



KIDS HOPE ALLIANCE

The Jacksonville Partnership
for Children, Youth & Families

Afterschool Programming Efficacy Study

Summary Report
02.10.2022

PREPARED BY





ABSTRACT

Students receiving student aid in the form of out-of-school time programming funded by Kids Hope Alliance (KHA) demonstrated better school attendance rates and fewer disciplinary referrals than students at the same school who did not receive this student aid. Furthermore, students who attended the program for 60 days or more demonstrated better attendance rates, fewer disciplinary referrals, higher Florida Standards Assessment (FSA) Achievement Levels, and greater Lexile score growth than those students who attended fewer than 60 days. Our research documents the effectiveness of afterschool programming in promoting positive outcomes for the students of Duval County Public Schools and points the way for further investigation into which programs are the most successful and why. It also indicates that measures should be taken to ensure students stay enrolled for the duration of the year, but at minimum for 60 days, because anything less does not appear to have an impact on student attendance or success.

ACKNOWLEDGMENTS

We would like to extend our gratitude to the many people who helped to spearhead and conduct this research. First, thank you to the data collective group that met at KHA for months, determining how to effectively make this happen. Members of that group included: City of Jacksonville Councilman Danny Becton, Duval County Public School (DCPS) Board Member Charlotte Joyce, KHA Board Member Rose Conry, along with staff from KHA, NLP Logix, and DCPS.

We want to thank the leadership at Duval County Public Schools, Dr. Diana Greene, Superintendent, Dr. Dana Kriznar, Deputy Superintendent, and Jackie Simmons, Executive Director of Discipline and Student Support, who allowed us to provide afterschool programming within the schools and partnered with us to ensure high quality services were delivered. Furthermore, we are grateful to the Research, Evaluation and Data (RED) team at DCPS who spent countless hours meeting with us on our data requests and providing us with what was needed to make the conclusions herein.

Our research documents the effectiveness of afterschool programming in promoting positive outcomes for the students of Duval County Public Schools.

Members of that team include Corey Wright, Assistant Superintendent of Accountability & Assessment, Saul Bloom, Director of RED, John Prince, Supervisor – RED, and Crystal Champine, Supervisor – Accountability and Assessment.

Finally, all the providers who serve Jacksonville's at-hope children and youth through quality afterschool programming deserve the biggest acknowledgement. It is with their help that we are making a difference in these students' lives and ultimately, creating productive citizens for our thriving community.

-NLP Logix and Kids Hope Alliance

STUDY

Using attendance data, test scores, and discipline records from Duval County Public Schools, we performed bivariate statistical tests to determine whether participation in KHA afterschool programming was indicative of better academic and behavioral outcomes compared to students at the same school who did not participate (Hypothesis 1). We also studied whether students who attended more days of programming performed better than those who attended fewer (Hypothesis 2). Data was considered for both participants in aggregate and for each individual program.



*All the providers
who serve
Jacksonville's
at-hope children
and youth through
quality afterschool
programming
deserve the biggest
acknowledgement.*



The study data for 2018-2019 includes 70 afterschool programs that served 10,673 DCPS students. The study data for 2019-2020 includes 73 afterschool programs that served 9,963 DCPS students.

BACKGROUND INFORMATION

KHA is a funding agent for the City of Jacksonville that annually invests millions in children and youth programming and services in Duval County, simultaneously managing their implementation and monitoring their outcomes. Through this funding of third-party providers and strategic partnerships with local non-profit organizations, KHA works to ensure thousands of at-hope children and youth have access to a continuum of critical services, including academics, enrichment, nutrition, and mental health.

Estimates from the DC State Board of Education suggest that nationwide more than 7 million children spend some period of time afterschool without adult supervision, putting youth at risk for negative academic and social outcomes. Thus, one of KHA's Essential Service Categories is Out-of-School Time (OST), consisting of quality afterschool and summer learning programs. These programs provide thousands of local children with academic enrichment, mentorship opportunities, and social and emotional development. KHA works to create a supportive, adult-supervised space for students to engage with their peers, complete challenging tasks, and develop and apply new skills.

Research shows that a variety of benefits stem from consistent, quality afterschool programming. Participation narrows the math achievement gap between students from low-income and high-income families (Pierce, K. M., Auger, A. and Vandell, D. L., 2013). Higher program attendance rates can increase students' GPA as well as their attendance rates (Springer, K. and Diffily, D., 2010). Students with higher attendance in after-school programs score higher on both math and reading comprehension standardized tests compared to non-attendees (Herrera, C., Baldwin Grossman, J. and Linden, L.L., 2013; Educational Resource Consultants, 2013). And participants feel more prepared for the transition to the next grade level, including the move to high school or college (American Institutes for Research, 2013). A more thorough summary of recent research on the efficacy of afterschool programming can be found in the Evaluations Backgrounder from the Afterschool Alliance (March 2015).



KHA works to ensure thousands of at-hope children and youth have access to a continuum of critical services, including academics, enrichment, nutrition, and mental health.

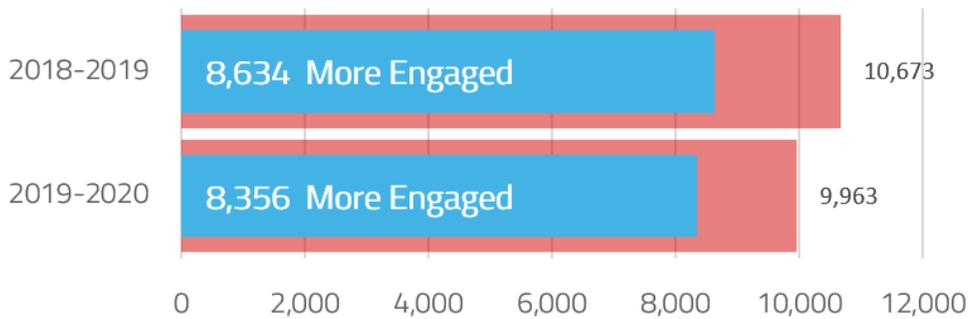


SUMMARY OF RESULTS

KHA Programs had a High Rate of Engagement

Approximately 10,000 students in each school year attended KHA afterschool programs, with about 80% of those attending for 60 days or more, which we denote as **More Engaged**.

The vast majority of **enrolled participants** qualified as **More Engaged** by attending their program for **60 days or more**.

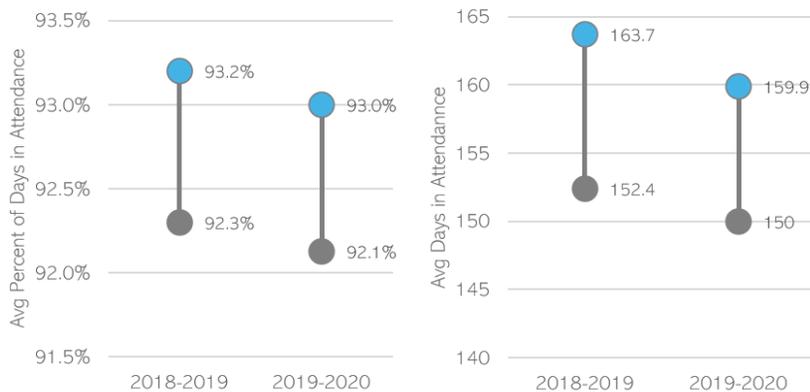


The average KHA participant attended school 11 more days than Non-Participants in 2018-2019 and 10 days more in 2019-2020.

KHA Participants had Higher School Attendance

Youth who participated in Kids Hope Alliance afterschool programs attended more days of school than students at the same school who did not participate (Non-Participants). The average KHA participant attended school 11 days more in 2018-2019 and 10 days more in 2019-2020. School is in session for a total of 180 days. When considering individual programs, 57 out of 70 (82%) showed a statistically significant difference in school attendance in the 2018-2019 school year. For the following school year, 54 out of 73 (73%) showed a statistically significant difference in school attendance.

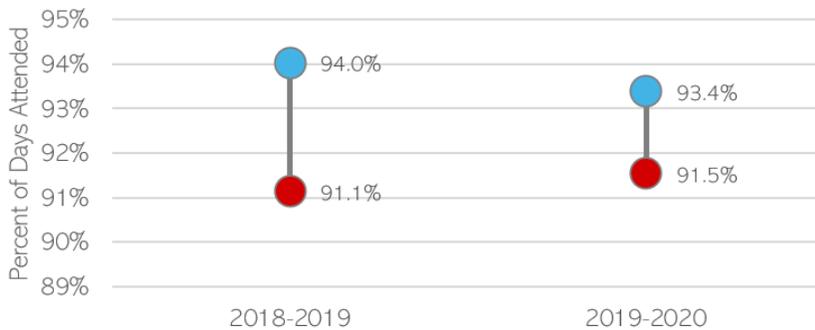
KHA Participants attended school for a greater percentage of the school year, corresponding to an average of **10 more days present** than Non-Participants.



More Engaged KHA Participants, those who attended for 60 days or more, had higher attendance than Less Engaged KHA Participants who attended for fewer than 60 days.



More Engaged KHA Participants (60 days or more) had higher attendance rates on average than **Less Engaged KHA Participants (fewer than 60 days)** across both years.

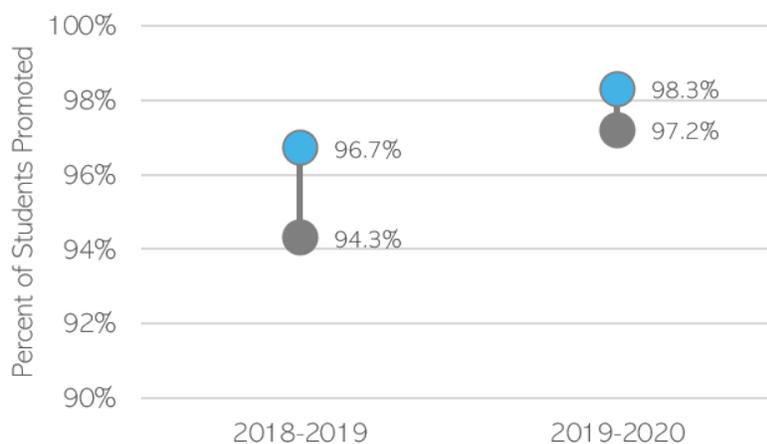


In both school years, KHA Participants had a higher average promotion rate than Non-Participants.

KHA Participants had Higher Promotion Rates

In both school years, KHA Participants had a higher average promotion rate than Non-Participants. In the 2018-2019 school year, 96.7% of KHA Participants in afterschool programs were promoted to the next grade, while 94.3% of Non-Participants were promoted. For the 2019-2020 school year, these rates were 98.3% for KHA Participants and 97.2% for Non-Participants.

KHA Participants were promoted at higher rates than Non-Participants.



When considering individual programs, 45 out of 68 programs (66.2%) had higher promotion rates for KHA Participants versus Non-Participants. This increase was statistically significant for 21 programs. In 2019-2020, 60 out of 71 programs (84.5%) had higher promotion rates for KHA Participants versus Non-Participants, with 14 being statistically significant.



KHA Participants had Fewer Disciplinary Referrals

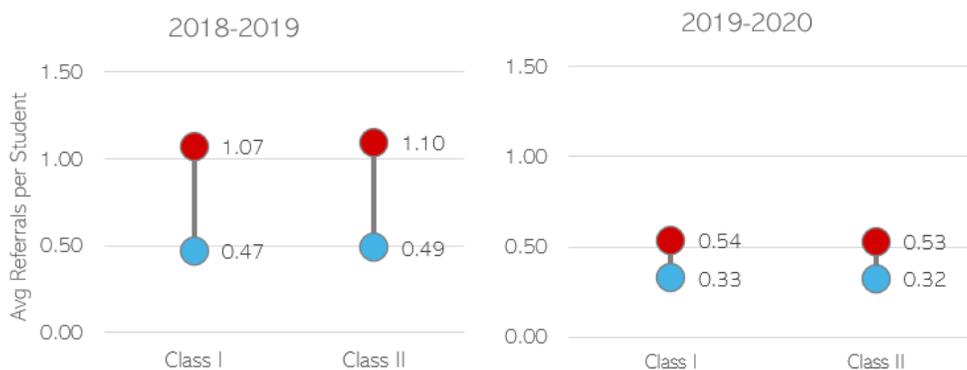
Across both school years, KHA Participants had fewer disciplinary referrals in all the categories of offenses than Non-Participants. In 2018-2019, 83% of programs had a statistically significant impact on Class I referrals, such as disrupting class or using profanity. In 2019-2020, 84% of programs had a statistically significant impact. On average, students who attended 60 days or more had fewer referrals than students who did not attend at all and than students who attended fewer than 60 days. Class II referrals include tobacco use and threatening a fellow student. Class III offenses, which includes physical fighting, were rare and are excluded here.

Across both school years, KHA Participants had fewer disciplinary referrals than Non-Participants in all offense categories.

KHA Participants had fewer referrals on average than **Non-Participants**.



More Engaged Participants had fewer referrals on average than **Less Engaged Participants**.

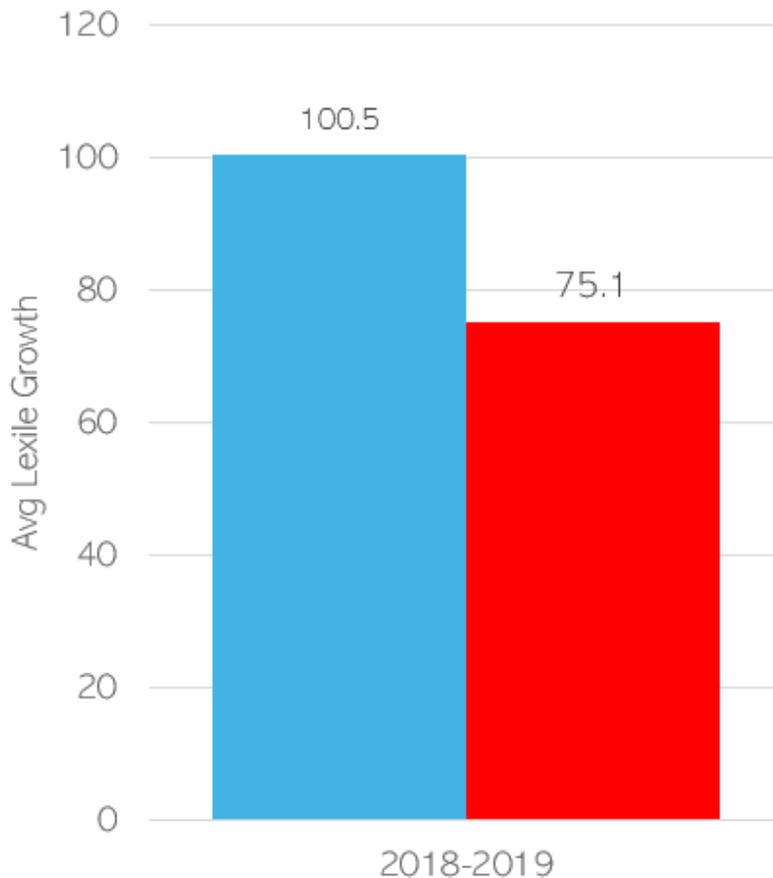


More Engaged Students had Greater Lexile (Reading) Growth

Students use the Achieve3000 assessment to measure their reading level, known as a Lexile score, several times throughout the school year. We analyzed their Lexile growth from their first test to their last test over a single school year. On average, More Engaged students who participated for 60 days or more had a higher Lexile growth than Less Engaged students, who attended for fewer than 60 days. Students were not tested in the Spring of 2020, so an analysis of the 2019-2020 school year could not be done.



More Engaged KHA Participants had higher Lexile score growth on average than **Less Engaged KHA Participants**.



On average, More Engaged students who participated for 60 days or more had a higher Lexile growth than Less Engaged students, who attended for fewer than 60 days.

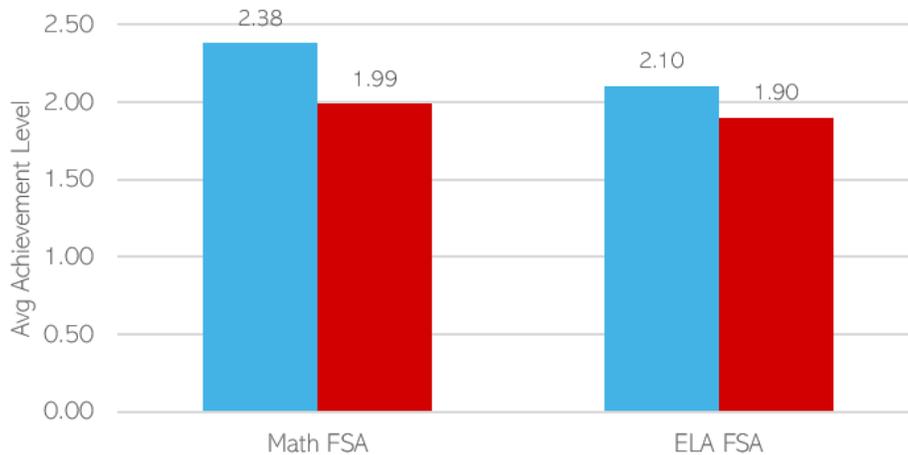
More Engaged Students had Higher Achievement Levels on the Math and English Language Arts FSAs

On average, students who attended KHA programs for 60 days or more performed better on both the Math and English Language Arts (ELA) Florida Standards Assessments (FSA). In 2018-2019, 49% of programs had a significant impact on Math FSA scores and 44% of programs had a significant impact on ELA FSA scores. Possible Achievement Level scores range from 1 to 5, with 3 being “satisfactory performance.” (Note: KHA did not obtain aggregate FSA scores for Non-Participants for 2018-2019. Furthermore, the FSA was not administered during the 2019-2020 school year due to COVID-19).



On average, students who attended KHA programs for 60 days or more performed better on both the Math and English Language Arts Florida Standards Assessment than students who attended fewer days.

More Engaged KHA Participants had higher FSA Achievement Levels on average than **Less Engaged KHA Participants** in 2018-2019.



SUMMARY OF KEY FINDINGS



1. The vast majority of KHA afterschool programs had a statistically significant impact on the number of disciplinary referrals.

More than 80% of programs in both school years had significantly fewer Class I disciplinary referrals than Non-Participants, and more than half of programs in each year had significantly fewer Class II referrals. In 2018-2019 for example, students in these KHA programs received about 1.4 fewer Class I referrals on average than Non-Participants. In 2019-2020, they received 0.76 fewer Class I referrals. Fewer referrals lead to fewer classroom interruptions and fewer suspensions, enhancing the learning experience for everyone.

2. Nearly half of all KHA afterschool programs had a statistically significant impact on standardized academic assessments.

More than 40% of programs in 2018-2019 had a statistically significant impact on Math and ELA Achievement Levels and Lexile score growth. Students must pass the grade 10 ELA FSA and the Algebra 1 End of Course Exam to graduate high school. Boosting students' success on the precursors to these exams as well as their reading abilities will help set them up for graduation and beyond.

3. KHA programming shows a strong potential to bolster student grade-level promotion.

The majority of programs had higher average promotion rates than Non-Participants, and with 21 programs demonstrating a statistically significant impact in 2018-2019, KHA programming shows great potential for bolstering student success. By understanding how these 21 programs are working to improve grade-level promotion, their positive outcomes could be replicated across other programs and agencies.

Our study shows that DCPS students who received student aid through KHA programming attended school more often, performed better on assessments, and had fewer discipline problems than students who did not participate.

CONCLUSION & NEXT STEPS

Our study shows that DCPS students who received student aid through KHA programming attended school more often, performed better on assessments, and had fewer discipline problems than students who did not participate. Dozens of programs demonstrated a statistically significant impact in the lives of our students. The evidence presented here confirms both hypotheses and supports both expanding afterschool programming and efforts to increase student dosage to improve school outcomes. With more than 50,000 Title I elementary and middle school students enrolled in DCPS and approximately 10,000 currently served by KHA, there is ample room for growth.

Looking to the future, with more detailed data from DCPS we could expand the study by controlling for various demographic factors, allowing us to further understand how KHA After School programming is benefiting the children and youth of Jacksonville. Furthermore, individual programs and agencies which are demonstrating a significant impact could be investigated to understand how their successful results could be replicated elsewhere.



The evidence presented here confirms both hypotheses and supports both expanding afterschool programming and efforts to increase student dosage to improve school outcomes.



REPORT PREPARED BY THE FOLLOWING NLP LOGIX AND KIDS HOPE ALLIANCE MEMBERS:

Katie Bakewell, NLP Logix Modeling and Analytics Team Lead

Chad Gardner, NLP Logix Data Analyst

Kristen Norfleet, NLP Logix Project Manager

Dr. Saralyn Grass, KHA Chief Administrative Officer

Rodger Belcher, KHA Director of Innovation & Data Systems

