



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Georgia Department of Education 21st Century Community Learning Centers FY 18 Common Data Elements Form

Subgrantee: 05

Date: June 19, 2018

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend ≥ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	220	Number:	220	Number:	196	Number:	4	Number:	35
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	14	Number:	8	Number:	6	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	69	Number:	27	Number:	12	Number:	1		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	87		
Retake Data (If applicable)						Number of Retakes:	44		
Beginning		Developing		Proficient		Distinguished			
Number:	34	Number:	9	Number:	1	Number:	0		
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	49	Number:	44	Number:	18	Number:	0		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	85		
Retake Data (If applicable)						Number of Retakes:	20		
Beginning		Developing		Proficient		Distinguished			
Number:	16	Number:	4	Number:	0	Number:	0		

4. Report Card Grades						
4A. English Language Arts – Regular Attendees						
Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
0	88	48	47	11	2	
Identify if subgrantee utilized numeric (preferred) or letter grades			Letter grades			
4B. Math – Regular Attendees						
Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
0	72	71	38	15	0	
Identify if subgrantee utilized numeric (preferred) or letter grades			Letter grades			
5. Surveys						
5A. Student Surveys						
Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
74	55	19	63	11	64	10
5B. Parent Surveys						
Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
22	22	0	22	0	22	0
5C. Regular School Day Teacher Surveys						
Number of Teacher Surveys Completed	Behavior		Homework Completion			
	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement	No Need to Improve		
Number	Number		Number			
25	3	22	5	20		
6. Partners						
Number of Partners	Total Amount of Contributions					
3	\$31,627					

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I. Overview and History:

The FY 2018 21st CCLC grant schools are Veterans Elementary and Southfield Elementary School. The total number of students served by the grant was 144 students in grades K-5. The Bibb County School District exceeded that number and served 196 students (based on students who attended more than 30 days throughout the academic school year).

During the 2017-2018 academic school year, the Bibb County School District enrolled 24,449 students at 40 schools with a demographic of 72.4% African American, 18.6% Caucasian, 3.7% Hispanic, 3.3% Multi-racial, and 1.8% Asian. In the 2017-2018 school year, 99 percent of Bibb County students received free and/or reduced lunch.

Three goals were set for the FY18 21st CCLC program at Veterans & Southfield Elementary School:

Goal 1: Improve student academic performance on standardized tests

Goal 2: Improve student classroom performance (Behavior, Homework, and Course Performance)

Goal 3: Increase Family Involvement

- Objective 1.2: Fifty percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in English Language Arts as demonstrated on Georgia Milestones test.
- Objective 1.3: Fifty percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in math as demonstrated on Georgia Milestones test.
- Objective 1.4: Fifty percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in science as demonstrated on Georgia Milestones test.
- Objective 1.5: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in reading, as demonstrated by Star Reading. Progress will be checked quarterly.
- Objective 1.6: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in language arts, as demonstrated by report card grades. Progress will be checked quarterly.
- Objective 1.7: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in math, as demonstrated by report card grades. Progress will be

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checked quarterly.

- Objective 1.8: Sixty-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in science, as demonstrated by report card grades. Progress will be checked quarterly.
- Objective 1.9: Fifty percent of the students in K - 2nd grade regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in reading/language arts as demonstrated in the reading section of the Star Reader on-line assessment.
- Objective 1.10: Fifty-four percent of the students in K - 2nd grade regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in math as demonstrated in the math section of the Star Math on-line assessment.
- Objective 2.1: 90% of the students regularly participating in the afterschool program will be absent for 15 days or less annually as demonstrated by such measures as report card attendance. Attendance will be reviewed every 9 weeks.
- Objective 2.2: 75% of the students regularly participating in the afterschool program will demonstrate improvement in homework completion as measured by semi-annual regular-classroom teacher surveys.
- Objective 2.3: Seventy-five percent of the students regularly participating in the afterschool program will demonstrate improvement in classroom behavior as measured by semi-annual regular-classroom teacher surveys.
- Objective 3.1: The local site will offer the families of participating students a minimum of 4 opportunities for literacy and related education development annually. Sign-in sheets, event evaluation forms, and Cayen Afterschool 21 database will be used to verify the data quarterly.
- Objective 3.2: A minimum of 35 family members of participating students will attend at least one literacy and related education development opportunity annually. Sign-in sheets and Cayen Afterschool 21 database will be used to verify the data quarterly.

The FY18 21st CCLC program outcomes included meeting objectives in goals one, two, and three: Milestone academic content mastery, homework completion, classroom behavior, and family engagement. The outcomes for the grant objectives for the FY18 21st CCLC program are detailed in the Objective Assessment section of this summative report. The following section provides school data on student attendance and enrollment, program operation, and quality of staffing.



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Veterans & Southfield

I. Student Attendance and Enrollment:

A total of 203 students were served by 36 staff members during the school year – of those 203 students, 61.5% attended the after school program at least 30 days. Tables 1-8 below present the demographic information. ***Elementary School = ES

Table 1. *Total Participants*

	All Students Served	Staff Members
School Year Only – Southfield Elementary School	95	23
School Year Only – Veterans Elementary School	101	19
Total Individual Participants Served	196	42

Table 2. *Regular Attendees*

	Number of Student Attendees
a) Attended 30 days or more during the reporting period – Southfield ES	74.11%
b) Attended 30 days or more during the reporting period – Veterans ES	70.84%
Total:	72.47%

Table 3. *Student Demographics*

	Total Student Attendees	Regular Student Attendees
American Indian/ Alaskan Native	0	0
Asian/Pacific Islander	0	0
Black or African American	176	130
Hispanic or Latino	15	9
White	5	3

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Table 4. *Gender*

	Total Student Attendees	Regular Student Attendees
Male	49%	72%
Female	51.0%	72%

Average Daily Attendance:

The 21st CCLC Program at Veterans had an Average Daily attendance rate of 71.
 The 21st CCLC Program at Southfield had an Average Daily attendance rate of 71.

II. Program Operation:

Table 9

After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time	3:30 PM	3:30 PM	3:30 PM	3:30 PM	3:30 PM
End Time	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM

The first day of operation at this site was 09/05/2018 and the last day was 05/31/2018 resulting in 158 days and 30 weeks of 21st CCLC activities.

III. Quality of Staffing:

The Student to Staff Ratio was a maximum of 1:10 daily with approximately 50% of certified teachers. Table 10 presents the Staff Training that was provided during the 2017-2018 school year:

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Staff Training	
Data Analysis	Instruction and Pedagogy
STAR Reading Platform	Student Engagement and Use of Technology
STAR Mathematic Platform	Focus Groups, Interviews, and Survey Collection

IV. Progress of 21st CCLC Goals and Objectives

- Objective 1.2: Fifty percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in English Language Arts as demonstrated on Georgia Milestones test.
 - Based on the EOG Milestone data provided by the BCSD, 45.87% of students in the 21st CCLC sub-grant 05 afterschool program scored developing or higher on the FY18 Milestone data administration. The BCSD did not meet objective 1.2 as identified in the grant.
- Objective 1.3: Fifty percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in math as demonstrated on Georgia Milestones test.
 - Based on the EOG Milestone data provided by the BCSD, 59.45% of students in the 21st CCLC sub-grant 05 afterschool program scored developing or higher on the FY18 Milestone data administration. The BCSD met objective 1.3 as identified in the grant.
- Objective 1.4: Fifty percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in science as demonstrated on Georgia Milestones test.
 - Based on the EOG Milestone data provided by the BCSD, 43.90% of students in the 21st CCLC sub-grant 05 afterschool program scored developing or higher on the FY18 Milestone data administration. The BCSD did not meet objective 1.4 as identified in the grant.
- Objective 1.5: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in reading, as demonstrated by Star Reading. Progress will be checked quarterly.
 - Based on the Star Reading reports given by the LEA, the sub-grant 05 students did not meet this objective, however student showed significant student growth percentiles in the STAR Reading platform. This is indicative to the work that the

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21st CCLC program staff and stakeholders are doing that is resulting in high student growth. Though the LEA did not meet this objective, they are increasing student growth percentiles and increased Lexile scores in student achievement.

- Objective 1.6: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in language arts, as demonstrated by report card grades. Progress will be checked quarterly.
 - The LEA met this objective. Based on student course performance assessment, students showed proficiency in report card grades as evidenced by the LEA's Infinite Campus student information system.
- Objective 1.7: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in math, as demonstrated by report card grades. Progress will be checked quarterly.
 - The LEA met this objective. Based on student course performance assessment, students showed proficiency in report card grades as evidenced by the LEA's Infinite Campus student information system.
- Objective 1.8: Sixty-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in science, as demonstrated by report card grades. Progress will be checked quarterly.
 - The LEA met this objective. Based on student course performance assessment, students showed proficiency in report card grades as evidenced by the LEA's Infinite Campus student information system.
- Objective 1.9: Fifty percent of the students in K - 2nd grade regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in reading/language arts as demonstrated in the reading section of the Star Reader on-line assessment.
 - Based on the Star Reading reports given by the LEA, the sub-grant 05 students did not meet this objective, however student showed significant student growth percentiles in the STAR Reading platform. This is indicative to the work that the 21st CCLC program staff and stakeholders are doing that is resulting in high student growth. Though the LEA did not meet this objective, they are increasing student growth percentiles and increased Lexile scores in student achievement.
- Objective 1.10: Fifty-four percent of the students in K - 2nd grade regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in math as demonstrated in the math section of the Star Math on-line assessment.
 - Based on the Star Math reports given by the LEA, the sub-grant 05 students did not meet this objective, however student showed significant student growth percentiles in the STAR Math platform. This is indicative to the work that the 21st CCLC program staff and stakeholders are doing that is resulting in high student growth. Though the LEA did not meet this objective, they are increasing student growth percentiles and increased Lexile scores in student achievement.
- Objective 2.1: 90% of the students regularly participating in the afterschool program

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will be absent for 15 days or less annually as demonstrated by such measures as report card attendance. Attendance will be reviewed every 9 weeks.

- Based on the attendance reports given by the LEA, the sub-grant 05 students did not meet this objective, however the LEA enrolled approximately 50 more students during the entire academic year. The LEA has exceeded enrollment expectations and have on average 133 students per day for sub-grant 05 services.
- Objective 2.2: 75% of the students regularly participating in the afterschool program will demonstrate improvement in homework completion as measured by semi-annual regular-classroom teacher surveys.
 - The LEA has met this objective. Based on teacher instructional focus groups, students have demonstrated an increase in homework completion. This is evidenced by the homework grades in the LEA's infinite campus student information system.
- Objective 2.3: Seventy-five percent of the students regularly participating in the afterschool program will demonstrate improvement in classroom behavior as measured by semi-annual regular-classroom teacher surveys.
 - The LEA has met this objective. Based on teacher instructional focus groups, students have demonstrated an increase in behavior expectations. This is evidenced by the ODR referrals in the LEA's infinite campus student information system. PBIS and 21st CCLC support services have impacted student behavior during the school day instructional program.
- Objective 3.1: The local site will offer the families of participating students a minimum of 4 opportunities for literacy and related education development annually. Sign-in sheets, event evaluation forms, and Cayen Afterschool 21 database will be used to verify the data quarterly.
 - The LEA has met this objective. Based on program focus groups, interviews, and observations, and sign in documentation, the 21st CCLC sub-grant has produced various family engagement events for parents, including: Lights On, Math and Literacy Night, Show and Tell Academic Nights, and Arts educational programs.
- Objective 3.2: A minimum of 35 family members of participating students will attend at least one literacy and related education development opportunity annually. Sign-in sheets and Cayen Afterschool 21 database will be used to verify the data quarterly.
 - The LEA has met this objective. Based on program focus groups, interviews, and observations, and sign in documentation, the 21st CCLC sub-grant has produced various family engagement events for parents, including: Lights On, Math and Literacy Night, Show and Tell Academic Nights, and Arts educational programs.

V. Other Observations

21st CCLC Student Survey 2017 - 2018 Results

Some survey highlights:

- 101 students responded to the survey:

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- 83.2% of student said the program makes them want to read more
 - 92.1% of students said the program makes math fun
 - 72.3% of students said the program makes science fun
 - 79.2% of students said they like STAR Reading
 - 80.2% of students said they passed Reading on their report card
 - 83.2% of students said they passed Mathematics on their report card
 - 77.2% of students said they passed Science on their report card
 - 24.8% of students said they come to the afterschool program everyday and 23.8% said sometimes
 - 57.4% of students said they come to the family nights and 33.7% said sometimes
 - 58.1% of students said they strongly agree that they like the 21stCCLC program and 28.4% said they somewhat agrees
 - 50% of student said they strongly agree that their behavior has improved because of the 21st CCLC program and 24.3% said they somewhat agrees
 - 70.3% of students said they strongly agree that the program helps them complete their homework on time and 14.9% somewhat agrees
- 42 staff members responded to the survey and the major comments are below:
 - Allow time for teachers to plan and organize lessons to meet student's needs where they are. Possibly group students with similar needs to build their skills and show growth. This would take time to review the data for reading and math for each student but I believe we would reap the benefits that our students need.
 - More parental involvement and events for parents and stakeholder engagement
 - Make sure that both certified and classified staff have access to the STAR 360 platform.
 - More Collaboration and data talks with day-school teachers and 21stCCLC staff so that 21st CCLC has more rigorously support students with curriculum, assessment, and instruction
 - Add additional personnel and tutors to lower the teacher to student ratio
 - More time to disaggregate data and plan for 21stCCLC instructional activities. More professional development
 - More interactive instructional materials for K-2 students
 - Lexia Core Reading and Dreambox math should be included in the instructional program.
 - I would not change anything the culture and working environment is fine
 - I believe the culture and working environment is very positive.

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VI. Progress towards Sustainability

The Before and Afterschool Program has a great foundation for sustainability. The Director of the Before and After School program works diligently with a variety of funding sources throughout the year. Planning, project management and sustainability efforts are described below:

This 21st Century Community Learning Center project is part of a larger community picture. The Bibb County After School Program was able to begin serving 13 sites with fully implemented and comprehensive programming.

The project leaders will continue to enhance community partnerships to support their 21st CCLC sites with organizations such as the Boys and Girls Club, the Mentors Project, and other community organizations. Program leaders will continue to aggressively pursue funding to support and strengthen after school programming in Bibb County. Additionally, with potential additional financial support from the BCSD’s Title I department, the program will continue to operate four to five days a week and include additional one-on-one time with students who are struggling in academics. The Bibb County Schools 21st CCLC program will continue to increase the use of hands-on manipulatives and technology and adopt new research-based reading strategies. The Bibb County 21st CCLC program has maintained partnerships with:

Community Partner	Resource Provided
Communities in School	Jointly applies for funding; Coordinates Advisory Committee; Recruits partners and businesses to support initiatives; Obtains community sponsorships for our Lights On After School! Event; Regularly communicates with Project Director to ensure program implementation and to leverage resources; Advocates for the program within the community.
Mercer University	Provides volunteer student tutors; Provides activities for annual Lights On Afterschool event; Serves on the Advisory Committee.
The Mentors Project	Provides mentorship, afterschool activities, and student leadership opportunities for students within the Bibb County School District

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VII. Overall Recommendations:

Based on the focus groups, interviews, and program observations, we would like to recommend that the LEA focus on the following items:

- Data Analysis and C-A-I PLC
 - Based on the data, teachers and 21st CCLC staff believe that data days to collaborate with day-school teachers are imperative in order to move student achievement in a robust manner. I would recommend that the LEA allocate funding for data days on the 21st CCLC Calendar.
- Principal & LEA PLC
 - Through the Principal interviews, most of the principals were distant from the day-to-day operations of the 21st CCLC program (which is totally understandable), therefore, I would recommend that the LEA support Principals, conduct observations and data, and instructional debriefs with Principals in order to promote a robust instructional progress monitoring process for 21st CCLC.
- I would encourage the LEA to work with the 21st CCLC sites to support the data collection process throughout the school year and the use of Infinite Campus. Since Cayen is an external program, I would encourage the LEA to use Infinite Campus to access the data needed for 21st CCLC.
- I would encourage the LEA to review the cost of the Lexia software. The 21st CCLC schools are most comfortable with that program and would prefer to use that program for student learning.
- I would encourage the 21st CCLC schools to innovate their master scheduling and course section assignments/collaborative planning in order to align with the 21st CCLC program to yield higher academic achievement. This will promote an alignment of the regular instructional day to 21st CCLC. At the moment, the perception is that 21st CCLC is a separate entity than the school itself (which is true in a sense, however the school must innovate how it will use the resources to yield the most significant results).
- I would encourage the LEA to determine innovative ways to attract more certificated and effective teachers to teach in the afterschool program. It was a challenge for the classified staff to deliver rigorous learning experiences for students because they are not familiar with the most effective pedagogical practices.
- I would encourage 21st CCLC sites to utilize social media platforms and other digital ways of communicating with parents to build that buy-in from parents. Also, I would encourage each site to hold monthly parent engagement events in order to engage parents in interactive ways.
- It appears that student perception and engagement is lower than other sub-grant schools in the district. I would encourage the sub-grant schools to brainstorm ways they can engage students in a more impactful way based on the student survey data.
- I would encourage the LEA to develop a testing calendar for STAR Reading and Math and facilitate benchmark testing for 21st CCLC sites in order to monitor the data and make instructional adjustments as needed to meet the objectives for K-5 grade students.
- I would encourage the LEA to work with each 21st CCLC site to align the Georgia Milestone content standards to all standards-based activities and instruction (traditional and virtual - academic and enrichment) for the fall, spring, and summer semesters for student development. It is imperative that 21st CCLC leaders monitor the instruction and the development of teacher and staff capacity in order to yield higher results on the Georgia Milestones.