



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: Boys & Girls Clubs of Lanier - Walters Club Success Academy

Date: June 22, 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:	80	Number:	194	Number:	160	Number:	40	Number:	488
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	10	Number:	8	Number:	2	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	54	Number:	34	Number:	8	Number:	0		
Regular Attendees without scores who took standardized test						Number:	1		
Regular Attendees who did not take standardized test						Number:	63		
Retake Data (If applicable)						Number of Retakes:	0		
Beginning		Developing		Proficient		Distinguished			
Number:	0	Number:	0	Number:	0	Number:	0		
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	27	Number:	37	Number:	32	Number:	0		
Regular Attendees without scores who took standardized test						Number:	1		
Regular Attendees who did not take standardized test						Number:	63		
Retake Data (If applicable)						Number of Retakes:	0		
Beginning		Developing		Proficient		Distinguished			
Number:	0	Number:	0	Number:	0	Number:	0		

4. Report Card Grades						
4A. English Language Arts – Regular Attendees						
Regular Attendees <u>without</u> 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”	
8	63	0	21	68	0	
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
4B. Math – Regular Attendees						
Regular Attendees <u>without</u> 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”	
8	76	0	29	47	0	
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
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	
145	122	14	126	11	129	8
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	
146	136	9	139	6	146	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			
161	52	60	44	91		
6. Partners						
Number of Partners	Total Amount of Contributions					
7	\$20,490.00					

Walters Club Success Academy
Boys and Girls Clubs of Lanier
21st Century Community Learning Center Evaluation
2017-2018 (Year 4)

Dr. Michael Bush, Evaluator
Pioneer Regional Educational Service Agency (RESA)

Date Submitted: June 22, 2018

Table of Contents

Overview and History 2

Student Attendance and Enrollment 2

 Table A. Student Attendance and Enrollment 3

 Table B. Regularly Attending Student Demographics**Error! Bookmark not defined.**

Program Operation..... 3

 Table C. Walters Club 21st Century Program Operation..... 3

Quality of Staffing 3

 Table D. All Staff Professional Learning**Error! Bookmark not defined.**

Objective Assessment 5

 Objective Assessment Summary Table..... 5

 Table E. Regularly Attending Students – Objective Assessment..... 5-9

Other Observations 10

Progress Toward Sustainability 11

 Table F. Partnerships Supporting Sustainability 11

Overall Recommendations..... 12

References..... 12

Overview and History

The Walters Club Success Academy of the Boys and Girls Clubs of Lanier (BGCL) 21st Century program operates in Gainesville, Georgia, adjacent to the Lyman Hall Elementary School campus. The current program began through a Georgia Department of Education grant awarded in 2014. The program aims to serve K-5th grade students at Lyman Hall Elementary School, through an after-school program comprised of extended academic instruction and support, as well as original activities designed to enhance and enrich classroom participation and learning. Program goals and objectives focus on student achievement and improvement in the areas of English, Language Arts, Mathematics, STEAM activities, cultural and personal enrichment, and family involvement. Certified and/or trained personnel, work to complement traditional school-day activities while allowing for academic and personal growth realized through academic and enrichment instruction. Reading and Mathematics instruction occurs through creative implementation of instruction by Georgia certified teachers, supplemented with the instructional support of various online assessments and technology-based software. Enrichment activities during the program year included creative arts, physical fitness education/recreation, technology, Kung Fu, keyboarding, chess, tennis, photography, and dance. The parent program was composed of a variety of opportunities including English classes, healthy parenting forums, technology, Zumba fitness, literacy events, and of course, holiday showcases and celebrations.

The program targets a predominately-Hispanic population, including a large percentage of English language learners. SheTeriha Lewis serves as the new Program Director, with Arizaid Guzman serving as the Unit Director. Neusa Wendt is the Lead Teacher, and Elena Martin is the Data Specialist. The program is also supported by K-5th grade level Georgia certified teachers and day-school personnel, BGCL Youth Development Professionals (YDPs), and various other community volunteers.

Student Attendance and Enrollment

The Walters Club Success Academy - Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 194 students during the 2017-2018 school year. Of those 194 students, 160 were regular attendees, attending 30 or more days. The average daily attendance on site was 127 students per day. The average daily attendance of all students was

65% of those enrolled. The average daily attendance was 79% of those regularly attending students. Student attendance and enrollment data are summarized in Table A.

Table A. Student Attendance and Enrollment

Participant Attendance and Enrollment*				
# of Students Enrolled	# of Regular Attendees	Average Daily Attendance	Daily Attendance % of Students Enrolled	Daily Attendance % of Regular Attendees
194	160	127	65%	79%

**Data collected from Cayen (Attendance-Totals/Attendance Summary/Youth Only/All Students)*

Table B describes the demographics of the regularly attending students. These students were composed of 85 males, 75 females, 156 Hispanic and Black students, 154 English language learners, and 4 students with disabilities.

Table B. Regularly Attending Student Demographics

Participant Demographics				
Gender		Ethnicity	EL	SWD
Male	Female	Hispanic/Black		
85	75	156	154	4

Program Operation

The Walters Club Success Academy began the 2017-18 afterschool program year on August 7, 2017, and concluded on May 23, 2018. After-school program hours of operation are Monday through Friday, 2:30 p.m. until 5:30 p.m. Program time consists of a daily afterschool nutritional snack, homework assistance, mathematics and reading extended learning, and a variation of the enrichment activities mentioned previously. The program also includes the parent/guardian component that provided for parent literacy/education and family involvement/enrichment opportunities (488 participants). Table C describes the service time for the 2017-2018 program.

Table C. Walter’s Club 21st Century Program Operation

Student Participant Program Operation					
Days Per Week	Total Weeks	Total Days	Hours Per Day	Hours per Week	Total Hours
5	36	175	3	15	540

Quality of Staffing

The Walters Club Success Academy employed 47 staff members that included 26 school-day teachers, one center administrator, 13 youth development professionals, and 7 other

community members. Of the staff members, the Georgia Professional Standards Commission certified all content instructional personnel (26). The student to staff (school-day teachers plus youth development professionals) ratio among regularly attending students was 15:1, satisfying the guideline requirements.

The Walters Club of BGCL 21st CCLC leadership staff includes SheTeriha Lewis, Program Coordinator, Arizaid Guzman, Site Coordinator, Elena Martin, Data Specialist, and Neusa Wendt, Lead Teacher. Neusa Wendt is a Georgia teacher certified through the Professional Standards Commission (PSC). She is an Instructional Coach at Lyman Hall Elementary School. Leadership supported staff performance through the identification of instructional needs, defining targeted interventions, and implementing appropriate professional learning opportunities. Many professional learning opportunities were offered throughout the school year. Walters BGCL staff participated in regular weekly meetings to discuss issues, concerns, plans, procedures, policies, and professional development needs as they arose. Additionally, contracted tutors/enrichment providers met monthly for the same purpose. The Program Director, Site Coordinator and/or Outcomes Specialist attended the 21st CCLC Regional Brown Bag sessions with select professional development topics presented by DOE staff and/or contractors. Table D describes professional learning provided for all staff.

Table D. Walter’s Club 21st Century Staff Professional Learning

Training Name	Positions required	Training Hours
Safety – First Aid/CPR/Active Shooter	YDP, Unit Directors, Program Director, Outcomes Measurement	11.5
Classroom Management	YDP’s, Unit Directors, Tutors	6
Program Facilitation – Triple Play, Passport to Manhood, Power Hour, SMART Programs, etc.	YDPs, Unit Directors	6
iRead	Lead Teacher, Tutors, YDPs	2
E-highpoints	YDP’s & Unit Directors	1.5
Positive Discipline	YDP’s & Unit Directors	4.5
Data Collection and Management	YDP’s & Unit Directors	4
Director Training – NYOI, Management, Quality Programming, etc.	Unit Directors	9
New Hire Orientation	All New Staff	2

BGC Lanier – General Training- Policies, Procedures, Practices	All Staff	8.5
North GA All Staff	YPDs and Unit Directors	2 days (6 hours each day)
Beyond School Hours Conference (Orlando, FL)	YDPs, Tutors, 21 st Century Program Director/Curriculum Specialists and Unit Directors	3 days (8 hours each day)
Club Directors Academy	Unit Directors	3 days (8 hours each day)

Objective Assessment

Objective assessment occurred through a variety of analyses as defined by the 21st Century grant application and amendments throughout the five-year program. A summary table, E, provides a quick review of annual progress on the defined objectives of the program with a descriptive analysis following.

Objective Assessment Summary Table

Table E. Regularly Attending Students – Objective Assessment

Objective Assessment	
Objective	Status
Objective 1: 65% of students participating in the program will improve their reading grades.	Not Met
Objective 2: 65% of students participating in the program will improve their math grades.	Met
Objective 3: 65% of students participating in the program will improve their knowledge and understanding of mathematical and scientific concepts and their applications.	Met
Objective 4: 55% of participants will have a score of “proficient” for the math on the required annual state level assessment.	Met
Objective 5: 55% of participants will have a score of “proficient” for reading/language arts on the required annual state-level assessment.	Not Met
Objective 6: 65% of students participating in the program will demonstrate improvement in homework completion.	Met
Objective 7: 55% of students participating in the program will demonstrate improvement in behavior.	Met
Objective 8: 65% of students participating in the program will demonstrate improvement in class attendance and participation.	Met
Objective 9: 35% of the parents/guardians will participate in family literacy/education activities.	Met
Objective 10: 35% of the parents/guardians will participate in activities that promote their child’s success in school.	Met

Objective 1 – Not Met

65% of students participating in the program will improve their reading grades.

Individual analysis of 160 regularly attending students (30 or more days of participation) indicated **53%**, improved their performance from Quarter 2 to Quarter 3. Determination of success was based on Quarter 2 reading grades compared to Quarter 3 reading grades using the following scale:

- 1 – Not Evident/Assessed (Comparable to D/F Grade)
- 2 – Progressing (Comparable to C Grade)
- 3 – Meets (Comparable to B Grade)
- 4 – Exceeds (Comparable to A Grade)

Evaluation of Objective 1, improvement in reading grade, was achieved through a comparison of a regularly attending student's 2nd quarter reading grade as assigned by the participant's regular school day teacher, compared to the 3rd quarter reading grade assigned by the day teacher. A challenge of this comparison is the form of the grade assigned by the school-day teacher. Lyman Hall Elementary School provides students and their parents' documentation of progress through a quarterly standards-based report card. The report cards are extensively designed in order to provide specific feedback by grade level. For example, one grade level incorporates the following topics into the language arts component of the grade:

- Demonstrates understanding of key details in a text, recounts stories. . .
- Identifies the main topic of a multi-paragraph informational text. . .
- Describes how reasons and facts support specific points the author makes. . .
- Compares and contrasts two or more versions of the same story. . .
- Reads with sufficient accuracy and fluency to support comprehension. . .

While the above example clearly identifies a reading for accuracy, fluency, and comprehension component, many grade levels of report cards do not. Additionally, the mathematics section of these standards-based report cards are more extensive with extreme challenges for identifying the topics that address the components of the program objectives. However, this is not the only challenge related to working with the standards-based report cards for objective evaluation. While there exists nebulous and variable descriptions at some grade levels and multiple representations of student progress that must be considered, sequence of instruction also

challenges accurate analysis of progress. Report card investigation indicated that at some grade levels new subjects or topics might be taught at different times throughout the school year, and therefore, grade reporting did not actually represent a continuum of growth or progress. For example, numbers, operations, and algebra might be taught in conjunction for the first few months of the school year with report cards reporting consistent, sequential building of knowledge and skill in those areas. Then geometry topics might be introduced during the last part of the school year that breaks the sequential flow of learning for the student. The challenge for the 21st Century program is how to incorporate performance reports representing new topics/information into an objective evaluation designed to measure continuous progress.

A final concern for evaluation of standards-based progress reporting is scale meaning. Lyman Hall Elementary School's report cards use the following scale:

- 1 – Not Evident/Assessed (Comparable to D/F Grade)
- 2 – Progressing (Comparable to C Grade)
- 3 – Meets (Comparable to B Grade)
- 4 – Exceeds (Comparable to A Grade)

A large number of students may receive a score of 2 on consecutive report cards. While that appears to represent no change, the descriptor indicates growth. As the program progressed, the need to be able to refine multiple scores of 2 for a participant led to a plan for better interpretation with future programs. Since this program is in the fourth year, a major revision of reporting and evaluation procedure would dissociate this year's results from the data generated in the previous two years of the program. Therefore, grade analysis continued in the same format for this year of the program recognizing the limitations of that analysis.

Objective 2 – Met

65% of students participating in the program will improve their mathematics grades.

This objective was met because 66% of students in regular attendance math grades improved. Determination of success was based on Quarter 2 mathematics grades compared to Quarter 3 mathematics grades using the following scale:

- 1 – Not Evident/Assessed (Comparable to D/F Grade)
- 2 – Progressing (Comparable to C Grade)
- 3 – Meets (Comparable to B Grade)

- 4 – Exceeds (Comparable to A Grade)

Individual analysis of 160 regularly attending students (30 or more days) indicated 76 students, 48%, improved their performance from Quarter 2 to Quarter 3 by at least one Likert scale increase.

As with reading, evaluation of success is defined by the objective as report card grade analysis from Quarter 2 to Quarter 3 but other leading and lagging indicators of student progress were collected and used in an effort to better serve the population of students participating in the 21st Century Program at BGCL. In mathematics, Student Learning Objectives (SLOs) are reviewed for K-2 students. Student Learning Objectives are implemented in non-tested (state standardized) subjects or grade levels helping districts evaluate annual academic progress of students. The 21st Century Program BGCHC uses the SLOs to evaluate student performance and validate program interventions.

Objective 3 – Met

65% of students participating in the program will improve their knowledge and understanding of mathematical and scientific concepts and their applications.

An evaluation of mathematics and science grades indicated that **76%** of regularly attending members improved their performance from Quarter 2 to Quarter 3.

Objective 4 – Met

55% of participants will have a score of “proficient” or “developing” in math on the required annual state level assessment.

71% of participants scored “proficient” or “developing” in math on the annual state level assessment (GA Milestone)

Objective 5 – Not Met

65% of participants will have a score of “proficient” or “developing” in reading/language arts on the required annual state level assessment.

This objective was not met because only **43%** of regularly attending members scored “proficient” or “developing” in reading/language arts on the required annual state level assessment.

Objective 6 – Met

65% of students participating in the program will demonstrate improvement in homework completion.

Assessment of the objective was completed through survey analysis of day teachers (regular classroom teachers) responses to the indicator declaring that the program is helping with

homework completion. One hundred and forty-five (147) teachers participated in the survey. Improvement in homework completion was reported at **84%** for this group of respondents. The program supported these students by providing time and assistance for homework completion before returning them to their homes in the evening.

Objective 7 – Met

55% of students participating in the program will demonstrate improvement in behavior.

Assessment of the objective was completed through survey analysis of day teachers (regular classroom teachers) responses to the indicator declaring that the program is helping with classroom behavior. Day teacher surveys (147) indicated a **70%** improvement in behavior. Notably, parents perceived an 88% improvement in behavior.

Objective 8 – Met

65% of students participating in the program will demonstrate improvement in class attendance and participation.

Determination of success of Objective 8 was based on day teacher surveys. Teachers indicated a **79%** improvement in classroom participation and attendance. Teachers have a unique perspective on student understanding based on a variety of observational and performance cues. Additionally, these very young students have a sense of doing better in school as a result of their involvement with the daily routine – listening, responding, completing tasks, etc. Student survey responses indicated **83%** perceive improvement.

Objective 9 - Met

35% of the parents/guardians will participate in family literacy/education activities.

An analysis of the data determined that **67%** of parents participated in family/literacy education activities.

Objective 10 – Met

35% of the parents/guardians will participate in activities that promote their child’s success in school.

An analysis of the data determined that **100%** of parents participated in activities that promoted their child’s success in school.

Other Observations

The Walters Club at BGCL 21st Century includes a schedule of tutoring and enrichment activities that support student enthusiasm and participation. The program offered opportunities for participants to receive additional instruction in the areas of reading and mathematics; experience art, Kung Fu, and dance; and develop friendships and relationships in a welcoming and nurturing environment. Parents were offered a multitude of opportunities to participate, as well. Parents were greatly supported in English language acquisition, how to support their child's learning at home, parenting, technology use, etc.

Survey data also revealed the following:

Parent Responses (146):

- 95% “Agree” or “Strongly Agree” the program helped their child improve reading skills.
- 94% “Agree” or “Strongly Agree” the program helped their child improve mathematics skills.

Student Responses (145):

- 89% “Strongly Agree” or “Somewhat Agree” they like the program.
- 82% “Strongly Agree” or “Somewhat Agree” they have made new friends through the 21st Century Program.
- 85% “Strongly Agree” or “Somewhat Agree” they feel better about themselves as a result of their participation in the 21st Century Program.

The BGCL Youth Development Professionals (YDPs) are all dedicated, professional young people. They work diligently to assist participating children as they complete homework, listen to stories, dance, complete art projects, work on math and/or reading skills in classroom instructional settings, and experience technology. The YDP staff is composed of young women and men who make the child's experience safer and more fulfilling. The instructional staff works to remediate as well as enrich the reading and mathematics competency of the participants after teaching during the regular school day. The administrative staff works successfully with YDPs, certified staff, volunteers, and parents to monitor and maintain the program. They work with the community and volunteers to enrich the program and creatively implement strategies designed to boost the experience of the participating students and their families.

Progress toward Sustainability

The BGCL 21st CCLC program has established partnerships with (7) organizations. These partnerships have resulted in enrichment activities and programs, as well as financial support. Partner type and program contributions, both financially and in-kind are represented in Table F.

Table G. Partnerships Supporting Sustainability

Partnerships Supporting Sustainability			
Partner	Type	Financial Support	In-Kind Support
Gainesville City Fire Department	Other	\$1	N/A
Georgia Mountain Food Bank	Goods and Materials	\$3,500	N/A
Georgia Mountain Workforce Development	County Government	\$6,480	N/A
Hall County School System	School District	\$7,508	N/A
Hall County Sheriff’s Department	County Government	\$1	N/A
Quinlan Visual Art Center	Business	\$3,000	
Legacy Link	Non-Profit – Provided (Volunteer Staffing)	\$1	N/A

When funding is no longer available, the Boys and Girls Clubs of Lanier will continue to partner with local organizations, as well as, pursue new grants and local funding to maintain the program. The advisory team will seek support from community faith-based organizations to provide volunteers and monetary support. Project design builds the capacity of the Boys and Girls Clubs of Lanier to continue the project at reduced cost in later years as technology equipment, software, manipulatives, remediation workbooks, and other resources are in place while staff development is spread across most of the teaching staff. However, without the opportunity of the 21st CCLC grant, the program would be significantly minimized in its scope of services to students and the community.

Overall Recommendations

The 2017-2018 implementation of the BGCL 21st CCLC program has been beneficial to many students and parents. Program staff worked diligently to ensure student success. Progress has been made by meeting the grant requirements (participation, hours per week and weeks per year, quality staff, and student-staff ratio).

In order to successfully continue with future programs, the following recommendations should be considered.

- Monitor classroom implementation with rubric-based instruments and provide quarterly feedback for more focused and databased recommendations.
- Provide participating students with more variety in enrichment opportunities.
- Develop a plan or a routine for securing data from the schools and districts being served.
- Schools that are served by the program should appoint a 21st Century liaison to be responsible for securing and providing school base data (i.e. report card grades, midterm assessments, IEPs, teacher surveys, teacher communication forms) that will guide and inform the academic enrichment programs.
- Develop a better plan for entering data (other than attendance) into Cayen on a timely basis.

References

Developmental Reading Assessment, <http://www.scholastic.com/parents/resources/article/book-selection-tips/assess-dra-reading-levels>, June 22, 2014.

Respectfully submitted,
Michael Bush