

## **2016-2017 School Year Evaluation Report**



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

**Prepared by:  
South Central Indiana AHEC  
Alyssa Jackson  
500 West Main Street  
Mitchell, Indiana 47446  
Phone: 812-849-4447**



**2016-2017 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>	<b>35</b>	<b>--</b>
Less than 30 days	0	0	0	--
30-60 days	3	3	3	--
60 or more days	35	34	37	--
Total	38	37	40	--

**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 K-2 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 3-6 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 hard to make sure that all students were able to have enough time to get their homework done as well as making sure they understood the material they were working on.
- Parents were more involved with their student(s) during family night this year.
- The afterschool program attendance was exceptionally good this year with 100% of students attending the program 30 days or more. Additionally, 93% of students attended the program 60 days or more and the attendance target was met.
- 100% of students reported learning new things in the afterschool program.

**Areas to be Strengthened in 2017-2018**

- Finding more supplemental worksheets in the areas that the students are struggling in.
- Utilize the myON online reading portal for more activities.
- Encourage more parents to partake in monthly family engagement activities.
- Work more closely with the school to develop a rubric scale to analyze school specific diagnostic test for reporting purposes.

## **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 ten 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	7%
60 + days	37	93%

### **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	40	40
Parents	18	40	40
<b>Totals (students + parents)</b>	53	80	80

For regularly attending students, the projected goal at the West Washington site was to have 35 students attend the program 60 days or more. The actual attendance was 37 students attending 60+ days, so the target was reached. The program did meet the attendance goal this year and 100% of participating students attended 30 days or more.

### **Participant Demographics:**

The West Washington 21<sup>st</sup> CCLC Program served 40 students between the ages of 6 and 12, including 22 females and 18 males. Of the student population, 98% were Caucasian and 2% were mixed race. There were 9 six year olds, 4 seven year olds, 3 eight year olds, 6 nine year olds, 8

ten year olds, 7 eleven year olds and 3 twelve year olds. Also, 40% of the students were on free or reduced lunch.

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

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

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.

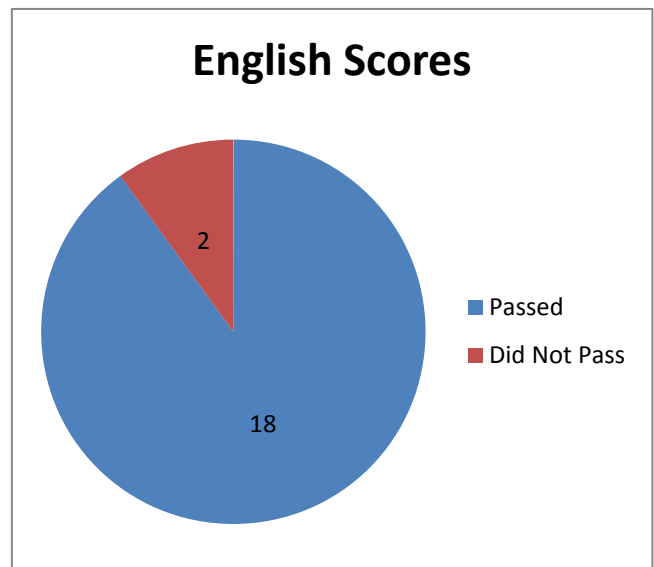
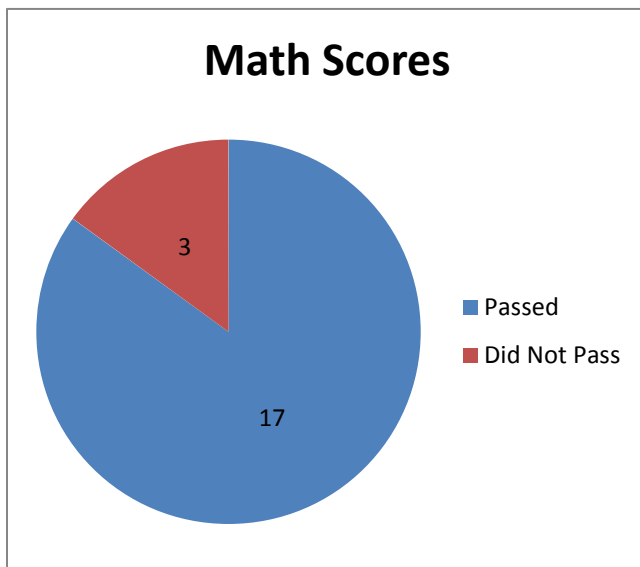
A	B	C	D	E	F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing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

### **Short Term Performance Measure Evaluation**

West Washington'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 to use i-Ready for diagnostic testing. The principal was under the impression that they would be able to pull letter scores from the database system to provide the program with evaluation data. This was not the case so there is no rubric to determine what the scores mean in relation to the short term performance measures, however, some data is available to show growth. For English Language Arts (ELA), 17 K-2 students, 100%, showed positive growth. In grades 3-6, 12 students, or 71%, showed positive growth in their ELA scores. With Math scores, 15, or 88%, of K-2 students showed positive growth in their scores from fall to spring. Only 2 K-2 students failed to show positive growth in their math scores. Similarly, 16, or 94%, of 3-6 students showed positive growth in their math scores, with only 1 student failing to show positive growth.

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 21<sup>st</sup> 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 West Washington ISTEP scores were overall very positive. 85% of students passed the Math ISTEP portion with 17 students, and only 15% didn't receive a passing score with 3 students not passing. Similarly, 90% of students passed the English/ Language Arts portion of the ISTEP with 18 students, and only 2 students didn't pass, or 10%. This data shows that the

afterschool program has been helping the students do better in English and Math throughout the year and that the program is effective.

**West Washington Grades:**

In the fall of 2016, 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 a B average. In the spring of 2017, the ELA scores were a B average, and the math grades were a B+ average. This shows that ELA grades were maintained throughout the school year and math grades improved by the end of the year. This again shows the success of the afterschool program.

**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 2017**

West Washington 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.

<b>Workshop content</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Average Score</b>
Usefulness of Information Presented	71%	29%	0%	0%	3.7
Effectiveness of Activities	76%	24%	0%	0%	3.8
Value of Handouts	76%	24%	0%	0%	3.8
Program Met or Exceeded Expectations	76%	18%	6%	0%	3.7
<b>4= Excellent, 3=Good, 2=Fair, 1=Poor</b>					

Comments for this event:

- “An awesome event. Really enjoyed spending time with everyone in a positive environment.”

- “This is the 3rd year my kids have been in the program. I really loved everything and the kids enjoyed playing games and getting prizes.”
- “This program is VERY useful for working parents.”
- “Both of my girls love the people that work at afterschool.”

Things learned from the program:

- Having the parents interact with our children and seeing the happy staff again.
- Family time because that is always needed.
- Learned about the program and what kids do.

**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. 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. Also, 100% of the parents reported that the handouts were valuable during family night.

**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.

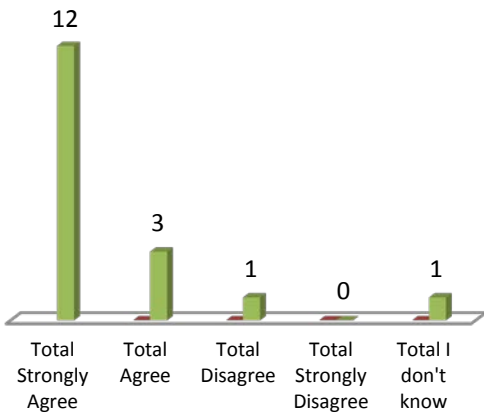
**West Washington Student Survey Responses:**

(Responses are by number of students)

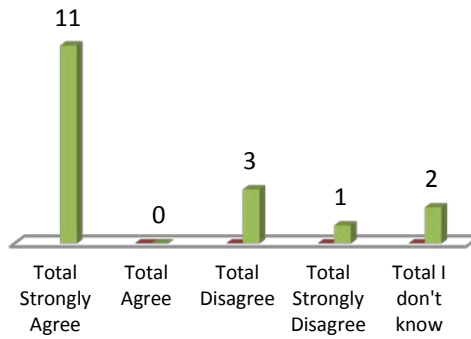




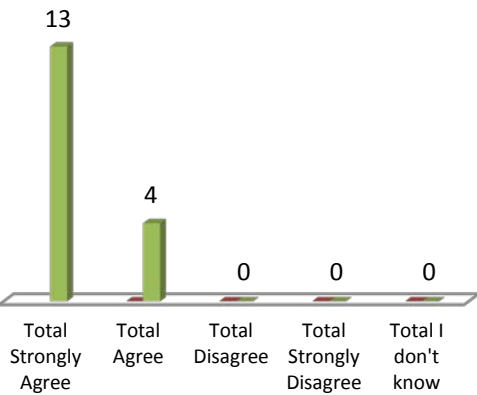
### Staff are Easy to Talk to



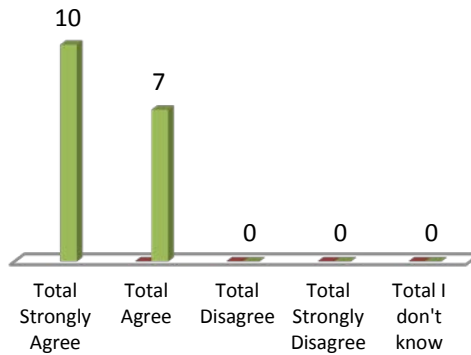
### Staff Help Me Learn in Ways that are Best For Me



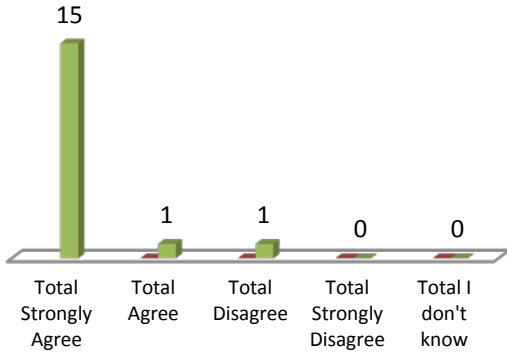
### I Feel Included in All Program Activities



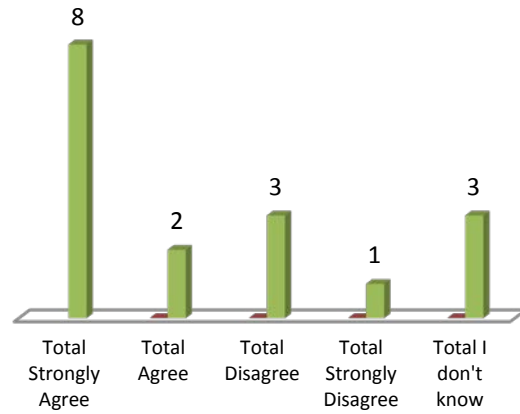
### I Am Learning New Things in the Program



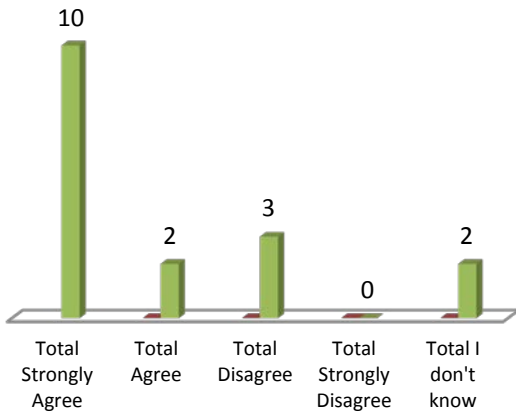
### I Have Enough Time to Get My Homework Done



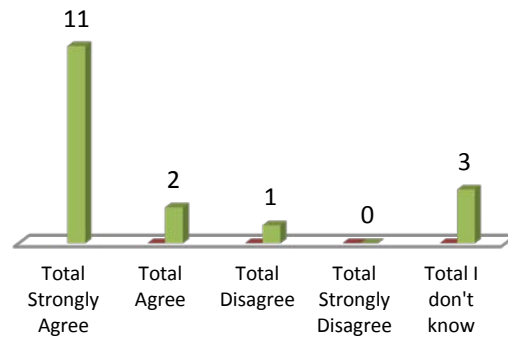
### The Program Helps Me Read Better



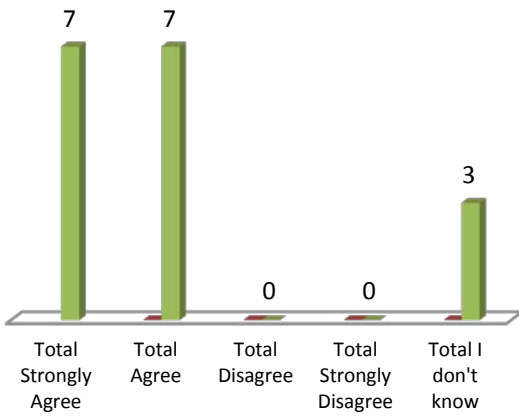
### The Program Helps Me Do Better in Math



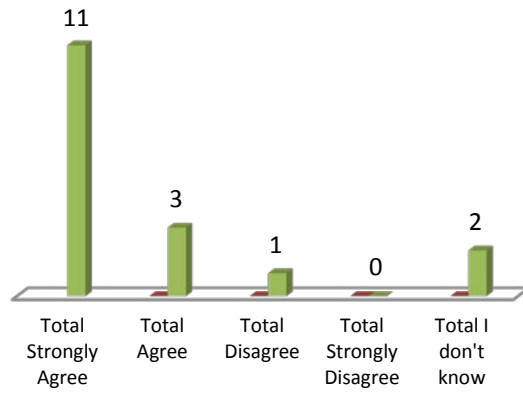
### The Program Helps Me Apply what I Learn in School to Real Life



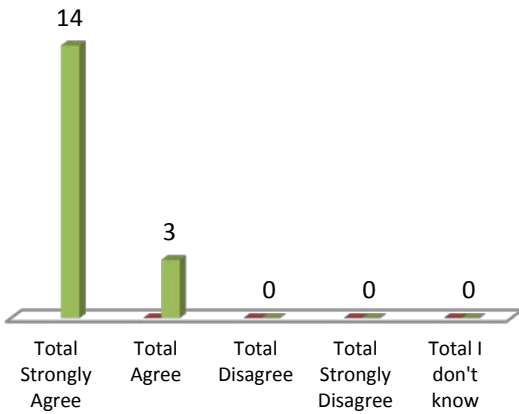
### The Program Helps Me Do Better in School



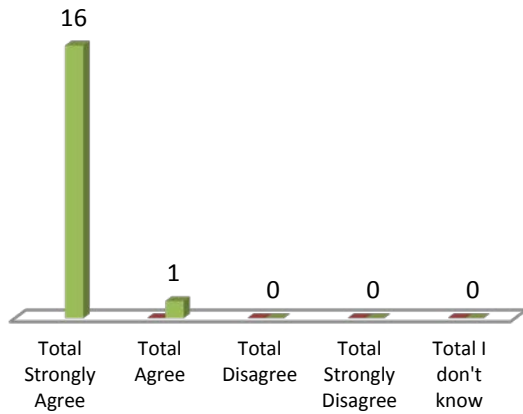
### The Program Helps Me Prepare for My Future



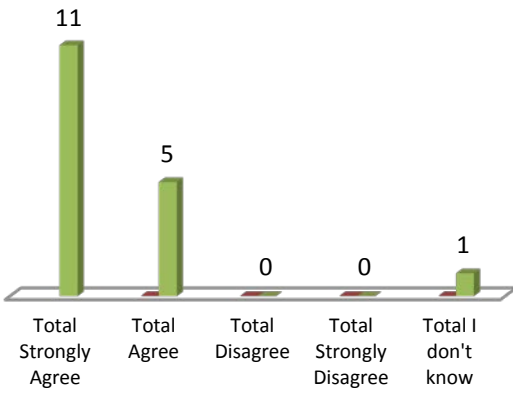
### When I am At the Program I Feel Safe



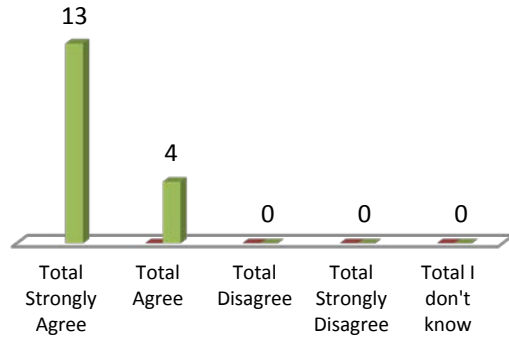
### The Rooms are Clean and Safe



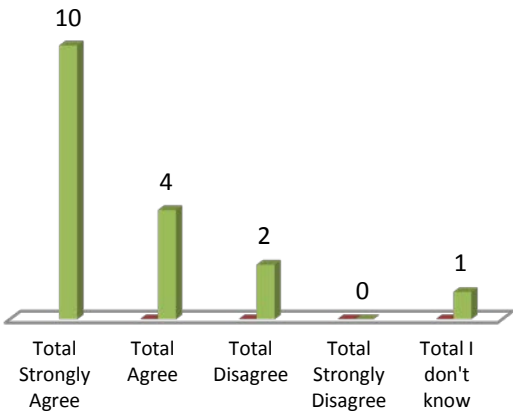
### The Outside Play Area is Safe



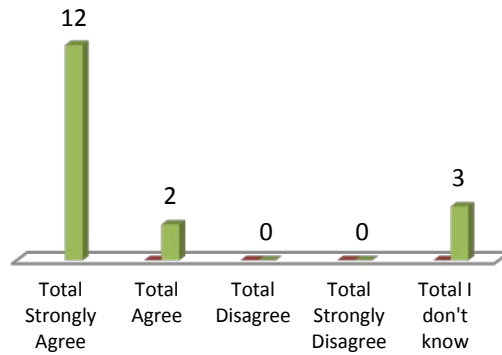
### Staff are Good at Helping Me Learn New Things

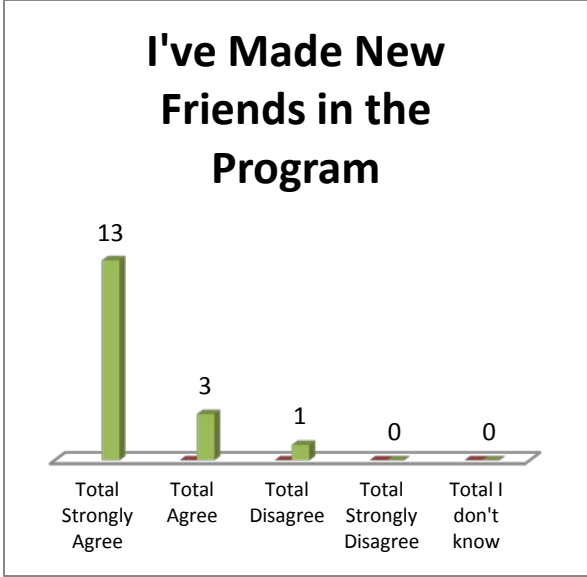
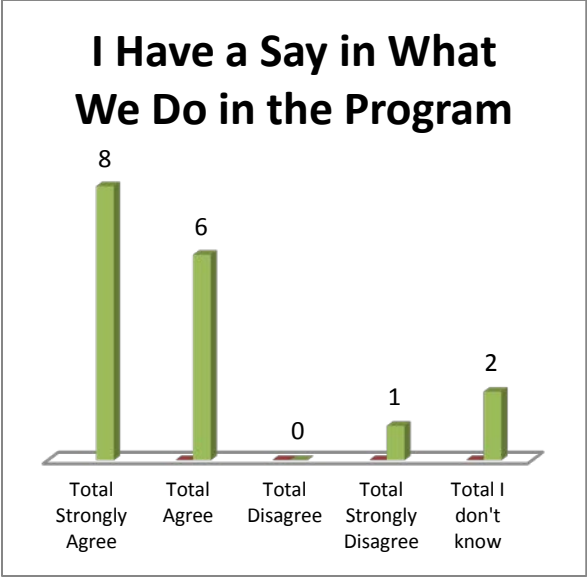


### I Like the Afterschool Program



### Staff Understand My Background and Culture





**Student Survey Analysis:**

Based on the students’ responses to the survey questions, all but one reported they like the activities that they do in the program. 82% stated that they liked the afterschool program. 100% of the students reported that they are learning new things from the program. Out of all the students 94% agreed that they have made new friends in the program. This shows the program is helping students to socialize and make new friends while also learning. Students also commented that some of their favorite parts of the program were playing outside and being on myON, playing kick-ball, and free-time. The students also reported some changes they would like to see for next year would be new snacks, when they go to the computer lab they could play video games, and more free-time.

### 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 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	2	0	0	0
My child feels comfortable with the program staff	17	1	0	0	0
I am satisfied with the way program staff interact with my child	17	1	0	0	0
Program staff maintain frequent communication with me	17	1	0	0	0
I feel welcome in the program	16	2	0	0	0
Staff offer orientation sessions for new families	16	2	0	0	0
I feel well informed about my child's experience in the program	15	3	0	0	0
Program staff welcome suggestions from parents and families	14	3	0	0	0
I am satisfied with the variety of activities provided by the program for my child	14	3	0	0	0
My child has adequate quiet time to complete homework	14	2	0	0	1
Program activities are connected to what my child is learning in school	13	3	0	0	1
Program gives me tools and resources to help me support my child's learning	14	2	0	0	1
Program activities help my child develop real-life skills	14	3	0	0	0
Program prepares my child for future success in school, education, careers and life	14	3	0	0	0
My child is doing better in school	14	2	0	0	1
My child's grades are improving	13	2	0	0	2
The program provides a safe space for my child to learn and have fun	15	2	0	0	0
Rooms used for the afterschool program are safe and clean	16	2	0	0	0
Outside play area is safe	15	2	0	0	1
Program has systems in place to ensure my child is safe	16	2	0	0	0
Program lets me know how my child is doing academically, socially, and emotionally	13	5	0	0	0
Program staff are qualified to work with my child	15	3	0	0	0
I am satisfied with the program	15	3	0	0	0
Program communicates with me in my home language	16	2	0	0	0
My child makes better decisions	14	4	0	0	0
My child gets along better with others	14	3	0	0	1
My child has input into what kind of activities are provided in the program	14	3	0	0	1

**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. Additionally, 100% of the parents agreed that the program is a safe place for their child to be. Also, 100% 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>
<b>Turning in his/her homework on time</b>	23	7	3	2	5	0	0	0
<b>Completing homework to your satisfaction</b>	24	7	3	2	4	0	0	0
<b>Participating in class</b>	19	9	3	6	3	0	0	0
<b>Volunteering (e.g., for extra credit or more responsibilities)</b>	19	9	2	4	6	0	0	0
<b>Attending class regularly</b>	29	7	0	1	3	0	0	0
<b>Being attentive in class</b>	21	7	1	7	4	0	0	0
<b>Behaving well in class</b>	20	7	1	5	7	0	0	0
<b>Academic performance</b>	17	8	3	5	7	0	0	0
<b>Coming to school motivated to learn</b>	19	8	2	6	5	0	0	0
<b>Getting along well with other students</b>	20	9	2	3	6	0	0	0

**Teacher Survey Analysis:**

According to teacher surveys, most students showed anywhere from “did not need to improve” to students that showed “moderate improvement.” None of the teachers saw a significant decline this year. Many students showed at least a slight improvement in their academic performance, and most showed “significant improvement”. Teachers reported that 45% of the students were participating more in class and 35% were getting along well with others more now that they are in the program. Also, 40% 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 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	3.1	<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	3.0	<b>Good/Meets Standards</b> Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Safety, Heath & Nutrition	3.3	<b>Good/Meets Standards</b> Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Administration	3.1	<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, and homework as well as reading in another classroom.

**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 helped the students learn and understand their studies and homework as the teacher surveys have shown. Another major success in the program this year was that the parents were more involved with the students and their activities at the Family Night event held in the spring. Additionally, the attendance exceeded the target of having 35 students attend 60 days or more, with 37 students. Another strength of the program was that 100% of students reported that they are learning new things because of the program, which is amazing to hear young people report on their own. Lastly, ISTEP scores and school day scores were both very good, showing success of the program.



**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 that they need better supplemental worksheets for the students to complete. Another weakness that the afterschool program will address the following year will be utilizing the myON system to its full capability, such as looking up current event information and journaling. Additionally, the program will work to increase parent attendance at the monthly family engagement sessions. The program will also work closely with the school to develop a rubric scale to evaluate the school specific diagnostic test. This will help to aid the evaluation process and will give the program more feedback on ways to improve to better the students in the program.

**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.