MISSISSIPPI DEPARTMENT OF EDUCATION

# THE MISSISSIPPI 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAM 2011-2012 EVALUATION

## AN EXAMINATION OF PROGRAM ATTRIBUTES AND PRACTICES

## EXECUTIVE SUMMARY

FEBRUARY 2013

# SUMMARY OF FINDINGS

The 2011-12 Mississippi 21st CCLC evaluation consisted of both quantitative and qualitative methods which were conducted during an abbreviated period from July to December. The quantitative analysis, Section I of this report, reflects data from the national 21st CCLC database, namely Profile and Performance Information Collection System (PPICS). This analysis includes descriptive data on Mississippi sites, including attendance, attrition, participant demographics, special services, staffing, subject area center characteristics, and student outcomes.

The qualitative analysis reflects findings from site visits to eight 21st CCLC grantees conducted by two site visitors over a three (3) week period. The purpose of the site visits as defined by the Mississippi State Department of Education 21st CCLC staff was to identify the processes and programs associated with different levels of program performance in Mississippi.

**The following is a summary of findings from the quantitative and qualitative analyses based on data from PPICS and the site visits.**

## SECTION I – SUMMARY

> ➢ A total of 15,065 students enrolled in the Mississippi 21st Century Community Learning Community (CCLC) program, of which 7,176 (47%) were regular participants (attended 30 days or more.)

> ➢ Participant demographics include 73% African Americans, 25% White and 2% Hispanic/Latino and Asian/Pacific Islanders and American Indians. A demographic comparison of US and MS regular program participants revealed that while almost three-fourths of Mississippi participants are African Americans this is the case for only one-third of US participants. The overwhelming majority, 83%, of participants were from a low socioeconomic background. Only 47% were regular program participants who attended 30 days or more. Slightly more participants were male, and the largest school level was elementary students. The largest grade level was sixth graders.

> ➢ Attrition rates for 21st CCLC enrollees appear to be a problem in Mississippi as well as across the country. Attrition between total attendees and regular program participants in Mississippi and the USA is 47.8% and 49.2% respectively. Only about half of the enrollees are regular program participants. It is noted that during the site visits, the most-rural sites indicated transportation as a factor which adversely impacts regular program participation.

> ➢ Less than 1% of MS 21stCCLC regular participants are special needs students.

> ➢ MS 21st CCLCs are overwhelmingly staffed by paid licensed day-school teachers. Students constitute the largest category of volunteer staff.

> ➢ The primary academic subject areas are reading, math, science and health.

> ➢ An array of academic support and ancillary services are provided including enrichment activities, tutoring, homework help, and recreation. The primary special service is for underperforming students.

> ➢ The MS 21st CCLCs have partnered or subcontracted with 490 community partners and 49 subcontractors in the delivery of program services. The primary partners are community-

based organizations, nationally affiliated non-profit organizations, for-profit entities, school districts, and faith-based organizations.

➢ The primary services provided by partners and subcontractors include evaluation services, fundraising, programming activities (speakers, field trips, etc.), goods and services, and volunteers.

➢ Adult family services are limited to approximately 15% of the centers. Services offered include parenting, family literacy and career services.

The two primary student outcomes for the 21st CCLC program are improvement in student academic performance and behavioral conduct. Proficiency results for reading/language and mathematics were examined for all MS 21st CCLC schools overall, elementary and middle/high schools. Student conduct data were derived from the Teacher Survey which is part of the PPICS database. The academic performance categories are minimal, basic, proficient and advanced.

## READING/LANGUAGE ARTS PROFICIENCY RESULTS

➢ Minimal – The percentage of students performing at the minimal reading/language level decreased between 2008 -2009 and 2010 – 2011 (this represents a two year interval), then increased. This pattern was consistent at the elementary, middle and high school levels.

➢ Among all schools there was a consistent decline in the basic level in reading and language.

➢ As desired, there was an increase in the proficiency level for all schools, elementary and middle/high from 2008-09 to 2010-11. While middle/high continued to increase, there was a drop at the elementary level. At the advanced reading level, overall schools showed a slight increase.

## MATHEMATICS PROFICIENCY RESULTS

➢ For all schools, the mathematic percentage increase at the minimal level went from 20% to 22% over the observation period.

➢ Basic – As desired, the basic category decreased from 42% to 35% for all schools. The middle/high category had a significant decrease from 47% to 30%; however, there was an increase at the elementary level.

➢ While there was fluctuation in mathematics proficiency for elementary schools, the middle/high school level had a significant increase in proficiency from 26% to 39%.

➢ Schools overall and the middle/high schools reflected a slight increase in the mathematics advanced level each year, while elementary schools showed a slight decline.

➢ A larger percentage of Mississippi teachers than US teachers reported improvement in student academic behaviors, and more elementary students demonstrated improvement.

➢ Improvement in student behavioral conduct. Mississippi teachers reported higher percentages of students demonstrating changes in behavior. The two areas of student conduct where there was a marked comparative difference between Mississippi participants and those across the US were attending class regularly and getting along with others. Mississippi teachers reported that 71% of students were attending class regularly compared

to only 55% of US participants; and 73% of MS students demonstrated improved ability to get along well with others compared to 63% across the US.

## SECTION II – SUMMARY

The following are the practices observed at high performing 21st CCLCs.

LEADERSHIP

> The program leadership (Superintendent/Executive Director, Project Director and Site Coordinator) has a strong background as practitioners in K-12 education, a high level of program involvement, and close coordination at the administrative level.

PROGRAM HISTORY AND ORGANIZATIONAL STRUCTURE

> The type of organizational structure does not appear to be a critical determinant of program performance.

STAFFING AND STAFF PROFESSIONAL DEVELOPMENT

> The 21st CCLCs are staffed by skilled, credentialed and caring individuals who have an affinity for, and are comfortable working with vulnerable youth. A structured system for identifying and systematically providing a range of academic and non-academic offerings is in place.

ENROLLMENT

> Sites with high enrollment and regular attendance placed strong emphases on motivating students and creating a nurturing learning environment characterized by interactive academic and enrichment experiences. Lack of transportation appears to be a contributing factor to low enrollment and high attrition in rural areas.

CURRICULUM DESIGN

> Curriculum planning and implementation is a deliberate process that is data driven, inclusive, and includes interactive and evidence-based academic and non-academic practices.

STUDENT OUTCOMES

> There is a system in place to systematically record and track students' academic progress, discipline, and attendance.

COLLABORATION/PARTNERSHIPS

> There is a diverse cadre of actively engaged partners with explicit roles who are systematically integrated into the overall program and maintained through on-going communication.

PARENTAL INVOLVEMENT

> Despite universal challenges in this area, consistent use of multiple strategies and activities that engage parents such as carrying out specific roles and showcasing students are approaches that appear most promising.

SUSTAINABILITY

> There is a written sustainability plan that is periodically updated and systematically implemented by a group of program stakeholders.

EVALUATION

> While evaluation is a program requirement, evidence of an appreciation for and the utilization of evaluation data as a program improvement tool was lacking.