

2017-2018 H.O.R.N.E.T.S Afterschool Program Outcomes

The 2017-2018 H.O.R.N.E.T.S program completed the first year of a five-year 21st CCLC grant cycle. A total 108 of 280 students at Dawson-Bryant Middle School were enrolled in the afterschool program. The number of regular attendees was 53 students. The average daily attendance in afterschool was 45 students. The afterschool program provided participants with beyond-the-school-day tutoring/intervention and instruction.

Over 25 diverse enrichment activities were offered to the students during the Activity Block of H.O.R.N.E.T.S. Some of the activities were cooking, roller coaster engineering, yoga, community exploration, art, music appreciation, strength training, photo editing, water colors/drawing, various sports, and community service. Field trips were made to Paramount Arts Center (*Wizard of Oz*), Highlands Museum and Discovery Center in Ashland, Hope's Place (Child Advocacy Center), and King's Island.

The following six questions were the focus for the outcome evaluation:

1. Have the homework assistance opportunities benefitted students?

- Seventy-one percent of the surveyed parents of the regular attendees indicated the afterschool program has helped their child get his/her homework completed satisfactorily. Another 29% of these parents responded *most of the time* on that question.
- According to the Day School Classroom Teacher Surveys given in April, all of the 52 students that were rated had satisfactory or above homework completion.

2. What evidence is there to suggest the afterschool program is having an impact on students' reading outcomes?

- At year-end, 81% of the regular attendees in grades 6-8 that attended afterschool for 30 days or more met or exceeded a Student Growth Percentile of 40 on the STAR reading assessment. Moreover, 91% of the students with special needs met or exceeded the SGP of 40.
- According to the School Day Teachers Surveys given in April, all of the rated 52 regular attendees were satisfactory or above in reading. By year end, 87% of the regular attendees received an 80% grade or above on their last quarter report card. Moreover, 91% of the students with special needs received an 80% grade or above on the last quarter report card.
- On the state assessment, 1 of the 13 non-proficient students improved to the proficient level in language arts.

3. What evidence is there to suggest the afterschool program is having an impact on students' math outcomes?

- At year-end, 89% of the regular attendees in grades 6-8 that attended afterschool for 30 days or more met or exceeded a Student Growth Percentile of 40 on the STAR reading assessment. Moreover, 91% of the students with special needs met or exceeded the SGP of 40.
- According to the School Day Teachers Surveys given in April, all of the rated 52 regular attendees were satisfactory or above in math. By year end, 96% of the regular attendees received an 80% grade or above on their last quarter report card. Moreover, 91% of the students with special needs received an 80% grade or above on their last quarter report card.
- On the state assessment for mathematics, 1 of the 11 non-proficient students improved to the proficient level. Three students improved from *limited* to *basic*.

4. What impact has the youth development activities had on social/emotional wellness of students and positive behavioral changes?

- On the *AIR Youth Skills and Beliefs Survey*, the afterschool students were asked to rate themselves on 26 positive behaviors. All 26 behaviors received at least a 70% when combining *Somewhat True*, *Mostly True* and *True*. Controlling temper and handling stress received the lowest rankings.
- According to the Day School Classroom Teachers Surveys, 51 of the rated 52 regular attendees displayed good behavior.

5. What evidence is there to suggest that participation in afterschool parent engagement activities influences the parent's ability to support their child's education?

- On Parent Afterschool Satisfaction Surveys given in April, all of the 24 parents completing the surveys indicated their participation in at least 2 family engagement activities.

6. What is the level of stakeholder satisfaction?

- Of the 36 program components evaluated on the four various stakeholder surveys, there were only 3 components with less than 75% favorable responses. The component with the lowest ranking was from the Day School Teachers Survey regarding *I am well informed about the after-school program and what happens there*.