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# Elementary and Secondary School Emergency Relief (ESSER3) Funded Expanded Learning Opportunities in NE Spokane

*Year 3 Progress Report*

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Author: Mason Burley, PhD

## Background

The ZONE ([www.thezonespokane.org](http://www.thezonespokane.org)) leads an effort to bring expanded learning opportunities to students in five elementary and three middle schools in Northeast Spokane utilizing funding from both the 21<sup>st</sup> Century Community Learning Center (21CCLC) program and Elementary and Secondary School Emergency Relief (ESSER3) funds. These federal funding sources provide dollars for community partners to offer quality, academically focused programs in low-opportunity schools. The Washington Office of the Superintendent of Public Instruction (OSPI) administers the grant and monitors student progress at the state level.

Each local program works with an independent evaluator to track student outcomes at the school and district level. The ZONE selected Urbanova, a nonprofit civic research center in Spokane Washington to serve as the local evaluator to assess student outcomes for participants in four schools – Bemiss Elementary, Stevens Elementary, Whitman Elementary and Yasuhara Middle. This report serves as a progress update for **Year 3** of the ESSER3 program, covering the 2022-2023 academic school year.

This report also is intended as an ongoing quality assessment review for school staff, program administrators and site coordinators to determine areas of progress and assess potential opportunities for improvement. The 2022-23 school year was the first time following the COVID-19 pandemic with an entire year of in-person classes and learning. Given the importance placed on developing sense of belonging among students and parents, this first full year of face-to-face connections represents a starting point for the ESSER program in these four schools.

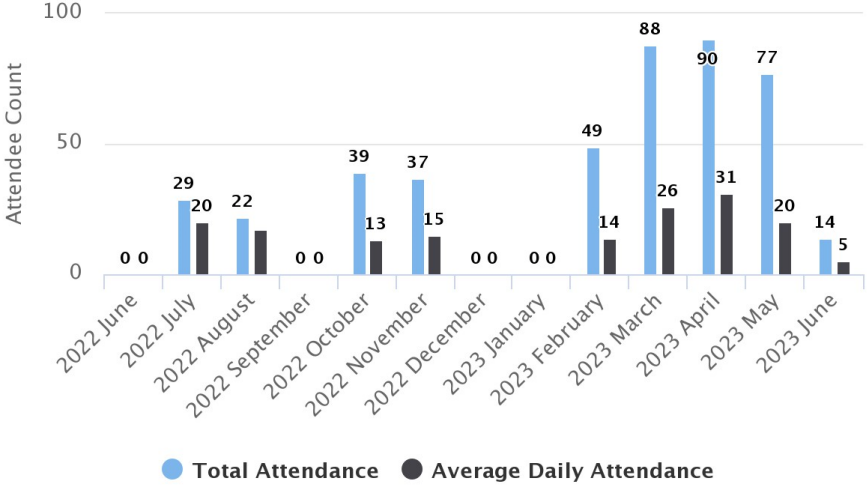
Unfortunately, the 2022-23 year represents the final year of ESSER funding. However, two of the schools (Bemiss and Stevens) will join a new 21<sup>st</sup> Century Learning Center cohort in 2023-24 to extend quality extended learning opportunities for these students. The ESSER3 funding differs from the 21CCLC program in that 21CCLC takes a more focused ‘learning center’ approach with instructional assistance and support. This final ESSER report covers student outcomes related to academic progress, attendance, social-emotional learning (SEL) and positive behavior. Since the ESSER programs did not have an academic emphasis, it is worth comparing the results here with outcomes from the 21CCLC program. A year 3 progress report for 21CCLC schools is available in a separate document.

### I. Site Programming and Student Participation Levels

Prior to outlining student outcomes, this section provides additional detail on program activity and participation levels for ESSER3 sites. In this final year of operation, an additional school was added. Yasuhara Middle School (<https://www.spokaneschools.org/yasuhara>) opened in the fall of 2022 and serves students in Northeast Spokane.

**Bemiss Elementary School** – In 2022-2023, 123 students participated in expanded learning at Bemiss. A total of 47 days of programming was provided and average daily attendance ranged between 5 and 31 students. The programming at Bemiss varied, with no offerings in December 2022 and January 2023. During the remaining months, students took part in sports and recreation activities (Skyhawks), a board game club and garden club.

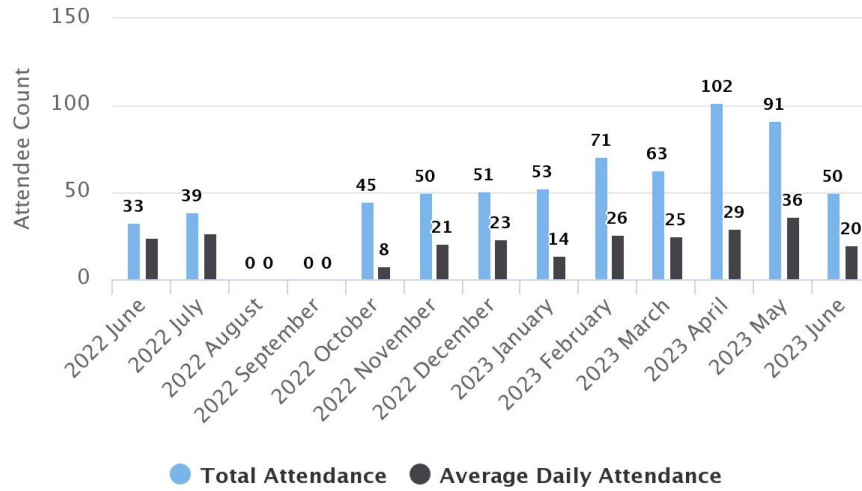
**Exhibit 1: Bemiss Elementary Student Participation – 2022-2023 school year**



**Stevens Elementary School** – Programming at Stevens Elementary included 129 students in 2022-23, an increase of 100 students compared to the previous school year. Participation also grew steadily between the fall and spring months, with 45 student participants in October, growing to 102 students by April (Exhibit 2). In total 76 days of programming were provided, an attendance ranged between 8 and 36 students per day.

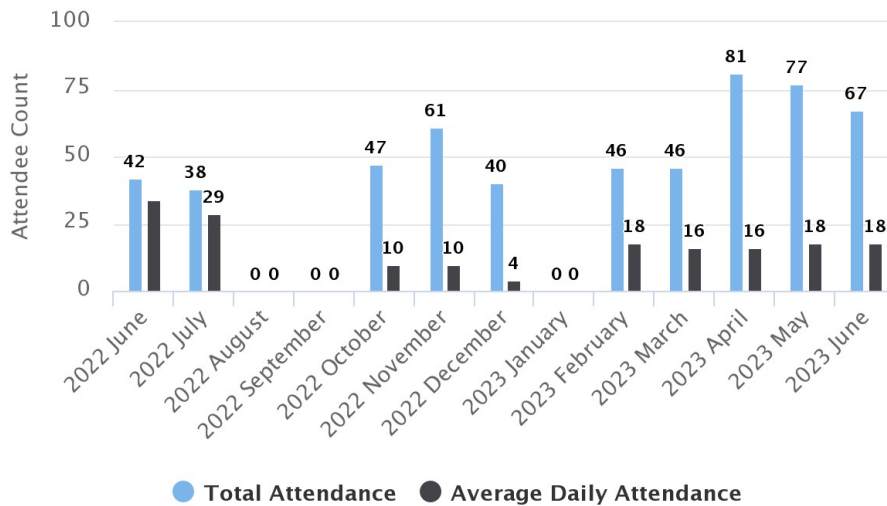
Steady increases in participation levels were likely the result of diverse programming choices at Stevens. In 2022-23, students had the option to choose from Skyhawks soccer, Art Club, Lego robotics, Girl Scout involvement and Gonzaga Study Buddies.

**Exhibit 2: Stevens Elementary Student Participation – 2022-2023 school year**



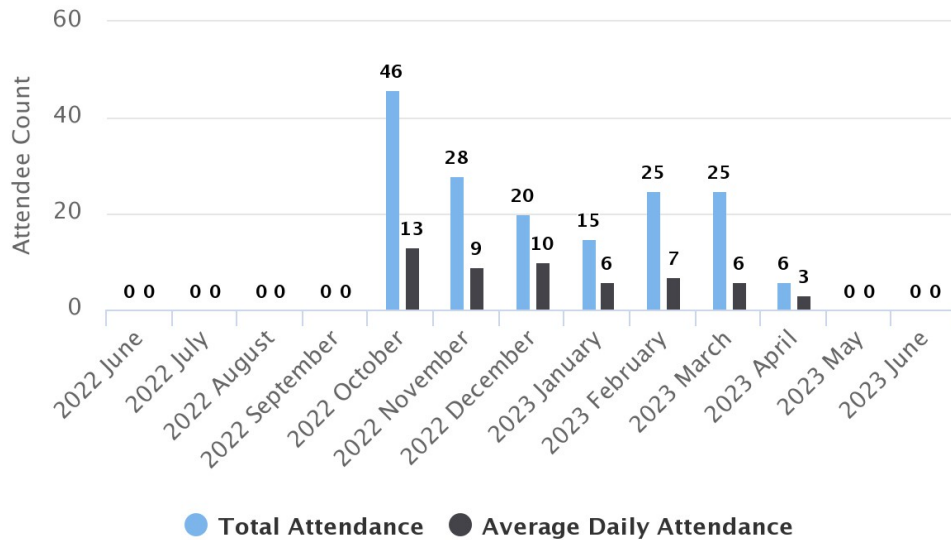
**Whitman Elementary School** – In 2022-2023, 139 students participated in expanded learning at Whitman, the most of any active ESSER school. Over the course of the school year, 72 days of programming were provided and included recreational activities such as soccer, flag football and volleyball. Enrichment activities through Girl Scouts and after-school multi-cultural club was also offered. Between 40 and 81 students attended each month, with an average daily attendance of about 18 students.

**Exhibit 3: Whitman Elementary Student Participation – 2022-2023 school year**



**Yasuhara Middle School** – As noted, Yasuhara Middle School is newly opened school in the district, with the first students entering in the fall of 2022. The ESSER-funded program was also newly formed and in 2022-23, 58 students participated in programming. While only 33 days of programming were recorded, there were a range of activities offered including game club, multi-cultural club and chess club. Academic support also included the Yasuhara English Plus and Gonzaga Connections program. Programming ran through April of 2023, with about 25 students participating each month (Exhibit 4).

**Exhibit 4: Yasuhara Middle Student Participation – 2022-2023 school year**



**Student characteristics**

The demographic, program and socio-economic characteristics of ESSER participants are provided in Exhibit 5. Participants are distributed evenly by grade level and sex. The programs served a racially and ethnically diverse population of students, with between 49% and 62% non-white students in each school program.

Nearly all of students in the program are economically disadvantaged, with 81%-95% qualifying for free and reduced lunch. A significant percentage also require additional educational supports, either English language learning (9%-43%) or individualized educational program/special education (7%-17%).

Exhibit 5: Demographic Characteristics ESSER Students – 2022-2023 school year

Category	Bemiss Elementary School	Stevens Elementary School	Whitman Elementary School	Yasuhara Middle School
<b>Grade</b>				
Kindergarten	27 (16%)	18 (11%)	27 (16%)	
First	21 (13%)	30 (19%)	15 (9%)	
Second	27 (16%)	31 (19%)	23 (14%)	
Third	26 (16%)	37 (23%)	28 (17%)	
Fourth	41 (25%)	26 (16%)	42 (26%)	
Fifth	24 (14%)	20 (12%)	29 (18%)	
Sixth				38 (48%)
Seventh				42 (53%)
Eighth				0 (0%)
<b>Sex</b>				
Male	79 (48%)	87 (54%)	74 (45%)	45 (56%)
Female	87 (52%)	75 (46%)	90 (55%)	35 (44%)
<b>Race/Ethnicity</b>				
African-American	8 (5%)	7 (4%)	7 (4%)	5 (6%)
Asian	3 (2%)	4 (2%)	6 (4%)	1 (1%)
Caucasian	82 (49%)	82 (51%)	95 (58%)	30 (38%)
Hispanic	34 (20%)	27 (17%)	26 (16%)	16 (20%)
Multi-Racial	27 (16%)	26 (16%)	26 (16%)	10 (13%)
Native American	3 (2%)	3 (2%)	1 (1%)	2 (3%)
Pacific Islander	7 (4%)	11 (7%)	1 (1%)	14 (18%)
Unknown	2 (1%)	3 (2%)	2 (1%)	2 (3%)
<b>Free-Reduced Lunch</b>	134 (81%)	146 (90%)	133 (81%)	76 (95%)
<b>English Language</b>	29 (17%)	34 (21%)	15 (9%)	34 (43%)
<b>Housing Insecure</b>	10 (6%)	18 (11%)	2 (1%)	8 (10%)
<b>Special Education</b>	25 (15%)	28 (17%)	12 (7%)	12 (15%)
<b>Total</b>	<b>166</b>	<b>162</b>	<b>164</b>	<b>80</b>

## II. Student Outcome Measures

The first in-person school year since the pandemic and the initiation of a new school program (at Yasuhara) meant that in many ways, these ESSER schools were in startup mode during 2022-23. As a result, the levels of participation varied across schools and among students. As Exhibit 6 shows, between 25% and 68% of students attended programming less than five school days. For the purpose of the analysis presented here, we compare outcomes for students with minimal participation to students that were involved for 5 or more days.

**Exhibit 6: ESSER Student Attendance Levels – 2022-2023 school year**

Days Attended	Bemiss Elementary School	Stevens Elementary School	Whitman Elementary School	Yasuhara Middle School
<b>Less than 5</b>	60 (36%)	41 (25%)	57 (35%)	54 (68%)
<b>5-14</b>	88 (53%)	56 (35%)	72 (44%)	23 (29%)
<b>15-29</b>	17 (10%)	44 (27%)	32 (20%)	3 (4%)
<b>30+</b>	1 (1%)	21 (13%)	3 (2%)	0 (0%)
<b>Total Students</b>	166	162	164	80

For the 572 students in ESSER this school, we will evaluate outcomes for regular participants (program students, n=360) to those with minimal participation (comparison students, n=212). Exhibit 7 shows the number of program and comparison students by school of enrollment.

**Exhibit 7: Student Profile, Program and Comparison Students – 2022-2023 school year**

ESSER School	Program	Comparison	Total
Bemiss Elementary School	106	60	166
Stevens Elementary School	121	41	162
Whitman Elementary School	107	57	164
Yasuhara Middle School	26	54	80
<b>Total</b>	<b>360</b>	<b>212</b>	<b>572</b>

**a. Academic Progress**

The Learning Assistance Program (LAP) is a state-funded program that offers supplemental instruction to students that are not meeting grade level standards in English/Language Arts (ELA) or Mathematics. School Districts have flexibility to determine eligibility and design supports to improve student performance. Approximately 15% of students statewide receive LAP services, and 70% of statewide LAP students are considered low-income.

In Spokane Public Schools, elementary students are eligible for LAP. In the 21CCLC elementary schools, 217 of 280 students received LAP services in Math (78%) and 200 received LAP ELA services. Student progress in LAP is measured by the Washington Months of Growth standard. Average progress is gauged by 10 months of growth from the beginning to the end of the school year. However, expected growth for students may vary according to their initial scores and level of risk.

Student Attribute		Program Students	Comparison Students	Difference
<b>English Language Arts</b>	Growth (months)	9.896	10.030	-0.13
	<i>students</i>	279	125	
<b>Math</b>	Growth (months)	7.473	8.228	-0.75
	<i>Students</i>	309	134	

Failing Grades	Program	Compare
<b>None</b>	15 (71%)	36 (82%)
<b>1-2</b>	5 (24%)	2 (5%)
<b>3 or more</b>	1 (5%)	6 (14%)
<b>Students</b>	21	44

Given these constraints, we decided to compare results for participating and comparison students taking the SBA test in 2021-2022. We examine the number of students that ‘met’ or ‘exceeded’ standards in both English Language Arts (ELA) and Math. As shown in Exhibit 2, roughly the same percentage of ESSER participants and comparison students met standard in the ELA assessment (35-36%). A higher percentage of ESSER participants met standard in math (27%) relative to comparison students.

Exhibit 2: SBA Met/Exceeded Standard, Program and Comparison Students  
2021-2022 school year



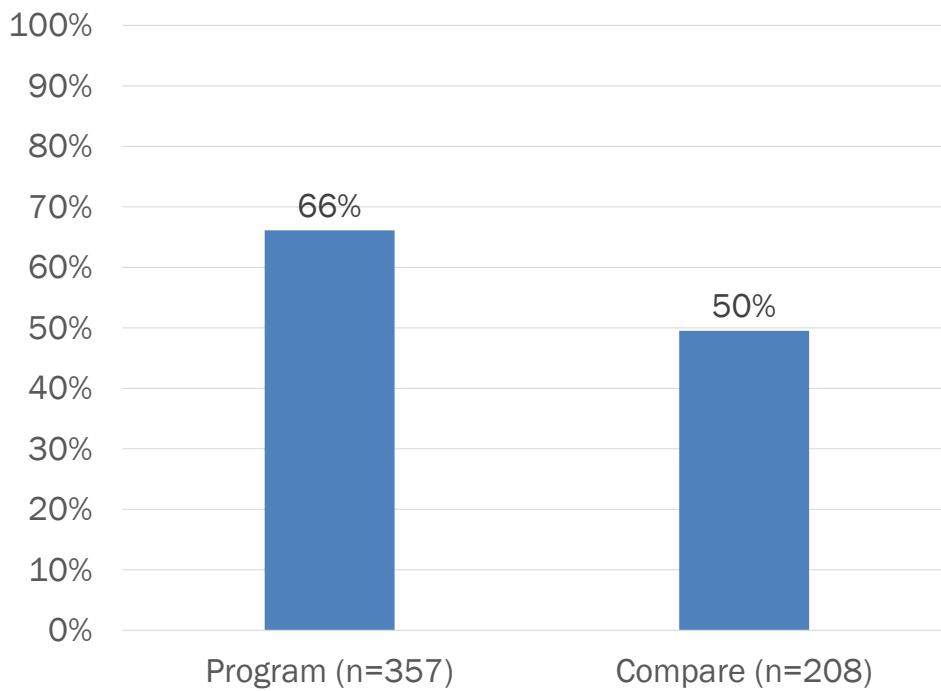
b. Family Engagement and Wellness

c. Social-Emotional Learning and Positive Behavior

Absenteeism

be tracked.

Attendance



**AttendanceTier\_202122 \* AttendanceTier\_202223 \* Study Group Crosstabulation<sup>a</sup>**

Study Group			AttendanceTier_202223			Total	Improve	Same	Worse
			1	2	3				
Compare	AttendanceTier_202122	1	66	23	1	90	49%	42	86
		2	31	41	2	74			
		3	2	9	1	12			
	Total		99	73	4	176			
Program	AttendanceTier_202122	1	144	34	0	178	61%		
		2	77	51	2	130			

	3	0	6	1	7
Total		221	91	3	315

83 137

a. ProgramName = ESSER

Exhibit 4: Students with prior year chronic absenteeism, change in 2021-2022 school year

Discipline

Behavior incidents improve, incidents count

**Incidents202223 \* Study Group Crosstabulation<sup>a</sup>**

Count

		Study Group			Compare	Program
		Compare	Program	Total		
Incidents202223	0	166	310	476	22%	14%
					78%	86%

**Study Group \* IncidentImprove Crosstabulation<sup>a</sup>**

		IncidentImprove			Total	
		Decline	Same	Improve		
Study Group	Compare	Count	33	8	19	60
		% within Study Group	55.0%	13.3%	31.7%	100.0%
Program	Count	41	1	29	71	
		% within Study Group	57.7%	1.4%	40.8%	100.0%
Total	Count	74	9	48	131	
		% within Study Group	56.5%	6.9%	36.6%	100.0%

**Chi-Square Tests<sup>a</sup>**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.522 <sup>b</sup>	2	0.023
Likelihood Ratio	8.238	2	0.016
N of Valid Cases	131		

a. ProgramName = ESSER

b. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 4.12.

## Social Emotional Learning

Student Attribute	Program	Comparison Students (n=92)	Difference
Self-Management	52 (48%)	20 (36%)	12%
Self-Efficacy	66 (60%)	27 (48%)	12%
Growth Mindset	56 (51%)	22 (40%)	11%
Social Awareness	51 (47%)	22 (40%)	7%
Net Promoter	37 (33%)	16 (26%)	7%
Learning Strategies	43 (39%)	18 (33%)	6%
Grit	51 (46%)	28 (49%)	-3%

Spokane Public Schools students in fourth grade and above take an annual social emotional learning (SEL) assessment, developed by [Panorama Education](#). The survey measures a number of factors related to social-emotional factors, including grit, growth mindset, learning strategies, school belonging and engagement, teacher-student relationships, self-management and valuing of school. The 21CCLC and ESSER partners determined a desired outcome would be for students to improve increased SEL scores in one or more of these constructs over the course of the school year (Fall to Spring).

The administration of this survey, however, is not a required activity from SPS teachers, and only 15% of students in grades 4-6 completed both the Fall and Spring SEL surveys during the 2021-2022 school year. While we found improvements in SEL perception among middle school students (see 21CCLC report), there were not a sufficient number of SEL assessments completed for ESSER participants to evaluate this outcome. We suggest working with school principals and administrators in ESSER funded schools to ensure that students take the Panorama tests in the 2022-2023 school year.

### III. Program Adaptations and Recommendations

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Contact: Mason Burley, PhD ([mburley@urbanova.org](mailto:mburley@urbanova.org))