



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 - Tadmore 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:	55	Number:	109	Number:	91	Number:	12	Number:	183
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	10	Number:	10	Number:	0	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	17	Number:	14	Number:	7	Number:	3		
Regular Attendees without scores who took standardized test						Number:	2		
Regular Attendees who did not take standardized test						Number:	48		
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:	8	Number:	14	Number:	17	Number:	2		
Regular Attendees without scores who took standardized test						Number:	2		
Regular Attendees who did not take standardized test						Number:	48		
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”	
5	9	19	44	3	11	
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”	
5	17	13	48	6	2	
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	
82	82	0	74	7	81	1
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	
78	78	0	78	0	78	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			
85	19	29	48	15		
6. Partners						
Number of Partners	Total Amount of Contributions					
1	\$1500					

Tadmore Success Academy
Boys and Girls Clubs of Lanier
21st Century Community Learning Center Evaluation
2017-2018 (Year 1)

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

Date Submitted: June 22, 2018

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Overview and History

The Tadmor Success Academy of the Boys and Girls Clubs of Lanier (BGCL) 21st Century program operates in Gainesville, Georgia, at the Tadmor Elementary School campus. The current program began through a Georgia Department of Education grant awarded in 2017. The program aims to serve K-5th grade students at Tadmor 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, drama, 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 Cristina Peralta serving as the Unit Director. Judith Mancuso is the Lead Teacher, and Sonia Cardoso 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

Tadmor Success Academy of the Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 109 students during 2017-2018. Of those 109 students, 91 were considered regular attendees because of attending 30 or more days. The average daily

attendance on site was 69 students per day. The average daily attendance of all students enrolled was 63%. The average daily attendance of regular attendees was 76%. 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
109	91	69	63	76

**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 54 males, 37 females, 82 Hispanic or Black students, 41 English language learners, and 0 students with disabilities.

Table B. Regularly Attending Student Demographics

Participant Demographics				
Gender		Ethnicity	EL	SWD
Male	Female	Black/Hispanic		
54	37	82	41	0

Program Operation

The Tadmore 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. Tadmore 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	174	3	15	540

Quality of Staffing

The Tadmore Success Academy employed a total of 25 staff members that included 16 school-day teachers, 1 center administrator, 6 youth development professionals, and 2 other community members. Of the staff members, the Georgia Professional Standards Commission certified all content instructional personnel (16). The student to staff (school-day teachers plus youth development professionals) ratio among regularly attending students was 7:1, satisfying the guideline requirements.

The Tadmore Success Academy of BGCL 21st CCLC leadership staff includes SheTeriha Lewis, Program Director, Cristina Peralta, Site Coordinator, Sonia Cardoso, Data Specialist, and Judith Mancuso, Lead Teacher. Judith Mancuso is a Georgia teacher certified through the Professional Standards Commission (PSC), and the Assistant Principal at Tadmore 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. The Tadmore Success Academy at 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. Tadmore - 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
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. A summary table, E, provides a quick review of annual progress on the defined objectives of the program with a descriptive analysis following.

Table E. Regularly Attending Students – Objective Assessment

Objective Assessment	
Objective	Status
Objective 1: 55% of students participating in the program will improve their reading grades	Met
Objective 2: 55% of students participating in the program will improve their math grades.	Met
Objective 3: 55% 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 students participating in the program will demonstrate improvement in homework completion.	Met
Objective 5: 55% of students participating in the program will demonstrate improvement in behavior.	Met
Objective 6: 55% of students participating in the program will demonstrate improvement in class attendance and participation	Met
Objective 7: 35% of the parents/guardians will participate in family literacy/education activities.	Met
Objective 8: 35% of the parents/guardians will participate in activities that promote their child’s success in school	Met
Objective 9: 35% of parents will develop a basic family budget.	Met
Objective 10: 35% of parents/guardians will develop plans, which demonstrate the use of everyday items to teach reading/math to their children.	Met

Objective 1: Met

55% of students participating in the program will improve their reading grades

This objective was met because **58%** of students in regular attendance reading grades improved their reading grades. Determination of success was based on Quarter 2 reading grades compared to Quarter 3 reading grades using a numeric scale.

Objective 2: Met

60% of students participating in the program will maintain an A or B, or improve their math grades.

This objective was met because **71%** 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 a numeric scale.

Objective 3: Met

55% 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 **70%** of regularly attending members improved their performance from Quarter 2 to Quarter 3.

Objective 4: Met

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

This objective was met because **74%** of regularly attending students demonstrated improvement in homework completion. Assessment of Objective 6 was completed through survey analysis of day teachers (regular classroom teachers) responses. The program supported these students by providing time and assistance for homework completion before returning them to their homes in the evening.

Objective 5: 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 (85) indicated a **56%** improvement in behavior. Notably, parents perceived an 100% improvement in behavior.

Objective 6: Met

55% of students participating in the program will demonstrate improvement in class attendance and participation.

Determination of success of Objective 5 was based on day teacher surveys, at **76%**. 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 **99%** perceive improvement.

Objective 7: Met

35% of the parents/guardians will participate in family literacy/education activities. A review of the data indicated that **64%** of parents/guardians participated in family literacy/education activities.

Objective 8: Met

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

A review of the data indicated **100%** of the parents/guardians participated in activities that promoted their child’s success in school.

Objective 9: No Data Available

35% of parents will develop a basic family budget.

A review of the data indicated **46%** of the parents/guardians participated in activities designed to help develop and implement a basic family budget.

Objective 10: No Data Available

35% of parents/guardians will develop plans which demonstrate the use of everyday items to teach reading/math to their children.

A review of the data indicated **46%** of the parents/guardians participated in activities that demonstrated the use of everyday items to teach reading/math to their children.

Other Observations

The Tadmore Success Academy 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.

Student Responses (82):

- 99% “Strongly Agree” or “Somewhat Agree” they like the program.
- 99% “Strongly Agree” or “Somewhat Agree” they have made new friends through the 21st Century Program.
- 98% “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 at Tadmore Success Academy has established not partnerships. 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.
- Develop a plan or a routine for securing data from the schools 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 plan for entering data (other than attendance into Cayen on a timely basis.
- Provide participating students with more variety in enrichment opportunities.
- Establish partnerships to help with enrichment activities and financial support.

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