

LEAPS

# 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



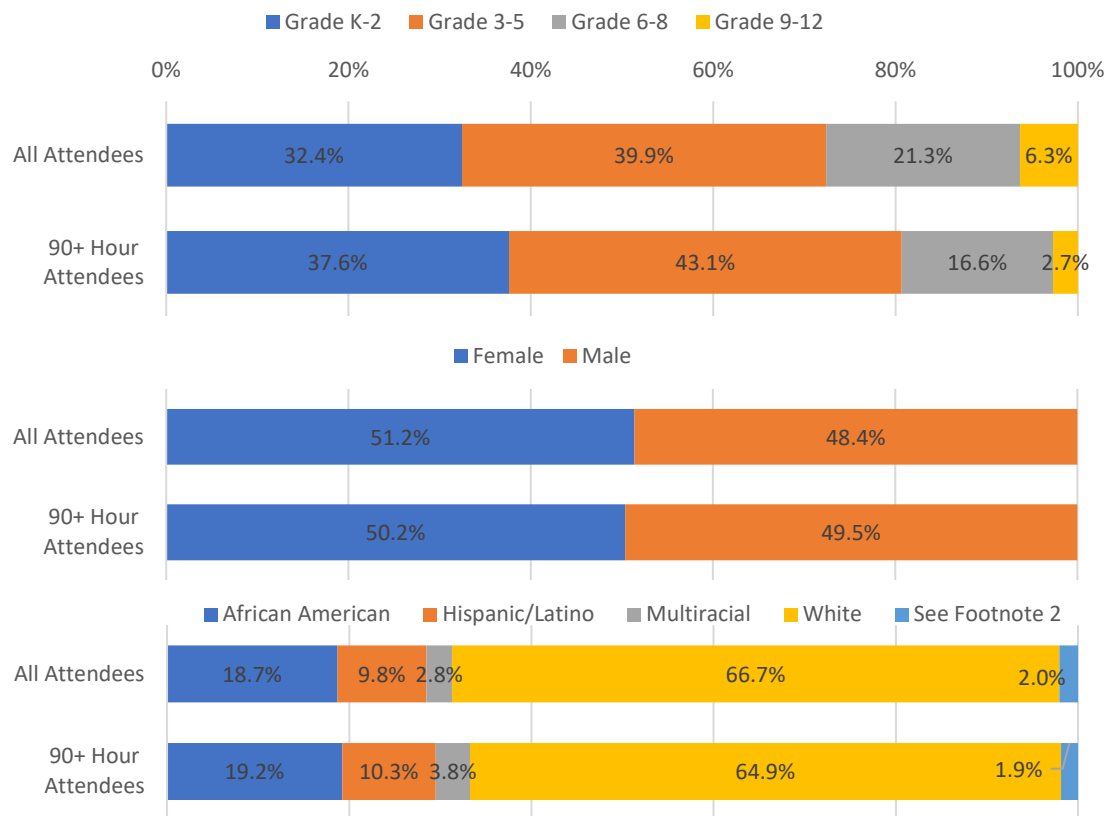
SWORPS

The Tennessee Department of Education Office of Extended Learning Programs has identified a set of Performance Indicators for extended learning programs (ELPs) in the state operating with LEAPs funding.<sup>1</sup> For Program Year 2021-2022, 67 grantees operated 227 extended learning programs in Tennessee. Of those 152 were LEAs and 75 were CBOs. This report provides summary information for each of the state’s goals and the average outcome of all LEAP 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, 17,680 students attended a LEAPs funded extended learning program.<sup>2</sup> Of those, 49.8%, (8,800) attended 90 hours or more.

Attendee Demographics<sup>2</sup>



<sup>1</sup> 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 21<sup>st</sup> 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.

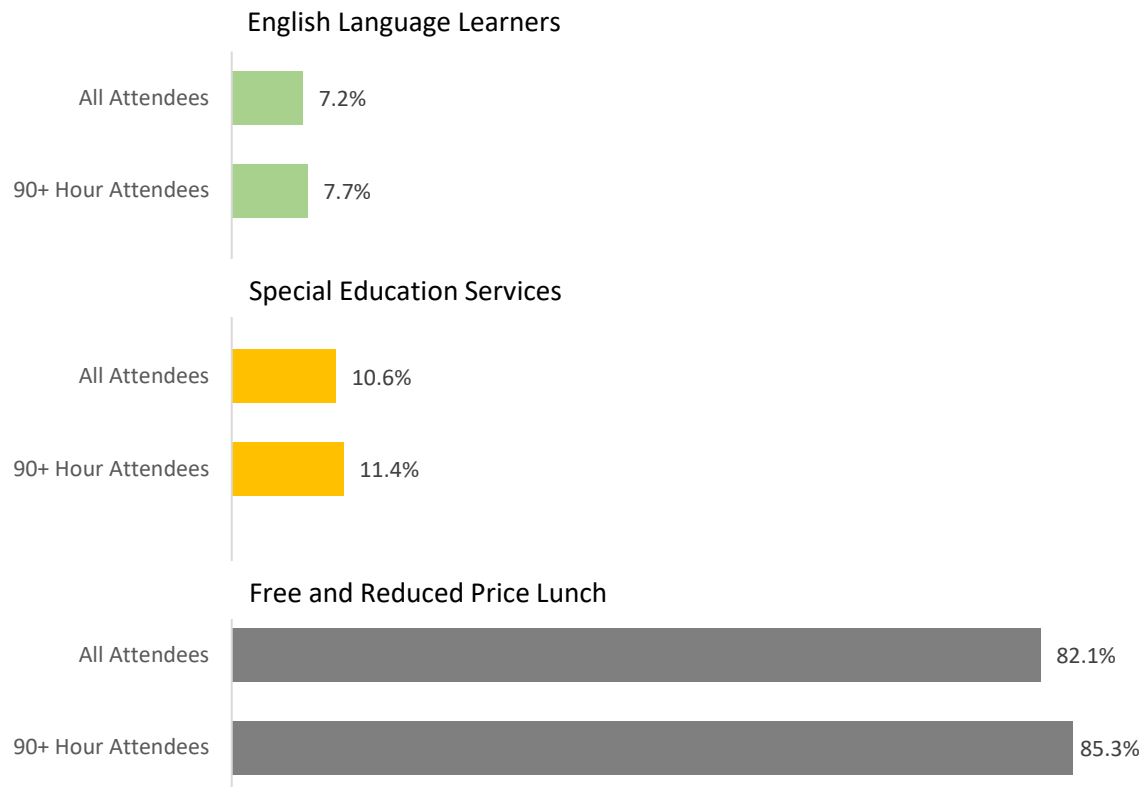
<sup>2</sup> To be included in the 17,680 students must have at least 1 hour of participation entered in ELAP.

<sup>3</sup> Gender and Race/Ethnicity are required categories in ELAP. Students with gender entered in ELAP as *Other* or *Unknown* accounted for less than 0.7% of attendees (121 total attendees). Students classified in ELAP as *Asian*, *Native American/Alaska Native*, *Native Hawaiian/Pacific Islander*, or *Unknown* collectively accounted for 2.0% of attendees (361 total attendees).



## Student Services

Programs are required to 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.<sup>4</sup>

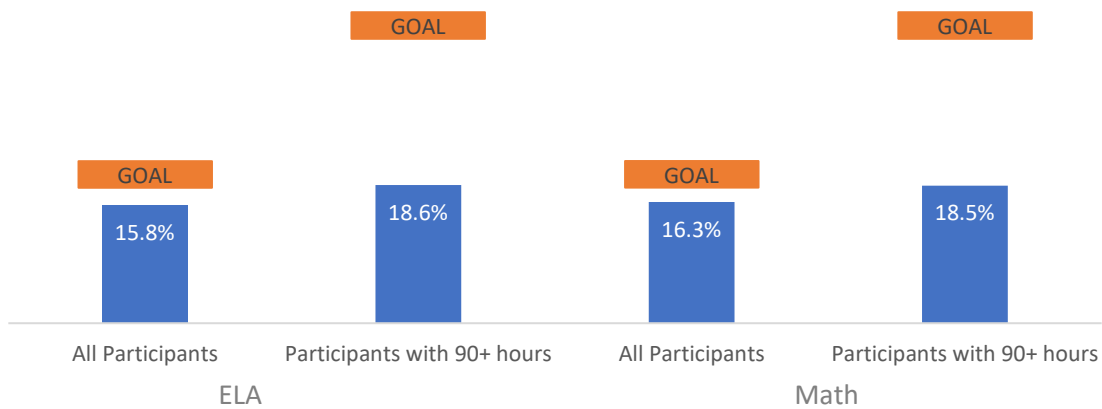


<sup>4</sup> Percentages are conservative—consisting only of those positively identified as receiving the service in the ELAP database.

**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; 85.2% of all attendees in grades 4-8 (7,067) and 88.6% of attendees with 90+ hours of participation in grades 4-8 (3,367) needed to improve their Math State Assessment from last year, 87.2% of all attendees in grades 4-8 (7,232) and 90.4 % of attendees with 90+ hours of participation in grades 4-8 (3,436) needed to improve their English/Language Arts State Assessment from last year.

Improved State Assessment from Prior Year



Indicator	State Goal	Tennessee Average <sup>5</sup>
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%	16.3%
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%	18.5%
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%	15.8%
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%	18.6%

<sup>5</sup> 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 #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) are to be entered by program staff in the ELAP attendance tracking database when available at the end of each program year; programs are also required to secure that information at the beginning of each year for newly enrolled students.<sup>6</sup> Students *need to improve* if they had an unweighted GPA below 3.0 the previous year; 57.8% of all attendees in grades 7-8 and 10-12 (1,766) and 64.3% of attendees with 90+ hours of participation in grades 7-8 and 10-12 (605) needed to improve their GPA.

### Improved Unweighted GPA at End of Year



Indicator	State Goal	Tennessee Average <sup>7</sup>
<b>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.</b>	25%	31.1%
<b>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.</b>	50%	37.4%

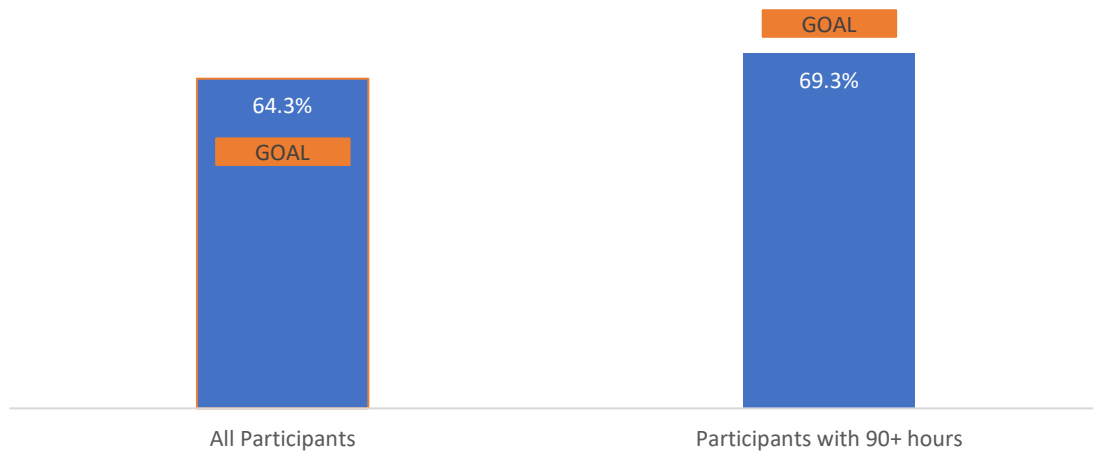
<sup>6</sup> Indicators related to this goal apply only to students in grades 7-8 and 10-12. For this first year of reporting, GPA improvement compares student first semester unweighted GPA to end of year unweighted GPA. Future reports will compare current end of year unweighted GPA to the immediately 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.

<sup>7</sup> 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 by program staff in the ELAP database from 2020-21 end of year report cards for students in grades 1-12 enrolled in extended learning programs in 2021-22; the data were available for 13,125 students (80.8% of all 16,240 enrolled). In the previous school year (2020-21), 6.0% of all attendees in grades 1-12 (969) and 4.5% of attendees in grades 1-12 with 90+ hours of participation (365 of 8,026) had been chronically absent.

### Improved School Attendance from Prior Year



Indicator	State Goal	Tennessee Average <sup>8</sup>
<b>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.</b>	50%	64.3%
<b>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.</b>	75%	69.3%

<sup>8</sup> 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 21<sup>st</sup> 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 by program staff in the ELAP database from 2020-21 end of year report cards for students in grades 1-12 enrolled in extended learning programs in 2021-22; the data were available for 12,178 students (75.0% of all 16,240 students). In the previous year, 1.3% of all attendees in grades 1-12 (209) and 0.8% of attendees in grades 1-12 with 90+ hours of participation (68 of 8,026) had 1 or more in-school suspensions.

Decreased In-School Suspensions from Prior Year

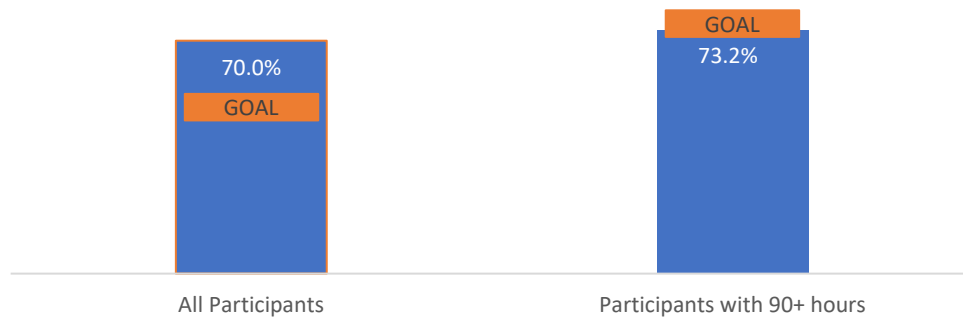


Indicator	State Goal	Tennessee Average <sup>9</sup>
4.A. At least 50% of ALL students who participated in programming during the school year experienced a decrease in in-school suspensions compared to the previous year.	50%	56.0%
4.B. At least 75% of ALL students who participated in programming 90 hours or more during the school year experienced a decrease in in-school suspensions compared the previous year.	75%	57.4%

<sup>9</sup> 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 21<sup>st</sup> 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 last conducted in Spring 2022 by UT SWORPS: improved classroom participation and improved classroom behavior.<sup>10</sup> Teachers completed surveys for 45.7% of all attendees (7,423 of 16,240) and 50.7% of attendees with 90+ hours of participation (4,073 of 8,026).

### Improved Engagement in Learning



Indicator	State Goal	Tennessee Average <sup>11</sup>
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%	70.0%
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%	73.2%

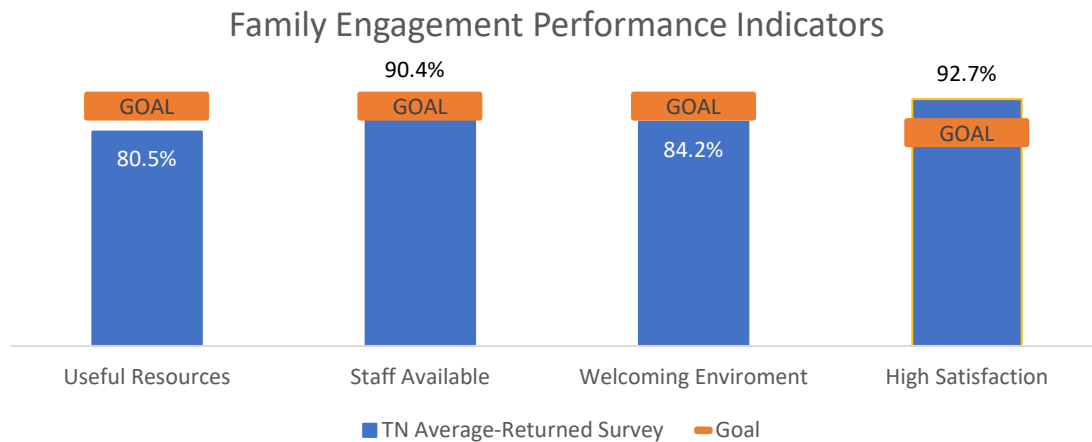
<sup>10</sup> Teachers had to “agree” or “strongly agree” with at least 1 of the following 2 items on the survey to qualify the student as “improved” in this Performance Indicator: “The Extended Learning Program has helped improve this student’s level of class participation.” OR “The Extended Learning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

<sup>11</sup> This 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 a variety of items on the annual family survey last 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 4,857 surveys for the population of 17,680 students in grades 1-12 served by LEAPs programs during PY2021-22.



Indicator	State Goal	Tennessee Average <sup>12</sup>
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%	80.5%
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%	90.4%
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%	84.2%
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%	92.7%

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