FLORIDA DEPARTMENT OF EDUCATION
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SUMMATIVE EVALUATION REPORT
Project Year 2022-2023

NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
F L O R I D A

Subgrantee Name
Sumter County School District
Masterminds at Webster Elementary School
600-2443B-3CEL1

Due Date
August 5, 2023, at 11:59PM EDT

Submission Environment
EZReports

Summative Evaluation Report Process

The 21st Century Community Learning Centers (21st CCLC) initiative is a key component of the Every Student Succeeds Act (ESSA). 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 specific purposes of the federal law are to:

- provide opportunities during non-school hours [also in-school hours for Extended Learning Programming subrecipients] for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- offer students a broad array of additional services, programs and activities during non-school hours [also in-school hours for Extended Learning Programming subrecipients] such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The **Summative Evaluation Report (SER)** process of the 21st CCLC is a comprehensive assessment that evaluates the program's effectiveness in achieving its goals. This process is a federal and state requirement and is aligned with the GPRA measures and state objectives. The report template has been developed by the FDOE-21st CCLC program office and serves as a tool for subgrantees to conduct self-evaluation.

Subrecipients are expected to complete this **SER** using both qualitative and quantitative information pertaining to various aspects of the program. This includes details on student characteristics, project operations, staff characteristics, outcomes, and sustainability efforts. The purpose of collecting this information is to gauge the overall impact and success of the 21st CCLC program and to identify areas for improvement and future planning. By gathering these data and insights, subgrantees can assess the effectiveness of their programs, make data-informed decisions, and demonstrate accountability to the federal and state agencies involved and the communities served by the grant. This evaluation process plays a crucial role in ensuring that the 21st CCLC program remains focused on achieving its objectives and delivering quality services to students and communities.

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1.0 INTRODUCTION OF PROGRAM

In 500 words or less, provide a narrative in the text box below that outlines the following:

- *this specific project's function and purpose*
- *characteristics of the population served,*
- *the project's enhancement on the community and the students served.*

Based on needs assessments conducted prior to grant applications, Webster Elementary School (WES) demonstrated a need for additional school- based academic support.
Webster Elementary School is identified as being a school for Comprehensive Support & Improvement by the Florida Department of Education during the 2020-21 and for the 2021-22 school year.

Webster Elementary School was graded a "B" in the 2017 and 2018 school years; however, WES was only eleven points away from being graded a "C." During the 2019 school year, WES experienced a decline in student achievement resulting in a school grade of a "C." This in conjunction with the recent COVID pandemic has further increased the learning gap for students served at WES.

Through perseverance of both teachers, staff and students and with additional support provided through 21st CCLC grant programming, Webster Elementary School earned a "B" grade for the 2021-2022 school year.
Due to new FAST Testing and progress monitoring, school grades for the 2022-23 school year will not be released until later in the year. As data continues to be released, the Masterminds program will continue to evolve to support student needs.

2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21st CCLC Program. Tables 1,2,3, and 4 require the respondents to provide numeric data about the total number of students who participated in both the Summer and Academic Year programs. Also, provide a brief narrative summary of clarifying information into the following narrative box to complement the tables, to include any challenges encountered in data collection or reporting.

Master Minds at Webster Elementary School serviced around 97 students in third and fourth grade. These students had consistent attendance for their program during the 2022-2023 school year. Webster Elementary school did not provide a 21st CCLC grant funded summer program. However, in addition to the school day and before hours, Webster Elementary School did provide an after school "boot camp" for test prep. Webster Elementary School is a Title I School, all students receive free or reduced priced lunch..

2.1 Student Enrollment Total

Table 1. Student Enrollment: Total Participating Students* for Summer 2022 and 2022-2023 Academic Year

*A participating student can be defined as any student who attends at least one hour of programming in the 21st CCLC.

Site Name	Total Participating Enrollment	
	Summer	Academic Year
Masterminds – Webster Elementary	0	97

2.2 Student Demographics

Table 2. Population Specifics: Total Participating Students

Site Name	Limited English Language Proficiency	Identified with Special Needs	Free or Reduced-Price Lunch	Gender		
				Male	Female	Other
Masterminds – Webster Elementary	16	25	All Students Received Free Lunch	49	48	0

Table 3. Student Race and Ethnicity: Total Participating Students

Students may be counted more than once.

**Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.*

Site Name	Total Participating Students*							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or more races	Data Not Provided **
Masterminds – Webster Elementary	0	0	10	0	0	85	2	0

Table 4. Student Grade: Total Participating Students

Students may <u>not</u> be counted more than once.

Site Name	Grade in Schools*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Masterminds – Webster Elementary					56	41									97

3.0 PROJECT OPERATIONS

In 300 words or less, provide a brief narrative of the project's operation in the text box below. This narrative should at a minimum:

- *include the typical and total time of operation for various reporting timeframes,*
- *describe the type of programming provided,*
- *include a summary of or enhance the information provided in the tables below,*
- *explain any discrepancies between the reported operations and the proposed operations from the approved site profile worksheet,*
- *address the types of activities chosen for programming, and*
- *describe how transitions between activities are planned and executed.*

The Masterminds Program for the 2022-2023 school year consisted of approximately 109 students who received targeted instruction before and during the school day. We implemented the MasterMinds 21st CCLC Extended Learning opportunity in three third grade and two fourth-grade classrooms. The program began 30 minutes before school and ran through the school day, Monday-Friday. In August 2022 students began participating in the Master Minds program with extended learning opportunities focused on engaging instructional enhancements. These daily intensive interventions consisted of Voyager Passport (Reading) and VMath (Math). Project Lead the Way (STEAM) was used as an enrichment program. The students and teachers also had various online platforms such as; IXL, Study Island, and USA Test Prep. These specialized intensive reading and math tutoring interventions offered alternative learning strategies specific to special populations such as multiracial and students with disabilities.

The Masterminds program also offered a Spring Boot Camp, an extended day, to provide additional support to students prior to end of year testing.
To support parent involvement, local community partners provided additional activities to students outside of the typical school day. This includes a paint night and other quarterly events to support culture, engagement, and positive family interactions.

Complete the tables below as indicated in the headers.

Table 5. Summer 2022 Operations

*Please indicate when **the site was open**.*

Site Name	Total # of weeks	Typical # of days per week	Typical # hours per day		Total # days	
			Weekdays	Weekend - Holidays	Weekdays	Weekend - Holidays
Masterminds – Webster Elementary	0	0	0	0	0	0

Table 6. 2022-2023 Academic Year Operation

*Please indicate when **the site was open**.*

*Only Extended Learning Programs (ELPs) provide services during school.

Site Name	Total # of weeks	Typical # of days per week	Typical # hours per day				Total # days			
			Before School	During School*	After School	Weekend - Holidays	Before School	During School*	After School	Weekend - Holidays
Masterminds – Webster Elementary	38	5	.5	2	2.5	0	180	180	8	0

4.0 STAFF CHARACTERISTICS

In 150 words or less, provide a brief narrative of the composition of staff at each site in the text box below. This narrative may include, but is not limited to:

- *staff demographics*
- *staff quality (training and certifications)*
- *turnover*
- *professional development*
- *the ratio of students to staff at each site and explain how the ratio affects programming and instruction.*

The certified instructional staff was made up of 5 females. The classroom teachers started the year with the students at the start of school. The MasterMinds instructional staff certificates are three-Elementary Education and two-pk-3rd. Three teachers are also certified in ESOL and Reading Endorsed. One is ESE certified.

Teachers attended Voyager, Vmath, and Project Lead the Way training, and Core Connections professional development. Sumter County also provided additional mandated PD.

Table 7. Program Staff Types by Category

*Please indicate **the number of staff** members based on their positions.*

Position	Webster Elementary School	
	Paid	Volunteer
Administrators and Coordinators	4	0
College Students	0	0
Community Members	0	0
High School Students	0	0
School Day Teachers (including substitutes)	5	0
Non-teaching School Day Staff	2	0
Sub-contracted Staff	0	0
Other	0	0

5.0 OUTCOMES

This section should outline each approved objective, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the project on the populations served. (Add more textboxes as needed.)

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

Please provide a narrative describing the data collection methodology and outcomes. This may include:
- *outcomes met through programming,*
- *the impact on the population being served, and*
- *any data collection challenges.*
- *Provide the Program Performance Report that can be generated from EZReports to present outcomes against State Objectives.*

Objective 1:	
Description of Activities:	70% of regularly participating students will improve to a satisfactory English Language Arts grade or above or maintain a high grade across the program year.
Description of Assessment:	Reading Report Card Grades
Measure and Data Collected:	Report card grades
Data Timeline:	Quarter 1, 2, 4
Data Quality:	Satisfactory
Continuous Assessment:	Progress reports were sent in between report cards.
Student Inclusion:	No students were excluded

Benchmark	*Number of Students Assessed*	*Number of Students Achieving Benchmark*	*Percentage*
70%	98	85	86%

Narrative
Proposed Programmatic Changes and Rationale
Teachers will begin incorporating Florida Standards Assessment review activities into reading and math blocks for Quarter 3 and 4. Midyear data indicated that the program is percent points away from meeting the goal of 70% of students meeting the objectives. The program is on track to meet the objective. Some students were still in need of additional support.
Proposed Data Collection Changes and Rationale
No Changes: Certified teachers of the regular school day record grades in the district administered Skyward Program.   The District MIS department extracts grade data from Skyward using the data fields required on EZreports for baseline, mid-year and end-of-year templates and saves it to a secure password protected file.   The Program Director uploads

the files into EZ Reports. Results are shared with school principals and site coordinators. Data has been collected satisfactorily.

Objective 2:	
Description of Activities:	*70% of regularly participating students will achieve a satisfactory level or above on English Language Arts/Writing*
Description of Assessment:	2022 Florida Standards Assessment
Measure and Data Collected:	Not available
Data Timeline:	May 22
Data Quality:	NA
Continuous Assessment:	PM
Student Inclusion:	NA

Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
70%	98	57	*58%*

Narrative

The 2022-2023 school year was the first year the state has given Progress Monitoring. Our data from PM1 is 14% proficiency in Reading, PM2 is 36% proficiency in Reading, and PM3 is 58% proficiency in Reading. As we did show growth from PM1 to PM3, we did not meet our goal of 70% of students meeting the objectives.

Proposed Programmatic Changes and Rationale

As this was the first year of Progress Monitoring the students were new to the computer format. Sumter County continues to use i-Ready diagnostic as well and we did meet the goal of 70% on this platform. We contribute this to the fact that all Sumter County students are familiar with i-Ready.

Proposed Data Collection Changes and Rationale

NA

Objective 3:	
Description of Activities:	70% of regularly participating students will improve to a satisfactory Mathematics grade or above or maintain a high grade across the program year.
Description of Assessment:	Mathematics Report Card Grades
Measure and Data Collected:	Report Card Grades
Data Timeline:	Quarter 1, 2, 4

Data Quality:	Satisfactory
Continuous Assessment:	Progress reports were sent in between each report card
Student Inclusion:	No students were excluded

Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
70%	98	89	91%

Narrative

No additional information at this time.

Proposed Programmatic Changes and Rationale

No changes. Midyear data indicated that the program is 22 percent points away from meeting the goal of 70% of students meeting the objectives from PM 2 to PM 3. We exceeded our goal of 70% of students meeting the objectives through standards based instruction. Some students were still in need of additional support. The program is on track to meet the objective.

Proposed Data Collection Changes and Rationale

No Changes: Certified teachers of the regular school day record grades in the district administered Skyward Program.   The District MIS department extracts grade data from Skyward using the data fields required on EZreports for baseline, mid-year and end-of-year templates and saves it to a secure password protected file.   The Program Director uploads the files into EZ Reports.   Results are shared with school principals and site coordinators. Data has been collected satisfactorily.

Objective 4:	
Description of Activities:	70% of regularly participating students will achieve a satisfactory level or above on mathematics
Description of Assessment:	2022 Florida Standards Assessment
Measure and Data Collected:	NA
Data Timeline:	May 22
Data Quality:	NA
Continuous Assessment:	PM
Student Inclusion:	NA

Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
70%	98	70	71%
Narrative			

The 2022-2023 school year was the first year the state has given Progress Monitoring. Our data from PM1 is 5% proficiency in Math, PM2 is 22% proficiency in Reading, and PM3 is 71% proficiency in Reading. As we did show growth from PM1 to PM3, and we exceeded our goal of 70% of students meeting the objectives.

Proposed Programmatic Changes and Rationale

The State of Florida implemented a new statewide assessment, the Florida Assessment of Student Thinking (FAST), in the 2022-23 school year. As this was the baseline year for the new state assessment, there is no comparable data from the previous year (2021-22). Consequently, state assessment data is unavailable for all Florida 21st CCLC subrecipients. The comparable data will be reported during the 2023-24 upload window.

Proposed Data Collection Changes and Rationale [NA]

Program Performance Report 2022-2023

Project #: 600-2442B-1CRN2   Project Name: Sumter CSD (C14)

Domain	Objective #	Total # of Participants Served	Total # of Participants Measured	% of Participants Measured	Total # of Participants Meeting SOS	% of Participants Meeting SOS	Benchmark Met
English Language Arts - FSA Scores	1.A.1	59	0	0%	0	0%	N
English Language Arts - FSA Monitoring	1.A.2	59	0	0%	0	0%	N
English Language Arts - Report Card Grades	1.A.3	59	0	0%	0	0%	N
English Language Arts - Progress Reports	1.A.4	59	0	0%	0	0%	N
Mathematics - FSA Scores	1.B.1	59	0	0%	0	0%	N
Mathematics - FSA Monitoring	1.B.2	59	0	0%	0	0%	N
Mathematics - Report Card Grades	1.B.3	59	0	0%	0	0%	N
Mathematics - Progress Reports	1.B.4	59	0	0%	0	0%	N
Grade Point Average (Unweighted)	1.C	0	0	0%	0	0%	N
Attendance/Drop out Prevention	2.A	59	0	0%	0	0%	N
In-School Suspensions	3.A.1	59	0	0%	0	0%	N
Behavior Referrals	3.A.2	59	0	0%	0	0%	N
Safe and Supportive Relationships	4.A.1	59	0	0%	0	0%	N
Engagement	4.A.2	59	0	0%	0	0%	N

5.2 Stakeholder Surveys

Provide a brief narrative summary of the findings from the teacher end-of-year stakeholder surveys, to include any challenges encountered in collecting surveys.

Based on 22-23 Stakeholder Survey: FDOE Teacher Survey Results, 84% felt that student engagement increased, 11% felt that student engagement stayed the same, and 5% felt that student engagement decreased. Survey results showed that 83% felt that the level of safe and supportive relationships with peers and adults increased, 12% felt that it stayed the same, and 5% felt it decreased.
There were 110 total responses in this survey.

Table 8. Stakeholder Survey Responses

Survey Questions	Response Rate	Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).

Q1. Student Engagement Level	**110**	**84% (increased only)**
Q2. Level of Safe and Supportive relationships	**110**	**83% (increased only)**

6.0 PROGRESS TOWARD SUSTAINABILITY

In 200 words or less, provide a brief narrative and complete the table describing the project's progress toward sustainability. The narrative should include at a minimum:

- *the agency's progress toward the sustainability plan described in their application narrative,*
- *the structure of the advisory board and any recommendations made, and*
- *the total estimated value of contributions to the program.*

Webster Elementary worked to build partnerships and collaborate with other schools and community agencies to build support for resources needed to sustain the program. We partnered with The Salvation Army, The Villages, Sumter County Sherriff's Department, Sumter EPIC Academy, First Baptist Church Webster, WES PTO, Sumter County Health Department and various local families.

Webster Elementary established a local 21st CCLC Advisory Board comprised of J. Furlong, D. Strickland, B. Ishee, N. Wade, T. Cockayne, J. Duteau, D. Grant, K. Hayes, P. Crall, T. Walleker, and L. Mancini. The board consists of parents, school teachers, business owners and community members. The Advisory Board met four times during the 22-23 school year, with minutes taken and attendance recorded.

Table 9. Program Partners

In terms of sustainability progress, the partnership should include all in-kind and monetary contributions.

Agency Name	Type of Service Provided	Estimated Value ($) of Service or Contribution	Type of Contribution
The Salvation Army	Donations - Blankets	$500	**In-kind**
WES PTO	End of year gifts to students	$485	**Monetary**
Sumter County Sherriff's Department	Program for students	Free	**In-kind**
The Villages	Christmas Presents	$970	**In-kind**
First Baptist Church Webster	Supplies, food for AR family nights	$1,200	**In-kind**
Sumter County Health Department	Program for students	Free	**In-kind**

7.0 PROGRAM REFLECTION

In 300 words or less, provide a narrative with an overall assessment of your 21st CCLC project's impact in the text box below. This may include:

- *reflection of the lessons learned throughout the year,*
- *reflections of the impact of the worldwide pandemic on programming, staffing and/or operations*
- *recommendations to enhance the quality of services offered to students and families for the next year.*

We are proud of the growth and achievements of the 21st CCLC MasterMinds students and staff. The 22-23 school year has provided us with challenges of post-Covid, we continued to work on learning gaps and excel ahead.

For the upcoming school year, we will start all interventions and programs from the beginning of the school year. Increase the communication between teacher and families and incorporate a program to help family members with the curriculum. We will also have a designated class to offer STEAM activities to all Masterminds students.

Our vegetable garden produced a good amount of fresh food that we donated to the families of the Sumter County Youth Center. Next year, we will continue to donate the food to the Sumter County Youth Center and the students will learn to make salsa with our addition of tomato plants. In addition, we grew several plants that our chickens enjoyed eating.

Our cultural programs for the 22-23 school year increased in attendance. There were many events that we held virtually on TEAMs and in person. For the upcoming school year will be incorporating cultural programs during the school day. For the families, we will continue to schedule in-person afterschool events as allowed and virtually.