

2016-17 Evaluation of After-School Programs

At-a-Glance

The goals for the after-school programs were to provide children with a safe place after school, provide a snack, assist with homework, and promote academic achievement. After-school programs were administered by three separate organizations.¹ This report includes an evaluation of two of these programs: Dallas After-School Achievers (DASA) and St. Simon's After-School (SSAS)

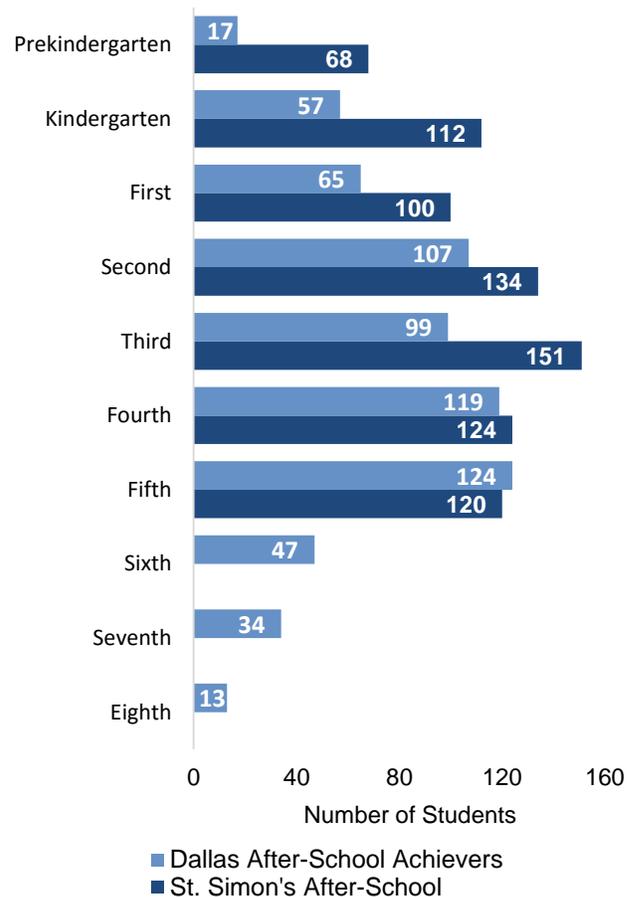
The Department of Summer Learning and Extended-Day Services at the Dallas Independent School District (Dallas ISD) provided the DASA program five days per week to approximately 682 students at nine elementary schools and one middle school across the district. SSAS operated at 14 elementary school campuses and served approximately 809 students throughout west Dallas. A majority of the SSAS programs ran five days per week until 6pm.

After-school programs were free for all participating students. Teachers or other staff members served students as site managers and assistants at all campuses.

Demographic Characteristics

The Department of Summer Learning and Extended-Day Services provided the evaluators with a spreadsheet of student identification numbers and daily attendance records for students who participated in the after-school programs. A total of 1,491 students were involved in the after-school program, including 682 in DASA and 809 in SSAS. Figure 1 shows the participation in the programs by grade level. In the DASA program, grade four and grade five had the largest proportion of participating students (17% and 18% of total participation, respectively). In the SSAS program, grade two and grade three had the largest proportion of participating students (17% and 19% of total participation, respectively).

Figure 1: 2016-17 Number of After-School Students by Program and Grade



Note: Data received from the Department of Extended-Day Services on July 27, 2017.

After matching the after-school records with district demographic information from October 31, 2016, the evaluators used frequency and crosstab analyses to compare the demographic characteristics of students who participated in after-school programs to those of students at the same campuses who did not participate.

As shown in Table 1, after-school students were more likely to be African American (39%) than non-program students (30%). In addition, after-school students were less likely to be Hispanic (57%) than non-program students (66%). Finally, after-school students were less likely to be classified as English Language Learners

¹ The City of Dallas Park and Recreation Department provided after-school programming but was not included in the

evaluation because necessary data were unavailable to identify participating students for analyses.

(30%) than non-program students at the same campuses (49%).

Table 1: 2016-17 Demographics of After-School and Non-Program Students

Group	After-School (n = 1,464)*		Non-Program (n = 11,362)	
	n	%	n	%
Race				
Asian	15	1.0	103	0.9
African American	574	39.2	3,398	29.9
Hispanic	826	56.5	7,544	66.4
American Indian	3	0.2	34	0.3
Two or More Races	6	0.4	45	0.4
White	40	2.7	238	2.1
Sex				
Female	762	52.0	5,480	48.2
Male	702	48.0	5,882	51.8
English Language Learner				
Yes	445	30.4	5,511	48.5
No	1,019	69.6	5,851	51.5
Receives Special Education Services				
Yes	97	6.6	919	8.1
No	1,367	93.4	10,443	91.9
Economically Disadvantaged				
Yes	1,248	85.2	10,209	89.9
No	216	14.8	1,153	10.1

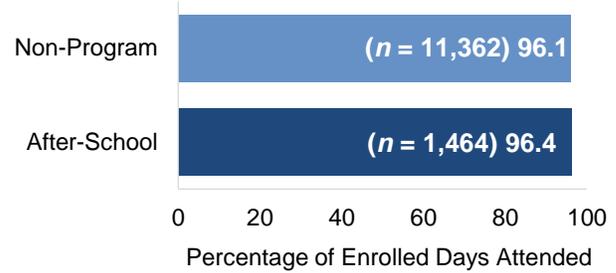
Source: Data from the Department of Summer Learning and Extended-Day Services on July 27, 2017 merged with October 31, 2016 district demographic files.

Note: *This total is lower than the total number of students who participated according to program records because twenty-seven students were not participating in the after-school program on October 31, 2016 but did participate during the 2016-17 school year. Non-program students were students at the same campuses as program students who did not attend an after-school program.

Attendance

The evaluators used frequency analyses on district attendance data for after-school participants and non-program students to determine whether participating in the program was related to daily school attendance. Participation in an after-school program was not associated with a higher overall rate of school attendance. As shown in Figure 2, after-school students attended, on average, 96 percent of days they were enrolled. Non-program students also attended an average of 96 percent of days they were enrolled.

Figure 2: 2016-17 Attendance Rates for After-School Program and Non-Program Students



Source: Data retrieved from district data files dated June 20, 2017.
Note: The analysis only includes students who were attending campuses with after-school programs on October 31, 2016.

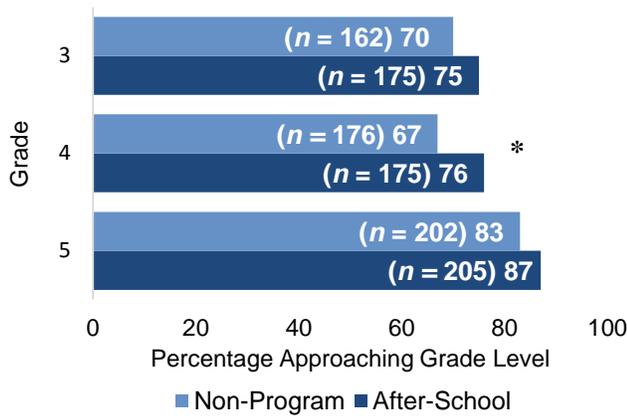
Academic Achievement

The evaluators used propensity score matching (PSM) to create matched, grade-level comparison groups of students who did not attend the DASA and SSAS after-school programs.² Students' 2015-16 attendance, 2016-17 attendance, current grade, number of years identified as limited-English proficient, special education status, and talented and gifted status were included as covariates for the PSM process. The evaluator used chi-square analyses (statistical significance) and calculated Cramer's V (practical significance) to compare passing rates for after-school participants to non-program students on the *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics subtests. Passing rates reflect the percentage meeting or exceeding the approaches grade level standard. These rates were compared separately at each grade level.

As shown in Figure 3, grade four after-school students were significantly more likely to pass the STAAR mathematics exam (76%) than non-program students (67%), $\chi^2(1, n = 492) = 5.40, p = .02$. This result was practically significant with a small effect size (Cramer's $V = .11$). While grade three and grade five after-school students passed the exam at higher rates than non-program students, the results were not statistically significant.

² Comparison students may have attended an after-school program offered outside of the Dallas ISD. In these cases, data were not available for consideration in analyses.

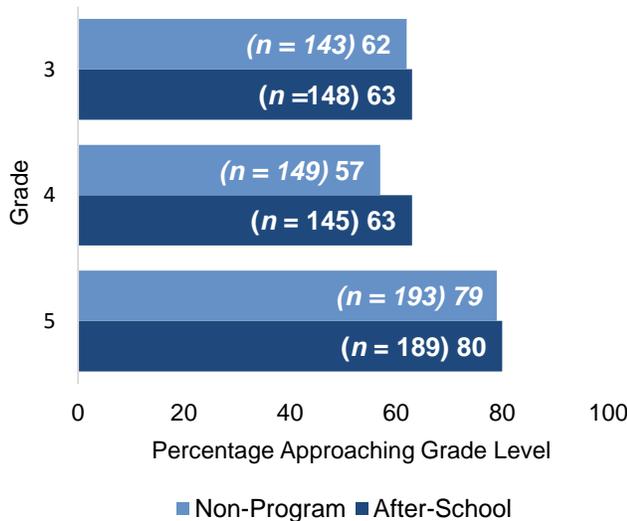
Figure 3: 2016-17 STAAR Mathematics Passing Rates by After-School Program Status



Source: Demographics data retrieved from district data files dated October 31, 2016. STAAR results retrieved from district data files dated May 2017 and included first two administrations excluding STAAR Alternate 2.
 Note: * = statistically significant

Grade three through grade five students who participated in an after-school program passed the STAAR reading subtest at higher rates than comparison group students (see Figure 4). None of the differences were statistically significant.

Figure 4: 2016-17 STAAR Reading Passing Rates by After-School Program Status

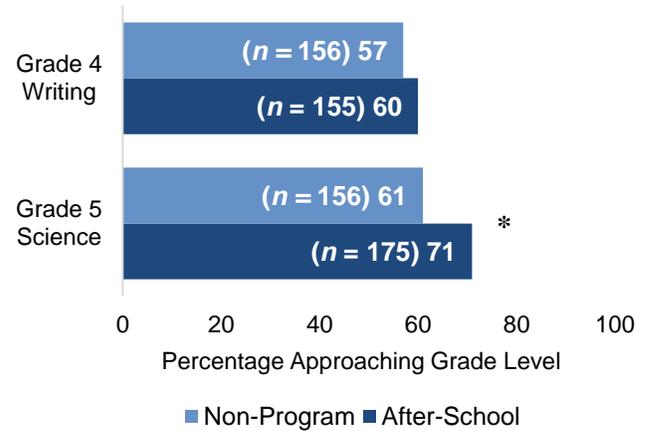


Source: Demographics data retrieved from district data files dated October 31, 2016. STAAR results retrieved from district data files dated May 2017 and included first two administrations excluding STAAR Alternate 2.

Sixty percent of grade four students who participated in an after-school program passed the STAAR writing subtest (see Figure 5), but the rate was not significantly higher than the rate of non-program students (57%). Grade five after-school participants passed the STAAR science subtest at a significantly higher rate (71%) than

non-participants (61%), $\chi^2(1, n = 504) = 5.76, p = .02$, although this was a small effect (Cramer's $V = .11$).

Figure 5: 2016-17 Writing and Science STAAR Passing Rates by After-School Program Status



Source: Demographics data retrieved from district data files dated October 31, 2016. STAAR results retrieved from district data files dated May 2017 and included first two administrations excluding STAAR Alternate 2.
 Note: * = statistically significant

Recommendations

- Prioritize correcting and maintaining an accurate attendance tracking system.** The application program that Summer Learning and Extended-Day Services staff members used to track attendance during the 2016-17 school year malfunctioned and contributed to inaccurate and incomplete data. Information Technology staff members were unavailable to modify or fix the program.
- Continue providing after-school services.** Although most differences between student achievement outcomes for after-school students compared to non-program students were not statistically significant, program students slightly outperformed non-program students in every grade.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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 Dallas ISD
 Department of Evaluation and Assessment
 H. B. Bell School Support Service Center
 2909 N. Buckner Blvd.
 Box 10
 Dallas, TX 75228