

**Final Evaluation Report  
2018-2019**

**Crowley Independent School District  
Texas 21<sup>st</sup> Century Community Learning Centers/Texas ACE  
Summary Reports for the following Centers:**

**Carden Elementary  
Hargrave Elementary  
Oakmont Elementary  
Parkway Elementary  
Poynter Elementary  
Harris Intermediate  
Walker Intermediate**

**July 26, 2019**

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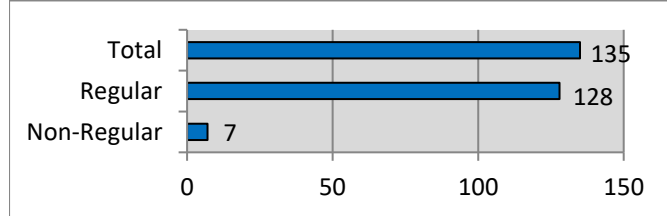
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## Carden Elementary 21<sup>st</sup> CCLC After School Program 2018-2019 Snapshot

### Number of Student Participants



Regular students have 45 or more days of attendance.

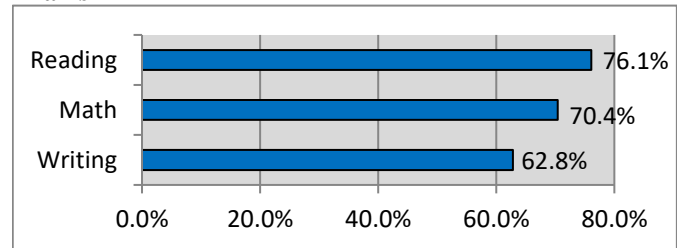
### Outcomes for Regular Students

Average Core GPA	% Passed All Core Classes	% Promoted
3.08	Fall-94.3% Spring-97.5%	100%
Average % of Days Present	Average # of Behavior Referrals	% of Students with No Behavior Referrals
95.34%	0.08	94.3%

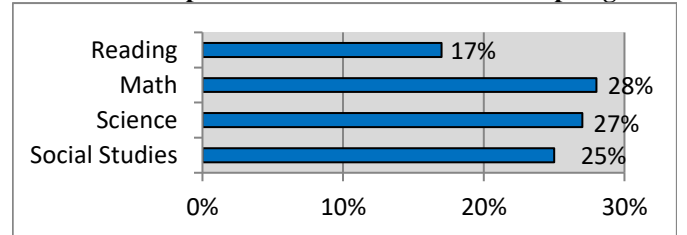
### 2018-2019 Activities Offered

Components	
<b>Academic</b>	Camp el Tesoro, Culture Club, Digital Dreamers, Edible Science, Game Time, Gnaw on a Good Book, Mind Works, Mini-Minds, 1 <sup>st</sup> & 2 <sup>nd</sup> Grade Tutoring, 3 <sup>rd</sup> & 4 <sup>th</sup> Grade Tutoring
<b>Enrichment</b>	Heart to Heart, Leading Ladies, Men of Honor, Paint Your Art Out, Sports Mania, Team Building
<b>College &amp; Workforce Readiness</b>	College Ready, Computer Wizards
<b>Family &amp; Parent Support</b>	3 <sup>rd</sup> Grade Winter Program, Black History Bowl, Black History Program, Dance Showcase, Garden 101, Growing Chef, Holiday Crafts, Lights on Afterschool, Parent Orientation, Parent Social Power Hour, Winter Wonderland and Math Night

### Percentage of Regular Students that Passed the STAAR Exams



### Increases in Report Card Grades from Fall to Spring



### Stakeholder Perceptions

#### Students

- 77% agreed or strongly agreed that the program helps them complete their homework.
- 58% agreed or strongly agreed that their grades have improved since coming to the program.
- 88% agreed or strongly agreed that this program has a lot of activities that are interesting.

#### Parents

- 100% agreed or strongly agreed that the program helps their child complete his/her homework.
- 90% agreed or strongly agreed that the program has helped their child improve his/her school work.
- 87% agreed or strongly agreed that this program has helped them be more informed about school activities and events.

#### Students' Language Arts Teachers

(Rated each of their regular students)

- 47% improved in class participation.
- 52% improved in homework completion.
- 45% improved in classroom behavior.

## **Crowley 21<sup>st</sup> CCLC After School Program/Carden Elementary School Executive Summary**

The Carden Elementary site demonstrated strengths in several areas. The site exceeded the number of regular students and parent participants required by the grant and had a very high rate of retention with ninety-five percent (95%) of student participants designated as regular students. A regular student has forty-five (45) days or more of attendance. A variety of activities were provided for all components to help improve the academic performance, attendance, behavior, and promotion rates of students. Certified teachers worked with small groups of struggling students to provide tutoring in the fall and spring. In the spring, adjustments were made to serve more students for a longer period of time in tutoring. Additional certified teachers were added and the class time was increased from forty (40) minutes to an hour. A vendor, Men of Honor, was added in the spring to provide mentoring and social-emotional learning for boys. Also, the fall activity Heart to Heart was replaced with Leading Ladies to provide mentoring and social-emotional learning for girls. The site increased the number of activities in the Family and Parent Support Component from four in 2017-2018 to eleven in 2018-2019. Three local needs were identified and addressed with action plans: 1) to increase academic achievement in writing, 2) to reduce student behavior referrals, and 3) to increase parent involvement. At the end of the year, the site showed improvement from last year in the average core GPA, average number of behavior referrals, percentage of students with no behavior referrals, percentage of students who passed the STAAR Reading and Writing exams, and percentage of students who increased their report card grades from fall to spring in Reading, Math, Science, and Social Studies.

Some of the perceptions of stakeholders also improved this year based on responses to survey items. A few selected items that the percentage of students who agreed or strongly agreed increased from last year to this year include the following: 1) I like to come to the program. 2) The program has a lot of activities that I think are interesting. 3) This program helps me complete my homework. A few selected items that the percentage of parents who agreed or strongly agreed increased from last year to this year include the following: 1) This program helps my child complete his/her homework. 2) This program has helped me be more involved in my child's education. The Site Coordinator also noted that the cooking class allowed the children to have more hands-on participation in preparing the food this year and the student performance of *This is Me* was well received at the Black History Bowl.

### **Recommendations:**

- On the STAAR exams, the percentage of students who passed was above 70% for all exams except writing at 62.8% and third grade reading at 64.3%. This year, writing was incorporated into science activities through the Botanical Institute Research Curriculum and into tutorials. Also, fourth grade teachers held student/teacher writing conferences to support students in writing and editing their work. Continue working with regular school day staff and specialists to enhance the students' writing skills.
- Work with school staff to help increase the third grade Reading STAAR passing rate to seventy percent (70%) or above next year. This year, tutoring was provided in the fall and spring for struggling readers in first, second, third, and fourth grades, and activities including Gnaw on a Good Book were offered. The inclusion of first and second grade tutorials this year may help boost scores next year. Consider providing additional reading activities next year.
- Although the site had exceptional retention rates with 95% of the students attending at least forty-five days during the year, the TX21st Student Attendance Percentage Report showed that only thirty-three percent (33%) of the students attended forty-one (41) or more days in the spring

compared with 64% in the fall. Encourage students to attend at least forty-one days each semester enrolled.

**Next Steps:**

- The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student’s writing skills including providing an activity specifically for writing. The steps of integrating writing into other activities and of holding student/teacher writing conferences will continue.
- The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support struggling readers. Due to the low passing rate of third grade students on the STAAR Reading exam, the site will emphasize reading for third graders and will identify the students entering fourth grade that had low scores in third grade. Tutoring will continue in the fall and the spring to help meet students’ needs. Additional reading activities will be determined with the collaboration of campus staff.
- To help students achieve at least forty-one (41) days of participation each semester, students will be enrolled during the early weeks of the fall and spring semesters so that they will have ample time to meet the attendance percentage goal and to benefit from afterschool services.
- In looking forward, the Site Coordinator wants to focus more on Parent Engagement and wants to incorporate science into the program using the Botanical Institute Research Curriculum to meet the needs of the fifth graders. This year the school served students from Pre-K through fourth grade, but next year the grade span will increase and include fifth grade.

**Center Overview**

Carden Elementary is a part of the Crowley ISD. According to the 2017-2018 Texas Academic Performance Report, Carden had a student population of five hundred thirteen (513) students in early childhood through grade four with 72.5% designated as economically disadvantaged, 17.3% designated as English Learners, and 51.5% designated as At-Risk. The school’s 2018 Accountability Rating was *Met Standard* and Distinctions included *Academic Achievement in Mathematics, Top 25 Percent: Comparative Closing the Gaps*, and *Postsecondary Readiness*.

Carden 21<sup>st</sup> CCLC served one hundred thirty-five (135) students with one hundred twenty-eight (128) attending forty-five or more days. The following tables provide gender, ethnicity and the grade levels of the students.

**Table 1: Percentage of Regular and Non-Regular Students by Gender and Ethnicity**  
**Data Source: TX21st Year End Summary**

Carden Elementary CCLC After School Site by Gender and Ethnicity								
	Male	Female	African American	Asian	Hispanic	White	American Indian/Alaskan	Two or More
<b>Total*</b>	<b>36%</b>	<b>64%</b>	<b>64%</b>	<b>13%</b>	<b>17%</b>	<b>4%</b>	<b>1%</b>	<b>0%</b>
<b>Regular*</b>	<b>34%</b>	<b>61%</b>	<b>61%</b>	<b>13%</b>	<b>16%</b>	<b>4%</b>	<b>1%</b>	<b>0%</b>
<b>Non-Regular*</b>	<b>2%</b>	<b>3%</b>	<b>3%</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>School Population</b>	<b>N/A</b>	<b>N/A</b>	<b>54.8%</b>	<b>12.1%</b>	<b>21.8%</b>	<b>7.6%</b>	<b>0.4%</b>	<b>3.1%</b>

\*21<sup>st</sup> CCLC percentages

The program served a population that was fairly similar to the school’s population.

**Table 2: Percentage of Regular and Non-Regular Students by Grade Levels**

**Data Source: TX21st Year End Summary**

Grade	PK	K	1 <sup>th</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
% Regular	3%	6%	11%	21%	22%	32%
% Non-Regular	0%	0%	1%	2%	1%	1%

The grade level with the highest percentage of regular students was fourth grade.

**Schedule/Staffing/Activities Offered**

The program operated five days a week from 3:00 pm to 6:15 pm and was led by a Site Coordinator with the support of the Project Director and Family Engagement Specialist. According to the TX21st Staff Export, the fall staff included ten (10) certified teachers, four paraprofessionals, and two youth development workers, while the spring included sixteen (16) certified teachers, two paraprofessionals, three youth development workers, and two college students. Also to help meet students’ interests, two vendors were used: Movement with Purpose and Men of Honor.

The activities for Carden Elementary are listed by components in the chart below.

**Table 3: Activities by Component**

**Data Source: Logic Model and TX21st Activity Reports**

<b>Ongoing Activities Allocated to Four Components</b>				
Component	# Fall	Fall Activities	# Spring	Spring Activities
<b>Academic</b>	7	<u><i>Offered Fall and Spring</i></u> Culture Club Edible Science Game Time Mini-Minds Tutoring-First and Second Grades Mind Works Tutoring-Third and Fourth Grades	10	<u><i>Offered Fall and Spring</i></u> Culture Club Edible Science Game Time Mini-Minds Tutoring-First and Second Grades Mind Works Tutoring-Third and Fourth Grades <u><i>Offered Spring Only</i></u> Camp el Tesoro Digital Dreamers Gnaw on a Good Book
<b>Enrichment</b>	4	<u><i>Offered Fall and Spring</i></u> Paint Your Art Out Sports Mania Team Building <u><i>Offered Fall Only</i></u> Heart to Heart	5	<u><i>Offered Fall and Spring</i></u> Paint Your Art Out Sports Mania Team Building <u><i>Offered Spring Only</i></u> Leading Ladies Men of Honor
<b>College and Workforce Readiness</b>	1	<u><i>Offered Fall and Spring</i></u> Computer Wizards	2	<u><i>Offered Fall and Spring</i></u> Computer Wizards <u><i>Offered Spring Only</i></u> College Ready

<b>Family &amp; Parent Support</b>	5	<b><u>Offered Fall Only</u></b> 3 <sup>rd</sup> Grade Winter Program Holiday Crafts Lights on Afterschool Parent Orientation Parent Social Power Hour	6	<b><u>Offered Spring Only</u></b> Black History Bowl Black History Program Dance Showcase Garden 101 Growing Chef Winter Wonderland and Math Night
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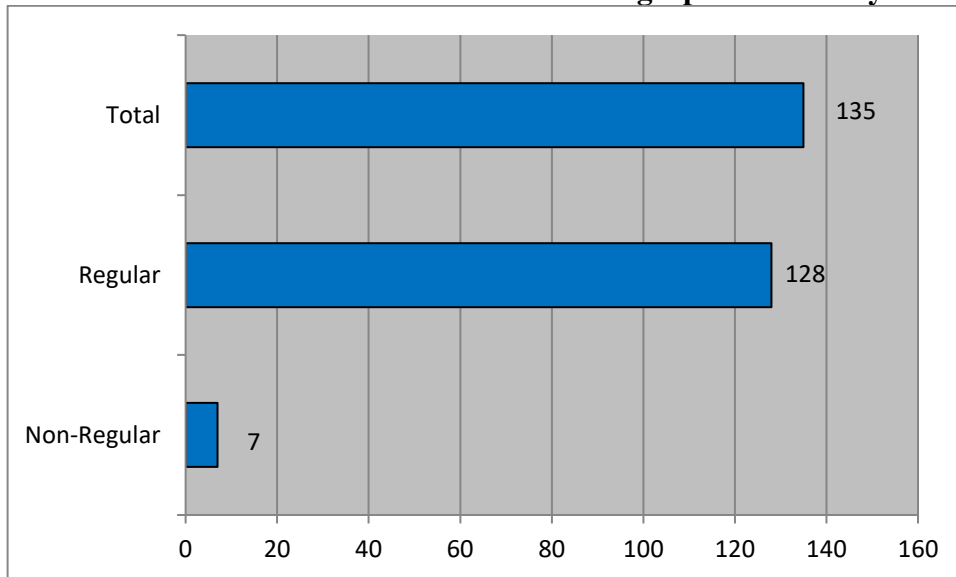
The program provided activities for the four components: 1) Academic Assistance, 2) Enrichment, 3) Family and Parental Support Services, and 4) College and Workforce Readiness to improve the academic performance, attendance, behavior, and promotion rates for students. Students had twelve (12) activity options in the fall, and seventeen (17) activity options in the spring. For the Fall Semester, seven academic, four enrichment, and one college and workforce readiness activities were offered for students. For the Spring Semester, ten (10) academic, five enrichment, and two college and workforce readiness activities were offered for students. For parents and/or families, five activities were offered in the fall, while six activities were offered in the spring.

**Implementation**

**Participants**

**Figure 1: Number of Students Served**

**Data Source: TX21st Year End Student Demographic Summary**



One hundred thirty-five (135) total students participated at the Carden Elementary 21<sup>st</sup> CCLC After School site. One hundred twenty-eight (128) of the total students were regular students, exceeding the required one hundred twenty-five (125) students. For these regular students, students who attended forty-five (45) or more days, the minimum number of days of participation was 45, the maximum number of days of participation was 174, and the average number of days of participation was 85. The number of hours of participation ranged from 45 to 569, with an average of 201 hours. In addition, the site served eighty-five (85) adults exceeding its goal of serving sixty-five (65).

## Student Responsiveness

**Table 4: Number of Students by Attendance Percentage Ranges**

Source: TX21st Student Attendance Percentage Report

Students by Attendance Percentage Ranges				
Attendance Percentage Range	Fall		Spring	
	#	%	#	%
1-40	48	36%	84	67%
41+	87	64%	42	33%
Totals	135	100%	126	100%

Sixty-four percent (64%) of the students in the fall and 33% of the students in the spring fell into the 41+ percentage range of attendance, indicating that most students attended forty-one (41) or more days in the fall, while most of the students attended fewer than forty-one (41) days in the spring.

## Resources

Adequate resources were available to provide appropriate activities and services to the students. Carden Elementary provided the use of the gym, cafeteria, library/computer lab, classrooms, and campus garden. The site had \$95,623 of funding for center level fixed costs including personnel, transportation, Clayton YES, and materials and supplies.

**Table 5: Fiscal Management**

Budget			
Year	Total Budget	# Students Served (Regular & Non-regular)	Cost Per Child
18-19	\$95,623	135	\$708

Based on the amount budgeted to the site and the total number of students served, the cost per child was \$708.

## Quality

To improve her skills and knowledge, the Site Coordinator attended the following training and/or professional development: OSTI-CON, Social Emotional Learning, DLA Essentials of Team Work and Leadership, Restorative Practices, 21st CCLC Afterschool Health and Safety Training, 21<sup>st</sup> CCLC Grant Compliance Training, and Weekly 21<sup>st</sup> CCLC Leadership Meetings. The Site Coordinator also attended grade level meetings, PLC meetings, and met with the Principal and Reading and Math Specialists to help align the afterschool program with the regular school day.

The activities provided support for reading, math, science, writing, social studies, computer skills, and critical thinking skills. Also, activities were offered for crafts, team building, mentoring, social-emotional learning, sports, technology and college and career readiness to meet students' interests and needs. Certified teachers were employed to tutor small groups of students and to teach some of the academic activities. Activities were monitored by the Site Coordinator through formal observations and with daily or weekly walkthroughs. The Project Director visited a minimum of every two weeks to observe the overall program, to monitor for fidelity of implementation, and to ensure that PBIS in the afterschool program was aligned with the regular school day. At the weekly 21<sup>st</sup> CCLC staff meetings with the director, site coordinators, family engagement specialist, and administrative assistant, issues were discussed as a team and the Monthly Communication Update with information about enrollment,

discipline reports, budget expenditures, examples of students who have been helped by the program, professional development attended, and issues along with plans for improvement were reported and discussed.

### Local Needs and Outcomes

Carden selected three areas of need to be addressed through action plans. The areas of need are 1) to increase academic achievement in writing, 2) to reduce student behavior referrals, and 3) to increase parent involvement. A summary of the Action Plan is presented below.

**Table 6: Local Needs Addressed through Action Plans**

<b>Improvement Area Identified</b>	Increase academic achievement in writing.
<b>Rationale</b>	Only 60.6% of Carden 21 <sup>st</sup> CCLC students passed the fourth grade Writing STAAR exam in 2018.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Reading Specialist and fourth grade teachers to identify students needing assistance. Writing was integrated into the science activities through the Botanical Research Institute Curriculum, and writing was included in tutorials. Fourth grade teachers held conferences with students to edit writing in a one-on-one setting.
<b>Results</b>	The students' STAAR Writing scores increased from a 60.6% passing rate in 2018 to 62.8% in 2019.
<b>Improvement Area Identified</b>	Reduce student behavior referrals.
<b>Rationale</b>	Only 81.4% of Carden 21 <sup>st</sup> CCLC students had no behavior referrals for 2017-2018.
<b>Some Action Steps</b>	The Site Coordinator contracted <i>Men of Honor</i> , a vendor, to lead a boy's mentoring class. The girls were provided a mentoring class, Heart to Heart, in the fall. In the spring, the site implemented an SEL class, Leading Ladies for the girls. Student behavior folders were checked weekly in each of these activities. PBIS and CHAMPS were practiced and enforced to align with the regular school day. Discipline referrals were monitored by Site Coordinator and 21 <sup>st</sup> CCLC staff.
<b>Results</b>	The percentage of students with no referrals increased from 81.4% in 2018 to 94.3% in 2019.
<b>Improvement Area Identified</b>	Increase parent involvement.
<b>Rationale</b>	In the 2018 Carden 21 <sup>st</sup> CCLC Parent Survey, only 45% of Carden 21 <sup>st</sup> CCLC parents responded that they attended three or more activities or events for families or parents.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Family Engagement Specialist and partnered with the PTA to coordinate special events and activities. In addition, parent and families were provided activities exclusively for 21 <sup>st</sup> CCLC families. Some events included 3 <sup>rd</sup> Grade Winter Program, Black History Bowl, Black History Program, Lights on Afterschool, and Dance Showcase. Other activities included Garden 101, Growing Chef, Holiday Crafts, Parent Orientation, Parent Social Power Hour, and Winter Wonderland and Math Night.
<b>Results</b>	On the 2019 Parent Survey, the percentage of parents who responded that they attended three or more activities or events dropped from 45% to 26%. However, the site served eighty-five (85) adults, exceeding its goal of serving sixty-five (65). The



site also offered more activities and events in 2019. In 2018, four activities were offered, while eleven (11) activities were offered in 2019. In addition, eighty-seven percent (87%) of parents agreed or strongly agreed that the program has helped them be more involved in their child's education in 2019 compared with 83% in 2018.

## Outcomes

**Table 7: Comparison of Selected Outcome Data for 2017-2018 and 2018-2019**

Intermediate Outcomes of Regular Students	2017-2018	2018-2019	Higher (+) or Lower (-) Number or Percentage this Year
Average Core GPA	2.78	3.08	+
% Increased Reading Report Card Grade from Fall to Spring	15%	17%	+
% Increased Math Report Card Grade from Fall to Spring	25%	28%	+
% Increased Science Report Card Grade from Fall to Spring	16%	27%	+
% Increased Social Studies Report Card Grade from Fall to Spring	24%	25%	+
% Promoted	100%	100%	=
Average % of Days Present	95.38%	95.34%	-
Average # of Behavior Incidents/% with None	0.43 81.4%	0.08 94.3%	+
% Passed STAAR Reading Standard	74.2%	76.1%	+
% Passed STAAR Math Standard	80.9%	70.4%	-
% Passed STAAR Writing Standard	60.6%	62.8%	+

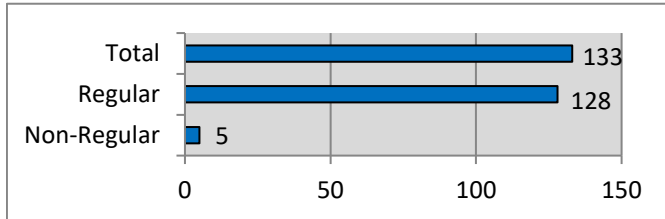
The site made improvements in grades, behavior referrals, and STAAR scores in 2019.

**Table 8: Outcomes for 2019 Based on Action Plans**

2019 SMART Goal	Fall Semester %	Spring Semester %
At the end of each semester, 96% of regular students will have a passing grade in each core subject, reading, math, science, and social studies.	94.3%	97.5%
Regular students will attend 96% of days each semester.	66%	63%
At the end of each semester, eighty-four percent (84%) of regular students will have no behavior referrals for that semester.	96.7%	97.5%

## Hargrave Elementary 21<sup>st</sup> CCLC After School Program 2018-2019 Snapshot

### Number of Student Participants



Regular students have 45 or more days of attendance.

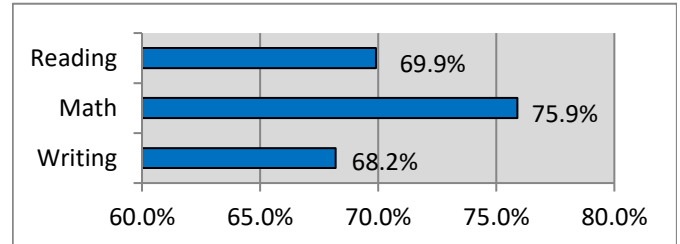
### Outcomes for Regular Students

Average Core GPA	% Passed All Core Classes	% Promoted
3.37	Fall-99% Spring-99%	100%
Average % of Days Present	Average # of Behavior Referrals	% of Students with No Behavior Referrals
95.94%	0.09	93%

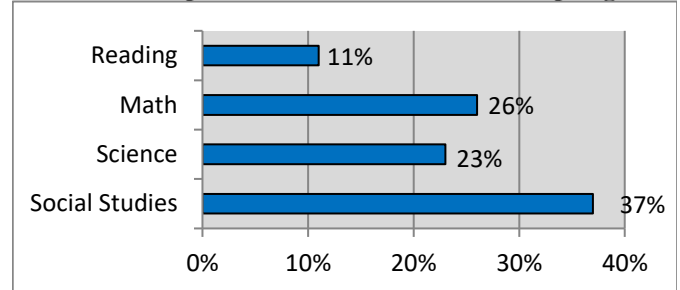
### 2018-2019 Activities Offered

Components	
<b>Academic</b>	Action Readers, Agriculture Club, Computer Club, Discovering Culture, Edible Science/Cooking, Fort Worth Zoo, Garden Club, Homework Help, Math in Action, Math Madness, Phonics Club, Reader's Theatre, Ready Readers, Science Club, STEM Club, Tutoring-1 <sup>st</sup> & 2 <sup>nd</sup> Grades, Tutoring 3 <sup>rd</sup> & 4 <sup>th</sup> Grades, Writing Rangers, Young Scientists
<b>Enrichment</b>	Board Games, Dallas Black Dance Theatre, Dance Club, Fitness, Van Grow
<b>College &amp; Workforce Readiness</b>	College and Career Readiness, Young Engineers
<b>Family &amp; Parent Support</b>	Family Food Fun, Growing Chef, Holidays Around the World, Lights on After School, Parent Orientation, Spring Fever Dance

### Percentage of Regular Students that Passed the STAAR Exams



### Increases in Report Card Grades from Fall to Spring



### Stakeholder Perceptions

#### Students

- 83% agreed or strongly agreed that the program helps them complete their homework.
- 75% agreed or strongly agreed that their grades have improved since coming to the program.
- 65% agreed or strongly agreed that this program has a lot of activities that are interesting

#### Parents

- 100% agreed or strongly agreed that the program helps their child complete his/her homework.
- 96% agreed or strongly agreed that the program has helped their child improve his/her school work.
- 100% agreed or strongly agreed that this program has helped them be more informed about school activities and events.

#### Students' Language Arts Teachers (Rated each of their regular students)

- 50% improved in class participation.
- 77% improved in homework completion.
- 37% improved in classroom behavior.

## **Crowley 21<sup>st</sup> CCLC After School Program/Hargrave Elementary School Executive Summary**

### **Overall Strengths and Next Steps**

The Hargrave Elementary site demonstrated strengths in several areas. The site exceeded the number of regular students and parent participants required by the grant and had a very high rate of retention with ninety-six percent (96%) of student participants designated as regular students. A regular student has forty-five (45) days or more of attendance. A variety of activities were provided for all components to help improve the academic performance, attendance, behavior, and promotion rates of students. Certified teachers worked with small groups of struggling students to provide tutoring in the fall and spring. In the spring, adjustments were made to serve more students in tutorials, and sessions and certified teachers were added. The reading benchmarks dropped in December so reading was integrated into all of the academic activities except Garden Club and Math. Math classes were modified this year so that the teachers could work with small groups of students on math concepts and skills that were aligned with the school. While the teachers worked with the small groups, the students worked on the computer using Prodigy, Dreambox, Kodable, Reflex Math, or Education.com math programs. The site increased the number of activities in the Family and Parent Support Component from three in 2017-2018 to six in 2018-2019. Two local needs were identified and addressed with action plans: 1) to increase academic achievement in reading and 2) to increase parent involvement. At the end of the year, the site showed improvement from last year in the average core GPA, average percentage of days present, average number of behavior referrals, percentage of students with no behavior referrals, percentage of students who passed the STAAR Reading exam, and percentage of students who increased their report card grades from fall to spring in Math, Science, and Social Studies.

Some of the perceptions of stakeholders also improved this year based on responses to survey items. A few selected items that the percentage of students who agreed or strongly agreed increased from last year to this year include the following: 1) Since I've been coming to this program, I understand my school work better. 2) Since I've been coming to this program, my behavior at school has improved. A few selected items that the percentage of parents who agreed or strongly agreed increased from last year to this year include the following: 1) This program helps my child complete his/her homework. 2) This program has helped me be more involved in my child's education. The Site Coordinator also noted that the 21<sup>st</sup> CCLC After School program worked with the school to plan a spring dance for all of the school. Some dads, helped with the planning, and one served as the DJ. These were fathers who were part of the Crowley ISD organization, All Pro Dads. About one hundred (100) parents from the school attended with their children.

### **Recommendations:**

- On the STAAR exams, the subjects with the lowest percentages of students who passed were writing at 68.2% and third grade reading at 61.5%. This year, Writing Rangers and Tutoring were offered to support the students' writing skills. Writing was also integrated into some of the other activities, such as in the Garden Club through student journals and in Discovering Cultures. Consider providing additional writing opportunities next year, such as student/teacher writing conferences.
- Work with school staff to help increase the third grade Reading STAAR passing rate next year. This year, tutoring was provided in the fall and spring for struggling readers in third and fourth grades, and activities including Action Readers, Phonics Club, Reader's Theatre, and Ready

Readers were offered. The inclusion of Phonics Club this year may help boost third grade scores next year. Consider providing additional reading activities next year.

- On the Student Survey, the percentage of students who agreed or strongly agreed that they get to choose their activities dropped to seventeen percent (17%). Allow the students to have more voice and choice at specific times.

**Next Steps:**

- The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student’s writing skills, including integrating writing into other subjects. The tutorial teachers will be asked to provide more time for writing.
- The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support struggling readers. Due to the low passing rate of third grade students on the STAAR Reading exam, the site will emphasize reading for third graders and will identify the students entering fourth grade that had low scores in third grade. Tutoring will continue in the fall and the spring to help meet students’ needs. Also, reading will continue to be integrated into the other activities.
- The Site Coordinator will determine times when the students can choose which activities to attend. Fridays may be a good day to provide for more student choice.

**Center Overview**

Hargrave Elementary is a part of the Crowley ISD. According to the 2017-2018 Texas Academic Performance Report, Hargrave had a student population of five hundred fifty-eight (558) students in early childhood through grade four with 68.1% designated as economically disadvantaged, 14% designated as English Learners, and 49.8% designated as At-Risk. The school’s 2018 Accountability Rating was *Improvement Required*.

Hargrave 21<sup>st</sup> CCLC served one hundred thirty-three (133) students with one hundred twenty-eight (128) attending forty-five or more days. The following tables provide gender, ethnicity and the grade levels of the students.

**Table 1: Percentage of Regular and Non-Regular Students by Gender and Ethnicity**  
**Data Source: TX21st Year End Summary**

Hargrave Elementary CCLC After School Site by Gender and Ethnicity								
	Male	Female	African American	Asian	Hispanic	White	American Indian/Alaskan	Two or More
<b>Total*</b>	<b>50%</b>	<b>50%</b>	<b>57%</b>	<b>0%</b>	<b>39%</b>	<b>3%</b>	<b>0%</b>	<b>1%</b>
<b>Regular*</b>	<b>48%</b>	<b>48%</b>	<b>56%</b>	<b>0%</b>	<b>38%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>
<b>Non-Regular*</b>	<b>2%</b>	<b>2%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>
<b>School Population</b>	<b>N/A</b>	<b>N/A</b>	<b>54.3%</b>	<b>1.3%</b>	<b>32.6%</b>	<b>7.2%</b>	<b>0.4%</b>	<b>4.3%</b>

\*21<sup>st</sup> CCLC percentages

The program served a population that was fairly similar to the school’s population.

**Table 2: Percentage of Regular and Non-Regular Students by Grade Levels**  
**Data Source: TX21st Year End Summary**

Grade	PK	K	1 <sup>th</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>% Regular</b>	<b>2%</b>	<b>6%</b>	<b>7%</b>	<b>17%</b>	<b>31%</b>	<b>34%</b>
<b>% Non-Regular</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>

The grade level with the highest percentage of regular students was fourth grade.

**Schedule/Staffing/Activities Offered**

The program operated five days a week from 3:00 pm to 6:15 pm and was led by a Site Coordinator with the support of the Project Director and Family Engagement Specialist. According to the TX21st Staff Export, the fall staff included seven certified teachers, two paraprofessionals, and two youth development workers, while the spring included eleven (11) certified teachers, two paraprofessionals, two youth development workers, and one college student. Also to help meet students’ interests, three vendors were used: Dallas Black Dance Theatre, Van Grow (art), and Apparicio Music (violins).

The activities for Hargrave Elementary are listed by components in the chart below.

**Table 3: Activities by Component**  
**Data Source: Logic Model and TX21st Activity Reports**

<b>Ongoing Activities Allocated to Four Components</b>				
<b>Component</b>	<b># Fall</b>	<b>Fall Activities</b>	<b># Spring</b>	<b>Spring Activities</b>
<b>Academic</b>	16	<u><i>Offered Fall and Spring</i></u> Action Readers Computer Club Garden Club Homework Help Math Madness Ready Readers Tutoring-1 <sup>st</sup> & 2 <sup>nd</sup> Grades Tutoring -3 <sup>rd</sup> & 4 <sup>th</sup> Grades Writing Rangers Young Scientists <u><i>Offered Fall Only</i></u> Agriculture Club Discovering Culture Edible Science/Cooking Math in Action Reader’s Theatre STEM Club	13	<u><i>Offered Fall and Spring</i></u> Action Readers Computer Club Garden Club Homework Help Math Madness Ready Readers Tutoring-1 <sup>st</sup> & 2 <sup>nd</sup> Grades Tutoring -3 <sup>rd</sup> & 4 <sup>th</sup> Grades Writing Rangers Young Scientists <u><i>Offered Spring Only</i></u> Fort Worth Zoo Phonics Club Science Club
<b>Enrichment</b>	2	<u><i>Offered Fall and Spring</i></u> Fitness Club <u><i>Offered Fall Only</i></u> Van Grow	4	<u><i>Offered Fall and Spring</i></u> Fitness Club <u><i>Offered Spring Only</i></u> Dallas Black Dance Theatre Dance Club Board Games
<b>College and Workforce Readiness</b>	2	<u><i>Offered Fall and Spring</i></u> Young Engineers <u><i>Offered Fall Only</i></u> College and Career Readiness	1	<u><i>Offered Fall and Spring</i></u> Young Engineers

<b>Family &amp; Parent Support</b>	5	<u><i>Offered Fall and Spring</i></u> Family Food Fun <u><i>Offered Fall Only</i></u> Growing Chef Holidays Around the World Lights on After School Parent Orientation	2	<u><i>Offered Fall and Spring</i></u> Family Food Fun <u><i>Offered Spring Only</i></u> Spring Fever Dance
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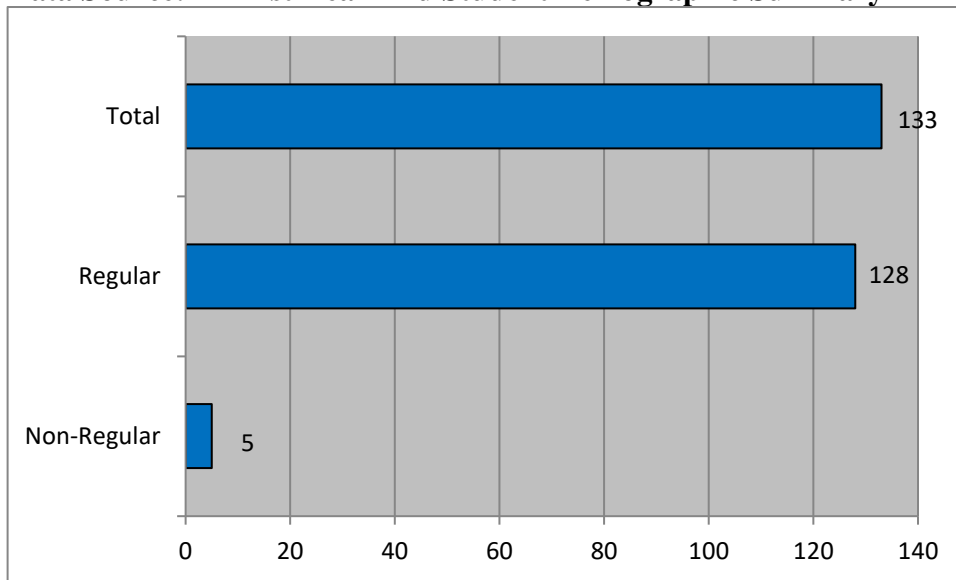
The program provided activities for the four components: 1) Academic Assistance, 2) Enrichment, 3) Family and Parental Support Services, and 4) College and Workforce Readiness to improve the academic performance, attendance, behavior, and promotion rates for students. Students had twenty (20) activity options in the fall, and eighteen (18) activity options in the spring. For the Fall Semester, sixteen (16) academic, two enrichment, and two college and workforce readiness activities were offered for students. For the Spring Semester, thirteen (13) academic, four enrichment, and one college and workforce readiness activities were offered for students. For parents and/or families, five activities were offered in the fall, while two activities were offered in the spring.

**Implementation**

**Participants**

**Figure 1: Number of Students Served**

**Data Source: TX21st Year End Student Demographic Summary**



One hundred thirty-three (133) total students participated at the Hargrave Elementary 21<sup>st</sup> CCLC After School site. One hundred twenty-eight (128) of the total students were regular students, exceeding the required one hundred twenty-five (125) students. For these regular students, students who attended forty-five (45) or more days, the minimum number of days of participation was 46, the maximum number of days of participation was 158, and the average number of days of participation was 96. The number of hours of participation ranged from 48 to 401, with an average of 185 hours. In addition, the site served seventy-three (73) adults exceeding its goal of serving sixty-five (65).

**Student Responsiveness**

**Table 4: Number of Students by Attendance Percentage Ranges**

**Source: TX21st Student Attendance Percentage Report**

<b>Students by Attendance Percentage Ranges</b>				
<b>Attendance Percentage Range</b>	<b>Fall</b>		<b>Spring</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
1-40	29	31%	9	7%
41+	64	69%	121	93%
Totals	93	100%	130	100%

Sixty-nine percent (69%) of the students in the fall and 93% of the students in the spring fell into the 41+ percentage range of attendance, indicating that most students attended forty-one (41) or more days in the fall and in the spring.

**Resources**

Adequate resources were available to provide appropriate activities and services to the students. Hargrave Elementary provided the use of the garden, computer lab, library, gym, café, music room, classrooms, science lab, kitchen, and hallway. The site had \$95,623 of funding for center level fixed costs including personnel, transportation, Clayton YES, and materials and supplies.

**Table 5: Fiscal Management**

<b>Budget</b>			
<b>Year</b>	<b>Total Budget</b>	<b># Students Served (Regular &amp; Non-regular)</b>	<b>Cost Per Child</b>
18-19	\$95,623	133	\$719

Based on the amount budgeted to the site and the total number of students served, the cost per child was \$719.

**Quality**

To improve his skills and knowledge, the Site Coordinator attended the following training and/or professional development: OSTI-CON, Social Emotional Learning, DLA Essentials of Team Work and Leadership, 21st CCLC Afterschool Health and Safety Training, 21<sup>st</sup> CCLC Grant Compliance Training, and Weekly 21<sup>st</sup> CCLC Leadership Meetings. The Site Coordinator also met with the Principal, Reading and Math Specialists, and classroom teachers to help align the afterschool program with the regular school day. In addition, the Site Coordinator reviewed posted lesson plans when planning afterschool activities and lessons.

The activities provided support for reading, math, science, writing, social studies, early literacy, computer skills, homework help, and critical thinking skills. Also, activities were offered for art, cooking, ballet, dance, board games, fitness, technology, and college and career readiness to meet students’ interests and needs. Certified teachers were employed to tutor small groups of students and to teach some of the academic activities. Activities were monitored by the Site Coordinator through formal observations and with daily or weekly walkthroughs. The Project Director visited a minimum of every two weeks to observe the overall program, to monitor for fidelity of implementation, and to ensure that PBIS in the afterschool program was aligned with the regular school day. At the weekly 21<sup>st</sup> CCLC staff meetings with the director, site coordinators, family engagement specialist, and administrative assistant, issues were discussed as a team and the Monthly Communication Update with information about enrollment, discipline reports, budget expenditures, examples of students who have

been helped by the program, professional development attended, and issues along with plans for improvement were reported and discussed.

### Local Needs and Outcomes

Hargrave selected two areas of need to be addressed through action plans. The areas of need are 1) to increase academic achievement in reading and 2) to increase parent involvement. A summary of the Action Plan is presented below.

**Table 6: Local Needs Addressed through Action Plans**

<b>Improvement Area Identified</b>	Increase academic achievement in reading.
<b>Rationale</b>	Only 58.4% of Hargrave 21 <sup>st</sup> CCLC students passed the Reading STAAR exam in 2018.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Reading Specialist and teachers to identify students needing assistance in reading and to align the 21 <sup>st</sup> CCLC lesson plans with the Reading TEKS. Also, materials were purchased to provide teachers with resources to effectively teach the TEKS. Reading TEKS were incorporated into computer classes through I Station, I Reading, and Epic Reports and into science activities and engineering activities. Hargrave school day certified teachers were recruited to tutor small groups of students in reading.
<b>Results</b>	The students' STAAR Reading scores increased from a 58.4% passing rate in 2018 to 69.9% in 2019.
<b>Improvement Area Identified</b>	Increase parent involvement.
<b>Rationale</b>	In the 2018 Hargrave 21 <sup>st</sup> CCLC Parent Survey, only 35% of Hargrave 21 <sup>st</sup> CCLC parents responded that they attended three or more activities or events for families or parents.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Family Engagement Specialist and the campus administrators to coordinate special events. Hargrave students participated in the Black History Bowl and danced at the Parent University and the Bill R. Johnson Center. At Holidays Around the World, students danced and a flute ensemble performed. The school and the 21 <sup>st</sup> CCLC program hosted Mathoween and the Spring Dance. At the Spring Dance a parent served as the DJ for the evening. In addition, Aramark facilitated a cooking class for families, and Parent Orientation was held.
<b>Results</b>	On the 2019 Parent Survey, the percentage of parents who responded that they attended three or more activities or events slightly increased from 35% in 2018 to 36%. Also, the site served seventy-three (73) adults, exceeding its goal of serving sixty-five (65). The site also offered more activities and events in 2019. In 2018, three activities were offered, while six activities were offered in 2019. In addition, eighty-seven percent (87%) of parents agreed or strongly agreed that the program has helped them be more involved in their child's education in 2019 compared with 70% in 2018.



## Outcomes

**Table 7: Comparison of Selected Outcome Data for 2017-2018 and 2018-2019**

<b>Intermediate Outcomes of Regular Students</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Higher (+) or Lower (-) Number or Percentage this Year</b>
Average Core GPA	3.29	3.37	+
% Increased Reading Report Card Grade from Fall to Spring	11%	11%	=
% Increased Math Report Card Grade from Fall to Spring	11%	26%	+
% Increased Science Report Card Grade from Fall to Spring	4%	23%	+
% Increased Social Studies Report Card Grade from Fall to Spring	14%	37%	+
% Promoted	100%	100%	=
Average % of Days Present	95.35%	95.94%	+
Average # of Behavior Incidents/% with None	0.31 87%	0.09 93%	+
% Passed STAAR Reading Standard	58.4%	69.9%	+
% Passed STAAR Math Standard	76.2%	75.9%	-
% Passed STAAR Writing Standard	73.2%	68.2%	-

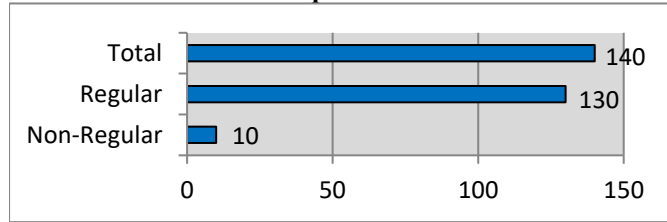
The site made improvements in the average GPA, grades, behavior referrals, percentage of days present, and STAAR Reading scores in 2019.

**Table 8: Outcomes for 2019 Based on Action Plans**

<b>2019 SMART Goal</b>	<b>Fall Semester %</b>	<b>Spring Semester %</b>
At the end of each semester, 96% of regular students will have a passing grade in all core subjects, reading, math, science, and social studies.	99%	99%
Regular students will attend 96% of school days each semester.	71.9%	65.6%
At the end of each semester, ninety percent (90%) of regular students will have no behavior referrals for that semester.	96.9%	96.1%

## Oakmont Elementary 21<sup>st</sup> CCLC After School Program 2018-2019 Snapshot

### Number of Student Participants



Regular students have 45 or more days of attendance.

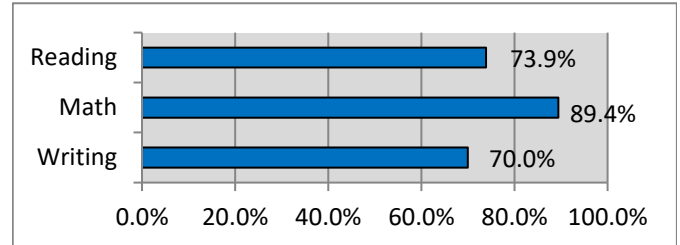
### Outcomes for Regular Students

Average Core GPA	% Passed All Core Classes	% Promoted
3.10	Fall-93.2% Spring-97.5%	100%
Average % of Days Present	Average # of Behavior Referrals	% of Students with No Behavior Referrals
95.36%	0.43	88.3%

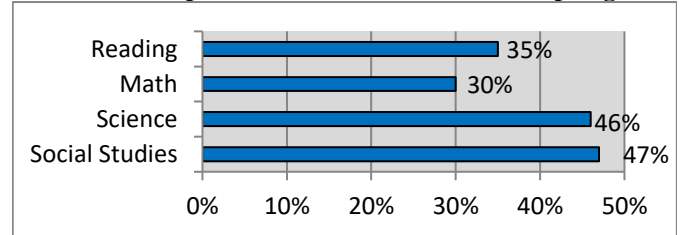
### 2018-2019 Activities Offered

Components	
<b>Academic</b>	Book Worms, Brainiacs, Edible Science, Learning Camp, Mini-Minds, Number Crunch, Phonercise, Science, Shoot 4 the STAARS, Storytime, Texas 2 Step, Writing Camp, Young Builders, Young Einstein, Young Shakespeare
<b>Enrichment</b>	Art Hub, Dramatation Design, Express Yo'Self, Fashion Design, Footloose, Garden to Table, Get on Board, G.I.R.L.S., Growing Chef, Men Under Construction, Motor Lab, Pioneer Kids, Strings, Team Building, Turtle Time, Skillastics, Sunrise Academy, Van Gogh, Yoga
<b>College &amp; Workforce</b>	Coding, Soaring Hawks
<b>Family &amp; Parent Support</b>	Fall Family Fun, Family Floral Arrangement, Family Skate Night, Growing Chef, Parent Orientation, Parent University

### Percentage of Regular Students that Passed the STAAR Exams



### Increases in Report Card Grades from Fall to Spring



### Stakeholder Perceptions

#### Students

- 91% agreed or strongly agreed that the program helps them complete their homework.
- 72% agreed or strongly agreed that their grades have improved since coming to the program.
- 73% agreed or strongly agreed that this program has a lot of activities that are interesting.

#### Parents

- 96% agreed or strongly agreed that the program helps their child complete his/her homework.
- 97% agreed or strongly agreed that the program has helped their child improve his/her school work.
- 93% agreed or strongly agreed that this program has helped them be more informed about school activities and events.

#### Students' Language Arts Teachers (Rated each of their regular students)

- 66% improved in class participation.
- 69% improved in homework completion.
- 49% improved in classroom behavior.

## **Crowley 21<sup>st</sup> CCLC After School Program/Oakmont Elementary School Executive Summary**

### **Overall Strengths and Next Steps**

The Oakmont Elementary site demonstrated strengths in several areas. The site exceeded the number of regular students and parent participants required by the grant and had a very high rate of retention with ninety-three percent (93%) of student participants designated as regular students. A regular student has forty-five (45) days or more of attendance. A variety of activities were provided for all components to help improve the academic performance, attendance, behavior, and promotion rates of students. Certified teachers worked with small groups of struggling students to provide tutoring in the fall and spring. In the spring, adjustments were made by hiring more fourth grade teachers to help with an abundance of homework. This year to better serve Pre-K students, the *Ready Body, Learning Minds* curriculum was added to their activities. Also, several activities were provided for Pre-K, kindergarten, and first grade students to support their early literacy learning. The arts were offered by three vendors: Movement with Purpose provided dance, Van Grow provided art, and Apparicio Music provided violin lessons. Third and fourth graders wrote books using the Write Brain curriculum. Group books were published and dedicated and presented to classroom teachers. The site increased the number of activities in the Family and Parent Support Component from three in 2017-2018 to six in 2018-2019. Three local needs were identified and addressed with action plans: 1) to increase academic achievement in writing, 2) to increase academic achievement in math, and 3) to increase parent involvement. At the end of the year, the site showed improvement from last year in the average number of behavior referrals; percentage of students with no behavior referrals; percentage of students who passed the STAAR Reading, Math, and Writing exams; and percentage of students who increased their report card grades from fall to spring in Reading, Math, Science, and Social Studies.

Some of the perceptions of stakeholders also improved this year based on responses to survey items. A few selected items that the percentage of students who agreed or strongly agreed increased from last year to this year include the following: 1) I like to come to the program. 2) The program has a lot of activities that I think are interesting. 3) This program helps me complete my homework. The percentage of parents who agreed or strongly agreed increased from last year to this year for the following item: This program has helped my child improve his/her school work. The Site Coordinator reported that family engagement was a highlight of the year.

### **Recommendations:**

- On the STAAR exams, the subject with the lowest percentage of students passing the exam was Writing at 70%, which was an increase of nearly ten (10) percentage points from 2018. This year, writing was integrated into math through the problem solving mats and into science through science journals. A daily writing prompt provided opportunities for students to practice their writing skills, and all fourth grade students were enrolled in Write Brain classes. Also, fourth grade teachers and retired teachers held student/teacher writing conferences to support students in writing and editing their work. Continue working with regular school day staff and specialists to enhance the students' writing skills. The inclusion of third grade students in Write Brain classes may be beneficial in increasing writing scores next year.
- Continue to provide support for student behavior. This year, 88.3% of students had no behavior referrals, which is an increase of slightly more than seventeen (17) percentage points from 71.1% in 2018. Strive to continue this progress. This year, mentoring and social-emotional learning activities were provided through G.I.R.L.S. and Men Under Construction. Identify the students most often referred and assign a staff member to monitor their behavior folders.

### Next Steps:

- The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student's writing skills. The steps of integrating writing into other activities, having a daily writing prompt, and of holding student/teacher writing conferences will continue.
- The Site Coordinator will monitor student behavior each six weeks and identify the students with the most referrals. Support will be provided for these students by monitoring their behavior folders and enrolling them in activities designed to encourage and support social-emotional learning and to provide mentoring.
- In looking forward, the Site Coordinator wants to provide additional support for science because the school will enroll fifth graders next year. This year, fourth grade was the highest grade served.

### Center Overview

Oakmont Elementary is a part of the Crowley ISD. According to the 2017-2018 Texas Academic Performance Report, Oakmont had a student population of six hundred thirty-two (632) students in early childhood through grade four with 59.7% designated as economically disadvantaged, 18.8% designated as English Learners, and 44% designated as At-Risk. The school's 2018 Accountability Rating was *Met Standard* and Distinctions included *Academic Achievement in Mathematics*.

Oakmont 21<sup>st</sup> CCLC served one hundred forty (140) students with one hundred thirty (130) attending forty-five (45) or more days. The following tables provide gender, ethnicity and the grade levels of the students.

**Table 1: Percentage of Regular and Non-Regular Students by Gender and Ethnicity**  
**Data Source: TX21st Year End Summary**

Oakmont Elementary CCLC After School Site by Gender and Ethnicity								
	Male	Female	African American	Asian	Hispanic	White	American Indian/Alaskan	Two or More
<b>Total*</b>	<b>40%</b>	<b>60%</b>	<b>46%</b>	<b>4%</b>	<b>33%</b>	<b>16%</b>	<b>0%</b>	<b>0%</b>
<b>Regular*</b>	<b>36%</b>	<b>57%</b>	<b>41%</b>	<b>4%</b>	<b>31%</b>	<b>16%</b>	<b>0%</b>	<b>0%</b>
<b>Non-Regular*</b>	<b>4%</b>	<b>3%</b>	<b>5%</b>	<b>0%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>School Population</b>	<b>N/A</b>	<b>N/A</b>	<b>41.5%</b>	<b>5.9%</b>	<b>30.4%</b>	<b>18%</b>	<b>0.3%</b>	<b>3.8%</b>

\*21<sup>st</sup> CCLC percentages

The program served a population that was fairly similar to the school's population.

**Table 2: Percentage of Regular and Non-Regular Students by Grade Levels**  
**Data Source: TX21st Year End Summary**

Grade	PK	K	1 <sup>th</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>% Regular</b>	<b>6%</b>	<b>7%</b>	<b>12%</b>	<b>15%</b>	<b>19%</b>	<b>34%</b>
<b>% Non-Regular</b>	<b>2%</b>	<b>3%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>

The grade level with the highest percentage of regular students was fourth grade.

### Schedule/Staffing/Activities Offered

The program operated five days a week from 3:00 pm to 6:15 pm with a morning activity from 6:30 am to 7:15 am and was led by a Site Coordinator with the support of the Project Director and Family

Engagement Specialist. According to the TX21st Staff Export, the fall staff included twelve (12) certified teachers, two paraprofessionals, one youth development instructor, and two college students, while the spring included ten (10) certified teachers, four paraprofessionals, and one youth development worker. Also to help meet students’ interests three vendors were used: Movement with Purpose, Apparicio Music (violins), and Van Grow.

The activities for Oakmont Elementary are listed by components in the chart below.

**Table 3: Activities by Component**  
**Data Source: Logic Model and TX21st Activity Reports**

<b>Ongoing Activities Allocated to Four Components</b>				
<b>Component</b>	<b># Fall</b>	<b>Fall Activities</b>	<b># Spring</b>	<b>Spring Activities</b>
<b>Academic</b>	12	<u><b>Offered Fall and Spring</b></u> Brainiacs Edible Science Jump Start/Number Crunch Jump Start/Phonercise Shoot 4 the STAARS Writing Camp Young Einstein <u><b>Offered Fall Only</b></u> Book Worms Jump Start/Mini-Minds Learning Camp Texas 2 Step Young Builders	10	<u><b>Offered Fall and Spring</b></u> Brainiacs Edible Science Jump Start/Number Crunch Jump Start/Phonercise Shoot 4 the STAARS Writing Camp Young Einstein <u><b>Offered Spring Only</b></u> Jump Start/Science Jump Start/Storytime Young Shakespeare
<b>Enrichment</b>	14	<u><b>Offered Fall and Spring</b></u> Dremation Designs Get on Board Jump Start/Motor Lab Jump Start/Turtle Time Skillastics Sunrise Academy Van Gogh Yoga <u><b>Offered Fall Only</b></u> Fashion Design Garden to Table G.I.R.L.S. Growing Chef Men Under Construction Pioneer Kids	13	<u><b>Offered Fall and Spring</b></u> Dremation Designs Get on Board Jump Start/Motor Lab Jump Start/Turtle Time Skillastics Sunrise Academy Van Gogh Yoga <u><b>Offered Spring Only</b></u> Express Yo’Self Footloose Jump Start/Art Hub Strings Team Building
<b>College and Workforce Readiness</b>	2	<u><b>Offered Fall and Spring</b></u> Soaring Hawks <u><b>Offered Fall Only</b></u> Coding	1	<u><b>Offered Fall and Spring</b></u> Soaring Hawks

<b>Family &amp; Parent Support</b>	4	<u><i>Offered Fall and Spring</i></u> Parent Orientation <u><i>Offered Fall Only</i></u> Fall Family Floral Arrangement Fall Family Fun Family Skate Night	3	<u><i>Offered Fall and Spring</i></u> Parent Orientation <u><i>Offered Spring Only</i></u> Growing Chef/ Family Pasta Parent University
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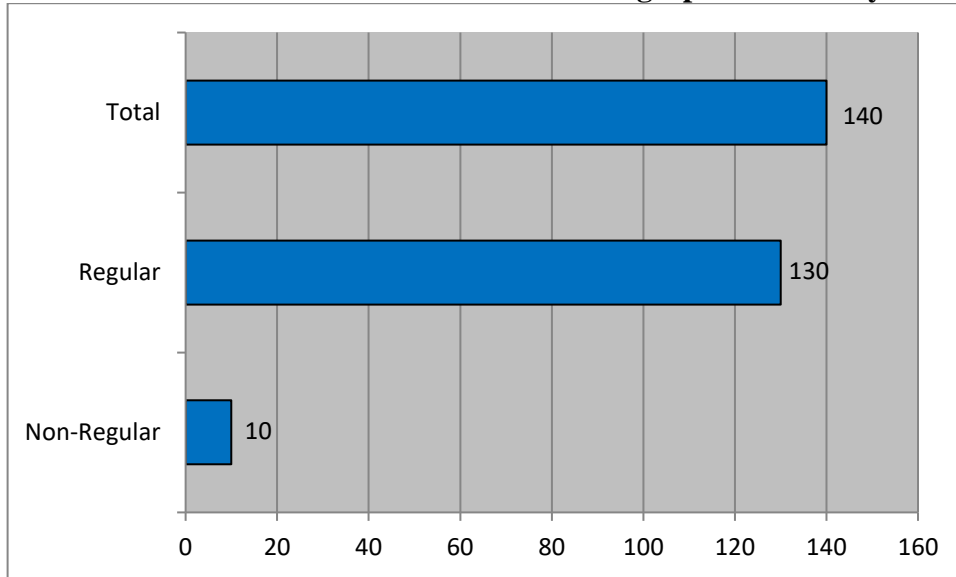
The program provided activities for the four components: 1) Academic Assistance, 2) Enrichment, 3) Family and Parental Support Services, and 4) College and Workforce Readiness to improve the academic performance, attendance, behavior, and promotion rates for students. Students had twenty-eight (28) activity options in the fall, and twenty-four (24) activity options in the spring. For the Fall Semester, twelve (12) academic, fourteen (14) enrichment, and two college and workforce readiness activities were offered for students. For the Spring Semester, ten (10) academic, thirteen (13) enrichment, and one college and workforce readiness activities were offered for students. For parents and/or families, four activities were offered in the fall, while three activities were offered in the spring.

**Implementation**

**Participants**

**Figure 1: Number of Students Served**

**Data Source: TX21st Year End Student Demographic Summary**



One hundred forty (140) total students participated at the Oakmont Elementary 21<sup>st</sup> CCLC After School site. One hundred thirty (130) of the total students were regular students, exceeding the required one hundred twenty-five (125) students. For these regular students, students who attended forty-five (45) or more days, the minimum number of days of participation was 45, the maximum number of days of participation was 177, and the average number of days of participation was 111. The number of hours of participation ranged from 35 to 370, with an average of 335 hours. In addition, the site served one hundred thirty-one (131) adults exceeding its goal of serving seventy-five (75).

**Student Responsiveness**

**Table 4: Number of Students by Attendance Percentage Ranges**

**Source: TX21st Student Attendance Percentage Report**

<b>Students by Attendance Percentage Ranges</b>				
<b>Attendance Percentage Range</b>	<b>Fall</b>		<b>Spring</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
1-40	10	10%	4	3%
41+	86	90%	117	97%
Totals	96	100%	121	100%

Ninety percent (90%) of the students in the fall and 97% of the students in the spring fell into the 41+ percentage range of attendance, indicating that most students attended forty-one (41) or more days in the fall and in the spring.

### **Resources**

Adequate resources were available to provide appropriate activities and services to the students. Oakmont Elementary provided the use of the café, gym, library/media center, classrooms, school garden, and teacher’s lounge. The site had \$95,623 of funding for center level fixed costs including personnel, transportation, Clayton YES, and materials and supplies.

**Table 5: Fiscal Management**

<b>Budget</b>			
<b>Year</b>	<b>Total Budget</b>	<b># Students Served (Regular &amp; Non-regular)</b>	<b>Cost Per Child</b>
18-19	\$95,623	140	\$683

Based on the amount budgeted to the site and the total number of students served, the cost per child was \$683.

### **Quality**

To improve her skills and knowledge, the Site Coordinator attended the following training and/or professional development: OSTI-CON, Social Emotional Learning, DLA Essentials of Team Work and Leadership, 21st CCLC Afterschool Health and Safety Training, 21<sup>st</sup> CCLC Grant Compliance Training, Cyber Security Training, and Weekly 21<sup>st</sup> CCLC Leadership Meetings. The Site Coordinator also attended grade level meetings, PLC meetings, and met with the Principal and Reading and Math Specialists to help align the afterschool program with the regular school day.

The activities provided support for reading, math, science, writing, social studies, early literacy, problem solving, coding, and critical thinking skills. Also, activities were offered for art, violin lessons, team building, gardening, cooking, mentoring, social-emotional learning, sports, crafts, jewelry design, dance, physical activity, yoga, and college and career readiness to meet students’ interests and needs. Certified teachers were employed to tutor small groups of students and to assist with homework. Activities were monitored by the Site Coordinator through formal observations and with daily or weekly walkthroughs. The Project Director visited a minimum of every two weeks to observe the overall program, to monitor for fidelity of implementation, and to ensure that PBIS in the afterschool program was aligned with the regular school day. At the weekly 21<sup>st</sup> CCLC staff meetings with the director, site coordinators, family engagement specialist, and administrative assistant, issues were discussed as a team and the Monthly Communication Update with information about enrollment, discipline reports, budget expenditures, examples of students who have been helped by the program, professional development attended, and issues along with plans for improvement were reported and

discussed. To support early literacy, the Site Coordinator provided a Literacy Night for families. Also, several early literacy opportunities were offered for Pre-K, kindergarten, and first grade students, including a daily read aloud, reading buddies to serve as mentors, Phonercise, and Storytime.

### Local Needs and Outcomes

Oakmont selected three areas of need to be addressed through action plans. The areas of need are 1) to increase academic achievement in writing, 2) to increase academic achievement in math, and 3) to increase parent involvement. A summary of the Action Plan is presented below.

**Table 6: Local Needs Addressed through Action Plans**

<b>Improvement Area Identified</b>	Increase academic achievement in writing.
<b>Rationale</b>	Only 60.7% of Oakmont 21 <sup>st</sup> CCLC students passed the fourth grade Writing STAAR exam in 2018.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Reading Specialist to identify students needing assistance and collaborated with the fourth grade teachers by attending PLC meetings to align writing with school day expectation. Weekly Oakmont 21 <sup>st</sup> CCLC staff meetings were held to review lesson plans and discuss successes and areas of need and/or improvement. All fourth grade students were enrolled in the Write Brain classes, and books were written and published. Writing was integrated into math through the problem solving mats and into science through journals. Fourth grade teachers and retired teachers held conferences with students to edit writing in a one-on-one setting.
<b>Results</b>	The students' STAAR Writing scores increased from a 60.7% passing rate in 2018 to 70.0% in 2019.
<b>Improvement Area Identified</b>	Increase academic achievement in math.
<b>Rationale</b>	Only 73% of Oakmont 21 <sup>st</sup> CCLC students passed the 2018 STAAR Math exam.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Math Specialist and school day teachers to identify students who were low performing in math. Weekly Oakmont 21 <sup>st</sup> CCLC staff meetings were held to review lessons plans and to discuss successes and areas needing improvement. Math supplies such as manipulatives, games, and math centers were made available to help with planning lessons and implementing activities. Students participated in the activities, Texas 2 Step and Shoot 4 the STAARS.
<b>Results</b>	The students' STAAR Math scores increased from a 73% passing rate in 2018 to 89.4% in 2019.
<b>Improvement Area Identified</b>	Increase parent involvement.
<b>Rationale</b>	On the 2018 Oakmont Parent Survey, only 52% of Oakmont's 21 <sup>st</sup> CCLC parents responded that they attended three or more activities or events for families or parents.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Family Engagement Specialist and to plan an event for the families and several meaningful parent and child activities. Readers' Theater materials were purchased for a Black History Event which was performed in the Oakmont Cafeteria. Several activities for families were offered including a Family Skate Night which was facilitated by



	the Site Coordinator and the school PE teacher on September 8. A Mother/Daughter tea was held on April 27, 2019.
<b>Results</b>	On the 2019 Parent Survey, the percentage of parents who responded that they attended three or more activities or events dropped from 52% in 2018 to 30%. However, the site served one hundred thirty-one (131) adults, exceeding its goal of serving seventy-five (75). The site also offered more activities and events in 2019. In 2018, three activities were offered, while six activities were offered in 2019. In addition, eighty-three percent (83%) of parents agreed or strongly agreed that the program has helped them be more involved in their child's education in 2019.

## Outcomes

**Table 7: Comparison of Selected Outcome Data for 2017-2018 and 2018-2019**

<b>Intermediate Outcomes of Regular Students</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Higher (+) or Lower (-) Number or Percentage this Year</b>
Average Core GPA	3.15	3.10	—
% Increased Reading Report Card Grade from Fall to Spring	31%	35%	+
% Increased Math Report Card Grade from Fall to Spring	28%	30%	+
% Increased Science Report Card Grade from Fall to Spring	33%	46%	+
% Increased Social Studies Report Card Grade from Fall to Spring	34%	47%	+
% Promoted	98.8%	100%	+
Average % of Days Present	93.97%	95.36%	+
Average # of Behavior Incidents/% with None	0.99 71.1%	0.43 88.3%	+
% Passed STAAR Reading Standard	73.1%	73.9%	+
% Passed STAAR Math Standard	76.5%	89.4%	+
% Passed STAAR Writing Standard	60.7%	70.0%	+

The site made improvements in grades from fall to spring, behavior referrals, promotion rates, attendance, and STAAR scores in 2019.

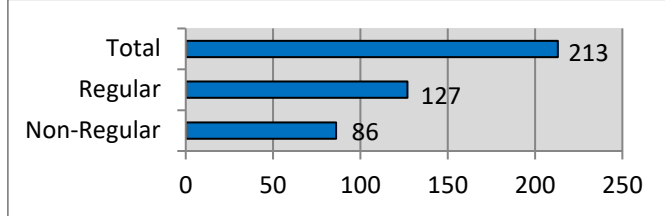
**Table 8: Outcomes for 2019 Based on Action Plans**

<b>2019 SMART Goal</b>	<b>Fall Semester %</b>	<b>Spring Semester %</b>
At the end of each semester, 97% of regular students will have a passing grade in all core subjects, reading, math, science, and social studies.	93.2%	97.5%

Regular students will attend 94% of school days each semester.	89%	53%
At the end of each semester, 74% of regular students will have no behavior referrals for that semester.	94.3%	87.5%

## Parkway Elementary 21<sup>st</sup> CCLC After School Program 2018-2019 Snapshot

### Number of Student Participants



Regular students have 45 or more days of attendance.

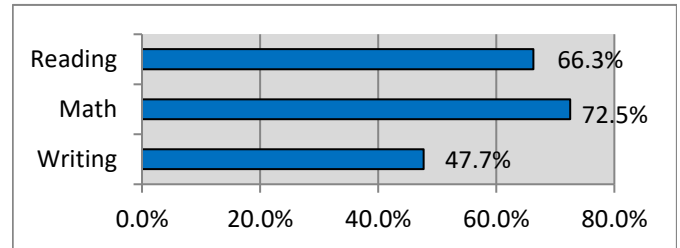
### Outcomes for Regular Students

Average Core GPA	% Passed All Core Classes	% Promoted
2.93	Fall-92.6% Spring-96.8%	100%
Average % of Days Present	Average # of Behavior Referrals	% of Students with No Behavior Referrals
96.09%	0.22	91.6%

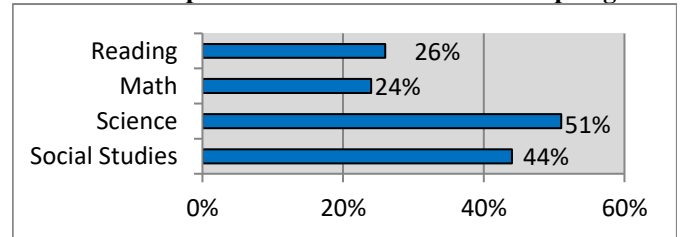
### 2018-2019 Activities Offered

Components	
<b>Academic</b>	Amazing Coding, Computer Time, Digital Den, Edible Science, Homework/Brainteaser, Lego & Block Building, Let's Pretend, Let's Talk Spanish, Light It Up, Math Madness, Reader's Theater, Reading Time, STEM/Science, Write Brain, Writing Rangers, Young Builders
<b>Enrichment</b>	Agriculture Barn, Cinco de Mayo, Dallas Black Dance Theater, Get on Board, Morning Scholar, Nutcracker Suite, Panther's Picassos, Sports Club, Sportsmania, The Art Factory, There's Music in the Air, Team Building, U Nailed It, Zumba
<b>College &amp; Workforce Readiness</b>	Imitation of Life, Panther's University
<b>Family &amp; Parent Support</b>	Floral Arrangement, Lights on Afterschool, Parent Focus Group, Parent Orientation, Parent University, The Growing Chef, Wreath Making Class

### Percentage of Regular Students that Passed the STAAR Exams



### Increases in Report Card Grades from Fall to Spring



### Stakeholder Perceptions

#### Students

- 78% agreed or strongly agreed that they like to come to this program
- 88% agreed or strongly agreed that the program helps them complete their homework.
- 76% agreed or strongly agreed that their grades have improved since coming to the program.
- 69% agreed or strongly agreed that this program has a lot of activities that are interesting.

#### Parents

- 88% agreed or strongly agreed that the program helps their child complete his/her homework.
- 88% agreed or strongly agreed that the program has helped their child improve his/her school work.
- 91% agreed or strongly agreed that this program has helped them be more informed about school activities and events.

#### Students' Language Arts Teachers

(Rated each of their regular students)

- 45% improved in class participation.
- 55% improved in homework completion.
- 26% improved in classroom behavior.

## **Crowley 21<sup>st</sup> CCLC After School Program/Parkway Elementary School Executive Summary**

### **Overall Strengths and Next Steps**

The Parkway Elementary site demonstrated strengths in several areas. The site exceeded the number of regular students and met the number of parent participants required by the grant. A variety of activities were provided for all components to help improve the academic performance, attendance, behavior, and promotion rates of students. In the spring, a certified teacher was hired to work specifically in writing with small groups of fourth graders. Writing Rangers and Write Brain were added to support students' writing skills. Each student received a journal and a daily writing prompt, and reading stations were created and implemented in Reading Time and Let's Pretend to help develop the students' literacy skills. The site increased the number of activities in the Family and Parent Support Component from three in 2017-2018 to seven in 2018-2019. Three local needs were identified and addressed with action plans: 1) to increase academic achievement in writing, 2) to reduce student behavior referrals, and 3) to increase parent involvement. At the end of the year, the site showed improvement from last year in the average core GPA, percentage of students who increased their report card grades from fall to spring in Social Studies, and the percentage of students who passed the STAAR Reading, Math, and Writing exams.

The Site Coordinator reported that the students especially enjoyed some of the activities. By participating in U Nailed It, the students built a go-cart and competed in a competition in Fort Worth. By participating in Imitation to Life, the students applied for jobs, played roles as cashiers and bankers, and bought items with money. Family events were well attended. The Nutcracker Suite performance was held at Crowley High School Auditorium to accommodate an audience of more than eight hundred (800) people. At the school-wide Cinco de Mayo event, families made maracas, ate food, watched dance performances, made arts and crafts, and learned about history. Some activities were favorites of the students. Sportsmania was enjoyed by students because they learned and played different sports. The children liked to eat the food that was made during experiments in Edible Science, and tennis was offered for the first time.

### **Recommendations:**

- On the STAAR exams, the subject with the lowest percentage of 21<sup>st</sup> CCLC regular students who passed was Writing at 47.7% compared with the 21.4% in 2018. The site offered two writing activities in the spring and hired certified teachers to work with small groups of fourth grade students in writing. Continue working with the school administrators and staff to identify students in need of assistance and to identify the students' individual needs. In 2019-2020, consider offering writing activities in the fall as well as the spring.
- This year, the STAAR Reading exam had a passing rate of 66.3% for 21<sup>st</sup> CCLC regular students compared with 40.0% in 2018. Continue working with the school day teachers and specialists to identify struggling readers and to target their individual needs. Consider hiring more certified teachers in the fall to work with low performing students.
- The site served a large number of students this year, but the percentage of regular students to total students decreased from 93% in 2018 to 60% this year. Strive to increase the percentage of regular students to total students so that the students can benefit from the program activities. If new students are identified in the spring as needing additional assistance, enroll them early enough in the semester so that they can achieve at least forty-five (45) days of attendance before the end of the year.

### Next Steps:

- The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student’s writing skills including providing writing activities both semesters. The Site Coordinator stated that the site will use the Write Brain curriculum next year and offer a Writing Club.
- The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support struggling readers. After the fall benchmarks, the site will provide extra reading help for struggling readers who are new to third grade. At the beginning of the year, the site will identify the students entering fourth grade that had low scores in third grade.
- To help students achieve at least forty-five (45) days of participation, new students will be enrolled during the early weeks of each semester so that they will have ample time to meet the attendance goal and to benefit from the afterschool services.

### Center Overview

Parkway Elementary is a part of the Crowley ISD. According to the 2017-2018 Texas Academic Performance Report, Parkway had a student population of six hundred fifty-five (655) students in early childhood through grade four with 80.6% designated as economically disadvantaged, 28.7% designated as English Learners, and 57.9% designated as At-Risk. The school’s 2018 Accountability Rating was *Met Standard*.

Parkway 21<sup>st</sup> CCLC served two hundred thirteen (213) students with one hundred twenty-seven (127) or sixty percent (60%) attending forty-five or more days. The following tables provide gender, ethnicity and the grade levels of the students.

**Table 1: Percentage of Regular and Non-Regular Students by Gender and Ethnicity**

**Data Source: TX21st Year End Summary**

Parkway Elementary CCLC After School Site by Gender and Ethnicity								
	Male	Female	African American	Asian	Hispanic	White	American Indian/Alaskan	Two or More
<b>Total*</b>	<b>38%</b>	<b>62%</b>	<b>53%</b>	<b>3%</b>	<b>39%</b>	<b>4%</b>	<b>1%</b>	<b>0%</b>
<b>Regular*</b>	<b>26%</b>	<b>34%</b>	<b>34%</b>	<b>2%</b>	<b>20%</b>	<b>2%</b>	<b>1%</b>	<b>0%</b>
<b>Non-Regular*</b>	<b>12%</b>	<b>28%</b>	<b>19%</b>	<b>1%</b>	<b>19%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>
<b>School Population</b>	<b>N/A</b>	<b>N/A</b>	<b>51.0%</b>	<b>2.1%</b>	<b>39.5%</b>	<b>3.8%</b>	<b>0.5%</b>	<b>2.7%</b>

\*21<sup>st</sup> CCLC percentages

The program served a population that was fairly similar to the school’s population.

**Table 2: Percentage of Regular and Non-Regular Students by Grade Levels**

**Data Source: TX21st Year End Summary**

Grade	PK	K	1 <sup>th</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>% Regular</b>	<b>1%</b>	<b>5%</b>	<b>9%</b>	<b>8%</b>	<b>17%</b>	<b>19%</b>
<b>% Non-Regular</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>14%</b>	<b>8%</b>	<b>16%</b>

The grade level with the highest percentage of regular students was fourth grade.

**Schedule/Staffing/Activities Offered**

The program operated five days a week from 3:00 pm to 6:15 pm and was led by a Site Coordinator with the support of the Project Director and Family Engagement Specialist. According to the TX21st Staff Export, the fall staff included five certified teachers, two paraprofessionals, and two youth development workers, while the spring included twelve (12) certified teachers, two paraprofessionals, and two youth development workers.

The activities for Parkway Elementary are listed by components in the chart below.

**Table 3: Activities by Component**  
**Data Source: Logic Model and TX21st Activity Reports**

<b>Ongoing Activities Allocated to Four Components</b>				
<b>Component</b>	<b># Fall</b>	<b>Fall Activities</b>	<b># Spring</b>	<b>Spring Activities</b>
<b>Academic</b>	7	<u><i>Offered Fall and Spring</i></u> Digital Den Edible Science Let’s Pretend STEM/Science Homework/Brainteaser Reader’s Theater <u><i>Offered Fall Only</i></u> Young Builders	15	<u><i>Offered Fall and Spring</i></u> Digital Den Edible Science Let’s Pretend STEM/Science Homework/Brainteaser Reader’s Theater <u><i>Offered Spring Only</i></u> Amazing Coding/Ozbot Coding Computer Time Lego & Block Building Let’s Talk Spanish Light It Up Math Madness Reading Time Write Brain Writing Rangers
<b>Enrichment</b>	12	<u><i>Offered Fall and Spring</i></u> Agriculture Barn Get on Board Panther’s Picassos Sports Club Sportsmania U Nailed It <u><i>Offered Fall Only</i></u> Morning Scholars Nutcracker Suite Team Building The Art Factory There’s Music in the Air Zumba	8	<u><i>Offered Fall and Spring</i></u> Agriculture Barn Get on Board Panther’s Picassos Sports Club Sportsmania U Nailed It <u><i>Offered Spring Only</i></u> Dallas Black Dance Theater Cinco de Mayo Celebration
<b>College and Workforce Readiness</b>	1	<u><i>Offered Fall Only</i></u> Panther’s University	1	<u><i>Offered Spring Only</i></u> Imitation of Life

<b>Family &amp; Parent Support</b>	6	<b><i>Offered Fall Only</i></b> Family Floral Arrangement Class Lights on Afterschool Parent Focus Group Parent Orientation I&II The Growing Chef Wreath Making	1	<b><i>Offered Spring Only</i></b> Parent University
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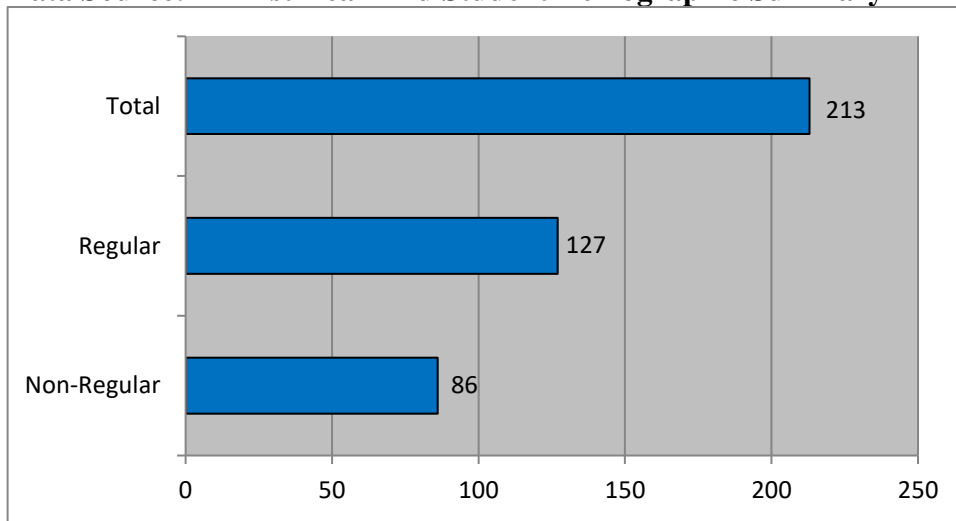
The program provided activities for the four components: 1) Academic Assistance, 2) Enrichment, 3) Family and Parental Support Services, and 4) College and Workforce Readiness to improve the academic performance, attendance, behavior, and promotion rates for students. Students had twenty (20) activity options in the fall, and twenty-four (24) activity options in the spring. For the Fall Semester, seven academic, twelve enrichment, and one college and workforce readiness activities were offered for students. For the Spring Semester, fifteen (15) academic, eight enrichment, and one college and workforce readiness activities were offered for students. For parents and/or families, six activities were offered in the fall, while one activity was offered in the spring.

**Implementation**

**Participants**

**Figure 1: Number of Students Served**

**Data Source: TX21st Year End Student Demographic Summary**



Two hundred thirteen (213) total students participated at the Parkway Elementary 21<sup>st</sup> CCLC After School site. One hundred twenty-seven (127) of the total students were regular students, exceeding the required one hundred twenty-five (125) students. For these regular students, students who attended forty-five (45) or more days, the minimum number of days of participation was 46, the maximum number of days of participation was 165, and the average number of days of participation was 114. The number of hours of participation ranged from 46 to 523, with an average of 309 hours. In addition, the site served sixty-five (65) adults, meeting its goal.

**Student Responsiveness**

**Table 4: Number of Students by Attendance Percentage Ranges**

**Source: TX21st Student Attendance Percentage Report**

<b>Students by Attendance Percentage Ranges</b>				
<b>Attendance Percentage Range</b>	<b>Fall</b>		<b>Spring</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
1-40	94	55%	57	31%
41+	77	45%	125	69%
Totals	171	100%	182	100%

Forty-five percent (45%) of the students in the fall and 69% of the students in the spring fell into the 41+ percentage range of attendance, indicating that most students attended fewer than forty-one (41) days in the fall, while most of the students attended forty-one (41) or more days in the spring.

### **Resources**

Adequate resources were available to provide appropriate activities and services to the students. Parkway Elementary provided the use of the gym, library, computer lab, playground, music room, classrooms, Life Skills classroom, cafeteria, stage, GATE classroom, and kitchen. The site had \$95,623 of funding for center level fixed costs including personnel, transportation, Clayton YES, and materials and supplies.

**Table 5: Fiscal Management**

<b>Budget</b>			
<b>Year</b>	<b>Total Budget</b>	<b># Students Served (Regular &amp; Non-regular)</b>	<b>Cost Per Child</b>
18-19	\$95,623	213	\$449

Based on the amount budgeted to the site and the total number of students served, the cost per child was \$449.

### **Quality**

To improve her skills and knowledge, the Site Coordinator attended the following training and/or professional development: OSTI-CON, Social Emotional Learning, DLA Essentials of Team Work and Leadership, Fresh Training, 21st CCLC Afterschool Health and Safety Training, 21<sup>st</sup> CCLC Grant Compliance Training, Parkway Visions and Values, and Weekly 21<sup>st</sup> CCLC Leadership Meetings. The Site Coordinator also attended PLC meetings, met with the Principal monthly, attended the AVID/Fresh Training, and met with the Reading and Math Specialists to help align the afterschool program with the regular school day.

The activities provided support for reading, math, science, engineering, writing, social studies, computer, homework, and critical thinking skills. Also, activities were offered for crafts, team building, mentoring, social-emotional learning, sports, technology and college and career readiness to meet students' interests and needs. Activities were monitored by the Site Coordinator through formal observations and with daily or weekly walkthroughs. The Project Director visited a minimum of every two weeks to observe the overall program, to monitor for fidelity of implementation, and to ensure that PBIS in the afterschool program was aligned with the regular school day. At the weekly 21<sup>st</sup> CCLC staff meetings with the director, site coordinators, family engagement specialist, and administrative assistant, issues were discussed as a team and the Monthly Communication Update with information about enrollment, discipline reports, budget expenditures, examples of students who have been helped



by the program, professional development attended, and issues along with plans for improvement were reported and discussed.

### Local Needs and Outcomes

Parkway selected three areas of need to be addressed through action plans. The areas of need are 1) to increase academic achievement in writing, 2) to reduce student behavior referrals, and 3) to increase parent involvement. A summary of the Action Plan is presented below.

**Table 6: Local Needs Addressed through Action Plans**

<b>Improvement Area Identified</b>	Increase academic achievement in reading.
<b>Rationale</b>	Only 40.0% of Parkway 21 <sup>st</sup> CCLC students passed the Reading STAAR exam in 2018.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Reading Specialist, teachers, Principal, and parents to identify students needing reading assistance that were not enrolled in the 21 <sup>st</sup> CCLC program. The Site Coordinator also met with grade level teachers to determine reading strategies to incorporate into the activities and materials needed, such as reading games and reading passages. Stations were implemented for the students to rotate through to increase their skills during Reading Time and Let's Pretend.
<b>Results</b>	The students' STAAR Reading scores increased from a 40.0% passing rate in 2018 to 66.3% in 2019.
<b>Improvement Area Identified</b>	Increase academic achievement in writing.
<b>Rationale</b>	Only 21.4% of Parkway 21 <sup>st</sup> CCLC students passed the fourth grade Writing STAAR exam in 2018.
<b>Some Action Steps</b>	The Site Coordinator recruited and hired a certified teacher to work specifically with fourth graders in small writing groups. A writing journal was created for each student, and students responded to a daily writing prompt. A writing workshop, Writing Rangers was implemented. Also, teachers were provided Write Brain training and the Write Brain materials. Students were enrolled in the Write Brain activity.
<b>Results</b>	The students' STAAR Writing scores increased from a 21.4% passing rate in 2018 to 47.7% in 2019.
<b>Improvement Area Identified</b>	Increase parent involvement.
<b>Rationale</b>	On the 2018 Parkway 21 <sup>st</sup> CCLC Parent Survey, only 69% of Parkway 21 <sup>st</sup> CCLC parents responded that they attended three or more activities or events for families or parents.
<b>Some Action Steps</b>	The Site Coordinator recruited a Parkway teacher and her 21 <sup>st</sup> CCLC staff to teach the children the Nutcracker Ballet. Practices were held during the afterschool program. Costumes were made, and the Crowley High School Auditorium was reserved. The children performed to a large audience in December. In addition, a Daddy/Daughter Dance was planned to encourage parent and child together time. The Family Engagement Specialist collaborated with the Site Coordinator to partner with Parkway Elementary for the event. The activity was publicized and the dance was held in the Parkway Cafeteria on February 8, 2019.

<b>Results</b>	On the 2019 Parent Survey, the percentage of parents who responded that they attended three or more activities or events slightly dropped from 69% to 67%. However, the site served sixty-five (65) adults, meeting its goal. The site also offered more activities and events in 2019. In 2018, three activities were offered, while seven activities were offered in 2019. In addition, ninety-one percent (91%) of parents agreed or strongly agreed that the program has helped them be more involved in their child's education in 2019.
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## Outcomes

**Table 7: Comparison of Selected Outcome Data for 2017-2018 and 2018-2019**

<b>Intermediate Outcomes of Regular Students</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Higher (+) or Lower (-) Number or Percentage this Year</b>
Average Core GPA	2.60	2.93	+
% Increased Reading Report Card Grade from Fall to Spring	29%	26%	-
% Increased Math Report Card Grade from Fall to Spring	35%	24%	-
% Increased Science Report Card Grade from Fall to Spring	52%	51%	-
% Increased Social Studies Report Card Grade from Fall to Spring	40%	44%	+
% Promoted	100%	100%	=
Average % of Days Present	97.83%	96.09%	-
Average # of Behavior Incidents/% with None	0.12 92.1%	0.22 91.6%	-
% Passed STAAR Reading Standard	40.0%	66.3%	+
% Passed STAAR Math Standard	61.5%	72.5%	+
% Passed STAAR Writing Standard	21.4%	47.7%	+

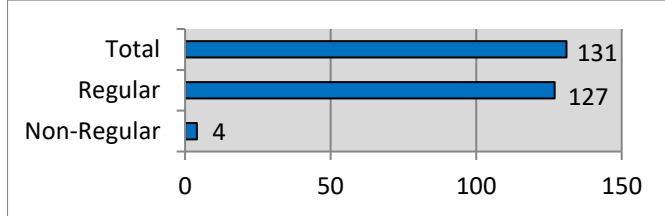
The site made improvements in the average core GPA, Social Studies report card grades, and STAAR scores in 2019.

**Table 8: Outcomes for 2019 Based on Action Plans**

<b>2019 SMART Goal</b>	<b>Fall Semester %</b>	<b>Spring Semester %</b>
At the end of each semester, 96% of regular students will have a passing grade in all core subjects, reading, math, science, and social studies.	92.6%	96.8%
Regular students will attend 96% of school days each semester.	86%	49%
At the end of each semester, ninety-two percent (92%) of regular students will have no behavior referrals for that semester.	98.1%	88.1%

## Poynter Elementary 21<sup>st</sup> CCLC After School Program 2018-2019 Snapshot

### Number of Student Participants



Regular students have 45 or more days of attendance.

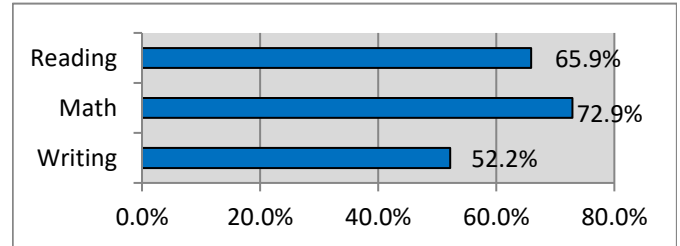
### Outcomes for Regular Students

Average Core GPA	% Passed All Core Classes	% Promoted
3.28	Fall-98.1% Spring-99.2%	100%
Average % of Days Present	Average # of Behavior Referrals	% of Students with No Behavior Referrals
96.42%	0.64	81.6%

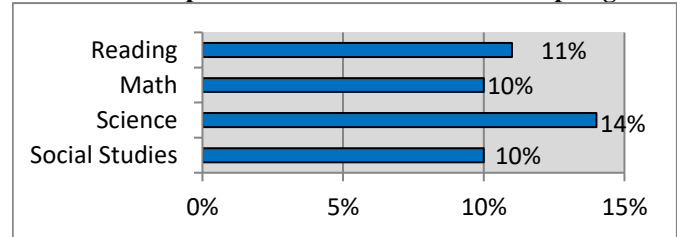
### 2018-2019 Activities Offered

Components	
<b>Academic</b>	Camp el Tesoro, Edible Science, Fun Phonics, Homework Help, iMath, Number Crunch, Lab Rats, Math Madness, Poynter Poets, Speedometry, Tutoring, Write On,
<b>Enrichment</b>	Cover Your Canvas, Performance Choir, Poynter Poise, LEGOs, Let's Get Moving
<b>College &amp; Workforce Readiness</b>	Journalism
<b>Family &amp; Parent Support</b>	Coffee Talk; Lights on Afterschool; Living Museum; Painting, Parents and Pics; Parent Orientation; Parent Power Hour; Pics, Paints and Parents; Saturday University

### Percentage of Regular Students that Passed the STAAR Exams



### Increases in Report Card Grades from Fall to Spring



### Stakeholder Perceptions

#### Students

- 88% agreed or strongly agreed that the program helps them complete their homework.
- 64% agreed or strongly agreed that their grades have improved since coming to the program.
- 71% agreed or strongly agreed that this program has a lot of activities that are interesting.

#### Parents

- 90% agreed or strongly agreed that the program helps their child complete his/her homework.
- 80% agreed or strongly agreed that the program has helped their child improve his/her school work.
- 71% agreed or strongly agreed that this program has helped them be more informed about school activities and events.

#### Students' Language Arts Teachers (Rated each of their regular students)

- 51% improved in class participation.
- 65% improved in homework completion.
- 45% improved in classroom behavior.

## **Crowley 21<sup>st</sup> CCLC After School Program/Poynter Elementary School Executive Summary**

### **Overall Strengths and Next Steps**

The Poynter Elementary site demonstrated strengths in several areas. The site exceeded the number of regular students and parent participants required by the grant and had a very high rate of retention with ninety-seven percent (97%) of student participants designated as regular students. A regular student has forty-five (45) days or more of attendance. A variety of activities were provided for all components to help improve the academic performance, attendance, behavior, and promotion rates of students. Certified teachers worked with small groups of struggling students to provide tutoring in the fall and spring. In the spring, adjustments were made to serve third grade students for a longer period of time in tutoring. The class time was increased from forty (40) minutes to an hour and a half for math and reading. Also, tutoring classes for first and second graders were added in the spring, and an Assistant Principal began a boy's mentoring program. The site increased the number of activities in the Family and Parent Support Component from four in 2017-2018 to seven in 2018-2019. Three local needs were identified and addressed with action plans: 1) to increase academic achievement in writing, 2) to reduce student behavior referrals, and 3) to increase parent involvement. At the end of the year, the site showed improvement from last year in the average core GPA; average number of behavior referrals; percentage of students with no behavior referrals; percentage of students who passed the STAAR Reading, Math, and Writing exams; and percentage of students who increased their report card grades from fall to spring in Reading, Math, and Science.

Some of the perceptions of stakeholders also improved this year based on responses to survey items. A couple of selected items that the percentage of students who agreed or strongly agreed increased from last year to this year include the following: 1) I like to come to the program. 2) The program has a lot of activities that I think are interesting. The student's language arts teachers rated their 21<sup>st</sup> CCLC students individually, and based on their ratings the students improved in Class Participation and Homework Completion from last year. The Site Coordinator also reported that the Reading Specialist taught the poetry class. In addition, the Site Coordinator partnered with an Assistant Principal to implement a writing camp, camping event, and to address attendance.

### **Recommendations:**

- On the STAAR exams, the subject with the lowest percentage of 21<sup>st</sup> CCLC students who passed was Writing at 52.2% compared with 29.4% in 2018. This year, writing was incorporated into science activities through the Botanical Institute Research Curriculum and into math through the students' math problem solving mats. Also, Write On and Poynter Poets were offered to support students' writing development. To continue the progress made this year, identify the students' needing support early in the year.
- On the STAAR Reading exam, the third and fourth grade students both had a passing rate below 68% with third grade at 64.1% and fourth grade at 67.4%. This year, tutoring was provided in the fall and spring for struggling readers and the amount of tutoring time for third grade was increased to an hour and a half in the spring. Continue working with the Reading Specialist to target struggling students and to identify students' individual needs.
- This year, the percentage of students who did not have any behavior referrals was 81.6%, which was an improvement from the 2017-2018 percentage of 75.7%. This year's mentoring class with monitored behavior folders was implemented. Strive to continue the progress.

### Next Steps:

- The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student’s writing skills. The Site Coordinator reported that the Write Brain activity will continue and that the campus specialist will continue to work with the program. Other activities will be added to help the students develop their writing skills.
- The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support struggling readers. Due to the low passing rate of third and fourth grade students on the STAAR Reading exam, the site will emphasize reading for third graders and will identify the students entering fourth grade that had low scores in third grade. Tutoring will continue in the fall and the spring to help meet students’ needs. Additional reading activities will be determined with the collaboration of campus staff.
- To help reduce behavior referrals, students needing support will be identified early in the year. A new Behavior Specialist is coming to the school and will continue the Society of Gentlemen in the afterschool program. Also, the program will continue to enforce PBIS/CHAMPS procedures. The Principal is planning to have a carnival highlighting social-emotional development and would like to partner with the Parenting Center.
- In looking forward, the Site Coordinator will add more science activities to the schedule because fifth grade will be served at the school next year. This year, the school served students from Pre-K through grade four.

### Center Overview

Poynter Elementary is a part of the Crowley ISD. According to the 2017-2018 Texas Academic Performance Report, Poynter had a student population of five hundred forty-two (542) students in early childhood through grade four with 63.3% designated as economically disadvantaged, 11.4% designated as English Learners, and 43.7% designated as At-Risk. The school’s 2018 Accountability Rating was *Improvement Required*.

Poynter 21<sup>st</sup> CCLC served one hundred thirty-one students (131) with one hundred twenty-seven (127) attending forty-five or more days. The following tables provide gender, ethnicity and the grade levels of the students.

**Table 1: Percentage of Regular and Non-Regular Students by Gender and Ethnicity**  
**Data Source: TX21st Year End Summary**

Poynter Elementary CCLC After School Site by Gender and Ethnicity								
	Male	Female	African American	Asian	Hispanic	White	American Indian/Alaskan	Two or More
<b>Total*</b>	<b>45%</b>	<b>55%</b>	<b>53%</b>	<b>2%</b>	<b>29%</b>	<b>11%</b>	<b>2%</b>	<b>0%</b>
<b>Regular*</b>	<b>45%</b>	<b>52%</b>	<b>51%</b>	<b>2%</b>	<b>28%</b>	<b>11%</b>	<b>2%</b>	<b>0%</b>
<b>Non-Regular*</b>	<b>0%</b>	<b>3%</b>	<b>2%</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>School Population</b>	<b>N/A</b>	<b>N/A</b>	<b>43.5%</b>	<b>4.8%</b>	<b>25.1%</b>	<b>19.9%</b>	<b>0.2%</b>	<b>6.3%</b>

\*21<sup>st</sup> CCLC percentages

The program served a population fairly similar to the school’s population.

**Table 2: Percentage of Regular and Non-Regular Students by Grade Levels**  
**Data Source: TX21st Year End Summary**

Grade	PK	K	1 <sup>th</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
% Regular	2%	3%	9%	18%	31%	34%
% Non-Regular	0%	0%	1%	0%	1%	2%

The grade level with the highest percentage of regular students was fourth grade.

**Schedule/Staffing/Activities Offered**

The program operated five days a week from 3:00 pm to 6:15 pm and was led by a Site Coordinator with the support of the Project Director and Family Engagement Specialist. According to the TX21st Staff Export, the fall staff was not documented, but the spring included eight certified teachers, two paraprofessionals, and one college student.

The activities for Poynter Elementary are listed by components in the chart below.

**Table 3: Activities by Component**  
**Data Source: Logic Model and TX21st Activity Reports**

<b>Ongoing Activities Allocated to Four Components</b>				
Component	# Fall	Fall Activities	# Spring	Spring Activities
<b>Academic</b>	11	<u><i>Offered Fall and Spring</i></u> Edible Science Fun Phonics Homework Help iMath Jump Start/Number Crunch Lab Rats Math Madness Poynter Poets Speedometry Tutoring Write On	12	<u><i>Offered Fall and Spring</i></u> Edible Science Fun Phonics Homework Help iMath Jump Start/Number Crunch Lab Rats Math Madness Poynter Poets Speedometry Tutoring Write On <u><i>Offered Spring Only</i></u> Camp El Tesoro
<b>Enrichment</b>	5	<u><i>Offered Fall and Spring</i></u> Cover Your Canvas Performance Choir Poynter Poise LEGOs Let's Get Moving	5	<u><i>Offered Fall and Spring</i></u> Cover Your Canvas Performance Choir Poynter Poise LEGOs Let's Get Moving
<b>College and Workforce Readiness</b>	1	<u><i>Offered Fall and Spring</i></u> Journalism Club	1	<u><i>Offered Fall and Spring</i></u> Journalism Club

<b>Family &amp; Parent Support</b>	5	<u><i>Offered Fall and Spring</i></u> Pics, Paints, and Parents <u><i>Offered Fall Only</i></u> Coffee Talk Lights on Afterschool Parent Orientation Parent Power Hour	4	<u><i>Offered Fall and Spring</i></u> Pics, Paints, and Parents <u><i>Offered Spring Only</i></u> Living Museum Painting Parent and Pics Saturday University
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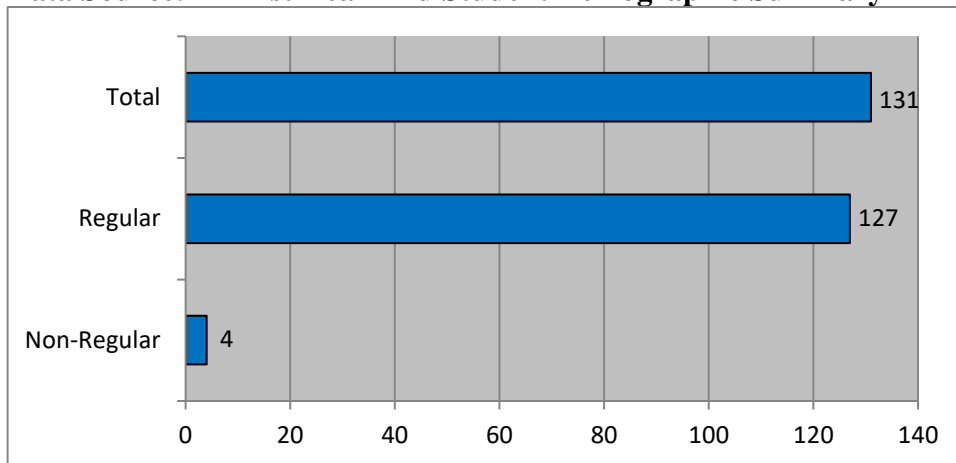
The program provided activities for the four components: 1) Academic Assistance, 2) Enrichment, 3) Family and Parental Support Services, and 4) College and Workforce Readiness to improve the academic performance, attendance, behavior, and promotion rates for students. Students had seventeen (17) activity options in the fall, and eighteen (18) activity options in the spring. For the Fall Semester, eleven (11) academic, five enrichment, and one college and workforce readiness activities were offered for students. For the Spring Semester, twelve (12) academic, five enrichment, and one college and workforce readiness activities were offered for students. For parents and/or families, five activities were offered in the fall, while four activities were offered in the spring.

**Implementation**

**Participants**

**Figure 1: Number of Students Served**

**Data Source: TX21st Year End Student Demographic Summary**



One hundred thirty-one (131) total students participated at the Poynter Elementary 21<sup>st</sup> CCLC After School site. One hundred twenty-seven (127) of the total students were regular students, exceeding the required one hundred twenty-five (125) students. For these regular students, students who attended forty-five (45) or more days, the minimum number of days of participation was 45, the maximum number of days of participation was 173, and the average number of days of participation was 96. The number of hours of participation ranged from 45 to 588, with an average of 268 hours. In addition, the site served seventy-one (71) adults exceeding its goal of serving sixty-five (65).

## Student Responsiveness

**Table 4: Number of Students by Attendance Percentage Ranges**

Source: TX21st Student Attendance Percentage Report

Students by Attendance Percentage Ranges				
Attendance Percentage Range	Fall		Spring	
	#	%	#	%
1-40	29	27%	23	18%
41+	80	73%	103	82%
Totals	109	100%	126	100%

Seventy-three percent (73%) of the students in the fall and 82% of the students in the spring fell into the 41+ percentage range of attendance, indicating that most students attended forty-one (41) or more days in the fall and in the spring.

## Resources

Adequate resources were available to provide appropriate activities and services to the students. Poynter Elementary provided the use of the gym, cafeteria, computer lab, classrooms, and science lab. The site had \$95,623 of funding for center level fixed costs including personnel, transportation, Clayton YES, and materials and supplies.

**Table 5: Fiscal Management**

Budget			
Year	Total Budget	# Students Served (Regular & Non-regular)	Cost Per Child
18-19	\$95,623	131	\$730

Based on the amount budgeted to the site and the total number of students served, the cost per child was \$730.

## Quality

To improve her skills and knowledge, the Site Coordinator attended the following training and/or professional development: SLO training, OSTI-CON, Social Emotional Learning, DLA Essentials of Team Work and Leadership, 21st CCLC Afterschool Health and Safety Training, 21<sup>st</sup> CCLC Grant Compliance Training, and Weekly 21<sup>st</sup> CCLC Leadership Meetings. The Site Coordinator also attended PLC meetings and met with the Principal and Reading and Math Specialists to help align the afterschool program with the regular school day. The Math Specialist submitted all of the math lesson plans for tutorials.

The activities provided support for reading, early literacy, math, science, writing, social studies, computer, homework, and critical thinking skills. Also, activities were offered for crafts, choir, mentoring, cooking, social-emotional learning, sports, technology, journalism, and college and career readiness to meet students' interests and needs. Certified teachers were employed to tutor small groups of students and to teach some of the academic activities. Activities were monitored by the Site Coordinator through formal observations and with daily or weekly walkthroughs. The Project Director visited a minimum of every two weeks to observe the overall program, to monitor for fidelity of implementation, and to ensure that PBIS in the afterschool program was aligned with the regular school day. At the weekly 21<sup>st</sup> CCLC staff meetings with the director, site coordinators, family



engagement specialist, and administrative assistant, issues were discussed as a team and the Monthly Communication Update with information about enrollment, discipline reports, budget expenditures, examples of students who have been helped by the program, professional development attended, and issues along with plans for improvement were reported and discussed.

### Local Needs and Outcomes

Poynter selected three areas of need to be addressed through action plans. The areas of need are 1) to increase academic achievement in writing, 2) to reduce student behavior referrals, and 3) to increase parent involvement. A summary of the Action Plan is presented below.

**Table 6: Local Needs Addressed through Action Plans**

<b>Improvement Area Identified</b>	Increase academic achievement in writing.
<b>Rationale</b>	Only 29.4% of Poynter 21 <sup>st</sup> CCLC students passed the fourth grade Writing STAAR exam in 2018.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the campus specialist to identify 21 <sup>st</sup> CCLC students needing assistance and attended PLC meetings to align writing with the school day expectations. Writing was integrated into the science activities through the Botanical Research Institute Curriculum and into math through the math problem solving mats. All 21 <sup>st</sup> CCLC fourth grade students were enrolled in Write Brain classes.
<b>Results</b>	The students' STAAR Writing scores increased from a 29.4% passing rate in 2018 to 52.2% in 2019.
<b>Improvement Area Identified</b>	Reduce student behavior referrals.
<b>Rationale</b>	Only 75.7% of Poynter 21 <sup>st</sup> CCLC students had no behavior referrals for 2017-2018.
<b>Some Action Steps</b>	The Site Coordinator contacted one of the Assistant Principals about beginning a boys mentoring program. Individual student behavior folders were regularly checked in this class, and PBIS and CHAMPS were practiced and enforced in the afterschool program to align with the regular school day. In addition, discipline referrals were monitored by Site Coordinator and 21 <sup>st</sup> CCLC staff.
<b>Results</b>	The percentage of students with no referrals increased from 75.7% in 2018 to 81.6% in 2019.
<b>Improvement Area Identified</b>	Increase parent involvement.
<b>Rationale</b>	According to the 2018 Poynter 21 <sup>st</sup> CCLC Parent Survey, only 63% of Poynter 21 <sup>st</sup> CCLC parents responded that they attended three or more activities or events for families or parents.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Family Engagement Specialist to provide biweekly parent activities. Also, special events were coordinated with the PTA, and monthly Coffee Talk sessions with the school administrators and community members were offered to increase communication and an open dialogue.
<b>Results</b>	According to the 2018 and 2019 21 <sup>st</sup> CCLC Parent Surveys, the percentage of parents who responded that they attended three or more activities or events dropped from 75.7% to 45%. However, the site served seventy-one (71)

adults, exceeding its goal of serving sixty-five (65). The site also offered more activities and events in 2019. In 2018, four activities were offered, while eight activities were offered in 2019. In addition, sixty-nine percent (69%) of parents agreed or strongly agreed that the program has helped them be more involved in their child's education.

## Outcomes

**Table 7: Comparison of Selected Outcome Data for 2017-2018 and 2018-2019**

<b>Intermediate Outcomes of Regular Students</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Higher (+) or Lower (-) Number or Percentage this Year</b>
Average Core GPA	3.01	3.28	+
% Increased Reading Report Card Grade from Fall to Spring	5%	11%	+
% Increased Math Report Card Grade from Fall to Spring	6%	10%	+
% Increased Science Report Card Grade from Fall to Spring	11%	14%	+
% Increased Social Studies Report Card Grade from Fall to Spring	20%	10%	-
% Promoted	100%	100%	=
Average % of Days Present	96.83%	96.42%	-
Average # of Behavior Incidents/% with None	0.65 75.7%	0.64 81.6%	+
% Passed STAAR Reading Standard	47.9%	65.9%	+
% Passed STAAR Math Standard	57.5%	72.9%	+
% Passed STAAR Writing Standard	29.4%	52.2%	+

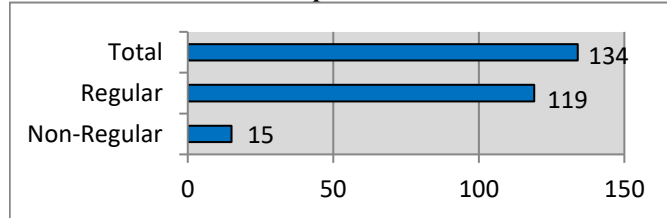
The site made improvements in the average core GPA; Reading, Math, and Science Report Card grades from fall to spring; behavior referrals; and STAAR Reading, Math, and Writing scores in 2019.

**Table 8: Outcomes for 2019 Based on Action Plans**

<b>2019 SMART Goal</b>	<b>Fall Semester %</b>	<b>Spring Semester %</b>
At the end of each semester, 96% of regular students will have a passing grade in all core subjects, reading, math, science, and social studies.	98.1%	99.2%
Regular students will attend 96% of school days each semester.	79.4%	61.0%
At the end of each semester, seventy-nine percent (79%) of regular students will have no behavior referrals for that semester.	91.6%	82.1%

## Harris Elementary 21<sup>st</sup> CCLC After School Program 2018-2019 Snapshot

### Number of Student Participants



Regular students have 45 or more days of attendance.

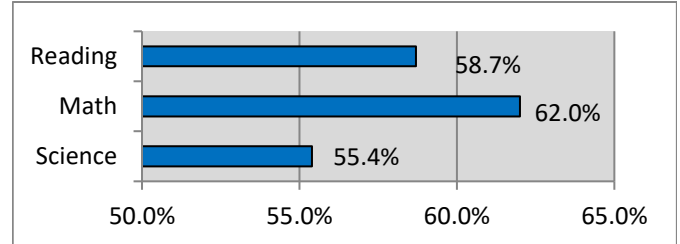
### Outcomes for Regular Students

Average Core GPA	% Passed All Core Classes	% Promoted
2.73	Fall-96.6 % Spring-100%	100%
Average % of Days Present	Average # of Behavior Referrals	% of Students with No Behavior Referrals
97.9%	0.55	74.5%

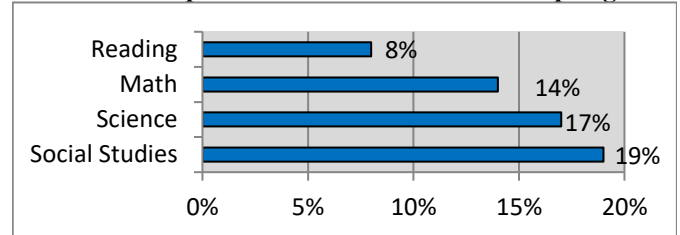
### 2018-2019 Activities Offered

Components	
<b>Academic</b>	Academic Enrichment, Academic Tutoring, All Things Science, Art with a Twist, Computer Club, Creative Designs, Homework/Brainteaser, Math Counts, Math Madness, Morning Tutoring, Pen Pals, STEM/Science, What Matters, Young Builders
<b>Enrichment</b>	Get on Board, MHI Flag Football, MHI Volleyball, Restorative Circles, Sportsmania, Team Building, Track, We've Got Spirit
<b>College &amp; Workforce Readiness</b>	Computer Time, Green Revolution, MHI UNT Science
<b>Family &amp; Parent Support</b>	Family Food Fun, Family Science STEM Night, Lights on Afterschool, Million Father March, Parent Focus Group, Parent Orientation, Parent Power

### Percentage of Regular Students that Passed the STAAR Exams



### Increases in Report Card Grades from Fall to Spring



### Stakeholder Perceptions

#### Students

- 76% agreed or strongly agreed that the program helps them complete their homework.
- 61% agreed or strongly agreed that their grades have improved since coming to the program.
- 46% agreed or strongly agreed that this program has a lot of activities that are interesting.

#### Parents

- 69% agreed or strongly agreed that the program helps their child complete his/her homework.
- 65% agreed or strongly agreed that the program has helped their child improve his/her school work.
- 72% agreed or strongly agreed that this program has helped them be more informed about school activities and events.

#### Students' Language Arts Teachers

(Rated each of their regular students)

- 57% improved in class participation.
- 53% improved in homework completion.
- 42% improved in classroom behavior.

## **Crowley 21<sup>st</sup> CCLC After School Program/Harris Intermediate School Executive Summary**

### **Overall Strengths and Next Steps**

The Harris Intermediate site demonstrated strengths in several areas. The site exceeded the number of regular students required by the grant and met the required number of parent participants. A variety of activities were provided for all components to help improve the academic performance, attendance, behavior, and promotion rates of students. Certified teachers worked with small groups of struggling students to provide tutoring in the fall and spring with additional certified teachers tutoring the spring. Math and literacy activities were strengthened for the Homework hour with activities recommended by the campus specialists. Also, certified teachers were hired to assist with homework. Activities were offered to help the students develop leadership skills, team building skills, good citizenship traits, and sportsmanship. Three local needs were identified and addressed with action plans: 1) to increase academic achievement in reading, 2) to increase academic achievement in math, and 3) to increase parent involvement. At the end of the year, the site showed improvement from last year in the percentages of students who passed the STAAR Reading and Science exams and in the percentage of students who increased their report card grades from fall to spring in Social Studies.

The Site Coordinator reported that the students especially enjoyed the student enrichment hour on Tuesdays and Wednesdays because they were able to choose their activity. Choices included STEM/STEAM activities related to science, art, and building.

### **Recommendations:**

- On the STAAR exam, the percentage of students who passed the Reading STAAR exam was 58.7%, and the sixth graders had a passing rate of 51.2%. This year, the Site Coordinator worked with the Reading Specialist and targeted specific TEKS for tutoring and other reading activities. Next year, continue to work with the specialist and to identify individual student's needs to support their reading development.
- On the STAAR exam, the percentage of students who passed the Science STAAR exam was 55.4%. Some of the activities offered to support science were STEM/Science, All Things Science, Green Revolution, and MHI UNT Science. Next year, work with school teachers to develop additional science activities to meet the students' needs.
- Student behavior referrals slightly increased this year. Only 74.5% of the students had no referrals. Continue to provide social-emotional learning activities and character development. For students identified with referrals, consider having an activity for students in which their behavior folders are monitored.

### **Next Steps:**

- The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student's reading skills. This year, the Site Coordinator was advised to focus on vocabulary development. Work with the 21<sup>st</sup> CCLC staff to determine how vocabulary can be emphasized in all activities and related to the topics and subjects of each activity.
- The Site Coordinator will continue to provide science activities. This year, several were provided and the Botanical Research Institute of Texas curriculum was used. Work with the school staff to determine areas of weakness that can be taught and reinforced during the afterschool program. Provide opportunities for hands-on scientific investigation.

- To help reduce behavior referrals, continue to provide activities that support social-emotional learning, character development, and leadership traits. Consider identifying the students with referrals after the first six weeks and enroll them in a mentoring class.

**Center Overview**

Harris Intermediate is a part of the Crowley ISD. According to the 2017-2018 Texas Academic Performance Report, Harris had a student population of five hundred eighty-five (585) students in fifth and sixth grades with 75.1% designated as economically disadvantaged, 25.4% designated as English Learners, and 68.5% designated as At-Risk. The school’s 2018 Accountability Rating was *Met Standard*.

Harris 21<sup>st</sup> CCLC served one hundred thirty-five (135) students with one hundred twenty-eight (128) attending forty-five (45) or more days. The following tables provide gender, ethnicity and the grade levels of the students.

**Table 1: Percentage of Regular and Non-Regular Students by Gender and Ethnicity**  
**Data Source: TX21st Year End Summary**

<b>Harris Intermediate CCLC After School Site by Gender and Ethnicity</b>								
	Male	Female	African American	Asian	Hispanic	White	American Indian/Alaskan	Two or More
<b>Total*</b>	<b>39%</b>	<b>61%</b>	<b>63%</b>	<b>7%</b>	<b>27%</b>	<b>4%</b>	<b>0%</b>	<b>0%</b>
<b>Regular*</b>	<b>36%</b>	<b>53%</b>	<b>56%</b>	<b>5%</b>	<b>25%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>
<b>Non-Regular*</b>	<b>3%</b>	<b>8%</b>	<b>7%</b>	<b>2%</b>	<b>2%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>
<b>School Population</b>	<b>N/A</b>	<b>N/A</b>	<b>51.6%</b>	<b>4.3%</b>	<b>32.2%</b>	<b>8.5%</b>	<b>0.7%</b>	<b>2.4%</b>

\*21<sup>st</sup> CCLC percentages

The program served a population that was fairly similar to the school’s population.

**Table 2: Percentage of Regular and Non-Regular Students by Grade Levels**  
**Data Source: TX21st Year End Summary**

<b>Grade</b>	<b>5th</b>	<b>6th</b>
<b>% Regular</b>	<b>50%</b>	<b>39%</b>
<b>% Non-Regular</b>	<b>4%</b>	<b>7%</b>

The grade level with the highest percentage of regular students was fifth grade.

**Schedule/Staffing/Activities Offered**

The program operated five days a week from 6:45 am to 7:45 am in the fall and from 3:30 pm to 6:45 pm in the fall and spring. The site was led by a Site Coordinator with the support of the Project Director and Family Engagement Specialist. According to the TX21st Staff Export, the fall staff included six certified teachers and three paraprofessionals, while the spring included five certified teachers, three paraprofessionals, and one nurse.

The activities for Harris Intermediate are listed by components in the chart below.

**Table 3: Activities by Component**

**Data Source: Logic Model and TX21st Activity Reports**

<b>Ongoing Activities Allocated to Four Components</b>				
<b>Component</b>	<b># Fall</b>	<b>Fall Activities</b>	<b># Spring</b>	<b>Spring Activities</b>
<b>Academic</b>	8	<u><i>Offered Fall and Spring</i></u> Academic Enrichment Academic Tutoring Homework/Brainteaser Math Counts STEM/Science <u><i>Offered Fall Only</i></u> Morning Tutoring Pen Pals What Matters	11	<u><i>Offered Fall and Spring</i></u> Academic Enrichment Academic Tutoring Homework/Brainteaser Math Counts STEM/Science <u><i>Offered Spring Only</i></u> All Things Science Art with a Twist Computer Club Creative Designs Math Madness Young Builders
<b>Enrichment</b>	7	<u><i>Offered Fall and Spring</i></u> Sportsmania Team Building <u><i>Offered Fall Only</i></u> Get on Board MHI Flag Football MHI Volleyball Restorative Circles Track	3	<u><i>Offered Fall and Spring</i></u> Sportsmania Team Building <u><i>Offered Spring Only</i></u> We've Got the Spirit!
<b>College and Workforce Readiness</b>	2	<u><i>Offered Fall Only</i></u> Green Revolution MHI UNT Science	1	<u><i>Offered Spring Only</i></u> Computer Time
<b>Family &amp; Parent Support</b>	5	<u><i>Offered Fall Only</i></u> Family Food Fun Lights on Afterschool Million Father March Parent Focus Group Parent Orientation	2	<u><i>Offered Spring Only</i></u> Family Science STEM Night Parent Power

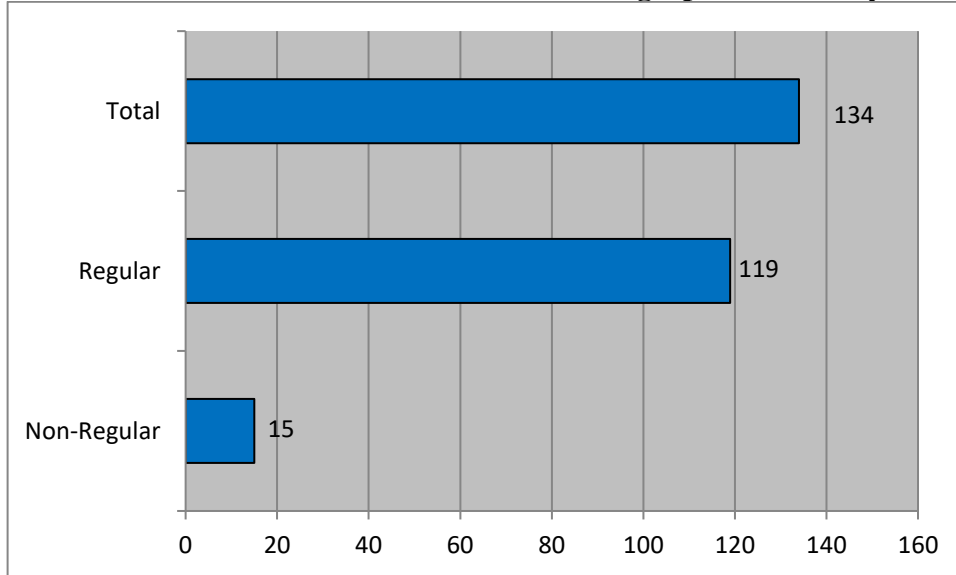
The program provided activities for the four components: 1) Academic Assistance, 2) Enrichment, 3) Family and Parental Support Services, and 4) College and Workforce Readiness to improve the academic performance, attendance, behavior, and promotion rates for students. Students had seventeen (17) activity options in the fall, and fifteen (15) activity options in the spring. For the Fall Semester, eight academic, seven enrichment, and two college and workforce readiness activities were offered for students. For the Spring Semester, eleven (11) academic, three enrichment, and one college and workforce readiness activities were offered for students. For parents and/or families, five activities were offered in the fall, while two activities were offered in the spring.

**Implementation**

**Participants**

**Figure 1: Number of Students Served**

**Data Source: TX21st Year End Student Demographic Summary**



One hundred thirty-four (134) total students participated at the Harris Intermediate 21<sup>st</sup> CCLC After School site. One hundred nineteen (119) of the total students were regular students, exceeding the required one hundred ten (110) students. For these regular students, students who attended forty-five (45) or more days, the minimum number of days of participation was 46, the maximum number of days of participation was 175, and the average number of days of participation was 98. The number of hours of participation ranged from 47 to 557, with an average of 229 hours. In addition, the site served sixty-five (65) adults, meeting its goal.

**Student Responsiveness**

**Table 4: Number of Students by Attendance Percentage Ranges**

**Source: TX21st Student Attendance Percentage Report**

Students by Attendance Percentage Ranges				
Attendance Percentage Range	Fall		Spring	
	#	%	#	%
1-40	18	14%	27	27%
41+	110	86%	74	73%
Totals	128	100%	101	100%

Eighty-six percent (86%) of the students in the fall and 73% of the students in the spring fell into the 41+ percentage range of attendance, indicating that most students attended forty-one (41) or more days in the fall and in the spring.

**Resources**

Adequate resources were available to provide appropriate activities and services to the students. Harris Intermediate provided the use of the gym, cafeteria, computer lab, classrooms, and stage. The site had \$95,623 of funding for center level fixed costs including personnel, transportation, Clayton YES, and materials and supplies.

**Table 5: Fiscal Management**

<b>Budget</b>			
<b>Year</b>	<b>Total Budget</b>	<b># Students Served (Regular &amp; Non-regular)</b>	<b>Cost Per Child</b>
18-19	\$95,623	134	\$714

Based on the amount budgeted to the site and the total number of students served, the cost per child was \$714.

### **Quality**

To improve her skills and knowledge, the Site Coordinator attended the following training and/or professional development: OSTI-CON, Social Emotional Learning, DLA Essentials of Team Work and Leadership, 21st CCLC Afterschool Health and Safety Training, 21<sup>st</sup> CCLC Grant Compliance Training, and Weekly 21<sup>st</sup> CCLC Leadership Meetings. The Site Coordinator also attended Harris Intermediate professional development on teacher preparation day, PLC meetings, grade level meetings, the Campus Leadership Team, and met with the Principal and Reading and Math Specialists to help align the afterschool program with the regular school day.

The activities provided support for reading, math, science, writing, social studies, computer, homework, and critical thinking skills. Also, activities were offered for crafts, team building, leadership skills, social-emotional learning, sports, and technology to meet students' interests and needs. Certified teachers were employed to tutor small groups of students, to teach some of the academic activities, and to assist students during homework time. Activities were monitored by the Site Coordinator through formal observations and with daily or weekly walkthroughs. The Project Director visited a minimum of every two weeks to observe the overall program, to monitor for fidelity of implementation, and to ensure that PBIS in the afterschool program was aligned with the regular school day. At the weekly 21<sup>st</sup> CCLC staff meetings with the director, site coordinators, family engagement specialist, and administrative assistant, issues were discussed as a team and the Monthly Communication Update with information about enrollment, discipline reports, budget expenditures, examples of students who have been helped by the program, professional development attended, and issues along with plans for improvement were reported and discussed.

### **Local Needs and Outcomes**

Harris selected three areas of need to be addressed through action plans. The areas of need are 1) to increase academic achievement in reading, 2) to increase academic achievement in math, and 3) to increase parent involvement. A summary of the Action Plan is presented below.

**Table 6: Local Needs Addressed through Action Plans**

<b>Improvement Area Identified</b>	Increase academic achievement in reading.
<b>Rationale</b>	Only 51.1% of Harris 21 <sup>st</sup> CCLC students passed the Reading STAAR exam in 2018.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Reading Specialist to identify reading objectives and to help integrate reading into restorative circles. Vocabulary and inferencing were targeted. The Site Coordinator met with the Counselor to watch demonstrations of Restorative Circles and to examine lesson plans used. Then, the Site Coordinator met with the 21 <sup>st</sup> CCLC staff



	for training. The format for the class was developed and lessons prepared. The class was implemented with the new format and lesson plans.
<b>Results</b>	The students' STAAR Reading scores increased from a 51.1% passing rate in 2018 to 58.7% in 2019.
<b>Improvement Area Identified</b>	Increase academic achievement in Math.
<b>Rationale</b>	Only 68.4% of Harris 21 <sup>st</sup> CCLC students passed the Math STAAR exam in 2018.
<b>Some Action Steps</b>	The Site Coordinator met with Math Specialist to review common mistakes from the benchmarks and changed the focus of Math Counts to align with the school day math concepts and to spend more time on problem solving skills. Math Madness, Academic Enrichment, Academic Tutoring, and Morning Tutoring were also offered to support the students' math achievement.
<b>Results</b>	The students' STAAR Math scores decreased from a 68.4% passing rate in 2018 to 62.0% in 2019.
<b>Improvement Area Identified</b>	Increase parent involvement.
<b>Rationale</b>	In the 2018 Harris 21 <sup>st</sup> CCLC Parent Survey, only 26% of Harris 21 <sup>st</sup> CCLC parents responded that they attended three or more activities or events for families or parents.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Family Engagement Specialist to coordinate special events and activities. The Black History Bowl was held at the Bill R. Johnson Center and a dance and play were held at the Harris cafeteria with performances on the stage. Some activities for parents and children to participate in together were held. One was the Family Food Fun activity held on November 29, 2018, and Family Science STEM night was held on January 24, 2019.
<b>Results</b>	The percentage of 21 <sup>st</sup> CCLC parents that responded that they attended three or more activities or events for families or parents on the parent survey increased from 26% in 2018 to 39% in 2019.

## Outcomes

<b>Intermediate Outcomes of Regular Students</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Higher (+) or Lower (-) Number or Percentage this Year</b>
Average Core GPA	3.01	2.73	—
% Increased Reading Report Card Grade from Fall to Spring	21%	8%	—
% Increased Math Report Card Grade from Fall to Spring	19%	14%	—
% Increased Science Report Card Grade from Fall to Spring	21%	17%	—
% Increased Social Studies Report Card Grade from Fall to Spring	18%	19%	+
% Promoted	100%	100%	=

Average % of Days Present	98.37%	97.9%	—
Average # of Behavior Incidents/% with None	0.54 78.1%	0.55 74.5%	—
% Passed STAAR Reading Standard	51.1%	58.7%	+
% Passed STAAR Math Standard	68.4%	62.0%	—
% Passed STAAR Science Standard	48.7%	55.4%	+

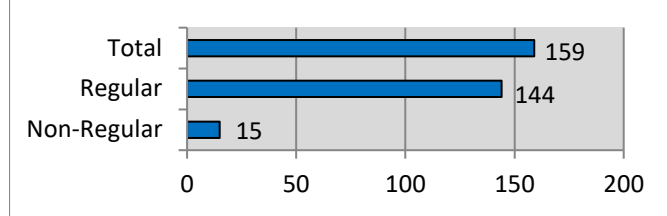
The site made improvements in Social Studies report card grades and in STAAR Reading and STAAR Science scores.

**Table 8: Outcomes for 2019 Based on Action Plans**

<b>2019 SMART Goal</b>	<b>Fall Semester %</b>	<b>Spring Semester %</b>
At the end of each semester, 96% of regular students will have a passing grade in all core subjects, reading, math, science, and social studies.	96.6%	100%
Regular students will attend 96% of school days each semester.	80%	92%
At the end of each semester, eighty-one percent (81%) of regular students will have no behavior referrals for that semester.	89.1%	78.7%

## Walker Intermediate 21<sup>st</sup> CCLC After School Program 2018-2019 Snapshot

### Number of Student Participants



Regular students have 45 or more days of attendance.

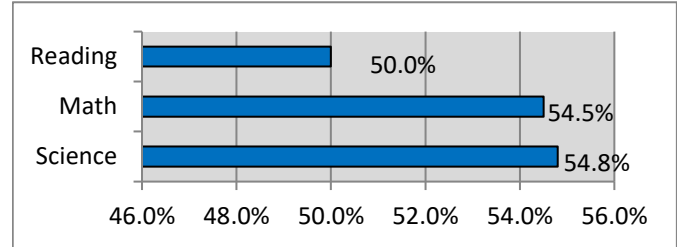
### Outcomes for Regular Students

Average Core GPA	% Passed All Core Classes	% Promoted
2.89	Fall-93.1% Spring-99.3%	100%
Average % of Days Present	Average # of Behavior Referrals	% of Students with No Behavior Referrals
95.99%	0.07	94.1%

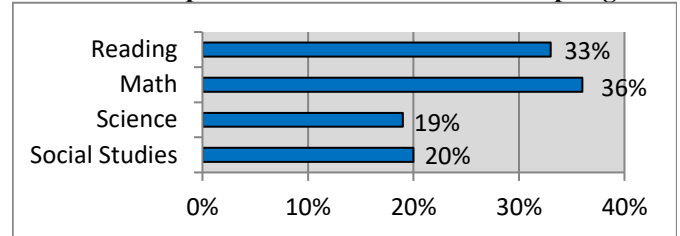
### 2018-2019 Activities Offered

Components	
<b>Academic</b>	Academic Enrichment, Edible Science, Green Revolution, Walker Poet Society, Warrior Pen Pal, Warrior Scientist, Tutoring
<b>Enrichment</b>	Art-Preneurs, Girlz and Pearlz, Guyz with Tiez, Spectacular Spikers, Walker Running Club, Warrior Flag Ball, Warrior Track
<b>College &amp; Workforce Readiness</b>	Walker Einsteins
<b>Family &amp; Parent Support</b>	Lights on Afterschool, Parent Orientation, Parent Power Hour

### Percentage of Regular Students that Passed the STAAR Exams



### Increases in Report Card Grades from Fall to Spring



### Stakeholder Perceptions

#### Students

- 79% agreed or strongly agreed that the program helps them complete their homework.
- 66% agreed or strongly agreed that their grades have improved since coming to the program.
- 76% agreed or strongly agreed that this program has a lot of activities that are interesting.

#### Parents

- 90% agreed or strongly agreed that the program helps their child complete his/her homework.
- 90% agreed or strongly agreed that the program has helped their child improve his/her school work.
- 90% agreed or strongly agreed that this program has helped them be more informed about school activities and events.

#### Students' Language Arts Teachers

(Rated each of their regular students)

- 85% improved in class participation.
- 90% improved in homework completion.
- 81% improved in classroom behavior.

## **Crowley 21<sup>st</sup> CCLC After School Program/Walker Intermediate School Executive Summary**

### **Overall Strengths and Next Steps**

The Walker Intermediate site demonstrated strengths in several areas. The site exceeded the number of regular students and parents required by the grant and had a high rate of retention with ninety-one percent (91%) of student participants designated as regular students. A regular student has forty-five (45) days or more of attendance. A variety of activities were provided for all components to help improve the academic performance, attendance, behavior, and promotion rates of students. Certified teachers worked with small groups of struggling students to provide tutoring in the fall and spring. Additional certified teachers were hired in the spring to increase the number of students participating in tutoring and in Academic Enrichment. Activities were offered to help the students develop leadership, interpersonal, team building, and sportsmanship skills. Three local needs were identified and addressed with action plans: 1) to increase academic achievement in reading, 2) to increase academic achievement in math, and 3) to increase parent involvement. At the end of the year, the site showed improvement from last year in the average core GPA, Reading report card grades, promotion rates, average percentage of days present, behavior incidents, and STAAR Reading and Science scores.

Some of the perceptions of stakeholders also improved this year based on responses to survey items. A few selected items that the percentage of students who agreed or strongly agreed increased from last year to this year include the following: 1) I like to come to the program. 2) This program has a lot of activities that I think are interesting. 3) This program helps me complete my homework. A few selected items that the percentage of parents who agreed or strongly agreed increased from last year to this year include the following: 1) This program has helped my child improve his/her school work. 2) This program has helped me be more involved in my child's education. The Site Coordinator reported that the students had excellent certified teachers working in the Academic Enrichment classes and with small group tutorials who were knowledgeable of the students' needs and of the concepts and skills that aligned with the regular school day. Also, the Site Coordinator was recognized by the district with the Crowley ISD Heart Beat Team Award for the month of March. He is skilled at building relationships with students and strives to encourage them to do their best. He has received letters of appreciation from parents of former students who are attending college.

### **Recommendations:**

- On the STAAR exam, the subject with the lowest percentage of students who passed was Reading at 50.0%, and the fifth graders outperformed the sixth graders. This year, the Site Coordinator hired certified teachers to teach the Academic Enrichment activities and to tutor small groups of students. Also, a list of low performing students was produced in December so that those identified students could be enrolled in tutoring. Continue to work with the school staff to identify struggling students and to help them increase their skills.
- On the STAAR exam, the percentage of students who passed the Math STAAR exam was 54.5%, and the fifth graders outperformed the sixth graders. The Site Coordinator received a list of students that required additional support in math. These students were enrolled in the Academic Enrichment activities and in tutoring that were taught by certified teachers from the school. Continue to work with the school staff to identify low performing students and to help them increase their skills.
- In looking forward, the Site Coordinator will work to provide activities for some younger students next year. The school served students in fifth and sixth grades this year, but next year, it will serve students in prekindergarten through fifth grade.

### Next Steps

- The Site Coordinator will continue to work with campus administrators, teachers, and specialists to support student’s reading skills and to target low-performing students. Early literacy activities will be added for the younger students.
- The Site Coordinator will continue to provide support for math students in need of extra help. This year, a list was compiled in late December so that low-performing students not enrolled in the 21<sup>st</sup> CCLC After School program could be enrolled in January and receive instruction for their individual needs. Next year, math activities geared for younger students will be added to the schedule of activities.
- To provide for the younger grades that will be enrolled in Walker next year, the Site Coordinator will solicit the help of campus staff and district site coordinators that have served the younger students to help design a program to meet the needs of all ages of the students.

### Center Overview

Walker Intermediate is a part of the Crowley ISD. According to the 2017-2018 Texas Academic Performance Report, Walker had a student population of six hundred three (603) students in fifth and sixth grades with 81.4% designated as economically disadvantaged, 23.7% designated as English Learners, and 52.4% designated as At-Risk. The school’s 2018 Accountability Rating was *Improvement Required*.

Walker 21<sup>st</sup> CCLC served one hundred fifty-nine (159) students with one hundred forty-four (144) attending forty-five or more days. The following tables provide gender, ethnicity and the grade levels of the students.

**Table 1: Percentage of Regular and Non-Regular Students by Gender and Ethnicity**  
**Data Source: TX21st Year End Summary**

Walker Intermediate CCLC After School Site by Gender and Ethnicity								
	Male	Female	African American	Asian	Hispanic	White	American Indian/Alaskan	Two or More
<b>Total*</b>	<b>53%</b>	<b>47%</b>	<b>64%</b>	<b>5%</b>	<b>28%</b>	<b>3%</b>	<b>1%</b>	<b>0%</b>
<b>Regular*</b>	<b>48%</b>	<b>43%</b>	<b>60%</b>	<b>5%</b>	<b>23%</b>	<b>3%</b>	<b>1%</b>	<b>0%</b>
<b>Non-Regular*</b>	<b>5%</b>	<b>4%</b>	<b>4%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>School Population</b>	<b>N/A</b>	<b>N/A</b>	<b>52.1%</b>	<b>4.0%</b>	<b>32.3%</b>	<b>7.6%</b>	<b>0.7%</b>	<b>2.8%</b>

\*21<sup>st</sup> CCLC percentages

The program served a population that was fairly similar to the school’s population.

**Table 2: Percentage of Regular and Non-Regular Students by Grade Levels**  
**Data Source: TX21st Year End Summary**

Grade	5th	6th
<b>% Regular</b>	<b>33%</b>	<b>57%</b>
<b>% Non-Regular</b>	<b>5%</b>	<b>4%</b>

The grade level with the highest percentage of regular students was sixth grade.

### Schedule/Staffing/Activities Offered

The program operated five days a week from 3:30 pm to 6:45 pm and was led by a Site Coordinator with the support of the Project Director and Family Engagement Specialist. According to the TX21st Staff Export, the fall staff included ten (10) certified teachers, one nurse, one social worker, five youth development instructors, and one community member, while the spring included fifteen (15) certified teachers, five paraprofessionals, and one nurse.

The activities for Walker Intermediate are listed by components in the chart below.

**Table 3: Activities by Component**  
**Data Source: Logic Model and TX21st Activity Reports**

<b>Ongoing Activities Allocated to Four Components</b>				
<b>Component</b>	<b># Fall</b>	<b>Fall Activities</b>	<b># Spring</b>	<b>Spring Activities</b>
<b>Academic</b>	7	<u><b>Offered Fall and Spring</b></u> Academic Enrichment Edible Science Green Revolution Walker Poet Society Warrior Pen Pal Warrior Scientist Tutoring	7	<u><b>Offered Fall and Spring</b></u> Academic Enrichment Edible Science Green Revolution Walker Poet Society Warrior Pen Pal Warrior Scientist Tutoring
<b>Enrichment</b>	7	<u><b>Offered Fall and Spring</b></u> Art-Preneurs Girlz and Pearlz Guyz with Tiez Spectacular Spikers Walker Running Club Warrior Flag Ball Warrior Track	7	<u><b>Offered Fall and Spring</b></u> Art-Preneurs Girlz and Pearlz Guyz with Tiez Spectacular Spikers Walker Running Club Warrior Flag Ball Warrior Track
<b>College and Workforce Readiness</b>	1	<u><b>Offered Fall and Spring</b></u> Walker Einsteins	1	<u><b>Offered Fall and Spring</b></u> Walker Einsteins
<b>Family &amp; Parent Support</b>	3	<u><b>Offered Fall and Spring</b></u> Parent Power Hour <u><b>Offered Fall Only</b></u> Lights on Afterschool Parent Orientation	1	<u><b>Offered Fall and Spring</b></u> Parent Power Hour

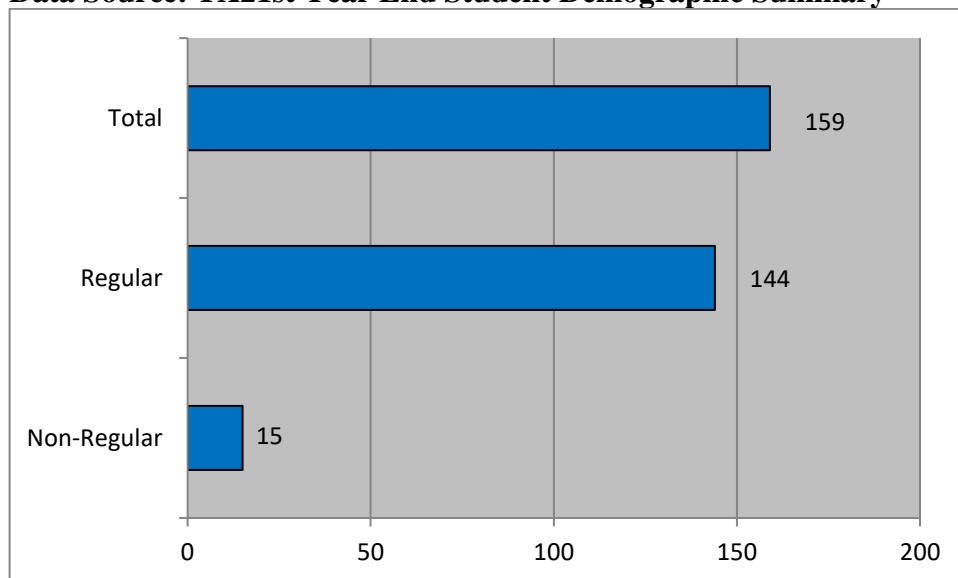
The program provided activities for the four components: 1) Academic Assistance, 2) Enrichment, 3) Family and Parental Support Services, and 4) College and Workforce Readiness to improve the academic performance, attendance, behavior, and promotion rates for students. Students had fifteen (15) activity options in the fall and in the spring. For the both semesters, seven academic, seven enrichment, and one college and workforce readiness activities were offered for students. For parents and/or families, three activities were offered in the fall, while one activity was offered in the spring.

## Implementation

### Participants

**Figure 1: Number of Students Served**

**Data Source: TX21st Year End Student Demographic Summary**



One hundred fifty-nine (159) total students participated at the Walker Intermediate 21<sup>st</sup> CCLC After School site. One hundred forty-four (144) of the total students were regular students, exceeding the required one hundred ten (110) students. For these regular students, students who attended forty-five (45) or more days, the minimum number of days of participation was 45, the maximum number of days of participation was 174, and the average number of days of participation was 116. The number of hours of participation ranged from 56 to 329, with an average of 178 hours. In addition, the site served seventy-seven (77) adults, exceeding its goal of serving sixty-five (65).

### Student Responsiveness

**Table 4: Number of Students by Attendance Percentage Ranges**

**Source: TX21st Student Attendance Percentage Report**

Students by Attendance Percentage Ranges				
Attendance Percentage Range	Fall		Spring	
	#	%	#	%
1-40	14	9%	48	33%
41+	143	91%	97	67%
Totals	157	100%	145	100%

Ninety-one percent (91%) of the students in the fall and 67% of the students in the spring fell into the 41+ percentage range of attendance, indicating that most students attended forty-one (41) or more days in the fall and in the spring

### Resources

Adequate resources were available to provide appropriate activities and services to the students. Walker Intermediate provided the use of the gym, cafeteria, library, computer lab, classrooms, and science lab. The site had \$95,623 of funding for center level fixed costs including personnel, transportation, Clayton YES, and materials and supplies.

**Table 5: Fiscal Management**

Budget			
Year	Total Budget	# Students Served (Regular & Non-regular)	Cost Per Child
18-19	\$95,623	159	\$601

Based on the amount budgeted to the site and the total number of students served, the cost per child was \$601.

### Quality

To improve his skills and knowledge, the Site Coordinator attended the following training and/or professional development: OSTI-CON, Social Emotional Learning, DLA Essentials of Team Work and Leadership, 21<sup>st</sup> CCLC Afterschool Health and Safety Training, 21<sup>st</sup> CCLC Grant Compliance Training, and Weekly 21<sup>st</sup> CCLC Leadership Meetings. The Site Coordinator also attended PLC meetings and met with the Principal and Reading and Math Specialists to help align the afterschool program with the regular school day. In addition, the Site Coordinator served on the Campus Leadership Team, the Campus PBIS Team, and the District Closing Achievement Gap Task Force.

The activities provided support for reading, math, science, writing, and critical thinking skills. Also, activities were offered for crafts, leadership skills, mentoring, social-emotional learning, and sports to meet students' interests and needs. Certified teachers were employed to tutor small groups of students, and a school counselor led the mentoring/social-emotional learning activities. Activities were monitored by the Site Coordinator through formal observations and with daily or weekly walkthroughs. The Project Director visited a minimum of every two weeks to observe the overall program, to monitor for fidelity of implementation, and to ensure that PBIS in the afterschool program was aligned with the regular school day. At the weekly 21<sup>st</sup> CCLC staff meetings with the director, site coordinators, family engagement specialist, and administrative assistant, issues were discussed as a team and the Monthly Communication Update with information about enrollment, discipline reports, budget expenditures, examples of students who have been helped by the program, professional development attended, and issues along with plans for improvement were reported and discussed.

### Local Needs and Outcomes

Walker selected three areas of need to be addressed through action plans. The areas of need are 1) to increase academic achievement in reading, 2) to reduce student behavior referrals, and 3) to increase parent involvement. A summary of the Action Plan is presented below.

**Table 6: Local Needs Addressed through Action Plans**

<b>Improvement Area Identified</b>	Increase academic achievement in reading.
<b>Rationale</b>	Only 47.6% of Walker 21 <sup>st</sup> CCLC students passed the Reading STAAR exam in 2018.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Reading Specialist to identify students in need of additional reading support. A list of students was compiled and the students were enrolled in tutoring with a certified teacher. The Site Coordinator attended PLC meetings with the school day teachers and specialist to align reading with the school day expectations.
<b>Results</b>	The students' STAAR Reading scores increased from a 47.6% passing rate in



	2018 to 50.0% in 2019.
<b>Improvement Area Identified</b>	Reduce student behavior referrals and increase the percentage of students with no behavior referrals.
<b>Rationale</b>	Only 52.3% of Walker 21 <sup>st</sup> CCLC students had no behavior referrals in 2018.
<b>Some Action Steps</b>	The Site Coordinator provided opportunities to address student behavior that impedes student learning. PBIS and CHAMPS were practiced and enforced in the afterschool program to align with the regular school day. Girlz with Pearlz and Guyz with Tiez were offered for mentoring and for students to participate in social-emotional learning. During these activities, the student behavior folders were checked.
<b>Results</b>	The percentage of students with no referrals increased from 52.3% in 2018 to 94.1%.
<b>Improvement Area Identified</b>	Increase parent involvement.
<b>Rationale</b>	From the 2018 Walker 21 <sup>st</sup> CCLC Parent Survey, only 69% of Walker 21 <sup>st</sup> CCLC parents responded that they attended three or more activities or events for families or parents.
<b>Some Action Steps</b>	The Site Coordinator collaborated with the Family Engagement Specialist and partnered with CIS to coordinate special events and activities. In addition, Parent Power Hour was created to provide information and communication to help parents learn how to support their child's academic success and to inform them of the 21 <sup>st</sup> CCLC After School activities and of Walker Intermediate activities and events. Power Hour was available during the last hour of the afterschool program for parents.
<b>Results</b>	The percentage of 21 <sup>st</sup> CCLC parents that responded that they attended three or more activities or events for families or parents on the parent survey increased from 69% in 2018 to 83% in 2019; however, the number of surveys completed by parents in 2019 was low.

## Outcomes

**Table 7: Comparison of Selected Outcome Data for 2017-2018 and 2018-2019**

<b>Intermediate Outcomes of Regular Students</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Higher (+) or Lower (-) Number or Percentage this Year</b>
Average Core GPA	2.75	2.89	+
% Increased Reading Report Card Grade from Fall to Spring	27%	33%	+
% Increased Math Report Card Grade from Fall to Spring	42%	36%	-
% Increased Science Report Card Grade from Fall to Spring	32%	19%	-
% Increased Social Studies Report Card Grade from Fall to Spring	41%	20%	-
% Promoted	99%	100%	+
Average % of Days Present	92.97%	95.99%	+

Average # of Behavior Incidents/% with None	1.94 52.3%	0.07 94.1%	+
% Passed STAAR Reading Standard	47.6%	50.0%	+
% Passed STAAR Math Standard	54.7%	54.5%	-
% Passed STAAR Science Standard	32.6%	54.8%	+

The site made improvements in the average core GPA, Reading report card grades, promotion rates, average percentage of days present, behavior incidents, and STAAR Reading and STAAR Science scores.

**Table 8: Outcomes for 2019 Based on Action Plans**

<b>2019 SMART Goal</b>	<b>Fall Semester %</b>	<b>Spring Semester %</b>
At the end of each semester, 96% of regular students will have a passing grade in all core subjects, reading, math, science, and social studies.	93.1%	99.3%
Regular students will attend 93% of school days each semester.	84.5%	86.9%
At the end of each semester, 55% of regular students will have no behavior referrals for that semester.	93.6%	99.3%