



COLUMBIA SCHOOL DISTRICT

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Columbia School District 21st Century Community Learning Center Executive Summary June 2024

Executive Summary

The Columbia Collaborative (Columbia School District with joint collaborator Columbia-Marion County Public Library (CMCPL)) propose a 21st Century Community Learning Center (21st CCLC) program to meet the needs of pre-K and Kindergarten -12th grade students and their families. The 21st CCLC program will be referred to as **"X-STREAM"**.

The **"X-STREAM"** programs for the Columbia School District began in January 2021. The CSD funded the program out of district funds due to the budget not getting approved by MDE until March 2021. The Columbia Public Library was unable to participate during the spring semester due to a flood and resulting closure of the library. This program was conducted at 5 sites (Columbia Primary School, Columbia Elementary School, Jefferson Middle School, Columbia High School, and Columbia-Marion County Public Library) that provide both academic and enrichment opportunities for students and their families. The competitive grant was approved by a panel of readers convened by staff in the Office of Federal Programs in the Mississippi Department of Education (OFP/MDE) in the fall of 2020. This federally funded program helps students meet state and local student standards in core academic subjects, particularly in reading and math. X-STREAM focuses on "X-ing out" learning gaps by providing eXplicit instruction and eXperiences in STREAM: Science, Technology, Reading, Engineering, Art, and Math. The program also offers literacy and other educational services to the families of participating children.

The CSD's program is a well-designed and effectively implemented program that diligently strives to create an engaging and impactful experience for its participants. Based on data collected, students not only enjoy being a part of the program, they are also benefiting both academically (specifically in reading and math) and behaviorally. Although data indicates

student academic and behavioral progress as well as high levels of satisfaction among various stakeholders, there are areas for growth and improvement within the program.

Positive outcomes for after-school programs are closely linked to participation for months and often years. Programs must be structured, consistent and high-quality. They must utilize curricula and program models proven effective for youth development. Listed on the next page is a summary of our GPRA data which we believe illustrates this. We will continue to strive to make our after school program effective in improving the academic performance of our students.

Data for CHS							
# of Students / Grade level		Total Gender	GPRA 2	GPRA 3	GPRA 4		
95/ 9th Grade		117 Males	28 N / 12%	40 N / 17%	0 N		
50/ 10th Grade		112 Females	45 Y/ 20%	14 Y / 6%	229 Y / 100%		
41 /11th Grade			95 Blank / 41%	1 Blank	0 Blank		
40 /12th Grade			61 N/A / 3%	174 N/A / 76%	0 N/A		
3 /Not Graded							
		229	229	229	229		
Data for JMS							
# of Students / Grade level		Total Gender	GPRA 1 Math	GPRA 2	GPRA 3	GPRA 4	GPRA 1 ELA
55 /8th Grade		101 Male	71 N /37%	20 N /10%	14 N / 7%		98 N / 51%
73/ 7th Grade		92 Female	113 Y / 58%	68 Y / 35%	11 Y / 6%	193 Y/ 100%	87 Y / 45%
65 /6th Grade			9 N/A	40 N/A / 21%	168 N/A / 87%		7 N/A / 3%
			1 Blank	65 Blank / 34%	0 Blank		1 Blank / 1%
			193				193
Data for CES by grade /total							
# of Students / Grade level	Avg Attendance	# Females	# Males	Growth Math	Growth ELA		
3 / 6th Grade	17.66	2 femaies	1 male	2 Y / 66%	0 Y		
108 /5th Grade	33.31	63 females	45 males	61 Y / 56%	61Y / 56%		
92 /4th Grade	36.58	50 females	42 males	63 Y / 68%	21 Y / 23%		
98/ 3rd Grade	36.6	52 females	46 males	N/A	N/A		

