

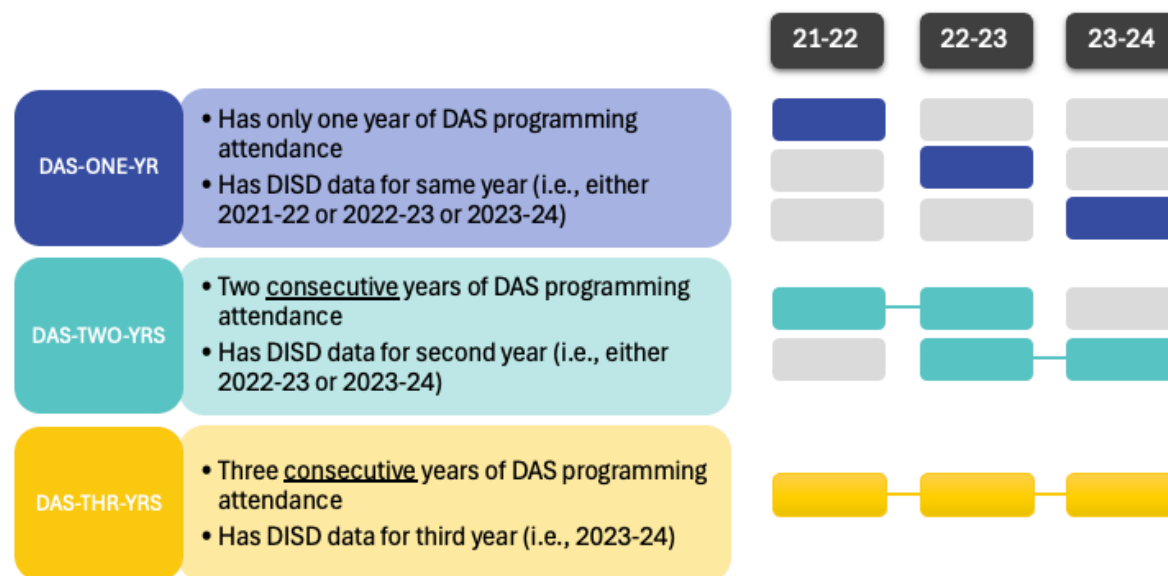
# Dallas Afterschool Student Outcomes Report 2025



# Student Outcomes Report 2025

**Aim** Explore the relationship between student participation in afterschool programming and student school outcomes

**Methods** Using available program data, three dosage groups were identified



# Student Outcomes Report 2025

## Methods

### Comparison group criteria:

- were not in the DAS attendance files
- attended the same schools as DAS students during the same school years
- matched DAS students in grade level, race, gender, low SES status, and LEP status

ONE-YR		2021-22		2022-23		2023-24	
		DAS (n=250)	Non-DAS (n=3018)	DAS (n=357)	Non-DAS (n=2837)	DAS (n=385)	Non-DAS (n=2669)
Gender	Female	48%	45%	55%	51%	57%	54%
	Male	52%	55%	45%	49%	43%	46%
Race	Asian	1%	0%	1%	0%	7%	3%
	Black/African American	25%	26%	15%	12%	21%	21%
	Hispanic/Latino	70%	74%	78%	88%	65%	75%
	Two or More Races	3%	0%	4%	0%	3%	0%
	White	1%	0%	1%	0%	3%	0%
Low SES		90%	98%	92%	98%	82%	97%
LEP		50%	63%	40%	67%	44%	61%

29 Sites



992  
Students

# Student Outcomes Report 2025

Methods

Analyses:

	Descriptive statistics	Tests of difference using Analysis of Covariance (ANCOVA)	
		Outcome	Covariate
MAP Growth	Percent students considered on-track (i.e., scoring at or above 50th percentile)	End-of-year scores* from last/only year of afterschool	End-of-year scores* from year prior to first/only year of afterschool
STAAR	Percent students considered passing (i.e., receiving Approaches, Meets, or Masters performance indicator)		
School Attendance	Average percent attendance and the percent of students chronically absent (i.e., average attendance below 90%)	Average attendance^ from last/only year of afterschool	Average attendance^ from year prior to first/only year of afterschool

\*Standardized scale scores were used.

^Note: percent chronically absent was not used when testing for differences

# Student Outcomes Report 2025

## Results

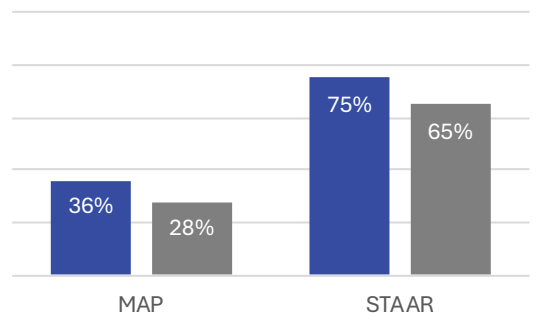
Descriptive statistics show that DAS students had:

- More students on-track in MAP **math** and **reading**
- More students passing STAAR **math** and **reading**
- Higher school **attendance** rates



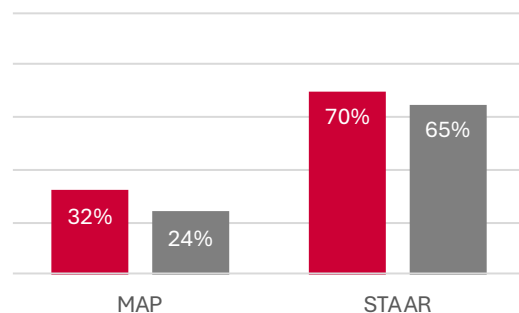
Math: Percent Students On-Track on MAP or Passing STAAR

■ DAS ■ Non-DAS



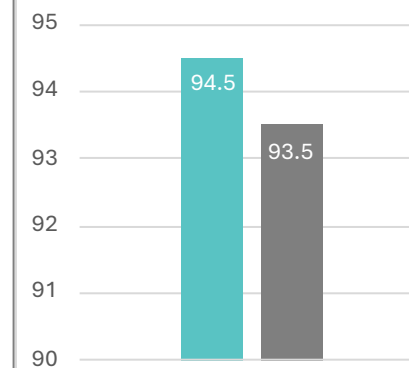
Reading: Percent Students On-Track on MAP or Passing STAAR

■ DAS ■ Non-DAS



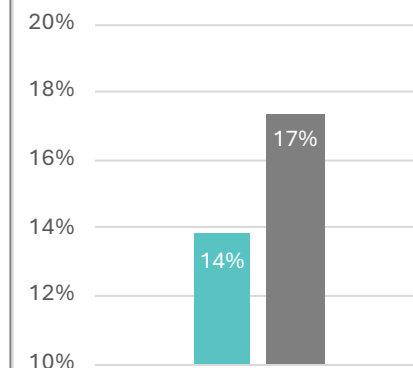
Average Percent Attendance

■ DAS ■ Non-DAS



Percent Chronically Absent

■ DAS ■ DISD



# Student Outcomes Report 2025

## Results



Statistically significant findings were found for the ONE-YR dosage group. DAS students had better:

- MAP **math** scores
- MAP and STAAR **reading** scores
- School **attendance**

	MAP Growth		STAAR		School Attendance
	Math	Reading	Math	Reading	Yearly Avg
ONE-YR	Sig for DAS	Sig for DAS	NS for DAS	Sig for DAS	Sig for DAS
TWO-YRS	NS for DAS	NS for DAS	NS for DAS	NS for DAS	NS for DAS
THREE-YRS	NS for DAS	NS for DISD	NS for DAS	NS for DAS	NS for DAS