

**River Valley Middle School C.H.O.I.C.E.S.
(Choose Healthy Options in Cultivating Energized Students)
2018 – 2019**

Executive Summary of Key Findings 2018-2019

The key findings of the Executive summary identifies and examine some of the results of the evaluation questions in order to measure the impact of the C.H.O.I.C.E.S. Afterschool program. Academics involving home- work assistance along with academic achievement data is included focusing in the areas of Language Arts and Math. The Executive Summary concludes with Positive Youth Development which looks at Family Engagement.

Sixty-nine students attended 1 or more days in the C.H.O.I.C.E.S. program from October 8, 2018 to April 25, 2019. **Forty -one** students attended 30 or more days with **thirty-one** of those students attending 30 to 59 days and **ten** students attending more than sixty days.

In order to measure the impact of the C.H.O.I.C.E.S. Afterschool Program the following **Evaluation Questions** as stated below were used. (**Appendix- E**)

1. **Have the Home work Assistance opportunities benefitted students?**
2. **What evidence is there to suggest the afterschool program is having an impact on student' reading outcomes?**
3. **What evidence is there to suggest the afterschool program is having an impact on students' math outcomes?**
4. **What impact has the youth development activities had on social/emotional wellness of students?**
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?**
6. **What is the level of stakeholder's satisfaction?**

A. Academics

Homework assistance, tutoring, and literacy activities were offered each evening during the C.H.O.I.C.E.S. program with an estimated **3,267.5 hours** of academic assistance offered to students at River Valley Middle School from **October 8, 2018 to April 25, 2019**.

1. Homework Assistance

Classroom day school teachers, afterschool staff, and parents were surveyed at the end of the school year regarding the homework assistance portion of the C.H.O.I.C.E.S. program. Listed below are some findings from the surveys completed at the end of the C.H.O.I.C.E.S. program. Additional survey results can be found in the Appendix.

- **89%** of the classroom day school teacher surveyed agreed that of the regular student attendees got assistance related to what they were being taught during the school day. **11%** was most of the time. **(Appendix L)**
- **100%** of the afterschool staff surveyed agreed the afterschool program offers assistance to students that relates what is being taught during the school day. **(Appendix K)**
- **97%** of parents surveyed agreed that the afterschool program has helped their child get his/her homework completed satisfactorily. **3%** was most of the time. **(Appendix M)**

2. Achievement Data

An examination of a satisfactory or above rating in reading and math, a comparison of the 2017-2018 and 2018-2019 ELA State Scores and Math State scores as well as changes in Reading and Math, and 1st and 4th nine week grades was conducted. The findings are listed below.

Satisfactory or Above Rating: Reading (English)

96% of the students who attended the afterschool program for thirty days or more received a Satisfactory or above rating in their Reading course work. This included 19 out of 20 sixth graders for 95%; 12 out of 13 seventh graders for 93%; and 8 out of 8 for 100%. **(Appendix G)**

Satisfactory or Above Rating: Math

98% of the students who attended the afterschool program for thirty days or more received a Satisfactory or above rating in their Math course work. This included 20 out of 20 sixth graders for 100%; 13 out of 13 seventh graders for 100%; and 7 out of 8 for 88%. **(Appendix G)**

- **Note:** Based on the findings, the Youth Development Performance Measures which states As of May 2019, teacher surveys will report that 70% of the students that attend afterschool 30 days or more have a satisfactory or above rating in reading and math was met by the regularly attendees.

State ELA Scores

- 5 regular attendee students were **Limited**
- 9 regular attendee were **Basic**
- 11 regular attendee were **Proficient**
- 10 regular attendee were **Accelerated**

- 4 regular attendee were **Advanced**
- 12 regular attendee saw **No Change** in their Performance Level
- 8 regular attendee students **Improved** their Performance Level

***63 %** of the regularly student attendee who attended afterschool 30 days or more were either Proficient, Accelerated or Advanced on the State ELA Assessment.

State Math Scores

- 7 regular attendee students were **Limited**
- 12 regular attendee were **Basic**
- 12 regular attendee were **Proficient**
- 5 regular attendee were **Accelerated**
- 4 regular attendee were **Advanced**
- 15 regular attendee saw **No Change** in their Performance Level
- 12 regular attendee students **Improved** their Performance Level

***53%** of the regularly student attendee who attended afterschool 30 days or more were either Proficient, Accelerated or Advanced on the State Math Assessment.

First and Fourth Nine Weeks Grades:

Language Arts:

- 23 out of the 41 regular attendee students had an A; 13 students had a B; 3 students had a C; 1 students had a D, and one student received a failing grade the first nine weeks.
- 24 out of the 41 regular attendee students had an A; 13 students had a B; 3 students had a C; and 1 students received a failing grade the fourth nine weeks.
- 23 students had **No Change** from 1st Nine Weeks to 4th Nine Weeks.
- 10 students **Improved** from 1st Nine Weeks to the 4th Nine Weeks.
- 8 student **Declined** from the 1st nine weeks to the 4th nine weeks

80% of the regular attendees either maintained a satisfactory or above rating performance or showed growth in Language Arts.

Math:

- 28 out of the 41 regular attendee students had an A; 8 students had a B; 4 students had a C; 1 students received a failing grade the first nine weeks.
- 22 out of the 41 regular attendee students had an A; 15 students had a B; 3 students had a C, and 1 students had a D. the fourth nine weeks.
- 30 students had **No Change** from 1st Nine Weeks to 4th Nine Weeks.
- 3 students **Improved** from 1st Nine Weeks to the 4th Nine Weeks.
- 8 student **Declined** from the 1st nine weeks to the 4th nine weeks

80% of the regular attendees either maintained a satisfactory or above rating performance or showed growth in Math

B. Positive Youth Development

A variety of positive youth development activities were offered during the C.H.O.I.C.E.S. program. Participants had the opportunity to rotate to a new positive youth development activity each week. Students experienced reading and math enrichment throughout the program and had access to the computer lab, cooking classes, music, board games, art, science, robotics, and 4-H. Additionally, students had the opportunity to take a hunter safety course and they could build and fly their own drones. Those students who attended C.H.O.I.C.E.S. had the opportunity to visit a college campus and attended and experience the excitement of a college men's basketball game at Ohio University

In the area of career and college readiness, students explored different careers in an interest inventory by Ohio Job Means and were visited by different people from different careers in their community during a Career Day. Parents and students were provided an Action Plan which included a checklist on how to choose the best college, what you need to get started for college and how to pick the best career for you. The OSU Extension office provided stem classes and Car Teens for the students. In the afterschool program students received training in self-defense from Krav Maga and the instructor shared his philosophy focused on Bullying, Character, Peer Pressure, Anti-Drug/Alcohol and making positive choices.

Positive Youth Development Activities are a strategic part of the CHOICES program and the impact it has on social/emotional wellness of students is very important. **One hundred percent** of the after-school staff are satisfied with the kinds of programs and youth development activities offered at the afterschool program. **(Appendix K) One hundred percent** of the parents are satisfied with the kinds of programs and activities offered at the afterschool program. **One hundred percent** of the parents agree the afterschool program has helped in developing their child's positive behavior. **(Appendix M) Ninety-six percent** of the students enjoy the afterschool special activities with their favorite part of the afterschool program allowing them to talk to their teachers and making friends. **(Appendix H)**

One hundred percent of the students surveyed responded favorably to at least 9 of the 15 outcomes related to relationships, self-esteem, self-confidence, social skills, and school connectedness. **(Appendix-I)**

The Air Youth Skills and Belief Pre-Survey was administered in the fall to 53 of the 54 students in the afterschool program and the same survey was administered in the spring to 54 of the 54 students. The results revealed that there was an improvement in the answers to the 26 questions in regard to what ways young people describe themselves and things youth might say or think about themselves. Overall, the responses were positive on both the pre and post survey. **(Appendix-J)**

The AIR Youth and Belief Skill Survey asked: How has the afterschool program helped you specifically? The students replied to the following questions: **(Appendix-J Question 5 for additional questions)**

- 53.7 % feel good about myself.
- 50.0% with my confidence.
- 52.8% to make new friends

- 55.6% find out what is important to me.
- 59.3.9% feel good because I was helping my community or the environment.

PPO #3 states: By May 2019, students that attend afterschool for a period of 30 days or more will achieve a day school attendance rate of at least 90% for the school year. Attendance records was collected at the end of the program in April and the overall attendance was collected at the end of the school year. **Students who attended 30 days or more achieved an average day school attendance of 95.28%.** 6th Grade 19/20; 7th Grade 12/13; & 8th Grade 6/8. (37 out of 41 students had 90% or better in attendance).

PPO #4 By May 2019, teacher surveys will report 70% of the student that attend 30 days or more have a satisfactory or above class participation and good behavior management rates. **Below are results of the students who attended 30 days or more had a satisfactory or above in class participation, homework completions, behaving well in class, and getting along with others.**

RVMS Day School Classroom Language Arts Teacher Surveys Totals

Grades 6-8

Total number of Students – 41

Satisfactory or above rating: Classroom Participation – 98%

Satisfactory or above rating: Homework Completion – 98%

Satisfactory or above rating: Behaving Well in class – 100%

Satisfactory or above rating: Getting along well with others – 100%

RVMS Day School Classroom Math Teacher Surveys Totals

Grades 6-8

Total number of Students – 41

Satisfactory or above rating: Classroom Participation – 100%

Satisfactory or above rating: Homework Completion – 93%

Satisfactory or above rating: Behaving Well in class – 100%

Satisfactory or above rating: Getting along well with others – 100%

Note: Based on the findings, the Youth Development Performance Measures which states as of May 2019 teacher surveys will report 70% of the student that attend 30 days or more have a satisfactory or above homework completions, class participation, and behavior management was met by the regular attendees.