

2023-2024

21ST CENTURY COMMUNITY LEARNING CENTERS

Evaluation Report
Cohort 11: Year 2

Prepared by:



Tribe of Excellence

Introduction

Mississinewa Community Schools (MCS) holds a Cohort II 21st Century Community Learning Center grant to provide afterschool programming to RJ Baskett and Mississinewa High School (MHS) students. The 2023-2024 school year was the second of a four-year grant cycle.

The LIVE program, as it is called at MHS, focuses on college and career preparedness and social-emotional learning.

MCS established twelve performance measures to assess its impact on students and families, exceeding its goal in seven of them.



Evaluation Methods

MCS contracted with Thrive Nonprofit Solutions to conduct the external evaluation as required by the grant. Thrive utilized a multi-method evaluation approach incorporating quantitative and qualitative data, including program observation, surveys, interviews, academic data, and program data.

The following report encompasses process and outcome analyses for the 2023-2024 program year. The following analysis focuses on students attending the program for 45 or more days during the year.

Performance Measures

MCS established the following performance measures for the grant.

English Grades	Students will improve or maintain a C or higher in English/Language Arts
Math Grades	Students will improve or maintain a C or higher in Math
GPA	Students will increase or maintain their GPA
Academic Performance	Students will improve or not need to improve their overall academic performance
Assignment Completion	Students will improve or not need to improve their assignment completion
College & Career	Students will identify at least one possible career field
Behavior Referrals	Students will not receive behavioral referrals during the school year
Classroom Behavior	Students will improve or not need to improve their classroom behavior
Family Support	Parents will score a 3 out of 5 or higher on the Family Support Subscale of the Family School Panorama Survey
Family Involvement	Parents will report regular communication with their child's school regarding academics or behaviors

Participation

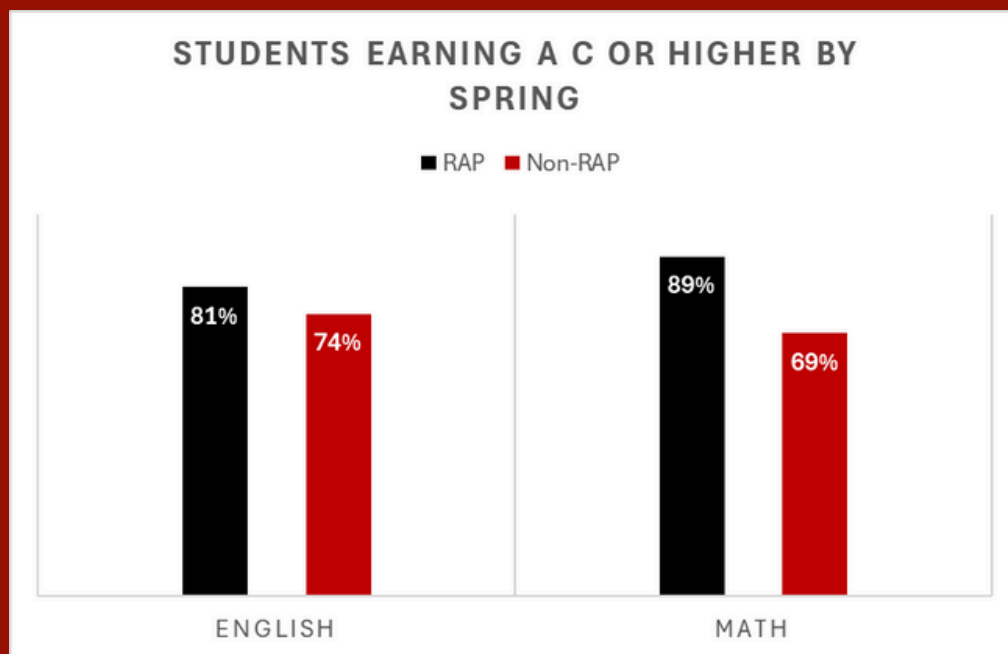
The LIVE program grew tremendously in its second year. A total of 300 students participated in the program throughout the school year. Of those, 36 met the 45-day threshold for regularly attending participant (RAP) status. While this is still well below its goal of 100 students meeting RAP status, it is three times as many as the previous year. An additional 31 students were within ten days of meeting this benchmark.

- Most of the RAPs (75%) were middle schoolers. However, students attending any number of days were much more evenly distributed across grades 6th-12th.
- The program recruited students who would benefit the most from extra services, with 69% of RAPs receiving free or reduced lunch and 19% receiving special education services.
- Aligning with the district demographics, 19% of RAPs and 23% of total enrollees were students of color.
- While 56% of the total enrollees were male, only 39% of the RAPs were female.



Academic Outcomes

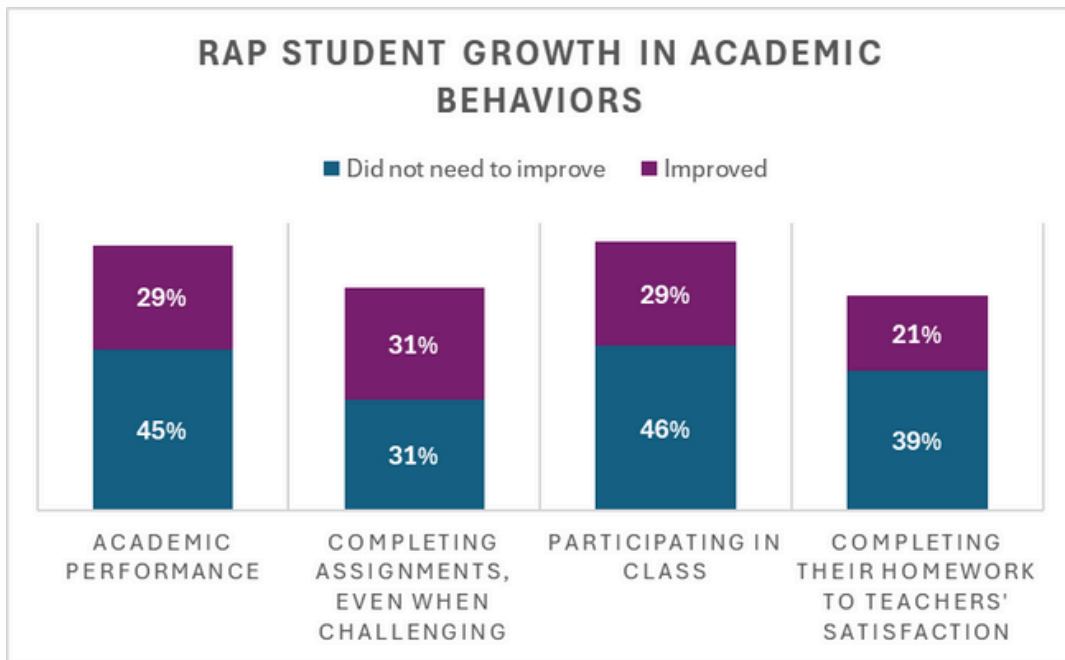
- MCS exceeded all four of its performance measures in terms of English and Math grades.
- Overall, 81% of RAPs finished the year with a C or higher in English and 89% did so in Math.
- RAP students had statistically higher grades than non-RAP students in Math by the end of the spring semester.
- GPA is available for the nine high school RAP students.
- The program did not meet its goal of having 65% of HS RAPs increase or maintain their GPA from fall to spring.
- However, 50% of students with a GPA below 3.0 in the fall increased it by the spring.
- Additionally, 33% of the RAPs ended the year with a 3.0 or higher GPA.



Teacher Survey

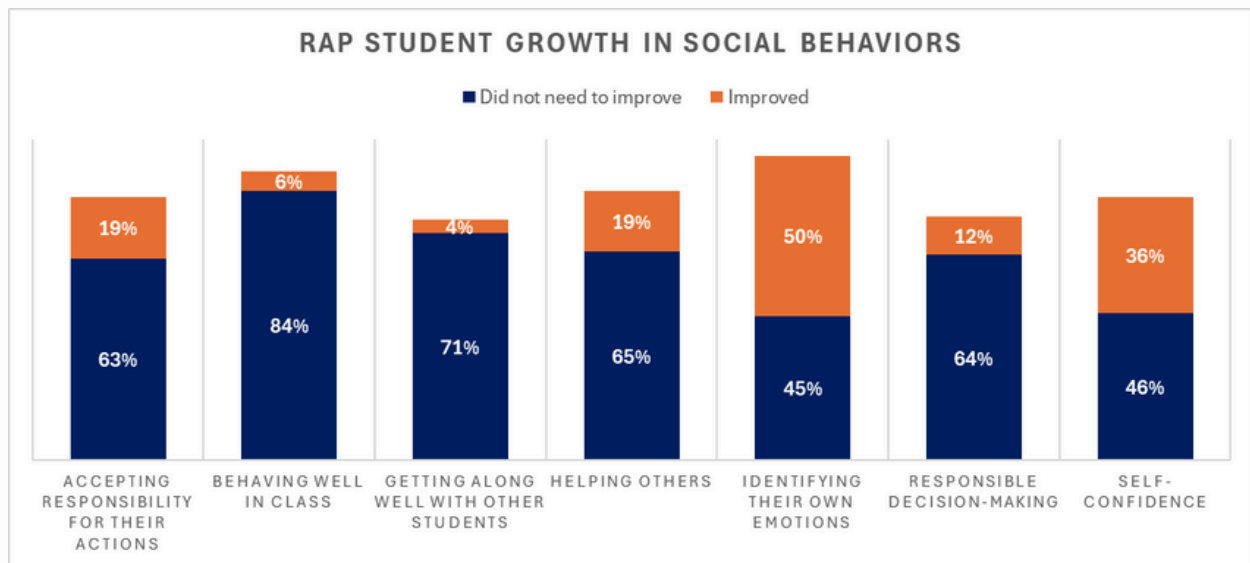
Teachers completed surveys assessing student growth in academic and behavioral components over the school year. The surveys are available for all RAP students. The program exceeded its goal in one of three measures from the teacher survey.

- 64% of RAPs improved or did not need to improve their academic performance (Goal: 70%)
- 63% of RAPs improved or did not need to improve their completion of assignments (Goal: 65%)
- RAP students also improved their class participation and completing assignments to the teacher's satisfaction.

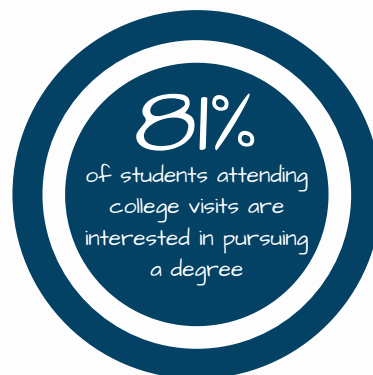


Social/Behavioral Outcomes

The teacher survey also addressed social behaviors. The program surpassed its target of 60% for RAPs showing improvement or not requiring improvement in classroom behavior, achieving 90%. RAPs demonstrated significant progress in recognizing their emotions and boosting their self-confidence.



The center fell short of its objectives in terms of behavioral referrals and the increased likelihood of pursuing a college degree. Only 61% of RAPs had no behavioral referrals during the school year, missing the 70% target. Additionally, 81% of students who participated in college visits expressed interest in pursuing a college degree, slightly below the 85% goal set.

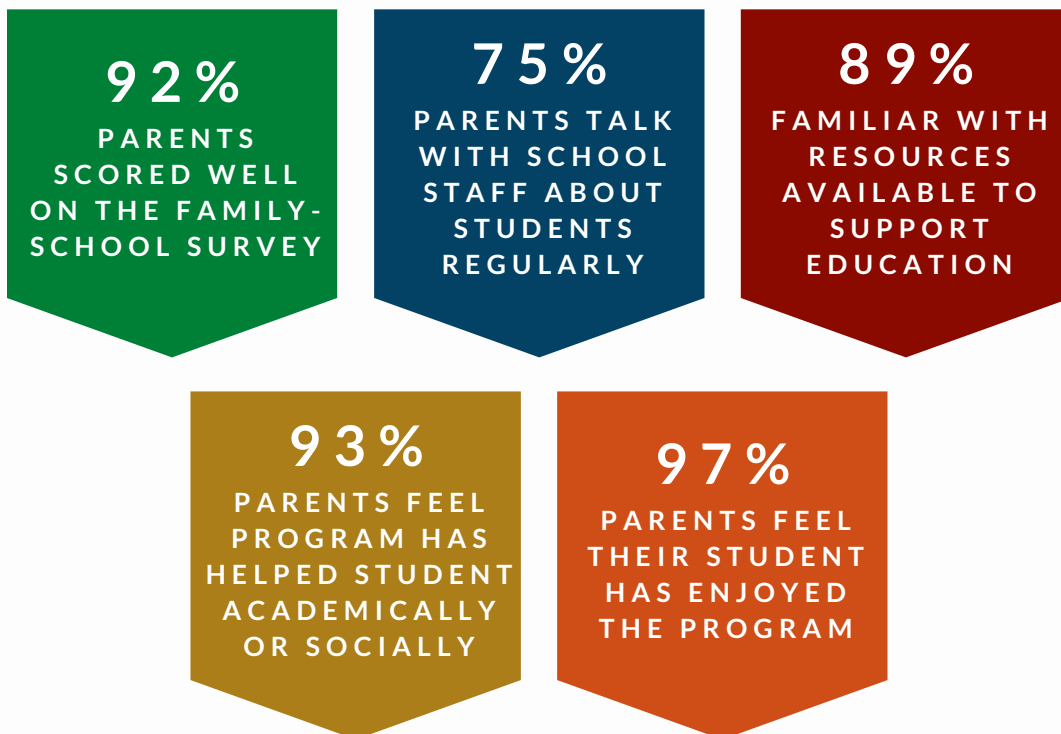


Family Engagement Outcomes

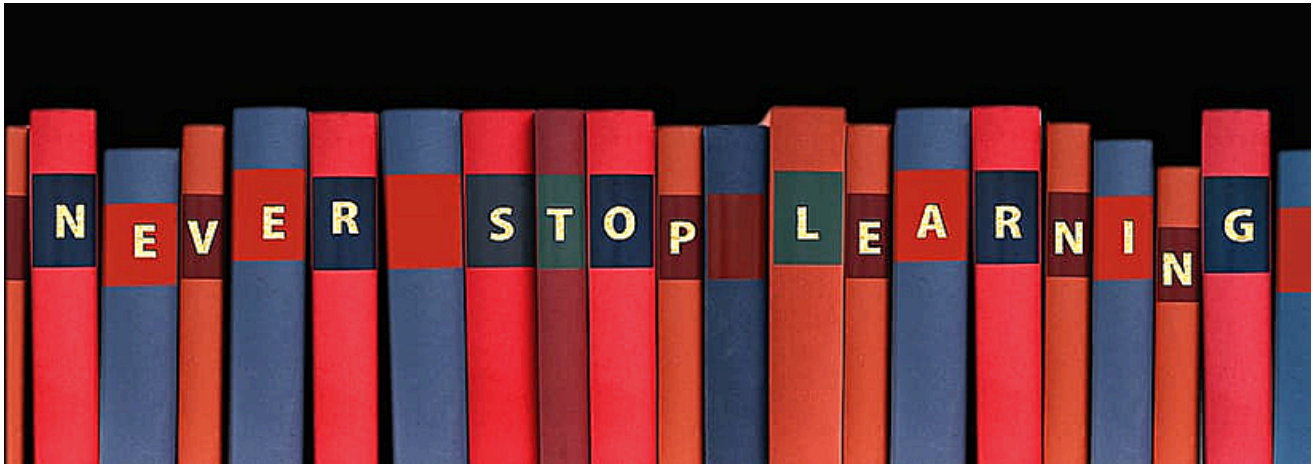
As the school district covers Gas City and Jonesboro, MCS is a major organizing hub for family and parent activities in the community. The district partners with Project Leadership and Radiant Health to provide family-oriented college and career readiness activities and parent workshops.

Parent and guardian surveys were conducted in spring 2024, with 61 completed.

- 92% of parents will score at least a three out of five on the Family Support subscale of the Panorama Family-School survey (Goal: 60%)
- 75% of parents will report speaking with school staff about their student's grades or behaviors at least once a semester (Goal: 65%)



Looking Ahead



In the journey of establishing its 21st Century Community Learning Center, MCS faced challenges in attracting and retaining students and maintaining engaging routines. However, in the second year, significant progress was made in these areas. Collaboration with sports teams and student organizations integrated academics into students' schedules, improving recruitment. With a stable team and community partnerships in place, the third year is expected to bring the program closer to achieving its RAP goal.

The academic component involves certified teachers and school staff supporting students with assignments and studies. Community partners like Project Leadership and Larksong offer college and career readiness programs and social-emotional learning activities. Additionally, the program organizes college visits and planning activities throughout the year.

To maintain momentum, it is recommended that the activity structure from the second year be retained and recruitment efforts commence earlier in the fall semester. This proactive approach will provide students with more opportunities to meet attendance targets.