

21st Century Community Learning Centers 2019-2020 Executive Summary

Cycle 10 - Year 2



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This report summarizes reporting requirements of the Afterschool Centers on Education (ACE) as specified on page 23 of the Texas ACE Local Evaluation Toolkit, August 2019.

New Summerfield ISD ACE Executive Summary

2019-2020

The information in this Executive Summary is based on data in the Tx21st reporting system for the fall, spring, and summer semesters of 2019-2020 and on local data reporting systems. Because of the state-mandated school closure due to Covid-19, only partial data in Tx21st for the spring and summer is available. As a result, reporting trends based on incomplete data and anecdotal evidence is difficult and does not portray a completely accurate representation of the ACE program at New Summerfield ISD.

I. Overall Strengths and Next Steps

A. Strengths

1. Sustained high attendance rate. The attendance goal of 315 regular students was exceeded by 8 students even though the program was altered because of the pandemic.
2. Maintained a high percentage of the students (74%) enrolled in the ACE program who attended 45-days or more.
3. Provided a wide variety of enrichment and college and career activities (130) based on student voice and choice.
4. Exceeded the required parent participation level by almost 100%.

B. Accomplishments

1. Continued to be a Local Evaluation Support Initiative (LESI) pilot district and developed an Action Plan that was recognized by TEA.
2. Scored perfect ratings on 15 out of 17 ACE Monitoring Document components.
3. Made modifications to the ACE during the spring after school closure to keep the program open and ongoing through the summer session.
4. Distributed Learning Kits via a drive-through on campus and personal delivery by ACE staff and teachers during Covid-19 shutdown during the spring and summer.
5. Verified 504 hours of online professional development webinars completed by 34 ACE staff and administrators during the spring and summer using edweb.net and Eduhero.
6. Provided new and/or different enrichment programs on each campus every 7 weeks prior to the March school closure.
7. Implemented the Weikart Youth Program Quality Assessment.

C. ACE Program Next Steps

1. Implement the Capacity Building Action Plan for 2020-2021 focusing on improving the quality of intentional activities.
2. Develop tentative plans for modifying the fall 2020 ACE program based on district attendance guidelines.
3. Develop tentative plans for potential rapid program modification should school closure be necessary in the fall 2020 or spring 2021.
4. Develop strategies for strengthening evidence of success in 2 of the ACE Monitoring Document components.
5. Implement the revised ACE lesson plan template.
6. Begin a partnership with Tyler Junior College for Summer Day Camps 2021 on the Tyler Junior College campus.
7. Continue using the Weikart Youth Program Quality Assessment tool to evaluate each ACE teacher.
8. Strengthen the social emotional learning program at the secondary level with content-rich Edgenuity curriculum and lessons.

II. Center Overview

The hours of operation at New Summerfield ISD include 15 hours weekly before and after school during the fall and spring semesters and 4 hours a day during the summer. This schedule fulfills district needs and accommodates the schedules of working families. ACE goals and objectives mirror the District Campus Plans and closely follow the requirements of the grant. The whole program is intended to help students transcend their current socio-economics limitations whether it is support for academics, social engagement, or career preparation.

A. Campus Demographics

Location: 13307 TX-110, New Summerfield, TX 75766, Cherokee County		
Accountability Rating: B 544 students (TAPR 2019) 03% African American 84% Hispanic 12% White 01% Other		92% economically disadvantaged 64% at-risk 44% EL 46% federal poverty (2017-2018) \$983 budgeted per student

Figure 1

B. Unique Attributes

1. Rural school with limited community resources
2. No active youth club or other youth serving agencies other than the school district.
3. Partnership with Tyler Junior College for summer day camps (cancelled because of pandemic but rescheduled for summer 2021)
4. Workforce preparedness classes for adults

III. Implementation

A. Attendance in ACE

Students	2018-2019	2019-2020*
Number of 45-Day Students Required	315	315
Students Enrolled	430	436
Students Attending 45 days or more	323 (75%)	323 (goal exceeded)
Students Attending Fewer than 45 Days	107 (25%)	113
45-Day Students Attending At Least 2 Hours Daily	232 (72%)	220 (68%)
Adults	2018-2019	2019-2020
Number of Parents Required	150	150
Number of Parents Enrolled	173	240 (goal exceeded)
Number of Parents Attending Once	61 (36%)	118 (49%)
Number of Parents 2 Times of More	112 (64%)	122 (51%)

Figure 2

* Attendance in 2019-2020 would likely have been higher in all categories if the spring term had not been limited.

B. Overall Quality

The ACE program at New Summerfield ISD is committed to supporting the program's theory of action whereby students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components will yield improvement in academic performance, attendance, behavior, and promotion and graduation rates of students.

The hours of operation (15 hours weekly, Monday-Friday) include hours before and after school that accommodate working families. ACE goals and objectives mirror the District Campus Plans and closely follow the requirements of the grant.

Classroom walkthroughs by the Site Coordinator were frequent until early March. Scheduled classroom evaluations using the Weikert Youth Program Quality Assessment Tool were partially completed for all ACE teachers; spring team meetings were cancelled so an evaluation of all the YPQA components was not possible.

In early spring 2020, surveys were completed by the teachers and the administrative staff. Twenty-nine responses were received from teachers and five from administrators. The respondents were very satisfied with the ACE program implementation, and they believe the program has a positive effect on the students and that parents are much more engaged in district activities that are not related to sports.

C. Participant Responsiveness

Participation in the ACE program is high; 80% of the students enrolled in NSISD participate in ACE. Attendance levels for both students and families have well exceeded base requirements every year since the program was begun in Cycle 8. The required student goal was 315, but it was exceeded by 8. The family engagement required goal was 150, but it was exceeded by 90 or 60%.

Student and parent surveys were not given because the on-campus program for 2019-2020 was temporarily closed on March 5 and not re-opened the summer term began. However, conversations with parents and students revealed that ACE has been beneficial to overall experience at school and given students opportunities to explore enrichment activities that might not otherwise have been available.

IV. Local Needs and Outcomes

A. Local Needs

Year I of the Cycle 10 ACE program at New Summerfield was based on the results of the 2016-17 TAPR and was designed to impact student performance and promotion at all grades and in all subjects that were below the state average as well as prepare students for college and the workforce. For year 2, the scope of the program did not change. Some activities were modified to focus on subject areas needing more academic improvement, to build upon activities begun in the previous year, and, when possible, to accommodate increased student voice. Program quality remained consistent as evidenced by attendance, the variety of activities, the results of the Weikart Youth Program Quality Assessment, and classroom visits.

B. Local Outcomes

In 2019-2020, success of the program in the spring and summer was limited by the mandated school closure caused by COVID-19. However, a comparison of the Number of Activities (figure 3) and other indicators for the both semesters (figure 4) point toward program consistency. An assumption can be made that summative results for 2019-2020 would have been similar or higher than the previous year when all grant requirements were met or exceeded

Comparing Year 1 and Year 2 of Cycle 10									
2018-2019					2019-2020				
	Fa	Sp	Su	Total		Fa	Sp	Su	Total
Academic	24	23	3	50		24	21	7	52
Enrichment	61	51	7	119		63	46	1	110
College & Workforce	11	22	3	36		7	12	1	20
Family Engagement	9	10	2	21		11	4	1	16
Total per Semester/Yr	105	106	15	226		105	69	10	198
Activity Delivery Method									
	Fa	Sp	Su	Total		Fa	Sp	Su	Total
In Person	105	106	15	226		105	69	8	196
Distance Learning	0	0	0	0		0	NA	1	1
Learning Kits	0	0	0	0		0	NA	1	1
	105	106	15	226		105	69	10	198

Figure 3

Comparing Fall 2018 and Fall 2019			
New Summerfield ISD Grades PK-12 Fall 2018-2019		New Summerfield ISD Grades PK-12 Fall 2019-2020	
# Students in ACE	382*	# Students in ACE	402
Course Completion	96%	Course Completion	96%
Core GPA		Core GPA	
A's & Mostly A's	128	A's & Mostly A's	148
B's & Mostly B's	168	B's & Mostly B's	181
C's & Mostly C's	56	C's & Mostly C's	51
D's & Mostly D's	5	D's & Mostly D's	5
F's	15	F's	7
NA's	5	NA's	10
Attendance	96	Attendance	95.7%
Discipline		Discipline	
Criminal Referrals	0	Criminal Referrals	0
Non-Criminal Referrals	86	Non-Criminal Referrals	112

Figure 4

Spring 2019

During the spring semester the ACE program at New Summerfield continued to serve the community by sending home distance learning kits to the families. Kits were distributed weekly to 100-150 families during the lunch/packet drive-through pick-up for 5 weeks. In addition, tutorials were offered through Zoom to assist any students needing academic help. To keep in contact with students a combination of Zoom, social media and school emails were used. One activity offered was online art tutorials provided by an art teacher through YouTube. The teacher filmed and posted a step-by-step canvas art tutorial that coordinated with a picture book. Her videos can be found on YouTube on the NSISD ACE Program channel. <https://youtu.be/tUMGKCKE4jQ>

Summer 2020

For summer, distance learning kits were provided for any student who registered. Lesson plans by grade level (elementary or secondary) were developed and were accessible online at www.nsisdace.weebly.com and www.nsace.weebly.com. Kits were delivered to the family's residence or picked up by families in front of the elementary ACE office on a weekly basis. Three teachers for in-person summer school worked with students PK-8th grade on various enrichment activities such as stomp rockets, slime-making, and tie-dying t-shirts. High school students were offered online driver's education courses for the duration of summer programming.

C. Campus Logic Model (see attached Campus ACE Logic Model)

Some Logic Model outcomes are not available because state-mandated STAAR tests were not given in the spring of 2020.

1. Each student should meet or exceed "Meets Grade Level" performance on the STAAR ELAR assessment.

Governor Greg Abbott, using his statutory authority as the governor of Texas under Texas Government Code, §418.016, suspended the annual academic assessment requirement for the remainder of the 2019–2020 school year.

2. Each student should meet or exceed "Meets Grade Level" performance in the STAAR Math assessment.

Governor Greg Abbott, using his statutory authority as the governor of Texas under Texas Government Code, §418.016, suspended the annual academic assessment requirement for the remainder of the 2019–2020 school year.

3. High quality afterschool enrichment programs that include a variety of activities will support the development of social, mental, physical, and creative abilities of all ACE students.

While academics is the primary focus of New Summerfield's ACE program, all enrichment and college and workforce activities include elements of social, mental, physical, and creative development. In informal comments, students reported not only having fun but were eager to explore new things such as Bloxels, Latin Dance, Oculus VR, and Golf Cart Construction.

4. College and Workforce activities will increase college and career awareness, readiness, and success and promote an understanding of career opportunities and pathways.

Students had limited access to specific career and college information although FAFSA and pre-college information was presented to students and their parents. Onsite visits to

area campuses were cancelled during the spring because of the pandemic. Golf cart construction, cooking classes, team building activities, and driver's education helped students prepare for "life after school."

- 5. To strengthen the school-family relationship, a Parent Resource Center should be developed on campus in the ACE building that will serve as a dedicated space for parent education and for regularly schedule activities involving parents and ACE personnel.**

Having a dedicated space for parent education on campus was a good decision. Parents are able to use the center's computers during scheduled times for proctored test taking, work on Rosetta Stone, and work on other computer-assisted programs. Some GED preparation classes with 3 parents were piloted but were discontinued when school shutdown.

- 6. NSISD will build a strong parent engagement connection in the primary years and plan for it to continue as students progress from Pre-K to grade 12.**

Parent attendance at 16 family engagement activities exceeded the required grant goal of 150 by 90 or 60% And a campus goal of 90 parents attending more than once during the year was exceeded by 32.Five parents were on campus more than 20 times.

V. State Outcomes by Major Texas ACE Goal/Objective Areas

- A. Improve academic performance, increase grade promotion, and target all identified students including the focus campus.**

ELAR:-Governor Greg Abbott, using his statutory authority as the governor of Texas under Texas Government Code, §418.016, suspended the annual academic assessment requirement for the remainder of the 2019–2020 school year. Therefore there is no current data available nor any data available for comparison.

Math:-Governor Greg Abbott, using his statutory authority as the governor of Texas under Texas Government Code, §418.016, suspended the annual academic assessment requirement for the remainder of the 2019–2020 school year. Therefore there is no current data available nor any data available for comparison.

- B. Improve attendance by offering a broad array of enrichment services for targeted students PK-12.**

In addition to attendance goals being exceeded even though the spring semester was short, 122 College and Career and Enrichment Activities were provided. Student input through Voice and Choice contributed to the success of this grant goal. And Enrichment activities are changed every 7 weeks so the students have more opportunities to be exposed to new skills.

- C. Improve student readiness for College and the Workforce.**

Workforce preparation was not as rigorous as last year. There were 18 College and Workforce activities in 2019-2020 and 38 in 2018-2019. Onsite college visits and a scheduled career day was cancelled during the spring.

D. Offer families active and meaningful engagement in their child’s education along with literacy opportunities.

Family engagement is based upon the theory that parents will become more interested in their children’s education if they have opportunities to advance their own education and enrichment in an environment similar to their children. A dedicated Parent Resource Center was established in year one of the grant. In addition to being a space for parenting classes, the center provided computer access to Rosetta Stone, the Jacksonville College testing center, resume templates, a fitness center, night course classes, and child care. During the summer, outdoor adult exercise classes were held; this strategy helped keep parents engaged with the ACE program.

E. Increase opportunities that build positive social mindsets and positive behavior.

Although the Plan of Action for 2019-2020 was written to address this goal and implementation steps were taken, the initiative was not completed because infusing a campus-wide social emotional learning culture takes more than one year. Even with a short school year, the ACE team posted a lot of SEL activities on Facebook as well as many photos of students enjoying SEL type activities. The Yes! Our Kids Can™ program was piloted and will be used in 2020-2021 if available. For 6 weeks after shutdown, teachers completed 475 hours of online professional development related to social emotional learning using Eduhero and edweb.net.