

I. Executive Summary

IMPACT is a William J. Scott Elementary School 21st Century Community Learning Center afterschool program funded by the Georgia Department of Education. The results outlined in this Summative Report provide a descriptive picture of how well **IMPACT** staff performed in providing academic enrichment programs and other youth-development activities consistent with the approved goals, objectives, and performance measures. *Table 1* presents a snapshot of the program's performance data that indicates all of the stated 8 objectives are **Met** at the time of this report.

Table 1: 2024-25 Snapshot of IMPACT Evaluation Results

OBJECTIVES FOR STUDENTS & PARTICIPATING PARENTS	DATA SOURCE	STATUS
Objective 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.	MAP Assessment Reading Scores	Met
Objective 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.	Report Card Reading Grades	Met
Objective 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.	MAP Assessment Math Scores	Met
Objective 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.	Report Card Math Grades	Met
Objective 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.	Sign-In Sheets	Met
Objective 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.	Sign-In Sheets	Met
Objective 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	Infinite Campus	Met
Objective 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.	Infinite Campus	Met

II. Program Overview

IMPACT History

Since opening its doors in 2015, *IMPACT*, at William J. Scott has remained dedicated to providing research-based prevention services to address the multi-faceted needs of the most underserved, at-risk youth residing in their service area in Atlanta, Georgia. *IMPACT* is leveling the playing field for youth caught in a cycle of generational poverty by serving as an extended family, providing exposure to new experiences, and reinforcing the skills needed to thrive in adulthood.

Poverty is associated with teen pregnancy rates, relationship difficulties, substance abuse, low self-esteem, violence and gang activity, poor academic outcomes, college non-attendance, and parental stress. To help mitigate these outcomes, *IMPACT* operates under the premise that loosening the grip of poverty requires society to support children and families by cultivating healthy relationships, promoting healthy living, developing valuable life skills, strengthening academic abilities, and supporting the family.

Primarily supported by 21st Century Community Learning Center (CCLC) funding, in the 2020–2021 school year, *IMPACT* afterschool program began its second cycle of funding at William J. Scott and is a Title I school serving 100% economically disadvantaged students (Governor’s Office of Student Achievement, 2021). The goals of the program are to (1) improve students’ academic performance, (2) increase positive perceptions of school and peers, and (3) increase adult family member engagement and involvement. The pillars of the program design are highlighted below:

- **Academic Achievement.** The program offered daily educational support services to students in English language arts (ELA) and math in a small-group (whole groups and breakout rooms) setting, as well as tutoring and individual homework assistance. Academic instruction reinforced ELA and math skills and concepts that students focus on in school through collaboration with regular day schoolteachers. Rotating enrichment activities included Book Club and STEAM projects, which helped enhance the students’ reasoning and problem-solving skills.
- **Family Engagement.** Family engagement occurred through the *IMPACT*’s afterschool program. Parents, guardians, and/or other adult family members of afterschool students were

offered workshops that helped them identify their child's needs and/or risky behaviors, support their child's academic growth, and develop effective parenting strategies.

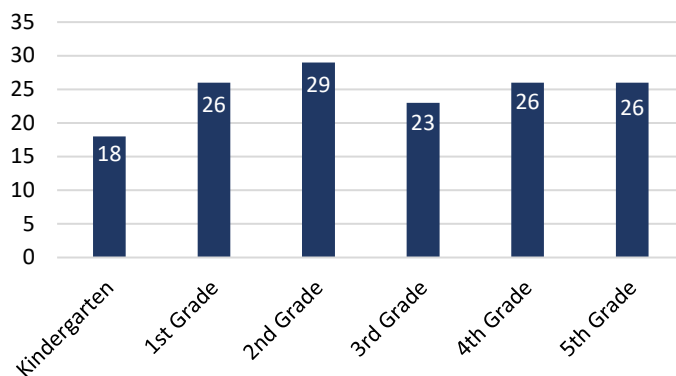
- **Positive Perceptions.** Multiple activities were offered to address youth development and prevention of risky behaviors, including wellness activities, journaling, and art therapy, among others. The program also invited guest speakers to talk about making healthy decisions and addressing mental health issues.

FY24 *IMPACT* at Scott Elementary Overview

IMPACT is structured to serve 120 students and their families with academic enrichment and parenting engagement activities for 32 weeks during the academic year. Details of Year 4 are as follows:

- *IMPACT* began afterschool enrichment services from 2:45 pm to 6:00 pm, Monday-Friday starting on August 18, 2023, and ending May 9, 2024.
- *IMPACT* registered 148 students of which 136 attended 30 days or more: resulting in an overall retention rate of 84%. Attendance Records suggest an average daily attendance (ADA) of 101.
- Of the 8 grant approved objectives, all 8 were met at the end of Year 4.

Figure 1: *IMPACT* Total Student Enrollment (148)



This year, *IMPACT* is on target to enhance the academic performance results for the school program participants. The constant, positive, high satisfaction ratings expressed on student and parent surveys are a direct reflection of the afterschool staff's competence and commitment to the success of the program.

III. Program Evaluation

Qualifications of the External Evaluator

RW Educational Consultants, LLC (RW) served as the external evaluator for *IMPACT* at William J. Scott (Scott) for the 2024-25 academic year. The external evaluator has no investment in *IMPACT*, nor any affiliation with program staff, student participants, or program partners as stated in the guidelines.

RW is a team of consultants devoted primarily to research and program evaluation, grant writing, professional development, and program management. Dr. Gardner's research experiences combined with formal training in the biological sciences ensures the overall scientific integrity of the evaluation process of 21st CCLC afterschool programs with or without a STEM/STEAM/SEL focus.

Currently, RW evaluates and partners with 8 established 21st Century Community Learning Center afterschool programs in Metro Atlanta. RW staff 1) provides a robust and effective evaluation plan that collects research data for federal reporting of the formative and summative reports; 2) oversees aspects of the monitoring process in accordance with federal guidelines; and 3) staffs a former 21st CCLC program manager to provide integral feedback.

The Plan to Evaluate Program Implementation

IMPACT 21st Century Community Learning Center (CCLC) afterschool program at Scott delivers academic, social emotional learning, and enrichment opportunities to students and adult family members residing across the metropolitan communities of Atlanta. This endeavor represents a well-established collaborative partnership between Atlanta Public School District and Scott Elementary. The intended purpose of the program is to: (1) provide opportunities for academic enrichment, including supplemental instruction to support students in realizing increased

skills in reading/language arts, mathematics, and science; (2) offer students a broad array of additional services, programs, and character enrichment activities; and (3) extend adult family members of regularly participating students' opportunities for expanded literacy and related educational



development.

The three primary goals of the *IMPACT* 21st CCLC at Scott are:

- **Goal 1: Increase Student Academic Performance** in Mathematics and English and Language Arts.
- **Goal 2: Increase Students' Parental Involvement** in the afterschool program.
- **Goal 3: Reduce Negative Behavior** by providing character education.

This summative report is designed to highlight the multiple strengths and accomplishments of the *IMPACT* 21st CCLC program, acknowledge challenges and barriers, and make recommendations to support continued sustainability according to the Goals and Evaluation Objectives in *Table 2*.

Relevant questions to each evaluation objective are listed in *Table 3*. RW and the Program Manager for *IMPACT* created a work plan to develop clear data collection tools, assessment timeframes, deliverables, and milestones, and identify persons accountable for different phases and activities of the evaluation process for the five evaluation objectives. Consistent communication between the parties occurred regularly by email, phone, advisory meetings, and special school events during the 2024-25 school year.

Table 2: Relationship between *IMPACT* Goals and the Evaluation Objectives

IMPACT 's Program Goals	Evaluation Objectives
Goal 1: Increase student academic performance in Mathematics and English and Language Arts.	Evaluation Objective 1: To assess the design and implementation of the afterschool program. Evaluation Objective 2: To assess academic performance in mathematics. Evaluation Objective 3: To assess academic performance in ELA.
Goal 2: Increase students' parental involvement in the afterschool program.	Evaluation Objective 4: To assess parental participation in the afterschool program.
Goal 3. Reduce negative behavior by providing character education.	Evaluation Objective 5: To assess student behavior during the school day.

IMPACT 2024-25 SUMMATIVE REPORT

William J. Scott Elementary

Table 1: IMPACT Evaluation Objectives and Relevant Questions

Evaluation Objectives	Relevant Questions
Evaluation Objective 1: To assess the design and implementation of the afterschool program.	1. How is <i>IMPACT</i> designed? 2. Who are the stakeholders involved in the design and evaluation of <i>IMPACT</i> ? 3. Is the leadership team aware of data collected and the use of data-collection tools? 4. Is there fidelity in the implementation of <i>IMPACT</i> ? If so, are changes being made according to recommendations?
Evaluation Objective 2: To assess student academic performance in Mathematics.	1. Are improvements made in Mathematics scores on the MAP Assessments for students who participate in <i>IMPACT</i> ? 2. Are improvement made in mathematics scores on the report cards?
Evaluation Objective 3: To assess student academic performance in Reading.	1. Are improvements made in Reading scores on the MAP Assessments for students who participate in <i>IMPACT</i> ? 2. Are improvements made in ELA scores on the report card?
Evaluation Objective 4: To assess positive student behaviors in program and daytime activities.	1. Are improvements made in student attendance as evidenced by their school-based attendance records? 2. Are improvements made in student behaviors as evidenced by their school-based discipline records?
Evaluation Objective 6: To assess family participation in the afterschool program.	1. Are parents attending the family-oriented programs at <i>IMPACT</i> as evidenced by parent sign-in and volunteer sheets? 2. Are parents made aware of date and time of parent engagements?

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Evaluation Work Plan: The evaluation work plan was developed by RW and discussed with the Program Manager to organize the assessment activities, assessment tools, persons responsible for evaluation tasks, and timetable. *Table 4* provides the work plan organized by the evaluation objectives.

Table 2: IMPACT Work Plan

Evaluation Objective 1: To assess the design and implementation of IMPACT afterschool program.		
Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Develop evaluation work plan and list of data and information to be collected.	Evaluator develops work plan and list of data and other information needed; informs Program Manager of data required.	July 2024
2. Review the design/structure of <i>IMPACT</i> .	Evaluator , in consultation with Program Manager reviews staffing, program schedule, and parent enrichment activities.	August 2024
3. Obtain descriptions of all academic and enrichment courses and names of all teachers/instructors.	Evaluator retrieves information from TransAct Systems.	December 2024
4. Review data to be tracked and the use of data-tracking tools.	Evaluator reviews data tracking tools with Program Manager .	November 2024
	Evaluator participates in EdVantage workshops and evaluation webinar.	October 2024 & January 2025
	Evaluator reviews “Common Data Elements” documents and surveys required by the GaDOE.	December 2024 & April 2025
5. Determine fidelity of implementation of <i>IMPACT</i> and the quality of improvements based on formative evaluation.	Evaluator reviews implementation of <i>IMPACT</i> in consultation with Program Manager .	January 2025
6. Review and collect Teacher, Parent, and Student surveys required by GaDOE.	Evaluator in consultation with the Program Manager , develops and implements plan for disseminating and collecting all surveys.	March 2025
7. Determine stakeholders’ involvement in the design and implementation of <i>IMPACT</i> .	Evaluator in consultation with the Program Manager reviews stakeholders’ involvement.	November 2024

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Evaluation Objective 2: To assess student academic performance in Mathematics.

Evaluation Objective 3: To assess student academic performance in Reading.

Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Determine if there are improvements in Mathematics scores on MAP assessment.	Evaluator reviews Mathematics MAP scores by grade level from Program Manager	Summer 2025
2. Determine if there are improvements in ELA scores on MAP assessment.	Evaluator reviews ELA MAP scores by grade level from Program Manager .	Summer 2025
3. Determine if there are improvements in mathematics and reading report card scores.	Data Clerk enters mathematics and reading grades into TransAct System each term.	December 2024 and April 2025

Evaluation Objective 4: To assess parental participation in the afterschool program.

Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Determine the type and level of parent involvement in <i>IMPACT</i> .	Program Manager maintains lists of parents who attend and volunteer in <i>IMPACT</i> parent/family meetings and activities.	December 2024 April 2025

Evaluation Objective 4: To assess student behavior during the school day.

Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Determine the number of behavior referrals for each <i>IMPACT</i> students.	Site Coordinator maintains lists of <i>IMPACT</i> students with behavioral referrals and attendance during the school day.	December 2024 April 2025

Methods of Data Collection and Timeline

IMPACT at Scott contracted with RW Educational Consultants, an Atlanta-based research and evaluation firm, to serve as the external evaluator for *IMPACT*. RW is responsible for assessing and reviewing all data sources used to measure progress toward achieving the goals and objectives and for the orchestrating of several data collection methods. Site visits by RW to Scott occurred in the fall of 2024 and in the spring of 2025. The purpose of the site visits is to conduct informal interviews with the Site Coordinator and Program Manager. Additionally, RW observed and collected information on the program's daily operations and procedures. Other regular visits included attendance at Advisory Council Meetings, Parental Engagement Activities, and Student Performances. Due to the nature of the data collection methods and reports received, simple descriptive statistics are used to analyze and report all data collected as outlined in the data collection schedule in *Table 5*.

Table 3: Data Collection

Data Collection Activity	Timeframe
Reviewing original grant proposal and associated amendments	Fall 2024
Conducting classroom observations	Fall 2024 & Spring 2025
Attending Parent Events	Fall 2024 & Spring 2025
Analyzing teacher, student, and parent surveys	Spring 2025
Communicating with the Program Manager and Site Coordinator	Fall 2024 & Spring 2025
GaDOE Webinar Training	Fall 2024 & Spring 2025
GaDOE EdVantage Workshop	Fall 2024
Evaluator Training	Spring 2025
Attending Advisory Council Meetings	Fall 2024 & Spring 2025
Reviewing data in Transact System	Fall 2024 & Spring 2025
Analysis of data gathered from state assessment results, reports cards grades	Spring 2025

IV. Program Implementation

Program Recruitment

IMPACT staff is passionate regarding recruitment, retention, and servicing low-income students who may be at risk for lower levels of academic achievement. Every student enrolled in Scott Elementary, from kindergarten through grade 5, is eligible to enroll in *IMPACT*. The *IMPACT* recruitment process began with identifying students with the greatest academic needs based on the following academic indicators:

- iReady Reports
- Teacher grade reports
- Teacher recommendations

These students were given priority admission to *IMPACT*. *IMPACT* also sought to include students with special needs as indicated by their Individual Education Program (IEP) as well. At the time of enrollment, a copy of the students' IEP was requested along with accommodations for that student. Once paperwork was received a student file was created and stored in the *IMPACT* office. A Special Education teacher and paraprofessional were on staff to meet the needs and provide specific instruction to students with special needs selected for *IMPACT*.

Once all prospective students were identified, each child received an application for the program. Additional information for prospective participants was given via fliers sent home. Fliers were also available in the front office during the entire school year. In addition to this, a calling post was administered to all parents. Information about *IMPACT* was provided during Scott's initial PTA meeting for the current school year. This meeting provided parents whose children may not have been targeted for the program the opportunity to enroll their children into the program.

IMPACT has an open registration policy. Although *IMPACT* leadership team plan to operate at the program's fullest capacity, staff are aware that due to student mobility, slots may become available on a rolling basis. If no spots are available, students will be placed on the waiting list.

Program Operation

IMPACT afterschool program schedule was structured to maximize student success. After the regular school day ended, each participating student received 3.25 hours of academic instruction services (arts/academic enrichment, recreational activities, and nutritional services) from 2:45 p.m. to 6:00 p.m., Monday – Thursday. A sample schedule of activities is included in *Tables 6* and *7*. The overall *IMPACT* afterschool program structure is detailed in *Table 8*.

Although homework study time was scheduled Monday – Thursday within the first 45 minutes of the start of the afterschool program, completion of homework is also permitted within the 75 minutes of academic-content instruction, if needed. However, sometimes students were instructed to complete homework assignments at home. Several distinctive structural and operational features of the afterschool program included:

- ❖ Thirty-two weeks of academic enrichment services each year: 16 weeks each for two terms maintaining a low student-teacher ratio of 10:1.
- ❖ Three and a half hours of academic/enrichment services per day for each student participant totaling 13 hours per week.
- ❖ In kindergarten – grade 5, 5 hours of content specific instruction delivered to students by certified teachers per week.
- ❖ Nutritional snacks, dinner and a safe environment provided for all students.
- ❖ Transportation home for over 60% of student participants that reside in the surrounding community.

***Table 6: IMPACT Program Schedule:
Monday & Wednesday***

Time	Program Activity
2:45-3:15	Homework and Snack
3:15-4:30	Mathematics
4:30-5:45	ELA
5:45-6:00	Supper on Site

***Table 7: IMPACT Program Schedule:
Tuesday & Thursday***

Time	Program Activity
2:45-3:15	Homework and Snack
3:15-4:30	Yoga, Art, or Healthy Me
4:30-5:45	Yoga, Art, or Healthy Me
5:45-6:00	Supper on Site

Program Academic Instruction

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 the last 15 minutes of each day 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.

Table 8: IMPACT Program Structure for 2024 -25 Academic Year

Components	Explanation
Location	William J. Scott Elementary School 1752 Hollywood Road, Atlanta, GA 30318
Grades	Kindergarten – Grade 5
Dates of Operation	August 1, 2024 – May 8, 2025
Times of Operation	2:45 p.m. - 6:00 p.m., Monday – Thursday (121 days open/32 weeks)
Contact Hours	Each student was scheduled to receive 13 hours of program services per week
Number of Regular Attendees	Total Student Participants = 154 Regular Attendees = 131 Average Daily Attendance = 98
Classroom Environment	▪ Low student-teacher ratio =10:1 in Kindergarten/Grade 5 ▪ Relaxed learning atmosphere
Gender Composition of Classes	Mixed gender in both academic and enrichment classes
Academic Courses/Content Areas & Tutorials	1. Reading 2. Mathematics
Transportation	Provided for students who live in the William J. Scott school zone
Staff: Academic Areas	Taught by certified teachers
Staff: Enrichment Courses	Taught by subject matter experts
Staff: Paraprofessionals	Helped prepare learning environment and supervise students
Parent Liaison	Helped plan and execute parent-involved activities
Advisory Council	Suggested recommendations and participated in program activities

On Monday, Wednesday, and Thursday, 75 minutes of content instruction in Mathematics or ELA, is provided to correlate directly with the Georgia Standards of Excellence for each grade level to reinforce regular classroom instruction. Academic instruction is tiered to students' learning abilities, styles, challenges by incorporating *iREADY* an individual computerized learning program into the afterschool schedule. Splash Math is a fun yet rigorous instruction and practice program that fully prepares students for the Georgia Milestones in a highly supportive way.

Program Transportation

IMPACT has overcome one of the major hurdles to successful operation of an afterschool program which is transportation. Nearly 60% of *IMPACT* student participants ride the school bus home from the program. A major advantage of *IMPACT* 21st CCLC is the ease of transporting students quickly to the immediate school community where many of the students reside. Additionally, several students live within safe walking distance while others, 30%, are picked up by a family member. Although many program managers are concerned about the challenges of transportation, *IMPACT* is situated in a community where transportation home at the end of a school day does negatively impact program participation. Working parents or single parents who are not available to collect children or arrange for transportation for student participants receive an added advantage of the daily bus transportation home.

Staff Development and Training

Throughout this report the evaluator makes a distinction between a “teacher”, “instructional support” and an “enrichment instructor,” based on the following definitions:

- **“Teacher”** refers to an individual who is certified as a teacher and has primary responsibility for an academic course or an enrichment course.
- **“Instructional Support”** refers to an individual who is not a certified teacher and is usually a paraprofessional.
- **“Enrichment Instructor”** refers to an individual contracted with the program as a vendor providing enrichment services.

Table 9 outlines the number of teachers, instructional support, and administrative personnel within *IMPACT*.

Table 9: Impact Staff

Position	Number	Subject Taught	Qualification
Teacher	10	Academic Courses	Certified Teacher Experience
Instructional Support	6	Academic/Enrichment Courses	
Bus Driver	1	N/A	Experiences
Leadership	3	Program Director, Site Coordinators, Lead Teacher	Certified Teachers

Recruitment efforts were successful in attracting both a well-qualified academic teaching staff and an enrichment staff. The instructional support has experience in working in partnerships with teachers, parents, and students. The program leadership is composed of a seasoned team of professionals possessing experience in management in afterschool, weekend, and summer programs. In addition, the programmatic structure maintains the projected student teacher ratio of 10:1 in both academic and enrichment activities. To ensure sufficient attention for students that require additional assistance, instructional support is strategically placed within academic and enrichment classes. This instructional design results in having one teacher and one instructional support present to provide necessary remediation, manage classroom behavior, and deliver reading and mathematics instruction. The student to teacher ratio in academic and enrichment components of the program are aligned with 21st CCLC guidelines. Training sessions are offered at least 2 times during the school year. The 2024-25 professional development training schedule is presented in *Table 10*.

Table 10: IMPACT Professional Development

Date	Professional Learning Activities
August 18, 2024	Staff Orientation
October 10, 2024	Classroom Management Workshop
March 12, 2025	Analyzing MAP Scores

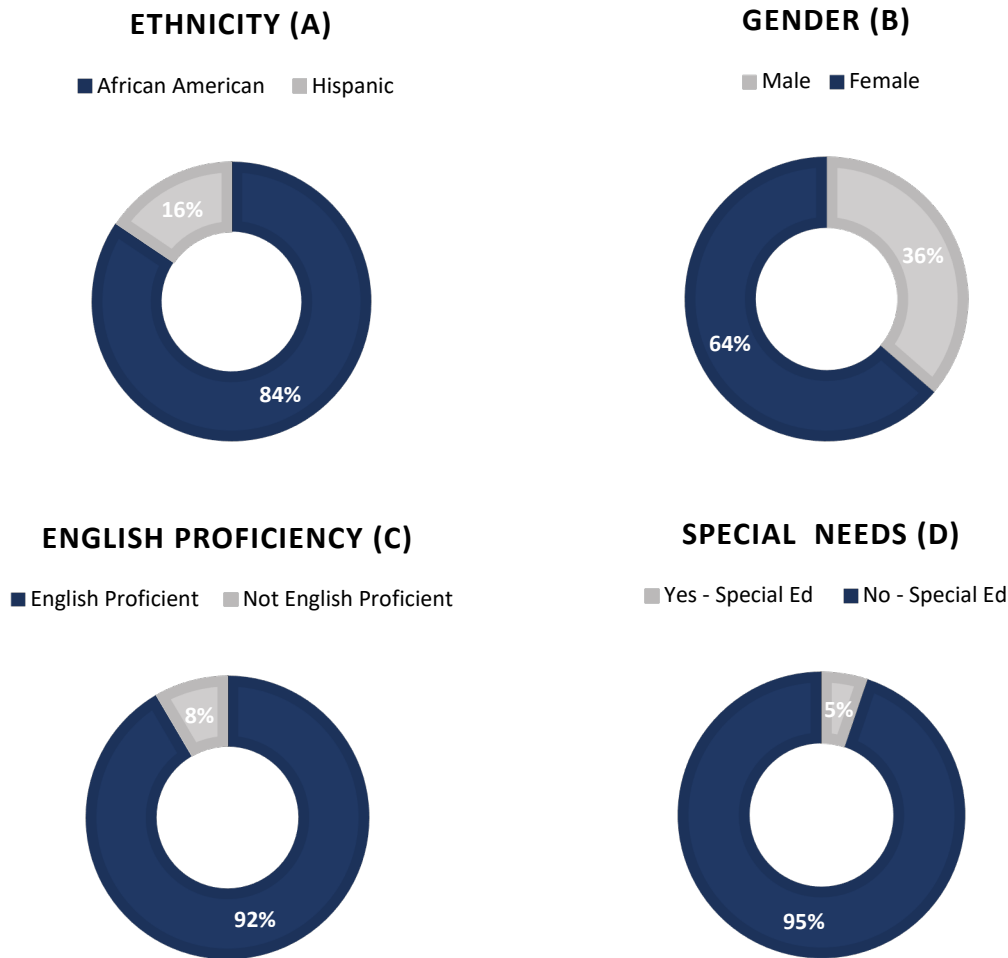


V. Student Attendance and Enrollment

Demographics

Approximately 289 students attended Scott during the 2024-25 academic year of which *IMPACT* aimed to serve 120 as student participants of the afterschool program. *IMPACT* established attendance target is approximately 41% of the total school enrollment based on historical trends. During the reporting period, the program served 154 students in kindergarten through 5th grade.

Figures 2 a-d: IMPACT Student Demographics



While the program was available to all students, the ethnic homogeneity of the learning center program closely reflects that of Scott's neighborhoods in that 84% students are of African American descent and 16% are Hispanic. Additional analyses of student demographics (*Figure 2*) show that slightly more females (64%) were enrolled than males (36%), and 92% were English proficient. Lastly, 5% of students qualify for special education services.

Student Enrollment and Attendance

Enrollment and Attendance are immediate measures of impact; both are a measure of the program's success. For 2024-25, 154 students enrolled in *IMPACT* for one day or more of which 131 attended at least 30 days. The number of Total Student Enrolled by grade level is summarized in *Figure 3* according to data retrieved from TransAct Systems. Many of the students who enrolled in the program and did not finish can be attributed to the unfortunate circumstances of highly mobile families that relocated often. *IMPACT* retained 85% (131 of 154) of the students for 30 days or more and maintained an average daily attendance (ADA) of 98. These numbers are particularly impressive for an elementary afterschool program serving a socio-economically disadvantaged community.

Figure 3: IMPACT Total Student Enrollment (154)

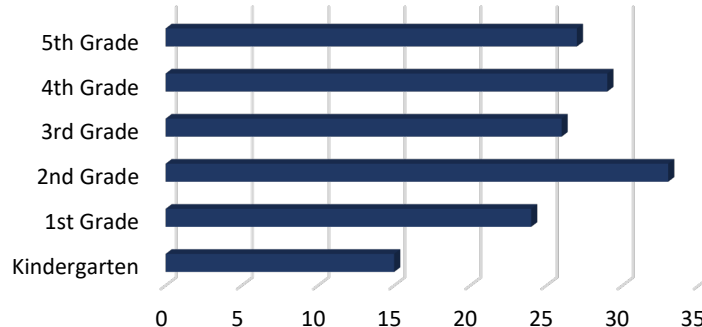


Table 11: IMPACT Total Student Participants Hours

Grade Level	N	<15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	>= 270 Hours
Kindergarten	15	1	0	2	1	7	4
1 st Grade	24	1	1	0	7	3	12
2 nd Grade	33	0	0	1	8	8	16
3 rd Grade	26	3	2	1	3	3	14
4 th Grade	29	0	1	4	9	4	11
5 th Grade	27	2	3	3	2	3	14
Total	154	7	7	11	30	28	71

VI. Objective Assessment

Overview

IMPACT at Scott has 8 objectives that undergirds its 2024-25 21st Century Community Learning Center services. Each of the objectives, as well as the respective evaluation objectives, is addressed in this section of the Summative Report. All 21st CCLC programs are required to indicate progress towards attaining each of their stated objectives. To assess progress, each objective is rated using one of the three following categories: 1) *Met*, 2) *Did Not Meet*, or 3) *Unable to Measure*. As shown in *Table 12*, the goals and objectives for **IMPACT** focus on improving academic achievement, increasing parental involvement, and increasing positive student behavior.

Table 12: IMPACT Goals and Objectives

Objectives for IMPACT	
Goal 1: Increase student academic performance in Mathematics and English and Language Arts.	Objective 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.
	Objective 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.
	Objective 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.
	Objective 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.
Goal 2: Increase students' parental involvement in the afterschool program.	Objective 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.
	Objective 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.
Goal 3: Reduce negative behavior by providing character education.	Objective 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.
	Objective 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.

Goal 1. Improve Student Academic Performance

Goal 1 examines regularly attending students' academic outcomes, meeting grade-level expectations, and increasing academic achievement. Objectives 1.1 and 1.3 measure the percentage of *IMPACT* students identified as having improved from fall to spring on the MAP (Measures of Academic Progress) Assessments in Reading and Mathematics. More specifically, Objective 1.1 measures if 50% of regularly participating Kindergarten through fifth grade students will meet their MAP test RIT Projected Growth Score in Reading and Objective 1.3 measures if 50% of regularly participating students will meet their MAP test RIT Projected Growth score in math by spring test administration. All MAP RIT Scores for both Mathematics and Reading were obtained from Scott for both fall and spring test administration. Of the 131 regularly attending student participants, 120 fall Reading scores were available for analysis from the MAP Assessment. Eighty-three (83) *IMPACT* students in grades K-5 met their Reading RIT score as shown in *Table 13*. ***Objective 1.1 met*** the grant approved benchmark of 50% with 69% of *IMPACT* student participants meeting their Reading RIT Score.

Table 13: IMPACT MAP PROJECTED GROWTH SCORES

Subject	Number of regularly attending	Number of regularly attending students meeting Growth Score	(N)	% of regularly attending students who met Growth Score
Math	131	79	121	65%
ELA/Reading	131	83	120	69%

Likewise, of the 131 regularly attending student participants, 121 fall math scores were available for analysis from the MAP Assessment. Seventy-nine (79) *IMPACT* students in grades K-5 met their Math RIT score as shown in *Table 13*. ***Objective 1.3 met*** the grant approved benchmark of 50% with 65% of *IMPACT* student participants meeting their Math RIT Score.

Objectives 1.2 and 1.4 measure the student's academic performance in Mathematics and Reading from Report Card grades. More specifically, Objective 1.2 measures the extent to which 65% of regularly attending students either increased or maintained their grades from fall to spring in Reading. All *IMPACT* grades were entered into TransAct Systems for Quarter 1 fall 2024 and Quarter 3 spring 2025 and retrieved by RW for comparative analysis. Of the 131 regularly attending student participants, 110 matched scores were available for evaluation from the Reading Report Card grades, a match rate of 84%. After analysis of the grades, RW determined 91, K-5 grade students maintained

or increased their grade from fall to spring semester. *Objective 1.2 met and exceeded* the grant approved benchmark of 65% with 83% of *IMPACT* students maintaining or improving their Reading Report Card grades in K – 5. (Table 14)

Figure 4: Comparison of students meeting their Math Projected MAP Score by grade level.

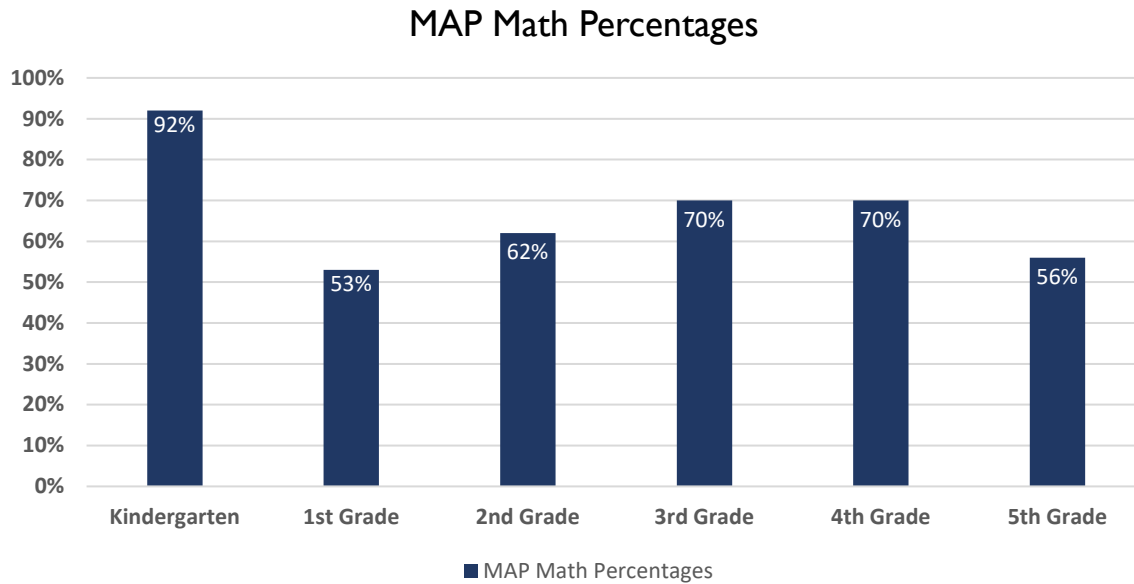


Figure 5: Comparison of students meeting their Reading Projected MAP Score by grade level.

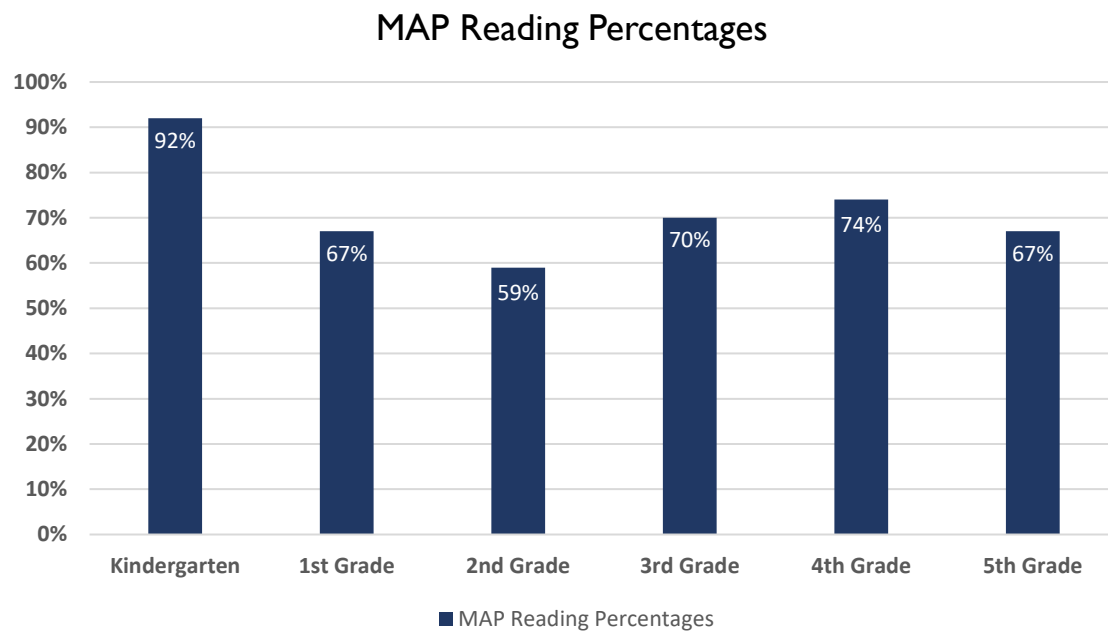


Table 14: IMPACT Report Card Grades

Subject	Number of regularly attending students	Number of regularly attending students with fall grades	Number of regularly attending students with spring grades	Matched N	% of regularly attending students who increased or maintained grades
ELA	131	121	118	110	91 (82.7%)
MATH	131	121	118	110	92 (82.1%)

Similarly, Objective 1.4 measures the extent to which at least 70% of regularly attending students either increased or maintained their grades in math. RW conducted a comparative analysis of student Report Card grades from fall and spring (*Table 14*) to assess the objective. Of the 131 regularly attending student participants, 110 matched scores were available for analysis, a match rate of 84%. Ninety-two (92) students maintained or increased their math Report Card scores by 1 or more letter grade. ***Objective 1.6 met and exceeded*** expectations with 82% of *IMPACT* students maintaining or improving their math score in K – 5.

GOAL 2: Increase Parent Involvement

Goal 2 is focused on encouraging parent/family involvement in their child’s education and awareness of their needs. Objectives measure the percentage of parents of regularly attending students who attended engagement activities throughout the academic year. To assess progress towards Objectives 2.1 and 2.2, RW analyzed sign-in sheets from parent events for *IMPACT*. As displayed in *Table 15*,

Table 15: IMPACT Parent Engagements Look on Formative

Date	Activity	Attendance
August, 2024	Parent Orientations	78
October 24, 2024	Lights on Afterschool	17
December 19, 2024	IMPACT Showcase	14
September 12, 2024	Dinner with Data	47
March 25, 2025	Madness Trivia	19
April 23, 2025	GMAS Prep for Parents	14
TOTAL		189

IMPACT offered a total of 6 parent engagement opportunities with 189 parents in attendance as evidenced by the sign-in sheets.

To meet the benchmark for Objective 2.1, at least 50% of parents of regular attendees will attend at least two school sponsored events such as parent conferences and curriculum night. *IMPACT* served 131 regular attendees throughout FY25. Therefore, 66 parents would need to attend 2 school sponsored events and conferences. Three (3) *IMPACT* parent engagements were provided, and 109 parents were in attendance (dark-shaded events in *Table 15*). *IMPACT* met and exceeded **Objective 2.1**. For Objective 2.2, at least 50% of parents of regular attendees will attend 2 parent workshops related to academic support. As stated previously for Objective 2.1, 67 parents would need to attend 2 different workshops. *IMPACT* provided 3 parent workshops with 80 parents in attendance (light-shaded events in *Table 15*). *IMPACT* **met and exceeded** the objective. *IMPACT* also offered 2 advisory board meetings during fall and spring to discuss the programmatic goals, offerings, and recommendations from stakeholders where parents were also in attendance.

Goal 3. Improve Youth Development

Goal 3 examines improvements in regularly attending students' youth development by analyzing daytime school attendance and behavior. More specifically, Objective 3.1 measures if at least 25% or less of regular attendees in grades K – 5 will receive discipline referrals during the regular school day. Also, Objective 3.2 investigates if 95% of regular attendees will attend school during the regular school day at least 85% or better. RW received the attendance and discipline records of *IMPACT* regular attendees during the school day for fall and spring semesters.

Analysis of discipline data for Objective 3.1 concluded that a total of 131 students attended *IMPACT* for 30 days or more in K – 5 and 131 students have both fall and spring discipline records, a match rate of 100%. No *IMPACT* student received 2 or more discipline referrals. Therefore, ***Objective 3.1 is met.***

After analysis of the attendance data for Objective 3.2, RW concluded that 131 students have both fall and spring attendance data. Of the 131 students, 125 attended daytime school 85% of the time. Therefore, longitudinal analyses of both spring and fall attendance data indicate that 95% of scholars attended daytime school 85% of the time. ***Objective 3.2 is met.***

VII. Objective Status

Table 16 provides a summary status of the *IMPACT* at Scott Objectives at the end of the 2024-25 academic year. As reported in the FY25 Common Data Elements form, all 8 of the objectives *Met* the grant approved benchmarks. Data collected included results from MAP Assessments, Sign-In sheets, the school's student information system (Infinite Campus), and TransAct System.

Table 16: IMPACT Status of Objectives

Objectives for IMPACT		Status of Objectives
Objective 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.	Met
Objective 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.	Met
Objective 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.	Met
Objective 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.	Met
Objective 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.	Met
Objective 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.	Met
Objective 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.	Met
Objective 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.	Met

VIII. Program Sustainability

Partnership Development is a collaborative effort between *IMPACT* and Atlanta Public Schools. During the 2024–25 school year, the leadership team worked with 10 program partners who contributed resources such as books, school supplies, food, and other donations. These funds were used for all programs operated by *IMPACT*. The contribution amounted to a total of \$5,300 for the school year as shown in *Table 17*.

Table 17: FY25 *IMPACT* Partner Contributions

Partner	Contribution Type	Amount
1. Active Youth Academy	In-Kind	\$1,000
2. Pickens T-Shirts and Printing	Monetary	\$1,000
3. Immaculate Conceptions Videography	Monetary	\$200
4. LEAD Ambassadors Baseball	Monetary	\$1000
5. LEAD Ambassadors Tennis	In-Kind	\$900
6. K.I.T.E.S	Monetary	\$200
7. Max Rentals	Monetary	\$1,000
Total		\$5,300



IX. Summary of Findings and Recommendations

Summary

Based upon the program operation reported in this evaluation, it can be concluded that *IMPACT* at William J. Scott completed Year 5 with fidelity and designed an afterschool program tailored to address the pre-existing academic performance gaps within the student population. *IMPACT* programmatic activities are strategically aligned with the goals and objectives outlined in the 21st CCLC proposal funded by GaDOE. At the end of Year 5, *IMPACT* “Met” all 8 of the grant approved benchmarks. Additional significant accomplishments—based on analyses of program documentation, survey, and report card data—are listed below.

- *IMPACT* offered 3.25 hours of face-to-face afterschool programming four days per week, for 121 days from August 1, 2024, through May 8, 2025.
- *IMPACT* provided programming for 154 registered students, of which 131 or 85% were regularly attending students.
- Engaged students with high-*quality* academic support and instruction closely linked with the school day.
- Offered 8 students with disabilities high-quality enrichment opportunities.
- Yielded high program satisfaction among students and parents.
- Engaged 189 parents in high-quality workshops and other events designed to identify their child’s needs and support their child’s academic growth.
- Improved students’ academic standing and academic behaviors.
- *IMPACT* maintained the standard of excellence with 100% of all students receiving less than 2 discipline referrals during the school year and 95% of all students attended the school day 85% of the time.

As with most 21st CCLC programs, the end of the year is a time of reflection, revision and amending. In addition to the previous recommendations, it is the opinion of RW to consider future discussions of the following in upcoming leadership meetings.

- **Continue hosting events where students and parents can attend and celebrate program impacts.** As staff and sign-in sheets suggested, the most well-attended events allow parents to celebrate student achievements and enjoy time together. Therefore, it is recommended to continue hosting and adequately advertising these events to increase parent engagement.

- Continue to gather program stakeholder feedback and make changes to programming accordingly. Consider allowing students and parents to play a larger role in the program planning process by inviting them to plan meetings and ensuring that their opinions are heard.



Recommendations are intended to identify ways for *IMPACT* to further enhance the activities that are currently in place so that each participating student can acquire the knowledge and skills needed to meet the expectations stated in the program objectives. All recommendations are carefully considered and are only included if they will help the program make a greater impact.

~END OF REPORT