



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



Georgia Department of Education 21st Century Community Learning Centers FY 19 Common Data Elements Form

Subgrantee: Boys & Girls Clubs of Lanier – Tadmore Success Academy

Date: June 21, 2019

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:	137	Number:	106	Number:	6	Number:	82
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	10	Number:	6	Number:	4	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	0	Number:	0	Number:	0	Number:	0		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	0		
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:	0	Number:	0	Number:	0	Number:	0		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	0		
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 without Grades	Regular Attendees with grade increase (1 st to 2 nd Semester)	Regular Attendees with grade decrease (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”	
10	28	11	35	13	9	
Identify if subgrantee utilized numeric (preferred) or letter grades			Standards Letter			
4B. Math – Regular Attendees						
Regular Attendees without Grades	Regular Attendees with grade increase (1 st to 2 nd Semester)	Regular Attendees with grade decrease (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”	
9	37	9	32	11	8	
Identify if subgrantee utilized numeric (preferred) or letter grades			Standards Letter			
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	
17	10	4	13	2	12	2
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	
8	8	0	8	0	8	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			
67	15	25	32	20		
6. Partners						
Number of Partners	Total Amount of Contributions					
3	\$78,450.00					

Tadmore Success Academy
Boys and Girls Clubs of Lanier 21st Century Community
Learning Center Evaluation

2018-2019 (Year 2)

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

Date Submitted: June 20, 2018

Table of Contents	
Overview and History	2
Student Attendance and Enrollment	2
Table B. Regularly Attending Student Demographics	3
Program Operation	3
Table C. Tadmore 21st Century Program Operation	3
Quality of Staffing	4
Table D. Tadmore - 21st Century Staff Professional Learning	4
Objective Assessment	5
Other Observations	8
Progress toward Sustainability	9
Table F. Partnerships Supporting Sustainability	9
Overall Recommendations	10
References	10

Overview and History

The Tadmor Success Academy of the Boys and Girls Clubs of Lanier (BGCL) 21st Century program is operated in Gainesville, Georgia at the Tadmor Elementary School campus. The current program began through a Georgia Department of Education grant awarded in 2017. It targets K-5 students through an after-school program of extended academic instruction and original activities designed to enhance and enrich participation and learning. Program goals and objectives focus on student achievement improvement in the areas of English language arts and mathematics, STEM activities, enrichment, and family involvement. Certified and/or trained personnel that complemented the traditional school activities and allowed for academic and personal growth delivered academic and enrichment instruction. Reading and mathematics instruction occurs through creative implementation of instruction by Georgia certified teachers. Enrichment activities during the program included various introductory performing arts and physical education activities including choir, lyrical dance, drama, and visual arts. The parent engagement program was composed of a variety of opportunities including math education and literacy themed games nights, family fitness, and various holiday celebrations to allow members to highlight their chosen enrichment.

The program targets a predominately-Hispanic population with a large percentage of English language learners. SheTeriha Lewis serves as the Program Director, Lori Dague (2nd grade TES teacher) is the Site Coordinator, Judith Mancuso (TES Assistant Principal) is the Lead Teacher, and Kyna Love is the Data Specialist. The program is also supported by K-5 grade level Georgia certified teachers, BGCL Youth Development Professionals (YDPs), paraprofessionals, and community volunteers.

Student Attendance and Enrollment

Tadmor Success Academy of the Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 137 students during 2017-2018. Of those 137 students, 106 were considered regular attendees, having attended 30 or more days. The average daily attendance on site was 80 students per day. The average daily attendance of all students

enrolled was 58%. The average daily attendance of regular attendees was 75%. 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
137	106	80	57	75

**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 68 males, 38 females, 7 Black students, 91 Hispanic students, and 14 students with disabilities.

Table B. Regularly Attending Student Demographics

Participant Demographics				
Gender		Ethnicity	EL	SWD
Male	Female	Black/Hispanic		
68	38	7/91	-	14

Program Operation

The Tadmore Success Academy began the after-school program August 8, 2018 and ended it for the 2018-2019 school year on May 24, 2019. The after-school program began at 2:30 p.m. and ended at 5:30 p.m., Monday through Friday each week. The program was composed of a daily after school nutritional snack time, Power Hour (homework assistance), mathematics and reading extended learning, and enrichment activities including dance, choir, and visual arts. The 21st Century Program included the family engagement component that provided for parent literacy/education activities and family involvement/enrichment activities (82 participants). Table C describes the service time for the 2018-2019 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 43 staff members that included 27 school-day teachers, 4 center administrators, and 12 youth development professionals. Of the staff members, the Georgia Professional Standards Commission certified content instructional personnel. The student to staff (school-day teachers plus youth development professionals) ratio among regularly attending students was 15:1 for enrichment activities, and 10:1 for academic activities, satisfying the guideline requirements.

The Tadmore Success Academy of BGCL 21st CCLC leadership staff includes SheTeriha Lewis, Program Director, Lori Dague, Site Coordinator, Kyna Love , Data Specialist, and Judith Mancuso, Lead Teacher. Judith Mancuso is a Georgia teacher certified through the Professional Standards Commission (PSC), and 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 biannually for the same purpose. The Program Director and Data 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
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
Georgia ASYD Conference	YDPs, 21 st Century Program Director/Curriculum Specialists and 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 1.1: 55% of students participating in the program will improve their reading grades	Not Met
Objective 1.2: 55% of students participating in the program will improve their math grades.	Met
Objective 1.3: 55% of students participating in the program will improve their knowledge and understanding of mathematical and scientific concepts and their applications.	Met
Objective 2.1: 55% of students participating in the program will demonstrate improvement in homework completion.	Met
Objective 2.2: 55% of students participating in the program will demonstrate improvement in behavior.	Met
Objective 2.3: 55% of students participating in the program will demonstrate improvement in class attendance and participation	Met
Objective 3.1: 35% of the parents/guardians will participate in family literacy/education activities.	Not Met
Objective 3.2: 35% of the parents/guardians will participate in activities that promote their child’s success in school	Met
Objective 3.3: 35% of parents will develop a basic family budget.	Not Met
Objective 3.4: 35% of parents/guardians will develop plans which demonstrate the use of everyday items to teach reading/math to their children.	Not Met

Objective 1.1: Not Met

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

This objective was not met because only **54%** of students in regular attendance reading grades improved their reading grades, or consistently met or exceeded standards.

Determination of success was based on Quarter 2 mathematics grades compared to Quarter 4 mathematics grades using the following scale:

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

Objective 1.2: Met

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

This objective was met because **61%** of students in regular attendance improved their math grade, or consistently met or exceeded standards. Determination of success was based on Quarter 2 mathematics grades compared to Quarter 4 mathematics grades using the following scale:

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

Objective 1.3: 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 **74%** of regularly attending members improved their performance from Quarter 2 to Quarter 4.

Objective 2.1: Met

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

This objective was met because **77%** of regularly attending students demonstrated improvement in homework completion. Assessment of Objective 6 was completed through survey analysis of day teachers (regular classroom teachers). The program supported these students by providing time and assistance for homework completion before returning them to their homes in the evening.

Objective 2.2: Met

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

58% of regularly attending students demonstrative improvement in behavior, as indicated by teacher surveys.

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. 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. Survey responses indicated **68%** perceived improvement.

Objective 7: Not Met

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

A review of the data indicated that only **11%** 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 **41%** of the parents/guardians participated in activities that promoted their child's success in school.

Objective 9: Not Met

35% of parents will develop a basic family budget.

A review of the data indicated **22%** of the parents/guardians participated in activities that facilitated the development of a family budget.

Objective 10: Not Met

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 only **15%** 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 various forms of arts education, physical fitness, and character and citizenship building; and develop friendships and relationships with caring adults in a welcoming and nurturing environment.

Student Responses (17):

- 71% “Strongly Agree” or “Somewhat Agree” they like the program.
- 71% “Strongly Agree” or “Somewhat Agree” they have made new friends through 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 **3** organizations, over the course of the 2018-2019 academic year. 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 F. Partnerships Supporting Sustainability

GA Mountain Food Bank	Service	\$15,000.00
Hall County Schools	Goods	\$20,250.00
Tadmore ES	Service (Space)	\$43,200.00

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 service to students and the community.

Overall Recommendations

The 2018-2019 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 and enrichment implementation with rubric-based instruments and provide quarterly feedback for more focused and databased recommendations.
- Develop an improved plan or a routine for securing data from the schools being served, especially Gainesville High School.
- Provide participating students with more variety in enrichment opportunities.
- Establish partnerships to help with enrichment activities and financial support.
- Collaborate with Gainesville High School to recruit students and tutorial staff.

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