

2016-2017 School Year Evaluation Report



**Springs Valley 21st Century Community Learning Center
326 South Larry Bird Blvd
French Lick, Indiana 47432**

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21st CCLC Hoosier Uplands, EDC – Springs Valley Site (Cohort 7, Year 3)
2016-2017 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	40	--
Less than 30 days	0	0	0	--
30-60 days	2	1	4	--
60 or more days	36	37	44	--
Total	38	38	48	--

2016-2017 Progress Toward Academic Performance Measures

Result	Performance Measure and Annual Target
N/A	75% of regular participating students in grades K-2 will receive a passing score by the spring in the school specific diagnostic math assessment.
N/A	75% of regular participations students in grades 3-6 will receive a passing score by the spring in the school specific diagnostic math assessment.
N/A	75% of regular participating students in grades 3-6 will receive a passing score by the spring in the ELA portion of the school specific diagnostic assessment.
N/A	75% of regular participating students in grades K-2 will receive a passing score by the spring in the ELA portion of the school specific diagnostic assessment.

2016-2017 Program Site Successes

- Staff members worked very well with school personnel to ensure they were informed of activities going on in the program.
- The program staff worked very well at including the kid’s ideas into the program so that they were very enthusiastic and involved in all the program activities.
- The program had excellent daily attendance and exceeded the attendance goal of at least 40 students attending 60 days or more.

Areas to be Strengthened in 2017-2018

- Students taking responsibility in cleaning up after themselves.
- Making myON and reading time more effective.
- Getting accurate data for diagnostic testing from the school.

INTROUDUCTION

Springs Valley 21st Century Community Learning Center (CCLC) has provided afterschool programs for elementary-aged youth in French Lick for the past seven and a half years and this report analyzes the data on program outcomes gathered throughout the 2016-2017 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	4	8%
60 + days	44	92%

Actual Attendance Compared to Projected Numbers:

	Total # of proposed in application	Total # currently being served	Number of Regular Participants (Active)
Students	40	48	48
Parents	18	49	49
Totals (students + parents)	58	97	97

For regular attending students, the projected goal was that 40 students would attend 60+ days. The Springs Valley 21st CCLC program exceeded that goal and had 44 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 40 students attending the program 60+ days.

Participant Demographics:

The Springs Valley 21st CCLC Program served 22 female and 26 male students. Of these students, 79% were Caucasian, 4% were Black or African American, and 17% were multi-racial. Of the students participating in the program, 7 students were between ages five and six, 12 were between seven and eight, 21 were between nine and ten, and 8 students were eleven year olds. Also, 50% of the students were on free or reduced lunch during the school day.

Short-term Performance Measures: Math

Hoosier Uplands EDC, Springs Valley Site

75% of regular participating students in grades K-2 will receive a passing score by the spring in the school specific diagnostic math 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		
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

75% of regular participations students in grades 3-6 will receive a passing score by the spring in the school specific diagnostic math 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		
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

75% of regular participating students in grades 3-6 will receive a passing score by the spring in the ELA portion of the school specific diagnostic assessment

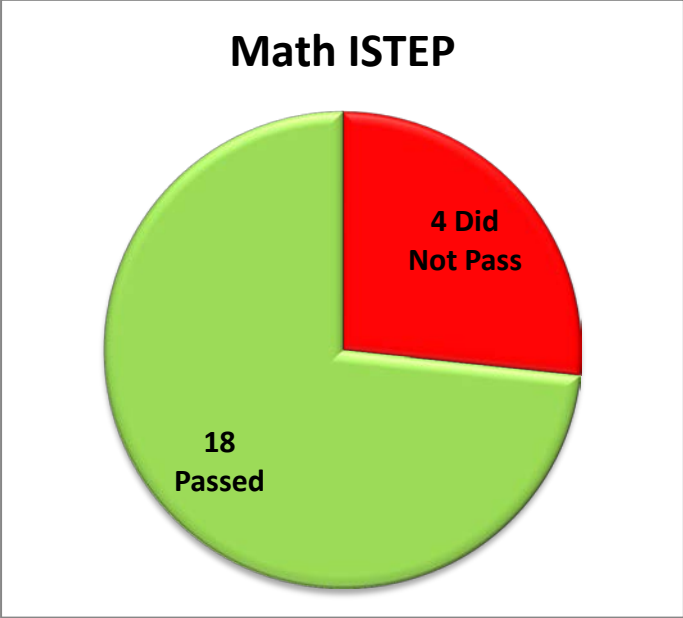
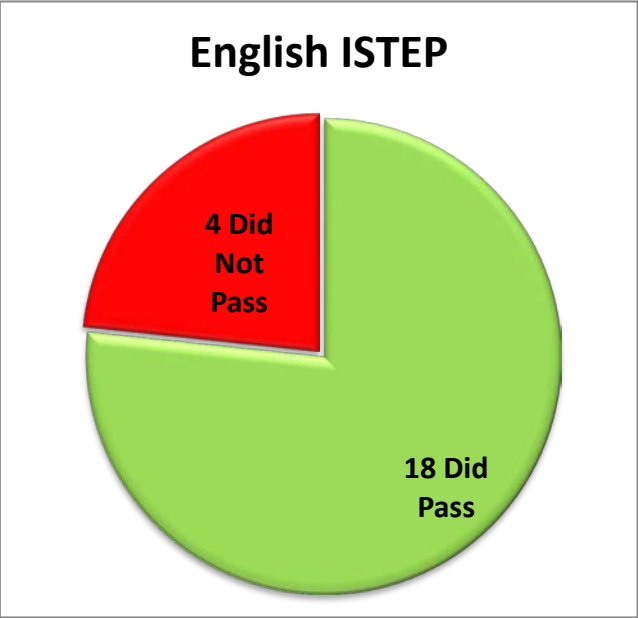
A	B	C	D	E	F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing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

75% of regular participating students in grades K-2 will receive a passing score by the spring in the ELA portion of the school specific diagnostic 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		
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 and math were not available for 2016-2017. During the 2016-2017 year, the school changed the way they graded and scored the math and language art diagnostic grades for the students. Although the Program Director spoke with the school at the beginning of the year and asked that the program be informed of any changes, the changes were not relayed to the 21st CCLC program, so the appropriate information for the diagnostic testing is not available. The 2017-2018 MOU with the school has included more detail in bold about the importance of providing the program with any changes in diagnostic testing, so that the program can evaluate its success. The updated MOU has been signed by the school superintendent and hopefully this will not be an issue during the next school year. In addition, the school will be sent several reminders about the information needed throughout the year.

ISTEP Scores



The Spring 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.

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 increased slightly, from a B+ to an A- average. This increase could be due to the extra help the students are getting from the site staff with their homework. With the additional time that was given to the students to do their homework they have more time to focus on their math homework and try to really understand the problems which will also help them on their exams leading to better scores overall.

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 2017

Springs Valley Family Night is a family oriented event that is hosted around the end of the school year, in March-May. Students and their families come to the site and have a fun evening together, enjoy a planned activity, and receive a light meal. This year, the Family Night event consisted of pirate themed games and activities. This event had a great focus on reading and literacy. All the students attending, as well as siblings of afterschool attendees, received at least 1-2 books per child. Students and their families enjoyed Captain Hook's Ring Toss, Pin the Parrot on the Pirate, a Pirate ship race with spray bottles as well as BINGO. In addition to these fun and interactive activities, they were able to color, play games, and make special crafts that would be used for the rest of the evening. Parents were given incentives to interact with their children and to help them complete each task. Following every activity, if the parent aided their child, they were given a raffle ticket that gave them a chance to win a gift card.

Workshop content	Excellent	Good	Fair	Poor	Average Score
Usefulness of Information Presented	62%	35%	3%	0%	3.6
Effectiveness of Activities	78%	22%	0%	0%	3.8
Value of Handouts	74%	26%	0%	0%	3.7
Program Met or Exceeded Expectations	70%	30%	0%	0%	3.6
4= Excellent, 3=Good, 2=Fair, 1=Poor					

Comments for this event:

- "It's great for parents and kids."
- "The program is amazing. My daughter loves coming to the afterschool program every day. Thank you for the great family night all the little details are very appreciated."
- "Really great event! Had a great time together as a family. And valuable chance to enroll for next year."

Things learned from the program:

- "Engagement is important."
- "All my kids of different ages enjoyed these games."
- "Who the staff is."

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 games. One hundred percent of parents rated the

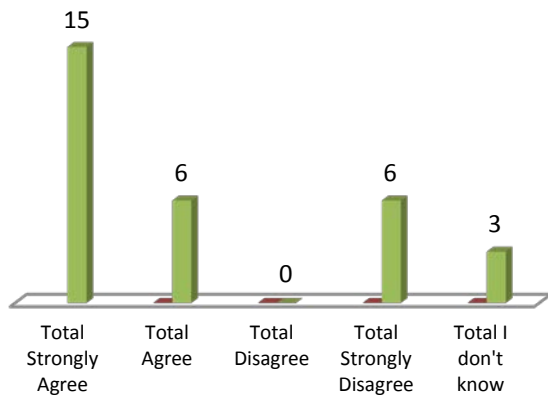
effectiveness of activities as excellent or good. In addition, 100% rated the value of handouts as excellent or good. It's evident that Family Night was a worthwhile event and will continue to help the students and parents connect over a night of family fun just as the chart displays.

End-of-Year Student Surveys:

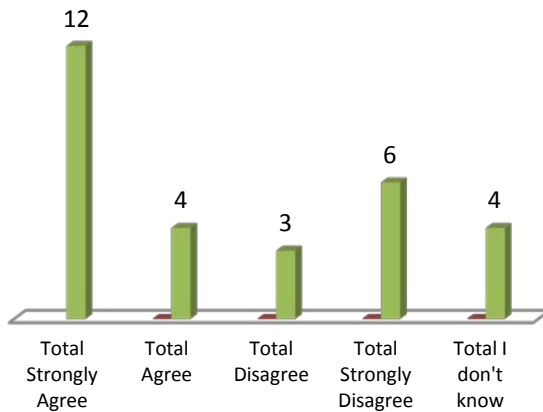
Student surveys were administered during the spring semester to regularly participating 21st CCLC students over a period of time in order to get responses from the largest number of youth. The format used included simple questions, which were read to youth with literacy issues, and included pictures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

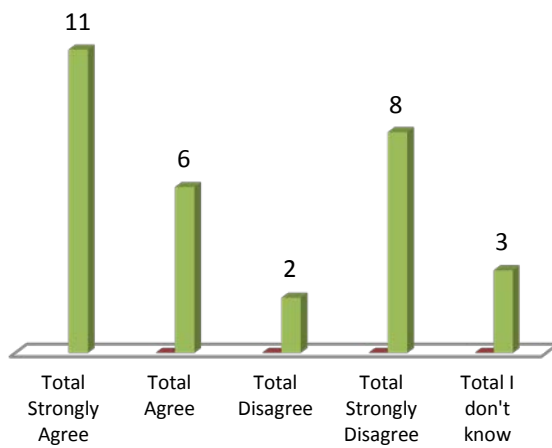
Staff Treat Me with Respect



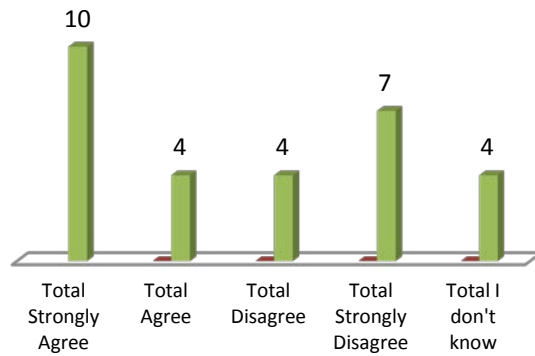
Staff Listen to What I have to Say



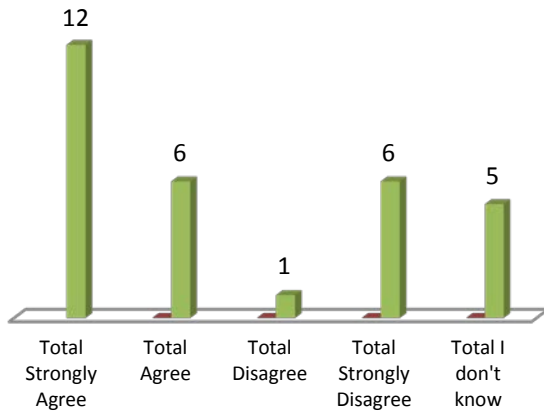
Staff are Easy to Talk to



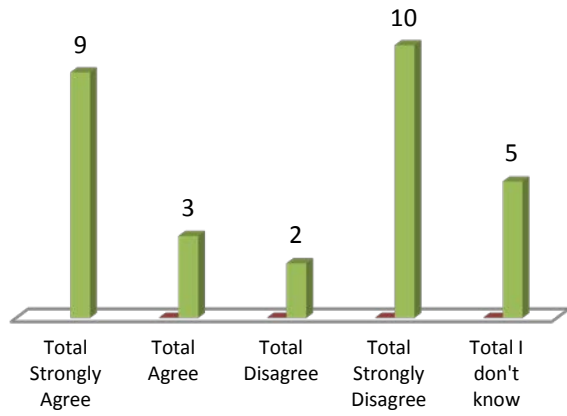
Staff Help Me Learn in Ways that are Best for Me



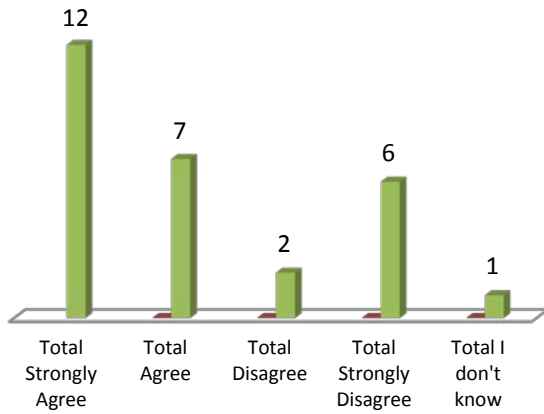
I Feel Included in All Program Activities



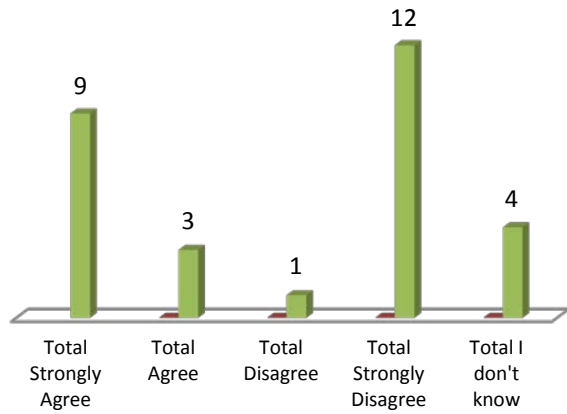
I Am Learning New Things in the Program



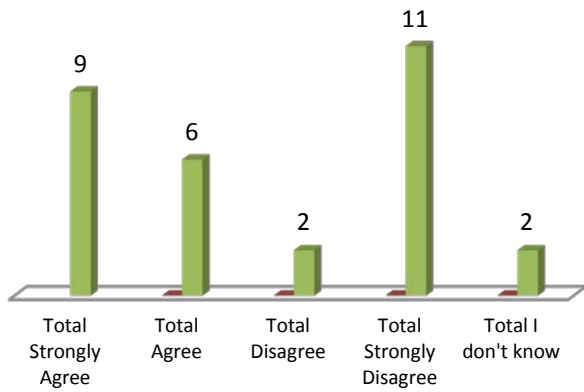
I Have Enough Time to Get My Work Done



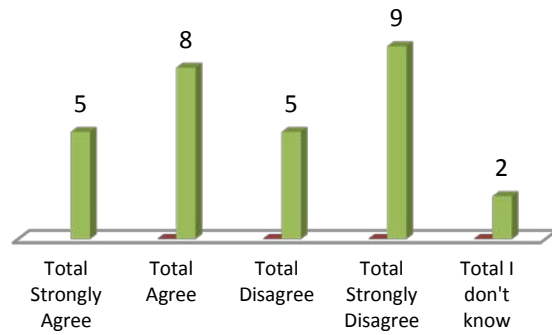
The Program Helps Me Read Better



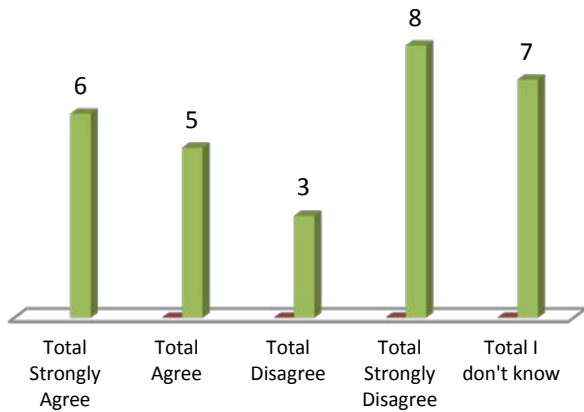
The Program Helps Me Do Better in Math



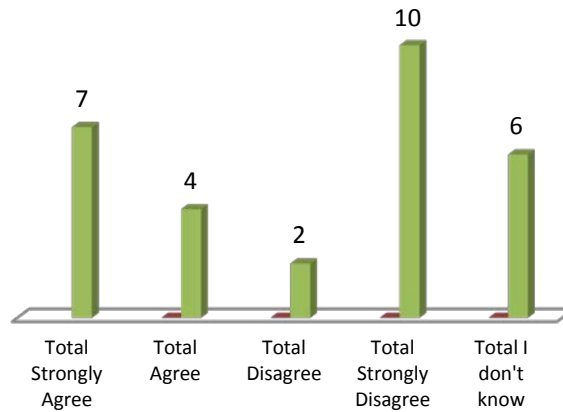
The Program Helps Me Apply What I Learn in School to Real Life



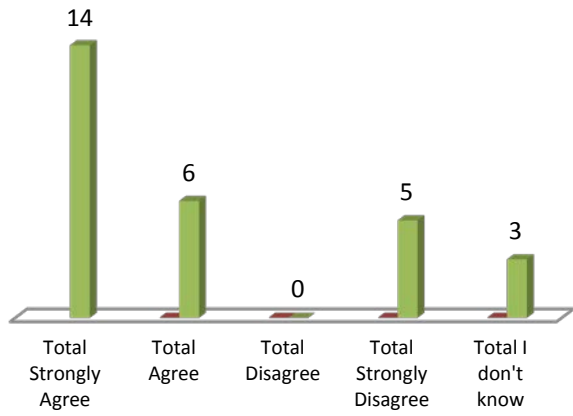
The Program Helps Me Do Better in School



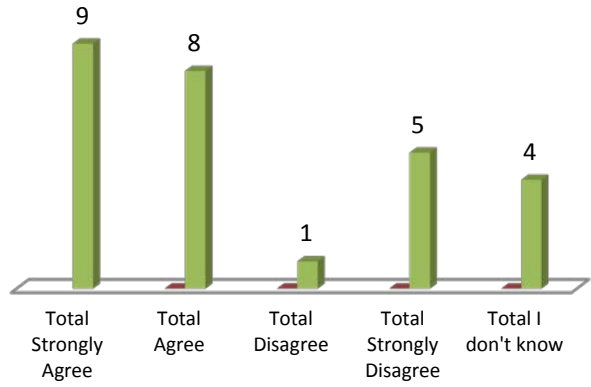
The Program Helps Me Prepare for My Future



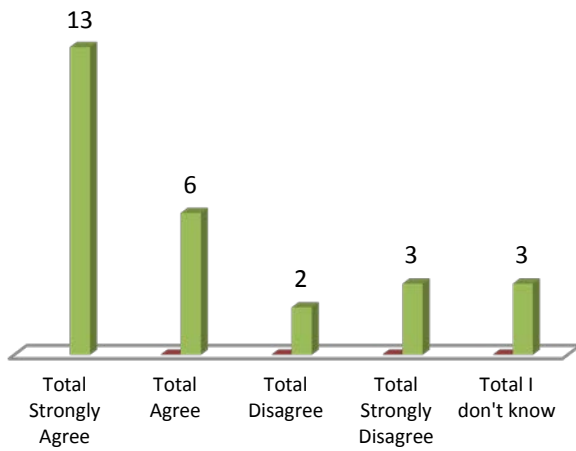
When I Am at the Program I Feel Safe



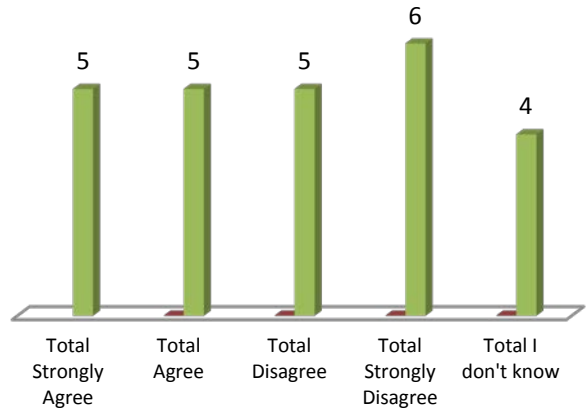
The Rooms Used are Safe and Clean

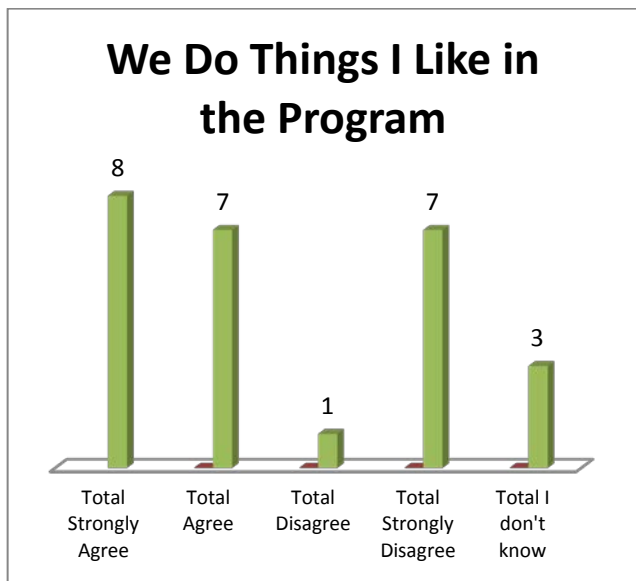
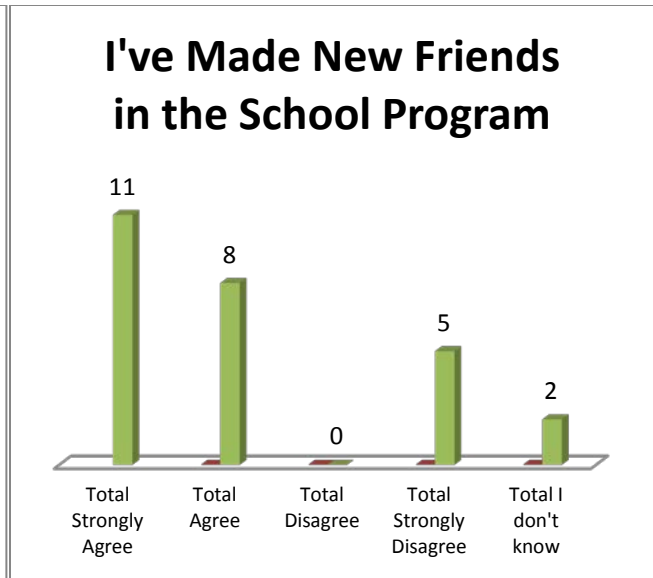
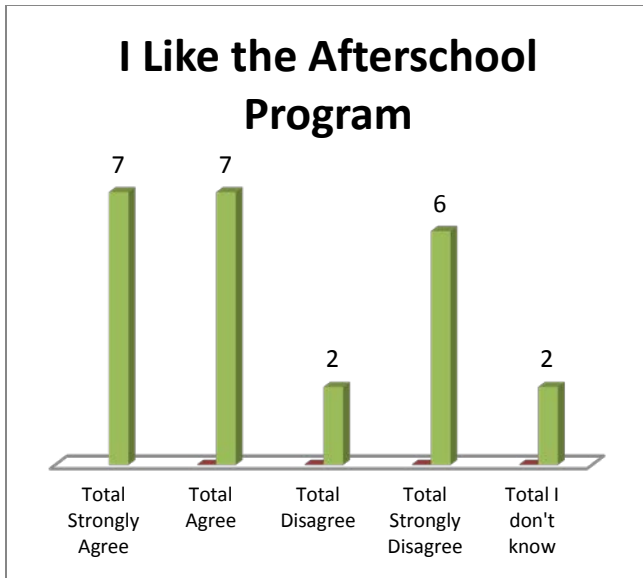


Outside Play Area is Safe



Staff are Good at Helping Me Learn New Things





Student Survey Analysis:

Of the program participants, 58% either agreed or strongly agreed with liking the program. Based on the students' responses to the survey questions, 72% of students felt safe during the Afterschool Program. 72% of students also feel as though they have made new friends during the afterschool program. Students also responded that they learn new things in the program. Students did however report that they did not feel as though the afterschool helped them improve in math throughout the year, although math scores did increase for students during the spring semester. Students sometimes report lower scores on certain parts of surveys if they don't like a particular part of the program, so that could have been the case with this portion. Staff will try to learn what math activities that the students enjoy the most and try to implement them more often. Students also commented that some of their favorite parts of the program were play time, computer lab, free time, and homework time. Students commented on the

things they would like to change about the program which included being able to get up during snack-time, more free-time, and having chocolate milk and apples every day for snack.

Parent Surveys:

Parent surveys were administered in the spring of 2017 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	9	0	0	0
My child feels comfortable with the program staff	22	6	0	0	0
I am satisfied with the way program staff interact with my child	22	6	0	0	0
Program staff maintain frequent communication with me	18	10	0	0	0
I feel welcome in the program	23	5	0	0	0
Staff offer orientation sessions for new families	17	9	0	0	2
I feel well informed about my child's experience in the program	19	8	0	0	1
Program staff welcome suggestions from parents and families	22	6	0	0	0
I am satisfied with the variety of activities provided by the program for my child	16	11	0	0	1
My child has adequate quiet time to complete homework	17	8	0	0	2
Program activities are connected to what my child is learning in school	16	12	0	0	0
Program gives me tools and resources to help me support my child's learning	18	9	1	0	0
Program activities help my child develop real-life skills	16	11	0	0	1
Program prepares my child for future success in school, education, careers and life	17	9	1	0	0
My child is doing better in school	14	12	1	0	0
My child's grades are improving	22	6	0	0	0
The program provides a safe space for my child to learn and have fun	19	8	0	0	0
Rooms used for the afterschool program are safe and clean	21	6	0	0	0
Outside play area is safe	16	10	1	0	0
Program has systems in place to ensure my child is safe	18	9	0	0	0
Program lets me know how my child is doing academically, socially, and emotionally	20	6	0	0	0
Program staff are qualified to work with my child	17	10	0	0	0
I am satisfied with the program	14	12	0	0	1
Program communicates with me in my home language	17	10	0	0	0

My child makes better decisions	14	12	0	0	1
My child gets along better with others	17	10	0	0	2
My child has input into what kind of activities are provided in the program	17	7	0	0	2

Parent Survey Analysis:

100% of parents reported that they agreed or strongly agreed that staff treat their children with respect and listen to what he or she has to say. In addition, 100% of parents either agreed or strongly agreed that they are satisfied with the way the program staff interacts with their student. Also, 100% of parents reported that because of the program their student’s grades are improving. Some of the comments about how the program could be more helpful were:

- “My child needs extended reading time.”
- “If there was more communication about his (student’s) progress.”
- “Longer homework time.”

The program will take these suggestions into consideration and make changes where possible.

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	21	3	1	3	15	4	1	0
Completing homework to your satisfaction	19	2	2	4	17	3	1	0
Participating in class	20	4	3	5	15	0	1	0
Volunteering (e.g., for extra credit or more responsibilities)	21	2	3	1	20	0	1	0
Attending class regularly	29	2	0	3	12	2	0	0
Being attentive in class	19	3	0	10	12	3	1	0
Behaving well in class	21	3	0	3	13	5	1	0
Academic performance	19	1	2	7	12	6	1	0
Coming to school motivated to learn	21	4	0	6	12	2	3	0
Getting along well with other students	22	5	2	5	13	0	1	0

Teacher Survey Analysis:

According to teacher surveys, out of the 48 students, 21% of the students had an increase in academic performance, while 40% of them did not have a need for improvement in academic performance. However, it did show that 15% of students either slightly declined or moderately declined in the same category. In addition, teachers reported that 25% of the students started participating more in class after being in the 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 21% 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; programing 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	3.5	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Indoor & Outdoor Environment	3.0	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Programming & Activities Standards	3.1	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Safety, Heath & Nutrition	3.5	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Administration	3.3	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.

The program met all of the standards especially when it came to “Human Relationships.” The Springs Valley staff is very good at being active with the students during reading time, homework time, and is also very proactive when it comes to informing the students’ parents about how they are doing in the program. 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. The category that the staff felt they were somewhat lacking in was the “Indoor and Outdoor Environment.’ This is 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.

Strengths:

Throughout the year, the Springs Valley 21st CCLC site experienced various strengths. One of those strengths was that the staff members communicated very effectively with the students. They are all very involved with getting the kids excited about program activities and doing things the kids like. They take feedback from the students and apply it to the program on a daily basis. In addition, the Afterschool Program staff worked very hard on getting the students reading during the program reading time as well as during myON time. Another strength that was observed was that the staff was very good at communicating how the students were doing to their families. In addition, they were able to

communicate how the students were doing in class so they could assist the students in the areas that they need to work on most in the afterschool program during homework time. Finally, attendance was one of the greatest successes that the program had this year. The Afterschool Program goal is to have 40 students attend at least 60+ days and 44 out of 48 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 should 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 be disruptive and talk during myON and reading time. The afterschool program is going to work on giving the students more incentive to get the students interested and enthusiastic about reading and keeping on task. 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.