

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



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Subgrantee: Reach for the Stars Innovation Academy (Baker Elementary 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:	165	Number:	162	Number:	142	Number:	4	Number:	322	

2. Objectives									
Total Objectives		Met			Not Met			Other	
Number:	8	Number:	6	Number:	2	Number:	0		

3. GTID									
Number of Student GTIDs Reported in Cayen				162					

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
Number	34	83	32	12	Number	44	79	25	13

Identify the preferred if it is not letter grades

Students in grades 2 and 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
Number	37	93	24	7	Number	40	93	20	8

Identify the preferred if it is not letter grades

Students in grades 2 and 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		
	%	4	%	6	%	31	%	37	%	22	
	Survey Question #2: Participates in class and is attentive?										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	1	%	5	%	24	%	42	%	28	
	Survey Question #3: Demonstrates a motivation to learn?										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	160	%	1	%	5	%	29	%	33	%	32

6. Partners

Number of Partners	Total Amount of Contributions
10	\$48,589

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

**Nita M. Lowey 21st
Century Community
Learning Centers
Program
Annual Evaluation
Report 2022-2023**



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Reporting Period

August 2022 - May 2023




TABLE OF CONTENTS

Particulars

Table of Tables

Table of Figures

Introduction	1
Program Overview & History	1
Student Attendance and Enrollment	10
Student Demographics.....	11
Average Daily Attendance.....	11
Adult Family Member Attendance.....	12
Program Operation	12
Program Staff	13
Program Goals, Objectives, Activities and Benchmarks	13
Status of Program Objectives.....	17
Evaluation Overview	19
Use of Evaluation Results.....	19
Evaluation Methods	20
Parent Survey.....	20
Teacher Survey.....	20
After-School Program Staff Survey	21
Student Survey.....	22
Site Visits.....	22
Other Techniques.....	22
Data Collection Schedule	22
Program Implementation	23
Program Activities.....	23
Program Outcome Data	24
Academic Performance – Student Grades.....	24
Academic Performance – Lexile Scores	25
Academic Performance – Cobb County Inventory Scores	27
Involvement of Adult Family Members	28
Student Observations by School Day Teachers	31
After-School Program Staff	33
Attitudes of Students Toward the After-School Program.....	42
Program Highlights and Areas for Improvement.....	45
Program Highlights.....	45
Areas for Improvement.....	47
Success Stories & Barriers to Implementation	48
Success Stories	48
Barriers to Implementation	48
Progress Toward Sustainability.....	49
Recommendations	50
Appendix A – Fall Site Visit Summary.....	52
Appendix B – Spring Site Visit Summary.....	53

TABLE OF TABLES

Table 1: Status of Program Objectives for Years 1-4	8
Table 2: Student Demographics.....	11
Table 3: Average Daily Attendance.....	11
Table 4: Summary of Program Operations	12
Table 5: Ratios of Teachers to Students	13
Table 6: Characteristics of Program Staff	13
Table 7: RSP Innovation Academy 21st CCLC Grant Goals & Objectives	14
Table 8: Status of Program Objectives RSP Innovation Academy 21st CCLC Grant - 2023.....	17
Table 9: Completion Rates for the Parent Survey.....	20
Table 10: Completion Rates for the Teacher Reported Engagement in Learning Survey	21
Table 11: Completion Rate for the After-School Program Staff Survey.....	21
Table 12: Completion Rate for the Student Survey	22
Table 13: Data Collection Activities	22
Table 14: Reader Measures, Mid-Year 25 th Percentile to 75 th Percentile (IQR)	25
Table 15: RSP Partners & Contribution Amounts	49

TABLE OF FIGURES

Figure 1: Number of Students Attending 30 Days or More	10
Figure 2: Summary of Number of Days Attended by Students.....	10
Figure 3: Number of Sessions Attended by Adult Family Members.....	12
Figure 4: Number of Students Maintaining an A or B All Year (2022-2023 School Year)	24
Figure 5: Percentage of Students Scoring in the Typical Reader Range (25th-75th percentile) and Higher, by Grade (Baker Elementary School)	26
Figure 6: Math & Reading Inventory Scores for Students in Grades 2-5	27
Figure 7: Adult Family Member Survey Responses – Percentage Agreeing with Statement or Indicating Satisfaction.....	29
Figure 8: Involvement of Adult Family Members – Percentage Answering “Yes”	30
Figure 9: School Day Teacher Ratings of RSP Participants.....	32
Figure 10: After-School Program Staff Responses Regarding Satisfaction with Professional Development Received.....	33
Figure 11: Number of Hours of Professional Development Reported by After-School Program Staff	34
Figure 12: After-School Program Staff Responses Regarding What RSP Needs Going Forward	35
Figure 13: After-School Program Staff Responses Regarding Students in the Program.....	36
Figure 14: Feelings of Students toward the After-School Program – Percentage Agreeing.....	42
Figure 15: Percentage of Students Reporting Positive Feelings	43

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 Innovation Grant was awarded in July of 2019 and serves students in grades 2-5 at Baker 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 Innovation program began the fourth year of this five-year grant for the 2022-2023 program year on August 3, 2022 and ended on March 30, 2023. Programming took place on-site.

Although this year presented less uncertainty than the past three years in regards to the Covid-19 pandemic, there were additional challenges that RSP needed to address and overcome. The Program Director explained that though they have exceptional staff, they have been having a hard time continuing to find quality staff and maintaining them over time. 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. In attempt to solve this issue, they have taken steps to recruit more staff members such as going to job fairs and having the principal create a job alert for the positions they have available. Unfortunately, because they do not have enough staff, they have had a growing waitlist of students and cannot take anymore at this time. To assist the staff they do have, they offered two professional development webinars. The first webinar, *Managing Stress in Teaching and your Personal Life*, was not mandatory. The second webinar covered student engagement and positive behavior strategies. Afterwards, they received positive feedback from staff who attended the webinars.

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 program 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, test scores, and social skills. In addition, the RSP program 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, the 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.

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

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 complemented 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; and, 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; and, 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; and, 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 program 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 program 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 another five-year 21st CCLC grant. The Reach for the Stars Program transformed to the Reach for the Stars Innovation Academy to accommodate more students and an additional grade. The Reach for the Stars Innovation Academy serves students in second through fifth grade at Baker Elementary School. 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 Innovation 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, Family Math Game Night, 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 who are served by the program were virtual learners until October 5th, the Program Director and key stakeholders decided that it would be best to start the RSP Innovation Academy face-to-face as well on October 5th. 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.

2021 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 Innovation 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. RSP staff were able to find ways to individualize their lesson plans to ensure safety and quality programming for all students.

During the 2021 school year, about 70 percent of the school's population returned for face-to-face learning. Therefore, the RSP Innovation Academy served approximately 60 percent of the required enrollment. Also due to COVID, the Reach for the Stars Program was unable to invite volunteers, parents, families, and special guests to assist and enhance the program.

The RSP Innovation Academy was chosen by 21st CCLC and the You for Youth NASA program to participate in the NASA STEM Design Challenge Project in 2021. Fourth and Fifth grade students were able to video conference with NASA engineers while designing a safety harness for astronauts in the Safe Travels project. 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.

Although program year 2022 presented less uncertainty than the past two years in regards to the Covid-19 pandemic, there were additional challenges that RSP needed to address and overcome. Due to COVID, many times 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 Innovation 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. Our staff was 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 includes 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 2022. 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.

Due to reading and math scores being below grade level for many RSP students during 2022, the Program Director, Site Coordinators, and a couple of lead teachers initiated small group reading clubs such as Reader’s Theatre, Reading and Writing is Fun, and tutoring. 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. Every student attended Number Ninjas daily along with the Crazy 8’s club and used technology to improve math concepts.

The Program Director also collaborated with the PBIS Department 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 site 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 we offer 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 *Moana Jr.* play and 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 Innovation Academy.

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). Performance on academic, youth development, and family involvement objectives varied from year to year. During year one, of the two academic objectives, the program met and exceeded the target for objective 1.2, and objective 1.1 was not met; and although neither academic objective was met during year two, the program met and exceeded the targets for both objectives during years three and four. All three youth development objectives were met in all three years with the exception of objective 2.3, which was not met during the first year. Family involvement objective 3.1 was not met across all four years, however, during years three and four, vast improvement was made toward the target. Family involvement objective 3.2 was met during the first year but fell slightly short of the target during years two through four. The program met the target for objective 3.3 all four years, exceeding the target in years one, two, and four. 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).	Not Met Total: 64% ¹	Not Met Total: 72%	Met-Exceeded Total: 81%	Met – Exceeded Total: 86%
	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: 84%	Not Met Total: 71%	Met-Exceeded Total: 79%	Met – Exceeded Total: 86%

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.	Met – Exceeded Total: 83%	Met – Exceeded Total: 90%	Met – Exceeded ¹ Total: 94%	Met – Exceeded Total: 91%
	2.2 75% of regularly participating students will demonstrate improvement in the basic foundation areas for academic learning and emotional well-being.	Met – Exceeded Total: 82%	Met – Exceeded Total: 85%	Met – Exceeded Total: 84%	Met – Exceeded Total: 82%
	2.3 75% of regularly participating students will demonstrate improvement or maintain satisfactory homework completion and learning skills by the end of the school year.	Not Met Total: 66%	Met – Exceeded Total: 84%	Met – Exceeded Total: 95%	Met – Exceeded Total: 91%

¹ In 2020, the final administration of the Math and Reading Inventory assessments was cancelled due to early school closure necessitated by COVID-19.

¹ In 2022, the questions that were previously used in 2020 and 2021 to measure this objective were removed from the school day teacher survey. 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?).

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

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 85% 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: 44%</p>	<p>Not Met Total: 17%</p>	<p>Not Met Total: 75%</p>	<p>Not Met Total: 69%</p>
	<p>3.2 60% of families of regularly participating students will report increased involvement/participation in student’s academics.</p>	<p>Met – Exceeded Total: 67%</p>	<p>Not Met Total: 58%</p>	<p>Not Met Total: 57%</p>	<p>Not Met Total: 58%</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: 63%</p>	<p>Met Total: 60%</p>	<p>Met – Exceeded Total: 68%</p>

Student Attendance and Enrollment

A total of 162 students registered for the RSP Innovation Academy between August 2022 and March 2023. One-hundred-forty-two (142) of those students attended the RSP Innovation Academy for 30 days or more. This information is presented in the figures below.

Figure 1: Number of Students Attending 30 Days or More

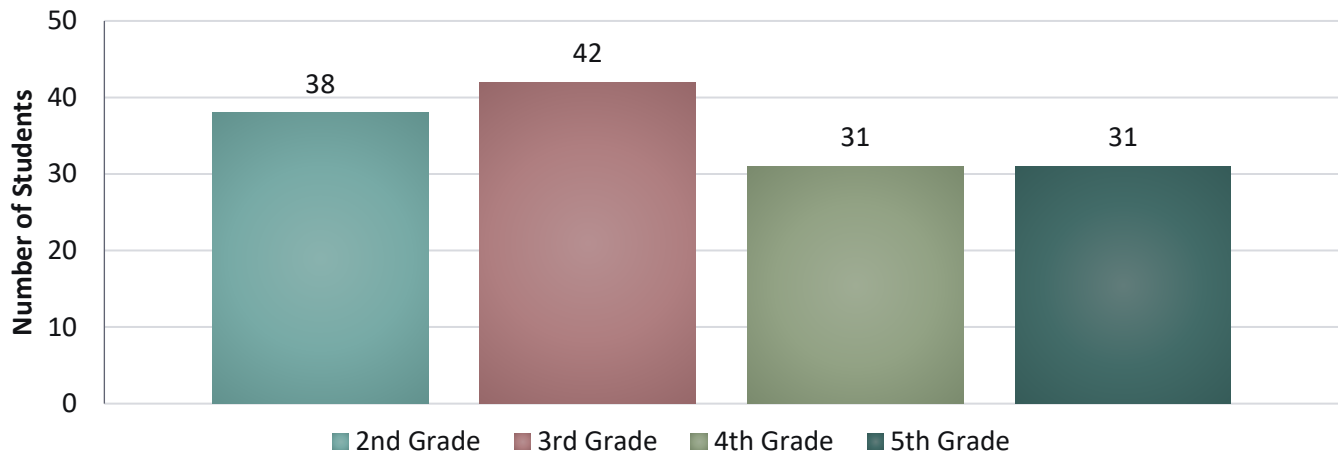
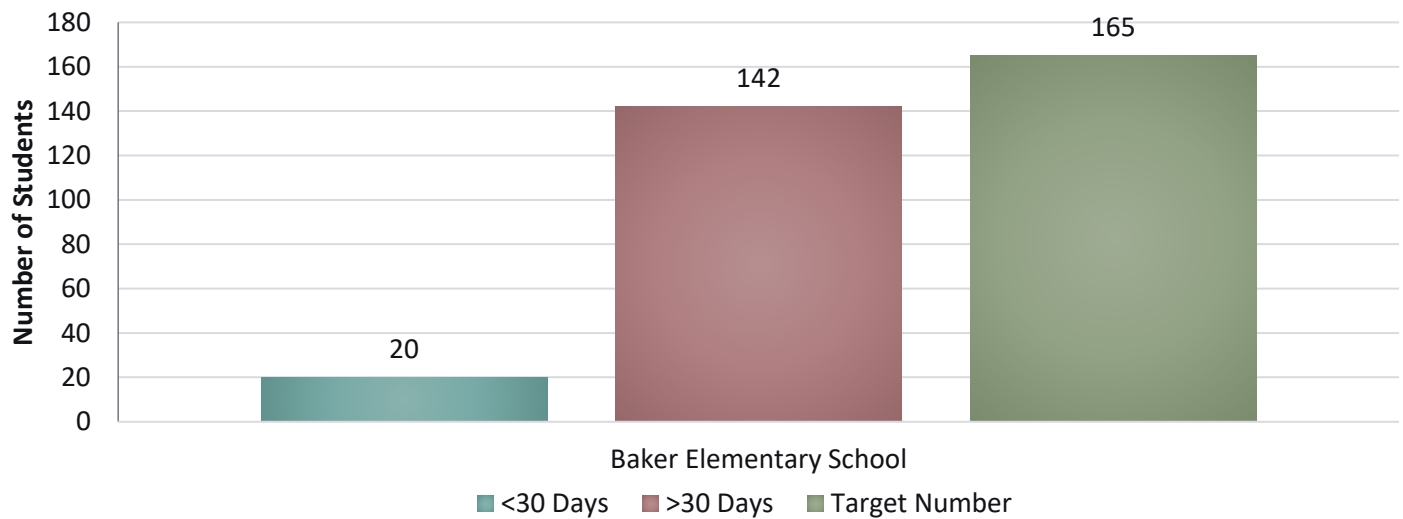


Figure 2: Summary of Number of Days Attended by Students



Student Demographics

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

Table 2: Student Demographics

Baker Elementary School		
	# Students	Percent
Totals	142	100%
Grade		
2	38	31%
3	42	24%
4	31	29%
5	31	16%
Gender		
Female	75	53%
Male	67	47%
Race/Ethnicity		
Black	54	38%
White	45	32%
Multiracial	14	10%
Hispanic	17	12%
Asian/Pacific Islander	8	6%
American Indian/Alaska Native	1	<1%
Other	3	2%
Other		
Not proficient in English	2	3%
Free/Reduced Lunch	58	41%
Special Education	38	27%

Average Daily Attendance

Table 3: Average Daily Attendance

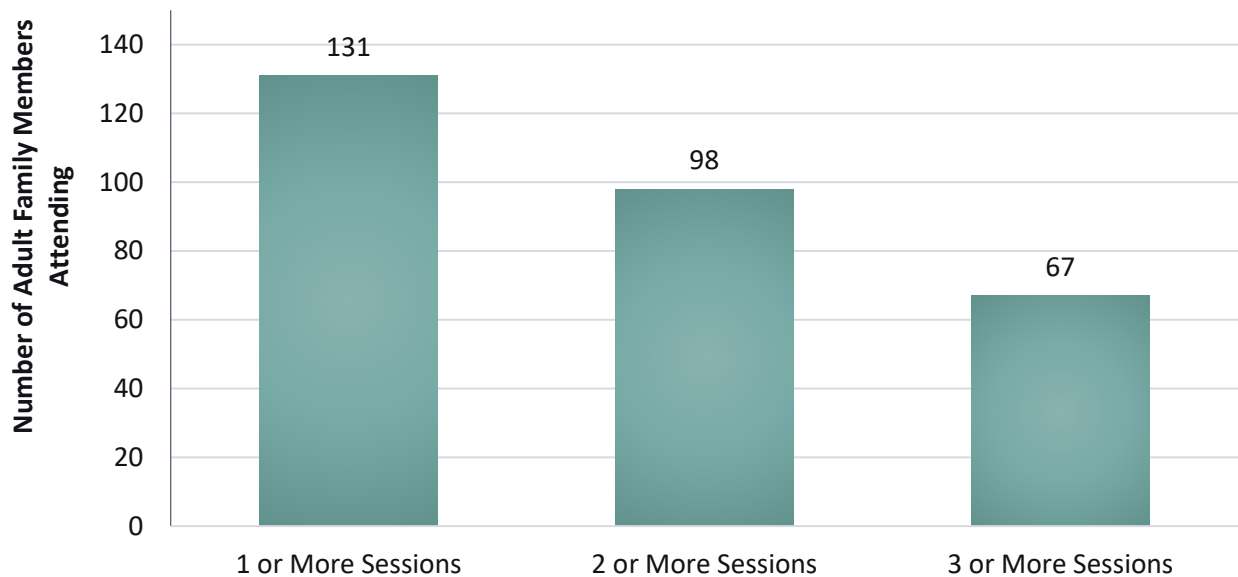
Site	Average Daily Attendance
Baker Elementary School	107

Source: APlus Information System

Adult Family Member Attendance

The RSP Innovation Academy served 131 adult family members. Four parent events were held throughout the year: an in-person meet & greet held on July 28, 2022, a family orientation held virtually in August of 2022, a family event entitled, “#SocialSavvy – Dangers and benefits of social media,” held virtually in January of 2023, and a family educational STEAM event held in-person in March of 2023. The figure below shows how many family members attended 1 or more, 2 or more, and 3 or more sessions.

Figure 3: Number of Sessions Attended by Adult Family Members



Source: APlus Information System

Program Operation

Table 4: Summary of Program Operations

Site	Baker Elementary School
Total Number of Weeks Open	26
Typical Number of Days per Week Open	4
Typical Number of Hours per Week Open	14

Source: APlus Information System

Program Staff

Table 5: Ratios of Teachers to Students

	Baker Elementary School
Academic	1:10
Enrichment	1:15
Recreation	1:15

Source: CCSD

Table 6: Characteristics of Program Staff

	Baker Elementary School	
	# Staff	Percent
Totals	34	100%
Gender		
Female	26	76%
Male	8	24%
Race/Ethnicity		
Black	9	26%
Asian	0	0%
White	21	62%
Hispanic	3	9%
Multi-racial	1	3%
Staff Type		
Volunteer	8	24%
Bachelor’s Degree	7	21%
High School diploma	3	9%
Did not finish high school	1	3%
Some master’s level courses	2	6%
Two-year college degree/Some college	17	50%
Master’s Degree	1	3%
Some doctorate level courses	1	3%

Source: CCSD

Program Goals, Objectives, Activities and Benchmarks

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

Table 7: RSP Innovation 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 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</p>	<p>a) Beginning, Mid-term, and end of year b) Daily throughout the school year c) Weekly throughout the program year d) Daily e) Weekly f) Daily</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>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) PAWS - Reading program for below grade level readers, Reading Café, Toastmasters, and Drama</p>	

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

Goal 2	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
<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>Measured by end of the year teacher surveys, communication logs, email correspondence with school day teachers, and student progress reports</p>	<p>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</p>	<p>a) Daily b) Daily c) Daily d) Daily e) Weekly f) Weekly g) Weekly h) Weekly i) Monthly</p>
	<p>2.2 75% of regularly participating students will demonstrate improvement in the basic foundation areas for academic learning and emotional well-being.</p>			
	<p>2.3 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>On-Track Academic Portal to view attendance, grades, and discipline reports</p>		

Goal 3	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
<p>To provide literacy and related educational development for students and parents/guardians to enhance family involvement.</p>	<p>3.1 85% of families of regularly participating students will attend at least two Family Learning Nights or activities during the program year.</p>	<p>Sign-in sheets, signed parent agreements, and parent surveys.</p>	<p>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</p>	<p>a) Offered at the beginning of the school year b) Offered towards the end of the program c) Offered throughout the school year d) Monthly/Quarterly e) Monthly f) Monthly</p>
	<p>3.2 60% of families of regularly participating students will report increased involvement/participation in students’ academics.</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>			

STATUS OF PROGRAM OBJECTIVES

Table 8: Status of Program Objectives RSP Innovation 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	122/142 (86%) students scored at the basic level or above.
	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	122/142 (86%) students scored at the basic level or above.
Goal 2	Measurable Objectives	Status	Comments
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.	Met – Exceeded	91% of parents indicated that their child’s learning skills and behaviors were satisfactory according to the latest report card received. 75% of students indicated that they were better at following the rules since participating in the RSP program.
	2.2 75% of regularly participating students will demonstrate improvement in the basic foundation areas for academic learning and emotional well-being.	Met – Exceeded	94% of teachers indicated improvement (70%) or no need to improve (24%) in students’ participation and attentiveness in class. 94% of teachers indicated improvement (65%) or no need to improve (29%) in students’ motivation to learn. 82% of students indicated that everything was going well in their life; 84% indicated positive ratings when asked how they were doing in general; 89% indicated that they were doing well in school; and 79% indicated things were going well in their family life.
	2.3 75% of regularly participating students will demonstrate improvement or maintain satisfactory homework completion and learning skills by the end of the school year.	Met – Exceeded	91% of teachers indicated improvement (60%) or no need to improve (31%) in students’ satisfactory homework completion.

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 85% of families of regularly participating students will attend at least two Family Learning Nights or activities during the program year.</p>	<p>Not Met</p>	<p>69% of parents (98/142) attended at least two family involvement activities. 100% attended at least 1 family event.</p>
	<p>3.2 60% of families of regularly participating students will report increased involvement/participation in students' academics.</p>	<p>Not Met</p>	<p>58% of parents reported that they have been more active/involved in their child's education since attending the 21st CCLC program.</p> <p>94% of parents who attended a parent night/session stated that they learned a lot (54%) or some (40%) to help them increase their child's ability to succeed in school.</p> <p>89% 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>68% 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 Innovation 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 Innovation evaluation during Year 4. The first was to provide detailed information about the RSP Innovation 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 Innovation 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 2023, a survey was administered to the parents/guardians of students who participated in the RSP Innovation Academy. Parents were given a paper survey and encouraged to complete it and return it to program staff. Once received by staff, the completed surveys were entered into an online data collection system created by the Burruss Institute.

The survey was designed to assess parent satisfaction and attitudes toward the RSP Innovation 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”). Parent surveys were distributed and collected at parent night sessions, and surveys were sent home with students.

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
Baker Elementary School	105	142	74%

Teacher Survey

During spring 2023, an online survey was administered to the school day teachers of the student participants of the RSP Innovation 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	Teacher Response Rate
Baker Elementary School	160	162 ²	99%

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 Innovation Academy. The purpose of the survey was to assess what program staff liked about the program, what they thought could be improved, whether or not 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 1. 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.

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
Baker Elementary School	22	24 ³	92%

² 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 are based on the number of “regular attendees” or students attending the program for 30 days or more.

³ There were 34 staff in total, but eight of the staff were volunteers and two of the staff left the program before the surveys were administered in the spring. These 10 staff were excluded from the denominator when calculating the after-school staff survey response rate.

Student Survey

During spring 2023, a survey was administered to students who participated in the RSP Innovation 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 Innovation 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. Somewhat Agree, 3. Neither Agree or Disagree, 4. Somewhat 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
Baker Elementary School	126	142	89%

Site Visits

The evaluator visited Baker Elementary School in the fall of 2022 and spring of 2023. The purpose of the site visits was to observe activities and lessons during implementation at the school and collect documentation that would assist in the evaluation of the program. The site was also visited daily throughout the year by the Program Director, and once by the GaDOE Evaluation Specialist and the CCSD department of Accountability in January 2023. Notes for each site visit are listed in Appendix A (fall site visit) and Appendix B (spring site visit).

Other Techniques

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

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 Innovation Academy are listed below (descriptions of specific clubs can be found in the site visit write-ups in Appendices A & B). Academic enrichment, recreation activities, enrichment activities, and mentoring activities are the primary activities of the program.

- Academic Enrichment (e.g., Homework assistance, Small reading groups, Math clubs, Computer Coding, International Studies/Around the World, Reading Cafe, Journalism, Mystery Science, Engineering, Spheros, Gigs and Gamerz, etc.)
- Arts and Music Clubs (Crochet, Arts & Crafts, Creative Journaling, Chorus etc.)
- Character Education & Counseling Programs (Therapy Dogs, Girl Talk, Boys Club)
- Community / Service Learning (Blanket Club)
- Enrichment (e.g., Makers Space Club, Junior Chefs, Minecraft, Photography, Pawsitive Theater, Green Screen, Sign Language)
- Family Events
- Physical Activities (e.g., Martial Arts, Archery, and Athletic club)



Crazy 8 (math) Club

Source: APlus Information System and site visits



Astrokids Club



Around the World Club



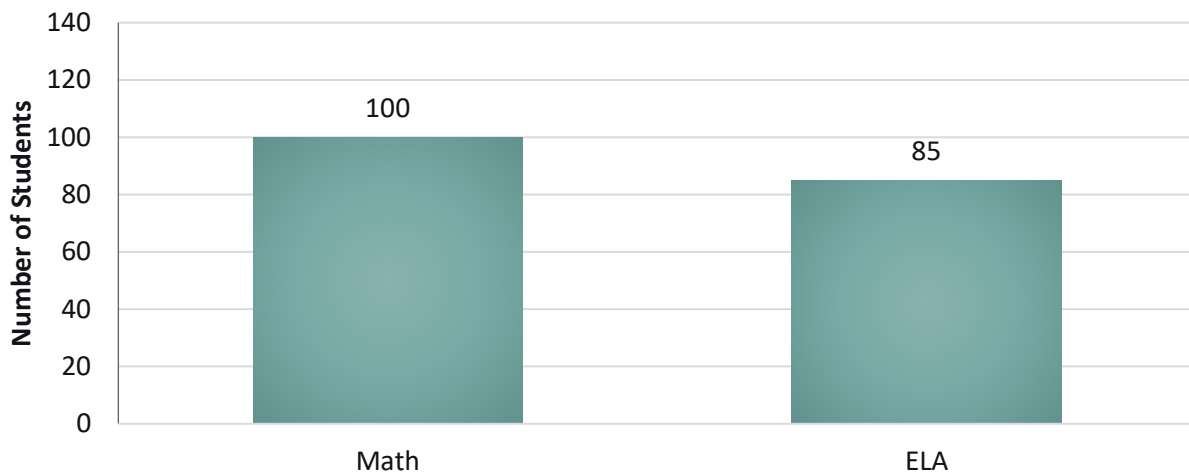
Junior Chefs Club

PROGRAM OUTCOME DATA

Academic Performance – Student Grades

The number of students who maintained an A or B all year in math represents 70% of the total number of regularly participating students at Baker Elementary School. In ELA, 60% of regularly participating students maintained an A or B at Baker Elementary School.

Figure 4: 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)

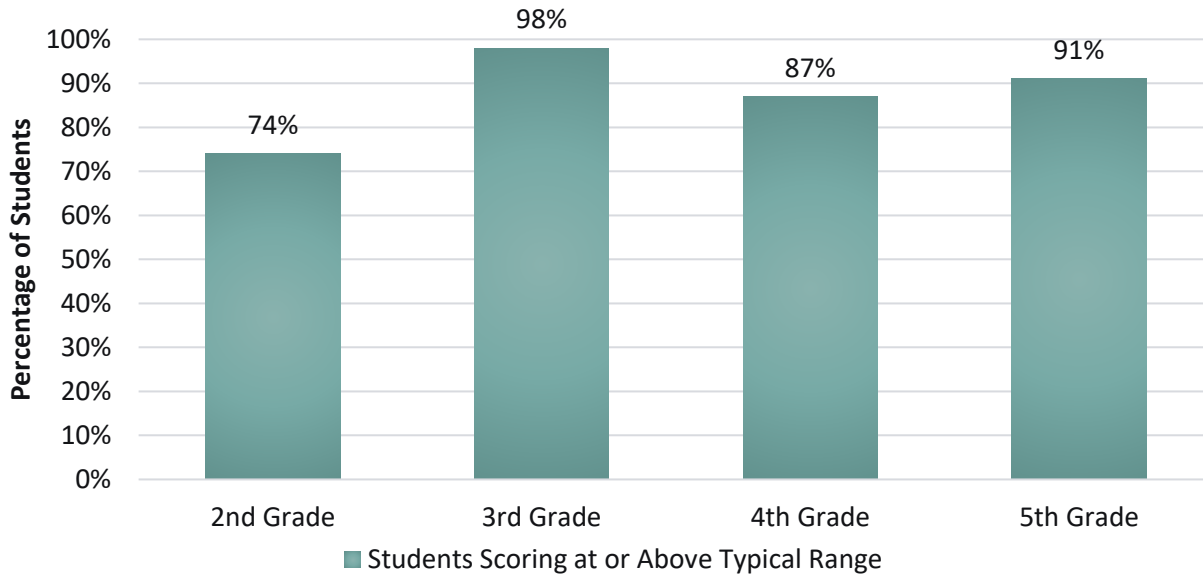
Grade	Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)
1	BR120L* to 295L
2	170L to 545L
3	415L to 760L
4	635L to 950L
5	770L to 1080L
6	855L to 1165L
7	925L to 1235L
8	985L to 1295L
9	1040L to 1350L
10	1085L to 1400L
11&12	1130L to 1440L

*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 in the figure below.

At Baker Elementary School, 26 (74%) 2nd graders scored at or above the typical range; 40 (98%) 3rd graders scored at or above the typical range; 26 (87%) 4th graders scored at or above the typical range; and 30 (91%) 5th graders scored at or above the typical range for their grade level.

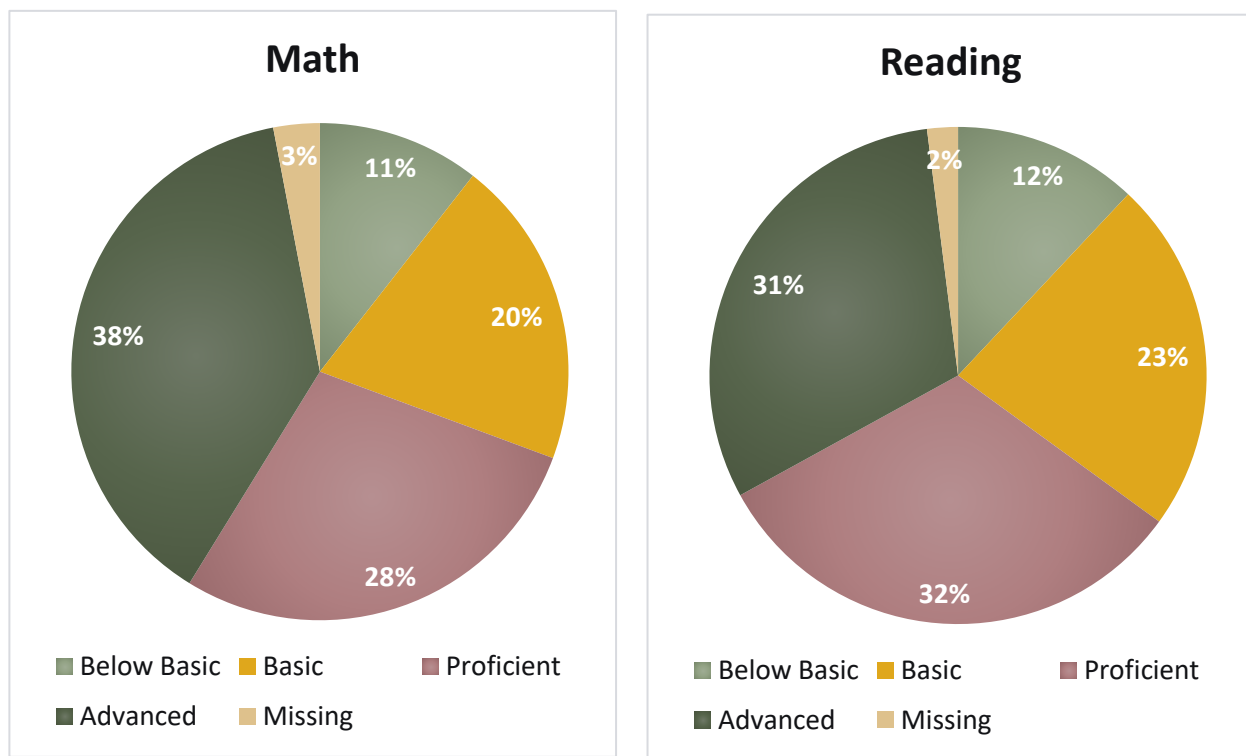
Figure 5: Percentage of Students Scoring in the Typical Reader Range (25th-75th percentile) and Higher, by Grade (Baker Elementary School)



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. The majority of students at Baker Elementary School scored at or above the “basic” level on both the Math Inventory Assessment and the Reading Inventory Assessment (86% each).

Figure 6: Math & Reading Inventory Scores for Students in Grades 2-5



Involvement of Adult Family Members

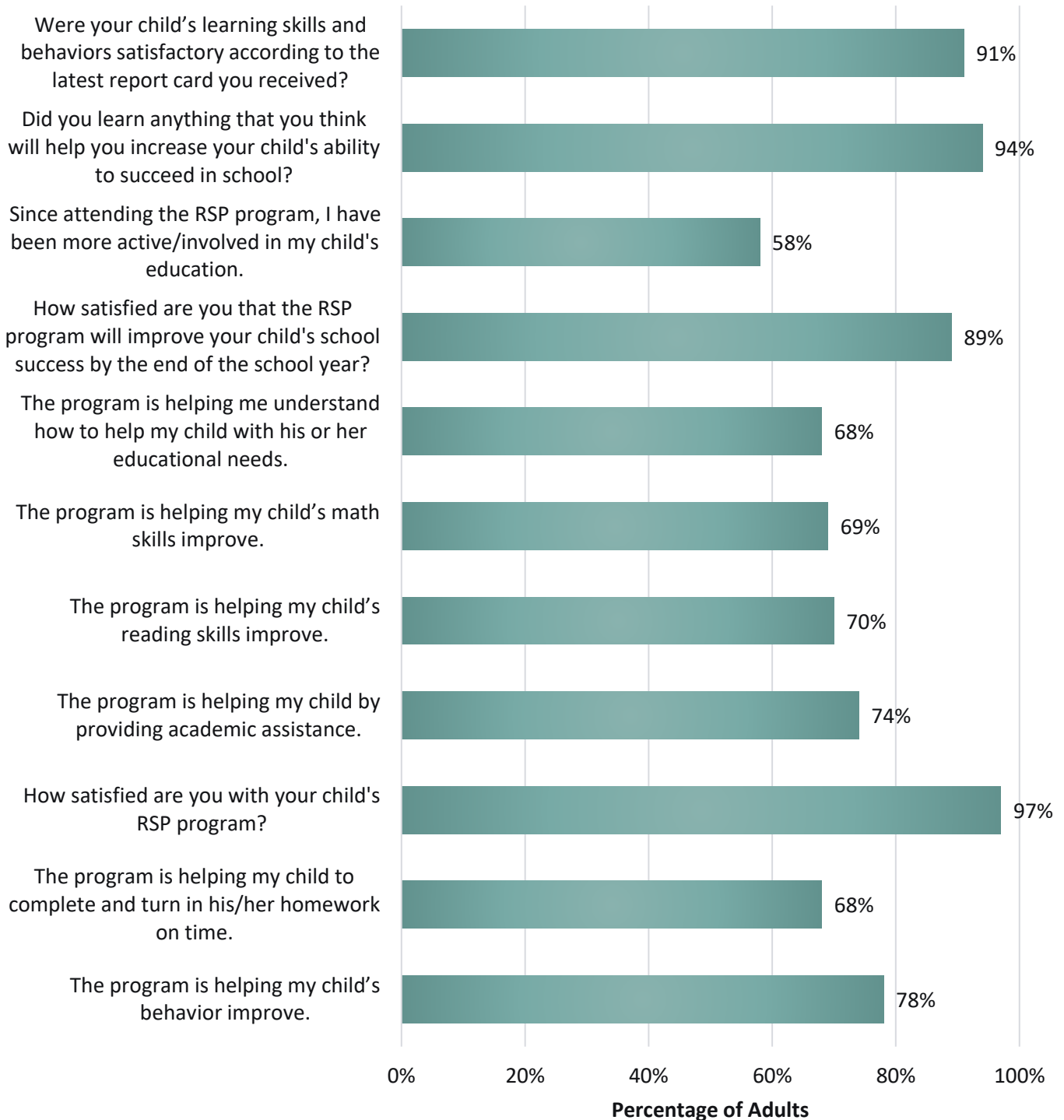
In the spring of 2023, a survey was administered to the adult family members of students who participated in the Reach for the Stars program. The purpose of the survey was to assess the level of engagement of each family member, to what degree they thought the Reach for the Stars program helped their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

Nearly all parents (97%) indicated that they were satisfied with the RSP Innovation Academy in general. In addition, almost all parents (94%) indicated that they learned something that helped them increase their child's ability to succeed in school, 91% indicated that their child's learning skills and behaviors were satisfactory according to the latest report card received, and 89% of parents were satisfied that the 21st CCLC program would improve their child's success by the end of the school year. Approximately three-fourths of parents reported that the program was helping their child's behavior improve (78%) and helping their child by providing academic assistance (74%). Two-thirds or more of adult family member participants agreed with each of the following statements: "The program is helping my child's reading skills improve" (70%), "The program is helping my child's math skills improve" (69%), "The program is helping my child complete and turn in his/her homework on time" (68%), and "The program is helping me to understand how to help my child with his or her educational needs (68%).

In addition, 58% of parents reported that they have been more active/involved in their child's education since attending the 21st CCLC program.

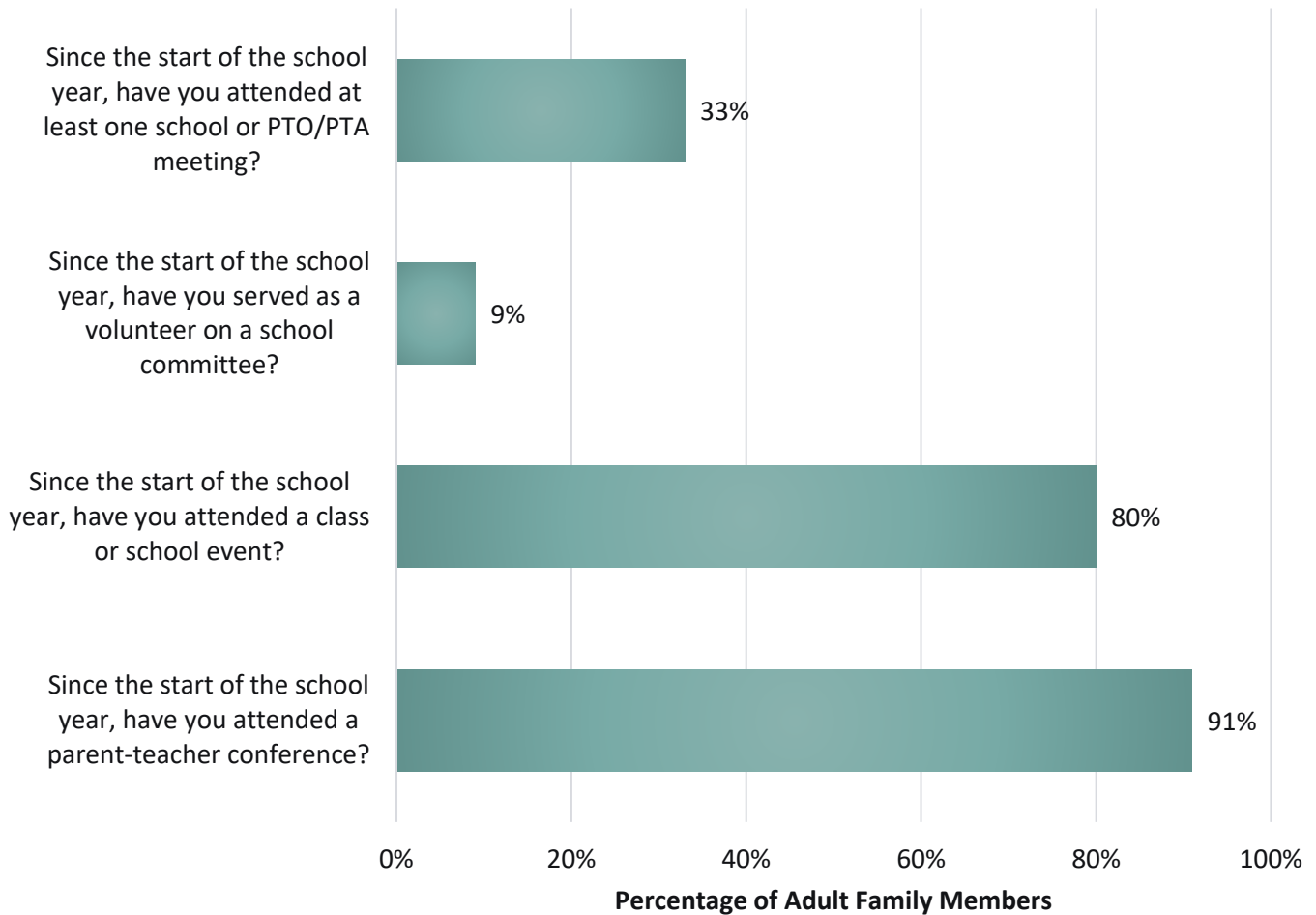
Survey responses are summarized in Figures 7 and 8.

Figure 7: Adult Family Member Survey Responses – Percentage Agreeing with Statement or Indicating Satisfaction



The majority (91%) of those family members taking a parent survey reported that they had attended a parent-teacher conference; 80% reported attending a school or class event; 33% reported that they attended at least one school PTO/PTA meeting, and 9% indicated that they had served as a volunteer on a school committee.

Figure 8: Involvement of Adult Family Members – Percentage Answering “Yes”



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.

- #SocialSaavy – Dangers and benefits of social media – 20 responses (19%)
- Family Educational STEAM night – 18 responses (17%)
- All events – 8 responses (8%)
- Orientation session – 4 responses (4%)
- Cooking – 3 responses (3%)

Reasons parents were unable to attend parent night sessions

Very few parents provided a reason that they were unable to attend a parent night session. Scheduling or work conflicts was listed by one parent, one parent indicated that they were not informed but that their partner attended, and one parent provided the reason, “my son goes only [to programming] a few times a week.”

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

Some of the ideas parents listed for future parent night sessions included the following:

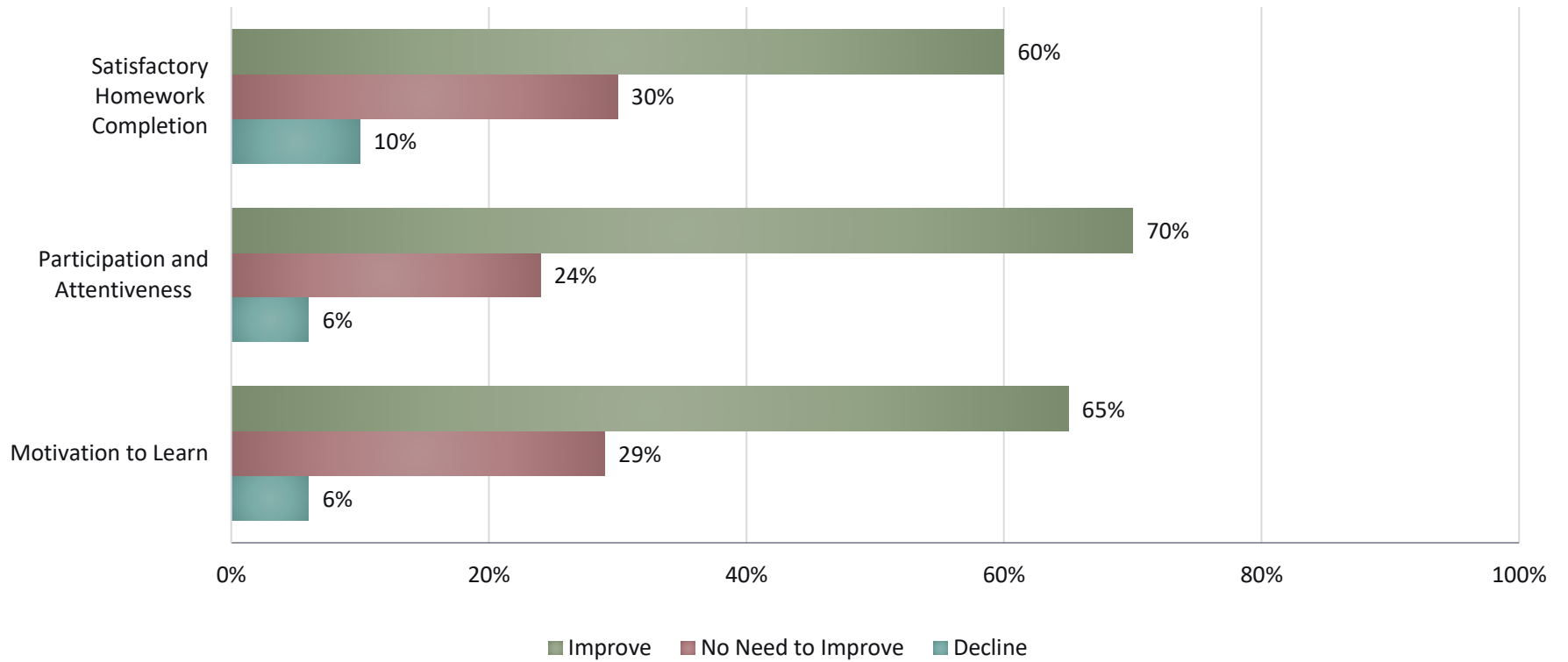
- How to provide academic assistance (e.g., helping children with math and reading at home, helping children with homework, motivating children to do schoolwork)
- A session that explains the different clubs RSP offers in more detail
- Cooking/“Home Ec” event
- Time management skills for youth and parents
- A session on how to assist child with peer pressure and anxiety
- More #SocialSaavy events such as parenting in the digital age and more social media/bullying topics
- More STEAM nights, a virtual STEAM night where the kids get a brown bag full of the necessary materials and attend the different sessions virtually
- A session on the new curriculum/Common Core Standards for parents
- Teaching youth age-appropriate financial literacy
- A session on how to improve focus in youth

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), 90% of students or more either improved or there was no need for improvement in each of these areas. Survey responses are summarized in Figure 9.

Figure 9: 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 Innovation Academy. The purpose of the survey was to assess what program staff liked about the program, what they thought could be improved, whether or not 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. Over three-fourths of staff (77%) reported being satisfied with the level of professional development they received related to best practices for teaching after-school. The remaining 23% indicated that they did not receive professional development training (9%), were not satisfied (9%), or did not answer the question (5%) (See Figure 10). Among the staff who indicated that they were not satisfied with the professional development training received, one person provided positive feedback when asked to expand on why they were satisfied or dissatisfied, and the other responded, *“Having a robust beginning-of-year meeting establishing a baseline for staff conduct, providing strategies for managing behavior, and creating rapport amongst the staff would go a long way.”* The remaining responses to this question are presented below under the section for open-ended data.

Staff most frequently reported receiving between 1-4 hours of training (41%). After-school program staff responses are summarized in Figures 10-13.

Figure 10: After-School Program Staff Responses Regarding Satisfaction with Professional Development Received

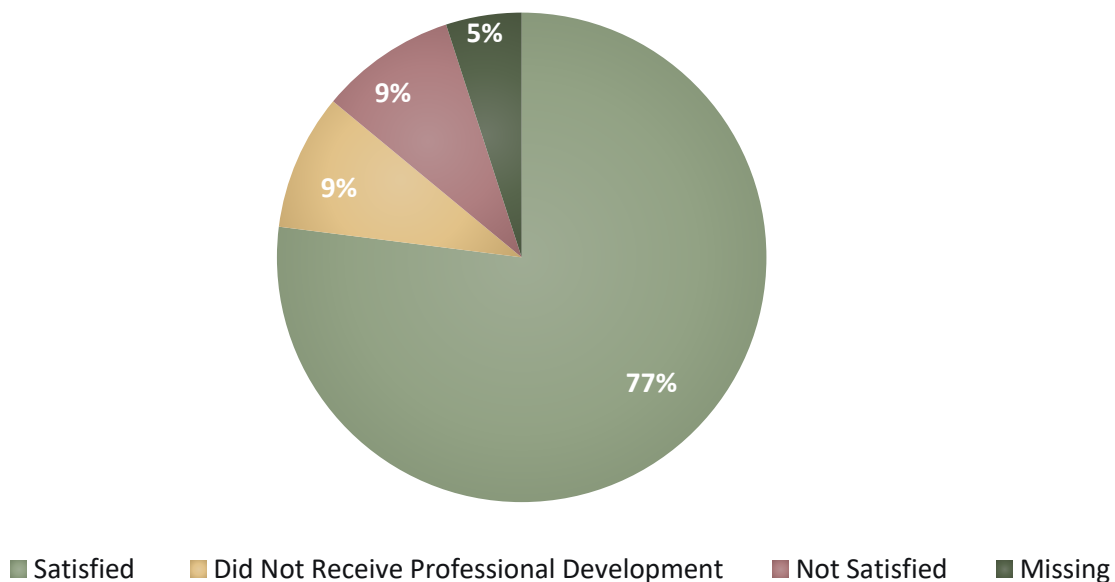
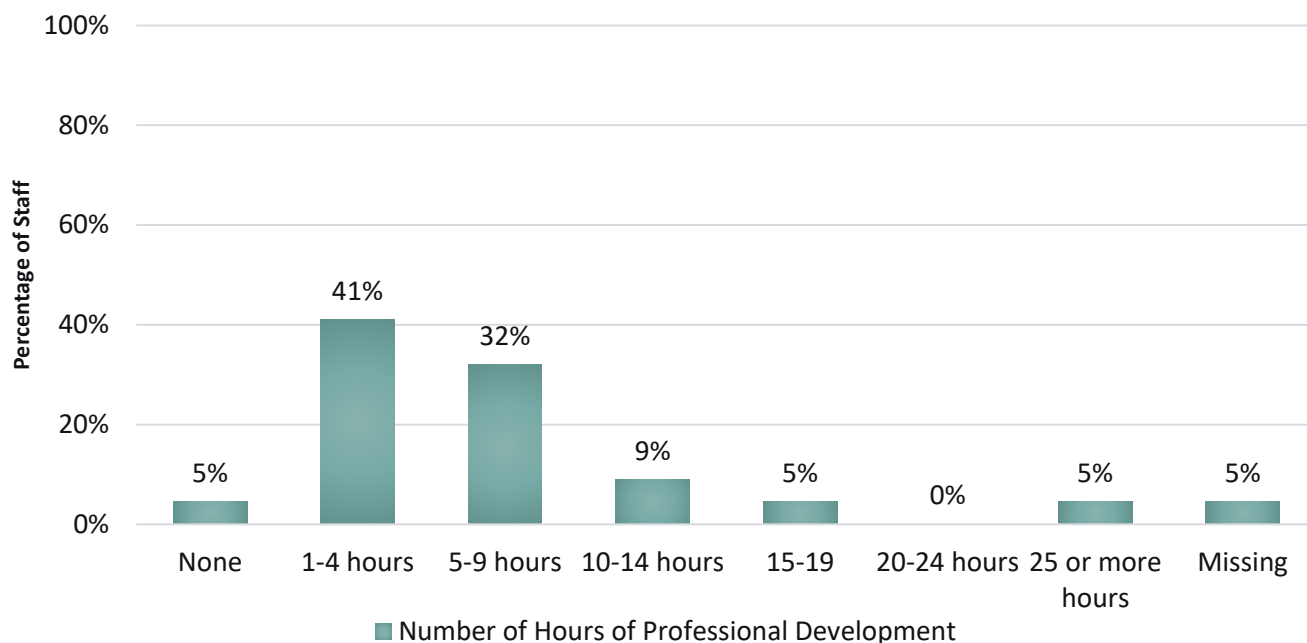


Figure 11: Number of Hours of Professional Development Reported by After-School Program Staff



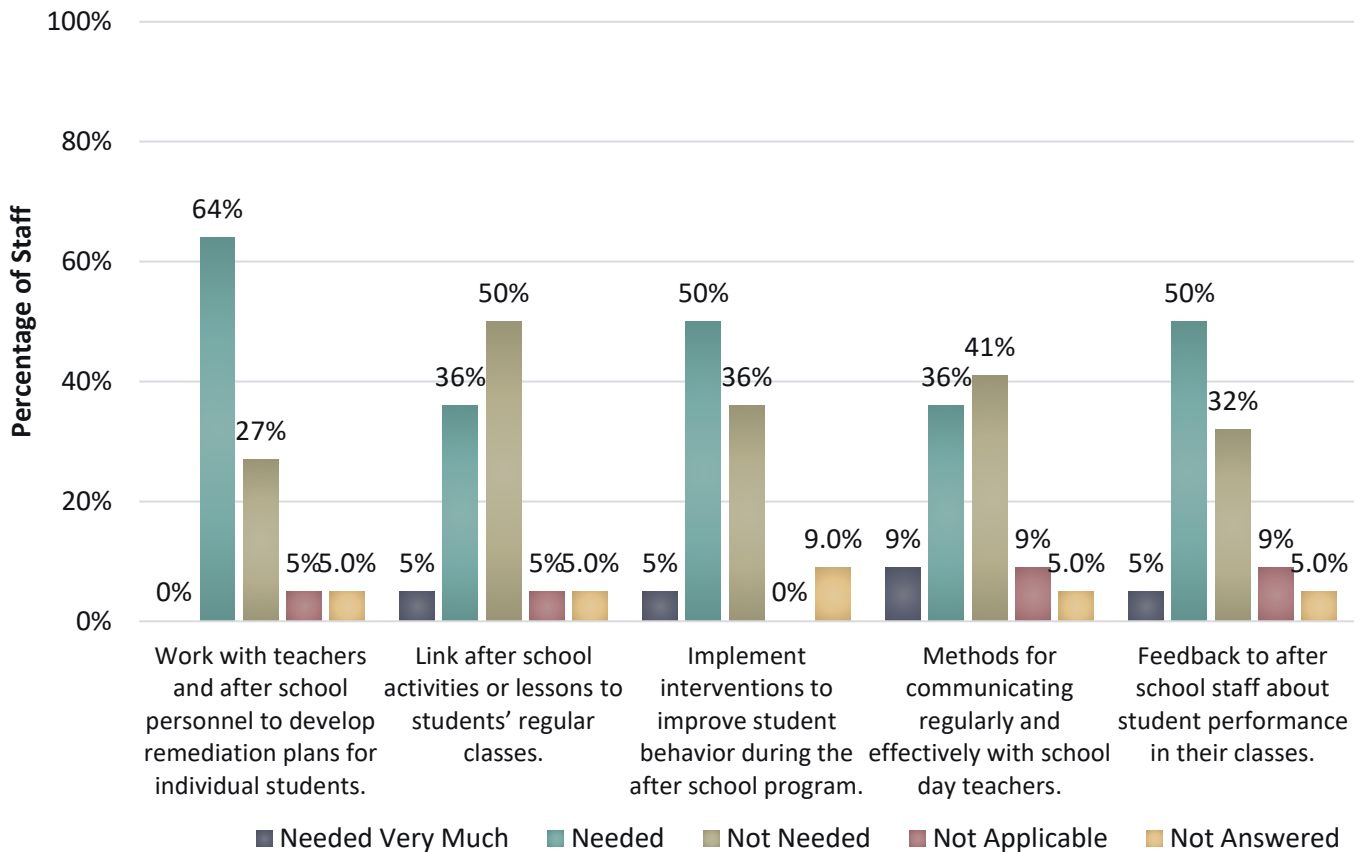
Most staff noted that they were confident in most of the topics listed on the survey. Areas for which some staff would like more training include the following:

- The alignment of the after-school and regular school day curriculum (32%)
- Effective positive techniques for managing student behavior (18%)
- Providing students opportunities to make choices about their learning (18%)
- Knowledge about the after-school policies/procedures (18%)
- Math tutoring or enrichment (18%)
- Providing instruction that encourages student engagement in learning (14%)
- Providing lessons that motivate and challenge students (14%)
- Knowledge about the procedures to follow in an emergency (i.e., fire safety, tornadoes, terroristic threats) (9%)
- Proficiency in time management and classroom management (9%)
- Literacy/reading tutoring or enrichment (9%)
- Efficient methods for conducting attendance checks and dismissals during the after-school program (9%)
- Knowledge about the procedures to ensure compliance with health and safety laws (i.e., procedures for mandated report of child abuse and sexual harassment) (9%)
- Knowledge about the relationship between the after-school program activities and the goals of the program (5%)

Staff reported that they did not need additional training on the following topic: providing homework help to after-school students.

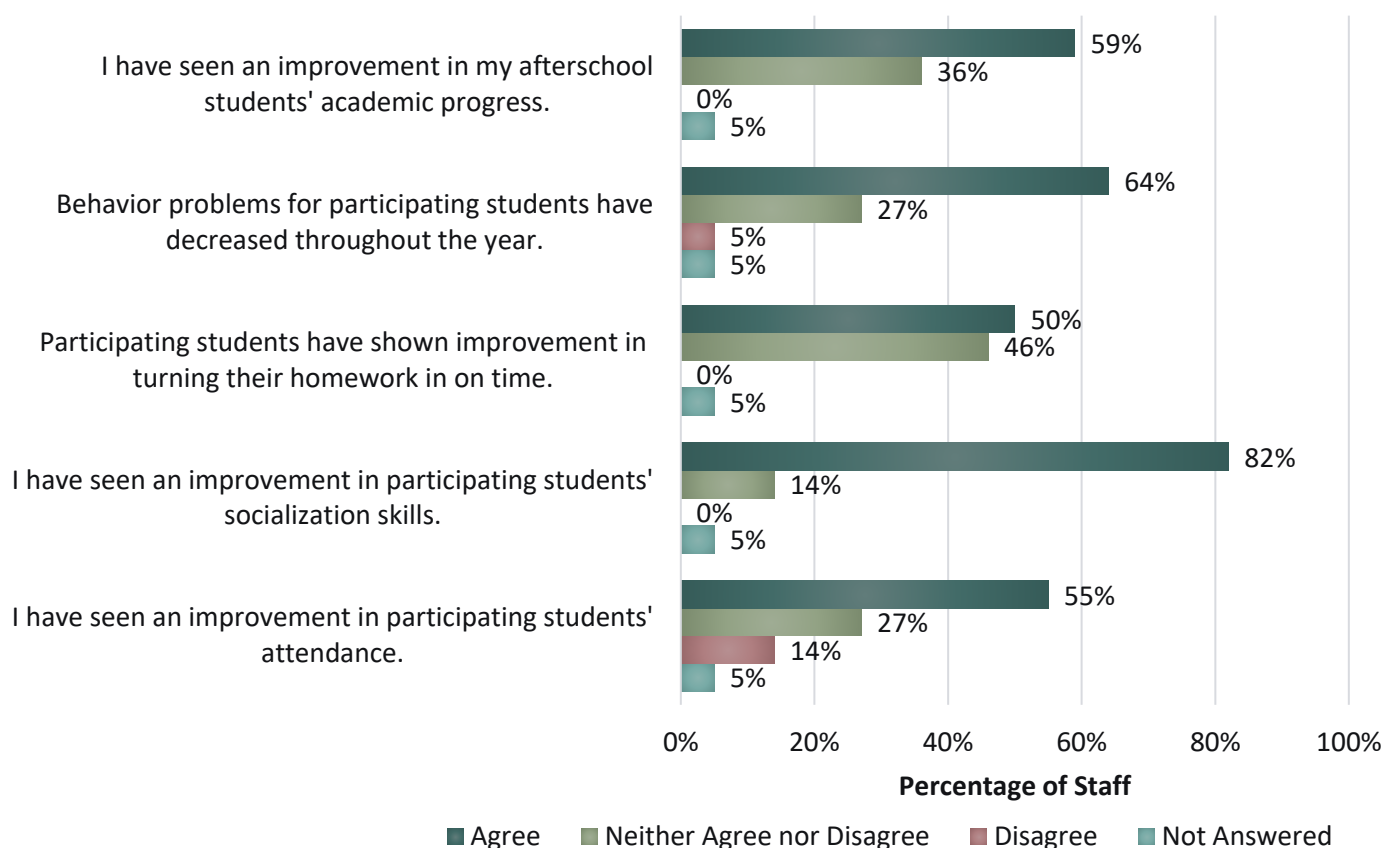
Almost two-thirds of staff reported that working with teachers and after-school personnel to develop remediation plans for individual students was needed (64%), and over half of after-school program staff reported that feedback from regular school day teachers about student performance, and implementing interventions to improve student behavior during the after-school program were needed (55% each). In addition, 45% of staff indicated that methods for communicating regularly with school day teachers was needed, and 41% indicated that linking after-school activities to students’ regular classes was needed. See Figure 12 below for a breakdown of after-school staff responses.

Figure 12: After-School Program Staff Responses Regarding What RSP Needs Going Forward



When asked about the students in the after-school program, 82% of staff agreed that they had seen an improvement in students’ socialization skills and 64% agreed that behavior problems for participating students had decreased throughout the year. Half or more of the staff reported improvement in students’ academic performance (59%), improvement in attendance (55%), and improvement in timely homework completion (50%). In addition, 86% of staff agreed that the program is well-managed, however, only 18% staff indicated that the program is sufficiently staffed.

Figure 13: 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 wide array of knowledge imparted to them and the confidence it gave them. See responses below regarding the trainings staff found most useful, as well as why they were satisfied or dissatisfied with professional development received.

Please indicate why you were satisfied or dissatisfied with the level of professional development you received.

Always relevant information.

As a retired educator, I appreciated the filtered professional information shared in training. Some of the training participants were beginning their careers. Others were continuing their careers or successfully completed their journey. The information was differentiated to meet the needs of all trainees. I was satisfied and grateful.

Continuing professional development has always been provided to enhance my teaching for the Reach for the Stars program.

I am satisfied with my professional development as it was helpful and pertained to my responsibilities.

I was satisfied because it helped me gain more knowledge and I learned something from it.

I was satisfied because the instructors need to be up to date with new ways or procedures to care and protect the kids.

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

It's very satisfying to know.

Positive engagement with staff. Learning how valuable I am to the students.

The professional development I received reinforced and slightly enhanced my classroom management strategies, as well as relationship development with students.

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

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

The professional development was meaningful to my interactions with the students in my clubs. It helped me to be a better instructor.

The topics were interesting and fell within what Instructors needed.

The trainings we received helped with classroom management and with understanding the emotional health of our students.

There was development regarding classroom control and child homelessness as well as what to do in the event of a code red.

What was the most useful after school professional development received?

A trainer from CCSD gave an excellent presentation on behavior management towards the middle of the school year. I wish I had taken notes because, while her strategies made sense, I found it difficult to implement all those strategies effectively.

Active shooter training and strategies for self-development.

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

Being a good listener!

Cobb county's shooting preparedness. However, I think that security is not as strict in the afternoon as it is in the morning during school hours. The after-school instructors did not have the Centrix cards to report

emergencies. This is not ok.

Concise info related to elementary students possible academic and social delays related to Covid-19 impact.

Emotional development and selfcare.

Instruction on classroom control and awareness.

Learning the do's and don'ts about active shooters.

Learning the students' personalities.

Recognizing and helping students with school and personal issues.

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

The best development or meeting that we had was about how to talk to and make sure we understand the students and their needs.

The most useful training centered around recognizing when our students are struggling and to not always jump to the conclusion that this is a "bad" student. We need to dig deeper into why the student is behaving in this manner and give the student options.

The STEM training provided by CCSD and the Minecraft training. Both provided specific ideas for lessons and opportunities for my students.

Working with students to improve behavior of students in the after-school program. Help students make right choices in regards to behavior.

Successes:

The teachers noted that there were many successes of the program and highlighted student participation and growth, the range of activities for students to participate in, the organization of the program, the strong leadership, and the strong rapport with their colleagues and supervisors.

All students in the RSP participate in two different learning/skills classes the first 9 weeks session. Two different sessions are available for each student for 3 more subsequent sessions after completing the first two classes. Students can request to repeat a learning/skills class enjoyed in earlier sessions the 4th nine weeks. Students know more advanced skills are necessary to complete 4th session textile projects.

Attendance.

Club limited student attendance works well. Helps with teaching curriculum and engaging students. Students enjoy the instruction while having a fun experience. Students have takeaways which will be useful in their home life.

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

Diversity in class subjects, student attendance.

During our cooking classes, my students engaged and participated with enthusiasm. They left with confidence that they could easily make the recipes I provided during their club participation and repeatedly let me know that they made many of the recipes at home I selected for my club. Each student was provided a cookbook at the end of their 9 weeks to use at home.

Our successes are many. The staff hired by the Director is top notch and they truly care about our students. They make learning fun and engaging. Our trainings are relevant and timely. Our parent events are very beneficial and the families are very appreciative of our hard work. The students love our program and the variety of clubs offered.

Providing different options for students.

Staff and students bonding well. Some of the students are more confident than before.

Students interest and participation.

Students' behaviors, students' social skills, students' cognitive development, teachers strong teamwork ethics and mutual support, a pleasant work environment and a great leadership!

The different breakdowns of different activities the kids had on a daily basis.

The program is well organized and maintained. Supplies are always delivered in time for club lessons. RSP leaders are always available for help and advice. The workplace is welcoming and friendly. Everyone is willing to help each other and collaborate to make the students' experience the very best. I have developed as an instructor because of Karen, Iris, and Melanie. The students are wonderful (most of the time) and challenge me to bring my best every club/lesson. I do my best to exceed their expectations.

The types of after school clubs offered, the talent and dedication of the after school staff and after school leadership, and the engagement of students are the program's strengths.

I am happy with the way the program is structured and the clubs that are offered. The director is very good about asking for ways to improve and has implemented suggestions made.

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

Opportunities for Growth: (Challenges)

Although a number of successes were listed by the teachers, they also mentioned a few challenges. Teachers from Baker Elementary mentioned hiring more staff, managing student behavioral issues, and time management /transitions between classes as areas to improve upon.

Enrichment instructors need to release the students on time.

(Student) Behavior.

Class engagement, class transitions, behavior management.

Daily club attendance is hit or miss for the RSP program. Would like more parent commitment in regards to attendance for students attending RSP clubs. Challenges with supply flow to meet health and safety standards. Performance assessments need to be in a formal setting.

Keeping teachers accountable so that they help in the class and not for them to be on their phones.

More instructors.

More staff so we could have a better ratio with the kids.

One challenge for our cooking class was to provide latex gloves for each student during our club classes.

Our challenges are hiring more staff so we can accommodate more students.

Strict time keeping is a must due to variances in individual student learning styles, short attention spans (age appropriate), and 55-60 minutes allotted for direct teaching and practice.

The program needs more staff. Additional classroom space would be a bonus.

The students need more playtime. Wherever, whenever, however it can be fit in, it needs to happen.

Work/communicate with classroom teachers and/or school counselor to better assist some of our students.

Suggestions for Improvement

Staff offered many thoughtful suggestions for improvement to the program going forward. As indicated above, as well as under *Barriers to Implementation* provided by the Program Director, several teachers noted that they could have benefitted from having more staff employed during this past year.

An outdoor gardening club, taken away by school administration, should be reimplemented. Many students found purpose in working in the natural environment that they had not found in other clubs or academic areas.

Changes to class transitions at Baker Elementary would be helpful.

Confidentiality of student performance and progress is subject to individual privacy concerns. Perhaps having a designated liaison between after school RSP and daily classroom teacher would give validity to data support for those areas of concern.

Coordinating certain area for students in classrooms.

Having more time to talk one-on-one with the kids to see how they're doing in their everyday life.

I believe that communicating with classroom teachers would be an effective method in understanding and resolving some of our students' behavioral issues.

I feel very fortunate to work with such talented and dedicated individuals. Karen, Iris, and Melanie are truly dedicated to the success of the students and the program. The challenge has been hiring enough instructors.

It would be helpful to receive ordered supplies in a timely manner to meet health and safety requirements. Assessments of performance should be private and confidential with explanations and ways to improve; not during clubs. I like to know what I am signing.

Our program is stellar. The director and site specialist do an exceptional job at managing our grant and all the 100's of aspects that make up the grant. Our only problem this grant year was having enough qualified staff to teach. Jobs were posted and advertised for the entire year, but there were virtually no applicants. However, even with less staff than needed, it was an amazing year and the students learned so much with our over 100 clubs per week.

This survey (response) probably seems pretty critical, but that's only because I believe this program has so much potential. RSP has an excellent staff and leadership that put their heart into what they do. I think one or two additional staff trainings per year would do so much alone, and that's somewhere to start. Otherwise, keep being awesome!! This program helps its community so much! Thank you!

Training the instructors on classroom management techniques.

We need a stable room for cooking club.

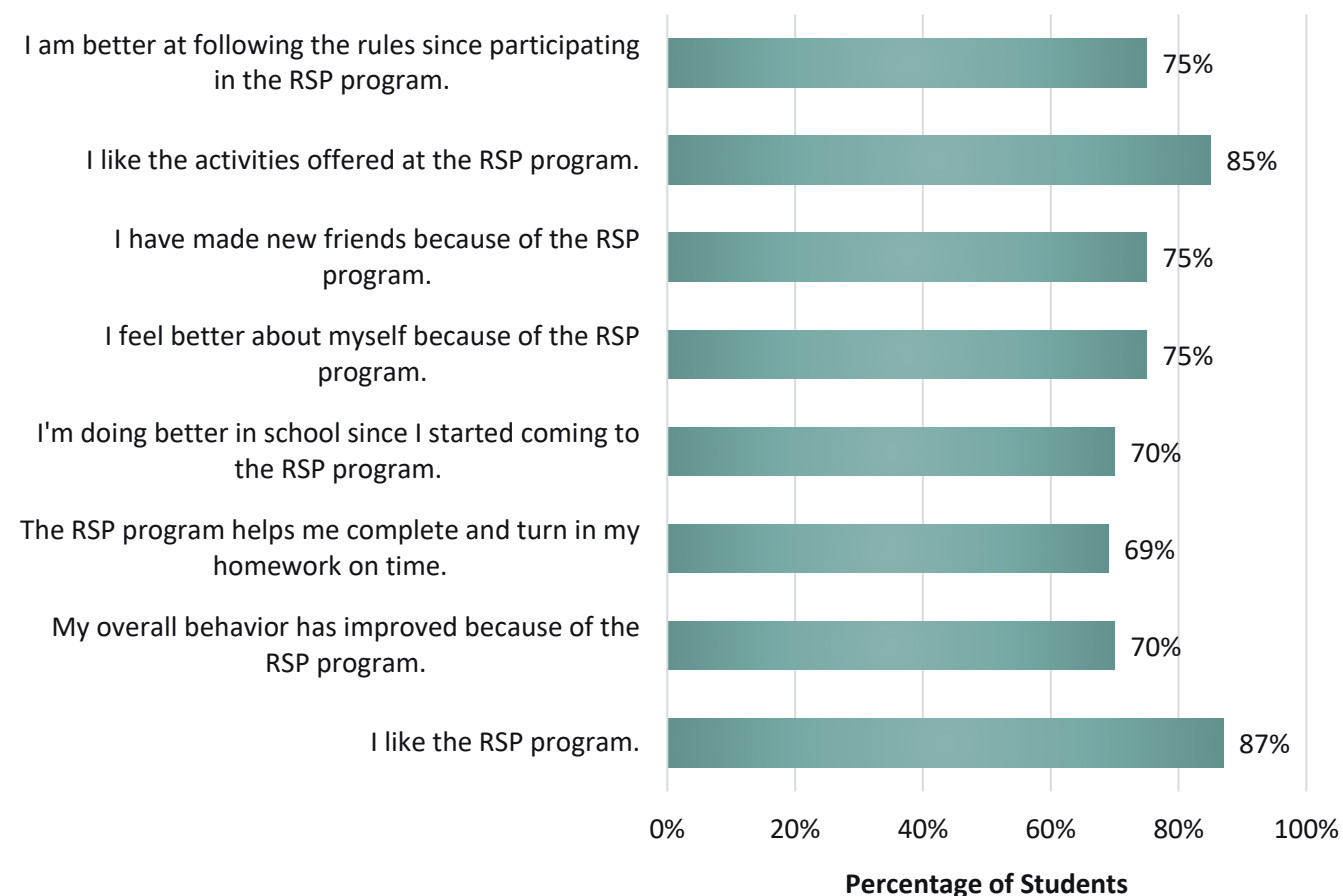
Would like to see the kids be better controlled in the cafeteria as we prepare for the RSP session.

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 Innovation Academy program. The purpose of the survey was to gauge the attitudes of students toward the after-school program and whether or not it helped them academically and/or socially. Student survey responses are summarized in Figure 14 and 15.

Overall, 87% of students liked the RSP Innovation Academy in general, and 84% liked the activities offered at the RSP Innovation Academy. Three-fourths of students reported that they were better at following the rules, had made new friends, and felt better about themselves since participating in RSP. In addition, 70% of students agreed that they were doing better in school, and that their overall behavior had improved, and 69% indicated that the RSP program helped them to complete and turn in their homework on time.

Figure 14: Feelings of Students toward the After-School Program – Percentage Agreeing



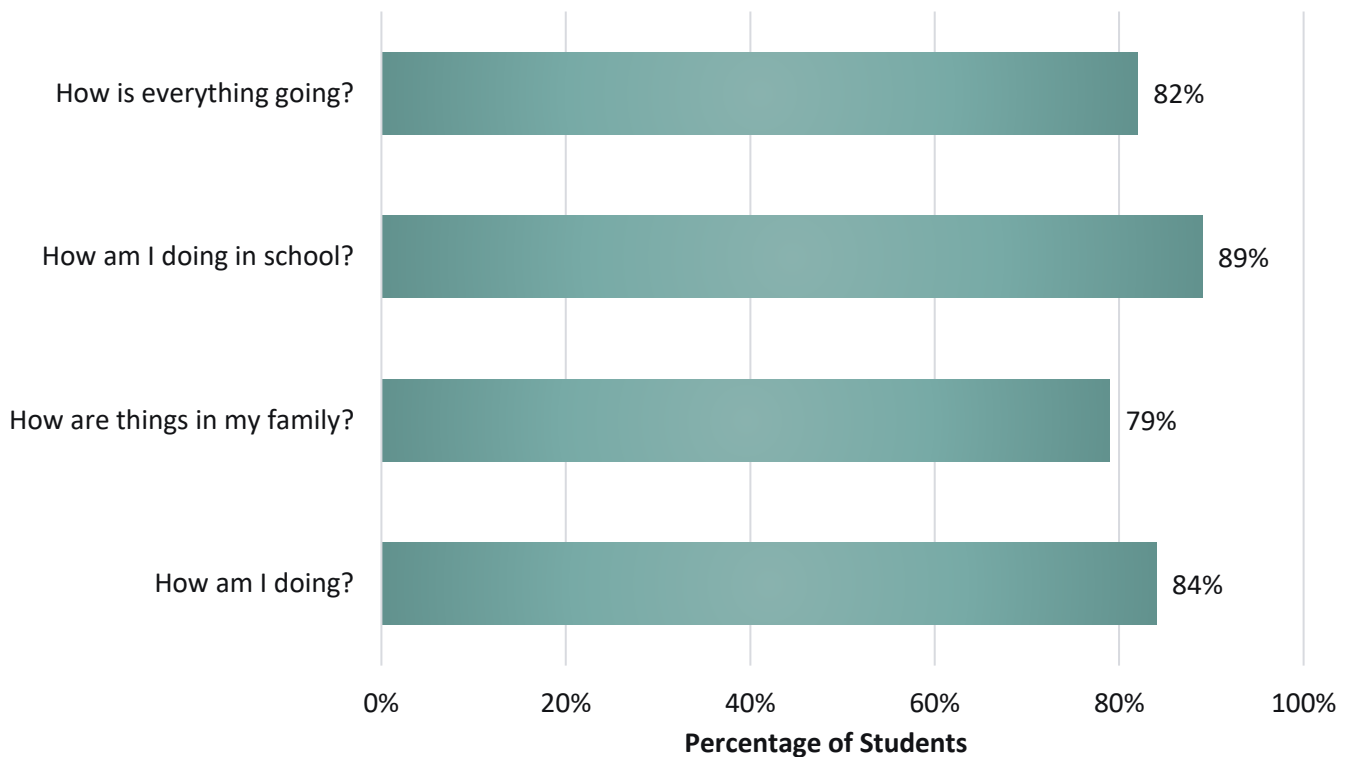
Students were asked to provide a rating using a smiley-face scale with a five-point range (see image below) for each of the statements in the figure below. The first two smiley faces represented a happy face, the third face was a neutral face, and the last two faces represented sad faces. The majority of students chose the happy faces for each category.

Smiley Face Scale



In terms of emotional well-being, 89% reported that they were doing well in school; 84% indicated positive ratings when asked how they were doing; 82% reported that everything was going well in their life in general.; and 79% indicated that things were going well in their family life.

Figure 15: 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 many clubs that they liked. The results are listed below.

- Cooking/Junior Chefs – 42 students (33%)
- Mystery Science – 31 students (25%)
- Athletics/Gym – 29 students (23%)
- Minecraft – 28 students (22%)

- Pokemon – 22 students (17%)
- Crochet/Knitting/Sewing – 21 students (17%)
- Archery – 16 students (13%)
- Tech – 15 students (12%)
- Art – 14 students (11%)
- Sign Language – 13 students (10%)
- Boys Club, Girls Talk – 7 students each (6% each club)
- Number Ninjas, Photography, Green Screen – 6 students each (5% each club)
- All clubs, Create & Design, Mighty Minds, Reader’s Theater, Pawsitive Theater/Production – 4 students each (3% each club)
- Spanish, Gigs & Gamers, Martial Arts – 3 students each (2% each club)

Activities students liked the least

- Math/Number Ninjas/Crazy 8 – 13 students (10%)
- Around the World – 10 students (8%)
- Reader’s Theater – 8 students (6%)
- Create & Design – 7 students (6%)
- Art – 6 students (5%)
- None, Sewing – 5 students each (4% each)
- Cooking/Junior Chefs, Photography – 4 students each (3% each club)
- Creative Journaling, Sign Language, Debate – 3 students each (2% each club)
- Athletics, Martial Arts, Girl Talk – 2 students each (2% each club)

New activities students would be interested in participating in

Several students listed activities that were already offered such as cooking, art, science club, etc. Those answers are not included below.

- Sports/Soccer – 12 students (10%)
- VR Club – 5 students (4%)
- Dance, Freestyle Writing Club, Music, Free time, Book Club, Track/Running, Slime making, Meditation/Yoga/Calm time – 3 students each (2% each club)
- Bowling, Fortnite – 2 students each (2% each club)

PROGRAM HIGHLIGHTS AND AREAS FOR IMPROVEMENT

Program Highlights

Student Participation

A total of 162 students registered for the RSP Innovation Academy between August 2022 and March 2023. One-hundred-forty-two (142) of those students attended the RSP Innovation Academy for 30 days or more. Average daily attendance was high among the regularly attending students (75%).

Academic Achievement of Students

Both academic objectives were met and targets exceeded: 86% of the students met Objective 1.1 (75% of the program's regularly participating students will score as basic, proficient, or advanced in Math as indicated by Math Inventory), up from 81% in 2022, 72% in 2021, and 64% in 2020. Similarly, 86% of students met 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 Reading Inventory), up from 79% in 2022, and 71% in 2021. Regarding Lexile scores, 74% of 2nd graders scored at or above the typical range; 98% of 3rd graders scored at or above the typical range; 87% of 4th graders scored at or above the typical range; and 91% of 5th graders scored at or above the typical range for their grade level.

Youth Development

All three youth development objectives were met and exceeded. In terms of emotional well-being, 89% reported that they were doing well in school; 84% indicated positive ratings when asked how they were doing; 82% reported that everything was going well in their life in general.; and 79% indicated that things were going well in their family life. In addition, 91% of parents indicated that their child's learning skills and behaviors were satisfactory according to the latest report card received.

Student Attitudes toward School & RSP Innovation Academy

Overall, 87% of students liked the RSP Innovation Academy in general, and 84% liked the activities offered at the RSP Innovation Academy. Three-fourths of students reported that they were better at following the rules, had made new friends, and felt better about themselves since participating in RSP. In addition, 70% of students agreed that they were doing better in school, and that their overall behavior had improved, and 69% indicated that the RSP program helped them to complete and turn in their homework on time.

After-School Program Staff Satisfaction with Professional Development

Over three-fourths of staff (77%) 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 (39%).

Adult Family Member Attitudes Toward RSP Innovation Academy

Nearly all parents (97%) indicated that they were satisfied with the RSP Innovation Academy in general. In addition, almost all parents (94%) indicated that they learned something that helped them increase their child's ability to succeed in school, 91% indicated that their child's learning skills and behaviors were satisfactory according to the latest report card received, and 89% of parents were satisfied that the 21st CCLC program would improve their child's success by the end of the school year. Approximately three-fourths of parents reported that the program was helping their child's behavior improve (78%) and helping their child by providing academic assistance (74%). Two-thirds or more of adult family member participants agreed with each of the following statements: "The program is helping my child's reading skills improve" (70%), "The program is helping my child's math skills improve" (69%), and "The program is helping my child complete and turn in his/her homework on time" (68%).

In addition, 68% of the parents agreed that the program was helping them to understand how to help their child with his or her educational needs, and 58% of parents reported that they have been more active/involved in their child's education since attending the 21st CCLC program.

Adult Family Member Participation & Engagement

The RSP Innovation Academy served 131 adult family members. One family involvement objective was met and exceeded (3.3): 68% of the parents agreed that the program was helping them to understand how to help their child with his or her educational needs (3.2 target = 60%). Of those who attended a parent session, 94% reported on the parent survey that they learned a lot (54%) or some (40%). The majority (91%) of those family members taking a parent survey reported that they had attended a parent teacher conference; 80% reported attending a school or class event; and 33% reported that they attended at least one school PTO/PTA meeting.

Student Observations by School 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), 90% of students or more either improved or there was no need for improvement in each of these areas.

After-School Staff Feedback on Reach for the Stars Innovation Academy and Participants

When asked about the students in the after-school program, 82% of staff agreed that they had seen an improvement in students' socialization skills and 64% agreed that behavior problems for participating students had decreased throughout the year. Half or more of the staff reported improvement in students' academic performance (59%), improvement in attendance (55%), and improvement in timely homework completion (50%). In addition, 86% of staff agreed that the program is well-managed.

Student, After-School Staff, and Teacher Reported Engagement in Learning Survey Completion Rates

Completion rates for the student survey (89%), after-school staff survey (92%), and school day teacher survey (99%) were high.

Areas for Improvement

Adult Family Member Engagement

Objective 3.2 (60% of families of regularly participating students will report increased involvement/participation in student's academics) was two percentage points short of being met (58%).

Adult Family Member Participation

Objective 3.1 (85% of families of regularly participating students will attend at least two Family Learning Nights or activities during the program year) was not met, with only 69% of parents attending at least two family involvement activities. However, this year 100% of parents attended at least one family event, and there was significant progress made towards this objective during the past two years as compared to the first two years of the program grant.

Parent Survey Completion Rate

The completion rate for the parent surveys (74%) was less than 80%. However, significant improvement was made in the parent survey completion rate since last year when it was only 50%.

After-School Staff Feedback on Reach for the Stars Innovation Academy Staffing

Both staff and the Program Director noted struggles with sufficiently staffing the program this past program year. Only 18% staff indicated that the program is sufficiently staffed despite efforts by the Program Director to mitigate the issue.

SUCCESS STORIES & BARRIERS TO IMPLEMENTATION

Success Stories

The Program Director for RSP shared the following success stories regarding students at Baker Elementary School:

The 2nd grade's overall reading/listening skills in Readers Theater have improved since the beginning of the year, but there is one student who is most improved. Although not reading flawlessly, he is reading with more fluency and is more eager to read aloud than he was a few months ago. He takes time to read challenging words instead of trying to skip them, and he is starting to use context clues to "decode" unfamiliar words.

A 5th grader during Mystery Science Club: While conducting the Colorful Milk Experiment, she watches the reaction with the surfactant (dish detergent) and asks the question, "What if we add oil?" I was over the moon. That is the question of a scientist...What if? She was engaged and thinking about the next steps. She made my week!!

Another 5th grader during Mystery Science Club informed me that he got a question right on a standardized test based on the Lemon Volcano experiment illustrating the reaction between acids and bases.

A 4th grader asked if he could show the class how he made banners in the Design an Animal Minecraft Club lesson. I agreed and the excitement and interest the class showed was remarkable. I'm going to ask him if he will present the same info to my 2nd and 3rd grade class.

Barriers to Implementation

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

- Hiring quality teachers to work in the program. Despite attending job fairs, the KSU volunteer fair, and submitting postings on the CCSD website, the Program Director was unable to hire enough qualified staff.
- The Program Director was unable to find contractors who were willing to work for the hourly rate that program is allowed to pay.

Progress Toward Sustainability

The RSP Innovation Academy has established and maintained partnerships with ten partners, raising \$48,589.00 in goods/materials, volunteers, supplies and incentives, and programming/activity related services. A list of these organizations/partners can be found below.

Table 15: RSP Partners & Contribution Amounts

Partner	Contribution Type	Amount
Baker Elementary	Volunteers	\$2,240.00
Baker Elementary- Principal - Jeff Jones - Facility Cost	In-Kind Donations	\$30,873.00
Bedtime Math - Crazy Eights	Goods & materials	\$1,600.00
CCSD (PBIS)	Programming	\$200.00
Cinnabon	Goods & materials	\$275.00
Community Individuals	Goods & materials	\$775.00
Kennesaw State University Students	Volunteers	\$2,160.00
Revved Up Kids	Goods & materials	\$750.00
State Farm - David Grant	Supplies & Incentives	\$-
US Dept of Agriculture	Snack	\$9,716.00
Total		\$48,589

Recommendations

Overall, the RSP Innovation Academy is implemented well, provides a wide variety of activities, and is making steady progress toward meeting and exceeding program goals.

Recommendation #1 – Academic Performance

Program goals were exceeded in this area thus it is important to maintain your efforts by continuing to provide high-quality academic enrichment, mentoring, tutoring.

Recommendation #2 – Parent Involvement

Almost all parents indicate they are satisfied with the program yet there remain challenges to increasing parental participation in events and in their child(s) education. The online workshop aimed at parenting during the digital age was well received. Perhaps other online workshops related to cyber bullying or topics of interest identified by parents could be offered.

Recommendation #3 – Classroom Teachers and After-School Staff

Seek opportunities to increase communication between classroom teachers and after-school staff, particularly related to: 1) alignment between classroom learning objectives and after-school activities, 2) feedback from classroom teachers to after-school staff about student performance, and, 3) creating remediation plans for individual students.

Generally, after-school staff seemed satisfied with the professional development opportunities provided. Continue to provide engaging professional development on relevant topics.

Recommendation #4 – Students

Continue program efforts aimed at improving student behavior and homework completion. In addition, continue program efforts aimed at increasing student engagement, including student choice, hands-on activities, game-based learning, collaborative learning, and so on. As student engagement increases, student behavior and homework completion may also trend positively.

The majority of students (84%) indicated they like the program and activities available to them. Almost all students (89%) indicated they believe they are doing well in school. Continue to employ program staff who are committed to increasing student success.

Fall Site Visit/Mid-Year Assessment Recommendations

Recommendation #1

As noted during the evaluator's fall site visit at Baker, one student was playing by himself on the opposite side of the field and had to be asked more than once to line up. An additional student left to go get their water bottle from the playground bench after students had already begun walking back inside. It may be beneficial to have an extra teacher or assistant when the students are outside to ensure all students are accounted for.

Steps for Implementation: The teacher for this particular class has been instructed prior to this event to maintain engagement for all students. When students are engaged there is usually not a need for an additional instructor. Meetings and a training was provided for this instructor and this issue continued. The instructor is no longer working for the program.

Recommendation #2

73% of students at Baker Elementary met Objective 1.1, just shy of the target of 75%. Continue to incorporate individualized instruction related to student areas of relative weakness/suggested areas of focus for math.

Steps for Implementation: All of our students work on Dreambox and attend Number Ninjas to improve Math skills. We have reached out again to all of the day school teachers to ensure the program is targeting the math components that are a struggle for the students.

Other Observations from the Fall Site Visit

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!

Spring Site Visit Recommendations

Overall Observations & Recommendations from the Spring Site Visit

Recommendation #1

Some students were observed holding the knife inappropriately while cutting the buns in half. It would be helpful to go over safety procedures before using utensils that could cause injuries. Correcting the student while they are in the act, would also be useful in this situation.

Other Observations from the Spring Site Visit

As noted at previous site visits, Ms. Scarborough is a very supportive and involved Program Director and always displays great rapport with the students. Despite Site Coordinator Ms. Melanie having to combine classes due to a staff shortage, she still managed to oversee programming as a whole to minimize distractions. The passion each teacher displays is reflected in their interactions with the students and their lesson plans. Well done!

APPENDIX A – FALL SITE VISIT SUMMARY

Site Visit Summary: Baker Elementary School

November 16, 2022 3:30 – 4:50

KSU/Burruss Institute Staff: Akilah Hairston, Research Associate

Target Number: 165

Number of Students Enrolled: 206

Average Daily Attendance: 138

Number of Students Observed: approximately 82

Number of Staff Observed: approximately 12 (not including the Program Director and Site Coordinator)

Context

Reach for the Stars after-school programming at Baker Elementary School runs Monday through Thursday from 2:15 pm - 5:45 pm. The program serves students in second 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. Additionally, the Site Coordinator, Ms. Melanie, noted that there has been one student who has presented behavioral issues on more than one occasion and is facing expulsion from the program. To combat this, she has set up a meeting with one of the school counselors and will be talking to his school-day teacher to gain more insight about the student.

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. Melanie, noting that not only has she created strong bonds with the students but that she is in constant communication with the school day teachers, which helps provide more insight about how students are doing both academically and emotionally. Ms. Karen also noted that she has been working with 12 KSU volunteers this year and plans on hiring one who will start after Thanksgiving break. 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

Site Visit Summary: Baker Elementary School November 16, 2022 3:30 – 4:50

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.

Enrichment

Ten 2nd and 3rd grade students were in **Junior Chefs** led by Ms. Judy, who was assisted by Mr. Devin. Students were making mini pizzas with pizza dough, cheese, marinara sauce, pepperoni, and bell peppers. Each student got to make two pizzas using whichever toppings they wanted. They used gloves to flatten out their dough and pick the toppings out of a bowl. One student explained that he made a stuffed crust pizza and created a smiley face out of the pepperonis. Ms. Judy noted that for pizzas that were more dense, such as the stuffed crust pizza, she had to put them in the toaster oven. The other pizzas were going to be cooked in the microwave. Students were eager to show us their cookbooks where they got the recipe from, showing that there were six sections: measurements, kitchen safety, breakfast, snacks, dinner, and desserts. Ms. Melanie explained that this class was two hours long so that students could take their time cooking and not be rushed.



A student showing his mini pizza

Recommendation: None at this time.



Students working on their scripts for their show

In **Green Screen** with Ms. Williams, there were 12 2nd and 3rd graders. Students were in groups planning their shows and using storyboards to put them together. One student demonstrated how they would execute their puppet show by placing their puppets on a green stick to hide their hands and make it seem as if the puppets were walking on their own. Ms. Williams explained that each week they had a theme they needed to base their show around, and this week was “Winter.” While one group was finishing up their script, another yelled “Quiet on the set!” so that they could begin recording their show. However, after asking Ms. Williams if they could use a few students as “Extras” they realized they had more work to do before they could record.

Recommendation: None at this time.

Site Visit Summary: Baker Elementary School November 16, 2022 3:30 – 4:50

In **Sign Language** with Ms. Jessica, nine 2nd and 3rd graders were playing a game. Each student went to the front of the room and used sign language to communicate a phrase or sentence that related to a type of room they learned how to sign earlier in the class, such as the living room, bathroom, pantry, kitchen, game room, etc. Before the student signed their phrase, they would whisper to Ms. Jessica the room they would be signing so that she could give hints to the class if needed like “If you eat a lot of food, you may need to go to this room.” If the students were struggling to sign a word, Ms. Jessica would coach them through signing their phrases saying things like, “If you already signed the word “room,” do you need to sign it again?” Students were eager to participate and raised their hands when they were ready for their turn.



Student taking his turn in Sign Language

Recommendation: None at this time.



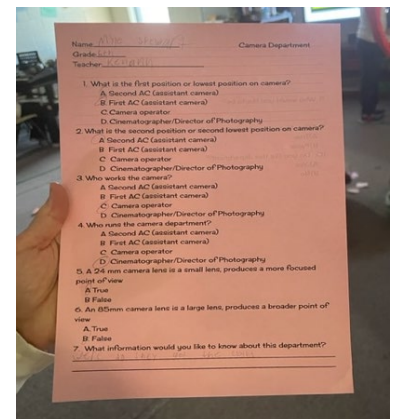
A student building his penguin in Minecraft

Twelve 4th and 5th graders were in **Minecraft** with Ms. Kathy. She explained that they were working on building different animals in the game. An instructional video was played while the students worked, and if they needed her to rewind it to a certain part, they would raise their hand and ask. She also noted that they have already learned how to build a panda, duck, and penguin, and now they were explaining how to build an ostrich. Ms. Kathy reminded the students to remember they also need to build a habitat for whichever animal they chose saying, “If it’s a bird it needs a nest, right? Make sure you include it.” She noted that if the students finished building their animal and habitat before class was over, they were allowed to go up and present to the rest of the class.

Recommendation: None at this time.

Ms. Alyssa worked with nine 4th and 5th graders in **Positive Production**. She explained that in this class they got to learn about the production crew, camera crew, and backstage roles in a production. She noted that she is a student at Georgia Film Academy and genuinely enjoys helping students learn about this subject. The students were working on finishing a quiz covering everything they’d learned so far. There was a timer on the board that let students know how long they had left before they needed to turn the quiz in. Students who finished their quizzes turned them in to Ms. Alyssa and talked to one another quietly while others finished.

Recommendation: None at this time.



A student's filled out quiz

Site Visit Summary: Baker Elementary School

November 16, 2022 3:30 – 4:50

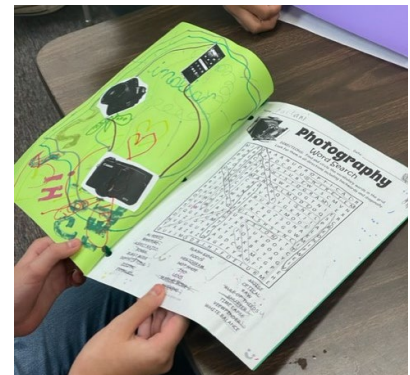
In **Crazy 8** with Mr. Justin and Mr. Nick, 10 2nd and 3rd graders sat on the ground in groups of two playing the game Crazy 8. Each student got a turn to roll two dice and use mental math to add the two numbers together. The number they came up with is how many spaces they got to move on the large Crazy 8 board. Mr. Justin walked around assisting students where needed, while Mr. Nick played with one student who was sitting at a board alone. Mr. Justin explained that they were using yellow dice as their “cars” to move forward on numbers that were listed in increments of 8. The first student to get to the number 64 won. Students were engaged in the activity and were eager for their turn, making sure to list the order each student got to roll the dice.



Students playing Crazy 8

Recommendation: None at this time.

There were six 4th and 5th graders in **Photography** with Ms. Brava. Ms. Brava reminded the students that she would like for them to bring in a picture of their favorite dish that they would be eating over the holiday break so that they could add it to their photo album. She explained that at the beginning of the semester students put together and decorated a photo album that will hold all of the pictures they take this semester. They were able to decorate and color the album however they wanted to “showcase their personality.” Before cleaning up, she asked the students to remind her of the two positions they worked on that day, to which students responded “portrait and landscape.” A student showed us pictures they took of two stuffed animals wrapped in Christmas lights in both the landscape and portrait positions. Students were engaged and discussed what pictures they would be bringing in from the holiday break.



A student's photo album

Recommendation: None at this time.

Site Visit Summary: Baker Elementary School

November 16, 2022 3:30 – 4:50



A student's drawing with scissors project

In **Art** with Ms. Jean and Ms. Natalie, seven 4th and 5th graders were working on a project entitled “Drawing with Scissors.” Students were cutting out shapes out of colored construction paper and created their “drawing” with the shapes. Ms. Jean explained that the students decided to get creative on their own and cut out 3D shapes to add to their drawings. Students used glue, scissors, and construction paper to create their drawings. The students appeared focused on their projects and eager to show us what they came up with.

Recommendation: None at this time.

Seven 2nd and 3rd graders were outside with Mr. Nick in **Makerspace**. He explained that they finished their activity early so they came outside for the remainder of the class. Students were talking and playing on the playground with one another. One student sat on the bench crying because she had scraped her knee. Mr. Nick called the students to line up to go back inside and transition to the next class.

Recommendation: One student was playing by himself on the opposite side of the field and had to be asked more than once to line up. An additional student left to go get their water bottle from the playground bench after students had already begun walking back inside. It may be beneficial to have an extra teacher or assistant when the students are outside to ensure all students are accounted for.

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 SUMMARY

Site Visit Summary: Baker Elementary School

March 9, 2023 2:55 – 4:30

KSU/Burruss Institute Staff: Akilah Hairston, Research Associate

Target Number: 165

Number of Students Enrolled: 162

Average Daily Attendance: 104

Number of Students Observed: approximately 65

Number of Staff Observed: approximately 9 (not including the Program Director and Site Coordinator)

Context

Reach for the Stars after-school programming at Baker Elementary School runs Monday through Thursday from 2:15 pm - 5:45 pm. The program serves students in second 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, 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. Ms. Karen did note that they have taken steps to recruit more staff members such as going to job fairs and having the principal create a job alert for the positions they have available. Unfortunately, because they do not have enough staff, they have had a growing waitlist of students and cannot take anymore at this time.

When asked about the program's success so far this year, Site Coordinator Ms. Melanie made a point to highlight their diverse enrichment clubs that the students really enjoy. There are 105 clubs taught each week, and students are demonstrating improvement in them every day. For instance, two students enjoyed **Junior Chefs** so much that they tried out for the school talent show and will be performing a cooking demonstration as their talent. Additionally, students have been advancing in their club **Mystery Science**, which challenges them in a fun and engaging way. She explained that students have been creating beautiful works of art in **Art Club**, they are traveling to different countries each week in **Around the World** where they learn about different cultures, they create logos for their own companies, they are learning math in fun and engaging ways with **Crazy 8's**, they have discovered a confidence in themselves with **Martial Arts** and sharing successes in **Mighty Minds**. In addition, the therapy dog that comes in every other week has been extremely beneficial for students who are struggling with different areas in their personal lives. Last, their student discipline reports have also dropped drastically since implementing 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. 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 a bubble machine or receive candy. They will have a final celebration for students who have demonstrated excellent behavior at the end of March.

Site Visit Summary: Baker Elementary School

March 9, 2023 2:55 – 4:30

Enrichment



Ms. Emily demonstrating a side kick.

Twelve 4th and 5th grade students were in **Martial Arts** led by Ms. Emily. Students were spread out on the wall as Ms. Emily demonstrated a side kick. As she demonstrated, students also practiced. After instructing students to spread out on the floor, she explained to them what a body shield is and explained they would be using it one at a time to practice their side kicks. She noted “Body shields are used for powerful force, such as a side kick.” She then asked for a volunteer to come up and hold the body shield while she demonstrated using it while enforcing a side kick. Students were eager for their turn and excited to participate.

Recommendation: None at this time.

In **Junior Chefs** with Ms. Judy and Ms. Cheryl, there were 10 4th and 5th graders. Students were making cheeseburger sliders at three different stations. Ms. Judy explained that they created an assembly line cutting the mini bun in half, adding meatballs (patty), and cheese to the slider. Each student had gloves on and took turns using the knife to cut the bun in half. After they finished making their sliders, they would put them in the toaster oven to melt the cheese. Students who finished at their station were able to work on other activities, like a word search, while the sliders cooked. Students appeared engaged and voiced their excitement to eat the sliders when they finished cooking.

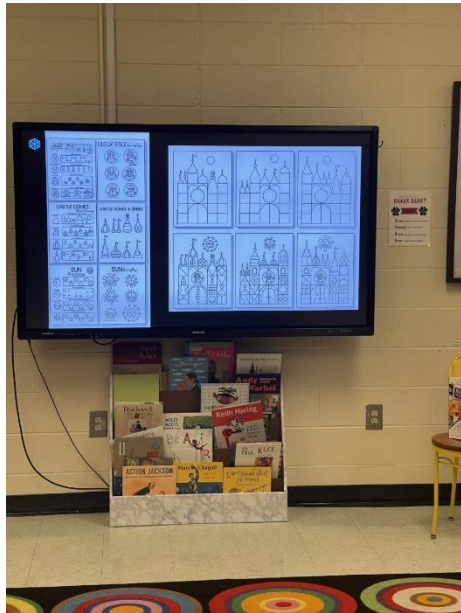
Recommendation: Some students were observed holding the knife inappropriately while cutting the buns in half. It would be helpful to go over safety procedures before using utensils that could cause injuries. Correcting the student while they are in the act, would also be useful in this situation.



Students assembling their cheeseburger sliders.

Site Visit Summary: Baker Elementary School

March 9, 2023 2:55 – 4:30



Examples of Mary Blair's castles designs.

In **Art** with Ms. McDowell, 10 4th and 5th graders were working on drawing castles individually. Ms. McDowell explained that in honor of Women's History Month, the students watched a video on famous artist Mary Blair, who was known for designing the vintage castles at Disney World. There were examples of her various drawings of castles projected on the board that students could refer to while designing their own castles. Students worked on their castles while talking to one another using rulers, crayons, colored pencils, and markers. Ms. McDowell also let the students know that they could grab a clipboard and sit on the carpet to draw their castles if they needed a better view of the examples on the board. Students were excited about their castles. One could be overheard saying "Since Mary Blair did whimsical castles, I'm going to do mushroom-shaped roofs on mine." To which Ms. McDowell responded, "Mushroom-shaped roofs are very whimsical. Good job!"

Recommendation: None at this time.

Fourteen 4th and 5th graders were in **Around the Word** with Ms. T. She explained that they were learning about India as she was applying henna designs on a student's hand. The students were eager to show us the henna designs Ms. T created for them. While Ms. T applied henna, students took turns one by one participating in an interactive game on the laptop in the front of the room. Each student had a turn to find and click on a country on a map after being given the name. Other students passed around unlit incense, aromatic material that releases fragrant smoke when burned, that Ms. T brought in. Ms. T explained to them that depending on the flower that it comes from, incense can have different smells. The students appeared engaged and excited about their henna.



Ms. T applying henna designs on a student.

Recommendation: None at this time.

Site Visit Summary: Baker Elementary School

March 9, 2023 2:55 – 4:30



Figure 1 Students with their Neptune drawings.

Ms. Alessandra and Ms. Deborah worked with nine 2nd and 3rd graders in **Astrokids**. Ms. Alessandra explained that they learned about the planet Neptune. She then asked the class questions like, “Is Neptune a gas or ice giant?” to which a student responded “Ice, because it is furthest from the sun. It also has 6 rings!” Ms. Deborah showed us that the students used pastel chalks to draw and color their pictures of Neptune. While packing up, the students were finishing a video entitled *Exploring the Ice Giant*. The students were excited to show off the pictures they drew and appeared engaged in the lesson.

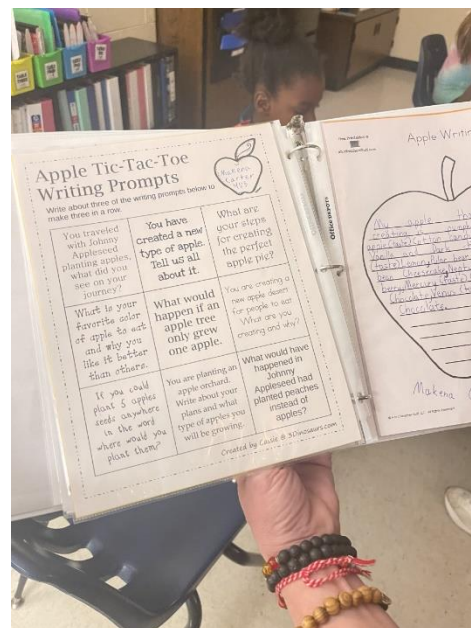
Recommendation: None at this time.

In **Creative Journaling** with Ms. Jean and Mr. Devin, 10 2nd and 3rd graders were writing in their journals about a time they felt like they got lucky. Ms. Jean worked with a student reading his journal entry out loud to her, responding “Great job sounding that word out!” Each student has a binder or “journal” where they write different prompts each week such as “You are a bird flying south for the winter, talk about your journey there and what you’d see.” The students explained they get to decorate the front of their journal however they want. When Ms. Karen applauded Ms. Jean on the creativeness of her journal prompts, Ms. Jean responded, “We didn’t get to do stuff like this when I was in school. That’s why I do it now.”

Recommendation: None at this time.

Overall Observations

As noted at previous site visits, Ms. Scarborough is a very supportive and involved Program Director and always displays great rapport with the students. Despite Site Coordinator Ms. Melanie having to combine classes due to a staff shortage, she still managed to oversee programming as a whole to minimize distractions. The passion each teacher displays is reflected in their interactions with the students and their lesson plans. Well done!



Journal prompts from Creative Journaling.