the local evaluation report and organize future meetings.