



21st CCLC Program:

Apache Advantage **After School Program** **Seymour Rogers Middle School**

External Evaluation: Project Year 2, 2025-2026



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SOUTHWEST PLAINS
REGIONAL SERVICE CENTER

21st CCLC External Evaluation Report





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The Apache Advantage (AA) After School Program completed its first year of implementation during the 2024–2025 school year at Seymour Rogers Middle School in Liberal, Kansas. Serving students in grades six through eight, the program operates four days per week, Monday through Thursday, for 34 weeks throughout the school year. The program provides students with more than two hours of structured learning and enrichment opportunities beyond the regular school day.

Apache Advantage is designed to support academic achievement through homework assistance, individualized tutoring, and targeted interventions aimed at improving student performance on Kansas state assessments. In addition to academic support, the program offers enrichment activities that promote student engagement and skill development. Family involvement is also a key component of the program, with activities and events designed to strengthen family engagement and foster meaningful partnerships between home and school.

A. Population Analysis

To evaluate whether the out-of-school program is serving the district's student population at representative rates, the following tables compare day-school enrollment demographics with after-school program participation. Table A.1 presents demographic information for the middle school day-school population; however, detailed demographic data was not available from the district for all categories by grade level at the time of this evaluation. Table A.2 summarizes the demographics of students who attended the after-school program at least once during the year, as well as students who attended 30 or more hours and are classified as regular attenders. Table A.3 provides a comparison of day-school enrollment demographics and after-school program participation rates.

Throughout the tables, students identified as English Learners are denoted as ELL, and students eligible for free or reduced-price meals are identified as F/R Lunch.

Table A.1: Student Demographics of School <i>Information is taken from local reports 25-26 - Details not provided for whole school.</i>															
Grade	Total #	Males		Females		Hispanic		Non Hispanic		F/R Lunch		ELL		SPED	
6th															
7th															
8th															
Total	461	246	53%	215	47%	430	93%	31	7%	414	90%	149	32%	97	21%





Table A.2: Student Demographics of After School Program <i>Information is taken from Local Program Records</i>															
Grade	Total #	Males		Females		Hispanic		Non Hispanic		F/R Lunch		ELL		SPED	
6th	53	26	49%	27	51%	49	92%	4	8%	9	17%	16	30%	10	19%
7th	25	10	40%	15	60%	24	96%	1	4%	6	24%	11	44%	6	24%
8th	23	16	70%	7	30%	21	91%	2	9%	4	17%	13	57%	4	17%
Total	101	52	51%	49	49%	94	93%	7	7%	19	19%	40	40%	20	20%

As shown in Table A.3, the Liberal Apache Advantage (AA) program was generally successful in attracting student subgroups at rates comparable to the day-school population. Participation rates closely reflected school demographics, with differences of no more than eight percentage points across most categories. The primary exception was the Free and Reduced-Price Lunch (F/R Lunch) subgroup, which was underrepresented in the after-school program by 71 percentage points when compared to the day-school population.

Table A.3: School(s) and After School Program Participant Demographic Comparison														
Information is taken from Building Reports and Local Program Records														
	Males		Females		Hispanic		Non Hispanic		F/R Lunch		ELL		SPED	
	School	Program	School	Program	School	Program	School	Program	School	Program	School	Program	School	Program
AA	53%	51%	47%	49%	93%	93%	7%	7%	90%	19%	32%	40%	21%	20%

Table A.4 indicates that 101 students, representing 22% of the total school population of 461 students, attended the after-school program at least once during the year. This is a slight increase from year 1 of the program. Of those participants, 41% attended 30 or more hours and qualified as regular attenders. Overall, the program was successful in attracting and retaining students who could benefit from additional academic and enrichment support.

Table A.4: Student Representation and Retention <i>Information is taken from Building Reports and Local Program Records</i>					
AA					
	Year 1 24-25	Year 2 25-26	Year 3 26-27	Year 4 27-28	Year 5 28-29
% of day school students who attended at least once	20%	22%			
% of all attendees to become 30+ hour attenders	36%	41%			

B. Average Daily Attendance

The Apache Advantage (AA) program achieved an Average Daily Attendance (ADA) of 19 students during the 2025–2026 school year, which was below the projected ADA of 50, but a slight increase of 3 students compared to the 2024-2025 school year. Table B.1 presents ADA data across the school year and provides a summary of overall program attendance.





Table B.1: Monthly Average Daily Attendance Afterschool <i>Information is taken from Local Program Records</i>											
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	ADA Avg
Liberal AA 2024-2025 Predicted ADA: 50	8	11	18	19	17	20	17	14	14	14	16
Liberal AA 2025-2026 Predicted ADA: 50	5	13	22	33	28	18	20	17	16	16	19
Liberal AA 2026-2027 Predicted ADA: 50											
Liberal AA 2027-2028 Predicted ADA: 50											
Liberal AA 2028-2029 Predicted ADA: 50											

Beginning with the 2022–2023 school year, attendance data has been reported by grade level and hour-band categories, with participation tracked in quarter-hour increments. During the current year, 45 students attended the program for fewer than 15 hours, while 42 students met the 30-hour attendance threshold and were classified as regular attenders. Table B.2 provides a breakdown of attendance by grade band and hour band.

Table B.2: Grade and Hour Bands Fall/Spring Attendance (Cumulative) <i>Information is taken from Local Program Records</i>						
Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270+ hours
6th	15	12	8	18	0	0
7th	19	2	2	2	0	0
8th	11	8	3	1	0	0
Totals	45	22	13	21	0	0

Table B.2 indicates that nearly half of participating students attended the program for fewer than 15 hours. At the same time, 34 students accumulated more than 45 hours of attendance, demonstrating a strong core group of regular participants who consistently engaged in program activities throughout the year.





C. Component Audit

For the evaluation, a component audit was conducted to assess the extent to which the Liberal Apache Advantage project implemented activities as described in its grant application. The audit included site visits, staff interviews, and a review of program records. Table C.1 summarizes the component audit results, with additional notes and descriptions provided following the table.

Table C.1: Component Audit Summary <i>A=2024-25; B=2025-26; C=2026-27; D=2027-28; E=2028-2029</i>			
	Accomplished	Partially Accomplished	Not Accomplished
AA will have 252 hours of operation (121 calendar days)		A¹B¹	
Emphasis in program on recruiting/retaining both ELL students and those not meeting college/career ready levels	A²B		
Individualized tutoring support	AB		
Homework support in core content areas	AB		
Staff to student ratio (1:7)	A³B²		
Enrichment opportunities out-of-school learning, real-world application, and college/career readiness	AB		
School and community partnerships to provide support and activities for academics and enrichment	B	A⁴	
Increase parent/family involvement in educational activities through Family nights (Examples: Fall Tech tips for parents, students serving families in meal, and game nights))	A⁵B		

Notes from Year “A” 2024-2025:

1. Did not meet hours due to 4 snow days and 1 cancelled due to lack of staff
2. The AA after-school program has 42% ELL while the school has 56%, so the ELL representation of the school demographics is close to those in the program.
3. While the program didn’t make the ADA of 50 as the surveys indicated, the staff ratios were met which makes an effective program supporting students.
4. Some school partnerships were successful (Baker Arts Center), however one main support which was to help with tutoring (Seward County) backed out of its commitment at the beginning of the year. Another did not respond with communication requests. The program has a list of at least 4 more ideas to extend partnerships for 25-26.
5. There were 3 family nights held in 24-25. Middle school nights can be a challenge with all of the competing activities (school sports, activities, and more). The three nights in year 1 were organized and a success in not only meeting the opportunity to increase family engagement, but also to have an impactful partnership - Baker Arts.





Notes from Year “B” 2025-2026:

1. The AA hours of operation goal is 252 with 121 calendar days; however, the actual count is 248 hours with 119 calendar days due to 3 weather days and adding 5 PD days to the school calendar.
2. The ADA is 22 with an average 4.6:22 ratio of teachers to students, easily hitting the goal of 1:7 ratio of teacher to students.

D. Kansas Performance Indicators

Table D.1: Summary of Progress Toward Meeting Kansas Performance Indicators <i>Information is taken from Local and State Records</i>				
Goals	Performance Indicator	Evidence to Track Progress	Results	Met / Not Met Indicator
1. All students will reach high standards based on state assessments, grades (grades 3-6), GPA (grades 7-8, 10-12) and school day attendance.	1.A: 80% of program enrolled students in Grades 4-8 will maintain high academic achievement and/or demonstrate continuous improvement on <u>State Assessments</u> in reading and math.	Reading Kansas State Assessment Results	# of regular attendees: 34 # who scored a level 3 or 4 or showed improvement: 6 Total % who met performance indicator: 18%	Not Met
		Math Kansas State Assessment Results	# of regular attendees: 34 # who scored a level 3 or 4 or showed improvement: 10 Total % who met performance indicator: 29%	Not Met
	1.B: 80% of program enrolled students in Grades 3-6 will maintain high academic achievement and/or demonstrate continuous improvement on <u>Grades</u> in reading and math.	Reading Grade collected at end of 1 st and 4 th 9 weeks	# of regular attendees: <u>26 - 6th gr</u> # who were proficient (C or higher): 14 # who showed growth from 1 st for 4 th nine weeks: 1 Total % who met performance indicator: 15/26 = 58%	Not Met





		Math Grade collected at end of 1 st and 4 th 9 weeks	# of regular attendees: <u>26 - 6th gr</u> # who were proficient (C or higher): <u>8</u> # who showed growth from 1 st for 4 th nine weeks: <u>3</u> Total % who met performance indicator: 11/26 = 42%	Not Met
	1.C: 70% of program enrolled students in Grades 7-8 and 10-12 with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 will demonstrate an improved GPA.	Current and Previous Year's unweighted GPAs collected	# of regular attendees with a prior year GPA of less than 3.0: <u>6 of 8</u> # of students who demonstrated improved GPA: <u>2 of 6 improved</u> Total % who met performance indicator: 33% of the 6 improved	Not Met
	1.D: 80% of program enrolled students in Grades 1-12 who had a school day attendance rate at/or below 90% in the prior school year will demonstrate an improved attendance rate in the current school year.	Current and Previous Year's school day attendance rate collected	# of regular attendees who had an attendance rate at/below 90% in prior school year: <u>5</u> # who had improved attendance rate in current year: 5 Total % who met performance indicator: 100%	Met
	1.E: 100% of the program-enrolled K-12 participants will be offered tutoring support	a. Program records collected in the spring b. Onsite observations correlated to records	# of regular attendees: 34 # of attendees who were offered tutoring support: 34 Total % who met performance indicator: 100%	Met





	1.F: Day teachers of 60% of program enrolled students in <u>Grades 1-5</u> will report increased rates of classroom engagement.	Teachers of after school program attendees will complete a spring survey.	# teacher surveys distributed: NA # surveys returned: Return Rate: % # reported an improvement in overall classroom engagement Total who met performance indicator:	NA No grades 1-5 served
2. All students will graduate from high school	2.A: 90% of attenders <u>will not</u> be suspended (in school) while in the program	Suspension data collected in the spring	# of regular attendees: 34 # who were suspended from day school: 1 Total % who met performance indicator: <u>97%</u>	Met
	2.B: 90% of participants will participate in activities integrating education with real-life problem solving, arts education, career exploration, recreation, cultural opportunities, service learning	a. Attendance and calendars collected in spring to determine participation rates b. Onsite observations correlated to records	# of regular attendees: 34 # of attendees who participated in activities integrating education into real life problem solving: 34 Total % who met performance indicator: 100%	Met
3. Family engagement will be embedded in the entirety of the program	3.A: A variety of services and educational resources will be offered to the families/guardians of 100% of program participants	a. Calendar and agendas for planned activities b. Attendance sheets collected from each family engagement event	# of regular attendees: <u>34</u> # of regular attendees who were <u>offered a variety of services</u> and resources: 34 Total % who met performance indicator: <u>100%</u>	Met





		c. Parents complete a survey each spring		
	3.B: 80% of families surveyed will indicate satisfaction with family communication.	Parents complete a survey each spring	# parent surveys distributed: 32 # surveys returned: 23 Return Rate: <u>72%</u> Of returned parent <u>19 surveys</u> indicated overall "good" or "very good." Total 83% who met performance indicator:	Met
	3.C: 80% of families will be engaged in provided opportunities	a. Calendar and agendas for planned activities b. Attendance sheets collected from each family engagement event c. Parents complete a survey each spring	# of regular attendee families: <u>34</u> Total % who met performance indicator: <u>41%</u> <u>14 of 34 regular attendees' families engaged in family night</u>	Not Met



**E. Teacher Surveys - (Only needed grades 1-5 as per C Macy, KSDE) - NA**

Table E.1: Teacher Survey Results Regarding 30+ Day Attenders' Day School Behaviors								
Behaviors								
Attending class regularly								
Coming to school motivated to learn								
Being attentive in class								
Academic performance								
Class participation								
Volunteering (e.g., extra credit, more responsibility, etc.)								
Getting along well with others								
Overall classroom engagement								

Table E.2: Teacher Survey Results Summary		
Behaviors	Did Not Need to Change Improved	No Change to Declined
Attending class regularly		
Coming to school motivated to learn		
Being attentive in class+		
Academic performance+		
Class participation		
Volunteering (e.g. for extra credit or more responsibility)*		
Getting along well with other students		
Overall classroom engagement		





F. Summary and Recommendations

The Liberal Apache Advantage After School Program had a successful first 2nd year with 101 students coming to after school at least one time and 34 turning into regular attenders. With the competing events of athletics at middle school, along with confusion about the program, this first year has had its challenges.

While the attendance numbers averaged 19 daily and did not reach its goal of 50 ADA, this was an increase from last year (16). The program kept the staff to student ratio in its goal area of 1:7 and even smaller during academic help time with groups. This made the Liberal AA program impactful for those who did attend. There were 34 regular attenders based on the hour requirement of anyone attending more than 30 hours.

Family engagement activities included FHSU Maker Space, Cosmosphere STEAM, and Digital Safety with KSU with 38% of students attending at least one of these events and 3 council meetings were held in 2025-2026.

2024-2025 Program Recommendations:

1. Continue to brainstorm ways to promote this free program and its benefits to the community through multiple methods and languages.
2. Continue the intentional homework and tutoring components supporting academic growth.
3. With volunteering, academics, and not meeting the suspension rates being areas which could be targeted, intentional planning with weekly activities based on teamwork, leadership, and social skill building could support improvement in these areas.
4. Following the grant application, explore and continue the real world opportunities with activities to gain more students, such as culinary activities, career exploration and more. Example: Consider using the snack budget and items for a culinary activity to “make the snacks” and serve.
5. Continue with your successful partnerships, such as the Baker Arts Center and also follow up with new partnerships which are already being explored (KSU Extension office, a different way to do robotics, using high school students, and more).
6. Brainstorm ways to get more families to answer surveys to gain insight for improvement of your program. Also consider asking students what might be necessary to help them take advantage of this program. Students could be asked about the barriers to attending the program outside of athletics, such as transportation home, etc.

2025-2026 Program Recommendations:

1. Continue brainstorming strategies to attract and retain students who could benefit from additional academic and enrichment support. Continue clear communication about this free program to students.
2. The returned parent surveys were mostly positive, however it is recommended to add a question specifically to ask about rating the quality of the communication.
3. Continue to enhance the program with real-world application, such as the program “Edible Ed” that was purchased for 26-27 to make recipes and “cook” at the afterschool program.

