

EXTERNAL EVALUATION

**21st Century Community Learning Centers Grant
Year 4 of 4**

Columbia School District

21st CCLC

X-STREAM

Final Evaluation

2023-2024

External Evaluator

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Prepared for

Columbia School District

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List of Acronyms

- CSD (Columbia School District)
- CCLC (21st Century Community Learning Centers)
- CPS (Columbia Primary School)
- CES (Columbia Elementary School)
- JMS (Jefferson Middle School)
- CHS (Columbia High School)
- CMCPL (Columbia-Marion County Public Library)

Executive Summary

The Columbia Collaborative (Columbia School District with joint collaborator Columbia- Marion County Public Library (CMCPL)) propose a 21st Century Community Learning Center (21st CCLC) program to meet the needs of pre-K and Kindergarten -12th grade students and their families. The 21st CCLC program will be referred to as **"X-STREAM"**.

The **"X-STREAM"** programs for the Columbia School District began in January 2021. The CSD funded the program out of district funds due to the budget not getting approved by MDE until March 2021. The Columbia Public Library was unable to participate during the spring semester due to a flood and resulting closure of the library. This program was conducted at 5 sites (Columbia Primary School, Columbia Elementary School, Jefferson Middle School, Columbia High School, and Columbia-Marion County Public Library) that provide both academic and enrichment opportunities for students and their families. The competitive grant was approved by a panel of readers convened by staff in the Office of Federal Programs in the Mississippi Department of Education (OFP/MDE) in the fall of 2020. This federally funded program helps students meet state and local student standards in core academic subjects, particularly in reading and math. X-STREAM focuses on "X-ing out" learning gaps by providing eXplicit instruction and eXperiences in STREAM: Science, Technology, Reading, Engineering, Art, and Math. The program also offers literacy and other educational services to the families of participating children.

This evaluation report is designed to highlight the multiple strengths and accomplishments of the CSD's program, acknowledge challenges, and make recommendations to support grant

compliance and continued sustainability. This report is formatted based on requirements set forth by the Mississippi Department of Education (Office of Federal Programs) and consists of six primary components:

- 1) Executive Summary,
- 2) Evaluation Purpose and Questions,
- 3) Program Background and Attendance,
- 4) Evaluation Methodology and Limitations,
- 5) Findings, and Conclusions
- 6) Recommendations.

The CSD's program is a well-designed and effectively implemented program that diligently strives to create an engaging and impactful experience for its participants. Based on data collected, students not only enjoy being a part of the program, they are also benefiting both academically (specifically in reading and math) and behaviorally. Although data indicates student academic and behavioral progress as well as high levels of satisfaction among various stakeholders, there are areas for growth and improvement within the program.

Evaluation Purpose and Evaluation Questions

The evaluation of CSD's 21CCLC program is designed as a continuous improvement model to provide information to measure the progress of grant objectives over a specified amount of time. All data collected was analyzed and used to guide and improve program's implementation. This evaluation report will be submitted to Project and Program Directors so that they may analyze the findings and reflect on success of the three years of this grant. Moving forward, this report will help the sustainability of this valuable program. Finally, this report will be submitted to MDE for program auditing purposes. Multiple research measures were used to collect and analyze data. This evaluation used a mixed method design examining quantitative measures (i.e. survey results, attendance, and demographic information) and qualitative measures. The measures, timeline, and data sources indicated were consistent with the evaluation plan provided in the approved grant application. These data were provided to the External Evaluator via email.

Progress of this program was tracked to ensure outcomes show X-STREAM programs are meeting the needs of at-risk students and their families by the following:

- Increasing K-readiness,
- Decreasing truancy and discipline referrals,

- Increasing the graduation rate/decreasing the dropout rate, and
- Increasing student academic achievement so that students are college and career ready.

There were no issues or barriers to collecting data for the evaluation because the Program Director had all necessary data organized in an easily accessible format. The following charts provide information about the measures and data resources that were used for the assessment of each objective.

Attendance

GENERAL ATTENDANCE

Sites	Fall 2023 Total Attendance
CPS	Morning - 131 After school - 57
CES	Morning - 243 After School - 179
JMS	Morning - 159 After School - 145
CHS	Morning - 47 After school - 84

Sites	SPRING 2024 Attendance
CPS	Morning - 120 After school - 42
CES	Morning - 224 After school - 180
JMS	Morning - 189 After school - 140
CHS	Morning - 15 After school - 58

Evaluation Questions

The following questions were developed as a means of measuring the goals stated in the approved 21CCLC application narrative:

- **Did the CSD's 21st CCLC program make progress towards its goals and objectives?**
 - *Small group instruction and one-on-one instruction ensured the goals and objectives of this program were effectively met. This progress was demonstrated in the following areas:*
 - *Student participation,*
 - *Attendance, and*
 - *Report Card*
 - *Student grades*
 - *Benchmark Testing*
- **What were the strengths of the CSD's 21st CCLC program?**
 - *STEM activities,*
 - *Differentiation of instruction, and*
 - *Hands-on learning*
 - *Performing Arts*
- **In what areas can the CSD's 21st CCL program be improved?**
 - *Building parent/community involvement*
 - *Continue the strong communication between School Day Teachers and After School Teachers*

Specific evaluation questions were developed as well to address each objective/goal. These will be specified in the section of the evaluation report describing progress towards program goals and objectives.

This evaluation, while not limited to these questions, should address these questions to determine if the CSD's 21st CCLC program reached its goals as approved for funding by the Mississippi Department of Education.

Program Background

The each site program consisted of the following:

- STEM,
- Literacy,
- College and Career Readiness

- Culinary Arts Classes
- Leadership Training

X-STREAM operated before school (zero period) at each campus and after school as well as off campus at the CMCPL throughout the week and on weekends. CPS, CES, and JMS started X-STREAM O (zero) Period five days per week starting 45 minutes before the regular school day. During zero period, each site's Extended Library Director opened the school library and assisted students in accessing computers, checking out books, taking Accelerated Reader tests, and reading assistance as needed. Thirty minutes before school started, designated classroom teachers (paid by the district) were on hand to provide reading instruction and/or homework help as needed. Breakfast was accompanied by a youth development mini-lesson in the cafeteria.

During year 2 the 21st CCLC Advisory Committee along with support of district administrators changed the planned summer program to two intersession programs due to a re-evaluation of needs. Year 3 the Learn More Grant provided the intersession funding. Moving this additional instructional time to months when students are already expected to be on campus provided additional benefits such as ease of parent communication and increased participation. This change was proven to be beneficial to the program as shown by the increase in attendance and test data. Additional instruction during the intersession provided an opportunity for earlier intervention with students who have yet to master grade-level skills. Research shows that intervening sooner increases the likelihood of students reaching true mastery throughout the year by strengthening foundational knowledge that can continue to be practiced throughout the remainder of the year. The Program Coordinator monitored the program in-person.

Staffing

Research shows that a high quality program relies heavily upon well-qualified and experienced staff members who provide superior services. The CSD's 21st CCLC program has a clearly defined organizational structure that highlights each staff member's strengths. The Program Director site directors work directly, collaboratively, and provide guidance and oversight with the site 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 Program Director serves as the "face of the program" for various stakeholders and collaborators, program staff, program participants and their parents. Each site has a Site Director

who is in charge of making decisions dealing with the daily operations of the program. The Program Director is the first line of communication with the CSD's 21st CCLC sites. The Project Director is responsible for ensuring sites are fully staffed, following approved schedules, and implementing quality instruction and remediation. In addition to the duties describe above, the Program Director works closely with Site Director at each site to ensure grant compliance. Site directors oversee staffing, scheduling, and student participation at each site. They serve as a mediator between the Program Director and the academic and enrichment staff. Site Directors are responsible for overseeing snack distribution, attendance, and personnel, as well as, working with school principals to help reach school/21st CCLC goals. Site Directors maintain and collect documentation. Program Director ensures grant compliance and efforts towards meeting internal goals.

The CSD's 21st CCLC program is fortunate to secure experienced certified staff members to provide remedial and enrichment activities. Certified teachers are assigned to each classroom/rotation and are supported by college interns and high school students as needed. All staff members attend ongoing professional development opportunities focused on program orientations and curriculum development. Plans are in place for varied professional development opportunities.

X-STREAM STAFFING

After School Program Site	Coordinator/ Site Director	Library/Zero Period	eXplicit Instruction Teachers
CPS	1	1	5
CES	1	1	9
JMS	1	1	8
CHS	1	1	5

Evaluation Methodology and Limitations

The program is operating under a 21st CCLC competitive grant funded by the MS Department of Education through the U.S. Department of Education. The 21st CCLC program takes place at all sites in the district, which is located in a rural, high-poverty area in southwest Mississippi. CSD's 21st CCLC program focuses its efforts on the bottom quartile of students at each site. State assessments, benchmark data, classroom grades, and current universal screening reports are the data used.

The focus of this program is to create a program that provided a safe place for students, remediation in ELA/Math, extended library hours, after hours STEM, and extracurricular activities that enriched the lives of the participants. The vision is to create a program that provides remediation, enrichment opportunities, and increases parental involvement in an effort to achieve district goals for improving student proficiency.

CSD's 21st CCLC program has developed three goals to guide their program's design and development. These goals are monitored throughout the school year and are used internally to measure the quality of the program.

Goals for CSD's 21 CCLC

- **Goal 1-** Improve student academic achievement.
- **Goal 2-** Improve Youth Development by improving student attendance and behavior.
- **Goal 3-** Improve Family engagement.

By bridging the gap between the school day and home life, the CSD's 21st CCLC program's plan is to improve student academic performance by providing structured tutorial services, homework help, remediation in Math and English, and various enrichment activities. In addition, the program offers family literacy activities, extended library hours, and access to technology. By equipping students and their families with these resources, the program aspires to help students improve in homework completion, classroom grades, classroom behavior, and state and district mandated testing. This is monitored routinely throughout the year through progress reports, benchmark testing, classroom grades and report cards.

Methods and Data Collection Tools

The following plan is used for the sharing of data with the external evaluator:

- *Site visits and observations,*
- *Impromptu interviews with all staff members,*

- *Review program documents, and*
- *Engage in informal conversations with site staff, students, and coordinators*

The goal of the interviews is to capture perspectives of program participants, staff, and others affiliated with the program. The interviews are unstructured and conversational. Survey data, testing data, universal screener data, and attendance data are to be all shared with appropriate district staff members.

Data (ie.. benchmark data, behavior data, and attendance data) are shared with the external evaluator through email. District and program staff analyze additional data and results on achievement of the goals, which were set in this program, were shared with the evaluator.

Data Collected

Source	Frequency	Source
Report Card Results	Quarterly	Schools
Observations	Monthly	Program Director
Marion County Library	Annually	Marion County Library
Retention Rates	Annually	Schools
Discipline Referrals	Quarterly	Schools
Observations	Bi-annual	External Provider
Attendance	Daily	Attendance Records
Teacher Survey	Annually	Teachers
Student Survey	Annually	Enrolled Students
Parent Survey	Annually	Parents
Program Attendance	Daily	Attendance Reports
Member Demographics	Annually	SAMS

Sources for Needs Assessment (NA)

All available sources of information for NA are collected on-site.

Information is collected from parents, staff members, and students in the form of surveys. All stakeholders in these groups were asked to evaluate the program. All available academic data was collected. The CSD understands the importance of shareholders' voices.

Reasons for data collection tools

Surveys are chosen as a data collection tool to ascertain the perceptions of the program and its success in reaching its goals. All available assessment, benchmark, accountability and progress monitoring data were used to quantify and measure the program's achievement of its goals.

Findings

CSD has made significant progress on all three goals. The following is evidence of that progress.

Data for CHS							
# of Students / Grade level		Total Gender	GPRA 2	GPRA 3	GPRA 4		
95/ 9th Grade		117 Males	28 N / 12%	40 N / 17%	0 N		
50/ 10th Grade		112 Females	45 Y / 20%	14 Y / 6%	229 Y / 100%		
41 /11th Grade			95 Blank / 41%	1 Blank	0 Blank		
40 /12th Grade			61 N/A / 3%	174 N/A / 76%	0 N/A		
3 /Not Graded							
		229	229	229	229		
Data for JMS							
# of Students / Grade level		Total Gender	GPRA 1 Math	GPRA 2	GPRA 3	GPRA 4	GPRA 1 ELA
55 /8th Grade		101 Male	71 N /37%	20 N /10%	14 N / 7%		98 N / 51%
73/ 7th Grade		92 Female	113 Y / 58%	68 Y / 35%	11 Y / 6%	193 Y/ 100%	87 Y / 45%
65 /6th Grade			9 N/A	40 N/A / 21%	168 N/A / 87%		7 N/A / 3%
			1 Blank	65 Blank / 34%	0 Blank		1 Blank / 1%
			193				193
Data for CES by grade /total							
# of Students / Grade level	Avg Attendance	# Females	# Males	Growth Math	Growth ELA		
3 / 6th Grade	17.66	2 femaies	1 male	2 Y / 66%	0 Y		
108 /5th Grade	33.31	63 females	45 males	61 Y / 56%	61Y / 56%		
92 /4th Grade	36.58	50 females	42 males	63 Y / 68%	21 Y / 23%		
98/ 3rd Grade	36.6	52 females	46 males	N/A	N/A		

Total 301	31.04	167 Females	134 Males	126 Y / 62%	82 Y / 40%		
Data for CPS by grade/total							
# of Students / Grade level							
	Avg Attendance	# Females	# Males	Growth Math	Growth ELA		
81 1st Grade	15	31 females	50 males	N/A	N/A		
101 2nd Grade	26	45 females	56 males	N/A	N/A		
1 3rd Grade	11	1 female	0 males	N/A	N/A		
1 4th Grade	29	1 female	0 males	N/A	N/A		
Total 184	20	78 Females	106 Males				

Evidence

The evaluation questions are all answerable by academic data collected throughout the year. The teachers, staff, and program director check data for accuracy. In both mathematics and language art, it was reported greater mastery per the teacher surveys sent out.

Sustainability Plan

The X-STREAM plans to continue to be sustained at the same level during year four and after the 21st CCLC funding ends by seeking additional funding sources. Federal Programs Director will seek grants to sustain the program and continue to provide services to students. The Summer Demonstration Grant, Summer Jobs and Beyond: Career Pathways for Youth (CPY), Healthy Schools grant, National Youth Programs Grant are among potential sustainable opportunities. The in-kind use of facilities and employees' time paid for by CSD and Columbia-Marion County Public Library are a great start to maintaining the program. Additional volunteer service by partnerships created with business and community leaders will also be an opportunity for in-kind sustainability of the program. Documented success of X-STREAM will increase the probability of sustained funding through grant opportunities.

Conclusions and Recommendations

<u>Conclusions</u>	<u>Recommendation</u>	<u>Evidence</u>
CSD is continuing to prioritize family and community engagement.	Continue to plan activities that include community, parents and families. CSD understands the importance of stakeholder involvement.	Interviews with site coordinators and program director identify this as an area of need.
Communication between school-day teacher and program staff has increased but remains a priority.	Continue to have program staff members utilize reports created in the student package. Continue PLC meetings between 21 st CCLC staff and school-day teachers	Interview with program director suggests that school-day teachers are involved in feedback reporting or review.

Appendices

<u>Name</u>	<u>Title</u>
Amy Lee	Program Director
Delesa Newsom	Site Coordinator
Danielle Whittington	Site Coordinator
Alex Smith	Site Coordinator
Kelsey Robbins	Site Coordinator

Biography of Evaluator

Debbie Murphy

EDUCATION

- ❖ Delta State University, Cleveland, Mississippi
Master's Degree in Supervision and Administration
- ❖ University of Mississippi, Oxford, Mississippi
Bachelor of Science Degree in Education

CAREER HISTORY

2014- Present	Educational Consultant
September 2010 – 2014	Bureau Manager for the Office of Federal Programs
August 2008 – 2010	Assistant Superintendent, Senatobia Municipal School District
August 2002 –2008	Director of Instruction, Baldwin School District
August 1999-2002	Administrator of Lockard Elementary School, Indianola School District
August 1999-2001	District Testing Coordinator, Indianola School District / Assistant Federal Programs Director
August 1989-2001	Teacher at Lockard Elementary School, Indianola School District/Assistant Principal
August 1988-1989	Teacher at Southside Elementary School, Quitman County School District
August 1987-1988	Teacher at Talbot Elementary School, Alachua County School District,
August 1985-1986	Director, Children's House Montessori School, Oxford, Mississippi