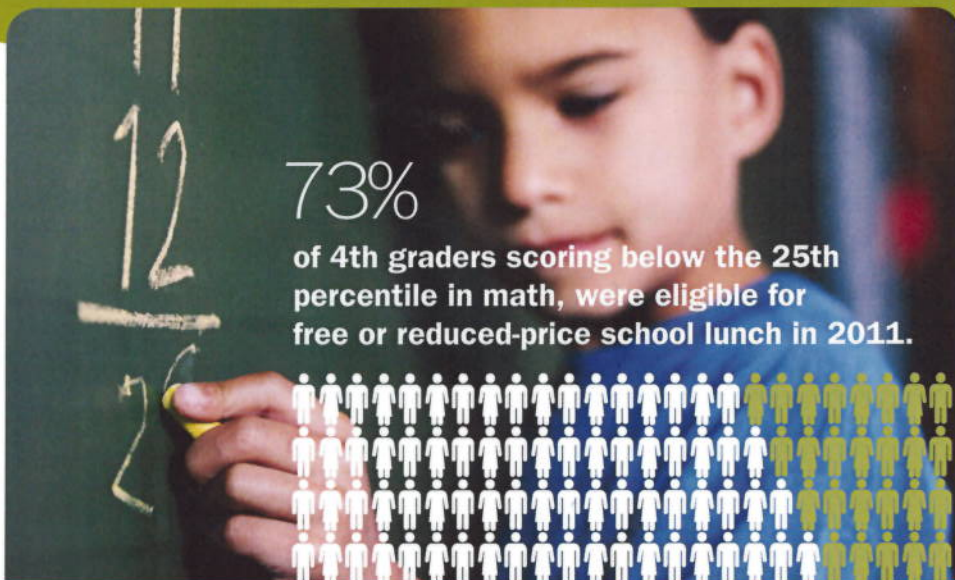


# The Achievement Gap Is Real

*“We can no longer afford to deny any child, let alone entire communities, the opportunity to learn, achieve and compete.”*

Congressman Chaka Fattah, Pennsylvania

*For Each and Every Child*, Report to the Secretary of Education from the Equity and Excellence Commission, February 2013

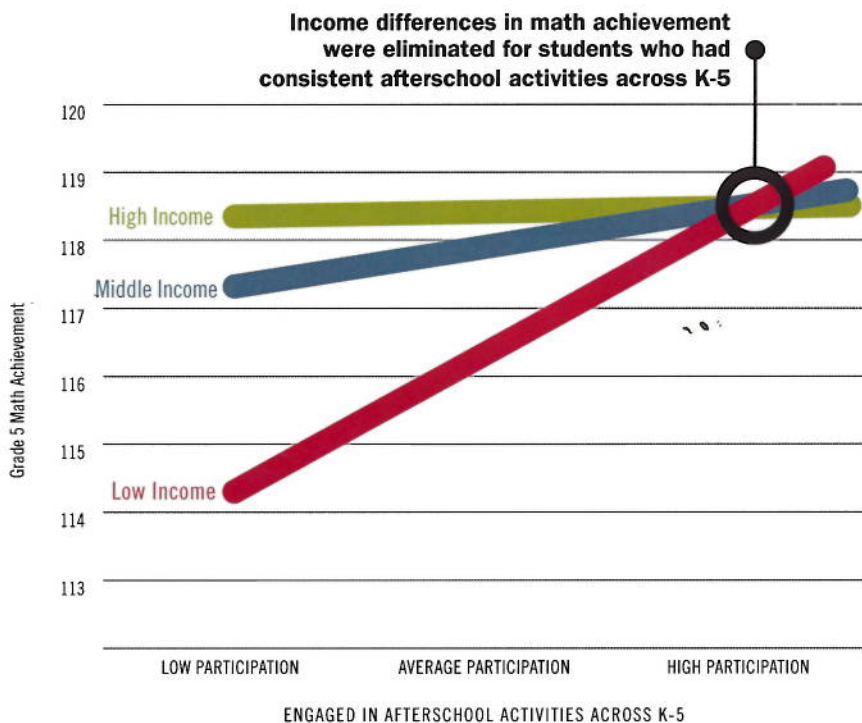


73% of 4th graders scoring below the 25th percentile in math, were eligible for free or reduced-price school lunch in 2011.

NEW RESEARCH SHOWS

## Afterschool Is a Real Solution Linked to Closing the Gap

### Afterschool Participation Narrows the Math Achievement Gap<sup>1</sup>



New research demonstrates that more consistent time spent in afterschool activities during the elementary school years is linked to narrowing the gap in math achievement at grade 5.

#### What the data indicate:

- » When afterschool participation is highly consistent, there is no gap in low-income and high-income children’s math achievement at grade 5
- » The more consistent the afterschool participation, the narrower the gap in math achievement
- » The more rarely students participate in afterschool activities, the wider the achievement gap

1. Pierce, K. M., Auger, A. and Vandell, D. L. (April, 2013). *Narrowing the Achievement Gap: Consistency and Intensity of Structured Activities During Elementary School*. Unpublished paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

# Expanding Learning Through Afterschool: Three Key

1

**More time spent expanding learning in afterschool = greater benefits for youth.<sup>2</sup>**

Consistent participation in afterschool activities yields positive results.



Narrowed gap in math achievement



Greater gains in academic and behavioral outcomes



Reduced school absences

More time spent in afterschool is associated with:

- ⊕ Better work habits
- ⊕ Improved academic performance
- ⊕ Gains in self-efficacy
- ⊕ Improved GPA
- ⊕ Increased attendance, fewer school absences

Unstructured time with peers in the after school hours is associated with:

- ⊖ Lower GPA
- ⊖ More school absences
- ⊖ Greater misconduct
- ⊖ Reduction in work habits and self-efficacy

2. Auger, A., Pierce, K. M. and Vandell, D. L. (April, 2013). *Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes*. Unpublished paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

# Factors Linked to Positive Outcomes

## 2 When youth like their afterschool program, they show improvement in the classroom.<sup>3</sup>

When youth report positive afterschool experiences, teachers report gains in the classroom.



- + Better work habits
- + Stronger task persistence
- + Pro-social behavior with peers

## 3 Youth appreciate and need support from afterschool staff.

When youth report on their afterschool experience, emotional support from adult staff is the most significant factor leading to their positive assessment.



3. Kataoka, Sabrina and Deborah L. Vandell. "Quality of Afterschool Activities and Relative Change in Adolescent Functioning Over Two Years." *Journal of Applied Developmental Science*. VOL 17, ISS 3 (2013): 1-12. Print.