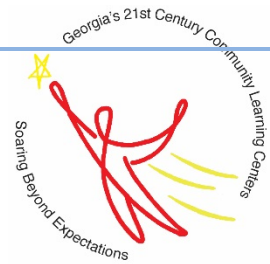


Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

# Georgia Department of Education 21<sup>st</sup> Century Community Learning Centers FY 19 Common Data Elements Form



**Subgrantee:** FOCUS Douglas County Schools

**Date:** FY - 2019

## 1. Attendance

| Total Number of Students Targeted |     | Registered Students |     | Regular Attendees (attend $\geq$ 30 days) |     | Total Number of Parent Opportunities |    | Total Number of Parents Attending |     |
|-----------------------------------|-----|---------------------|-----|---|-----|--------------------------------------|----|-----------------------------------|-----|
| Number:                           | 160 | Number:             | 192 | Number:                                   | 165 | Number:                              | 18 | Number:                           | 155 |

## 2. Objectives

| Total Objectives |    | Met     |   | Not Met |   | Other   |   |
|------------------|----|---------|---|---------|---|---------|---|
| Number:          | 11 | Number: | 9 | Number: | 2 | Number: | 0 |

## 3. Standardized Testing

### 3A. English Language Arts – Regular Attendees Achievement Levels

| Beginning   |    | Developing |    | Proficient |    | Distinguished      |   |
|---|----|------------|----|------------|----|--------------------|---|
| Number:   | 51 | Number:    | 74 | Number:    | 34 | Number:            | 3 |
| Regular Attendees without scores who took standardized test |    |            |    |            |    | Number:            | 0 |
| Regular Attendees who did not take standardized test        |    |            |    |            |    | Number:            | 3 |
| Retake Data (If applicable)                                 |    |            |    |            |    | Number of Retakes: | 0 |

| Beginning |   | Developing |   | Proficient |   | Distinguished |   |
|-----------|---|------------|---|------------|---|---------------|---|
| Number:   | 0 | Number:    | 0 | Number:    | 0 | Number:       | 0 |

### 3B. Math – Regular Attendees Achievement Levels

| Beginning   |    | Developing |    | Proficient |    | Distinguished      |   |
|---|----|------------|----|------------|----|--------------------|---|
| Number:   | 45 | Number:    | 93 | Number:    | 19 | Number:            | 3 |
| Regular Attendees without scores who took standardized test |    |            |    |            |    | Number:            | 0 |
| Regular Attendees who did not take standardized test        |    |            |    |            |    | Number:            | 5 |
| Retake Data (If applicable)                                 |    |            |    |            |    | Number of Retakes: | 0 |

| Beginning |   | Developing |   | Proficient |   | Distinguished |   |
|-----------|---|------------|---|------------|---|---------------|---|
| Number:   | 0 | Number:    | 0 | Number:    | 0 | Number:       | 0 |

**4. Report Card Grades****4A. English Language Arts – Regular Attendees**

| Regular Attendees without Grades                                     | Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester) | Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester) | Regular attendees who maintained a specific grade all year |     |            |
|--|--|--|--|-----|------------|
| Number   | Number   | Number   | “A” or “B”   | “C” | “D” or “F” |
| 4  | 48   | 47   | 37   | 24  | 5          |
| Identify if subgrantee utilized numeric (preferred) or letter grades |  |  | numeric  |     |            |

**4B. Math – Regular Attendees**

| Regular Attendees without Grades                                     | Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester) | Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester) | Regular attendees who maintained a specific grade all year |     |            |
|--|--|--|--|-----|------------|
| Number   | Number   | Number   | “A” or “B”   | “C” | “D” or “F” |
| 4  | 35   | 33   | 47   | 35  | 11         |
| Identify if subgrantee utilized numeric (preferred) or letter grades |  |  | numeric  |     |            |

**5. Surveys****5A. Student Surveys**

| Number of Student Surveys Completed | Behavior                    |                            | Homework Completion         |                            | Satisfaction                |                            |
|-------------------------------------|-----------------------------|----------------------------|-----------------------------|----------------------------|-----------------------------|----------------------------|
|                                     | Strongly/<br>Somewhat Agree | Neither Agree nor Disagree | Strongly/<br>Somewhat Agree | Neither Agree nor Disagree | Strongly/<br>Somewhat Agree | Neither Agree nor Disagree |
| Number                              | Number                      |                            | Number                      |                            | Number                      |                            |
| 157                                 | 98                          | 34                         | 137                         | 5                          | 128                         | 15                         |

**5B. Parent Surveys**

| Number of Parent Surveys Completed | Behavior                    |                            | Homework Completion         |                            | Satisfaction                |                            |
|------------------------------------|-----------------------------|----------------------------|-----------------------------|----------------------------|-----------------------------|----------------------------|
|                                    | Strongly/<br>Somewhat Agree | Neither Agree nor Disagree | Strongly/<br>Somewhat Agree | Neither Agree nor Disagree | Strongly/<br>Somewhat Agree | Neither Agree nor Disagree |
| Number                             | Number                      |                            | Number                      |                            | Number                      |                            |
| 160                                | 120                         | 34                         | 136                         | 15                         | 151                         | 3                          |

**5C. Regular School Day Teacher Surveys**

| Number of Teacher Surveys Completed | Behavior                                    |                    | Homework Completion                         |                    |
|-------------------------------------|---|--------------------|---|--------------------|
|                                     | Significant/<br>Moderate/Slight Improvement | No Need to Improve | Significant/<br>Moderate/Slight Improvement | No Need to Improve |
| Number                              | Number                                      |                    | Number                                      |                    |
| 141                                 | 73  | 42                 | 103   | 10                 |

**6. Partners**

| Number of Partners | Total Amount of Contributions |
|--------------------|-------------------------------|
| 17                 | \$8,080.00                    |



# **FOCUS on Excellence**

## **21st Century Community Learning Centers**

### **Annual Evaluation Report**

#### **2018-2019**

Prepared for the Georgia Department of Education by



Center for Evaluation and Research Services  
P.O. Box 3977  
Atlanta, GA 30302-3977  
June 2019

## Reporting Information

**School District**

Douglas County School System

**Project Director**

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Communities in Schools of Douglas County

770-651-2039

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**Participating Schools**

Chapel Hill Middle School

Turner Middle School

Yeager Middle School

**Site Coordinators**

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Chapel Hill Middle School

Alicia Boyard and Carol Lobban

Turner Middle School

Colette Bell and Monifa Derricks

Yeager Middle School

**Reporting Period**

August 2018 – May 2019

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## Note to the Reader

The following abbreviations are used in this report:

|       |   |
|-------|---|
| APlus | Academic Plus Georgia 21 <sup>st</sup> CLC Database |
| CISDC | Communities in Schools of Douglas County            |
| DCSS  | Douglas County School System                        |
| CERS  | Center for Evaluation and Research Services         |
| CHMS  | Chapel Hill Middle School                           |
| TMS   | Turner Middle School                                |
| YMS   | Yeager Middle School                                |
| GaDOE | Georgia Department of Education                     |

## Acknowledgments

Quality program evaluation requires collaborative work with a number of people. Special thanks go to Mitzi Teal for the leadership and support provided to the schools as well as for the assistance provided in planning and implementing the evaluation. Thanks also goes to Site Coordinators Cheronda Minnis-Arnold, Jane Rookard, Alicia Boyard, Carol Lobban, Colette Bell, and Monifa Derricks for their willingness to help with the evaluation. Without their help and cooperation, the program evaluation would not be possible. Special thanks goes to the students, parents, teachers, and staff members who participated in the surveys.



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## Program Overview and History

### 1.1

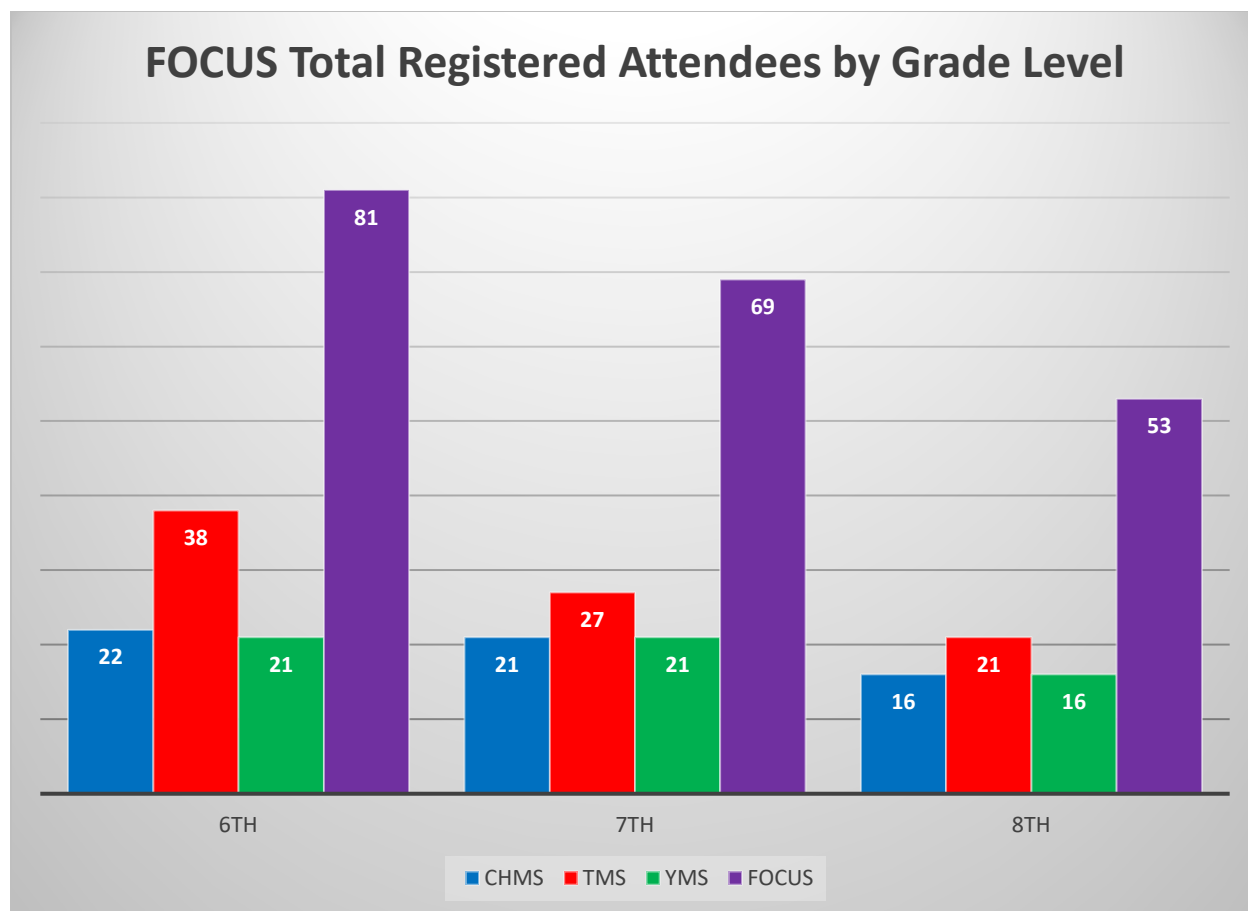
## Program Overview

In May of 2019, the Douglas County School System, in partnership with Communities in Schools of Douglas County, completed the fifth year of its 21<sup>st</sup> Century Community Learning Centers grant program funded by the Georgia Department of Education. The program, known as FOCUS, serves students at Chapel Hill Middle School (CHMS), Turner Middle School (TMS), and Yeager Middle School (YMS). FOCUS is strategically designed to increase student academic skills, improve self-esteem, and provide exposure to life-skills through hands-on activities. Educational experiences provided through the FOCUS program are specifically designed to instill in the student a lifelong love of learning. Additionally, all of the activities take place in a safe and productive environment.

### 1.2

## Program History

A total of 55 students were served at CHMS. Of these, 48 attended the CHMS program for 30 days or more. At TMS, a total of 86 students were served, with 73 attending for 30 days or more and 13 attending fewer than 30 days. Finally, at YMS, a total of 51 students were served, with 44 attending for 30 days or more and 7 attending fewer than 30 days. The target enrollment for each FOCUS site was exceeded. In total, there were 192 students ( $55 + 86 + 51 = 192$ ) served in the FOCUS program, with 165 regular attendees ( $48 + 73 + 44 = 165$ ). The total attendees of the FOCUS program are shown by grade level in Figure 1.



*Figure 1. FOCUS Attendees by Grade Level 2018-2019. Source: APlus Information System.*

1.3

## Program Goals, Objectives, Activities, and Benchmarks

The goals, objectives, activities, and benchmarks of FOCUS are summarized in Table 1.

**Table 1. FOCUS Goals and Objectives**

| <i>Measurement Tools</i>  | <i>Activities</i>  | <i>Timeframe</i>  |
|---|--|---|
| <b>Goal 1. Improve Academic Achievement</b>   |  |   |
| Objective 1.1. 59% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Reading/ELA Georgia Milestones.  |  |   |
| Georgia Milestones Assessment   | a) Homework Assistance<br>b) Computer based assessments/-activities & Enrichment sessions<br>c) Accelerated Reader Reports<br>d) Georgia Milestones            | a) Daily & weekly monitoring,<br>b), Weekly sessions offered - multiple times per week<br>c) Review every 2 weeks to ensure student completed AR test, review results<br>d) Georgia Milestones given in April of each year and retake assessments in May. |
| Objective 1.2. 67% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Math Georgia Milestones.   |  |   |
| Georgia Milestones Assessment   | a) Homework Assistance<br>b) Mini-lessons/activities & Enrichment sessions and Clubs<br>c) Georgia Milestones  | a) Daily & weekly monitoring<br>b) Weekly sessions offered - multiple times per week<br>c) Georgia Milestones given in April of each year and retake assessments in May.  |
| Objective 1.3. 50% of regularly participating students (attending the program 30 days or more) will exhibit an annual improvement within grade bands in Reading Lexile scores as measured by the Georgia Milestones.                        |  |   |
| Georgia Milestones Assessment   | a) Homework Assistance<br>b) Mini-lessons/activities & Enrichment sessions & Clubs<br>c) Georgia Milestones  | a) Daily & weekly monitoring<br>b) Sessions offered multiple times per week<br>c) Georgia Milestones given in April of each year and retake assessments in May.   |
| Objective 1.4. Of the 21st CCLC Grant students participating in program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A, B or C) in Math as measured by the school report card if grade is below an A. |  |   |
| Progress notes each three weeks, report cards each six weeks  | a) Progress report evaluations with classroom teachers<br>b) Agenda book messages with missing assignments<br>c) Remedial help needed and student goal setting | a) Every two weeks<br>b) Daily and weekly throughout the school year<br>c) Daily or weekly based on student needs   |

## FOCUS 2018-2019 Evaluation Report

| Measurement Tools  | Activities   | Timeframe   |
|--|--|---|
| Objective 1.5. Of the 21st CCLC Grant students participating in program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A, B or C) in Reading as measured by the school report card if grade is below an A. |  |   |
| Progress notes each three weeks, report cards each six weeks   | a) Progress report evaluations with classroom teachers<br>b) Agenda book messages with missing assignments<br>c) Remedial help needed and student goal setting                 | a) Every two weeks<br>b) Daily and weekly throughout the school year<br>c) Daily or weekly based on student needs – collection of report cards/progress notes scheduled every 3 weeks   |
| Objective 1.6. At least 85% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory homework completion by the end of the school year.     |  |   |
| Progress notes each three weeks, report cards each six weeks, AIMSWeb Assessment   | a) Progress report evaluations with classroom teachers<br>b) Agenda book messages with homework listed and missing assignments noted,<br>c) Teacher survey to measure progress | a) Daily agenda review throughout the school year<br>b) Bi-weekly grade book review<br>c) Pre - Post (at end of year) data from teacher surveys.  |
| Objective 1.7. At least 80% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory behavior by the end of the school year.                |  |   |
|  | a) Speakers, counseling services, conferencing<br>b) role-playing activities, character development seminars<br>c) Teacher survey to measure progress                          | a) Daily agenda review throughout the school year<br>b) Bi-weekly grade book review<br>c) Pre and Post (at end of year) data from behavior records  |
| <b>Goal 2. Increase family involvement</b>   |  |   |
| Objective 2.1. 50% of registered active parents will attend a minimum of 2 parent education sessions per year.   |  |   |
| Calendar of events, parent needs assessment survey,  | a) Newsletter<br>b) Schedule of parent education sessions,<br>c) Parent activity interest survey   | a) Quarterly<br>b) Schedule/calendar of activities, APLUS adult registration, and attendance records. 1 hour parent sessions for a minimum of 6 sessions.<br>c) Administered at parent orientation and survey at end the year |

## FOCUS 2018-2019 Evaluation Report

| <i>Measurement Tools</i>   | <i>Activities</i>  | <i>Timeframe</i>  |
|--|--|---|
| Objective 2.2. Of the family members who participate in 3 or more family involvement / education / literacy activities, 50% will report increased engagement.                              |  |   |
|  | a) Event sign in sheet<br>b) Schedule of parent education sessions,<br>c) Parent activity interest survey  | a) Collected at each parent session<br>b) Schedule event posted each month in APLUS<br>c) Parents will be given an evaluation survey at each parent education/involvement/literacy session. |
| Goal 3. DCSS will develop programs grounded in scientifically based best practices and engage the community.   |  |   |
| Objective 3.1. At least 80% of after school teachers will report satisfaction with the level of professional development received related to best practices by the end of the school year. |  |   |
|  | a) Professional development survey to determine needs and level of satisfaction<br>b) staff attending conference, school professional                        | a) Professional Development needs assessment pre and post survey in fall and spring.<br>b) Collection of sign in sheets, log of sessions taken and completed after each class               |
| Objective 3.2. DCSS and CISDC will establish and maintain partnerships with at least 10 civic, community, business, or faith based partners annually.                                      |  |   |
|  | a) The Partners in Education committee will provide assistance workshops<br>b) Speakers for events, volunteer for events, mentor students, donate materials. | a & b) Community collaboration data entered in APLUS monthly.   |

## Evaluations Overview and Methods

### 2.1

## Evaluation Overview

The Center for Evaluation and Research Services (CERS) is the independent, third party evaluator for the FOCUS program. A part of the Georgia State University College of Education & Human Development, CERS supports faculty, students, and other educational agencies with proposal development, research design, and external evaluation. CERS is currently managing large federal grants and has personnel with over 30 years of grant experience combined, including evaluation of large federal and state grants.

There were two main purposes for the FOCUS evaluation during 2018-19: (1) to provide detailed information about the continuing FOCUS program implementation to the program director and site coordinators and (2) to assess the progress of the program in meeting the goals and objectives as outlined in the grant proposal during the current year of implementation.

### 2.2

## Use of Evaluation Findings

### Schools

Data were collected during the year, and special efforts were made to establish a safe and effective learning environment conducive to academic achievement. Additionally, staff made an effort to communicate clear expectations to all stakeholders, including students, parents, faculty, and staff. Prior to the opening of the 2019-20 school year, the evaluation of objectives and information obtained from the staff interviews and parent, staff and student surveys will be shared with the FOCUS teachers at a preplanning faculty meeting. In addition, results will be shared with the grant advisory committee, parents, and other key stakeholders.



## **Project Director, Site Coordinators and Douglas County School System**

1. This year Cheronda Minnis-Arnold completed her third year and Jane Rookard finished her first year as co-site coordinators for CHMS. Alicia Boyard and Carol Lobban are completing their second year as TMS coordinators. Also, Colette Bell and Monifa Derricks are in their fifth year as co-site coordinators at YMS. The Project Director meets with the site coordinators on a regular basis to review program operations and identify areas that need to be improved. The site coordinators also participate in professional development implemented by the Project Director. The Project Director has attended sustainability training, coaching for continuous improvement, youth driven spaces promoting youth voice and grant writing sessions in addition to other relevant training.

2. The Project Director reports evaluation findings to the school district and works with instructional staff at the district level to include 21<sup>st</sup> CCLC programs and evaluation results in the District School Improvement plan. An LEA Implementation Plan is created from district-level and school-specific trend data analysis. This analysis becomes a part of the Consolidated Application-Comprehensive Plan of the district.

3. The Project Director presents data and evaluation results to the Communities in Schools of Douglas County Board of Directors at quarterly meetings. The role of this volunteer Board is to identify ways of supporting the school improvement plan through suggestions for additional partnerships and financial support through donations.

4. During July 2019, the Project Director will lead a meeting of the grant coordinators to analyze student assessment data in order to create an improvement plan that addresses each school's individual academic needs. This plan coupled with the previous year's evaluation results will inform the implementation of the 21<sup>st</sup> CCLC program for 2019-2020.

## 2.3

## Evaluation Methods

### 2.3.1. Parent Survey

During spring 2019, a survey was administered to the parents and guardians of students who participated in the FOCUS after-school program. Parents and guardians were given and encouraged to complete the survey via email or as a paper survey. Reminders were sent to encourage completion of the survey.

The purpose of the survey was to assess the level of interest and involvement of parents and guardians and whether or not that level had changed during the previous school year. The survey instrument was a 20-item, Likert-type scale survey with the following response options: 1 (*much more often than this year*), 2 (*slightly more often than this year*), 3 (*the same this year as last*), 4 (*slightly less often than last year*), and 5 (*much less often than last year*).

The completion rates for the Parent survey are summarized in Table 2.

Table 2

*Parent Survey Completion Rates*

|   | CHMS | TMS  | YMS | Total |
|---|------|------|-----|-------|
| Parent Surveys Completed                    | 42   | 75   | 42  | 159   |
| No. of Regular Attendees at the School Site | 48   | 73   | 44  | 165   |
| % Completed per Regular Attendees           | 88%  | 100% | 95% | 96%   |

### 2.3.2. Regular School Day Teacher Survey

During spring 2019, an online survey was administered to the regular-school-day teachers of the student participants within the FOCUS after-school program. The purpose of the survey was to assess whether regular-school-day teachers believed that student participants' behavior related to academic performance had changed during their involvement with FOCUS this year. The survey has 21 items on a 5- or 6-point scale. The 6-point rating scale is as follows: 1 (*significant improvement*), 2 (*some improvement*), 3 (*no change*), 4 (*some decline*), 5 (*significant decline*), and 6 (*did not need to improve*).

Forty-two Teacher Survey results regarding the participant were received from teachers at CHMS, 57 from TMS, and 42 from YMS, for a total of 141 responses to the teacher survey.

### 2.3.3. After-School Worker Survey

During spring 2019, a survey of actions aptitudes and confidence levels was administered to after-school workers who participated in the FOCUS program. The survey consisted of seven items measured on the following points: 1 (*confident in my skill/ability in this area*), 2 (*with some review, can deliver this type of assistance*), 3 (*limited knowledge/experience*), and 4 (*not applicable*). A total of 42 after-school workers completed the survey.

### 2.3.4. Student Survey

During spring 2019, a survey of actions and attitudes was administered to students who participated in the FOCUS after-school program. The purpose of the surveys was to gauge the actions and attitudes of students toward school and whether those actions and attitudes had changed over the year. The survey has 24 items on a 4- or 5-point scale. The 5-point rating scale points ranged from 1 (*strongly agree*) to 5 (*strongly disagree*). The 4-point rating scale points were as follows: 1 (*I like it alot; it helped me.*), 2 (*It was OK; I learned something.*), 3 (*I didn't enjoy it; it didn't help me much.*), and 4 (*I haven't done this.*).

The completion rates of the student survey are summarized in Table 3.

Table 3

*Student Survey Completion Rates*

|  | CHMS | TMS  | YMS  | Total |
|--|------|------|------|-------|
| Student Surveys Completed                            | 51   | 67   | 41   | 159   |
| No. of Students Targeted by the Grant Application    | 50   | 60   | 50   | 160   |
| No. of Students Active at the Time of Student Survey | 52   | 67   | 41   | 160   |
| % Completed per Active Students                      | 98%  | 100% | 100% | 99%   |

A student who is termed a regular attendee by the state has attended the program for 30 days or more but may not be a currently active participant in the program. For example, a student who registered for the FOCUS program in September and attended through January would be a regular attendee as defined by the state, but he or she might have withdrawn from the program and school during the administration of the spring survey.

### 2.3.5. Site Visit

The evaluators visited all three schools in the fall of 2018 and again in the spring of 2019. The purpose of the site visits was to interview the site coordinator(s) and collect information on the implementation of the program from the perspective of the site coordinator and observe the program as it was being implemented.

### 2.3.6. Other Techniques

Throughout the year, the evaluator used other techniques to gather data. Those additional techniques included the following:

1. Monthly discussion with Project Director
2. Collected and analyzed secondary data gathered from the APlus Information System
3. Collected and analyzed secondary data gathered from DCSS.

### 2.3.6. Data Collection Schedule








| Data Collection Activity                  | Fall 2018  | Spring 2019   |
|---|--|---|
| Student Survey                            |  |    |
| Parent Survey                             |  |    |
| After-School Worker Survey                |  |  |
| Regular-Day Teacher Survey                |  |  |
| Site Visits                               |  |   |
| Analysis of APlus Information System Data |  |   |
| Other Techniques                          |  |   |

Figure 2. Data Collection Schedule.

## Program Implementation

### 3.1

## Program Activities

The goals of the FOCUS program were to create an academic learning environment, increase student academic performance in an effort to bridge the academic gap, increase student engagement, and increase adult family members participation in school activities. The program director and site coordinators of the FOCUS program worked with community organizations, such as Communities in Schools of Douglas County, in an effort to maximize resources for students participating in the program.

The activities of the FOCUS program focused on the whole child, first to encourage belonging and social awareness and then to increase academic achievement, creativity, and student motivation. The primary activities of the FOCUS program, as identified in the APlus Information System, are listed below. Other activities are described in the formative evaluation reports for fall and spring.

- |   |                                |
|---|--------------------------------|
| • Activity Enrichment Center              | • Structured Recreation        |
| • Intensive Academic Activities (Math)    | • Math Sense                   |
| • Intensive Academic Activities (Reading) | • Character Development        |
| • Homework Assistance                     | • Saturday Sessions            |
| • Milestones Boot Camp                    | • Cultural Arts                |
| • Math Boot Camp                          | • Civil Engineering Simulation |
| • Parent Education                        | • Jewelry & Arts and Crafts    |
| • Parent Literacy and Involvement         | • Hip Hop Dancing              |

## 3.2

## Program Operation

Table 4

*Summary of Program Operations*

| Site | Total No.<br>of Weeks<br>Open | Typical No. of<br>Days per<br>Week Open | Typical No.<br>of Hours Per<br>Week | No. of<br>Summer<br>Weeks<br>Open | Typical<br>Hours per<br>Summer<br>Week |
|------|-------------------------------|---|-------------------------------------|-----------------------------------|--|
| CHMS | 32                            | 5                                       | 12                                  | 4                                 | 16                                     |
| TMS  | 32                            | 5                                       | 12                                  | 4                                 | 16                                     |
| YMS  | 32                            | 5                                       | 12                                  | 4                                 | 16                                     |

*Source:* APlus Information System.

### 3.3

## Student Attendance and Enrollment

During the school year, 192 students attended the FOCUS program for one day or more. The numbers of days attended by students are summarized in Figure 3. Of the students who attended the FOCUS program for one day or more, 27 (14%) attended for fewer than 30 days. Some of these were highly mobile families that attend school and move often. Of the students who attended the FOCUS program for one day or more, 166 (86%) attended for 30 days or more and are defined as Regular Attendees.

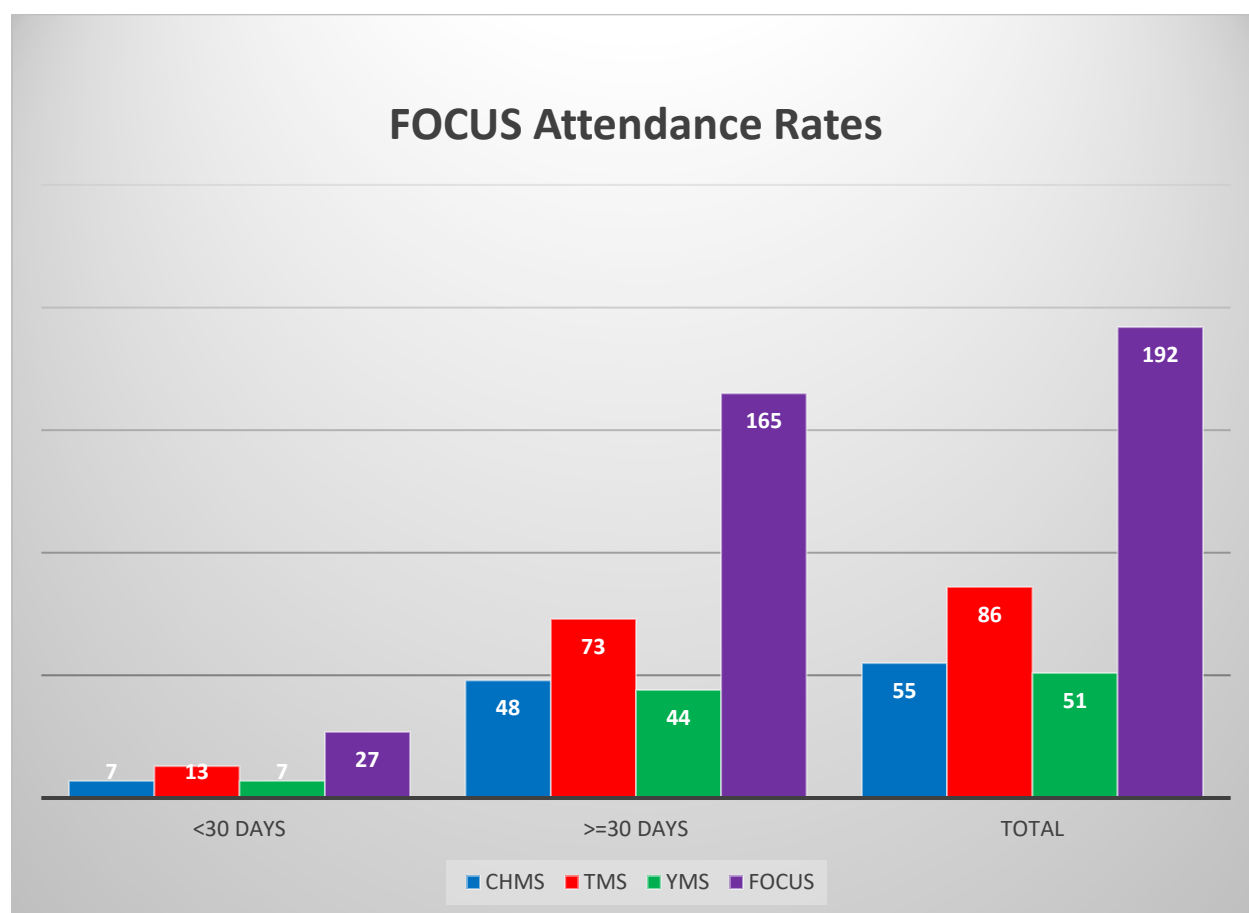


Figure 3. Student Attendance Rates. Source: APlus Information System.



## 3.4

## Student Demographics

The demographic information for the 192 students who participated in the FOCUS program is presented in Table 5.

Table 5

*Students Participating*

|                          | CHMS            |            | TMS             |            | YMS             |            | ALL SCHOOLS     |            |
|--------------------------|-----------------|------------|-----------------|------------|-----------------|------------|-----------------|------------|
|                          | No. of Students | % of Total | No. of Students | % of Total | No. of Students | % of Total | No. of Students | % of Total |
| <b>Grade</b>             |                 |            |                 |            |                 |            |                 |            |
| 6                        | 18              | 33%        | 29              | 34%        | 18              | 35%        | 65              | 34%        |
| 7                        | 27              | 49%        | 30              | 35%        | 17              | 33%        | 74              | 39%        |
| 8                        | 10              | 18%        | 27              | 31%        | 16              | 32%        | 53              | 28%        |
| <b>Gender</b>            |                 |            |                 |            |                 |            |                 |            |
| Female                   | 26              | 47%        | 38              | 44%        | 27              | 53%        | 91              | 47%        |
| Male                     | 29              | 53%        | 48              | 56%        | 24              | 47%        | 101             | 53%        |
| <b>Race/Ethnicity</b>    |                 |            |                 |            |                 |            |                 |            |
| Asian / Pacific Islander | 0               | 0          | 1               | 1%         | 0               | 0          | 1               | 1%         |
| Black                    | 51              | 93%        | 61              | 71%        | 37              | 73%        | 149             | 78%        |
| Hispanic                 | 1               | 2%         | 18              | 21%        | 2               | 4%         | 22              | 11%        |
| White                    | 1               | 2%         | 4               | 5%         | 12              | 24%        | 17              | 9%         |
| Other/Unknown            | 3               | 5%         | 2               | 2%         | 0               | 0          | 5               | 3%         |
| <b>Other</b>             |                 |            |                 |            |                 |            |                 |            |
| Not English Proficient   | 1               | 2%         | 16              | 19%        | 3               | 6%         | 20              | 10%        |
| Free/Reduced-Price Lunch | 35              | 64%        | 81              | 94%        | 41              | 80%        | 157             | 82%        |
| Special Education        | 3               | 5%         | 5               | 6%         | 8               | 16%        | 16              | 8%         |
| <b>Total Students</b>    | 55              |            | 86              |            | 51              |            | 192             |            |

Source: APlus Information System

## 3.5

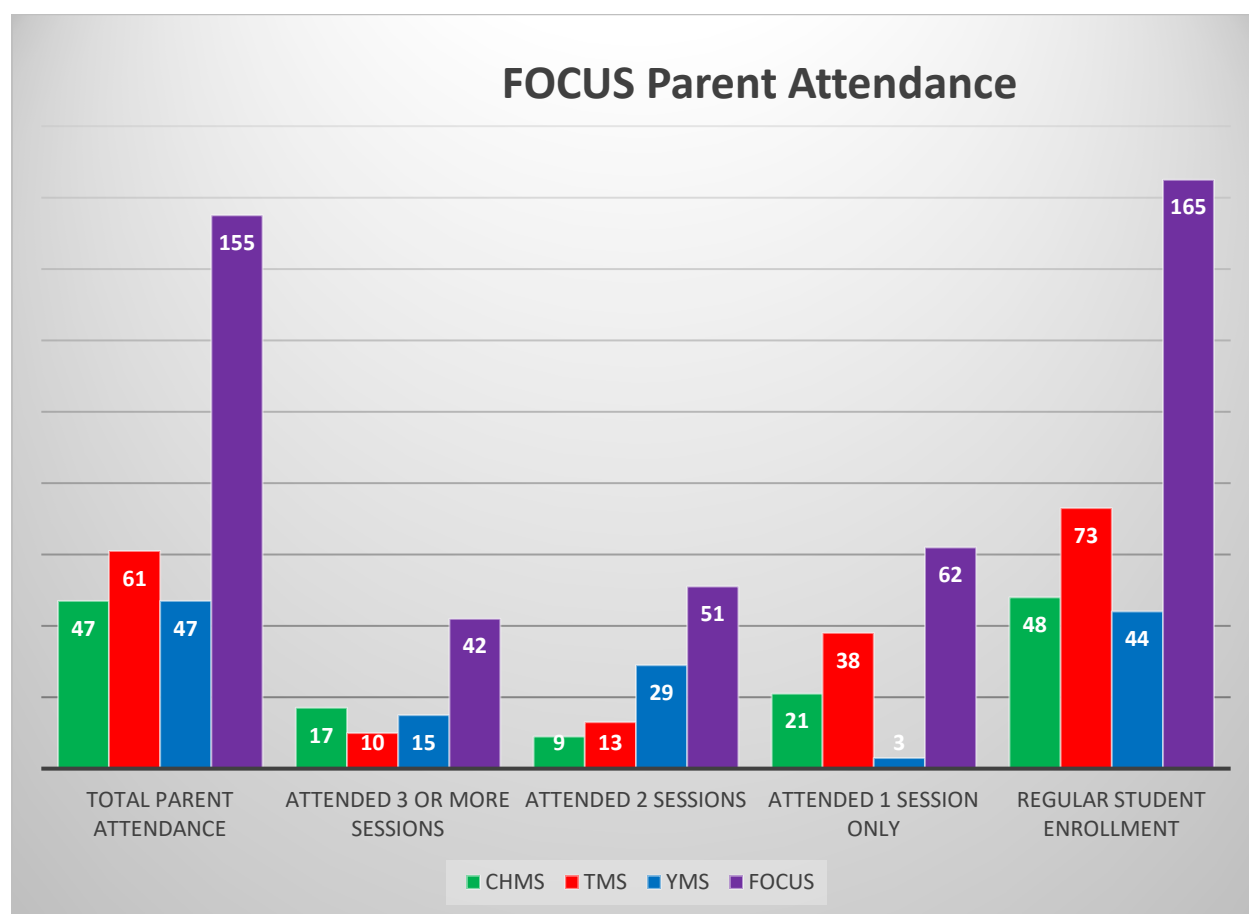
## Student Attendance

The average daily student attendance was 40 students for CHMS, 51 students for TMS, and 36 for YMS (APlus Information System).

## 3.6

# Adult Family Member Attendance

During the school year, the FOCUS program served 155 adult family members. The attendance pattern of these family members are shown in Figure 4. Barriers to parent participation are a lack of transportation to events and long, inflexible work hours during events. This year, 93 of the 155 parents (60%) indicated they attended two or more events this year.



*Figure 4. FOCUS Parent Event Attendance and Completion of the Parent Survey. Sources: Parent Survey.*

# 3.7

## Program Staff

Table 6

*Ratios of Students to Teacher*

|              | CHMS | TMS  | YMS  |
|--------------|------|------|------|
| • Academic   | 10:1 | 10:1 | 10:1 |
| • Enrichment | 12:1 | 12:1 | 12:1 |
| • Recreation | 12:1 | 12:1 | 12:1 |

*Sources.* DCSS & Evaluator Site Visits.

Table 7

*Characteristics of Program Staff*

|                             | CHMS   |            | TMS    |            | YMS    |            | ALL SCHOOLS |            |
|-----------------------------|--------|------------|--------|------------|--------|------------|-------------|------------|
|                             | Number | % of Total | Number | % of Total | Number | % of Total | Number      | % of Total |
| <b>Gender</b>               |        |            |        |            |        |            |             |            |
| • Female                    | 17     | 65%        | 16     | 76%        | 14     | 88%        | 47          | 75%        |
| • Male                      | 9      | 35%        | 5      | 24%        | 2      | 12%        | 16          | 25%        |
| <b>Race/Ethnicity</b>       |        |            |        |            |        |            |             |            |
| • Black                     | 8      | 31%        | 16     | 76%        | 12     | 75%        | 36          | 57%        |
| • Hispanic                  | 0      | 0          | 0      | 0          | 0      | 0          | 0           | 0          |
| • White                     | 18     | 69%        | 5      | 24%        | 4      | 24%        | 27          | 43%        |
| • Other                     | 0      | 0%         | 0      | 0          | 0      | 0          | 0           | 0%         |
| <b>Certification Status</b> |        |            |        |            |        |            |             |            |
| • Certified                 | 26     | 100%       | 17     | 81%        | 14     | 88%        | 57          | 90%        |
| • Not Certified             | 0      | 0          | 4      | 19%        | 2      | 12%        | 6           | 10%        |
| <b>Total Staff Members</b>  | 26     |            | 21     |            | 16     |            | 63          |            |

*Source:* DCSS.

Days of work for the 63 staff members varied, with some working 1 day per week, some 2 days, and others 3 days or more. Fifty-seven (90%) of the FOCUS staff members are certified teachers.

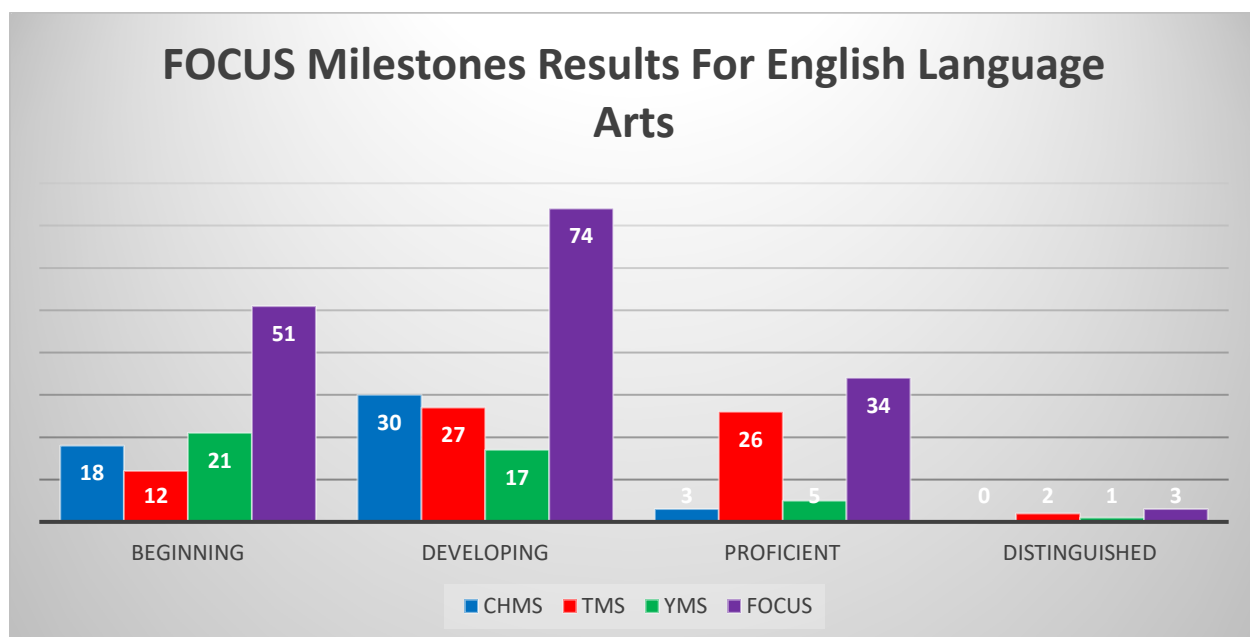
## Program Outcomes

### 4.1

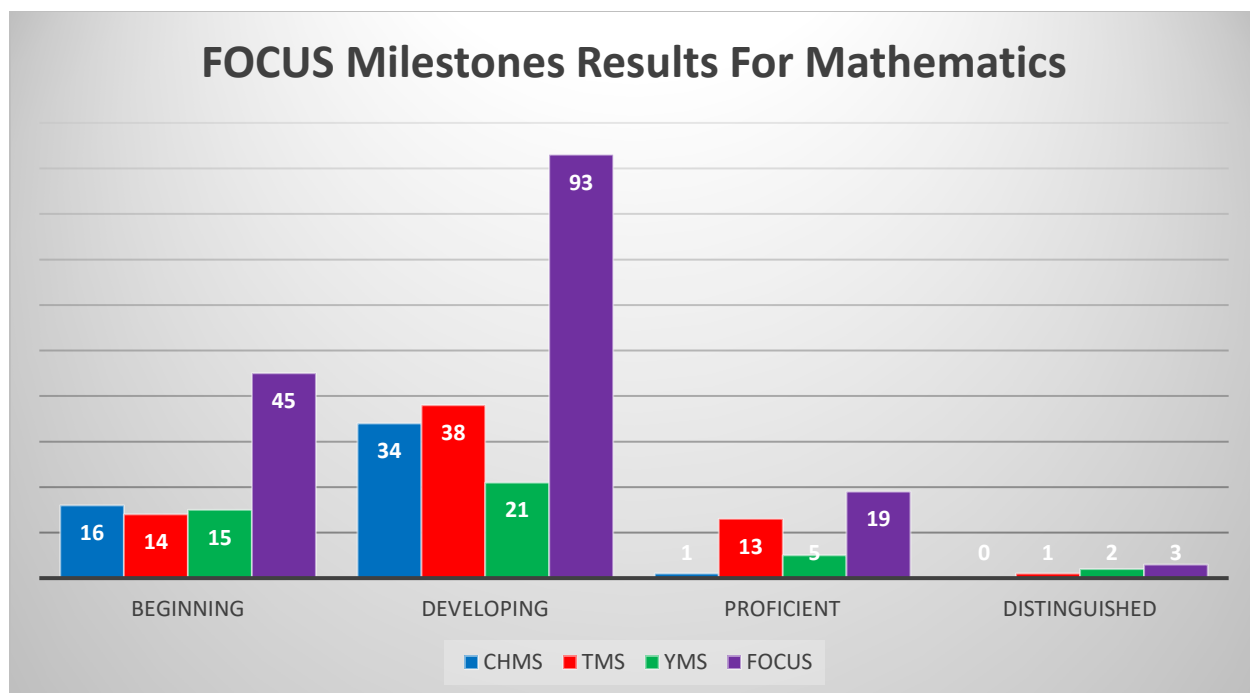
## Academic Performance: Language Arts, Mathematics, Science, and Social Studies Milestones Results

The Georgia Milestones Assessments were used to provide standardized assessment results for Language Arts and Math for selected students who participated in the FOCUS program at CHMS, TMS, and YMS.

Participating students that received ELA and Math Milestones results totaled 51 at CHMS, 67 at TMS, and 44 at YMS for a total of 162 students in the FOCUS program. Of the participating students, 3 moved prior to the Milestones Administration. The figures below indicate the Milestones results by school and the FOCUS program.



As shown in the preceding graph, for Language Arts CHMS had 65% of students indicating developing or better, TMS had 82%, and YMS had 52% for a total of 69% of participating students in the FOCUS program performing at the developing level or higher on the Milestones Assessment.



As shown in the preceding graph, for Mathematics CHMS had 69% of students indicating developing or better, TMS had 79%, and YMS had 65% for a total of 72% of participating students in the FOCUS program performing at the developing level or higher on the Milestones Assessment.

In 2019, the Lexile scores were released for the participating students. The Lexile score is an indication of the student's reading ability on the Lexile scale from 5L to 2000L. Georgia has estimated bands of Lexile scores equivalent to the student's grade level. The following tables examine the Lexile scores by grade and site.

In FOCUS there were 158 total students with Lexile scores, 59% (94/158) of those students had Lexile scores within the estimated reading band or greater for their grade placement. The students whose scores are within the state estimated Lexile grade bands or exceed that grade band will be the benchmark for acceptable student Lexile scores this year.

***FOCUS 2018-2019 Evaluation Report***

| <b><i>CHMS LEXILE SCORES by Grade Band</i></b> |              |                      |                    |
|--|--------------|----------------------|--------------------|
| Grade  | Lexile Band  | Score Classification | Number of Students |
|  |              | Under Band           | 8                  |
| 6  | 925 to 1070  | Within Band          | 8                  |
|  |              | Exceed Band          | 1                  |
|  |              | Under Band           | 9                  |
| 7  | 970 to 1120  | Within Band          | 10                 |
|  |              | Exceed Band          | 3                  |
|  |              | Under Band           | 7                  |
| 8  | 1010 to 1185 | Within Band          | 5                  |
|  |              | Exceed Band          | 0                  |
| <b><i>TMS LEXILE SCORES by Grade Band</i></b>  |              |                      |                    |
| Grade  | Lexile Band  | Score Classification | Number of Students |
|  |              | Under Band           | 8                  |
| 6  | 925 to 1070  | Within Band          | 9                  |
|  |              | Exceed Band          | 4                  |
|  |              | Under Band           | 4                  |
| 7  | 970 to 1120  | Within Band          | 15                 |
|  |              | Exceed Band          | 0                  |
|  |              | Under Band           | 6                  |
| 8  | 1010 to 1185 | Within Band          | 5                  |
|  |              | Exceed Band          | 12                 |
| <b><i>YMS LEXILE SCORES by Grade Band</i></b>  |              |                      |                    |
| Grade  | Lexile Band  | Score Classification | Number of Students |
|  |              | Under Band           | 9                  |
| 6  | 925 to 1070  | Within Band          | 3                  |
|  |              | Exceed Band          | 3                  |
|  |              | Under Band           | 6                  |
| 7  | 970 to 1120  | Within Band          | 6                  |
|  |              | Exceed Band          | 3                  |
|  |              | Under Band           | 7                  |
| 8  | 1010 to 1185 | Within Band          | 4                  |
|  |              | Exceed Band          | 3                  |

## 4.2

## Academic Performance: Grades

One of the objectives of the FOCUS program is to increase academic performance. This directly related to the grades earned during the 1st nine-weeks compared to the grades earned during the 4th nine-weeks of After School program participants.

As shown in Figure 5, 69% (33/48) of students that were regular attendees in the CHMS after-school program during 2018-19 either increased their grade or maintained an A, B, or C average for the school year on report card grades in English. Additionally, 79% (38/48) of students that were regular attendees in the CHMS after-school program during 2018-19 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math.

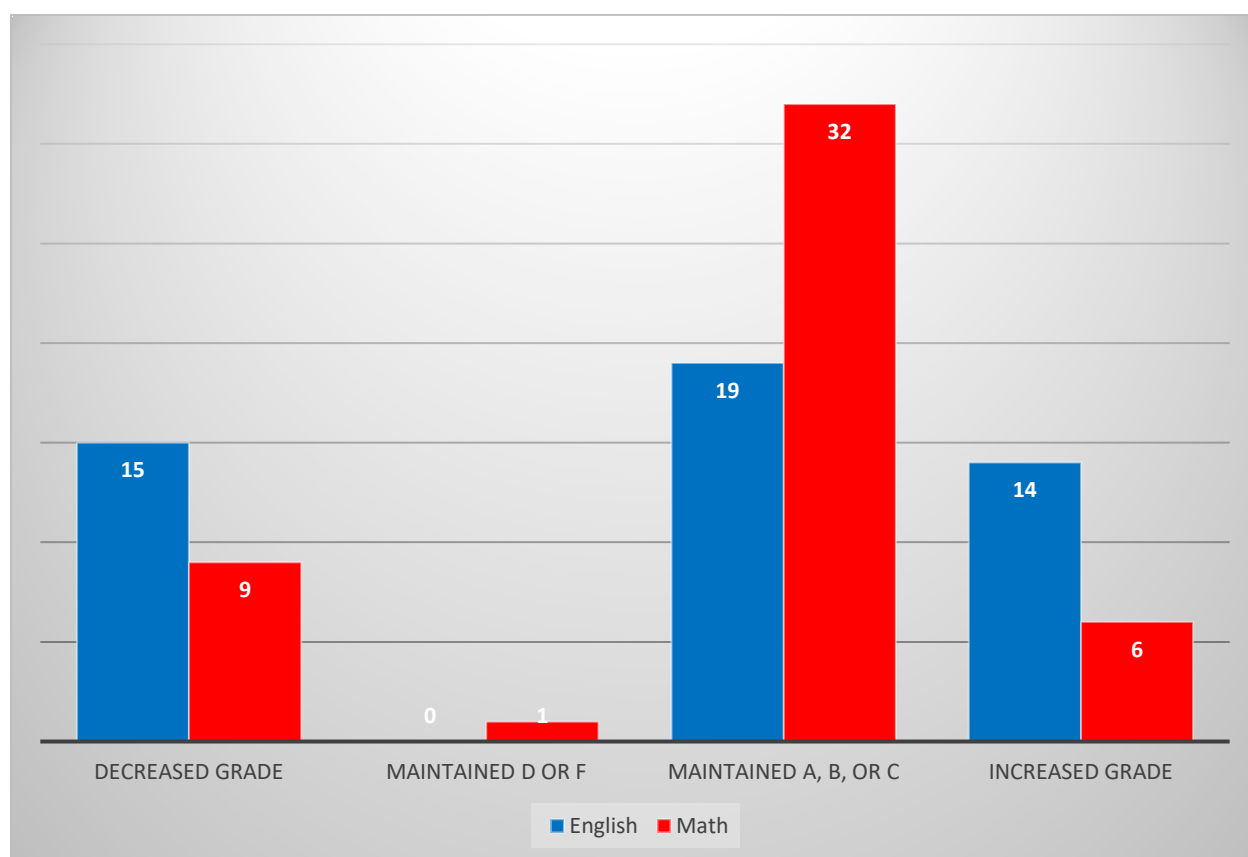


Figure 5. CHMS Report Card Grades Change from 2nd to 4th Nine-Weeks. Source: DCSS.

## FOCUS 2018-2019 Evaluation Report

As shown in Figure 6, 72% (51/71) of students that were regular attendees in the TMS after-school program during 2018-19 either increased their grade or maintained an A, B, or C average for the school year on report card grades in English. Additionally, 70% (50/71) of students that were regular attendees in the TMS after-school program during 2018-19 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math.

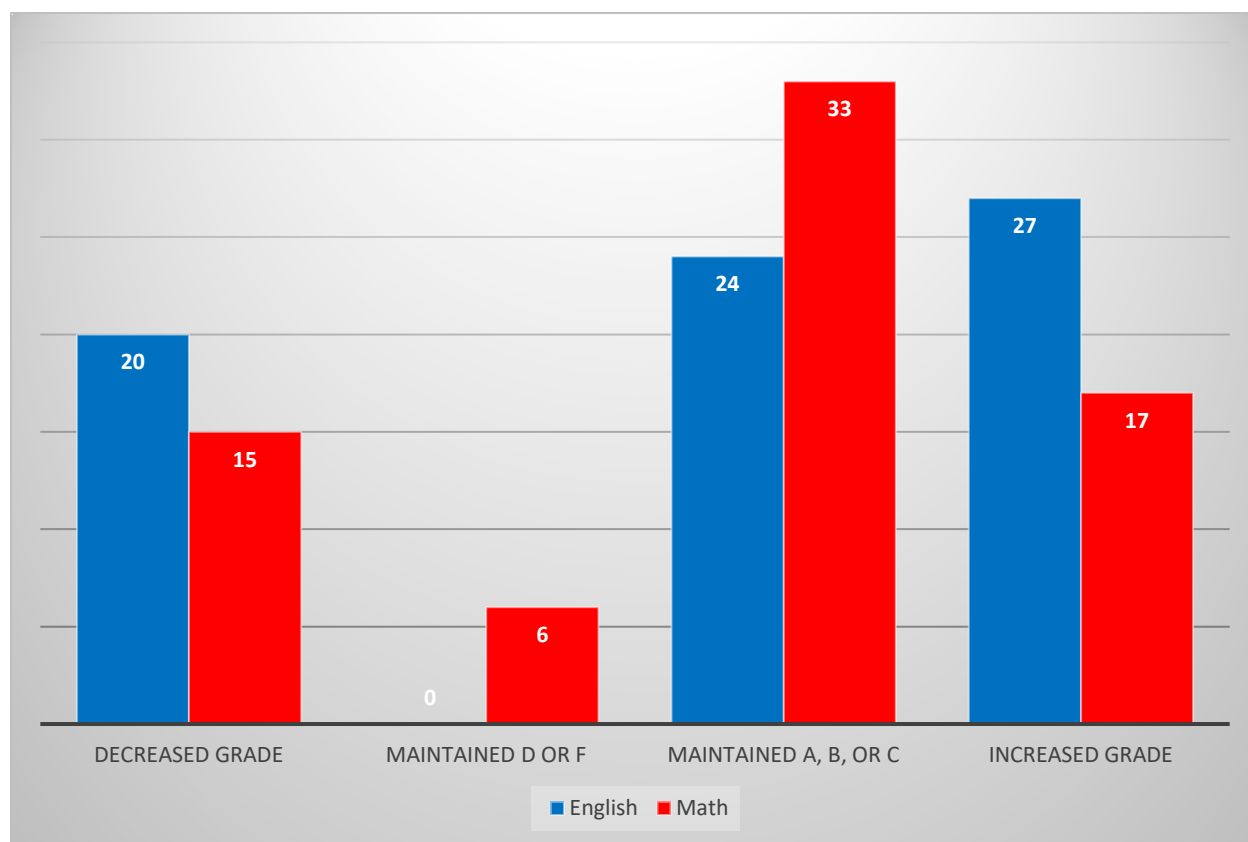


Figure 6. TMS Report Card Grades Change from 2nd to 4th Nine-weeks. Source: DCSS.



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As shown in Figure 7, 60% (25/42) of students that were regular attendees in the YMS after-school program during 2018-19 either increased their grade or maintained an A, B, or C average for the school year on report card grades in English. Additionally, 69% (29/42) of students that were regular attendees in the YMS after-school program during 2018-19 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math.

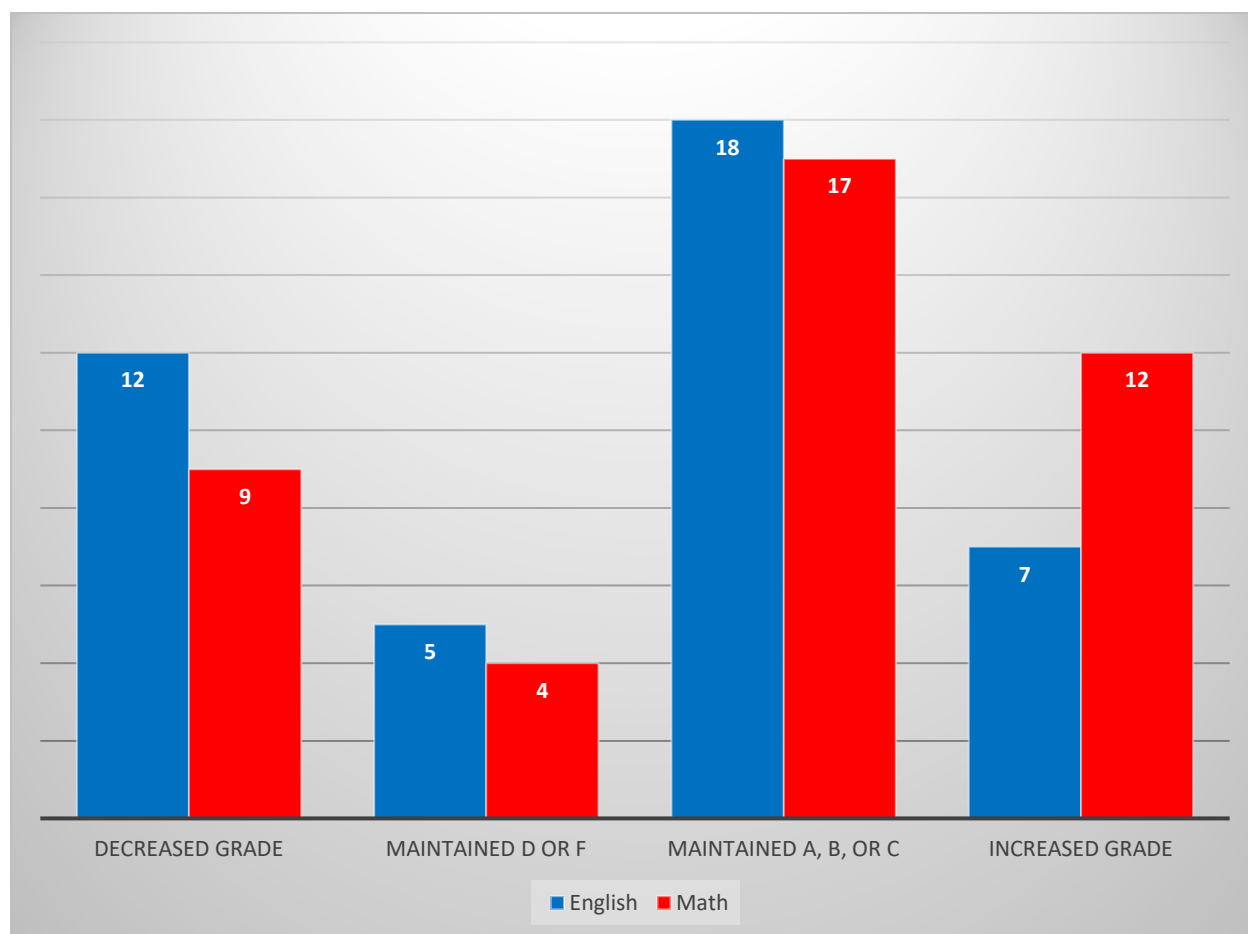


Figure 7. YMS Report Card Grades Change from 2nd to 4th Nine-weeks. Source: DCSS.

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As shown in Figure 8, 68% (109/161) of students that were regular attendees in the FOCUS After School Program during 2018-19 either increased their grade or maintained an A, B, or C average for the school year on report card grades in English. Finally, as shown in Figure 8, 73% (117/161) of students that were regular attendees in the FOCUS After School Program during 2018-19 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math. In Figure 8, the report card grades change for reading and math for the individual schools are an aggregation of Figures 5, 6, and 7.

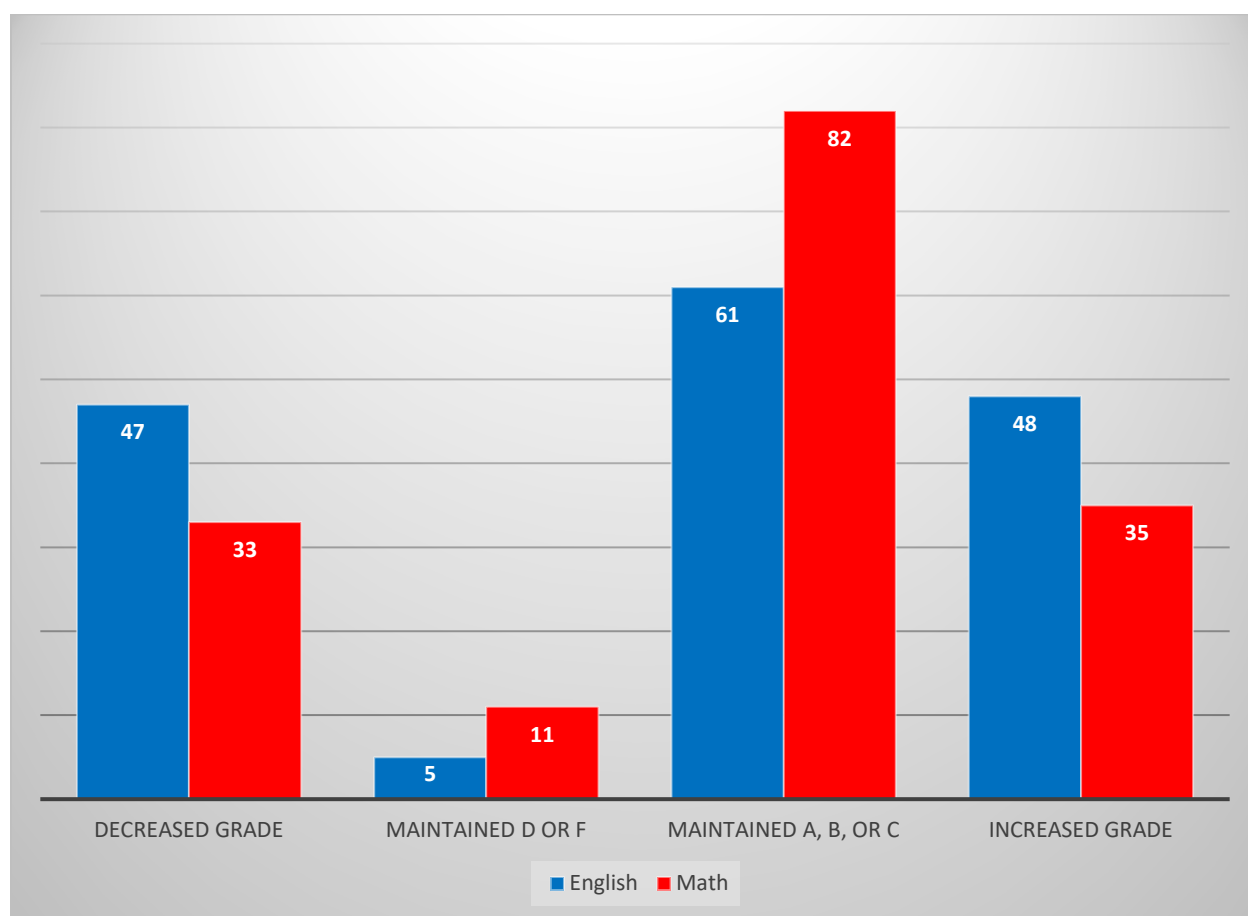


Figure 8. Report Card Change Summary for FOCUS.

## 4.3

### Involvement of Adult Family Members

In the spring of 2019, a survey was administered to the adult family members of students who participated in the FOCUS program. The purpose of the survey was to assess whether their involvement and interest in the education of their student(s) had changed over the year. Survey responses are summarized in Figures 9 below.

- 94% of the parents who responded indicated they strongly agreed or agreed the FOCUS helped their child to complete homework.
- 97% of the parents who responded indicated they strongly agreed or agreed the FOCUS helped their child to improve in reading.
- 96% of the parents that responded indicated they strongly agreed or agreed the FOCUS helped their child to improve in math.
- 99% of adult family members who responded to the survey reported that the after school program has helped to give their child the opportunity to learn about activities.

## FOCUS 2018-2019 Evaluation Report

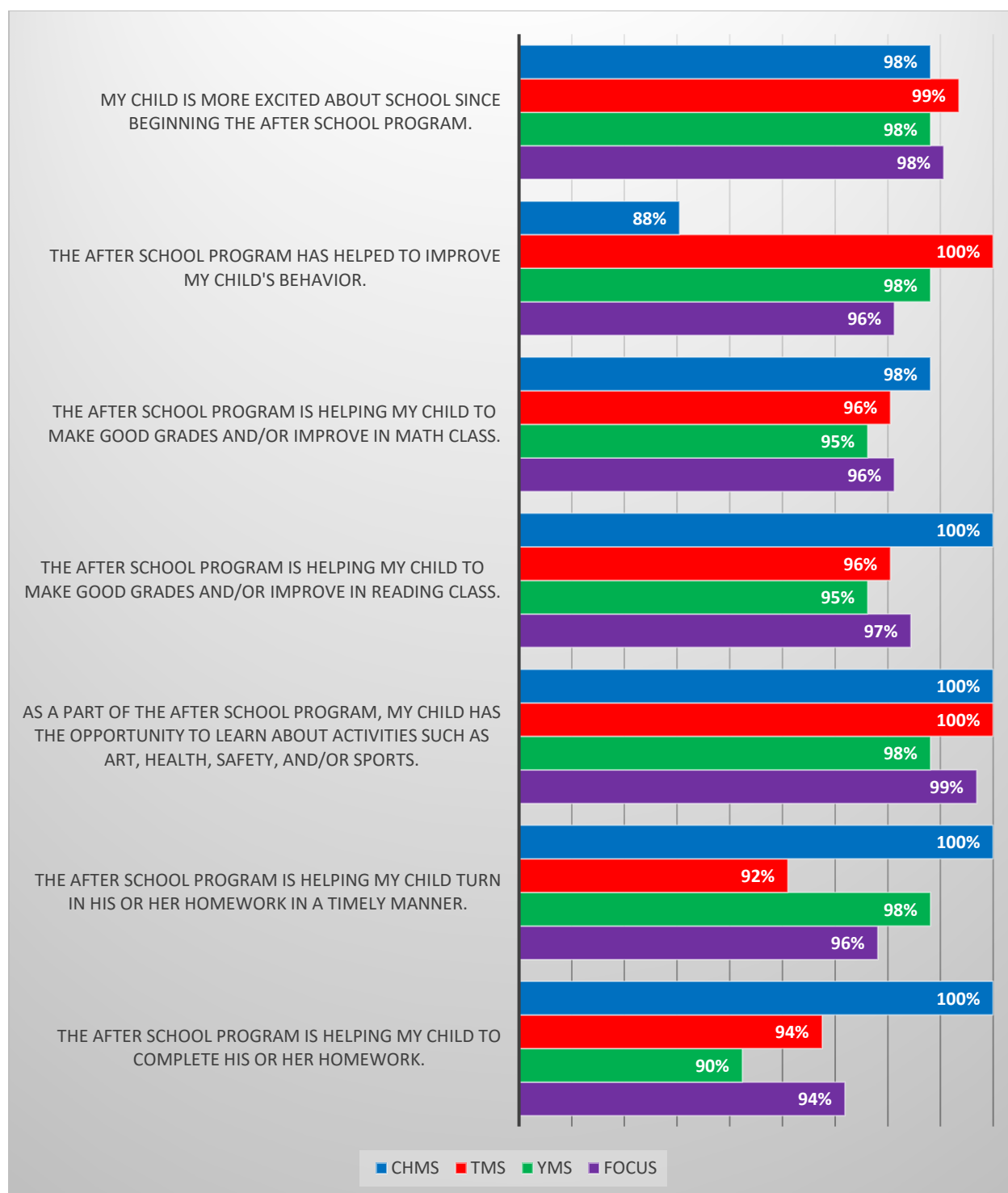


Figure 9. Parent Survey Results (Percentage Who Agree). Source: Parent Survey.

4.4

## Student Observation by Regular-Day Teacher

In spring of 2019, a survey was administered to the regular-day teachers of the students who participated in the FOCUS program. The purpose of the survey was to assess whether the regular-day teacher had observed a

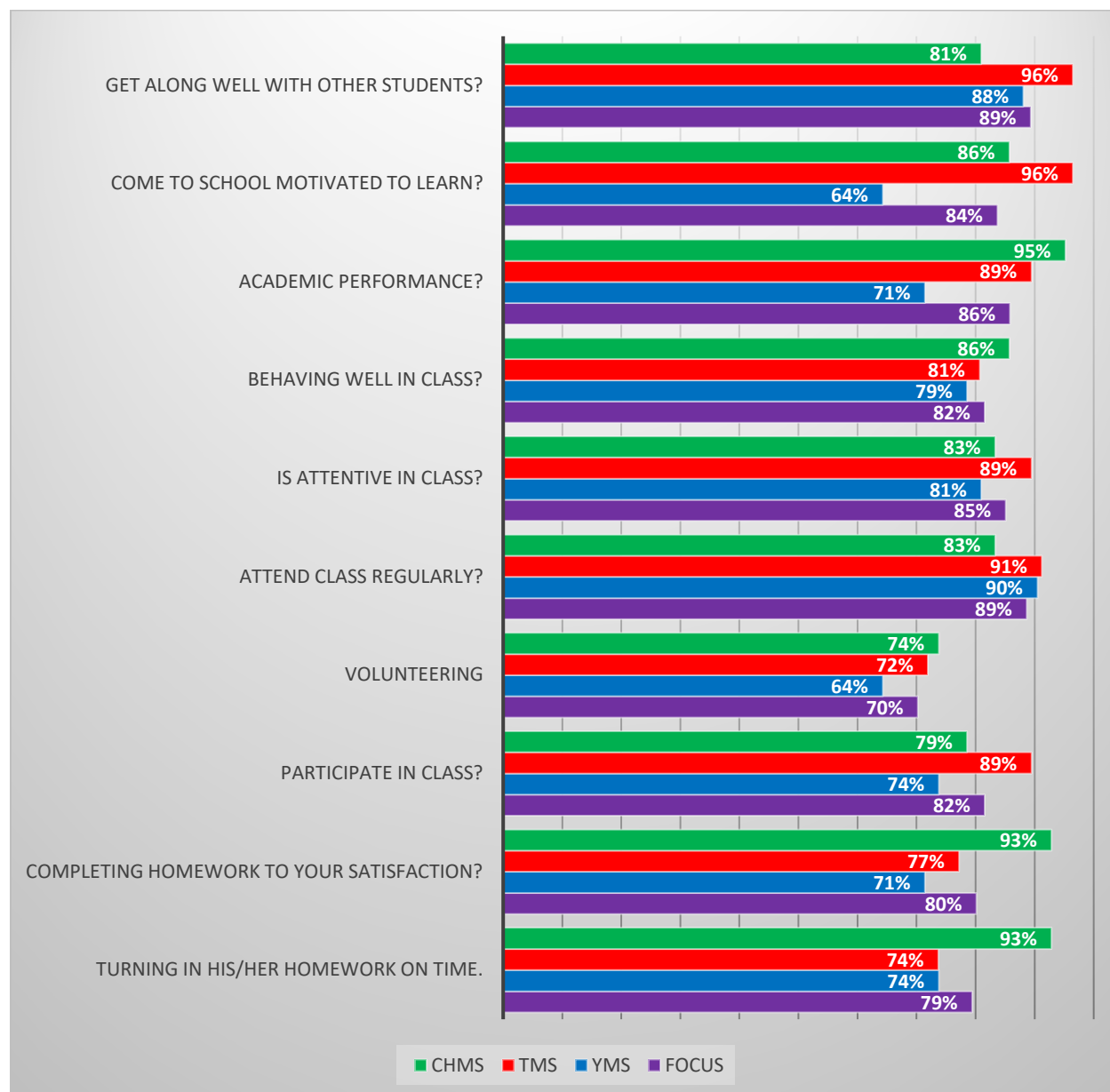


Figure 10. Regular-Day Teacher Observations: Students' Showing Improvement. Source: Regular-Day Teacher Survey.

change in student performance or behavior related to afterschool programs over the year. We monitor school day behavior, provide counseling sessions and support (during ASP) to help the student make better choices. If a student goes to ISS during the day, we work with the student in ASP time to address the behavior, discuss the situation, and work on strategies for the student to prevent such incidents in the future. Survey responses are summarized in Figure 10.

- Regular-day teachers who responded to the survey reported that 82% of students involved with the after-school program have improved or maintained acceptable class participation since the beginning of school.
- Regular-day teachers who responded to the survey reported that 82% of students involved with the after-school program have improved their behavior in class or did not need to improve the behavior since the beginning of school.
- Regular-day teachers who responded to the survey reported that many of the students (86%) involved with the after-school program have improved their academic performances since the beginning of school.
- Regular-day teachers who responded to the survey report that 84% of students involved with the after-school program have improved in coming to school ready to learn since the beginning of school.
- Regular-day teachers, who responded to the survey, report that 80% of students involved with the afterschool program have improved or maintained satisfactory completion of homework since the beginning of school.

## 4.5

## Attitudes of Students toward School

In the spring of 2019, a survey of attitudes was administered to students who participated in the FOCUS program. The purpose of the survey was to gauge the attitudes of students towards school and whether those attitudes had changed over the year. Survey responses are summarized in Figures 11, 12, and 13. Responses were from students who participated in the FOCUS program and completed the student survey.

- 90% of students who responded to the student survey reported that the after-school program helped them to complete their homework.
- 87% of student respondents reported that they had improved in math.

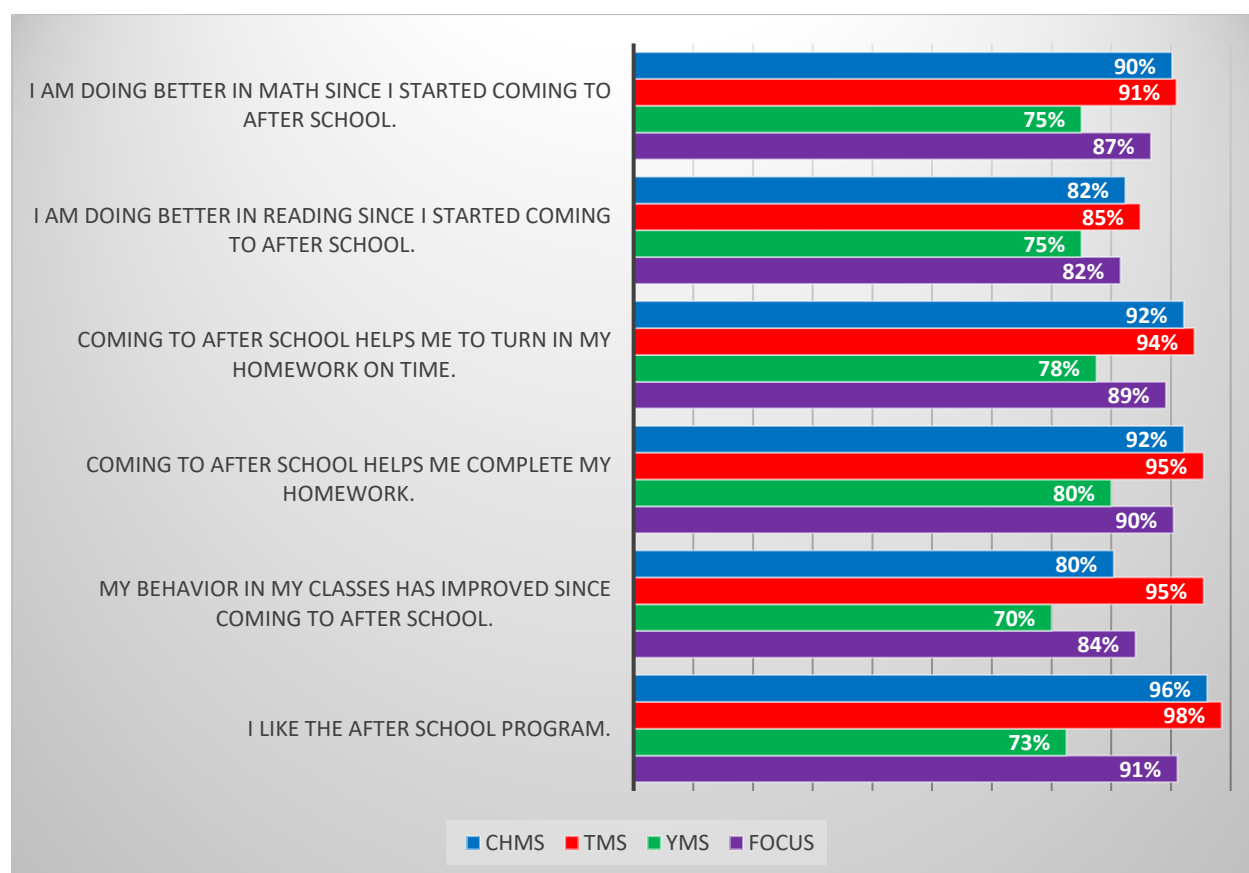


Figure 11. Student Responses to Survey (Percentage Who Agree). Source: Student Survey.

## FOCUS 2018-2019 Evaluation Report

- 82% of student respondents reported that they had improved in reading.
- 91% of student respondents reported that they liked their after-school program.
- 90% of student respondents reported that when they worked hard always or most of the time, they knew that they would be able to earn good grades in school.
- 71% of student respondents reported setting goals (always and most of the time).
- 57% of student respondents reported that they were interested in learning math (always and most of the time).

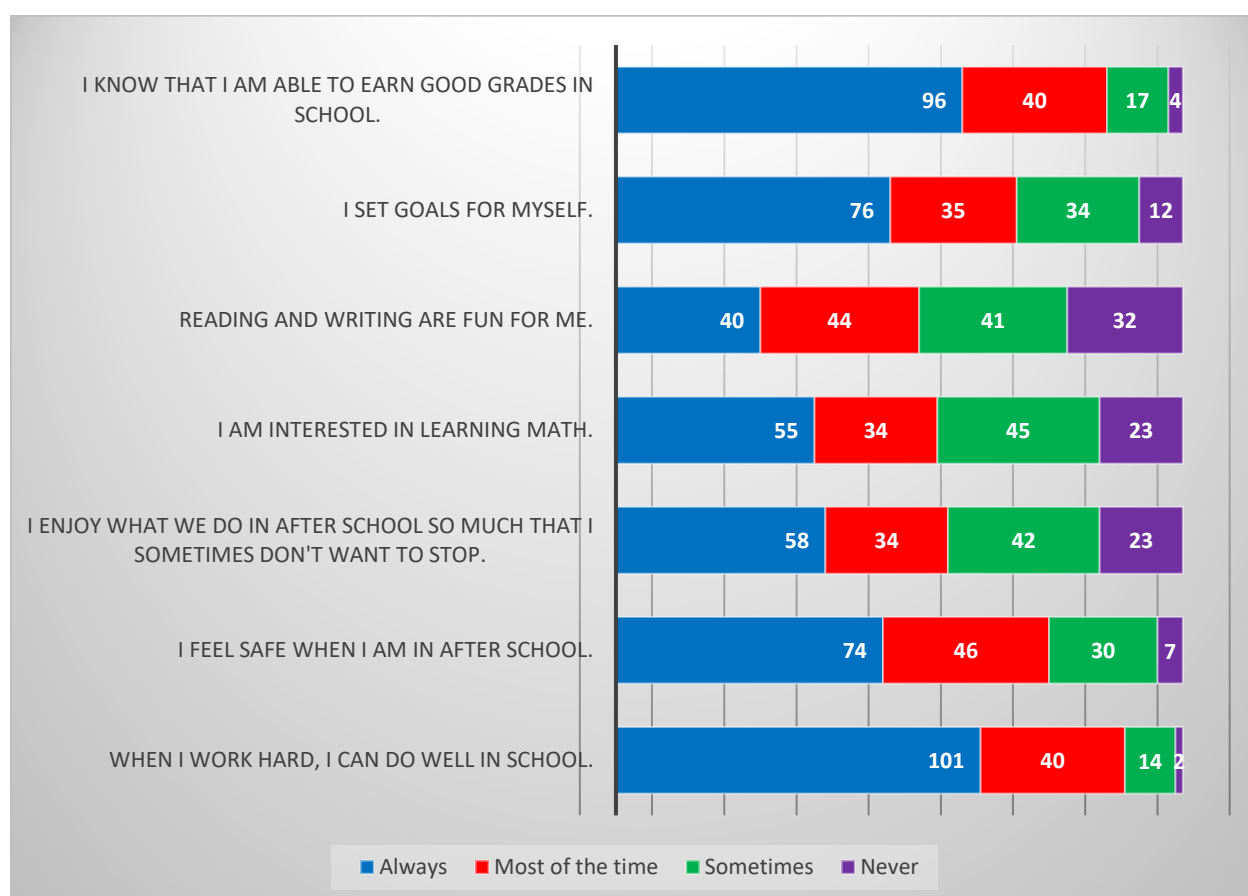


Figure 12. Attitudes of Students toward School. Source: Student Survey.



## FOCUS 2018-2019 Evaluation Report

The final items on the Student Survey investigated students' enthusiasm toward different after-school activities (Figure 13). Highlights include the following:

- 90% of the students who engaged in **computer work** indicated their belief that doing so was beneficial to them.
- 83% of students who made use of **math help** indicated their belief that doing so was beneficial to them.
- 78% of students who made use of **reading help** indicated their belief that doing so was beneficial to them.
- 85% of students who engaged in **sports or physical education** activities indicated their belief that doing so was beneficial to them.

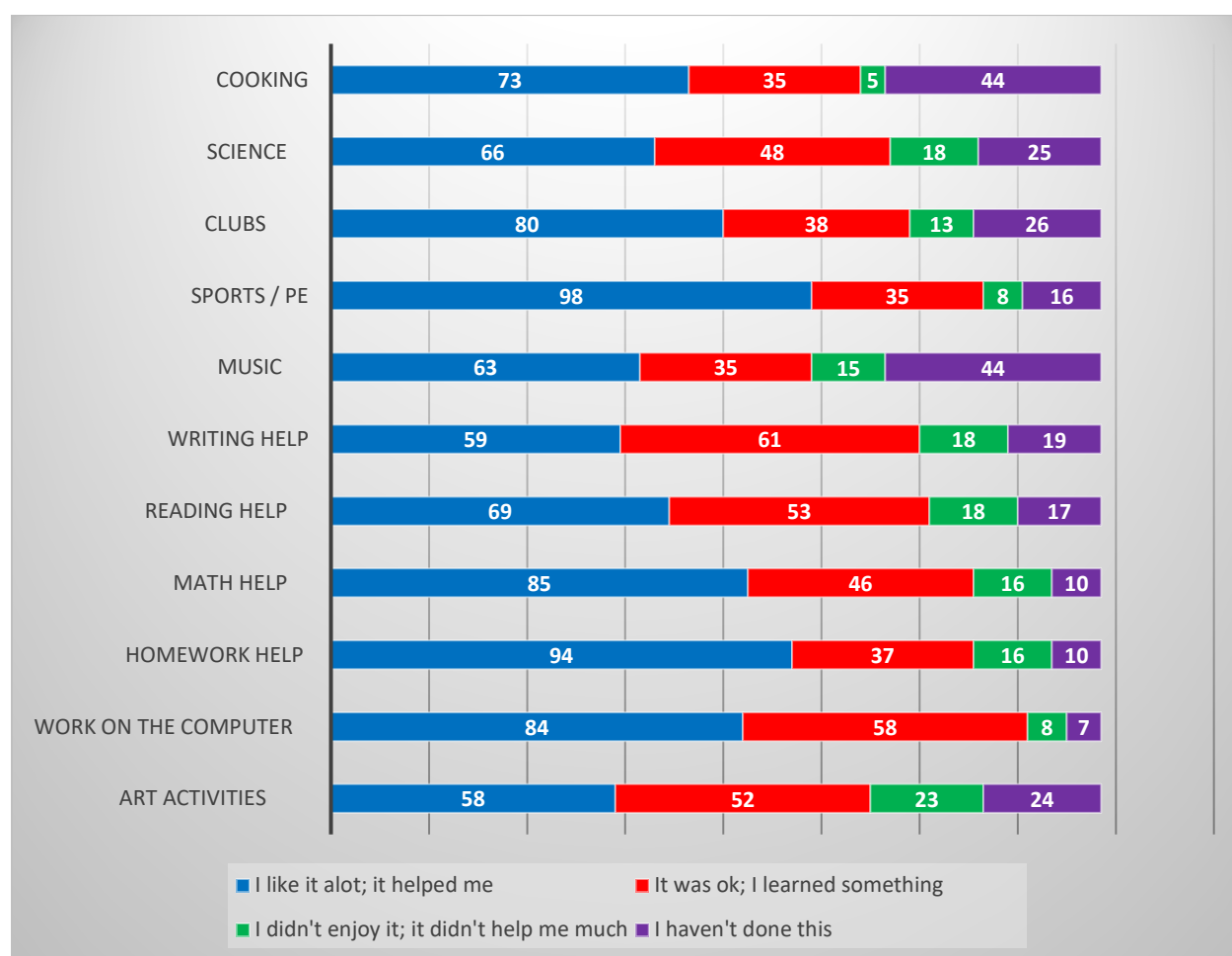


Figure 13. Student Attitudes toward After-School Activities. *Source:* Student Survey.

## 4.6

### After-School Worker Survey

In the spring of 2019, a survey of aptitudes and confidence level was administered to after-school workers who participated in the FOCUS program. The purpose of the survey was to gauge the satisfaction of after-school workers towards professional development opportunities and to determine needs of the after-school workers. Survey responses are summarized in Figure 14. Responses were from after-school workers who participated in the FOCUS program and completed the after-school worker survey.

There were a total of 42 after-school workers in the FOCUS program who completed the survey. No after-school worker indicated he or she was dissatisfied with the professional development received during the year.

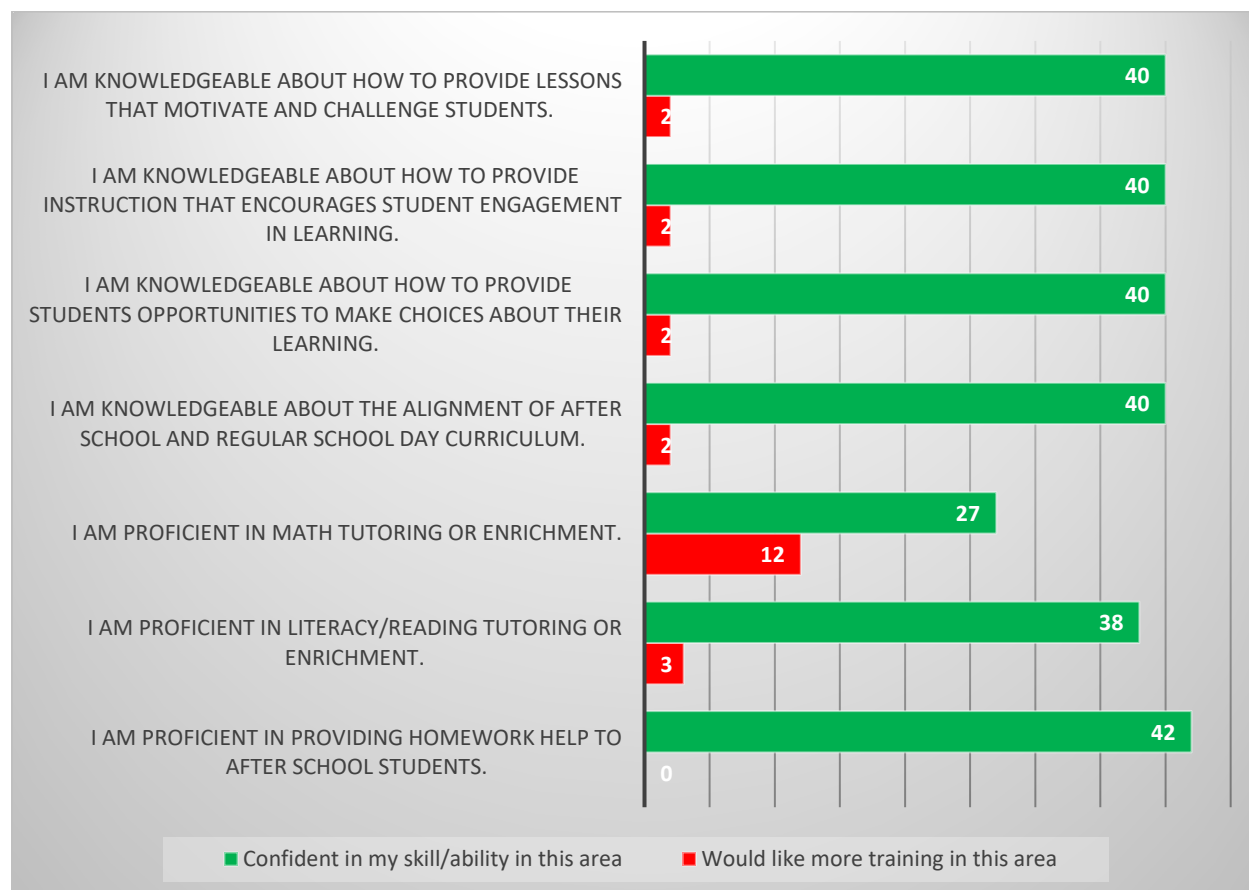


Figure 14. FOCUS After-School Worker Survey Results 2019. Source: After-School Workers Survey.

## Status of Program Objectives

The status of each of the program objectives for the 2018-2019 school year is summarized in Table 8.

| Objectives  | Status  | Comments  |
|---|---------|---|
| 1.1 59% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Reading/ELA Georgia Milestones.   | Met     | CHMS 65% Developing or higher<br>TMS 82% Developing or higher<br>YMS 52% Developing or higher<br>FOCUS 69% Developing or higher   |
| 1.2. 67% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Math Georgia Milestones.   | Met     | CHMS 69% Developing or higher<br>TMS 79% Developing or higher<br>YMS 65% Developing or higher<br>FOCUS 72% Developing or higher   |
| 1.3. 50% of regularly participating students (attending the program 30 days or more) will exhibit an annual improvement in Reading Lexile scores as measured by the Georgia Milestones.   | Met     | CHMS 73% Within/Exceed Grade Band<br>TMS 71% Within/Exceed Grade Band<br>YMS 50% Within/Exceed Grade Band<br>FOCUS 59% Within/Exceed Grade Band   |
| 1.4. Of the 21st CCLC Grant students participating in program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A, B or C) in Math as measured by the school report card if grade is below an A.   | Not Met | CHMS 79% increased or A, B, C<br>TMS 70% increased or A, B, C<br>YMS 69% increased or A, B, C<br>FOCUS 73% increased or A, B, C   |
| 1.5 Of the 21st CCLC Grant students participating in program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A, B or C) in Reading as measured by the school report card if grade is below an A. | Not Met | CHMS 69% increased or A, B, C<br>TMS 72% increased or A, B, C<br>YMS 60% increased or A, B, C<br>FOCUS 68% increased or A, B, C   |
| 1.6. At least 85% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory homework completion by the end of the school year.    | Met     | Regular Day Teachers of students in the FOCUS program indicate that 80% of students improved in homework; 94% of parents; and 90% of students showed improvement.                                 |
| 1.7. At least 80% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory behavior by the end of the school year.               | Met     | Regular Day Teachers of students in the FOCUS program indicate that 82% of students improved or maintained satisfactory behavior; 96% of parents and 84% of students indicated improved behavior. |
| 2.1. 50% of registered active parents will attend a minimum of 2 parent education sessions per year.  | Met     | 60% of Parents attended FOCUS. CHMS – 55%, TMS – 38%, YMS - 94% as recorded in the APlus system   |
| 2.2. Of the family members who participate in 3 or more family involvement/education/literacy activities, 50% will report increased engagement.   | Met     | As indicated in the Parent Survey, more than 50% of the parents attending 3 or more family involvement activities reported increased engagement   |
| 3.1. At least 80% of after-school teachers will report satisfaction with the level of professional development received related to best practices by the end of the school year.  | Met     | As indicated in the After School Worker survey 100% reported satisfied or very satisfied.   |
| 3.2. DCSS and CISDC will establish and maintain partnerships with at least 10 civic, community, business, or faith based partners annually.   | Met     |   |

**Georgia Department of Education  
21<sup>st</sup> Century Community Learning Centers  
FY 19 Common Data Elements Form**

**Subgrantee:** FOCUS Douglas County Schools

**Date:** FY - 2019

**1. Attendance**

| Total Number of Students Targeted |     | Registered Students |     | Regular Attendees (attend $\geq$ 30 days) |     | Total Number of Parent Opportunities |    | Total Number of Parents Attending |     |
|-----------------------------------|-----|---------------------|-----|---|-----|--------------------------------------|----|-----------------------------------|-----|
| Number:                           | 160 | Number:             | 192 | Number:                                   | 165 | Number:                              | 18 | Number:                           | 155 |

**2. Objectives**

| Total Objectives |    | Met     |   | Not Met |   | Other   |   |
|------------------|----|---------|---|---------|---|---------|---|
| Number:          | 11 | Number: | 9 | Number: | 2 | Number: | 0 |

**3. Standardized Testing**

**3A. English Language Arts – Regular Attendees Achievement Levels**

| Beginning   |    | Developing |    | Proficient |    | Distinguished      |   |
|---|----|------------|----|------------|----|--------------------|---|
| Number:   | 51 | Number:    | 74 | Number:    | 34 | Number:            | 3 |
| Regular Attendees without scores who took standardized test |    |            |    |            |    | Number:            | 0 |
| Regular Attendees who did not take standardized test        |    |            |    |            |    | Number:            | 3 |
| Retake Data (If applicable)                                 |    |            |    |            |    | Number of Retakes: | 0 |
| Beginning   |    | Developing |    | Proficient |    | Distinguished      |   |
| Number:   | 0  | Number:    | 0  | Number:    | 0  | Number:            | 0 |

**3B. Math – Regular Attendees Achievement Levels**

| Beginning   |    | Developing |    | Proficient |    | Distinguished      |   |
|---|----|------------|----|------------|----|--------------------|---|
| Number:   | 45 | Number:    | 93 | Number:    | 19 | Number:            | 3 |
| Regular Attendees without scores who took standardized test |    |            |    |            |    | Number:            | 0 |
| Regular Attendees who did not take standardized test        |    |            |    |            |    | Number:            | 5 |
| Retake Data (If applicable)                                 |    |            |    |            |    | Number of Retakes: | 0 |
| Beginning   |    | Developing |    | Proficient |    | Distinguished      |   |
| Number:   | 0  | Number:    | 0  | Number:    | 0  | Number:            | 0 |

## FOCUS 2018-2019 Evaluation Report

### 4. Report Card Grades

#### 4A. English Language Arts – Regular Attendees

| Regular Attendees without Grades                                     | Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester) | Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester) | Regular attendees who maintained a specific grade all year |     |            |
|--|--|--|--|-----|------------|
| Number   | Number   | Number   | “A” or “B”   | “C” | “D” or “F” |
| 4  | 48   | 47   | 37   | 24  | 5          |
| Identify if subgrantee utilized numeric (preferred) or letter grades |  |  | numeric  |     |            |

#### 4B. Math – Regular Attendees

| Regular Attendees without Grades                                     | Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester) | Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester) | Regular attendees who maintained a specific grade all year |     |            |
|--|--|--|--|-----|------------|
| Number   | Number   | Number   | “A” or “B”   | “C” | “D” or “F” |
| 4  | 35   | 33   | 47   | 35  | 11         |
| Identify if subgrantee utilized numeric (preferred) or letter grades |  |  | numeric  |     |            |

### 5. Surveys

#### 5A. Student Surveys

| Number of Student Surveys Completed | Behavior                 |                            | Homework Completion      |                            | Satisfaction             |                            |
|-------------------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|
|                                     | Strongly/ Somewhat Agree | Neither Agree nor Disagree | Strongly/ Somewhat Agree | Neither Agree nor Disagree | Strongly/ Somewhat Agree | Neither Agree nor Disagree |
| Number                              | Number                   |                            | Number                   |                            | Number                   |                            |
| 157                                 | 98                       | 34                         | 137                      | 5                          | 128                      | 15                         |

#### 5B. Parent Surveys

| Number of Parent Surveys Completed | Behavior                 |                            | Homework Completion      |                            | Satisfaction             |                            |
|------------------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|
|                                    | Strongly/ Somewhat Agree | Neither Agree nor Disagree | Strongly/ Somewhat Agree | Neither Agree nor Disagree | Strongly/ Somewhat Agree | Neither Agree nor Disagree |
| Number                             | Number                   |                            | Number                   |                            | Number                   |                            |
| 160                                | 120                      | 34                         | 136                      | 15                         | 151                      | 3                          |

#### 5C. Regular School Day Teacher Surveys

| Number of Teacher Surveys Completed | Behavior                                 |                    | Homework Completion                      |                    |
|-------------------------------------|--|--------------------|--|--------------------|
|                                     | Significant/ Moderate/Slight Improvement | No Need to Improve | Significant/ Moderate/Slight Improvement | No Need to Improve |
| Number                              | Number                                   |                    | Number                                   |                    |
| 141                                 | 73                                       | 42                 | 103                                      | 10                 |

### 6. Partners

| Number of Partners | Total Amount of Contributions |
|--------------------|-------------------------------|
| 17                 | \$8,080.00                    |

## Success Stories

### Chapel Hill Middle School

Carrie entered the seventh grade new to the FOCUS ASP and Chapel Hill Middle School. Although she was shy during the first few weeks, she quickly came out of her shell. She became an active participant and even started to volunteer. Although Carrie had deficits, she was a diligent worker and would frequently ask for help. The afterschool teachers frequently praised Carrie for her willingness to ask for help and her ability to incorporate their feedback. At the seventh grade academic awards program, Carrie was presented a medal for earning As and Bs for three consecutive nine weeks!

### Turner Middle School

When Dawna started the program in the sixth grade, she had significant emotional and behavioral challenges and performed below grade level academically. Back then, she was very angry when an adult called her name, growling “I didn’t do nothing.” The afterschool program has helped her to learn strategies to control her behavior over the years. She now knows how to employ strategies to address her anger issues. Her interactions with both adults and peers have become less defensive, and she is now seen as a student leader in

the after-school program. This year, Dawna noticed a student trying to sneak onto the school bus for a ride home instead of asking permission. She spoke to the student about his action, and when the student made no effort to take corrective action, Donna alerted the driver and the 21<sup>st</sup> CCLC coordinator, Ms. Boyard. When she was commended for her actions and the level of maturity she had displayed in speaking to the student and notifying an adult, Dawna’s response was priceless: “It’s all about integrity, Ms. Boyard.”

### Yeager Middle School

Hilary and Sammy are two 8<sup>th</sup> grade students who began the program in 6<sup>th</sup> grade. They have constantly impressed us with their maturity and willingness to help other students in the classroom. Hilary and Sammy would explain to younger children how they have benefited from the program and stress to them the importance of taking advantage of the teachers’ assistance. They have grown from students who struggled with turning in assignments, to students who have made the Honor Roll! Hilary and Sammy were honored for their hard work and resilience at our annual Honors Night.

*[All names are pseudonyms.]*

## Program Highlights and Areas for Improvement

### 7.1

## Program Highlights

During the 2018-2019 school year, the FOCUS program continued with its fourth year of program implementation and operation.

### Student Participation

In the Focus Program, 192 students were served. The average daily attendance was 48 students for CHMS, 73 students for TMS, and 44 for YMS.

### Participation of Adult Family Members

The overall adult family member (parents/guardians) response rates for the FOCUS program based on the number of adult family members served was 91% an increase from last year (74%).

### Student Grades

**Mathematics.** At Chapel Hill Middle School, the number of students maintaining an A, B, or C average or increasing their average in math was 74%, a decrease from last year's rate of 64%. At Turner Middle School, the number of students maintaining an A, B, or C average or increasing their average in math was 79%, a significant decrease from last year's rate of 89%. At Yeager Middle School, the number of students maintaining an A, B, or C average or increasing their average in math was 69%, a decrease from last year's rate of 84%.

**Reading.** At Chapel Hill Middle School, the number of students maintaining an A, B, or C average or increasing their average in reading was 69%, a decrease over last year's rate of 87%. At Turner Middle School, the number of students maintaining an A, B, or C average or increasing their average in reading was 72%, a decrease from last year's rate of 88%. At Yeager Middle School, the number of students maintaining an A, B, or C average or increasing their average in reading was 60%, a decrease from last year's 84%.



## **Student Attitudes toward School**

According to responses gathered from the student survey, 90% said that the FOCUS program helped them to complete their homework. Additionally, 87% of students reported that they have improved in mathematics, and 82% reported that they have improved in reading. Of students, 90% indicated that they had benefitted from engaging in computer work and 85% of students indicated that they had benefitted from engaging in sports or physical education during the program. Only 70% of students who made use of the program's reading help found it useful, while 83% of students who made use of the program's mathematics help found it useful. 91% of student respondents reported they liked the program as a whole.

## **Adult Family Member Attitudes toward the FOCUS Program**

According to responses gathered from the parent survey, 94% said that the FOCUS program helped their child to complete their homework; 97% said that the FOCUS program helped their child improve in reading; and 96% said that the FOCUS program helped their child improve in math.

A total of 155 parents/adult family members, were served by the FOCUS program a decrease from 169 last year. Of the family members who completed the parent survey, more than 50% indicated that they had attended three or more family activities.

## **7.2**

## **Areas for Improvement**

### **Academic Achievement of Students**

The FOCUS students, as a group, met all but two objectives both of which were related to report card scores. While the scores were passing when averaged, we recommend that the program continue to work to increase math



and reading particularly in the 6<sup>th</sup> grade level where baseline Lexile scores indicate a number of students below the grade band.

This is the fourth year of Georgia Milestone Testing and there was a downward trend in scores overall. Of particular note is the decrease in scores made by students at Turner whose grades or maintained A, B, or C average in both math (70%) and reading (72%) significantly decreased from last year's (88% math and 89% reading). Similarly, Yeager also saw a decrease in percentage of students with increased grades or who maintain an A, B, or C in math (69%) and reading (60%) when compared to last year. Chapel Hill also dropped from an 87% to 79 % of students who increased in grade or maintained an A, B, or C in math (87%).

FOCUS students also saw a decrease of scores with 69% over last year's 87% in terms of reading course grades; however, FOCUS did exceed the objective of 59%. FOCUS students demonstrated achievement at 71% in terms of mathematics course grades and exceeded the objective of 67%. The downward trend indicates that the schools should emphasize reading and math instruction daily. While reading course grades were above to the target objective of 75%, the reading Lexile scores show a need in reading. Mathematics course grades were near the target of 67% and continued support is needed to maintain that target.

### 7.3.1

## Challenges to Implementation

A primary challenge for the Focus Schools is parent engagement. Parent engagement can be very difficult. Many of our parents at the middle school level pull back, but programming that focuses directly on academic achievement and high school readiness have increased participation. Transportation remains a significant issue for many parents as well as inflexible work schedules. A second challenge was facing the issue of sustainability through community partnerships. While the Focus Schools have met their partnership requirements, additional partners are needed to ensure that the program is sustainable after the program funding ends. A third challenge was

communication between the day school teachers and the afterschool teachers. Frequently day school teachers did not follow through notifying afterschool teachers of missing assignments or failing grades which negatively impacted the help that the afterschool program could provide the students.

### 7.3.2

## Students with Economic Disadvantages

The number of students with economic disadvantages is defined as the number of P-12 students eligible for the National School Lunch Program (NSLP), which supports free or reduced-priced meals for eligible students. In October 2018, at Chapel Hill Middle School, 55.47% of students were NSLP-eligible; at Turner Middle School, 82.18% of students were NSLP-eligible; and, at Yeager Middle School, 68.66% of students were NSLP-eligible. In the Douglas County School District, 63.05% of students were NSLP-eligible this year. These data were provided by the Georgia Department of Education.

**7.4**

## Progress toward Sustainability

The FOCUS site coordinators have actively sought community partners to provide in-kind services not provided by the grant. Active community partnerships reported by FOCUS program are the following:

**Chic-fil-A**

**Monifa Derricks**

**Cheronda  
Minnis-Arnold**

**Sheliah Gray**

**Tamela Jones**

**Colette Bell**

**TMS – 21<sup>st</sup> Century Staff**

**Communities in Schools  
of Douglas County**

**Bernedette Ackley**

**Demetria Bryant**

**Paulette Derricks**

**Douglas Co. School  
System—Food Service**

**Joseph Woody**

## 7.5

## Recommendations

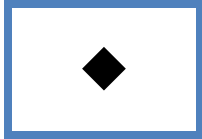
The FOCUS middle schools continued to make strides in implementing the program during the past year. Through the use of the Continuous Quality Improvement Framework, the program is focused on developing 21st Century skills, such as personal responsibility, teamwork and persistence. Students participate in project based learning activities that are aligned with the Georgia State Standards. Students, teachers and parents report a high level of excitement and satisfaction with progress being made in the third year of the implementation of the program. The following recommendations are made for continuous improvement of the FOCUS after-school program:

1. Because students have demonstrated an affinity for hands-on activities and opportunities for social and collaborative learning, academic supports should continue to emphasize interventions that provide them with opportunities for hands-on problem solving and applied learning using authentic contexts.
2. There is a lack of correlation between the Milestones reading objective score and the student annual academic improvement from or maintain (A, B, C or 2, 3) in reading and math objectives as measured by the school report card if grade is below an A. Both objects that were not met focused around report grades. The students successfully met the Georgia Milestone objectives, but this level of performance was not reflected on the report cards. There could be several reasons for this discrepancy and reviewing the grading practices and actual Milestone scores might provide additional insight for teachers and how they grade. These are the only two objectives that were not met, the two where success lies in the grading practices of the teachers.
3. Encourage students to identify and select reading materials that reflect their personal interests, such as academic, occupational, and cultural interests. Provide students with time to create a narrative journal, written or typed, where they can construct their own narratives and program staff can review students' writing progress. This type of activity can positively impact reading scores as well.



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4. Even though the math objective was met, a serious decrease in math scores from the previous year was noted. The downward trend should be reviewed and data driven adjustments made by the site coordinator and teachers in the program.
5. The FOCUS program would benefit from conducting an inventory of current partners to determine if the program's social, emotional, and intellectual goals are being met. The inventory can also help explore new avenues of engagement with existing partnerships. Additionally, the program can leverage those established partnerships to cultivate new ones.



## Appendix

### Sustainability Plan

Realizing that to sustain our program successfully we will need additional funding and support, each school advisory committee will identify potential community partners and alternative funding streams. We will create a diversified plan to expand the overall capacity of the program and to replace state funding gradually. The advisory committee will be an essential part of the process. Additionally, parents, students, and the business community will be involved, as they will serve as integral parts of the process.

**Plan Creation.** Our plan was derived from our work in previous years with the Finance Project. The first phase consists of two stages beginning with the project director and site coordinators establishing and documenting key background components, such as history and development of the grant, mission and vision, and basic program structure (i.e. activities, staff, meals, transportation, and communication). The second stage of the first phase continues with a close examination of the current programming and future plans. The plan will address the following questions.

- How are you delivering your 21<sup>st</sup> CCLC program?
- What activities do you offer and how often?
- Who are key partners in the program and new ones added since original agreements received?
- How do existing partners support program implementation?
- What successes have been seen so far as a result of implementing the afterschool program?
- What unanticipated successes warrant further attention and future planning?

Once the team outlines current program operations, they will map out their future vision. Questions to be addressed include: Where do they see their grant needs in year two, three, and beyond? What activities and strategies will be sustained over the next three years? What adjustments can be made to help save money while not changing core function and target numbers?

Prioritizing existing strategies and activities is essential in this planning process. The grant staff at each school and the advisory committee will work through a matrix to rank their activities on a 5-point scale. The sites will list all the activities currently part of the existing grant and then review and rate them according to importance, with 1 being the least valued and 5 being the most valued in each of the following areas: links to organizations, evidence of effectiveness, ease of implementation, financial feasibility, and links to school day.

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As the grant staff disaggregates scale data, they will identify which activities align with their mission and vision for the future. The grant staff will also need to determine if various stakeholders would see activities as aligning to the grant goals and objectives.

The site coordinators will take the phase one information and conduct similar conversations with grant staff and 21<sup>st</sup> CCLC advisory committee. The site coordinator will then compare discussions to help create their Phase I Sustainability Plan.

The second phase of the plan will focus on strategic considerations. The project director will work with site coordinators to identify which current trends and community conditions will help sustain the grant at their school. The team will also brainstorm trends and conditions that may inhibit sustainability. A portion of the discussion will focus on the internal capacity to accomplish this work.

Based on the first phase meetings and plans, the team will document the scope of the work and what they intend to sustain and plan to scale down. The team will also document-specific strategies and activities to sustain the program as the grant continues and to what degree they aim to sustain these activities in the years after state funding ends.

The third phase of the sustainability plan includes considering a full range of resources (i.e., competencies, financial, political, administrative, and managerial resources to meet long-term goals). The third phase process will map out funding needs, seek funds that best meet those needs, and assess the spending gap to determine new partners needed.

The plan will outline costs in a line item or list formation. This format will show everything that has a cost in order to capture the true cost. The financial sustainability part of the plan will document current resources and the gaps to be filled by describing the resources on hand, including in-kind commitments. The plan will identify the gaps and plans for securing needed resources as well as what strategic partners need to be engaged.

Increasing public awareness of the grant program and its results is another key piece to gaining additional funding. Using student success stories will help market the program. Beginning in year one, program staff will take an active role in marketing and media relations for their programs. Opportunities to spotlight student accomplishments, student progress, and student performances will open doors to the community and help sites share their stories. The more visibility the grant program has, the greater the probability that the student successes will build public awareness. Greater awareness can lead to advocacy for our program, encouraging new partners and funders to commit to partnership agreements.

The final phase will detail specific actions necessary to sustain the 21<sup>st</sup> CCLC program and provide a timeline for those actions. The joint applicant, CISDC, will work with other community agencies and district grant teams to identify potential community partners and alternative funding streams to reduce the need for 21<sup>st</sup> CCLC grant funding as our grants mature. DCSS will continue support through in-kind contributions estimated at over \$380,833 per center, which includes use of facilities, utilities, technology equipment, custodial services, personnel cost associated with payroll and percentage of time school administrators spend monitoring the grant at their school.

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For years three and four, the advisory committee and site coordinator will work with the local arts council on continuing the artists in education residence at no cost to the district. This creates a \$700 savings. The grant staff will also work with local colleges and universities to bring college tours to the schools via virtual trips. This will reduce the need to pay for transportation to the campus. Additional cost saving measures will include combining programs during the summer at central locations to help reduce the transport and staffing cost. Centers will be able to collaborate, blend classes and make better use of resources in the final two years and add to reduced funding. The teams will work to seek new partnerships with local hardware stores for materials to sustain garden projects. Sites will use in-house professional development rather than attending conferences. They will use the School Improvement Specialists for professional development as well. A portion of the sustainability plan will recruit and train volunteers. Volunteers will allow the program to maintain class ratio size as well as providing additional staffing for special projects or enrichment sessions. In the past, we paid a staff member to conduct these duties.

Sustainability will also involve additional grants through Google for Technology Club activities, Wal-Mart for education grants, foundation funding request to GreyStone Power, and Georgia Power for program activities and funding. Examples of potential partners' roles in sustainability will include: funding staff background check costs and parent engagement event materials, donations of supplies from retailers, and using high school advanced placement students to assist during tutoring times in return for service hours. The sites will work with local law enforcement and fire departments to help donate materials for drug awareness and safety seminars. We plan to work with local colleges and universities with teacher training programs to provide student teachers during the after school program hours to help offset staffing costs. These student teachers could gain course credit for their hours rather than paid compensation. The program manager and site coordinators will seek consultants and technical assistance on creating a long-term sustainability plan. The goal of this training will be to help establish a framework for sustainability which includes (a) self-assessment; (b) ongoing refinement of vision and mission; (c) results orientation; (d) strategic financial planning; (e) building organizational capacity, and (f) advocating for community support.

As part of our initial grant writing process, we met with partners about our grant application. We began the process by establishing partnership agreements. The intent of these agreements was to outline how our partners plan to support our grant. The partnerships listed in Table A-1 include a list of new partners we feel are necessary for our sustainability efforts.



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Table A-1

### Potential Partners for Sustainability

| Current Community Stakeholders   | Strategic Interest  |
|--|---|
| Douglas County School System   | Help students who are having academic challenges to be successful.  |
| Communities In Schools of Douglas County                                 | Connect community resources to schools to help young people successfully learn, stay in school and prepare for life.  |
| Douglas County Chamber of Commerce                                       | The local business community is invested to achieve a stronger workforce.   |
| Local Law Enforcement  | Would like to see students involved in healthy alternatives so they can avoid the negative influences and the temptation to be involved in juvenile delinquency.          |
| Public Health Department and local medical centers (WellStar and Tanner) | Would like students to make healthy decisions about tobacco and addictive substances.   |
| CORE (The Georgia Family Connection site for Douglas County)             | The goal is to strengthen Douglas County Families and Youth into making healthy decisions so the youth can become productive contributing members of the community.       |
| Juvenile Justice   | Desires a decrease in the number of students who enter the Juvenile Justice system annually.  |
| Partners in Education (PIE) of Douglas County                            | Through healthy business partnerships with schools PIE seeks to inspire students to do well in school and instill hope about future job and post-secondary opportunities. |

### Sustainability Timeline

**July – August:** Review grant, begin Phase I of Sustainability Plan

**September – October:** Meet with staff and advisory committee

**November – December:** Work on Phase II of Sustainability Plan

**January – February:** Establish new partners, review program evaluation to determine program changes and summer plans

**March:** Work on Phase III of Sustainability Plan

**April – May:** Work on Phase IV of plan and contact potential partners

**June – July:** Review data, finalize reports, create marketing materials for advocacy campaign, finalize plan and submit to project director

**Ongoing:** Review and revisit plan each month, make necessary changes, hold forums, meetings with advisory. Contact new partners and map out their participation level and services.

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Other funding streams and revenue sources may also include a sliding fee structure which must be introduced to parents in year four. The introduction will be part of the parent meetings as we inform them of the grant's funding ending. This will help parents begin the planning process for year six when state funding is no longer available.

Sustainability may also include reducing the number of days per week in year six and future years. The program could operate with volunteers two days a week, in collaboration with the fee-based program one day a week, and use grant funds raised for the fourth day. The program might not operate on Friday depending on funding availability. Transportation is the largest part of the funding cost aside from personnel. The district does not provide after-school transportation and parents will have to pick up their child from the program. The program could offer a later pick up time to help accommodate parents as needed. Additionally, each school offers a few clubs during the week.

Fee structures might begin in year four with each site asks for a suggested registration fee of \$10.00 or \$20 per child. This could generate approximately \$500 - \$1,000 for program services. The registration fee could then be added for the second year of \$20 per semester.

The key is to raise money for program services without turning away or preventing children from participating. Charging a reasonable and affordable registration fee of \$25-\$30 per child for the summer program would help offset expenses related to trips or other summer-specific activities, which are current supported with state funding.

Partner contributions and donations will be a critical part of the sustainability as well. We intend to seek \$1,500 grants from Walmart, Georgia Power, and GreyStone Power. Additionally, we will seek \$2,500 from McMaster Carr to help support program components. The staff will work in year four to write the Google grant asking for \$25,000 for activities focusing on technology integration and use in after-school programs.

We will also plan school-level fundraisers, such as parent night out or a Breakfast with Santa type event. Our goal is to raise approximately \$1,500-\$5,000 throughout the year. We would seek volunteers to help staff the event and local grocery stores to help donate the snacks. The in-kind value is estimated at \$500 for refreshments.

Schools, staff, parents and stakeholders will be essential in the planning process to ensure that grant sustainability occurs after we no longer receive state support for the project.