Carrollton City Schools 21st Century Grant
Formative Evaluation Report
PALS
January 22,2024

A formative evaluation was conducted to assess the progression toward the goals set forth by the after school program, PALS, located at Carrollton Elementary School and in compliance with the guidelines of the 21stCCLC grant.
This report will be used to identify the practices and strategies that are on track to accomplish the goals and objectives set for the 23-24 school year. The report will also be used to identify changes that need to be considered in order to meet the goals and objectives that are not on track to meet by the end of the 23-24 school year.

There are four areas of focus, student attendance, program operation, objective assessment, and recommendations for maintaining success and for program improvement.
Each of these areas were reviewed during a staff data review meeting on November 1, 2023 along with a site visit at Carrollton Elementary School on January 22, 2024. The next data review is scheduled for February 7, 2024.

Student Attendance

PALS began on August 15, 2023. The total number of operating days to this point of the year, 1/22/24 is 65 days.

- Total Registered Students 253 (this is an increase of 19 students from the 22-23 school year)
- Regularly Attending Students 146 (this remains consistent from the 22-23 school year)
- Daily Average Attendance 123 (this is up 13 students from the 22-23 school year)
- Since returning in January 35 more students have joined the PALS program.

Program Operations:
PALS began August 15, 2023 this year. Based on my evaluation and data provided, all guidelines and requirements set forth in the grant are being met.
There is an average daily attendance of 123 students. The average attendance has been maintained throughout the year. There is a 7:1 student/teacher ratio each day. This allows for individualized attention and lessons designed to meet each individual need. The daily schedule allows for 90 Literacy block, a 30 minute Math time and 30 minutes of an enrichment activity.

New implementations this year include the following:

- The coordinators of the PALS program are in their third year leading the program. They have continued this year with restructuring and reorganizing schedules, academic focus, and enrichment activities. The coordinators are collecting some specific growth data on their third grade students. They have identified the students that have been in the PALS program since they became the coordinators and restructured the program. They will use the data from this cohort to determine if the new structures and academic focus have resulted in long term gains and success for these students.

- A new Milestones focus has been implemented for the 23-24 school year. Every Wednesday the third grade students in the program work on test preparation for the Georgia Milestones. The focus rotates each week reading, writing, math and then the rotation begins again. The coordinators are monitoring and collecting data on the success of this implementation. The determining factor will be the scores of the 2024 milestones.

- A schedule change has been implemented for the 2nd and 3rd grade students and teachers beginning during the second semester of this school year. Students now gather in the cafeteria first instead of going to their academic and rotation rooms. During the first 45 minutes they are doing their independent work on their chrome books. They have to complete 1 AR reading test and a I-Ready math and language assignment. They are supervised by 4 teachers. Making this change allows for the instructors that are traveling in from the college and coming in from team meetings to get to their classrooms and set up for instruction to begin. This has been a successful change.

- A goal for increasing percentages in all objective areas has been implemented. Based on the first and second nine weeks data, students are meeting and exceeding those goals.

Objective Assessment:

Based on review of data and instructional talks with the site coordinators and evaluator's observation all required components of the grant are being met. Student data shows academic growth of the students participating in PALS. All academic objectives and parent engagement objectives are exceeding the percentage set for the 22-23 school year.

OBJECTIVE STATUS

OBJECTIVE	FORMATIVE 1 & 2 COMBINED 1/22/2024		FORMATIVE 3	SUMMATIVE
1.1 - Increase the percentage of regularly participating students (attending 30 days or more) achieving a Grade Equivalent measure equal to typical or high gain (.8 or greater) by 2% on the STAR reading assessment.	**11/42=26%**	**47/145=32%**		
1.2 - Increase the percentage of regularly participating students (attending 30 days or more) achieving a Grade Equivalent measure equal to typical or high gain (.8 or greater) by 2% on the STAR math assessment.	**6/42=14%**	**39/145=26%**		
1.3 - 80% of regularly participating students (attending 30 days or more) will participate in independent reading to increase reading stamina to support school day reading.	**42/42=100%**	**145/145=100%**		
2.1 - 85% of regularly participating	**42/42=100%**	**145/145=100%**		

students (attending 30 days or more) will have no more than three office referrals for the school year.				
2.2 - 95% of regularly participating students (attending 30 days or more) will complete at least one service project during the year.	**39/42=93%**	**130/145=90%**		
3.1 - 80% of parents with regularly participating students (attending 30 days or more) will participate in at least one family involvement/parental participation activity.	**42/42=100%**	**135/135=100%**		
3.2) 75% of parents of regularly attending students (attending at least 30 days or more) will utilize the Parent Resource Center, engage in a parent/teacher conference, engage in an educational activity, or complete a survey about the program and offerings.	**36/42=86%**	**135/135=100**		

Program Commendations:

The new organizational structures of this program have maximized the efficiency of the program and as a result has maximized the instruction and learning for students in the program. All academic goals established for the grant are being met or exceeded at this mid-point formative evaluation, even with the increase in percentages for each area.

The program has exceeded all objectives set for the 22-23 school year.

Recommendations:

Program recommendations for the remainder of this year would include the following:

- Continue to track cohort groups of students in third grade. For the remainder of this year track progress on meeting the new goal percentage and growth percentage on STAR reading. Compare their growth data of these students over the last 3 years under the new restructure and leadership of the PALS program. Use the data to inform sustainability practices of the program.

- The Georgia Milestones focus day has been implemented since the second semester began. Monitor the progress of students in the areas of Reading, Writing and Math using milestones practice. Compare the milestones scores of 2024 to those of 23 to evaluate the effectiveness of this new component in the PALS instruction.

Recommendations for the 24-25 school year

- Raise all objective percentages. STAR percentage to 3% and the other objectives by 5% of what you currently have.

- Consider having students present data and growth to their grade level teachers and administrators.
- Have a family engagement afternoon where students present things they are learning to parents. This can be academic or enrichment.

- Think of ways you can get community organizations involved in the enrichment. For example: Have the Cultural Arts Department come over for a workshop with students. The police department to come do kid safety lesson for students. They can bring the K-9 dog. The local quilt museum will come over. Certainly check again on how high school organizations might be able to get involved and help.

Sustainability:

- Each coordinator focuses on a part of the program and does that part with fidelity. Tamera handles the structure, scheduling, student enrollment, and personnel. Taria handles making the lesson plans and instructional tools for each grade level. Both Tamera and Taria observe the teachers and overall program to continue to grow and improve. Teachers receive constructive feedback from the instruction and strategies they are using with their students. Chris collects and analyzes the data. She shares this information with the other directors, teachers and administration.

This new leadership design and structure of this program over the last year and half has made a productive and positive impact on this program.

GPRA CHECK

- Does your program serve students in grades 4 - 8? **NO**
    - If yes, do you have a process in place to ensure students who attend at least 1 hour of your program are identified as receiving 21st CCLC Student services in the Student Information System (SIS)? **N/A**

- Does your program serve students in grades 7, 8, 10, 11, and/or 12? **NO**
    - If yes, have you entered a math and reading/ELA grade into Cayen for the first semester for every student attending at least 1 hour in grades 7, 8, 10, 11, and/or 12? **N/A**

- Does your program serve students in grades 1 - 5? **YES**
    - If yes, do you have a plan in place to administer the survey provided by GaDOE?

- Do you have a process in place to ensure students who attend at least 1 hour of your program are identified as receiving 21st CCLC Student services in the Student Information System (SIS)? **YES**