

Supporting Student Success in Middle Schools: Examining the Relationship between Elementary Afterschool Program Participation And Subsequent Middle School Achievements

Methods:

CRESST used hierarchical linear modeling to compare value-added estimates of grade point average (GPA), standardized test scores, and course taking patterns of middle school students involved in LA's BEST and those not involved in the program during 2001 through 2004; the analysis also included disaggregation by dosage (how many days they attended the program). Additionally, CRESST utilized structural equation modeling (path analysis) to assess whether LA's BEST participation influenced day school attendance and academic outcomes in middle school.

Major Findings:

- Achievement increases the more students attend LA's BEST. Students demonstrated gains in math, language arts, science and history in middle school. Those students taking general math began showing benefits to their GPA at 50 days, while those taking algebra, science, and/or history showed benefits to their GPA by 80 days. In addition, benefits to GPA in language arts were found for students who attended a minimum of 140 days. LA's BEST participants also demonstrated higher California Standardized Test (CST) scores in general math and algebra, with the greatest benefits being found for those who attend a minimum of 140 days.
- Those students who attend LA's BEST 140 days or more were more likely to take both semesters of Algebra.

Conclusion:

- The benefits of LA's BEST participation persist at least through middle school. Higher achievement is closely tied to increasing participation as the more children attend the program, the more benefit is accrued in their grade point averages and in math test scores.

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