
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
MERRILL MIDDLE SCHOOL
OSHKOSH AREA SCHOOL DISTRICT

May 2019



CONSORTIUM *of*
APPLIED RESEARCH



Elements of Strong Programs	1	2	3	4	NR
	Must Address and Improve	Some Progress Made	Satisfactory	Excellent	Cannot rate based on information gathered
Focus Area 1: Program activities are geared toward rigorous academic and socio-emotional enrichment					
1. SUPPLEMENTAL ACADEMIC ENRICHMENT: Academic activities other than homework are offered to students that promote engagement and stimulate thinking.	1	2	3	4	NR
Academic support was provided to students afterschool. Students were able to utilize Chromebooks to play educational games during the program. Students could also sign up for tutoring services from a certified teacher. On the day of the site visit, students reviewed math graphing concepts of box plots and outliers. In addition, the program had recently began a new before-school program that involved academic support.					
2. OPPORTUNITIES FOR INDIVIDUAL SUPPORT: Individual or small group tutoring or one-on-one time is available for students who need additional academic or emotional support.	1	2	3	4	NR
The afterschool program staff to student ratio was low, which allowed program staff to get to know particular students. All program staff were observed to be engaging and have good rapport with students.					
3. PROGRAM ACTIVITIES PROMOTE THE DEVELOPMENT OF SOCIO-EMOTIONAL SKILLS: Activities incorporate life-skills such as character education, drug and alcohol prevention, anger management skills, leadership skills (etc.).	1	2	3	4	NR
The program incorporated socio-emotional themes afterschool. For example, there was a teambuilding and leadership club and UW-Oshkosh Counseling graduate students were planned to provide programming in the fall.					
Focus Area 2: Program activities are linked to the regular school day					
4. LINKS TO THE SCHOOL DAY: Program staff incorporate school curriculum into after school programming and align activities with school standards. Program utilizes school space and shares resources.	1	2	3	4	NR
The afterschool program was linked to the school in numerous ways. First, the program had access to ample school space. In addition, program staff worked with school personnel to identify students who would benefit most from participation. The site coordinator was also present during the regular school day in the lunchroom, helping her build relationships with students.					
5. SCHOOL PERSONNEL ACTIVELY INVOLVED WITH THE PROGRAM: School-day teachers or other school personnel participate directly or indirectly in the administration of the program to support academic enrichment.	1	2	3	4	NR
The program involved two school-day teachers who worked with the afterschool program. In addition, school-day teachers encouraged students to stay afterschool who needed academic support.					

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Focus Area 3: Program employs successful recruitment strategies					
6. PROGRAM ACTIVITIES INCORPORATE VARIED TOPICS AND ARE MULTIDISCIPLINARY: Program staff plan program activities to incorporate numerous topics and themes.	1	2	3	4	NR
The program provided multiple options for students including cooking club, coding club, teambuilding and leadership club, arts and crafts club, service projects, and life skills curriculum. The program reported to be a voice and choice program, seeking student feedback and ensuring the program was relevant to the wants/needs of middle school students.					
7. INTENTIONAL STUDENT RECRUITMENT AND RETENTION STRATEGIES ARE USED: Program staff utilize effective recruitment and retention strategies and modify strategies as needed to maximize participation.	1	2	3	4	NR
The program was reported to serve approximately 35 students each day. However, on the day of the site visit, only 21 students were observed across program activities. The program reached at-risk students and identified those who would benefit most from participation. However, the program could have done more to recruit students.					
8. PROGRAM STAFF RECRUIT AT-RISK STUDENTS: Program staff employ efforts to identify and recruit academically at-risk students to the program.	1	2	3	4	NR
A high percentage of children with special needs were observed and reported to attend the program. For example, one child with special needs was recruited to attend the program and benefited greatly from participating in the coding club. Although this child did not need the academic enrichment provided by the program, the child greatly benefited from the social aspect of the program.					
Focus Area 4: Program builds relationships with parents and community partners					
9. PROGRAM STAFF INITIATE REGULAR COMMUNICATION WITH PARENTS: Program staff communicate regularly with parents and provide opportunities for program involvement.	1	2	3	4	NR
Program staff communicated with parents in multiple ways including a newsletter, emails, and through the website and Facebook page. In addition, four family events had occurred throughout the year.					
10. PROGRAM STAFF ACTIVELY DEVELOP RELATIONSHIPS WITH COMMUNITY PARTNERS: Program staff conduct outreach activities to engage community partners and involve them in the program.	1	2	3	4	NR
Numerous community organizations partnered with the program. For example, Winnebago Health Department, Winnebago County, the Public Library, Boys and Girls Club, Skate Club, UW-Counseling, and Oshkosh Fire Department all provided services to the program.					