

**Georgia Department of Education
21st Century Community Learning Centers
FY 23 Common Data Elements Form**



Subgrantee: Reach for the Stars Leadership Academy (Kennesaw Elementary School and Big Shanty Intermediate School)	Date: June 30, 2023
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1. Attendance

	Total Number of Students Targeted	Registered Students Attending at least 1 day or 1 hour	# of Students Attending ≥ 30 days or 90 hours)	Total Number of Parent Opportunities	Cumulative Total Number of Parents Attending
Number:	114	Number: align="center">188	Number: align="center">158	Number: align="center">6	Number: align="center">394

2. Objectives

Total Objectives	Met	Not Met	Other
Number: align="center">8	Number: align="center">8	Number: align="center">0	Number: align="center">0

3. GTID

Number of Student GTIDs Reported in Cayen	188
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4. Report Card Grades

4A. English Language Arts

Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Students without Grades	Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade			
	A	B	C	D or F		A	B	C	D or F
0	43	80	62	3	3	50	110	23	2

Identify the preferred if it is not letter grades

Students in grades K-3 were issued standards-based grades. The following conversions were made for these students: Exceeds = A, Meets = B, Progressing = C, Not Evident = D/F. Students in grades 4 and 5 were issued letter grades. □

4B. Math

Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester Math Grade				Students without Grades	Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade			
	A	B	C	D or F		A	B	C	D or F
0	26	106	44	12	3	26	117	33	9

Identify the preferred if it is not letter grades

Students in grades K-3 were issued standards-based grades. The following conversions were made for these students: Exceeds = A, Meets = B, Progressing = C, Not Evident = D/F. Students in grades 4 and 5 were issued letter grades.

5. Teacher Reported Engagement in Learning Survey

Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%		%		%		%		%	
		1		5	31		36		27	
169	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%		%		%		%		%	
		1		5	23		42		29	
169	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%		%		%		%		%	
		1		4	31		32		33	

6. Partners

Number of Partners	Total Amount of Contributions
13	\$78,999

**Reach for the Stars
Program – Leadership
Academy**

**Nita M. Lowey 21st
Century Community
Learning Centers**

Program

**Annual Evaluation
Report 2022-2023**



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Big Shanty Intermediate School

Kennesaw Elementary School

Reporting Period

August 2022 - May 2023




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INTRODUCTION

Program Overview & History

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Reach for the Stars Program (RSP) supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children and their families. This federally funded program helps students meet state and local student standards in core academic subjects, particularly in reading and math. In addition, it offers students a broad array of enrichment activities that can complement students' regular academic programs. The program also offers literacy and other educational services to the families of participating children and other community members.

The current RSP Leadership Grant was awarded in July of 2019 and serves students in grades 3-5 at Big Shanty Intermediate School, and students in K-2 at Kennesaw Elementary School. Chosen objectives and the statewide program performance goals are listed in the Program Goals, Objectives, Activities, and Benchmarks section of this report.

The RSP Leadership Academy began the fourth year of this five-year grant for the 2022-2023 program year on August 2, 2022 and ended on March 30, 2023 at Kennesaw Elementary School and Big Shanty Intermediate School. When asked about the program's success so far this year, Program Director Karen Scarborough made a point to highlight her "incredible staff." She also mentioned that the majority of her staff go out of their way to make sure the students and the programming they put in place are successful. She highlighted Emily Belinfante, a new Site Coordinator at Big Shanty Intermediate School, whom she noted has been a fantastic addition. Kennesaw Elementary School also has a new Site coordinator this school year, Destiny Broughton who was staff member last year and was promoted due to her spectacular rapport with the students and ability to keep students engaged. Karen explained that she makes it a point to ensure all of her staff members feel heard and seen and wants to make sure she provides the space for them to speak on any areas of improvement or suggestions they may have. She noted that providing this safe space for them allows ideas to flow freely and promotes a great "buy-in" to the program, which in turn positively impacts the students. The Program Director highlighted that the students genuinely enjoy the program and the diverse activities they offer. She noted that most of the students don't want to leave when their parents come to pick them up because they are having so much fun. Last, Karen spoke about a new program they have where each student receives a card with various categories that identify exemplary student behavior such as being engaged in learning, accepting responsibility, self-control, etc. Every time that a student displays one of these behaviors, they receive a sticker to put on their card as a reward. Once they fill up the card, they can participate in different activities such as getting to use a bubble machine or receiving candy. Ms. Karen explained that it helps the students hold themselves accountable and identify positive characteristics in themselves.

RSP Past Years of Operation

The Cobb County School District (CCSD) is the second largest school system in Georgia and the 23rd largest in the nation. It serves nearly 113,000 students with 112 schools, including 67 elementary schools, 25 middle schools, 17 high schools, one charter school, one special education center and one adult education center. Cobb County has a population of 755,754 making it Georgia's third most-populous county. Poverty and the frequently concomitant low-educational attainment are the primary issues facing families in the Cobb County School District.

To address these issues Cobb County School District implemented the Reach for the Stars Mentoring Program (RSP) in 2004. The RSP Leadership Academy was developed to address risk factors that affect the youth in the local community such as poverty, illiteracy, delinquency, and academic failure. From 2004-2008 services were provided in an after-school setting, with three-hours-a-week of programming designed to address issues of the targeted at-risk students in grades 4th through 8th. This program was designed to provide mentors for participating students and planned activities. The RSP Mentoring program was a success and students continue to meet with their mentors sans grant funding. Based on this success and the need to help students improve academically, a more enriched and consistent program would be needed.

In 2008, RSP realized the greater need to expand the program to 12 hours per week Monday through Thursday and providing early intervention targeting only grades 3rd - 5th. The program focused on students' academic improvements and family involvement. RSP was awarded a 21st CCLC grant to provide academic and culturally enriched activities. This enabled the RSP-21st CCLC program to show improvements in student grades, tests, and social skills. In addition, the RSP Leadership Academy hosted many family enrichment activities. During the school years of 2008 until 2011, RSP increased the number of weeks in operation each year, increased the number of participating students, increased attendance in family events, and increased the number of partners and partner contributions.

In 2011, the Reach for the Stars Program was awarded a 21st CCLC grant. RSP was able to expand the program to the feeder middle school for 6th and 7th grade students. During this program year and the next two years, the program was able to track the progress of their elementary students as they transitioned through middle school. RSP increased the number of participating students from the projected amount of 200 to 243 (students attending more than 30 days). RSP was also able to serve more special needs students than projected by 52%. The success of RSP increased community awareness and family participation. In 2012, second year of the grant funding, the number of students who attended more than 30 days increased from 243 to 311. This change in regular student attendance represented a 28% increase. Moreover, the middle school community embraced the program resulting in a 25% rise in the number of middle school students attending more than 30 days. In 2014, the 21st CCLC awarded funds to RSP to serve a total of 205 students plus 38 students with disabilities. However, during the 2013-2014 school year, RSP was able to successfully serve over 230 families and 92 students with disabilities. Due to the sequestration, RSP was given a 10% budget cut for the third and final year of funding. Even with the budget cuts, RSP was able to exceed its goals. Two hundred and forty-five students attended 30 or more days, more than 50% of families attended two or more events, and over

90% of the students met or exceeded the standard on the CRCT. However, due to the budget cut the program was limited and not able to provide as many activities, family events, and professional development trainings as in past years. In addition, the middle school student attendance increased over 10% from the previous year. RSP also increased its community involvement; students worked hard to help people in their community and around the world. For example, the sewing club made hats and scarves for children hospitalized with cancer, and shorts and dresses for needy children in Africa. The Birds, Bugs, and Bunnies club built a greenhouse and a garden while working with community volunteers such as PTSA, Georgia Natural Resources, Cobb County Fire Department, and Cobb County Water Department.

In 2014, The Reach for the Stars Program was awarded a five-year 21st CCLC grant. RSP continued to serve the same sites and grade levels; however, added 8th grade students to the program. The Program continued to provide academic based activities under the enrichment style format. Moreover, all enrichment clubs had an academic component that complimented the school day. RSP continued the philosophy that learning is fun, all activities during the after-school time should be hands-on, engaging and interactive.

During the 2014-2015 school year, there were some successes and challenges. Some of the successes were the following: 1) serving more students with disabilities and serving more students than what were funded for in the application. RSP served these additional students due to teacher and administration's recommendations 2) Incorporating additional partners to help serve their needs 3) Increased volunteer participation hours.

Some of the challenges included 1) Room space at Acworth Intermediate to adequately serve the students' needs 2) Homework presented extra challenges because there were more students with higher needs at all three sites. 3) First year for the new standardized testing, Georgia Milestones, it was evident that the preparation and test was very stressful for the students. 4) Decreased attendance at the family events during the second half of the school year. RSP planned to address these challenges in the following ways: 1) Acworth Administration agreed to provide RSP additional room space to adequately serve the students 2) New strategies were implemented in the new school year including hiring more certified teachers, smaller student groups, and incorporating more academic games and manipulatives. 3) RSP provided fun games and contests that pertained to the Standardized Testing questions over the course of the program year to better prepare the students. 4) To address the decreased attendance at family events, RSP began the program one month earlier so as to complete the program prior to other end of the year activities that also require parent involvement (such as school/grade events, church events, etc.).

At the completion of the 2015-2016 program year, the Reach for the Stars Program served 121 more students over the grant required 204 who attended 30 days or more. RSP also provided services for a total of 133 students with disabilities. RSP was funded to provide services for 59 students with disabilities, however, the program was able to serve 74 more students, 25% more than required by the grant. As each year brought about new challenges and achievements, the 2015-2016 program year was no different. RSP's challenges included increased behavior issues and lower academic scores. This was in

large part due to the higher transient rate in the community and a majority of RSP's students were new to the program this school year. The RSP staff addressed these challenges by offering the following activities and strategies: Politely Polished which offered activities for students to learn about manners, attire for job/college interviews, and social skills for today's world; Kids Helping Kids which was an activity that allowed their 4th and 5th grade students to mentor and play with the Special Needs students who attend the same school; one of the partners provided a leadership program that was run by high school students called Next2Lead; other activities that built confidence and motivation were Build It, Coding, KSU Strings-Violin Project, and Adventure Club. These activities allowed students to experience new and different activities that they do not get an opportunity to do during the school day. Based on the previous year's challenges, the program started earlier during the 2015-2016 year. This early start enabled a smooth transition and the program was able to increase student attendance, as well as, attendance at family events. The program also increased the number of certified teachers and added additional homework assistance to better meet the needs of the students. Other changes that were specifically geared for middle school students during the 2015-2016 year were to add innovative and creative activities such as Movie Production, Video Game Creation, and Engineering. These activities were structured to allow students in middle school to work as a team, strategize, and follow directions while at the same time improving their academic skills such as Language Arts, peer editing, and Math. Classroom observations of grades 3-8 were conducted during the fall and winter 2015-16 sessions. Observation data were collected in three main areas of focus: 1) Classroom Management/Culture, 2) Student Engagement, and 3) Instructor Engagement. As in previous years, all three sites received high ratings suggesting that the RSP Leadership Academy was well-managed and that both students and instructors were engaged with the program.

During the 2016-2017 school year, based on parent, teacher, staff, and student input, homework time was identified as the area of the program that was always requiring renovation. During this program year, RSP staff implemented a new way to combat the homework dread. The Program Director chose the teachers who had the best skill set for teaching during homework time. Instead of students having several homework instructors, there was one lead and one assistant on a consistent basis. Homework was taught in the same classroom and was divided up by grades. This structure provided consistency and set expectations for the students. Homework assistance was changed to The HUB at Acworth, Genius Hour at Barber, and Power Hour at Baker. This took away the negative connotation of homework. In addition, with this structure better communication was streamlined more effectively from RSP teacher to parent and to the day school teacher. As in previous years, the RSP Leadership Academy served more students than they received funding for, and double the number of special needs students than funding was allocated for, all while not only meeting but exceeding each objective.

During 2017-2018, the Reach for Stars Program completed their fourth year of a five-year grant. As has been the case throughout the grant award, RSP has continued to serve more students than current funding supports. RSP was able to serve 126 more students than funded for the 2017-2018 school year. Students participated in many community service projects and community involvement events. These events included: delivering blankets made by students to cancer patients at the Hope Lodge and to the Mostly Mutts animal shelter, sending blankets to victims of Hurricane Harvey in Texas; writing letters to

those who have been traumatized or affected by the school shooting at Marjory Stoneman Douglas High School in Florida; starting the Homeless Pet Club in partnership with the Cobb County Police Community Affairs Unit, and participating in the Furry Friends 5K race in support of homeless animals.

During the final year of the 2014 Reach for the Stars Program 21st CCLC grant award, RSP continued to serve more students than their funding supported. RSP was able to serve 149 more students than funded for the 2018-2029 school year. Students participated in many community service projects and community involvement events, such as the Junior Optimist Club (JOI), Destiny's Daughters, continuing the Blanket Club and Homeless Pet Club.

In 2019, the Program Director wrote and submitted an application that was awarded for a new five year 21st CCLC grant. The Reach for the Stars Program transformed to the Reach for the Stars Leadership Academy to accommodate different schools in a different community. The Reach for the Stars Leadership Academy serves students in third through fifth grade at Big Shanty and Kindergarten, First Grade, and Second Grade at Kennesaw. Based on the previous history of the program, research and data showed that students in primary grades were in need of academic and enrichment activities to improve reading and math abilities to better prepare for the higher grade levels and the academic curriculum.

The program provides Hero Academy to address the academic and homework needs of the students. The program continues to provide hands-on and engaging activities and classes that were a proven success in previous years. Some of those clubs at the Reach for the Stars Leadership Academy include archery, French, STEAM Club, 2-D animation, Webdesign, Virtual Reality, Sports, Dance, Art, and many more. The students were able to visit with service dogs through the contractor, The Dog House, to learn about caring of animals, careers, and kindness. The program also offered activities on self-awareness, cultural awareness, community involvement, and social skills. There were family engagement events provided throughout the year that included a STEAM Family Event and a Drug Awareness event that provided resources and speakers on healthy habits and the dangers of drug and alcohol abuse.

In 2021, programming started and ended later than in previous years. Since the students served by the program were virtual learners until October 5, the Program Director and key stakeholders decided that it would be best to start the RSP Leadership Academy face-to-face as well on October 5. Moreover, this gave adequate time for the staff to attend trainings for virtual and face-to-face teaching with new regulations and adjustments to meet the safety requirements for staff and students.

That year had its challenges with each week bringing changes and new protocols. Some of these challenges included, but were not limited to, ensuring appropriate mask wearing, changes in school days of operation, and inability to provide certain activities such as gymnastics, martial arts, and a few others due to COVID restrictions.

However, with these unusual challenges, the RSP Leadership Academy staff rose to the challenge in 2021. The lead instructors and assistants collaborated more than ever to provide interesting, engaging activities while also assuring social distancing, mask wearing, and frequent student hand washing and

sanitation of equipment and supplies. Our staff was able to find ways to individualize their lesson plans to ensure safety and quality programming for all students.

During the 2021 school year, about 90% of the school's population returned to face-to-face learning. Therefore, the RSP Leadership Academy served approximately 80% of the required enrollment. Also due to COVID, the RSP Program was unable to invite volunteers, parents, families, and special guests to assist and enhance the program.

Due to reading scores being below grade level for many of the program students during 2021, the Program Director initiated a small group reading club led by a reading coach. The students' school day teachers and parents noted a significant improvement in comprehension and retention of site words. The Program Director also collaborated with the PBIS (Positive Behavioral Interventions and Supports) Department to host two family events via ZOOM. These events were "Tools for Keeping Your Cool" and a "Social and Emotional Learning" workshop. Both workshops were offered to all the participating students' families and program staff to provide strategies and support to cope with the stress, fears, and challenges with school, home life, and socialization.

Year 2022 was a year of recovery for RSP, and the program made some excellent progress. There were, however, still additional challenges that RSP needed to address and overcome. Due to COVID, on many occasions staff were required to quarantine for an extended amount of time. This required the Program Director, Site Specialists, Site Coordinators, contractors, and custodians to assist and teach in the classroom to ensure adequate student-to-teacher ratios while providing quality programming. In addition, students were struggling emotionally and socially, as well as academically.

However, with these unusual challenges, the RSP Leadership Academy staff again rose to the challenge in 2022. The lead instructors and assistants collaborated to provide interesting, engaging activities while also ensuring social distancing, mask wearing, and frequent student hand washing and sanitation of equipment and supplies. RSP staff were able to find ways to individualize their lesson plans to ensure safety and quality programming for all students. Staff also incorporated social and emotional support lessons and time for small group "talks" where students could discuss their worries and concerns in a safe environment. RSP also partnered with **Second Step**, a universal, classroom-based, social-emotional learning curriculum for students in kindergarten – fifth grade that nurtures children's social-emotional competence and foundational learning skills. This curriculum also included lessons on Bullying Prevention and activities to create a safer, more positive school community. In addition, due to circumstances during the 2020-2021 program year, RSP had a carryover of funds to use during the 2022 program year. Therefore, RSP was able to serve more students with special needs (IEPs) and operate the program for 28 weeks instead of the required 26 weeks.

Reading and math scores were again below grade level for many RSP students during 2022, so the Program Director, Site Coordinators, and a couple of lead teachers initiated small group reading clubs such as the Little Adventurers. The students' school day teachers and parents noted a significant improvement in comprehension and retention of sight words. Staff also incorporated math concepts in

their clubs. In the cooking clubs, students would decipher math concepts within the recipes. Students also participated in the Crazy 8's club and used technology to improve math concepts.

The Program Director also collaborated with the PBIS to offer several staff trainings in 2022. These trainings provided strategies and support to cope with the stress, fears, and challenges with school, home life, and socialization. Some staff members were able to attend the Beyond School Hours Conference and returned to deliver a mini-conference for all staff.

Fortunately, RSP was able to offer family events at the school sites during 2022. The RSP staff organized a STEAM Family event. This was a hands-on, educational, and engaging event that taught parents about the different lessons and activities offered to their students to help with academics and emotional well-being. Many parents had requested to learn more about the curriculum behind STEAM. RSP was also able to host the end of the year showcase. This was a wonderful opportunity for parents/enrolling adults to see what their child experiences while attending the Reach for the Stars Leadership Academy as well as actively participating in STEM lessons.

RSP Status of Program Objectives Years 1-4

The tables below display the status of program objectives in year 1 (2020), year 2 (2021), year 3 (2022), and year 4 (2023). Although family involvement objectives 3.1 and 3.2 were not met in the first two years, all three family involvement objectives were met and exceeded during years three and four. All youth development objectives have been met for the past four years, and in many cases exceeded, with the exception of objective 2.2. Objective 2.2 was not met in year three (and the objective was eliminated in year four). Both academic performance objectives have been met and exceeded all four years of the grant. See Table 1 for more detail.

Table 1: Status of Program Objectives for Years 1-4

Goal 1	Measurable Objectives	Status 2020	Status 2021	Status 2022	Status 2023
To increase academic performance in core subject areas: math and reading/ language arts.	1.1 75% of the program’s regularly participating students (those attending 30 days or more) will score as basic, proficient, or advanced in Math as indicated by Math Inventory (MI).	Met - Exceeded Total: 82%	Met - Exceeded Total: 87%	Met - Exceeded Total: 93%	Met- Exceeded Total: 96%
	1.2 75% of the program’s regularly participating students (those attending 30 days or more) will score as basic, proficient, or advanced in Reading/Language Arts as indicated by Reading Inventory (RI).	Met – Exceeded Total: 90%	Met – Exceeded Total: 94%	Met - Exceeded Total: 94%	Met- Exceeded Total: 96%

Goal 2	Measurable Objectives	Status 2020	Status 2021	Status 2022	Status 2023
To improve classroom behavior, homework completion, and to reduce inappropriate behavior by offering a broad array of services such as: youth development and social and cultural awareness.	2.1 75% of regularly participating students will demonstrate improvement in learning behaviors and rules and procedures. ¹	Met – Exceeded Total: 76%	Met – Exceeded Total: 86%	Met – Exceeded Total: 95%	Met – Exceeded Total: 94%
	2.2 75% of regularly participating students will meet or exceed the Cobb County School District’s average school day attendance. ²	Met – Exceeded Total: 77%	Met Total: 75%	Not met Total: 70%	N/A³
	2.3 75% of regularly participating students will demonstrate improvement in the basic foundation areas for academic achievement and emotional well-being.	Met – Exceeded Total: 84%	Met – Exceeded Total: 82%	Met – Exceeded Total: 89%	Met- Total: 75%
	2.4 75% of regularly participating students will demonstrate improvement or maintain satisfactory homework completion and learning skills by the end of the school year.	Met Total: 75%	Met – Exceeded Total: 76%	Met – Exceeded Total: 94%	Met – Exceeded Total: 94%

¹ In 2022, the questions from the school day teacher survey that were previously used to measure this objective were removed. Data from parent surveys was used to measure this objective beginning in 2022 (i.e., Were your child’s learning skills and behaviors satisfactory according to the latest report card you received?).

² In 2022, the question that was previously used to measure this objective was removed from the school day teacher survey. Attendance data from the students’ academic portal was used to measure this objective beginning in 2022.

³ In 2023, objective 2.2 was eliminated.

Goal 3	Measurable Objectives	Status 2020	Status 2021	Status 2022	Status 2023
<p>To provide literacy and related educational development for students and parents/guardians to enhance family involvement.</p>	<p>3.1 50% of families of regularly participating students will attend at least two Family Learning Nights or activities during the program year.</p>	<p>Not Met Total: 33%</p>	<p>Not Met Total: 24%</p>	<p>Met – Exceeded Total: 71%</p>	<p>Met – Exceeded Total: 78%</p>
	<p>3.2 60% of families of regularly participating students will report increased involvement/participation in student’s academics.</p>	<p>Not Met Total: 59%</p>	<p>Not Met Total: 58%</p>	<p>Met – Exceeded Total: 78%</p>	<p>Met – Exceeded Total: 67%</p>
	<p>3.3 60% of families of regularly participating students will report a better understanding of how to help their child with their educational needs.</p>	<p>Met – Exceeded Total: 66%</p>	<p>Met – Exceeded Total: 69%</p>	<p>Met – Exceeded Total: 82%</p>	<p>Met – Exceeded Total: 72%</p>

Student Attendance and Enrollment

A total of 188 students registered for the RSP Leadership Academy between August 2022 and March 2023. One hundred fifty-eight (158) of those students attended the RSP Leadership Academy for 30 days or more. At Big Shanty Intermediate School, a total of 100 students registered and 86 of those students attended 30 days or more. At Kennesaw Elementary School, a total of 88 students registered and 72 of those students attended 30 days or more. Both Big Shanty Intermediate and Kennesaw Elementary School both surpassed their target number of 57. This information is presented in the figures below.

Figure 1: Number of Students Attending 30 Days or More at Big Shanty Intermediate School

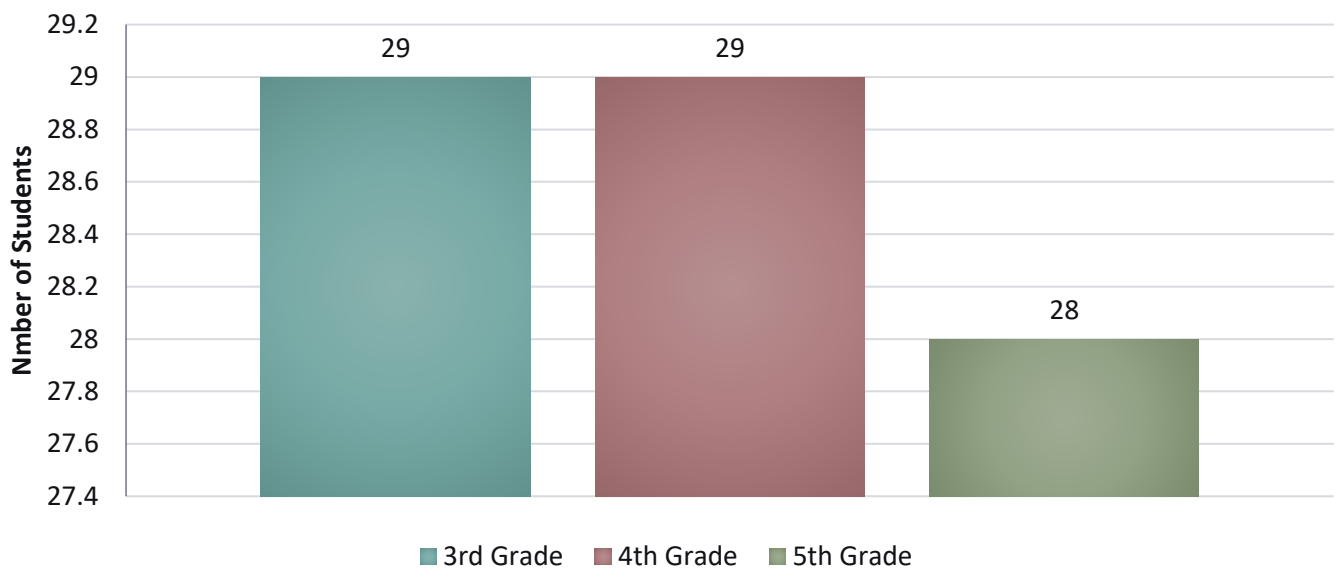


Figure 2: Number of Students Attending 30 Days or More at Kennesaw Elementary School

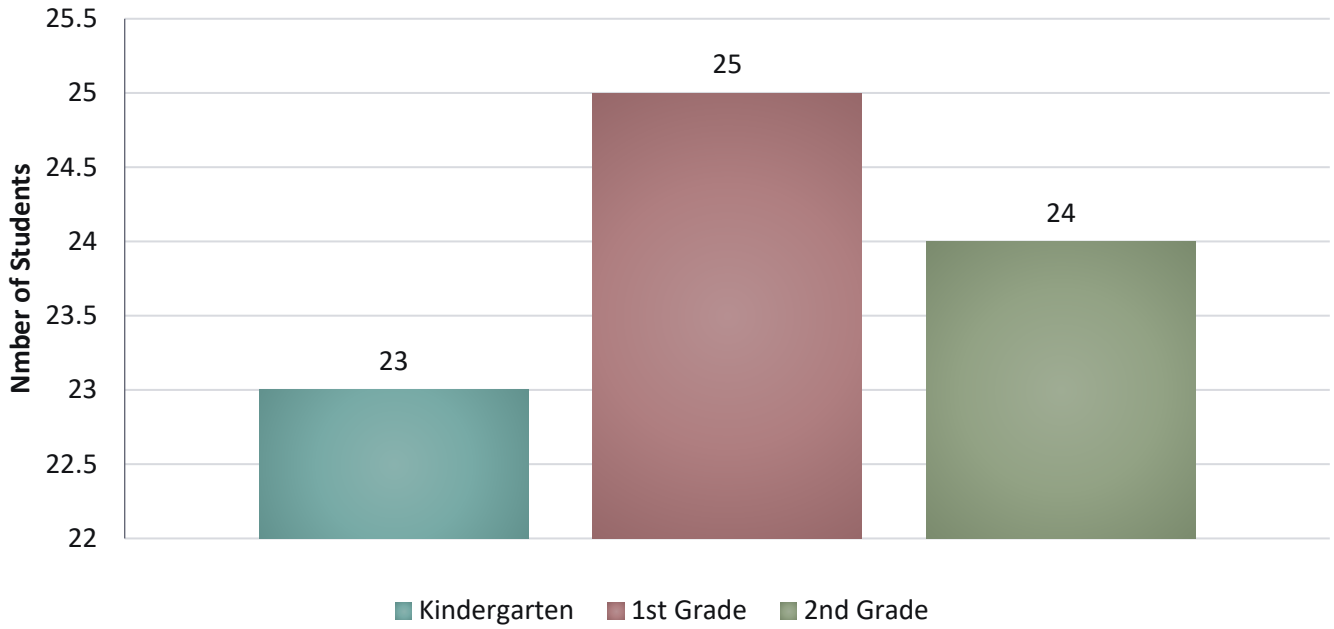
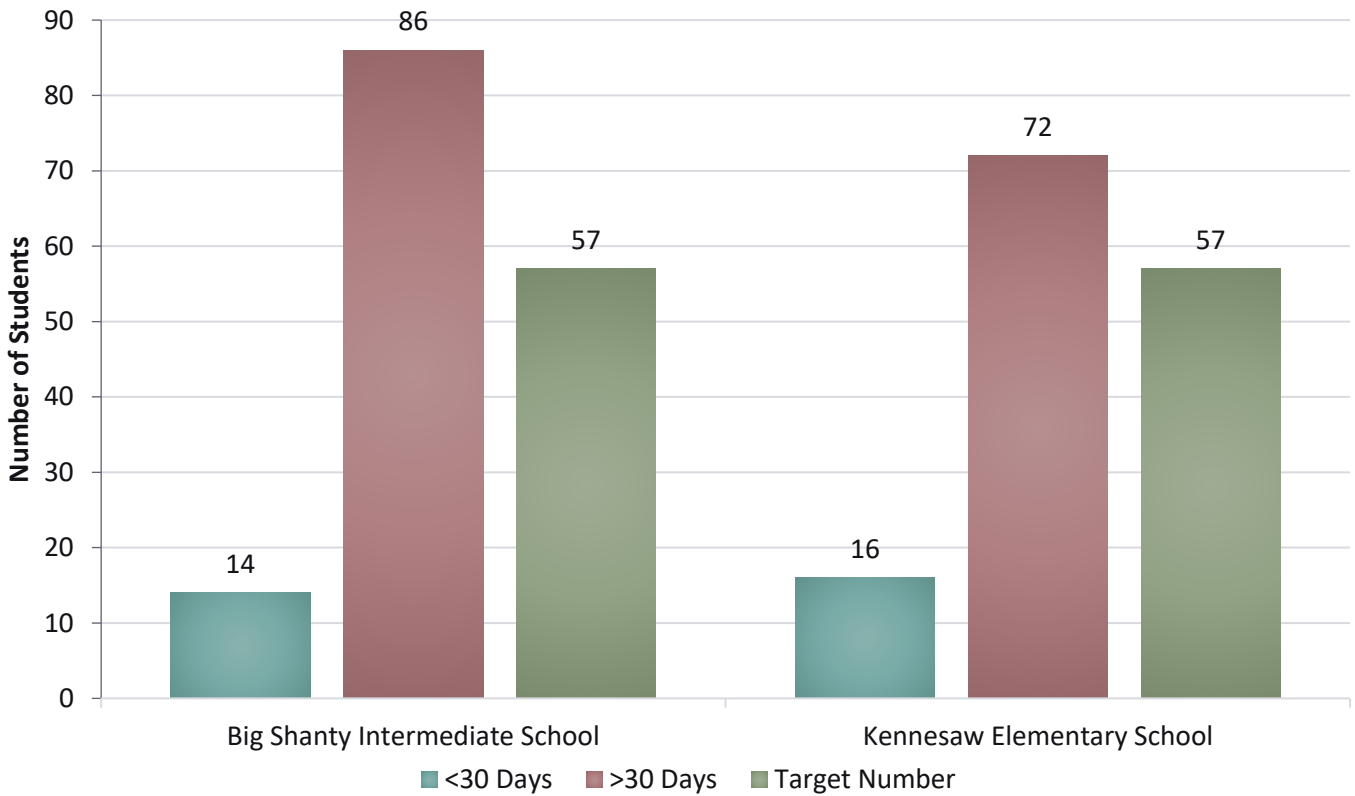


Figure 3: Summary of Number of Days Attended by Students



Student Demographics

Demographic information for regularly attending RSP Leadership Academy participants is presented in the table below.

Table 2: Student Demographics

	Big Shanty Intermediate School		Kennesaw Elementary School		All Schools	
	# Students	Percent	# Students	Percent	# Students	Percent
Totals	86	100%	72	100%	158	100%
Grade						
K	N/A	N/A	23	32%	23	15%
1	N/A	N/A	25	35%	25	16%
2	N/A	N/A	24	33%	33	21%
3	29	34%	N/A	N/A	29	18%
4	29	34%	N/A	N/A	29	18%
5	28	33%	N/A	N/A	28	17%
Gender						
Female	59	69%	38	53%	97	61%
Male	27	31%	34	47%	61	39%
Race/Ethnicity						
Black	29	34%	17	24%	46	29%
White	35	41%	33	46%	68	43%
Asian/Pacific Islander	2	2%	2	3%	4	2%
Hispanic	8	9%	3	4%	11	7%
American Indian/Alaska Native	0	0%	0	0%	0	0%
Other	1	1%	2	3%	3	2%
Multiracial	11	13%	15	21%	26	16%
Other						
Not proficient in English	1	1%	3	4%	4	2%
Free/Reduced Lunch	33	38%	20	28%	53	34%
Special Education	21	24%	21	29%	42	27%

Average Daily Attendance

Table 3: Average Daily Attendance

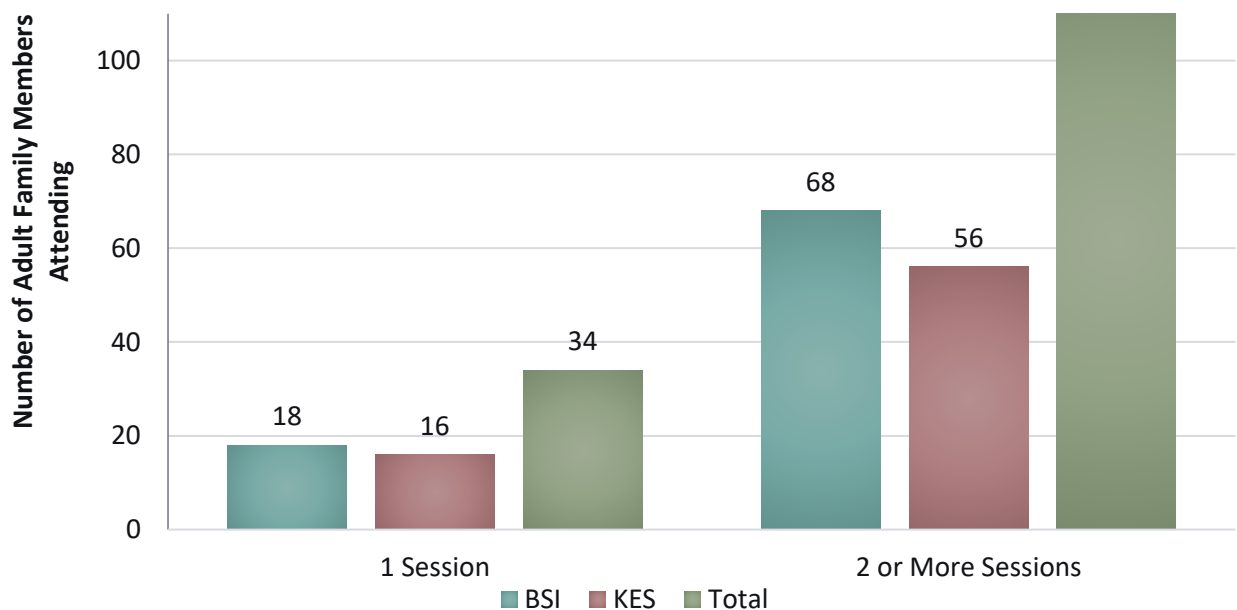
Site	Average Daily Attendance	Target Number	Percent of Target Attending on Average
Big Shanty Intermediate School	66	57	Over 100%
Kennesaw Elementary School	53	57	93%

Source: APlus Information System

Adult Family Member Attendance

The RSP Leadership Academy served 188 adult family members. Six parent events were held throughout the year: an in-person meet and greet in July 2022, a virtual parent registration and orientation in August 2022, three family educational nights (two in-person, and one virtual), and an in-person student end of year showcase. The topics/themes covered at the family educational nights included “Spooktacular Family STEAM Night,” held in October of 2022, and “#SocialSavvy by Revved Up Kids” parent educational workshops, held in January of 2023 and March of 2023. The figure below shows the number of program family members who attended two or more sessions.

Figure 4: Number of Sessions Attended by Adult Family Members of Regularly Attending Students



Source: APlus Information System

Program Operation

Table 4: Summary of Program Operations

Site	Big Shanty Intermediate School	Kennesaw Elementary School
Total Number of Weeks Open	26	26
Typical Number of Days per Week Open	4	4
Typical Number of Hours per Week Open	14	14

Source: APlus Information System

Program Staff

Table 5: Ratios of Teachers to Students

	Big Shanty Intermediate School	Kennesaw Elementary School
Academic	1:10	1:10
Enrichment	1:15	1:15
Recreation	1:15	1:15

Source: CCSD

Table 6: Characteristics of Program Staff

	Big Shanty Intermediate School		Kennesaw Elementary School		All Schools	
	# Staff	Percent	# Staff	Percent	# Staff	Percent
Totals	22	100%	21	100%	43⁴	100%
Gender						
Female	19	86%	20	95%	39	91%
Male	3	14%	1	5%	4	9%
Race/Ethnicity						
Black	4	18%	5	24%	9	21%
Asian	1	5%	1	5%	2	5%
American Indian/Alaska Native	0	N/A	0	N/A	0	N/A
White	13	59%	9	43%	22	51%
Hispanic	2	9%	0	N/A	2	5%
Multi-racial	0	N/A	3	14%	3	7%
No Answer	2	9%	2	10%	4	9%
Other	0	N/A	1	5%	1	2%
Staff Type						
Volunteer	9	41%	10	48%	19	44%
Bachelor’s Degree	4	18%	3	14%	7	16%
High school diploma	2	9%	5	24%	7	16%
Did not finish high school	0	N/A	1	5%	1	2%
Two-year college degree/Some college	10	45%	11	52%	21	49%
Some master’s courses	3	14%	1	5%	4	9%
Some doctorate level courses	2	9%	0	N/A	2	5%
Master’s Degree	1	5%	0	N/A	1	2%

Source: CCSD

Program Goals, Objectives, Activities and Benchmarks

The goals, objectives, activities, and benchmarks of the RSP Leadership Academy are presented in the table on the following pages.

⁴ Though there are 39 staff total, four staff members work at both Kennesaw Elementary School and Big Shanty Intermediate School. The four staff who work at both schools were counted twice in this table.

Table 7: RSP Leadership Academy 21st CCLC Grant Goals & Objectives

Goal 1	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
<p>To increase academic performance in core subject areas: math and reading/ language arts.</p>	<p>1.1 75% of the program’s regularly participating students (those attending 30 days or more) will score as basic, proficient, or advanced in Math as indicated by Math Inventory (MI).</p>	<p>Cobb County Reading Inventory and Cobb County Math Inventory</p>	<p>a) Math Inventory and Reading Inventory Math remediation: Math Facts, First in Math, Math180 Study Island, Skills Tutor, Prodigy, MYON, Homework Help, Specialized Math Instructor to teach and improve Math skills b) Cooking, Sewing, Fitness-all include Reading, Math & Science components. Students will participate in academic/enrichment activities that reflect the Georgia Standards of Excellence taught in the classroom. For example, Money Matters-Financial Literacy</p>	<p>a) Beginning, middle, and end of school year b) Daily throughout the school year c) Weekly throughout the program year</p>
	<p>1.2 75% of the program’s regularly participating students (those attending 30 days or more) will score as basic, proficient, or advanced in Reading/Language Arts as indicated by Reading Inventory (RI).</p>	<p>Standardized test scores (Georgia Milestones), and report cards</p>	<p>c) Students will participate in academic/enrichment activities that reflect the Georgia Standards of Excellence taught in the classroom. For example, Money Matters-Financial Literacy d) Newspaper Club, Creative Writing Classes, Poetry Slam e) STEM classes such as Bloxels, Spheros, Breakout EDU, & LEGO Robotics, Science Experiments, Computer Club, International Studies, Young Engineers f) Reading program for below grade level readers, Reading Café, Toastmasters, and Drama</p>	<p>d) Daily e) Weekly f) Daily</p>

Reach for the Stars Program – Leadership Academy 21st CCLC Report – 2023

Goal 2	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
To improve classroom behavior, homework completion, and to reduce inappropriate behavior by offering a broad array of services such as: youth development and social and cultural awareness.	2.1 75% of regularly participating students will demonstrate improvement in learning behaviors and rules and procedures.	Measured by end of the year teacher surveys, communication logs, email correspondence with school day teachers, and student progress reports On-Track Academic Portal to view attendance, grades, and discipline reports	a) Homework assistance, Organizational skills b) Small group c) Positive reinforcement, project-based learning d) Fun, interactive, and engaging activities e) Girls Club f) Boys Club g) International Studies, Foreign Languages h) JOI (Junior Optimist Club) i) Speakers, workshops on anti-bullying, social media, suicide prevention, and kindness strategies	a) Daily b) Daily c) Daily d) Daily e) Weekly f) Weekly g) Weekly h) Weekly i) Monthly
	2.2 75% of regularly participating students will meet or exceed the Cobb County School District’s average school day attendance.			
	2.3 75% of regularly participating students will demonstrate improvement in the basic foundation areas for academic achievement and emotional well-being.			
	2.4 75% of regularly participating students will demonstrate improvement or maintain satisfactory homework completion and learning skills by the end of the school year.			

Goal 3	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
To provide literacy and related educational development for students and parents/guardians to enhance family involvement.	3.1 50% of families of regularly participating students will attend at least two Family Learning Nights or activities during the program year.	Sign-in sheets, signed parent agreements, and parent surveys.	a) Orientation b) Student Showcase/end of the year c) Family Learning Nights that include Literacy Night, Financial Literacy, Social Media Benefits and Dangers, STEAM, Milestones Prep Night, Science Lab, Parent Homework Night or Math Night, College/Career Readiness Workshops d) Computer Time for parents e) Parent Resources f) Parents visits to classrooms	a) One at each site b) One at each site c) One of these events at each site throughout the school year d) Monthly/Quarterly e) Monthly f) Monthly
	3.2 60% of families of regularly participating students will report increased involvement/participation in student’s academics.			
	3.3 60% of families of regularly participating students will report a better understanding of how to help their child with their educational needs.			

STATUS OF PROGRAM OBJECTIVES

Table 8: Status of Program Objectives RSP Leadership Academy 21st CCLC Grant - 2023

Goal 1	Measurable Objectives	Status	Comments
To increase academic performance in core subject areas: math and reading/ language arts.	1.1 75% of the program’s regularly participating students (those attending 30 days or more) will score as basic, proficient, or advanced in Math as indicated by Math Inventory (MI).	Met - Exceeded	BSI Met – 94% scored at the basic level or above. KES Met – 99% scored at the basic level or above. Total students meeting the objective: 148/154⁵ (96%)
	1.2 75% of the program’s regularly participating students (those attending 30 days or more) will score as basic, proficient, or advanced in Reading/Language Arts as indicated by Reading Inventory (RI).	Met - Exceeded	BSI Met – 95% scored at the basic level or above. KES Met – 96% scored at the basic level or above. Total students meeting the objective: 131/137⁶ (96%)

⁵ This denominator excludes three students from Kennesaw and one student from Big Shanty who all withdrew from the program before it ended and did not have MI or RI scores available.

⁶ There are two reading assessments. The FRA is given to K-2 students, and the RI is administered to students in grades 3-5. Once a child reaches a certain score on the FRA they take the RI. This denominator excludes 15 Kindergarten students at Kennesaw Elementary School who did not meet threshold FRA scores in order to take the RI. It also excludes an additional two students from Kennesaw who did not take the RI assessment, and the four students from Big Shanty and Kennesaw who withdrew as noted above.

Reach for the Stars Program – Leadership Academy 21st CCLC Report – 2023

Goal 2	Measurable Objectives	Status	Comments
<p>To improve classroom behavior, homework completion, and to reduce inappropriate behavior by offering a broad array of services such as: youth development and social and cultural awareness.</p>	<p>2.1 75% of regularly participating students will demonstrate improvement in learning behaviors and rules and procedures.</p>	<p>Met - Exceeded</p>	<p>94% of parents indicated their child’s learning skills and behaviors were satisfactory according to the latest report card they received.</p>
	<p>2.2 75% of regularly participating students will meet or exceed the Cobb County School District’s average school day attendance.</p>	<p>N/A⁷</p>	<p>N/A</p>
	<p>2.3 75% of regularly participating students will demonstrate improvement in the basic foundation areas for academic achievement and emotional well-being.</p>	<p>Met</p>	<p>94% of teachers indicated improvement (71%) or no need to improve (23%) in students’ participation and attentiveness in class.</p> <p>96% of teachers indicated improvement (65%) or no need to improve (31%) in students’ motivation to learn.</p> <p>75% of students indicated that everything was going well in their life; 87% indicated that they were doing well in school; 86% indicated positive ratings when asked how they were doing in general; and 73% indicated things were going well in their family life.</p>
	<p>2.4 75% of regularly participating students will demonstrate improvement or maintain satisfactory homework completion and learning skills by the end of the school year.</p>	<p>Met - Exceeded</p>	<p>94% of teachers indicated improvement (62%) or no need to improve (32%) in students’ satisfactory homework completion.</p>

⁷ This objective was eliminated in 2023.

Reach for the Stars Program – Leadership Academy 21st CCLC Report – 2023

Goal 3	Measurable Objectives	Status	Comments
<p>To provide literacy and related educational development for students and parents/guardians to enhance family involvement.</p>	<p>3.1 50% of families of regularly participating students will attend at least two Family Learning Nights or activities during the program year.</p>	<p>Met-Exceeded</p>	<p>BSI Met – 79% KES Met – 78% Total meeting objective: 124/158 (78%) of parents attended two or more family involvement activities. 100% attended at least one family involvement activity.</p>
	<p>3.2 60% of families of regularly participating students will report increased involvement/participation in student’s academics.</p>	<p>Met-Exceeded</p>	<p>BSI Met – 66% KES Met – 67% Total meeting objective: 67% of parents reported that they have been more active/ involved in their child’s education since attending the 21st CCLC program. 94% of parents who attended a parent night/session stated that they learned a lot (48%) or some (46%) to help them increase their child’s ability to succeed in school. 92% were satisfied that the 21st CCLC program improved their child's success by the end of the school year.</p>
	<p>3.3) 60% of families of regularly participating students will report a better understanding of how to help their child with their educational needs.</p>	<p>Met - Exceeded</p>	<p>BSI Met – 75% KES Met – 71% Total meeting objective: 72% of the parents agreed that the program was helping them to understand how to help their child with his or her educational needs.</p>

EVALUATION OVERVIEW

Located at Kennesaw State University, the A.L. Burruss Institute of Public Service and Research is the independent, third party evaluator for the RSP Leadership Academy. The A.L. Burruss Institute of Public Service and Research at Kennesaw State University was established in July of 1988 and provides a wide range of technical assistance across a broad range of policy areas to governmental entities at various levels, as well as nonprofit organizations. The Burruss Institute has conducted numerous evaluations and has experience conducting needs assessments and satisfaction surveys for non-profit and government agencies at the state, county, and municipal level.

There were two main purposes for the RSP Leadership evaluation during Year 4. The first was to provide detailed information about the RSP Leadership Academy implementation to the Program Director and Site Coordinator and the second was to accurately assess the progress of the program in meeting the goals and objectives as outlined in the grant proposal.

Use of Evaluation Results

Based on the Cobb County Reading Inventory and Math Inventory data, teacher input, and report cards, the Program Director initiated a daily math program for each grade. Every student attended a math club each day to work on the curriculum that was grade specific for those students. To meet the reading needs of students, small group reading clubs were established to work on sight words, fluency, and comprehension, and the joy of reading.

Based on the recommendations provided by the FY22 Summative Report and feedback on the site visits from the Burruss Institute evaluation team, the following changes were made to improve programming and to meet the needs of the RSP students:

- Additional training in social and emotional learning for the staff.
- Continued support provided to staff, families, and students.
- Ensuring academic components in the lesson plans and activities.
- Providing clubs that enhance cultural awareness, kindness, and respect.
- The feedback from the staff surveys indicated they needed more communication/input from day school teachers to help RSP teachers better serve students. The administration and the school staff were very receptive and helped the RSP staff feel more comfortable to approach them with questions, concerns, and to ensure lessons aligned with the day school academics.

EVALUATION METHODS

Multiple measures were used to evaluate the RSP Leadership Academy. These measures included surveys of students, parents, regular school day and after-school teachers, as well as observations and student records. Participants who did not attend the program for 30 days or more at any of the sites are not included in any of the analyses per the guidelines set forth in the objectives.

Parent Survey

During spring of 2023, a survey was administered to the parents/guardians of students who participated in the RSP Leadership Academy. Parents who attended family engagement events were given a paper survey and encouraged to complete it and return it to program staff. Surveys were also sent home with students. Once received by staff, the completed surveys were entered into an online data collection system created by the Burruss Institute. In addition, parents were provided the option to complete the survey online; parent surveys were distributed via email containing an online link to complete the survey and on iPads when they picked up their students at dismissal.

The survey was designed to assess parent satisfaction and attitudes toward the RSP Leadership Academy and measure the degree to which they thought it helped their child improve behavior and academic skills. The survey has 18 items with a few open-ended questions, but most are measured using 5-point scales (ranging from “Strongly agree” to “Strongly disagree,” and “Very satisfied” to “Very dissatisfied”).

The completion rates for the parent survey are summarized in table below.

Table 9: Completion Rates for the Parent Survey

School	Number of Surveys Completed	Number of Surveys Distributed	Parent Response Rate
Big Shanty Intermediate School	47	86	55%
Kennesaw Elementary School	58	72	81%
Total	105	158	66%

Teacher Survey

During spring 2023, an online survey was administered to the school day teachers of the student participants of the RSP Leadership Academy. The purpose of the survey was to assess whether school day teachers believed that student participants’ engagement in learning had changed during their involvement with RSP this year. The survey includes three items on a 5-point scale: 1. Significant improvement, 2. Slight improvement, 3. No need to improve, 4. Slight decline, 5. Significant decline.

The completion rates for the teacher survey are presented in the table below.

Table 10: Completion Rates for the Teacher Reported Engagement in Learning Survey

School	Number of Teacher Surveys Completed	Number of Surveys Distributed ⁸	Teacher Response Rate
Big Shanty Intermediate School	94	100	94%
Kennesaw Elementary School	75	88	85%
Total	169	188	90%

After-School Program Staff Survey

During spring 2023, an online survey was administered to the after-school teachers of the student participants of the RSP Leadership Academy. The purpose of the survey was to assess what program staff liked about the program, what they thought could be improved, whether they felt they received enough professional development/training, and how confident they were working with the students in different areas (i.e., math tutoring, literacy/reading enrichment, providing homework help, etc.). They were also asked about program curriculum and how well it aligned with the school day curriculum, as well as how confident they were performing other duties of their job not directly related to working with the students (i.e., being knowledgeable about procedures to ensure compliance with health and safety laws, procedures to follow in an emergency, efficient methods for conducting attendance checks and dismissals, time/classroom management etc.).

The survey includes 38 items based on either a 4- or 5-point scale, as well as a few open-ended questions. The 4-point scale is as follows: 0. Not answered, 1. Confident, 2. Would like more training, 3. Not applicable. The 5-point scales are as follows: 0. Not answered, 1. Needed very much, 2. Needed, 3. Not needed, 4. Not applicable, and 5. Strongly agree, 2. Agree, 3. Neither agree or disagree, 4. Disagree, and 5. Strongly disagree.

The completion rates for the after-school program survey are presented in the table below.

⁸ The number of distributed **Teacher Reported Engagement in Learning** surveys is based upon the total number of registered students attending one or more hours of programming. Throughout the rest of this report, survey response rates and measurements of student data will be based upon the number of “regular attendees” or students attending the program for 30 days or more.

Table 11: Completion Rate for the After-School Program Staff Survey

School	Number of After-School Teacher Surveys Completed	Number of Surveys Distributed	ASP Response Rate
Big Shanty Intermediate School	14	14	100%
Kennesaw Elementary School	7	11	64%
Total	21	25 ⁹	84%

Student Survey

During spring 2023, a survey was administered to students who participated in the RSP Leadership Academy. The purpose of the survey was to gauge the attitudes of students toward school and the degree to which they felt participating in the RSP Leadership Academy helped them. The survey includes 15 items with a few open-ended questions, but most are measured using a 5-point rating scale: 1. Strongly agree, 2. Agree, 3. Neither agree or disagree, 4. Disagree, and 5. Strongly disagree.

The completion rates of the student survey are presented in the table below.

Table 12: Completion Rate for the Student Survey

School	Spring Surveys Completed	Number of Surveys Distributed	Student Response Rate
Big Shanty Intermediate School	80	86	93%
Kennesaw Elementary School	64	72	89%
Total	144	158	91%

Site Visits

The evaluator visited the two schools in the fall of 2022 and spring of 2023. The purpose of the site visits was to observe activities and lessons during implementation at each school and collect documentation that would assist in the evaluation of the program. Sites were also visited daily throughout the year by the Program Director, and once via Facetime by the GaDOE Evaluation Specialist in February of 2023. Notes for each site are listed in Appendix A (fall site visits) and Appendix B (spring site visits).

Other Techniques

1. Collected and analyzed secondary data gathered from the APlus Information System
2. Collected and analyzed secondary data gathered from CCSD.

⁹ Nineteen staff were volunteers across the two sites (9 at Big Shanty, and 10 at Kennesaw Elementary). Volunteers are excluded from the denominator when calculating the after-school staff survey response rate.

Data Collection Schedule

Table 13: Data Collection Activities

Activity	Dates
Site Visits	Fall 2022 & Spring 2023
Parent Survey	Spring 2023
School Day Teacher Survey	Spring 2023
After-School Program Staff Survey	Spring 2023
Student Survey	Spring 2023
Analysis of APlus Information System	Ongoing
Other Techniques	Ongoing

PROGRAM IMPLEMENTATION

Program Activities

The primary activities of the RSP Leadership Academy are listed below (descriptions of specific clubs can be found in the site visit write-ups in Appendices A and B). Assistance with homework was offered, in addition to academic enrichment activities, STEM activities, physical activities, recreation activities, enrichment activities, and youth mentoring. Examples of each type of activity follows.

Academic Enrichment

- Around the World
- Battle of the Books
- Crazy 8's
- Homework and Academic Assistance
- Junkalism
- Puzzle Mania
- Sign Language
- Spanish
- STEM Clubs



Battle of the Books

Recreation/Physical Activity

- Athletics Club
- Team Building Mondays

Enrichment

- Archery Club
- Arts and Crafts Clubs
- Crochet/Knitting Club
- Engineering & Robotics Clubs
- Film Club
- Gardening Club
- Jr. Chefs
- Makers Space
- Making Cents
- Pokémon Club
- Tech Talk



Knitting

Mentoring

- Girl Talk
- Boys Club



Environmental Club

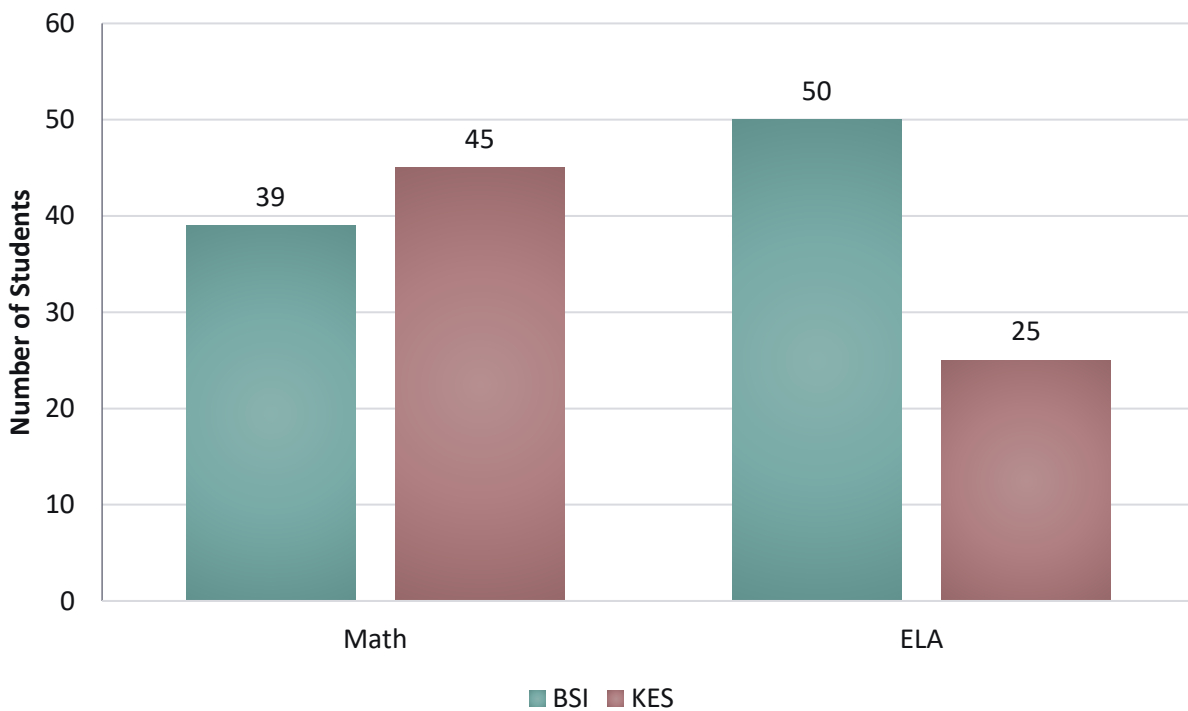
Source: APlus Information System and site schedules

PROGRAM OUTCOME DATA

Academic Performance – Student Grades

The number of students who maintained an A or B all year in math represents 45% of the total number of regularly participating students at Big Shanty Intermediate School and 63% at Kennesaw Elementary School. In ELA, 58% of regularly participating students maintained an A or B at Big Shanty Intermediate School and 35% maintained an A or B at Kennesaw Elementary School.

Figure 5: Number of Students Maintaining an A or B All Year (2022 - 2023 School Year)



Academic Performance – Lexile Scores

As explained on the Lexile Measures website (<https://www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart>),

There’s no direct correspondence between a specific Lexile measure and a specific grade level. However, there is a range of student abilities within each grade, and you might find it useful to see what the typical Lexile measures are within a given grade. We conducted a research study using national samples to describe Lexile ranges for each grade. Results are shown in the chart below. These reader measures are national user norms. Data for these norms came from a large sample of students who were administered tests that reported Lexile measures in the years 2010 through 2016. However, please note:

- *This information is for descriptive purposes. The goal is to give you a sense of how a student’s Lexile measure (reading ability) compares to Lexile measures for students in the same grade. The ranges are not intended to be a guide or standard that students are expected to reach. See our [FAQ](#) on performance, norm-referenced interpretations, and criterion-referenced interpretations of test scores for more information.*
- *The Lexile range shown is the middle 50 percent of reader measures for each grade. This means that 25 percent of students had Lexile measures below the lower number and 25 percent had Lexile measures above the higher number.*

Below is the table of “Typical Reader Ranges” by grade level listed on their website.

Table 14: Reader Measures, Mid-Year 25th Percentile to 75th Percentile (IQR)

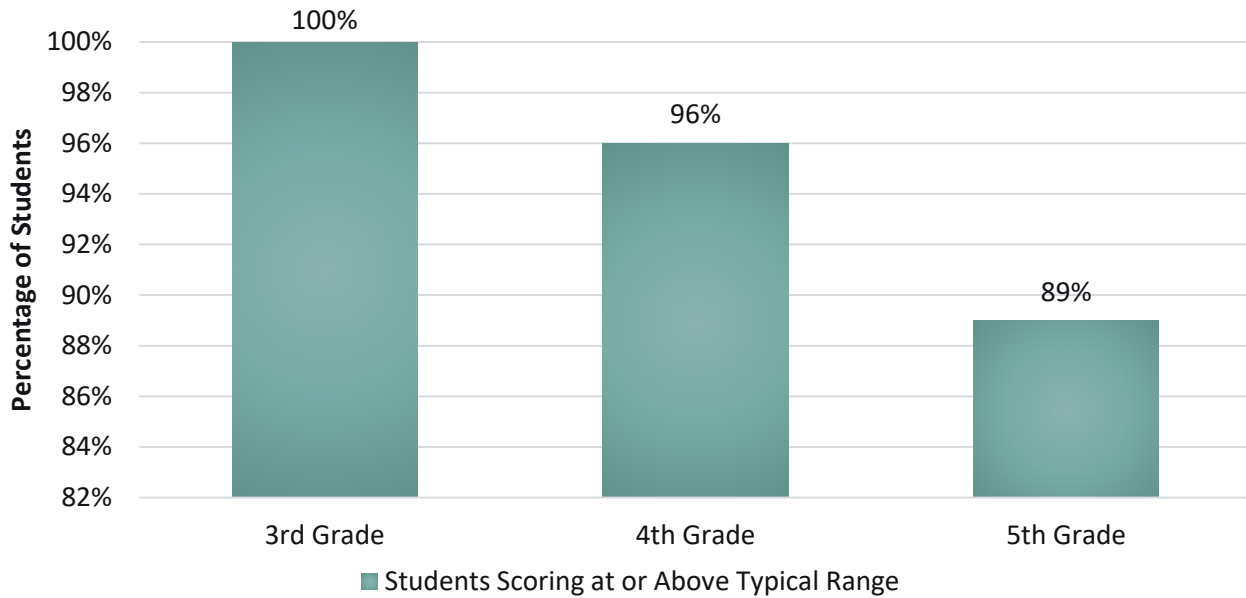
Grade	Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)
1	BR120L* to 295L
2	170L to 545L
3	415L to 760L
4	635L to 950L
5	770L to 1080L
6	855L to 1165L
7	925L to 1235L
8	985L to 1295L
9	1040L to 1350L
10	1085L to 1400L
11&12	1130L to 1440L

*Beginning Reader (BR) is a code given to readers and texts that are below 0L on the Lexile scale. The lower the number following the BR code, the more advanced the reader or text is. The higher the number, the less complex the text is or less skilled the reader is.

Students with Lexile scores in the typical range for their grade level or higher are reported by each school in the figures below.

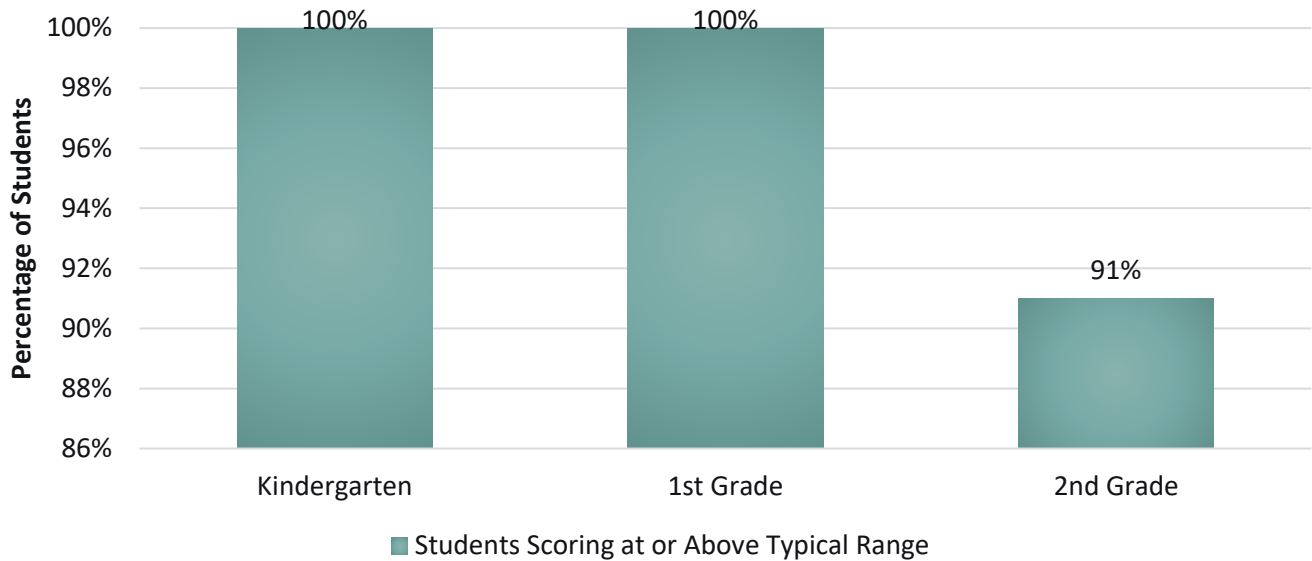
At Big Shanty Intermediate School, 28 (100%) 3rd graders scored at or above the typical range; 28 (96%) 4th graders scored at or above the typical range; and 25 (89%) 5th graders scored at or above the typical range for their grade level.

Figure 6: Percentage of Students Scoring in the Typical Reader Range (25th-75th percentile) and Higher, by Grade (Big Shanty Intermediate School)



At Kennesaw Elementary School, 23 (100%) 1st graders scored at or above the typical range, and 21 (91%) 2nd graders scored at or above the typical range for their grade level. Six kindergarteners took the assessment and 100% scored at or above the typical range.

Figure 7: Percentage of Students Scoring in the Typical Reader Range (25th-75th percentile) and Higher, by Grade (Kennesaw Elementary School)

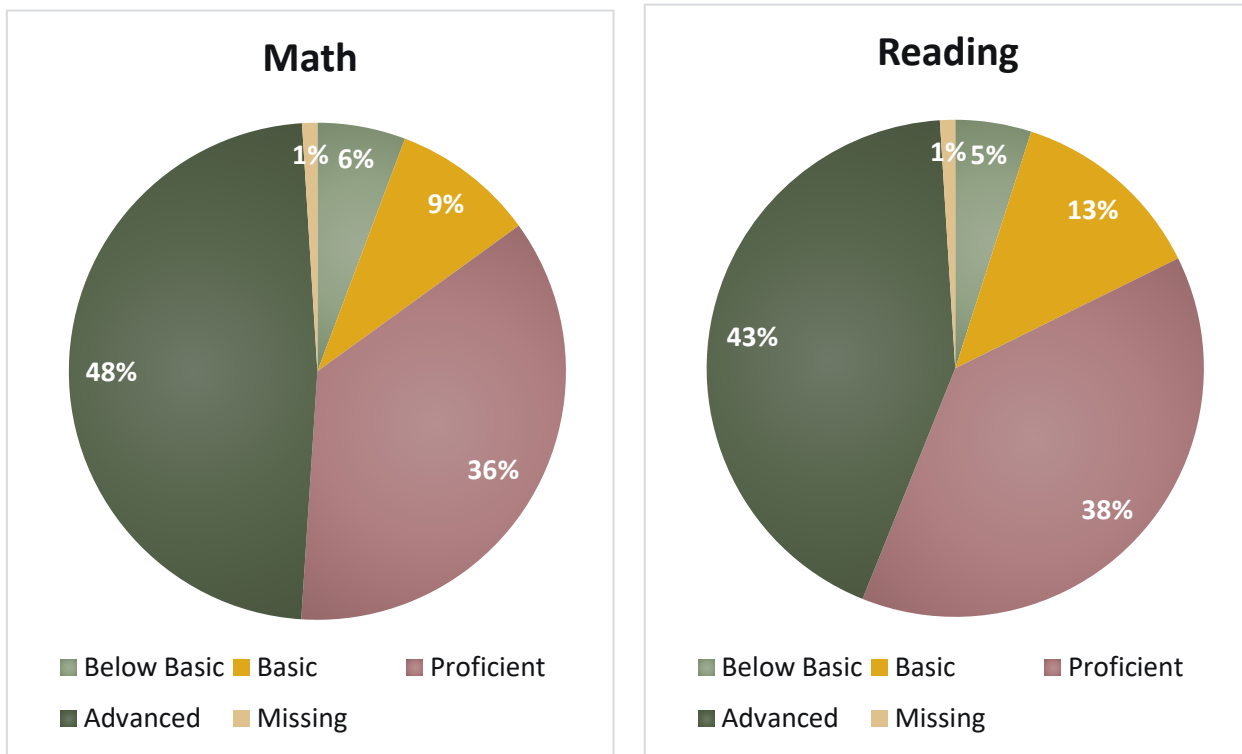


Academic Performance – Cobb County Inventory Scores

Cobb County School District administers the Reading Inventory (RI) and Math Inventory (MI) to all students in grades K-9 three times a year. RI and MI are research-based, adaptive diagnostics that meet each individual student where they are. RI measures reading comprehension skills and longitudinal progress from kindergarten through college readiness. MI tracks math readiness progression from kindergarten through Algebra II.

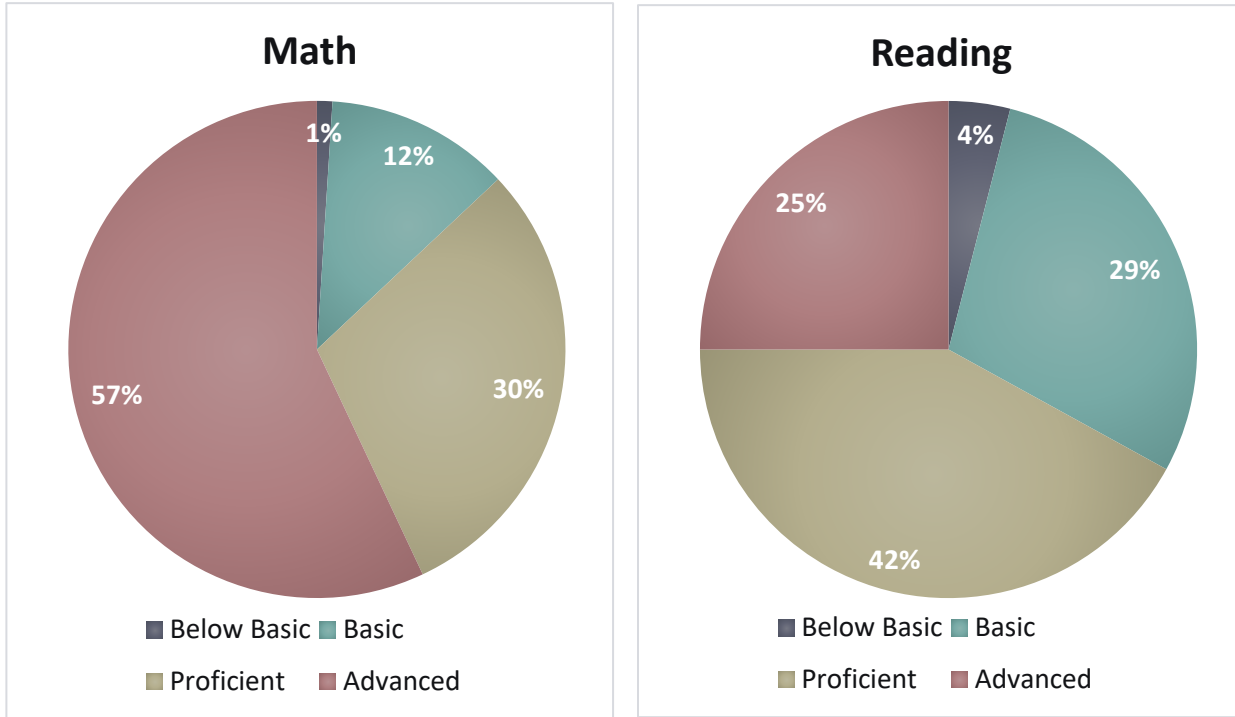
A majority of students (95%) at Big Shanty Intermediate School scored at or above the “basic” level on the Reading Inventory assessment, and 94% scored at or above the basic level on the Math Inventory assessment.

Figure 8: Math & Reading Inventory scores for Students in Grades 3-5 (Big Shanty Intermediate School)



A majority of students (99%) at Kennesaw Elementary School scored at or above the “basic” level on the Math Inventory assessment, and 96% scored at or above the basic level on the Reading Inventory assessment.

Figure 9: Math & Reading Inventory Scores for Students in Grades K-2 (Kennesaw Elementary School)



Involvement of Adult Family Members

In the spring of 2023, a survey was administered to the adult family members of students who participated in the Reach for the Stars program. The purpose of the survey was to assess the level of engagement of each family member, to what degree they thought the Reach for the Stars program helped their child academically, and overall satisfaction with the program. Survey responses are summarized in Figures 10 and 11.

Overall, nearly all parents (98%) indicated that they were satisfied with the RSP Leadership Academy in general, and 94% indicated that their child’s learning skills and behaviors were satisfactory according to the latest report card received. Ninety-two (92%) of parents indicated that they were satisfied that the program improved their child’s success in school by the end of the school year and 82% indicated the program is helping their child’s behavior improve. Over 70% of adult family member participants agreed that the program is helping their child’s reading skills improve (75%) and the program is helping them understand how to help their child with his/her educational needs (72%). Additionally, 67% of adult family member participants agreed that since attending the program, they have been more active/involved in their child’s education, and 63% agreed that the program is helping their child’s math skills improve. Over half of parents indicated that the program is helping their child to complete and turn their homework in on time. (53%).

Figure 10: Adult Family Member Survey Responses -- Percentage Agreeing with Statement or Indicating Satisfaction

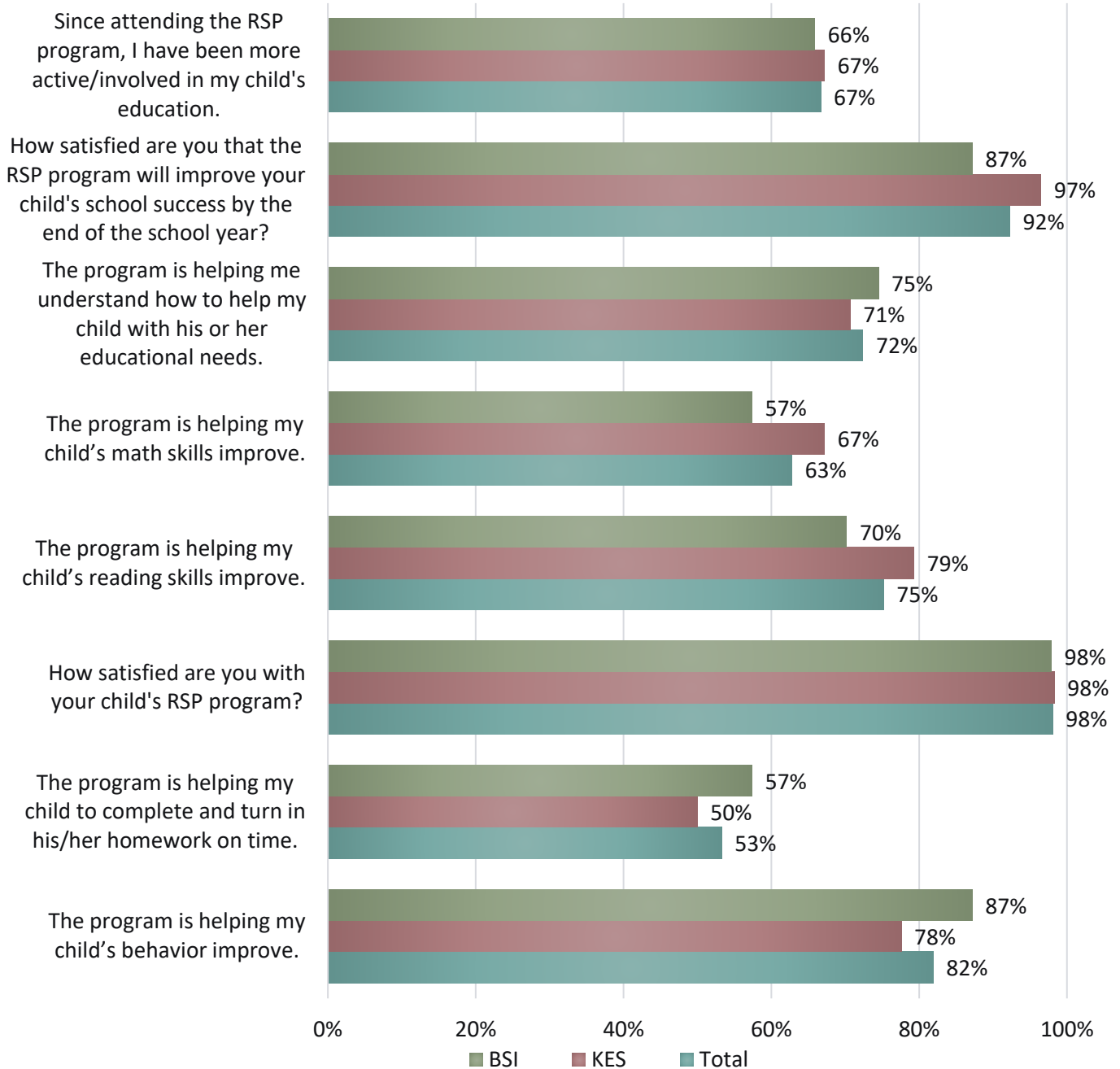
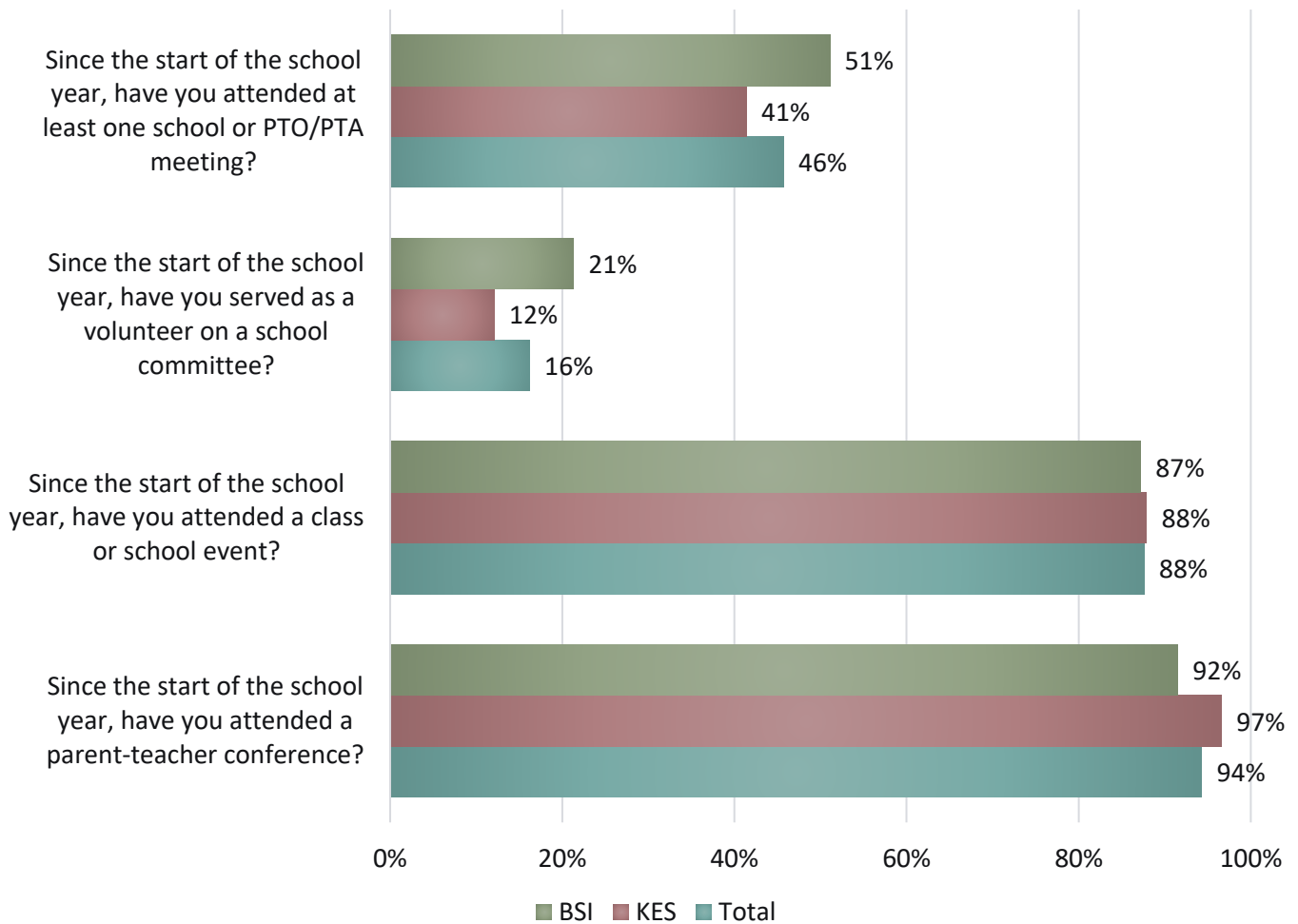


Figure 10: Involvement of Adult Family Members -- Percentage Answering "Yes"



A majority (94%) of those family members taking a parent survey reported that they had attended a parent teacher conference; 88% reported that they attended a class or school event; 46% reported that they attended at least one school PTO/PTA meeting; and 16% indicated that they had served as a volunteer on a school committee.

Results from the open-ended data taken from the parent survey are provided below.

Parent Nights/sessions parents found the most beneficial

There were many parent night sessions parents found to be very beneficial. The results are listed below for each school.

Big Shanty Intermediate School

Eight (8) parents reported that “#SocialSavvy- Dangers and Benefits of Social Media” was the most beneficial, and five parents indicated that the orientation was the most beneficial. Four (4) parents noted that “all” of the sessions were beneficial and three parents each listed Moana and Spooktacular STEAM event as the most beneficial.

Kennesaw Elementary School

Nineteen (19) parents reported that “#SocialSavvy- Dangers and Benefits of Social Media” was the most beneficial, and 11 parents indicated that the Spooktakular STEAM event was the most beneficial. Three parents reported that orientation was the most beneficial and one parent each listed the meet and greet, Spanish lessons, and homework time as the most beneficial events.

Reasons parents were unable to attend parent night sessions

Many parents indicated that they were not able to attend parent night sessions due to prior obligations such as work and being unaware of the sessions.

Big Shanty Intermediate School

One parent listed other appointments/scheduling conflicts as the reason they did not attend any parent nights.

Kennesaw Elementary School

Four (4) parents noted that they were unaware or did not know about the parent nights and another parent noted they started the program late. Two (2) additional parents listed scheduling or work as the reasons they did not attend the sessions.

New parent nights/sessions parents would be interested in participating in

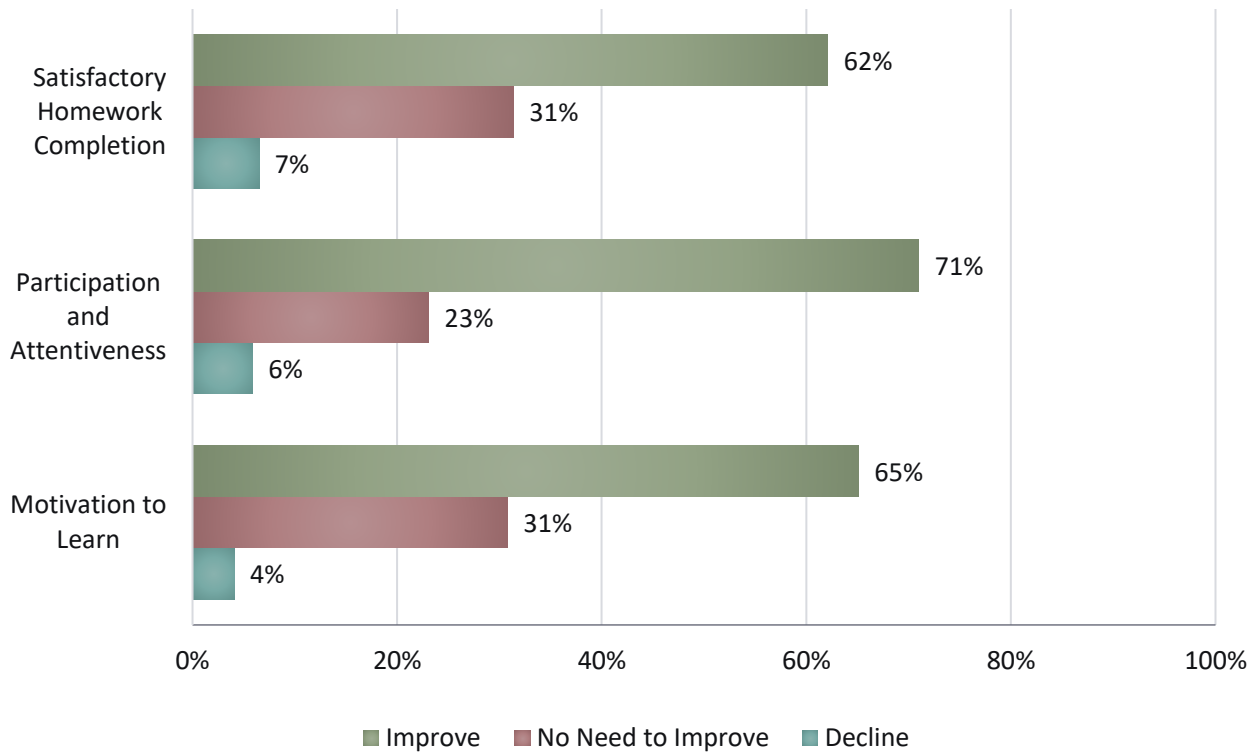
Some of the ideas parents listed for future parent night sessions were: Sessions on managing anxiety and emotions in young children, a talent show, sessions on study skills for young children, what to look out for regarding human trafficking and child abduction, a student dance, financial planning workshops that can involve the kids, literacy nights, updates on things that may impact the student’s education (technology, environmental, etc.) , cultural arts, more plays, more interactive nights overall, and more virtual options. Two additional parents requested that RSP send home a current list of the clubs/the schedule as well as more showcases of the activities offered. One parent said, “My child enjoys RSP so much, I wish I could see more of what they are.” Last, a parent mentioned not doing the events on the same night every time, stating, “This year they were all on Wednesday, which is the one day we can’t do. If the days varied, I could have attended at least one session. Maybe more.”

Student Observations by School Day Teachers (Teacher Reported Engagement in Learning Survey)

In spring of 2023, a survey was administered to the school day teachers of the students who participated in the Reach for the Stars program. The purpose of the survey was to assess whether the school day teacher had observed a change in student behavior over the course of the program.

Teachers of students during the school day indicated that for each survey item (participation and attentiveness, motivation to learn, and satisfactory homework completion), 94% or more of students either improved or there was no need for improvement in each of these areas. Survey responses are summarized in Figure 12.

Figure 11: School Day Teacher Ratings of RSP Participants



After-School Program Staff

In spring 2023, a survey was administered to the after-school teachers of the Reach for the Stars Program. The purpose of the survey was to assess what program staff liked about the program, what they thought could be improved, whether they felt they received enough professional development/training, and how confident they were working with the students in different areas. They were also asked about program curriculum and how well it aligned with the school day curriculum, as well as how confident they were performing other duties of their job not directly related to working with the students. Almost three-fourths of staff (74%) reported being satisfied with the level of professional development they received related to best practices for teaching after-school. Staff most frequently reported receiving between 1-4 hours of training (32%), followed by 10-14 hours (26%), 15-19 hours (11%), and 25 or more hours (11%). After-school program staff responses are summarized in Figures 13 - 15.

Figure 12: After School Program Staff Responses Regarding Satisfaction with Professional Received

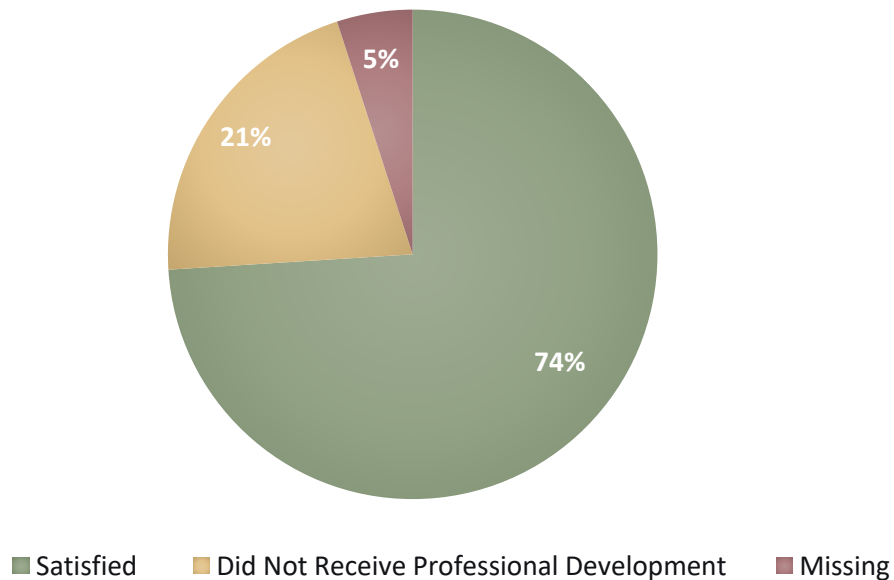
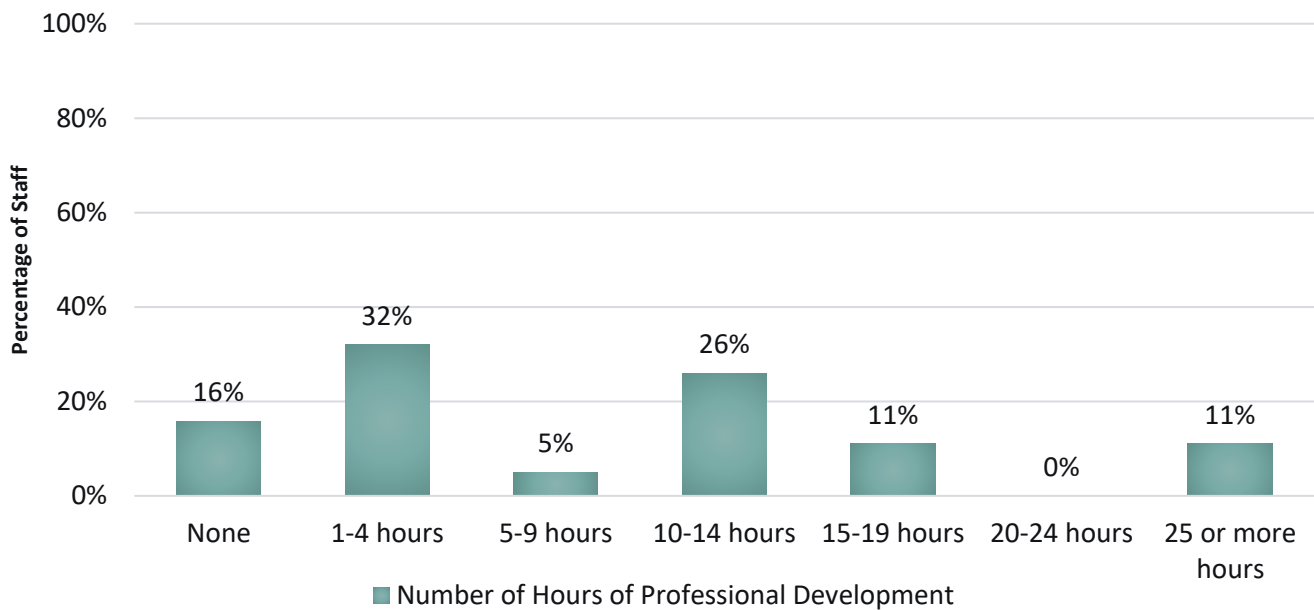


Figure 13: Number of Hours of Professional Development Reported by After School Program Staff

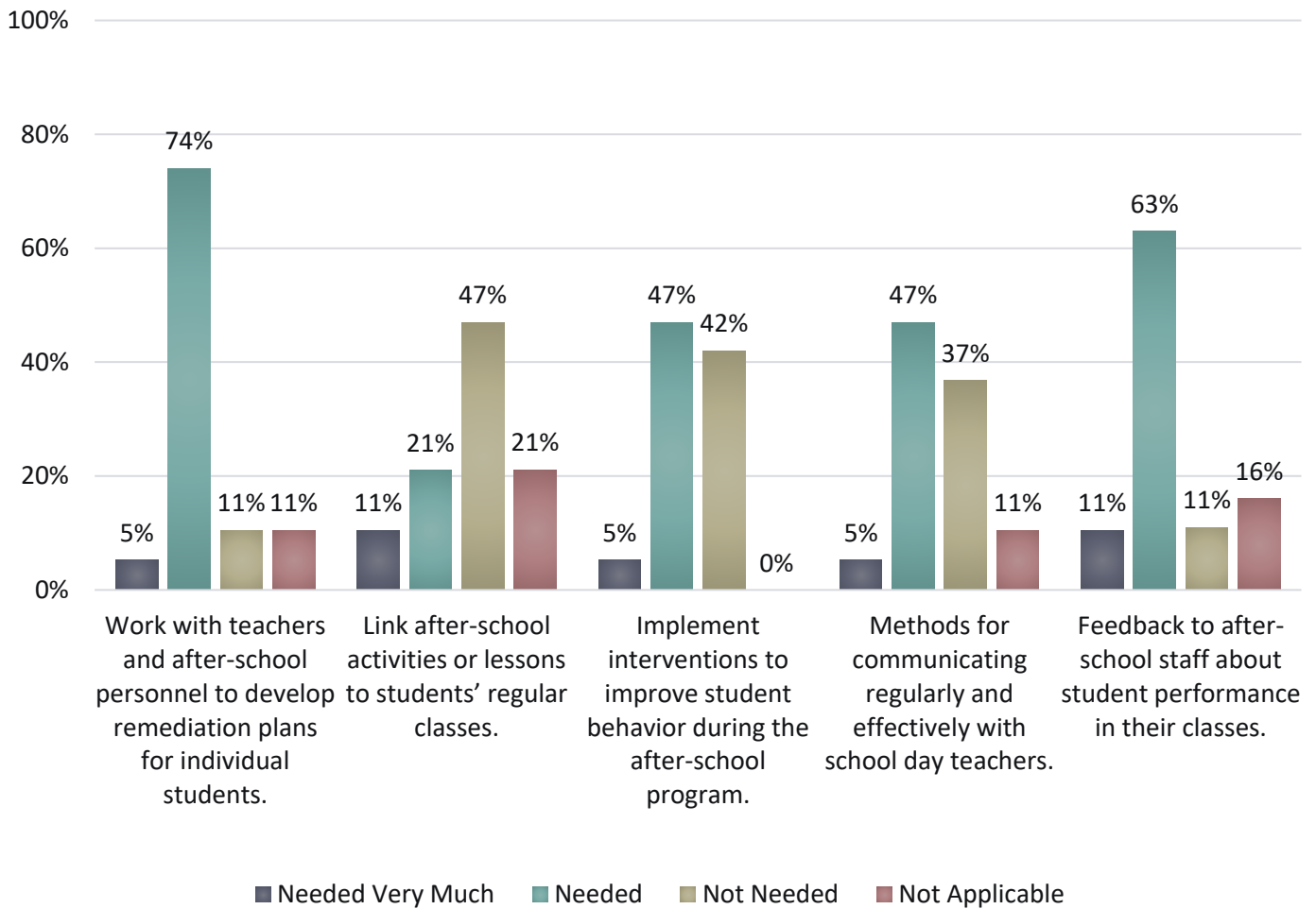


Most staff noted that they were confident in most of the topics listed on the survey. Areas for which some staff would like more training include the following:

- Providing instruction that encourages student engagement in learning (26%)
- Knowing effective positive techniques for managing student behavior (26%)
- The alignment of the after-school and regular school day curriculum (26%)
- Providing lessons that motivate and challenge students (21%)
- Providing students opportunities to make choices about their learning (16%)
- Knowledge about the after-school policies and procedures (16%)
- Proficiency in time management and classroom management (16%)
- Math tutoring or enrichment (11%)
- Providing homework help to students (11%)
- Knowledge about the relationship between the after-school program activities and the goals of the program (11%)
- Literacy/reading tutoring or enrichment (11%)
- Knowledge about the procedures to follow in an emergency (5%)
- Knowledge about the procedures to ensure compliance with health and safety laws (i.e., procedures for mandated report of child abuse and sexual harassment) (5%)
- Knowledge of efficient methods for conducting attendance checks and check-outs during the after school program (5%)

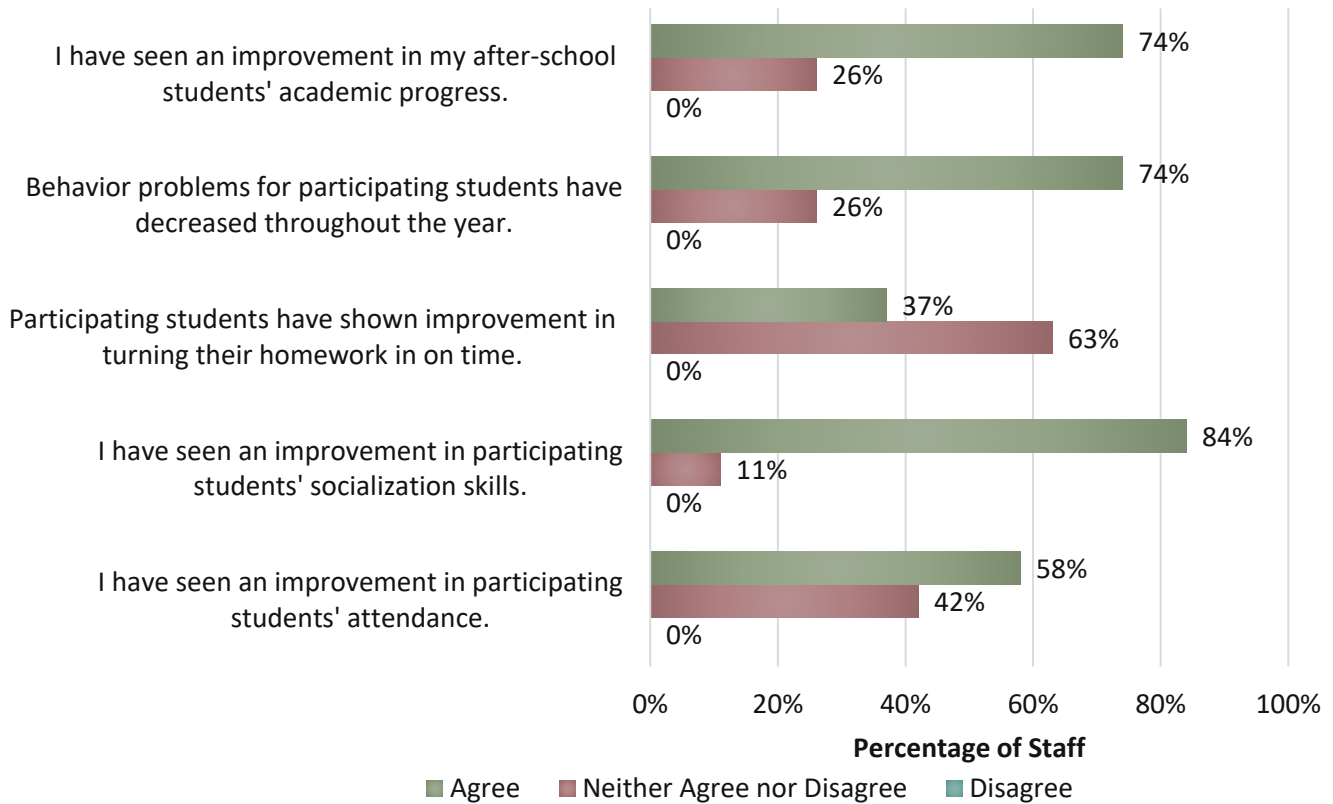
A majority the after-school program staff (79%) reported that that working with teachers and after-school personnel to develop remediation plans for individual students is needed, and 74% indicated that feedback to after-school staff about student performance in their class is needed. Over half of staff (52%) reported that feedback to after-school staff about student performance, and methods for communicating regularly with school day teachers is needed. Just under a third of staff (32%) reported that linking after school activities or lessons to students regular classes is needed.

Figure 14: After School Program Staff Responses Regarding What Reach for the Stars Program Needs Going Forward



When asked about the students in the after-school program, 84% of staff agreed that they had seen an improvement in students' socialization skills; 74% reported a decrease in behavior problems for participating students, and an improvement in students' academic progress; 58% reported improvement in participating students' attendance; and 37% of staff reported improvement in timely homework completion. In addition, 95% agreed that the program is well-managed and 63% of staff agreed that the RSP Leadership Academy has sufficient staff

Figure 15: After School Program Staff Responses Regarding Students in the Program



Results from the open-ended data are provided below.

Professional Development:

The teachers who participated in the professional development activities found them to be very helpful. Many teachers were thankful for the skills they learned and the chance to expand their knowledge.

Teachers explained why they were satisfied with the professional development received:

“Always relevant information.”

“Because it helped me handle certain situations that I didn’t think I would be good at handling.”

“It covered important topics and was frequent enough to be helpful!”

“It helped me understand classroom management, how to recognize and help students with both school and personal issues.”

“It was to the point and very useful.”

“Satisfied. Always helpful info.”

“The other teachers here always help so much when I have questions. Training sessions were all helpful to prepare.”

“The professional development I received was beneficial to me because it covered many of the day-to-day issues that would arise.”

“The professional development provided was easy to understand and apply on a day-to-day basis.”

A few teachers mentioned that they found the information on behavior management to be the most beneficial. Individual staff comments regarding the most beneficial trainings are below:

“Behavior management tips have come in handy due to the unique microcultures at the schools.”

“Classroom management.”

“How to handle behavioral problems in the most effective way for student and teacher.”

“How to handle behaviors.”

“Recognizing and helping students with school and personal issues.”

“Self-care tips and ways to prevent burnout while teaching.”

“Taking care of myself and my needs to be able to work better with staff and students.”

“Trainings on behavior and classroom management.”

Successes:

The teachers noted that there were many successes of the program and highlighted the great leadership and progress made by the students throughout the year.

“Communication with staff and students.”

“Director is a delightful leader. The director is truly passionate about the students learning and well-being.”

“Diversity in class subjects, student attendance.”

“Great management, kids love learning and with each other.”

“Most students having the opportunity to see all teachers.”

“Organization, expectations of students. Students are very happy!”

“Our student management and giving clear expectations.”

“Social dynamics among students.”

“Student’s interest and participation.”

“The students seem to enjoy most of the clubs. Runs very smoothly. Organized.”

“They love gardening class.”

“When I come to pick up students, they are already in their club group with a sign.”

“I really feel that the Director’s passion speaks volumes in making things better all around.”

Opportunities for Growth: (Challenges) and Suggestions for Improvement

Although a number of successes were listed by the teachers, they also mentioned some challenges.

“Class engagement, class transitions, behavior management.”

“Following through on appropriate consequences.”

“I think repeating the students on the walkie talkie when it’s time for them to go home.”

“My classroom management.”

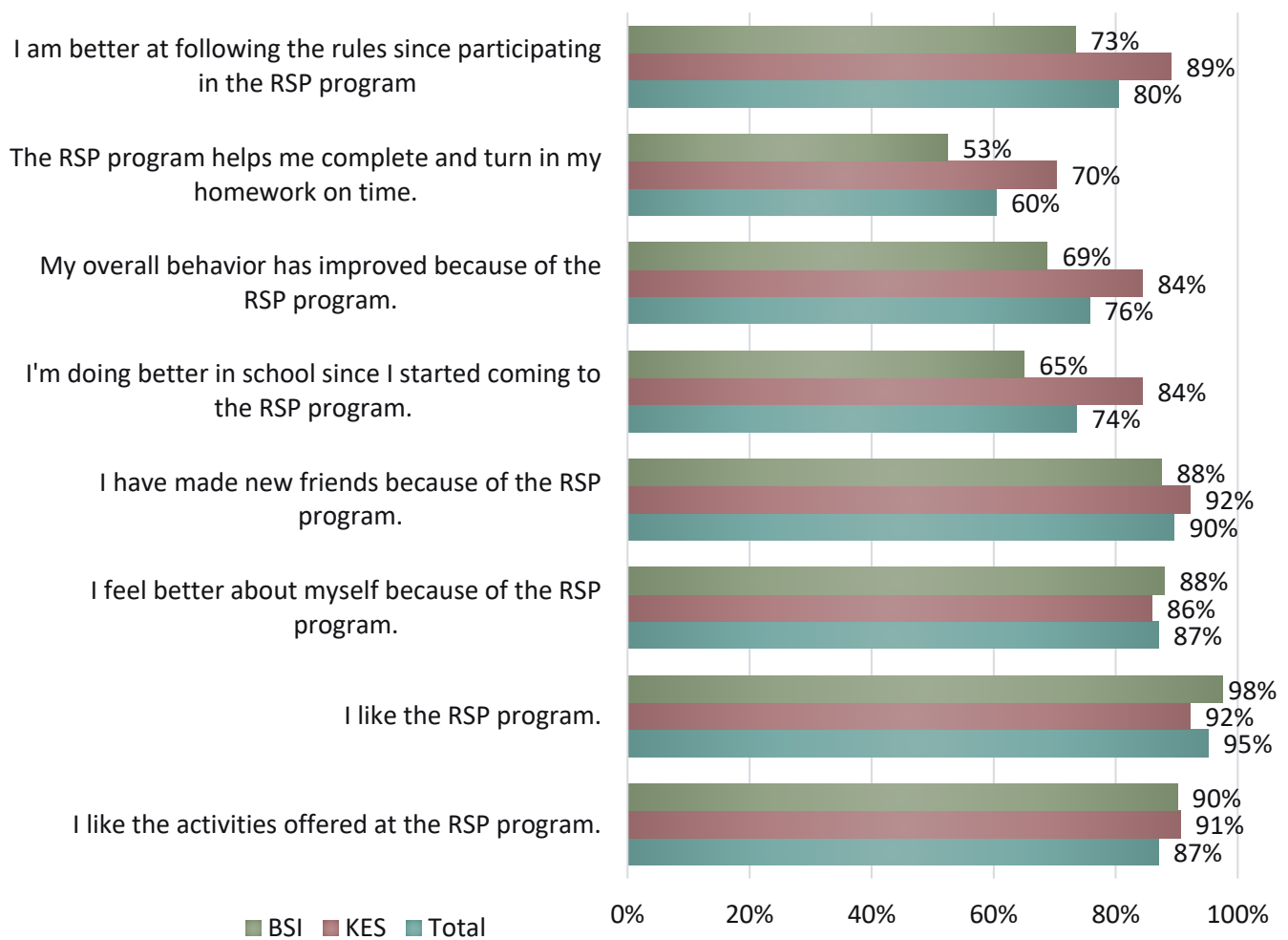
“Wi-Fi.”

Attitudes of Students Toward the After-School Program

In the spring of 2023, a survey was administered to students who participated in the Reach for the Stars program. The purpose of the survey was to gauge the attitudes of students toward the after-school program and whether it helped them academically and/or socially. Student survey responses are summarized in Figures 17 and 18.

In general, 95% of students liked the RSP program overall; 90% of students reported making new friends because of the program; 90% of students liked the activities offered, 87% reported that they feel better about themselves because of the RSP program; 80% of students reported that they are better at following the rules since participating in programming; 76% of students reported their overall behavior improved; 80% of students reported that they are better at following the rules since participating in programming; 76% of students reported their overall behavior improved; 74% of students reported doing better in school since attending the RSP program, and 60% indicated that the RSP program helps them to complete and turn in their homework on time.

Figure 16: Feelings of Students Toward the After School Program -- Percentage Agreeing

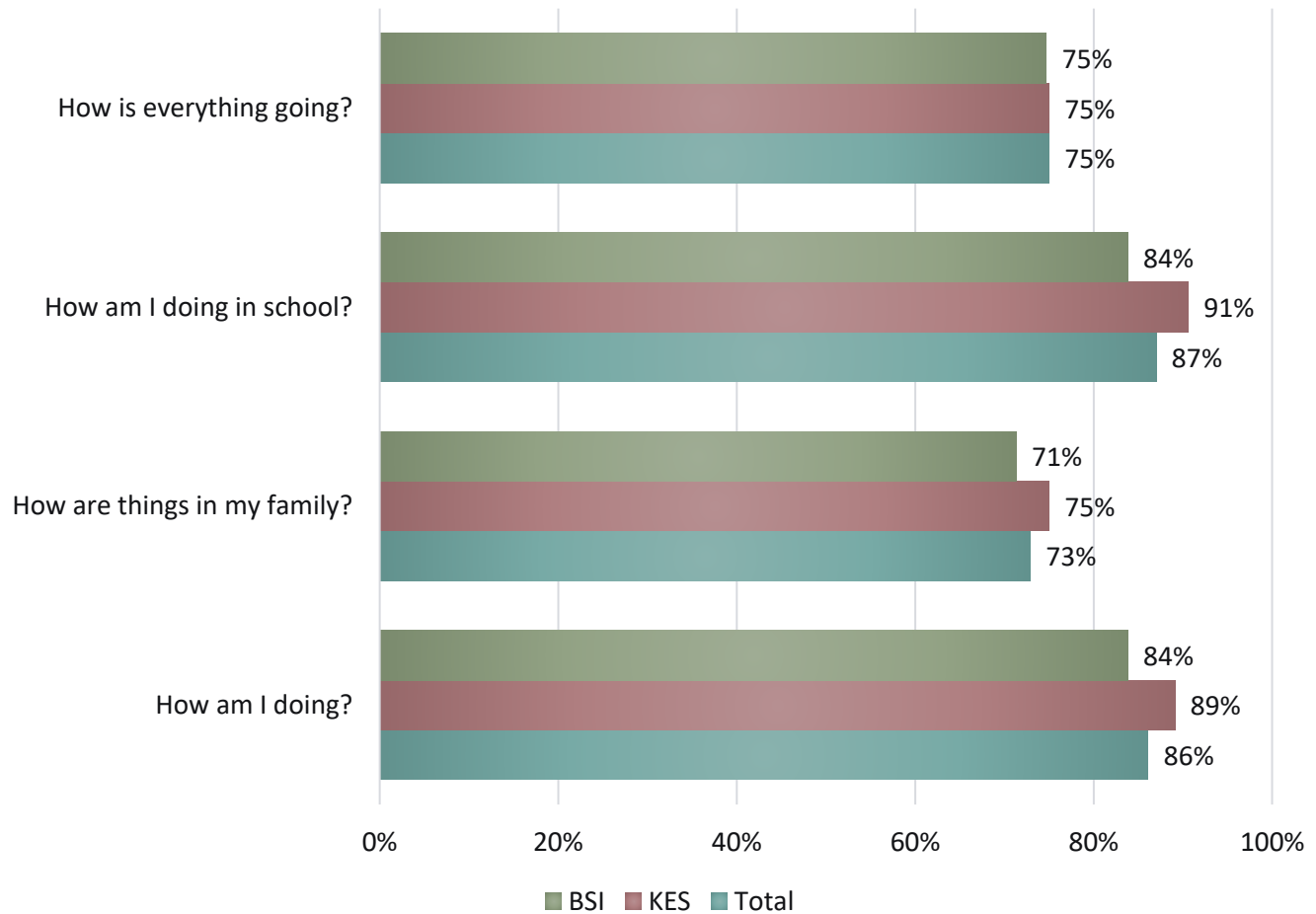


Students were asked to provide a rating using a smiley-face scale with a five-point range (see image below) for each of the statements in Figure 18. The first two smiley faces represented a happy face, the third face was a neutral face, and the last two faces represented sad faces. In terms of emotional well-being, 87% indicated that they were doing well in school; 86% indicated positive ratings when asked how they were doing in general; 75% of students indicated that everything was going well in their life; and 73% indicated things were going well in their family life.

Smiley Face Scale



Figure 17: Percentage of Students Reporting Positive Feelings



Results from the open-ended data taken from the student survey are provided below.

Activities Students Liked the Best

Students listed a range of activities that they liked. The results are listed below for each school.

Big Shanty Intermediate School

Thirty-eight students listed Girl Talk as their favorite (48%); 32 students listed Jr. Chefs (40%); 19 students listed Creative Corner (24%); 15 listed Crochet (19%); 13 listed Archery (16%); 12 students listed Boy's Club; and 11 student listed Sign Language as the activity they liked the best (14%). An additional nine students listed Junkalism (11%), and eight students each listed Around the World and Star Theater as their favorite activity (10%). Seven students chose Spanish (9%), and six each chose Battle of the Books and Art (8%). Additionally, five students listed Puzzle Mania as their favorite activity (6%), and four students each chose Robotics, Card Sharks, and "All" activities as their favorite (5%). Three students each listed Brainiacs and Moana Jr as their favorite activities, and two students each listed Crazy 8's, Makers Space, Tech Talk, and Environmental Club (3%). Last, one student each chose Team Building, Coding, and Photography as activities they liked the best (2%).

Kennesaw Elementary School

Pokémon was listed as the most liked activity at Kennesaw Elementary School by 20 students (31%). Athletic club was liked by nine students (14%) and an additional seven students liked Knitting (11%). Six students listed Arts and Crafts/Craft Club (9%) and Tech Club was chosen by four students (6%). Three students each chose Cooking, Passport Pals, Gardening, and Inside Out (5%). Two student selected Pom Poms as the activity they liked the best (3%) and one student each selected Imagination Space, iPad time, Lego club, Little Adventurers, and Crazy 8's (2%).

Activities Students Liked the Least

Big Shanty Intermediate School

Fifteen (15) students mentioned Around the World as their least favorite activity (19%). Fourteen (14) students chose Coding as their least favorite (18%) and 13 students each said Robotics and "I do not have a least favorite. I love them all" (16%). Create and Design was chosen by seven students as their least favorite (9%) and six students listed Spanish as their least favorite (8%). Four (4) students each chose Crochet and Photography as their least favorite activities (5%) and three students listed Card Sharks (4%). Additionally, two students each listed Art, Brainiacs, and Homework as their least favorite. Last, one student each listed Archery, Film Club, Environmental Club, Math, Sign Language, Star Theater, and Leaving as their least favorite activities (1%).

Kennesaw Elementary School

Eight (8) students reported not having a least favorite activity (13%). Reading was listed by six (6) students as their least favorite activity (9%) and five (5) students chose Knitting (8%). Three (3) students each listed Gardening and Pokémon (5%). Additionally, one (1) student each listed Athletic Club, Craft Club, Crazy 8's, Fortnite Club, Minecraft Club, Inside Out, Baseball, Pom Poms, Making Cents, and Spanish as their least favorite club.

Potential Activities that Interest Students

Big Shanty Intermediate School

- Cooking- 10 participants (16%)
- Game Club (Ps5, Xbox, Wii)- 5 participants (8%)
- Dance Club- 4 participants (6%)
- Movie Club and More Pokémon Clubs- 2 participants each (3%)

Other activities suggested by one student each were Beyblades, bling bling, cat club, Roblox, taste test club, singing club, dinosaurs, dressing club, jewelry making, family talk club, nature club, ninja club, princess club, PS5/Xbox/Wii, squishmellow club, cursive club, swimming, knitting.

Kennesaw Elementary School

- Cheer/Dance/Gymnastics- 14 participants (17%)
- More sports (football, basketball, baseball, volleyball, soccer)- 9 participants (11%)
- Martial Arts/Karate- 7 participants (9%)
- Art/Drawing/Painting- 5 participants (6%)
- Fashion Club- 5 participants- (6%)
- Graffiti- 5 participants- (6%)
- Animal Club - 3 participants (4%)
- More Cooking- 3 participants (4%)
- Slime- 3 participants (4%)
- Roblox- 2 participants (3%)
- More plays/Drama club- 2 participants (3%)
- More Crochet/Sewing- 2 participants (3%)
- Track- 2 participants (3%)
- Free play- 2 participants (3%)

Other activities suggested by one student each were band, yoga, henna, bug club, clay making, computer club, a dance party, escape room, friendship bracelets, more team activities, yard bash, math club, Minecraft, planting, robotics, science club, naps, Beyblade (2%).

SUCCESS STORIES

Big Shanty Intermediate School

The staff members from Big Shanty Intermediate School shared the following success stories regarding students in the program:

A 4th grader has learned techniques to manage her anxiety and ADHD. At the beginning of the year, her meltdowns would last up to 45 minutes and were often triggered by overstimulating situations and a negative self-perception. During RSP, she learned techniques to understand her anxiety, manage her reactions appropriately, and practice self-forgiveness when she makes mistakes. Her mom reported back that she saw higher confidence and self-acceptance in her child and that she was using these tools at home. The year culminated in the student successfully performing in our play, Moana Jr., which would have been extremely difficult for her at the start of the year.

A 4th grader has improved his behavior and social skills during the RSP program. He has had respect issues with students and teachers in the past, and really practiced working through his anger and asking for help instead of lashing out. He became one of our most trustworthy and helpful students.

Two 3rd graders flourished in Crochet. During this past RSP year, they learned the craft, practiced making a variety of the instructor's patterns, and have begun making gifts for friends and family from home.

A 3rd grader was very successful in Archery. He was very quiet and mostly kept to himself at the beginning of the year, but really enjoyed archery and became quite confident. He formed a close group of friends, and even pulled them in to learn archery with him.

One of our 5th graders improved his self-regulation. At the start of the year, he was one to act out physically when things didn't go his way, or he perceived a wrongdoing. During RSP, he worked on taking space and talking with our instructors when needed and considering other points of view before responding to others.

As a whole, our 5th grade girls (about 15 of them) were fantastic role models and leaders of RSP. They were welcoming to new students, enthusiastic about their clubs, and often offered to assist instructors. They consistently supported their friends and helped each other work through their differences.

Kennesaw Elementary School

The staff members at Kennesaw Elementary School shared the following success stories regarding students in the program:

Knitting Club with Ms. Ann

One student was initially hesitant about joining the knitting club, but Ms. Ann's patience and guidance helped them learn how to knit. With her help, they completed a knitted bunny and was able to gift it to their mom for Christmas. They began to love knitting so much that they returned to the club's last session to knit a hammer for their dad, who loves to build things. The student left the club feeling proud of their accomplishments and excited to continue knitting in the future.

Pokémon Club with Ms. Jaden

Many students enjoyed the idea of a Pokémon Club but very few knew anything more than the cards. Ms. Jaden centered her class around the connection to science and math. Students were hesitant at first as in the beginning of the club they gained knowledge on the different elements (fire, water, ice, etc.) and what the values on the cards mean. However, as the club progressed, Ms. Jaden's passion and teaching style inspired the students, and they started taking the educational aspect of the club more seriously. As they began to learn more about the game, many students developed a newfound interest in collecting their own Pokémon cards.

Gardening Club with Ms. Rayna

In this club students were able to build a garden for their school. What started as bulbs and seeds over the course of several months, students grew to be vegetables and flowers, building the students confidence and knowledge on the world around them. A particular student thrived in this club and gained the ability to be expressive and built on their communicative skills.

PROGRAM HIGHLIGHTS AND AREAS FOR IMPROVEMENT

Program Highlights

Student Participation

A total of 188 students registered for the RSP Leadership Academy between August 2022 and May 2023. One hundred fifty-eight (158 or 84%) of those students attended the RSP Leadership Academy for 30 days or more.

Academic Achievement of Students

Students at both schools exceeded the two academic Objectives 1.1 (75% of the program’s regularly participating students will score as basic, proficient, or advanced in Math as indicated by the Math Inventory) and objective 1.2 (75% of the program’s regularly participating students will score as basic, proficient, or advanced in Reading/Language Arts as indicated by the Reading Inventory). At Big Shanty Intermediate School, 94% of students met the goal on the math assessment, and 95% met the goal on the reading assessment. At Kennesaw Elementary, 99% of students met the goal on the math assessment, and 96% of students met the goal on the reading assessment. Regarding Lexile scores, 100% of kindergarten and 1st graders scored at or above the typical range; 91% of 2nd graders scored at or above the typical range; 100% of 3rd graders scored at or above the typical range; 96% of 4th graders scored at or above the typical range; and 89% of 5th graders scored at or above the typical range for their grade level.

Youth Development

All three of the youth development objectives were either met or exceeded:

Objective 2.1 was exceeded (75% of regularly participating students will demonstrate improvement in learning behaviors and rules and procedures), with 94% of parents indicating that their child’s learning skills and behaviors were satisfactory according to the latest report card they received.

Objective 2.3 was met (75% of regularly participating students will demonstrate improvement in the basic foundation areas for academic achievement and emotional well-being.) with 75% of students indicating that everything was going well in their life. In addition, 94% of school day teachers indicating improvement (71%) or no need to improve (23%).

Objective 2.4 was exceeded (75% of regularly participating students will demonstrate improvement or maintain satisfactory homework completion and learning skills by the end of the school year) with 94% of school day teachers indicating improvement (62%) or no need to improve (32%) in students’ satisfactory homework completion.

Student Attitudes Toward School & RSP Leadership Academy

Almost all students (95%) liked the RSP program overall, 90% of students reported making new friends and liked the activities offered, 87% reported that they feel better about themselves because of the RSP program, 80% of students reported that they are better at following the rules, 76% reported that their behavior improved, and 74% indicated that they were doing better in school since participating in programming.

After-School Program Staff Satisfaction with Professional Development

Almost three-fourths of staff (74%) reported being satisfied with the level of professional development they received related to best practices for teaching after-school. Staff most frequently reported receiving between 1-4 hours of training (32%), followed by 10-14 hours (26%), 15-19 hours (11%), and 25 or more hours (11%).

Adult Family Member Attitudes Toward RSP Leadership Academy

Overall, nearly all parents (98%) indicated that they were satisfied with the RSP Leadership Academy in general. Ninety-two (92%) of parents indicated that they were satisfied that the program improved their child's success in school by the end of the school year and 82% indicated the program is helping their child's behavior improve.

Adult Family Member Participation & Engagement

The RSP Leadership Academy served 188 adult family members, and all three family involvement objectives were met. Objective 3.1 was met (50% of families of regularly participating students will attend at least two-Family Learning Nights or activities during the program year) with 78% of parents attending two or more events, and 33% of parents attending at least one event.

Objective 3.2 (60% of families of regularly participating students will report increased involvement/participation in student's academics) was met with 67% of parents reporting that they have been more active/involved in their child's education since attending the 21st CCLC program. The objective was met for both Kennesaw Elementary School (67%) and Big Shanty Intermediate School (66%). The vast majority (94%) of parents who attended a parent night/session stated that they learned a lot (48%) or some (46%).

Objective 3.3 (60% of families of regularly participating students will report a better understanding of how to help their child with their educational needs) was exceeded by both schools; 75% of parents at Big Shanty Intermediate School and 71% of families at Kennesaw Elementary School agreed that the Leadership Academy was helping them understand how to help their child with their educational needs.

Student Observations by Regular Day Teachers

Teachers of students during the school day indicated that for each survey item (Participation and attentiveness, Motivation to learn, and Satisfactory homework completion) 93% of students or more either improved or there was no need for improvement in each of these areas.

After-School Staff Feedback on RSP Leadership Academy and Students

When asked about the students in the after-school program, 84% of staff agreed that they had seen an improvement in students' socialization skills; 74% reported a decrease in behavior problems for participating students, and an improvement in students' academic progress; 58% reported improvement in participating students' attendance; and 37% of staff reported improvement in timely homework completion. In addition, and 95% agreed that the program is well-managed.

Survey Response Rates: Students, After School Staff, and School Day Teachers

The response rate was 91% among students, 84% among after-school staff, and 90% among school day teachers.

Areas for Improvement

Student Observations by School Day Teachers

School day teachers indicated that there was either a "slight" or "significant" decline in each of the three areas when asked to rate individual students: satisfactory homework completion (11 students/7%), participation and attentiveness (10 students/6%), and motivation to learn (7 students/4%).

Parent Survey Response Rate

Of 158 regularly attending students, only 105 (66%) of their parent/guardians completed a parent survey. Strive for 80% response rates during the next program year.

Barriers to Implementation

The Program Director mentioned the following challenges that the Reach for the Stars Program faced throughout the 2022-2023 School Year:

"The biggest challenge for both grants was hiring quality teachers to work in our program. Attended job fairs, KSU volunteer fair, and posted jobs on the CCSD website. To no avail, I was unable to hire qualified staff. In addition, I was unable to find contractors who were willing to work for the hourly rate we are allowed to pay."

Progress Toward Sustainability

The RSP Leadership Academy has established and maintained partnerships with 13 partners, raising \$78,999.00 in programming/activity related services, goods/materials, facility costs, and other contributions. A list of these organizations/partners can be found below.

Table 15: RSP Partners & Contribution Amounts

Partner	Contribution Type	Amount
Big Shanty Intermediate- Principal - Dr. Kelly Luscre- Facility Cost	In-Kind	\$26,250
Big Shanty - Snacks	Goods/Materials	\$6,727
Kennesaw Elementary- Principal James Brett Ward- Facility Cost	In-Kind	\$24,500
Community Individuals	Goods/Materials	\$445
Kennesaw State University Students	Volunteer Staffing	\$7,920
CCSD Warehouse	Goods/Materials	\$300
Cobb County School District (Kennesaw)	Programming/Activity Related Services	\$200
Cinnabon	Goods/Materials	\$350
Summit Baptist Church	Transportation	\$600
Bedtime Math- Crazy 8's	Goods/Materials	\$3,200
CCSD (PBIS)	Programming	\$400
Kennesaw Elementary – Snack	Goods/Materials	\$4,783
Chick-Fil-A- Snacks	Goods/Materials	\$2,000
Revved Up Kids	Programming/Activity Related Services	\$1,000
TOTAL		\$78,999

Recommendations

Overall, the RSP Leadership program is very successful. The program met or exceeded all stated objectives. The individuals served by the program – students and their families – report high levels of satisfaction as evidenced by survey responses and family involvement.

Recommendation #1 – Academic Performance

Program objectives in both Math and Reading/Language Arts were exceeded. Similarly, objectives related to improvements in student behavior were also exceeded and it is likely that behavioral improvements are supporting academic performance. Maintain your efforts by continuing to provide a positive atmosphere along with high-quality academic enrichment and recreational activities.

Recommendation #2 – Parent/Family Involvement

Parents/families reported very high levels of satisfaction with the program and have continued to increase their participation in events and with their child(s) education. Most parents were satisfied with the events related to social media and events related to student mental health, particularly anxiety and coping with emotions, are desired.

There appears to be a difference between parent/family satisfaction homework completion and classroom teachers' level of satisfaction. Of parents/families, 53% reported the program is having a positive impact on their child(s) homework completion compared to 94% of classroom teachers reported improved homework completion or no need to improve. This discrepancy in perception may be resolved or lessened by increased communication regarding homework completion during the program hours.

Recommendation #3 – Classroom Teachers and After-School Program Staff

Based on feedback from the after-school staff survey, continue to provide ongoing professional development with a focus on topics in the following areas: providing instruction that encourages student engagement in learning effective positive techniques for managing student behavior, the alignment of the after-school and regular school-day curriculum, and providing lessons that motivate and challenge students.

Based on feedback from the after-school staff survey, brainstorm additional ways to work with teachers and after-school personnel to develop remediation plans for individual students and to provide feedback to after-school staff about student performance. Feedback from the after-school staff survey also mentioned offering more trainings on classroom engagement and behavior management.

Recommendation #4 – Students

Students are very satisfied with the after-school program and report improved behavior, believe they are doing well in school, and feeling better about themselves. Continue providing high-quality programming and activities that students find engaging. Continue program efforts aimed at homework completion as this was the item with the least positive responses from students (60%).

Mid-Year Assessment Recommendation

Recommendation #1

It is evident that the staff and Program Director have worked diligently to provide diverse clubs, activities, and engaging lesson plans for the students. The students observed appeared to enjoy their activities and were engaged in the lessons. Despite the rain and bookfair disrupting the location of certain activities at Big Shanty during the fall site visit, staff were able to adapt and continue to keep the students engaged and on task. Keep up the good work!

Steps for Implementation: The staff will continue to provide engaging and academic based activities in their lessons while maintaining flexibility and building positive relationships with our students.

APPENDIX A – FALL SITE VISIT SUMMARIES

Site Visit Summary: Big Shanty Intermediate School

November 15, 2022 2:45-3:22

KSU/Burruss Institute Staff: Akilah Hairston, Research Assistant

Target Number: 57

Number of Students Enrolled: 99

Average Daily Attendance: 66

Number of Students Observed: 54

Number of Staff Observed: 6 (not including Site Coordinator)

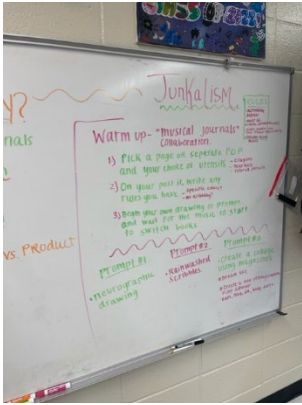
Context

Reach for the Stars after-school programming at Big Shanty Elementary School runs Monday through Thursday from 2:15 pm - 5:45 pm. The program serves students in third through fifth grade. Regarding challenges they've experienced in the program so far this year, Program Director Karen Scarborough explained that though she has exceptional staff, she wants to ensure that her staff continues to develop engaging activities and remain enthusiastic about the program. She noted that because so many of her staff members display excellent engagement and are consistently enthusiastic, it becomes more noticeable when there are staff members who are not on the same level. To address this, they have offered two different professional development webinars to staff members. The first webinar, *Managing Stress in Teaching and your Personal Life*, was not mandatory. The second webinar covered student engagement and positive behavior strategies. Ms. Karen indicated that she has received positive feedback from staff who attended the webinars.

When asked about the program's success so far this year, Ms. Karen made a point to highlight her "incredible staff." She also mentioned that the majority of her staff go out of their way to make sure the students and the programming they put in place are successful. Ms. Karen highlighted Ms. Emily, the new Site Coordinator, whom she noted has been a fantastic addition. She also explained that she makes it a point to ensure all of her staff members feel heard and seen and wants to make sure she provides the space for them to speak on any areas of improvement or suggestions they may have. She noted that providing this safe space for them allows ideas to flow freely and promotes a great "buy-in" to the program, which in turn positively impacts the students. Ms. Karen highlighted that the students genuinely enjoy the program and the diverse activities they offer. She noted that most of the students don't want to leave when their parents come to pick them up because they are having so much fun. Last, Ms. Karen spoke about a new program they have where each student receives a card with various categories that identify exemplary student behavior such as being engaged in learning, accepting responsibility, self-control, etc. Every time that a student displays one of these behaviors they receive a sticker to put on their card as a reward. Once they fill out the card they can participate in different activities such as getting to use a bubble machine or receiving candy. Ms. Karen explained that it helps the students hold themselves accountable and identify positive characteristics in themselves.

Site Visit Summary: Big Shanty Intermediate School November 15, 2022 2:45-3:22

Enrichment



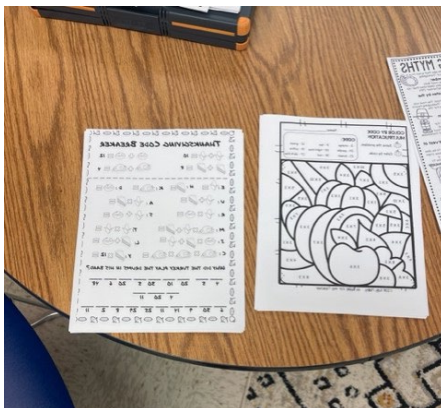
Instructions for Musical Journals

Nine 3rd grade students were in **Junkalism** led by Coach Chelsea. Each student had a paper in front of them that they were drawing on. Coach Chelsea noted that they were doing “Musical Journals” where they start off with a drawing and pass the drawing around to different students who can add to it. Students had the option to write rules for their drawing on a sticky note at the top of the paper, such as specific shapes or colors they wanted to be used in their drawing. When a student became upset that one of his classmates “scribbled” on his drawing after he listed it as one of his rules, Coach Chelsea explained to him “There are no mistakes in this class. We can fix it.” Ms. Karen also noted that Coach Chelsea went to the Cobb Warehouse and collected various novels that students have been able to color and “do whatever they want in.” Though the novels are often used as their journals, the students had the choice to participate in musical journals with a plain sheet of paper.

In **Tech Talk** with Mr. Luver, 13 4th and 5th graders were working on homework that they didn’t finish earlier during snack. Mr. Luver explained that he was giving them an additional 20 minutes to work on homework before beginning their lesson for the day. He sat at one table with a few students working on the same math homework, helping them through the math problem. Ms. Karen instructed one student who explained that he finished his homework, to go to the RSP room and pick a book to read while the others finished their homework.



Mr. Luver assisting students with homework



The math puzzles available for the students to work on

There were 11 3rd graders in **Makers Club** with Ms. Emily. Ms. Karen explained that the usual teacher, Ms. Borg, was overseeing the book fair going on in the media center, so the students were practicing math with Ms. Emily on this day. The students had the option to work on three different math worksheets or “math puzzles” that were Thanksgiving-themed. One student was working on their homework that she had not finished and explained she would move on to the math puzzles afterward. When one student finished her math puzzle, Ms. Emily gave her the option to either color in the puzzle or move on to the next one.

Site Visit Summary: Big Shanty Intermediate School November 15, 2022 2:45-3:22

In **Environmental Club** with Ms. Thurmond, 11 4th graders were watching the movie, Hoot. Ms. Thurmond explained that they would typically be outside working in the garden, however, due to the rain they were inside on this day. She also explained that Hoot is a movie based on a book written by Carl Hiaasen, an environmental author. Each of his books has children around the age of her students that are working to solve environmental crises around them, and the students have enjoyed reading them so far. Since the students weren't able to go outside, they made a list of what they wanted to do the next time they meet. They came up with the idea to make "joyful jars." Students will be collecting jars from their houses and will be decorating them and gifting them to their teachers. While watching the movie, some students sketched out how they planned on decorating their jars and gave their sketches to Ms. Thurmond. Students appeared to enjoy the movie and were eager to show Ms. Thurmond and Ms. Karen their sketches for their joyful jars.



An example of a joyful jar students will be making



One group of students using the buzzer for their book review

Ten 4th and 5th graders were in **Battle of the Books** with Ms. Early and Ms. Eby. The students were split into two groups based on the book they were reading. Each group sat in a circle around a buzzer machine, while the teacher they were with asked specific questions about the book. Questions such as "what happened to Charlie, and how did he say it affected him emotionally?" When students had an answer, they hit their buzzer. Each buzzer was assigned a number and color, such as Yellow #5. Once a student had an answer to the question, the teacher would call out their number and color and allow them to answer. Whichever student hit their buzzer first was called on to answer. Ms. Karen explained that one of the buzzer systems was currently missing a part, so the second group had to use a singular buzzer from the game Taboo. The students appeared engaged in the activity and eager to answer the questions.

Overall Observations: It is evident that the staff and Program Director have worked diligently to provide diverse clubs, activities, and engaging lesson plans for the students. The students observed appeared to enjoy their activities and were engaged in the lessons. Despite the rain and book fair disrupting the location of certain activities, staff were able to adapt and continue to keep the students engaged and on task. Keep up the good work!

Site Visit Summary: Kennesaw Elementary School

November 15, 2022 3:43 – 4:40 p.m.

KSU/Burruss Institute Staff: Akilah Hairston, Research Associate

Target Number: 57

Number of Students Enrolled: 84

Average Daily Attendance: 57

Number of Students Observed: approximately 43

Number of Staff Observed: approximately 5 (not including the Program Director)

Context

Reach for the Stars after-school programming at Kennesaw Elementary School runs Monday through Thursday from 2:15 pm - 5:45 pm. The program serves students in kindergarten through second grade. Regarding challenges they've experienced in the program so far this year, Program Director Karen Scarborough explained that though she has exceptional staff, she wants to ensure that her staff continues to develop engaging activities and remain enthusiastic about the program. She noted that because so many of her staff members display excellent engagement and are consistently enthusiastic, it becomes more noticeable when there are staff members who are not on the same level. To address this, they have offered two different professional development webinars to staff members. The first webinar, *Managing Stress in Teaching and your Personal Life*, was not mandatory. The second webinar covered student engagement and positive behavior strategies. Site coordinator Ms. Destiny noted that many of the staff members who attended have tried implementing various methods mentioned in the training and discussed with one another what they thought worked well.

When asked about the program's success so far this year, Ms. Karen made a point to highlight her "incredible staff." She also mentioned that the majority of her staff go out of their way to make sure the students and the programming they put in place are successful. Ms. Karen highlighted Ms. Destiny, who was a staff member last year and has been promoted due to her spectacular rapport with the students and ability to keep students engaged. She also explained that she makes it a point to ensure all of her staff members feel heard and seen and wants to make sure she provides the space for them to speak on any areas of improvement or suggestions they may have. She noted that providing this safe space for them allows ideas to flow freely and promotes a great "buy-in" to the program, which in turn positively impacts the students. Ms. Karen highlighted that the students genuinely enjoy the program and the diverse activities they offer. She noted that most of the students don't want to leave when their parents come to pick them up because they are having so much fun. Last, Ms. Karen spoke about a new program they have where each student receives a card (alternatively, there's a large bulletin board for younger students to keep their cards who may otherwise lose them) with various categories that identify exemplary student behavior, such as being engaged in learning, accepting responsibility, self-control, etc. Every time that a student displays one of these behaviors they receive a sticker to put on their card as a reward. Incentives are offered for completing the card, such as getting to use the bubble machine or receiving candy. Ms. Karen explained that this strategy helps the students hold themselves accountable and identify positive characteristics in themselves.

Site Visit Summary: Kennesaw Elementary School
November 15, 2022 3:43 – 4:40 p.m.

Enrichment

There were seven kindergarten and 1st graders in **Reading Club** with Ms. Aniya. Ms. Aniya took roll by calling each student up and asking them what color sticker they wanted. Students sat on the floor talking to one another while waiting for the lesson to start. After handing out stickers, Ms. Aniya asked the students to sit closer to the front of the room, and posed the question, "Have you ever had something that someone else wanted?" Students raised their hands to answer and tell stories about how their sibling wanted a \$1 bill that they had, or how they wanted a toy their neighbor had. Once everyone who wanted to share gave their example, Ms. Aniya asked the students to give her a drumroll so that she could announce the book of the week, which was *Rainbow Fish*. Ms. Destiny explained that Ms. Aniya would pick a book for the week and the class would complete various assignments based on the book.



Ms. Aniya announcing the book of the week

In **Film** with Ms. Maddie, seven 2nd graders sat on the carpet in a circle watching introduction videos that previous classes had recorded on an iPad. Ms. Maddie explained that each class would get to create their own introduction that mimicked the introductions to popular sitcom television shows. She gave each student the option to work by themselves or work with a group to come up with a dance move, pose, or any movement to do in their introduction. Students collaborated with each other on what moves they wanted to do and were eager to record. Ms. Maddie explained that they would edit the video together on an iPad after she recorded everyone.



Students working on their dance moves for their introduction



Students organizing the Pokémon cards

Seven 1st and 2nd graders were in **Pokemon Club** with Ms. Jaden. Ms. Jaden explained to the students that she had loose Pokemon cards and needed to add them to her binder with all of the other Pokemon cards. She noted that all of the cards in the binder were categorized by element (water, fire, air, and earth) and that she needed help categorizing the ones they would be adding. All of the students gathered around the binder and worked together to determine which cards went with which element. As they worked, they could be overheard saying things like, "I found Leaf! He goes with Earth." Students appeared engaged in the activity.

Site Visit Summary: Kennesaw Elementary School November 15, 2022 3:43 – 4:40 p.m.

There were 10 kindergarten and 1st graders in **Making Cents** with Ms. Moya. They sat at two tables and each student had the book, *Money Matters: Learn about Careers* in front of them. They followed along as Ms. Moya read from the book. When a student got lost in the book, asking what page they were on, Ms. Moya explained that if they were having a hard time following along, they could just listen instead. The passage from the book she was reading explained the difference between jobs and careers. The students were engaged in the reading and appeared to be listening and following along to the best of their ability.



Ms. Moya reading to the students



A student making her Turkey

Six kindergarten and 1st graders were in **Gardening** led by Ms. Rayna. Because it was raining outside, they were inside working on Thanksgiving crafts. Students began the class by coloring a Thanksgiving placemat and were putting together a turkey and its feathers using small sticky circles to hold the parts together. “I think I need help with the stickers. They’re too sticky!” exclaimed one student. Ms. Rayna walked around helping students where needed and explained that once all of the feathers were put on the turkey, the students would put their families’ names on each feather and take it home for Thanksgiving break.

In **Athletic Club**, led by Mr. Christian, six 1st and 2nd graders played in the gym. He explained that the students had free time at the moment and could play whatever game they wanted. Three students played basketball and took turns shooting the two basketballs they had into the hoop while two other students threw a football back and forth. The remaining student played a letter game with Mr. Christian. Various names were painted on the front wall of the gym above a mural. Mr. Christian instructed the student to throw the small nerf ball he had at a name that starts with a specific letter. “Throw the ball at a name that starts with the letter “R,” said Mr. Christian. The student appeared to be engaged in the game and excited to explain it to Ms. Destiny and me.



Students playing with the basketball

Overall Observations

It is evident that the staff and Program Director have worked diligently to provide diverse clubs, activities, and engaging lesson plans for the students. The students observed appeared to enjoy their activities and were engaged in the lessons. Keep up the good work!

APPENDIX B – SPRING SITE VISIT SUMMARIES

Site Visit Summary: Big Shanty Intermediate School

March 8, 2023 3:30 - 4:45

KSU/Burruss Institute Staff: Akilah Hairston, Research Associate

Target Number: 57

Number of Students Enrolled: 100

Average Daily Attendance: 67

Number of Students Observed: 54

Number of Staff Observed: 8 (not including Site Coordinator)

Context

Reach for the Stars after-school programming at Big Shanty Elementary School runs Monday through Thursday from 2:15 pm - 5:45 pm. The program serves students in third through fifth grade. Regarding challenges they've experienced in the program this semester, Program Director Karen Scarborough explained that though she has exceptional staff, they have been having a hard time continuing to find quality staff and maintaining them over time. She expressed that of the 19 years she has been a Program Director, this year has been the most difficult in finding quality staff for her programs. She noted that though the pay has been increased for the positions, there is a lack in quantity and quality applications. Site Coordinator, Ms. Emily, also noted that there have been a few instances where they have experienced difficulty with students behavior-wise trying to readjust coming back from their recent break. She explained that they have been working on assisting students with controlling their emotions and introducing language to teach students how to control and take accountability for their behavior.

When asked about the program's success this semester, Ms. Karen made a point to highlight her "incredible staff." She also mentioned that the majority of her staff go out of their way to make sure the students and the programming they put in place are successful. Ms. Karen highlighted Ms. Emily, whom she says has been a fantastic addition. Though Ms. Emily noted behavior has recently been a challenge, Ms. Karen made sure to highlight Ms. Emily's ability to work on creating outlets and a safe space for the students to learn to regulate their emotions and learn to manage their reactions. For instance, one student who has had high anxiety since starting the program has improved and learned to de-escalate situations on her own. Additionally, other staff members have learned how to best assist this student with her anxiety and also how to handle her anxiety attacks before they escalate. Ms. Karen also mentioned that Ms. Emily is leading a training for staff members on ways to vocalize when they may need to take a break or need assistance with a student or class. Working as a team has helped mitigate the burnout that staff members and teachers can experience in their roles. Ms. Karen also noted that their program where each student receives a card with various categories that identify exemplary student behavior, such as being engaged in learning, accepting responsibility, self-control, etc. has been extremely successful so far. Every time that a student displays one of these behaviors, they receive a sticker to put on their card as a reward. She explained that the students enjoy being able to showcase their accomplishments on their badges and makes them feel like they are a "part of something bigger than themselves." Last,

Site Visit Summary: Big Shanty Intermediate School

March 8, 2023 3:30 - 4:45

Ms. Emily noted that offering more opportunities to work on homework has inspired students to be more proactive in completing their homework.

Enrichment



Students showing their henna.

Ten 3rd and 4th grade students were in **Around the world** led by Ms. T. Ms. T explained that they were studying Morocco. She applied a henna design to every student's hand who wanted one and was finishing on the last student. While she completed this student's henna design, the remaining students watched a video on Morocco. As students watched the video, Ms. T prompted them with questions such as, "What is a common sauce that they put on couscous that we discussed?" Students responded all at once, appeared engaged in the activity, and were eager to show Ms. Karen and me their henna designs.

Recommendation: None at this time.

In **Girl Talk** with Ms. Kim and Ms. SK, 14 5th graders were writing in journals about their day. Ms. Kim explained that earlier they held a discussion on if they were an "over sorry user" or an "under sorry user" or if they had trouble apologizing at all. While some students were finishing their journal entries, others were already done and decorating their journals using stickers, crayons, and markers. Ms. SK assisted students who were decorating their journals. While students continued journal entries, Ms. Kim prompted them with questions such as, "What are some things we don't need to apologize for?" Before prompting them to clean up, Ms. Kim asked if anyone wanted to share their journal entry and a student raised her hand to share her entry that she titled "Sorry Not Sorry." She explained in her journal entry that she wants to start standing up for herself when others hurt her feelings instead of apologizing to them. After sharing her entry, the students began cleaning their stations and talking with one another while they packed up.



Students decorating their journals.

Recommendation: None at this time.

Site Visit Summary: Big Shanty Intermediate School

March 8, 2023 3:30 - 4:45



Ms. Corrin assisting a student with their bow.

There were six 3rd and 5th graders in **Boys Club** with Ms. Corrin, Coach Jaden, and Mr. Cameron, who is a volunteer from KSU. Ms. Emily explained that on this day they were doing archery since Ms. Corrin has a background in it. She also explained that though this time slot is for 3rd graders, she allowed one 5th grader to participate in the activity for the day, since he had been asking to do archery. She noted that he is a student she trusts to help set an example for the younger students, and she does her best to accommodate students towards the end of the semester when she can see they are beginning to get restless with their activities/current clubs. Once they got out to the field, Ms. Corrin went over safety procedures with the students and began the instructions.

After providing instructions, she corrected a student's posture saying "Remember three fingers on your string, one below, and fire when ready." Each student fired their bow at one of three targets that were lined up. Ms. Corrin gave feedback by saying "Great job guys!" or "You almost hit the bullseye. Well done!" The students were engaged in the activity and appeared to enjoy themselves.

Recommendations: To ensure assistant staff members stay engaged, it may be helpful to find ways in which they can interact with students and engage in the activities even when they aren't experts in the lesson.

In **Crazy 8's/Puzzle Mania** with Coach Chelsea, 14 3rd and 5th graders were in the cafeteria working on either a pig pen cipher also known as a code to be cracked, or a food-themed word search. Ms. Chelsea explained to one student how ciphers worked and allowed students to work together to solve it. Students talked to one another while completing their work and Ms. Chelsea assisted where needed. Ms. Emily noted that because she was leading the site visit, they had to combine her class with another, so this group was larger than usual. With Crazy 8's working on a cipher, which she explained as a "Version of a puzzle" it fit in theme with the word search the puzzle mania class was working on.

Recommendation: None at this time.



Example of a cipher and students working.

Site Visit Summary: Big Shanty Intermediate School

March 8, 2023 3:30 - 4:45



A student taking their turn in "trashketball."

Ten 5th graders were in **Spanish** with Mr. Luver playing "trashketball." On the board, there were three animals projected on each slide. For each slide, students had to match the word written in Spanish to the correct animal. After guessing correctly, they got to shoot a rubber ball into a trashcan (the basket). Mr. Luver prompted students with questions like, "Using process of elimination, is El pato the horse or the duck?" and encouraged students to trust themselves when answering the question. The students were eager for their turn and assisted one another when someone got stuck on a question.

Recommendation: None at this time.

Overall Observations: It is evident that the staff and Program Director have worked diligently to provide diverse clubs, activities, and engaging lesson plans for the students. The staff members do an excellent job of displaying patience and understanding with each student and have clearly created a genuine rapport with them. The students observed appeared to enjoy their activities and were engaged in the lessons. Despite having to combine classes and move locations, staff were able to adapt and limit disruption for the students.

Site Visit Summary: Kennesaw Elementary School

March 8, 2023 2:45 – 3:19 p.m.

KSU/Burruss Institute Staff: Akilah Hairston, Research Associate

Target Number: 57

Number of Students Enrolled: 88

Average Daily Attendance: 54

Number of Students Observed: approximately 51

Number of Staff Observed: approximately 5 (not including the Program Director)

Context

Reach for the Stars after-school programming at Kennesaw Elementary School runs Monday through Thursday from 2:15 pm - 5:45 pm. The program serves students in kindergarten through second grade. Regarding challenges they've experienced in the program so far this year, Program Director Karen Scarborough explained that though she has exceptional staff, they have been having a hard time continuing to find quality staff and maintaining them over time. She expressed that of the 19 years she has been a Program Director, this year has been the most difficult in finding quality staff for her programs. She noted that though the pay has been increased for the positions, they have a lack in quantity and quality applications.

When asked about the program's success so far this year, Ms. Karen made a point to highlight her "incredible staff." She also mentioned that the majority of her staff go out of their way to make sure the students and the programming they put in place are successful. Ms. Karen highlighted Ms. Destiny, who was a staff member last year and has been promoted due to her spectacular rapport with the students and ability to keep students engaged. She explained that overall, the staff are noticeably patient with the students and are exceptional at meeting the students where they are both emotionally and educationally to assist them in the best way possible. Last, Ms. Karen noted that the program they have where each student receives a card (alternatively, there's a large bulletin board for younger students to keep their cards who may otherwise lose them) with various categories that identify exemplary student behavior, such as being engaged in learning, accepting responsibility, self-control, etc. has been extremely successful so far. Every time that a student displays one of these behaviors, they receive a sticker to put on their card as a reward. The students appear to be excited about it and are enjoying the rewards they get to participate in earning.

Site Visit Summary: Kennesaw Elementary School
March 8, 2023 2:45 – 3:19 p.m.

Enrichment



Student holding his bunny rabbit.

There were eight 2nd graders in **Knitting** with Ms. Ann. The students were working on finishing knitting bunny rabbits. Those who finished their bunnies moved on to working on other projects like knitting headbands and hammers. Ms. Ann worked with one student and could be overheard telling him, “It looks like the hole is too large, so you’ll need to redo this part.” Ms. Ann explained that this was her first time working with 2nd graders. Though she was initially nervous because they are younger than her typical age group, she noted that they have “blown her away” and she has been very impressed by this group’s dexterity and improvement throughout the weeks. She also made a point to highlight one of her students whom she deems a success story. He had a few meltdowns in the beginning due to frustration and explained to her early on that he didn’t like knitting because it was hard. However, he now says that he loves knitting, and was the first in the class to finish knitting his bunny rabbit.

In **Little Adventures** with Ms. Jaden, ten kindergarteners and 1st graders sat on the floor while Ms. Jaden read the book *The Day the Crayons Came Home*. Site Coordinator, Ms. Destiny, explained that in the book the crayons get lost in various places throughout the house, such as a shoe or under the couch. For the assignment associated with the book, the students would be writing and designing postcards from locations that the crayons got lost. The students appeared to be enjoying the book and participating while Ms. Jaden read and asked questions.

Eleven K-2 students sat in **Craft Club** with Ms. Moya. Ms. Karen explained that Ms. Raina usually leads this club but was out sick this day. The students asked questions about Ms. Raina’s absence and what they were going to do with her not being there. Ms. Moya patiently took her time to explain to the students she would be leading the class and detailing what the lesson was going to be. Ms. Moya had to ask the students to settle down and lower their hands so that she could proceed with instruction multiple times. Ms. Karen noted that the students were still settling down from their transition from snack to the classroom and stepped in to help Ms. Moya regain control of the classroom. Ms. Moya proceeded to explain that they would be reading the book *Don’t Let the Pigeons Drive the Bus* and then would be



Ms. Moya explaining the Craft Club activity.

Site Visit Summary: Kennesaw Elementary School March 8, 2023 2:45 – 3:19 p.m.

making paper pigeons out of construction paper using tracings of their hands. Once she regained control of the classroom, Ms. Moya instructed the students to gather on the floor and they began to read the book.



Students and Ms. Shirley singing along to the greeting song.

In **Spanish Club** with Ms. Shirley, 11 1st and 2nd graders were standing in front of the projector singing and dancing along to their daily greeting song they sing in Spanish. Ms. Shirley sang and danced along with them. Ms. Destiny explained that the first week they worked on pronouncing their colors in Spanish, the following week was spent on learning numbers, and then animals. This week they would begin putting all of those together to form sentences in Spanish. Before they began their review, one student wanted to recite his numbers. He stood in front of the class and counted all the way to 25 in Spanish. Ms. Shirley and the students applauded him, and she then pulled out flashcards instructing the students to count the number of objects on the flashcard in their head and shout out the number in Spanish. Students were engaged and eager to participate in the activities.

Seven 1st and 2nd graders were in **Crazy 8's** with Ms. Aniya and one volunteer, Ms. Nat. This week they were working with analog clocks. The numbers one through twelve were taped to the ground in a circle, representing a clock. The students were standing in a line along the side of the room. Ms. Aniya explained to the students they would be making a human bar chart using their birthdays. She instructed them to line up in the order of their birthday month. She further explained "If you have the same birthday month as someone, you will use the date you were born and decide who stands in front. So, if you were both born in January and one of you were born on the 6th and the other on the 10th, who stands in front?" Students discussed their birthdays with each other and organized themselves accordingly. Ms. Destiny explained that with Crazy 8, the materials and instructions are provided by the creators of the program and the teachers execute according to the lesson plan. The students were engaged in the activity and appeared to be enjoying themselves laughing and fully participating.



Ms. Aniya explaining the human bar graph to students.

Site Visit Summary: Kennesaw Elementary School

March 8, 2023 2:45 – 3:19 p.m.

Overall Observations

It is evident that the staff and Program Director have worked diligently to provide diverse clubs, activities, and engaging lesson plans for the students. The staff members do an excellent job of displaying patience and understanding with each student and have clearly created a genuine rapport with them. The students observed appeared to enjoy their activities and were engaged in the lessons. Despite having a last-minute staff absence, Ms. Moya was able to adapt and limit disruption for the students.