Nita M. Lowey 21ST Century Community Learning Center

Grant #16670

South Point Middle Elementary School

P.A.C.: *Pointers Afterschool Club*

South Point Local Schools

Sam Gue, Superintendent

End-of-Year Report

September 2023

Program Managers	T.J. Howard
	Nicholas Clay
Site Coordinator	Sara Chapman
Principal	Sara Chapman
External Evaluator	Brack Houchens
Program Year	3

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PART I   PAC PROGRAM DESCRIPTION

A. Program Summary

The PAC program is funded through a grant awarded by the Ohio Department of Education from monies provided by the federal Nita M. Lowey 21st Century Community Learning Centers Grant. The mission of the program aligns with the objectives listed below.

- Participants in PAC will demonstrate educational and social benefits and positive behavioral changes.
- PAC 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.
- PAC will ensure that the out of school activities target the student's academic needs and align with instruction during the school day.
- PAC 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.
- PAC 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 21st CCLC program.

21st Century Community Learning Grantee	**South Point Local (047951)**
Grant Number	**16670**
Grant Year	3
Locations	South Point Middle School 983 County Road 60 South Point, OH 45680
Length/Days	Monday thru Friday 6:45 a.m. to 7:35 a.m. Monday thru Thursday 2:35 p.m. to 4:35 p.m. October 10, 2022 - April 15, 2023
Grade Levels	Grades 6-8
Programming	Option 3: Out of School (OST)
Program Managers	T.J. Howard Nicholas Clay
Site Coordinator	Sara Coleman
Primary Partner	Briggs Library

B. Program Performance Objectives (PPOs established by grant application)

PPO 1: By May 2023, **60%** of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Reading Assessment.

PPO 2: By May 2023, **60%** of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Math Assessment.

PPO 3: As of May 2023, **60%** of students that attend afterschool for 30 days or more will achieve a regular school attendance rate of at least 90%.

PPO 4: As of May 2023, teacher surveys will report **60%** of the students attending the afterschool program for 30 or more days will have satisfactory or above homework completion, class participation, and behavior management rates.

PPO 5: By May 2023, **60%** of the parents of regular attendees may engage in three or more opportunities relative to student/family well- being.

PPO 6: By May 2023, **60%** of the parents/guardians that take part in parent engagements will report increasing capacities to support student success.

C. Program Site Information

South Point Middle School has a population of 333 students in grades 6-8 and is the site school for the PAC 21st Century Community Learning Center. 98.3% of the students are identified as Economically Disadvantaged according to the Ohio Report Card. 12.5 % of the students have been identified as having disabilities. The school's chronic absenteeism rate is 35%.

D. Participation and Populations Served (Appendix F)

- 63 Students attended ten or more days in the program from October 2022 to April 2023.
- Enrollment by grade level
  - 6th grade   40
  - 7th grade   12
  - 8th grade   11
- 32/63 Students (51%) attended PAC 30 days or more.
- Enrollment by Gender
  - Male   21
  - Female   42
- Enrollment by Race/Ethnicity
  - Asian   7
  - White   56
- Other Enrollment Categories
  - Economically Disadvantaged   63
  - Students with Disabilities   9

E. Services Offered (Appendix F)

1. Academics

Homework assistance, tutoring, math, and literacy activities were offered each morning and evening. Over 2 hours of literacy and math enrichment were scheduled each week (**PM 2.6** and **PM 2.7**) for PAC attendees.

2. Positive Youth Development

A variety of positive youth development activities were offered during the program. Participants had the opportunity to rotate to new positive youth development activities each week. Among the activities offered were:

- Outdoor Classroom
- Sewing
- Broadcasting/School News
- Kindness Club
- Hiking
- Community Service
- Dance
- Crafts
- Science Book Club
- Art Club
- Coding
- Careers
- Cooking
- Cultural Exploration

3. Family Engagement

The PAC program offered three family engagement activities or "Parent Academies" throughout the year. In addition, parents served on the PAC Advisory Council. Families were kept informed of PAC activities through social media posts and newsletters.

F. Staffing (Appendix F)

- 2 Administrators
- 5 School Day Teachers
- 4 Other non-teaching school staff
- 3 College Students
- 3 Community Member

G. Program Partners (Appendix F)

- Briggs Library
- Impact Prevention
- OSU Extension
- South Point Local Schools
- Gallia-Vinton ESC
- Chamber of Commerce
- Lawrence County Animal Shelter
- Bullseye Media
- Ohio University
- Big Brothers/Big Sisters

PART II   EVALUATION METHODOLOGY

This section includes a description of the evaluation methodology, target population, data collection methods and tools, the limitations and challenges encountered during the evaluation process as well as the evaluation and dissemination. Even though a second-year program is not required to submit **Compliance and Performance Assessment** (**CAPA**) documentation to the Ohio Department of Education, evidence for each requirement was collected.

A. Evaluation Design

The evaluation plan was guided by the PAC Logic Model **(Appendix A)**. Aspects of the evaluation plan followed a quasi-experimental design and other parts were non-experimental. Two main aspects of the evaluation design included:

1. **Process Evaluation:** Measuring the <u>quality</u> of the afterschool program components. (**Appendix B, Appendix C**)
2. **Outcome Evaluation**: Measuring the <u>impact</u> of the program components **(Appendix E)**

Additional details on each of these aspects of the evaluation is found in *Section IV-Findings Related to Evaluation Questions*.

B. Target Population

The target population, as determined by grant criteria, were economic or academically disadvantaged students in grades 6-8. The evaluation is based upon students who were regular attendees (30 or more days of attendance) in the afterschool program.

C. Data Collection Methods and Tools

Both qualitative and quantitative data were collected and analyzed. Specific instruments used to collect data are included in the **Appendix**. Tallied results, collection dates and response rates are also included with the data collection tools. **Additional documentation was collected covering the CAPA requirements.** Listed below are the data collection methods/data sources that were used for the final evaluation.

South Point Middle Assessment Calendar

Timeline for Data Collection and Grant Requirements	Date Completed
• *Measuring the Quality of the Afterschool Program Components*	January
• STAR Reading Scores	Mid-Year and EOY Report
• STAR Math Scores	Mid-Year, and EOY Report
• Reading Report Card Grade Reviews*	1st- 4th quarters
• Math Report Card Grade Reviews *	1st- 4th quarters
• Family Event Surveys	October-April
• Tactile Mid-Year APR Data	January
• Stakeholder Interviews	(various dates)
• *Parent Satisfaction Survey*	April
• Student Satisfaction Surveys	April
• *Afterschool Staff Satisfaction Surveys*	April
• *Five Question Classroom Teacher Survey**	May
• Attendance Records*	June
• CAPA Documentation	Sept-June
• Tactile End of the Year APR Data	July
• Ohio Statewide ELA Assessment Scores (in applicable grades)	July
• Ohio Statewide Math Assessment Scores (in applicable grades)	July

*Regular attendees (those students attending the program over 30 days)

D. Limitations of the Evaluation and Challenges Encountered

The evaluation is limited by a lack of data from key stakeholders. Suggestions to improve data collection are included in the Recommendations/Lessons Learned section of this report.

E. Evaluation Use and Dissemination

The evaluator and program manager began data collection in October 2022 and completed the report in August 2023. The mid-year evaluation was shared with the stakeholder team in February. The executive summary will be shared with day school staff at the beginning of the 21-22 school year and with the PAC afterschool staff at the orientation meeting in September. Portions of the report will be shared on the school website in September and at the initial stakeholder/advisory team meeting for the program year, as well as the program primary partners.

PART III   EXECUTIVE SUMMARY OF KEY FINDINGS

The program achieved three of the six Program Performance Objectives (PPO). The objectives (**PPOs**) to be measured are established by the grant application submitted to the Ohio Department of Education. "**Performance Measures" (PMs, see Appendix M)** are subsets of the 21st Century objectives listed in Part I. An evaluation plan was formed by the program leadership and the external evaluator at the beginning of the year to measure the programs' impact.

A. *Evaluation Question 6: What is the level of stakeholder satisfaction?*
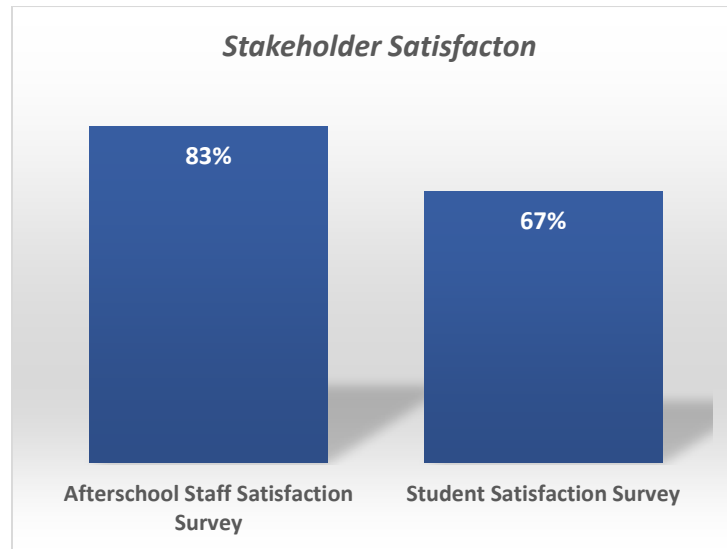
"Thank you for the hard work and patience to help our kids thrive!"

B. Academics

Evaluation Question 1: **Have the homework assistance opportunities benefitted students?**
- **PPO 4:** As of May 2023, teacher surveys will report 60% of the students attending the afterschool program for 30 or more days will have satisfactory or above homework completion, class participation, and behavior management rates.

Evaluation Question 2: **What evidence is there to suggest the afterschool program is having an impact on students' reading outcomes?**
- **PPO 1:** By May 2023, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Reading Assessment. (ACHIEVED)

Evaluation Question 3: **What evidence is there to suggest the afterschool program is having an impact on students' math outcomes?**
- **PPO 2:** By May 2023, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Math Assessment.

Homework Assistance

67%	66%
AFTERSCHOOL STAFF SATISFACTION SURVEY	STUDENT SATISFACTION SURVEY

English/Language Arts
(percent achieved PPO/PM or positive responses)

68%	69%	61%	22%
STAR ASSESSMENT	ELA GRADES FROM QUARTERS 1 TO 4	STUDENT SATISFACTION SURVEY	STATE ASSESSMENT: IMPROVED TO PROFICIENT OR ABOVE

Math
(percent achieved PPO/PM or positive responses)

56%	81%	61%	0%
STAR ASSESSMENT	MATH REPORT CARD GRADES	STUDENT SATISFACTION SURVEY	STATE ASSESSMENT: IMPROVED TO PROFICIENT OR ABOVE
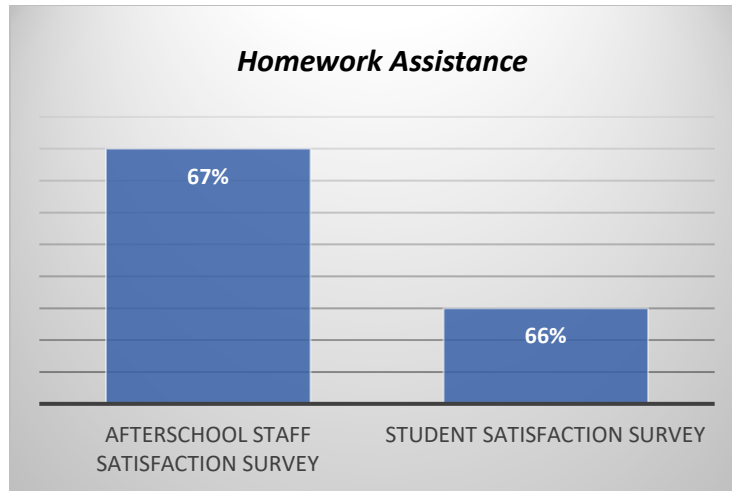
"The afterschool program has been great, and I have seen grades improve quickly."

C. Positive Youth Development/Social-Emotional Wellness
> <u>*Evaluation Question 4*</u>**: What impact have the youth development activities had on the social-emotional wellness of students?**
> - **PPO 3**: As of May 2023, 60% of students that attend afterschool for 30 days or more will achieve a regular school attendance rate of at least 90%.
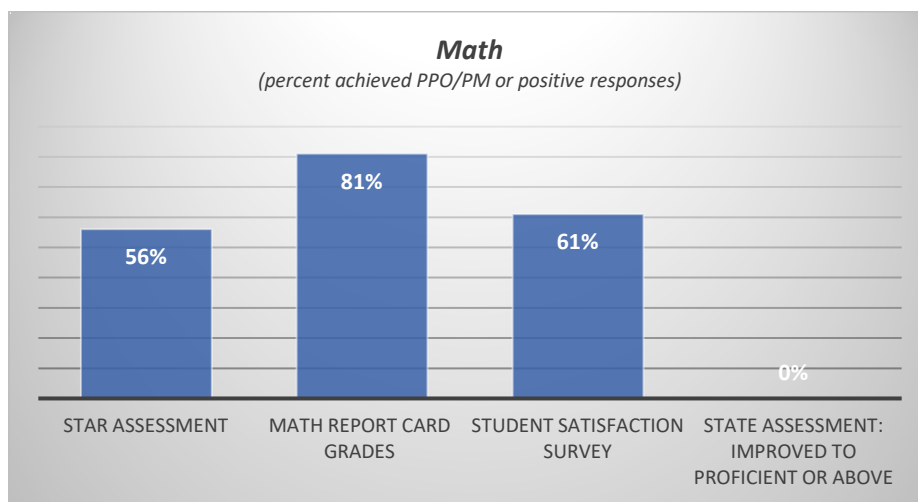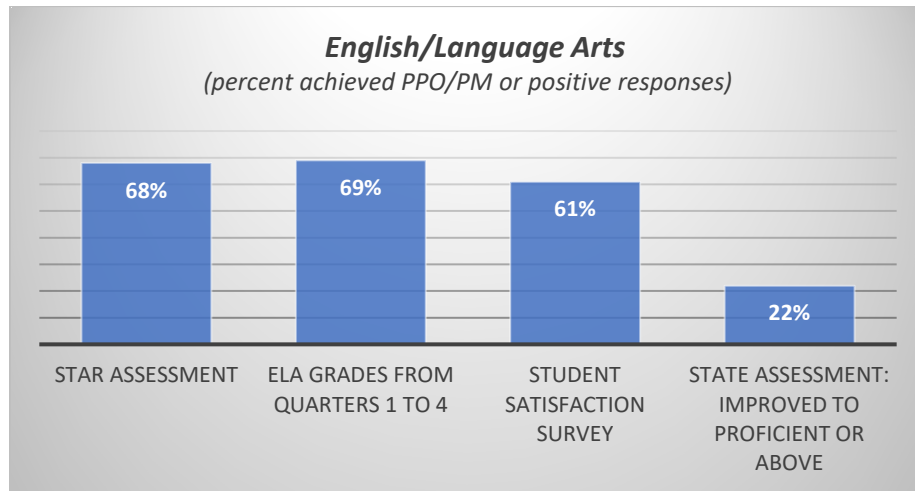> - **PPO 4:** As of May 2023, teacher surveys will report 60% of the students attending the afterschool program for 30 or more days will have satisfactory or above homework completion, **class participation,** and **behavior management rates.**

Positive Youth Development/Social-Emotional Wellness

Category	Percent
STUDENTS: DO YOU FEEL SAFE IN THE AFTERSCHOOL PROGRAM?	72%
STUDENTS: DO YOU FEEL COMFORTABLE TALKING TO THE AFTERSCHOOL STAFF?	62%
STUDENTS: DO YOU FEEL HAPPIER OR LESS STRESSED WHILE ATTENDING THE AFTERSCHOOL PROGRAM?	41%
STUDENTS WHO HAD 90% SCHOOL ATTENDANCE	58%
STUDENTS WHO ATTENDED 30 DAYS OR MORE V. STUDENTS ENROLLED	51%
AFTERSCHOOL STAFF: THE AFTERSCHOOL PROGRAM HAS BEEN BENEFICIAL TO OUR STUDENTS ACADEMICALLY, SOCIALLY, AND EMOTIONALLY.	83%
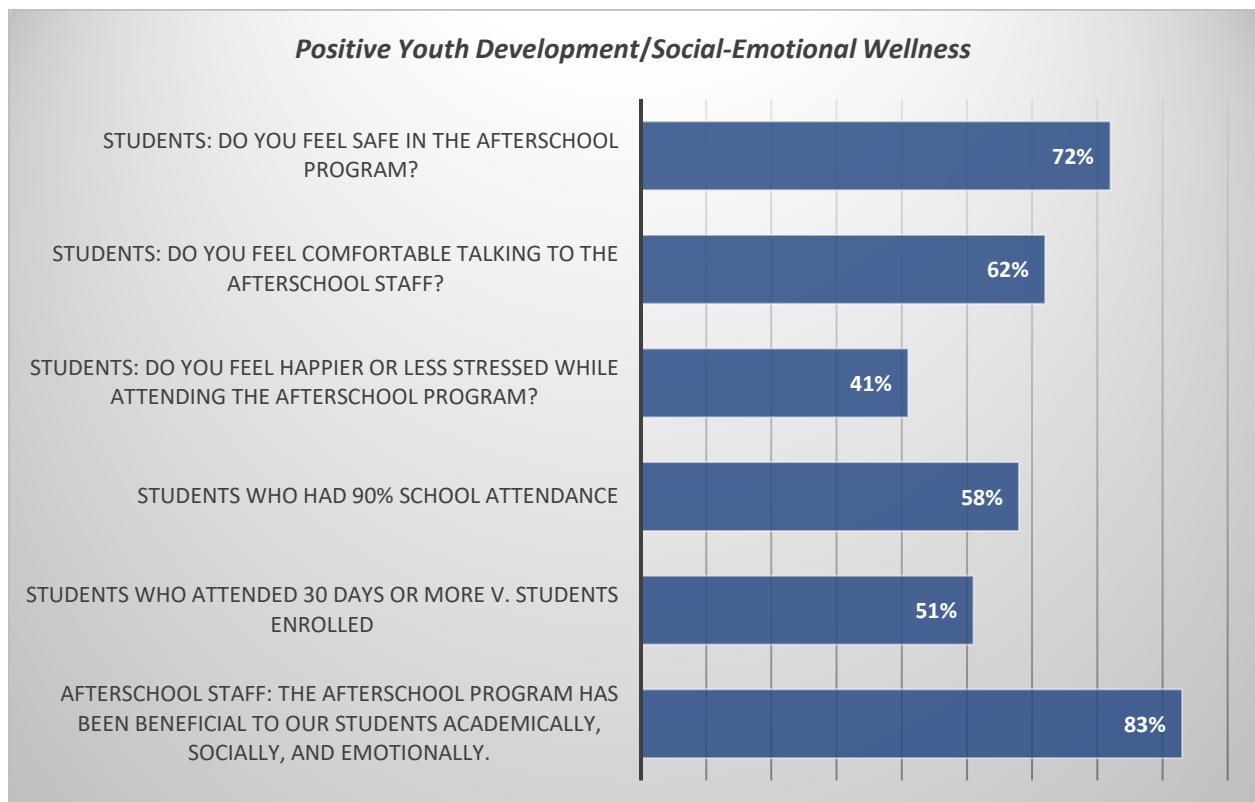
"Much needed- very beneficial to the school."

D. 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 5:** By May 2023, 70% of the parents of regular attendees may engage in three or more opportunities relative to student/family well- being. (ACHIEVED)
- **PPO 6:** By May 2023, 70% of the parents/guardians that take part in parent engagements will report increasing capacities to support student success. (ACHIEVED)

Family Engagement
(percent "yes")

THIS EXPERIENCE HAS BEEN SUCCESSFUL IN SUPPORTING MY CHILD'S SUCCESS.	99%
THIS WAS A POSITIVE EVENT FOR OUR FAMILY TO ATTEND.	100%
THE AFTERSCHOOL PROGRAM IS AN IMPORTANT PART OF MY CHILD'S EDUCATIONAL PLAN	92%

PART IV   FINDINGS RELATED TO EVALUATION QUESTIONS

This section will focus on the process evaluation and the outcome evaluation. The process evaluation references the tool used for self-evaluation. The outcome evaluation will focus on the six questions used to evaluate the program through data collection.

A. Process Evaluation

A Practitioner's Guide: Building and Managing Quality Afterschool Programs from the National Center for Quality Afterschool was used to evaluate the quality of the PAC program. The guide is a source for self-study of the key practices that contribute to successful programs, identifying four components around which an evaluation may be built. It provides an in-depth description of the characteristics of high-functioning organizations and accompanying rubrics to assess the level of practice within afterschool programs. **(Appendix C)**

In addition to the above process components, the evaluation of this program consisted of a review of documentation required by the Ohio Department of Education, Compliance and Performance Assessment monitoring tool (CAPA).   Each component of the CAPA survey has indicators of sub-requirements for all grantees with choices of evidence documentation. **(Appendix O)**

1. **To what extent does the PAC Afterschool Program meet the criteria set forth in the publication, *Building and Managing Quality Afterschool Programs*?**
   In December, the 37 criteria from *Building and Managing Quality Afterschool Programs* were reviewed and rated by the afterschool staff and evidence of each criterion was noted and given a ranking of 1 to 5 with 5 being exemplary. The results were reviewed and discussed in January. None of the criterion received a ranking below 3. Therefore, the PAC program is considered to have the characteristics of a high-functioning afterschool program. **(Appendix C)** However, the program leaders identified areas to improve and can be found in **Appendix D.**

B. Outcome Evaluation

This section gauges the impact of the services on the intended population using the guidelines of the *Measuring the **Impact** of the Afterschool Program* chart for PAC (**Appendix E),** which was developed by the Stakeholder/Advisory team. The evaluator had access to documentation and evidence from various sources including student data, surveys from parents, staff, and students, teacher reports, interviews, and CAPA notebook documentation. There are items in the quantitative data where the total number of students may not be the same from one category to another. This is due to students moving, students not testing, or other reasons. For example, a student may have moved into the district, thus not taking last year's state test, but did take this year's test. The student's data would be used for testing data but obviously could not be used for the comparison.

1. **Have the homework assistance opportunities benefitted students?**
   - **PPO 4:** As of May 2023, teacher surveys will report 60% of the students attending the afterschool program for 30 or more days will have satisfactory or above <u>homework completion</u>, class participation, and behavior management rates.
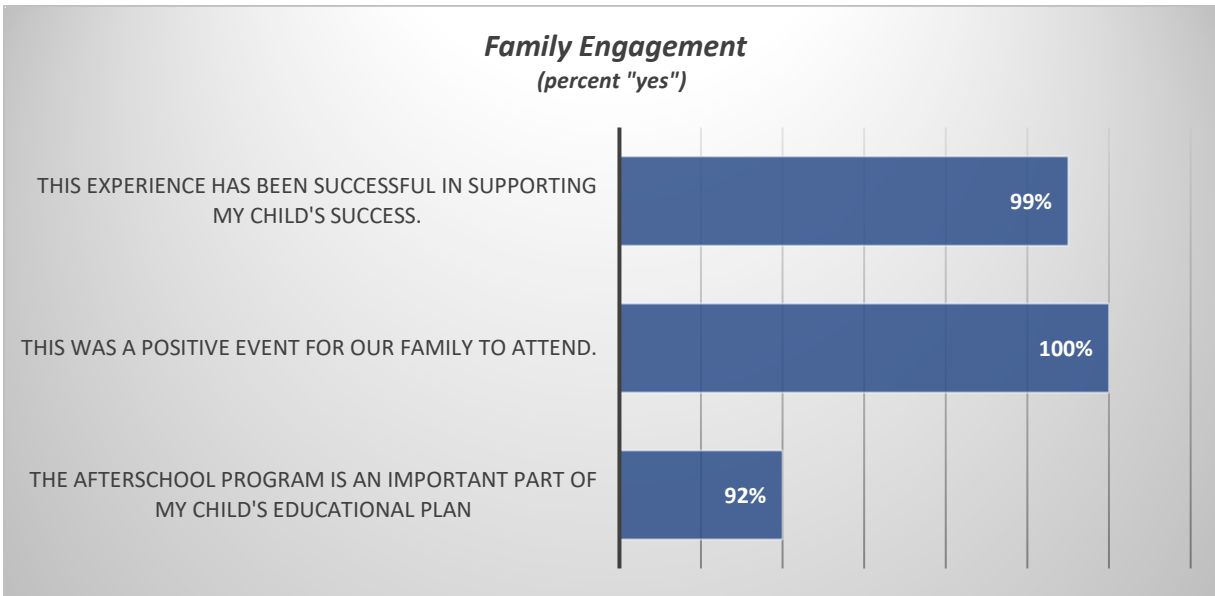   - **PM 1.2** Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21st Century program participants with teacher-reported improvement in **<u>homework completion</u>**, class participation, grades in math and reading, and classroom behavior.

   Two key surveys were not administered and therefore the program's impact on homework assistance could not accurately be measured. Questions regarding the benefit of homework assistance were included on a portion of the afterschool staff survey and student survey. **PPO 4** was not able to be measured (the Five Question Classroom Teacher Survey was not submitted). 66% of the regular attendees felt having the homework help offered by PAC was important. Parent satisfaction with homework completion was unable to be measured (see chart below). The chart below indicates the results of each survey question related to homework completion and the response rate.

HOMEWORK ASSISTANCE DATA

Source	Date Completed	Response Rate	Questions Related to Homework Completion	Results
Parent Afterschool Satisfaction Survey	April 2023	n/a	**Item 2**: The afterschool program has helped my child get his/her homework completed satisfactorily.	**Data not submitted.**
Afterschool Staff Satisfaction Survey	April 2023	12 responses	**Item 5**: The Afterschool Program offers assistance to students that relates to what is being taught during the school day.	**67%** Yes
Student Afterschool Satisfaction Survey	April 2023	28 responses	**Item 2**: Assistance with homework or tutoring is available if I want or need help during the afterschool program.	**66%** Yes
Five Question Classroom Teacher Survey	April 2023	n/a	**Item**: Satisfactory or Above Homework Completion	**Data not submitted**

2. **What evidence is there to suggest the afterschool program is having an impact on student's reading outcomes?**
   - **PPO 1:** By May 2023, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Reading Assessment**. (**ACHEIVED**)**
   - **PM 1.1** Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21st CCLC regular program participants who move from "basic" or "limited proficiency" to "proficient" or above in reading and mathematics on Ohio's statewide assessments.
   - **PM 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.
   - **PM 2.1** 100 percent of sites deliver enrichment opportunities in literacy that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education.
   - **PM. 2.6** 100 percent of Path C programs provide at least 2 hours on average of literacy enrichment per week.

   The program's impact on reading was measured by report card grades, a survey completed by program regular attendees, classroom grades, and STAR data. 69% of the regular attendees maintained or improved their grade from the first quarter to the fourth quarter (**PM 1.2.**). Of those who maintained a grade, 94% maintained an "A" average for the year. 2 students out of 9 (**22%**) moved from "limited" or "basic" on the 2022 state assessment to "proficient" or above on the 2023 test. 3 regular attendees

improved one level or more and 9 students improved their raw score. 2 students remained at the advanced level from last year to this year.

READING/LITERACY DATA

Source	Date Completed	Response Rate	Questions Related to Reading (if applicable)	Results
STAR Reading Assessment	April 2023	All Regular Attendees	N/A	68% of the regular attendees met or exceeded their SGP.
Report Card Grades	May 2023	All Regular Attendees	N/A	69% maintained or improved from the 1st quarter to the 4th quarter.
Student Afterschool Satisfaction Survey	April 2023	29 responses	**Item 3**: If I take advantage of the academic assistance available during PAC, I can improve my grades.	61% Agreed or strongly agreed on a 1-5 scale.
State Assessment	May 2023	Regular attendees who scored "limited" or "basic" on 2022 test	N/A	22% Improved from "limited" or "basic" to "proficient" or above.

ELA Report Card Grade Comparison from 1st Quarter to 4thQuarter

Grade	Improved	Declined	Same	Total	% Maintained or improved
Grade Six	4	6	15	25	76%
Grade Seven	1	2	1	4	50%
Grade Eight	0	2	1	3	33%
Total	**5**	**10**	***17**	**32**	**69%**

*16 students maintained an A from the 1st to the 4th quarter

STAR Reading Assessment

Grade	Met SGP	Did not meet SGP	N/A	Total	Percentage of Students Who Demonstrated Growth
Grade Six	17	8	-	25	68%
Grade Seven	2	1	1	4	67%
Grade Eight	2	1	-	3	67%
Total	**21**	***10**	**1**	**32**	**68%**

*31 out of the 32 regular attendees improved.

State ELA Assessment data

Grade	Students "limited" or "basic" on the 2022 test	Students who moved to "proficient" or above on the 2023 test	N/A	% Moved to proficient or above
Grade Six	6	0	2	0%
Grade Seven	1	1	1	100%
Grade Eight	2	1	0	50%
Total	**9**	**2**	**3**	**22%**

*3 regular attendees improved a level and 9 improved their raw score.

3. **What evidence is there to suggest the afterschool program is having an impact on students' math outcomes?**
   - **PPO 2:** By May 2023, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Math Assessment.
   - **PM 1.1** Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21st CCLC regular program participants who move from "basic" or "limited proficiency" to "proficient" or above in reading and **mathematics** on Ohio's statewide assessments.
   - **PM 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.
   - **PM 2.2** 100 percent of sites deliver enrichment opportunities in mathematics that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education.
   - **PM 2.7** 100 percent of Path C programs provide at least 2 hours on average of math enrichment per week.

The program's impact on math was measured by report card grades, a survey completed by program regular attendees and STAR data, 81% of the regular attendees maintained or improved their grade from the first quarter to the fourth quarter (**PM 1.2.**). Of those who maintained a grade, 88% maintained an "A" average for the year. No students moved from "limited" or "basic" on the 2022 state assessment to "proficient" or above on the 2023 test. 1 regular attendee improved one level or more and 8 students improved their raw score. 1 student remained at the advanced level from last year to this year.

MATH DATA

Source	Date Completed	Response Rate	Questions Related to Reading (if applicable)	Results
STAR Math Assessment	April 2023	All Regular Attendees	N/A	**56%** of the regular attendees attained an SGP of 40 or above.
Report Card Grades	May 2023	All Regular Attendees	N/A	81%% maintained or improved from the 1st quarter to the 4th quarter.
Student Afterschool	April 2023	29 responses	**Item 3**: If I take advantage of the academic assistance	61% Agreed or strongly agreed on a 1-5 scale.

Satisfaction Survey			available during PAC, I can improve my grades.	
State Assessment	May 2023	Regular attendees who scored "limited" or "basic" on 2022 test	**N/A**	0% Improved from "limited" or "basic" to "proficient" or above.

Math Report Card Grade Comparison from 1st Quarter to 4th Quarter

Grade	Improved	Declined	Same	Total	% Maintained or improved
Grade Six	8	3	14	25	88%
Grade Seven	1	0	3	4	100%
Grade Eight	0	3	0	3	0%
Total	**9**	**6**	***17**	**32**	**81%**

*15 students maintained an "A" average from 1st to 4th grading period

STAR Math Assessment

Grade	Met SGP	Did not meet SGP	N/A	Total	Percentage of Students Who Demonstrated Growth
Grade Six	15	10	-	25	60%
Grade Seven	1	3	-	4	25%
Grade Eight	2	1	-	3	67%
Total	**18**	***14**	**0**	**32**	**56%**

State ELA Assessment data

Grade	Students "limited" or "basic" on the 2022 test	Students who moved to "proficient" or above on the 2023 test	N/A	% Moved to proficient or above
Grade Six	11	0	3	0%
Grade Seven	3	0	1	0%
Grade Eight	2	0	0	0%
Total	**16**	**0**	**4**	**0%**

*1 regular attendee improved a level and 8 improved their raw score.

4. **What impact has the youth development activities had on social/emotional wellness of students?**
   - **PPO 3:** As of May 2023, 60% of students that attend afterschool for 30 days or more will achieve a regular school attendance rate of at least 90%.
   - **PPO 4:** As of May 2023, teacher surveys will report 60% of the students attending the afterschool program for 30 or more days will have satisfactory or above homework completion, <u>class participation</u>, and <u>behavior management rates</u>.
   - **PM 1.3** Students regularly participating in the program demonstrate continuous improvement in **<u>school attendance</u>**, as measured by the attendance rates reported by Local Education Agencies.

- **PM 2.3** 100 percent of middle/high school sites committed to preparing students for college and careers utilize evidence-based strategies that connect academic content with careers, promote career-technical routes, and provide opportunities for students to develop professional capabilities.
- **PM 2.4** 100 percent of middle/high school sites committed to providing dropout prevention utilize evidence-based strategies and interventions that keep students enrolled in school and on-track for earning a high-school diploma.
- **PM 2.5** 60 percent of the enrolled students regularly attend. (30 days or more)

The stakeholders that completed surveys.were pleased with the program in this regard. Students responded positively on related items on the *Student Afterschool Satisfaction Survey*, and the staff survey recognized the program's benefit. Attendance data improved this program year, but still feel short of the program objectives. 58% of the program's regular attendees achieved 90% or better school attendance, and 51% of the enrolled students attended 30 days or more.

POSITIVE YOUTH DEVELOPMENT/SOCIAL EMOTIONAL WELLNESS DATA

Source	Date Completed	Response Rate	Questions Related to Youth Development Activities & Social/Emotional Wellness	Results
Youth Development Asset Survey	n/a	n/a	All items	Data not submitted
Parent Afterschool Satisfaction Survey	n/a	n/a	**Item 1**: I am satisfied with the kinds of programs and activities offered at the afterschool program. **Item 4**: My child is well-supervised and safe while attending the program.	Data not submitted.
Afterschool Staff Satisfaction Survey	April 2023	12 responses	**Item 7**: The program has been beneficial to our students academically, socially, and emotionally.	83% Yes
Student Afterschool Satisfaction Survey	April 2023	29 responses	**Item 4:** The afterschool environment is relaxed and non-stressful. **Item 5**: Do you feel comfortable talking to the afterschool staff. **Item 6**: Do you feel safe in the afterschool program? **Item 7**: Do you enjoy the afterschool special activities?	41% Yes 62% Yes 72% Yes 83% Yes

Five Question Classroom Teacher Survey	April 2023	n/a	Satisfactory or above: Classroom Participation Satisfactory or above: Good Behavior	Data not submitted.
Program Attendance	May 2023	All regular attendees	**(PM 2.5)** 60 percent of the enrolled students regularly attend. (30 days or more)	51%
School day attendance	May 2023	All regular attendees	**(PM 1.3)** Students regularly participating in the program demonstrate continuous improvement in school attendance, as measured by the attendance rates reported by Local Education Agencies. **PPO 3**: As of May 2023, 60% of targeted students that attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year.	58% of the regular attendees achieved a 90% attendance rate

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 5:** By May 2023, 60% of the parents of regular attendees may engage in three or more opportunities relative to student/family well- being. (ACHIEVED)
   - **PPO 6:** By May 2023, 60% of the parents/guardians that take part in parent engagements will report increasing capacities to support student success. (ACHIEVED)
   - **PM 4.1** 100 percent of centers provide at least three evidence-based educational development opportunities to families of the participating students (e.g., family literacy classes, parenting classes, activities to support family engagement in the school and community, etc.)

   A combination of "take-home" packets and family events allowed the program to meet achieve **PPO 5**. The data indicates meeting the **PPO 6** goal. **100%** percent found the family engagement they attended to be important and useful in their child's education. A total of three family engagement events were held during the program year. **158** students, staff, parents, and family members are documented as participating in the activities.

FAMILY ENGAGEMENT DATA

Source	Date Completed	Response Rate	Questions Related to Parent Engagement	Results
Parent Afterschool Satisfaction Survey	April 2023	n/a	**Item 1**: I am satisfied with the instruction and activities provided to my child. **Item 6**: I am satisfied with the family engagement activities offered.	Data not submitted.
Family Engagement Event Survey	October-February	20 surveys completed	**Item 1**: This was a positive event for our family to attend. **Item 2**: The afterschool program is an important part of your child's educational plan. **Item 3**: This experience has been helpful in supporting your child's success.	100% Yes 92% Yes 100% Yes

6. **What is the level of stakeholder satisfaction?**

   Only two of the stakeholder groups were adequately surveyed. Regular attendees of the program and the afterschool staff surveyed indicated satisfaction with PAC.

STAKEHOLDER SATISFACTION DATA

Source	Date Completed	Response Rate	Questions Related to Stakeholder Satisfaction	Results
Parent Afterschool Satisfaction Survey	April 2023	n/a	All items	Data not submitted.
Afterschool Staff Satisfaction Survey	April 2023	12 responses	All items	83% yes (Appendix I)
Student Afterschool Satisfaction Survey	April 2023	29 responses	All items	67% positive (Appendix H)

PART V   *RECOMMENDATIONS/LESSONS LEARNED*

A. Recommendations and next steps.

Program leaders should take steps to increase participation in the qualitative surveys in the coming program year in order to accurately represent the program's many positive attributes. Parents and classroom teachers were not surveyed. **PPO 4** was not able to be measured due to lack of data (the *Five Question Classroom Teacher Survey*).

Program attendance and school day attendance objectives were not met this year, though program participation was slightly improved and school date attendance was markedly improved from the previous year. The staff recommendations from the self-assessment should form the basis for a plan to improve program attendance, which in turn should improve school day attendance. The available math data bears some scrutiny as the program fell short of **PPO 2** this year.

Recommendations to consider:
1. Administering student and staff surveys prior to program completion.
2. Administering the Parent Satisfaction Survey at the final family engagement.
3. Using QR codes to facilitate data collection.
4. Review the evaluation plan with the external evaluator. Clarify what information is needed for effective evaluation.

Recommendations came from the *Measuring the Quality of the Afterschool Program Practices* Program Staff Process Self-Evaluation:
- Student preparedness for homework help, communication with regular teachers regarding missing work. Staff could share a google doc with missing or late assignments.
- Willingness of students to participate in the homework/academic hour, willingness of staff to fill out monthly calendar. Whole group academic hour with students showing their Progress Book to staff. Leaders remind staff individually to put planned activities on the calendar.
- Extra staff, better schedule
- Healthier snacks and more community involvement.
- Attendance and activity choices. Getting more students involved and more variety in activities.
- Communication with students and staff.
- Organization, teacher participation.
- More community connected projects with community volunteers.
- Add some skill-building to help students succeed. Counseling. Mental Health

B. Lessons learned and issues for consideration.

There is little doubt that the PAC benefits students. The question is how impactful the program is and how its impact may be improved. How can impact be demonstrated? More attention to gathering feedback from all stakeholders would help formulate plans to increase the help that PAC provides.

PART VI   STAKEHOLDER TEAM/EXTERNAL EVALUATOR

Member	Title	Affiliation
Brack Houchens	External Evaluator	Independent
Connie Bradbury	Educational Consultant	Gallia Vinton ESC
T.J. Howard Nicholas Clay	Program Managers	PAC South Point School District
David Ashworth	Site Coordinator Principal	Burlington PAC Program
Cindy Christian	Family Event Coordinator	South Point MS PAC Program
Sara Chapman	Site Coordinator Principal	South Point MS PAC Program
Daniel Bennet	Data Coordinator	South Point MS
Jan Jenkins	Primary Partner	Briggs Library
Lela Petrie	Family Event Coordinator	Burlington PAC Program
Parent Representatives	various	PAC Programs
Student Representatives	various	PAC Programs

B. External Evaluator Information

Brack F. Houchens

337 LeGrande Blvd.
Gallipolis, Ohio 45631
brackhouchens@gmail.com
740-794-0080

Summary

The perspective of an experienced educator of 35 years in a public high school. Adept at maintaining and nurturing relationships. Team player. Excellent communication skills. Good listener. Sincere interest in other's well-being. Intellectually curious. Efficient and resourceful. Committed to professional excellence.

Education

M.A. Education 1998	Education Certification 1983	B.A. Political Science 1981
University of Rio Grande	Wright State University	Wright State University
Rio Grande, Ohio	Dayton, Ohio	Dayton, Ohio

Experience and Accomplishments

Leadership

- Social Studies Department Chair (2011-2018): responsible for directing the department through various changes in curriculum (design and mapping) and in implementation of the Ohio Improvement Process (OIP).
- Building Leadership Team (2008-2018): served as a liaison between administration and staff as part of the OIP. Assisted in development and implementation of the OIP.
- North Central Accreditation team co-chairperson (two cycles beginning in 2000)
- Mentor Teacher (Ohio Resident Educator Summative Assessment trained, Pathwise Level 1 trained)
- Battelle Institute Formative Instructional Practices Trainer (2013)
- Ohio Graduation Test Social Studies Content Advisory Committee (state committee, 2008-2010)

Accomplishments, Awards and Related skills

- National Board for Professional Teaching Standards Certification (2001-2011)
- Martha Holden Jennings Scholar (2000-2001) nominated by building principal.
- Gallipolis City Schools Teacher of the Year 2015 (first year this award was given, nominated by staff, selected by administration)
- Spearheaded (along with the Gifted Coordinator and Curriculum Director) initiation and development of AP classes; promoted diversity and encouraged participation of at-risk students in these classes.
- The percentage of students in my classes achieving proficiency on the Ohio state end of course American Government exam met or exceeded state standards. (This exam began in 2016)
- Athletic Coaching in a variety of sports at the junior high and Varsity levels
- Proficient in using technology to deliver and enhance instruction, very comfortable in working with new technology.

Employment

- Gallipolis City Schools, Gallipolis Ohio (Gallia Academy High School) 1983-2018 (retired)
- Gallia-Vinton ESC 2018 to present.

Current Certification: Ohio Professional License 7-12, Political Science and History

References

Available upon request

PART VII   APPENDIX

A. Logic Model

South Point Middle School Grant #16670 Year 3
Participant Needs: Proficiency and improved academic achievement in reading and mathematics.
Assumptions: Quality afterschool programing will improve student achievement in reading and mathematics. A developmental asset approach will facilitate positive educational, social, and behavioral changes in students. Encouraging and facilitating parental involvement in their child's education will contribute to the above.
External Factors: The adjustments brought on by the district's pandemic response affect program attendance and alters aspects of the services to program stakeholders (e.g., parent academies)
Note: Program Performance Objectives (PPO) are established in the grant application. Performance Measures (PM) are 21st Century Community Learning Center goals established by the State.

Performance Category	Inputs	Implementation		Outcomes		
		Activities	Outputs	Short Term	Medium	Long Term (Measures indicated for each PPO)
Academics	*Program Staff* Program Manager Site Coordinator Certified Non-certified Technology and Other Resources Staff Professional Development Local Evaluator	Provide 12.5 hours for 25 weeks of before and/or after school programming Tutoring/Intervention/ Homework Assistance Data collection	Safe, supervised programming during out-of-school hours	Students increase competency levels in mathematics and reading An increase in homework completion rates for students Teachers increase knowledge to support students' academics, assets, and safety	Students demonstrate an increase in reading skills Students demonstrate an increase in math skills	**PPO #1** By May 2023, 60% of targeted students that attend PAC for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR Assessment **PPO #2** By May 2023, 60% of students that attend PAC for 30 days or more will meet or exceed their student growth total on the STAR Assessment. **(PM 1.1)** Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21st CCLC regular program participants who move from "basic" or "limited" to "proficient" or above in reading and mathematics on Ohio statewide assessments.
		Measure: Program calendar, CAPA documentation	**Measure**: Student surveys	**Measure**: Report card grades	**Measure**: Mid-year report card grades, assessment results, staff surveys	
Social-emotional learning	Nutrition Cultural Activities Physical Activities	Provide activities that will increase students' developmental assets. **(PM 2.4)** Provide evidence-based strategies and		Students increase critical thinking, problem solving, and communication skills	Students will demonstrate an increase in social/emotional competence	**(PM 1.3)** Students regularly participating in the program demonstrate continuous improvement in school attendance. **PPO #3** As of May 2023, 60% of targeted students that attend

	Service-Learning Opportunities Activities to Build Student assets	interventions for dropout prevention Data collection Nutritious snacks		Students have increased opportunities for creative expression Increased opportunities for positive social interaction Students increase number of developmental assets Broaden experiential backgrounds of disadvantaged students Introduce health related practices	Students will demonstrate a greater connectedness to school **(PM 2.3)** Prepare students for college and careers using evidence-based strategies Community and/or community groups benefit from service learning Students develop healthy habits	afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year. **PPO #4** As of May 2023, teacher surveys will report 60% of targeted students that attend afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavior management rates.
		Measure : Program calendar, CAPA documentation		**Measure**: Developmental Asset surveys	**Measure**: Mid-year attendance and discipline data	
Enrichment	**(PM 2.1 and 2.2)** Enrichment opportunities in literacy and mathematics utilize evidence-based strategies and practices. **(PM 2.6 and 2.7)** Provide at least 2 hours on average of literacy enrichment and at least 2 hours of math enrichment per week	Provide literacy-based and math-based enrichment activities daily/weekly Provide family engagements around literacy and math **Measure**: Program calendar, CAPA documentation		Students increase competency levels in mathematics and reading An increase in homework completion rates for students	Students demonstrate an increase in reading skills Students demonstrate an increase in math skills **Measures**: Mid-year report cards, Staff surveys	**PPO #1** By May 2023, 70% of targeted students that attend PAC for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR Assessment **PPO #2** By May 2023, 70% of targeted students that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR Assessment. Students transition successfully to adulthood

Family Engagements	*Program Staff* Program Manager Site Coordinator Family Event Coordinator	**(PM 4.1)** Three evidence-based Parent Academies/Family Fun Night/educational development opportunities Measure: Program calendar, CAPA documentation		Parents better prepared to support students' well-being and academics. Parents increase comfort levels in navigating the social service and school district systems Reduction in number of students' non-academic barriers to education **Measure**: Event surveys, event attendance	Families are empowered **Measure**: Event surveys, event attendance	**PPO #5**: By May 2023, at least 60% of the parents of students that attend afterschool for 30 or more days will engage in two or more opportunities involving student learning. **PPO #6**: By May 2023, at least 60% of the parents that engage in two or more opportunities will report them as increasing their capacities to support students' academic success.
Partnerships	Coordination and communication between the program and community partners Employ a local evaluator	**(PM 3.1)** Active participation each month with building and/or leadership teams sharing academic data and afterschool linkages Newsletters/Update Website Licensure Process Advisory board for program monitoring Transportation **Measure**: Program calendar, CAPA documentation	Gallia-Vinton ESC South Point Local Schools Briggs Memorial Library	Advisory Council and Sustainability meetings **(PM 5.1)** Monthly strategy meetings with the primary partner Licensure of facilities for afterschool programming Nutritious snacks	Federal and State Compliance Data collection Increase community engagement Communicate the merit of afterschool programming Improved health for students	Formulation and implementation of a Sustainability Plan Data collection for federal/state/local end-of-year evaluations Community and/or community groups benefit from service learning Students develop healthy habits Quality afterschool programming **Measure**: Local evaluation

B. Measuring the <u>Quality</u> of the Afterschool Program Components

Component	What to Assess	How to Assess	Who will Assess	Sharing
Program Organization	• Program Leadership • Program Governance • Program Structure • Staff Characteristics • Student Behavior	The condensed rubric from *Building and Managing Quality Afterschool Programs: A Practitioner's Guide*	Stakeholder/ Evaluation Team Members Afterschool Staff External Evaluator	A summary of key findings from the Mid-Year Report will be distributed to stakeholders in February 2023. An abstract of the complete evaluation plan will be shared on the school website for stakeholders, parents, and community members Completion of the Compliance and Performance Assessment (CAPA) results will be shared with all stakeholders, parents and community members at the Business Advisory Council and members of the evaluation team. .
Academic Programming Practices	• Goal-Oriented Programs • Standards Based Learning Activities • Research-Based Instruction and Curriculum			
Supportive Relationships	• Linking to the School Day • Professional Development • Building and Maintaining Relationships • Peer Collaboration/Cooperative Learning • Family Engagement • Community Connections			
Achieving Outcomes	• Accountability/Compliance • Internal Evaluation • External Evaluation Challenges			

C. Measuring the <u>Quality</u> of Afterschool Programs Self Evaluation (Process Evaluation)

Program Name: <u>SOUTH POINT MIDDLE PAC</u>

Please use this tool to rate the level of practice for your program using the rating scale below. Answer the three questions at the end of the survey.

Rating Scale

<mark>1= Weak   2= Marginal   3= Average   4= Strong   5= Exemplary   n/a= Not Applicable</mark>

    A. Program Organization

	Rating
1. Program Leadership	
a. Leaders respect and support afterschool staff by implementing a positive work environment.	4.8
b. Leaders encourage program staff to demonstrate confidence in students' abilities to accomplish program goals.	4.5
c. Leaders build and maintain positive relationships with staff, school-day leaders, students, and families.	4.8
2. Program Governance	
a. Leaders conduct meetings at regular intervals that include management, organizational, and specific learning topics.	4
b. Leaders and staff cooperate and collaborate in developing curriculum-related activities.	4.4
c. Based on their knowledge, experience, and expertise, instructional staff is involved in the development, review, and refinement of program activities.	4.4
3. Program Structure	
a. Academic-related activities, homework help, enrichment activities, and nutritious snacks are provided on a regular basis.	4.9
b. Academic programming is focused on specific learning objectives that are linked to the school day and appropriate learning standards.	4.3
c. Academic activities support school-day goals through fun, engaging activities that differ from those offered during the school day.	4.6
4. Staff Characteristic:	
a. Potential staff are screened and interviewed for evidence they can manage students well, engage a variety of students in activities, and build positive relationships with students.	4.8
b. Most of staff have a formal degree or related certification beyond the high school level.	5
c. Staff receive the time, materials, and support needed to plan and implement creative learning activities.	4.5
5. Student Behavior	
a. The program has a formal, written discipline policy that has been shared with staff, students, and parents, and has been approved by the administration.	4.5
b. Staff have the knowledge and skills to address behavior and discipline issues and/or know whom to contact when student behavior or discipline issues arise.	4.6

B. Academic Programming Practices

1. Goal-Oriented Programs	Rating
a. All program and site staff have access to a printed or electronic copy of the program's goals, student learning goals, and academic goals as stated in the grant application.	**4.6**
b. Afterschool staff coordinate and cooperate with school-day staff on meeting the program's goals for students' academic achievement.	**4.4**
c. The program's academic goals for students connect to the school day or district's instructional goals for specific content areas.	**4.6**
2. Standards-Based Learning Activities	
a. Academic activities offered at program sites intentionally address specific content learning standards that are linked to the school day.	**4.4**
3. Research-Based Curriculum and Instructional Practices	
a. The program or site uses a research-based curriculum with an emphasis on hands-on instructional practices.	**4.3**
b. Program staff use research-based knowledge and skills to provide homework and tutoring assistance that appropriately supports students' academic goals.	**4.5**

C. Supportive Relationships in Afterschool

1. Linking to the School Day:	Rating
a. Formal and informal communication between afterschool and school-day staff is focused mainly on student achievement.	**4.5**
b. The site-coordinator meets regularly with school-day principal (administrators) to plan and develop complementary learning activities intended to provide continuity in student learning.	**4.6**
2. Professional Development	
a. Professional development opportunities are shared between afterschool and the school-day program.	**3.9**
b. The program offers professional development opportunities during staff meetings or at other convenient times.	**3.4**
3. Building and Maintaining Relationships:	
a. Program staff communicates high expectations for students' academic performance and behavior in the program.	**4**
b. More than one type of activity, such as homework help, tutoring, academic enrichment, and youth development activities, are offered each day to motivate student participation.	**4.8**
4. Peer Collaboration and Cooperative Learning:	
a. Staff structure activities and homework help using a variety of student-grouping models intended to build and strengthen collaboration and cooperation in learning.	**4.4**
b. The program offers field trips as a way to provide additional collaboration and cooperative learning opportunities for students.	**4.3**
c. The program offers multiple ways for students to participate in group activities, like sports, games, and project-based learning that enhance cooperation and teamwork.	**4.6**
5. Family Engagement	
a. Each program site provides activities or events to address specific needs of the families.	**4.3**

b. Staff use multiple means, like newsletters and formal and informal meetings to inform families about program activities, rules, and expectations for their children.	**4.3**	
c. Staff behavior demonstrates to families that the staff members care about their children.	**4.5**	
6. Community Connections:		
a. Staff have built relationships with community groups and individuals who have willingness to provide a wide range of enrichment opportunities for students.	**4.1**	
b. Students in the program have the opportunity to participate in service-learning projects to benefit the community.	**3.9**	

D. Achieving Program Outcomes

Program Outcomes:	Rating
a. The program has data to support impact on student outcomes.	**4.4**
b. Families, staff, and students provide inputs for evaluations.	**4.3**
c. Program staff know how to interpret and use evaluation data.	**4.5**

1. List two strengths of the afterschool program.
   a. Caring staff, variety in activities
   b. Willingness of staff to assist students with school-day assignments. Ability to get students to transportation in a safe and timely manner.
   c. Academics and activities that foster relationships.
   d. A lot of activities to choose from, academic time is set aside each day.
   e. Consistency with academics and improved accountability.
   f. Students really enjoy the program and it allows them to engage in more art, recreational activities, etc. than they have during the school day.
   g. Number of participants and variety of activities.
   h. Building relationships with students and helping struggling students one-on-one.

2. List two areas of improvement of the afterschool program.
   a. Student preparedness for homework help, communication with regular teachers regarding missing work
   b. Willingness of students to participate in the homework/academic hour, willingness of staff to fill out monthly calendar.
   c. Healthier snacks and more community involvement.
   d. Attendance and activity choices
   e. Get more students involved, more variety in activities.
   f. Organization, teacher participation.
   g. Apathetic students, getting more students involved.

3. How would you improve or correct the areas of improvement?
   a. Staff could share a google doc with missing or late assignments.
   b. Whole group academic hour with students showing their Progress Book to staff. Leaders remind staff individually to put planned activities on the calendar.
   c. Communication with students and staff.
   d. More community connected projects with community volunteers.
   e. Extra staff, better schedule
   f. Add some skill-building to help students succeed. Counseling. Mental Health

D. Improvement Plan Template

Planning for Action: Component_____

This tool will be used with the Criterion Rating Sheet to help prioritize practices and make plans for improvement.
List the practices (criteria) that you would like to adopt or strengthen in this component. Develop a brief timeline
to initiate the process.

Priority Area for Improvement:		Target Date of Completion:			
Objectives/Strategies	Who?	By When?	Benchmark	Date of Achievement	How did it go?
Intended Outcome:					
How will we know when we have reached this outcome/How will it be measured?					

E. Measuring the Impact of the Afterschool Program Grid (Outcome Evaluation)

Evaluation Question	Indicator/Performance Measure	Collection Method	Data Sources	Frequency	Responsibility
1. Have the **homework assistance** opportunities benefitted students?	**PPO 4:** By May 2023, teacher surveys will report 60% of the students that attend 30 days or more have a satisfactory or above **homework completion**, class participation, and behavior management. **(PM 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.	*Five Question Classroom Teacher Survey*	Classroom Teachers	May	Program Manager Site Coordinator
2. What evidence is there to suggest the afterschool program is having an impact on student's **reading outcomes**?	**PPO 1:** By May 2023, 60% of students in grades 6-8 that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR reading assessment. **(PM 1.1)** Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21st CCLC regular program participants who move from "basic" or "limited" to "proficient" or above in **reading** on Ohio statewide assessments. **(PM 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 Assessment* *State Assessment Results* ELA grades	Classroom Teachers Building Administrator Building Administrator Building Administrator	End-of-Year Assessment End- of- Year Assessment January/May	Program Manager Site-Coordinator
3. What evidence is there to suggest the afterschool program is having an impact on student's **math outcomes?**	**PPO 2**: By May 2023, 60% of Grades 6-8 that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR Mathematics assessment.	*STAR Assessment*	Classroom Teachers Building Administrator Site Coordinator	End- of- Year Assessment End- of- the Year Survey	Program Manager Site-Coordinator

	(PM 1.1) Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21st CCLC regular program participants who move from "basic" or "limited" to "proficient" or above in **mathematics** on Ohio statewide assessments.	State Assessment Results	Building Administrator	End of Course Assessment	
	(PM 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.	Math grades	Building Administrator	January/May	
4. What impact has the youth development activities had on **social/emotional wellness** of students and positive behavior changes?	**PPO 4** By May 2023, teacher surveys will report 60% of the student that attend 30 days or more have a satisfactory or above class participation and good behavior management rates. **PPO 3**: As of May 2023, 60% of targeted students that attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year. **(PM 2.5)** 60% of the enrolled students regularly attend (30 days or more) the afterschool program.	*Five Question Classroom Teacher Survey* Attendance Report	Classroom Teacher Building Administrator	April May	Program Manager Site Coordinator
5. What evidence is there to suggest that participation in afterschool engagement activities influences the **parent's ability to support their child's education**?	**PPO 5** By May 2023, at least 60% of the parents of students that attend afterschool for 30 or more days will engage in three or more opportunities involving student learning. **PPO 6**: By May 2023, at least 60% of the parents that engage in two or more opportunities will report them as increasing their capacities to support students' academic success.	Family Engagement Reports Family Event Surveys *Parent Satisfaction Survey*	Parents	October - April	Program Manager Site-Coordinator
6. What is the level of **stakeholder satisfaction**?	Stakeholders will indicate 75% favorable responses on satisfaction surveys on the afterschool program components.	Stakeholder satisfaction surveys	Parents Students Afterschool Staff School Day Teachers	April	Program Manager Site-Coordinator

F. APR Chart

APR Chart 22-23 Middle School

School	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More
South Point Middle School							
You reported the following # of students in grades 6-7-8	63	0	24	18	21	0	0
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year?	1	0	1	0	0	0	0
Of the students listed in the prior row, how many experienced a decrease in in-school suspensions in the current school year?	0	0	0	0	0	0	0

ENGAGEMENT IN LEARNING

	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More
You reported the following # of students in grades 6-7-8	63	0	24	18	21	0	0
For how many of these students do you have outcome data to report?	N/A						
Of the students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reproted engagement in learning?							

NOT Applicable for Middle School

If you have unavailable student data, explain below the factors that impacted your ability to report this data.

Students withdrew prior to school end.

APR Chart 22-23 Middle School

School	South Point Middle School

Question	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More	If you have unavailable student data, explain below the factors that impacted your ability to report this data.
For how many of these students do you have outcome data to report and had an unweighted GPA of less than 3.0 last year?	7	0	5	2	0	0	0	
Of the students for whom you have outcome data to report, how many demonstrated an improved GPA?	1/7	0	1/5 0/2		0	0	0	Students withdrew, or we had incomplete data from previous school year since student didn't attend

OUTCOMES: SCHOOL DAY ATTENDANCE

	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More
You reported the following # of students in grades 6-7-8	63	0	24	18	21	0	0
How many of these students had a school day attendance rate at or below 90% attendance in the prior school year?	0	0	10	5	7	0	0
Of these students listed in the prior row, how many demonstrated an improved attendance rate in the current year?	0	0 5/10		3/5	5/7	0	0

BEHAVIOR: IN-SCHOOL SUSPENSION

	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More

APR Chart 22-23 Middle School

School: South Point Middle School

OUTCOMES: STATE ASSESSMENT, MATH

	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More	
You reported the following # of students in grades 6-7-8	63	0	24	18	21	0	0	
For how many of these students do you have outcome data to report?	50	0	20	13	17	0	0	**If you have unavailable student data, explain below the factors that impacted your ability to report this data.**
Of the students for whom you have outcome data to report, how many demonstrated growth in MATH on state assessments?	17/50	0	9/20	1/13	7/17	0	0	Students withdrew prior to test or we had incomplete data from previous school year since student didn't attend.
Of the students for whom you have outcome data to report, how many demonstrated growth from basic or limited to Proficient or above in MATH on state assessments?	2/26	0	1/10	0/9	1/7	0	0	

OUTCOMES: ACADEMIC ACHIEVEMENT, GPA

	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More
You reported the following # of students in grades 7-8	23	0	16	4	3	0	0

APR Chart 22-23 Middle School

School: South Point Middle School

OUTCOMES: STATE ASSESSMENT, READING AND LANGUAGE ARTS

	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More	If you have unavailable student data, explain below the factors that impacted your ability to report this data.
You reported the following # of students in grades 6-7-8	63	0	24	18	21	0	0	
For how many of these students do you have outcome data to report?	54	0	21	15	18	0	0	
Of the students for whom you have outcome data to report, how many demonstrated growth in READING and LANGUAGE ARTS on state assessments?	18/54	0	8/21	4/15	6/18	0	0	Students withdrew prior to test or we had incomplete data from previous school year since student didn't attend.
Of the students for whom you have outcome data to report, how many demonstrated growth from basic or limited to Proficient or above in READING and LANGUAGE ARTS on state assessments?	4/22	0	3/8	1/4	0/10	0	0	

APR Chart 22-23 Middle School

School	South Point Middle School			
PARTICIPATION BY POPULATION SPECIFICS	Summer (for those awarded 21/22 and later)	Summer Data Not Provided	Academic Year Data Provided	Academic Year Data Not Provided
Students who are English learners			0	
Students who are academically disadvantaged			63	
Students with disabilities			9	
Family members of students			63	
TOTAL	0	0	135	0

Partners

List partners from grant application and any other major partners

Briggs Library - Primary Partner

APR Chart 22-23 Middle School

School	South Point Middle School			
PARTICIPATION BY SEX	Summer (for those awarded 21/22 and later)	Academic Year		
Male		21		
Female		42		
Not Reported in Male or Female		0		
Data Not Provided		0		
TOTAL	0	63		

APR Chart 22-23 Middle School

	School	South Point Middle School			
			Summer (for those awarded 21/22 and later)	**Academic Year**	
PARTICIPATION BY RACE/ETHNICITY	American Indian or Alaska Native			0	
	Asian			7	
	Black or African American			0	
	Hispanic or Latino			0	
	Native Hawaiian or Pacific Islander			0	
	White			56	
	Two or More Races			0	
	Data Not Provided			0	
	TOTAL		0	63	

APR Chart 22-23 Middle School

| School | South Point Middle School |

STAFFING

STAFFING	# Paid	# Volunteer
Administrators		
College Students		
Community Members		
H.S. Students		
Parents		
School Day Teachers		
Other Non-Teaching School Staff		
Sub Contracted Staff		
Other		

PARTICIPATION BY GRADE LEVEL

	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More
6	40	0	8	14	18	0	0
7	12	0	8	2	2	0	0
8	11	0	8	2	1	0	0
TOTAL	63	0	24	18	21	0	0

APR Chart 22-23 Middle School

School	South Point Middle School
Program Name	Pointers Afterschool Club (PAC)
Grant Number	16670
Reporting Period	Year Report (October-May) Cumulative Year Data

32/63=51% Regular Attendees

2,338 days of attendance

| ACTIVITIES FOR THE SEMESTER/YEAR (Please see Sheet 2 for a crosswalk showing how these categories have changed since prior to the 21-22 school year)	Academic Enrichment	Activities for English Language Learners	Assistance to Students who have been truant, suspended or expelled	Career Competencies and Career Readiness	Cultural Programs	Drug and Violence Prevention and Counseling	Expanded Library Service Hours	Healthy and Active Lifestyle	Literacy Education	Parenting Skills and Family Literacy	STEM, including computer science	Services for Individuals with Disabilities	Telecommunications and Technology Education	Well-rounded education activities, including credit recovery or attainment
Is this activity offered?														
How often is it offered?														
Average Hours Per Session/Night														
Average # Participants Per Session/Night														

G. Five Question Classroom Teacher Survey *(data not submitted for 22-23 program year)*

				Five Question Classroom Teacher Survey				
				In order to show achievement of grant objectives, this survey is to be completed by the classroom teachers of the regular attendees. **Only mark a check if a student DID NOT meet the goal of satisfactory or above** in each category. If multiple teachers are completing the form, please pass it on to the next teacher.				
				Homework Completion	Classroom Participation	Good Behavior	Reading	Math
Teacher	Grade	Last Name	First Name	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating

H. Student Satisfaction Survey

1. Opportunities are provided during the afterschool time that are not available during day school.
29 responses
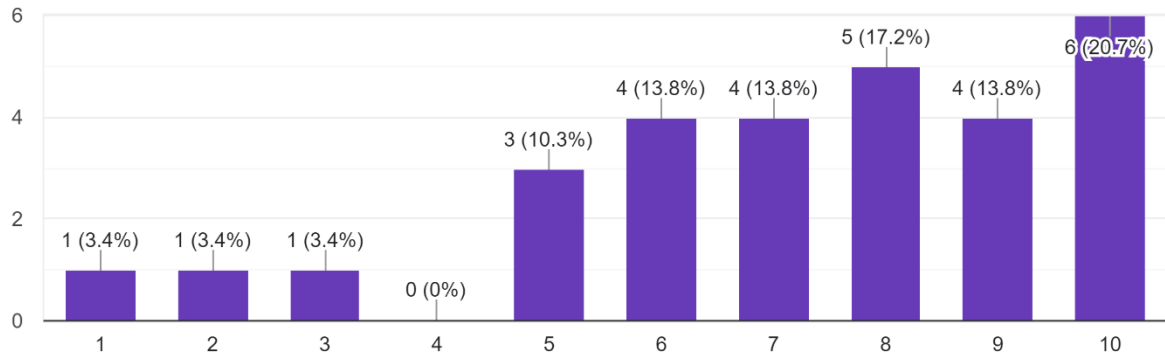
2. Assistance with homework or tutoring is available if I want or need help during the afterschool program.
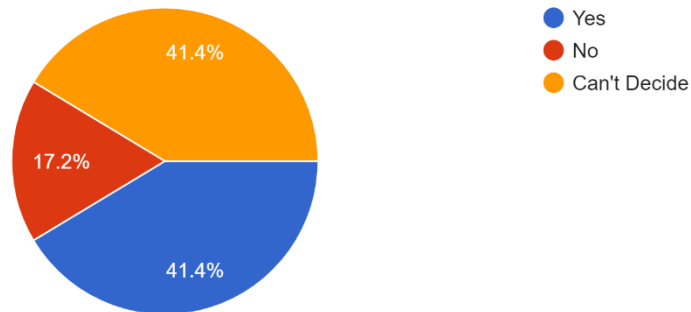29 responses
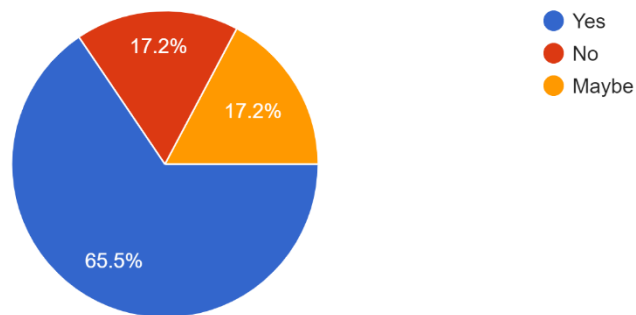
3. If I take advantage of the academic assistance available during ASSET, I can improve my grades.
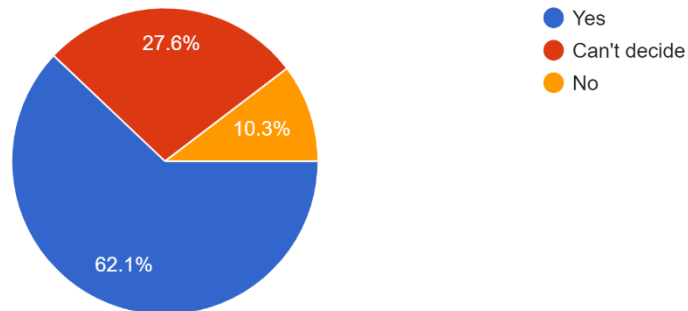
29 responses
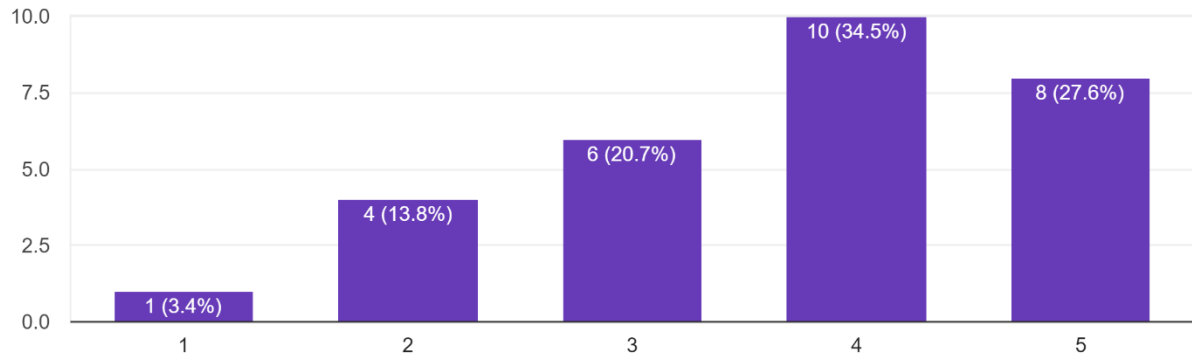
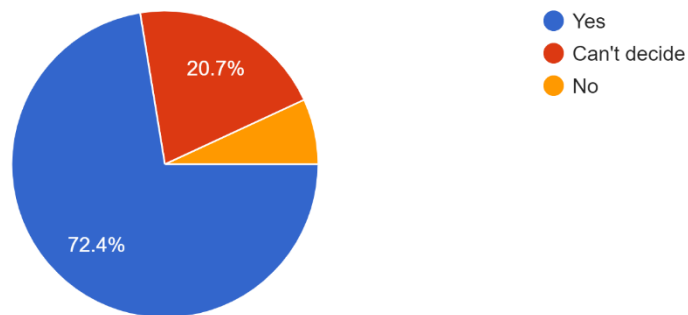4. The afterschool environment is relaxed and non-stressful.

29 responses

5. Do you feel comfortable talking to the afterschool staff?
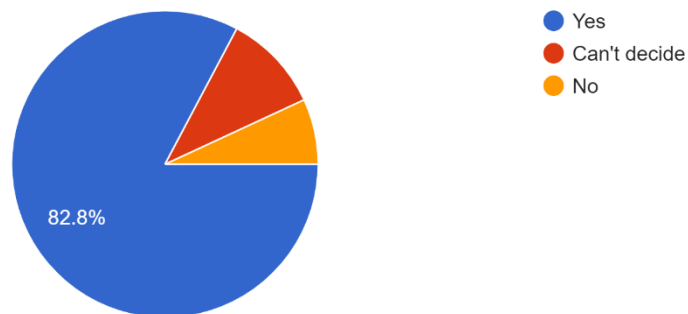
29 responses

- Yes
- Can't decide
- No

27.6%
10.3%
62.1%

6. Do you feel safe in the afterschool program?

29 responses

- Yes
- Can't decide
- No

20.7%
72.4%

7. Do you enjoy the afterschool program special activities?

29 responses

- Yes
- Can't decide
- No

82.8%

8. Would you tell other students to come to the afterschool program?

29 responses

- Yes
- Can't decide
- No

75.9%
10.3%
13.8%
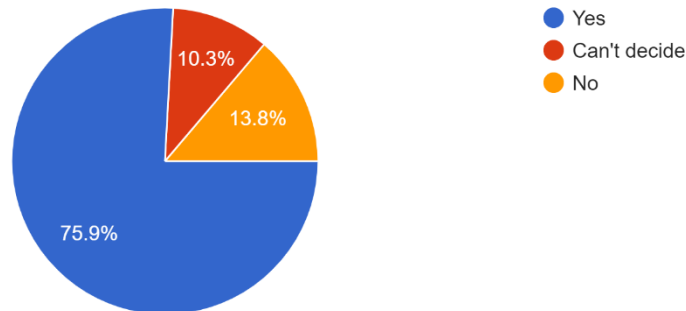
9. What do you enjoy the most about the afterschool program?

29 responses

| Response	Count
Help from a teacher completi…	6 (20.7%)
Completing your homework…	11 (37.9%)
Spending more time with yo…	23 (79.3%)
Nutritious snack	13 (44.8%)
Activities	19 (65.5%)
(sometimes snack, it sucks s…	1 (3.4%)
game	1 (3.4%)
its good to get help with hard…	1 (3.4%)
its really good for ending dra…	1 (3.4%)
Going outside or going to th…	1 (3.4%)
going outside	1 (3.4%)
outside or gym	1 (3.4%)
im able to improve my grade…	1 (3.4%)
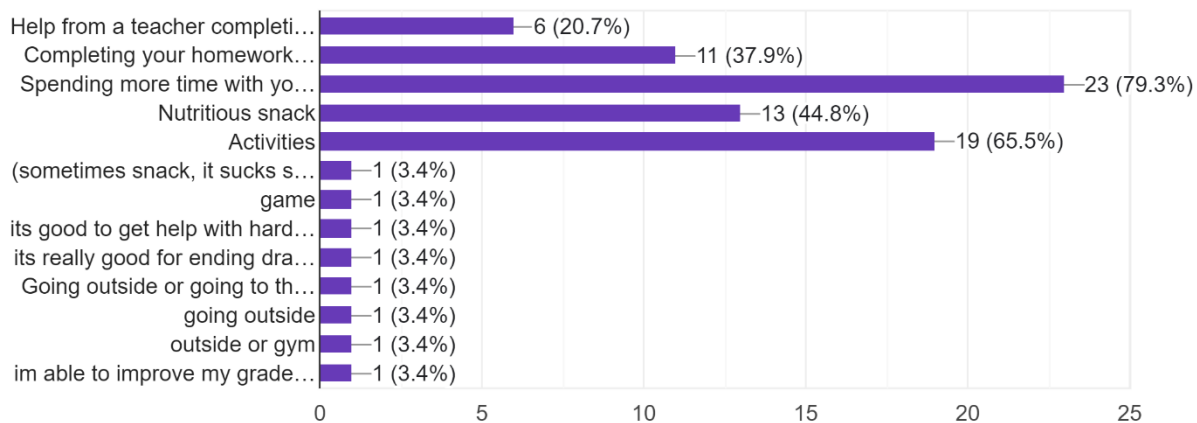
- More snack choices, for ppl that have braces and stuff so they have more choices on what to have
- nothing
- maybe have better snacks because we stay there for an hour just eating jello or something
- the snacks
- the snacks 💔
- to a lot sweater snake
- if we could have more food
- WE NEED MORE SNACKS BECAUSE IT WILL NOT FILL US FOR 2 HOURS

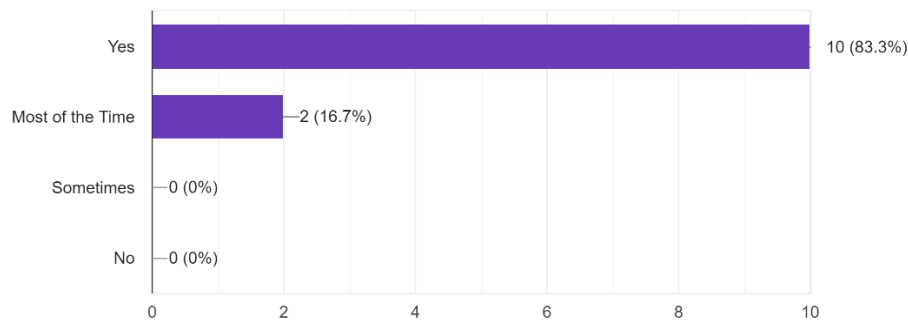## I. Afterschool Staff Satisfaction Survey

1. The Afterschool Program is well-organized and runs smoothly.
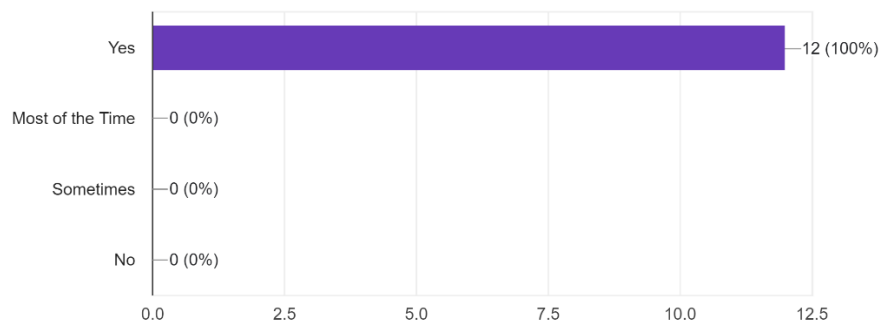12 responses

Most of the Time	12 (100%)
Sometimes	0 (0%)
No	0 (0%)

0.0   2.5   5.0   7.5   10.0   12.5
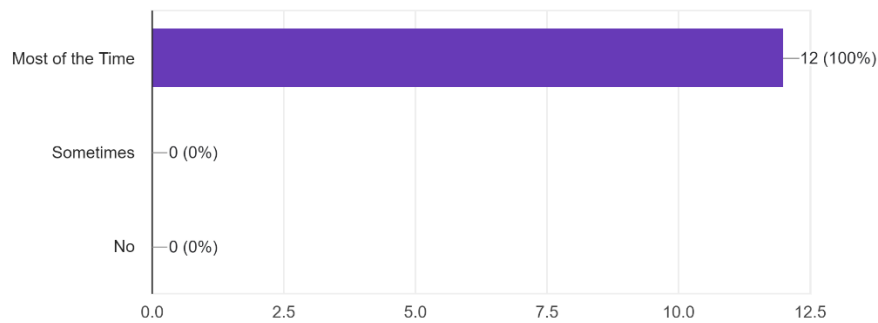
2. The Afterschool Program staff have sufficient resources and materials to conduct our activities.
12 responses

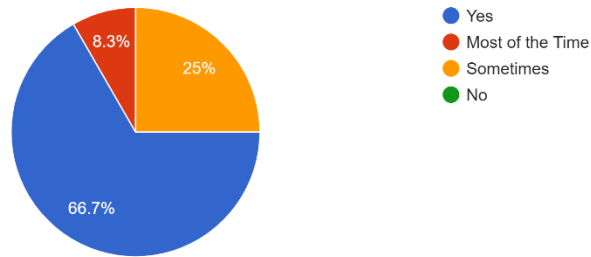|	
Yes	10 (83.3%)
Most of the Time	2 (16.7%)
Sometimes	0 (0%)
No	0 (0%)

0   2   4   6   8   10

3. The Afterschool Program staff have adequate support from the Site Coordinator.
12 responses

Yes	12 (100%)
Most of the Time	0 (0%)
Sometimes	0 (0%)
No	0 (0%)

0.0   2.5   5.0   7.5   10.0   12.5

4. Day School Teachers communicate with afterschool program regarding their curriculum needs.
12 responses
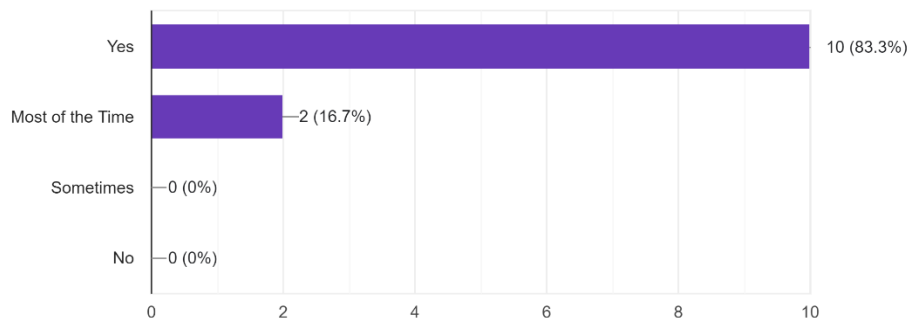

- ● Yes
- ● Most of the Time
- ● Sometimes
- ● No

8.3%
25%
66.7%

5. The Afterschool Program offers assistance to students that relates to what is being taught during the school day.
12 responses

Yes — 8 (66.7%)
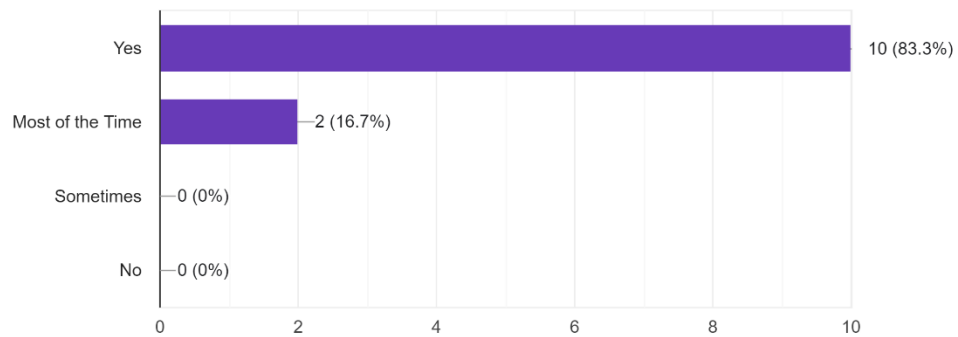Most of the Time — 1 (8.3%)
Sometimes — 3 (25%)
No — 0 (0%)
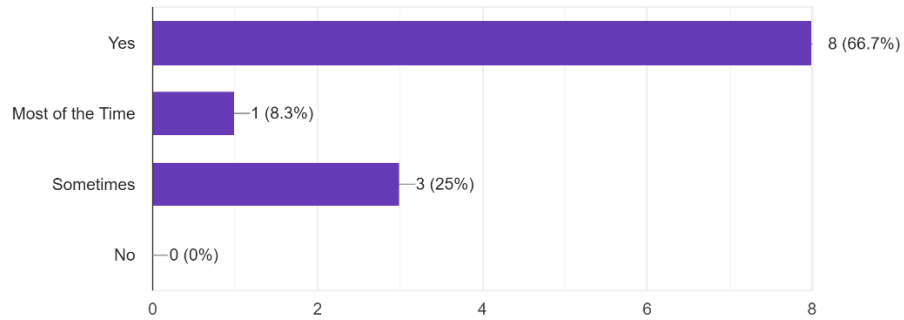
6. I am satisfied with the instruction and activities offered at the program.
12 responses

Yes — 10 (83.3%)
Most of the Time — 2 (16.7%)
Sometimes — 0 (0%)
No — 0 (0%)

7. The program has been beneficial to our students academically, socially, and emotionally.
12 responses

- This program is phenomenal Mrs. Coleman does a great job.
- Much needed- very beneficial to the school.

J. Parent Afterschool Satisfaction Survey *(This survey was not administered for 21-22 program)*

Parent Afterschool Satisfaction Survey				
	Yes	**Most of the time**	**Sometimes**	**No**
1. I am satisfied with the instruction and activities offered at the after-school program.				
2. The after-school program has helped my child get his/her homework completed satisfactorily.				
3. My child is well-supervised and safe while attending the program.				
4. My child is well-supervised and safe while attending the program.				
5. I am satisfied with the overall performance of the afterschool staff.				
6. I am satisfied with the family engagement activities offered.				
7. I would recommend the program to other parents for their children.				
Place a check mark by all the family engagement activities in which your family was able to participate: •				

Comments:

K. Youth Development Asset Survey Results *(This survey was not administered for 21-22 program)*

GRADE LEVEL: 6-8   DATE: N/A   PROGRAM: SOUTH POINT MIDDLE PAC

Thank you for coming to the afterschool program. We're glad you come!   We want to know how you feel about being in the program. What you say is important to us and helps us to make the program even better.

Directions: Please answer the following questions about how you feel about the after-school program. Check the choice that matches your answer.   Mark only one answer for each question.

Questions	Yes (Most times)	Somewhat True	No (Never)
1. I want to do well in school.			
2. I pay attention in class.			
3. I do better in my schoolwork by attending after-school.			
4. I care about my school.			
5. I like to help others.			
6. I tell the truth even when it is not easy.			
7. I accept responsibility for my choices.			
8. I work well with others.			
9. I am good at making and keeping friends.			
10. I know the difference between good and bad behavior.			
11. I feel good about myself.			
12. I feel safe.			
13. I ask for help when I need it.			
14. I follow classroom and school rules.			
15. I respect other people's things.			

L. Family Engagement Survey Results

SCHOOL   **South Point Middle School PAC**
DATE   Program Year 2022-23

1. **Please include a description of the event with this report.**
    *   August 2022   Back to School Bash
    *   November 2022 Treasure Your Family
    *   December 2022 Family Picture Night

2. Attendance

a)	Students	**67**
b)	Parents/guardians	**56**
c)	Other (relatives, community members etc.....)	**35**
d)	**Total attendance**	**158**

4. Number of surveys completed   **20**

3. Survey Results (in percentages)

1. This was a positive event for our family to attend.
    YES   100%   NO   -   SOMEWHAT   -

2. The after-school program is an important part of your child's educational plan.
    YES   92%   NO   -   SOMEWHAT   8%

3. This experience been helpful to you in supporting your child's success.
    YES   100%   NO   -   SOMEWHAT   -

4. **Quotes and comments from surveys:**
    *   The afterschool program has been great, and I have seen grades improve quickly.
    *   Thank you for the hard work and patience to help our kids thrive!
    *   The extra homework help and reading skills help have been wonderful.
    *   I think the school is doing a great job!

M. 21st Century Community Learning Centers Performance Measures

Objective 1: Participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes.

- **(PM 1.1)** Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21st CCLC regular program participants who move from "basic" or "limited proficiency" to "proficient" or above in reading and mathematics on Ohio's statewide assessments.
- **(PM 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.
- **(PM 1.3)** Students regularly participating in the program demonstrate continuous improvement in school attendance, as measured by the attendance rates reported by Local Education Agencies.

Objective 2: Ohio's 21st Century Community Learning Centers 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.

- **(PM 2.1)** 100 percent of sites deliver enrichment opportunities in literacy that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education.
- **(PM 2.2)** 100 percent of sites deliver enrichment opportunities in mathematics that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education.
- **(PM 2.3)** 100 percent of middle/high school sites committed to preparing students for college and careers utilize evidence-based strategies that connect academic content with careers, promote career-technical routes, and provide opportunities for students to develop professional capabilities.
- **(PM 2.4)** 100 percent of middle/high school sites committed to providing dropout prevention utilize evidence-based strategies and interventions that keep students enrolled in school and on-track for earning a high-school diploma.
- **(PM 2.5)** 60 percent of the enrolled students regularly attend. (30 days or more)
- **(PM. 2.6)** 100 percent of Path C programs provide at least 2 hours on average of literacy enrichment per week.
- **(PM 2.7)** 100 percent of Path C programs provide at least 2 hours on average of math enrichment per week.

Objective 3: Ohio's 21st Century Community Learning Centers will ensure that the out of school activities target the student's academic needs and align with instruction during the school day.

- **(PM 3.1)** 100 percent of 21st Century Community Learning Centers establish a working relationship with school staff, meeting monthly (at a minimum), sharing student level academic data and linking afterschool activities with the student's school day curriculum and standards.

Objective 4: Ohio's 21st Century Community Learning Centers 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.

- **(PM 4.1)** 100 percent of centers provide at least three evidence-based educational development opportunities to families of the participating students (e.g. family literacy classes, parenting classes, activities to support family engagement in the school and community, etc.)

Objective 5: Ohio's 21st Century Community Learning Centers 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 21st CCLC program.

- **(PM 5.1)** 100 percent of grantees meet monthly with their primary partnering agencies (Local Education Agency and/or Community Based Organizations) to examine service and to strategize their collaborative efforts to serve their 21st CCLC students.
- **(PM 5.2)** 100 percent of grantees develop a robust sustainability plan and demonstrate progress in implementing the plan.