

## **2015-2016 School Year Evaluation Report**



**Fayetteville 21<sup>st</sup> Century Community Learning Center  
223 Old Farm Road  
Bedford, Indiana 47421**

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**2015-2016 EXECUTIVE SUMMARY**

**Students Served by the Program Site During Grant Cycle**

Attendance Category	Year 1	Year 2	Year 3	Year 4
<b>Attendance Target</b>	<b>35</b>	<b>30</b>	--	--
Less than 30 days	3	2	--	--
30-60 days	8	4	--	--
60 or more days	29	29	--	--
Total	40	35	--	--

**2015-2016 Progress Toward Academic Performance Measures**

Result	Performance Measure and Annual Target
NO	From fall 2015 to spring 2016, there will be a 20% increase in the percent of regular participating students in grades K-2 that will achieve the yellow or green benchmark for the mClass math test.
YES	From fall 2015 to spring 2016, there will be a 20% increase in the percent of regular participating students in grades K-2 that will achieve the yellow or green benchmark for the ELA portion of the Dibels assessment.
N/A	From fall 2015 to spring 2016, regular participating students in grades 3-5 who score at or above Tier 3 on the math portion of the Acuity test will increase by 10%.
N/A	From fall 2015 to spring 2016, regular participating students in grades 3-5 who score at or above Tier 3 on the ELA portion of the Acuity test will increase by 10%.

**2015-2016 Program Site Successes**

- Staff worked hard to increase parent and teacher awareness of the program in the school and encouraged youth to join the program to increase attendance throughout the school year.
- Staff members worked very well together and worked hard to develop new techniques to help students enjoy learning.
- Staff members excelled in getting students involved with the myON reading portal.

**Areas to be Strengthened in 2016-2017**

- Increase communication with school day teachers to verify that students are not struggling in any specific areas.
- Have staff members feel more comfortable with the myON reading portal.
- Get students to come the required three days a week and ensure that students stay through homework time when they do attend.

**Introduction:**

This is the second year for the Fayetteville 21<sup>st</sup> Century Community Learning Center (CCLC) Afterschool Program and this report analyzes the data on program outcomes gathered throughout the 2015-2016 school year. Student academic performance, classroom behavior, and 21<sup>st</sup> Century Community Learning Center event evaluation data was gathered using several measurement tools. They include:

1. Grades
2. Family Night Surveys
3. Student Surveys
4. Parent Surveys
5. Teacher Surveys

This report provides descriptive statistics which can be used to determine the level of impact on youth participants and the participants’ parents. Additionally, stakeholders may wish to use this evaluation in making program changes for effectiveness.

**STUDENTS SERVED BY THE PROGRAM**

**Fayetteville Program Attendance:**

	# of students	% of total
0 - 30 days	2	5.7%
30 - 59 days	4	11.4%
60 + days	29	82.9%

**Actual Attendance Compared to Projected Numbers:**

	Total # of proposed in application	Total # currently being served	Number of Regular Participants (Active)
Students	30	35	35
Parents	15	46	46
Totals (students + parents)	45	81	81

For the 2015-2016 school year, the 21<sup>st</sup> CCLC program at Fayetteville did not meet their projected attendance goal of having 30 students attend regularly at 60+ days. The actual number of students who attended the program 60+ days was 29. Initially, it was difficult to get students enrolled in the program and to get buy-in from parents due to the program still being new and unknown. There was not a waitlist for the program in the second year, which also contributed to difficulties reaching attendance goals. Fayetteville school is also a very small school with only approximately 180 students in the entire school.

**Participant Demographics:**

The Fayetteville 21<sup>st</sup> CCLC Program served 14 female and 21 male students. Of these students, 91% were Caucasian, 3% were Asian, and 6% were some other race. Of the students participating in the program, 10 students were between ages five and six, 10 were between seven and eight, 8 were between nine and ten, and 7 were between eleven and twelve years old. Also, 49% of the students were on free or reduced lunch at school.

**Short-term Performance Measures: Math**  
**Hoosier Uplands EDC, Fayetteville Site**

K-2 Grade- M Class Math- From fall 2015 to spring 2016, there will be a 20% increase in the percent of regular participating students in grades K-2 that will achieve the yellow or green benchmark for the mClass math test.

A	B	C	D	E	F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing		
22	22	100%	21	96%	21	96%	0%	NO

From fall 2015 to spring 2016, regular participating students in grades 3-5 who score at or above Tier 3 on the math portion of the Acuity test will increase by 10%.

A	B	C	D	E	F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing		
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Short-term Performance Measures: English/Language Arts**  
**Hoosier Uplands EDC, Fayetteville Site**

From fall 2015 to spring 2016, there will be a 20% increase in the percent of regular participating students in grades K-2 that will achieve the yellow or green benchmark for the ELA portion of the Dibels assessment.

A	B	C	D	E	F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing		
22	22	100%	18	82%	22	100%	22%	YES

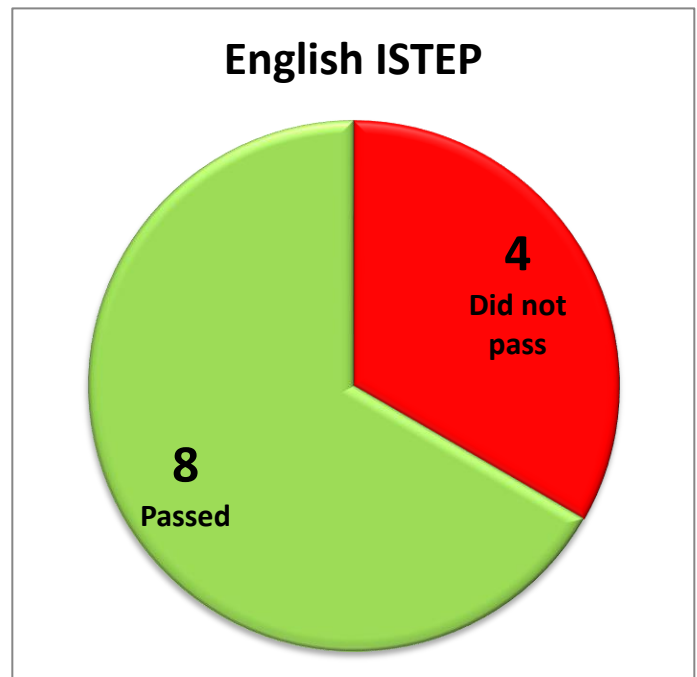
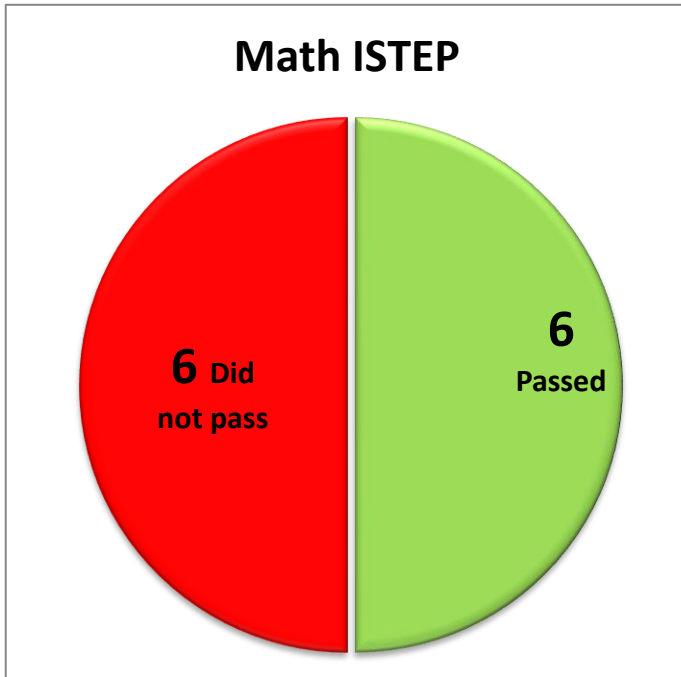
From fall 2015 to spring 2016, regular participating students in grades 3-5 who score at or above Tier 3 on the ELA portion of the Acuity test will increase by 10%.

A	B	C	D	E	F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing		
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Fayetteville students have done very well in all aspects of both Dibels, and mClass. Unfortunately they did not meet their mClass goal due to the majority of students already currently passing and there was not much room for change. As for Dibels, there was a 22% increase in the number of students passing from the fall to the spring semester, which met the goal of a 20% increase in the number of students passing. The percentage of students that increased tiers and achieved either yellow or green by the end of the year Dibels assessment were

18%. As for mClass, the goal of 20% was not met for students grades K-2. However, this is an overall success as 96% of students were passing in the fall and the spring as well as an overall 36% of students increasing tiers to either yellow or green. Acuity scores were unable to be assessed because a scale was not provided to compare students' scores. Overall, Fayetteville did very well in all areas.

### Fayetteville ISTEP



The Fayetteville ISTEP scores were positive overall. Of students participating in the math ISTEP portion, 50% passed with 6 students, while 50% didn't receive a passing score with 6 students not passing. Contrarily, 67% of students passed the English/ Language Arts portion of the ISTEP with 8 students, and only 4 students didn't pass, or 33%. There is a need for improvement on ISTEP scores and staff will work more closely with students next year to help increase these scores.

### Fayetteville Grades

In the fall of 2015, Kindergarten through 5<sup>th</sup> grade students had English (ELA) Language Arts grades that were a B+ average, and math grades that were an A average. In the spring of 2016, the ELA scores were a B+ average, and the math grades were an A- average.

### **Grade Analysis:**

The student's grades show consistency from the fall semester to the spring semester in ELA by maintaining the same B+ average. From the fall to the spring semester, the math grade average decreased from an A to an A-. This is due, in part, to increased student school day attendance in the spring semester compared to the fall and more grades being incorporated into the average. However, maintaining such positive averages says a lot about the program and the constant homework, reading, and enrichment time that is implemented each day. Having homework time

in the program helps students obtain more individualized help if needed, and to complete their homework before going home.

Each nine weeks, the site staff members complete progress reports for each student in the program. A copy is sent to both the parents and the regular school day teacher which informs both parties on the student’s progress for that nine weeks. This allows open communication between the regular school day teacher and the afterschool program staff so that the program can receive a better understanding regarding if the student needs more supplemental work in specific areas.

**FORMATIVE FEEDBACK**

**Surveys and Data Collected:**

Surveys and data were collected from parents, teachers, and youth to evaluate their views of the program.

**Parent Survey Evaluation for Spring Family Night 2016**

Spring Family Night is a family oriented event that is hosted in March or April. Students and their families come to the site and have a fun evening together to enjoy a planned activity and to partake in a light meal. This year, the Family Night event consisted of a presentation by Animal Tales from Kingston Springs, Tennessee. Students and their families enjoyed meeting 6 exotic animals and learned about their superhero abilities that they use in the wild. They were able to see a large bull frog, a Hog Island Boa Constrictor, a chinchilla, an African Crested Porcupine, a Von der Deckens Hornbill bird, and the star of the show, a baby Red Kangaroo.

<b>Parent Night Content</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Average Score</b>
Usefulness of Information Presented	75%	25%	0%	0%	3.75
Effectiveness of Activities	75%	25%	0%	0%	3.75
Value of Handouts	75%	20%	5%	0%	3.7
Workshop Met or Exceeded Expectations	75%	25%	0%	0%	3.9
Expertise on Subject Matter	90%	10%	0%	0%	3.9
Organization	90%	10%	0%	0%	3.9
Effectiveness of Materials	85%	15%	0%	0%	3.85
Overall Rating of the Presenter	85%	15%	0%	0%	3.85
<b>4= Excellent, 3=Good, 2=Fair, 1=Poor</b>					

Comments for this event:

- “Wonderful!
- “We really enjoyed this event this year.”
- “Fun for all involved!”

Things learned from the program:

- “To be more patient in the future.”
- “How to make a summer survival kit.”

- “How to act appropriately with animals such as snakes and porcupines.”

**Family Night Evaluation Analysis:**

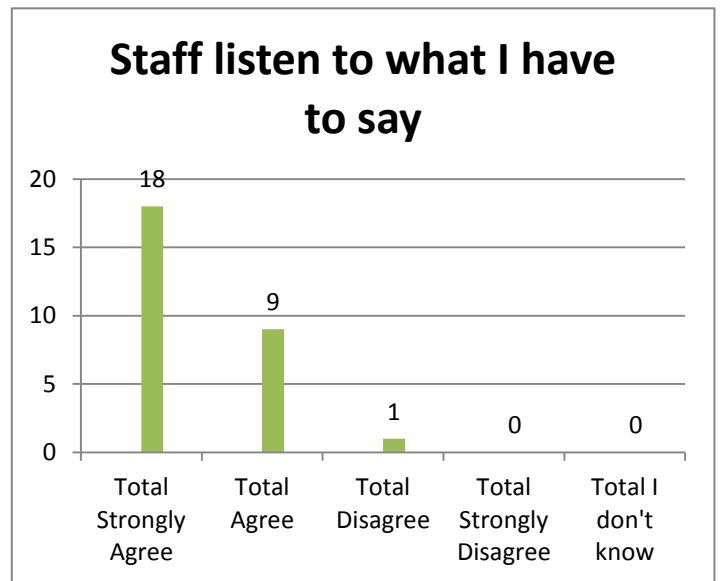
As evident from the table and comments made about Family Night, it is clear that the parents found it to be a positive learning experience. Fun was had by not only the kids but also the adults that were in attendance. In nearly all aspects of the survey, parents stated the information was useful, activities were effective, the workshop met or exceeded expectations, the staff has expertise on subject matter, it was organized, the materials were effective, and the overall rating of the presenter was excellent.

**End-of-Year Student Surveys:**

Student surveys were administered during the spring semester to regularly participating 21<sup>st</sup> CCLC students over a period of time in order to get responses from the largest number of youth. The format used included simple questions, which were read to youth with literacy issues, with pictures for response categories in order to assure that all of the youth would be able to provide feedback on the program. Students had the option of choosing strongly agree, agree, disagree, strongly disagree, or don't know. The following graphs show students' responses to the survey questions by the total number of students who responded strongly agree, agree, disagree, strongly disagree, or don't know.

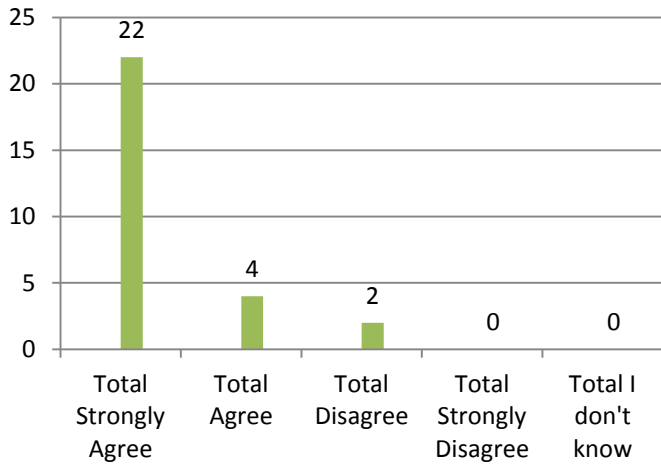
**Fayetteville Student Survey Responses:**

(Responses are by number of students)

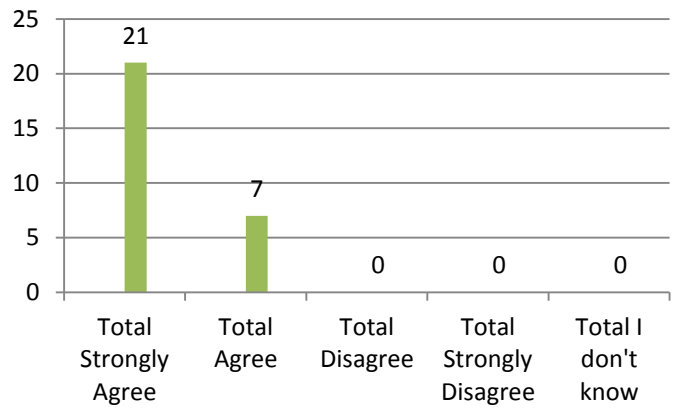




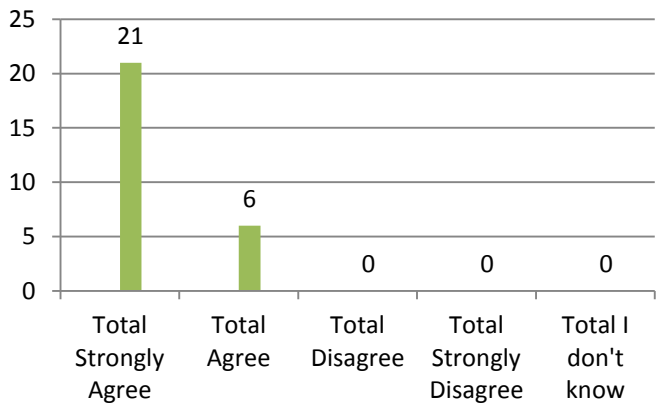
### Staff are easy to talk to



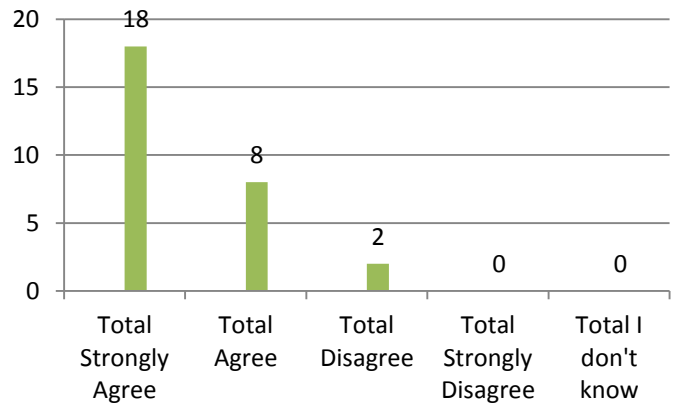
### Staff help me learn in ways that are best for me



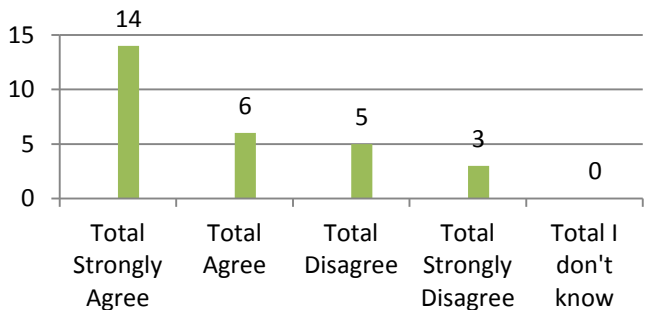
### I feel included in all program activities



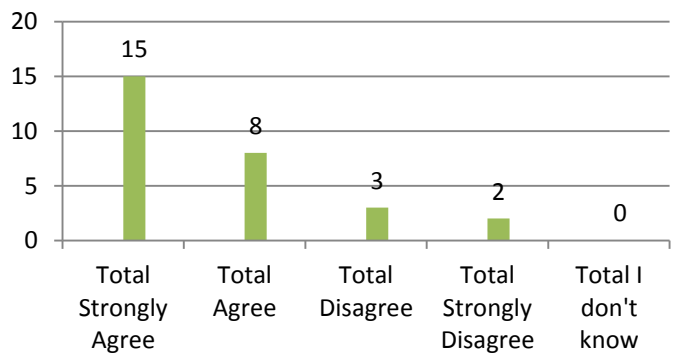
### I am learning new things in the program



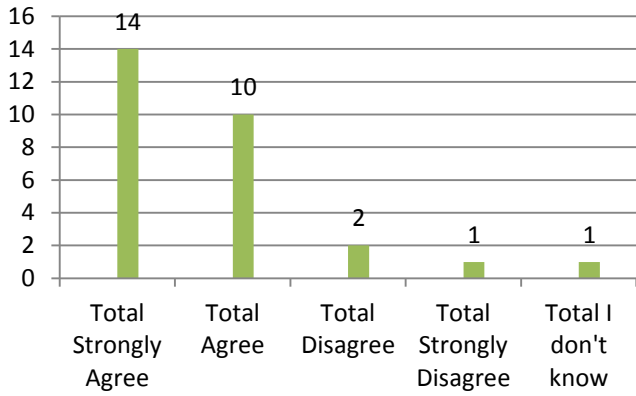
### I have enough time to get my homework done in the program



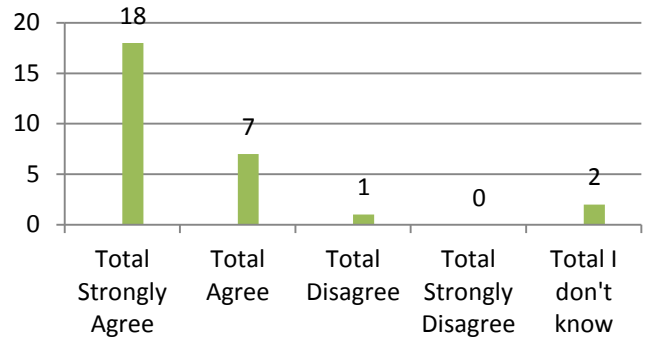
### The program helps me read better



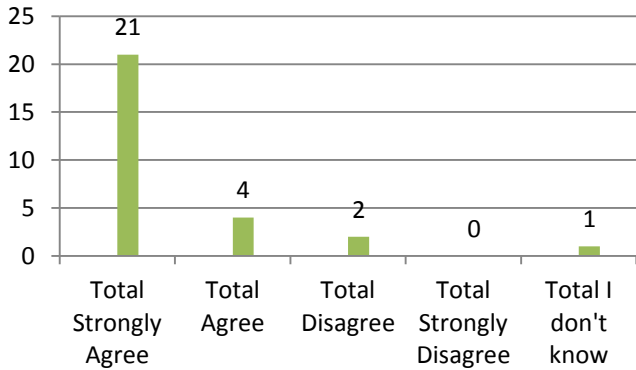
### The program helps me do better in math



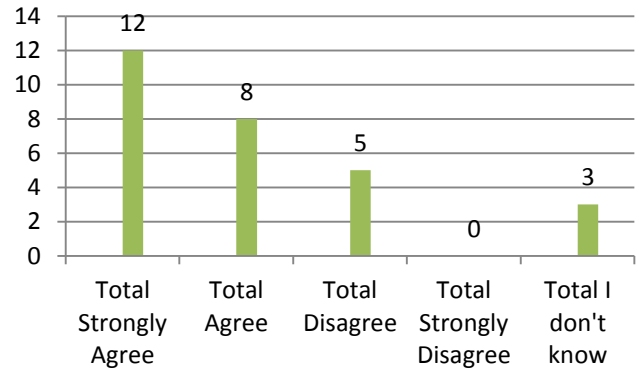
### The program helps me apply what I learn in school for my real life



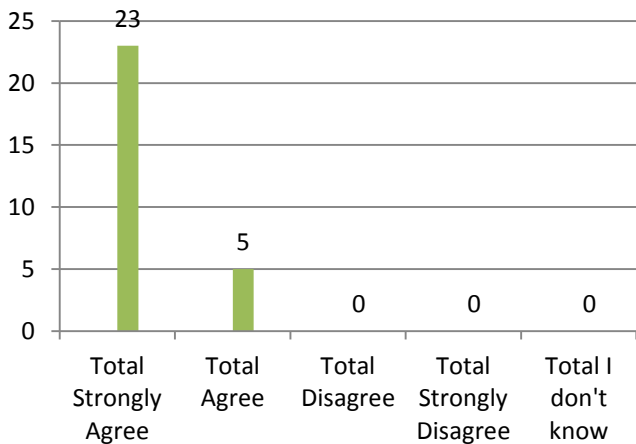
### The program helps me do better in school



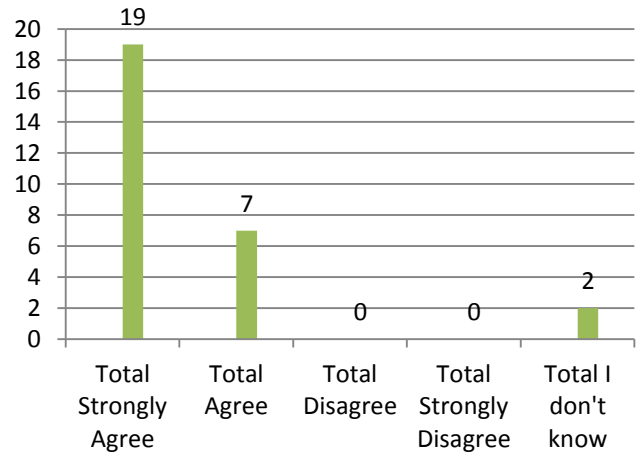
### The program helps me prepare for my future



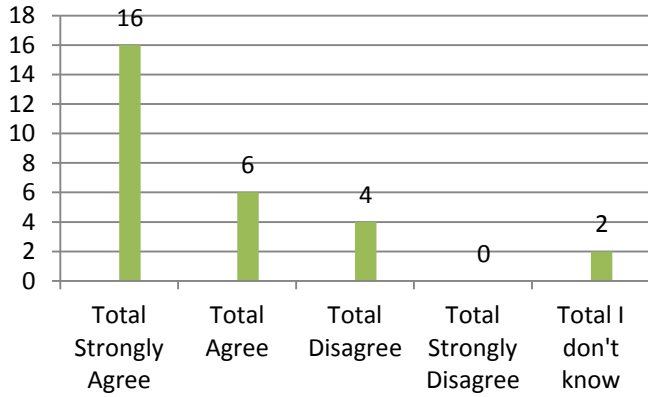
### When I am at the program, I feel safe



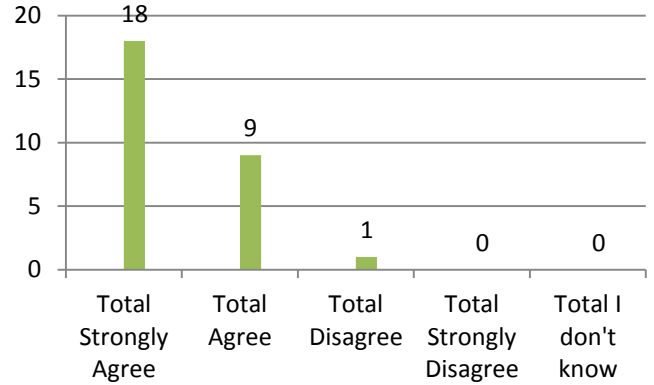
### The room are safe and clean



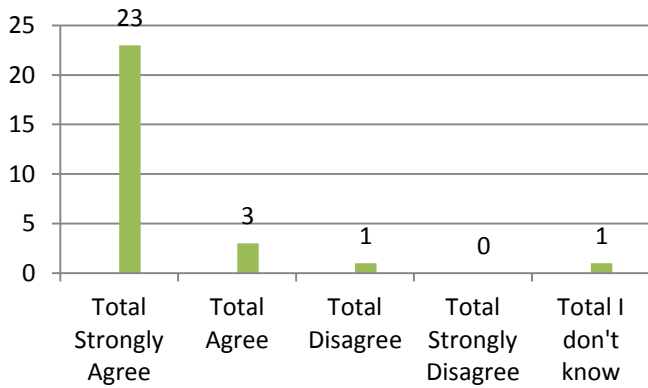
### The outside play area is safe



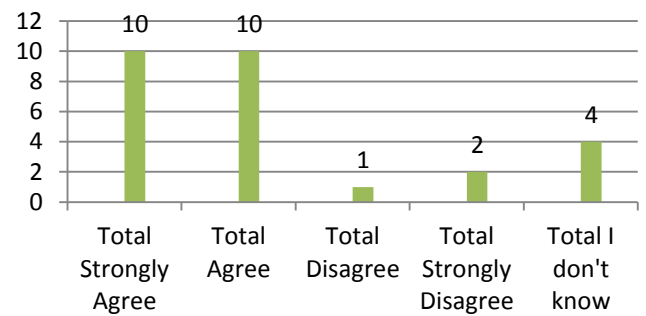
### Staff are good at helping me learn new things



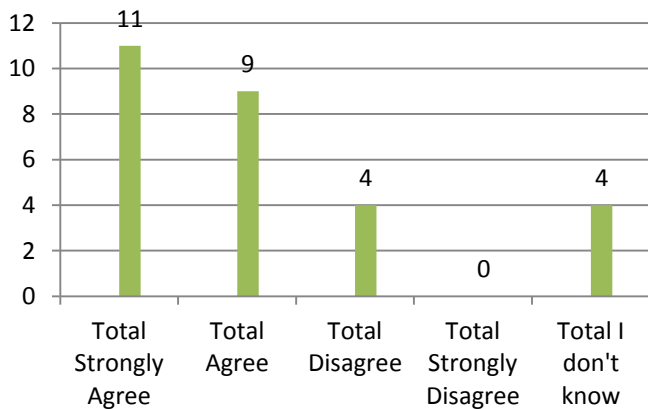
### I like the afterschool program



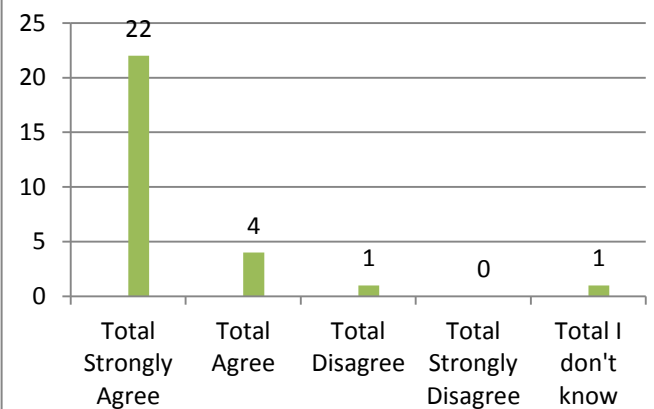
### Staff understand my culture and my background

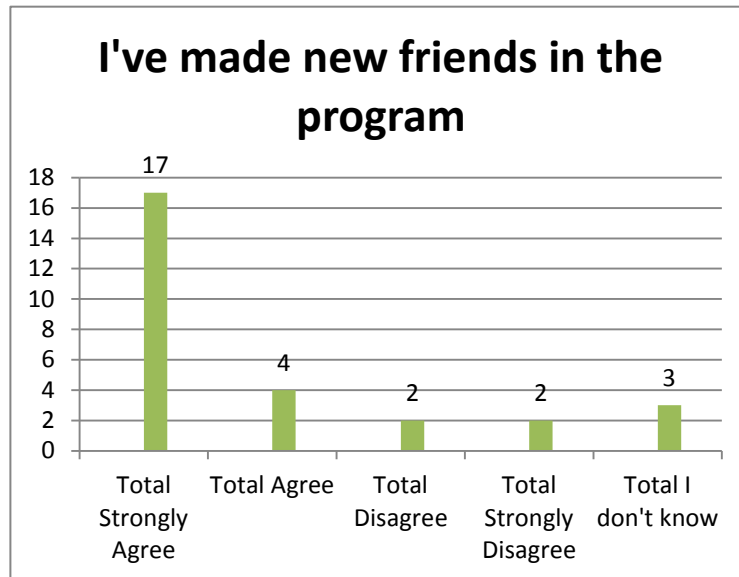


### I have a say in what we do in the program



### We do activities I like in the program





**Student Survey Analysis:**

Student surveys showed that the overwhelming majority of students feel safe in the afterschool program, feel the staff are easy to talk to, and have made new friends in the program. In accordance with that, 82% of students reported they read better, 86% are doing better in math, and 89% are doing better in school as a result of being in the afterschool program. Students also commented that some of their favorite parts of the program were science experiments and play time. Students mentioned things they would like to change about the program which included more homework time, different activities, extra free time, and more snacks.

**Parent Surveys:**

Parent surveys were administered in the spring of 2016 in order to document any changes they noticed after their child participated in the 21<sup>st</sup> CCLC program.

<b>Parent Program Evaluations</b>					
<b>Questions</b>	<b>5=Strongly Agree</b>	<b>4= Agree</b>	<b>3= Disagree</b>	<b>2=Strongly Disagree</b>	<b>1=Don't Know</b>
Program staff treat my child with respect and listen to what he/she says	18	2	0	0	0
My child feels comfortable with the program staff	19	1	0	0	0
I am satisfied with the way program staff interact with my child	16	4	0	0	0
Program staff maintain frequent communication with me	16	4	0	0	0
I feel welcome in the program	18	2	0	0	0
Staff offer orientation sessions for new families	14	2	0	0	0
I feel well informed about my child's experience in the program	19	1	0	0	0
Program staff welcome suggestions from parents and families	15	2	0	0	2
I am satisfied with the variety of activities provided by the program for my child	16	3	0	0	0
My child has adequate quiet time to complete homework	16	2	0	0	0
Program activities are connected to what my child is learning in school	16	3	0	0	0
Program gives me tools and resources to help me support my child's learning	14	4	0	0	1
Program activities help my child develop real-life skills	14	4	0	0	0
Program prepares my child for future success in school, education, careers and life	17	2	0	0	0
My child is doing better in school	16	3	0	0	0
My child's grades are improving	15	4	0	0	0
The program provides a safe space for my child to learn and have fun	18	1	0	0	0
Rooms used for the afterschool program are safe and clean	18	2	0	0	0
Outside play area is safe	18	2	0	0	0
Program has systems in place to ensure my child is safe	18	2	0	0	0
Program lets me know how my child is doing academically, socially, and emotionally	17	3	0	0	1
Program staff are qualified to work with my child	17	2	0	0	1
I am satisfied with the program	19	1	0	0	0
Program communicates with me in my home language	18	2	0	0	0
My child makes better decisions	14	6	0	0	0
My child gets along better with others	15	5	0	0	0
My child has input into what kind of activities are provided in the program	9	6	0	0	4

**Parent Survey Analysis:**

The data collected from the parent surveys show that the overwhelming majority of parents strongly agree or agree that the program is benefiting their child academically, socially, and emotionally. Every parent surveyed agreed or strongly agreed that they felt welcome in the program, were informed on their child's progress, felt their children were safe in the program, and that they are overall satisfied with the program. Some comments on how the program could

improve in the future consisted of: “more one on one time” and “have homework finished before allowed to participate in other activities.”

**Teacher Survey Outcomes:**

<b>Teacher Surveys by Number of Responses</b>								
<b>0=Did Not Need to Improve, 1=Significant Improvement, 2=Moderate Improvement, 3=Slight Improvement, 4=No Change, 5=Slight Decline, 6=Moderate Decline, 7=Significant Decline</b>								
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Turning in his/her homework on time	16	9	3	0	4	0	0	2
Completing homework to your satisfaction	8	11	5	2	5	0	0	2
Participating in class	13	9	2	5	3	0	1	0
Volunteering (e.g., for extra credit or more responsibilities)	15	5	3	4	6	0	0	0
Attending class regularly	21	2	2	1	5	1	1	0
Being attentive in class	8	9	2	6	3	3	1	1
Behaving well in class	11	5	3	7	3	3	1	0
Academic performance	4	11	5	5	4	1	3	0
Coming to school motivated to learn	5	8	5	6	5	1	1	2
Getting along well with other students	12	3	4	5	7	0	0	2

**Teacher Survey Analysis:**

According to teacher surveys, most students showed anywhere from no change to no need to improve. Teachers also reported that a majority of the students significantly improved their academic performance, were more attentive in class, completed course work to their satisfaction, and turned their homework in on time. Also, 64% reported that students’ academic performance had increased due to this program, while a majority of the rest of the students either had no change or did not need to change. From reviewing survey data, it appears that most teachers agree that the program has greatly benefited the students in a variety of areas, especially academically.

**Indiana Quality Program Self-Assessment:**

The Indiana Quality Program Self-Assessment is a tool that allows afterschool programs to rate their performance based on Indiana Afterschool Standards. The self-assessment targets five major areas of the program which includes: human relationships; indoor and outdoor environment; programing and activity standards; safety, health/nutrition, and administration. The chart given below indicates how the site coordinator at the Fayetteville Afterschool Program assessed her program on a scale of 1-4, with 4 being excellent.

Category	Score	Description
Human Relationships	3.8	<b>Good/Meets Standards</b> Our program demonstrates this in the observable ways, but needs additional support to become a leader in this area.
Indoor & Outdoor Environment	3.6	<b>Good/Meets Standards</b> Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Programming & Activities Standards	3.5	<b>Good/Meets Standards</b> Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Safety, Health & Nutrition	4.0	<b>Excellent/Exceeds Standards</b> Our program is a true leader in this area. This is an area of quality practice where our program can serve as an example for others.
Administration	3.2	<b>Good/Meets Standards</b> Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.

The program met the standard in all categories and even exceeded standards in Safety, Health, and Nutrition. There is always room for improvement in all other areas, but overall the program feels it has done a good job of meeting the needs of students and families.

**Strengths:**

Throughout the year, the Fayetteville 21<sup>st</sup> CCLC site experienced various strengths. One of those strengths was how hard the staff worked to increase parent and teacher awareness of the program in the school. The 21<sup>st</sup> CCLC staff worked diligently to build trust from the school and parents about the value of the program in order to encourage parents to enroll their students and increase attendance throughout the year. By the end of the school year, attendance was much higher and they were only one student away from reaching the target goal. Students performed excellent academically as well. In the math portion students had done so well there was little room for an increase while in the ELA portion, they exceeded their goal. Another great strength the site had was that the staff members worked really well together and showed compassion in working with their students to help them succeed. The staff members worked as a team throughout the year to create new and exciting activities for students to learn and have fun at the same time. A major success for the afterschool program was that students excelled in getting involved in reading programs such as the myON reading portal this year and really enjoyed utilizing it. Additional strengths were evident in the program, but these stood out the most.

**Weaknesses:**

Even though the program had a lot of great successes throughout the school year, there were a few weaknesses, and the program will work thoroughly to improve these in the next school year. One of the weaknesses was the level of communication with school staff. This was especially difficult at Fayetteville because the program was still relatively new and teachers were hesitant to get too involved with the program. In order to fix this, the staff in the program will make every

effort to increase communication in order to verify that students are not struggling in any specific areas. One of the biggest weaknesses that the program saw was not getting students to come the required three days a week and ensuring that students stay through homework time. In the future, program staff will strive to have better communication with parents to stress the importance of their child's attendance for program requirements and academic performance. Lastly, the staff members hope to feel more comfortable with the myON reading portal in the future in order to better the productiveness of the program. Although the program had to deal with these challenges throughout the year, the strengths far outweigh the weaknesses and this program has shown to benefit the participants greatly. Adjustments will be made to improve the program for the future school year.

**Summary:**

The Fayetteville 21<sup>st</sup> Century program is valuable to the community allowing students a safe place to stay and learn after school. The program has seen many successes in the past year and suggestions have been given to improve areas of weakness.