Grant # 11948

Oak Hill Elementary School

OAKS

Oak Hill Union Local Schools

Jason Mantell, Superintendent

End-of-Year Report

September 2023

Program Manager	Rebekah Potter
Site Coordinator	Morganne Newsome
Principal	Rebekah Potter
External Evaluator	Brack Houchens
Program Year	5

TABLE OF CONTENTS

PART I OAKS AFTERSCHOOL PROGRAM DESCRIPTION

A. Program Summary
The OAKS 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 OAKS will demonstrate educational and social benefits and positive behavioral changes.
- OAKS 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.
- OAKS will ensure that the out of school activities target the student's academic needs and align with instruction during the school day.
- OAKS 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.
- OAKS 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.

Nita M. Lowey 21st Century Community Learning Grantee	**Oak Hill Union Local (047761)**
Grant Number	11948
Grant Year	5
Location	Oak Hill Elementary 401 East Evans Street Oak Hill, OH 45656
Length/Days	Monday thru Friday 6:40 a.m. to 8:20 a.m. Monday thru Thursday 3:26 p.m. to 5:10 p.m. October 11, 2022-April 19, 2023
Grade Levels	Grades K-5
Programming	Option 3: Out of School (OST)
Program Manager	Rebekah Potter
Site Coordinator	Morganne Newsome
Primary Partner	Oak Hill Library

B. Program Performance Objectives (PPO)
PPO 1 (Reading): By May 2023, 70% of targeted K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a designated growth goal on the MAP Assessment.

PPO 2 (Mathematics): By May 2023, 70% of targeted K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a designated growth goal on the MAP Assessment.

PPO 3: As of May 2023, 70% of targeted K-5 students that attend 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 70% of targeted K-5 students that attend afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavior management rates.

PPO 5: As of May 2023, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in reading.

PPO 6: As of May 2023, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in math.

PPO 7: By May 2023, at least 70% of the parents of students that attend OAKS for 30 or more days will engage in two or more opportunities involving student learning.

PPO 8: By May 2023, at least 70% of the parents that engage in two or more opportunities will report them as increasing their capacities to support students' academic success.

C. *Program Site Information*

Oak Hill Elementary School has a population of 578 students in grades K-5 and is the only site school for the OAKS 21st Century Community Learning Center. 100% of the students are identified as Economically Disadvantaged according to the Ohio Report Card. 14.3% of the students have been identified as having disabilities. The school has a chronic absenteeism rate of 21.7%.

D. Participation and Populations Served (Appendix F)
- 173 students attended the OAKS program.
- Enrollment by grade level
  - Kindergarten   22
  - 1st Grade   30
  - 2nd Grade   24
  - 3rd Grade   34
  - 4th Grade   30
  - 5th Grade   33
- 115 students (66%) attended 30 or more days.
- Enrollment by Gender
  - Male   81
  - Female   92
- Enrollment by Race/Ethnicity
  - White   172
  - Two or more races   1
- Other Enrollment categories
  - Economically Disadvantaged   173
  - Students with disabilities   23

E. Services Offered
  1. Academics

Homework assistance, tutoring, 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 attendees throughout the program year.

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:

- Sports Clinics
- COSI Learning Lunch Box
- Food and Nutrition Education Program (OSU)
- Girl Scouts
- Sunshine Club (service)
- Music Activities
- Legos/Building

- Virtual Field trips
- Protection, Safety, and Fitness

- Classic Kids games

3. Family Engagement

The OAKS program offered four family engagement activities throughout the year.

F. Staffing (Appendix F)

The OAKS program administration consisted of a program manager and a site-coordinator. The typical staffing per night consisted of the following: 2 administrators, 13 school day teachers, and 5 non-teaching school staff.

G. Program Partners (PM 5.1, Appendix F)

- Oak Hill Public Library (Lead Partner)
- OSU Extension Office Jackson County Branch
- Gallia-Vinton ESC
- Oak Hill Union Local Schools
- Girl Scouts of America
- Jackson-Vinton Farm Bureau

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. Additional documentation has been collected by the program as part of the **Compliance and Performance Assessment** (**CAPA**) submitted to the Ohio Department of Education.

A. Evaluation Design

The evaluation plan was guided by the OAKS 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 quality of the afterschool program components. (**Appendix B, Appendix C**)
2. **Outcome Evaluation**: Measuring the impact 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 students in grades K-5 at Oak Hill Elementary School who were regular attendees (30 or more days of attendance) in the OAKS afterschool program.

C. Data Collection Methods and Tools

Data, both qualitative and quantitative, was collected and analyzed. Specific instruments used to collect data (surveys, observation sheets, interview questions, etc.) are included in the **Appendix**. Tallied results, collection dates and response rates are also included with the data collection tools. **Additional documentation has been submitted via the CAPA portal to the Ohio Department of Education.** Listed below are the data collection methods/data sources that were used for the final evaluation:

Oak Hill Elementary Assessment Calendar

Timeline for Data Collection and Grant Requirements	Date Completed
• *Measuring the Quality of the Afterschool Program Components*	January
• MAP Reading Scores	Beginning, Mid-Year, and EOY Report
• MAP Math Scores	Beginning, 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
• *AIR Youth Motivation, Engagement, and Beliefs Survey*	November and April
• Tactile Mid-Year APR Data	January
• *Parent Satisfaction Survey*	April
• Student Satisfaction Surveys	April
• *Afterschool Staff Satisfaction Surveys*	April
• *Day School Classroom Teacher Survey**	April
• *Five Question Classroom Teacher Survey**	May
• Attendance Records*	June
• Items Logged for CAPA Documentation	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
- CAPA Documentation   Sept-July

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

D. Limitations of the Evaluation and Challenges Encountered

There were no limitations or challenges to this year's evaluation.

E. Evaluation Use and Dissemination

The evaluator and program manager began data collection in November 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 next school year and with OAKS afterschool staff at the orientation meeting in September. The Executive Summary 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 OAKS program achieved <mark>**six of the eight Program Performance Objectives**</mark> (PPO). The objectives (<u>**PPOs**</u>) to be measured are established by the grant application submitted to the Ohio Department of Education. "<u>**Performance Measures" (PMs, see Appendix N)**</u> 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.

<u>*Evaluation Question 6*</u>**: What is the level of stakeholder satisfaction**
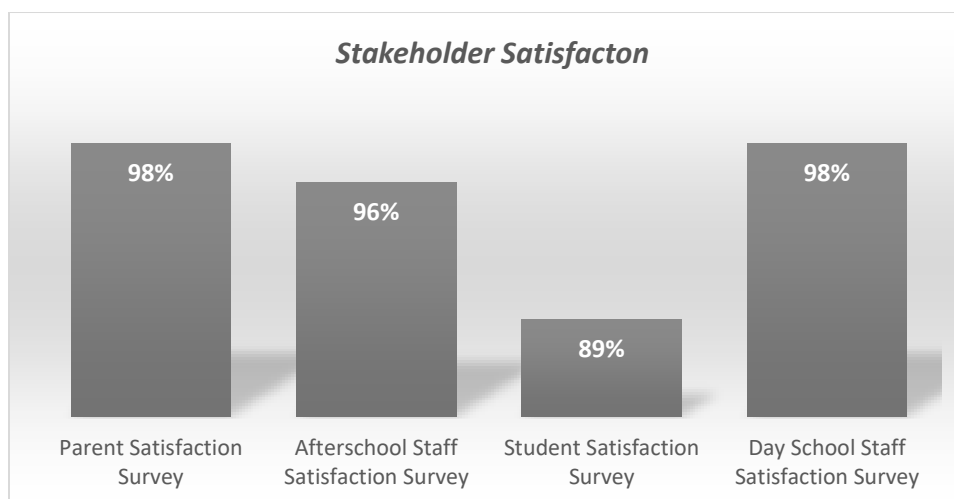
"My child really enjoys the afterschool program." – Parent

A. Academics
<u>*Evaluation Question 1*</u>**: 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. (<mark>ACHIEVED</mark>)

<u>*Evaluation Question 2*</u>**: What evidence is there to suggest the afterschool program is having an impact on students' reading outcomes?**
- **PPO 1:** By May 2023, 70% of targeted K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a designated growth goal on the MAP Assessment.
- **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. (<mark>ACHIEVED</mark>)

<u>*Evaluation Question 3*</u>**: What evidence is there to suggest the afterschool program is having an impact on students' math outcomes?**
- **PPO 2:** (Mathematics) By May 2023, 70% of targeted K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a designated growth goal on the MAP Assessment. (
- **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. (<mark>ACHIEVED</mark>)

Homework Assistance

Survey	Percent
Parent Satisfaction Survey	100%
Afterschool Staff Satisfaction Survey	93%
Student Satisfaction Survey	81%
School Day Teacher Satisfaction Survey	93%
5 Queston Classroom Teacher Survey	100%

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

Measure	Percent
MAP GROWTH TARGET MET	47%
ELA grades from quarters 1 to 4	95%
Student Satisfaction Survey	71%
5 Question Classroom Teacher Survey	100%
State Assessment: improved to proficient or above	31%

Math
(percent achieved PPO/PM or positive responses)

Measure	Percent
MAP growth target met	56%
Math Report Card Grades	91%
Student Satisfaction Survey	88%
5 Question Classroom Teacher Survey	100%
State Assessment: improved to proficient or above	14%

"OAKS is beneficial for students who don't receive help at home." – School day staff

"My child is able to finish their homework and receive extra help in subject areas" - Parent

B. 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, 70% of targeted K-5 students that attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year. (ACHIEVED)
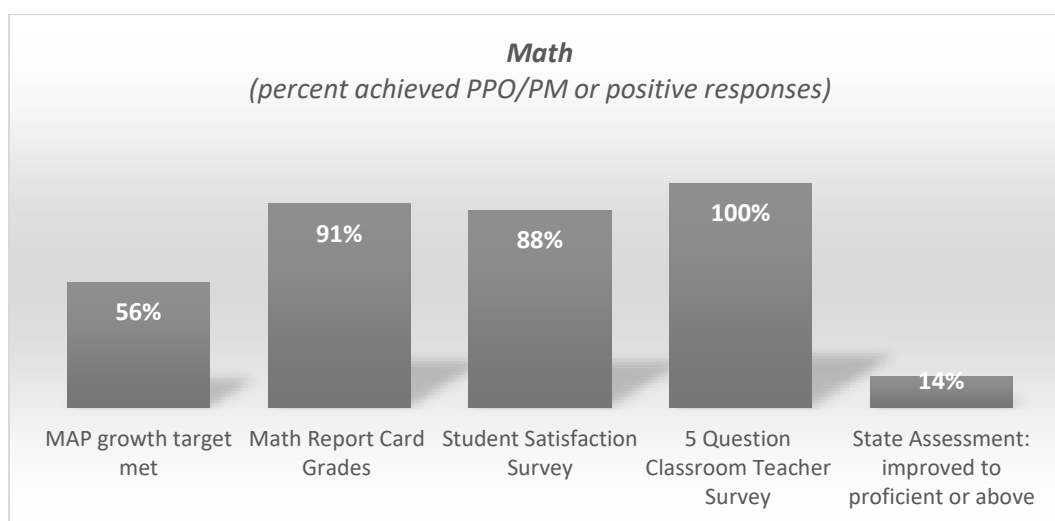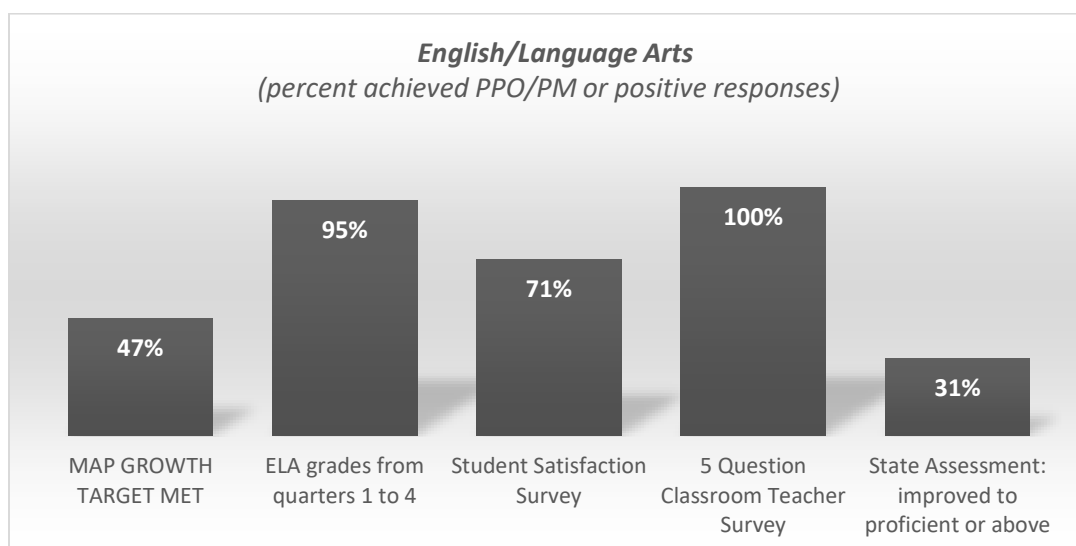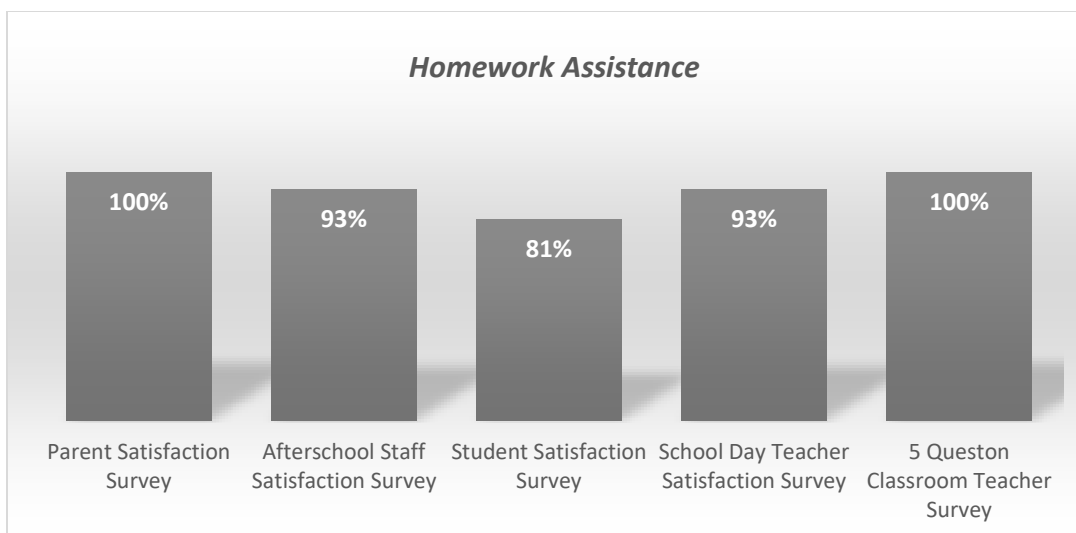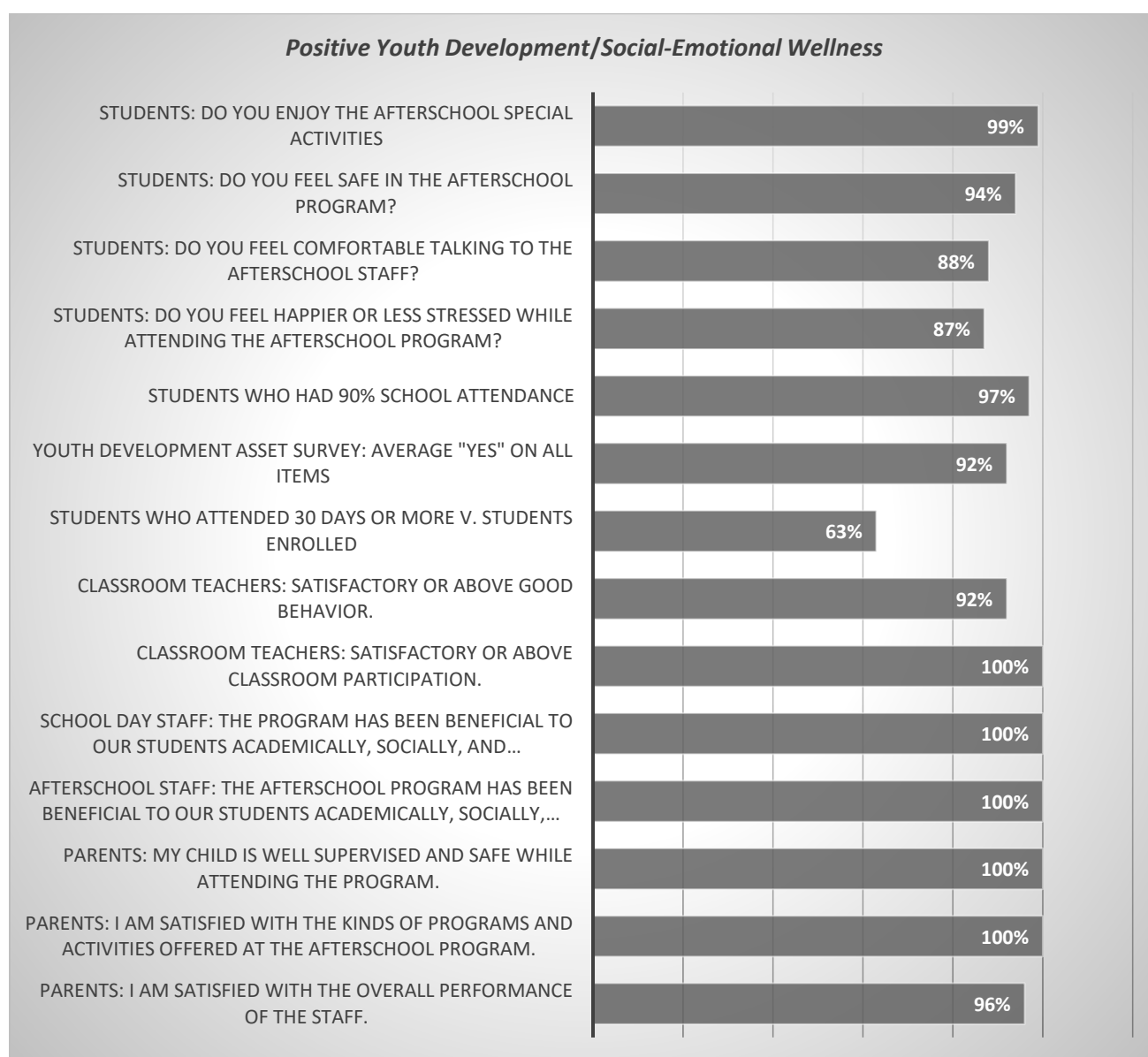- **PPO 4:** As of May 2023, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above homework completion, **class participation**, and **good behavior** management rates for the school year. (ACHIEVED)

Positive Youth Development/Social-Emotional Wellness

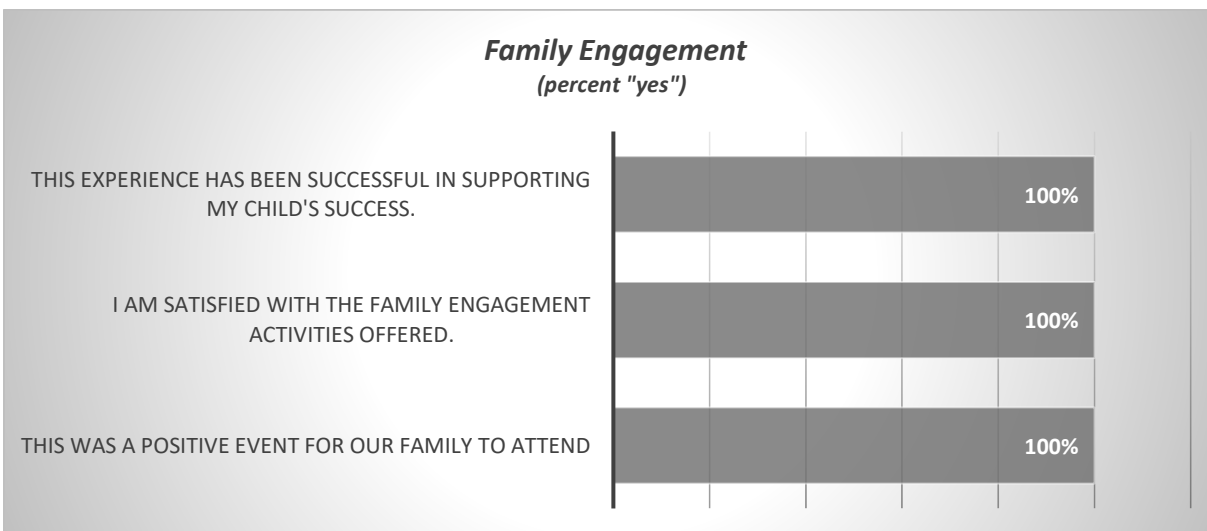| Survey Item	Percentage
STUDENTS: DO YOU ENJOY THE AFTERSCHOOL SPECIAL ACTIVITIES	99%
STUDENTS: DO YOU FEEL SAFE IN THE AFTERSCHOOL PROGRAM?	94%
STUDENTS: DO YOU FEEL COMFORTABLE TALKING TO THE AFTERSCHOOL STAFF?	88%
STUDENTS: DO YOU FEEL HAPPIER OR LESS STRESSED WHILE ATTENDING THE AFTERSCHOOL PROGRAM?	87%
STUDENTS WHO HAD 90% SCHOOL ATTENDANCE	97%
YOUTH DEVELOPMENT ASSET SURVEY: AVERAGE "YES" ON ALL ITEMS	92%
STUDENTS WHO ATTENDED 30 DAYS OR MORE V. STUDENTS ENROLLED	63%
CLASSROOM TEACHERS: SATISFACTORY OR ABOVE GOOD BEHAVIOR.	92%
CLASSROOM TEACHERS: SATISFACTORY OR ABOVE CLASSROOM PARTICIPATION.	100%
SCHOOL DAY STAFF: THE PROGRAM HAS BEEN BENEFICIAL TO OUR STUDENTS ACADEMICALLY, SOCIALLY, AND…	100%
AFTERSCHOOL STAFF: THE AFTERSCHOOL PROGRAM HAS BEEN BENEFICIAL TO OUR STUDENTS ACADEMICALLY, SOCIALLY,…	100%
PARENTS: MY CHILD IS WELL SUPERVISED AND SAFE WHILE ATTENDING THE PROGRAM.	100%
PARENTS: I AM SATISFIED WITH THE KINDS OF PROGRAMS AND ACTIVITIES OFFERED AT THE AFTERSCHOOL PROGRAM.	100%
PARENTS: I AM SATISFIED WITH THE OVERALL PERFORMANCE OF THE STAFF.	96%

"I absolutely love helping the kids." – OAKS staff member

C. Family Engagement

<u>*Evaluation Question 5*</u>**: 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, at least 70% of the parents of students that attend OAKS for 30 or more days will engage in two or more opportunities involving student learning. (ACHIEVED)
- **PPO 8**: By May 2023, at least 70% of the parents that take part will report increasing their capacities to support student success. (ACHIEVED)

Family Engagement
(percent "yes")

THIS EXPERIENCE HAS BEEN SUCCESSFUL IN SUPPORTING MY CHILD'S SUCCESS.	100%
I AM SATISFIED WITH THE FAMILY ENGAGEMENT ACTIVITIES OFFERED.	100%
THIS WAS A POSITIVE EVENT FOR OUR FAMILY TO ATTEND	100%

"Great night for me and my child." - Parent

"We enjoy this so much. As a veteran, it is very thoughtful." -Parent

"Thank you for doing this for our kids. They had a great time." - Parent

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 OAKS 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 B)**

1. **To what extent does the OAKS 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 OAKS program is considered to have the characteristics of a high-functioning afterschool program.

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 OAKS (**Appendix E),** which was developed by the Stakeholder/Advisory team. The evaluator had access to documentation and evidence (quantitative and qualitative) 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?**

   Yes. Questions regarding the benefit of homework assistance were included on stakeholder surveys (**Appendix G thru K**). The data strongly indicates that all surveyed stakeholders valued the program's homework assistance, and it is consistently mentioned by students, staff, and parents in interviews and survey responses. Of particular value this year are the *Student Satisfaction Survey* (81% yes,) and the three staff surveys. The chart below indicates the results of each survey question related to homework completion, and the response rate. These results contributed meeting the objectives of **PPO 4** and **PM 1.2**. The key piece of data targeting regular attendees is the Classroom Teacher Survey (**Appendix G**).
   - **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)
   - **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.

HOMEWORK ASSISTANCE

Source	Date Completed	Response Rate	Questions Related to Homework Completion	Results
Parent Afterschool Satisfaction Survey	April 2023	23 surveys completed	Item 2: The afterschool program has helped my child get his/her homework completed satisfactorily.	100% Yes
Afterschool Staff Satisfaction Survey	April 2023	14 responses	Item 5: The program offers assistance to students that relates to what is being taught during the school day.	93% Yes
Student Afterschool Satisfaction Survey	April 2023	68 responses	Item 4: Do you feel that having help with your homework is important?	81% Yes
School Day Teacher Afterschool Survey	April 2023	29 responses	Item 3: Homework has improved in both completion rate and quality for students attending the program.	93% Yes
Five Question Classroom Teacher Survey	April 2023	Classroom teachers rated all regular attendees	Item: Satisfactory or above Homework Completion.	100%

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

Quantitative data was mixed. Of the 13 students who scored "basic" or "limited" on the 2022 state assessment, 4 improved to "proficient" or better on the 2023 test. 54% of the 4th and 5th graders improved their raw score on the test. 47% of the regular attendees met or exceeded their designated growth total, which fell short of meeting the goal of **PPO 1**. 95% of the regular attendees' ELA grades were either maintained or improved from the 1st to the 4th quarter. 72% of those students maintained mastery level or an "A" average for the year. Qualitative data reflects the impact of the program on reading outcomes. Students in particular felt positively about the program's impact on reading. Supporting qualitative data included the surveys listed below, with the *Classroom Teacher Survey* targeting regular attendees of the program (**PPO 5**).

- **PPO 1:** By May 2023, 70% of targeted K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a designated growth goal on the MAP Assessment.
- **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)
- **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.

READING/LITERACY

Source	Date Completed	Response Rate	Questions Related to Reading (if applicable)	Results
MAP Reading Designated Growth Target	May 2023	All Regular Attendees	N/A	47% met or exceeded their designated growth goal.
Report Card Grades	May 2023	All Regular Attendees	N/A	95% maintained or improved from the 1st quarter to the 4th quarter.
State Reading Assessment	May 2023	Regular attendees in grades 4-5 who scored "limited" or "basic" on the 2022 test.	N/A	31% of the students improved from "limited" or "basic" to "proficient" or above.
Student Afterschool Satisfaction Survey	April 2023	68 responses	**Item 5**: Do you feel that you are doing better in Reading since you started coming to the afterschool program?	71% Yes
Five Question Classroom Teacher Survey	April 2023	Classroom teachers rated all regular attendees	**Item**: Satisfactory or above Reading	100%

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

Grade	Improved	Declined	Same	N/A	Total	% Improved or maintained
Grade K	6	-	9	1	16	100%
Grade One	3	2	14	-	19	89%
Grade Two	14	-	3	1	18	100%
Grade Three	7	3	12	1	23	86%
Grade Four	11	1	6	-	18	94%
Grade Five	7	-	14	-	21	100%
Total	**48**	**6**	***58**	**3**	**115**	**95%**

(Oak Hill Elementary uses a standards-based report card for grades K thru 1.)
*42 students maintained mastery level or an A average.

MAP Reading Assessment

Grade	Met or Exceeded Goal	Did Not Meet Goal	N/A	Total	% Who Met or Exceeded Goal
Grade K	9	5	2	16	64%
Grade One	11	8	-	19	58%
Grade Two	4	13	1	18	24%
Grade Three	11	12	-	23	48%
Grade Four	11	7	-	18	61%
Grade Five	7	14	-	21	33%
Total	**53**	**59**	**3**	**115**	**47%**

State ELA Assessment

Grade	Students "limited" or "basic" on the 2022 test	Students who moved to "proficient" or above on the 2023 test	% Moved to proficient or above
Grade Four	7	1	14%
Grade Five	6	3	50%
Total	**13**	**4**	**31%**

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

Based on the qualitative data OAKS program had a positive impact on students' math outcomes. **PPO 5** was achieved as measured by the day-staff surveys and report card grades (**PM 1.2**). Students indicated that the program aided them in math. Quantitative data was mixed. 56% of the regular attendees met or exceeded their designated growth goal, which falls short of meeting the objective in **PPO 2**. 91% of the regular attendees improved or maintained their report card grades from 1st to 4th quarter. 80% of those students maintained mastery level or an "A" average for the year. Of the 7 students who scored "basic" or "limited" on the 2022 state assessment, 1 improved to "proficient" or better on the 2023 test. 26% of the fourth and fifth graders improved their raw score on the test.

- **PPO 2:** By May 2023, 70% of targeted K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a designated growth goal on the MAP Assessment.
- **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)
- **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.

MATH

Source	Date Completed	Response Rate	Questions Related to Reading (if applicable)	Results
MAP Designated Growth Target	May 2023	All Regular Attendees	N/A	56% met or exceeded their designated growth goal.
Report Card Grades	May 2023	All Regular Attendees	N/A	91% improved or maintained from 1st to 4th quarter
State Math Assessment	May 2023	Regular attendees in grades 4-5 who scored "limited" or "basic" on the 2022 test.	N/A	14% of the students improved from "limited" or "basic" to "proficient" or above.
Student Afterschool Satisfaction Survey	April 2023	68 responses	**Item 6**: Do you feel that you are doing better in Math since you started coming to the afterschool program?	88% Yes

Five Question Classroom Teacher Survey	April 2023	Regular attendees rated by all day school staff	**Item**: Satisfactory or above Math	100%

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

Grade	Improved	Declined	Same	N/A	Total	% Maintained or improved
Grade K	5	-	10	1	16	100%
Grade One	3	2	14	-	19	89%
Grade Two	7	4	6	1	18	76%
Grade Three	15	-	7	1	23	100%
Grade Four	6	2	10	-	18	89%
Grade Five	8	4	9	-	21	81%
Total	**44**	**12**	***56**	**3**	**115**	**91%**

(Oak Hill Elementary uses a standards-based report card for grades K thru 1.)

* 45 students maintained mastery level or an A average.

MAP Math Assessment

Grade	Met or Exceeded Goal	Did Not Meet Goal	N/A	Total	% Who Met or Exceeded Goal
Grade K	9	5	2	16	64%
Grade One	11	8	-	19	58%
Grade Two	12	5	1	18	71%
Grade Three	19	4	-	23	83%
Grade Four	8	10	-	18	44%
Grade Five	4	17	-	21	19%
Total	**63**	**49**	**3**	**115**	**56%**

State Math Assessment

Grade	Students "limited" or "basic" on the 2022 test	Students who moved to "proficient" or above on the 2023 test	% Moved to proficient or above
Grade Four	3	1	33%
Grade Five	4	0	0%
Total	**7**	**1**	**14%**

4. **What impact has the youth development activities had on social/emotional wellness of students?**

The program was highly successful in impacting the students in this regard, offering a wide range of experiences and supports, and drawing praise from the stakeholders. Surveys from classroom teachers, afterschool staff, and parents reflect the impact of the OAKS program (**PPO 4**, **PM 1.2**). The *Youth Development Asset Survey* and the *Student Satisfaction Survey* suggests that students had the opportunity to develop a good working relationship with staff outside of the regular school day. The attendance goals of **PM 1.3**, and **PM 2.5** were met. 71% of the regular attendees met the 90% threshold of **PPO 3**, exceeding the 70% goal. All 17 students who had below 90% attendance the previous year moved to 90% or above. 63% of the enrolled students attended OAKS 30 days or more (**PM 2.5**). The following charts indicate the results of survey questions related to youth development activities and the response rate.

- **PPO 3**: As of May 2023, 70% of targeted K-5 students that attend afterschool for 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)
- **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.
- **PM 2.5** 60 percent of the enrolled students regularly attend. (30 days or more)

POSITIVE YOUTH DEVELOPMENT/SOCIAL EMOTIONAL WELLNESS

Source	Date Completed	Response Rate	Questions Related to Youth Development Activities & Social/Emotional Wellness	Results
School Day Teacher Afterschool Survey	April 2023	29 responses	**Item 4**: The program has been beneficial to our students academically, socially, and emotionally.	10% yes
Parent Afterschool Satisfaction Survey	April 2023	23 responses	**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.	100% Yes 100% Yes
Afterschool Staff Satisfaction Survey	April 2023	14 responses	**Item 7**: The afterschool program has been beneficial to our students academically, socially, and emotionally.	100% Yes
Five Question Classroom Teacher Survey	April 2023	Regular attendees rated by all day school staff	Satisfactory or above: Classroom Participation Satisfactory or above: Behaving well in class.	100% 100%
Youth Development Student Asset Survey	April 2023	81 responses	All items	92% Yes (most times) average on 15 items.
Student Afterschool Satisfaction Survey	April 2023	62 responses	**Item 1**: Do you feel happier or less stressed while attending the afterschool program? **Item 2**: Do you feel comfortable talking to the afterschool staff? **Item 3**: Do you feel safe in the afterschool program?	87% Yes 88% Yes 94% Yes
Program Attendance	April 2023	All regular attendees	**(PM 2.5)** 60 percent of the enrolled students regularly attend. (30 days or more)	63%

School day attendance	May 2023	All regular attendees	**PPO 3**: As of May 2023, 70% 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.	97%

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?**

   The parents who participated in the program clearly benefitted, the data meeting the goal in **PPO 8** (**Appendix M**). Parents/caregivers found the afterschool program in general and the family engagement in particular to be important and useful in their child's education and development. A total of 4 family engagement events were held during the program year (**Appendix M**), with 577 family members participating. In addition, the program issued literacy and math themed take-home packets for regular attendees' families

   - **PPO 7**: By May 2023, at least 70% of the parents of students that attend OAKS for 30 or more days will engage in two or more opportunities involving student learning. (ACHIEVED)
   - **PPO 8**: By May 2023, at least 70% of the parents that engage in two or more opportunities will report them as increasing their capacities to support students' academic 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.)

FAMILY ENGAGEMENT

Source	Date Completed	Response Rate	Questions Related to Parent Engagement	Results
Parent Afterschool Satisfaction Survey	April 2023	23 responses	**Item 6**: I am satisfied with the family engagement activities offered.	100% Yes
Family Engagement Event Surveys	October-April	97 responses	**Item**: This experience been helpful to you in supporting your child's academic success.	100% Yes

OAKS Family Engagements 2022-23	
Book Fair/Literacy Night October 6, 2022	Students and parents received a grade level literacy packet with tips and ideas for successful at home interventions. The packets contained materials to improve literacy skills. Each student also received a free book.
Attendance	Total Attendance: 132
Survey Results	100% positive responses
Salute to Veterans November 9, 2022	The students from each grade level performed songs, poems, and skits based on Veterans Day. The students were each given a book, flag, and pencil to take home. The community and families were invited to attend. The students honored Veterans that were with us by giving them pins.
Attendance	Total Attendance: 138
Survey Results	100% positive responses
Letters with Santa/Festival of Trees December 10, 2022	Students and parents listened to a Christmas story. Then we worked together to write letters to Santa. The letters were placed in a mailbox to send to Santa. The students were then sent a letter from Santa. Each student was given a Christmas book. Parents worked with their child on appropriate grade level skills with the help of our Reading Specialist.
Attendance	220
Survey Results	100% positive
Treasure Your Family April 2023	Families were invited to participate in a month-long calendar of activities involving literacy, math, and family togetherness. Participants who achieved certain levels received prizes, gift cards, and other incentives.
Participation	21 families, 87 persons
Survey Results	100% positive responses

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

Surveys were given to parents, afterschool staff, and school day staff to measure stakeholder satisfaction (**Appendix G-M**) The data that was collected indicates that each of the groups surveyed was pleased with the afterschool program.

In academics, positive youth engagement, and supporting parents, the quantitative and qualitative data are consistently strong. Data gathered from parents (**Appendix L**) showed a high level of satisfaction.

STAKEHOLDER SATISFACTION

Source	Date Completed	Response Rate	Questions Related to Stakeholder Satisfaction	Results
Parent Afterschool Satisfaction Survey	April 2023	23 responses	All items	98% Yes (Appendix L)
Afterschool Staff Satisfaction Survey	April 2023	14 responses	All items	96% Yes (Appendix J)
Student Afterschool Satisfaction Survey	April 2023	68 responses	All items	89% Yes (Appendix H)
School Day Teacher Satisfaction Survey	April 2023	29 responses	All items	98% Yes (Appendix K)

OAK HILL ELEMENTARY "OAKS"

PART V   RECOMMENDATIONS

A. Recommendations and next steps.

With the program concluding the final year of the grant, funding for continuing OAKS is the paramount concern. OAKS has become a vital program for vulnerable students 30% of the student body attended the program for 10 days or more, and student satisfaction in the program is high in all regards. A partnership between the school district and the Gallia-Vinton ESC may be able to facilitate the program next year if a new grant is not awarded.

For the third year in a row the number of students meeting or achieving their designated growth goal on both the reading and the math assessments was below the 70% goal for regular attendees. This warrants attention by the OAKS staff. It may be that future performance objectives need adjusting, or that a greater emphasis on MAP is warranted by the afterschool program.

Recommendations and suggested improvements from the *Measuring the Quality of the Afterschool Program Survey* (Appendix C):
1) Consistent attendance of all students.
2) Increase the number of community learning projects for our students.
3) Reach out to more community members to plan activities during the summer to implement during the school year.
4) Provide more enrichment activities for the students to choose from.

Recommendation and suggested improvements from staff surveys:
1) Universal homework for 1st grade so staff could work on it together.
2) More staff to fill in as substitutes when needed.

B. Lessons learned and issues for consideration.

Program attendance improved this year. Accordingly, family engagement attendance increased, and the program continued its practice of hosting creative family events. Regular attendees had a stellar school day attendance record, and all 17 of the students that were below 90% attendance in 2021-22 increased to 90% or above for this program year. Stakeholder satisfaction remained high for OAKS.

PART VI   STAKEHOLDER TEAM/EXTERNAL EVALUATOR
A. Stakeholder/Advisory Team (PM 5.1, 5.2)

The stakeholder team met three times throughout the year to assess progress and discuss sustainability.

Member	Title	Affiliation
Rebekah Potter	Program Manager	Gallia Vinton ESC
Morganne Newsome	Site Coordinator Principal	Oak Hill Elementary
Stacy Adkins	Program Staff	Oak Hill Elementary
Lindsay Lester Patches Martin	Parent representatives	Oak Hill Elementary
Peggy Johnson	Primary Partner	Oak Hill Public Library
Student Representatives	Program Participants	Oak Hill Elementary
Brack Houchens	External Evaluator	independent

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
University of Rio Grande
Rio Grande, Ohio

Education Certification 1983
Wright State University
Dayton, Ohio

B.A. Political Science 1981
Wright State University
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
- GAHS 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 has 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

Teacher	1983-2018 (retired)
Gallia Academy H.S.	
Gallipolis City Schools	
Gallipolis Ohio	
Educational Consultant	2018-present
Current Certification	Ohio Professional License 7-12, Political Science and History

References
Available upon request.

PART VII   APPENDIX

A. Logic Model

Oak Hill Elementary School Grant #11948 Program Year 5
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 COVID 19 pandemic affects program attendance and alters aspects of the services to program stakeholders, as well as academic performance.
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 15 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, 70% of targeted K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a designated growth goal on the MAP Assessment in reading. **PPO 2**: By May 2023, 70% of targeted K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a designated growth goal on the MAP Assessment in math. **PPO 5**: As of May 2023, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in reading. **PPO 6**: As of May 2023, teacher surveys will report 70% of targeted students that attend afterschool for 30 days or more have satisfactory or above rating in math.
		Measure: Program calendar, CAPA documentation	**Measure**: Student surveys	**Measure**: Report card grades	**Measure**: Mid-year report card grades, assessment results, staff surveys	**(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. **(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.
Social-emotional learning	Nutrition Cultural Activities Physical Activities Service-Learning Opportunities Activities to Build Student assets	Provide activities that will increase students' developmental assets. Data collection Nutritious snacks		Students increase critical thinking, problem solving, and communication skills 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 an increase in social/emotional competence Students will demonstrate a greater connectedness to school Community and/or community groups benefit from service learning Students develop healthy habits	**(PM 1.3)** Students regularly participating in the program demonstrate continuous improvement in school attendance. **PPO 3** As of May 2023, 70% of K-5 students that attend 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 70% of targeted students that attend afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavior management rates. **(PM 2.5)** 60% of the enrolled students regularly attend (30 days or more) the afterschool program
		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	Provide literacy-based and math-based enrichment activities daily/weekly		Students increase competency levels in	Students demonstrate an increase in reading skills	**PPO 1**: By May 2023, 70% of targeted K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a

	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 family engagements around literacy and math **Measure**: Program calendar, CAPA documentation		mathematics and reading An increase in homework completion rates for students	Students demonstrate an increase in math skills **Measures**: Mid-year report cards, Staff surveys	designated growth goal on the MAP Assessment in reading. **PPO 2**: By May 2023, 70% of K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a designated growth goal on the MAP Assessment in math. **PPO 5**: As of May 2023, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in reading. **PPO 6**: As of May 2023, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in math. 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 7**: By May 2023, at least 70% of the parents of students that attend afterschool for 30 or more days will engage in two or more opportunities involving student learning. **PPO 8**: By May 2023, at least 70% 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	**(PM 3.1)** Active participation each month with building and/or leadership teams sharing academic data and afterschool linkages	Gallia-Vinton ESC Oak Hill Union Schools	Advisory Council and Sustainability meetings **(PM 5.1)** 100 percent of grantees meet monthly with	Federal and State Compliance Data collection Increase community engagement	Formulation and implementation of a Sustainability Plan Data collection for federal/state/local end-of-year evaluations

| | Employ a local evaluator | Newsletters/Update Website

Licensure Process

Advisory board for program monitoring

Transportation | Oak Hill Memorial Library | 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.

Licensure of facilities for afterschool programming

Nutritious snacks | Communicate the merit of afterschool programming

Improved health for students | Community and/or community groups benefit from service learning

Students develop healthy habits

Quality afterschool programming

(PM 5.2) 100 percent of grantees develop a robust sustainability plan and demonstrate progress in implementing the plan. |
|---|---|---|---|---|---|---|
| | | **Measure**: Program calendar, CAPA documentation | | | | **Measure**: Local evaluation |

B. Measuring the Quality 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. 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. Program Staff Process Self Evaluation

Program Name: <u>Oak Hill Elementary – OAKS Afterschool Program 2023</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

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

A. **Program Organization**

1. Program Leadership	Rating
a. Leaders respect and support afterschool staff by implementing a positive work environment.	5
b. Leaders encourage program staff to demonstrate confidence in students' abilities to accomplish program goals.	5
c. Leaders build and maintain positive relationships with staff, school-day leaders, students, and families.	5
2. Program Governance	Rating
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.	5
c. Based on their knowledge, experience, and expertise, instructional staff is involved in the development, review, and refinement of program activities.	5
3. Program Structure	Rating
a. Academic-related activities, homework help, enrichment activities, and nutritious snacks are provided on a regular basis.	5
b. Academic programming is focused on specific learning objectives that are linked to the school day and appropriate learning standards.	5
c. Academic activities support school-day goals through fun, engaging activities that differ from those offered during the school day.	5
4. Staff Characteristic:	Rating
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
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.	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.	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.	5

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.	5
b. Afterschool staff coordinate and cooperate with school-day staff on meeting the program's goals for students' academic achievement.	5
c. The program's academic goals for students connect to the school day or district's instructional goals for specific content areas.	5
2. Standards-Based Learning Activities	Rating
a. Academic activities offered at program sites intentionally address specific content learning standards that are linked to the school day.	5
3. Research-Based Curriculum and Instructional Practices	Rating
a. The program or site uses a research-based curriculum with an emphasis on hands-on instructional practices.	5
b. Program staff use research-based knowledge and skills to provide homework and tutoring assistance that appropriately supports students' academic goals.	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.	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.	5
2. Professional Development	Rating
a. Professional development opportunities are shared between afterschool and the school-day program.	5
b. The program offers professional development opportunities during staff meetings or at other convenient times.	5
3. Building and Maintaining Relationships:	Rating
a. Program staff communicates high expectations for students' academic performance and behavior in the program.	5

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**
4. Peer Collaboration and Cooperative Learning:		**Rating**
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**
b. The program offers field trips as a way to provide additional collaboration and cooperative learning opportunities for students.		**4**
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.		**5**
5. Family Engagement		**Rating**
a. Each program site provides activities or events to address specific needs of the families.		**5**
b. Staff use multiple means, like newsletters and formal and informal meetings to inform families about program activities, rules, and expectations for their children.		**5**
c. Staff behavior demonstrates to families that the staff members care about their children.		**5**
6. Community Connections:		**Rating**
a. Staff have built relationships with community groups and individuals who have willingness to provide a wide range of enrichment opportunities for students.		**4**
b. Students in the program have the opportunity to participate in service-learning projects to benefit the community.		**4**

D. Achieving Program Outcomes

1. Program Outcomes:	Rating
a. The program has data to support impacts on student outcomes.	5
b. Families, staff, and students provide inputs for evaluations.	5
c. Program staff know how to interpret and use evaluation data.	5

1. **List two strengths of the afterschool program.**
   a. **Grade level day school staff works at the same grade level in the afterschool program.**
   b. **Students are modeling our PBIS mission/expectations in the afterschool program.**
2. **List two areas of improvement of the afterschool program.**
   a. **Consistent attendance of all students.**
   b. **Increase the number of community learning projects for our students.**
3. **How would you improve or correct the areas of improvement?**
   a. **Reach out to more community members to plan activities during the summer to implement during the school year.**
   b. **Provide more enrichment activities for the students to choose from.**

D. Building and Managing Quality Afterschool Program Improvement Plan

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.

Criterion:		
Action	Date	Person Responsible

Criterion:		
Action	Date	Person Responsible

Criterion:		
Action	Date	Person Responsible

E. Measuring the Impact of the Afterschool Program

Evaluation Question	Indicator/Performance Measure	Collection Method	Data Sources	Frequency	Responsibility
1. Have the **homework assistance** opportunities benefitted students?	**PPO 4**: As of May 2023, teacher surveys will report 70% of the students that attend for 30 days or more have satisfactory or above homework completion, 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 **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, 70% of targeted K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a designated growth goal on the MAP Assessment.	*MAP Assessment*	Classroom Teachers Building Administrator	End-of-Year Assessment	Program Manager Site-Coordinator
	PPO 5: As of May 2023, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in reading.	*Five Question Classroom Teacher Survey*	Site-Coordinator Classroom Teachers	End- of- the Year Survey	
	(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.	*State Assessment Results*	Building Administrator	End- of- Year Assessment	
		ELA grades		January/May	

	(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.		Building Administrator		
3. What evidence is there to suggest the afterschool program is having an impact on student's **math outcomes?**	**PPO 2:** By May 2023 70% of targeted K-5 students that attend OAKS Afterschool for 30 days or more will meet or exceed a designated growth goal on the MAP Assessment.	*MAP Assessment*	Classroom Teachers Building Administrator	End- of- Year Assessment	Program Manager Site-Coordinator
	PPO 6: As of May 2023, teacher surveys will report 70% of the students that attend afterschool 30 days or more have a satisfactory or above rating in math.	*Five Question Classroom Teacher Survey*	Site Coordinator Classroom Teacher	End- of- the Year Survey	
	(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	**PPO 4:** As of May 2023, teacher surveys will report 70% of the students that attend for 30 days or more	*Five Question Classroom*	Classroom Teacher	April	Program Manager Site Coordinator

social/emotional wellness of students and positive behavior changes?	have satisfactory or above homework completion, class participation, and behavior management rates. **PPO 3**: As of May 2023, 70% 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.	*Teacher Survey* Attendance Report	 Building Administrator	 May	
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 7:** By May 2023, at least 70% of the parents of students that attend Dragons Den for 30 or more days will engage in two or more opportunities involving student learning. **PPO 8:** By May 2023, at least 70% 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

E. Annual Performance Review Chart

APR Chart 22-23 Elementary

School	Oak Hill Elementary						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?	151	0	42	43	61	5	0
Of the students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	151	0	42	43	61	5	0

APR Chart 22-23 Elementary

School | Oak Hill Elementary

BEHAVIOR: IN-SCHOOL SUSPENSION	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 1-2-3-4-5	151	0	42	43	61	5	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?	0	0	0	0	0	0	0
Of the students listed in the prior rown, 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 1-2-3-4-5	151	0	42	43	61	5	0

APR Chart 22-23 Elementary

School: Oak Hill Elementary

							Data from previous school was incomplete or student withdrew prior to this year's testing.
Of the students for whom you have outcome data to report, how many demonstrated growth in MATH on state assessments?	18	0	4	3	8	3	0
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?	4	0	0	2	2	0	0

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 1-2-3-4-5	151	0	42	43	61	5	0
How many of these students had a school day attendance rate at or below 90% attendance in the prior school year?	23	0	3	9	11	0	0
Of these students listed in the prior row, how many demonstrated an improved attendance rate in the current year?	23	0	3	9	11	0	0

APR Chart 22-23 Elementary

School: Oak Hill Elementary

	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More	Data from previous school was incomplete, student withdrew prior to this year's testing or wasn't tested.
Of the students for whom you have outcome data to report, how many demonstrated growth in READING and LANGUAGE ARTS on state assessments?	34	0	7	9	15	3	0	0
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?	3	0	0	2	1	0	0	0

OUTCOMES: STATE ASSESSMENT, MATH	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 4-5	63	0	19	13	26	5	0	0
For how many of these students do you have outcome data to report?	58	0	14	13	26	5	0	0

APR Chart 22-23 Elementary

School: Oak Hill Elementary

Jackson County OSU Extension Office
Girl Scouts of America
Jackson County RSVP

OUTCOMES: STATE ASSESSMENT, READING AND LANGUAGE ARTS	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 4-5	63	0	19	13	26	5	0
For how many of these students do you have outcome data to report?	58	0	14	13	26	5	0
If you have unavailable student data, explain below the factors that impacted your ability to report this data.							

APR Chart 22-23 Elementary

PARTICIPATION BY POPULATION SPECIFICS	School: Oak Hill Elementary			
	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 economically disadvantaged			173	
Students with disabilities			23	
Family members of students			173	
TOTAL	0	0	369	0

Partners

List partners from grant application and any other major partners
Oak Hill Public Library
Jackson-Vinton Farm Bureau

APR Chart 22-23 Elementary

School	Oak Hill Elementary		
PARTICIPATION BY SEX		Summer (for those awarded 21/22 and later)	Academic Year
	Male		81
	Female		92
	Not Reported in Male or Female		
	Data Not Provided		
	TOTAL	0	173

APR Chart 22-23 Elementary				
School	Oak Hill Elementary			
PARTICIPATION BY RACE/ETHNICITY		Summer (for those awarded 21/22 and later)	Academic Year	
	American Indian or Alaska Native	n/a	0	
	Asian	n/a	0	
	Black or African American	n/a	0	
	Hispanic or Latino	n/a	0	
	Native Hawaiian or Pacific Islander	n/a	0	
	White	n/a	172	
	Two or More Races	n/a	1	
	Data Not Provided	n/a	0	
	TOTAL	n/a	173	

OAK HILL ELEMENTARY "OAKS"

APR Chart 22-23 Elementary

School | Oak Hill Elementary

PARTICIPATION BY GRADE LEVEL: HOURS

	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More
K	22	0	6	7	9	0	0
1	30	0	9	10	11	0	0
2	24	0	5	8	11	0	0
3	34	0	9	12	13	0	0
4	30	0	8	6	12	4	0
5	33	0	11	7	14	1	0
TOTAL	173	0	48	50	70	5	0

TOTAL PARTICIPATION BY DAYS

	Total	Less than 30 days	30-59 days	60-89 days	90+ days
All Grades	173	58	61	53	1

APR Chart 22-23 Elementary

School	Oak Hill Elementary		
Healthy and Active Lifestyle	Yes	173	96
Literacy Education	Yes	173	192
Parenting Skills and Family Literacy	No		
Science, Technology, Engineering, and Mathematics, including computer science	Yes	173	192
Services for Individuals with Disabilities	Yes	23	192
Telecommunications and Technology Education	Yes	173	96
Well-rounded Education Activities, including credit recovery and attainment	No		

STAFFING	# Paid	# Volunteer
Administrators	2	
College Students		
Community Members		
H.S. Students		
Parents		
School Day Teachers	23	
Other Non-Teaching School Staff	7	
Sub Contracted Staff		
Other		

APR Chart 22-23 Elementary

		Is this activity offered? (Yes or No)	How many participants attended this activity during the school year?	How many total hours of this activity did you offer during the school year? (Oak Hill - approximately 24 weeks in session)
	School	Oak Hill Elementary		
	Program Name	OAKS		
	Grant Number	11948		
	Number of Regular Attendees (attended 30 or more days)	115		
	Yearly APR Total for All Attendees	7,622		
	Reporting Period	Year Report (October-May) Cumulative Year Data		
Activities (Please see Sheet 2 for a crosswalk showing how these categories have changed since prior to the 21-22 school year)				
Academic Enrichment		Yes	173	192
Activities for English Learners		No		
Assistance to Students who have been Truant, Suspended, or Expelled		No		
Career Competencies and Career Readiness*		No		
Cultural Programs		No		
Drug and Violence Prevention and Counseling		No		
Expanded Library Service Hours		Yes	173	192

G. Five Question Classroom Teacher Survey

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.

Teacher	Grade	Last Name	First Name	Homework Completion	Classroom Participation	Good Behavior	Reading	Math
				Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating
115 regular attendees in grades K-5				100%	100%	100%	100%	100%

H. Student Satisfaction Survey Results

Student Satisfaction Survey (68 responses)

Grade Level   K-5   Afterschool Program: OAKS

Directions: Please answer the following questions about how you feel about the after-school program. Circle the face that matches your answer. You may use a pencil. Mark only one answer for each question.

Questions	Yes	Can't Decide	No
1. Do you feel happier or less stressed while attending the after-school program?	87%	13%	-
2. Do you feel comfortable talking to the after-school staff?	88%	12%	-
3. Do you feel safe in the after-school program?	94%	6%	-
4. Do you feel that having help you with your homework is important?	81%	18%	1%
5. Do you feel that you are doing better in Reading since you started coming to the after-school program?	71%	29%	-
6. Do you feel that you are doing better in Math since you started coming to the after-school program?	88%	12%	-
7. Do you enjoy the after-school special activities?	99%	1%	-
8. Would you tell others to come to the after-school program?	100%	-	-
9. What do you like best about the after-school program? Going outside, meeting new friends, games, homework, getting on computers, reading buddies, reading books, nutrition class, making crafts, getting homework done, piano class, reading to younger students. 10. What do you wish you could change about the after-school program? I wish I could change some of the activities, longer special activities, I wish we could go outside more, I wish we could spend more time in the gym, I would change nothing, I love after school the way it is, more time with the mBots, I wish we could have inflatables.			

I. School Day Teacher Satisfaction Survey

School Day Teacher Satisfaction Survey				
29 responses	**Yes**	**Most of the time**	**Sometimes**	**No**
1. The program offers assistance to students that relates to what is being taught during the school day.	97%	3%	-	-
2. I am satisfied with the instruction and activities provided at the program.	97%	3%	-	-
3. Homework has improved in both completion rate and quality for students attending the program.	93%	3%	2%	-
4. The program has been beneficial to our students academically, socially, and emotionally.	100%	-	-	-
5. I am well informed about the program and what happens there.	97%	3%	-	-
6. It is important to have a program like this.	100%	-	-	-
7. I would recommend the program to my students.	100%	-	-	-

Comments
- After school is beneficial for students who don't receive help at home.
- I think it is a good opportunity for students.
- I feel this program is beneficial to each of our students both academically as well as socially.
- I think having an after-school program is very beneficial in various ways.

J. Afterschool Staff Satisfaction Survey

Afterschool Staff Satisfaction Survey				
14 responses	Yes	Most of the time	Sometimes	No
1. The program is well-organized and runs smoothly.	100%			
2. The program staff have sufficient resources and materials to conduct our activities.	93%	7%		
3. The program staff have adequate support from the Site Coordinator.	100%			
4. Day School Teachers communicate with the afterschool program regarding their curriculum needs.	100%			
5. The program offers assistance to students that relates to what is being taught during the school day.	93%	7%		
6. I am satisfied with the kinds of instruction and activities offered at the program.	86%	7%	7%	
7. The program has been beneficial to our students academically, socially, and emotionally.	100%			

Comments
- The after-school program is very important. It gives students time to not only get homework done, but it also gives them opportunities to read and have extra educational opportunities.
- I was very pleased with the after-school program. I feel the kids got a lot of help with homework and academics… I absolutely loved helping the kids.
- My kids love going to after school!
- My only suggestion would be universal homework in 1st grade so we could work on it together since several struggle with reading and fluency. It can be challenging trying to help students with 3 different homework assignments.
- I feel the program has been well run this year. I just wish we had more teachers to participate for subs .

K. Parent Afterschool Satisfaction Survey

Parent Afterschool Satisfaction Survey				
23 responses	**Yes**	**Most of the time**	**Sometimes**	**No**
1. I am satisfied with the kinds of programs and activities offered at the after-school program.	100%	-	-	-
2. The after-school program has helped my child get his/her homework completed satisfactorily.	100%	-	-	-
3. The program has helped my child do better in school.	87%	13%	-	-
4. My child is safe and well-supervised while attending the program	100%	-	-	-
5. I am satisfied with the overall performance of the afterschool staff.	96%	4%	-	-
6. I am satisfied with the family engagement activities offered.	100%	-	-	-
7. I would recommend the program to other parents for their children.	100%	-	-	-
8. Place a check mark by all the family engagement activities in which your family was able to participate:	- Veterans Day Assembly- 15 people. - Letters to Santa (Festival of Trees)18 people - Literacy Night- 10 people			
9. What do you like best about the program? • My child really enjoys the afterschool program. • I like the activities the after-school program provides. • I like that my child is able to finish their homework and receive extra help in subject areas. 10. What do you wish you could change about the program? • I wish the program could offer more activities. • My child wishes they could have more activity time in the evenings.				

L. Youth Development Asset Survey

Youth Development Student Asset Survey
(81 responses**)**

GRADE LEVEL: _____   PROGRAM:

_____

Directions: Please answer the following questions about how you feel about the after-school program. Circle the face that matches your answer. You may use a pencil. Mark only one answer for each question.

Questions	Yes (Most times)	Somewhat True	No (Never)
1. I want to do well in school.	96%	4%	-
2. I pay attention in class.	79%	21%	-
3. I do better in my schoolwork by attending after-school.	85%	15%	-
4. I care about my school.	99%	1%	-
5. I like to help others.	85%	15%	-
6. I tell the truth even when it is not easy.	84%	16%	-
7. I accept responsibility for my choices.	86%	14%	-
8. I work well with others.	96%	4%	-
9. I am good at making and keeping friends.	95%	5%	-
10. I know the difference between good and bad behavior.	99%	1%	-
11. I feel good about myself.	98%	1%	1%
12. I feel safe.	99%	-	1%
13. I ask for help when I need it.	98%	2%	-
14. I follow classroom and school rules.	86%	14%	-
15. I respect other people's things.	99%	1%	-

M. Family Engagement Summary

SCHOOL   Oak Hill Elementary OAKS
DATE   Program Year 2022-23
EVENT   _____

1. Please include a description of the event with this report.

October 6, 2022	Literacy Night/Book Fair
November 9, 2022	Salute to Veterans
December 10, 2022	Letters with Santa/ Festival of Trees
April 2023	Treasure Your Family

2. Attendance

a)	Students	291
b)	Parents/guardians	247
c)	Other (relatives, community members etc.....)	32
d)	**Total attendance**	577

4. Number of surveys completed   97

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   95%   NO   -   SOMEWHAT   5%

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

5. Quotes and comments from surveys:

- *The packets had great ideas for me to help my child at home. Thanks*
- *Great night for me and my child.*
- *Thanks for providing this information to me. It was very helpful.*
- *I thought the program was very good.*
- *I was very proud of the students. They all did a wonderful job.*
- *We enjoy this so much. As a veteran, it is very thoughtful.*
- *This activity was very good. My child was so excited to receive his letter in the mail.*
- *Thank you for doing this for our kids. They had a great time.*
- *We enjoy this so much. Thanks to your staff for a job well done.*

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.