



21st Century Community Learning Center Summary Report

PROGRAM DESCRIPTION

The 21st Century Community Learning Center (CCLC) program is federally funded and authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110) and is administered through the Texas Education Agency (TEA). These grants support the creation of community learning centers to provide academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. The program is intended to complement students' regular academic program and offers literacy and other educational services to the families of participating children. In 2009-2010, a total of 7,164 students were served at six high schools, 11 middle schools, and 16 elementary schools, with a grant budget of \$3,772,000.

The objective of this report is to provide descriptive information at the district level and compare program participants with non-participants across several outcomes related to school success. This information may be used to facilitate decisions about program modification and possible expansion. The results should be shared with site coordinators and others involved in planning efforts for the program.

DATA ANALYSES

Three categories of participants were defined for these analyses: core participants, participants, and same-school non-participants. Analyses were conducted to determine if participation status was associated with the following school outcomes: attendance rates; discipline referral rates, Texas Assessment of Knowledge and Skills (TAKS) passing rates, and grade point average (GPA). Longitudinal comparisons were made by examining each outcome by 2009-2010 participation status for the 2008-2009 and 2009-2010 school years.

Schools Served by the 21st

CCLC Program:

- Barrington ES
- Brown ES
- Harris ES
- Hart ES
- Langford ES
- Norman ES
- Overton ES
- Pecan Springs ES
- Reilly ES
- Winn ES
- Wooldridge ES
- Wooten ES
- Ann Richards
- Bedichek MS
- Burnet MS
- Fulmore MS
- Garcia MS
- Kealing MS
- Martin MS
- Mendez MS
- Paredes MS
- Pearce MS
- Akins HS
- Eastside Global Tech HS
- LBJ HS
- Lanier HS
- Reagan HS
- Travis HS

Participation Status

- **Core participants** = 30 or more days of participation in a 21st CCLC program
- **Participants** = 1 – 29 days of participation in a 21st CCLC program
- **Non-participants** = Did not attend a 21st CCLC program

STUDENT DEMOGRAPHICS

Table 1. Number of Students by 21st CCLC Participation Status, 2009-2010

Participation status	Number	Percentage
Core participants	4,470	17%
Participants	2,789	10%
Non-participants	19,624	73%
Total	26,883	100%

Source. 21st Century participant records for 2009–2010; AISD student records.

Note. This is an unduplicated count of 21st Century participants.

Table 2. Student Demographics by Participation Status

Demographic Description		Core participants (n = 4,470)	Participants (n = 2,789)	Non-participants (n = 19,624)
Gender	Female	48%	51%	48%
	Male	52%	49%	52%
Grade Level	Elementary school	47%	18%	32%
	Middle School	35%	48%	31%
	High School	18%	34%	37%
Ethnicity	Native American	<1%	<1%	<1%
	Asian or Pacific Islander	1%	1%	2
	African American	28%	21%	14%
	Hispanic	66%	71%	75%
	White	5%	7%	8%
Limited English proficiency (LEP) status	LEP	31%	27%	35%

Source. 21st Century participant records for 2009–2010; AISD student records.

Note. This is an unduplicated count of 21st Century participants.

SCHOOL OUTCOMES ASSOCIATED WITH PROGRAM PARTICIPATION

Attendance

Table 3. Longitudinal Attendance Rates,
by 2009-2010 21st CCLC Participation Status

Participation status	Mean attendance rate		
	2008-2009 (n = 22,988)	2009-2010 (n = 26,883)	Change in mean attendance rate*
Core participants	96	95	-1
Participants	94	93	-1
Non-participants	92	90	-2

Source. 21st Century participant records for 2009–2010; AISD student attendance records (WENRATTD 2008, WENRATTD 2009, WSTUDEMO 2008, WSTUDEMO 2009). Attendance was calculated for students who were enrolled at 21st Century campuses during the 2009–2010 school year.

* The desired outcome for ‘change in mean attendance rate’ is a positive value which indicates an increase in attendance in 2009 – 2010 from the previous year.

Discipline

Table 4. Longitudinal Discipline Removal Rates, by 2009-2010 21st CCLC Participation Status

Participation status	Mean discipline removal rates					
	Mandatory removal rates		Change in mandatory removal rates*	Discretionary removal rates		Change in discretionary removal rates*
	2008-2009	2009-2010		2008-2009	2009-2010	
Core participants	0.01	0.01	0.00	0.13	0.20	0.07
Participants	0.02	0.03	0.01	0.17	0.30	0.13
Non-participants	0.02	0.03	0.01	0.18	0.21	0.03

Source. 21st Century participant records for 2009–2010; AISD student discipline records (ADIS)

* The desired outcome for “change in mean mandatory/discretionary offense referral rate” is a negative value, which indicates a decrease in discipline offense referrals in 2009–2010 from the previous year.

Note. Removal rates refer to only those discipline offenses for which the resulting disciplinary action was removal from the campus (e.g., suspension, placement in disciplinary alternative education program [DAEP]).

All Mandatory discipline offenses result in removal from campus. Discretionary removals are those offenses that do not require a removal by law.

Academic Achievement (TAKS Passing Rates and Mean GPA)

Table 5. Longitudinal Reading TAKS Passing Rates,
by 2009-2010 21st CCLC Participation Status

Participation status	Reading TAKS passing rates		Change in TAKS passing rates*
	2008-2009	2009-2010	
Core participants	81% (<i>n</i> = 2,890)	80% (<i>n</i> = 3,227)	-1
Participants	80% (<i>n</i> = 2,232)	82% (<i>n</i> = 2,162)	2
Non-participants	81% (<i>n</i> = 11,564)	81% (<i>n</i> = 11,603)	0

Source. 21st Century participant records for 2009–2010; AISD student records (TAKS)

Note. The percentages equal the number of those who met the passing standard, and *n* represents the number of students who took the TAKS in each specified category.

* The desired outcome for “change in TAKS passing rate” is a positive value, which indicates an increase in the percentage of students passing TAKS in 2009–2010 from the previous year.

Table 6. Longitudinal Mathematics TAKS Passing Rates,
by 2009-2010 21st CCLC Participation Status

Participation status	Mathematics TAKS passing rates		Change in TAKS passing rates*
	2008-2009	2009-2010	
Core participants	71% (<i>n</i> = 2,888)	76% (<i>n</i> = 3,245)	5
Participants	68% (<i>n</i> = 2,220)	75% (<i>n</i> = 2,200)	7
Non-participants	66% (<i>n</i> = 11,601)	69% (<i>n</i> = 11,789)	3

Source. 21st Century participant records for 2009–2010; AISD student records (TAKS)

Note. The percentages equal the number of those who met the passing standard, and *n* represents the number of students who took the TAKS in each specified category.

* The desired outcome for “change in TAKS passing rate” is a positive value, which indicates an increase in the percentage of students passing TAKS in 2009–2010 from the previous year.

Table 7. Longitudinal Science TAKS Passing Rates,
by 2009-2010 21st CCLC Participation Status

Participation status	Science TAKS passing rates		
	2008-2009	2009-2010	Change in TAKS passing rates*
Core participants	67% (<i>n</i> = 1,062)	71% (<i>n</i> = 1,219)	4
Participants	65% (<i>n</i> = 1,015)	67% (<i>n</i> = 960)	2
Non-participants	58% (<i>n</i> = 5,496)	65% (<i>n</i> = 5,126)	7

Source. 21st Century participant records for 2009–2010; AISD student records (TAKS)

Note. The percentages equal the number of those who met the passing standard, and *n* represents the number of students who took the TAKS in each specified category.

* The desired outcome for “change in TAKS passing rate” is a positive value, which indicates an increase in the percentage of students passing TAKS in 2009–2010 from the previous year.

Table 8. Longitudinal Social Studies TAKS Passing Rates,
by 2009-2010 21st CCLC Participation Status

Participation status	Social Studies TAKS passing rates		
	2008-2009	2009-2010	Change in TAKS passing rates*
Core participants	88% (<i>n</i> = 495)	89% (<i>n</i> = 837)	1
Participants	87% (<i>n</i> = 584)	91% (<i>n</i> = 856)	4
Non-participants	82% (<i>n</i> = 3,841)	87% (<i>n</i> = 4,333)	5

Source. 21st Century participant records for 2009–2010; AISD student records (TAKS)

Note. The percentages equal the number of those who met the passing standard, and *n* represents the number of students who took the TAKS in each specified category.

* The desired outcome for “change in TAKS passing rate” is a positive value, which indicates an increase in the percentage of students passing TAKS in 2009–2010 from the previous year.

Table 9. Longitudinal GPA, by 2009-2010 21st CCLC Participation Status

Participation status	Mean GPA		
	2008-2009 (n = 22,988)	2009-2010 (n = 26,883)	Change in mean GPA*
Core participants	3.01	3.02	0.01
Participants	2.95	2.92	-0.03
Non-participants	2.78	2.71	-0.07

Source. 21st Century participant records for 2009–2010; AISD student records (AGRD, AGRL, AMST, ACRS)

* The desired outcome for “change in mean GPA” is a positive value, which indicates an increase in GPA in 2009–2010 from the previous year.

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