

Program Evaluation and Oversight Form

MSIP Finding 3: The district has provided staff with a wide array of programs and initiatives without collecting impact data to validate individual program's fidelity of implementation and evaluation of results. (6.7)

Program: Derrick Thomas Third and Long Reading Program

Program Description: The "Third and Long Program" is a program funded by the Derrick Thomas foundation. The primary mission is "to support and improve reading and learning abilities of disadvantaged school children in the state of Missouri.

The Third and Long Program began in 1997-1998 at Smith-Hale Middle School in the Hickman Mills School district. In 1998-99, the Hickman Mills School district extended the program to Ervin Middle school. The program serves 58 students in the Kansas City Metropolitan area. In 2010, under district reconstruction, the program moved with the eighth grade students to Hickman Mills Junior High School. Hickman Mills Junior High has 39 students in the Third and Long Program this year. Students are identified based on reading skills, teacher/parent recommendations and counselor referrals.

Several reported program highlights are a seasonal luncheon series with the Kansas City Chiefs showcasing the students accomplishments and incentives for academic success. Additionally, the Third and Long Foundation provides educational opportunities outside the school district.

**Audience: 8th Grade Students Number served: 39 students
Cost: No cost to the district**

Goal of Program: The Third and Long Foundation was designed to assist young men and women who reflect diversity by virtue of gender, ethnicity, academic and socio-economic status with enhancing their reading and vocabulary skills.

The program must enhance a student's ability while providing reading enjoyment.

The program must substantiate that all participating students maintain an average GPA, enhance their reading, writing and vocabulary skills via pre/post assessments, and have consistent school attendance and a minimal number of suspensions. Specific objectives are:

- **Maintain an average GPA of 2.0**
- **Attend school at least 93% of the time**
- **Have less than 7 suspensions annually**

District Goal:

To improve student achievement as measured by the MAP Test.

Baseline Data:

Impact Data (Data showing how your program has helped to improve student achievement?)

See Attachments:

SRI Scores

Students with Weekly Participation in 3rd and Long					
Student	August SRI	May SRI	Points Gained	Points lost	Scoring Labels
1	746	878	132		Basic
2	902	989	87		Proficient
3	868	1175	307		Advanced
4	359	612	253		Basic
5	897	1013	116		Proficient
6	889	1151	262		Advanced
7	739	810	71		Basic
8	904	955	51		Proficient
9	892	1291	399		Advanced
10	836	902	66		Proficient
11	735	856	121		Advanced
12	879	898	19		Basic
13	901	908	7		Proficient
14	678	789	11		Basic
15	600	780	280		Basic
16	890	1000	110		Proficient
17	600	936	336		Proficient
18	534	734	210		Basic
19	879	888	9		Basic
20	536	789	253		Basic
21	700	902	202		Proficient
22	578	789	221		Basic
23	879	890	11		Basic
24	678	758	80		Basic
25	678	890	212		Basic
26	892	1063	171		Proficient
27	678	952	274		Proficient
28	790	901	111		Proficient
29	490	632	140		Basic
	745	901	155		

Grade Point Averages Beginning in September 2011 to Progress Reports May 2011

Random Sample of Participants - GPA			
Student	Sept	May	Increase
1	2.1	2.5	0.4
2	3.0	3.5	0.5
3	3.5	4.0	0.5
4	2.1	2.5	0.4
5	2.8	3.0	0.2
6	2.1	2.5	0.4
7	3.1	3.5	0.4
8	3.3	3.8	0.5
9	3.6	4.0	0.4
10	2.5	3.0	0.5
11	2.3	3.0	0.7
			0.4

**Average
Increase**

School Attendance

**Random Sample of
Participants**

Student	School Attendance
1	98%
2	91%
3	95%
4	98%
5	98%
6	93%
7	91%
8	87%
9	90%
10	90%
11	88%
Group Average	93%

Behavior: Detentions, ISS, OSS

Behavior Statistics			
Student	Detention	Days ISS	Days OSS
1	0	0	3
2	0	6	0
3	0	0	0
4	0	0	0
5	0	0	0
6	4	0	0
7	2	0	0
8	1	0	0
9	1	0	0
10	1	0	0
11	0	0	3
12	0	0	0
13	0	0	0
14	0	0	0
15	4	0	0
16	0	3	0
17	4	0	0
18	0	0	0
19	0	0	0
20	0	0	0
Total	17	9	6

3rd and Long: End of the Year Evaluation 30 Members Surveyed

1. Who is your Communication Arts teacher?

Students have a mix off all six Communication Arts teachers and both Read 180 teachers. There were three students who passed out of Read 180 and into a Communication Arts class second semester.

2. When school started, did you enjoy reading?

18 students said no: 9 students said yes: 3 students said: it depends on the content

- 3. Has your enjoyment of reading changed?**
27 students now enjoy reading for pleasure and several students feel they did better on Standardized Tests because their comprehension levels have improved.
- 4. In August, what was your SRI score?**
Average: 746
- 5. What is your current SRI score?**
Average: 901
15 students are Advance or Proficient
- 6. What do you think are the reasons your SRI Scores have improved?**
Reading at home
Learning different reading strategies
3rd and Long after school tutoring
Individual tutoring
Re-teaching class concepts in order to complete classroom assignments.
- 7. Has your Communication Arts Grade changed throughout the school year?**
There were a few “D”s at the beginning of the year.
Several “C”s
One “A”
For 4th Quarter Progress Reports:
No “D”s”
10 “C”s”
20 “A”s and B”s”
- 8. How many books have you read for pleasure since August?**
As a total group, 95 books have been read
- 9. How often did you attend “3rd and Long?”**
An average of 93%
- 10. What did you like about the program?**
Extra help
Encouragement
Enjoyable
- 11. Would you recommend the program to any current 7th grader who needs extra help in reading?**

100% Yes

Need	Program/Initiative to provide a solution	Implementation				Achievement		Recommendations
		Level of Use		Fidelity to Program		Growth	Proficiency	
		Rating 1-5	Notes	Rating 1-5	Notes			
To improve reading skills	Third and Long Reading Program	5		5				To Continue the Third and Long Program

(Scale: 5 being the highest and 1 being the lowest.)

Key: The following information will serve as an assist to you in using this tool. The information will give you definitions, categories and explanations.

1. **Level of Use=** Teacher interviews, student interviews, survey data costs of implementation.
2. **Fidelity of Implementation=**Observation data, walk through data, professional development opportunities, program evaluations and survey data.
3. **Achievement Data=** Data gotten from Star Reading and Mathematics, Scholastic Reading Program (SRI), Acuity, District Common Assessments, ACT, Missouri Assessment Program, MAP, Terra Nova and Teacher-made assessments.
4. **Costs=**Information on costs should be provide in the notes.

Ratings: The following scale relates to the use and effectiveness of programs.

1. Strongly agree (5), agree (3), disagree (2) and strongly disagree (1)
2. Ratings should be averaged for ease of use but specific information should be captured in the “Notes” section.

Surveys: Survey information should be calculated and analyzed appropriately using numerical values.

1. Survey data can be garnered for information on Level of Use and Fidelity to Program
2. Survey data may give a perspective on different aspects of a program’s profile.