



SOAR: Southwest Outreach Academic Research Evaluation and Policy Center

New Mexico 21st Century Community Learning Centers Statewide Evaluation Mid - Year Report

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Executive Summary

The New Mexico State University SOAR Evaluation and Policy Center partnered with the New Mexico Public Education Department (PED) 21st Century Community Learning Centers (CCLC) to conduct a statewide evaluation of this afterschool and summer program. The goals of this evaluation are to examine the impact that the 21st CCLC program has on students, describe stakeholder feedback about the program (parents, teachers, students), and to compare the 21st CCLC program to the Extended Learning Time Program (ELTP) and the new Elementary and Secondary School Emergency Relief (ESSER) programs. This report summarizes key findings from Fall 2021 participation, initial academic performance, and student engagement data.

Who Participated?

- During the Fall 2021 semester, a total of 118 sites within nine grantees served 3,652 females and 3,312 male students in the 21st Century after-school program. These students represent diverse populations. Hispanic or Latino represent almost 83% of the 21st CCLC participants. Approximately 93% of the students qualify for free or reduced-price lunch.

How did Students Engage?

- Collectively, these 6,986 students engaged in 396,739 hours of various activities. The students spent 127,334 hours participating in academic enrichment activities while 3,072 hours were devoted to activities pertaining to drug and violence prevention and counselling.


What were Initial Student Math and English Grades? How do Different Demographics Perform?

- The majority of students earned a 9 (B) during grading period one across both subjects. However, the average score earned by demographic varied. For example, the highest frequency of Math scores earned was 9 (B) for all races except Native Hawaiian or Pacific Islander, as the highest frequency was a score of 1 (F). The highest frequency of English/Reading scores earned was 9 for all races except American Indian or Native Alaskan, as the highest frequency was a score of 5 (C-).
- Students earned higher scores in English/Reading than in Math.
- Males earned lower average scores than females in both English/Reading and Math. However, the group sizes are different, with fewer males than females to assess.

Preliminary Recommendations/Findings

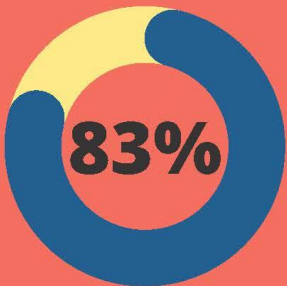

- The average English/Reading score for females and males was 7.8 and 7.2, respectively whereas the average Math score for females and males was 7.5 and 7.2, respectively. This suggests a need to increase math-related academic enrichment activities.
- There is a need think creatively in identifying academic interventions for students who identify as American Indian or Native Alaskan.
- There were substantial gains in students' English/Reading scores from grading period 1 to grading period 2. Improvements should be celebrated yet the need for continual interventions remains the same.

One Page Publicity Flyer

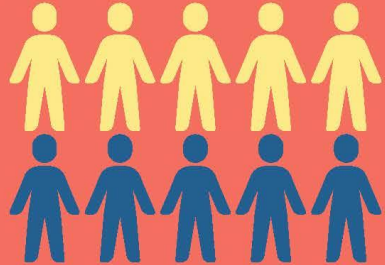


Fall 2021


AT A GLANCE




6,986 STUDENTS
52% female, 47% male, 1% unknown



396,739 HOURS



83%
Hispanic or Latino





49% of participants earned a B or better during grading period 1

93% of participants qualified for free/reduced-price lunch.

22% of 4-8 graders (FRPL status) improved in English/Reading scores from grading period 1 to 2!

Students engaged in academic enrichment, well-being, and literacy activities, among others. Collectively, 396,739 hours were logged. That's more hours than there are in 45 years!



Introduction and Purpose of Report

The SOAR Evaluation and Policy Center at New Mexico State University partnered with the New Mexico Public Education Department to perform a statewide evaluation of the 21st Century Community Learning Centers (CCLC) that examines student outcomes, program characteristics, and comparisons between this program and other afterschool and extended instructional time models across the state. These comparison programs include ESSER and Extended Learning Time (ELTP). Findings are not only meant to assess impact and program components, but to also identify best practices for supporting students in after school settings. This report presents mid-year data collected during the 2021-2022 academic year.

It is also important to note that this evaluation is being performed amid the Covid-19 pandemic, and that during the 2021-2022 academic year, students were just returning to in person schooling after having a full year of remote learning. Individual schools and districts continue to intermittently return to remote learning for brief periods during the current year as well due to unanticipated surges in Covid cases, and this is important context to keep in mind when reviewing the results and assessing use of the findings.

This report summarizes mid-year data collected during the Fall 2021 semester, focusing primarily on demographics of students who have participated in 21st CCLC, with discussion of student engagement and the types of activities that were the most popular, and presents an initial look at student grades. The final report for the year will summarize student, teacher, and parent survey feedback that is currently being collected and will present similar student demographic and engagement data for ESSER and ELTP.

Program Requirements

Each of the three programs in this report have their own requirements and structure.

21st Century Community Learning Centers

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) is a federal program that offers students high quality afterschool activities in a variety of areas, including STEM enrichment, college and career readiness, and arts, among others. The federal government goal for the program is:

To establish community learning centers that help students in high-poverty, low performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of participating students opportunities for education development.

This program requires that sites track student enrollment very closely, including the demographics of those who participate, detailed information about what activities they engage in and for how many minutes, and that sites survey their students, parents, and teachers about the quality and impact of the program. Additionally, student grades in English and math are collected four times per year. Elementary and secondary schools are eligible for funding, as are community based organizations that can deliver the program as intended and obtain key outcome data required for reporting.

ESSER

ESSER funds were made available from a federal rescue plan signed into law in March 2021 with the overall goal to support students impacted by the pandemic. ESSER funds are flexible and provide for different approaches to support student learning, and the PED awarded the first round of ESSER sites to begin implementation in the 2021-2022 academic year for afterschool programs across the state. ESSER funds are less than 21st CCLC and require that sites track student engagement and attendance, however, they are not required to report student outcomes such as grades or grade point average the way 21st CLCC sites are mandated.

Extended Learning Time

The Extended Learning Time Program is designed to increase the amount of time students spend learning, with the goal of helping student achievement, reducing learning loss, learning gaps, and achievement gaps. ELTP schools do not track student engagement or participation separately, as all students in the school experience the same instruction, though sites have different priority areas (e.g., STEM) that they can focus on. ELTP models require that a school district meet the following criteria:

- 1) The school is in session for a minimum of 190 days per school year (with at least 5.5 instructional hours per instructional day for kindergarten through sixth grade and 6.0 instructional hours per day for seventh through twelfth grade) for a five-day school week. OR approved alternative program designs including:
 - The school is in session for a minimum of 160 days per school year (with at least 6.5 instructional hours per instructional day for kindergarten through sixth grade and 7.0 instructional hours per day for seventh through twelfth grade) for a four-day school week.
 - In the case of K5+ schools, each instructional day is extended to at least 5.8 hours for districts with 5-day school weeks, and to at least 6.8 hours for districts with 4-day school weeks.
- 2) The school provides for a minimum of 80 non-instructional hours for professional development each year for instructional staff.
- 3) The school provides after-school program opportunities for academic learning or extracurricular enrichment to students that do not supplant federally-funded programs.

Continuous Quality Improvement

A key component of the New Mexico 21st CCLC program is a partnership with a Quality Management Consultant (QMC) team. This group works closely with sites and grantees to help ensure that they are entering the required data and using data to inform decision making and goal setting. Sites are required not only to set goals and monitor progress, but to update provided templates that outline progress toward each goal and to create an action plan if their goals are not achieved. These templates help facilitate data driven decision making across the state, and the sites regularly meet with their QMC consultants to achieve continuous monitoring and use of data throughout the year.

Guiding Evaluation Questions

The statewide evaluation focuses primarily on the 21st CCLC and is guided by research questions that look closely at who is participating in the program, what are their outcomes, and what stakeholders are saying about their program experience. Additionally, a report that will be produced in December will assess the five Government Performance and Results Act (GPRAs), which are required data that are reported to the federal government each year.

The end of year report in June will also include a look at participation in ESSER and ELTP and an analysis of 21st CCLC student, teacher, and parent survey data that is being collected as of report date.

Research Questions

The guiding questions for the current evaluation include the following, and are still being refined as the evaluation continues and the team learns about what data are obtainable.

Overview of Participants and Program Characteristics:

- 1) Among 21st CCLC participants, Extended Learning Time participants, and ESSER participants:
 - a) What are the main components and requirements for these programs (staffing, structure, protocol)? How are they alike and how do they differ?
 - b) What are the demographics of the districts that have each of these programs?
 - c) What are the demographics of students who participate in these programs?
 - a. This includes breakdowns for gender, race, ethnicity, and free/reduced price lunch status. What are the numbers and percents of each (also include missing totals)?
 - d) What are the demographics of students who participate the most in these programs compared to the least?
 - a. Looking at attendance in hours of time, who participates in these activities the most? Who participates the least (using the demographic groups above)? How much time do these students engage in the activities?
 - e) What activities do students engage in the most often and for the most amount of time?
 - a. Looking at attendance, what activities are the most popular in terms of number of students engaged, total time engaged in the activities, and average amount of time by student?

Differences in Student Outcomes and Who is Most Impacted:

- 2) Are there differences in student outcomes (academic outcomes, absences, behavior incidents, in school suspensions, and data that is already collected) when comparing:
 - a) 21st CCLC students to Extended Learning Time students?
 - b) 21st CCLC students to ESSER students?
 - c) What student groups (demographics) if any, have stronger outcomes in these areas across programs?
 - d) What student groups, if any, have the strongest outcomes *within* each program?
 - e) What is the relationship, if any, between participation in these programs and student outcomes? Are there activities or amounts of time engaged that are associated with positive student outcomes?

- f) What are the best practices identified and main recommendations that can be gleaned from these analyses to inform the NMPED about how to more effectively serve their students?

Deeper Dive into 21st CCLC with Rich Survey Data

- 3) Among 21st CCLC programs:
 - a) What are the demographics of parents who engage with outreach activities?
 - b) How are parents engaging with the program in each of the districts?
 - c) What is the relationship between teacher and parent survey feedback and student participation in the program?
 - d) What feedback are the stakeholders providing (qualitative) about what is working well in their 21st CCLC programs?
 - e) What feedback are the stakeholders providing (qualitative) about what the 21st CCLC program can do to better serve students and their communities?
 - f) What are the best practices identified and main recommendations that can be gleaned from these analyses to inform the NMPED about how to more effectively serve their students?

21st CCLC GPRAs

The federal government identified five Government Performance and Results Act (GPRAs) for the current grantees, down from 14 in the last five-year cycle. The current report does not explore these data, but for reference, this cycles GPRAs are:

- 1) Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.
- 2) Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.
- 3) Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
- 4) Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- 5) Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.

Who is Participating?

Sites

There are nine funded 21st CCLC sites, with the NMSU STEM Center serving as a hub for six districts in southern New Mexico. Within these sites are 118 schools participating in the program. Figure 1 shows a visual of where these sites are located across the state. Several sites are also around Albuquerque and

Santa Fe, but there are a number of participating districts closer to the New Mexico borders, including Farmington and Lordsburg.

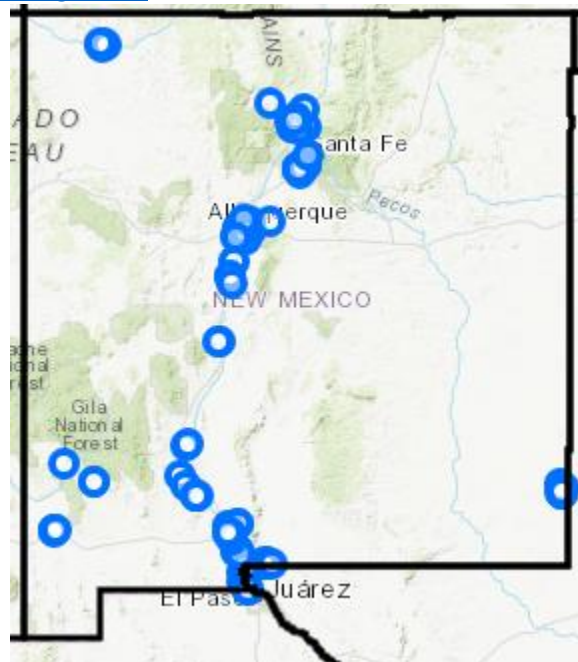
The districts and community-based organizations that are part of the current 21st CCLC program are:

- AppleTree Educational Center
- Boys & Girls Club of Central New Mexico
- Community for Learning
- Espanola Public Schools
- Farmington Municipal Schools
- Gadsden Independent School District (NMSU)
- Hatch Valley Public Schools (NMSU)
- Hobbs Municipal Schools (NMSU)
- Las Cruces Public Schools (NMSU)
- Lordsburg Municipal Schools (NMSU)
- Raíces del Saber Xinachtli (NMSU)
- Rio Grande Educational Collaborative
- Santa Fe Public Schools
- South Valley Preparatory School

Figure 1

21st Century Community Learning Centers

Source: <https://nmcdc.maps.arcgis.com>



Student Demographics

The first part of the report presents demographic information for the 6,986 students who participated in any of the 21st CCLC activities during the Fall 2021 semester.

Table 1 shows a breakdown of participants by grade level. The largest portion of participants were in grades four and five, with just over 1,000 students each, and almost 30% of the total group. Though there is high school participation, grades 9 through 12 represent the smallest totals (other than a small amount in PK, which is combined with Kindergarten for confidentiality reasons).

Table 1*Demographics of 21st CCLC Participants: Grade Level*

	Count	Percent
PK or K	521	7%
1	705	10%
2	895	13%
3	877	13%
4	1,004	14%
5	1,034	15%
6	754	11%
7	545	8%
8	415	6%
9	97	1%
10	52	1%
11	34	<1%
12	53	1%
Total	6,986	100%

Gender

Table 2 provides a breakdown of participants by gender. There were 3,652 females, making up approximately 52% of the total participants. A total of 3,312 males represent approximately 47% of all participants.

Table 2*Demographics of 21st CCLC Participants: Gender*

	Count	Percent
Female	3,652	52%
Male	3,312	47%
Unknown	22	1%
Total	6,986	100%

Ethnicity

Data presented in Table 3 below identifies participants by reported ethnicity. A total of 5,792 Hispanic or Latino students represent 83% of the 21st CCLC participants.

Table 3*Demographics of 21st CCLC Participants: Ethnicity*

	Count	Percent
Hispanic or Latino	5,792	83%
Not Hispanic or Latino	1,015	15%
Unknown	179	2%
Total	6,986	100%

Race

Most of the students are reported as White, totaling 4,524 (approximately 65%), and the smallest demographic is Asian, representing less than 1% of the total number of participants. Table 4 provides the count and percent of participants by race.

Table 4*Demographics of 21st CCLC Participants: Race*

	Count	Percent
American Indian or Native Alaskan	176	3%
Asian	54	1%
Black or African American	198	3%
More than One Race	171	2%
Native Hawaiian or Pacific	279	4%
Some Other Race	1,272	18%
White	4,524	65%
Unknown	312	4%
Total	6,986	100%

Lunch Status

Approximately 93% of the students ($n = 6,488$) qualify for free or reduced-price lunch (FRPL). Whereas only 3% of the participants do not qualify. These data are provided in Table 5 below.

Table 5*Demographics of 21st CCLC Participants: Free and Reduced Price Lunch Status*

	Count	Percent
Qualify for FRPL	6,488	93%
Unknown	283	4%
Do Not Qualify for FRPL	215	3%
Total	6,986	100%

Student Engagement

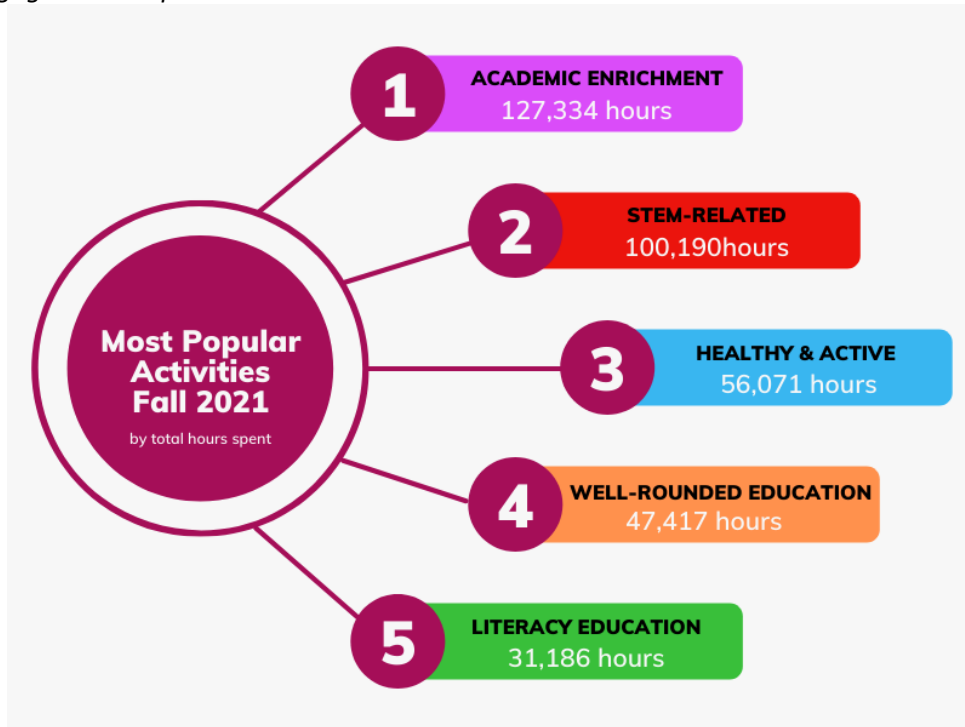
The next section of the report presents the activities that students engaged in during the Fall 2021 semester. Table 6 provides data consisting of how many hours were spent, by the students, on each activity. The category in which students engaged in the most is the *Academic Enrichment* activity with a total of 127,334 hours, representing approximately one-third of the total time. The least amount of time was spent on *Other* with 18 hours. This seems to be an outlier as the second least was *Drug and Violence Prevention and Counseling* recorded as 3,072 hours. A visual is also provided in Figure 2 which highlights the top five activities in which students engaged in.

Table 6

Student Engagement: Hours Spent on Each Activity

Activity Category	Hours
Academic Enrichment	127,334
Science, Technology, Engineering, and Mathematics	100,190
Healthy and Active Lifestyle	56,071
Well-rounded Education Activities	47,417
Literacy Education	31,186
Assistance to Students who have been Truant, Suspended, or Expelled	15,059
Activities for English Learners	7,221
Parenting Skills and Family Literacy	5,521
Career Competencies and Career Readiness	3,650
Drug and Violence Prevention and Counselling	3,072
Other	18
Total	396,739

Figure 2
Student Engagement: Top Five Activities



Student Grades

First quarter English/Reading and Math grades for the students who participated in 21st CCLC during the Fall semester were collected and converted to numerical scores. The numerical range is 1 through 13 which corresponds to letter grades F through A+, respectively. This is shown in Figure 3.

Figure 3
Letter Grades Converted to Numerical Scale

Traditional Letter Grade	EZ Reports Scale
A+	13
A	12
A-	11
B+	10
B	9
B-	8
C+	7
C	6
C-	5
D+	4
D	3
D-	2
F	1

Student English/Reading Scores and Math Scores Overall

A summary of the English/Reading scores is provided in Table 8. The majority of students ($n = 1,647$) earned a score of 9, which converts to a B. The highest score possible, 13 (A+) was earned by 254 of the participants whereas almost 7% of participants ($n = 422$) earned an F, reflected by the score of 1. Grades were also analyzed to glean a sense of differences by gender, race, ethnicity, and lunch status.

Table 8

Student Outcomes: Student English/Reading Scores for Grading Period One

	Count	Percent
1	422	7%
2	133	2%
3	441	7%
4	94	2%
5	449	7%
6	1,092	18%
7	165	3%
8	177	3%
9	1,647	27%
10	207	3%
11	201	3%
12	754	12%
13	254	4%
Total	6,036	100%

In regards to the students' Math scores, which is presented in Table 9, the majority of students earned a score of 9 ($n = 1,518$). The highest score possible, 13, was earned by 292 of the participants. A total of 7% ($n = 425$) of the 21st Century participants earned an F, reflected by the numerical score of 1.

Table 9

Student Outcomes: Student Math Scores for Grading Period 1

	Count	Percent
1	425	7 %
2	144	2%
3	516	9%
4	120	2%
5	395	7%
6	1,215	20%
7	165	3%
8	171	3%
9	1,518	25%
10	198	3%
11	193	3%
12	689	11%
13	292	5%
Total	6,041	100%

Student English/Reading Scores by Demographics

Gender

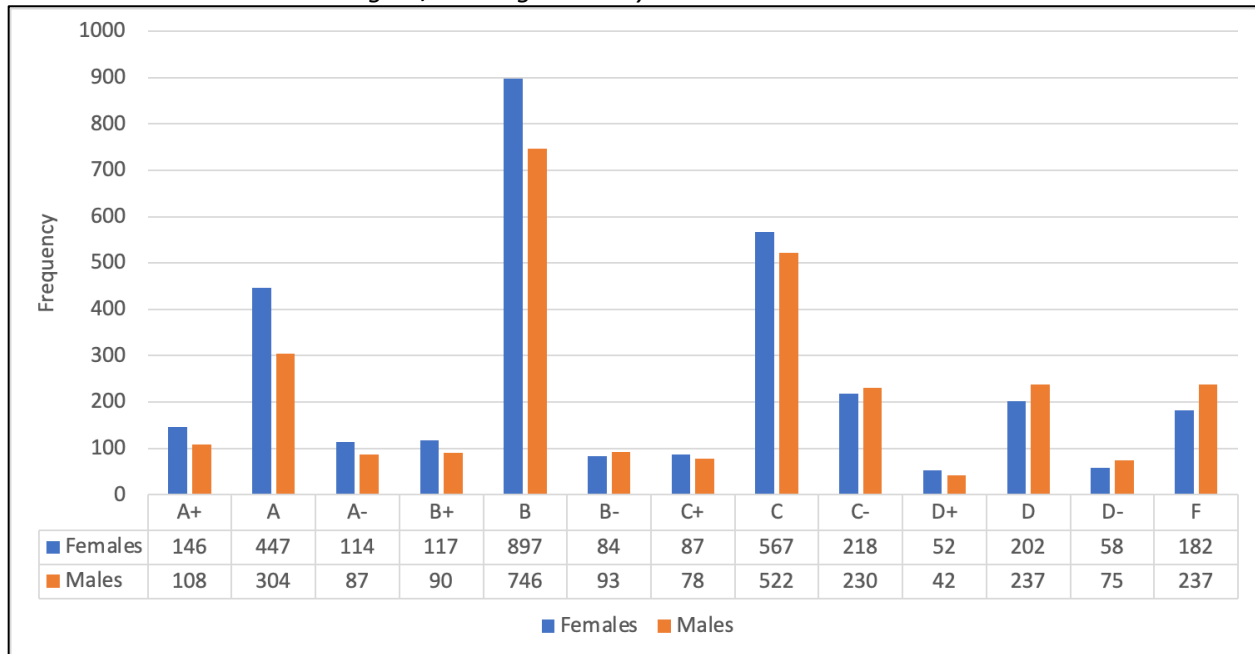
Table 10 and Figure 4 provide frequencies for English/Reading scores earned by the 21st CCLC participants by gender. For both male and female students, the majority earned a score of 9; $n = 746$ and $n = 897$, respectively. Using this data set, the average score a female earned is calculated at 7.8 while the average score for a male is 7.2. It should be noted that the numerical score of 7 converts to a C+ whereas an 8 converts to a B-. These data suggest females performed higher than their male counterparts. However, it is important to consider the group sizes are not equal as there are 3,171 females and 2,849 males, a difference of 322.

Table 10

Student Outcomes: Student English/Reading Scores by Gender

	Female Count	Male Count
1	182	237
2	58	75
3	202	237
4	52	42
5	218	230
6	567	522
7	87	78
8	84	93
9	897	746
10	117	90
11	114	87
12	447	304
13	146	108
Total	3,171	2,849
<i>Average</i>	<i>7.772</i>	<i>7.182</i>

Figure 4
*Student Outcomes: Student English/Reading Scores by Gender**



**Converted numerical scores to letter grades per 21st Century Community Learning Centers Grade Data Entry guide*

Ethnicity

Table 11 provides frequencies for English/Reading scores earned by the 21st CCLC participants by ethnicity. Following a similar pattern, regardless of ethnicity, the majority of students earned a score of 9. What does differ, however, is the lowest frequency. The fewest Hispanic students ($n = 57$) earned a D+, or a score of 4, while the fewest non-Hispanic students ($n = 27$) earned a score of 8 (B-). Unknown students are excluded due to low numbers across the range of grades.

As noted above, the majority of students served in the 21st CCLC are Hispanic. This is important to keep in mind in analyzing students’ averages. For English/Reading scores by ethnicity, Hispanic students had an average of 7.5; non-Hispanic students had an average score of 7.4, and those whose ethnicity was unknown had an average score of 7.0. A numerical score of 7 equals a letter grade of C+.

Table 11
Student Outcomes: Student English/Reading Scores by Ethnicity

	Hispanic Count	Not Hispanic Count
1	328	80
2	93	37
3	375	54
4	57	32
5	337	89
6	1004	72
7	130	33
8	150	27

9	1,413	170
10	174	32
11	162	39
12	610	127
13	201	51
Total	5,034	843
Average	7.520	7.395

Race

Table 12 provides frequencies for English/Reading scores by race. For almost every race, the majority of students earned a score of 9. This excludes those whose race is American Indian or Native Alaskan as the majority earned a score of 5, which is equal to a C-. The highest average score was 9.2, which most closely aligns with a B letter grade, and was earned by those whose race is Asian. American Indian or Native Alaskan students had an average score of 6.5, the lowest across the categories. A numerical score of 6 converts to a letter grade of C. Cells with a small number are indicated with a hyphen for confidentiality reasons.

Table 12

Student Outcomes: Student English/Reading Scores by Race

	Asian Count	American Indian or Native Alaskan Count	Black or African American Count	More than One Race Count	Native Hawaiian or Pacific Islander Count	Some Other Race Count	White Count	Unknown Count
1	-	25	17	13	35	96	213	21
2	-	-	-	-	-	41	80	-
3	-	-	16	10	-	71	306	25
4	-	-	-	-	-	18	59	-
5	-	30	16	17	20	81	252	27
6	-	17	21	30	12	136	806	69
7	-	19	-	-	-	41	84	-
8	-	-	-	-	13	47	105	-
9	11	24	38	36	47	251	1,142	98
10	-	-	-	-	23	56	109	-
11	-	-	-	-	27	53	109	-
12	-	14	23	10	32	136	503	29
13	-	-	-	-	19	45	160	-
Total	47	151	135	145	251	1,072	3,928	279
<i>Average</i>	9.191	6.517	8.615	6.986	7.960	7.481	7.570	6.860

Lunch Status

As shown in Table 13, data were analyzed to explore English/Reading scores for students by qualification for free or reduced-price lunch (FRPL) status. Among those who qualify for FRPL, the majority of students ($n = 1,555$) earned a 9, or B, for their English/Reading scores. The second highest frequency ($n = 1,036$) for those students who qualify for FRPL earned a score of 6, or a C.

There were 200 students who did not qualify for FRPL. The majority of these students ($n = 41$) earned a 12, or an A. Although the group sizes are drastically uneven, data suggest that those whose family income results in FRPL qualification do not score as high on English/Reading assessments as their non-FRPL peers. Cells with a small number are indicated with a hyphen for confidentiality reasons.

Table 13

Student Outcomes: Student English/Reading Scores by Free/Reduced Price Lunch Status

	Qualify for FRPL Count	Not Qualify for FRPL Count	Unknown Count
1	3887.	10	24
2	122	-	-
3	400	-	34
4	84	-	-
5	421	16	11
6	1,037	-	46
7	158	-	-
8	165	-	-
9	1,555	28	64
10	189	14	-
11	175	25	-
12	671	41	42
13	229	21	-
Total	5,594	200	240
<i>Average</i>	<i>7.465</i>	<i>8.770</i>	<i>7.033</i>

Student Math Scores by Demographics

Gender

Table 14 and Figure 5 provide frequencies for Math scores earned by gender. Similar to the English/Reading scores, for both male and female students, the majority earned a score of 9; $n = 696$ and $n = 817$, respectively. Using this data set, the average score a female earned is calculated at 7.5 while the average score for a male is 7.2. Despite the average score for a female being higher, a noteworthy fact is that 148 males earned an A+ which is a score of 13, slightly higher than the total amount of females who earned a 13 ($n = 144$).

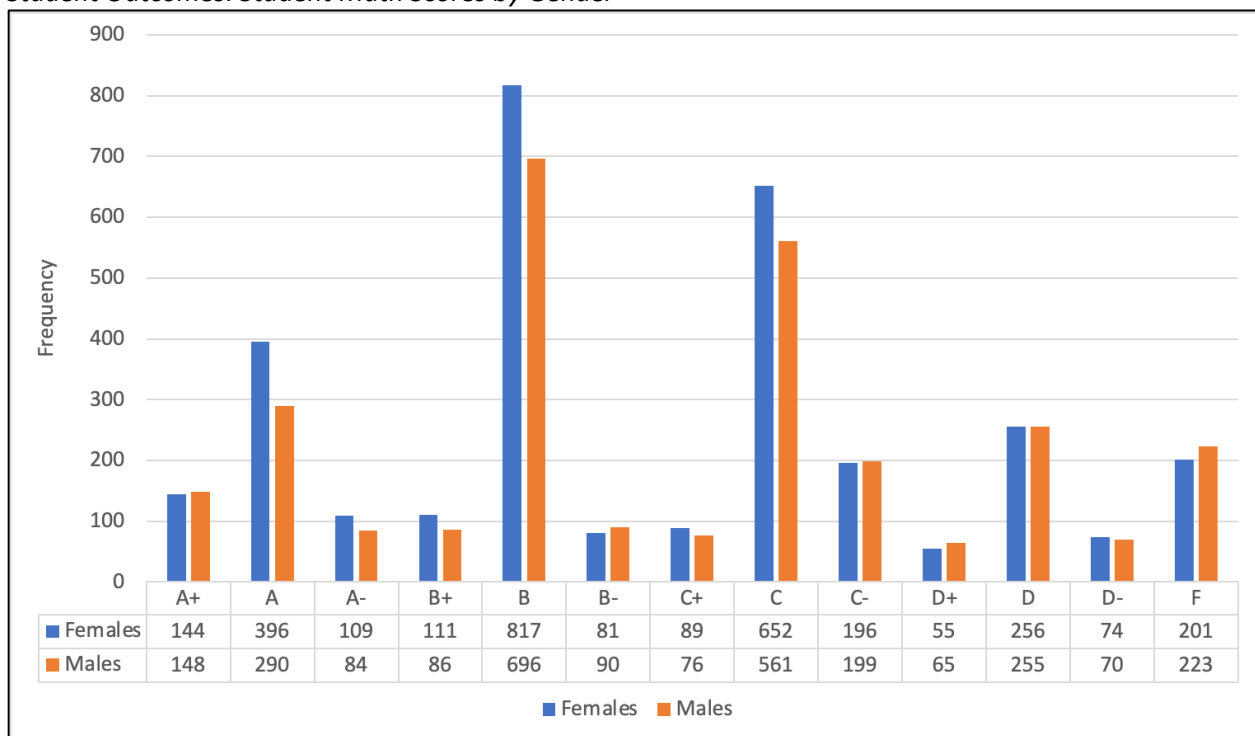
Table 14

Student Outcomes: Student Math Scores by Gender

	Female Count	Male Count
1	201	223
2	74	70

3	256	255
4	55	65
5	196	199
6	652	561
7	89	76
8	81	90
9	817	696
10	111	86
11	109	84
12	396	290
13	144	148
Total	3,181	2,844
<i>Average</i>	<i>7.478</i>	<i>7.192</i>

Figure 5
*Student Outcomes: Student Math Scores by Gender**



**Converted numerical scores to letter grades per 21st Century Community Learning Centers Grade Data Entry guide*

Ethnicity

Table 15 provides frequencies for Math scores earned by 21st CCLC participants by ethnicity. Following a similar pattern, regardless of ethnicity, the majority of students earned a score of 9. Hispanic students had an average of 7.4; non-Hispanic students had an average score of 7.3, and those whose ethnicity was unknown had an average score of 6.9. A numerical score of 7 translates to a letter grade of C+. Unknown students are excluded due to low numbers across the range of grades.

Table 15*Student Outcomes: Student Math Scores by Ethnicity*

	Hispanic Count	Not Hispanic Count
1	333	81
2	101	36
3	439	65
4	94	22
5	285	84
6	1120	74
7	129	35
8	140	31
9	1,280	185
10	170	28
11	153	40
12	560	110
13	238	51
Total	5,043	842
<i>Average</i>	<i>7.359</i>	<i>7.317</i>

Race

Table 16 provides frequencies for Math scores earned by the 21st CCLC participants by race. For every race, the majority of students earned a score of 9. This excludes those whose race is Native Hawaiian or Pacific Islander as the majority earned a score of 1. The highest average score was 9.0 and was earned by those whose race is Asian while American Indian or Native Alaskan students had an average score of 6.7, the lowest across the categories. Cells with a small number are indicated with a hyphen for confidentiality reasons.

Table 16*Student Outcomes: Student Math Scores by Race*

	Asian Count	American Indian or Native Alaskan Count	Black or African American Count	More than One Race Count	Native Hawaiian or Pacific Islander Count	Some Other Race Count	White Count	Unknown Count
1	-	23	17	-	36	103	211	23
2	-	-	-	-	-	44	83	-
3	-	-	18	16	-	81	362	23
4	-	-	-	-	13	22	74	-
5	-	29	11	19	27	61	216	31
6	-	-	23	21	24	137	930	69
7	-	17	-	-	-	45	87	-
8	-	-	11	-	16	34	99	-
9	13	31	39	34	32	203	1,068	98
10	-	-	-	-	22	48	109	-
11	-	-	-	-	18	52	109	-

12	-	14	17	12	22	147	443	-
13	-	-	-	11	23	88	146	-
Total	46	152	161	143	252	1,065	3,938	284
<i>Average</i>	<i>9.000</i>	<i>6.704</i>	<i>6.938</i>	<i>7.287</i>	<i>7.387</i>	<i>7.533</i>	<i>7.348</i>	<i>6.887</i>

Lunch Status

Data were analyzed to explore Math scores for students by qualification for free or reduced price lunch (FRPL) status. Table 17 provides these data. Among those who qualified for FRPL, the majority ($n = 1,454$) earned a 9, or B, for their Math scores. The second highest frequency ($n = 1,149$) for those students who qualify for FRPL earned a score of 6, or a C. In other words, 20% of 21st Century participants who qualify for FRPL earned a C in Math during the 1st grading period of the Fall 2021 semester.

There were 200 students who did not qualify for FRPL. The majority of these students either earned a 9, or a B, or a 12, which is an A ($n = 25$ each grade). Although the group sizes are very uneven, data suggest that like English/Reading, those whose family income result in FRPL qualification do not score as high on their Math assessments as do their non-FRPL peers.

Table 17

Student Outcomes: Student Math Scores by Free/Reduced Price Lunch Status

	Qualify for FRPL Count	Not Qualify for FRPL Count	Unknown Count
1	369	15	41
2	135	-	-
3	470	16	29
4	109	-	-
5	370	16	-
6	1,149	16	50
7	156	-	-
8	158	11	-
9	1,454	25	39
10	179	17	-
11	169	20	-
12	618	25	46
13	268	19	-
Total	5,604	200	236
<i>Average</i>	<i>6.111</i>	<i>7.900</i>	<i>6.589</i>

Preliminary English/Reading Improvement

Although GPRA data is not available for students yet, this report is being prepared at a time near the due date for grading period two performance. To gain initial insight into English/Reading improvement, per GPRA One: *Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments*, this section uses time one and time two English/Reading grades to examine improvement across these two time points.

This section focuses only on students in grades four through eight, per the GPRA. Additionally, the results below only include students who had a time one *and* time two English/Reading grade as of report date. Overall, participants seemed to have improved in English/Reading scores, with results broken down further by the same demographic groups as presented prior.

Improvement by Gender

As demonstrated in table 18, out of the 959 female students whose grades were reported grading period 1 *and* grading period 2, 195 of them improved in their English/Reading scores. In other words, 20% of these female students earned a higher score. The percentage who improved was higher for male students at 24%.

Table 18

Period 1 to Period 2 Improvement in English/Reading Scores by Gender

	Number in Group	Improved	Percent Improved
Female	959	195	20%
Male	825	200	24%
Total	1,784	395	

Improvement by Lunch Status

As seen in table 19, 1,732 students who qualify for free or reduced-price lunch (FRPL) had grades reported for grading period 1 *and* grading period 2; 382 of them improved in their English/Reading scores. In other words, 22% of these students earned a higher score. It is important to note the very small number of students who are not FRPL qualified when attempting to compare students, and these students (14 total) are excluded from the table due to their low N.

Table 19

Period 1 to Period 2 Improvement in English/Reading Scores by Lunch Status

	Number in Group	Improved	Percent Improved
Qualify for FRPL	1,732	382	22%
Unknown	47	12	25%
Total	1,779	394	

Improvement by Ethnicity

As seen in table 20, 1,605 Hispanic students had grades reported for grading period 1 *and* grading period 2; 362 of them improved in their English/Reading scores. This means that 23% of these students earned a higher score. There were 149 non-Hispanic students whose grades were also reported for grading periods 1 and 2, and a total of 29 of these students improved in their English/Reading scores. “Unknown” students are excluded due to low numbers.

Table 20

Period 1 to Period 2 Improvement in English/Reading Scores by Ethnicity

	Number in Group	Improved	Percent Improved
Hispanic	1,605	362	23%
Not Hispanic	149	29	19%
Total	54	391	

Improvement by Grade Level

Table 22 shows improvement by grade level. Overall, all grades improved at a similar rate, grade 8 had the most students improve at 27%, while grade 6 had the lowest rate of improvement at 19%.

Table 22

Period 1 to Period 2 Improvement in English/Reading Scores by Grade Level

	Number in Group	Improved	Percent Improved
Grade 4	474	99	21%
Grade 5	556	128	23%
Grade 6	405	76	19%
Grade 7	192	48	25%
Grade 8	164	45	27%
Total	1,791	396	