

## ***HORNETS EXECUTIVE SUMMARY (excerpted from the 2019-20 evaluation)***

The Hornets program is funded through a grant awarded by the Ohio Department of Education from monies provided by the federal 21<sup>st</sup> Century Community Learning Centers Grant. The mission of the program aligns with the objectives listed below.

- Participants in Hornets will demonstrate educational and social benefits and positive behavioral changes.
- Hornets will deliver high quality programs, with evidence-based educational and developmental services that positively affect student outcomes in attendance and academic performance, and that result in decreased disciplinary actions or other adverse behaviors.
- Hornets will ensure that the out of school activities target the student's academic needs and align with instruction during the school day.
- Hornets will deliver evidence-based opportunities that promote family involvement and family literacy, and that result in family members engaging in their children's learning, either at home, at programs sponsored by the center, or elsewhere in ongoing and meaningful ways.
- Hornets will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support, and that result in strengthened implementation of the 21<sup>st</sup> CCLC program.

**The Hornets program achieved all of the Program Performance Objectives (PPO) and Performance Measures (PM) that were applicable this year.** The objectives (**PPOs**) to be measured are established by the grant application submitted to the Ohio Department of Education. The Performance Measures (**PMs**) are subsets of the 21<sup>st</sup> Century objectives listed above. An evaluation plan was formed by the program leadership and the external evaluator at the beginning of the year to measure the programs' impact.

The disruptions in the school year caused by the pandemic impacted students, staff, and families. As noted in the introduction, the program did not stop serving students when the schools closed but worked with Dawson-Bryant Local schools and the Gallia-Vinton Educational Service Center to serve students and their families. The Hornets program staff contacted students regularly. In addition to virtual tutoring, they checked on the well-being of students and families. Staff members helped to pack and pass out food and lesson packets weekly.

### **A. Academics**

#### **Evaluation Question 1: Have the homework assistance opportunities benefitted students?**

- **Program Performance Objective (PPO) 4:** As of May 2020, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above **homework completion**, class participation, and good behavior management rates for the school year. **(ACHIEVED)**

#### **Evaluation Question 2: What evidence is there to suggest the afterschool program is having an impact on students' reading outcomes?**

- **PPO 1:** By May 2020, 70% of 6-8 students that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Reading Assessment. (Incomplete due to school closure)
- **PPO 5:** As of May 2020, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above rate in reading. **(ACHIEVED)**

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***Evaluation Question 3: What evidence is there to suggest the afterschool program is having an impact on students' math outcomes?***

- **PPO 2:** By May 2020, 70% of 6-8 students that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Math Assessment. (Incomplete due to school closure)
- **PPO 6:** As of May 2020, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above rate in math. (**ACHIEVED**)

***Evaluation Question 6: What is the level of stakeholder satisfaction?***

### ***1. Homework Assistance***

The Hornets afterschool program was successful in providing meaningful homework assistance opportunities. Both **PPO 4** and **PM 1.2** were met (regarding homework completion). The data shows that the students, staff and parents valued the help the program provided for homework (see **Appendix** and *Outcome Evaluation* question 1 section). 72% of the parents surveyed agreed that the afterschool program help their child with homework completion. 71% of the students regarded homework assistance as a benefit of the program 100% of the day school ELA and math teachers were satisfied with regular attendees' homework completion, and 100% of the day school staff indicated that the homework quality and completion rate improved in students attending the program regularly.

### ***2. Achievement Data***

**NOTE:** *The school closure due to COVID 19 resulted in the abrupt end of the in-person Hornets program. 3<sup>rd</sup> quarter grades are the data points for PM 1.2. State end-of-year tests were not given, so PM 1.1 is not applicable for reading or mathematics. The data for PPO 1 and PPO 2 was taken from mid-year scores.*

In addition to daily math and literacy remediation and enrichment, the Hornets program provided one-on-one tutoring for students. 68% of the regular attendees achieved a 40 SGP or higher as of the mid-year STAR reading assessment. 75% of the students maintained or improved their English/Language Arts grade from the 1<sup>st</sup> quarter to the 3<sup>rd</sup> quarter (**PM1.2**), with 50% of the regular attendees maintaining an A average or improving. Classroom teachers rated 100% of the regular attendees satisfactory or above in reading. In mathematics, 80% of the regular attendees maintained an A average or improved their math grade from the 1<sup>st</sup> quarter to the 3<sup>rd</sup> quarter (**PM 1.2**), while 100% overall either improved or maintained their grade. 74% of the regular attendees score an SGP of 40 or above on the mid-year STAR math assessment (**PPO 2**). Classroom teachers rated 95% of the regular attendees satisfactory or above in math.

Each piece of the evaluation plan regarding academics was impacted by the disruption caused by the schools closing. The data available shows the program having a positive impact on academics. The homework assistance is valued by all stakeholders, attendance is good, and day-staff are pleased with the performance of the students in class. The STAR data is positive considering mid-year scores were used, and report card grades were very good for regular attendees of Hornets.

*"Getting homework help (is what I like best)"- Parent*

*"I believe the afterschool program is beneficial to our students and I never hesitate to recommend and encourage a student to attend. I have seen how many students show progress and better understanding of classroom instruction during the school day*

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*because of their afterschool program attendance. This gives students confidence which increases their classroom activities during the school day.” – Classroom teacher*

*“Hornets helps working parents and with homework.” – Afterschool staff*

### **B. Positive Youth Development/Social-Emotional Wellness**

**Evaluation Question 4: What impact have the youth development activities had on the social-emotional wellness of students?**

- **PPO 3:** As of May 2020, 70% of students that attend afterschool 30 days or more will achieve a day school attendance rate of at least 90% for the school year. (ACHIEVED)
- **PPO 4:** As of May 2020, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above homework completion, class participation, and good behavior management rates for the school year. (ACHIEVED)

**Evaluation Question 6: What is the level of stakeholder satisfaction?**

The Hornets program was successful in promoting the development and well-being of students. The *AIR Youth Motivation, Engagement and Beliefs Data Report* was not available due to school closure. 86% of the students surveyed on the *Student Afterschool Satisfaction* survey enjoyed the after-school special activities (item 7). 57% of the regular attendees felt happier or less stressed while attending (item 1). A list of regular activities offered during the program was included in section I of this document. The program had several activities that addressed college and career readiness.

The attendance goal of **PPO 3** was met. 80% of the regular attendees achieved a 90% or better attendance rate for the school year. This should help the school continue to achieve the indicator on the State report card related to chronic absenteeism (12.1.% on the most recent report card). 22% of the enrolled students attended the program 30 days or more, with an additional 16 students over 20 days.

*“Very good for our students both academically and socially. Really helps students in all aspects.” – Afterschool staff*

*“I believe that this program does indeed help students in various areas of their life.” – Classroom teacher*

### **C. Family Engagement**

**Evaluation Question 5: What evidence is there to suggest that participation in afterschool parent engagement activities influence the parent’s ability to support their child’s education?**

- **PPO 7:** By May 2020, parents of the students that attended afterschool will engage in three or more opportunities relative to student/family needs. (Incomplete due to school closure)
- **PPO 8:** By May 2020, at least 70% of the parents that take part will report increasing their capacities to support student success. (ACHIEVED)

**Evaluation Question 6: What is the level of stakeholder satisfaction?**

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Two family engagement events were held during the program year. A total of 87 students, parents, staff, family members attended. 91% percent of the parents found the family engagement they attended to be important and useful in their child’s education. 73% of the parents of regular attendees were satisfied with the family engagement activities offered (*Parent Afterschool Satisfaction Survey*, item 6). The family engagements focused on connecting families with school resources to aid in their child’s education, informing families about community resources, and college and career readiness for students.

The data shows that parents who attend the functions value the experience, meeting PPO 8. Meeting PPO 7 was challenging. (PM 4.1 was met; see CAPA report for documentation). The program continues to seek ways to improve and increase family participation.

| Event   | HORNETS Family Engagements<br>2019-20   |
|---|---|
| “We Can Help with That”<br>October 1, 2019      | This event enabled parents to learn about accessing Progress Book and connected parents with community resources through the Lawrence County Directory.   |
| Attendance                                      | Total Attendance: 57  |
| Survey Results                                  | 91% positive responses  |
|   |   |
| “You are the Shining Star”<br>December 18, 2019 | This family event placed the focus of the evening on the student. One group had prepared a video of students in the program. The video included clips of kids in tutoring, activities, and simply talking to the camera explaining why they liked the program. A photographer was present to take family photos of students, all families got free family photos. A representative from Ohio University Southern Campus was present to talk about career education. They did "Future Selfies" of students to show where students want to see them self in the future. |
| Attendance                                      | Total attendance: 30  |
| Survey Results                                  | 100% positive responses   |
|   |   |