



Five Star After-School Program

Continued Evaluation Proves Program Effectiveness

The Five Star After-School Program, a unique public-private partnership, is yielding positive and impressive results among more than 400 students in St. Louis area public middle schools.

An evaluation of the program by the Public Policy Research Center at University of Missouri - St. Louis has shown an improvement in report card grades of participating students as well as teacher reports of positive results in academic achievement and behavior. The Five Star After-School Program is reaching the most needy and academically at-risk students. Demographically, the program targets those students in high poverty areas who attend low performing schools.

The purpose of the Five Star After-School Program is to enhance school success for enrolled students, and provide them with the key supports and opportunities necessary for healthy development. This unique collaborative is built upon the strengths of its partners, with a focus on outcomes for the youth it serves:

- **ARCHS** secured the core funding, assembled the various partners and provides fiscal and outcome oversight and reporting to funding sources and the public. Provides resources via ASAP (stlasap.org);
- **Wyman** provides the curriculum, including the Wyman Teen Outreach Program, and manages program delivery by the cross-partner site teams at all five middle schools;
- **St. Louis City Department of Parks, Recreation and Forestry** provides the resources to support healthy recreational opportunities;
- **St. Louis Public Schools** possesses the knowledge of its students' needs and openness to community resources.

"We are beginning to see the results of collaborative efforts that involve many partners in the success equation. It certainly includes the after-school program. Research tells us that failing schools begin to experience success, in part, when there are good, responsive after-school programs that address academic and other needs of students. We thank Wyman for its contributions!"
- Principal, Long Middle School

"Since my child attended the after-school program his grades went up one letter grade. He completed all homework assignments."
- Parent of Compton Drew student

Five Star launched in February 2008, enrolling more than 400 students at five area middle schools: Compton-Drew Investigative Learning Center, Gateway Middle School, Langston Middle School, Long Middle CEC Academy and Stevens Middle Community Education Center.

Working in a community struggling to meet the educational needs of its young people, the Five Star After-School Program represents a *real* solution, a *real* community collaborative, and a *real* effort to successfully build and strengthen the assets of St. Louis' youth.



Table 1: Teacher-Reported Behavioral Changes for Attendees In Need of Improvement

	Slight to Significant Improvement	No Change	Slight to Significant Decline
Turns In Homework On Time	57%	28%	15%
Participates Well In Class	66%	23%	11%
Volunteering For Additional Activities	54%	38%	8%
Completes Homework Satisfactorily	60%	26%	14%
Arriving Motivated To Learn	54%	33%	13%
Overall Assessment Of Student Behavior	61%	26%	13%
Academic Performance	61%	26%	13%

Source: Lohani, S. (2009) Public Policy Research Center, University of Missouri-St. Louis. Evaluation of the Five Star After-School Programs in St. Louis Public Schools (2008–2009 School Year).

ABOVE: Table 1 shows changes in individual behavior for all attendees needing improvement. Every category evaluated demonstrates significant progress for attendees based on teacher surveys.

Table 2: Academic Progress of Students in Different Groups

	Increased by a letter grade or more
“A” Students	0.0%
“B” Students	31%
“C” Students	36%
“D” Students	54%
“F” Students	70%

Source: Lohani, S. (2009) Public Policy Research Center, University of Missouri-St. Louis. Evaluation of the Five Star After-School Programs in St. Louis Public Schools (2008–2009 School Year).

ABOVE: Table 2 demonstrates that grade improvement was more significant for those students who had the greatest need. For students whose baseline grade was an F, more than two-thirds improved enough to pass or achieved greater improvement.