

PEAKE 2C EXECUTIVE SUMMARY (excerpted from the 2019-20 evaluation)

The PEAKE 2C program is funded through a grant awarded by the Ohio Department of Education from monies provided by the federal 21st Century Community Learning Centers Grant. The mission of the program aligns with the objectives listed below.

- Participants in PEAKE 2C will demonstrate educational and social benefits and positive behavioral changes.
- PEAKE 2C 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.
- PEAKE 2C will ensure that the out of school activities target the student's academic needs and align with instruction during the school day.
- PEAKE 2C 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.
- PEAKE 2C 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.

The program staff continued to serve students and families after the schools closed. Working with the Chesapeake Union Exempted Village Schools and the Gallia Vinton ESC, PEAKE 2C helped provide medical supplies, cleaning supplies, school supplies and academic activities.

An evaluation plan was formed by the program leadership and the external evaluator at the beginning of the year to measure the programs' impact. All of the measures of the program were impacted by the school closure; this should be considered when evaluating the program's impact. Only two Program Performance Objectives (PPOs) were achieved (primarily for this reason), **however the program met eight of the Performance Measures (PM) that were applicable this year.** The objectives (PPOs) to be measured are established by the grant application submitted to the Ohio Department of Education. The Performance Measures" (PMs) are subsets of the 21st Century objectives listed above.

A. Academics

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

- **Program Performance Objective (PPO) 4:** As of May 2020, 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. (Incomplete due to school closure)

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

- **PPO 1:** By May 2020, 70% of 5-8 students that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Reading Assessment. (Incomplete due to school closure)
- **PPO 5:** As of May 2020, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above rate in reading. (N/A due to school closure)

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

- **PPO 2:** By May 2020, 70% of 5-8 students that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Math Assessment. (ACHIEVED)
- **PPO 6:** As of May 2020, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above rate in math. (N/A due to school closure)

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

1. Homework Assistance

The PEAKE 2C afterschool program provided an hour of homework assistance opportunities each program day. Data regarding the accomplishment of **PPO 4** and **PM 1.2** was unavailable due to school closure issues. 89% of the 13 staff members surveyed indicated that the program was impactful on homework completion and connecting with school day curricula. Typically, homework assistance is a valued component of the program.

2. Achievement Data

NOTE: *The school closure due to COVID 19 resulted in the abrupt end of the in-person PEAKE 2C program. 3rd quarter grades are the data points for **PM 1.2**. State end-of-year tests were not given, so **PM 1.1** is not applicable for reading or mathematics. The data for **PPO 1** and **PPO 2** was taken from mid-year scores. Some satisfaction surveys were not administered. PPOs 5 and 6 could not be measured due to lack of data.*

In addition to daily math and literacy remediation and enrichment, the program provided one-on-one tutoring for students. 69% of the regular attendees achieved a 40 SGP or higher as of the mid-year STAR reading assessment. 83% of the regular attendees maintained or improved their English/Language Arts grade from the 1st quarter to the 3rd quarter (**PM1.2**), with 48% maintaining an A average or improving. In mathematics, 44% of the regular attendees maintained an A average or improved their math grade from the 1st quarter to the 3rd quarter (**PM 1.2**), while 77% overall either improved or maintained their grade. 71% of the regular attendees score an SGP of 40 or above on the mid-year STAR math assessment (**PPO 2**).

Each piece of the evaluation plan regarding academics was impacted by the disruption caused by the schools closing. The data available shows the program having a positive impact on academics. 100% of the staff surveyed valued the academic support of the program. The STAR data is positive considering mid-year scores were used, and report card grades were very good for regular attendees of the program.

"I love how I get help on my homework. I am doing really well in school due to PEAKE." – Student

"(PEAKE 2C) especially helps our neediest students academically...." Day school staff member

B. Positive Youth Development/Social-Emotional Wellness

Evaluation Question 4: What impact have the youth development activities had on the social-emotional wellness of students?

- **PPO 3:** As of May 2020, 70% of students that attend afterschool 30 days or more will achieve a day school attendance rate of at least 90% for the school year. (ACHIEVED)

- **PPO 4:** As of May 2020, 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. (N/A due to school closure)

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

The PEAKE 2C program offered a rotating schedule weekly of programs and activities to promote the development and well-being of students. The *AIR Youth Motivation, Engagement and Beliefs Data Report* and some stakeholder satisfaction surveys were not available due to school closure. Listed below are some of the program's offerings. 100% of the staff surveyed recognized the impact of the program on the social-emotional wellness of the students.

- Community Service
- Career Exploration
- Tutoring
- Mystery in History
- Prodigy Club
- Journalism
- Kids Against Drugs,
Alcohol, and Tobacco
- Robotics Team
- Games Inside and Out
- Book Club
- Photography

The attendance goal of **PPO 3** was met. 100% of the regular attendees achieved a 90% or better attendance rate for the school year. This helps the school regarding the indicator on the State report card related to chronic absenteeism (19.2% on the most recent report card). 58% of the enrolled students attended the program 30 days or more, with an additional 30 students over 20 days. The program was on track to achieve **PM 2.5** before school closure.

“The robotics class is amazing!” – Student

“PEAKE 2C is very beneficial to high-risk students.” Day school staff member

“I love the diversity of the classes the students can choose from.” Day school staff member

C. Family Engagement

Evaluation Question 5: What evidence is there to suggest that participation in afterschool parent engagement activities influence the parent’s ability to support their child’s education?

- **PPO 7:** By May 2020, parents of the students that attended afterschool will engage in three or more opportunities relative to student/family needs. (Incomplete due to school closure)
- **PPO 8:** By May 2020, at least 70% of the parents that take part will report increasing their capacities to support student success. (Incomplete due to school closure)

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

Two family engagement events were held during the program year. A total of 233 students, parents, staff, family members attended. Only one event survey summary was submitted. 87% percent of the parents found the family engagement they attended to be important and useful in their child’s education. 100% thought the event was positive for the family to attend, and 100% considered the afterschool program an important part of their child’s education. The family engagements focused on connecting families with school resources to aid in their child’s education, informing families about community resources, and college and career readiness for students.

The program had two family engagements canceled due to school closure. Stakeholder satisfaction surveys were not given due to the same.

“ We loved being able to interact with the teachers....” – Parent

Event and Date of Event	Family Engagements 2019-20
Panther Fest October 17, 2019	Panther Fest is a tailgate before one of the middle school football games. Teachers set up booths with games and the various organizations in the school sold concessions to raise money. Program partners participated as well: Ohio University set up a booth, and the program had Briggs Library items and Ohio Department of Job and Family Service information. Kona Ice was there as a community member selling snow cones. Students needed a parent/guardian/adult with them to participate in the event. This event allowed program stakeholders to get to know each other outside of the school setting. There was a 99% teacher participation rate.
Attendance	Total Attendance: 108
Survey Results	100% positive responses
Christmas at the PEAKE December 12, 2019	This event was a holiday themed literacy engagement. In addition to crafts, cookies, and other seasonal activities, families were given packets and strategies to help their children read.
Attendance	Total attendance: 125
Survey Results	100% positive responses