

Michigan 21st Century Community Learning Centers Evaluation

2008-09 Annual Report

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Highlights and Implications

Highlights

The 21st Century Community Learning Centers (21st CCLC) program funds schools and community organizations to offer out-of-school-time (OST) activities for K-12 students in high-poverty areas who attend low-performing schools. The main focus of the program is expanding these students' access to enrichment opportunities, particularly academic enrichment.

In 2008-2009, the MDE funded 64 grants to 39 different grantees, including 19 local school districts, 3 intermediate school districts, 3 public school academies (charter schools), 13 non-profit/community-based organizations (CBOs), and 1 university. Grantees served 237 sites, including the following grade levels or grade combinations: 119 elementary schools, 52 middle schools, 21 high schools, 37 elementary-middle schools, 6 middle-high schools and 2 elementary-middle-high schools.

Student Characteristics

- All ethnic groups in the state were represented in 21st CCLC programs. African Americans were somewhat over-represented because of the many urban program sites; however, the proportion of African American participants has been declining over the last two program years, likely due to a decrease in the number of sites funded in Detroit.
- Twice as many elementary as middle school students participated; recent MDE emphasis on serving high school students has not yet had an impact on the extent of their participation in 21st CCLC program.

Participation

- Consistently over the past four program years, almost three quarters of participants have been students identified as academically at risk.
- A large proportion of elementary school and, to a lesser extent, middle school participants attend regularly enough to benefit from the program (30 days or more).
- Over four program years, regular attendance has improved, with 50% attending 30+ days in 2008-09.
- The percent of students who were not enrolled in *any* academic activity more than doubled this year, from 12% in 2007-08 to 27% in 2008-09. However, among students who attended regularly, only 7% did not participate in any academic activities.

Student and Parent Satisfaction

- Overall, students expressed satisfaction with the program and rated the physical environment satisfactory; however, 30% said the program space was physically uncomfortable and 22% said the space was dirty.
- 27% to 40% of students agreed with statements that indicated program staff have difficulty with management of student behavior.
- Three quarters or more of students reported having positive interactions with staff.
- About two thirds reported a positive peer climate in their programs.
- About half of parents reported that the programs helped their children in a number of areas, including academic, social, youth development and creative skills.
- Large majorities of parents reported positive interactions with staff and good communications.

Status on Federal Targets

- Michigan has not met the federal targets for improvement in reading or math grades in any program year; in each category, the percent of students who improved has remained fairly steady.
- Substantially more students who entered the program with grades of less than 3.0 showed improvement during the program year compared to students with higher grades, indicating that students with the most need for improvement benefited more.
- Teacher ratings of the percent of students showing improvement in homework completion/ classroom participation and classroom behavior has remained fairly steady; however, the federal targets have increased, thereby widening the gap.

Implications

- The high percent of students who reported that, while the physical space was adequate for the program's activities, it was also uncomfortable and dirty suggests that this is an area that may be targeted for improvement. Any improvement plans developed could solicit students' opinions and involvement, thus increasing their opportunities for engagement and decision-making while simultaneously improving the physical environment.
- The percent of students who reported negative staff behaviors remains high in 2008-2009. If true, this situation has serious negative implications for the benefits that 21st CCLC programs are expected to have. This is also an area that should be investigated for potential management improvements and/or staff training.
- While two-thirds of the students report positive peer interactions, that leaves approximately one-third who do not. Staff have an obligation not only to assure that they are interacting positively with students, but also that students are treating each other well. Peer relationships are an important component of the 21st CCLC program's climate and should be targeted for improvement where necessary.
- It is of concern that the percent of students participating in no academic activity has increased in 2008-09 while Michigan remains far behind other states in the percent of students showing academic improvement; moreover, the percent of students who improve has not increased over four program years. 21st CCLC program staff need to specifically address the learning needs of the students who participate in their individual programs and develop activities that target those needs. This will probably entail a number of different strategies, such as tutoring for those with remediation needs combined with regular academic enrichment and project-based learning for all students. It will be critical to know more about the specific needs of their students to develop effective strategies.

Introduction

The 21st Century Community Learning Centers (21st CCLC) program funds schools and community organizations to offer out-of-school-time activities for K-12 students in high-poverty areas. The main focus of the program is expanding enrichment opportunities, particularly academic enrichment, for students attending low-performing schools. Specifically, the Michigan Department of Education (MDE) has consistently emphasized the following priorities in determining funding awards:

- Students live in high-poverty areas
- A high percentage of students attending the school are eligible for free or reduced-price meals
- The school has failed to achieve adequate yearly progress for two consecutive years
- Schools serve middle or high school students

Key goals of the program are:

- Improving students' academic performance
- Offering enrichment and youth development activities in a safe environment outside of the regular school day

Michigan 21st CCLC programs offer homework help, tutoring, and academic enrichment activities to help students meet state academic standards in subjects such as reading and math. They also provide other enrichment activities focused on youth development, drug and violence prevention, technology, art, music, recreation, and character education to complement the academic components of the program.¹

In this year's report, we follow the approach used in the 2007-2008 Annual Report, focusing on (a) federal targets, (b) student characteristics, (c) program participation, and (d) parent/student satisfaction. In taking this approach, we are able to emphasize topics of greatest interest and importance to program administrators and funders.

Table 1 compares 21st CCLC grants funded in 2008-2009 with those funded in the two previous years. In 2008-2009, MDE funded **64 grants to 39 different grantees**. However, because Detroit and Grand Rapids used multiple subcontractors to provide their 21st CCLC programs, the number of grantees shown here is 46. The 64 grants operating during this year were funded in three separate cohorts based on the time period when the grant was first awarded. Each grant could serve students in up to five different sites, so a number of the grantees had multiple grants and had grants in multiple cohorts.

The 39 grantee organizations included 19 local school districts, three intermediate school districts, three public school academies (charter schools), 13 non-profit/community-based organizations, and one university. The 21st CCLC sites served students in the following grade levels or grade combinations: 119 elementary schools, 52 middle schools, 21 high schools, 37 elementary-middle school combinations, 6 middle-high school combinations and 2 elementary-middle-high school grades combined.

¹ Michigan Department of Education Website, http://www.michigan.gov/mde/0,1607,7-140-6530_35090-127653--00.html

**Table 1. Characteristics of Grantees Funded in 2008-2009
Compared to Grantees Funded in the Prior Two Years**

<i>Characteristic</i>	<i>2006-2007 grantees</i>	<i>2007-2008 grantees</i>	<i>2008-2009 grantees</i>
# of funded grants	53	66	64
# of grantees	32 (37 ^a)	40 (46 ^a)	39 (46^a)
# of new grantees	6	8	7
# of sites reporting on the ARF	188	233	237
Cohorts			
A/DA	12/1	N/A	NA
B	26	26	NA
C	14	14	12
D	N/A	26	22
E	N/A	N/A	51
Fiduciary organization			
Local school district	17	18	19
Intermediate school district	1	2	3
Public school academy (charter school)	6	7	3
Non-profit/Community-based organization	7	11	13
University	1	2	1
Grades or grade combinations of students served			
Elementary school	76	96	119
Middle school	68	72	52
High school	7	15	21
Elementary-middle school	30	41	37
Middle-high school	6	8	6
Elementary-middle-high school	6	7	2

^aNumbers in parentheses treat the multiple subcontractors that Detroit Public Schools and Grand Rapids Public Schools used to provide their programs as grantees.

Note. ARF = Annual Report Form.

The Michigan data in this report come from three primary sources. Attendance, grade, sex and race data were entered by each grantee into EZReports; we had 100% of this data. Survey data collected by the grantee from: (a) students in K-3rd grade (response rate equaled 79%); (b) students in grades 4-12 (67%); (c) parents of students in all grades (37%); and (d) teachers of students in all grades (64%). Reading grades were available for 71% of the students and math grades were available for 69% of the students. MEAP Reading scores were available for 72% of the students and MEAP Math scores for 71% of the students.

The state evaluation of 21st CCLC was designed to gauge the success of Michigan in meeting program goals. To accomplish that end, this report addresses the following evaluation questions:

1. What were the characteristics of students enrolled in Michigan 21st CCLC programs?
2. In what ways did students' participation in the program change over time and in what ways did their participation stay the same?
3. In what areas were students and their parents satisfied with the program? What areas did they see as needing improvement?
4. Did Michigan meet federal performance targets?

Student Characteristics

Data in this section come from the EZReports program data reporting system. MDE has operated 21st CCLC programs since January 2003. For the first year and a half, grantees were being trained in data collection and the system was continually modified to meet grantee and reporting needs, resulting in data that were less reliable and representative than was desired. We therefore report data beginning with the 2004-2005 program year.

Student Characteristics

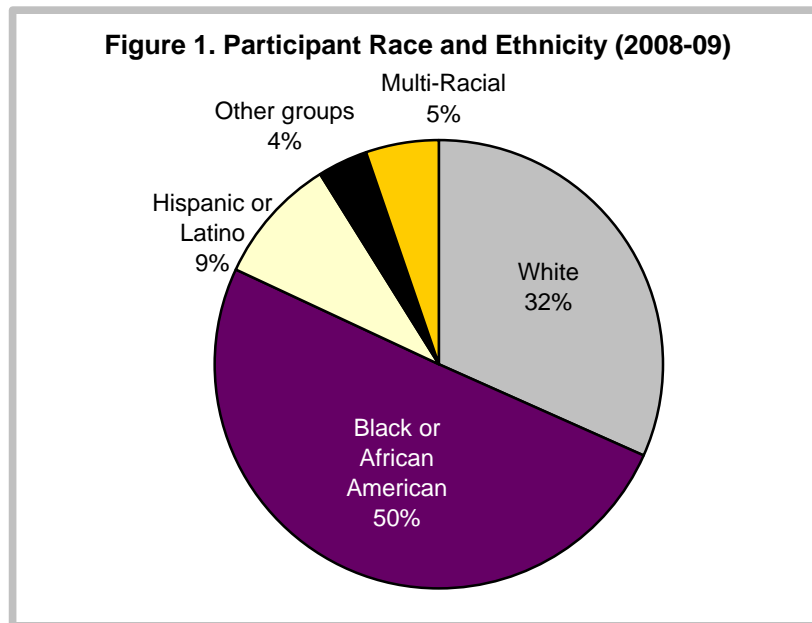
This section describes the demographic characteristics of Michigan 21st CCLC programs in 2008-2009 and over time.

Income

Using data collected on individual students participating in the 2008-2009 21st CCLC programs, the eligibility for free or reduced price meals rate was 83%.

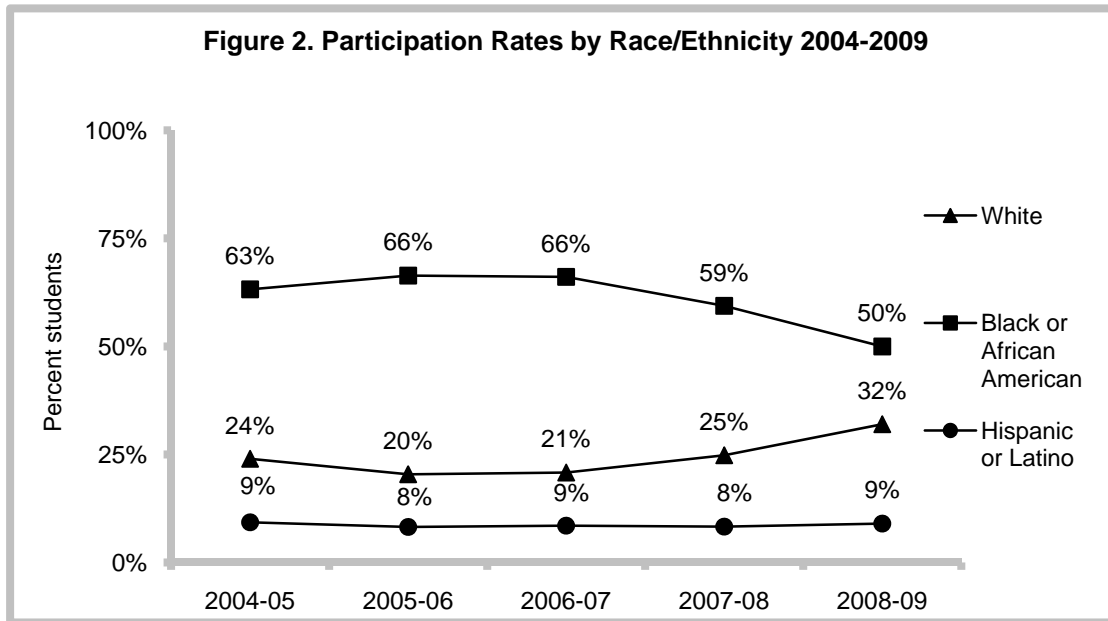
Race and Ethnicity

Michigan is a diverse state, and the populations attending the 21st CCLC programs reflected that diversity. Figure 1 provides data on the racial and ethnic composition of students attending during the 2008-2009 academic year. The higher-than-expected percentage of Black/African American students enrolled (~50% in the program vs. ~14% in population statewide) reflected the predominantly urban focus of the 21st CCLC program.



Although the majority of participants were African American or white, substantial proportions identified as Hispanic/Latino (9%) or multi-racial (5%). This pattern has been consistent in Michigan 21st CCLC

programs over time. Figure 2 provides data on the composition of the program in the three primary racial/ethnic groups since the program began. In 2008-2009, Black/African American student participation continued the decline begun in 2007-2008, this year dropping an additional 9%, while white student participation increased approximately 7%. This is likely due in part to a decrease in the number of sites funded in the Detroit area during 2008-09.

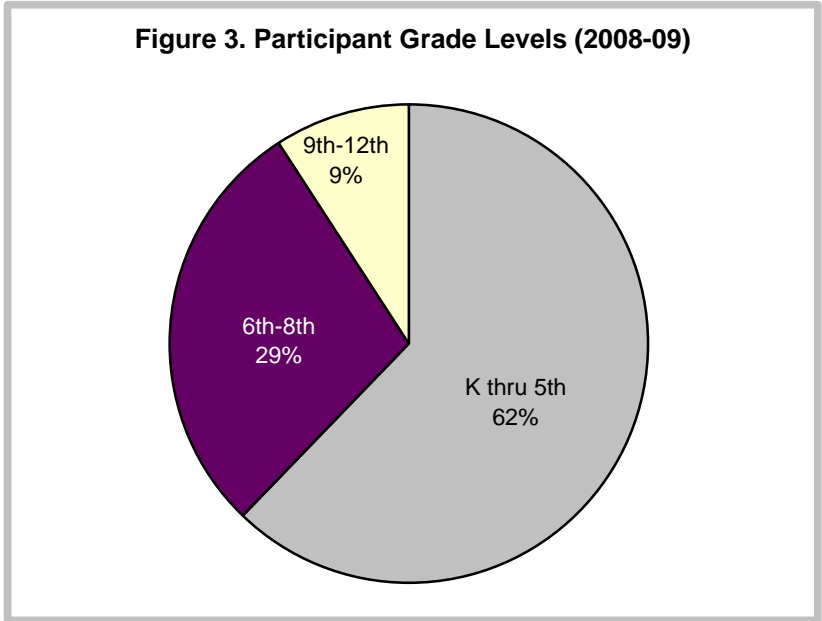


Gender

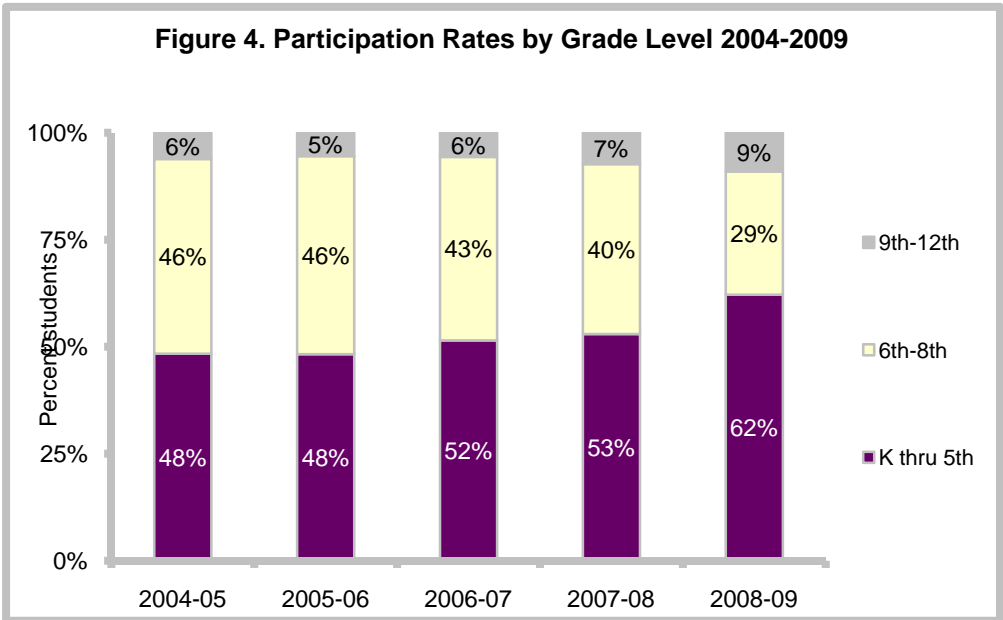
Although a small number of 21st CCLC programs have from time to time noted challenges in attracting either boys or girls, gender of the overall population has remained balanced. In 2008-2009, girls (51%) and boys (49%) once again participated at approximately equal rates.

Student Grade Level

MDE has consistently emphasized provision of 21st CCLC programs for middle-school students (in grades 6 through 8). Additionally, in 2008-09, MDE for the first time awarded higher priority points to proposals that intend to serve high school students. Figure 3 shows the grade distribution of students served in the 2008-2009 academic year. As can be seen, the proportion of K-5th graders is twice that of middle school students.



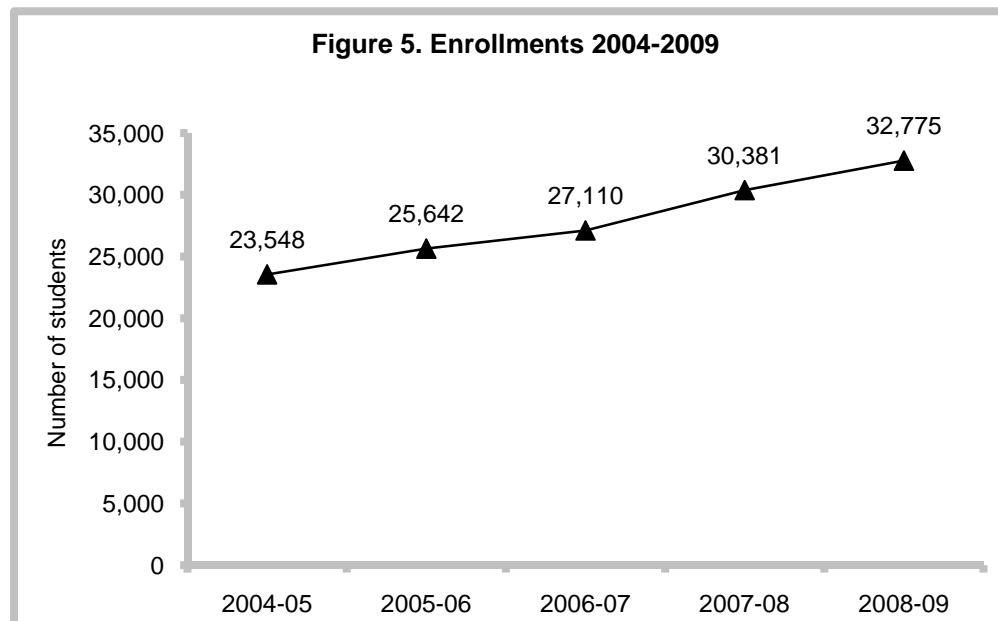
The pattern over time for grades served has varied slightly. As can be seen in Figure 4, over a five-year period, the proportion of elementary school students served has increased and the proportion of middle-school students served has declined. The recent emphasis on serving high school students has not yet increased significantly the percent of programs serving this group.



Participation and Programming

Program Growth Over Time: Student Participation

Between 2004 and 2009, 108,859 unique students have been served by Michigan 21st CCLC programs. As shown in Figure 5, enrollments have risen each year.

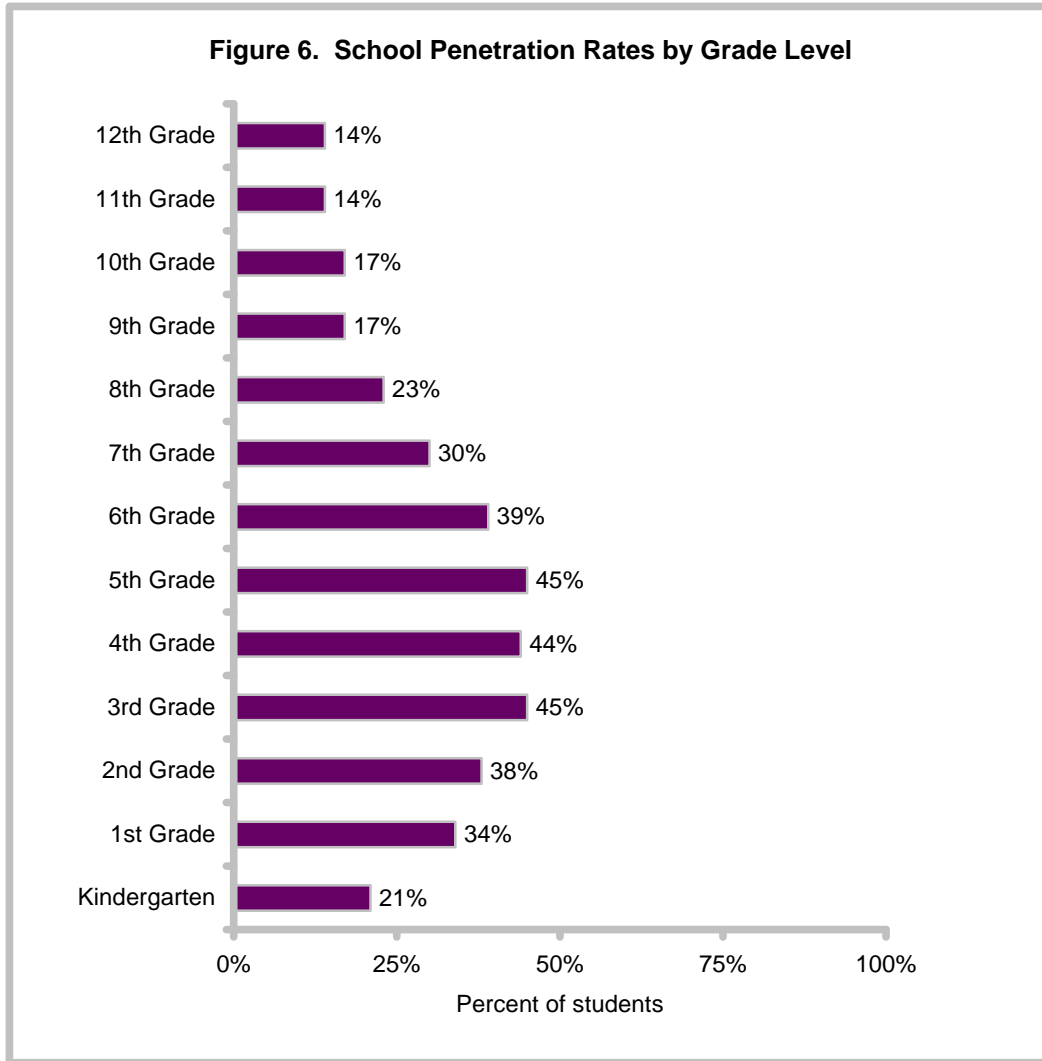


Note. Each student is counted only once in a year, but is counted more than once if he/she attended in multiple years.

Consistently since the 2004-2005 program year, almost three-quarters (70% to 74%) of the students enrolled in the 21st CCLC program have been at risk academically, defined as having fall reading or math grades of 2.5 or less or not meeting the reading or math standards of proficiency on Michigan's standardized state test, the Michigan Educational Assessment Program (MEAP).

School Penetration Rates

One of the implicit assumptions of the 21st CCLC initiative is that it will raise the overall performance of the school. To do so, a substantial proportion of the school needs to be served by the program. As Figure 6 shows, during 2008-2009, the penetration rate of students in grades 1 through 7 enrolled in 21st CCLC programs was between 30% and 45%. Students in grade 8 were represented less in programs compared to earlier grades, but still at a high rate. (We have not included students in kindergarten in this discussion because they usually do not receive grades and do not take the standardized tests.) Only in grades 9 through 12 did students enroll at too low a rate to potentially have an impact on the school's performance in those grades.

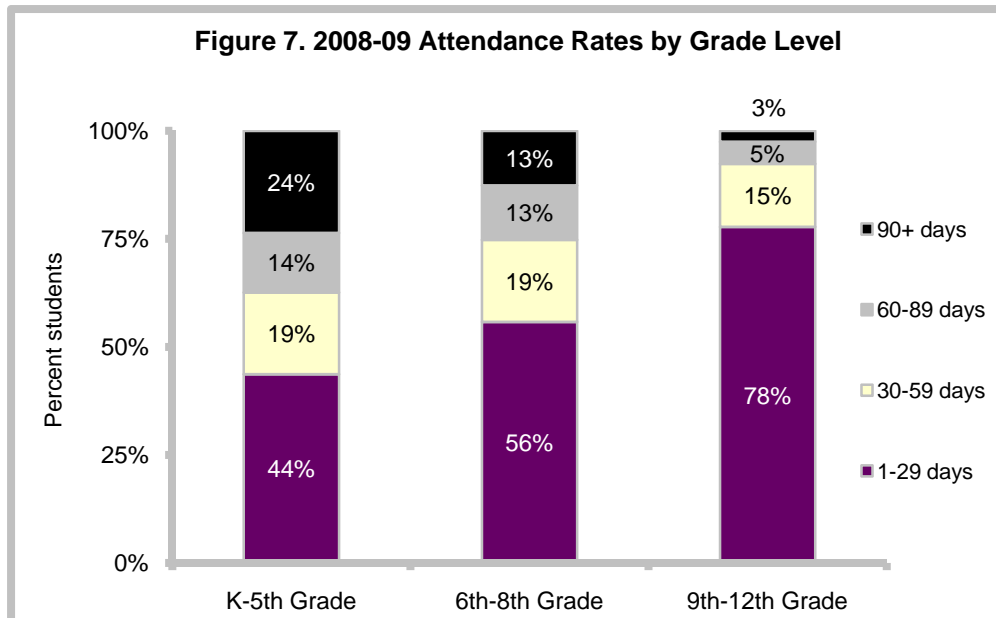


Retention Rates

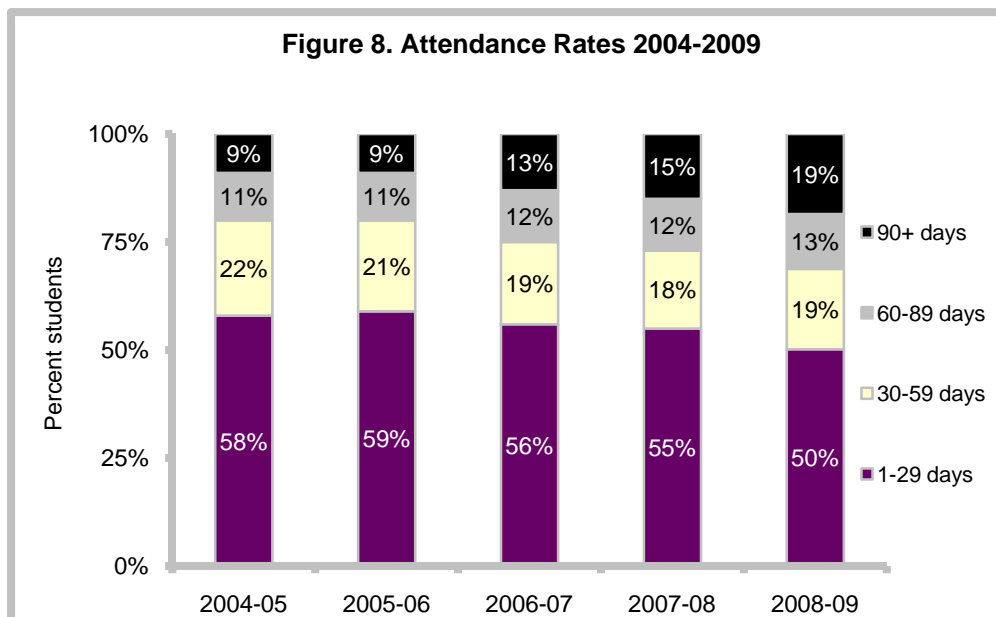
If 21st CCLC programs appear to be enrolling students at an appropriate rate, the next concern should be whether students stay in the program long enough or attend regularly enough for activities to have an impact. The federal definition for “regular” participation is attendance of 30 days or more. Figure 7 displays attendance patterns since 2004 in four categories: (a) 1-29 days (less than regular attendance); (b) 30-59 days; (c) 60-89 days; and (d) 90+ days. Rates for school year attendance are shown in Figures 8 and 9. Summer attendance is not included here because summer programs show great variability in their structures and attendance patterns, both among themselves and compared to school year programs. Moreover, summer programs sometimes serve quite different populations than are served during the school year.

By grade. Figure 7 shows 2008-2009 attendance rates, which can be compared to the penetration rates shown in Figure 6 above. The figure shows that K-5th graders attended the program most regularly; 57% attended for 30 days or more and 24% attended for 90+ days. Substantially fewer 6th-8th graders (45%) attended 30 days or more. Nonetheless, a large number of elementary and middle school students attended the program enough to potentially benefit from program activities. High school students had both the lowest penetration rate and the lowest retention rate, with only 23% attending 30 days or more.

The combination of low penetration rates and low retention rates suggest that 21st CCLC programs are unlikely to have a marked benefit on indicators of success measured for the high school overall, although some students may benefit individually from their participation.



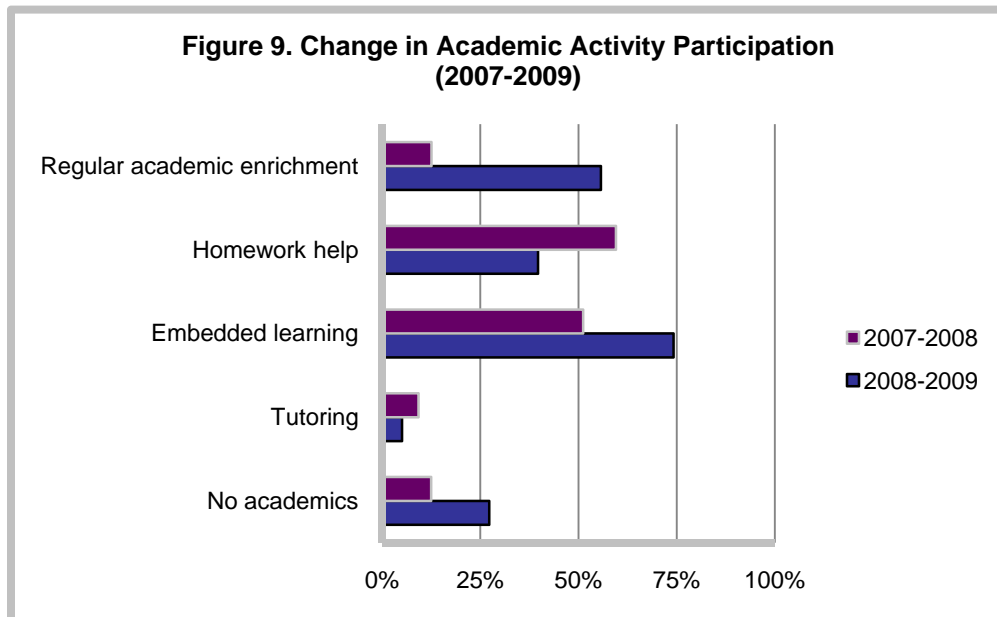
Over time. Figure 8 shows attendance rates for program years from 2004-05 to 2008-09. The decline (8% overall) in students attending in the 1-29 day category may be meaningful, as is the 10% increase over 4 years in those attending 90+ days. The decline (3%) in those attending 30-50 days, and the increase (2% overall) in those attending 60-89 days are not substantive differences. However, for the first time since the 21st CCLC program began, half of the students are attending 30 days or more.



Academic Programming

MDE has consistently required academic programming, which may take the form of homework help, tutoring, and/or academic enrichment. In 2007-2008, the MSU Evaluation Team separated academic enrichment into enrichment targeting regular academic subjects (such as social studies or science activities) and embedded learning (activities that integrate academic content into other projects or activities) for the purposes of reporting more accurately on the types of academic programs being offered by 21st CCLC programs. This is the primary reason for the drop in participation that is seen in 2007-2008 embedded learning activities in Figure 9.

Figure 9 compares students' participation in different categories of academic activities between two programming years. Tutoring declined in 2008-2009, with a corresponding rise in regular academic enrichment and embedded learning. Although academics of some kind are required, the percent of students not enrolled in any academics more than doubled in 2008-2009 from 2007-2008. However, among regular attendees, only 7% did not participate in any academics.



Student and Parent Satisfaction

For younger students, parents' satisfaction with the program is often a necessary component for their child's participation in after-school programs. With older students, the youth's interest and satisfaction tends to play an additional role in consistent participation.

Student Satisfaction

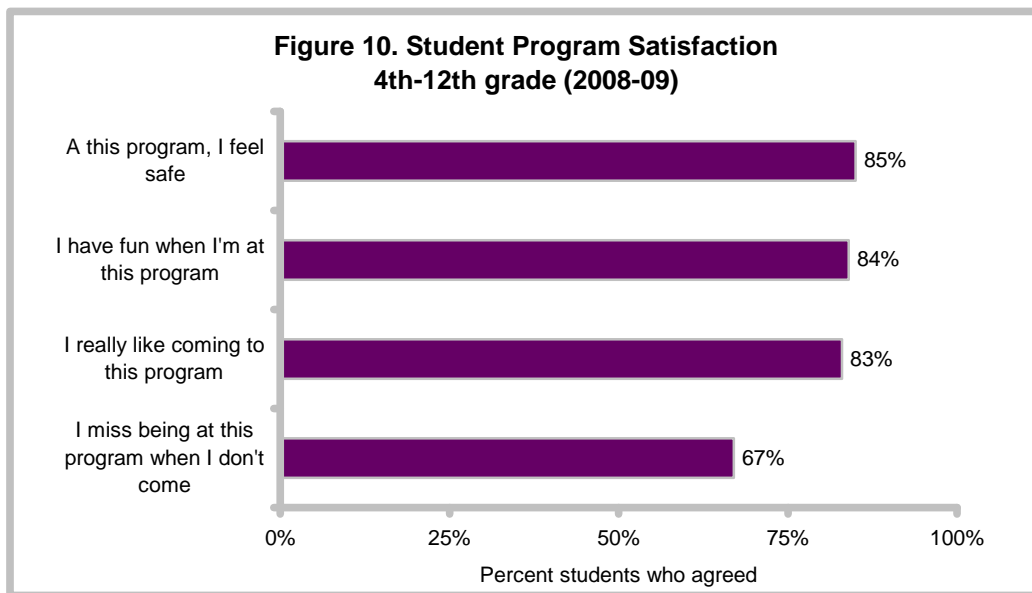
Here we report on responses from 67% of the 6,170 4th- to 12th-grade students who participated in 21st CCLC programs across the state. Students were asked to comment on five aspects of the program: (a) program satisfaction; (b) program environment; (c) program management problems; (d) interactions with staff; and (e) interactions with peers. It is important to remember that these represent the statewide averages and that results for individual sites and grantees can vary substantially from this average.

Some items on the 4th- to 12th-Grade Program Improvement Survey changed in 2008-2009 from previous years.

Student Perceptions of the Program

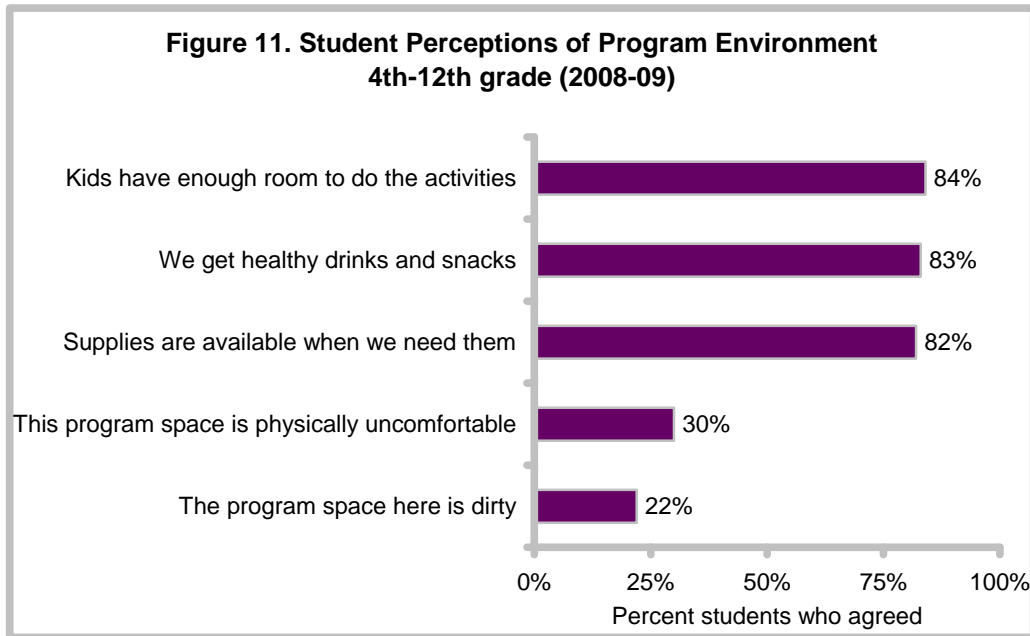
Program Satisfaction

Figure 10 below lists the percent of 4th- to 12th-grade students statewide who agreed or strongly agreed with statements about their satisfaction with the program. As can be seen in Figure 10, most students felt positively about the program. Specifically, most students felt safe, had fun and really liked coming to the 21st CCLC program. Two-thirds reported missing the program when they didn't go to it.



Physical Program Environment

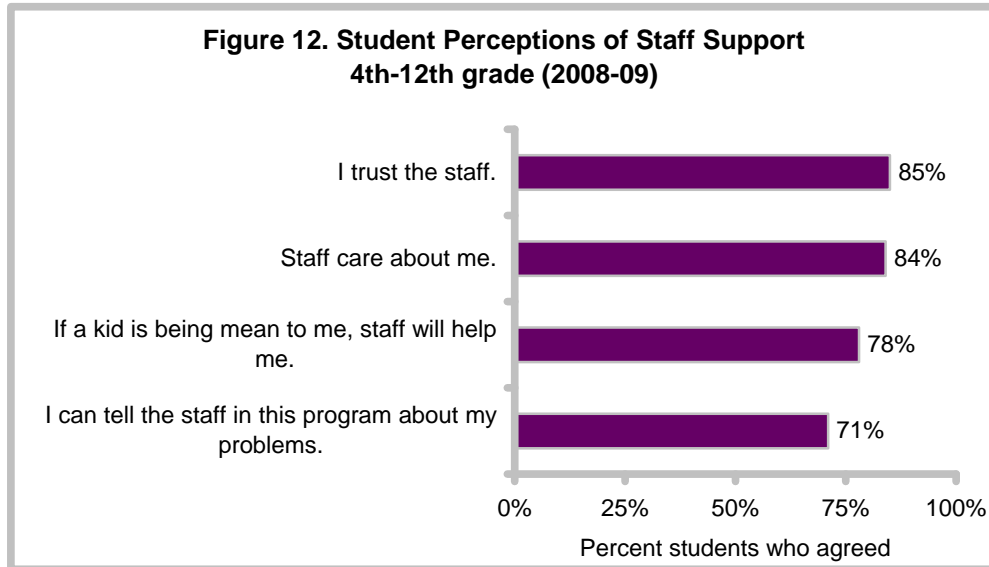
Figure 11 below lists the percent of 4th- to 12th-grade students statewide who agreed or strongly agreed with statements about the program's physical environment. As can be seen, most students agreed that they had enough room to do the program activities, received healthy food and drinks and had enough supplies. However, it is somewhat alarming that almost one-third thought the program space was physically uncomfortable and one-fifth thought the space was dirty. This may be something that program staff, MDE consultants and/or Center for Youth Program Quality advisors need consider in providing technical assistance and training.



Student Perceptions of Staff

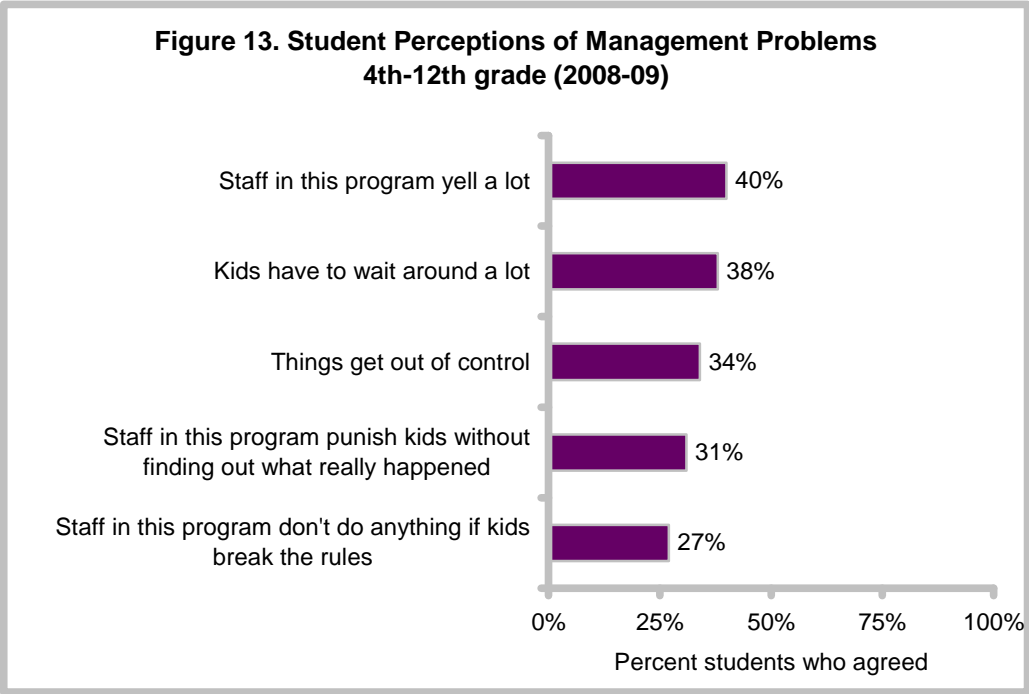
Staff Support

Overall, students were positive about their interactions with 21st CCLC program staff (Figure 12), particularly noting that they trusted staff and felt that staff cared about them. The percent of students who appeared to feel that they could turn to staff to talk about problems and issues was slightly less, but still high.



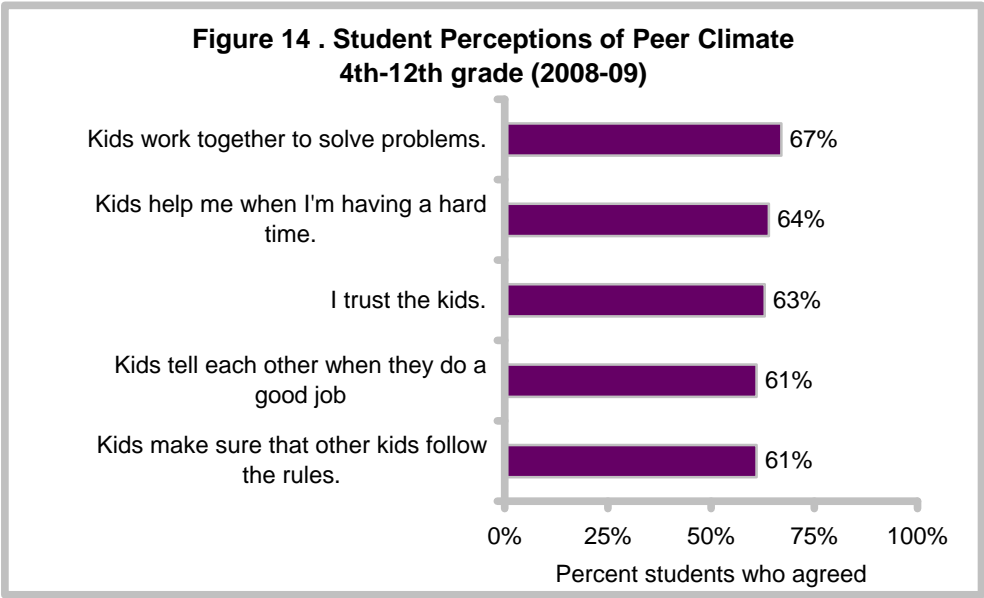
Management Problems

Figure 13 shows the percent of students statewide in 2008-2009 who agreed or strongly agreed with the following statements about staff problems with behavior management. The results indicate that 27% to 40% agreed that staff had problems with management. Between the 2007-08 and 2008-09 program years there was a meaningful increase in two items: a 7% increase in *Staff in this program yell a lot* and a 6% increase in *Kids have to wait around a lot at this program*. Although some program managers may think that *any* instances of poor staff-student interaction are unacceptable, given that these are students' perceptions, some percent of students will probably always have problems with staff behavior. Nonetheless, because of the generally high level of students' negative responses, these findings merit investigation by grantees and sites. We recommend that they examine their individual results in conjunction with other sources of data to determine whether additional staff training and supervision is warranted.



Peer Climate

Students also commented on their relationship with other students in the program (Figure 14). Peer interactions are a critical part of the overall milieu in which the 21st CCLC program operates. Approximately two-thirds of the students agreed that kids solved problems together, helped and trusted each other, told each other when they did a good job and made sure everyone followed the rules. These results suggest that the program provided a positive social climate for many students, although a significant proportion (about 35% to 40%) may not experience a supportive, engaging peer climate.

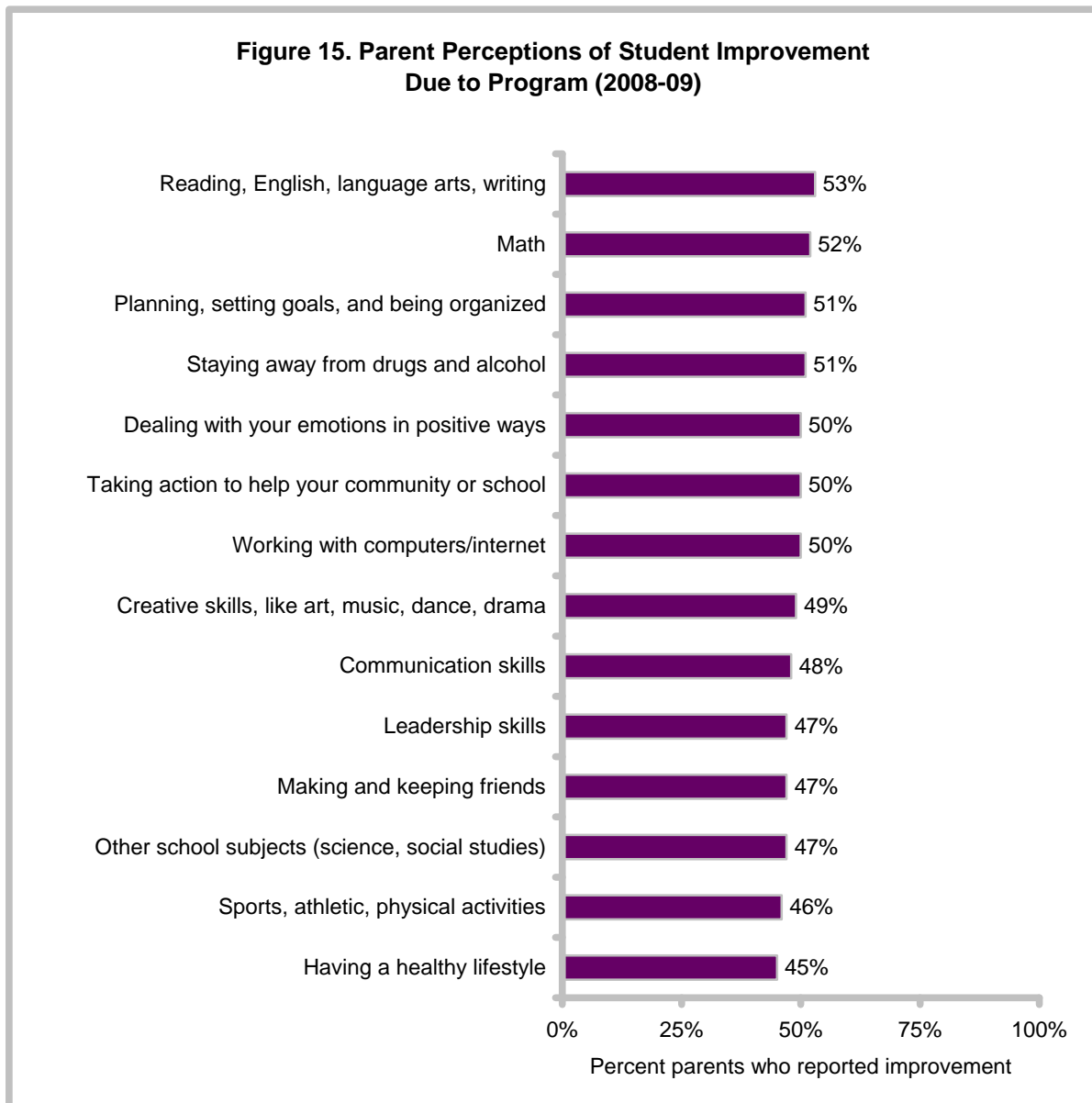


Parent Perceptions

On the parent survey, parents of students of any age were asked to comment on three factors: (a) the extent to which the program helped their student; (b) the staff; and (c) the overall grade they would give the program. These responses came from 5,493 parents, a response rate of 37% of the parents with students in 21st CCLC programs at the time surveys were given.

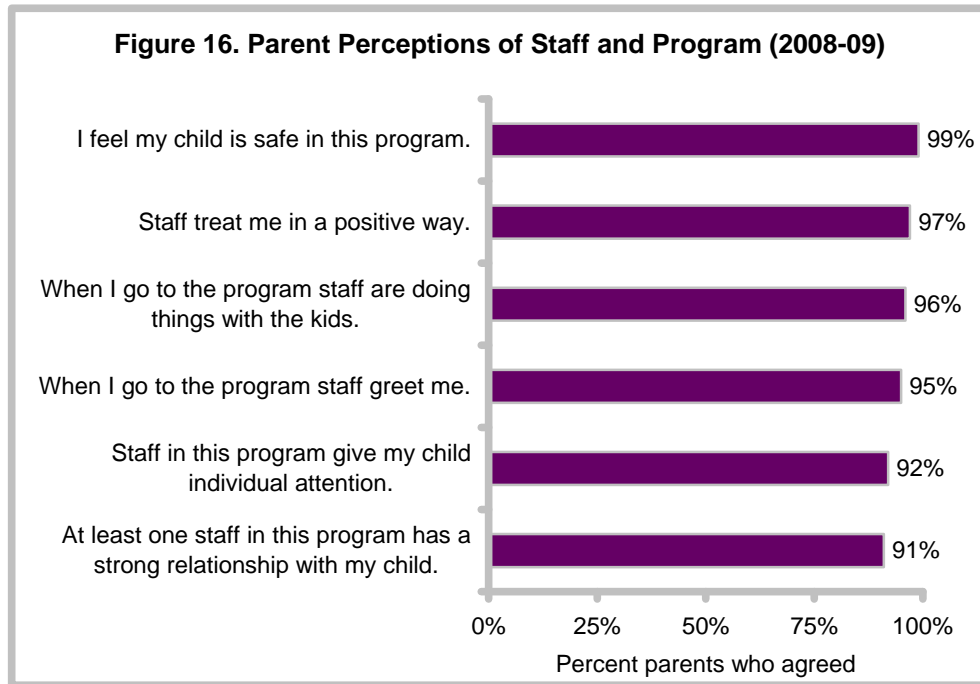
Parent Perceptions of Child Improvement Due to the Program

Parents generally rated their children's improvement similarly across all areas, which included academic subjects, artistic skills, leadership/resistance skills, exercise/nutrition, getting along with others, and helping in the community. Figure 15 shows that for each statement, almost half of parents reported that the program had helped their child (a range of 45% to 53%).



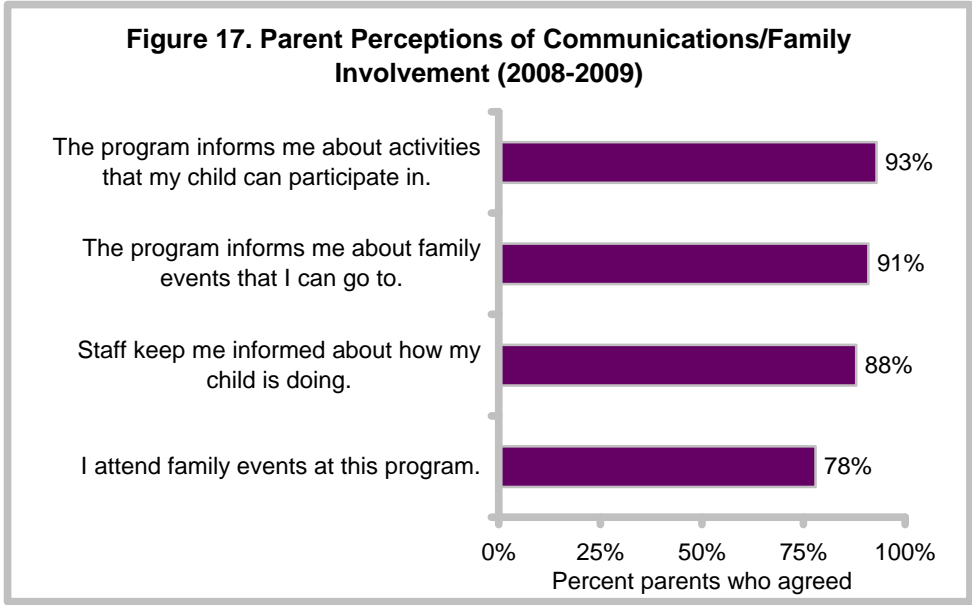
Parent Perceptions of Staff and Program

Figure 16 shows the percent of parents who agreed with the series of positive statements regarding staff in the program. Overwhelmingly, parents agreed that they felt their child was safe in the program, they – themselves – were treated positively and greeted by staff, and they saw staff doing things with kids.

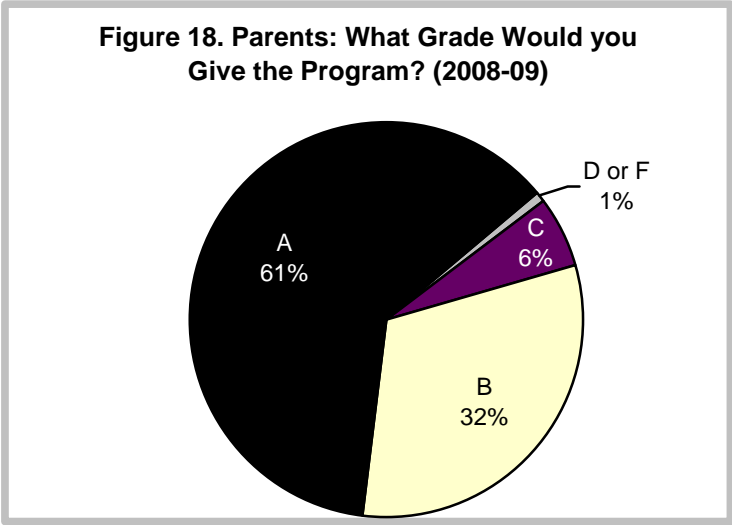


Communications/Family Involvement

Figure 17 lists the percent of parents statewide who agreed or strongly agreed with the following statements about the program communication and family involvement opportunities. According to parents who responded, programs did very well in keeping them informed about their child's activities and about family events they could attend, and over 75% of them attended events. However, because many programs use family events as opportunities to collect survey responses from parents, these results may be an overestimate of the percent of parents who attend family events out of all parents of participating students.



The majority of parents endorsed the program by giving it a positive grade, as shown in Figure 18. It is likely that most parents, if greatly dissatisfied, would have withdrawn their children from the program and not completed a survey.



Status on Federal Targets

In 2008-2009, the U.S. Department of Education set targets in the following categories:

- **Student performance targets**, represented by:
 - Improvement in mathematics and English/language arts/reading grades of ½ grade (e.g., 2.5 to 3.0) from fall to spring
 - Moving from not proficient to proficient on state tests (in Michigan, the MEAP) in reading and mathematics from one year to the next
 - Teacher reports of any improvement in homework completion and class participation
 - Teacher reports of any improvement in student classroom behavior
- **Site performance targets**, indicating that sites should:
 - Emphasize at least one core academic area
 - Offer enrichment and support activities in other areas

For comparison purposes, Michigan regular enrollees are compared to all regular enrollees in the United States. As a rule of thumb, a minimum of 5% increase or decrease will be considered as a meaningful change for within academic year improvements in grades or teachers' reports.

The Federal Targets come from the U.S. Department of Education 2008 Performance Plan (U.S. Department of Education, 2007)² and the national data were retrieved from the 21st Century Profile and Performance Information Collection System (PPICS)³. Michigan data were collected through EZReports, Excel templates through which sites provided school outcomes data, and teacher surveys collected by 21st CCLC program staff.

Student Performance

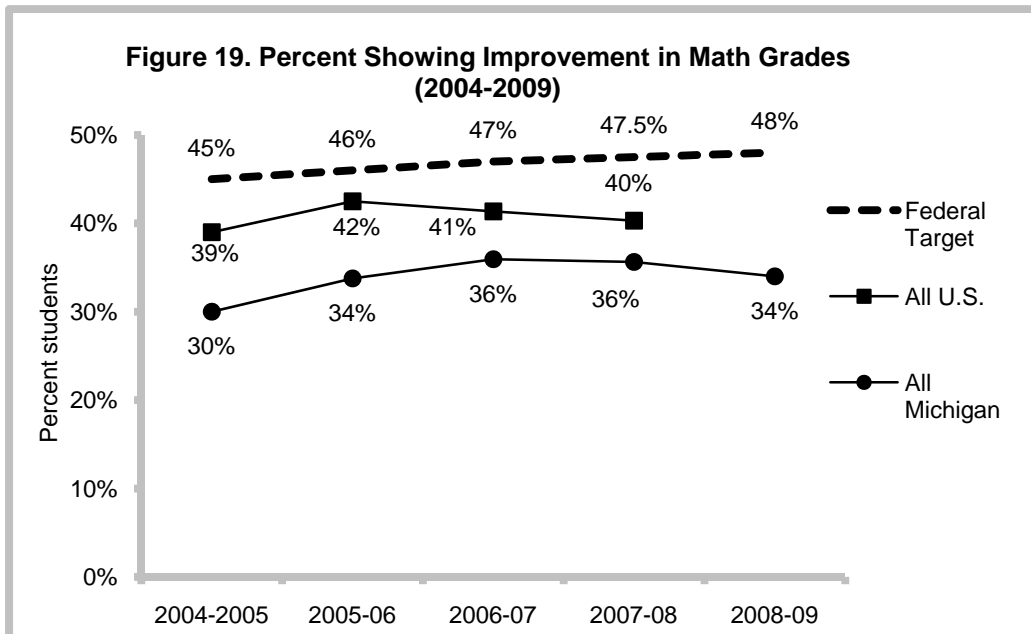
Grades

Math Grades

Overall. Between 2004-05 and 2008-09, federal targets for the percent of participating students whose math grades improved ½ grade from fall to spring increased from 45% to 48% for all grade levels. Figure 19 shows the percent of participants who improved in each year in Michigan and in the U.S. compared to the federal target for that year. Michigan programs have not met the targets in any year, with just over a third of students improving in math. Data for the U.S. for 2008-09 were not yet available when this report was written.

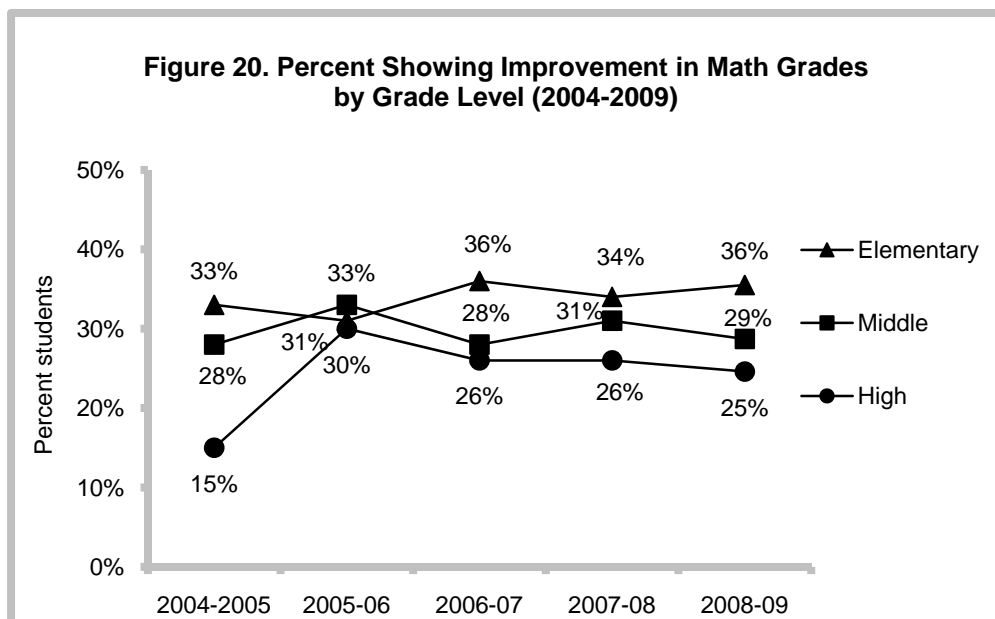
² U.S. Department of Education (2007). *21st CCLC Program Performance Plans and Reports: 2008 Performance Plan*. Retrieved August 31, 2009, from ED.gov 21st CCLC site: <http://www.ed.gov/programs/21stcclc/performance.html>.

³ <http://ppics.learningpt.org/ppics/public.asp>



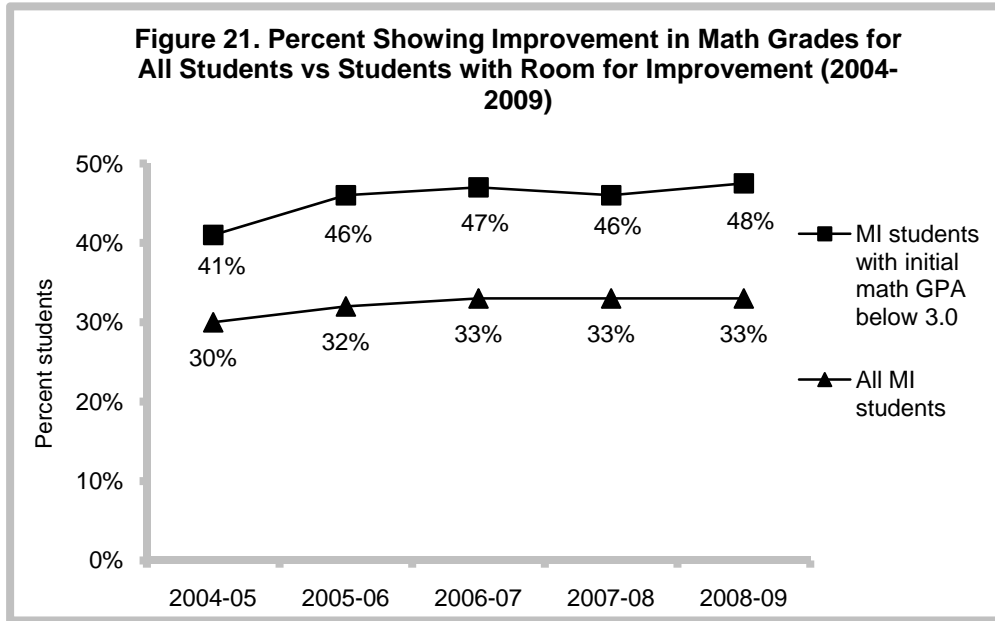
Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. 2008-09 U.S. data were not available at the time of this report.

By grade level. Figure 20 shows the percent who improved in math grades by grade level. The percent of elementary school (K-5th grade) students' fall-to-spring grade improvements as well as those of middle school (6th-8th grade) students have remained relatively consistent over time. The percent of high school (9th-12th grade) students who improved continued to be substantially lower (11%) than their elementary companions. The gap between middle school students and high school students remained unchanged from previous years.



Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

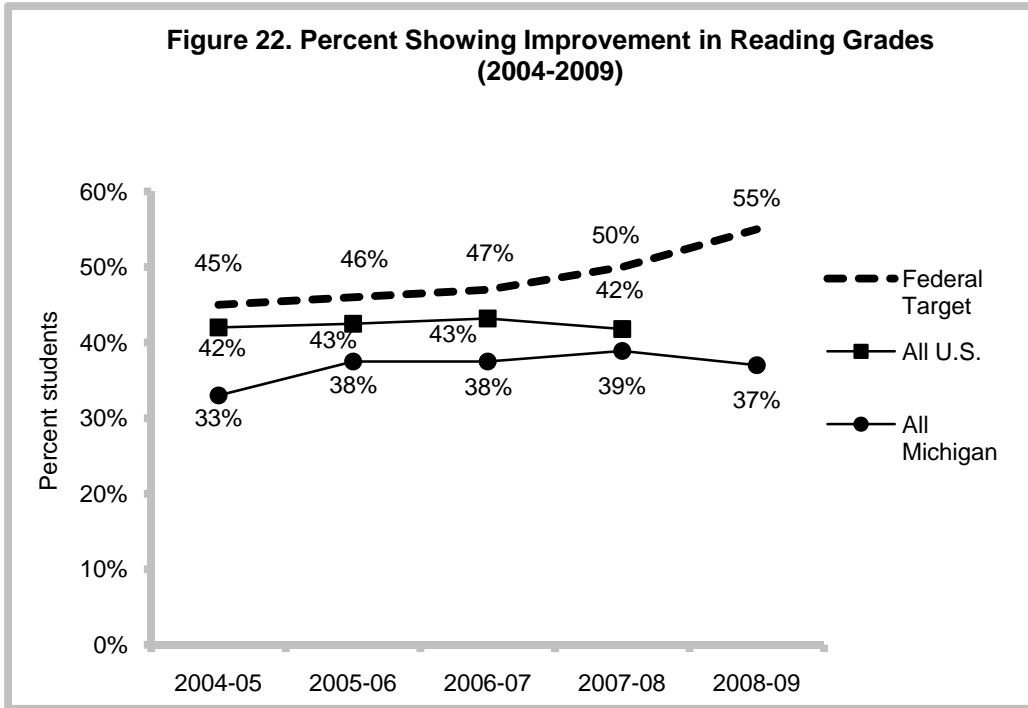
Students with room for improvement. The improvements shown in Figures 19 and 20 include all regularly attending students, both those who started with the highest grades as well as those who had room to improve. As shown in Figure 21, when Michigan students with room for improvement were compared with all Michigan students, a substantially higher percentage of those with room for improvement showed gains.



Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. Room for improvement is defined as having a fall grade below 3.0.

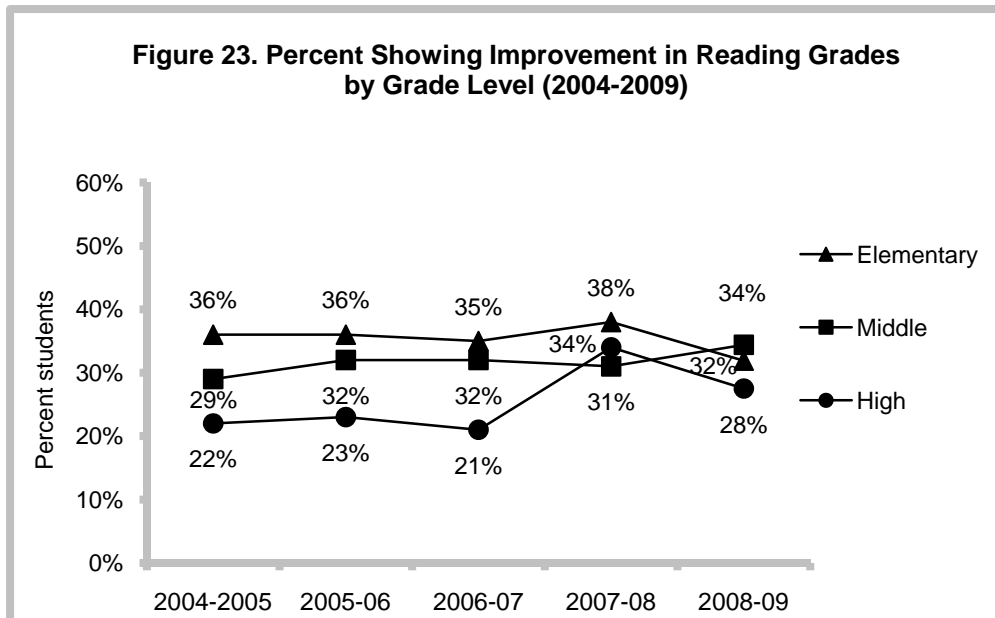
Reading Grades

Overall. Between 2004-05 and 2008-09, federal targets for the percent of participating students whose reading grades improved at least ½ grade from fall to spring increased from 45% to 50% for students in general, with different targets for each grade level. Figure 22 shows the percent of participants who improved in reading grades each year in Michigan and in the U.S. compared to the federal target for that year. Michigan programs have not met the targets in any year, and as the federal targets increase, the gap between Michigan’s students and the targets widens.



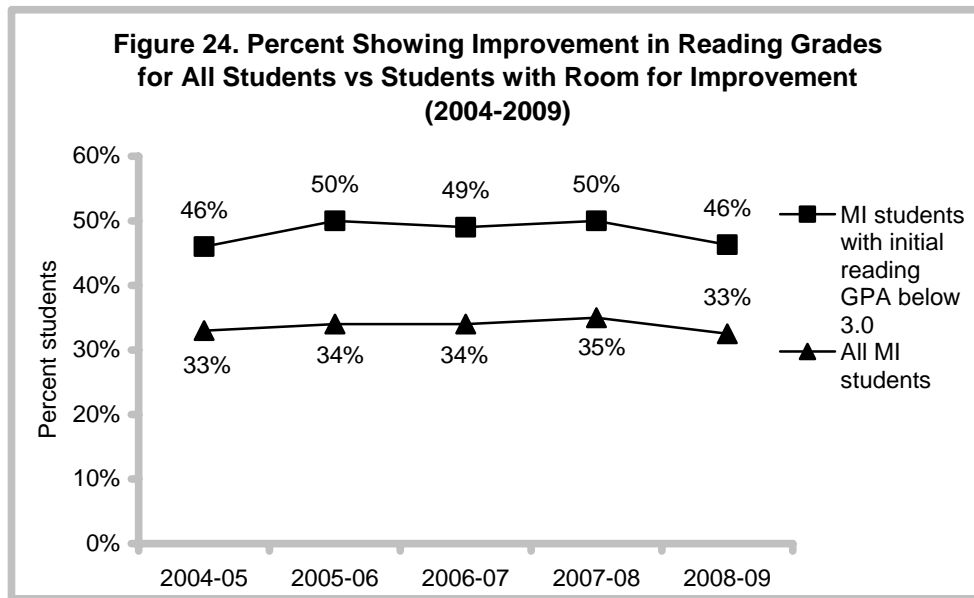
Note. Improvement is defined as ½ grade increase from fall to spring within a year. I includes only students who participated at least 30 days.

By grade level. 2007-08 federal targets for improvement in reading grades varied by grade level, with targets set at 48% of elementary school students and 55% of middle and high school students. When student grades were separated by grade level – elementary school (K-5th grade) vs. middle school (6th-8th grade) and high school (9th-12th grade) – although no grade level met the target, differences in reading grade improvement were evident. As shown in Figure 23, for the first time elementary students’ reading grades dropped below middle school students’ grades. After a dramatic increase in 2007-08, high school students’ grades also declined.



Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

Students with room for improvement. Data informing the federal targets are required to include all regular students (those who attend at least 30 days), including those who started with high grades and have little or no room to improve. When we compare the performance of Michigan regular students with room for improvement to that of all regular Michigan students in Figure 24, a substantially higher percentage of students with room for improvement showed at least a half grade gain in reading compared to all students.



Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. Room for improvement is defined as having a fall grade below 3.0.

Standardized Tests – The MEAP

Because state tests are developed according to standards set by each state, they are not comparable, and the percent of students meeting proficiency in each state varies widely. Still, beginning in 2005-06, federal targets were set for state standardized tests—in Michigan, the MEAP, which is given from 3rd through 8th grade. Note that in this instance, the federal target is not the percent improved – as was the case for grades – but the percent who changed from *not proficient* in one year to *proficient* in the next year. As was true in 2007-08, federal targets were set only for elementary school students for reading (28%) and middle/high school students for math (16%). **We reiterate that the MEAP is given in the fall of the programming year, and is not a good measure of participating students’ progress for that year; many students will either have just started participating or not yet have participated in 21st CCLC when they take the MEAP.** Nonetheless, we report it as it is a required federal target.

MEAP Reading

Elementary school students (3rd to 5th grade). In 2008-09, the baseline percent of improvement from not proficient to proficient was raised from 23% to 28% for elementary students’ reading scores. The results showed that 29% of elementary school students who did not meet state standards in 2007-08 did achieve proficiency in reading in 2008-09, thus slightly exceeding the federal target.

Middle school students (6th to 8th grade). No federal target in reading was set for middle or high school students. The percent of Michigan 21st CCLC middle-school students who improved from not proficient in 2007-08 to proficient in 2008-09 was 23%.

MEAP Math

Elementary school students (3rd to 5th grade). Federal targets were not designated for state tests in math for elementary school students. The percent of Michigan elementary school students who were not proficient in math in 2007-08 and were proficient in 2008-09 was 30%.

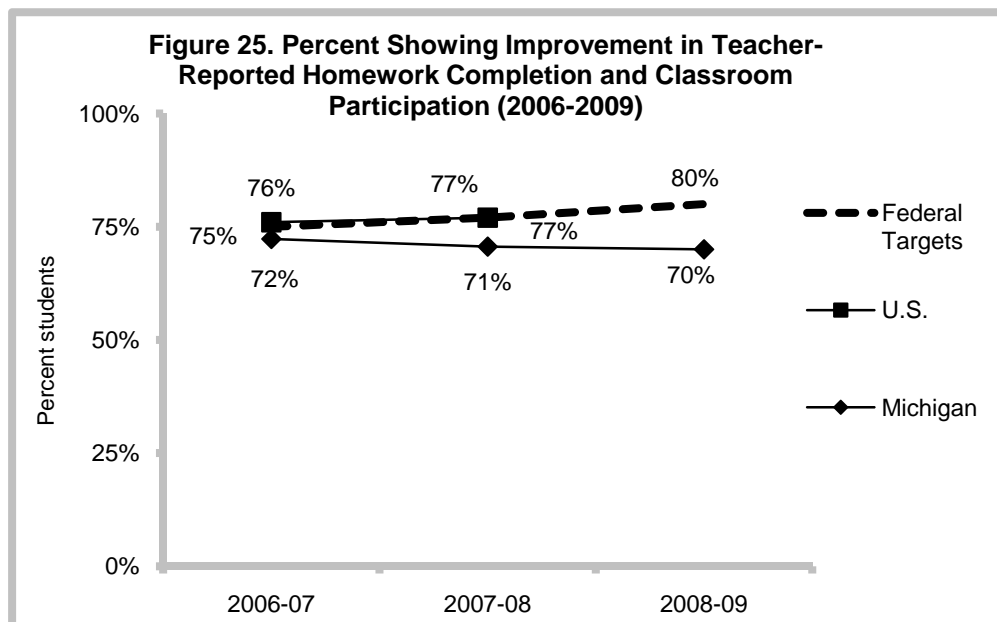
Middle school students (6th to 8th grade). The federal target for middle/high school students in math was set at 16%. Thirty-nine percent of middle school students who were not proficient in math in 2007-08 moved to proficiency by 2008-09, over twice the rate targeted.

Teacher Ratings

Each year, teachers rate students attending the 21st CCLC program on the extent to which they have changed over the year in homework completion/classroom participation and classroom behavior. Teachers may rate student performance or behavior as improved, unchanged, or declined. Although data have been collected since 2004-05, beginning in 2006-07, a question was added that allowed teachers to indicate for each item whether students did not need to improve. Therefore, teacher ratings collected prior to 2006-07 are not comparable to data from subsequent years. As a result, we present data only for the past three years.

Homework Completion/Classroom Participation

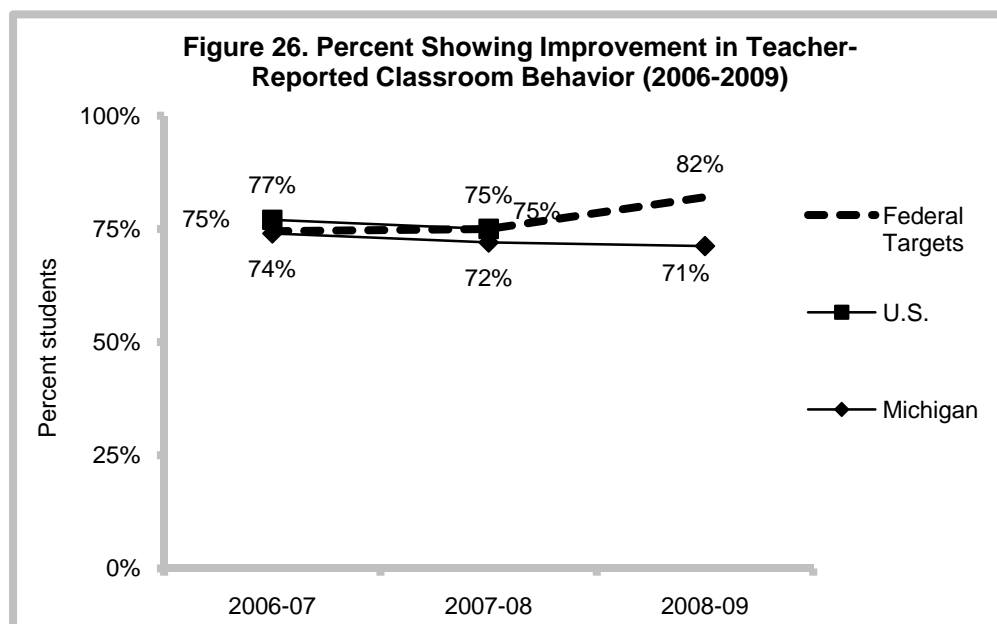
Homework completion/classroom participation includes behaviors such as turning in homework on time and completing it to the teacher’s satisfaction as well as participating and volunteering in class. In 2008-09, the federal target for students of all ages was 80%. Figure 25 shows the percent of students who improved in homework completion/classroom participation according to teachers over the past two years. Recall that 2008-09 data are not available for the U.S. The percent of Michigan students improving remained stable over the past two years and did not meet the federal target.



Note. Includes only students who participated at least 30 days. 2008-09 U.S. data were not available at the time of the report.

Classroom Behavior

Classroom behavior includes items such as behaving well in class and getting along with other students. In 2008-09, the federal target was raised to 82%. As shown in Figure 26, Michigan students, who were close to meeting the target in 2007-08, fell farther behind as the target was raised.



Note. Includes only students who participated at least 30 days. 2008-09 U.S. data were not available at the time of the report.

Site Performance

Federal targets were also set for two center-level program attributes: the extent to which core academic content areas were emphasized and the extent to which enrichment and support activities were offered in other areas. From 2005-2006 on, both targets were set at 100%--that is, 100% of sites in a state were expected to offer these activities. Michigan's 21st CCLC program has consistently performed as well as or better than the rest of the programs in the U.S. on both of these targets. In 2008-09, 99.5% of Michigan sites reported emphasizing at least one core academic area and 99.5% of Michigan sites reported offering enrichment and support activities in other areas.