



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education
21st Century Community Learning Centers
FY 21 Common Data Elements Form



Subgrantee: Ballard-Hudson Middle School	6/21/2021
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1. Attendance

Total Number of Students Targeted	Registered Students	Regular Attendees (attend ≥ 30 days)	Total Number of Parent Opportunities	Total Number of Parents Attending
Number: 150	Number: 78	Number: 31	Number: 4	Number: 70

2. Objectives

Total Objectives	Met	Not Met	Other
Number: 6	Number: 1	Number: 1	Number: 4

3. Standardized Testing

3A. English Language Arts – Regular Attendees Achievement Levels

Beginning	Developing	Proficient	Distinguished
Number: 20	Number: 5	Number: 3	Number: 0
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: N/A	Number: N/A	Number: N/A	Number: N/A

3B. Math – Regular Attendees Achievement Levels

Beginning	Developing	Proficient	Distinguished
Number: 22	Number: 6	Number: 0	Number: 0
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: N/A
Beginning	Developing	Proficient	Distinguished
Number: N/A	Number: N/A	Number: N/A	Number: N/A

4. Report Card Grades

4A. English Language Arts – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
6	9	3	9	2	2
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 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
2	14	1	6	4	4
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

5. Surveys

5A. Student Surveys

	Homework Completion	Satisfaction
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Number of Student Surveys Completed	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	
21	15	6	14	7	14	7

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	
11	11	0	11	0	11	0

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	
31	19	5	23	3

6. Partners

Number of Partners	Total Amount of Contributions
7	\$145,175.00

21ST CCLC 2020-2021 SUMMATIVE EVALUATION

SUB-GRANT 01

Ballard-Hudson Middle School | Bibb County School District – Macon, Georgia

I. Overview and History:

The Bibb County School District Afterschool Programs have been in existence since 1997. The Afterschool programs were originally school-based initiatives funded by weekly student fees. As a District, the Bibb County School District has a total student population of 21,081 students at 36 schools. The demographic data for the students in the Bibb County School District consists of 77.7% African American, 12.2% White, 5.8% Hispanic, 3% Multi-racial, and 1.3% Asian. During the 2020 - 2021 school year, 100 percent of Bibb County students received free and/or reduced lunch. In order to expand academic opportunities to students, the Bibb County School District applied and was awarded its first 21st CCLC grant in 2000. In the past 19 years, the programs have expanded to 13 sites (21st CCLC and fee-based). Ten of these sites are currently receiving funding from five existing 21st CCLC grant awards. In FY19, the Bibb County School District received one 21st CCLC grant award to fund programming at Ballard-Hudson Middle School. As it relates to the 21st CCLC grant for Sub-Grant 01, Ballard-Hudson Middle School, the targeted number of students in the approved grant application was 150 students. Upon the completion of the annual data review, the total number of students served 30 days or more by the 21st CCLC grant was 31 students in grades 6-8 for the 2020-2021 academic school year.

For the FY21 21st CCLC program at Ballard-Hudson Middle School, the outcomes included meeting objectives in goals one, two, and three: Milestone academic content mastery, homework completion, classroom behavior, and family engagement. The outcomes for the grant objectives for the FY21 21st CCLC program are detailed in the Objective Assessment section of this summative report. The following sections provides program data on student attendance and enrollment, program operation, and quality of staffing, Objective Assessment, Observations, Progress Toward Sustainability, and Final Recommendations.

Goals and Objectives

Three goals were established for the FY21 21st CCLC program at Ballard-Hudson Middle School:

GOAL 1: Increase Positive Student Behavior, Attendance, and Academic Success

OBJECTIVE 1.2: Fifty percent of the students regularly participating in the afterschool program will demonstrate improvement in homework completion as measured by semi-annual regular-classroom teacher surveys.

OBJECTIVE 1.3: Fifty percent of the students regularly participating in the afterschool program will demonstrate improvement in classroom behavior as measured by semi-annual regular-classroom teacher surveys.

GOAL 2: Increase Family Engagement

OBJECTIVE 2.1: The local site will offer the families of participating students a minimum of 4 opportunities for literacy and related education development annually. Sign-in sheets, event evaluation forms, and Cayen Afterschool 21 database will be used to verify the data quarterly.

OBJECTIVE 2.2: A minimum of 35 family members of participating students will attend at least one literacy and related education development opportunity annually. Sign-in sheets and Cayen Afterschool 21 database will be used to verify the data quarterly.

GOAL 3: Improve Academic Performance

OBJECTIVE 3.2: Forty percent of the students in sixth through eighth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in English Language Arts as demonstrated on Georgia Milestones test.

OBJECTIVE 3.3: Forty percent of the students in sixth through eighth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in math as demonstrated on Georgia Milestones test.

II. Student Attendance and Enrollment

A total of 78 students were served by 24 staff members during the school year – of those 78 students, 39.74% (31 students) attended the afterschool program at least 30 days. Tables 1-6 presents the demographic data for sub-grant 01.

Table 1. *Total Participants*

SUB-GRANT SCHOOL	ALL STUDENTS SERVED	STAFF MEMBERS
Ballard-Hudson Middle School	78	15
Total Individual Participants Served	78	

Table 2. *Regular Attendees*

SUB-GRANT SCHOOL/ 30 DAYS or MORE	STUDENT ATTENDEES
Attended 30 days or more during the reporting period - Ballard-Hudson MS	31
TOTAL:	31

NOTE: MS= Middle School

Table 3. *Student Demographics*

ETHNICITY	TOTAL REGULAR STUDENT ATTENDEES	PERCENTAGE
American Indian/ Alaskan Native	1	3.22%
Asian/Pacific Islander	0	0%
African-American	23	74.19%
Hispanic or Latino	2	6.45%
White	2	6.45%
Multi-Racial	3	9.67%

Table 4. *Student - Grade Levels Served*

GRADE	TOTAL REGULAR STUDENT ATTENDEES	PERCENTAGE
6 th Grade	18	58.06%
7 th Grade	8	25.80%
8 th Grade	5	16.12%

Table 5. *Gender*

GENDER	REGULAR STUDENT ATTENDEES	PERCENTAGE
Male	18	58.06%
Female	13	41.93%

Table 6. *Average Daily Attendance*

SUB-GRANT	AVERAGE DAILY ATTENDANCE
Ballard-Hudson MS	14
TOTAL	14

III. Program Operation

Ballard-Hudson Middle School and the Local Educational Agency (LEA) – Bibb County School District (BCSD) – The 21st Century Community Learning Centers Grant has established an afterschool program that is designed to engage students academically, socially, and emotionally. Through a variety of evidence-based practices and strategies, the 21st CCLC site has committed to ensuring that program participants receive educational intervention, enrichment, and acceleration opportunities. The 21st CCLC sub-grantee also offers extended learning opportunities through homework helpers, STEAM enrichment activities, family involvement through literacy and related educational events, and a Summer Program. The goals of the Before- and After school programs for Ballard-Hudson are as follows: to maximize student achievement in Mathematics and Reading; to improve course performance during the traditional school day; to increase positive student behavior; and to offer opportunities for family engagement. Ballard-Hudson Middle School's program design facilitates learning through engaging lessons and by giving students access to programs such as MobyMax, Read 180, STAR Reading, STAR Math, and other online platforms to support students in their academic needs during the afterschool programs. The afterschool program has access to several resources and platforms to support students in meeting their academic goals. These resources include various learning opportunities in the STEM field such as Club Invention, which is a nationally recognized program that engages students in project-based

learning while building their problem-solving skills. In addition, the programs have partnered with the Tubman Museum to give students an opportunity to engage in learning through the Arts. The 21st CCLC afterschool programs in the BCSD have also engaged families through parent orientations and a Lights On Afterschool Community events.

Table 7. *Hours of Operation*

AFTER SCHOOL HOURS of OPERATION				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
4:05 PM	4:05 PM	4:05 PM	4:05 PM	4:05 PM
6:05 PM	6:05 PM	6:05 PM	6:05 PM	6:05 PM

Table 8. *Program Design and Weekly Interventions*

STRATEGY	DESCRIPTION
Renaissance Learning STAR 360 Reading / Early Literacy	STAR Reading (Grades 6-8) is a computer-adaptive assessment program that provides estimates of students' skills and comparisons of students' abilities to national norms. STAR Reading allows educators to get a baseline of students' reading performance and key areas of literature and informational text. Star Reading also measures students' progress and offer changes to instruction as needed to ensure students are developing the skills needed to read proficiently and meet grade-level standards.
Renaissance Learning STAR 360 Math	STAR 360 Math (Renaissance Learning) educational software programs help the student gain an understanding of mathematical concepts, fluency with number relationships, and the ability to apply this knowledge to solving story problems. STAR 360 Math develops a conceptual understanding of mathematics in order for students in grades K-5 to gain a strong foundation of underlying mathematic principles, as well as improve math comprehension and performance.
Moby Max	MobyMax is a standards-aligned K-8 learning platform for math, literacy, science, and social studies equipped with adaptive tests, test-prep lessons, interactive whiteboard activities, and motivational tools. MobyMax also features specific state test-prep activities. Each site completed baseline assessments in the MobyMax platform. Baseline scores were used to inform instruction, intervention, and enrichment activities in Math and ELA.

Homework Help Tutorial Sessions	Each day of the program, all 21 st CCLC students participates in the "Homework Helpers" component. This component provides tutoring and homework assistance utilizing data provided by the regular school day teacher. Students participates in a variety of activities including homework completion and skill building activities using manipulatives. With this additional homework time, the students have the assistance they need to better understand and complete assignments. Afterschool teachers make comments in the students' agendas if the student completed his or her homework in the afterschool program.
Club Invention	Club Invention (STEAM Activities) provides hands-on grade specific curricula that will support science, math, and technology instruction for at least one hour each week. Club Invention is a program that allows students to explore STEAM concepts via hands-on, creative problem-solving activities.
Family Engagement	Adult family members have four opportunities to engage in high interest literacy and skill building activities with their children through the 21 st CCLC program. The program coordinator, along with the site managers, plan quality activities for families. The family engagement events, workshops, and family conference opportunities encourage open communication between the families and teachers.

The first day of operation for this 21st CCLC sub-grant was September 8, 2020, and the last day was May 21, 2021, resulting in 141 days and 30 weeks of 21st CCLC activities.

IV. Quality of Staffing:

The Student-to-Staff Ratio for the 21st CCLC program was a maximum of 1:10 daily, with approximately 50% of certified teachers. Tables 9 and 10 present the foci of Staff Training that was provided during the 2020 -2021 school year.

Staff Training

Table 9. Site Manager Training

	Recruitment, Enrollment, Attendance, and Retention (REAR) Policy
	Registration Policy
	Program Schedules
	Advisory Council Meetings
	Covid-19 Precautionary Procedures
	Remote Learning and Face to Face Working Together
	Cayen Overview

Table 10. *Staff Training Professional Learning Foci*

	Payroll Overview
	Recruitment Planning
	Lesson Plans and Daily Schedule
	Microsoft Teams Platform
	Covid19 Precautionary Procedures
	Moby Max Training
	Mathematica National Study

Objective Assessment: Progress of 21st CCLC Goals and Objectives

- **OBJECTIVE 1.2:** Fifty percent of the students regularly participating in the afterschool program will demonstrate improvement in homework completion as measured by semi-annual regular-classroom teacher surveys.
 - **Status:** Met
 - **Rationale:** Based on semi-annual regular-classroom teacher survey data, 74% of students regularly participating in the afterschool program demonstrated improvement in homework completion.

- **OBJECTIVE 1.3:** Fifty percent of the students regularly participating in the afterschool program will demonstrate improvement in classroom behavior as measured by semi-annual regular-classroom teacher surveys.
 - **Status:** Met
 - **Rationale:** Based on semi-annual regular-classroom teacher survey data, 61% of students regularly participating in the afterschool program demonstrated improvement in classroom behavior.

- **OBJECTIVE 2.1:** The local site will offer the families of participating students a minimum of 4 opportunities for literacy and related education development annually. Sign-in sheets, event evaluation forms, and Cayen Afterschool 21 database will be used to verify the data quarterly.
 - **Status:** Met
 - **Rationale:** The 21st CCLC program hosted two family engagement events during the Fall Semester: Parent/Student Orientation (10/08/20) and Lights on After School Community Event (10/21/20). During the Spring Semester, the 21st CCLC program hosted two family engagement events: Ballard-Hudson's Parent Night (4/28/21) and Student-Led Conferences (5/12/21).

- **OBJECTIVE 2.2:** A minimum of 35 family members of participating students will attend at least one literacy and related education development opportunity annually. Sign-in sheets and Cayen Afterschool 21 database will be used to verify the data quarterly.
 - **Status:** Did Not Meet
 - **Rationale:** Based on sign-in documentation, the site did not meet this objective. An analysis of all sign-in documentation indicates that 13 family members were present at the Parent/Student Orientation, 6 family members were present at the Lights on After School Community Event, 26 parents attended the Parent Night event, and 25 parents attended the Student-Led conferences.

- **OBJECTIVE 3.2:** Forty percent of the students in sixth through eighth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in English Language Arts as demonstrated on Georgia Milestones test.
 - **Status:** Did Not Meet
 - **Rationale:** Based on the results of the 2020 – 2021 Georgia Milestones test, 29% of students regularly participating in the afterschool program scored Developing, Proficient, or Distinguished Learners in English Language Arts.

- **OBJECTIVE 3.3:** Forty percent of the students in sixth through eighth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in math as demonstrated on Georgia Milestones test.
 - **Status:** Did Not Meet
 - **Rationale:** Based on the results of the 2020 – 2021 Georgia Milestones test, 21% of students regularly participating in the afterschool program scored Developing, Proficient, or Distinguished Learners in Mathematics.

Table 11. *Objective Assessment Trend Data*

SUB-GRANT 01 OBJECTIVE ASSESSMENT TREND DATA						
Fiscal Year	OBJ. 1.2	OBJ. 1.3	OBJ. 2.1	OBJ. 2.2	OBJ. 3.2	OBJ. 3.3
FY20	UBM	UBM	UBM	UBM	UBM	UBM
FY21	M	M	M	DNM	DNM	DNM

DNM = Did Not Meet Objective | M = Met Objective | UBM = Unable to Be Measured

V. Observations

Process and Perception Data Collection Site Visit Feedback

October 2020 & January 2021 Site Visit Evaluator Feedback:

- Evidence of educational intervention and enrichment activities (Math Jeopardy, Kahoot! etc.)
- Teachers effectively engaged students both in the virtual and in-person setting.
- Evidence of effective partnership and collaboration with community partners

Table 12. *Moby Max Final Assessment Data - May 2021*

Site Name: Ballard-Hudson MS (31 Regular Attendees; 12.9% Reading Reported; 32.25% Math Reported) Moby Max 'Reading/Math Implementation' Data R = Reading M = Mathematics						
	Performing Below Grade Level		Performing On Grade Level		Performing Above Grade Level	
	R	M	R	M	R	M
Sixth Grade	66.66%	83.33%	0%	16.66%	33.33%	0%
	(2/3)	(5/6)	(0/3)	(1/6)	(1/3)	(0/6)
Seventh Grade	100%	100%	0%	0%	0%	0%
	(1/1)	(3/3)	(0/1)	(0/3)	(0/1)	(0/3)
Eighth Grade	0%	100%	0%	0%	0%	0%
	((0/0)	(1/1)	(0/0)	(0/1)	(0/0)	(0/1)
Site Performance	75%	90%	0%	10%	25%	0%
	(3/4)	(9/10)	(0/4)	(1/10)	(1/4)	(0/10)

MobyMax Assessment Data

During the Semester 1 and Semester 2 program observations, the LEA provided assessment data for students enrolled in its 21st CCLC sites. One of the assessments used to track student progress was the MobyMax Assessment, which measured student growth in Reading and Math. MobyMax is a standards-aligned K-8 learning platform for math, literacy, science, and social studies equipped with adaptive tests, test-prep lessons, interactive whiteboard activities, and motivational tools. Based on the data collected from the LEA’s baseline and final assessment administration windows, the following trends were noted for Regular Attendees (30 days or more) in each grade level:

21st CCLC Stakeholder Evaluation Feedback

Table 13. Stakeholder Survey Results

STAKEHOLDER GROUP	21 ST CCLC STAKEHOLDER FEEDBACK
Regular Day Teachers	Cayen survey reports are not available.
Regular Attendees - Students	<p>Q1: I like the 21st CCLC program.</p> <ul style="list-style-type: none"> • Strongly Agree - 52% (11/21) • Somewhat Agree - 14% (3/21) • Neither agree nor disagree - 19% (4/21) • Disagree - 14% (3/21) • Strongly Disagree - 0% (0/21) <p>Q2: My overall behavior has improved because of the 21st CCLC program.</p> <ul style="list-style-type: none"> • Strongly Agree - 57% (12/21) • Somewhat Agree - 14% (3/21) • Neither agree nor disagree - 14% (3/21) • Disagree - 14% (3/21) • Strongly Disagree - 0% (0/21) <p>Q3: The 21st CCLC program helps me complete and turn in my homework on time.</p> <ul style="list-style-type: none"> • Strongly Agree - 48% (10/21) • Somewhat Agree - 19% (4/21) • Neither agree nor disagree - 19% (4/21) • Disagree - 14% (3/21) • Strongly Disagree - 0% (0/21)
Regular Attendees - Parents	<p>Q1: The program is helping my child's behavior improve?</p> <ul style="list-style-type: none"> • Strongly Agree - 100% (11/11) • Somewhat Agree - 0% (0/11) • Neither agree nor disagree - 0% (0/11) • Disagree - 0% (0/11) • Strongly Disagree - 0% (0/11) <p>Q2: The program is helping my child to complete and turn in his/her homework on time?</p> <ul style="list-style-type: none"> • Strongly Agree - 100% (11/11) • Somewhat Agree - 0% (0/11) • Neither agree nor disagree - 0% (0/11) • Disagree - 0% (0/11) • Strongly Disagree - 0% (0/11) <p>Q3: How satisfied are you with your child's 21st CCLC program?</p> <ul style="list-style-type: none"> • Strongly Agree - 100% (11/11) • Somewhat Agree - 0% (0/11) • Neither agree nor disagree - 0% (0/11) • Disagree - 0% (0/11) • Strongly Disagree - 0% (0/11)

VI. Progress towards Sustainability

The Before and After school Program is vital to the quality of life in Macon-Bibb County. The Director of the Before and After school program works diligently to secure additional funding sources to support the current and future needs of afterschool programming in Macon, Georgia. The planning, project management, and sustainability efforts are described as follows: The project leaders will continue to develop community partnerships to support the 21st CCLC programs in Macon-Bibb County. During the 2020 – 2021 school year, this was accomplished through strategic partnerships with the United Way of Central Georgia, Kali Dance Theater, John Drew Tennis Center, the Girl Scouts of Historic Georgia, and other pivotal community organizations. The 21st CCLC program leaders will continue to aggressively pursue funding to support and strengthen after school programming in Bibb County. Additionally, with the financial support of the BCSD’s Title I department, the program would continue to operate four to five days a week and include additional one-on-one time with students who are struggling academically.

Table 14. *Partnership Contributions*

Organization	Contribution Type	Contribution Amount	Alignment to Need/Goal
Rightouch Entertainment	In-Kind	\$1,200.00	Cultural Supports and Enrichment
Kali Dance	In-Kind/supplies	\$1,800.00	Cultural Enrichment Support, Physical Fitness
John Drew Tennis Center	In-Kind/Supplies	\$4,700.00	Physical Fitness and Character Development, PBIS
Ballard Hudson Middle School	Facility Usage	\$126,000.00	\$100 x 14 rooms x 90 days
Girl Scouts of Historic Georgia	In-Kind/Volunteers	\$5,500.00	Student leadership enrichment opportunities through the Journey Program (Leadership and Behavior Development for students)
United Way of Central Georgia	In-Kind/Volunteers	\$4,475.00	Academic Tutors, literacy professional development and training, and technical assistance with meeting programmatic goals
Char Lockette	In-Kind/Supplies	\$1500.00	Visual Arts, Enrichment
Total Contributions		\$145,175.00	

VII. Overall Recommendations:

The following recommendations for Ballard-Hudson Middle School's 21st CCLC After School programs are based on the data collected and analyzed to meet the LEA's stated evaluation requirements and scope of work. The evaluation requirements include a mixed methods approach using quantitative and qualitative measures to assess program implementation and effectiveness.

Overall Recommendations:

- **Recommendation #1:**

It is recommended that the 21st CCLC program continue to provide academic enrichment and acceleration at scale, such as talent development programming, in specific content areas (e.g., STEAM) to increase academic achievement and positive achievement orientations.

- **Recommendation #2:**

It is recommended that the 21st CCLC program continue to promote before, during, after school collaborations with regular school day teachers and 21st CCLC staff to ensure positive student development in leadership, citizenship, and scholarship (homework completion, attendance, and positive behavior).

- **Recommendation #3:**

It is recommended that the 21st CCLC program host an event(s) with multiple days to promote and increase family and community engagement for 21st CCLC stakeholders, with virtual and in-person attendance options that are held simultaneously.