Nita M. Lowey 21st Century Community Learning Center

End of Year Report

June 2025

Grants:

Ironton Elementary School **#19935**

Ironton Middle School **#19936**

Ironton High School **#19148**

Ironton City School Tigers

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

Program Manager: Ironton City Schools, Mark LaFon

Site Coordinators:

IES: Melanie Pennington, Kesha Sanders

IMS: Shannon Frazee, Melissa Harvey

HIS: Cathy Brown, Sara Wellman

Data Collection: Carrie Munion, AJ McKnight

Family Engagement Coordinators: Karen Arthur, Beth Campbell, Ari Cooke, Jessica Johnson, Malissa Lewis

Local Evaluator: Kathy Goins

Summary of Ironton City Schools Nita M. Lowey 21st Century Community Learning Center Programs 2024-2025

Ironton Elementary School (Grant # 19935)

Ironton Elementary School (IES) has a total of 605 students enrolled for the 2024-2025 school year with **124 students** being served in the Tiger Academy out of school time program from October 9, 2024 through April 16, 2025. Of these 124 students served 54% were male and 46% were female. 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 am-7:40 am on Monday through Friday and from 2:40pm -5:10pm on Monday through Thursday for a total of **15.5 hours** of academic enrichment and homework help per week. This is the second year of the five-year grant cycle for the IES Tiger Academy.

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

Academic Enrichment	100 hours
Activities for English Learners	100 hours
Assistance to student behavior (truant, suspended, expelled)	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
Science, Technology, Engineering, and Mathematics (STEM)	50 hours

Services for Individuals with Disabilities	100 hours
Telecommunication/Technology	100 hours

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

NECCO – South Point Family Counseling and Community Services

Briggs Library

Ironton Little League

Impact Prevention

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:

IES Tiger Academy Quarterly Newsletters to Parents

Family and Community Events during Parent/ Teacher Conference dates

Holiday Family Night Pictures with Santa/Make Your Own Ornament

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 309 students enrolled for the 2024-2025 school year with **92 students** being served in the Tiger Academy out of school time program from October 9, 2024 through April 16, 2025. Of these 92 students served 55% were male and 45% were female. 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 am-8:15 am Monday through Friday and from 3:15pm-5:15 pm Monday through Thursday for a total of **13 hours** of academic enrichment and homework help per week. This is the third 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 not limited to:

Academic Enrichment	50 hours
Literacy Education	50 hours
Science, Technology, Engineering, and Mathematics (STEM)	50 hours
Services for Individuals with Disabilities	50 hours

Other Activities including fine arts, gaming, physical fitness, Book club, drama club, guitar, cooking

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

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 Conference dates

Malibu Jack's Literacy Night Event

Holiday Tiger Academy Drama Club presentation of "A Recipe of Me" drama

IMS Tiger Academy Summer Enrichment Program

IMS Tiger Academy Family Take -Home Packets

Ironton High School (Grant # 19936)

Ironton High School (IHS) has a total of 330 students enrolled for the 2024-2025 school year with **67 students** being served in the IHS Tiger Academy out of school time program from October 9, 2024 through April 16, 2025. Of these 67 students 67% were male and 33% 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 6:55 am-7:55am Monday through Friday and from 3:00pm-5:00 pm Monday through Thursday for a total of **13 hours** of academic enrichment and homework help per week. This is the second 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	85 hours
Assistance to Student Behavior	170 hours
(Truant, suspended, expelled)	
Expanded Library Services	85 hours

Literacy Education	85 hours
Science, Technology, Engineering and Mathematica (STEM)	85 hours
Services for Individuals with disabilities	170 hours
Well Rounded Educational Activities including credit recovery	170 hours

Other activities including art, cooking, E Sports, driver education, graphic design

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

NECCO – South Point Family Counseling and Community Services

Spare Time Recreation

Impact Prevention

Ohio Means Jobs-Lawrence County One Stop Center

Lawrence County Sheriff Department – Steve Sisler

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:

IHS Tiger Academy Quarterly Newsletters for Parents

Family and Community Events during Parent/ Teacher Conference dates

Malibu Jack's Literacy Night Event

Hot Cocoa and a Show Varsity Singers Christmas Concert

IHS Tiger Academy Summer Enrichment Program

IHS Tiger Academy Family Take-Home Packets

Program Performance Objectives

PPO1 By May 2025, 70% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR Reading Assessment.

Ironton Elementary	42% achieved growth
Ironton Middle	53% achieved growth
Ironton High	12% achieved growth

PPO2 By May 2025, 70% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR Math assessment.

Ironton Elementary	28% achieved growth
Ironton Middle	52% achieved growth
Ironton High	18% achieved growth

PPO3 By May 2025, 90% of targeted students that Attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year.

Ironton Elementary	42% rate achieved
Ironton Middle	77% rate achieved
Ironton High	85% rate achieved

PPO4 As of May 2025, teacher surveys will report 80% of targeted students what attend afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavior management rates.

Homework

Ironton Elementary	93% Language Arts achieved	98% Math achieved
Ironton Middle	74% Language Arts	83% Math
Ironton High	100% Language Arts achieved	100% Math achieved

Class Participation

Ironton Elementary	91% Language Arts achieved	93% Math achieved
Ironton Middle	97% Language Arts achieved	84% Math
Ironton High	100% Language Arts achieved	100% Math achieved

Good Behavior/Getting Along with Others

Ironton Elementary	94% Language Arts achieved	96% Math achieved
Ironton Middle	95% Language Arts achieved	98% Math achieved
Ironton High	100% Language Arts achieved	100% Math achieved

PPO5 By May 2025, parents of students that attend Ironton Tiger Academy afterschool program may engage in three or more opportunities relative 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	60% parent increased support capacity
Ironton High	100% parent increased support capacity

Other State Measures

Compliance Measure 2.5: Programs will ensure that at least 60 percent of enrolled students attend regularly (30 days or more)

Ironton Elementary	64% attend regularly
Ironton Middle	50 % attend regularly
Ironton High	39% attend regularly

Performance Measure 5.5: Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior- year unweighted GPA of less than 3.0 who demonstrated an improved GPA.

Ironton Elementary	NA
Ironton Middle	23% improved GPA
Ironton High	30% Improved GPA

Performance Measure 5.8: Percentage of students in grades 1-12 participating in 21st CCLC 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	67% improved attendance
Ironton Middle	55% improved attendance
Ironton High	55% improved attendance

Local Tiger Academy Evaluation Conclusions:

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 high school (Grant #19936). A total of **282 students** were served in the FY2024-25 grant cycle. The Tiger Academy programs are managed by Mark LaFon, Ironton City Schools, and TJ Howard, Lawrence County Educational Service Center. Each building hosts a site coordinator who provides oversight of the before and after school program that is extremely 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.

There is a family atmosphere felt in the daily program interactions with the students served and the program staff. It is evident in 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 objective, many areas of success were evident in the student attendance, reading and math score improvements and in positive youth development improvements.

Consistent, quarterly stakeholder team meetings help to guide, and monitor the programs in each building. The stakeholder meetings have an average attendance of 16 members present either in person or virtually including after school teachers, building and district administrators, site coordinators, program managers, local evaluator, community partnership representatives, parent representative, data collection personnel, Lawrence County ESC representative. The meetings are facilitated by Mark LaFon, program manager. Members are provided with timely agendas and stakeholder meeting summary minutes.

The Tiger Academy also offers a stimulating Summer Academy for student academic advancement and enrichment. The Tiger Summer Academy operates June 2 - June 30, 2025 from 8:30 am- 1:00 pm daily for a total of **100 hours** of enrichment. Site coordinators for the summer programming include:

IES Tiger Summer Academy	Melanie Pennington
IMS Tiger Summer Academy	Melissa Harvey
IHS Tiger Summer Academy	Cathy Brown

Recommendations and Next Steps:

Program and event surveys distributed and collected provided the following areas that might be considered when planning for the next grant year 2025-2026:

1. Increase the number of students in each building – develop strategies for increased attendance
2. Provide more enrichment choices for students to participate in, including more time for outdoor activities
3. Continue to work on communication between daytime staff and Tiger Academy staff

4. Incorporate more time to focus on researching career choices and career fields
5. Improve communication with parents about Tiger Academy activities
6. Continued focus on improving reading and mathematics STAR assessment scores
7. Continue to reach out to community businesses to build partnerships to help sustain the Tiger Academy after the five-year grant cycle concludes

Conclusion:

Data collection for the Tiger Academy is phenomenal and helps track and monitor the success of the program in guiding the academic and enrichment activities of the program. The program leaders, site coordinators, teachers, family engagement coordinators and other Tiger Academy staff are to be commended for providing valuable out of school activities and community/family events which prove to be instrumental in the success of the students in the three school sites. The Ironton City Schools system has planned, implemented and evaluated a very successful 21st Century Community Learning Center program for the 2024-2025 school year.

Ironton Tiger Academy Spring 2025 Survey Results

	Building	Building	Building

School Day Teacher Afterschool Satisfaction Survey Results

	Elementary	Middle	High
Teachers surveyed agreed or strongly agreed that the program had been beneficial to the students academically, socially and emotionally.	100%	86%	60%
Teachers surveyed agreed or strongly agreed that they feel well-informed about the happenings of the afterschool program.	90%	50%	60%
Teachers surveyed agreed or strongly agreed that students who attend the program regularly have improved homework completion rates	95%	47%	60%
Teachers surveyed agreed or strongly agreed that students attending regularly have improved class participation and behavior management skills	95%	57%	60%
Teachers surveyed agreed or strongly agreed that the program has helped students grow in college and /or career readiness.	NA	29%	60%

Afterschool Staff Satisfaction Survey Results

	Elementary	Middle	High
Afterschool staff surveyed agreed or strongly agreed that the program has been beneficial to students academically, socially, and emotionally.	100%	50%	100%
Afterschool staff surveyed agreed or strongly agreed that the program is well organized and runs smoothly.	100%	50%	100%
Afterschool staff surveyed agreed or strongly agreed that the program staff have sufficient resources, materials, and support conduct activities.	100%	75%	100%
Afterschool staff surveyed agreed or strongly agreed that the afterschool program offers a variety of engaging enrichment activities for students .	100%	63%	100%
Afterschool staff surveyed agreed or strongly agreed that the program has helped students grow in college and/or career readiness.			

Student Satisfaction Survey Results

	Elementary	Middle	High
Students surveyed agree or strongly agree that students report feeling happy when they are participating in the afterschool program.	712%	38%	75%
Students surveyed agree or strongly agree that students feel comfortable talking to the afterschool staff.	67%	*	*
Students surveyed agree or strongly agree that they feel safe while attending the afterschool program.	82%	*	*
Students surveyed agree or strongly agree that having homework help is important to their school day success.	82%	*	*
Students surveyed agree or strongly agree that they are doing better in day school since participating in the afterschool program	71%	57%	75%
Students surveyed agree or strongly agree that they enjoy the afterschool program special activities.	92%	*	*
Students surveyed agree or strongly agree that they would recommend the afterschool program to other students.	93%	*	*
Students surveyed agree or strongly agree that students developed positive relationships with peers as a result of the afterschool program.	*	65%	81%
Students surveyed agree or strongly agree that they are more aware of careers , skills and interests presented in the afterschool program	*	42%	81%
Students surveyed agree or strongly agree that they have been made more aware of local and global career opportunities because of the program.	*	42%	38%
Students surveyed agree or strongly agree that they are better able to understand the next steps for a career that matches their interests.	*	50%	56%

Youth Development Survey Results	Elementary	Middle	High
Students surveyed agree or strongly agree that they wanted to do well in school.	100%	100%	91%
Students surveyed agree or strongly agree that they pay attention in class.	95%	99%	67%
Students surveyed agree or strongly agree that they do better in school because of the afterschool program participation.	84%	74%	57%
Students surveyed agree or strongly agree that they care about their school.	98%	96%	71%
Students surveyed agree or strongly agree that they like to help others.	98%	98%	85%
Students surveyed agree or strongly agree that they can tell the truth even if it is not easy.	95%	93%	62%
Students surveyed agree or strongly agree that they are able to accept responsibility for their choices.	97%	93%	76%
Students surveyed agree or strongly agree that they are good at making and keeping friends.	93%	92%	71%
Students surveyed agree or strongly agree that they work well with others.	96%	89%	71%
Students surveyed agree or strongly agree that they know the difference between good and bad behavior.	97%	100%	100%
Students surveyed agree or strongly agree that they feel good about themselves.	87%	84%	57%
Students surveyed agree or strongly agree that they feel safe.	87%	82%	86%
Students surveyed agree or strongly agree that they ask for help when needed.	91%	85%	57%
Students surveyed agree or strongly agree that they follow classroom and school rules.	98%	99%	76%
Students surveyed agree or strongly agree that they respect other people's things.	97%	96%	95%

Parent and Family Engagement Survey Results	Elementary	Middle	High
Parents surveyed agree or strongly agree that they feel better to support their child's learning because of the program activities for families.	47%	60%	100%
Parents surveyed agree or strongly agree that they feel the program encourages their child to want to go to school.	75%	40%	100%
Parents surveyed agree or strongly agree that they feel the program staff communicated well with me about my child.	63%	40%	100%
Parents surveyed agree or strongly agree that the afterschool program has helped my child academically, socially and emotionally.	72%	69%	80%
Parents surveyed agree or strongly agree that the afterschool program has helped my child prepare for college/career readiness.	*	60%	60%

*** Question was not part of the survey for this building or age group**