

# **North Carolina 21<sup>st</sup> Century Community Learning Center Program State-Wide Report**

## **Cohort 10 & 11 Grantees (Academic Year 2014-15)**

### ***Summary***

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# Summary

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## **North Carolina 21<sup>st</sup> Century Community Learning Center Program State-Wide Report Cohort 10 & 11 Grantees (Academic Year 2014-15)**

The 21st Century Community Learning Center (CCLC) program is a federal grant program, administered by states, that awards four year grants to provide before-school, after-school, weekend, and/or summer school academic enrichment opportunities for children attending low-performing schools to help them meet local and state academic standards. Through this federal funding, the North Carolina Department of Public Instruction (NCDPI) competitively awards grants to programs across the state.

NCDPI first contracted with SERVE Center at the University of North Carolina at Greensboro to analyze existing statewide data on the participation, attendance, and achievement on state tests of students participating in 21<sup>st</sup> CCLC programs during the 2012-13 academic year. (The report on Cohort 9 grantees who were in their fourth year of funding in 2012-13 is available at <http://www.dpi.state.nc.us/docs/21cclc/evaluation/cohort-report.pdf>.)

SERVE's second descriptive report on students participating in 21<sup>st</sup> CCLC programs statewide focuses on students receiving these services in the 2014-15 academic year. Findings for Cohort 10 and 11 grantees operating in 2014-15 are summarized below.

### **Description of the Grantees, Centers, Students Served, and Attendance Levels**

Table 1 shows the number of grantees, centers, and participating students, for the 2014-15 school year, presented by and across cohorts. There were two cohorts of grantees operating programs in 2014-15 (Cohort 10 with 48 grantees in their second year of funding and Cohort 11 with 67 grantees in their first year of funding). In terms of types of grantee organizations, of the total number of 115 grantees, the largest number was community-based organizations (54), followed by school districts (33), and faith-based organizations (11). The 115 grantees operated a total of 293 centers with 21<sup>st</sup> CCLC funding (136 Cohort 10 centers and 157 Cohort 11 centers) serving an average of 63 students.

Cohort 10 and 11 grantees reported serving over 20,000 students from pre-K through high school, with elementary-level students representing the largest segment. In terms of ethnicity, approximately half of the students served were African American, 25% were White, and 17% were Hispanic.

**Table 1.** 21<sup>st</sup> CCLC 2014-15 Grantees, Centers, and Participating Students

	Cohort 10	Cohort 11	Both Cohorts
<b>Grantees</b>			
Number of grantees	48	67	115
Average number of students served by grantees	166	159	162
<b>Centers</b>			
Number of centers	136	157	293
Number of centers per grantee (range)	1-8	1-8	1-8
Average number of centers per grantee	3	2	3
Average number of students served per center	58	68	63
<b>Students</b>			
Number of participating students	9,809	10,685	20,494
% Elementary School	47%	68%	58%
% Middle School	33%	22%	27%
% High School	21%	10%	15%
% African American	47%	53%	50%
% White	25%	25%	25%
% Hispanic	17%	18%	17%
% Other	11%	4%	8%

Because of the intended focus of the program on students from low-performing schools, it is important to note the percentages of students served who were not proficient on state reading and math EOG tests. As defined by the North Carolina College and Career Readiness (CCR) Standards, if a reading or math score is categorized as Level IV or Level V, then the student is considered proficient; if categorized as Level I, II, or III, the student is not proficient.

Table 2 shows that 76% of Cohort 10 and Cohort 11 regular attendees with two years of test scores in reading scored at a Level I, II, or III in reading at the end of 2014 (i.e., were not proficient). In math, 73% of Cohort 10 and 74% of Cohort 11 regular attendees scored as not-proficient (at a Level I, II, or III) at the end of 2014. At the end of the 2015 school year, the percentages of regular attendees scoring not-proficient were very similar to the percentages not-proficient in 2014. Thus, the program is serving the intended population.

**Table 2.** Percent of Students<sup>1</sup> Not Proficient on **Reading and Math EOG** Tests in 2014 Compared to 2015

	Reading		Math	
	Cohort 10	Cohort 11	Cohort 10	Cohort 11
Percent not proficient at end of 2014 (prior year)	76%	76%	73%	74%
Percent not proficient at end of 2015	74%	74%	73%	72%

Program attendance is a critical aspect of program success. That is, if participating students do not come regularly, they will be less likely to realize any significant academic or other benefits.

<sup>1</sup> These students were regular attendees (30+ days of attendance), and they took the EOG in both 2014 and 2015.

In 2014-15, over 85% of 21<sup>st</sup> CCLC centers had average attendance at or above the federally-defined 30 day minimum for a “regular attendee.” However, 18 centers in Cohort 10 and 25 in Cohort 11 had average attendance less than 30 days for the year.

**Table 3.** Cohort 10 and 11 Attendance Data

	Cohort 10	Cohort 11	Both Cohorts
<b>Centers</b>			
Percent of centers with average attendance of 30 days or more	87%	84%	85%
<b>Students</b>			
Percent of “regular” attendees (30 days or more)	65%	75%	70%
Percent 30-89 days	43%	48%	45%
Percent 90 days or more	22%	27%	25%
Percent of “non-regular” attendees (fewer than 30 days)	35%	25%	30%
<b>School Level</b>			
Percent of “regular” attendees - Elementary	81%	81%	81%
Percent of “regular” attendees - Middle	63%	65%	64%
Percent of “regular” attendees - High	33%	56%	40%

*Note: A “regular attendee” is defined by attending 30 days or more of programming*

State-wide, 70% of enrolled students attended 30 or more days, which is considered the threshold definition for a “regular attendee” (65% for Cohort 10 and 75% for Cohort 11). The percentage of students who were “regular attendees” was highest at the elementary level (81%); then declines into middle school (64%) and high school (40%) as other after school activities may be more likely to interfere with program attendance.

## Regular Attendees’ Achievement on State Tests in Reading and Math

The federal 21<sup>st</sup> CCLC program established performance objectives and indicators as part of the Government Performance and Results Act (GPRA). The first GPRA objective is that participants in 21<sup>st</sup> CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes. One set of performance indicators for this objective has to do with the extent of improvement participants make on state tests. In the prior report on Cohort 9, SERVE Center developed a methodology for describing year-to-year change in test scores for the students served in the 21<sup>st</sup> CCLC program relative to the year-to-year change in the overall state population. That is, we calculated standardized year-to-year change scores that allowed us to compare 21<sup>st</sup> CCLC participants to all students across the state on a common metric across grade levels with different tests. The results for regular attendees with two years of state test results (2014 and 2015) are presented below.

### By Grade

The following table describes the year-to-year change on state reading and math tests for Cohort 10 and Cohort 11 students in grades 4-8. The change scores were categorized based on whether

the average 21<sup>st</sup> CCLC regular attendee year-to-year change was significantly higher than (“Above”), similar to (“Same”), or less than (“Below”) the year-to-year change of the overall state population for each grade level.

At four of the five grade levels (4-8), the Cohort 10 regular attendees achieved more year-to-year change on the state EOG reading tests than the overall state population. For Cohort 11, regular attendees showed year-to-year change on the state EOG reading tests above that of the overall state population at all grade levels.

On EOG math tests, the Cohort 10 regular attendees experienced year-to-year change at the same rate as the state population at 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades. For 8<sup>th</sup> grade, regular attendees achieved year-to-year change at a somewhat higher rate than the state average. The Cohort 11 regular attendees experienced year-to-year change at the same rate as the state population for 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> grades; for 5<sup>th</sup> and 7<sup>th</sup> grades, the year-to-year change was somewhat higher than the state average change.

**Table 4.** Year-to-Year Change in Reading and Math EOG Scores for Regular Attendees Compared to State Average by **Grade**

Grade Level	Reading		Math	
	Cohort 10	Cohort 11	Cohort 10	Cohort 11
Grade 4	Above (+0.10)	Above (+0.06)	Same	Same
Grade 5	Above (+0.06)	Above (+0.09)	Same	Above (+0.16)
Grade 6	Same	Above (+0.07)	Same	Same
Grade 7	Above (+0.07)	Above (+0.15)	Same	Above (+0.14)
Grade 8	Above (+0.09)	Above (+0.11)	Above (+0.15)	Same

*Note: The numeric values in this table are average, standardized year-to-year change scores. Positive values indicate that the average rate of change was greater than the State average, while negative values would indicate an average rate of change lower than the State's.*

*In almost all grade levels on the Reading EOG, the 21<sup>st</sup> CCLC regular attendees had year-to-year change that exceeded the state average change for that grade level. On the Math EOG, the 21<sup>st</sup> CCLC regular attendees at all grade levels had year-to-year change that was at least equal to the state average change for that grade level and in three cases above the state average.*

### **By Proficiency Level**

Table 5 shows the results by state proficiency level of students in 2014 rather than by grade level. Looking across reading and math for Level 1 proficiency, Cohort 10 and Cohort 11 regular attendees who scored at Level I in 2014 had significantly greater gains in 2015 in reading and math than the state population of Level I students. By contrast, students who scored at Levels IV and V in reading and math in 2014 achieved year-to-year change at a rate lower than the state average.

**Table 5. Year-to-Year Change in Reading and Math EOG Scores for Regular Attendees Compared to State Average by Proficiency Level**

Proficiency Level	Reading		Math	
	Cohort 10	Cohort 11	Cohort 10	Cohort 11
Level I	Above (+0.31)	Above (+0.31)	Above (+0.28)	Above (+0.32)
Level II	Above (+0.07)	Above (+0.04)	Same	Same
Level III	Below (-0.06)	Same	Below (-0.10)	Below (-0.08)
Level IV	Below (-0.17)	Below (-0.12)	Below (-0.14)	Below (-0.12)
Level V	Below (-0.45)	Below (-0.36)	Below (-0.30)	Below (-0.31)

*Note: The numeric values in this table are average, standardized year-to-year change scores. Positive values indicate that the average rate of change was greater than the State average, while negative values indicate an average rate of change lower than the State's.*

*The pattern of year-to-year change of regular attendees by proficiency level suggests that Level I scoring students achieved year-to-year improvement at a greater rate than the state population, while participants at higher proficiency levels achieved year-to-year change below the state population average change.*

## Conclusions

- Students served through the 21<sup>st</sup> CCLC program are diverse in ethnicity with 50% African-American, 25% White, and 17% Hispanic. The highest level of participation (58%) occurred at the elementary level. Roughly 75% of regular attendees in grades 4-8 with two years of test scores were not proficient by North Carolina College and Career Readiness (CCR) Standards Career Ready Standards and thus, have academic improvement needs.
- Although 85% of centers have average attendance of over 30 days or more, there is room for improvement in the small percentage of centers (15%) that have average attendance of less than the 30 days required for students to be called “regular attendees.”
- Elementary students attend at higher rates than middle school or high school students as would be expected given the increased opportunity to participate in other after-school/ extra-curricular activities in middle and high school.
- SERVE’s exploratory approach to analyzing year-to-year change on state tests in reading and math for regular attendees shows that at most grade levels, the 21<sup>st</sup> CCLC regular attendees had greater year-to-year change in reading test scores than the state population average. In addition, the greatest year-to-year gains in achievement on reading and math EOG tests, as compared to the state population, were found for Level I scoring students.
- It is important to continue to conduct analyses of improvement on state tests of 21<sup>st</sup> CCLC participants both at the state- and grantee-levels to better understand the patterns of growth, given that improvement on state tests is a federal GPRA indicator for the program.