



21st CCLC Subgrantee Annual Outcomes Progress Monitoring Report

Subgrantee: Kinetic Minds

Cohort: 12 Year: 18-19

Objective	Target	Observed	Goal Met?	Cohort 12 Mean
Goal 1: Targeted Students Are Enrolled				
1.1: Enroll At Least 75% of Proposed Number of Students (with the desired goal of 90%)	75%	108%	Yes	118%
1.2: The Majority (Over 50%) of Students are from Low-Income Schools (Title I)	50%	99%	Yes	82%
1.3: The Majority (Over 50%) of Students (Grades 4-8) Need Academic Support Based on Reading and/or Math EOGs	Reading: 50%	Reading: 84%	Yes	Reading: 74%
	Math: 50%	Math: 86%	Yes	Math: 68%
Goal 2: Enrolled Students Meet Definition of "Regular" Attendance				
2.1: Percentage of Students Attending 30 Days or More ("Regular" Attendees) Meets Minimum Threshold/Target for Grade Level	Elem: 80%	Elem: 86	Yes	Elem.: 83%
	Middle: 60%	Middle: 88	Yes	Middle: 59%
	High: 40%	High: --	--	High: 36%
2.2: Percentage of Centers with an Average Attendance of 30 Days or More	100%	100% (1 out of 1)	Yes	87%
Goal 4: "Regular" Attendees Will Demonstrate Educational and Social Benefits and Exhibit Positive Behavioral Changes				
4.1: Percentage of "Regular" Attendees (Grades 4-8), With Two Years of State Test Data, Who Improve from "Non-Proficient" (Levels I, II or III) to "Proficient" (Levels IV or V) Will Be At Least 11%.	Reading: 11% Math: 11%	Reading: 17% Math: 6%	Not Reported Not Reported	Reading: 10% Math: 6%
4.2: "Regular" Attendees (Grades 4-8) With Two Years of State Test Data Will Demonstrate Year-to-Year Change on State Tests in Reading and Math At Least As Great or Greater Than the State Population Year-to-Year Change.	Same or Greater Than	Reading: Same Math: Greater	Yes Yes	Reading: Same Math: Greater
4.3: Classroom Teachers Will Indicate Improvement in the Majority (Over 50%) of "Regular" Attendees at the End of the Year on: Homework Completion and Class Participation	50%	89%	Yes	88%
4.4: Classroom Teachers Will Indicate Improvement in the Majority (Over 50%) of "Regular" Attendees at the End of the Year: Student Behavior	50%	81%	Yes	76%



21st CCLC Subgrantee Annual Outcomes Progress Monitoring Report:
Explanation of Data Sources for After School Program Participants

Objective	Data Source*/Analysis Plan
Goal 1: Targeted Students Are Enrolled	
1.1: Enroll At Least 75% of Proposed Number of Students (with the desired goal of 90%)	$\text{\% of Proposed Number of Students} = \frac{\text{Actual \# of Students Enrolled}}{\text{Proposed \# of Students}}$ <p>The proposed number of students is as indicated in the original grant application unless NCDPI has approved changes to that number. It is the total number of students the subgrantee proposed to serve with 21st CCLC funds across centers/sites. The proposed number for each subgrantee is taken from the 21DC database. The actual number of students enrolled for the year is calculated by summing the number of students enrolled across each center/site, as entered into the 21DC database by the subgrantee.</p>
1.2: The Majority (Over 50%) of Students are from Low-Income Schools (Title I)	$\text{\% of Students from Low-Income Schools} = \frac{\text{\# of Students from Schools Served by Title I}}{\text{Actual \# of Students Enrolled}}$ <p>The number of students from schools served by Title I is drawn from student-level data obtained from NCDPI Accountability Services combined with school-level Title I data available from the Federal Program Monitoring and Support Division.</p>
1.3: The Majority (Over 50%) of Students (Grades 4-8) Need Academic Support Based on Reading and/or Math EOGs	$\text{\% of Students Who Need Academic Support} = \frac{\text{\# of Students (Grades 4-8) with Below Proficient EOG Scores in Reading or Math}}{\text{Actual \# of Students Enrolled (Grades 4-8)}}$ <p>The number of students with below proficient EOG scores (Grades 4-8) is determined from student-level data obtained from NCDPI Accountability Services. The actual number of students enrolled (Grades 4-8) is taken from student-level data entered into 21DC by subgrantees.</p>
Goal 2: Enrolled Students Meet Definition of “Regular” Attendance	
2.1: Percentage of Students Attending 30 Days or More (“Regular” Attendees) Meets Minimum Threshold/Target for Grade Level	$\text{\% of Students Attending 30 Days or More} = \frac{\text{\# of Students with Attendance of 30 or More Days}}{\text{Actual \# of Students Enrolled}}$ <p>The number of students with 30 or more days of attendance and the actual number of students enrolled by each subgrantee are drawn from student-level attendance data entered by subgrantees into 21DC.</p>
2.2: Percentage of Centers with an Average Attendance of 30 Days or More	$\text{\% of Centers with Avg. Attendance of 30 days or more Over Total \# of Centers} = \frac{\text{\# of Centers with Avg. Attendance of 30 Days or More}}{\text{\# of Centers}}$ <p>The average attendance at each center/site is calculated using student-level data entered into 21DC by subgrantees. These data are provided by NCDPI Accountability Services, combined with grantee-level data also obtained from the 21DC database.</p>

* Does not include data collected during summer.



Objective	Data Source*/Analysis Plan
Goal 4: "Regular" Attendees Will Demonstrate Educational and Social Benefits and Exhibit Positive Behavioral Changes	
<p>4.1: Percentage of "Regular" Attendees (Grades 4-8), With Two Years of State Test Data, Who Improve from "Non-Proficient" (Levels I, II or III) to "Proficient" (Levels IV or V) Will Be At Least 11%.</p> <p>Note: Due to changes in Reading and Math curriculum and assessment standards between reporting years, the 11% threshold will need to be re-evaluated in future years. As such, we do not make a determination as to whether this objective was met for this reporting year. However, we do report the subgrantee and cohort percent change for descriptive purposes.</p>	$\text{\% of "Regular" Attendees Who Become Proficient} = \frac{\text{\# of "Regular" Attendees Who Become "Proficient"}}{\text{\# of "Non-Proficient" "Regular" Attendees}}$ <p>The total number of "regular" attendees (Grades 4-8) with two years of state test data who are "Non-Proficient" in prior year and the number of "regular attendees" who subsequently, improve from "Non-Proficient" to "Proficient" at the end of the current year, are drawn from student-level data obtained from NCDPI Accountability Services. Grantee- and center/site-level data are drawn from the 21DC database.</p>
<p>4.2: "Regular" Attendees (Grades 4-8) With Two Years of State Test Data Will Demonstrate Year-to-Year Change on State Tests in Reading and Math At Least As Great or Greater Than the State Population Year-to-Year Change.</p>	<p>For each subgrantee, the mean (average) change in their "regular attendees" test scores from the prior to the current year is compared using a paired-samples t-test (p = 0.05). The subgrantee average change is compared to the state average change for the grade level. Test scores for "regular" attendees (Grades 4-8) with two years of state test data are provided by NCDPI Accountability Services.</p>
<p>4.3: Classroom Teachers Will Indicate Improvement in the Majority (Over 50%) of "Regular" Attendees at the End of the Year on: Homework Completion and Class Participation</p>	$\text{\% of "Regular Attendees" Whose Teachers Indicate Improvement in Homework Completion and Class Participation} = \frac{\text{\# of "Regular Attendees" Who Show Improvement}}{\text{\# of "Regular Attendees" With Teacher Surveys}}$ <p>Student-level teacher survey data and subgrantee-level data are provided by NCDPI from the 21DC database.</p>
<p>4.4: Classroom Teachers Will Indicate Improvement in the Majority (Over 50%) of "Regular" Attendees at the End of the Year: Student Behavior</p>	$\text{\% of "Regular Attendees" Whose Teachers Indicate Improvement in Behavior} = \frac{\text{\# of "Regular Attendees" Who Show Improvement}}{\text{\# of "Regular Attendees" With Teacher Surveys}}$ <p>Student-level teacher survey data and subgrantee-level data are provided by NCDPI from the 21DC database.</p>

* Does not include data collected during summer.