Kentucky 21st Community Learning Centers Initiative

2018-2019 Center Profile

Livingston County, Exp. 11 Cont. 14, South Livingston Elementary

Total number of students attended	2018-2019	Prior Year (2017-2018)
Summer and School Year*	101	124
School Year	82	104

2018-2019 School Year Program Characteristics		
Program Location (in school or offsite)***: within a school		
Number of parent/guardian and/or family members who attended activities	52	
Number of community partners	3	
Number of school day teachers (volunteer)	Fall: 0	Spring: 0
Number of school day teachers (paid)	Fall: 11	Spring: 11
Summer 2018 Programming		
Number of weeks***	4 weeks	
Number of students served	46	

2018-2019 School Year Data	2018-2019 Frequencies	2018-2019 Percentages	Prior Year Percentages 2017-2018
School Year Participation			
Students attending 30+ days (Regular School Year Participants)	74	90%	78%
Students attending 30-59 days	22	27%	22%
Students attending 60 or more days	52	63%	56%
Average number of unexcused school-day absences (Regular School Year Participants)	6	N/A	N/A
At-Risk Student Participation (Regular School Year Participants)			
Regular participants eligible for free/reduced lunch	42	57%	60%
Regular participants eligible for special education services	13	18%	25%
Regular participants classified as having Limited English Proficiency	0	0%	N/A
Regular participants who are homeless	0	0%	N/A
Regular participants who are classified as migrant students	0	0%	N/A
Regular participants who are classified as migrant priority-for-service (PFS)	2	3%	N/A
Regular participants in the foster care system	6	8%	N/A
Regular participants referred by school staff for disciplinary reasons	0	0%	N/A
Regular participants referred by school staff for academic reasons	15	20%	N/A
Regular participants referred by school staff for attendance concerns	0	0%	N/A

Program Outcomes for Regular School Year Participants	2018-2019 Frequencies	2018-2019 Percentages	Prior Year Percentages 2017-2018
Reading grades reported	72	97%	94%
Students who achieved high reading/ELA grades in the fall and spring	6	8%	29%
Students who increased their reading/ELA grades from the fall to spring	37	51%	46%
Students who decreased their reading/ELA grades from the fall to spring	6	8%	7%
Students who maintained their reading/ELA grades from the fall to spring	23	32%	18%
Math grades reported	72	97%	94%
Students who achieved high math grades in the fall and spring	20	28%	21%
Students who increased their math grades from the fall to spring	28	39%	36%
Students who decreased their math grades from the fall to spring	6	8%	12%
Students who maintained their math grades from the fall to spring	18	25%	32%
Teacher survey reported results**			
Students who improved homework completion	48	98%	100%
Students who improved their classroom participation	54	96%	90%
Students who improved academically	58	98%	100%
K-3 Reading Intervention			
Number of K-3 students receiving reading intervention	45		
Number of K-3 intervention students that met benchmark	38		

NOTE: Please refer to Table 1, on the last page of this profile for a description of how a ***grade change, and a high grade*** were determined for your site.

School Year Activity Types Offered			
Academic Activities***			
STEM (science, technology, engineering, math)	X	Homework Help	X
Reading Intervention	X	English Language Learner Support	
Literacy	X	GAP Reduction (Remediation/Acceleration)	X
Credit Recovery		None	
Transition Readiness Activities***			
Career/Job Training for Youth		Career Exploration	X
ACT or SAT Prep		None	
Individual Learning Plan			
Enrichment Activities***			
Life Skills, Gardening, Crafts	X	Global Learning (languages or international history)	
Visual Arts	X	Community/Service Learning	
Music & Drama	X	Mentoring	
Fitness	X	None	
Health/Nutrition	X		

School Year Activity Types Offered (continued)			
Adult Skill-Building Activities* **			
Completing the FAFSA/College Admissions		Infinite Campus/Parent Portal or Google Classroom	
How to Further Your Education		Job Skills/Work Readiness/Resume Dev.	
Drug Awareness/Trends		ESL or GED Classes	
Social Media/Internet Safety	X	Communicating with School Staff	X
Literacy/Finding AR Books	X	Using Online Resources or Software	X
Financial Literacy/Couponing		School Safety	X
CPR/First Aid, Health & Safety		Distracted Driving	
Healthy Relationships	X	Afterschool Program Orientation & FAQ	X
Time Management/Organization	X	Understanding Test Scores or ILP	X
Health & Nutrition	X	None	
Family Engagement Activities* **			
Family Literacy Night	X	Christmas/Holiday Showcase	
Family STEM or STEAM Night	X	Chaperoning Opportunities	
Lights On	X	Family Movie Night	
Afterschool Student Performances		Students/Families Preparing Meals	
Family Game Night		None	
Family Math Night	X		
Character Education Activities* **			
Drug Prevention		Truancy Prevention	
Counseling	X	Youth Leadership	
Violence Prevention		None	

DATA NOTES:

A complete statewide dataset was provided to CEPR by Cayen Systems, Inc. The first request was made on July 23, 2019 and subsequent requests between August 14, 2019 and November 4, 2019.

Site level data are compared to data from the prior year if programming was provided in that year.
In some cases, percentages round to 0 (e.g., 1 out of 300).

Analysis was not performed on program outcomes for sites reporting grades or teacher surveys for less than 50% of students attending 30+ days during the school year.

Students with unknown grade level or at-risk demographic category specifications are included in the analysis. For example, in the Cayen system, grantees may select "unknown" as a designation in these categories.

* The total # of summer and school year students does not equal the total # of summer students plus the total number of school year students because students may have attended both.

**The Teacher Survey represents the proportion of students who improved behavior relative to the number of students rated as needing to improve. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations.

***Data is self-reported and comes from the KY 21st CCLC Data Verification 18-19 Form that was administered to grantees.

Table 1. Grade Scale Types and Thresholds for Analysis

Scale Type	Grade Change Parameters	High Grade Threshold
100 point scale Note: If a student earned below a 60 in both the fall and spring they were designated as maintaining their grade.	+/-10 or more points	93 or above in the fall and spring
13 point scale Example: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F	+/-2 or more points	A or A+ in in the fall and spring
11 point scale Example: A, A-, B+, B, B-, C+, C, C-, D, D-, F	+/-2 or more points	A in the fall and spring
5 point scale - standard Example: A-F	+/-1 or more points	A in the fall and spring
3 point scale Examples: Above Grade Level, On Grade Level, Below Grade Level	+/-1 or more points	3 in the fall and spring Example: Above Grade Level
4 point scale Example: Exceeds Expectations, Meets Expectations, Showing Improvement, Area of Concern	+/-1 or more points	4 in the fall and spring Example: Exceeds Expectations
5 point scale - nonstandard Example: Excellent, Satisfactory +, Satisfactory, Satisfactory -, Unsatisfactory	+/-1 or more points	5 in the fall and spring Example: Excellent
6 point scale Adv-2, Adv-1, Exp, Bel-2, Bel-1, Bel-K	+/-1 or more points	6 in the fall and spring Example: Adv-2

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