

Bastrop Independent School District

21st Century Community Learning Centers Cycle 10 – Year 3 – Executive Summary



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Prepared by



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Executive Summary

The Afterschool Center on Education (ACE) is the program administered through the Texas Education Agency for the federally funded 21st Century Community Learning Center (CCLS) grants authorized under the Title IV, Part B of the Elementary and Secondary Act (ESEA), as amended by the No Child Left Behind Act of 2001. (NCLB; Public Law 107-110). The purpose of ACE programs is to support the creation of community learning centers to provide academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools.

The Bastrop Independent School District ACE Program is comprised of ten (10) centers serving six elementary campuses, two intermediate campuses and two middle school campuses. This report examines the outcomes of the Cycle 10 grant awarded to the (BISD) Program during its 2020-2021 school year.

During its third year of operation, the Bastrop Independent School District ACE program served 7,936 students of which 1,408 were enrolled as ACE program participants. Of those 1,480 ACE program enrollees, 510 were regular ACE program participants attending at least 45 days or more of programming activities. Over 435 parents participated in adult and family education programs. The individual centers identified in the Bastrop Independent School District ACE program are as follows:

- Center 1: Bastrop Middle School
- Center 2: Cedar Creek Middle School
- Center 3: Bastrop Intermediate School
- Center 4: Cedar Creek Intermediate School
- Center 5: Bluebonnet Elementary School
- Center 6: Cedar Creek Elementary School
- Center 7: Emile Elementary School
- Center 8: Lost Pines Elementary School
- Center 9: Mina Elementary School
- Center 10: Red Rock Elementary School

Listed below is a major summary of findings obtained from student performance data received and stakeholder survey results.

1. With regard to the goal of improving academic performance:

- a) In the regular classroom instructional area of English Language Arts (ELA):
 - 1) In the case where regular program students performed better in their second semester grades, regular program students in 2 out of the 10 centers had average increases of +3.75 and +1.43 points in their average second semester ELA grades as compared to their first semester grades.
 - 2) In the case where regular program students performed better in their second semester grades, regular program students in 3 of the 10 centers had higher point increases in their second semester ELA grades as compared to all students enrolled in those 3 centers.
 - 3) In summary, combined regular program students had a -1.34 average point decrease in their second semester ELA grades as compared to all enrolled students who had a -1.04 average point decrease in their ELA grades.

- b) In the regular classroom instructional area of Mathematics:
- 1) In the case where regular program students performed better in their second semester grades, regular program students in 5 out of the 10 centers had average increases of +0.69, +4.47, +0.20, +5.03 and +0.01 points in their average second semester mathematics grades as compared to their first semester grades.
 - 2) In the case where regular program students performed better in their second semester grades, regular program students in 4 of the 10 centers had higher point increases in their second semester mathematics grades as compared to all students enrolled in those 4 centers.
 - 3) In summary, combined regular program students had a +0.45 average point increase in their second semester mathematics grades as compared to all enrolled students who had a -0.98 average decrease in their mathematics grades.
- c) In the regular classroom instructional area of Science:
- 1) In the case where regular program students performed better in their second semester grades, regular program students in 6 out of the 10 centers had average increases of +2.59, +0.24, +6.52, +1.01, +0.50 and +1.26 points in their average second semester social studies grades as compared to their first semester grades.
 - 2) In the case where regular program students performed better in their second semester grades, regular program students in 5 of the 10 centers had higher point increases in their second semester science grades as compared to all students enrolled in those 5 centers.
 - 3) In summary, combined regular program students had a +0.71 average point increase in their second semester science grades as compared to all enrolled students who had a -0.77 average point decrease in their science grades.
- d) In the regular classroom instructional area of Social Studies:
- 1) In the case where regular program students performed better in their second semester grades, regular program students in 2 out of the 10 centers had average increases of +0.67 and +6.41 points in their average second semester social studies grades as compared to their first semester grades.
 - 2) In the case where regular program students performed better in their second semester grades, regular program students in 2 of the 10 centers had higher point increases in their second semester social studies grades as compared to all students enrolled in those 2 centers.
 - 3) In summary, combined regular program students had a -1.72 average point decrease in their second semester social studies grades as compared to all enrolled students who had a -1.37 average point decrease in their social studies grades.
- e) The results from the 2021 STAAR state assessments indicates shows that:
- 1) Fifty percent (50%) of regular program students passed the English Language Arts STAAR tests.
 - 2) Regular program students at 4 centers had a higher percentage passing the English Language Arts STAAR tests than all students on those same 4 centers.
 - 3) Fifty percent (50%) of regular program students passed the Mathematics STAAR tests.
 - 4) Regular program students at 6 centers had a higher percentage passing the Mathematics STAAR tests than all students on those same 6 centers.
 - 5) Forty-nine percent (49.3%) of regular program students passed the Science STAAR tests.

- 6) Regular program students in 2 of 4 centers where the Science STAAR test was administered had a higher percentage passing the Science STAAR tests than all students on those same 2 centers.
 - 7) Thirty-nine percent (39.1%) of regular program students passed the Social Studies STAAR tests.
 - 8) Regular program students in 1 of 2 centers where the Social Studies STAAR test was administered had a higher percentage passing the Social Studies STAAR tests than all students at the same center.
- f) Survey results indicated that 61% of students, 73% of parents and 61% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2020-2021 school year.

2. With regard to the goal of improving student attendance in school:

- a) When comparing the average student attendance during the second semester, in 8 of the 10 centers, regular program students had a larger average daily attendance than did all students enrolled in those 8 centers.
- b) Regular program students had a 94.57% average attendance in the second semester versus a 93.37% average attendance for all enrolled students at the combined 10 centers.
- c) In each semester, the combined regular program students from the 10 centers had a lower average daily absence than the average daily absence of all students combined.
- d) Survey results indicated that 63% of students, 69% of parents and 70% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2020-2021 school year.

3. With regard to the goal of improving student behavior:

- a) Regular program students had a lower average disciplinary incidence rate change from first semester to second semester of -0.05 as compared to the decrease in the average disciplinary rate change for all students combined which was -0.12.
- b) Survey results indicated that 56% of students, 68% of parents and 57% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2020-2021 school year.

4. With regard to the goal of improving promotion rates:

Several factors can contribute greatly to student promotion success. Those factors include academic performance, attendance, the help students receive in completing homework assignments and the attention and care given to students by their teachers.

- a) Survey results indicated that 61% of students, 73% of parents and 61% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2020-2021 school year.

- b) Survey results indicated that 63% of students, 69% of parents and 70% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2020-2021 school year.
- c) Survey results indicated that 64% of students, 95% of parents and 85% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.
- d) Survey results indicated that 78% of students, 95% of parents and 89% of staff either were satisfied or very satisfied that the ACE program gave care and attention to students.

5. With regard to the goal of improving graduation rates:

The two middle schools in the Bastrop ISD Cycle 10 21st CCLC grant feed into two separate high schools. According to the most recent (2019-2020) Texas Academic Performance Report (TAPR) the 4- Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Bastrop High School was 95.3% and for Cedar Creek High School was 96.7%.