

AFTERSCHOOL WORKS IN DALLAS!

Dallas Afterschool's work to support afterschool programs is built upon evidence in other communities that higher quality programs influence higher student achievement in academics and behavior. (*Durlak, Weissberg, and Pachan, 2010; Vandell, Reisner, and Pierce, 2007*)



The Student Outcomes Project study was designed to confirm this theory within the Dallas community while also informing our program quality improvement services. After four years of data collection and analysis, the following results underscore the excellent work afterschool programs in Dallas are doing.

Research Method & Outcome

To understand how afterschool participation affects students, SMU's Center on Research and Evaluation conducted a series of rigorous analyses to match similar students and compare their outcomes. In these analyses, students are matched with peers on a range of demographics, school climate, attendance, and their previous performance on standardized tests. Due to this matching, the starting line is essentially equal but in 2016, students in Dallas Afterschool partner programs scored significantly better on math and reading tests than their matched peers that are not participants in Dallas Afterschool partner programs.

What does it mean for program providers?

Keep up the great work! You are providing unique services that support children above and beyond the status quo. These results indicate that afterschool really does make a difference, and not just in studies from other cities. Afterschool is making a difference for kids right here in our Dallas community.

Additionally, working to improve your program's quality can enhance the benefits your students are already experiencing as a result of participation in your program. Your hard work to make your program the best it can be sets a great example for your students and results in tangible improvements on a student level.

Thank you to Southern Methodist University's Center on Research and Evaluation for conducting this evaluation, and to Dallas ISD for supporting the study.

We would also like to extend a special thanks to these organizations that have and continue to participate in our study:

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|---|------------------------|
| After-School All-Stars | Operation Pathways |
| Baylor Scott & White – Diabetes Health and Wellness | Project Transformation |
| Big Thought | Readers 2 Leaders* |
| Frazier Revitalization | St. Vincent de Paul |
| Heart House | Trinity River Mission* |
| HIS Bridge Builders | Voice of Hope |
| Jubilee Park and Community Center* | YMCA Dallas |
| Kids-U | |

1. Young students in higher quality afterschool sites have higher gains in reading.

For 1st and 2nd grade students in Dallas Afterschool partner programs, the Afterschool Quality Advancement (AQuA) score of the afterschool site explained improvements in reading, above and beyond variables like school climate/quality, afterschool attendance, and beginning reading levels. For every 0.25 point increase in AQuA quality score, students gained one standard deviation against the average reading gain.



2. Students in Dallas Afterschool partner programs make greater overall improvements in math and reading compared to students that aren't in our programs.

1st & 2nd Grade ITBS Reading Percentile Scores

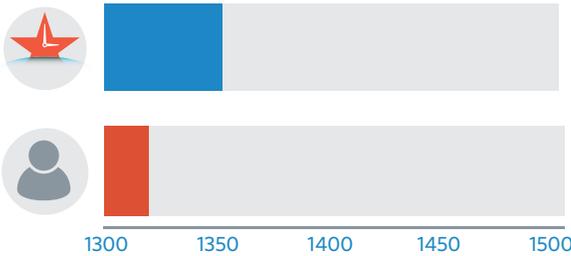


1st & 2nd Grade ITBS Math Percentile Scores

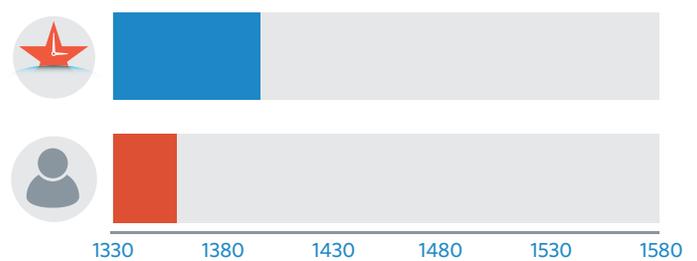


1st and 2nd graders who participated in Dallas Afterschool partner programs, on average, scored in the 70th percentile in reading and the 68th percentile in math on their standardized tests. Their peers, who did not participate in a partner program, scored in the 45th percentile range.

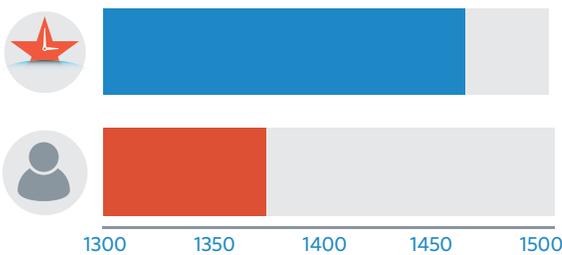
3rd Grade STAAR Reading Scores



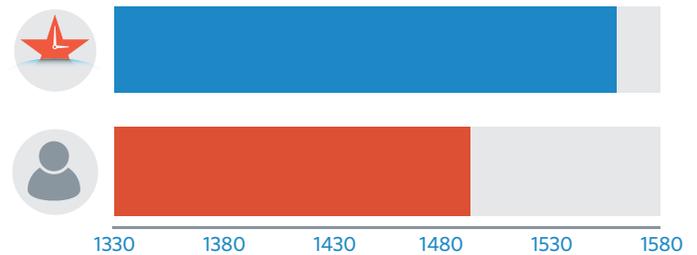
3rd Grade STAAR Math Scores



5th Grade STAAR Reading Scores



5th Grade STAAR Math Scores



3rd and 5th grade students in Dallas Afterschool partner programs scored higher on their 2016 STAAR tests than their matched peers.

= statistically significant finding