



**Program Name**  
**21<sup>st</sup> Century Community Learning Center (CCLC)**

**PRE-TEACHER SURVEY SUMMARY**

**Center Name**

February 2018

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## Introduction

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The Program targets X students.

This report is an aggregation of the data from the **Center Name 21<sup>st</sup> CCLC After-School Program** Fall/Winter 2017 Teacher Evaluation Survey Instrument. Teachers were asked to assess each enrolled After-School Program student from his/her classroom and the assessment was for 11 specific performance indicators. For each indicator the teachers were asked to indicate whether the student “Does not need to improve” or “Needs to improve.” Teachers were also given the opportunity to “List specific areas of focus to improve performance.”

Using the information provided in the teacher surveys, the purpose of this report is to provide both general, and specific information that will assist the **Center Name After-School Program** staff to more effectively provide support to the students who are enrolled in the after-school program. This information is intended to help the staff shape the program, so it is most appropriate for groups of students as well as individuals with the final outcome to see an improvement in the top performance indicators. Top performance indicators to improve are ranked for overall program as well as for grade levels. In addition, strategies and teacher comments are summarized. Finally, the appendix contains a table of students and the identified performance indicators that the student needs to improve. This is to assist each site with additional information that may be helpful to determine specific needs of a student and tailor programming accordingly.

## Findings At-A-Glance

**Table 1.0: Number of Students, Survey Return Rate, # Performance Indicators**

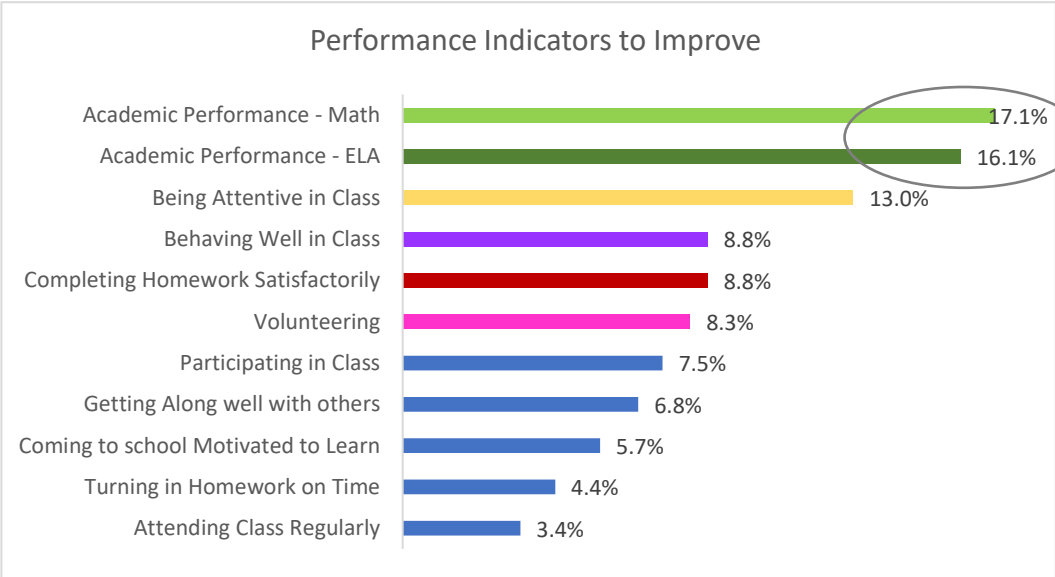
	# Students (ACTUAL)	Surveys				No Concerns		# Surveys for Students Need to Improve	Total Performance Indicators (PI) to Improve	Avg. # Performance Indicators per Survey
		# Sent	# Returned	Return Rate	# Returned & Complete	# Students	# Surveys			
<b>Overall</b>	<b>190</b>	<b>190</b>	<b>187</b>	<b>98%</b>	<b>182</b>	<b>77</b>	<b>77</b>	<b>105</b>	<b>385</b>	<b>3.7</b>
Kindergarten	33	33	33	100%	32	16	16	16	62	3.9
Grade 1	33	33	33	100%	32	15	15	17	48	2.8
Grade 2	36	36	36	100%	36	13	13	23	89	3.9
Grade 3	43	43	43	100%	42	16	16	26	82	3.2
Grade 4	45	45	42*	93%	40	17	17	23	104	4.5

190 teacher surveys were sent to 24 classroom teachers for 190 After-School Program participants. 385 performance indicators were identified for improvement from 105 surveys. Grade 4 displayed the greatest number (104) of performance indicators *needing improvement*.

### Top Performance Indicators “Needing Improvement” – Overall Program

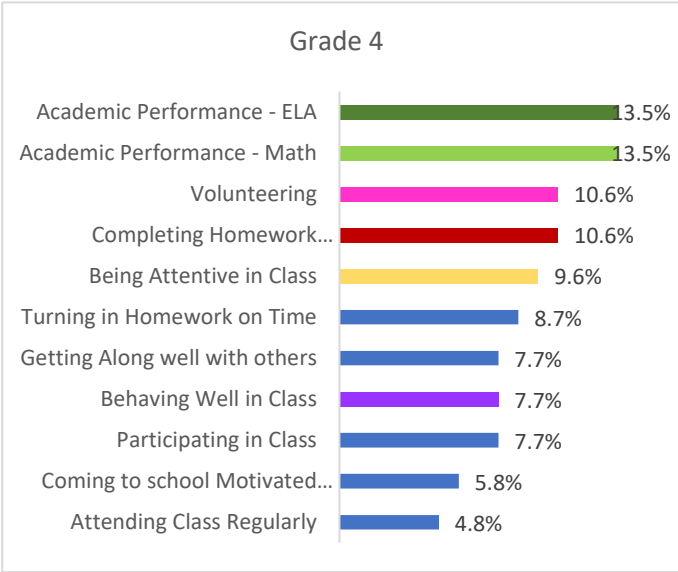
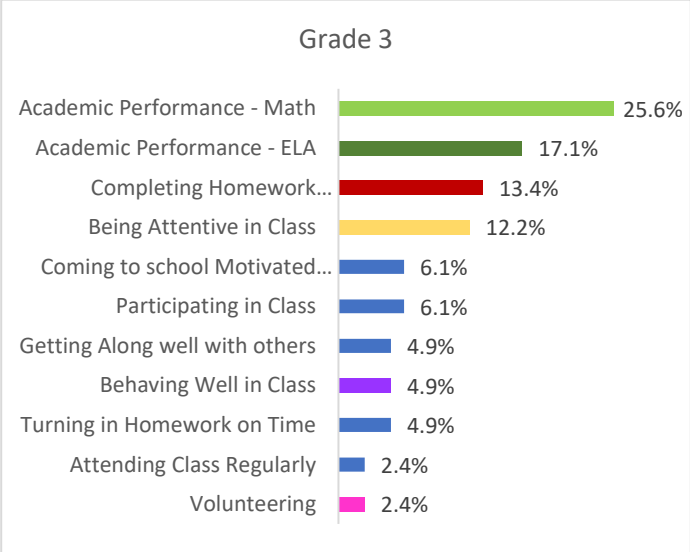
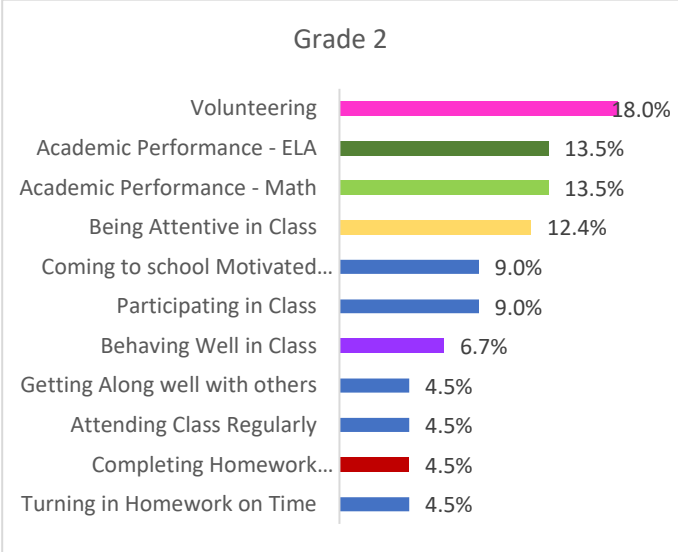
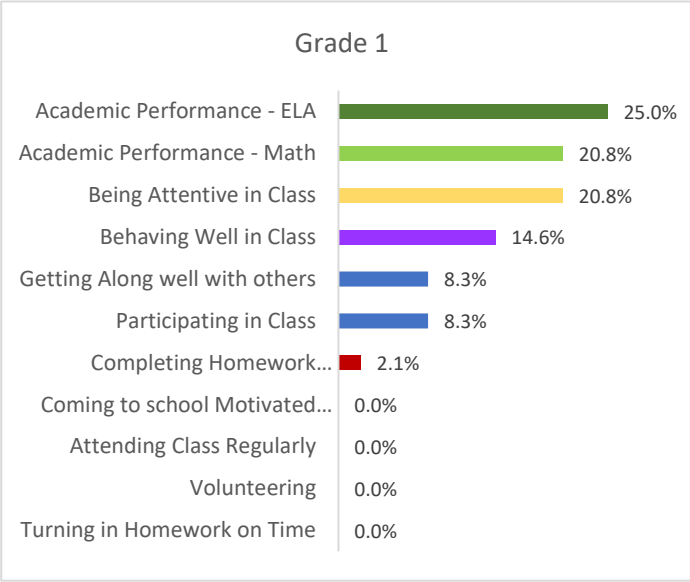
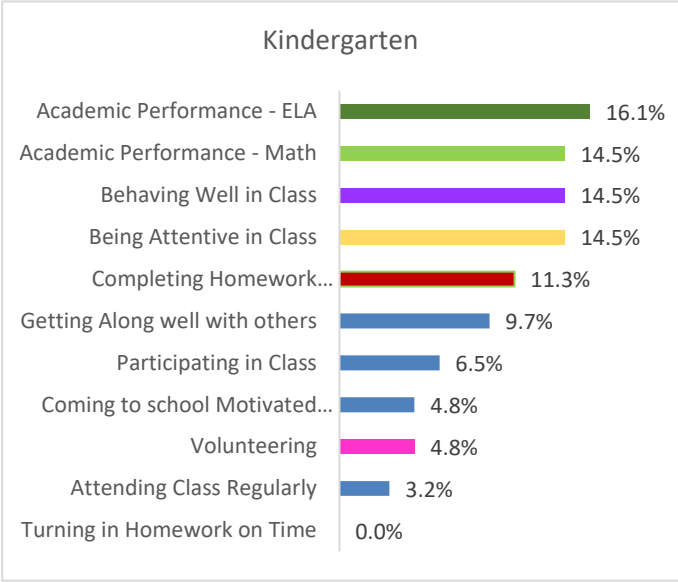
Aggregating the results of the survey, the most urgent indicators (top 5) that *Need Improvement* (#1 being the most urgent) in the classroom for the 21<sup>st</sup> CCLC Program are:

- 1. Academic Performance – Math (17.1%)
- 2. Academic Performance – ELA (16.1%)
- 3. Attentiveness (13.0%)
- 4. Completing Homework Satisfactorily (8.8%)
- 4. Behaving in Class (8.8%)
- 5. Volunteering in Class (8.3%)



Receiving almost a 2x percentage, 17.1% and 16.1%, compared to other performance indicators, the most urgent indicators that *need Improvement* and should be the areas of focus for the Elementary 21<sup>st</sup> CCLC Program are **Academic Performance in Math** and **Academic Performance in ELA**.

Performance Indicators “Needing Improvement” – By Grade



Aggregating the survey by grade, **academic performance in Math and ELA** were the most urgent indicators *needing improvement* for all grade levels except for **Grade 2** whose participants need support to improve **volunteering in class**.

### Specific Areas of Focus/Strategies to Improve Performance

Table 2.0 contains the comments/strategies made by teachers to improve particular performance indicators for specific students. The comments included here are those that are most relevant to the work that can potentially be done by students in the context of the After-School Program and should be shared with the program leaders and teachers.

For **Academic Performance in Math and Academic Performance in ELA**, teacher strategies / comments include:

MATH	ELA
Practice Addition and Subtraction Facts / Fluency Addition and Subtraction Concepts	Sight words practice and decoding skills
Attention to details – check for reasonableness	Reading fluency
Multiplication, division, showing work, multi-step problem solving, look for key words	Reading skills, phonic skills and comprehension

**Table 2.0: Strategies/Comments by Teachers for Individual Students To Improve Performance**

Last	First	Grade	Teacher	Perform Indic.	Items to Improve Performance
		1		Attentive	Focusing attention on speaker
				Math	Practicing addition and subtraction facts
				ELA	Working on sight/tricky words and also decoding skills, thinking about what would make sense
		2		Participation	More involved daily
				Volunteering	Finish regular work first
				Attentive	Focuses a majority of time
				Math	Improve computation
		K		Getting Along	Much more involved collaboratively
				Attentive	He has been diagnosed with ADHD
		K		Behaving	Has a difficult time staying focused and on task
				Getting Along	Managing his body awareness; using kind words with friends
		1		Attentive	Work on being focused on the speaker and staying on task
				Behaving	Learning to mind own business and make better choices
				Math	Work on addition and subtraction facts so they become automatic
				ELA	Practice sight/tricky words so they become more automatic when reading
		3		Comp HW	Basic multiplication and division facts
				Attending	Out sick often due to chronic illness, catch up on missed math lessons
				Attentive	Needs refocusing prompts
				Math	Continue to fill basic math concepts that she has missed due to absences
		3		Getting Along	Working on problem solving strategies
		4		Math	Attend to details; check for reasonable
				ELA	Attend to details; follow all directions
		K		Math	Low student according to assessments
				ELA	Low student according to assessments
		2		Volunteering	Go above and beyond what is required
		1		Math	Math facts and addition and subtraction concepts
		K		Math	Daily math fact practice
				Math	Math fact fluency - addition and subtraction
		1		ELA	Reading fluency - decoding and sight words
				Math	Multiplication, division, showing work, multi-step problem solving

Last	First	Grade	Teacher	Perform Indic.	Items to Improve Performance
				ELA	Decoding, comprehension
		2		Participation	Needs to build self confidence
				Math	Needs daily math fact practice
		1		Participation	He is shy and nervous
		4		Participation	Fidgets in class, Needs one-on-one attention
				Volunteering	Like to volunteer to help the teacher but does not strive to do more than expected
				Attending	Leaves early for appointments often
				Attentive	Fidgets in class, Needs one-on-one attention or a buddy
				Math	Struggles to get started on his own. Looks for others to give him the steps
				ELA	Good Reader, just not confident in his abilities.
		3		Math	IEP: Continue improving individual goals listed on her IEP
				ELA	IEP: Continue improving individual goals listed on her IEP
		1		Behaving	Needs to stay in own space and keep hands and feet to himself
				Math	Work on addition and subtraction facts
				ELA	Learn tricky/sight words, think about what would make sense when reading, look at whole word and not just the beginning
		3		Math	Continue working on basic multiplication and division facts
		4		TI HW	Consistently complete homework, organization
				Comp HW	Consistently complete homework, organization
				Participation	Often off task, does not hear/follow directions
				Attentive	Often off task, does not hear/follow directions
				Math	Math facts
		2		Comp HW	Neater handwriting, Pride in work
				Volunteering	Self-Motivation Needed
				Attending	Misses a lot of school
				Attentive	Needs to focus more
				Math	Needs extra assistance
				ELA	Needs to increase reading fluency, reading comprehensions
				Motivation	Needs to increase self-motivation
				Getting Along	Tone of voice when interacting with his peers
		2		TI HW	Increase responsibility for self
				Comp HW	Increase responsibility for self
				Attending	Attendance on a regular basis will help academics a lot
				Attentive	Focusing on the task at hand
				Math	Attendance on a regular basis will help academics a lot
				ELA	Attendance on a regular basis will help academics a lot
				Motivation	Gain pride and self-motivation for wanted to do his best daily
		1		Participation	I'd like to see her academic confidence increased to help her raise her hand more
				Attentive	Trouble with focus and attending
				Math	Math fact fluency - addition and subtraction, new concepts
				ELA	Reading comprehension and reading with expression
		4		TI HW	Consistently complete homework, organization
				Comp HW	Consistently complete homework, organization
				Participation	Raises hand immediately with nothing to share. Needs to slow down and process prior to volunteering
				Math	Math facts
				ELA	Grade level comprehension skills
		4		TI HW	Return HW consistently
				Comp HW	Complete all assigned HW
				Math	Improve assessment scores

## Conclusions/Recommendations

It is recommended that the After-School Program emphasize activities for **Math and ELA Academic Support**. Math activities should include math facts practice and problem-solving. ELA activities should emphasize comprehension, fluency, site words and decoding skills.

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
Kinder-1st	Sort objects by size, shape or color	<b>Probability:</b> Roll Dice (tally/graph)	Memory Match (Playing Cards)	Create world problems	Number/ Addition BINGO
2 <sup>nd</sup> -3 <sup>rd</sup>	Create world problems	Place value/ rounding	Dominoes/ UNO	<b>Probability:</b> Roll Dice (tally/graph)	Hangman: Math Vocabulary
4 <sup>th</sup> -6 <sup>th</sup>	<b>Data Analysis:</b> Sports box scores (Stats)	Dominoes/ UNO	Create world problems	<b>Sports:</b> Word Problems	Card Games 21* War * UNO

It is important to incorporate participants’ interests into the after-school activities. For example, Math activities could include mathematical concept activities related to sports, entertainment, dance, and cooking. Other examples are: strategy games such as Dominoes, Cards, and UNO; realistic situation word problems; and real-world connections such as sports scores, shopping, and music/videos. Please see the student behavior and

interest survey results for the areas that are of more interest and may help attract and retain students in program. Emphasis should be given to the areas that received a 70% or above positive rating in the student behavior and interest survey.

**Attentiveness** appears to be problematic for students served (3<sup>rd</sup> overall and within top 5 parameters at grade levels). Participants needing to improve Attentiveness are described as easily distracted, not focused or having difficulty staying on task. Poor attentiveness in the classroom negatively effects participation, volunteering, behavior and getting along with others. Consult with the relevant Counseling and School Psychology staff to consider ways to assist students in this manner. Related strategies (study skills/organization) may also support students.

**Homework Help** should be a daily activity within the After-School Program. Homework is not being completed satisfactorily by participants due to illegible handwriting, lack of organizational skills, not following directions, and messiness. As homework completion improves through Homework Help, academic improvements in ELA and Math will result.

APPENDIX 1.0: Teacher Survey Data (by student last name)

Teacher	Last	First	G R	No Concern	Turn in HW	Comp HW	Class Partic	Vol	Attendance	Attentive	Behavior	Acad Perf Math	Acad Perf ELA	Motiv	Getting Along	# Perf. Indic.
			K				X	X		X	X			X		5
			4	X												
			2							X	X		X			3
			K			X					X					2
			1							X		X	X			3
			K			X				X	X	X	X		X	6
			4	X												
			1	X												
			4					X								1
			3	X												
			2				X	X		X		X			X	5
			K							X	X					2
			K			X					X				X	3
			3			X				X	X					3
			3		X	X	X	X		X					X	6
			2					X		X						2
			1							X	X	X	X			4
			4	X												
			2					X								1
			2	X												
			3			X			X	X		X			X	5
			3	X												
			4	X												
			4									X	X			2
			3	X												
			K									X	X			2
			K									X	X			2
			2									X				1
			2	X												
			K	X												
			2					X								1
			1									X				1
			3	X												



Teacher	Last	First	G R	No Concern	Turn in HW	Comp HW	Class Partic	Vol	Attendance	Attentive	Behavior	Acad Perf Math	Acad Perf ELA	Motiv	Getting Along	# Perf. Indic.
			3			X	X					X	X			4
			3	X												
			1									X	X			2
			1	X												
			3		X	X				X	X	X	X	X	X	8
			2				X					X				2
			3	X												
			1				X									1
			3									X				1
			3			X				X	X					3
			4		X	X	X	X	X	X		X	X			8
			3									X	X			2
			1	X												
			2	X												
			K			X	X	X		X	X				X	6
			K	X												
			1								X	X	X			3
			K	X												
			3									X				1
			4	X												
			1	X												
			4		X	X	X	X		X		X				6
			2		X	X		X	X	X		X	X	X	X	9
			4	X												
			4	X												
			3	X												
			2		X	X		X	X	X		X	X	X		8
			3				X		X	X				X		4
			1				X			X		X	X			4
			2	X												
			2					X		X	X			X	X	5
			4								X				X	2
			2		X	X	X	X		X	X	X		X		8
				77	17	34	29	32	13	50	34	66	62	22	26	385
					4.4%	8.8%	7.5%	8.3%	3.4%	13.0%	8.8%	17.1%	16.1%	5.7%	6.8%	