

“RACE TO SUCCEED”

21st Century Community Learning Center Grant

Carroll County School District

2020-21 Program Evaluation Summative Report

Performance Based Educational Company



Starr Brown-External Evaluator

starr.w.brown@gmail.com

662.488.7000

Table of Contents

List of Acronyms.....	3
Executive Summary.....	4
Evaluation Purpose and Evaluation Questions.....	6
Program Background.....	8
Attendance.....	12
Progress Toward Goals and Objectives.....	14
Conclusions and Recommendations.....	19
Appendices.....	20

List of Acronyms

1. CCLC-----21st Century Community Learning Center Grant
2. CCSD-----Carroll County School District
3. ELA-----English Language Arts
4. FAFSA-----Free Application for Federal Student Aid
5. ILP-----Individualized Learning Plan
6. MDE-----Mississippi Department of Education
7. OFP-----Office of Federal Programs
8. SMART----- Specific, Measurable, Attainable, Relevant, and Timely

Executive Summary

- The Carroll County School District has completed the 1st year implementation of the 21st Century Community Learning Center (CCLC) grant entitled, “RACE TO SUCCEED” which assisted in providing a high quality after-school and summer program for the students in Carroll County. The grant allowed the school district to serve an estimated 200 students, from Pre-kindergarten through 12th grade and provided academic improvement coupled with broadening aspirational horizons of participants. Some of the activities included tutoring, homework assistance, computer, library time, culinary arts, construction, fitness, physical education, character education, archery, and robotics. These activities helped propel participants to race to succeed so that their futures and job prospects will be brighter.

This summative evaluation report will guide their decision making on program scheduling/activities, community/family engagement, and overall program operations. In addition, the report will be submitted to the Office of Federal Programs (OFP) to ensure program compliance is outlined as it is in the approved grant proposal.

- The evaluation questions were developed using the Specific, Measurable, Attainable, Relevant, and Timely (SMART) goals developed during the grant writing process. “RACE TO SUCCEED” was built three goals with each having two or three measurable objectives. The analysis of the data and program success was obtained through on-site visits, interviews with the project/program director, site coordinator, and staff members. The analysis of data occurred

through ongoing internal evaluations and progress monitoring by the program director. "RACE TO SUCCEED" is well-designed and effectively implemented after-school and summer program that persistently tried to create an engaging and college and career experience for the participants in the program. Staff members and parents displayed high regards towards program operations. Based on the SMART goals the program has been able to attain the majority of the goals. This is due to the staff's dedication to planning college and career engaging enrichment and remedial activities.

- Although data indicates student academic and behavioral progress is improving as well as raised expectations of satisfaction among the various stakeholders, there are areas for growth and improvement in the after-school program. According to interviews with the program director the summer school program appears to have had more success with attendance than the after-school program. All participants that were interviewed believed the Covid-19 pandemic outbreak played a major role in after school attendance. There are plans in place to address this during the next school year by implementing an incentive – based program to promote positive student behavior which includes attendance. The program director is counting on the improvement of attendance with the decline in the Covid 19 outbreak.

Evaluation Purpose and Evaluation Questions

- The evaluation of “RACE TO SUCCEED” is a continuous improvement model that provides a process to critically examine the program. It involves collecting and analyzing information about the “RACE TO SUCCEED” program’s activities and outcomes. The evaluation’s purpose is to make judgements based on data about the program’s success, improve its effectiveness, and to inform the stakeholders in order to make decisions of how to improve. Lastly, the report will be submitted to Mississippi Department of Education (MDE) for program auditing purposes. Multiple research measures were used to collect and analyze data. The evaluation used a diverse method design examining quantitative measures (i.e. report card grades, teacher progress reports, survey results, attendance and demographic information) and qualitative measures (i.e. interviews, document reviews, and observations). Quantitative data were analyzed using spreadsheets and descriptive statistics such as percentages per day/week/month. Qualitative data were analyzed using thematic analysis. This type of analysis focuses on examining themes or patterns within the data. This method emphasizes organization and rich description of the data set. The measures, timeline, and data sources indicated are consistent with the evaluation plan provided in the approved grant application. These data were provided to the External Evaluator during one of the site visits.

The following are the evaluation questions were developed in order of measuring the goals stated in the approved “RACE TO SUCCEED” application narrative. (For students attending 30 or more days)

- Did 75% of kindergarten students attain a scale score of 510 or higher on State Assessments?
- Did 75% of third graders score satisfactory or above on 2021 third grade State Reading/Language Arts Assessments?
- Did student proficiency scores in core subjects improve by 5%?
- Did at least 80% of high schoolers seeking credit recovery through “RACE TO SUCCEED” attain course credit by the end of the school year 2020-21?
- Did the district graduation rate improve by 5% by the end of the school year of the program for 2020-21?
- Will at least 75% of students attending the program 30 days or more not be listed on the CCSD chronic absentee list.

The evaluation, while not limited to these questions, should address these questions to determine if the “RACE TO SUCCEED” program reached its goals as approved for funding by the MDE.

Program Background

- “RACE TO SUCCEED” program is an after school and summer school program administered by the Carroll County School District. The program is implemented at J.Z. George High School and Marshall Elementary School. The program targeted 300 students- 120 at the high school level and 180 at the Pre-K-5th level. It operated the required 10 hours a week in the after-school program. Due to funding delays the program did not begin until March 8. During this time, there were weather constraints and Covid 19 quarantines. During the summer program, students in grades Pre-K-5 were given the opportunity to build on their academics during part of the day and then rotate into extracurricular activities such as art ,physical education and computer lab. In the after-school program students in grades 6-8 were offered tutorial classes in math and ELA. Book talks during Book Club periods and robotics were designed to build culture among the students. The Book Club provided reading practice and opportunities for reading instruction in language arts. Students in grades 9-12 were provided the opportunity to participate in remedial classes for United States History, Biology, English II, and Algebra I. There are also opportunities for students to be in a rotation of enrichment classes that include computer, library, construction, culinary arts and physical education. This summer students in the high school were able to utilize the credit recovery safety net classes as a means to graduate with their 9th grade cohort. In addition, during the summer session students were able to rotate into more than one enrichment class during the day.

- During the after-school program classes meet Monday-Thursday from 3:14- until 5:45. The program operated 10 hours per week. The summer school schedule begins at 7:30 a.m. where students are served breakfast and ended at 12:00 p.m. Summer School began on June 7 and ended on July 15. The summer schedule includes the same type of remedial and enrichment classes for students. Core classes: science, math and language arts are conducted first from 8:00- 9:45 placing an emphasis on academic achievement. Following academic classes is the activity rotations of culinary arts, physical education and construction. This year the school was able to include archery as one of the activities. Students in grades 4-8 were able to participate one day a week. Construction offered participants an opportunity to develop trade skills in building projects. Culinary Arts develop a book of healthy recipes as they cook their way through as many as 20 culinary delights. Character Education teachers visited classrooms one time each week during the summer training to do activities and lessons for each class.
- Students signed in for the after-school and summer school programs with the teacher of their first rotation. During the program, parents were assistance with how to fill out FASFA forms and what is included in graduation requirements. In addition, parents were provided a Parent Academy that was for parents of the youngest learners. They were given resources that provided resources for family education. Lastly, parents were provided training on how to utilize Active Parent. These sessions were held monthly. A parent contact log was located in the J.Z. George High School Media Center. "RACE TO SUCCEED" Handbook contained

policies and procedures to promote effective management by including attendance, safety and emergency procedures. Students were supervised at all times. Doors to the building and classroom were locked. The school resource officer was visible monitoring after-school activities.

- “RACE TO SUCCEED” relies heavily upon well-qualified and experienced staff members who provide superior services. The program has a clearly defined organizational structure that highlights each staff member’s strengths. The Project Director works directly, collaboratively and provides guidance and oversight with the Program Directors on major program decisions regarding funding, programming, and staffing. The Project Director serves as the final decision maker on major issues that affect the program’s structure. The Project Director visited both schools at least 4 times weekly if not every day some weeks.

The Program Director is the first line of communication with the “RACE TO SUCCEED” school sites. This person is responsible for ensuring the school sites are fully staffed, following approved schedules and implementing quality instruction and remediation. The Program Director works to build community partnerships that eventually will support sustainability. In addition, the Program Director works closely with the Site Directors to ensure grant compliance.

The Site Coordinators oversees staffing, scheduling and student participation at each site. They serve as a mediator between the Program Director and the academic and enrichment staff. Site coordinators are responsible for overseeing snack distribution, taking attendance, and personnel, as well as working with the

school principal to help reach school goals. The Site Coordinators maintain and collect documentation that ensures grant compliance and efforts towards meeting the SMART goals of the grant. They were able to retrieve this data instantly when the evaluator asked for it.

The “RACE TO SUCCEED” program was able to secure experienced certified staff members to provide remedial and enrichment activities. There is a range of staff experience ranging from one-year experience to more than 30 years of experience. Certified teachers are assigned to each classroom/rotation and are supported by non-certified staff members.

All staff members attended ongoing professional development opportunities. Communication between after-school program staff and school day staff was ongoing through *Linking the School Day* forms. The program improved by providing more frequent faculty and staff monthly professional development meetings related to “RACE TO SUCCEED” after-school and summer school programs. The professional development focused on program orientation, curriculum development, and how to improve parental involvement. Carroll County teacher surveys were utilized for program feedback.

Table 1 Staffing for 2020-21

Program	Administrator	Teacher	Assistant	Volunteers
After-School				
Summer School				

The “RACE TO SUCCEED” Program has different operating partners.

- Mississippi State Extension Service offers nutrition-related sessions on a rotating basis, CPR training to participants including community members and will assist participants in growing produce from program implementation to its end.
- Life Help is a nonprofit group that offers extended counseling to participants. In addition, will lead in character development and decision making as needed. The timeframe is from program implementation through the end and beyond.
- Carroll County Beautification Committee
- Carroll County Champions Volunteers

Attendance

Table 2 Attendance by Gender (J.Z.George High School)

Program	# of Males	# of Females	Total Enrollment
After School			
Summer School			

Table 3 Attendance by Gender (Marshall Elementary School)

Program	# of Males	# of Females	Total Enrollment
After School			
Summer School			

The Carroll County School is home to _____ students. The “RACE TO SUCCEED” serves approximately _____% of the population of the students in the district. Table 2 highlights “RACE TO SUCCEED” by gender for J.Z. High School. Of the _____ participants in the “RACE TO SUCCEED” Program _____% were male and _____ % were female. Table 3 highlights “RACE TO SUCCEED” by gender for Marshall Elementary. Of the _____ participants in the “RACE TO SUCCEED” Program _____% were male and _____ % were females.

Table 4 Attendance by Ethnicity (J.Z.George High School)

Program	# of Whites	# of African Americans	# of Hispanics	# of Others
After School				
Summer School				

Table 5 Attendance by Ethnicity (Marshall Elementary School)

Program	# of Whites	# of African Americans	# of Hispanics	# of Others
After School				
Summer School				

Table 4 and Table 5 shows the ethnic breakdown of attendees during each of the programs for school year 2020-21. Overall, the proportion of regular attendees for the respective racial subgroups is similar to the total student proportions at J.Z. George High School and Marshall Elementary School. This is a good indicator that "RACE TO SUCCEED recruitment is being effective in reaching out to a diverse group of students in an equitable fashion.

Table 6 Average Daily Attendance

Program	# of Total Attendees	# of Regular Attendees
After School		
Summer School		

To be considered a regular attendee, students had to participate for a minimal of 30 days each year. The “RACE TO SUCCEED” Program average daily attendance for both schools is _____% for the After-School Program with _____ attendees and _____% for the Summer School Program with _____ attendees. The number for the After-School Program is different because of after school activities.

Progress Toward Goals and Objectives

Evaluation Question 1

Did 75% of kindergarten students attain a scale score of 510 or higher on State Assessments?

Table 7 Kindergarten 2020-21 MKAS Scores

Number of Kindergarteners	% Below 510 Scale Score	% Above 510 Scale Score

Evaluation Question Number 2

Did 75% of third graders score satisfactory or above on 2021 third grade State Reading/Language Arts Assessments?

Table 8 Third Graders

Number of 3 rd Graders	% of Third Graders Scoring Satisfactory on 3 rd Grade Reading Language Arts Assessment

\

Evaluation Question Number 3

Did student proficiency scores in core subjects improve by 5%?

Table 9 Proficiency Scores

Grade	2018-19 ELA % Proficient	2020-21 ELA % Proficient	2018-19 Math % Proficient	2020-21 Math % Proficient
3				
4				
5				
6				
7				
8				

Evaluation Question Number 4

Did at least 80% of high schoolers seeking credit recovery through “RACE TO SUCCEED” attain course credit by the end of the school year 2020-21?

Table 10 Course Credit

# of Enrollments	# of Credit Courses Offered	# of Earned Credits	# of Students Who Earned Credit

Through tutoring, blended learning, and computer-based learning programs students who were not with the correct cohort were able to earn credits and close the gap in order to graduate with their correct cohort by using this safety net. Pre and posttest were given utilizing a computer assisted program of core subjects in order to determine what Individualized Learning Plan (ILP) a student had to follow in order to complete the course requirements. Students were mentored as well as working on self-advocacy in order to complete this goal. At least 80% of the students enrolled in the safety net program attained course credit.

Evaluation Question Number 5

Did the district graduation rate improve by 5% by the end of the school year of the program for 2020-21?

Table 11 Course Credit

2019-20 Graduation Rate	2020-21 Graduation Rate

Evaluation Question Number 6

Will at least 75% of students attending the program 30 days or more not be listed on the CCSD chronic absentee list.

Table 12 Course Credit

School	Number of Students Enrolled	% Not Listed on CCSD Chronic Absentee List

Conclusions and Recommendations

Conclusion	Recommendation	Evidence
<p>Variances among student attendance needs to increase</p>	<p>Schedule professional development opportunities for the site coordinator to collaborate and share ideas and brainstorm attendance incentives with other site coordinators</p>	<p>Attendance Sheets from Summer School and After School programs</p>
<p>The percent of students moving toward proficient needs to increase.</p>	<p>Academic goals were not met due to attendance from Covid 19 and various other reasons, tracking students more closely will ensure that a higher percentage of students moving toward basic will increase.</p> <p>Align activities to leverage academic results, at the same time, pay close attention to individual student needs by tracking grade level formative assessments as well as benchmark assessments.</p>	<p>Site visits, tracking forms, review of formative and summative assessments.</p>

<p>The school site has two strong outside partners.</p>	<p>Seeking one more partner for the upcoming school year needs to happen in order to help build sustainability with the enrichment part of the program.</p>	<p>Sign-in Sheets, project-based learning through enrichment rotations, student interviews</p>
---	---	--

Appendices

“RACE TO SUCCEED”

See Attachments A-I

List of individuals interviewed:

- 1. Program Director-----Sara Johnson
- 2. Site Directors-----Sherry Foster and Kizzie Edwards
- 3. Culinary Teacher-----
- 4. Construction Teacher-----
- 5. Credit Recovery Teacher-----
- 6. Art Teacher-----

Evaluator's Biography

Starr Brown is a consultant for Performance Based Education Consultants. Ms. Brown began teaching in 1983. She is a retired educator of 28 years from Pontotoc City School District. Since 2010, Ms. Brown has been consulting with schools through the southeast part of the United States. She has done work in Alabama, Georgia, and Mississippi. She was a teacher of first, second, and sixth grade. While in sixth grade she became National Board Certified in Middle School Language Arts. After completing her specialist degree from the University of Mississippi she became the administrator for the junior high in Pontotoc City Schools. After six years there, she became the Director of Curriculum, Instruction, and Assessment for Pontotoc City Schools.