



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 S.L. Lewis 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:	144	Number:	156	Number:	148	Number:	4	Number:	82
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	8	Number:	3	Number:	3	Number:	2		
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”	
37	21	29	51	8	2	
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
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”	
40	17	29	55	6	1	
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
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	
51	43	6	41	8	44	6
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	
11	7	4	9	2	11	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			
135	71	24	71	22		
6. Partners						
Number of Partners	Total Amount of Contributions					
3	\$108774					



WINGS for kids at S.L. Lewis 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 S.L. Lewis Elementary, located in College Park, 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

S.L. Lewis Elementary had a total of 154 unduplicated participants registered in CAYEN for the 2017-2018 school year. Of these, 148 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 S.L. Lewis was 108 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, 153 students were listed as "active."

Demographics

142 registered students identified as Black, 6 as Hispanic or Latinx, one as multiracial, one as white, one as “other”, and one student did not report any race or ethnicity. There were a total of 76 girls and 78 boys.

Program Operation

During the 2017-2018 school year, the WINGS program at S.L. Lewis 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 estimates the number of times each major program activity was offered by days and hours. Unfortunately there was a technical issue with CAYEN and WINGS could not provide exact measurements of the number days individual activities were offered; we have estimated the total based on the number of days we would expect them to be offered given WINGS’ weekly schedule.

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

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 undergraduate students recruited from local colleges, and serve to supervise and implement activities for a specific group of kids throughout WINGS' weekly activities.

Through its 21st CCLC awards, WINGS engages certified teachers to support the academic rigor of WINGS' educational program components. WINGS staff noted that certified teachers help them link Choice Time, Academic Center, Discussion, and some Community Unity games with State standards and Fulton County Schools' priority areas, as well as providing other pedagogical advice and support. During the program day, they often serve to support Choice Time activities by bringing specific areas of expertise that WINGSLeaders may not possess themselves. During Choice Time sessions that require a certified teacher, WINGSLeaders remain in place to support the teacher.

Student to Staff Ratio

The daily WINGS staff at S.L. Lewis consisted of:

- 1 Program Director
- 1 Program Assistant
- 7 WINGSLeaders
- 3 Other staff

Based strictly on the average daily attendance (108) and total staff (12), WINGS had about 9 students per staff member. In practice, WINGS usually keeps nest sizes at about 10-12 kids,

with each nest having one assigned WINGSLeader, while other staff lead large group activities, help manage the program, and support WINGSLeaders during small group activities. In cases where a nest's WINGSLeader is unavailable, students from that nest participate with other nests for the day.

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 S.L. Lewis has nonetheless demonstrated success 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 5 points of their starting grade, as in the report generated by CAYEN.

Objective	Benchmark	Status	Details
Improve academic performance	75% of regular attendees' math grades improve or remain the same	Not Met	73.1% of regularly attending students with grades for both semesters improved or maintained their grades in math.
Improve academic performance	75% of regular attendees' reading grades improve or remain the same	Not Met	73.9% of regularly attending students with grades for both semesters 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 meet or exceed state standards 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	Met	95.7% of regularly attending students with attendance data attended school 90% of the time.

Increase positive student behavior	80% of regularly participating students will have two or fewer disciplinary referrals	Met	98.3% of regularly attending students with referral data had two or fewer disciplinary referrals.
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 34.5% of adult family members attended two or more family involvement activities this year.
Increase family involvement	50% of adult family members of regularly participating students will participate in at least one afterschool parent conference with WINGS program staff	Met	WINGS reported having at least a brief conversation with adult family members of over 50% of regularly attending students.

Our understanding of why some of these objectives were missed is as follows:

75% of regularly participating students will maintain or improve grades in reading and math. This year WINGS came close to, but did not quite meet its goals in this area, although it has met this its academic goals in previous years. As a social and emotional learning program, WINGS' impact on student academic performance is likely to be indirect. Although WINGS has shifted its focus toward incorporating more STEAM activities in its programming, this may not necessarily include activities that directly support reading and math.

50% of adult family members of regularly participating students will attend at least two parent events. WINGS provided attendance documentation for four family events, an orientation in the fall, a parent literacy event in November, a Black History & Literacy event in February, and a Creed Concert/Graduation event in May. Adding a holiday event in addition to the Black History event could significantly increase the likelihood of WINGS meeting objective. Additional marketing or incentives to encourage parent attendance may also be helpful.

Additional Data & Observations

Parent Responses

Parents of WINGS kids who participated in surveys and focus groups were overwhelmingly 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:

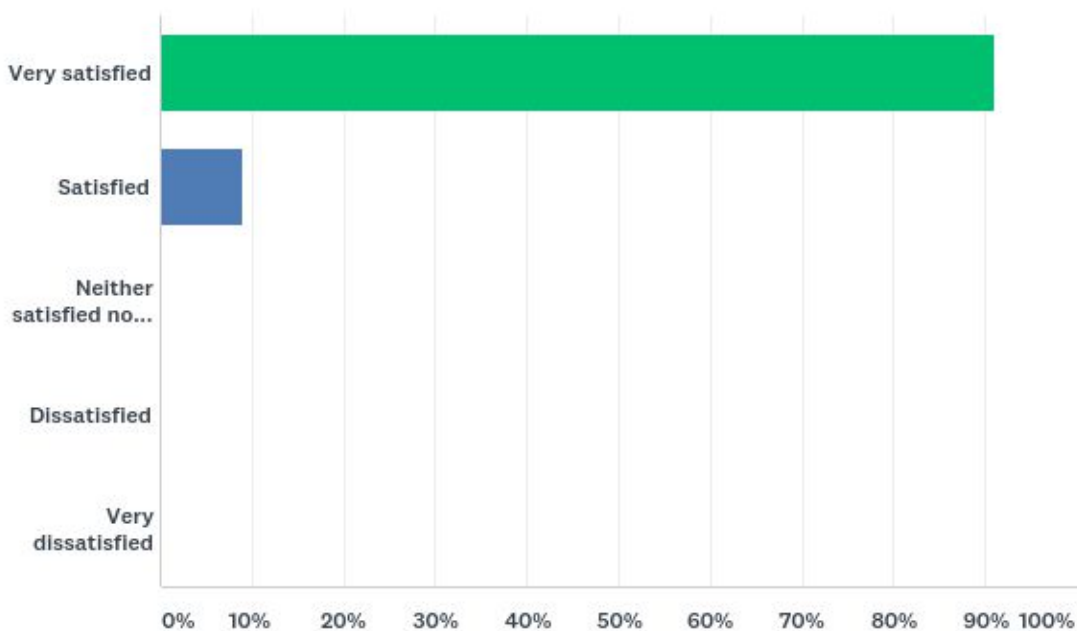
- I would recommend the WINGS program to other parents.

The survey was distributed onsite, with parents offered the opportunity to complete the survey at a computer workstation while waiting to pick up their kids from the program. Unfortunately WINGS at S.L. Lewis struggled with survey distribution issues, and was only able to recruit a total of 11 parents to complete the survey. Of these 11, none responded negatively to any question.

Overall satisfaction with the program is outlined in the chart below:

Figure 1: Parent Satisfaction

Q3 How satisfied are you with your child's WINGS program?



Formative Evaluation

During the formative evaluation process, the evaluation team conducted a focus group of S.L. Lewis parents to discuss their experiences with the program. Parents indicated that their children enjoyed the program, and they found it helpful to have them participate in the program. However, several of the participants expressed unfamiliarity with the WINGS curriculum, and some raised concerns about student behavior. Other parents reported that while some staff were “great” others seemed immature or unprofessional, citing instances of inappropriate language among WINGS Leaders. Nonetheless, the overall feedback from focus group participants was positive, and most parents were pleased with their interactions with WINGS staff.

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.

Response options were offered using faces (smiling a lot, smiling a little, neutral, frowning a little, frowning a lot) rather than text (strongly agree to strongly disagree). 116 students responded to the survey. Responses to each question were very positive overall. On a scale of 1 to 5, the lowest average rating was 3.89, on the question "The WINGS program helps me complete and turn in my homework on time." Student responses were also generally positive regarding improvement in their behavior (3.94), and overall enjoyment of the program (4.08).

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. Eight students (4 girls, 4 boys) 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. Transcription 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 experience in the WINGS program; specifically, their view of their WINGSLeader, 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, Free Play, and Academic Center.

Academics

The majority of students mentioned that they are or have experienced some challenges with their academic performance: failing grades, average grades were discussed.

- "I'm doing okay in school. I have to try harder so I can bring my grades up."
- "My grades are ... they started off bad, but then it got better and better."
- "Well, in PE I always get a 100. I mostly only get two A's, and one B, and mostly C's. Probably the only F I have is, I have no F's actually, only the A, B's, and C. But last semester I only had one F, that was in reading."
- "Well, I'm horrible. I only got one A, a few B's, two F's, and the rest are C's."

The students who reported the worst grades had a similar idea of what would help them get good grades as their peers who were getting better grades. Paying attention was the prevailing idea of what helps students get good grades.

- "Me focusing more and paying attention."
- "Paying attention and listening to the teacher."
- "By the WINGS helping me doing good things. Telling me, 'Don't focus on drama, just focus on your work.'"
- "Paying attention in class."
- "Me focusing and paying attention, and listening."

When asked about assistance with homework, students said that they received help from both their WINGS Leaders and teachers. Students mentioned that they needed help with particular subjects; they either needed assistance with reading or math. From the students' description of help received, it is evident that the homework assistance they receive at WINGS is necessary.

- "She's helpful because she makes sure that she gets to each one of us, but we have to be patient."
- "Not really often. It's helpful because they show me how to do it, and then we show me I know how to do it."
- "It's helpful. Often, I usually get it a lot, because it's usually hard for me. And then it's really helpful with my grades and it effects how I do in school."
- "Let's say for instance, we're dividing decimals, Ms. Anaya would teach us the strategy to help us divide the decimals. And it's a different strategy than what our teacher taught, and it was more easier that when she taught us."

Behavior management

Some WINGS students have an understanding of the choices available to them when faced with challenging situations and the best decision is determined by the outcome. There is evidence of the students making an effort to put thought into their actions and resolve their conflicts peacefully.

- “If I know how I made the best decision, I know I wasn’t hurting anybody and I wasn’t making anybody feel sad or upset.”
- “... I thought someone took my \$20, and I got mad and started punching the wall. But it actually was in my pocket.”
Interviewer: “What choices did you have to respond to?”
“I would try to stay calm, but what I just shared did not sound like I was trying to stay calm.”
- “What did I do? I just left it alone, and just tried to make friends with the person...we resolved.”
- “When I was just minding my own business, and these boys kept on bothering me...I just ignored them... I just ignored them and didn’t let them get to me [why it did not result in a fight].”

Behavior responses

WINGS students described rewards for good behavior as either receiving tickets to participate in a raffle or getting special privileges which made the students feel “good,” “elated,” and “proud” for example.

- “Oh then, you could help the teacher pass out stuff, and you could be one of those ... Say if you play football, you could be able to throw the ball.”
- “I get to do things that other WINGS kids are not able to do at times when they get in trouble.”

Penalties for students were mentioned as either being sent to “the wall,” (a time-out area on the outer perimeter of the gym), calling one’s parents, or suspension.

- “When they caught a guy pushing me and then we started fighting, and I got suspended from WINGS for three days.”
- “Get angry. Tell you go on the wall. Probably call your mom. Probably kick you out of WINGS.”
- “They would send us to the wall.”

Enjoyment of recreational WINGS activities

Most students identified Choice Time as their favorite activity. Two students uniquely mentioned liking Academic Center and the opportunity to express feelings to their WINGSLeader.

- “On Choice Time, Ball Out...Like sports, you could play basketball, football. And they different activity that you could play that make it fun.”

- “Academic Center ...What we do, we do work and we do some games with our WINGSLeaders.”
- “I enjoy the most when I get to express my feelings to the WINGSLeaders...It helps me cure my ways on not to get feared to things that I gets feared about.”

Positive view of WINGSLeaders

All students spoke favorably of their WINGSLeaders primarily describing them as “nice.” They were also described by multiple students as individuals who have the ability to relate to them which the students appreciate.

- “She's nice and sweet, and she's a great WINGSLeader.”
- “She is kind and she respects everyone.”
- “He helps us on our homework when we need help. He understands what we're going through at times.”
- “He is awesome. How, we're kids, right? So we act childish, so he is at that point, he just does it with us. Let's say for instance, we were playing around, he'd played around with us and stuff like that. Like our friends would do.”

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 S.L. Lewis Elementary in meeting its program goals next year.

This year WINGS has struggled with providing data on some of its objectives, while at the same time WINGS was able to access school attendance data that had previously been unavailable. The results suggest that WINGS has been successful in encouraging students to attend school, and this may have been the case in previous years as well. In past years, the evaluation team had utilized WINGS attendance as a substitute, which seems to have underestimated students overall level of school attendance.

WINGS at S.L Lewis fell slightly below its goals for academic performance. WINGS has recently been transitioning toward more STEAM activities, but its objectives primarily focus on math and reading, topics that are not necessarily covered extensively in WINGS' current programming. As WINGS has transitioned a portion of its programming toward a more academic focus, it may be valuable to emphasize the areas most relevant to its objectives in order to maximize its impact in these areas.

Even so, evidence from our student interviews and survey results indicate that WINGS students continue to benefit from the program. WINGS kids continue to demonstrate improved social and emotional skills through their participation in the program.