



Berkeley Springs High School/Morgan County Schools (MC After 3) Local 21st Century Community Learning Center Annual Evaluation Report

1. Program Overview

Grantee Name: Morgan County Schools

Grant Cycle (Years): 5

Site(s) Included: Berkeley Springs High School

Program Director: Summer Goller

Evaluation Period (School Year): 2025

External/Local Evaluator (if applicable): N/A

Brief Program Description:

MC After 3 shares the same mission as Morgan County Schools, which is “Every Child Every Day.” In addition, our afterschool program embodies the 21st CCLC mission to “provide high-quality, federal-funded academic enrichment and support for students (especially from low-income areas) during non-school hours (after-school, summer), helping them meet academic standards through subjects like STEM, literacy, arts, and physical activity, while also offering family education and building essential 21st-century skills like teamwork and critical thinking for future success.”

MC After 3 is offered four days per week for 27 weeks, or more, at Berkeley Springs High School. The program incorporates a meal, academic enrichment, and/or homework help. There are buses that operate limited stops along both main thoroughfares.

2. Goals and Objectives

Academic Goal: 70% of students attending 90 days or more will maintain or gain proficiency in core subjects as measured by math and ELA benchmark scores.

Family Engagement Goal: 70% of families participating in family engagement activities will increase their action to assist their child in school as measured by interviews and surveys.

3. Program Implementation

3.1 Activities Offered

Berkeley Springs High School provided a snack when the students first entered the room, followed by focused tutoring/ academic time until students reached their academic goal for the

day. They were then permitted to choose an enrichment activity such as chess, theater, or other approved games chosen by staff.

3.2 Staffing and PD

Professional Development for MC After 3 happened on Morgan County Schools Professional Learning Days and consisted of a short meeting with teachers to discuss any upcoming changes after the program director returned from a training or conference. All other communication happened via email or when the program director attended the program to check in. The site was small, the staff even smaller, and professional development was very informal for this site as a result.

3.3 Alignment With School-Day Instruction

Berkeley Springs High School had weekly department-specific team meetings that included discussion about students who attended MC After 3 and what they needed to accomplish, or students who were falling behind academically and needed to be referred to MC After 3. Email communication was established and regular between the site coordinator and the regular school-day teachers.

4. Participation Data

WVDE-required:

- Students served: Over the course of the grant, we served an average of 105 students per year:

Year 1 (2020-2021): 89 total students enrolled

Year 2 (2021-2022): 132 total students enrolled

Year 3 (2022-2023): 84 total students enrolled

Year 4 (2023-2024): 142 total students enrolled

Year 5 (2024-2025): 78 total students enrolled

- Regular attendees: Of the average number of students served, an average of 4% attended 90 hours or more.

- ADA: our average daily attendance was as follows:

Year 1: 6.64

Year 2: 10.37

Year 3: 7.39

Year 4: 13.91

Year 5: 8.01

- Demographics:

Year 1: 86 students were white, two students were two or more races; 41 were male, 48 were female; 51 were economically disadvantaged, and 27 had disabilities.

Year 2: 125 students were white, four students were black, and three students were two or more races; 71 were male, 61 were female; 87 were economically disadvantaged, and 38 had disabilities.

Year 3: 81 students were white, one student was black, one student was Latino, one student was two or more races; 34 were male, 50 were female; 47 were economically disadvantaged, 22 had disabilities.

Year 4: 135 students were white, two students were black, one student was Latino, four students were two or more races; one student was an English Language Learner (ELL), 73 were economically disadvantaged, and 33 had disabilities.

Year 5: 75 students were white, one student was black, and two students were two or more races; 52 were male, 26 were female; one student was an ELL, 19 were economically disadvantaged, and 21 had disabilities.

- Family engagement participation:

Each year staff represented MC After 3 at school sponsored family nights and all parent-teacher conferences. There are no official sign-ins, but anecdotally an average of 25 BSHS families attended each event. Our site coordinator made regular contact with each family on a monthly basis as well.

5. Progress Toward Goals

Of the 46 students who attended regularly over the duration of the grant, 36 have successfully graduated from high school. The other 10 are currently still enrolled in the current non-21st CCLC afterschool program and are on track to graduate. As a result of the intensive communication with our most high-risk students' families, our site coordinator was able to guide four students into post-secondary schooling. He was also able to identify needs in students as a result of communication during the program and refer families to supportive services in the schools and community.

6. Student Outcomes

Outcome data for school year 2021-22, 2022-23 and 2023-24 are as follows:

2021-22

GPRA 1: N/A

GPRA 2 (GPA): 44 students improved to a 3.0 or higher.

GPRA 3 (School Day Attendance): Of the 13 students who attended, less than 90% the previous school year, four had improvements.

GPRA 4 (Behavior): No Outcomes

GPRA 5 (Engagement in Learning): No Outcomes

2022-23

GPRA 1: N/A

GPRA 2 (GPA): 33 students improved to a 3.0 or higher.

GPRA 3 (School Day Attendance): Of the 60 students who attended less than 90% the previous school year, 45 had improvements.

GPRA 4 (Behavior): One student had decreased suspensions.

GPRA 5 (Engagement in Learning): No Outcomes

2023-24

GPRA 1: N/A

GPRA 2 (GPA): 27 students improved to a 3.0 or higher.

GPRA 3 (School Day Attendance): Of the 43 students who attended less than 90% the previous school year, 22 had improvements.

GPRA 4 (Behavior): No Outcomes

GPRA 5 (Engagement in Learning): No Outcomes

7. Family Engagement Outcomes

None

8. Program Strengths

Program strengths included increased academic proficiency and communication between regular school day staff and program staff that allowed for better service to students in the program.

9. Areas for Improvement

Attendance was a challenge each year. Administrators learned that with the BSHS student population, some students only needed a short time in the program to achieve the desired result. Professional development was also a challenge, as teachers are generally overcommitted.

10. Recommendations

N/A

11. Continuous Improvement Plan

N/A

12. Conclusion

The BSHS MC After 3 program demonstrated strong effectiveness in meeting student needs by employing a case management approach combined with strategic community partnerships. Through individualized communication, staff identified barriers to learning and provided tailored support to ensure students were equipped for academic success. Case management allowed staff to maintain consistent contact with students and families, fostering trust and enabling early intervention when challenges arose.

Community partnerships played a critical role in addressing basic needs such as food security, clothing, housing assistance, and access to mental health resources. By leveraging these relationships, staff ensured that students had the essentials required to focus on learning rather than survival. This holistic approach not only improved attendance and engagement but also strengthened family-school connections, creating a supportive network around each student.

As a result, students were better prepared to learn, and families reported increased confidence in the school's ability to provide comprehensive support. The program's success reflects our commitment to equity and whole-child development, demonstrating that when basic needs are met through coordinated efforts, academic readiness and overall well-being significantly improve.

13. Appendices

None