



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education
21st Century Community Learning Centers
FY 20 Common Data Elements Form



Subgrantee: Tadmore Success Academy	Date: 6/30/2020
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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: 125	Number: 90	Number: 11	Number: 83

2. Objectives

Total Objectives	Met	Not Met	Other
Number: 10	Number: 1	Number: 5	Number: 4

3. Standardized Testing

3A. English Language Arts – Regular Attendees Achievement Levels

Beginning	Developing	Proficient	Distinguished
Number:	Number:	Number:	Number:
Regular Attendees without scores who took standardized test			Number:
Regular Attendees who did not take standardized test			Number:
Retake Data (If applicable)			Number of Retakes:
Beginning	Developing	Proficient	Distinguished
Number:	Number:	Number:	Number:

3B. Math – Regular Attendees Achievement Levels

Beginning	Developing	Proficient	Distinguished
Number:	Number:	Number:	Number:
Regular Attendees without scores who took standardized test			Number:
Regular Attendees who did not take standardized test			Number:
Retake Data (If applicable)			Number of Retakes:
Beginning	Developing	Proficient	Distinguished
Number:	Number:	Number:	Number:

4. Report Card Grades

4A. English Language Arts – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
7	21	14	20	23	5
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric and Standards		

4B. Math – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
6	18	12	17	35	2
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric and Standards		

5. Surveys

5A. Student Surveys

Behavior	Homework Completion	Satisfaction
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Number of Student Surveys Completed	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	
0	0	0	0	0	0	0

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	
11	11	0	11	0	11	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	
0	0	0	0	0

6. Partners

Number of Partners	Total Amount of Contributions
2	60,597

**Tadmire Success Academy
Boys & Girls Clubs of Lanier
Nita M. Lowey 21st Century Community Learning Centers**

**FY20 Summative Evaluation
2019-2020 (Year 3)**

**SheTeriha Lewis, Program Director
Boys & Girls Clubs of Lanier, Inc.**

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

Date Submitted: June 30, 2020

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Overview and History

The Tadmore Success Academy is a program facilitated by the Boys & Girls Clubs of Lanier (BGCL), a Nita M. Lowey 21st Century Community Learning Center Subgrantee. The program is operating in its third year of the current FY18 grant cycle. The Tadmore Success Academy program operates as a collaborative partnership between the Boys & Girls Clubs of Lanier and the Hall County School District. As a result, the program operates onsite at Tadmore Elementary School. The Tadmore Success Academy serves students enrolled in grades K-5, from its targeted school. The Tadmore Success Academy aims to provide students, referred to as Club members, with opportunities for engaging and supportive academic instruction beyond the school day, as well as incorporates Boys & Girls Clubs of America targeted programs designed to enhance and enrich classroom learning, participation, and demonstration of positive behavior. Specifically, program goals and objectives focus on student's academic achievement, classroom behavior, and parent involvement in the educational process.

Program leadership includes the Program Director, Ms. SheTeriha Lewis, who has led the program over the past three years. Mrs. Elizabeth Johnston-Smith is a newcomer to the 21st CCLC program and serves the program as Curriculum Specialist. Elizabeth is a Boys & Girls Club veteran who has worked in various Club settings, including military installations. Also new to 21st CCLC program leadership is the Site Coordinator, Mrs. Lori Dague. Although Mrs. Dague is new to the Boys & Girls Clubs, she is a veteran 2nd grade teacher at Tadmore Elementary School. Ms. Judith Mancuso, Assistant Principal at Tadmore Elementary School, returned to the program as Lead Teacher. Qualified personnel, including certified tutors, other school day personnel, and youth development professionals, plan and prepare daily activities to complement traditional school-day activities and allow for both educational and personal growth delivered through regular academic and enrichment instruction.

Student Attendance and Enrollment

During the 2019-2020 academic year, the Tadmore Success Academy of the Boys & Girls Clubs of Lanier registered 125 students from Tadmore Elementary School. Of those students, 90 attended the program at least 30 days or more, reaching regular attendee status. On an average day, 75 students attended the program, which exceeded the grant’s average daily attendance goal of 55 students.

Student attendance and enrollment data is 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
125	90	75	60%	83%

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

Table B describes the demographics of the regularly attending students (90). Of this population, 54 were males, 36 were females; 81 were Black/Hispanic students; one student identified as an English language learner; 11 students received special accommodation services.

Table B. Regularly Attending Student Demographics

Participant Demographics				
Gender		Ethnicity	EL	SWD
Male	Female	Black/Hispanic		
54	36	81	1	11

Program Operation

The Tadmore Success Academy began afterschool program operation with the school year, on August 7, 2019. Afterschool program hours were 2:30p - 5:30p, Monday through Friday. A typical program day begins with a daily afterschool nutritional snack and character education. Members then transition into daily healthy lifestyles activities, followed by academic instruction. Members work with qualified personnel for 4.5 hours of English/language art and math tutoring 3 day/week, and have dedicated time for homework support. Other rotation activities include

technology time, DIY STEM, targeted character and citizenship programs, and enrichment instruction. Members of the Tadmore program participated in enrichment activities including visual arts, dance, choir, martial arts and culinary arts. Unfortunately, the program closed abruptly due to the COVID-19 pandemic in mid-March 2020. Like many programs, the Boys & Girls Clubs of Lanier worked under the guidance of the Nita M. Lowey 21st Century Community Learning Centers and Georgia Department of Education following the abrupt closing of state schools. The Boys & Girls Clubs of Lanier programs began to implement weekly Club from Home virtual and take-home activities. The Curriculum Specialist, Site Director, and Club staff, and others worked to maintain communication with Club parents and members through regular messaging through emails, Remind app, phone calls, and dedicated webpage creation. Youth Development Professionals created short video content highlighting Club programming, creating a Club from Home video library, which was shared with Club families. Program participants also received healthy snacks through a weekly drive through distribution at a nearby Club location. In April 2020, Club tutors began to provide academic instruction and support, during normal Club hours, from 3p-5:30p, Monday through Friday. Club parents were able to submit electronic consent for distance learning and distance mentoring. In May 2020, the program transitioned to a virtual afterschool program day, in which members were able to participate in daily physical fitness activities, academic instruction, and rotating character and citizenship Club programs. The 21st Century Program included the parent/guardian component that provided for parent literacy and STEM education, family budgeting, and family involvement/enrichment activities, in an effort to support student success in school.

Table C describes the service time for the 2019-2020 program.

Table C. Tadmore Success Academy Program Operation

Student Participant Program Operation						
Days Per Week	Total Weeks		Total Days	Hours Per Day	Hours per Week	Total Hours
	Onsite	Virtual				
5	28	4	160	3.5	17.5	560

Quality of Staffing

Over the course of the academic year, the Tadmire Success Academy employed various part-time staff positions, including program tutors, contractors, and youth development professionals. Administrative oversight is provided by the Program Director, program planning and assessment provided by the Curriculum Specialist, and site management is facilitated by the Site Coordinator. The student to staff (school-day teachers and youth development professionals) ratio among regularly attending students was 15:1, and 10:1 for academic programs, satisfying the guideline requirements. Judith Mancuso leads academic programs for the Tadmire program. Ms. Mancuso is the Assistance Principal at Tadmire Elementary School. She is a Georgia teacher certified through the Professional Standards Commission (PSC). Ms. Mancuso reviews weekly lesson plans, and provides guidance to the program's team of tutors.

The Boys & Girls Clubs of Lanier programs team works to drive staff performance through the identification of instructional needs, defining targeted interventions, and implementing appropriate professional learning opportunities. As in previous years, professional learning opportunities were offered throughout the academic school year. The Tadmire program 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 and Curriculum Specialist attended the 21st CCLC Regional Brown Bag sessions with select professional development topics presented by DOE staff and/or contractors. In the wake of COVID-19, Club staff were provided additional opportunities for distance learning to prepare Club staff for virtual program facilitation.

Table D describes professional learning provided for all staff.

Table D. Tadmire Success Academy Program Staff Professional Learning

Training Name	Positions required	Training Hours
Classroom Management	YDPs, Unit Director, Tutors	6
Program Facilitation – Triple Play, Passport to Manhood, Power Hour, SMART Programs, etc.	YDPs, Unit Director	6
Positive Discipline	YDPs & Unit Directors	4
Data Collection and Management	Data Clerk, Unit Director	2

Director Training – NYOI, Management, Quality Programming, etc.	Unit Director	4
New Hire Orientation	All New Staff	2
BGC Lanier – General Training-Policies, Procedures, Practices	All Staff	8
Virtual Programs (program-specific, facilitation, classroom management, safety during COVID-19, mental health for staff, kids, and families, policies and procedures, video-conferencing platforms, etc.)	All Staff – YDP, Tutors, Unit Director, Curriculum Specialist, Parent Coordinator, Data Clerk, Program Director	110 (from Mar 13-May 22)

Objective Assessment

Objective assessment occurred through a variety of analyses as defined by the Nita M. Lowey 21st Century Community Learning Centers grant application, and according to program amendments approved throughout the duration of the Tadmire program’s grant cycle. 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.	Not 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.	Not Assessed
Objective 2.1: 55% of students participating in the program will demonstrate improvement in homework completion.	Not Assessed
Objective 2.2.: 55% of students participating in the program will demonstrate improvement in behavior.	Not Assessed
Objective 2.3: 55% of students participating in the program will demonstrate improvement in class attendance and participation.	Not Assessed
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 the parents/guardians will develop a basic family budget.	Not Met
Objective 3.3: 35% of the parents/guardians will develop plans that 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.

A review of regular attendees with reading grades indicate that only 37% of students met the stated objective.

Objective 1.2: **Not Met**

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

A review of regular attendees with math grades indicate that only 36% of students met the stated objective.

Objective 1.3: **Not Assessed**

55% of students participating in the program will improve their knowledge and understanding of mathematical and scientific concepts and their applications.

This objective was not assessed due to the early school closures resulting from the COVID-19 pandemic.

Objective 2.1: **Not Assessed**

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

This objective was not assessed because the program was unable to survey teachers following early school closures.

Objective 2.2: **Not Assessed**

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

This objective was not assessed because the program was unable to survey teachers following early school closures.

Objective 2.3: **Not Assessed**

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

This objective was not assessed because the program was unable to survey teachers following early school closures.

Objective 3.1: **Not Met**

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

A review of parent activity attendance indicates that only 20% of parents/guardians attended at least one parent activity related to literacy and/or education.

Objective 3.2: **Met**

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

A review of parent activity attendance indicates that 80% of parents/guardians attended at least one parent activity that promoted their child's success in school.

Objective 3.3: **Not Met**

35% of the parents/guardians will develop a basic family budget.

A review of parent activity attendance indicates that only 20% of parents/guardians worked to develop a basic family budget.

Objective 3.4: **Not Met**

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

A review of parent activity attendance indicates that 27% of parents/guardians attended at least one parent activity created to teach reading/math to their children.

Other Observations

The Tadmore Success Academy program of the Boys & Girls Clubs of Lanier includes a schedule of tutoring and enrichment activities that support student expression and participation. The program offered opportunities for participants to receive additional instruction in the areas

of reading and mathematics; experience art, choir, culinary arts, martial arts 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 supported in advancing their children’s learning at home, parenting, technology use, etc. The BGCL Youth Development Professionals (YDPs) have proven to be dedicated professionals. 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 Club (afterschool and summer) 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 Tadmore Success Academy program of the Boys & Girls Clubs of Lanier has established partnerships with few community agencies and businesses. These partnerships have resulted in parent resources and in-kind donations. Partner type and program contributions, both financially and in-kind are represented in Table F.

Table F. Partnerships Supporting Sustainability

Georgia Mountain Food Bank	Goods/Materials	\$4500.00
Hall County School District	In-Kind (Space)	\$38,640.00
Hall County School District	In-Kind (Snacks)	\$17,457.00
		\$60,597.00

When funding is no longer available, the Boys & Girls Clubs of Lanier will continue to collaborate with local organizations, as well as, pursue new grants and local funding to maintain the program. The advisory team will seek support from community and faith-based organizations to provide volunteers and support. Program design has allowed for continued program operation at reduced costs. Necessary program materials including software, manipulatives, curriculum, and other resources will be acquired, while staff development will continue to be based on regular needs assessments completed by the program staff. However, without the opportunity of the 21st CCLC grant, the program would be minimized significantly in its service to students and the community.

Overall Recommendations

The 2019 -2020 implementation of the Tadmore Success Academy program leaves room for improvement as the program progresses through its current grant cycle. Academic objectives were assessed below the goal of 55% in both math and reading, as indicated by report card grades, with about 1/3 of regularly attending members showing improvement from the second to third quarters. Although many parents/guardians attended parent participation events at the Club, slightly less than 1/3 of families were represented at literacy, STEM, and financial wellness themed activities. In order to experience success in future program years, the following recommendations should be considered:

- Review evaluation and data plan with local school district to determine the appropriate assessment point for the 2020-2021 school year, and execute program and academic revisions as appropriate.
- Utilize timely academic progress data to align instruction to those students needing the greatest supports.
- Develop a plan for entering data (other than attendance into Cayen on a timely basis).
- Implement additional staff professional development supports relating to family engagement, and positive discipline.
- Collaborate with school and/or district administration to offer engaging literacy, STEM and financial literacy parent activities, more frequently.

Respectfully submitted,

Michael Bush