

# **GALAXY AFTER-SCHOOL PROGRAM: BAYSIDE TRI-CAMPUS**

## **Year-Three Evaluation**

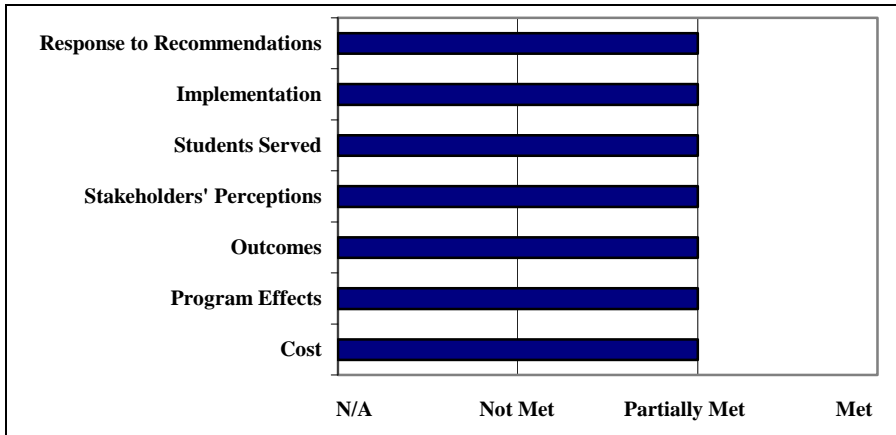
**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
Department of Research, Evaluation, and Assessment  
2512 George Mason Drive  
Virginia Beach, VA 23456

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## Galaxy After-School Program: Bayside Tri-Campus Year-Three Program Evaluation Scorecard



**Overall Recommendation:**

Expand

Continue without Modifications

Continue with Modifications

Discontinue/Phase Out

<b>Response to School Board-Approved Recommendations (Pages 7-12):</b>		Expectations	
Meaningful actions taken in response to all recommendations from the most recent program evaluation.		<input type="checkbox"/> Met	
Meaningful actions taken in response to most recommendations, but some recommendations were not fully addressed.		<input checked="" type="checkbox"/> Partially Met	
Little to no meaningful actions taken in response to the majority of the recommendations from the most recent program evaluation.		<input type="checkbox"/> Not Met	
No school board-approved recommendations available.		<input type="checkbox"/> N/A	
<b>Implementation (Pages 12-30):</b>		Expectations	
Implementation of program activities (e.g., student selection, schedule, staff development, curriculum) is closely aligned with the program's purpose, goals, and objectives.		<input type="checkbox"/> Met	
Implementation of some program activities (e.g., student selection, schedule, staff development, curriculum) is closely aligned with the program's purpose, goals, and objectives, while other aspects of implementation are not as well aligned.		<input checked="" type="checkbox"/> Partially Met	
Implementation of program activities (e.g., student selection, schedule, staff development, curriculum) is not closely aligned with the program's purpose, goals, and objectives.		<input type="checkbox"/> Not Met	
<b>Students Served (Pages 31-37):</b>		Expectations	
At or near intended capacity (90% or above) and serving targeted student population.		<input type="checkbox"/> Met	
Less than capacity (under 90% of program's capacity) while serving targeted student population OR at or near capacity (90% or above), but not serving the targeted student population.		<input checked="" type="checkbox"/> Partially Met	
Less than capacity (under 90% of program's capacity) AND not serving targeted population.		<input type="checkbox"/> Not Met	
<b>Stakeholders' Perceptions (Pages 37-66):</b>		Expectations	
Consistently positive perceptions from stakeholders regarding effectiveness and satisfaction levels (e.g., 80% or more respondents demonstrating positive perceptions regarding key program elements).		<input type="checkbox"/> Met	
Inconsistent and/or mixed perceptions regarding effectiveness and satisfaction levels (e.g., some positive and some less positive perceptions regarding key program elements).		<input checked="" type="checkbox"/> Partially Met	
Consistently less positive perceptions regarding effectiveness and lower satisfaction levels (e.g., less than 80% of respondents demonstrating positive perceptions regarding key program elements).		<input type="checkbox"/> Not Met	
<b>Outcomes (Pages 66-79):</b>		Expectations	
Evidence that progress has been made in meeting all program goals and/or objectives.		<input type="checkbox"/> Met	
Evidence that progress has been made in meeting some program goals and/or objectives, while other program goals and/or objectives were not fully met.		<input checked="" type="checkbox"/> Partially Met	
Little or no evidence that program goals and/or objectives have been met.		<input type="checkbox"/> Not Met	
No measurable goals or objectives available for the program.		<input type="checkbox"/> N/A	
<b>Program Effects (Pages 79-82):</b>		Expectations	
Clear evidence that the program is having a positive effect (i.e., goal-related outcomes are attributable to the program).		<input type="checkbox"/> Met	
Mixed evidence that the program is having a positive effect (i.e., goal-related outcomes are attributable to the program).		<input checked="" type="checkbox"/> Partially Met	
Little or no evidence that the program is having a positive effect (i.e., goal-related outcomes are attributable to the program).		<input type="checkbox"/> Not Met	
Unable to determine if the program is having a positive effect (i.e., adequate comparison group not available).		<input type="checkbox"/> N/A	
<b>Cost (Pages 82-87):</b>		Expectations	
At or near annual program budget (within 10%) with evidence of efficient use of resources.		<input type="checkbox"/> Met	
Evidence of efficient use of resources, but more than 10 percent over budget.		<input checked="" type="checkbox"/> Partially Met	
More than 20 percent over budget OR evidence of inefficient use of resources regardless of actual versus budgeted expenses.		<input type="checkbox"/> Not Met	
No proposed budget available.		<input type="checkbox"/> N/A	
<b>Total Annual Cost:</b>	<b>\$1,129,009</b>	<b>Approximate Cost Per Pupil:</b>	<b>\$2,572</b>

# GALAXY AFTER-SCHOOL PROGRAM: BAYSIDE TRI-CAMPUS Year-Three Evaluation

## EXECUTIVE SUMMARY

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On March 8, 2005, the School Board approved the implementation of an extended-day instructional program at Bettie F. Williams and Newtown Road elementary schools. The extended-day program, named the Galaxy After-School Program, began operating in September 2005 in conjunction with the Department of Parks and Recreation within the City of Virginia Beach. The program offered students academic, enrichment, and recreational opportunities after school. In 2007-2008, the program was offered for kindergarten through grade five students at the Bayside Tri-Campus schools, including Diamond Springs, Newtown, and Bettie F. Williams elementary schools. In addition, program adjustments were made during 2007-2008 to focus more heavily on academic components in language arts and mathematics. The year-three evaluation examined changes to the program during 2007-2008; stakeholders' perceptions; progress made toward meeting revised program goals, objectives, and performance targets; program effectiveness; and cost.

Response to School Board-Approved Recommendations	Expectations
Meaningful actions taken in response to most recommendations, but some recommendations were not fully addressed.	Partially Met
<p><b><u>Rationale for Rating:</u></b></p> <ul style="list-style-type: none"> <li>• The Galaxy After-School Program staff took meaningful actions regarding the six recommendations from the year-two evaluation process and addressed them with a variety of methods and strategies. However, while some of the actions appeared to be somewhat successful, the success was not consistent within or across Galaxy sites based on instructional staff survey responses.</li> <li>• Actions were taken to focus Galaxy and regular school-day teachers' collaboration efforts on identifying individual Galaxy students' academic needs so that Galaxy teachers could address those needs. While 80 percent of Newtown's instructional staff agreed that Galaxy and regular school-day teachers collaborated so that Galaxy teachers could address students' individual academic needs in the after-school program, agreement levels were 57 percent at Diamond Springs and 40 percent at Bettie F. Williams.</li> <li>• Schools attempted to strengthen the program's attendance and dismissal policies so that parents understood that their children should remain in the program for the entire session each day. However, 60 percent of the instructional staff at Bettie F. Williams agreed that parents understood that their children should remain in the program, and only 29 percent of the instructional staff at Diamond Springs and 20 percent at Newtown agreed.</li> </ul>	

- A Parent Contract outlining expectations for parents and students based on the program’s goals and objectives was developed during 2007-2008. The contract was used during student registration for the 2008-2009 school year. The contract specified that students were expected to remain for the academic portion of the program until 5:00 p.m. each day. However, the contract did not specify consequences if students were continuously absent or dismissed early from the program.
- Program schedule changes were made to maximize academic instructional time (e.g., moving academic time directly after school until 5:00 p.m., reducing meal time), and instructional strategies were implemented in an attempt to focus the program on students’ academic achievement (e.g., FASTT Math, READ 180, KidzLit, KidzMath, flexible grouping to address specific student academic needs).
- When asked about one of the instructional strategies planned for implementation to support students’ academic needs, 60 percent of the instructional staff at Williams, 57 percent at Diamond Springs, and 0 percent at Newtown agreed that students were grouped according to student academic needs at each grade level of the program.
- The program’s purpose, schedule, and student dismissal data were examined by school and central office personnel which resulted in modifications to the program and the program’s goals and objectives. Modifications were made which highlighted that the Galaxy After-School Program was an after-school academic program. The schools implemented adjustments to the program’s focus and schedule by January 2008 when Diamond Springs and Newtown elementary schools moved to their new school buildings.

<b>Implementation</b>	<b>Expectations</b>
Implementation of some program activities (e.g., student selection, schedule, staff development, curriculum) is closely aligned with the program’s purpose, goals, and objectives, while other aspects of implementation are not as well aligned.	Partially Met

- Rationale for Rating:**
- The changes to the program schedule implemented in January 2008 and the curricula used during the program were closely aligned with the program’s purpose and revised goals and objectives. However, the voluntary student enrollment and registration process, the staff training schedules, and the collaboration between Galaxy and regular school-day teachers did not appear to be consistently aligned with the program’s focus.
  - As in previous years, registration for the program was voluntary, flexible, and on a “first-come, first-served” basis rather than by referral for academic assistance. As space allowed, parents could enroll their child throughout the school year for a monthly fee of \$40 per child or a reduced monthly fee of \$20 for the Department of Parks and Recreation component.
  - During year three, Diamond Springs Elementary School’s Student Support Team also referred students to the Galaxy program if they were experiencing academic difficulty. Newtown and Williams did not refer students who needed academic support to participate in the program, although information regarding the program was offered to parents when they asked for academic assistance for their child.

- Enrollment for the program's third year was limited to 25 students per Galaxy teacher or a total of 75 students per grade level across all three schools in the Bayside Tri-Campus. Therefore, the capacity of the program at each school was 150 students or a total of 450 students across all three schools. The program's capacity during year three was 150 more students than the program's capacity during the program's first two years.
- At the beginning of the 2007-2008 school year, the program operated at Newtown and Bettie F. Williams elementary schools until Diamond Springs opened in January 2008. After Diamond Springs opened, the kindergarten and first-grade students from Newtown and Williams moved to Diamond Springs, and the Galaxy program continued operation at all three sites.
- As in previous years, the largest percentages of parents at each site indicated that the main reason they enrolled their child was for after-school care or because of their work schedule. However, compared to previous years, greater percentages of parents in year three mentioned academics as a main reason for their child's enrollment in the program.
- A lead teacher, serving as the program director, and six certified teachers were hired for each of the three sites. Three teacher assistants were hired for the Diamond Springs program, two were hired for Newtown, and one was hired to serve the program at Bettie F. Williams. One security assistant was also employed at each site during program hours, and staff from the City of Virginia Beach Department of Parks and Recreation provided recreational activities for students.
- At each of the three sites, a substantially greater percentage of Galaxy teachers were new to the Virginia Beach school division compared to all instructional staff at the school. At Diamond Springs and Bettie F. Williams, Galaxy teachers had fewer years of teaching experience on average when compared to all teachers at the school. At Newtown, the average years of teaching experience for Galaxy teachers was similar to all instructional staff at Newtown.
- Three of the six Diamond Springs Galaxy teachers left the program during the year, while at both Newtown and Bettie F. Williams, one of the six teachers left the program during the year. The resulting vacant Galaxy teacher positions were filled during the course of the school year.
- During fall 2007, the program provided students with scheduled time after school for academics, homework, enrichment, recreation, and dinner until 6:00 p.m. rather than 6:30 p.m. as in previous years. In January 2008 after Diamond Springs opened and Newtown students moved to their new school, the program became more focused on providing additional time for academics.
- In January 2008, dinner time was reduced to allow for a snack, and enrichment time was not concentrated into a separate block of time. To the greatest extent possible, all academic portions of the program were moved directly after school until 5:00 p.m., while Parks and Recreation time was moved to the end of the program. This revised program structure

lessened the impact of students being dismissed early from the program by allowing students to receive the greatest amount of academic time before being picked up. At Diamond Springs, homework time was eliminated as a means of ensuring parental involvement.

- At each school, the curriculum focused on what was taught in the classroom during the day. At Diamond Springs, the focus of the program was on math and reading. All activities were hands-on using manipulatives and consumable materials, and Galaxy math activities were designed to support the Everyday Mathematics Program. At Newtown, several programs were used including KidzLit, KidzMath, Everyday Mathematics, FASTT Math, and SOLpass. At Bettie F. Williams, the READ 180, KidzLit, KidzMath, Everyday Mathematics, and FASTT Math programs were used.
- Transportation was provided for students at the end of the day, although the majority of the students at each school did not ride the buses home and were picked up by their parents. During year three, the number of buses for the program was reduced from eight to six to accommodate the reduced number of bus riders.
- Teachers involved in the program received staff development and training with other teachers in Virginia Beach City Public Schools (VBCPS), along with training in specialized instructional materials used in the program. Monthly Galaxy staff meetings were held at each school. However, only instructional staff at Bettie F. Williams had positive perceptions of the training and the extent to which it helped them in working with the Galaxy program, with 100 percent agreement on related survey items. Instructional staff members' agreement on related survey items ranged from 40 to 60 percent at Newtown and was 29 percent on the survey items at Diamond Springs.
- Parents and/or guardians were required to attend a Galaxy orientation program held at their child's school prior to the beginning of the school year or meet with the Galaxy director prior to enrolling their child. Ongoing communication with parents occurred at each site throughout the year, and parents were notified of changes to the program in January 2008. Each site published a Galaxy newsletter for parents.

<b>Students Served</b>	<b>Expectations</b>
Less than capacity (under 90% of program's capacity) while serving targeted student population OR at or near capacity (90% or above), but not serving the targeted student population.	Partially Met

**Rationale for Rating:**

- The total capacity of the program in 2007-2008 was 450 students or 150 at each school. This capacity was 150 more students when compared to the program's first two years.
- The program served the targeted student population which was the students at each of the three tri-campus schools. As of September 30, 2007, 128 students were enrolled in the program at Diamond Springs, 133 students were enrolled at Newtown, and 90 students were enrolled at Bettie F. Williams. Overall, 351 students were enrolled as of September 30 in the Galaxy program which was nearly 27 percent of the Bayside Tri-Campus student population. This was a higher percentage than in year one (21%) and year two (20%) of the program. However, the overall enrollment was 78 percent of the program's anticipated capacity.

- At each school, the majority of students in the Galaxy program was economically disadvantaged (54% to 60%) as determined by the percentage who received free or reduced lunch services. However, a lower percentage of students in the program were economically disadvantaged compared to the percentages for all students at each school. At each school, somewhat greater percentages of the Galaxy students were female (52% to 56%) and slightly higher percentages of Galaxy students were African American (80% to 89%) compared to all students in the three tri-campus schools.
- Across all three schools, a total of 439 students were enrolled in the Galaxy After-School Program at some time during the school year. A total of 117 students or 27 percent withdrew during the year, which was similar to withdrawal rates in previous years. The withdrawal rate ranged from 23 percent at Diamond Springs to 30 percent at Newtown.
- On average, for the 2007-2008 school year, 310 students attended the Galaxy After-School Program at the three sites each day. The highest attendance rate occurred during the first two months of the school year.

<b>Stakeholders' Perceptions</b>	<b>Expectations</b>
Inconsistent and/or mixed perceptions regarding effectiveness and satisfaction levels (e.g., some positive and some less positive perceptions regarding key program elements).	Partially Met

- Rationale for Rating:**
- The response rates for the Galaxy end-of-year surveys ranged from 71 to 83 percent for students, 46 to 60 percent for parents, and 63 to 78 percent for instructional staff at the three sites.
  - The majority of students at each site indicated that the Galaxy program helped them with their reading (51% to 74%) and math (64% to 78%) skills and helped them learn and understand lessons the regular school day teacher taught (59% to 78%). The majority at Diamond Springs and Newtown indicated that the Galaxy program helped them be better students (64% and 83%). At Bettie F. Williams and Newtown, the majority indicated that the time for homework during the program helped them (65% and 82%, respectively). Fourth and fifth graders' perceptions in year three were more positive in all of these areas compared to fourth and fifth graders' perceptions during the first two years of the program's operation.
  - The majority of parents at each site indicated that the Galaxy program promoted positive academic performance in reading (80% to 87%) and math (73% to 95%) for their child, that it helped their child better understand what was learned during the regular school day (67% to 76%), and that their child received more opportunities for academic support by attending the program (53% to 87%). Parents of second and third graders and fourth and fifth graders had more positive perceptions in all of these areas in year three compared to parents of children in the same grade levels during the first two years of the program.
  - The majority of instructional staff at each site indicated that the Galaxy program promoted positive academic performance in reading (80% to 100%) and math (100%) for students, that it helped students learn and understand lessons the regular school day teacher taught (80% to

100%), and that the students received more opportunities for academic support by attending the program (86% to 100%). Perceptions regarding academic performance in mathematics were more positive than during the first two years of the program.

- At least 80 percent of the parents and the instructional staff at each site indicated that the Galaxy program promoted numerous citizenship and work habit skills for the children. Some of the areas with the highest percentages from parents included respecting authority, demonstrating self-control, respecting property and rights of others, following directions, listening attentively, and obeying class/school rules.
- The highest percentages of parents at all sites (86% to 100%) were satisfied with Parks and Recreation activities and the Galaxy program’s communication efforts with parents. At least 73 percent of the parents at each site was satisfied with other aspects of the program as well, such as academic time, parent meetings, and transportation. At least 87 percent of the parents at Newtown and Williams were satisfied with the homework time during the program. At least 98 percent of the parents at each site indicated that they would recommend the program.
- At the three sites, at least 80 percent of the instructional staff agreed that the responsibilities as a staff member with the program were clear to them, at least 71 percent agreed that the implementation of the program during 2007-2008 was successful overall, and at least 60 percent agreed that students understood what was expected of them in the program. However, low percentages of the staff agreed that parents understood what was expected of them by having their children enrolled in the after-school program (20% to 43%), and levels of agreement have decreased each year.

Outcomes	Expectations
Evidence that progress has been made in meeting some program goals and/or objectives, while other program goals and/or objectives were not fully met.	Partially Met

**Rationale for Rating:**

- Following the year-two program evaluation, VBCPS administration recommended that “the schools in the Bayside Tri-Campus implement immediate program adjustments to the Galaxy After-School Program no later than January 2008.” It was indicated that this may include adjustments to the program’s instructional focus. As a result, the goals and objectives of the program were discussed and modified in January/February 2008.
- Revised program goals and objectives focused on academic outcomes in reading and math, the development of citizenship and work habit skills, and improved attendance in the academic portion of the after-school program. Specific performance targets were also determined for each of the program’s objectives. Of the 37 performance targets, a total of 19 (51%) were met.

**Goal #1 – Promote students’ positive academic performance in reading and mathematics.**

- Across the various grade levels, there were 23 performance measures used to assess whether the program met its objectives regarding academic achievement in reading and mathematics (e.g., DRA, PALS, classroom grades, and SOL test performance). Of the 23 academic performance measures, 12 (52%) were met. A greater percentage of mathematics

performance targets were met (67%) compared to reading (43%). Kindergarten, grade three, and grade four experienced the most success meeting the various performance measures. Grades one and five did not meet any of the targets for those grade levels, and grade two met one of their three targets.

**Goal #2 – Promote the development of positive citizenship and work habit skills.**

- There were 12 performance measures used to assess whether the program met its objectives regarding citizenship and work habit skills (e.g., classroom grades in citizenship and work habits). Of the 12 citizenship and work habit skills performance measures, 7 (58%) were met. Kindergarten, grade two, and grade three experienced the most success meeting these performance targets. Grades one, four, and five did not fully meet all of the targets focused on citizenship and work habit skills.

**Goal #3 – Improve Galaxy student attendance in the academic portion of the program.**

- There were two performance measures focused on attendance in the after-school program until 5:00 p.m. The two performance targets for the program objectives regarding attendance in the after-school program were not met. However, Bettie F. Williams met the target for attendance in the after-school program for one month during the school year (June).

Program Effects	Expectations
Mixed evidence that the program is having a positive effect (i.e., goal-related outcomes are attributable to the program).	Partially Met

**Rationale for Rating:**

- A comparison group of non-Galaxy students, who were academically similar to Galaxy students initially, was selected in order to evaluate the extent to which the outcomes could be attributed to the Galaxy After-School Program.
- Based on results for both Galaxy students and non-Galaxy students in the comparison group, on some measures the outcomes for Galaxy students were likely attributable to the Galaxy After-School Program, while on other measures this link could not be made. On some measures, non-Galaxy students performed as well as or better than Galaxy students by the end of the 2007-2008 school year, suggesting that outcomes for the Galaxy students could not be attributed to the program.
- Of the 23 academic measures, there was evidence on 12 measures (52%) that Galaxy students outperformed non-Galaxy students at the end of the 2007-2008 school year. Galaxy students outperformed non-Galaxy students on 67 percent of the mathematics measures and 43 percent of the reading measures. There was evidence that the Galaxy students had higher passing rates than the non-Galaxy students on the grades three and four math SOL tests. However, a greater percentage of non-Galaxy students passed the grades three, four, and five reading SOL tests compared to Galaxy students. In addition, the fifth grade math SOL test pass rate was the same for Galaxy and non-Galaxy students.
- Of the 12 citizenship and work habits measures, there was evidence on 5 measures (42%) that Galaxy students outperformed non-Galaxy students. Fifth grade was the most successful in terms of these skills such that a greater percentage of Galaxy students earned outstanding or

satisfactory classroom grades compared to non-Galaxy students. However, in other grade levels, non-Galaxy students outperformed Galaxy students in at least one of these areas.

- While some positive results at certain grade levels were likely related to the after-school program, an examination of the results across all grade levels and measures did not provide clear evidence that the after-school program was responsible for most of the outcomes. Non-Galaxy students in the comparison group performed as well as or better than the Galaxy students on 51 percent of the academic, citizenship, and work habit measures.

<b>Cost</b>	<b>Expectations</b>
Evidence of efficient use of resources, but more than 10 percent over budget.	Partially Met

**Rationale for Rating:**

- Overall, the total cost for the third year of the Galaxy After-School Program was approximately \$399,325 at Diamond Springs, \$380,324 at Newtown, and \$349,360 at Bettie F. Williams. Therefore, the total cost for the program at all three sites was \$1,129,009.
- Nearly all costs in year three were recurring costs for personnel, transportation, additional instructional materials, food services, office and computer supplies, and communication efforts. Personnel costs accounted for 96 percent of the total cost.
- The cost of the program in year three was approximately \$300,000 more than the cost during year two and was due to the addition of a third Galaxy After-School Program site at the Bayside Tri-Campus (Diamond Springs).
- The total cost for the program at the three sites in year three (\$1,129,009) was approximately \$136,759 or 14 percent more than the highest expected cost for the program based on an adjusted expected cost of \$992,250. The expected cost of the program in 2007-2008 was based on estimates presented to the School Board when the program was initially approved in 2005 and adjusted for salary increases.
- Based on the total number of students who were enrolled in the Galaxy After-School Program at the three schools some time during the school year (439), the estimated per pupil cost during the program's third year was \$2,572. This was less than the per pupil cost during the program's second year (\$2,845).
- Of the total cost, approximately \$183,994 was paid from Title I funds in 2007-2008.

**Recommendations**

**Recommendation One:**

- Discontinue the Galaxy After-School Program at the Bayside Tri-Campus at the end of the 2008-2009 school year.

### **Rationale:**

The recommendation to discontinue the current Galaxy After-School Program is based on the evaluation finding that non-Galaxy students in the comparison group, who were academically similar to Galaxy students initially, performed as well as or better than the Galaxy students on 51 percent of the academic, citizenship, and work habit measures at the end of the school year even though they had never been enrolled in the Galaxy program. In addition, only a slight majority of the academic performance targets (52%) and citizenship and work habits skill targets (58%) related to the Galaxy program objectives were met by the Galaxy program overall. The two performance targets for the program objectives regarding attendance in the after-school program were also not met. Overall, only 51 percent of the performance targets associated with the program's goals and objective were met. Coupled with these results, the additional cost of the program to the school division totaled over one million dollars in 2007-2008 and was approximately \$2,600 per student.

### **Recommendation Two:**

- Using the information learned over the three-year evaluation period of the Galaxy After-School Program pilot, propose an academic program for the schools in the Bayside Tri-Campus in accordance with School Board Regulation 6-24.2 where a formal program proposal is developed for approval by the School Board. Based on the regulation, this proposal would include specific information about what the program is designed to accomplish, how it relates to the strategic plan, who will receive services and why services are needed, how the services will be delivered, responsibility for providing leadership and monitoring of the program, staff selection and training, and a proposed budget. (Bayside Tri-Campus Schools, with assistance from the Department of School Administration and the Department of Curriculum and Instruction).

### **Rationale:**

First, this recommendation is based on the enrollment, attendance, and academic performance data in 2007-2008 which suggests that a program continues to be needed at the Bayside Tri-Campus. Over one quarter of the tri-campus student population was enrolled in the after-school program at the beginning of the school year, over 400 were enrolled at some time during the school year, and at least 80 percent of the students remained in the program until 5:00 p.m. on average. There also appears to be a need for a program given that nearly one-half of the program's academic performance targets that were set were not met, indicating that students need additional academic assistance in some form.

Secondly, this recommendation is based on the history of the program. When the Galaxy After-School Program was proposed in January 2005, the presentation noted that it was recognized that there was a need for an after-school program based on results from a December 2004 survey indicating that the majority of the parents anticipated a need for childcare services, and the Boys and Girls Club at Williams was no longer going to be offered. A general plan for an extended-day instructional program was presented which included educational, enrichment, and recreational components. The School Board approved a general plan for the program, but

the specific details of the program implementation and goals and objectives representing the focus of the program had not yet been developed. A formal proposal following the guidelines in School Board Regulation 6-24.2 was not completed. According to the regulation, “The program proposal is an agreement between the School Board and the authors of the proposal.” Without an approved program proposal, some aspects of the implementation and focus of the Galaxy After-School Program have changed over the three years of program operation. In addition, various stakeholder groups hold somewhat different perceptions regarding the main purpose of the program. Further, because of the shift in focus over the years, some aspects of program implementation and operation which were developed three years ago are not aligned with the current program’s focus. The current focus on academic performance and academic skills represented in the program’s revised goals and objectives differs to some extent from the program’s original goals and objectives developed during the first year of the program which encompassed a wider array of objectives. In addition, the revised goals and objectives do not incorporate information presented to the School Board in January 2005. In the initial School Board presentation, the program was planned to have “a strong instructional component” along with opportunities to participate in activities such as “sports, games, crafts, drama, languages, cultures, science activities, and dance.” There was also a field trip component planned with “visits to museums, theatres, and concerts.”

The development of a formal program proposal will offer an opportunity to define a proposed focus for the program and align decisions regarding implementation of the program with that main purpose. At this time, the voluntary student enrollment and registration process, aspects of the staff training, and the collaboration between Galaxy and regular school-day teachers does not appear to be consistently aligned with the program’s current focus. Further, given that the schools are now configured as grades K-1, grades 2-3, and grades 4-5 schools, some differences in program implementation emerged during 2007-2008 based on what was determined to be appropriate for the different grade levels. The needs of the schools, given the grade levels that they serve, should be explored and represented in any proposal that is developed.