



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

Office of Teaching and Learning

# SY19 – 20 OSTP End of Year (EOY) Report

21<sup>st</sup> Century Community  
Learning Center Grant



# 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
    - 13 education campuses
    - 39 elementary schools
    - 1 special education center
  - 5,087 students funded by the 21CCLC grant. 6,586 students served in School Year 19-20.
  - Purpose of the grant – To supplement afterschool programming at 54 of the district's neediest schools
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## OSTP Afterschool Demographic Information

Demographic	# of Regular Attendees	% of Total Regular Attendees
<b>Grade Level</b>		
Pre-Kindergarten	1,448	22%
K	813	12%
1	884	13%
2	932	14%
3	808	12%
4	707	11%
5	663	10%
6	119	2%
7	109	2%
8	90	1%
C1-C8 (certificate program)	13	0.2%
<b>Gender</b>		
M	3199	48.6%
F	3387	51.4%
<b>Race</b>		
Black or African American	4703	71.4%
White	1468	22.3%
Asian	94	1.4%
Native Hawaiian/Pacific Islander	25	0.4%
American Indian or Alaska Native	70	1.1%
Two or More Races	226	3.4%
Hispanic/Latino (reported in addition to race)	1302	19.8%
<b>English Language Proficiency</b>		
ELL	1206	18.3%
Non-ELL	5380	81.7%
<b>Special Education</b>		
Yes	899	13.7%
No	5687	86.3%

# Impact of COVID-19

- Due to the COVID-19 pandemic, afterschool programming ended on March 13, 2020.
  - As a result, several OSSE and DCPS grant objectives are not applicable for SY19-20 and will be marked N/A
    - For example, PARCC tests were not administered in the spring, so the OSSE grant objective of 5-10% of regular attendees making gains in ELA and math PARCC scores is not applicable for SY19-20.
  - DCPS was also not able to administer and assess several surveys that provide useful data on the program including the student, parent, principal, and teacher surveys.
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# 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  
Gray = Objective N/A due to COVID-19

## Enjoyment and Value

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

- Enjoyment and value are typically measured by surveys during the months of March (students) and July/August (principals). Due to the COVID-19 pandemic, afterschool programming ended on March 13, 2020.
  - Although the student survey instrument was distributed by March 6th, it was not possible to complete the surveys before the program ended. The disruption in programming and shortened program year also led to a determination to forego the principal survey in SY19-20.
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## Program Attendance

Category	OSSE Objectives/Performance Measures	Status	DCPS Grant Objectives	Status
Attendance	90% average daily attendance for regular attendees	NEARLY MET (89%)	80% average daily attendance for regular attendees	MET (89%)

- 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).
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# 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 (46% math; 48% ELA)	75% of regular attendees will make gains in classroom grades from fall to spring	NOT MET (46% math; 48% ELA)
PARCC Scores	5-10% of regular attendees will make gains in ELA and math PARCC scores	N/A	-	-

- In prior years, OSTP calculated the change in course grades from Term 1 to Term 4. For school year 2019-20, we calculated change from Term 1 to Term 3 instead, given that afterschool programming ended during Term 3.
- OSSE set one objective for the 21CCLC grant which is measured by results from the annual administration of the PARCC assessment. However, due to the COVID-19 pandemic, the PARCC was not administered in the 2019-20 school year.

## 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	N/A	-	-
Classroom Behavior	75% of regular attendees will show improvement in classroom behavior and attentiveness from fall to spring	N/A	75% of regular attendees will show improvement in classroom behavior from fall to spring	N/A

- Homework completion and classroom behavior are measured by a survey of students' school-day Math or English Language Arts teachers. The teacher survey is usually administered by DCPS in May to gauge students' progress in homework completion and classroom behavior/attentiveness from fall to spring. Due to the COVID-19 end of in-person instruction in March and the corresponding end of the afterschool program, the teacher survey was not administered in May.

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.

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# 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	N/A	60% of student program participant family members will attend program events	N/A
	At least 2 family members of student program participants will serve on oversight committee	MET		
	Programs will offer at least 3 parent engagement events	NOT MET		

- OSTP usually conducts a parent survey in April asking parents two questions about their level of participation in DCPS events and their satisfaction with the program. However, due to the end of the afterschool program for SY19-20 on March 13, 2020, the Parent Survey was not able to be administered.
  - Based on OSTP’s Family Engagement Tracker, DCPS was on track to attain the objective of holding three parent engagement events in SY19-20. Had the afterschool program not been cut short due to COVID-19, events in March to June would have accomplished this objective.
- 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. A meeting was held in September addressing topics such as collecting initial feedback on new enrichment curriculum, improved communications, and possible expansion of partnerships in a future grant. The second planned meeting was canceled due to COVID-19.

## 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 (94.6%), compared to their matched nonparticipants (91.7%)
- Afterschool participants were less likely than matched nonparticipants to be chronically truant
  - 8.5% chronic truancy rates for afterschool students; 22.9% for matched nonparticipants
- Among the group of high afterschool attendees (90+ days), students in the afterschool program were less likely to have an office referral (4.6%), compared to matched nonparticipants (6%)
- Afterschool participants were slightly less likely to be suspended (1.4%), compared to their matched nonparticipants (2%)

## Summary of Outcomes

The table below provides a summary of the findings of the external evaluation of the 21CCLC grant across all schools in all three years of the evaluation. The findings stayed fairly consistent across years for school attendance and truancy. It was only in Year 3 that we began to see significant findings for the behavior-related outcomes, which OSTP attributes to a new afterschool enrichment curriculum introduced in SY 19-20 focusing on character education and social-emotional learning activities. (Year 1 = 17-18; Year 2 = 18-19; Year 3 = 19-20)

### OSTP Afterschool Participants' Performance on Attendance and Behavior Outcomes, Compared with Matched Nonparticipants, by Evaluation Year

Outcome	All			30+ Days			90+ Days		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
In-seat attendance rate	✓*	✓*	✓*	✓*	✓*	✓*	✓*	✓*	✓*
Chronic truancy	✓*	✓*	✓*	✓*	✓*	✓*	✓*	✓*	✓*
Office referrals			✓			✓			✓*
Suspensions			✓*	✓		✓*	✓	✓	✓
PARCC ELA	N/A	✓*	N/A	N/A	✓*	N/A	N/A	✓*	N/A
PARCC Math	N/A	✓	N/A	N/A	✓*	N/A	N/A	✓*	N/A

✓\* Participants outperformed matched participants,  $p < .05$ ; ✓ Finding is in favor of participants, although not statistically significant  
 N/A Outcome not included in evaluation

