

**Chesapeake Multicultural Resource Center
(ChesMRC)
Afterschool Initiative:
2016 Interim Evaluation**

A 21st Century Learning Center Grant (MSDE #144796)

by
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August 22, 2016



Chesapeake Multicultural Resource Center (ChesMRC) Afterschool Initiative: 2016 Interim Evaluation

Executive Summary

Overview of Program

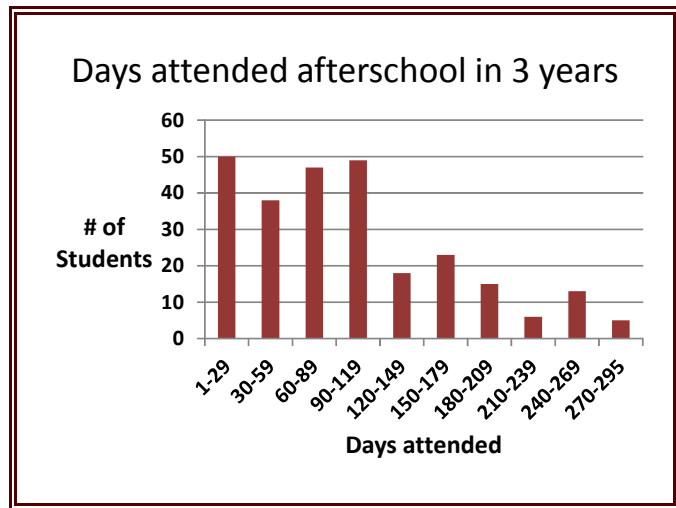
The Hispanic population was growing at a quicker rate in Talbot County than the rest of Maryland, and no programs had been designed to improve the educational level of the immigrant Hispanic families. Almost all Hispanic students at Easton Elementary School (EES) lived in low income families, and one-fifth of them failed to score at a proficient level in reading and mathematics. The Chesapeake Multicultural Resource Center initiated an afterschool program in September of 2012, and was awarded a five-year 21st Century Community Learning Center grant by the Maryland State Department of Education (MSDE) beginning in school year 2013-2014. This report summarizes and evaluates the third year of the grant program.

Student Characteristics

The FY2016 afterschool program involved 140 students for at least one day, including 79 returning from a previous year and 36 who had attended in both previous years. The return rate of 53% in FY2016 was lower than the 73% return rate in FY2015. A total of 264 students has attended the afterschool program during the first three years, 149 attending for only one year. Two-fifths of the students ever involved in the afterschool were involved during their first grade, and one-fifth during their second grade. Only one in seven was involved during their fifth grade. Over half (58%) of the students were girls, three-fourths (77%) were Hispanic, almost all (95%) came from poor families and received Free And Reduced-price Meals at school, two-thirds (67%) received English Language Learners services, and one-tenth (9%) received Special Education services. The 140 students in the FY2016 afterschool program came from 109 families, with the names of both fathers and mothers recorded for three-fourths of them.

Program Processes

The afterschool program met for 99 days in FY2014, 102 days in FY2015, and 107 days in FY2016. No student attended all 308 days, but five attended 270-295 days. (See **chart**.) At the other end, one-fifth of the students (50) attended less than 30 days during the three years, and would not be considered regular attenders by MSDE. Since less than half of the students attended afterschool for more than one year, the



numbers for each of the six 30-day categories of 120 days and above are smaller than those for the categories below 120 days.

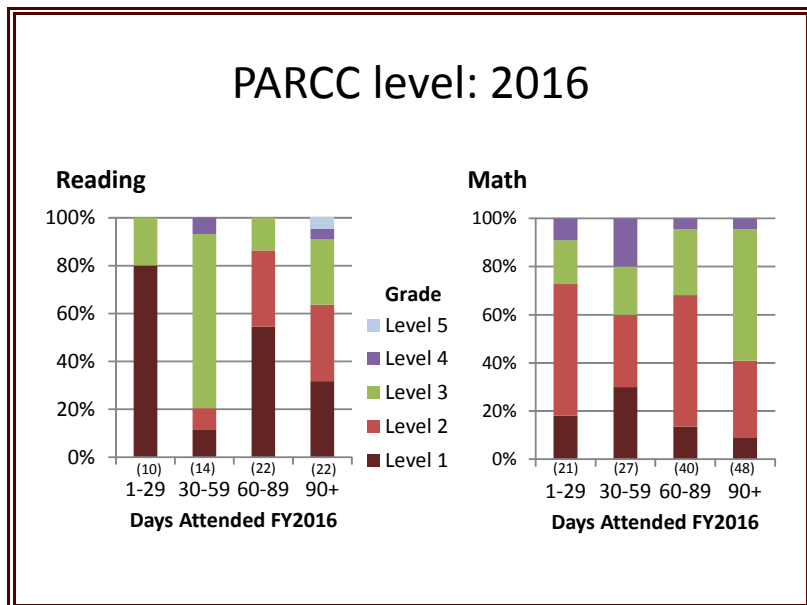
Parent Involvement

Parents in 53% of the FY2016 families were involved in one of the activities associated with the afterschool program that involved their children: scouting, soccer, and the resource center. This is down from 69% in FY2015. Parental involvement in scouting increased their students' afterschool attendance by 21 days. An eighth of the families participated in the citizenship ESL, two-fifths had mothers taking regular ESL classes, and one-tenth had fathers taking ESL classes. Mothers' level of English and participation in ESL classes did not appear to affect students' afterschool attendance or academic achievement in previous years, but appeared in the third year to increase the improvement in students' reading benchmark scores and in their math PARCC scores.

Academic Outcomes

The afterschool program set its goal for students at 70% of those participating for five years would move from basic to proficient on the standardized English and math assessments. This goal was set before Maryland switched from the Maryland School Assessment (MSA) to the Partnership for Assessment of Readiness for College and Careers (PARCC). The reading and Math MSAs were administered in 2014 to students in grades 3-5. The PARCCs were tested in 2015 for the same grades, but scores were not available for individual students. The individual PARCC scores became available in 2016. However, no student had previous PARCC scores as a basis for assessing progress, MSA scores are not comparable to PARCC scores, and the MSA score groupings for Basic, Proficient, and Advance do not necessarily capture the same information as the PARCC score groupings for Levels 1-5. Some information, though, suggests the afterschool program may be helping students.

One-tenth or fewer of the afterschool students in grades 3-5 met grade-level expectations (Level 4 and 5) on the English and math PARCC assessments in 2016. This compares to about one-third of Easton Elementary School students in 2015 who met grade-level expectations. Afterschool attendance did not show a simple relationship with PARCC scores (see **chart**), but did show an increase in the English PARCC scores after the



fall English benchmark was controlled. The scores on the math PARCC appear to improve as the number of ESL hours the mother had taken increased. The relationship is complex, however, and will need further study next year. Hopefully, most of the 14 third grade and 10 fourth grade students who have been in the afterschool program for three years will enroll for the fourth year to provide sufficient information to evaluate the long-term effect of the program..

The afterschool program had a second goal of engaging parents in English literacy. It set a target for each year that half of the parents will advance one ESL ability-level in English. Though the target appears high, there is some indication that parental English levels and their participation in ESL classes has some effect on student academic achievement.

Based upon these summaries, the evaluator extends his recommendations from the previous years:

Recommendation 1. Concentrate on recruiting students for the coming year's afterschool program among those who attended the afterschool program in prior years.

Recommendation 2. Continue to encourage parents, particularly mothers, to take ESL classes to improve their English abilities.

Recommendation 3. Now that the standardized PARCC scores have become available for students in grades 3-5, obtaining the 2017 scores for all students who have ever been in the afterschool program and are still at EES would lend greater confidence on evaluating the cumulative effects of the afterschool programs on students' academic achievements.

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Program Overview

Background

Talbot County, Maryland, has a Hispanic population that is growing faster than in the rest of Maryland. Studies have shown that immigrant children who are not engaged academically by the third grade have a high probability of dropping out of high school and engaging in risky behavior. Low income is also a risk factor in academic achievement. Easton Elementary School (EES) has both a large Hispanic enrollment and low income families. While half of all students at the school are registered in the Free and Reduced Meal (FARM) program, almost all of the Hispanic students receive FARM. In 2012, one-fifth of the Hispanic students failed to score at a proficient level in reading and mathematics, and half failed to score at a proficient level in science. No programs had been designed to provide extra academic help to Hispanic students at EES or to engage their immigrant families in ways to assist their children. The Chesapeake Multicultural Resource Center (ChesMRC) provides services to Hispanic families and initiated an afterschool program in September of 2012. It received a five-year 21st Century Community Learning Center (21st CCLC) grant by the Maryland State Department of Education (MSDE) to expand this program beginning in school years 2013-2014 (FY2014). This report documents and evaluates the third year of the grant program (FY2016), with some analysis for the combined first three years of the program (FY2014-FY2016).

The ChesMRC contracted with Bonham Research to evaluate its afterschool program. Bonham Research has been the independent evaluator for the Caroline County Lifelong Learning Partnerships 21st Century Community Learning Center grants since FY2006, the afterschool program of the Baltimore County Local Management Board (FY2001-2005), the English Language Learners (ELL) program of the Baltimore County Public Schools (FY2005), the improvements in the Baltimore City Public School System (FY2008), and the Baltimore County Public Schools' master plan implementation (FY2008). Dr. Gordon Scott Bonham, the evaluator, earned his Ph.D. in sociology from the University of Michigan (Ann Arbor) in 1971, and has conducted applied health and social research and evaluation with the National Center for Health Statistics, the University of Louisville, and Towson University before establishing Bonham Research.

Matthew R. Peters, the director of ChesMRC, provides the overall coordination of the afterschool and parent programs, is the administrative link between ChesMRC and Bonham Research, and provided the data on parents. Carolyn Johnson, the Academic Coordinator for the afterschool program, is on the staff of the Talbot County Public Schools and who provided the academic data for this evaluation. Melissa Meyers maintains the database for the program and provided the afterschool attendance data.

The ChesMRC incorporated research-proven aspects of other programs to develop a program to effectively reach out to the immigrant community and integrate its people into a successful and productive afterschool program. These include being culturally sensitive, being aware of personal and family responsibilities, subsidizing the cost of participation, addressing language

and communication barriers, and gaining the trust of parents. Additional academic assistance has been shown to improve reading scores for children of immigrants since school ELL programs often substitute English instruction for standard curriculum content. Additionally, the ChesMRC afterschool program involves parents in the educational process--parents who have low English skills, have completed an average of four years of schooling in their countries of origin, and who might be illiterate in their native language.

Goals and Objectives

The ChesMRC afterschool program at EES had two goals for educational improvement. One was for students and one was for parents. The student goal specified the desired academic performance at the end of the five-year 21st CCLC grant, with objectives specified for each of the first four years. Some benchmarks were also identified that should indicate progress toward reaching each year's objectives.

Student Goal: By June 2018 70% of program's first cohort, students that have participated for 5 consecutive years in the 21st CCLC program, who started at a Basic level will score Proficient /Advanced on the 5th grade reading and math assessments (MSA or PARCC) and 60% will score at Proficient or Advanced in the 5th grade science assessment. And 95% of the program's first cohort that started at Proficient/Advanced will remain at this level.

Student Objective 1--By June of 2014, 30% of the students that have participated in the 21st CCLC program and began at a Basic level will score at Proficient/Advanced on the reading and math MSA.

Student Objective 2--By June of 2015, 40% of the students that have participated in the 21st CCLC program and began at a Basic level will score at Proficient/Advanced on the reading and math PARCC.

Student Objective 3--By June of 2016, 50% of the students that have participated in the 21st CCLC program and began at a Basic level will score at Proficient/Advanced on the reading and math PARCC.

Student Objective 4--By June of 2017, 60% of the students that have participated in the 21st CCLC program and began at a Basic level will score at Proficient/Advanced on the reading and math PARCC.

Student Benchmark 1--Individual Reading Inventory score improves over previous administration (Sept. & May).

Student Benchmark 2--Houghton-Mifflin Aligned Theme Test score in reading improves over previous administration (Oct.&Dec.)

Student Benchmark 3--Quarterly report card grades in reading show improvement in Jan., Mar. and June to a maximum of B or better in Reading, Math and Science.

Student Benchmark 4--Scores on teacher surveys improve over previous administration (Jan. & May).

Most of the parents (or adult caregivers) of students in the afterschool program did not have a good command of English which limited their ability to help their children with schoolwork. The program's goal for parents is improvement in their English skills by the end of the five-year grant, as well as attending sessions on how to help their children academically. The objectives for each year were essentially the same as the goal for the fifth year. Two benchmarks were specified that if met would be expected to result in meeting the year's objective.

Parent Goal: For every year of participation in the afterschool program, the English Proficiency level determined by guidelines developed by the Adult Education Department of Chesapeake College will increase by ONE level for 50% of the parents that do not have a proficient or advanced level of English. And 100% of the parents complete the 20-session Parent Literacy program developed by ChesMRC and partner organizations.

Parent Objective 1--By October 2013, 50% of parents at a basic level of English are enrolled into free, ESL classes provided by Chesapeake College or participating in ESL activities at the ChesMRC center.

Parent Objective 2--By September 2014, 50% of parents at a basic level of English are enrolled into free, ESL classes provided by Chesapeake College or participating in ESL activities at the ChesMRC center.

Parent Objective 3--By August 2015, 50% of parents at a basic level of English are enrolled into free, ESL classes provided by Chesapeake College or participating in ESL activities at the ChesMRC center.

Parent Benchmark 1--By September of each year, 100% of the parents sign commitments to participate in some form of adult education during the school year (i.e., ESL classes or training, participating in our Adult Literacy program, or choosing another adult educational program).

Parent Benchmark 2--By June of each year, parents have participated in at least 75% of the educational programming offered by ChesMRC, Chesapeake College, or another agency.

Program Plan and Expectations

The plan for the students' afterschool program involves two hours of math instruction and two hours of reading/language instruction per week. Certified teachers, mainly from within EES,

implement several evidence-based curricula with the help of a dedicated group of community volunteers and staff from ChesMRC. The math curricula uses *Moving with Math's* extension series which has students using manipulatives in every lesson to develop conceptual understanding and improve achievement. The reading/language component consists of project-based learning built on Common Core Standards and *ARC (American Reading Company) Research Labs*. The reading curriculum's focus is on STEM (Science, Technology, Engineering, and Math) themes in earth, physical, and life sciences. The academic instruction period is linked to an enrichment component using hands-on extensions from the *ARC Research Lab* as well as including educational materials from *Delta Education Science Module*. Both of these are all correlated with the Common Core standards for the State of Maryland. Volunteers from a partnership with the 4H provide hands on activities that include nutrition and health, coupled with engineering using Lego Robotics. Additional reading enrichment is provided by Junior Achievement, which helps students develop financial literacy and important social skills. The ChesMRC afterschool program hosts a number of activities to help students develop important social skills. It promotes and assists students and families to enroll in additional youth development programs, such as the YMCA, the Boy Scouts of America, the Girl Scouts of America, 4H Club, Talbot Mentors, sports teams, music programs, and art programs. All of these programs, along with Character Counts, promote self-confidence and character development in the students.

The afterschool program operates for up to 109 days from mid-September to the Memorial Day holiday. It takes place Monday-Thursday at the EES Dobson building from the end of the school day at 3:45pm until 6:15pm. Group size for the instruction period is limited to 15 students for each certified teacher who is assisted by an enrichment program leader, volunteers, and ChesMRC staff. The program schedule concludes with 15 minutes of guided homework completion. Parents are required to pick up their children after the homework time so students and staff can show the parents completed homework tasks and explain the remaining assignments to be finished at home with parental guidance. This provides opportunity for program staff to inform parents about their children's progress overall and to share important school and community information.

The parents of students participating in the ChesMRC afterschool program are expected to commit to their own educational development. Parents can opt to enroll in free ESL classes (English as a Second Language), GED classes provided by Chesapeake College, adult literacy or academic development program provided by other social service providers, or work independently at the ChesMRC Resource Center with the *Skills Tutor* program. ChesMRC staff use the *Parenting for Academic Success* curriculum that covers a diverse array of topics designed for parents who are nonnative speakers of English, and which increases their abilities to support the language and literacy development of their children. Parents are also required to volunteer at least one hour per month to help at the afterschool program.

Partnering with the ChesMRC are Easton Elementary School, Talbot County Public Schools, Chesapeake College, Salisbury University, Talbot County Judy Center, Talbot Partnership, Boy Scouts of America, University of Maryland Extension, Junior Achievement of Delmarva,

Character Counts Mid-Shore, Talbot Family Network, Talbot Department of Health, and Maryland Food Bank.

Evaluation Data and Methods

The evaluation measures whether the program met its specific goals, objectives and benchmarks. In addition, the discussion addresses broader questions about the value of the program using all available data, not just the data that specifically relate to the goals and objectives. The following measures and tests were used for the evaluation:

Student characteristics:

- Gender;
- Grade level;
- Race and ethnicity: African American, Asian, white-Hispanic, white non-Hispanic (students with multiple race and ethnicity designations in FY2016 were assigned to the group in the shown order);
- FARM (Free and Reduced-price Meals) program during any year in the program;
- ELL (English Language Learner) services during any year in the program;
- SPED (Special Education) services during any year in the program.

Student academic proficiency:

- Science MSA (Maryland School Assessment) scale scores and proficiency level for students in grade 5 are available for 2015 and 2016: Basic (<391), Proficient (391-466), and Advance (467+);
- Reading and math PARCC scores are available in 2016 for students in grades 3-5: Level 1 (650-699), Level 2 (700-724), Level 3 (725-749), Level 4 (750-784), and Level 5 (785-850);
- Reading/language arts and math final report card scores range from 50 to 100. They are available for FY2014 at grade levels 3-5 and for FY2015 and FY2016 at grades 1-5. The three grade categories for students in grades 1-2 were assigned numeric values as follows: Beginning (50), Developing (60) and Secure (70). Scores for grades 3-5 qualified by “modifications” were treated the same as those without the qualification;
- Rigby Informal Reading Inventories (IRI) and math benchmarks in October and May are used to identify progress during the year for all students. The school uses the IRI for the reading benchmarks with scores ranging from 0 to 33. Although the IRI scores are basically ordinal, they are treated as interval measures for the analysis in this report. The math benchmark has scores ranging from 0 to 100 which are assumed to be interval for the analysis in this report.

English skills of parents:

- ESL (English as a Second Language) test levels of Low Beginner, High Beginner, Low Intermediate, High Intermediate, Advance, and Fluent are only available for parents in the years they took ESL classes;
- Parent involvement in Citizenship ESL is available for FY2016.

Student afterschool participation:

- The actual number of days attended is used in this report for calculation of means, correlations and regressions;
- Since “regular attenders” are defined by MSDE as attending 30 days or more per year, days attended are summarized in 30-day categories.

Adult participation:

- The number of hours the mother and the father attended ESL classes is available for all three years;
- Involvement by a parent in Boy Scouts and Girl Scouts are available separately in FY2015 and combined in FY2016. Parent volunteering in Resource Center is available in FY2015 and FY2016. Parental volunteering in soccer is available in FY2016.

Statistical procedures and test

- Statistical processing and testing used GNU PSPP (statistical analysis software). Two-tailed tests of significance are used when the directions of relationships (positive or negative) are not assumed. For the hypothesis that attendance increases academic performance, a one-tail test is used. A probability of error of 5% or less ($p = .05$) is used for all tests of statistical significance;
- Relationships shown by cross-tabulating two nominal variables are tested with chi-square statistic when one of the variables has three or more categories, and with a percent t-test when both variables have two categories;
- Differences among categories of nominal variables in the means of a dependent variable is tested using analysis of variance (ANOVA);
- Relationships of two ordinal or interval variables uses Pearson’s bivariate correlation to test for statistical significance;
- Multiple regression to test for the additional contribution of each interval (or dichotomous) independent variable in predicting an interval dependent variable measured as an interval or dichotomous measure according to a hypothesized cause and effect model. The F-statistic test the significance of the overall model and the t-statistics tests for significance of each independent variables contribution. All variables with significant bivariate correlations with the dependent variables are initially included, and then excluded stepwise until all remaining variables have significant t-statistics;
- Path analysis is based up successive multiple regressions.

Findings

Student Enrollment

The ChesMRC afterschool program planned for 105 students in the first year, 120 in the second, and 135 in each of the following years. With attrition, it enrolled 135 students at some point during FY2014, 140 students during FY2015, and 140 students during FY2016. (See **Figure 1**.) A total of 264 students experienced the afterschool program during the first three years. Slightly

Characteristic	Enrolled during			Ever Enrolled	Years enrolled		
	FY14	FY15	FY16		1	2	3
<i>Number</i>	(135)	(140)	(140)	(264)	(149)	(79)	(36)
Total	100%	100%	100%	100%	100%	100%	100%
<i>Gender</i>							
Female	56%	61%	53%	58%	60%	58%	50%
Male	44%	39%	47%	42%	40%	42%	50%
<i>Race/Ethnicity</i>							
African American	11%	9%	19%	15%	20%	6%	14%
Asian	4%	0%	2%	2%	3%	3%	0%
Hispanic	80%	84%	72%	77%	72%	86%	78%
White, non-Hispanic	4%	6%	6%	6%	6%	4%	8%
Other, missing	1%	1%	1%	1%	0%	1%	0%
<i>Grade</i>							
First	31%	25%	19%				
Second	23%	24%	27%				
Third	16%	20%	20%				
Fourth	15%	20%	19%				
Fifth	16%	11%	14%				
<i>FARM^b</i>							
Yes	97%	97%	95%	95%	93%	99%	98% ^b
No	3%	3%	5%	5%	7%	1%	3% ^b
<i>ELL^b</i>							
Yes	86%	77%	64%	67%	57%	84%	72% ^b
No	14%	23%	36%	33%	43%	16%	28% ^b
<i>Special Ed^b</i>							
Yes	11%	11%	11%	9%	6%	14%	14% ^b
No	89%	89%	89%	91%	94%	86%	86% ^b

Figure 1. Student characteristics by enrollment

over half (56%) attended during only one of the three years, 39% attended two of the three years, and 14% attended all three years. However, since the program is only for students in grades 1-5, fifth grade students in one year are not eligible to be in the program the following year. Three-fourths (74%) of the students in grades 1-4 who attended in FY2014 returned for the F2015 program, but just over half (54%) of the students in grades 1-4 who attended in FY2015 returned for the FY2016 Afterschool program.

Over half (58%) of the students who attended the Afterschool program were girls, although the percent varied from year to year. Among those who had attended all three years, half were girls. About three-fourths of the students who attended the Afterschool program were Hispanic, but,

Hispanic students were more represented in the first two years than in the third. Most of the remainder were African American, and their percentage almost doubled in the third year.

The percent of the afterschool students in the first grade declined over the three years from 31% to 19%. Part of this reflects the desire of the program to have students in grades 1-4 return for the next year, which put some constraints on the number of first grade students who could participate. Year in school is a characteristic that changes every year, so the columns related to multiple years have little meaning and percentages are not shown. However, of the 42 first grade students who attended the afterschool program in FY2014, 16 (38%) were still attending the program in FY2016 and are the maximum number that have the possibility of attending all five years of the grant. Among the 32 second grade students who attended in FY2014, 8 (25%) were still attending in FY2016 and can possibly attend the four years of the grant during which they are eligible. Among the 22 third grade students in FY2014, 12 (55%) attended all three of the years in which they were eligible—they will be in middle school in FY2017. Thus of the 36 students who had attended for three years, 44% first attended as first graders, 22% first attended as second graders, and 33% first attended as third graders.

Almost all the students in the afterschool program received free and reduced-priced meals (FaRMs) through the school (95%-97%). Two-thirds of the students received English Language Learner (ELL) services from the school, but the percentages declined from 86% in FY2014 to 64% in FY2016. Students who attended the program for multiple years were more likely to be ELL students than those who only attended one year. About one-tenth of the students received Special Education (SPED) services from the school. Those who attended the program for multiple years were more likely to be in SPED than those who attended only one year.

Afterschool Groups

The FY2016 ChesMRC divided the afterschool students into eight groups, using a combination of the year in school and reading ability, similar to the process used successfully in the previous year. The 27 first grade students were primarily divided between Group 1 and Group 2, with those in Group 1 having lower fall Rigby Informal Reading Inventories (IRI) scores. (See **Figure 2** for the reading benchmark and the

Group	Grade Level					Total
	First	Second	Third	Fourth	Fifth	
1	3.4 (14)		16.0 (1)			4.3 (15)
2	9.4 (12)	4.8 (4)	Na (1)			8.1 (17)
3		11.2 (17)				11.2 (17)
4		15.3 (16)				15.3 (16)
5	Na (1)		16.3 (9)	8.4 (7)	14.0 (1)	13.8 (18)
6			20.6 (10)	20.2 (7)	17.3 (3)	20.1 (20)
7			25.3 (7)	17.5 (8)	27.0 (2)	21.8 (17)
8		4.0 (1)		30.2 (5)	29.2 (14)	28.2 (20)
Total	6.0 (27)	12.0 (38)	20.2 (28)	19.0 (27)	26.5 (20)	15.9 (140)

Figure 2. Fall 2015 IRI scores by grade level and afterschool group

number of students in parenthesis.) Second grade students at beginning reading levels were also place in Group 2, while those further along in reading were primarily divided into Group 3 and

Group 4. Students in grades three, four and five were divided among the other four groups, with two exceptions. Group 5 included the poorest readers in grades 3-5 and Group 8 the best readers.

Student Attendance

The afterschool program operated for 107 days between September 21, 2015 and May 18, 2016. This was up from 102 days in FY2015 and 99 days in FY2014. Attendance varied greatly from day to day, but was higher during the fall than during the spring. An average of 88 students attended the afterschool program in FY2016, slightly higher than the average of 82 students that attended in both FY2014 and FY2015. Fall attendance averaged 94 students in FY2016, 11 students more than in either FY2014 or FY2015. Spring attendance averaged 84 students in FY2016, only three students more than in the previous two years. (See **Figure 3.**) In the first

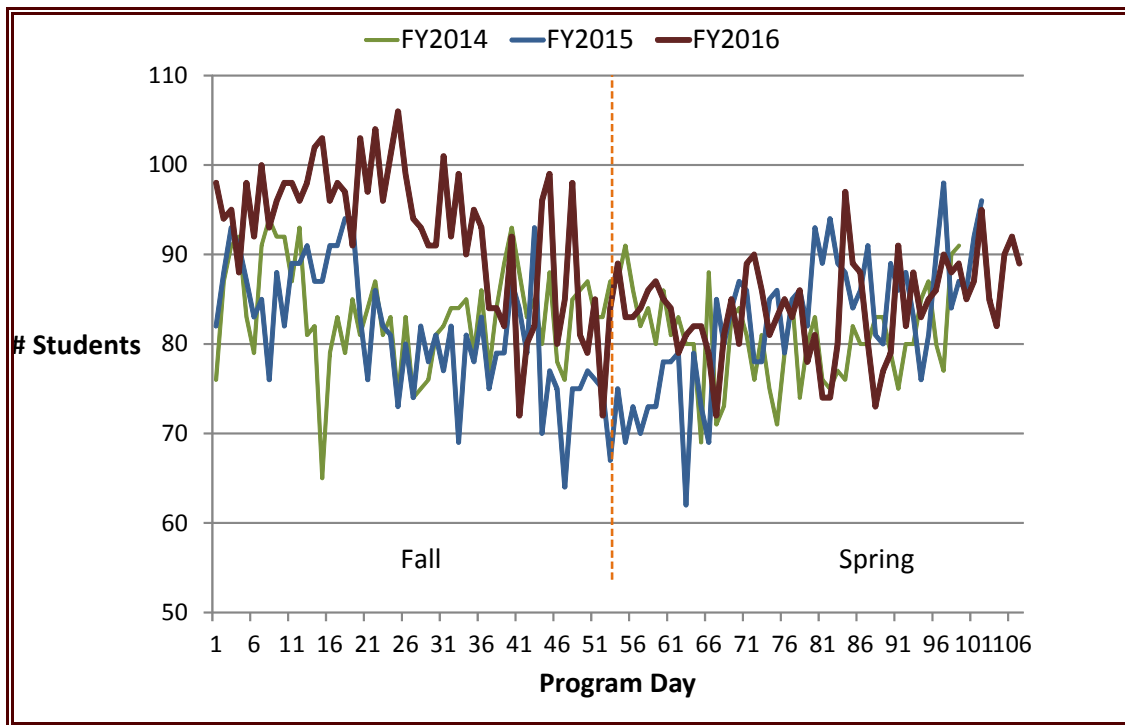


Figure 3. Number of students attending each program day, by year

year of the program, attendance peaked at 94 on the 8th program day and after four weeks had only daily variations around the overall mean. In the second year, attendance peaked at 94 on the 19th day of the program. In the third year, attendance peaked at 106 on the 26th day of the program. After the peak attendance in years two and three, attendance showed a general pattern of declined until the Christmas holiday break, then began to rise until the end of the spring term.

FY2014 afterschool students attended the program an average of 58 of the possible 99 days (59%). In FY2015 they attended an average of 59 of the possible 102 program days (58%). In FY2016 they attended an average of 67 of the possible 107 program days (63%). The average attendance of students in FY2015 varied by 36 days among the groups, from a low of 41 days in Group 6 to a high of 77 days in Group 8. (See **Figure 4.**) Because of this, the FY2015 report recommended the following:

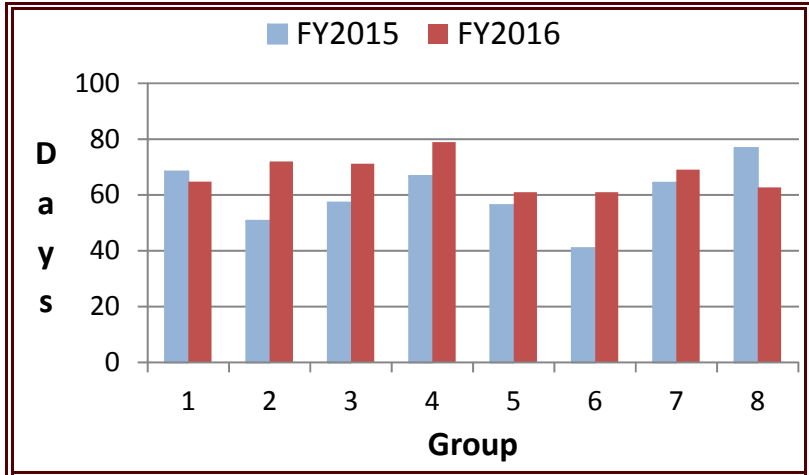


Figure 4. Average days attended by group and year

Review possible reasons why students in Groups 1 and 8 attended the afterschool program more days than students in the other groups, and determine if these reasons be extended to other groups.

The program apparently did this with an increase in the number and percent of days attended overall, and less variability among groups. Although the basis for forming the groups were similar to the previous year, student attendance in FY2016 varied by only 18 days from 61 days (Groups 5 and 6) to 79 days (Group 4). The greatest increase of 21 days occurred in Group 2 that primarily had the better first-grade readers.

The MSDE only counts students who attend 30 or more days of an afterschool program as “regular attenders.” Only 22 students (16%) in FY2016 would not be counted as regular students, compared to 31 students (22%-23%) in the previous two years. (See **Figure 5.**) Students were significantly more likely in FY2016 than in the earlier two years to have attended 90+ days (35%, 22% and 19%). The program was 5-8 days longer in FY2016, so there was a better chance of attending 90 or more days.

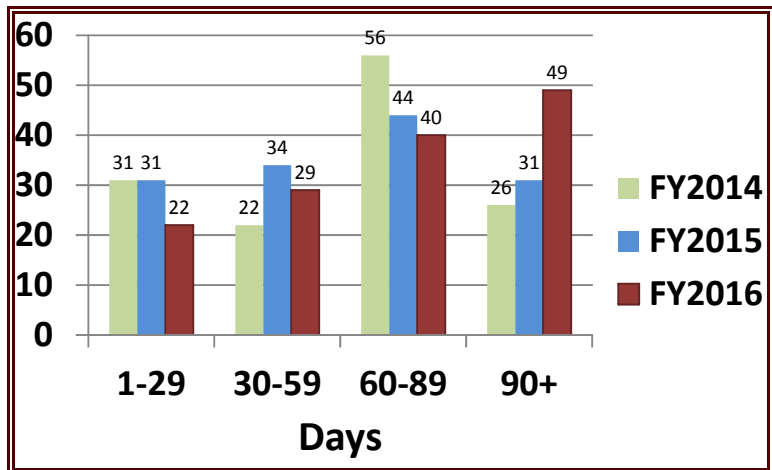
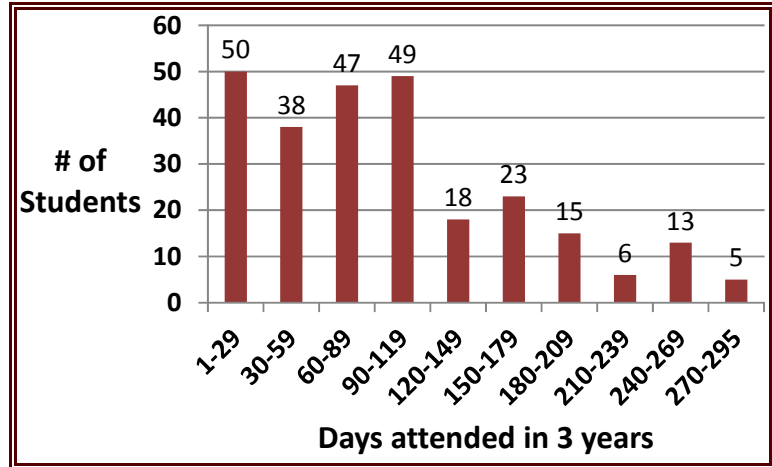


Figure 5. Number of students by days attended and year

The afterschool program operated for 308 days when FY2014, FY2015 and FY2016 are combined. The maximum any student attended was 298 days, or 96% of the time. (See **Figure 6**.) One-tenth (9%) of the students attended 210 days or more, all of them after their third year in the program. Two-tenths (21%) attended 120-209 days, which includes half of those who attended two years and the rest of those who attended three years.



Half (51%) of the students attended 30 to 119 days, the majority of whom attended only one year. One-fifth of the students (50 of 264) attended the afterschool program for less than 30 days and would not be counted as “regular attenders.” All of these students attended in only one year: 19 in FY2014, 15 in FY2015 and 16 in FY2016.

Figure 6. Number of students by days attended in 3 years

Parental Involvement

The 140 students enrolled in the FY2016 afterschool program came from 109 families. All but three children (who had different last names) had names of parents recorded. Three-fourths (75%) of them had the names of both parents recorded, 21% had only the mother’s name, and 4% had only the father’s name recorded. (See **Figure 7**.) The majority (78%) of the families had one student in the program, but 17% had two students, and 4% had three students, and one family had five students in the program.

The afterschool program encouraged parents to become involved in activities that included their children. One-third (35%) of the families had a parent involved in scouting (Cub Scouts or Girl Scouts), almost as many (30%) had a parent involved in the afterschool resource center, and one-fifth (20%) had a parent involved in soccer. A few parents (8%) participated in all three types of activities, and a few more (16%) participated in two of the activities. However, almost half (47%) did not participate in any of the three activities

<i>Characteristics</i>	<i>Number</i>	<i>Percent</i>
All households	109	100%
<i>Parent name recorded</i>		
Mother & father	80	75%
Mother only	22	21%
Father only	4	4%
None	3	--
<i>Afterschool children</i>		
One	85	78%
Two	19	17%
Three	4	4%
Five	1	1%
<i>Parent in scouting</i>		
Yes	38	35%
No	71	65%
<i>Parent in resource center</i>		
Yes	33	30%
No	76	70%
<i>Parent in soccer</i>		
Yes	22	20%
No	87	80%

Figure 7. Household characteristics

with their children. Having the names of both parents recorded, rather than only one, made no difference in parental participation in activities with their students.

One-eighth (12%) of the families had parents involved with citizenship ESL. (See **Figure 8**.) The mother in 41 households took ESL classes during the year (38% of all households and 40% of those with the mother reported). The father in 11 households took ESL classes during the year (10% of all households or 13% of those with the father reported). Citizenship ESL was strongly correlated with the father taking ESL classes ($r=0.53$) than with the mother taking ESL classes ($r=0.30$), but both were highly significant ($p<.005$). ESL participation was significantly correlated with participation in children’s activities. The mothers’ ESL participation was correlated with the number of named parents in the household ($r=0.23$, $p=.02$), but fathers’ ESL participation and citizenship ESL involvement were not correlated with the number of named parents in the household.

<i>Characteristics</i>	<i>Number</i>	<i>Percent</i>
All households	109	100%
<i>Parent in citizenship ESL</i>		
Yes	13	12%
No	96	88%
<i>Mother ESL hours</i>		
None	68	62%
5-40	41	38%
<i>Father ESL hours</i>		
None	98	90%
10-60	11	10%
<i>Mother starting ESL level</i>		
Low beginner	33	30%
High beginner	11	10%
Not recorded	65	60%

Figure 8. Number of parents by characteristics

Over one-third of the mothers took ESL classes in FY2016, ranging from 5 hours to 40 hours. Almost half of them (19) took 20 hours of ESL classes, with the rest divided between those who took more (10) and those who took fewer hours (12). One-fourth as many fathers took ESL classes, but those who did averaged 33.8 hours compared with the mothers’ average of 14.5 hours. Three fathers took 60 hours, four took 40 hours, two took 20 hours, and two fathers took fewer than 20 hours.

Two-fifths of the mothers had an assessment of English as a second language in FY2016: 30% tested at the low beginner level of English and 10% tested at the high beginner level. No assessment information was recorded for fathers. Twenty of the 44 mothers who had an initial assessment took ESL classes: twelve (36%) of those with low beginner assessments and eight (73%) of those with high beginner assessments. Sixteen of these twenty also had ending assessments, all at the high beginner level. The value of ESL classes cannot be addressed as no mother at an initial low beginner English level was given a second assessment if they did not take ESL classes. The low beginner mothers who were assessed again in FY2016 had improved to the high beginner level regardless of whether they took 5 or 30 hours of ESL classes. Additionally, none of the mothers initially assessed at a high beginner level had improved by the later assessment regardless of whether they took 5 or 25 hours of ESL classes.

Students are easy to link over the three years due to a unique student identifying number assigned to them by the school. Families, or mothers, have no such common number, and

matching by name is difficult. For purposes of cross year comparisons, and subsequent analysis of parental involvement with students academic achievement, this report discusses the number or percent of students who have mothers with selected characteristics of involvement, rather than the numbers of mothers per se. Over the three-year period, the English abilities of mothers of 76% of the children had been assessed. Among those assessed, 58% had a low beginning level, 6% a high beginning level, 7% had a low intermediate level, 8% a high intermediate level, 10% an advanced level and 11% were fluent. The English levels of their mothers improved for about one-third (30%) of the students whose mothers initially tested at the low intermediate level or below, probably due to participation in ESL classes. The mothers of 26 students participated in classes in FY2014, 57 participated in FY2015, and 66 participated in FY2016.

Parent involvement in scouts had a significant correlation with students' attendance in the afterschool program ($r=0.33, p<.005$). Students whose parents participated in the scouting program attended afterschool an average of 82 days compared with 61 days for students whose parents were not involved in scouts. (See **Figure 9.**)

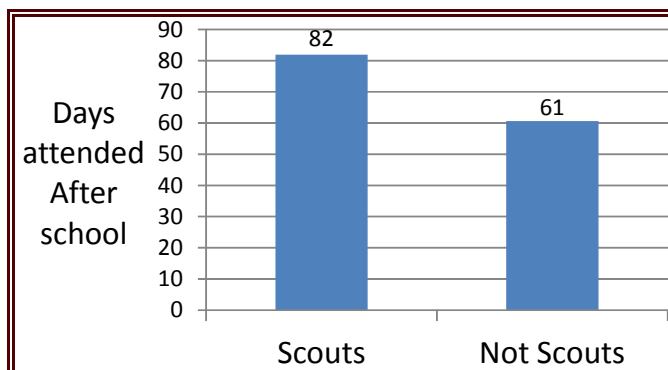


Figure 9. Average days student attended afterschool by parent involvement in scouts

The mother's attendance of ESL classes had a relationship to the student's afterschool attendance, but the relationship was not linear. (See **Figure 10.**) The four students whose mother attended just five hours of ESL classes attended the afterschool program for only 52 days on average, which was less than the 64 days attended by the 64 students whose mothers did not attend ESL classes at all. After that, however, the more hours mothers attended ESL classes—up to 25 hours—the more days the students attended the afterschool program. Further mother ESL hours appear to have a negative effect on afterschool attendance. Parent involvement in soccer, the resource center, citizenship ESL, or the father's attending ESL classes did not have significant effects on afterschool attendance.

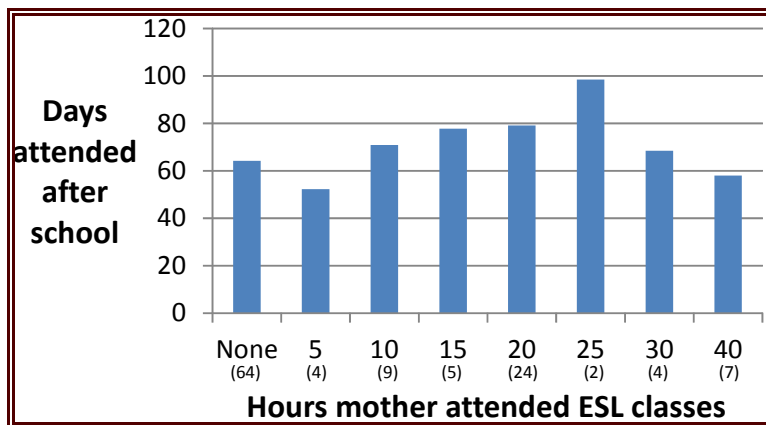


Figure 10. Days students attended afterschool by hours mothers attended ESL classes.

Student FY2016 Academic Outcomes

Maryland started using the Partnership for Assessment of Readiness for College and Careers (PARCC) for students in grades 3-5 in FY2016 as part of a consortium of 12 states plus the District of Columbia. FY2015 was a trial year for the PARCC and no scores were available for individual students. In FY2014, Maryland School Assessment (MSA) scores were available for afterschool students in grades 3-5. Therefore the use of standardized test scores to evaluate the academic outcomes for afterschool students is limited. However, reading and math benchmark assessments taken by the students in October 2015 and May 2016 are available, as well as final class grades in reading and math. Both of these benchmarks are assumed to be interval scales and are used in this analysis without any modification. The final class grades in both reading and math range from 60 to 99 for most students. This analysis groups these final grades into five categories with 50-59 and 60-69 representing less than grade-level achievement (analogous to F and D in letter grades), and 70-79, 80-89, and 90-100 representing grade-level or higher achievement (analogous to C, B, and A in letter grades).

Maryland still uses the science MSA for assessing fifth grade students. Sixteen students took the fifth grade science MSA in 2016. Four of them scored proficient and twelve scored at a non-proficient basic level. None scored at the advanced level, although one of the proficient students was in the fourth grade and might score advanced when taking the test at the end of the fifth grade. There was no obvious relationship between afterschool attendance and science achievement: three of the six students who attended 30-59 days scored proficient, one of the five who attended 60-89 days scored proficient, and none of those who attended less than 30 days or attended 9-107 days scored proficient.

Sixty-eight of the 73 afterschool students in grades 3-5 took the English Language Arts PARCC assessments in 2016, and 70 took the Math PARCC. The PARCC results are divided into five performance levels that delineate the knowledge, skills, and practices that students are able to demonstrate. Less than one-tenth (7%) of the students met (Level 4) or exceeded (Level 5) expectations in English language arts, compared with 32% of the Easton Elementary School

Level	English PARCC			Math PARCC		
	After2016	EES2015	MD2015	After2016	EES2015	MD2015
<i>Number</i>	(68)	(464)	(192,211)	(70)	(471)	(193,712)
All	100%	100%	100%	100%	100%	100%
5-Exceeded expectations	1%	3%	5%	0%	1%	4%
4-Met expectations	6%	29%	39%	10%	25%	28%
3-Approached expectations	19%	26%	25%	34%	30%	27%
2-Partially met expectations	26%	21%	20%	44%	31%	27%
1-Did not meet expectations	47%	21%	15%	11%	14%	14%

Figure 11. PARCC achievement: 2016 afterschool; 2015 Easton Elementary and Maryland

students the previous year, and 44% of all Maryland students in grades 3-5 in 2015. (See **Figure 11.**) Almost half (47%) of the afterschool students in grades 3-5 tested at Level 1 in English, meaning they did not meet expectations at all.

Afterschool students achieved higher levels in the math PARCC than in the English PARCC. One-tenth (10%) met or exceeded expectations. They still did not do as well as all 3-5 grade students at EES or in Maryland did in 2015. However, only 11% did not meet math expectations at all compared to 14% of all EES and all Maryland 3-5 grade students in 2015.

The number of days students attended the afterschool program did not show a consistent relationship with PARCC achievement. Only one-third (32%) of the students who attended 90 or more days failed to test above Level 1 in English, compared with 80% who attended fewer than 30 days. (See **Figure 12.**) However, those who attended 30 to 59 days had the highest English achievement. It is even less clear if there is a relationship between afterschool attendance and math achievement.

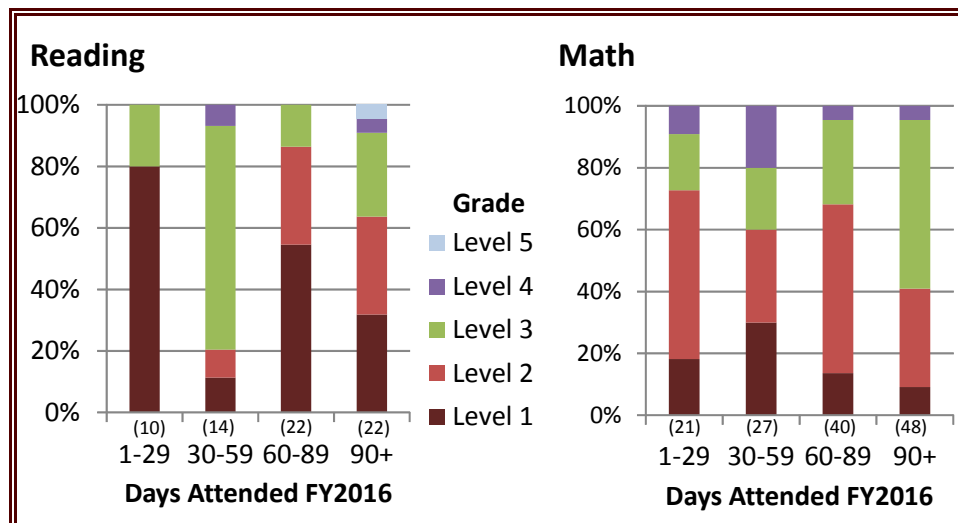


Figure 12. Percent of students by PARCC achievement and attendance

However, the actual English PARCC scores provide better analytic precision than the PARCC levels, and these are correlated strongly with fall reading benchmarks ($r=0.43$, $p<.005$). When the fall reading benchmark is controlled in a multiple regression equation, afterschool attendance does significantly increase the PARCC scores ($t=1.70$, $p=.05$, one-tail) and increases the explained variance of the PARCC scores from $R^2=0.19$ to $R^2=0.22$. The number of years the student attended the afterschool program did not contribute any more. A student who attended 100 days of the afterschool program would be expected to score 18 points higher on the English PARCC than otherwise expected based on the fall reading benchmark score, as shown in the following equation:

$$\text{English PARCC} = 660 + 1.65 \text{ reading fall benchmark} + 0.18 \text{ attendance}$$

$(t=4.08, p<.005)$
 $(t=1.70, p=.05, 1\text{-tail})$

There was also no significant correlation between afterschool attendance and average math PARCC scores. Like with English, fall math benchmark scores are strong predictors of math

tested, but did not have significant relationships with PARCC assessment scores once fall benchmark scores and mothers' ESL participation were controlled. These tested factors included days absent from school, receipt of FARM, in ELL, in SPED, gender, race/ethnicity, and parental involvement in scouts.

Final grades in reading and math for FY2016 are available for 136 of the 140 afterschool students. Almost all of them received grades in reading and math that represented grade-level or higher achievement. Only 4% read at less than grade-level and 10% performed math at less than grade level. At the other end, 6%-7% had grades of 90 or more. Attendance in the afterschool program appears to have no relationship with classroom grades. (See **Figure 14.**) While those who attended less than 30 days were more likely to receive reading grades below 80 than those attending more days, those who attended 30-59 days were the most likely to have grades below 70, but more likely to have grades of 80 or above than those who attended 90 or more days. In math, about the same percent of those attending less than 30 days as those attending 60 or more days had final grades less than 80. Like reading, those

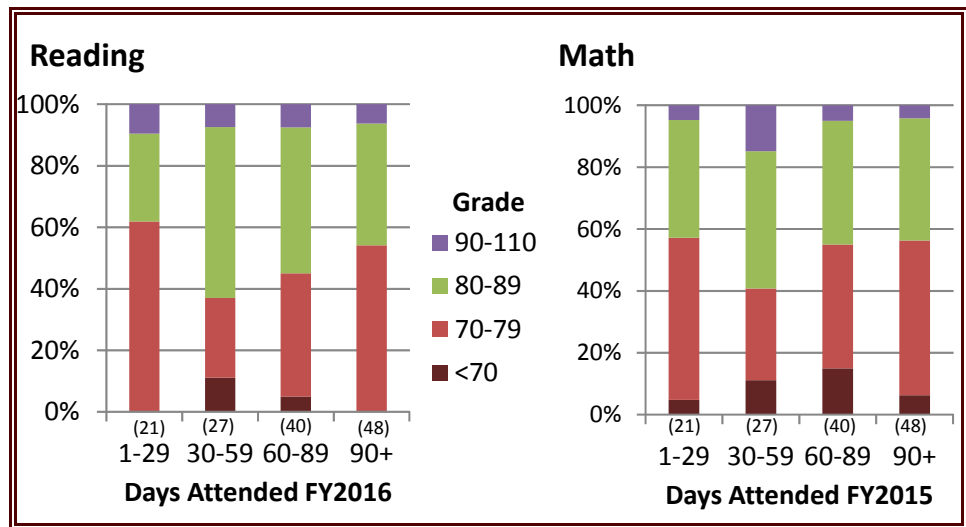


Figure 14. Final grades by afterschool attendance: FY2016

attending 30-59 days had the best scores. Controlling for fall benchmark scores did not show any significant effect of afterschool attendance. In fact, math final grade had no significant relation to fall math benchmark score either. Final grades in math, however, did have a significantly relation to the fall reading benchmark scores.

Final grades for FY2015 might be a better indicator of baseline abilities, and are available for 78 of the students. Final reading grades improved an average of 4.6 points for these students, but appeared not to be influenced by afterschool attendance. Reading grades increased 5.4 points for those attending less than 30 days, 6.7 points for those attending 30-59 days, 3.1 points for those attending 60-89 days, and 4.6 points for those attending 90 days or more. Math grades improved an average of 2.4 points and showed no consistent relationship with afterschool attendance. Students attending 30-59 days had the greatest increase in math grades (5.1 points) while those attending 60-89 days had the least increase in math grades (0.2 points).

A third way of evaluating the effects of afterschool involvement is to use the increase in benchmark scores between October 2015 and May 2016. Almost all of the afterschool students in all five grades had October and May benchmark scores in reading. Almost all the students in grades 1, 2 and 4 had October and May benchmark scores in math. Students in grades 3 and 5 only had October benchmark scores in math and therefore no change can be calculated. Most all of the students with fall and spring benchmarks showed improvement in reading (89%) and math (94%) during the school year. The overall average improvement was 6.0 points in reading and 29.3 points in math. (See **Figure 15**.) The young students in Group 1 increased the most in both reading and math. Group 8 with the oldest and most capable students gained the least in reading. The afterschool students in FY2015 had slightly smaller increases in reading (5.2 points) and in math (27.8 points). These different increases among the eight groups suggest that grade level and beginning baseline scores may affect ending baseline scores independent of any effect of afterschool participation, and this was tested with multiple regression.

Group	Reading	Math
<i>Number</i>	<i>(133)</i>	<i>(78)</i>
All	6.0	29.3
1	8.7	48.9
2	6.5	34.2
3	5.8	18.8
4	6.3	20.3 [^]
5	7.8	22.0 [^]
6	4.2	27.0 [^]
7	7.5	25.1 [^]
8	2.7	31.6 [^]
[^] 4 th grade students only		

Figure 15. Average increase in benchmark scores during FY2016

Two-fifths ($R^2=0.40$) of the change in reading benchmark scores was due to the fall reading scores (the higher the fall score, the less the increase) and the grade level (the higher the grade level controlling for the fall benchmark, the greater the increase). One-fourth ($R^2=0.25$) of the change in math benchmark scores was due to fall math levels (the higher the fall score, the less the increase) and the grade level (the higher the grade level, the less the increase). No other factor available for analysis, including afterschool attendance, had any relationship with the increase in the reading or math benchmark scores,

Cumulative Afterschool Attendance and Academic Outcomes

The program goals are to see cumulative improvement over several years in the academic achievements of students involved in the afterschool program. Students in grades 3-5 in FY2016 had the opportunity of being in the afterschool program for all three years. However, the PARCC scores were available only for the students in the FY2016 afterschool program, so little difference would be expected from what was found for the current year unless cumulative years or days in the afterschool program made a difference. When tested, they did not. Using the 2016 PARCC scores for the 68-70 FY2016 afterschool students in grades 3-5, afterschool attendance during the three-year period had no effect on either reading or math scores. The only predictor of the 2016 reading PARCC scores was the student's first reported IRI benchmark score. The only predictor of the 2016 math PARCC score was the mother's hours of ESL classes in FY2016.

However, the May 2016 reading benchmark scores are available for 44 students in grades 3-5 in FY2016 who had attended the afterschool program in FY2014 and/or FY2015, but not in FY2016. Combining them with the 75 FY2016 afterschool students in grades 3-5 provides a broader view. The students' first reported IRI benchmark (generally October 2013) explained over one-third of the variation among them in the May 2016 IRI benchmark ($R^2=.38$). Mothers' English ability (ESL level measured in FY2015) significantly added another percentage point as shown in the following equation:

$$\text{May 2016 IRI benchmark} = 21.78 + .37 \text{ first IRI benchmark} + .31 \text{ mother's ESL level}$$

$$(t=7.24, p<.001) \qquad (t=1.69, p=.05 \text{ 1-tail}) \qquad R^2=.39$$

Whether students attended the afterschool program one, two or all three years made no significant contribution to students reading abilities, nor did the cumulative number of days of afterschool programming the students received.

Discussion

Meeting Goals and Objectives

Student Goal: By June 2018 70% of program's first cohort, students that have participated for 5 consecutive years in the 21st CCLC program, who started at a Basic level will score Proficient /Advanced on the 5th grade reading and math assessments (MSA or PARCC) and 60% will score at Proficient or Advanced in the 5th grade science assessment. And 95% of the programs first cohort that started at Proficient/Advanced will remain at this level.

Student Year 1 Objective: By June of 2014, 30% of the students that have participated in the 21st CCLC program and began at a Basic level will score at Proficient/Advanced on the reading and math MSA. –**Achieved.**

Student Year 2 Objective: By June of 2015, 40% of the students that have participated in the 21st CCLC program and began at a Basic level will score at Proficient/Advanced on the reading and math PARCC. –PARCC data were not available, but benchmarks and grades suggest this objective may have been achieved.

Student Year 3 Objective: By June of 2016, 50% of the students that have participated in the 21st CCLC program and began at a Basic level will score at Proficient/Advanced on the reading and math PARCC.–Not achieved/

- PARCC scores are interpreted into five levels rather than the three categories of the MSA. Level 4 (met expectations) and Level 5 (exceeded expectations) are assumed to be the approximations of Proficient and Advanced;
- In English, 7% of afterschool students achieved Levels 4 and 5 in 2016 compared 32% of 2015 EES students and 39% of 2015 Maryland students in grades 3-5;

- In math, 10% of afterschool students achieved Levels 4 and 5 in 2016 compared 26% of 2015 EES students and 32% of 2015 Maryland students in grades 3-5.

Parent Goal: *For every year of participation in the afterschool program, the English Proficiency level determined by guidelines developed by the Adult Education Department of Chesapeake College will increase by ONE level for 50% of the parents that do not have a proficient or advanced level of English. And 100% of the parents complete the 20-session Parent Literacy program developed by ChesMRC and partner organizations.*

Parent Year One Objective –Not Achieved.

Parent Year Two Objective– Not Achieved.

Parent Year Three Objective– Not Achieved.

- 76% of the students during the three years had mothers that had ESL testing;
- 58% had mothers that tested at low beginner, 6% at high beginner, and 7% at low intermediate levels of English;
- Of the 142 students whose mothers initially tested at low beginner through low intermediate levels, 30% increased at least one level during the three years;
- ESL class participation increased by mothers of 26 children in FY2014, 57 children in FY2015, and 66 children in FY2016;
- Information on participation in the Parent Literacy program was not available.

Evaluation Questions and Answers

1. Does the afterschool program improve academic proficiency for FARM students and minority subgroups within FARM?
 - a. Do students in the afterschool program perform better after participating in the program than before they participated?
 - **Yes in FY2014** – on MSA scores controlling for quarter 1 benchmarks;
 - **Yes in FY2015** – on classroom grades and improvements between first and last benchmark scores;
 - **Possibly in FY2016** – English PARCC scores were higher than expected based on the fall reading benchmark, but not based on the combination of reading and math fall benchmarks.
 - b. Do students who participate regularly in the afterschool program, both during a year and across years, perform better academically compared with students who participate irregularly and students eligible for the program who did not participate at all?
 - **Yes in FY2014** – when controlled for baseline academic performance;

- **Yes in FY2015** – and for the first two years of the program on some measures;
 - No in FY2016 – and for the first three cumulative years of the program on all measures;
 - Information for students not enrolled in afterschool was not available for comparison.
- c. Does participation in the afterschool program help FARM and minority subgroups come closer to the academic performance of other students in the school?
- Data are not available for other students in the school for comparison. However, no significant differences were found in academic achievement among afterschool students of different races, ethnicities, and receipt of FARM, ELL and SPED services in any year or across years.
2. Does the program help parents/caregivers with limited English to improve their English skills and thus help their children academically?
- a. Do parents/caregivers with children in the program improve their English skills?
- **Yes in FY2014** – for one-third of the parents with limited English who took ESL classes;
 - **Yes in FY2015** – for the one-half of the mothers with limited English who took 15 or more hours of ESL classes;
 - **Yes in FY2016** – for mothers starting at the low beginner level.
- b. Do parents/caregivers who participate regularly in adult literacy programs, both during a year and across years, improve their English skills more than those who participate irregularly or not at all?
- **Yes in FY2014** – the more hours in ESL classes, the greater the improvement;
 - **Yes in FY2015** – all who participated in 15 or more hours of ESL classes improved their English skills by one level;
 - No in FY2016 – there was improvement, but it was unrelated to the number of ESL class hours.
- c. Does improvement in English skills of parents/caregivers boost their children’s academic proficiency?
- Maybe in FY2014 – ESL classes correlated with school attendance;
 - No in FY2015 – mothers’ English ability and changes in it were not directly related to their students’ academic proficiency;
 - **Yes in FY2016** – mothers’ hours of ESL class significantly increased students’ math PARCC scores beyond expectations based on fall math benchmarks.

3. Does the program provide academic support in such a way that students and families want to participate year after year?
- a. Does the program meet and maintain its enrollment targets?
 - **Yes in all years** – the program enrolled about the same number of students each year.
 - b. Do most students attend the program regularly throughout the year?
 - **Yes in all years** – although attendance varies from day to day, it generally decreased during the fall and then increased during the later winter and spring. The number of program days increased from FY2014 to FY2016 and there was an increase in the average number of days students attended.
 - c. Do most students who enrolled in one year return to the program the following year?
 - **Yes** – for two consecutive years the majority of afterschool students who returned to EES returned to the afterschool program (73% returned in FY2015 and 53% returned in FY2016);
 - **No** – after three years only 28% of the FY2014 afterschool students who were still at EES in FY2016 attended the FY2016 afterschool program.
 - d. Do students and parents/caregivers say they like the afterschool program?
 - Data are not available, but 69% of the families in FY2015 and 53% in FY2016 had parental involvement in components associated with the afterschool program.
 - e. Do parents with limited English attend programs to improve their English?
 - **No** in FY2014 – only one-fourth of the parents with limited English attended ESL classes
 - **Yes in FY2015 and FY2016** – half of the mothers with limited English took ESL classes, and 84% who initially tested at high beginner or above also took ESL classes.

Recommendations

Academic improvement takes time and the focus of the grant is to improve students' academic performance over their five years in elementary school. The afterschool program can only affect student performance to the extent that students are involved with the program. The program also recognizes the importance of parents to the academic performance of their students. To be able to evaluate the effectiveness of the program, appropriate data need to be collected for the five years of the program. The evaluator continues with his three basic recommendations:

Recommendation 1. Concentrate on recruiting students for the coming year's afterschool program among those who attended the afterschool program in prior years.

- *The program has done a good job of retaining students during the year, but it needs to retain more students from one year of elementary school to the next year in order to have cumulative impact on the students.*

Recommendation 2. Continue to encourage parents, particularly mothers, to take ESL classes to improve their English abilities.

- *Mother's initial English ability and their taking ESL class now appear to have a direct impact on students' PARCC academic achievements, not just on student attendance in the afterschool program as was shown in previous years.*

Recommendation 3. Now that the standardized PARCC scores are available for students in grades 3-5, a small amount of additional data would lend greater confidence on evaluating the cumulative effects of the afterschool programs on students' academic achievements.

- *In August 2016, the evaluator will provide a list of students who have been in the afterschool program during any of the first three years and were in grades 1-4 during the 2015-2016 school year. Mark on the list:*
 - *Students who have not enrolled in Easton Elementary School for the 2016-2017 school year;*
 - *Students who have enrolled in the 2016-2017 afterschool program;*
 - *Reasons when known why students who will be at EES in 2016-2017 have not enrolled in the afterschool program.*
- *For students enrolling for the first time in the 2016-2017 afterschool program, record the following past academic information:*
 - *The 2016 PARCC reading and math scores for students in grades 4-5;*
 - *The first available reading and math benchmark scores for students in grades 2-3, along with the month and year of the benchmarks (preferably their first grade fall benchmark scores).*