



## **Communities In Schools of the South Plains Cycle 9**

**NOGA: #176950247110004.**

Centers:

Lockney Junior High

Lockney Elementary

Tulia Junior High

Tulia Highland Elementary (Feeder: Swinburn Elementary)

Estacado Middle School (Plainview)

Thunderbird Elementary (Plainview)

Dimmitt Middle School

Dimmitt Elementary

Floydada Junior High

AB Duncan Elementary (Floydada)

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## **I. Executive Summary**

The CIS Cycle 9 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) Grant was awarded two years ago. During the last two years of this grant, the unique plan 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. The youth development staff, 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 21<sup>st</sup> CCLC. Among the significant improvements are average school days absenteeism decreased from 5 days per student to 4.5 days. Behaviors for criminal incidents are 0%. Behaviors for noncriminal incidents decreased by 9.5%, promotion is at 95%, graduation rate is the same as the first year at 100%. The significant increases were in the number of advocates that students had by 13% and extra-curricular participation increased by 21%. As students have increased their academic skills, they also increased their physical and emotional skills with the help of advocates and team participation.

Further evidence of the positive work that has taken place over the past few years are some of the comments from the surveys that are administered each year. The survey results by percentage are listed in the Stakeholder section of this report. Below are the open-ended comments from the latest survey.

Teacher comments on the annual survey:

- Many students who normally would not enjoy coming to school have something to look forward to and can see the positive results of the program.
- I have seen a vast improvement in their multiplication and division skills.
- I have seen students get the help they need with their homework when without the ACE program they would not have gotten that done.
- Students are behaving better in class because good behavior is expected in ACE.
- We are lucky to have this program on campus!

Parent comments on the annual survey:

- Very thankful my child has this program.

- This program has really helped my child and am very happy with it.
- Have ace again next year.
- Keep for next year!

Student comments on the annual survey:

- Zumba, Robotics, Art, Learning through games on iPads.
- Fun, Cooking, Sports, Basketball, Snacks, Playing games, Homework help.
- Soccer, Outside, Snack, Games, Legos, Kickball, Cool math, Yoga, Cheer, Learning, Games.
- Friends, Gym, Snacks, Games, Teachers.
- Basketball, Zumba, Reading.
- We are lucky to have this program on campus!

There are more regular than non-regular students in the program. The student enrollment has grown by 8% and the adult participation has increased by 11%.

## **II. Introduction and Purpose of Program**

### **Introduction**

The 21<sup>st</sup> CCLC (Century Community Learning Centers) Program branded as ACE (Afterschool Centers on Education) has ended two years in the program with surprising results. They were selected to participate in the Local Evaluation Support Initiative. The grant 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 5<sup>th</sup> or 6<sup>th</sup> grade), and one in the Middle grades (5<sup>th</sup> or 6<sup>th</sup> grade through 8<sup>th</sup> 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 after school programs were established, as was a summer program during the month of June. These programs were 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. CAC (Community Advisory Council) meetings were held in the fall and spring terms to discuss the progress made each term and 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 was able to immediately begin the first year of the Cycle 9 Grant with vigor and success that carried over and expanded during the second year of ACE. The school districts share the same goals, as they share the same geographic area and cultural values. Student ACE enrollment was 2,130. Regular students were 57 percent of the total enrollment and 43 percent were non-regular students during the past year. Administrators, teachers, and students provided input into activity planning. The 21<sup>st</sup> CCLC Grant was significant in helping the schools raise the bar toward excellence for children and their families. At the end of the second year this well organized and managed program continues to work toward meeting the educational needs.

### **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 (56%) and economically disadvantaged (74%).

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 organizations provided input to determine the needs of the program that would meet the needs of the community, students, and families. As a result, barriers were identified that included the need for innovative programming and developing family-based services. Also, CAC meetings were conducted in the fall and spring terms with representatives from stakeholders. 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.

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 ongoing student progress during year two. 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.

### III. Evaluation Strategy Plan

The research design of this report is quantitative and qualitative. This is the second year of the grant, and the statistics will involve comparisons with the prior year. The TAPR (Texas Academic Performance Report) will compare 2016 to 2017. Fall and spring terms are compared 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 terms 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.

Table 1 Enrollment by Grade

Grade	Regular Students	Non-regular Students
Pre Kindergarten	0	3
Kindergarten	127	52
1 <sup>st</sup> Grade	87	54
2 <sup>nd</sup> Grade	163	67
3 <sup>rd</sup> Grade	151	80
4 <sup>th</sup> Grade	152	77



5 <sup>th</sup> Grade	130	111
6 <sup>th</sup> Grade	129	150
7 <sup>th</sup> Grade	186	116
8 <sup>th</sup> Grade	94	201
Totals	1219	911

Table 1 Grades pre-kindergarten through 8<sup>th</sup> grade. Kindergarten through 5<sup>th</sup> grade and 7<sup>th</sup> grade had more regular students than non-regular students. Grades pre-kindergarten, 6<sup>th</sup>, and 8<sup>th</sup> grades had more non-regular than regular students. Over all, there were 57% regular students and 43% nonregular students enrolled in the program.

Table 2 Enrollment by Center

2018	ACE Student Enrollment	2017 2018	2017 2018	2017 2018	2017 2018
Name	Grades	Total	Regular Students	Non-Regular Students	Adults
Lockney JH	6 <sup>th</sup> – 8 <sup>th</sup>	81 95	33 48	48 47	31 49
Lockney Elem	K – 5 <sup>th</sup>	164 115	108 104	56 11	42 62
Tulia JH	6 <sup>th</sup> – 8 <sup>th</sup>	247 195	100 90	147 105	84 56
Tulia & Feeder Elem	K – 5 <sup>th</sup>	140 142	117 106	23 36	83 71
Estacado MS	6 <sup>th</sup> – 8 <sup>th</sup>	197 247	162 172	35 75	75 84
Thunderbird Elem	K – 5 <sup>th</sup>	294 288	175 177	119 111	101 100
Dimmit MS	5 <sup>th</sup> – 8 <sup>th</sup>	193 232	112 79*	81 153	66 71
Richardson Elem	K – 4 <sup>th</sup>	217 241	193 206	32 35	100 121
Floydada JH	7 <sup>th</sup> – 8 <sup>th</sup>	43 82	34 30	9 52	30 40
Duncan Elem	K – 6 <sup>th</sup>	368 325	154 193	214 132	89 136

Table 2 indicates grade levels from grades kindergarten- 8<sup>th</sup> have a majority of 60% of regular students in 2017 and 70% in 2018. Over the past four years, regular enrolled students have surpassed the Non-regular students in the ACE Program. Six centers have more regular students than non-regular students in 2017 compared to seven in 2018. Eight centers have met or surpassed the required number of regular students in 2017 and 9 centers meet required students in 2018 (\*did not meet the required number of regular students). All ten centers have met the required number of adults.

In year two collectively, the number of required students for the CIS ACE grant is 1,110 and the centers to date have reached 1,203 or 8% more than required. The required number of adults is 610 and the centers have reached 679 or 11% more than required.

Table 3 ACE Ethnicity

ACE Ethnicity	Percent
Hispanic/Latino	80.0%
White	14.0%
Black/African American	5.0%
Two or More	1.0%
Asian	0.1%
American Indian/Alaskan	0.1%

Table 3 indicates the majority of ACE students are Hispanic, followed by the white population and then the Black/African American population. The ethnicity is nearly the same in 2018 as it was in 2017.

Table 4 STAAR Test Result by Center Level Report Comparison

Lockney JH Center 1	2016	2017	Comments
All Subjects	62%	61%	Met Standard
		1	-
Reading	62%	61%	
		1	-

Mathematics	60%	72%	+12	
Writing	54%	60%	+6	
Science	87%	51%	- 36	
Social Studies	57%	41%	- 16	
Lockney Elem Center 2				
All Subjects	65%	62%		Met Standard

		3	-	
Reading	64%	61%	-	Top 5 % Student Progress
Mathematics	69%	75%	+6	
Writing	71%	53%	-18	
Science	47%	31%	-16	
Tulia JH Center 3				
All Subjects	65%	65%	0	Met Standard

Reading	68%	66%	Academic achievement in Science
		2	-
Mathematics	64%	68%	Academic Achievement in Social Studies
		+4	
Writing	68%	55%	
		-13	
Science	69%	70%	
		+1	
Social Studies	53%	54%	
		+1	
Tulia Elementary Center 4			
All Subjects	68%	70%	Met Standard

		+2	
Reading	60%	68%	Top 25 in Student Progress
		+8	
Mathematics	80%	81%	Academic Achievement in Mathematics
		+1	
Writing	63%	57%	
		6	-
Science	63%	60%	
		3	-
Estacado MS Center 5			

All Subjects	68%	70%	Met Standard
		+2	
Reading	68%	70%	Top 25 in Student
		+2	

			Progress
Mathematics	74%	74%	Top 25 in Closing the Gap
		0	
Writing	65%	68%	Top 25 in Post Secondary Readiness
		+3	
Science	66%	73%	Academic Achievement in English

		+7	Language/Reading
Social studies	61%	55%	
		6	-
<b>Thunderbird Elementary Center 6</b>			
All Subjects	63%	67%	Met Standard
		+4	
Reading	56%	63%	Top 25 in student Progress
		+7	
Mathematics	43%	81%	Academic Achievement in Mathematics
		+38	
Writing	56%	52%	



			-4	
Science	59%	53%		
			-6	
DimmitMS Center 7				
All Subjects	59%	62%		Met Standard
			+3	
Reading	66%	70%		
			+4	
Mathematics	58%	67%		
			+9	
Writing	58%	50%		

			-8	
Science	56%	60%	+4	
Social Studies	38%	30%	-8	
<b>Richardson Elementary Center 8</b>				
All Subjects	65%	56%	-9	Improvement Required
Reading	64%	59%	-5	

Mathematics	67%	59%	-	
		8		
Writing	62%	47%	-	
		15		
Floydada MS Center 9				
All Subjects	70%	68%	-	Met Standard
		2		
Reading	71%	72%	+1	Academic Achievement in Mathematics and Social Studies

Mathematics	72%	83%	Top 5 in Student Progress
		+11	
Writing	80%	59%	Top 25 in Post Secondary Readiness
		-21	
Science	68%	63%	
		5	-
Social Studies	45%	46%	
		+1	
Duncan Elementary Center 10			

All Subjects	63%	59%	Met Standard
		4	-
Reading	56%	55%	Top 25 in Student Progress
		1	-
Mathematics	68%	66%	
		2	-
Writing	63%	45%	
		18	-
Science	71%	65%	
		-6	

Table 4 indicates that 90% of the centers met standard. One center has “Improvement Required”. Seven centers received additional commendations. Eight (80%) centers had improvement in mathematics.

Table 5 Center Demographic from TAPR Data

2018	Economically Disadvantaged	At Risk
Center		
Lockney JH	77.6%	62.6%
Lockney Elem	81.3%	55.3%
Tulia JH	80.4%	50%
Tulia & Feeder Elem	84.9%	28.8%
Estacado MS	78.5%	60.1%
Thunderbird Elem	91.2%	66%
Dimmit MS	84.9%	62.7%
Richardson Elem	84.9%	69.2%
Floydada JH	73.7%	54.6%
Duncan Elem	81.2%	61.8%

Table 5 indicates there is a large number of economically disadvantaged students (73.7% to 91.2%) and students who are at risk (28.8% to 69.2%).

**Gender**

In 2018, total male students are at 51%. Total female students are at 49%. This is only a 2% difference in gender that was the same in 2017.

**IV. 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.

**Staffing**

The certified staff is the majority of paid ACE teachers at 59%, paraprofessionals are 29%, center administrators at 4%, parents are 5%, other at 1%, other community member at 1%, and youth developer at 1%.

Among the non-paid staff are: Other Community members at 22%, social workers at 12%, college students at 12%, nurses at 12%, Youth Developers at 10%, high school students at 10%, other at 9%, parents at 8%, and center administrators at 5%, school nurses at 4%, and center administrators at 5% (Other resources pay some staffing positions). The ratio of students to staff is less than 1 to 22.

### **Budget**

The 21<sup>st</sup> 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 21<sup>st</sup> CCLC are able to serve student needs. Quality ACE activities and materials were provided.

### **Administration**

The campus principal/s and teachers make referrals as need arises and participate 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**

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

### **Activities**

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 (CAC) meetings. The staff is creative and able to develop highly motivating activities around student needs. Attendance reflected the effectiveness of 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 36% in Academics, 23% in Enrichment, 21% in Career and College Readiness, and 20% in Family Engagement. The program component percentages focus on academics to meet student needs in preparation for promotion and graduation. They also work toward post-secondary opportunities and parent involvement to understand the importance of the components and support their children.

### Outcomes

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 (CAC) 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. Family involvement continues to grow throughout the year and exceeded the required number of families.

Table 6 Hours of Operation per Term

Center	Fall Term Actual Hours/Required Hours	Spring Term Actual Hours/Required Hours
Ctr 1 Lockney JH	12.75/13*	12/13*
Ctr 2 Lockney Elem	12.25/13*	12/13*
Ctr 3 Tulia JH	13/13	12.25/13*
Ctr 4 Tulia Elem	13/13	13/13
Ctr 5 Estacado MS	13.75/13	13.75/13
Ctr 6 Thunderbird Elem	13.75/13	13.25/13
Ctr 7 Dimmit MS	14/13	13.25/13
Ctr 8 Richardson Elem	14.50/13	14.50/13
Ctr 9 Floydada JH	13/13	12.25/13*
Ctr 10 Duncan Elem	12.5/13*	12.25/13*

\* Hours were met on the calendar

Table 6 shows the actual hours of operation per center. In the fall term, seven centers exceeded or met the number of required hours. In the spring term five centers exceeded or met the number of required hours. (\*) Are the centers that did not meet the required hours.



## V. Program Participation

Student attendance percentage showed the number of students who attended 60 to 180 days in 2017 was 21% and students who participated 60 to 180 days in 2018 was 30%. The difference of 9% of the regular students attending for 60 to 180 days within one year is significant. This data validates that needs are being met.

### Participant Attendance

The percent attendance data shows a decrease. Average dosage for regular students is 1.60 hours per day and 1.59 hours per day for non-regular students. The difference is nearly the same hours per day with regular students participating longer each day than non-regular students. The dosage has increased since last year for both regular and non-regular students.

In 2017 the number of students exceeded the required number of regular students (45 hours required) by 9% and 8% in 2018. Enrolled adults exceeded the required number of the year total by 11% in 2018.

### 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 and their post-secondary future.
- 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.

Table 7 Enrollments by Daily Participation

<b>Attendance by the Number of Days</b>	<b>Fall</b>	<b>Spring</b>
<b>0-20</b>	<b>399</b>	<b>556</b>
<b>21-40</b>	<b>248</b>	<b>270</b>
<b>41-60</b>	<b>284</b>	<b>264</b>
<b>61-80</b>	<b>444</b>	<b>361</b>
<b>81+</b>	<b>217</b>	<b>268</b>
<b>Total</b>	<b>1,592</b>	<b>1,719</b>

Table 7 indicates that the enrollment increased in number and also in the number of days of participation from fall to spring terms. The total number of students participating increased from fall to spring term. This indicates that activities are meeting the needs of the students. The number of students participating increased by 8%.

Table 8 Average Participation Per Day

Center	Regular ACE Students		Non-Regular ACE Students		Adults Days Per Adult Participation in 2018
	2017	2018	2017	2018	
Center 1	1.71	1.38	1.90	1.43	1.71
Center 2	1.86	1.76	1.79	1.87	2.13
Center 3	1.20	1.26	1.29	1.28	2.09
Center 4	1.98	2.23	2.01	2.13	2.12
Center 5	1.32	1.38	1.28	1.36	1.81
Center 6	1.68	2.06	1.70	1.93	1.62
Center 7	1.23	1.45	1.31	1.22	1.99
Center 8	1.68	1.73	1.65	1.94	2.26
Center 9	1.53	1.39	1.62	1.20	1.79
Center 10	1.43	1.37	1.42	1.63	1.81

Table 8 indicates the average student participation attendance (dosage) in a day for all ten centers. In 2017 the collective average for all ten centers is 1.56 hours per day for regular students and 1.59 hours per day for non-regular students. The difference is .03 less dosage for regular students. In 2018 the collective average for all ten centers is 1.60 for regular students and 1.59 for Non-regular students. However, in 2018 the dosage is basically the same, for regular and non-regular students. The increase in dosage from 2017 speaks well for the centers in providing needed activities that are also enticing for students. Also, another indication is that student voices are being heard as students are spending more time daily in the ACE Program.

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 needed and requested activities were offered. The activities with the greatest attendance were homework help before school and after school and tutoring.

## VI. Intermediate Outcomes

### Activity 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.

Table 9 Component Activity Percentages

Activity	2018	2017
Academic	36%	50%
Enrichment	23%	17%
Career and College Readiness	21%	17%
Family Engagement	20%	16%

Table 9, the average of the activity Program Component Percentages in 2018 for all ten centers are: 36% in academics, 23% in Enrichment, 21% in Career and College Readiness, and 20% 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 decrease in academic percentage from fall to spring indicates that student needs are being met throughout the school year to ensure their success and increased in the enrichment, career and college readiness, and family engagement as the needs were changing for students and families.

### Pre and Post Tests

Pre and posttests were administered in reading and math to identify student progress in ACE during the spring term. The tests were teacher made and district developed. The results were: In reading, 85% of the students improved and 15% of the students decreased. In math 87% improved and 13% decreased.

### Student Export

In analyzing student attendance from 2017 to 2018, there was an increase of 10% in the ACE enrolled students. In 2018 the regular student enrollment increased by 7% of students who attended 45 or more hours. The requirement was 1110. There was an increase of

12% more regular students beyond the 1110 requirement in 2018. Student export was also used to determine staffing and verify other reportable concerns.

**Metrics Metrics Analysis Comparison of 2018 - 2017**

Table 10 2018 and 2017 Grades for All Students

Centers 1-10	Rdg 2018	Rdg 2017	Diff	Math 2018	Math 2017	Diff	Sci 2018	Sci 2017	Diff	SS 2018	SS 2017	Diff
A	22%	21%	+1	24%	19%	+5	30%	26%	+4	27%	30%	-3
B	44%	43%	+1	44%	43%	+1	36%	41%	-5	38%	41%	-3
C	22%	25%	-3	22%	25%	-3	16%	18%	-2	17%	15%	+2
D	4%	6%	-2	4%	7%	-3	3%	3%	0	3%	2%	+1
F	1%	2%	-1	1%	2%	-1	2%	0.5%	+1.5	1%	0.3%	+0.7
Excellent	1%	1%	+0.8	1%	1%	0	5%	6%	-1	7%	5%	+2
Satisfactory	3%	2%	+1	2%	2%	0	6%	6%	0	5%	6%	-1
Not Available	2%			3%			2%			2%		

Table 10 A and B grades are combined in analysis:

Reading increased by 2%. Math increased by 6%. Science decreased by 1%. Social Studies decreased by 6%. Excellent increased by 2.8% and Satisfactory decreased by 2%. In addition to grades A-F, Satisfactory and Excellent terms are grades given to very young students in science and social studies.

As this is the second year for ACE, the metrics will be compared from 2017 to 2018.

Table 11 Metrics for All Centers Combined

All Centers	Average School Days Absent	School Discipline Criminal #	School Discipline Non Criminal	Students with Advocates	Students Promoted	Students in Extra Curricular Activities
Spring 2017	5	0	19%	14%	97%	27%
Spring 2018	4.5	2.5%	9.5%	27%	95%	48%

Table 11 Absenteeism decreased by 0.5 days, criminal activities decreased by 2.5%, non-criminal disciplinary issues decreased by 9.5%, students with advocates increased by 13%, and students participating in extra-curricular activities increased by 21%. The increases have significantly improved.

**Table 12 Cycle 9 Student Grades by Center 2018**

**Center 1 Lockney Junior High School**

Center	Rdg 2018	Rdg 2017	Diff	Math 2018	Math 2017	Diff	Sci 2018	Sci 2017	Diff	SS 2018	SS 2017	Diff
A	28%	19%	+9	28%	24%	+4	26%	11%	+15	46%	41%	5 +
B	35%	42%	-7	51%	49%	+2	49%	59%	-10	33%	56%	23 -
C	28%	24%	+4	18%	16%	+2	23%	30%	-7	20%	3%	+17
D	9%	15%	-6	2%	9%	-7	1%	0%	+1	0%	0%	0
F	1%	0%	+1	0%	1%	-1	0%	0%	0%	0%	0%	0

A and B grades are combined in analysis.

Reading has decreased by 2%. Math increased by 4%. Science increased 15%. Social Studies increased by 5%.

Center 1	Average School Days Absent	School Discipline Criminal	School Discipline Non-Criminal	Students with Advocates	Students Promoted	Students in Extra Curricular Activities
2018	3.5	0	0	5%	91.38%	94%

**Center 2 Lockney Elementary**

Center	Rdg	Rdg	Diff	Math	Math	Diff	Sci	Sci	Diff	SS	SS	Diff
2	2018	2017		2018	2017		2018	2017		2018	2017	
A	23%	18%	+5	20%	16%	+4	44%	35%	+9	68%	52%	+16
B	46%	44%	+2	39%	39%	0	32%	47%	-15	19%	38%	-19
C	12%	31%	-19	23%	27%	-4	14%	14%	0	3%	9%	-6
D	8%	7%	+1	8%	16%	-8	1%	3%	2	0	0%	0
F	3%	1%	+2	0%	1%	-1	0%	1%	1	0	0%	0
N/A	8%			9%			9%			9%		

A and B grades are combined in analysis:  
 Reading decreased by 7%. Math increased by 4%. Science decreased by 6%. Social Studies decreased by 3%.

Center 2	Average School Days Absent	School Discipline Criminal	School Discipline Non Criminal	Students with Advocates	Students Promoted	Students in Extra Curricular Activities
2018	4.3	0	0.9%	20%	96.3%	30%

**Center 3 Tulia Junior High School**

Center	Rdg 20	Rdg 201	Diff	Math 20	Math 201	Diff	Sci 2018	Sci 2017	Diff	SS 2018	SS 2017	Diff
A	33%	28%	+5	21%	22%	-1	21%	15%	+6	35%	24%	+11
B	38%	57%	-19	38%	54%	-16	38%	51%	-13	46%	58%	-12
C	24%	15%	+9	35%	23%	+12	31%	30%	+1	14%	17%	-3
D	3%	0%	+3	4%	1%	+3	8%	3%	+5	4%	1%	3+
F	2%	0%	+2	1%	0%	+1	1%	0%	+1	0%	0%	0

A and B grades are combined in analysis:

Reading decreased by 14%. Math decreased by 17%. Science decreased by 7%. Social Studies decreased by 1%.

Center 3	Average School Days Absent	School Discipline Criminal	Student School Discipline Non Criminal	Students with Advocates	Students Promoted	Students in Extra Curricular Activities
Spring 2018	3.4	0	39%	100%	98.7%	100%



**Center 4 Tulia Highland Elementary and Swinburn Elementary (Feeder School)**

Center	Rdg 18	Rdg 20 2017	Diff	Math 018	Math 2 2017	Diff	Sci 2018	Sci 2017	Diff	SS 2018	SS 2017	Diff
4												
A	27%	18%	+9	44%	25%	+19	1%	6%	+4	9%	7%	+2
B	35%	36%	-1	31%	40%	-9	11%	23%	-12	9%	20%	+11
C	16%	39%	-23	9%	32%	-23	6%	12%	-6	7%	13%	+6
D	7%	7%	0	1%	3%	-2	0%	0%	0	0%	3%	+3
F	0%	0%	0	0%	0%	0	1%	0%	+14	1%	0%	+13
Excellent							16%	8%	+8	2%	10%	+11
Satisfactory							43%	50%	-7	39%	48%	+9
Not Available	14%	0%	+14	14%	0%	+14				1%	0%	+1

A and B grades are combined in analysis:

Center 4 serves elementary students with varying grading. In addition to grades A-F, Satisfactory and Excellent terms are grades given to very young students in science and social studies. Reading grades increased by 8%. Math increased by 10%. Science decreased by 8%. Social Studies decreased by 9%. Excellent increased by 11% and Satisfactory decreased by 9%.

Center 4	Average School Days Absent	School Discipline Criminal	Student School Discipline Non Criminal	Students with Advocates	Students Promoted	Students in Extra Curricular Activities
Spring 2018	4.45	0	0	5%	98%%	13%

**Center 5 Estacado Middle School**

Center	Rdg 18	Rdg 20 2017	Diff	Math 18	Math 20 2017	Diff	Sci 2018	Sci 2017	Diff	SS 2018	SS 2017	Diff
A	18%	17%	+1	17%	7%	+10	37%	30%	7 +	13%	25%	-12
B	56%	56%	0	57%	65%	8 -	50%	56%	6 -	50%	50%	0
C	25%	24%	+1	25%	26%	1 -	13 %	14%	1 -	31%	21%	+10
D	0 %	2%	-2	1 %	2%	1 -	0%	1%	1 -	5 %	4%	+1
F	0 %	1%	-1	0 %	0%	0	0%	0%	0	0 %	0%	0

A and B grades are combined in analysis:

Reading increased by 1%. Math increased by 2%. Science increased by 1%. Social studies decreased by 12%.

Center 5	Average School Days Absent	School Discipline Criminal	Student School Discipline Non Criminal	Students with Advocates	Students Promoted	Students in Extra Curricular Activities
Spring 2018	3	1	48%	3%	99%	100%

**Center 6 Thunderbird Elementary**

Center	Rdg 2018	Rdg 2017	Diff	Math 2018	Math 2017	Diff	Sci 2018	Sci 2017	Diff	SS 2018	SS 2017	Diff
A	15%	16%	-1	24%	27%	-3	27%	20%	+7	13%	31%	-18
B	37%	36%	+1	43%	28%	+15	19%	30%	-11	37%	28%	+9
C	31%	29%	+2	22%	36%	-14	18%	21%	-3	13%	10%	+3
D	9%	15%	-6	3%	9%	-6	2%	1%	+1	2%	1%	+1
F	2%	4%	-2	2%	1%	+1	1%	0%	+1	1%	0%	+1
Excellent							17%	24%	-7	26%	22%	+4
Sat							10%	3%	+7	2%	6%	-4
Needs Improvement							0%	1%	+1	0%	1%	-1
Not Available	5%	0%	+5	5%	0%	+5	5%	0%	+5	5%	0%	+5

A and B grades are combined in analysis:

Reading decreased by stayed the same. Math increased by 12%. Science decreased by 3%. Social Studies decreased by 9%. Excellent increased by 4%. Satisfactory decreased by 4%. Needs Improvement decreased by 1%.

Center 6	Average School Days Absent	School Discipline Criminal	Student School Discipline Non Criminal	Students with Advocates	Students Promoted	Students in Extra Curricular Activities
Spring 2018	3.7	0	15%	14%	98%	9%

**Center 7 Dimmit Middle School**

Center	Rdg 20 18	Rdg 2017	Diff	Math 20 18	Math 2017	Diff	Sci 2018	Sci 2017	Diff	SS 2018	SS 2017	Diff
A	17%	30%	-13	17%	10%	7 +	28%	38%	-10	25%	25%	0
B	63%	56%	7 +	45%	42%	+3	52%	52%	0	56%	57%	-1
C	19%	14%	5 +	28%	36%	-8	18%	10%	+8	18%	16%	+2
D	1%	0%	1 +	6%	10%	-4	2%	0%	+2	1%	2%	-1
F	0%	0%	0	3%	2%	+1	0%	0%	0	0%	0%	0

A and B grades are combined in analysis:

Reading decreased by 6%. Math increased by 10%. Science decreased by 10%. Social studies stayed the same. D and F grades decreased in math and social studies.

Center 7	Average School Days Absent	School Discipline Criminal #	Student School Discipline Non Criminal	Students with Advocates	Students Promoted	Students in Extra Curricular Activities
Spring 2018	3.7	15%	0	14%	98%	9%

**Center 8 Richardson Elementary**

Center	Rdg 20	Rdg 20	Diff	Math 20	Math 2	Diff	Sci 2018	Sci 2017	Diff	SS 2018	SS 2017	Diff
8	18	17		18	017					2018	2017	
A	29%	26%	+3	20%	24%	-4	49%	59%	-10	42%	51%	-9
B	36%	42%	-6	47%	43%	+4	32%	40%	-8	37%	45%	-8
C	16%	28%	-12	14%	30%	-16	1%	1%	0	1%	4%	-3
D	0%	3%	-3	1%	3%	-2	0%	0%	0	1%	0%	+1
F	0%	1%	-1	1%	0%	+1	0%	0%	0	0%	0%	0
Satisfactory	18%	0%		18%	0%		18%			18%		

A and B grades are combined in analysis: Reading decreased by 3%. Math stayed the same. Science decreased by 18%. Social Studies decreased by 17%.

Center 8	Average School Days Absent	School Discipline Criminal	Student School Discipline Non Criminal	Students with Advocates	Students Promoted	Students in Extra Curricular Activities
Spring 2018	7.43	0	0	2%	91%	21%

**Center 9 Floydada Junior High**

Center	Rdg 2018	Rdg 2017	Diff	Math 2018	Math 2017	Diff	Sci 2018	Sci 2017	Diff	SS 2018	SS 2017	Diff
A	12%	5%	+7	55%	25%	+30	26%	16%	+10	19%	2%	+17
B	39%	16%	+23	26%	35%	-9	45%	35%	+10	42%	38%	+4
C	24%	49%	-25	7%	27%	-20	23%	30%	-7	28%	46%	-18
D	16%	27%	-11	8%	5%	+3	4%	11%	-7	8%	11%	-3
F	8%	3%	+5	3%	8%	-5	1%	8%	-7	4%	2%	+2

A and B grades are combined in analysis:

Reading decreased by 30%. Math increased by 21%. Science increased by 20%. Social Studies increased by 21%.

Center 9	Average School Days Absent	School Discipline Criminal	Student School Discipline Non Criminal	Students with Advocates	Students Promoted	Students in Extra Curricular Activities
Spring 2018	3.2	0	0	78%	59%	78%



**Center 10 Duncan Elementary**

Center	Rdg 2018	Rdg 2017	Diff	Math 2018	Math 2017	Diff	Sci 2018	Sci 2017	Diff	SS 2018	SS 2017	Diff
A	27%	21%	+6	25%	19%	+6	28%	29%	-1	25%	29%	-4
B	42%	35%	+7	45%	35%	+10	35%	31%	+4	28%	31%	-3
C	19%	23%	-4	18%	24%	-6	20%	23%	-3	24%	23%	+1
D	4%	5%	-1	3%	8%	-5	5%	5%	0	8%	5%	+3
F	1%	7%	-6	1%	5%	-4	3%	2%	+1	3%	2%	+1
Exc	5%	6%	-1	5%	6%	-1	8%	7%	+1	7%	7%	0
Sat	5%	2%	+3	2%	1%	+1	0%	2%	-2	0%	2%	-2
NI	0%	1%	-1	1%	2%	-1	0%	1%	-1	0%	1%	-1
Pass	0%	0%	0	0%	0%	0	0%	0%	0	4%	0%	+4

A and B grades are combined in analysis:

Reading increased by 13%. Math decreased by 16%. Science increased 3%. Social Studies decreased by 7%. Excellent stayed the same. Pass increased by 4%. Satisfactory decreased by 2% and Needs Improvement decreased by 1%.

Center 10	Average School Days Absent	School Discipline Criminal	Student School Discipline Non Criminal	Students with Advocates	Students Promoted	Students in Extra Curricular Activities
Spring 2018	3.97	0	0.423%	10%	97.3%	31%

## VII. 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 6% and in reading by 3%. Science and social studies decreased.

Average school days absent decreased from 5 days per student to 4.5 days. Behaviors for criminal incidents are 0%. Behaviors for non-criminal incidents decreased by 9.5%. Promotion decreased from 97% to 95%. Graduation rate is 100%, the same as the first year. The significant increases were in the number of advocates that students had by 13% and extra-curricular activities increased by 21%. The help of advocates and team participation have helped students increase their academic skills and also their physical and emotional skills.

Pre and Post testing results showed improvement. Reading posttests had 85% of the students improved. Math posttest had 87% of the students improved.

The TAPR Report provided STAAR Test results. The test results were obtained from TEA grant information. In 2017, 90% of the centers met standard. One center has "Improvement Required". Seven centers received additional commendations. Eight (80%) centers had improvement in mathematics.

The impact from the ACE Program is positively significant for the second year of the grant.

## **VIII. 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.

### **Teacher Survey Results,**

Numbers with letters (3 A, B, mean that each received the same percentage.

Highest 2017

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

Highest 2018

- 1. The regular day and ACE are working together to meet student needs.
- 2. There a seamless program between the regular school day and ACE.
- 3A. There is two-way communication between the regular school day and the ACE Program.
- 3B. ACE students are participating in class and in ACE.

### **Parent Survey Results**

Highest 2017

- 1. Children are happy to attend ACE.
- 2.They also believe that their children are safe in the ACE Program.
- 3. Parents stated that student grades are improving.

Highest 2018

- 1. Child feels safe during the ACE after school program.
- 2A. Parents stated that Child's grades are improving.
- 2B. The ACE Program has been helpful for your child.
- 3. The ACE after school program has been helpful for your family.

## Student Survey Results

### Highest 2017

- 1. The ACE staff treats me with respect.
- 2. The teachers treat me fairly.
- 3. I feel I am safe when I stay after school.

### Highest 2018

- 1A. When I stay after school I have fun.
- 1B. The ACE/CIS staff treats me with respect.
- 2A. When I stay after school I feel safe.
- 2.B When I stay after school I learn new things.
- 2C. When I stay after school teachers treat me fairly.
- 3. When I stay after school I feel I belong.

The surveys also include narratives for comments. The comments were most helpful with ideas from teachers, parents and students. Parents had the opportunity to include their name and contact information to be contacted for participation in the program such as attending meetings or volunteering.

The surveys also provided concerns for meeting needs. These concerns are reviewed and used in planning for future terms and future years in the CIS ACE Program.

## IX. Evaluator Commentary

The Cycle 9 ACE Program completed the second year of the ACE Program. Planning was excellent. Staff training and program expectations are ongoing throughout the year. 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. As a result, the following data illustrates the programs successes.

- 90% of the centers have met the required regular students at 45 days. ○ 100% of the centers have met the required number of adult participation. ○ 1247 of the required 1110 students have been in the program for 45 days.
- 2130 students were enrolled in the ACE program.
- 790 of the required 610 parents have participated in the ACE program.
- “A ” and “B” student grades combined range from 61% to 70%. ○ “D” and “F” grades have decreased significantly to increase promotion rates.

Student activities are well balanced.

The ACE staff has enrolled far more students than needed to meet the requirements.

The program has established a seamless program that extends the regular school day to meet the needs of students and parents.

## X. Next Steps

- Use data to make program decisions. Disaggregate the results of the TAPR data and STAAR test results 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 greater dosage of ACE participation.
- Try to eliminate all “F” grades to ensure grade promotions.
- 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.
- Contact parents who said they would like to be part of the Task Force and Community Advisory Council.

## **XI. Evaluator Information**

### **The scope of work**

The evaluator is responsible for initiating the evaluation process, attending meetings with the Project Director, Site Coordinators, and program staff concerning evaluation. Responsibility also includes meeting with the CAC throughout the year to share evaluation information. The evaluator prepares and analyzes survey information with the Project Director and Site Coordinators. Also, the evaluator conducts observations and student focus groups while collecting additional data beyond that required by the state 21<sup>st</sup> CCLC (Century Community Learning Centers) for a descriptive evaluation to improve student learning and parent involvement. In addition, the evaluator meets with staff and observes activities in preparation of regular reporting, the Annual Grantee Report, and help with the Final Yearly Report.

Evaluator information below includes evaluator experience, professional qualifications, and education qualifications.

### **Professional Experience and Qualifications:**

Specialty Consulting: Texas

- Grant Reviewer for Synergy Enterprises and Department of Education.
- External Evaluator for TTIPS (Texas Title 1 Priority Schools) Grant.
- Grant Evaluator for TPCC (Tobacco Prevention Control Coalition), for the Region 1 Health District through DSHS and the University of Texas.
- Active member of the American Evaluators Association.
- Technical Assistance to grant programs in rural, suburban, and urban areas. ○ Read and scored grants at the state and federal levels.
- Provided Technical assistance and external evaluation to individual grantees in public schools, community colleges, charter schools, and community organizations throughout the state of Texas since 2004, including before and after school programs for the 21<sup>st</sup> CCLC.
- Responsible for data collection and reporting by grantees. ○ Coached Project Directors and administrative staff.
- Provided in depth assessments of grantees with written plans for improvement.
- Course Work

Advanced Research  
Educational Statistics  
Dissertation - quantitative  
Thesis - quantitative and qualitative  
Technical writing

**Prior Work Experience:**

- Superintendent of Schools
- Director of curriculum, special education, and compliance officer
- Learning Disabilities Instructor
- Coordinator talented and gifted program
- Reading specialist
- Learning disabilities instructor
- Reading instructor
- Teacher, Elementary, Middle School, and High School

**Educational Qualifications:**

UNIVERSITY OF WYOMING, Laramie, Wyoming

Doctoral Studies, Educational Administration

NORTHWEST MISSOURI STATE UNIVERSITY, Maryville, Missouri

Education Specialist Degree in Administration and Supervision

Elementary and Secondary Principal Certification, summer BEMIDJI STATE UNIVERSITY, Bemidji,  
Minnesota

Master of Science Degree

BUENA VISTA COLLEGE, Storm Lake, Iowa

Bachelor of Arts Degree, Elementary Education

**XII. Appendices: Center Final Reports are on File**