



**21st Century Community Learning Centers
at East Aurora School District 131
2016-2017 Program Evaluation Findings by Aurora University**

Enrollment Data

- 2016-2017 School Year Enrollment: 1,129
- 932/ 1,129 (82.5%) students attended 30+ days
- 2017 Summer Program Enrollment: 853

Grant Goals

Cohort 13 Grant (East, Waldo, Simmons): 77% (7/9) of the objectives were met or partially met.

Cohort 15 – Grant 1(Allen, Cowherd, Hermes, Oak Park): 100% (7/7) of the objectives were met or partially met.

Cohort 15 – Grant 2 (Beaupre, Brady, Gates, Krug, Johnson, O’Donnell): 100% (7/7) of the objectives were met or partially met.

Across all grants, program strengths include: student participation; student involvement; student reported improved attitudes; grade maintenance and improvement, improved attendance and discipline; student behavior and relationships; parent involvement; parent satisfaction with the program; and staff training.

Academic Impact

Cohort 13 Grant (East, Waldo, Simmons): 34.4 % of students improved at least one half letter grade (or maintain if already achieved the highest grade) in Math. 25% of participating grant students improved at least a half letter grade (or maintain if already achieved the highest grade) in Reading.

Cohort 15 – Grant 1(Allen, Cowherd, Hermes, Oak Park):

- 25.5% of students demonstrated increased PARCC scores in Reading and 17.2% increased in Math between the 15-16 and 16-17 school year, exceeding the 10% target.

Cohort 15 – Grant 2 (Beaupre, Brady, Gates, Krug, Johnson, O’Donnell):

- 30% of students demonstrated increased PARCC scores in Reading and 15% increased in Math between the 15-16 and 16-17 school year, exceeding the 10% target.

Discipline

- Across all three grants, over 83.8% of students decreased or maintained the number of disciplinary events between semesters.

Attendance

- Across all three grants, over 77% of students improved/maintained their attendance rate between the first and fourth quarters.

Student Impact

- 100% of enrolled students participated in career readiness activities
- 100% of teens participated in technology, art, sports, and recreation



Cohort 13 (East, Waldo, Simmons):

- 92.1% of students grant-wide indicated they intend to pursue education after college, exceeding the 85% target;
- 100% of students report increased involvement in at least one activity, exceeding the 70% target.

Cohort 15 – Grant 1 (Allen, Cowherd, Hermes, Oak Park):

- 44.9% improved in Engagement in Reading and 54.4% grant-wide improved in Engagement in Math, exceeding the 10% target.
- 91% of students reported improved attitudes towards school as a result of participating in the program, exceeding the 80% target.

Cohort 15 – Grant 2 (Beaupre, Brady, Gates, Krug, Johnson, O'Donnell):

- 34.9% improved in Engagement in Reading and 28.7% grant-wide improved in Engagement in Math, exceeding the 10% target.
- 94.6% of students reported improved attitudes towards school as a result of participating in the program, exceeding the 80% target.

Teacher Survey

- Teachers across all three grants reported students showed the most improvement in “Attending Class Regularly” and “Getting along Well with Others”.

Youth Survey

- Students across all three grants reported program strengths to be the academic help the program provided, perceptions of staff, how the program helped socially, and their engagement when not working on homework.

Family Engagement/Parent Survey

- Parents most commonly stated that the best parts of the program were the academic help/improvement.
- 96%-100% of parents indicated they were satisfied or highly satisfied with the program.

Comments shared by parents in the survey

- “I like that the teachers are supportive and that they help the children that struggle.”
- “They motivate them and talk about their future.”
- “My child is doing better in school and is interacting with other children.”
- “I like that all staff are involved with every student. I appreciate all the effort everyone puts in for my child! Thank you.”
- “My son gets to do fun activities instead of playing video games after school.”
- “They help them do homework; they spend time with peers; they have different activities that parents sometimes can’t pay for or bring them to; I like it because it helps us parents a lot and they (the kids) learn many things.”
- “My son’s behavior has changed.”
- “It has helped my son to calm down at home.”