



2018-19 Request for Proposal (RFP), 21<sup>st</sup> Century Community Learning Centers  
Measurable Objectives and Assessments

Kingdom Academy (Cohort 13) - 13T-2449B-9PCC1

Statewide Standard Objectives

Academic Report Card Grades

|  | <b>Objective 1a:<br/>English Language Arts / Writing</b>  | <b>Objective 1b:<br/>Mathematics</b>  | <b>Objective 1c:<br/>Science</b>  |
|--|---|---|---|
| <b>Objective Narrative</b>                       | Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.  | Improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance.  | Improve science performance to a satisfactory level or higher or maintain an above satisfactory level of performance.   |
| <b>Measure</b>                                   | Academic Report Card Grades   | Academic Report Card Grades   | Academic Report Card Grades   |
| <b>Objective Assessment:<br/>Grades</b>          | 85 % of regularly participating students <sup>1</sup> will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.  | 85 % of regularly participating students <sup>1</sup> will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.  | 85 % of regularly participating students <sup>1</sup> will improve to a satisfactory science grade or above, or maintain a high grade across the program year.  |
| <b>Success Criterion</b>                         | Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C.   | Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C.   | Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C.   |
| <b>Benchmark</b>                                 | 85  | 85  | 85  |
| <b>Justify the Benchmark</b>                     | <i>The benchmark (85%) is rooted on data that only 45% of students in Florida demonstrate improvement in academics (PPICS, 2013). However, objectives also consider students that maintain proficiency (e.g., students that maintain grades during the school year have clearly improved knowledge and maintained their level of proficiency 2013 a fact often ignored by the US Depart. of Ed.).</i> | <i>The benchmark (85%) is rooted on data that only 45% of students in Florida demonstrate improvement in academics (PPICS, 2013). However, objectives also consider students that maintain proficiency (e.g., students that maintain grades during the school year have clearly improved knowledge and maintained their level of proficiency 2013 a fact often ignored by the US Depart. of Ed.).</i> | <i>The benchmark (85%) is rooted on data that only 45% of students in Florida demonstrate improvement in academics (PPICS, 2013). However, objectives also consider students that maintain proficiency (e.g., students that maintain grades during the school year have clearly improved knowledge and maintained their level of proficiency 2013 a fact often ignored by the US Depart. of Ed.).</i> |
| <b>Data Collection Points</b>                    | Academic grades for quarters 1, 2, and 4  | Academic grades for quarters 1, 2, and 4  | Academic grades for quarters 1, 2, and 4  |
| <b>Person(s) Responsible for Data Collection</b> | Program Director Curriculum Coordinator Certified Teachers Contracted Teachers  | Program Director Curriculum Coordinator Certified Teachers Contracted Teachers  | Program Director Curriculum Coordinator Certified Teachers Contracted Teachers  |
| <b>Plan for Obtaining Data</b>                   | <i>Three times a year (August, December, and April), students' report cards will be used as a matrix for progress.</i>  | <i>Three times a year (August, December, and April), students' report cards will be used as a matrix for progress.</i>  | <i>Three times a year (August, December, and April), students' report cards will be used as a matrix for progress.</i>  |
| <b>Student Grade Groups Measured</b>             | All grade levels  | All grade levels  | All grade levels  |
| <b>Mid-Year Change Measured</b>                  | Change in academic grades from quarter 1 to quarter 2   | Change in academic grades from quarter 1 to quarter 2   | Change in academic grades from quarter 1 to quarter 2   |
| <b>End-of-Year Change Measured</b>               | Change in academic grades from quarter 1 to quarter 4   | Change in academic grades from quarter 1 to quarter 4   | Change in academic grades from quarter 1 to quarter 4   |

<sup>1</sup> Regularly participating students are those students that participate in the 21<sup>st</sup> CCLC program for 30 days or more.



2018-19 Request for Proposal (RFP), 21<sup>st</sup> Century Community Learning Centers  
**Measurable Objectives and Assessments**

**Florida Standard Assessment (FSA)**

|  | <b>Objective 2a:<br/>English Language Arts / Writing<br/>(FSA)</b>   | <b>Objective 2b:<br/>Mathematics (FSA)</b>   | <b>Objective 2c:<br/>Science (FSA)</b>   |
|--|--|--|--|
| <b>Objective Narrative</b>                       | Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.   | Improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance.   | Improve science performance to a satisfactory level or higher or maintain an above satisfactory level of performance.  |
| <b>Measure</b>                                   | Florida Standard Assessment  | Florida Standard Assessment  | Florida Standard Assessment  |
| <b>Objective Assessment: FSA</b>                 | 75 % of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.  | 75 % of regularly participating students will achieve a satisfactory level or above on mathematics.  | 75 % of regularly participating students will achieve a satisfactory level or above on science.  |
| <b>Success Criterion</b>                         | Attain an Achievement Level 3 (satisfactory) or higher   | Attain an Achievement Level 3 (satisfactory) or higher   | Attain an Achievement Level 3 (satisfactory) or higher   |
| <b>Benchmark</b>                                 | 75   | 75   | 75   |
| <b>Justify the Benchmark</b>                     | <i>The benchmark is established to be slightly higher than the overall school performance, to ensure it is challenging yet achievable. This is a private school, so students are not eligible to take the Florida Standards Assessment (FSA) in reading and mathematics. Students in this school take the MAP test in reading, math, and science (grades 3 only). MAP tests are given three times per year: Baseline (Fall), Winter, and Spring.</i> | <i>The benchmark is established to be slightly higher than the overall school performance, to ensure it is challenging yet achievable. This is a private school, so students are not eligible to take the Florida Standards Assessment (FSA) in reading and mathematics. Students in this school take the MAP test in reading, math, and science (grades 3 only). MAP tests are given three times per year: Baseline (Fall), Winter, and Spring.</i> | <i>The benchmark is established to be slightly higher than the overall school performance, to ensure it is challenging yet achievable. This is a private school, so students are not eligible to take the Florida Standards Assessment (FSA) in reading and mathematics. Students in this school take the MAP test in reading, math, and science (grades 3 only). MAP tests are given three times per year: Baseline (Fall), Winter, and Spring.</i> |
| <b>Data Collection Points</b>                    | Current academic year  | Current academic year  | Current academic year  |
| <b>Person(s) Responsible for Data Collection</b> | <i>School Curriculum Coordinator and Principal are responsible for benchmark and MAP data.</i>   | <i>School Curriculum Coordinator and Principal are responsible for benchmark and MAP data.</i>   | <i>School Curriculum Coordinator and Principal are responsible for benchmark and MAP data.</i>   |
| <b>Plan for Obtaining Data</b>                   | <i>Data are collected (three times a year) by the regular school day and entered into the school databases. These databases are provided directly to the evaluator by the school for analysis of data for the program. Data on MAP outcomes are analyzed for at mid-year and end--of-year to guide programming and modifications.</i>  | <i>Data are collected (three times a year) by the regular school day and entered into the school databases. These databases are provided directly to the evaluator by the school for analysis of data for the program. Data on MAP outcomes are analyzed for at mid-year and end--of-year to guide programming and modifications.</i>  | <i>Data are collected (three times a year) by the regular school day and entered into the school databases. These databases are provided directly to the evaluator by the school for analysis of data for the program. Data on MAP outcomes are analyzed for at mid-year and end--of-year to guide programming and modifications.</i>  |
| <b>Student Grade Groups Measured</b>             | 3 <sup>rd</sup> to 11 <sup>th</sup> grades   | 3 <sup>rd</sup> to 8 <sup>th</sup> grades  | 5 <sup>th</sup> and 8 <sup>th</sup> grades   |

<sup>1</sup> Regularly participating students are those students that participate in the 21<sup>st</sup> CCLC program for 30 days or more.

**Applicant-Specified Objectives**

|                            |                                      |
|----------------------------|--------------------------------------|
| <b>Objective 3</b>         | <b>Personal Enrichment</b>           |
| <b>Objective Narrative</b> | Improve cultural awareness.          |
| <b>Objective Domain</b>    | Personal Enrichment - Arts & Culture |
| <b>Grade Levels Served</b> | Elementary School Only               |



2018-19 Request for Proposal (RFP), 21<sup>st</sup> Century Community Learning Centers  
**Measurable Objectives and Assessments**

|                                   |   |
|-----------------------------------|---|
| <b>Objective Assessment</b>       | 80% of regularly participating students will improve their cultural awareness as measured by journals.  |
| <b>Measures</b>                   | Journals  |
| <b>Name of Measure</b>            | Students will maintain a journal that will have specific guidelines pre-determined by the Certified Teacher to document growth and understanding of cultural awareness.   |
| <b>Content Area(s)</b>            | Cultural Awareness  |
| <b>Benchmark(s)</b>               | 80  |
| <b>Justify the Benchmark(s)</b>   | The benchmark (85%) is rooted on data that only 45% of students in Florida demonstrate improvement in academics (PPICS, 2013). However, objectives also consider students that maintain proficiency (e.g., students that maintain grades during the school year have clearly improved knowledge and maintained their level of proficiency a fact often ignored by the US Depart. of Ed.). |
| <b>Student Grade Levels</b>       | 2,3,4,5   |
| <b>Intended program impact(s)</b> | Improve   |
| <b>Mid-Year Progress</b>          | Change in the rating from the baseline (at the beginning of the year) to the middle of the year will be examine to determine the percentage of students who improved their cultural awareness knowledge or maintain at a high level ( 40% or more based on the on the mid-test outcomes).   |
| <b>End-of-Year Progress</b>       | Change in the rating from the baseline (at the beginning of the year) to the middle of the year will be examine to determine the percentage of students who improved their cultural awareness knowledge or maintain at a high level ( 80% or more based on the on the mid-test outcomes).   |
| <b>Plan for obtaining data</b>    | Data will be collected in August, December and April.   |

|                                   |   |
|-----------------------------------|---|
| <b>Objective 4</b>                | <b>Personal Enrichment (Elementary programs)</b>  |
| <b>Objective Narrative</b>        | Improve fitness.  |
| <b>Objective Domain</b>           | Personal Enrichment - Health & Nutrition  |
| <b>Grade Levels Served</b>        | Elementary School Only  |
| <b>Objective Assessment</b>       | 80% of regularly participating students will improve their fitness as measured by pre-post assessment.  |
| <b>Measures</b>                   | Pre-Post Assessment   |
| <b>Name of Measure</b>            | PACER-Progressive Aerobic Cardiovascular Endurance Run test   |
| <b>Content Area(s)</b>            | Fitness   |
| <b>Benchmark(s)</b>               | 80  |
| <b>Justify the Benchmark(s)</b>   | The needs assessment demonstrated the importance of early intervention in health eating and physical activity for elementary school students. Also statistics from the Florida Dept. of Health (FLDOH, 2014) indicate that 36.5% of middle school children and 40.5% of high school students do not have sufficient vigorous physical activity daily. The 80% benchmark challenges the students to engage in fitness education. |
| <b>Student Grade Levels</b>       | 2,3,4,5   |
| <b>Intended program impact(s)</b> | Improve   |
| <b>Mid-Year Progress</b>          | Change in the rating from the baseline (at the beginning of the year -August) to the middle of the year (December) will be examine to determine the percentage of students who improved their fitness level or maintain at a high level ( 40% or more based on the on the mid-test outcomes).   |
| <b>End-of-Year Progress</b>       | Change in the rating from the baseline (at the beginning of the year- August) to the end of the year (April) will be examine to determine the percentage of students who improved their fitness level or maintain at a high level ( 80% or more based on the on the mid-test outcomes).   |
| <b>Plan for obtaining data</b>    | Data will be collected in August, December and April.   |

|                            |  |
|----------------------------|--|
| <b>Objective 5</b>         | <b>Adult Family Member Performance</b> |
| <b>Objective Narrative</b> | Improve literacy skills.               |
| <b>Objective Domain</b>    | Family Services - Performance          |
| <b>Grade Levels Served</b> | Elementary School Only                 |



2018-19 Request for Proposal (RFP), 21<sup>st</sup> Century Community Learning Centers  
**Measurable Objectives and Assessments**

|                                   |   |
|-----------------------------------|---|
| <b>Objective Assessment</b>       | 80% of the adult family members of regularly participating students will increase their literacy skills as measured by pre-post assessment.   |
| <b>Measures</b>                   | Pre-Post Assessment   |
| <b>Name of Measure</b>            | Pre-Post assessment, per activity, based on the new learned knowledge.  |
| <b>Content Area(s)</b>            | Literacy Skills   |
| <b>Benchmark(s)</b>               | 80  |
| <b>Justify the Benchmark(s)</b>   | The 60% benchmark is based on previous years experience implementing the 21st CCLC, and most likely to show impact of the 21st CCLC program based on best-practices outlined by the Harvard Family Research Project.  |
| <b>Student Grade Levels</b>       | 2,3,4,5   |
| <b>Intended program impact(s)</b> | Increase  |
| <b>Mid-Year Progress</b>          | 40% of adult family members attending 21st CCLC workshops on specific skills (e.g., parent skills, conflict resolution) will demonstrate improvement in specific skills or knowledge, as demonstrated by pre-post knowledge assessments and/or pre-post skills-based assessments. |
| <b>End-of-Year Progress</b>       | 80% of adult family members attending 21st CCLC workshops on specific skills (e.g., parent skills, conflict resolution) will demonstrate improvement in specific skills or knowledge, as demonstrated by pre-post knowledge assessments and/or pre-post skills-based assessments. |
| <b>Plan for obtaining data</b>    | The trainer or facilitator will implement pre and post tests before and after the workshops or family activities. In addition, signature logs will be collect to document the assistance of the family member(s).   |

|                                   |   |
|-----------------------------------|---|
| <b>Objective 6</b>                | <b>Objectives (Other)</b>   |
| <b>Objective Narrative</b>        | Improve homework completion.  |
| <b>Objective Domain</b>           | Personal Enrichment - Behavior & Problem-Solving  |
| <b>Grade Levels Served</b>        | Elementary School Only  |
| <b>Objective Assessment</b>       | 85% of regularly participating students will improve their homework completion as measured by progress reports.   |
| <b>Measures</b>                   | Progress Reports  |
| <b>Name of Measure</b>            | Report Cards  |
| <b>Content Area(s)</b>            | Homework Completion   |
| <b>Benchmark(s)</b>               | 85  |
| <b>Justify the Benchmark(s)</b>   | Within the communities served, the estimated child population under the age of eighteen is 22,725 - of which 76.85% are Hispanic and 56.0% speak Spanish at home (Children's Trust, 2014). Based on internal school data and the 21st CCLC Summative Evaluation (2014), 96% of the student population served is Hispanic., The English proficiency rate of students is only 23.0%, which seems consistent with the overall Miami-Dade County rates, wherein 26.9% of households have no one over 14 years old that speaks English very well (FLDOH, 2014). Homework support is a great need |
| <b>Student Grade Levels</b>       | 2,3,4,5   |
| <b>Intended program impact(s)</b> | Improve   |
| <b>Mid-Year Progress</b>          | Change in academic grades from quarter 1 to quarter 2   |
| <b>End-of-Year Progress</b>       | Change in academic grades from quarter 1 to quarter 4   |
| <b>Plan for obtaining data</b>    | The targeted school will provide the after school program with copies of students' report cards.  |