

Dallas Afterschool Student Outcomes

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Dallas Afterschool (DAS) partners with out-of-school-time (OST) programs to inform and improve OST services for all children.

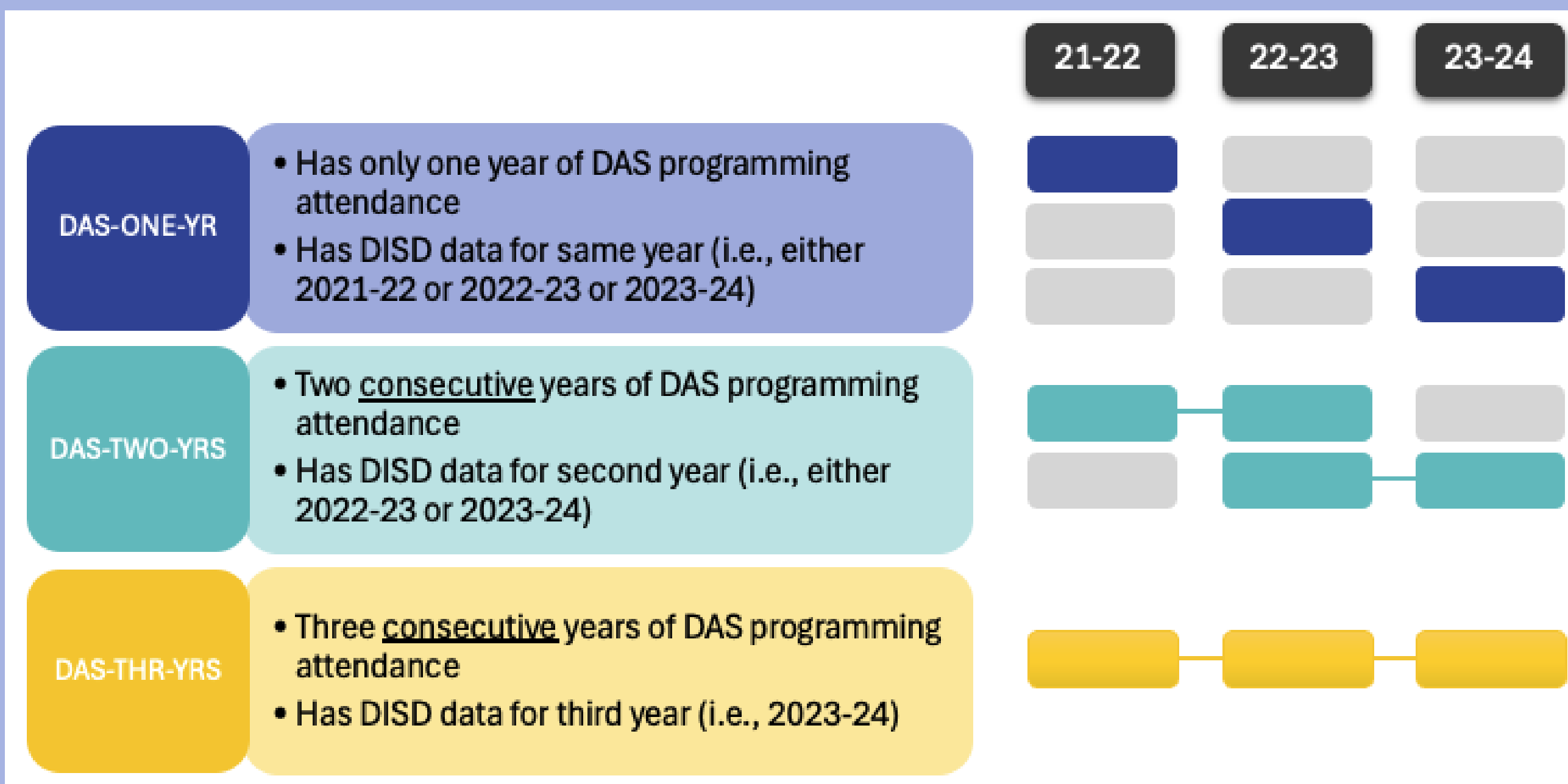
The Addy Foundation Center on Research and Evaluation (CORE) empowers changemakers with insights that drives impact in education.

CORE in collaboration with DAS conducted this study to explore the relationship between student participation in afterschool programming and student school outcomes.

Methods

This study focused on the 1099 students enrolled in programs at 29 DAS sites during the 2021-22, 2022-23 and 2023-24 school years.

Using available program data, three dosage groups were identified:



Comparison group criteria:

- were not in the DAS attendance files
- attended the same schools as DAS students during the same school years
- matched DAS students in grade level, race, gender, low SES status, and LEP status

Outcomes:

- MAP Growth Reading and Math *
- STAAR Reading and Math *
- School attendance

*Sample included students with 85% or higher average attendance for the year and scores from English administrations.

Analyses:

	Descriptive statistics	Tests of difference using Analysis of Covariance (ANCOVA)	
		Outcome	Covariate
MAP Growth	Percent students considered on-track (i.e., scoring at or above 50th percentile)	End-of-year scores* from last/only year of afterschool	End-of-year scores* from year prior to first/only year of afterschool
STAAR	Percent students considered passing (i.e., receiving Approaches, Meets, or Masters performance indicator)		
School Attendance	Average percent attendance and the percent of students chronically absent (i.e., average attendance below 90%)	Average attendance^ from last/only year of afterschool	Average attendance^ from year prior to first/only year of afterschool

*Standardized scale scores were used.

^Note: percent chronically absent was not used when testing for differences

Additional analyses looked at the following program factors:

- Program quality (i.e., AQuA certified, non-certified)
- Program location type (e.g., school, community center)

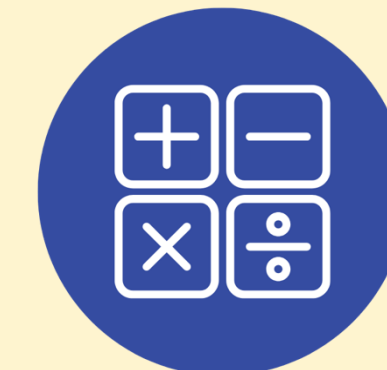
CORE did not uncover any meaningful differences based on these variables.

However, due to data availability only three certifies sites and three non-certified sites were utilized in these analyses. Therefore, the results may not be broadly applicable to all certified sites.

Results

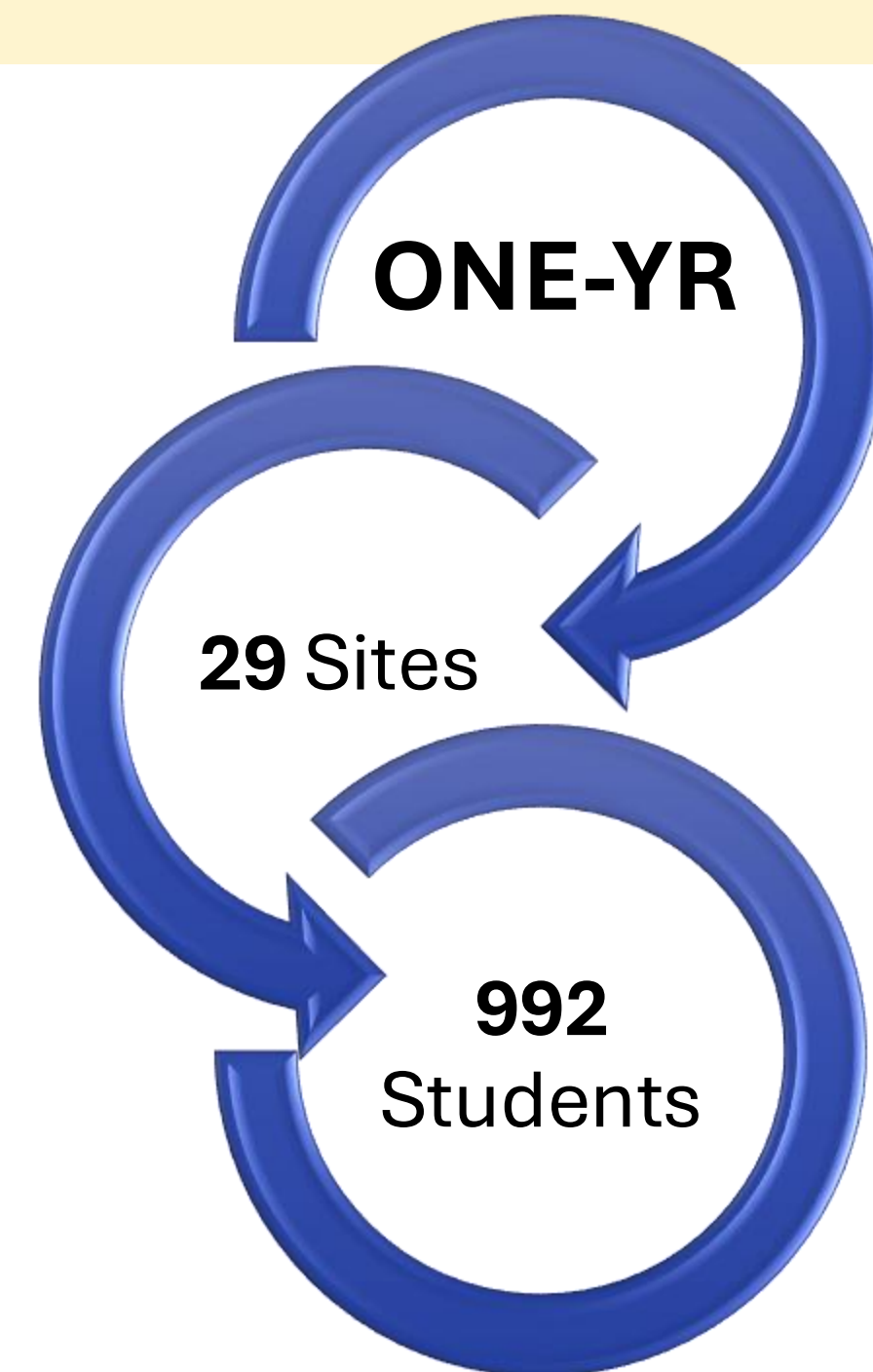
Statistically significant findings were found for the ONE-YR dosage group. DAS students had better:

- MAP **math** scores
- MAP and STAAR **reading** scores
- School **attendance**



	MAP Growth		STAAR		School Attendance
	Math	Reading	Math	Reading	Yearly Avg
ONE-YR	Sig for DAS	Sig for DAS	NS for DAS	Sig for DAS	Sig for DAS
TWO-YRS	NS for DAS	NS for DAS	NS for DAS	NS for DAS	NS for DAS
THREE-YRS	NS for DAS	NS for DISD	NS for DAS	NS for DAS	NS for DAS

The lack of findings for two and three consecutive years of programming may be an artifact of sample size – the one-year dosage group was by far the largest and represented the most variety of Dallas Afterschool program partners.



ONE-YR		2021-22		2022-23		2023-24	
		DAS (n=250)	Non-DAS (n=3018)	DAS (n=357)	Non-DAS (n=2837)	DAS (n=385)	Non-DAS (n=2669)
Gender	Female	48%	45%	55%	51%	57%	54%
	Male	52%	55%	45%	49%	43%	46%
Race	Asian	1%	0%	1%	0%	7%	3%
	Black/African American	25%	26%	15%	12%	21%	21%
	Hispanic/Latino	70%	74%	78%	88%	65%	75%
	Two or More Races	3%	0%	4%	0%	3%	0%
	White	1%	0%	1%	0%	3%	0%
Low SES		90%	98%	92%	98%	82%	97%
LEP		50%	63%	40%	67%	44%	61%

