



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Georgia Department of Education 21st Century Community Learning Centers FY 18 Common Data Elements Form

Subgrantee: WINGS for kids at Hutchinson Elementary

Date: 6/26/2018

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend ≥ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	132	Number:	168	Number:	136	Number:	3	Number:	60
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	8	Number:	3	Number:	1	Number:	4		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			
Regular Attendees without scores who took standardized test							Number:		
Regular Attendees who did not take standardized test							Number:		
Retake Data (If applicable)						Number of Retakes:			
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			
Regular Attendees without scores who took standardized test							Number:		
Regular Attendees who did not take standardized test							Number:		
Retake Data (If applicable)						Number of Retakes:			
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			

4. Report Card Grades						
4A. English Language Arts – Regular Attendees						
Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
81	15	4	25	11		
Identify if subgrantee utilized numeric (preferred) or letter grades			Letter			
4B. Math – Regular Attendees						
Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
67	24	11	28	6		
Identify if subgrantee utilized numeric (preferred) or letter grades			Letter			
5. Surveys						
5A. Student Surveys						
Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
36	34	1	35	1	35	1
5B. Parent Surveys						
Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
39	36	3	34	2	39	0
5C. Regular School Day Teacher Surveys						
Number of Teacher Surveys Completed	Behavior		Homework Completion			
	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement	No Need to Improve		
Number	Number		Number			
97	30	59	36	54		
6. Partners						
Number of Partners	Total Amount of Contributions					
1	\$164509					



WINGS for kids at Hutchinson Elementary

21st Century Community Learning Centers

2017 - 2018 Evaluation

Prepared by



CREATIVE RESEARCH SOLUTIONS

Program Overview

WINGS for kids is a social and emotional learning program designed to help K-5 children improve their ability to understand and manage their emotions, communicate, resolve conflicts, and improve their behavior. WINGS programs are located at Title I schools, and Hutchinson Elementary, located in Atlanta, GA, is no different. Unlike many other after school programs, WINGS intentionally targets students who are having behavioral issues. Recruitment is not exclusive to these students, however, as the program is also open to families who simply value the care and programming WINGS offers.

The WINGS for kids program utilizes a model designed to remain consistent across WINGS sites. WINGS activities incorporate a weekly curriculum designed to promote specific learning objectives. The basic program activities are as follows:

- **Community Unity:**

WINGS kids talk about their day at school and what happened in their classes. The kids recite the WINGS Creed together, play a game based on the week's learning objective, and receive a healthy snack immediately after the session. This session typically takes place in the school gym. That way, kids who arrive early are able to use the space to play until the start of the program.



WINGS kids sit with their nests for Community Unity

- **Academic Center:** On Monday through Thursday, the kids spend an hour on academics. These sessions are guided based on what the principal has targeted. It could be just homework time, or a tutoring session in a specific subject. WINGS staff coordinate with the principal and teachers at the school to identify areas of focus for these sessions to best support the kids in completing their homework. WINGS Leaders are typically responsible for leading academic center, and their role includes assisting kids with homework and ensuring a peaceful learning environment. WINGS Leaders are also usually expected to play classical music for the kids as they work.
- **Freeplay:** About twice a week, WINGS offers a recess period where kids are given open play time on the school's playground or other play facilities under the supervision of WINGS Leaders.

- **Choice Time:** The Choice Time period is an activity period where kids engage in extracurricular learning. These classes may include science, cooking, robotics, art, dancing, music and other activities. Classes which require specialized skills may be led by certified teachers instead of WINGSLeaders; however WINGSLeaders remain in the session to support the teacher when this is the case. Each class is a semester long commitment for the kids. At the beginning of each Choice Time period, kids choose their classes by ballot so they will make their selection based on their own interests instead of where their friends will be. Many of the Choice Time activities this year were designed to incorporate STEAM activities.
- **WildWINGS:** On Fridays, WINGSLeaders lead kids in fun games based on the week's learning objectives. These activities are followed by a discussion where kids talk about what they have learned. While the specific activities vary greatly from week to week, they are intended to emphasize and reinforce social and emotional learning.

WINGS students are organized into small groups called “nests” which are divided by grade and gender. WINGSLeaders are trained college student mentors responsible for guiding the kids through the program activities and moving them from location to location throughout the day.

One of the major roles of the WINGSLeader is also to help kids improve their behavior during the program. In addition to the social and emotional curriculum itself, WINGS kids who display positive SEL skills are rewarded with tickets. These tickets can be traded in for various prizes over the course of the program.

Student Attendance and Enrollment

WINGS for kids staff provided enrollment and attendance data through the CAYEN online data management system and by providing spreadsheets generated by their internal data management system. Per the specifications established by 21st CCLC, many of the outcomes in this document are based on “regularly attending” students. These students are defined as those who have attended the program for at least 30 days.

Average Daily Attendance

Hutchinson Elementary had a total of 168 unduplicated participants registered in CAYEN for the 2017-2018 school year. Of these, 147 were considered “regularly attending”, having attended WINGS for at least 30 days. Please note that this number includes students who only attended one semester. The average daily attendance rate for WINGS at Hutchinson was 104 students per day; this serves as a better indicator of the number of students typically on-site at any given time. As of the end of the school year, 168 students were listed as “active.”

Demographics

156 registered students identified as Black, 11 as Hispanic, and 1 as multiracial. There were 85 girls and 83 boys.

Program Operation

During the 2017-2018 school year, the WINGS program at Hutchinson was open a total of 145 days. Each day, the WINGS program operates between 2:30pm and 5:30pm. As the program is embedded in the school, kids are able to transition from their school day directly into WINGS. The following table breaks down the number of times each major program activity was offered by days and hours:

Activity	Average Hours per Session	Number of Days Offered (Estimate)	Total Hours Offered (Estimate)
Academic Center	1	129	129
Free Play	0.33	63	20.46
Choice Time	1	67	67
Community Unity	0.75	62	46.5
WildWINGS	2	32	64
Activity	Average Hours per Session	Number of Days Offered (Estimate)	Total Hours Offered (Estimate)

In the table above, please note that Choice Time sessions represent multiple classes. These numbers reflect days when a Choice Time period was offered.

Community Unity is now offered only on Mondays and Wednesdays. Free Play and Choice Time periods each occur twice per week, on Mondays and Wednesdays and Tuesdays and Thursdays, respectively, while Academic Center takes place four times per week on Mondays through Thursdays. The WildWINGS activity is offered on Fridays.

Quality of Staffing

Data on staffing at WINGS was collected through interviews and email communication with staff, program documentation, and data available through CAYEN.

The major onsite roles at WINGS for kids locations are the Program Director, Program Assistant, WINGSLeaders, other volunteers, and certified teachers. Program Directors, Program Assistants, and WINGSLeaders each receive a minimum of 65 hours of training prior to beginning their work with the program.

At WINGS sites, the Program Director is typically responsible for leading the WINGS staff in delivery of the program activities. In addition to managing the volunteers and paid staff, the Program Director also usually leads group activities such as Community Unity, while WINGSLeaders manage the kids as outlined in the Program Overview above.

The Program Assistant serves a similar role to the Program Director in supporting the WINGSLeaders or leading sessions when the Program Director is unavailable. Since the various nests are often spread out into different locations, the additional support provided by the Program Assistant is invaluable in situations where a Program Director would otherwise need to be in two places at once. Program Assistants rotate between WINGS sites on a 9-week basis.

WINGSLeaders provide most of the primary service delivery for the WINGS program. They are recruited from among local college students, and serve to supervise and implement activities for a specific group of kids throughout WINGS' weekly activities.

The Program Director is a paid staff member, while the Program Assistant and WINGSLeaders are AmeriCorps members who receive a stipend.

Student to Staff Ratio

The daily WINGS staff at Hutchinson consisted of:

- 1 Program Coach and Coordinator
- 1 Program Assistant
- 10 WINGSLeaders
- 1 Certified Teacher
- 1 Other staff

Based strictly on the average daily attendance (97) and total staff (14), WINGS had about 7 students per staff member. In practice, WINGS usually keeps nest sizes at about 10-12 kids, with each nest being assigned one WINGSLeader, while other staff lead large group activities, help manage the program, and support WINGSLeaders during small group activities.

Objectives

One of the challenges for the WINGS program is that while academic excellence is certainly valued and supported, WINGS' core mission is social and emotional learning. Thus, most of their programming focuses on this area rather than academic success. Having said that, WINGS at Heritage has nonetheless demonstrated success for the most part in maintaining the academic performance of its students. Please note that for the purpose of this analysis, students' grades were considered "maintained" as long as they remained within the same letter grade range.

Objective	Benchmark	Status	Details
Improve academic performance	75% of regular attendees' math grades improve or remain the same	Met	84% of students with grades for both Fall 2017 and Spring 2018 improved or maintained their grades in math.
Improve academic performance	75% of regular attendees' reading grades improve or remain the same	Met	92.3% of students with grades for both Fall 2017 and Spring 2018 improved or maintained their grades in reading.
Improve academic performance	75% of regularly participating students will meet or exceed state standards in math	Unable to be Measured	Georgia Milestones scores were not available at the time of this report
Improve academic performance	75% of regularly participating students will maintain or improve report card grades in reading	Unable to be Measured	Georgia Milestones scores were not available at the time of this report
Increase positive student behavior	90% of students attending more than 30 days will attend school 90% of the time	Unable to be Measured	The APS school district had not yet provided attendance information for WINGS at the time of this report.
Increase positive student behavior	80% of regularly participating students will have two or fewer	Unable to be Measured	The APS school district had not yet provided behavior referral information for WINGS at the

	disciplinary referrals		time of this report.
Increase family involvement	50% of adult family members of regularly participating students will participate in at least two literacy, educational, or family involvement activities during the year	Not Met	Only 16.2% of regularly attending students had a family member attend at least two events.
Increase family involvement	50% of adult family members of regularly participating students will participate in at least one after-school parent conference with WINGS program staff	Met	WINGS reported having at least a brief conversation with parents of over 50% of regularly attending students.

Lack of data. WINGS has not yet been able to acquire behavior referral or attendance data from Hutchinson Elementary. WINGS' relationship with APS is still relatively new, and it may have been more difficult to acquire data from the school system as a result.

Family Involvement. WINGS at Hutchinson reported attendance for three parent events: orientation, a holiday event, and a Creed Concert/Graduation event. Between the orientation and graduation events, there was relatively little overlap with only a few parents having attended both. WINGS will most likely need to also increase the number of events and further increase attendance at its existing events to reach its goal of having at least 50% of family members attend at two or more events.

Additional Data & Observations

Parent Responses

Parents of WINGS kids who participated in the survey were very positive about the program overall. Parents responded to the following survey questions in a Likert-type (strongly agree to strongly disagree) format:

- The WINGS program is helping my child's behavior improve.
- The WINGS program is helping my child to complete and turn in his/her homework on time.
- How satisfied are you with your child's WINGS program?
- I trust that my child is safe while at the WINGS program.

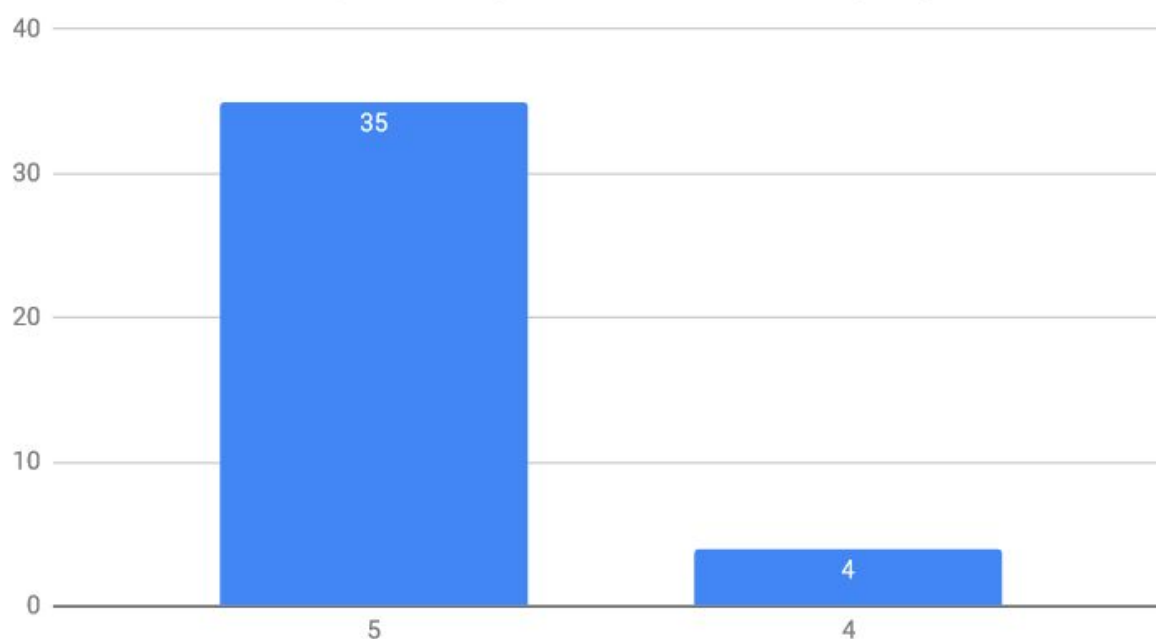
- The WINGS staff are open to parental suggestions/ideas.

In addition, participants answered the following yes/no question:

- I would recommend the WINGS program to other parents.

The survey was distributed onsite. Parents were given the opportunity to complete the survey on paper while waiting to pick up their kids from the program. A total of 39 parents responded to the survey, with positive responses in each question area. Of the 39 parents, no more than 2 responded negatively to any question. Participants unanimously agreed that they would recommend the program to other parents. Overall satisfaction with the program is outlined in the chart below:

How satisfied are you with your child's WINGS program?



Formative Evaluation

During this year's formative evaluation process, the evaluation team conducted a focus group of parents and interviews with several WINGS Leaders. Generally speaking, both parents and staff had positive feedback about the program. This year, parent focus group participants expressed greater familiarity with the WINGS curriculum as well.

Student Survey

WINGS kids completed a survey on their experiences with the program. They were asked to respond to the following Likert-type questions, which were incorporated into WINGS' internal student experience survey:

- I like the WINGS Program.
- My overall behavior has improved because of the WINGS program.
- The WINGS program helps me complete and turn in my homework on time.

36 students responded to the survey. Responses to each question were positive overall. The students rated the program above a 4 (agree) on all three questions. Student satisfaction was rated at 4.69, improvement of behavior at 4.46, and homework assistance at 4.72. Overall, the survey results indicated that students generally enjoyed and benefited from the program. No student disagreed with any of the above statements.

Student Interviews

The qualitative component of this evaluation consisted of interviews with the students attending the WINGS for kids program. The selected nests were balanced for grade and gender to make sure that there was a good representation of boys and girls from different grades. Six students were randomly selected within the nests and invited to participate in 15-20 minute interviews during the WINGS for kids program.

Interview Protocol Design

The student interview protocol was customized to the developmental needs of each program participant. Questions were tailored to target the Positive Student Behavior Goal of the WINGS Program. Transcripts of the student interviews were reviewed for accuracy. Student interviews and program observations were analyzed with attention to the processes underlying the impact of the WINGS Program on academic performance and positive student behavior. A list of the selected students was sent to the WINGS program prior to the interviews. On the day of the interviews, students from the list were sent from the school gym one at a time and told that they were going to be interviewed. Interviews were held in a school classroom.

Students were asked about their experiences in the WINGS program; specifically, their views of their WINGS Leader, and experiences with Academic Center. They were also asked about how they manage stress, anger, and problems with others. The questions were designed using the WINGS for Kids weekly curricula for three areas: Social Awareness Learning, Relationship Skills, and Responsible Decision Making. With this in mind, students were encouraged to share their understanding of responsibility for outcomes (e.g., "Hijacking", "making amends"). They were also encouraged to share examples of when they prevented a conflict from escalating.

Results

This report includes responses from boys and girls in the first through fifth grades. Students that completed interviews had been in the program for one to two years and reported a number of program components as their favorite WINGS activity, including Choice Time and Free Play.

Academics

Students describe their grades as primarily A's and B's across a range of subjects including ELA, math, science, social studies, and Spanish.

- "I'm in Mr. [Faculty Name]'s class and I get A's and B's. Sometimes I get one C."
- "I get all A's and B's."

Their most recent good grades were attributed to paying attention, ease of the assignment, and persevering rather than giving up as one student describes regarding their benchmark:

"I got most of my answers right and like two or five wrong. And I made a 70. It made me happy because I had perseverance instead of giving up."

When asked about assistance with homework, students consistently stated that they receive help from their WINGSLeaders, family, and friends. One student that described the help received during Academic Center as "excellent" also described the kind of help received:

"Every WINGS leader come around in the classroom. And they'll help us by just asking us do we need help. And they help me with my homework that I might ... Like if I just sit there and be like this, and I'm not tryin' to work it out and I end up get it incorrect. They'll, like, tell me some strategies that I can use. And then I use those strategies on all of my homework."

Help appears to be consistently available to students who say they need help "sometimes," but the ratio of WINGSLeaders to students causes some delay in help.

- "My center, she says to raise my hand and then wait. And then she comes to my table and then she helps me with my homework."
- "Like, it's only two WINGS leaders in the academic room so I just have to skip that question until everybody gets they help...I don't wanna just think about myself because everybody have homework."

Behavior Management

When faced with an upsetting situation or a conflict, students tended to find a way calm themselves down or presented the situation to the WINGSLLeader to resolve the conflict. This shows some evidence of the students taking time to think before acting.

Deferring to authority

- "I got into an argument with my friend because we was arguing over our homework. And because we was arguing over it ... And then we went to go ask the WINGS leader. Then that's when the WINGS leader said we were both wrong. So we apologized and said we're sorry for our actions...Instead of using negative choices, I just used a positive and respectful attitude."

- “I calmed myself down and told the WINGSLeader... I could tell that I did the right decision because I calmed myself down and told the WINGSLeader.” (Child 6)

Behavior Responses

In response to good behavior, the majority of students stated that they were verbally affirmed by their WINGSLeader; students used a variety of words to describe the positive feelings they experienced due to these affirmations: “happy,” “marvelous,” “great.” Nearly equally, students mentioned receiving tickets for their good behavior as well.

- “She just say "Good job." And she responds good, really.”
- “She'll be like, "Good job.”
- “She responds good and nice.”

In response to their bad behavior, students commonly mentioned being sent to “the pond,” a form of timeout or being informed that their behavior was unacceptable by their WINGSLeader.

- “They will say, "Can you please change your behavior attitude?”
- “They just don't like it.”
- “They say, "That's bad.”

Enjoyment of recreational WINGS activities

All students described a recreational activity as their favorite. Free Play and Choice Time were most frequently cited. Though the aim of Choice Time is education, it has a significant recreational component.

“The activity I like the most is Free Play...Because we get to run and play.” (Child 5)

“I like Choice Time because it lets you give energy and let you get exercise, too.” (Child 6)

Positive view of WINGSLeaders

When asked to talk about their WINGSLeaders, four of the six students interviewed mentioned some variation of the sentiment that they view their WINGSLeader as a nice person. Other students spoke favorably of their WINGSLeaders in a different way.

- My Wings leader is [WINGSLeader name]. She just nice to me and all of my other friends.
- “She nice.”
- “She's nice and kind.”
- “Our WINGSLeader is unique and cool.”

Sustainability

WINGS Atlanta does not typically solicit funds separately for individual sites, so the sustainability of each location is largely dependent on the overall fundraising of the organization as a whole.

Conclusions & Recommendations

The following recommendations are provided to aid WINGS for kids at Hutchinson Elementary in meeting its program goals next year.

Unfortunately, WINGS was unable to obtain some of the data on primary outcomes it sought from the Atlanta Public School district, and had some difficulty reporting on its Spring 2018 parent events and parent conferences. Going forward, WINGS will need to work to ensure both internal and external data sources are in place to ensure that it is able to measure its objectives.

Academic data provided by APS indicated a high level of academic success among WINGS students, significantly exceeding WINGS' goal of 75% of students improving or maintaining their grades in math and reading. WINGS has had some difficulty with parent event attendance, as some of its events did not identify children whose parents attended, and thus could not be tracked as part of its objectives. WINGS will also likely need to increase attendance overall in order to meet its family participation goals. Nonetheless, feedback from parents and students has been very positive thus far, especially given that this program is in its first year.