

Bastrop Independent School District

21st Century Community Learning Centers Cycle 10 – Year 4 – Executive Summary



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EDUSERV, INC. AND CANIZALES CONSULTING SERVICES/ JULY 2022

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Prepared by



And

Canizales Consulting Services

I. 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 (CCLC) 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 2021-2022 school year.

During its fourth year of operation, the Bastrop Independent School District ACE program served 8,384 students of which 867 were enrolled as ACE program participants. Of those 867 ACE program enrollees, 511 were regular ACE program participants attending at least 45 days or more of programming activities. Four Hundred Forty-Four (444) 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) There was no center in which regular program students performed better in their second semester grades versus their first semester grades. In fact neither did the other two comparison groups comprised of all students on a campus and those that were 21st CCLC participants. All three groups saw decreases in their English Language Arts grades from semester 1 to semester 2.
- 2) In five of the centers regular students had a smaller drop in their ELA second semester ELA grades (-1.96, -1.67, -2.10, - 0.88, -2.40) than the second semester drop in all students on the campus. In two of those centers, the regular students experienced a smaller drop in their ELA second semester grades (-1.96 and -2.10) versus the total of 21st CCLC participants at those two centers.

- 3) In summary, combined regular program students had a -1.64 average point decrease in their second semester ELA grades as compared to all enrolled students who had a -3.06 average point decrease in their ELA grades and 21st CCLC participants who had a -1.68 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 higher second semester grade averages (84.65, 80.18, 83.31, 83.67, 84.06) than all students on those five campuses.
 - 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 (+0.44, +1.71, +1.02, +2.29) as compared to all students enrolled in those 4 centers.
 - 3) 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 +0.44, +1.71, +1.02, +2.29, and +0.91 points in their average second semester mathematics grades as compared to their first semester grades.
 - 4) In summary, combined regular program students had a +0.55 average point increase in their second semester mathematics grades as compared to all enrolled students who had a +0.18 average increase in their second semester mathematics grades and 21st CCLC participants who had a +0.45 average increase in their second semester 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 5 out of the 10 centers had average increases of +1.03, +0.04, +0.43, +2.18, and +2.46 points in their average second semester science 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 out of the 10 centers had higher second semester science grade averages (85.85, 79.51, 87.63, 83.56, 89.41) than all students on those five campuses.
 - 3) 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 science grades (+1.03, +0.04, +2.18, +2.46) as compared to all students enrolled in those 4 centers.
 - 4) In summary, combined regular program students had a -1.00 average point decrease in their second semester science grades as compared to all enrolled students who had a -1.38 average point decrease in their science grades and 21st CCLC participants who had a -1.34 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 social studies grades, regular program students in 3 out of the 10 centers had average increases of +0.65, +0.94 and +0.05 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 1 of the 10 centers had a higher point increase in their second semester social studies grades (+0.94) as compared to all students enrolled in that center.
 - 3) In summary, combined regular program students had a -0.94 average point decrease in their second semester social studies grades as compared to all enrolled students who had a -0.78 average point decrease in their social studies grades and 21st CCLC participants who had a -0.82 average point decrease in their social studies grades.
- e) The results from the 2021 STAAR state assessments indicates shows that:
- 1) Thirty-six percent (36.9%) of regular program students passed the English Language Arts STAAR tests as compared to 37.3% for all students and 37.9% for 21st CCLC participants.
 - 2) Regular program students at 4 centers had a higher percentage passing the English Language Arts STAAR tests (65.4%, 40.9%, 35.2% and 69.2%) than all students on those same 4 centers.
 - 3) Twenty-eight percent (28.5%) of regular program students passed the Mathematics STAAR tests.
 - 4) Regular program students at 3 centers had a higher percent passing (38.5%, 35.3% and 33.3%) the mathematics STAAR tests than all student on those same 3 centers.
 - 5) Thirty-three percent (33.1%) of regular program students passed the Science STAAR tests.
 - 6) Regular program students in 3 of 4 centers where the Science STAAR test was administered had a higher percentage passing (78.9%, 30.4% and 22.2%) the Science STAAR tests than all students on those same 3 centers.
 - 7) Thirty-one percent (31.0%) of regular program students passed the Social Studies STAAR tests.
 - 8) Regular program students in 2 of 2 centers where the Social Studies STAAR test was administered had a higher percentage passing (47.4% and 17.4%) the Social Studies STAAR tests than all students at the same center.
- f) Survey results indicated that 58% of students, 75% of parents and 69% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2021-2022 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 5 of the 10 centers, regular program students had a larger average daily attendance (87.08%, 87.24%, 93.93%, 91.78% and 94.34%) than did all students enrolled in those 8 centers.
- b) Regular program students had a 81.60% average attendance in the second semester versus a 90.41% 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 60% of students, 64% of parents and 67% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2021-2022 school year.

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

- a) Regular program students had a higher average disciplinary incidence rate change from first semester to second semester of +0.30 as compared to the average disciplinary rate change for all students combined which was +0.20.
- b) Survey results indicated that 58% of students, 71% of parents and 53% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2021-2022 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 58% of students, 75% of parents and 69% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2021-2022 school year.
- b) Survey results indicated that 60% of students, 64% of parents and 67% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2021-2022 school year.
- c) Survey results indicated that 59% of students, 86% of parents and 84% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.
- d) Survey results indicated that 75% of students, 93% of parents and 87% 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 (2020-2021) Texas Academic Performance Report (TAPR) the 4- Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Bastrop High School was 98.6% and for Cedar Creek High School was 98.8%.