Communities In Schools
Cycle 9   Executive Summary
NOGA: NOGA #176950247110004.

Lockney Junior High	**6th – 8th**
Lockney Elementary	**K-5th**
Tulia Junior High	**6th – 8th**
Tulia Highland Elementary	**K – 2nd**
WV SWINBURN ELEM- Feeder School	**3rd-5th**
Estacado MS (Plainview)	**6th-8th**
Thunderbird Elem(Plainview)	**K-5th**
Dimmit MS	**5th-8th**
Richardson Elementary (Dimmit)	**K-4th**
Floydada Junior High	**7th-8th**
Duncan Elem (Floydada)	**K-6th**

Grantee Evaluation Submitted By:
Eileen Beiersdorf, External Evaluator and Education Specialist
July 31, 2017

Executive Summary

Executive Summary Overview

The CIS Cycle 9 21st Century Community Learning Center (21st CCLC) Grant was received in the fall of 2016. During the first full year for this grant, it has a unique plan that is showing great results. The Project Director, Site Coordinators, and support/administrative staff have had prior experience With the ACE Program or in the area of their support expectations. CIS (Communities In Schools of the South Plains) is able to add the traditional approach to the four components: Academic, Enrichment, Family Involvement, and Career and College Readiness. Youth development staff , and social work staff , and mentors have also been added to the staff. The traditional approach addition has reinforced the need to provide or locate services for the whole child not only for academics but also including emotional and physical services. In order to accomplish the vision, family involvement has exceeded the requirements of the grant. The FES (Family Engagement Specialist) and project director have been involved with all campuses and has brought activities that are enticing and informative for all ACE parents. CIS has provided a unique and generous means of meeting the needs of students and their families as well as the requirements for 21st CCLC.

The 21st CCLC (Century Community Learning Centers) Program branded as ACE (Afterschool Centers on Education) was awarded to CIS for the purpose of supporting and developing before and after school programs to increase student learning and encourage parent and community support. CIS formed a partnership with five school districts located in the northeast section of the Texas panhandle: Lockney ISD (Floyd County), Tulia ISD (Swisher County), Plainview ISD (Hale County), Dimmit ISD (Castro County), and Floydada ISD (Floyd County). Each school district had two centers each, one in the elementary grades (pre-K through 5th or 6th grade), and one in the Middle grades (5th or 6th grade through 8th grade. The program was designed to offer academic reinforcement, enrichment, parent and community involvement, and career and college readiness. With the addition of the ACE Program, the school day and school year are extended to provide greatly needed services for students and families. The analysis and next steps in this report are based on the qualitative and quantitative details of the school districts of CIS Cycle 9, Year 1 Grant serving the needs of ten centers in Pre-K/kindergarten through eighth grade.
.
The school districts in the CIS consortium have similar demographic data. The centers are isolated in rural communities. Before and afterschool and summer programs are available to students in the same town where their homes are located. This is a benefit to working parents, who do not get home until after school hours due to commuting to and from the work place. Parents report another benefit is student homework completion prior to coming home after ACE. Homework completion allows more family time and less frustration. The ACE Program reduces the number of latchkey children in each community. Another need that is addressed is nutrition. Snack time provides healthy snacks between afterschool and family dinner. To make it possible to help with basic needs, CIS is unique in that they are able to offer help or find resources to ensure basic needs are met. Also, community and business organizations provided input at Community Advisory Council meetings to determine the needs of the program that would meet the needs of the students and families in the program.

Communities In Schools (CIS) is located in Lubbock, Texas, the center of the Texas Panhandle. The location is conducive to providing academic and support services in out-lying towns that are most in need. The distances of each community in the Texas panhandle ranges from 51 to 80 miles northeast of Lubbock. As a result of proximity and a determination to expand educational support and services, CIS has been working with the 21stCCLC (21st Century Community Learning Centers) for more than ten years. CIS was able to immediately begin the first year of the Cycle 9 Grant with vigor and success. The school districts share the same goals, as they share the same geographic area and cultural values. Student ACE enrollment was 1937. Regular students were 60 percent of the total enrollment and forty percent were non-regular students during the past year. Administrators, teachers, and students provided input into activity planning. The 21st CCLC Grant was significant in helping the schools raise the bar toward excellence for children and their families. At the end of the first year this well organized and managed program has operated smoothly since day one. CIS is diligent in meeting the needs of the students being served in ten centers within five school districts. There is cooperation among the administration, CIS staff, and ACE staff as validated in the semi-annual surveys.

Purpose: The CIS Grant's progress will be determined using quantitative and qualitative data for comparison and analysis. In several comparative groups of data, comparison will be from term to term as this is the first year of the grant. The five school districts are high priority districts in rural communities. School resources are minimal and the needs are evident as a high percentage of students are at-risk (55%) and economically disadvantaged (76%).

Needs Assessment were analyzed for each center based on the District and Campus Improvement Plans in addition to district teacher input and surveys, student surveys, and parent surveys. Also, community and business organizations provided input to determine the needs of the program that would meet the needs of the students and families. As a result, barriers were identified that included the need for innovative programming and developing family based services. Also, task force meetings were conducted in the fall and spring terms with representatives from all stakeholders. Resulting priorities included educating students by providing mentors, adult advocates, parental involvement and help with basic needs. Through the disaggregation of test scores and teacher analysis, students most in need of extended school day instruction were identified to participate in the ACE Program. Parents were contacted and agreed that their child would benefit from additional help.

After numerous meetings with the school district administration, it was agreed that a serious need exists for academics, behavior, attendance, and promotion and graduation. The purpose is to increase student learning and encourage parent and community support. This purpose is met by providing high quality extended learning opportunities outside of the regular school day for students in need of academic, social, emotional, and physical assistance. The four components of ACE programming are academics, enrichment, college and career readiness, and family involvement. The CIS administration, school district administration and project director discussed the importance to meet student and family needs. The four-component activities and the impact that the site coordinators have in OST (Out of School Time) activities are evident in student progress in only one year. The Project Director and Site Coordinators direct a quality ACE program as they communicate frequently. Communication among all entities is excellent as

proven in the survey results from teachers, parents, and students. The ACE program provides activities that are good for student engagement through the provision of the activity components. The ACE program allows students to be in a safe place before and after school without a fee to participate while learning and preparing for the future.

Evaluation Strategy Plan: The research design of this report is mostly descriptive. Since this is the first year, the statistics will involve comparisons with prior years in the TAPR and fall and spring terms using percentages, frequencies, and other comparisons determined by data being researched. The research includes looking at TX 21 data, TEA data, class observations, and student focus groups in the past year, as well as needs assessment information. Teacher, parent, and student surveys were administered in the fall and in the spring using Survey Monkey to provide additional data and narrative comments including opportunities for parents who volunteered to serve on Community Advisory Councils. This report is based on enrolled students, non-regular students, and regular students (those who attended forty-five or more days during the school year). The goal is to have all students attending 45 days or more during the three ACE terms to benefit from all the program has to offer.

Grades kindergarten through 7th had more regular students than non-regular students. In grades pre-kindergarten and 8th grade had more non-regular than regular students. Grade levels from grades kindergarten- 8th have a majority of 60% of regular students when compared with non-regular students enrolled in the ACE Program. Seven centers have more regular students than non-regular students. Two junior high schools and one elementary school have more non-regular students. Eight centers have met or surpassed the required number of regular students. All ten centers have met the required number of adults.

In only one year collectively, the number of required students for the CIS ACE grant is 1,110 and the centers to date have reached 1,165 or 5% more than required. The required number of adults is 610 and the centers have reached 684 or 12% more than required. Two centers will meet their regular student requirement during summer school term. The majority of ACE students are Hispanic, followed by the white population and then the Black/African American population. Total male students are at 51%. Total female students are at 49%. This is only a 2% difference in gender.

All school districts in the CIS Cycle 9 grant met standard on the TAPR data. Also, there is a large number of disadvantaged students (65% to 89%) and students who are economically disadvantaged (42% to 62%).

Program Support Strategy: The Logic Models have set the framework and expectations of the program and is a guide for exceptional opportunities for students now and in the future. The certified staff is the majority of paid ACE teachers at 39.5%, paraprofessionals are 13%, center administrators at 7%, and school nurses at 4%. Other paid staff includes non-school staff and/or non-degreed staff at 15%. Non-paid staff with college degrees includes social workers and youth development staff at 8% (other resources pay these staff members). The ratio of students to staff is less than 1 to 22.

The 21st CCLC budget is a source of support and is significant in accomplishing program goals and expectations. It is providing program costs to meet student needs. Those in charge of the budget are very skilled and knowledgeable. Data and budget were evaluated based on the needs of the ACE students and were sufficient for implementation. Each center is responsible for their budget. CIS monitors the budgets for accuracy and appropriateness. ACE instructors were expected to spend budgets for quality student materials and provide quality activity as intended. Resources from the 21st CCLC are able to serve student needs. Quality ACE activities and materials were provided.

The campus principal and teachers make referrals as need arises and participates in CAC (Community Advisory Committee). The Site Coordinator conducts weekly activity observations and the Program Director conducts monthly activity observations and performs formal staff evaluations. Training for staff is provided by the school districts, CIS, and ACE.

Program modifications were made for the spring tutorials in preparation for the TAPR tests and student satisfactory academic performance for promotion. In the event that an activity is not attracting students, reasons are sought, modifications were made. The administration of the ACE Program and school campuses identified areas of need that evolve during and at the beginning of each term.

The program was implemented as intended with the addition of modifications to enhance student support as indicated in the Logic Model. Activities were well implemented to meet the needs of ACE targeted students. Professional development is planned so all staff has access to training opportunities and attends those sessions that are appropriate to their role in the program. The expectations are high and evident in classroom walk-throughs, staff meetings and Community Advisory Council meetings. The staff is creative and able to develop highly motivating activities around student needs. Attendance reflected the effective ACE programming planning and strategies. Activities support student voice and choice as appropriate and meet student academic need. Teachers were very active in encouraging students to participate in tutorial programs. The site coordinators selected the right teachers for the right activities to meet the learning objectives of the program as well as student needs.

Students spend the greater percentage of time in academic activities, particularly homework help and tutorials. The average of the activity program component percentages for all ten centers is 50% in Academics, 17% in Enrichment, and 17% in Career and College Readiness, and 16% in Family Engagement. The program component percentages focus on academics to meet student needs in preparation for promotion and graduation.

The approach used to improve student outcomes is based on the use of data and seamless communication. Student, Parent, and Teacher Surveys provide a wealth of information concerning barriers, comments and suggestions. Community Advisory Council meetings also provide an open communication for all stakeholders to share their opinions. Also, student focus groups provide insight into student perceptions about activities, goals, and ACE in general.

The right level of participation occurred because the ACE and regular school day staff worked together to determine when activities need to be added, changed, or deleted to best meet student

needs for each term. In the fall and spring terms, one center in each term exceeded the number of required hours.

Program Participation: Student attendance compared the number of students who attended 60 to 180 days in 2017 was 55.% and students who participated 1110 to 180 days was 13%. This data validates that needs are being met. The percent attendance data for 2016 shows a decrease and average dosage for regular students is 1.44 hours per day and 1.40 hours per day for non-regular students. The difference is .04 hours per day with regular students participating longer each day than non-regular students. However, the dosage is nearly the same, which speaks well for the centers in providing needed activities that are also enticing for students.

Participant Attendance:
Activity Attendance Analysis: Jump Start is offered two weeks before school begins in the fall. Summer school is offered during June each year. Activities offer assistance and help to prepare students for the upcoming school year. Activities focus on fun and interesting learning activities based on student interest for additional opportunities. Parent activities offer opportunities for parents to view their student's work, interact with teachers, and get information on various parenting skills.

The enrollment increased in number and also in the number of days of participation from fall to spring terms. Grades kindergarten through 7th had more regular students than non-regular students. Pre-kindergarten and 8th grade had more non-regular than regular students. Seven centers have more regular students than non-regular students. Junior high schools and one elementary school have more non-regular students. Eight centers have met or surpassed the required number of regular students. All ten centers have met or surpassed their required number of adults. In only two terms collectively, the number of required students for the ACE grant is 1,110 and the centers to date have reached 1,165 or 6% more than required. The required number of adults is 610 and the centers have reached 701 or 15%.

After reviewing the participant activity detail, it is evident that the majority of the students' needs are being met. Nearly all students are involved in academic activities for a majority of time. However, they are also involved in enrichment and career and college readiness activities. The right activities were offered. The activities with the greatest attendance were homework help before school and after school and tutoring.

Intermediate Outcomes: The average of the activity Program Component Percentages for all ten centers are: 50% in academics, 17% in Enrichment, and 17% in Career and College Readiness, and 16% in Family Engagement. The program component percentages focus on academics to meet student needs in preparation for promotion and graduation. Each center has the same percentage of the components. The increase in academic percentage from fall to spring indicates that student needs are being met throughout the school year to ensure their success. Pre and post tests were administered in reading and math to identify students for ACE during the spring term. The tests were teacher made and district developed. The results were:
Reading: 77% of the students improved and 23% of the students decreased. Math: 65%

improved and 35% decreased.

In analyzing student attendance from fall 2017 to spring of 2017, there was an increase of 9% in the ACE enrolled students. Since one of the goals was to increase the number of students in the spring term, there was an increase of 157 students. The end of the year had 1202 regular students who attended 45 or more hours. The requirement was 1110. Consequently, there was an increase of 9% more students beyond the requirement. Student export was also used to determine staffing and verify other reportable concerns.

Metrics and Their Impacts

On the TAPR Center Level Report Comparison, all centers Met Standard and some with distinction.

Grade Analysis Comparison of 2017 Fall and Spring Grades for All Students combined results showed that reading stayed the same. Math increased by 1%. Science increased by 6%. Social Studies increased by 11%. Excellent and Satisfactory improved in all components. Needs Improvement (NI) increased significantly. Also, all centers combined showed the average school days that students are present are 84, absences are 5. There was no criminal discipline and the non-criminal discipline was 19%. Students promoted are 97%. Since the highest grade served in this grant is 8th grade. Consequently there are no graduates. Students with advocates were 14% and student in extra-curricular activities was 27%.

Tables with the above information are in the complete Annual Grantee Report on file.

Program Impacts: The program focus is on the four activity components to yield improvement in academic performance, attendance, behavior, and promotion and graduation rates of students.

In academics, students' grades are improving in math by 1%, reading stayed the same, science increased by 6%, and social studies increased by 11%. Average attendance of the school days is 84 days per student. Average school days absences are 5 per student. Behaviors for criminal incidents are 0%. Behaviors for non-criminal incidents are 19%. Promotion is 97%. Graduation rate is 100%.

Pre and Post testing results showed improvement. Reading: 77% of the students improved and 23% of the students decreased. Math: 65% improved and 35% decreased.

The TAPR tests were obtained from TEA grant information. In 2018, comparison of TAPR test scores will be available. ,

The impact is positively significant for a first year grant.

Stakeholder Perceptions: Stakeholder perceptions are obtained in numerous ways. Survey Monkey was used to obtain teacher, parent, and student perceptions, suggestions, and barriers.

This has been one of the most useful means for planning future terms and years of the grant. In addition, CAC (Community Advisory Council) meetings are held in the fall and in the spring. Stakeholders from the community, school administration, and CIS administration attend. At these CAC meetings, valuable information is shared from the grant administration, center Site Coordinators, and evaluator information. One Principal was concerned that his students would not have enough food during the winter holiday break. Others sitting around the table were able to offer immediate suggestions and help to provide food for these students when school was closed. The comparison of results from fall to spring terms:

Teacher Survey Results:

Highest Fall 2016
- The regular school day and ACE are working together to meet student needs.
- ACE students have reached satisfactory academic performance.
- There is a seamless program between the regular school day and ACE.

Highest Spring 2017
- Regular day and ACE are working together to meet student needs.
- There is two-way communication between the regular school day and the ACE program.
- ACE students are participating in class.

Parent Survey Results:

Highest survey result Fall 2016:
- Child feels safe during the ACE afterschool program.
- The ACE Program has been helpful to your child.
- The ACE program has been helpful for your family.

Highest survey results Spring 2017:
- Children are happy to attend ACE.
- They also believe that their children are safe in the ACE Program.
- Parents stated that student grades are improving.

Student Survey Results:

Highest Fall 2016
- When I stay after school I have fun.
- I learn new things.
- I feel I belong.

Highest Spring 2017
- The ACE staff treats me with respect.
- The teachers treat me fairly.
- I feel I am safe when I stay after school.

The CIS ACE program has established a program that extends the regular school day before and after school to meet the needs of students and parents.
- "A "and "B" student grades combined range from 61% to 70%.
- Student activities are well balanced.

- The ACE staff has enrolled far more students than needed to meet the requirements.
- The program is well organized and supported with talented staff.

Evaluator Commentary: The Cycle 9 ACE Program is in the first year. Planning was excellent. Staff training and program expectations occurred before the first day of programming and operated smoothly throughout the year. The program was well organized since day one. The expectations and requirements were clearly spelled out. School district administration and staff have supported the program and participated in decision making and expressing the needs of students who will benefit from before and after school time. ACE, campus, and administration staff have developed a seamless and cooperative environment that leads to student success. Surveys have reinforced the benefits of the program.

The program has established a seamless program that extends the regular school day to meet the needs of students and parents. "A "and "B" student grades combined range from 61% to 70%. Student activities are well balanced. The ACE staff has enrolled far more students than needed to meet the requirements.

The program is well organized and supported with talented staff. The selection of ACE staff was carefully made and resulted in the right staff to meet the needs of the right students. An example is a center with the highest number of Hispanic students and parents hired a site coordinator who is fluent in Spanish. She is able to read, write, and understand Spanish speaking students and parents and the culture. That is only one example of a cohesive staff among ten centers learning and working together.

Next Steps
- Inventory students at the beginning of each term to determine the projects and activities that entice students to stay longer each day.
- Partnering with UIL coaches has proven to provide more opportunity for students who do not participate in UIL to become involved in extra curricular activities.
- Use data to make program decisions. Disaggregate the results of the TAPR, End of Course tests, and student grades to see where to put the academic focus during the fall, spring, and summer terms.
- Encourage ACE students to remain in the program throughout the year to gain a greater dosage of ACE participation and greater benefit.
- Work toward decreasing the number of "D" grades in Math.
- Try to eliminate all "F" grades.
- Increase the number of advocates to help students with "D" and "F" grades.
- Considering the high Hispanic population, continue to provide more parent activities that support the language and culture to engage parents.
- Continue working on student behavior and character. Bullying is a constant concern. Several lessons on bullying throughout the year will keep the strategies on avoidance before students and assist in student behavior. One lesson on bullying each year is not helping to solve the problem.

- Continue to survey teachers, parents, and students to monitor the areas of improvement and the areas of concern. The surveys are well done and provide a wealth of data and information. Use the information in planning operations and activities during the next school year.

  Detailed information of the information in the Executive report is available in the complete Grantee Annual Report.