

“H.O.P.E. (Health, Opportunity, Potential, and Education) Renewed”

21st Century Community Learning Center Grant

Carroll County School District

2020 Program Evaluation Summative Report

Performance Based Educational Company



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List of Acronyms

1. CCLC-----21st Century Community Learning Center Grant
2. CPR-----Cardio Pulmonary Resuscitation
3. ELA-----English Language Arts
4. FAFSA-----Free Application for Federal Student Aid
5. H.O.P.E. Renewed-----Health, Opportunity, Potential, and Education
6. ILP-----Individualized Learning Plan
7. MDE-----Mississippi Department of Education
8. OFP-----Office of Federal Programs
9. SMART----- Specific, Measurable, Attainable, Relevant, and Timely

Executive Summary

- **Due to Covid- 19 the following happened:**
 - Met 32 days due to COVID 19 happening during spring break (March, 2020).
 - Needs assessment for renewing the program this fall was sent out. 89% of parents stated they felt their child benefited academically from attending the program last year.
- The Carroll County School District has completed the final year implementation of the 21st Century Community Learning Center (CCLC) grant entitled H.O.P.E. Renewed (Health, Opportunity, Potential, and Education) which is an after school and summer school program. The CCLC is conducted at only one site, J.Z. George High School, which provides both academic and enrichment opportunities for students and parents. H.O.P.E. Renewed continues to provide classroom instruction of core classes in Biology, math, and English language arts (ELA), and United States History. In addition, enrichment activity rotations include culinary arts, physical education, construction, computer and library classes. Parents are provided the opportunity to participate in Cardio Pulmonary Resuscitation (CPR) and first aid training. Additionally, parents are provided with Active Parent, Free Application for Federal Student Aid (FASFA), and graduation readiness training. Monthly parent sessions are provided as well.

The evaluation report is designed to be utilized by the project coordinator and program director as they completed the third year of the H.O.P.E. Renewed grant. 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. 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. The H.O.P.E. Renewed Program is well-designed and effectively implemented after-school and summer program that persistently tries to create an engaging and college and career experience for the participants in the program. Staff members and parents display 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. The program director expressed concern over the lack of attendance at

the end of the school year for the after-school program. 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.

Evaluation Purpose and Evaluation Questions

- The evaluation of H.O.P.E. Renewed is a continuous improvement model that provides a process to critically examine the program. It involves collecting and analyzing information about the H.O.P.E. Renewed 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 developed in order of measuring the goals stated in the approved H.O.P.E. Renewed application narrative.
 - Did at least 2% fewer high and middle school students score in the basic or below categories of the 2019 ELS Benchmark Assessments in reading and math?
 - Did at least 80% of high schoolers seeking credit recovery through Hope Renewed attain course credit by the end of the school year 2018-19?
 - Did the district graduation rate improve by 2% by the end of the school year of the program for 2019-20?
 - Will at least 75% of students attending the program 30 days or more meet or exceed Carroll County's average school attendance?

The evaluation, while not limited to these questions, should address these questions to determine if the H.O.P.E. Renewed program reached its goals as approved for funding by the MDE.

Program Background

- H.O.P.E. Renewed 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. In the after-school program students in grades 6-8 are offered tutorial classes in math and ELA. Students in grades 9-12 are 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.
- During the after-school program classes meet Monday-Thursday from 3:15- until 5:45. The program operates 10 hours per week. Students signed in for the after-school school programs with the teacher of their first rotation. During the program, parents were provided CPR and first aid training as well as assistance with how to fill out FASFA forms and what is included in graduation requirements. 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. H.O.P.E. Renewed 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.
- H.O.P.E. Renewed 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 Director 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 Program Director is the first line of communication with the H.O.P.E. Renewed school site. This person is responsible for ensuring the school site is 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 Director to ensure grant compliance.

The Site Coordinator 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 Coordinator maintains and collects documentation that ensures grant compliance and efforts towards meeting the SMART goals of the grant.

The H.O.P.E. Renewed 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 H.O.P.E. Renewed 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 2019-20

Program	Administrator	Teacher	Assistant	Volunteers
After-School	1	7	2	1
Summer School	Covid-19			

- The H.O.P.E. Renewed Program has two 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.

Attendance

- The Carroll County School District is home to 915 students. The H.O.P.E. Renewed Program serves approximately 12% of the population of the students in the district. Table 1 highlights H.O.P.E. Renewed Program by gender. Of the 109 participants in the H.O.P.E. Renewed Program 51% were male and 49 % were female.

Table 2 Attendance by Gender

Program	# of Males	# of Females	Total Enrollment
After School	55	54	109
Summer School	Covid-19		

Table 3 shows the ethnic breakdown of attendees during each of the programs for school year 2019-20 Overall, the proportion of regular attendees for the respective racial subgroups is similar to the total student proportions at J.Z. George High School. This is a good indicator that the H.O.P.E. Renewed Program recruitment is being effective in reaching out to a diverse group of students in an equitable fashion.

Table 3 Attendance by Ethnicity

Program	# of Whites	# of African Americans	# of Hispanics	# of Others
After School	17	88	1	3
Summer School	Covid-19			

- To be considered a regular attendee, students had to participate for a minimal of 30 days each year. The H.O.P.E. Renewed Program average daily attendance is 81% for the After-School Program.

Table 4 Average Daily Attendance

Program	# of Total Attendees	# of Regular Attendees
After School	109	89
Summer School	Covid 19	

Progress Toward Goals and Objectives

- **Evaluation Question 1**

Did at least 2% fewer high and middle school students score in the basic or below categories of the 2019 ELS Benchmark Assessments in reading and math?

Table 5 ELS Benchmark Assessment Data

Grade/Subject	2019	2020
	ELA/English II % Minimal/Basic	Math/Algebra I % Minimal/Basic
6 th /7 th / 8th Grade	78	Covid-19
English II	64	
Algebra I	55	

Based on the data from the ELS spring 2019 at least 2% of students showed growth moving from minimal to basic. Understanding the root causes in both math and ELA helped promote more rigorous instruction. Consequently, the root causes for math were determined to be a lack of basic math understanding, problem-solving, and vocabulary for most students. Additionally, in English Language Arts the root causes determined were a need for a deeper understanding of comprehension, schema and vocabulary skills.

Utilizing intense interventions during the core time of the H.O.P.E. Renewed Program students were able to move levels on the spring benchmark district test in ELA and math. The blended learning aligned to MS College and Career standards as well as the parent involvement through Active Parent helped meet the SMART goal. In addition, extending library time with book discussions helped the ELA make a marked difference.

Evaluation Question Number 2

Did at least 80% of high schoolers seeking credit recovery through Hope Renewed attain course credit by the end of the school year 2019-20?

Table 6 Course Credit

# of Enrollments	# of Credit Courses Offered	# of Earned Credits	# of Students Who Earned Credit
Credit Recovery was not offered for Summer 2020 due to COVID-19.			

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 3

Did the district graduation rate improve by 2% by the end of the school year of the program for 2019-20?

2018-19 Graduation Rate	2019-20 Graduation Rate
73.5	78.5

Based on school data the district graduation rate did improve for the cohort for entering 9th graders 2016-17 by 2%. However due to accountability ratings being non-released to this date, the evaluator was not able to report out in this public document. Through extended learning with teacher assistance four days a week, a blended learning program that provided additional individualized learning in a course and credit recovery at least 2% more students were able to graduate with their cohort. These safety nets allowed students who were behind at least one year to “catch up” and graduate.

Evaluation Question Number 4

Will at least 75% of students attending the program 30 days or more meet or exceed Carroll County's average school attendance?

Carroll County received funds October 24, 2019 and began program activities November 4, 2019. The school met 32 days due to COVID 19 occurring during spring break.

Based on the information provided in Table 4 at least 75% of students attending the program 30 days or more meet or exceeded Carroll County's average school attendance for the summer school program but not the After School program. Due to after school athletic programs and work scheduling issues high schoolers were unable to attend regularly.

- Overall, staff, student, parents, and school day teachers speak favorably of the program. While visiting the program and conducting informal staff interviews, it is evident the program is well-structured and operates efficiently in an effort to meet program goals. Several students excitedly told about the delicious food they had prepared in the class. The students told about preparing the same dish at home by following the recipe.
- A positive work environment is an incentive to attract and retain high quality teachers and staff and build sustainable capacity for the school. This is part of the program's progress toward following the sustainability plan. In addition, embedding professional learning through on-site staff development maximizes learning time for teachers and supports the

development of professional learning communities. Teachers have the opportunity to collaborate, conduct peer observations, receive timely feedback, reflect on best-practices, and actively engage in learning while practicing new skills in a supportive environment. The professional learning available to H.O.P.E. Renewed Program teachers will develop teacher leaders and build sustainable capacity in the building.

Partnership development, maintenance, contributions will develop through meetings and planned development with the school partners: Mississippi State Extension Service and Life Help. These meetings will establish growth on the programs goals and move forward with new plans to help build sustainability once the program is completed.

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 After School programs</p>
<p>The percent of students moving toward proficient needs to increase.</p>	<p>Even though academic goals were met 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>

Carroll County did send out follow up surveys in the spring but only received 5 back due to the pandemic.

Appendices--- Due to Covid-19 This schedule was only followed for 32 days.

H.O.P.E. Renewed Program After School Program Schedule

Schedule	Monday- Thursday
3:14-3:45	Snack, Restroom
3:45-4:15	Rotation 1
4:15-4:45	Rotation 2
4:45=5:15	Rotation 3
5:15-5:45	Rotation 4
10 Hours Per Week	Rotation Includes <ul style="list-style-type: none"> • Tutoring for Math and ELA 6th-8th Grade • US History, Biology, English II, and Algebra I 9th-12th • Computer and Library • Monday/Wednesday- Construction • Tuesday/Thursday- Culinary Arts and Physical Education

List of individuals interviewed:

- 1. Program Director-----Sara Johnson**
- 2. Site Director-----Sherry Foster**

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.