

2015-2016 School Year Evaluation Report



**Springs Valley 21st Century Community Learning Center
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French Lick, Indiana 47432**

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21st CCLC Hoosier Uplands, EDC – Springs Valley Site (Cohort 7, Year 2)
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	35	--	--
Less than 30 days	0	0	--	--
30-60 days	2	1	--	--
60 or more days	36	37	--	--
Total	38	38	--	--

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.
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 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 members worked very well with school personnel to ensure they were informed of activities going on in the program.
- Parents were more involved and active with their child during family events.
- The program had excellent daily attendance for the entire duration of the school year and had 100% of the students attend 30 days or more with only one student dropping.

Areas to be Strengthened in 2016-2017

- Students admitting to when they have homework and working on it during homework time.
- Students taking responsibility in cleaning up after themselves.
- Utilize the myON online reading portal for more activities.

INTROUDUCTION

Springs Valley 21st Century Community Learning Center (CCLC) has provided afterschool programs for elementary-aged youth in French Lick for the past six and a half years and this report analyzes the data on program outcomes gathered throughout the 2015-2016 school year. Student academic performance, classroom behavior, and 21st 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

Springs Valley Program Attendance:

	# of students	% of total
0 - 30 days	0	0%
30 - 59 days	1	3%
60 + days	37	97%

Actual Attendance Compared to Projected Numbers:

	Total # of proposed in application	Total # currently being served	Number of Regular Participants (Active)
Students	35	38	38
Parents	18	44	44
Totals (students + parents)	53	82	82

For regular attending students, the projected goal was that 35 students would attend 60+ days. The Springs Valley 21st CCLC program exceeded that goal and had 37 students attend 60+ days. Parents at Springs Valley know that after school, their child is in a safe environment, they will be cared for, and they will receive academic help, and participate in academic enrichment time. Parent and youth satisfaction with the program has helped to exceed the goal of at least 35 students attending the program 60+ days.

Participant Demographics:

The Springs Valley 21st CCLC Program served 20 female and 18 male students. Of these students, 82% were Caucasian, 7% Black or African American, and 11% were multi-racial. Of the students participating in the program, 3 students were between ages five and six, 11 were between seven and eight, 13 were between nine and ten, and 11 students were eleven year olds. Also, 37% of the students were on free or reduced lunch at school.

Short-term Performance Measures: Math

Hoosier Uplands EDC, Springs Valley 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				
14	14	100%	14	100%	13	93%	-7%	NO		

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	N/A	

Short-term Performance Measures: English/Language Arts

Hoosier Uplands EDC, Springs Valley 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.

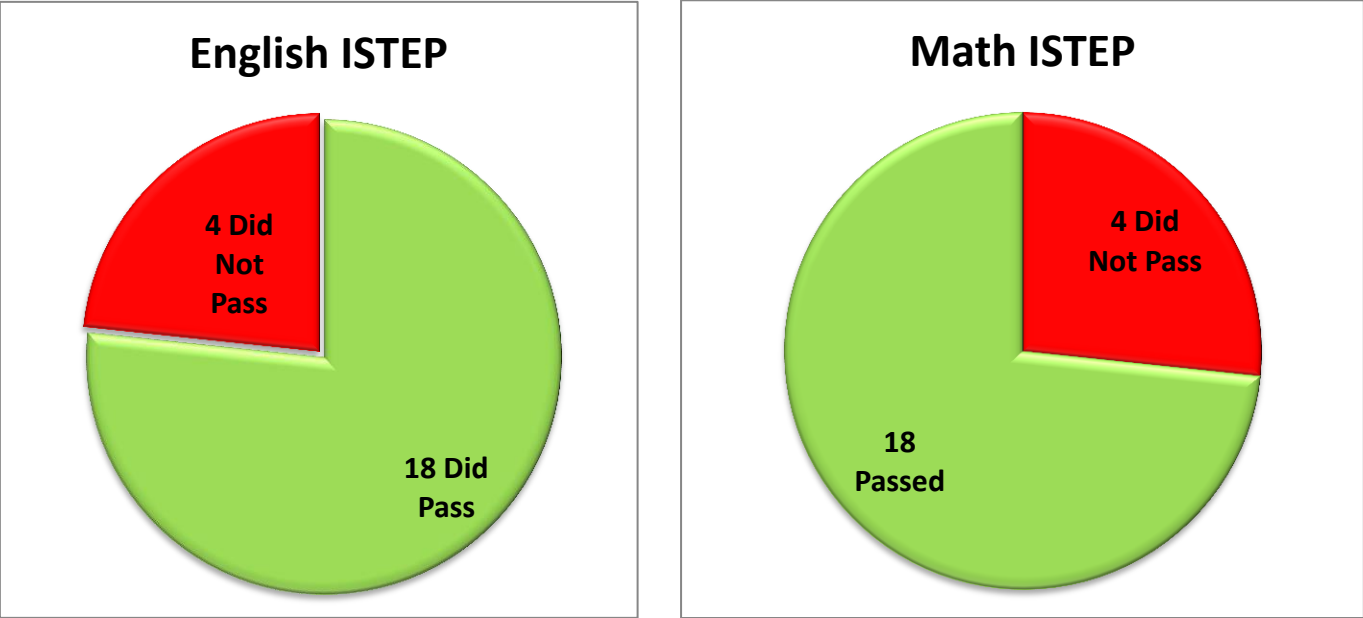
A	B	C	D		E		F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Percent Change	Met Target		
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing				
14	14	100%	13	93%	13	93%	0%	NO		

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				
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Springs Valley’s short term performance measures for English/Language Arts were very positive. From the fall of 2015 to spring of 2016, there was a 0% increase in students grades K-2 that achieved passing for the ELA portion of the Dibels assessment due to the fact that 93% of the students passed the assessment both in the fall and the spring so there was little room to improve. On the mClass assessment, 100% of the students passed the fall portion and 93% passed the spring assessment, which is a great accomplishment. Only one student did not pass the spring assessment and that specific student requires an IEP. Acuity scores were unable to be assessed because a scale was not provided to compare students’ scores. Overall, Springs Valley excelled in all areas.

ISTEP Scores



The Springs Valley ISTEP scores were overall very positive. Of students that participated in the math portion of ISTEP, 82% or 18 students passed and only 18% or 4 students didn’t receive a passing score. Similarly, 82% or 18 of students passed the English/ Language Arts portion of the ISTEP and only 4 students didn’t pass, or 18%. This data shows that the afterschool program has been helping the students do better in English and Math throughout the year.

Springs Valley 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. Two students from Kindergarten to Second grade improved in English/Language Arts from the fall to the spring. In the spring of 2016, the ELA scores were a B+ average and the math grades were an A- average.

Grade Analysis:

The students’ 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 grades dropped slightly, from an A to an A- average. This slight decrease may be due to all the extra-curricular activities that students begin to be involved in during the spring. Students also get excited towards the

end of the year and are ready for summertime and don't always focus as much as earlier in the year. The program will try to work with students more closely in the next school year to help maintain and improve math scores. 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 those 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 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	72%	28%	0%	0%	3.72
Effectiveness of Activities	80%	20%	0%	0%	3.80
Value of Handouts	72%	20%	4%	4%	3.56
Program Met or Exceeded Expectations	80%	16%	4%	0%	3.72
Expertise on Subject Matter	92%	8%	0%	0%	3.92
Organization	84%	16%	0%	0%	3.84
Effectiveness of Materials	84%	16%	0%	0%	3.84
Overall Rating of Presenter	96%	4%	0%	0%	3.96
4= Excellent, 3=Good, 2=Fair, 1=Poor					

Comments for this event:

- “Great program for all ages.”
- “This was a great experience for all the kids to have fun and learn at the same time.”
- “The staff presented a wonderful event for kids and family.”

Things learned from the program:

- “The kids in the program have formed friendships to make each child feel more involved.”

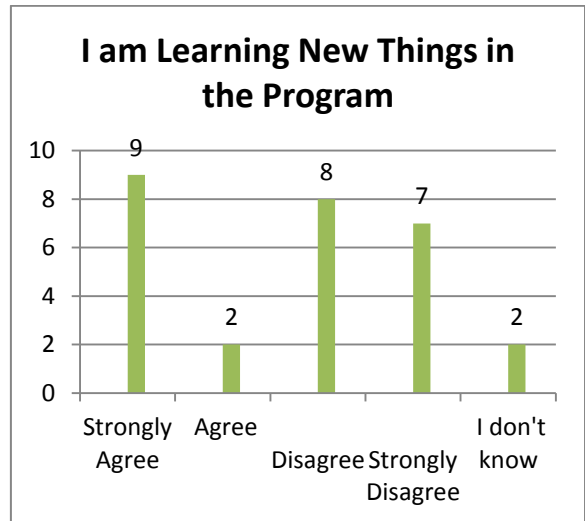
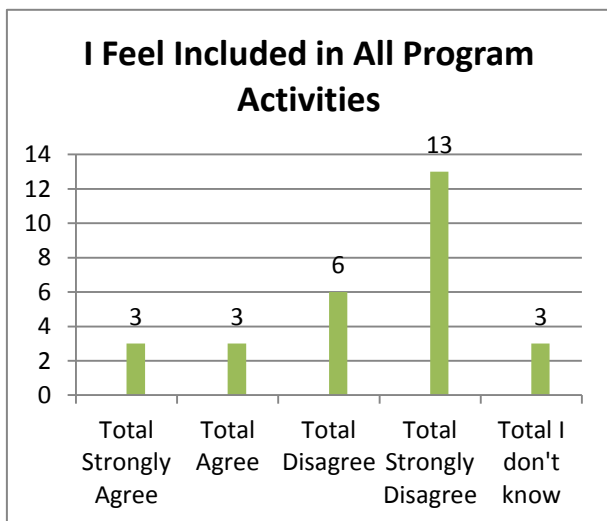
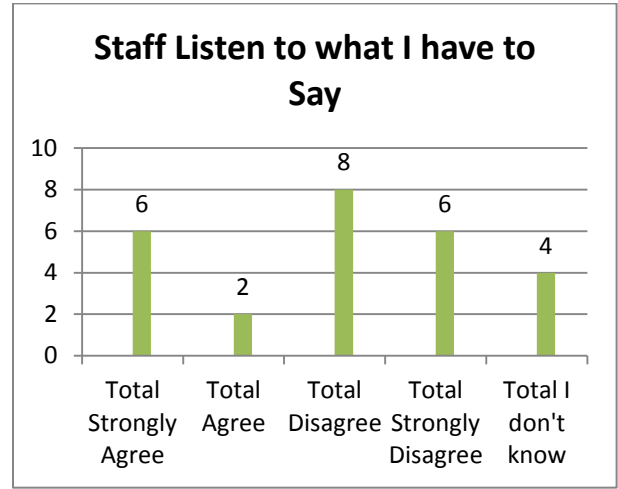
- “During the program the kids make crafts and do activities that they really enjoy.”
- “How to treat animals the right way.”

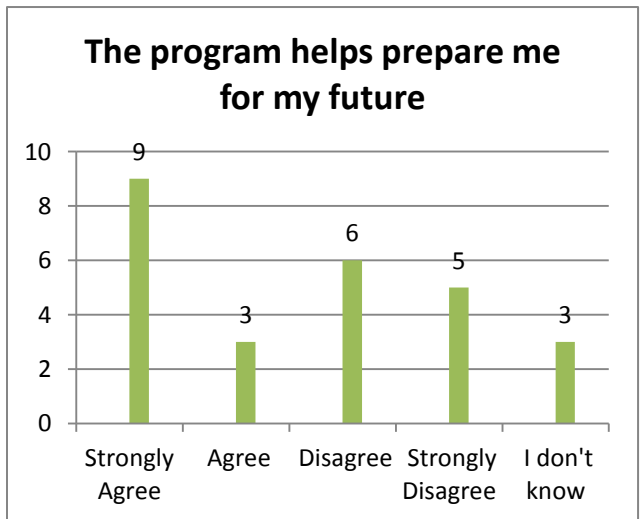
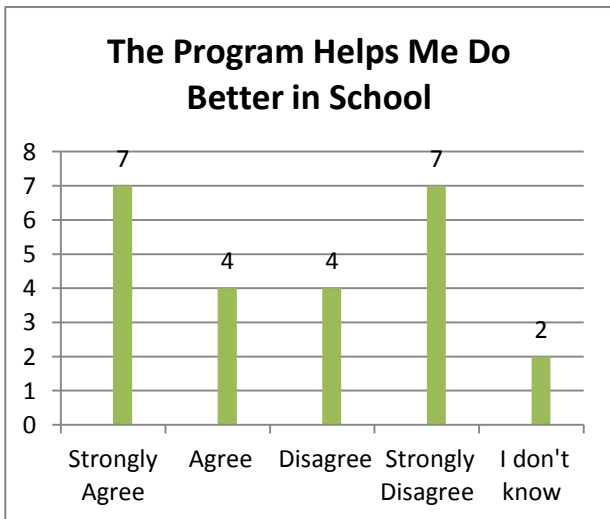
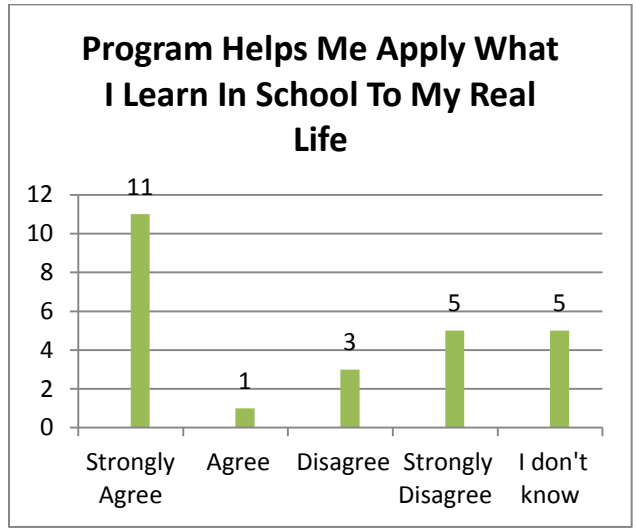
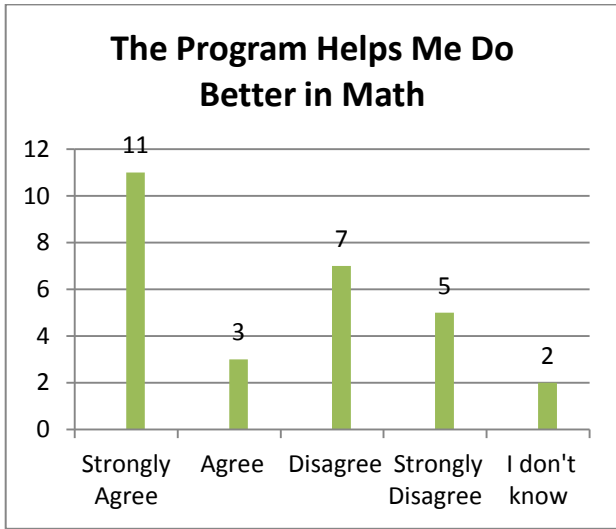
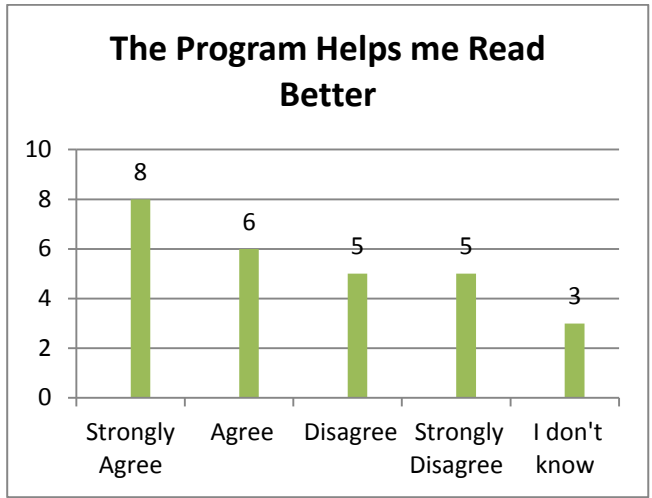
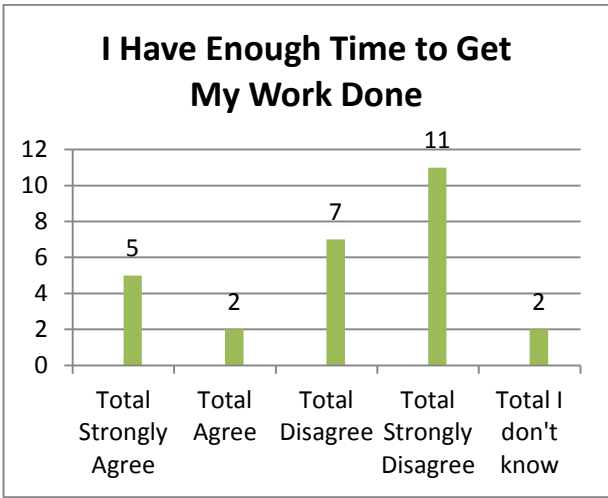
By looking at the table and comments above, it is clear that the parents found the Family Night event to be a positive function for all ages, including themselves, that provided a hands-on learning experience for their student(s) and they really enjoyed the Animal Avengers presentation. One hundred percent of parents rated the usefulness of the information presented as excellent or good. In addition, 100% rated the expertise on subject matter to be excellent or good as well. It’s evident that Family Night was a worthwhile event and will continue to help the students and parents connect over a night of family fun just as the chart displays.

End-of-Year Student Surveys:

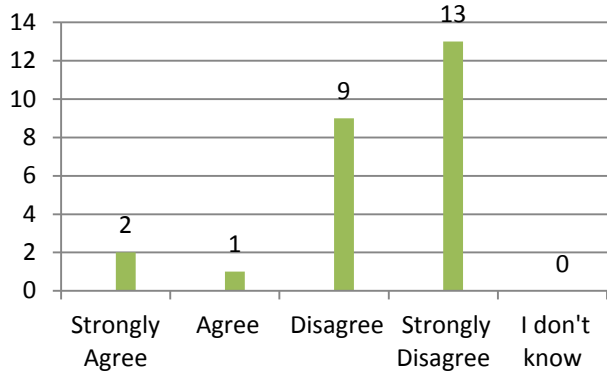
Student surveys were administered during the spring semester to regularly participating 21st CCLC students over a period of time in order to get responses from the largest number of youth. The format used included simple questions, which were read to youth with literacy issues, and included pictures 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 total number of students who responded strongly agree, agree, disagree, strongly disagree, or don’t know.

Springs Valley Student Survey Responses:
 (Responses are by number of students)

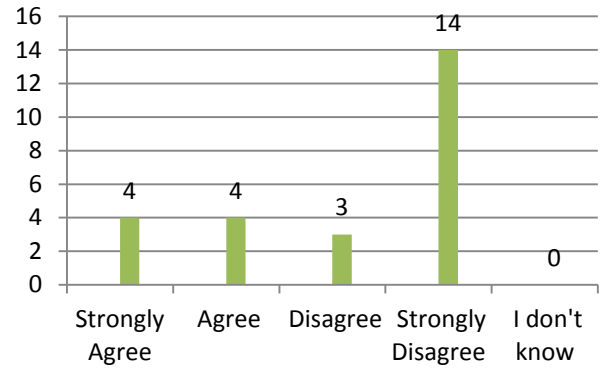




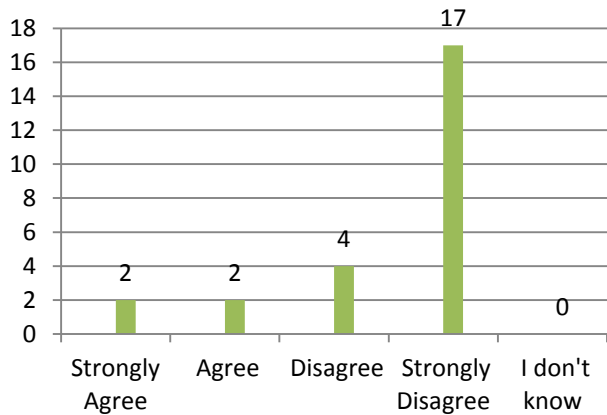
When I am at the program, I feel safe



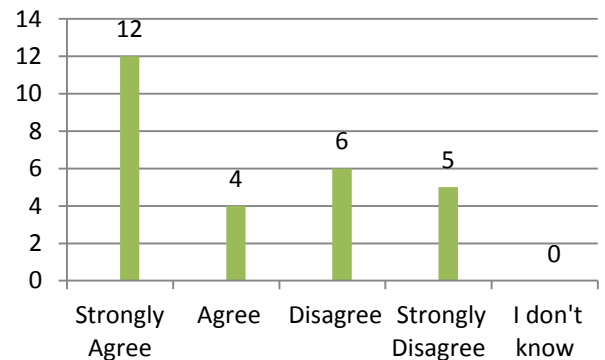
The rooms used are safe and clean



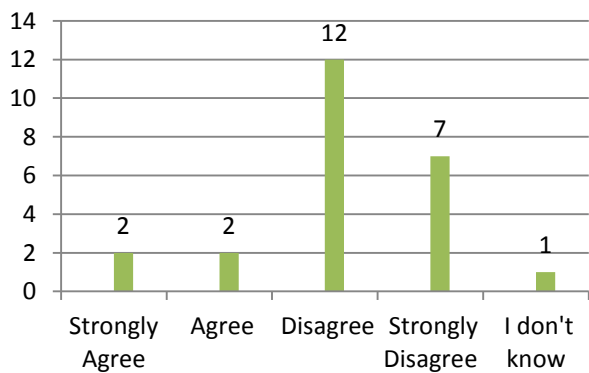
Outside Play Area is Safe



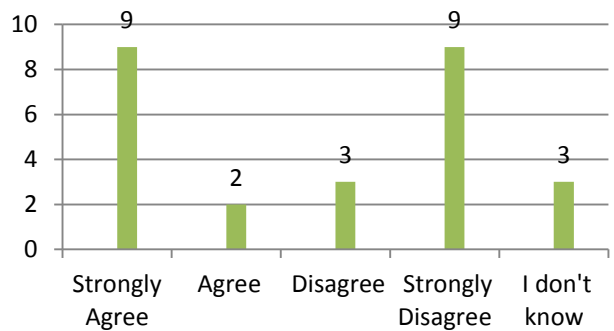
Staff are Good At Helping Me Learn New Things

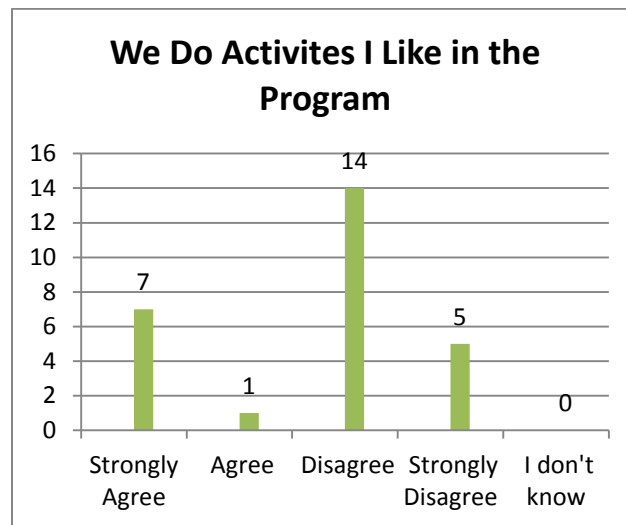
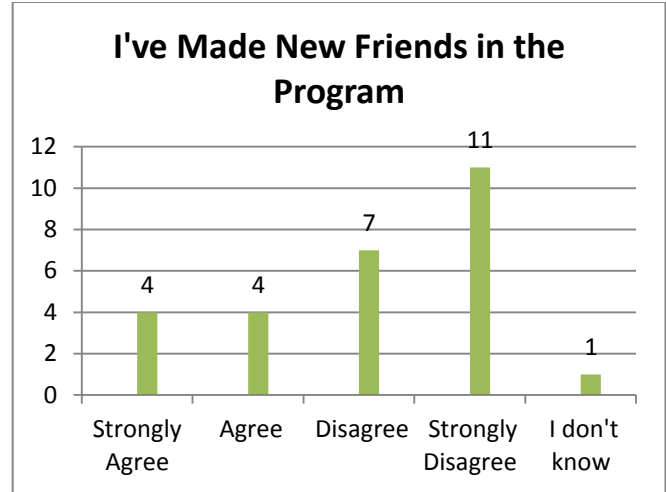


I Like the After School Program



Staff Understand My Culture and Background





Student Survey Analysis:

Of the program participants, 17% either agreed or strongly agreed with liking the program. Based on the students' responses to the survey questions, the majority felt they had a say in what activities they participated in during the Afterschool Program. The students also feel as though the staff members are easy to talk to and that the program helps them in school as well as preparing for their futures. Students also responded that they learn new things in the program. Students did however report that they did not feel as though they were included in all of the activities of the Afterschool Program. They also reported that they didn't feel as though they had enough time to complete their homework during the program. Program staff members reported that a majority of the older students confessed that they collaborated to answer the questions to be intentionally negative so that they could go home after school and play video games rather than attending the program to complete homework. A plan is in place, and this will be addressed in future programming to ensure students cannot team up and copy answers. Students also commented that some of their favorite parts of the program were play time, computer lab, and homework time. Students commented on the things they would like to change about the program which included better food, more free-time, and to be able to bring their electronics.

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 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	14	11	0	0	0
My child feels comfortable with the program staff	15	10	0	0	0
I am satisfied with the way program staff interact with my child	16	9	0	0	0
Program staff maintain frequent communication with me	17	8	0	0	0
I feel welcome in the program	19	6	0	0	0
Staff offer orientation sessions for new families	12	6	0	0	7
I feel well informed about my child's experience in the program	17	8	0	0	0
Program staff welcome suggestions from parents and families	12	11	0	0	2
I am satisfied with the variety of activities provided by the program for my child	15	10	0	0	0
My child has adequate quiet time to complete homework	11	12	1	0	1
Program activities are connected to what my child is learning in school	13	11	0	0	1
Program gives me tools and resources to help me support my child's learning	11	11	0	0	2
Program activities help my child develop real-life skills	13	12	0	0	0
Program prepares my child for future success in school, education, careers and life	14	10	0	0	0
My child is doing better in school	12	11	0	0	2
My child's grades are improving	11	11	0	0	3
The program provides a safe space for my child to learn and have fun	17	8	0	0	0
Rooms used for the afterschool program are safe and clean	18	6	0	0	0
Outside play area is safe	17	7	0	0	0
Program has systems in place to ensure my child is safe	15	7	0	0	1
Program lets me know how my child is doing academically, socially, and emotionally	13	11	0	0	0
Program staff are qualified to work with my child	13	7	0	0	3
I am satisfied with the program	15	9	0	0	0
Program communicates with me in my home language	17	7	0	0	0
My child makes better decisions	9	12	1	0	1
My child gets along better with others	9	14	0	0	1
My child has input into what kind of activities are provided in the program	12	9	0	0	3

Parent Survey Analysis:

All of parents reported that they agreed or strongly agreed that they feel their child is safe and the play/activity areas are clean during the afterschool program. In addition, 100% of parents either agreed or strongly agreed that they are satisfied with the variety of activities provided by the program. Also, 100% of parents reported that program activities will help prepare their children for future success not only in school, but with careers and life as well. Some of the comments about how the program could be more helpful were:

- “My child needs more reading time.”
- “My child needs to practice spelling and math more.”
- “Students need more homework time.”
- “Overall, we would like to see more interactive activities.”

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	18	4	0	2	10	2	1	1
Completing homework to your satisfaction	18	3	0	1	12	2	1	1
Participating in class	16	2	2	2	14	2	0	0
Volunteering (e.g., for extra credit or more responsibilities)	17	2	1	0	16	2	0	0
Attending class regularly	21	2	0	0	13	1	0	1
Being attentive in class	13	2	0	3	12	4	0	1
Behaving well in class	11	1	3	5	13	4	1	1
Academic performance	10	3	2	5	11	4	3	0
Coming to school motivated to learn	14	2	2	3	12	2	2	1
Getting along well with other students	17	1	4	4	10	2	0	0

Teacher Survey Analysis:

According to teacher surveys, out of the 38 students, 26% of the students had an increase in academic performance. However, it did show that 18% of students either slightly declined or moderately declined in the same category. In addition, teachers reported that 16% of the students started participating more in class after being in the Afterschool Program. It was observed that there was a significant increase in attendance for two of the students. It was also reported that after attending the Afterschool Program 18% of those students were coming to school more motivated than before the program. Of teachers surveyed, most agreed the program appears to benefit the students in multiple areas including; turning in their homework on time, participating in class, volunteering, attending class regularly, behaving in class, coming to school motivated, and getting along with other students.

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; programming and activity standards; safety, health/nutrition, and administration. The chart given below indicates how the site coordinator at the Springs Valley Afterschool program assessed the program.

3.0 Score=Met goal/standard		
Category	Score	Description
Human Relationships	3.4	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Indoor & Outdoor Environment	2.8	Some Progress Made/Approaching Standard Our program could use additional targeted support in this area.
Programming & Activities Standards	3.0	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Safety, Health & Nutrition	3.0	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Administration	3.0	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.

The program met nearly all of the standards except for the category of ‘Indoor and Outdoor Environment.’ However, there is always room for improvement in all five areas, but overall the program feels it has done a good job of meeting the needs of students and families except when it comes to the indoor and outdoor environment for their students. Due to the limited amount of space inside and outside it is more difficult to provide adequate space for the students to get outdoor activity, as well as gym play time when sports are in session. The program plans to try to get a set schedule with the school at the beginning of the next school year to try to obtain more gym access on a regular basis.

Strengths:

Throughout the year, the Springs Valley 21st CCLC site experienced various strengths. One of those strengths was that the staff members were successful in keeping the parents informed about how their children were doing throughout the program. In addition, the Afterschool Program staff worked wonderfully at keeping school personnel informed of all activities that went on during the program. Another strength that was observed was that the parents were more involved in their children’s activities and program events. The count of parents who were present at family events had increased from previous years. Finally, attendance was one of the greatest successes that the program had this year. The Afterschool Program goal is to have 35 students attend at least 60+ days and 37 out of 38 met that goal this year.

Weaknesses:

Even though the program had a lot of great successes throughout the school year, there were a few weaknesses that the program had, and would like to continue to improve on during the next school year. One weakness that will be addressed is allowing the children to have more responsibility with clean up and taking ownership of the tasks at hand. The program plans to correct this by developing a plan to give the students time to clean up after crafts, activities, snack, etc. The biggest weakness the program had was some of the students would not admit to having homework they were supposed to complete each day. The staff will address this weakness by setting up a system and keep closer communication with teachers for checking homework. Although the program had to deal with these challenges throughout the year, adjustments will be made to improve the future of the program. In addition, myON was not utilized as much as the program would like for reading time. Actions are being put into place to increase the amount of myON time the students have so that they have more reading time.

Summary:

The Springs Valley 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.