



**STATE COMPENSATORY
EDUCATION
2019-2020**

FORT WORTH INDEPENDENT SCHOOL DISTRICT

FINAL REPORT

2019-2020 State Compensatory Education (SCE)

Purpose

According to the Texas Education Agency (2020), “the purpose of the State Compensatory Education (SCE) allotment is to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students and all other students and at-risk students and all other students”. Fort Worth ISD has several processes and procedures to ensure these allocations are used appropriately. Annual evaluation plans certify program implementation with fidelity.

With more than 78,000 students in 82 elementary schools, 29 middle schools and 6th grade centers, 21 high schools and 16 other campuses, Fort Worth ISD enjoys a diverse student population and strong community partnerships. Under the leadership of the superintendent, Dr. Kent P. Scribner, and the Board of Education, the District is undergoing a series of initiatives that will redesign, transform, and revitalize Fort Worth ISD Schools.

Our Mission is "Preparing all students for success in college, career, and community leadership"

COVID-19 caused a major disruption to education across the country in the spring semester of the 2019-2020 school year. Instructional practices and major programs had to regroup and shift to a virtual platform for conducting education and providing for student learning. Though that was a hard transition and created gaps, Fort Worth ISD was able to transition smoothly by conducting multiple surveys to quickly assess student/family needs and home situations. The district had to provide technology and internet services to thousands of families across schools, as well as continue food service, remedial instruction, mental health, and other services to ensure students were able to continue learning. Multiple innovations occurred in SCE funded programs that allowed for services to continue through the end of the school year. Most of these innovations included virtual platforms, activity kit drop off, and phone contacts to ensure continuation of critical services.

Methodology/ Approach: The purpose of the evaluation was to comply with the TEC §29.081 evaluation requirement that shows the effectiveness of the SCE program in reducing any disparity in:

1. Performance on assessment instruments between students at risk of dropping out of school and all other district students; and
2. High school completion rates between students at risk of dropping out of school and all other district students

Table 1. Fort Worth ISD 4-Year Federal Graduation Rate

Year	State	Region	District	Black	Hispanic	White	Native American	Asian	Pacific Islander	2 or More	SE	ED	ELL
18-19	90.0	90.8	86.2	80.8	87.7	87.7	90.9	91.2		80.8	64.6	86.8	71.7
17-18	90.0	90.6	86.3	83.5	87.4	84.7	91.7	84.3	83.3	91.2	68.2	88.0	68.7
16-17	89.7	90.5	84.8	80.5	86.4	85.8	66.7	81.6	83.3	80.0	66.9	87.9	63.2
15-16	89.1	89.6	82.8	81.6	83.1	87.3	71.4	63.3		90.7	64.3	87.3	58.8
14-15	89	89.3	82.4	78.8	83.7	87.5	66.7	64.4	50	78.9	60.5	90.6	56.2
13-14	88.3	88.7	81	74.3	82.6	85.7	77.8	75.8	100	88.1	57.2	74.1	34.7
12-13	88	88.3	79	72.7	81.2	82.9	87.5	68.7		79.7	53.2	16.9	40.6
11-12	87.7	87.6	79.5	71.8	82.5	83.3	66.7	66.3		77.9	55.9	14.1	33.5
10-11	85.9	86.6	79.7	74.4	80.2	86.5	65.7	84.3		79.2	68.4	14.0	36.3

Figure 1. Federal Four-Year Graduation Rate - No Exclusions

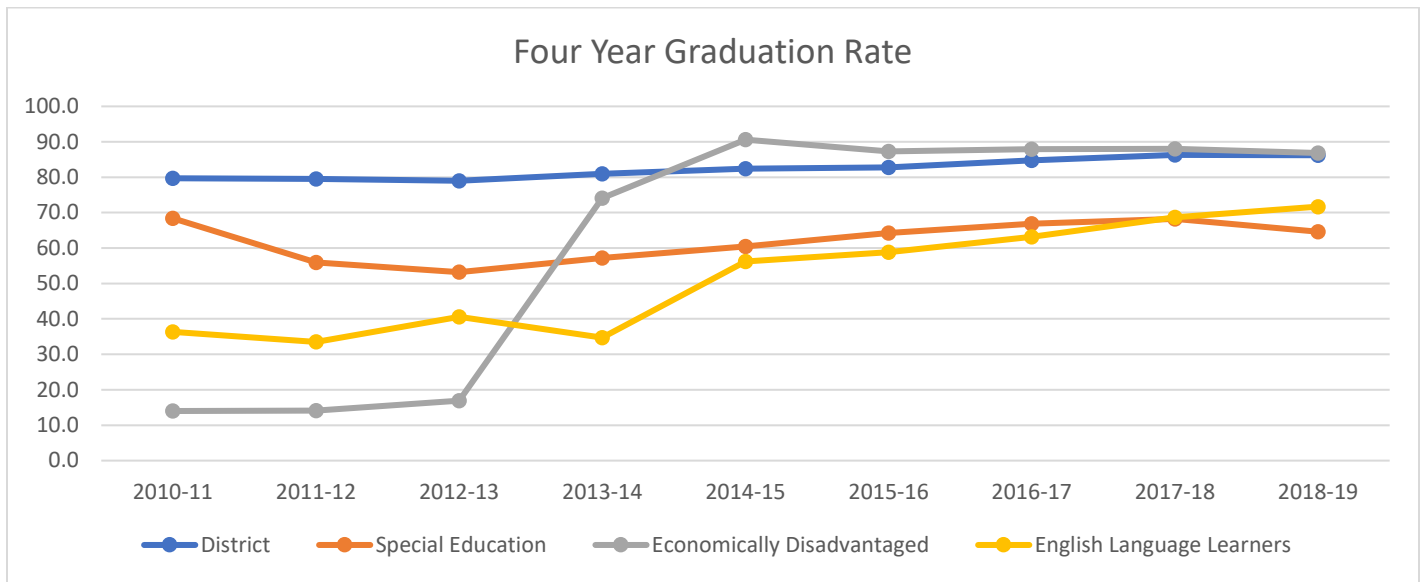


Figure 2. Annual Dropout Rate

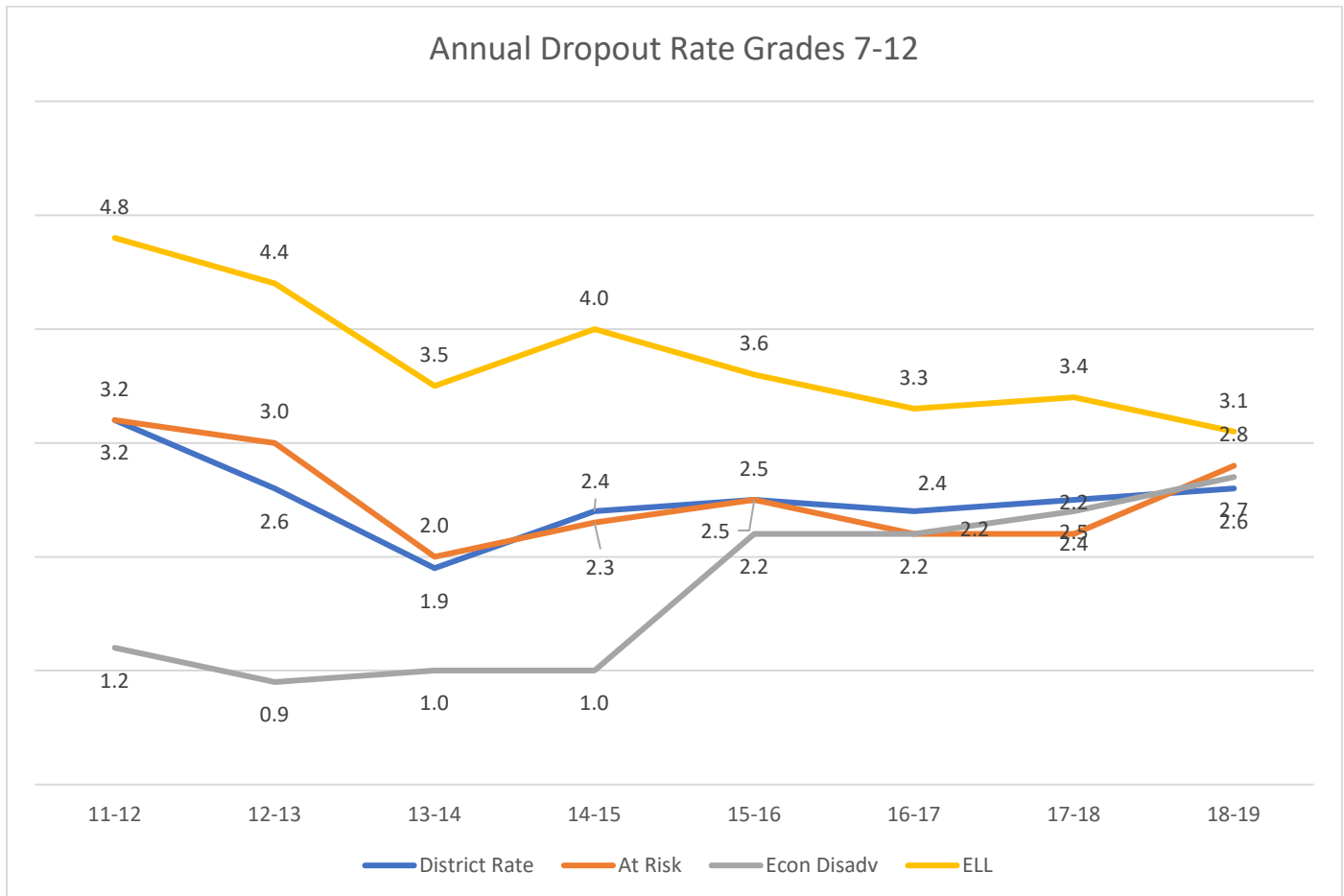


Table 2. SCE Fort Worth ISD Position Control Summary for 2019-2020

Position (Sub-Object)	Part Time	Full Time	Grand Total
ACADEMIC ACCELERATION	0	6	6
AVID	2	77	79
BASIC	14	201	215
BILINGUAL/ESL	1	4	5
CAREER LADDER	0	1	1
ENGLISH AS A SECOND LANG	2		2
ENGLISH/LANGUAGE ARTS	3	10	13
FOREIGN LANGUAGES	0	1	1
MATHEMATICS	12	15	27
ON CAMPUS INTERVENTION	3	13	16
PHYSICAL EDUCATION	0	96	96
PLATO LAB	0	9	9
READING	1	4	5
SCIENCE	0	36	36
SOCIAL STUDIES	0	10	10
SUMMER SCHOOL-MAKEUP PROG	0	1	1
THEATER ARTS	0	1	1
TRUANCY COURT	0	47	47
TURNAROUND PLAN	0	1	1
TUTORIAL PROGRAM	0	1	1
Grand Total	38	534	572

Intervention Services

Intervention Services serves students who are experiencing difficulties either on or off the school campus. Staff work collaboratively with students to develop healthy coping strategies and solutions, that enables them to return to a healthy level of functioning in life and to improve performance in the classroom.

Each Fort Worth ISD secondary campus and several elementary school campuses have at least one full-time, dedicated Intervention Specialist. In addition, staff support students at the District Alternative Education Placement (DAEP) campuses, the new Leadership Academies, and provide case managers at several campuses.

Staff includes professionals with training and experience in the areas of social work, marriage and family therapy, counseling, prevention and chemical dependency. All are licensed and/or certified in their areas of expertise. Each works closely with school personnel and students can be referred for services by their teacher, counselor, parent, friend or self. Measures are taken to ensure confidentiality and parents are engaged in services as necessary or as requested by the student. The Case Managers work closely with a caseload of 10-15 students, providing a higher level of support to engage parents, provide access to needed services, and reduce risk of failure or expulsion due to behaviors.

Services include:

- Individual and group counseling
- Crisis Intervention
- Peer Mediation
- Nurture Groups
- Restorative Circles
- Social Skills Instruction
- Life Skills Instruction
- Leadership Development
- Consultation referrals to community resources
- Referrals to community resources
- Limited case management and/or home visits
- Transitional support for returning students
- Staff Development
- Student retreats
- Participation on various campus-based teams

Service	Students	Contacts	Hours
Grand Total	24,707	92,478	53,934
504 Services	18	20	13
Academic Learning (Progression Plans)/6 Year Plans	4	4	2
ARD meeting	14	15	9
At Risk Student	1	1	0
Attendance Conference/Review	18	396	5
Behavior consult	1	1	0
Behavioral	3	3	1
Character Education	518	591	271
Check-In	2,457	6,446	1,000
Classroom Assistance	555	1,128	669
COC	12	13	7
College Readiness Access	1	1	0
College/Career Coaching/Advising	1	1	0
College/Career Readiness Education	30	64	109
Community Event	251	283	291
Conference	2,850	7,411	7,121
Cool Down	324	903	319
Coordination of Tutoring Services	16	16	45
Counseling with Student(s)	1	1	1
Court Action	4	4	1
Crisis Intervention	533	774	710
DAEP Orientation/Enrollment	108	132	73
DAP	6	6	3
Data review	4	6	1
Financial Aid	52	356	74
Financial assistance	297	335	166
Follow-Up	1	1	0
Girls Advisory Board	62	227	169
Goal Setting/Planning	7	128	5
Group Counseling	2,688	5,799	4,016
Helping Hands	3	6	1
Home Visit/Attempt	69	83	35
Homeless services	23	34	14
Individual Academic Planning w/Graduation Planning/Endorsements	20	21	10
Individual College/Career/Coaching/Advising (Exploration)	2	2	0
Individual Counseling	4,385	10,564	5,291
Info/Referral/Follow Up	2,901	10,239	2,424
INOK Activity	1,988	6,403	3,127
Interpersonal Effectiveness	462	2114	203
Job/Career Readiness Training	12	23	22
Life skills instruction		372	
MAM Assessment	2	3	2
MAM Discharge	1	2	1

MAM Group Counseling	1	3	6
MAM Individual Counseling	1	1	0
Manifestation Determination ARD meeting	1	1	1
Mentoring	8	12	3
Motivation to Achieve	737	2,747	1,308
MTSS services	7	7	3
My Brothers Keeper	57	240	177
Nurture Group	77	164	76
Observation	189	241	118
OCI Orientation/Discharge Meeting/Follow Up	323	671	233
OCI/ISS Group Counseling	2,877	9,261	9,124
Parent Notification	162	566	72
Peer Mediation/Conflict Resolution	1,231	2,071	841
Program Introduction (APS)	2,049	2,169	431
Provided Sexual Health Services Information	4	8	3
Providing Information/Resources	372	372	279
Relationship Building	28	37	10
Relationships Skills	798	1461	575
Response to Intervention Support	1	1	1
Responsible Decision Making	2,864	4,870	3,101
Restorative Circle	857	1,409	742
Safety Check Follow Up	179	211	85
SART meeting	6	17	3
Scholarship Assistance	2	2	1
Scholarship Awareness Education	1	1	0
Securing Required Documents (APS)	31	62	9
Self Awareness	775	2,316	1,006
Service Learning	12	15	8
Social Awareness	286	935	248
Social Skills	698	1000	493
Social Skills Instruction	199	542	306
Student Assessment of Coping Skills	88	88	38
Student Health Education/Training	1,950	2,274	751
Student Picked Up	3	28	3
Student Support Plan Development	711	1186	360
Student Support Plan Review	406	540	132
Student Voice/Leadership Development	685	1,608	771
Suicide Prevention Education	8,712	14,074	5,643
Suicide Risk Assessment	248	356	278
Telephone Call/Telephone Call Attempt	393	724	108
Transition Visit	240	581	245
Transportation Assistance	16	21	19
Trauma Risk Assessment	3	3	3
Uniform Assistance	108	166	53
Violence Risk Assessment	60	95	67

School Engagement and School Completion: Stay in School Coordinators

The mission of the Department of Student Engagement and School Completion (SESC) is to engage all the stakeholders in implementing initiatives to ensure students graduate from high school fully prepared for post-secondary education.

We Believe:

- Every student has a dream that is achievable
- Every student has the capacity to learn
- Every student deserves an education
- Every student has a voice that should be heard
- Every student benefits from a positive mentor
- Every parent should be engaged in their child's education
- Every staff member makes a difference in a student's life

Services	Students	Contacts	Hours
Grand Total	20,329	51,193	25,379
Academic Learning (Progression Plans)/6 Year Plans	2	2	1
ARD meeting	14	14	11
Attendance Conference/Review	362	533	246
Check-In	666	871	627
Classroom Assistance	77	102	263
COC	1	1	0
Community Event	88	878	95
Conference	1,908	3,092	1,165
Court Action	197	212	208
DAEP Orientation/Enrollment	10	33	2
Data review	1,085	1,757	833
Financial assistance	19	21	3
Home Visit/Attempt	751	870	356
Homeless services	2	3	0
Individual Academic Planning w/Graduation Planning/Endorsements	1	1	0
Info/Referral/Follow Up	6,407	13,008	4,157
INOK Activity	2	3	1
Mentoring	1	1	0
Motivation to Achieve	55	55	41
MTSS services	5	5	2
Observation	5	6	0
Program Introduction (APS)	18	169	36
Provided Sexual Health Services Information	1	1	1
Relationship Building	786	786	517
SART meeting	4,376	6,675	5,485
Securing Required Documents (APS)	4	6	2
Student Support Plan Development	12	37	9
Student Support Plan Review	1	2	0
Telephone Call/Telephone Call Attempt	1,426	1,785	613
Uniform Assistance	1	1	0
Warning Letter	14,197	20,264	10,705

Fort Worth Independent School District

Fort Worth After School 2019-20 Evaluation Report

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Earth Month
Don't Give Up
More Fun

Don't Give Up
More Fun

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Introduction

Program Overview

This report provides an evaluation of the Fort Worth After School Program (FWAS), as operated in 2019-20 in Fort Worth Independent School District (FWISD). This was the 20th year of FWAS operations.

In 2019-20, FWAS served more than 6,000 students at 76 sites across the school district. This was the same number of sites FWAS served in 2018-19. This year the program served 17% fewer students than last year.

Changes from Last Year

In large part, the programming of FWAS was the same this year as in 2018-19. However, COVID-19 impacted operations in the latter half of the year. Typical in-person operations ended on March 6, 2020. The FWAS program pivoted and interacted with students online, where possible. Statewide end-of-year student assessments were cancelled. The district did not allow stakeholder surveying.

Evaluation Methods

In a typical year, the evaluation of the FWAS program includes both quantitative and qualitative methods. In last year's evaluation, this evaluation used:

- surveys of students, parents, principals, FWAS staff, and daytime teachers of FWAS students to assess perceptions regarding the program and its impact;
- student demographic, attendance, discipline, and academic data;
- site observation records completed by the FWAS site coordinators;
- input from FWAS staff, program director, and the FWISD grant coordinator;
- individual interviews with the FWAS site coordinators; and
- a focus group of principals.

However, due to COVID-19, certain tools were unavailable. For 2019-20, FWAS is being evaluated on student demographics, attendance, discipline, and academic data.

Report Organization and Conventions

This report is organized in this manner:

- Chapter 2 – student characteristics;
- Chapter 3 – program operations;
- Chapter 4 – stakeholder perceptions;
- Chapter 5 – program outcomes; and
- Chapter 6 – conclusions and recommendations.

Where possible, comparisons to prior years are provided. In those cases, triangles indicate whether there was an increase (▲) or decrease (▼) from the previous year. A circle (○) indicates no change from the previous year.

All photos used in this report were pulled from those submitted by FWAS staff and site coordinators over the course of the year.

Acknowledgements

Prismatic gratefully acknowledges the assistance of the following individuals in the performance of our onsite research, data analysis, and in the preparation of this report:

- Mr. Miguel Garcia, Jr., FWAS program director; and
- Dr. Terri C. King, FWISD grants compliance and monitoring coordinator.

Prismatic also thanks the staff who provided time, assistance, observations, and data for this review.

isosceles Δ equilateral Δ perimeter
mixed number expanded notation product expression
quotient composite proper fraction length
reasonableness numerators sum metric system

Research Centers
Centro de Investigación



Physical Activity Minutes per Week by Age

Age Group	Minimum	Recommended
6-17	60	90
18-24	75	150
25-34	75	150
35-44	75	150
45-54	75	150
55-64	75	150
65+	75	150

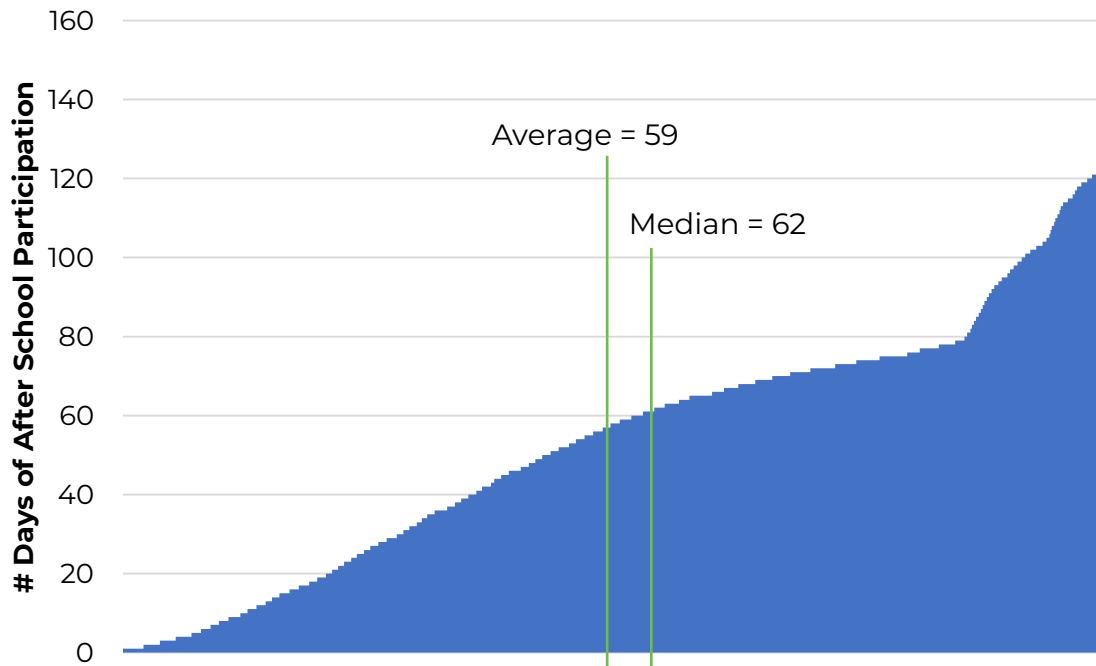
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Student Characteristics

Student Profile

On average, students participated in 59 days of after school programming in 2019-20, a decrease of 20 days over last year. The median days of participation was 62 (-20 days from 2018-19). The onset of COVID-19 cut the school year and after school programming short in Fort Worth ISD, and this is reflected in the reduced attendance numbers for FWAS programs. Graphing the number of attendance days for each student, the curve is smooth but has an inflection point around 80 days, which reflects the fewer days offered per week at some sites.



For 2019-20, most students, 93.2%, attended five or more days of after school programming. This was 0.5 percentage points lower than last year. Of the 1- to 4-day registrants this year, most were middle school students (69%).

Trend in Number and Percentage of Students Registered for After School

Program Year	School Year	# of Sites	Total Registrants	# of Registrants <5 days	# of Registrants 5+ days	% of Registrants 5+ days
2	01-02	56	4,654	151	4,503	96.8%
3	02-03	56	4,525	103	4,422	97.3%
4	03-04	59	7,995	1,063	6,932	86.7%
5	04-05	65	10,293	907	9,386	91.2%
6	05-06	69	12,090	1,373	10,717	88.6%
7	06-07	74	13,853	1,115	12,738	92.0%
8	07-08	74	14,083	2,552	11,531	81.9%
9	08-09	84	14,908	2,101	12,807	85.9%
10	09-10	85	16,846	2,533	14,313	85.0%
11	10-11	85	17,794	2,996	14,798	83.2%
12	11-12	94	18,620	2,484	16,136	86.7%
13	12-13	94	16,806	1,915	14,891	88.6%
14	13-14	89	16,219	2,739	13,480	83.1%
15	14-15	85	13,352	1,768	11,584	86.8%
16	15-16	85	12,189	1,509	10,680	87.6%
17	16-17	79	9,252	894	8,358	90.3%
18	17-18	80	8,687	554	8,133	93.6%
19	18-19	76	7,289	461	6,828	93.7%
20	19-20	76	6,074	407	5,667	93.2%

FWAS serves a diverse student group, roughly evenly divided by gender. Slightly more than one-third of participants are learning English and nearly all are in poverty. The primary groups that attend FWAS are African American and Hispanic students, making up 92% of the attenders. There is an increase in the proportion of African American student attendance above 90 days of attendance, matched by a drop in Hispanic student attendance in the same strata. There is also a marked drop in LEP status above 90 days of attendance.

Overall, the average student is a Hispanic girl in elementary school who qualifies for free or reduced-price meals and has been district-identified as At-Risk.

2019-20 Demographics	# of Days of After School Participation						Overall
	<5	5-29	30-59	60-89	90-119	120+	
Total Students	407	1,221	1,394	2,113	598	341	6,074
Elementary Level	29%	53%	62%	86%	99%	100%	66%
Female	48%	55%	51%	51%	52%	52%	52%
Male	52%	45%	49%	49%	48%	48%	48%
Ethnicity:							
African American	35%	34%	35%	30%	60%	45%	36%
Hispanic	57%	60%	58%	63%	31%	45%	56%
White	4%	3%	5%	4%	5%	5%	4%
Other	4%	3%	2%	3%	3%	6%	3%
Free /Reduced Lunch	92%	90%	90%	89%	90%	88%	90%
Limited English Prof.	45%	41%	39%	42%	25%	37%	39%
Identified as At-Risk	76%	73%	71%	68%	66%	67%	71%

Students could be identified as At-Risk for multiple reasons. Most FWAS student this year were identified as At-Risk in at least one area (69%).

2019-20 Demographics	# of Days of After School Participation						Overall
	<5	5-29	30-59	60-89	90-105	120+	
Total Students	407	1,221	1,394	2,113	598	341	6,074
Identified for Support	76%	73%	71%	68%	66%	67%	69%

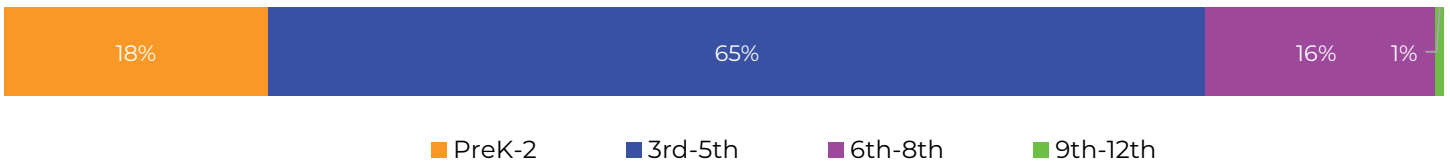


Demographics of 30+ Days FWAS Students

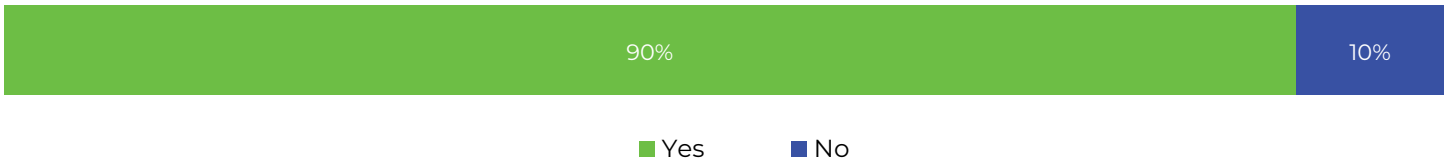
Ethnicity Breakdown



Grade Breakdown



Free/Reduced Meal Eligible



ELL



Trends

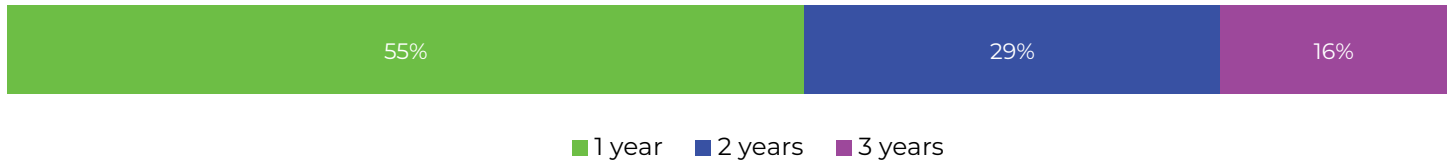
Over the past six years, the gender and ethnic breakdown has been largely unchanged. The change in the grade groups served reflects mostly the programmatic changes in FWAS. The percentage of FWAS students who are identified as limited English proficient has increased over the past six years. The process of identifying students as being At-Risk changed in 2016-17, so prior year figures are not comparable. Between 2016-17 and 2017-18, district staff provided clarification to school-based staff on how to record whether a student is considered At-Risk, so those figures are also not entirely comparable. Between 2018-19 and 2019-20, the served population of At-Risk students decreased slightly.

Trend in Demographics – Students with 5+ Days of FWAS Participation

Demographics	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Males	52%	51%	51%	51%	49%	48% ▼
Females	48%	49%	49%	49%	51%	52% ▲
Ethnicity:						
African American	34%	32%	34%	35%	35%	36% ▲
Hispanic	56%	58%	58%	58%	57%	57% ●
White	6%	6%	5%	5%	5%	4% ▼
Other	1%	4%	3%	3%	3%	3% ●
Grade:						
PK-2	11%	10%	12%	14%	15%	16% ▲
3-5	39%	40%	48%	51%	56%	61% ▲
6-8	36%	34%	39%	34%	28%	22% ▼
9-12	14%	16%	1%	1%	1%	1% ●
Free/Reduced Lunch	82%	85%	89%	91%	94%	90% ▼
LEP Status	30%	31%	32%	34%	37%	39% ▲
At-Risk Status	74%	76%	82%	79%	69%	66% ▼

Forty five percent of students have been in the program for at least two years, and 16 percent have been attenders for the past three. This indicates a level of popularity among students and parents.

Years of FWAS Participation



45% of this year's students were returnees from last year.



Program Operations

Program Overview

In operation for 20 years, in 2019-20, there were 76 program sites, with 66 funded through FWISD/CFW and 10 through CCLC. The 10 CCLC sites were funded by TEA and managed through Clayton Youth; for these 10, the FWAS program had little oversight or responsibility, per TEA.

Program Year	School Year	Total Schools	FWISD/CFW			CCLC		
			ES	MS	MS/HS	ES	MS	MS/HS
1	00-01	52	47	5	0	0	0	0
2	01-02	56 ▲	47	3	0	0	6	0
3	02-03	56 ●	47	3	0	0	6	0
4	03-04	59 ▲	46	2	0	2	9	0
5	04-05	65 ▲	42	4	0	6	11	2
6	05-06	69 ▲	45	5	0	6	11	2
7	06-07	74 ▲	42	3	0	10	14	5
8	07-08	74 ●	42	3	0	10	14	5
9	08-09	84 ▲	40	0	0	12	23	9
10	09-10	85 ▲	44	1	0	8	22	10
11	10-11	85 ●	44	1	0	8	22	10
12	11-12	94 ▲	43	1	0	15	24	11
13	12-13	94 ●	43	1	0	15	20	13
14	13-14	89 ▼	46	3	0	12	18	8
15	14-15	85 ▼	56	0	0	12	13	4
16	15-16	85 ●	46	10	0	12	13	4
17	16-17	79 ▼	47	13	0	11	8	0
18	17-18	80 ▲	48	13	0	11	7	1
19	18-19	76 ▼	48	17	1	10	0	0
20	19-20	76 ●	48	17	1	10	0	0

Daily Operations & Activities

Most FWAS sites operated Monday through Thursday, but some operated Monday through Friday or Tuesday through Friday. Most also offered supper as part of the program schedule.

Student Selection

Typically students in FWAS are identified by the district as At-Risk in some respect, such as poor academics. When asked to rank various selection methods used, site supervisors/academic liaisons ranked the possibilities last year in this order of importance:

- open enrollment, anyone can come (ranked as the most frequent method by 34% in 2018-19);
- students are selected or referred by school personnel (ranked as the most frequent method by 21% but #1 method overall - ranked as the first or second most frequent method by 47%);
- low performing student status (ranked as the most frequent method by 17%);
- parent request (ranked as the most frequent method by 13%);
- latch-key students (ranked as the most frequent method by 4%); and
- first come, first served (least used method overall; ranked as the most frequent method by 10%)

Student Program Attendance

In 2019-20, FWAS served a total of 6,074 different students. Each program site had a specific minimum target for the number of students it was expected to serve each day (program slots, which this year ranged from 30 to 125); on a daily basis, FWAS had 4,550 slots (up from 4,500 the previous year). Each program site also had a specific number of days of program operation (ranging from 99 to 137 days). Comparing the number of days students participated to the total number of slots and days available provides a measure of programming efficiency. This year, across all program sites, the FWAS program operated at 70% of daily capacity, which was a decrease from the 91% of last year.

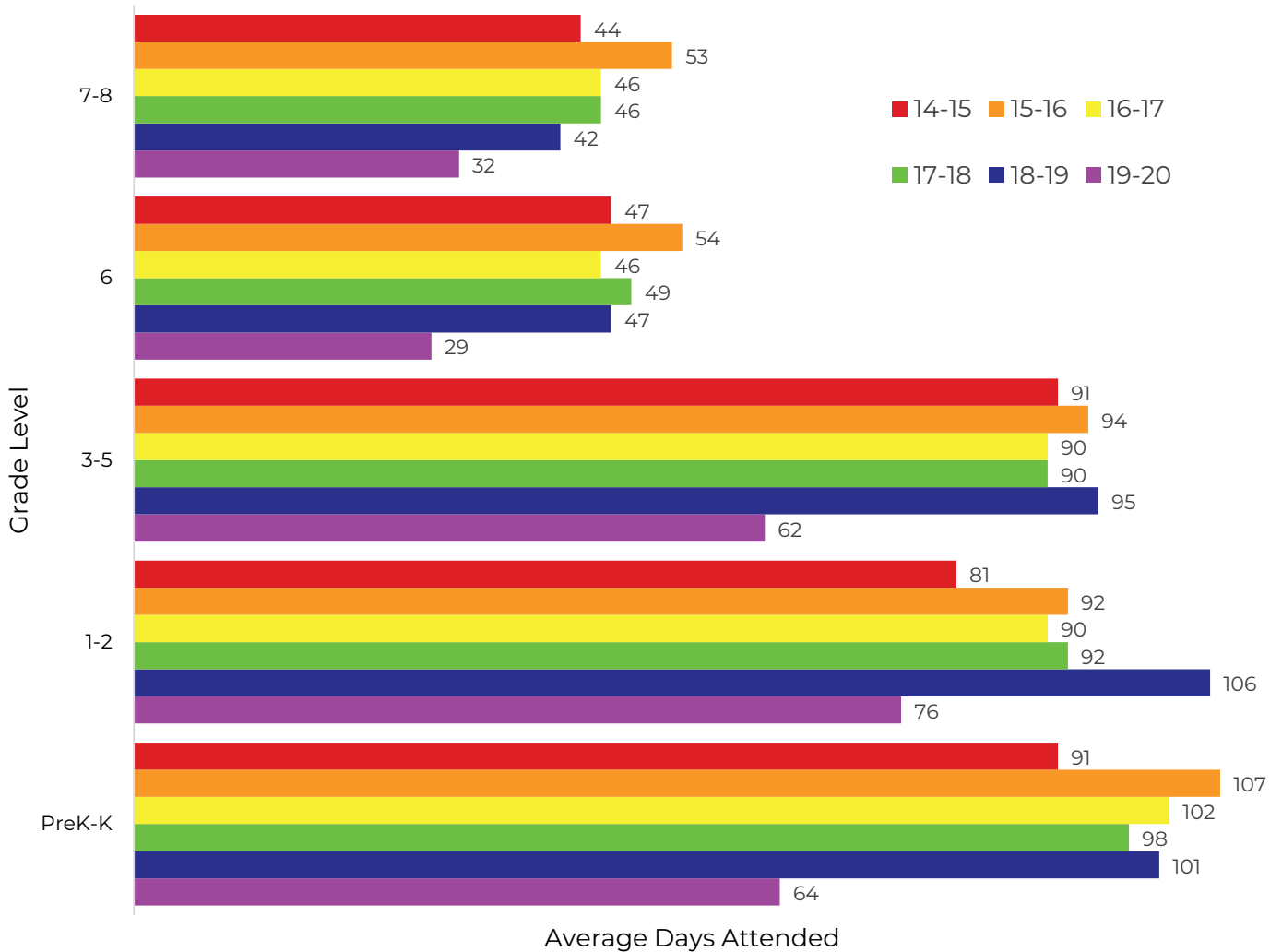
On a typical school day, there were 4,550 FWAS spots across the district and 70% were filled.

Program Enrollment Efficiency This Year

Site Type	# of Sites	Average Daily Attendance	# of Slots	% Slots Filled per Day
General Fund Programs				
ES	44 ●	1,472 ▼	2,200 ●	67% ▼
MS	17 ●	415 ▼	750 ▼	72% ▲
Total General Fund	61 ●	1,887 ▼	2,950 ▼	63% ▼
General Fund - Rainwater Programs				
ES	4 ●	331 ▼	390 ▲	85% ▼
MS	1 ●	31 ▼	100 ▲	31% ▼
Total Rainwater	5 ●	361 ▼	490 ▲	74% ▼
Clayton Cycle 9 Programs				
ES	10 ●	1,177 ▲	1,110 ●	106% ▲
All Programs				
ES	58 ●	2,980 ▼	3,700 ▲	75% ▼
MS	18 ●	446 ▼	850 ▼	52% ▼
Total	76 ●	3,426 ▼	4,550 ▲	70% ▼

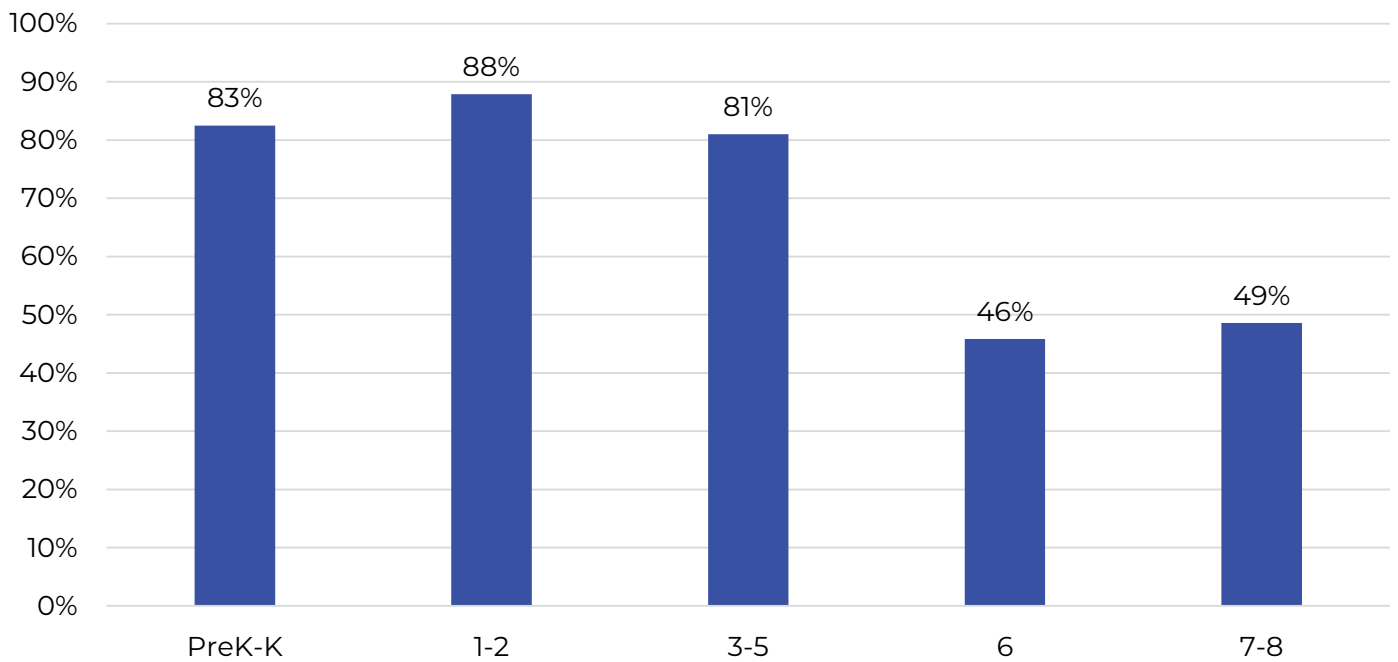
For students who participated in the program 5+ days, the average number of days they are in the program tends to decrease in later grades. Average attendance in 2019-20 is lower than in previous years due to curtailed programming as a response to COVID-19.

Trend in Average Days Attended by Grade



Another important measure of attendance is the number of students participating in the program 30+ days. This level of program involvement is used by the 21st Century program to identify a minimum standard of program attendance that students are expected to achieve. Overall, 78% of those attending FWAS 5+ days achieved the 30+ day standard, which was a slight decrease from the 80% mark of last year.

Percentage of Students Attending FWAS 30+ Days This Year



Stakeholder Feedback on Operations

In typical years, five of the six stakeholder surveys fielded by FWAS include several questions related to program operations. Due to COVID-19, these surveys were not fielded this year. However, data from prior years were largely positive.



Site Observations

Site observations are the primary formal method by which FWAS monitors the operations of individual school programs. Each of the FWAS coordinators was assigned a specific set of schools to support and monitor during the year.

The FWAS coordinators recorded a total of 139 site observations this year. 63 sites for which FWAS had responsibility received at least one visit; on average, sites received 2.2 visits, down from 3.6 visits per site last year. This decrease is attributed to COVID-19.

Number of Formal Observations per Site This Year

# of Site Visits	# of Sites
One visit	17▲
Two visits	21▲
Three visits	24▲
Four visits	2▼
Five visits	0●

In site observations, the FWAS coordinators rated 44 different program aspects in 8 areas, then rated as many as 4 program activities on 4 aspects, using a rating scale from 1=*poor* to 4=*excellent*. This year, the average rating by observation area was 3.01. In most areas the average rating was below that of the previous year.

Coordinator Formal Site Visit Mean Ratings

Rating Area	Mean	Standard Deviation
Environment/Climate	3.52▼	0.45▲
Administration/Organization	3.29▼	0.48▼
Relationships	3.45▼	0.45▲
Staffing/Professional Development	3.25▼	0.40▼
Program and School Day Alignment	3.18▼	0.50▲
Youth Participation/Engagement	3.01▼	0.50▲
Parent/Family/Community Partnerships	3.17▼	0.34▼
Programming/Activities	3.19▼	0.56▲
Activities	3.39▲	0.39▼

The site rating averages decreased almost categorically compared to last year. The only exception was the ratings of activities, which rose 0.03 percentage points. The decrease in the means may be due to a lack of end-of-year data, when one might expect to see implementations that raise observation scores.

Analysis of scores by FWAS coordinators indicates some statistically significant variation in scoring ($p < .01$). Analysis of scores by site type also indicates statistically significant variation in scoring in the Program and School Day Alignment area. Sites managed by a CBO scored lower in this area than site-managed programs (average score of 3.02 versus 3.44, $p < .01$). The differences in rating in Program and School Day Alignment have been statistically significant for the past three years, with site-based programs outscoring CBOs. This difference could reflect underlying variation by management type in how sites approach program and school alignment.

Coordinator Feedback

In a typical year, Prismatic conducts individual interviews with each FWAS coordinator in June, using a semi-structured interview guide. Several of the questions relate to program operations. Due to COVID-19, these interviews were not conducted this year.

Among the challenges last year, the coordinators identified:

- challenges for sites in operating with a reduced budget;
- some turnover among site supervisors and principals; and
- ongoing challenges in keeping all sites fully staffed. Coordinators reported this as a problem at many schools, including those that are site-based and those managed by a CBO.

Based on e-mails and discussions with grant staff in the first part of 2019-20, these areas continued to be challenging this year.

Monday Messages

Throughout 2019-20, one of the FWAS coordinators developed and distributed an inspirational message to program staff each Monday. Compiled below, it is evident that substantial effort was put into this program.

Date of the Message	Message Topic
August 19, 2019	Reverse engineering and goal-setting
August 26, 2019	The preciousness of time
September 3, 2019	Integrity and honesty
September 9, 2019	The value of failure
September 16, 2019	Having an intentional recruitment strategy
September 23, 2019	The necessity of social interactions and being a hero to students
September 30, 2019	Priceless gifts and actions of selflessness and wisdom
October 7, 2019	Viewing a positive attitude as a universal tool for success
October 14, 2019	Keeping an eye on the big picture
October 21, 2019	Using gifts and passion to inspire and better students
October 28, 2019	The difference between relaxing and reloading
November 4, 2019	Morality and the importance of modeling ethical decision making
November 11, 2019	A lesson in continuing to move forward when plans are derailed
November 18, 2019	Giving your best effort in professional service
December 2, 2019	Inclusion
December 9, 2019	Dealing with unexpected problems
December 16, 2019	Happiness and meaningful relationships
January 7, 2020	Being conscious and unafraid of mistakes in order to improve
January 13, 2020	Keeping an open mind to a change in project direction
January 21, 2020	Listening
January 27, 2020	Motivation and inspiration from Danielle "Boogie" Wilson
February 2, 2020	Arthur Ashe and a mindset of service
February 10, 2020	Safety and program quality controls
February 17, 2020	Encouraging acceptance
February 24, 2020	Keeping pace and the marathon of after school programs
March 2, 2020	Recharging for a return to after school
March 16, 2020	"Focus on Five" and building successful relationships
March 24, 2020	Inspiring community service
March 30, 2020	Chance encounters
April 6, 2020	Finding joy in giving

Activities this Year

Hispanic Studies, TA Sims Elementary School

By: Darnell Giddings, Site Supervisor

The students at Sims studied different Hispanic personalities who have made their mark in today's society. The students were challenged to create a bookmark that would signify or describe their personality. The original quotes that the students came up with were used in our Book Club in preparation for the upcoming Battle of the Books. They also serve as a placeholder when we conduct our D.E.A.R. (Drop Everything And Read) activity. Improving reading skills is one of our metrics goals.



Meal Service, D. McRae Elementary School

By: Brandi Irons-Williams, Site Supervisor

One of the signature components of the Fort Worth After School programs is our meal service – different vendors provide complete hot or cold meals to every after school campus that wants them at the conclusion of the program daily, not only to the after school participants but to any school-aged child that wants one. This program is run through FWAS, under the capable oversight of Charlece Thomas-James, one of the FWAS Program Coordinators; we are dedicated to impacting the “food deserts” within our district’s boundaries. Ms. James projects that about 500,000 meals will be served this year.



Changing States of Matter, TA Sims Elementary

By: Darnelle Giddings, Site Supervisor

The students at Sims studied about the changing state of matter in Science. They also studied measurements in Math. In Physical Ed., they studied the different types of movement. The culminating activity was a favorite of the students, making ice cream in a bag. The students had to recall the different ingredients and the amount it would take to prepare for their team. Our theme this year is Toy Story and our team names are Woody, Forky, Mr. & Mrs. Potato Head, and Buzz. After the ingredients were mixed together, the music started and the shaking began. The students had a chance to use chocolate milk, white milk, and half and half. They enjoyed the activity and the tasty treat. Way to go, Brilliant Bulldogs!





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Stakeholder Perceptions

In a typical year, a majority of student respondents have positive perceptions regarding the FWAS program in every area of inquiry. However, due to COVID-19, stakeholder surveys were not administered.



Program Outcomes

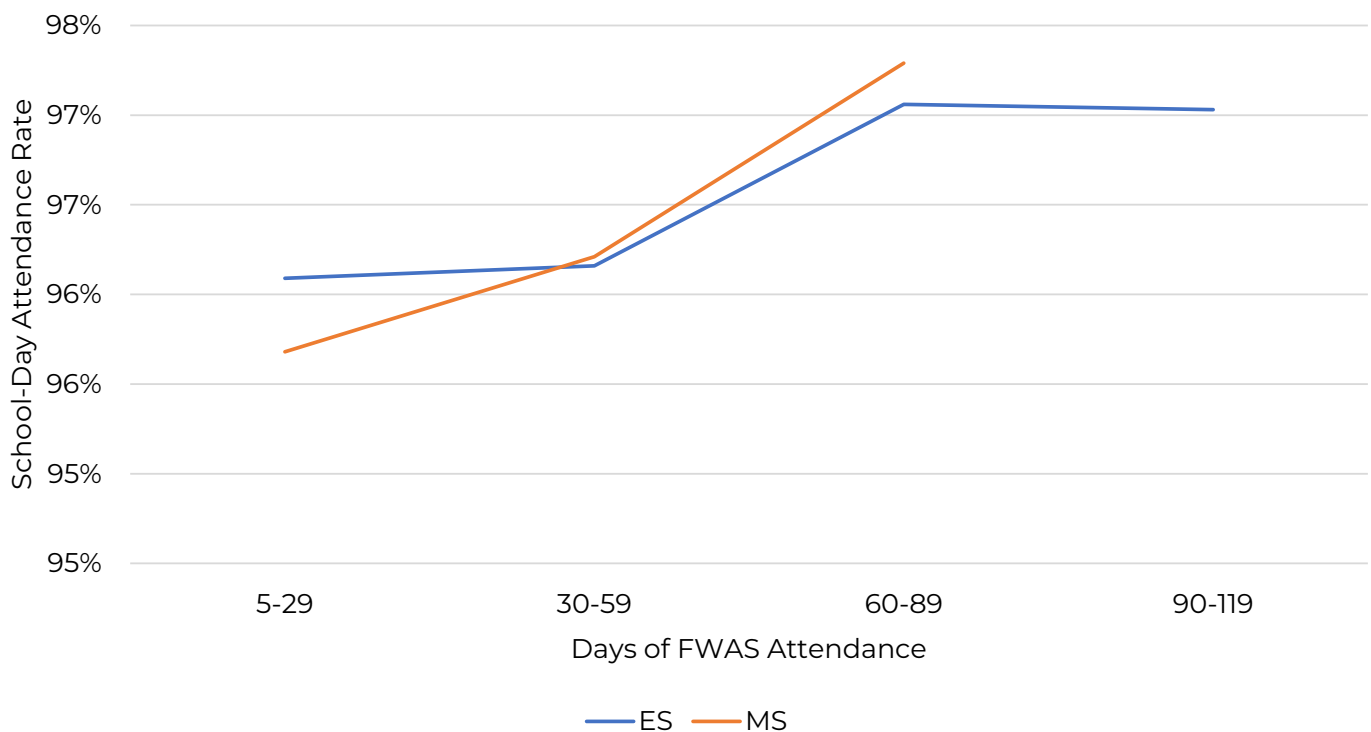
Student Outcomes

Student School Attendance Outcomes

The more students attended the FWAS program, the higher their regular school-day attendance. The correlation between FWAS and school-day attendance was statistically significant ($r=.146$, $p<.01$).

Both elementary and middle school students this year had higher levels of school-day attendance at every point, compared to elementary/middle students last year. These data do not include students from the Clayton Cycle 9 schools.

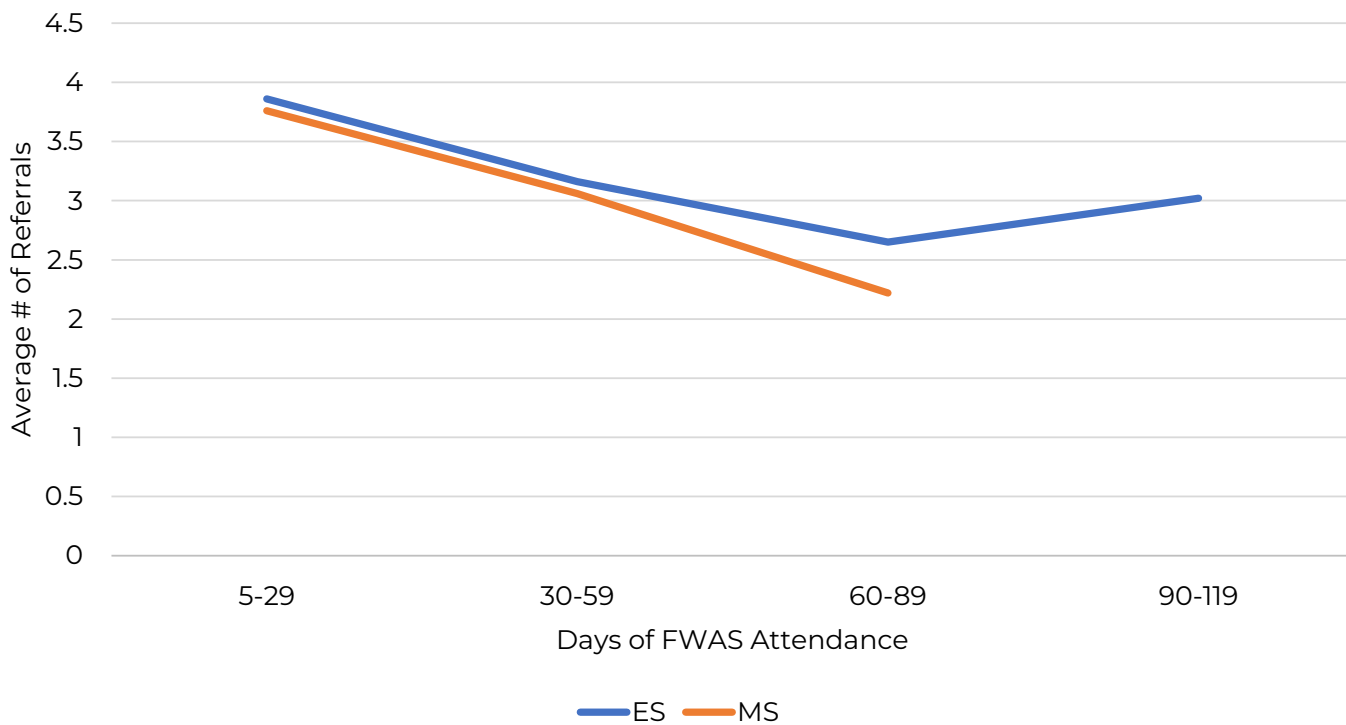
Trend in School-Day Attendance by FWAS Attendance



Student Behavior Outcomes

This year, only 816 elementary and middle school students who attended FWAS for 5+ days had any discipline referrals at all. On average, the elementary students with referrals had 3.1 of them over the course of the year (decrease from 5.6 the previous year), and the middle school students had 3.2 (decrease from 7.1 the previous year). The more they attended the FWAS program, generally the fewer discipline referrals they had. The correlation between FWAS attendance and discipline referrals was statistically significant ($r=-.117$, $p<.01$). This does not include students from the Clayton Cycle 9 schools.

Trend in Discipline Referrals by FWAS Attendance

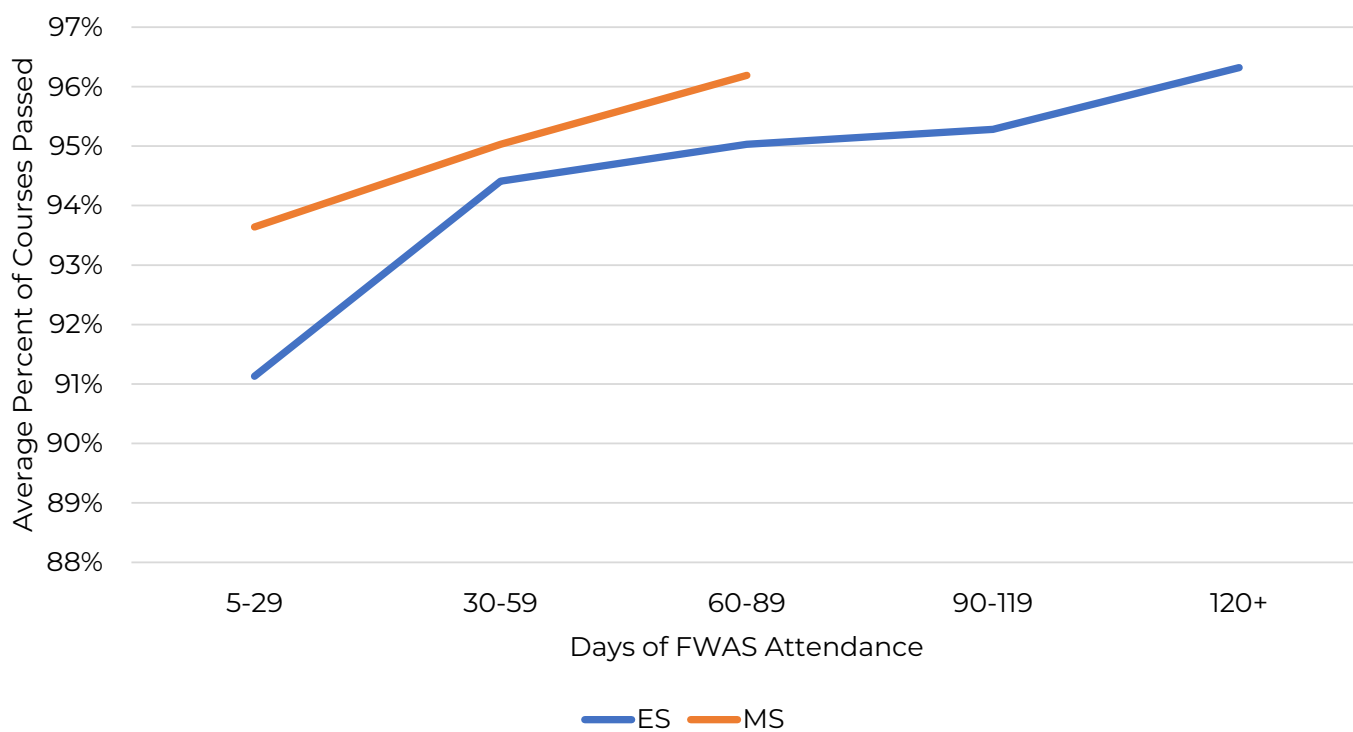


Student School Academic Outcomes

The more students attended FWAS, the higher their rate of course passage. The correlation between FWAS attendance and passing classes was statistically significant ($r=.075, p<.01$).

Both elementary and middle school students this year had higher course pass rates at every attendance level, compared to elementary/middle student of last year.

Trend in Course Passage Rates by FWAS Attendance





Conclusions and Recommendations

Conclusions

Obviously, this was not a typical year, due to COVID-19. Nevertheless, performance data from prior years and the available data for 2019-20 indicate that the FWAS program continued to provide valuable supports and activities for more than 6,000 students across 76 sites. Highlights from the shortened program this year included:

- The FWAS is serving a diverse student group, roughly evenly divided by gender. More than half are Hispanic. Most are in elementary school. One-third of participants are learning English and nearly all are in poverty or identified by the district as At-Risk.
- In the past five years, the average FWAS student has trended younger, less English proficient, and more in poverty.
- Students participated in FWAS an average of 59 days, which is down 20 days from the previous year. 93% of those who registered for FWAS participated 5+ days and 15% participated for 90+ days. 45% of students this year also participated in FWAS at least one other prior year.
- Overall, FWAS sites operated at 70% percent of capacity through the point at which COVID-19 forced operations out of schools and onto virtual platforms.
- The FWAS coordinators completed an average of 2.2 formal observations per site this year, prior to the pandemic. The average rating by observation area ranged from 3.03 to 3.52 (between satisfactory and excellent).
- The more student attended FWAS, the higher their regular school-day attendance. This correlation was statistically significant ($r=.146$, $p<.01$).
- The more students attended FWAS, the lower their rate of discipline referrals. This correlation was statistically significant ($r=-.117$, $p<.01$).
- The more students attended FWAS, the higher their rate of course passage. This correlation was statistically significant ($r=.075$, $p<.01$).

Recommendations

As the FWAS program enters another year, Prismatic recommends that it continue its present course and efforts. To continue to improve, Prismatic recommends that the program explore several areas. It should:

- establish processes for taking attendance in online offerings so that participation can be measured;
- explore whether the differences in site observation scoring by management type is due to underlying variations in the performance of sites by management type;
- ask site supervisors to provide a list of activities available over the course of the year so that differences across sites in this area can be assessed;
- explore ways to expand the program's social media presence and therefore visibility in the public eye; and
- explore ways in the which the program could be expanded – the benefits are demonstrable and therefore should be available to as many district students as possible.

As noted in prior evaluations and detailed in this year's evaluation, FWAS is a quality program that deserves continued funding and support.

**Adolescent Pregnancy Services
Project Reach Program
Data Summary 2019-2020**

Director, Adolescent Pregnancy Services
Leticia Magana, LMSW

July 2021

Ed Patterson, Sr. Compliance Analyst
Grant Compliance and Compliance



***Adolescent Pregnancy Services
Project Reach Program
Data Summary 2019-2020***

Executive Summary

Adolescent Pregnancy Services

Adolescent Pregnancy Services – Project Reach is an in-school case management program for pregnant and parenting students who are enrolled in the district. Project Reach assists pregnant and parenting students to remain in school, or return to the educational setting for graduation. Project Reach coordinates medical/health, educational, vocational, social services and support services for this population of students. The Reach staff is comprised of fourteen full-time, licensed and degreed Social Workers, 1 Counselor, 1 Director, and 1 Administrative Associate. Thirteen Social Workers are assigned to a traditional high school campus and 1 Social Worker is assigned to serve the middle school population. The Counselor serves all students enrolled in Project Reach. National averages indicate only 40% of pregnant and parenting students continue in school or graduate.

Program Evaluation

The following performance standards are used to evaluate the Project Reach program under Adolescent Pregnancy Services:

Performance Standard 1:

- Seventy percent (70%) of the Project Reach students will graduate or obtain a GED.

Performance Standard 2:

- Seventy percent (70%) of the Project Reach students will continue in school.

Findings

Graduation, returning students, and dropout data were analyzed to determine the impact of the CEHI on students' school continuation. Table 1 shows the matriculation of students during the year, whether they were promoted, graduated, or moved away.

Table 1: Matriculation of Students Receiving Services 2019-2020

Campus ID	Campus Name	Total	Graduated	Enrolled	Dropouts	Unknown	Returners
	District	291	119	106		58	114
001	Amon Carter Riverside HS	17	7	6		4	6
002	Arlington Heights HS	20	8	9		3	9
003	South Hills HS	20	11	6		2	7
004	Diamond Hill-Jarvis HS	10	2	8			8
005	Paul Laurence Dunbar HS	17	6	9		2	9
006	Eastern Hills HS	26	8	8		9	9
008	North Side HS	26	13	11		1	12
009	Polytechnic HS	27	11	12		4	12
010	R.L.Paschal HS	17	9	5		2	6
011	Trimble Technical HS	11	4	5		2	5
014	Southwest HS	11	4	3		3	4
015	Western Hills HS	24	4	12		8	12
016	Oscar Dean Wyatt HS	20	12	4		3	5
019	Metro Opportunity HS	5	1	1		3	1
021	Success High School	22	14	2		6	2
040	JJAEP (Pathways II)	1	1				0
044	J.P. Elder MS	1		1			1
048	William James MS	1					1
053	William Monnig MS	1				1	0
059	J Martin Jacquet MS	1				1	0
061	Leonard MS	1				1	0
062	International Newcomer Acad. MS	4		1		2	2
071	Benbrook Middle High School MSHS	5	3	1		1	1
082	Texas Academy Of Biomedical	1		1			1
085	Marine Creek Collegiate HS	1	1				0
086	Tarrant County College Collegiate H S	1		1			1

Data Source: 2019-2020 FWISD On Point PEIMS Leaver Data File

Table 1 shows the following:

Performance Standard 1 was met and surpassed as 99% of the 120 eligible students graduated. At the campus level, all 18 campuses passed the 70% performance standard (see Appendix A for graduation rates by campus).

Performance Standard 2 was not met as 65.7% of the non-graduating students continued in school. At the campus level 12 of 21 campuses with participating students met the 70% performance standard (see Appendix B for continuation rates by campus).

CEHI Program Description

The Fort Worth Independent School District (FWISD) Compensatory Education Home Instruction (CEHI) provides academic support services for pregnant and parenting students. The objective of CEHI, which serves female students in grades 7-12, is to improve student attendance by allowing students who could not be in regular

attendance because of prenatal complications and delivery, to receive academic tutoring at their homes, schools, and/or hospital.

With a goal of keeping pregnant adolescents and parenting students in school and on-track for promotion and graduation, students who receive CEHI academic services receive face-to-face contact with a certified teacher of the district. Certified teachers provide tutoring services to students at home or at the hospital when pregnancy and delivery prevents the student from attending school. In addition to academic tutoring, program social workers serve as case managers to assist with access and accommodations to needed services from neighborhood clinics, agencies, and campuses. District CEHI certified teachers and case managers maintain a log to document the actual amount of prenatal and postpartum pregnancy related services each student receives.

Data Collection

Adolescent Pregnancy Services staff collected data during the 2019-2020 school-year. Teachers recorded the dates each student received CEHI services during the time period that the student was out for prenatal complications or delivery. CEHI participants (2019-2020) were primarily Hispanic (60%) and in the eleventh and twelfth grade. The average age of CEHI students was 18 years old. Tables 1 through 5 show the ethnicity, age, grade distribution, and attendance.

Table 1: CEHI Participant Distribution by Ethnicity

Ethnicity	Number of CEHI Students	Percent of CEHI Student Served
African American	23	30.7%
American Indian or Alaska Native	1	1.3%
Hispanic	45	60.0%
Two or More Races	2	2.7%
White	4	5.3%
Total	75	100.0%

Data Source: FWISD CEHI Student Enrollment History 2019-2020

Table 2: CEHI Participant Distribution by Age

Age	Number of CEHI Students Served	Percent of CEHI Students Served
15	1	1.3%
16	6	8.0%
17	12	16.0%
18	14	18.7%
19	28	37.3%
20	13	17.3%
21	1	1.3%

Data Source: FWISD CEHI Student Enrollment History 2019-2020

Table 3: CEHI Participant Distribution by Grade

Grade	Number of CEHI Students	Percent of CEHI Students Served
Grade 08	2	2.7%
Grade 09	13	17.3%
Grade 10	13	17.3%
Grade 11	16	21.3%
Grade 12	31	41.3%
Total	75	100.0%

Data Source: FWISD CEHI Student Enrollment History 2019-2020

Table 4: Grade Level Distribution of CEHI Participants by Campus

Campus ID	Campus	Grade					
		Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total
	District	2	13	13	16	31	75
001	Amon Carter Riverside HS		1	1	1	2	5
002	Arlington Heights HS		3		2	1	6
003	South Hills HS			3		5	8
004	Diamond Hill			1			1
005	Paul Laurence Dunbar HS				2	4	6
006	Eastern Hills HS		1	2	1	3	7
008	North Side HS		1	2	3	4	10
009	Polytechnic HS			1	1	2	4
010	R.L.Paschal HS		1			2	3
011	Green B. Trimble Technical HS		1	2	1	1	5
014	Southwest HS		1		1	1	3
015	Western Hills HS		2	1	1	2	6
016	Oscar Dean Wyatt HS		1		1	1	3
021	Success High School				1	1	2
044	J.P. Elder MS	1					1
053	William Monnig MS	1					1
062	International Newcomer Acad. MS		1				1
071	Benbrook Middle High School MSHS				1	1	2
085	Marine Creek Collegiate HS					1	1

Data Source: FWISD CEHI Student Enrollment History 2019-2020

Table 5: CEHI Student Attendance

Loc ID	Campus	Number of Students Served	Number of Days Lost	Number of Days Recovered	Percent Recovered
	District	75	1850	1774	95.9%
001	Amon Carter	5	146	143	97.9%
002	Arlington Heights HS	6	161	144	89.4%
003	South Hills HS	8	230	229	99.6%
004	Diamond Hill	1	24	24	100.0%
005	Paul Laurence Dunbar HS	6	117	112	95.7%
006	Eastern Hills HS	7	193	189	97.9%
008	North Side HS	10	253	245	96.8%
009	Polytechnic HS	4	87	78	89.7%
010	R.L.Paschal HS	3	47	47	100.0%
011	Green B. Trimble Technical HS	5	96	96	100.0%
014	Southwest HS	3	75	75	100.0%
015	Western Hills HS	6	156	149	95.5%
016	Oscar Dean Wyatt HS	3	86	86	100.0%
021	Success High School	2	31	31	100.0%
044	J.P. Elder MS	1	31	20	64.5%
053	William Monnig MS	1	14	14	100.0%
062	International Newcomer Acad. MS	1	30	30	100.0%
071	Benbrook Middle High School MSHS	2	48	37	77.1%
085	Marine Creek Collegiate HS	1	25	25	100.0%

Data Source: FWISD Adolescent Pregnancy Services Case Files 2019-2020

Table 5 shows that

- Eighteen of the nineteen campuses recovered 77% or more of the lost attendance days.
- Fifteen campuses recovered over 95% of attendance.
- One campus fell below the 70% attendance recovery.

Teen Father Program Description

The Office of Adolescent Pregnancy Services (APS) also provides support and services for teen fathers enrolled in the Fort Worth Independent School District (FWISD). Teen fathers must voluntarily consent to receive services. Once a student enters the New Fathers program, an intake is completed and a plan is developed to address the student's education, health, and social service needs. Student academic progress is monitored, and remediation plans address any problem areas or concerns.

For the 2019-2020 school year, 74 male students received pregnancy related services as teen fathers. New Father participants were primarily Hispanic (63.5%) and in the twelfth grade. The average age of new fathers was 18 years old. Tables 6 through 10

show the ethnicity, age, grade distribution, and attendance rates of program participants.

Table 6: New Fathers by Ethnicity

Ethnicity	Number of Teen Fathers Served	Percent of Teen Fathers Served
African American	23	31.1%
Hispanic	47	63.5%
Two or More Races	2	2.7%
White	2	2.7%
Total	74	100.0%

Data Source: FWISD Adolescent Pregnancy Services Case Files 2019-2020

Table 7: New Fathers by Grade

Grade	Number of Teen Fathers Served	Percent of Teen Fathers Served
Grade 09	15	20.3%
Grade 10	12	16.2%
Grade 11	16	21.6%
Grade 12	31	41.9%

Data Source: FWISD Adolescent Pregnancy Services Case Files 2019-2020

Table 8: New Fathers by Age

Age	Number of Teen Fathers Served	Percent of Teen Fathers Served
16	3	4.1%
17	6	8.1%
18	17	23.0%
19	27	36.5%
20	17	23.0%
21	4	5.4%

Data Source: FWISD Adolescent Pregnancy Services Case Files 2019-2020

Table 9: New Fathers Distribution by Campus

Loc ID	Campus	Grade				
		Grade 09	Grade 10	Grade 11	Grade 12	Total
	District	15	12	16	31	74
001	Amon Carter Riverside HS	1	1	2	1	5
002	Arlington Heights HS				2	2
002	South Hills HS	1		2	1	4
004	Diamond Hill Jarvis HS	2			1	3
005	Paul Laurence Dunbar HS	1		2		3
006	Eastern Hills HS	2	2		2	6
008	North Side HS		1	3	5	9
009	Polytechnic HS		2	1	4	7
010	R.L.Paschal HS	1	2		1	4
011	Green B. Trimble Technical HS				1	1
014	Southwest HS	2		1		3
015	Western Hills HS	2	1	3	3	9
016	Oscar Dean Wyatt HS		1	1	2	4
019	Metro Opportunity HS	2		1	2	5
022	Success High School		2		5	7
040	JJAEP (Pathways II)				1	1
071	Benbrook Middle High School MSHS	1				1

Data Source: FWISD Adolescent Pregnancy Services Case Files 2019-2020

Table 10: New Fathers Attendance Rate

Loc ID	Campus	Attendance Rate
	Grand Total	85.1%
001	Amon Carter River side HS	82.2%
002	Arlington Heights HS	89.3%
003	South Hills HS	89.2%
004	Diamond Hill Jarvis HS	96.3%
005	Paul Laurence Dunbar HS	86.8%
008	North Side HS	86.0%
009	Polytechnic HS	95.1%
010	R.L.Paschal HS	87.4%
011	Green B. Trimble Technical HS	91.1%
014	Southwest HS	68.5%
015	Metro Opportunity HS	84.2%
016	Oscar Dean Wyatt HS	90.9%
021	Eastern Hills HS	82.8%
024	Success High School	70.4%
040	JJAEP (Pathways II)	94.0%
071	Benbrook Middle High School MSHS	66.7%

Data Source: FWISD Student Attendance 2019-2020

Middle School Students

The Office of Adolescent Pregnancy Services (APS) also provides support and services for middle school students in the Fort Worth Independent School District (FWISD). Students must voluntarily consent to receive services. Once a student consent to receive services, an intake is completed and a plan is developed to address the student’s education, health, and social service needs. Student academic progress is monitored, and remediation plans address any problem areas or concerns.

For the 2019-2020 school year, 2 middle school students received pregnancy related services. Middle school students’ participants were in the eighth grade and 16 years old. Tables 11 through 14 show the ethnicity, age, grade distribution, attendance rates and passing rates of program participants.

Table 11: Middle School Participant Demographics

Ethnicity	N	%
African American	1	50
Hispanic	1	50
Gender	N	%
Female	2	100
Age	N	%
16	2	100
Grade	N	%
Grade 08	2	100
PRS Services Received	N	%
Parenting	1	50
Receiving Services	2	100

Data Source: FWISD Adolescent Pregnancy Services Case Files 2019-2020

Table 12: Middle School Participants by Campus

Campus ID	Campus	N	%
044	William Monning MS	1	50.0
053	J.P. Elder MS	1	50.0

Data Source: FWISD Adolescent Pregnancy Services Case Files 2019-2020

Table 13: Middle School Students Attendance Rate.

Loc ID	Campus	Attendance Rate
044	J.P. Elder MS	62.6%
053	William Monnig MS	82.8%

Data Source: FWISD ADQ 2019-2020 Attendance File

Table 14: Middle School Students Grades (Core Subjects)

Middle School Students Average Grade					
Loc ID	Campus	ELA	Math	Science	Social Studies
044	J.P. Elder Middle School	77.1	78.6	81.9	80.0
053	William Monning Middle School	92.0	74.0	81.0	89.0

Data Source: FWISD ADQ 2019-2020 Grades File

Note: Grades shown are for the 1st semester.

Conclusion

The Adolescent Pregnancy Services Project Reach Program has a positive impact on students served. The program allows for students to recover attendance days, promote, and graduate.

- 95.9% of the lost days were recaptured.
- 99.2% of the seniors graduated.
- 92.9% of non-seniors were promoted to the next grade or retained and re-enrolled for the next school year.
- 74 male students received APS Services.

While many participants continue to attend school and matriculate through the system, some do not continue. The goal of Adolescent Pregnancy Services through programs such as the Compensatory Education Home Instruction is to keep 100% of their students on track for graduation. Continued funding of this successful program is needed.

Appendix A

PRS Students Graduation Rate by Campus

Campus ID	Campus Name	Home Schooling	Unknown	Graduated	Enrolled	Total	Without Leavers +Dropout	Total Grad	% Grad
001	Amon Carter Riverside HS			7		7	7	7	100.0
002	Arlington Heights HS			8		8	8	8	100.0
003	South Hills HS	1		11		12	11	11	100.0
004	Diamond Hill-Jarvis HS			2		2	2	2	100.0
005	Paul Laurence Dunbar HS		1	6	1	8	7	6	85.7
006	Eastern Hills HS		3	8		11	8	8	100.0
008	North Side HS	1		13		14	13	13	100.0
009	Polytechnic HS		1	11		12	11	11	100.0
010	R.L.Paschal HS			9		9	9	9	100.0
011	Trimble Technical HS		1	4		5	4	4	100.0
014	Southwest HS	1		4		5	4	4	100.0
015	Western Hills HS		2	4		6	4	4	100.0
016	Oscar Dean Wyatt HS	1		12		13	12	12	100.0
019	Metro Opportunity HS		1	1		2	1	1	100.0
021	Success High School		1	14		15	14	14	100.0
040	JJAEP (Pathways II)			1		1	1	1	100.0
044	J.P. Elder MS								
048	William James MS								
053	William Monnig MS								
059	J Martin Jacquet MS								
061	Leonard MS								
062	International Newcomer Acad. MS								
071	Benbrook Middle High School MSHS			3		3	3	3	
082	Texas Academy Of Biomedical								
085	Marine Creek Collegiate HS			1		1	1	1	100.0
086	Tarrant County College Collegiate H S					0			
	Total All Schools	4		119		123	120	119	99.2

Appendix B

PRS Students Continuation Rate by Campus

Campus ID	Campus Name	Enroll in School Outside Texas	Enroll in TX Private School	Home Schooling	Unknown	Removed by CPS	Graduated	Enrolled	Total	Total w/o Grad, GED, College	TOTAL CONTINUERS	% CONTINUERS
001	Amon Carter Riverside HS				4		7	6	17	10	6	60.0
002	Arlington Heights HS				3		8	9	20	12	9	75.0
003	South Hills HS			1	2		11	6	20	9	7	77.8
004	Diamond Hill-Jarvis HS						2	8	10	8	8	100.0
005	Paul Laurence Dunbar HS				2		6	9	17	11	9	81.8
006	Eastern Hills HS	1			9		8	8	26	18	9	50.0
008	North Side HS			1	1		13	11	26	13	12	92.3
009	Polytechnic HS				4		11	12	27	16	12	75.0
010	R.L.Paschal HS		1		2		9	5	17	8	6	75.0
011	Trimble Technical HS				2		4	5	11	7	5	71.4
014	Southwest HS			1	3		4	3	11	7	4	57.1
015	Western Hills HS				8		4	12	24	20	12	60.0
016	Oscar Dean Wyatt HS			1	3		12	4	20	8	5	62.5
019	Metro Opportunity HS				3		1	1	5	4	1	25.0
021	Success High School				6		14	2	22	8	2	25.0
040	JJAEF (Pathways II)						1		1			
044	J.P. Elder MS							1	1	1	1	100.0
048	William James MS		1						1	1	1	100.0
053	William Monnig MS				1				1	1	0	
059	J Martin Jacquet MS				1				1	1	0	
061	Leonard MS				1				1	1	0	
062	International Newcomer Acad. MS				2	1		1	4	4	1	25.0
071	Benbrook Middle High School MSHS				1		3	1	5	2	1	50.0
082	Texas Academy Of Biomedical							1	1	1	1	100.0
085	Marine Creek Collegiate HS						1		1			
086	Tarrant County College Collegiate HS							1	1	1	1	100.0
	Total All Schools	1	2	4	58	1	119	106	291	172	113	65.7

Con Mi MADRE & Fort Worth ISD 2019-2020

Programming & Services Delivered:

Our students received Con Mi MADRE's social-emotional educational curriculum year-round and some groups also received additional support to help work through difficult situations outside of our curriculum. Our 6th-7th graders received 12 sessions during the academic year. Additionally, Con Mi MADRE hosted events, volunteering opportunities, and college field trips for mothers and daughters to attend.

Sessions delivered:

Total Middle School groups completed: **24**
(4 of which were virtually implemented)

Fall:

- Con Mi MADRE Orientation and Induction Ceremony
- Fall College Trip to TSTC and Baylor University in Waco, TX
- Balanced Living Conference

Spring:

- Spring College Trip to McMurry University and Abilene Christian University
- Bilingual College and Career Fair
- End of Year Awards Ceremony
- Leadership Summit

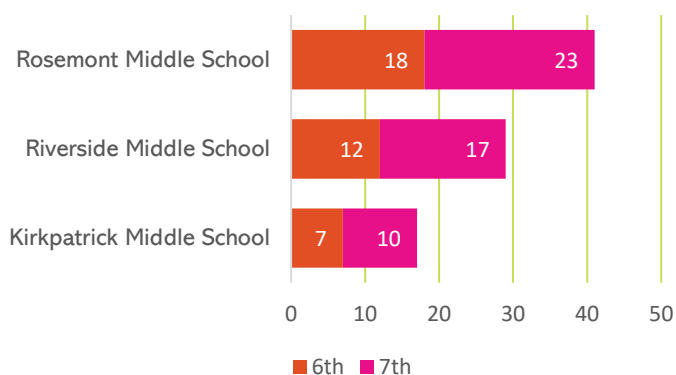
Participants

87
Middle School Students

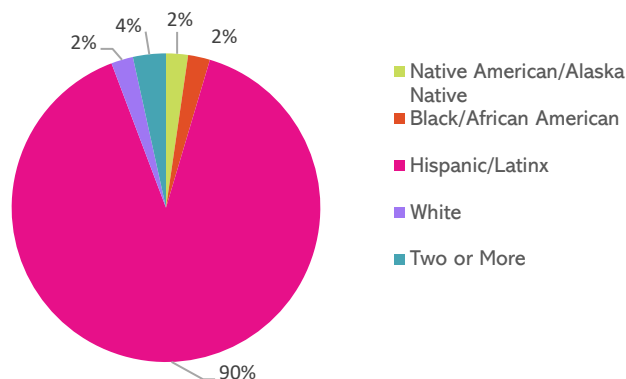
82
Unduplicated Parents

169
Total Participants

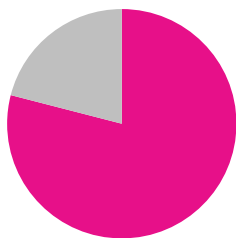
Student Served by School & Grade Level



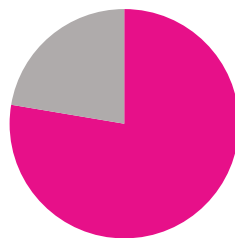
98% Are Students Of Color



79% Qualify for Free or Reduced Lunch



78% Will be First Generation College Students



51% Speak Spanish as their Primary Language at Home



Milestones & Impact



77% students with a 3.0 GPA or higher



10% of households connected to resources/support during COVID-19



Our participants at our Fall College Trip



Parents at a Financial Literacy Session during our Balanced Living Conference

6th Grade: (11 surveyed)

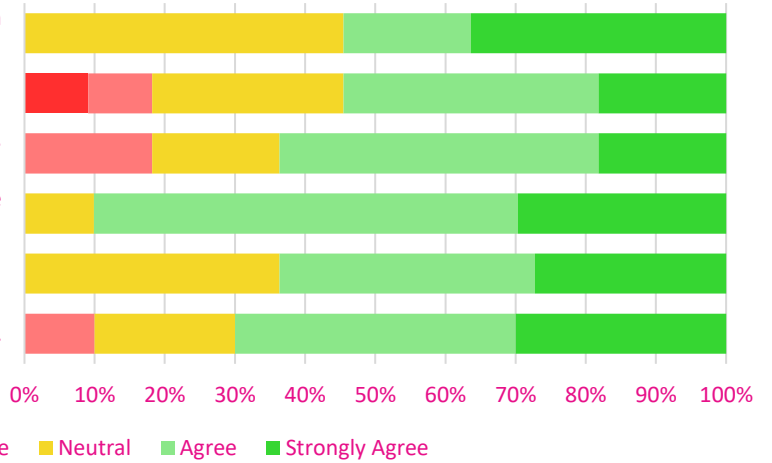
- 100% reported Con Mi MADRE met their expectations
- 100% reported satisfactory experience

7th Grade: (17 surveyed)

- 88% reported Con Mi MADRE met their expectations
- 88% reported satisfactory experience

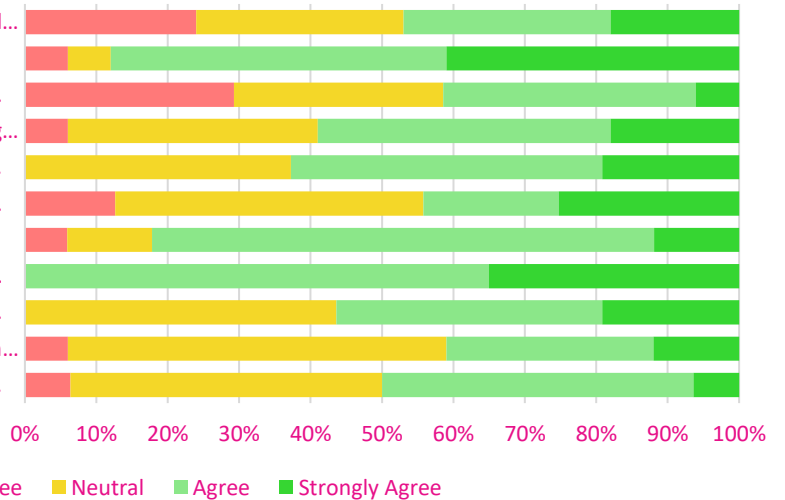
6th Grade Outcomes

- I know what types of communication are needed to be successful in life.
- I know how scholarships and financial aid work in college.
- I know what MOST college application words mean (like tuition, financial aid, majors, etc.)
- I know who in my life are positive influences and who are negative ones.
- I am confident that I will be able to reach my vision for the future.
- I have a vision set for my future.



7th Grade Outcomes

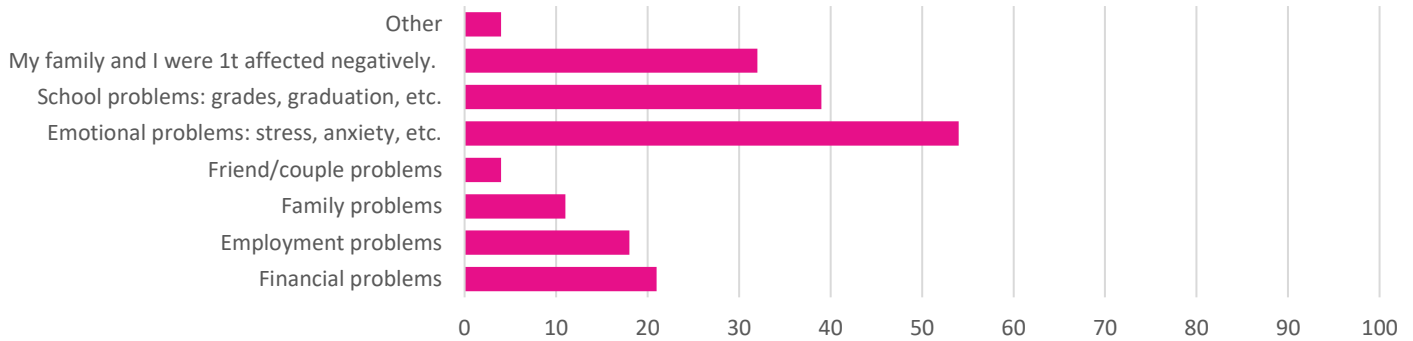
- I know about all the careers to choose from and how I should...
- I know how to fight for what is right for myself or my loved ones.
- I know what it means to self-advocate.
- I know how to make my mind or body feel better when it is feeling...
- I know how to tell when my mind or body are not feeling well.
- I know how to raise my self-esteem.
- I know who and what can lower my self-esteem.
- I know what self-esteem means.
- I see myself in a positive way.
- I know my strengths and weaknesses, and I am comfortable with...
- I always think about how people see me.



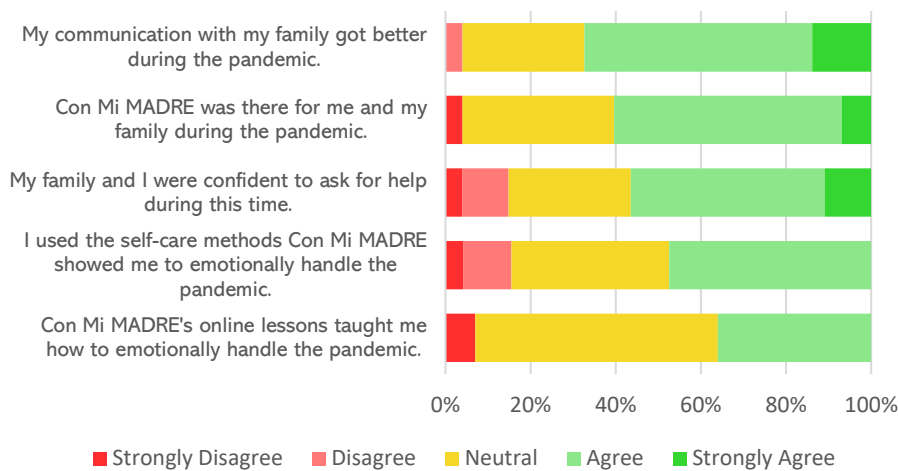
Con Mi MADRE & Fort Worth ISD – COVID-19

Even though in-person campus meetings were canceled due to COVID-19, our coordinators still delivered our CMM curriculum to our participants via online interactive PDFs and virtual group meetings. In addition, our coordinators reached out to every single participant to ensure they had the resources and support they needed to handle the pandemic. (28 households surveyed below)

COVID-19 Effects on CMM Households (%)



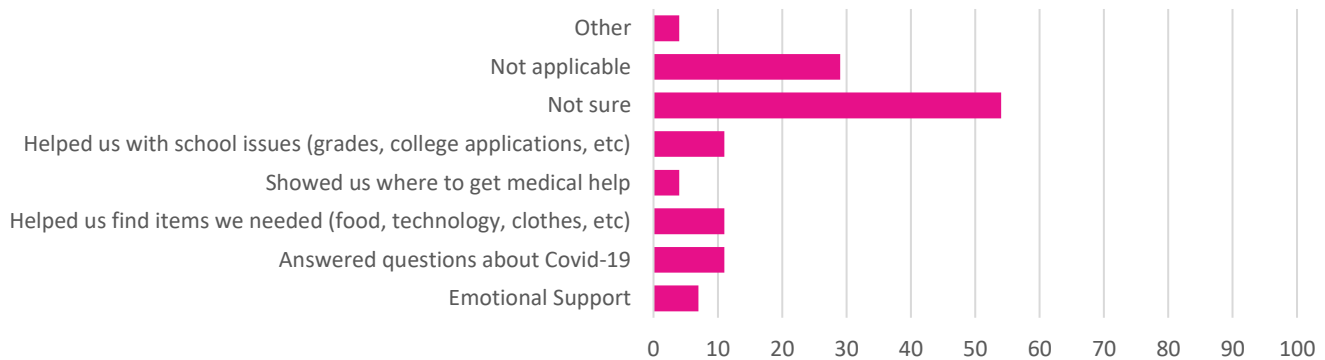
CMM Services during COVID-19: Outcomes



71% Household Satisfaction with CMM Coordinator Support

32% Households have requested continuous check-ins for the Summer

Support/Resources Requested by CMM Houesholds (%)



Girls Inc. Girls Mentoring Program in Fort Worth ISD March 2020- July 2020 Update



of Tarrant County

Since the health crisis closed schools in FWISD, Girls Inc. has continued to serve the girls participating in Girls Inc. programs through the Girls Mentoring Project and their families.

Girls Inc.'s team has continued to prioritize the mental health and well-being of our girls. Services being offered to directly address these issues include (virtual) one-on-one counseling and mentoring, group mentoring, and self-care workshops. Partnered with Girls Inc. food drives and summer programs, Girls Inc. is serving not only our girls, but their entire families due to the trusting relationships we have built.

In addition to the increase in programming focused on the emotional health of girls, Girls Inc. Academic and Empowerment Programs have continued to be delivered through virtual means (Zoom meetings & workshops, social media, YouTube videos). Food and hygiene pick-ups and porch deliveries for families began in March and will continue as these resources and referrals are needed by families.

FWISD Girls Mentoring Services Provided 3/16 through 7/17/20

Number of Girls Served: 207

Girls Participated in Virtual Workshops: 109

Duplicated Contacts: 7,998

Examples of Virtual Workshops (facilitated **weekly synchronously and at least three times a week asynchronously**):

Understanding & Regulating Emotions Workshop

Rah Kalon, Self-love Activist and Developmental Coach, joined the workshop to remind girls that every feeling teaches us something and it is important to know how to listen and interpret those lessons so we are not doomed to keep repeating them.

Learned about the 5 Components to Emotional Intelligence: Self-awareness, Self-regulation, Intrinsic Motivation, Empathy, and Social skills.

Heather C. (Monnig), *"I always feel weird having all these feelings, but maybe it's just 'cause I don't know what they mean."*

Women of Color and the Power of Voting

This workshop emphasized using your voice through the power of voting. It demonstrated the importance of women of color representation, shared the history of women's inability to vote, as well as discussed ways to get involved now!

Guest Speaker, Christina Cavener, a doctoral candidate in Multicultural Women's and Gender Studies, explores how White women's fragility affects Black women politicians. She has expertise in whiteness studies, intersectionality, feminist/womanist theories, and resistance histories. She currently teaches Gender and Social Change and Womanist Spiritual Activism at Texas Woman's University.

Jacoria F. (EHHS), *"I'm going to register to vote right now."*

FWISD Girls Inc. Senior Celebration and Graduation Cord Pick

The ALOHA Senior Celebration, a hello to their beautiful futures and goodbye to high school!

DeDe A. (EHHS), "Listen, Girls Inc looked out for me when no one else did. I could come in the portable and know I was good enough and wanted there. That makes a big difference in a girl's life."

Girls Inc. welcomed girls at the Girls Inc. office on 6/9 for Girls Inc. girls to pick up their Girls Inc. cord to wear to their graduation and to honor their leadership as a Girls Inc. girl. To receive a cord, girls must have met the following requirements:

- Completed at least 35 hours of Girls Inc. programming consisting of leadership, mentoring, and academic support. (these topics change depending on what program she is in. These listed are consistent with FWISD goals).
- Solidified her post high school graduation plan and is prepared for the next step of her life's journey (college, career, tech school, military or other).



Family Resources and Referrals

Who Girls Inc. is serving has expanded to include the entire family. While traditional programs primarily focus on the girls' wellbeing, in the last four months, our Program Directors have served the whole family by providing food, social services referrals, academic support, safety check-ins, and emotional health support and referrals. Girls Inc. is a trusted community partner and the first many families have turned to when they were uncertain about the safety and security of their families. Food and hygiene delivery has been through pick-ups and porch drop offs.

Eva (Mom) at a food delivery porch drop off, "Thank God for Girls Inc. and all you are doing for my family. It means more than I can explain."



FW MBK End of Year Report 2019-2020

Summary

The My Brother's Keeper (MBK) program is in its third year under the coordination of Strategies To Elevate People (S.T.E.P.). The 2019-2020 academic year concluded with a total of 26 chapters: 17 high school campuses, 9 middle school campuses.

The program used three goals to measure impact from Fall 2019 to Spring 2020:

1. **Academic Success Goal** — Assist MBK members to achieve a 5% improvement in academic performance for each GPA Range (2.0 - 4.0).
2. **School Attendance Goal** — Decrease the number of absences for MBK members by 5%.
3. **Behavior Goal** — Decrease the number of behavior incidents for MBK members by 5%.

During the Spring 2020 semester, the number of registered students did not change. Two middle schools were added to the list of schools served. The MBK program served a total of 311 students of color, 283 males and 28 females.

Due to the outbreak of the Coronavirus pandemic in-school sessions were canceled during the 2020 spring break. Although following an extended Spring Break, Fort Worth ISD reconvened with students through virtual classes, the rest of the in-school services of MBK were suspended for the spring segment of 2020. However, MBK continued to engage students remotely via Google meet video conferencing and

virtual platforms. This report will show how we have continued to serve our target population and reveal our actions and plans to serve even more going forward post Covid-19. At the close of this report you will find the MBK Post Covid-19 actions steps and strategies. Supportive documentation is available in the attachments.

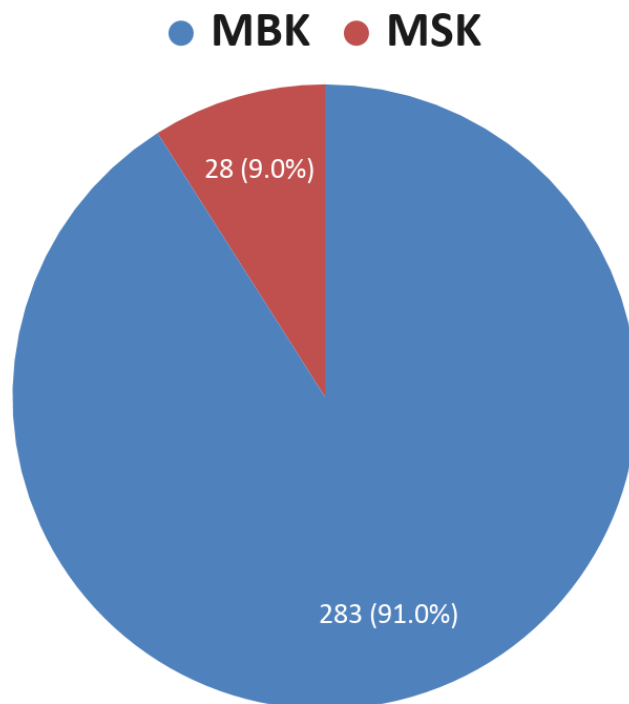
The following is an overview of member demographics and data benchmarks.

Section 1 - Demographics

TOTAL COUNT ENROLLED
311

Total Count by Gender

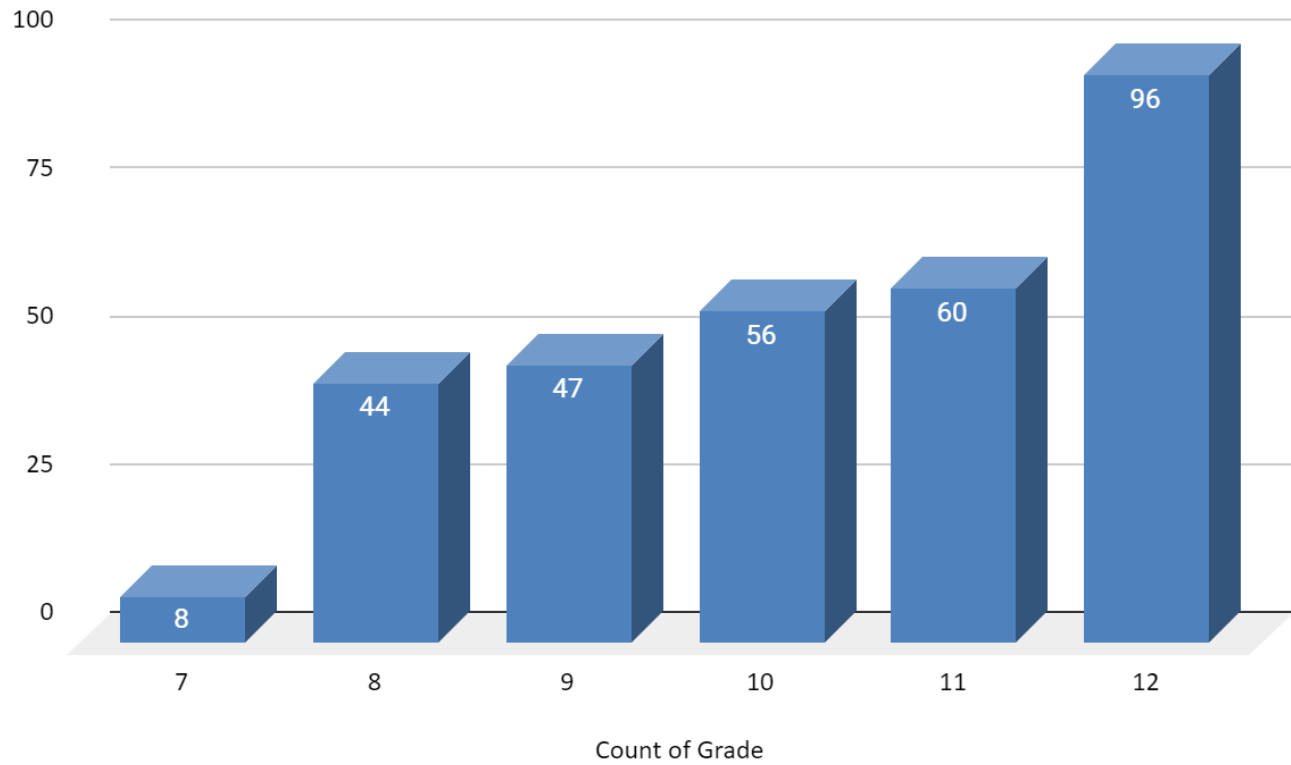
MBK	MSK
283	28



2019-2020 Total Count by School

SCHOOLS		FALL 2019	SPRING 2020
HIGH SCHOOLS	Amon Carter-Riverside High School	8	8
	Arlington Heights High School	0	0
	Diamond Hill-Jarvis High School	13	11
	Dunbar High School	21	20
	Eastern Hills High School	5	5
	I.M. Terrell Academy For STEM & VPA	12	12
	North Side High School	17	16
	O.D. Wyatt High School	17	18
	Polytechnic High School	0	0
	RL Paschal High School	34	32
	South Hills High School	18	18
	Southwest High School	48	49
	Success High School	6	6
	TCC South Collegiate High School	19	19
	Trimble Technical High School	5	8
	Western Hills High School	22	22
Young Men's Leadership Academy HS	15	15	
MIDDLE SCHOOLS	Handley Middle School	0	0
	J. Martin Jaquet Middle School	1	1
	J.P. Elder Middle School	13	13
	Kirkpatrick Middle School	4	4
	Morningside Middle School	0	0
	Rosemont Middle School – 6th	13	10
	W.P. McLean Middle School 6th	21	21
	Wedgwood Middle School	0	1
	William James Middle School	0	0

Spring 2020 Total Count by Grade



Spring 2020 Senior Class Ranking

School	Top 10%	Top 25%	Outside 25%
Amon Carter-Riverside High School	1	1	5
South Hills High School	0	1	11
Diamond Hill-Jarvis High School	0	0	6
Dunbar High School	3	0	4
Eastern Hills High School	0	0	1
RL Paschal High School	0	0	2
Trimble Technical High School	0	1	1
Southwest High School	0	3	20
Western Hills High School	0	0	6
O.D. Wyatt High School	1	2	9
Success High School	0	4	2
Young Men's Leadership Academy HS	0	1	3
TCC South Collegiate High School	1	2	6

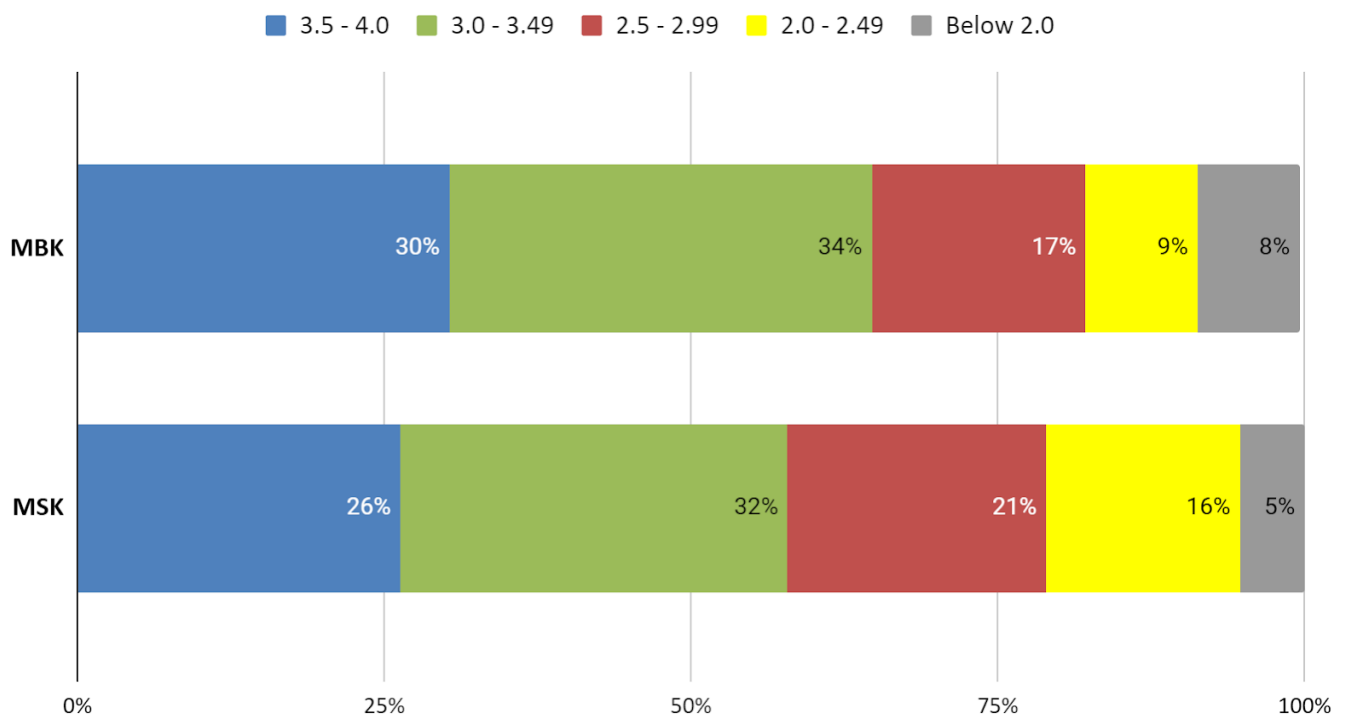
Section 2 - Academic Success in High School

Academic Success Goal — Assist MBK members to achieve a 5% improvement in academic performance for each GPA Range (2.0 - 4.0).

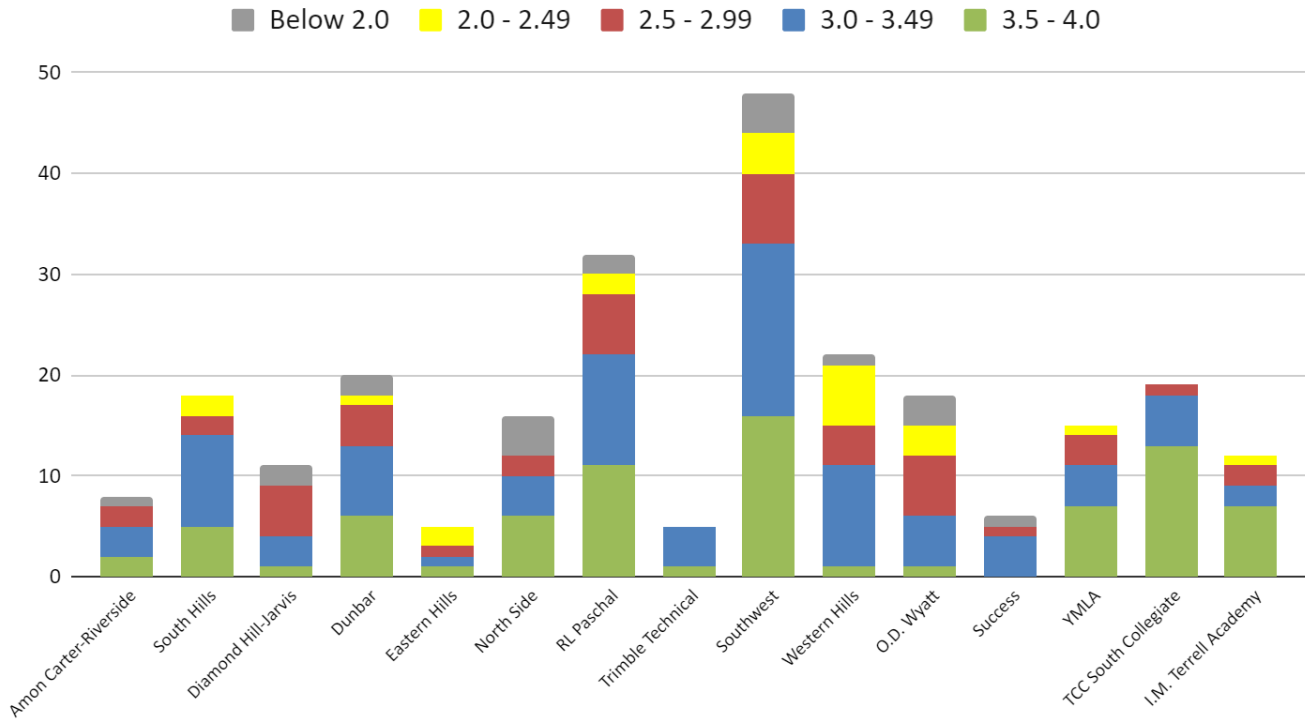
The table below depicts the total academic performance of members during the 2019-2020 school year. This data is used as a benchmark to measure impact at the completion of the Fall 2019 & Spring 2020 semesters.

GPA Range	Fall 2019		Spring 2020		% Difference
• 3.5 - 4.0	79	30%	78	30%	0%
• 3.0 - 3.49	88	34%	89	34%	1%
• 2.5 - 2.99	48	18%	46	18%	-1%
• 2.0 - 2.49	24	9%	25	10%	0%
• Below 2.0	20	8%	21	8%	0%

GPA by Gender



GPA by School

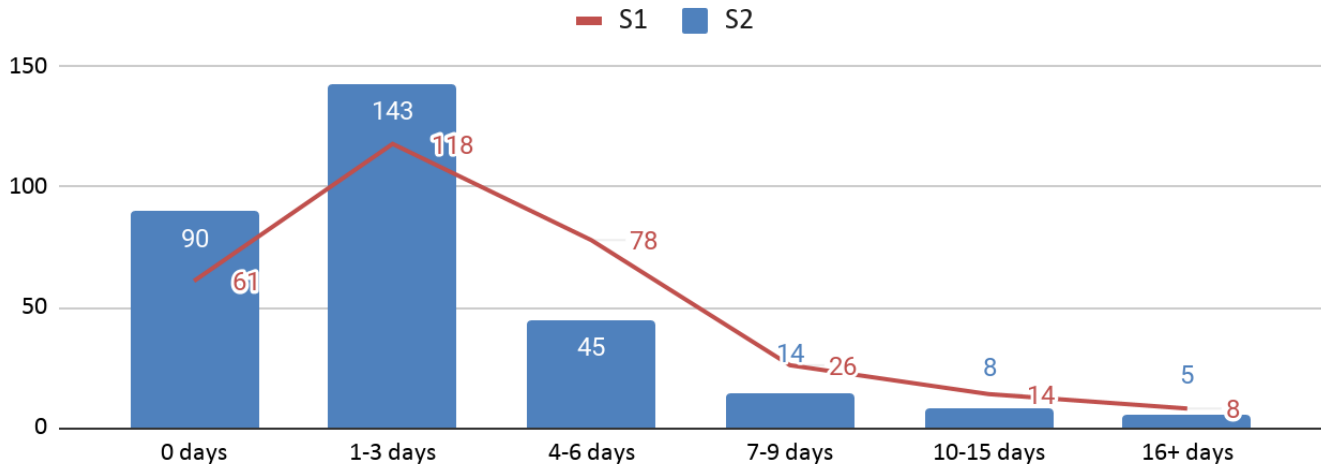


School	GPA Range				
	3.5 - 4.0	3.0 - 3.49	2.5 - 2.99	2.0 - 2.49	Below 2.0
Amon Carter-Riverside	2	3	2	0	1
South Hills	5	9	2	2	0
Diamond Hill-Jarvis	1	3	5	0	2
Dunbar	6	7	4	1	2
Eastern Hills	1	1	1	2	0
North Side	6	4	2	0	4
RL Paschal	11	11	6	2	2
Trimble Technical	1	4	0	0	0
Southwest	16	17	7	4	4
Western Hills	1	10	4	6	1
O.D. Wyatt	1	5	6	3	3
Success	0	4	1	0	1
YMLA	7	4	3	1	0
TCC South Collegiate	13	5	1	0	0
I.M. Terrell Academy	7	2	2	1	0

Section 3 - School Attendance

School Attendance Goal — Decrease the number of absences for MBK members by 5%.

The charts below illustrate the number of days members missed during the Spring 2020 semester. Fall 2019 data is shown as a benchmark to measure the change in absences at the completion of the school year.



Attendance by School

School	0	1-3	4-6	7-9	10-15	16+
Amon Carter-Riverside High School	3	2	1	1	1	0
Diamond Hill-Jarvis High School	7	2	2	0	0	0
Dunbar High School	9	7	2	1	1	0
Eastern Hills High School	1	3	1	0	0	0
I.M. Terrell Academy For STEM & VPA	3	9	0	0	0	0
North Side High School	7	7	1	0	0	1
O.D. Wyatt High School	3	11	1	2	1	0
RL Paschal High School	6	16	5	2	1	2
South Hills High School	6	8	4	0	0	0
Southwest High School	4	29	13	3	0	0
Success High School	6	0	0	0	0	0
TCC South Collegiate High School	3	11	3	1	1	0
Trimble Technical High School	2	1	2	0	0	0
Western Hills High School	6	10	3	1	1	1
Young Men's Leadership Academy HS	6	7	2	0	0	0
J. Martin Jacquet Middle School	0	0	1	0	0	0
J.P. Elder Middle School	6	5	1	1	0	0
Kirkpatrick Middle School	1	2	1	0	0	0
Rosemont Middle School – 6th	3	4	1	1	0	1
W.P. McLean Middle School 6th	8	9	1	1	2	0

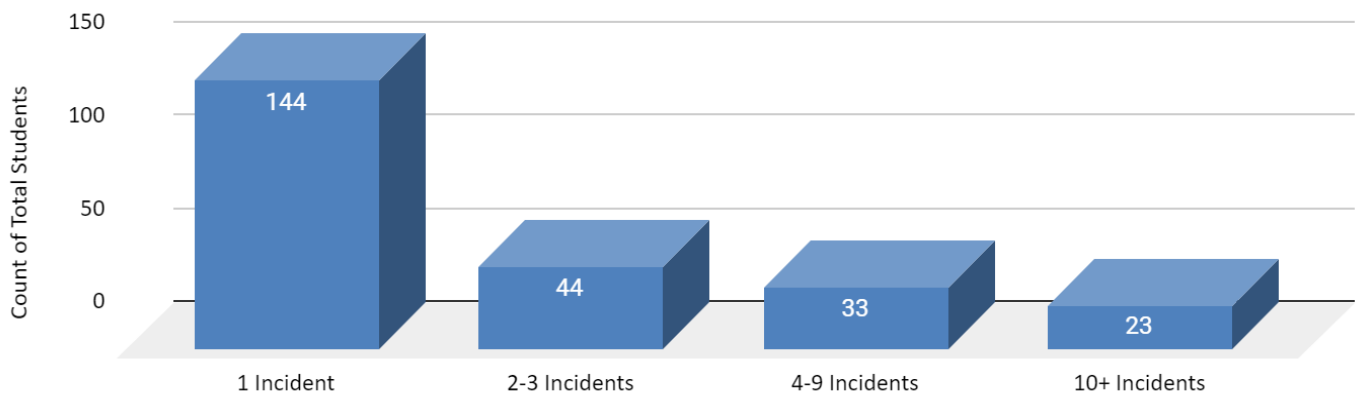
Section 4 - Behavior

Behavior Goal — Decrease the number of behavior incidents for MBK members by 5%.

The charts below show the number of behavior incidents members were written up for during the Spring 2020 semester. Fall 2019 data is used as a benchmark to measure the change in behavior at the completion of the school year.

TERM	TOTAL COUNT	TOTAL MEMBERS	MBK	MSK
Fall 2019	463	112	101	11
Spring 2020	344	132	116	16

2019-2020 Total Count of Students by Number of Incidents



2019-2020 Total Behavior Incidents by School

School	Count
001 - Carter-Riverside HS, Amon	2
003 - South Hills HS	13
004 - Diamond Hill-Jarvis HS	9
005 - Dunbar HS, Paul Laurence	33
006 - Eastern Hills HS	5
008 - North Side HS	12
010 - Paschal HS, R.L.	26
011 - Trimble Technical HS, Green B.	14
014 - Southwest HS	77
015 - Western Hills HS	69
016 - Wyatt HS, Oscar Dean	14
018 - Middle Level Learning Center	1
019 - Metro Opportunity HS	2
044 - Elder MS, J.P.	37
049 - Kirkpatrick MS	24
050 - McLean MS, W.P.	159
057 - Rosemont MS	96
060 - Wedgwood MS	3
083 - Young Men's Leadership Academy	11
086 - Tarrant Co College South/Fort Worth Collegiate H S	9

Section 6 - MBK Post Covid-19 Action Steps

The following are actions that MBK has taken to adapt its plans and deliver more effective and efficient service to youth of color post Covid-19.

Current Activities

1. ***Contingency Plan:** MBK has developed a Coronavirus contingency plan to ensure that staff and students maintain safe interactions and can continue to engage in MBK program activities.
2. ***Strategic Plan:** Under a grant from the Department of Juvenile Justice MBK has developed a five-year strategic plan for the enhancement and expansion of its services offering.
3. ***Logic Model:** The logic model provides a clear at-a-glance view of the MBK programs inputs – outputs and outcomes. This reveals how we address the problems of our target population.
4. **Call to Action:** The Call to Action is a weekly recurring remote video conference conducted via Google meet to keep MBK students informed and engaged in productive activities.
5. ***MBK Drive Bys:** MBK staff conducts visits to the homes of MBK members to deliver supplies and resources while maintaining social distances practices. Drive bys are scheduled as needed. Drive bys have already been conducted to distribute MBK backpack and senior stoles.

Remote Frameworks Under Development

1. **MBK Academy:** This is an online learning management system designed to provide students with remote access to virtual MBK classes that participants can engage with at their own pace.
2. **MBK Directory:** This is an online member directory designed to maintain connectedness with MBK members throughout the MBK network. The directory is searchable by specific category.
3. **MBK Swag:** This is an online ecommerce store that supplies branded MBK apparel and gear. The store is administered by MBK students and is a part of the entrepreneurship training.

Strategic Collaborations

1. **Financial Literacy Educators of America:** MBK will include financial literacy as a part of its service offering to the participants in both the MBK and MSK programs. The Non profit organization FLEA is the subcontractor. This training is conducted remotely online.
2. **MBK Texas Alliance:** The Fort Worth MBK is coordinating a collaboration with other Texas MBK chapters to form a state wide alliance. The cities included are Fort Worth, Dallas, Austin, San Antonio, Houston. Recurring monthly virtual conferences are used to coordinate these efforts.
3. **The City of Fort Worth:** MBK is presently in discussion with the City of Fort Worth to formulate a memorandum of understanding that will allow for more support from, and connectedness to the city's resources to more effectively serve the Fort Worth communities of color.

**See attached documentation for specific details*