

# Cohort 11: Parkwood Elementary

## 21st Century Community Learning Centers

### Local Evaluation Report - Year 2: 2023-2024

*Submitted: September 13, 2024*

**Grant Name:** Youth Link Southern Indiana

**Center Name:** Parkwood Elementary

**Grade Levels:** 1-5

**Project Director:** Michelle Allen

**Performance Period:** Year 1: June 1, 2022 to May 31, 2023  
**Year 2: June 1, 2023 to May 31, 2024**  
Year 3: June 1, 2024 to May 31, 2025  
Year 4: June 1, 2025 to May 31, 2026

**Submitted By:**



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# Technical Evaluation Report

## 21st CCLC Local Evaluation - Year Two (2023-2024)

Diehl Consulting Group serves as the local evaluator for the program. As such, a comprehensive process and outcome evaluation was conducted to measure progress toward all program goals and objectives/performance measures. This includes administration of required and supplemental student, parent, and staff surveys; site visits to assess quality practices; and analysis of site-specific performance measure data. As required, the site also completed the Indiana Quality Program Self-Assessment (IN-QPSA). Collectively, these evaluation activities inform progress and identify areas for continued program growth.

This Technical Evaluation Report is aligned with all 21st CCLC local evaluation reporting requirements outlined by the Indiana Department of Education (IDOE). Specifically, this section of the report summarizes site program information, data collection methods, and detailed results toward all program goals and objectives. Additional information related to evaluation methodology is available upon request. The following sections make up the framework of this report.

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# Section 1: Site Summary Information

Section 1A provides a snapshot of the 21st Century Community Learning Center (21st CCLC) site, including contextual information, specific program offerings, hours of operation, and the population served. This section also includes highlights of the program's successes from the current reporting year and opportunities to strengthen specific program areas for the next school year.

## A. Site Snapshot

### Parkwood Elementary

**Cohort 11 Grant:** Youth Link Southern Indiana is partnering with Clarksville Community Schools and Greater Clark County School District to implement 21st CCLC programs across four sites: Clarksville Elementary, Northaven Elementary, Parkwood Elementary, and Wilson Elementary. The program provides enriched learning opportunities with specific goals directed toward improving grades in English/language arts and math, improving academic habits (turning in homework, overall academic performance), improving social emotional skills and student behavior, and increasing family engagement.

**Center-level Program Description:** Parkwood Elementary School provides enriched learning opportunities including afterschool tutoring and homework assistance, enrichment, STEM, and parental and family engagement. Additional literacy activities are included as a priority area for the program.

**Hours of Operation:** Monday through Thursday, 3:15 pm to 6:15 pm

**Types of Programming and Activities Offered:** Homework Help, STEAM, SEL, Literacy, Arts and Crafts, Physical Activity and Nutrition, and Drama.

**Population Served:** 1-5

### 2023-2024 Program Site Successes

- **Program Quality:** Student, parent, and staff responses to the Quality Rating Scale were positive. Specifically, all groups reported high levels of agreement related to the program quality domains of environment and climate (91% to 100%), student-staff relationships (89% to 100%), engagement (80% to 100%), and school day linkages (81% to 100%). The fall site visit also noted strengths around warm, welcoming staff, engaging enrichment activities (Drama), high quality literacy-coaching by a licensed teacher, and a full meal (dinner) provided to students who participate in the afterschool programming.
- **IN-QPSA Completion:** The site completed the IN-QPSA assessment during the spring semester. Action plan information from this process is incorporated back in to program planning and professional development within the site (Standard 27c).
- **Academic Achievement:** High levels of academic achievement were noted for regular attendees in both reading and math. Specifically, 79% of regular attendees earned a 'C' or better or increased their ELA grade by spring, and 88% of regular attendees earned a 'C' or better or increased their math grade by spring. On the DOE Teacher Survey, teachers reported that 71% of students improved or needed no improvement in academic performance and 84% improved or needed no improvement in completing homework.

- **Attendance:** The program served 30 students during the 2023-2024 school year. Of those 30 students, 25 met the regular attendee threshold (45 days or more).
- **Program Satisfaction:** All staff and parents (100%) and almost all students (93%) reported being satisfied with the afterschool program on the spring survey.
- **Student Social/Behavioral Well-being:** The majority of students reported that the program helps them to make better decisions (86%), make more friends (93%), and get along better with others (86%).
- **Literacy Activities (Priority Area):** The program provides one hour, small-group, literacy activities and lessons facilitated by a regular school day teacher (Literacy Coach). Small-group activities include an opportunity for students to practice reading and writing skills by playing games and reading aloud. Due to the high number of ELL students in the program, literacy coaches also utilize Orton Gillingham Method for multisensory literacy engagement to help students see, hear, and feel how words are spelled and said correctly. Students who are not in the literacy group participate in daily homework and learning practice, reading, and journaling time. Parkwood also partnered with the IUS Education Department to provide two education major college students to read with ELL students. Reading materials are available in both English and Spanish and students are encouraged to request books they would like the program to purchase. Literacy is also incorporated into enrichment activities and family engagement events through Speech Club, book report displays, and partnering with the local library. The program utilizes bilingual staff to help communicate with students and family members during the program.

## Areas to be strengthened in 2024-2025

1. **Planning for Flexible Program Space:** The site has identified planning for flexible programming space as an area for improvement. During the next school year, the site will communicate with the principal to ensure adequate programming space is available if spaces are rearranged or reassigned. The site currently uses the library, cafeteria, gym, and hallways during the program at various times. Developing a plan and schedule on which locations are available will also help ensure transition between groups and activities will be more efficient. The program may consider purchasing flexible seating options such as bean bags, floor cushions, rocker stools, yoga mats, and modular desks and chairs that can be set up in alternative areas inside and outside of the school building (outdoor picnic tables, hallways, multipurpose classrooms). Staff are encouraged to continue to brainstorm with the teachers to identify alternative areas that can be utilized for the afterschool programs (Standards 10, 11, 12).
2. **ELL Paired Reading Program:** During the next school year, the site hopes to continue and expand their partnership with the IUS Education Department. The site coordinator reported, "We had two IUS students come read with our struggling ELL kids this year. Our students enjoyed their time with those readers and the readers gained good experience for their resume as they study to be teachers. Dr. Singleton from IUS said there is a possibility she can incorporate this into her class requirements next school year so we can get more readers." When planning and implementing literacy-based activities, staff are encouraged to incorporate the Literacy Specialty Standards (IN-QPSA). Further, the coordinator may also consider sharing this information with Dr. Singleton from IUS and the students who will be coming to read with the youth.

## B. Summary of Progress Toward Performance Measures with Multi-year Comparisons

Section 1B provides a multi-year comparison of the site’s performance measures. 21st CCLC sites measure performance across three outcome categories: Academic Achievement, Social/Behavioral, and Family Engagement. Data sources were identified for each of the performance measures listed below. Data were collected based on availability from the school district and from required and supplemental surveys (i.e., DOE Teacher Survey, Stakeholder Surveys). Results are provided below using color blocks to indicate progress towards targets: **Green** = met or exceeded target, **Yellow** = within 5 percentage points of target, **Red** = far below target, and **NA** = data were not available.

### Category 1: Academic Outcomes

#### Academic Achievement

Report Card Grades - English Language Arts	Year	Target	Results
65% of regular attendees will earn a 'C' or better or increase their ELA grade from fall to spring.	YR 1	65%	72%
	YR 2	65%	79%
	YR 3		
	YR 4		

*Explanation* : Final Report Card grade data were used to assess progress.

Report Card Grades - Math	Year	Target	Results
65% of regular attendees will earn a 'C' or better or increase their math grade from fall to spring.	YR 1	65%	64%
	YR 2	65%	88%
	YR 3		
	YR 4		

*Explanation* : Final Report Card grade data were used to assess progress.

DOE Teacher Survey Academic Habits - Academic Performance	Year	Target	Results
65% of regular attendees will improve or need no improvement to 'academic performance' in spring as reported by school day teachers.	YR 1	65%	77%
	YR 2	65%	71%
	YR 3		
	YR 4		

*Explanation* : Teachers were asked to complete a survey designed for 21st CCLC to investigate changes in behavior. Specifically, teachers were asked to indicate if the student needed to improve and whether the trait or behavior improved, declined, or stayed the same by spring.

DOE Teacher Survey Academic Habits - Completing Homework	Year	Target	Results
65% of regular students will improve or need no improvement to 'completing homework' in spring, as reported by school day teachers.	YR 1	65%	62%
	YR 2	65%	84%
	YR 3		
	YR 4		

*Explanation* : Teachers were asked to complete a survey designed for 21st CCLC to investigate changes in behavior. Specifically, teachers were asked to indicate if the student needed to improve and whether the trait or behavior improved, declined, or stayed the same by spring.

## Category 2: Social/Behavioral Outcomes

### Social/Emotional Learning

Make Better Decisions	Year	Target	Results
65% of students will report they make better decisions because of the program. (Quality Rating Scale)	YR 1	65%	94%
	YR 2	65%	86%
	YR 3		
	YR 4		

**Explanation:** As part of the Quality Rating Scale administration, students rated their agreement with behavior questions (e.g., "The make better decisions because of the program."). The percentage of students reporting "Agree" or "Strongly Agree" was used to track progress.

### In-School or Afterschool Behavior

Suspensions/Disciplinary Action	Year	Target	Results
90% of regular attendees will have no suspensions during the school year.	YR 1	90%	100%
	YR 2	90%	100%
	YR 3		
	YR 4		

**Explanation:** Discipline data were pulled from student records and merged with attendance data.

## Category 3: Family Engagement Outcomes

### Involvement in Student's Education at Home

Talks with Child About Their Day	Year	Target	Results
65% of parents will report talking to their child about their school day ('a few times a week' to 'daily'). (Quality Rating Scale)	YR 1	65%	100%
	YR 2	65%	90%
	YR 3		
	YR 4		

**Explanation:** As part of the Quality Rating Scale administration, parents rated the frequency with which they exhibit specific parental involvement activities (e.g., talks with child about their day at school). The percentage of parents reporting engaging in the behavior "a few times a week" to "daily" was used to track progress.

Reviews Grades	Year	Target	Results
65% of parents will report reviewing their child's grades on assignments and tests ('at least once a week'). (Quality Rating Scale)	YR 1	65%	100%
	YR 2	65%	90%
	YR 3		
	YR 4		

**Explanation:** As part of the Quality Rating Scale administration, parents rated the frequency with which they exhibit specific parental involvement activities (e.g., reviews grades on assignments and tests). The percentage of parents reporting engaging in the behavior "at least once a week" was used to track progress.

# Section 2: Detailed Results

## (with Multi-year Comparisons)

This section includes detailed results supporting the progress towards goals and objectives/performance measures outlined in Section 1. Data are organized to support multi-year comparisons.

### A. Program Attendance

#### Key Findings

- The program served a total of 30 students during Year Two.
- In Year Two, 25 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

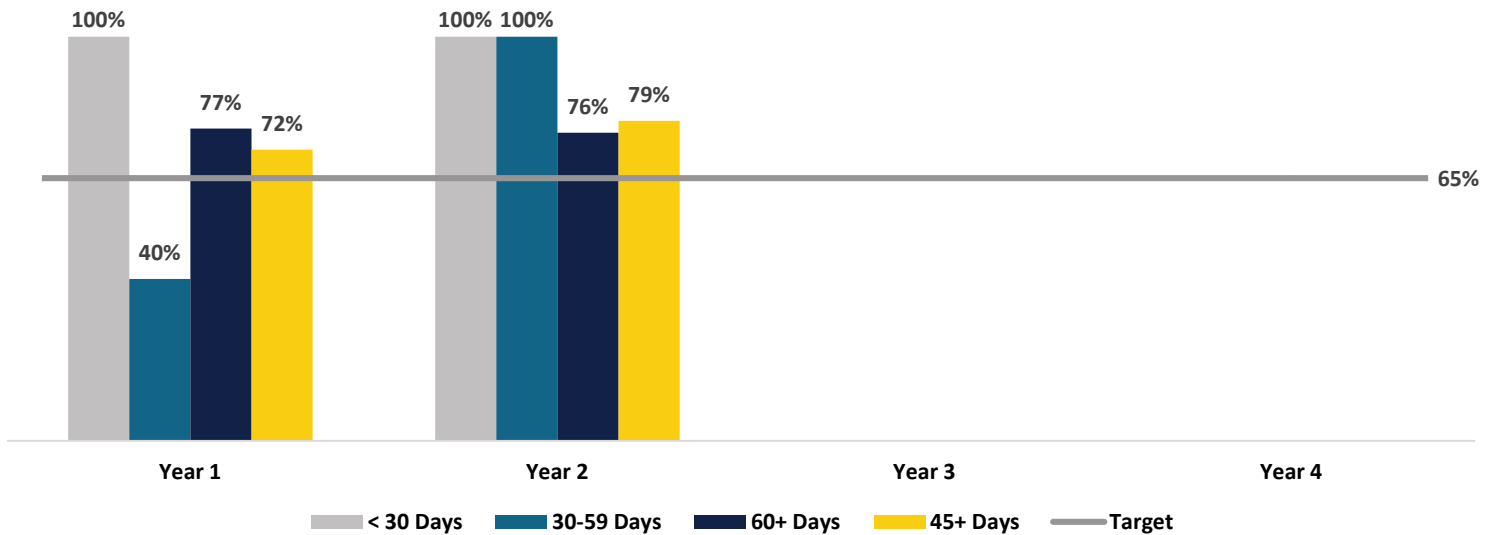
	Year 1 ≥ 45 Days RAP Target=25			Year 2 ≥ 45 Days RAP Target=25			Year 3 ≥ 45 Days RAP Target=25			Year 4 ≥ 45 Days RAP Target=25		
	<b>Attendee Type</b>			<b>Attendee Type</b>			<b>Attendee Type</b>			<b>Attendee Type</b>		
<b>Participant Demographics</b>	<b>Total</b>	<b>≥ 45</b>	<b>%</b>	<b>Total</b>	<b>≥ 45</b>	<b>%</b>	<b>Total</b>	<b>≥ 45</b>	<b>%</b>	<b>Total</b>	<b>≥ 45</b>	<b>%</b>
1st Grade	5	4	80%	2	1	50%						
2nd Grade	5	5	100%	7	6	86%						
3rd Grade	9	7	78%	8	7	88%						
4th Grade	7	6	86%	5	5	100%						
5th Grade	5	4	80%	8	6	75%						
F/R Lunch	27	23	85%	27	22	81%						
Non-White	27	24	89%	28	23	82%						
Special Ed	4	3	75%	3	2	67%						
Female	11	9	82%	9	8	89%						
Male	20	17	85%	21	17	81%						
<b>Total</b>	<b>31</b>	<b>26</b>	<b>84%</b>	<b>30</b>	<b>25</b>	<b>83%</b>						

# B1. Report Card Grades - Reading/ELA

## Key Findings

- In Year Two, 79% (19/24) of regular attendees earned a 'C' or better or increased their ELA/reading grade by spring.

### Percent of Students Who Received a 'C' or Better or Increased Grade



### Grade-Level Breakdown By Year (% Earned a 'C' or Better or Increased)

	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
<b>1</b>	--	--	0/1	<b>0%</b>	2/4	<b>50%</b>	2/4	<b>50%</b>	--	--	1/1	<b>100%</b>	1/1	<b>100%</b>	1/1	<b>100%</b>
<b>2</b>	--	--	--	--	5/5	<b>100%</b>	5/5	<b>100%</b>	1/1	<b>100%</b>	--	--	3/6	<b>50%</b>	3/6	<b>50%</b>
<b>3</b>	1/1	<b>100%</b>	1/1	<b>100%</b>	6/6	<b>100%</b>	6/6	<b>100%</b>	--	--	2/2	<b>100%</b>	4/5	<b>80%</b>	5/6	<b>83%</b>
<b>4</b>	1/1	<b>100%</b>	1/2	<b>50%</b>	2/4	<b>50%</b>	3/6	<b>50%</b>	--	--	1/1	<b>100%</b>	4/4	<b>100%</b>	5/5	<b>100%</b>
<b>5</b>	1/1	<b>100%</b>	0/1	<b>0%</b>	2/3	<b>67%</b>	2/4	<b>50%</b>	--	--	2/2	<b>100%</b>	4/5	<b>80%</b>	5/6	<b>83%</b>
<b>Tot</b>	3/3	<b>100%</b>	2/5	<b>40%</b>	17/22	<b>77%</b>	18/25	<b>72%</b>	1/1	<b>100%</b>	6/6	<b>100%</b>	16/21	<b>76%</b>	19/24	<b>79%</b>
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
<b>1</b>																
<b>2</b>																
<b>3</b>																
<b>4</b>																
<b>5</b>																
<b>Tot</b>																

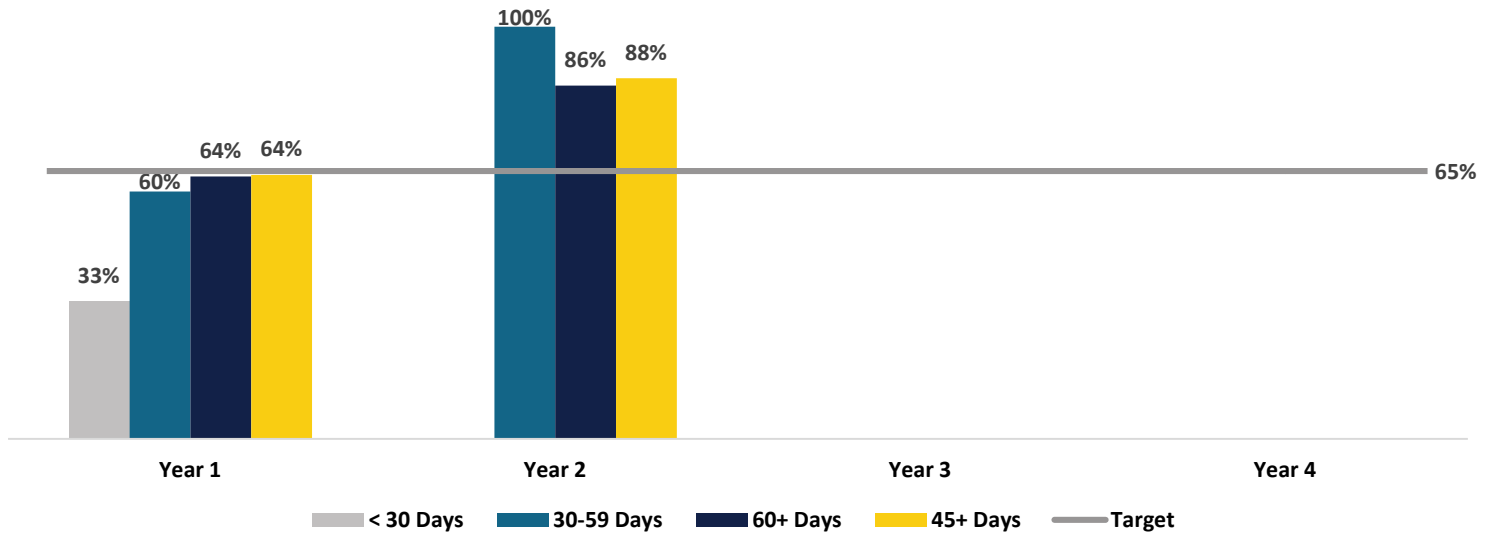


## B2. Report Card Grades - Math

### Key Findings

- In Year Two, 88% (21/24) of regular attendees earned a 'C' or better or increased their math grade by spring.

**Percent of Students Who Received a 'C' or Better or Increased Grade**



**Grade-Level Breakdown By Year (% Earned a 'C' or Better or Increased)**

	Year 1				Year 2			
	< 30 Days n/N %	30-59 Days n/N %	≥ 60 Days n/N %	≥ 45 Days n/N %	< 30 Days n/N %	30-59 Days n/N %	≥ 60 Days n/N %	≥ 45 Days n/N %
1	-- --	1/1 100%	1/4 25%	1/4 25%	-- --	1/1 100%	1/1 100%	1/1 100%
2	-- --	-- --	4/5 80%	4/5 80%	0/1 0%	-- --	4/6 67%	4/6 67%
3	0/1 0%	0/1 0%	5/6 83%	5/6 83%	-- --	2/2 100%	4/5 80%	5/6 83%
4	0/1 0%	1/2 50%	1/4 25%	2/6 33%	-- --	1/1 100%	4/4 100%	5/5 100%
5	1/1 100%	1/1 100%	3/3 100%	4/4 100%	-- --	2/2 100%	5/5 100%	6/6 100%
<b>Tot</b>	1/3 33%	3/5 60%	14/22 64%	16/25 64%	0/1 0%	6/6 100%	18/21 86%	21/24 88%
	Year 3				Year 4			
	< 30 Days n/N %	30-59 Days n/N %	≥ 60 Days n/N %	≥ 45 Days n/N %	< 30 Days n/N %	30-59 Days n/N %	≥ 60 Days n/N %	≥ 45 Days n/N %
1								
2								
3								
4								
5								
<b>Tot</b>								

# C1. School-Related Behaviors (DOE Teacher Survey)

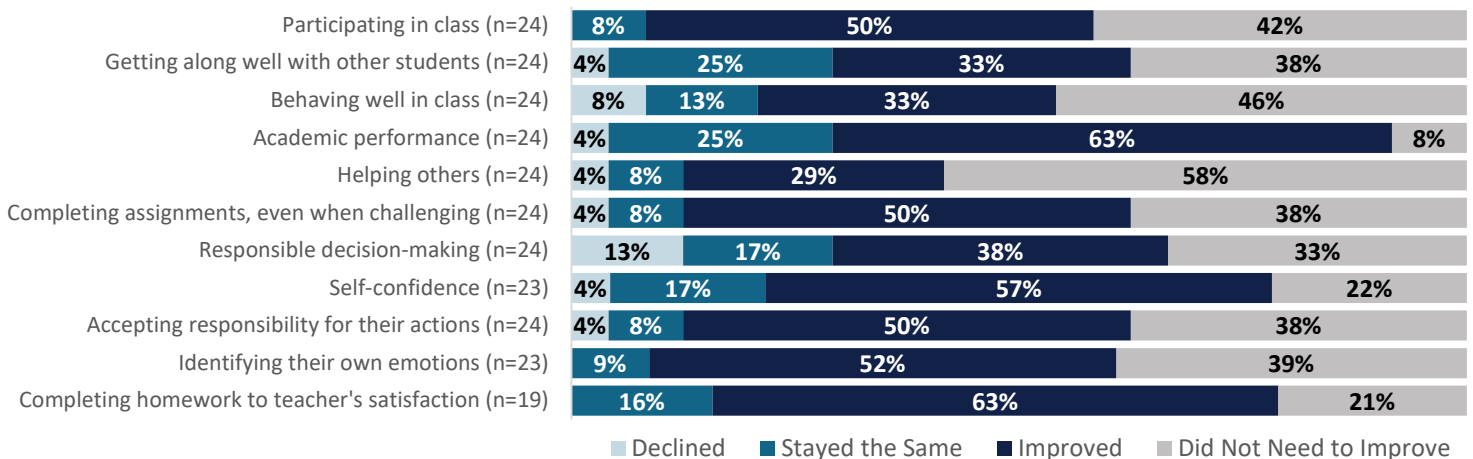
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students' school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need to Improve, 2) Improvement Needed, or 3) Not Sure. If improvement was needed, teachers were asked to indicate if behavior "Improved," "Stayed the Same," or "Declined" by spring. Detailed results for regular attending participants (RAPs) are provided below. The data below reflect the state definition of regular attendance: 45 days of attendance for elementary, middle, and high school participants.

## Key Findings

- In Year Two, teachers reported the greatest percentages of students showing improvements in the areas of participating in class, identifying their own emotions, completing assignments, even when challenging, accepting responsibility for their actions, and completing homework to teacher's satisfaction.
- In Year Two, teachers reported 84% of students benefited from participating in the afterschool program.

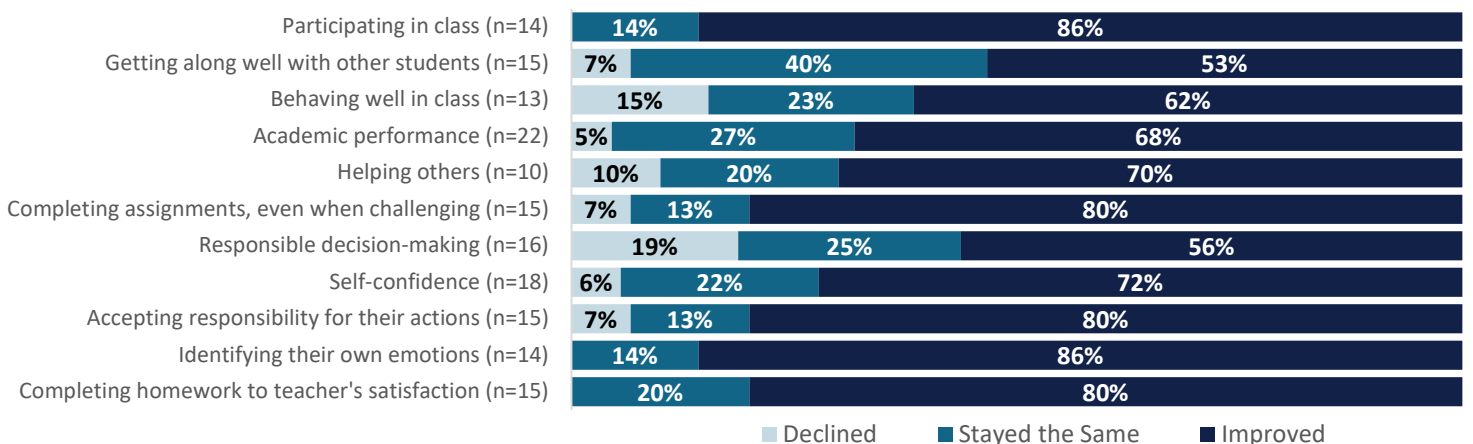
## School-Related Behaviors (K-12 DOE Teacher Survey) – Year 2

Percent of RAPs (45+ days) **demonstrating improvement or not needing to improve**, as reported by teachers



## School-Related Behaviors (K-12 DOE Teacher Survey) – Year 2

Percent of RAPs (45+ days) **who needed to improve** demonstrating improvement, as reported by teachers.

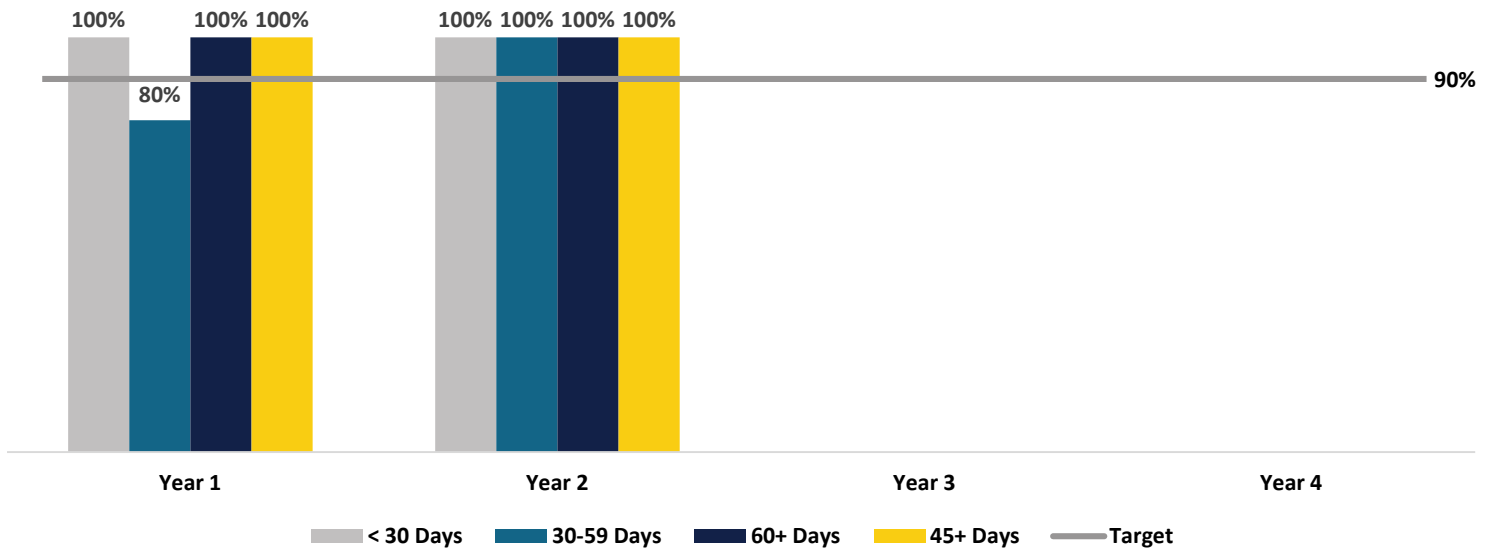


## C2. School-Related Behaviors - Suspension

### Key Findings

- In Year Two, 100% (25/25) of regular attendees did not receive a suspension during the school year.

**Percent of Students Who Did NOT Receive a Suspension**



**Grade-Level Breakdown By Year (% No Suspension)**

	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
<b>1</b>	--	--	1/1	100%	4/4	100%	4/4	100%	--	--	1/1	100%	1/1	100%	1/1	100%
<b>2</b>	--	--	--	--	5/5	100%	5/5	100%	1/1	100%	--	--	1/1	100%	6/6	100%
<b>3</b>	1/1	100%	0/1	0%	7/7	100%	7/7	100%	--	--	2/2	100%	6/6	100%	7/7	100%
<b>4</b>	1/1	100%	2/2	100%	4/4	100%	6/6	100%	--	--	1/1	100%	6/6	100%	5/5	100%
<b>5</b>	1/1	100%	1/1	100%	3/3	100%	4/4	100%	1/1	100%	2/2	100%	4/4	100%	6/6	100%
<b>Tot</b>	3/3	100%	4/5	80%	23/23	100%	26/26	100%	2/2	100%	6/6	100%	22/22	100%	25/25	100%
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
<b>1</b>																
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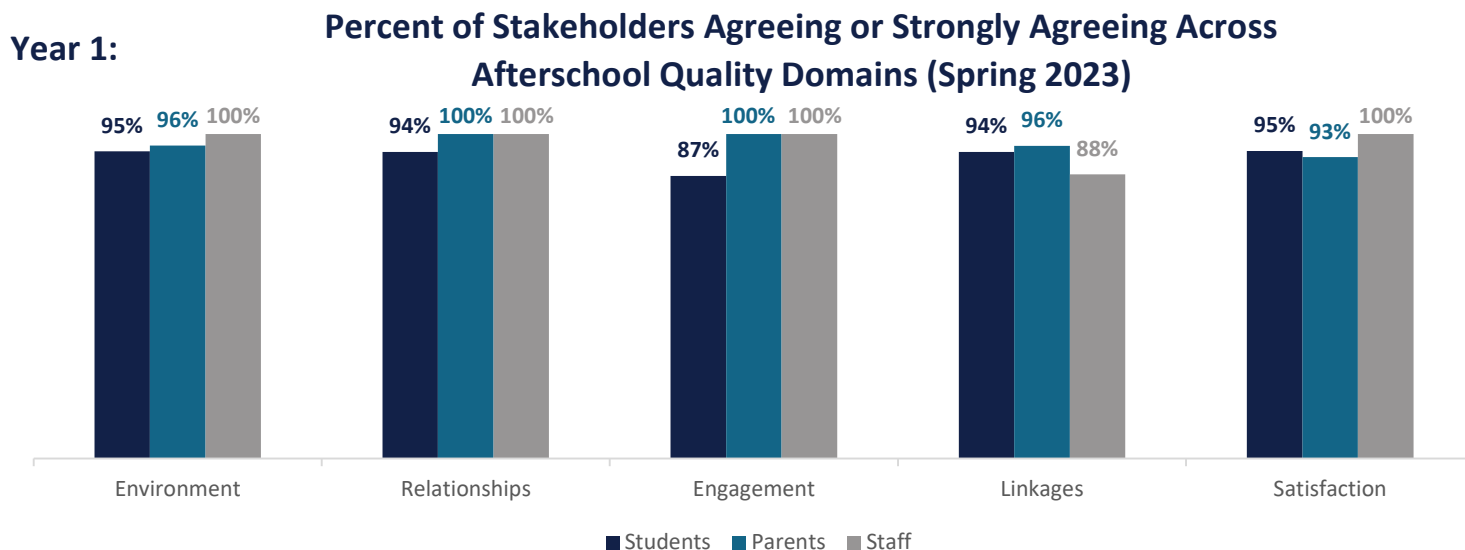
## D. Student, Parent, and Staff Surveys

This section presents results from the Quality Rating Scale (QRS) administered during the spring semester to students, parents, and staff members within the 21st CCLC program. The QRS was developed by Diehl Consulting and is aligned with research-based quality practices associated with high functioning afterschool programs. The scale measures five domains of afterschool quality:

- **Environment and Climate:** The extent to which the environment and climate possess basic conditions of learning, such as safe and clean rooms, welcoming staff, and clear and fair rules.
- **Relationships:** The extent to which positive relationships between and among staff and students are developed, supported, and maintained, such as staff showing respect to students, students feeling that they are listened to, and students at ease in developing friendships.
- **Youth Participation and Engagement:** The extent to which students are involved in the planning of activities, have choices as to which ones to participate in, and actively participate.
- **School Day and Afterschool Linkages:** The extent to which day school and afterschool staff members communicate and align activities to address academic and enrichment needs of students.
- **Parent/Family/Community Partnerships:** The extent to which strong partnerships with parents, families, and community organizations are provided, such as parents feeling involved in decision making, staff communicating effectively with parents, and welcoming staff. Only parents provided a rating for this domain.

In addition to these quality domains, the scale also included an overall rating of satisfaction and participants' perceptions of program benefits on the following school adjustment related outcomes: grades in school, attendance, positive peer relations, and preparation for school.

Supplemental questions may also be added based on the site's priority area or the types of activities and programming provided (e.g., STEM, College Career Readiness, Healthy Lifestyles, Social Emotional Learning).



Year 2:

### Percent of Stakeholders Agreeing or Strongly Agreeing Across Afterschool Quality Domains (Spring 2024)

