

### Student Attendance

**Directions:** Please list each of the program's official, approved 21st CCLC sites for FY24. Please list one of the three programming options (on-site, virtual, or hybrid). Please place a 'N/A' in any column that is not applicable (e.g., the site does not operate before school). The number of students enrolled is the total number of students who have registered for the program. Please use data from the first day of operation during the program year to the last date that data was available when the report was completed.

2023-2024 Program Year	
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### Program Operation

Directions: Please list the operational times for each site in the spaces below. If you have two or more sites that have the same exact hours of operation, please just use one box for those sites and list each of those sites in the 'Site Name(s)' cell. Please place a 'N/A' in the cells that do not apply (e.g., if a site does not operate before school). Please be sure to scroll down on this page to see the 'Description of Activities' section. Please contact the program's assigned Education Research and Evaluation Specialist if additional space is needed to complete this sheet.

Site Name(s)	IMPACT (W. J. Scott Elementary)				
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)	N/A	N/A	N/A	N/A	N/A
End Time (e.g., 8:00AM)	N/A	N/A	N/A	N/A	N/A
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)	2:45 PM	2:45 PM	2:45 PM	2:45 PM	N/A
End Time (e.g., 6:00PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM	N/A
Weekends/Holidays/Other					
	Weekend	Holiday	Other		
Start Time (e.g. 8:00AM)	N/A	N/A	N/A		
End Time (e.g., 4:00PM)	N/A	N/A	N/A		

Site Name(s)					
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)					
End Time (e.g., 8:00AM)					
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)					
End Time (e.g., 6:00PM)					
Weekends/Holidays/Other					
	Weekend	Holiday	Other		
Start Time (e.g., 8:00AM)					
End Time (e.g., 4:00PM)					

Site Name(s)					
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)					
End Time (e.g., 8:00AM)					
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)					
End Time (e.g., 6:00PM)					
Weekends/Holidays/Other					
	Weekend	Holiday	Other		
Start Time (e.g., 8:00AM)					
End Time (e.g., 4:00PM)					

Site Name(s)					
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)					
End Time (e.g., 8:00AM)					
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)					
End Time (e.g., 6:00PM)					
Weekends/Holidays/Other					
	Weekend	Holiday	Other		
Start Time (e.g., 8:00AM)					
End Time (e.g., 4:00PM)					

### Description of Activities

Please provide description of the activities and services offered by your program including new programming and supports being implemented this year. This can include academic, student enrichment and parent/guardian activities as well as field trips or outstanding one time activities, etc.

**IMPACT** scheduled academic instruction is conducted Monday – Thursday from 2:45 p.m. to 6:00 p.m. The first 30 minutes of each day began with homework assistance and a nutritional snack provided by Atlanta Public Schools and ended with Supper on Site funded by the United States Department of Agriculture. Certified teachers and paraprofessionals provide differentiated and/or small group instruction to ensure participating students receive aid or remediation that supports developing skills necessary to fill the learning gaps that exist. IMPACT academics emphasizes personalized learning for reading and mathematics. IMPACT offers an after-school and summer academy intended to yield the following goals: 1) Help students meet and increase academic performance standards in the core subjects of Reading, Science, and Mathematics by offering a broad array of academic enrichment activities that reinforce the school-day curriculum; 2) Foster students Social Emotional Learning (SEL) by offering self-awareness and relationship skills needed for life-long success; 3) Offer literacy and other educational services to the families of participating children that include workforce training, health awareness, and, events intended to increase involvement in the school activities of their children; and 4) Provide a safe environment for children after the regular school day ends.

## Objective Status

**Directions:** List each of your program's approved, official 21st CCLC objectives in Column A. Please write the objectives exactly as written in the original, approved application or approved program amendment. In Column B, please select the category from the dropdown menu that best categorizes the objective's focus area - please select 'Other' for objectives outside of these categories. In Column C, select the appropriate status of each objective from the dropdown menu. In Column D, please describe why you selected that specific option in Column C (i.e., review of report card grades indicates improvement in reading/math, attendance records of adult family member events indicate a high number of attendees, etc.).

Objective	Category	Status	Reason for Status
1.1) Fifty percent (50%) of regular attendees (students attending 30 or more days) in grades K-5 will meet their RIT Projected Growth Score in Reading on the Spring MAP Assessment.	A2. Academic - Reading/ELA	2. Did not meet but progressed toward the stated objective	The Spring MAP Assessment is scheduled for April 2024. No data at the time of the report.
1.2) Sixty-five percent (65%) of regular attendees (students attending 30 or more days) in grades K – 5 will maintain or improve their grade in Reading.	A2. Academic - Reading/ELA	2. Did not meet but progressed toward the stated objective	Reading Report Card grades for the third 9-week session are unavailable to compare against the first 9-week report card grades entered in Cayen. Third 9-week reading grades are scheduled to release in March 2024. No data at the time of this report.
1.3) Fifty percent (50%) of regular attendees (students attending 30 or more days) in grades K-5 will meet their RIT Projected Growth Score in Math on the Spring MAP Assessment.	A1. Academic - Math	2. Did not meet but progressed toward the stated objective	The Spring MAP Assessment is scheduled for April 2024. No data at the time of the report.
1.4) Seventy percent (70%) of regular attendees (students attending 30 or more days) in grades K – 5 will maintain or improve their grade in Mathematics.	A1. Academic - Math	2. Did not meet but progressed toward the stated objective	Math Report Card grades for the third 9-week session are unavailable to compare against the first 9-week report card grades entered in Cayen. Third 9-week math grades are scheduled to release in March 2024. No data at the time of this report.
2.1) Fifty percent (50%) of parents of regular students attending 30 or more days) will attend at least two (2) school sponsored events such as parent conferences, curriculum night, open house, and PTA/PTO.	P1. Parent Engagement - Participation	2. Did not meet but progressed toward the stated objective	Last semester, eighty-eight (88) parents attended 1 of the Parent Orientations in August 2023. Final determination of this objective will occur in Spring 2024.
2.2) Fifty percent (50%) of parents of regular attendees (students attending 30 or more days) will attend at least two (2) parent workshops related to academic support.	P1. Parent Engagement - Participation	2. Did not meet but progressed toward the stated objective	Last semester, ninety-seven (97) parents attended the Dinner with Data on September 12, 2023 and twelve (12) parents attended RAMP University Event on November 16, 2023. Final determination of this objective will occur in Spring 2024.
3.1) Twenty percent or less (20%) of regular attendees (students attending 30 or more days) in grades K- 5 will receive discipline referrals during the regular school day.	B2. Behavior - Discipline	1. Met the stated objective	Currently, less than 20% of IMPACT scholars have received a disciplinary referral during the school day for the fall semester. Final determination of this objective will occur in Spring 2024.
3.2) Ninety-five percent (95%) of regular attendees (students attending 30 or more days) will attend school during the regular school day at least 85% or better.	B1. Behavior - Attendance	1. Met the stated objective	To date, 95% of IMPACT students has attended 85% of the time during the school day. Final determination of this objective will occur in Spring 2024.

# Program Recommendations

Directions: Please provide program recommendations in Column A based upon the results of this Formative Assessment. These recommendations can come from within the program, the external evaluator, or other program stakeholders. In Column B, please describe specific steps for implementation that the program will follow to ensure the recommended actions occur.

before entering comments.

Delete the examples in both columns

Recommendations	Steps for Implementation
<b>IMPACT</b> has made progress and meaningful strides to achieve the benchmark for each objective regarding the literacy and mathematics proficiency. However, the English and Language Arts courses remain a challenge for student participants of IMPACT. It is recommended to communicate extensively with the daytime teachers to integrate the more problematic standards into the afterschool academic curricula.	<b>Evaluator Suggested Revision Strategy:</b> The Leadership Team at IMPACT will review Fall 2023 benchmark data and/or report card grades for each IMPACT student participant. Upon analysis of the assessment, a student performance portfolio identifying potential areas of remediation in IMPACT will be created for each student. The afterschool staff will target the identified areas as directed by the Site Coordinator. An added component of the portfolio will include the 2nd 9-week Report Card grade in Reading and the current progress of the student. This portfolio will be shared with the parent with suggested activities to engage the student at home.
<b>IMPACT</b> has made progress towards providing parent engagement activities. However, additional events are needed in order to meet the objective. It is recommended to provide 4 - 5 parent engagement activities in the spring semester.	<b>Evaluator Suggested Revision Strategy:</b> The Leadership Team for IMPACT will provide parents with more family engagements. IMPACT is encouraged to offer no less than 4 events in the spring semester to meet objective. Consider coupling the afterschool parent engagements with day school parent workshops, PTA, curriculum night, etc. to increase parent participation. Provide sign-in sheets for IMPACT parents only during the event.

## GPRA M

**Directions: Please review GPRA measure 1-5. Answer the questions in column C in column D (yes or no). Any answer marked as yes in column E will mean you are on track to collect the GPRA measures.**

<b>GPRA # 1</b>	Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.	Does your program serve students in grades 4-8?	Yes
	Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.		
<b>GPRA # 2</b>	Percentage of students in grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.	Does your program serve students in grades 7, 8, 10, 11, and/or 12?	No
<b>GPRA # 3</b>	Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who: had a school-day attendance rate at or below 90% in the prior school year; and demonstrated an improved attendance rate in the current school year.	Does your program serve students in grades 1-12?	Yes
<b>GPRA # 4</b>	Percentage of students in grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	Does your program serve students in grades 1-12?	Yes
<b>GPRA # 5</b>	Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	Does your program serve students in grades 1-5?	Yes