

21ST CCLC

STATEWIDE PERFORMANCE INDICATOR REPORT

FEBRUARY 2023

PREPARED FOR

TENNESSEE DEPARTMENT OF EDUCATION'S
OFFICE OF EXTENDED LEARNING PROGRAMS

PREPARED BY

UT COLLEGE OF SOCIAL WORK
OFFICE OF RESEARCH & PUBLIC SERVICE

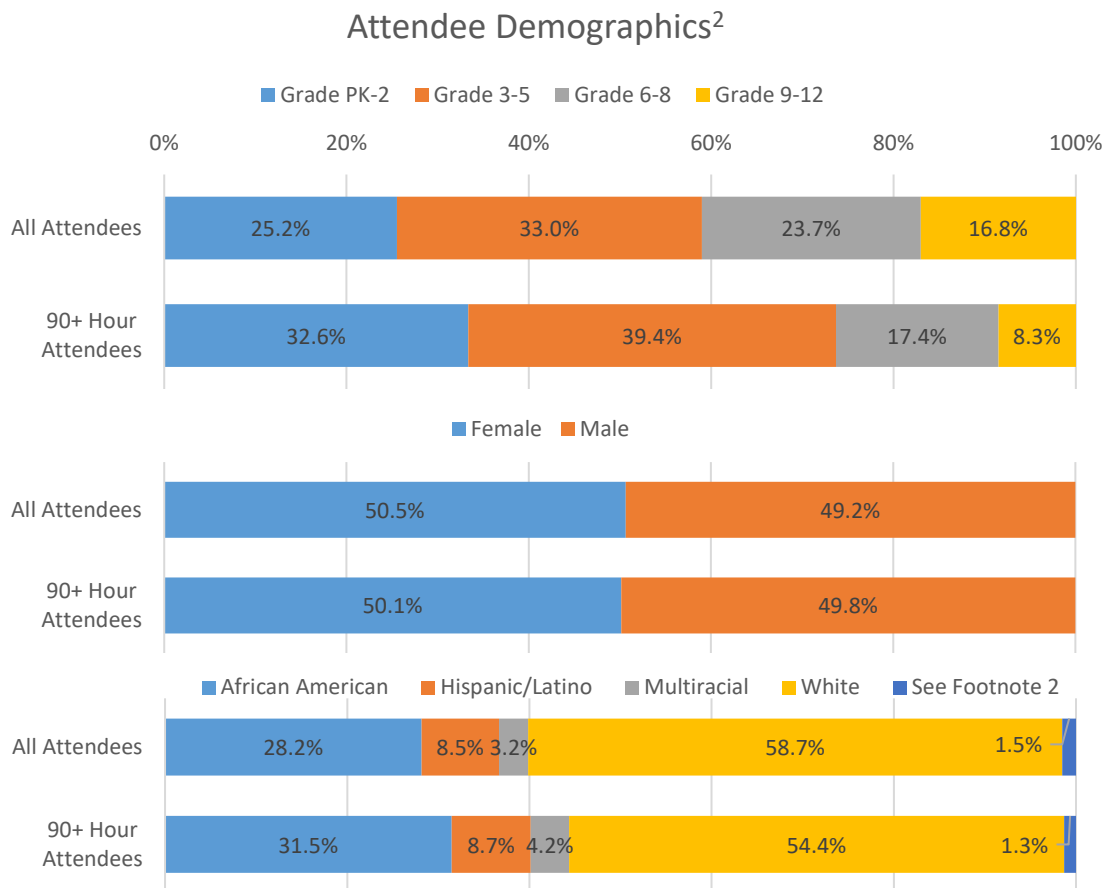


SWORPS

The state of Tennessee Department of Education Extended Learning Programs has identified several Performance Indicators to assess the quality of extended learning programs (ELPs) in the state operating with CCLC funding. ¹ For Program Year 2021-2022, 109 grantees operated 435 extended learning programs in Tennessee. Of those 286 were LEAs and 149 were CBOs. This report provides summary information for each of the state’s goals and the average outcome of all 21st CCLC funded ELPs in Tennessee based on data entered by programs in the Extended Learning Afterschool Programs (ELAP) database.

Demographics

The following demographic data is provided to put the Performance Indicators in context. During PY2021-2022, 35,516 students attended a 21st CCLC extended learning program. ² Of those, 44.6%, (15,829) attended 90 hours or more.



¹ Office of Extended Learning Program administrators collaborated with UT College of Social Work Office of Research and Public Service (UT SWORPS) during PY2020-21 on revisions to performance indicators. The updated performance indicators align with federal reporting requirements for 21st CCLC programs as the same office administers those grants. PY2021-22 is the first year the updated performance indicators are used for statewide evaluation of program reporting.

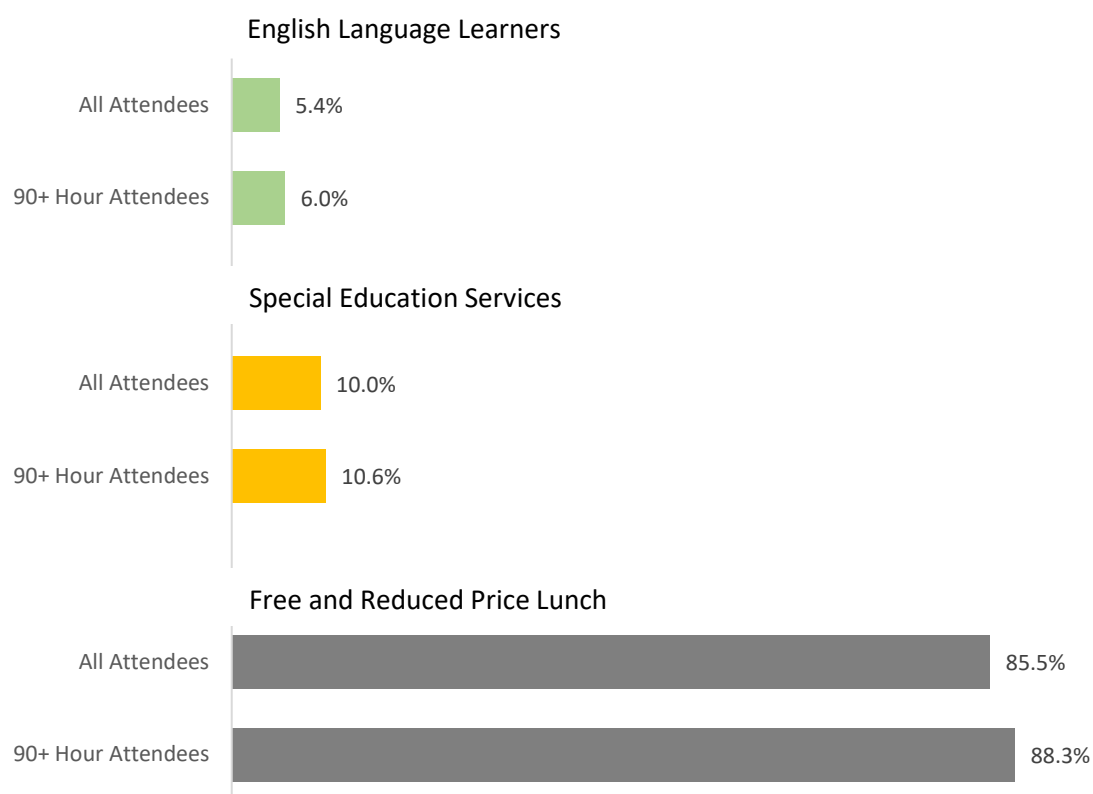
² To be included in the 35,516 students must have at least 1 hour of participation entered in ELAP.

³ Students with gender entered in ELAP as *Not reported in male or female* or *Data not provided* accounted for less than 0.4% of attendees (126 total attendees). Students classified in ELAP as *Asian, Native American/Alaska Native, Native Hawaiian/Pacific Islander, or Data not provided* collectively accounted for 1.5% of attendees (535 total attendees).



Student Services

Programs also track the number of students eligible for services such as those receiving Free and Reduced-Price Lunch, Special Education services, and English Language Learners. The following chart details the proportion of students receiving these services from their regular day school. The same chart includes the proportion of those student populations enrolled in ELPs who participated in programming for 90 or more hours.⁴

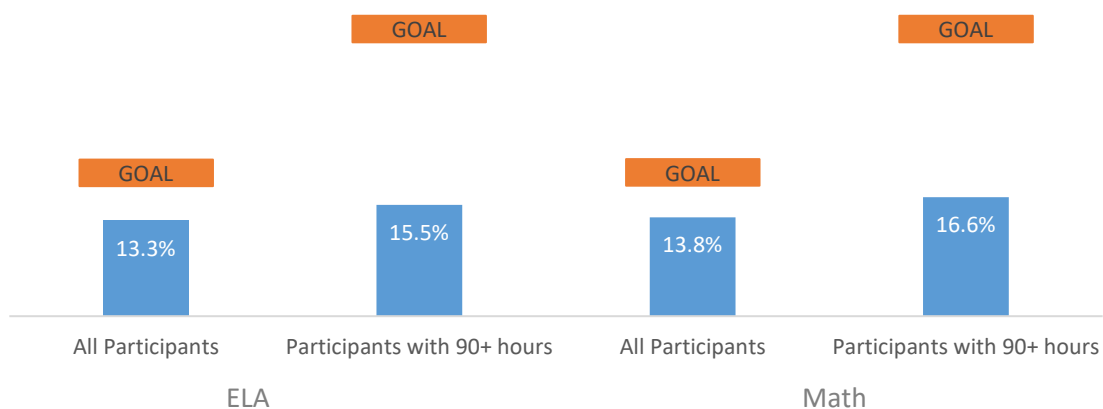


⁴ Percentages are conservative—consisting only of those positively identified as receiving the service in the ELAP database.

Performance Goal #1: All students will reach high academic standards, improving their reading/language arts and mathematics state assessment scores.

Student State Assessment Scores were entered by program staff in the ELAP attendance tracking database when available at the end of each program year. Students *need to improve* if they had a state assessment score of less than Mastered the previous year; 83.5% of all attendees in grades 4-8 (13,483) and 87.6% of attendees with 90+ hours of participation in grades 4-8 (5,890) needed to improve their Math State Assessment from last year, 84.3% of all attendees in grades 4-8 (13,607) and 88.3% of attendees with 90+ hours of participation in grades 4-8 (5,932) needed to improve their English/Language Arts State Assessment from last year.

Improved State Assessment from Prior Year



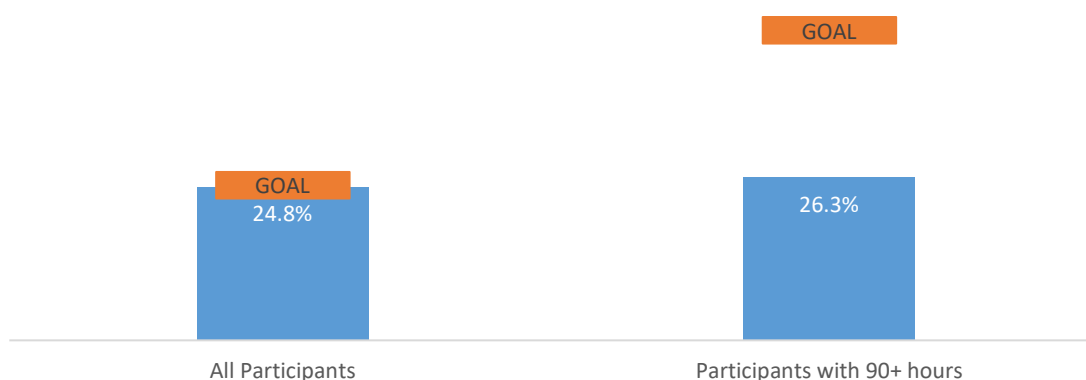
Indicator	State Goal	Tennessee Average ⁵
1.A. At least 20% of ALL students in grades 4-8 who participated in programming during the school year demonstrated growth in Math state assessments.	20%	13.8%
1.B. At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year demonstrated growth in Math state assessments.	40%	16.6%
1.C. At least 20% of ALL students in grades 4-8 who participated in programming during the school year demonstrated growth in Reading/Language Arts state assessments.	20%	13.3%
1.D. At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year demonstrated growth in Reading/Language Arts state assessments.	40%	15.5%

⁵ Students with no outcome data for the previous and/or current year are not excluded from the denominator as grantees were instructed to enter state assessment data for all students.

Performance Goal #2: All students will reach high academic standards, at a minimum attaining an Unweighted Grade Point Average of 3.0.

Student Unweighted Grade Point Averages (GPAs) were entered by program staff in the ELAP attendance tracking database when available at the end of each program year.⁶ Students *need to improve* if they had an unweighted GPA below 3.0 the previous year; 48.2% of all attendees in grades 7-8 and 10-12 (4,506) and 49.1% of attendees with 90+ hours of participation in grades 7-8 and 10-12 (1,281) needed to improve their GPA from last year.

Improved Unweighted GPA from Prior Year



Indicator	State Goal	Tennessee Average ⁷
2.A. At least 25% of ALL students in grades 7-8 and 10-12 who participated in programming during the school year and had an unweighted GPA of less than 3.0 the year before, demonstrated an improved GPA.	25%	24.8%
2.B. At least 50% of ALL students in grades 7-8 and 10-12 who participated in programming 90 hours or more during the school year and had an unweighted GPA of less than 3.0 the year before, demonstrated an improved GPA.	50%	26.3%

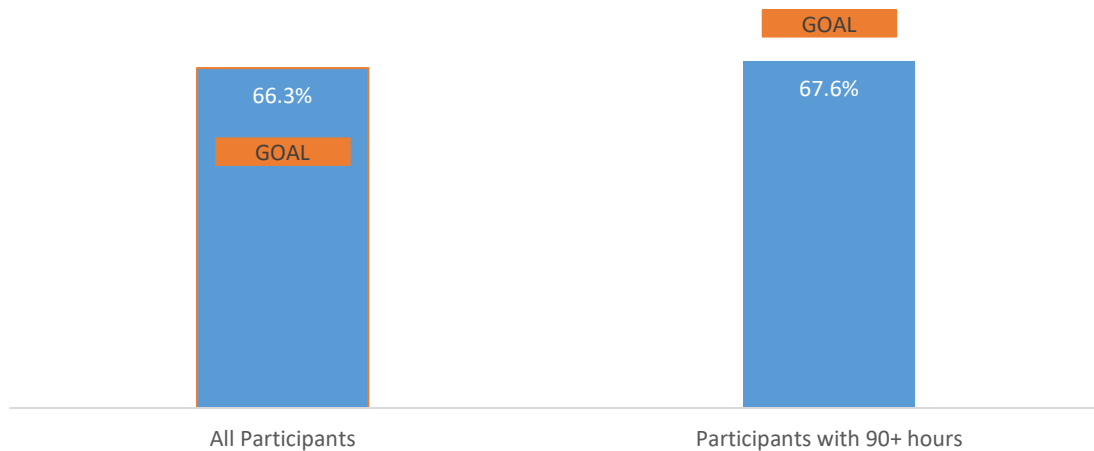
⁶ For this first year of reporting, GPA improvement compares student first semester unweighted GPA to end of year unweighted GPA. Future reports will compare current end of year unweighted GPA to the immediately previous end of year GPA. GPA data was collected directly from student report cards or by imputing numeric or letter grades into a conversion tool created for the purpose.

⁷ Students with no outcome data for the previous and/or current year are not excluded from the denominator as grantees were instructed to enter unweighted GPA for all students at the end of the 2021-22 year.

Performance Goal #3: Students who are chronically absent from school will improve their school attendance.

Students who are chronically absent miss 18 or more days of school: 10% of the school year. Attendance data was entered in the ELAP attendance tracking database from end of year report cards by program staff when available at the end of each program year. In the previous school year, 6.1% of all attendees (1,998) and 4.0% of attendees with 90+ hours of participation (571) were chronically absent.

Improved School Attendance from Prior Year



Indicator	State Goal	Tennessee Average ⁸
3.A. At least 50% of ALL students who participated in programming during the school year and who missed 18 days or more in the prior school year, demonstrated an improved attendance rate in the current school year.	50%	66.3%
3.B. At least 75% of ALL students who participated in programming 90 hours or more during the school year and who missed 18 days or more in the prior school year, demonstrated an improved attendance rate in the current school year.	75%	67.6%

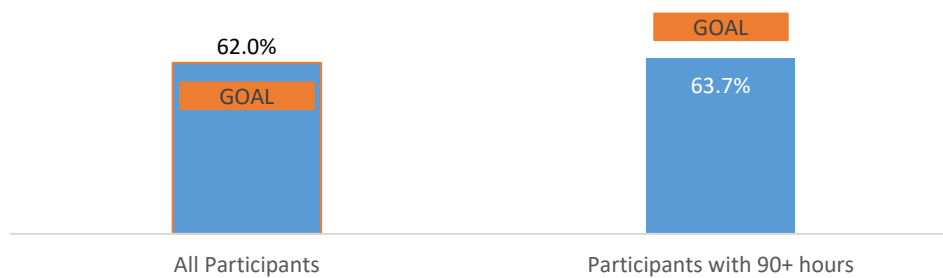
⁸ Students with no outcome data for the current year are not excluded from the denominator as grantees were instructed to enter school day attendance for all students at the end of the 2021-22 year. Denominator is the count of students in grade 1-12 attending a 21st CCLC funded program who missed 18 days or more of school the previous year, at each participation threshold (1+ hour or 90+ hours).



Performance Goal #4: All students will exhibit positive behavior changes that support academic and social growth.

In-school suspension data was entered in the ELAP attendance tracking database from end of year report cards by program staff when available at the end of each program year. In the previous year, 1.6% of all attendees (521) and 1.3% of attendees with 90+ hours of participation (182) had 1 or more in-school suspensions.

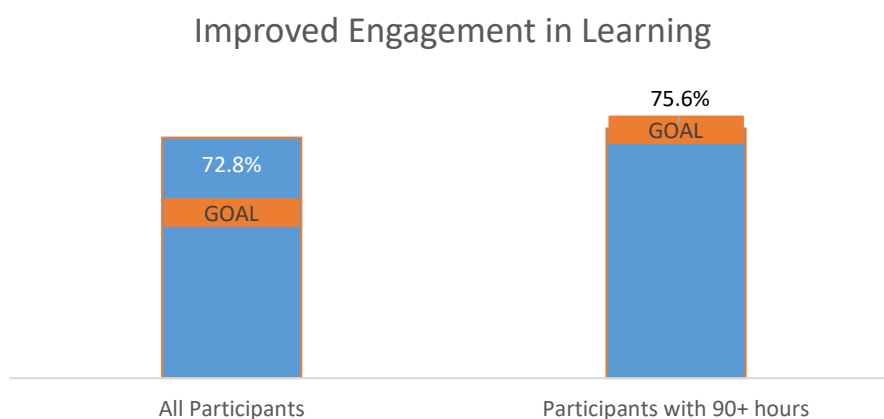
Decreased In-School Suspensions from Prior Year



Indicator	State Goal	Tennessee Average ⁹
4.A. At least 50% of ALL students who participated in programming during the school year experienced a decrease in in-school suspensions compared to the previous year.	50%	62.0%
4.B. At least 75% of ALL students who participated in programming 90 hours or more during the school year experienced a decrease in in-school suspensions compared to the previous year.	75%	63.7%

⁹ Students with no outcome data for the current year are not excluded from the denominator as grantees were instructed to enter in-school suspension data for all students at the end of the 2021-22 year. Denominator is the count of students in grade 1-12 attending a 21st CCLC funded program who had 1 or more in school suspensions the previous year, at each participation threshold (1+ hour or 90+ hours).

The behavioral indicator of engagement in learning is informed from responses to two items on the annual teacher survey conducted in Spring 2022 by UT SWORPS: improved classroom participation and improved classroom behavior.¹⁰ Teachers completed surveys for 41.2% of all attendees in grades 1-12 (13,484 of 32,762) and 47.9% of attendees in grades 1-12 with 90+ hours of participation (6,808 of 14,210).



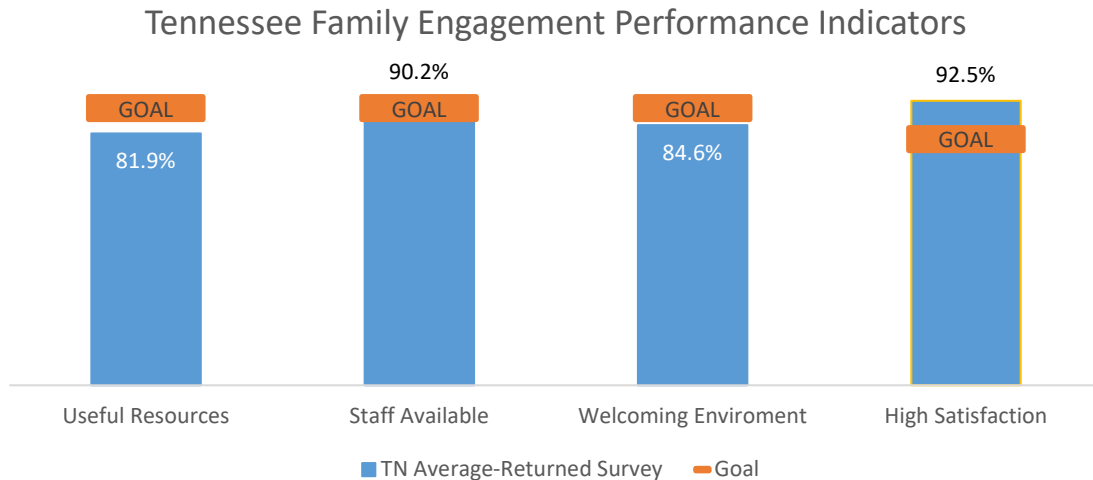
Indicator	State Goal	Tennessee Average ¹¹
5.A. At least 50% of ALL students who participated in programming during the school year demonstrated an improvement in teacher-reported engagement in learning.	50%	72.8%
5.B. At least 75% of ALL students who participated in programming 90 hours or more during the school year demonstrated an improvement in teacher-reported engagement in learning.	75%	75.6%

¹⁰ Teachers had to “agree” or “strongly agree” with at least 1 of the following 2 items on the survey to qualify the student as “improved” in this Performance Indicator: “The Extended Learning Program has helped improve this student’s level of class participation.” OR “The Extended Learning Program has been a positive impact on this student’s classroom behavior.”

¹¹ Denominator includes only those students with a returned teacher survey.

Performance Goal #5: Family engagement will be embedded in the entirety of the program

Family engagement indicators are informed from responses to the family survey conducted in the Spring of 2022 by UT SWORPS. Parents and guardians of all students attending were invited to complete the survey. Parent/guardians completed 8,501 surveys for the population of 35,516 students in grades 1-12 served by 21st CCLC programs during PY2021-22.



Indicator	State Goal	Tennessee Average ¹²
6.1 At least 90% of all parents with children/youth who participated in the program will report that the program offers useful resources and materials such as workshops on homework assistance, parent advocacy, adult education classes, etc.	90%	81.9%
6.2 At least 90% of all parents with children/youth who participate in the program will report that there is always program staff available to discuss individual student needs.	90%	90.2%
6.3 At least 90% of all parents with children/youth who participate in the program will report that the program provides an open, welcoming environment for families.	90%	84.6%
6.4 At least 80% of all parents with children/youth who participate in the program will report overall high level of satisfaction with the quality of provided services.	80%	92.5%

¹² Denominator includes only those parents/guardians who completed a survey.