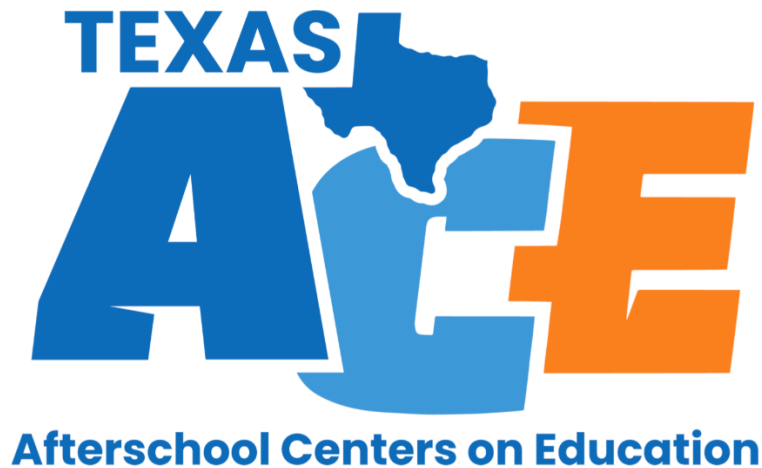


**West Rusk Intermediate School**  
201914104

**21<sup>st</sup> Century Community Learning Centers  
2021-2022 Executive Summary**

Cycle 10 - Year 4



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Submitted by Sharon Gullett, Independent Evaluator

This report summarizes reporting requirements of the Afterschool Centers on Education (ACE) as specified on page 23 of the Texas ACE Local Evaluation Toolkit, August 2019.



Inscripciones Empiezan Jueves 5, Mayo

WEST RUSK ISD

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Mayo 31-Junio 30  
Lunes-Jueves, 8am-2pm

GRADOS 3-5

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**Campamento de Verano ACE 2022**

Semanas temáticas

- Hábitos Saludables y Estado Físico
- Bondad Y Comunitaria
- H2O...solo agregue agua
- Planeta Animal
- Creador de STEM

LAME AL: 903-392-7856 | [odoms@westruskisd.org](mailto:odoms@westruskisd.org) | West Rusk ACE Program

# ACE 2021-2022



## Grant Overview

The Afterschool Centers 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 Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB: Public Law 107-110).

The purpose of ACE program is to support the creation of community learning centers to provide academic and enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools and to encourage more parent participation in school activities other than sports and open house events.

This report examines local data and documents findings for program operations at New Summerfield Independent School District and the West Rusk County Consolidated Independent School District Intermediate campus. West Rusk County Consolidated Independent School District partnered with New Summerfield Independent School District for Cycle 10. The West Rusk Intermediate center was included in this grant because it is a smaller educational unit and has limited resources and infrastructure to oversee and manage the various components of the 21st CCLC operations and accountability.

Both centers are rural and have significant needs in terms of reducing academic achievement gaps, the number of at-risk students, and the scarcity of community resources for students and their families. Sharing strengths and experiences with proven evidence-based strategies using the PRIME Blueprint as a planning tool has provided the structure to assess the efficacy of the program. Key components of the New Summerfield and West Rusk programs include academic assistance and enrichment, and extracurricular learning for participating students and their family members.

The ACE program offers high quality learning opportunities to students who have been identified by their campus administration, teachers or parents as in need of additional assistance to be successful students and to prepare for college and/or a career after graduation. Each campus provides before school learning time where students receive tutoring, complete homework assignments and use the school's computers and other learning resources. Students in the afterschool program are provided a range of learning opportunities, including homework assistance in core academic areas



# West Rusk ACE Executive Summary

## 2021-2022

*The information in this Executive Summary is based on data in the Tx21st reporting system for the fall, spring, and summer semesters of 2019-2022 and on local data reporting systems. Because of the state-mandated school closure due to Covid-19, only partial data in Tx21st for the spring and summer is available. As a result, reporting trends based on incomplete data and anecdotal evidence is difficult and does not portray a completely accurate representation of the ACE program at West Rusk Intermediate.*

### I. Overall Strengths and Next Steps

#### A. Strengths

1. Sustained high attendance rate. At the highest attendance level for Cycle 10, the attendance goal of 70 regular students was exceeded by 35 students.
2. Maintain a high percentage of the students enrolled in the ACE program who attended 45-days or more.
3. Provided a wide variety of enrichment and college and career activities (50) based on student voice and choice.
4. Exceeded the required parent participation level by 90%.

#### B. Accomplishments

1. Scored perfect ratings on 15 out of the 15 ACE Quality Assurance Program requirements.
2. Exceeded student 45-day attendance of 70 students by 35.
3. Exceeded the parent attendance goal of 40 by 37.
4. Provided new and/or different enrichment programs on each campus every 7 week

#### C. Challenges and Next Steps

1. Continue a Social Emotional Learning program for grades 3-5.

##### Strategies

- a) Continue teaching SEL concepts through direct instruction using the Leadworthy Character Curriculum™ and as part of reading, math, and all other subjects.
- b) Engage students in the SEL process multiple times each day in every school context using the common language of the classroom.
- c) Offer continuing professional development for staff and opportunities for building their SEL skills.
- d) Incorporate SEL content into family engagement activities.
- e) Provide parenting tips that are SEL based in a monthly newsletter.
- f) Post photos of students engaged in SEL activities on the NSISD ACE Facebook page.

2. Continue the on-campus, 6-hour, 4-day week summer program in 2022.

##### Strategies

- a) Meet with the ACE team in the fall to evaluate the effectiveness of summer 2022.
- b) Contact Site Coordinators from other ACE districts to learn about their experiences with summer 2022 and their plans for 2023.
- c) Continue offering a different immersive theme for each week of the summer session.
- d) Continue field trips associated with summer topics or themes.

- e) Provide lunch for students each day as well as morning snacks.

**2. Work toward the expectation that all 45-day elementary ACE students will also average at least 120 minutes a day.**

Strategies:

- a) Analyze attendance data for 2018-2019, 2019-2020 and 2020-2021 to determine the number of 45-day students who averaged at least 120 minutes a day.
- b) Consider if attendance levels for 2018-2019 and 2020-221 show attendance trends.
- c) Survey students to determine if there might be changes to the ACE program that would encourage more regular attendance.
- d) Meet with parents to explain why increased attendance each day would have positive benefits to their children.
- e) Reward/honor students who meet attendance goals.
- f) Use social media to promote frequent attendance.

**3. Deliver innovative, engaging, and evidence-based ACE lessons and projects that are aligned with the regular school day program and in all required component areas: Academic Assistance, Enrichment, Family Engagement, and College and Workforce Readiness.**


Strategies:

- a) Assess the need to improve the quality of the intentional activities that support the goals of New Summerfield ISD and its ACE program.
- b) Identify the front-line staff who would benefit from professional development to enhance Lesson Plan design and writing skills.
- c) Develop a list of professional development opportunities teachers may attend that address individual needs and may be multi-modal (in-person or online).
- d) Present a professional development calendar to front line staff and explain how sessions for attendance should be selected.
- e) Create a professional development opportunities webpage for the ACE website.
- f) Document attendance at professional development sessions with certificates.
- g) Provide innovative, engaging, and evidence-based instructional classroom activities that are varied and appropriate to the ability level of the students
- h) At the end of the term, ask students to complete an EOC review using a district-created online assessment tool.

## **II. Center Overview**

The hours of operation at West Rusk Intermediate include 15 hours weekly before and after school during the fall and spring semesters and 6 hours a day during the summer. This schedule fulfills district needs and accommodates the schedules of working families. ACE goals and objectives mirror the District Campus Plans and closely follow the requirements of the grant. The whole program is intended to help students transcend their current socio-economics limitations whether it is support for academics, social engagement, or career preparation.

## A. Campus Demographics

<b>Location:</b> 10705 S. Main, New London, TX 75682, Rusk County		
<p>Accountability Rating: NA, 2020; C, 2019</p> <p>225 students (TAPR 2020)            10% African American            33% Hispanic            51% White            6% Other</p> <p>\$998 budgeted per student</p>		<p>83% Economically Disadvantaged            62% At-Risk            22% English Learners            10% Section 504            6% Dyslexia            .9% Foster Care            6% Homeless            0% Immigrant            .5% Migrant</p> <p>21.9% Federal Poverty (SAIPE 2019)</p>

### Accountability Data Summary

Student Achievement Raw Component Score		Closing the Gaps % of Indicators Met	
STAAR Performance	36	Academic Achievement Status	22%
College, Career and Military Readiness	N/A	Growth Status	N/A
Graduation Rate	N/A	Graduation Status	N/A
School Progress Raw Component Score		English Language Proficiency Status	100%
Academic Growth	N/A	Student Success Status	0%
Relative Performance (Eco Dis: 79.1%)	36	School Quality Status	N/A
		% Participation (All Tests)	
		2018-19	100%
		2020-21	100

Figure 1: Source: TAPR 2021

## B. Unique Attributes

1. Rural school with limited community resources
2. No active youth club or other youth serving agencies other than the school district.
3. High attendance at family engagement events



### III. Implementation

#### A. Attendance in ACE

<b>Students</b>	<b>2019</b>	<b>2020*</b>	<b>2021*</b>	<b>2022</b>
Number of 45-Day Students Required	<b>70</b>	<b>70</b>	<b>70</b>	<b>70</b>
Students Enrolled	150	132	134	149
Students Attending 45 days or more. Goal 70	93	78	100	105
45-Day Students Attending At Least 2 Hours Daily. Goal: 70	83	73	82	88
<b>Adults</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	
Number of Parents Required	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
Number of Parents Enrolled	98	125	68	76
Number of Parents Attending More Than Once. Campus Goal: 36	52	72	24	28
Percentage of Parents 2 Times or More. % Campus Goal:	130%	180%	60%	78%

Figure 2. Source: TX21st 2022

\*Attendance in 2019-2020 would have been higher in all categories if the spring and summer terms had not been limited.

#### B. Overall Quality

The ACE program at West Rusk Intermediate is committed to supporting the program's theory of action whereby 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.

The hours of operation (15 hours weekly, Monday-Friday) include hours before and after school that accommodate working families. ACE goals and objectives mirror the District Campus Plans and closely follow the requirements of the grant.

Classroom walkthroughs by the Site Coordinator were frequent. Scheduled classroom evaluations using a local instrument were completed for all instructors. The ACE Site Coordinator conferenced with teachers often and built an open collaborative dialogue with them.

A more thorough Quality Assurance Process was implemented in this year. The purpose of this systematic process is to aid ACE programs in comparing the campus program to TEA standards and in identifying areas for improvement. Site Coordinators were asked to self-assess the campus program. TEA then reported its findings. Each category was ranked either Compliant, Implementing, Progressing, or Optimizing.

TEA evaluated fifteen Quality Indicators for this campus and agreed with the Site Coordinator's assessment on the Academic Gains report. It's anticipated that scores will remain at the Optimizing level for all indicators next year.

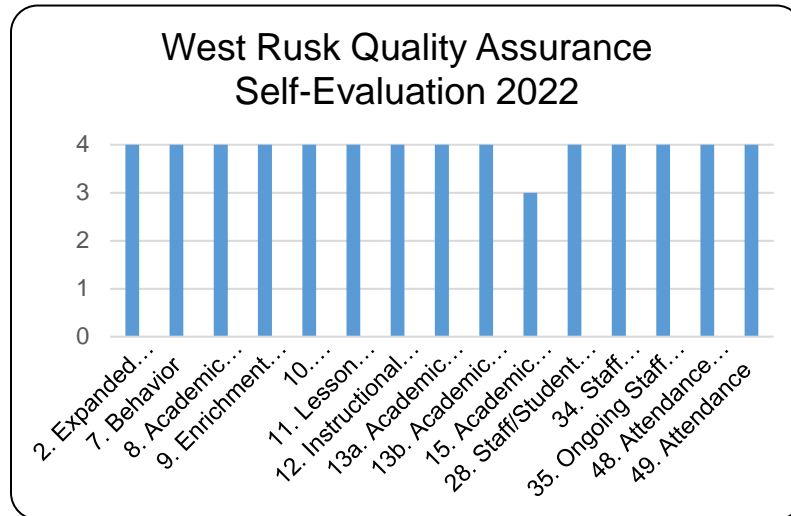


Figure 3. Source: QAP, 2022

Figure 3 shows that the program at West Rusk Intermediate received the highest rating possible for 14 out of 15 indicators.

### Quality Assurance Indicators Reported in 2021-2022

2. **Expanded School Day Learning** (4/4) – Texas ACE staff and school day staff coordinate to align instruction.
7. **Behavior** (4/4) – The site coordinator interprets and reflects on behavior-related outcome data to plan adjustments as needed.
8. **Academic Lesson Plan Alignment** (4/4) – The lesson plan includes an assessment that measures the extent to which goals/objectives are met.
9. **Enrichment Lesson Plan Alignment** (4/4)– The lesson plan includes opportunities for students to reflect on new learning.
10. **Social & Emotional Learning** (4/4) – Students reflect on the practice of social and emotional skills.
11. **Lesson Plan Oversight** (4/4) – The center provides opportunities for discussion and reflection on feedback on lesson plans.
12. **Oversight of Instructional Delivery** (4/4) – The center provides opportunities for discussion and reflection on feedback on instruction delivery.
- 13a. **Academic Support Services Oversight** (4/4) – The site coordinator holds staff members accountable for improving the quality of academic support services based on feedback.
- 13b. **Academic Support Services Delivery** (4/4) – Academic support services are designed to reinforce school day learning.
15. **Academic Gains** (3/4) – The center exceeds at least one academic outcome identified in a SMART goal.
28. **Staff & Student Relationships** (4/4) – The site coordinator regularly gauges the emotional safety of students to provide targeted support (e.g., Training, resources, redirection) to students and staff to build more positive relationships.
34. **Staff Effectiveness** (4/4) – The center holds staff members accountable for improving their effectiveness based on feedback.



- 35. **Staff Quality: Ongoing Staff Learning (4/4)** – The center utilizes a data-driven approach to revisit and to update its professional learning opportunities provided.
- 39. **Staff Development (4/4)** - The state coordinator holds staff members accountable for improving based on feedback.
- 48. **Attendance Strategies (4/4)** – The action plan includes a positive reinforcement component for regular attenders and an individual intervention component for low attenders.
- 49. **Attendance (4/4)** – The center meets or exceeds at least one attendance outcome identified in a SMART goal.

**C. Participant Responsiveness**

Attendance levels have well exceeded base requirements in year 1 -3. Exceeding the grant goal of seventy, 105 regular students (45-days) attended at West Rusk Intermediate in ACE in 2022, and 88 of those students averaged 2 hours or more a day. Informal conversations with parents and students revealed that ACE has been beneficial to the overall experience at school and has given students opportunities to explore enrichment activities that might not otherwise have been available. The students loved the summer activities.

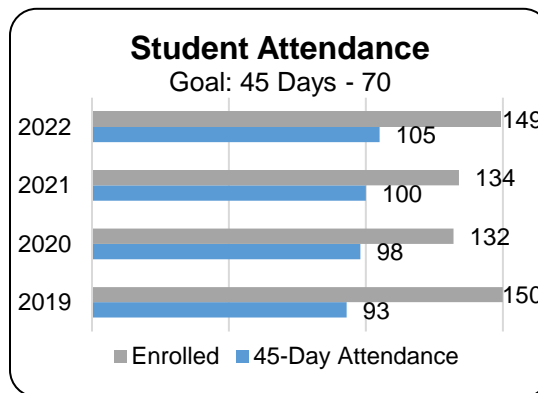


Figure 4. Source: Tx21st, 2022

Av Hrs	# of Ss	%
3.00+	27	26%
2.75	12	11%
2.50	14	13%
2.25	25	24%
2.00	10	10%
-2.00	17	16%
	105	100%

Figure 5: Source: TX21st, 2022:

“Given that positive academic achievement is gained through sustained program attendance, the Texas ACE Program is designed to serve students and families over time.

Program evaluation findings have been consistent in finding that positive student outcomes are related to the extent of participation in the program (i.e., dosage).”

(<https://tea4avcastro.tea.state.tx.us/eGrants/21-22/22695026/errata1.pdf>) In the future, TEA will consider at least 2 hours a day for 45 days the minimum amount of time required to meet attendance standards.

Although it is not a required calculation to report to TEA during the current grant, it is important to look at dosage through the lens of future afterschool grants and work toward meeting those guidelines in advance of application. One of the Next Steps for 2022-2023 will be to work toward maintaining the number of students who average 2 hours a day and also participate 45 days.

This year 88 of the eligible 45-day students averaged at least two hours a day. So, the required goal of 70 students attending 2 hours or more per day was exceeded again this year.

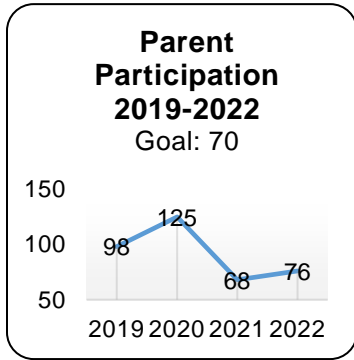


Figure 6: Source: Tx21st, 2022

Parent support is always high on this campus. Even with the challenges created by COVID, the grant goal was exceeded by 28. Although lower this year, the amount of parent attendance was significant because the district decided to limit in-person meetings and special student celebrations and events for most of the year.

## IV. Local Needs and Outcomes

### A. Local Needs

The ACE program at West Rusk remains stable and consistently meets instructional goals even when impacted by the COVID pandemic. Year I of the Cycle 10 ACE program at West Rusk was based on the results of the 2016-17 TAPR and was designed to impact student performance and promotion at all grades and in all subjects that tested below the state average as well as prepare students for college and the workforce. For year 3, the scope of the program did not change. Some activities were modified to focus on subject areas needing more academic improvement, to build upon activities begun in the previous year, and, when possible, to accommodate increased student voice. Program quality remained consistent as evidenced by the Quality Assurance Process, attendance, the variety of activities, the results of teacher evaluations, and classroom visits.

### B. Local Outcomes

In 2019-2020, success of the program in the spring and summer was limited by the mandated school closure caused by COVID-19. However, a comparison of the Number of Activities (Figure 6) and other indicators for all (Figure 7) point toward program consistency for all the other years. Attendance and the number of activities exceeds expectations.

Clearly, West Rusk is dedicated to serving its students through ACE. For many of the economically disadvantaged families, the ACE program provides the children with opportunities that would otherwise be unavailable.



Comparing Year 1 – Year 4 of Cycle 10																
	2018-2019				2019-2020				2020-2021				2021-2022			
	Fa	Sp	Su	Total	Fa	Sp	Su	Total	Fa	Sp	Su	Total	Fa	Sp	Su	Total
Academic	12	7	0	19	6	7	6	19	6	7	1	14	6	6	1	13
Enrichment	13	24	3	40	22	19	0	41	19	28	0	47	20	30	0	50
College & Workforce	3	4	0	7	8	0	0	8	1	2	0	3	0	0	0	0
Family Engagement	7	6	0	13	6	5	1	12	3	2	1	6	2	2	1	5
<b>Total per Sem/Yr</b>	<b>35</b>	<b>41</b>	<b>3</b>	<b>79</b>	<b>41</b>	<b>31</b>	<b>7</b>	<b>79</b>	<b>29</b>	<b>39</b>	<b>2</b>	<b>70</b>	<b>26</b>	<b>38</b>	<b>2</b>	<b>65</b>
Activity Delivery Method																
	Fa	Sp	Su	Total	Fa	Sp	Su	Total	Fa	Sp	Su	Total				
In Person	19	40	3	79	42	29	1	74	29	37	2 c	68	26	38	2	65
Distance Learning	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0
Learning Kits	0	0	0	0	0	0	3	3	0	2	0	2	0	0	0	0
	19	40	3	79	42	29	1	74	29	39	2	70	26	38	2	65

Figure 7: Source: Tx21st 2019-2022

### C. Campus Logic Model

1. Each student should meet or exceed “Meets Grade Level” performance on the STAAR ELAR assessment.

Of the students attending 45 days or more with an average attendance of 2 hours or more per day, 29 out of 59 students or 49% in the 4th -5th grades taking the STAAR ELAR assessments scored on either Meets or Masters level. This is an increase of 9% from last year.

2. Each student should meet or exceed “Meets Grade Level” performance in the STAAR Math assessment.

Of the students attending 45 days or more with an average attendance of 2 hours or more per day, 19 out of 59 students or 32% in the 4th - 5th grades taking the STAAR Math assessments scored on either Meets or Masters grade level. This is an increase of 1% from last year.

3. High quality afterschool enrichment programs that include a variety of activities will support the development of social, mental, physical, and creative abilities of all ACE students.

While academics is the primary focus of West Rusk Intermediate program, all enrichment and college and workforce activities include elements of social, mental, physical, and creative development. In informal comments, students reported not only having fun but were eager to explore new things such as Vex Robotics, Model Car Creation, Watercolor Art, Wood Working, Yard Games, and Recycle Art.

4. Students will be given opportunities to self-select activities that incorporate the 4C’s” critical thinking, creativity, collaboration, and communication.

Intermediate students in this rural area have limited access to actual career and college-related experiences. Although the 4C’s are embedded in all academic, college and workforce, and enrichment classes, 50 activities were provided during the fall and spring semesters that provided students time to apply knowledge and skills they had learned in the classroom. A camp-like summer session provided some off-campus activities for students whose parents

might not have been able to provide them. Field trips to the Tyler Art Museum, Shreveport Aquarium, Martin Creek State Park Fishing, and the Longview Splash Pad were fun yet educational.

**5. To strengthen the school-family relationship, a Parent Resource Center should be developed on campus in the ACE building that will serve as a dedicated place for parent education and for regularly schedule activities involving parents and ACE personnel.**

Five family engagement activities were provided because of the district’s decision to limit afterschool activities. But, attendance at the scheduled events was good, and they provided parents opportunities to interact with their children in a relaxed educational environment. Activities varied from a Halloween Trunk and Treat, a Family Literacy Night, an ACE Spring Showcase, to a summertime family swim night.

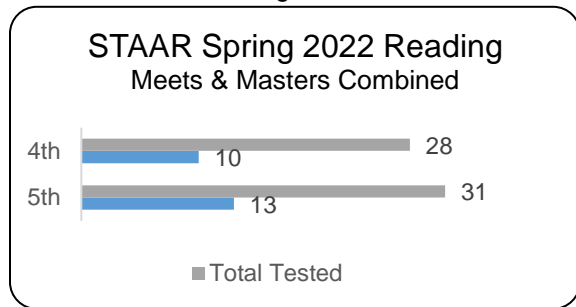
**6. West Rusk Intermediate will build a strong parent engagement connection in the primary years and plan for it to continue as the students progress from Pre-K to grade 12.**

Family engagement is based upon the theory that parents will become more interested in their children’s education if they have opportunities to advance their own education and enrichment in an environment similar to their children. Parent attendance for 5 family engagement activities exceeded the required grant goal of 40 by 36 parents or 90%. With 28 parents attending two times or more, a campus goal of 36 parents was not reached because parent activities were limited in 2019-2021. It is anticipated that all parent attendance goals will be reached or exceeded next year as they were in 2019 and 2020.

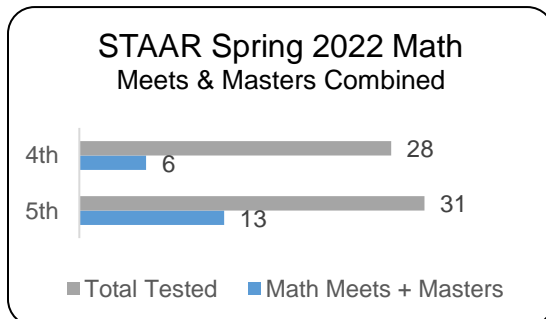
**V. State Outcomes by Major Texas ACE Goal/Objective Areas**

**A. Improve academic performance, increase grade promotion, and target all identified students including the focus campus.**

**ELAR** Of the students attending 45 days or more with an average attendance of 2 hours or more per day, 29 out of 59 students or 49% in the 4th -5th grades taking the STAAR ELAR assessments scored on either Meets or Masters level. This is an increase of 9% from last year.



**Math**:-Of the students attending 45 days or more with an average attendance of 2 hours or more per day, 19 out of 59 students or 32% in the 4th - 5th grades taking the STAAR Math assessments scored on either Meets or Masters grade level. This is an increase of 1% from last year.



**B. Improve attendance by offering a broad array of enrichment services for targeted students PK-12.**

In addition to attendance goals being exceeded, 50 College and Career and Enrichment Activities were provided. Student input through Voice and Choice contributed to the success of this grant goal. And Enrichment activities were changed every 7 weeks so the students have more opportunities to be introduced to new skills.

**C. Improve student readiness for College and the Workforce.**

ACE activities on this campus were created to encourage the development of “well-rounded” students, emphasizing soft skills such as leadership, problem-solving, and risk-taking, in areas beyond traditional courses and content areas. All Academic and Enrichment activities incorporated these skills as well.

**D. Offer families active and meaningful engagement in their child’s education along with literacy opportunities.**

Family engagement is based upon the theory that parents will become more interested in their children’s education if they have opportunities to advance their own education and enrichment in an environment similar to their children. All four years of Cycle 10 have reported more than the required number of parents participating in the program.



**E. Increase opportunities that build positive social mindsets and positive behavior.**

A Plan of Action was written to address this objective in 2019, the initiative was not completed because infusing a campus-wide social emotional learning culture takes more than one year. However, the teachers are adept at incorporating SEL concepts in

WEST RUSK ACE SUMMER CAMP 2022						
S	M	T	W	T	F	S
THEME WEEK 1 EXPRESS YOURSELF	May 30 Memorial Day Holiday <i>(No festival-Commemorative)</i>	First Day of ACE Camp Reading Challenge Henderson @ 10:00	June 1	2 Justin @ own Red Dirt Hat Co.	3 Tyler Museum of Art Field Trip	4 *pottery *dance
THEME WEEK 2 FIT KIDS	5	6 REO SKATING Field Trip	7 Reading Challenge Henderson @ 10:00 Rock Painting	8 OSTI-CON	9 OSTI-CON	10 OSTI-CON CAMP CLOSED CAMPAMENTO CERRADO
THEME WEEK 3 WATER & WEATHER	11 *football *volleyball *drumfit	12	13 Tx DSHS (here) Water Safety @ 1:00	14 Reading Challenge Henderson @ 10:00 stuffed jellyfish	15 Doc Deason	16 Aquarium - Shreveport Field Trip CAMP CLOSED CAMPAMENTO CERRADO
THEME WEEK 4 CREATURES	17 *water color *water snacks	18	19	20 Freedom Defense 9:30-11:00 Reading Challenge Henderson @ 10:00	21 Creature Teacher @ Convention Center	22 Martin Creek fishing Field Trip CAMP CLOSED CAMPAMENTO CERRADO
THEME WEEK 5 STEM	23 *owl pellets *animal projects	24	25	26 Reading Challenge Henderson @ 10:00 making slime FAMILY POOL NIGHT	27	28 Creature Teacher @ Convention Center
	29 *gaming *experiments	30 Last Day of ACE Camp Splash Pad Field Trip				

instructional and enrichment activities. Kindness Counts activities specifically address to introduce SEL concepts to students, and SEL is incorporated in all student/adult interactions on this campus.