

Updates to the Revised 21st CCLC External Evaluation Framework (2018-19 Program Year)

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Analysis

Final Documents...

- We will send all final documents to Cindy this afternoon after the 2nd webinar

Guiding Principles

- Grantees and sites should see and be able to use the data collected
- If we are going to collect it, it should be used
- Expectations (goals) should be consistent across all levels (site, grant, state)
- Programs need support with interpreting and using their data
- Evaluation framework should align with ESSA

Overall Purpose of the External Evaluation

- To provide **DESE with an detailed and accurate** picture of the grantee and their progress on the statewide goals and objectives
- To provide the **grantee accurate and usable information** for dissemination about their use of grant funds and to support their ability to make progress toward meeting and exceeding the statewide goals and objectives

2018-2023 Goals and Objectives	
Goal 1	Support or increase student achievement and sense of competence in the areas of reading/language arts, mathematics, and science.
Objective 1.1:	The afterschool grantee will score satisfactory or above on the reading/communications arts rubric.
Objective 1.2:	The afterschool grantee will score satisfactory or above on the math rubric.
Objective 1.3:	The afterschool grantee will score satisfactory or above on the science rubric.
Goal 2	Develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement.
Objective 2.1:	The afterschool site(s) will score satisfactory or above on the program quality improvement rubric.
Objective 2.2:	The afterschool site(s) will score satisfactory or above on the school day alignment rubric.
Objective 2.3:	The afterschool site will score satisfactory or above on the broad array rubric.
Objective 2.4:	The afterschool site(s) will score satisfactory or above on the family engagement rubric.
Goal 3	Enhance youth's college and career readiness skills and behaviors, including positive school behaviors, personal and social skills, and commitment to learning.
Objective 3.1:	The afterschool grantee will score satisfactory or above on the program attendance rubric.
Objective 3.2:	The afterschool grantee will score satisfactory or above on the personal and social skills rubric.
Objective 3.3:	The afterschool grantee will score satisfactory or above on the commitment to learning rubric.

Scoring the Rubric

- All rubrics are looking for "Satisfactory or Above"

	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced
Item A			X		
Item B					X
Item C		X			

	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced
Item A			X		
Item B					X
Item C	X				

Changes to the Rubrics

- Highest level is now called Advanced
- Some items moved up
 - Satisfactory to More than Satisfactory
 - More than Satisfactory to Advanced
- “Big OR” option on some items
- Some items now compared to the state or district data

1.1-3.C&D - MAP and EOC Scores

Satisfactory	More than Satisfactory	Advanced
The grantee's percentage of students with scores of Proficient or above is within 10 percentage points of the state's percentage OR the district's percentage.	The grantee's percentage of students with scores of Proficient or above is at or above the state's percentage OR the district's percentage.	The grantee's percentage of students with scores of Proficient or above is at least 10 percentage points above the state's percentage OR the district's percentage.

2.2.A - Coordination of Academic Support - Consistency of Curriculum and Content

Satisfactory	More than Satisfactory	Advanced
Written plan documenting how coordination of academic support will take place (see note 2.2.A).	Documentation that the written plan is agreed upon by both parties (school day and afterschool - see note 2.2.A).	Documentation of the implementation of the agreed upon plan.

2.2.A - The plan should include details about how school day staff and afterschool staff will ensure consistency of curriculum and coordination (but not replication) of content. The plan should include information about what content the afterschool program will cover that is consistent/coordinated, but not replicated, the type of individual student information that will be shared to help determine targeted interventions, and methods of ongoing communication between school and afterschool team members (what will be communicated about students, methods of communication, regularity/timing of communication, etc.).

2.2.A - For more than satisfactory and advanced, documentation that the plan is agreed upon by both parties could be in the form of signatures, e-mail confirmation, etc.

2.2.B – Documenting State Standards

Satisfactory (If documenting lesson plans, you can go to More than Satisfactory.)	More than Satisfactory	Advanced
Identify state standards for all activities in the Program Activity Plan of the grant application or continuation report (minimum coding of the standards - see note 2.2.B).	Lesson plans for all academic enrichment activities (math, reading, and science) include the state standards (minimum coding of the standard - see note 2.2.B).	Lesson plans for all academic enrichment activities (math, reading, and science) include the full description of the state standards OR lesson plans for all activities (except homework help, tutoring, snack, and free time) include the minimum coding of state standards.
“...aligns the activities provided by the program with the challenging State academic standards.” -ESSA		

2.3.A – Academic Strategies Based on Student Needs

- Changed language from “targeted academic strategies” to “academic strategies based on student academic needs”
- Fixed error – there is no Incomplete for this item, not having a plan is Less than Satisfactory

“... programs and activities with emphasis on ... the academic needs of participating students.”

“... align with the regular academic program of the school and the academic needs of participating students ...”
- ESSA

2.3.B – Social and Emotional Learning Activities

Satisfactory	More than Satisfactory	Advanced
Documentation that at least two SEL activities (individual, small group, or whole group) were implemented.	Documentation of at least three SEL activities OR a summary of the site's approach to supporting SEL that includes at least two of the following: topics covered, frequency of SEL activities, rationale for selection.	Documentation of at least four SEL activities with data to document impact OR the SEL summary must include topics covered, frequency of SEL activities, rationale for selection, and data to document impact.

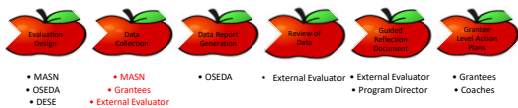
3.2.A - Personal and Social Skills (and 3.3.A - Commitment to Learning)

Satisfactory	More than Satisfactory	Advanced
At least 70% of youth indicate a medium to high level of personal and social skills on the Youth Survey OR the site level SEL plan includes information about how the site will address personal and social skills.	At least 80% of youth indicate a medium to high level of personal and social skills on the Youth Survey OR the site level SEL plan includes personal and social skills AND documentation of a lesson plan specific to personal and social skills.	At least 90% of youth indicate a medium to high level of personal and social skills on the Youth Survey OR the site level SEL plan includes personal and social skills, a lesson plan specific to personal and social skills, and data to document impact.

2.2.B – School Day Discipline

Satisfactory	More than Satisfactory	Advanced
At least 70% of youth have no in-building or out-of-school suspensions OR the grantee's percentage of in-building or out-of-school suspensions is within 10 percentage points of the district's percent.	At least 80% of youth have no in-building or out-of-school suspensions OR the grantee's percentage of in-building or out-of-school suspensions is at or above the district's percent.	At least 90% of youth have no in-building or out-of-school suspensions OR the grantee's percentage of in-building or out-of-school suspensions is at least 10 percentage points above the district's percent.

Changes to the Process



Change to the Documentation Review

- Originally – External Evaluator
- Now – MASN
 - Consistency
 - Flexibility
 - Follow-up

Documentation Review Sheet

- Will be used by MASN to capture the nuances of the documentation
 - Details that will help us with TA
- Passed out to External Evaluators
 - Feedback on how we were going to review the information
- AREs will use them to develop tools
- Not meant to be used by program directors
 - Not coded to levels
 - Organized by type of document, not by rubrics
 - Some questions are to help with TA tools
 - Able to score More than Satisfactory and Advanced without all the questions

Snapshot of the Review Sheet

1.	Yes	No	Is there a written plan for coordination of academic support?
2.	Yes	No	The written plan includes what content the afterschool program will cover that is consistent/coordinated, but not replicated
3.	Yes	No	There is documentation that this part of the plan is being implemented (e.g., sharing of curriculum, sharing of lesson plans, etc.)
4.	Yes	No	The written plan includes the type of individual student information (formal or informal assessment) that will be shared by the school with the afterschool program to help determine academic strategies to be implemented based on individual student needs.
5.	Once per year	Twice per year	The written plan specifies when or how often the individual student academic information will be shared with the afterschool program.

But what if I missed something...

- You will have the option to fill out an “expected level” sheet.
- If your reviewed level does not match with the expected level, we will contact you.

Expected Level Sheet

Expected Level Sheet Grantee _____

You may submit this expected level sheet with your documentation (optional). If this sheet is included and the postmark is by 5/31/19, MASN will contact the person listed below if your expected level is any item differs from the reviewed level.

If there are differences, please contact _____ at _____ or _____

Goal 2 - Develop and maintain a quality program that includes a safe and supportive environment, positive interactions.

Objective 2.2 - The attached sites will score satisfactory or above on the school day element index.

	NA	Plan (L, M, A)	More than Satisfactory	Advanced
Coordination of Student Support Consistency of Curriculum and Content	NA for SAC Documentation of the implementation (2)	Plan (L, M, A) Documentation of the implementation (2)	Within plan documenting how coordination of academic support will take place (see note 2.2.A).	Documentation that the center plan is aligned with the birth parties (school day and after school - see note 2.2.A).
Documenting State Standards	Program Activity Plan (3) Note: If you are documenting lesson plans (M or A), you do not have to document the Activity Plan (3). Weekly schedule (M, A) Lesson plans (M, A)	Identify state standards for all activities in the Program Activity Plan of the grant application or construction report (minimum coding of the standards - see note 2.2.B).	Lesson plans for all academic enrichment activities (math, reading, and science) include the state standards (minimum coding of the standards - see note 2.2.B).	Documentation of the implementation of the implementation of the lesson plans for all academic enrichment activities (math, reading, and science) include the full description of the state standards (minimum coding of the standards - see note 2.2.B). OR Lesson plans for all activities (through homework help, tutoring, meals, and free time) include the minimum coding of state standards.

Timeline

- Now-5/31/19 – Prepare documentation
- 5/31/19 postmark deadline for guaranteed post-review communication if “expected” and “actual” are different
- 6/15/19 postmark deadline for all documentation – otherwise scored as “less than satisfactory”
- Now-6/30/19 – MASN reviews documentation and follows up when “expected” and “actual” are different
- 6/30/19 – Data to OSEDA for calculating Satisfactory, More than Satisfactory, Advanced
- 7/31/19 – Data from OSEDA to report writer
- 8/15/19 – Reports sent to External Evaluators and Program Directors for second part of Guided Reflection

Preparing the Documentation – Grant Level Items

- Activity Plan with State Standards
 - NA if documenting state standards in lesson plans
- Family Activity Summary Forms

Preparing the Documentation – Site Level Items

- Weekly schedule
 - Daily only needed if weekly does not have enough detail
- Lesson Plans
 - Academic (matching weekly schedule)
 - Broad Array (matching weekly schedule)
 - Social and Emotional Learning (or summary form)

Preparing the Documentation – Site Level Items

- Age Group Flow and Choice Summary Form
- Academic Strategies Summary Form
- SEL Activity Documentation (optional “OR” for some items)
- Plan for Academic Support
 - Documentation of implementation (Advanced only)
- SEL Plan (optional “OR” for some items)