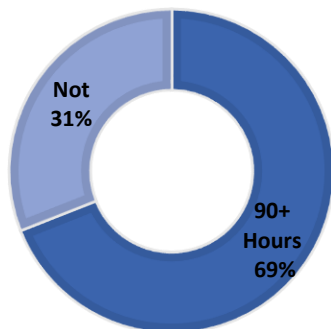


Alton Community Unit School District 11 21st CCLC Programs 2022-2023 Executive Summary

Alton Community Unit School District (ACSD #11) is the grantee organization for the 21st Century Community Learning Centers (CCLC) grant for the district under the Nita M. Lowey 21st CCLC program funded through the Illinois State board of Education (ISBE). This program has been serving the Alton Community since the earlier 2000s, but the current grant was administered under Cohort 15 in 2014. Select students from Eunice Smith, Lovejoy, East Elementary and Alton Middle School are eligible to participate in this program. This local evaluation executive summary covers two sites, elementary and middle school, from the 2022 -2023 school year, which was year 9 of the grant overall and year 4 of continuation funding. Data sources for this summary include program enrollment and attendance data, district tri-yearly math/reading assessments data, daily school day attendance data, and surveys completed by teachers, students and parents. A full report is available upon request, which also includes IAR data (Illinois Assessment of Readiness) and discipline incident data.

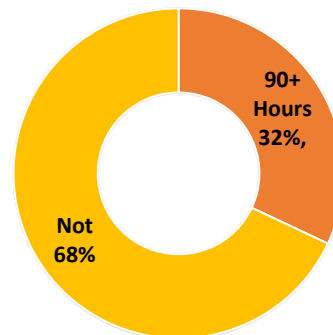
Program enrollment at the middle school level was up significantly from the 2022 school year. More than two-thirds of the elementary students and almost one-third of the middle school students met attendance target of 90+ hours.

**ELEMENTARY
EUNICE SMITH, LOVEJOY,
EAST**



121 Enrollees
Was 112 in 2021-2022
Was 120 in 2020-2021

Alton Middle School



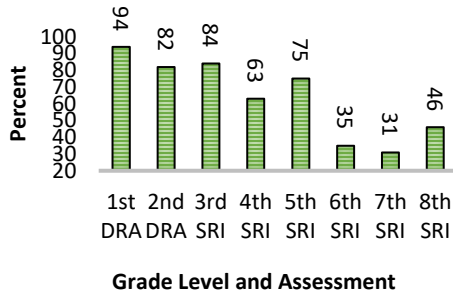
139 Enrollees
Was 80 in 2021-2022
Was 66 in 2020-2021

The 21st CCLC program serves high need students.

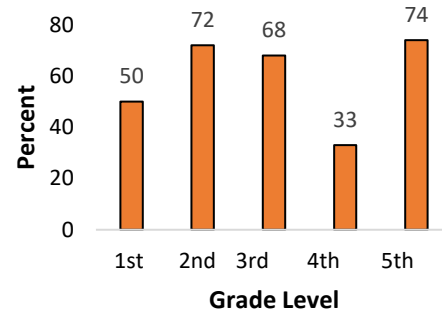
At the beginning of 2022-2023, a large percentage of 21st CCLC students tested below grade level on the **Fall DRA** (1st and 2nd) and **Fall SRI** (3rd -8th).

At the beginning of 2022-2023, a percentage of 21st CCLC students' average score was below their school grade level peers average score on the **Fall Go Math Assessment** (K-5th).

READING

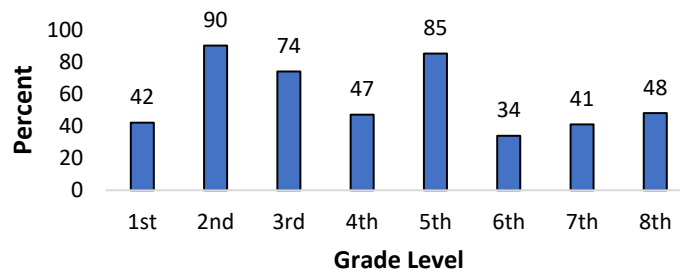


Go Math

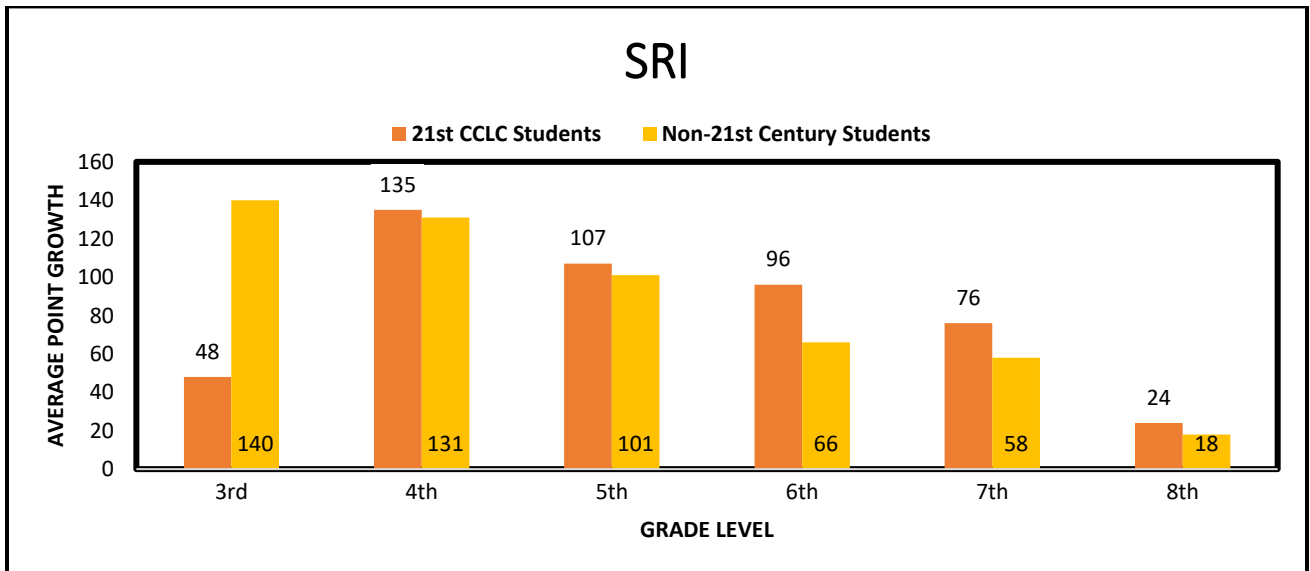
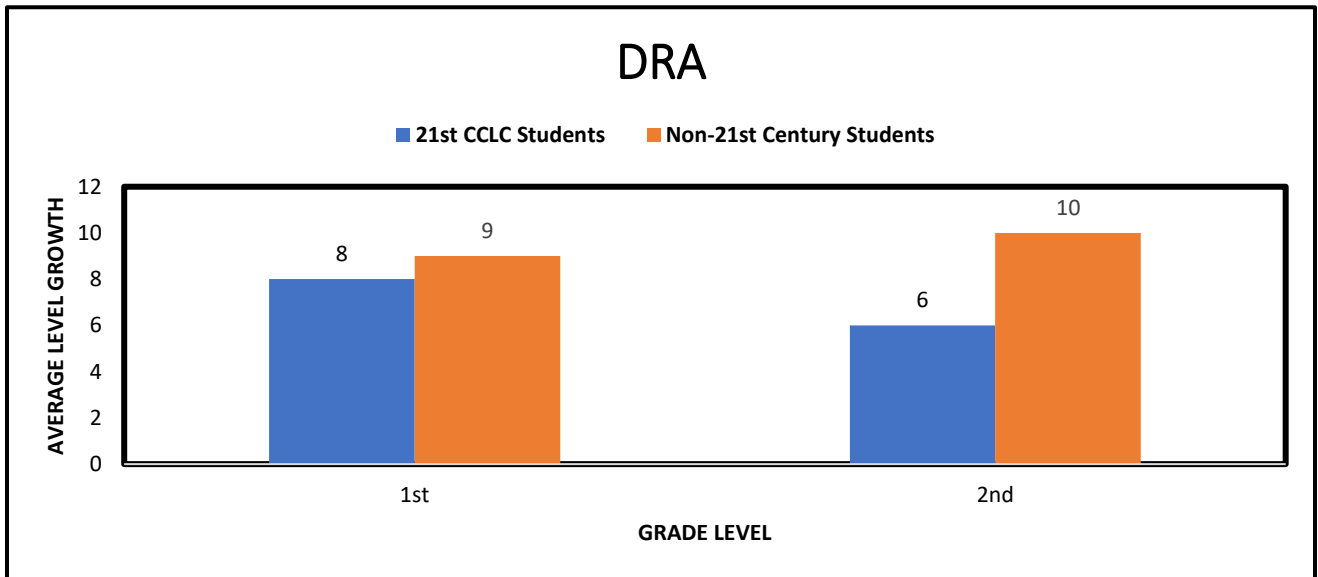


At the beginning of 2022-2023, a percentage of 21st CCLC students' average score was below their school grade level peers average score on the **Fall iReady Assessment** (1st-8th).

iReady

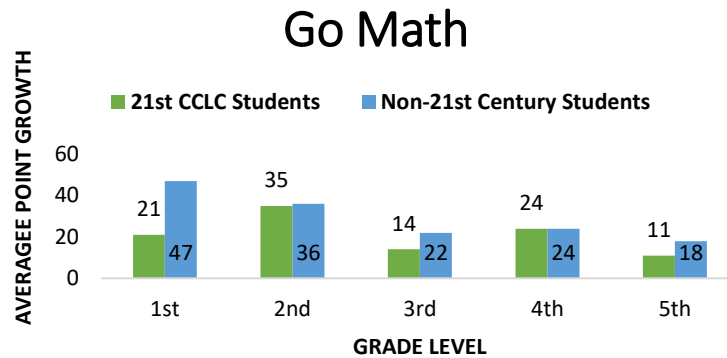


Between the Fall and Spring DRA reading assessment for grade 1 the average reading level changes were similar for 21st CCLC students and non-21st CCLC students. Between the Fall and Spring SRI reading assessment for grade 3rd -8th the average reading scores were greater for 21st CCLC students in all grades, except 3rd, than non-21st CCLC students.

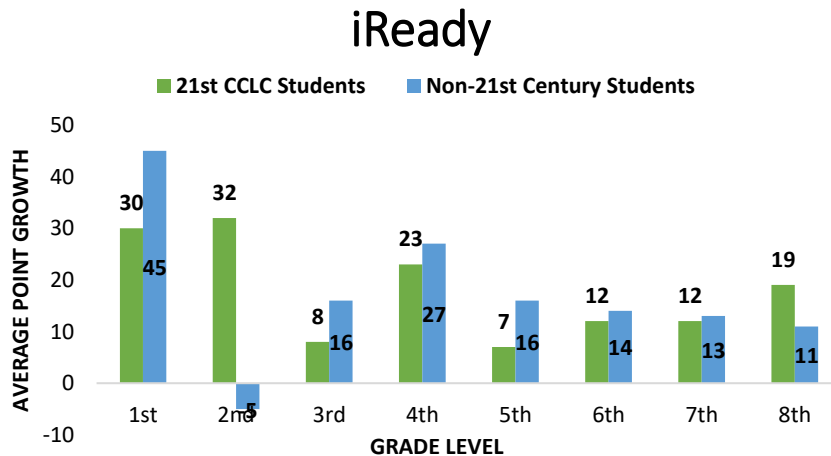


Between the Fall and Spring math assessments point growth was similar in several grades for 21st CCLC students and non-21st CCLC students.

21^s CCLC students performed similar to non-21st Century students in grades in grades 2 and 4.



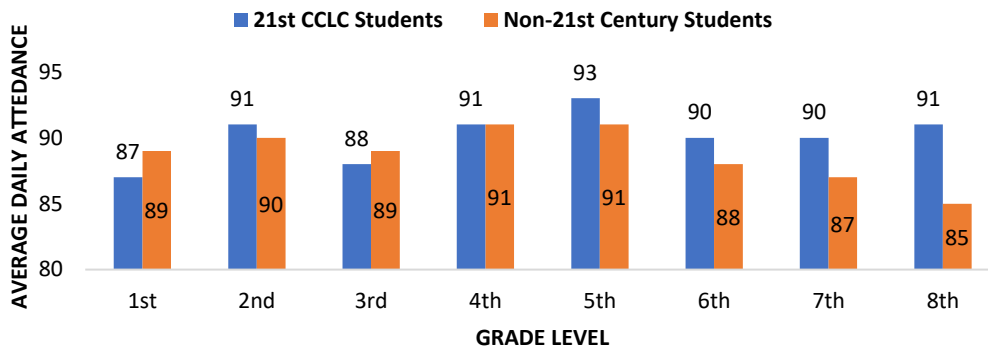
Between the Fall and Spring iReady Math Assessment for grades 4, 6, and 7 the average point growth was similar for 21st CCLC students and non-21st Century students. 21st CCLC students in grades 2, 7, and 8 experienced a greater average point growth than their school grade level peers.



Program attendance supported school attendance and reduction of absences.

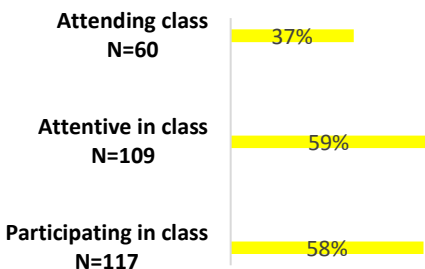
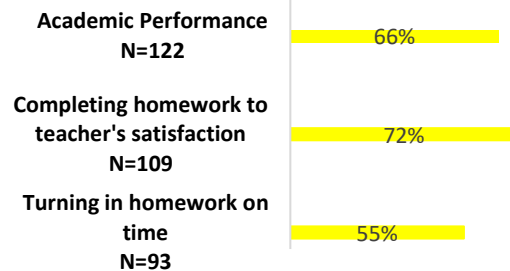
School day absences in 2022-2023 were on average 2% lower for 21st CCLC students than those not in the program in grades 2, 5, 6, 7, and 8.

School Day Attendance



Teacher reports showed most improvement in completing homework to the teacher's satisfaction and being attentive in class for the 21st CCLC students who needed it.

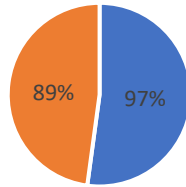
Teachers reported the most improvement in homework completion to teacher satisfaction for those 21st CCLC students who needed it.



Teachers reported the similar improvement in class participation and attentiveness for those 21st CCLC students who needed it.

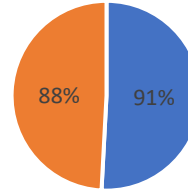
Family survey respondents generally agree with 21st CCLC middle school students' survey responses.

Benefitted from the program



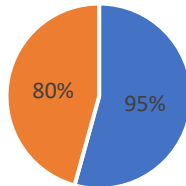
■ Parent N=66 ■ Student N=38

Grades Have Improved



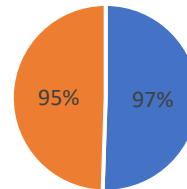
■ Parent N=65 ■ Student N=41

Complete Homework More Often



■ Parent N=61 ■ Student N=41

Enjoyed Program



■ Parent N=65 ■ Student N=40

Progress Toward Goals

- Progress in academic achievement was realized in the FY23 academic data for 21st Century students. This data showed that 21st Century students' growth was mainly similar and at times greater than their grade level peers at their school and/or in the district in math and reading.
- Fifty-three percent of 21st Century students in grades 3-8 had a 70 or higher point gain on their reading inventory.
- Three community partners worked with the students, throughout the after-school program, to help improve social/emotional skills and gain more insight and knowledge of the community they live in.
- The neediest students were identified by school staff, taking in consideration grades, homework completion, and attendance. These students were then given first priority when invitations to attend the program were sent.
- Incentives were utilized to assist in the retaining of students in the program. This resulted in a higher program daily attendance than in the past two years in both the school year and the summer program.
- Middle school staff's creativity, with incentives, to encourage students join the program was helpful in realizing improved enrollment numbers. Enrollment was much greater at the middle school before and after school than the past two previous years. At the elementary level attendance at the afterschool program was a little greater than the

previous two years.

- All staff were district employees which afforded them an opportunity to receive many hours of Professional Development during district early release days and in-service days. They also received valuable district mandated online training in many areas. This equated to well over 10 hours of P.D. for 21st Century Staff.
- Program students FY23's average daily school attendance was greater than the average daily attendance of their peers at their school and district level.
- 21st Century students who had daily school attendance data for both FY22 and FY23 showed an improvement of 67% in grades K-5 and of 48% in grades 6-8.
- The Family survey was administered in the Fall, as well as the spring for the first time in FY23. The Fall survey provided invaluable information, to the site coordinator, as to the needs and wants of the families the program serves.
- The new district data system, Educlimber, was utilized to provide program staff with current assessment data.
- A before-school program for homework help and tutoring was implemented at the three elementary schools where the 21st Century students are pulled from for the after-school program.
- Fifteen percent of the 21st Century students, in grades 1-8, who had discipline data for FY22 and FY23 either maintained or had a decrease in the number of discipline referrals in FY23.

Strengths of the Program

- FY23 21st Century families were better informed due the AMS 21st Century students' creation of 6 newsletters which contained information regarding current happenings in the program at both the elementary and middle school level.
- Some family events were held in conjunction with the schools. This assisted in a greater number in attendance.
- The program staff demonstrated a high level of knowledge and skill to provide variety by incorporating STEM, recreational and art/music activities into their lesson plans.
- Contacting and working with community partners to provide activities which hold student interest and assist in retaining students in the program.
- Survey results demonstrate that families, teachers, and students alike realize attendance in the program have a benefit for academics, behavior, and social interaction.
- Surveys of parents, students, and school day staff were taken in FY23. Survey results are being utilized by the Program Coordinator for tweaking the program based on the received feedback from these stakeholders.
- Program staff at the middle school level seek enrichment activities that are academic and engaging in nature that will assist with enrollment and retention. i.e. Lego Robotics, 3D Modeling/Designing with Tinkercard, Designing T-shirts, coding, making crystals, student developed newsletter.
- Students participating in the Alton School District's 21st Century program have access to additional academic support, homework help, community connections, and teachers equipped with innovative strategies through collaboration and professional development.

- This program continues to succeed because staff are all highly qualified certified and noncertified staff currently employed by the school district. A majority of the staff return to the program each year, providing continuity in the program and are knowledgeable of the students' needs. Additionally, all staff hired are already familiar with curriculum, district policies and procedures, as well as expectations for student behavior.
- The Alton program has evolved into a customized extension of the school day by using the information and resources shared through multiple district resources.
- Valuable information was gained regarding parents' views of their satisfaction with the services being provided. The completed spring surveys indicate that there was a 97% parent satisfaction in the program with 59% of those being very satisfied.
- Parent surveys were administered in the Fall to gain insight into the need for parent workshop offerings and topics of interest. Resources were provided for the top three topics of interest.
- Technology plays an important role in our society and is often used as a main source of communication. The addition of the remind app has been beneficial in maintaining regular communication with the parents.
- Ninety-five percent of the elementary students reported they were happy with the program. While 72% report being very happy.

Recommendations

Alton Middle School Site

- The challenge continues to be student enrollment and retention, with particular emphasis on the middle school. With extracurricular activities and demands for childcare at home, this group of students is difficult to entice with after school academic programs. Teachers and coordinators in Alton continue to seek out strong partnerships throughout the community while also adjusting program schedules based on student response. Continue to seek community partnerships to offer regular enrichment opportunities, based on student interest, to assist with attracting and retaining middle school students. Track the number of enrichment offerings.
- Continue the use of the before school program at the middle school for homework help and tutoring. Track attendance for the program and collect data on homework completion and grades for those who attend regularly.
- Enrollment was up for the a.m. portion of the program in FY23. Continue the use of incentives to encourage students to enroll.
- Data showed that family events where the 21st Century students showcased their work and door prizes given were better attended. Continue both of these practices. For evaluative purpose compare the number of families who participated.

Lovejoy Site

- Enrollment was up at the elementary level due to the addition of an a.m. program at the 21st Century students home school. Continue the use of the before school program for homework help and tutoring at home schools. Track attendance for the program and collect data on homework completion for those who attend regularly.
- Data from the middle school showed that family events where the 21st Century students showcased their work and door prizes given were better attended. For FY24 hold at

least one stand-alone family event where students can showcase their work and where door prizes are provided. For evaluative purpose compare the number of families who participated.

- With one of the major goals being to increase parent involvement make sure that parent attendance is recorded at any and all events, even the field trip event. Attendance records will be used along with other family event attendance records to determine if there was an increase in parent participation for FY24 in comparison to FY23.

Both Sites

- Family survey results taken at the end of the year provide valuable information about interest in parent offering and topics of interest. This information changes from year to year which isn't very useful for planning purposes. Pose this question to the parents of the students enrolled for FY24 in the fall as done in FY23. This information can be used to gauge topic interest and for the planning of a parent workshop and /or the gathering of and sharing of resources related to these topics. Add at least one parent class that addresses one of the most requested topics or gather and disseminate resources regarding this topic. Attendance and program evaluation data will be used to determine parent class offering need and effectiveness. If providing resources through sharing, track the number of resources provided.
- Utilize the district data system, Educlimber, to provide current assessment data to program staff for planning purposes. Number of times data is shared with program staff will be used for evaluative purposes.
- Partner with the schools to provide family involvement nights to assist with increasing the number of opportunities 21st Century Families have to be involved with the program. Attendance records from the event will be used for evaluative purposes.
- Data shows that many 21st Century students aren't performing as expected on the end of the year SRI. This could be that not significant emphasis to do well is taking place during the school day. Inquire if you are able to administer the end of the year SRI to students in grades 3-8 during afterschool program time, in addition to the administering during the school day. Compare the results to see if there is a difference in the final result.
- Data from the spring school day staff survey is important for determining how the 21st Century students fair in classroom, academically as well as behaviorally. Many school day staff do not respond to the request to complete the surveys. Inquire if the district would allow you to provide a "no cost" incentive (i.e.-jeans day) to those when they complete the survey. Compare the number completed from FY23 to FY24 for evaluative purposes.

