



Evaluation of the After-School All-Stars Program

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Contents

	Page
Executive Summary	1
Program Background	4
Introduction to the Evaluation	6
Data Sources	6
Analytical Approach	7
Results.....	8
Demographic Composition	8
Academic Performance	11
Program Participation	38
Conclusions.....	43
Who Is Participating?.....	43
How Are Participants Performing Academically?.....	43
What Does Attendance Look Like?.....	44
References.....	45

Executive Summary

American Institutes for Research was contracted by After-School All-Stars to conduct an analysis of student demographic, achievement, and afterschool program data from four cities in which the After-School All-Stars program is implemented. This report provides a profile of 63,182 participants from Chicago, San Jose, South Florida, and Las Vegas. Data were collected between June 2008 and July 2009.

Research Questions

Descriptive statistical analyses were used to identify overall participant characteristics, academic performance, program attendance, and participation in activities aligned to the three components of the program, referred to as program pillars: academics, enrichment, and health and fitness.

The specific research questions addressed were the following:

1. What is the demographic composition of the After-School All-Stars program participants (i.e., race/ethnicity, gender, economic status, English proficiency, and special education status)?
2. How are After-School All-Stars participants performing academically? Does participant academic performance vary with student characteristics?
3. To what degree are participants taking advantage of the program offerings? Specifically, how much time is spent in the program and in activities aligned to the three program pillars: academic, enrichment, and health and fitness? Does participation vary with student characteristics?

Findings

The data sets used in the analysis came from four After-School All-Stars chapters. The Chicago chapter had the most participants (45,478), followed the San Jose Bay Area chapter (8,137), the Las Vegas chapter (5,061), and the South Florida chapter (4,506).

Demographics

Students in Grades 1 through 12 attended the After-School All-Stars programs and, although the distribution of students varied across grades by chapter, there were some commonalities.

Participation from the middle grades ranged from 41 to 57 percent. In the middle school grades, participation ranged from 38 to 49 percent for three chapters; in one chapter (South Florida) nearly 100 percent of the participating students come from middle school. The percentages of participants from high school ranged from 1 to 14 percent.

Across all four chapters, the distribution of male and female participants was approximately equal. There was a substantially higher percentage of minority program participants (approximately 90 percent) than of nonminority participants, and a large percentage of students (80 to 100 percent) were classified as eligible for free or reduced-price lunch. A relatively large percentage of students were classified as having special education status: The percentages ranged

from approximately 6 to 11 percent. The percentage of students classified as limited in English proficiency ranged greatly, from approximately 10 to 62 percent.

Academic Performance

Academic achievement for those students participating in the After-School All-Stars program was examined by looking at letter grades as well as standardized test scores. Data were available from three of the four chapters: South Florida, Chicago, and Las Vegas. Letter-grade data have been summarized for the fourth quarter data because those were the data available from all three chapters.¹ The standardized test used at each location is different,² but the results can be discussed in similar terms because all report comparably on whether students are meeting (or exceeding) the academic standards in their respective states. Test data were available for Grades 3 through 8 from Chicago and Las Vegas and from Grades 6 through 8 from South Florida.

With respect to student performance as measured by letter grades, most students in this sample received good grades in both reading and mathematics. At least 80 percent of students earned C's or better in reading and roughly 50 to 72 percent received B's or better. Performance in mathematics was similar to performance in reading. At least 78 percent of students earned C's or better in mathematics and 40 to 57 percent earned B's or better.

As measured by state standardized tests, student performance appears a little lower, overall, than when measured by letter grades. In the South Florida chapter, approximately 40 percent of students were categorized with a score of 3 or higher on mathematics tests (a 3 indicates at least partial success)³ and 43 percent were categorized with a 3 or higher on reading tests. In the Chicago chapter, 72 percent were proficient (or better) in reading and 81 percent were proficient (or better) in mathematics. In Las Vegas, approximately 51 percent scored at grade level (or better) in reading and approximately 55 percent scored at grade level (or better) in mathematics.

Program Participation

Program participation was examined in terms of overall hours in attendance as well as time spent engaged in activities that aligned with the three program pillars: academics, enrichment, and health and fitness. Data had a positive skew, wherein most participants show similar amounts of hours but a few are recorded with very many hours. This skewness makes an average calculation meaningless, and therefore participation findings are presented in terms of median hours of attendance.⁴

The number of hours that participants spent involved in the After School All-Stars program was different at each chapter, with two chapters showing substantially more hours. The San Jose Bay

¹ Two chapters (South Florida and Chicago) also tracked first quarter grades.

² The test used in South Florida is the Florida Comprehensive Assessment Test (FCAT); in Chicago, they use the Illinois Standard Achievement Test (ISAT); and in Las Vegas, they administer the Criterion-Referenced Test (CRT).

³ <http://fcat.fldoe.org/pdf/fcAchievementLevels.pdf>

⁴ The median represents the 50th percentile mark in any given data set.

Area and South Florida chapters show 50 percent of students with 222 hours or less in one academic year. Chicago data show the median hours to be 28 and Las Vegas data show median hours to be 48. There are no notable differences in attendance corresponding to student characteristics.

Participation was also examined in terms of how many hours students spent engaged in activities that aligned with the three program pillars. Findings, again, are discussed in terms of median number of hours. In South Florida, the data were reported in a way that showed each student spent an equal amount of time in all activities. The median was 74 hours for activities aligning with each pillar. In the other three chapters, the data were reported individually for each pillar. In the San Jose Bay Area chapter, the median for activities aligning with academics was quite a bit higher (154 hours) than both enrichment (74 hours) and health and fitness (41 hours). In Chicago, the median number of hours was similar across all three activities (approximately 21 hours each). In Las Vegas, the data show that median hours in activities aligning with enrichment were highest (29), followed by health and fitness and academics (approximately 20 hours in each). As with examination of overall hours, there were no notable difference in hours according to pillar that corresponded with student characteristics.

Program Background

For 18 years, the After-School All-Stars (ASAS) program has provided a safe haven for at-risk participants. Following a model that employs academics, enrichment, and health and fitness, ASAS reaches out to middle school participants who otherwise might be entering empty houses, hanging out on the streets, or engaging in risky behaviors. Its growth, both in numbers of participants served and the number of cities providing services, demonstrates the strong need for the program and the impact that the program has had on the participants and families it serves.

Across 13 ASAS chapters, the program serves more than 70,000 students. These chapters are distributed across 13 cities in the United States. More than 400 schools participate as part of the ASAS Chapter Network. There is a broad range in the size of each chapter. The Chicago Chapter, which works in cooperation with Chicago Public Schools, is the largest, servicing more than 45,000 students.

The ASAS program model is composed of three core components: program pillars, program cornerstones, and program benefits. There are three program pillars: academics, enrichment, and health and fitness. The program cornerstones are elements of ASAS that serve as hallmarks of successful implementations of the program: physical and emotional safety, caring youth-adult relationships, engaging and meaningful participation including voice and choice, skill building in ways that are challenging and engaging, family engagement, and school and community engagement. The pillars and cornerstones work in concert with one another to bring about meaningful program benefits. Program benefits are physical, socioemotional, and academic outcomes intended to promote optimal youth development.

The program pillars provide a variety of key experiences that not only help participants academically but also teach them the life skills they will need to live productive and healthy lives. Each program pillar has common elements, activities that are commonly offered at chapters. Homework help and tutoring are two common elements of the academics pillar. Within the enrichment pillar, music, arts, multiculturalism and use of project-based learning techniques are activities commonly offered at chapter sites. Sports, recreation, nutrition, and risk prevention are common health and fitness program pillar activities.

Several recent studies have highlighted the ways in which afterschool programs can stimulate positive youth outcomes and the specific program features and practices that support important program goals. For example, the evidence suggests that good afterschool programs can reduce misconduct and substance abuse (Vandell, Reisner, Pierce, Brown, Lee, et al., 2006), increase academic achievement (Goldschmidt & Huang, 2007), and promote high school attendance and credit accumulation (Russell, Mielke, Miller, & Johnson, 2007). A recent meta-analysis of out-of-school-time program (such as afterschool and summer school programs that target at-risk youth) showed positive significant effects for student reading and mathematics.

During the course of the last decade, the afterschool field in general has matured in many respects, especially in terms of further uncovering what constitutes quality afterschool programming and determining what impact afterschool programs can realistically be expected to have on the academic achievement of participants attending these programs. In particular, recent efforts in

the field (e.g., Granger, Durlak, Yohalem, & Reisner, 2007; Little, 2007; Vandell, Reisner, Brown, Dadisman, Pierce, et al., 2005; Wilson-Ahlstrom & Yohalem, 2007; Yohalem & Wilson-Ahlstrom, 2009) have predominantly focused on identifying the common features of high-quality afterschool programs and the development of quality assessment tools designed to help programs better understand the following questions:

- What constitutes quality programming?
- How well do the programs measure up to these criteria?
- What steps can be taken to modify programming to enhance the quality of the program's approaches and offerings?

A consistent thread in the literature focuses on the role of program quality in influencing the degree to which programs are able to achieve the desired student academic and behavioral outcomes, which are typically at the core of their operations. Much of the research has focused on identifying controllable attributes associated with afterschool programs that—when modified—are most likely to facilitate the achievement of desired youth outcomes. The ASAS program is tied directly to such research through its program pillars.

Introduction to the Evaluation

The purpose of this evaluation is to report on the characteristics of the ASAS program participants and the levels and patterns of their participation at four chapters: Chicago, Las Vegas, Bay Area, and South Florida. These sites were selected for the quality of the data that could be obtained. Although Chicago is the largest ASAS chapter, each of these chapters serves several thousand participants. This report reflects a quantitative description of the participants in each chapter across the 2008–09 school year. The results of this report may help refine future recruitment and referral efforts by knowing who is being served or they may be used to strategically modify the implementation of the ASAS program pillars to better target student needs.

The research questions addressed through this work were the following:

- What is the demographic composition of the After-School All-Stars program participants (i.e., race/ethnicity, gender, economic status, English proficiency, and special education status)?
- How are After-School All-Stars participants performing academically? Does participant academic performance vary with student characteristics?
- To what degree are participants taking advantage of the program offerings? Specifically, how much time is spent in the program and in activities aligned to the three program pillars: academic, enrichment, and health and fitness? Does participation vary with student characteristics?

Data Sources

The data used in this report represent ASAS participants from four areas: Chicago, Illinois; Las Vegas, Nevada; the San Francisco Bay Area⁵ in California; and South Florida.⁶ For Chicago and the Bay Area, data were collected through CitySpan, a data-collection system that tracks program participation and key participant variables. Data for all chapters were recorded from July 2008 to June 2009. These data contain information on a total of 63,182 program participants across all four chapters.

All chapters provided data on student grade level, ethnicity, gender, free or reduced-price lunch status, English proficiency, number of hours spent in the program, number of hours spent in activities aligned with each of the program pillars (i.e., academics, enrichment, and health and fitness). Special education status was provided for three out of four chapters and academic achievement was made available from South Florida, Las Vegas, and Chicago.

⁶ The South Florida program chapter is comprised primarily from school districts in the Miami area.

Analytical Approach

The data were analyzed descriptively in order to create a demographic and academic profile of students attending each chapter. Because the Chicago Chapter is so much larger than the other chapters, aggregate results would be biased toward Chicago data, and therefore we present the profiles of each chapter separately.

Results

The results of this analysis are presented in three sections that align with the research questions. First we present the demographic profile for students enrolled in ASAS programs in each of the four chapters. In this demographic profile, we show the breakdown of students by grade level, gender, race/ethnicity, limited English proficiency (LEP), special education status, and socioeconomic status (as indicated by eligibility for a free and reduced-price lunch). The next section presents academic performance of participants in terms of letter grades and state test score results. The third section discusses program participation and the alignment of programming activities with ASAS program pillars.

Demographic Composition

Grade Level

Attendees were overwhelmingly from the elementary and middle school grades, with much smaller percentages from high school or kindergarten and prekindergarten. Less than 1 percent of participants were enrolled in prekindergarten or kindergarten, except in Las Vegas, which had approximately 5 percent of participants in these grades. High school participation percentages ranged from less than 1 percent to approximately 14 percent. There were 41 to 57 percent enrolled in Grades 1–5; 38 to 99 percent were enrolled in Grades 6–8.

The majority of program participants were enrolled in Grades 1–8 (greater than 85 percent at each chapter), but two chapters had a different pattern. In Chicago, approximately 14 percent of the students enrolled in ASAS programs were in high school. And in South Florida, just a bit more than 99 percent of participants were in middle school grades.

Data for the current grade was unknown or unreported for less than 1 percent of the program participants across all chapters. The percentages of participants in each grade level are presented in Table 1.

Table 1. ASAS Participation by Grade Level and Chapter

	Bay Area (N = 8,133)	South Florida (N = 4,178)	Chicago (N = 45,408)	Las Vegas (N = 4,996)
Grades PK–K	<1.0%	<1.0%	<1.0%	4.6%
Grades 1–5	56.8%	<1.0%	41.2%	46.1%
Grade 1	2.4%	<1.0%	2.7%	7.6%
Grade 2	10.8%	<1.0%	6.4%	8.9%
Grade 3	14.0%	<1.0%	8.7%	10.4%
Grade 4	15.2%	<1.0%	10.9%	10.1%
Grade 5	14.4%	<1.0%	12.6%	9.1%
Grades 6–8	37.9%	99.3%	44.2%	49.1%
Grade 6	13.2%	37.5%	15.3%	25.0%
Grade 7	11.5%	34.1%	15.0%	17.0%
Grade 8	13.2%	27.6%	13.9%	7.0%
Grade 9–12	5.1%	<1.0%	14.3%	<1.0%

Gender

Across the four chapters, there were roughly equal numbers of male and female participants. Table 2 shows the distribution by gender within each of the chapters. Information about gender was unknown or unreported for less than 2 percent of the 63,182 program participants.

Table 2. ASAS Participant Gender by Chapter

	Bay Area (N = 7,307)	South Florida (N = 4,179)	Chicago (N = 45,446)	Las Vegas (N = 5,060)
Female	48.4%	48.3%	52.3%	48.5%

Ethnicity/Race

Across all chapters, 84 to 96 percent of program participants were minorities with some between-chapter variation. Las Vegas had the lowest percentage of minority program participants (84 percent) and the South Florida had the highest (95.5 percent). Table 3 presents the distributions of minority and nonminority program participants.

Table 3. ASAS Participant Minority Status by Chapter

	Bay Area (N = 7,136)	South Florida (N = 4,179)	Chicago (N = 44,984)	Las Vegas (N = 5,059)
Minority	90.9%	95.5%	89.1%	83.9%

Table 4 presents the breakdown of minority and non minority groups by race/ethnicity. Overall, the greatest percentage of participants were Latino (approximately 46 to 69 percent) followed by black/African-American participants (9 to 42 percent). For 3 percent of program participants, race and ethnicity information was unknown or unreported.

Individual chapter composition varied by site. In the Bay Area Chapter, the vast majority of program participants were Latino (69 percent), with a large percentage of Asian and Pacific Islanders (13 percent). Of the program participants at the South Florida Chapter, 52 percent were Latino, and 42 percent were black/African American. Comparable percentages were reported at the Chicago Chapter, where 46 percent of program participants were Latino and 38 percent were black/African American. At the Las Vegas Chapter, most program participants were Latino (64 percent), followed by white (16 percent) and black/African American (14 percent).

Table 4. ASAS Participant Racial/Ethnic Composition by Chapter

	Bay Area (N = 7,136)	South Florida (N = 4,179)	Chicago (N = 44,984)	Las Vegas (N = 5,059)
Black/African-American	9.3%	42.2%	38.4%	13.7%
Asian/Pacific Islander	12.7%	<1.0%	4.3%	5.7%
White	9.1%	4.5%	10.9%	16.1%
Latino	68.6%	51.9%	45.8%	63.9%
Native American	<1.0%	<1.0%	<1.0%	<1.0%
Other	<1.0%	<1.0%	<1.0%	<1.0%

Socioeconomic Status

For this evaluation, participant eligibility for the school’s free or reduced-price lunch program was used as a proxy for socioeconomic status. At least 80 percent of participants within each chapter were eligible for their school’s free and reduced-price lunch program. Across all chapters, information pertaining to free or reduced-price school lunch program eligibility was unknown or unreported for 22 percent of participants. Table 5 displays the percentages of program participants eligible for free or reduced-price lunch programs by chapter.

Table 5. ASAS Participant Eligibility for Free or Reduced-Price Lunch by Chapter

	Bay Area (N = 844)	South Florida (N = 4,179)	Chicago (N = 41,478)	Las Vegas (N = 2,801)
Eligible	79.9%	82.6%	93.7%	100.0%

Limited English Proficient Status

Across all four chapters, 16 percent of program participants were classified as LEP, but there was substantial between-chapter variability. The Chicago Chapter had the lowest percentage of program participants classified as LEP (10 percent), followed by the South Florida (23 percent) and Las Vegas (45 percent) Chapters. The Bay Area Chapter had the highest percentage of students classified as LEP (62 percent). Roughly 12 percent of data were unreported or unknown for the chapters taken together. Table 6 shows the percentages of program participants classified as LEP across all chapters.

Table 6. ASAS Participant LEP Status of by Chapter

	Bay Area (N = 3,250)	South Florida (N = 2,300)	Chicago (N = 45,337)	Las Vegas (N = 4,625)
Classified as limited English proficiency	61.7%	23.3%	9.6%	45.1%

Special Education Status

Data for special education status were available for Chicago, Bay Area, and Las Vegas. For these chapters, approximately 15 percent of the special education data were unknown or unreported.

There were roughly 6 to 11 percent of program participants classified as eligible for special education programming. The Chicago Chapter had the highest percentage of participants eligible for special education (11 percent), followed by the Bay Area (8 percent), and Las Vegas (6 percent) Chapters. Table 7 shows these percentages.

Table 7. ASAS Participant Special Education Status by Chapter

	Bay Area (N = 3,522)	South Florida	Chicago (N = 45,337)	Las Vegas (N = 5,048)
Eligible for Special Education	7.9%	Unknown	11.3%	5.7%

Academic Performance

Three of the chapters (South Florida, Chicago, and Las Vegas) provided academic achievement information about their participants. Each of these three chapters reported fourth-quarter reading

and mathematics letter grades. Chicago and South Florida also provided first-quarter grades. Reading and mathematics grades were examined for the first and fourth quarters overall and by chapter. Gender and minority status differences were explored separately for each chapter.

The same three chapters each provided test score information. Chicago participants took the Illinois Standards Achievement Test (ISAT), which provides student achievement results in terms of exceeds standards, meets standards, below standards, and academic warning. South Florida program participants took the Florida Comprehensive Assessment Test (FCAT). Scores on FCAT are categorized into achievement levels: level 1, level 2, level 3, level 4, and level 5, with level 5 indicating the greatest proficiency and level 1 indicating lowest proficiency. The participants at the Las Vegas Chapter took the Criterion Referenced Test (CRT), which reports test score results as above grade level, at grade level, approaches grade level, and below grade level. Each of these tests was taken in spring 2009. Because the scoring on these state tests differs, test score data were analyzed separately. Gender and minority status differences in the results were explored.

Letter Grades

Reading Grades in Quarter 1. Table 8 shows the first quarter reading grades for South Florida and Chicago for the 2008–09 school year. Approximately 13 percent of these data were missing from Chicago and about 11 percent were missing from South Florida. There were some clear differences in the distributions of grades between these two chapters. A greater percentage of Chicago program participants earned A’s in their reading courses (44 percent), whereas in South Florida only 11 percent of participants earned A’s. More South Florida program participants earned B’s (40 percent), C’s (37 percent), and D’s (8 percent) than did participants in Chicago (30 percent, 19 percent, and 5 percent, respectively). Both chapters had relatively few participants who received failing grades in reading (4 percent in South Florida; 3 percent in Chicago).

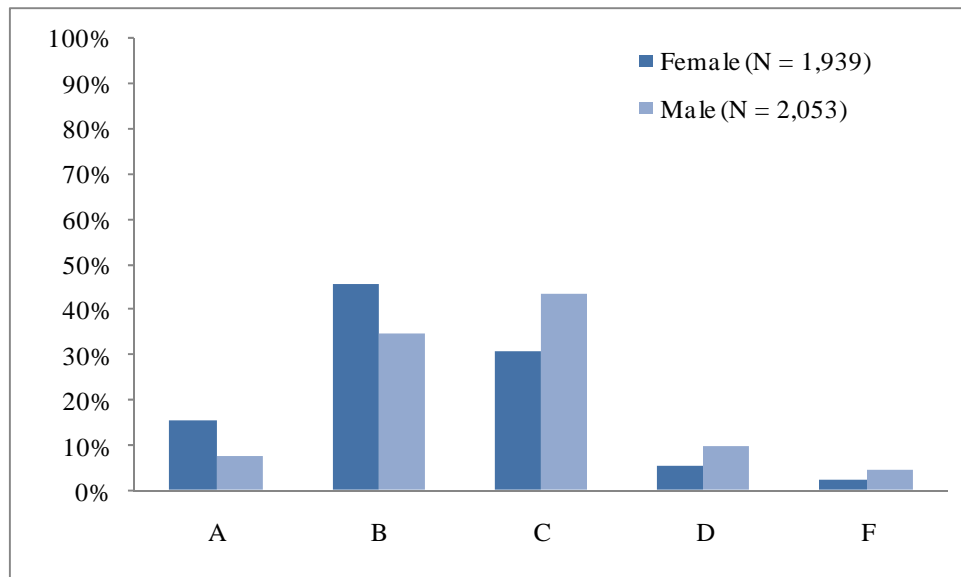
Table 8. Distribution of First Quarter Reading Grades for South Florida and Chicago Chapters, 2008–09 School Year

Reading Grade	Bay Area	South Florida (N = 3,995)	Chicago (N = 39,633)	Las Vegas
A	Unknown	11.4%	43.6%	Unknown
B	Unknown	40.0%	29.8%	Unknown
C	Unknown	37.3%	19.2%	Unknown
D	Unknown	7.8%	4.8%	Unknown
F	Unknown	3.5%	2.6%	Unknown

Differences in first quarter reading grades by gender and minority status were explored for South Florida and Chicago participants. Differences in grades by gender are discussed first, followed by differences in grades by minority status.

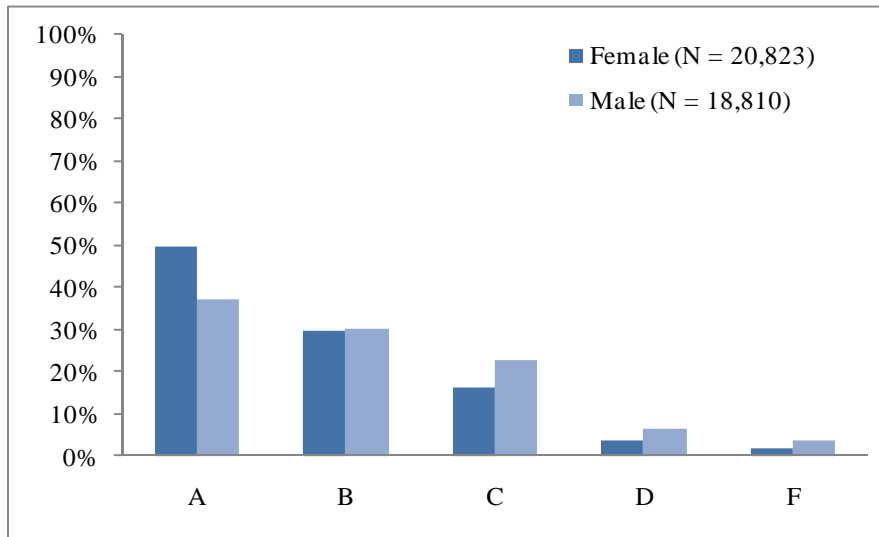
In South Florida, more female participants earned A's in first quarter reading (16 percent) than males (8 percent). In addition, more female participants earned B's (46 percent) than males (35 percent). A greater percentages of male participants earned C's (43 percent), D's (10 percent), and F's (5 percent) than females (31 percent, 6 percent, and 2 percent, respectively). Figure 1 displays these differences.

Figure 1. Percentages of First Quarter Reading Letter Grades by Gender, South Florida Chapter, 2008–09 School Year (N = 3,992)



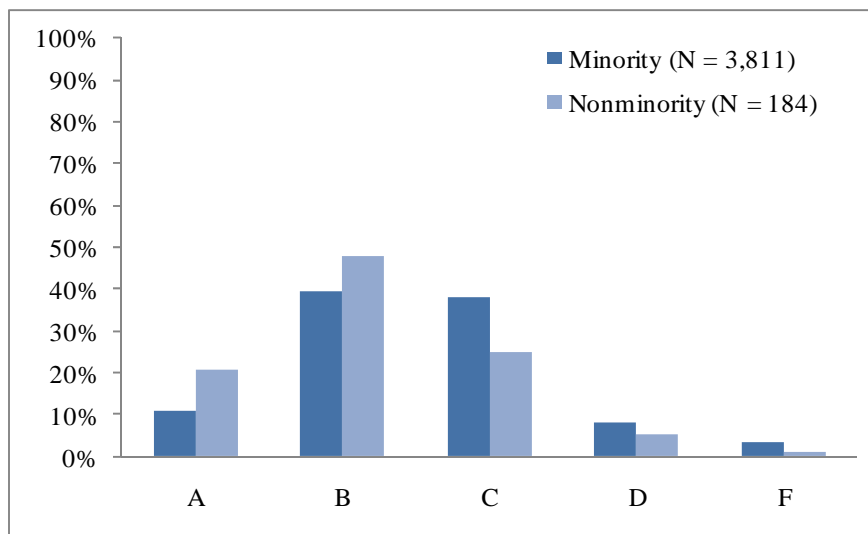
In Chicago, there were also large differences on 2008–09 first quarter reading grades between males and females. In the first quarter, 50 percent of female program participants earned A's. Only 37 percent of males earned A's. Approximately 30 percent of male and female participants earned B's. Again, more male participants earned C's (23 percent), D's (6 percent), and F's (4 percent) than females (16 percent, 3 percent, and 2 percent, respectively). Figure 2 displays these differences.

Figure 2. Percentages of First Quarter Reading Letter Grades by Gender, Chicago Chapter, 2008–09 School Year (N = 39,633)



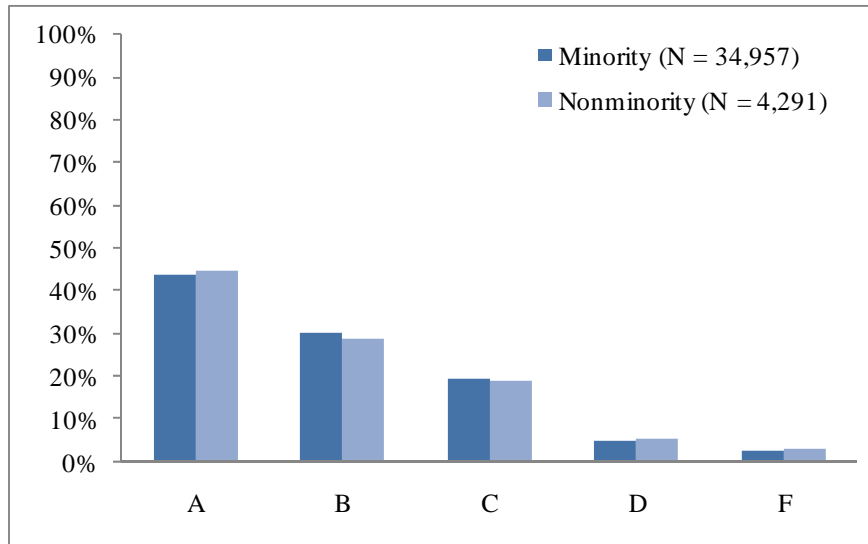
Differences between minority and nonminority participants in first quarter reading grades at the South Florida Chapter are presented in Figure 3. Approximately 21 percent of nonminority participants earned A's, compared with 11 percent of minority participants. More nonminority students earned B's (48 percent) than minority participants (40 percent). There were greater percentages of minority participants earning C's (38 percent), D's (8 percent), and F's (4 percent) than of nonminority participants (25, 5, and 1 percent, respectively).

Figure 3. Percentages of First Quarter Reading Letter Grades by Minority Status, South Florida, 2008–09 School Year (N = 3,995)



In the Chicago Chapter, differences between minority and nonminority participant in first quarter reading grades were very small. Figure 4 displays the differences.

Figure 4. Percentages of First Quarter Reading Letter Grades by Minority Status, Chicago, 2008–09 School Year (N = 39,248)



Reading Grades in Quarter 4. Table 9 presents the distribution of fourth quarter reading grades across the three chapters reporting this information (South Florida, Chicago, and Las Vegas). There were greater percentages of the Chicago Chapter participants who earned A’s (46 percent) than of participants at either the Las Vegas (24 percent) or South Florida (13 percent) Chapters. The South Florida Chapter participant grades were predominately B’s and C’s (approximately 37 percent in each category), as were the grades in Las Vegas (30 percent B’s and 27 percent C’s).

Table 9. Distribution of Fourth Quarter Reading Grades for South Florida, Chicago, and Las Vegas, 2008–09 School Year

Reading Grade	Bay Area	South Florida (N = 4,044)	Chicago (N = 39,341)	Las Vegas (N = 2,908)
A	Unknown	13.0%	45.9%	23.7%
B	Unknown	37.3%	27.8%	30.2%
C	Unknown	36.9%	18.2%	26.7%
D	Unknown	8.5%	4.9%	13.1%
F	Unknown	4.3%	3.2%	6.3%

Differences in fourth quarter reading grades between male and female participants at the South Florida, Chicago, and Las Vegas chapters were explored, as well as differences between minority and nonminority students. Presentation of these differences follows.

Figure 5 presents the differences in fourth quarter reading grades for males and females in South Florida. More females earned A's (17 percent) than males (9 percent) and more earned B's as well (41 percent of females and 34 percent of males). More males earned C's (41 percent), D's (11 percent), and F's (6 percent) than females (3, 6, and 3 percent, respectively).

Figure 5. Percentages of Fourth Quarter Reading Letter Grades by Gender, South Florida, 2008–09 School Year (N = 4,041)

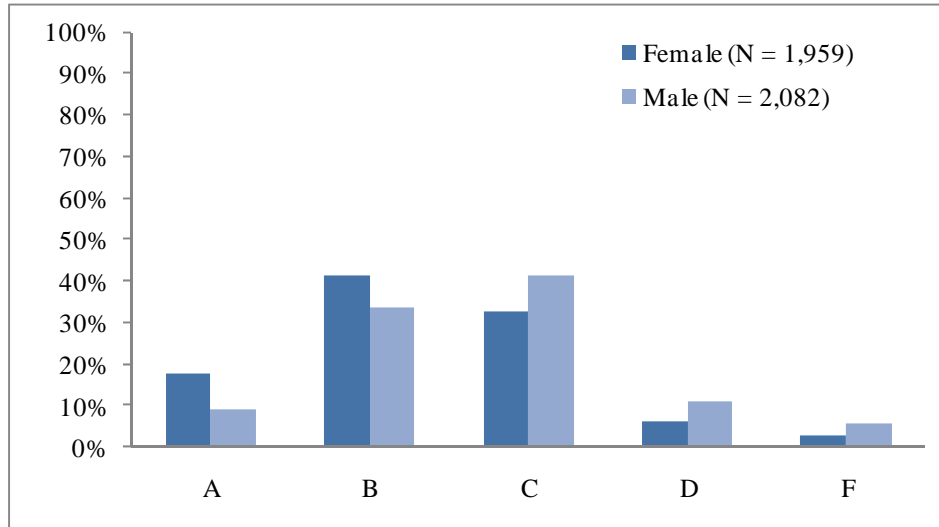
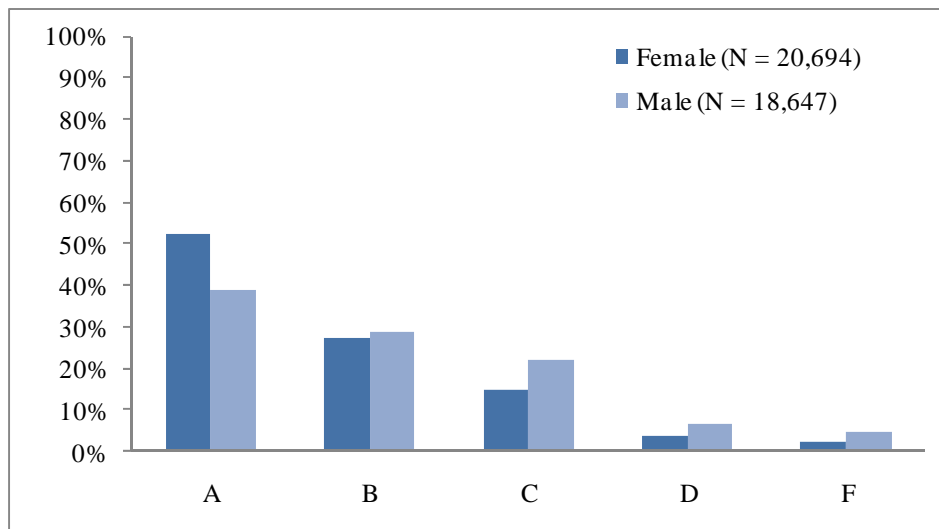


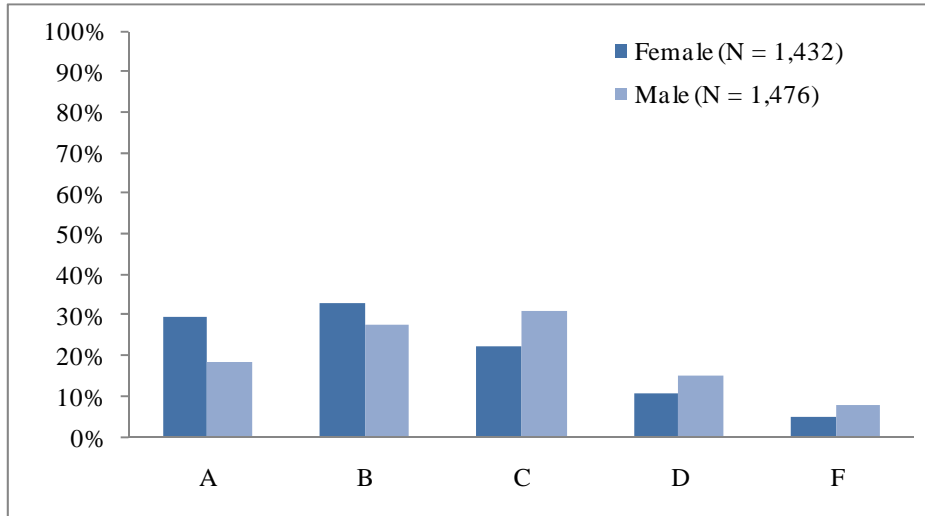
Figure 6 presents gender differences in fourth quarter reading grades for the Chicago Chapter participants. The percentage of female participants who earned A's in fourth quarter reading (52 percent) was greater than among males (39 percent). More males earned B's, C's, and D's (29, 22, and 6 percent) than females (27, 15, and 4 percent).

Figure 6. Percentages of Fourth Quarter Reading Letter Grades by Gender, Chicago, 2008–09 School Year (N = 39,341)



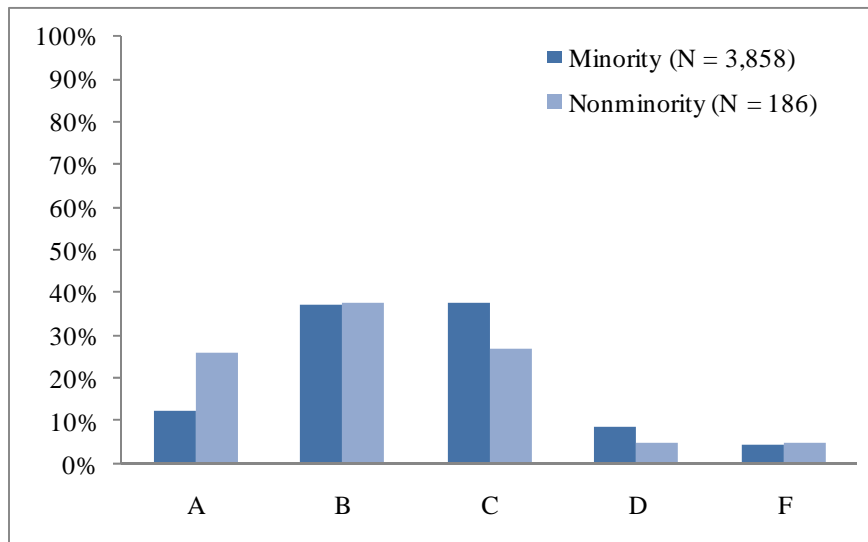
In the Las Vegas Chapter, more female students earned A's (29 percent) in fourth quarter reading than male students (18 percent). Close to 30 percent of male and female students earned B's. More males, however, earned C's (31 percent), D's (15 percent), and F's (8 percent) than females (22, 11, and 5 percent, respectively). Figure 7 displays these results.

Figure 7. Percentages of Fourth Quarter Reading Letter Grades by Gender, Las Vegas, 2008–09 School Year (N = 2,908)



In the South Florida Chapter, minority and nonminority participants performed differently in fourth quarter reading. The percentage of nonminority participants who earned A's (26 percent) was greater than that of minority participants (12 percent). More minority participants earned C's (37 percent) and D's (9 percent) than nonminority participants. The percentage of participants earning F's in both these groups was about equal. These results are presented in Figure 8.

Figure 8. Percentages of Fourth Quarter Reading Letter Grades by Minority Status, South Florida, 2008–09 School Year (N = 4,044)



Differences between Chicago Chapter minority and nonminority participants in fourth quarter reading grades are presented in Figure 9. Across all letter grades, minority and nonminority participants performed very similarly. The largest observed differences between these groups were under one percentage point.

Figure 9. Percentages of Fourth Quarter Reading Letter Grades by Minority Status, Chicago, 2008–09 School Year (N = 38,951)

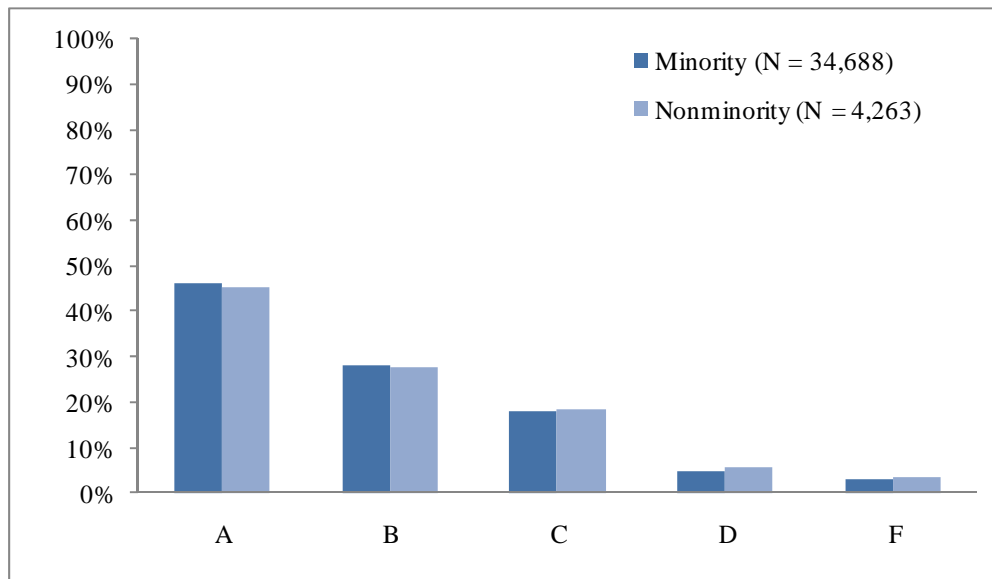
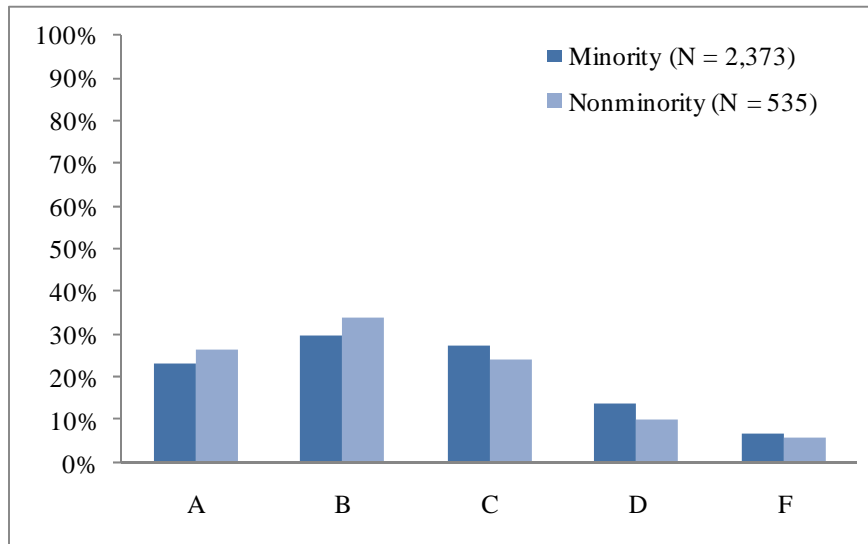


Figure 10 compares minority and nonminority participants' fourth quarter reading grades at the Las Vegas Chapter. Greater numbers of nonminority participants earned A's (26 percent) and B's (34 percent) than minority participants (23 percent and 29 percent, respectively). More minority participants earned C's (27 percent) and D's (14 percent) than nonminority participants. Both groups earned failing grades in fourth quarter reading with about the same frequency (6 percent).

Figure 10. Percentages of Fourth Quarter Reading Letter Grades by Minority Status, Las Vegas, 2008–09 School Year (N = 2,908)



Mathematics Grades in Quarter 1. First quarter mathematics grades were available for both the South Florida and the Chicago Chapters. About 13 percent of these data were missing for South Florida and 10 percent were missing for Chicago. A far greater percentage of participants in Chicago earned A’s (29 percent) than in South Florida (9 percent). More South Florida Chapter participants earned B’s (32 percent), C’s (38 percent), D’s (13 percent), and F’s (8 percent) than Chicago participants. Table 10 presents these results.

Table 10. Distribution of First Quarter Mathematics Grades for South Florida and Chicago, 2008–09 School Year

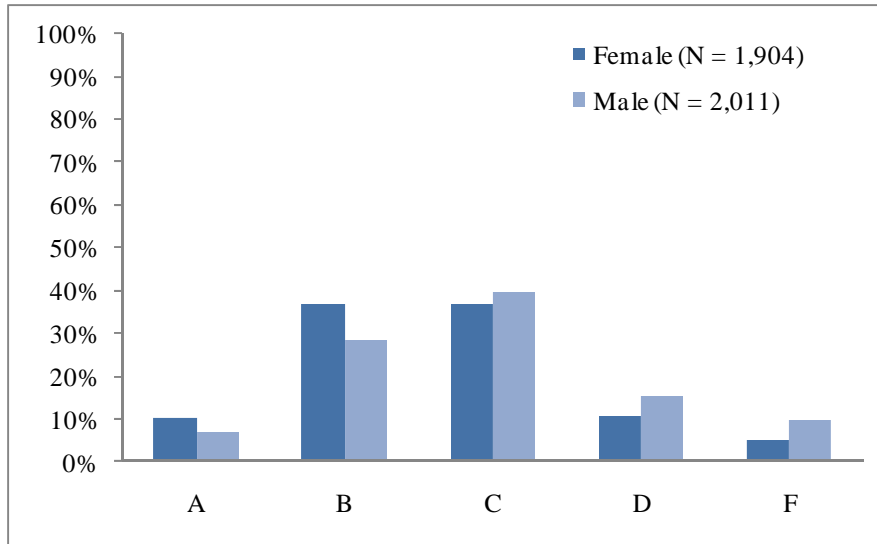
Mathematics Grade	Bay Area	South Florida (N = 3,918)	Chicago (N = 40,790)	Las Vegas
A	Unknown	8.5%	29.3%	Unknown
B	Unknown	32.7%	28.7%	Unknown
C	Unknown	38.3%	25.5%	Unknown
D	Unknown	13.1%	10.4%	Unknown
F	Unknown	7.5%	6.2%	Unknown

Differences in fourth quarter reading grades between male and female participants at the South Florida and Chicago chapters were explored, as well as differences between minority and nonminority students. Presentation of these differences follows.

Gender differences in first quarter mathematics grades for participants at the South Florida Chapter are presented in Figure 11. More female participants earned A’s (10 percent) and B’s (37 percent) than male participants (7 percent and 29 percent, respectively). More male

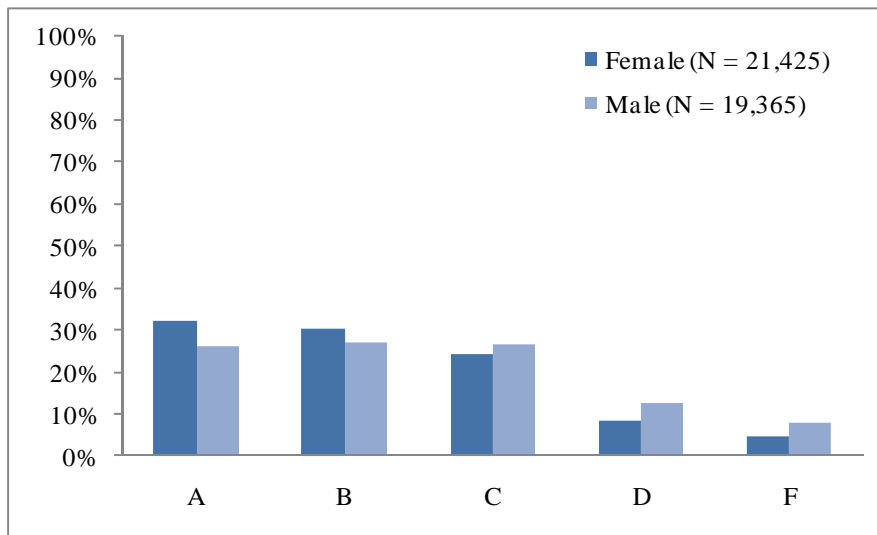
participants earned C's (40 percent), D's (15 percent), and F's (10 percent) than female participants (37, 11, and 5 percent, respectively).

Figure 11. Percentages of First Quarter Mathematics Letter Grades by Gender, South Florida, 2008–09 School Year (N = 3,915)



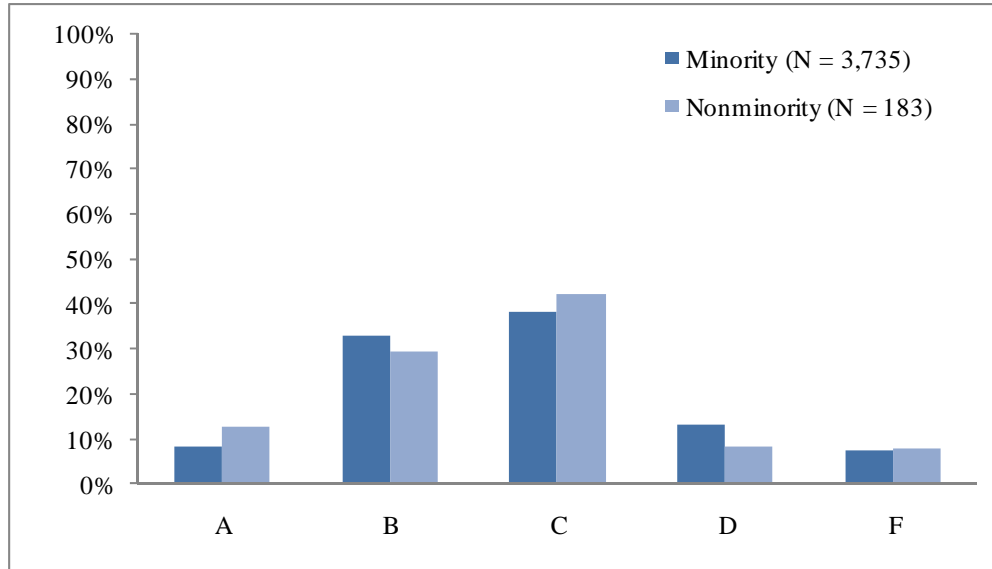
Gender differences in first quarter mathematics grades for participants at the Chicago Chapter are presented in Figure 12. More females earned A's (32 percent) and B's (30 percent) than males (26 percent and 27 percent, respectively). More males earned C's (27 percent), D's (12 percent), and F's (8 percent) than females (24, 9, and 5 percent, respectively).

Figure 12. Percentages of First Quarter Mathematics Letter Grades by Gender, Chicago, 2008–09 School Year (N = 40,790)



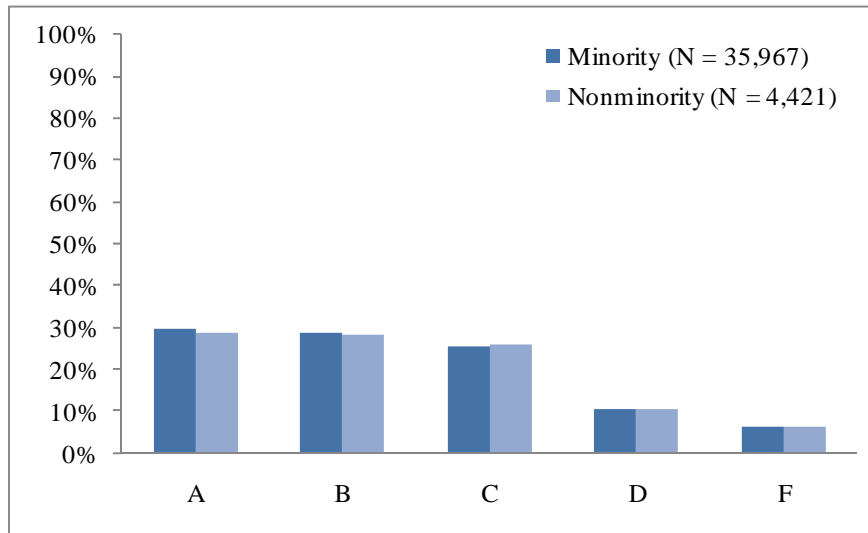
First quarter mathematics grades for minority and nonminority program participants at the South Florida Chapter are presented in Figure 13. A greater percentage of nonminority participants earned A's (13 percent) and C's (42 percent) than minority students (8 percent and 38 percent, respectively). A greater percentage of minority participants earned B's (33 percent) and D's (13 percent) than nonminority participants (30 and 8 percent, respectively). The percentage of students in each group who earned failing grades in first quarter mathematics was nearly equal.

Figure 13. Percentages of First Quarter Mathematics Letter Grades by Minority Status, South Florida, 2008–09 School Year (N = 3,918)



Minority and nonminority participant differences in first quarter mathematics grades for the Chicago Chapter are presented in Figure 14. The two groups performed very similarly in first quarter mathematics. The largest observed difference between these groups was less than one percentage point.

Figure 14. Percentages of First Quarter Mathematics Letter Grades by Minority Status, Chicago, 2008–09 School Year (N = 40,388)



Mathematics Grades in Quarter 4. Fourth quarter mathematics grades were available and analyzed for the South Florida, Chicago, and Las Vegas Chapters. Data were missing for 12 percent of Chicago Chapter participants, 11 percent of participants from the South Florida Chapter, and 42 percent of participants from the Las Vegas Chapter. Performance in fourth quarter mathematics was comparable to first quarter mathematics grades. A greater percentage of Chicago Chapter participants earned A’s (28 percent) than did participants in South Florida (10 percent) or Las Vegas (22 percent) Percentages of students earning B’s, C’s, D’s and F’s were roughly the same across the three chapters except that in South Florida nearly 39 percent of students earned C’s, in comparison with only 26 percent in Chicago and 28 percent in Las Vegas. Table 11 provides fourth quarter mathematics grades by chapter.

Table 11. Distribution of Fourth Quarter Mathematics Grades for the South Florida, Chicago, and Las Vegas Chapters, 2008–09 School Year

Mathematics Grade	Bay Area	South Florida (N = 4,008)	Chicago (N = 39,818)	Las Vegas (N = 2,913)
A	Unknown	10.1%	28.4%	21.6%
B	Unknown	30.6%	28.4%	28.8%
C	Unknown	38.7%	26.3%	27.7%
D	Unknown	13.0%	10.3%	15.1%
F	Unknown	7.6%	6.6%	6.8%

Differences in fourth quarter mathematics grades between male and female participants at the South Florida, Chicago, and Las Vegas chapters were explored, as well as differences between minority and nonminority students. Presentation of these differences follows.

Gender differences in fourth quarter mathematics grades for participants at the South Florida Chapter are presented in Figure 15. More females earned A's (12 percent) and B's (34 percent) than males (8 percent and 27 percent, respectively). The percentage of males earning C's (42 percent), D's (14 percent), and F's (9 percent) was higher than the percentage of females earning these letter grades (35, 12, and 6 percent, respectively).

Figure 15. Percentages of Fourth Quarter Mathematics Letter Grades by Gender, South Florida, 2008–09 School Year

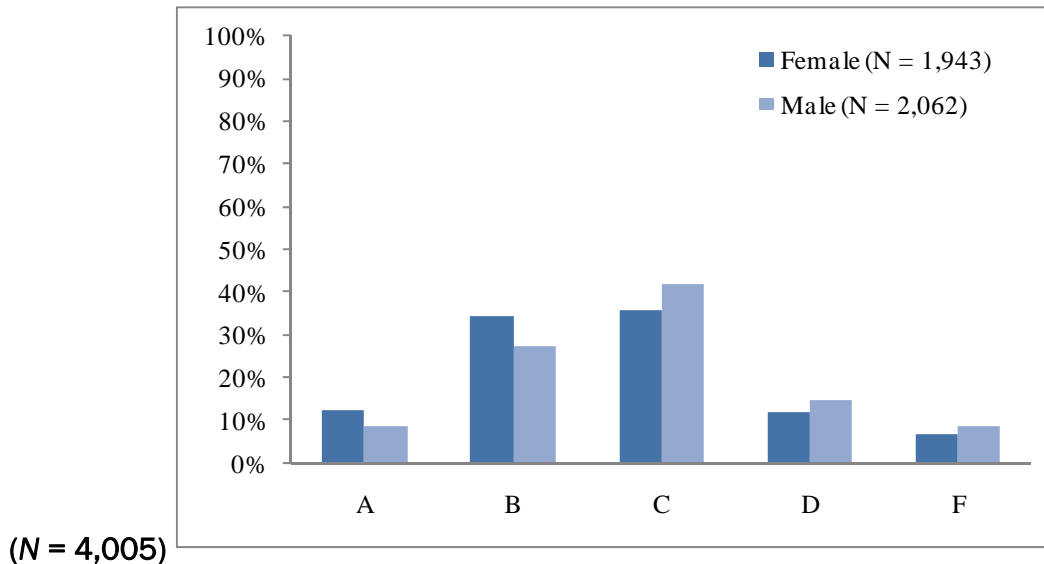
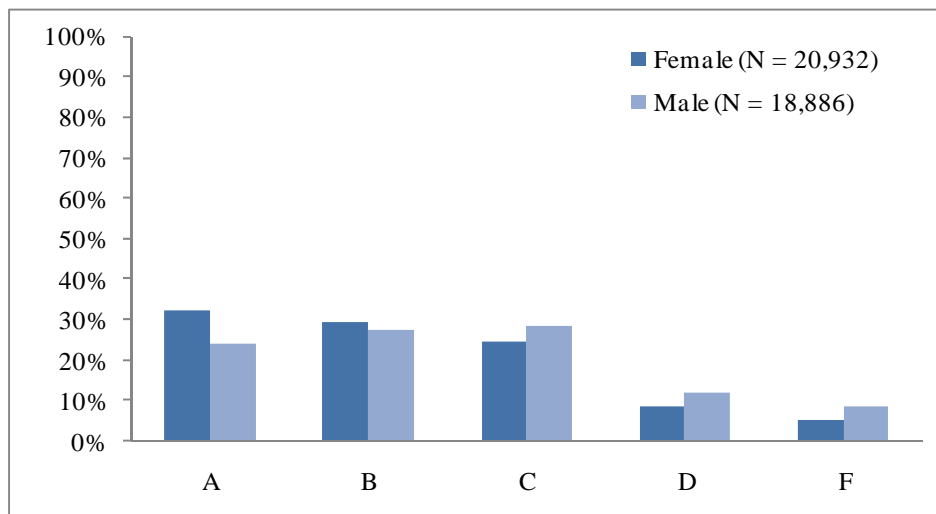


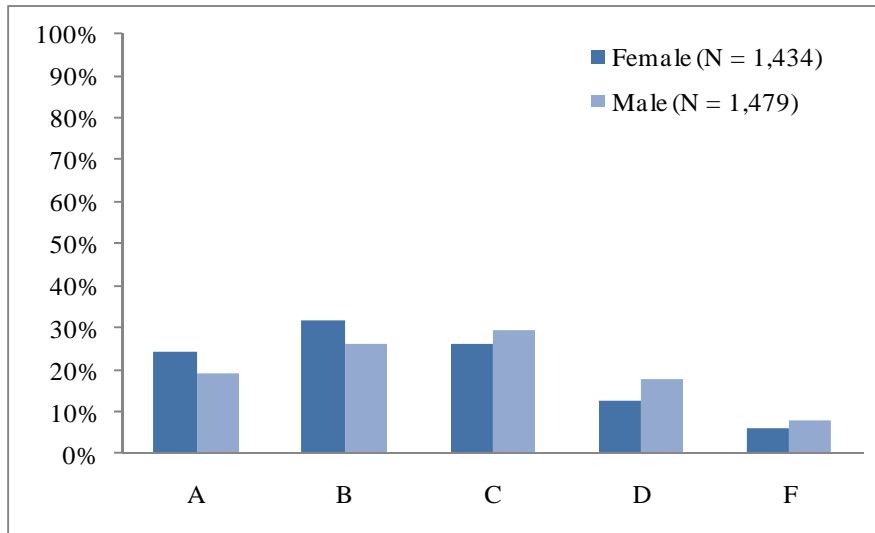
Figure 16 presents gender differences in fourth quarter mathematics grades for Chicago Chapter participants. More females earned A's (32 percent) and B's (29 percent) than males (24 percent and 27 percent, respectively). More male participants earned C's (28 percent), D's (12 percent), and F's (9 percent) than female participants (24, 9, and 5 percent, respectively).

Figure 16. Percentages of Fourth Quarter Mathematics Letter Grades by Gender, Chicago, 2008–09 School Year (N = 39,818)



Gender differences in fourth quarter mathematics grades for participants at the Las Vegas Chapter are presented in Figure 17. A greater percentage of female participants earned A's (24 percent) and B's (32 percent) than males (19 percent and 26 percent, respectively). Males earned C's (29 percent), D's (18 percent), and F's (8 percent) in fourth quarter mathematics more often than females (26, 12, and 6 percent, respectively).

Figure 17. Percentages of Fourth Quarter Mathematics Letter Grades by Gender, Las Vegas, 2008–09 School Year (N = 2,913)



Minority and nonminority participant differences in fourth quarter mathematics grades at the South Florida Chapter are presented in Figure 18. A slightly greater percentage of nonminority participants earned A's (12 percent) than minority participants (10 percent). More nonminority participants earned B's (36 percent) than minority participants (30 percent), whereas more minority participants earned C's (39 percent) and D's (13 percent) than nonminority participants (36 and 9 percent, respectively).

Figure 18. Percentages of Fourth Quarter Mathematics Letter Grades by Minority Status, South Florida, 2008–09 School Year (N = 4,008)

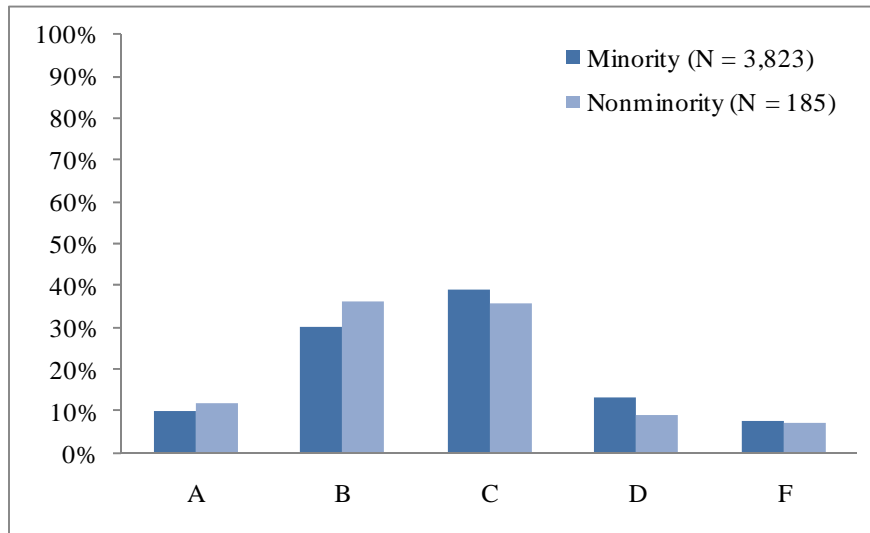
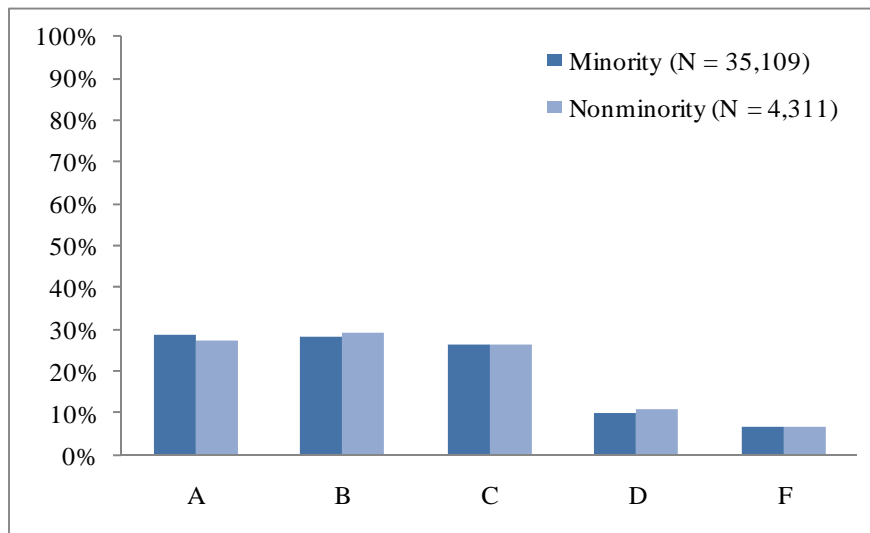


Figure 19 presents differences between minority and nonminority participants in fourth quarter mathematics grades at the Chicago Chapter. A slightly greater percentage of minority students earned A's (29 percent) than nonminority students (27 percent). These two groups earned B's, C's, D's, and F's in fourth quarter mathematics with roughly equal frequency.

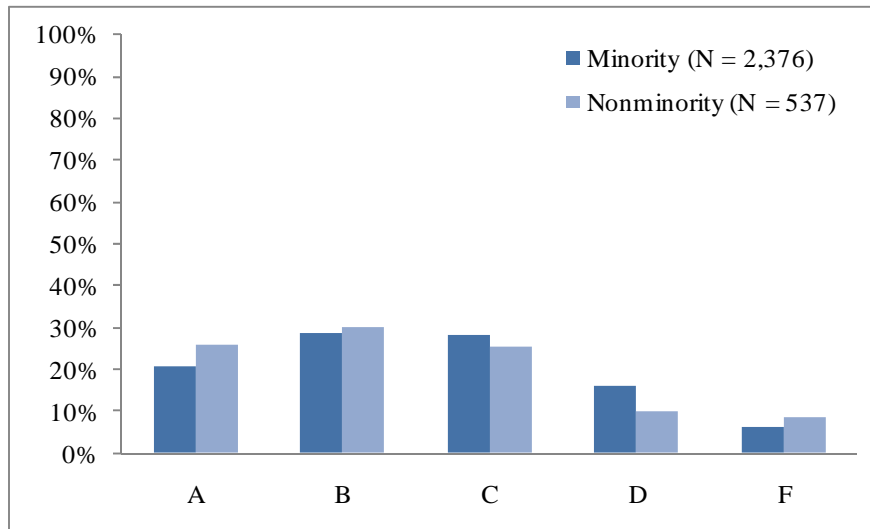
Figure 19. Percentages of Fourth Quarter Mathematics Letter Grades by Minority Status, Chicago, 2008–09 School Year (N = 39,420)



Differences between minority and nonminority participants in fourth quarter mathematics at the Las Vegas Chapter are presented in Figure 20. A greater percentage of nonminority participants earned A's (26 percent) and B's (30 percent) than minority participants (21 percent and 28 percent, respectively), whereas minority participants earned more C's (28 percent) and D's (16 percent) in fourth quarter mathematics than nonminority participants (26 and 10 percent,

respectively). Nonminority participants earned F's in greater numbers than minority participants (9 vs. 6 percent, respectively).

Figure 20. Percentages of Fourth Quarter Mathematics Letter Grades by Minority Status, Las Vegas, 2008–09 School Year (N = 2,913)



Test Scores

The following section presents test score data provided by three of the four chapters: South Florida, Chicago, and Las Vegas. All test data are from spring 2009. Each chapter's findings are presented separately to take an overall look at performance and explore differences in performance by grade level, gender, and minority status.

South Florida Reading Test Scores. The Florida Comprehensive Assessment Test (FCAT) scores in reading were provided for sixth-, seventh-, eighth-, ninth-, and tenth-grade participants from the South Florida area. The majority of these data represent sixth- (38 percent), seventh- (34 percent), and eighth-grade (28 percent) participants; less than 1 percent of the data represent ninth- or tenth-grade participants. Student scores are categorized into five levels: level 1, level 2, level 3, level 4, and level 5, with level 5 indicating the greatest proficiency. Approximately 11 percent of these data were missing.

Table 12 provides FCAT reading scores by grade level for South Florida participants.⁷ These results differ substantially from the reading-grade data presented earlier, where about 50 percent of the participants earned a letter grade of A or B. Most participants, overall, scored at level 1 (32 percent) or level 2 (25 percent), indicating generally low proficiency in reading. Only about 14 percent of South Florida participants scored at level 4 or level 5. This general pattern is observed at each grade level.

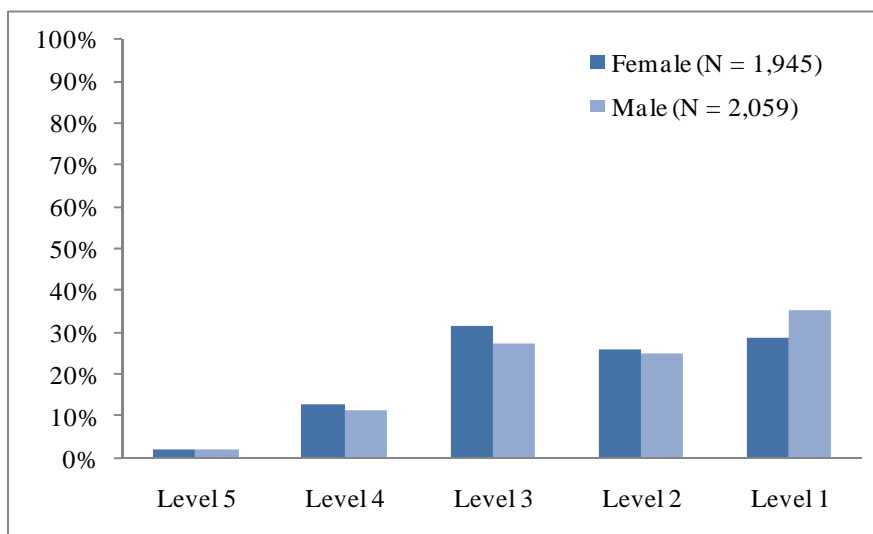
⁷ Given scores for only 23 tenth grade participants and 4 tenth grade participants were provided, they are not reported here to protect student privacy.

Table 12. Distribution of South Florida FCAT Reading Scores by Grade Level, Spring 2009

FCAT Reading Score	Overall (N = 3,977)	Sixth Grade (N = 1,502)	Seventh Grade (N = 1,371)	Eighth Grade (N = 1,104)
Level 5	1.8%	1.8%	2.4%	1.0%
Level 4	11.7%	13.8%	13.1%	7.7%
Level 3	29.1%	31.8%	30.1%	24.6%
Level 2	25.3%	22.2%	22.7%	32.8%
Level 1	32.1%	30.4%	31.7%	33.9%

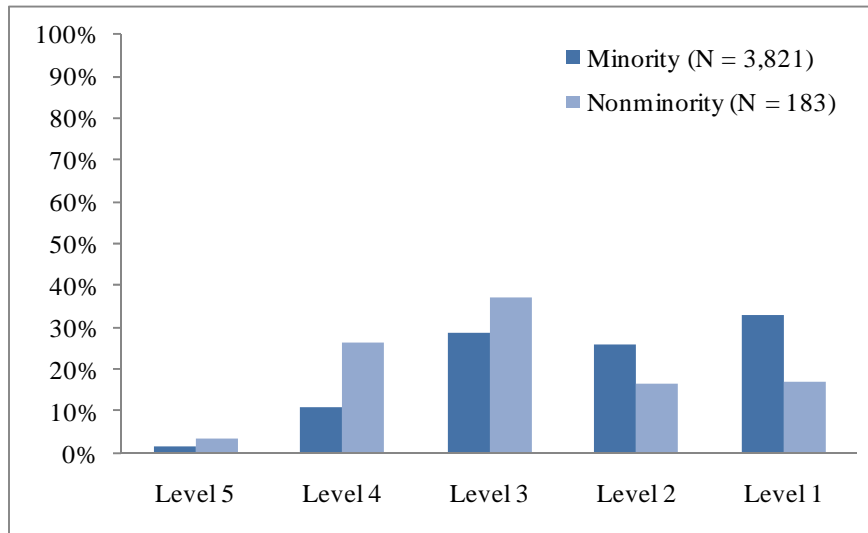
Gender differences in FCAT scores were explored. Females earned reading scores at level 3 more frequently (31 percent) than males (27 percent), and males more frequently earned scores at level 1 (35 percent) than females (29 percent). Figure 21 compares male and female reading FCAT scores.

Figure 21. Percentages of South Florida FCAT Reading Scores by Gender, Spring 2009 (N = 4,004)



Minority-status differences on the FCAT were far more apparent. Nonminority program participants scored at level 5 (3 percent), level 4 (26 percent), and level 3 (37 percent) considerably more often than minority student participants (2 percent, 11 percent, and 29 percent, respectively). Minority participants earned scores at level 2 (26 percent) and level 1 (33 percent) much more often than nonminority participants. Figure 22 presents these minority status differences.

Figure 22. Percentages of South Florida FCAT Reading Scores by Minority Status, Spring 2009 (N = 4,004)



South Florida Mathematics Test Scores. Mathematics scores on FCAT also were explored. Table 13 presents the distribution of FCAT mathematics scores overall and by grade level for the South Florida program participants.⁸ Approximately 11 percent of these data were missing. Overall, the majority of program participants score at level 1 (35 percent) or level 2 (25 percent). Just as with the case of FCAT reading scores, these scores contrast markedly with participant grades in mathematics, where 40 percent of South Florida Chapter participants earned either an A or B in first and fourth quarter mathematics. In contrast, only about 14 percent of South Florida participants scored in the level 4 or level 5 range on the FCAT mathematics test.

Table 13. Distribution of South Florida FCAT Mathematics Scores by Grade Level

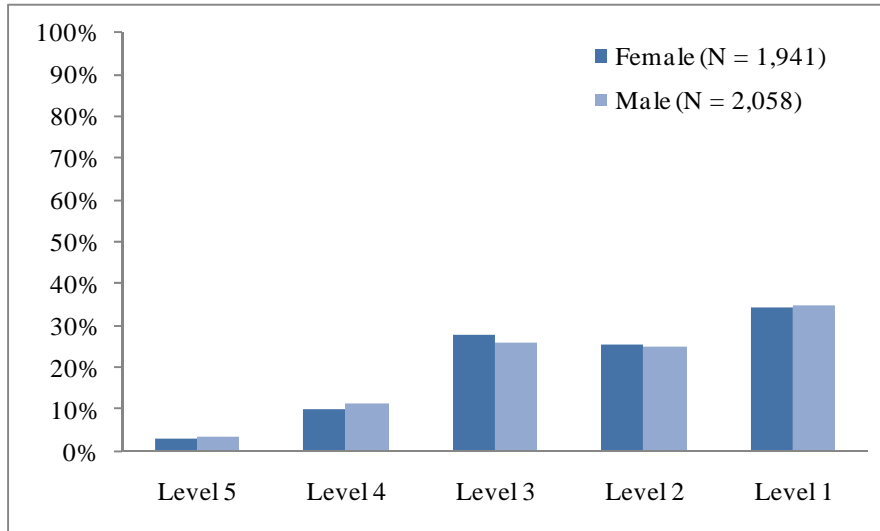
FCAT Reading Score	Overall (N = 3,980)	Sixth Grade (N = 1,503)	Seventh Grade (N = 1,371)	Eighth Grade (N = 1,106)
Level 5	2.9%	3.4%	2.3%	3.2%
Level 4	10.6%	10.8%	10.1%	11.0%
Level 3	26.7%	20.9%	28.3%	32.1%
Level 2	25.2%	22.4%	25.6%	28.2%
Level 1	34.6%	42.6%	33.6%	25.5%

Minor differences were observed between male and female FCAT mathematics scores. Females earned level 3 scores somewhat more frequently (28 percent) than males (26 percent). By relatively small margins, males earned level 4 (11 percent) and level 5 (3.2 percent) scores more

⁸ Because scores were available for only 17 tenth-grade participants and two tenth-grade participants were provided, they are not reported here to protect student privacy.

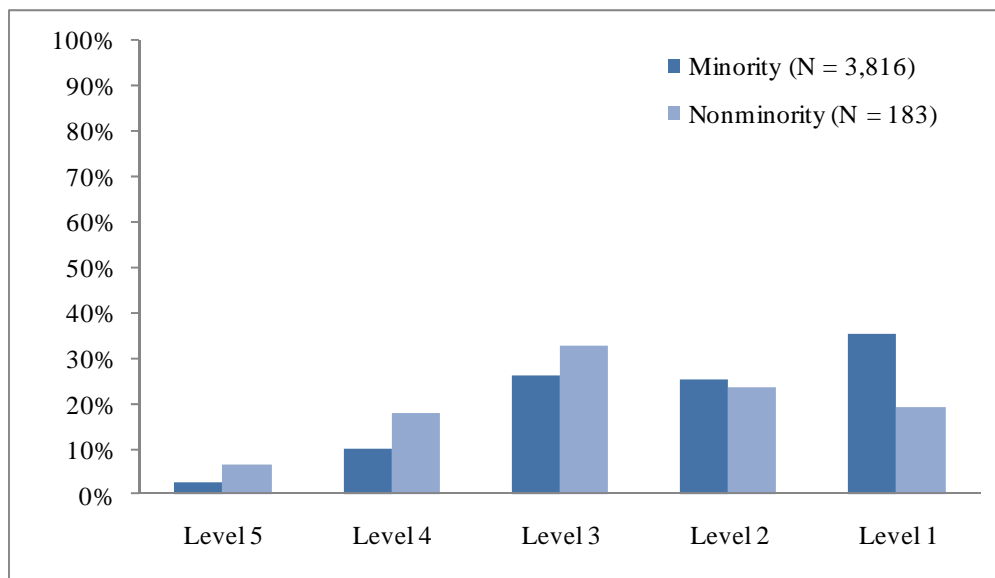
often than females (10 percent and 3 percent, respectively). Figure 23 presents these gender comparisons on the mathematics portion of the FCAT.

Figure 23. Percentages of South Florida FCAT Mathematics Scores by Gender, Spring 2009 (N = 3,999)



South Florida minority and nonminority participant FCAT mathematics scores are compared in Figure 24. Nonminority participants scored in the “level 5” range more than twice as often (7 percent) as minority participants (3 percent). Nonminority participants also scored in the “level 4” range substantially more frequently (18 percent) than minority participants (10 percent). Minority participants, scored in the “level 1” range much more often (35 percent) than nonminority participants (19 percent).

Figure 24. Percentages of South Florida FCAT Mathematics Scores by Minority Status, Spring 2009 (N = 3,999)



Chicago Reading Test Scores. In the Chicago Chapter, participants in grades three through eight took the Illinois Standards Achievement Test (ISAT). Both reading and math performance scores were provided. Scores on the ISAT are presented in the form of *Exceeds Standards*, *Meets Standards*, *Below Standards*, and *Academic Warning*. Roughly 29 percent of both ISAT reading and math score data were missing.

Table 14 presents ISAT reading scores overall and by grade level. More than half of Chicago participants (55 percent) scored in the “meets standards” range. Further, 18 percent of participants scored in the “exceeds standards” range. A smaller percentage of participants scored in the “below standards” range (26 percent). About 1 percent of participants scored in the “academic warning” range.

There was some meaningful grade level variation in performance. Substantially fewer seventh (15 percent) and eighth grade (9 percent) participants scored in the “exceed standards” range compared to lower grades. However, a greater percentage of sixth (56 percent), seventh (59 percent), and eighth grade participants (75 percent) scored in the “meets standards” range than grades three through five.

Table 14. Distribution of Chicago ISAT Reading Scores by Grade Level

ISAT Reading Score	Overall	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
<i>N</i>	32,201	3,571	4,570	5,254	6,477	6,371	5,958
Exceeds Standards	17.6%	20.2%	22.8%	22.3%	19.9%	14.8%	8.5%
Meets Standards	54.7%	43.9%	43.0%	43.0%	55.8%	58.8%	74.6%
Below Standards	26.4%	28.3%	32.6%	34.3%	23.8%	26.1%	16.7%
Academic Warning	1.3%	7.6%	1.6%	<1.0%	<1.0%	<1.0%	<1.0%

Figure 25 presents Chicago ISAT reading scores by gender. Females scored in the “exceeds standards” range more frequently (20 percent) than males (15 percent). Slightly more females (57 percent) than males (52 percent) scored in the “meets standards” range. Males scored in the “below standards” range more often (31 percent) when compared to females (22 percent). Males and females scored in the “academic warning” range 2 and 1 percent of the time, respectively. Gender differences on the ISAT reading section are greater in comparison to the observed gender differences on Florida’s state reading test.

Figure 25. Percentages of Chicago ISAT Reading Scores by Gender, Spring 2009 (N = 32,201)

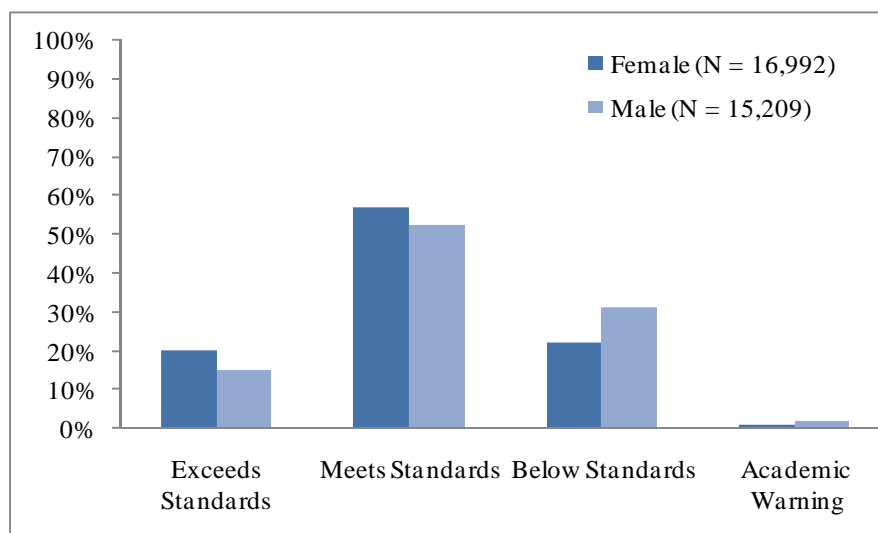
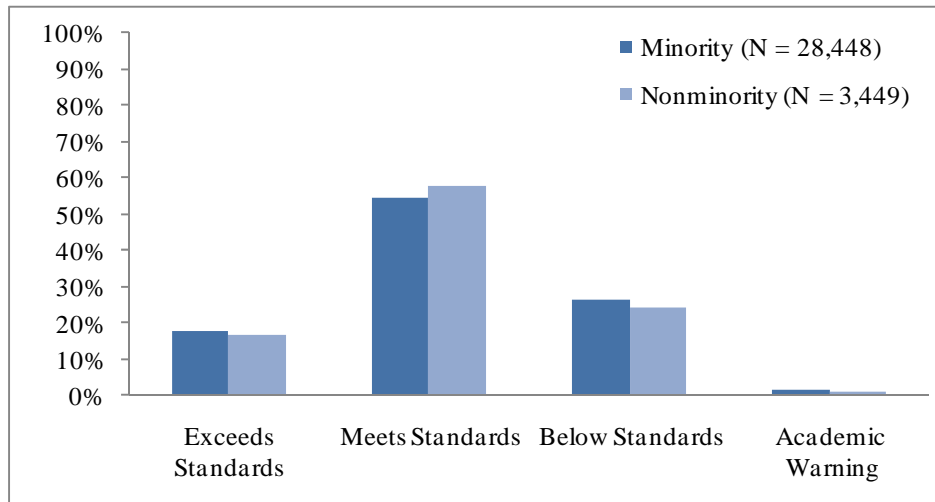


Figure 26 compares minority and nonminority student ISAT reading scores. The two groups performed similarly. By a relatively small margin, nonminority participants more frequently scored in the “meets standards” range (58 percent) compared to minority participants (54 percent). These performance results differed substantially from those from the South Florida

Chapter where nonminority students consistently and substantially performed higher on Florida’s state reading test.

Figure 26. Percentages of Chicago ISAT Reading Scores by Minority Status, Spring 2009 (N = 31,897)



Chicago Mathematics Test Scores. Table 15 presents data from Chicago participants on the ISAT mathematics section by grade level. Performance in mathematics was, overall, slightly stronger than in reading for these participants. Participants scored in the “exceeds standards” range 22 percent of the time compared to 18 percent for reading. Further, nearly 59 percent of participants scored in the “meets standards” range, compared to 55 percent for reading (see Table 14). Less than 20 percent of Chicago participants scored in the “below standards” range (18 percent) or the “academic warning” range (1 percent) for mathematics.

Table 15. Distribution of Chicago ISAT Mathematics Scores by Grade Level

ISAT Reading Score	Overall	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
<i>N</i>	32,189	3,572	4,570	5,256	6,474	6,367	5,950
Exceeds Standards	22.3%	33.4%	21.5%	13.3%	19.4%	22.8%	26.9%
Meets Standards	58.9%	48.1%	61.0%	64.4%	61.2%	59.5%	55.7%
Below Standards	17.5%	14.4%	16.2%	21.8%	18.6%	16.2%	16.7%
Academic Warning	1.3%	4.1%	1.3%	0.5%	0.8%	1.5%	0.7%

Comparisons between male and female Chicago Chapter participants on ISAT mathematics scores are presented in Figure 27. As with reading, female participants tended to earn slightly higher scores on the ISAT mathematics section than males. Females scored in the “meets

standards” range more often (60 percent) than males (58 percent). Nineteen percent of males scored in the “below standards” range compared to 16 percent of females. These test score results are consistent with those observed at the South Florida Chapter.

Figure 27. Percentages of Chicago ISAT Mathematics Scores by Gender, Spring 2009 (N = 31,189)

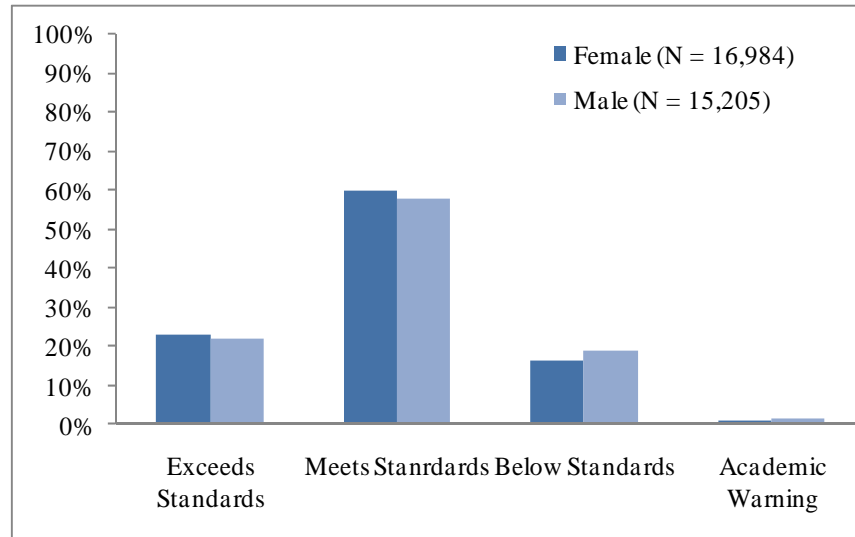
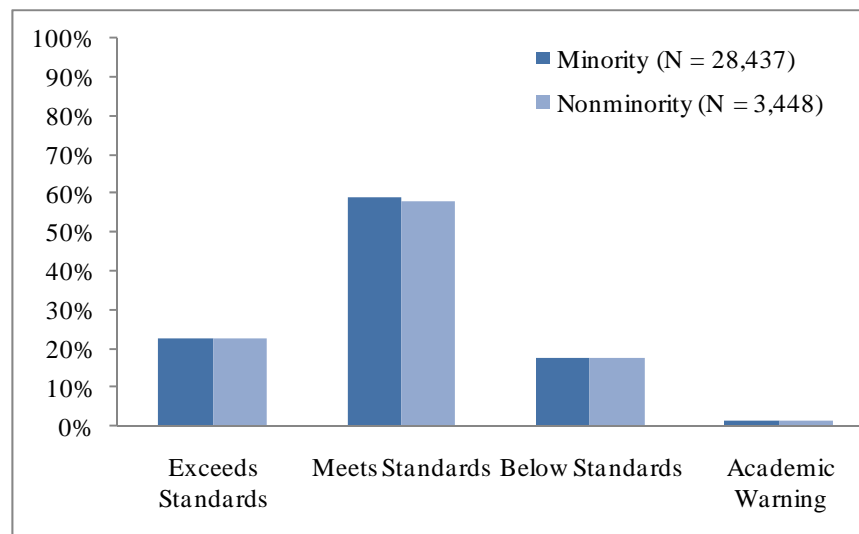


Figure 28 compares minority and nonminority participants on the ISAT mathematics test. In contrast to the South Florida Chapter results, where large differences between minority and nonminority participant mathematics scores were observed, only small differences between minority and nonminority participants were observed for the Chicago Chapter participants. The largest observed difference was less than 1 percentage point between minority (59 percent) and nonminority (58 percent) in the “meets standards” range.

Figure 28. Percentages of Chicago ISAT Mathematics Scores by Minority Status, Spring 2009 (N = 31,885)



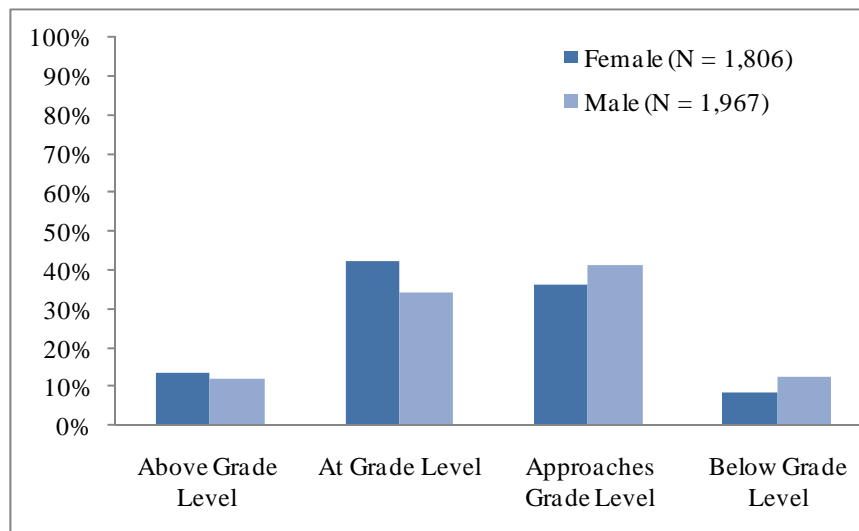
Las Vegas Reading Test Scores. Criterion Referenced Test (CRT) reading scores were examined for the Las Vegas Chapter. Criterion Reference Test reading scores results are presented overall and by grade level in Table 16. More than 50 percent of program participants were at or above grade level in reading. About 10 percent of program participants were below grade level.

Table 16. Distribution of Las Vegas CRT Reading Scores by Grade Level

CRT Reading Score	Overall (N = 3,707)	Third Grade (N = 477)	Fourth Grade (N = 470)	Fifth Grade (N = 420)	Sixth Grade (N = 1,192)	Seventh Grade (N = 816)	Eighth Grade (N = 332)
Above grade level	12.7%	14.7%	10.4%	4.5%	17.5%	10.9%	10.2%
At grade level	38.1%	35.4%	39.8%	31.7%	34.3%	44.9%	43.4%
Approaches grade level	38.9%	42.8%	37.0%	48.3%	35.8%	37.6%	38.0%
Below grade level	10.4%	7.1%	12.8%	15.5%	12.3%	6.6%	8.4%

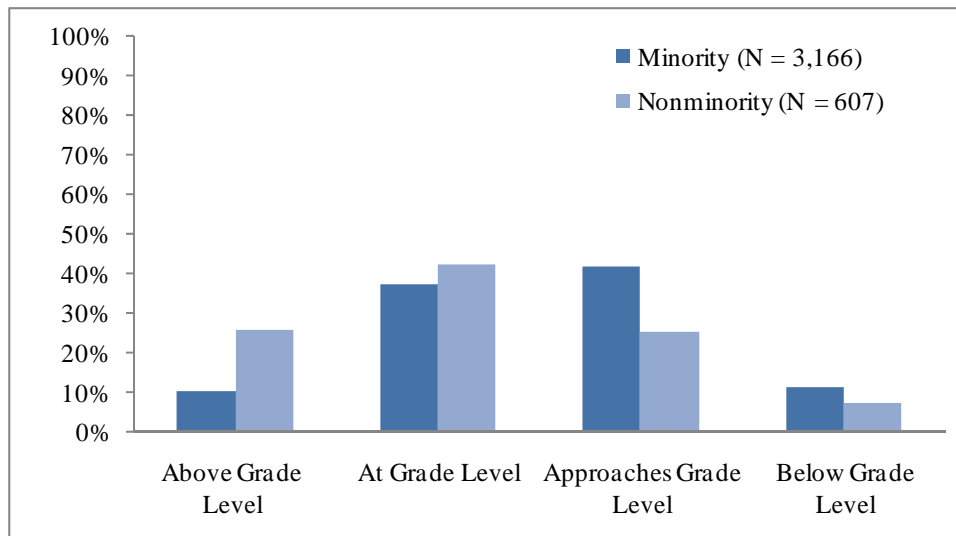
Male and female participant differences on the CRT are presented in Figure 29. About 12 percent of males and 13 percent of females scored above grade level. There were considerably more females (42 percent) at grade level, however, than males (34 percent). More males scored as approaching grade level (41 percent) than females (36 percent) and as below grade level (12 percent) than females (8 percent). These gender differences are consistent with those observed at the Chicago Chapter but dissimilar from those observed at the South Florida Chapter, where males and females performed comparably on Florida’s state test.

Figure 29. Percentages of Las Vegas CRT Reading Scores by Gender, Spring 2009 (N = 3,773)



There were large differences between minority and nonminority participants in CRT reading test scores. A greater percentage of nonminority participants were categorized as above grade level in reading (26 percent) than of minority program participants (10 percent). Considerably more minority participants scored below grade level (11 percent) than nonminority participants (7 percent). These results align with the results observed from the South Florida Chapter, where nonminority participants noticeably outperformed minority participants on Florida’s state reading exam. Figure 30 displays these differences.

Figure 30. Percentages of Las Vegas CRT Reading Scores by Minority Status, Spring 2009 (N = 3,773)



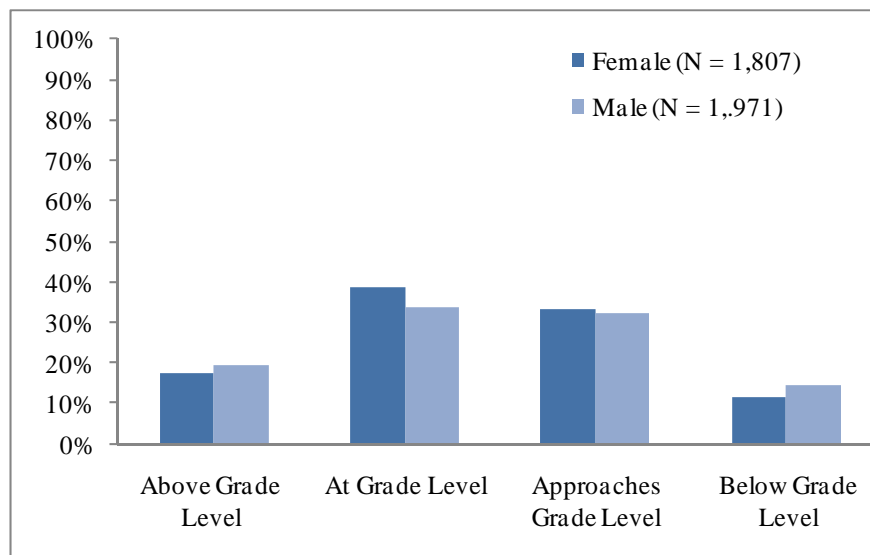
Las Vegas Mathematics Test Scores. The distribution of student mathematics scores was comparable to the distribution of reading scores. Thirteen percent of participants scored below grade level. More than 50 percent of participants scored above grade level. Table 17 presents the percentages of program participant mathematics scores by grade level.

Table 17. Distribution of Las Vegas CRT Mathematics Scores by Grade Level

CRT Mathematics Score	Overall (N = 3,712)	Third Grade (N = 477)	Fourth Grade (N = 471)	Fifth Grade (N = 420)	Sixth Grade (N = 1,193)	Seventh Grade (N = 818)	Eighth Grade (N = 333)
Above grade level	18.4%	23.7%	25.1%	10.7%	20.8%	14.7%	12.0%
At grade level	36.1%	31.4%	32.5%	41.4%	37.5%	35.8%	37.5%
Approaches grade level	32.7%	34.8%	31.8%	41.2%	27.7%	33.5%	34.2%
Below grade level	12.9%	10.1%	10.6%	6.7%	14.0%	16.0%	16.2%

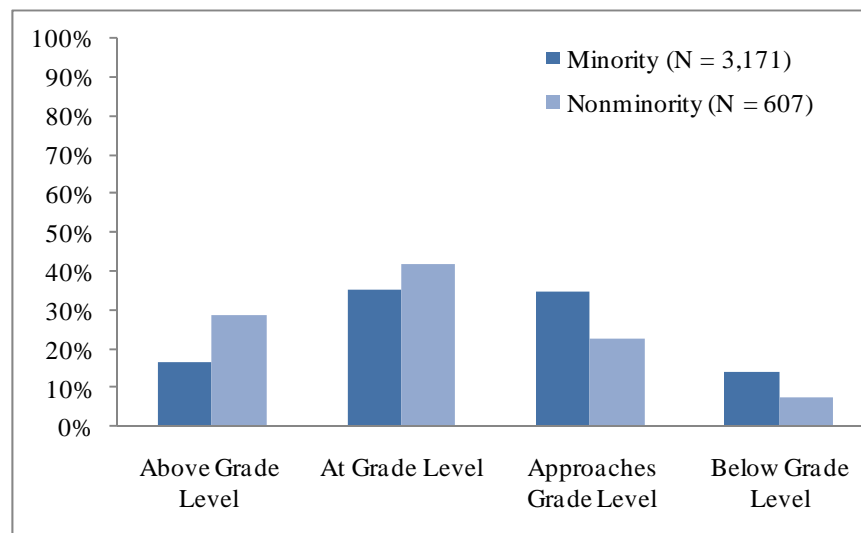
Gender differences on mathematics test score results were modest. A greater percentage of male participants earned scores in the above-grade-level range (19 percent) than female participants (17 percent). More females earned scores in the at-grade-level range (39 percent) and approaches grade level range (33 percent) than males (34 percent and 32 percent, respectively). A greater percentage of male participants earned scores in the below-grade-level range (14 percent) than females (11 percent). These results are consistent with those from the Chicago and South Florida Chapters, where small gender differences were observed on mathematics test scores. Figure 31 presents the comparison for Las Vegas.

Figure 31. Percentages of Las Vegas CRT Mathematics Scores by Gender, Spring 2009 (N = 3,778)



Minority and nonminority participants were contrasted in terms of CRT mathematics test scores, and the results are presented in Figure 32. Just as in the case of reading test scores, more nonminority participants scored above grade level (28 percent) than minority participants (16 percent). A greater number of minority participants scored below grade level (14 percent) than nonminority participants (7 percent). These differences in mathematics test scores for minority and nonminority students are greater than those observed at the South Florida Chapter. They also differ markedly from the results from the Chicago Chapter, where minority and nonminority participants performed very similarly on their mathematics test scores.

Figure 32. Percentages of Las Vegas CRT Mathematics Scores by Minority Status, Spring 2009 (N = 3,778)



Program Participation

The third objective of this evaluation is to understand the patterns of participation in the After-School All-Stars program. Participants may (and often do) participate in multiple ASAS program activities. These various program activities align with the three program pillars: academic (e.g., Algebra Battle), enrichment (e.g., orchestra), and health and fitness (e.g., flag football). These analyses examined the number of hours the program was offered as a whole and for each of the program pillars.

Program Hours

Data on program hours were available for all four chapters, Chicago, Bay Area, Las Vegas, and South Florida.⁹ Program hours represent the total hours for all participants in the ASAS program. Table 18 displays the distribution of these hours by chapter for the first quartile, the median, and third quartile.¹⁰

The number of hours recorded in the Bay Area and South Florida were somewhat similar, with hours ranging from 74 to 441 (per participant) in the Bay Area and from 79 to 399 in South Florida. The pattern in Chicago and Las Vegas resembled each other but were different from the Bay Area and South Florida results. In Chicago, participation hours varied from approximately 14 to 52 hours per participant and in Las Vegas participation ranged from 16 to approximately 105 hours.

Table 18. Number of Program Hours by Chapter

	Bay Area (N = 8,137)	South Florida (N = 4,506)	Chicago (N = 45,478)	Las Vegas (N = 5,061)
First quartile (25th percentile)	73.3	78.0	13.5	16.0
50% (median)	222.0	222.0	28.0	48.2
Third quartile (75th percentile)	441.3	399.0	52.0	104.5

Table 19 compares ASAS program hours for males and females. For example, in the Bay Area, the attendance hours for females ranges from 93 to 449 and for males it ranges from approximately 85 to 442.

⁹ South Florida reported uniform participation in each of the program pillars by each of their participants. Therefore, we simply multiplied the total days attended by three for each student to estimate total number of program hours.

¹⁰ Because these data were skewed (with some very large values for the number of hours served), the median was chosen as a measure of central tendency.

Table 19. Number of Program Hours by Chapter and Gender

	Bay Area		South Florida		Chicago		Las Vegas	
<i>N</i>	(N = 7,307)		(N = 4,179)		(N = 45,446)		(N = 5,060)	
	Female	Male	Female	Male	Female	Male	Female	Male
<i>N</i>	(N = 3,538)	(N = 3,769)	(N = 2,020)	(N = 2,159)	(N = 23,769)	(N = 21,677)	(N = 2,452)	(N = 2,608)
First quartile (25th percentile)	93.0	84.5	90.0	72.0	13.8	13.5	17.0	15.0
50% (median)	234.0	229.0	258.0	213.0	28.0	28.0	49.3	48.0
Third quartile (75th percentile)	449.0	442.0	414.8	390.0	52.0	52.0	106.0	102.0

Minority and nonminority participants had similar patterns of overall attendance in ASAS. Table 20 displays the minor differences that are observed between these two groups. There is one exception, however. In South Florida, the lower bound of the range (the 25th percentile) for minority students is 84 hours, whereas for nonminority students it is 42.

Table 20. Number of Program Hours by Chapter and Minority Status

	Bay Area		South Florida		Chicago		Las Vegas	
<i>N</i>	(N = 7,136)		(N = 4,179)		(N = 44,984)		(N = 5,059)	
	Minority	Non-Minority	Minority	Non-Minority	Minority	Non-Minority	Minority	Non-Minority
<i>N</i>	(N = 6,486)	(N = 650)	(N = 3,989)	(N = 190)	(N = 40,076)	(N = 4,908)	(N = 4,244)	(N = 815)
First quartile (25th percentile)	78.8	68.1	84.0	42.0	13.5	13.8	16.9	13.0
50% (median)	231.0	200.9	231.0	211.5	28.0	28.0	48.2	47.0
Third quartile (75th percentile)	444.0	376.5	405.0	391.5	52.0	52.0	10.7	104.3

Participation in Activities Aligned to the Program Pillars. The next section provides the results of program implementation in terms of the number of hours spent in activities aligned to each of the ASAS pillars: academics, enrichment, and health and fitness. For each of the pillars, the breakdown of the data is within chapters and then by gender and ethnicity.

Academics. Table 21 presents the number of ASAS program hours spent in the activities aligned to the academics pillar by chapter. It is important to note that South Florida reported uniform participation for each of its participants in each of the program pillars (33 percent in each). Overall, 26,537 participants engaged in academically related activities throughout the 2008–09 school year, and participation varied across districts. Participants at Bay Area Chapter participated for a greater number of hours (ranging from 66 to 329) than any other chapter. The bulk of participants in South Florida show 26 to 133 hours, which is higher than in Chicago or Las Vegas. The data range from approximately 9 to 43 hours in Las Vegas and 11 to 44 in Chicago.

Table 21. Number of Academics Pillar Hours by Chapter

	Bay Area (N = 6,043)	South Florida (N = 4,506)	Chicago (N = 13,688)	Las Vegas (N = 2,336)
First quartile (25th percentile)	66.4	26.0	10.5	8.9
50% (median)	154.0	74.0	21.3	19.5
Third quartile (75th percentile)	329.6	133.0	43.5	43.0

Enrichment. Table 22 presents the number of hours in ASAS that were spent on enrichment-related activities. Overall, 35,875 participants took part in enrichment activities; participation was different across chapters. Participants from the Bay Area and South Florida chapters had similar patterns of hours logged as enrichment activities. In the Bay Area, the hours of participation ranged from 24 to 216. In South Florida, the hours ranged from 26 to 133. The patterns in Chicago and Las Vegas were similar but different from those in the Bay Area and South Florida. The Chicago chapter reported 11 to 41 hours for the bulk of participants and Las Vegas reported approximately 11 to 58 hours.

Table 22. Number of Enrichment Pillar Hours by Chapter

	Bay Area (N = 3,211)	South Florida (N = 4,506)	Chicago (N = 24,056)	Las Vegas (N = 4,102)
First quartile (25th percentile)	24.0	26.0	11.0	10.5
50% (median)	73.8	74.0	22.0	29.0
Third quartile (75th percentile)	216.4	133.0	41.0	58.0

Health and Fitness. The distribution of health and fitness–related activities are presented in Table 23. Again the Bay Area and South Florida chapters appear to resemble each other but not the Chicago and Las Vegas chapters, which again appear to resemble one another. In the Bay Area, hours in health and fitness ranged from 14 to 80, and in South Florida, they ranged from 26 to 133 per participant. The range in Chicago and Las Vegas was not so wide. In Chicago, the range in health and fitness hours is from approximately 11 to 38 hours, and in Las Vegas, the range is between 10 and approximately 45.

Table 23. Number of Health and Fitness Pillar Hours by Chapter

	Bay Area (N = 3,426)	South Florida (N = 4,506)	Chicago (N = 19,599)	Las Vegas (N = 3,093)
First quartile (25th percentile)	14.0	26.0	10.5	10.0
50% (median)	41.0	74.0	20.0	20.0
Third quartile (75th percentile)	80.0	133.0	38.3	44.5

The median number of hours spent on activities aligned to each of the program pillars was then investigated by gender for each chapter. These results are presented in Table 24. Overall, participation in these activities is similar for males and females.

Table 24. Median Number of Pillar Hours by Chapter and Gender

Pillar	Bay Area		South Florida		Chicago		Las Vegas	
	Female	Male	Female	Male	Female	Male	Female	Male
Academic	160.9	159.0	86.0	71.0	21.0	22.0	19.0	20.0
Enrichment	86.1	67.0	86.0	71.0	22.8	22.0	30.0	27.9
Health and Fitness	44.0	39.0	86.0	71.0	20.0	21.0	21.0	20.0

Table 25 presents the median number of hours spent on activities aligned to each of the three pillars for both minority and nonminority participants. Participation patterns for minority and nonminority appear to be similar.

Table 25. Median Number of Pillar Hours by Chapter and Minority Status

Pillar	Bay Area		South Florida		Chicago		Las Vegas	
	Minority	Non-Minority	Minority	Non-Minority	Non-Minority	Minority	Non-Minority	Minority
Academic	155.5	153.8	77.0	70.5	22.0	20.0	19.5	19.8
Enrichment	76.5	47.5	77.0	70.5	22.0	22.0	29.0	26.8
Health and Fitness	42.9	39.5	77.0	70.5	20.0	21.3	20.0	21.0

Conclusions

The analyses describe the profiles of four chapters in the ASAS Network across three dimensions: participant demographics, participant academic performance, and program participation. There were a number of commonalities observed across all four chapters, but there were also a number of results that appear to be unique to each chapter.

Who Is Participating?

The chapters in this report served predominantly minority, low-income students with equal participation from males and females. The vast majority of participants at each chapter were enrolled in elementary or middle school with nearly all the participants at the South Florida Chapter enrolled in middle school. Chicago showed the greatest percentage of high school student enrollment.

More than 80 percent of participants at each chapter were minorities. Within each chapter, however, there was unique variation in the racial/ethnic composition of their minority participants they serve. For example, about 13 percent of the participants at the Bay Area Chapter were Asian or Pacific Islanders, which is much more than at any of the other three chapters.

Each of the four chapters was serving student populations who were at elevated academic risk. More than 79 percent of the participants at each chapter were eligible for their school's free and reduced-price lunch program. Each of the four chapters had a substantially large number of their participants who were classified as limited in their English proficiency, but there was again large variation between chapters. A majority of students at the Bay Area Chapter (62 percent), for example, were classified as LEP, whereas about 10 percent of the Chicago Chapter's participants were classified as LEP. Comparably, a relatively large number of participants were classified as special education status in each chapter.

How Are Participants Performing Academically?

Overall, participants were performing reasonably well in reading and mathematics. There were differences, however, between the chapters. A majority of participants in the South Florida, Chicago, and Las Vegas Chapters earned either A's or B's in first and fourth quarter reading and mathematics. Females consistently outperformed males in both reading and mathematics letter grades at each chapter. Nonminority participants tended to outperform minority participants in reading and mathematics letter grades, but this was not always the case. State achievement test scores differed substantially from letter-grade indices of performance in reading and mathematics, with substantially fewer participants earning high scores. In most chapters, female participants slightly outperformed males on state reading and mathematics tests and nonminority participants largely outperformed minority participants on state reading and mathematics tests with the exception of the Chicago chapter. Minority and nonminority participants in the Chicago chapter performed comparably on Illinois's state mathematics and reading tests.

What Does Attendance Look Like?

Participants at each of the four chapters spent a fair amount of time in program activities throughout the 2008–09 academic year. Each chapter differed substantially in the overall amount of time their participants spent in activities at their respective sites. Each did implement activities aligned to the three ASAS pillars: academics, enrichment, and health and fitness.

The results of these analyses show that there is an emphasis on activities aligned with the academics and enrichment pillar, and to a lesser degree activities aligned with the health and fitness pillar. At the Bay Area, South Florida, and Las Vegas Chapters, participants typically spent more time in activities aligned to the academics pillar than in activities aligned to either the enrichment or the health and fitness pillar. Chicago Chapter participants tended to spend roughly equivalent amounts of time in activities aligned to the academics, enrichment pillars, and health and fitness pillars.

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