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EVALUATION OF THE

# Indiana 21<sup>st</sup> Century Community Learning Centers Initiative

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## COHORTS FOUR & FIVE – FINAL REPORT

**Emily Rouge, Ph.D.**

*Research Associate*

**Rebecca Fagen, M.P.A.**

*Evaluation Coordinator*

**Megan Weikel, M.A.**

*Evaluation Coordinator*

**LeeAnn Sell, M.P.A.**

*Project Associate*

**Brianna Challis, B.A.**

*Project Associate*

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**CENTER FOR EVALUATION  
& EDUCATION POLICY**

**Jonathan Plucker, Ph.D.**

*Director*

1900 East Tenth Street, Bloomington, Indiana 47406

tel: 1.800.511.6575 fax: 1.812.856.5890 web: [ceep.indiana.edu](http://ceep.indiana.edu)

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## Executive Summary

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The present summary provides an overview of the process and outcome data maintained by Cohort Four and Cohort Five programs during the 2010-2011 school year. *Process* data demonstrate the extent to which Cohort Four and Cohort Five programs served their intended populations. *Outcome* data demonstrate the extent to which programs reported positive academic and behavioral changes of students who attended the program regularly.

### Cohorts Four and Five Process Data

**Student Attendance.** During the 2010-2011 school year, a total of 16,130 students from Cohorts Four and Five attended 21<sup>st</sup> CCLC programs for a minimum of 30 days. This number represents a 40% increase from the number of students who regularly attended the program during the previous school year, and it falls short of the 18,527 students proposed to be served across all Cohort Four and Cohort Five programs. Thirty-six percent of Cohort Four programs met or exceeded their proposed service numbers for the 2010-2011 school year and 40% of Cohort Five programs met their service targets.

Of all students who attended the program during the 2010-2011 school year, 63% attended at least 30 days, including 38% who attended more than 60 days. While the percent of regular attendees served is almost identical in the 2008-2009 and 2009-2010 school years, the percent of program participants who attended the program more than 60 days increased from 30% to 37% in 2009-2010. Analyses show that the majority of students served on a regular basis were in first through fifth grade, with the most frequent attendees (those served 60 or more days) coming from grades two, three, and four. Across all Cohorts Four and Five programs, relatively few middle and high school students were served 30 or more days, and still fewer were served 60 or more days, these trends have been relatively stable over the previous two years.

**Participant Eligibility for Free and Reduced Lunch.** Seventy-four percent of Cohort Four and Cohort Five regular program participants were eligible for free and reduced lunch in 2010-2011. Student eligibility rates for individual programs ranged from 27% to 100%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

**Participant Eligibility for Special Education Services.** Twelve percent of Cohort Four and Cohort Five regular program participants were eligible for special education services in 2010-2011. Student eligibility rates for individual Cohort Four and Cohort Five programs ranged from 0% to 36%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

**Participant Limited English Proficiency Status.** Nine percent of Cohort Four and Cohort Five regular program participants were identified as having Limited English Proficiency (LEP) in 2010-2011. Student eligibility rates for individual programs ranged from 0% to 52%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

### **Cohorts Four and Five Outcome Data**

**Students' Classroom Behavior/Performance.** Among the various areas of classroom behavior/performance measured by the Teacher Survey, the area of greatest improvement was *academic performance*. Teachers reported that 68% of students who needed to improve made improvements over the course of the school year. The area of least improvement was attending *class regularly*. Forty percent of students needing improvement were rated as improved by their teachers.

**Grade Changes for All Regular Program Participants.** Results from the 2010-2011 school year show that 13% of students earned the highest grade possible during both the fall and spring grading periods, and another 33% increased their grade between the fall and spring grading periods in reading. Therefore, 46% of students in 2010-2011 earned the highest grade possible or increased their grade. However, 26% decreased their grade during the 2010-2011 school year, compared to 26%, 28%, and 26% during the 2007-2008, 2008-2009, and 2009-2010 school years, respectively. Similar trends were observed for mathematics grades.

**Grade Changes for All Regular Program Participants: B or Better.** Because the 21<sup>st</sup> CCLC program often targets those students who are struggling in math and/or reading, additional analyses were conducted to assess the extent to which students reached an average level of performance (e.g., earned a “B” or better in the spring grading period). When students did not earn a “B”, information

regarding whether students increased, decreased, or did not change their grade from the fall to spring was also provided. Results show that 53% of students earned a “B” or better during the spring grading period, and another 12% increased their grade between the fall and spring grading periods. Therefore, 65% of students in 2010-2011 earned a “B” or better or increased their English/Language Arts grade. Similar trends were observed for mathematics grades.

**Grade Changes for Academically Struggling Program Participants.** Additional analyses examined grade changes of only those students who earned a fall grade of “C” or below in either math or reading (or both). These students are referred to as “struggling” as their initial fall grades suggest that improvement is warranted. Analyses revealed that 48% of struggling students who regularly attended Cohorts Four and Five programs increased their reading grade during the 2010-2011 school year. However, one-quarter of struggling students did not change their reading grade during the year, and an additional 26% of struggling participants who regularly attended the program, actually decreased their reading grade during the year. These figures were very similar to those observed during the 2009-2010, 2008-2009 school year, as well as the 2008-2009 school year. It should be noted however, that a higher percentage of struggling students decreased their grade in 2010-2011 and a smaller percentage did not change their grade.

**Spring ISTEP+ Pass-Rates.** An additional indicator of academic need is the inability to meet grade-specific standards assessed through Indiana’s standardized assessment, ISTEP+. Among students attending Cohorts Four and Five programs regularly, at least two-thirds of all participants passed either the math or reading portions of ISTEP+ in the Spring of 2011 and 57% of regularly participating students passed both the math and reading portions of the test. Students who attended the program regularly for three consecutive years passed the ISTEP more often than students who attended the program just one or two years. In fact, 83% of students who attended the program for three years passed the math portion of the ISTEP in spring 2011, and 79% passed the reading portion. Seventy-four percent of students who have regularly attended the program for three consecutive years passed both portions of the ISTEP in 2011.

**Math and Reading STPM Results.** At the conclusion of the 2010-2011 school year, Short Term Performance Measure (STPM) results were submitted by Indiana 21<sup>st</sup> CCLC programs. Elementary/middle school programs were required to report on progress made toward their math, reading, and attendance measures. Math results were submitted by 55 Cohort Four

elementary/middle program sites/feeder schools, while reading results were submitted by 59 Cohort Four program sites/feeder schools. Program sites that were unable to submit completed STPM reports were often impeded by the unavailability of data through district databases or the fact that planned assessments were not ultimately administered in the schools. STPM targets were achieved for 54% of the math and 431% of the reading measures during the 2010-2011 school year. These figures represent an increase from the 2009-2010 school year, when 40% of the math STPM targets and 37% of the reading STPM targets were achieved. However, it should be noted that programs were given the opportunity to revise their targets for the 2010-2011 school year, using data from the previous year. As a result, programs were able to choose targets that were more appropriate and attainable. Therefore, these data do not necessarily suggest that programs were more successful in promoting academic growth in 2010-2011 compared to 2009-2010.

Across all Cohort Four programs, 47% of sites reported increased levels of achievement on math STPMs from 2009-2010 to 2010-2011. Growth was slightly greater in reading, as 48% of sites reported increased levels of performance on relevant STPMs. These percentages only include those program sites that did not change the assessment method being used in their STPMs between the two years. Because the level of improvement between the two years varied a great deal, Figure 22 illustrates the proportion of program sites that reported various levels of increased achievement in math and reading STPMs. The figure delineates the proportion of sites that reported raised achievement levels by 1-5%, 6-10%, 11-15%, and more than 15%. As shown in the figure, of those program sites that reported increased levels of math and reading performance among regular participants, the majority of the increases were 15% or less. However, roughly one-third of the increases observed for reading and math were greater than 15%. Although these aggregate data illustrate some encouraging trends, a more accurate picture of the programs that are driving these patterns can be found by assessing year-to-year progress for performance measures for individual programs. Supplemental charts will be presented to IDOE specifically for this purpose. Next year, growth in reading and math will be calculated for Cohort Five programs when data from two years will be available.

## High School Process Data

**Student Attendance.** During the 2010-2011 school year, a total of 4,385 high school students attended Cohorts Four and Five 21<sup>st</sup> CCLC programs and a total of 1,387 high school student attended for a minimum of 30 days. This number falls short of the 2,413 students proposed to be served at Cohorts Four and Five High School sites. Of the 22 programs that served High School students in Cohorts Four and Five, only seven met or exceeded their proposed service numbers for the 2010-2011 school year.

Of all students who attended the program, 32% attended at least 30 days, including 9% who attended 60 days or more during the school year, a threshold that has been found to be more predictive of academic improvement resulting from attending high-quality after school programs. Analyses show that the majority of students served at the high school level did not attend 21<sup>st</sup> CCLC programming regularly (30 or more days). Of those students who did attend regularly, there were higher proportions of regular attendees among students in the eleventh and twelfth grades.

**Participant Eligibility for Free and Reduced Lunch.** Fifty-seven percent of Cohorts Four and Five regular high school program participants were eligible for free and reduced lunch in 2010-2011. Student eligibility rates ranged from 27% to 92%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

**Participant Eligibility for Special Education Services.** Eighteen percent of Cohorts Four and Five regular high school program participants were eligible for special education services in 2010-2011. Student eligibility rates for individual Cohort Four programs ranged from 0% to 44%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

**Participant Limited English Proficiency Status.** Five percent of Cohorts Four and Five regular high school program participants were identified as having Limited English Proficiency (LEP) in 2010-2011. Student eligibility rates for individual Cohort Four programs ranged from 0% to 44%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting these programs are successfully targeting those students most in need for programming.

## High School Outcome Data

**Students' Classroom Behavior/Performance.** Among the various areas of classroom behavior/performance measured by the Teacher Survey, the area of greatest improvement was *academic performance* for high school students. Teachers reported that 75% of students who needed to improve made improvements over the course of the school year. The area of least improvement was *attending class regularly*. Forty-seven percent of students needing improvement were rated as improved by their teachers.

**Grade Changes for All Regular Program Participants.** Results from the 2010-2011 school year show that 6% of high school students earned the highest grade possible in reading during both the fall and spring grading periods, and another 32% increased their grade between the fall and spring grading periods. Therefore, 38% of high school students in 2010-2011 earned the highest grade possible or increased their grade in reading. For mathematics grades, 5% of regularly attending high school participants received the highest grade possible in both semesters, and an additional 28% increased their grades from fall to spring. Therefore, 33% of high school students either earned the highest grade possible or increased their math grade from the fall to the spring. Additionally, 39% of students in reading and 35% of students in mathematics decreased their grade during the 2010-2011 school year.

**Grade Changes for All Regular Program Participants: B or Better.** Results show that 37% of high school students earned a "B" or better in English/Language Arts during the spring grading period and another 16% increased their grade between the fall and spring grading periods. Therefore, 53% of high school students in 2010-2011 earned a "B" or better or increased their grade. Similar results were observed for mathematics grades. Additionally, results show that 30% of high school students earned a "B" or better in mathematics during the spring grading period and another 15% increased their grade between the fall and spring grading periods.

**Grade Changes for Academically Struggling Program Participants.** Analyses revealed that 40% percent of struggling high school students who regularly attended the program increased their reading grade during the 2010-2011 school year. However, 25% of struggling students did not change their reading grade during the year, and an additional 34% of struggling participants who attended regularly decreased their reading grade during the year. Results were slightly worse for

mathematics; only 36% of regularly attending high school students increased their mathematics grades, while 38% decreased their grades.

**High School STPM Results.** At the conclusion of the 2010-2011 school year, Short Term Performance Measure (STPM) results for progress were submitted by 28 high school program sites/feeder schools, while readiness results were submitted by six high school program sites/feeder schools. Additionally, 27 high school program sites/feeder schools submitted graduation results. Sites/feeder schools that were unable to submit completed STPM reports were often impeded by data not being available through district databases or assessments that were not administered in the schools.

**Progress Toward STPM Targets:** STPM targets were achieved for 65% of the Progress measures and 72% of the Graduation measures during the 2010-2011 school year. Only 12% of the targets were achieved for Readiness measures. However, it should be noted that not all high school sites opted to include Readiness measures. (Eighty-two percent of sites chose to include Readiness measures). In subsequent years, achievement rates for high school STPM targets will be compared across years. In addition, growth towards reaching STPM targets will be tracked for all sites/feeder schools.

**Actual Versus Targeted Performance:** Because nearly one-third of all high school sites/feeder schools failed to reach their targeted performance measures during the 2010-2011 school year, additional analyses were conducted to assess the extent to which observed performance differed from proposed performance targets listed in the STPMs. Of those high school sites/feeder schools that did not achieve the target included in their Readiness and/or Graduation measures, the majority reported rates of achievement that were more than 30% lower than their proposed targets.

Moreover, the majority of those who did not achieve the target included in their Progress measures reported rates of achievement that were at least 11% lower than their proposed targets. Taken together, these data suggest that either sites/feeder schools set targets that were too high, or that program activities have not been successful in helping students make academic gains. STPM data collected in subsequent years will help to further explain the significance of these results.



## Introduction

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The 21<sup>st</sup> Century Community Learning Centers (CCLC) program originally began as part of Congress' reauthorization of the Elementary and Secondary Education Act of 1994, to provide grants to schools to expand education services beyond the regular school hours. Since that time, the 21st CCLC program has grown substantially, with a 2010 appropriation of \$1.16 billion, serving over 10,000 centers nationwide. The No Child Left Behind Act of 2001 (NCLB) amended the Elementary and Secondary Education Act (ESEA) and reauthorized the 21st CCLC program under Title IV Part B. Although the basic philosophy of the program remained the same, the reauthorization resulted in some significant changes in the 21st CCLC program. These changes included providing a stronger academic focus and expanding eligibility to community-based organizations. In addition, the NCLB reauthorized administration of the 21st CCLC program. Whereas the U.S. Department of Education previously made competitive awards directly to local education agencies, the reauthorization made funds flow to States based on their share of Title I, Part A funds, with the State Educational Agency (SEA) responsible for management and administration of the program.

In 2009, the Indiana Department of Education (IDOE) selected 22 programs (with 79 sites) for four and a half years of funding through a competitive application process. This was the fourth round of grants provided by IDOE under the reauthorized administration of the 21<sup>st</sup> CCLC program. As such, the programs receiving funding in 2009 became known as "Cohort Four." Then in 2010, IDOE selected 52 programs (with 149 sites) for four years through a competitive application process. This was the fifth round of grants provided by IDOE under the reauthorized administration of the 21<sup>st</sup> CCLC program. As such, the programs receiving funding in 2010 became known as "Cohort Five." IDOE contracted with the Center for Evaluation and Education Policy (CEEP) at Indiana University to conduct a comprehensive evaluation to fulfill federal requirements and to provide useful data on the implementation and outcomes of the Cohort Four and Cohort Five programs.

The present report summarizes data collected by Cohort Four program staff during the 2009-2010 and 2010-2011 school years. In addition, the report summarizes data collected by Cohort Five staff during the 2010-2011 school year. These data were entered into EZ Reports for each 21<sup>st</sup> CCLC program site throughout the term and downloaded by CEEP in September 2011. Additional data were provided through the submission of *Short Term Performance Measure (STPM) Reports* completed

by each project director in June 2011. These reports provided information on the extent to which each program site made progress toward the performance measures proposed in their application.

Two types of data are summarized in the present report: *process* and *outcome* data. *Process* data assess the extent to which Cohorts Four and Five programs served their intended populations. This includes the number of students who attended Indiana programs (regularly and frequently), and demographics of student attendees (e.g., grade level, eligibility for free or reduced lunch, special education services, and/or Limited English Proficiency status). *Outcome* data assess the extent to which programs reported positive academic and behavioral changes in students who attended the program regularly. Data analyzed include progress toward site-level performance measures for the 2010-2011 school year, behavioral outcomes collected through teacher surveys, and student grades.

# 1. Statewide Aggregate Data

## Process Data: Student Attendance

**Three-Year Attendance Trends:** During the 2010-2011 school year, 25,848 students attended Indiana 21<sup>st</sup> CCLC program sites at least one day. This represents a 57% increase from the 2009-2010 school year, during which program sites served 16,490 students. Of all students who attended the program during the 2010-2011 school year, 62% attended at least 30 days, including 37% who attended more than 60 days (see Figure 1). Although the number of students served has increased tremendously, the proportion of regular attendees remained the same as in the 2009-2010 school year and decreased somewhat from the 2008-2009 (66%) school year. However, the percentage of students attending 60 or days has increased in comparison to previous years.

**Figure 1. Percent of Students who Attended Indiana 21st CCLC Programs**

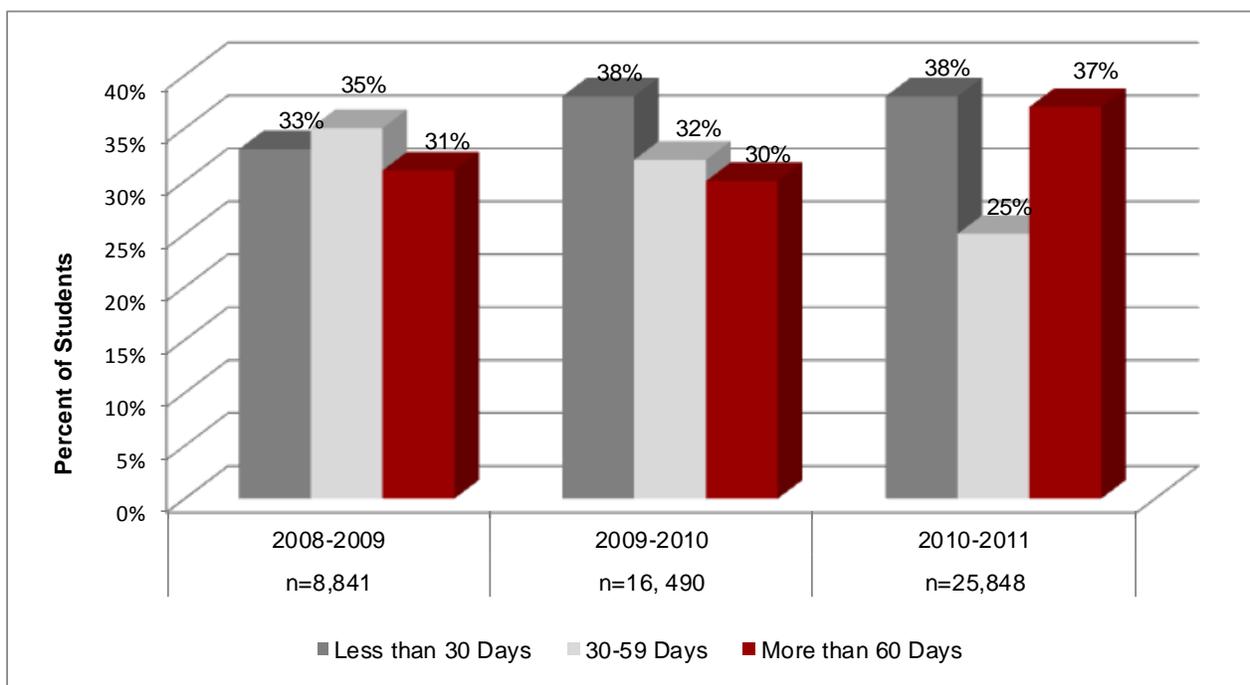


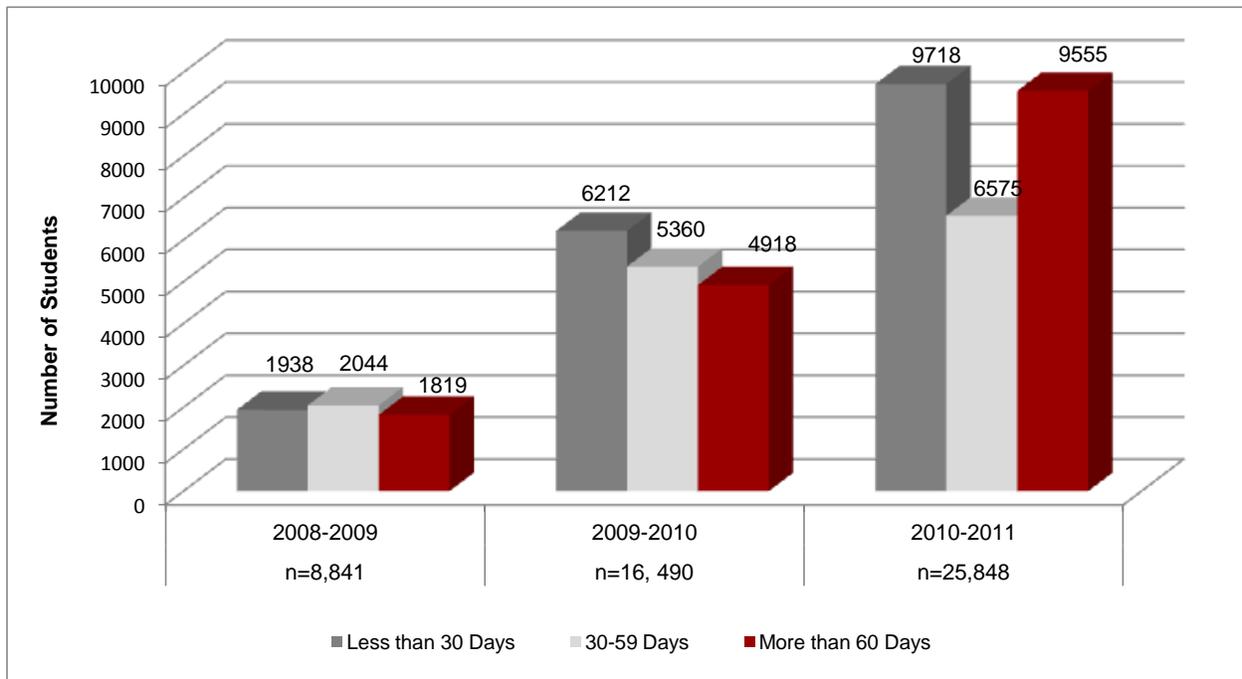
Table 1 on the following page provides the number of students in each cohort who attended Indiana 21<sup>st</sup> CCLC programs during the 2010-2011 school year. As shown, 10,092 students attended Cohort Four programs, while 15,756 students attended Cohort Five programs during the year.

**Table 1. Number of Students Who Attended Indiana 21st CCLC Programs by Cohort During the 2010-2011 School Year**

Attendance Frequency	Aggregate (Both Cohorts)	Cohort Four	Cohort Five
Less than 30 Days	9,718	4,174	5,544
30-59 Days	6,575	2,422	4,153
More than 60 Days	9,555	3,496	6,059
<b>TOTAL</b>	<b>25,848</b>	<b>10,092</b>	<b>15,756</b>

Figure 2 provides a cross-year comparison of the number of students who attended the 21<sup>st</sup> CCLC program during the 2008-2009, 2009-2010, and 2010-2011 school years. The vast increase in students served from previous years compared to 2010-2011 is apparent. This is due to the considerable increase in programs funded in Cohort Five.

**Figure 2. Number of Students who Attended Indiana 21st CCLC Programs**



\*2007-2008 data were excluded from the figure due to the unavailability of Cohort 2 data

Table 2 provides the percentage of students in each cohort who attended Indiana 21<sup>st</sup> CCLC programs less than 30 days, 30 – 59 days, and more than 60 days during the 2010-2011 school year. Cohort Five secured 5% more regularly attending students than Cohort Four in 2010-2011.

**Table 2. Percent of Students Who Attended Indiana 21st CCLC Programs by Cohort During the 2010-2011 School Year**

Attendance Frequency	Aggregate (Both Cohorts)	Cohort Four	Cohort Five
Less than 30 Days	38%	41%	35%
30-59 Days	25%	24%	26%
More than 60 Days	37%	35%	38%

Appendix A and Appendix B contain program-level data that displays the proportion of students who attended each Cohorts Four and Five program 30-59 days or 60 or more days. A number of Cohort Four and Cohort Five programs had rates of regular attendance that were considerably higher than the 21<sup>st</sup> CCLC state average of 62%. However, because some programs dropped students from EZ Reports who attended the program less than 30 days, attendance rates presented in this section may not accurately reflect attendance patterns during the 2010-2011 school year. Therefore, it is recommended that program staff that drop students from EZ Reports reactivate any students who attended one or more days at the end of the school year.

Because research indicates that students who attend after school programs for a minimum of 60 days per school year benefit academically more than those who attend fewer days, it is particularly important to assess the extent to which Indiana programs are serving students at this level of frequency. In 2010-2011, 11 Cohort Four programs and 20 Cohort Five programs served at least 50% of total attendees for 60 days or more during the 2010-2011 school year.

**Actual Attendance versus Projected Attendance:** During the 2010-2011 school year, a total of 16,130 students attended Cohorts Four and Five 21<sup>st</sup> CCLC programs for a minimum of 30 days (see Table 3). This number falls short of the 18,527 students proposed to be served on a regular basis across all Cohorts Four and Five programs by 2,397 students or by 13%. Although some programs may have included in their original proposed service numbers students who might attend their summer program, summer attendance figures are not included in the table displayed below. Additionally, program-level data regarding projected attendance can be found for Cohorts Four and Five in Appendix A and Appendix B, respectively.

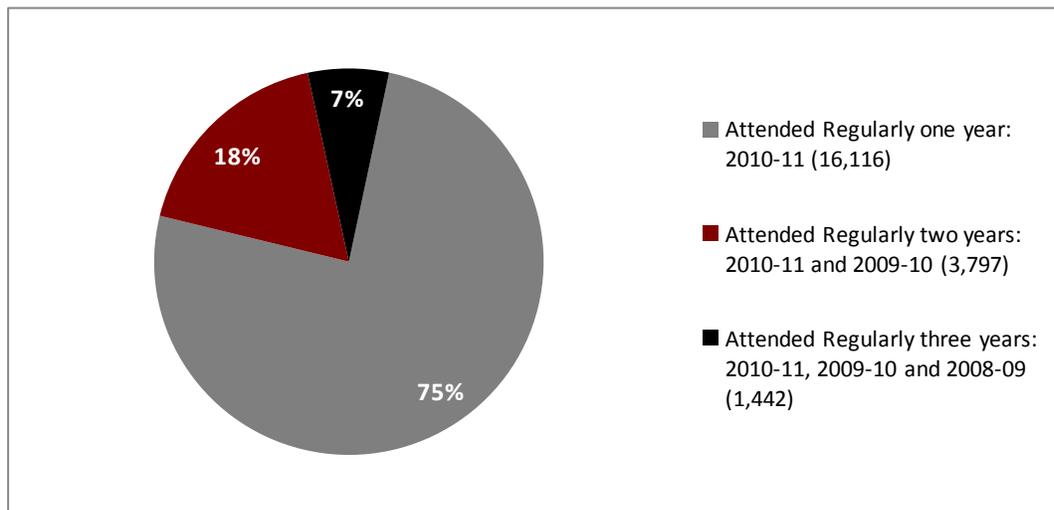
Thirty-six percent of Cohort Four programs met or exceeded their proposed service numbers for the 2010-2011 school year and 40% of Cohort Five programs met their targeted number.

**Table 3. Projected Versus Actual Aggregate Program Attendance (2010-2011 School Year)**

	Projected # Regular Attendees	Actual # of Students Served 30+ days	% of Projected Regular Attendees Served
Cohort Four	6,010	5,918	98%
Cohort Five	12,517	10,212	82%
<b>Aggregate (Cohort Four &amp; Five)</b>	<b>18,527</b>	<b>16,130</b>	<b>87%</b>

**Multiple-Year Program Attendance:** Because research suggests that students who participate in after school programs regularly for a minimum of two years show greater academic gains than students who participate sporadically, this area is especially important to consider. Figure 3 displays the multiple-year program attendance patterns for regular attendees. As shown, multiple-year attendance data indicate that 3,797 students who attended the program regularly during the 2010-2011 school year (18%) also attended the program regularly during the 2009-2010 school year. When considering all three years of program operation under Cohort Four, 1,442 (7%) students attended the program regularly during the 2008-2009, 2009-2010, and 2010-2011 school years.

**Figure 3. Multiple Year Program Attendance for Regular Attendees**



## Process Data: Student Attendee Demographics

**Gender, Race, and Ethnicity:** Table 4 displays the characteristics for participants of 21<sup>st</sup> CCLC programming for all participants, regular participants in Cohorts Four and Five, as well as regular participant in each cohort. In 2010-2011, roughly half of participants were male and half were female. The majority of students served were white (57% for all and regular participants) with Black or African Americans showing as the next highest represented group. Further, 12% of all students were classified as Hispanic/Latino(a), with a proportionally higher representation among regular participants, particularly in Cohort Five.

**Table 4. Gender, Race, and Ethnicity Overview**

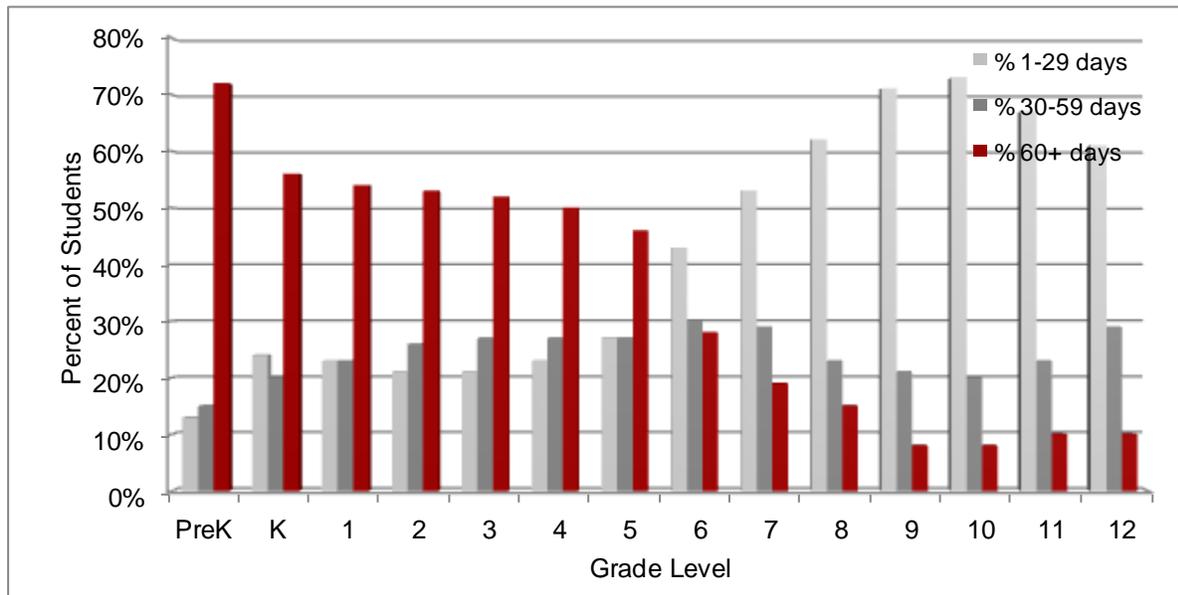
Demographics	Aggregate (All Students)	Aggregate (RAPs)	Cohort Four (RAPs)	Cohort Five (RAPs)
<b>Gender</b>				
Female	50%	50%	50%	51%
Male	51%	50%	50%	49%
<b>Race</b>				
American Indian or Native Alaskan	<1%	<1%	<1%	<1%
Asian	1%	1%	<1%	1%
Black or African American	27%	26%	28%	25%
Multi-Racial	5%	6%	8%	5%
Native Hawaiian or Pacific Islander	<1%	<1%	<1%	<1%
Some Other Race*	9%	9%	7%	11%
White	57%	57%	56%	58%
<b>Ethnicity</b>				
Hispanic/Latina(o)	12%	14%	10%	16%

\*Some other race defined in EZ Reports as a person of multiracial, mixed, interracial, Wesort, or a Hispanic/Latino group (for example, Mexican, Puerto Rican, or Cuban)

**Student Grade Level.** Figure 4 shows the proportion of students in each grade served 1 to 29 days, 30 to 59 days, and 60 or more days by Cohorts Four and Five programs during the 2010-2011 school year. The majority of students were in Pre-K through fifth grade. However, the most frequent attendees (those served 60 or more days) were in grades two, three, and four. Across all Cohorts Four and Five programs, middle and high school programs struggled with retaining students on a more regular or frequent basis. The proportion of students in each grade served 1 to

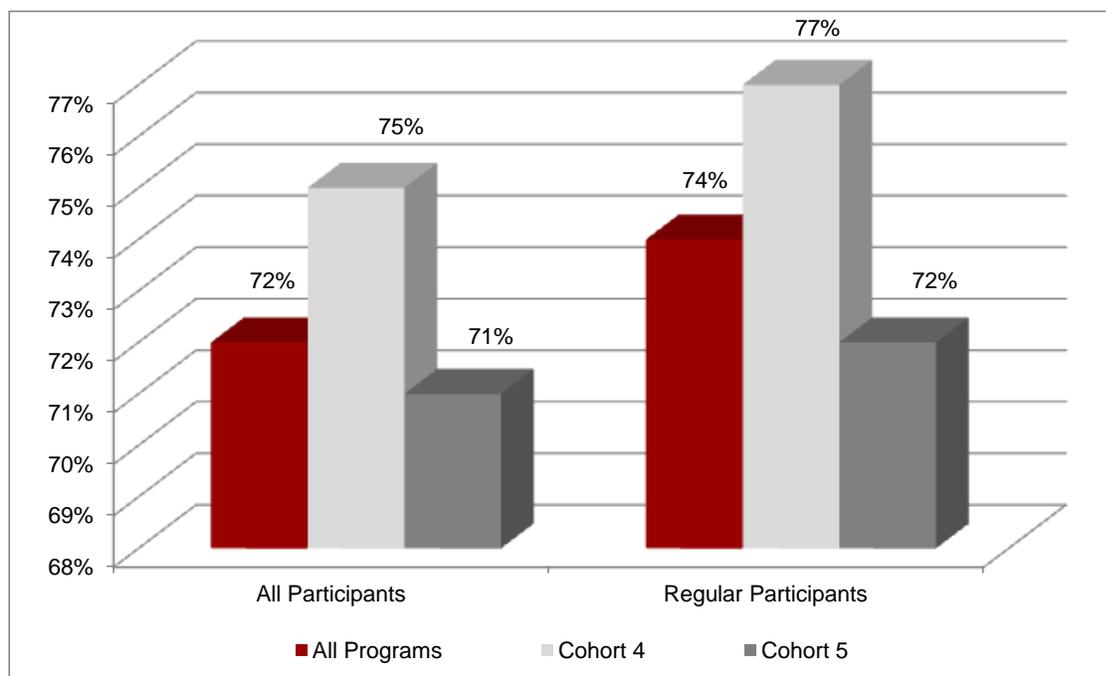
29 days, 30-69 days, and 60 or more days for each cohort can be found in the appendices of the report (see Figure 33 in Appendix C for Cohort Four percentages and Figure 34 in Appendix D for Cohort Five percentages).

**Figure 4. Proportion of Students who Attended Indiana 21st CCLC Programs in Each Grade Level**



**Eligibility for Free or Reduced Lunch.** One of the central aims of the 21<sup>st</sup> CCLC program is to serve students with financial need. As a means to this end, IDOE requires that, in order to qualify for 21<sup>st</sup> CCLC funding, schools must have at least 40% of students who are eligible for free and reduced lunch or identified as “In Need of Improvement” under Title I. As such, it is important to assess the proportion of students in funded schools who attend these programs and who are also eligible for free and reduced lunch. In 2010-2011, 72% of all participants were eligible for free or reduced lunch and 74% of all regularly attending participants were eligible for free or reduced lunch (see Figure 5). Compared to Cohort Five programs, a slightly higher percentage of all attendees and regular attendees in Cohort Four programs qualified for free/reduced lunch.

**Figure 5: Percent of Participants Qualifying for Free/Reduced Lunch During 2010-2011**

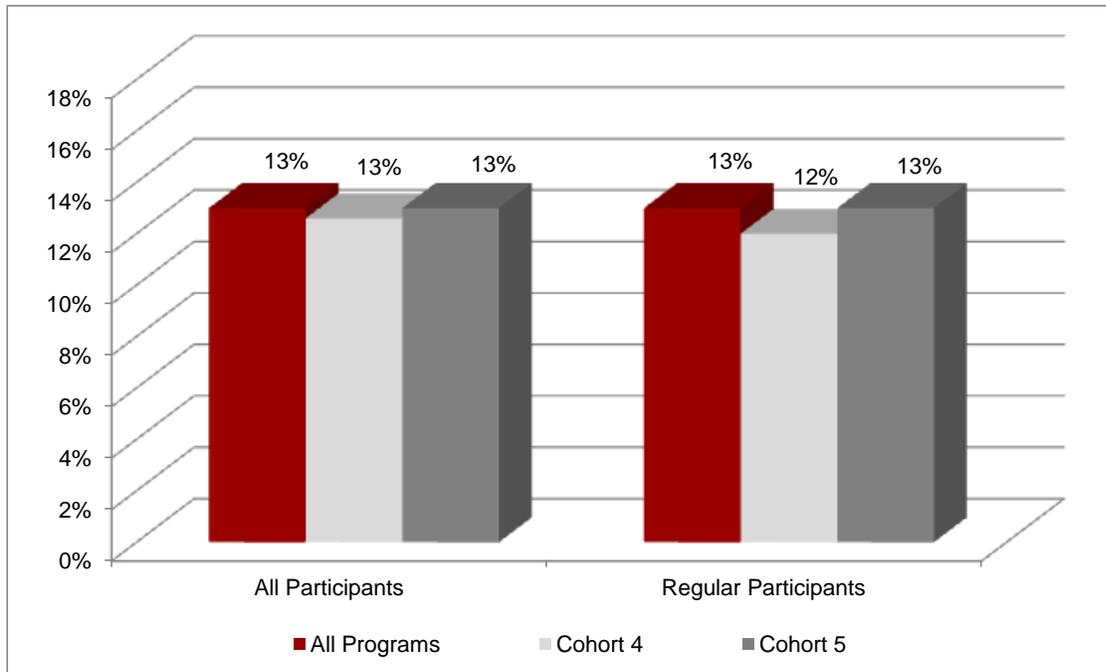


Regular student eligibility rates for individual Cohorts Four and Five programs ranged from 27% to 100%. In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting the program is successfully targeting those students most in need. Free/reduced lunch eligibility percentages for each program can be found in the appendices of the report (see Table 25 of Appendix C for Cohort Four percentages and Table 29 of Appendix D for Cohort Five percentages). Programs shaded in yellow served a higher percentage of regular attendees eligible for free/reduced lunch compared to district rates.

**Eligibility for Special Education Services.** IDOE currently tracks the percentage of regular 21<sup>st</sup> CCLC program participants who are also eligible for special education services by data maintained in EZ Reports. Figure 6 presents the percent of all program attendees, as well as all regular attendees who were eligible for special education services. As shown, Cohorts Four and Five programs served similar percentages of special education students. Specifically, 13% all Cohort Four and Cohort Five students were eligible for receiving special education services. In addition, 12% of Cohort Four and 13% of Cohort Five regularly attending students were eligible for receiving special education services in 2010-2011.

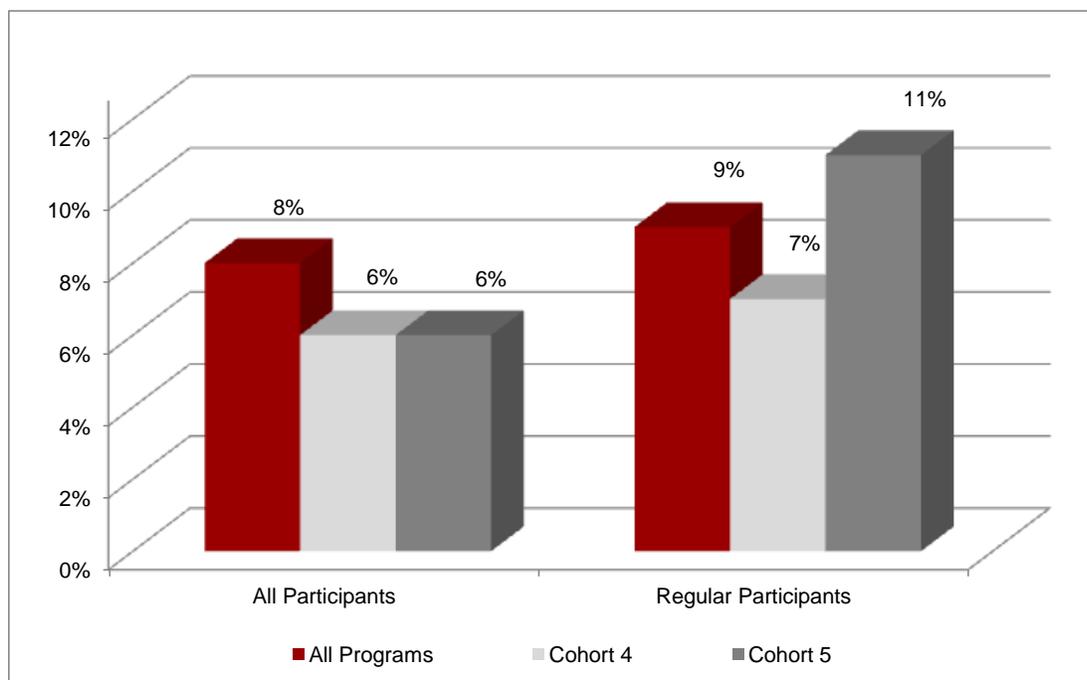
Special education rates for each program can be found in the appendices of the report (see Table 26 of Appendix C for Cohort Four program percentages and Table 30 of Appendix D for Cohort Five program percentages).

**Figure 6. Percent of Participants Eligible for Special Education Services During 2010-2011**



**Limited English Proficiency Status.** IDOE currently tracks the percentage of regular 21<sup>st</sup> CCLC program participants who are identified as having Limited English Proficiency (LEP) by data maintained in EZ Reports. Figure 7 displays the percent of all program attendees and regular attendees who were eligible for LEP services. Eight percent of all 21<sup>st</sup> CCLC program participants and nine percent of regularly attending participants were classified as having LEP status in 2010-2011. Compared to Cohort Four programs, Cohort Five programs served a slightly higher percentage of students who were eligible for LEP services during the 2010-2011 school year.

**Figure 7. Percent of Participants Eligible for LEP Services During 2010-2011**



Eligibility rates for LEP services for each program can also be found in the appendices of the report (see Table 27 of Appendix C for Cohort Four program percentages and Table 31 of Appendix D for Cohort Five program percentages). In some cases, eligibility rates of regular program attendees exceeded comparable district rates, suggesting the program is successfully targeting those students most in need.

## **Outcome Data: Student Behavior**

The US Department of Education requires that all 21<sup>st</sup> CCLC programs administer a standardized survey to a teacher of each student who attends the program regularly. In Indiana, Teacher Surveys were returned for 13,927 of the 16,130 students who attended Cohorts Four and Five programs for at least 30 days during the 2010-2011 school year. The total number of surveys collected represents 86% of all students who attended programs regularly during the 2010-2011 school year.

Table 5 displays the percent of teachers who reported student improvement, decline, no change, or no change needed for each of the 10 behaviors included on the Teacher Survey. It should be noted that direct comparisons of improvement rates for each behavior are somewhat problematic without first considering the proportion of students who teachers rated as “no change needed.” For example,

teachers reported that nearly 61% of regular participants had adequate levels of attending class regularly and therefore did not need to improve. In this case, there are fewer students who needed to improve this behavior. Results presented later in this chapter will exclude students who did not need to improve, thereby allowing direct comparison of rates of improvement between behaviors. Teacher survey results for Cohorts Four and Five can be found in the appendices of the report (see Table 33 of Appendix E for Cohort Four results and Table 34 of Appendix F for Cohort Five results).

**Table 5. Percent of Teachers Reporting Student Improvement, Decline, No Change, or No Change Needed Among All Programs**

Behavior	No Change Needed	Student Improved	No Change	Student Declined
Turning in homework on time	39%	39%	15%	6%
Completing homework assignments to your satisfaction	33%	45%	16%	6%
Participating in class	33%	43%	21%	4%
Volunteering (for extra credit or more responsibilities)	38%	26%	34%	2%
Attending class regularly	61%	16%	20%	2%
Being attentive in class	33%	38%	21%	8%
Behaving well in class	41%	30%	20%	9%
Academic performance	25%	51%	17%	7%
Coming to school motivated to learn	41%	30%	20%	9%
Getting along well with other students	45%	28%	21%	6%

Figure 8 displays the percent of students who teachers reported a need to improve each listed behavior. As can be seen in the figure, improvements were needed for a majority of students in most of the behaviors. Specifically, *academic performance* was the most common behavior teachers reported students needing to improve, followed by *completing homework* and *participating in class*.

**Figure 8. Percent of Students in All Programs Who Teachers Reported Needing to Improve in Each Behavior**

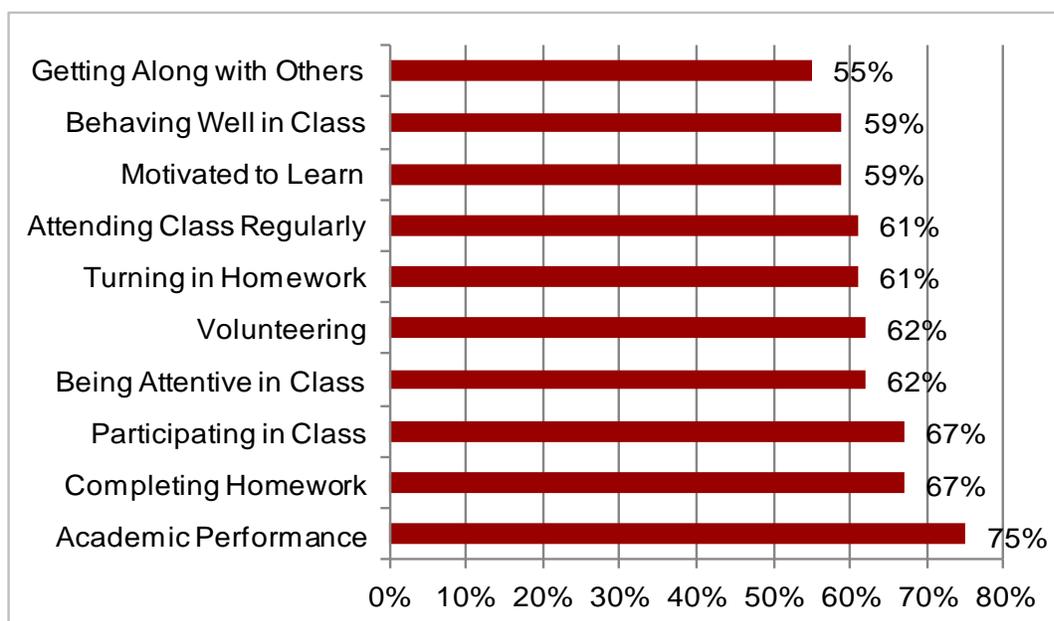


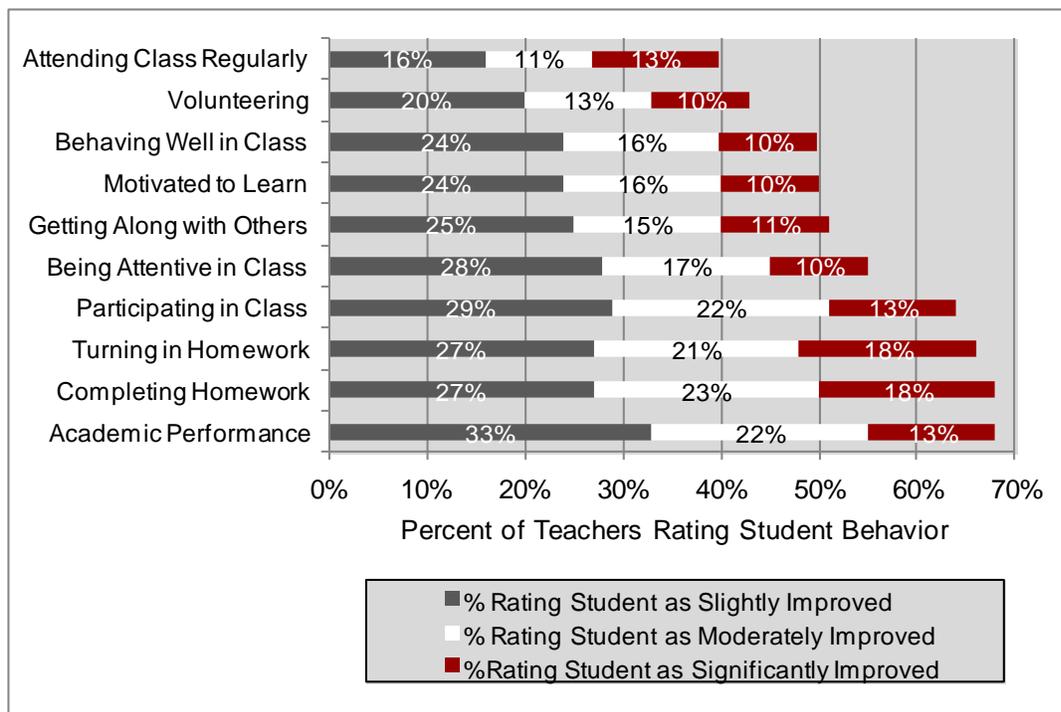
Table 6 on the following page displays the percent of regularly attending students in all programs and in each cohort who teachers reported a need to improve in each behavior. Students who attended Cohorts Four and Five programs and who teachers reported needing to improve in each behavior, improved similarly as shown below.

**Table 6. Percent of Students in Each Cohort Who Teachers Reported Needing to Improve in each Behavior**

Behavior	All Programs (Cohort Four & Five)	Cohort Four	Cohort Five
Attending class regularly	39%	39%	39%
Getting along well with other students	55%	53%	56%
Coming to school motivated to learn	59%	58%	60%
Behaving well in class	59%	58%	60%
Turning in homework on time	61%	60%	61%
Volunteering	62%	62%	63%
Participating in class	67%	64%	68%
Being attentive in class	67%	66%	68%
Completing homework	66%	65%	67%
Academic performance	75%	72%	76%

Figure 9 displays the results for those students who teachers reported a need to improve each listed behavior. The areas of greatest improvement were *academic performance* and *completing homework*, in which teachers reported that 68% of students who needed to improve had made improvements over the course of the school year in these areas. The area of least improvement was *attending class regularly* in which just 40% of students needing improvement were rated as having improved by their teachers. Teacher surveys results for each cohort can be found in the appendices of the report (see Figure 35 of Appendix E for Cohort Four results and Figure 36 of Appendix F for Cohort Five results).

**Figure 9. Proportion of Regular Participants in All Programs who Improved Various Behaviors Rated by Teachers**



## Outcome Data: Student Grades

Student grades were entered in EZ Reports by staff members of each Cohorts Four and Five program. The following results include the grades of those students who attended the program at least 30 days during the 2010-2011 school year. Comparisons between *Fall Final* and *Spring Final* grades were calculated for those programs with data in these fields in EZ Reports. Grade changes of at least one half grade (e.g., from a “B-“ to a “B”) are considered “increases” or “decreases” (depending upon the direction of the change). The following results include the reading grades and math grades of 86% of all regular participants of 21<sup>st</sup> CCLC programs. More specifically, grade data

were available for 88% of Cohort Four regular participants and 86% of Cohort Five regular participants.

### Grade Changes for All Regular Program Participants: Highest Grade Possible (HGP)

Figure 10 displays the reading grade status of regular attendees in 2007-2008, 2008-2009, 2009-2010, and 2010-2011. Results from the 2010-2011 school year show that 13% of students earned the highest grade possible during both the fall and spring grading periods, and another 33% increased their grade between the fall and spring grading periods in reading. Therefore, 46% of students in 2010-2011 earned the highest grade possible or increased their grade. However, 29% decreased their grade during the 2010-2011 school year, compared to 26% in 2007-2008, 28% in 2008-2009, and 28% in 2009-2010.

**Figure 10. Reading Achievement for All Regular Participants During 2007-2008, 2008-2009, 2009-2010, and 2010-2011**

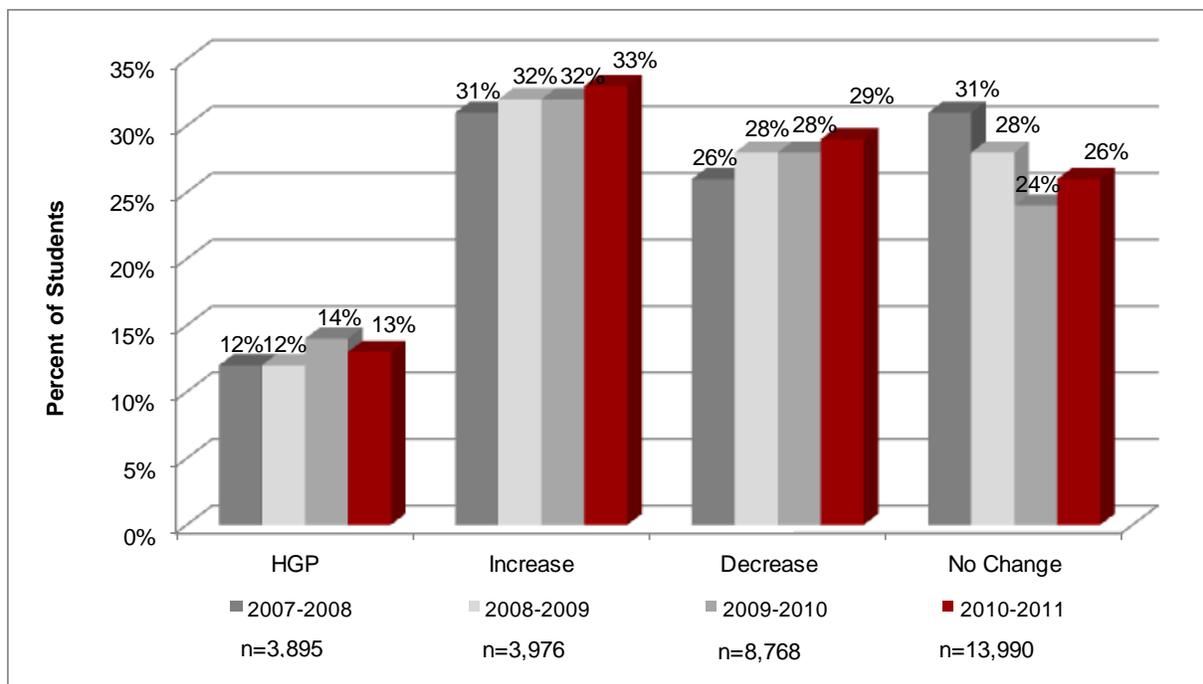
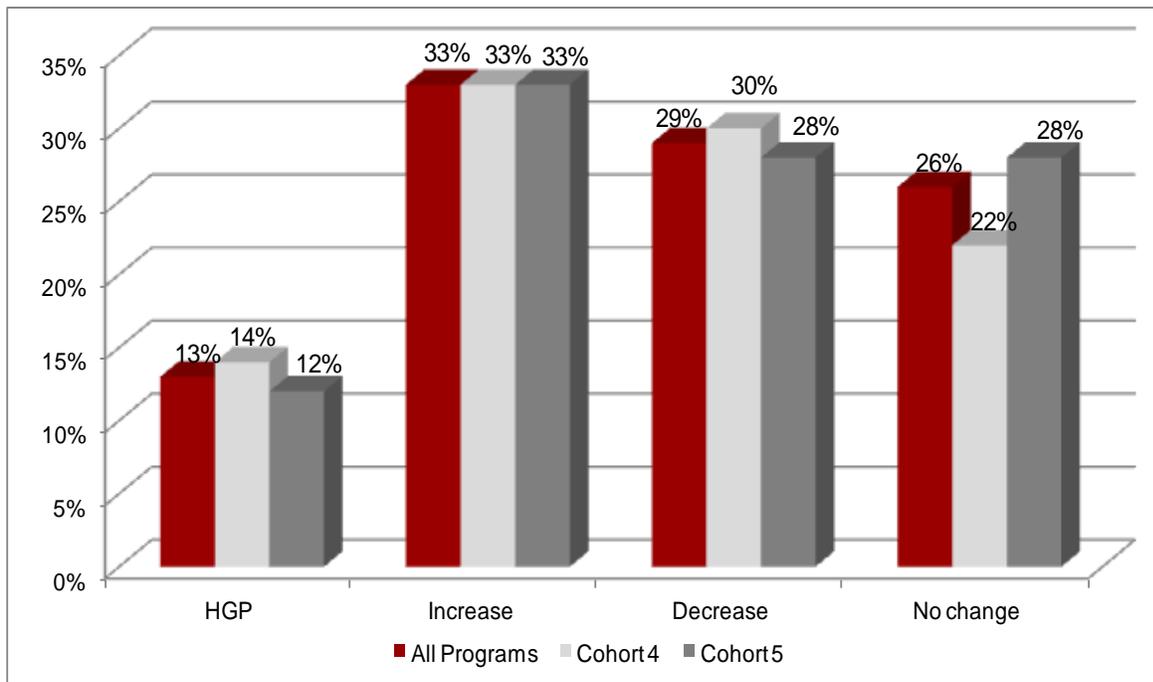


Figure 11 provides cohort-specific data in relation to reading achievement for regular participants during the 2010-2011 school year in comparison to data from all programs. In general, students in Cohorts Four and Five programs performed similarly in reading during the year. However, a higher percentage of students attending Cohort Five programs demonstrated no change in their reading grade from the fall to the spring, compared to students in Cohort Four programs.

**Figure 11. Reading Achievement for Regular Participants in Each Cohort During 2010-2011**



Similar trends were observed for mathematics grades. In fact, 14% of students earned the highest grade possible during both the fall and spring grading periods, and another 29% increased their grade between the fall and spring grading periods. Therefore, 43% of students in 2010-2011 earned the highest grade possible or increased their grade. Compared to 2009-2010, a slightly smaller percentage of students decreased their grade from the fall to the spring. However, this still represents an increase from the 2007-2008 and 2008-2009 school years when 26% and 29% of students, respectively, decreased their grade.

**Figure 12. Math Achievement for All Regular Participants in 2007-2008, 2008-2009, 2009-2010, and 2010-2011**

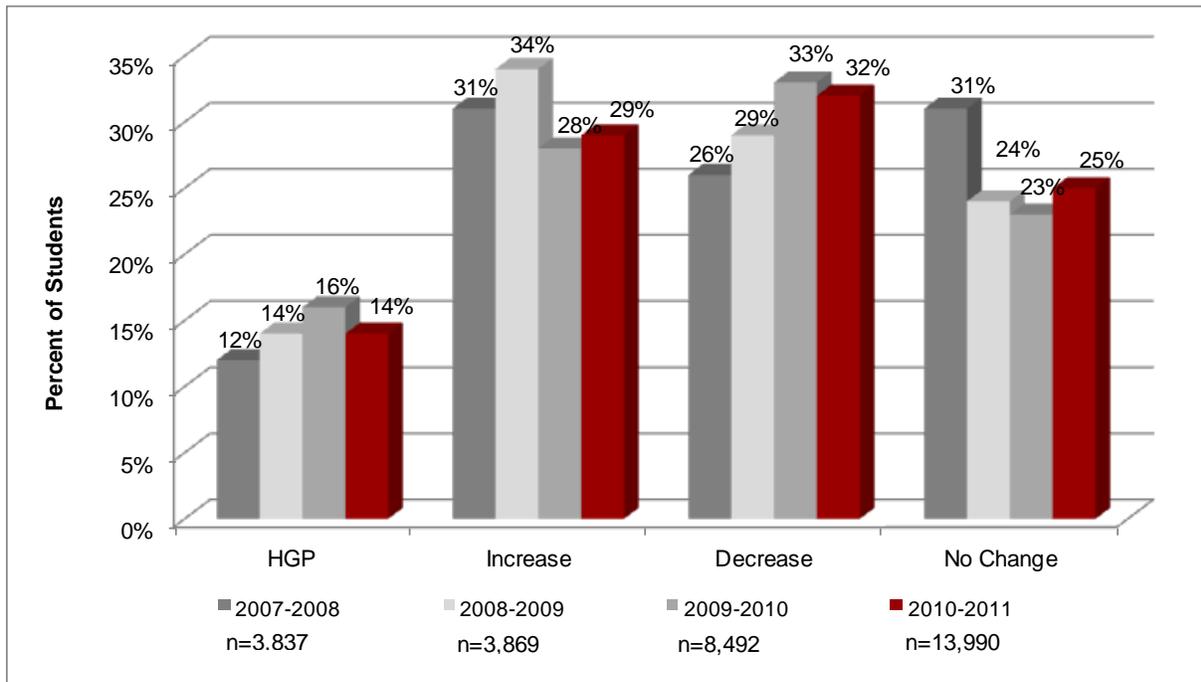
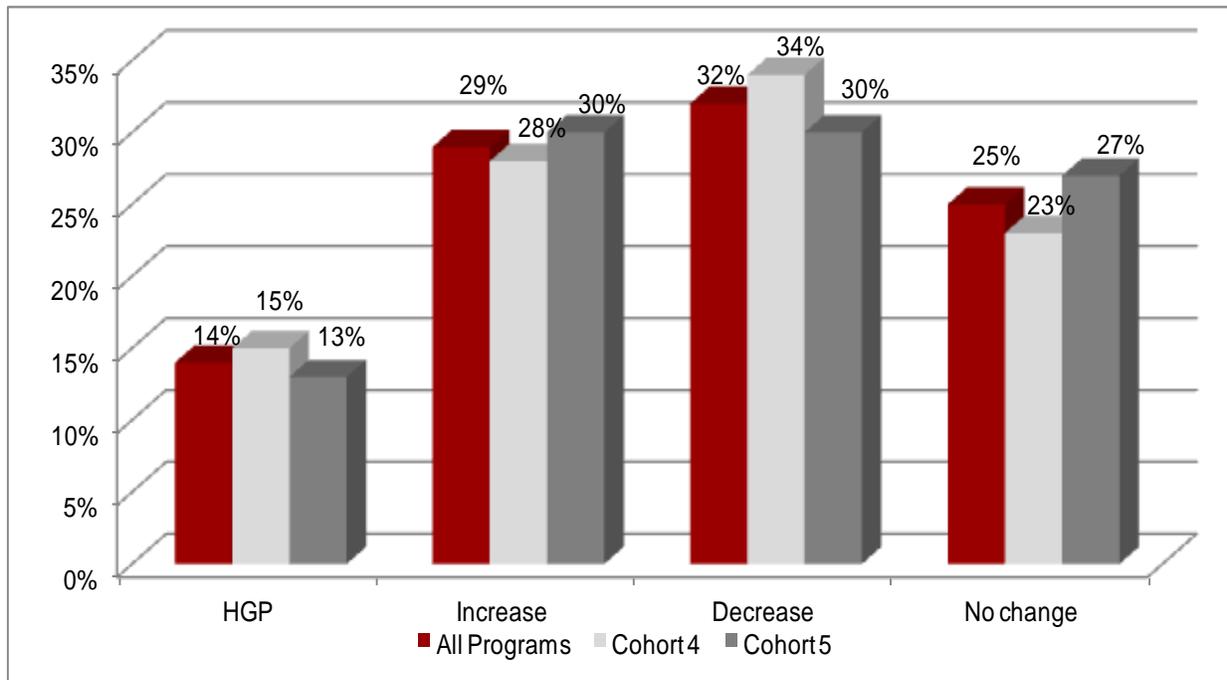


Figure 13 provides cohort specific data in relation to math achievement for regular participants during the 2010-2011 school year in comparison to data from all programs. In general, students in Cohorts Four and Five programs performed similarly in math during the year. However, a higher percentage of students attending Cohort Four programs decreased their math grade from the fall to the spring, compared to students in Cohort Five programs. Furthermore, compared to Cohort Five program attendees, a smaller percentage of Cohort Four program participants did not change their grade over the course of the year.

**Figure 13. Math Achievement for Regular Participants in Each Cohort During 2010-2011**



**Grade Changes for All Regular Program Participants: B or Better**

Because 21<sup>st</sup> CCLC programs often target those students who are struggling in math and/or reading, additional analyses were conducted to assess the extent to which students reached an average level of performance (e.g., earned a “B” or better in the spring grading period). When students did not earn a “B”, information regarding whether students increased, decreased, or did not change their grade from the fall to spring are also provided.

Figure 14 presents reading grades reported for regular participants during the 2010-2011 school year. Results show that 53% of students earned a “B” or better during the spring grading period, and another 12% increased their grade between the fall and spring grading periods. Therefore, 65% of students in 2010-2011 earned a “B” or better or increased their grade.

**Figure 14. Reading Achievement for All Regular Participants in 2010-2011**

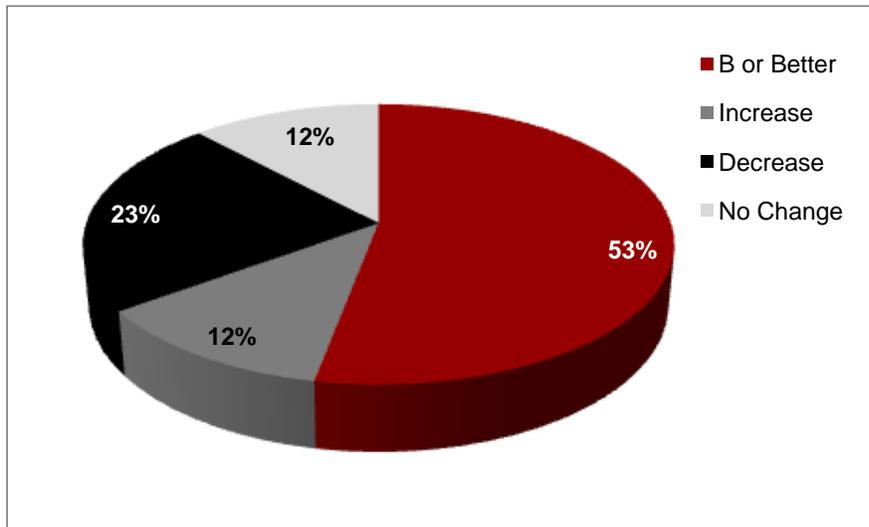


Table 7 shows reading achievement for regular participants in each cohort during the 2010-2011 school year, compared to regular participants in all programs. As shown, 55% of students in Cohort Four programs earned a “B” or better in the spring and another 12% increased their grade between the fall and spring grading periods. Similarly, 52% of students in Cohort Five programs earned a “B” or better in the spring and another 13% increased their grade between fall and spring grading periods. Therefore, 67% of students in Cohort Four programs and 65% of students in Cohort Five programs earned a ‘B’ or better or increased their grade during 2010-2011.

**Table 7. Reading Achievement for Regular Participants in Each Cohort in 2010-2011 Compared to Participants in All Programs**

Reading Achievement Status	All Programs (Cohort Four & Five)	Cohort Four	Cohort Five
Earned a “B” or better	53%	55%	52%
Increased	12%	12%	13%
Decreased	23%	22%	23%
No Change	12%	11%	13%

Figure 15 presents mathematics grades reported for regular participants during the 2010-2011 school year. Results show that 51% of students earned a “B” or better during the spring grading period, and another 13% increased their grade between the fall and spring grading periods. Therefore, 63% of students in 2010-2011 earned a ‘B’ or better or increased their grade.

**Figure 15. Mathematics Achievement for All Regular Participants in 2010-2011**

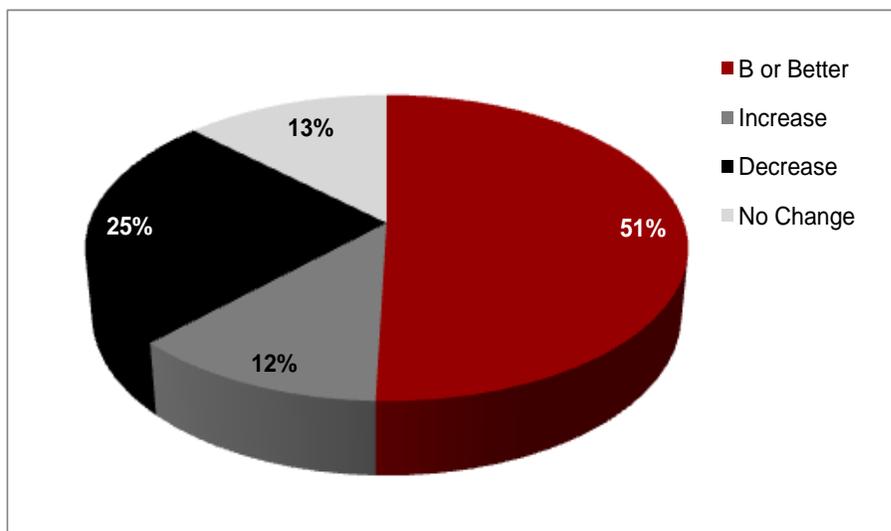


Table 8 shows math achievement for regular participants in each cohort during the 2010-2011 school year, compared to regular participants in all programs. As shown, 52% of students in Cohort Four programs earned a “B” or better in the spring and another 11% increased their grade between the fall and spring grading periods. Similarly, 51% of students in Cohort Five programs earned a “B” or better in the spring and another 12% increase their grade between fall and spring grading periods. Therefore, 63% of students in Cohort Four programs and Cohort Five programs earned a ‘B’ or better or increased their grade during 2010-2011. These statistics are very similar to the aggregate results for all programs.

**Table 8. Math Achievement for Regular Participants in Each Cohort in 2010-2011 Compared to Participants in All Programs**

Math Achievement Status	All Programs (Cohort Four & Five)	Cohort Four	Cohort Five
Earned a “B” or better	51%	52%	51%
Increased	12%	11%	12%
Decreased	25%	25%	24%
No Change	13%	12%	13%

## Grade Changes for Academically Struggling Program Participants

Because a central focus of 21<sup>st</sup> CCLC programs is to help struggling students improve (even if they are not able to reach average levels of performance), a final set of analyses examined grade changes of only those students who earned a Fall grades of “C” or below in either math or reading. These students are referred to as “struggling,” as their initial fall grades suggest that improvement is warranted. As shown in Figure 16 below, 48% of struggling students who regularly attended the program increased their reading grade during the 2010-2011 school year. However, one-quarter of struggling students (25%) did not change their reading grade during the year, and an additional 26% of struggling participants who attended the program regularly decreased their reading grade during the year. Overall, these figures are very similar to those observed during the 2009-2010, 2008-2009 school year, and the 2007-2008 school year. However, compared to data from previous years, a higher percentage of struggling students decreased their grade in 2010-2011 and a smaller percentage did not change their grade.

**Figure 16. Reading Achievement for Struggling Students in 2007-2008, 2008-2009, 2009-2010, and 2010-2011**

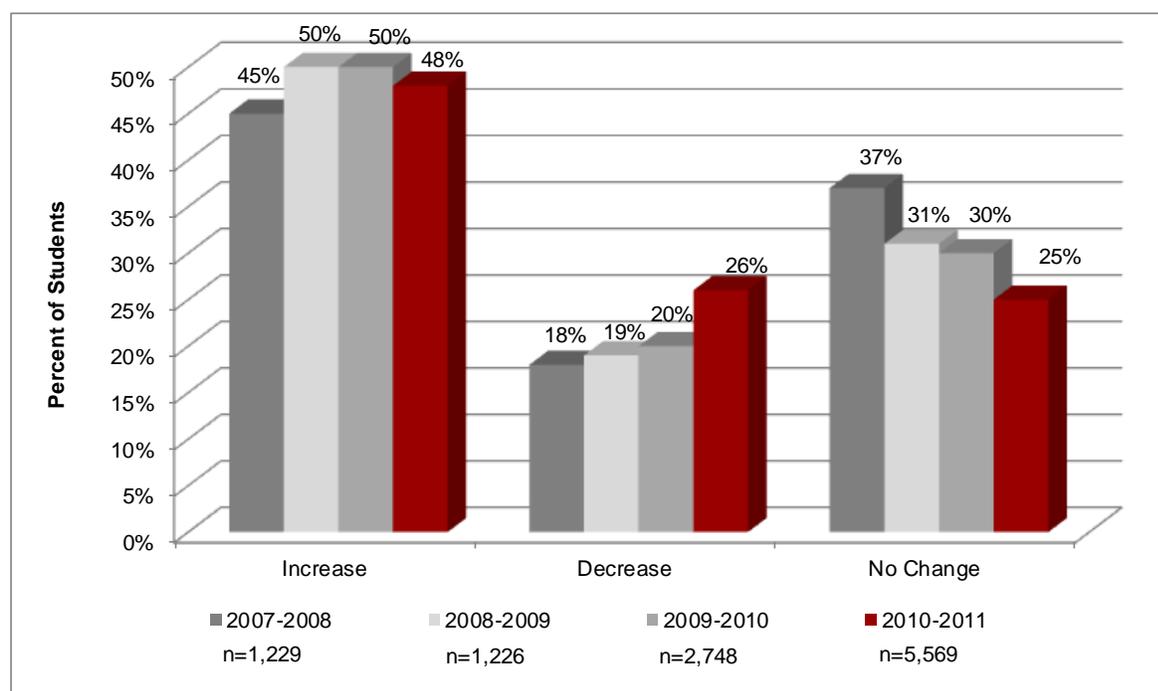


Table 9 displays the percentage of struggling students in each cohort who regularly attended the program and who increased their reading grade during the 2010-2011 school year, in comparison to data for all programs. As shown in the table on the next page, 51% of struggling students in Cohort

Four programs and 47% of struggling students in Cohort Five programs who regularly attended the program increased their reading grade. However, 24% of struggling students in Cohort Four programs and 26% in Cohort Five programs did not change their reading grade during the year, and an additional 26% of struggling participants in Cohort Four programs and 27% in Cohort Five programs who attended regularly decreased their reading grade during the year.

**Table 9. Reading Achievement for Struggling Students in Each Cohort in 2010-2011 Compared to All Programs**

Reading Achievement Status	All Programs (Cohort Four & Five)	Cohort Four	Cohort Five
Increase	48%	51%	47%
Decrease	26%	26%	27%
No Change	25%	24%	26%

Similar results were observed for math grades (see Figure 17). However, cross-year trends show that more students in 2010-2011 decreased their math grade than in the 2007-2008, 2008-2009, and 2009-2010 school years. Specifically, in 2010-2011 26% of all students who struggled at the beginning of the year decreased their grade by the spring. In addition, a smaller percentage of those who attended the program regularly during 2010-2011 did not change their math grade over the course of the year, when compared to data from previous years.

**Figure 17. Math Achievement for Struggling Students in 2007-2008, 2008-2009, 2009-2010, and 2010-2011**

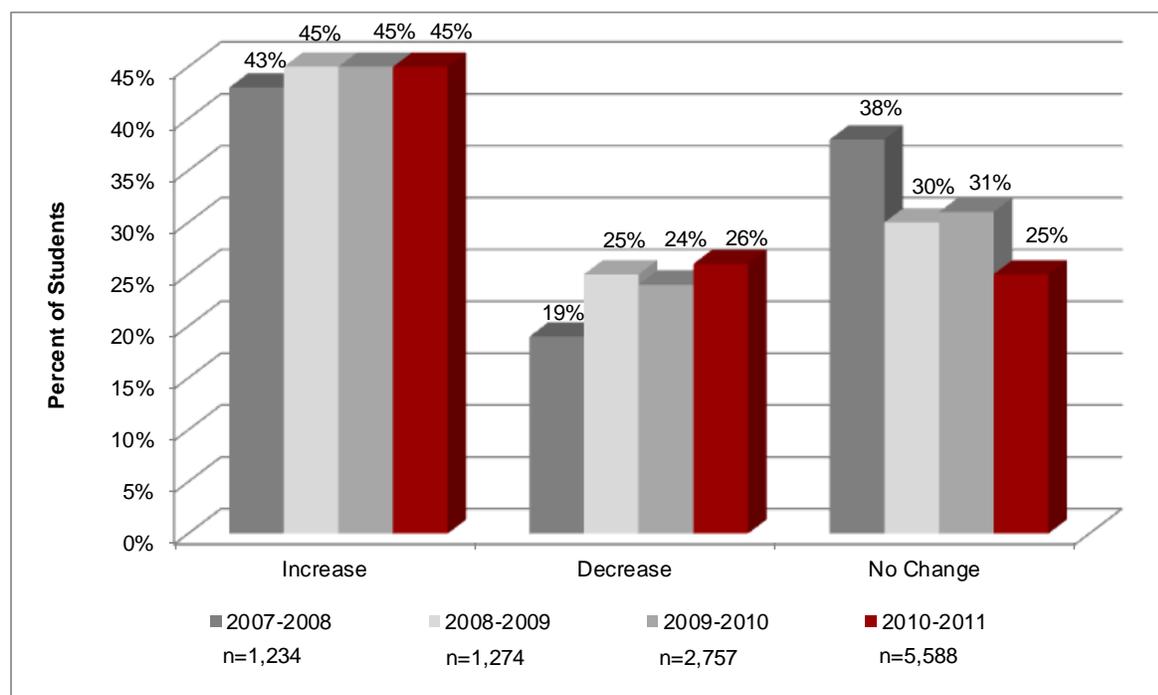


Table 10 displays the percentage of struggling students in each cohort who regularly attended the program and who increased their math grade during the 2010-2011 school year, in comparison to data for all programs. As shown in the table below, 44% of struggling students in Cohort Four programs and 45% of struggling students in Cohort Five programs who regularly attended the program increased their math grade. However, 26% in Cohort Four programs and 27% in Cohort Five programs did not change their math grade during the year, and an additional 30% of struggling participants in Cohort Four programs and 28% in Cohort Five programs who attended regularly decreased their math grade during the year.

**Table 10. Math Achievement for Struggling Students in Each Cohort in 2010-2011 Compared to All Programs**

Math Achievement Status	All Programs (Cohort Four & Five)	Cohort Four	Cohort Five
Increase	45%	44%	45%
Decrease	29%	30%	28%
No Change	27%	26%	27%

## Outcome Data: Spring 2011 ISTEP+ Results

Spring 2011 ISTEP scores were entered into EZ Reports by program staff. Figure 18 shows that, among all students attending Cohorts Four and Five programs regularly, at least two-thirds passed either the math or reading portion of the ISTEP in Spring 2011 and more than 56% passed both the math and reading portions of the ISTEP in 2011. In general, the proportion of students who passed the reading section of the ISTEP compared to the math portion of the ISTEP was very similar for many grade levels. In fact, nearly two-thirds of attendees in fourth, sixth, and seventh grades passed the reading section of the ISTEP and in all grades with the exception of students in the third grade, who were more likely to pass the math section of the ISTEP than they were to pass the reading section. However, fifth grade regular attendees were much more likely to pass the math section of the ISTEP compared to the reading section. Seventy-eight percent of fifth grade regular attendees passed the math portion of the ISTEP while only 58% of regular attendees in this grade passed the reading portion of the test.

**Figure 18. Proportion of Regular Participants in All Programs who Passed the Math and Reading Portions of ISTEP in Spring 2011**

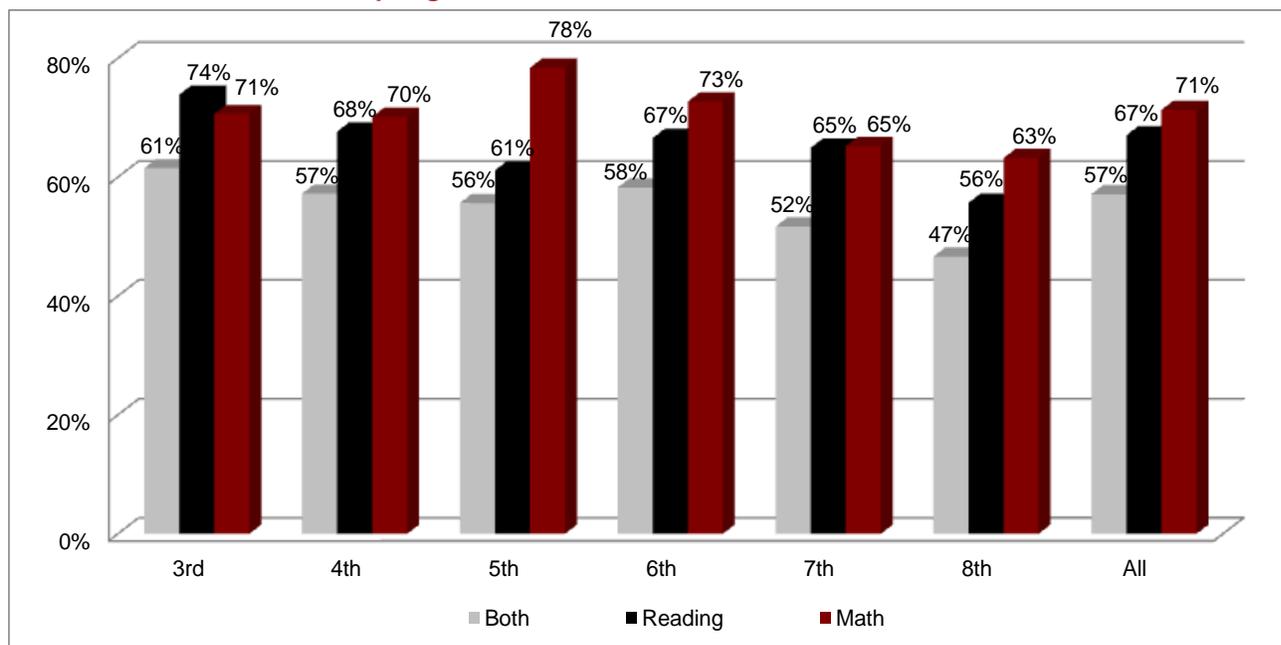


Table 11 displays the proportion of regular participants in each cohort who passed the math and reading portions of the ISTEP in the spring of 2011. As shown, regular attendees in Cohort Four programs passed the ISTEP math section at slightly lower rates compared to Cohort Five program regular attendees in third, fourth, and sixth grade. However, these students were considerably more

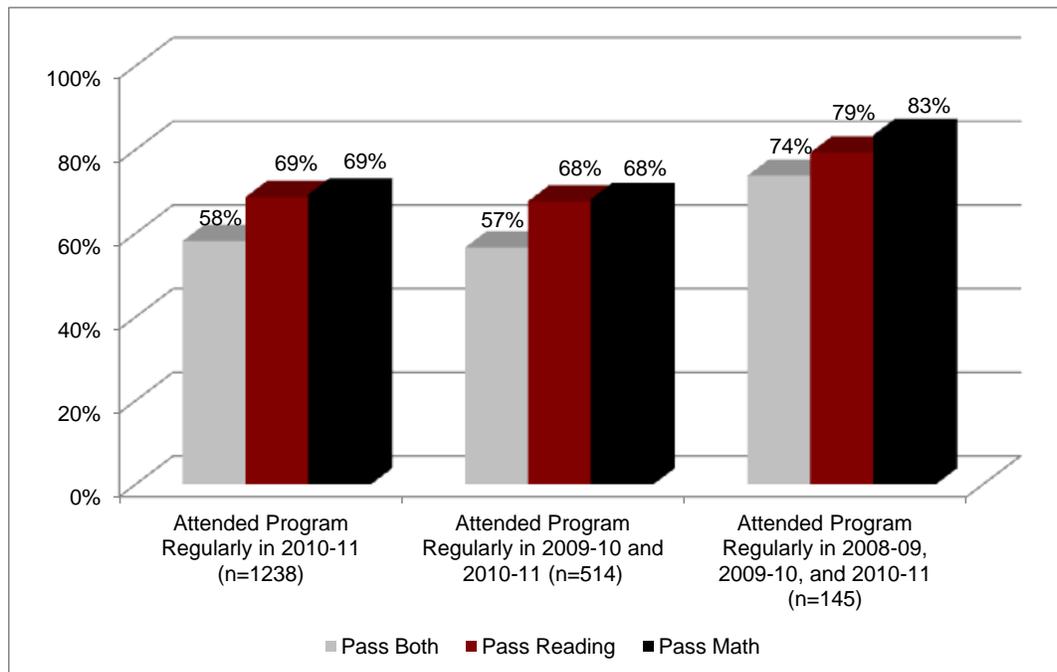
likely to pass the math subtest in seventh grade. The performance of Cohort Four seventh grade participants far exceeded that of the Cohort Five seventh grade students on both subsections of the test. This finding is replicated in the reading subtests for seventh and eighth grade students. Seventh and eighth grade students attending Cohort Four programs were much more likely to pass the reading subtest than were seventh and eighth grade students attending Cohort Five programs.

**Table 11. Proportion of Regular Participants in Each Cohort who passed the Math and Reading Portions of ISTEP in Spring 2011**

Grade Level(s)	All Programs (Cohort Four & Five)		Cohort Four			Cohort Five		
	Reading	Math	Both	Reading	Math	Both	Reading	Math
All Grades	67%	71%	58%	69%	69%	57%	66%	72%
Third	74%	71%	57%	70%	65%	63%	76%	73%
Fourth	68%	78%	53%	65%	63%	59%	69%	74%
Fifth	61%	73%	60%	65%	77%	53%	58%	79%
Sixth	67%	65%	59%	70%	70%	57%	64%	75%
Seventh	65%	63%	70%	81%	79%	43%	57%	58%
Eighth	56%	71%	57%	70%	69%	41%	48%	60%

Figure 19 shows the percentage of Cohort Four participants who passed the spring 2011 reading and math portions of the ISTEP and who attended the program regularly during the 2010-2011 school, as well as the percent of students who passed the ISTEP and attended the program regularly for two years and three years. As can be seen in the figure, students who attended the program regularly three consecutive years passed the ISTEP more often than students who attended the program just one or two years. In fact, 83% of students who attended the program for three years passed the math portion of the ISTEP in spring 2011, and 79% passed the reading portion.

**Figure 19. Proportion of Regular Participants Who Attended 1 Year, 2 Years, and 3 Years of Programming and Who Passed the ISTEP in Spring 2011**



The percent of regular attendees in Cohort Four programs who passed the reading, math, and both subsections of the ISTEP in 2009 and 2010 can be found in the appendices of the report (see Table 35 in Appendix G). In general, most programs demonstrated that at least 50% of regular participants passed the math or reading sections of the ISTEP. Programs highlighted in yellow are those that had at least 75% of students passing the reading and math sections of the ISTEP in 2011 and 2010.

The percent of students in each Cohort Five program that passed the reading and math portions of the ISTEP during the 2010-2011 school year can be found in the appendices of the report (see Table 36 in Appendix H). As shown in the table, most programs demonstrated that at least 50% of regular participants passed the math or reading sections of the ISTEP.

## **Outcome Data: Short-Term Performance Measures**

At the conclusion of the 2010-2011 school year, Short Term Performance Measure (STPM) results were submitted by Indiana 21<sup>st</sup> CCLC programs. Elementary/middle school programs were required to report on progress made toward their math, reading, and attendance measures. Due to the

differences between elementary/middle and high school programs, high schools were asked to report on measures related to progress, readiness, and graduation. As a result, STPM results for high school programs will be discussed in a separate chapter of the report.

Math results were submitted by 55 Cohort Four elementary/middle program sites/feeder schools, while reading results were submitted by 59 Cohort Four program sites/feeder schools. Program sites that were unable to submit completed STPM reports were often impeded by the unavailability of data through district databases or the fact that planned assessments were not ultimately administered in the schools. Table 12 displays the Cohort Four program sites that did not report data on progress toward their 2010-2011 STPMs.

**Table 12. Cohort Four Program Sites Unable to Report Progress Towards 2010-2011 STPMs**

	Math STPM Progress	Reading STPM Progress
Bartholomew Consolidated School Corp		
Clifty Creek Elementary	X	
Fodrea Elementary	X	X
Lincoln Signature Academy	X	X
Mt. Healthy Elementary	X	X
Schmitt Elementary	X	X
Smith Elementary	X	
Taylorsville Elementary	X	
Boys and Girls Clubs of Wayne County		
Galileo Charter School	X	X
Indianapolis Parks and Recreation		
Charity Dye Elementary	X	X
Christian Park Elementary	X	X
Daniel Webster Public Academy	X	X
James Garfield Elementary	X	X
James Russell Lowell Elementary	X	X
Joyce Kilmer Elementary	X	X
Wendell Phillips Elementary	X	X
William Penn Elementary	X	X

	Math STPM Progress	Reading STPM Progress
Monroe County Community School Corp		
Arlington Elementary	X	X
Fairview Elementary	X	X
Grandview Elementary	X	X
Highland Park Elementary	X	X
Summit Elementary	X	X
Templeton Elementary	X	X
The John H. Boner Community Center		
Brookside Elementary	X	X
Thomas Gregg Elementary	X	X
Washington Irving Elementary	X	X

At the conclusion of the 2010-2011 school year, Short Term Performance Measure (STPM) results for math were submitted by 131 Cohort Five elementary/middle program sites/feeder schools while reading results were submitted by 128 Cohort Five program sites/feeder schools. Similar to Cohort Four program sites, Cohort Five program sites that were unable to submit completed STPM reports were often impeded by the unavailability of data through district databases or the fact that planned assessments were not ultimately administered in the schools. Table 13 displays the Cohort Five program sites that did not report data on progress towards their 2010-2011 STPMs.

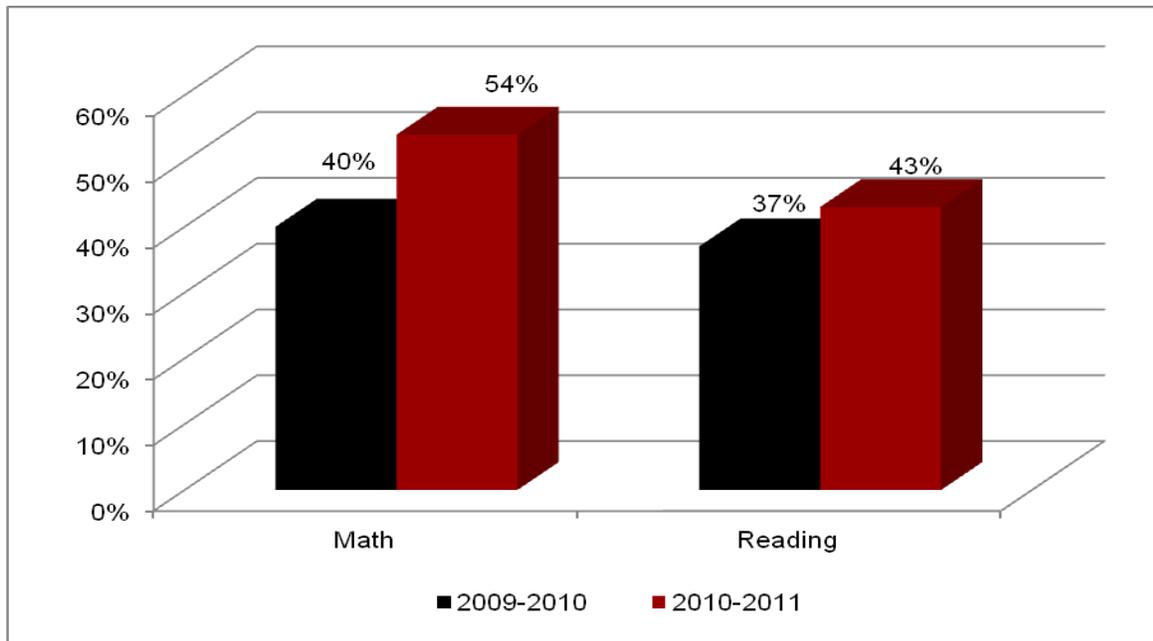
**Table 13. Cohort Five Program Sites Unable to Report Progress Towards 2010-2011 STPMs**

	Math STPM Progress	Reading STPM Progress
Ball State University		
Huffer Memorial Children's Center		X
Bartholomew Consolidated School Corp		
Central Middle School	X	X
Northside Middle School	X	X
W.D. Richards Elementary	X	X
Beech Grove City Schools		
Beech Grove Middle School	X	X
South Grove Intermediate School	X	X

	Math STPM Progress	Reading STPM Progress
Boys and Girls Club of Indianapolis		
Francis Scott Key Elementary	X	X
George Buck Elementary	X	X
Crawfordsville Community Schools		
Laura Hose Elementary		X
Meredith Nicholson Elementary		X
Mollie B. Hoover Elementary		X
North Adams Community Schools		
Bellmont Middle School	X	X
Northwest Elementary	X	X
The John H. Boner Community Center		
H.L. Harshman Middle School	X	X

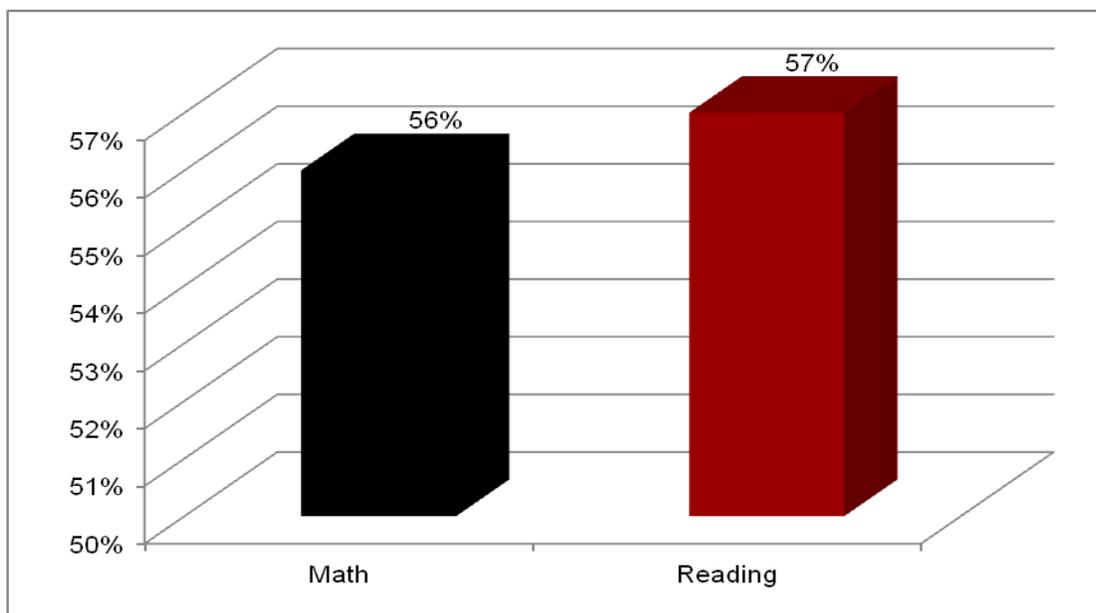
**Progress Toward STPM Targets:** As shown in Figure 20, STPM targets proposed by Cohort Four program sites were achieved for 54% of the math and 43% of the reading measures during the 2010-2011 school year. These figures represent an increase from the 2009-2010 school year, when 40% of the math STPM targets and 37% of the reading STPM targets were achieved. However, it should be noted that programs were given the opportunity to revise their targets for the 2010-2011 school year, using data from the previous year. As a result, programs were able to choose targets that were more appropriate and attainable. Therefore, these data do not necessarily suggest that programs were more successful in promoting academic growth in 2010-2011 compared to 2009-2010.

**Figure 20. Percent of Cohort Four Math and Reading STPMs Targets Achieved for the 2009-2010 and 2010-2011 School Years**



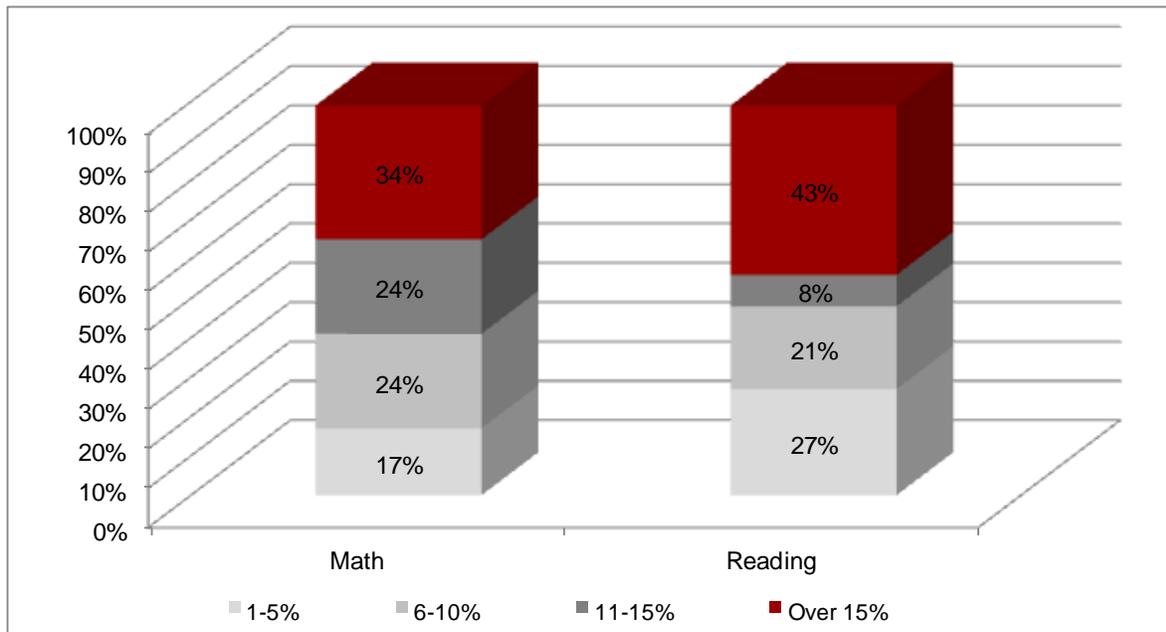
As shown in Figure 21, STPM targets proposed by Cohort Five program sites were achieved for 56% of the math and 57% of the reading measures during the 2010-2011 school year. In future years, cross-year comparisons will be conducted to assess the extent to which programs may be supporting increased academic achievement.

**Figure 21. Percent of Cohort Five Math and Reading STPMs Targets Achieved for the 2010-2011 School Year**



**Year-to-Year Growth in STPM Results:** Across all Cohort Four programs, 47% of sites reported increased levels of achievement on math STPMs from 2009-2010 to 2010-2011. Growth was slightly greater in reading, as 48% of sites reported increased levels of performance on relevant STPMs. These percentages only include those program sites that did not change the assessment method being used in their STPMs between the two years. Because the level of improvement between the two years varied a great deal, Figure 22 illustrates the proportion of program sites that reported various levels of increased achievement in math and reading STPMs. The figure delineates the proportion of sites that reported raised achievement levels by 1-5%, 6-10%, 11-15%, and more than 15%. As shown in the figure, of those program sites that reported increased levels of math and reading performance among regular participants, the majority of the increases were 15% or less. However, roughly one-third of the increases observed for reading and math were greater than 15%. Although these aggregate data illustrate some encouraging trends, a more accurate picture of the programs that are driving these patterns can be found by assessing year-to-year progress for performance measures for individual programs. Supplemental charts will be presented to IDOE specifically for this purpose. Next year, growth in reading and math will be calculated for Cohort Five programs when data from two years will be available.

**Figure 22. Proportion of Cohort Four Program Sites Reporting Various Levels of Increased STPM Progress Between the 2009-2010 and 2010-2011 School Years**



In addition to the program-level charts described above related to year-to-year STPM progress for Cohort Four and Cohort Five programs, tables included in Appendix I and Appendix J display the number of STPMs proposed and achieved by each program site in Cohorts Four and Five, respectively. The table also shows the number of students for whom data were available for each of the measures assessed. In general, small sample sizes were not an issue for the majority of program sites. However, there are a few program sites for which results should be interpreted with caution, as the determination of STPM achievement was based on data for fewer than 10 students. Although the information in these tables is summarized for IDOE's review, CEEP recommends against directly comparing the number/proportion of STPMs achieved between programs/sites. In particular, programs were given the opportunity to set performance measure targets as they saw fit, with some program directors setting more ambitious targets than others. More appropriate comparisons can be made by examining the amount of growth reported by program sites in year-to-year performance.

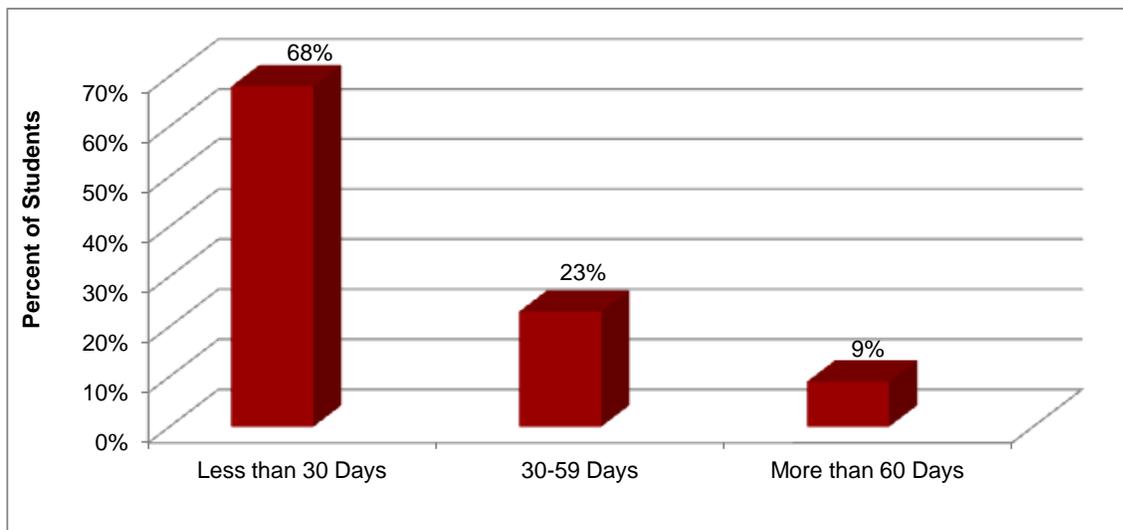
## 2. Aggregate High School Data

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### Process Data: Student Attendance

During the 2010-2011 school year, 4,385 high school students attended Indiana 21<sup>st</sup> CCLC sites at least one day. Of all students who attended the program, 32% attended at least 30 days, including 9% who attended more than 60 days. Figure 23 displays the percent of students who attended the program less than 30 days, between 30-59 days, and more than 60 days during the 2010-2011 school year.

**Figure 23. Percent of Students who Attended Indiana 21st CCLC High School Programs During the 2010-2011 School Year**



**Frequency of Attendance:** Table 14 displays the proportion of students who attended 21<sup>st</sup> CCLC high school programming 30-59 days or 60 or more days. As shown in the table, four high school programs had rates of regular attendance (30 or more days) that were higher than the 21<sup>st</sup> CCLC state average of 62%, while most programs had lower attendance rates. For example, the Starke County Youth Club, Inc. had the highest rate of regular attendance among all programs, with 68% of program participants attending at least 30 days. On the other end of the spectrum, the lowest rate of regular attendance was observed for Beech Grove City Schools (0%). Because research indicates that students who attend after school programs for a minimum of 60 days per school year benefit academically more than those who attend fewer days, it is particularly important to assess the extent

to which Indiana programs are serving students this frequently. Scott County School District 1 had the highest percentage (32%) of frequent attendees, with GEO Foundation (29%) and LEAP of Noble County, Inc. (25%) following.

**Table 14. Number of High School Students Attending Indiana 21st CCLC Programs (2010-2011 School Year)**

Cohort(s)	Program	Total # of High School (HS) Attendees	# of HS Students Served 30-59 Days	% of HS Students Served 30-59 Days	# of HS Students Served 60+	% of HS Students Served 60+ Days
5	Beech Grove City Schools	31	N/A*	N/A*	N/A*	N/A*
5	Cloverdale Community School Corp	581	212	36%	106	18%
4	Communities in Schools of East Chicago	143	23	16%	1	<1%
5	Communities in Schools of Frankfort	61	23	38%	1	2%
5	Crawford County Community School Corp	179	38	21%	5	3%
5	Elkhart Community School Corp	212	83	39%	9	4%
5	Evansville-Vanderburgh School	59	8	14%	1	2%
5	GEO Foundation	181	47	26%	52	29%
4	Goodwill Industries of Central Indiana	225	45	20%	30	13%
5	Ivy Tech Community College	58	3	5%	2	3%
5	Lake Ridge Community Schools	143	28	20%	14	10%
5	LEAP of Noble County, Inc.	64	25	39%	16	25%
4	MSD of Pike Township	943	47	5%	13	1%
4	MSD of Washington Township	342	98	29%	33	10%
4	Michigan City Area Schools	200	72	36%	31	16%
5	North Adams Community Schools	249	18	7%	13	5%
5	Salem High School	112	14	13%	4	4%
5	Scott County School District 1	65	22	34%	21	32%
5	South Bend Community School Corp	251	137	55%	20	8%
5	South Harrison Community School Corp	126	23	18%	9	7%
5	The John H. Boner Community Center	99	6	6%	0	0%
5	The Starke County Youth Club, Inc.	50	27	54%	7	14%
	<b>Aggregate</b>	<b>4,374</b>	<b>999</b>	<b>23%</b>	<b>388</b>	<b>9%</b>

\*No students attended 30 or more days in the Beech Grove City Schools program.

**Actual Attendance versus Projected Attendance:** During the 2010-2011 school year, a total of 1,387 students attended Cohort Four and Cohort Five 21<sup>st</sup> CCLC high school programs for a minimum of 30 days. This number falls short of the 2,413 students proposed to be served across all Cohort Four and Cohort Five high school programs. Of the 22 high school programs, only seven met or exceeded their proposed service numbers for the 2010-2011 school year and one program came within 10% of meeting their targeted number. Table 15 displays the number of students each program proposed to serve during the 2010-2011 program year and the actual number served. Rows shaded in yellow indicate those programs that met or exceeded their targeted attendance numbers during 2010-2011.

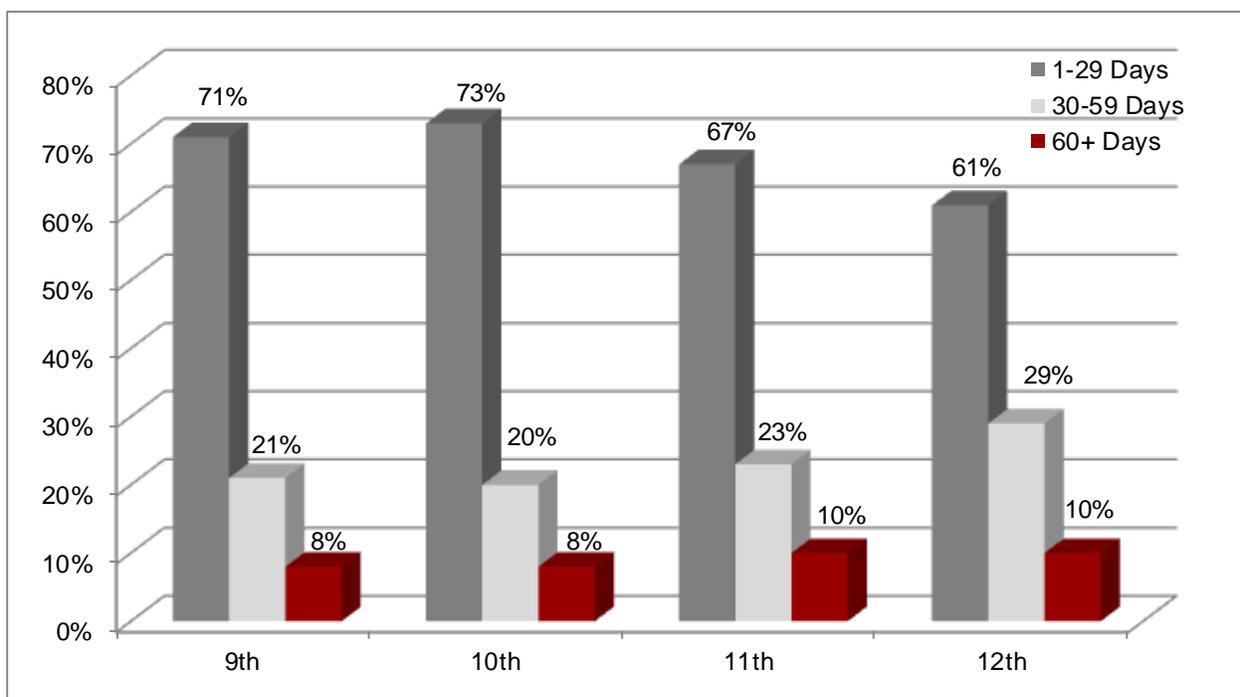
**Table 15. Projected Versus Actual Program Attendance (2010-2011 School Year)**

Cohort(s)	Program	Projected # of HS Students Served 30+ Days	Actual # of HS Students Served 30+ Days	% of Projected Students Served
5	Beech Grove City Schools	100	0	0%
5	Cloverdale Community School Corp	220	318	145%
4	Communities in Schools of East Chicago	180	24	13%
5	Communities in Schools of Frankfort	60	24	40%
5	Crawford County Community School Corp	150	43	29%
5	Elkhart Community School Corp	50	92	184%
5	Evansville-Vanderburgh School	90	9	10%
5	Ivy Tech Community College	153	99	65%
5	GEO Foundation	325	75	23%
4	Goodwill Industries of Central Indiana	50	5	10%
5	Lake Ridge Community Schools	75	42	56%
5	LEAP of Noble County, Inc.	75	41	55%
4	MSD of Pike Township	60	60	100%
4	MSD of Washington Township	110	131	119%
4	Michigan City Area Schools	30	103	343%
5	North Adams Community Schools	20	31	155%
5	Salem High School	20	18	90%
5	Scott County School District 1	24	43	179%
5	South Bend Community School Corp	360	157	44%
5	South Harrison Community School Corp	110	32	29%
5	The John H. Boner Community Center	101	6	6%
5	The Starke County Youth Club, Inc.	50	34	68%
	<b>Aggregate</b>	<b>2,413</b>	<b>1,387</b>	<b>57%</b>

## Process Data: Student Attendee Demographics

**Student Grade Level.** Figure 24 displays the proportion of students in each grade that attended high school programming during the 2010-2011 school year 1 to 29 days, 30 to 59 days, and 60 or more days. Among high school students, the majority of students in each grade (9th -12th) did not attend regularly (30 or more days). Of those high school students who did attend 21st CCLC programming regularly, there were higher proportions of regular attendance for 11th and 12th graders, than 9th and 10th graders. Twelfth graders actually had the highest proportion of regular attendance, at 39%.

**Figure 24. Proportion of Students who Attended Indiana 21st CCLC High School Programs in Each Grade Level**



**Eligibility for Free and Reduced Lunch.** As shown in Table 16, 57% of all Cohort Four and Cohort Five regular high school participants were eligible for free and reduced lunch in 2010-2011. Regularly attending student eligibility rates for Cohort Four and Cohort Five high school programs ranged from 27% to 92%. High school-wide free/reduced lunch eligibility rates were obtained from IDOE for comparison. In some cases, eligibility rates of regular program attendees exceeded comparable high school rates, suggesting the program is successfully targeting those students most in need of academic assistance.

**Table 16. Eligibility for Free/Reduced Lunch among High School Programs**

Cohort(s)	Program	% of All Attendees Eligible for Free/Reduced Lunch	% of Regular Attendees Eligible for Free/Reduced Lunch	% of 21 <sup>st</sup> CCLC High Schools by Program Eligible for Free/Reduced (2010-2011)
5	Beech Grove City Schools	18%	N/A*	47%
5	Cloverdale Community School Corp	27%	27%	37%
4	Communities in Schools of East Chicago	82%	92%	87%
5	Communities in Schools of Frankfort	79%	79%	60%
5	Crawford County Community School Corp	51%	53%	56%
5	Elkhart Community School Corp	46%	59%	59%
5	Evansville-Vanderburgh School	75%	67%	69%
5	Ivy Tech Community College	66%	60%	83%
5	GEO Foundation	85%	78%	88%
4	Goodwill Industries of Central Indiana	88%	85%	79%
5	Lake Ridge Community Schools	83%	86%	75%
5	LEAP of Noble County, Inc.	72%	71%	58%
4	MSD of Pike Township	53%	48%	51%
4	MSD of Washington Township	61%	57%	45%
4	Michigan City Area Schools	68%	72%	57%
5	North Adams Community Schools	41%	55%	34%
5	Salem High School	37%	39%	43%
5	Scott County School District 1	75%	74%	44%
5	South Bend Community School Corp	73%	74%	63%
5	South Harrison Community School Corp	39%	28%	42%
5	The John H. Boner Community Center	82%	83%	83%
5	The Starke County Youth Club, Inc.	38%	32%	48%
	<b>Aggregate</b>	<b>58%</b>	<b>57%</b>	<b>--</b>

**Eligibility for Special Education Services.** IDOE currently tracks the percentage of regular 21<sup>st</sup> CCLC program participants who are also eligible for special education services by data maintained in EZ Reports. Table 17 presents the percent of all high school program attendees, as well as regular attendees, at each program who were eligible for special education services. Unfortunately, comparable special education eligibility rates at the high school level are only available for the 2009-2010 school year from IDOE. However, this rate provides a comparable snapshot of the population served by the high schools in each 21<sup>st</sup> CCLC program. In several cases, eligibility rates of regular

program attendees exceeded comparable high school rates, suggesting the program is successfully targeting those students most in need. Those programs shaded in yellow served a higher percentage of regular attendees eligible for special education services compared to the high school(s) rates represented in each program.

**Table 17. Special Education Rates among High School Programs**

Cohort(s)	Program	% of All Attendees Eligible for Special Education Services	% of Regular Attendees Eligible for Special Education Services	% of 21 <sup>st</sup> CCLC High Schools by Program Eligible for Special Education Services (2009-2010)
5	Beech Grove City Schools	7%	N/A	9%
5	Cloverdale Community School Corp	16%	15%	17%
4	Communities in Schools of East Chicago	1%	0%	16%
5	Communities in Schools of Frankfort	28%	38%	12%
5	Crawford County Community School Corp	15%	26%	14%
5	Elkhart Community School Corp	20%	22%	16%
5	Evansville-Vanderburgh School	25%	44%	--
5	Ivy Tech Community College	33%	20%	20%
5	GEO Foundation	16%	17%	15%
4	Goodwill Industries of Central Indiana	14%	11%	24%
5	Lake Ridge Community Schools	6%	10%	14%
5	LEAP of Noble County, Inc.	14%	20%	11%
4	MSD of Pike Township	15%	28%	14%
4	MSD of Washington Township	20%	21%	12%
4	Michigan City Area Schools	20%	24%	18%
5	North Adams Community Schools	13%	29%	11%
5	Salem High School	3%	0%	12%
5	Scott County School District 1	20%	21%	13%
5	South Bend Community School Corp	16%	19%	18%
5	South Harrison Community School Corp	12%	13%	13%
5	The John H. Boner Community Center	2%	0%	20%
5	The Starke County Youth Club, Inc.	12%	9%	12%
	<b>Aggregate</b>	<b>15%</b>	<b>18%</b>	<b>--</b>

\*2010-2011 special education rates at the high school level are unavailable for comparison.

**Limited English Proficiency Status.** IDOE currently tracks the percentage of regular 21<sup>st</sup> CCLC program participants who are identified as having Limited English Proficiency (LEP) by data maintained in EZ Reports. Table 18 presents the percent of all high school program attendees, as well as regular attendees, at each program who were eligible for LEP services. High school-wide LEP eligibility rates were obtained from IDOE for comparison. In many cases, eligibility rates of regular attendees exceeded comparable high school(s) rates represented in each program, suggesting the program is successfully targeting those students most in need. Those programs shaded in yellow served a higher percentage of regular attendees eligible for LEP services compared to high school rates.

**Table 18. LEP Rates of Regular Attendees among High School Programs**

Cohort(s)	Program	LEP Rates of All Attendees	LEP Rates of Regular Attendees	LEP Rates for 21 <sup>st</sup> CCLC High Schools by Program (2009-2010)
5	Beech Grove City Schools	23%	N/A*	1%
5	Cloverdale Community School Corp	<1%	0%	0%
4	Communities in Schools of East Chicago	<1%	0%	6%
5	Communities in Schools of Frankfort	23%	21%	14%
5	Crawford County Community School Corp	0%	0%	0%
5	Elkhart Community School Corp	11%	14%	12%
5	Evansville-Vanderburgh School	2%	0%	--
5	Ivy Tech Community College	4%	0%	4%
5	GEO Foundation	1%	1%	0%
4	Goodwill Industries of Central Indiana	0%	0%	0%
5	Lake Ridge Community Schools	4%	10%	2%
5	LEAP of Noble County, Inc.	50%	44%	20%
4	MSD of Pike Township	8%	8%	8%
4	MSD of Washington Township	11%	15%	7%
4	Michigan City Area Schools	0%	0%	1%
5	North Adams Community Schools	0%	0%	1%
5	Salem High School	0%	0%	0%
5	Scott County School District 1	0%	0%	0%
5	South Bend Community School Corp	3%	2%	6%
5	South Harrison Community School Corp	2%	0%	0%
5	The John H. Boner Community Center	0%	0%	6%
5	The Starke County Youth Club, Inc.	0%	0%	0%
5	<b>Aggregate</b>	5%	5%	--

\*2010-2011 Limited English Proficiency (LEP) rates at the high school level are unavailable for comparison.

## Outcome Data: Student Behavior

The US Department of Education requires that all 21<sup>st</sup> CCLC programs administer a standardized survey to a teacher of each student who attends the program regularly. In Indiana, Teacher Surveys were returned for 846 of the 1,387 students who attended Cohort Four and Cohort Five high school programs for at least 30 days during the 2010-2011 school year. This represents a 61% response rate.

Table 19 displays the percent of teachers who reported students improved, declined, did not change, or did not need to change each of the 10 behaviors included on the Teacher Survey. As noted in the statewide aggregate chapter, direct comparisons of improvement rates presented in the table below for each behavior are somewhat problematic without first considering the proportion of students who teachers rated as “no change needed.” For example, teachers reported that nearly 53% of regular participants had adequate levels of attending class regularly and therefore did not need to improve. In this case, there are fewer students who needed to improve this behavior. Results presented later in this chapter will exclude students who did not need to improve, thereby allowing direct comparison of rates of improvement between behaviors.

**Table 19. Percent of Teachers Reporting Behavioral Improvements among High School Students**

Behavior	No Change Needed	Student Improved	No Change	Student Declined
Turning in homework on time	33%	44%	15%	9%
Completing homework assignments to your satisfaction	29%	48%	15%	9%
Participating in class	32%	41%	21%	6%
Volunteering (for extra credit or more responsibilities)	37%	27%	33%	4%
Attending class regularly	53%	21%	20%	7%
Being attentive in class	35%	37%	17%	11%
Behaving well in class	48%	28%	17%	8%
Academic performance	25%	50%	15%	10%
Coming to school motivated to learn	48%	28%	17%	8%
Getting along well with other students	52%	26%	19%	2%

\*Percentages may be 1% over/under 100% due to rounding.

Figure 25 displays the percent of students who teachers reported needed to improve each listed behavior. As shown in the figure, improvements were needed for a majority of students in most of

the behaviors. Specifically, *academic performance* was the most common behavior teachers reported students needing to improve, followed by completing homework and participating in class.

**Figure 25. Percent of High School Students' Teachers Reported Needing to Improve in each Behavior in 2010-2011**

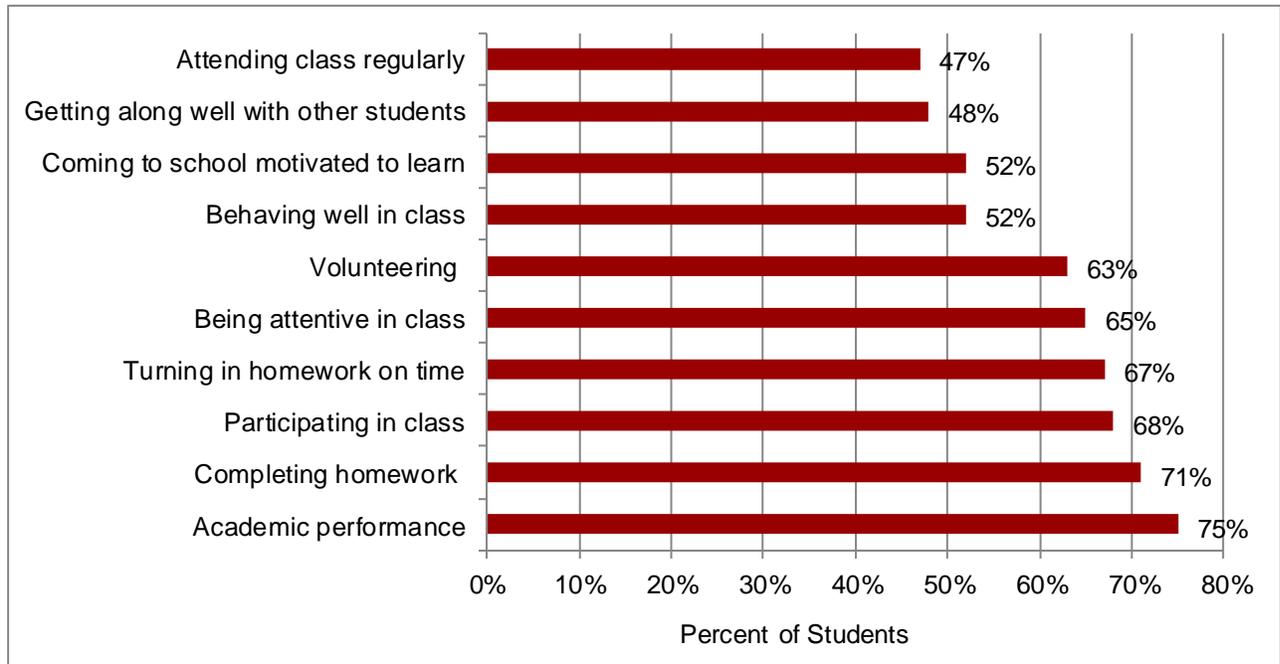
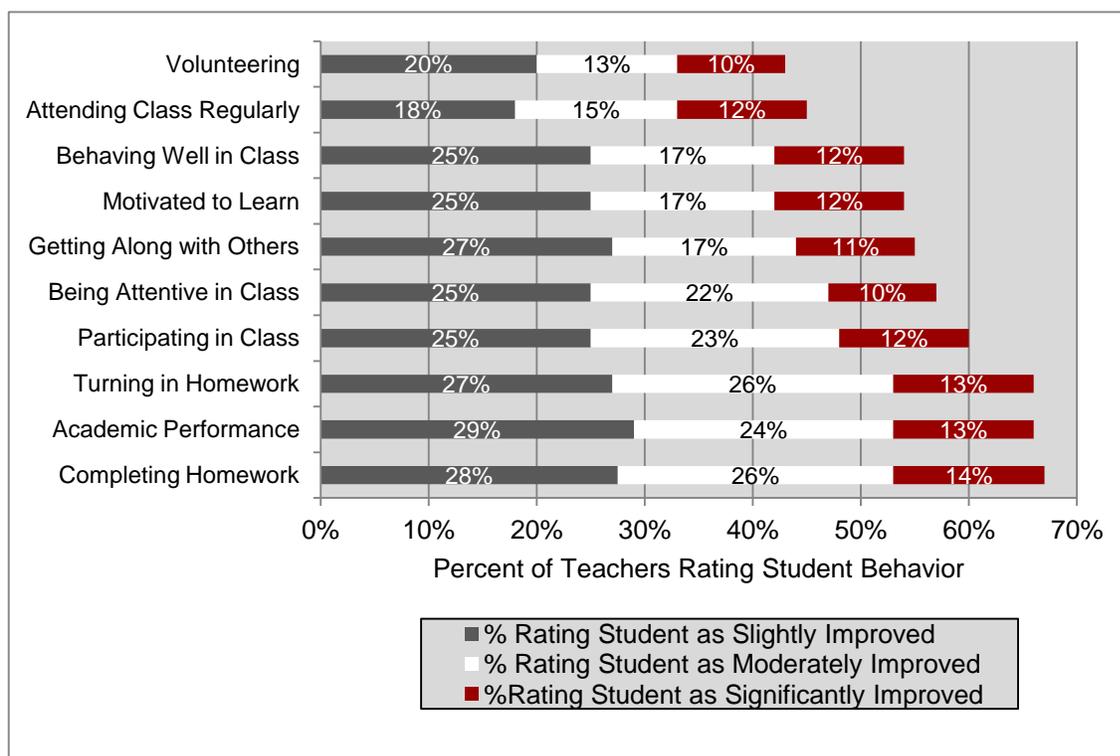


Figure 26 displays the results for those students who teachers reported a need to improve each listed behavior. The area of greatest improvement was *completing homework*, in which teachers reported that 68% of students who needed to improve had made improvements over the course of the school year in these areas. The area of least improvement was *volunteering*, in which just 43% of students needing improvement were rated as having improved by their teachers.

**Figure 26. Proportion of Regular High School Participants who Improved Various Behaviors Rated by Teachers in 2010-2011**



## Outcome Data: Student Grades

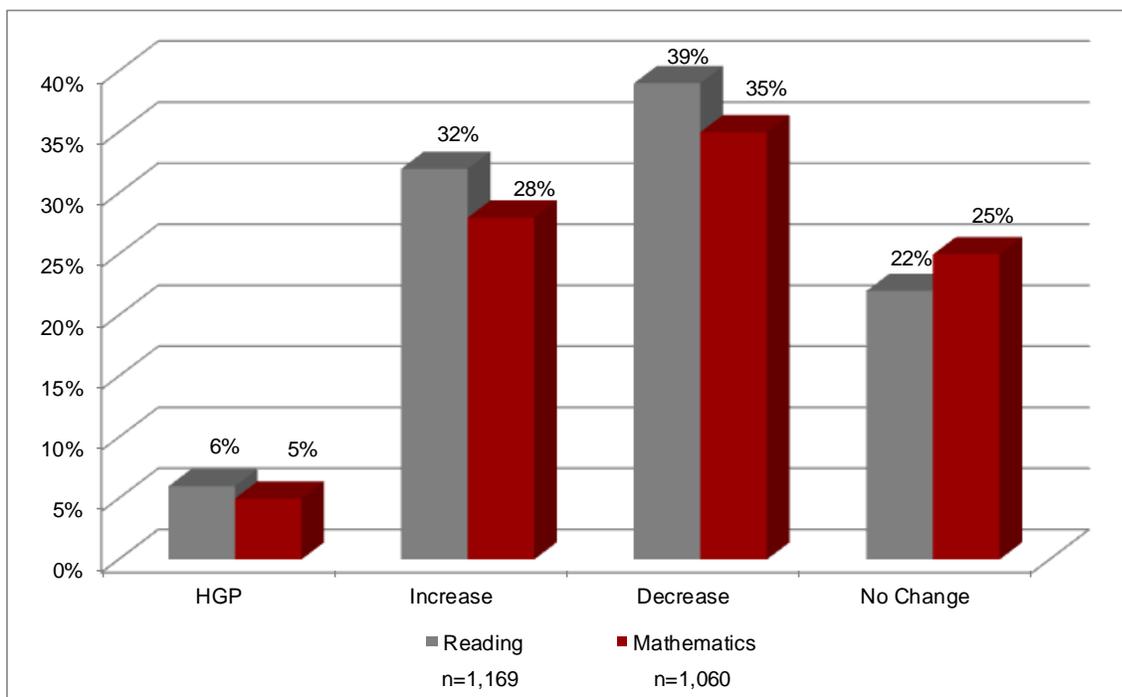
Student grades were entered in EZ Reports by staff members of each Cohort Four and Cohort Five high school program. The following results include the grades of those students who attended the program at least 30 days during the 2010-2011 school year. Comparisons between *Fall Final* and *Spring Final* grades were calculated for those programs with data entered in these fields in EZ Reports. Grade changes of at least one half grade (e.g., from a “B-“to a “B”) are considered “increases” or “decreases” (depending upon the direction of the change). The following results include the reading grades for 76% of regular participants and math grades for 83% of regular participants of Cohort Four and Cohort Five high school programs.

### Grade Changes for All Regular High School Program Participants

Figure 27 displays the grade status of regular attendees in both reading and mathematics. Results from the 2010-2011 school year show that 6% of high school students earned the highest grade possible in reading during both the fall and spring grading periods, and another 32% increased their grade between the fall and spring grading periods in reading. Therefore, 38% of students in 2010-

2011 earned the highest grade possible or increased their grade in reading. For math grades, 5% of regularly attending participants received the highest grade possible in both semesters, and an additional 28% increased their grades from fall to spring. Therefore, 33% of students in 2010-2011 earned the highest grade possible or increased their grade in math. However, it is important to note that 39% of students decreased their reading grade and 35% of students decrease their math grade during the 2010-2011 school year. Thus, a great percentage of students decreased their math or reading grade compared to the percentage of those who increased their grade or earned the highest grade possible during the year.

**Figure 27. Reading and Mathematics Achievement for All Regular High School Participants in 2010-2011**



Because 21<sup>st</sup> CCLC programs often target those students who are struggling in math and/or reading, additional analyses were conducted to assess the extent to which students reached an average level of performance (e.g., earned a ‘B’ or better in the spring grading period). When students did not earn a ‘B’, information regarding whether students increased, decreased, or did not change their grade from the fall to spring are also provided.

Figure 28 presents English/Language Arts grades for regular participants during the 2010-2011 school year. Results show that 37% of high school students earned a “B” or better during the spring

grading period and another 16% increased their grade between the fall and spring grading periods. Therefore, 53% of high school students in 2010-2011 earned a 'B' or better or increased their grade.

**Figure 28. English/Language Achievement for All Regular High School Participants in 2010-2011**

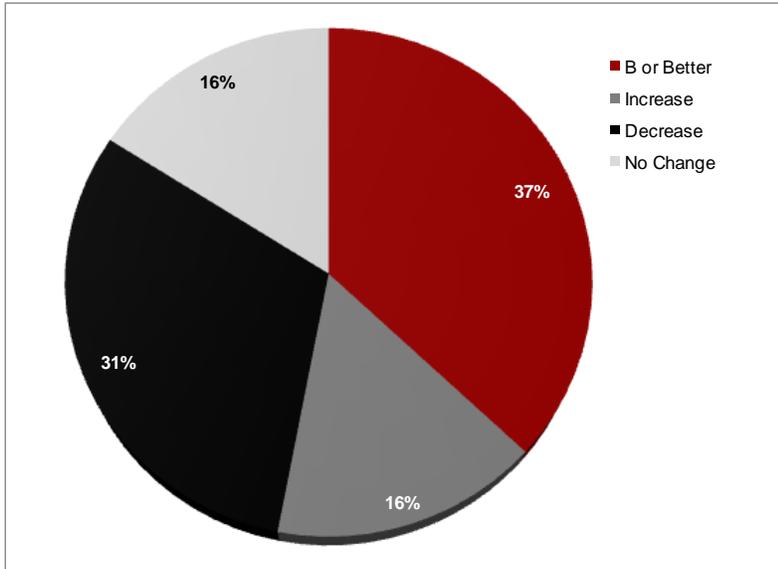
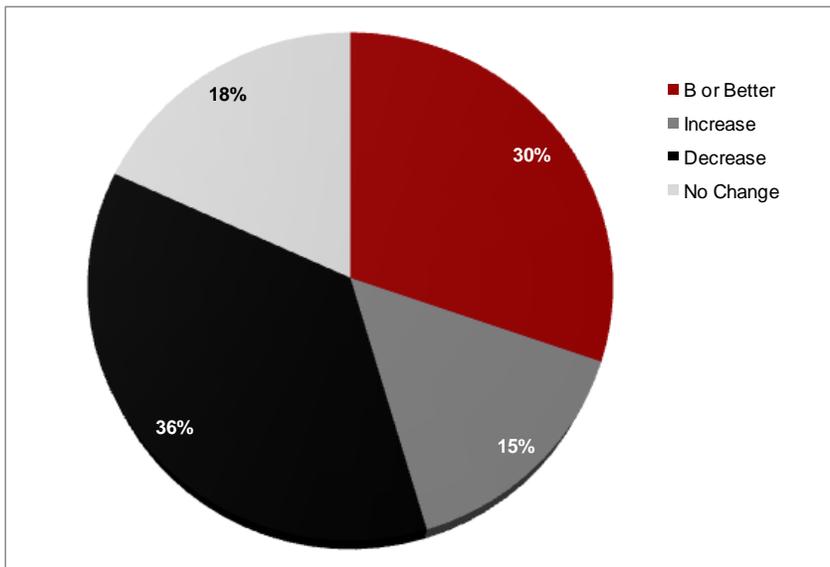


Figure 29 presents mathematics grades reported for regular participants during the 2010-2011 school year. Results show that 30% of students earned a "B" or better during the spring grading period, and another 15% increased their grade between the fall and spring grading periods. Therefore, 45% of students in 2010-2011 earned a 'B' or better or increased their math grade.

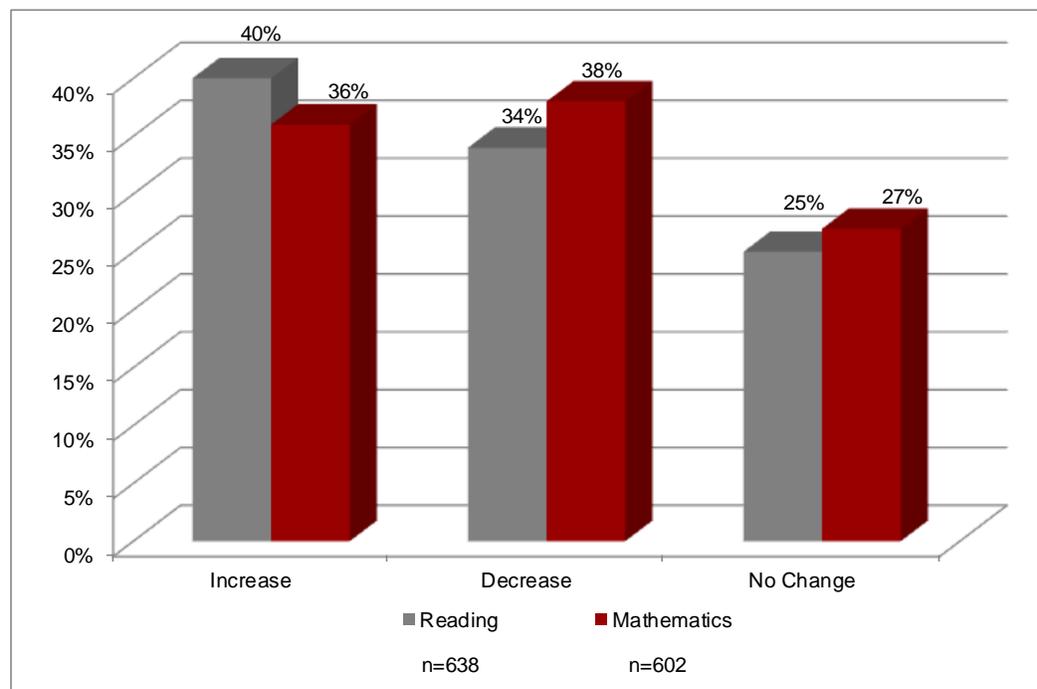
**Figure 29. Mathematics Achievement for All Regular High School Participants in 2010-2011**



## Grade Changes for Academically Struggling Program Participants

A final set of analyses examined grade changes of only those students who earned a fall grade of “C” or below in either math or reading. These students are referred to as “struggling”, as their initial fall grades suggest that improvement is warranted. As shown in Figure 30 below, 40% percent of struggling high school students who regularly attended the program increased their reading grade during the 2010-2011 school year. However, one quarter of struggling students (25%) did not change their reading grade during the year, and an additional 34% of struggling participants who attended regularly decreased their reading grade during the year. Results were slightly worse for mathematics; only 36% increased their mathematics grades, while 38% decreased their grades. As a result, the percentage of students who decreased their math grade was slightly higher than the percentage who increased their grade during the year.

**Figure 30. Reading and Mathematics Achievement for Struggling High School, Students in 2010-2011**



## Outcome Data: Short-Term Performance Measures

During the fall of 2010, CEEP and IDOE introduced a new performance measurement framework for high school programs in order to better assess the extent to which these programs may be

helping students to succeed in high school and beyond. In particular, this framework allows sites to select standardized measures from a variety of options and then customize those measure to best represent the goals/objectives of the particular program. There are three measurement categories for Indiana’s high school 21<sup>st</sup> CCLC programs. Progress measures, Readiness measures, and Graduation measures. Due to the diversity in programming offered throughout the state, programs are required to select, customize, and report data on Progress and Graduation measures, although Readiness Measures are optional. Progress measures are meant to measure the extent to which students demonstrate sufficient progress during each year of the project by measuring all credits earned or credits earned in various subjects. Graduation measures are meant to measure whether students are graduating and when in addition to the types of diplomas they are earning. Finally, Readiness measures help programs determine the degree to which students are prepared for post-secondary options. For example, programs can opt to write measures that address student performance on the SAT, ACT, advanced placement exams, and/or the WorkKeys assessment (for those students pursuing a technical track).

At the conclusion of the 2010-2011 school year, Short Term Performance Measure (STPM) results for progress were submitted by 28 high school program sites/feeder schools, while readiness results were submitted by 6 high school program sites/feeder schools; and graduation results were submitted by 27 program sites/feeder schools. Sites/feeder schools that were unable to submit completed STPM reports were often impeded by data not being unavailable through district databases or assessments that were not administered in the schools. Table 20 displays the sites/schools that did not report data on progress towards one or more of their 2010-2011 STPMs.

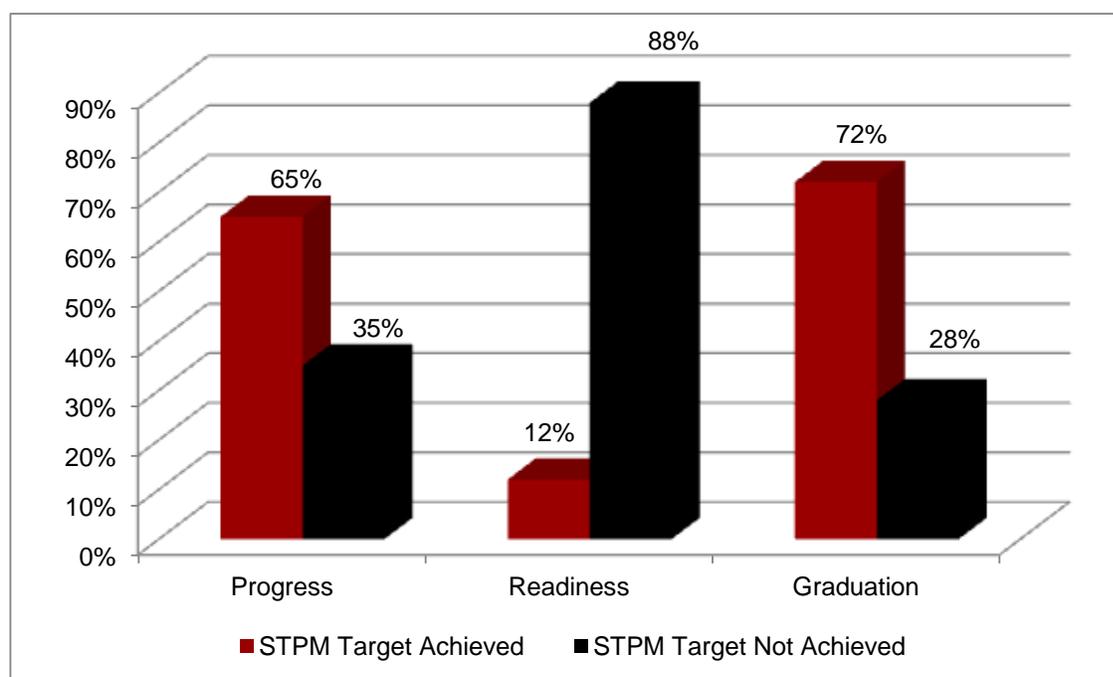
**Table 20. Program Sites Unable to Report Progress Towards 2010-2011 STPMs**

	<b>Progress STPM</b>	<b>Readiness STPM</b>	<b>Graduation STPM</b>
Cloverdale Community School Corporation			
Cloverdale High School		X	
Eastern Greene High School		X	
Monrovia High School	X	X	
Rockville High School		X	

	Progress STPM	Readiness STPM	Graduation STPM
Ivy Tech Community College			
Emmerich Manual High School			X
Northwest High School			X
North Adams Community Schools			
Bellmont High School/ ACCES Alt. High School			X
The John H. Boner Community Center			
Arsenal Tech High School			X

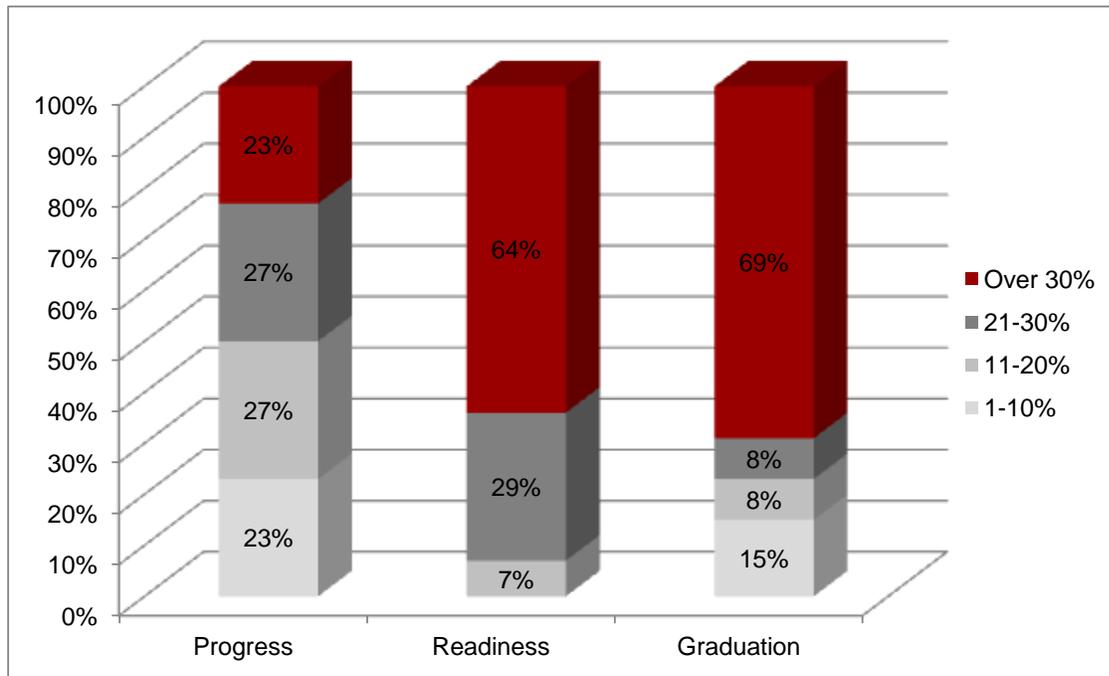
**Progress Towards STPM Targets:** As shown in Figure 31, proposed STPM targets were achieved for 65% of the progress measures and 72% of the Graduation measures during the 2010-2011 school year. Only 12% of the targets were achieved for Readiness measures. However, it should be noted that not all high school sites opted to include Readiness measures. (Eighty-two percent of sites chose to include Readiness measures). In subsequent years, achievement rates for high school STPM targets will be compared across years. In addition, growth towards reaching STPM targets will be tracked for all sites/feeder schools.

**Figure 31. Percent of Progress, Readiness, and Graduation Targets Achieved by Cohort Four and Cohort Five High School Sites/Feeder Schools for the 2010-2011 School Year**



**Actual Versus Targeted Performance:** Because nearly one-third of all sites/feeder schools failed to reach their targeted performance measures during the 2010-2011 school year, additional analyses were conducted to assess the extent to which observed performance differed from proposed performance targets listed in the STPMs. Figure 32 displays the proportion of sites/feeder schools that reported varying levels of disparity between proposed and actual performance on levels of achievement in relation to student assessments, credits earned, and graduation. Specifically, the figure delineates the proportion of sites that missed their STPM target by 1-10%, 11-20%, 21-30% and more than 30%. Of those sites/feeder schools that did not achieve the target included in their readiness and/or graduation measures, the majority reported rates of achievement that were more than 30% lower than their proposed targets. Moreover, the majority of those who did not achieve the target included in their progress measures reported rates of achievement that were at least 11% lower than their proposed targets. Taken together, these data suggest that either sites/feeder schools set targets that were too high, or that program activities have not been successful in helping students make academic gains. STPM data collected in subsequent years will help to further explain the significance of these results.

**Figure 32. Proportion of High School Program Sites that Missed their STPM Target by Varying Levels**



It should be noted that programs were encouraged to set realistic, but ambitious targets for their progress, readiness, and graduation STPMs for each year of their grant. As such, programs set very different targets for STPMs. Therefore, STPM data collected in 2010-2011 (the first year utilizing the revised STPM framework for high schools) should be treated as baseline data from which programs can be expected to improve performance. Analyses in subsequent years will focus on the extent to which sites/feeder schools increase their performance from year to year. These analyses will likely help to identify those programs that improved programming efforts in ways that led to increased academic gains among participants.

Finally, in addition to the program-level charts described above related to high school STPM progress in 2010-2011, tables included in Appendix K and Appendix L display the number of STPMs proposed and achieved by each high school program site in Cohorts Four and Five, respectively. The table also shows the number of students for whom data were available for each of the measures assessed. In general, small sample sizes were not an issue for the majority of program sites. However, there are a few program sites for which results should be interpreted with caution, as the determination of STPM achievement was based on data for fewer than 10 students. Although the information in these tables is summarized for IDOE's review, CEEP recommends against directly comparing the number/proportion of STPMs achieved between programs/sites. In

particular, programs were given the opportunity to set performance measure targets as they saw fit, with some program directors setting more ambitious targets than others. More appropriate comparisons can be made by examining the amount of growth reported by program sites in year-to-year performance.

# **Appendix A: Cohort Four Program- Level Attendance Data**

**Table 21. Number of Students Attending Cohort Four Indiana 21st CCLC Programs (2010-2011 School Year)**

<b>Program</b>	<b>Total # of Attendees</b>	<b># of Students Served 30-59 Days</b>	<b>% of Students Served 30-59 Days</b>	<b># of Students Served 60+</b>	<b>% of Students Served 60+ Days</b>
Bartholomew Consolidated School Corp.	626	140	22%	377	60%
Boys and Girls Club of Northwest Indiana	258	98	38%	128	50%
Boys and Girls Clubs of St. Joseph County	135	3	2%	132	98%
Boys and Girls Clubs of Wayne County	823	178	22%	424	52%
Cloverdale Community School Corp.	662	246	37%	90	14%
Communities in Schools of East Chicago	197	36	18%	17	9%
Crawford County Community School Corp.	624	176	28%	183	29%
Evansville-Vanderburgh School Corp.	1705	552	32%	454	27%
Family & Children First	78	15	19%	53	68%
Goodwill Industries of Central Indiana	331	67	20%	77	23%
Hoosier Uplands	286	44	15%	197	69%
Indy Parks and Rec	437	81	19%	328	75%
LaPorte Community School Corporation	80	15	19%	65	81%
Monroe Co. Community School Corp.	394	65	16%	185	47%
MSD of Pike Township	1344	153	11%	58	4%
MSD of Washington Township	616	169	27%	60	10%
Michigan City Area Schools	437	109	25%	132	30%
Muncie Public Library	37	14	38%	20	54%
Scott County School District 2	156	38	24%	50	32%
Starke County Youth Club, Inc.	266	52	20%	181	68%
Steuben County Literacy Coalition	359	111	31%	160	45%
The John H. Boner Community Center	241	60	25%	125	52%
<b>Aggregate</b>	<b>10,092</b>	<b>2,422</b>	<b>24%</b>	<b>3,496</b>	<b>35%</b>

\*Rows shaded in yellow indicate programs that served at least 50% of total attendees on 60 days or more during the 2010-2011 school year.

**Table 22. Projected Versus Actual Cohort Four Program Attendance (2010-2011 School Year)**

<b>Program</b>	<b>Projected # of Regular Attendees</b>	<b>Actual # of Regular Attendees</b>	<b>% of Projected Regular Attendees Served</b>
Bartholomew Consolidated School Corp.	542	517	95%
Boys and Girls Club of Northwest Indiana	100	226	226%
Boys and Girls Clubs of St. Joseph County	160	135	84%
Boys and Girls Clubs of Wayne County	170	602	354%
Cloverdale Community School Corp.	350	336	96%
Communities in Schools of East Chicago	180	53	29%
Crawford County Community School Corp.	427	359	84%
Evansville-Vanderburgh School Corp.	1040	1006	97%
Family & Children First	85	68	80%
Goodwill Industries of Central Indiana	245	144	59%
Hoosier Uplands	210	241	115%
Indy Parks and Rec	393	409	104%
LaPorte Community School Corporation	85	80	94%
Monroe Co. Community School Corp.	390	250	64%
MSD of Pike Township	200	211	106%
MSD of Washington Township	330	229	69%
Michigan City Area Schools	170	241	142%
Muncie Public Library	40	34	85%
Scott County School District 2	80	88	110%
Starke County Youth Club, Inc.	215	233	108%
Steuben County Literacy Coalition	358	271	76%
The John H. Boner Community Center	240	185	77%
<b>Aggregate</b>	<b>6,010</b>	<b>5,918</b>	<b>98%</b>

\*Rows shaded in yellow indicate those programs that met or exceeded their targeted attendance numbers during 2010-2011.

## **Appendix B: Cohort Five Program-Level Attendance Data**

**Table 23. Number of Students Attending Cohort Five Indiana 21st CCLC Programs (2010-2011 School Year)**

<b>Program</b>	<b>Total # of Attendees</b>	<b># of Students Served 30-59 Days</b>	<b>% of Students Served 30-59 Days</b>	<b># of Students Served 60+</b>	<b>% of Students Served 60+ Days</b>
A Better Way Services, Inc.	424	184	43%	165	39%
Archdiocese of Indianapolis	586	106	18%	345	59%
AYS, Inc.	144	21	15%	120	83%
Ball State University	75	16	21%	27	36%
Bartholomew Consolidated School Corporation	274	63	23%	74	27%
Beech Grove City Schools	211	70	33%	45	21%
Blue River Services, Inc.	140	24	17%	111	79%
Boys & Girls Club of Huntington	264	68	26%	84	32%
Boys & Girls Club of Indianapolis	305	51	17%	220	72%
Boys & Girls Club of St. Joseph County	439	38	9%	375	85%
Christel House Academy	258	98	38%	92	36%
Cloverdale Community School Corporation	581	212	36%	106	18%
Communities in Schools of Clark County	183	60	33%	102	56%
Communities in Schools of East Chicago	229	87	38%	6	3%
Community Schools of Frankfort	345	78	23%	159	46%
Crawford County Community School Corp.	338	63	19%	10	3%
Crawfordsville Community Schools	416	136	33%	168	40%
East Allen Family Resource Center, Inc.	166	36	22%	122	74%
Elkhart Community School Corporation	754	179	24%	95	13%
Evansville-Vanderburgh Schools	1232	314	25%	210	17%
Franklin Community School Corporation	624	213	34%	111	18%
GEO Foundation	548	115	21%	275	50%
Hoosier Uplands	220	29	13%	182	83%
Indiana Alliance of Boys & Girls Clubs	84	16	19%	58	69%
Ivy Tech Community College	58	3	5%	2	3%
Lafayette School Corporation	99	8	9%	90	91%
Lake Ridge Schools	143	28	20%	14	10%
LEAP of Noble County	338	79	23%	195	58%
Martin Education Village (Martin University)	153	112	73%	26	17%
Mary Rigg Neighborhood Center	463	91	20%	36	8%
Michigan City Area Schools	522	107	20%	336	64%

Program	Total # of Attendees	# of Students Served 30-59 Days	% of Students Served 30-59 Days	# of Students Served 60+	% of Students Served 60+ Days
MSD of Mount Vernon	75	75	100%	0	0%
MSD of Pike Township	325	82	25%	203	62%
MSD of Washington Township	712	114	16%	489	69%
National Council on Educating Black Children	259	63	24%	99	38%
New Albany-Floyd County Schools	304	155	51%	86	28%
North Adams Community Schools	723	228	32%	203	28%
Perry Central Community School Corp.	221	56	25%	64	29%
Salem Community Schools	522	105	20%	146	28%
Scott County School District 1	220	62	28%	108	49%
South Bend Community School Corp.	251	137	55%	20	8%
South Harrison Community School Corp	368	92	25%	159	43%
Southwest Dubois Co. School Corp.	191	31	16%	119	62%
Steuben County Literacy Coalition	112	25	22%	34	30%
Switzerland County YMCA	49	19	39%	8	16%
The John H. Boner Community Center	211	69	33%	19	9%
The Link (Whitewater College Programs, Inc.)	134	21	16%	79	59%
The Starke County Youth Club, Inc.	70	33	47%	8	16%
Vigo County School Corporation	185	27	15%	108	58%
Warrick County School Corporation	89	8	9%	79	89%
YMCA of DeKalb County, Inc.	119	46	39%	67	56%
<b>Aggregate</b>	<b>15,756</b>	<b>4,153</b>	<b>26%</b>	<b>6,059</b>	<b>38%</b>

\*Rows shaded in yellow indicate programs that served at least 50% of total attendees on 60 days or more during the 2010-2011 school year.

**Table 24. Projected Versus Actual Cohort Five Program Attendance (2010-2011 School Year)**

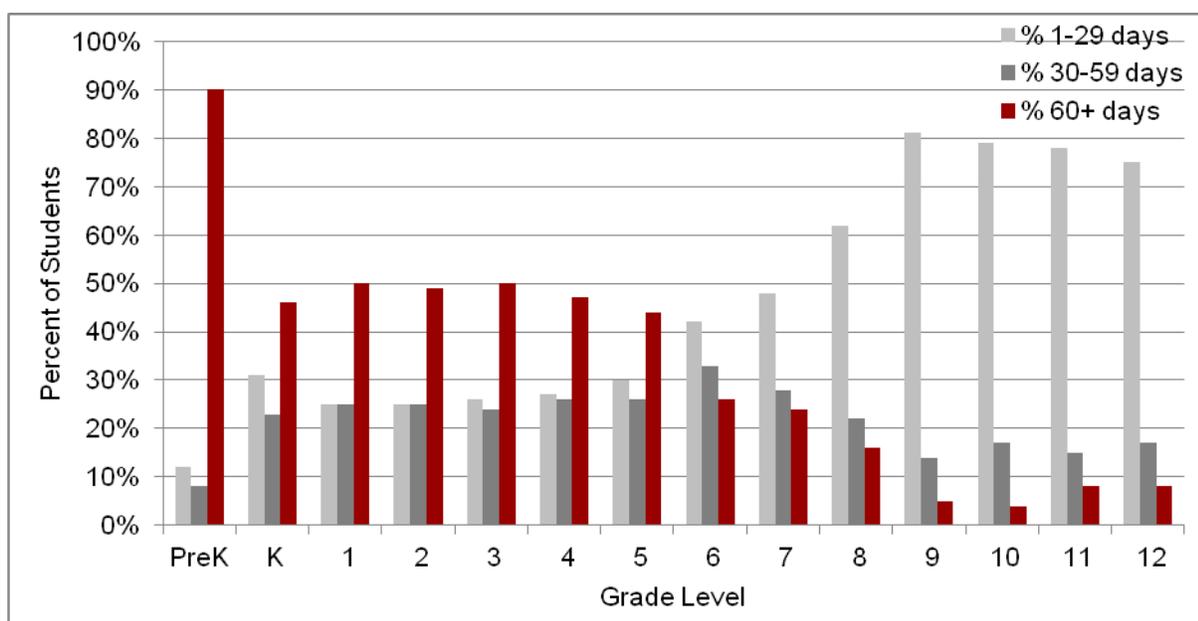
<b>Program</b>	<b>Projected # of Regular Attendees</b>	<b>Actual # of Regular Attendees Served</b>	<b>% of Projected Regular Attendees Served</b>
A Better Way Services, Inc.	300	349	116%
Archdiocese of Indianapolis	393	451	115%
AYS, Inc.	80	141	176%
Ball State University	110	43	39%
Bartholomew Consolidated School Corporation	195	137	70%
Beech Grove City Schools	375	115	31%
Blue River Services, Inc.	260	135	52%
Boys & Girls Club of Huntington	119	152	128%
Boys & Girls Club of Indianapolis	290	271	93%
Boys & Girls Club of St. Joseph County	435	413	95%
Christel House Academy	240	190	79%
Cloverdale Community School Corporation	220	318	145%
Communities in Schools of Clark County	144	162	113%
Communities in Schools of East Chicago	198	93	47%
Community Schools of Frankfort	350	237	68%
Crawford County Community School Corp.	55	73	133%
Crawfordsville Community Schools	380	304	80%
East Allen Family Resource Center, Inc.	150	158	105%
Elkhart Community School Corporation	205	274	134%
Evansville-Vanderburgh Schools	620	524	85%
Franklin Community School Corporation	150	324	216%
GEO Foundation	325	390	120%
Hoosier Uplands	530	211	40%
Indiana Alliance of Boys & Girls Clubs	75	74	99%
Ivy Tech Community College	102	5	5%
Lafayette School Corporation	85	98	115%
Lake Ridge Schools	75	42	56%
LEAP of Noble County	315	274	87%
Martin Education Village (Martin University)	300	138	46%
Mary Rigg Neighborhood Center	110	127	115%
Michigan City Area Schools	660	443	67%
MSD of Mount Vernon	70	75	107%
MSD of Pike Township	430	285	66%
MSD of Washington Township	800	603	75%
National Council on Educating Black Children	330	162	49%

Program	Projected # of Regular Attendees	Actual # of Regular Attendees Served	% of Projected Regular Attendees Served
New Albany-Floyd County Schools	195	241	124%
North Adams Community Schools	310	431	139%
Perry Central Community School Corp.	60	120	200%
Salem Community Schools	70	251	359%
Scott County School District 1	164	170	104%
South Bend Community School Corp.	200	157	79%
South Harrison Community School Corp	300	251	84%
Southwest Dubois Co. School Corp.	245	150	61%
Steuben County Literacy Coalition	200	59	30%
Switzerland County YMCA	52	27	52%
The John H. Boner Community Center	226	85	38%
The Link (Whitewater College Programs, Inc.)	84	100	119%
The Starke County Youth Club, Inc.	50	41	82%
Vigo County School Corporation	190	135	71%
Warrick County School Corporation	95	87	92%
YMCA of DeKalb County, Inc.	600	113	19%
<b>Aggregate</b>	<b>12,517</b>	<b>10,212</b>	<b>82%</b>

\*Rows shaded in yellow indicate those programs that met or exceeded their targeted attendance numbers during 2010-2011.

# **Appendix C: Cohort Four Program- Level Demographics Data**

**Figure 33. Proportion of Cohort Four Students who Attended Indiana 21st CCLC Programs in Each Grade Level**



**Table 25. Eligibility for Free/Reduced Lunch Among Cohort Four Programs**

Program	% of Free/Reduced Lunch Eligibility for All Attendees	% of Free/Reduced Lunch Eligibility for Regular Attendees	Comparable School/District Rate (2010-2011)*
Bartholomew Consolidated School Corp.	82%	82%	40%
Boys and Girls Club of Northwest Indiana	98%	98%	80% (5 - GCSC), 88% (1 - 21CCSG)
Boys and Girls Clubs of St. Joseph County	100%	100%	68%
Boys and Girls Clubs of Wayne County	79%	78%	69% (11 - RCS), 94% (1 - GCS)
Cloverdale Community School Corp.	58%	57%	54%
Communities in Schools of East Chicago	83%	87%	92%
Crawford County Community School Corp.	64%	65%	61%
Evansville-Vanderburgh School Corp.	89%	89%	55%
Family & Children First	50%	49%	42%
Goodwill Industries of Central Indiana	92%	92%	83% (1 - IMHS), 81% (1 - IPS),
Hoosier Uplands	49%	47%	52% (2 - SVCSC) 48% (1 - OCS)
Indy Parks and Rec	99%	99%	81%
LaPorte Community School Corporation	81%	81%	49%
Monroe Co. Community School Corp.	49%	50%	37%
MSD of Pike Township	56%	57%	59%
MSD of Washington Township	67%	65%	55%

Program	% of Free/Reduced Lunch Eligibility for All Attendees	% of Free/Reduced Lunch Eligibility for Regular Attendees	Comparable School/District Rate (2010-2011)*
Michigan City Area Schools	78%	76%	70%
Muncie Public Library	97%	97%	71%
Scott County School District 2	64%	64%	51%
Starke County Youth Club, Inc.	52%	51%	62% (1 - KCSC), 52% (1 - ODSC), 51% (1 - NJPSC) **
Steuben County Literacy Coalition	88%	86%	47% (6 - MSDSC), 44% (2 - PHCSC), 42% (2 - FCS), 39% (1 - HCS)
The John H. Boner Community Center	100%	100%	81%
<b>Aggregate</b>	<b>75%</b>	<b>77%</b>	<b>--</b>

\*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the Free/Reduced lunch percentage. To see the school district(s) served by each program, see Table 28.

\*\* Luthuran schools not reported for Free-Reduced Lunch

(Programs shaded in yellow served a higher percentage of regular attendees eligible for free/reduced lunch compared to district rates)

**Table 26. Special Education Rates Among Cohort Four Programs**

	% of Special Education Eligibility for All Attendees	% of Special Education Eligibility for Regular Attendees	Comparable School/District Rate 2010-2011*
Bartholomew Consolidated School Corp.	13%	13%	13%
Boys and Girls Club of Northwest Indiana	6%	6%	16% (5 - GCSC), 8% (1 - 21CCSG)
Boys and Girls Clubs of St. Joseph County	2%	2%	19%
Boys and Girls Clubs of Wayne County	2%	3%	19% (11 - RCS), 15% (1 - GCS)
Cloverdale Community School Corp.	23%	25%	22%
Communities in Schools of East Chicago	1%	0%	16%
Crawford County Community School Corp.	8%	6%	16%
Evansville-Vanderburgh School Corp.	18%	17%	17%
Family & Children First	9%	10%	17%
Goodwill Industries of Central Indiana	10%	6%	27% (1 - IMHS), 18% (1 - IPS)
Hoosier Uplands	10%	10%	18% (2 - SVCSC), 18% (1 - OCS)
Indy Parks and Rec	4%	4%	18%

	% of Special Education Eligibility for All Attendees	% of Special Education Eligibility for Regular Attendees	Comparable School/District Rate 2010-2011*
LaPorte Community School Corporation	20%	20%	12%
Monroe Co. Community School Corp.	15%	17%	16%
MSD of Pike Township	14%	18%	13%
MSD of Washington Township	19%	22%	13%
Michigan City Area Schools	18%	20%	18%
Muncie Public Library	8%	9%	21%
Scott County School District 2	31%	34%	18%
Starke County Youth Club, Inc.	9%	9%	14% (1 - NJPSC), 13% (1 - KCSC), 11% (1 - ODSC), 6% (1 - LSI)
Steuben County Literacy Coalition	11%	13%	14% (6 - MSDSC), 12% (2 - FCS), 11% (2 - PHCSC), 17% (1 - HCS)
The John H. Boner Community Center	1%	1%	18%
<b>Aggregate</b>	13%	12%	--

\*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the Special Education Eligibility percentage. To see the school district(s) served by each program, see Table 28.

(Programs shaded in yellow served a higher percentage of regular attendees eligible for special education services compared to district rates)

**Table 27. LEP Rates of Regular Attendees Among Cohort Four Programs**

	LEP Rates of All Attendees	LEP Rates of Regular Attendees	Comparable School/District Rate 2010-2011*
Bartholomew Consolidated School Corp.	17%	18%	7%
Boys and Girls Club of Northwest Indiana	1%	1%	0% (5 - GCSC), 0% (1 - 21CCSG)
Boys and Girls Clubs of St. Joseph County	30%	30%	12%
Boys and Girls Clubs of Wayne County	2%	2%	3% (11 - RCS), 9% (1 - GCS)
Cloverdale Community School Corp.	1%	2%	0%
Communities in Schools of East Chicago	1%	0%	13%
Crawford County Community School Corp.	0%	0%	0%
Evansville-Vanderburgh School Corp.	3%	4%	1%
Family & Children First	0%	0%	2%
Goodwill Industries of Central Indiana	0%	0%	12% (1 - IPS), 0% (1 - IMHS)

	LEP Rates of All Attendees	LEP Rates of Regular Attendees	Comparable School/District Rate 2010-2011*
Hoosier Uplands	1%	1%	1% (2 - SVCSC), 0% (1 - OCS)
Indy Parks and Rec	16%	17%	12%
LaPorte Community School Corporation	15%	15%	4%
Monroe Co. Community School Corp.	2%	3%	3%
MSD of Pike Township	12%	25%	15%
MSD of Washington Township	11%	15%	14%
Michigan City Area Schools	1%	0%	2%
Muncie Public Library	0%	0%	1%
Scott County School District 2	0%	0%	1%
Starke County Youth Club, Inc.	0%	0%	2% (1 - KCSC), 1% (1 - ODSC), 0% (1 - NJPSC), 0% (1 - LSI)
Steuben County Literacy Coalition	17%	17%	4% (6 - MSDSC), 2% (2 - PHCSC), 0% (2 - FCS), 0% (1 - HCS)
The John H. Boner Community Center	0%	0%	12%
<b>Aggregate</b>	6%	7%	--

\*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the LEP Rates percentage. To see the school district(s) served by each program, see Table 28.

(Programs shaded in yellow served a higher percentage of regular attendees eligible for LEP services compared to district rates.)

**Table 28. School Districts Served by Each Cohort Four Program**

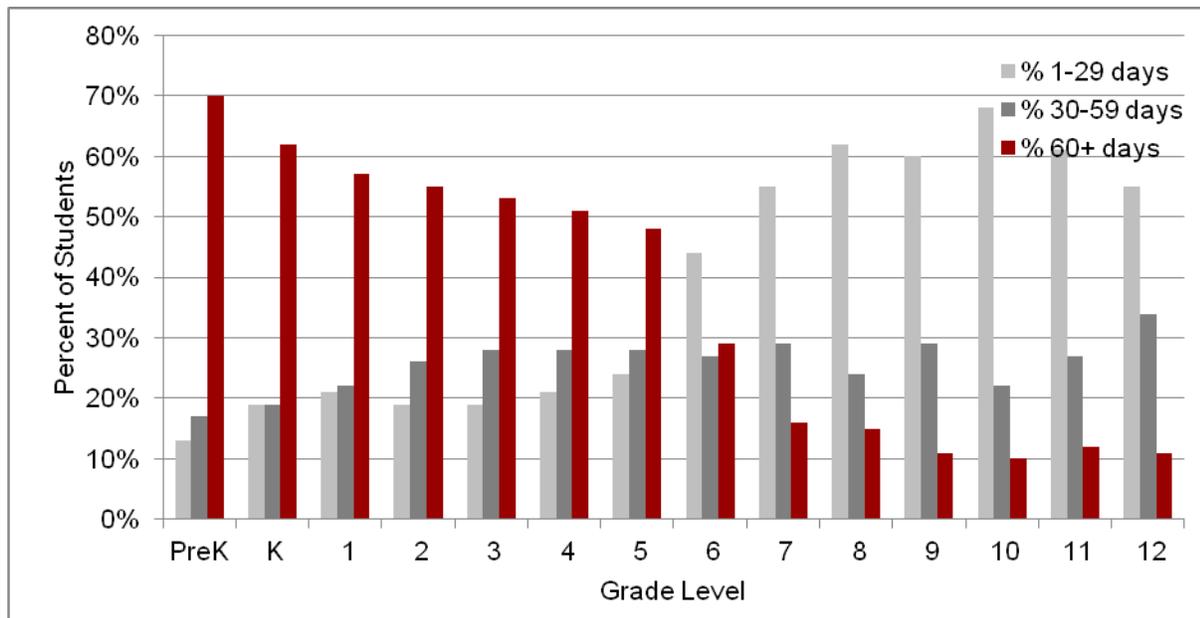
Program	School Districts (2010-2011)
Bartholomew Consolidated School Corp.	Bartholomew Consolidated School Corp.
Boys and Girls Club of Northwest Indiana	Gary Community School Corp. (5 - GCSC), 21st Century Charter School of Gary (1 - 21CCSG)
Boys and Girls Clubs of St. Joseph County	South Bend Community School Corp.
Boys and Girls Clubs of Wayne County	Richmond Community Schools (11 - RCS), Galileo Charter School (1 - GCS)
Cloverdale Community School Corp.	Cloverdale Community Schools
Communities in Schools of East Chicago	School City of East Chicago
Crawford County Community School Corp.	Crawford Co Com School Corp
Evansville-Vanderburgh School Corp.	Evansville Vanderburgh School Corp

Program	School Districts (2010-2011)
Family & Children First	New Albany-Floyd Co Con School
Goodwill Industries of Central Indiana	IPS (1 - IPS), Indianapolis Metropolitan High School (1 -IMHS)
Hoosier Uplands	Springs Valley Com School Corp (2 - SVCSC), Orleans Community Schools (1 - OCS)
Indy Parks and Rec	IPS
LaPorte Community School Corporation	LaPorte Community School Corp.
Monroe Co. Community School Corp.	Monroe County Com School Corp.
MSD of Pike Township	MSD Pike Township
MSD of Washington Township	MSD Washington Township
Michigan City Area Schools	Michigan City Area Schools
Muncie Public Library	Muncie Community Schools
Scott County School District 2	Scott County School District 2
Starke County Youth Club, Inc.	Knox Community School Corp (1 - KCSC), North Judson-San Pierre School Corp (1 - NJPSC), Lutheran Schools of Indiana (1 - LSI), Oregon- Davis School Corp (1 - ODSC)
Steuben County Literacy Coalition	MSD Steuben County (6 - MSDSC), Fremont Community Schools (2 - FCS), Prairie Heights Com School Corp (2 - PHCSC), Hamilton Community school (1 - HCS)
The John H. Boner Community Center	IPS

\*Number in parentheses indicate the number of program sites within a particular school district

## **Appendix D: Cohort Five Program- Level Demographics Data**

**Figure 34. Proportion of Cohort Five Students who Attended Indiana 21st CCLC Programs in Each Grade Level**



**Table 29. Eligibility for Free/Reduced Lunch Among Cohort Five Programs**

Program	% of Free/Reduced Lunch Eligibility for All Attendees	% of Free/Reduced Lunch Eligibility for Regular Attendees	Comparable School/District Rate (2010-2011)*
A Better Way Services, Inc.	90%	89%	71%
Archdiocese of Indianapolis	92%	92%	90% (1-AA), 61% (1-PA), ? (4-OCE)
AYS, Inc.	65%	64%	60%
Ball State University	88%	88%	71%
Bartholomew Consolidated School Corporation	70%	70%	40%
Beech Grove City Schools	68%	73%	61%
Blue River Services, Inc.	51%	51%	43%
Boys & Girls Club of Huntington	60%	62%	43%
Boys & Girls Club of Indianapolis	83%	83%	81% (2-IPS), 36% (1-MSDWT)
Boys & Girls Club of St. Joseph County	59%	60%	61% (2-SCM), 68% (1-SBCS)
Christel House Academy	85%	86%	90%

Program	% of Free/Reduced Lunch Eligibility for All Attendees	% of Free/Reduced Lunch Eligibility for Regular Attendees	Comparable School/District Rate (2010-2011)*
Cloverdale Community School Corporation	27%	27%	54% (1-CCS), 50% (2-ClayCS) 22%, (1-ECSC), 44%(1-GCSC), 39%(1-SOCS), 42%(1-SPCS)
Communities in Schools of Clark County	73%	73%	54% (9 –GCCS), 61% (2 –CCSC)
Communities in Schools of East Chicago	90%	94%	92%
Community Schools of Frankfort	88%	91%	68%
Crawford County Community School Corp.	53%	53%	61%
Crawfordsville Community Schools	47%	44%	56%
East Allen Family Resource Center, Inc.	87%	87%	46%
Elkhart Community School Corporation	74%	77%	67%
Evansville-Vanderburgh Schools	92%	94%	55%
Franklin Community School Corporation	40%	35%	44%
GEO Foundation	89%	88%	86% (1-FCA), 91% (1-FCS)
Hoosier Uplands	56%	56%	45% (2-MCS), 55% (1-WWSC)
Indiana Alliance of Boys & Girls Clubs	55%	55%	45%
Ivy Tech Community College	66%	60%	81%
Lafayette School Corporation	78%	79%	65%
Lake Ridge Schools	83%	86%	83%
LEAP of Noble County	70%	66%	68%
Martin Education Village (Martin University)	87%	91%	81% (2-IPS), 66% (1-TIPS)
Mary Rigg Neighborhood Center	55%	65%	60%
Michigan City Area Schools	82%	82%	70%
MSD of Mount Vernon	64%	64%	27%
MSD of Pike Township	82%	82%	59%
MSD of Washington Township	85%	85%	55%
National Council on Educating Black Children	91%	91%	52%
New Albany-Floyd County Schools	92%	92%	42%
North Adams Community Schools	55%	62%	48%
Perry Central Community School Corp.	39%	43%	35%
Salem Community Schools	55%	59%	51%
Scott County School District 1	80%	83%	49%
South Bend Community School Corp.	73%	74%	68%

Program	% of Free/Reduced Lunch Eligibility for All Attendees	% of Free/Reduced Lunch Eligibility for Regular Attendees	Comparable School/District Rate (2010-2011)*
South Harrison Community School Corp	54%	57%	45%
Southwest Dubois Co. School Corp.	63%	63%	42%
Steuben County Literacy Coalition	84%	83%	47% (1-MSDSC), 42% (1-FCS), 44% (2-PHCSC)
Switzerland County YMCA	57%	67%	47%
The John H. Boner Community Center	92%	99%	81%
The Link (Whitewater College Programs, Inc.)	75%	72%	61%
The Starke County Youth Club, Inc.	39%	37%	52%
Vigo County School Corporation	41%	39%	52%
Warrick County School Corporation	51%	52%	29%
YMCA of DeKalb County, Inc.	81%	81%	46%
<b>Aggregate</b>	71%	72%	71%

\*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the Free/Reduced lunch percentage. To see the school district(s) served by each program, see Table 32.

(Programs shaded in yellow served a higher percentage of regular attendees eligible for free/reduced lunch compared to district rates.)

\* Office of Catholic Education not available

**Table 30. Special Education Rates among Cohort Five Programs**

Program	% of Special Education Eligibility for All Attendees	% of Special Education Eligibility for Regular Attendees	Comparable School/District Rate (2009-2010)*
A Better Way Services, Inc.	9%	8%	21%
Archdiocese of Indianapolis	3%	2%	6% (4-OCE),?(1-AA),?(1-PA)
AYS, Inc.	4%	4%	12%
Ball State University	0%	0%	21%
Bartholomew Consolidated School Corporation	14%	12%	13%
Beech Grove City Schools	23%	34%	14%
Blue River Services, Inc.	27%	28%	17%
Boys & Girls Club of Huntington	8%	11%	15%

Program	% of Special Education Eligibility for All Attendees	% of Special Education Eligibility for Regular Attendees	Comparable School/District Rate (2009-2010)*
Boys & Girls Club of Indianapolis	8%	7%	18% (2-IPS), 15% (1-MSDWT)
Boys & Girls Club of St. Joseph County	6%	6%	14%(2-SCM), 19%(1-SBCS)
Christel House Academy	1%	0%	13%
Cloverdale Community School Corporation	16%	15%	23%(1-CCS), 20% (2-ClayCS), 16%(1-ECSC), 18% (1-GCSC), 20%(1-SOCS), 16%(1-SPCS)
Communities in Schools of Clark County	12%	12%	16.%(9-GCCS), 19%(2-CCSC)
Communities in Schools of East Chicago	0%	0%	16%
Community Schools of Frankfort	18%	15%	15%
Crawford County Community School Corp.	12%	18%	16%
Crawfordsville Community Schools	8%	7%	17%
East Allen Family Resource Center, Inc.	15%	14%	9%
Elkhart Community School Corporation	17%	15%	16%
Evansville-Vanderburgh Schools	21%	20%	17%
Franklin Community School Corporation	10%	9%	15%
GEO Foundation	16%	16%	13%(1-FCA), 16%(1-FSA)
Hoosier Uplands	11%	12%	19% (2-MCS), 18%(1-WWSC)
Indiana Alliance of Boys & Girls Clubs	19%	20%	18%
Ivy Tech Community College	33%	20%	18%
Lafayette School Corporation	1%	1%	17%
Lake Ridge Schools	6%	10%	14%
LEAP of Noble County	11%	12%	10%
Martin Education Village (Martin University)	0%	0%	18%(2-IPS), 17% (1-TIPS)
Mary Rigg Neighborhood Center	9%	13%	12%
Michigan City Area Schools	8.0%	9%	18%
MSD of Mount Vernon	25%%	25%	23%
MSD of Pike Township	15%	17%	13%
MSD of Washington Township	13%	12%	13%
National Council on Educating Black Children	26%	28%	12%
New Albany-Floyd County Schools	18%	20%	17%

Program	% of Special Education Eligibility for All Attendees	% of Special Education Eligibility for Regular Attendees	Comparable School/District Rate (2009-2010)*
North Adams Community Schools	16%	18%	13%
Perry Central Community School Corp.	5%	3%	12%
Salem Community Schools	20%	24%	17%
Scott County School District 1	21%	19%	19%
South Bend Community School Corp.	16%	19%	19%
South Harrison Community School Corp	18%	20%	17%
Southwest Dubois Co. School Corp.	8%	9%	15%
Steuben County Literacy Coalition	13%	14%	14% (1-MSDCS), 12% (1-FCS), 17% (2-PHCSC)
Switzerland County YMCA	16%	15%	16%
The John H. Boner Community Center	1%	0%	18%
The Link (Whitewater College Programs, Inc.)	15%	13%	14%
The Starke County Youth Club, Inc.	10%	10%	11%
Vigo County School Corporation	12%	11%	22%
Warrick County School Corporation	35%	36%	19%
YMCA of DeKalb County, Inc.	9%	8%	12%
<b>Aggregate</b>	13%	13%	21%

\*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the Special Education Eligibility percentage. To see the school district(s) served by each program, see Table 32.

(Programs shaded in yellow served a higher percentage of regular attendees eligible for special education services compared to district rates.)

**Table 31. LEP Rates of Regular Attendees Among Cohort Five programs.**

Program	% LEP Rates for All Attendees	% LEP for Regular Attendees	Comparable School/District Rate (2009-2010)
A Better Way Services, Inc.	1%	1%	1%
Archdiocese of Indianapolis	20%	16%	0% (4-OCE),?(1-AA),?(1-PA)
AYS, Inc.	1%	1%	4%
Ball State University	1%	2%	1%
Bartholomew Consolidated School Corporation	2%	0%	7%
Beech Grove City Schools	4%	1%	2%
Blue River Services, Inc.	0%	0%	0%

Program	% LEP Rates for All Attendees	% LEP for Regular Attendees	Comparable School/District Rate (2009-2010)
Boys & Girls Club of Huntington	3%	3%	0%
Boys & Girls Club of Indianapolis	1%	1%	12% (2-IPS),5.7 (1-MSDWT)
Boys & Girls Club of St. Joseph County	5%	6%	2% (2-SCM), 12%(1-SBCS)
Christel House Academy	8%	8%	25%
Cloverdale Community School Corporation	0%	0%	0%(1-CCS), 0% (2-ClayCS), 0%(1-ECSC),1% (1-GCSC), 0%(1-SOCS), 0%(1-SPCS)
Communities in Schools of Clark County	7%	8%	4%(9-GCCS), 4%(2-CCSC)
Communities in Schools of East Chicago	1%	1%	13%
Community Schools of Frankfort	44%	52%	27%
Crawford County Community School Corp.	0%	0%	0%
Crawfordsville Community Schools	9%	10%	7%
East Allen Family Resource Center, Inc.	34%	35%	9%
Elkhart Community School Corporation	23%	30%	18%
Evansville-Vanderburgh Schools	1%	1%	1%
Franklin Community School Corporation	3%	3%	0%
GEO Foundation	0%	0%	0%(1-FCA), 0%(1-FSA)
Hoosier Uplands	0%	0%	0% (2-MCS),0%(WWSC)
Indiana Alliance of Boys & Girls Clubs	0%	0%	0%
Ivy Tech Community College	4%	0%	12%
Lafayette School Corporation	5%	5%	14%
Lake Ridge Schools	4%	10%	3%
LEAP of Noble County	49%	46%	31%
Martin Education Village (Martin University)	0%	0%	12% (2-IPS), 0% (1-TIPS)
Mary Rigg Neighborhood Center	2%	2%	4%
Michigan City Area Schools	0%	0%	2%
MSD of Mount Vernon	1%	1%	1%
MSD of Pike Township	39%	38%	15%
MSD of Washington Township	39%	44%	14%
National Council on Educating Black Children	19%	24%	9%
New Albany-Floyd County Schools	0%	0%	2%
North Adams Community Schools	0%	1%	1%

Program	% LEP Rates for All Attendees	% LEP for Regular Attendees	Comparable School/District Rate (2009-2010)
Perry Central Community School Corp.	0%	0%	0%
Salem Community Schools	0%	0%	0%
Scott County School District 1	1%	1%	0%
South Bend Community School Corp.	3%	2%	12%
South Harrison Community School Corp	7%	8%	1%
Southwest Dubois Co. School Corp.	22%	22%	10%
Steuben County Literacy Coalition	3%	2%	4%(1-MSDSC), 0% (1-FCS), 2% (2-PHCSC)
Switzerland County YMCA	0%	0%	0%
The John H. Boner Community Center	0%	0%	12%
The Link (Whitewater College Programs, Inc.)	0%	0%	0%
The Starke County Youth Club, Inc.	0%	0%	1%
Vigo County School Corporation	1%	2%	1%
Warrick County School Corporation	3%	3%	1%
YMCA of DeKalb County, Inc.	9%	4%	0%
<b>Aggregate</b>	6%	11%	--

\*District rates obtained from IDOE. Numbers in parentheses indicates the number of sites per school districts that correspond to the LEP Rates percentage. To see the school district(s) served by each program, see Table 32.

(Programs shaded in yellow served a higher percentage of regular attendees eligible for LEP services compared to district rates.)

**Table 32. School Districts Served By Each Cohort Five Program**

Program	School Districts (2010-2011)
A Better Way Services, Inc.	Muncie Community Schools
Archdiocese of Indianapolis	Office of Catholic Education (4 - OCE), Andrew Academy (1 - AA), Padua Academy (1 - PA)
AYS, Inc.	M S D Decatur Township
Ball State University	Muncie Community Schools
Bartholomew Consolidated School Corporation	Bartholomew Consolidated School Corp
Beech Grove City Schools	Beech Grove City Schools
Blue River Services, Inc.	North Harrison Com School Corp
Boys & Girls Club of Huntington	Huntington Co Com School Corp

<b>Program</b>	<b>School Districts (2010-2011)</b>
Boys & Girls Club of Indianapolis	IPS (2 – IPS), MSD Warren Township (1 – MSDWT)
Boys & Girls Club of St. Joseph County	School City of Mishawaka (2 – SCM), South Bend Community School Corp (1 – SBCS)
Christel House Academy	Christel House Academy
Cloverdale Community School Corporation	Cloverdale Community Schools (1-CCS), Clay Community Schools (2-ClayCS), Eminence Community School Corps (1-ECSC), Greencastle Community School Corp (1-GCSC), Spencer- Owen Community Schools (1-SOCS), South Putnam Community Schools (1-SPCS)
Communities in Schools of Clark County	Greater Clark County Schools (9 –GCCS), Clarksville Com School Corp (2 –CCSC)
Communities in Schools of East Chicago	School City of East Chicago
Community Schools of Frankfort	Community Schools of Frankfort
Crawford County Community School Corp.	Crawford County Community School Corp.
Crawfordsville Community Schools	Crawfordsville Community Schools
East Allen Family Resource Center, Inc.	East Allen County Schools
Elkhart Community School Corporation	Elkhart Community School Corporation
Evansville-Vanderburgh Schools	Evansville-Vanderburgh Schools
Franklin Community School Corporation	Franklin Community School Corporation
GEO Foundation	Fall Creek Academy (1-FCA), Fountain Square Academy (1-FSA)
Hoosier Uplands	Mitchell Community Schools (2-MCS), West Washington School Corp (1-WWSC)
Indiana Alliance of Boys & Girls Clubs	North Lawrence Community Schools
Ivy Tech Community College	IPS
Lafayette School Corporation	Lafayette School Corporation
Lake Ridge Schools	Lake Ridge Schools
LEAP of Noble County	West Noble School Corp
Martin Education Village (Martin University)	IPS (2), The Indy Project School (TIPS-1)
Mary Rigg Neighborhood Center	MSD Decatur Township
Michigan City Area Schools	Michigan City Area Schools
MSD of Mount Vernon	MSD of Mount Vernon
MSD of Pike Township	MSD of Pike Township
MSD of Washington Township	MSD of Washington Township

<b>Program</b>	<b>School Districts (2010-2011)</b>
National Council on Educating Black Children	MSD of Lawrence Township
New Albany-Floyd County Schools	New Albany-Floyd County Schools
North Adams Community Schools	North Adams Community Schools
Perry Central Community School Corp.	Perry Central Community School Corp.
Salem Community Schools	Salem Community Schools
Scott County School District 1	Scott County School District 1
South Bend Community School Corp.	South Bend Community School Corp.
South Harrison Community School Corp	South Harrison Community School Corp
Southwest Dubois Co. School Corp.	Southwest Dubois Co. School Corp.
Steuben County Literacy Coalition	MSD Steuben County (MSDSC-1), Fremont Community Schools (FCS-1), Prairie Heights Comm Sch Corp (PHCSC-2)
Switzerland County YMCA	Switzerland County School Corp
The John H. Boner Community Center	IPS
The Link (Whitewater College Programs, Inc.)	Fayette County School Corp
The Starke County Youth Club, Inc.	Oregon-Davis School Corp
Vigo County School Corporation	Vigo County School Corporation
Warrick County School Corporation	Warrick County School Corporation
YMCA of DeKalb County, Inc.	DeKalb Co Central United School District

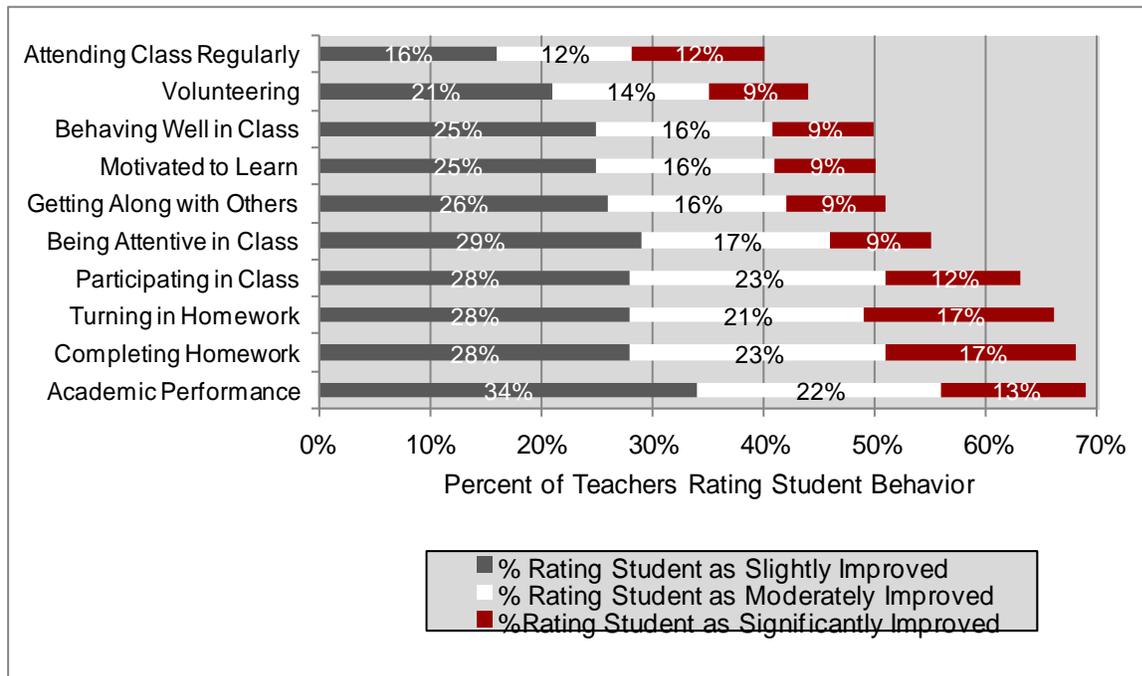
\*Number in parentheses indicate the number of program sites within a particular school district

## **Appendix E: Cohort Four Program- Level Student Behavior Data**

**Table 33. Percent of Teachers Reporting Student Improvement, Decline, No Change, or No Change Needed Among Cohort Four Programs**

Behavior	No Change Needed	Student Improved	No Change in Student	Student Declined
Turning in homework on time	40%	39%	14%	7%
Completing homework assignments to your satisfaction	35%	44%	15%	7%
Participating in class	36%	40%	20%	4%
Volunteering (for extra credit or more responsibilities)	38%	27%	33%	2%
Attending class regularly	61%	16%	20%	4%
Being attentive in class	34%	36%	21%	9%
Behaving well in class	42%	28%	19%	10%
Academic performance	28%	49%	16%	7%
Coming to school motivated to learn	42%	29%	19%	10%
Getting along well with other students	47%	27%	20%	6%

**Figure 35. Proportion of Regular Participants in Cohort Four who Improved Various Behaviors Rated by Teachers**

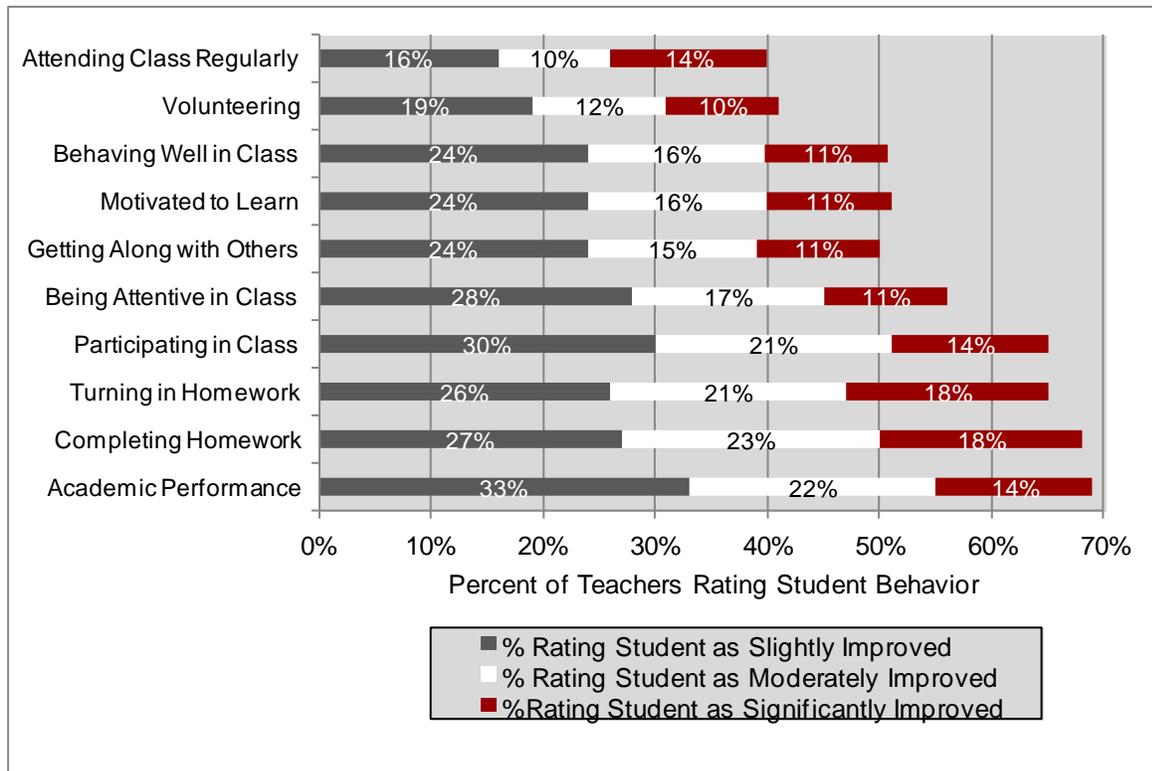


# **Appendix F: Cohort Five Program- Level Student Behavior Data**

**Table 34. Percent of Teachers Reporting Student Improvement, Decline, No Change, or No Change Needed Among Cohort Five Programs**

Behavior	No Change Needed	Student Improved	No Change in Student	Student Declined
Turning in homework on time	39%	39%	15%	6%
Completing homework assignments to your satisfaction	33%	45%	16%	6%
Participating in class	32%	44%	21%	3%
Volunteering (for extra credit or more responsibilities)	37%	35%	26%	2%
Attending class regularly	61%	16%	21%	3%
Being attentive in class	32%	38%	22%	8%
Behaving well in class	40%	31%	21%	8%
Academic performance	25%	52%	17%	7%
Coming to school motivated to learn	40%	31%	21%	8%
Getting along well with other students	44%	28%	21%	6%

**Figure 36. Proportion of Regular Participants in Cohort Five who Improved Various Behaviors Rated by Teachers**



# **Cohort Four Program-Level Spring 2011 ISTEP+ Data**

**Table 35. Percent of Regular Attendees in Cohort Four Programs who Passed the English/Language Arts and Math ISTEP+ in 2009-2010 and 2010-2011**

	Both Subtests		English/Language Arts		Mathematics	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Bartholomew Consolidated School Corp.	44%	42%	60%	55%	53%	56%
Boys and Girls Club of Northwest Indiana	22%	60%	44%	70%	56%	80%
Boys and Girls Clubs of St. Joseph County	38%	66%	50%	72%	46%	74%
Boys and Girls Clubs of Wayne County	56%	No data	67%	No data	69%	No data
Cloverdale Community School Corp.	45%	49%	61%	68%	59%	59%
Communities in Schools of East Chicago	75%	No data	75%	No data	88%	No data
Crawford County Community School Corp.	80%	77%	84%	84%	89%	91%
Evansville-Vanderburgh School Corp.	50%	No data	59%	No data	57%	No data
Family & Children First	54%	73%	69%	82%	62%	73%
Goodwill Industries of Central Indiana	50%	No data	67%	No data	50%	No data
Hoosier Uplands	78%	No data	83%	No data	87%	No data
Indy Parks and Rec	47%	No data	55%	No data	58%	No data
LaPorte Community School Corporation	86%	85%	93%	88%	93%	92%
Monroe Co. Community School Corp.	52%	No data	56%	No data	64%	No data
MSD of Washington Township	64%	64%	73%	73%	77%	73%
Michigan City Area Schools	56%	No data	63%	No data	78%	No data
Muncie Public Library	No data	20%	No data	80%	No data	20%
Scott County School District 2	48%	No data	70%	No data	52%	No data
Starke County Youth Club, Inc.	82%	No data	85%	No data	90%	No data
Steuben County Literacy Coalition	33%	33%	43%	44%	50%	49%
The John H. Boner Community Center	50%	No data	50%	No data	67%	No data
<b>Aggregate</b>	55%	56%	65%	67%	66%	68%

Programs highlighted in yellow are those that had at least 75% of students passing the reading and math sections of the ISTEP in 2011.

# **Appendix H: Cohort Five Program- Level Spring 2011 ISTEP+ Data**

**Table 36. Percent of Regular Attendees in Cohort Five Programs who Passed the English/Language Arts and Mathematics ISTEP+ in 2010-2011**

<b>Program</b>	<b>Both Subsections</b>	<b>English/Language Arts</b>	<b>Mathematics</b>
A Better Way Services, Inc.	43%	55%	57%
Archdiocese of Indianapolis	59%	76%	70%
AYS, Inc.	65%	77%	81%
Ball State University	25%	50%	75%
Bartholomew Consolidated School Corporation	39%	55%	58%
Blue River Services, Inc.	68%	77%	73%
Boys & Girls Club of Indianapolis	74%	76%	89%
Boys & Girls Club of St. Joseph County	72%	76%	81%
Communities in Schools of Clark County	49%	59%	59%
Community Schools of Frankfort	31%	44%	48%
Crawford County Community School Corp.	54%	69%	68%
Crawfordsville Community Schools	67%	100%	67%
East Allen Family Resource Center, Inc.	54%	70%	68%
Elkhart Community School Corporation	57%	62%	75%
GEO Foundation	50%	50%	100%
Indiana Alliance of Boys & Girls Clubs	78%	82%	89%
Lafayette School Corporation	85%	87%	97%
MSD of Mount Vernon	70%	81%	85%
MSD of Washington Township	48%	54%	97%
New Albany-Floyd County Schools	66%	74%	83%
North Adams Community Schools	57%	69%	70%
Southwest Dubois Co. School Corp.	91%	95%	100%
Steuben County Literacy Coalition	31%	45%	50%
Switzerland County YMCA	59%	59%	81%
The Link (Whitewater College Programs, Inc.)	61%	68%	76%
Vigo County School Corporation	87%	90%	93%
Warrick County School Corporation	100%	100%	100%
YMCA of DeKalb County, Inc.	39%	54%	58%
<b>Aggregate</b>	57%	66%	76%

Programs highlighted in yellow are those that had at least 75% of students passing the reading and math sections of the ISTEP in 2011.

# **Appendix I: Site-Level Summary of Cohort Four Elementary/Middle School STPM Reports**

**Table 37. Cohort Four Elementary/Middle Site-Level Short Term Performance Measure Results**

Cohort Four	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
<b>Bartholomew Consolidated School Corporation</b>						
Clifty Creek Elementary	0/2	15,75	1/2	75,116	0/1	61
Fodrea Elementary	0/2	0,0	0/2	0,46	0/1	46
Lincoln Elementary	1/2	9,13	0/2	13,18	1/1	44
Mt. Healthy Elementary	1/2	4,44	1/2	44,57	0/1	58
Schmitt Elementary	0/2	0,0	0/2	0,0	0/1	61
Smith Elementary	0/2	0,0	0/2	56,34	0/1	51
Taylorville Elementary	0/2	7,48	0/2	69,48	0/1	69
<b>Boys and Girls Clubs of Northwest Indiana</b>						
Glen Park Academy	2/2	27,68	2/2	31,68	1/1	123
John Will Anderson Club	1/2	16,7	1/2	16,7	1/1	3
<b>Boys and Girls Clubs of St. Joseph County</b>						
Harrison Primary Ctr	1/1	130	1/1	130	1/1	138
<b>Boys and Girls Clubs of Wayne County</b>						
Central Unit	4/4	18,11,36,1	2/4	18,11,36,1	0/4	34,18,55,1
Richard E. Jeffers Unit	7/9	25,40,67,30,8,30,17,2,18	4/9	30,25,40,67,30,8,17,2,18	7/9	47,60,71,52,12,37,30,4,30
<b>Cloverdale Community School Corporation</b>						
Cloverdale Elementary	2/2	131,131	1/2	131,131	0/1	133
Cloverdale Middle	0/2	163,185	0/2	170,186	0/1	189
<b>Communities in Schools of East Chicago</b>						
Block Jr. High	0/1	24	0/1	24	1/1	27
<b>Crawford County Community School Corporation</b>						
English Elementary	0/1	67	0/1	68	1/1	63
Leavenworth Elementary	1/1	63	1/1	63	1/1	63
Marengo Elementary	0/1	86	0/1	86	1/1	89
Milltown Elementary	1/1	81	0/1	79	1/1	83
Patoka Elementary	0/1	51	0/1	51	1/1	51
<b>Evansville-Vanderburgh School Corporation</b>						
Caze Elementary	1/2	76,107	1/2	76,107	1/1	189
Delaware Elementary	1/2	41,52	1/2	42,52	1/1	95
Dexter Elementary	1/2	74,100	1/2	74,101	1/1	187
Evans Middle	0/1	51	0/1	52	1/1	55
Fairlawn Elementary	1/2	66,70	0/2	66,70	1/1	138
Glenwood Middle	0/1	44	0/1	54	1/1	54
Howard Roosa Elementary	2/2	74,84	0/2	75,82	0/1	169
McGary Middle	0/1	154	0/1	155	1/1	162
<b>Family and Children First</b>						
Hazelwood Middle	1/1	68	1/1	68	1/1	68

Cohort Four	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
<b>Hoosier Uplands Economic Development</b>						
Orleans Elementary	1/1	90	1/1	90	1/1	98
Springs Valley Elementary	0/1	91	1/1	91	0/1	95
Springs Valley Jr. High	0/1	23	0/1	23	1/1	47
<b>Indy Parks and Recreation</b>						
Charity Dye Elementary	0/1	0	1/2	26,0	1/1	49
Christian Park Elementary	0/1	0	1/2	26,0	1/1	43
Daniel Webster Elementary	0/1	0	1/2	14,0	1/1	33
James Garfield Elementary	0/1	0	1/2	17,0	1/1	50
James Russell Lowell	0/1	0	1/2	13,0	1/1	46
Joyce Kilmer Elementary	0/1	0	1/2	11,0	1/1	25
Wendell Phillips Elementary	0/1	0	0/2	18,0	1/1	50
William Penn Elementary	0/1	0	1/2	12,0	1/1	41
<b>LaPorte Community School Corporation</b>						
Handley Elementary	1/1	40	0/1	40	0/1	83
<b>Michigan City Area Schools</b>						
HOPE Program	0/2	23,77	0/2	25,38	0/1	68
Joy Elementary/Barker Woods	2/2	5,4	2/2	5,4	0/1	9
Marsh Elementary	1/2	37,24	2/2	37,24	1/1	62
<b>Monroe County Community Schools</b>						
Arlington Heights Elementary	0/1	6	0/1	6	0/1	19
Fairview Elementary	0/1	11	0/1	11	0/1	65
Grandview Elementary	0/1	14	0/1	14	1/1	21
Highland Park Elementary	0/1	6	0/1	6	1/1	15
Summit Elementary	0/1	25	0/1	25	0/1	40
Templeton Elementary	0/1	10	0/1	10	0/1	24
<b>MSD of Pike Township</b>						
Deer Run Elementary	0/1	30	0/1	30	0/1	33
Guion Creek Middle	0/1	55	0/1	55	1/1	56
Lincoln Middle	0/1	62	0/1	62	1/1	62
<b>MSD of Washington Township</b>						
Northview Middle	0/1	40	0/1	39	1/1	40
Westlane Middle	0/1	41	0/1	58	1/1	58
<b>Muncie Public Library</b>						
Maring-Hunt Library	1/1	9	0/1	9	0/1	33

Cohort Four	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
<b>Scott Co. School District 2</b>						
Scottsburg Middle School	0/1	84	0/1	83	0/1	83
<b>Steuben County Literacy Coalition</b>						
Carlin Park Elementary	1/2	34,24	0/2	34,24	1/1	59
Fremont Elementary	1/2	19,17	0/2	19,17	0/1	39
Hamilton Community Elementary	1/1	48	1/1	48	0/1	50
Hendry Park Elementary	1/2	31,19	2/2	31,19	0/1	54
Prairie Heights Elementary	1/2	25,33	1/2	27,32	0/1	65
Steuben County Literacy	0/2	1,1	0/2	1,1	0/1	2
<b>The John H. Boner Community Center</b>						
Brookside Elementary	0/2	24,0	1/2	24,0	0/1	51
Thomas Gregg Elementary	0/2	25,0	0/2	25,0	1/1	39
Washington Irving Elementary	0/2	21,0	1/2	21,0	0/1	65
<b>The Starke County Youth Club</b>						
Knox Community Elementary	1/1	80	0/1	123	1/1	126
North Judson-San Pierre Elementary	0/1	46	1/1	42	0/1	46
Oregon-Davis Elementary	1/1	47	1/1	31	0/1	56

# **Appendix J: Site-Level Summary of Cohort Five Elementary/Middle School STPM Reports**

**Table 38. Cohort Five Elementary/Middle Site-Level Short Term Performance Measure Results**

Cohort Five	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
<b>A Better Way, Muncie</b>						
Grissom	0/1	50	1/2	52,53	1/1	68
Longfellow	0/1	53	0/2	47,54	1/1	83
Northside	1/1	27	2/2	18,34	1/1	63
Sutton	0/1	40	1/2	19,38	1/1	50
Wilson	0/1	21	0/2	18,20	1/1	57
<b>Archdiocese of Indianapolis</b>						
Central Catholic	0/1	53	1/1	53	1/1	81
Holy Angels	1/1	32	1/1	32	0/1	57
Holy Cross	1/1	73	1/1	73	0/1	94
Padua Academy	0/1	29	1/1	29	0/1	48
Saint Philip Neri	1/1	58	1/1	58	1/1	90
St. Andrew & St. Rita Academy	0/1	53	0/1	53	1/1	81
<b>AYS, Inc.</b>						
The Blue and Gold Academy	0/2	49,70	0/2	49,70	1/2	60,84
<b>Ball State University</b>						
Huffer Memorial Children's Center	1/1	28	1/2	0,37	1/1	28
<b>Bartholomew Consolidated School Corporation</b>						
Central Middle School	0/1	0	0/1	21	0/1	21
Northside Middle School	0/1	0	0/1	0	0/1	39
W.D. Richards Elementary	0/1	4	0/2	0,51	0/1	54
<b>Beech Grove City Schools</b>						
Beech Grove Middle School	0/1	0	0/1	0	1/1	8
Central Elementary	0/1	31	0/1	31	1/1	31
Hornet Park Elementary	0/1	14	0/1	14	0/1	33
South Grove Intermediate	0/1	0	0/1	0	1/1	46
<b>Blue River Services, Inc.</b>						
Morgan Elementary	1/1	39	1/1	38	0/1	53
North Harrison Elementary	0/1	43	0/1	44	1/1	61
<b>Boys and Girls Clubs of Huntington County</b>						
Boys & Girls Club of Huntington	1/1	105	0/1	105	1/1	110
Salamonie Elementary/Middle	1/1	29	0/1	32	1/1	31
<b>Boys and Girls Clubs of Indianapolis</b>						
Francis Scott Key	0/2	24,0	0/2	24,0	0/1	60
George Buck	0/2	29,0	0/2	29,0	0/1	74
Liberty Park	1/2	46,40	2/2	49,38	1/1	27
<b>Boys and Girls Clubs of St. Joseph County</b>						
Battell	1/1	126	0/1	124	0/1	162
LaSalle	1/1	94	1/1	93	0/1	134
Wilson	1/1	124	1/1	126	0/1	116
<b>Christel House Academy</b>						
Christel House Academy	2/2	80,110	0/2	80,110	1/1	190

Cohort Five	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
<b>Communities in Schools of Clark County</b>						
Bridgepoint Elementary	1/1	16	1/1	16	1/1	16
Clarksville Elementary	1/1	23	1/1	23	0/1	24
Jonathan Jennings Elementary	1/1	14	1/1	14	0/1	14
Maple Elementary	1/1	11	1/1	11	0/1	9
Northaven Elementary	1/1	21	1/1	21	0/1	21
Parkwood Elementary	1/1	19	1/1	19	1/1	18
Riverside Elementary	1/1	21	1/1	21	0/1	20
Spring Hill Elementary	1/1	17	1/1	17	0/1	16
W.E. Wilson Elementary	1/1	19	1/1	19	1/1	19
<b>Communities in Schools of East Chicago</b>						
Abraham Lincoln Elementary	2/2	34,34	2/2	34,34	1/1	29
Benjamin Franklin Academy	2/2	14,14	2/2	15,15	1/1	15
Carrie Gosch Elementary	2/2	27,27	2/2	29,29	1/1	17
<b>Community Schools of Frankfort</b>						
Blue Ridge Primary	1/1	42	1/1	45	0/1	45
Frankfort Middle School	0/1	30	0/1	30	0/1	31
Green Meadows Intermed.	0/1	37	0/1	37	0/1	41
Suncrest Elementary	0/1	85	0/1	111	0/1	95
<b>Crawfordsville Community Schools</b>						
Laura Hose Elementary	0/1	58	1/2	72,0	1/1	72
Meredith Nicholson Elementary	0/1	61	0/2	62,0	0/1	63
Mollie B. Hoover Elementary	0/1	152	0/2	166,0	1/1	169
<b>East Allen Family Resource Center, Inc.</b>						
Meadowbrook Elementary	0/1	62	1/1	75	1/1	139
<b>Elkhart Community Schools</b>						
Monger Elementary	2/2	30,100	2/2	30,98	1/1	138
Pierre Moran Middle School	1/1	42	1/1	44	1/1	46
<b>Evansville-Vanderburgh School Corp.</b>						
Cedar Hall Community School	0/2	30,75	0/2	30,77	0/1	107
Glenwood Community School	0/3	51,66,44	0/3	51,67,54	2/2	120,54
Lincoln Elementary/Middle	1/2	12,56	2/2	12,58	0/1	74
Lodge Elementary/Middle	0/2	25,47	0/2	43,82	0/1	133
The Academy	0/1	21	0/1	20	0/1	26
<b>Franklin Community School Corporation</b>						
Franklin Community Middle	0/1	325	0/1	325	0/1	322
<b>GEO Foundation</b>						
Fall Creek Academy	0/1	0	0/1	0	1/1	219
Fountain Square Academy	0/1	0	0/1	0	1/1	58
<b>Hoosier Uplands Economic Development Corp.</b>						
Burriss Elementary	1/1	58	1/1	58	1/1	58
Hatfield Elementary	1/1	49	1/1	49	1/1	52
West Washington Elementary	1/1	100	1/1	100	1/1	99
<b>Indiana Alliance of Boys &amp; Girls Clubs</b>						
Thornton Memorial Boys Club	1/1	50	2/2	24,50	0/1	76
<b>Lafayette School Corp.</b>						
Murdock Elementary	1/1	43	1/2	63,43	0/1	25
<b>Leap of Noble County, Inc.</b>						
West Noble Elementary	1/1	136	1/1	136	1/1	139
West Noble Middle	1/1	77	1/1	77	1/1	78

Cohort Five	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
<b>Martin Education Village</b>						
Edna Martin Christian Center	2/2	46,9	2/2	46,9	1/1	58
Emmanuel Missionary Church	1/1	52	1/1	50	1/1	74
<b>Mary Rigg Neighborhood Ctr</b>						
Decatur Middle School	1/1	130	1/1	130	0/1	130
<b>Michigan City Area Schools</b>						
Edgewood Elementary	1/2	37,30	2/2	37,30	1/1	69
Joy Elementary	1/2	19,26	2/2	19,25	1/1	47
Knapp Elementary	1/2	43,45	2/2	43,45	1/1	93
Lake Hills Elementary	1/2	12,23	2/2	12,23	1/1	35
Niemann Elementary	0/2	29,28	0/2	29,28	1/1	57
Pine Elementary	1/2	31,29	1/2	31,30	1/1	62
Springfield Elementary	2/2	25,19	2/2	26,19	1/1	47
<b>MSD of Pike Township</b>						
College Park Elementary	0/1	83	0/1	83	1/1	84
Deer Run Elementary	0/1	85	0/1	87	1/1	90
Eastbrook Elementary	0/1	100	0/1	103	1/1	111
West Elementary	0/1	74	0/1	74	0/1	74
<b>MSD of Washington Township</b>						
Allisonville Elementary	1/1	70	0/1	49	1/1	76
Crooked Creek Elementary	1/1	57	0/1	50	1/1	76
Eastwood Middle School	0/1	14	0/1	26	1/1	26
Fox Hill Elementary	1/1	85	0/1	81	1/1	87
Greenbriar Elementary	1/1	63	0/1	50	1/1	69
John Strange Elementary	1/1	67	0/1	65	1/1	68
Nora Elementary	1/1	104	0/1	101	1/1	116
Spring Mill Elementary	1/1	79	0/1	77	1/1	85
<b>National Council on Educating Black Children</b>						
Belzer Middle School	0/1	12	1/2	11,6	1/1	12
Brook Park Elementary	1/2	13,23	2/3	12,23,7	1/1	37
Crestview Elementary	2/2	9,28	3/3	9,28,11	1/1	30
Fall Creek Valley Middle School	0/1	10	1/2	11,6	1/1	12
Sunnyside Elementary	0/2	11,21	2/3	4,9,23	1/1	32
Winding Ridge Elementary	1/2	6,23	2/3	12,24,4	1/1	28
<b>New Albany Consolidated School Corp.</b>						
Fairmont Elementary	0/2	30,46	1/2	30,43	1/1	77
Green Valley Elementary	1/2	46,42	1/2	46,42	0/1	90
S. Ellen Jones Elementary	0/2	30,38	1/2	31,38	0/1	74
<b>North Adams Community Schools</b>						
Bellmont Middle School	0/1	0	0/1	0	0/1	48
Northwest Elementary	0/1	47	0/2	47,0	0/1	117
Southeast Elementary	0/1	0	1/1	64	0/1	67
<b>Perry Central Community School Corp.</b>						
Perry Central Elementary	1/2	54,59	2/2	54,59	0/1	114
<b>Salem Community Schools</b>						
Brady Shrum Elementary	2/2	85,53	2/2	84,52	1/1	142
Salem Middle School	1/1	47	1/1	67	1/1	70
<b>Scott County School District 1</b>						
Austin Community Learning Ctr	2/3	9,19,41	4/4	8,21,39,35	0/2	71,38

Cohort Five	Mathematics Performance Measures		Reading Performance Measures		Attendance Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
<b>South Harrison Community School Corp.</b>						
Corydon Elementary	0/2	41,48	0/2	41,49	0/1	93
New Middletown Elementary	2/2	25,21	2/2	25,21	0/1	46
South Central Elementary	2/2	17,23	1/2	17,23	0/1	41
<b>Southwest Dubois Co. School</b>						
Huntingburg Elementary	0/3	27,54,71	1/3	27,54,70	0/1	160
<b>Steuben Co. Literacy Coalition</b>						
Angola Middle School	0/1	27	0/1	26	0/1	27
Fremont Middle School	1/1	52	1/1	53	0/1	54
Prairie Heights Middle School	0/1	28	0/1	28	1/1	32
<b>Switzerland County YMCA32</b>						
Switzerland County Middle	0/1	24	0/1	24	0/1	26
<b>The John H. Boner Community Center</b>						
H.L. Harshman Middle	0/1	0	0/1	0	0/1	25
<b>The Link (Whitewater College Programs, Inc.)</b>						
Grandview Elementary	1/1	46	1/2	21,25	1/1	50
Maplewood Elementary	1/1	48	1/2	16,32	0/1	54
<b>Vigo Co. School Corp.</b>						
Adelaide DeVaney Elementary	1/1	27	1/1	39	0/1	39
Blanche E. Fuqua Elementary	1/1	6	1/1	15	0/1	15
Farrington Grove Elementary	1/1	9	1/1	14	0/1	14
Ouabache Elementary	1/1	11	1/1	17	0/1	21
Sugar Grove Elementary	1/1	26	1/1	32	0/1	33
Terre Town Elementary	1/1	15	1/1	15	0/1	20
<b>Warrick Co. School Corp.</b>						
Chandler Elementary	0/1	48	0/1	42	0/1	57
Tennyson Elementary	1/1	25	0/1	25	0/1	35
<b>YMCA of Dekalb County, Inc.</b>						
Country Meadow Elementary	0/1	17	0/1	17	0/1	17
James R. Watson Elementary	0/1	41	0/1	41	0/1	37
McKenney-Harrison Elementary	0/1	48	0/1	48	0/1	48
Waterloo Elementary	0/1	10	0/1	11	0/1	10

# **Appendix K: Site-Level Summary of Cohort Four High School STPM Reports**

**Table 39. Cohort Four High School Site-Level Short Term Performance Measure Results**

Cohort Four	Progress Performance Measures		Readiness (Optional) Performance Measures		Graduation Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
<b>Communities in Schools of East Chicago</b>						
East Chicago Central High/Westside Freshman Center	1/2	25,25	N/A	N/A	2/2	1,1
<b>Goodwill Industries of Central Indiana</b>						
George Washington Community	3/3	33,33,33	N/A	N/A	1/1	7
Indianapolis Metropolitan High	3/3	38,38,38	N/A	N/A	0/1	38
<b>Michigan City Area Schools</b>						
Michigan City High	0/2	24,99	N/A	N/A	0/1	20
<b>MSD of Pike Township</b>						
Pike High/Freshman Center	2/2	60,60	N/A	N/A	1/2	7,7
<b>MSD of Washington Township</b>						
North Central High	2/2	131,130	N/A	N/A	1/1	33

# **Appendix L: Site-Level Summary of Cohort Five High School STPM Reports**

**Table 40. Cohort Four High School Site-Level Short Term Performance Measure Results**

Cohort Five	Progress Performance Measures		Readiness (Optional) Performance Measures		Graduation Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
<b>Beech Grove City Schools</b>						
Beech Grove City High	0/0	0*	N/A	N/A	0/2	0,0
<b>Cloverdale Community School Corp.</b>						
Cloverdale High	2/4	8,133,64,80	0/2	0,0	0/1	75
Eastern Greene High	1/4	36,18,26,1	0/2	0,0	1/1	32
Monrovia High	2/4	0,5,7,7	0/2	0,0	0/1	5
Rockville High	0/4	36,30,6,27	0/2	0,0	0/1	19
<b>Community Schools of Frankfort</b>						
Frankfort High	2/3	24,24,24	N/A	N/A	1/1	1
<b>Crawford County Community School Corp.</b>						
Crawford County Senior High	3/3	35,41,43	N/A	N/A	1/1	11
<b>Elkhart Community School Corp.</b>						
Elkhart Central High	2/2	92,92	0/1	2	1/1	8
<b>Evansville-Vanderburgh School Corp.</b>						
The Academy for Innovative Studies	1/2	8,8	N/A	N/A	1/1	2
<b>GEO Foundation</b>						
Fall Creek Academy	0/2	51,42	N/A	N/A	1/1	11
Fountain Square Academy	1/2	42,42	N/A	N/A	1/1	4
<b>Ivy Tech Community College</b>						
Emmerich Manual High School	2/2	3,3	0/6	3,3,3,3,3,3,	1/2	0,2
Northwest High	2/2	2,2	0/6	2,2,2,2,2,2	1/2	0,2
<b>Lake Ridge Schools</b>						
Calumet High	1/2	45,45	0/1	6	1/2	0,6
<b>LEAP of Noble County, Inc.</b>						
West Noble High	2/2	41,41	N/A	N/A	1/1	10
<b>North Adams Community Schools</b>						
Bellmont High School/ACCES Alt. High	1/2	22,28	N/A	N/A	0/1	0
<b>Salem Community Schools</b>						
Salem High	2/2	12,17	2/2	3,2	1/1	4
<b>Scott County School District 1</b>						
Austin Community Learning Center	3/3	40,36,38	N/A	N/A	1/1	6
<b>South Bend Community School Corp.</b>						
Riley High	2/3	78,78,78	N/A	N/A	2/2	10,10
Washington High	2/3	78,78,78	N/A	N/A	2/2	10,10

Cohort Five	Progress Performance Measures		Readiness (Optional) Performance Measures		Graduation Performance Measures	
	Measures Achieved	Students with Data	Measures Achieved	Students with Data	Measures Achieved	Students with Data
<b>South Harrison Community School Corp.</b>						
Harrison Co. Lifelong Learning Center	3/3	26,7,10	N/A	N/A	1/1	16
<b>The Starke County Youth Club, Inc.</b>						
Oregon Davis Jr./Sr. High	3/3	34,33,34	N/A	N/A	1/1	40
<b>The John H. Boner Community Center</b>						
Arsenal Technical High	0/2	6,6	N/A	N/A	0/1	0

\*No regular attendees during the 2010-2011 school year

