

Hooks Independent School District  
21<sup>st</sup> Century Community Learning Centers  
2020-2021 Evaluation Report  
Cycle 10 Year 3

Final Report 2020-2021

Superintendent, Mr. Byron K. Minter  
ACE Project Director, Ms. Carrie Moro



## Executive Summary

The 21<sup>st</sup> Century Learning Centers program was established to provide opportunities for communities to establish or expand activities for students attending low-performing schools. In Texas, this program is known as the Texas Afterschool Centers on Education (Texas Afterschool Centers on Education (ACE), Cycle 10 program was implemented through the guidance of the Texas Education Agency (TEA), federally-funded 21<sup>st</sup> Century Community Learning Center (CCLC) grants, authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. The 2020-2021 academic year was the third year of the Hooks ISD, Cycle 10 ACE.

This report examines data that documents findings for program operations at the three participating campuses: **Hooks High School, Hooks Junior High, and Hooks Elementary.**

Hooks ISD offered two instructional options for students during the 2020-2021 school year. In accordance with the Texas Education Agency (TEA) requirements, parents were able to choose for their child to attend traditional on campus instruction or a remote at-home virtual option.

**The Hooks ISD, Cycle 10 ACE program was guided by the Hooks ACE Theory of Change: Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components will yield improvement in academic performance, attendance, behavior, and promotion and graduation rates of students.**

The program's logic model was revised during the 2020-2021 academic year by the ACE Project Director, Site Coordinators, and Family Engagement Specialist with community stakeholders. The logic model continues to be aligned to needs assessment data captured during the current year with students, families, school staff, and community stakeholders. The feedback gathered facilitated a review of community resources to ensure that program goals and objectives continue to be aligned to the needs and interests of the targeted population.

**To determine the overall success of the program, we now look at the level of achievement of the ACE goals – Intermediate outcomes:**

**Strong level of Student and Adult Participation:** Total enrollment at the three campus sites ranged from 102, 107 to 110 for a total of 319 students. Regular students (45 Day attendance) served ranged from 64, 74, to 93 for a total of 231. The number of adults served across all sites was 208; required 115.

The External Evaluator includes quality control and improvement processes in the monitoring role that consist of a series of announced site visits. During the 2020-21 school year, Project Director and External Evaluator conducted site visits with the campus afterschool programs to monitor program implementation. Common themes have emerged:

- ACE provided a staff that was professional, trained, and maintained positive relationships with all of the students.
- ACE intentionally created opportunities for regular school day and after school staff to work together to establish and maintain relationships to maximize children’s opportunities to explore new ideas in new ways—through activities that may not always be available during the regular day.
- The findings on instructional quality continue with centers implementing strong classes and activities. During this third year the Project Director continued to emphasize the development of intentional activities based on student needs. Again this year academic needs were stressed along with current research-based best instructional practices. Evidence of research-based instructional practices was noted at every campus. Practices included higher level questioning, student group collaborations, project-based learning, problem solving, and critical thinking.
- The program was perceived quite positively by student participants. An examination of surveys of 167 total students conducted district-wide, revealed quite positive feelings about the program. Among the questions posed on the surveys were, “I get all of my homework done,” to which 89% of program participants answered “most of the time to yes” in grades Kdg-12<sup>th</sup>. Additionally, 95% of ACE participants indicated that they would graduate from high school and 87% of the students felt that they would go to College, Trade School, or the Military in grades Kdg-12<sup>th</sup>.
- Similarly, quite positive perceptions were reported by the parents of ACE participants. During the academic year, the ACE program asked parents of all students to complete a survey about their experiences with ACE. Overall, the responses of parents with children participating in ACE were overwhelmingly positive. For example, in response to the question, “Staff understands the needs of my family” to which 97% of ACE parents answered, “Agree to Absolutely Agree”. Parents also felt that the ACE program focused on Academic Achievement at 95% as parents answered, “Agree to Absolutely Agree.”
- ACE Regular participant’s absenteeism numbers decreased from fall 2019 to fall 2020 for Hooks Junior High and Hooks High School. Hooks Elementary absenteeism numbers increased from fall 2019 to fall 2020.

- Hooks projected that regular students would increase proficiency in English/Reading and Math. Hooks did show that the majority of students maintained or slightly decreased their performance level from fall 2019 to fall 2020 and spring 2019 to spring 2021.

Based upon the above findings and other observations, Principal Solutions Inc., external evaluator proposes *findings and recommendations* for the 2020-2021 school year.

### **Hooks Elementary School-Opportunities for Improvement**

- This school year some of the students have been displaced from school due to COVID guidelines or started off as virtual students. Therefore, significant gaps in academic learning have occurred as shown with benchmark testing. Continue to provide involvement by principals, assistant principals, and teachers in to give high dosage of accelerated learning through the implementation of the intentional planning of activities based on campus needs assessment and campus improvement plans for summer 2021 and the 2021-2022 programming.
- Continue the focus on Social and Emotional learning approaches to achieve Behavioral/Academic Outcomes: Positive Social Behavior, Fewer Conduct Problems, Less Emotional Distress, and Improved Academic Performance.

### **Hooks High School-Opportunities for Improvement**

- This school year some of the students have been displaced from school due to COVID guidelines or started off as virtual students. Therefore, significant gaps in academic learning have occurred as shown with benchmark testing. Continue to provide involvement by principals, assistant principals, and teachers in to give high dosage of accelerated learning through the implementation of the intentional planning of activities based on campus needs assessment and campus improvement plans for summer 2021 and the 2021-2022 programming.
- Continue to expand and improve class offerings. For next year, the Site Coordinator plans to add three to four classes specifically targeted to student needs and make a requirement for each student to participate in at least one of those classes. The classes would meet weekly and would be goal focused. For example, a class that teaches young men how to do or fix things around the house, a class that focuses on ACT preparation, and a class that focuses on self-worth for those that are interested. In doing this, valuable lessons will be taught, ACE will build and grow into a more focused and diverse place for students.

### **Hooks Junior High School-Opportunities for Improvement**

- This school year some of the students have been displaced from school due to COVID guidelines or started off as virtual students. Therefore, significant gaps in academic learning have occurred as shown with benchmark testing. Continue to provide involvement by principals, assistant principals, and teachers to give high dosage of accelerated learning through the implementation

of the intentional planning of activities based on campus needs assessment and campus improvement plans for summer 2021 and the 2021-2022 programming year.

- The Site Coordinator will make the ACE program more synergistic with cross-trained staff that is able to handle any subject matter, situation or absence of the Site Coordinator or other key staff members. This will allow for multilayer and intertwined programming that produce tangible and intangible products for each other.(i.e. Gardening grows food for Cooking, Graphics designs shirts for eSports, Multimedia does PR for Archery, etc.)