



DCPS 21st Century Community Learning Centers Grant

**Combined End-of-Year Grant Report and
External Evaluation Report, School Year 2021-22**

November 2022

Introduction

After a year and a half of being unable to offer in-person afterschool programming due to COVID restrictions, OSTP provided afterschool programs to over 5,500 participants at 55 Title I schools for the 2021-22 school year.

This presentation is divided into two parts.

Part One: DCPS Office of Out-of-School Time Programs' (OSTP) end-of-year report

- data on the status of 21st Century Community Learning Centers (21CCLC) grant-funded programming in school year 2021-22
- progress towards towards the DCPS and OSSE grant objectives.

Part Two: the full external evaluation report by Urban Circle Consulting, which focuses on a comparison of afterschool participants to a set of matched nonparticipants.

Part 1

DCPS End-of-Year Report

OSSE and DCPS Grant Objectives

Category	OSSE Objectives/Performance Measures	DCPS Year 2 Grant Objectives
1. Attendance	Grades PK-5: 90% average daily attendance for regular attendees Grades 6-12: 75% average daily attendance for regular attendees	Grades PK-5: 90% average daily attendance for regular attendees Grades 6-12: 75% average daily attendance for regular attendees
2. Classroom Grades	40% of regular attendees make gains in classroom grades from fall to spring	40% of regular attendees will make gains in classroom grades from fall to spring
3. PARCC Scores	5-10% of regular attendees will make gains in ELA and math PARCC scores	10% of regular attendees will increase at least one proficiency level on ELA and math PARCC assessments
4. Homework Completion	80% of regular attendees will show improvement in homework completion from fall to spring	-
5. Classroom Behavior	75% of regular attendees will show improvement in classroom behavior and attentiveness from fall to spring	70% of regular attendees will show improvement in classroom behavior and attentiveness from fall to spring
6. Family Engagement	60% of student program participant family members will attend 3+ program events	50% of student program participant family members will attend at least three program events
	At least 2 family members of student program participants will serve on oversight committee	
	Programs will offer at least 3 parent engagement events	
7. Community Partners	Each program will recruit at least 2 community partners (not contractors)	-
	Program activities will be supported and/or directly provided by community partners	
	Community partners will serve on program planning and oversight committees	

Objective 1: Program Attendance

Both OSSE and DCPS set the same objective for the program attendance rates of regular attendees:

- 90% average daily attendance for regular attendees in grades PK-5 and 75% for regular attendees in grades 6-12

Regular attendees are defined as those who attended 30 or more days. Among the 5,111 regular attendees, the average attendance rate was 83%. Broken down by grade level:

Grade Level	Objective	Actual	Status
PK-5th	90% average attendance for regular attendees	84% average attendance rate for 4,992 regular attendees	Not Met
6-12th	75% average attendance for regular attendees	70% average attendance rate for 119 regular attendees	Not Met

Attendance in SY21-22 was heavily influenced by the ongoing COVID-19 pandemic which often resulted in absences due to illness or being a close contact of someone with the illness.

Objective 2: Classroom Grades

Both OSSE and DCPS set the same objective for course grades in math and English language arts courses:

- 40% of regular attendees will make gains in classroom grades from fall to spring

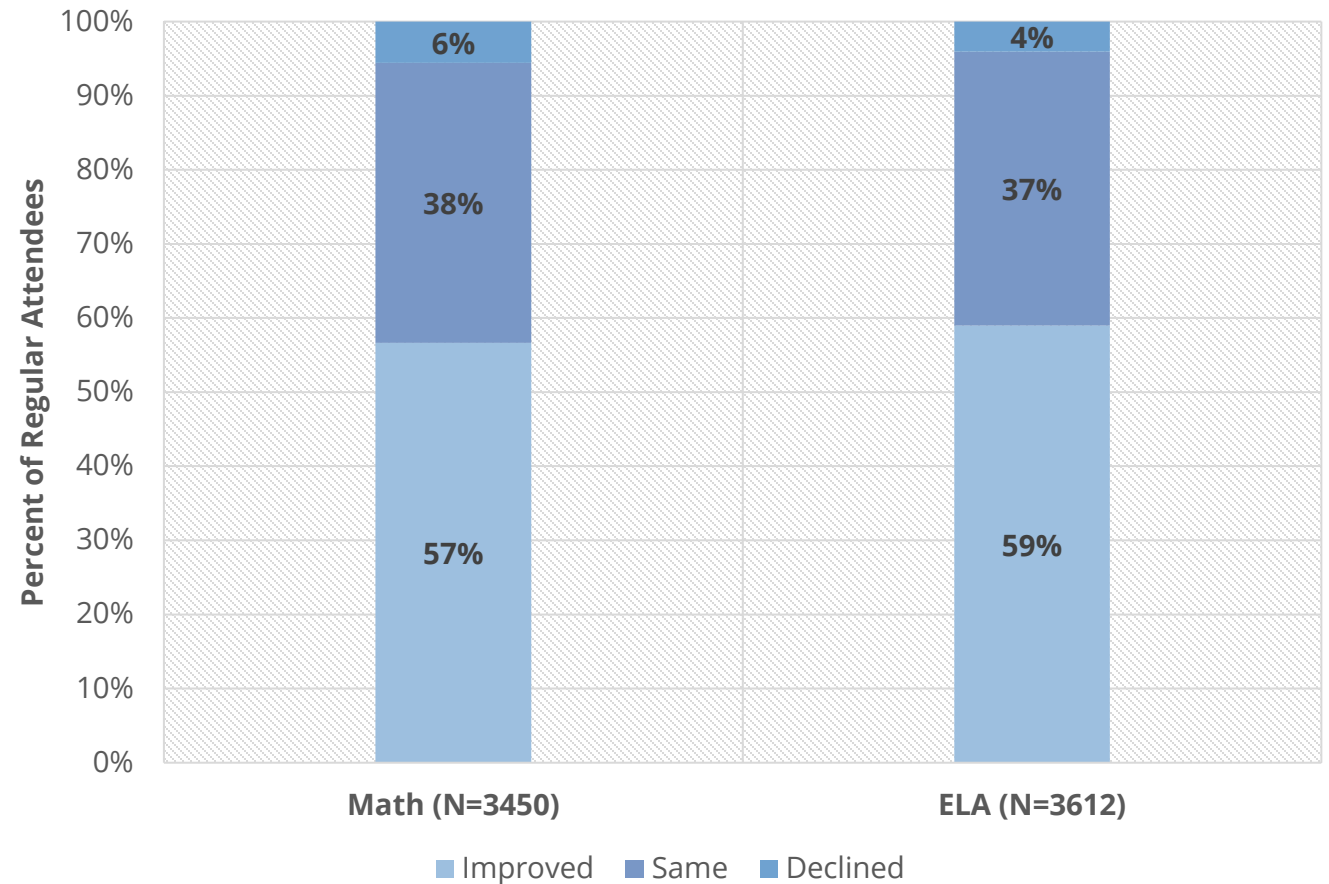
Classroom Grades, Continued

Overall, the OSSE and DCPS objectives were met, with over 40% of regular attendees improving their course grades in ELA and math from fall to spring.

- 57% of regular attendees improved their course grades in math from Term 1 to Term 4.
- 59% of regular attendees improved their course grades in ELA from Term 1 to Term 4.

Note: Course grade improvement is reported here only for the subset of participants that “needed to improve” in Term 1, meaning those that had a grade lower than an A (for middle grades) or a 4 (for elementary grades) in Term 1.

Percent of Regular Attendees who Improved, Declined, or Maintained Course Grades from Term 1 to Term 4, of Those that Needed to Improve in Term 1, by Subject



Objective 3: PARCC Scores

OSSE and DCPS set objectives for the 21CCLC grant which are measured by results from the annual administration of the PARCC assessment:

- 5-10% of regular attendees will make gains in ELA and math PARCC scores (OSSE objective)
- 10% of regular attendees will increase at least one proficiency level on ELA and math PARCC assessments (DCPS objective)

The PARCC was administered in Spring 2022 for the first time since Spring 2019, due to COVID. However, because the objective requires an analysis of year-to-year gains, it could not be measured this year.

Objectives 4 and 5: Homework and Behavior

Both OSSE and DCPS set objectives for regular program attendees' progress on classroom behavior and actions:

- 80% of regular attendees will show improvement in homework completion from fall to spring (OSSE objective)
- 75% of regular attendees will show improvement in classroom behavior and attentiveness from fall to spring (OSSE objective)
- 70% of regular attendees will show improvement in classroom behavior and attentiveness from fall to spring (DCPS objective)

An end-of-year survey was administered to the school-day teachers of regular program attendees in which they were asked to report on each student's progress in homework completion, classroom behavior, and participation (i.e., a proxy for "attentiveness") over the course of the school year. Teachers indicated whether the student improved, declined, or did not change in each category. Teachers could also report that the student was already performing at a high level and did not need to improve, if applicable.

Homework and Behavior, Continued

School day teachers at all 55 sites were asked to complete a total of 4,655 surveys for regular program attendees. In total, 2,059 surveys were returned for a response rate of 44%. After removing surveys in which teachers indicated they could not respond to the survey because the student was no longer in their class or hadn't been in the class long enough to assess progress, 1,938 surveys were included in analysis.

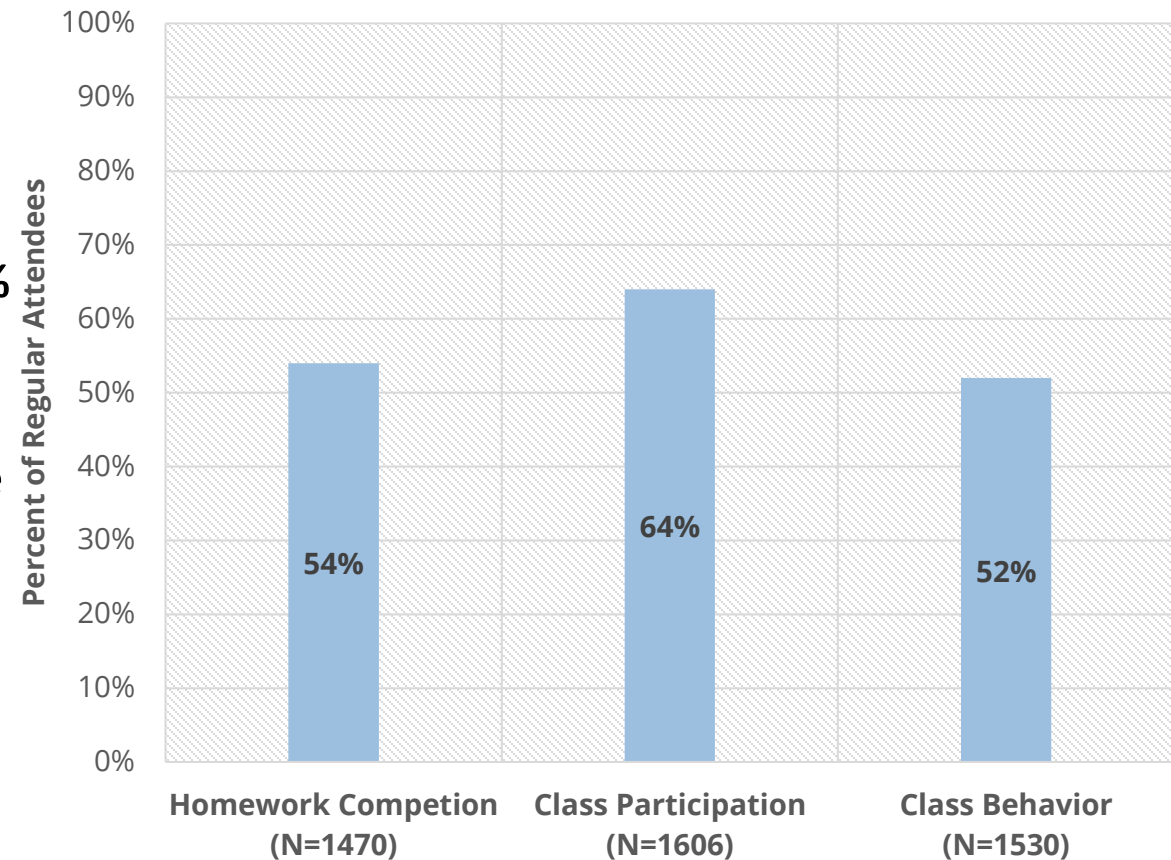
Teachers reported that some students did not need to improve and therefore were not asked to rate progress: **22% didn't need to improve in homework completion, 17% didn't need to improve in participation, and 21% didn't need to improve in behavior.**

Of the students that needed to improve in each of the three areas, the teacher surveys indicated that:

- 54% of regular attendees improved on homework completion
- 52% of regular attendees improved on classroom behavior
- 64% of regular attendees improved on classroom participation

Neither the OSSE nor DCPS objectives were met.

Percent of Regular Attendees who Improved on Homework Completion, Class Participation, and Behavior, of Those that Needed to Improve



Objective 6: Family Engagement

DCPS and OSSE set goals related to family engagement :

- 60% of student program participant family members will attend 3+ program events (OSSE objective)
- 50% of student program participant family members will attend 3+ program events (DCPS objective)
- Programs will offer **at least 3** parent engagement events (OSSE objective)
- At least 2 family members of student program participants will serve on oversight committee (OSSE objective)

The first OSSE objective states that a cumulative 60% of student program participants' family members will attend at least three program events. DCPS Out of School Time Programs (OSTP) aims to achieve that objective by making progress toward 60% participation over the three years of the grant. **In SY21-22, the objective was a cumulative 50% of student program participants' family members will attend at least three program events.**

DCPS OSTP did not meet the 50% participation goal in SY21-22. That would have required 2,822 family members to take part in engagement events. DCPS fell far short of that goal primarily because COVID-19 restrictions did not allow parents to enter school buildings. In-person events were prohibited. This led to reduced contact between program staff and family members for the purpose of promoting events. DCPS OSTP relied on emails to families of program participants and flyers sent home in students' backpacks, but these did not produce the level of participation needed.

Family Engagement, Continued

DCPS OSTP met the goal of providing at least three program events.

- Five family literacy nights were offered during Black History Month. Each evening for one week, OSTP held an African American author event for parents and students. Authors read selections from their books and answered questions from students and parents. These were virtual events.
- Two family fitness nights were held. These were virtual events featuring local fitness educators.

DCPS OSTP met the goal of having at least two family members serve on an oversight committee.

- The DCPS OSTP oversight committee is called the “OSTP Stakeholders Committee” and it includes parents representing a variety of 21CCLC sites.
- 61 parents expressed interest in the committee representing 34 of OSTP’s 55 sites. All DC Wards served by OSTP were represented.
- Meetings were held in March and May 2022, with two sessions each time (morning and afternoon/evening) to include as many parents as possible.

DCPS OSTP family engagement also includes written newsletters sent monthly with site-specific news, and a newsletter disseminated by OSTP to a wide array of stakeholders, called “Beyond the Bell.”

DCPS OSTP also collected feedback from families via the Parent Survey sent in April.

- For the SY21-22 parent survey, 3,326 emails were sent out to parents and 314 responses were received (9%).
- These responses were completed online through SurveyMonkey. The survey was available in English and Spanish.
- Results from the parent survey were overwhelmingly positive, with 93% of parents stating that they were either very or somewhat satisfied with the afterschool program overall.

Objective 7: Community Partners

OSSE set three goals associated with engagement of partners in the 21CCLC program:

- Each program will recruit at least 2 community partners (not contractors)--**MET**
- Program activities will be supported and/or directly provided by community partners--**MET**
- Community partners will serve on program planning and oversight committees—**NOT MET**

Partners that are funded directly by the DCPS 21CCLC grant did not participate in the OSTP Stakeholders Committee but will be invited to join in School Year 2022-23.

The OSTP partner engagement landscape for SY21-22 was shared with parents at the May OSTP Stakeholders Committee meeting. This does not represent every partner program but addressed most options for student engagement in varied enrichment.

- 3 schools have no partners and are the focus of partner recruitment.
- 36 of 55 have one or more **sport** programs (soccer, tennis, running)
- 23 have a **full-time program** that expands seats or is serving certain grades within the OSTP program. These organizations often specialize in certain types of enrichment or bring in a variety of enrichment clubs under their umbrella.
- 10 have a **dance** program
- 12 have Techbridge Girls **STEM**, including 6 funded by OSTP
- 12 have a **literacy** program (reading, tutoring, creative writing, ECE early literacy skills)
- 7 have a **nutrition/cooking** program
- 4 have **music** programs (instrumental including DC Youth Orchestra)

Part 2

External Evaluation Report



Urban Circle
Consulting

External Evaluation of 2021-22 DC Public Schools' 21CCLC-Funded Programs

Lee Pearson and Allan Medwick, EdD

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Evaluation Overview

This part of the presentation serves as the DCPS Office of Out-of-School Time Programs' (OSTP) external evaluation for Year 2 of its three-year 21st Century Community Learning Center (21CCLC) grant from the Office of the State Superintendent of Education (OSSE).

The analyses described here are based on secondary data analysis of student-level information collected by DC Public Schools throughout the 2021-22 school year. At the request of OSTP, the evaluators focused on a comparison of 21CCLC participants to a group of matched nonparticipants on measures of school-day attendance, classroom behavior, and academic performance. This quasi-experimental analysis was designed to estimate the impact of 21CCLC programming on these outcomes.

Research Questions

1. What are the characteristics of students participating in the OSTP afterschool program during the 2021-22 school year and what are their participation patterns?
2. How do afterschool participants fare on the following measures of school-day attendance, classroom behavior, and academic achievement compared to similar nonparticipants?
 - a. School day in-seat attendance (ISA) rate
 - b. Chronic absence
 - c. Behavior-related office referrals
 - d. Suspensions
 - e. PARCC performance

Section 2: Methodology



Data Review and Preparation

The evaluator requested student-level data on all DCPS students in 55 schools served by OSTP. Variables requested included demographic characteristics (e.g., gender, race, ethnicity, grade level, at-risk designation), academic characteristics (e.g., special education status, English language learner status), and the attendance and behavior outcome measures (in-seat attendance rate, chronic absence, office referrals, suspensions, and PARCC scores).

The evaluator also requested student-level attendance data for OSTP afterschool participants (e.g., days present and enrolled in the afterschool program).

Data files were reviewed, cleaned, and merged into one analysis file. In doing so, decision rules were made in order to process students with duplicate records, conflicting records, or missing data. About 250 OSTP afterschool participants were excluded from analysis based on these decision rules.

Selecting a Matched Comparison Group

In order to estimate the effect of OSTP afterschool participation on the attendance and behavior outcomes of interest, our analysis **compares OSTP afterschool participants to students in the same schools who did not participate** in the afterschool program. The simplest way to compare these groups would be to include all nonparticipating students in the comparison group. However, in many schools, the students who did not participate in the afterschool program have different demographic and academic characteristics than those that did participate. If we were to make comparisons to the full group of nonparticipants, we might see differences in outcomes that are due to those different student characteristics and not due to participation in the afterschool program. In order to find a subgroup of nonparticipating students that is **as similar as possible** to the group of participants within each school, we employed a statistical matching technique.

For each OSTP afterschool participant, a matching process called Mahalanobis-metric matching was used to select an individual nonparticipant match within the same school and grade level. The eight matching variables used were: school, grade level, gender, race, ethnicity, special education status, English language learner status, and the DCPS at-risk indicator, a proxy for economic disadvantage (i.e., student was on TANF and/or SNAP, under the care of the DC Child and Family Services Agency, and/or homeless).

Selecting a Matched Comparison Group

The matching technique used looks for an exact match on all matching variables. For example, a third-grade afterschool participant at Aiton, who is female, Hispanic, white, an English language learner, not in special education, and not considered at-risk is ideally matched with a student with the exact same characteristics. When an exact match on all eight matching variables cannot be found, the matching technique looks for a student matching on fewer variables. In total 79% of participants found a perfect match on all eight matching variables and another 18% found a perfect match on seven of the eight matching variables. Less than 4% of participants were matched on fewer variables.

Matching Variables with Exact Match (of 8)	% of Participants (N=5,557)
8	79%
7	18%
6	3%
5	<1%
4	<1%

Even with the careful selection of a matched-comparison group, there are likely to be differences between afterschool participants and nonparticipants that we cannot measure with the data provided. These unmeasured characteristics (e.g., parent involvement or teacher quality) might explain some of the variation in outcomes described in the next few slides. It is only possible to truly isolate the effect of program participation with an experimental research design, which is outside the scope of this evaluation.

Analytic Approach

After matching, the difference in average outcomes (see definitions below) between participants and nonparticipants was calculated. For each outcome, we ran the model overall (all schools combined) for each participation level (i.e., all participants, 30+, and 90+ days attended) and then ran the model by school. This presentation only includes the version with regularly attending participants (30+ days) for school-level results. Statistical significance at the $p < 0.05$ level is marked with an asterisk.

Outcome	Definition
School Day In-Seat Attendance Rate (ISA)	A measure of daily attendance that includes a student's excused absences and some authorized absences. The formula is: $\frac{[\text{SUM (membership days)} \text{ MINUS } (\text{SUM (full-day absences)})]}{\text{SUM (membership days)}}$
Chronically Absent	A student is considered chronically absent if they have an ISA of 90% or lower.
Behavior Office Referrals	A measure of whether or not a student had any office referrals over the course of the school year.
Suspension	A measure of whether or not a student had any school suspensions over the course of the school year.
PARCC Proficiency	A student scoring at Levels 4 or 5 ("met or exceeded expectations") on the 2012 PARCC assessment is considered proficient.

Section 3: Findings



SY21-22 21CCLC Programming Overview

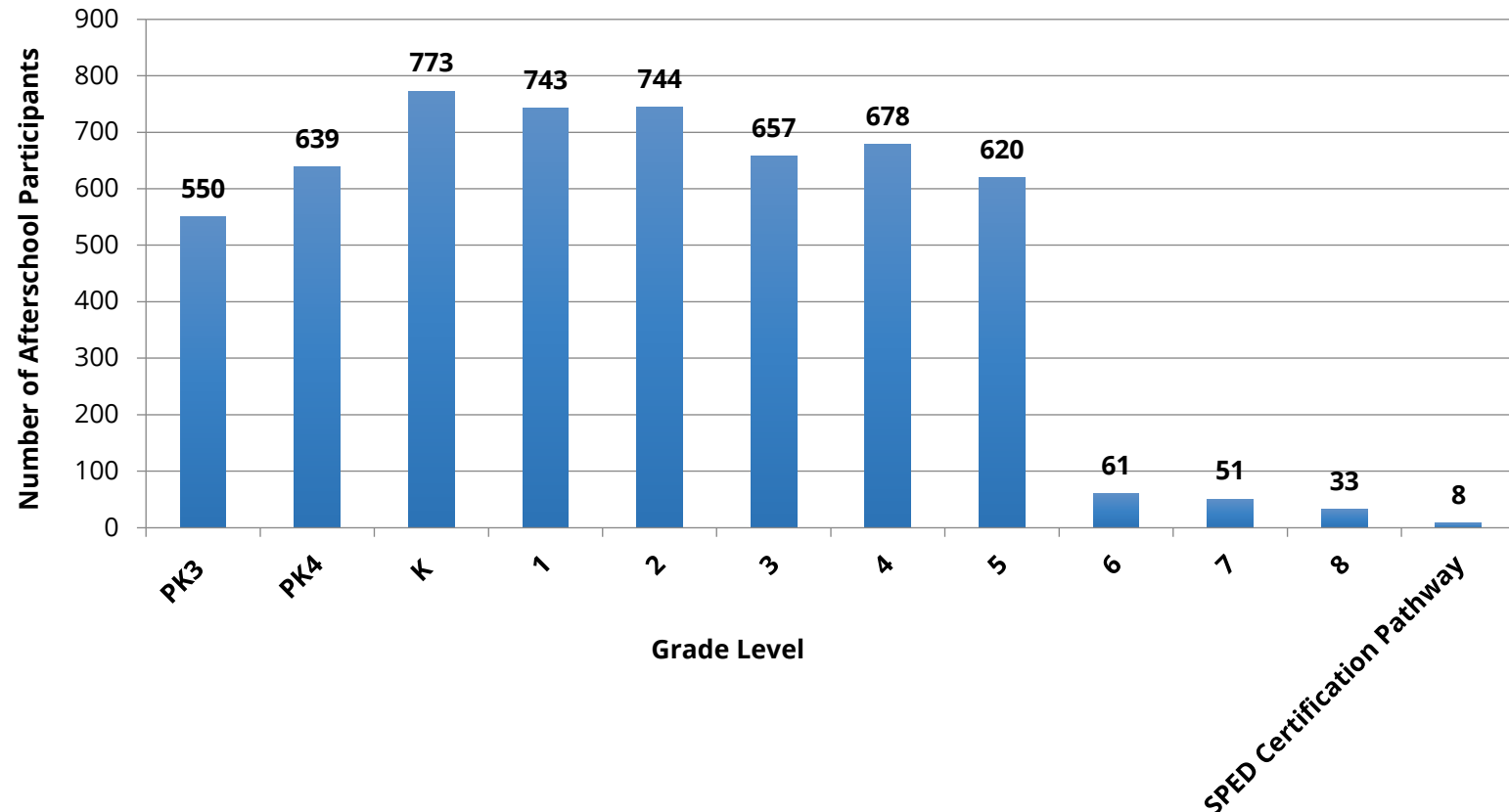
- OSTP **served a total of 5,557 participants** in 21CCLC-funded afterschool programs during the 2021-22 school year.
- 21CCLC programming took place in **55 school-based sites**, consisting of 46 elementary schools, 6 education campuses, 1 special education campus, and 2 middle schools.
- Program sizes varied widely by site. The average number of participants per site was 101.

Participation by Grade Level

OSTP afterschool programs served students from Pre-K3 to eighth grade, depending on the site.

About a third (35%) of the students served were in pre-K or kindergarten. Another 62% were in grades 1 through 5 and a small percentage (3%) were in grades 6 through 8.

OSTP Afterschool Participants by Grade Level, SY 2021-22 (N=5,557)



Participation by Demographic Characteristics

Demographic	Enrollment	% of Total Participants
Gender		
Male	2690	48.4%
Female	2867	51.6%
Race		
Black	3940	70.9%
White	1297	23.3%
Asian	74	1.3%
Native Hawaiian/Pacific Islander	15	0.3%
American Indian/Alaskan Native	47	0.9%
Two or more races	184	3.3%
Ethnicity: Hispanic/Latino	975	17.6%
English Language Proficiency		
ELL	937	16.9%
Non-ELL	4620	83.1%
Special Education		
Yes	786	14.1%
No	4771	85.9%

Participation Patterns-Attendance Rates

Days Enrolled	Students were enrolled in afterschool programs from 1 to 178 days, with an average of 157 days.
Days Attended	Students attended their afterschool programs from 1 to 178 days, with an average of 129 days.
Afterschool Attendance Rate	An attendance rate is calculated by dividing the number of days attended by the number of days enrolled.

Afterschool Participation Patterns

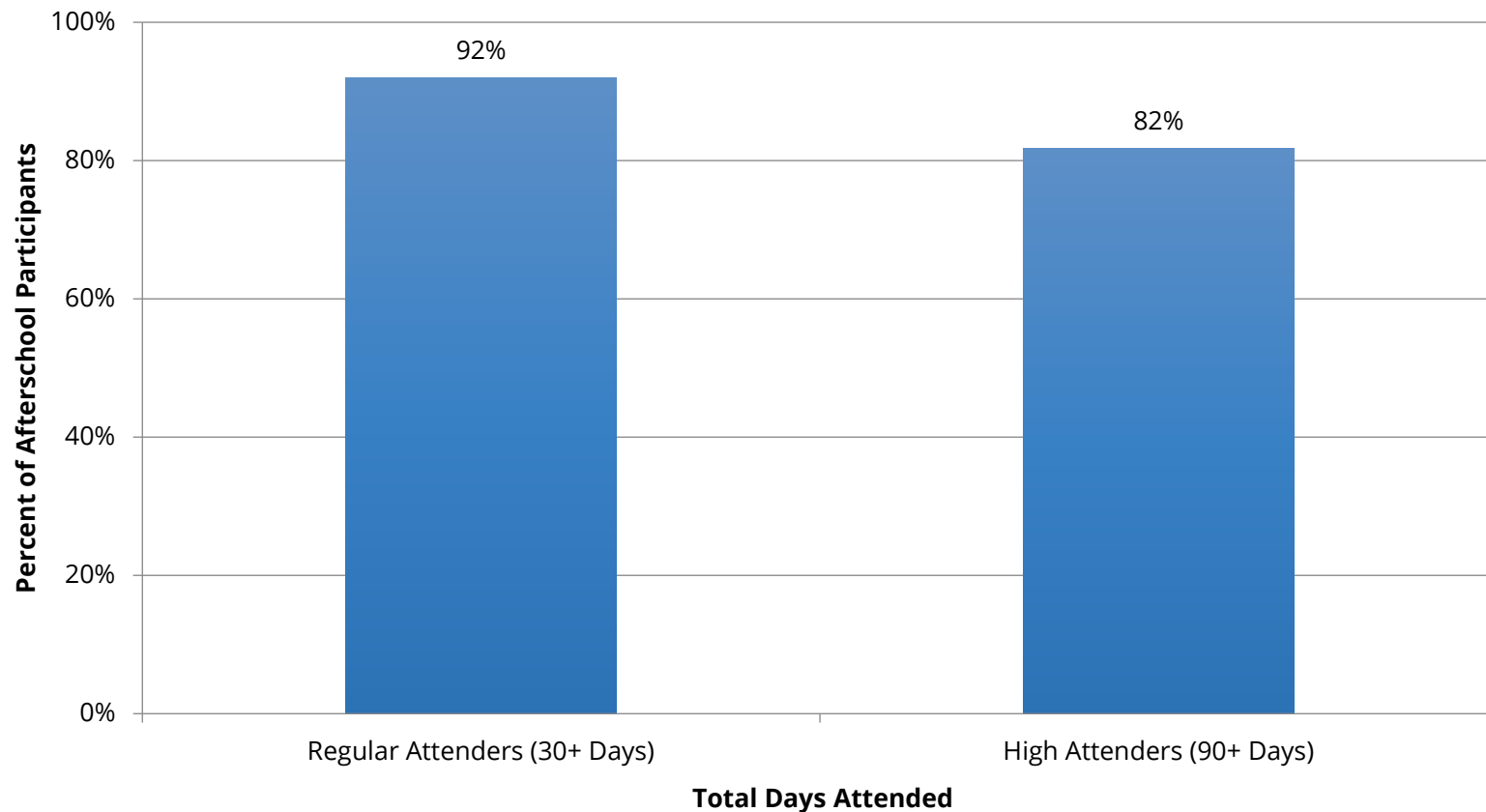
OSSE defines “regularly attending participants” as those that attend at least 30 days of programming.

Across all sites, 5,111 of 5,557 participants, or 92%, attended at least 30 days of programming.

The evaluation established an additional participation threshold of 90 days to describe “high attenders”.

82% of participants attended at least 90 days of programming.

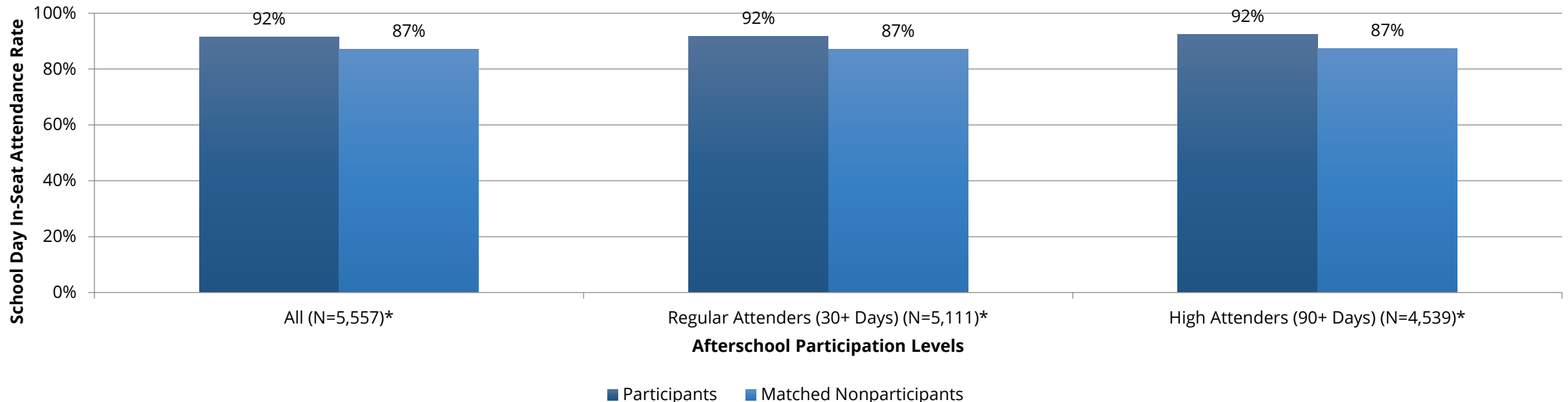
OSTP Afterschool Participants by Afterschool Participation Thresholds, SY 2021-22 (N=5,557)



School Day Attendance, Overall

Afterschool participants attended school at a significantly higher rate (92%) compared to their matched nonparticipants (87%). This represents a difference of about 5 percentage points, or about nine school days. The gap between participants and matched nonparticipants is similar when we look at the subset of regular attenders, who attended afterschool programming for 30 or more days, and for high attenders (90+ days).

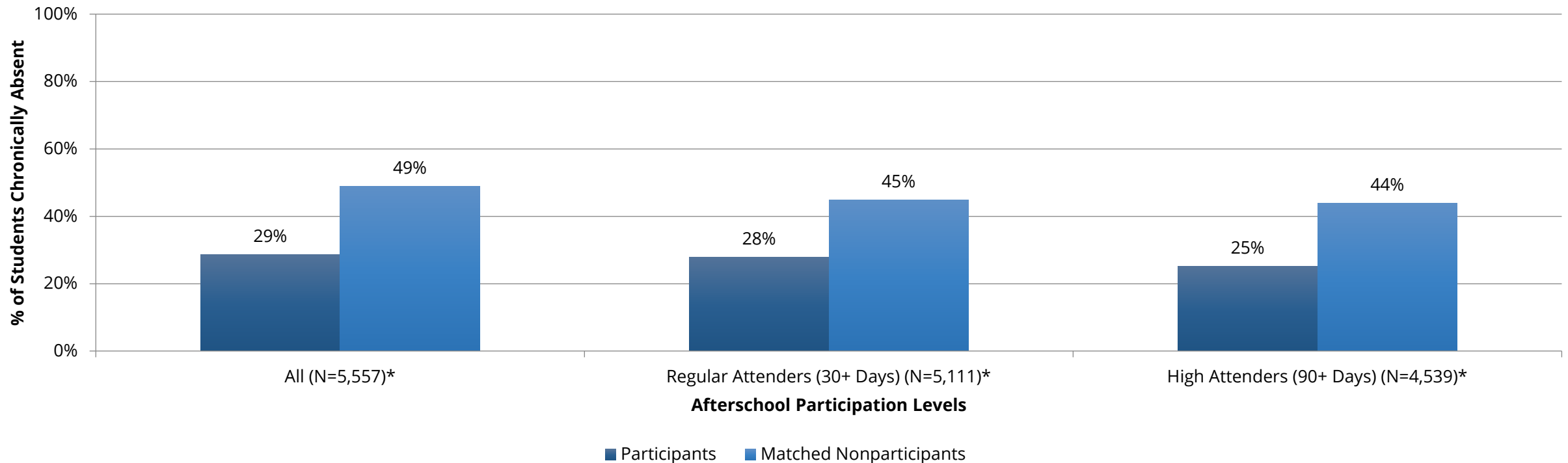
SY 21-22 School Day In-Seat Attendance Rates for Afterschool Participants and Matched Nonparticipants, by Afterschool Participation Levels



Chronic Absence, Overall

Afterschool participants were much less likely than matched nonparticipants to be chronically absent. These differences were significant for the group of all participants, as well as for the subsets of participants who attended 30+ and 90+ days of afterschool programming.

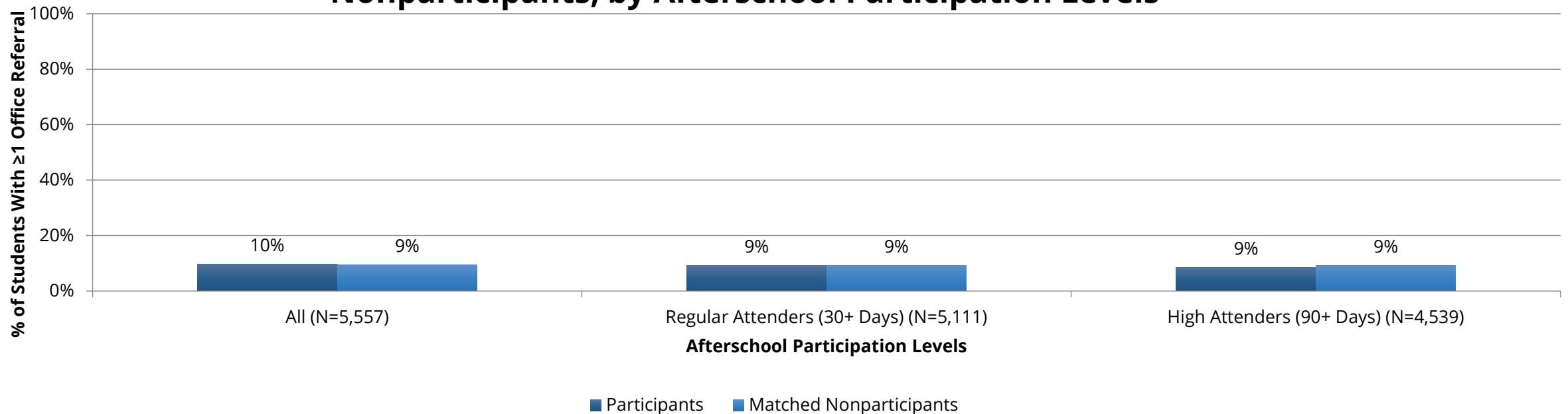
SY 21-22 Chronic Absence Rates for Afterschool Participants and Matched Nonparticipants, by Afterschool Participation Levels



Office Referrals, Overall

When looking across all 55 schools, there were not any significant differences between participants and matched participants on office referrals overall, or for regular or high attenders.

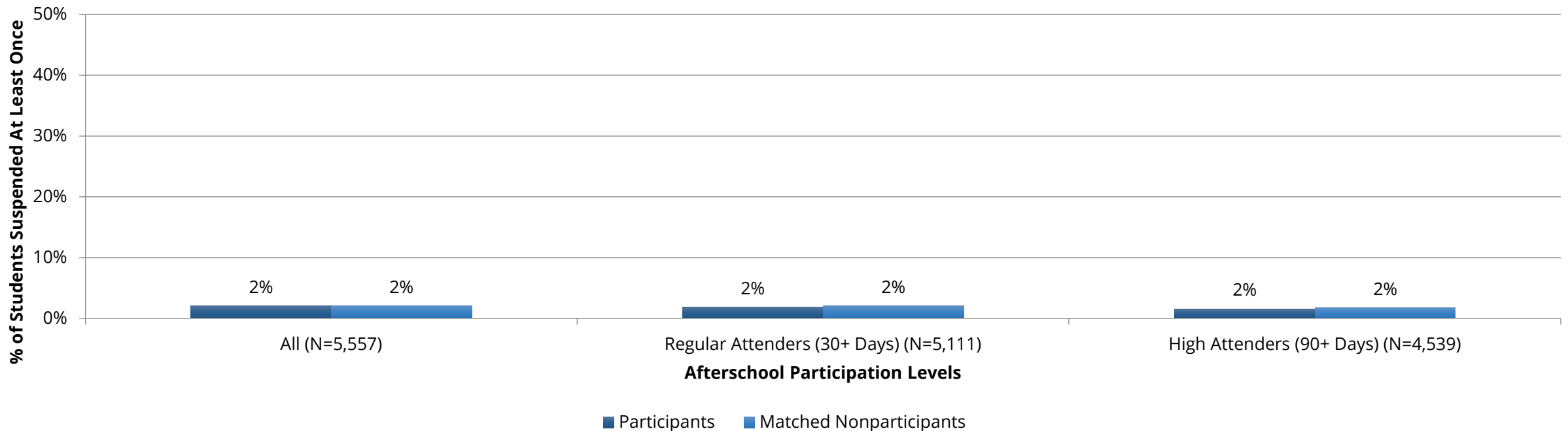
SY 21-22 Office Referrals for Afterschool Participants and Matched Nonparticipants, by Afterschool Participation Levels



Suspensions, Overall

Afterschool Participants and their matched nonparticipants were suspended at similar rates: 2% of each group were suspended at least once. This pattern held for both regular and high attenders.

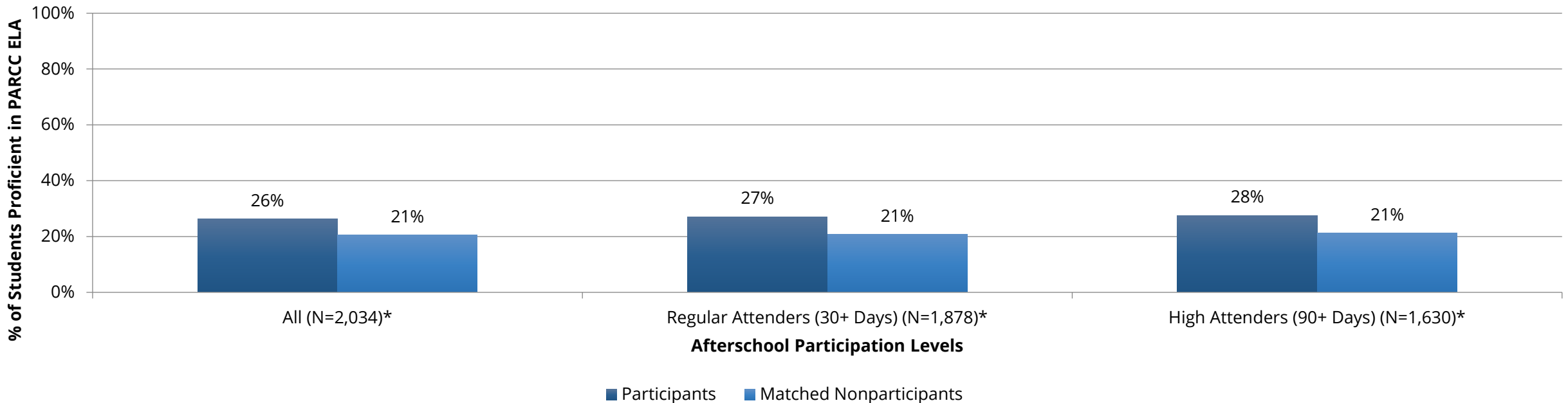
SY 21-22 Suspension Rates for Afterschool Participants and Matched Nonparticipants, by Afterschool Participation Levels



PARCC ELA, Overall

A significantly higher percentage of afterschool participants (26%) achieved proficiency on the 2022 PARCC in English language arts, compared to their matched nonparticipants (21%). This was true among all participants and the subsets of regular and high attenders.

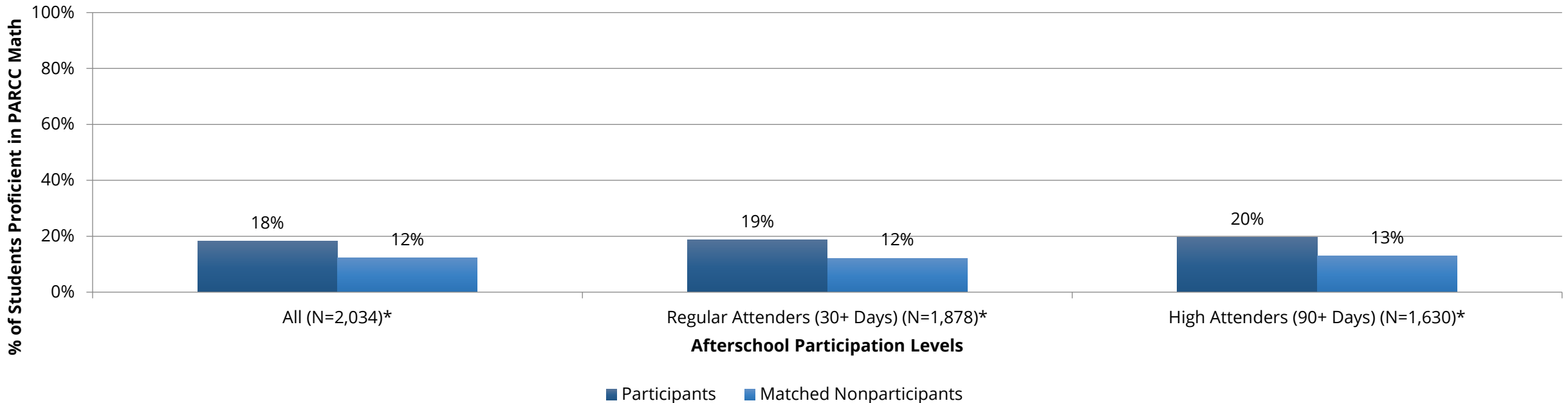
SY 21-22 PARCC ELA Proficiency Rates for Afterschool Participants and Matched Nonparticipants, by Afterschool Participation Levels



PARCC Math, Overall

When looking at all students with valid PARCC math scores, significantly higher percentages of afterschool participants scored proficient on PARCC math than their matched nonparticipants (18% vs 12%). A similar pattern emerged for regular and high attenders, and all differences were statistically significant.

SY 21-22 PARCC Math Proficiency Rates for Afterschool Participants and Matched Nonparticipants, by Afterschool Participation Levels



Summary of Outcomes

OSTP Afterschool Participants' Performance on Attendance and Behavior Outcomes, Compared with Matched Nonparticipants

Outcome	All Participants	Regular Attenders 30+ Days	High Attenders 90+ Days
In-seat attendance rate	√*	√*	√*
Chronic absence	√*	√*	√*
Office referrals			
Suspensions			
PARCC ELA	√*	√*	√*
PARCC Math	√*	√*	√*

√* Participants outperformed matched participants, $p < .05$;

√ Finding is in favor of participants, although not statistically significant



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Recommendations for School Year 2022-23

