

NOVEMBER 16, 2021

GADSDEN CITY HIGH SCHOOL

EVALUATION PLAN

Name of LEA/CBO: Gadsden City Schools

BRIDGE Program

Name of LEA/CBO: Gadsden City Schools

School(s) Served: Gadsden City High School

Location of Program: 1917 Black Creek Pkwy, Gadsden, AL 35904

External Evaluator: Sarah B. Odom, PhD, sbodom@gmail.com, 251-654-3815

Program Director: Mr. Hector Baeza, hbaeza@gcs.k12.al.us, 256-549-2925

Technical Advisor: Donna Goodwin, donna.goodwin@mindspring.com, 334-467-4481

Vann-Ray, LLC

EXTERNAL EVALUATOR

GADSDEN CITY HIGH SCHOOL

EVALUATION PLAN

The overarching goal for **BRIDGE** designed for Gadsden City High School (GCHS) is to provide enrichment, remediation, support, and additional services so that students of GCHS will increase their academic achievement, improve behavior and attendance, increase family involvement and parenting skills, strengthen mental and physical wellness, collect college and career awareness and readiness skills, along with job skills, to strengthen the communities supporting the students and their families.

Indicators of success would include improved grades, improved student behaviors, increased attendance and parental involvement.

Program Description and Background

PROGRAM HISTORY

Gadsden City High School is located in northeast Alabama. 1550 students attend GCHS in 9-12. There are 3 feeder schools and 1 is on school improvement. 56% qualify for Free/Reduced Lunch. 17% are McKinney Vento (unaccompanied youth).

NEED ADDRESSED

High Crime area/dropout rate 12% To bridge the gap of needs/solutions based on collaborative needs assessment meetings the identified needs are listed with a goal and a solution that this program will offer. The targeted population needs job skills, as well as their parents 604 extended hours over 200 days.

Goal 1: Academic Enrichment

- Not Proficient 39% Math : 29% Reading ACT data
- Truancy, lack of accountability from home, apathy, over 30% are identified special ed getting modified work & not gaining a foundation for progress
- 159 EL
- Solution: Evidence based Remediation/credit recovery/Early College/ACT Prep/homework help

Goal 2: Increased school day attendance

- Lack of parental accountability, mental health issues, need for employment as well as suspensions led to truancy 70% 1100 truant students
- Solution: Health/wellness awareness/Counseling, Enrichment, CTE lessons, STEM lessons/Job skills. Athletic enrichment, exercise, Arts

Goal 3: Increase Parent/Family

- Parents are apathetic, absent from homes, intimidated by school and over 40% are dropouts
- Mental health referrals
- Solution: Weekly parenting/family sessions-Mental Health counseling/financial literacy/job training/community resources

Goal 4: Decreased behavioral issues

- 77% of students received disciplinary referrals/52% was defiance
- Solution: Program hires a counselor, PBA CTE training

Goal 5: Implement STEM

- 70% of Regular day class lack STEM emphasis
- Solution: PD for staff Daily robotics, makerspace, STEM career awareness/field trips to colleges to see STEM in action

Goal 6: Provide Service Learning Opportunities

- 18% of students are involved in Service Learning
- Solution: Service learning with veterans based on community needs. Offering academic and career readiness skills will assist the community & school.

TARGET POPULATION

CCLC **BRIDGE** Program proposes to serve 133 high poverty, low achieving students [Grades 9-12] an inner city, consolidated high school - 56% Poverty level & 77% minority. The poverty rate for students who will attend **BRIDGE** is much higher than 56%. Due to the consolidated (ONE) high school in Gadsden City, the poverty rate includes students in the affluent area of Gadsden which skew the actual rate of poverty of the majority of students. Median household income of the students who we propose to serve is \$15.2k per year. The poverty rate minus the affluent sub section of students would be near 92% [Feeder school information, 2018] GCHS has 70% low income students, 30% upper middle income students; it lacks a "middle" income class. Therefore, the **BRIDGE** program will focus on "bridging" the gap between the diverse groups through academics, enrichment, parenting skills and counseling.

GOALS

Goal 1: Academic Achievement

Goal 2: Increased school day attendance

Goal 3: Increase Parent/Family Engagement

Goal 4: Decreased behavioral issues

Goal 5: Implement STEM

Goal 6: Provide Service Learning Opportunities

MEASURABLE OBJECTIVES

Obj 1A: At least 50% will maintain and/or increase their grades in math during the school year as measured by report card grades.

Obj 1B: Increase credits recovered in Math by 25% of participating students who are in need of math credits by May.

Obj1C: At least 40% of students will increase their ELA grade during the school year based on report card grades.

Obj1D: Increase credits recovered in ELA by 25% of participating students who are in need of ELA credits by May

Obj2: At least 50% of participants will meet or exceed the district's average rate of school day attendance by May

Obj3: Increase parent involvement activities/family engagement of students' parents by 20% each semester as evidenced on EZ Reports

Obj4: Decrease number of disciplinary referrals of regularly participating students for defiance/disrespect by 20% each semester as evidenced from baseline (FY 20 SIR data)

Obj5: At least 60% of students will report a medium to high level of interest and engagement in STEM Need: 70% of Regular day class lack STEM emphasis

Obj6: Increase by 30% the number of regularly participating students who participate in Service Learning activities by May.

RESOURCES

School District Partnership

- Gadsden City CNP Johnny Parker 256.543.3512 Healthy snacks/lunch
- Gadsden City Federal Programs Hector Baeza 256. 543.3512 Inkind services PD, SRB Programs, ELL CAMP
- Gadsden City Schools Athletic Program Todd Lamberth 256.543.4245 Enrichment

Community Based Organization/Non Profit

- United Way Joanne Hightower 256.547.2581 Will assist with personal needs of students through counselor referral and classes for parents onsite/UofA

- 211 First Call for Help Ruth Moffatt 256.547.2581 Emergency Assistance for 21st CCLC Participants [social services]
- Family Success Center Tammy Jackson 256.547.6888 services and meetings for parenting classes anger management, financial literacy at UofA
- Etowah County Cooperative Extension Karen Hurst 256.547.7936 Healthy Meal Prep Info at UofA for families
- Gadsden Museum of Art Jill Edwards 256.546.7365 Art Instruction on Site
- Community Theatre Mike Beecham 404.916.5967 Performing Art Instruction on site & at RITZ
- Dre Kirkpatrick Foundation Dre Kirkpatrick 256 504 9879 Athletic Camp
- Gadsden Public Library Nicole Papa 256.549.4699 Assistance with research projects for participants at library
- Patriots Association Rick Vaughn 256. 504.1436 Guidance with Service Learning for Veterans iVOW

Community Based Health Organization/Non Profit

- Quality of Life Karen Parker 256.439.6308 Wellness Checks onsite for students/parents each semester
- AL Cooperative Extension USNAP-Ed Andrea Morris 256.372.8082 Programming/ Goods/Services/Nutrition & Health onsite
- ADPH Davia Adams 256.771.6043 Fitness Curriculum onsite

Governmental Agency

- AIDT Donated welding equipment for participant use
- East Alabama Works! Carl Brady 256.231.5160 Ext. 19 will assist with field trips to industry and college visits in summer program/Regional Workforce planning onsite and at UofA
- City of Gadsden Summer Feeding Contract Jennifer Gipson 256. 349.4679 Nutritious Meals

For Profit

- ZLA Solutions Candy Teague 256.485.1617 Staffing/Personnel Training at their agency/ at UofA
- Woods Transportation Transportation Contract for Field Trips

Advisory Council will be comprised of school staff, program staff, admin, community partner, stakeholder, parent, student and UofA staff member. The AC will meet twice each year to discuss program goals. AC members will receive an agenda and minutes will be kept and shared with ALSDE at monitoring. AC will recommend changes and celebrate effectiveness and recruit partners for sustainability

*RECRUIT Senior Citizens to volunteer in program

OPERATIONS

Gadsden City High School and UofA Gadsden propose the 21st CCLC BRIDGE Program Operating 2:46 -5:46 p.m M-Th and from 4:30-6:30 on Sunday during the regular school year (36 weeks). 12 hours per week for a total of 502 hours. After recruitment takes place of the most at risk students, open enrollment will be announced in various manners (letters, calls, emails). Students will complete enrollment form & student/guardian will attend Orientation. Students enroll until 135 student capacity is met. Participants receive a handbook detailing zero tolerance for misbehavior & expectations of program, program goals/obj & select CTE elective & academic choice (Credit Recovery/Early College/ Remediation).

No session on holidays

Nutritious snack served by CNP daily

BRIDGE will operate 144 days regular school year M-Th 2:46-5:46 (3 hours per day/12 per week) 36 weeks 432 hours

Sunday 4:30-6:30 2 hours per week 72 hours

Regular School Year Monday-Thursday and on Sunday Total 12 hours per week 504 hours per year

Summer Program 20 days 5 week period [June 1 - July 2] M-Th 8:00-1:00 (5 hours per day)

Total 20 hours week Total

100 hours

No sessions during holidays

Total Program hours 604 hours/200 days

Daily Program Activities

Academic Enrichment is a 15:1 Math remediation / ELA remediation, Credit Recovery, UofA Early College, Homework assistance

Enrichment is personal fitness, organized sports, art (visual/performing) music athletics

STEM includes hands on learning in science, technology, engineering and math with project based learning, robotics and makerspace

College/Career Readiness includes job skill training in a choice of robotics, welding, Certified Nursing Assistant, Culinary Arts, UofA Early College Classes, ACT Prep, Career

FEEDER SCHOOL & LONG TERM OUTCOMES

Feeder School

There are three feeder schools that send students to GCHS.

Long Term Outcomes

Gadsden City Schools and the UofA are committed to the continuation of the BRIDGE 21st CCLC program. As the needs assessment verifies, both the school system and the community believe there is a great need for this program. The district will need to develop strategies to support the program beyond the funding period. Continuation of the after-school/summer program beyond the funding period will depend on several factors. The program must demonstrate the long-term ability to achieve program goals and objectives that include improving student academic performance, increasing college and career readiness, and increasing student personal wellness and family engagement. Program sustainability will also depend on continued partner/community support. The BRIDGE program staff will work to build/maintain active involvement of partners, service agencies, and community members in the program through ongoing communication about program activities, successes, needs, and plans. These strategies will be designed to encourage businesses, service organizations, other educational entities to provide services funds needed to continue the program. Additional funding will be sought from state, federal grants & foundations. These organizations, as well as many individuals, have agreed to work with BRIDGE staff to provide enrichment opportunities for students/

families. The district's in-kind funding includes infrastructure, facilities, utilities, computers, printers, software, other technology equipment, media center resources, gyms and physical education equipment, transportation, and fiscal agent services. In addition to paid staff, instructional staff will be recruited from volunteers, retired educators, current educators, college interns, high school students. Instructional staff will have opportunities to participate in the school system's professional learning activities at no cost. The Program Director will work with the BRIDGE Advisory Council to locate additional resources to sustain the program. Plans will be developed to recruit senior citizens to work in the program via the Retired Teacher organization. The Program Director will meet with the retired teachers/explain the instructional needs of the program. They will be solicited to volunteer. Senior citizens in local churches and service organizations will also be asked to volunteer to assist with program activities, such as enrichment activities. We will also seek student volunteers from nearby teaching colleges. The BRIDGE program advisory committee will be an important link in efforts to sustain the program over time. Further, increasing public awareness through media and news releases is a key piece to sustaining the program. Program staff will seek to highlight program activities and students (with parent permission) via social media. As documented in the Partners Table the BRIDGE has the support of the School System and the community BRIDGE staff will search for grants to sustain the programming.

EVALUATION ACTIVITIES

STAKEHOLDERS

(1) First and foremost are the students in the program who are to benefit from academic, college and career readiness, and social responsibility activities. Their progress will be measured by various means including, but not limited to, progress measures, state tests, attendance records, and improved patterns of behavior. (2) Administrators will gain from the program in that students in the 21st Century CLC extended day activities generally show a significant increase in test and achievement scores and high school graduation thus increasing overall school achievement averages. In addition, better community and school cooperation results. (3) Teachers will benefit due to program activities increasing the progress of the enrolled students and with remediation and credit recovery of students when necessary. (4) Families of enrolled students will benefit in that classes involving literacy, technology, and parenting will be available to them. (5) Community

leaders and organizations will benefit from joint activities in which skills and knowledge can be shared from them and in a reciprocal way from the school.

Each of the stakeholders will be involved in the evaluation of the program through surveys, direct participation in program activities, scheduled meetings to include feedback related to the program, and in the reporting of evaluation results to stakeholders as needed. Surveys from administrators, teachers, students, and parents will be utilized. Test, credit recovery, and achievement results will be analyzed to see if program goals and objectives have been met and that information will be disseminated to stakeholders.

In addition, the summative evaluation from the external evaluator will be made available to interested parties for examination, consideration, and possible feedback.

PURPOSE

The overall purpose of the evaluation process is to help define the desired outcomes of the program in relation to the goals and objectives as stated in the 2019-2020 grant.

Goals and Measurable Objectives

BRIDGE will have an ongoing eval plan developed in collaboration with the external evaluator, Sarah B. Odom, PhD (Vann-Ray, LLC) including 3 onsite visits, surveys, data review for 3% of grant award. The evaluation plan will evaluate the effectiveness:

Goal 1: Provide Academic Enrichment and remediation to meet challenging state academic standards

Goal 1A: Improve achievement in Math

Obj: At least 50% will maintain and/or increase their grades in math during the school year as measured by report card grades

Obj: Increase credits recovered in Math by 25% of participating students who are in need of math credits by May

Measurement Report card grades, ACT scores/Math, Credit Recovery data

Evaluation Questions:

1. *Did 50% of students participating 30+ days maintain or increase their grades in math as measured by quarterly report card grades?*
2. *Did 25% of the students needing credit recovery in math achieve recovering the needed credits by May?*

Goal 1B: Improve achievement in ELA (Literacy/English)

Obj: At least 40% of students will increase their ELA grade during the school year based on report card grades

Obj: Increase credits recovered in ELA by 25% of participating students who are in need of ELA credits by May

Measurement Report card grades, ACT Score in Reading/English, SRA assessment tools, Credit recovery data

Evaluation Questions:

1. *Did 40% of students participating 30+ days increase their ELA grade during the school year based on quarterly ELA report card grades?*
2. *Did 25% of students needing ELA credit recovery successfully recover credits by May?*

Goal 2: Increase Attendance for the regular school day

Obj: At least 50% of participants will meet or exceed the district's average rate of school day attendance (FY18)

Measurement Tool: School attendance data STI

Evaluation Question:

1. *Did 50% of participating students (30+ days) meet or exceed the district's average daily rate of attendance established in 2018?*

Goal 3: Increase parent and family engagement

Obj: Increase parent involvement activities/family engagement of regularly participating students' parents by 20% each semester as evidenced on EZ Reports

Measurement : EZ Report data, Sign in sheets, UofA data

Evaluation Question:

1. *Each semester, did parental involvement in activities and family engagement of 30+ day students increase by 20% from fall to spring?*

Goal 4: Improve student behavior throughout the regular school day

Obj: Decrease number of disciplinary referrals of regularly participating students for defiance/disrespect by 20% each semester as evidenced from baseline (FY 18 SIR data)

Measurement: SIR

Evaluation Question:

1. *Did the number of disciplinary referrals of 30+ day students decrease by 20% each semester as proposed using FY18 SIR discipline data as a baseline?*

Goal 5: Implement STEM activities

Obj: At least 60% of students will report a medium to high level of interest and engagement in STEM

Measurement Student Surveys, EZ Report data

Evaluation Question:

1. *When surveyed, did 60% of 30+ day students report a medium to high interest in STEM proposed activities provided by the program?*

Goal 6: Provide Service Learning Opportunities Community Need

Obj: Increase by 30% the number of regularly participating students who participate in Service Learning activities by May.

Measurement UofA reports, Partner surveys, EZ Reports Data, Advisory Minutes, Reflection Journals

Evaluation Question:

1. *Did at least 30% of regularly participating students participate in a service learning activity by May.*

Program observations will be discussed with the staff after the evaluator sends data. Areas of weakness will be addressed/corrected CIP review/documentation State/local assessments STI data of PD/Attendance/Discipline EZ Report charts of activities, lesson plans UofA documentation of parenting/family Advisory Council minutes will be used

Evaluation/assessment results will be presented to the Supt. (Tony Reddick) and stakeholders/Advisory Council Evaluation ongoing Goals will continue each year.

In addition to the data collected for the evaluation questions, stakeholders will also complete surveys to determine if there is qualitative evidence the perceptions of the stakeholders are such that students are improving because of their participation in the 21st Century CLC program.

DATA COLLECTION AND METHODS

Data will be collected, assembled, and analyzed from the following sources: EZ Reports, SIR reports, surveys, sign-in sheets, assessment and test data. Sufficient representative samples will provide enough information from which conclusions can be drawn. In addition, site observations, surveys (questionnaires), and interviews will be utilized to gain further insights for evaluation purposes.

The program coordinator and teachers along with the external evaluator will assemble the above mentioned data sources and will together discuss the volition of each source. The information gained will then be used to formulate an overall evaluation of program effectiveness toward reaching program goals and objectives. This information will form the basis for the summative evaluation which will then be disseminated as warranted to the various stakeholders, but especially to advisory council members, teachers, administrators, and board of education members.

All data collected will be secured in the office of the program coordinator. Any data from individuals will be handled discreetly and will be disposed of as necessary in a secure fashion.

USING THE RESULTS

The information and feedback received from the evaluation will be used in two ways. First, positive aspects of the program will be acknowledged and steps will be taken to continue the workings of those aspects. Second, should areas of concern be discovered as a result of the evaluation, steps will be taken to eliminate those concerns by addressing them as a part of a program improvement plan. It will be the task of the

program coordinator in conjunction with administrators and program teachers to ensure that necessary changes for program enhancement are carried out.

Evaluation results will be shared with administrators, teachers, advisory council members, partners, board of education members, and others who may have a vested interest in the program and its outcomes. The information will also be shared with the State Department of Education. The method of sharing information with all parties will be by written reports and oral presentations in meetings with interested groups where appropriate.

Feedback and solicitations from stakeholders will be welcomed. Discussions in meetings and entertaining questions whether written or verbal from stakeholders will be utilized to gain their perspectives of the program.

APPENDICES

Appendix 1: Logic Model

Appendix 2: Timeline

BRIDGE Logic Model

Inputs	Outputs	Outcomes	Performance Measures	Goals	
<p>\$200,000.00</p> <p>Community Partnerships</p> <p>Curriculum</p> <p>Technology</p> <p>Teachers</p> <p>Tutors</p> <p>Facilities</p> <p>Transportation</p> <p>STEM</p> <p>UoA</p> <p>Volunteers</p> <p>Government Agencies</p>	<p>Academic Enrichment</p> <p>Math remediation / ELA remediation, Credit Recovery, UofA Early College, Homework assistance</p> <p>Enrichment personal fitness, organized sports, art (visual/performing) music athletics</p> <p>STEM hands on learning in science, technology, engineering and math with project based learning, robotics and makerspace</p> <p>College/Career Readiness job skill training robotics, welding, Certified Nursing Assistant, CulinaryArts, UofA Early College Classes, ACT Prep, Career Exploration & Financial Literacy Life skills</p> <p>Counseling 1:1 or small group</p>	<p>More opportunities to provide parental training.</p> <p>Meetings to inform parents of student academics.</p> <p>Increased focus on technology, literacy, and mathematics in all sessions included in the 21st CCLC program.</p> <p>Increased opportunities for students to participate in STEM activities and projects.</p> <p>More opportunities for students to experience success.</p>	<p>Improved credit recovery, report card grades, ACT, standardized test scores in reading and math.</p> <p>Improvement in overall attendance of participants.</p> <p>Improvement in the parental involvement and support of students.</p> <p>Improvement in student behavior based on academic success.</p> <p>Improvement in the implementation of STEM activities for students</p> <p>Increased opportunities for students to provide services.</p>	<p>Goal #1A: Measurement Report card grades, ACT scores/Math, Credit Recovery data</p> <p>Did 50% of students participating 30+ days maintain or increase their grades in math as measured by quarterly report card grades?</p> <p>Did 25% of the students needing credit recovery in math achieve recovering the needed credits by May?</p> <p>Goal #1B: Measurement Report card grades, ACT Score in Reading/English, SRA assessment tools, Credit recovery data</p> <p>Did 40% of students participating 30+ days increase their ELA grade during the school year based on quarterly ELA report card grades?</p> <p>Did 25% of students needing ELA credit recovery successfully recover credits by May?</p> <p>Goal #2: Measurement School attendance data STI.</p> <p>Did 50% of participating students (30+ days) meet or exceed the district's average daily rate of attendance established in 2018?</p> <p>Goal #3: Measurement EZ Report data, Sign in sheets, UofA data</p> <p>Each semester, did parental involvement in activities and family engagement of 30+ day students increase by 20% from fall to spring?</p> <p>Goal #4: Measurement SIR</p> <p>Did the number of disciplinary referrals of 30+ day students decrease by 20% each semester as proposed using FY18 SIR discipline data as a baseline?</p> <p>Goal #5: Measurement Student Surveys, EZ Report data</p> <p>When surveyed, did 60% of 30+ day students report a medium to high interest in STEM proposed activities provided by the program?</p> <p>Goal #6: Measurement UofA reports, Partner surveys, EZ Reports Data, Advisory Minutes, Reflection Journals</p> <p>Did at least 30% of regularly participating students participate in a service learning activity by May.</p>	<p>Goal 1: Provide Academic Enrichment and remediation to meet challenging state academic standards</p> <p>Goal 1A: Improve achievement in Math</p> <p>Goal 1B: Improve achievement in ELA (Literacy/English)</p> <p>Goal 2: Increase Attendance for the regular school day</p> <p>Goal 3: Increase parent and family engagement</p> <p>Goal 4: Improve student behavior throughout the regular school day</p> <p>Goal 5: Implement STEM activities</p> <p>Goal 6: Provide Service Learning Opportunities Community Need</p>

Timeline of Events

Gadsden City High School BRIDGE 21st Century CLC

2021 - 2022 Grant Implementation

Dec	Jan	Feb-Apr	May	Jun	Jul	Aug	Sep
<p>1. Initial meeting with evaluator. Nov 16</p> <p>2. First onsite meeting with all site directors and evaluator to go through evaluation plan - Nov. 16</p> <p>3. Evaluation Plan submitted to ALSDE – Dec. 15th.</p>	<p>1. Mid-year report - Jan. 30th</p>	<p>1. Surveys completed for all stakeholders. - TBD</p> <p>2. Onsite visit from evaluator for additional information. TBD</p>	<p>1. All data for attendance and discipline due by the end of school for analysis. - TBD</p> <p>2. All surveys completed and data sent to evaluator. TBD</p>	<p>1. All testing data provided to evaluator to begin end of academic reporting. - TBD</p> <p>2. Onsite visit of summer program activities and data collection. - TBD</p>	<p>1. Evaluator will continue working on the final analysis.</p>	<p>1. Evaluator will continue working on the final analysis.</p>	<p>1. Final evaluation of the 2020-2021 21st CCLC implementation due – Sept 15.</p> <p>2. Onsite delivery of evaluation. - TBD</p>