

2011

# Rabun County 21st Century Community Learning Center Annual Report

Sites:

Rabun County Elementary School  
Rabun Gap Community School  
South Rabun Elementary School

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External Evaluation  
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## **Overview and History**

The 21<sup>st</sup> Century Community Learning Center program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) and *No Child Left behind Act of 2001 (NCLB)*. The 21<sup>st</sup> CCLC grantees in Georgia are required to provide academic enrichment opportunities in before-school and after-school activities (including the summer) for Title 1 schools with high levels of students receiving free or reduced lunches. These activities will help advance student achievement and meet the local and state academic standards in the areas such as reading, mathematics, and science.

The Rabun County Community of Learners Program serves approximately 300 at risk students in grades K through 6. After-school services are provided five days per week at three sites. Services were provided from Tuesday, September 7, 2010 through April 15, 2011 (the beginning of Spring Break). Each site operated for two hours and twenty-five minutes per day for a total of 12 hours and five minutes per week of after-school services. Services included academic instruction in Reading/Writing and Math/Technology; academic enrichment; and homework assistance while receiving nutritional snack. Each site had five goals including improvements in academic achievement for the students and increased parent participation in the educational process. FY2011 is the second year of operation under this grant; data, conclusions and recommendations for each site and for the system are presented in the remainder of this report.

The 2010 -2011 school year concludes the second year of the 21<sup>st</sup> CCLC grant. The 2010 final evaluation report detailed mixed results among the stated objectives.

Almost always at least one site met each objective, but no objective was met at all sites and only one objective was met when all sites' data was combined. This resulted in a re-evaluation of program objectives, a discussion of how to better determine success of the program, and amending of the strategies used to progress toward achievement of the objectives. The amended program objectives for the 2010-2011 school year are reported here for each site and for all sites combined.

### **Rabun County Elementary School**

#### **Student Attendance and Enrollment**

Rabun County Elementary School (RCES) houses grades 3 through 6. Its total enrollment is 701. 217 RCES students participated in the after-school program at RCES during the 2010-2011 school year. These students were evenly distributed across grades with 60 students from 3<sup>rd</sup> grade, 57 students from 4<sup>th</sup> grade, 51 students from 5<sup>th</sup> grade, and 49 students from 6<sup>th</sup> grade receiving services. 163 students attended more than 30 days and were considered regularly attending during the 2010-2011 school year (75%).

Student Demographics were as follows:

Gender: 89 of the 163 regularly attending students were male (55%)

74 of the 163 regularly attending students were female (45%)

Ethnicity: 140 of the 163 regularly attending students were white, non-Hispanic (86%)

20 of the 163 regularly attending students were Hispanic (12%)

2 of the 163 regularly attending students were American Indian / Alaskan (.01%)

1 of the 163 regularly attending students was Black or African American (.006%)

LEP: 20 of the 163 regularly attending students had Limited English Proficiency (12%)

Students with Disabilities:

40 students with disabilities received some services with 29 of these students participating regularly (73%)

The average daily attendance at RCES for the 2010-2011 school year was 110 students.

### **Program Operation**

The Rabun County Community of Learners Program provided five day per week after-school services from Tuesday, September 7, 2010 through April 15, 2011 (the beginning of Spring Break) for a total of 124 days of services. Rabun County Elementary School (RCES) operated for two hours and twenty-five minutes per day for a total of 12 hours and five minutes per week of after-school services.

### **Quality of Staffing**

The staff at RCES consisted of one coordinator, 16 teachers, and 14 paraprofessionals. The pupil-teacher ratio was 10:1 with a student-staff ratio of 5:1 since a parapro was assigned to each classroom. All staff were trained in after-school teaching strategies at the **Beyond School Hours** conference in Atlanta and participated in a 10-hour in-service on **Love & Logic**. The coordinator observed classes daily and the external evaluator observed classes monthly. The external evaluator was pleased with the teaching strategies observed and conversations with the students reflected satisfaction with the program, the teachers, and the academic help.

## **Objective Assessment**

### **GOAL #1 – Increase academic achievement in reading and language arts.**

**Objective 1** – 90% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the Reading Criterion-Referenced Competency Test (CRCT).

**Objective Met** – 91% of regularly attending students at RCES scored meets or exceeds on the 2011 administration of the CRCT

**Objective 2** – 90% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the English/Language Arts CRCT.

**Objective Met** – 91.5% of regularly participating students at RCES scored meets or exceeds on the 2011 administration of the CRCT

**Objective 3** – 45% of regularly participating students in grades 1-6 will improve their reading classroom grade.

**Objective Not Met** – 40% of regularly participating students improved their classroom grade. An additional 8% did not improve, but remained the same from the first quarter to the last quarter's grades.

**Objective 4** – 55% of regularly participating students in grades 1-6 will improve their English/language arts classroom grade.

**Objective Not Determined** – ELA grades were not entered into CAYEN for analysis

### **GOAL #2 – Increase academic achievement in mathematics.**

**Objective 1** – 85% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the Mathematics CRCT.

**Objective Met** – 88 % of regularly participating students scored meets or exceeds on the 2011 administration of the CRCT

**Objective 2** – 45% of regularly participating students in grades 1-6 will improve their mathematics classroom grade.

**Objective Met** – 45% of regularly participating students improved their classroom grade. An additional 5% did not improve, but remained the same from the first quarter to the last quarter's grades.

**GOAL #3 – Increase homework completion and class participation.**

**Objective 1** - 75% of regularly participating students in grades 1-6 will show improvement in homework completion and class participation.

**Objective Met** – teacher surveys report that 90.5% of the regularly participating students improved homework completion (90%) and class participation (91%)

**GOAL # 4 - Improve student behavior.**

**Objective 1** – 75% of regularly participating students in grades 1-6 will show improvement in behavior.

**Objective Met** – 83% of teacher surveys on individual student behavior indicated some to significant improvement (or no need to improve); 8 of 18 (44%) students who participated in the after school program both years and had discipline records for both years submitted to the evaluator showed fewer referrals to the office from 09-10 to 10-11. 7 students (39%) actually had more referrals to the office and 3 students (17%) showed no change in the number of referrals to the office from one year to the next, but these numbers were considered too few to offset the teacher survey data.

**GOAL #5 – Increase parent participation in the educational process.**

**Objective 1** – 30% of families of participating students will be represented in the family activities conducted during the school year.

**Objective Met** – an unduplicated count of adults who participated in one or more of the parent programs indicated that 111 parents of the 163 regularly participating students attended for 68% representation

**Rabun Gap Community School**

**Student Attendance and Enrollment**

Rabun Gap Community School (RGCS) houses grades K through 2. Its total enrollment is 205. 81 RGCS students participated in the after-school program during the 2010-2011 school year. These students were distributed across grades with 18 students from Kindergarten, 34 students from 1st grade, and 29 students from 2nd grade receiving services. 59 students attended more than 30 days and were considered regularly attending during the 2010-2011 school year (73%).

Student Demographics were as follows:

Gender: 27 of the 59 regularly attending students were male (46%)

32 of the 59 regularly attending students were female (54%)

Ethnicity: 30 of the 59 regularly attending students were white, non-Hispanic (51%)

28 of the 59 regularly attending students were Hispanic (47%)

LEP: 17 of the 59 regularly attending students had Limited English Proficiency (29%)

Students with Disabilities:

11 students with disabilities received some services with 8 of these students participating regularly (73%)

The average daily attendance at RGCS for the 2010-2011 school year was 42 students.

### **Program Operation**

The Rabun County Community of Learners Program provided five day per week after-school services from Tuesday, September 7, 2010 through April 15, 2011 (the beginning of Spring Break) for a total of 124 days of services. Rabun Gap Community School (RGCS) operated for two hours and twenty-five minutes per day for a total of 12 hours and five minutes per week of after-school services.

### **Quality of Staffing**

The staff at RGCS consisted of one coordinator, 6 teachers, and 9 paraprofessionals. The pupil – teacher ratio was 11:1 with a student- staff ratio of 6:1 since a parapro was assigned to each classroom. All staff were trained in after-school teaching strategies at the **Beyond School Hours**

conference in Atlanta and participated in a 10-hour in-service on **Love & Logic**. The coordinator observed classes daily and the external evaluator observed classes monthly. The external evaluator was pleased with the teaching strategies observed and conversations with the students reflected satisfaction with the program, the teachers, and the academic help.

## **Objective Assessment**

### **GOAL #1 – Increase academic achievement in reading and language arts.**

**Objective 1** – 90% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the Reading Criterion-Referenced Competency Test (CRCT).

**Objective Not Determined** – The 2011 administration of the CRCT did not include 1<sup>st</sup> or 2<sup>nd</sup> grade students in the administration due to cost cutting measures by the GaDOE. While we were not able to differentiate between schools, an analysis of On-line Assessment System (OAS) data for 1<sup>st</sup> and 2<sup>nd</sup> grades showed 94% passing the formative test.

**Objective 2** – 90% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the English/Language Arts CRCT.

**Objective Not Determined** – The 2011 administration of the CRCT did not include 1<sup>st</sup> or 2<sup>nd</sup> grade students in the administration due to cost cutting measures by the GaDOE. While we were not able to differentiate between schools, an analysis of On-line Assessment System (OAS) data showed an average of 94 % passed the formative test.

**Objective 3** – 45% of regularly participating students in grades 1-6 will improve their reading classroom grade.

**Objective Met** – 51% of regularly participating students improved their classroom grade.

An additional 15% did not improve, but remained the same from the first quarter to the last quarter's grades.

**Objective 4** – 55% of regularly participating students in grades 1-6 will improve their English/language arts classroom grade.

**Objective Not Determined** – ELA grades were not entered into CAYEN but anecdotal evidence from the teachers was positive.

## **GOAL #2 – Increase academic achievement in mathematics.**

**Objective 1** – 85% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the Mathematics CRCT.

**Objective Not Determined** – The 2011 administration of the CRCT did not include 1<sup>st</sup> or 2<sup>nd</sup> grade students in the administration due to cost cutting measures by the GaDOE.

While we were not able to differentiate between schools, an analysis of On-line Assessment System (OAS) data for 1<sup>st</sup> and 2<sup>nd</sup> grades showed 91% passing the formative test.

**Objective 2** – 45% of regularly participating students in grades 1-6 will improve their Mathematics classroom grade.

**Objective Met** – 53% of regularly participating students improved their classroom grade. An additional 5% did not improve, but remained the same from the first quarter to the last quarter's grades.

**GOAL #3 – Increase homework completion and class participation.**

Objective 1 - 75% of regularly participating students in grades 1-6 will show improvement in homework completion and class participation.

**Objective Met** – teacher surveys report that 93.5 % of the regularly participating students improved homework completion and class participation

**GOAL # 4 - Improve student behavior.**

**Objective 1** – 75% of regularly participating students in grades 1-6 will show improvement in behavior.

**Objective Met** - 85.5% of teacher surveys on individual student behavior indicated some to significant improvement (or no need to improve). The students identified with the after-school program overall had three fewer office referrals in 2010-11, neither of the two students who participated in the after school program both years and had discipline records for both years submitted to the evaluator showed fewer referrals to the office from 09-10 to 10-11. Both students actually had more referrals to the office, but these numbers were so few that the teacher surveys were more comprehensive.

**GOAL #5 – Increase parent participation in the educational process.**

**Objective 1** – 30% of families of participating students will be represented in the family activities conducted during the school year.

**Objective Met** – an unduplicated count of adults who participated in one or more of the parent programs indicated that 22 parents of the 59 regularly participating students attended for 37% representation

### **South Rabun Elementary School**

#### **Student Attendance and Enrollment**

South Rabun Elementary School (SRES) houses grades Kindergarten through 2nd grade. Its total enrollment is 323. 101 of these students participated in the after-school program at SRES during the 2010-2011 school year. These students were evenly distributed across grades with 20 students from Kindergarten, 36 students from 1st grade, and 27 students from 2nd grade receiving services. 83 of these students attended more than 30 days and were considered regularly attending during the 2010-2011 school year (83%).

Student Demographics were as follows:

Gender: 32 of the 83 regularly attending students were male (39%)

51 of the 83 regularly attending students were female (61%)

Ethnicity: 69 of the 83 regularly attending students were white, non-Hispanic (83%)

11 of the 83 regularly attending students were Hispanic (13%)

2 of the 83 regularly attending students were Black / African American (2%)

1 of the 83 regularly attending students was Asian / Pacific Islander (1%)

LEP: 6 of the 83 regularly attending students had Limited English Proficiency (7%)

Students with Disabilities:

24 students with disabilities received some services with 7 of these students participating regularly (8% of total regularly participating students)

The average daily attendance at SRES for the 2010-2011 school year was 56 students.

### **Program Operation**

The Rabun County Community of Learners Program provided five day per week after-school services from Tuesday, September 7, 2010 through April 15, 2011 (the beginning of Spring Break) for a total of 124 days of services. South Rabun Elementary School (SRES) operated for two hours and twenty-five minutes per day for a total of 12 hours and five minutes per week of after-school services.

### **Quality of Staffing**

The staff at SRES consisted of one coordinator, 11 teachers, and 10 paraprofessionals. The pupil-teacher ratio was 14:1 with a student-staff ratio of 7:1 since a parapro was assigned to each classroom. All staff were trained in after-school teaching strategies at the **Beyond School Hours** conference in Atlanta and participated in a 10-hour in-service on **Love & Logic**. The coordinator observed classes daily and the external evaluator observed classes monthly. The external evaluator was pleased with the teaching strategies observed and conversations with the students reflected satisfaction with the program, the teachers, and the academic help.

### **Objective Assessment**

**GOAL #1 – Increase academic achievement in reading and language arts.**

**Objective 1** – 90% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the Reading Criterion-Referenced Competency Test (CRCT).

**Objective Not Determined** – The 2011 administration of the CRCT did not include 1<sup>st</sup> or 2<sup>nd</sup> grade students in the administration due to cost cutting measures by the GaDOE.

While we were not able to differentiate between schools, an analysis of On-line Assessment System (OAS) data for 1<sup>st</sup> and 2<sup>nd</sup> grades showed 94% passing the formative test.

**Objective 2** – 90% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the English/Language Arts CRCT.

**Objective Not Determined** – The 2011 administration of the CRCT did not include 1<sup>st</sup> or 2<sup>nd</sup> grade students in the administration due to cost cutting measures by the GaDOE

While we were not able to differentiate between schools, an analysis of On-line Assessment System (OAS) data for 1<sup>st</sup> and 2<sup>nd</sup> grades showed 94% passing the formative test.

**Objective 3** – 45% of regularly participating students in grades 1-6 will improve their reading classroom grade.

**Objective Not Met** – 28% of regularly participating students improved their classroom grade. An additional 7% did not improve, but remained the same from the first quarter to the last quarter's grades.

**Objective 4** – 55% of regularly participating students in grades 1-6 will improve their English/language arts classroom grade.

**Objective Not Determined** – ELA grades were not entered into CAYEN but anecdotal evidence from the teachers suggests a positive result.

**GOAL #2 – Increase academic achievement in mathematics.**

**Objective 1** – 85% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the Mathematics CRCT.

**Objective Not Determined** – The 2011 administration of the CRCT did not include 1<sup>st</sup> or 2<sup>nd</sup> grade students in the administration due to cost cutting measures by the GaDOE. While we were not able to differentiate between schools, an analysis of On-line Assessment System (OAS) data for 1<sup>st</sup> and 2<sup>nd</sup> grades showed 91% passing the formative test.

**Objective 2** – 45% of regularly participating students in grades 1-6 will improve their mathematics classroom grade.

**Objective Not Met** – 29% of regularly participating students improved their classroom grade. An additional 10% did not improve, but remained the same from the first quarter to the last quarter's grades.

**GOAL #3 – Increase homework completion and class participation.**

**Objective 1** - 75% of regularly participating students in grades 1-6 will show improvement in homework completion and class participation.

**Objective Met** – teacher surveys report that 90.5% of the regularly participating students improved homework completion (90%) and class participation (91%)

**GOAL # 4 - Improve student behavior.**

**Objective 1** – 75% of regularly participating students in grades 1-6 will show improvement in behavior.

**Objective Met** – 82.5% of teacher surveys on individual student behavior indicated some to significant improvement (or no need to improve). Analysis of individual office referrals were non-conclusive since there were no students in the after school program for two years consecutively at SRES.

**GOAL #5 – Increase parent participation in the educational process.**

**Objective 1** – 30% of families of participating students will be represented in the family activities conducted during the school year.

**Objective Met** – an unduplicated count of adults who participated in one or more of the parent programs indicated that 34 parents of the 83 regularly participating students attended for 41% representation

## All Sites Combined

### Student Attendance and Enrollment

The three sites included in **The Rabun County Community of Learners Program** house grades Kindergarten through 6. The total enrollment for these three schools is 1209. 524 of these students participated in the after-school program at RCES during the 2010-2011 school year. 305 students attended more than 30 days and were considered regularly attending during the 2010-2011 school year (58% of participants and 25% of all students).

Student Demographics were as follows:

Gender: 148 of the 305 regularly attending students were male (48.5%)

157 of the 305 regularly attending students were female (51.5%)

Ethnicity: 239 of the 305 regularly attending students were white, non-Hispanic (78.36%)

59 of the 305 regularly attending students were Hispanic (19.34%)

2 of the 305 regularly attending students were American Indian / Alaskan (.6%)

3 of the 305 regularly attending students was Black or African American (.9%)

1 of the 305 regularly attending students was Asian or Pacific Islander (.3%)

LEP: 40 of the 305 regularly attending students had Limited English Proficiency (13.1%)

Students with Disabilities:

75 students with disabilities received some services; 44 of these students were regularly participating students (14.4%)

The average daily attendance for the 2010-2011 school year was 208 students (68%).

### **Program Operation**

The Rabun County Community of Learners Program provided five day per week after-school services from Tuesday, September 7, 2010 through April 15, 2011 (the beginning of Spring Break) for a total of 124 days of services. Each site operated for two hours and twenty-five minutes per day for a total of 12 hours and five minutes per week of after-school services.

### **Quality of Staffing**

Each site had a coordinator and sufficient teachers to ensure that no class exceeded the acceptable student class size limits. The system wide average pupil – teacher ratio was 12:1 with a staff – pupil ration of 7:1 since each classroom had a parapro assigned to assist the teacher. All staff were trained in strategies for after-school programs and in building strong relationships with the students. Site coordinators observed classrooms daily and provided feedback to teachers on teaching strategies, enrichment activities, etc. Certified teachers were the lead instructors with parapro assistance that ensured each students received maximum adult instruction and interaction.

### **Objective Assessment**

**GOAL #1 – Increase academic achievement in reading and language arts.**

**Objective 1** – 90% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the Reading Criterion-Referenced Competency Test (CRCT).

**Objective Met** – 91.01% of regularly attending students who were administered a CRCT scored “meets” or “exceeds” on the 2011 administration of the CRCT

**Objective 2** – 90% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the English/Language Arts CRCT.

**Objective Met** – 91.48% of regularly attending students in grades 1-6 who were administered a CRCT scored “meets” or “exceeds” on the 2011 CRCT

**Objective 3** – 45% of regularly participating students in grades 1-6 will improve their reading classroom grade.

**Objective Not Met** – 37% of regularly participating students improved their classroom reading grade.

**Objective 4** – 55% of regularly participating students in grades 1-6 will improve their English/language arts classroom grade.

**Objective Not Determined** – ELA grades were not entered into the CAYEN system

**GOAL #2 – Increase academic achievement in mathematics.**

**Objective 1** – 85% of regularly participating students in grades 1-6 will perform at the meets or exceeds level on the Mathematics CRCT.

**Objective Met** – 88.3 % of regularly participating students scored meets or exceeds on the 2011 administration of the CRCT

**Objective 2** – 45% of regularly participating students in grades 1-6 will improve their mathematics classroom grade.

**Objective Not Met** – 42% of the regularly participating students improved their classroom math grade.

**GOAL #3 – Increase homework completion and class participation.**

**Objective 1** - 75% of regularly participating students in grades 1-6 will show improvement in homework completion and class participation.

**Objective Met** – teacher surveys report that 86 % of the regularly participating students improved homework completion (combination of turning in homework on time and completed homework to teacher’s satisfaction) and 84.5% improved class participation

**GOAL # 4 - Improve student behavior.**

**Objective 1** – 75% of regularly participating students in grades 1-6 will show improvement in behavior.

**Objective Met** – teacher surveys report that 78% of regularly participating students showed improved behavior

**GOAL #5 – Increase parent participation in the educational process.**

**Objective 1** – 30% of families of participating students will be represented in the family activities conducted during the school year.

**Objective Met** – an unduplicated count of adults who participated in one or more of the parent programs indicated that 167 parents of the 305 regularly participating students attended for 55% representation

### **Other Observations:**

The program was efficiently and effectively run. The students were happy, engaged, and on task. There was good use of technology to support instruction. The enrichment activities were very popular with the students and included dancing, singing, and other PE activities. The teachers and staff exhibited a caring attitude and were aware of the strategies for after school instruction. A structured homework assistance time during snack was beneficial to the students.

### **Progress Towards Sustainability**

The program director is looking for ways within a tight budget to begin the process of sustaining the program when funding for this grant stops. This includes providing transportation through the transportation budget, getting partners to provide more support, and discussing ways to staff some after school positions.

### **Overall Recommendations**

Develop a new assessment method for grades 1 and 2 since the CRCT will probably not be administered in those grades again this year.

Determine a process to add ELA grades to CAYEN or develop an alternative method to assess ELA progress in the classroom.

Crosswalk the “Common Data Elements” form with the objectives and determine a way to collect all data required for the end-of-year report.

Crosswalk the “Common Data Elements” form with the teacher, parent, and student surveys to ensure collection of needed data.