



urbanova.org

civic research and technology

# 21<sup>st</sup> Century Community Learning Center – Cohort 19 Local Evaluation

*Year One Progress Report*

November 2024

Authors: Mason Burley, PhD

## Background

In 2023, Spokane Public Schools (SPS) was awarded a five-year 21<sup>st</sup> Century Learning Center (21CCLC) grant from the Office of the Superintendent of Public Instruction (OSPI) to launch new extended learning opportunity (before and after-school) programming in four elementary schools in Northeast Spokane. Students in these four schools (Bemiss Elementary, Cooper Elementary, Regal Elementary, and Stevens Elementary) are more likely to live in lower-income households. The purpose of the 21CCLC grant is to provide enrichment opportunities and academic support in under-resourced neighborhoods through quality programming outside school hours. To carry out this programming, SPS contracts with Communities in Schools of Spokane County (<https://spokane.ciswa.org/>) to place a coordinator in each school building to manage activities and support services.

Each 21CCLC program funded by OSPI selects an independent local evaluator to track student outcomes and assess progress based on their unique theory of change. SPS selected Urbanova, a civic research nonprofit in Spokane, to conduct the evaluation and complete the required annual report. This year one report represents activity that took place during the 2023-24 school year. This initial year should be viewed as the 'startup' phase, as program staff, school staff and administrators and school families begin to create ELO programming that works best in their school setting.

In this report, we describe the overall program approach and expectations and then detail both participation and student outcomes in the first year of operation. The year one progress report includes the following sections:

- I. Program and Site Operations/Student Participation
- II. Student Outcome Measures
  - a. Youth are more ready and prepared in Math STEM and ELA to progress
  - b. Youth engage in activities that aim to improve the well-being of themselves and their families academically, physically and emotionally
  - c. Youth receive high quality expanded learning opportunities that lead to positive behavior outcomes for participants and demonstrate an increase in SEL skills
- III. Program Adaptations and Recommendations

## I. Program and Site Operations/Student Participation

While the SPS 21CCLC program started operations in the fall of 2023, the effort benefitted from previous experience with ELO programming. First, two of the funded schools (Bemiss and Stevens) received support from the COVID-related federal Elementary and Secondary School Emergency Relief 3 (ESSER) between 2020 and 2022. As shown below, recruitment and programming started at the beginning of the school year in these two schools. In addition, OSPI awards five-year grants each year to different cohorts across Washington State. This report cover the Cohort 19 activities sponsored by SPS. Communities in Schools Spokane County has been involved in both Cohort 19 and an earlier Cohort 17 that also serves students in Northeast Spokane Schools.

The Cohort 19 effort described here includes several unique and notable features that are important to understand in the context of student outcomes. First, the SPS 21CCLC program emphasizes academic support and engagement. The sessions are designed to start with tutoring and curricular instruction, often through self-directed computer-aided sessions delivered in district-supported programs (Lexia and Dreambox). Second, there is a close connection between program administrators and school building staff. Program staff may work with counselors and teachers to send targeted invitations to students that could most benefit from participation. The district coordinator and program coordinator (CIS) also meet monthly with principals in each building to track attendance and discuss areas for program improvement.

Finally, the CIS team has engaged in a practice of continuous quality improvement. This takes place through established processes such as 1) team observation and feedback sessions at each site, 2) drop-in hours held by the program coordinator to identify and respond quickly to potential problems at one or more sites, and 3) periodic anonymous surveys to program staff to identify areas of concern. Through supplemental funding, the program was able to increase wages for site staff and over the course of the 2023-24 school year, turnover only occurred with one staff member.

Across all four schools, *331 students* participated in program activities for one or more days (Exhibit 1). For the purpose of this report, we summarize student outcomes according to number of days participating in the program:

- Low: 1-5 days
- Medium: 6-29 days
- High: 30 or more days

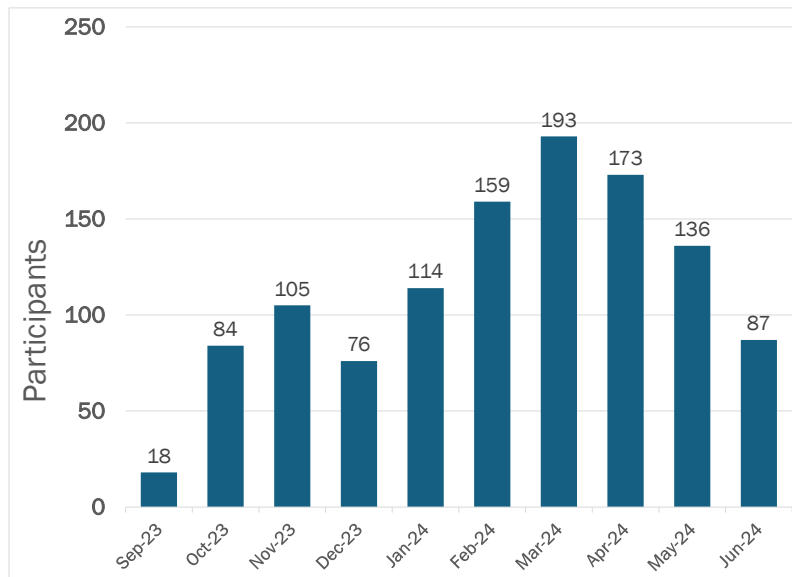
About one in seven of these participants (16%) are considered **regular participants** with a high level of involvement (30 or more days). A regular, or high, level of participation was concentrated in two schools, Regal and Stevens.

*Exhibit 1*  
**SPS 21CCLC Student Attendance Levels –**  
**2023-2024 school year**

| Days Attended         | Bemiss Elementary | Cooper Elementary | Regal Elementary | Stevens Elementary | Total      |
|-----------------------|-------------------|-------------------|------------------|--------------------|------------|
| Low (1-5 days)        | 55 (57%)          | 30 (67%)          | 13 (20%)         | 35 (28%)           | 133 (40%)  |
| Medium (6-29)         | 42 (43%)          | 15 (33%)          | 28 (44%)         | 59 (47%)           | 144 (44%)  |
| High (30+)            | 0 (0%)            | 0 (0%)            | 23 (36%)         | 31 (25%)           | 54 (16%)   |
| <b>Total Students</b> | <b>97</b>         | <b>45</b>         | <b>64</b>        | <b>125</b>         | <b>331</b> |

As Exhibit 2 shows, student participation grew over the course of the school year, reaching a high of 193 students served in March, before falling over the spring months. The remainder of this section will cover the type of programming offered to students in each school as well as school level participation numbers and daily attendance by month.

*Exhibit 2*  
**Total SPS 21CCLC Student Participation by Month -**  
**2023-2024 school year**

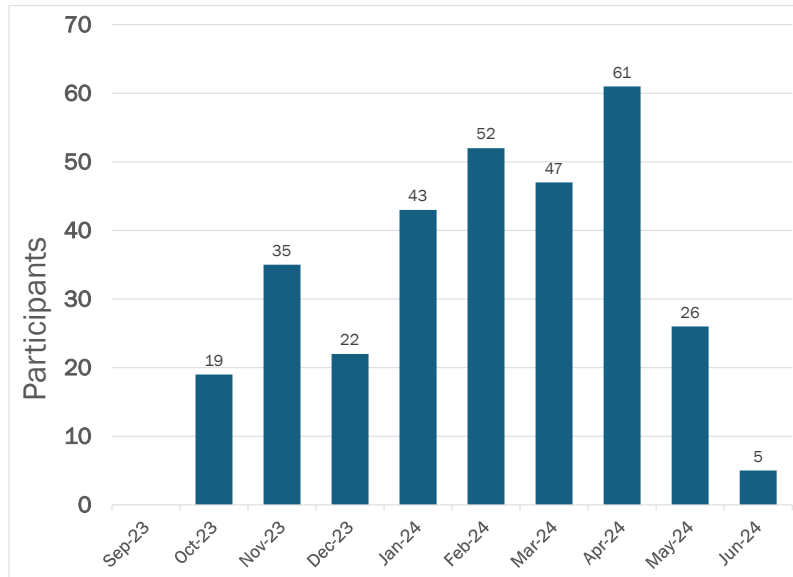


**Bemiss Elementary**

Nearly 100 students were involved in 21CCLC programming in year one, a sizable percentage of a school with an enrollment of 372 in 2023-24. As noted, Bemiss was an ESSER-funded site in previous years and students may have previously been in ELO activities. Structured and staffed 21CCLC activities at BEMISS included a morning Social-Emotional Learning (SEL) group, Dungeons and Dragons/board games club, organized soccer and flag football. Bemiss started programming in Oct with 19 students and grew to

over 61 students attending by April (Exhibit 3). Program coordinators report that this site maintained a strong focus on academics over the school year.

*Exhibit 3*  
**Bemiss Elementary 21CCLC Student Participation by Month - 2023-2024 school year**

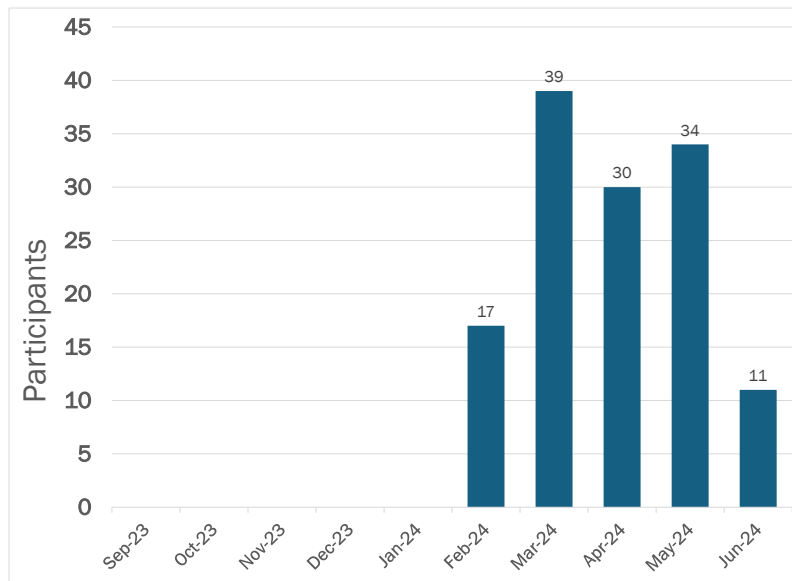


### **Cooper Elementary School**

Reported participation numbers from Cooper Elementary were incomplete, so the numbers reported here may be lower than actual participation. A new principal started at Cooper in the fall of 2023, and the school may have experienced a slower start-up as a result of new administration in the building. Program coordinators describe activities at Cooper as taking place in a quiet and focused space. The structured programming at Cooper included a series of clubs for music, art, science and theater. Students began participating in 21CCLC sessions at Cooper in February with 30 or more participants active in the spring months (Exhibit 4).

*Exhibit 4*

**Cooper Elementary 21CCLC Student Participation by Month -  
2023-2024 school year**

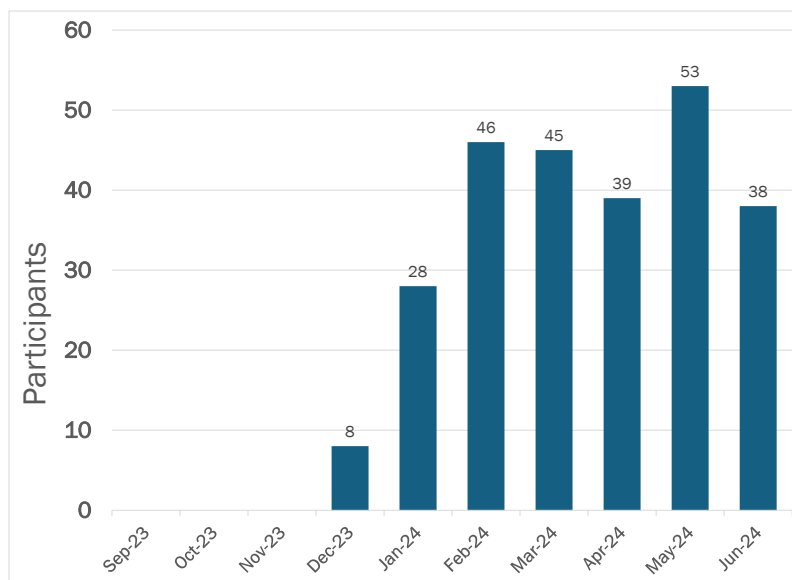


**Regal Elementary**

Programming at Regal Elementary also started later in the school year, with the first students participating in December. Participation increased over the year, reaching a high of 53 students in May (Exhibit 5). Despite starting later, Regal had a consistent group of regular attenders, with 23 students attending 30 or more days (see Exhibit 1). Programming at Regal included an afterschool makers club, an art and yoga club, and a science club.

*Exhibit 5*

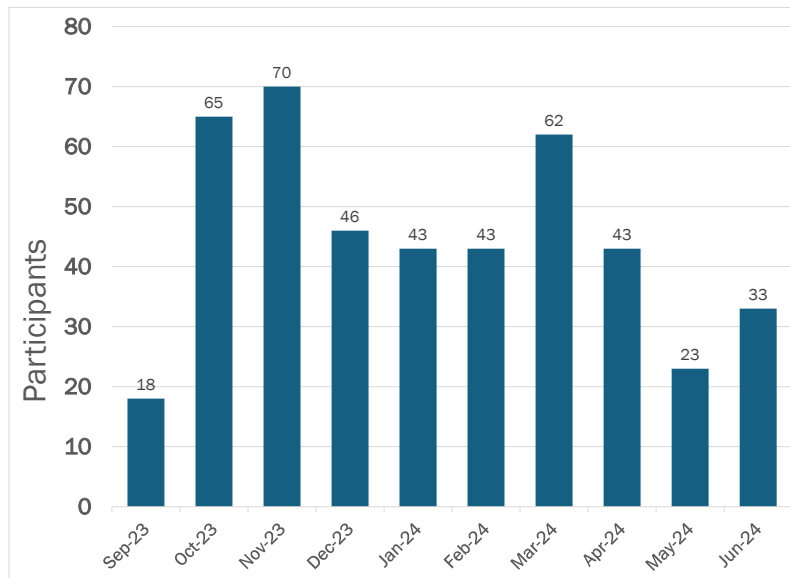
**Regal Elementary 21CCLC Student Participation by Month -  
2023-2024 school year**



## Stevens Elementary

Stevens Elementary had the highest number of participants in year one, with 125 students (total school enrollment in 2023-24 was 405 students). Stevens nearly met the program goal of having 32 students with regular participation (31 actual regular participants in 2023-24). While the fall months included 65-70 students, in the winter and spring months, participation levelled off to typically around 45 students per month (Exhibit 6). Programming at Stevens involves a close connection with college students at nearby Gonzaga University. A 'Study Buddies', Campus Kids, and Zag Dance program are all part of 21CCLC activity at the school. A Walking School Bus, Girl Scout program, UGM Young Club and Pokémon Club are also part of regular 21CCLC activities. The program coordinators describe both building and program staff as very eager to work together to provide quality programs for student participants.

*Exhibit 6*  
**Stevens Elementary 21CCLC Student Participation by Month -  
2023-2024 school year**



## II. Student Outcome Measures

This section outlines results from proposed performance measures designed to track progress and improvement for 21CCLC participants. The goal of the 21CCLC funding, in Northeast Spokane and elsewhere, is to provide “academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools” (OSPI). The SPS 21CCLC program has made the academic enrichment an emphasis, with a particular focus on Math and English Language Arts (ELA). The program schedule starts with 30-45 minutes of academic work in these subjects (either with teacher assistance or computer-aided instruction). Following study time, students engage in

enrichment activities that also support the physical, academic and emotional well-being of the child.

In many ways, the outcome measures reported here represent a baseline. It is relatively early in the program (year one), and many 21CCLC students did not start until mid-way through the year. We may not expect significant changes in outcomes for 21CCLC participants with limited engagement in the program. However, we can track the *outputs* associated with different levels of 21CCLC participation and see benefits that may be associated with time in the program.

In addition to reporting by levels of program exposure, we have created a comparison group of non-participating students from the same or surrounding elementary schools. This comparison group was developed as a case-control sample with the nonparticipating group having the same distribution by grade, free/reduced lunch status and presence of an individualized education plan (IEP) as 21CCLC participants (Exhibit 7).

*Exhibit 7*

**Student Profile (matching category) 21CCLC and Comparison Students - 2023-2024 school year**

| Category                               | 21CCLC Group | Comparison Group |
|--|--------------|------------------|
| <b>Grade</b>                           |              |                  |
| Kindergarten                           | 27 (9%)      | 27 (9%)          |
| First                                  | 37 (12%)     | 37 (12%)         |
| Second                                 | 69 (22%)     | 69 (22%)         |
| Third                                  | 64 (21%)     | 64 (21%)         |
| Fourth                                 | 68 (22%)     | 68 (22%)         |
| Fifth                                  | 66 (21%)     | 66 (21%)         |
| <b>Free-Reduced Lunch</b>              | 246 (79%)    | 246 (79%)        |
| <b>Individual Education Plan (IEP)</b> | 257 (83%)    | 257 (83%)        |
| <b>Total</b>                           | <b>331</b>   | <b>331</b>       |

The participant and comparison groups are similar by other socio-demographic and program characteristics, as shown in Exhibit 8. While this group provides a helpful reference, it should be noted that there still may be important, unobserved differences between the two groups that could impact reported outcomes. Importantly, outcomes from this program are intended to build over time as enhanced learning supports the ongoing growth and development of young students.



*Exhibit 8*  
**Student Profile (remaining categories) 21CCLC and Comparison Students -  
 2023-2024 school year**

| Category                        | 21CCLC Group | Comparison Group |
|---------------------------------|--------------|------------------|
| <b>Sex</b>                      |              |                  |
| Male                            | 148 (45%)    | 193 (58%)        |
| Female                          | 183 (55%)    | 138 (42%)        |
| <b>Race/Ethnicity</b>           |              |                  |
| African-American                | 15 (5%)      | 12 (4%)          |
| Asian                           | 9 (3%)       | 11 (3%)          |
| Caucasian                       | 198 (60%)    | 211 (64%)        |
| Hispanic                        | 35 (11%)     | 38 (11%)         |
| Multi-Racial                    | 49 (15%)     | 45 (14%)         |
| Native American                 | 7 (2%)       | 3 (1%)           |
| Pacific Islander                | 17 (5%)      | 11 (3%)          |
| Unknown                         | 1 (0%)       | 12 (4%)          |
| <b>English Language Learner</b> | 61 (18%)     | 49 (15%)         |
| <b>Housing Insecure</b>         | 21 (6%)      | 28 (8%)          |
| <b>Total</b>                    | <b>331</b>   | <b>331</b>       |

Program outcome measures are reported by participation levels and any cautions or clarifications about available data are noted with each measure.

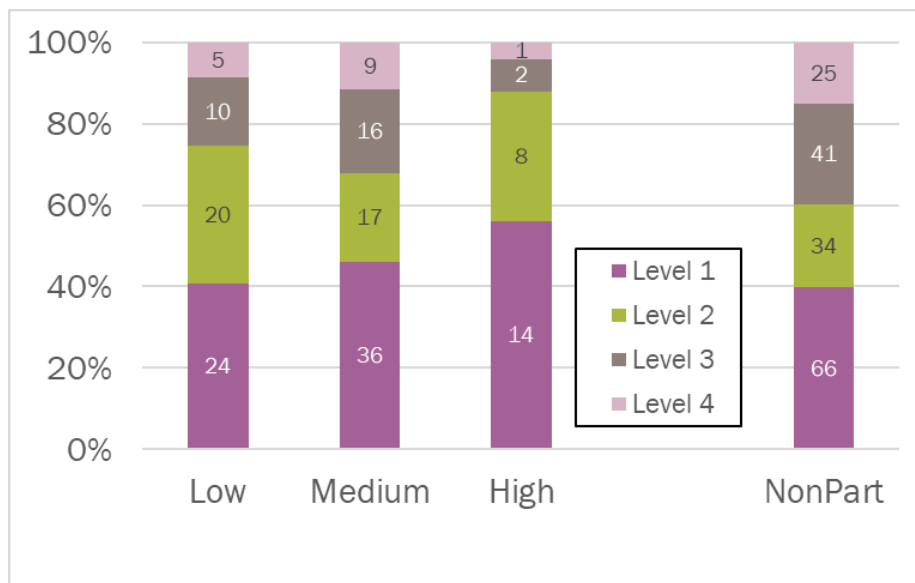
**A. Youth are more ready and prepared in Math STEM and ELA to progress**

1. *60% of regular participants will meet standard or increase in their Student Growth Percentile (SGP) in ELA and Math*

Students in Grades 3-5 take tests developed by the Smarter Balanced Assessment Consortium (SBAC) each year. For the purpose of this analysis, student growth percentiles in this assessment were not available. Therefore, we evaluated the degree to which students met established standards in both math and ELA tests. Threshold scores for each grade are established by the consortium (and approved by the State Board of Education). Achievement levels 3 and 4 indicate that a student met or exceeded grade-level expectations in a given subject area. (Levels 1 and 2 indicate the student did not meet or nearly met grade level expectations).

*Exhibit 9*  
**21CCLC and Comparison Students SBAC ELA Results -  
 2023-2024 school year**

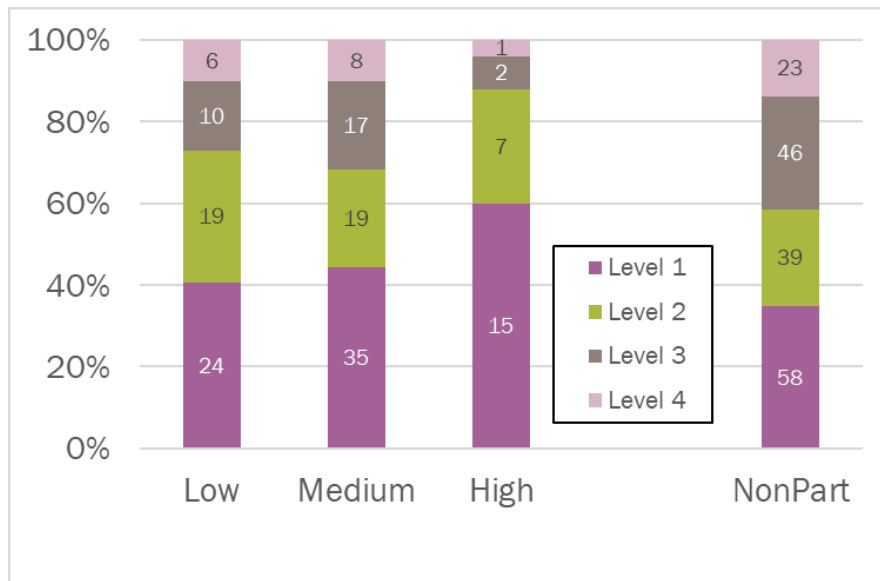
| Days Attended                                  | Level 1  | Level 2  | Level 3  | Level 4  |
|--|----------|----------|----------|----------|
| Low (1-5 days)                                 | 24 (41%) | 20 (34%) | 10 (17%) | 5 (8%)   |
| Medium (6-29)                                  | 36 (46%) | 17 (22%) | 16 (21%) | 9 (12%)  |
| High (30+)                                     | 14 (56%) | 8 (32%)  | 2 (8%)   | 1 (4%)   |
| <b>Comparison Group<br/>(Non-Participants)</b> | 66 (40%) | 34 (20%) | 41 (25%) | 25 (15%) |



As shown in Exhibits 9 and 10, about 27% of students with any 21CCLC participation met or exceeded standard in ELA and Math. The number of participation days was also not associated with SBAC results. Academic enrichment activities offered during this and subsequent years are meant to help meet the goal for 60% of program students to be at or above grade-level standards. Given that SBA tests are administered as early as March of each year, it may be early to see meaningful changes in this measure.

*Exhibit 10*  
**21CCLC and Comparison Students SBAC Math Results -  
 2023-2024 school year**

| Days Attended                                  | Level 1  | Level 2  | Level 3  | Level 4  |
|--|----------|----------|----------|----------|
| Low (1-5 days)                                 | 24 (41%) | 19 (32%) | 10 (17%) | 6 (10%)  |
| Medium (6-29)                                  | 35 (45%) | 19 (24%) | 17 (22%) | 8 (10%)  |
| High (30+)                                     | 15 (60%) | 7 (28%)  | 2 (8%)   | 1 (4%)   |
|  |          |          |          |          |
| <b>Comparison Group<br/>(Non-Participants)</b> | 58 (35%) | 39 (23%) | 46 (28%) | 23 (14%) |



2. *60% of regular participants with more than 6 months of Lexia/Dreambox use will meet or exceed the district average for months of growth for the students' corresponding grade level in Lexia/Dreambox*

One of the core features of the SPS 21CCLC initiative is an emphasis on enhanced academic instruction for all student participants. The daily program begins with structured time for academic assistance, typically using the district-approved material available through Lexia (<https://www.lexialearning.com/>) or DreamBox (<https://www.dreambox.com/>).

a. Curricular Instruction –Lexia (1.2)

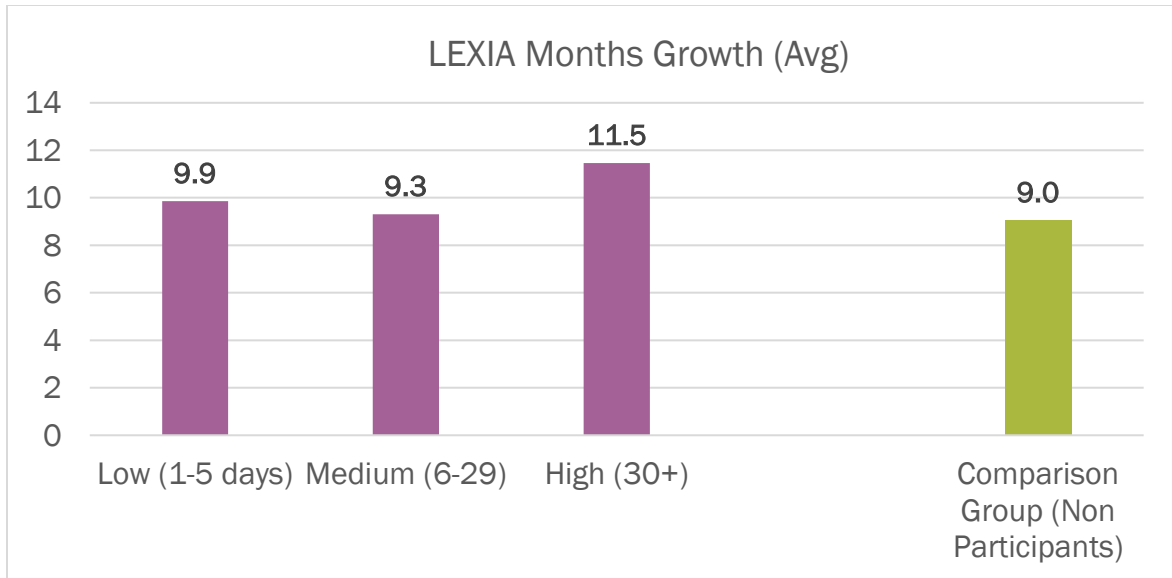
Lexia is a personalized learning tool that utilizes a structured literacy approach to guide students through literacy benchmarks and achievement in a sequential manner. A student’s progress is paced from simple to more complex based on their mastery of literacy and language concepts and skills (see <https://www.lexialearning.com/why-lexia/our-approach>). Student progress can be tracked for each student and student groups to evaluate the learning outcomes associated with LEXIA use.

As shown in Exhibit 11, the number of days participants were engaged in the 21CCLC program was positively correlated with overall minutes spent using LEXIA. Relative to non-participants, the 21CCLC program group completed anywhere between 79 (Low group) to 570 additional minutes of LEXIA instruction. This additional time on LEXIA corresponded in up to 67 additional LEXIA units completed, on average for 21CCLC participants. Outcomes for LEXIA are months of growth. Expected months of learning growth will vary by student, but typically be in the range of 9 months growth over the school year. **As shown below, regular 21CCLC participants (30+ days) had nearly 2.5 more months of growth in literacy skills compared to non-participants (11.46 vs 9.05).** This encouraging outcome should be followed in future program years.

*Exhibit 11*  
**21CCLC and Comparison Students LEXIA Use and Outcomes -  
 2023-2024 school year**

| Days Attended                       | Students w Lexia | Minutes Completed (Avg) | Units completed (Avg) | Months Growth (Avg) |
|-------------------------------------|------------------|-------------------------|-----------------------|---------------------|
| Low (1-5 days)                      | 106              | 2144.63                 | 277.15                | 9.852               |
| Medium (6-29)                       | 107              | 2372.449                | 262.77                | 9.308               |
| High (30+)                          | 38               | 2634.55                 | 321.37                | 11.461*             |
| Comparison Group (Non-Participants) | 250              | 2065.54                 | 254.21                | 9.048               |

\* Statistically significant  $t=2.304$  ( $p<0.05$  two sided)



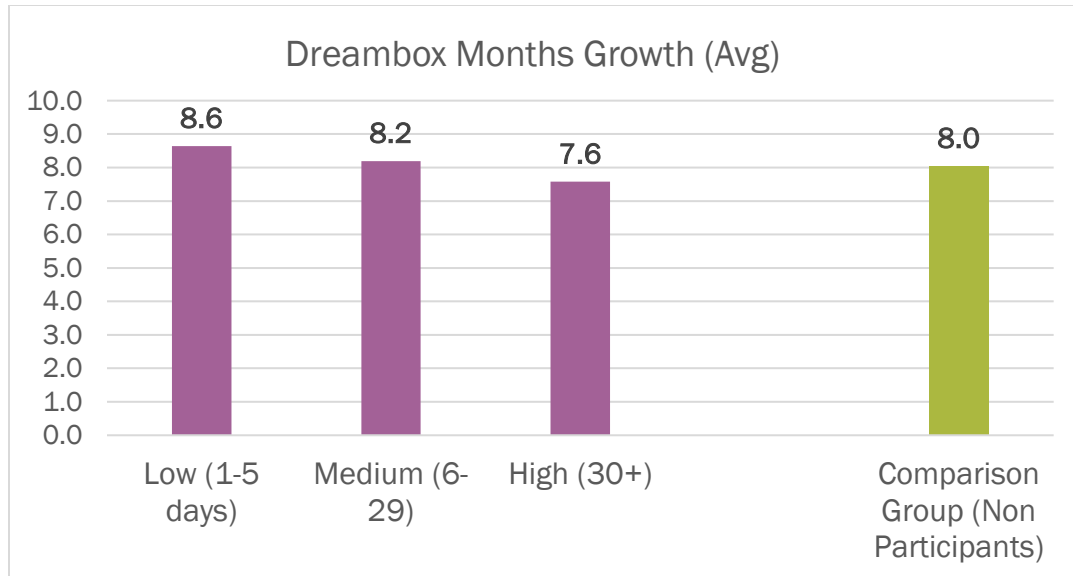
b. Curricular Instruction –DreamBox (1.3)

While LEXIA focuses exclusively on reading and literacy skills, students also have the opportunity to work on DreamBox, a computerized instructional system that also includes math modules.

As shown in Exhibit 12, there were modest increases in DreamBox units completed, but no significant differences in outcomes (months of growth) associated with 21CCLC participation. Staff hypothesized that overall math anxiety and fewer student options in DreamBox may have led to less focus on computerized math instruction during the 21CCLC sessions. In future years, the program will change the environment (calming music) and help with equipment like headphones to improve student focus and engagement with DreamBox instruction.

*Exhibit 12*  
**21CCLC and Comparison Students DreamBox Use and Outcomes -**  
**2023-2024 school year**

| Days Attended                       | Students w Lexia | Minutes Completed (Avg) | Units completed (Avg) | Months Growth (Avg) |
|-------------------------------------|------------------|-------------------------|-----------------------|---------------------|
| Low (1-5 days)                      | 107              | 2475.68                 | 216.42                | 8.641               |
| Medium (6-29)                       | 127              | 2779.05                 | 221.17                | 8.195               |
| High (30+)                          | 48               | 2481.08                 | 224.85                | 7.575               |
| Comparison Group (Non-Participants) | 292              | 2554.23                 | 212.48                | 8.042               |



3. *65% of regular participants identified as multilingual students with assessment results the prior year will show progress toward English language proficiency by increasing their WIDA scores in at least one domain*

The World-Class Instructional Design and Assessment Consortium provides language development standards, assessments, and high-quality professional learning for P-12 educators and students. Washington state adopted the [WIDA English Language Development \(ELD\) Standards Framework](#) in 2021. The framework includes standards assessment in the areas of listening, reading, writing, comprehension literacy and oral skills.

Exhibit 13 shows the overall WIDA scores for the 21CCLC participant and comparison group for the 2022-23 and 2023-24 school years. As indicated, fewer than 50 multilingual students took the WIDA assessment and received an overall score in either year. However, only seven 21CCLC participants (and four comparison students) completed the WIDA assessment in both years. Given these low numbers, we cannot reliably track student progress over time at this stage.

The participation and engagement for multi-lingual language learners is a priority for the program and over the course of the next year, we will work with staff on new measures or progress that reflect this commitment.

*Exhibit 13*  
**21CCLC and Comparison Students WIDA Overall Scores -  
 2022-2023 and 2023-2024 school year**

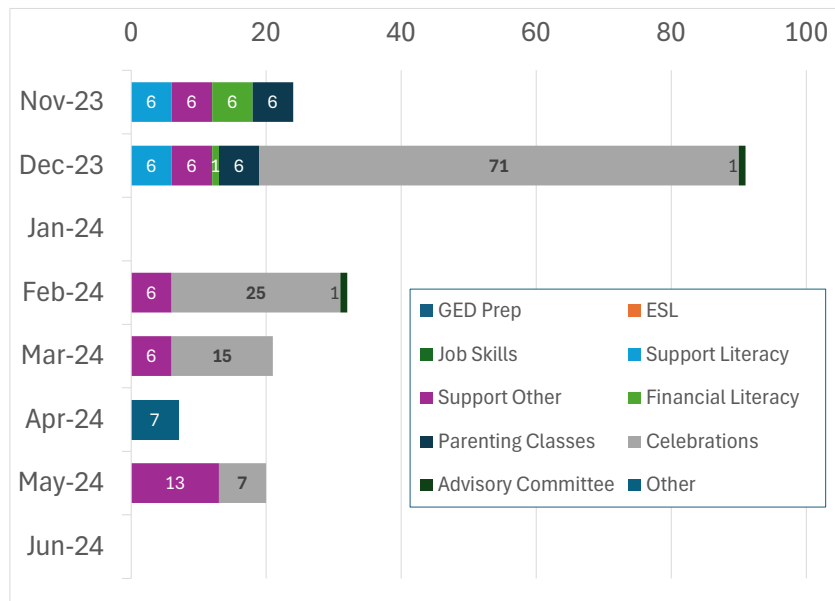
| Days Attended                       | 2022-23         |                   | 2023-24         |                   |
|-------------------------------------|-----------------|-------------------|-----------------|-------------------|
|                                     | Students w WIDA | Avg Overall Score | Students w WIDA | Avg Overall Score |
| Low (1-5 days)                      | 16              | 2.706             | 13              | 2.485             |
| Medium (6-29)                       | 20              | 2.985             | 22              | 2.545             |
| High (30+)                          | 11              | 2.527             | 6               | 2.583             |
| Comparison Group (Non-Participants) | 47              | 3.062             | 43              | 2.870             |

**B. Youth engage in activities that aim to improve the well-being of themselves and their families academically, physically and emotionally**

*1. 100% of program sites offer family engagement opportunities*

Family engagement represents a central principle of expanded learning opportunity programming in general and a particular emphasis for the statewide 21CCLC program. Over the course of the 2023-24 school year, SPS 21CCLC sites provided engagement activities that included parenting, financial literacy, job skills and other classes. Family programming also involved group celebrations and support activities to increase social cohesion and strengthen the network of participating families. Exhibit 14 displays the attendance by activity type across all four sites by month.

*Exhibit 14*  
**21CCLC Adult Attendance in Activities by Month -  
 2023-2024 school year**



Celebrations made up the most common activity with 118 adult participants during the year. Support-related activities were delivered to 37 adult participants. Supportive programming typically included resource nights (Bemiss and Regal) where parents and families receive information about community support services and may receive take-home items like food and non-food (hygiene) supplies. Celebration-related programming covered a wide-range of activities to engage parents and students including an ‘epic’ egg hunt (Bemiss and Cooper), a street fair (Stevens, Bemiss and Cooper) and family dinners with bingo (Stevens and Bemiss).

The SPS 21CCLC program met its goal of offering family engagement at every site. However, the bulk of the activity occurred at Bemiss Elementary (five months with planned activities) and Cooper Elementary (four months). Both Regal and Stevens had a family engagement activity that took place in one month.

2. *100% of program sites offer sibling care as needed*

Communities in Schools (CIS) provides cross-site coordination on the timing and location of programming for all four 21CCLC schools. This coordination makes it possible to set the same time for pickup so that parents can coordinate care needs and sibling schedules. The coordination also means that CIS can check registration records for sibling care needs before the program starts. If desired, siblings are generally welcome at extended-learning or family engagement activities. CIS will also hire a staff member to be present at an activity if there pre-kindergarten children that require separate care. These options are available at all four program sites.

**C. Youth receive high quality expanded learning opportunities that lead to positive behavior outcomes for participants and demonstrate an increase in SEL skills**

The 21CCLC program establishes community learning centers that can expand opportunities and improve outcomes for students in under-resourced neighborhoods. While academic performance is a central focus, the program operates under the premise that school and community connections are a vital part of fostering student learning. This section covers three indicators of strengthening connections for 21CCLC participants – school behavior/discipline, regular school attendance, and growth in social-emotional learning (SEL) skills.

1. *60% of regular participants with two or more major or minor incidents during the previous school year will demonstrate a decrease in adverse behaviors as measured by a reduction in major and minor incidents*

Student disciplinary incidents provide a measure of readiness to learn for both the involved student and the entire classroom. Spokane Public Schools employs an approach grounded in [restorative practices](#) to address behavioral incidents in the school and respond with the lowest level of corrective action needed to change the behavior. These practices, as well as identified behaviors that are addressed are outlined in the District Student Behavior, Rules of Conduct, Restorative Practices, and Discipline Policy (<https://weba.spokaneschools.org/polpro/View.aspx?id=636>).



During the 2023-24 school year, 15% of 21CCLC students had one or more reported behavioral incidents. These incidents may have been considered either minor or major issues according to district policy. The 21CCLC program will focus on monitoring students with multiple incidents (2 or more) to help support staff with a consistent response for students with adverse behaviors.

As Exhibit 15 shows, less than 10 percent of students had two or more disciplinary incidents during the school year. During the first school year of programming (2023-2024), 28 students had a reported incident with the highest percentage found among non-participants or students with low engagement (9%) and the lowest percentage for regular (30+ day) participants (7%).

Exhibit 15 also indicates that in the pre-program year (2022-2023), none of the regular participants had a reported disciplinary incident. Therefore, it was not possible to track year-to-year change for this measure at this time. We will utilize the 2023-2024 year as a base year and report changes in adverse behavior changes in subsequent years. In addition, we will continue to evaluate needs and responses from both program and school staff to determine how the SPS 21CCLC program can build positive behavior (and reduce adverse behaviors) for participating students.

**Exhibit 15**  
**21CCLC and Comparison Students Disciplinary Incidents (2+) in Year – -**  
**2022-2023 and 2023-2024 school year**

| Days Attended                          | 2022-23<br>Two or more | 2023-24<br>Two or more | Total Students |
|--|------------------------|------------------------|----------------|
| Low (1-5 days)                         | 11 (10%)               | 12 (9%)                | 133            |
| Medium (6-29)                          | 8 (7%)                 | 12 (8%)                | 144            |
| High (30+)                             | 0 (0%)                 | 4 (7%)                 | 54             |
| Comparison Group<br>(Non Participants) | 28 (9%)                | 30 (9%)                | 331            |

2. *70% of students who are exhibiting chronic absenteeism (moderate chronic and chronic attendance) the previous year will increase their attendance rate by 10% of the student's previous year's attendance rate*

Feelings of greater school connection are intrinsically related to the number of days a student spends in the classroom. Spokane Public Schools classifies school attendance levels by the categories outlined in Exhibit 16. Satisfactory attendance is designated by a student missing 5% or fewer of available school days (95% attendance). Students considered at risk as a result of excessive absenteeism are classified with moderate chronic absenteeism (80-85% attendance) or chronic severe absenteeism (80% attendance or less).

The students with reported attendance in the pre-program (2022-2023) school year are listed below. Regular 21CCLC participants (in 2023-24) had the highest rate of absenteeism in the previous year, with 12% moderate and 30% severe chronic absenteeism.

*Exhibit 16*  
**21CCLC and Comparison Students Absenteeism Levels — -**  
**2022-2023 school year**

| Days Attended                                  | Satisfactory<br>95%+ | At Risk<br>91-94% | Chronic<br>86-90% | Moderate<br>Chronic<br>80-85% | Severe<br>Chronic<br>LT 80% | Total<br>2022-23 |
|--|----------------------|-------------------|-------------------|-------------------------------|-----------------------------|------------------|
| Low (1-5 days)                                 | 30 (27%)             | 46 (41%)          | 15 (13%)          | <b>7 (6%)</b>                 | <b>15 (13%)</b>             | 113              |
| Medium (6-29)                                  | 39 (32%)             | 38 (31%)          | 26 (21%)          | <b>13 (11%)</b>               | <b>6 (5%)</b>               | 122              |
| High (30+)                                     | 11 (26%)             | 6 (14%)           | 8 (19%)           | <b>5 (12%)</b>                | <b>13 (30%)</b>             | 43               |
|  |                      |                   |                   |                               |                             |                  |
| <b>Comparison Group<br/>(Non-Participants)</b> | 77 (24%)             | 107 (34%)         | 56 (18%)          | <b>29 (9%)</b>                | <b>46 (15%)</b>             | 315              |

The goal of the SPS 21CCLC program is to foster increases in attendance specifically for those students entering the school year with a (previous year) history of moderate/severe chronic absenteeism. Among regular (30+ day) participants, 18 (of 43) entered the 2023-24 year with a prior-year record of moderate or severe chronic absenteeism. As Exhibit 17 shows, 39% (7) of those students experienced an improvement in attendance of 10% or more in the first program year (2023-24). While this improvement did not reach the program goal for 70% of students, it does establish the remaining effort needed to increase school attendance levels for 21CCLC students moving forward. Programming outside the school hours may be a setting where additional support staff can work with the student and family to strengthen school engagement overall.

*Exhibit 17*  
**21CCLC and Comparison Students Moderate and Severe Chronic Absenteeism — -**  
**Improvement by 2023-2024 school year**

| Days Attended                                  | Students with<br>Moderate/Severe<br>Absenteeism<br>2022-23 | Attendance<br>10%+ worse in<br>2023-24 | Attendance<br>+/- 10% in<br>2023-24 | Attendance<br>10%+ better<br>in 2023-24 |
|--|--|--|-------------------------------------|---|
| Low (1-5 days)                                 | 22   | 0 (0)                                  | 13 (59%)                            | 9 (41%)                                 |
| Medium (6-29)                                  | 19   | 1 (5%)                                 | 14 (74%)                            | 4 (21%)                                 |
| High (30+)                                     | 18   | 0 (0%)                                 | 11 (61%)                            | <b>7 (39%)</b>                          |
|  |  |  |                                     |   |
| <b>Comparison Group<br/>(Non Participants)</b> | 75   | 6 (8%)                                 | 32 (43%)                            | 37 (49%)                                |

3. *At least 80% of regular attendees with previous years results will demonstrate increased SEL self-perception in one or more constructs from fall to spring as measured by the SPS Qualtrics student attribute survey*

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 elements related to social-emotional factors, including grit, growth mindset, learning strategies, self-efficacy and self-management.

The SPS 21CCLC program set a goal for at least 80% of regular participants to demonstrate increased SEL self-perception (between Fall and Spring tests) in one or more constructs. The administration of this survey, however, is not a required activity for SPS teachers, and only about 80 21CCLC students in grades 4-5 completed both the Fall and Spring SEL surveys during the 2023-2024 school year.

The low number of students completing two tests indicates that it may be worth emphasizing test administration in future years. For this initial year, Exhibit 18 shows the percentage of students with improvements in each SEL domain between Fall and Spring. While the program did not meet the 80% goal, we did observe that there was a positive correlation between participation days and SEL test improvement in the areas of grit and growth mindset. In the remaining years of the program, programming can be aligned with specific SEL categories to assess the programs impact in this area.

*Exhibit 18*  
**21CCLC and Comparison Students Improved SEL Scores --**  
**Fall 2023 to Spring 2024**

| Days Attended                              | Grit     | Growth Mindset | Learning Strategies | Self Efficacy | Self Management |
|--|----------|----------------|---------------------|---------------|-----------------|
| <b>Low (1-5 days)</b>                      | 10 (32%) | 14 (45%)       | 12 (41%)            | 11 (38%)      | 13 (48%)        |
| <b>Medium (6-29)</b>                       | 19 (45%) | 22 (52%)       | 23 (55%)            | 15 (34%)      | 12 (36%)        |
| <b>High (30+)</b>                          | 6 (46%)  | 9 (69%)        | 6 (46%)             | 3 (25%)       | 5 (63%)         |
|  |          |                |                     |               |                 |
| <b>Comparison Group (Non Participants)</b> | 20 (37%) | 22 (41%)       | 21 (39%)            | 19 (32%)      | 13 (28%)        |

### III. Program Adaptations and Recommendations

In the first year of the five-year program, Spokane Public Schools built a strong foundation to grow the 21st century initiative in Northeast Spokane. The initial year of the program was likely effective due to an established relationship with a community provider (Communities in Schools), regular in-person communication with building administrators and staff, and active engagement with families and supporting organizations (like Gonzaga University).

To maintain momentum and build on this start, we suggest that SPS consider the following steps for the Cohort 19 21CCLC program.

- **Continue to emphasize computer-based instruction with necessary adaptations**

The theory of change for this 21CCLC program centers around building a fun, engaging extended learning environment that also emphasizes instructional time. The year-one program reflected this goal with an additional 500 average minutes of computerized Lexia instruction for regular attenders. More importantly, regular attenders had nearly 2.5 months of additional growth on average compared to nonparticipants.

These early indicators can be supported by regular monitoring of Lexia use during the school year. We suggest building a visualization ('viz) within the current community partner tracker so school and program staff can measure and follow Lexia use and outcomes at each school. Staff feedback should also be sought to determine ways to improve engagement with learning tools, including Dreambox.

- **Test strategies to increase regular attendance**

Over 300 students participated in 21CCLC activities during the 2023-24 school year. This represents a significant percentage of the overall enrollment, particularly at Bemiss (97) and Stevens (125) Elementaries. While a high number of students were engaged with 21CCLC, two schools (Bemiss and Cooper) did not have any regular (30+) day attenders.

The program has made changes in year two to provide students with greater choice in programming in hopes of boosting retention. In addition to these steps, we urge program administrators to track students with gaps in attendance or engage with first time enrollees in a direct manner. Personal calls or thank you postcards or incentives may be tools to increase regular attendance and make program improvements.

- **Examine relationship between family engagement and student outcomes**

Parent engagement activities remain an excellent opportunity to develop a lasting relationship with the entire family. These relationships can strengthen the program as staff learn more about the needs and priorities of both parents and children. Meals represent an excellent opportunity to gather families and in year two, many of these celebration activities could be extended to two schools with low engagement in year one.

In addition to expanding the scope of parent engagement activities, the SPS program could assess the relationship between parent engagement and student outcomes. While parent participation numbers were tracked in year one, we did not have a record of which students had participating family members. In future years, an outcome comparison of students by levels of parent engagement may help justify the allocation of resources for these activities.

The SPS 21CCLC program has the experience, structure and relationships in place to serve students, families and the community with extended learning experiences. This report outlined many of the student outcomes that could be tracked over year one. It is also important that this program helps expand opportunities for students and grows a sense of community in the schools which are certainly outcomes that are observable to the visitor, but not always measurable for outcome reports. In each annual report, we will continue our appraisal of the entirety of this Cohort 19 21CCLC program.

---

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