

Brooks County Middle School

*21st CENTURY COMMUNITY LEARNING
CENTER*



SUMMATIVE EVALUATION REPORT

2019-2020

June 20, 2020

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The 21st Century Community Learning Center

THE NEED FOR AFTERSCHOOL PROGRAMS

An incredible need exists for afterschool activities giving suitable youth supervision in an organized and supervised environment. Literature proposes that students and guardians are well served by youth programs amid afterschool hours. Programs can focus on social, educational, and recreational activities for youngsters, while shielding them from undesirable situations (Posner & Vandell, 1994; Riley, 1994). These afterschool programs have become an important component for communities that provide their students with constructive activities during after school hours. Quality after school programs have been found to help students academically and socially as well as expand students' exposure to new activities.

Research shows a number of positive impact on children and families, but depending on the types of activities offered. The most prevalent benefit for children participating in afterschool activity, is that children are kept safe and out of danger. Research has shown the following benefits of regular participation in a high quality program: Gains in academic grades and standardized test scores, Improved motivation and dedication to school and learning and Increased interest in school just to name a few. Afterschool programs can also offer opportunities children did not know were possible and help children to see life's possibilities that, with commitment and tenacity are reachable.

A key benefit of Afterschool Programs has been to improve school attendance, test scores, and grades. Participation in afterschool programs have also been linked to a decrease in problem behaviors (e.g., drug use, aggression, gang activity) and increase parental involvement, which is crucial to student success. In addition to providing services to students, 21st CCLC programs aim to

engage adult family members by providing services that meet their unique needs. Additional components offered through 21st CCLC programs include homework assistance, project and problem-based learning activities, character education, physical education and recreational activities, and dropout prevention.

The 21st CCLC programs are funded through the Elementary and Secondary Act (ESEA) which has specific aims:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards
- Offer students an array of additional services, programs, and activities such as youth development activities, drug and violence prevention programs, counseling, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students
- Offer adult family members of students served by community learning centers opportunities for literacy and related educational development

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Improving Quality Through Summative Evaluation

OVERVIEW AND HISTORY

Given the impacts of high quality afterschool programs, federal, state, city, and community efforts and initiatives across the U.S. have established and expanded afterschool enrichment programs. Evaluation of program quality is important to maintaining high quality programs and assessing progress towards achieving the program objectives. Program evaluation provides information for adjustments. It is also important to carefully establish evaluation procedures to effectively monitor the quality of after school programs.

As specified in the grant, the program evaluation plan consisted of a formative and a summative evaluation applying both qualitative and quantitative data. Brooks County Middle School began providing 21st CCLCs in 2006, a Community Advisory Team has been active in supporting and advising the program and determining local needs. The team members are kept well-informed as to the progress of the 21st CCLC students annually through the Evaluation Results. They have gained input from the community and all agree that the 21st CCLC program has benefited the students and families of Brooks County greatly, and they believe that the county would suffer definite hardships if the program were not to continue. Currently, program services are being administered and monitored under the direction of the Program Director (Ms. Tawanda Rose). The Program Director continues to oversee and report internal program improvements with a continued desire to implement recommended changes from past evaluations. The objective of this report is to provide a comprehensive overview of observations and findings on the identified program sites for the entire academic year of 2019-2020. It represents an analysis of required data, by GaDOE collected throughout the academic year in order to provide a comprehensive evaluation in keeping with best

practice standards and recommendations for 21st CCLC evaluations by the federal government and professional literature.

The results from the evaluation are intended to be used to improve Brooks County Middle School's 21st CCLC Program and are shared with the Department of Education, Brooks County Middle School's admin staff, Site Coordinators, Board Members, program partners, and made available to the public upon request. For the Summative Evaluation, all possible variables were assessed as reported, based on the data provided by the 21st CCLC Program. Using available data, the primary components of this Summative Evaluation are: (1) Student Attendance and Enrollment (2) Program Operation (e.g., days, hours, and weeks of operation for each component), (3) Quality of Staffing (e.g., Student: Staff Ratio, Staff Training, and Use of Certified Teachers), (4) Objective Assessment (e.g., activities, data collected, timeline, analysis and results), (5) Progress towards Sustainability (e.g., partnership development, partner maintenance, and contributions to the program), and (6) Overall Recommendations to enhance program quality. Qualitative data were gathered through site visits to each of the school sites. During the site visits, classroom observations, informal interviews with Site Coordinator, teachers, parents, and students were conducted when possible. To enhance the quality and effectiveness of the 21st CCLC Program, it is necessary to establish a mechanism that links the program evaluation process with program improvement actions.

21st CCLC Student Attendance & Enrollment

STUDENT ATTENDANCE

Brooks County Middle School is located in Quitman, Georgia and operates within the Brooks County School District. Brooks County Middle School is a Title 1 school and is currently serving 473 students. The 21st CCLC target population is 80 students in grades 6-8 in the afterschool hours during the school year. One hundred percent of BCMS students are receiving free lunches.

According to the latest available statistics (Kids Count, Georgia Family Connection Partnership), in 2012, 39.6% of the children in Brooks County lived in poverty, in comparison with the state average of 27.3%

Federal and state reporting requires the tracking of students in two categories: total enrolled students and regularly participating students. Total enrolled or “enrollment” in the program is categorized by student attendance of at least one day in the 21st CCLC program during the program reporting period. “Regularly participating” is categorized as student attendance of more than 30-days throughout the program period covered by the report. Student monthly attendance for each center was submitted electronically and aggregated for reporting by component and category. A total of 145 students registered for Brooks County Middle School between August 2019 and March 2020. Seventy-One (71) of those students attended Brooks County Middle School for 30 days or more.

Table 1 provides a breakdown of student and regular attendees by school sites. Enrollment data was retrieved from CAYEN After-School System.

Table 1: Total Student Enrollment and Regularly Student Attendees

<i>School Sites</i>	<i>Total Students Enrolled (Attended 1 Day or more)</i>	<i>Regularly Attending Students (Attended 30 days or more)</i>
<i>Brooks County Middle School</i>	<i>145</i>	<i>71</i>

Source: CAYEN

AVERAGE DAILY ATTENDANCE

For the purposes of this evaluation, in addition to assessing progress towards regular student attendance, it is also important to explore whether the program is making progress toward meeting the proposed average daily attendance of student participants. As shown in Table 2, the program achieved 59 average daily attendance. Brooks County Middle School was well on their way to achieve their target population. However, COVID-19 pandemic forced Brooks County School District to close and March 12, 2020 was Brooks County Middle School last day.

Table 2: Average Daily Student Attendance

<i>School Sites</i>	<i>Average Daily Attendance (Proposed)</i>
<i>Brooks County Middle School</i>	<i>59(80)</i>

Source: CAYEN

STUDENT GRADE LEVELS

To understand which students being served at Brooks County Middle School, data was submitted on the characteristics of all student participants served during the 2019-2020 school year. A total of 71 students were recorded as regular attendees on the “District Site Summary Report”.

Table 3: Student Grade Level: Regular Participants (30+ Days)

71 Students	6th	7th	8th
Brooks County Middle School	29	16	26

Source: CAYEN

DEMOGRAPHICS OF STUDENT ATTENDEES

A total of 71 students were recorded as regular attendees on the “Demographic Information Report” in CAYEN. Table 4 indicates the demographic characteristics of the 71 students who regularly attended Brooks County Middle School Program. Each of BCMS students were identified as eligible for free or reduced lunch. The homogeneity of the Brooks County Middle School Program closely reflects that of the community in which majority of students are of African American decent. The Brooks County Middle School Program’s demographic information is listed in Table 4.

Table 4: Demographic characteristics of the students who regularly attended Brooks County Middle School Program.

Brooks County Middle School		
	# Students	Percent
Total	71	100%
6th	29	40.8%
7th	16	22.5%
8th	26	36.6%
Gender		
Female	66	50%
Male	67	50%
Race/Ethnicity		
Black	49	69%
White	15	21%
Hispanic	5	7%
2 or more races	2	3%
Population Specifics		
Not proficient in English	1	1%
Free/Reduced Lunch	71	100%
Special Education	5	7%

Providing A Quality 21st CCLC Program Operation

PROGRAM OPERATION

It is required that each 21st CCLC Program center must “begin services within one week of the school start date and continue through at least one week before the end of the school year.”

However, the program ended on March 12, 2020 due to COVID-19. All Brooks County Middle School students, 6th grade-8th grade, were eligible to enroll in program. Recruitment was an on-going process. Promotional flyers and application forms were sent to all families at the Brooks County Middle School Program in collaboration with community partners provided expanded learning opportunities through academic and cultural enrichment program. The focus was on academic remediation/enrichment in the core content area (math, reading/ELA, science, and social studies) aligned to Georgia Standards, homework assistance, cultural enrichment through project based learning activities, and a variety of enrichment activities.

During 2019-2020, Brooks County Middle School began providing services on August 20, 2019 and ended on March 12, 2020. The program was open for 81 program days of after school and was expected to be open for 120 days. However, due to COVID-19 the students did not return to the physical building after March 12, 2020.

The academics used a ratio of 10:1 student to teacher ratio. During onsite visits, it was evident that the academic goals as described in the grant were being taught. Table 5 displays Brooks County Middle School Program’s hours of operation during the school year, 4 days per week, for 3.25 hours per day.

Table 5: The Brooks County Middle School Program Hours of Operation

School Year 2019-2020 Program Operations				
School Sites	Total Number of Weeks Open	Typical Number Days Per Week Open	Typical number of hour per week:	
			After School	Weekend
Brooks County Middle School	24	4	13	0

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21st CCLC Quality of Staffing

STAFFING CHARACTERISTICS

Ms. Sandra McDonald, Site Coordinator relies heavily on well qualified and experienced program staff and service providers. Brooks County Middle School was staffed with 1 fulltime Site Coordinator which was responsible for planning activities and overseeing daily operations. Brooks County Middle School staff are dedicated with a high level of commitment to serving the students within the program. The site is staffed based on the rate of student enrollment.

The academic activities include instruction by 9 certified teachers, small group instruction, tutorial services, test preparation, and computer based assistance to reinforce and compliment the regular school day academic program. Teachers were staffed in a 10:1 student to teacher ratio.

Table 6 shows the demographics of 21st CCLC staff. A total of 9 certified teachers were employed, 2 high school staff members, and 14 non-teaching school staff members that provided services during the academic year.

Table 6: Regular Staff by Paid and Volunteer Status

Staff Type	2019-2020 School Year	
	Paid	Volunteer
Administrator	1	0
College Student	0	0
Community Member	0	0
High School Student	2	0
Parents	0	0
School Day Teacher	9	0
Other Non-Teaching School Staff	14	0
Subcontracted Staff	4	0
Other	0	0
Total	30	0

STAFF QUALIFICATION AND PROFESSIONAL DEVELOPMENT

A top quality program depends heavily upon qualified and seasoned program employees. Brooks County School District encompasses a clearly outlined structure. The Program Director, Ms. Tawanda Rose worked directly, collaboratively, and provides steering and oversight with the site director on major program choices addressing funding, staffing, resources, and special events.

Brooks County Middle School provided an initial orientation staff. This orientation outlined the mission and vision, info regarding the service delivery model and expectations of outcomes. To support services provided through the 21st CCLC program, Ms. Tawanda Rose and Ms. Sandra McDonald conjointly offered Professional Development to staff. Staff were inspired and frequently participated in numerous trainings throughout the year. Professional Development opportunities were offered and organized by the Site Director, Ms. Sandra McDonald. Professional Development sessions were based on Formative Assessment, teacher request, PBIS and QES staff observation of need. Professional development session topics included:

- GSAN Mental Health, GSAN COVID-19, GSAN Building Resilience in Youth, GSAN Stress Management for Youth Development Professionals
- A Framework for Understanding Poverty
- A student Guide to cultural diversity
- A Student Guide to Implicit Bias
- Harassment and Discrimination Prevention
- A student guide to sexual violence and prevention
- Adult and Child CPR, Basic First Aid
- COVID-19: What you need to know
- Cyberbullying
- Family Educational Rights and Privacy (FERPA)
- GCF: Internet Safety for Kids
- Making Educators Partners in Suicide Prevention
- Preventing Cuts, Scrapes, and Punctures
- Safety and Survival in Active shooter event
- Slips, Trips and Falls
- Stop Bullying
- Suicide Prevention: Saving lives one Community at a time
- Working with Minors

STAFF PROVIDING PARENT OPPORTUNITIES

Effective leaders require a great deal of persistence to implement a quality 21st CCLC program. The leadership is essential to ensure that stakeholders (e.g., program staff, students, teacher, parents, and community partners) are equipped with the skills they need to ensure the program is successful. The Site Coordinator Ms. Sandra McDonald has successfully managed to provide parents with several opportunities for involvement. Brooks County Middle School 21st CCLC hosted 5 parent involvement activities. It was important that most family members of students were able to attend the monthly meetings. Therefore, several strategies were implemented by Ms. Sandra McDonald to engage parents and inform them of the 21st CCLC program. Informational letters and enrollment packets were sent to target parents prior to the start of the program to encourage parents to enroll their child in the program and notify them of the Family Involvement Activities that were held.

Table 7: Schedule of Family Involvement Activities

Parent Involvement Activity	# of Parents Attending
Family Engagement-November PBIS Parent Info Meeting	18
Parent Engagement-October	0
STEM/Literacy Meeting	30
Family Engagement-August Parent Orientation	60
Total: 5	108

21st CCLC Objective Assessment

PROGRAM OUTCOMES

Academic Excellence, LLC served as the external evaluator for Brooks County Middle School. The program aims to achieve ten objectives. The first five objectives deal with academic performance in reading, math, and science. The three goals of the program are to engage children in enrichment activities to facilitate the following:

Goal 1: Provide opportunities for academic improvement for 21st CCLC students, so they meet or exceed state and local performance standards in core academic areas of English/Language Arts, Math Science, and Social Studies.

Goal 2: Improve positive 21st CCLC student outcomes in the areas of attendance, character, behavior, and responsibility.

Goal 3: Offer adult family members of students who are served by the 21st CCLC program the opportunities for positive involvement and development.

This Summative Evaluation Report is designed to highlight the strengths and accomplishments of Brooks County Middle School and suggest recommendation to support ongoing sustainability.

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Status of Program Objectives

Table 8: Brooks County Middle School 21st CCLC Grant Goals, Objectives, and Status

Goal 1	Measureable Objectives	Activities	Status/Comments
Improve Student Academic Achievement	1.1) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will meet or exceed local standards in English/Language.	1.1.1) 1. Instruction and tutoring on skills and specific subject requirements, including Georgia Performance Standards; innovative learning methods; project-based and hands-on learning. 1.1.2). Test preparation for statewide assessments, to include study, research, and writing skills for each grade level.	Met 100% Total students meeting objective: 67/67
	1.2) A minimum of 65% of regularly participating students will meet or exceed local assessments for Math.	1.2.1) Instruction and tutoring on skills and specific subject requirements; innovative learning methods; project-based and hands-on learning.	Met 100% Total students

		1.2.2) Test preparation for regular school day tests, including study and research skills.	
	1.3) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will meet or exceed local standards in Science.	1.3.1) Instruction and tutoring on skills and specific subject requirements, including Georgia Performance Standards, innovative learning methods; project-based and hands-on learning. 1.3.2) Test preparation for regular school day tests, including study and research skills.	Met 100% Total students meeting objective: 19/19 ****There were only 19 student grades for science.
	1.4) A minimum of regularly participating students (attending 30 days or more) at Brooks County Middle School will meet or exceed local standards in Social Studies.	1.4.1) Instruction and tutoring on skills and specific requirements; innovative learning methods; project-based and hands-on learning. 1.4.2) Test preparation for regular school day tests; to include study and research skills.	Met 100% Total students meeting objective: 67/67

	1.5) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will demonstrate improvement in homework completion annually.	1.5.1) Regular communication between 21st CCLC staff and regular day school teachers on homework assignments and projects. 1.5.2) Homework assistance provided by certified teachers; checking student work for completion and accuracy.	Met: 91% of the students demonstrated improvement in homework completion. 40/44
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Goal 2	Measureable Objectives	Activities	Status/Comments
Youth Development	2.1) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will be absent 15 days or less during the regular school day.	2.1.1) Quality programming, assistance, and encouragement to strengthen student performance and confidence. 2.1.2) Working with day school official and parents to ensure that student attendance policies are enforced. 2.1.3) Provide programming for parents and students that reinforces the benefits of good attendance.	Met: 76% of the students were absent 15 days or less during the regular school day. 54/71

	<p>2.2) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will demonstrate improvement in class participation.</p>	<p>2.2.1) Improving student confidence in the area of classroom participation with smaller group settings during 21st CCLC hours.</p>	<p>Met: 40/41</p> <p>91% of student improved in class participated as reported by teachers.</p>
	<p>2.3) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will demonstrate improvement in character development and behavior.</p>	<p>2.2.2) Enrichment activities to enhance student experience, including STEAM(Science, Technology, Engineering, Arts, and Math), fitness, and swimming.</p> <p>2.3.1) Mentoring and encouragement through positive instruction in character education and resistance of risky behaviors.</p> <p>2.3.2) Enrichment activities to enhance student opportunities, including field trips, college visits, and guest speakers.</p>	<p>Met: 37/41</p> <p>90% of student improved in class participated as reported by teachers.</p>

Goal 3	Measureable Objectives	Activities	Status/Comments
Family Engagement	3.1) A minimum of 60 adult family members of participating students at Brooks County Middle School will attend at least one development opportunity annually.	3.1.1) Offering quality family development opportunities monthly with pertinent information, topics, and guest speakers.	Met: 108 adult family member participated in a Parent Engagement Opportunity.
	3.2) A minimum of 75% of the Brooks County Middle School adult family members who attend at least one family-related development session will state they have gained increased knowledge regarding their child's academic status and success.	3.2.1) Monthly family development opportunities with pertinent information, topics, and guest speakers. 3.2.2) Planned opportunities for adult family members to learn of student progress and achievement within the 21 st CCLC program as related to the goals and objectives of the program.	Unable to Determine: No parent survey due to COVID-19

Evaluation Overview

PARENT, TEACHER AND STUDENT SURVEYS

Multiple measures were used to evaluate Brooks County Middle School Program. The parent, teacher, and student surveys are used to monitor progress and make decisions for Brooks County Middle School's 21st CCLC program activities and projects that are a grant requirement. Stakeholder feedback is intended to guide the continuous improvement process and should enable the identification of successful aspects of the program and areas in need of improvement. Parent surveys received parent opinions on staffing, activities, operations, site administration communication, child's happiness with the program, and behaviors regarding the overall program. As stakeholders, parents are key indicators of whether the program is facilitating basic communication of goals and objectives. Their opinions indicate whether certain criteria are being met such as quality homework completion, student's ability to get along with others, and students' behavior. The teachers' results assist with guiding the curriculum and suggest improvements for the 21st CCLC Program.

SITE VISITS

Also, external evaluators retrieved additional observational data during the 2 site visits. The purpose of the site visits was to observe activities and lessons during the implementation and collect documentation that would assist in the evaluation of the program. The site was also visited multiple times by the Program Director and the GADOE Evaluation Specialist.

OTHER TECHNIQUES

1. Collected and analyzed secondary data gathered from CAYEN
2. Collected and analyzed secondary data gathered from Ms. Rose.

DATA COLLECTION SCHEDULE

Table 9: Data Collection Activities

Activity	Dates
Regular Day Teacher Survey	Spring 2020
Student Survey	Unavailable due to COVID-19
Analysis of Report Grades	Spring 2020
Analysis of CAYEN Data	Ongoing
Other Techniques	Ongoing

Source: CAYEN and site schedule

Parent Survey

ACADEMIC PERFORMANCE-STUDENT REPORT CARD GRADES

In spring 2020, a survey was administered to the regular day teacher of the students who participated in the program. The purpose of the survey was to assess whether the school day teacher had observed a change in student behavior related to afterschool programs over the course of the program. Survey responses are summarized in Table 10.

Table 10: Teacher Survey-Percentage of Need to Improver to Significant Decline

Survey Items and Response Frequencies							
Total Number of Students Rated = 44							
To What Extent has the Student changed:							
1. Turning in his/her homework on time.							
No Need to Improve 9(20%)	Significant Improvement 21 (48%)	Moderate Improvement 9(20%)	Slight Improvement 2(5%)	No Change 3 (7%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)	Significant Decline 0(0%)
2. Completing homework to your satisfaction?							
No Need to Improve 7 (16%)	Significant Improvement 20(45%)	Moderate Improvement 11 (25%)	Slight Improvement 2 (5%)	No Change 4 (9%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)	Significant Decline 0(0%)
3. Participating in class?							
No Need to Improve 12(27%)	Significant Improvement 16 (36%)	Moderate Improvement 6(14%)	Slight Improvement 6(14%)	No Change 2(5%)	Slight Decline 2 (5%)	Moderate Decline 0(0%)	Significant Decline 0(0%)

4. Volunteering?							
No Need to Improve 11(25%)	Significant Improvement 13(30%)	Moderate Improvement 10(23%)	Slight Improvement 3(7%)	No Change 7(16%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)	Significant Decline 0 (0%)
5. Attending Class?							
No Need to Improve 27(61%)	Significant Improvement 5(11%)	Moderate Improvement 2(5%)	Slight Improvement 1(2%)	No Change 9(20%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)	Significant Decline 0 (0%)
To What Extent has the Student changed:							
6. Being attentive in class?							
No Need to Improve 11(25%)	Significant Improvement 14(32%)	Moderate Improvement 9(20%)	Slight Improvement 5(11%)	No Change 3(7%)	Slight Decline 1(2%)	Moderate Decline 1(2%)	Significant Decline 0(0%)
7. Behaving well in class?							
No Need to Improve 19(43%)	Significant Improvement 7(16%)	Moderate Improvement 8 (18%)	Slight Improvement 3(7%)	No Change 5(11%)	Slight Decline 1(2%)	Moderate Decline 1(2%)	Significant Decline 0(0%)
8. Academic Performance?							
No Need to Improve 5(11%)	Significant Improvement 23(52%)	Moderate Improvement 5(11%)	Slight Improvement 10(23%)	No Change 1(2%)	Slight Decline 0(0%)	Moderate Decline 0(0%)	Significant Decline 0(0%)
9. Coming to school ready to learn?							
No Need to Improve 12(27%)	Significant Improvement 13(30%)	Moderate Improvement 5(11%)	Slight Improvement 7(16%)	No Change 6(14%)	Slight Decline 1 (2%)	Moderate Decline 0(0%)	Significant Decline 0(0%)
10. Getting along well with other students?							
No Need to Improve 22(50%)	Significant Improvement 6(14%)	Moderate Improvement 6(14%)	Slight Improvement 2 (5%)	No Change 8(18%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)	Significant Decline 0(0%)

Program Implementation

PROGRAM ACTIVITIES

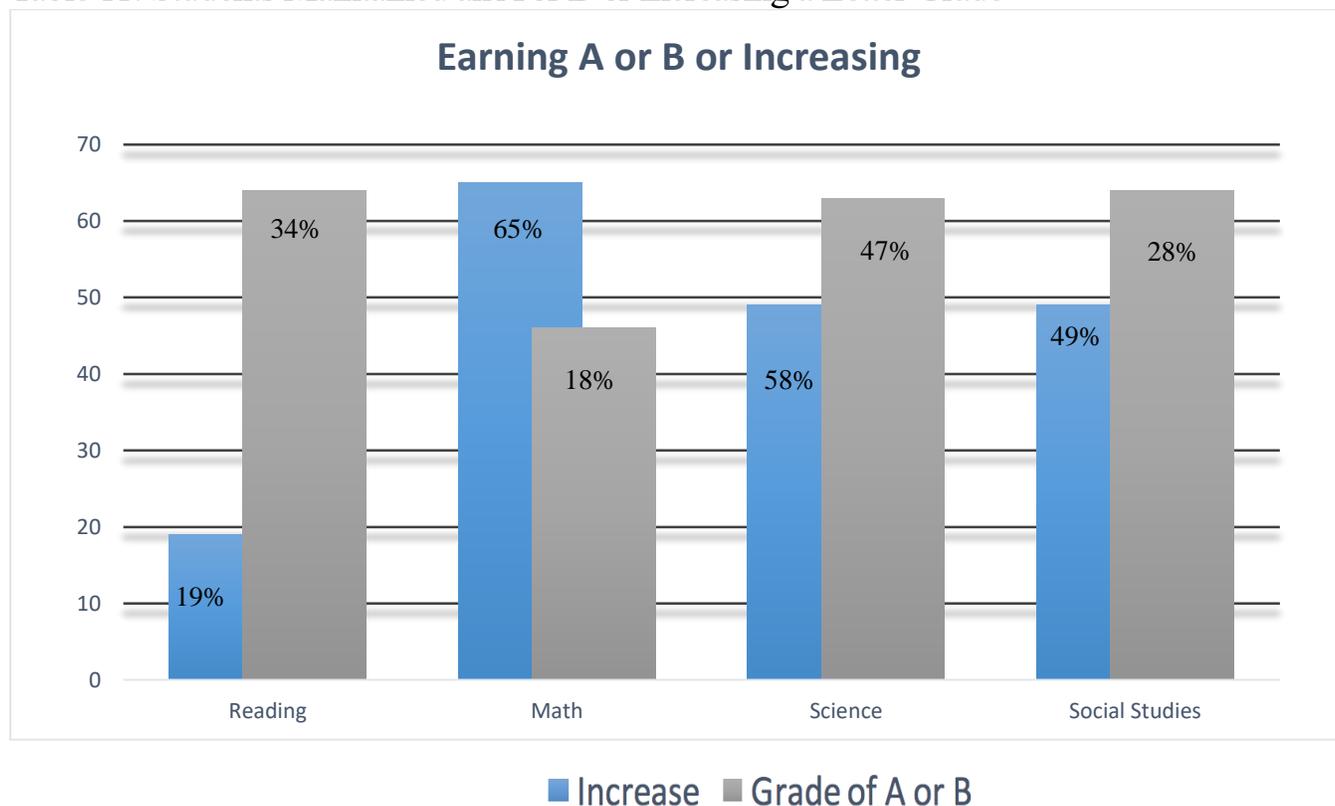
The primary activities of Brooks County Middle School program are listed below:

- STEM/STEAM
- Academic Enrichment (Literacy and Math)
- Field Trips
- Cooking
- Dance
- Arts and Crafts
- Homework Help
- Enrichment Activities (e.g., Character education, cooking, mentoring)
- Physical Activity
- Computer Lab

Program Outcome Data

ACADEMIC PERFORMANCE-STUDENT GRADES

Table 11: Students Maintained an A or B or Increasing a Letter Grade



As can be seen in the chart above, using first and third grading periods 53% of students in the 21st CCLC program increased their reading grade or earned an A or B throughout the year, 83% of students increased their math grade or earned an A or B throughout the year, only 19 grades were inputted in the Cayen science, and 77% of students increased their social studies grade or earned an A or B throughout the year.

Progress Towards Sustainability

PARTNERSHIP DEVELOPMENT AND SUSTAINABILITY PLAN

Brooks County Middle School program continues to work diligently toward sustaining and gaining new partnerships that will support the programs activities long term. Table 11 indicates the partners, their organization type, and the estimated values of their contribution made to enhance the activities offered to regularly participating students.

Table 11: Brooks County Middle School - Partners

Community Partners		
Organization	Contribution Type	Contribution Amount
Brooks County Farm Bureau	Funding, volunteers	\$500.00
Brooks County Public Library	Volunteers, programming, materials, technology	\$2,000.00
Brooks County Middle School	In-kind; paid staffing; materials, supplies; staff	\$2,500.00
Brooks County Sheriff Department	In-kind, volunteers	\$2,500.00
Citizens National Bank	Funding, volunteers	\$1,200.00
Colony Bank	Funding, volunteers	\$1,200.00
Family Connection	Donations, supplies	\$1,000.00
Presbyterian Home and Retirement Community	In-kind, volunteers	\$600.00
Quitman Brooks County Chamber of Commerce	In-kind, volunteers	\$500.00
Quitman Brooks County Historical Museum and Cultural Center	Volunteers, donations, supplies	\$600.00
Valdosta State University	Volunteers, donations, supplies	\$2,000.00
Grand Total Contributions		\$14,600.00

Success Stories

STUDENTS:

Student 1 Success Story:

A 6th grade student who struggled with social skills as well as academics thrived in the after school program at the middle school. This student did not attend the after school program at the elementary school but after speaking with his Mom she agreed to sign him up. The student has an IEP and is autistic, not severe, but enough that made him shy and withdrawn at school. After he began attending the after school program he made many new friends and became a “social butterfly.” His grades greatly improved after only one month in the program. He was no longer afraid to ask questions in class. He was pulled into a small group each week for reading. His reading and vocabulary improved greatly by Christmas break. This behavior began to carry over into the school day as well. His parents were thrilled at his “new personality” and with his grades. He also attended the Saturday school sessions and field trips. His parents said he would never go on field trips at the elementary school unless one of them chaperoned and went along.

Student 2 Success Story:

An 8th grade student enrolled in the after school program at the middle school for the first time this school year. She struggled with Math during her 6th and 7th grade years, as well as at the elementary school. She never earned a grade higher than a C in Math, and failed Math for the year in 4th grade and in 7th grade. This school year she began to earn B’s and then A’s in Math. By the end of the first semester she was earning all A’s in her Math classes. She ended the school year earning a yearly average of 98 in her 8th grade Math class and a yearly average of 100 in her Connections Math class. During the school year, she also began having more confidence in herself, socializing more with her peers, and helping others. During 6th and 7th grade, she earned C’s and low B’s in her other academic classes. This school year the grades in her other academic classes also improved to high B’s and A’s. During her elementary years, she rarely earned a grade higher than a C in her academic classes. She ended her 8th grade year with an overall GPA of 88, due to the low grades she earned in 6th and 7th grade. She

attended Saturday school sessions and field trips, and was always willing to help other students with assignments, homework, and projects. She was also always helping her teachers and myself with running errands and other small jobs we needed done.

Student 3 Success Story:

An 8th grade student who was in the accelerated program, TORCH Academy, was earning low B's in Math, then C's, then F's. She failed first semester with a grade of 68 in Algebra I. She and her parents were very worried about her grades. We paired her with another student in the after school program who was also in her Algebra I class earning all A's. During second semester, her grades improved drastically. She began earning C's in Math. She understood the Algebra concepts from the other student tutoring her in the after school program. When we left school on March 13th her Math average had climbed to 81. She ended the school year with a yearly average of 70 in Algebra I, which proved peer tutoring does work. Her grades slipped down again during the Covid-19 shutdown. I am quite sure had we ended the school year on campus her Algebra I average for the year would have been much, much higher.

Overall Recommendations

RECOMMENDATIONS:

The evaluator's overall recommendation for continued success include each of the following:

1. Brooks County Middle School is encouraged to continue work to implement activities to increase student engagement and continue to use hands on manipulatives in the classroom.
2. Brooks County Middle School's 21st CCLC program experienced some difficulty with achieving the proposed level of student services, as indicated by the average daily attendance reported in Cayen. The 21st CCLC Program proposed to serve a specific number of students per day of operation, and the program should increase focus on ensuring this level of student services is achieved throughout the program year. Brooks County Middle School is encouraged to first work towards increasing enrollment well above the number of students needed to meet daily attendance numbers, then developing a plan to increase the retention and daily attendance of those students already enrolled. It may be necessary for the program to consider new projects or new strategies to help encourage enrolled students to attend the program more regularly (or attract new students into the program).
3. Brainstorm ideas with staff and seek out resources on coordinating after-school with the regular school day. One example might be http://afterschoolalliance.org/documents/issue_briefs/issue_schoolDay_50.pdf
4. Two strategies for improving student reading that have been shown to be effective in after schools are one-to-one tutoring and providing books to students. Providing books to students is particularly effective in tandem with tutoring. Consider additional resources for more ideas, such as the Expanded Learning and Afterschool Project. (<https://www.expandinglearning.org/expandingminds/article/using-afterschool-and-summer-learning-improve-literacy-skills>)
5. Due to COVID-10, 21st CCLC After School Programs have pivoted to offer new remote programming and support for students. Staff are connecting with their students over Google hang out and have partnered with school-day teachers to engage youth in fun conversations tangential to school-day content. It is recommended, that Monday through Friday, students have access to programs on science, technology, engineering and mathematics (STEM) education; yoga and meditation; dancing and physical fitness; nutrition; art projects, financial literacy; and leadership and community action. Teachers can share videos that students can follow along with at home, led staff members who run science experiments, lead yoga and meditation classes, demonstrate art projects, play games and more. Also, log on and access authors reading stories aloud. And to address the unique challenges students face with the pandemic, counselors or community Social Workers can provide virtual activities on confidence-building, reducing cyber-bullying, safety and emotional support.

It is also recommended that you pivot by using social media platforms that kids are already comfortable with to continue to support learning after schools closed. The link below is a Resource Guide for Virtual Afterschool Activities.

https://www.njsacc.org/wp-content/uploads/NJSACC_Virtual_Afterschool_Resource_Guide_2020.pdf

Site visits and conversation with members of the staff confirmed the program continues to operate in the best interest of students. OVERALL, it appears that the 21st CCLC program Brooks County Middle School has met a critical need for their students. The district should commend everyone involved with the program for a job well done.