



21st Century Community Learning Center Grant

Evaluation Summary 2017-18

Sherry L. Huffman, Ed.S.

External Evaluator

Shuffman@GHAEA.org

402.657.5194

TABLE OF CONTENTS

Overview & Explanation of Data	Page 2
Government Performance and Results Act Measures	Page 3
Local Report on Objectives	Page 7
Summary of Objectives	Page 17
Recommendations	Page 24

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).

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, Iowa Assessment scores and parent and staff survey responses.

Results are reported for students in two categories. Students participating in CCLC programming 30 or more days in the 2017-18 school year are considered Regular Attendees. Students participating from one to 29 days in the 2017-18 school year are considered Occasional Attendees.

GPRA Measure results consist of frequency counts and percentages to meet reporting requirements. In the Local Report on Objectives, outcomes for Regular Attendees and Occasional Attendees are compared statistically to identify any significant differences.

Government Performance and Results Act Measures

Improvement in Mathematics (GPRA Measures 1-3)

Assessment Tool Used: 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.	32	16	50.00%
The number of middle/ high school 21st Century regular program participants who improved in mathematics from fall to spring.	43	18	42.86%
The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	75	34	45.33%

At the Middle and High School level, data is based on 399 matched pairs where both fall and spring Mathematics grades were available. Students with a grade of D, F or N in the fall were considered to be needing improvement; 42.86% of those students improved their grade.

At the Elementary level, data is based on 476 matched pairs where both fall and spring Mathematics grades were available. Students with a grade of D, F, 1, or 0 in the fall were considered to be needing improvement; 50.00% of those students improved their grade.

The following information is provided for additional perspective about all regular program participants with fall and spring scores available at the Middle and High School level (N= 399) and Elementary level (N=476).

Assessment Tool Used: Grade Reports	Grade Maintained	Decreased Grade	Increased Grade
Elementary Mathematics	287 (60.29%)	69 (14.29%)	120 (25.21%)
Middle/ High School Mathematics	229 (57.39%)	96 (24.06%)	74 (18.55%)
All regular program participants	516 (58.98%)	165 (18.86%)	194 (22.17%)

Improvement in English (GPRA Measures 4-6)

Assessment Tool Used: 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 English from fall to spring.	57	37	64.91%
The number of middle/ high school 21st Century regular program participants who improved in English from fall to spring.	42	25	59.52%
The number of all 21st Century regular program participants who improved in English from fall to spring.	99	62	62.62%

At the Middle and High School level, data is based on 435 matched pairs where both fall and spring English grades were available. Students with a grade of D, F or N in the fall were considered to be needing improvement; 59.52% of those students improved their grade.

At the Elementary level, data is based on 476 matched pairs where both fall and spring English grades were available. Students with a grade of D, F, 1, or 0 in the fall were considered to be needing improvement; 62.62% of those students improved their grade.

The following information is provided for additional perspective about all regular program participants with fall and spring scores available at the Middle and High School level (N= 435) and Elementary level (N=476).

Assessment Tool Used: Grade Reports	Grade Maintained	Decreased Grade	Increased Grade
Elementary English	264 (55.46%)	56 (11.76%)	156 (32.77%)
Middle/ High School English	246 (56.55%)	99 (22.76%)	90 (20.69%)
All regular program participants	510 (55.98%)	155 (17.01%)	246 (27.00%)

Improvement in Proficiency (GPRA Measures 7-8)

Assessment Tool Used: Iowa Assessments	Number of Regular Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	95	26	27.37%
The number of middle/ high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	143	40	27.98

Data based on 274 Elementary matched pairs where Iowa Assessment Reading data was present for both 2016-17 and 2017-18. In 2016-17, 34.67% of students were not proficient, therefore needing improvement at the Elementary. 67.52% of regular attendees either maintained proficiency in Reading or improved from not proficient to proficient.

At the Middle/ High School, Iowa Assessment Mathematics data was present for both 2016-17 in 537 matched pairs. In 2016-17, 26.63% of students were not proficient, therefore needing improvement at the Middle/ High School. 71.14% of regular attendees either maintained proficiency in Mathematics or improved from not proficient to proficient.

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 participants with teacher-reported improvement in homework completion and class participation.	380	76	20%
The number of middle/ high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	264	48	18.18%
The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	644	124	19.25%

Of 380 teacher surveys at the elementary, 244 students maintained a satisfactory homework completion rate and 95 students improved their homework completion. This results in a positive rating for 89.21% for regular attendees on homework completion. Also at the elementary, 203

students maintained their class participation and 150 students improved their participation. This results in a positive rating for 92.9% of regular attendees on class participation.

Of 264 teacher surveys at the middle/ high school, 173 students maintained a satisfactory homework completion rate and 60 students improved their homework completion. This results in a positive rating for 88.26% of regular attendees on homework completion. Also at the middle/ high school, 154 students maintained their class participation and 85 students improved their participation. This results in a positive rating for 90.53% 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.	380	105	27.63%
The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	264	58	21.96%
The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	644	163	25.31%

Of 380 teacher surveys at the elementary, 235 students were rated as “maintained” on the Behaving Well in Class item, and 105 students were rated as “improved.” This results in a positive rating for 89.47% for regular attendees on student behavior.

Of 264 teacher surveys at the middle/ high school, 180 students were rated as “maintained” on the Behaving Well in Class item, and 58 students were rated as “improved.” This results in a positive rating for 90.15% of regular attendees on student behavior.

LOCAL REPORT ON OBJECTIVES

Data Analysis || Iowa Assessment Reading Scores

Elementary 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants

Council Bluffs administers the Iowa Assessment to students in grades 2 through 11. A total of 284 students in the regularly attending group would not have scores for last year, because they were in a grade not assessed.

Cohort 10	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 190 assessed in 2016-17 196 assessed in 2017-18	127	133
	66.84%	67.86%
Occasional Attendee 137 assessed in 2016-17 141 assessed in 2017-18	82	76
	59.85%	53.9%

Cohort 10	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	184	203	19
Occasional Attendee	184	201	17

An independent samples t-test was conducted to compare the change in Reading scores from 2016-17 to 2017-18 for Cohort 10 regular attendees and the change in Reading scores from 2016-17 to 2017-18 for Cohort 10 occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees ($M=19.37$, $SD=18.93$) and occasional attendees ($M=17.42$, $SD=18.36$); $t(323)=.94$, $p=0.35$

Cohort 12	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 123 assessed in 2016-17 128 assessed in 2017-18	72	84
	58.54%	65.63%
Occasional Attendee 98 assessed in 2016-17 103 assessed in 2017-18	56	54
	57.14%	52.43%

Cohort 12	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	181	199	18
Occasional Attendee	179	194	15

An independent samples t-test was conducted to compare the change in Reading scores from 2016-17 to 2017-18 for Cohort 12 regular attendees and the change in Reading scores from 2016-17 to 2017-18 for Cohort 12 occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees ($M=18.75$, $SD=17.18$) and occasional attendees ($M=16.52$, $SD=18.96$); $t(196)=.90$, $p=0.37$

Combined Elementary	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 279 assessed in 2016-17 290 assessed in 2017-18	180	192
	64.52%	66.21%
Occasional Attendee 235 assessed in 2016-17 244 assessed in 2017-18	138	130
	58.72%	53.28%

Combined Elementary	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	183	201	18
Occasional Attendee	182	198	17

An independent samples t-test was conducted to compare the change in Reading scores from 2016-17 to 2017-18 for regular attendees and the change in Reading scores from 2016-17 to 2017-18 for occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees ($M=18.14$, $SD=18.1$) and occasional attendees ($M=17.04$, $SD=18.57$); $t(505)=.67$, $p=0.50$

Iowa Assessment Reading Growth	2nd to 3rd Grade	3rd to 4th Grade	4th to 5th Grade
Average Expected Growth (Iowa Testing)	17	15	14
Median Observed Growth for Regular Attendees	16	18	14

Iowa Testing provides average expected growth targets represented in National Standard Score gains. Median observed growth is provided (as opposed to mean) to eliminate skew from outliers.

Middle school 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants

Cohort 9 Middle School	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 353 assessed in 2016-17 363 assessed in 2017-18	257	261
	72.8%	71.9%
Occasional Attendee 792 assessed in 2016-17 848 assessed in 2017-18	550	576
	69.44%	67.92%

Cohort 9 Middle School	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	237	246	9
Occasional Attendee	232	243	11

An independent samples t-test was conducted to compare the change in Reading scores from 2016-17 to 2017-18 for regular attendees and the change in Reading scores from 2016-17 to 2017-18 for occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees ($M = 9.05$, $SD = 23.67$) and occasional attendees ($M = 11.17$, $SD = 21.77$); $t(623) = -1.43$, $p = 0.15$

Iowa Assessment Reading Growth	5th to 6th Grade	6th to 7th Grade	7th to 8th Grade
Average Expected Growth (Iowa Testing)	13	12	11
Median Observed Growth for Regular Attendees	2	13	17

Iowa Testing provides average expected growth targets represented in National Standard Score gains. Median observed growth is provided (as opposed to mean) to eliminate skew from outliers.

High school 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants

Cohort 11 High School	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 251 assessed in 2016-17 198 assessed in 2017-18	186	146
	74.1%	73.74%
Occasional Attendee 1180 assessed in 2016-17 942 assessed in 2017-18	851	691
	72.12%	73.35%

Cohort 11 High School	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	280	281	1
Occasional Attendee	275	278	3

An independent samples t-test was conducted to compare the change in Reading scores from 2016-17 to 2017-18 for regular attendees and the change in Reading scores from 2016-17 to 2017-18 for occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees (M= 2.57, SD= 26.01) and occasional attendees (M= 3.43, SD= 25.53); $t(1079) = -.42$, $p=0.68$

Iowa Assessment Reading Growth	8th to 9th Grade	9th to 10th Grade	10th to 11th Grade
Average Expected Growth (Iowa Testing)	10	8	7
Median Observed Growth for Regular Attendees	8	5	-6

Iowa Testing provides average expected growth targets represented in National Standard Score gains. Median observed growth is provided (as opposed to mean) to eliminate skew from outliers.

Data Analysis || Iowa Assessment Mathematics Scores

Elementary 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants

Council Bluffs administers the Iowa Assessment to students in grades 2 through 11. A total of 117 students in the regularly attending group would not have scores for last year, because they were in a grade not assessed.

Cohort 10 Elementary	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 190 assessed in 2016-17 197 assessed in 2017-18	135	145
	71.05%	73.6%
Occasional Attendee 137 assessed in 2016-17 141 assessed in 2017-18	79	85
	57.66%	60.28%

Cohort 10 Elementary	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	183	199	16
Occasional Attendee	181	196	15

An independent samples t-test was conducted to compare the change in Mathematics scores from 2016-17 to 2017-18 for Cohort 10 regular attendees and the change in Mathematics scores from 2016-17 to 2017-18 for Cohort 10 occasional attendees. There was not a significant difference in the change in Mathematics scores for regular attendees ($M=16.29$, $SD=13.07$) and occasional attendees ($M=14.41$, $SD=13.27$); $t(324)=1.27$, $p=0.20$

Cohort 12 Elementary	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 123 assessed in 2016-17 128 assessed in 2017-18	80	88
	65.04%	68.75%
Occasional Attendee 98 assessed in 2016-17 105 assessed in 2017-18	56	61
	57.14%	58.1%

Cohort 12 Elementary	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	183	197	14
Occasional Attendee	179	191	12

An independent samples t-test was conducted to compare the change in Mathematics scores from 2016-17 to 2017-18 for Cohort 12 regular attendees and the change in Mathematics scores from 2016-17 to 2017-18 for Cohort 12 occasional attendees. There was not a significant difference in the change in Mathematics scores for regular attendees ($M=16.1$, $SD=21.77$) and occasional attendees ($M=14.14$, $SD=14.04$); $t(207)=.80$, $p=.42$

Combined Elementary	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 279 assessed in 2016-17 291 assessed in 2017-18	193	202
	69.18%	69.42%
Occasional Attendee 235 assessed in 2016-17 246 assessed in 2017-18	135	146
	57.45%	59.35%

Combined Elementary	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	183	197	14
Occasional Attendee	180	194	14

An independent samples t-test was conducted to compare the change in Mathematics scores from 2016-17 to 2017-18 for regular attendees and the change in Mathematics scores from 2016-17 to 2017-18 for occasional attendees. There was not a significant difference in the change in Mathematics scores for regular attendees ($M = 15.03$, $SD = 14.19$) and occasional attendees ($M = 14.3$, $SD = 13.57$); $t(507) = .59$, $p = 0.56$

Iowa Assessment Mathematics Growth	2nd to 3rd Grade	3rd to 4th Grade	4th to 5th Grade
Average Expected Growth (Iowa Testing)	18	15	14
Median Observed Growth for Regular Attendees	15	17	15

Iowa Testing provides average expected growth targets represented in National Standard Score gains. Median observed growth is provided (as opposed to mean) to eliminate skew from outliers.

Middle school 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants

Cohort 9 Middle School	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 352 assessed in 2016-17 362 assessed in 2017-18	248	253
	70.45%	69.89%
Occasional Attendee 793 assessed in 2016-17 846 assessed in 2017-18	537	575
	67.72%	67.97%

Cohort 9 Middle School	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	229	240	11
Occasional Attendee	225	236	11

An independent samples t-test was conducted to compare the change in Mathematics scores from 2016-17 to 2017-18 for regular attendees and the change in Mathematics scores from 2016-17 to 2017-18 for occasional attendees. There was not a significant difference in the change in Mathematics scores for regular attendees ($M = 11.34$, $SD = 15.96$) and occasional attendees ($M = 11.15$, $SD = 15.39$); $t(1137) = .19$, $p = 0.85$

Iowa Assessment Mathematics Growth	5th to 6th Grade	6th to 7th Grade	7th to 8th Grade
Average Expected Growth (Iowa Testing)	13	12	11
Median Observed Growth for Regular Attendees	8	18	8

Iowa Testing provides average expected growth targets represented in National Standard Score gains. Median observed growth is provided (as opposed to mean) to eliminate skew from outliers.

High school 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants.

Cohort 11 High School	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 251 assessed in 2016-17 196 assessed in 2017-18	187	139
	74.5%	70.92%
Occasional Attendee 1176 assessed in 2016-17 936 assessed in 2017-18	822	632
	69.9%	67.52%

Cohort 11 High School	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	274	278	4
Occasional Attendee	267	270	3

An independent samples t-test was conducted to compare the change in Mathematics scores from 2016-17 to 2017-18 for regular attendees and the change in Mathematics scores from 2016-17 to 2017-18 for occasional attendees. There was not a significant difference in the change in Mathematics scores for regular attendees ($M = 8.68$, $SD = 20.43$) and occasional attendees ($M = 7.55$, $SD = 23.21$); $t(298) = .67$, $p = 0.50$

Iowa Assessment Mathematics Growth	8th to 9th Grade	9th to 10th Grade	10th to 11th Grade
Average Expected Growth (Iowa Testing)	10	8	7
Median Observed Growth for Regular Attendees	8	3	11

Iowa Testing provides average expected growth targets represented in National Standard Score gains. Median observed growth is provided (as opposed to mean) to eliminate skew from outliers.

Data Analysis || Attendance Rate

By June of each year, participants will show a greater annual school attendance rate than occasional participants.

Cohort 10 Elementary	Median Annual School Attendance Rate
Regular Attendees	97.17%
Occasional Attendees	96.33%

An independent samples t-test was conducted to compare attendance rates for regular attendees and attendance rates for occasional attendees. There was a significant difference in the average daily attendance for regular attendees ($M=.97$, $SD=.03$) and occasional attendees ($M=.96$, $SD=.04$); $t(364)=4.43$, $p<.001$

Cohort 12 Elementary	Median Annual School Attendance Rate
Regular Attendees	96.89%
Occasional Attendees	96.04%

An independent samples t-test was conducted to compare attendance rates for regular attendees and attendance rates for occasional attendees. There was a significant difference in the average daily attendance for regular attendees ($M=.96$, $SD=.03$) and occasional attendees ($M=.95$, $SD=.04$); $t(253)=4.62$, $p<.001$

Combined Elementary	Median Annual School Attendance Rate
Regular Attendees	97.17%
Occasional Attendees	96.06%

An independent samples t-test was conducted to compare attendance rates for regular attendees and attendance rates for occasional attendees. There was a significant difference in the average daily attendance for regular attendees ($M=.97$, $SD=.03$) and occasional attendees ($M=.95$, $SD=.04$); $t(654)=6.13$, $p<.001$

Cohort 9 Middle School	Median Annual School Attendance Rate
Regular Attendees	96.62%
Occasional Attendees	95.53%

An independent samples t-test was conducted to compare attendance rates for regular attendees and attendance rates for occasional attendees. There was a significant difference in the average daily attendance for regular attendees ($M = .95$, $SD = .08$) and occasional attendees ($M = .94$, $SD = .08$); $t(969) = 1.99$, $p = 0.05$

Cohort 11 High School	Median Annual School Attendance Rate
Regular Attendees	96.61%
Occasional Attendees	96.04%

An independent samples t-test was conducted to compare attendance rates for regular attendees and attendance rates for occasional attendees. There was a significant difference in the average daily attendance for regular attendees ($M = .94$, $SD = .07$) and occasional attendees ($M = .93$, $SD = .10$); $t(495) = 2.96$, $p = 0.003$

Data Analysis || School Engagement

By June of each year, at least 80% of regular attendees will demonstrate increased school engagement with fewer disciplinary incidents (on average) than students attending fewer than 30 days.

	Elementary	Middle School	High School
Average Number of Disciplinary Incidents for Regular Attendees	1.8	2.32	.84
Average Number of Disciplinary Incidents for Occasional Attendees	1.99	2.02	.89
Percent of Regular Attendees with Fewer Disciplinary Incidents than Occasional Attendees	81.2%	78.51%	69.57%

At the elementary, 462 out of 569 regular attending students had fewer than 1.99 disciplinary incidents. At the middle school, 285 out of 363 regular attendees had fewer than 2.02 disciplinary incidents. At the high school, 192 out of 276 regular attending students had fewer than .89 disciplinary incidents.

Data Analysis || College and Career Readiness

Regular attendees will demonstrate a higher percent of college enrollment during the first year after graduation than students attending fewer than 30 days.

Class of 2018	Graduating	Number Enrolling in Post-Secondary	Percent Enrolling in Post-Secondary
Regular Attendees	56	31	55.4%
Occasional Attendees	514	275	53.5%

Data based on 570 students in the class in 2018. A z-Test for proportions was conducted to compare the enrollment ratio of regular attendees and occasional attendees. No statistical significant difference was found. $z = .263$, $p > .05$, two-tailed.

Annually, at least 95% of regular attendees will graduate with their 4-year cohort

Cohort 11 High School	Number	Percent
Regular Attendee	39	86.67%
Occasional Attendee	161	60.75%

Data based on 45 regular attending seniors and 265 occasionally attending seniors.

Data Analysis || Impact of CLC Programming

By June of each year, 75% of all parents will indicate on post-surveys that the program has had a significant positive impact on their middle school child in the areas of educational, career focus, and social skill development.

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>	Number	Percent
Regular Attendee	135	98.5%

Out of 295 parent surveys returned, 137 indicated that their child enrolled in an activity at Kirn or Wilson Middle School.

Summary of Objectives

GROWTH IN READING		
Objective	Objective Rating	Methodology/ Justification for Rating
Cohort 9: Kirn & Wilson Middle school 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants	Objective not met, progress made toward stated objective Independent samples t-test to compare means Frequency count of students meeting cut score for proficiency divided by total number assessed Frequency count of students meeting expected growth targets	While proficiency rates for regular attendees and occasional attendees did not increase, both populations showed a positive increase in the average national standard score. The median NSS growth for regular attendees exceeded the average expected growth from sixth to seventh grade and from seventh to eighth grade.
Cohort 10: Franklin, Longfellow & Rue Elementary 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants	Objective not met, progress made toward stated objective Independent samples t-test to compare means Frequency count of students meeting cut score for proficiency divided by total number assessed Frequency count of students meeting expected growth targets	While there was no significant difference in the change in reading scores for elementary regular attendees and occasional attendees, the percent of students proficient in reading as measured by Iowa Assessments improved from 67% in 2016-17 to 68% in 2017-18 for regular attendees. The average NSS change for regular attendees was greater than that for occasional attendees in reading.
Cohort 11: Abraham Lincoln and Thomas Jefferson High school 21st Century regular program participants	Did not meet objective; no progress made toward the stated objective	There was no significant difference in the change in reading scores for high school regular attendees and occasional attendees as measured by Iowa Assessments.

who demonstrate growth in reading on state assessments compared to occasional participants	<p>Independent samples t-test to compare means</p> <p>Frequency count of students meeting cut score for proficiency divided by total number assessed</p> <p>Frequency count of students meeting expected growth targets</p>	<p>The percent of high school regular attendees proficient in reading did not increase from 2016-17 to 2017-18.</p> <p>High school regular attendee growth was below the average expected growth in reading as defined by Iowa Testing. National standard score growth from 10th to 11th grade was farthest from the expected target.</p>
<p>Cohort 12: Carter Lake & Roosevelt</p> <p>Elementary 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.</p>	<p>Did not meet objective; progress made toward stated objective</p> <p>Independent samples t-test to compare means</p> <p>Frequency count of students meeting cut score for proficiency divided by total number assessed</p> <p>Frequency count of students meeting expected growth targets</p>	<p>While there was no significant difference in the change in reading scores for elementary regular attendees and occasional attendees, the percent of students proficient in reading as measured by Iowa Assessments increased from 59% in 2016-17 to 66% in 2017-18 for regular attendees.</p> <p>The average National Standard Score for regular attendees was higher than occasional attendees in 2016-17 and 2017-18. Regular attendees also demonstrated a greater change in average NSS compared to occasional attendees.</p>
<p>Elementary Cohorts Combined</p> <p>Elementary 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.</p>	<p>Did not meet objective; progress made toward stated objective</p> <p>Independent samples t-test to compare means</p> <p>Frequency count of students meeting cut score for proficiency divided by total number assessed</p> <p>Frequency count of students meeting expected growth</p>	<p>While there was no significant difference in the change in reading scores for elementary regular attendees and occasional attendees, the percent of students proficient in reading as measured by Iowa Assessments increased from 65% in 2016-17 to 66% in 2017-18 for regular attendees.</p> <p>The average National Standard Score for regular attendees was slightly higher than occasional attendees in 2016-17 and 2017-18. Regular attendees demonstrated slightly greater change in average NSS compared to occasional attendees.</p> <p>The median observed growth for regular</p>

	targets	attendees exceeded the expected growth targets as defined by Iowa Testing from third to fourth grade.
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GROWTH IN MATHEMATICS		
Objective	Objective Rating	Methodology/ Justification for Rating
Cohort 9: Kirn & Wilson By June of each year, middle school program participants will experience greater growth in math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participants after accounting for at-risk factors.	Did not meet objective, progress made toward stated objective Independent samples t-test to compare means Frequency count of students meeting cut score for proficiency divided by total number assessed Frequency count of students meeting expected growth targets	There was not a significant difference in the change in mathematics scores for middle school regular attendees and occasional attendees as measured by Iowa Assessments. The average national standard score of regular attendees in mathematics was higher than that of occasional attendees in 2016-17 and 2017-18. The median observed growth for regular attendees exceeded the expected growth targets as defined by Iowa Testing from sixth to seventh grade.
Cohort 10: Franklin, Longfellow & Rue Elementary 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants	Objective not met, progress made toward stated objective Independent samples t-test to compare means Frequency count of students meeting cut score for proficiency divided by total number assessed	While there was no significant difference in the change in mathematics scores for elementary regular attendees and occasional attendees, the percent of students proficient as measured by Iowa Assessments improved from 71% in 2016-17 to 74% in 2017-18 for regular attendees. The average national standard score of regular attendees in mathematics was higher than that of occasional attendees in 2016-17 and 2017-18.
Cohort 11: Abraham Lincoln and Thomas Jefferson High school 21st Century regular program participants who demonstrate growth in mathematics on state	Did not meet objective; no progress made toward the stated objective Independent samples t-test to compare	There was no significant difference in the change in mathematics scores for high school regular attendees and occasional attendees as measured by Iowa Assessments. The percent of high school regular attendees proficient mathematics did

assessments compared to occasional participants.	<p>means</p> <p>Frequency count of students meeting cut score for proficiency divided by total number assessed</p> <p>Frequency count of students meeting expected growth targets</p>	<p>not increase from 2016-17 to 2017-18.</p> <p>The average national standard score of regular attendees in mathematics was higher than that of occasional attendees in 2016-17 and 2017-18.</p> <p>High school regular attendee growth was below the average expected growth in mathematics with the exception from 10th to 11th grade. Here, median observed growth exceeded expected growth as defined by Iowa Testing.</p>
<p>Cohort 12: Carter Lake & Roosevelt</p> <p>Elementary 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants</p>	<p>Did not meet objective, progress made toward stated objective</p> <p>Independent samples t-test to compare means</p> <p>Frequency count of students meeting cut score for proficiency divided by total number assessed</p>	<p>While there was no significant difference in the change in mathematics scores for elementary regular attendees and occasional attendees, the percent of students proficient as measured by Iowa Assessments improved from 65% in 2016-17 to 69% in 2017-18 for regular attendees.</p> <p>The average national standard score of regular attendees in mathematics was higher than that of occasional attendees in 2016-17 and 2017-18. The average national standard score change was also greater for regular attendees.</p>
<p>Combined Elementary Cohorts</p> <p>Elementary 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants</p>	<p>Did not meet objective, progress made toward stated objective</p> <p>Independent samples t-test to compare means</p> <p>Frequency count of students meeting expected growth targets</p>	<p>There was no significant difference in the change in mathematics scores for elementary regular attendees and occasional attendees.</p> <p>The average national standard score of regular attendees in mathematics was higher than that of occasional attendees in 2016-17 and 2017-18.</p> <p>The median observed growth for regular attendees exceeded the expected growth targets as defined by Iowa Testing from third to fourth grade and from fourth to fifth grade.</p>

ATTENDANCE RATE		
Objective	Objective Rating	Methodology/ Justification for Rating
Cohort 9: Kirn & Wilson By June of each year, middle school participants will show a greater annual school attendance rate than occasional participants.	Met stated objective Independent samples t-test to compare means	There is a significant difference in the average daily attendance for middle school regular attendees compared to occasional attendees.
Cohort 10: Franklin, Longfellow & Rue By June of each year, elementary school participants will show a greater annual school attendance rate than occasional participants.	Met stated objective Independent samples t-test to compare means	There is a significant difference in the average daily attendance for elementary regular attendees compared to occasional attendees.
Cohort 11: Abraham Lincoln and Thomas Jefferson By June of each year, high school participants will show a greater annual school attendance rate than occasional participants.	Met stated objective Independent samples t-test to compare means	There is a significant difference in the average daily attendance for high school regular attendees compared to occasional attendees.
Cohort 12: Carter Lake & Roosevelt By June of each year, elementary school participants will show a greater annual school attendance rate than occasional participants.	Met stated objective Independent samples t-test to compare means	There is a significant difference in the average daily attendance for elementary regular attendees compared to occasional attendees.
Combined Elementary Cohorts By June of each year, elementary school participants will show a greater annual school attendance rate than occasional participants.	Met stated objective Independent samples t-test to compare means	There is a significant difference in the average daily attendance for elementary regular attendees compared to occasional attendees.

DISCIPLINE		
Objective	Objective Rating	Methodology/ Justification for Rating
By June of each year, at least 80% of regular attendees will demonstrate increased school engagement with fewer disciplinary incidents (on average) than students attending fewer than 30 days.	<p>Did not meet objective; progress made toward stated objective</p> <p>Frequency count of regularly attending students with fewer disciplinary incidents than occasional attendees divided by total number of regular attendees</p>	<p>At the elementary, 81% of regular attendees had fewer disciplinary incidents than occasional attendees.</p> <p>At the middle school, 79% of regular attendees had fewer disciplinary incidents than occasional attendees.</p> <p>At the high school, 70% of regular attendees had fewer disciplinary incidents than occasional attendees.</p>

IMPACT OF CCLC PROGRAMMING		
Objective	Objective Rating	Methodology/ Justification for Rating
By June of each year, 75% of all parents will indicate on post-surveys that the program has had a significant positive impact on their middle school child in the areas of educational, career focus, and social skill development.	<p>Met stated objective</p> <p>Frequency count of positive responses to CLC impact question from parent surveys</p>	A survey of parents of middle school regular attendees indicate that 99% agree or strongly agree that the activities had a positive impact on their child.

COLLEGE AND CAREER READINESS		
Objective	Objective Rating	Methodology/ Justification for Rating
<p>Cohort 11: Abraham Lincoln and Thomas Jefferson</p> <p>Regular attendees will demonstrate a higher percent of college enrollment during the first year after graduation than students attending fewer than 30 days.</p>	<p>Did not meet but made progress toward stated objective</p> <p>Frequency count of 2018 graduates enrolling in a post secondary institution within one year of high school graduation</p>	55.4% of regular attending students graduating in 2018 enrolled in a post secondary institution. This is slightly higher than the 53.5% of occasional attendees who graduated in 2018 and enrolled in a post secondary institution within a year of graduation. This difference is not statistically significant.

	z-Test for proportions; two samples	
Cohort 11: Abraham Lincoln and Thomas Jefferson Annually, at least 95% of regular attendees will graduate with their 4-year cohort.	Objective not met, progress made toward stated objective Frequency count of students graduating with their 4-year cohort divided by the total number of seniors graduating in 2017-18	87% of regular attending seniors are graduated with their 4-year cohort in 2017-18. This is an increase from 65% in 2016-17. 61% of occasional attending seniors graduated with their 4-year cohort in 2016-17.

Recommendations

Student participation in after school programming decreases from first grade (55% of students regularly attending) to high school (7%), with highest attrition in transitions from elementary to middle school (drop of 13%) and middle school to high school (drop of 14%). What role might CCLC play in bridging these transitions?

Consider surveying occasional attendees to identify what barriers exist that may be preventing more frequent attendance in CCLC opportunities.

Students engaging in goal setting prior to taking district-wide assessment can have a positive impact on scores; ensuring that they are aware of their current scores and expected growth. Consider how goal setting might impact student scores on district-wide assessment.

Walk-through checklist data is collected on a regular basis. Consider including this information in future evaluations, and in feedback to partners for their professional learning.

Given that the local evaluation captures just one year in time, might longitudinal data (tracking regular attendees over time) provide additional information about the impact of CCLC programming on attendance, achievement, discipline referrals and post-secondary outcomes?

How might program providers benefit from consistent professional learning opportunities in order to empower them to embed appropriate academic strategies in club activities?