



AFTER-SCHOOL PROGRAM DATA ANALYSIS

Prepared for Dallas Independent School District

October 2023

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INTRODUCTION

Dallas Independent School District (Dallas ISD) has partnered with Hanover Research (Hanover) to evaluate the implementation of district-wide free after-school programs in elementary and middle school campuses. In particular, the district seeks to expand the reach of after-school programs to ensure students have equitable access and exposure to after-school extracurricular activities as well as monitor student outcomes through participation in after-school programs offered for students in Kindergarten through Grade 8. With metrics in place to facilitate and evaluate short-term, medium-term, and long-term impact (i.e., school years from 2021-2022 to 2024-2025) on student enrollment and outcomes of after-school programming, Dallas ISD seeks to collect and review data to determine areas of development and improvement for expanding after-school programming, ensuring students' equitable access to these programs, and ensuring these programs promote learning acceleration for students.

Hanover has conducted a descriptive analysis to report on after-school program participation rates and the academic performance of students who participate in a program relative to students who did not participate. Results from the analysis are reported using this interactive Tableau dashboard. The analysis focuses on providing answers to the following questions:

RESEARCH QUESTIONS

- What, if any, disparities in after-school program participation are evident among student groups at Dallas ISD?
- Have students' academic, behavioral, and attendance outcomes changed following the implementation and expansion of after-school programs?
- How do outcomes among program participants match up against the short-term and long-term performance objectives that Dallas ISD has specified?

USER'S GUIDE

Hanover has produced this interactive dashboard to display the outcomes and characteristics of after-school program participants and non-participants. This analysis uses data from students in Pre-K to Grade 8 from the 2022 and 2023 school years, which includes information on student enrollment and demographics, after-school program participation, and assessment outcomes from MAP, STAAR, EOC, attendance, and course grade outcomes.

The dashboard includes four interactive pages:

After-school Participation – This page reports after-school program participation in the district by student demographics and by school.

Participation Side by Side – This page reports after-school programming for two student groups broken down by grade. Student demographic filters allow the user to compare the two groups side by side.

Assessment Outcomes – This page reports end-of-year EOC, STAAR, and MAP outcomes broken down by school year or grade. Student demographic and academic filters allow the user to compare two groups side by side.

- **Note:** The prior year assessment subject for all Math and Science assessments is Math (i.e., the prior year assessment for MAP Science is MAP Math) and for all ELA and Social Studies assessments is ELA.

Course/Attendance Outcomes – This page reports end-of-year course and attendance outcomes broken down by school year or grade. Student demographic and academic filters allow the user to compare two groups side by side.

Along with these interactive pages, Hanover also includes pages summarizing **Recommendations, Key Findings**, and a page providing additional details on the **Data and Methodology** used in the analysis.

DATA AND METHODOLOGY

Dallas ISD provided Hanover with student enrollment and demographic data, ELA and math tutoring participation data, assessment outcomes from MAP, STAAR, EOC, attendance outcomes, and course grades. The data provided is described below:

- Demographic and Enrollment Data – This file contains enrollment and demographic data for all students.
- Course Enrollment Data – This file contains course enrollment and performance for the 2022 and 2023 school years.
- EOC Data – This file contains EOC assessment outcomes for the 2021, 2022, and 2023 school years.
- MAP Data – This file contains MAP assessment outcomes for the 2021, 2022, and 2023 school years.
- STAAR Data – This file contains STAAR assessment outcomes for the 2021, 2022, and 2023 school years.
- Attendance – This file contains attendance data for the 2022 and 2023 school years.
- After-school Program Participation – This file contains data on after-school program participation for the 2022 and 2023 school years.

RECOMMENDATIONS

Based on the results of the Descriptive Analysis, Hanover recommends that Dallas ISD:



Continue to investigate ways to expand after-school program participation at the school level.

Hanover found that the proportion of students who participate in an after-school program varies considerably by school. For example, in 2023, more than one in four students participated in an after-school program at Twain and Miller elementary schools, while about a quarter of all elementary schools in the district had zero participants. Conducting additional qualitative research at schools with higher participation rates could provide the district with insight into what is being done at those locations to increase participation. Similarly, conducting qualitative research with parents and staff at schools with lower participation rates could provide insight into barriers to after-school participation and provide ideas that could increase participation rates.



Continue data collection on after-school program participation to facilitate a more conclusive impact analysis evaluation in the future.

By having additional participation data, Hanover will be able to support Dallas ISD with understanding the levers that impact student outcomes. Having additional years of participation data as well as other behavioral outcomes data would allow for a more robust impact analysis that identifies the impact of after-school program participation on student outcomes.

KEY FINDINGS



After-school program participation increased from about 1 percent of students in Kindergarten to Grade 8 in 2022 to 4 percent in 2023. By grade, participation across both school years was highest amongst students in Grades 2 to 5, at about 4 percent each.

- By elementary school, after-school participation was highest at Twain and Miller (28% of students from each school in 2023). Participation was lowest at Blanton, Truett, and Milam schools at 2-3% of students in 2023. About a quarter of all elementary schools had zero participants in 2023 (27%). In general, participation increased between 2022 and 2023, with the notable exception of Oliver School (31% participation in 2022 compared to 8% in 2022).
- By middle school, after-school participation was highest at Peabody (20% in 2023) and Hernandez Montessori Academy (17%) and lowest at Sanger, Long, Holmes, and Stevens Park with about 1% of students participating at each school in 2023.
- By student demographics, students in the LEP program (LEP students) and those who exited the program (Exited LEP students) had lower participation than their peers. For example, across both years, about 2 percent of LEP students and Exited LEP students participated in an after-school program, which is about half the participation rate of non-LEP students (4%).
- Further, Hispanic students and White students had lower participation rates compared to Black students and Multiracial students. For example, 2 percent of Hispanic students and White students participated in an after-school program compared to 5 percent of Black students and 4 percent of Multiracial students.
- Hanover observed no notable differences in after-school program participation rate by disability status, economic status, gender, gifted program participation, 504 status, or special education program participation.



Across both years, students who participated in an after-school program were less likely to be chronically absent compared to students who did not participate. For example, across both years, 17 percent of program participants were chronically absent compared to 23% of non-participants. Further, among participants in 2023, students who participated in a community program were the least likely to be chronically absent (10 percent of community program participants compared to 17 percent and 19 percent of Adventures & Beyond Club (ABC) and Elite Teen Club (ETC) participants, respectively).



Students who participated in an after-school program had comparable academic outcomes for ELA and math assessments compared to students who did not participate. For example, 67 percent and 70 percent of participants were proficient on the STAAR ELA assessment in 2022 and 2023, compared to 69 percent and 71 percent of non-participants. However, among participants in 2023, students who participated in a community program had the highest proficiency rates on most assessments. For example, 75 percent of community program participants were proficient on the STAAR ELA assessment compared to 68 percent and 64 percent of ABC participants and ETC participants, respectively.

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

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EXPERT

200+ analysts with multiple methodology research expertise



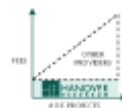
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