

BRADFORD ASPIRE: 21ST CENTURY COMMUNITY LEARNING CENTERS



YEAR 2
(FY 2017)
FORMATIVE
EVALUATION
REPORT

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INTRODUCTION

The 2016-2017 academic year marks the second year for the Bradford County School District ASPIRE afterschool program. The Bradford ASPIRE project serves three elementary school sites in Bradford County, as it no longer serves Bradford Middle School. The total 21st Century capacity is 90 students.

TABLE 1: BRADFORD ASPIRE PROGRAM SITES

School	Program Capacity
Southside Elementary	30
Starke Elementary	30
Lawtey Elementary	30
TOTAL CAPACITY	90

All Bradford ASPIRE sites opened their doors on August 22, 2016. In accordance with Florida Department of Education requirements, Bradford ASPIRE sites exceed daily and weekly student contact requirements as follows:

- Each Elementary school programs operates from 2:15 to 5:30 PM;
- Each Elementary school site operates five (5) days a week for a total of 16.3 hours

Sites were open all regular school days, including early release dates. Holidays coincided with the regular school day calendar. Sites reopened in the spring on January 3rd, 2017 and will end on May 19th, 2017.

The summer program schedule calls for ASPIRE to operate at two sites (Southside Elementary and Starke Elementary). Each site will serve 30 students, Monday through Thursday from 8am to 12:00 noon. The program will begin on June 5th and run through July 13th for a total of 22 days.

ASSIGNMENT

Federal 21st CCLC program policies require that all programs and activities conducted with 21st Century funding must be based upon:

- An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- Where appropriate, scientifically-based research that provides evidence that the program will help students meet the district's academic achievement standards.

Furthermore, federal policies require that each 21st Century Community Learning Centers (21CCLC) program conduct periodic evaluations to assess progress toward achieving the proposed objectives and ultimate goal of providing high-quality opportunities for academic enrichment. The results of the formative evaluation must be:

- used for continuous improvement of the program; and
- made available to stakeholders upon request.

The written formative evaluation reports must contain, at minimum, the following elements:

- **Student Attendance:** Data on average daily attendance and enrollment at each site;
- **Program Operation:** Synopsis of current activities and services at each site;
- **Objective Assessment:** Data analysis and indication of progress toward achieving each objective; and
- **Recommendations:** Recommendations for all objectives where progress is not being achieved and/or where the program is not likely to achieve at least 85% of proposed objectives by the end of the program year.

As specified in the ASPIRE grant, the program evaluation plan in year 1 of Bradford ASPIRE consists of regular formative reviews (see Appendices A and B) during the early implementation

of the program. These reviews are intended to assist the program by ensuring that federal and state requirements are being met. The results and recommendations of the Formative Evaluation are intended to be used by Bradford ASPIRE staff to improve each program site. The Formative Evaluation Summary as well as the subsequent Evidence of Program Modification Report will be shared with the Department of Education, and, at the discretion of Bradford County School District, will be made available to other stakeholders upon request. Components included in the Formative Evaluation include: (1) Summary of program operations, (2) Assessment of progress toward program goals, (3) Data on student attendance and enrollment, and (4) Recommendations for improvement.

METHODOLOGY

CIC Planning Group conducted on-site observations at one of the Bradford ASPIRE sites during the period covered by this report. The observations were conducted in January, 2017. Emphasis during this Formative Evaluation was placed on how well the overall program and site operations adhered to the stipulations laid out in the grant. The assessment consisted of classroom observations, collection and analysis of program documentation, interviews with staff, and analysis of student reporting data. The Program Operations template was developed by CIC Planning Group and was used in conjunction with the site observations.

Findings from this evaluation will be submitted to the Program Director and administrative team. The Program Director, together with the Evaluation Team will address the recommendations and submit those relevant to each of the site coordinators. Site coordinators will be instructed to address the necessary corrections and develop a timeline in which to address them. Program responses to the recommendations will be documented in a Program Modifications Report to be submitted in late April, 2016.

SUMMARY OF PROGRAM OPERATIONS

The Program Operations section includes two sub-sections: (1) **Program Documentation**, which includes an update to the documentation requirements completed by the ASPIRE program

for FY2016; and (2) **Program Activities and Services**, which describes ASPIRE’s programs and services for students.

PROGRAM DOCUMENTATION

21st Century Community Learning Center policies include considerable documentation requirements. Documentation areas remaining incomplete are indicated below on the Tables, and areas with achieving compliance since year 1 of the project are marked with a red check-✓.

✓	21 st CCLC after school program site agreements will be signed by the Site’s School Principal, Site Coordinator, Program Director, and the Director of Federal Programs and kept on file in the site’s audit box
✓	An updated, accurate afterschool site schedule will be kept on file and made available upon request
	An accurate site map of afterschool class locations will be kept on file and made available upon request
✓	A copy of each Site’s school improvement plan will be kept on file
	Contracts for all staff members will be signed by the staff member, Site Coordinator, Program Director, and the Director of Federal Programs and kept on file and made available upon request
✓	A copy of each academic-class teacher’s teaching certificate will be and made available upon request
✓	Overlapping time agreements for regular school day teachers will be signed by the staff member and his/her principal and made available upon
✓	Accurate, up to date, time sheet verification records will be signed by staff members each day and kept on file.

STAFF TRAINING & SAFETY PROCEDURES. At the time of this report, Staff Training issues were incomplete. Training in areas of CPR/First Aid has been accomplished and a listing of staff training is provided below. Furthermore, while staff members, because they are District employees, follow District emergency procedures, it is unclear at this time whether staff have been specifically trained in such procedures as severe weather, fire, etc.

Security issues at program sites are exacerbated by the general lack of administrative personnel. That is, there are no current staff members specifically assigned to screen and log in visitors to the programs. All current staff, even including Site Coordinators, are engaged in program delivery, leaving little time to address administrative concerns.

✓	Site coordinators will provide staff training on program expectations, behavior management, data collection, and serving ESE students prior to the beginning of each year and will keep a record of the staff training agenda and sign-in sheets on file.
	Program staff will receive training and information on afterschool safety procedures such as basic first aid administration, dealing with potential student injuries, and emergency, fire alarm, and lock-down procedures prior to the end of September each year and will keep a record of staff training agenda and sign in sheet on file.
✓	Sites will maintain a list of at least one or more staff members with current CPR certification and will keep a copy of that certification on file.
	Site Coordinator will insure and document continual communication between staff members and site principals.
✓	Regular staff meetings will be held and documentation including sign in sheets and agendas will be kept on file.
✓	Staff members will insure that transition between activities is orderly and safe
	All visitors will be required to provide photo ID at the front office, sign the 21 st CCLC afterschool visitor log and will be given a 21 st CCLC visitor badge
	All visitors will be checked against the Florida Sexual Offender/Predator Registry prior to admittance onto school grounds
✓	Volunteers and staff not employed by the district will be required to complete a criminal background screening done by the Florida Department of Law Enforcement

SNACK/HOMEWORK HELP. Snacks and homework help procedures are in place and meet 21st Century requirements. While, previously, the ASPIRE program was relying on documentation retained by the food service department, recently the Program has moved to documenting snack distribution at the time that attendance is taken.

✓	Students will be provided a free, healthy snack by BCSD Food Services Program
✓	Snacks will meet the United States Department of Agriculture food guidelines
✓	Snack tally sheet will be completed by Site Coordinator daily and documentation will be retained on file.
✓	Students will engage in homework help a minimum of 20 minutes daily

ACADEMIC ENRICHMENT ACTIVITIES. The most recent on-site review revealed that academic lesson plans while not always identifying the corresponding Florida Statutes that corresponded with the lessons, appeared compliant in all other ways. Furthermore, programs, whether delivered by a teacher or through computer-assisted instruction, followed state guidelines.

✓	Math, Reading, and Science theme based units will be taught by certified teachers and students will engage in these a minimum of one hour per week in each subject area
✓	Elementary Students will engage in a minimum of 60 minutes per week of Reading - Kidz Lit - Reading and literature programs; 60 minutes per week of Math - Kidz Math and Explore Math programs; and 30 minutes per week of Science - Explore Science program, and will be supervised and tutored on targeted skills by a certified teacher
✓	Middle School Students will engage in 60 minutes per week of reading/language arts - Lit REAL and Lit CHOICES; and 60 minutes per week of math - Math Explorer and science – The Science Explorer.
✓	Teachers will maintain lesson plans with Florida State standards identified on them, and will keep a copy on file at the beginning of each month.
✓	Teachers will adhere to Florida’s Positive Behavior Support Project and classes will be conducted in a “non-traditional” manner
✓	Elementary schools will have a 15:1 student/teacher ratio in their academic classes
✓	Middle schools will have a 18:1 student/teacher ratio in their academic classes

PERSONAL ENRICHMENT ACTIVITIES. Personal enrichment activities, including Cultural Awareness and Health Awareness are currently conducted in compliance with policies.

✓	Students will be engaged in personal health and performing and/or visual arts based lessons by experienced teachers 1-4 times weekly depending upon the activity and age and grade level of the students
✓	Recreational activities will be chosen based on input collected from student surveys
✓	Student/teacher ratios will be 5:1-25:1 depending upon the experience and activity level

TRANSPORTATION. Transportation is provided through the Bradford County School District. Presently, the ASPIRE program does not have time and drop-off information recorded on students. Verification that this procedure meets policy will take place prior to the preparation of documentation for the Program Modifications Report to be submitted in April, 2017

✓	BCSD will provide bus transportation from designated sites to locations as close as possible to the students’ homes
✓	Parents will be notified in writing of the location and drop off time of their child’s stop

PROGRAM ACTIVITIES AND SERVICES

The Bradford ASPIRE Program serves only elementary school students. As stated previously, the elementary school program sites operate five (5) days per week for 3.3 hours each day.

Scheduling is done by breaking down students into three groups based on their age and grade (K-1, 2-3, and 4-5) and rotating them through academic and enrichment programs. However, as shown on the basic schedule, Table 2 below, upon arrival at the 21CCLC program, all students receive snacks prepared through the Bradford County School District Food Service Department and participate in supported homework completion.

TABLE 2. PROGRAM SCHEDULES

Elementary Schedule

Group A (K-1)	Monday	Tuesday	Wednesday	Thursday	Friday
2:15 - 3:15	Snack/ Homework	Snack/ Homework	Snack/ Homework	Snack/ Homework	Snack/ Homework
3:15 – 4:00	Academics	Academics	Academics	Academics	Academics
4:00 – 4:45	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
4:45 – 5:30	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
Group B (2-3)	Monday	Tuesday	Wednesday	Thursday	Friday
2:15 - 3:15	Snack/ Homework	Snack/ Homework	Snack/ Homework	Snack/ Homework	Snack/ Homework
3:15 – 4:00	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
4:00 – 4:45	Academics	Academics	Academics	Academics	Academics
4:45 – 5:30	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
Group C (4-5)	Monday	Tuesday	Wednesday	Thursday	Friday
2:15 - 3:15	Snack/ Homework	Snack/ Homework	Snack/ Homework	Snack/ Homework	Snack/ Homework
3:15 – 4:00	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
4:00 – 4:45	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
4:45 – 5:30	Academics	Academics	Academics	Academics	Academics
ACADEMICS	READING	MATH	READING	MATH	SCIENCE
ENRICHMENT	SOCIAL	IDR	SOCIAL	IDR	IDR
ENRICHMENT	GAMES	NUTRITION	IREADY MATH	IREADY READING	SPECIAL

COMMUNITY PARTNERS. The Bradford ASPIRE Program has developed relationships with five (5) Community Partners, each of whom have committed to participating in the program by providing training to students and parents about services and resources available in Bradford County. Partners include:

1. Bradford-Union Technical Center – personal and career counseling, employability, GED programs;
2. Bradford Health Department – prevention and wellness programs including diabetes, tobacco, alcohol, and drug abuse;
3. University of Florida – IFAS – training in improving diets and incorporating low cost items into nutritional meals;
4. Corner Drug Store – crisis counseling, substance abuse prevention, and building strong families;
5. Meridian Behavioral Health – training in improving a sense of well-being and targeting services to students with ADHD.

CREATION OF AN ON-LINE PORTAL FOR DISSEMINATING INFORMATION ABOUT THE PROGRAM.

To date, the Bradford ASPIRE program has relied on informing Bradford parents and the community about the program through several media:

- General announcements are available on the District website;
- Program information and registration forms can be found on the websites of each individual school included in the program; and
- Flyers and information booklets have been distributed manually.

DEVELOPMENT OF STUDENT TRACKING SYSTEM. The ASPIRE Program has developed a Microsoft Excel spreadsheet which houses and compiles demographic, attendance, and student performance data. There was confusion about whether the program should retain students who have withdrawn from the program, but that has been clarified and all students who have ever participated in the program are currently recorded and maintained in the database.

PROGRAM ADVISORY BOARD. Bradford ASPIRE has targeted the development of a Program Advisory Board comprised of parents, students, community members, school board members, and other stakeholders. The first Advisory Board meeting of the program year was on December 6. The next meeting is Thursday, May 4. Current membership includes:

- Lisa Prevatt - Assistant Superintendent
- Sherree Alvarez - Project Director
- Avery Shell - Assistant Project Director
- Josh Bell - Site Coordinator
- Nathan Thornton - Community Business owner
- Farrah Duhart - Enrichment teacher
- Sheila Cummings - School Board member
- Raymond Brown - Parent
- Jessica Brown - Student

DELIVERY OF PROFESSIONAL DEVELOPMENT/REQUIRED PARTICIPATION IN PROJECT MEETINGS.

Regular training was held as follows:

Training Topic	Date of Training
Project Based Learning training,	August 6, 2016
Program orientation	August 16, 2016
Planning Family Literacy Events	September 22, 2016
Eureka Math resources and homework training (specific to day school curriculum).	January 10, 2017

In addition, Appendix A contains the name of staff members at each site that received the required training in First Aid and CPR as identified in the FY16 Formative Evaluations.

PROGRESS TOWARD PROGRAM GOALS

ACADEMIC STUDENT PERFORMANCE OBJECTIVES

Progress toward achieving academic objectives was assessed in two ways. First, regularly attending students evaluated on the basis of overall progress toward increased grades. This was done separately for the 1st and 2nd nine week periods to determine trends. Secondly, the overall performance of regularly attending students was assessed on i-Ready Reading and Math in comparison to the goals established by the ASPIRE Program.

Table 3 presents, by school and grade, a snapshot of academic progress among those regularly participating students in the ASPIRE program. As of the end of January, a total of 100 ASPIRE students had attended at least 30 days of programming and had recorded pre- and post-test scores on academic objectives. Those regularly attending students were assessed on the basis of teacher grading improvements made between the time of the first progress reporting and the first 9 weeks reporting (Table 3).

TABLE 3. School Grades – Regularly Participating Students

	# STUDENTS	AVG ATT	English Grades #1	English Grades #2
Lawtey Elementary	35	56.09	84.09	82.53
Southside Elementary	34	60.88	78.53	78.09
Starke Elementary	31	62.54	80.82	81.45

	Math Grades #1	Math Grades #2	Science Grades #1	Science Grades #2
Lawtey Elementary	84.77	84.11	87.29	85.91
Southside Elementary	81.68	81.29	84.94	82.71
Starke Elementary	79.42	76.71	83.58	84.06

TABLE 4. Student Academic Performance in Reading and Math – i-Ready

	# STUDENTS	Avg Increase	1-Yr Target	Reporting Window	Expected Increase
Lawtey i-Ready Reading	32	13	29	12/1/2016-1/14/2017	15
Lawtey i-Ready Math	33	14	25		13
Southside i-Ready Reading	27	25	30		15
Southside i-Ready Math	26	17	25		13
Starke i-Ready Reading	32	13	32		16
Starke i-Ready Math	33	18	26		13

While the results of grading (TABLE 3) indicate that little progress has been made in student performance, the results of i-Ready assessments in TABLE 4 indicate that mid-year progress results have been achieved in 4 of 6 student assessment categories. Only the results of i-Ready Reading at Lawtey and Starke revealed performance data that did not equal or exceed the half-year progress prediction.

PERSONAL ENRICHMENT STUDENT PERFORMANCE OBJECTIVES

Personal Enrichment programs were offered to ASPIRE students in the areas of Cultural Awareness and Health/Nutrition. With a criterion of improvement in at least 70% of students by the end of the year, success of the ASPIRE program by this mid-year reporting was assessed as follows:

1. Increase student Cultural Awareness in at least 70% of regularly participating students by increasing scores on a Student General Knowledge Survey to 80% or higher or maintaining a score of 90-100% across the years; and
2. Increase student Health Awareness in at least 70% of regularly participating students by increasing scores on a Student General Knowledge Survey to 80% or higher or maintaining a score of 90-100% across the years.

TABLE 5. Student Performance – Personal Enrichment

	# STUDENTS	Healthy Behav #1	Healthy Behav #2	Percent Increasing	Percent 80 or more
Lawtey Elementary	35	74.06	76.72	28.5%	97.1%
Southside Elementary	34	70.00	75.27	26.5%	64.7%
Starke Elementary	31	63.00	89.33	64.5%	71.0%
TOTAL				39.0%	78.0%
	# STUDENTS	Arts & Culture #1	Arts & Culture #2	Percent Increasing	Percent 80 or more
Lawtey Elementary	35	68.50	74.18	48.6%	82.9%
Southside Elementary	32	63.35	74.37	40.6%	50.0%
Starke Elementary	31	66.67	83.00	67.7%	54.8%
TOTAL				52.0%	63.3%

As shown on TABLE 5, only Southside Elementary’s Arts and Culture Program Health is in any danger of failing to reach criterion on the two Personal Enrichment programs offered through ASPIRE. In all cases, one-half of the students have achieved criterion at mid-year, though, as indicated, Southside’s students report Arts and Culture scores that are exactly at 50%.

Parental Involvement/Notification.

To date, three of six Family Nights have been held, though not all meetings have been held on the most recent date (Meeting #3). Parental involvement still presents a challenge across all three program sites in Bradford County, though, to date, over two-thirds of all families have attended at least one family night. Many of the afterschool program participants’ families have transportation or child care concerns that prevent them from attending. . As shown on TABLE 6, Family Night participation was at its highest during the first meeting which was held during September, 2016. Subsequent meetings have been held monthly with gradually declining attendance. Of the total number of 80 family attendees, 60 have represented unduplicated family members. Nineteen (19) family members have achieved the benchmark of attending two family nights (10-Lawtey; 6- Southside; 3-Starke). However, all families taking the Adult Literacy Assessment have achieved the maximum score, suggesting a review of the assessment.

TABLE 6. Family Night Participation

	# FAMILIES	Meeting 1	Meeting 2	Meeting 3	Unduplicated
Lawtey Elementary	35	13	10	11	23
Southside Elementary	34	13	13	0	20
Starke Elementary	23	14	6	0	17
TOTAL	92	40	29	11	60
	# FAMILIES	Meeting 1	Meeting 2	Meeting 3	Unduplicated
Lawtey Elementary	35	37.1%	28.6%	31.4%	65.7%
Southside Elementary	34	38.2%	38.2%	0.0%	58.8%
Starke Elementary	23	60.9%	26.1%	0.0%	73.9%
TOTAL	92	43.5%	31.5%	12.0%	65.2%

STUDENT ATTENDANCE/ENROLLMENT

Funding levels for the 21st CCLC programs are based upon meeting proposed student attendance benchmarks throughout the program year. As such, the Evaluation Team captured and documented student attendance as it was uploaded into the state reporting system. Minimum performance thresholds for daily attendance have been predetermined for all 21st CCLC programs by the Florida Department of Education (FDOE). Specifically,

- programs averaging over 85% of the proposed daily attendance are considered at low risk for a reduction in funding;
- programs not averaging at least 85% of the proposed daily attendance are considered at moderate risk for reduction in funding; and
- programs not averaging at least 80% of the proposed daily attendance are considered at high risk for a reduction in funding.

To assess whether these benchmarks are being met, monthly attendance levels are monitored at each ASPIRE program site. As shown, below, on Table 7, total attendance and average daily attendance has been captured by program site for each month of ASPIRE through January, 2017. Through January, the ASPIRE elementary sites (operating Monday – Friday) had operated a total

of 95 program days. This total represented all but one regular school day that Bradford County Schools were open during the period when a school-wide dance interrupted programming.

As shown on Table 7, while the overall attendance rates for students exceeded the standard of 85% of capacity across all sites in 4 of the 6 months of service analyzed to date. Only in September and January were the attendance rates below 85%.

TABLE 7: BRADFORD ASPIRE PROGRAM ATTENDANCE BY MONTH AND SITE

		August 2016			September, 2016			
Program Site	Days	Tot Att	Avg Atten	Pct Capacity	Days	Tot Att	Avg Atten	Pct Capacity
Southside Elementary	10	279	27.9	93.0%	18	483	26.83	89.4%
Starke Elementary	10	276	27.6	92.0%	18	554	30.80	103.0%
Lawtey Elementary	10	199	19.9	66.3%	18	502	27.89	93.0%
TOTAL		754	75.4	83.8%		1,539	85.50	95.0%

		October, 2016			November, 2016			
Program Site	Days	Tot Att	Avg Atten	Pct Capacity	Days	Tot Att	Avg Atten	Pct Capacity
Southside Elementary	18	473	26.28	87.6%	17	463	27.24	90.8%
Starke Elementary	18	513	28.50	95.0%	17	472	27.76	92.6%
Lawtey Elementary	18	452	25.11	83.7%	17	402	23.65	78.8%
TOTAL		1,438	79.89	88.8%		1,337	78.65	87.4%

		December, 2016			January, 2017			
Program Site	Days	Tot Att	Avg Atten	Pct Capacity	Days	Tot Att	Avg Atten	Pct Capacity
Southside Elementary	11	297	27.00	90.0%	20	544	27.20	90.7%
Starke Elementary	12	334	27.83	92.7%	20	500	25.00	83.3%
Lawtey Elementary	12	303	25.25	84.2%	20	463	23.15	77.2%
TOTAL	11.7	934	80.06	89.0%	20	1507	75.35	83.7%

In an effort to highlight attendance at each program site, Table 8 presents average daily attendance data for each ASPIRE site and for each month of the program. Furthermore, attendance for each site and program is color-coded to make apparent those sites with levels of attendance that would place them at risk for funding loss. Specifically, sites that would be

considered at moderate risk for reduction in funding (<85% daily attendance) are highlighted in yellow and those considered at high risk (<80% daily attendance) are highlighted in red. If the daily attendance average for a site is above 85% of the proposed attendance then it is at low risk for reduction in funding and marked in green. As seen by examining the Table, while all the sites saw a drop in attendance during January, only the Lawtey site has shown attendance figures that were regular at Moderate or High Risk.

TABLE 8: ASPIRE ATTENDANCE AND RISK LEVELS FOR FUNDING REDUCTION

LAWTEY ELEMENTARY		
Month	Avg. Daily Attendance	Percent of Target Attendance
August	19.90	66.3%
September	27.89	93.0%
October	25.11	83.7%
November	23.65	78.8%
December	25.25	84.2%
January	23.15	77.2%
AVE MO ATTN.	24.43	81.4%

SOUTHSIDE ELEMENTARY		
Month	Avg. Daily Attendance	Percent of Target Attendance
August	27.90	93.0%
September	26.83	89.4%
October	26.28	87.6%
November	27.24	90.8%
December	27.00	90.0%
January	27.20	90.7%
AVE MO ATTN.	27.01	90.4%

STARKE ELEMENTARY		
Month	Avg. Daily Attendance	Percent of Target Attendance
August	27.60	92.0%
September	30.80	103.0%
October	28.50	95.0%
November	27.76	92.6%
December	27.83	92.7%
January	25.00	83.3%
AVE MO ATTN.	27.88	93.0%

TOTAL – ALL SITES		
Month	Avg. Daily Attendance	Percent of Target Attendance
August	75.40	83.8%
September	85.50	95.0%
October	79.89	88.8%
November	78.65	87.4%
December	80.06	89.0%
January	75.35	83.7%
AVE MO ATTN.	79.32	88.1%

 High Risk <80%
 Medium Risk 80 - 85%
 Low Risk >85 %

RECOMMENDATIONS

Based on the comprehensive review of the ASPIRE program conducted through January, 2017, Recommendations have been prepared in the areas of Program Operations, Program Activities and Services, Progress Toward Objectives, and Enrollment/Attendance.

PROGRAM OPERATIONS

SITE SECURITY. Procedures related to overall site security and oversight were not specifically reviewed during the on-site observation. As such, the ASPIRE program is encouraged to continue their attention to this issue. ASPIRE management is recommended to communicate with site principals and BCSD administration to determine the best way to ensure site safety and oversight.

ACADEMIC ENRICHMENT ACTIVITIES. Most lesson plans reviewed during the on-site visit appeared either to have Florida State standards attached. In other cases, the ASPIRE program is using the same academic software employed during the day school, thereby insuring that appropriate standards are being addressed.

PROGRAM ACTIVITIES AND SERVICES

PROGRAM ADVISORY BOARD. Current membership of the Program Advisory Board includes one student, one parent, and one other stakeholders in the community. All the remaining members are School District related, though they may also represent a parent or community stakeholder. Continued effort at engaging other membership from outside the District is recommended.

PROGRESS TOWARD OBJECTIVES

ACADEMIC PROGRESS. The ASPIRE Program Director is recommended to review the different success the school sites are having in improving academic performance. Some sites are having greater success in some academic areas than others and it is recommended that a review of the curriculum and implementation take place. The fact that school grades have actually declined from the first to the second grading period at Lawtey-English, Lawtey-Math, Lawtey-Science, Southside-English, Southside-Math, Southside-Science, and Starke-Math is somewhat of a concern. In contrast, only Lawtey and Starke i-Ready Reading courses have students not on track to achieve their targets.

PERSONAL ENRICHMENT. The ASPIRE program management team is encouraged to review the programming being delivered in each Personal Enrichment area to ensure that all students attain the targeted success rate of 70% of regularly participating students. Arts and Culture programming at the Starke and Southside sites appear in danger of not meeting this annual targets and should be subjected to quality review.

PARENTAL INVOLVEMENT. While parental involvement has increased since the first year of the program, attendance rates are still below what is desired and targeted. Furthermore, none of the adults who have taken the Adult Literacy Assessment implemented by the ASPIRE program have scored below the maximum score of 4. The ASPIRE program management team is encouraged to review this assessment to determine whether it is of sufficient sensitivity to identify variances in adult literacy among the families served by the program.

ENROLLMENT/ATTENDANCE

INCREASED ATTENDANCE. ASPIRE management should continue to explore methods for improvement in attendance rates at all sites, particularly in view of the overall drop in attendance during January. However, the site most at-risk currently is the Lawtey Elementary site which has an overall attendance rate of just over 81% of capacity. The remaining sites have attendance rates not only above the 85% requirement but actually exceeding 90%. Because of this high attendance, the ASPIRE program and the Bradford County School District are encouraged to seek ways to expand the capacity of the existing programs.

APPENDIX A

First Aid / CPR Training – March-April, 2016

Name	Site	Course 1
Kim Sherin		Child CPR AED
Rene Spriggle		Child CPR AED
Stephanie Scott		Child CPR AED
Nancy Selph	Southside	Child CPR AED
Audrey Murphy	Southside	Child CPR AED
Nicole Oxenrider		Child CPR AED
Sherree Alvarez	Proj. Director	Child CPR AED
E. Renee Cassels	Starke	Child CPR AED
Lynn Woods		Child CPR AED
Nancy Esford	Lawtey	Child CPR AED
Mark Scott		Child CPR AED
Vicki Atteberry	Lawtey (para)	Child CPR AED
Joshua Bell	Starke (para)	Child CPR AED

APPENDIX B

BCSD ASPIRE STAFFING SUMMARY 2016 - 2017 SCHOOL YEAR

Site	Teacher	Date Started	FLDOE Certification
LAWTEY	Nancy Esford	08/01/2016	765481 (El. Ed K-6)
LAWTEY	Ronda Crawford	08/01/2016	666350 (El. Ed K-6, ESE K-12)
LAWTEY	Jennifer Hock	08/01/2016	1162209 (El. Ed K-6)
STARKE	Renee Cassels	08/01/2016	746058 El. Ed K -6)
STARKE	Aimee Thornton	08/01/2016	732076 (El. Ed K-6)
SOUTHSIDE	Audrey Murphy	08/01/2016	823371 (El. Ed K-6)
SOUTHSIDE	Bethany Jones	08/01/2016	1228322 (El. Ed K-6)
SOUTHSIDE	Nancy Selph	08/01/2016	992337 (El. Ed K-6)
PROJECT DIRECTOR	Sherree Alvarez	08/01/2016	866630 (Ed. Leadership)

Site	Paraprofessional	Date Started	Qualification Notes
BMS	Avery Shell	08/01/2016	Admin Recommend. Previous experience as site coordinator. Great with students.
STARKE	Josh Bell	08/01/2016	Good with students, professional, positive role model, medical training
STARKE	Farrah Duhart	09/01/2016	Positive, professional role model, dependable, good with kids
SOUTHSIDE	Natalya Cruger	08/01/2016	Highly organized, great with students, positive role model, patient, admin recommend
SOUTHSIDE	Janet Townsend	08/01/2016	Efficient, admin recommend, positive attitude, reliable, sense of humor
LAWTEY	Vicki Atteberry	08/01/2016	Admin recommended, positive attitude
LAWTEY	Melissa Underhill	08/01/2016	efficient, good role model, good with students, professional