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## **PROMOTING LEARNING AND SCHOOL ATTENDANCE THROUGH AFTER-SCHOOL PROGRAMS**

### **Student-Level Changes in Educational Performance Across TASC's First Three Years**

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## **Executive Summary**

Since 1998, The After-School Corporation (TASC) has provided support for programming intended to enhance the availability and quality of after-school opportunities for children and youth in New York City and statewide. In order to assess the implementation and effectiveness of this work, TASC has sponsored a comprehensive evaluation of the program, which draws on financial support from four foundations and focuses on 96 TASC after-school projects in New York City that were first funded in the program's initial two years of operation. The evaluation has analyzed the education-related characteristics and changes affecting students in grades K-8 who participated in these projects during the program's first three years of operation, 1998-99, 1999-2000, and 2000-01.

### **Who Participates in TASC Projects?**

TASC projects are located in the schools that serve the school system's most disadvantaged children. Within these schools, the children who participate in a TASC project are very similar to children who do not choose to participate. That is, both participants and nonparticipants demonstrate high levels of educational risk, in terms of poverty, baseline achievement, and status as English Language Learners, recent immigrants, racial/ethnic minority-group members, and recipients of special education. The only major difference between participants and nonparticipants in the K-8 grade span is that participants tend to be drawn from grades 1-5, with fewer students drawn from kindergarten and grades 6-8, compared to the overall school populations.

### **What Are Students' Patterns of After-School Participation?**

TASC's project structure and operations are premised on students in grades K-8 attending the program regularly, preferably five days a week. According to TASC's theory of change, it is only at fairly high levels of exposure to the activities and relationships supported by the TASC projects that changes in the attitudes, behaviors, and school performance of participating students are likely to occur.

Analysis of TASC project attendance indicates that after-school attendance grew steadily over the program's first three years. The median days attended by students in each year rose from 80 days in 1998-99 to 99 days in 1999-2000 and finally to 109 days in 2000-01. This pattern indicates that projects increased their attractiveness to students and their families as the projects matured, or they made more effective efforts through administrative means to promote high attendance over this period, or both.

A substantial portion of students attended TASC projects for more than a single year. Among all students who attended a TASC program in 1998-99, 46 percent continued to participate in 1999-2000, and 48 percent of the second year's enrollees continued to participate in 2000-01.

In school year 2000-01, 67 percent of TASC participants met the evaluation's threshold for "active participation" by attending at least 60 days during the school year and at least 60 percent of the days during their period of enrollment within the school year.

## **How Does TASC Participation Affect Achievement Overall?**

Students who were active participants in TASC projects for more than a year showed significantly greater gains on citywide math tests than did similar nonparticipating classmates. Students who participated in TASC after-school activities the most consistently and for the longest period of time experienced the greatest math gains, when compared to similar nonparticipants. Specifically, among students who participated actively in TASC projects in each year of their enrollment, students participating for two years gained an average of four scale-score points more than similar nonparticipants. Among active participants, students participating for three years gained six points more than similar nonparticipants. Demonstrating the value of even higher levels of participation, students classified as “highly active” gained six scale-score points more than similar nonparticipants after only two years of TASC participation. On the citywide tests of reading and English language arts, TASC participants generally performed about the same as nonparticipants.

## **What Types of Students Derive the Most Academic Benefit from TASC Participation?**

In general, the TASC participants who are at greatest academic risk made the largest math gains, when compared to other students. (Reporting of subgroup analyses focuses here on math because of the clear, consistent relationships with TASC participation found in the aggregate analyses of math achievement.) Math benefits were clearly evident for students who scored in the lowest of four proficiency levels in the year prior to TASC participation. The gains for these low-achieving students were evident for active participants irrespective of their number of years of participation. Among students from low-income families, the evaluation also found evidence of after-school benefits in math after both two and three years of active participation.

Among various subgroups examined, black students were especially likely to benefit from active participation in TASC projects, demonstrating gains in math over similar nonparticipants after one, two, and three years of active participation. Hispanic students benefited in math after two years of participation.

Similarly, special-education students and English Language Learners who participated actively in TASC projects showed significant benefits over similar nonparticipants in math after a year of participation. (The evaluation had too few two- and three-year participants in these categories to permit results to be computed.)

## **How Does TASC Participation Affect School Attendance?**

Students participating in TASC projects on an active basis improved their school attendance to a greater extent than did similar nonparticipants after one or two years of TASC participation. This benefit of TASC participation was apparent even though students in grades K-8 who attended TASC host schools demonstrated fairly high attendance rates overall, averaging 91.4 percent in 2000-01. Although TASC active participants demonstrated slightly higher baseline attendance in the year prior to TASC service than did nonparticipants (93.6 percent compared to 92.0 percent), the TASC active participants improved their attendance rates more than did nonparticipants. This finding is especially important because nonparticipants started further away from a practical “ceiling” on their attendance improvements.

TASC active participants also gained more in school attendance than did nonparticipants at each grade level, with patterns in grades 5-8 particularly noteworthy. At those grades, TASC participation significantly moderated the attendance decline that was seen among nonparticipants. Although the attendance of nonparticipants decreased consistently between grades 5 and 8, the attendance of active TASC participants rose at each grade level except for a decline between grades 6 and 7 after one year of active participation. Even there, the attendance decline of TASC active participants was less than a third of the decline for nonparticipants.

### **What Can We Conclude from These Outcome Findings?**

The findings presented here paint a very positive picture of the benefits of TASC participation at grades K-8, especially frequent, regular participation that extends for two years or more. Looking across the outcome analyses conducted to date, four findings emerge most clearly. First, after-school attendance rates are improving, which means that participating students are experiencing increasing levels of exposure to TASC activities. Second, across grade levels and types of students, TASC projects are promoting improved achievement in math. Third, students at greatest academic risk appear to derive the greatest benefit from regular TASC participation. Fourth, TASC project participation is associated with significant gains in school attendance. These findings constitute a compelling case for the student-level benefits of after-school projects such as those supported by TASC.

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## 1. The TASC Program and Its Participants

Since 1998, The After-School Corporation (TASC) has provided support for programming intended to enhance the availability and quality of after-school opportunities for children and youth in New York City and statewide. In order to assess the implementation and effectiveness of this work, TASC has sponsored a comprehensive evaluation, which focuses on after-school projects in New York City that were first funded in the program's first two years of operations, 1998-99 and 1999-2000. Support for the evaluation is being provided by the C.S. Mott Foundation, The Carnegie Corporation of New York, the Atlantic Philanthropies, and the W.T. Grant Foundation. The evaluation has issued a series of reports describing the experiences of the targeted after-school projects and their student participants. The most recent major report of the evaluation (2002) describes the TASC program's approach, resources, and supports over the first three years of program operation and how these elements are being used by the 96 projects in the evaluation sample.<sup>1</sup>

The current report draws on many sources of data to describe the education-related changes affecting students in grades K-8 who participate in the sampled TASC projects at varying levels of project attendance. In particular, the report describes (1) the characteristics of participants, their nonparticipating classmates, and students' varying patterns of TASC participation in the TASC program's third year of operation (school year 2000-01), (2) the changes in educational achievement displayed by students with varying participation patterns, and (3) the changes in school attendance displayed by students with varying after-school participation patterns. Technical appendixes describe the students who were included in the study sample (Appendix A), how participants performed on citywide tests of reading and math by participation level, (Appendix B), how student subgroups performed on the citywide tests by participation level (Appendix C), the details of the data used in the analysis of changes in school attendance (Appendix D), and student attitudes and responses to TASC services in 2000-01 (Appendix E). An earlier report in the evaluation series addressed these same topics using data from only the first two years of TASC program operations.<sup>2</sup>

This report and the evaluation's earlier reports have derived important benefits from the ideas and suggestions of the TASC Evaluation Advisory Group. Its members are: Alfred Blumstein, Michele Cahill, Newell Eaton, Eileen Foley, Norm Fruchter, Irving Hamer, Adriana de Kanter, Janice Molnar, Pedro Pedraza, Eric Schaps, Michelle Seligson, Constantia Warren, and Belinda Williams.

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<sup>1</sup> Reisner, E.R., Russell, C.A., Welsh, M.E., Birmingham, J., & White, R.N. (2002, March 29). *Supporting Quality and Scale in After-School Services to Urban Youth: Evaluation of Program Implementation and Student Engagement in the TASC After-School Program's Third Year*. Washington, DC: Policy Studies Associates.

<sup>2</sup> White, R.N., Reisner, E.R., Welsh, M.E., & Russell, C.A. (2001, November 1). *Patterns of Student-Level Change Linked to TASC Participation, Based on TASC Projects in Year 2*. Washington, DC: Policy Studies Associates.

## Who Participates in TASC Projects?

An important step in assessing the benefits of participation in TASC-supported projects is examining the characteristics of students who choose to participate, compared to those who do not so choose. If the two groups of students have similar characteristics, this similarity reduces the probability that any differences observed in school attendance or academic performance are a result of differences in the types of students who become TASC participants or remain nonparticipants, as opposed to the experience of participation in the TASC program. Likewise, if the students who are active participants (i.e., students who attend their schools' TASC projects frequently for an extended period of time) are similar to non-active participants, any differences observed on the outcome measures are more likely to reflect the benefits of frequent participation rather than the type of student in each group.

In general, the evaluation has found that students within a school who participate in the school's TASC after-school project are similar to the nonparticipating students within the same school,<sup>3</sup> at least on the comparative measures available to the evaluation. For the 2000-01 school year, both TASC participants and nonparticipants in grades K-8 demonstrated fairly high levels of educational risk, as seen below.

- **Recent immigrant status.** Seven percent of the participating students had immigrated to the United States within the last three years, compared to 10 percent of nonparticipants.
- **English Language Learner status.** Fourteen percent of participating students were classified as English Language Learners, compared to 19 percent of nonparticipants.
- **Eligibility for free or reduced-price lunch.** Eighty-one percent of the participating students were eligible for free lunches and 7 percent for reduced-price lunches. Among nonparticipants, 80 percent were eligible for free lunches, and 8 percent were eligible for reduced-price lunches.
- **Receipt of special education services.** Seven percent of participating students in the host schools were classified as receiving special education services, compared to 6 percent of nonparticipants.

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<sup>3</sup> Nonparticipants were those students who were enrolled in a host school during the years a TASC after-school project was in operation but not enrolled in or attending the TASC project.

The two groups of students were also similar on basic demographic characteristics:

- **Race/ethnicity.** Forty-five percent of the participating student population was Hispanic, 39 percent was African American, 9 percent was Asian/Pacific Islander, and 8 percent was Caucasian. Among nonparticipants, the proportions were 49 percent Hispanic, 30 percent African American, 12 percent Asian/Pacific Islander, and 9 percent Caucasian.
- **Gender.** Fifty-two percent of participating students were female, compared to 49 percent of nonparticipants.

**Comparison of Characteristics of TASC Participants and Nonparticipants  
In Grades K-8, 2000-01**

Measure	Participants <i>N=25909</i>	Nonparticipants <i>N=39780</i>
<b>Gender</b>		
Percent male	48 %	51 %
Percent female	52 %	49 %
<b>Race/ethnicity</b>		
Hispanic	45 %	49 %
African American	39 %	30 %
Asian or Pacific Islander	9 %	12 %
White	8 %	9 %
<b>Free/reduced price lunch eligibility</b>		
Free	81 %	80 %
Reduced	7 %	8 %
Full price	9 %	9 %
Unknown	3 %	4 %
<b>Recent immigrant</b>		
Yes	7 %	10 %
No	93 %	90 %
<b>English Language Learner</b>		
Yes	14 %	19 %
No	86 %	81 %
<b>Special education status</b>		
Special education student	7 %	6 %
Not special education student	93 %	94 %

Participants and nonparticipants during 2000-01 were also very similar on measures of their school attendance and math achievement in their baseline year, which the evaluation defines as the year prior to the student’s enrollment in a TASC after-school program. For nonparticipants, the base year is

the year before the TASC project began operation at the school the students attended, or the year before they enrolled at a host school. In reading, participants' baseline scores were four scale-score points higher than those of nonparticipants. (The calculation of averages includes adjustment for the varying grade distribution of nonparticipants and participants.)

- **Initial reading achievement.** Participants' baseline score in reading (grades 3-8) averaged 641, compared to a baseline score of 637 for nonparticipants.
- **Initial math achievement.** Participants' baseline score in math (grades 3-8) averaged 634, compared to 633 for nonparticipants.
- **School attendance.** Participants' baseline school attendance rate averaged 93 percent, compared to 92 percent for nonparticipants.

As shown in the following table, during 2000-01, participants in grades K-8 were concentrated in grades 1-5.

**Distribution of Participants and Nonparticipants by Grade (K-8), 2000-01**

<b>Grade in 2000-01</b>	<b>Participants <i>N=25909</i></b>	<b>Nonparticipants <i>N=39870</i></b>
K	7%	16%
1	15%	14%
2	16%	11%
3	16%	11%
4	14%	11%
5	13%	10%
6	8%	8%
7	7%	10%
8	5%	10%
Total	100%	100%

### **What Does TASC's Theory of Change Suggest about Program Effects on Participants?**

An important early activity in the evaluation was the development of a theory of change describing the steps by which the TASC program expected to deploy its resources and achieve its goals.

As presented in Reisner, White, Birmingham, and Welsh,<sup>4</sup> the components of the change theory that are central to the relationships and effects described in this report are the following (p. 9):

- In their first year of operations, projects will establish procedures, staffing, and schedules to permit the delivery of planned activities and services. In subsequent years, the projects will focus on refining the quality and effectiveness of their activities and services, as they enlarge their capacity to serve more students.
- As a result of effective program designs that address the needs of working parents and their school-age children, enrolled students will attend the after-school programs regularly as part of an extended learning platform supported by their schools.
- By participating regularly in after-school programs that are distinctive from but connected to the school day, students will improve their academic skills and knowledge, gain new experiences, take advantage of opportunities for recreation and artistic expression, and develop psychosocial skills that promote positive youth development.

In response to this change theory, the evaluation team designed the five-year TASC evaluation to produce information that corresponds to the expected phasing of program implementation. In the evaluation's first year (1998-99), the evaluation produced information on the development of "procedures, staffing, schedules," and other mechanisms needed for effective project-level start-up. In the second year (1999-2000), the evaluation continued to report on start-up efforts but also began to link TASC policies and specific project practices to indicators of project quality such as staff qualifications and training, relationship with the host schools, and the use of appropriate after-school activities and curricula. In the second year, the evaluation also began to assess whether participating students were experiencing the supports and opportunities associated with positive youth development and whether students demonstrated school-performance improvements related to their TASC participation. In the third year (2000-01), the evaluation focused on continuing efforts to achieve high-quality implementation across projects and also on early effects of student participation in TASC projects.

The theory of change suggests the importance of analyzing the relationships among: (1) TASC policies regarding their relationships with and support of grantees, (2) indicators of project quality, (3) students' experiences of key supports and opportunities in their after-school projects, and (4) outcomes for students and parents. The following questions therefore guide the evaluation:

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<sup>4</sup> Reisner, E.R., White, R.N., Birmingham, J., & Welsh, M., *Building Quality and Supporting Expansion of After-School Projects: Evaluation Results from the TASC After-School Program's Second Year* (Washington, DC: Policy Studies Associates, Inc., February 2001)

1. Do participants attend the after-school project on a regular basis?
2. Does participation provide students with supports and opportunities that are consistent with positive youth development?
3. What are the features (both context and quality) of those projects in which students report the most positive experiences?
4. Does TASC participation promote improvements in school attendance?
5. Does TASC participation promote improvements in student learning?

Responses to the first two of the preceding five questions (regarding after-school attendance and students' reactions to their program experiences) are provided in the evaluation's most recent report on program implementation and student engagement (Reisner *et al.*, 2002). We reprint the evaluation's findings regarding student self-reports of the supports and opportunities provided by the program at Appendix E; these data were collected in 2000-01, which corresponds to the collection date of the most recent student educational outcome data presented in this report. The evaluation's most recent analyses addressing Question 3 are presented in its earlier report on student-level changes (White *et al.*, 2001). The current report addresses the latter two questions, regarding the effects of TASC participation on school attendance and student learning.

We are reporting these relationships at a very early point in program implementation. For this reason, we emphasize that these results show promise of student benefit associated with participation in the TASC program, even though we do not yet know what actual factors are generating these apparent effects on attendance and achievement. We will be able to report on these relationships more confidently with each subsequent year of the evaluation, as additional data from projects and students are available for analysis.

The attendance and achievement effects described in this report are modest in size and scope. Their presence is notable, however, given certain attributes of the data on educational performance. For instance, in an example of ceiling effect, school attendance was relatively high and exhibited little change among the students attending New York City schools during the four school years for which we have data, limiting the power of analysis to detect small differences among student subgroups. Similarly, only small changes in achievement levels attained by individual students are typically observed when looking only at the span of two to four school years. This background makes the modest associations between TASC program participation and improvements in attendance and academic performance all the more noteworthy.

## **What Are Students' Patterns of After-School Participation?**

TASC's project structure and operation are premised on students in grades K-8 attending the program regularly, preferably five days per week. The creators of the TASC approach believe that only at these levels of exposure to the activities and relationships supported by TASC projects is it reasonable to assume that changes in the attitudes, behavior, and school performance of participating students will occur.

To use students' level of TASC participation as an analytic variable, the evaluation first categorized each participating student as a highly active participant, an active participant, or a non-active participant. In grades K-8, a highly active participant was one who attended a TASC project for at least 80 days within a given school year and also attended at least 80 percent of the time during the period in which he or she was enrolled within the school year. An active participant was one who attended least 60 days and also attended at least 60 percent of the time. Because of the importance of regular, frequent attendance in the TASC theory of change, most of the analyses presented in this report compare highly active participants and active participants to nonparticipating students. Non-active participants, who attended less than 60 days within the school year or less than 60 percent of the days that they were enrolled, were not assumed to have had sufficient exposure to the after-school project to permit any benefits that might be associated with TASC participation, including benefits associated with changes in attitudes, behavior, and academic performance.

In 2000-01, 18 percent of TASC K-8 participants met the evaluation's criteria for highly active participation, and 67 percent met the criteria for active participation. Among TASC participants in grades K-8 during the 2000-01 school year, a project attendance rate of 80 percent represents the 45<sup>th</sup> percentile point among all of the attendance rates observed among all participants, and a project attendance rate of 60 percent represents the 20<sup>th</sup> percentile point.

As shown in the following graph, average TASC attendance rates for students in grade K-8 have increased slightly in each of the three years of TASC program operation that have been assessed so far, as seen in the distribution of student attendance rates.

The distribution of participating students based on the number of days attended during the school year showed a similar trend, as seen in a subsequent graph. In each year that the TASC program has been in operation, the median number of days attended in a school year has increased over the year before. The median days attended in 1998-99 was 80 days, in 1999-2000 it was 99 days, and in 2000-01 the median was 109 days. (This calculation excludes attendance data for a school year from

projects submitting less than seven months of attendance data for a year, including the sites that operated only a half-year in 1998-99 or in 1999-2000.)

Compared to non-active participants, the highly active and active participants in TASC projects were more likely to be female, Hispanic, eligible for subsidized lunch, and classified as an English Language Learner. Highly active and active participants were slightly less likely to be white, a recent immigrant, or a special education student. Most of these characteristics of highly active and active participants are similar to those of nonparticipants. Interestingly, the characteristics of the highly active and active participants suggest higher levels of educational disadvantage in these groups compared to non-active participants.

### Comparison of Student Attendance Rates in the TASC After-School Program, Grades K-8 1998-99, 1999-2000, 2000-01

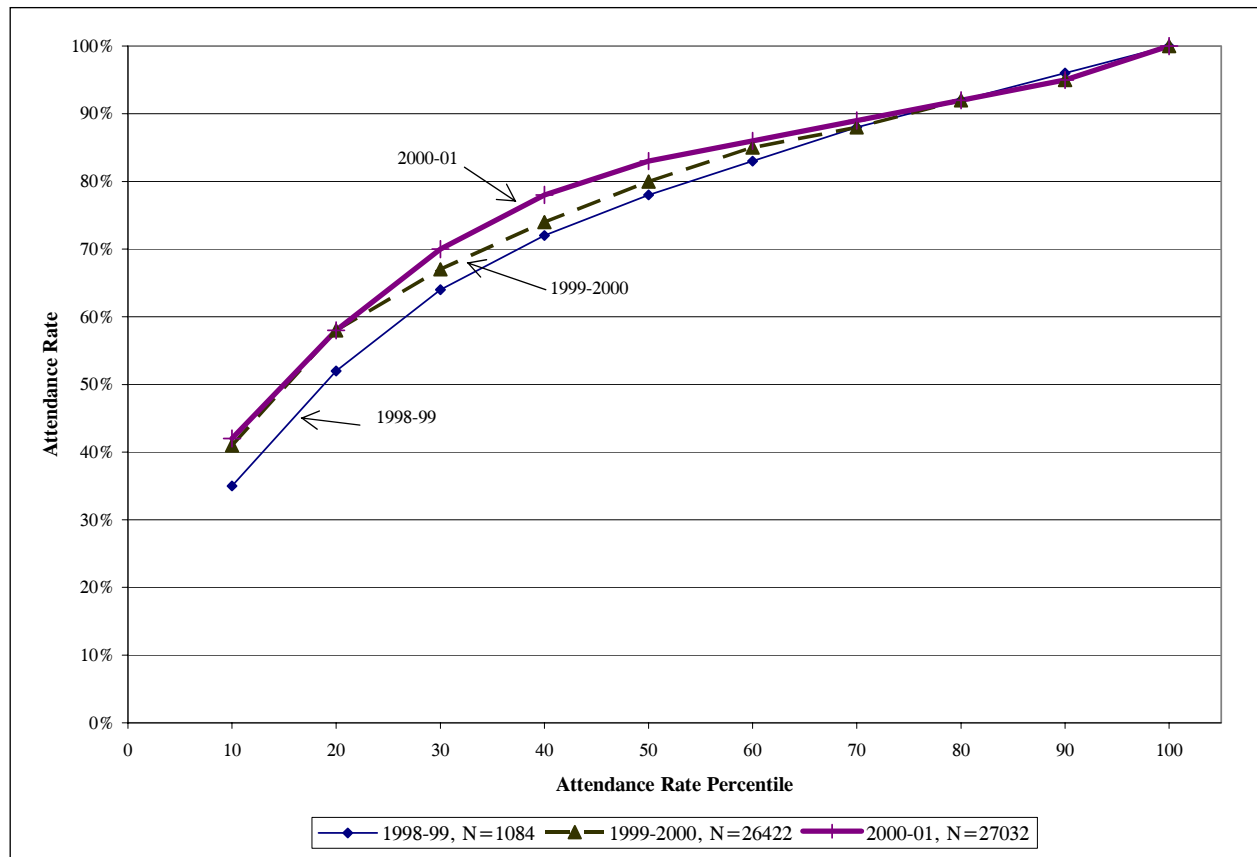
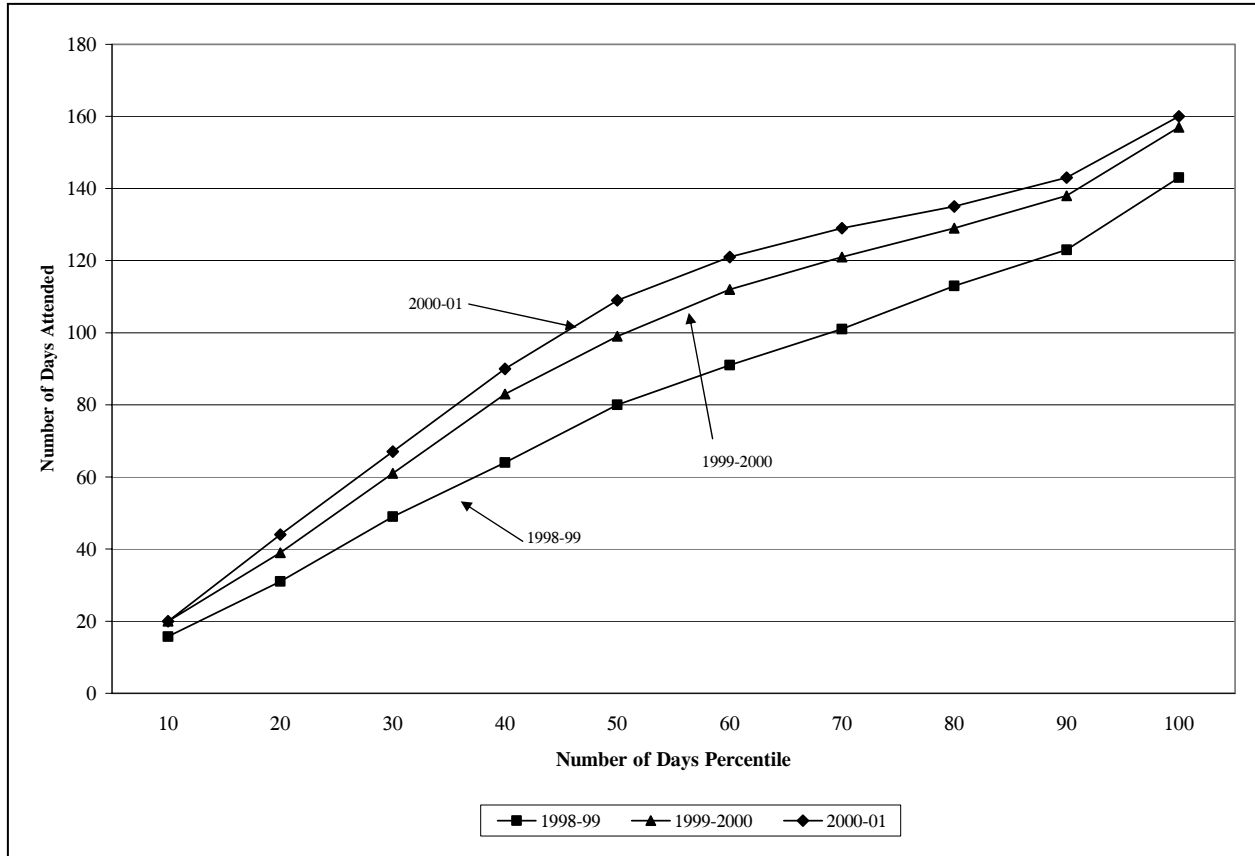


Table reads: When students who participated in TASC projects in 1998-99 are arrayed along an attendance-rate continuum that is measured in percentiles, students whose attendance rate placed them at the 50<sup>th</sup> percentile (midpoint on the continuum) had an attendance rate of 78 percent. In 1999-2000, the 50<sup>th</sup> percentile corresponded to an attendance rate of 80 percent. In 2000-01, the 50<sup>th</sup> percentile corresponded to a rate of 83 percent.

**Comparison of Median Days Attended in the TASC After-School Program, Grades K-8  
1998-99\*, 1999-2000, 2000-01**



\* The lower number of days attended in 1998-99 is partially accounted for by a two-month delay in the initiation of the attendance reporting system, reducing the maximum number of days a student’s attendance could be counted.

Table reads: When students who participated in TASC projects in 1998-99 are arrayed along a continuum that uses percentiles to correspond to the number of days each student attended a TASC project, the 50<sup>th</sup> percentile (midpoint) is attendance for 80 days during the school year. The 50<sup>th</sup> percentile for 1999-2000 and 2000-01 are 99 days and 109 days, respectively.

**Comparison of Demographic Characteristics by Participation Level, Grades K-8, 2000-01**

<b>Measure</b>	<b>Active Participants</b> <i>N=17805</i>	<b>Highly Active Participants</b> <i>N=12973</i>	<b>Non-Active Participants</b> <i>N=8104</i>	<b>All Participants</b> <i>N=25909</i>	<b>Nonparticipants</b> <i>N=39780</i>
<b>Gender</b>					
Male	47%	46%	51%	48%	51%
Female	53%	54%	49%	52%	49%
<b>Race/ethnicity</b>					
Hispanic	47%	48%	40%	45%	49%
African American	39%	39%	38%	39%	30%
Asian or Pacific Islander	8%	9%	10%	9%	12%
White	5%	4%	13%	8%	9%
<b>Free/reduced price lunch eligibility</b>					
Free	83%	84%	75%	81%	80%
Reduced	7%	8%	7%	7%	8%
Full price	7%	7%	14%	9%	9%
Unknown	2%	2%	5%	3%	4%
<b>Recent immigrant</b>					
Yes	7%	7%	8%	7%	10%
No	93%	93%	92%	93%	90%
<b>English Language Learner</b>					
Yes	15%	15%	12%	14%	19%
No	85%	85%	88%	86%	81%
<b>Special education status</b>					
Special education student	6%	6%	7%	7%	6%
Not special education student	94%	94%	93%	93%	94%

As measured before enrolling in a TASC project, highly active and active participants during the 2000-01 school year, on average, had relatively lower baseline scores on measures of academic achievement although their baseline school attendance rate was slightly higher, compared to the characteristics of non-active participants and nonparticipants. (Again, the calculation of averages includes adjustment for the varying grade distribution of active and non-active participants.)

- **Initial reading achievement.** Highly active participants' baseline score in reading (grades 3-8) averaged 631 on citywide standardized tests, compared to a baseline score of 633 for active participants, 638 for non-active participants, and 637 for nonparticipants.
- **Initial math achievement.** Highly active participants' baseline score in math (grades 3-8) averaged 620, compared to a baseline score of 625 for active participants, 634 for non-active participants, and 633 for nonparticipants.
- **School attendance.** Highly active participant's baseline school attendance rate was 94 percent, compared to 93 percent for active participants, 92 percent for non-active participants, and 92 percent for nonparticipants.

TASC highly active participants and active participants in grades K-8 were more likely to be enrolled in the lower grades than were non-active participants and nonparticipants, as seen in the following table.

**Distribution of Participants, by Participation Level and Grade (K-8), 2000-01**

<b>Grade in 2000-01</b>	<b>Active Participants</b> <i>N=17805</i>	<b>Highly Active Participants</b> <i>N=12973</i>	<b>Non-Active Participants</b> <i>N=8104</i>	<b>Nonparticipants</b> <i>N=39870</i>
K	8%	8%	5%	16%
1	17%	18%	10%	14%
2	18%	19%	11%	11%
3	18%	18%	12%	11%
4	15%	16%	12%	11%
5	13%	13%	12%	10%
6	6%	4%	14%	8%
7	4%	3%	13%	10%
8	3%	2%	10%	10%
Total	100%	100%	100%	100%

The TASC evaluation has collected and analyzed student participation data spanning the program's first three years of operations. These data permit separate analyses of student characteristics based on whether the student participated in a TASC project for one, two, or all three years. Among all of the students who enrolled in a TASC program during its first year of operation, 1998-99, 46 percent continued to participate in 1999-2000. Of those who first enrolled in the program's second

year, 1999-2000, 48 percent were enrolled in the next school year, 2000-01. Twenty-three percent of the students who were first enrolled in 1998-99 were still participating in 2000-01.<sup>5</sup>

Forty-one percent of students who were highly active participants during 1998-99 were also highly active participants during 1999-2000, and 19 percent of the first year's highly active participant group continued as highly active participants during 2000-01. Similarly, 47 percent of students who were active participants during 1998-99 were also active participants during 1999-2000, and 25 percent of the first year's active participant group continued as active participants during 2000-01. Students who were non-active participants in their first year of TASC project participation were unlikely to become active participants in future years. Only 25 percent of non-active participants during 1998-99 became active participants in either 1999-2000 or 2000-01.

Subsequent analyses presented in this report present findings for participants based on each student's pattern of participation over all of the program years in which the student met the requisite criteria for each level of participation. To prepare these analyses, we first determined whether a student had been a highly active participant, an active participant, a non-active participant, or a nonparticipant in each program year in which the student attended a school with a TASC project. Then we determined whether the student participated for one, two, or three years. Finally, we categorized students into groups based on both their level of attendance and the number of years they attended a TASC after-school project. Participants in the "highly active in all years of participation" category met the highly active attendance threshold in their first year of participation and in every subsequent year for which program effects were measured. Participants in the "active in all years of participation" category met the active attendance threshold in their first year of participation and in every subsequent year for which program effects were measured; this group included students who were highly active participants in one or more years. Participants in the "active in any year of participation" category met the active participation criteria in at least one of the years that they were enrolled in TASC. "Non-active participants" did not meet the active attendance criteria in any year that they were enrolled in TASC. Additional information on these categories of participants is presented in Appendix A.

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<sup>5</sup> Many participating students could not enroll for a second or third year because they graduated to or transferred to a new school with no TASC project. The percentages shown here do not reflect the fact that many students who participated for one year would have continued to participate in a TASC project had the opportunity been available.

**Patterns of Participation Over Multiple Years, 1998-99, 1999-2000, 2000-01**

<b>Number of Respondents by Analysis Category</b>	<b>1 Year Change Analyses</b>	<b>2 Year Change Analyses</b>	<b>3 Year Change Analyses</b>
Highly Active in All Years of Participation	12,939	3,259	363
Active in All Years of Participation	24,052	7,457	1,420
Active in Any Year of Participation	28,144	13,042	2,413
Non-Active Participant	21,968	2,359	61
Nonparticipant	70,179	29,299	6,188

## 2. How Does the Academic Achievement of Participants Change?

The evaluation’s analysis of changes in student academic achievement relies on achievement measures that are derived from the standardized tests that are administered to all public school students in New York City.

### What Is the Context for Evaluation of Achievement in New York?

Students attending the New York City public schools participate in achievement testing throughout their school years, as shown in the following table. Beginning in third grade, students take achievement tests in reading and in math in the spring of each school year. The tests administered to fourth- and eighth-grade students are required by the state, which specifies the test to be administered and the rubrics for scoring. To monitor student performance on a regular, continuing basis, the New York City system contracts with CTB-McGraw-Hill, the publisher of the state tests, to create tests for the third, fifth, sixth, and seventh grades, which are appropriate for students’ age and years of education at each grade and are similar in form and content to the state tests. The city tests produce scores that can be aligned with and compared to the scores for the fourth and eighth grades.

**Tests Taken by Grade in the New York City Public Schools**

<b>Grade</b>	<b>English/ Language Arts (ELA or Reading)</b>	<b>Mathematics</b>	<b>Other</b>
3	CTB-Reading	CTB-Mathematics	
4	State English Language Arts (ELA) Test	State Mathematics Test	
5	CTB-Reading	CTB-Mathematics	
		Performance Assessment in Mathematics	
6	CTB-Reading	CTB-Mathematics	
	Performance Assessment in Language (PAL)		
7	CTB-Reading	CTB-Mathematics	
		Performance Assessment in Mathematics	
8	State ELA Test	State Mathematics Test	State Assessment in Social Studies
			State Assessment in Science
			State Assessment in Technology

Grade	English/ Language Arts (ELA or Reading)	Mathematics	Other
9-12  Requirements for students entering ninth grade in September 2001 to receive a Regents Diploma	Regents Exam in English	Regents Mathematics Sequential I and II Exam or Mathematics A Exam	Regents Exam in Global History and Geography
		Regents Mathematics Sequential III Exam or Mathematics B Exam	Regents Exam in US History and Government
			Regents Exam in Science I

The following information about the scoring of the state and city tests is quoted from the web site of the New York City Board of Education:

*Results on the city and state achievement tests are reported in scale scores and Performance Levels. Students' raw scores (number correct) were translated into the scale scores and Performance Levels, using conversion tables and cut-scores provided by the test publisher. The scale scores indicate the level and complexity of skills that students have mastered and can be compared across grades. The four Performance Levels indicate the extent to which students have met the learning standards for their grade and are defined as follows:*

*For the English/language arts test—*

- *Level 4 (Advanced): Students exceed the learning standards for English Language Arts. Their performance shows superior understanding of written and oral text.*
- *Level 3 (Proficient): Students meet the learning standards. Their performance shows thorough understanding of written and oral text.*
- *Level 2 (Basic): Students show partial achievement of the learning standards. Their performance shows partial understanding of written and oral text.*
- *Level 1 (Below Basic): Students do not meet the learning standards. Their performance shows minimal understanding of written and oral text.*

*For the mathematics test—*

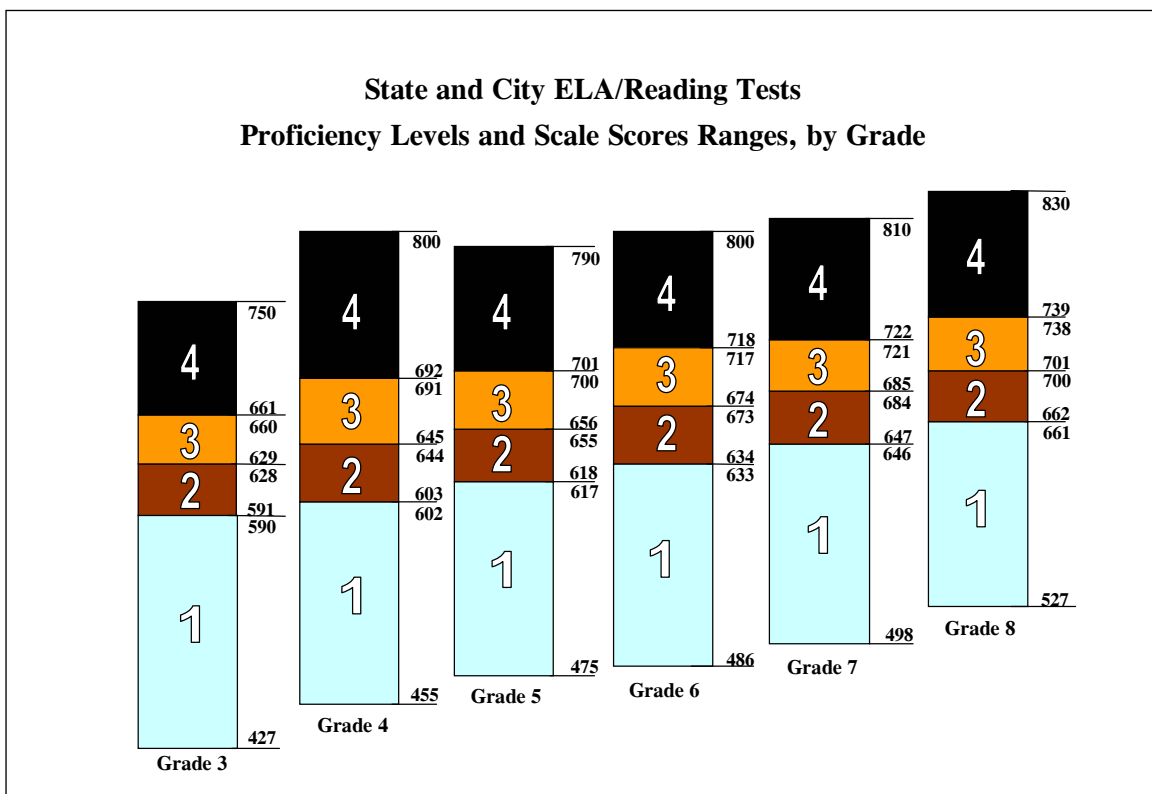
- *Level 4 (Advanced): Students exceed the learning standards for mathematics. Their performance shows superior understanding of key math ideas.*
- *Level 3 (Proficient): Students meet the learning standards. Their performance shows thorough understanding of key math ideas.*

- *Level 2 (Basic): Students show partial achievement of the learning standards. Their performance shows partial understanding of key math ideas.*
- *Level 1 (Below Basic): Students do not meet the learning standards. Their performance shows minimal understanding of key math ideas.*

*Since the scale scores on the state tests are aligned with the scale scores on the CTB Tests, the results from the city and state can be combined and integrated to assess student progress across grades 3 through 8.*

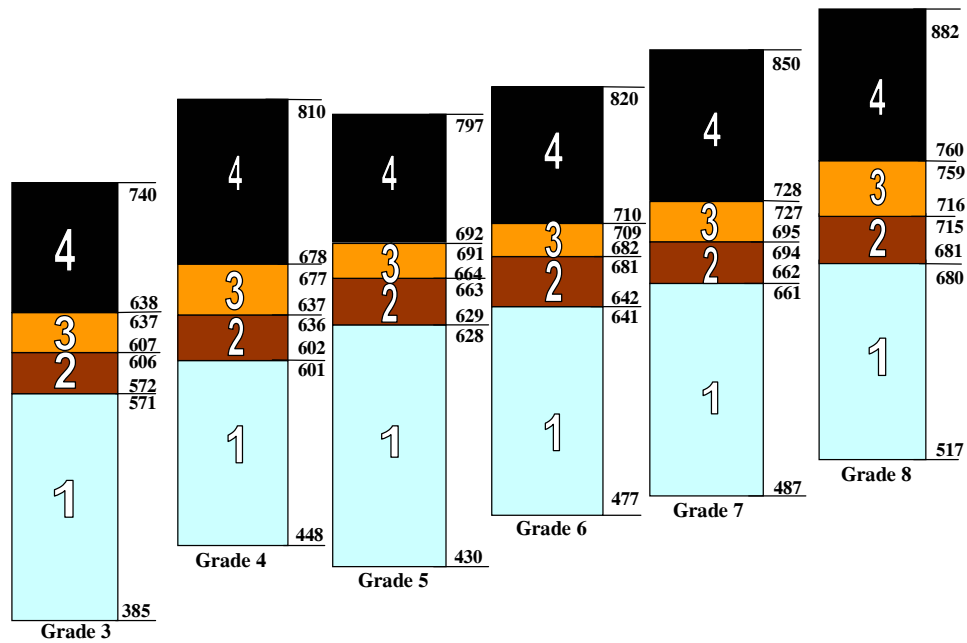
### What Are the Test Score Ranges by Grade in New York City?

On the ELA/reading test, the possible scale scores range from 427 to 830. The cut points for the four proficiency levels established by the New York State Department of Education and the New York City Department of Education (DOE) are shown below.



On the mathematics test, the possible scale scores range from 385 to 882. The cut points for the four proficiency levels for grades 3 through 8 are shown below.

**State and City Mathematics Tests  
Proficiency Levels and Scale Scores Ranges, by Grade**

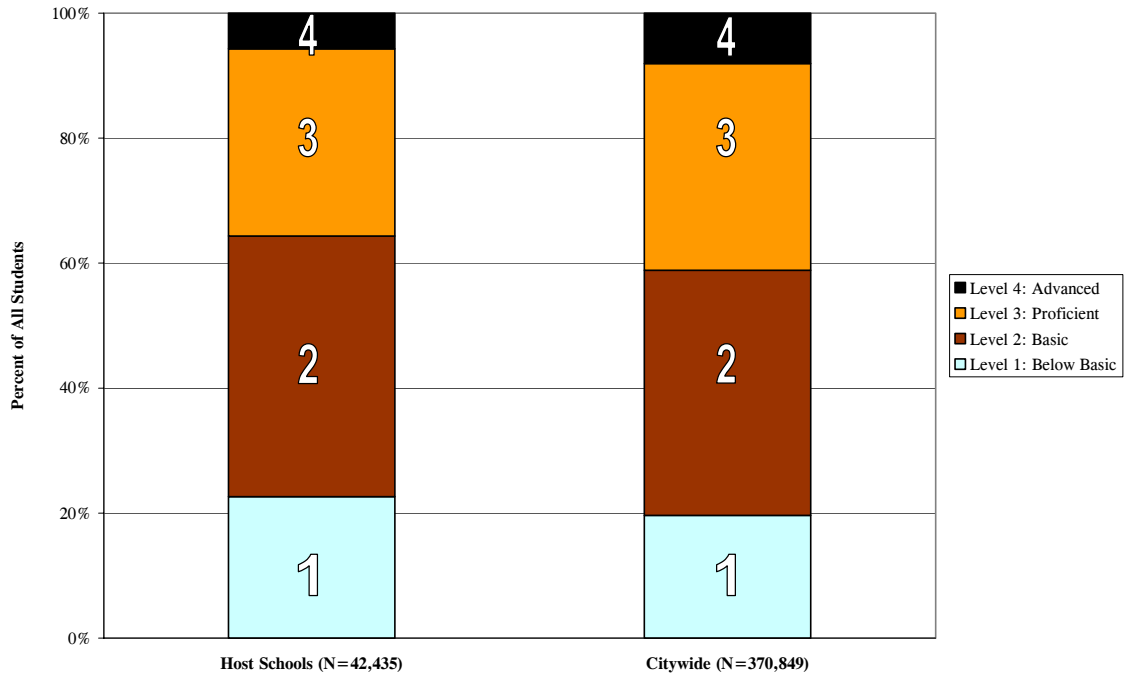


**What Are the Test Scores of Students in the TASC Host Schools?**

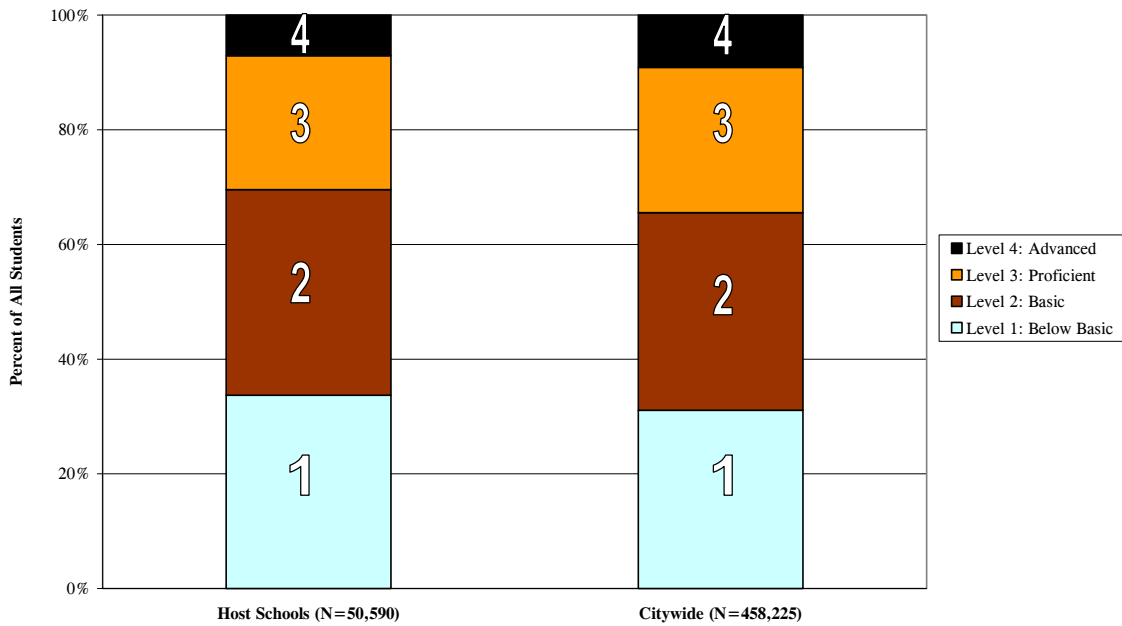
Compared to students attending public schools citywide, the students attending the schools hosting TASC after-school projects during 2000-01 scored lower on the state and city standardized tests. As shown below, 64 percent of students attending the host schools scored in the lowest two proficiency levels on the ELA/reading tests, compared to 59 percent of students citywide who scored in these ranges.

On the math exams, 70 percent of students attending the host schools scored in the lowest two proficiency levels, compared to 65 percent of students citywide.

**Proportion of Students in TASC Host Schools and Citywide at Each Proficiency Level in ELA/Reading, 2000-01**



**Proportion of Students in TASC Host Schools and Citywide at Each Proficiency Level in Math, 2000-01**



## What Special Challenges Affect the TASC Achievement Analysis?

At the heart of any analysis to assess whether participation in a program such as TASC is associated with gains in test scores is a comparison of the scores achieved in one administration of a test to the scores achieved at a later administration for two groups of students, those participating in the program and those not participating. The scoring of student achievement tests in New York City poses special challenges for the analysis of test score change. In particular, the system for computing scale scores for the performance of students on the New York City and New York State achievement tests creates several difficulties in using these scores to assess gains in student achievement:

- The range from the lowest to the highest possible scale scores is different for each grade level (e.g., on the ELA/reading test the range was 323 scale score points for the third-grade test, 345 for the fourth-grade tests, and 315 for the fifth-grade test).
- The lowest possible scale score varies from grade to grade in a non-linear manner (e.g., on the math test the minimum scale score was 448 in fourth grade, 430 in fifth grade, and 477 in sixth grade).
- The maximum possible scale score also varies from grade to grade in a non-linear manner (e.g., on the ELA/reading test, the maximum scores was 750 in third grade, 800 in fourth grade, and 790 in fifth grade).

These characteristics make it difficult to compare and interpret changes in test scores across grade levels because of the widely differing scale used for each grade.

Another attribute of the system for assigning scale scores on these tests is that there is no standard for the expected gain between grade levels. When estimating the impact of any educational intervention, it is important to take into account the change in test scores that would have occurred in the absence of the intervention, which should incorporate an estimate of the gain that would be expected because of the completion of another year's schooling and also the maturity resulting from the student being a year older. Some systems of assigning scale scores on standardized tests factor the expected gain into the calculation of scale scores (i.e., a score of 500 in the first year and a score of 500 in the second year can be interpreted as a normal gain in achievement, while a score of 500 in the first year and a score of 510 in the second year indicates a larger-than-normal gain in achievement), but this is not the case in the system used in New York. Neither the New York State Department of Education, the New York City Department of Education, nor the test publisher incorporates an estimate of expected gain into the determination of scale scores across grade levels. While it is clear that on the tests used in the New York City schools an individual student's scores should increase each year, it is not clear how to recognize a "normal" increase and how to recognize the special program impact, such as that from an after-school program, that is greater than the normal expected increase.

To address these measurement issues, we developed an approach that uses estimates for the expected test-score gains that take into account the grade level of the student, the student's prior test scores, and the characteristics of the student and host school that are statistically associated with performance on achievement tests.

## **What Methods Did the Evaluation Use to Assess Achievement Change?**

Many factors are statistically associated with student performance on standardized tests, including family income, gender, race, and eligibility for specialized educational services, such as special education and English as a Second Language classes. Therefore, to measure the effect of TASC participation on academic achievement, analyses of test score gains must compare participants and nonparticipants who have similar demographic characteristics. That is, it is more accurate to compare white male participants to white male nonparticipants than to compare white male participants to all nonparticipants irrespective of race and gender.

Simply comparing the test score gains of each participant with exactly similar nonparticipants is difficult, however, because there may be very few comparable individuals. For example, there are likely to be few if any exactly comparable nonparticipants for a fifth-grade white female participant who receives special education services, is not eligible for free lunch, and attends a school with 95 percent of students eligible for free lunch. To resolve this problem, the evaluation used a statistical model, described below, to estimate the test score gains that would have been expected for each type of participant, *had they not participated in the program*. The comparison between this predicted test score gain and each participant's actual gain represents the study's estimate of the effect of the TASC program.

To compare similar groups of participants and nonparticipants, the evaluation first estimated the effect of different characteristics on nonparticipants' test score gains using multivariate regression. The characteristics included:

- **Test score** in the year prior to attending a TASC host school
- **Student's free lunch** eligibility status in the year prior to attending a TASC host school
- Percent of students in the school who are eligible for free lunch
- Gender
- **Grade** level in the year prior to attending a TASC host school

- Race
- **English Language Learner** status in the year prior to attending a TASC host school
- **Special education** status in the year prior to attending a TASC host school
- **Recent immigrant** status in the year prior to attending a TASC host school

The evaluation predicted the effect of each characteristic on nonparticipants' test score gains independent of the effects of other characteristics. The table below displays each characteristic's impact on nonparticipants' test score gains after one, two, and three years in a TASC host school. For example, assuming that they are similar on all other characteristics, the regression model predicts that, after attending a TASC host school for one year, an Asian nonparticipant will gain approximately 9.4 points more in ELA/reading than a nonparticipant who is not Asian. In addition, female nonparticipants are expected to gain 2.9 points more than male nonparticipants in ELA/reading over the same period of time. The evaluation also estimated the effect of each characteristic on nonparticipants' expected gains in math.

Using the coefficients in the table, nonparticipants' expected gains can be calculated by summing together the effects of all characteristics, as displayed in the calculation below. Line 1 shows the generic formula for predicting test score gains based on nonparticipants' characteristics, called their *expected gains* in this report. Lines 2 and 3 demonstrate how to apply this formula by calculating a Hispanic girl's expected gain in ELA/reading after attending a TASC host school for one year if, in the year prior to attending a TASC host school, the girl was in third grade, was classified as an English Language Learner, scored 600 points on the ELA/reading test, was eligible for free lunch, and attended a school where 90 percent of the students were eligible for free lunch.

### Regression Coefficients Used to Predict Expected Gains, ELA/Reading and Mathematics

	ELA/Reading			Mathematics		
	1 Year Change	2 Year Change	3 Year Change	1 Year Change	2 Year Change	3 Year Change
<b>Model Characteristics</b>						
N	17918	8142	826	22005	9022	1108
R-square	0.286	0.349	0.349	0.296	0.342	0.500
Intercept	281.395*	336.537*	355.025*	296.782*	337.302*	434.534*
<b>Coefficients</b>						
Base score	-0.411*	-0.476*	-0.474*	-0.423*	-0.471*	-0.550*
Free lunch	-4.531*	-3.191*	-5.186	-6.545*	-5.168*	-6.048*
Female	2.963*	4.063*	7.413*	-0.616	-1.502*	2.046

	ELA/Reading			Mathematics		
	1 Year Change	2 Year Change	3 Year Change	1 Year Change	2 Year Change	3 Year Change
School poverty	-0.159*	-0.182*	-0.314*	-0.139*	-0.132*	-0.606*
Third grade	****	****	****	****	****	****
Fourth grade	6.418*	4.673*		-3.452*	-1.552	-4.067
Fifth grade	9.123*	8.743*	19.147*	3.142*	3.255*	15.118*
Sixth grade	14.738*	18.264*		4.175*	9.290*	
Seventh grade	27.402*			15.171*		
Other (race/ethnicity)	2.124	-10.740	-7.679	3.693	3.290	0.072
Asian	9.462*	11.738*	12.257*	17.802*	22.164*	29.885*
Hispanic	3.211*	5.337*	6.258*	5.471*	6.622*	2.308
White	4.376*	5.691*	13.662*	10.168*	12.563*	18.192*
Black	****	****	****	****	****	****
ELL	-5.253*	-6.628*	-4.341	-6.368*	-5.789*	4.167
Special education	-5.893*	-9.842*	-7.856*	-17.674*	-20.369*	-19.646*
Recent immigrant	2.804*	6.511*	-3.167	2.582*	5.318*	0.419

\* Indicates a statistically significant effect on test score gains at the  $p < .05$  level.

\*\*\*\* Coefficients for students in this category were not calculated to preserve the degrees of freedom necessary for analysis.

■ Indicates that students weren't tested in every year and weren't included in the analysis.

### Calculating Expected Gain

**(Line 1) Expected gain** = intercept + base score + free lunch + gender + school poverty + grade + race + ELL status + special education status + recent immigrant status

**(Line 2) Expected gain** = 281.395 + (600 [points on the test] \* -.411)  
+ (1 [eligible for free lunch] \* -4.531) + (1 [girl] \* 2.963)  
+ (90 [percent of students eligible for free lunch] \* -.159)  
+ (0 [not in fourth grade] \* 6.418)  
+ (0 [not in fifth grade] \* 9.123) + (0 [not in sixth grade] \* 14.738)  
+ (0 [not in seventh grade] \* 27.402) + (0 [not an "other" race] \* 2.124)  
+ (0 [not Asian] \* 9.462) + (1 [Hispanic] \* 3.211) + (0 [not white] \* 4.376)  
+ (1 [ELL] \* -5.253) + (0 [special education student] \* -5.893)  
+ (0 [not recent immigrant] \* 2.804)

**(Line 3) Expected gain** = 281.395 - 246.6 - 4.531 + 2.963 - 14.31 + 0 + 0 + 0 + 0 + 0 + 0 + 3.211  
+ 0 - 5.253 + 0 + 0

**(Line 4) Expected gain** = 16.9 points

The evaluation also applied this expected gain formula to TASC participants, calculating the gain expected if the student had never participated in TASC. We then compared participants' true gain (the difference in their test scores between years) to their expected gain. If the difference between participants' true and expected gain was positive, that meant that they gained more points on the citywide tests than similar nonparticipants, which indicates that participation in the TASC program is associated with improved academic performance. If participants' expected gain was negative, that meant that they gained fewer points than comparable nonparticipants, indicating that participation in the TASC program was associated with a decline in performance. Participants' true and expected gains in math and ELA/reading are compared in the following discussions.

This approach to analyzing achievement change associated with participation in TASC-supported after-school projects corrects for any self-selection bias of the student characteristics included in the regression equation and for differences in test scores during the year prior to first enrolling in a TASC project. The comparison of the characteristics of active participants and nonparticipants showed few differences on other key characteristics of these groups of students. We also considered how to take into account differences in unmeasured characteristics of students and their families that may be associated with different levels of student achievement. Examples of possible differences include the student's motivation to do well in school or the importance the family places on success in school. In developing our approach, we assumed that the differences on the unmeasured characteristics associated with different performance on achievement tests or frequency of school attendance are controlled for by including the prior-year test scores in the equation for predicting expected gains on test scores and by including the prior-year school attendance rate in the estimate of gains in school attendance.

## **What Student Changes in Areas Other Than Test Scores Are Associated with TASC Participation?**

Students' self-reports of the learning opportunities afforded them by participation in a TASC-supported program serve as an important early indicator of the possibility of academic benefit as measured by test scores. The student surveys administered annually to samples of TASC participants in grades 4-12 contain items that explicitly address whether the after-school program has helped the student in various ways, including whether the program has helped him/her (1) feel more comfortable solving math problems, (2) read and understand more, (3) speak and understand English better, and (4) finish his/her homework.

The evaluation's analyses of students' responses indicate relatively high levels of agreement with these statements. These levels are consistent with student responses to the same questions in the preceding two annual rounds of survey administration. The lower levels of agreement among middle-

grades students is consistent with other student survey responses in this evaluation and in other research, in which middle-grades students consistently express less positive reactions and responses than do either elementary or high school students.

As a result of their participation in TASC projects, students report that they:

- ***Feel more comfortable solving math problems.*** Among student respondents in grades 4-5, 69 percent responded that they agreed “a lot” or “a little” with this statement (N=1265). Among students in grades 6-8, the corresponding percentage was 60 (N=528).
- ***Read and understand more.*** Among fourth- and fifth-graders, 73 responded positively (N=1254). Among students in grades 6-8, 59 percent responded similarly (N=522).
- ***Speak and understand English better.*** The surveys did not limit response to this item to students who were English Language Learners. Fifty-seven percent of responding students in grades 4-5 agreed (N=1267), as did 49 percent of students in grades 6-8 (N=528).
- ***Finish homework.*** Seventy-eight percent of fourth- and fifth-graders agreed (N=1255), along with 67 percent of students in grades 6-8 (N=523).

Taken together, these responses suggest that most participating students see their TASC-supported after-school projects as providing learning benefits both directly (by helping them to master new skills and knowledge) and indirectly (by providing time to engage in activities that are intended to promote learning).

## **What Overall Patterns of Math Achievement Are Associated with TASC Participation?**

Across TASC participation levels, students participating actively in TASC projects for more than a year showed significantly greater gains in math than did their nonparticipating classmates. All participants, regardless of how often they attended the TASC program, gained 2.8 scale score points more in math over two years than did similar nonparticipants. However, all participants also gained 1.7 fewer points than similar nonparticipants after only one year of TASC participation. Although statistically significant, this negative effect is not substantive, amounting to less than 10 percent of a standard deviation in test score gains. Those students participating for three years showed a slightly larger gain than expected, but the difference was neither statistically significant nor substantive.

### Differences in Gains in Mathematics Scale Scores for All Participants

Years of Participation	Difference from Expected Gain in Scale Score Points	Expected Gain in Scale Score Points	Effect Size	N
1 Year	-1.65 **	15.42	-0.08	3780
2 Years	2.79 **	31.21	<b>0.12</b>	1155
3 Years	2.04	48.72	0.06	221

\*\* Indicates significance at  $p < .05$  level.

Effect sizes greater than 0.10 are in bold type.

Students who participated in TASC the most consistently and for the longest period of time experienced the greatest gains. After one year of exposure to TASC, students who were active participants in TASC after-school projects (attending at least 60 percent of the possible days while enrolled and attending at least 60 days during the school year) in every year they participated performed similarly to nonparticipants. However, the same students experienced gains in math scores that were significantly larger than the gains experienced by nonparticipants with similar characteristics after two and three years of exposure to TASC. The effect sizes characterizing these differences were each approximately 0.17, which indicate modest but substantive differences.<sup>6</sup>

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<sup>6</sup> An effect size is useful for estimating the size or importance of the differences between the participants and nonparticipants. Statistical significance assesses whether there is a difference that is greater than would be expected by chance. However, because of the large sample sizes in many of the analyses presented in this report, minor differences meet the threshold of statistical significance. In general, we estimate the effect size by taking the difference in the average of a measure for the participants and the nonparticipants, and then dividing the result by the standard deviation of the measures for all students in the study, pooling participants and nonparticipants.

The statistical literature contains extensive discussion about how to interpret effect sizes of different magnitudes. The standard works suggest that an effect size of .20 is small, .50 moderate, and .80 large. However, a number of researchers have pointed to the need to calibrate the interpretation of effect sizes to the expected impact of the program being studied. These authors often point to the medical study of the benefits of aspirin in reducing heart attacks, where the effect size was 0.03, yet was deemed important enough to influence health policy. For this study, we have adopted a threshold of 0.10 for a “small” effect size in our analysis of the association between participation in a TASC after-school project and changes in scores on standardized tests or school attendance.

Cohen, J. (1977). *Statistical Power Analysis for the Behavioral Sciences*. San Diego, CA: Academic Press.

Cohen, P. (1996). How Can Generative Theories of the Effects of Punishment be Tested? *Pediatrics*, 98, 834-835.

Prentice, D.A., & Miller, D.T. (1992). When Small Effects Are Impressive. *Psychological Bulletin*, 112, 160-164.

Rosenthal, R. (1986). Media Violence, Antisocial Behavior, and the Social Consequences of Small Effects. *Journal of Social Issues*, 42, 141-154.

Rosenthal, R. (1990). How Are We Doing in Soft Psychology? *American Psychologist*, 45, 775-776

### Differences in Gains in Mathematics Scale Scores for Participants Active in Every Year

Years of Participation	Difference from Expected Gain in Scale Score Points	Expected Gain in Scale Score Points	Effect Size	N
1 Year	- 0.19	15.49	0.01	1695
2 Years	4.24 **	32.88	<b>0.17</b>	488
3 Years	6.47 **	51.15	<b>0.17</b>	110

\*\* Indicates significance at  $p < .05$  level.

Effect sizes greater than 0.10 are in bold type.

In addition, students who were active participants in at least one of the years they were enrolled in a TASC after-school project showed significantly greater gains in mathematics test scores after two years of participation, compared to similar nonparticipants.

### Differences in Gains in Mathematics Scale Scores for Participants Active in at Least One Year of Participation

Years of Participation	Difference from Expected Gain in Scale Score Points	Expected Gain in Scale Score Points	Effect Size	N
1 Year	- 0.39	15.80	-0.02	2016
2 Years	3.18 **	31.15	<b>0.13</b>	952
3 Years	1.85	48.76	0.08	210

\*\* Indicates significance at  $p < .05$  level.

Effect sizes greater than 0.10 are in bold type.

The difference from the expected gain in scale-score points for students who were highly active participants (attended 80 days and 80 percent of the time) every year they were enrolled in a TASC after-school project was slightly larger than for participants who attended a TASC after-school project less frequently.

**Differences in Gains in Mathematics Scale Scores for Participants  
Highly Active in Every Year**

<b>Years of Participation</b>	<b>Difference from Expected Gain in Scale Score Points</b>	<b>Expected Gain in Scale Score Points</b>	<b>Effect Size</b>	<b>N</b>
1 Year	1.15	15.70	0.06	637
2 Years	6.03 **	34.03	<b>0.26</b>	183
3 Years	N too small for analysis			

\*\* Indicates significance at  $p < .05$  level.  
Effect sizes greater than 0.10 are in bold type.

A comparison of the differences from the expected gain in scale-score points after two years of participation for groups of students who participated at different levels of intensity suggests there is a positive correlation between increased participation in a TASC project and larger gains in test scores.

**Differences in Gains in Mathematics Scale Scores for Participants after Two Years,  
by Intensity of Participation**

<b>Intensity of Participation</b>	<b>Difference from Expected Gain in Scale Score Points After Two Years</b>	<b>Expected Gain in Scale Score Points</b>	<b>Effect Size</b>	<b>N</b>
Highly Active Participants in All Years of Participation	6.03 **	34.03	<b>0.26</b>	183
Active Participants in All Years of Participation	4.24 **	32.88	<b>0.17</b>	488
Active Participant in At Least One Year of Participation	3.18 **	31.15	<b>0.13</b>	952
Non-Active Participants	0.54	30.15	0.02	213

\*\* Indicates significance at  $p < .05$  level.  
Effect sizes greater than 0.10 are in bold type.

**What Overall Patterns of Reading Achievement Are Associated with TASC Participation?**

Looking across TASC participants as a group, the evaluation found no relationship between participation in a TASC after-school project and changes in scores on the ELA/reading tests. Any

differences that were found were small and inconsistent in their direction. Participants performed essentially the same as similar nonparticipants after two and three years of exposure to the program, irrespective of the intensity with which they participated.

## **What Types of Students Derive the Most Academic Benefit from TASC Participation?**

In addition to examining aggregate achievement change, the evaluation also examined whether all TASC participants experience similar benefits from project participation. The evaluation has addressed this question by repeating its analyses of test-score changes for varied categories of students. As in the overall analysis, the comparisons examine the changes in test scores found among nonparticipants who had similar characteristics (or the gain expected for participants if they had not been part of the TASC after-school program), compared to the changes in test scores actually observed for different participant groups. Because of the clear, consistent evidence of aggregate benefit in mathematics, reporting on the subgroup analyses is confined to math. In the analysis, we examined results for subsets of participants, including those who met the active participation threshold in every year of their TASC attendance and who possessed known characteristics in each of the following areas:

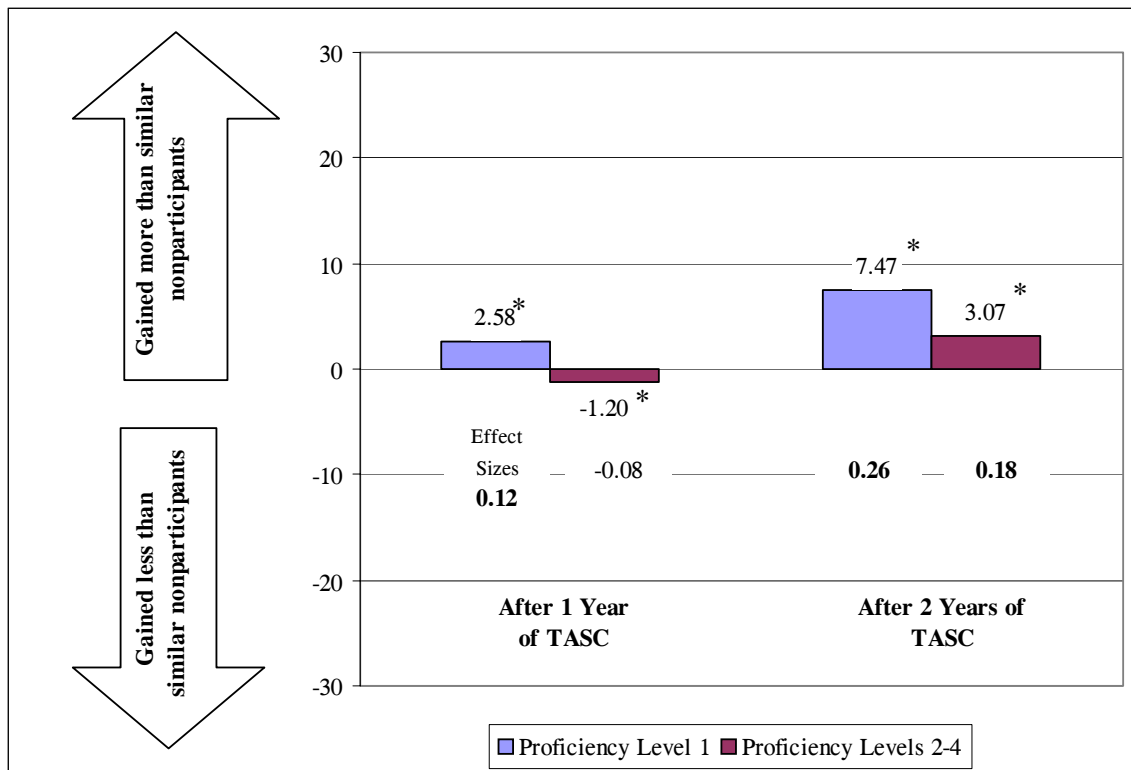
- Prior performance on the citywide assessments
- Free lunch eligibility
- Race/ethnicity
- Special education status
- English Language Learner status
- Recent immigrant status
- Gender

These analyses revealed that participants who were most at risk gained more than did nonparticipants with similar levels of risk for poor academic performance. Participants who in the year prior to TASC participation performed poorly on the citywide assessments or participated in special education gained more points than expected in math. As was found with all participants who regularly participated in the TASC program, gains above similar nonparticipants were greatest in math after two or three years of after-school program participation. The results of subgroups analyses are presented below.

Participation in the TASC after-school program provided benefits to students who initially scored in the lowest proficiency level in both ELA/reading and math.

- **Students who scored in the lowest proficiency level in math** in the year prior to enrolling in a TASC project had significantly larger gains than predicted after one and two years of active participation.
- **Students who scored above the lowest proficiency level in math** in the year prior to enrolling in a TASC project had mixed results in math. They gained significantly less than predicted after one year of active participation, but significantly more than expected after two years of participation.

**Number of Points Gained Above Similar Nonparticipants by Participants Who Were Active Attenders in Every Year of TASC Participation, in Math, by Proficiency Level**



\* Indicates a test score gain that is significantly different ( $p < .05$ ) from similar nonparticipants. Effect sizes greater than 0.10 are in bold type.

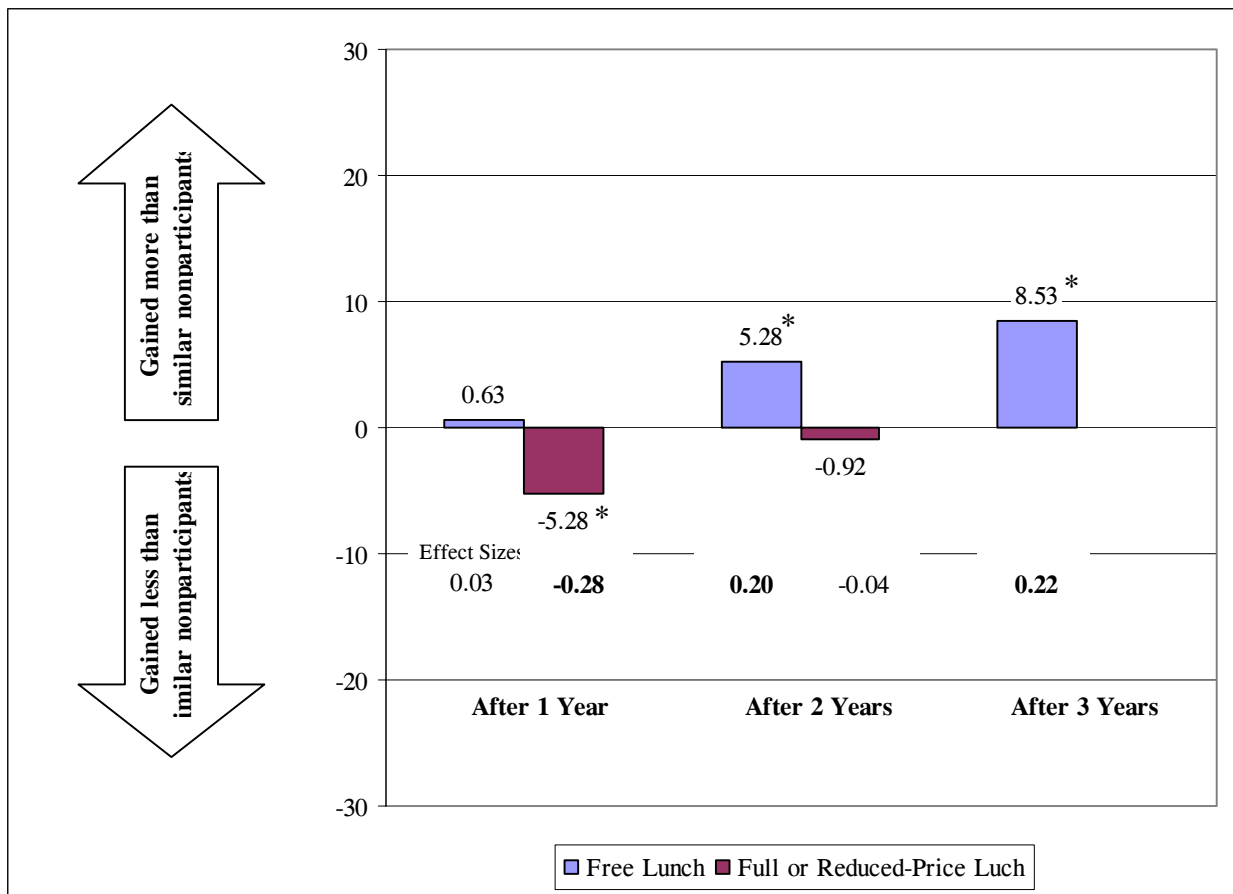
Ns for Each Analysis Group	After 1 Year	After 2 Years	After 3 Years
Proficiency Level 1	452	130	Too few for analysis <sup>7</sup>
Proficiency Level 2 thru 4	1243	358	Too few for analysis

<sup>7</sup> Results are not presented for groups of fewer than 50 students.

Students from families that were at or below the poverty level also showed larger than expected gains on the math exams after participation in a TASC project.

- **Participants who were eligible for free lunch** in the year prior to TASC participation gained more points than expected in math after both two and three years of participation.
- **Participants who were not eligible for free lunch** in the year prior to TASC participation gained fewer points than expected after participating in TASC for one or two years.

**Number of Points Gained Above Similar Nonparticipants by Participants Who Were Active Attenders in Every Year of TASC Participation, in Math, by Free-Lunch Eligibility**



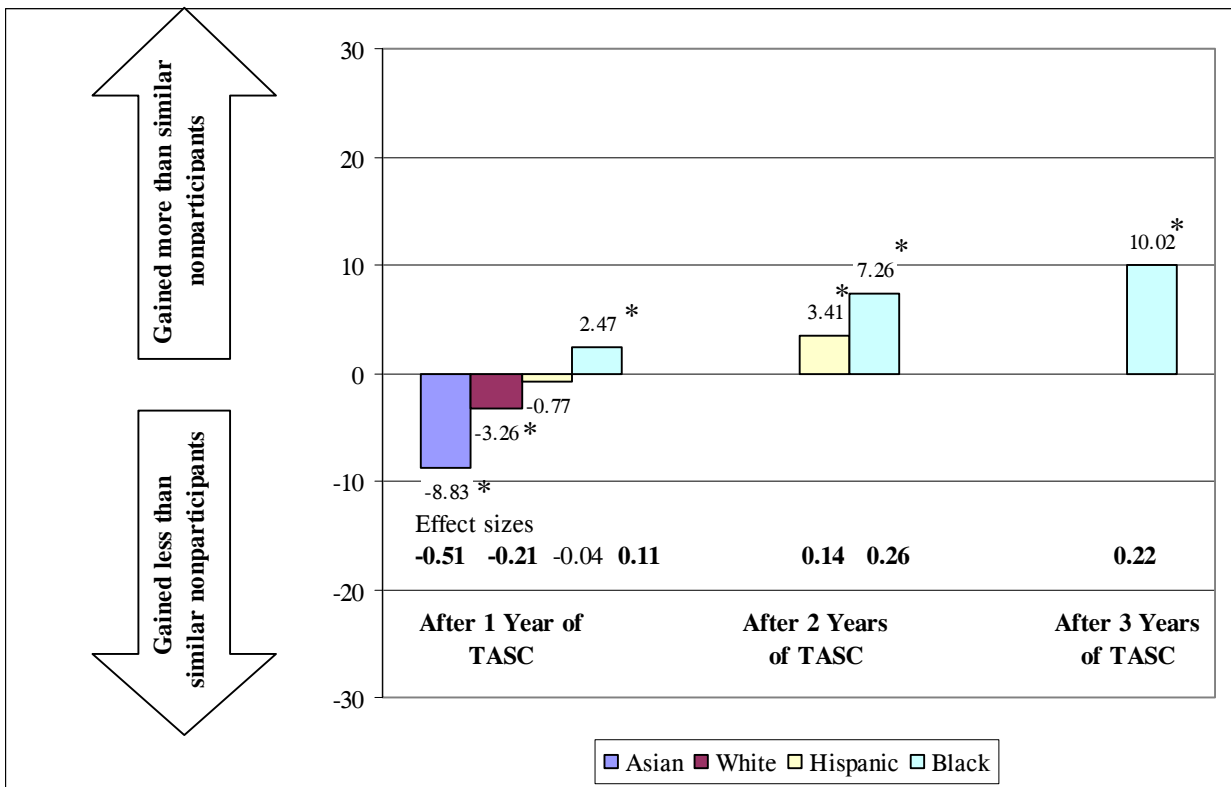
\* Indicates a test score gain that is significantly different ( $p < .05$ ) from similar nonparticipants. Effect sizes greater than 0.10 are in bold type.

Ns for Each Analysis Group	After 1 Year	After 2 Years	After 3 Years
Free Lunch Eligible	1459	406	90
Not Free Lunch Eligible	236	82	Too few for analysis

Participants' outcomes varied by racial group, with black and Hispanic participants showing greater gains over similar nonparticipants than did white and Asian participants.

- **Black students** who regularly participated in TASC gained more points than expected in math after one, two, and three years of exposure to TASC.
- **Hispanic students** who participated regularly gained more points than expected after two years of exposure to TASC.
- **White students** gained fewer points than expected in math after one year of exposure.
- **Asian students** gained fewer points than expected in math after one year of exposure.

**Number of Points Gained Above Similar Nonparticipants by Participants Who Were Active Attenders in Every Year of TASC Participation, in Math, by Race/Ethnic Group**



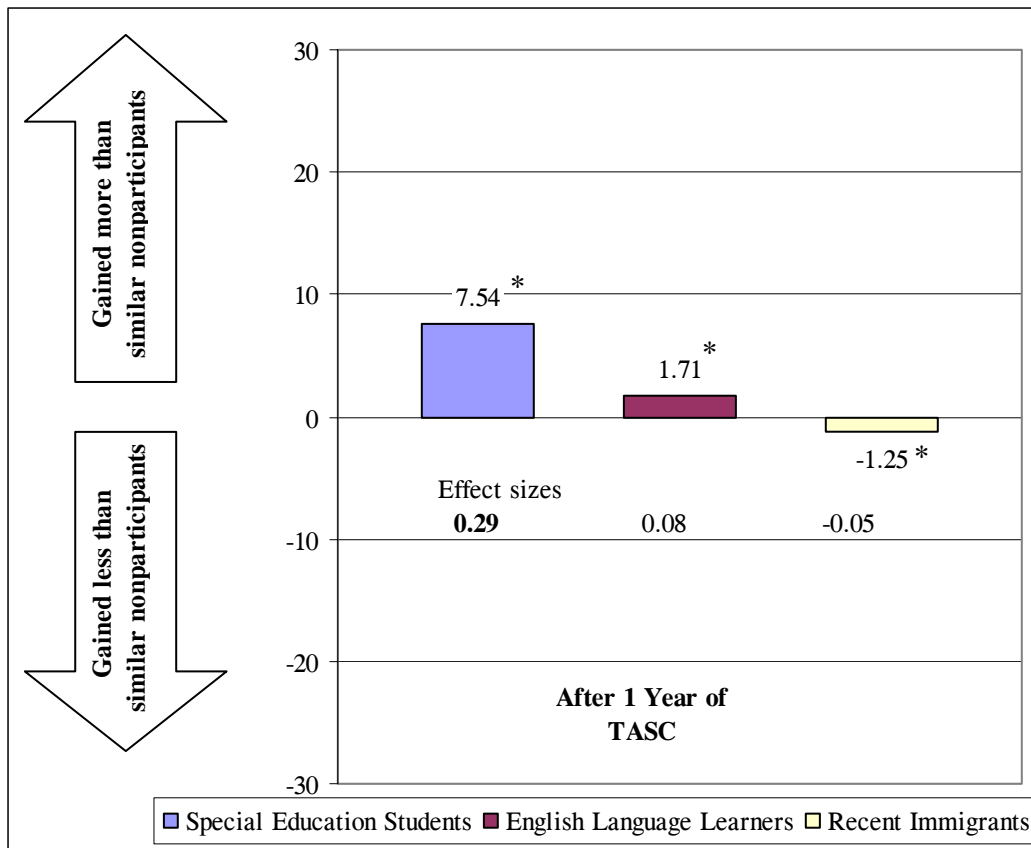
\* Indicates a test score gain that is significantly different ( $p < .05$ ) from similar nonparticipants. Effect sizes greater than 0.10 are in bold type.

Ns for Each Analysis Group	After 1 Year	After 2 Years	After 3 Years
Asian	94	Too few for analysis	Too few for analysis
White	91	Too few for analysis	Too few for analysis
Hispanic	874	225	Too few for analysis
Black	628	206	55

Participants in two special-needs categories in the year prior to attending a TASC project and who attended TASC regularly tended to perform better than similar nonparticipants.

- **Special education students** who attended TASC projects gained more points than expected on the math tests after one year of participating in TASC.
- **English Language Learners** gained more points than expected in math after one year of TASC participation.
- **Recent immigrants**, in contrast, gained fewer points than expected in math after one year of TASC participation.

**Number of Points Gained Above Similar Nonparticipants by Participants Who Were Active Attenders in Every Year of TASC Participation, in Math, by Special-Needs Category**



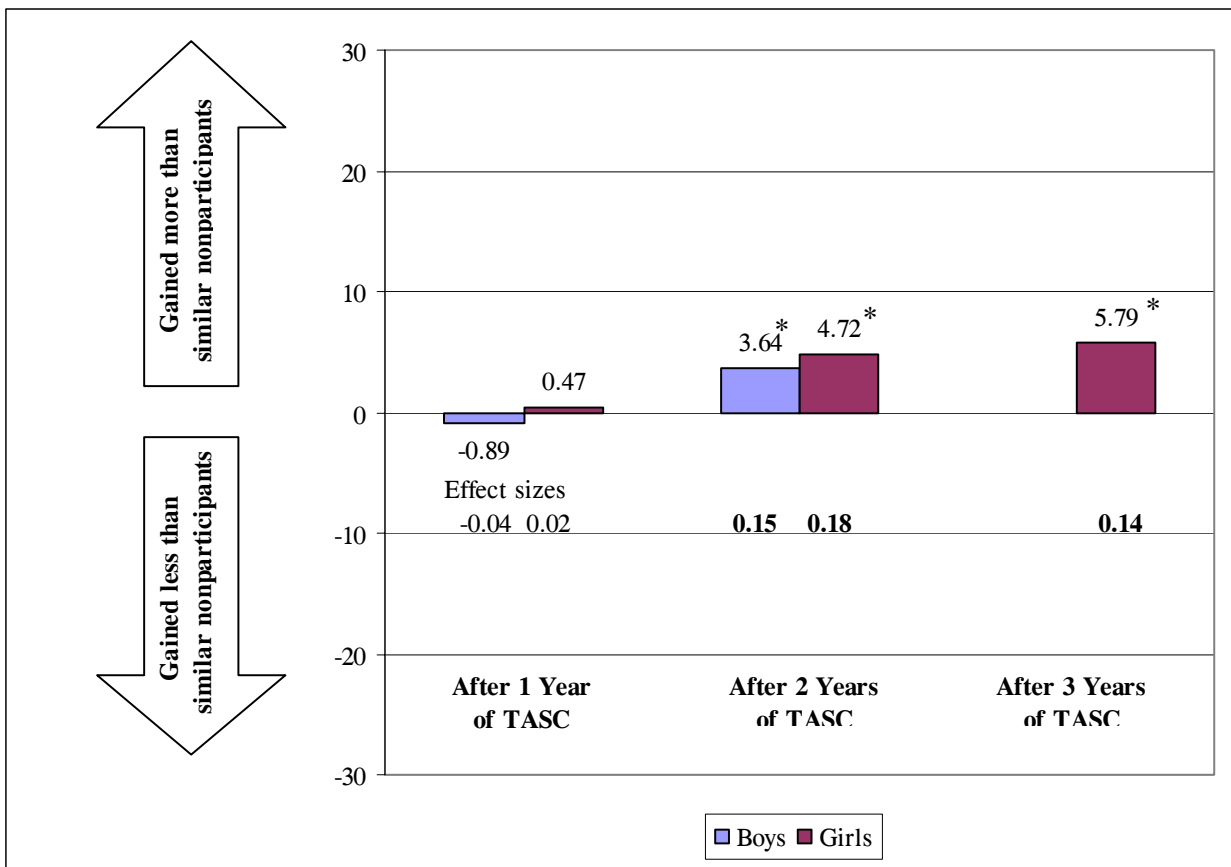
\* Indicates a test score gain that is significantly different ( $p < .05$ ) from similar nonparticipants. Effect sizes greater than 0.10 are in bold type.

Ns for Each Analysis Group	After 1 Year	After 2 Years	After 3 Years
Special Education	191	Too few for analysis	Too few for analysis
ELL	226	Too few for analysis	Too few for analysis
Recent Immigrant	95	Too few for analysis	Too few for analysis

Male and female participants' outcomes were similar to those of all participants who attended the program regularly.

- **Girls** who attended TASC regularly gained more points than expected on the math test after two and three years of exposure to TASC.
- **Boys** also gained more points than expected on the math test after two years of exposure to TASC

**Number of Points Gained Above Similar Nonparticipants by Participants Who Were Active Attenders in Every Year of TASC Participation, in Math, by Gender**



\* Indicates a test score gain that is significantly different ( $p < .05$ ) from similar nonparticipants. Effect sizes greater than 0.10 are in bold type.

Ns for Each Analysis Group	After 1 Year	After 2 Years	After 3 Years
Boys	829	217	Too few for analysis
Girls	866	271	63

### **3. How Does the School Attendance of Participants Change?**

The students enrolled in schools hosting TASC after-school projects attended school regularly. The average attendance rate during the 2000-01 school year for the TASC host schools in the evaluation sample was 91.35 percent. This relatively high rate creates difficulties for analysis of the relationship between program participation and changes in school attendance because it establishes a ceiling on attendance-rate improvements, since there is little opportunity for substantial increases in students' school attendance to occur.

On average, active participants attended school more frequently than nonparticipants in the year prior to their TASC participation. The average weighted attendance rate for nonparticipants was 92.04 percent, while the average weighted rate for participants who were active attendees in their first year of TASC participation was 93.58 percent. Our analyses focused on determining whether this gap between active participants and nonparticipants increased over time.

We found that the gap between the attendance rates of students who were active participants in their first year of TASC enrollment and the corresponding nonparticipants grew significantly after one year of participation in a TASC after-school project. After one year of TASC exposure, the average attendance rate among active participants increased by 0.77 percentage points, compared with a decrease of 0.05 percentage points for nonparticipants, a net difference of 1.5 days over a 181 day school-year. Highly active participants in the TASC after-school project had an average increase in school attendance rate of 0.96 percentage points, or 1.7 days per school-year.

The gap in school attendance also grew significantly between the students who were active participants in a TASC after-school project for two years and the corresponding nonparticipants. After two years of participation, the school attendance rates for active TASC participants increased by 0.85 percentage points, compared with 0.51 percentage points for nonparticipants, the equivalent of attending an additional two-thirds of a day per year. For high-attending participants, the average increase was 1.24 percentage points or 2.25 days per year. The school attendance rate for all TASC participants increased by 0.77 percentage points, and was significantly larger than the gain for nonparticipants. Because of the ceiling effect on the attendance rates of active TASC participants, the evaluation has not extended this analysis to three-year active participants.

**School Attendance Rates and Change in School Attendance Rate  
After One Year of Exposure to TASC, Weighted**

Student Group	School Attendance Rate		Average Individual Percentage Point Change	Compared to Nonparticipants, Statistically Significant at $p < .05$	Effect Size, Compared to Nonparticipants
	Group Average in Base Year	Group Average After 1 Year			
High Attenders in First Year of Participation <i>N=8242</i>	93.96%	94.91%	0.96	Yes	<b>0.13</b>
Active in First Year of Participation <i>N=16252</i>	93.58%	94.35%	0.77	Yes	<b>0.10</b>
All Participants <i>N=32015</i>	92.93%	93.54%	0.61	Yes	0.08
Nonparticipants <i>N=36119</i>	92.04%	91.99%	-0.05	--	--

Effect sizes greater than 0.10 are in bold type.

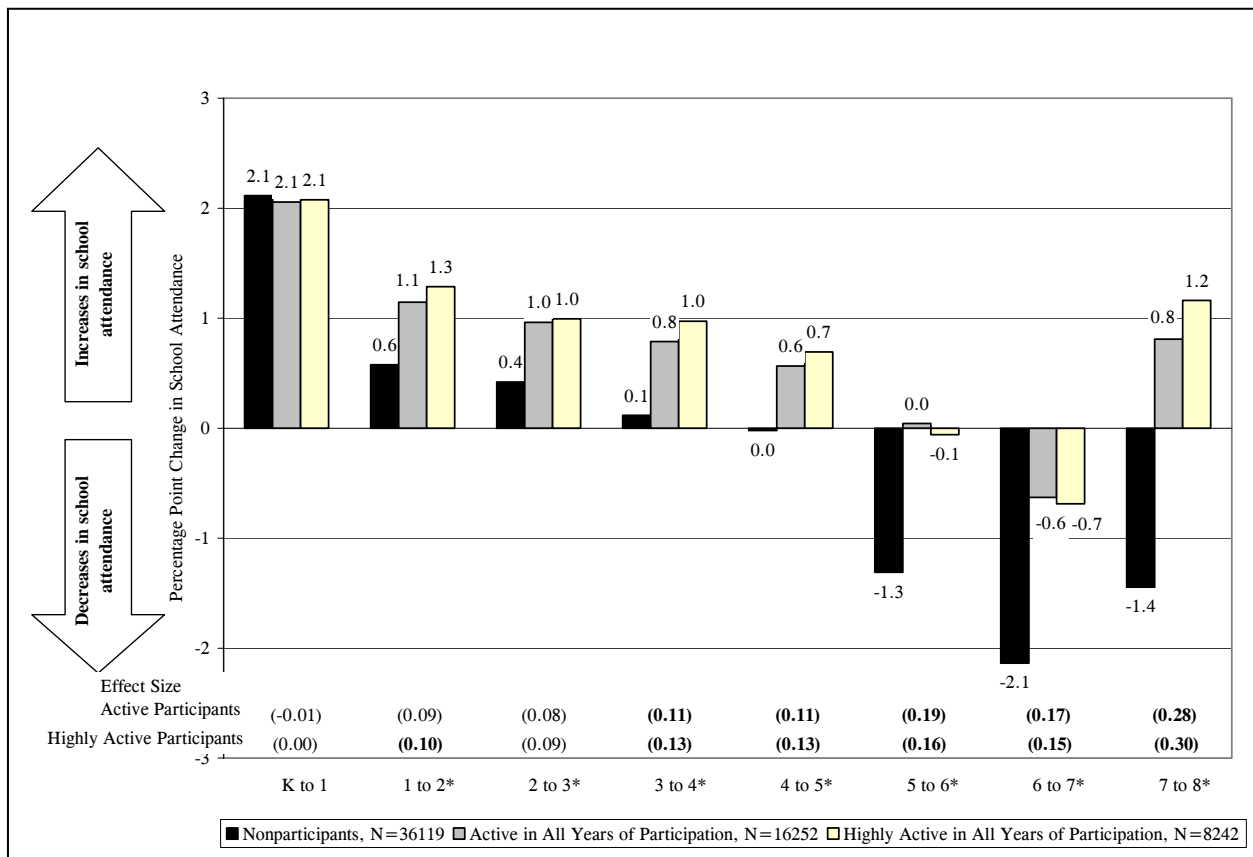
Because attendance rates vary by grade and because participants and nonparticipants have different distributions by grade, we have weighted the information on school attendance to equalize the proportion of participants and nonparticipants enrolled at each grade.

**School Attendance Rates and Change in School Attendance Rate  
After Two Years of Exposure to TASC, Weighted**

Student Group	School Attendance		Average Individual Percentage Point Change		Statistical Comparison to Nonparticipants	
	Group Average in Base Year	Group Average After 2 Years	Base to First Year	Base to Second Year	2 Year Change Significant at $p < .05$	Effect Size
High Attenders in All Years of Participation <i>N=2237</i>	94.72%	95.96%	1.14	1.24	Yes	<b>0.10</b>
Active in All Years of Participation <i>N=5129</i>	94.08%	94.93%	.92	.85	Yes	0.05
All Participants <i>N=10523</i>	93.46%	94.23%	.98	.77	Yes	0.03
Nonparticipants <i>N=16,944</i>	92.53%	93.04%	.76	.51	--	--

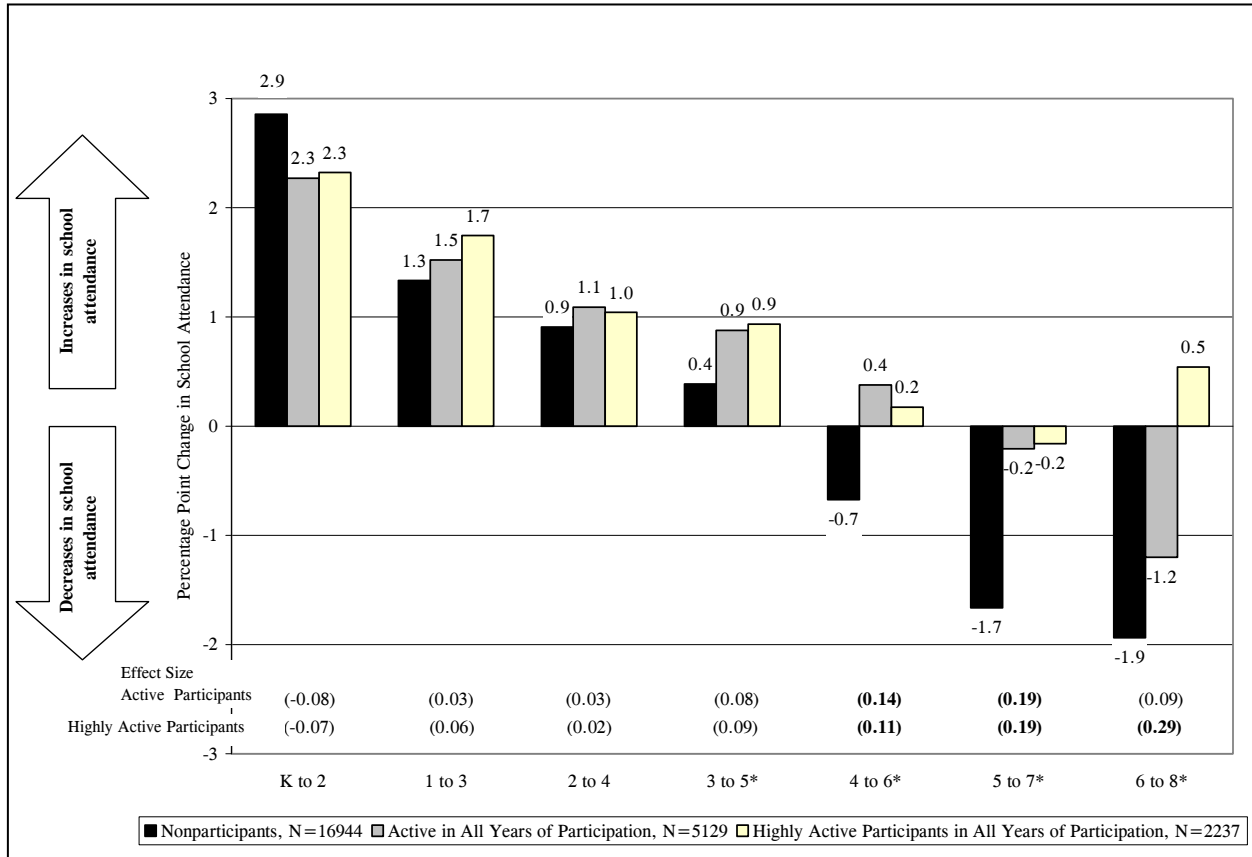
The attendance advantage associated with active TASC participation during the middle grades is particularly noteworthy. Although the attendance rates of nonparticipants in the host schools consistently declined between the fifth and eighth grades, this pattern did not characterize the school attendance of active TASC participants. After one year of exposure to TASC, active participants decreased attendance only between sixth and seventh grades, and that decrease was smaller than the corresponding decrease for nonparticipants (a decrease of .06 percentage points for active participants, compared to a decrease of 2.1 percentage points for nonparticipants). Between seventh and eighth grades, however, the school attendance rates of active participants increased by 0.8 percentage points, compared with a decrease of 1.4 percentage points for corresponding nonparticipants. Following a similar pattern, the school attendance rates of active middle-grades participants over two years decreased less than for nonparticipants.

**Change in School Attendance from the Year Prior to Enrolling to the First Year After Exposure to TASC, by Grade (K-8), Weighted**



\* Indicates an attendance rate change that is significantly different ( $p > .05$ ) from similar nonparticipants. Effect sizes are noted in parentheses. Effect sizes greater than 0.10 are in bold type.

### Change in School Attendance from the Year Prior to Enrolling to the Second Year After Exposure to TASC, by Grade (K-8), Weighted



\* Indicates an attendance rate change that is significantly different ( $p > .05$ ) from similar nonparticipants. Effect sizes are noted in parentheses. Effect sizes greater than 0.10 are in bold type.

## 4. What Can We Conclude from These Outcome Findings?

The findings presented here paint a very positive picture of the benefits of TASC participation at grades K-8, especially frequent, regular participation that extends for two years or more. From a policy perspective, it is especially important to focus on the findings that emerge with the greatest consistency. These findings are least likely to be affected by choices in the strategies used to analyze student data. We highlight four such findings for special attention:

- Rising rates of TASC project attendance over the program's first three years suggest that projects are finding effective ways to appeal to and motivate students to participate in these voluntary after-school activities over sustained time periods. This finding suggests that students and families are voting with their feet to send a positive message about the quality and value of the activities and services that TASC projects provide.
- Across grade levels and types of students, TASC projects are supporting improved achievement in math. Although skill-building instruction in math is not typically a major focus of TASC projects, the opportunities that projects provide for homework completion, math games, and tutoring appear to give many students the practice, application, and special help they need to achieve at higher levels than before. This type of support may be especially important in raising achievement in math, which depends more on school-based instruction than does reading.
- Although both disadvantaged and nondisadvantaged students are served in TASC projects, the students at greatest academic risk appear to derive more achievement benefits from TASC participation than do their more advantaged peers. A possible explanation for this is that nondisadvantaged TASC participants may be more likely to receive after-school, evening, and weekend opportunities for academic stimulation, practice, and support, through family homework time, trips to the library and other cultural institutions, math and literacy games, and music and religious-school lessons. In such an environment, TASC programming is only one of many out-of-school enrichments that a child enjoys, not the only one, as may be the case for many disadvantaged participants in TASC projects.
- TASC projects are consistently associated with gains in school attendance. Based on student and teacher interviews over four years of data collection, we believe that these attendance improvements are sparked by (1) students wanting to come to school regularly in order to be able to participate in the after-school program, (2) students getting to know teachers and other after-school staff on a friendly, informal basis and wanting to come to school to interact with these adults whom they respect and like, and (3) students experiencing greater academic success (or, at a minimum, greater teacher approval for getting homework submitted on time) due to the factors discussed above and therefore feeling a greater sense of affiliation in the school.

We offer two possible explanations for the lack of consistent patterns with respect to TASC program effects in the area of reading and language arts. It is possible that, given what educators have learned about the crucial importance of early and continuing literacy experiences, significant improvements in reading and language arts require intensive, sustained interventions that are beyond the scope of a voluntary after-school program. It is also possible that the ELA/reading test used in New York does not assess the skills developed through the types of practice-based learning in reading and language arts that TASC projects are likely to promote.

The analyses presented in this report include only a small portion of the possible analyses that the evaluation has conducted and will continue to conduct as it completes the collection and examination of data on the operations of the TASC program and the program's effects on participating students. In the coming months, we will continue to explore the findings reported here in order to determine whether they hold up when examined using different assumptions and analytic methods and when combined with additional data, including data from TASC high school projects. In the meantime we believe that the findings presented here make a compelling case for the benefits provided by after-school projects such as those supported by TASC.

## **Appendix A**

### **Selection of Students to be Included in the Analyses by Category of Participation**

The New York City Department of Education (DOE) provided the evaluation with extracts of data from DOE's student-level administrative data files. Data from the K-8 extract includes information for each student on:

- School(s) attended
- Student demographic characteristics
- Eligibility for the Free or Reduced Price Lunch program
- Participation in special education
- Whether the student is categorized as an English Language Learner
- Whether the student is categorized as a recent immigrant
- School attendance
- Test scores from the statewide achievement tests administered in grades 4 and 8 and the comparable citywide tests administered in grades 3, 5, 6, and 7

The files provided by DOE contain data for every student who ever attended a TASC host school during the 1997-98, 1998-99, 1999-2000, or 2000-01 school years. The information provided for each student is longitudinal—meaning that it includes the information for each school-year from 1997-98 through 2000-01 or for the subset of years a student was enrolled in a New York City school. This appendix describes the decision rules for including or excluding students from the analyses.

One of the challenges in using this large number of records was selecting the appropriate set of nonparticipants to use as the comparison group for the study of TASC after-school program effects on participants. To make the nonparticipant pool as similar as possible to TASC participants, we statistically controlled for differences in demographic characteristics, grade level, and initial test scores across the two groups. We dealt with the threat of contamination of the comparison group by setting criteria for the completeness of the enrollment and attendance records of each TASC site. These criteria had to be met before nonparticipants could be included in the analysis. We addressed the issue of nonparticipant students who had different school-day experiences because they attended different schools from those of the corresponding participants by excluding nonparticipants who did not attend a school where a TASC after-school project was located during the years the TASC project was in operation.

Certain groups of students were excluded from all analyses regardless of their TASC participation status. These students were removed either because it was unclear whether they attended

a TASC host school in a certain year, because their participation status was uncertain, or because they were missing data required for analysis. Students in grades K-8 who had the following characteristics were excluded from the analyses presented in this report:

- Students who were recorded as enrolled in a TASC program but who never attended a day of the program
- Students who never attended a TASC host school serving grades K-8 in a year in which the program was open, according to DOE records
- Students who were missing school attendance information every year that they attended a TASC host school
- Students who were in a high school grade in the 1998-99, 1999-2000, or 2000-01 school years; a separate report on these students will be issued

Every student who ever participated in a TASC program who did not meet the conditions listed above was included in the study. Nonparticipants, however, had to meet stricter criteria to be included.

The evaluation defines a nonparticipant as any student who attended a TASC host school while a project was open and who did not participate in a TASC program in any year. To define this pool, we started with a list of all students who attended a host school in a given year, and subtracted all students who are participating or have ever participated in a TASC program.

Each year, some of the TASC projects fail to record or transmit complete project enrollment and attendance information. In these instances, there is a risk that some students participated in the TASC project but were never recorded as having attended. To eliminate the risk of a contaminated nonparticipant pool (i.e., that some participants are inadvertently included in the list of nonparticipants), all students for whom we do not have a concrete record of enrollment and attendance are removed from the analysis. The decision rule we used is that, to be included as a nonparticipant, the school's TASC project must have the following attendance data for every year in which the potential nonparticipant attended the host school:

- For schools hosting TASC sites that opened in fall 1998, at least seven months of TASC attendance data during the 1998-99 school year and at least eight months of data during the 1999-2000 and 2000-01 school years
- For schools hosting TASC sites that opened in spring 1999, at least four months of TASC attendance during the 1998-99 school year and at least eight months of data during the 1999-2000 and 2000-01 school years

- For schools hosting TASC sites that opened in fall 1999, at least eight months of TASC attendance during the 1999-2000 and 2000-01 school years
- For schools hosting TASC sites that opened in spring 2000, at least four months of TASC attendance during the 1999-2000 school year and at least eight months of data in the 2000-01 school year

Once the evaluation determined which participants and nonparticipants would be included in the study sample, we grouped them by the number of years they were exposed to a TASC project. Changes in participants' academic achievement after their first year of TASC attendance were compared to changes in nonparticipants' achievement after their first year attending a TASC host school, using the regression approach described in the report. Similarly, changes in participants after two years and three years of TASC exposure were compared to changes in nonparticipants who attended TASC host schools for the same amount of time.

Participants were also broken out into groups based on patterns of their participation in TASC. Four groups of TASC participants were created:

- **All participants** were students who attended a TASC program for at least one day in any of the three years examined
- **Non-active participants** were students who attended a TASC program but never met the active participation threshold (i.e., attended for at least 60 days and 60 percent of days attended) in any year of TASC participation
- Participants who were **active in any year** of participation were those who met the active participation threshold in at least one of the years that they attended a TASC project
- Participants who were **active in all years** of participation met the active-participation threshold in the first year that they participated in a TASC program and in every subsequent year of participation that the study analyzed

As shown in the following table, if a participant met the active participation in the first two years of participation and participated a third year, but attended less than 60 days, the participant was considered active in all years for two years of exposure to TASC.

- Participants who were **highly active in all years** of participation met the highly active participation threshold in the first year that they participated in a TASC program and in every subsequent year of participation that the study analyzed

The selection criteria follow the same pattern as for participants who are active in all years, except that students must attend the TASC program for 80 days per school year and 80 percent of the days the program was in operation.

Each analysis group, and the patterns of participation associated with it, is described in the following table.

### Categories of Analysis Based on Patterns of Participation

Year of TASC			Non-Active Participant			Active in Any Year of Participation			Active in All Years of Participation			Highly Active in All Years of Participation		
Year 1	Year 2	Year 3	1 Year Change	2 Years Change	3 Years Change	1 Year Change	2 Years Change	3 Years Change	1 Year Change	2 Years Change	3 Years Change	1 Year Change	2 Years Change	3 Years Change
HA	HA	HA				✓	✓	✓	✓	✓	✓	✓	✓	✓
HA	HA	A				✓	✓	✓	✓	✓	✓	✓	✓	
HA	HA	NA				✓	✓	✓	✓	✓	✓	✓	✓	
HA	HA	~				✓	✓		✓	✓		✓	✓	
HA	A	HA				✓	✓	✓	✓	✓	✓	✓		
HA	A	A				✓	✓	✓	✓	✓	✓	✓		
HA	NA	~				✓	✓		✓			✓		
HA	~	A				✓			✓			✓		
A	A	A				✓	✓	✓	✓	✓	✓			
A	A	NA				✓	✓	✓	✓	✓				
A	A	~				✓	✓		✓	✓				
~	A	A				✓	✓		✓	✓				
A	NA	A				✓	✓	✓	✓					
A	NA	NA				✓	✓	✓	✓					
A	NA	~				✓	✓		✓					
A	~	A				✓			✓					
A	~	NA				✓			✓					
A	~	~				✓			✓					
~	A	NA				✓	✓		✓					
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NA	NA	NA	✓	✓	✓									
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~	NA	A	✓			✓	✓							
~	NA	~	✓											
~	~	NA	✓											
~	~	~												
NONPARTICIPANT														
HA = Highly Active Participants			A = Active Participant			NA = Non-Active Participant			~ = Did Not Participate					

## **Appendix B**

### **Test Score Findings by Category of Participation**

After grouping participants into the categories described in Appendix A, the evaluation compared the test score gains of participants to the gains of similar nonparticipants after one, two, and three years of exposure to TASC. The following table presents the findings for various participation categories.

In mathematics, participants tended to gain more points than nonparticipants after two years of exposure to TASC. Participants who were active or highly active in every year of attendance also gained more than similar nonparticipants after three years of TASC participation. Participants who attended the program less regularly also gained more than nonparticipants in math, but the magnitude of these benefits decreased as students participated in TASC less. Participants overall gained less than nonparticipants in math after one year of exposure to TASC.

In ELA/reading, the evaluation found that TASC participants gained significantly fewer scale score points than similar nonparticipants after one year of exposure to TASC. However, participants with the greatest level of exposure to TASC (those who were active in all years of participation) had test score gains similar to those of nonparticipants. Participants' differences from nonparticipants grew increasingly negative with decreasing intensity in TASC attendance, such that participants who were highly active attenders in every year of attendance gained 1.1 points less than nonparticipants, compared with 1.8 fewer points for all participants, and 2.4 points for non-active participants. Gains in ELA/reading after two and three years of TASC participation were similar to those of nonparticipants with the same level of exposure to TASC.

**Difference in Gains in Scale Scores from Nonparticipants in ELA/Reading and Math  
By Level of Participation**

	ELA/Reading Gains				Math Gains			
	Mean Difference	N	SD	Effect Size	Mean Difference	N	SD	Effect Size
<b>Highly Active in All Years</b>								
1 Year	-1.09	576	24.77	-0.07	1.15	637	24.45	0.06
2 Years	0.04	146	22.04	0.00	6.03**	183	26.03	<b>0.26</b>
3 Years	N too small for analysis							
<b>Highly Active in Any Years</b>								
1 Year	-1.66**	891	24.40	<b>-0.10</b>	-0.15	991	26.68	-0.01
2 Years	0.00	461	21.58	0.00	3.07**	588	30.00	<b>0.13</b>
3 Years	-1.74	120	24.12	-0.07	2.95	161	29.91	0.08
<b>Active in All Years</b>								
1 Year	-0.93	1564	24.11	-0.06	-0.19	1695	26.64	-0.01
2 Years	0.35	390	21.09	0.02	4.24**	488	30.57	<b>0.17</b>
3 Years	-0.80	82	23.58	-0.03	6.47**	110	26.69	<b>0.17</b>
<b>Active in Any Year</b>								
1 Year	-1.43**	1848	24.02	-0.09	-0.39	2016	27.33	-0.02
2 Years	0.64	745	22.07	0.03	3.18**	952	30.47	<b>0.13</b>
3 Years	-2.34	153	23.03	<b>-0.11</b>	1.85	210	29.43	0.05
<b>Non-active Attenders</b>								
1 Year	-2.43**	1938	24.56	0.08	-2.84**	2085	29.41	0.07
2 Years	-0.65	179	20.11	0.02	0.54	213	30.15	0.02
3 Years	N too small for analysis							
<b>All Participants</b>								
1 Year	-1.76**	3502	24.37	<b>-0.11</b>	-1.65**	3780	28.23	-0.08
2 Years	0.44	918	21.68	0.02	2.79**	1155	30.50	<b>0.12</b>
3 Years	-2.82	161	22.99	<b>-0.13</b>	2.04	221	29.06	0.06

\*\* Indicates significance at  $p < .05$  level.

Effect sizes greater than 0.10 are in bold type.

## **Appendix C**

### **Test Score Findings for Subgroups of Participants**

The evaluation examined the difference between the observed and expected gains of various subgroups of participants to determine the extent to which certain types of students benefited from participation in the TASC program. The participants described here all met the “active in all years” participation threshold.

**Difference in Gains in Scale Scores from Nonparticipants by Subgroup  
Math**

Participant Subgroup	After 1 Year of Participation			After 2 Years of Participation			After 3 Years of Participation		
	Difference in Points Gained from the Expected Gain	N	Effect Size	Difference in Points Gained from the Expected Gain	N	Effect Size	Difference in Points Gained from the Expected Gain	N	Effect Size
ELL	1.71**	226	0.08						
Recent Immigrant	-1.25**	95	-0.05						
Special Ed	7.54**	191	<b>0.29</b>						
Asian	-8.83**	94	<b>-0.51</b>						
Hispanic	-0.77	874	-0.04	3.41**	225	<b>0.14</b>			
Black	2.47**	628	<b>0.11</b>	7.26**	206	<b>0.26</b>	10.02**	55	<b>0.22</b>
White	-3.26**	91	<b>-0.21</b>						
Free Lunch	0.63	1459	0.03	5.28**	406	<b>0.20</b>	8.53**	90	<b>0.22</b>
Not Free Lunch	-5.28**	236	<b>-0.28</b>	-0.92	82	-0.04			
Female	0.47	866	0.02	4.72**	271	<b>0.18</b>	5.79**	63	<b>0.14</b>
Male	-0.89	829	-0.04	3.64**	217	<b>0.15</b>			
Math Proficiency Level 1	2.58**	452	<b>0.12</b>	7.47**	130	<b>0.26</b>			
Math Proficiency Level 2-4	-1.20**	1243	-0.08	3.07**	358	<b>0.18</b>			

\*\* Indicates significance at p < .05 level.

█ Indicates data were available for too few students to analyze.

**Difference in Gains in Scale Scores from Nonparticipants by Subgroup  
ELA/Reading**

Participant Subgroup	After 1 Year of Participation			After 2 Years of Participation			After 3 Years of Participation		
	Difference in Points Gained from the Expected Gain	N	Effect Size	Difference in Points Gained from the Expected Gain	N	Effect Size	Difference in Points Gained from the Expected Gain	N	Effect Size
ELL	-6.86**	105	-0.45						
Recent Immigrant									
Special Ed	4.11**	179	0.23						
Asian	-0.09	95	-0.01						
Hispanic	-2.11**	747	-0.14	-1.15	166	-0.06			
Black	0.94	624	0.05	2.76**	172	0.13			
White	-5.03**	90	-0.34						
Free Lunch	-0.48	1330	-0.03	0.89	323	0.04	0.78	68	0.03
Not Free Lunch	-3.51**	234	-0.24	-2.28**	67	-0.13			
Female	-2.24**	804	-0.14	0.10	221	0.01			
Male	0.45	760	0.03	0.66	169	0.03			
ELA Proficiency Level 1	-0.09	370	-0.01	7.51**	86	0.39			
ELA Proficiency Level 2-4	-1.20**	1194	-0.10	-1.68	304	-0.12			

\*\* Indicates significance at p < .05 level.

█ Indicates data were available for too few students to analyze.

## **Appendix D**

### **Details of Data Used in Analysis of Changes in School Attendance**

**Distribution of Students with One Year of Exposure,  
by Participation Group and Base Year Grade (K-7)  
Unweighted**

<b>Base Grade</b>	<b>Active in All Years of Participation</b>	<b>All Participants</b>	<b>Nonparticipants</b>	<b>All Students</b>
K	20%	17%	12%	14%
1	20%	18%	13%	15%
2	13%	13%	11%	12%
3	16%	16%	13%	14%
4	14%	14%	15%	15%
5	8%	10%	12%	11%
6	6%	8%	14%	11%
7	3%	5%	11%	8%
Total	100%	100%	100%	100%
<i>N</i>	16,252	32,018	36,119	68,137

**Weights Applied to Adjust for Enrollment, by Base Year Grade (K-7)  
Students with One Year of Exposure**

<b>Base Grade</b>	<b>Active in All Years of Participation (N=16,252)</b>	<b>All Participants (N=32,018)</b>	<b>Nonparticipants (N=36,119)</b>
K	0.710764459957529	0.835986861768138	1.21052955116174
1	0.745981332661365	0.851313292970695	1.18318697493992
2	0.892795472124951	0.911859272363987	1.09371555560177
3	0.86211707110231	0.90903583135293	1.09733943516763
4	1.05265844632223	1.02961582600816	0.975135926536505
5	1.33732257842541	1.12843570620436	0.908352263463296
6	2.01556223800915	1.40707448823906	0.79588848715462
7	2.75063104766368	1.62307194744855	0.746102944961713

**Distribution of Students with Two Years of Exposure,  
by Participation Group and Base Year Grade (K-6)  
Unweighted**

<b>Base Grade</b>	<b>Active in All Years of Participation</b>	<b>All Participants</b>	<b>Nonparticipants</b>	<b>All Students</b>
K	22%	20%	15%	17%
1	24%	22%	17%	19%
2	22%	20%	17%	18%
3	17%	18%	17%	18%
4	6%	7%	7%	7%
5	5%	7%	11%	9%
6	4%	7%	17%	13%
Total	100%	100%	100%	100%
<i>N</i>	<i>5,129</i>	<i>10,573</i>	<i>16,944</i>	<i>27,517</i>

**Weights Applied to Adjust for Enrollment, by Base Year Grade (K-6)  
Students with Two Years of Exposure**

<b>Base Grade</b>	<b>Active in All Years of Participation (N=5,129)</b>	<b>All Participants (N=10,573)</b>	<b>Nonparticipants (N=16,944)</b>
K	1.11921134417614	0.845834431266875	1.12832741941345
1	1.09905788800366	0.856205213994387	1.11706467940069
2	1.06623452658268	0.89006155775551	1.08351130522772
3	1.00004502618307	0.978938018934421	1.01360806482075
4	0.973058028322155	1.02925868610847	0.982570840669437
5	0.870672877094522	1.37274244855306	0.85511409298413
6	0.823428338144573	1.89779239198844	0.772084304983273

**Distribution of Students with Three Years of Exposure,  
by Participation Group and Base Year Grade (K-5)  
Unweighted**

<b>Base Grade</b>	<b>Active in All Years of Participation</b>	<b>All Participants</b>	<b>Nonparticipants</b>	<b>All Students</b>
K	24%	26%	22%	23%
1	26%	29%	25%	26%
2	31%	27%	25%	26%
3	8%	8%	10%	9%
4	5%	5%	7%	6%
5	6%	6%	11%	9%
Total	100%	100%	100%	100%
<i>N</i>	<i>1,074</i>	<i>1,642</i>	<i>3,541</i>	<i>5,183</i>

**Weights Applied to Adjust for Enrollment by Base Year Grade (K-5)  
Students with Three Years of Exposure**

<b>Base Grade</b>	<b>Active in All Years of Participation (N=1,074)</b>	<b>All Participants (N=1,652)</b>	<b>Nonparticipants (N=3,541)</b>
K	0.945595005117357	0.899996929483058	1.0543242486292
1	0.983616140673593	0.921430535999442	1.04116794657777
2	0.852153505373717	0.968580238500249	1.01527203568996
3	1.27564704466113	1.22231826944842	0.922219228044215
4	1.20930970438013	1.22472153334306	0.921586528790933
5	1.49412595977201	1.43458840403496	0.876827885487417

**Change in School Attendance Rates between the Year Prior to Enrolling and After One Year of Exposure by Base Grade (K-7), Weighted**

Grades Compared	Mean								
	Active in All Years of Participation			All Participants			Nonparticipants		
	Base Year	Base Year	Base Year	Base Year	Base Year	Change	Base Year	After 1 Year	Change
<b>K to 1</b>	91.36%	93.41%	2.06%	90.61%	92.61%	2.00%	89.17%	91.29%	2.11%
<b>1 to 2</b>	92.81%	93.96%	1.14%	92.26%	93.29%	1.03%	91.47%	92.04%	5.73%
<b>2 to 3</b>	93.72%	94.68%	0.96%	92.95%	93.80%	0.85%	92.26%	92.68%	0.42%
<b>3 to 4</b>	94.08%	94.87%	0.79%	93.61%	94.13%	0.52%	92.75%	92.87%	0.12%
<b>4 to 5</b>	94.57%	95.13%	0.56%	93.70%	94.13%	0.44%	93.10%	93.08%	-0.02%
<b>5 to 6</b>	94.76%	94.80%	0.04%	94.20%	94.07%	-0.13%	93.63%	92.32%	-1.31%
<b>6 to 7</b>	94.57%	93.94%	-0.63%	93.97%	93.21%	-0.77%	92.94%	90.81%	-2.14%
<b>7 to 8</b>	93.11%	93.92%	0.81%	92.45%	92.86%	0.42%	91.18%	89.73%	-1.45%
<b>All Grades</b>	93.58%	93.25%	0.77%	92.93%	93.54%	0.61%	92.04%	91.99%	-0.05%
Grades Compared	Standard Deviation								
	Active in All Years of Participation			All Participants			Nonparticipants		
	Base Year	After 1 Year	Change	Base Year	After 1 Year	Change	Base Year	After 1 Year	Change
<b>K to 1</b>	.07418	.05568	.05979	.07930	.06599	0.0654	.09282	.08501	0.0807
<b>1 to 2</b>	.06195	.0536	.0515	.06686	.06067	0.0563	.07408	.07954	0.00573
<b>2 to 3</b>	.05762	.04832	.04601	.06402	.05614	0.0534	.07059	.08112	0.0707
<b>3 to 4</b>	.05659	.04857	.04554	.06023	.05604	0.000759	.06921	.07836	0.000973
<b>4 to 5</b>	.05204	.04554	.04308	.05876	.05510	0.0493	.06821	.07131	0.0597
<b>5 to 6</b>	.05259	.05599	.05107	.05603	.06043	0.05316	.06610	.09292	0.0804
<b>6 to 7</b>	.05459	.06416	.05203	.05993	.06827	0.05547	.07348	.1187	0.1037
<b>7 to 8</b>	.06792	.06345	.05637	.08062	.07332	0.06558	.1017	.1241	0.08920
<b>All Grades</b>	.06113	.05433	.05122	.06681	.06176	.05659	.07807	.09061	.07868
Grades Compared	N								
	Active in All Years of Participation			All Participants			Nonparticipants		
<b>K to 1</b>	2,323			4,525			5,105		
<b>1 to 2</b>	2,426			4,787			5,400		
<b>2 to 3</b>	1,865			3,802			4,288		
<b>3 to 4</b>	2,269			4,552			5,136		
<b>4 to 5</b>	2,405			4,725			5,330		
<b>5 to 6</b>	1,772			3,531			3,983		
<b>6 to 7</b>	1,820			3,501			3,949		
<b>7 to 8</b>	1,373			2,595			2,928		
<b>All Grades</b>	16,252			32,018			36,199		

**Change in School Attendance Rates between the Year Prior to Enrolling and After Two Years of Exposure by Base Grade (K-6), Weighted**

Grades Compared	Mean								
	Active in All Years of Participation			All Participants			Nonparticipants		
	Base Year	After 1 Year	Change	Base Year	After 1 Year	Change	Base Year	After 1 Year	Change
<b>K to 2</b>	92.32%	94.58%	2.27%	91.48%	93.77%	2.29%	90.29%	93.14%	2.86%
<b>1 to 3</b>	93.43%	94.95%	1.52%	92.83%	94.375	1.52%	92.26%	93.60%	1.34%
<b>2 to 4</b>	94.41%	95.49%	1.09%	93.62%	94.66%	1.04%	92.56%	93.47%	0.91%
<b>3 to 5</b>	94.79%	95.67%	0.88%	94.13%	94.79%	0.65%	93.34%	93.72%	0.39%
<b>4 to 6</b>	95.08%	95.44%	0.38%	93.77%	94.26%	0.50%	92.93%	92.25%	-0.67%
<b>5 to 7</b>	94.86%	94.65%	-0.21%	94.56%	93.88%	-0.70%	93.85%	92.19%	-1.66%
<b>6 to 8</b>	94.72%	93.57%	-1.15%	94.82%	93.51%	-1.32%	93.50%	91.57%	-1.94%
<b>All Grades</b>	94.08%	94.93%	0.85%	93.46%	94.23%	0.77%	92.53%	93.04%	0.51% %
Grades Compared	Standard Deviation								
	Active in All Years of Participation			All Participants			Nonparticipants		
	Base Year	After 1 Year	Change	Base Year	After 1 Year	Change	Base Year	After 1 Year	Change
<b>K to 2</b>	.06323	.04695	.05369	.06901	.06148	.06648	.08534	.07091	.07891
<b>1 to 3</b>	.05709	.04874	.05379	.06179	.05370	.05681	.06844	.07020	.06640
<b>2 to 4</b>	.05145	.04355	.04441	.05932	.05500	.05456	.06877	.07197	.06682
<b>3 to 5</b>	.04860	.04307	.04371	.05558	.05542	.05250	.06503	.06942	.06400
<b>4 to 6</b>	.04641	.04460	.03950	.06034	.05642	.05742	.06942	.09022	.08007
<b>5 to 7</b>	.04753	.04999	.05079	.05216	.06173	.05721	.06080	.09449	.08282
<b>6 to 8</b>	.05893	.08541	.08324	.05658	.07594	.07452	.06640	.09949	.08711
<b>All Grades</b>	.05534	.05362	.05568	.06096	.05989	.06109	.07109	.07910	.07534
Grades Compared	N								
	Active in All Years of Participation			All Participants			Nonparticipants		
<b>K to 2</b>	847			1,760			2,821		
<b>1 to 3</b>	943			1,976			3,167		
<b>2 to 4</b>	914			1,915			3,070		
<b>3 to 5</b>	888			1,855			2,973		
<b>4 to 6</b>	356			740			1,186		
<b>5 to 7</b>	471			954			1,529		
<b>6 to 8</b>	710			1,372			2,199		
<b>All Grades</b>	5,129			10,573			16,944		

## **Appendix E**

**Scales Embedded in the Year 3 Student Surveys,  
As First Reported in Reisner *et al.* (2002)**

**Elementary-grades Social Interactions**

*Items:*

Below are some statements that might describe how you feel about the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, disagree a lot, or have no opinion.

1. I have a lot of friends here (scale: 6-9)
2. I get to know other kids really well here (scale: 6-9)
3. I can really trust the other kids here (scale: 6-9)
4. I like the other kids here (scale: 6-9)
5. I have a good time playing with other kids here (scale: 6-9)

*Descriptive Statistics:*

Minimum possible score: 30    Maximum possible score: 45						
Alpha	Mean	Standard Deviation	75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile	% Variance btw. Sites	% Variance w/in Sites
.76	41.3	3.1	44.0	40.0	6%	94%

*Scale source: After-School Environment Scale, Peer Affiliation Scale, Rosenthal and Vandell (1996)*

**Elementary-grades Sense of Autonomy**

*Items:*

Below are some statements that might describe how you feel about the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, disagree a lot, or have no opinion.

1. I get to do what I want here (scale: 6-9)
2. The teachers let me decide what to do here (scale: 6-9)
3. I get to choose what I want to do here (scale: 6-9)

*Descriptive Statistics:*

Minimum possible score: 18    Maximum possible score: 27						
Alpha	Mean	Standard Deviation	75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile	% Variance btw. Sites	% Variance w/in Sites
.78	20.5	3.0	23.0	18.0	9%	91%

*Scale source: After-School Environment Scale, Peer Affiliation Scale, Rosenthal and Vandell (1996)*

**Program Connection**

*Items:*

Below are some statements that might describe how you feel about the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, disagree a lot, or have no opinion.

1. This place is a comfortable place to hang out (scale: 6-9)
2. I feel like I belong here (scale: 6-9)
3. I feel like I matter here (scale: 6-9)
4. I feel like I am successful here (scale: 6-9)
5. I feel like my ideas count here (scale: 6-9)

*Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 30    Maximum possible score: 45		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.86	40.4	4.3	44.0	38.0	5%	95%

*Scale source: Public Private Ventures/Safe Havens VYSO Youth Survey (1997), Belonging Scale*

**TASC Opportunities**

*Items:*

Next are statements that might describe how you feel about the choices and activities that the after-school program has to offer. For each statement, please circle whether you agree a lot, agree a little, disagree a little, disagree a lot, or have no opinion.

1. I get a chance to do a lot of new things here (scale: 6-9)
2. I get to do things here that I don't usually get to do anywhere else (scale: 6-9)
3. I get to work on projects here that make me think (scale: 6-9)
4. I get to go places that I don't usually get to go (scale: 6-9)
5. There is a lot for me to choose from here (scale: 6-9)
6. The activities here really get me interested (scale: 6-9)

*Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 36    Maximum possible score: 54		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.86	47.8	5.2	52.0	45.0	13%	87%

*Scale source: Public Private Ventures/Safe Havens VYSO Youth Survey (1997), Challenge Scale*

## Academic Self-Esteem

### *Items:*

How do you feel about each of the following statements? For each statement, please circle whether you agree a lot, agree a little, disagree a little, disagree a lot, or have no opinion.

1. I think I am a good student (scale: 6-9)
2. I'm not a very good student (scale: 9-6)
3. I am doing a good job in school (scale: 6-9)
4. I don't do very well in school (scale: 9-6)

### *Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 24    Maximum possible score: 36		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.73	33.7	2.5	36.0	32.0	4%	96%

*Scale source: Child Development Project, Academic Self Esteem Scale, Developmental Studies Center*

## Elementary-grades TASC Community

### *Items:*

Below are some statements that might describe how people treat each other at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, disagree a lot, or have no opinion.

1. People care about each other in this program (scale: 6-9)
2. Students in this program don't seem to like each other very well (scale: 9-6)
3. Students in this program work together to solve problems (scale: 6-9)
4. When I'm having a problem, some other student will help me (scale: 6-9)
5. Teachers and students treat each other with respect in this program (scale: 6-9)
6. Students in this program really care about each other (scale: 6-9)

### *Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 36    Maximum possible score: 54		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.80	47.4	4.6	51.0	44	11%	89%

*Scale source: Child Development Project, Sense of School as a Community Scale, Developmental Studies Center*

**Middle and High School TASC Community**

*Items:*

Below are some statements that might describe how people treat each other at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, disagree a lot, or have no opinion.

1. People care about each other in this program (scale: 6-9)
2. Students in this program don't seem to like each other very well (scale: 9-6)
3. Students in this program just look out for themselves (scale: 9-6)
4. Students in this program are willing to go out of their way to help someone (scale: 6-9)
5. Students in this program work together to solve problems (scale: 6-9)
6. Students in this program don't really care about each other (scale: 9-6)
7. Students at this school don't get along together very well (scale: 9-6)
8. Students in this program are mean to each other (scale: 9-6)
9. When I'm having a problem, some other student in this program will try to help me (scale: 6-9)
10. Teachers and students treat each other with respect in this school (scale: 6-9)

*Descriptive Statistics:*

Alpha	Minimum possible score: 60    Maximum possible score: 90					
	Mean	Standard Deviation	75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile	% Variance btw. Sites	% Variance w/in Sites
.80	77.8	6.3	82.0	74.0	16%	84%

*Scale source: Child Development Project, Sense of School as a Community Scale, Developmental Studies Center*

### Elementary-grades TASC Academic Benefits

*Items:*

The after-school program has helped me to:

1. Learn to speak and understand English better (scale: 6-9)
2. Read and understand more (scale: 6-9)
3. Feel more comfortable solving math problems (scale: 6-9)
4. Finish my homework (scale: 6-9)

*Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 24    Maximum possible score: 36		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.77	32.9	3.3	36.0	31.0	10%	90%

### Middle and High School TASC Academic Benefits

*Items:*

The after-school program has helped me to:

1. Learn to speak and understand English better (scale: 6-9)
2. Read and understand more (scale: 6-9)
3. Feel more comfortable solving math problems (scale: 6-9)
4. Finish my homework (scale: 6-9)
5. Feel more comfortable writing papers (scale: 6-9)
6. Feel more confident about my school work (scale: 6-9)
7. Use computers to do homework or other activities (scale: 6-9)

*Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 42    Maximum possible score: 63		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.91	54.8	6.7	61	50	21%	79%

**Elementary-grades Staff Interaction**

*Items:*

The following are statements that might describe how you feel about the teachers at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, disagree a lot, or have no opinion.

1. Teachers can't be trusted; they say one thing one time and something different the next time (scale: 9-6)
2. The teachers in this program don't care what I think (scale: 9-6)
3. Teachers in this program punish kids without even knowing what really happened (scale: 9-6)
4. Teachers in this program get mad whenever you make a mistake (scale: 9-6)

*Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 24    Maximum possible score: 36		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.73	30.9	3.6	34.0	28.0	7%	93%

*Scale source: Child Development Project, Trust in and Respect for Teachers Scale, Developmental Studies Center*

**Middle and High School Staff Interactions**

*Items:*

The following are statements that might describe how you feel about the teachers at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, disagree a lot, or have no opinion.

1. The teachers in this program don't care what I think (scale: 9-6)
2. Teachers in this program punish kids without even knowing what really happened (scale: 9-6)
3. Teachers and students in this school don't seem to like each other (scale: 9-6)

*Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 18    Maximum possible score: 27		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.72	23.7	2.7	26.0	22.0	13%	87%

*Scale source: Child Development Project, Trust in and Respect for Teachers Scale, Developmental Studies Center*

**Elementary-grades Trust of Staff**

*Items:*

The following are statements that might describe how you feel about the teachers at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, disagree a lot, or have no opinion.

1. The teachers in this program always try to be fair (scale: 6-9)
2. The teachers in this program really care about me (scale: 6-9)
3. The teachers in this program always keep their promises (scale: 6-9)
4. I feel safe and comfortable with the teachers in this program (scale: 6-9)
5. When a teacher tells me not to do something I want to do, I know he or she must have a good reason (scale: 6-9)
6. The teachers will always listen to our ideas about how to make the program better (scale: 6-9)

*Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 36    Maximum possible score: 54		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.85	48.9	4.7	53.0	46.0	8%	92%

*Scale source: Child Development Project, Trust in and Respect for Teachers Scale, Developmental Studies Center*

**Middle and High School Trust of Staff**

*Items:*

The following are statements that might describe how you feel about the teachers at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, disagree a lot, or have no opinion.

1. The teachers in this program always try to be fair (scale: 6-9)
2. The teachers in this program really care about me (scale: 6-9)
3. The teachers in this program always keep their promises (scale: 6-9)
4. I feel safe and comfortable with the teachers in this program (scale: 6-9)
5. I feel that I can talk to the teachers in this school about the things that are bothering me (scale: 6-9)

*Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 30    Maximum possible score: 45		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.85	39.9	4.2	44.0	37.0	16%	84%

*Scale source: Child Development Project, Trust in and Respect for Teachers Scale, Developmental Studies Center*

**Middle-school Performance Mastery**

*Items:*

The after-school program has helped me to:

1. Learn to play a musical instrument, sing, dance, draw, paint or do other kinds of arts really well (scale: 6-9)
2. Speak in front of a group (scale: 6-9)
3. Perform in front of a group (scale: 6-9)

*Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 18    Maximum possible score: 27		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.69	24.1	2.6	26.0	22.0	6%	94%

**Middle-school Life Skills**

*Items:*

The after-school program has helped me to:

1. Learn skills that will help me be a leader (scale: 6-9)
2. Learn skills that will help me to get a job (scale: 6-9)
3. Learn skills that will help me to do better in school (scale: 6-9)
4. Learn skills that will help me be successful in life (scale: 6-9)
5. Think more about my future (scale: 6-9)
6. Learn about how to get into college (scale: 6-9)
7. Learn to work together with other students (scale: 6-9)
8. Learn how to avoid getting into fights (scale: 6-9)
9. Learn about different jobs or careers (scale: 6-9)

*Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 54    Maximum possible score: 81		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.93	72.4	8.0	79.0	68.0	18%	82%

**Middle-school One-on-One Adult Interactions**

*Items:*

How often do you talk one-on-one with an adult at the after-school program about:

1. What's going on in your life (scale: 1-4)
2. School or schoolwork (scale: 1-4)
3. Personal things that you don't tell most people (scale: 1-4)
4. Your future goals or plans (scale: 1-4)

*Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 4    Maximum possible score: 16		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.69	10.2	3.4	13.0	8.0	3%	97%

## Middle-school Adult Support

### *Items:*

Of the adults you know here at this after-school program, how many:

1. Pay attention to what's going on in your life (scale: 1-4)
2. Tell you when you do something good (scale: 1-4)
3. Would you go to for advice about personal things (scale: 1-4)
4. Could you go to if you were really upset or mad (scale: 1-4)
5. Could you go to for help with schoolwork or school problems (scale: 1-4)
6. Could you go to for help resolving an argument (scale: 1-4)

### *Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 6    Maximum possible score: 24		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.82	16.2	4.6	13.0	20.0	7%	93%

*Scale source: Public Private Ventures/Safe Havens VYSO Youth Survey (1997)*

## Middle-school Youth Leadership

### *Items:*

Some after-school programs involve young people in running the program. Have you done any of the following things at this after-school program?

1. Been elected by or elected other kids to a position in the program (scale: 1-2)
2. Volunteered or been selected to work in or lead an activity (scale: 1-2)
3. Helped out in the office (scale: 1-2)
4. Been paid to work at this program (scale: 1-2)
5. Helped out on youth council or leadership team for this program (scale: 1-2)
6. Helped plan special or regular program events or activities (scale: 1-2)
7. Helped with meetings for parents or community members (scale: 1-2)
8. Been asked by a staff for feedback/comments about the program or an activity (scale: 1-2)

### *Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 8    Maximum possible score: 16		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.75	10.5	2.2	12	8.5	9%	91%

*Scale source: Academy for Educational Development, Beacons Survey*

## Middle-school Importance of School

### *Items:*

The following statements might describe how you feel about school. Please circle whether you think the statement about school is very true, sort of true, a little true, or not at all true.

1. Doing well at school is important to me (scale: 1-4)
2. The things I am learning in school will be important later in life (scale: 1-4)
3. I need to finish school to get a good job (scale: 1-4)
4. The things I am learning in school will be useful in a job or career (scale: 1-4)

### *Descriptive Statistics:*

Alpha	Mean	Standard Deviation	Minimum possible score: 4    Maximum possible score: 16		% Variance btw. Sites	% Variance w/in Sites
			75 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile		
.68	14.7	2.1	16.0	14.0	3%	97%