



21st Century Community Learning Center Grant

Evaluation Summary 2018-2019

Sherry L. Huffman, Ed.S.
External Evaluator
Shuffman@GHAEA.org
402.657.5194

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Overview

The 21st Century Community Learning Centers (CCLC) program in Iowa implements before and after school enrichment opportunities designed to positively impact the academic and behavioral development of students, especially for those identified as being at risk. The Council Bluffs School District partners with its community to provide diverse activities from interest-based clubs, career exploration, and academic assistance to field trips, sports and family events. The district offers programming for all grade levels.

At the Elementary, SUPER Kids (Student University Promoting Education and Recreation) includes Franklin, Longfellow and Rue buildings (Cohort 10), Carter Lake and Roosevelt buildings (Cohort 12), Bloomer and Edison buildings (Cohort 13).

CB D.R.E.A.M.S (Developing Relationships Engaging All Middle Schoolers) includes both Kirn and Wilson Middle Schools (Cohort 9).

Ready by 21 includes Abraham Lincoln and Thomas Jefferson High Schools (Cohort 11).

This evaluation includes a summary of findings as outlined by the required Government Performance and Results Act (GPRA) measures. Additionally, a local report on objectives has been included to assist in decision-making for CCLC teams.

Data Analysis

Council Bluffs School District provided multiple sources of data for analysis: program participant information and demographics, attendance rate, English and Mathematics grades, NWEA MAP scores, and parent and staff survey responses.

Results are reported for Regular Attendees: students participating in CCLC programming 30 or more days in the 2018-19 school year.

GPRA Measure results and Local Objective outcomes consist of frequency counts and percentages to meet reporting requirements.

Attendance

21st CCLC Program 2018-2019 School Year Attendance Summary Table				
	Attendees	Total	Male	Female
Cohort 9: Kirn & Wilson Middle Schools	All	1202	625	577
	Regular	300	151	149
Cohort 10: Franklin, Longfellow & Rue Elementary	All	606	288	318
	Regular	396	186	210
Cohort 11: Abraham Lincoln & Thomas Jefferson High	All	1518	765	753
	Regular	238	144	94
Cohort 12: Carter Lake & Roosevelt Elementary	All	287	137	150
	Regular	174	82	92
Cohort 13: Bloomer & Edison Elementary	All	404	203	201
	Regular	228	112	116

21st CCLC Program 2018-2019 School Year Attendance Ethnicity Table							
	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Cohort 9: Kirn, Wilson	All	908	176	14	79	20	5
	Regular	236	36	4	20	4	0
Cohort 10: Franklin, Longfellow, Rue	All	467	83	10	42	4	0
	Regular	323	42	4	25	2	0
Cohort 11: AL, TJ	All	1143	228	18	81	23	25
	Regular	187	28	2	17	4	0

Cohort 12: Carter Lake, Roosevelt	All	219	24	4	38	2	0
	Regular	134	10	3	25	2	0
Cohort 13: Bloomer, Edison	All	311	51	9	33	0	0
	Regular	184	22	3	19	0	0

21st CCLC Program 2018-2019 School Year Attendance Special Needs Table				
	Attendees	LEP	FRP	Special Needs
Cohort 9: Kirn & Wilson Middle Schools	All	137	630	216
	Regular	25	152	40
Cohort 10: Franklin, Longfellow & Rue Elementary	All	60	221	91
	Regular	29	145	59
Cohort 11: Abraham Lincoln & Thomas Jefferson High	All	189	649	215
	Regular	23	95	20
Cohort 12: Carter Lake & Roosevelt Elementary	All	16	130	57
	Regular	9	75	27
Cohort 13: Bloomer & Edison Elementary	All	45	296	97
	Regular	17	160	55

Government Performance and Results Act Measures

Improvement in Mathematics (GPRA Measures 1-3)

Assessment Tool Used: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Grade Reports	Number of Regular Attendees Needing Improvement	Number of Students Improved	Percentage of Students Improved
The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	293	260	88.74%
The number of middle/ high school 21st Century regular program participants who improved in mathematics from fall to spring.	230	169	73.48%
The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	523	429	82.03%

At the Elementary level, data is based on 724 matched pairs where both fall and spring NWEA MAP scores were available. Students scoring below the typical RIT score for fall were considered to be needing improvement; 88.74% of those students improved their test scores.

At the Middle and High School level, data is based on 459 matched pairs of students in grades 9-11 where both fall and spring NWEA MAP scores were available, and nine matched pairs of students in grade 12 where both fall and spring grades were available. Students scoring below the typical RIT score for fall were considered to be needing improvement, and students with a grade of D or F in the fall were considered to be needing improvement. 73.48% of those students improved their test score or grade.

The total percentage of regular attendees demonstrating improvement in Mathematics is 82.03%

Improvement in English (GPRA Measures 4-6)

Assessment Tool Used: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Grade Reports	Regular Attendees Needing Improvement	Number of Students Improved	Percentage of Students Improved
The number of elementary 21st Century regular program participants who improved in English from fall to spring.	265	201	75.85%
The number of middle/ high school 21st Century regular program participants who improved in English from fall to	207	140	68.97%

spring.			
The number of all 21st Century regular program participants who improved in English from fall to spring.	472	341	72.24%

At the Elementary level, data is based on 725 matched pairs where both fall and spring Reading MAP scores were available. Students scoring below the typical RIT score for fall were considered to be needing improvement; 75.85% of those students improved their test scores.

At the Middle and High School level, data is based on 473 matched pairs of students in grades 9-11 where both fall and spring Reading MAP scores were available, and 14 matched pairs of students in grade 12 where both fall and spring grades were available. Students scoring below the typical RIT score for fall were considered to be needing improvement. Students with a grade of D or F in the fall were considered to be needing improvement. 68.97% of those students improved their test scores.

The total percentage of regular attendees demonstrating improvement in Reading is 72.24%.

Improvement in Proficiency (GPRA Measures 7-8)

Assessment Tool Used: MAP	Number of Regular Attendees Needing Improvement in Fall	Number of Regular Attendees Improving in Spring	Change
The number of elementary 21st Century regular program participants who improve from below expected levels to expected levels in reading.	266	32	12.03%
The number of middle/ high school 21st Century regular program participants who improve from below expected levels to expected levels in math.	226	84	37.17%

Data based on 725 Elementary students in the fall and 721 students in the spring that were assessed with NWEA MAP Reading. At the Middle/ High School, 424 students were assessed with NWEA MAP Mathematics in the fall and 424 were assessed in the spring.

There were fewer elementary regular attendees scoring at expected levels in reading in the spring compared to the fall. At the middle/ high school level, more students were performing at expected levels in mathematics in the spring compared to the fall.

When tracking the number of students moving from below expected levels in the Fall to at/ above expected levels in the Spring, there was an improvement for 12.03% of elementary regular attendees in reading and 37.17% of middle/high school regular attendees in mathematics.

Homework and Class Participation (GPRA Measures 9-11)

Assessment Tool Used: Teacher Surveys	Number of Regular Attendees	Number of Students Improved	Percentage of Students Improved
The number of elementary 21st Century regular program	368	74	20.11%

participants with teacher-reported improvement in homework completion and class participation.			
The number of middle/ high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	177	62	35.03%
The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	545	136	24.95%

Of 368 teacher surveys at the elementary, 262 students maintained a satisfactory homework completion rate and 74 students improved their homework completion. This results in a positive rating for 91.30% for regular attendees on homework completion. Also at the elementary, 240 students maintained their class participation and 111 students improved their participation. This results in a positive rating for 95.38% of regular attendees on class participation.

Of 177 teacher surveys at the middle/ high school, 98 students maintained a satisfactory homework completion rate and 62 students improved their homework completion. This results in a positive rating for 90.40% of regular attendees on homework completion. Also at the middle/ high school, 85 students maintained their class participation and 79 students improved their participation. This results in a positive rating for 92.66% of regular attendees on class participation.

Student Behavior (GPRA Measures 12-14)

Assessment Tool Used: Teacher Surveys	Number of Regular Attendees	Number of Students Improved	Percentage of Students Improved
The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	368	85	23.10%
The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	177	79	44.63%
The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	545	164	30.09%

Of 368 teacher surveys at the elementary, 235 students were rated as Maintained on the item, "Behaving Well in Class" and 85 students were rated as Improved. This results in a positive rating for 86.96% for regular attendees on student behavior.

Of 177 teacher surveys at the middle/ high school, 90 students were rated as Maintained on the item, "Behaving Well in Class" and 79 students were rated as Improved. This results in a positive rating for 95.48% of regular attendees on student behavior.

LOCAL REPORT ON OBJECTIVES

Data Analysis || Student Achievement- Mathematics

Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.

NWEA MAP Math Results- Grades 2 through 11	Demonstrating Typical Growth	Demonstrating Less than Typical Growth
Cohort 9 284 assessed in both fall and spring 2018-19	148 (52.11%)	136 (47.88%)
Cohort 10 367 assessed in both fall and spring 2018-19	115 (31.34%)	252 (68.66%)
Cohort 11 107 assessed in both fall and spring 2018-19	49 (45.79%)	58 (54.21%)
Cohort 12 150 assessed in both fall and spring 2018-19	41 (27.33%)	109 (72.67%)
Cohort 13 195 assessed in both fall and spring 2018-19	57 (29.23%)	138 (70.77%)
Total Regular Attendee 1103 assessed in both fall and spring 2018-19	410 (37.17%)	693 (62.83%)

Data Analysis || Student Achievement- Reading

Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.

NWEA MAP Reading Results- Grades 2 through 11	Demonstrating Typical Growth	Demonstrating Less than Typical Growth
Cohort 9 286 assessed in both fall and spring 2018-19	146 (51.23%)	139 (48.60%)

Cohort 10 368 assessed in both fall and spring 2018-19	102 (27.72%)	266 (72.28%)
Cohort 11 111 assessed in both fall and spring 2018-19	48 (43.24%)	63 (56.76%)
Cohort 12 151 assessed in both fall and spring 2018-19	42 (27.81%)	109 (72.19%)
Cohort 13 195 assessed in both fall and spring 2018-19	55 (28.21%)	140 (71.79%)
Total Regular Attendee 1111 assessed in both fall and spring 2018-19	393 (35.37%)	717 (64.54%)

Data Analysis || Student Engagement

In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average.

	Median Annual School Attendance Rate for Regular Attendees	Average Annual School Attendance Rate for All Students
Cohort 9	97.14%	94.61%
Cohort 10	97.14%	95.95%
Cohort 11	97.14%	93.60%
Cohort 12	97.14%	95.58%
Cohort 13	96.57%	96.16%
TOTALS	95.95%	94.67%

Disciplinary incidents for in-school behavior of regular attendees will be less than the school average.

	Average Discipline Referrals for Regular Attendees	Average Discipline Referrals for All Students
Cohort 9	2.04	2.44
Cohort 10	1.34	1.38
Cohort 11	.78	1.06

Cohort 12	1.34	1.95
Cohort 13	1.64	2.27
TOTALS	1.52	1.71

Data Analysis || Parent Feedback

Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth.

	Number	Percent
Parents responding "Agree" or "Strongly Agree" to the item: <i>The activities had a positive impact on my child (i.e. educational, career focus and social skill development)</i>	237	97.13%

There were a total of 244 parent surveys returned.

Data Analysis || Postsecondary Outcomes- Cohort 11

Percent of regular attendees enrolling in postsecondary institutions (college, trade schools, et.) the first fall after graduation will be within 10% of the district's average.

Students Enrolling in Postsecondary Institutions	Number	Percent
Regular Attendee		
District Average		

National Student Clearinghouse data (Marty-- may have to wait until November)

Percent of regular attendees graduating with their 4-year cohort will be within 10% of the district's average.

Students graduating with 4-year cohort	Number	Percent
Regular Attendee	33	76.7%
District Average		87.01%

Data based on 43 Regularly Attending Seniors.

Data Analysis || Additional Objectives

21st CCLC will provide nutritious after school snacks to all attendees.

	Total Snacks Made Available	Participants Taking Snack	Participants Not Taking Snack	Percent Taking Provided Snack
Cohort 9: Kirn and Wilson Middle School	30,026	17,499	12,527	58.28%
Cohort 10: Franklin, Longfellow, and Rue Elementary	39,722	35,560	4,162	89.52%
Cohort 11: Abraham Lincoln and Thomas Jefferson High	26,790	11,624	15,166	43.39%
Cohort 12: Carter Lake and Roosevelt Elementary	20,497	14,927	5,570	72.83%
Cohort 13: Bloomer and Edison Elementary	24,189	20,647	3,542	85.36%
Totals	141,224	100,257	40,967	71%

Data held in Youth Services.

21st CCLC will hold at least four family education events throughout the calendar year. Attendance will be tracked.

Date	Event	Cohort	Attendance
6/27	Common Sense Parenting - "Teaching Your Child Self Discipline"	10, 12, 13	38
7/25	Common Sense Parenting - "Setting Your Kids Up for School Success"	10, 12, 13	29
11/27	Durham Museum Family Night	10, 12, 13	68
8/10	6th Grade Boot Camp Breakfast	9	30
8/10	6th Grade Boot Camp Lunch	9	40
10/11	Lights On Afterschool @ Skinny Bones Pumpkin Patch	10, 12, 13	42
4/11	YMCA Family Night	all	150
4/13	Fine Arts Festival	10, 12, 13	50
3/30	ISU Latino Family Visit	11	11

3/14	Lynx Family Wellness Night	9	250
			708

A Family Education event was held for every cohort throughout the year with a total attendance of 708. Data held in Youth Services.

21st CCLC will provide a minimum of 30 summer school days (between 4-6 hours daily).

	Time	Hours	Dates
Elementary School	8:30 a.m. - 3:00 p.m.	7.5 hours	June 10-28 Monday - Friday (15 days)
Middle School	8:00 a.m. - 2:00 p.m.	6 hours	July 8-26 Monday - Friday (15 days)
High School (LYFT)	9:00 a.m. - 4:00 p.m.	7 hours	Total of 30 days between 4 and 7.5 hours daily
High School (Credit Recovery)	9:00 a.m. - 1:00 p.m.	4 hours	

Data held in Youth Services.

21st CCLC will track juvenile arrests from 2:00-5:00 p.m. over time.

Time of Day	2011	2012	2013	2014	2015	2016	2017	2018	2019
2:00 p.m.	60	70	50	52	57	54	33	40	49
3:00 p.m.	60	49	38	54	49	31	26	24	29
4:00 p.m.	48	47	47	62	50	36	23	36	49
5:00 p.m.	77	67	38	40	58	34	48	27	30
Total per year	245	233	173	208	214	155	130	127	157

Data collected by CB Police Department.

Summary of Objectives

COHORTS 9, 10, 11, 12, 13		
Objective	Objective Rating	Methodology/ Justification for Rating
Student Achievement Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.	Objective Met	37.17% of regular attendees demonstrated typical or greater than typical growth on MAP assessments in Math based on 2015 MAP norms. Lowest growth rates were observed for Cohorts 12 and 13. Highest growth rates were observed for Cohort 9.
Student Achievement Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	Objective Met	35.37% of regular attendees demonstrated typical or greater than typical growth on MAP assessments in Reading based on 2015 MAP norms. Lowest growth rates were observed for Cohorts 10, 12, and 13. Cohort 9 showed the highest growth rate.
Student Engagement In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average.	Objective Met	Data held in PowerSchool and Youth Services indicate that the median attendance rate for Regular Attendees was 95.95% compared to the all student average of 94.67%
Student Engagement Disciplinary incidents for in-school behavior of regular attendees will be less than the school average.	Objective Met	Data held in PowerSchool and Youth Services indicate that the average number of discipline referrals for regular attendees is 1.52 which is less than the overall school average of 1.71.
Parent Feedback Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	Electronic parent surveys reveal that 97.13% of parents agree or strongly agree that CCLC activities had a positive impact on their child (educational, career focus and social skill development).
COHORT 11 ONLY		

<p>Student Achievement Percent of regular attendees enrolling in postsecondary institutions (college, trade schools, etc) the first fall after graduation will be within 10% of the district's average.</p>	<p>Objective Met</p>	<p>The National Student Clearinghouse data indicates that 53.49% of regular attendees in 2018-19 enrolled in a post-secondary institution to date. This compares to the district average of 52.15% of graduates from Council Bluffs enrolling in a post-secondary institution within one year of graduation. There is the possibility that more regular attendees students may enroll within the rest of this year.</p>
<p>Student Achievement Percent of regular attendees graduating with their 4-year cohort will be within 10% of the district's average.</p>	<p>Objective Met</p>	<p>Data held in PowerSchool is used to track this progress. 77% of regular attending seniors graduated with their 4-year cohort in 2018-19. This compares to 87% in 2017-18 and 65% in 2016-17. 87% of all district seniors graduated with their 4-year cohort in 2018-19.</p>
<p>Additional Objective</p>	<p>Objective Rating</p>	<p>Methodology/ Justification for Rating</p>
<p>21st CCLC will provide nutritious after school snacks to all attendees.</p>	<p>Objective Met</p>	<p>Youth Services data show a total of 141,224 snacks provided across all CCLC programming. The highest percent of snacks taken by students was at Cohorts 10 and 13. The fewest number of snacks taken by students was at Cohort 11.</p>
<p>21st CCLC will hold at least four family education events throughout the calendar year. Attendance will be tracked.</p>	<p>Objective Met</p>	<p>Data held in Youth Services indicate a total of nine family education events involving every cohort and attended by a total of 558 participants.</p>
<p>21st CCLC will provide a minimum of 30 summer school days (between 4-6 hours daily).</p>	<p>Objective Met</p>	<p>Youth Services information documents a total of 30 summer school days at the elementary, middle and high school levels, ranging in length from four to 7.5 hours.</p>
<p>The 21st CCLC Grant will track juvenile arrests from 2:00-5:00 p.m. over time.</p>	<p>Objective Met</p>	<p>Juvenile arrest counts have been provided by the Council Bluffs Police Department for the past nine years. While the number of incidents from 2:00 p.m. to 5:00 p.m. increased slightly from last year, juvenile arrests for 2019 are well below the average for all years.</p>

Recommendations

Student participation in after school programming decreases from Kindergarten (76% of students regularly attending) to high school (14%), with highest attrition in transitions from elementary to middle school (drop of 28%) and middle school to high school (drop of 13%). What risk factors might serve as an early warning system to recruit students most at need for engagement at the secondary level?

In what ways is staff stability monitored and longitudinal service rewarded?

What professional learning opportunities are available for CCLC staff at all levels?

The transition from the end of the school day to the start of after-school programming appears to be free time in many cases. How might the transition be structured to maximize the impact of contact hours?