



**Missouri Afterschool
Academic and College/Career Readiness
Report
*2015***

Report for

Sample Afterschool Site

**Prepared by
Office of Social and Economic Data Analysis (OSED)**
University of Missouri

Background

Starting in 2012, The Missouri AfterSchool Network (MASN)—in partnership with DESE’s Extended Learning Section, the Office of Social and Economic Data Analysis (OSED), and the David P. Weikart Center for Youth Program Quality—began developing a statewide system for evaluation and accountability for all sites providing afterschool learning opportunities, including 21st CCLC grantees. The purposes of the statewide system include: (1) providing programs with quality improvement data that can be used to enhance their services; and (2) providing DESE with comparable statewide data on program quality, student outcomes, as well as administrator, parent, and community partner attitudes about afterschool programs.

What This Report Covers

This report contains information about how a specific afterschool site performed on the Academic and College/Career Readiness scales. In addition, results from a variety of supplementary surveys are provided, including site-level family scales and grantee-level administrator and community partner surveys. The data are based on youth and family surveys completed by programs during the spring of 2015.

The results on p. 2 shows site-level performance on the Common Instrument Science Survey, a measure of youth engagement and interest in science. The tables on p. 3 show how your site scored on the Personal and Social Skills scales (one completed by youth, the other by parents), which measure youth outcomes in the social-emotional domain, including relationship, communication, accountability, persistence, and planning skills . On page 4, results from the Commitment to Learning scales are provided. These scales cover positive school engagement, initiative, and work/study skills. Pages 5 and 6 show how your site scored on three site-level supplementary scales that assess family and parent attitudes, including the School Day Linkages, Benefits of Afterschool, and Strengthening Families scales. In order to provide some context for interpretation, statewide averages are also provided for all scales mentioned above.

Please note that youth and student demographic information can be found in the Leading Indicators report. In addition, $n < 3$ denotes results for sites with fewer than three youth or parent surveys that are suppressed due to confidentiality reasons.

The results shown on pages 7 and 8 provide grantee-level performance on two supplementary surveys, the School Administrator/Principal Survey and the Community Partner Survey. These surveys gauge the attitudes of school administrators and community partners regarding the afterschool program.

Questions

For questions related to using data for quality improvement, contact your Afterschool Regional Educator (ARE). For questions related to data collection and surveys, contact Terri Foulkes, Director of MASN (foulkest@umsystem.edu; 573.884.2462). For questions related to data analysis, contact Dr. Wayne Mayfield, OSED, (mayfieldw@missouri.edu; 573.882.5428).

Common Instrument Science Survey

PROMPT: Please check the box that best describes what you think about the statement. (1 = Strongly disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree)	Site average (n's differ by item; about 25 youth)	Statewide K-2 average (n's differ by item; about 550 youth)	Statewide 3-5 average (n's differ by item; about 3100 youth)	Statewide 6-8 average (n's differ by item; about 1650 youth)	Statewide 9-12 average (n's differ by item; about 1180 youth)	Statewide all grades average (n's differ by item; about 6500 youth)
Overall Common Instrument Score	3.93	3.56	3.33	3.10	3.02	3.24
Science is something I get excited about.	3.85	3.52	3.24	2.98	2.95	3.15
I like to participate in science projects.	3.95	3.64	3.45	3.29	3.10	3.36
I like to see how things are made (for example, ice-cream, a TV, an iPhone, energy, etc.).	3.95	3.69	3.56	3.44	3.29	3.49
I am curious to learn more about science, computers or technology.	3.95	3.61	3.42	3.20	3.10	3.32
I want to understand science (for example, to know how computers work, how rain forms, or how airplanes fly).	3.80	3.63	3.39	3.17	3.09	3.30
I get excited about learning about new discoveries or inventions.	3.95	3.64	3.43	3.25	3.17	3.35
I pay attention when people talk about recycling to protect our environment.	4.00	3.52	3.37	3.12	2.95	3.24
I am curious to learn more about cars that run on electricity.	3.95	3.47	3.24	3.00	2.89	3.13
I would like to have a science or computer job in the future.	3.90	3.32	2.92	2.70	2.82	2.88
I like online games or computer programs that teach me about science.	3.95	3.57	3.25	2.90	2.89	3.12

Data Source: Youth Survey

Personal and Social Skills Scales

PROMPT: For the past school year, how true are the following statements for you? (1 = Almost never true; 3 = True about half the time; 5 = Almost always true)	Site average (n's differ by item; about 25 youth)	Statewide K-2 average (n's differ by item; about 3500 youth)	Statewide 3-5 average (n's differ by item; about 3450 youth)	Statewide 6-8 average (n's differ by item; about 1700 youth)	Statewide 9-12 average (n's differ by item; about 1180 youth)	Statewide all grades average (n's differ by item; about 9830 youth)
Personal and Social Skills Scale (Youth)	4.89	4.57	4.30	4.23	4.33	4.37
I work well with other kids.	4.80	4.55	4.16	4.09	4.27	4.19
I can make friends with other kids.	4.92	4.68	4.39	4.31	4.32	4.47
I can tell other kids that they are doing something I don't like.	4.83	4.38	4.02	4.08	4.21	4.18
I am a good listener.	4.84	4.53	4.20	4.08	4.28	4.31
I can stay friends with other kids.	5.00	4.65	4.39	4.36	4.38	4.40
I follow the rules in my classroom.	4.92	4.57	4.39	4.29	4.43	4.44
I make good use of my time at school.	4.95	4.57	4.38	4.23	4.27	4.34
I finish my work on time.	4.92	4.45	4.24	4.18	4.19	4.30
I keep track of my things at school.	4.80	4.48	4.28	4.26	4.28	4.35
I get along with adults.	4.96	4.53	4.36	4.28	4.48	4.42
I usually behave well.	4.92	4.49	4.36	4.32	4.51	4.42
I take responsibility when I make a mistake.	4.96	4.55	4.35	4.31	4.45	4.42
I am good at using many different strategies to complete a task or a project.	4.80	4.56	4.27	4.16	4.30	4.28
It is easy for me to stay focused on projects that last more than one week.	4.50	4.32	4.06	3.93	4.06	4.06
I set goals for myself.	4.85	4.43	4.16	4.12	4.20	4.18
I show respect for others.	4.96	4.67	4.43	4.36	4.49	4.51
I know who I can go to if I need help.	5.00	4.80	4.55	4.43	4.48	4.61
I like to work with others to solve problems.	4.96	4.58	4.23	4.11	4.14	4.32
I have friends who care about me.	4.96	4.71	4.49	4.45	4.47	4.56

PROMPT: For the past school year, how true are the following statements for you? (1 = Almost never true; 3 = True about half the time; 5 = Almost always true)	Site average (n's differ by item; about 9 family members)	Statewide all grades average (n's differ by item; about 3100 family members)
Personal and Social Skills Scale (Parent)	4.23	4.39
My child shows respect appropriately to adults.	4.50	4.55
My child accepts responsibility for her/his actions when she/he makes a mistake or gets into trouble.	4.00	4.35
My child finishes what she/he begins.	4.22	4.27

Data Source: Youth Survey, Family Survey

Commitment to Learning Scales

PROMPT: For the past school year, how true are the following statements for you? (1 = Almost never true; 3 = True about half the time; 5 = Almost always true)	Site average (n's differ by item; about 25 youth)	Statewide K-2 average (n's differ by item; about 3500 youth)	Statewide 3-5 average (n's differ by item; about 3450 youth)	Statewide 6-8 average (n's differ by item; about 1700 youth)	Statewide 9-12 average (n's differ by item; about 1180 youth)	Statewide all grades average (n's differ by item; about 9830 youth)
Commitment to Learning Scale (Youth)	4.91	4.64	4.37	4.28	4.29	4.41
I get my homework done when I come to the afterschool program.	4.60	4.14	3.93	3.94	4.04	3.96
Doing well in school will help me when I grow up.	5.00	4.81	4.64	4.60	4.56	4.63
I do my homework in the afterschool program or at home.	5.00	4.67	4.46	4.36	4.29	4.42
I come to school ready.	5.00	4.68	4.50	4.36	4.28	4.51
I like to learn new things.	5.00	4.73	4.44	4.25	4.34	4.50
I pay attention in class.	4.84	4.57	4.27	4.16	4.26	4.36

PROMPT: For the past school year, how true are the following statements for you? (1 = Almost never true; 3 = True about half the time; 5 = Almost always true)	Site average (n's differ by item; about 9 family members)	Statewide all grades average (n's differ by item; about 3100 family members)
Commitment to Learning Scale (Parent)	4.50	4.24
As a result of participating in the afterschool program this year my child has developed better work habits (e.g., works well by self, finishes work on time, follows rules, careful and neat).	4.56	4.12
As a result of participating in the afterschool program this year, my child's interest in learning has increased.	4.44	4.36

Data Source: Youth Survey, Family Survey

Site-Level Supplementary Scales

School Day Linkages Scale

PROMPT: For the past school year, how true are the following statements for you? (1 = Almost never true; 3 = True about half the time; 5 = Almost always true)	Site average (n's differ by item; about 9 family members)	Statewide all grades average (n's differ by item; about 3100 family members)
School Day Linkages Scale	4.89	4.24
The afterschool program has helped our family get to know the school and school day teachers better.	4.89	3.93
Afterschool staff are well informed about my child's learning successes and challenges in school.	4.89	4.30
The afterschool program is helping my child to be more successful in school.	4.89	4.48

Data Source: Family Survey

Benefits of Afterschool Scale

PROMPT: For the past school year, how true are the following statements for you? (1 = Almost never true; 3 = True about half the time; 5 = Almost always true)	Site average (n's differ by item; about 9 family members)	Statewide all grades average (n's differ by item; about 3100 family members)
Benefits of Afterschool Scale	4.19	4.12
My child enjoys the activities offered in the afterschool program.	5.00	4.67
The afterschool program offers needed services to adult family members (GED, ELL, technology, family literacy, career/job training, etc.)	2.78	3.30
As a working parent, my work productivity has increased as a result of knowing that my child is in a safe afterschool environment during the hours after school while I am working.	4.67	4.37
As a parent, I am willing to pay for the afterschool services for my child.	4.33	4.10

Data Source: Family Survey

Strengthening Families Scale

PROMPT: For the past school year, how true are the following statements for you? (1 = Almost never true; 3 = True about half the time; 5 = Almost always true)	Site average <i>(n's differ by item; about 9 family members)</i>	Statewide average <i>(n's differ by item; about 3000 family members)</i>
Strengthening Families Scale	4.54	3.91
The afterschool program provides opportunities for us to socialize with other families and has a sense of community (e.g., celebrations, activities in evenings).	4.67	4.00
The afterschool program provides information about activities for us to attend activities outside of the program (e.g., fun fairs, libraries).	4.89	4.05
Parenting information is available through books, classes, take home materials, etc.	4.44	3.75
Family activities provide us time to work with our child (e.g., doing crafts together, cooperative games).	4.67	4.07
Afterschool staff know me and regularly ask how I am doing.	4.78	4.29
The afterschool program provides either opportunities for parents to learn new skills or provides information about other community programs in the area that provide skill development.	4.33	3.74
Afterschool staff take the time to get to know parents by asking and learning about their interests, families, and current activities.	4.56	3.89
The afterschool program links with other service providers in order to bring services on site, ease the referral process, share information about resources, and identify and fill gaps.	4.56	3.79
The afterschool program provides parents with opportunities for personal growth or leadership development.	4.33	3.71
The afterschool program provides parents with opportunities to have input into program decisions.	4.22	3.82

Data Source: Family Survey

Grantee-Level Supplementary Surveys

School Administrator/Principal Survey

n = 7 administrators

PROMPT: Please check the box that best describes what you think about the statement. (Strongly disagree; Disagree; Agree; Strongly agree; NA = Not Applicable)	Grantee % Strongly Agree/Agree	Grantee % Strongly Disagree/ Disagree	Grantee % Not Applicable	Grantee % No Response (missing data)
Afterschool staff regularly communicate with school day teachers.	100.0%	0.0%	0.0%	0.0%
The afterschool program helps to improve the students' commitment to learning (e.g., homework completion, attitude toward school).	100.0%	0.0%	0.0%	0.0%
The afterschool program is effectively coordinated with school day learning (i.e., afterschool program has a direct correlation/link to the school day curriculum).	100.0%	0.0%	0.0%	0.0%
The afterschool program director provides information about the program to the school administrators/principals.	100.0%	0.0%	0.0%	0.0%
The afterschool program allows school day teachers to achieve better classroom educational outcomes (grades, test scores, etc.).	100.0%	0.0%	0.0%	0.0%
The afterschool program helps enhance students' personal and social skills.	100.0%	0.0%	0.0%	0.0%
The afterschool program is an effective and integral part of the entire student school experience.	100.0%	0.0%	0.0%	0.0%
The afterschool program provides hands-on activities that support the school day instruction provided by the teachers.	100.0%	0.0%	0.0%	0.0%
The afterschool program keeps us well informed of its activities.	100.0%	0.0%	0.0%	0.0%
The afterschool program would be missed if it no longer existed.	100.0%	0.0%	0.0%	0.0%
The afterschool program motivates students to attend school more regularly so they can participate in the afterschool program.	100.0%	0.0%	0.0%	0.0%
The afterschool program provides opportunities for school administrator/principal input.	100.0%	0.0%	0.0%	0.0%
Some professional development activities are coordinated between the school district/school day and afterschool program.	100.0%	0.0%	0.0%	0.0%
The afterschool program has increased parental awareness/involvement in student learning.	100.0%	0.0%	0.0%	0.0%
The school shares grades, test scores, or student progress information with the afterschool program to coordinate supports for students in the afterschool program.	100.0%	0.0%	0.0%	0.0%
Afterschool staff members are invited to district or school meetings to coordinate efforts to support students.	100.0%	0.0%	0.0%	0.0%
Afterschool staff members receive support from school administrators/teachers.	100.0%	0.0%	0.0%	0.0%
The afterschool program values the contributions of school day staff.	100.0%	0.0%	0.0%	0.0%

Data Source: School Administrator/Principal Survey

Community Partner Survey

n = 74 community partners

PROMPT: Please check the box that best describes what you think about the statement. (Strongly disagree; Disagree; Agree; Strongly agree; NA = Not Applicable; Unsure/Uncertain)	Grantee % Strongly Agree/Agree	Grantee % Strongly Disagree/Disagree	Grantee % Not Applicable	Grantee % Unsure/Uncertain	Grantee % No Response (missing data)
The afterschool program motivates students to attend school more regularly so they can participate in the afterschool program.	91.9%	0.0%	0.0%	8.1%	0.0%
The afterschool program reflects community-wide goals.	90.5%	0.0%	0.0%	8.1%	1.4%
The afterschool program helps to improve the students' commitment to learning (e.g., homework completion, attitude toward school).	91.9%	0.0%	0.0%	8.1%	0.0%
The afterschool program provides opportunities for our input and participation.	91.9%	8.1%	0.0%	0.0%	0.0%
The afterschool program makes a positive difference in the lives of families in the community.	90.5%	8.1%	0.0%	0.0%	1.4%
The afterschool program is an effective and integral part of the entire student school experience.	91.9%	8.1%	0.0%	0.0%	0.0%
The afterschool program provides hands-on activities that support the school day instruction provided by the teachers	91.9%	0.0%	0.0%	8.1%	0.0%
The afterschool program keeps us well informed of its activities.	81.1%	6.8%	0.0%	0.0%	12.2%
Our organization provides in-kind and/or cash resources to the afterschool program.	47.3%	0.0%	14.9%	25.7%	12.2%
The afterschool program would be missed if it no longer existed.	86.5%	0.0%	0.0%	0.0%	13.5%
The afterschool program staff promotes/disseminates information about the afterschool program to the community.	79.7%	1.4%	0.0%	6.8%	12.2%
The afterschool program recognizes partners for their contributions.	58.1%	4.1%	0.0%	25.7%	12.2%
The afterschool program values our contributions.	87.8%	0.0%	0.0%	0.0%	12.2%
The afterschool program is well-known in the community.	91.9%	0.0%	0.0%	8.1%	0.0%
The afterschool program helps enhance students' personal and social skills.	100.0%	0.0%	0.0%	0.0%	0.0%

Data Source: Community Partner Survey