

2015-2016 School Year Evaluation Report



**Mitchell 21st Century Community Learning Center
1081 Teke Burton Drive
Mitchell, IN 47446**

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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
Attendance Target	35	45	--	--
Less than 30 days	2	0	--	--
30-60 days	5	3	--	--
60 or more days	42	43	--	--
Total	49	46	--	--

2015-2016 Progress Toward Academic Performance Measures

Result	Performance Measure and Annual Target
N/A	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%.
NO	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

- Increased the number of students served while decreasing the amount of students on the waitlist.
- Staff members worked very well together to serve more students with the same amount of staff members.
- Staff members did a great job at incorporating student input into the activity choices.

Areas to be Strengthened in 2016-2017

- Increase communication with principals and school staff.
- Utilize the myON online reading portal for more activities.
- Get students to come the required three days a week and parents allow their child to stay through homework time.

INTRODUCTION

Mitchell 21st Century Community Learning Center (CCLC) has provided after school programs for elementary-aged youth in Mitchell for the past 13 years. This report analyzes the data on program outcomes gathered throughout this past year. Student academic performance, classroom behavior, and 21st CCLC event evaluation data were gathered using several measurement tools. They include:

1. Grades
2. Family Night Surveys
3. Students 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 their parents. Additionally, stakeholders may wish to use this evaluation in making program changes for effectiveness. The report will also help school personnel to see the effectiveness of the program and help make suggestions or changes as needed.

STUDENTS SERVED BY THE PROGRAM

Mitchell Program Attendance:

	# of students	% of total
0 - 30 days	0	0%
30 - 59 days	3	6.5%
60 + days	43	93.5%

Actual Attendance Compared to Projected Numbers:

	Total # of proposed in application	Total # currently being served	Number of Regular Participants
Students	45	46	46
Parents	23	55	55
Total (Students + Parents)	68	101	101

The 21st CCLC program at Mitchell proposed 45 regular participating students and the actual number served was 46 students; however, only 43 attended 60 days or more. The site did not meet its attendance target of 45 students attending 60 days or more, but still had a great overall attendance throughout the year. The total number of parents proposed in the application was 23. This projected number more than doubled and 55 parents were served. This shows that the staff have created a fun and engaging learning environment that both students and parents are excited about. The program at Mitchell has been going on for the last 13 years. The stability and trust with the school and the parents has helped make this program so successful.

Participants Demographics for Mitchell:

Mitchell Community Schools served 25 female and 21 male students. Of the student population, 46% were male and 54% were female. Of those students, 2% were multi-racial, while the other 98% were Caucasian. There were 2 six year olds, 7 seven year olds, 5 eight year olds, 10 nine year olds, 8 ten year olds, 10 eleven year olds, and 4 twelve year olds in the program. Of program participants, 57% were on free or reduced lunch at school.

PROGRESS TOWARDS PERFORMANCE MEASURES

The progress towards the yearly performance measures are listed in the table on the following page.

Short-term Performance Measures: English/Language Arts

Hoosier Uplands EDC, Burris 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		
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

3-5 Grade Acuity Math- 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, Burris Site

K-2 Grade- Dibels- 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.

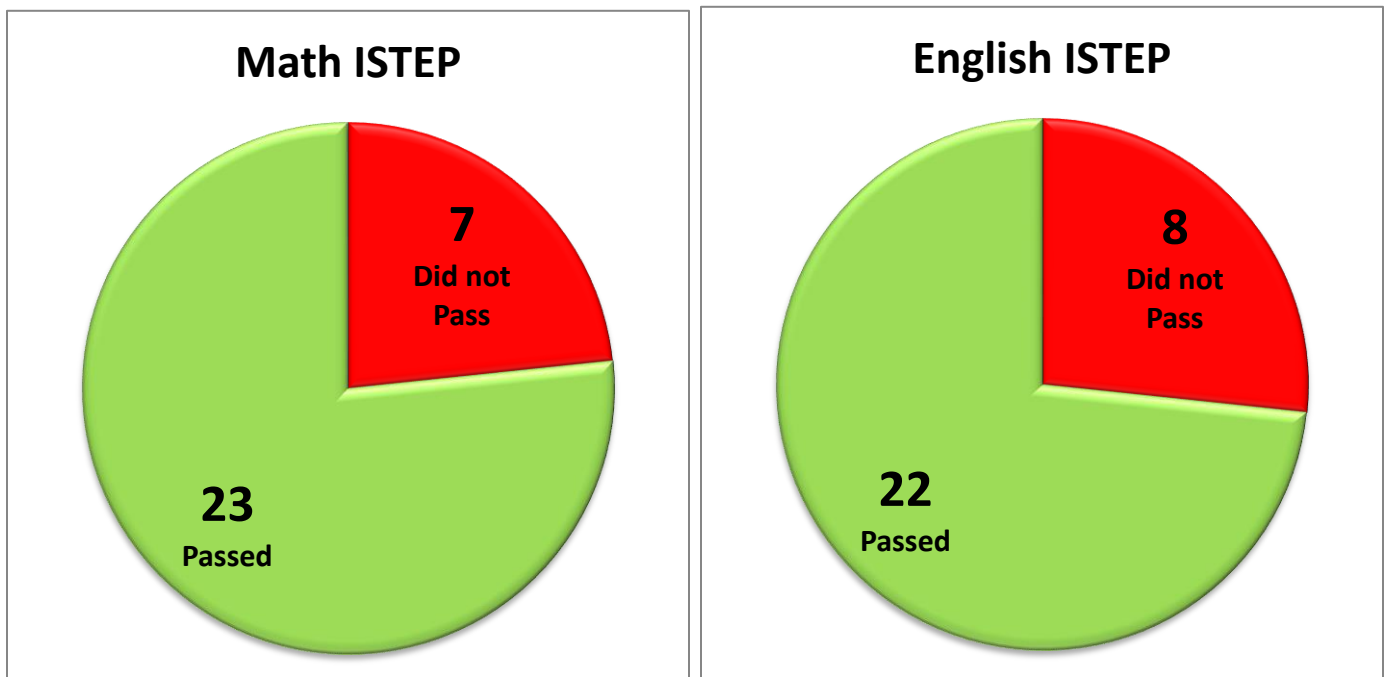
A	B	C	D	E	F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing		
14	14	100%	10	71%	12	86%	20%	YES

3-5 Grade Acuity Reading- 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		
30	30	100%	27	90%	27	90%	0%	NO

Mitchell's short term performance measures for English/Language Arts were very positive. From the fall of 2015 to spring of 2016, there was a 20% increase in students grades K-2 that achieved passing for the ELA portion of the Dibels assessment which met the short term performance measure for ELA. Overall, 36% of students increased tiers and achieved either yellow or green by the end of the year assessment. Students grades 3-5 participated in the Acuity test and there was a 0% increase in passing scores from the fall of 2015 to the spring of 2016. Although the goal of 10% was not met, this is an overall success because 90% of students were already passing in the fall and continued in the spring, while 3% of students increased tiers to either yellow or green from fall to spring. Mitchell does not complete the math portion of these tests and therefore that data was unavailable to be assessed.

ISTEP Scores



The Mitchell ISTEP scores were overall very positive. The percentage of students that passed the Math ISTEP portion was 77% with 23 students, and only 23% didn't receive a passing score with 7 students. Similarly, 73% of students passed the English/ Language Arts portion of the ISTEP with 22 students, and only 8 students didn't pass, or 27%.

Burris Grades

In the fall of 2015, Kindergarten through 5th grade students had English Language Arts (ELA) 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.

Grades Analysis: The students were able to maintain the same grade in ELA for both the fall and spring semesters. For Math, the average fall grade was a bit higher at an A than the average spring grade at A-. During the spring semester, many students are busy with extra-curricular activities and students could have become drained from the school year. As the school year goes on, the level of work becomes more challenging, which could have also lead to the slight decline

in grades. This could be improved in the future by providing more organized and structured activities to help increase math grades as well as more focus on homework.

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 program 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 and the program’s strengths and weaknesses.

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.

Workshop Content	Excellent	Good	Fair	Poor	Average Score
Usefulness of Information Presented	68%	26%	6%	0%	3.5
Effectiveness of Activities	77%	23%	0%	0%	3.77
Value of Handouts	55%	42%	3%	0%	3.52
Workshop Met or Exceeded Expectations	77%	23%	0%	0%	3.77
Expertise on Subject Matter	87%	13%	0%	0%	3.87
Organization	74%	26%	0%	0%	3.74
Effectiveness of Materials	77%	23%	0%	0%	3.77
Overall Rating of the Presenter	84%	16%	0%	0%	3.88
4= Excellent, 3=Good, 2=Fair, 1=Poor					

Comments for this event:

- “This was the best program that has been put on so far!”
- “Educational, and very organized.”
- “Excellent program, it was very interesting and engaging.”

Things learned from the program:

- “Always have a backup plan.”
- “How to act with wild animals.”
- “Be more patient.”

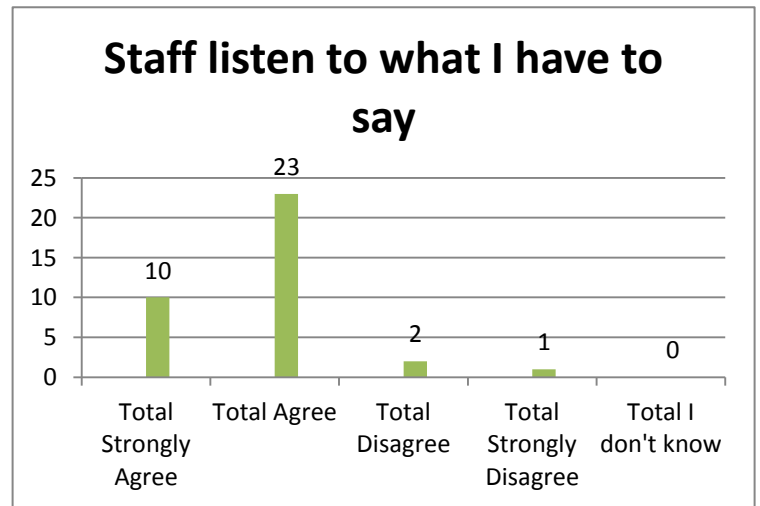
By looking at the previous table and comments above, it is clear that the parents found the Family Night event to be a positive function that provided a hands-on learning experience for the students. All of the parents surveyed stated the staff was doing either “excellent” or “good” on the effectiveness of the information presented, the workshop met or exceeded expectations, the staff had expertise on the subject matter, the event was well organized, materials were effective, and the overall rating of the presenter.

End-of-Year Student Surveys:

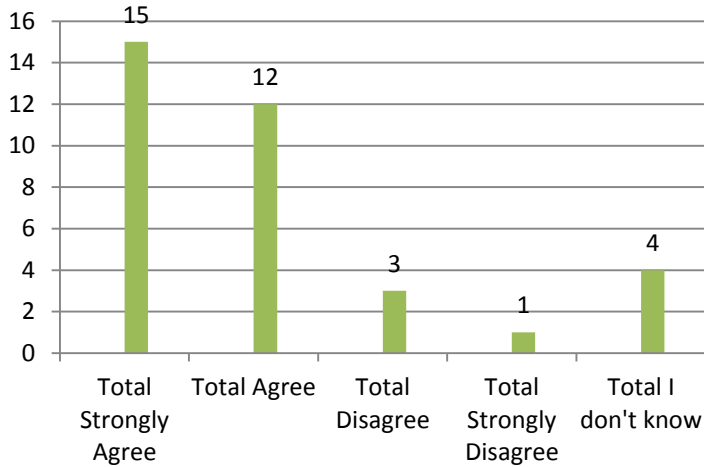
Student surveys were administered during the spring semester to regularly participating 21st CCLC students. The format used included simple questions, which were read to youth with literacy issues, and included pictures for response categories in order to assure that all of the youth would be able to 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 number of students that responded.

Mitchell Student Survey Responses:

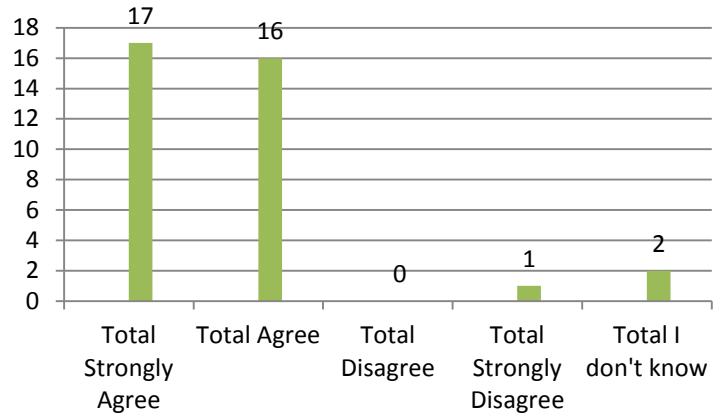
(Responses are by number of students)



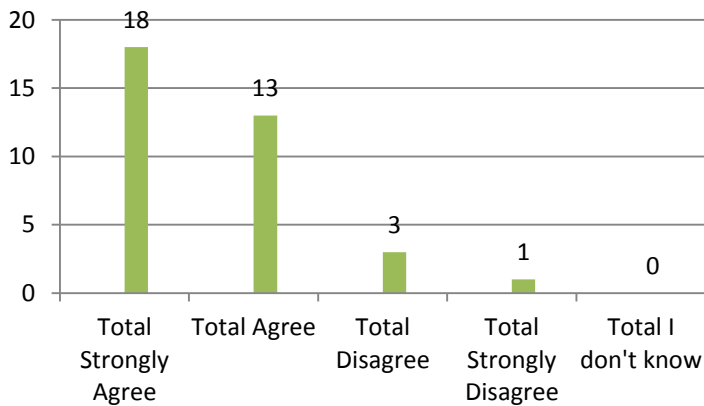
Staff are easy to talk to



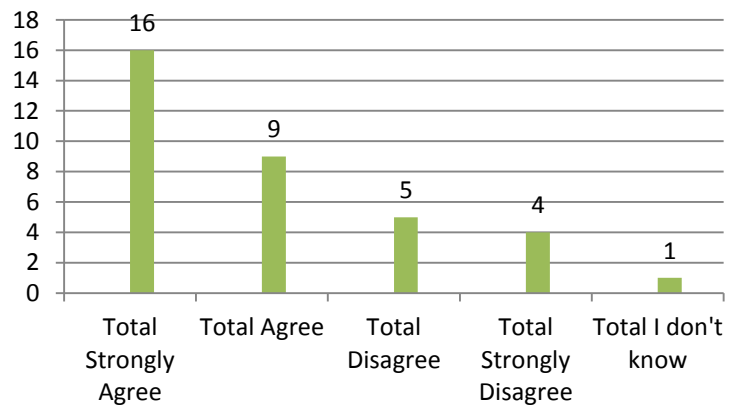
Staff help me learn in ways that are best for me



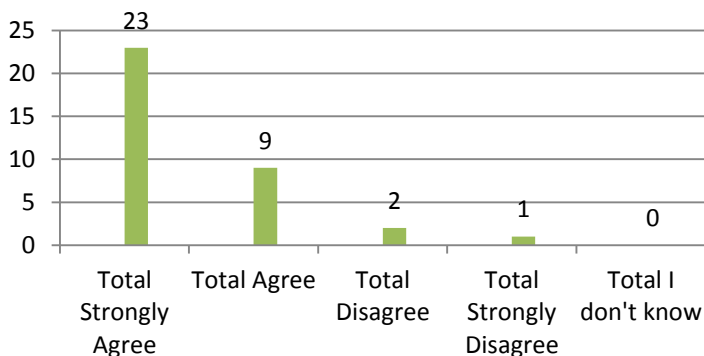
I feel included in all program activities



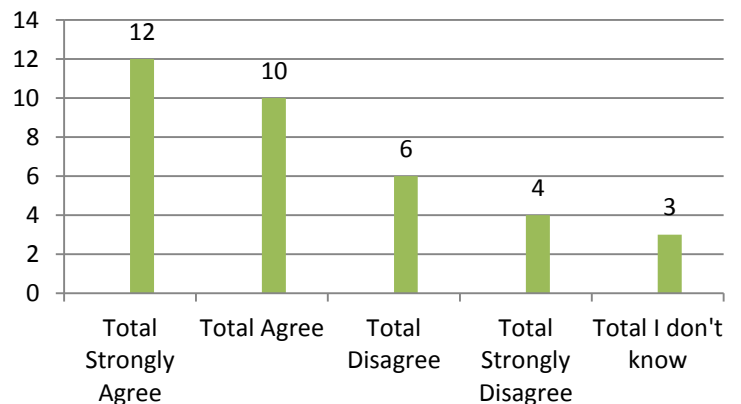
I am learning new things in the program



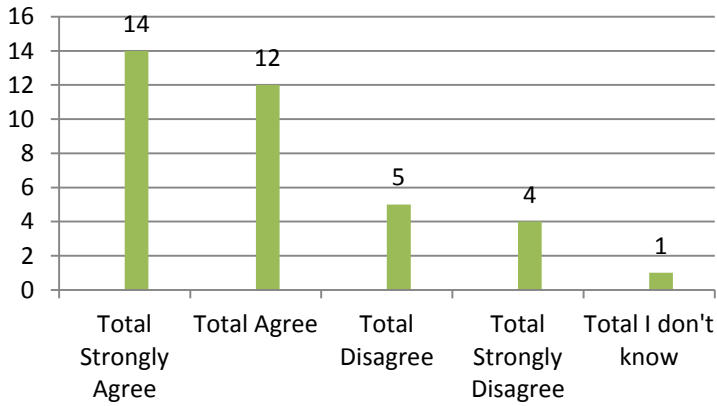
I have enough time to get my homework done in the program



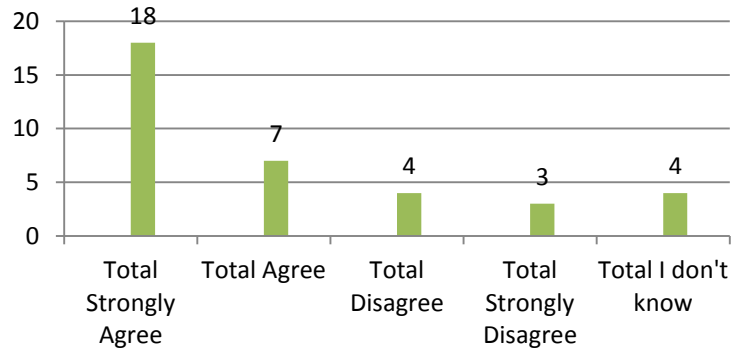
The program helps me read better



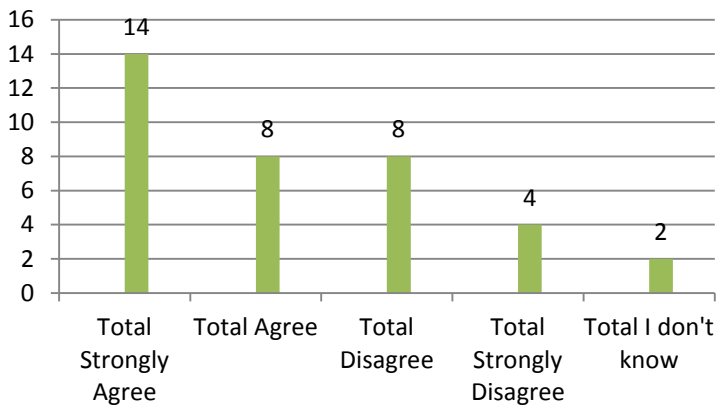
The program helps me do better in math



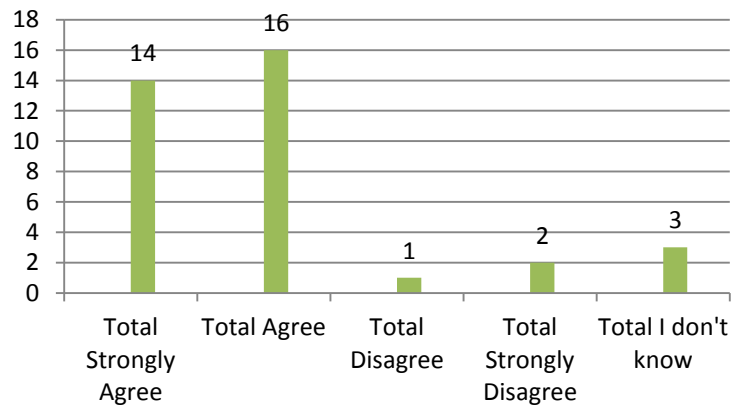
The program helps me apply what I learn in school to my real life



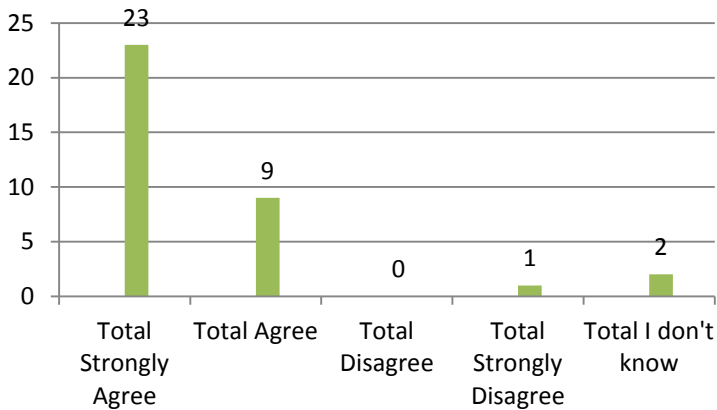
The program helps me do better in school



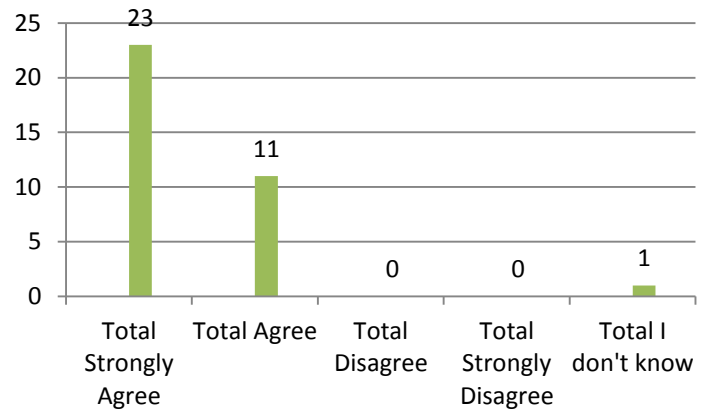
The program helps prepare me for my future



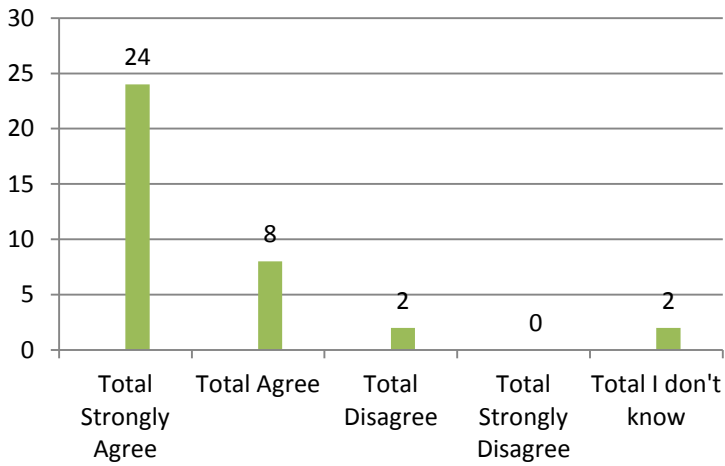
When I am at the program, I feel safe



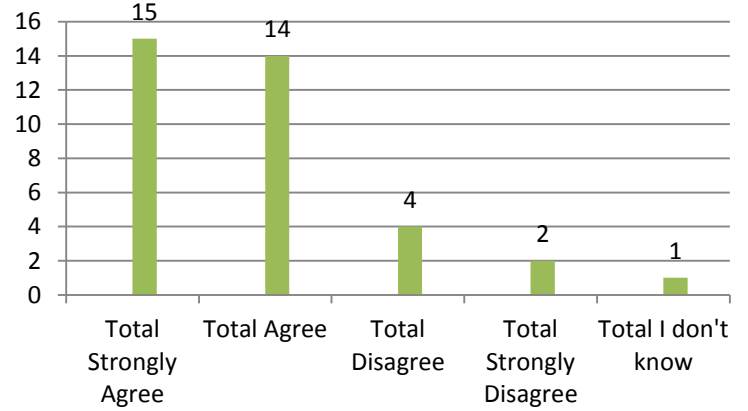
The rooms used are safe and clean



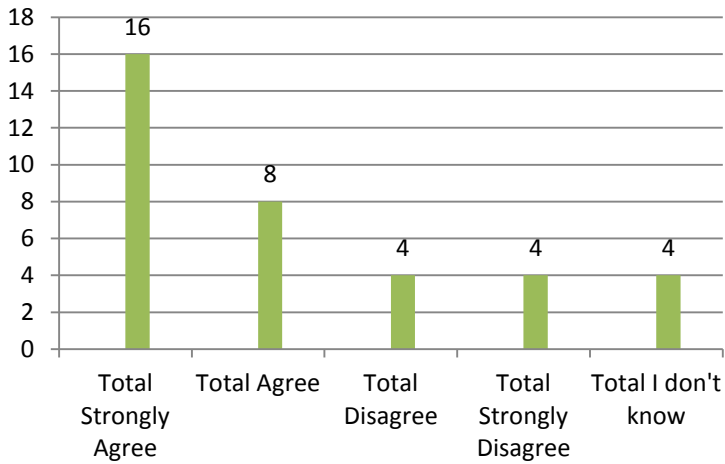
The outside play area is safe



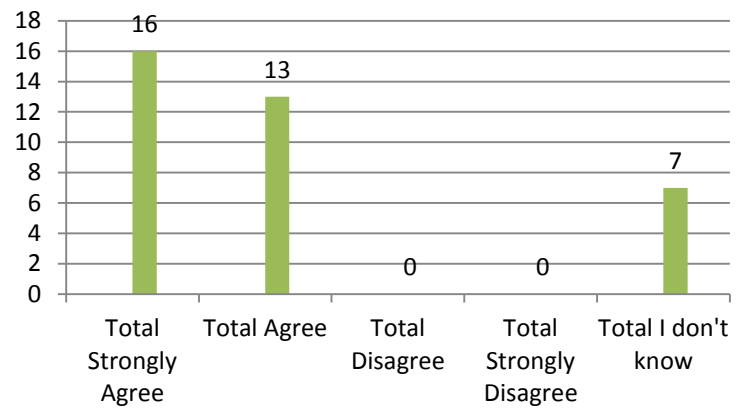
Staff are good at helping me learn new things



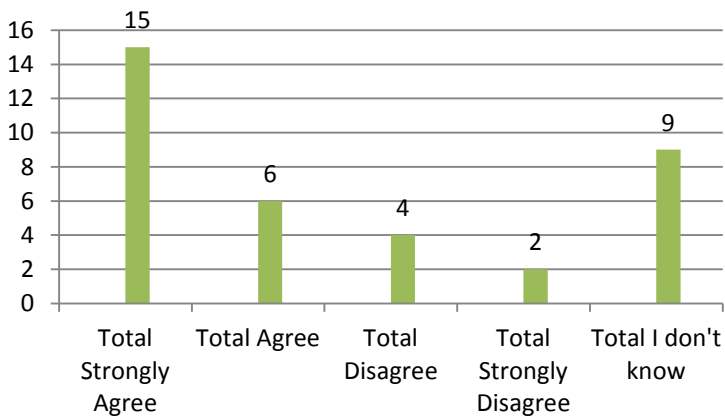
I like the afterschool program



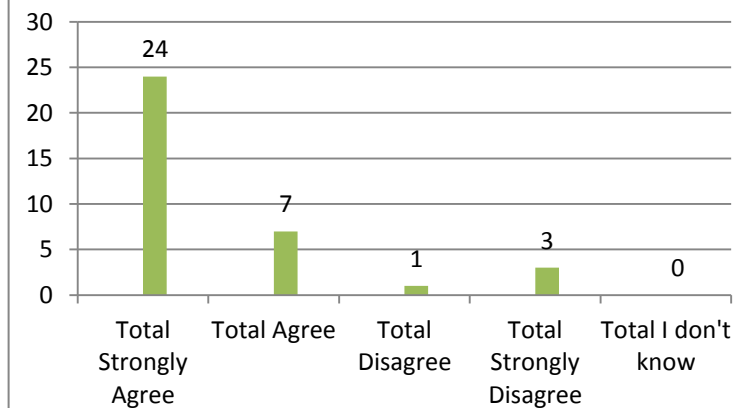
Staff understand my culture and my background

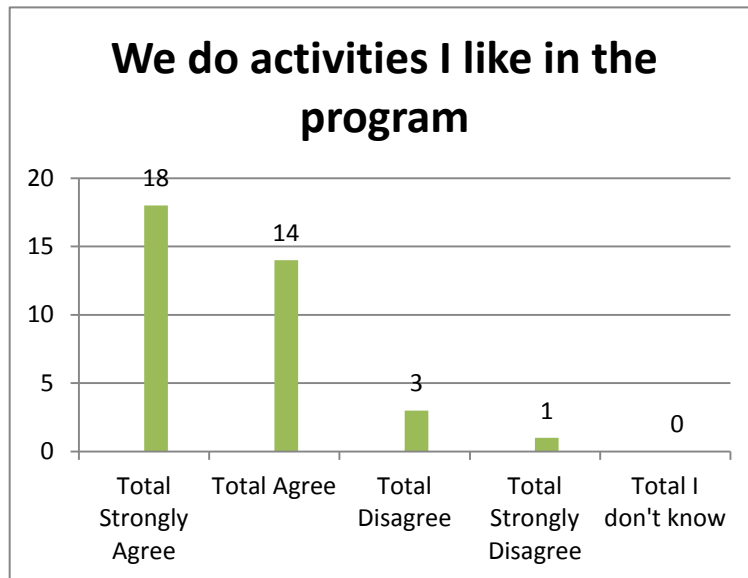


I have a say in what we do in the program



I've made new friends in the program





Student Survey Analysis:

Based on the students' responses to the survey questions, the students either strongly agree or agree that they are doing better socially, academically, and emotionally. The percentage of students that reported they really liked the afterschool program was 67% and 89% of students reported that they had made new friends since being enrolled in the program. The overwhelming majority of students answered that they felt safe at the program, are able to get homework help at the program, are doing better in school, and that they feel better prepared for the future because of the program. Overall, most students feel they have positively benefitted from the program.

Parent Surveys:

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

Parent Evaluations

Questions	5=Strongly Agree	4= Agree	3= Disagree	2=Strongly Disagree	1=Don't Know
Program staff treat my child with respect and listen to what he/she says	19	11	0	0	0
My child feels comfortable with the program staff	19	12	0	0	0
I am satisfied with the way program staff interact with my child	19	12	0	0	0
Program staff maintain frequent communication with me	18	12	1	0	0
I feel welcome in the program	20	11	0	0	0
Staff offer orientation sessions for new families	16	5	0	0	10
I feel well informed about my child's experience in the program	19	12	0	0	0
Program staff welcome suggestions from parents and families	16	10	0	1	4
I am satisfied with the variety of activities provided by the program for my child	20	11	0	0	0
My child has adequate quiet time to complete homework	17	14	0	0	0
Program activities are connected to what my child is learning in school	13	13	1	0	4
Program gives me tools and resources to help me support my child's learning	13	13	1	0	3
Program activities help my child develop real-life skills	19	9	1	0	2
Program prepares my child for future success in school, education, careers, and life	15	14	0	0	2
My child is doing better in school	16	11	2	0	2
My child's grades are improving	15	12	2	0	2
The program provides a safe space for my child to learn and have fun	22	9	0	0	0
Rooms used for the after school program are safe and clean	23	8	0	0	0
Outside play area is safe	20	11	0	0	0
Program has systems in place to ensure my child is safe	21	10	0	0	0
Program lets me know how my child is doing academically, socially, and emotionally	16	14	1	0	0
Program staff are qualified to work with my child	19	12	0	0	0
I am satisfied with the program	20	10	0	0	0
Program communicates with me in my home language	23	5	0	0	3
My child makes better decisions	10	18	1	0	2
My child gets along better with others	14	17	0	0	0
My child has input into what kind of activities are provided in the program	10	11	1	0	8

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 experience in the program, felt their children were safe in the program, the program was led by qualified individuals, and that they are overall satisfied with the program. Some of the comments about how the program could be more helpful were things such as: “more homework time,” “more help with Eureka math,” and “teaching them how to solve situations.”

Teacher Survey Outcomes:

Teacher Surveys by Number of Responses								
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								
	0	1	2	3	4	5	6	7
Turning in his/her homework on time	29	2	2	1	9	4	1	0
Completing homework to your satisfaction	28	3	0	2	11	3	1	0
Participating in class	28	1	3	4	11	1	0	0
Volunteering (e.g., for extra credit or more responsibilities)	29	0	2	2	15	0	0	0
Attending class regularly	34	0	0	0	13	1	0	0
Being attentive in class	20	1	0	6	15	6	0	0
Behaving well in class	29	1	1	1	14	1	1	0
Academic performance	21	1	3	9	6	7	1	0
Coming to school motivated to learn	27	2	2	1	13	2	1	0
Getting along well with other students	27	0	2	3	10	4	2	0

Teacher Survey Analysis:

According to teacher surveys, most students showed no change or no need to improve. Teachers reported that for those with room to improve, a majority of the students did. A significant amount of students improved their overall academic performance, were more attentive in class, completed course work to their satisfaction, and turned their homework in on time. Also as reported by the teachers, 27% of 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 benefited the students in a variety of academic areas.

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 below indicates how the site coordinator at Mitchell assessed her afterschool program. A score of 3.0 means they met the standard.

Category	Score	Description
Human Relationships	3.8	Good/Meets Standards Our program demonstrates this in the observable ways, but needs additional support to become a leader in this area.
Indoor & Outdoor Environment	3.8	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Programming & Activities Standards	3.8	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Safety, Health & Nutrition	4.0	Excellent/Exceeds Standards 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	4.0	Excellent/Exceeds Standards 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.

The program either met or exceeded the standard in all five categories. The program scored the highest in the area of Safety, Health, and Nutrition as well as Administration. In all other aspects there is still room for improvement; however, the program feels it has done a good job of meeting the needs of both the students and families.

Strengths:

Throughout the year, the Mitchell 21st CCLC site experienced various strengths. One of those strengths was being able to increase the number of students that the program was able to serve, while at the same time being able to decrease the amount of students on the waiting list, which meant that more students had a safe place to go during after school hours. Another huge strength of the site was that the staff members worked really well together and were able to serve more students with the same amount of staff. Lastly, staff did a wonderful job at incorporating student input into the activity choices. This allowed students to feel that their voices were being heard, and created an overall happier learning environment. There were other strengths that could be seen over the program, but these were the ones that stood out the most.

Weaknesses:

Even though the program excelled and had many strengths throughout the school year, there is always room for improvement. There were a few program weaknesses observed that staff will work to improve during the next school year. One weakness was the level of communication with the principals and school staff. In order to fix this, the program will strive to increase

communication with principals and school staff so they have a better understanding of the program and the activities that the students are taking part in. Another weakness included is not utilizing the myON online reading portal for more activities. Students really responded to this online reading portal and the staff will strive to use it for more activities in the future. The biggest weakness that the program had was not getting students to come the required three days a week or their parents would pick them up prior to 4:15pm. The program requires that students stay at least until 4:15pm to ensure they have completed homework and reading times. One way the program plans to address this is by increasing communication with parents in regard to the attendance policy and to better explain the reasons for this requirement. This will include informing parents that the student's position in the program can be in jeopardy if they do not abide by the attendance policy. Although the program had to deal with these challenges throughout the year, adjustments will be made to improve the future of the program.

Summary:

The Mitchell 21st 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.