

**2021-2022 Summative Evaluation**

**Academy of Learning**

**21<sup>st</sup> Century Community Learning Center Program**

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## **List of Acronyms**

**21<sup>st</sup> CCLC:** 21<sup>st</sup> Century Community Learning Center

**ADA:** Average daily attendance

**CCR:** College and career readiness

**CSD:** Corinth School District

**ELs:** English learners

**iReady:** Internet-based assessment and instruction program licensed to school districts by Curriculum Associates

**MAAP:** Mississippi Academic Assessment Program

**MS:** Mississippi

**PBL:** Project-based Learning

**STSD:** South Tippah School District

**STEM:** Science, Technology, Engineering, and Mathematics

## Executive Summary

For more than a decade, the Corinth School District (CSD) has worked in partnership with business leaders, community organizers, parents, and educators to design and implement innovative approaches to closing the achievement gap. Community-based efforts to mitigate the spread of COVID-19 among educators and students during the 2019-2020, 2020-2021, and 2021-2022 school years resulted in CSD reimagining how to provide developmentally appropriate interventions to those students most impacted by school closures and remote learning. Educators combined the power of data, technology, and research-based interventions to create, implement, and share effective approaches to ameliorating the impact of COVID-19 on students most at-risk from not making progress towards college and career readiness (CCR). To achieve this goal, CSD continued its existing 21<sup>st</sup> CCLC partnerships with The Lighthouse Foundation and Project Attention. This alliance supported the community-based efforts to provide educational, social, physical, and nutritional supports in the greater Corinth community. To create scale, CSD formed a new partnership with the South Tippah School District (STSD). These two school districts in partnership with The Lighthouse Foundation and Project Attention created the Academy of Learning. These organizations comprised the *Academy of Learning*.

The overarching goals of this initiative were to: (1) Increase student achievement; (2) eliminate achievement gaps of minority and economically disadvantaged student subgroups; and (3) strengthen family ties to schools. The team attempted to meet the needs of students regardless of the mode of their participation (i.e., in-person, remote, or hybrid). The evaluation team used student achievement data provided by the schools to estimate the impact of the program on student achievement and closing the achievement gap. The data were analyzed using SPSS (v. 28.0.0) and R (v. 4.1.1).

## Evaluation Purpose and Evaluation Questions

The purpose of this evaluation is to provide key stakeholders on the Academy of Learning design team, site coordinators, administrators, classroom teachers, and support staff with results to (1) summarize the impact on participating students and their parents or caregivers and (2) inform decisions about the strengths and areas in need of improvement. Data from diverse sources (e.g., interviews, surveys, achievement tests, etc.) were triangulated to provide a comprehensive view of the Academy of Learning, describe its impact on participants, and provide recommendations that could be implemented (or tailored to meet local needs) in ways that enhance the management of the project and resources. The results and recommendations are meant to provide key stakeholders, at a minimum, with data and recommendations to have meaningful conversations about re-designing the program and, at a maximum, directly implement changes that may lead to greater impact.

The following evaluation questions guided the collection, analyses, and reporting of data to monitor the program's support of students who regularly participated in the program ( $\geq 30$  days). The Academy of Learning will result in:

**Evaluation Question 1:** A five percent *annual* increase in the number of students meeting grade level expectations.

**Evaluation Question 2:** Ten percent of students achieving a 5-point *annual* increase in GPA with "B" as the goal.

**Evaluation Question 3:** A 5% *annual* increase in the percent of students scoring proficient on state test

**Evaluation Question 4:** A 20% *annual* increase P-K students receiving intervention will meet grade K-level expectations as demonstrated by meeting the cut score on the state test.

**Evaluation Question 5:** Fifty percent of students demonstrating an increase in positive school behaviors and commitment to remain drug/alcohol/tobacco free.

**Evaluation Question 6:** Fifty percent of parents will participate in at least 5 school events throughout the year.

**Evaluation Question 7:** Twenty-five percent of parents will volunteer to assist with school events.

**Evaluation Question 8:** An increase of twenty percent participation in parenting classes/activities over baseline.

## Program Background

**The Community.** One of the major goals of the Academy of Learning is to provide a safe environment that reduces negative influences on students. The program is targeted at students who attend CSD and STSD who also live in highly impacted communities. In these neighborhoods, poverty is prominent and drug-related crime escalates annually. The per capita income for these two communities is below the state average for Mississippi and percentage of

<b>Economic and Social Conditions in Corinth and Tippah Consortium</b>			
<b>Fact</b>	<b>Corinth</b>	<b>Tippah</b>	<b>State</b>
Per capita income	<b>\$21,012</b>	<b>\$19,443</b>	\$23,434
Percentage of persons living in poverty	<b>20.7%</b>	<b>22.8%</b>	19.7%
Percentage of high school graduates, adults 25+	<b>84%</b>	<b>73.7%</b>	83.9%
Percentage of children in Single-Parent Homes	<b>34.2%</b>	<b>56.4%</b>	44.9%
Percentage of languages other than English spoken in home	<b>3.8%</b>	<b>14.9%</b>	3.9%
Percentage of unemployed adults	<b>6.7%</b>	<b>12.8%</b>	6.4%
Rate of teen pregnancy	<b>52.7</b>	<b>22.9</b>	39.2

Source: U.S. Bureau of Economic Analysis/ MS Dept. of Health (2019)

persons living in poverty is higher than the average for Mississippi. The STSD is especially impacted by the economic conditions in their local area. Research confirms that poverty contributes to academic failure because poor families often cannot afford educational resources or participate in school-related activities. CSD and STSD, *The Lighthouse Foundation* and Project Attention focused on providing students with intensive tutoring, counseling, cultural enrichment, and study skills to enable them to succeed in school and the workplace.

**Rationale for the Academy of Learning.** Research indicates that students who live in highly impacted settings are at an increased risk for academic, social-emotional, and behavioral problems compared to students who do not go home to similar environments. The members of the Academy of Learning believe that failure to address difficulties may (even will) result in missed opportunities for changing a child’s academic trajectory and development of the soft skills desired in the 21<sup>st</sup> Century workplace. Each member of the team believes that children deserve to be healthy, safe, engaged, and challenged. To address the needs of all students, the

*Academy* has a philosophy of serving the whole child by developing relationships that build the protective factors needed for a healthy, balanced life (Loveless, T., 2012; Cunningham, J. et.al, 2014; Means, B, et.al, 2013).

**The Program.** The Academy of Learning after-school program was open for approximately 2.5 hours per day, four days per week for 24 weeks during the school year. The schedule for each day started with time for a nutritious snack followed by approximately 60 minutes of time dedicated to the teaching and practicing of study skills. Students, for the next 30 minutes, were immersed in academic tutoring, ELA, and math instruction. The Mississippi College and Career Standards provided the overarching framework for the teaching and learning activities during this time period. This intensive time period was followed by about 30 minutes academic enrichment using digital tools to explore different topics associated with ELA, mathematics, etc. Students accessed more than 12 software programs at the various project sites. Of special emphasis was STEM, Art, and PBL, or financial literacy. The final 15-minutes of each day was dedicated to character education, anti-bullying, healthy lifestyles, and dropout prevention. Students attending the *Lighthouse* in the afternoons participate in tutoring and unique activities, such as Boyz2Men (boys) and Refined (girls), 7<sup>th</sup> – 12<sup>th</sup> grade leadership programs encouraging goal setting and providing life coaching.

High school students could also participate in expanded learning opportunities during the school day. The goals for providing access to these resources were to provide additional academic interventions and provide opportunities for credit recovery. The focus for these opportunities was to capture adolescents academically behind their same-age peers during the school day so as not to impinge on their participating in after-school programs or employment. Certified instructors provided intense tutoring and ACT prep for 3 hours a day for 5 days a week for 24 weeks during “free” periods for students.

A dyslexia intervention class was offered to students enrolled in grades 7-12. The class focused on nonfiction content reading, and expository writing. Students were exposed to a blended learning model of teaching and learning, linking digital literacy, real-world reading and writing, and direct instruction.

Art instruction was provided by an Emmy-award winning creative arts director. This person produced instructional art videos for students in Pre-kindergarten through 6<sup>th</sup> grades. “Mr. Color” videos were available to teachers, students, and parents, via the district YouTube channel.

A motor skills lab provided perceptual motor stations to enhance the fine and gross motor skills of students aged 4-8 years old. The motor skills lab was open to all students during regular physical education time during the school day.

The youngest learners (pre-kindergarten) and early adolescents (7<sup>th</sup>-8<sup>th</sup> grades) could attend Zero Period, an intense academic tutoring program provided before-school. For student in pre-kindergarten, free choice centers that aligned with the MS Early Learning Standards were available while others' children participated in small, teacher-directed group instruction focused on foundational literacy and early numeracy development.

For ELs, total immersion, with appropriate translation support, were practiced. Priority was given to ELs when scheduling and providing services. During each program component, these students received targeted English instruction from an EL interventionist and a program designed to address learning a foreign language. Corinth High and Middle School ELs who were significantly below grade level students were enrolled in an extended block class.

Students enrolled in the CSD were provided with a 3-week inter-session during October of 2021 and March of 2022. These intersessions were available because of the unique, extended school year calendar. Students could attend Foundational Studies program to receive intensive tutoring in the core academic subjects, ACT prep, financial literacy, and Credit Recovery. The structure of intersession, as well as a shortened summer schedule, was designed to prevent summer loss. Each day of intersession, *The Lighthouse* staff provided presentations on character education, dropout prevention, and mental health. Intersession also includes tutoring, ACT prep, and Credit Recovery. These activities were targeted at students enrolled in for 7-12<sup>th</sup> with the goal of lowering dropout rates. The lowest quartile of Prekindergarten students also received instruction to prevent regression. All libraries will remain open during each program component.

**Staffing.** The superintendent of CSD provided overall direction and guidance to the project. The Director of Literacy for CSD provide the day-to-day operational support to the each of the site coordinators and certified teachers who provided the services to students throughout the school day, intersession, and summer learning/enrichment program. The Director of Literacy conducted an initial program, in-person and zoom, to the site coordinators. This program was designed to introduce the goals and objectives of the program, day-to-day roles and responsibilities, and share means of communication between teachers, site coordinators, and project leadership. This individual also provided on-going technical support as needed. The site coordinators were

responsible for keeping attendance, allotting students to various classrooms to ensure maintenance of teacher to student ratios, coordination of snacks, and making sure students had transportation home at the end of each day. Appropriate teacher to student ratios of 15:1 were maintained throughout the 24-week program. All teachers were certified educators in Mississippi.

### **Attendance**

The Academy of Learning had a total of 69 students who attended at least one day during the program and had both Fall and Spring reading and math measures. Of those 69 students, 64 regularly attended (i.e.,  $\geq 30$  days) 21<sup>st</sup> Century activities.

## Progress Toward Goals and Objectives

The following evaluation questions guided the collection, analyses, and reporting of data to monitor the program’s support of students who regularly participated in the program ( $\geq 30$  days). For the following section, the evaluation question is presented with a summary table of results and / or a brief description of the results. All data were analyzed using SPSS (v. 28.1.1) or R (v.4.1.1). Mississippi MAAP data were not used for purposes of evaluating project impact because datasets were not available to the districts in a time conducive to analyses by the evaluation team. Data from iReady were available and used for purposes of monitoring the project’s impact on students

**Evaluation Question 1:** Five percent *annual* increase in the number of students meeting grade level expectations.

*Table: ELA*

	Attendance	n	Fall	Spring	Delta	Percent Proficient <sup>1</sup>	
						Fall	Spring
<b>Overall</b>	< 30 Days	<b>5</b>	<b>471</b>	<b>514</b>	<b>+44</b>	<b>20%</b>	<b>20%</b>
	$\geq 30$ Days	<b>64</b>	<b>475</b>	<b>519</b>	<b>+44</b>	<b>13%</b>	<b>23%</b>
Grade 1	< 30 Days	0					
	$\geq 30$ Days	8	403	446	+44	50%	50%
Grade 2	< 30 Days	0					
	$\geq 30$ Days	9	402	463	+60	0%	0%
Grade 3	< 30 Days	2	456	488	+32	0%	0%
	$\geq 30$ Days	13	467	511	+44	8%	31%
Grade 4	< 30 Days	1	349	458	+109	0%	0%
	$\geq 30$ Days	9	504	537	+33	11%	11%
Grade 5	< 30 Days	2	547	570	+23	50%	50%
	$\geq 30$ Days	14	513	559	+46	7%	14%

	Attendance	n	Fall	Spring	Delta	Percent Proficient <sup>1</sup>	
						Fall	Spring
Grade 6	< 30 Days	0					
	>= 30 Days	11	527	563	+36	9%	36%

<sup>1</sup> iReady proficiency = “at grade level” or better

*Table: Math*

	Attendance	n	Fall	Spring	Delta	Percent Proficient <sup>1</sup>	
						Fall	Spring
<b>Overall</b>	<b>&lt; 30 Days</b>	<b>5</b>	<b>433</b>	<b>456</b>	<b>+22</b>	<b>20%</b>	<b>0%</b>
	<b>&gt;= 30 Days</b>	<b>64</b>	<b>424</b>	<b>449</b>	<b>+25</b>	<b>22%</b>	<b>25%</b>
Grade 1	< 30 Days	0					
	>= 30 Days	8	368	400	+33	25%	38%
Grade 2	< 30 Days	0					
	>= 30 Days	9	384	417	+34	11%	11%
Grade 3	< 30 Days	2	423	431	+8	0%	0%
	>= 30 Days	13	413	441	+28	15%	23%
Grade 4	< 30 Days	1	385	446	+61	0%	0%
	>= 30 Days	9	436	459	+23	11%	11%
Grade 5	< 30 Days	2	468	486	+18	50%	0%
	>= 30 Days	14	450	476	+25	21%	29%
Grade 6	< 30 Days	0					
	>= 30 Days	11	469	480	+11	45%	36%

<sup>1</sup> iReady proficiency = “at grade level” or better

Please note: GPA data was not available at the time of evaluation.

**Evaluation Question 2:** Ten percent of students achieving a 5-point annual increase in GPA with “B” as the goal.

Please note: State test data was not available at the time of evaluation due to state-level data embargo.

**Evaluation Question 3:** Five percent *annual* increase in the percent of students scoring proficient on state test.

**Evaluation Question 4:** Twenty percent annual increase P-K students receiving intervention will meet grade K-level expectations as demonstrated by meeting the cut score on the state test.

**Evaluation Question 5:** Fifty percent of students will demonstrate an increase in positive school behaviors and commitment to remain drug/alcohol/tobacco free.

Formal data was not collected to evaluate this question; however, anecdotal evidence from educators across the district and frequency counts of office referrals suggest that the Academy of Learning improved behavior.

Please note: Due to COVID-19, the policy of both school districts and community organizations precluded parents from participating in on-campus events, volunteer or extra-curricular. Therefore, these questions could not be evaluated.

**Evaluation Question 6:** Fifty percent of parents will participate in at least 5 school events throughout the year.

**Evaluation Question 7:** Twenty-five percent of parents will volunteer to assist with school events.

**Evaluation Question 8:** An increase of twenty percent participation in parenting classes/activities over baseline.

## Conclusions and Recommendations

Central office staff, administrators, site coordinators, teaching staff, and support staff created an ambitious program designed to mitigate the impact of the learning gaps exacerbated by COVID-19. Closing learning gaps for students most at-risk for academic difficulties, lack of social-emotional development, and behavioral challenges is difficult in the best of circumstances. To implement such a program in the midst, and in spite, of the impact of COVID-19 on educators and families is exemplary. This is especially true given the goal of mitigating the impact poverty or learning English as a second language on learning. The goal of 21<sup>st</sup> CCLC is to implement programs that provide each child with an environment where their academic, physical, social-emotional, and nutritional needs are met. This goal was even more important as parents, their children, and educators worked during the second school year of disruptions due to COVID-19. In this regard, CSD used certified teachers and support staff dedicated to improving the academic, social-emotional, and behavioral well-being while putting themselves at risk. These educators exemplified their dedication to teaching the *whole child during* and *after* the school day as well as during summer enrichment

The results need to be interpreted with caution. As a general rule, the impact of 21<sup>st</sup> CCLC on the educational, social-emotional, and behavioral well-being of students is facilitated or limited by other initiatives being implemented during the school day. The 2021-2022 school year was disrupted due to measures taken to protect educators, students, and their families from COVID-19. For example, students who might otherwise attend school and then the 21<sup>st</sup> CCLC after-school program might have been quarantined due to a positive test or close contact. Certified teachers and staff might have been available one day

but not available for a stretch of time for the same reasons. COVID-19 might have also created stressors that may be associated with more student behaviors requiring higher levels of intervention. Importantly, CSD targeted their program at students who live in poverty. Research suggests that these students and their families might have been directly exposed to COVID-19 which could have limited their attendance in school and/or ability to participate in an after-school program. Students may not have been directly exposed to COVID-19, but the indirect exposure could have been just as impactful. For example, a parent's or caregiver's loss of employment could push a family who lived on the cusp of poverty into more a more dire situation. Importantly, the loss of academic learning time and social interactions may have resulted in such deep learning gaps that it will take more than a single school year to close even greater learning gaps.

In this interpretive context, the following recommendations are proposed. These suggestions will need to be considered in the context of educators and families working together during the third year of COVID-19 related impacts on schools and homes.

**Parent Engagement.** Corinth School District made outreach to parents a key goal for the 2021-2022 academic year. Unfortunately, school policy dictated that parents were not allowed into the schools during anytime of the school day. This step was taken to ensure the safety of parents, educators, and support staff. The 2022-2023 school may provide an opportunity for site coordinators and teachers to dedicate the time and effort to open the school doors to parents or caregivers. Staff may open the physical school doors or open the virtual school doors via technology. Educators, parents or caregivers, and their children achieved a level of acumen using video-conferencing tools (e.g., Zoom, Microsoft Teams), learning management systems (e.g., Canvas), and support tools (e.g., youtube.com) in an on-

going effort to support learning during the 2019-2020, 2020-2021, and 2021-2022 school years. The school district might blend face-to-face opportunities with digital tools to create models of parent engagement that leverage the best of both approaches to create a hybrid model of parent engagement. For example, project staff may sponsor an in-person open house, stream it on Facebook Live, and record it for broader dissemination to parents who might be interested in their children taking advantage of 21<sup>st</sup> CCLC during or after the school day.

**Technology.** A key active ingredient to the success of teachers, parents, and their children may be leveraging the benefits of technology to create and share opportunities that immerse students in high quality best practice and daily practice of key literacy and numeracy skills. For example, project staff might record an exemplary phonics lesson being taught by a teacher in the classroom, upload that video for use after school, then blend that direct instruction with independent practice on another piece of software. The impact of technology might be extended to use at home, especially for students who might be remote learners due to being immuno-compromised or quarantined due to COVID-19 or being in close contact with someone.

**Attendance.** This area is critical to closing the achievement gap. Project staff will need to increase the number of students who attend 30 or days during the school year as well as summer enrichment. Project leadership should explore incentives that may be used, either supported using funds from 21<sup>st</sup> CCLC or other sources, to entice parents or caregivers and their children to consistently participate in the initiative. Importantly, technology may be leveraged to include participation in 21<sup>st</sup> CCLC at home with appropriate means and

safeguards to ensure that students do in fact actively engage the key elements of the program.

**Professional Development.** Today, more than any other time during the past decade, classroom teachers and support staff need high quality professional development. The professional learning opportunities should balance the focus on literacy and numeracy with programming and support on the social-emotional and behavioral impacts of trauma on learning. The experience of COVID-19 during the past three school years may have added a layer of trauma on top of the pre-existing traumas that result from living in poverty or near-poverty. After school time periods provide for flexible use of time that may be operationalized by learning centers (i.e., classrooms) where students receive a balance of services aligned to their profiles. For some students, the balance of time may tilt towards academic and social-emotional whereas other students receive only academic support. A critical component to this professional development is providing teachers and staff with the observational tools to describe the impact of trauma on a student's academic, social-emotional, and behavioral growth. *Importantly*, project leadership needs to recognize that teachers and staff also experienced a great deal of stress during the past three school years. This needs to be recognized and managed so that educators and staff *want* to exert the extra effort required by working with students for extended amounts of time during the school day and summer enrichment.

**Communication.** In general, communication between leadership and site-based staff was exemplary during a challenging time period. Technology may be leveraged to increase communication with parents (e.g., goals of the program, lessons, progress) and among staff.

A digital newsletter, video messages, on-site and virtual open houses may each be used depending upon the goals and objectives of the communication.

## Biography of Evaluators

**Sean T. Hanlon, Ph.D.** (Chief Technology Officer). Dr. Hanlon has co-authored articles about approaches to estimate text complexity, assessment and instruction of reading and writing abilities, and use of technology as a component of educational programs to enhance personalized learning for students with learning, attention, and language differences. Dr. Hanlon has been the co-principle investigator on research and curriculum development projects funded by The U.S. Department of Education and private foundations. Most recently, Dr. Swartz was the co- principal investigator and project lead on *Literacy by Technology*, a three-year technology development project funded by the Bill and Melinda Gates Foundation (3 years, \$3,200,000). This technology is currently being scaled across the United States. He was also co-project director leading the development, testing, and scaling of *EdSphere*, a personalized learning platform in sites across the United States, Australia, Denmark, and Hong Kong.