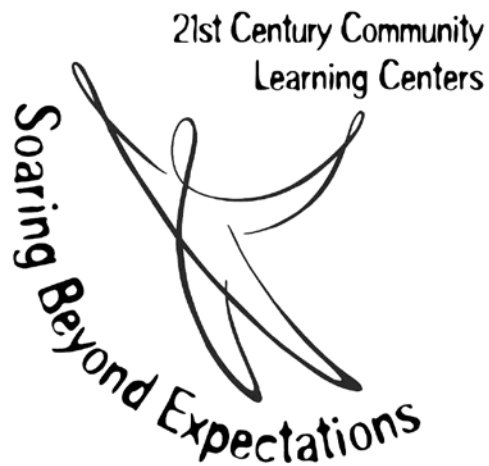


***Vermont's 21st Century
Community Learning
Centers***



Section 3A: Learning Gains

2010-2011 Annual Performance Reports Data

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Addison Northeast SU/ MJCC - *After School Follow-Through Project*—

Anne Gleason

What is the name of the selected program or strategy?

- **Bristol Site-Year I: Study Studio/Power Hour** was a two-hour block of academic support and enrichment, delivered four days a week within the afterschool time block, wherein children were allowed to sample and choose a variety of ways to access the services of certified teachers to pursue skill-building and practice in math, literacy and reading—a “learning buffet” of intentional construction. The Studio was staffed daily by two math and literacy generalists who provided direct instruction and multi-level practice, a special educator who fine-tuned learning components and delivery systems for targeted needs of children, and a technology specialist (also a fifth-grade classroom teacher) to assist the children in exploring and experiencing key learning points in new ways. The children represented a mixed cohort of those referred by individual “sending” classrooms, those enrolled and encouraged by parents to take part in the Studio, and those who self-selected the opportunities to spend time in the company of skillful and knowledgeable teachers afterschool.

What grade levels served are served by the selected program/strategy?

- The children in the Study Studio were drawn from grades 2-6.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

- Sending classroom teachers were able to provide pre-participation reports of learning levels, and these were to serve as the baseline pre-assessments. Learning gaps and needs were identified, and systematically addressed. The Studio was on a six-week cycle; assessments of progress were available at those intervals, for the sending teachers and parents. The tools were devised by the tutors, based on the input of teachers. Additionally, the special education teacher, reading interventionist and other school personnel were consulted.

What outcomes have you seen as a result of the selected program/ strategy?

- Children have been able to move from attending because they were referred (or invited) by a teacher for a specific reason, such as improving reading skills, to selecting other topics (writing, math, technology) and expanding their learning.

Why did you select this program or strategy for this section?

- This strategy embodies the key principles of “*children’s choice/children’s voice*” in the delivery of essential academic services, as well as enrichments and supports. Using what has been learned will refine offerings and opportunities for the ensuing years of the project, with anticipated successes. This, indeed, is a cornerstone of the work of these specific blended sites of school and licensed child care in *complementary education*.

What is the name of the selected program or strategy?

Starksboro/New Haven- Year II In Starksboro, the strategy highlighted is **grade-level group immersion**, wherein a classroom teacher identified a subset of her class, invited them to an afterschool math or literacy club

What grade levels served are served by the selected program/strategy?

- Classroom teachers from the second grade and the fourth grade “invited” children to attend the afterschool club for weeks’ duration, twice during the school year. This was within the context of the afterschool academic support being given for 1st-6th graders twice weekly.

What measures do you use to assess student learning? How often do you make assessments? What tools do you use?

- Each teacher was able to identify the specific skills that were in need of this intensive support, by virtue of their school-day interactions, and this served as the pre-assessment. has pre-and-post skills assessments. Their daily plans and learning activities were based on these understandings, and moved toward the identified outcomes for that specific child—fluency, word recognition, comprehension/numeracy concepts, operations, for example. An authentic learning cycle was created, adapting weekly to what was being covered in class time, and enhanced in the afterschool club times. Reports of progress were shared with parents, and noted on report cards

What outcomes have you seen as a result of the selected program/ strategy?

- This tutoring strategy allowed the specific teachers to maximize their efforts on behalf of their own students, with the specific benchmarks fully revealed. The initial gap that generally separated the afterschool club invitees -- children with the highest academic needs, and most challenged backgrounds—was bridged, allowing the participants to make greater progress than their more skillful peers, even though they had begun the experience behind the general mastery level of others in their class.

Why did you select this program or strategy for this section?

- This is an encouraging example of the power and scope of *linkages to the school day*, which is a keystone of the strategies that this grant seeks to implement effectively, leading to a sustainable program profile for all the children in a given community. Further review and implementation of these concepts and results should have positive impacts for children, in Starksboro, New Haven and Bristol.

Addison Northwest SU - *KEYS Afterschool* - Jill Strube

What is the name of the program or strategy?

- Summer Success Math Improvement

What grade levels served are served by the selected program/strategy?

- Students in grade 7 and 8 are served by this program

What measures do you use to assess student learning? How often do you make assessments? What tools do you use?

- Students were recommended for participation in the program on the basis of NECAP scores and teacher created common assessments. Students in this program are on the list of students who have failed to make AYP.
- Students worked on ALEKS (an on-line math programs) and received direct instruction from HQT teachers in Math. Students were assessed using the ALEKS programs, and by daily math assignments. An initial assessment was done on ALEKS to place students at the appropriate grade level.
- Students participated in 4 weeks of Summer Success and received 1 hour of small group direct instruction per day and spent 1 hour using ALEKS per day

What outcomes have you seen as a result of the selected program/strategy?

- Student outcomes have been very encouraging. Most students make positive gains on ALEKS and many showed improvement on NECAP scores. (See attached chart)

Why do you select this program or strategy for this section?

- This program was selected because we had hoped to show measurable outcomes based on its format and focus. We also wanted to evaluate the combination and effectiveness of ALEKS and direct instruction

Battenkill Valley SU - *Arlington Afterschool Program* – Clea Beriau

What is the name of the selected program or strategy?

- French

What grade levels are served by the selected program/strategy?

- 3rd through 5th grade

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

- This French program was designed to provide additional literacy skills by reviewing parts of speech and cross language grammar. Students identified parts of speech of vocabulary in English to better understand the French translation. The strategy is to compare something new to something students already know, even if they are not aware they know.

What outcomes have you seen as a result of the selected program/ strategy?

- Students were given a list of words in the beginning of each class. Then once the class had verbally repeated the given vocabulary in French they began express creative ways in which they could remember a given vocabulary word. At the end of every class students were asked to recall the vocabulary in both written and verbal form. Students were asked to repeat multiple times until pronunciation was understood.
- As a result students developed studying skills of creating ways to remember new and difficult vocabulary.
- They identified and reviews parts of speech. Students were all actively speaking throughout the course. At the end of this enrichment each student could translate and say and write in French colors, animals, numbers and beginning conversation. Students were able to retain this information by creating games that tested their knowledge as well as that of their friends.

Why did you select this program or strategy for this section?

- This program was selected to demonstrate that second language may seem difficult to acquire however can help to develop good listening, comprehension, social and literacy.

Bennington Rutland SU - *Currier KidZone* – Lisa Johnson

What is the name of the selected program or strategy?

- Vermont Institute of Natural Science

Please provide a brief description of the program or strategy.

- Vermont Institute of Natural Science came to KidZone this year to provide three age appropriate programs for our three age groups: K-2,-3-4, and 5-6 grades. VINS provides environmental science studies to children. Our topics included wild birds, habitats, and insects. These topics complemented the classroom instruction during the day.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

- Our instructor Rick LaDue did a pre and post test for each group. He used a very simple smile and sad face for the younger group and read the questions to them. The other grades could read their tests on their own. He also did weekly check- ins and reviewed material from the week before.

- I checked in with classroom teachers and they were pleased with the extra knowledge the students had acquired on the topics they were studying in class. Students had a better understanding and could expand on the topic.

What outcomes have you seen as a result of the selected program/ strategy?

- The students have a better understanding of their specific topics. Students enjoyed the program and would like it offered again or a similar program. Students excited about their learning and offer information and make connections following the program.

What was the impetus for developing this program or strategy? Who developed it and why?

- I had been familiar with VINS for quite awhile and have been impressed with it's program. Another 21 CCLC program had Rick LaDue come do a program for them and he was interested in coming to another school.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

- The school provides a space for this program to occur. There were no materials needed to provide for this program as the instructor had everything he needed. The children were outside for activities and learning most of the time. The school staff are very supportive of this program although there was nothing specific contributed to help students achieve learning gain.

Burlington SD - *Burlington AfterSchool* – Jeffrey J. Fournier

Burlington High School – L-Works

Each year, Burlington After School at BHS partners with Linking Learning to Life (LLL) to provide programs that build 21st century skills and provide programming for under-served populations. Linking Learning to Life is a program that develops and manages a wide range of programs and services that help K-12 age youth prepare for life after high school, especially related to careers and continuing education. The organization plays the critical role of connecting schools with businesses, colleges, and other community organizations to create exciting student learning opportunities. These opportunities include community service, leadership development, career exploration, internships, paid employment and college access. This year, one of the programs run by LLL in partnership with BHS Afterschool was L-Works, a program to help 16-and-older Burlington High School English Language Learners (ELL) to improve their employability by teaching basic job skills, cultural competencies, and exploring career options. It provides ELL students with an introduction to workplace expectations through classroom instruction and hands-on experience with an employer. Below is the summary report for the L-Works program on which we collaborate.

-----Begin Report

**Linking Learning to Life
L-Works 2010-2011, Student Survey Responses**

Linking Learning to Life (LLL) asks participants annually to fill out a survey with questions about their experiences taking part in its programs, overall. Responses are analyzed for what is working well, and any suggestions for how to make the programs better.

This school year seven responses were submitted by anonymous, self-reported L-Works student participants. Of the seven, three students had also taken part in TOEFL Prep, and two in College Connections. This is the second year that L-Works students have responded to the annual survey, which is administered across all LLL programs. When responding to the survey students think about their total LLL experience.

Of the L-Works surveys returned last year six were incomplete, perhaps because they were first drafts. This year the survey was adjusted based in part on feedback received from students about last year's questions. One section in particular which gave a lot of people trouble interpreting what was being asked for is now clearer. This year all of the 7 surveys returned by L-Works students were complete. Simon Parlante's diligence in explaining to them the importance of conducting program evaluation, and supporting students' understanding of the survey questions, contributed to this high response rate. Surveys were returned by 5 boys and 2 girls. One student is 16 years old, three are 18, two 19, and one is 20. All are participating through Burlington High School, and all but one have taken part in LLL programs for 1 year or less.

Findings:

- All students say they will recommend L-Works to others, and several say they are sending their friends to speak with Simon so that, as one student eloquently put it, they will also learn "things to make life better."
- Students say that L-Works helps them to develop important life-skills that will help them join the workforce, including specifics on how to find and hold a job, but also how to access school and community resources to prepare for a career and/or continue their education.
- This year students say that receiving information from teachers is the best way for them to learn about the program, followed by school announcements. Last year students said that posters were the best way to learn about programs available at school, followed by announcements and then through information provided by their teachers. Continuing the multi-faceted approach to informing students about programs is indicated.
- Students said they like L-Works as it is currently structured, three of the seven say they would like to have more time with it in order to learn more skills. Students' requests for more time in the program should be considered, it would be an opportunity to provide additional teaching and learning.
- Simon has supported L-Works students in submitting their surveys this year, responses are easier to interpret than the first time the survey was given.

Recommendations for the survey:

- It is very important to include students taking part in L-Works in the annual LLL student data collection process, we need to hear from them in order to know how well L-Works is meeting their needs, and what changes they'd like to see. It is recommended that LLL and all of its program coordinators continue to work on making the questions understood.
- On the whole this year L-Works students responded to the survey questionnaire more completely than last year. Scheduling a focus group with them at the end of the program would be an additional method for addressing language barriers, by providing them an opportunity to speak freely about questions specific to L-Works, increasing our understanding of their experience in the program.

Discussion:

A “retrospective” pre-post question was broken into 17 sub-questions that ask students to reflect on their degree of readiness to identify and make educational and career plans.

As noted, the survey is an overview, given to all LLL students, not all of the questions that were asked explicitly address the L-Works program. Even so overall the seven L-Works students responded positively in their “post” program participation answers. Item analysis illustrates the gains found:

Total Agree Before	Total Agree After	Gain Agree	Item	Question
3	7	4	a	I have at least one adult at school I can talk to about my college or work plans.
3	7	4	b	I know which school and community resources can help me succeed in school.
3	7	4	d	I know which school and community resources can help me succeed in a job I want.
3	7	4	f	I have job seeking skills.
3	7	4	g	I have the skills to keep a job.
3	7	4	p	I will gain the skills that I need to be independent.
4	6	2	c	I know which school and community resources can help me pursue further education after high school.
5	7	2	e	I know which employment skills are needed in the jobs I find interesting.
4	6	2	h	I actively use school or community resources that will help me reach my educational or employment goal.
5	7	2	i	I see that I have many options after I finish high school.
4	6	2	l	I can keep a steady job.
4	6	2	o	I can earn a college degree.
5	6	1	n	I will seek further education.
6	7	1	q	I avoid behaviors that could get me in trouble with the law.
5	5	0	j	I focus and do well in school.
6	6	0	k	I have goals for my education or work.
7	7	0	m	I will finish High School.
4.29	6.53	2.24		Average

Students posted positive gains on 14 of the 17 statements. Three statements showed no change pre to post: “I focus and do well in school” 71% agreement (5 responses pre and post), “I have goals for my education or work” 86% agreement (6 responses pre and post), and “I will finish High School” 100% agreement (7 responses pre and post).

L-Works students this year posted slightly higher positive statements overall on the “post” responses than last year’s students did. However, their positive “pre” responses were quite a bit lower, meaning that compared to last year the 2010-2011 L-Works students made greater progress in believing that their career and life skills had improved.

A new section was added to the survey this year; asking students to reflect on what the top 3 skills are that “students like me” need in order to be successful after high school. All of L-Works students’ answers, in alphabetical order, follow. Those specific themes that appeared more than once are shown in parentheses:

- Career
- Communication
- Conflict Resolution
- Education (2)
- Financial Skills
- How to get a Job
- I Don't Know
- Job/Work Skills (4)
- Learn about Available Resources
- Study Skills
- Team Work
- Technology

Additional open ended questions and responses follow (note – grammar and spelling are the students’ own words):

Response	Q: Would you recommend LLL to others? Please explain why: (ex: you can learn what employers are looking for, get a head start on a college degree, etc...)
Yes	I recommend it to the people because it has lots of information to learn about jobs and other employment.
Yes	because it helpful for people like....to get a job
Yes	LLL is one of the most important course which could help you a lot for jobs and collages.
Yes	Because it helpful on how to get a job.
Yes	because i learn most things to make my life better and i want to help my friend or other people also take class to make life better.
Yes	If my friends tell me they need to do work. I would take Simon's class.
Yes	It help to gain lots of knowledge

If there was one thing I could change about LLL, based on my own experience, it would be....

Open-Ended Response

I think they shold take more time to teach the students.

Nothing

In my view, the course should be little longer then what you guys have now, so we could learn more skills. Anyway, over is perfect.

Nothing

you have to provided litter more hours of class.

Nothing

Nothing

What I gained from participating in LLL is.... (ex: more prepared for college, job experience...)

I am very prepared for college or a job.

Skill for a job,

I had no any idea about job skills, but after taking LLL I'm confident my self I could do well in job. I learned the many skills which requires while doing job.

Be friendly, Team work, How to help others,

how to get job. How to be inependent and make life better. this class help me to make my future bright. what are the essanitnal things for runing our daily life.

How to get and do work. How to be on time on a job.

I gain lots of grammar that can help me for each and every class.

What else would you like to share with us about your experiences with Linking Learning to Life?

I think it is good for most young people.

Before taking a class I had no idea on how to get a job or keep a job after the class I gained alot skilll(on how to keep a job for a long time) and experience

I like to say thanks a lot for teaching skill base course. The skills I learned from LLL helped me a lot.

Nothing

learn alot about job experiences.

Nothing*

*this student added a note for Simon, requesting help in finding permanent employment

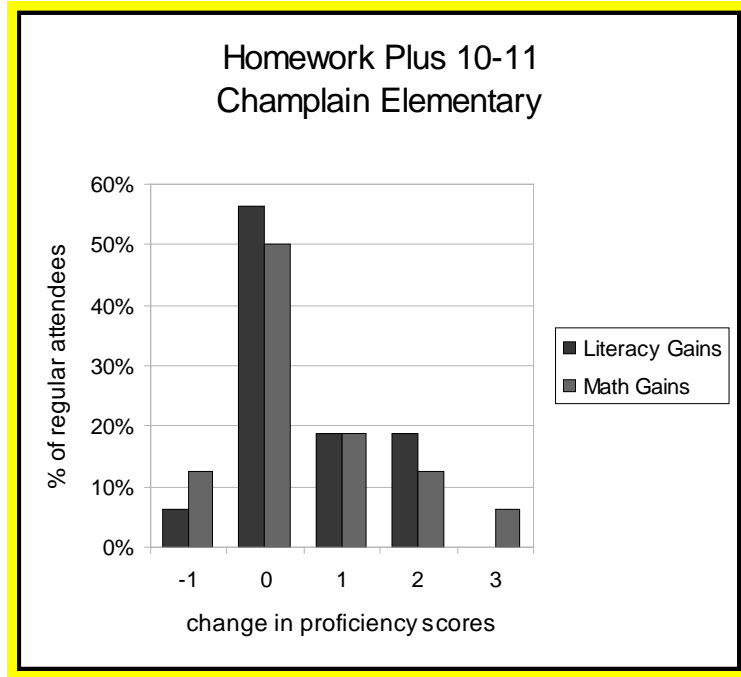
-----End of Report

Champlain Elementary School—Homework Plus (Grades 1-5)

This activity served students first through fifth grade in need of adult and material support to complete their homework. We selected this activity for our report because of its direct relation to school day academics. The activity ran one hour each day, Monday-Thursday, from Sept 20-June 9, for a total of 133 days. Students enrolled in this activity were either self-enrolled, teacher referred, or enrolled by their parents/guardians. A total of 61 unique students participated in the Homework Plus program during 2010-2011 academic year. Sixteen of these were regular attendees, participating in the activity for 30 or more days. Among regular attendees, 37.5% were fifth graders, 25.0% were fourth graders, 25.0% were third graders, and 12.5% were second graders.

In addition to other curriculum based assignments, all Homework Plus students between grades 3-5 were assigned thirty minutes of daily reading by their classroom teachers. Students in fifth grade were also required to practice factual math drills daily using the website “Xtramath”. Students’ skills were assessed in the fall and the spring using the Proficiency Level for the Baseline Assessment/Appropriate Number corner Check Up for math and the Proficiency Level for the Independent Text Level Assessment for literacy. Both assessments rate student proficiency on a scale of 1-4, 4 indicating the highest level proficiency.

In math, among regular Homework Plus attendees, 37.5% of participants’ scores improved between 1 and 3 levels, 50% of participants’ scores remained stable, and 12.5% of participants’ scores fell by 1 level. In literacy, 37.5% of participants’ scores improved between 1 and 2 levels, 56.25% of participants’ scores remained stable, and 6.25% participants’ scores fell by 1 level (see figure below).



Parents/guardians, program staff, and classroom teachers identified 4 avenues through which attendees benefited from the Homework Plus program:

1. Dedicated time and space to complete assignment
2. Adult coaching and tutoring around assignments
3. Peer tutoring around assignments
4. Access to material resources, including computers and books, needed for assignment completion

According to an internal survey, 25.0% of regular attendees did not have access to a usable computer at home. However, 37.5% required daily use of a computer and 100.0% required a computer at some point during the academic year in order to complete their homework assignments.

Looking forward to next year, we hope to increase the number of students accessing Homework Plus by increasing the number of teacher referrals. Moreover, we plan on adding a math-specific component to the program in order to provide more targeted intervention for underperforming students. In order to accomplish both these objectives, we will work to improve communication around individual student performance between after school and school day staff and further integrate school day staff into the after school program’s academic support offerings.

Edmunds Elementary School -- Ready, Set, Read! (Kindergarten)

This activity was created exclusively for kindergartners to support their literacy development and to supplement their school-day literacy work. The activity ran for one hour on Tuesdays and Wednesdays from January 3 – March 18, 2011. Students could participate on one of the two days. We encouraged all kindergartners who attended the Burlington Kids program to participate in the activity one of the two days. A total of 21 kindergartners participated during this time period. We offered the activity again on Tuesdays from March 21 – June 10, 2011. Nine students participated during this time period; seven of the nine had also participated during the earlier period that it was offered.

During the activity, the teacher read a book chosen from a list of 15 that had been approved by the school’s kindergarten teachers. The books complemented school-day curriculum and reinforced topics that the kindergarten teachers provided. After the read-aloud, the teacher led a related art activity or game to reinforce the story and strengthen reading comprehension skills.

Students frequently commented how much they enjoyed the activity. Parents echoed that with their feedback. They also expressed the hope that a similar activity would be offered again in 2011-2012 as their children age up to first grade.

The intention was to use data from classroom assessments conducted before and after the program to determine student progress. Unfortunately, these data were not captured and are therefore not available to evaluate this activity.

The next steps for moving this literacy activity forward include:

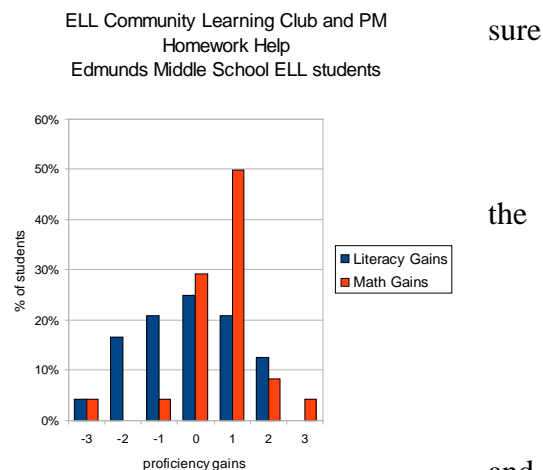
- Planning to run it during all three activity sessions in 2011-2012
- Discuss with Kindergarten teachers approaches to enhancing the activity, suggestions for book lists for each Session that parallel their classroom curriculum during the school year and that complement student literacy skills being taught.
- Develop a variety of activities, games, songs that are easily included during the afternoon meeting as part of Snack & Play as another opportunity to reinforce the learning gains of the actual activity.
- Pursue additional literacy activities for the first grade students who participated in the activity as kindergartners this year and continue to support their school-day learning in 2011-2012.
- Connect with classroom teachers more frequently for input, ideas and general support of the activity.

Edmunds Middle School—ELL Community Learning Club

The activity chosen for the Learning Gains section is ELL Community Learning Club. This activity served 22 students from grades six through eight with fourteen regular attendees. The activity ran four days a week for a total of 83 sessions. I selected this activity because it focused on providing ELL students with additional exposure to English and academic support though help with their homework assignments.

The measures we used were testing for a student's proficiency level in math and reading. When a student goes up by 1 they have gone up one proficiency level. The assessments are taken in October and April of the 2010-2011 school year with about 78 activity sessions during that time and averaging six students per day.

Regular attendees increase proficiency in math but remained generally flat in literacy. Looking back, we did spend more time working with the students on math related assignments and I personally stayed late on a few occasions to be sure a student understood the math procedure. In addition to these test scores, we have also been able to communicate with teachers when students were struggling with their assignments. When a particular student was having trouble getting homework done at home, and parents were unable to help due to a language barrier, parents and teacher worked with our program to make sure the students got the supports needed to help him or her succeed. We were able to provide adults to help, either one on one or in small groups, and had access to the teacher if needed. Students who participated in the ELL Community Learning Club also had assistance keeping up with homework completion and studying for tests. They were very excited to check the status of their grades assignments on line each week, which helped keep them motivated.



For next year we are working with the ELL teachers to increase the number of Regular Attendees who participate in this type of academic support. One way to do that is to better communicate to parents and students about the activity and that we are available. Another approach we are pursuing is better communication about each student's workload. This will allow program staff to help students better plan their time. We will also be looking toward the ELL and English teachers for ways we can help students become more proficient in reading.

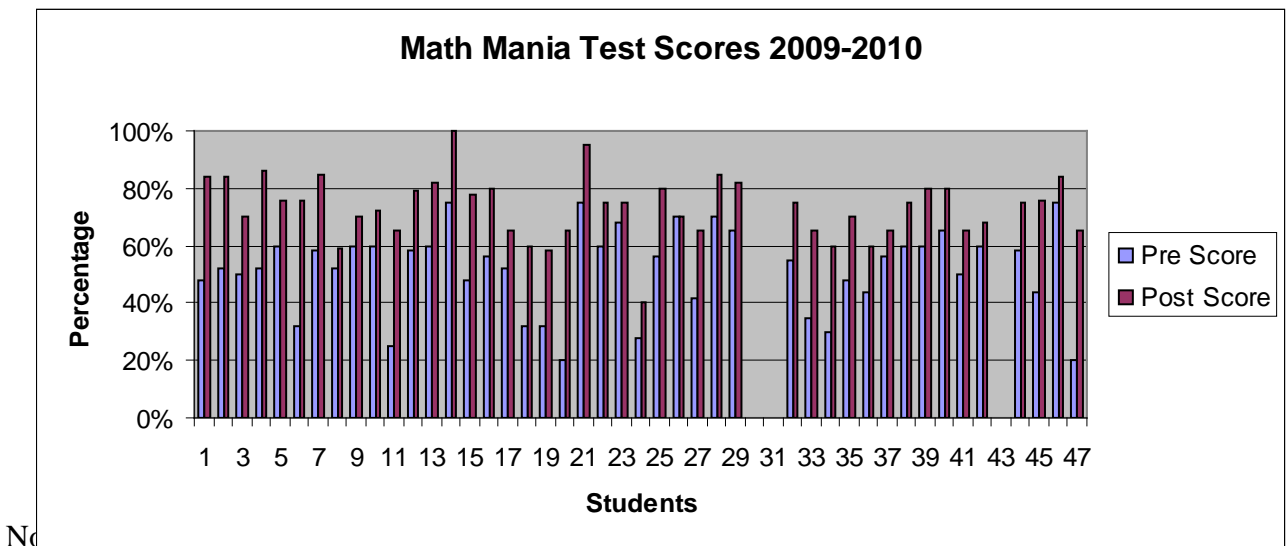
Flynn Elementary School--Math Mania

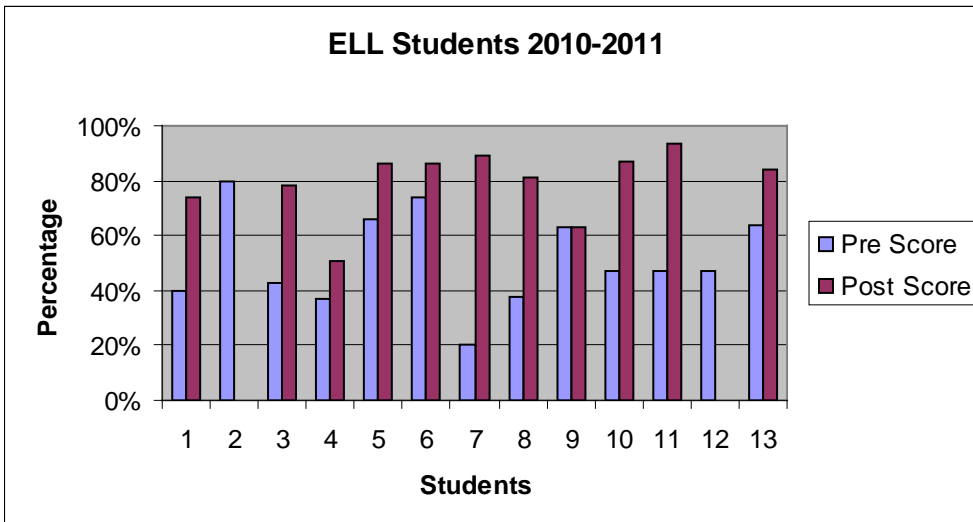
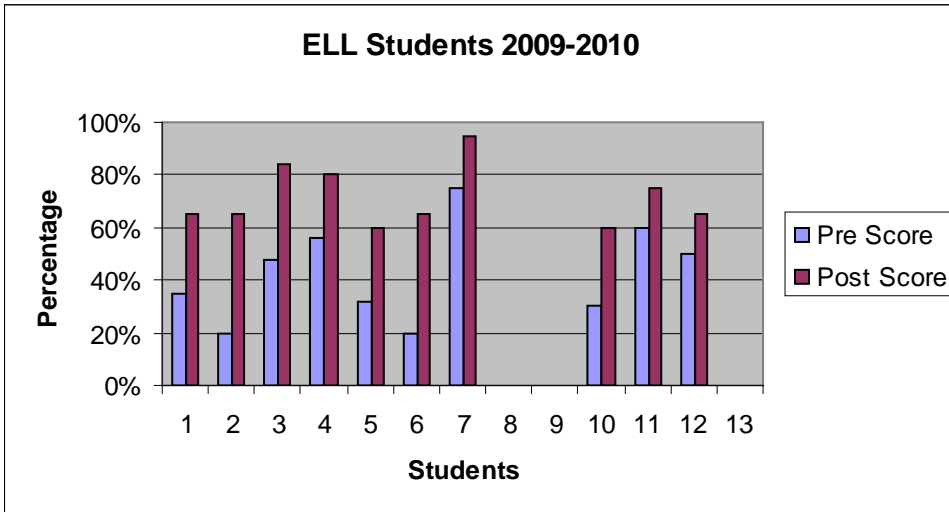
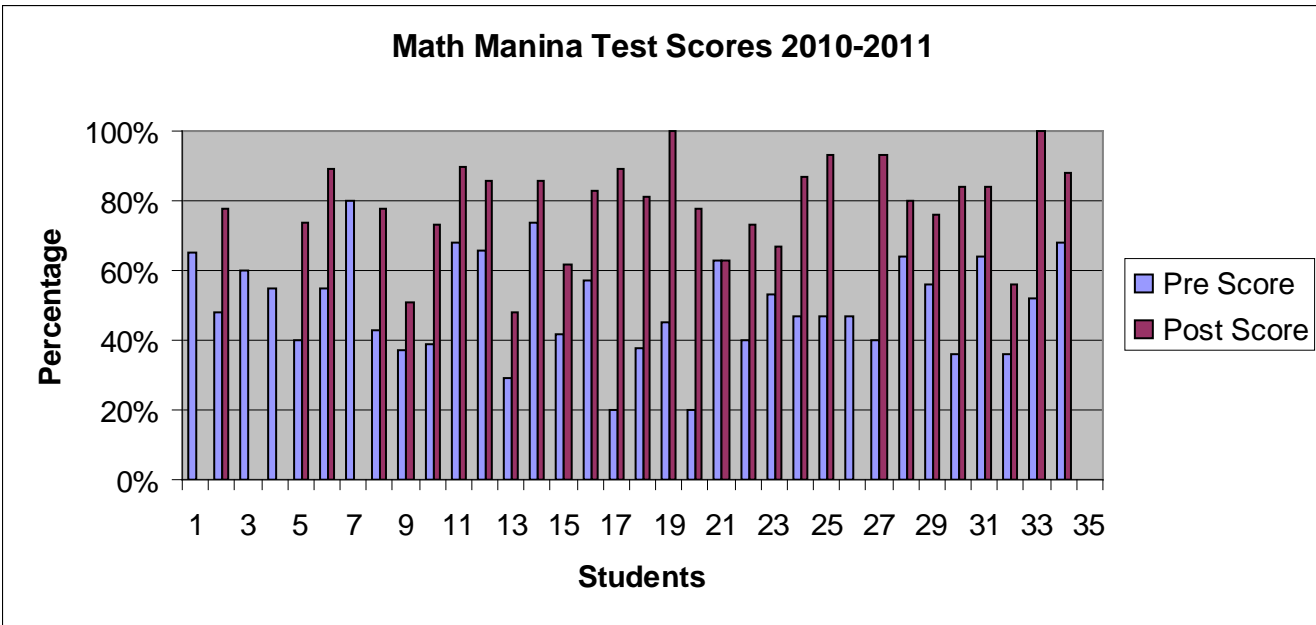
The need for extra math support was targeted through our creative program, Math Mania. Math Mania, now in its second year, provides additional mathematic instruction for students not performing at grade level. Classroom teacher used a pre test given as part of the school’s math curriculum called Bridges. We invited students performing at the median to receive the additional support as part of the afterschool program. Along with the assessment of the pre test scores we took a close look at how school services were being utilized. Students with low test scores receive additional private tutoring funded through SES (free for students) as a part of No Child Left Behind Act. These lowest performing students need intensive tutoring services which are not part of the broader afterschool program.

In collaboration with school day teachers and support staff we were able to serve 34 students in grades two through five. Post tests at the end of each session showed 31% of participants increased their math proficiency compared to last when only 22% of participants improved. (see attached charts). Included in the 34 students were 11 English Language Learners who showed an averaged an increase of 30%. This is compared to last year’s 13 English Language Learners who averaged 31%. (see attached charts).

The additional gains for this year’s cohort are the direct result of program enhancements. We worked with students for longer, eight to nine weeks compared with six to seven weeks last year and more time at each meeting, sixty minutes compared to thirty minutes last year. The schedule includes two days a week for fourth and fifth grade students two days a week for second and third graders. While actual math instruction time did not fill the full hour, these students benefited from high-quality homework support during part of this additional time. Along with the change in schedule, we were able to utilize materials created by teachers called PNOA Primary Number Operation Assessment. This material was designed to specifically meet the needs of students while maintaining expectations for NECAP testing.

With continued efforts and support of school day staffing Math Mania will run again for a 3rd year. Moving forward we plan to create a new schedule of how the Math Mania time is being used. An earlier start time will allows students to receive a nutritious snack, have play time, and still having ample time for instruction with additional time designated homework. Staffing and space are two challenges that we continue to face. However with the continued collaboration with Burlington Kids Afterschool Program, the Flynn school day staff, and research into additional teaching resources and funding, we plan to meet theses challenges.





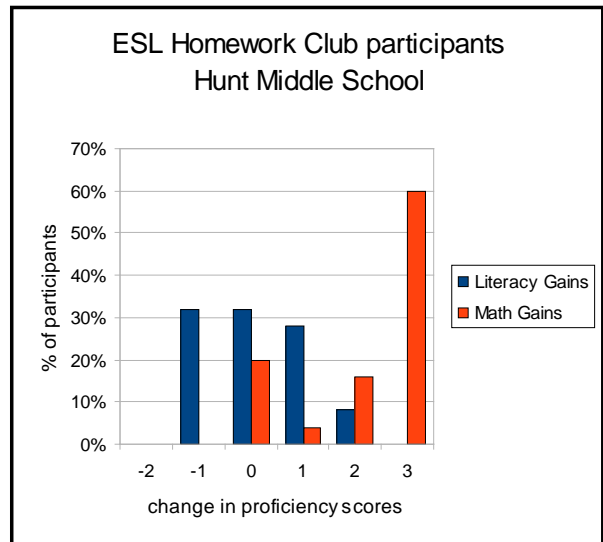
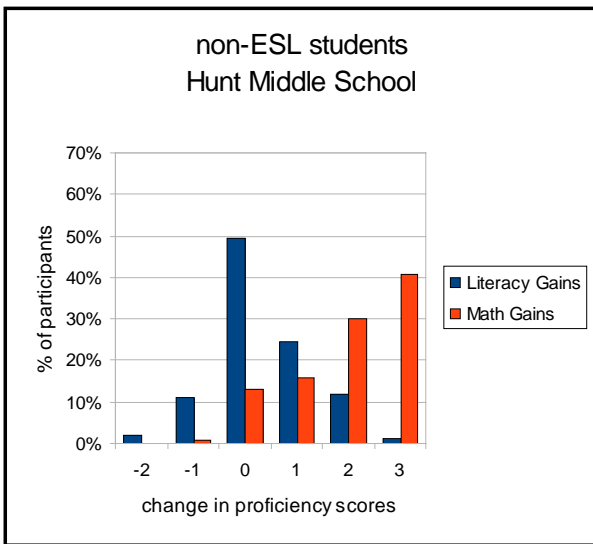
Hunt Middle School-- ELL & PM Homework Help

At Hunt Middle School we selected our homework support programs to show the impact of afterschool programming on the learning of students. These activities provide students in grades six through eight access to licensed teachers for help with their studies before and after school. Our afternoon homework center served more than 200 students, ten of which attended more than thirty days. Our morning homework center served more than 150 students with thirty-seven regular attendees.

We chose to focus on this program because it provides support for the full range of students. Our program has a history of developing separate programs for ELL students, but for the second year in a row, have mixed ELL and regular homework help at the request of ELL students and teachers. This streamlined approach allowed us to work more closely with all teachers to deliver supports to a broader range of students, while maintaining strong support for ELL students. Hosted in the school library, this program also allows all students to access computers and reference materials as needs.

As with other sites we used progress monitoring reports to measure student proficiency gains in both literacy and math. The question we need to answer is: Does this combined approach help ELL students increase proficiency?

Looking first at math proficiency, the charts below show a clear improvement for all students, with all but one student increasing overall proficiency. In fact, for our ELL student 60% of participants improved three full proficiency levels and none lost ground. Clearly, this program support math proficiency.



The picture is less clear for literacy where proficiency seemed changes less for both groups. For ELL students, 36% increased proficiency, while 32% stayed level and 32% lost ground. This lack of movement is also evident in our non-ELL students. About 50% of participants stayed level, while 13% lost ground and 37 improved. While these data are ambiguous, it's important to keep in mind that these homework support programs helped 150 students increase their math proficiency and 69 improve in literacy.

Integrated Arts Academy at H.O. Wheeler--Smart Moves

Developed by the Boys and Girls Club of America, the Smart Moves program helps youth make safe and healthy decisions. Components include healthy eating, exercise, personal hygiene. Staff covered age appropriate drug and alcohol prevention concepts, such as what to do if you see a person under the influence. An essential element to the smart moves program is self confidence, and the program aims to boost students' confidence through education, discussion, and team building activities. The Smart Moves program is divided into four versions at the IAA After School Site. We use adaptations of the official Smart Moves curriculum to run separate programming for both our kindergarten, first and second grade students. This program is run in a small to medium sized group. Our second and third grade curriculum adheres to the official Smart Moves curriculum, and we run the program separately with a group of girls, and a group of boys. Some topics discussed in Smart Moves can be taken more seriously when girls and boys are separated. Having a "girls group" or a "boys group" also excites students for the programming because of the special format.

This program included formal and informal assessment. The formal assessment given to the fourth and fifth graders was the official Smart Moves "pre" and "post" test which assess students understanding of Smart Moves concepts prior to participation in the program. The same test was given to them at the closing of the program. Kindergarten and first graders completed adapted versions of the "pre" and "post" tests. These tests were given orally, and answers were recorded by IAA staff. Second and third graders were given a similar test to be completed with written answers. During the course of the program, Smart Moves staff carried out a great deal of informal assessment. Some students received extra attention when they were identified as struggling with the activity or concept of the day. Students identified as excelling were empowered to be group leaders.

"Pre" and "post" tests given to IAA students consisted of at least four questions in the following focus areas, hygiene, nutrition, safety, and drug/alcohol prevention. All questions were tailored to the age group. For example, one of the kindergarten questions was, "If you see a stranger stumbling on the side walk outside your house while you're playing, what should you do?" It is clear through the pre and post tests that students retained smart moves concepts. The pre and posts test showed large increase in understanding across all three age groups. Kindergarteners saw a 60% increase, first graders showed a 50% increase, and 2-3 graders showed a 39% increase.

Upon analysis of the test scores, we have identified that the 2-3 graders assessment was either too challenging, or a reflection of a weak program. We plan to hire an enrichment teacher to run this program next year, as opposed to a core staff member. The documentation of this program is incredibly valuable and we want to increase documentation next year with media, and mid year assessments. A culminating project or presentation would increase awareness within the school and be a unique demonstration of understanding. We are excited to further develop our "Smart" programming.

Burlington Kids at the Sustainability Academy—Ocean Odyssey

The program chosen to display learning gains was the Oceans Odyssey class. Third through fifth grade students who were interested in learning more about oceans and ocean life, as well as those who would like to go on an over-night trip at the end of May, were selected for this class. The activity was designed and run by a school-day teacher who had a desire to lead an ocean-themed class with students during Afterschool. A donor also committed to giving funds for students to take an over-night trip to Seacoast Science Center in New Hampshire, as a culmination of the class. During the program time, students received focused instruction and did hands-on learning activities around ocean topics.

A pre-test was done at the beginning of the program to assess students' prior knowledge. Six weeks into the program, students also did a research project on an ocean animal of their choice. A post-test (identical to pre-test) was done on the last day of the program. Because of enrollment changes through the program, only 5 students took both the pre-test and post-test.

Outcomes:

- Students named more animals & plants that live & grow in the ocean.
- Students could better articulate that the ocean affects other world systems (e.g. the food chain, earth’s temperature, species survival/extinction).
- Students listed more jobs that involve the ocean.

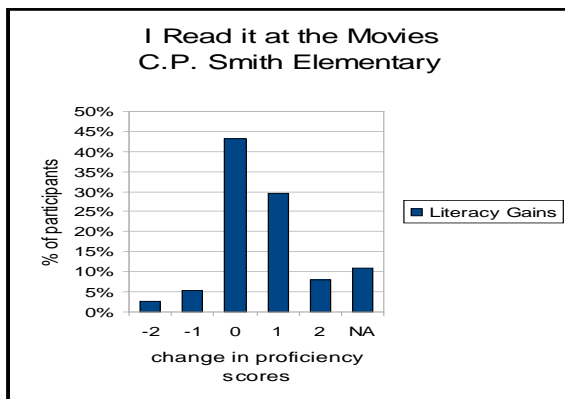
Programs like the Ocean Odyssey class are ones that we would like to continue to offer in Afterschool next year. It has been extremely valuable to have school-day teachers offering programs and classes in Afterschool. In addition to being well-known by students, they have such a wealth of knowledge to offer and their enthusiasm for a topic is contagious. Finally, the topics taught by school-day teachers are both interesting and fun for students.

C. P. Smith Elementary school—I Read It At The Movies

At CP Smith we chose “I read it at the movies” to demonstrate learning gains because it combines literacy with students engagement. The activity ran from September 14 through June 9th 2011, one afternoon each week for 45 minutes. We offered two, age appropriate sections of this class. One for K-2 and 3-5.

Participants in this activity compare and contrast stories as they are written in a book with how they are portrayed in the movie. Students compare and contrast the characters they have imagined in their minds with the illustrations in the books and the images in the movies. We have observed students reading and discussing books that they read and watched the corresponding movie outside the program class. Those students were excited to share the book they read and the movie that they watched with students who are not participating in this program class. They also expressed interest in checking out the book and movie from the library to share with family members at home.

Students were enrolled in this activity by parents or guardians. A total of 37 students participated in this activity. Students were assessed in the spring 2010 and spring 2011 using the Proficiency level for the independent text level assessment literacy. The assessment rated student’s proficiency on a scale of 1-4, 4 indicating the highest. Of the 37 students, 37.8% improved between one and two levels, 43.24% of the participant stayed stable and 8.11% of the participants fell by one or two levels. (See Figure Below)



This activity is one of the most successful literacy based classes offered at our afterschool site. It is a program taught by a certified school day teacher and has been occurring every week during this school year. I feel that this program activity has provided our students with basic, yet necessary comparing/contrasting skills as well as a deeper appreciation for the importance of reading that they will develop and use for their entire career as students.

Caledonia North SU - *Kingdom Afterschool Programs* - Diane Janukajtis

What is the name of the selected program or strategy?

- The Kingdom Afterschool Tutoring Program began offering individualized tutoring for students in grades K-8 at all ASP sites in November, 2008. The program was designed and implemented by the Program Director with the support and collaboration from the Title I/Curriculum Coordinator to help low achieving students improve their academic skills in math and literacy. The same model was implemented in the 2009/10 school year with mixed results (See Section 3: Learning Gains, 2009/10 APR). Thirty three students in five sites were served in 2008/09, and 25 students in five sites were served in 2009/10. East Haven School did not participate in the ASP tutoring program as classroom teachers (there are two of them) tutored students outside the program on their own schedule.

What grade levels are served by the selected program/strategy?

- CNSU schools have a high percentage of low achieving students in four out of six schools. This year Burke Town School failed to make adequate progress in math and reading; last year the school was removed from the identified list due to high math scores and now is back on the list.
- Lyndon Town School is now entering the 6th year of being named to the identified list; areas targeted for improvement continue to math and reading for students in poverty and students who are eligible for special education. Last year the school implemented a block of time during the school day dedicated to no new student instruction; teachers offer targeted remedial instruction to students identified by NECAP scores and classroom assessments. This year NECAP scores in reading were slightly higher, but math scores remained flat for both groups of students in need of improvement. Two additional schools (Miller's Run and Sutton) failed to make adequate yearly progress in math and reading for the same groups of students (students in poverty, sped eligible students) as Burke and Lyndon.

What measures do you use to assess student learning? How often do you make assessments?

- The 2010/11 Tutoring Program followed the original program design developed in 2008/09. The focus is on targeted instruction for students referred by their classroom teacher or school team (EST, 504, IEP). This is not homework assistance, but help in improving student skills identified by NECAP scores, classroom formative assessments, or other standardized tests. Students are referred by their classroom teacher or school team (See Tutoring Flowchart and Academic Support Referral Form) for 1-1 or same group instruction by a school day certified teacher. The classroom teacher contacts the parent to discuss the need for tutoring and obtains the parent's signature on the referral form. The Director hires the tutor for each student referred or if appropriate, assigns the student to a small tutoring group. The tutor completes the Academic Support Goal Sheet based on the student's assessment results. If the tutor is not the student's classroom teacher, the tutor meets with the teacher to determine goals/objectives for help. Tutoring sessions are usually 45 min to one hour long, twice/week in the teacher's classroom using classroom materials. Students are signed out from the ASP by the tutor; many students are eager to go with the tutor and bring their snack to the classroom to eat before they begin to work.
- Most tutors build in some reward time for good effort by the student – academic games, etc. Tutoring was arranged when referrals were received and was not limited to ASP sessions (different from Winooski program). Tutors were required to complete a daily tutoring log for each student they worked with, the focus and skills taught in each session, and student progress observed and assessed. As in past years tutors, were required to record student pre and post assessment scores. Tutors assessed students periodically (at least once every six weeks) using teacher made and unit tests to check progress and adjust strategies. (See tutoring binder documents forms)

What outcomes have you seen as a result of the selected program/ strategy?

- **The Burke program** was unique as the ASP Site Coordinator worked in the school student intervention room and was a member of the school EST team. She helped match student EST referrals with intervention services on the school intervention menu, including ASP tutoring services. The Director met several times during the year with Burke tutors and the Principal and ASP Site Coordinator met to discuss student progress, match referrals with tutors, and discuss program funding sources. Burke classroom teachers quickly grasped the value of tutoring students in their classroom as they watched these students progress. There were two tutoring sessions at Burke (10/10 – 2/11 and 4/28 – 5/20/11). The second four week session was funded by school SIG funds after the principal reviewed data from earlier in the year. Seven classroom teachers tutored a total of twenty eight students. Students that attended on a regular basis met their targeted goals; many students improved their Fontes and Pinnelles reading score by two levels. The student outcomes in math were similar. The Director has already been contacted regarding beginning tutoring immediately when the ASP opens in September, 2011.
- **Lyndon Town School** classroom teachers were slower to understand the impact of 1-1 tutoring on student achievement. Teachers did not buy into the concept of “whatever it takes” to improve student achievement; continuing to do what you have always done produces the same results. However, once a few veteran, well respected teachers achieved quick success in providing students some short term assistance until they were on grade level, other teachers were interested in learning more about the program. Lyndon is a large elementary school (500 students) and ideally would benefit from a tutoring coordinator who is a teacher at the school who could work with the Director on facilitating referrals and recruiting teachers. Due to limited tutoring resources, additional funds were added to pay tutor wages this year instead.
- Lyndon had 18 students who were tutored by 9 tutors throughout the year. Several tutors were special education teachers who collaborated with the student’s classroom teacher.
- Sometimes teachers discovered that another teacher was tutoring one of their student’s and that caused them to sign on so they could tutor the student. Teachers and parents made referrals for students who needed homework help and help learning to organize their work, particularly 7th and 8th graders. The Director met with the middle school teacher teams and problem solved strategies to assist students that needed this help without using limited 1-1 tutoring resources. This issue will require continued attention next year. Many students need to regularly attend ASP homework sessions; teachers and ASP staff need to communicate regarding homework assignments and due dates.
- **Miller’s Run ASP tutoring** had four teachers who tutored 17 students. One teacher tutored small groups of students from her present and past classes. Once students heard from other students that she was the tutor and what the sessions entailed, students referred themselves. Again, the student outcomes were similar to Burke and Lyndon Town School – students who attended regularly met their targeted goals. Some students showed dramatic improvements in their skills.
- **Sutton ASP** had two teachers who tutored four students. Both teachers called the Director and asked to tutor specific students in their class; one teacher was the former Sutton ASP Site Coordinator. The Sutton principal is eager to have tutoring start early in Sept, 2011, and has already invited the Director to the first teacher staff meeting.
- **Newark ASP** had one classroom teacher who tutored two students. Newark has the highest NECAP scores in the SU (in the 90’s) so there have not been many referrals.
- It’s significant that a plan is put in place immediately for any child with learning difficulties at this school. In depth homework help and 1-1 tutoring through the ASP is quickly requested by classroom teachers.

Summary: The student outcomes from the ASP tutoring program were very positive this year. Sixty Nine students received tutoring from twenty three certified school day teachers at five ASP sites.

Why did you select this program or strategy for this section?

Franklin Central SU – *Open Doors Afterschool & Summer Programs* –
Suzanne Skaflestad

What is the name of the selected program or strategy?

- Tech Savvy Kids

What grade levels are served by the selected program/strategy?

- Girls and Boys 4th-8th grade

What measures do you use to assess student learning? How often do you make assessments?

- Students' learning is assessed in the following ways: new skills acquired, skills practiced (became more confident in specific skills), skills mastered (student feels they could work as a leader teaching others a specific skill).

What tools do you use?

- Student and parent surveys, and instructor observations

What outcomes have you seen as a result of the selected program/strategy?

- When students were asked what they like most about Open Doors during the summer sessions, they said: *"Using the computers, "Tech Savvy", I liked the opportunity to collaborate with my fellow students and come up with an amazing project and learn about computers."* Over 50% of the students report they have acquired new skills in over 12 different areas, 100% would recommend this program to others, 90% would be interested in more activities in the future, and 80% would be interested in being a junior leader when they get to high school. Over 90% of the parents rated the quality of the program 4 out of 4 commenting that the program provided long term benefits and their children looked forward to future programs.

Why did you select this program or strategy for this section?

- Tech Savvy Kids was developed to help students develop technical and leadership skills and a spirit of community service. The program is also intended to help make connections between student interest in technology, academic areas of learning (math, science, and literacy) and career goals.
- Tech Savvy Girls was created to help girls gain the confidence, skills and awareness that would lead them to high tech careers in their future.

Franklin Central SU - *Open Doors Afterschool & Summer Programs* –
Suzanne Skaflestad

What is the name of the selected program or strategy?

- Literacy Classes: Writing Classes Book Clubs

What grade levels are served by the selected program/strategy?

- Girls and Boys 5th-8th grade

What measures do you use to assess student learning? How often do you make assessments?

- Assessments are made throughout the duration of the class and at the end. Students' knowledge about literary elements and devices and demonstrating these in their writing is assessed. Student's ability to demonstrate growth in their reader roles is also evaluated.

What tools do you use?

- Student and parent surveys, instructor observations, and final work products.

What outcomes have you seen as a result of the selected program/strategy?

- **Students commented:** *"I liked Hike and Write because it got me moving." Open Doors was fun because I got to express myself in many ways without staying at home."*, *It was fun because the teachers were nice*", *"I liked the Hike and Write class because I like to write and I also liked being out in the open, getting fresh air when we went hiking. I also liked reading a book then watching the movie and comparing."*
- **Teachers commented:** *"I could tell that they really understood the literary devices we studied because they used them correctly in their stories without any assistance from me. "All my students were proud to display their writing on the Open Doors bulletin board.*

Why did you select this program or strategy for this section?

- Literacy classes were developed to address core learning objectives (Vermont Standards of Education) in a fun and engaging way. Classes are designed to encourage and improve student writing, and enrich student comprehension skills and their ability to look deeper into what they read. Students also learn to work as a team, participate in group discussions appropriately, follow group expectations, and respect others.

Franklin Northeast SU - *LEAPS* - Teresa Manning

What is the name of the selected program or strategy?

- Voyager Math (Vmath) Live

What grade levels served are served by the selected program/strategy?

- K-12

What measures do you use to assess student learning?

- The number of games each regular attendee who participated in the program was recorded, as well as their percentage of accuracy. Our target is that the students' average of accuracy is higher than 75% and an average improvement of 10%. See Appendix E

How often to you make assessments?

- Annually

What tools do you use?

- Online assessment designed for the software.

What outcomes have you seen as a result of the selected program/ strategy?

- A total of 115 regular program attendees participated in the Vmath and played a total of 5,907 games. The accuracy in which they completed those games was 80.10%, 5% higher than our target, and showed an average improvement of 59.32%, almost 6 times our target.

Why did you select this program or strategy for this section?

- Our project wanted to incorporate more academic based programming in our project. Therefore, the Project Director consulted with the FNESU Math Coach, whom had never before been consulted in

regards to the afterschool programs, and brainstormed different activities that could be offered in the afterschool program. The Project Director and FNESU Math Coach discussed these ideas with the Site Coordinators and they unanimously decided to utilize the Voyager Math (Vmath) on-line program within their programming. This allowed students to practice their skills and compete against other students from around the world as well as recorded the assessment data that would be used for reporting purposes.

Franklin Northwest SU - *AFTER SCHOOL & SUMMER PROGRAMS* –

Carol Lizotte

FRANKLIN CROSSROADS (Nancy Wilson, Coordinator):

What is the name of the selected program or strategy?

- Library Apprentice

What grade levels served are served by the selected program/strategy?

- 5th-6th Grade

What measures do you use to assess student learning? How often do you make assessment?

- After completing the 8 weeks of one hour trainings students were given an oral and hands-on quiz. Another measure of this class was the student attendance for the 8 weeks. The librarian assessed each student when they worked with their weekly library class through observation and asking students question after the class. Each student helped weekly with a library class thus the assessment was done weekly.

What outcomes have you seen as a result of the selected program/strategy?

- Students take their job as library helpers very seriously but at the same time are also helpful and pleasant to all the library patrons they see. They are still as enthused as they were at the beginning of the year about their training and rarely miss their appointed work time. Their knowledge of the Dewey Decimal System, library web based operating system, finding and shelving books have improved as the weeks go by. They are very comfortable now looking up titles, helping with book selection and showing younger students where these books are shelved. The librarian also has the students doing partner read-aloud with her when a book conducive to it. The sixth grade helpers will be ready to independently use the library at the middle school as well as help others when they move on next year. Some of the students have even volunteered to work at the public library this summer.

Why did you select this program or strategy for this section?

- I selected this program for this section because of all the positive outcomes. It was designed for both boys and girls with many students registering for it. Not only was it a successfully attended program but it as continued throughout the school year. Library Helpers will also continue the next school year and hopefully the librarian will offer the program to the incoming 5th grade. I also selected this program after I observed how self confident it made the students feel. Some of the helpers were low academic students but through this class they were able to perform tasks that other students couldn't. Other students are excited about being able to be trained to work in the library during the next school year.

HIGHGATE CROSSROADS & CROSSROADS EXPLORERS (Joyce Ashton, Coordinator):

What is the name of the selected program or strategy?

- The class that I have selected is **Tae Kwon Do**.

What grade levels are served by the selected program/strategy?

- This class serves students in **grades 5 and 6**.

What measures do you use to assess student learning? How often do you make assessments?

- We use a fitness survey given at the beginning of our program and the same survey given at the end of the program. I have also used a student survey that rates their approval of the program and their favorite classes and suggestions for improvement. Also, formative assessments were made through observation by the coordinator and facilitator.

What outcomes have you seen as a result of the selected program/ strategy?

- The statistics show nominal growth if we look at the knowledge gained from September 2010 to April 2011 as measured by the survey results. Based on knowledge and a positive response to 20 Fitness and health questions, our Tae Kwon Do students improved by 6% compared to survey results for all students in the Fall 2010. The Tae Kwon Do students had a slightly higher gain than all students taking the survey in the spring. (Fitness survey).
- The Student Survey shows the popularity of the class, as it was rated “favorite class” by 6 students and requested for next year by 3. When asked, “What you will miss most about... Crossroads?”, Tae Kwon Do was listed amongst these top answers: Friends(4), Everything(3), Teachers and fun (3), and Tae Kwon Do (3). This survey asked the question: “Were you more likely to come to school when you were scheduled for Crossroads?” Tae Kwon Do participants responded positively to this question with 6- ‘Yes’, 2- ‘Unsure’, and 2- ‘No’ responses.
- More important than statistics were the individual gains made by students. The students were thoroughly engaged in this activity. Each participant gained confidence and self esteem as they grew in ability, balance, coordination, self awareness and respect for themselves and each other. This class clearly spoke to our school goals for everyone to be Safe, Respectful and Responsible as established in our school Action Plan. It has been shown that missing class time negatively affects a child’s ability to learn. The implementation of Positive Behavioral Interventions and Supports (PBIS) has reduced problem behaviors and kept students in the classroom. The Tae Kwon Do class reinforced these goals and introduced a higher level of behavior expectations with consequences that were consistent and enforced promptly. Students had the expectations to listen, be respectful, follow directions, and be safe. Most verbal responses were courteous, using “sir” or “ma’am”. The instructor always waited for polite responses before proceeding, giving clues to the appropriate, expected behavior.
- I approached a participant just recently and asked about the difficulty of the class. I mentioned that I remembered a move that required standing on one leg, balancing, and kicking many times. The student responded quite proudly that he did up to 4 kicks and didn’t need to do any push-ups. Push-ups were used to motivate students that weren’t giving their best, as some students often needed incentive to work harder. They preferred doing the lesson over added push-ups, and as a result gained confidence, pride, and ability.

Why did you select this program or strategy for this section?

- This class elicited the greatest change in behavior and attitude from my students. Student participation allowed this class to continue the whole school year, which doesn’t often happen as students easily tire of doing anything all year.
- More profoundly, I believe that this class may have been a seed for change in its participants. It encouraged the lazy to get moving, taught and implemented respectful dialogue/behavior, gave guidelines for safe behavior, and motivated some to come to school. I could go on and give a long list of positive changes that I witnessed, but I think there will be more to come... as I said, this class was a seed.

SWANTON CROSSROADS & CROSSROADS EXPLORERS (Kathy Kneebone, Coordinator):

What is the name of the selected program or strategy?

- The Program we are highlighting is our Adventure Series class. This class is a hands on reading class. Students read an adventure book series by Gary Palsen. The books read were, Hatchet, Brian's Winter and Brian's Return (1 book each 6-8 week session) and do hands on activities in the woods near our school that go along with the books.

What grade levels served are served by the selected program/strategy?

- This class serves grades 5 and 6

What measures do you use to assess student learning?

- Measures are informal as the class goes along, students taking turns reading aloud and discussing the book with each other and their teacher. Another informal measure is that the students are a The formal measures taken are looking at their NECAP reading scores and attendance in the class, and the surveys they are given at the end of the class.

How often to you make assessments?

- Informal assessments are done weekly, as students need to accomplish an assigned number of pages before they can get out into the woods to do the activities.

What tools do you use?

- The tools we use for assessment are NECAP scores, attendance records and student surveys.

What outcomes have you seen as a result of the selected program/ strategy?

- The following are the results we have found from this program. This Class was offered during 3 sessions of our afterschool program.
- Out of 9 students who took this class during the year: 4/9 student took 1 session, 4/9 took 2 sessions , 1/9 took all 3 sessions.
- Average absences in this class among all students was 1.5 absences. (from the class, not school)
- NECAP reading results for students who took this class are: 5/9 students stayed at the same NECAP reading score, 4/9 students improved in their NECAP reading score.
- Student Survey Results are:
 - DID YOU ENJOY THE CLASS? 8/9 yes, 1/9 sometimes
 - WILL YOU READ FOR FUN MORE OFTEN? 4/9 yes, 5/9 sometimes
 - WOULD YOU LIKE ANOTHER CLASS LIKE THIS ONE? 6/9 yes, 3/9 maybe
 - WHAT OTHER TYPES OF BOOKS WOULD YOU LIKE TO READ? We got various answers: 3 Survival, 2 War, 1 True Story, 1 Percy Jackson, 1 Harry Potter, and 1 fantasy

Why did you select this program or strategy for this section?

- I chose this class because it has had such a strong success with students. This is the third year we have offered this class. The high school teacher who leads this class is the greatest reason for it's success. He is a perfect match for the book, as he is an agricultural science teacher in our local high school and he is also a fishing guide. He is very patient and truly enjoys this class with the students. He sets expectations at the beginning of the program and students must accomplish the assigned reading before heading outside (no matter the weather) to do the activities that go along with the book.
- The program we are highlighting as having strong measurable learning gains is our Adventure Series Class. This class serves grades 5 and 6. This is a class we offered in our program last year. It proved to be quite popular. This year our enrollment in the class increased each year and the attendance for the class

was consistently good. The students finished 3 books by the author Gary Paulsen and were always engaged in the activities that they did around the reading which included using a flight simulator, building shelters outside and survival techniques that followed along with the reading.

MVU CROSSROADS (Heather Tuck, Coordinator):

What is the name of the selected program or strategy?

- Model Electric Cars

What grade levels are served by the selected program/strategy?

- 7th-8th Grade

What measures do you use to assess student learning? How often do you make assessments?

- Students were assessed at the beginning of the program with an informal, verbal questionnaire followed in the end by a student survey in the form of a KWL chart: What do you *Know*, What do you *Want to know*, What have you *Learned*. During lessons, the coordinator observed students' skills and was able to be "taught" lessons by the students on electric circuitry and energy in regards to the cars that they had built. The students designed and redesigned cars to perform various tasks such as: speed, accuracy, strength and agility. Students maintained both a "Tasks Completed" and a "Competition Points Awarded" list in the teacher's classroom signifying progress and achievement.

What outcomes have you seen as a result of the selected program/ strategy?

- The students in this class showed a continued interest in the lessons. It was one of the few classes during the 11-week session where kids did not want to switch. Students worked together to help fix mechanical problems with each others cars and problem solved to engineer the fastest cars. Near the end of the class, students were designing and planning new lessons for the following year based on their acquired knowledge and heightened interest in the subject. All students said that they would take the class again at a higher level to challenge their new skills.

Why did you select this program or strategy for this section?

- The class was designed to target math skills, a core subject that many of the school's population need assistance with. Through class discussion and project follow through, the students worked in an inquisitive manner, exploring the real-world application of mathematics giving them perspective for their in-school math lessons. Model Electric Cars had high interest as was a new class for our program, taught by a new teacher to our program. Tracking the course allowed for a closer examination of its relevance and overall effectiveness in tying the after school program to the school day. The class has been proven successful and will run again next year.

MVU AFTERHOURS (Cherie Pfeiffer, Coordinator):

What is the name of the selected program or strategy?

- Weightlifting

What grade levels are served by the selected program/strategy?

- 9-12

What measures do you use to assess student learning? How often do you make assessments?

- Students were regularly challenged by instructor Roland Laroche to build their own workout schedule based on their individual abilities. I handed out a survey to measure how each student felt about their athletic ability and health after a few weeks into the program and every single student selected that they felt better, happier, and that their academics improve when they exercise.

What outcomes have you seen as a result of the selected program/ strategy?

- As survey results suggested, my students were happier and healthier than I had seen them previously. My students also gained knowledge in healthy eating habits and taking care of themselves due to the new program created by the Girl Scouts called Bodyworks. Because of these factors, students have gained confidence in themselves and their abilities

Why did you select this program or strategy for this section?

- Roland Laroche has a great relationship with his students. Every single one of them were regularly engaged in his classes, asked questions, and followed directions accordingly. They were able to practice their reading and math skills with meal journals Bodyworks provided, also teaching healthy eating habits as well as physical activity. I saw the best attendance in that class, and the best attitudes. In my opinion Roland went above and beyond to make a great class.

SHELDON ASPEN (Stephanie Stecklare, Coordinator & Child Care Center Director):

What is the name of the selected program or strategy?

- “Who’s Got Spirit?” – a class designed to get students interested and involved in school and community services and events.

What grade levels are served by the selected program/strategy?

- We were able to work with all grade levels in the program, K-8.

What measures do you use to assess student learning? How often do you make assessments?

- “Who’s Got Spirit?” was a class that was decidedly different because it attempted to teach our students empathy and to motivate them to look for opportunities to do good works for their school and community. The idea of assessment in this course was very organic in nature verses a forced diagnostic. It had to do with opportunity and watching the outcome through the social/humanitarian actions of the students and how the concept of this class has changed the students in the long term.

What outcomes have you seen as a result of the selected program/ strategy?

- We have seen a change in the students. It was very evident when proven by the students’ transition from taking direction to giving ideas and expressing their personal goals for the school, community and World at large. In this class the students did many things for the school and community. As students gained confidence and gave voice to the class, the concept of having a school-wide “Penny War” was presented to them. A “Penny War” is simply collecting loose change for a cause. When you have multiple groups, like classrooms, you can encourage a friendly competition by seeing who can raise the most money. However, there is a catch! Pennies are worth positive “points” while silver coins and dollar bills are worth negative “points”. Classes usually have the strategy of trying to fill their own jar with as many pennies as possible while filling other classrooms’ jars with silver coins and paper money. Some classes may end up with a large amount of negative “points”, but they actually will have earned the most money for the organization!
- It was imperative that the students determine the cause that they wanted to support and agree to it as a whole. One of the older students had learned of a program called “Water for the World” which helps to bring clean drinking water to areas of need Worldwide. Students made posters and posted them throughout the school. They also talked up the “Penny Wars” idea during school day classes and told others why the organization was so important. In total, the students were able to raise over \$700.00 for Water for the World! It was a very impressive accomplishment, one that the school was able to take great pride in while a small group of students could really congratulate themselves for initiating.

Why did you select this program or strategy for this section?

- I chose it based on what it did for ASPEN students and the school community at large. It created a bond right from the beginning of the school year between school day discoveries of current events and the afterschool program, as well as the shared bond of accomplishment. The ability to tie in school day with the afterschool program in a positive way is crucial for the success of the program for many reasons; it promotes unity, raises awareness of the program positively and provides direction to the students who are in the program.
- The students have continued to look for opportunities to help in their school, community and when able, the World at large. Months after the class ended, there is still a sense of pride from the group for their accomplishments and through listening to them; it's obvious that it was an experience that inspired.

Grand Isle SU- *GRACE*- Heather Niquette

What is the name of the selected program or strategy?

- Make It With Fiber

What grade levels are served by the selected program/strategy?

- Grades K-6

What measures do you use to assess student learning? How often do you make assessments?

- Participants were assessed weekly using the same pre and post verbal questions as an introduction and wrap-up to each experience. In addition, participants were prompted to share what they had learned in their own words to their family members at dismissal time.
- The ultimate measure of success was the variety and quality of the finished fiber products produced by program participants.

What outcomes have you seen as a result of the selected program/ strategy?

- Program participants developed a deeper understanding and appreciation for the heritage and tradition of fiber arts and crafts in our community.
- Participants gained knowledge on where and how local agriculture supplies materials and how those materials can be turned into real world final products.
- Participants had the opportunity to try out different skills relating to fiber arts.

Why did you select this program or strategy for this section?

- Our community and schools are encouraging students to look locally and to be mindful of sustainability. This program allowed participants to see fibers (rabbit/llama fur) from the animal, through the various steps of refinement, and ultimately to a finished product they created.
- The program connected the community to the students and the students to the community. It brought the elements of social and cultural competence and leadership, which are goals of our grant, and it laid the ground work for what we hope will be an entrepreneurial opportunity for participants in GRACE.

Lamoille North SU - *The Connection* - Barb Nash

Cambridge

What is the name of the selected program or strategy?

- Homework Club

What grade levels served are served by the selected program/strategy?

- Grade 1 and 2

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

- Reading and math were assessed at the beginning, middle, and end of the year. Assessments used were: Fountas and Pinnell reading assessment and Math Computation (AIMSweb Progress Monitoring).

What outcomes have you seen as a result of the selected program/ strategy?

- Students test scores in reading and math increased. The average increase in reading was 4.3 levels. The average increase in math was 20.9 points.

Why did you select this program or strategy for this section?

- This program is staffed with a range of individuals: licensed teacher who works as a first grade teacher at the school- 2 days/week; paraprofessional who works at the school- 1 day/week; a bus driver who knows the students- 3 days/week; a high school student- 3 days/week. The staff has guidance from the licensed teacher. All staff members are incredibly consistent in their attendance. The licensed teacher has instituted a schedule of reading and math practice in which all students participate.

Johnson Elementary School

What is the name of the selected program or strategy?

- STEP-UP. The program provides two self-tutorial software programs called Ticket to Read and Fast Math, as well as supplemental materials

What grade levels served are served by the selected program/strategy?

- It is an academic program for math and literacy for grades 1 to 3

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

- We used AIMSweb assessments to measure progress in both reading and math for the students attending STEP-UP. We have data from the Fall, the Winter and the Spring assessments.

What outcomes have you seen as a result of the selected program/ strategy?

- STEP-UP students have made good gains in both math and literacy within the year. However, there really is no way to statistically relate student test score gains to STEP-UP versus school-day instruction.
- Parents universally give high marks to the program and report that they believe their children gain academically from this program. Also teachers have observed gains in student proficiency from this program.

Why did you select this program or strategy for this section?

- Last year, STEP-UP was an expansion of a book buddies program, a literacy program that has been running at JES since January 2003. This year we decided to add mathematics to the program, because of the need for many students in grades 1-3 who are less than proficient in math.
- The impetus for starting and continuing early literacy tutoring of JES students is from students who start school lagging significantly behind in language development and math skills, and who benefit from supplemental targeted assistance.

Lamoille Union Middle School

What is the name of the selected program or strategy?

- We began a new program this year called Lancer Pride.

What grade levels served are served by the selected program/strategy?

- seventh and eighth grade students

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

- The program was able to connect school day curriculum into the after school forum. It offered academic assistance as well as skills labs to our seventh and eighth grade students.
- Each student in the middle school was assessed every quarter to determine whether they were meeting certain standards such as homework completion, organization, preparation, time management, communication, attendance, responsibility, and citizenship. If they were failing to meet any of the set standards, then they were recommended for the Lancer Pride after school program where they could either finish overdue assignments or work on any other issues.

What outcomes have you seen as a result of the selected program/ strategy?

- Many students were reluctant to participate in this program at first, but after they found that their grades improved and they could get the attention that so many of them seem to need, they would stay after on a voluntary basis. Many students that were asked to participate in the program at the beginning of the year later joined in on enrichment programming as their academics were no longer an issue.

Why did you select this program or strategy for this section?

- Students had a chance to experience after school programs, and decided that it was better than going home where they had nothing to do
- Students were able to seek out one-on-one assistance, and by taking a quarterly assessment, teachers were able to deal with issues before they became a major problem.

Lamoille South SU – *Unbound* - Kate Toland

What is the name of the selected program or strategy?

- Mind Jam

What grade levels served are served by the selected program/strategy?

- Grades 6-8

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

- The measures used are math grades from quarter one and overall at the end of the year.

What outcomes have you seen as a result of the selected program/ strategy?

- The four students who participated in Mind Jam as regular attendees whose grades were below 75 quarter one all improved their grades by the end of the year and passed math. Out of the 49 attendees who came to Mind Jam throughout the year 41 (84%) passed math for the year. And in comparison to the rest of PAML students who had a 75 or lower in math for quarter one whose math scores improved by 5 points by the end of the year, Mind Jam attendees who had a grade of 75 or lower for math in quarter one improved their math grades by 9 points by the end of the year.

Why did you select this program or strategy for this section?

- We chose this program because PAML is “checkmarked” for its math NECAP scores and because math grades are often a predictor of success in high school. A final reason we chose this strategy is the teachers that teach Mind Jam are highly qualified math teachers who also teach math during the day, often to the same students who attend Mind Jam.
 - Next year, this model is switching to MATH TUTORING ONE ON ONE

North Country SU- *ENCORE Program* - Beth Brookes

What is the name of the selected program or strategy?

- This is the second year of ENCORE Tutoring

What grade levels served are served by the selected program/strategy?

- We provide tutoring to any student that would like assistance regardless if they attend ENCORE or not.
- We offer it to all grade levels.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

- Students are referred by their teachers based on NECAP scores (those either scoring a 1 or 2) or for those students that may need extra support in a specific area. In some cases we have provided tutoring for students who have poor study skills or difficulty staying on task.
- We use different forms of pre and post assessments, each site varies, and it truly depends on what the teacher is tutoring the student in. This has been one of the most challenging areas of tutoring because people want a standardized way in which to measure gain. It creates a problem with so many sites because not every school uses the same tools.
- Many of our schools are being trained in RTI and we are looking at ways to utilize those assessments and incorporate them with our tutoring program. The student’s school day teacher detailing what areas of weakness the student needs support in fills out a form and the tutor keeps a record of the student’s progress.
- The tutor makes weekly progress reports about the student’s learning and what they have mastered. A student moves through tutoring based on their needs; some are only in tutoring for a short time others longer.

What outcomes have you seen as a result of the selected program/ strategy?

- We have noticed that nearly all the students that come in for tutoring gain in one way or another.
- For many, it is the increased knowledge and confidence that they have “caught up” with their peers.
- or others, it is getting that extra time, one-on-one with a teacher that makes a world of difference, and for others it helps them maintain and not slip backwards in their academic achievement.

Why did you select this program or strategy for this section?

- The tutoring program was chosen because of the need. We are still finding that many of our regular attendees are not access tutoring. This is due to the fact that not all our schools are utilizing the tutoring program.
- We have to do a better job next year at ensuring this program is happening at all our sites and we are strategic in making sure those students that need tutoring are receiving services.

North Country SU - *Out of School Program-ISHINE* - Jeane Kadmiri

What is the name of the selected program or strategy?

- Daily Homework Group

What grade levels served are served by the selected program/strategy?

- All children, K-6, participate in the homework time.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use? There are three tools we use to measure the success of this strategy:

- Teacher Report Form/Daily Communication with Teachers- formal contact with teachers weekly; informational contact daily
- Parent and Student Survey – Two times – start and end of the school year program
- Group Leader Daily Response – daily input from group leader
- Correlation between daily homework completion and NECAP scores – one time per year

What outcomes have you seen as a result of the selected program/ strategy?

- Teacher Report and Daily Communication – This is the best tool. When a child hasn't done their homework, we let the teacher know, through email, immediately. The teacher then takes the corrective action. The weekly report gives us a heads up to the children that might be “misrepresenting” their homework. With the teacher, we develop strategies to engage students in this time. Our data identifies seven children who do not get their homework done regularly. Six of those students are IEP student.
- Parent Survey – 50% of our surveys were returned. Homework completion was rated extremely important by all respondents.
- Student Survey – 93 students took the survey; 85 reported completed their homework correctly, daily.
- Group Leader Daily Response – The group leaders inform Program Director daily of children who did not complete homework during homework time. The identified students remains with an identified program staff member to complete homework.
- Correlation between daily homework completion and NECAP scores - Seven students were identified as not completing homework on a daily basis. All seven students had 1 Or 2 on NECAP in both reading and math. Six of the seven students had IEPs. Of the students who completed homework daily, 8 students scored 1 or 2 on NECPs in reading – 5 of those students were IEP students and 13 students scored 1 or 2 on NECAPs in Math – 8 of those students were IEP students.

Why did you select this program or strategy for this section?

- A premise of the Out of School Program has been that the program ensures that all students have an opportunity to have an even start each day. The question was asked, what do successful students have in the afterschool hours? The following were identified:
 - Food, one-one adult attention/listening, interest by an adult in the learning process, space and time to complete homework, one-one support when needed, physical activity, consistency and safety, and learning strategies. We can conclude that completing homework makes a difference in having an even start to the day and an even start contributes to school success.

- What is interesting to note is the struggle our IEP students have. We will rethink how we use homework time for these students. Speculation would lead us to provide one-one tutoring instead of homework time.
- In terms of strategies, this is not a “dazzling” program. However, it is the one component in Afterschool Program that, year after year, shows consistent and positive learning results. It is the strategy that teachers, parents and children report are most important to them (results obtained from Afterschool Program Survey).

Orange Windsor SU - *One Planet Program* - Carrie McDonnell

What is the name of the selected program or strategy?

- South Royalton Tutorial

What grade levels are served by the selected program/strategy?

- Kindergarten through sixth grade

What measures do you use to assess student learning? How often do you make assessments?

- Our tutors, which include the South Royalton School Kindergarten teacher, Reading Specialist teacher and 5th grade teacher, assess their students with various school resources, including math worksheets, Aims Web Reading Assessments, writing rubrics, and more. Our students are assessed when they begin the tutorial (usually in fall), in January, and in May. Please refer to Attachment 1, “One Planet Tutoring Data” which includes year-end data from our three tutors. This tool is what we use to track student progress.

What outcomes have you seen as a result of the selected program/ strategy?

- Please refer to Attachment 1, “One Planet Tutoring Data”. To highlight a few things within the chart:

-Student 1: Reading Fluency
 Sept—Read 45 wpm
 May—Read 108 wpm

-Student 10: Recognizing Lowercase Letters
 Sept—1/26
 May—25/26
 Recognizing Uppercase Letters
 Sept—1/26
 May—24/26
 Sounds of Letters
 Sept—2/25
 May—25/26

-Student 11: 5 minute Writing Fluency Test
 Sept—Wrote 52 words, 10+ mistakes
 May—Wrote 150 words, 8 mistakes

Why did you select this program or strategy for this section?

- This is only the 2nd year we’ve run this program. Last year we saw significant improvements in individual student achievement. We were curious if this was beginner’s luck or if we had truly established a program that would endure and continue to be successful in achieving impressive outcomes. We are very happy to report that once again South Royalton Tutorial has helped students make steady and significant learning gains throughout the year.

Craftsbury Schools:

What is the name of the selected program or strategy?

- Lego Robotics

What grade levels are served by the selected program/strategy?

- 3rd-5th

Why did you select this program or strategy for this section?

- We selected this activity because it was a new program that had definable results. Student success was easily definable. The program taught students to create and program robots. Outcomes related directly to STEM initiatives. Students had to do a lot of initial problem solving based on inquiry and experimentation. Participants were very invested in this project.

What outcomes have you seen as a result of the selected program/ strategy?

- The program taught students to create and program robots. Outcomes related directly to STEM initiatives. Students had to do a lot of initial problem solving based on inquiry and experimentation. Participants were very invested in this project.

What measures do you use to assess student learning? How often do you make assessments?

- We used a Pre Assessment Evaluation to measure student skills and knowledge based on a scale of 1 to 5, 1 being “below proficient” to five “above proficient”. Students were asked to rate their knowledge and skills in the areas of Computer Skills, Programming, Robot Design, Using Technology and Scientific Inquiry. Eight students were measured. Pre and Post Assessment results showed the following:

Student	Pre Assessment					Post Assessment				
	Computer Skills	Programming Using Mindstorm Software	Designing A Robot	Using Technology	Scientific Inquiry	Computer Skills	Programming Using Mindstorm Software	Designing A Robot	Using Technology	Scientific Inquiry
A	4	2	1	5	1	5	3	4	5	1
B	1	1	1	2	1	2	2	4	3	2
C	3	1	1	1	1	3	4	4	3	2
D	4	1	1	5	1	5	1	1	5	3
E	2	1	2	2	1	2	1	4	3	3
F	4	1	1	5	1	4	5	5	5	3
G	3	1	2	5	1	4	4	4	5	3

Hardwick Elementary:

What is the name of the selected program or strategy?

- “World Travelers” - Students explored different countries through literature, mapping, food, dance, music and crafts.

What grade levels are served by the selected program/strategy?

- Kindergarten through second grade

What measures do you use to assess student learning? How often do you make assessments?

- There were two methods used to assess. First, we used written tests. On these tests were short answers questions and instructions to identify and label. The second method was through verbal questioning where the instructor asked each individual the same question and recorded the answer.

- There was one cumulative test given at the first class followed by 3 more focused tests given before three classes. These focused tests were based on the material that was to be taught in the class that day. The themes were buildings and monuments and their location, rain forest animals and the definition of a folk tale.
- There was one class of review through a game. Students were to place their cut out picture of each continent in the right place and then match it with the appropriate monument/landscape/instrument/people from a given continent. There was also a slide show presentation with the different information presented throughout the class.
- And, finally a written test was assigned which a variety of questions that had previously been asked.

What outcomes have you seen as a result of the selected program/ strategy?

- The average of all the assessment tests leading up to the final tests had an average of 37.5%. The first cumulative test resulted in a 23% average; the second, more focused test, resulted in a 37% average; the third a 50% average; and the fourth averaged a 40%. The final test where the students were questioned on all the themes had a 90% average. The numbers show an improvement of 52.5%.
- This shows that students now have a better understanding of where states are located, where famous monuments and buildings are, where certain food originated, what animals live in the rain forest, where reggae music was first produced and what a folk tale is.

Why did you select this program or strategy for this section?

- We chose this program because it was possible to assess without the variable of subjective analysis. We could get right or wrong answers from the questions we were asking based on the material we were teaching. Also, we were curious to find out how much our students understood about the world around us since living in a small town in northern Vermont is not a hub for cultural celebration. We wanted to know if they knew where other states are, where products come from and about cultural similarities and differences.

Hazen Union: No program to report on due to challenges with attendance of enrichment programming.

Wolcott Elementary:

What is the name of the selected program or strategy?

- “Growing, Growing, Growing” Learn the science behind how and why plants grow and produce flowers and fruits. Create garden and plant related projects & try your hand at growing a few things too!

What grade levels are served by the selected program/strategy?

- Kindergarten through second grade

Why did you select this program or strategy for this section?

- We chose this enrichment program because agriculture is rapidly becoming a part of the culture in our school. The school is a recipient of a grant that provides fresh fruits and vegetables to the entire school for snack. We also wanted to show learning gains in our Kindergarten -2nd graders. These students are often regular attendees within the first few months of school, as they come to REACH! three - four times a week throughout the year.

What outcomes have you seen as a result of the selected program/ strategy?

- To begin this 11-week program, students took a Chapter Test from a second grade textbook. This textbook is occasionally used for instruction, but the students had not been given the Chapter Test before. This served as our pre-assessment. In the final week of the program, students re-took the same Chapter Test as a post-assessment.
- While twelve students participated in the program, only eight completed both the pre- and post-assessment. The outcomes show that seven of the eight students made gains in their knowledge of what plants need to survive, the parts of plants and their function, life cycle, and how to observe plant life,

What measures do you use to assess student learning? How often do you make assessments?

Student	Pre		Post		Change in Questions Correct	
	Number Correct	Percentage	Number Correct	Percentage	Number	Percentage
Student A	12/14	86%	13/14	93%	+1	8.14%
Student B	11/14	79%	14/14	100%	+3	26.58%
Student C	10/14	71%	14/14	100%	+4	40.85%
Student D	9/14	64%	12/14	86%	+3	34.38%
Student E	9/14	64%	11/14	79%	+2	23.44%
Student F	6/14	43%	13/14	93%	+7	116.28%
Student G	5/14	36%	8/14	57%	+3	58.33%
Student H	5/14	36%	5/14	36%	+0	0.00%
Average Total	8.38/14	59.88%	11.25/14	80.5%	+2.88	+34.44%

Rivendell Interstate SD - *VISIONS* - Tammy Macqueen

What is the name of the selected program or strategy?

- Tutoring Program

What grade levels are served by the selected program/strategy?

- Grades 6-12

What measures do you use to assess student learning? How often do you make assessments?

- We used NECAP data, DRP reading assessments, report cards and teacher referrals to assess who needed the program and the gains they made. Each trimester we assessed the program by talking to kids and teachers, checking report grades, and meeting with teachers and administrators.

What outcomes have you seen as a result of the selected program/ strategy?

- I am most proud of this program because it has really worked for our kids. Of the 10 kids failing all classes, 7 brought their grades to passing. The others will be attending tutoring this summer to continue the work.

Why did you select this program or strategy for this section?

- We chose this program because it really worked for our kids. Not only academically, but also socially and mentally. The kids built strong relationships with the tutors (one loved our kids so much that she will be teaching full time at Rivendell Academy next year) and they felt more prepared for classes. This gave kids more self confidence and really helped them become successful.

Rutland Northeast SU- *Afterschool Programs* - Debbie Bratton

Learning Gains for Neshobe site

What is the name of the selected program or strategy?

- SOAR Academic Support Program (ASP)

What grade levels are served by the selected program/strategy?

- The intended target group is students in Grades 3 – 6, although students in Grades 1 – 2 are served when a need is identified and space is available.

What measures do you use to assess student learning? How often do you make assessments?

- Student learning is measured by the goals/objectives determined at the start of the tutoring session. Each session the tutor conducts a pre/post assessment. The assessments vary depending on the student's identified skill areas but have included: Item Bank Assessment, Multiplication & Division, Bridges & Navigator Math, teacher assessments based on previous work samples, Reading and Spelling Inventory, and classroom data. The assessments and tools to increase student learning used are linked to what the student has been working on during the school day. Many resources/tools are shared and utilized by coordination with classroom teacher/EST. For recording and documentation purposes, the SOAR Academic Support Referral and Goal Sheet is used (Attachment 5).

What outcomes have you seen as a result of the selected program/ strategy?

- The outcomes have been positive and revealed an increase in learning with 15 students showing improvement as reflected in their post-assessment scores, 1 remaining the same and 1 declining. Additionally, teachers reported improved attitude and motivation for 75% of the students who received tutoring and 75% improved test scores or grades. Weekly hours of reading and/or homework and school attendance remained the same for all.

Why did you select this program or strategy for this section?

- RNESU was identified to receive federal Stimulus funds for the implementation of a tutoring program. The Daily SOAR program does provide homework assistance; however, this opportunity allowed more comprehensive and focused one-on-one academic support. We were able to target students at a nearly achieving level and pinpoint specific academic needs, then address those needs through more individualized services.

Learning for Sudbury/Whiting site

What is the name of the selected program or strategy?

- Pre/Post Drawing with labeling assessment: Process of making maple syrup: Sap to Maple Syrup

What grade levels are served by the selected program/strategy?

- Students in grades K – 6

What measures do you use to assess student learning? How often do you make assessments?

- Student learning was assessed based on the drawing with labeling prior to start of the unit as compared to the post unit drawing. Assessments are conducted at start and conclusion of monthly units. Drawing with labeling assessment was the tool used in this program.

What outcomes have you seen as a result of the selected program/ strategy?

- The outcomes of this assessment showed that the students have a firm understanding of the maple sugaring process. The advantage of having students draw is that it allows the instructor to see the individual student's level of understanding by viewing their drawing for accuracy and detail, as well as

student adding as much detail as possible to establish their level of understanding. This open ended assessment is low anxiety and can be administered to students of all ages, since the group being served is diverse in ability, making this an ideal assessment.

Why did you select this program or strategy for this section?

- The program was developed as part of a year-long theme of Vermont. Program leaders develop monthly units with associated pre/post assessments and this theme focused on maple sugaring.

Learning for Leicester site

What is the name of the selected program or strategy?

- TaeKwon Do Club

What grade levels are served by the selected program/strategy?

- K-6

What measures do you use to assess student learning? How often do you make assessments?

- The success or failure of TaeKwon Do training depends largely on how one observes and implements the five tenets of TaeKwon Do: Courtesy, Integrity, Perseverance, Self-Control, Indomitable Spirit. Weekly at the conclusion of each session, students will be asked to reflect on each tenet and rate how they thought they did, i.e. 4=I worked hard and pushed myself, 3=I worked very hard, 2=I worked hard most of the time, 1=I worked hard some of the time.

What outcomes have you seen as a result of the selected program/ strategy?

- Weekly reflections were not completed by the students during the program, therefore no results were obtained.

Why did you select this program or strategy for this section?

- This program was selected as the TaeKwon Do tenets mirror the values represented by the Leicester Legend values and support the school's social curriculum.

Learning Gains for Otter Valley site

What is the name of the selected program or strategy?

- SOAR Academic Support Program (ASP)

What grade levels are served by the selected program/strategy?

- Intended target group is students in Grades 7 – 8.

What measures do you use to assess student learning? How often do you make assessments?

- Student learning is measured by the goals/objectives determined at the start of the tutoring session. Each session the tutor conducts a pre/post assessment. The assessments vary depending on the students identified skill areas but have included: Place Value, Multiplication & Division, Math Navigator, Read Naturally program, journal prompts, Fountas & Pinellas Benchmark Assessment, and classroom data. The assessments and tools to increase student learning used are linked to what the student has been working on during the school day. Many resources/tools are shared and utilized by coordination with classroom teacher/EST. For recording and documentation purposes, the SOAR Academic Support Referral and Goal Sheet is used (Attachment 5).

What outcomes have you seen as a result of the selected program/ strategy?

- Outcomes have been mixed and revealed 6 students showing improvement as reflected in their post-assessment scores and 5 declining. Additionally, teachers reported improved attitude and motivation by

80% of the students who received tutoring and 40% improved test scores or grades. Weekly hours of reading and/or homework improved for 20% and remained the same for 80% while school attendance remained the same for all.

Why did you select this program or strategy for this section?

- RNEU was identified to receive federal Stimulus funds for the implementation of a tutoring program and these funds were used to fund a trial program. After success last year, the program was continued under the 21C afterschool program. The program does provide homework assistance; however, tutoring provides more comprehensive and focused one-on-one academic support. We were able to target students at a nearly achieving level and pinpoint specific academic needs, then address those needs through more individualized services.

Rutland Windsor SU - *Out of School Time Programs* - P.J. Pollard

What is the name of the selected program or strategy?

- The Ludlow Elementary Afterschool Program used a tutoring program to determine appropriate measurable learning gains

What grade levels are served by the selected program/strategy?

- Tutoring was offered to all students in grades K-6, as referred by individual classroom teachers. Currently our program is only utilized by students in grades 2-4

What measures do you use to assess student learning? How often do you make assessments?

- This years tutoring program focused on very basic and specific skills for each individual student. Prior to beginning the program pre assessments were done, both with the classroom teacher and the tutor. The measures were taken based on where the student initially started and were compared with grade level expectations (GLEs). Assessments were done on a bi-weekly schedule. It was our intention to move children in and out of this program as fluidly as possible, thus allowing for a greater number of students, and focused work. After a student successfully completed a specific skills assessment, we moved to another area of weakness. When the next assessment was given both, current work and past skills were tested to insure students' proficiency in each skill taught.

What outcomes have you seen as a result of the selected program/ strategy?

- By intentionally focusing all of our attention on very basic and specific skills we were easily able to track and see students' growth. Throughout the course of the program we graduated several students in specific skill areas, often times we then began focusing on another skill set. We did have one student become proficient in all math GLE's who progressed out of the program.

Why did you select this program or strategy for this section?

- This program was chosen for several reasons. One it was highly successful as a measurable program. Secondly, we were able to see drastic results. And lastly, this program was greatly appreciated by the teachers and staff within the school. Many classroom teachers praised the progress their students were making, and their ability to take the knowledge learned, or reinforced and use it in the classroom. I have full faith, that this tutoring program will make a huge difference in the lives of our students next year as a full year program.

What is the name of the selected program or strategy?

- COPS-Citizens of Public Service

What grade levels are served by the selected program/strategy?

- 4-8

What measures do you use to assess student learning? How often do you make assessments? What tools do you use?

- Mosaic uses a host of assessment sources to evaluate the COPS program. We use both formative and summative assessment tools to measure the effectiveness of this program. Qualitative perception data from teachers, students, and parents is collected to measure performance and satisfaction. There is also a pre and post test of a general nature on all material that will be covered during the course of the program. Besides these assessments each section of the COPS program has its own assessment technique. There are level exams after each section of the program. To further explain this concept, the COPS program is made up of six different local agencies: the Bennington Rescue Squad, the Bennington Fire Department, the Bennington Police Department, the Bennington County Sheriff Department, the Vermont State Police, and the Law Enforcement Coordinator from the CDC. Each agency has its own method of assessment. The Bennington Rescue Squad has a CPR administration test at the end of its session. The Fire Department has the students actually work around the various parts of the truck to test knowledge gained. The Sheriff's Department has the students do a fingerprinting of a fellow student to test retention and so on. At the completion of the COPS program each student is given certificates in the areas that he or she successfully completed. There are: CPR trained certificates, certificates from each section passed, Junior Fireman certificates, and an overall completion of the COPS Program certificate.

What outcomes have you seen as a result of the selected program/strategy?

- There are many positive outcomes from this program but perhaps the most significant would be the new connection and appreciation that the students have for the local agencies in their community. This leads to a better relationship between the agencies and the students and therefore a more harmonious community. The connection with all of the numerous community agencies as partners is such a great piece that it cannot be underestimated. It has also lead to a feeling in the students of self confidence and a feeling of being part of the community. This feeling of community worth is integral in developing a student that will lead to a more civic minded life in the future.
- And there are of course the tangible outcomes. All students participating in the COPS program achieved remarkable growth on their pre and post tests. Many students achieved the CPR certificate and are now trained to save a life. All students now know how to do fingerprinting, run fire hoses, how the state police canines work with the police to help find drugs, how a car chase is developed and executed, and yes, even the particulars of the firing range.

Why did you select this program or strategy for this section?

- This program was selected because quite honestly, it's awesome! It successfully mastered the main goal of the Mosaic program which is: "offering engaging youth opportunities linked to academic standards in out of school time that will build student resiliency and aspiration, resulting in greater academic achievement, increased high school graduation rates, and lead our students toward productive employment and civic mindedness". A tall order indeed you say, but I will tell you this, many of the COPS graduates have expressed their desire to take high school and CDC classes in law enforcement and pursue careers in this field. Others have received parental permission to become Junior Firemen and Rescue Squad members and someday, one of these students might just save a life.

Springfield SD - *All-4-One* - Tami Stagner

What is the name of the selected program or strategy?

- Mad Science Science Club

What grade levels are served by the selected program/strategy?

- K-5th Grades-1 hour each session for K-2 and 3-6 during the summer and afterschool 1.5 hour session for K-5

What measures do you use to assess student learning? How often do you make assessments?

- Pre and Post Surveys from Mad Science.
- Survey done at the beginning and end of each six week session
- We did three sessions this year:
 - Summer Daze Camp Mad Science Labs July 12th 26th
 - Crazy Chemworks September 30th-November 4th
 - NASA Academy of Future Space Explorers March 3rd-31st

What outcomes have you seen as a result of the selected program/ strategy?

- Students engaged fully in afterschool club activities
- 100% participation in clubs on Mad Science days
- Students excited about next Mad Science club
- Teachers report that students bring “take home” activities in to school and do “lessons” with students in class during free time and on recess becoming teachers themselves
- Parents 100% satisfied with programs and re-enroll students up for upcoming classes
- Parents willing to pay full price for clubs even if offering scholarships to get child enrolled in the Mad Science club

Why did you select this program or strategy for this section?

- We have had this program in our afterschool brochure selection for three years now and even though there is an extra cost to the program there is always 100% club enrollment. Parents are extremely satisfied with program expectations and teachings. Students re-enroll and are thrilled with inquiry experiments and take home packages. The fact that students are taking their “take home” activities into school the next day and “show and telling” their teachers and peers what they did afterschool and then wanting to teach their peers the science activities is most compelling. The instructors are trained, qualified and dynamic; the program offerings are involved with tons of hands on experiments and meet national, state and provincial science curriculum standards; and the students love the classes and have fun applying science through great labs.

Washington Central SU- *Community Connections* - Virginia Burley

What is the name of the selected program or strategy?

- Ed-Ventures at Union Elementary School

What grade levels are served by the selected program/strategy?

- Grades 1-5

What measures do you use to assess student learning? How often do you make assessments?

- Teachers used informal assessments to identify students in need of additional help in math and ELL. A math consultant designed a skill-based curriculum to be delivered to grades 1 and 2 for 13 sessions, and grades 3, 4 and 5 for 12 sessions. All invited students enrolled in the program. Students whose

schedules would have made it impossible to attend Ed-Ventures were able to transition to the ongoing afterschool program.

Washington Northeast SU - *The Learning Center (TLC)* – Anthony Willey

What is the name of the selected program or strategy?

- Twinfield TLC Math Club

What grade levels are served by the selected program/strategy?

- Grades 3-5

What measures do you use to assess student learning? How often do you make assessments?

- The math club teacher administered pre and post math assessments. The assessments were given the first week of math club and the last month of math club. Several of the students stopped coming in the beginning of May and I was unable to collect post data. They were involved in after school sports and music lessons that interfered with math club.

What outcomes have you seen as a result of the selected program/ strategy?

- Several of my student’s have gained confidence in their math skills from coming to math club.

Math Club 2011 March-June
Pre and Post Assessment Data
Ms. Heather Mathies

Student	Pre-test	Post-test	Difference +/- %
N. D.	70%	81%	+ 11%
T. B.	64%	67%	+ 3%
R. K.	34%	36%	+ 2%
R. S.	27%	81%	+ 54%
L. D.	71%	84%	+ 13%
J. L.	84%	85%	+ 1%
D. B.	29%	53%	+ 14%

There were six students attending math club but have not been included in the data above because they were not present during the last several weeks of math club when the testing was done. One student was unable to complete the pre-assessment and this assessor decided not to give him the post-assessment:

Why did you select this program or strategy for this section?

- I was having a difficult time finding appropriate times during the school day to work with students needing extra math support. The math club after school has been a great time to work with these students.

Cabot Site

What is the name of the selected program or strategy?

- **GROSSOLOGY**

What grade levels are served by the selected program/strategy?

- 6-12

What measures do you use to assess student learning? How often do you make assessments?

- Different topics were covered each week. Each week started wit surveying the students with questions of the week. By the end of each week students had a deeper understanding and answer to each question of the week.

Week 1 Questions:

What does grossology mean to you?

Answers from students: call VTDOE if interested

How is Saliva made? Kids were unsure of this though they liked making bubbles with spit and saliva.

We learned that your nose and mouth work together to help you taste. We did this with an experiment. The kids all closed their eyes without peeking and we smelled different items such as molasses, vanilla and lemon juice to see what they did to our senses. The lemon juice definitely made our mouths water the most. Then we did a taste test to see how our saliva and tongue reacted to different flavors. We tasted sugar, salt and cinnamon...each did different things to our mouths and taste buds.

Why? Kids- because we are full, because it is fun, because it feels good. Then everyone got a chance to show off their skills. Some were better than others.

We learned through the "Grossology" book how to suck in air to make ourselves burp and we also learned belching happens when gas builds up in your stomach and creates air pockets which escape.

Week2:

What is a Polymer? No one knew the answer to this!

Then we talked about slime. Where do we find slime? Kids-in the woods, in our nose, under snails, on rotting food.

We learned that polymers are made from molecules linked together from our "cool Chemistry Concoctions" Book...this was hard to grasp. So we made bouncing blobs to experiment.

Experiment questions: How high do we think it will bounce?

3 out of 4 four of the bouncing blobs worked well. One split. They did not bounce as high as we had hoped but it was still fun to mix ingredients and be scientists.

Week 3: Bubbles

What do you know about bubbles? Kids-they float and pop, they can be really big, they are made of dish soap, they sting your eyes.

We made our own bubble solution from a book and then made bubble blowers by putting string thru straws to make squares and triangle. The kids wondered whether the bubbles would be the shape of the blowers. We found out they still come out round. We also wondered, what happens when you touch bubbles with soapy hands? We found out we could catch bubbles with soapy hands and even blow bubbles through our fingers!

What outcomes have you seen as a result of the selected program/ strategy?

- Students begin to question what is around them and use a scientific approach to find answers.

Why did you select this program or strategy for this section?

- This is a hands on learning experience and students become highly engaged through both its name and activities.

Windham Northeast SU - *A.I.M. Afterschool Program* – Trisha Adams

What is the name of the selected program or strategy?

- Math Tutoring.

What grade levels are served by the selected program/strategy?

- Grades 5 through 8 – two certified math teacher took lead: one for a 5th/6th grade group and another for a 7th/8th grade group. They were assisted by HQ paraprofessional tutors and high school volunteers.

What measures do you use to assess student learning? How often do you make assessments?

- The data used to assess student learning was the student’s math grade; comparing their Trimester 1 grade to their Trimester 3 scores on the school’s score grading scale of 1-100.

What outcomes have you seen as a result of the selected program/ strategy?

- 40% of students who participated in math tutoring throughout the entire school year demonstrated an increase of at least 10 points in their math grades when comparing Trimester 1 and Trimester 3 grades.
- All students who had a failing grade in Trimester 1 (grade below a 55) attained a passing grade at the end of Trimester 3.
- 14% of students who participated in math tutoring demonstrated a 20 point increase in their math grades when comparing Trimester 1 and Trimester 3 grades.

Why did you select this program or strategy for this section?

- This program was selected due to the imperative need our school demonstrates in the math area. It is 3rd year that our Middle School does not meeting AYP in mathematics and we wanted to increase the efforts set forth in providing students with academic support. It was the first year that the afterschool program offered a math tutoring program and we enlisted the support of the entire staff. Teachers recommended students who need additional help, the principal sent letters home to parents providing the service and the entire student body was constantly made aware of a tutoring program afterschool. We were curious to see if the program would show measurable result, and in fact it did. Math tutoring, paired with our Homework Club has become the core of our afterschool program, receiving praise and support from all the staff, administration and school board. Because of this program, the superintendent is providing a substantial amount of Title I dollars to increase our capacity. The old adage of “data talks” certainly holds value, and reporting on a program that had solid numbers made the most sense.

Windham Northeast SU - *Westminster Afterschool Program* - Trish Adams and

Elaine Gordon

What is the name of the selected program or strategy?

- REACH Tutoring

What grade levels are served by the selected program/strategy?

- 1-6

What measures do you use to assess student learning? How often do you make assessments?

- AimsWeb Math Comp and AimsWeb Reading-CBM
- These assessments are done as part of the school day program and occur 6-8 times per year.

What outcomes have you seen as a result of the selected program/ strategy?

- 58 students participated in tutoring. 41 in literacy, 30 in math (12 had both)
- 34% received 6 or more hours of tutoring. 61% received 4 or more hours

- 5 of the 7 students who did not achieve the target in math had 2.5 hours or less of tutoring. (We will establish clear entry, exit and attendance criteria for next year)

	Math	Literacy	M/L combined
Achieved target	83%	71%	76%
Achieved 1.5 x target	83%	42%	60%

Why did you select this program or strategy for this section?

- We have spent extensive time developing this program and are proud of our inputs and outcomes.
- We have gotten the most unsolicited positive feedback from parents, school day teachers and tutors.
- This is our highest cost per student program and it is the specific program that we believe has the most potential to increase students' academic success. (We do strongly believe that it is the overall enrichment opportunities and relationship building of the Afterschool Program that lays the foundation for the academic blossoming that can occur with tutoring).

Windham Southeast SU – BEAMS – Betsy B. Stacey

What is the name of the selected program or strategy?

- Amusement Park Design Club: In the Amusement Park Design club, students are actively engaged in the engineering design process. Through the use of common materials, K'Nex, and Lego robotics kits, participants are designing, testing and modifying marble roller-coasters, a model Ferris wheel and spin rides. Students are developing their problem solving skills in addition to using their imagination to create a model of an amusement park ride that is both safe and thrilling. Amusement Park Design is part of BEAMS series of Science, Technology, Engineering, and Math (STEM) clubs. The series this year included Robotics, Robotics Part II, Computer Animation, Design a Video Game, Woodshop, Fire and Stone and Strategy Games.

What grade levels are served by the selected program/strategy?

- Grades 7 and 8

What measures do you use to assess student learning? How often do you make assessments?

- *STEM National content Standard 7.19: Students use technological/engineering processes to design solutions to problems.* Students were given a written pre-assessment to determine their knowledge of the engineering design process. Students were also asked the question "What does technology mean to you?" Utilizing project-based learning, students were continually assessed through observations and individual conversations throughout the 8-week session. As students worked on their projects, the instructor observed students using problem-solving skills when they would test a design, figure out what wasn't working and then make a modification. This process was ongoing, with success measured by a 'working' model, i.e. a model that could achieve the assigned task. Students were asked to verbally describe what worked and what didn't, in addition to documenting their biggest challenge with the project. Finally, students were interviewed on video about their designs. This style of Problem-Based Learning (PBL) and assessment is supported by research documented in the article *Science, Technology, Engineering, and Mathematics (STEM) Education. What Form? What Function?* by Hays Blaine Lantz, Jr., Ed.D. 2009. Working models were displayed during the BEAMS final celebration.

What outcomes have you seen as a result of the selected program/ strategy?

- We feel that this program has been incredibly successful at reaching a group of students who sometimes struggle with academic and social skills. The students have increased their problem-solving skills, as well as their self-confidence in working with robotic kits. Students have expressed joy and excitement when they build something that works, and want to share their success with others.

Students also learned from their own mistakes, and that when something went wrong, it was not a failure but an opportunity. Several of the students have already expressed an interest in taking robotics next year. The students in this club also had an opportunity to share their knowledge with Mollie Burke, Vermont State representative during a visit that she made to the BEAMS program.

Why did you select this program or strategy for this section?

- STEM programming has become a strong and unique component of the BEAMS program, reflecting the ever-growing awareness of STEM curriculum as an effective and engaging method for educating young people in career-minded fields of study. Amusement Park Design Club serves several of our regular attendees, and 50% of the Amusement Park Design participants have an IEP. In an effort to continuously improve our STEM offerings, we wanted to create a more rigorous system of evaluation that can also be utilized to expand fundraising efforts.

Windham Southeast SU - *OASIS After School program* - Amelia Struthers

What is the name of the selected program or strategy?

- The Quest for the Lost Scrolls.

What grade levels are served by the selected program/strategy?

- K-5

What measures do you use to assess student learning? How often do you make assessments?

- Student learning is assessed within each theme, and at the culmination of each unit of study. Within the structure of the unit, students need to use skills and knowledge learned previously to successfully complete the next activity. Students achievement is assessed through their ability to reflect/articulate what they have learned to the class, and practice and demonstrate a skill learned in a previous lesson through projects.
- At the culmination of each unit or theme of study, students once again need to share a skill or articulate what they have learned within the unit in a project-be it art, dance a play ...before they can continue onto the next theme.

What outcomes have you seen as a result of the selected program/ strategy?

- Outcomes include, high student interest in themes studies, improved social skills, improved emotional awareness, and improved ability to work together.

Why did you select this program or strategy for this section?

- The Quest for the Lost Scrolls is a curriculum drawing methodology from Place Based Learning, storytelling and Developmental Assets. Curricular content areas are explored through
- Themes of study that use the places and people students know in their school and community. Students met new people in their community and visited local businesses.
- Students wrote a play that was performed for parents.
- In the 2010 - 2011 school year themes used were Community, Healthy Food and Theatre Arts. Content areas that were explored through these themes included Math (in cooking projects, charting data, problem solving, basic mathematical operations - adding, subtracting, grouping), Science (cooking, horticulture, mapping), Reading and writing (reading books regarding each theme, writing plays, reading and writing recipes, writing cards), the Arts (mask making, making scenery and props, weaving, painting, sculpture building, storytelling, music, singing, dance), Social Studies (field trip to local Co-op, guest speakers, orienteering, mapping).

Windham Southeast SU - *Wings Community Programs* - Andy Hauty

What is the name of the selected program or strategy?

- Wings provides three types of programming—academic enrichment, academic services which includes tutoring services and homework assistance and physical education/wellness programming are offered at each Wings site. We have selected the Math Olympiads program for this section, due to the strength of the program and the highly-measurable nature of the assessments.
- **Math Olympiads** - created in 1977 by Dr. George Lenchner, an internationally known math educator, the Math Olympiads went public in 1979.

What grade levels are served by the selected program/strategy?

- Last year 150,000 students from 6,000 teams worldwide participated in the Olympiads. 49 of the 50 states and about 30 other countries were represented.
- **Schools and Grade Levels Served** - This year Wings provided academic enrichment programs in Math Olympiads to 18 students in two schools, from November to March.

Participating School	Grades Served	Program Hours	Number of Student Participants per Session				Average Attendance
Whitingham Elementary School	4-5	30	5	8	5	5	6
Halifax School	6 - 8	30	0	10	9	8	9

What measures do you use to assess student learning? How often do you make assessments?

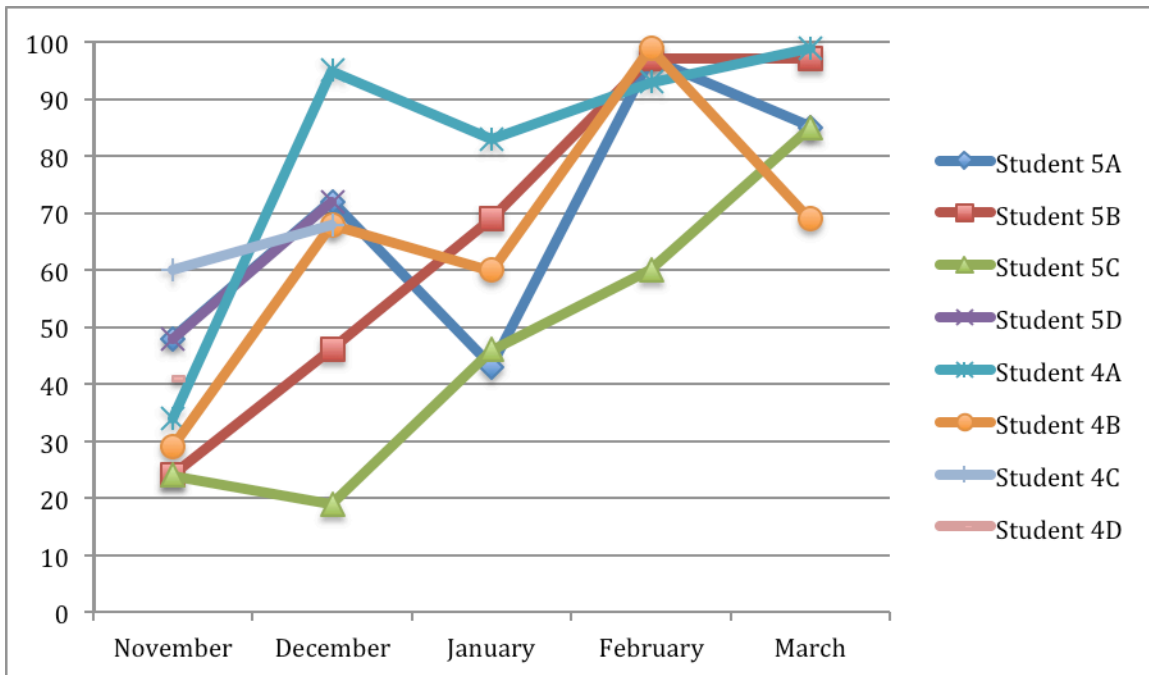
- Student achievement in the program is measured by formative and summative assessment, including five national standardized tests put forth by the Math Olympiads program. Each test consists of five nontraditional math problems, each requiring complex mathematical thinking and problem solving. Students receive 4-7 minutes to complete each problem, and many of the test questions include follow-up problems and activities. An important part of the Math Olympiads process is reviewing detailed solutions following the test and naming the strategies required.
- Individual student scores are submitted online, and the Math Olympiads program publishes information about student achievement according to grade level and gender. Students scoring in the top 50% receive national awards for excellence.
- In addition to the goals described by the Math Olympiads, this program also address the following Vermont Standards:
 - **Reasoning and Problem Solving Standards**
 - 2.1 Students ask a variety of questions.
 - 2.2 Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.
 - 2.3 Students solve problems of increasing complexity.
 - 2.4 Students devise and test ways of improving the effectiveness of a system.
 - 2.5 Students produce solutions to mathematical problems requiring decisions about approach and presentation.
 - 2.6 Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.
 - 2.7 Students respond to new information by reflecting on experience and reconsidering their opinions and sources of information.
 - 2.8 Students demonstrate a willingness to take risks in order to learn.
 - 2.9 Students persevere in the face of challenges and obstacles.
 - 2.10 Students generate several ideas, using a variety of approaches.
 - 2.11 Students represent their ideas and/or the ideas of others in detailed form.
 - 2.12 Students modify or change their original ideas and/or the ideas of others to generate innovative solutions.
 - 2.13 Students design a product, project, or service to meet an identified need.
 - 2.14 Students plan and organize an activity.
 - **Worth and Personal Competence**

Vermont Department of Education

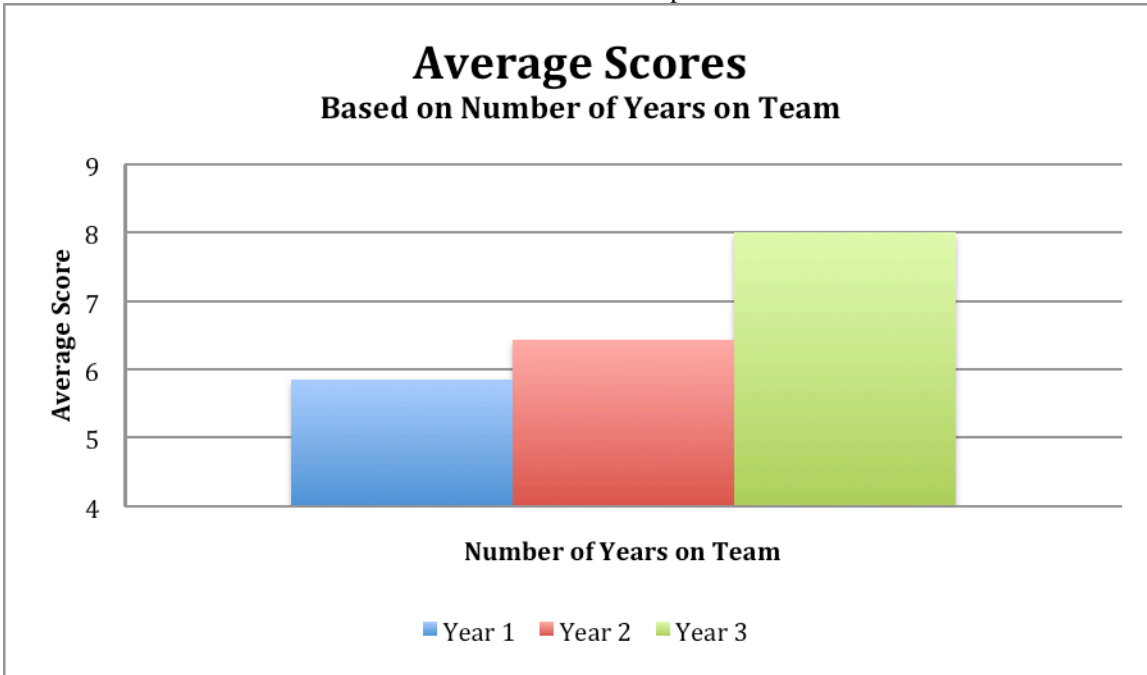
- 3.1 Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.
- 3.2 Students assess how they learn best, and use additional learning strategies to supplement those already used.
- 3.3 Students demonstrate respect for themselves and others.
- **Relationships**
- 3.10 Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building and cooperation to work toward group decisions).
- 3.11 Students interact respectfully with others, including those with whom they have differences.
- 3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.
- 3.13 Students analyze their roles and responsibilities in their family, their school, and their community.
- **Mathematical Problem Solving Applications**
- 7.10 Students use concrete, formal, and informal strategies to solve mathematical problems, apply the process of mathematical modeling, and extend and generalize mathematical concepts.

What outcomes have you seen as a result of the selected program/ strategy?

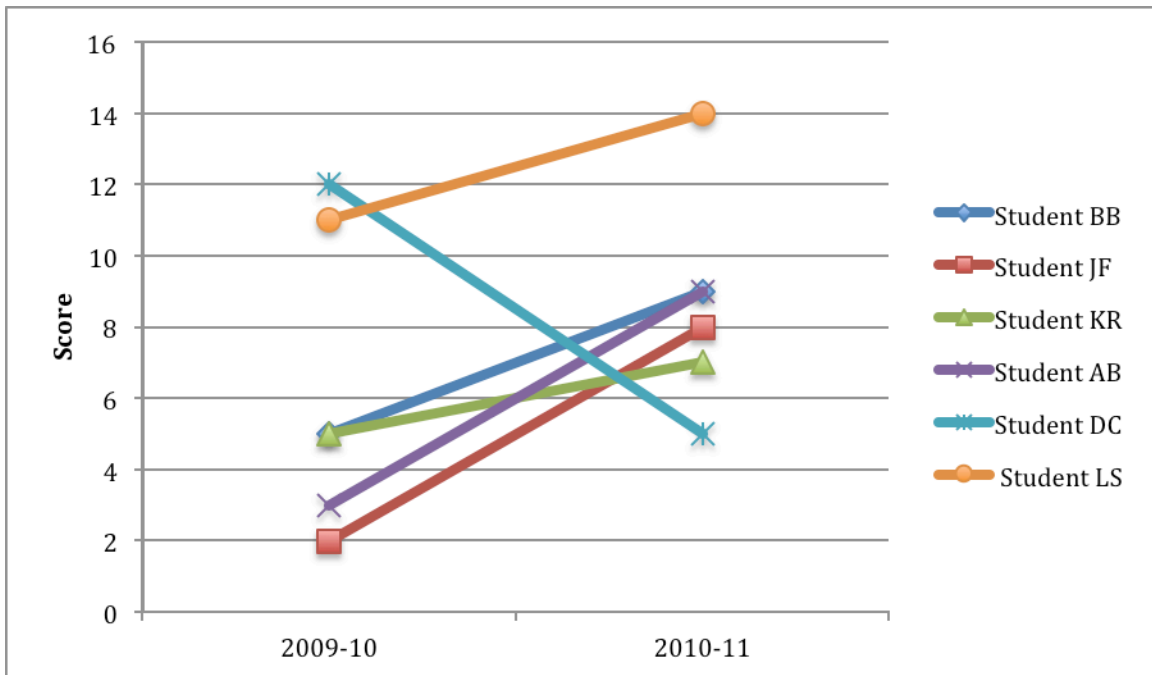
- This year in the Wings program, 4 out of 8 Elementary students at Whitingham and 6 out of 10 Middle School students at Halifax received National Awards for Excellence.
- In addition to these achievements, students demonstrated strong measurable improvement in their problem solving skills. For the Whitingham elementary team, because it was the first year this program was offered and therefore the first time these students have had this type of intensive training, the improvement was most apparent. The following graph shows each participant’s percentile placement among Math Olympiads participants nation-wide for each of the five exams.



In the Halifax middle school division, the team ranged in experience level from 1 to 3 years. The average score of the participants improved considerably based on how many years they had been on the team. The following chart illustrates this improvement.



The following chart illustrates individual improvement for individual students from the 2009-10 school year to the 2010-11 school year.



Why did you select this program or strategy for this section?

- Wings selected Math Olympiads for a number of reasons; in order to highlight an excellent, replicable national program that will hopefully be embraced by other schools in the district and state, provide an opportunity for student exposure to problem solving strategies and thereby increase their use of mathematical algorithms, and increase the opportunity for teamwork in an academic milieu. Finally, the analytical data documenting student improvement over time was very compelling. Math Olympiad teachers in WSSU will be presenting not only the Math Olympiad program but also their successful companion activities at the fall Vermont Center for After School Excellence conference.

Windsor Northwest SU - *Ex.C.E.L* - Dana Anderson

What is the name of the selected program or strategy?

- Martial Arts was held at Bethel Elementary, Stockbridge Central School and Rochester Elementary School for numerous sessions throughout the year.

What grade levels are served by the selected program/strategy?

- K-6

What measures do you use to assess student learning? How often do you make assessments?

- Students were assessed through verbal survey prior to beginning the class. They were questioned about their knowledge of Martial Arts, as well as their use of positive social skills during conflict. Students were observed throughout the program, and performed checkpoint assessments to measure their knowledge and performance of Martial Arts, as well as their use of positive social skills during conflict. These checkpoints were evaluated halfway through each session, as well as at the end of each session.

What outcomes have you seen as a result of the selected program/ strategy?

- Students show a proficiency in Martial Arts. Various demonstrations have been done by the students to showcase their ability for parents. Student behavior improved due to increased motivation toward a goal. In addition, students demonstrated self discipline and respect for the art. Students also were able to explain proper and safe use of martial arts, and determine the inappropriateness of physical contact for conflict resolution. Student's displayed positive communication skills with one another in and out of the enrichment program.

Why did you select this program or strategy for this section?

- This program was very well received by parents and students. Student participation maintained a high level throughout the year in all sites offered. Students were engaged, focused and disciplined while enjoying physical education. Student's discussed and explored communication skills that could result in positive interactions with peers over conflict.
- We will continue to offer this class next year. In attempt to make improvements, incorporating official level determination could be integrated. A written or video taped assessment could be incorporated.

Windsor Southeast SU - *Bridging The Gap Learning Center* - Laurie Adams

What is the name of the selected program or strategy?

- Afterschool Math Club

What grade levels served are served by the selected program/strategy?

- Grades 3-6

Who is hired to teach/ run the selected program? (What are their qualifications?)

- 4th Grade classroom teacher who is the school math consultant for multiple schools

What is the instructor : student ratio?

- 15 students with one teacher

How often does the program meet? (What schedule does it run on?)

- Once a week for 1 ½ hours from November through May running for 6 week sessions

Please provide a brief description of the program or strategy.

- Targeted students were those who scored below proficient on their NECAP scores as well as teacher identified students who were struggling with math in their classrooms.
- These students were given exposure to the skills needed to be successful in math and given opportunities to practice what they were learning in multiple situations receiving individual help when needed.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

- The 09 and 10 Math NECAP scores are used to assess student learning as well as intermittent teacher designed tests which give the teacher information about how well the students are coming along and if anyone needs more help.

What outcomes have you seen as a result of the selected program/ strategy?

- 10 out of the 15 regular math club attendees went up a level with one of them going from partially proficient to proficient with distinction.

Why did you select this program or strategy for this section?

- Because this was a successful program last year with a committed group of return learners giving us the ability to look at what a sustained successful program can do over time.

Winooski SD - *Student Success—Winooski & Beyond* - Barbara Russ

What is the name of the selected program or strategy?

- The afterschool science program for students in grades K-2 was newly designed, developed and taught during the 2010-2011 afterschool program at JFK using the Scholastic Investigators science materials. This program is impressive and we have experienced very positive results this year. We have had 54 out of 190 K-2 students (28%) participate during the 2010-2011 afterschool program year.

What grade levels are served by the selected program/strategy?

- The afterschool science program is for K-2 students and meets one day a week for one hour each day during either a five, six, or seven week afterschool session.

What measures do you use to assess student learning? How often do you make assessments?

- Diverse licensed teachers—two special educators — have collaboratively taught this afterschool program throughout the 2010-2011 academic year. Teachers know the students and there is a close link to the school day. In this program, students are invited to attend to learn more about four science themes—Life Cycles, Predators, Survival, and Materials. The main goals of the JFK Afterschool Science Program are:
 1. Students will increase their science vocabulary and knowledge.
 2. Students will demonstrate their understanding of life cycles and reproduction.
 3. Students will demonstrate their understanding of equilibrium in an ecosystem.
 4. Students will demonstrate their understanding of animal defenses and survival.
 5. Students will read and understand six non-fiction science books each afterschool session.
 6. Students will successfully use a laptop computer with interactive software for each week's science focus.
 7. Students will learn science information that they can share with family and friends.

What outcomes have you seen as a result of the selected program/ strategy?

- The results we are seeing from this science program are notable. Pre and posttests were given at the beginning and end of each of the five afterschool sessions. The chart on the following page shows the pre/post test results for each session. Session IV ran two science programs and results are listed for both programs.

Vermont Department of Education
Science Pre/Post Results for 2010-2011

	<u>Life Cycles</u> (Session I)	<u>Predators</u> (Session II)	<u>Survival</u> (Session III)	<u>Materials</u> (Session IV)		<u>Life Cycles</u> (Session V)
Average number of questions answered correctly on pretest	2.7 (out of 5) 54%	1.78 (out of 6) 30%	3.3 (out of 10) 33%	1.7 (out of 10) 17%	6 (out of 10) 60%	2 (out of 5)
Average number of questions answered correctly on posttest	4.6 (out of 5) 92%	4.75 (out of 6) 79%	7.4 (out of 10) 74%	7.6 (out of 10) 76%	6 (out of 10) 60%	4.6 (out of 5)

The Grade Expectations the Science Afterschool Program focused on are:

- **S 1-2:31 Life Cycles and Reproduction**
Students demonstrate their understanding of Reproduction by...
 - Observing and recording the parts that make up living things (i.e., roots, stems, leaves, flowers, legs, antennae, tail, shell).
- **S 3-4:30 Survival of Organisms and Cells**
Students demonstrate their understanding of Structure and Function—Survival Requirements by...
 - Identifying how the physical structure/characteristic of an organism allows it to survive and defend itself (e.g., The coloring of a fiddler crab allows it to camouflage itself in the sand and grasses of its environment so that it will be protected from predators. A rose is protected by its thorns.).
- **S 3-4:36 Interdependence within Ecosystems**
Students demonstrate their understanding of Equilibrium in an ecosystem by...
 - Explaining how one organism depends upon another organism to survive.
- **R2: 2 Early Reading Skills and Strategies: Concepts of Print**
Demonstrates understanding of concepts of print during shared or individual reading by...
 - Distinguishing between printed letters and words
 - Following text with finger-pointing (e.g., charts, simple books), demonstrating left-to-right and top-to-bottom directionality
 - Identifying the first and last parts of a word (beginning/end of the word)
 - Identifying key parts of a book: front and back, print, illustrations
- **R2: 12 Initial Understanding of Informational Text**
Demonstrate initial understanding of informational texts (expository and practical texts) by...
 - Obtaining information from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations)
EXAMPLE: “On what page would you find information about snakes?”
 - Using explicitly stated information to answer questions
EXAMPLE: “According to this report, what do dolphins eat?”

Why did you select this program or strategy for this section?

- I chose to highlight this program for two reasons. First, I intentionally wanted to provide an ongoing science component to our afterschool program for the 2010-2011 academic year. I also wanted to monitor and evaluate the program so that we could make adaptations throughout the year and for planning purposes for 2011-2012. We are also in the process of expanding our science afterschool program to grades 3-5 for next year.