



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



## Georgia Department of Education 21<sup>st</sup> Century Community Learning Centers FY 19 Common Data Elements Form

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

**Date:** 6/21/2019

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:	80	Number:	168	Number:	136	Number:	41	Number:	491
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	10	Number:	9	Number:	1	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	52	Number:	31	Number:	5	Number:	1		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	47		
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:	22	Number:	41	Number:	22	Number:	4		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	47		
Retake Data (If applicable)						Number of Retakes:	0		
Beginning		Developing		Proficient		Distinguished			
Number:	0	Number:	0	Number:	0	Number:	0		

<b>4. Report Card Grades</b>						
<b>4A. English Language Arts – Regular Attendees</b>						
Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
5	65	12	35	4	15	
Identify if subgrantee utilized numeric (preferred) or letter grades			Letter (Standards)			
<b>4B. Math – Regular Attendees</b>						
Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
5	66	10	35	4	16	
Identify if subgrantee utilized numeric (preferred) or letter grades			Letter (Standards)			
<b>5. Surveys</b>						
<b>5A. Student Surveys</b>						
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	
129	105	16	121	7	110	14
<b>5B. Parent Surveys</b>						
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	
128	122	5	122	5	127	1
<b>5C. Regular School Day Teacher Surveys</b>						
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			
138	48	49	60	51		
<b>6. Partners</b>						
Number of Partners	Total Amount of Contributions					
2	\$33,985					

**Walters Club Success Academy**  
**Boys and Girls Clubs of Lanier 21<sup>st</sup> Century Community**  
**Learning Center Evaluation**

**2018-2019 (Year 5)**

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

**Date Submitted: June 20, 2019**

<b>Table of Contents</b>	
<b>Overview and History</b> .....	2
<b>Student Attendance and Enrollment</b> .....	2
<b>Program Operation</b> .....	3
<b>Table C. Walters Club 21<sup>st</sup> Century Program Operation</b> .....	3
<b>Quality of Staffing</b> .....	3
<b>Table D. Walters Club 21<sup>st</sup> Century Staff Professional Learning</b> .....	4
<b>Objective Assessment</b> .....	5
<b>Objective Assessment Summary Table</b> .....	5
<b>Table E. Regularly Attending Students – Objective Assessment</b> .....	5
<b>Objective 1.1 –Met</b> .....	5
<b>Objective 1.2 – Met</b> .....	7
<b>Objective 1.3 – Met</b> .....	8
<b>Objective 1.5 – No Met</b> .....	8
<b>Objective 2.1 – Met</b> .....	8
<b>Objective 2.2 – Met</b> .....	9
<b>Objective 2.3 – Met</b> .....	9
<b>Other Observations</b> .....	9
<b>Progress toward Sustainability</b> .....	10
<b>Table F. Partnerships Supporting Sustainability</b> .....	11
<b>Overall Recommendations</b> .....	12
<b>References</b> .....	12

## **Overview and History**

The Walters Club Success Academy of the Boys and Girls Clubs of Lanier (BGCL) 21<sup>st</sup> Century program is operated in Gainesville, Georgia adjoining the Lyman Hall Elementary School campus. The current program began through a Georgia Department of Education grant awarded in 2014. It targets K-5 students at Lyman Hall Elementary School 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, STEAM 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, paraprofessionals, and qualified youth development personnel.

Enrichment activities consisted of both fine arts and physical education/recreation programming including tennis, piano, choir, dance, visual arts, culinary arts, chess club, and technology. Family engagement programming was composed of a variety of opportunities including weekly English class, Read and Rise workshops, access to technology, Zumba fitness, curriculum night, and various holiday celebrations.

The program targets a predominately-Hispanic population with a large percentage of English language learners. SheTeriha Lewis serves as the Program Director; Arizaid Guzman is the Site Coordinator; Neusa Wendt is the Lead Teacher; and Kyna Love is the Data Specialist. The program is also supported by K-5 grade level Georgia certified teachers for tutoring instruction, paraprofessionals, BGCL Youth Development Professionals (YDPs), and community volunteers.

## **Student Attendance and Enrollment**

The Walters Club Success Academy of the Boys and Girls Clubs of Lanier 21<sup>st</sup> Century Community Learning Center Program registered 168 students during 2018-2019. Of those 168 students, 136 were considered regular attendees as a result of having attended 30 or more days. The average daily attendance on site was 112 students per day. The average daily attendance of all students enrolled was 67%. The average daily attendance of regular attendees was 82%. Student attendance and enrollment data are summarized in Table A.

### **Table A. Student Attendance and Enrollment**

<b>Participant Attendance and Enrollment*</b>				
<b># of Students Enrolled</b>	<b># of Regular Attendees</b>	<b>Average Daily Attendance</b>	<b>Daily Attendance % of Students Enrolled</b>	<b>Daily Attendance % of Regular Attendees</b>
168	136	112	67%	82%

*\*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 79 males, 57 females, 133 Hispanic students, 3 students of another ethnicity, and 6 students with disabilities.

**Table B. Regularly Attending Student Demographics**

<b>Participant Demographics</b>				
<b>Gender</b>		<b>Ethnicity</b>	<b>EL</b>	<b>SWD</b>
<b>Male</b>	<b>Female</b>	<b>Hispanic/Other</b>		
<b>79</b>	<b>57</b>	<b>133/3</b>	<b>-</b>	<b>6</b>

**Program Operation**

The Walters Club Success Academy began the after-school program August 7, 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, science and reading extended learning, and various enrichment activities and mentoring. The 21<sup>st</sup> Century Program included a family engagement component that provided for parent literacy/education activities and family involvement/enrichment activities (491 participants). Table C describes the service time for the 2018-2019 program.

**Table C. Walters Club 21<sup>st</sup> Century Program Operation**

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

**Quality of Staffing**

Over the course of the FY19 year, the Walters Club Success Academy employed 46 staff members that included 31 school-day teachers, 3 center administrators, 12 youth development professionals, and various other community volunteers. Of these staff members, the Georgia Professional Standards Commission certified content instructional personnel (31). The student to

staff (school-day teachers plus youth development professionals) ratio among regularly attending students was 15:1 for enrichments, and 10:1 for academic activities, satisfying the guideline requirements.

The Walters Club of BGCL 21<sup>st</sup> CCLC leadership staff includes SheTeriha Lewis, Program Director, Arizaid Guzman, Site Coordinator, Kyna Love, Data Specialist, and Neusa Wendt, Lead Teacher. Neusa Wendt is a Georgia teacher certified through the Professional Standards Commission (PSC). 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 biannually for the same purpose. The Program Director and Data Specialist attended the 21<sup>st</sup> 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. Walters Club 21<sup>st</sup> Century Staff Professional Learning**

<b>Training Name</b>	<b>Positions required</b>	<b>Training Hours</b>
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 <sup>st</sup> Century Program Director, Curriculum Specialist 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 21<sup>st</sup> 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**

<b>Objective Assessment</b>	
<b>Objective</b>	<b>Status</b>
<b>Objective 1.1:</b> 65% of students participating in the program will improve their reading grades.	<b>Met</b>
<b>Objective 1.2:</b> 65% of students participating in the program will improve their math grades.	<b>Met</b>
<b>Objective 1.3:</b> 65% of students participating in the program will improve their knowledge and understanding of mathematical and scientific concepts and their applications.	<b>Met</b>
<b>Objective 1.4:</b> 55% of participants will have a score of “proficient” for the math on the required annual state level assessment.	<b>Met</b>
<b>Objective 1.5:</b> 55% of participants will have a score of “proficient” for reading/language arts on the required annual state-level assessment.	<b>Not Met</b>
<b>Objective 2.1:</b> 65% of students participating in the program will demonstrate improvement in homework completion.	<b>Met</b>
<b>Objective 2.2:</b> 55% of students participating in the program will demonstrate improvement in behavior.	<b>Met</b>
<b>Objective 2.3:</b> 65% of students participating in the program will demonstrate improvement in class attendance and participation.	<b>Met</b>
<b>Objective 3.1:</b> 35% of the parents/guardians will participate in family literacy/education activities.	<b>Met</b>
<b>Objective 3.2:</b> 35% of the parents/guardians will participate in activities that promote their child’s success in school.	<b>Met</b>

**Objective 1.1 –Met**

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

Individual analysis of 136 regularly attending students (30 or more days of participation) **77%**, improved their performance from Quarter 2 to Quarter 4 by at least one Likert scale increase, or

consistently met or exceeded the standard. Determination of success was based on Quarter 2 reading grades compared to Quarter 4 reading grades using the following scale:

- 0 – Needs Improvement (Comparable to D/F Grade)
- 1 – Progressing (Comparable to C Grade)
- 2 – Proficient (Comparable to B Grade)
- 3 – Exemplary (Comparable to A Grade)

Evaluation of Objective 1, improvement in reading grade, is conducted through a comparison of a regularly attending student's first semester reading grade as assigned by the participant's regular school day teacher compared to the second semester 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 21<sup>st</sup> 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 (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 final year, a major revision of reporting and evaluation procedure would dissociate this year's results from the data generated in the previous 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 1.2 – Met**

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

This objective was met because **76%** of students in regular attendance math grades improved. 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)

Individual analysis of 136 regularly attending students (30 or more days) indicated **76%** improved their performance from Quarter 2 to Quarter 4 by at least one Likert scale increase, or consistently met or exceeded the standard.

As with reading, evaluation of success is defined by the objective as report card grade analysis from Quarter 2 to Quarter 4, 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 21<sup>st</sup> 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 21<sup>st</sup> Century Program BGCL uses the SLOs to evaluate student performance and validate program interventions.

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

**Objective 1.4 – Met**

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

**71%** of regularly participating students scored proficient or developing in math on the Georgia Milestones annual assessment.

**Objective 1.5 – No Met**

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

**40%** of regularly participating students scored proficient or developing in math on the Georgia Milestones annual assessment.

**Objective 2.1 – Met**

75% of students participating in the program will demonstrate improvement in homework completion.

Assessment of Objective 6 was completed through survey analysis of day teachers. Improvement in homework completion was reported at **81%** for this group of respondents. The program supported these students by providing dedicated program 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.

Assessment of classroom behavior was completed through survey analysis of day teacher.

Improvement in classroom behavior was reported at **71%** for this group. The program supported students by providing mentoring, various enrichment activities that supported extended learning, and positive behavior incentives.

**Objective 2.3 – 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 138 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 **83%** perceived improvement.

**Objective 3.1 - Met**

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

An analysis of attendance data determined that **79%** of parents participated in family/literacy education activities.

**Objective 3.2 – Met**

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

An analysis of attendance data determined that **45%** of parents participated in activities that promoted their child’s success in school.

**Other Observations**

The Walters Club at BGCL 21<sup>st</sup> Century includes a schedule of regular 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, science, and mathematics; experience various forms of art education, physical fitness, and STEAM-based activity; and develop friendships and relationships with caring adults 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 (128):

- 99% indicated that they are satisfied with the current 21<sup>st</sup> Century Community Learning Center program.
- 96% “Agree” or “Strongly Agree” the program helped their child improve reading skills.
- 98% “Agree” or “Strongly Agree” the program helped their child improve mathematics skills.

Student Responses (129):

- 85% “Strongly Agree” or “Somewhat Agree” they like the program.
- 86% “Strongly Agree” or “Somewhat Agree” they are doing better in school as a result of the 21<sup>st</sup> Century Community Learning Center Program.
- 90% “Strongly Agree” or “Somewhat Agree” they feel better about themselves as a result of their participation in the 21<sup>st</sup> Century Community Learning Center 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 21<sup>st</sup> CCLC program noted established partnerships with two organizations over the past program 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**

Partner	Type	Financial Support
Peach State	Goods	\$235.00
Hall County Schools	Goods	\$33,750.00

As the 2018-2019 year is the fifth and final year in the current grant cycle, the Boys and Girls Clubs of Lanier has applied for a new 21st Century Community Learning Center funding cycle, to begin in August 2019. BGCL will work to continue to expand existing partnerships with local organizations, collaborate with various other agencies, as well as, pursue new grants and local funding to maintain the program services for Club members and families. Project design has aided in the capacity of the Boys and Girls Clubs of Lanier to continue the project at reduced costs 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC program has been beneficial to many students and parents, and mostly successful in reaching the outlines goals and objectives. 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, with special emphasis on reading/language arts support for English learners.
- Develop a plan or a routine for securing additional instructional data from the school and district served.
- Identify a new 21st Century Community Center Program liaison to be responsible for securing and providing school based data (i.e. report card grades, midterm assessments, IEPs, teacher surveys, teacher communication forms, universal screeners) that will guide and inform the academic enrichment programs.

## 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