



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

SY18 – 19 21CCLC Afterschool End of Year (EOY) Report



Funding for Afterschool

In 2017, the District of Columbia Public Schools' (DCPS) Out of School Time Programs (OSTP) applied for and was awarded a three-year 21st Century Community Learning Center grant (21CCLC) from the District of Columbia Office of the State Superintendent of Education (OSSE).

- We serve 54 schools:
 - 2 middle schools
 - 10 education campuses
 - 41 elementary schools
 - 1 special education center
 - 5,087 students funded by the 21CCLC grant. 7,581 students served.
 - Purpose of the grant – To supplement afterschool programming at 54 of the district's neediest schools
-

OSTP Afterschool Demographic Information

Demographic	# of Regular Attendees	% of Total Regular Attendees
Grade Level		
Pre-Kindergarten	1,515	20.0%
Kindergarten	892	11.8%
1	1,014	13.4%
2	1000	13.2%
3	965	12.7%
4	943	12.4%
5	803	10.6%
6	185	2.4%
7	143	1.9%
8	108	1.4%
C1-C8 (certificate program)	13	0.1%
Gender		
M	3,625	49.8%
F	3,557	50.2%
Race		
Black or African American	5,430	69.9%
White	1,662	6.7%
Asian	109	1.0%
Native Hawaiian/Pacific Islander	26	0.1%
American Indian or Alaska Native	87	0.1%
Two or More Races	264	1.9%
Hispanic/Latino (reported in addition to race)	1,538	20.3%
English Language Proficiency		
ELL	1538	20.3%
Non-ELL	6,043	79.7%
Special Education		
Yes	1026	13.5%
No	6,555	86.5%

*regular attendees = attended 30+ days of programming

Understanding the EOY Report

- The EOY report is organized by categories of both OSSE and DCPS objectives/performance measures
 - Objectives may be shared, differ, or may be objectives defined only by OSSE or DCPS
 - For example, OSSE may have an objective that states 40% of regular attendees make gains in math and ELA grades while the DCPS objective states that 75% of regular attendees make gains in math and ELA grades
- Each slide will contain information about how the data was collected, explanation of results, and/or additional clarifying information.

Category	OSSE Objectives/Performance Measures	Status	DCPS Grant Objectives	Status

Green = Objective has been met
Yellow = Objective has been nearly met
Red = Objective has not been met

Enjoyment and Value

Category	OSSE Objectives/Performance Measures	Status	DCPS Grant Objectives	Status
Enjoyment	-	-	75% of regular attendees state they enjoy afterschool programming	MET (82%)
Value	-	-	80% of principals say the afterschool program adds value to their school	MET (100%)

- To gauge student enjoyment, student surveys were administered to a representative sample of afterschool participants in grades 1, 3, 5, and 7 whose parents had consented for them to be surveyed. Surveys were administered on paper, and a separate, grade-level appropriate survey instrument was created for grade 1.
 - School principals were also surveyed to determine if they believe the afterschool program adds value to their school.
-

Program Attendance

Category	OSSE Objectives/Performance Measures	Status	DCPS Grant Objectives	Status
Attendance	90% average daily attendance for regular attendees	NEARLY MET (87%)	80% average daily attendance for regular attendees	MET (87%)

- Note that it is not currently possible to filter out regular attendees for average daily attendance (ADA) calculations. Attendance data was taken from Aspen (DCPS' internal tracking system).
-

Academic Achievement

Category	OSSE Objectives/Performance Measures	Status	DCPS Grant Objectives	Status
Classroom Grades	40% of regular attendees make gains in classroom grades from fall to spring	MET (58% math; 59% ELA)	75% of regular attendees will make gains in classroom grades from fall to spring	NOT MET (58% math; 59% ELA)
PARCC Scores	5-10% of regular attendees will make gains in ELA and math PARCC scores	MET (27% PARCC Math Gains, 12% increase to proficiency in math; 37% PARCC ELA Gains, 18% increase to proficiency in ELA)	-	-

Two measures were used to evaluate academic achievement

1. Students' classroom grades in math and ELA (English Language Arts) were compared between Term 1 and Term 4. All students with less than a "4" (primary students) or less than an "A" (secondary students) in Term 1 were defined as "need to improve" and were included in the analysis.
2. State assessment data from the SY 17-18 PARCC exam was compared to PARCC scores in SY 18-19. All students with less than a "5" on the PARCC 17-18 exam were defined as "need to improve" and were included in the % gains analysis. All students with less than a "4" or "5" on the PARCC 17-18 exam were defined as "not proficient" and were included in the % increase to proficiency analysis.

Program Impact on Homework and Behavior

Category	OSSE Objectives/Performance Measures	Status	DCPS Grant Objectives	Status
Homework Completion	80% of regular attendees will show improvement in homework completion from fall to spring	NOT MET (60%)	-	-
Classroom Behavior	75% of regular attendees will show improvement in classroom behavior and attentiveness from fall to spring	NOT MET (49%)	75% of regular attendees will show improvement in classroom behavior from fall to spring	NOT MET (49%)

- An end-of-year survey was provided to teachers regarding their students' progress in homework completion and classroom behavior/attentiveness from fall to spring. Teachers marked whether the student improved, declined, or did not change in each category for each student. Teachers could also report that the student was already performing at a high level and had no need to improve, if applicable.
- Our external evaluation corroborated these findings through two points: 1) There were not any significant differences between participants and matched participants on office referrals and 2) There were no significant differences between afterschool participants matched nonparticipants on suspension rates.
 - This is a key finding that is an area of focus for OSTP for school year 19-20.

*It is important to note that homework completion is not the goal of the DCPS Academic Power Hour (APH). DCPS engages teacher in APH to provide additional instruction, and 20 minutes is dedicated to homework support; however, homework *completion* is not the aim.

Family Engagement

Category	OSSE Objectives/Performance Measures	Status	DCPS Grant Objectives	Status
Family Engagement	60% of student program participant family members will attend program events	51% attended one or more afterschool event; 77.5% attended events to increase knowledge of schoolwork	60% of student program participant family members will attend program events	51% attended one or more afterschool event; 77.5% attended events to increase knowledge of schoolwork
	At least 2 family members of student program participants will serve on oversight committee	MET		
	Programs will offer at least 3 parent engagement events	MET		

- DCPS conducted a parent survey in the spring asking parents two questions about their level of participation in DCPS events and their satisfaction with the program. The survey was provided in English and in Spanish in the online and paper versions.
- DCPS established a Stakeholder Committee to advise OSTP leadership on aspects of programming and policies. Twenty-five parents, three principals, one OSTP coordinator, and representatives of the eight subcontracted partner organizations comprise the committee. Meetings were held in June and September addressing topics such as program communications, evaluation results, partnership strategy, and our new enrichment curriculum.

Partner Engagement

Category	OSSE Objectives/Performance Measures	Status	DCPS Grant Objectives	Status
Community Partners	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	MET		

- In addition to the eight sub-contracted partners named in the DCPS 21CCLC grant, dozens of other organizations contribute to the afterschool program by providing specialized enrichment and academic support to afterschool program participants.
 - Through this diverse array of partnerships, DCPS achieves OSSE objectives for partner engagement beyond those subcontracted in the grant.
- Representatives from the eight subcontracted partner organizations serve in the OSTP Stakeholder's Committee.

External Evaluator

Category	OSSE Objectives/Performance Measures	Status	DCPS Grant Objectives	Status
External Evaluator	-	--	100% of DCPS 21CCLC programs will be evaluated by an external evaluator	MET

The external evaluation was conducted by Urban Circle, LLC. Using a matching process, the analysis was conducted by comparing OSTP afterschool participants to students in the same schools who did not participate in afterschool. Participants and nonparticipants were matched using 8 variables (school, grade level, gender, race, ethnicity, special education status, English language learner status, and the DCPS at-risk indicator) to ensure the subgroups were as similar as possible.

Key Findings

- Afterschool participants attended school at a significantly higher rate (94.2%), compared to their matched nonparticipants (91.1%). This is the equivalent of five and a half school days.
- A higher percentage of afterschool participants (32.6%) achieved proficiency on the 2019 PARCC in English language arts, compared to their matched nonparticipants (28.1%)
- When looking at all students with valid PARCC math scores, afterschool participants' proficiency rates were slightly higher than matched nonparticipants' but the difference was not statistically significant.
 - However, significant differences did emerge when looking at subsets of regular (30+ days of participation) and high attenders (90+ days of participation).
 - Regular Attendees: 31.9% attained proficiency in math compared to 27.8% of nonparticipants
 - High Attendees: 33.8% attained proficiency in math as compared to 29.9% of nonparticipants

Key Program Strengths for SY 18-19



ENJOYMENT: 82% of regular attendees enjoy afterschool programming



VALUE: 100% of principals say afterschool adds value to their school



ATTENDANCE: Regular program attendees earned an average daily attendance of 87%



GRADES: 58% and 59% of regular attendees made gains in math and ELA grades



PARCC: 12% and 18% of regular attendees increased to proficiency in math and ELA PARCC



PARENT/PARTNER ENGAGEMENT: Numerous events occurred districtwide



EXTERNAL EVALUATOR: 100% of programs evaluated by an external evaluator

Areas of Focus and Recommendations

