Nita M. Lowey 21st Century Community Learning Center

2025-2026 End of Year Report

Ironton City Schools

Tiger Academy



Grants:

Ironton Elementary School #19935

Ironton Middle School #19936

Ironton High School #19148

Program Partner: Ironton Educational Service Center, TJ Howard, Program Consultant

Program Manager: Ironton City Schools, Carrie Munion

Site Coordinators:

Ironton Elementary School- Terri Freeman

Ironton Middle School – Melissa Harvey

Ironton High School – Cathy Brown, Sara Wellman

Data Collection: AJ McKnight, Carrie Munion

Family Engagement Coordinators: Beth Campbell, Daniel Murphy, Michelle Tackett

Local Evaluator: Kathy Goins

Summary of Ironton City Schools Nita M. Lowey 21st Century Community Learning Center Programs 2025-2026

Ironton Elementary School (Grant #19935)

Ironton Elementary School (**IES**) has a total of 551 students enrolled for the 2025-2026 school year with 122 students being served in the Tiger Academy out of school time program from September 29, 2025 through April 23, 2026. Of these 122 students served, 55% were female and 46% were male students. All of the students enrolled in the Tiger Academy program were students who receive free breakfast/lunch. The IES Tiger Academy operated from 6:40 – 7:40am on Monday through Friday and from 2:40-5:10pm on Monday through Thursday for a total of 15.5 hours of academic enrichment and homework help per week. This is the third year of a five-year grant cycle for the IES Tiger Academy. Eighteen staff members operated the academy daily including 1 administrator, 11 school day teachers and 6 non-teaching staff members.

A variety of **activities** were offered to the students in grades Kindergarten through 5th grade including, but not limited to:

Academic Enrichment	100 hours
Activities for English Learners	100 hours
Assistance to Student Behavior	100 hours
Cultural Programs	25 hours
Drug/Violence Prevention	25 hours
Expanded Literacy Services	100 hours
Healthy/Active Lifestyles	50 hours
Literacy Education	50 hours
Parenting Skills/Family Literacy	5 hours
STEM Science, Technology, Engineering, and Mathematics	50 hours
Services for Students with Disabilities	100 hours
Telecommunication/Technology	100 hours
Well-Rounded Educational Activities	100 hours

Community Partnerships play a vital role in the sustainability of the Tiger Academy program. Partnerships for the IES program include the following:

NECCO- South Point Family Counseling and Community Services

Briggs Library

Ironton Little League

Impact Prevention

Lawrence County Health Department

Food Fair

Ashland YMCA

Special Activities were planned and conducted providing the students, families and community with enrichment activities promoting literacy, mathematics, and positive youth development opportunities including the following:

IES Tiger Academy Quarterly Newsletters to Parents

Family and Community Events during Parent/Teacher Conferences

Holiday Family Night Christmas Programs for each grade

Malibu Jack's Literacy Night Event

IES Tiger Summer Enrichment Academy

IES Tiger Academy Family Take-Home Packets

Ironton Middle School (Grant #19148)

Ironton Middle School (**IMS**) has a total of 300 students enrolled for the 2025-2026 school year with 89 students being served in the Tiger Academy out of school time program from September 29, 2025 through April 23, 2026. Of these 89 students served in the program 45% were female and 55% were male students. All of the students enrolled in the Tiger Academy program were students who receive free breakfast/lunch. The IMS Tiger Academy operated from 7:15-8:15am Monday through Friday and 3:15-5:15pm Monday through Thursday for a total of 13 hours of academic enrichment and homework help per week. This is the fourth year of a five-year grant cycle for the IMS Tiger Academy.

A variety of **activities** were offered to the students participating in the program including, but no limited to:

Academic Enrichment	50 hours
Activities for English Learners	
Assistance to Student Behavior	
Career Competencies and Readiness	
Cultural Programs	
Drug and Violence Prevention	
Expanded Library Service Hours	
Healthy/Active Lifestyles	
Literacy Education	50 hours
Parenting Skills and Family Literacy	
STEM Science, Technology,	
Engineering and Mathematics	50 hours
Services for Students with Disabilities	50 hours
Telecommunication/Tech Education	
Well-rounded Educational Activities	

Community partnerships play a vital role in the sustainability of the Tiger Academy program. Partnerships for the IMS Tiger Academy includes the following:

NECCO- South Point Family Counseling and Community Services

Briggs Library

Lawrence County Educational Service Center

Rio Grande E-Sports League

Lawrence County Health Department

Food Fair

Ashland YMCA

A variety of **special activities** were planned and conducted providing the students, families and community with enrichment activities promoting literacy, mathematics, and positive youth development opportunities including the following:

IMS Tiger Academy Quarterly Newsletters to Parents

Family and Community Events during Parent/Teacher Conferences

Malibu Jack Literacy Nights Events

Holiday Tiger Academy Drama Club presentation of "The Santa Interviews"

Spring Tiger Academy Drama Club presentation of "America's Top Model Student"

IMS Tiger Academy Summer Enrichment Program

Fine Arts, Gaming, Drama Club, Guitar and Cooking Activities

Ironton High School (Grant#19936)

Ironton High School (**IHS**) had a total of 376 students enrolled for the 2025-2026 school year with 185 students being served in the IHS Tiger Academy out of school time program from September 29, 2025 through April 23, 2026. Of these 185 students 62% were male and 38% were female. All of the students enrolled in the Tiger Academy program were students who receive free breakfast/lunch. The IHS Tiger Academy operated from 6:55am-7:55am Monday through Friday and from 3:00pm-5:00pm Monday through Thursday for a total of 13 hours of academic enrichment and homework help per week. The IHS Tiger Academy was staffed by 13 staff members, with 2 administrators, 10 school day teachers, and one non-teaching staff member. This is the third year of a five-year grant cycle for the IHS Tiger Academy.

A variety of **activities** were offered to the students participating in the program including, but not limited to:

Academic Enrichment	132 hours
Drug/Violence Prevention and Counseling	4 hours
Expanded Library Services	132 hours
Healthy/Active Lifestyle	4 hours
Literacy Education	132 hours
STEM Science, Technology, Engineering	

And Mathematics	132 hours
Services for Students with Disabilities	264 hours
Telecommunication/Technology Education	264 hours
Well-Rounded Educational Activities	264 hours

Other activities including Art, Cooking, E-Sports, Drivers Education, Graphic Design

Community partnerships play a vital role in the sustainability of the IHS Tiger Academy program. Partnerships for this year's program include the following:

NECCO- South Point Family Counseling and Community services

Spare Time Recreation

Impact Prevention

Ohio Means Jobs- Lawrence County One Stop

Lawrence County Sheriff Department – Steve Sisler

Food Fair

Ashland YMCA

A variety of **special activities** were planned and conducted providing the students, families and community with enrichment activities promoting literacy, mathematics, and positive youth development opportunities including the following:

Ohio Means Jobs Career Assessments

IHS Tiger Academy Quarterly Newsletters for Parents

Family and Community Events during Parent /Teacher Conference Dates

IHS Tiger Academy Summer Enrichment Program

IHS Tiger Academy Family Take-Home Packets

FAFSA Completion Workshop

Rose Valley Animal Park Field Trip

Camp Landing Movie Night

Verse Immersive Field Trip

Program Performance Objectives

PPO1 Mathematics

By May 2026. 70% of students in grades K-2 that attend afterschool for at least 60 hours will meet or exceed a Benchmark score in **mathematics** using **Acadience** as follows: K-67, 1st-44. 2nd-48. By May 2026, 70% of students in grades 3-12 that attend afterschool for at least 60 hours will meet or exceed a RIT score increase in mathematics using the MAP Growth assessment norms as follows: 3rd-15 points, 4th-13 points, 5th-10 points, 6th-10 points, 7th-7 points, 8th-7 points, 9th-4 points, 10th-5 points, 11th-4 points, 12th-3 points.

Ironton Elementary	57% achieved growth
Ironton Middle	58% achieved growth
Ironton High	11% achieved growth

PPO2 Reading

By May 2026. 70% of students in grades K-2 that attend afterschool for at least 60 hours will meet or exceed a Benchmark score in **reading** using **Acadience** as follows: K-89, 1st-111. 2nd-180. By May 2026, 70% of students in grades 3-12 that attend afterschool for at least 60 hours will meet or exceed a RIT score increase in reading using the MAP Growth assessment norms as follows: 3rd-9 points, 4th-6 points, 5th-5 points, 6th-3 points, 7th-2 points, 8th-2 points, 9th-1 point, 10th-1 point, 11th-Maintain Baseline, 12th-Maintain Baseline.

Ironton Elementary	46%achieved growth
Ironton Middle	54% achieved growth
Ironton High	15% achieved growth

PPO3 School Day Attendance Rate

By May 2026, 90 % of targeted students that attend afterschool for 30 days or more will achieve a school day attendance rate of at least 90% for the school year.

Ironton Elementary	70%achieved goal
Ironton Middle	56% achieved goal
Ironton High	65% achieved goal

PPO4 Improved Homework Completion, Class Participation, Behavior Management

By May 2026, teacher surveys will report 80% of targeted students that attended afterschool for 30 days or more have satisfactory or above homework completion rates, class participation, and improved behavior management rates.

Homework

Ironton Elementary	97% Improved
Ironton Middle	89% improved
Ironton High	90% improved

Class Participation

Ironton Elementary	92% improved
Ironton Middle	95% improved
Ironton High	95% improved

Good Behavior/Getting Along with Others

Ironton Elementary	88% improved
Ironton Middle	90% improved
Ironton High	95% improved

PPO5 Family Engagement

By May 2026, parents of students that attend Ironton Tiger Academy afterschool program may engage in three or more opportunities related to student/family needs. 80% of parents that attend functions will report increasing their capacities to support student success.

Ironton Elementary	78% parent increased support capacity
Ironton Middle	75% parent increased support capacity
Ironton High	70% parent increased support capacity

Other State Measures

Compliance Measure 2.5 Program Attendance

Programs will ensure that at least 60 % of enrolled students attend afterschool regularly (30 days or more)

Ironton Elementary	43% attend regularly

Ironton Middle	34% attend regularly
Ironton High	19% attend regularly

Performance Measure 5.5 Improved Grade Point Average
Percentage of students in grades 7-8 and 10-12 attending programming during the school year and summer with a prior- year unweighted GPA of less than 3.0 (86% or below) who demonstrated an improved GPA

Ironton Elementary	NA
Ironton Middle	67% improved GPA
Ironton High	70% improved GPA

Performance Measure 5.8 School Attendance
Percentage of students in grades 1-12 participating in afterschool during the school year who had a school day attendance rate at or below 90 in the prior school year and demonstrated an improved attendance rate in the current school year.

Ironton Elementary	88% improved attendance rate
Ironton Middle	98% improved attendance rate
Ironton High	95% improved attendance rate

Local Tiger Academy Evaluation Summary for 2025-2026 school year

Ironton City Schools offer three robust out of school time programs sponsored by the Nita M. Lowey 21st Century Community Learning Center grants, partnering with the Lawrence County Educational Service Center. These programs are known as the Tiger Academy and are housed in the elementary school (Grant#19935), the middle school (Grant#19148), and the high school (Grant #19936). A total of 504 students were served in the 2025-2026 school year, which represents a 50% increase in enrollment. The Tiger Academy programs are managed by Carrie Munion, Federal Programs Coordinator, Ironton City Schools and TJ Howard, Consultant, Lawrence County Educational Service Center. Each building hosts a site coordinator who provides oversight of the before and after-school programs. Tiger Academy is exceptionally well organized, safe and educationally stimulating. Faculty and staff demonstrate a commitment and passion for improving the development of each child.

The program has had a positive impact on the students and families in the programs. According to the teacher survey data collected at the conclusion of the 2025-2026 school year, the following results have been reported concerning improved student engagement during the regular school day:

K-5	89% improvement
Grades 1-5	94% Improvement
Grades 6-8	93% improvement
Grades 9-12	88% improvement
K-12	90% improvement

As indicated, the afterschool program has had a significant impact on the engagement and school day success of the majority of the students who attend the Tiger Academy.

According to comments reported on the end of year surveys collected the following areas were great strengths of the program:

Elementary School

The program runs smoothly
Great help with homework and school activities
Areas of enrichment activities enjoyed included Connect, Play Tables, Chromebooks
Help with speech and time to socialize with other students
Safe environment
Amazing staff
Afterschool gym
Nutritious snacks
Lots of one-on-one engagement with students

Middle School

Staff has done a great job
Lots of time to communicate with other students
E Sports program a great success
Drama Program was great
Teachers are nice
Early drop off time very helpful

High School

E Sports is awesome
Very well-structured program
Driver's Education program is very helpful
Time for social interaction and homework help
Help with Career Exploration and Goals
Safe environment and helps with social skills

There is a family atmosphere felt in the daily program interactions with the students served and the program staff, as it has continued over the years. It is evident by the observations and parent/staff/student surveys that the programs are meeting daily social, emotional, physical and academic needs of the students. Even though all of the goals were not met for each program performance measure, many areas of success were evident in student attendance, reading, and mathematics scores as well as measures of improvements in positive youth developments.

The Tiger Academy stakeholder team meets monthly throughout the program year to review and guide the program throughout the year. The stakeholder meetings average approximately 16 members present- either in person or virtually including after school teachers, building and district administrators, site coordinators, program manager, local

evaluator, community partnership representative, parent representatives, data collection specialist and Lawrence County ESC representatives. The meetings are conducted by Carrie Munion, Tiger Academy Program Manager. Members are provided with timely agendas and stakeholder meeting summary minutes.

The Tiger Academy also offers a stimulating Summer Academy for students' academic advancement and enrichment. The Tiger Summer Academy operated this year from June 1 through June 18, 2026 from (9:00am-1: OOpm daily for a total of 100 hours of enrichment activities for the students). The following staff members coordinated and managed each building program:

IES Tiger Summer Academy	Terri Freeman
IMS Tiger Academy	Melissa Harvey
HIS Tiger Academy	Cathy Brown

Recommendations and Next Steps

The Tiger Academy Programs in each building have continued to thrive during this school year. Regular stakeholder meetings and on-going evaluations of the progress throughout the year ensure that the program remains current in meeting the needs of the students, families and community partners. Taking the time to look at the information collected throughout the year and identify goals that have been met and those that were not met is instrumental in moving the program forward. The afterschool staff, day school staff, students, parents and event surveys distributed and collected provided the following areas that might be considered when planning for the next grant year of 2026-2027:

Elementary School

Improved program communication with parents, school day staff
Could use more staff and materials for activities
Wider variety of enrichment activities offered
Possible Friday afternoon option

Middle School

Increased communication with parents regarding the total Tiger Academy Program
Consider more sharing of student progress in the program and activities participated in
More communication from afterschool program staff with parents, day teachers
Some days feels like a daycare program
Would like more time for E Sports activity
More math and language arts help daily
More time for drama event practice
Add gym time
Routine progress reporting sharing what students are doing in the program daily

High School

More physical space and equipment needed for the E Sports Program
More time for the individual activities – longer sessions
More effective discipline techniques for students acting out in the program
More communication with parents throughout the year

Conclusions

Again, the data collection for the Tiger Academy is exceptional and ensures that the program success can be measured and guided to insure the academic and enrichment activities continue to impact every student and family who participates in the program. The program leaders, site coordinators, teachers, family engagement coordinators as well as other Tiger Academy staff are to be commended again for providing such valuable out of school activities and family/community events. The Ironton City Schools system has planned, implemented, adjusted and evaluated another very successful Nita M. Lowey 21st Century Community Learning Center program for the 2025-2026 school year.

Much luck in the continued success of the Tiger Academy program in the upcoming school year.

Sincerely submitted,
Kathy Goins
Local Evaluator
Nita M. Lowey 21st Century Community Learning Centers Grants

Ironton Tiger Academy Spring 2026 Survey Results	Building	Building	Building
School Day Teacher Afterschool Satisfaction Survey Results	**Elementary**	**Middle**	**High**
Teachers surveyed agree or strongly agree that the program had been beneficial to the students academically, socially, and emotionally	83%	90%	83%
Teachers surveyed agree or strongly agree that they feel well-informed about the happenings of the Tiger Academy program	66%	80%	50%
Teachers surveyed agree or strongly agree that students who attend the program regularly have improved homework completion rates	84%	90%	50%
Teachers surveyed agree or strongly agree that students attending regularly have improved class participation and behavior management skills	25%	70%	33%
Teachers surveyed agree or strongly agree that the program has helped students grow in college and/ or career readiness	NA	50%	51%
Afterschool Staff Satisfaction Survey Results	**Elementary**	**Middle**	**High**
Afterschool staff surveyed agree or strongly agree that the program has been beneficial to students academically, socially, and emotionally	80%	100%	88%
Afterschool staff surveyed agree or strongly agree that the program is well organized and runs smoothly	40%	100%	50%
Afterschool staff surveyed agree or strongly agree that the program staff have sufficient resources, materials, and support for activities	60%	100%	62%
Afterschool staff surveyed agree or strongly agree that the afterschool program offers a variety of engaging enrichment activities for students	40%	100%	38%
Afterschool staff surveyed agree or strongly agree that the program has helped students grow in college and/or career readiness	NA	NA	38%

Student Satisfaction Survey Results	Elementary	Middle	High
Students surveyed agree or strongly agree that they report feeling happy when they are participating in the afterschool program	69%	69%	63%
Students surveyed agree or strongly agree that they feel comfortable talking to the afterschool staff	73%	*	*
Students surveyed agree or strongly agree that they feel safe while attending the afterschool program	71%	*	*
Students surveyed agree or strongly agree that having homework help is important to their school day success	76%	*	*
Students surveyed agree or strongly agree that they are doing better in day school since participating in the program	76%	66%	74%
Students surveyed agree or strongly agree that they enjoy the afterschool program special activities	85%	*	*
Students surveyed agree or strongly agree that they would recommend the afterschool program to other students	88%	*	*
Students surveyed agree or strongly agree that they developed positive relationships with peers as a result of the program	*	82%	89%
Students surveyed agree or strongly agree that they are more aware of careers, skills and interests presented in the program	*	59%	47%
Students surveyed agree or strongly agree that they have been made more aware of local and global career opportunities because of the afterschool program	*	55%	53%
Students surveyed agree or strongly agree that they are better able to understand the next steps for a career that matches their interest because of the activities of the afterschool program	*	66%	68%
Students surveyed agree or strongly agree that they feel able to succeed academically as a result of the afterschool program	*	66%	74%
Students surveyed agree or strongly agree that they feel happier or less stressed while attending the afterschool program	*	84%	63%
Youth Development Survey Results	**Elementary**	**Middle**	**High**
Students surveyed agree or strongly agree that they wanted to do well in school	91%	93%	91%
Students surveyed agree or strongly agree that they pay attention in class	49%	37%	68%
Students surveyed agree or strongly agree that they do better during the school day because of the afterschool program	54%	56%	63%
Students surveyed agree or strongly agree that they care about their school	94%	56%	63%

Students surveyed agree or strongly agree that they like to help others	84%	67%	95%
Students surveyed agree or strongly agree that they can tell the truth even if it is not easy	63%	44%	74%
Students surveyed agree or strongly agree that they are able to accept responsibility for their choices	77%	67%	99%
Students surveyed agree or strongly agree that they are good at making and keeping friends	63%	56%	79%
Students surveyed agree or strongly agree that they work well with others	63%	41%	74%
Students surveyed agree or strongly agree that they know the difference between good and bad behavior	80%	78%	95%
Students surveyed agree or strongly agree that they feel good about themselves	69%	41%	84%
Students surveyed agree or strongly agree that they feel safe	63%	48%	90%
Students surveyed agree or strongly agree that they feel comfortable in asking for help when needed	74%	59%	74%
Students surveyed agree or strongly agree that they follow classroom and school rules	69%	63%	79%
Students surveyed agree or strongly agree that they respect other people's things	83%	78%	100%
Parent and Family Engagement Survey Results	**Elementary**	**Middle**	**High**
Parents surveyed agree or strongly agree that they feel better able to support their child's learning because of the program activities for families	78%	75%	70%
Parents surveyed agree or strongly agree that they feel the program encourages their child to want to attend school	74%	75%	76%
Parents surveyed agree or strongly agree that they feel the program staff communicated well with me about my child	65%	75%	59%
Parents surveyed agree or strongly agree that the program has helped my child academically, socially and emotionally	91%	83%	88%
Parents surveyed agree or strongly agree that the program has helped my child prepare for college/career readiness	*	75%	94%
*Question was not part of the survey for this building.			