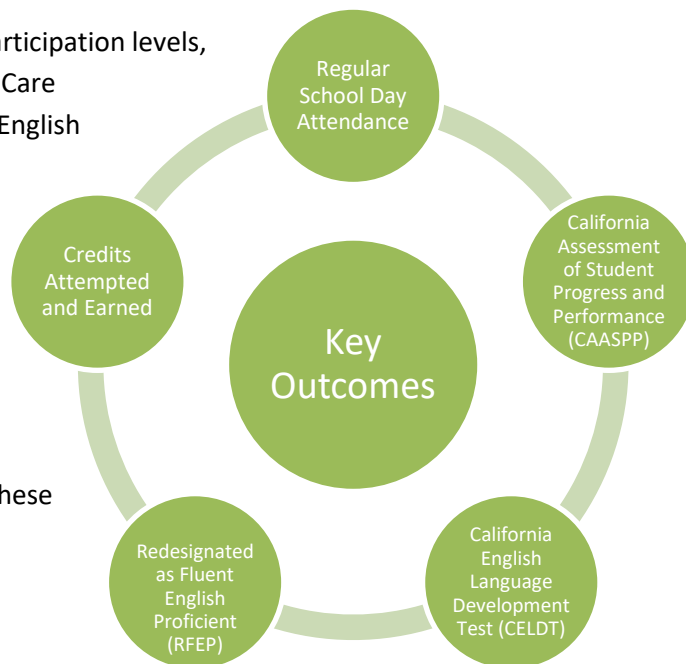




EduCare Foundation

After School Program Report Card for 2015-2016

This report describes the participants, participation levels, and outcomes of the 2015-2016 after school program by EduCare Foundation. Participant data includes the gender, ethnicity, English Learner (EL) status, and grade level of students. Outcomes measured include **regular school day attendance**, percentage of **credits earned**, performance on the English-Language Arts (ELA) and Math portions of the **California Assessment of Student Performance and Progress (CAASPP)**, performance on the **California English Language Development Test (CELDT)**, and the percentages of students **Redesignated as Fluent English Proficient (RFEP)**. The relationship between after school program attendance and these key outcomes were examined.



Section 1

Participation Demographics

During the 2015-2016 school year, a total of 25,731 high school students participated in the high school after school program for at least one day¹. Participation levels are reported and compared by grade level in the next sections of this report. Bars for attenders in this section represent students who attended the program for at least 8 days.

Section 1.1 – Gender and Ethnicity

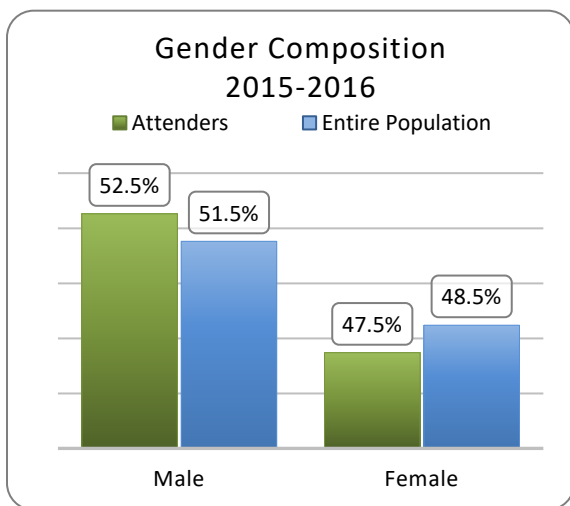


Figure 1

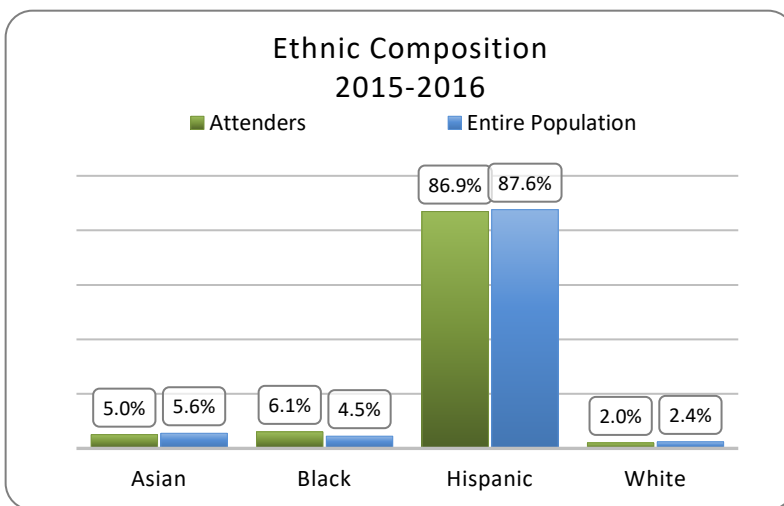


Figure 2

Section 1.2 – Grade Level and English Learner (EL) Status

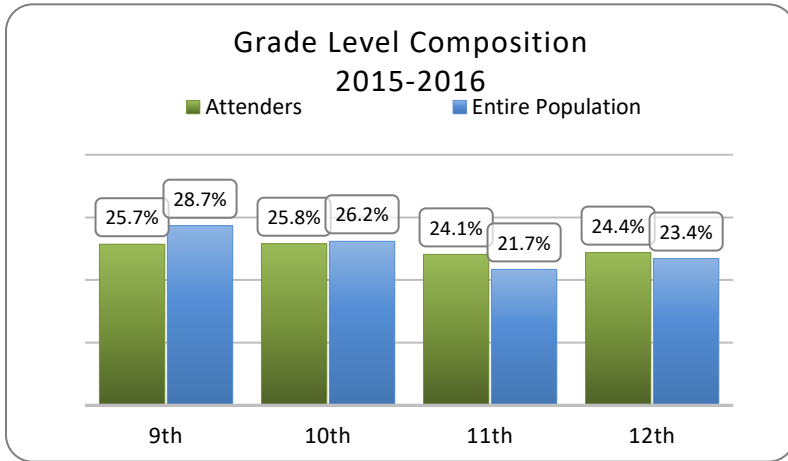


Figure 3

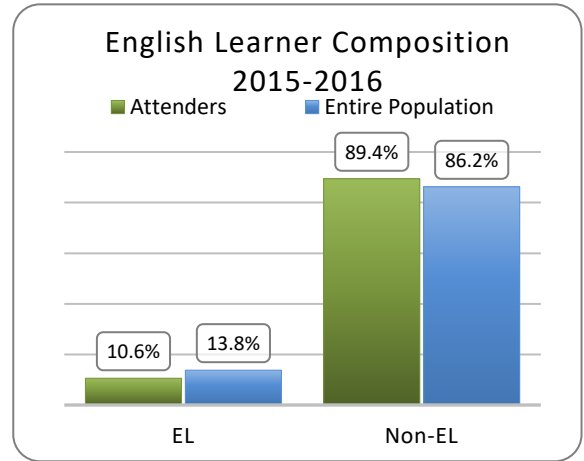


Figure 4

Section 1.3 – Local Control Funding Formula (LCFF) Indicators

Low attenders participated between 1-7 days. Medium attenders participated between 8-30 days. High attenders participated for at least 31 days.

	Non-Attenders	Low Attenders	Medium Attenders	High Attenders
Title 1	84.0%	88.5%	88.4%	87.8%
Special Ed	17.0%	11.4%	9.0%	9.3%
G.A.T.E.	15.5%	14.1%	15.6%	18.9%
Homeless	*	*	*	*

* Data Available Spring 2017

Section 1.4 – Low Attender Profile

The table below shows the demographic characteristics for students who attended the program for 1-7 days.

Gender [Male]	49.5%
Gender [Female]	50.5%

EL	14.1%
Non-EL	85.9%

Ethnicity [Asian]	6.0%
Ethnicity [Black]	3.6%
Ethnicity [Hispanic]	88.5%
Ethnicity [White]	1.8%

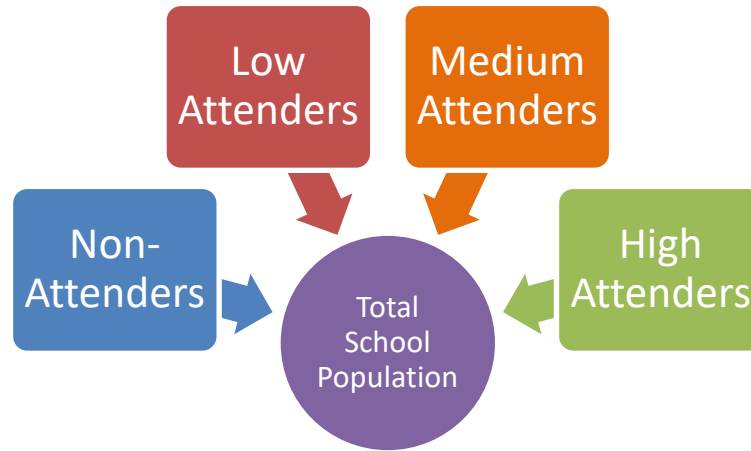
Grade Level [9 th]	28.9%
Grade Level [10 th]	25.5%
Grade Level [11 th]	21.2%
Grade Level [12 th]	24.5%

Section 2

After School Program Attendance

Section 2.1 – Program Attendance Categories

For purposes of comparison in this report, students are grouped into four attendance categories (non-attenders, low attenders, medium attenders, and high attenders) based on the number of days they participated in the after school program during the school year¹. Low attenders participated between 1-7 days. Medium attenders participated between 8-30 days. High attenders participated for at least 31 days. These program attendance categories are used in the analysis of measurable outcomes throughout this report³.



Percentage of Students in Each After School Attendance Category, 2015-2016

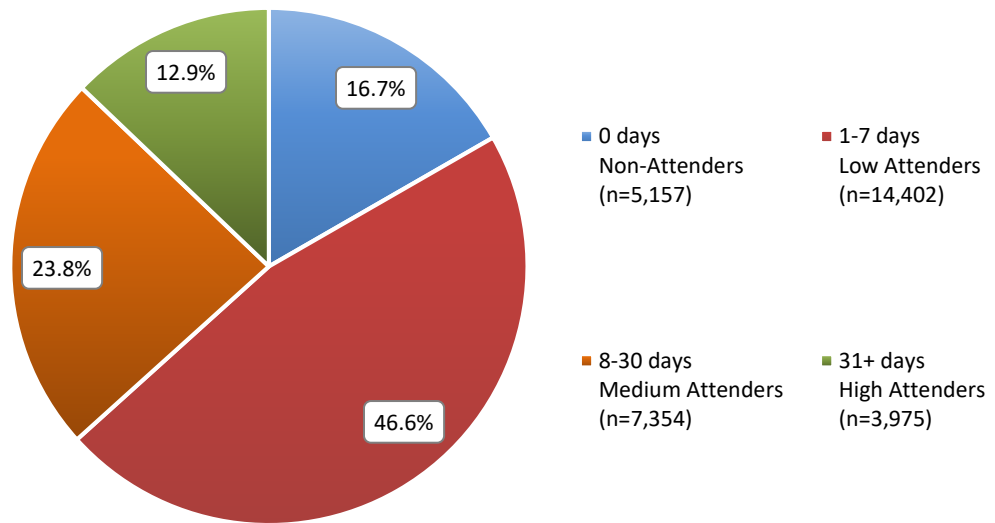


Figure 5

The program attendance categories were derived by first grouping the students into deciles³ based on the number of days they attended the after school program. Decile groupings were determined by assigning each after school participant a percentile rank and dividing them into 10 equal percentile groups (0th-9th, 10th-19th, 20th-29th, ... , 80th-89th, 90th-99th)¹¹. These deciles, or “program attendance categories”, are used in the analysis of measurable outcomes throughout this report².

Figure 6 is missing a second decile due to the high concentration of attenders in the first decile (i.e., the number of attenders with only one day of attendance is more than 20% of the total after school population) at the district level.

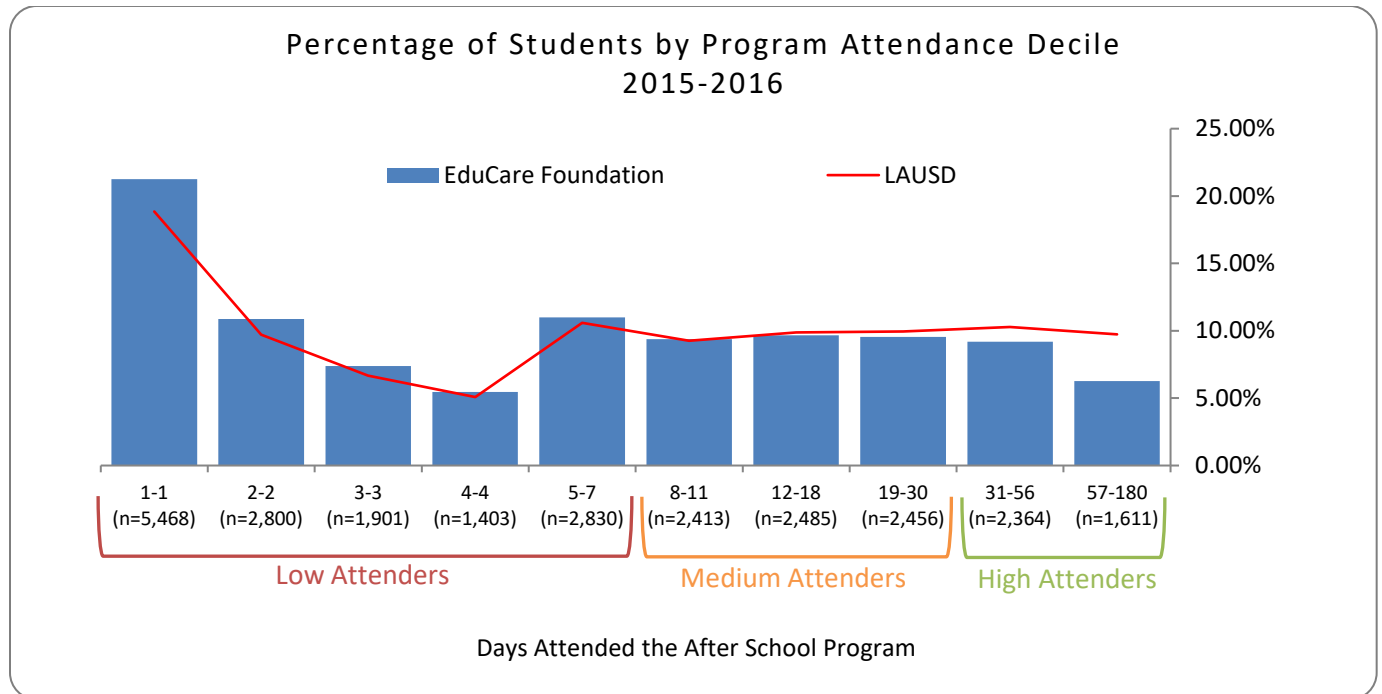


Figure 6

Section 2.2 – Number of Days Students Attended the After School Program

The average after school attender participated in the program for 15.1 days. The mean number of days that students attended the after school program is disaggregated by grade level in Figure 7.

The average after school attender participated in the program for approximately 2.0 days per week (during the weeks in which they participated at least one day)⁴. The mean number of days per week and weeks per year that students attended the after school program are disaggregated by grade level in Figures 8 and 9.

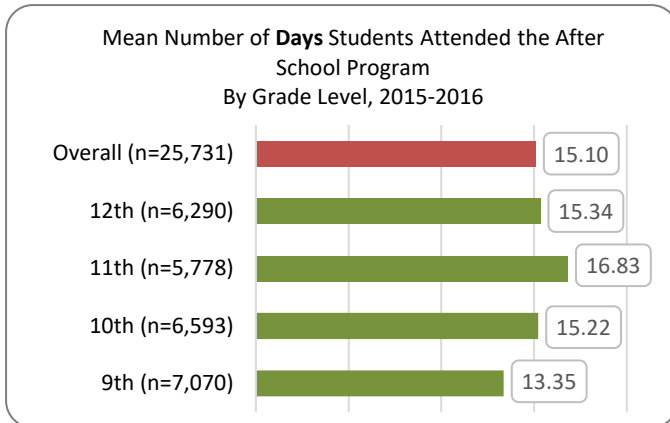


Figure 7

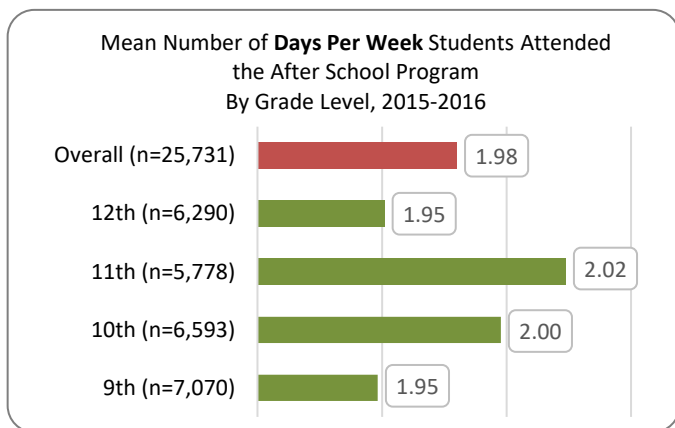


Figure 8

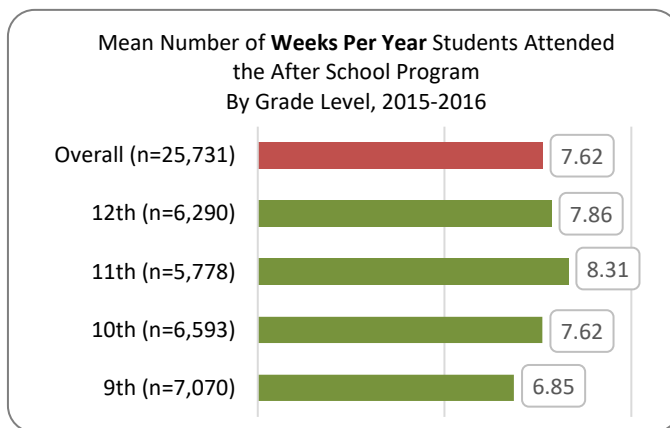


Figure 9

Figures 10-12 show the percentage of participants by duration and grade level in the high school after school program. Participants in the 12th grade have a maximum duration of 4 years, 11th graders have a 3-year maximum, and 10th graders have a 2-year maximum. A graph for 9th graders is not included as 100% of 9th grade participants would be 1-year participants in the high school after school program.

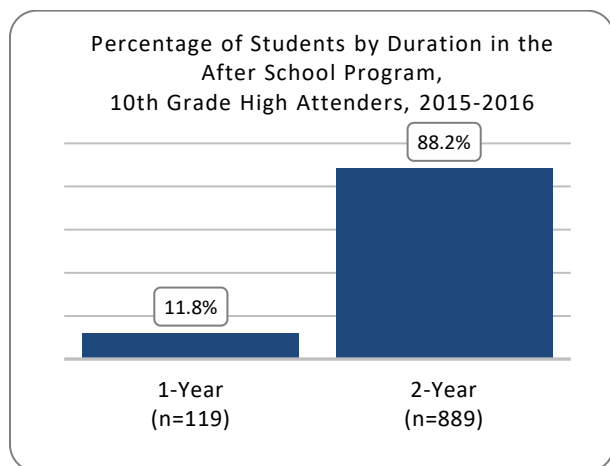


Figure 10

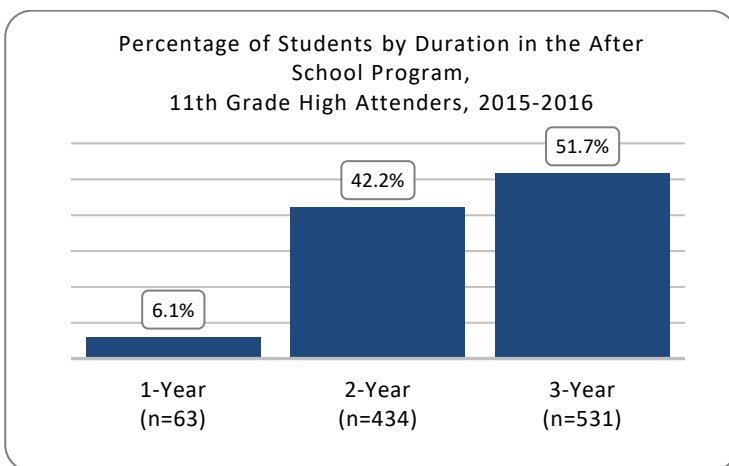


Figure 11 (Years attended do not need to be consecutive)

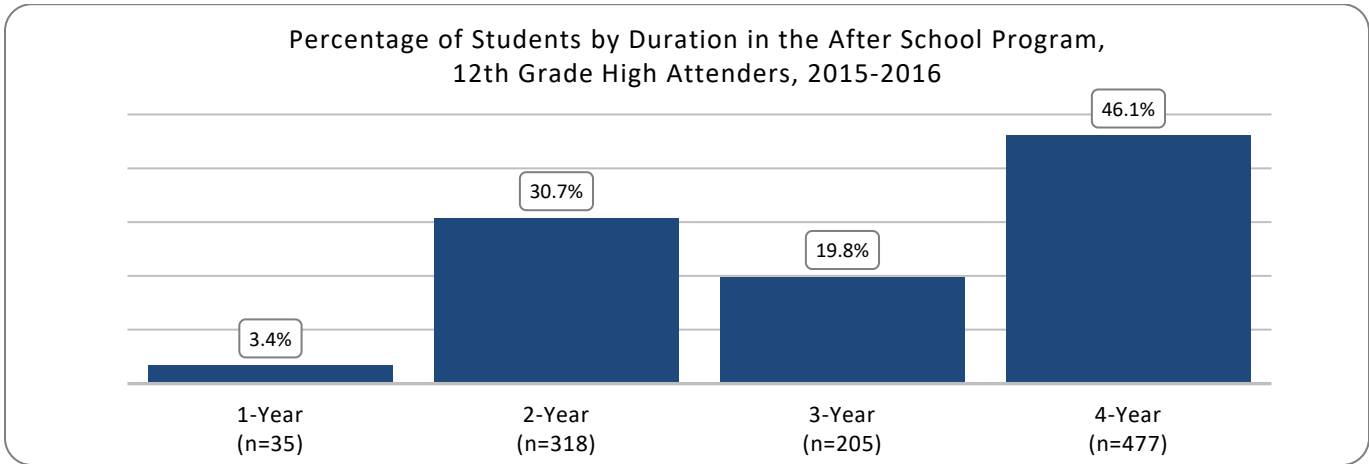


Figure 12 (Years attended do not need to be consecutive)

Section 2.3 – Program Attendance by Activity Category

Figure 13 shows the percentage of students who participated one, two, 3, or 4 or more activities.

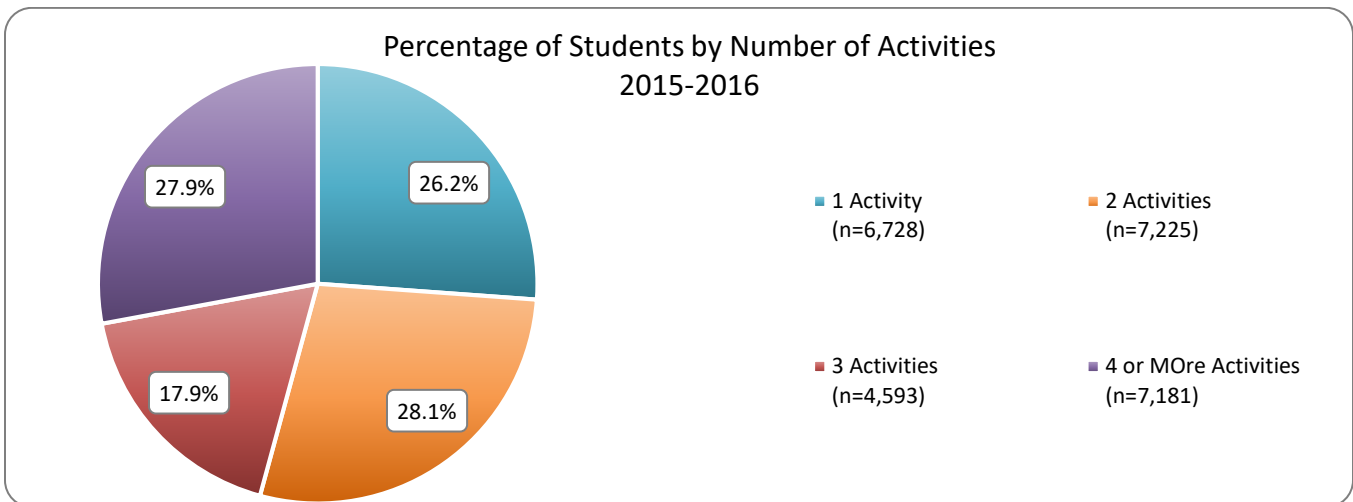


Figure 13

The graph in Figure 14 shows the percentage of students who participated for at least one day in each of four activity categories. Most of the activity codes used by Beyond the Bell were assigned to one of the four categories, with the exception of one-time events.

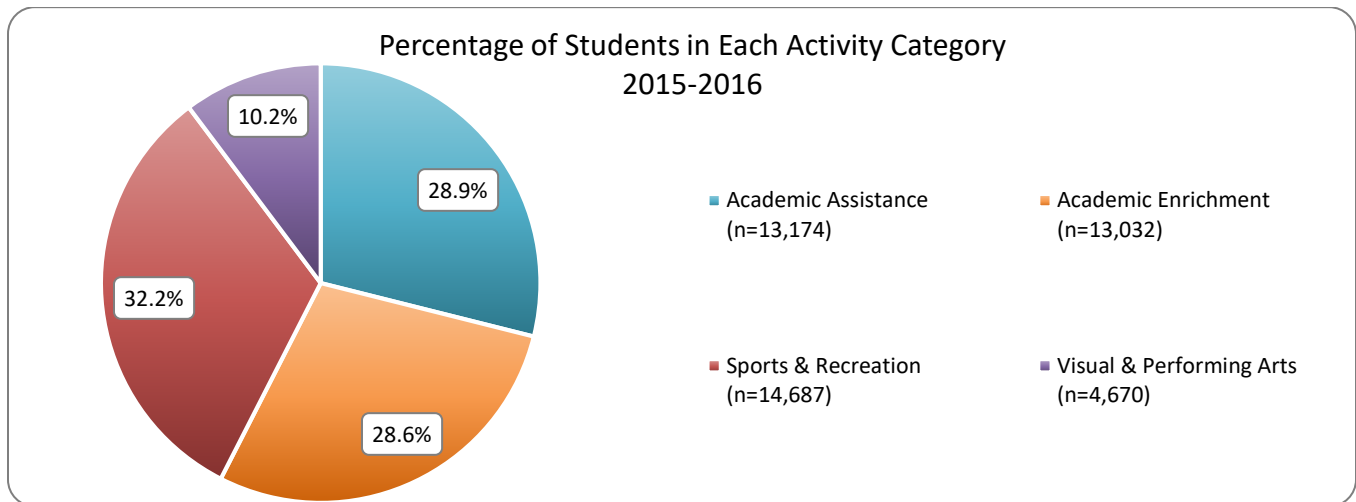


Figure 14

Figures 15-17 show the mean numbers of days per year, days per week, and weeks per year that students attended the after school program within each activity category.

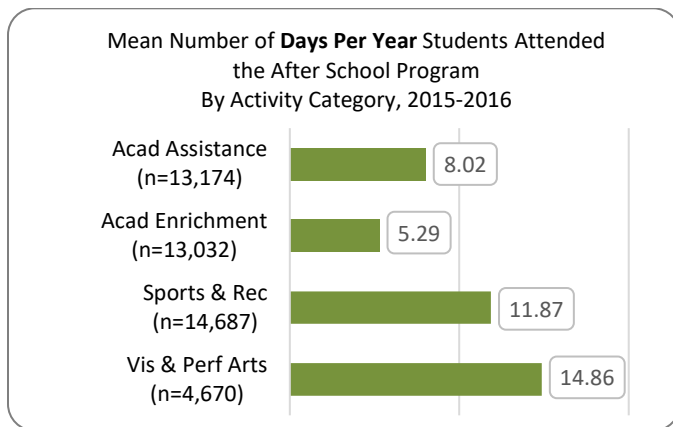


Figure 15

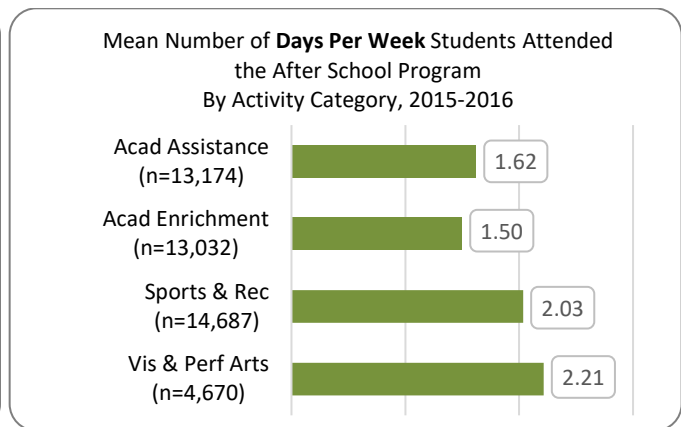


Figure 16

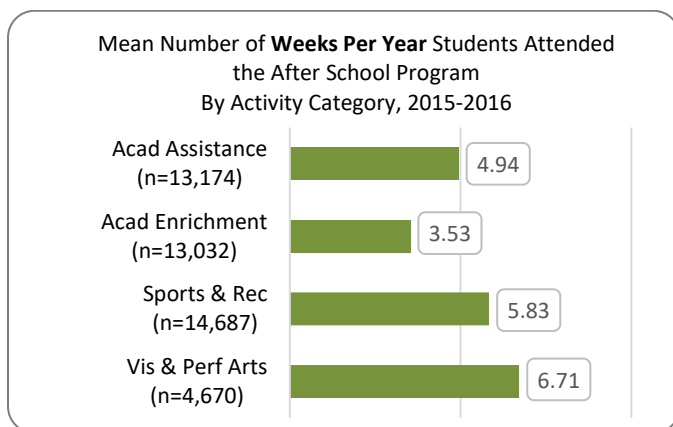


Figure 17

Section 3

School Outcomes

Section 3.1 – Percentage of Students with 96% School Attendance

Figure 18 shows the relationship between attending the after school program and meeting the 96% attendance benchmark for the regular school day over the past three school years. Percentages of medium and high attending students with a 96% attendance rate⁵ are compared with non-attenders for each year⁶.

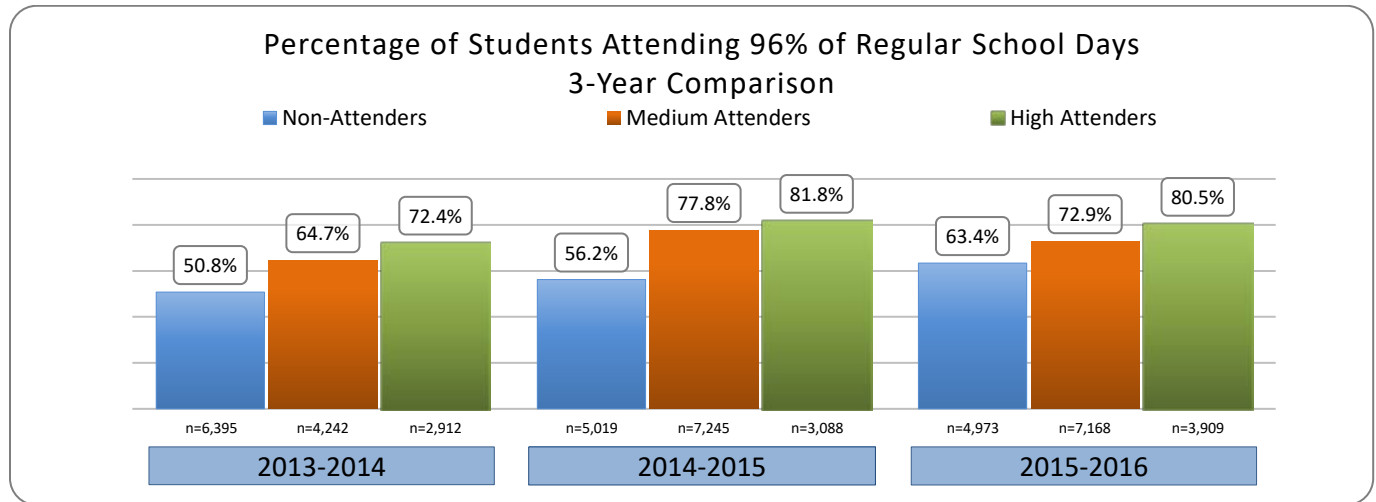


Figure 18

Section 3.2 – Percentage of Credits Earned

Figure 19 shows the percentage of credits earned over the past three school years among students within each program attendance category⁶. Percentages were calculated by dividing the actual number of credits earned by the number of credits attempted.

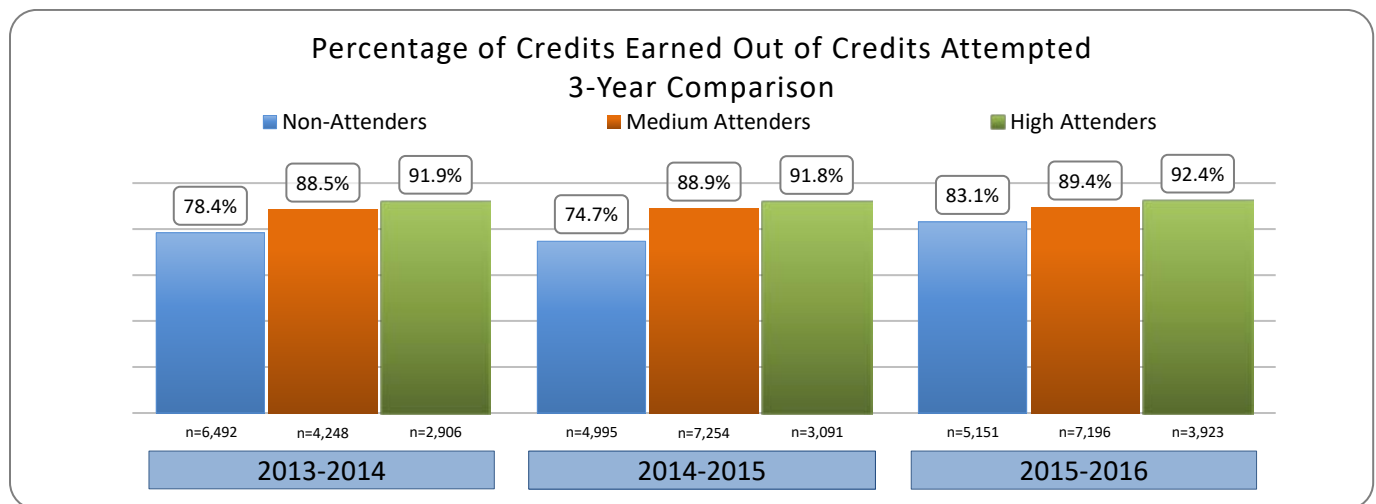


Figure 19

Section 3.3 – CAASPP Performance in English-Language Arts (ELA)

The relationship between after school program participation and performance on state standardized tests in core subjects was analyzed using the California Assessment of Student Progress and Performance (CAASPP) in English-Language Arts (ELA) and Math.

Figure 20 compares the percentages of students (in eligible grade levels¹¹) who met or exceeded the standard in ELA among non-, medium, and high attenders for the past three school years⁶.

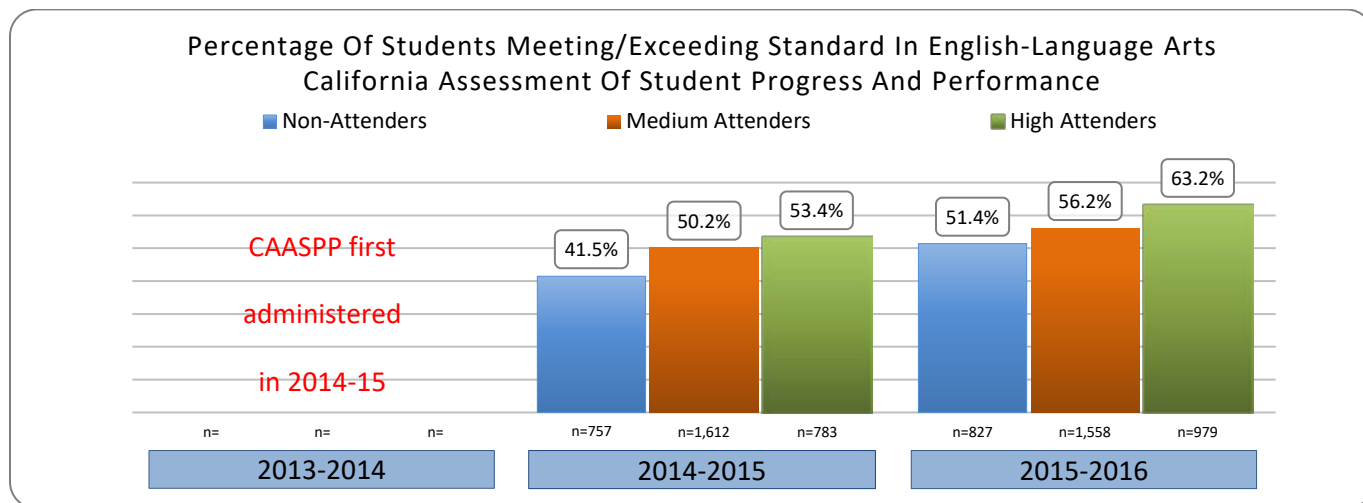


Figure 20

Section 3.4 – CAASPP Performance in Math

Figure 21 compares the percentages of students (in all eligible grade levels¹¹) who met or exceeded the standard in Math among non-, medium, and high attenders for the past three school years⁶.

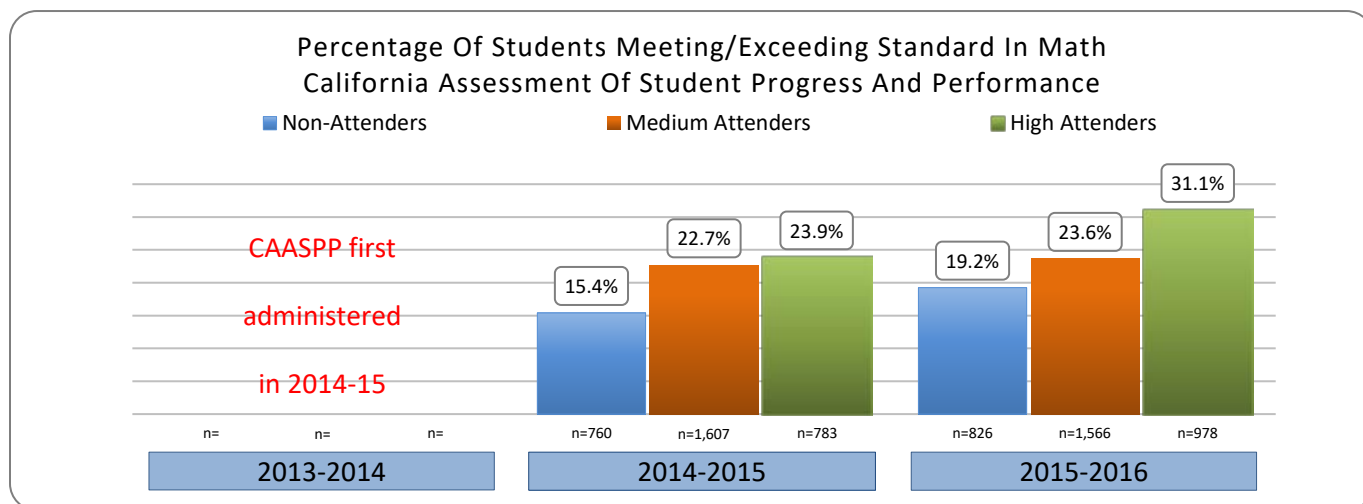


Figure 21

Section 4

Language Development

The relationship between after school participation and language development for English Learners (EL) was analyzed using the California English Language Development Test (CELDT).⁷ The relationship between after school participation and English Learner (EL) Reclassification was also analyzed.⁸ Since the CELDT is administered early in the fall semester, results are considered to be an outcome of the previous school year. For example, 2014-15 after school program attendance records are used when analyzing Fall 2015 CELDT results⁹.

Section 4.1 –California English Language Development Test (CELDT)

In Figure 22, percentages of EL students scoring Advanced and Early Advanced were calculated and compared among non-, medium, and high attenders for the past three years^{6,12}.

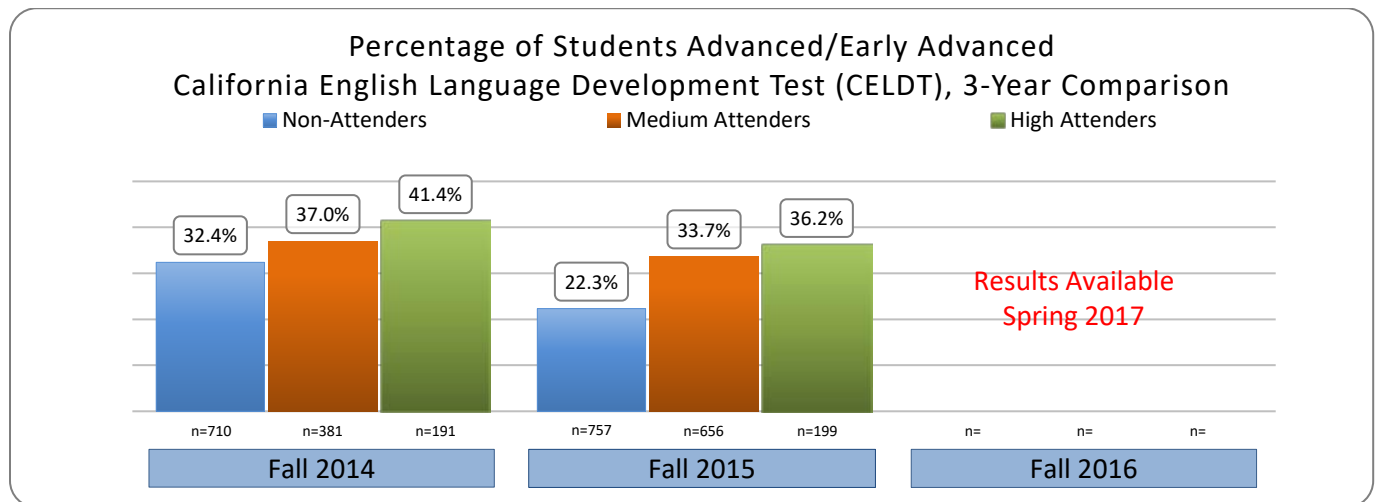


Figure 22

Section 4.2 –Percentage of Students Redesignated as Fluent English Proficient (RFEP)

Figure 23 compares the percentages of students who were Redesignated as Fluent English Proficient (RFEP) among non-, medium, and high attenders for the past three years^{6,12}.

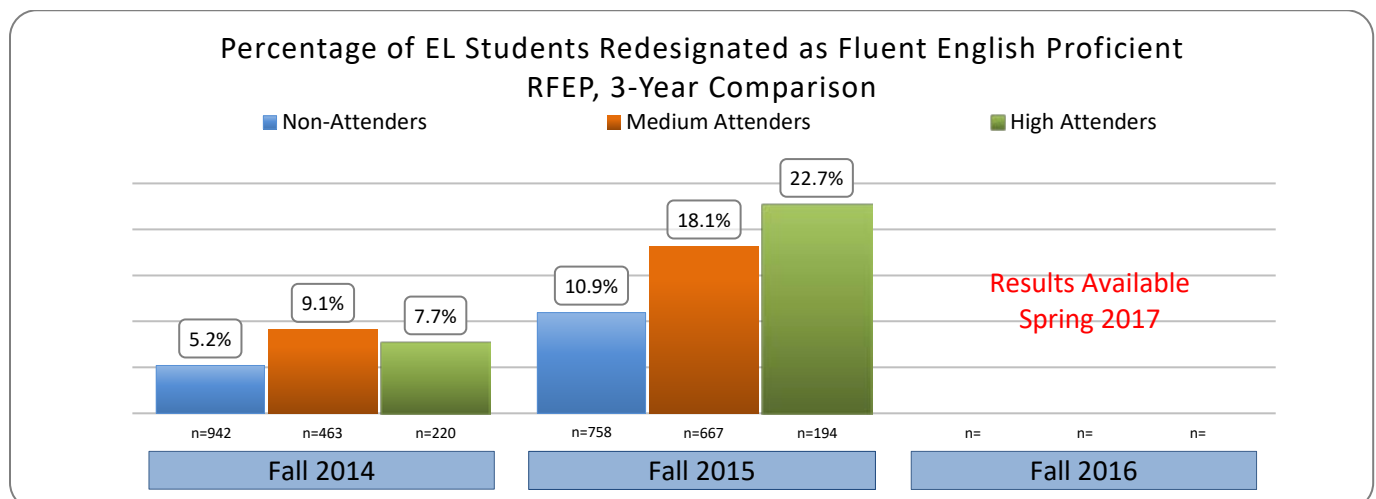


Figure 23

Section 5

Endnotes

- ¹ Summer attendance is ignored for the sake of determining dosage (in order to base dosage on a 180 day school year). In addition, students considered as "Summer Only" are not included in either the after school or non-after school populations.
- ² Unless otherwise stated, each year is treated as a distinct sample (e.g. a student is not required to be in the data for all years to be in the sample and may be counted toward one or many data sets).
- ³ A quantile is defined as class of values of a variate that divides the total frequency of a sample or population into a given number of equal proportions. Specialized quantiles, those that split the sample or population into a specific number of groups, are given special names such as tertiles (3 groups), quartile (4 groups), and deciles (10 groups). This report utilizes deciles.
- Decile ranges are determined by assigning each after school participant a percentile rank based on the number of days they attended the program and dividing them into ten equal percentile groups (0th-9th, 10th-19th, 20th-29th, ... , 90th-99th). For this reason, the number of students in each decile group may not be equal. In other words, if you have a very large number of students with 3 days of attendance in the first decile and a very small number of students with 4 days of attendance in the second decile you cannot randomly choose some 3-day students to move over to the second decile to make the groups equally sized.
- These attendance groupings were determined by assigning each after school attendee a percentile rank and dividing them into ten equal decile groups (see Figure 6). Low attenders represent the lowest five deciles (0th-49th percentile). Medium attenders represent the sixth through eighth deciles (50th-79th percentile). High attenders represent the ninth and tenth decile (80th-99th percentile), which is the top 20% of program attenders.
- ⁴ The mean number of days attended per week is based on the ratio of the number days each student participated in the after school program to the number of weeks where the student had at least one day of attendance.
- ⁵ The percentage of school attendance is a ratio of regular school days attended to regular school days enrolled. Therefore, this figure and its 96% goal is automatically adjusted for school years with differing calendars, days of operation, and student enrollment patterns.
- ⁶ The population for this figure contains only medium and high attenders in an attempt to filter out any students considered to be at a dosage level that is too low for outcomes to be expected. For this figure, the students in deciles 1 through 5 are considered neither attenders nor non-attenders and are left out of the sample completely.
- ⁷ Only students who had a score in the target year are included in the sample. Each target year is treated independently (e.g. a student does not need to have a score on both years to be included in the data for a given year). This data is based on the 'Overall' CELDT proficiency and scaled scores.
- ⁸ Only students with a classification in our data set (non-empty, non-null) are included in the sample. Percentage reclassified is the percent of students who were classified as English Learners (EL) in the baseline year then Reclassified as Fluent English Proficient (RFEP) in the target year.
- ⁹ Because the CELDT exam is given early in the school year it cannot be used as an outcome of that year. Therefore, for any given school year, the following year's CELDT outcomes are used to determine CELDT and RFEP gains.
- ¹⁰ By definition, the 100th percentile does not exist.
- ¹¹ The California Assessment of Student Progress and Performance (CAASPP) is given only to students in grades 3 through 8 and grade 11.
- ¹² This data is based on the 'Overall' CELDT proficiency and scaled scores. Only students with a classification in our data set (non-empty, non-null) are included in the sample.

Program Highlights

Percentage of Students Attending 96% of Regular School Days (Figure 18)

- ❖ The percentage of high attenders attending 96% of Regular School Days or higher was **7.6%** greater than 2015-16 medium attenders.
- ❖ The percentage of high attenders attending 96% of Regular School Days or higher was **17.1%** greater than 2015-16 non-attenders.

Percentage of Credits Earned (Figure 19)

- ❖ The percentage of credits earned by 2015-16 high attenders was **3.1%** greater than 2015-16 medium attenders.
- ❖ The percentage of credits earned by 2015-16 high attenders was **9.3%** greater than 2015-16 non-attenders.

Percentage of Students Meeting/Exceeding Standard in English-Language Arts (Figure 20)

- ❖ The percentage of high attenders who met or exceeded the standard on the CAASPP was **7.1%** greater than 2015-16 medium attenders.
- ❖ The percentage of high attenders who met or exceeded the standard on the CAASPP was **11.8%** greater than 2015-16 non-attenders.

Percentage of Students who met or exceeded the standard in Math (Figure 21)

- ❖ The percentage of high attenders who met or exceeded the standard on the CAASPP was **7.5%** greater than 2015-16 medium attenders.
- ❖ The percentage of high attenders who met or exceeded the standard on the CAASPP was **11.8%** greater than 2015-16 non-attenders.