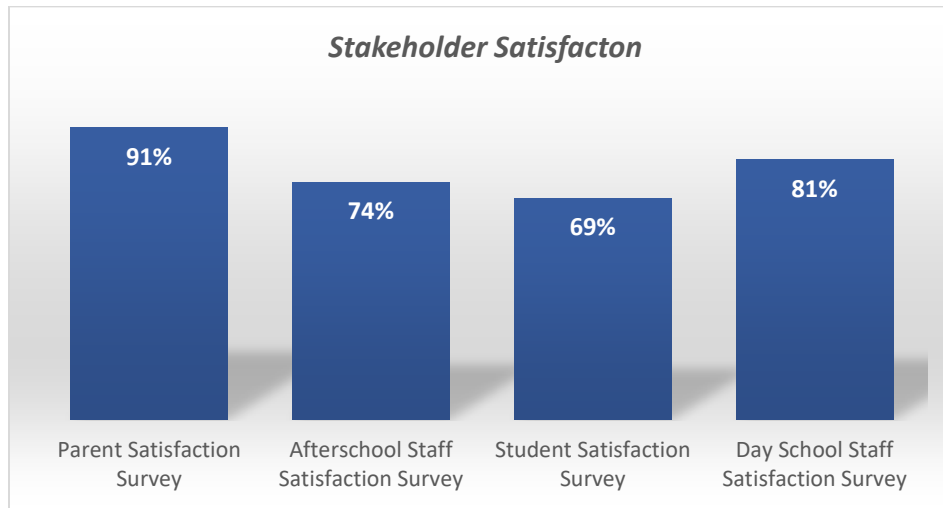


PART III EXECUTIVE SUMMARY OF KEY FINDINGS

The program achieved all of the eight **Program Performance Objectives (PPO)** and all of the **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. **“Performance Measures” (PMs, see Appendix N)** are subsets of the 21st 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.

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



“Love the afterschool program!” Day staff

A. Academics

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

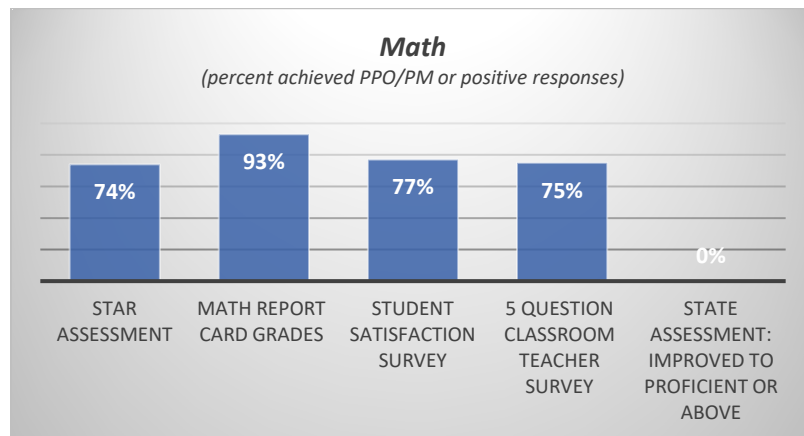
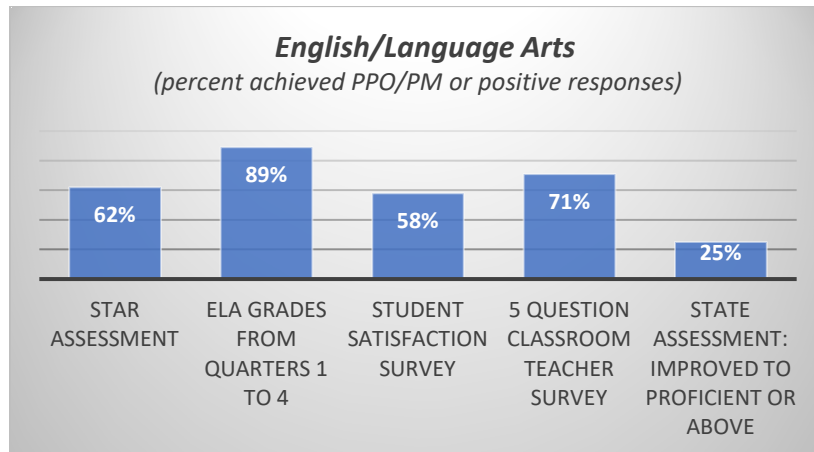
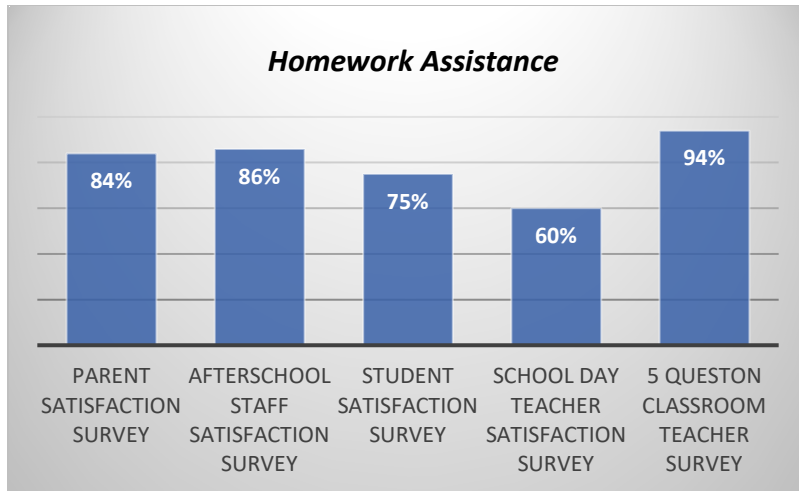
- **Program Performance Objective (PPO) 4:** As of May 2023, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above **homework completion**, class participation, and good behavior management rates for the school year. **(ACHIEVED)**

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

- **PPO 1:** By May 2023, 60% of K-5 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. **(ACHIEVED)**
- **PPO 5:** As of May 2023, 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)**

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 K-5 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. **(ACHIEVED)**
- **PPO 6:** As of May 2023, 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)**

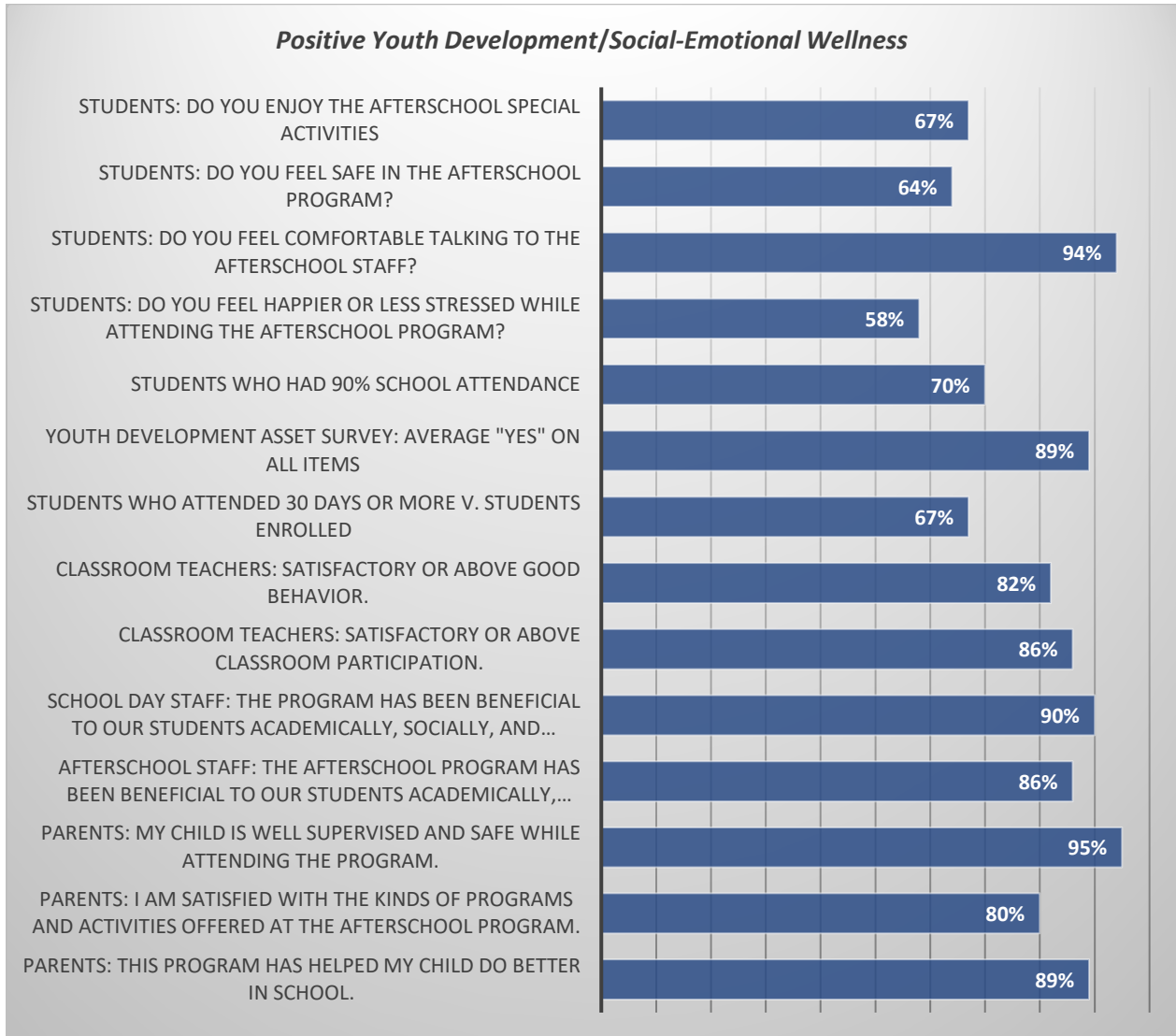


“She likes learning now and has improved in school.” - Parent

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 2023, 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 2023, 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)**

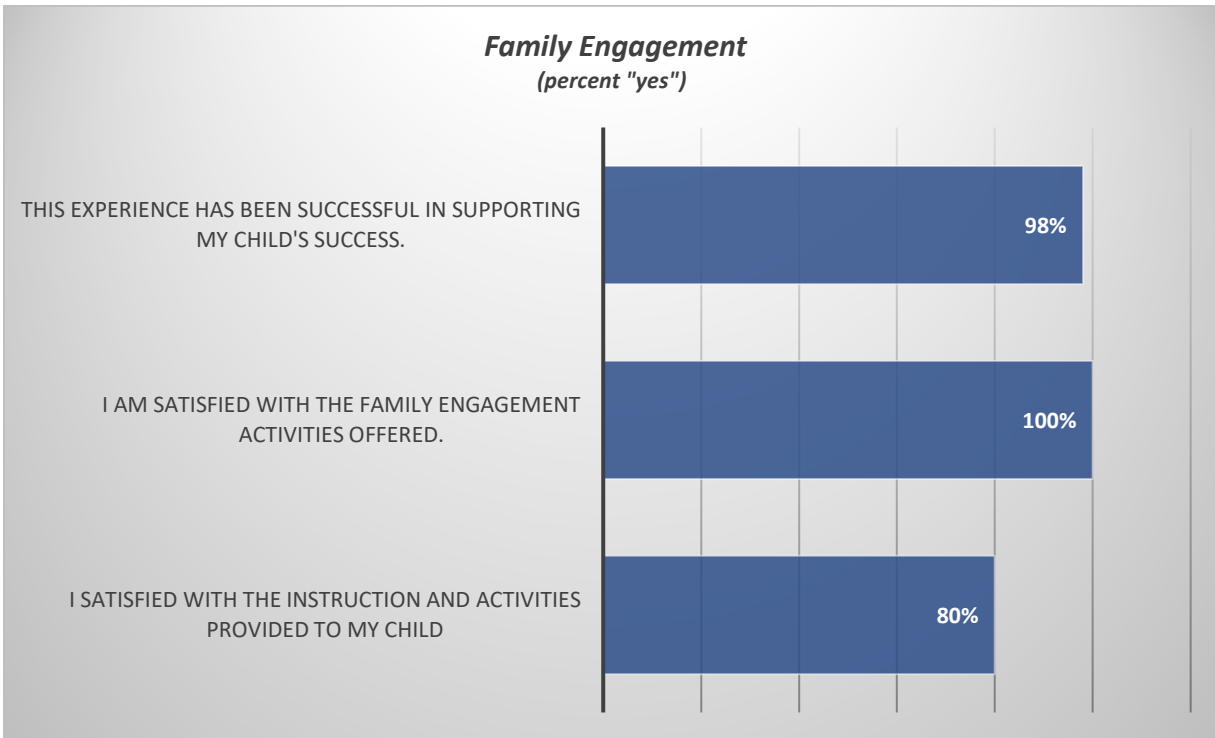


"Lylah really enjoys her time being in this program." - Parent

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 2023, parents of the students that attended afterschool may engage in **three or more opportunities** relative to student/family needs. **(ACHIEVED)**
- **PPO 8:** By May 2023, at least 60% of the parents that take part will report increasing their capacities to support student success. **(ACHIEVED)**



"I love the family engagements!" – Parent

PART V RECOMMENDATIONS

A. Recommendations and next steps.

Transportation continues to be an issue for LIL Cats. The size and geography of the school's service area makes it difficult to manage bus routes with a limited number of drivers available. The shortage of drivers is a common problem in southeastern Ohio. The program may need to increase the pay for drivers in order to solve this problem. Likewise, staffing continued to be an issue raised in the surveys and at the stakeholder meetings. The use of college and high school students alleviated this to some degree. Program leader should make a purposeful pitch to potential staff ahead of the program start date next year.

Recommendations from the *Measuring the Quality of the Afterschool Program Practices* Program Staff Process Self-Evaluation:

- a. Addressing behavior with a formal written plan.
- b. P.D. (academic curriculum & Behavior Management).
- c. Updated menu's that offer more variety.

From the *Parent Satisfaction Survey*:

- a. Transportation is an issue.
- b. More staff for more one-on-one.

From the *Day School Teacher* and *Afterschool Staff Satisfaction* surveys:

- a. Feedback to staff on family engagements.
- b. More staff needed.
- c. Professional development

B. Lessons learned and issues for consideration.

33% of the student body participated in the program. The supporting data was very impressive in all facets of the program. Parents/caregivers valued the academic help and the opportunities for family engagement. Parents particularly appreciated the homework assistance and tutoring their children receive. High quality family and community engagements continue to be a hallmark for the program, going above and beyond grant requirements.

Other issues for consideration:

- No STAR reading data was reported for 1st grade.
- Only 64% of the student's surveyed "felt safe in the program" (*Student Satisfaction Survey* question #3)
- Communication between the program staff and school day teachers was an issue raised on both staff surveys.