



**Bristol Borough School District**

**Nita M. Lowey 21<sup>st</sup> Century Community Learning Center**

**Cohort 11-Year 2**

**Local Evaluation Report**

**Summer 2023; School Year 2023-2024**

**Prepared by**

**The Bucks County Intermediate Unit**

**Doylestown, PA**

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Legislative Authority: The 21st Century Community Learning Centers is a subgrant program funded by the U.S. Department of Education, authorized by the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, Title IV, Part B; 20 U.S.C. 7171–7176, administered by the Pennsylvania Department of Education.

# Introduction

## About Pennsylvania 21<sup>st</sup> Century Community Learning Centers

The 21st Century Community Learning Centers program provides federal funding for the establishment of community learning centers that offer academic and enrichment opportunities to children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects through a broad array of activities that can complement their regular academic programs. Literacy and other educational services to the families of participating children must also be provided.

The 21st Century Community Learning Centers (21st Century) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (P.L. 107-110), as amended by the No Child Left Behind Act of 2001.

Pennsylvania's primary goal for its 21st Century program is to assist youth to meet state standards for core academic subjects by providing them with academic and enrichment opportunities. In addition to academics, centers are encouraged to offer participants a broad array of other services and programs during non-school hours, such as art, music, recreation activities, character education, career and technical training, drug and violence prevention programming, and technology education. Educational services for families of participating students, such as literacy instruction, computer training, or cultural enrichment, must also be included. Federal law requires that all 21st Century program sites provide academic enrichment activities and parental involvement activities. Programs are encouraged to use innovative instructional strategies, coordinate academics with local curricula and assessments, and use assessment data to inform instruction and evaluate results. Academics are to involve more than just helping participants with homework and should not just repeat school day activities.

Pennsylvania's 21st Century program encourages active youth and family participation to ensure that both have decision-making roles in the creation, operation, and evaluation of every 21st Century program in Pennsylvania. School and community collaboration is another key in meeting the academic, social, physical, and emotional needs of children and families. Programs are to offer quarterly open house meetings and maintain an open-door policy where adult family members feel welcome and are encouraged to drop in.

All activities are to be based on rigorous scientific research and the Pennsylvania Department of Education (PDE) provides "principles of effectiveness" to guide programs in identifying and implementing programs that enhance student learning. Activities must address the needs of local schools and communities and be continuously evaluated at the local level.

## Program Description and Context

Bristol Borough School District (BBSD), in partnership with the Ivins Outreach Center, received funding through the Nita M. Lowey 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) Cohort 11 grant to create centers for after school programming serving students from kindergarten through 12<sup>th</sup> grades. Programming takes place at three sites: Snyder-Girotti Elementary School, Bristol Borough Middle/High School, and St. Mark Catholic School (SMS). The goal is to serve 280 students across the three program sites to meet student needs for both remediation and enrichment. BBSD is an eligible Schoolwide Title I district with the percentage of district enrollment from low-income families at 71% during the most recent school year. This percentage of students from low-income families was higher than any other Bucks County district. Poverty levels affect food availability and at-home support in addition to the direct education needs of students shown through local and state assessments. Additional needs of students' families are after school care, financial literacy, family literacy, and post-secondary education support. Services address disadvantages of low income, overworked, and multiple family home circumstances.

Program priorities in the BBSD are continued academic support during outside of school hours, enrichment activities unable to be offered during the school day, and partnerships with community support organizations. The program design provides an accessible, safe learning environment for students and families to receive services otherwise unavailable to them, substantial education support with a focus on Mathematics and Reading/Language Arts as articulated in the PA Core Academic Standards and in the local curriculum, and enrichment experiences inside and outside of the classroom to expand their view of the world outside of their community.

Core program strategies included:

- Building close, effective relationships with school administrators, guidance departments, and the teaching faculty.
- Utilizing evidence-based practices in each program to achieve the desired results for students.
- Aligning methods and academic standards to the school day program to ensure congruency of goals and approaches.
- Providing staff development for the certified teachers who tutored students and for the paraprofessionals who served as monitors for grade level groups so that staff in the 21<sup>st</sup> CCLC program understand the goals of the school day curriculum.
- Developing activities and lessons that are educational in nature to meet goals. The activities also were interactive and interesting so that students were engaged and were encouraged to attend.
- Committing to the consistent and transparent evaluation of programs that included involvement by school administrators and the Bucks County Intermediate Unit's (Bucks IU) 21st CCLC assessment team. These evaluations provide confirmation that the programs adapt to changing learning environments and promote engaging academic support.

Daily academic activities included:

- Small group tutoring sessions taught by certified teachers.
- Lesson plans implemented by paraprofessionals focus on activities that will result in higher student engagement.
- Teacher-facilitated activities and those offered by trusted vendors that provide enrichment.

An important and noteworthy component of this Cohort 11 three-site collaboration is a commitment to the lessons learned from implementation of previous 21<sup>st</sup> CCLC grants.

## Evaluation Design

The Bucks County Intermediate Unit (Bucks IU) evaluation team, led by Rachel Holler, Ed.D., works closely with many community organizations, schools, school districts, and programs, including Nita M. Lowey 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) programs, to improve the quality of students' educational experiences throughout Bucks County and neighboring counties. For many years, the Bucks IU has been selected by several Bucks County grantees to provide customized evaluation services for 21<sup>st</sup> CCLC Cohorts 4, 5, 6, 6A, 7, 8, 9, 10, and 11. Among the evaluation team members, backgrounds include classroom teaching along with administrative positions that include school principals and curriculum and program administrators. The team members use their experience and expertise related to program monitoring, data collection, evaluation plan design and analysis, and evaluation of program effectiveness to help improve program implementation and development.

The team's process includes assisting grantees with analyzing and interpreting data as required by the state and federal agencies, assisting with fulfilling reporting requirements, and providing both a Formative Report and the final Local Evaluation Report required by the Allegheny Intermediate Unit and PDE. Data from all sources required for the five Government Performance Results Act (GPRA) measures and for State Measure #6, Family Literacy and Involvement, are collected and analyzed. In addition to a focus on the GPRA measures, required Outcomes data, including Credit Recovery results, are also disaggregated by grade levels and hourly participation bands. Quantitative data analysis will be used to calculate change in grades, standardized test scores, attendance, and other measures of student involvement and achievement. Data shared by grantees with members of the evaluation team is maintained, secured, and destroyed in a manner consistent with applicable state and federal law including the Family Educational Rights and Privacy Act (FERPA) and Bucks IU's Student Records Policy.

In addition to quantitative data, qualitative data is collected by Bucks IU evaluation team members throughout the grant funding year through regular on-site observations and visits, interviews with leadership team, staff, students and parents, and attendance at advisory committee meetings and special after school events. The on-site observations and visits are an important component of the evaluation plan as they provide an opportunity to compare grant requirements and activities proposed in the grant application with program offerings provided to students in each 21<sup>st</sup> CCLC center. These on-site visits also allow for meaningful conversations with site coordinators about the programs and allow recommendations to be made regarding program improvement as these visits occur throughout the summer and school year rather than only at the end of the program year.

As Local Evaluation Reports are completed, Bucks IU team members lead discussions with site leadership to analyze the quantitative data and qualitative data relating to performance measures and indicators. Emphasis is placed on determining how close sites are to reaching program goals and objectives and what program changes should be made from one year to the next to improve programs for students. This approach is designed to inform program leadership and stakeholders about measures of success, as well as the need for program adjustment or improvement. These stakeholders may include the following representatives: board members, program staff, school staff and administrators, parents, and students. The grantee makes these reports available to the public upon request.

# Findings

## Program Design, Implementation, and Operations

### *Dates/span of operation, start and end dates*

Summer: July 26, 2023 through August 3, 2023

School Year: September 25, 2023 through May 30, 2024

### *Hours/days of operation*

Summer: Monday through Thursday from 8:00 AM to 1:00 PM

School Year: Monday through Thursday from 2:33 PM to 5:33 PM

### *Total hours of programming offered*

Summer: 180 hours

School Year: 967 hours

### *Operations methods (i.e. in-person, hybrid, virtual, etc.)*

Summer: In-Person

School Year: In-Person

### *Centers operated, center locations*

Summer: Snyder-Girotti Elementary-including St. Mark Catholic School students, Bristol Borough Middle/High School

School Year: Snyder-Girotti Elementary, Bristol Borough Middle/High School, St. Mark Catholic School

### *Activities offered, content covered*

Activities for summer and school year programs were aligned with the Cohort 11 grant requirements and guidelines. See details in following section: *Case Studies and Program Observations/Site Visits*.

### *Alignment or linkage of needs to implementation design*

Programming and activities were aligned with the stated goals of the grant and included: high school Credit Recovery, tutoring in reading and math, homework help, and Village Arts vendor activities focusing on performing and visual arts.

### *Staffing*

Summer: School Day Teachers-8; College Students-6; Community Members-6; Parents-1;

Administrator-1

School Year: School Day Teachers-13; College Students-3; Community Members-5; Parents-2; Other non-teaching school staff-1; Administrator-2

### *Partners and collaborators*

The Bristol Borough site has developed many partnerships that help meet the goals of the program. A

key collaborator has been the Bristol Borough Academic Oversight Committee which works closely with the three centers served by this grant to provide support for grant goals and objectives. The collaboration is unique and has assisted the 21<sup>st</sup> CCLC program in being recognized as an important part of the school community.

Partnerships also have been created between the centers and the Bristol Borough Police Department and the Bristol Borough Fire Department. These organizations have become well known to students to foster an awareness that students are safe in their school and community. The Bristol Borough Council also assists by providing financial support for several initiatives related to the 21<sup>st</sup> CCLC program.

Vendors are also used to bring programs into centers to meet the academic and social goals of the grant. These vendors include Grundy Library, Bristol Riverside Theater, Village Arts, Mad Science, and Silver Lake Nature Center. See additional details in the following section: *Case Studies and Program Observations/Site Visits*.

#### *Frequency and duration*

See sections above *Dates/span of operation, start and end dates* and *Hours/days of operation*.

#### *Curricula, models, and/or commercial products used*

The three centers in this program have prioritized connections with the school day curricula by designing activities and selecting materials that supported student learning. Examples of materials used include: *Edgenuity* for Credit Recovery with students with the program based on their individual needs and the original course objectives to allow them to recover credits; *Foundations* which is a phonemic awareness and phonics product used during the school day; *Envisions 2.0* which is the commercial product used in the Snyder-Girotti School as the key component of the school day math curriculum.

#### *Family engagement activities*

Summer: Parent information meetings prior to registration, Credit Recovery parent meeting, Performing Arts Student Show based on Disney's *Moana*.

School Year: Twelve parent meetings were held during the school year including information meetings prior to student registration, Credit Recovery meeting, information provided to parents at each school's general open house, and Mad Science vendor parent and student presentation at the elementary level.



## Program Participation and Attendance

### Number of students served, summer and school year

	Summer	School Year
All students served	131	509
Number of students targeted in application	88	278

### Feeder schools/schools served

Schools: Snyder-Girotti Elementary School, Bristol Borough Middle/High School, St. Mark Catholic School

### Student demographics

#### Race/Ethnicity

<i>Summer</i>	American Indian/ Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or more races	Unknown not reported
PreK-Grade 5	-	1	2	8	-	25	6	-
Grades 6-12	-	-	21	20	-	33	15	-

<i>School Year</i>	American Indian/ Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or more races	Unknown not reported
PreK-Grade 5	-	2	17	24	-	81	28	-
Grades 6-12	2	5	72	69	-	159	81	-

#### Gender

<i>Summer</i>	Male	Female	Not reported in male, female	Data not provided
PreK-Grade 5	28	13	-	-
Grade 6-12	60	30	-	-

<i>School Year</i>	Male	Female	Not reported in male, female	Data not provided
PreK-Grade 5	92	60	-	-
Grade 6-12	214	150	4	-

**Specific Student Populations**

<b>Summer</b>	Number of Language Learners	Number of Economically Disadvantaged	Number with Disability	Number of family members of participants served
PreK-Grade 5	6	30	14	14
Grade 6-12	13	83	24	21

<b>School Year</b>	Number of Language Learners	Number of Economically Disadvantaged	Number with Disability	Number of family members of participants served
PreK-Grade 5	12	107	58	51
Grade 6-12	35	200	92	57

**Program Attendance Levels**

<b>Summer</b>	Pre-K to Grade 5	Grades to 6-12
Less than 15 hours	0	1
15 to 44 hours	8	28
45 to 89 hours	15	52
90 to 179 hours	18	9
180 to 269 hours	0	0
270 hours +	0	0

<b>School Year</b>	Pre-K to Grade 5	Grades to 6-12
Less than 15 hours	21	43
15 to 44 hours	11	86
45 to 89 hours	12	93
90 to 179 hours	35	123
180 to 269 hours	53	21
270 hours +	20	2

**Counts of (adult) family members of participating students served:**

<b><i>Number served</i></b>	Pre-K to Grade 5	Grades 6-12
<i>Summer</i>	14	21
<i>K-12 School Year</i>	178	

## Student Outcomes

### State Assessment Results—PSSA/PASA

Number of students at each of four proficiency levels on state assessments in English Language Arts and Mathematics

<b>ELA/Reading Summer</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
Grade 3	1	0	0	0
Grade 4	1	4	3	0
Grade 5	0	2	1	1
Grade 6	0	2	1	0
Grade 7	0	2	6	0
Grade 8	2	11	8	4

<b>ELA/Reading School Year</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
Grade 3	3	4	7	5
Grade 4	6	8	9	3
Grade 5	0	11	15	1
Grade 6	4	17	21	2
Grade 7	3	19	28	6
Grade 8	4	21	21	6

<b>Mathematics Summer</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
Grade 3	1	0	0	0
Grade 4	2	3	3	1
Grade 5	0	2	1	1
Grade 6	0	1	2	0
Grade 7	0	2	2	4
Grade 8	1	2	9	13

<b>Mathematics School Year</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
Grade 3	2	5	5	6
Grade 4	7	6	10	3
Grade 5	1	10	13	3
Grade 6	0	11	22	11
Grade 7	3	7	20	28
Grade 8	3	5	22	20

### Grade Point Average/Classroom Performance

Number of students with unweighted GPA below 3.0

School Year	7	8	10	11	12
Number with GPA below 3.0	52	41	23	22	29

### Teacher-Reported Results (Teacher Survey)

Number of students who showed improvement in a survey indicator related to engagement with learning.

School Year	Did not need to improve	Improved	No Change	Declined	No Data
Grade One	-	16	3	-	4
Grade Two	2	22	5	-	0
Grade Three	-	18	2	-	1
Grade Four	1	21	-	-	4
Grade Five	2	22	-	-	7

### School Attendance

Number of students with school attendance at or below 90%

	1	2	3	4	5	6	7	8	9	10	11	12
Number at or below 90%	3	7	2	3	5	7	20	16	20	6	13	10

### Student Behavior

Number of student days of in-school suspension

	1	2	3	4	5	6	7	8	9	10	11	12
Days in-school suspension	0	0	0	0	0	4	2	5	5	2	1	1

### Graduation and Promotion

Number of students graduated or promoted

	1	2	3	4	5	6	7	8	9	10	11	12
Graduated or Promoted	23	29	21	26	31	64	65	71	40	47	30	36

### High School Credit/Course Recovery

Literacy, math, and other high school courses recovered through participation in Credit Recovery through 21<sup>st</sup> CCLC

	<b>Literacy-related courses</b>	<b>Math-related courses</b>	<b>Other courses</b>
Grade Nine	6	7	5
Grade Ten	3	2	0
Grade Eleven	3	2	5
Grade Twelve	2	0	0

## Other Grantee-Defined Outcome Measures

### Stakeholder Feedback

#### Case Studies and Program Observations/Site Visits

Members of the Bucks IU evaluation team are Dr. Rachel Holler, Ronald Rolon, Lisa Becker, Paul Beltz, Christina Lang, James LoGiudice, and Kevin Munnely. Members of the team collected and analyzed data derived from onsite observations and interviews with students, staff, parents, and Cohort 11 community partners.

- July 12, 2023: Kevin Munnely and Paul Beltz met with program leadership to discuss summer programming and observed students on a walking field trip to Grundy Library, at Snyder-Girotti Elementary School, and at the Middle/High School.
- October 24, 2023: Kevin Munnely and Paul Beltz met with program leadership to discuss program changes and visited the 21<sup>st</sup> CCLC program at Snyder-Girotti Elementary School.
- November 8, 2023: Kevin Munnely and Paul Beltz met with program leadership to discuss program and data for inclusion in Local Evaluation Reports.
- December 12, 2023: Kevin Munnely and Paul Beltz met with program leadership and received feedback regarding data and recommendations.
- January 17, 2024: Kevin Munnely and Paul Beltz visited the program at St. Mark Catholic School before visiting the program at Snyder-Girotti and meeting with site leadership there.
- February 22, 2024: Paul Beltz met with program leadership and visited the Middle/High School to observe and discuss changes in the program.

#### ***Findings—Summer 2023***

The 21<sup>st</sup> CCLC Cohort 11 Year 2 grant provided funding for a summer camp experience at Bristol Borough Middle/High School and at Snyder-Girotti Elementary. Intermediate grade students from the St. Mark Catholic School attended summer programming at the Snyder-Girotti site.

#### ***Bristol Borough Middle/High School***

The summer program at the Bristol Borough Middle/High School was offered four days a week from 10:00 AM to 2:00 PM. A focus on academics was scheduled from 10:00 AM to noon with lunch and enrichment activities scheduled from noon to 2:00 PM.

- ***Credit Recovery:*** Credit Recovery at Bristol Borough High School aimed to improve achievement and enable students to complete course work for courses which they had failed during the school year. This completion of course objectives allowed students to stay on track for grade level promotion and on time with their peer group. Courses offered for recovery were English 9, English 11, English

12, Academic Literature, Chemistry, Biology, Physical Science, and Algebra II. Students completed computer-based coursework through the *Edgenuity* online software platform. They worked in school and received direct support from the teacher-monitor. It was noted that there was an increase in middle school students working to recover course credits as compared with previous summers as 25 students were enrolled in the summer program.

- **SAT Prep:** This was a new activity planned to support students who would be taking the SAT during the upcoming school year. The plan for SAT Prep allowed for the assessment of student interest to determine whether the program should be offered during the school year.
- **Grundy Library Partnership:** Students at the middle level visited the Grundy Library on walking field trips. The Grundy Library is an important community partner, and library staff planned activities for students each week in addition to encouraging students to access books from the library.
- **Garden Club:** The school's Garden Club was expanded as part of the summer program to offer standalone sessions on Tuesdays and Thursdays during the summer. With community support, students participated in three field trips: Longwood Gardens, Tyler State Park, and Eastern State Penitentiary Historic Site. These enrichment activities provided students with the opportunity to visit gardens outside of the school setting with most students never having visited any of the three sites.
- **Middle School/High School Football:** The 21<sup>st</sup> CCLC program director continued to work with school coaches to encourage adding an academic aspect to sports program practices. This activity brought the football team into school for workouts and for a separate daily activity focusing on academics.

### ***Snyder-Girotti Elementary School***

The six-week summer program at Snyder-Girotti Elementary School included students from this district's elementary school, Snyder Girotti, as well as 21<sup>st</sup> CCLC students from St. Mark Catholic School.

The format of the summer program was similar to that used in previous cohort summer programs as it provides a strong focus on academics in addition to enrichment. The schedule was highlighted by a daily academic block with provided academic instruction, reinforcement of grade level standards, and small group tutoring for the most at-risk students. Students were grouped by grade level for reading and math activities with the most at-risk students selected to participate in small group tutoring sessions taught by certified teachers. Most tutors were teachers at Snyder-Girotti which helped provide a level of congruency between tutoring and the school curriculum.



Two summer program staff members were key to the academic focus of the Snyder-Girotti summer program – an Academic Coordinator for the Reading/English Language Arts program and a separate Academic Coordinator for Mathematics. Both Academic Coordinators were Snyder-Girotti staff members and coordinated the enrollment process to select students for program participation. Ongoing school year assessments, end-of-year assessments, and feedback from classroom teachers and Title I staff helped identify students in need of summer support and identify general areas of weakness for students at each grade. During the summer program, the coordinators assisted and directed the work of instructors and teachers to help strengthen the connection between the school year program and the 21<sup>st</sup> CCLC summer camp.

- **Reading/English Language Arts:** Students met by grade level each day for one hour of Reading/Language Arts activities. There was evidence of coordination between the school’s program objectives and the summer program. A reading project completed during the general instructional time was based in part on the summer reading books to be completed by all Snyder-Girotti students. It was during this academic time block teachers provided more intensive, small-group instruction for those students identified as in need of additional academic support.
- **Mathematics:** A one-hour block for math instruction was also part of the daily schedule. The school’s Title I math coordinator served as the summer program’s Academic Coordinator for Mathematics and created project packets to be completed by students in each grade. The packets allowed a paraprofessional to provide reinforcement for important objectives from the previous grade level. As in reading, small group math tutoring sessions were led by certified teachers which provided more intensive mathematics instruction to those students with greater needs.

### **St. Mark Catholic School Students**

Students from St. Mark followed the same time schedule with sessions focusing on reading/language arts and on mathematics with teachers from St. Mark providing the instruction.

- **Reading/Language Arts:** During the reading/language arts block each day, the St. Mark teachers focused on the standards and goals of their curriculum for these students in grades one through five. For primary grade students, instruction focused on phonics, writing, and other beginning reading objectives related to reading and understanding appropriate level texts. Students at intermediate grade levels focused on both reading and improving writing skills.

- **Mathematics:** Daily math instruction allowed teachers to focus on skills from the school year that were general areas of difficulty for grade level students. Teachers used materials from their school’s curriculum and worked to increase skill development.

***Enrichment—Performing Arts & Athletics and Nutrition***

Students who attended Snyder-Girotti and St. Mark Catholic School participated jointly in enrichment activities with each student selecting either the *Performing Arts* or the *Athletics and Nutrition* strand.

- **Performing Arts:** Students who chose to participate in a *Performing Arts* strand engaged in arts and performance activities leading up to a final production of Disney’s *Moana*. Activities included singing, performing, and dancing with a focus on creativity and self-awareness through the arts. The program vendor, Village Arts, provided instruction two days each week to guide students in creating backdrops and props for the final production as they learned more about visual arts concepts.
- **Athletics and Nutrition:** Students who selected the *Athletics and Nutrition* strand were offered opportunities to participate in physical fitness training, develop skills in the sports of soccer, flag football, basketball, and learn about yard games to play at home with family and friends. Nutrition activities helped them learn how to make healthy snacks from provided recipes.

***End-of-Summer Celebration***

Both the *Performing Arts* and the *Athletics and Nutrition* strands of the summer program had students presenting culminating activities to their families as a celebration of their 21<sup>st</sup> CCLC summer camp program. Performing Arts students on stage performed as actors, singers, and dancers with other students engaged in behind-the-scenes aspects of the performance which was presented to parents and other family members. As their culminating celebration, students who participated in *Athletics and Nutrition* engaged in fitness activities, sports, and field day games.

## ***Findings—School Year 2023-2024***

The 21<sup>st</sup> CCLC Cohort 11 grant provided funding for after school programming at the following sites—Bristol Borough Middle/High School, Snyder-Girotti Elementary, and St. Mark Catholic School.

### ***Bristol Borough Middle/High School***

#### **Warrior Zone**

After school programs were offered to middle and high school students on Monday through Thursday. This Warrior Zone programming for students in grades seven through twelve included homework help, assignment completion, tutoring and academic support, art, athletics, and other enrichment activities. Continued expansion of cooperative efforts with high school athletic coaches had students participate in a study time before practice which allowed them to participate in 21<sup>st</sup> CCLC programs while not excluding their participation in extracurricular opportunities sponsored by the school. Other new programs and activities were offered to students for this school year.

- ***Credit Recovery:*** The Credit Recovery school year program had as its primary goal the successful completion of courses for which students are enrolled in the current school year. After the first marking period has been completed, families of students who had failing grades in one or more courses during the first marking period are contacted, and students were encouraged to participate in the credit recovery program. This allowed students to complete work on course objectives from the first marking period that were not successfully met. As an example, given the cumulative nature of course objectives throughout the year in a math course, participation can help keep students from falling further behind. Courses offered focused primarily on English/language arts and mathematics. Students completed computer-based coursework through *Edgenuity* online software which allowed them to work in school and receive direct support from the teacher-monitor.
- ***Tutoring:*** Teachers from the school provided support and tutoring for students experiencing academic difficulties.
- ***Sports Study Hall:*** Students participating in the school’s football, wrestling, girls basketball, and boys basketball began their after school activities by participating in a one-hour 21<sup>st</sup> CCLC activity in which students completed homework and received assistance with homework and projects. As an example, in a meeting with the school’s wrestling coach to discuss the 21<sup>st</sup> CCLC program, he stated advantages that included teaching students to be disciplined both in school and in sports, helping

students remain academically eligible for participation in sports because they are keeping up with their school work, and helping students stay engaged in the school until the beginning of practice at 4:00 PM. This coach, a science teacher at the high school, said that the response has been so positive from students that he has extended the 21<sup>st</sup> CCLC part of his program into the wrestling offseason with a focus on nutrition, weightlifting, and fitness.

- **Fitness Program:** Students participated in a program offered on Tuesdays and Thursdays that included weightlifting workouts, outside track activities, and nutrition sessions.
- **Open Gym with Academic Check-In:** This was another way that the 21<sup>st</sup> CCLC program encouraged completion of course work and activities as it allowed students to have access to the gym and school activities to play basketball and other sports in which students were interested.
- **Service Learning:** Students from specific special education programs were provided with the opportunity to complete projects and activities under the direction of their special education teacher to extend the school day for these students in a meaningful way.
- **Grundy Library:** Building on the strong relationship between the 21<sup>st</sup> CCLC program and the community's Grundy Library, staff from the library provided support for a D&D Club (Dungeons & Dragons) and led a focus on fiction story writing for students.
- **Cooking Club:** Students in grades seven through twelve participated in cooking activities with popular sessions focusing on healthy nutrition and basic cooking skills.
- **Drama & Dance Clubs:** These clubs were new for the program year and focused on the performing arts. Drama and dance were included in the first semester with dance activities then continuing into the second semester as students who had participated in drama became involved in the school play. This change in the clubs in each semester is another example of the 21<sup>st</sup> CCLC program working within the structure of the school's extracurricular programs to provide support while not being in conflict with these important school activities.
- **Garden Club:** This club met in the summer and continued during the school year with a renewed focus on activities related to understanding gardening and working on gardens at the school.
- **Crochet Club:** A new club helped students learn the basics of crocheting as an enrichment activity.

### ***Snyder-Girotti Elementary School***

The Warrior Zone was the organizing structure for the after-school program at Snyder-Girotti and included daily activities such as homework help, additional skill-building lessons in reading/language arts and math, Science, Technology, Reading Engineering, Arts, and Math (STREAM) activities, physical

fitness opportunities, and creative enrichment. Tutoring provided to at-risk students was a key component of this after-school program.

Warrior Zone programs, offerings, and activities included:

- **Homework Help:** Students had time in each day's schedule to complete homework that had been assigned by their classroom teachers. Monitors provided support at points of difficulty to assist students.
- **Reading Enrichment and Tutoring:** All students participated in daily reading/language arts skill reinforcement and enrichment activities. Students identified by school staff as being most at-risk were pulled from this reading block of time and received small group tutoring from a certified teacher. Tutors have access to up-to-date student assessment data from the school's reading specialist to assist in grouping students by reading level rather than only by grade level. They also have knowledge of the school's curriculum and align instructional approaches with content goals.
- **Math Enrichment and Tutoring:** All students participated in math skill reinforcement and enrichment activities. Students identified by the school's Title I Math Specialist and the school staff as being at-risk received small group tutoring from a certified teacher. Tutors have access to up-to-date student assessment data to assist in grouping students and identifying areas of weakness within groups. Math tutoring was enhanced through the direct involvement of the Title I Math Specialist as both a teacher and a coordinator for the 21<sup>st</sup> CCLC activities.
- **Kindergarten Program:** Students identified by classroom teachers and school staff as being at-risk were offered additional academic support in daily, small group sessions. These young learners had time for snack and fun activities before tutoring began from 3:15 to 4:00 PM. Students had a tutoring session in reading/language arts and in math each day. Reading/language arts sessions focused on phonemic awareness, phonics, letter and word recognition, and reading of beginning texts, with beginning mathematics concepts developed in the math session. The tutoring sessions were closely aligned with the kindergarten curriculum, and instruction was provided by certified, retired Snyder-Girotti teachers.
- **Service Learning:** Sixth grade students provided service to the community through the operation of a food pantry housed at Snyder-Girotti. Students also participated in other efforts to address food insecurity which included outreach to the parents of students at Snyder-Girotti, Veterans groups, and neighboring Grundy Towers which provides housing to low-income senior citizens.

- **Other Activities:** In addition to the core focus on reading/language arts and math, students had opportunities for enrichment in areas of STEM/STREAM, cooking and nutrition, computers, and games in the gym and outdoors. Engagement in these fun activities was important for students who have just completed their regular school day and need a chance to shift their focus before engaging in the academic activities which are a hallmark of this school's 21<sup>st</sup> CCLC program.

### **St. Mark Catholic School**

The St. Mark Catholic School 21<sup>st</sup> CCLC Cohort 11 program served students in sixth through eighth grade. Students participated in daily *Warrior Academy* activities including homework help, academic enrichment, and group recreation activities.

Program offerings included the following:

- **Homework Help:** Students were afforded opportunities to complete homework and receive assistance with assignments from class. As appropriate, students worked with their grade level peers on various projects related to the school day program.
- **Math/Reading Tutoring:** Small group tutoring was held for reading and math to assist students needing additional support.
- **Village Arts:** This art experience was planned and delivered by the grant vendor, *Village Arts*. The intent of this art program was to promote creativity and self-awareness through the visual arts by engaging students in hands-on activities and expression.
- **Sewing Club: Sewing Club:** Students at upper grade levels had the opportunity to enjoy learning a life skill as they completed sewing projects.
- **Silver Lake Nature Center:** Staff from the nearby Silver Lake Nature Center shared information about the habitats within the local community. The goal was to inspire connections with nature through this environmental science offering.
- **Other Activities:** In addition to the programs mentioned above, students had opportunities for enrichment in areas of cooking and nutrition, computers, games played outdoors, and STEM/STREAM. A 21<sup>st</sup> CCLC staff member developed hands-on STEM/STREAM activities in which students were highly engaged as they learned more about basic science concepts.

## Grantee Results on Performance Measures

### GPRA Measure 1 – Academic Achievement, State Assessments

Grantee Performance Indicator	Grantee's Performance Target	Actual Performance
The percentage of students in grades 4-8 participating in 21st CCLC regular program who demonstrate growth in reading/language on state assessments.	85%	21.4%
The percentage of students in grades 4-8 participating in 21st CCLC regular program who demonstrate growth in mathematics on state assessments.	85%	13.5%

### GPRA Measure 2 – Grade Point Average

Grantee Performance Indicator	Grantee's Performance Target	Actual Performance
Percentage of students in grades 7-8 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.	75%	40.9%
Percentage of students in grades 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.	70%	45.0%

### GPRA Measure 3 – School Day Attendance

Grantee Performance Indicator	Grantee's Performance Target	Actual Performance
Percentage of students participating in the 21 <sup>st</sup> CCLC programming with attendance rate at or below 90% in the prior year who demonstrated an improved attendance rate.	85%	50%



### GPR Measure 4 – Behavior

Grantee Performance Indicator	Grantee's Performance Target	Actual Performance
The percentage of 21 <sup>st</sup> CCLC participants who experienced a decrease in in-school suspensions compared to the previous school year.	90% elementary 80% secondary	19% decrease in days of in-school suspensions

### GPR Measure 5 – Student Engagement in Learning

Grantee Performance Indicator	Grantee's Performance Target	Actual Performance
Percentage of students in grades 1–5 participating in 21 <sup>st</sup> CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	85%	88%

### State Measure 6- Family Literacy and Involvement

Grantee Performance Indicator	Grantee's Performance Target	Actual Performance
<i>Number</i> of families of participating students who participate in family literacy and involvement activities.	25 families	173 families

## Considerations and Recommendations for Improvement

### Themes observed in the findings/data

- Engage school administrators and others in key leadership positions in a review of this Local Evaluation Report as a way to discuss and inform decisions about program implementation during the second part of the 2024-2025 school year. In addition to the program data which is to be reviewed, take note of the *Findings* narrative section of the report as well as this *Considerations and Recommendations for Improvement* section which can form the basis for discussion about future action.
- The *Assessment* section of this report summarizes PSSA performance levels from the 2024 assessment enrolled students and shows that the PSSA Mathematics continues to be a challenge for students in grades six through eight based on the number of students performing at the Basic level in grade six and at the Basic and Below Basic levels in grade eight. While opportunities for both small group instruction and tutoring are in place for sixth grade students, the site program director should discuss with school leadership strategies to increase opportunities in the seventh and eighth grade program at the Middle/High School. The discussion could include what might be possible in adding a mathematics teacher to the after-school staff and whether that would be feasible within the current program budget.

### Evaluator reflections and recommendations for program improvement, prioritization

- The Cohort 11 program director is commended for the continued focus on increasing both participation and attendance of students in the middle/high school program. This multi-year effort to find ways to increase student engagement in the after-school program has resulted in higher levels of attendance in a variety of activities designed to pique student interest. A meeting with the school's wrestling coach, who operates a study hall through the 21<sup>st</sup> CCLC, provided insight into the program changes and improvements being made for middle school/high school students. These changes appear to have had benefits, and it is recommended that the program director look for ways to increase tutoring opportunities and increase student engagement with content.
- Programs at Snyder continue to be strong with a focus on improving programming for students. Of particular note is the kindergarten after school program. A change was made this year to allow these young students to have a break at the end of their full-day kindergarten class to be better prepared to engage in the small group tutoring sessions from 3:15 to 4:00 PM. Through multiple observations of this kindergarten program, it is evident that students are engaged with the focus on beginning reading, and mathematics is well-planned and well-executed by certified teachers. These students are receiving high quality supplemental instruction closely connected to the school's kindergarten curriculum. It is recommended that information about this program be shared with other 21<sup>st</sup> CCLC program staff at a state conference or other appropriate venue as it is an excellent example of what after school programs can offer at-risk students.

### **Evaluator reflections and recommendations for evaluation/data improvement**

- The program director continues to expand ways to use technology to both improve access to school day data such as performance on reading and math assessments at Snyder-Girotti to help tutors better meet the needs of students. Data collection has improved with the online completion of daily program attendance and tracking which students were involved in the various clubs and activities throughout the school year. In addition to this data that is managed and generated at the program level, it will be important to continue discussion with school district staff to more easily allow for the sharing of district-managed data as required by the terms of the grant. It is strongly recommended that the *PA 21CCLC Grantee Evaluation Workbook* developed by the AIU be used to organize 2024-2025 program data and streamline required reporting.
- Consider the inclusion of student performance data in reading and/or math that is part of the assessments already completed for the Snyder-Girotti school day program. For example, the reading levels of first and second graders are assessed throughout the year which would allow the reporting of student performance measures in grade levels not directly assessed through PSSA. These assessments are selected by the district to align with the school day curriculum and could be useful in showing the growth of after school students. This data could be included in the section of this report titled *Other Grantee-Defined Outcome Measures*.