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Objective Assessment	Grade Levels Served	Bench mark	Mid-Year Progress	Planned <u>Programmatic Changes</u> and Rationale	Planned <u>Data Collection Changes</u> and Rationale
80% of regularly participating students will maintain high performance or improve their reading skills as measured by pre-post assessment.	Elementary School	80%	97%	<p>Analysis: The BGC Collier County submitted at least one pre-post assessment pairing in reading on a total of 229 regularly participating students (30+ days of program attendance) - with 16 students having only one assessment (either the pre-test or the post-test) and 13 having no assessments submitted (generally secondary to not being in the program during the testing window). Of these students, 223 demonstrated improved knowledge in reading from the pre-test to post-test period. This equates to 97.38% of regularly participating students meeting this metric. Unlike course grades, the program established a more appropriate benchmark for this metric and is exceeding the proposed performance level (80%).</p> <p>Proposed Changes: The BGC Collier County 21st CCLC program is encouraged to consider additional focus on reading. Rationale: While the program is meeting this metric at the benchmark proposed, the program is not meeting the related grade-based metric for this objective. If using this metric alone, the program would not be expected to change any programming, as they are over performing on this metric. However, given the performance on the grade-based metric (regardless of whether that metric is actually achievable), the program should review the recommendations under the grade-based metric and apply the same modifications and recommendations for this pre-post metric.</p>	<p>Proposed Changes: The program is collecting data as proposed. However, over 97% of the students made progress or maintained on the pre-post assessment and only 229 students had both a pre-test and post-test pairing reported. While this seems strong, the program should review both (1) the design of the pre-post assessment and (2) the application of the pre-post assessment.</p> <p>Rationale: The program should ensure that the pre-post test provided is challenging both at pre-test and post-test and that it reflect an actual gain in useful and applicable knowledge. In other words, all children might not know a difficult concept, and then they are taught that concept, and they all improve -- this is good, but if that concept is the middle name of the teacher, it is not necessarily applicable. So, it is important that the pre-post test questions are aligned with the regular school day and with knowledge that is applicable to helping them improve their academic achievement. The second encouragement is to review the content of pre-post assessments, as well as how they are being applied. There are several students without the pre-post assessments, such that the program is encouraged to ensure a plan exists to get all attending students pre-tested and post-tested within the established windows.</p>



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<p>80% of regularly participating students will maintain high performance or improve their reading skills as measured by report card grades.</p>	<p>Elementary School</p>	<p>80%</p>	<p>34%</p>	<p>Analysis: The BGC Collier County submitted first and second quarter reading / ELA grades on a total of 241 students - with 4 students having only one quarter of grades and 13 having no grades submitted (as they were not in the district databases). Of these students, 30 maintained an 'A' or 'B' grade from the first to second quarters, while 51 demonstrated improvement in their grades. This equates to 81 students (33.61%) meeting this metric. However, the metric was established by the program at a relatively unachievable level, with the program proposing that 80% of students would meet this metric. It is not known whether the BGC Collier County will be provided an option to adjust this benchmark. The primary issue is that students maintaining a grade of 'average' are not considered to have met this metric, and the past evaluator for the BGC Collier County did not provide sufficient guidance to alert the program to this change in definition.</p> <p>Proposed Changes: The BGC Collier County 21st CCLC program is encouraged to consider additional focus on reading to better impact the reading performance of participating students. The program is encouraged to calculate the total amount of reading time and reading intervention provided during the program on an average week (e.g., number of minutes in active reading with the teacher, number of minutes in passive reading (self-reading) activities, and number of minutes in teacher-directed reading intervention). This can then be utilized to ensure sufficient reading activities are being provided to students. The program is also encouraged to consider methods to enhance the reading component (e.g., integrated reading with arts and culture, fitness, and other program activities).</p> <p>Rationale: The program is providing integrated reading activities throughout the proposed project-based learning activities. These integrated reading activities are focused on providing students with a positive experience in reading, thus enhancing their desire to read and improving their overall</p>	<p>Proposed Changes: Continue collecting data on school grades, as proposed. The program should ensure grade data are collected on all students, particularly those attending at least 30 days. Although the FLDOE does not require the collection of third quarter grades, the program should still continue to collect grades on all four quarters of operation.</p> <p>Rationale: The program is collecting grade data on all students, as proposed. The program is provided access to student information through the district StopWatch system (which is being updated to be even more useful and powerful), such that there is no question as to the accuracy of the data provided by the program for analysis (as it is directly from district databases). It is important that the program collect data on all quarters of grades to allow for the most flexibility in evaluating the program - namely if a student entered the program in February, then it is most appropriate to compare their third quarter and fourth quarter grades - though the federal reporting still requires a comparison of first and fourth quarter grades.</p>
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reading performance. The program is not designed - nor was it proposed - to provide direct reading instruction (the FLDOE requirements for 21st CCLC precludes a tutoring or pull-out program). It is not surprising that the reading grades were not impacted at the originally anticipated level. It is noted that this is a very challenging metric, as the FLDOE does not consider maintaining an 'average' grade as acceptable for 21st CCLC students. The program is unlikely to meet this metric, as the statistical concept behind grades would generally require approximately 50% of students to be at the 'average' level of performance - so having 80% of students at 'above average' seems literally impossible. Regardless because the program is not meeting this metric, the BGCC is encouraged to consider additional focus on reading to better impact the reading performance of participating students. This may involve additional time on reading for those students at the lowest performance levels (i.e., those students with the lowest achievement rankings in their grades and those not making progress from the first semester), or the integration of additional remediation activities for all students (e.g., district-approved and principal-supported computerized reading software). It is important for the program to carefully weigh additional reading focus with time for the other academic objectives, as focus in one area necessarily decreases focus in another. It is noted that this might be best applied as a targeted intervention for the lowest performing students, as at least 30% of students are showing gains or maintaining an above average grade with the current programming.



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<p>80% of regularly participating students will maintain high performance or improve their writing skills as measured by pre-post assessment.</p>	<p>Elementary School</p>	<p>80%</p>	<p>93%</p>	<p>Analysis: The BGC Collier County submitted at least one pre-post assessment pairing in writing on a total of 229 regularly participating students (30+ days of program attendance) - with 17 students having only one assessment (either the pre-test or the post-test) and 12 having no assessments submitted (generally secondary to not being in the program during the testing window). Of these students, 213 demonstrated improved knowledge in writing from the pre-test to post-test period. This equates to 93.01% of regularly participating students meeting this metric. Unlike course grades, the program established a more appropriate benchmark for this metric and is exceeding the proposed performance level (80%).</p> <p>Proposed Changes: The BGC Collier County 21st CCLC program is encouraged to consider additional focus on writing.</p> <p>Rationale: While the program is meeting this metric at the benchmark proposed, the program is not meeting the related grade-based metric for this objective. If using this metric alone, the program would not be expected to change any programming, as they are over performing on this metric. However, given the performance on the grade-based metric (regardless of whether that metric is actually achievable), the program should review the recommendations under the grade-based metric and apply the same modifications and recommendations for this pre-post metric.</p>	<p>Proposed Changes: The program is collecting data as proposed. However, only 229 students had both a pre-test and post-test pairing reported. The program should review the application of the pre-post assessment and ensure all students receive the pre-post assessment pairings.</p> <p>Rationale: There are several students without the pre-post assessments, such that the program is encouraged to ensure a plan exists to get all attending students pre-tested and post-tested within the established windows. All students should be pre-tested within two weeks of entering the program, and should be post-tested no earlier than two weeks after the pre-test.</p>
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<p>80% of regularly participating students will maintain high performance or improve their writing skills as measured by report card grades.</p>	<p>Elementary School</p>	<p>80%</p>	<p>40%</p>	<p>Analysis: The BGC Collier County submitted first and second quarter writing grades on a total of 242 students - with 3 students having only one quarter of grades and 13 having no grades submitted (as they were not in the district databases). Of these students, 27 maintained an 'A' or 'B' grade from the first to second quarters, while 69 demonstrated improvement in their grades. This equates to 96 students (39.67%) meeting this metric. However, the metric was established by the program at a relatively unachievable level, with the program proposing that 80% of students would meet this metric. It is not known whether the BGC Collier County will be provided an option to adjust this benchmark. The primary issue is that students maintaining a grade of 'average' are not considered to have met this metric, and the past evaluator for the BGC Collier County did not provide sufficient guidance to alert the program to this change in definition.</p> <p>Proposed Changes: The BGC Collier County 21st CCLC program is encouraged to consider additional focus on writing, with specific enhancements to the writing components of project-based learning activities.</p> <p>Rationale: The program is providing integrated writing activities within the proposed project-based learning activities (through MindWorks). However, the current programming is not sufficient to impart the level of change needed to meet this objective metric. It is noted that this is a very challenging metric, as the FLDOE does not consider maintaining an 'average' grade as acceptable for 21st CCLC students. The program is highly unlikely to meet this metric, as the statistical concept behind grades would generally require approximately 50% of students to be at the 'average' level of performance - so having 80% of students at 'above average' seems literally impossible. Regardless because the program is not meeting this metric, the BGCCC is encouraged to consider additional focus on reading to better impact the writing performance of participating students. This may involve additional writing</p>	<p>Proposed Changes: Continue collecting data on school grades, as proposed. The program should ensure grade data are collected on all students, particularly those attending at least 30 days. Although the FLDOE does not require the collection of third quarter grades, the program should still continue to collect grades on all four quarters of operation.</p> <p>Rationale: The program is collecting grade data on all students, as proposed. The program is provided access to student information through the district StopWatch system (which is being updated to be even more useful and powerful), such that there is no question as to the accuracy of the data provided by the program for analysis (as it is directly from district databases). It is important that the program collect data on all quarters of grades to allow for the most flexibility in evaluating the program - namely if a student entered the program in February, then it most appropriate to compare their third quarter and fourth quarter grades - though the federal reporting still requires a comparison of first and fourth quarter grades.</p>
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projects for those students at the lowest performance levels (i.e., those students with the lowest achievement rankings in their grades and those not making progress from the first semester), or the integration of additional remediation activities for all students. It is important for the program to carefully weigh additional writing projects with time for the other academic objectives, as focus in one area necessarily decreases focus in another. It is noted that this might be best applied as a targeted intervention for the lowest performing students, as nearly 40% of students are showing gains or maintaining an above average grade with the current programming.



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<p>80% of regularly participating students will maintain high performance or improve their mathematics skills as measured by pre-post assessment.</p>	<p>Elementary School</p>	<p>80%</p>	<p>100%</p>	<p>Analysis: The BGC Collier County submitted at least one pre-post assessment pairing in mathematics on a total of 229 regularly participating students (30+ days of program attendance) - with 17 students having only one assessment (either the pre-test or the post-test) and 12 having no assessments submitted (generally secondary to not being in the program during the testing window). Of these students, 229 demonstrated improved knowledge in mathematics from the pre-test to post-test period. This equates to 100% of regularly participating students meeting this metric. Unlike course grades, the program established a more appropriate benchmark for this metric and is exceeding the proposed performance level (80%).</p> <p>Proposed Changes: The BGC Collier County 21st CCLC program is encouraged to consider additional focus on mathematics activities.</p> <p>Rationale: While the program is meeting this metric at the benchmark proposed, the program is not meeting the related grade-based metric for this objective. If using this metric alone, the program would not be expected to change any programming, as they are over performing on this metric. However, given the performance on the grade-based metric (regardless of whether that metric is actually achievable), the program should review the recommendations under the grade-based metric and apply the same modifications and recommendations for this pre-post metric.</p>	<p>Proposed Changes: The program is collecting data as proposed. However, 100% of the students made progress or maintained on the pre-post assessment and only 229 students had both a pre-test and post-test pairing reported. While this seems strong, the program should review both (1) the design of the pre-post assessment and (2) the application of the pre-post assessment.</p> <p>Rationale: The program should ensure that the pre-post test provided is challenging both at pre-test and post-test and that it reflect an actual gain in useful and applicable knowledge. In other words, all children might not know a difficult concept, and then they are taught that concept, and they all improve -- this is good, but if that concept is the middle name of the teacher, it is not necessarily applicable. So, it is important that the pre-post test questions are aligned with the regular school day and with knowledge that is applicable to helping them improve their academic achievement. The second encouragement is to review the content of pre-post assessments, as well as how they are being applied. There are several students without the pre-post assessments, such that the program is encouraged to ensure a plan exists to get all attending students pre-tested and post-tested within the established windows.</p>
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<p>80% of regularly participating students will maintain high performance or improve their mathematics skills as measured by report card grades.</p>	<p>Elementary School</p>	<p>80%</p>	<p>51%</p>	<p>Analysis: The BGC Collier County submitted first and second quarter mathematics grades on a total of 242 students - with 3 students having only one quarter of grades and 13 having no grades submitted (as they were not in the district databases). Of these students, 76 maintained an 'A' or 'B' grade from the first to second quarters, while 47 demonstrated improvement in their grades. This equates to 123 students (50.83%) meeting this metric. However, the metric was established by the program at a relatively unachievable level, with the program proposing that 80% of students would meet this metric. It is not known whether the BGC Collier County will be provided an option to adjust this benchmark. The primary issue is that students maintaining a grade of 'average' are not considered to have met this metric, and the past evaluator for the BGC Collier County did not provide sufficient guidance to alert the program to this change in definition.</p> <p>Proposed Changes: The BGC Collier County 21st CCLC program is encouraged to consider additional focus on mathematics to better impact the math achievement levels of participating students.</p> <p>Rationale: The program is providing mathematics activities through several project-based learning plans. It is not surprising that the mathematics grades were not impacted at the originally anticipated level - though it is commendable that the program demonstrated this level of impact, particularly with the limitation imposed by the FLDOE that only students achieving 'above average' grades are acceptable (while those with 'average' grades are considered to be underperforming). Regardless, the program must consider refocusing attention on mathematics to strive for increased positive impact. The 21st CCLC program is encouraged to consider additional focus on mathematics to better impact the math achievement levels of participating students. This may involve additional time on focused math activities for those students at the lowest performance levels (i.e., those students with the lowest</p>	<p>Proposed Changes: Continue collecting data on school grades, as proposed. The program should ensure grade data are collected on all students, particularly those attending at least 30 days. Although the FLDOE does not require the collection of third quarter grades, the program should still continue to collect grades on all four quarters of operation.</p> <p>Rationale: The program is collecting grade data on all students, as proposed. The program is provided access to student information through the district StopWatch system (which is being updated to be even more useful and powerful), such that there is no question as to the accuracy of the data provided by the program for analysis (as it is directly from district databases). It is important that the program collect data on all quarters of grades to allow for the most flexibility in evaluating the program - namely if a student entered the program in February, then it is most appropriate to compare their third quarter and fourth quarter grades - though the federal reporting still requires a comparison of first and fourth quarter grades.</p>
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			<p>achievement rankings in their 'grades' and those not making progress from the first quarter) or the integration of additional remediation activities for all students (e.g., computerized math instructional software). It is important for the program to carefully weigh additional mathematics focus with time for the other academic objectives, as focus in one area necessarily decreases focus in another. It is not recommended that the program refocus provided activities to mirror the school day (which would likely increase the observed changes to grades, but goes against the FLDOE requirements for the project-based activities in the grant).</p>	
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<p>80% of regularly participating students will maintain high performance or improve their science skills as measured by pre-post assessment.</p>	<p>Elementary School</p>	<p>80%</p>	<p>98%</p>	<p>Analysis: The BGC Collier County submitted at least one pre-post assessment pairing in science on a total of 229 regularly participating students (30+ days of program attendance) - with 17 students having only one assessment (either the pre-test or the post-test) and 12 having no assessments submitted (generally secondary to not being in the program during the testing window). Of these students, 224 demonstrated improved knowledge in science from the pre-test to post-test period. This equates to 97.82% of regularly participating students meeting this metric. Unlike course grades, the program established a more appropriate benchmark for this metric and is exceeding the proposed performance level (80%).</p> <p>Proposed Changes: The BGC Collier County 21st CCLC program is encouraged to consider additional focus on science activities.</p> <p>Rationale: While the program is meeting this metric at the benchmark proposed, the program is not meeting the related grade-based metric for this objective. If using this metric alone, the program would not be expected to change any programming, as they are over performing on this metric. However, given the performance on the grade-based metric (regardless of whether that metric is actually achievable), the program should review the recommendations under the grade-based metric and apply the same modifications and recommendations for this pre-post metric.</p>	<p>Proposed Changes: The program is collecting data as proposed. However, over 97% of the students made progress or maintained on the pre-post assessment and only 229 students had both a pre-test and post-test pairing reported. While this seems strong, the program should review both (1) the design of the pre-post assessment and (2) the application of the pre-post assessment.</p> <p>Rationale: The program should ensure that the pre-post test provided is challenging both at pre-test and post-test and that it reflect an actual gain in useful and applicable knowledge. In other words, all children might not know a difficult concept, and then they are taught that concept, and they all improve -- this is good, but if that concept is the middle name of the teacher, it is not necessarily applicable. So, it is important that the pre-post test questions are aligned with the regular school day and with knowledge that is applicable to helping them improve their academic achievement. The second encouragement is to review the content of pre-post assessments, as well as how they are being applied. There are several students without the pre-post assessments, such that the program is encouraged to ensure a plan exists to get all attending students pre-tested and post-tested within the established windows.</p>
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<p>80% of regularly participating students will maintain high performance or improve their science skills as measured by report card grades.</p>	<p>Elementary School</p>	<p>80%</p>	<p>42%</p>	<p>Analysis: The BGC Collier County submitted first and second quarter science grades on a total of 233 students - with 12 students having only one quarter of grades and 13 having no grades submitted (as they were not in the district databases). Of these students, 53 maintained an 'A' or 'B' grade from the first to second quarters, while 45 demonstrated improvement in their grades. This equates to 98 students (42.06%) meeting this metric. However, the metric was established by the program at a relatively unachievable level, with the program proposing that 80% of students would meet this metric. It is not known whether the BGC Collier County will be provided an option to adjust this benchmark. The primary issue is that students maintaining a grade of 'average' are not considered to have met this metric, and the past evaluator for the BGC Collier County did not provide sufficient guidance to alert the program to this change in definition.</p> <p>Proposed Changes: The BGC Collier County 21st CCLC program is encouraged to consider additional focus on science instruction to better impact the science achievement levels of participating students.</p> <p>Rationale: The program is providing hands-on and informal science activities through several project-based learning plans, primarily mindworks. These science activities are focused on providing students with a positive experience in STEM disciplines, hands-on STEM learning, and informal education in science. The program is highly unlikely to meet this metric, as the statistical concept behind grades would generally require approximately 50% of students to be at the 'average' level of performance - so having 80% of students at 'above average' seems literally impossible. Regardless, the program is encouraged to ensure sufficient focus is provided on science-based activities. Additional focus may involve additional time on more focused and instructional science activities (in addition to hands-on activities) for those students at the lowest performance levels (i.e., those students with the lowest grades</p>	<p>Proposed Changes: Continue collecting data on school grades, as proposed. The program should ensure grade data are collected on all students, particularly those attending at least 30 days. Although the FLDOE does not require the collection of third quarter grades, the program should still continue to collect grades on all four quarters of operation.</p> <p>Rationale: The program is collecting grade data on all students, as proposed. The program is provided access to student information through the district StopWatch system (which is being updated to be even more useful and powerful), such that there is no question as to the accuracy of the data provided by the program for analysis (as it is directly from district databases). It is important that the program collect data on all quarters of grades to allow for the most flexibility in evaluating the program - namely if a student entered the program in February, then it is most appropriate to compare their third quarter and fourth quarter grades - though the federal reporting still requires a comparison of first and fourth quarter grades.</p>
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				<p>and those not making progress from the first semester) or the integration of additional remediation activities for all students (e.g., district-approved and principal-supported computerized science and science-based instructional software). It is important for the program to carefully weigh additional science focus with time allocated for the other academic objectives, as focus in one area necessarily decreases focus in another. It is not recommended that the program refocus provided activities to mirror the school day (which would likely increase the observed changes to grades, but goes against the FLDOE requirements for the project-based activities in the grant).</p>	
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<p>80% of regularly participating students will maintain high performance or improve their engagement in visual/performing arts as measured by pre-post assessment.</p>	<p>Elementary School</p>	<p>80%</p>	<p>95%</p> <p>Analysis: The BGC Collier County submitted at least one pre-post assessment pairing in art on a total of 229 regularly participating students (30+ days of program attendance) - with 17 students having only one assessment (either the pre-test or the post-test) and 12 having no assessments submitted (generally secondary to not being in the program during the testing window). Of these students, 217 demonstrated improved knowledge in art from the pre-test to post-test period. This equates to 94.76% of regularly participating students meeting this metric. Unlike course grades, the program established a more appropriate benchmark for this metric and is exceeding the proposed performance level (80%).</p> <p>Proposed Changes: The BGC Collier County 21st CCLC program is encouraged to consider additional focus on arts education projects.</p> <p>Rationale: While the program is meeting this metric at the benchmark proposed, the program is not meeting the related grade-based metric for this objective. If using this metric alone, the program would not be expected to change any programming, as they are over performing on this metric. However, given the performance on the grade-based metric (regardless of whether that metric is actually achievable), the program should review the recommendations under the grade-based metric and apply the same modifications and recommendations for this pre-post metric.</p>	<p>Proposed Changes: The program is collecting data as proposed. The program should review the application of the pre-post assessment.</p> <p>Rationale: Unlike academic subjects, it is far more likely for a high percentage of students to show improvement from pre-test to post-test in art and fitness, as the assessments are designed to be more closely aligned with the specific services provided in the program. However, the program should review how the pre-post assessments are being applied. As there are some regularly participating students without the pre-post assessments, the program is encouraged to ensure a plan exists to get all attending students pre-tested and post-tested within the established windows. The program is reminded that the FLDOE requires all students to be pre-tested within two weeks of entry into the program.</p>
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<p>80% of regularly participating students will maintain high performance or improve their engagement in visual/performing arts as measured by report card grades.</p>	<p>Elementary School</p>	<p>80%</p>	<p>64%</p>	<p>Analysis: The BGC Collier County submitted first and second quarter visual / performing arts grades on a total of 243 students - with 2 students having only one quarter of grades and 13 having no grades submitted (as they were not in the district databases). Of these students, 86 maintained an 'A' or 'B' grade from the first to second quarters, while 70 demonstrated improvement in their grades. This equates to 156 students (64.2%) meeting this metric. However, the metric was established by the program at a relatively unachievable level, with the program proposing that 80% of students would meet this metric. It is not known whether the BGC Collier County will be provided an option to adjust this benchmark. The primary issue is that students maintaining a grade of 'average' are not considered to have met this metric, and the past evaluator for the BGC Collier County did not provide sufficient guidance to alert the program to this change in definition.</p> <p>Proposed Changes: The BGC Collier County 21st CCLC program is encouraged to consider additional focus on arts education projects to improve the achievement levels of participating students within visual and performing arts.</p> <p>Rationale: The program is providing several art-based activities through the project-based learning plans, primarily through mindworks. However, the program is approaching, but not meeting this grade-based metric, as the statistical concept behind grades would generally require approximately 50% of students to be at the 'average' level of performance - so having 80% of students at 'above average' seems literally impossible. As such, the project is encouraged to provide some additional art education activities. Given the program's primary challenge is with impacting art grades, the program should specifically focus on providing activities that support the lessons of the regular school day - making them fun, interesting, and engaging. This may require a modification of the current art-based activities being provided in the program, but is critical to</p>	<p>Proposed Changes: Continue collecting data on school grades, as proposed. The program should ensure grade data are collected on all students, particularly those attending at least 30 days. Although the FLDOE does not require the collection of third quarter grades, the program should still continue to collect grades on all four quarters of operation.</p> <p>Rationale: The program is collecting grade data on all students, as proposed. The program is provided access to student information through the district StopWatch system (which is being updated to be even more useful and powerful), such that their is no question as to the accuracy of the data provided by the program for analysis (as it is directly from district databases). It is important that the program collect data on all quarters of grades to allow for the most flexibility in evaluating the program - namely if a student entered the program in February, then it most appropriate to compare their third quarter and fourth quarter grades - though the federal reporting still requires a comparison of first and fourth quarter grades.</p>
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<p>80% of regularly participating students will maintain high performance or improve their physical activity levels as measured by pre-post assessment.</p>	<p>Elementary School</p>	<p>80%</p>	<p>100%</p> <p>help support the students' performance in visual and performing arts.</p> <p>Analysis: The BGC Collier County submitted at least one pre-post assessment pairing in health and fitness on a total of 235 regularly participating students (30+ days of program attendance) - with 11 students having only one assessment (either the pre-test or the post-test) and 12 having no assessments submitted (generally secondary to not being in the program during the testing window). Of these students, 235 demonstrated improved knowledge in health and fitness from the pre-test to post-test period. This equates to 100% of regularly participating students meeting this metric. Unlike course grades, the program established a more appropriate benchmark for this metric and is exceeding the proposed performance level (80%).</p> <p>Proposed Changes: The program should continue providing the physical fitness component of the program, providing physical education in the same dosage as provided throughout the academic year.</p> <p>Rationale: The program is meeting this metric, as indicated in the analysis above. The program should continue providing the physical education activities in the same dosage as currently provided. However, given the outstanding performance of students in this metric, it may be possible for the program to 'borrow' some time from these activities to enhance the academic component. However, using targeted intervention within the academic subjects would reduce the need to 'borrow' from this already strong fitness component.</p>	<p>Proposed Changes: The program should continue collecting physical fitness assessment data on all students enrolled in the program during the testing windows. Fitness assessments should be completed within 2 weeks of a student entering the program.</p> <p>Rationale: Fitness tests are incredibly important for 21st CCLC programs, as they are the best method to show the actual impact of the program (particularly when they are tailored to the specific programming provided). The program is doing well collecting this data, and is reminded to continue collecting fitness data throughout the program year.</p>
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<p>10% of the parents of regularly participating students will maintain high performance or improve their knowledge (in a specified area) as measured by pre-post assessment.</p>	<p>Elementary School</p>	<p>10%</p>	<p>22%</p>	<p>Analysis: The BGC Collier County 21st CCLC Program collected adult performance data using a simple internal survey which used a rating scale to gather parents' self-perceptions as to whether individual literacy events increased their knowledge. This scale was administered to all attending adults at the conclusion of each adult literacy event. Overall, the program reported collecting performance data from a total of 75 adults following the reported adult literacy events, with all 75 reporting an increase in knowledge secondary to the services provided by the 21st CCLC program. These adults represented a total of 61 students (of all 299 participating students) and 58 regularly participating students (of 287 regular participants). This represents 22.5% of regularly participating students with parents indicating an increased knowledge in specific literacy skills secondary to participation in 21st CCLC services, thus exceeding the proposed benchmark for this objective.</p> <p>Proposed Changes: The program is encouraged to continue providing the adult family literacy programming, as currently provided.</p> <p>Rationale: The program is meeting this metric, and is likely to meet this metric at the end of the program year. Those meeting this objective reported that the literacy event improved their knowledge of specific skills that support their child's education, an important element of improving the lives of the participating students. Although the program is unlikely to fail meeting this objective at the end of the year, the program should continue providing these adult literacy activities, as the impact on students has the potential to support all other objectives in this program.</p>	<p>Proposed Changes: The program should continue collecting this data for the remainder of the program year. Starting with summer programming for parents, the program is encouraged to adopt the free-use Adult Literacy Performance Survey (ALPS) for all parent literacy events. The ALPS provides for better and deeper data for adult performance impact. In addition, the program should ensure all parents complete the end-of-year survey provided by the FLDOE.</p> <p>Rationale: The data provided is not entirely helpful to the program, as parents can only score a '1' or '0' on the assessment - and all parents scored a '1'. This lack of variability makes the assessment method very restricted and reduces the power to detect 'real impact' or obtain accurate feedback about activities. The ALPS would provide for deeper data. However, it would be difficult to change this process during the current data year (which ends at the end of the academic year). The program should implement the ALPS starting in the summer.</p>
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<p>15% of the parents of regularly participating students will maintain high performance or improve their involvement in student education as measured by logs.</p>	<p>Elementary School</p>	<p>15%</p>	<p>35%</p>	<p>Analysis: The BGC Collier County proposed that 15% of regularly participating students (30+ Days of Program Attendance) would have at least one adult family member participating in 21st CCLC program activities over the course of the program year. As of the mid-year analysis, the program has 258 regularly participating students, with 90 of these students having at least one adult attend at least one parent event (and 35 students having adults attending more than one event). This equates to 34.9% of the regularly participating students, far surpassing the proposed level of performance for this objective.</p> <p>Proposed Changes: The program is encouraged to develop a plan for increased parent and adult family member participation in program activities.</p> <p>Rationale: The program is fully achieving this metric, with 34.9% of regularly participating students having adult participation in program activities (far exceeding the 15% proposed). However, the program is certainly not impacting the number of adults desired, with the agency priding itself on community and parent outreach. The program is encouraged to develop a plan for increased parent and adult family member participation in program activities. This should be a written plan and/or list of ideas for engaging adult family members and increasing involvement. These ideas could potentially include outreach efforts (e.g., flyers, newsletter, phone calls), parent interest survey completed when they pick up their children (e.g., survey for them to check off what they would be interested in attending and when), and adult literacy event enhancements (e.g., food, high-interest speakers, etc.). Again, this encouragement is focused on enhancing the program further - but the program is already meeting this metric (and will likely meet this metric even if providing no additional parent events for the remainder of the year). The program may consider creating a plan for programming starting in the summer (which starts a new data year for 21st CCLC).</p>	<p>Proposed Changes: The program should continue the process of recording adult family member attendance, by student and by event.</p> <p>Rationale: The program has done well in collecting data from adult family members. The program also already collects data on adult attendance by student, which is outstanding and complete. Overall, the program is collecting all data, as proposed and as required.</p>
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