

**2015-2016 School Year Evaluation Report**



**West Washington 21<sup>st</sup> Century Community Learning Center  
8030 West Batt Road  
Campbellsburg, Indiana 47108**

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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>35</b>	--	--
Less than 30 days	0	0	--	--
30-60 days	3	3	--	--
60 or more days	35	34	--	--
Total	38	37	--	--

**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%.
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 together and showed compassion in working with their students to help them succeed.
- Parents were more involved and active with their children during family events.
- Staff members collaborated with school day teachers very well to see if students needed additional time to work on specific subjects to help them excel.

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

- Get students to come the required three days per week and stay until homework time is over.
- Get more service groups from the high school involved in volunteering with the program.
- Utilize the myON online reading portal for more activities.

## **INTRODUCTION**

West Washington 21<sup>st</sup> Century Community Learning Center (CCLC) has provided after school programming for elementary-aged youth in West Washington for the past nine years. This report analyzes the data on program outcomes gathered throughout this past year. Student academic performance, classroom behavior, and 21<sup>st</sup> 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 the participants' parents. Additionally, stakeholders may wish to use this evaluation to make program changes to increase effectiveness.

## **STUDENTS SERVED BY THE PROGRAM**

### **West Washington Program Attendance:**

	# of students	% of total
0 - 30 days	0	0%
30 - 59 days	3	8%
60 + days	34	92%

### **Actual Attendance Compared to Projected Numbers:**

	<b>Total # of proposed in application</b>	<b>Total # currently being served</b>	<b>Number of Regular Participants (Active)</b>
Students	35	37	37
Parents	18	39	39
<b>Totals (students + parents)</b>	53	76	76

For regularly attending students, the projected goal at the West Washington site was to have 35 students attend the program 60+ days. The actual attendance was 34 students attending 60+ days, so the target was not met. The program did not meet the attendance goal this year so more strict requirements for attendance will be made for next school year. West Washington has a decent number of students who move in and out of the school system or have various custody issues which can lead to more difficulties in meeting attendance requirements for the whole year. A few extra students will be enrolled into the program next year to help ensure the target attendance is met and the students moving out of the school or into different living situations do not affect the overall program attendance.

**Participant Demographics:**

The West Washington 21<sup>st</sup> CCLC Program served 37 students between the ages of 5 and 13, including 18 females and 19 males. Of the student population, 100% were Caucasian. There was 1 five year old, 4 six year olds, 4 seven year olds, 4 eight year olds, 7 nine year olds, 8 ten year olds, 4 eleven year olds, 4 twelve year olds, and 1 thirteen year old. Also, 32% of the students were on free or reduced lunch.

**Short-term Performance Measures: Math**  
**Hoosier Uplands EDC, West Washington 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	N/A	

3-6 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, West Washington 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.

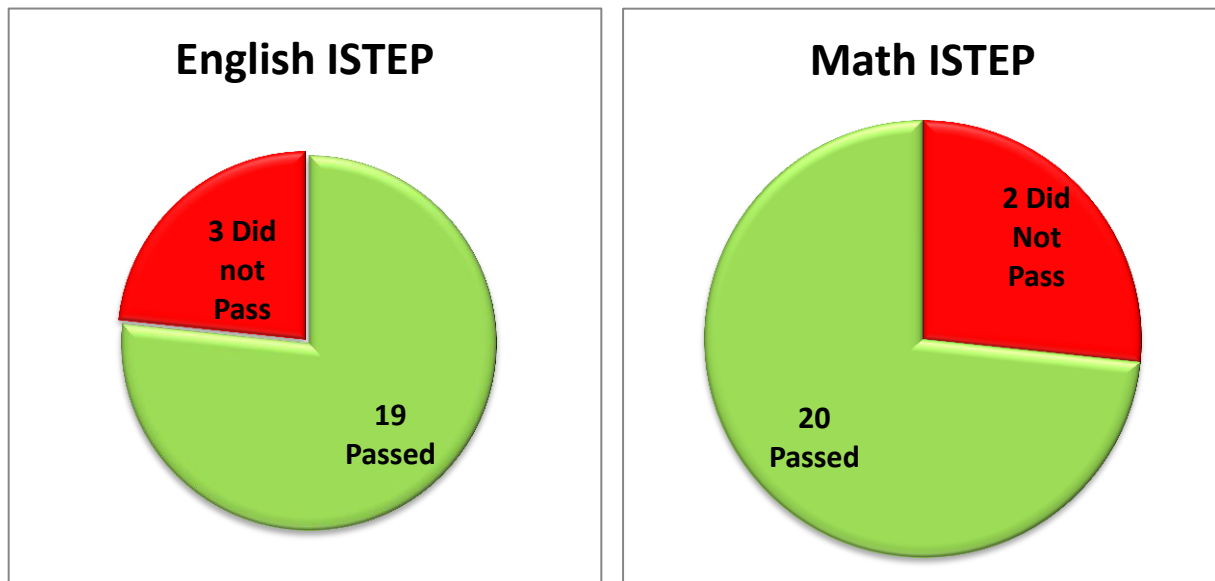
A	B	C	D		E		F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Percent Change	Met Target		
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing				
13	13	100%	7	54%	11	85%	57%	YES		

3-6 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	

West Washington students in grades K-2 have done very well on the Dibels English/Language Arts assessment. Students had a 57% increase change in students who reached passing, and the goal was to have a 20%. The percentage of students that increased tiers and achieved either yellow or green by the end of the year assessment was 38%. This is a great accomplishment for the West Washington students. Scores for the mClass assessment were not assessable because the students in grades K-2 did not complete the assessment for the 2015-2016 school year. Acuity scores were unable to assess as a scale was not provided to compare students' scores. Overall, West Washington did very well on the Dibels assessment.

**ISTEP Scores:**



The West Washington ISTEP scores were overall very positive. Of students participating in ISTEP, 91% passed the Math ISTEP portion with 20 students, and only 9% didn't receive a passing score with 2 students not passing. Similarly, 86% of students passed the English/Language Arts portion of the ISTEP with 19 students, and only 3 students didn't pass, or 14%. This data shows that the afterschool program has been helping the students do better in English and Math throughout the year.

**West Washington Grades:**

In the fall of 2015, 1<sup>st</sup> grade through 6<sup>th</sup> 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.

**Grade Analysis:**

The students maintained their ELA grades from the fall semester to the spring semester. This indicates that homework help and structured after school programming can help students

improve ELA scores. Students' math scores had a slight decrease from an A average to an A-. The slight decline could have been due to a busier spring schedule. For the next school year, the program will involve students in activities and homework help to help students improve their tests and homework scores in math. 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 programs 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.

<b>Workshop Content</b>	Excellent=4	Good=3	Fair=2	Poor=1	I don't Know=0	Average Score
Usefulness of Information Presented	73%	22%	0%	0%	5%	3.6
Effectiveness of Activities	78%	22%	0%	0%	0%	3.8
Value of Handouts	67%	28%	0%	0%	5%	3.5
Program Met or Exceeded Expectations	78%	22%	0%	0%	0%	3.8
Expertise on Subject Matter	89%	11%	0%	0%	0%	3.9
Organization	78%	22%	0%	0%	0%	3.8
Effectiveness of Material	83%	17%	0%	0%	0%	3.8
Overall Rating of Presenter	95%	5%	0%	0%	0%	3.9

Comments for this event:

- “It was neat learning about the different animals we don't normally see.”
- “Very good for the kids.”
- “I used to work for the afterschool program in Texas and the family night here was so much better.”
- “Enjoyed the entire night!”

Things learned from the program:

- “That you guys put a lot into your program so I want my younger son in it next year.”
- “Memories with family.”
- “What type of snake is safer.”

### Family Night Evaluation Analysis:

By looking at the 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. The overall rating of the animal presenter was either good or excellent. Additionally, out of a rating of 0-4, parents viewed the effectiveness of the activities during Family night to be a 3.8. Therefore, they believed it was effective and appropriate for their children.

### End-of-Year Student Surveys:

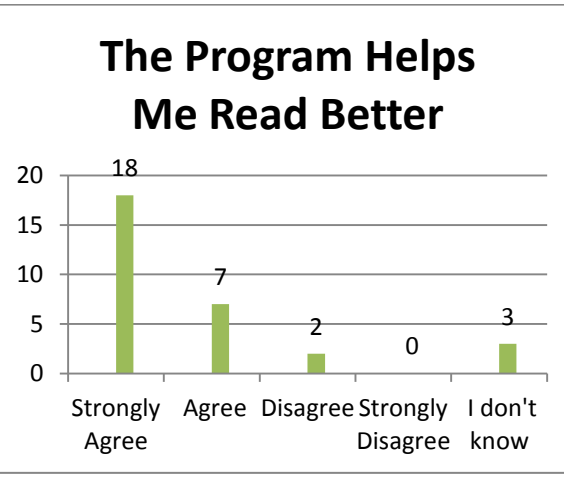
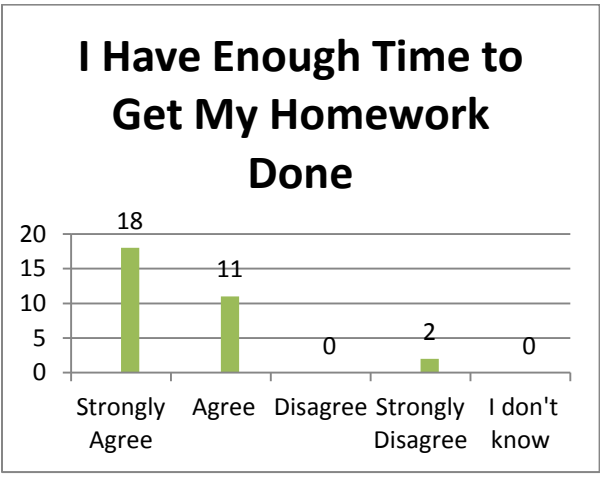
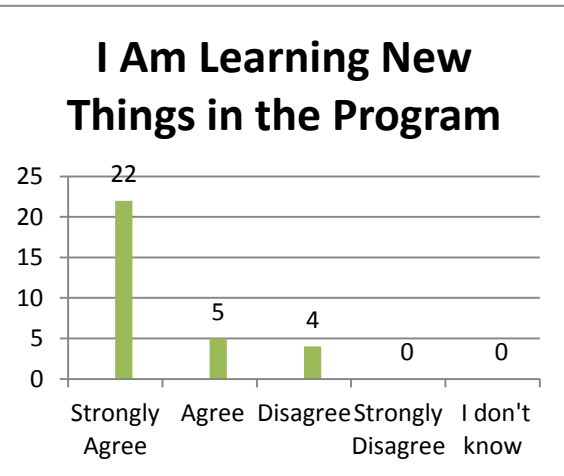
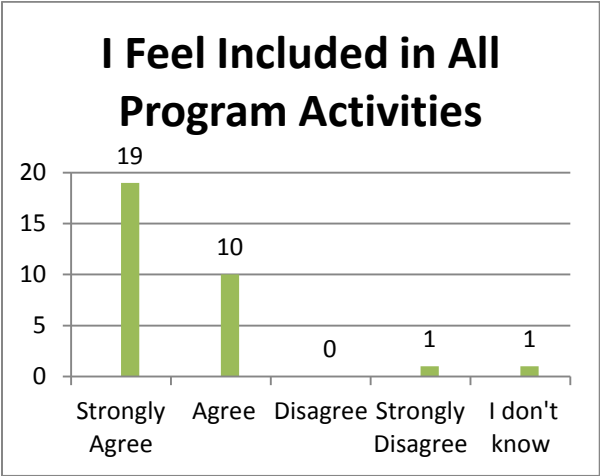
Student surveys were administered during the spring semester to regularly participating 21<sup>st</sup> CCLC students over a period of time in order to get responses from the largest number of youth. The format used included simple questions, which were read to youth with literacy issues, and included 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.

### West Washington Student Survey Responses:

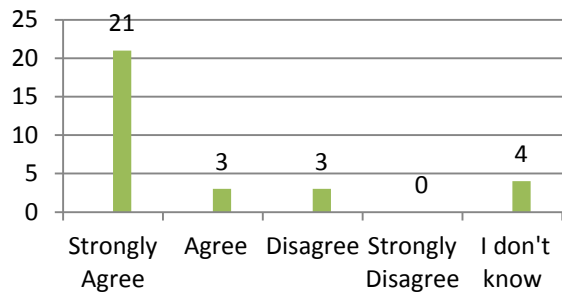
(Responses are by number of students)



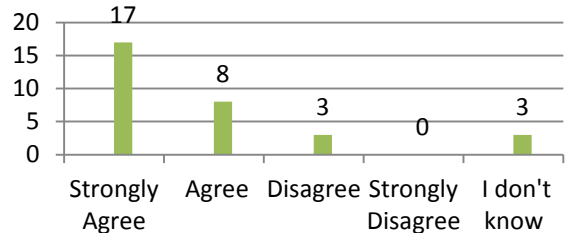




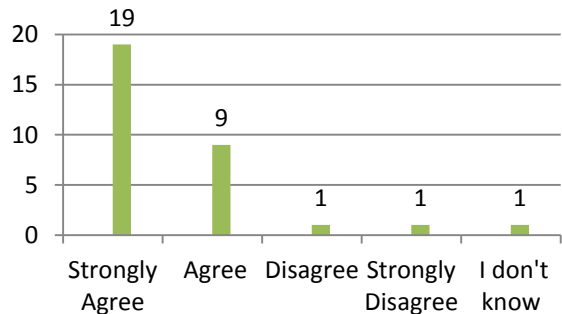
### The Program Helps Me in Math



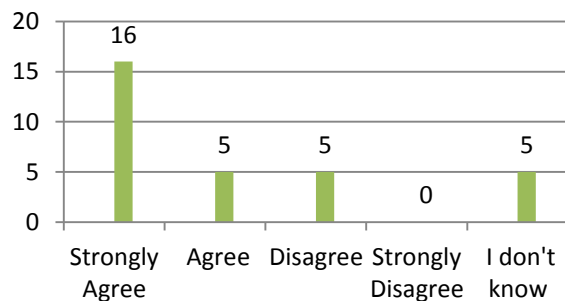
### The Program Helps Me Apply what I Learn in School to Real Life



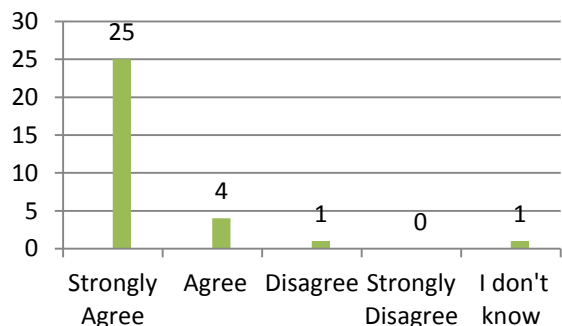
### The Program Helps Me Do Better in School



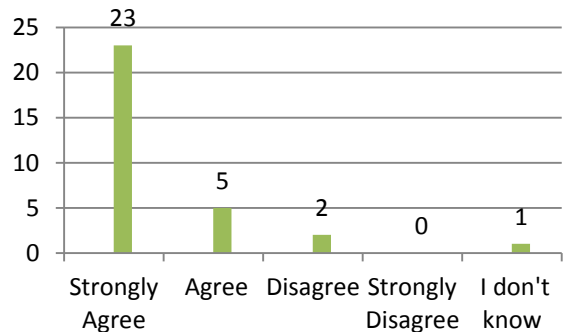
### The Program Helps Me Prepare for My Future



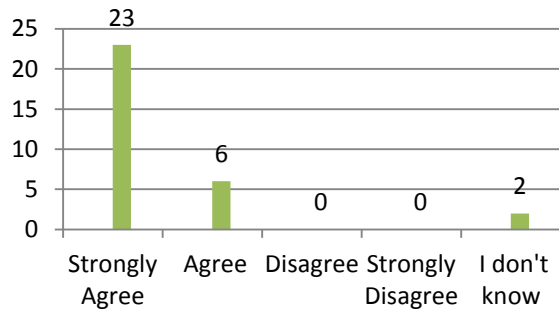
### When I am at the Program I Feel Safe



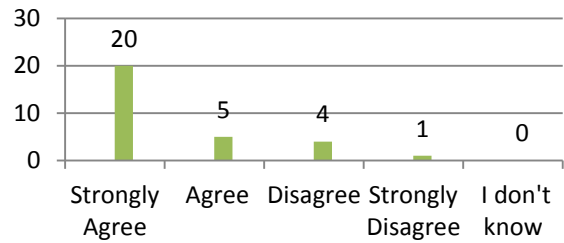
### The Rooms are Clean and Safe



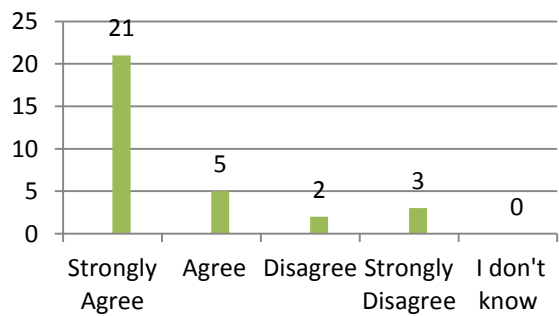
### The Outside Play Area is Safe



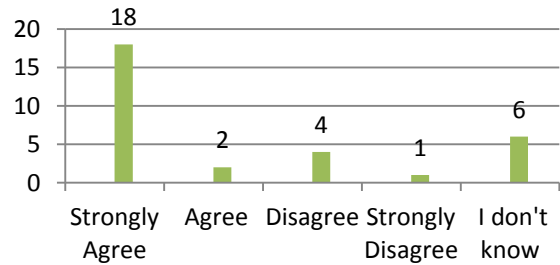
### Staff are Good At Helping Me Learn New Things



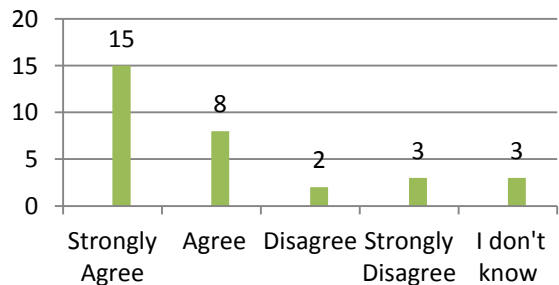
### I Like the Afterschool Program



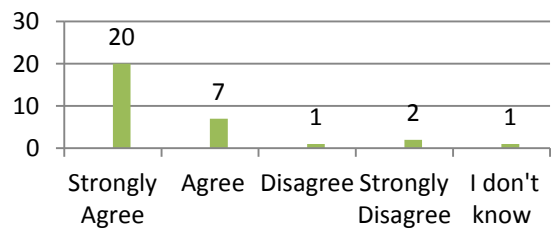
### Staff Understand my Culture and Background

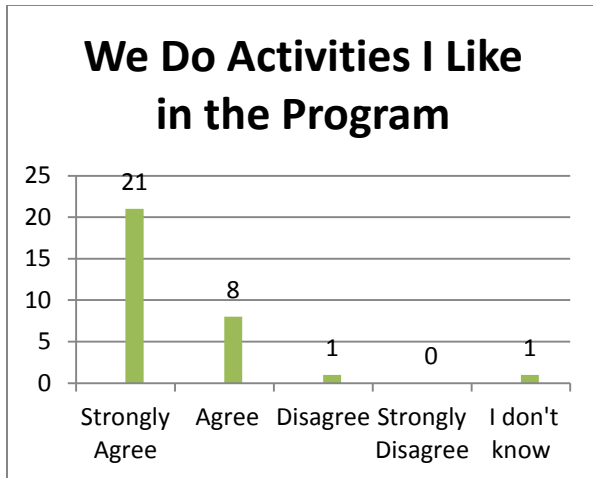


### I Have a Say in What we Do During the Program



### I've Made New Friends in the Program





**Student Survey Analysis:**

Based on the students' responses to the survey questions they felt that they learn in ways that are right for them. They also feel safe when they are at the program, and overall like the afterschool program. Of students surveyed, 87% agreed that they have made new friends in the program. Students also commented that some of their favorite parts of the program were playing hula-hoop, playing dodge-ball, and playing on the Wii. The students also reported some changes they would like to see for next year which included: better snacks, more staff, and one also requested more activities for older kids.

**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. Results of this survey are in the following table.

<b>Parent 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	16	3	0	0	0
My child feels comfortable with the program staff	16	3	0	0	0
I am satisfied with the way program staff interact with my child	16	3	0	0	0
Program staff maintain frequent communication with me	16	3	0	0	0
I feel welcome in the program	16	3	0	0	0
Staff offer orientation sessions for new families	11	5	0	0	3
I feel well informed about my child's experience in the program	15	4	0	0	1
Program staff welcome suggestions from parents and families	14	4	0	0	1
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	14	5	0	0	0
Program activities are connected to what my child is learning in school	13	6	0	0	0
Program gives me tools and resources to help me support my child's learning	13	6	0	0	0
Program activities help my child develop real-life skills	12	6	0	0	1
Program prepares my child for future success in school, education, careers and life	13	6	0	0	0
My child is doing better in school	11	4	3	0	1
My child's grades are improving	10	5	3	0	1
The program provides a safe space for my child to learn and have fun	16	3	0	0	0
Rooms used for the afterschool program are safe and clean	13	4	0	0	2
Outside play area is safe	13	4	0	0	2
Program has systems in place to ensure my child is safe	13	4	0	0	2
Program lets me know how my child is doing academically, socially, and emotionally	13	4	0	0	2
Program staff are qualified to work with my child	14	3	0	0	2
I am satisfied with the program	13	4	0	0	2
Program communicates with me in my home language	13	4	0	0	2
My child makes better decisions	12	4	0	0	3
My child gets along better with others	11	5	0	0	3
My child has input into what kind of activities are provided in the program	10	5	0	0	4

**Parent Survey Analysis:**

According to the parent evaluations they reported that 100% of the parents strongly agreed or agreed that the staff treated the students with respect and listened to what the children had to say as well as felt comfortable with the staff. In addition, 100% of the parents said that the staff had frequent communication with them about their children's progress. Ninety-five percent of the parents indicated that they felt as though the program's activities helped their child develop real-life skills.

**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	20	3	2	5	5	2	0	0
Completing homework to your satisfaction	17	4	2	6	5	3	0	0
Participating in class	14	4	6	5	5	2	0	1
Volunteering (e.g., for extra credit or more responsibilities)	12	2	8	3	11	1	0	0
Attending class regularly	23	2	0	4	6	2	0	0
Being attentive in class	14	4	3	6	5	4	1	0
Behaving well in class	20	1	3	4	8	1	0	0
Academic performance	12	7	4	4	7	2	1	0
Coming to school motivated to learn	13	6	6	2	7	2	1	0
Getting along well with other students	21	2	2	5	5	2	0	0

**Teacher Survey Analysis:**

According to teacher surveys, most students showed anywhere from “no need to improve” to students that showed “moderate improvement.” One of the teachers saw a significant decline in class participation at school; however, most students showed at least a slight improvement in their academic performance. Teachers reported that 4 of their students showed significant improvement on completing their homework to satisfaction. Also, 41% of those surveyed stated that their student’s academic performance had increased due to participation in this program. By the number of responses, most teachers agreed the program was effective and greatly benefited the students in multiple 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 given below indicates how the site coordinator at the West Washington Afterschool program assessed her program.

<b>3.0=Meets Goals/Standards</b>		
<b>Category</b>	<b>Score</b>	<b>Description</b>
Human Relationships	3.1	<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	3.8	<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	3.2	<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	3.0	<b>Good/Meets Standards</b> Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Administration	3.0	<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 five of the categories. There is still 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. The greatest target area that West Washington has is that there is a broad area that the students get to learn and play; from the myON computer lab to the cafeteria where they can do crafts, science projects, and play dodge ball, to classroom space for homework as well as reading time.

**Strengths:**

Throughout the year, the West Washington 21st CCLC site experienced various strengths. One of the best strengths at the West Washington site was how well staff members worked 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. Another major success in the program this year was that the parents were more involved with the students and their activities at the family events that were held throughout the year. Additionally, the staff collaborated really well with the West Washington faculty to make sure that the afterschool participants had enough time to do their homework and made sure that the program coincided with the work that each student was doing during school hours to help them excel.

**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 to improve these in the next school year. The biggest weakness that the program at West Washington saw was not getting students to come the

required three days a week, or their parents picking them up prior to 4:15pm when homework time was over. The program requires that students stay at least until 4:15pm to ensure that students have completed homework and reading times. Another weakness that the afterschool program will address the following year will be utilizing the myON system to its full capability. Additionally, getting more assistance from the high school students will be an additional key to success of the afterschool program in the following year. With the help of students volunteering, there will be more participants being reached over the course of the year.

**Summary:**

The West Washington 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.