

## **Little Hornets Executive Summary (excerpted from the 2019-2020 evaluation)**

### III. EXECUTIVE SUMMARY

The executive summary provides an opportunity to give feedback to the stakeholders by focusing on the six questions found in the outcome evaluation table (see Attachment E). This portion of the evaluation can be shared by the school district to inform the public of the progress of the afterschool program. It is important to note the impact of COVID-19 on the ability to fully answer these questions with fidelity and fairness to the success of the program.

#### 1. Have the homework assistance opportunities benefitted students?

Regarding homework assistance opportunities benefiting students, only two surveys were considered this year due to no post survey results from the AIR surveys, however, there were no surveys submitted this year.

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

Reading improvement covered three areas – grades (State Performance Measure 1.2: Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21st Century program participants with teacher-reported improvement in homework completion, class participation, grades in math and reading and classroom behavior), STAR Reading Student Growth Percentile (Program Performance Objective #1: (Reading) By May 2020, 70% of targeted K-5 students that attend Little Hornets afterschool for 30 days or more will meet or exceed a designated growth goal on the KRA/STAR Assessment), and teacher surveys (Program Performance Objective #5: As of May 2020, teacher surveys will report that 70% of the students that attend afterschool 30 days or more have a satisfactory or above rating in reading). Reading grades were compared from the first nine weeks grading period to the third nine weeks grading period. According to reported grades, 17% of the students showed improvement in their reading grades. 69% of students' grades stayed the same and 14% declined. However, 97% of targeted

students earned a satisfactory or above grade in reading at the end of the third nine weeks. Results for the SGP did not meet the goal for 70% earning a score of 40 or higher as only 59% of students met the goal (This is based on mid-year data).

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

Math improvement covered three areas – grades (State Performance Measure 1.2: Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21st Century program participants with teacher-reported improvement in homework completion, class participation, grades in math and reading and classroom behavior), STAR Math Student Growth Percentile (Program Performance Objective #2: (Mathematics) By May 2020, 70% of the targeted K-5 students that attend Little Hornets afterschool for 30 days or more will meet or exceed a designated growth goal on the STAR Assessment), and teacher surveys (Program Performance Objective #6: As of May 2020, teacher surveys will report that 70% of the students that attend afterschool 30 days or more have a satisfactory or above rating in math). Math grades were compared from the first nine weeks grading period to the third nine weeks grading period. According to reported grades, 14% of the students showed improvement in their math grades. 71% of students' grades stayed the same and 15% declined. However, 97% of targeted students earned a satisfactory or above grade in math at the end of the third nine weeks. Results for the SGP did not meet the goal for 70% earning a score of 40 or higher as only 63% of students met the goal (This is based on mid-year data).

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

Information on the social and emotional wellness of students in the program can be found in two student surveys. Three questions were chosen from each survey to answer outcome question #4, however, there were no surveys submitted this year.

When reporting attendance measures, Program Performance Objective #3: By May 2020, students that attend afterschool for a period of 30 days or more will achieve a day school attendance rate of at least 90% for the school year and State Performance Measure 2.5: 60% of the enrolled students regularly attend (30 days or more) the afterschool program were used. According to the data submitted, 93% (141/152) of the students attending 30 days or more of the Little Hornets afterschool program achieved a day school attendance rate of at least 90% for the school year. According to the APR Report, 76% of the of the students enrolled in the afterschool program were regular attendees (30 days or more).

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?

Of the parent academy event surveys that were collected, 97% (97/100 surveys) of the parents responded “yes” to the question: Has this experience been helpful to you in supporting your child’s academic success? (Program Performance Objective #8: By May 2020, at least 70% of the parents that engage in two or more

6. What is the level of stakeholder satisfaction?

Stakeholder satisfaction can be gauged from four different surveys; students, parents, after school staff and day school staff. There were no student or parent surveys submitted this year, after school staff members were shown to be 99% completely satisfied and day school teachers responded with a 97% completely satisfied.

