

# **Report on Cohort 9 of the North Carolina 21<sup>st</sup> Century Community Learning Center Program**

Prepared for the North Carolina  
Department of Public Instruction

## Three Study Goals

Goal	Analysis
1. Describe Cohort 9 grantees, centers, students served, and attendance levels	Descriptive statistics for grantees, centers, and participating students (2012-13)
2. Describe extent of year-to-year change on reading and math EOG tests for Cohort 9 students (grades 4-8)	Average reading and math EOG change from 2012 to 2013, relative to state population change in standard deviation units
3. Describe variation in centers' average year-to-year change in reading and math EOG test scores	Average year-to-year change in standard deviation units across Cohort 9 centers

## Study Goal 1

Describe the grantees, centers,  
students served, and attendance  
levels

# Cohort 9 Grantees (85 total)

- Average of 2 centers per grantee
- Average of 178 students served per grantee
- Average of 76 students per center

Grantee Type	Number of Grantees	Average Number of Centers	Average Number of Students
Community Based Organizations	34	2	139
School Districts	23	3	265
Faith Based Organizations	15	1	108

## **2012-13 Cohort 9 Students**

- 15,089 reported as participating by 85 grantees
  - 64% elementary, 27% middle, 9% high school
  - 56% black, 22% white, 16% Hispanic
  - Percent below proficient in 2012
    - 49% for reading EOG
    - 30% for math EOG
  - By type of grantee
    - 31% served by community based organizations
    - 40% by school districts
    - 11% by faith-based organizations

## **2012-13 Attendance Reported**

- Attendance for all Cohort 9 students
  - 21% attended program less than 30 days
  - 47% attended program between 30 and 89 days
  - 32% attended 90 or more days
- Average attendance across 198 centers
  - 6% of centers had an average attendance rate less than 30 days
  - 73% of centers had an average attendance rate between 30 and 89 days
  - 21% of centers had an average attendance rate above 90 days

## Study Goals 2 and 3

2. Describe extent of year-to-year change on reading and math EOG tests by Cohort 9 students
3. Describe variation in centers' average year-to-year change in reading and math EOG test scores

## How much year-to-year change on state tests relative to the state population did Cohort 9 students realize?

Interpretation of year-to-year (2012 to 2013) change scores:

- **Zero:** Year-to-year change was the *same* as the state year-to-year change.
- **Positive:** Year-to-year change was *more than* the state year-to-year change.
- **Negative:** Year-to-year change was *less than* the state year-to-year change.

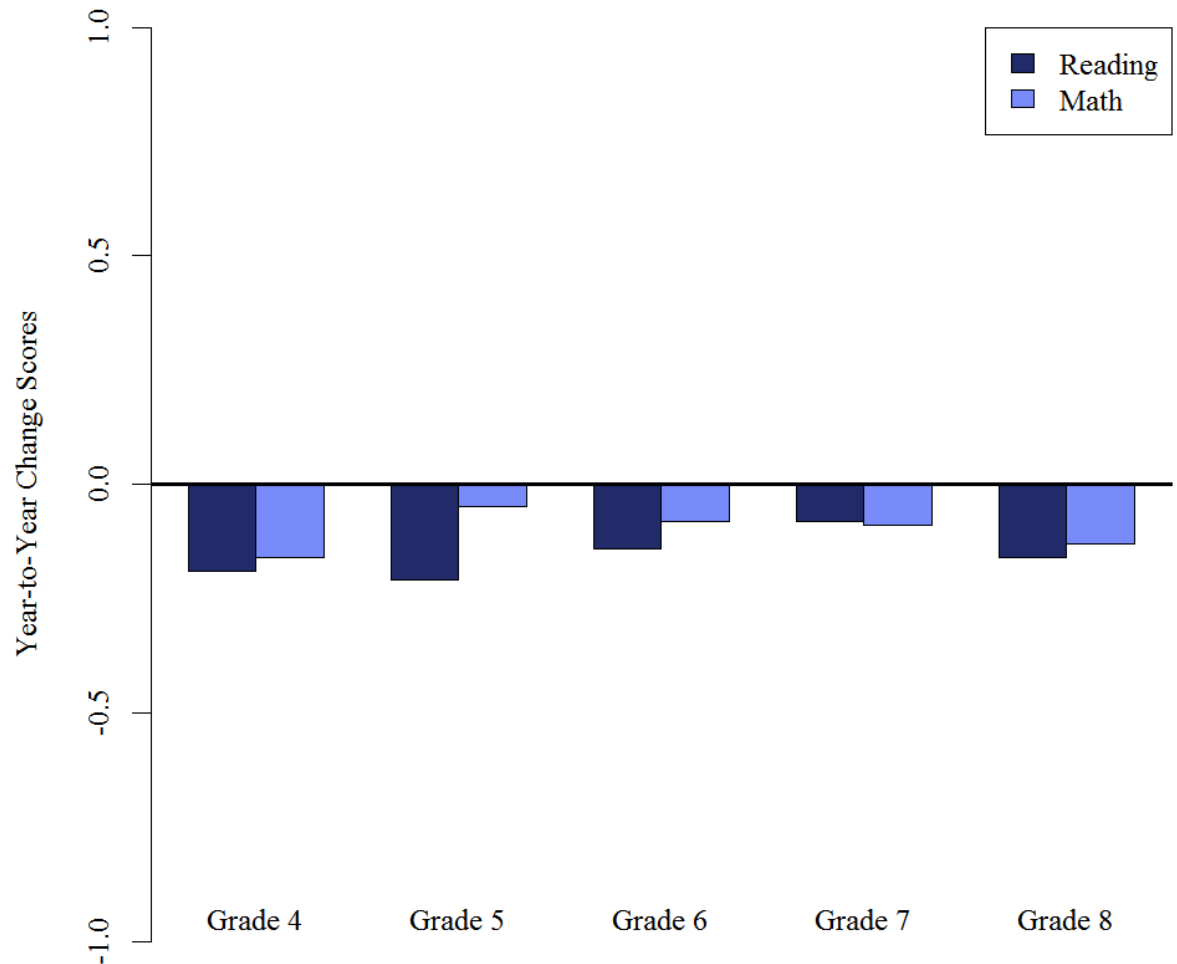
Limitations: for descriptive purposes only, not for judging program success



# Reading and Math EOG

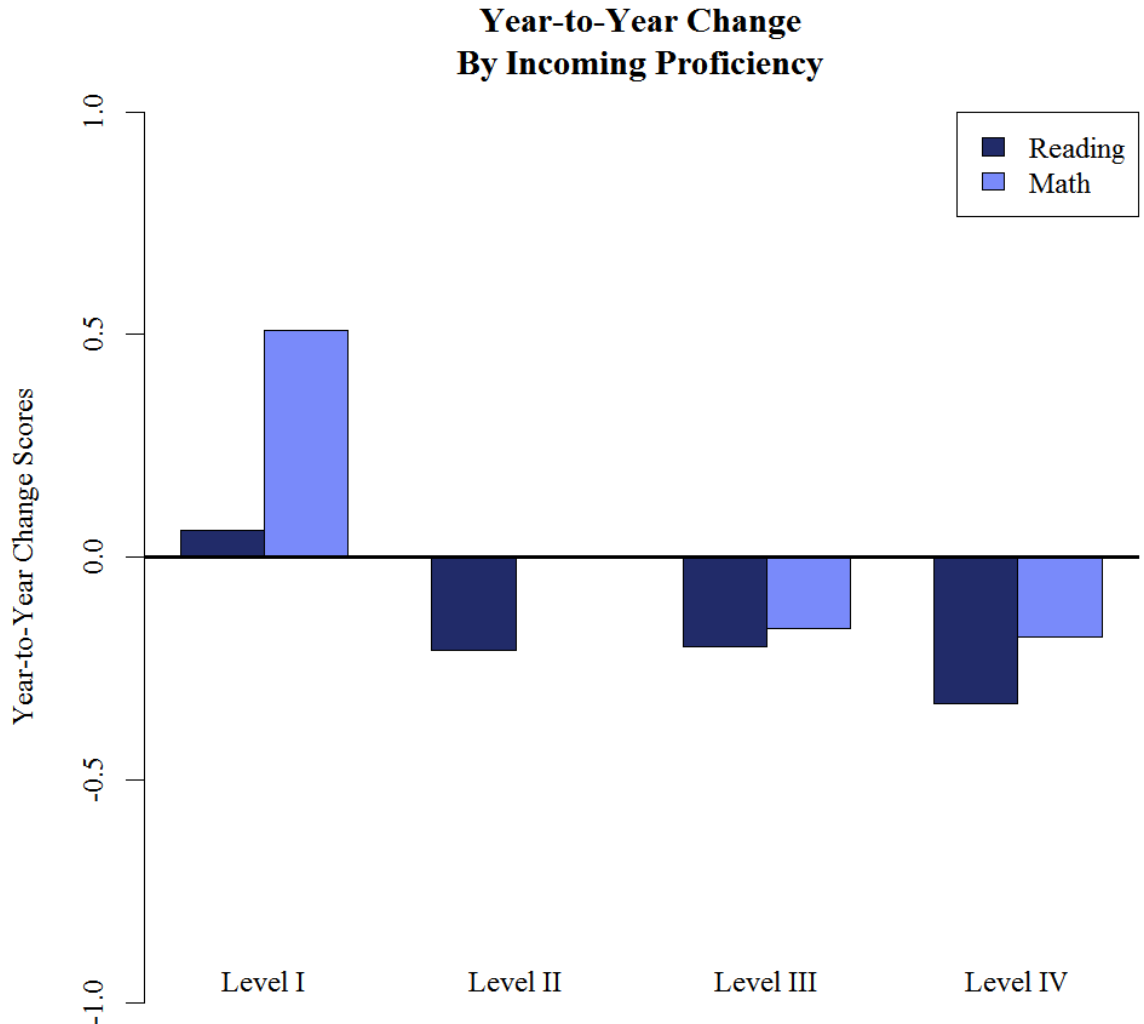
Year-to-Year Change By Grade

- Slightly less year-to-year change compared to the overall change for all students in NC



# Disaggregated by Proficiency Levels

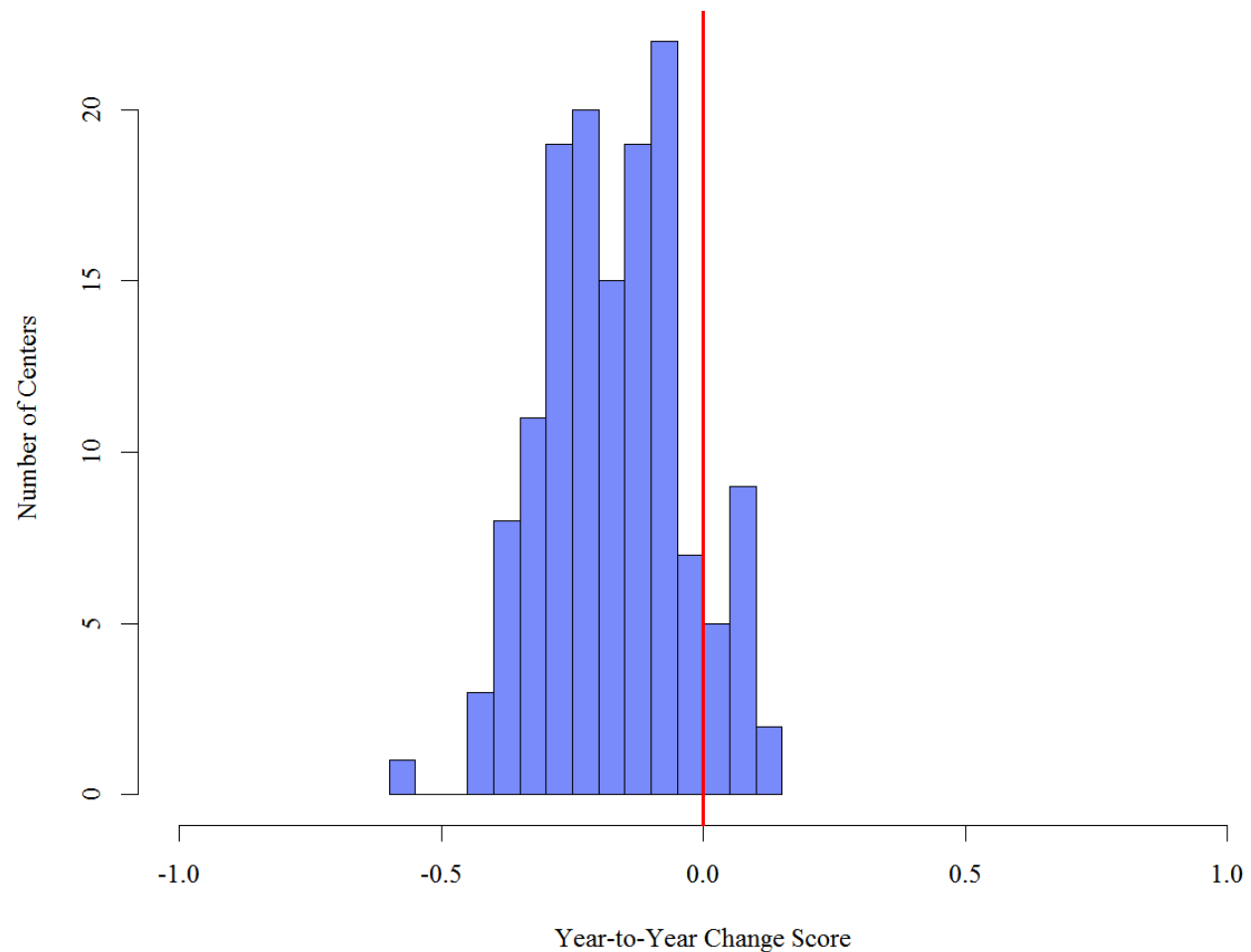
- Level I students had greater year-to-year change than the state population
  - More pronounced for math than reading
- Level II math had a year-to-year change value of 0
- Levels III and IV had less change than the state



# Reading EOG: Variation Across Centers

Year-to-Year Change in Reading by Center

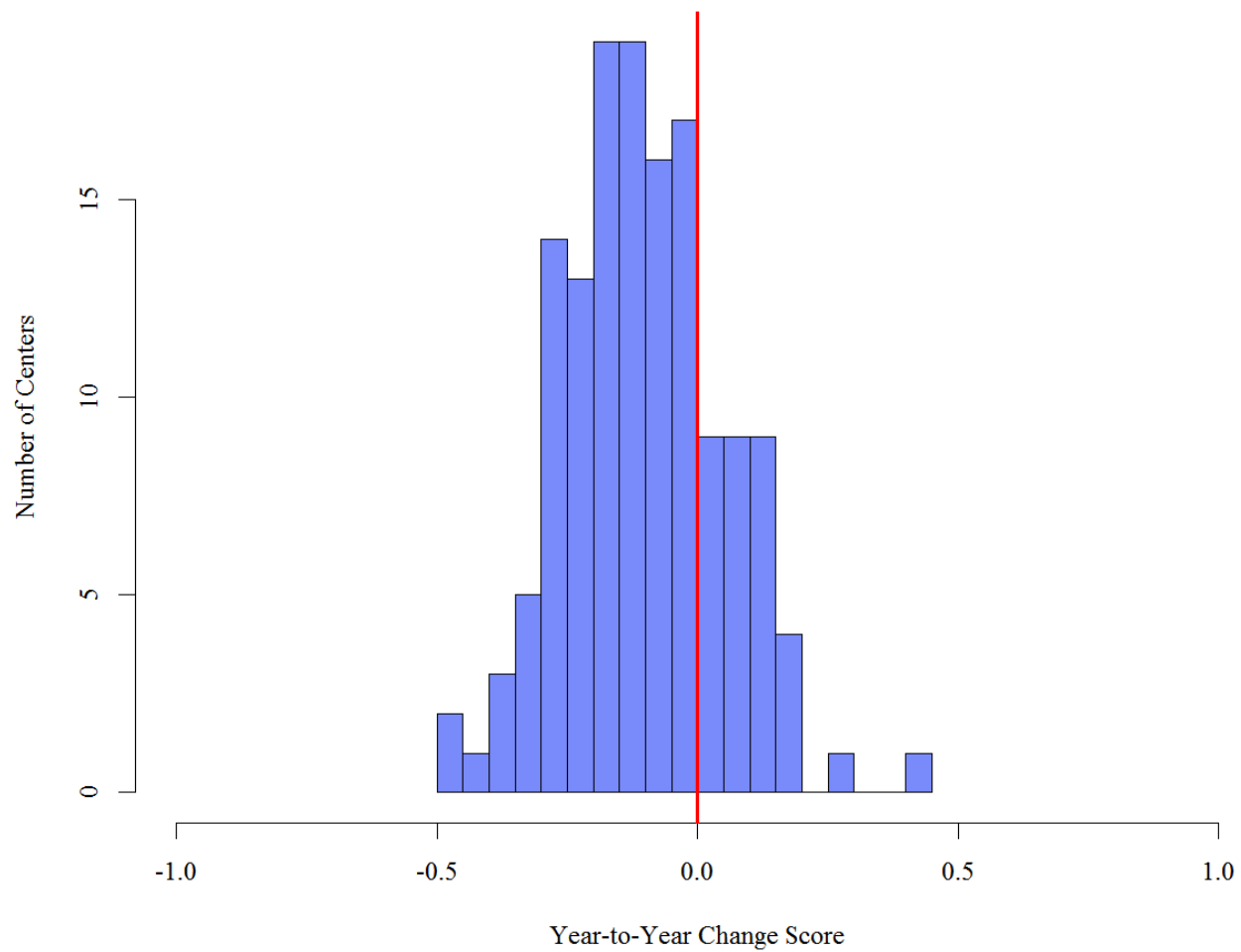
- 88% of centers had less average change than the state population
- 12% had as much or more average change



# Math EOG: Variation Across Centers

Year-to-Year Change in Math by Center

- 75% of centers had less average change than the state population
- 25% had as much or more average change than the state



## Future Considerations

- Two possible purposes to continue analyses of student outcome data in subsequent years:
  1. Identify centers with average year-to-year changes on key student outcomes greater than the state population and describe promising practices
  2. Provide feedback to grantees about their centers' average year-to-year changes on key student outcomes (to encourage discussions about ways to improve center programs)