

EduCare Foundation

After School Program Report Card for 2009-2010

This report describes the participants, participation levels, and outcomes of the 2009-2010 after school programs operated by EduCare Foundation. Participant data includes the gender, ethnicity, English Learner (EL) status, and grade level of students. Outcomes measured include students' performance on the English-Language Arts (ELA) and Math portions of the California Standards Test (CST), the ELA and Math portions of the California High School Exit Exam (CAHSEE), and change in regular school day attendance over the previous year. Relationships between after school program attendance and these key outcomes are examined.

Section 1: Participation Demographics

During the 2009-2010 school year, a total of 7683 students participated in the after school programs operated by EduCare Foundation for at least one day. Participation levels are reported and compared by grade level in the next section of this report.

Gender and Ethnicity

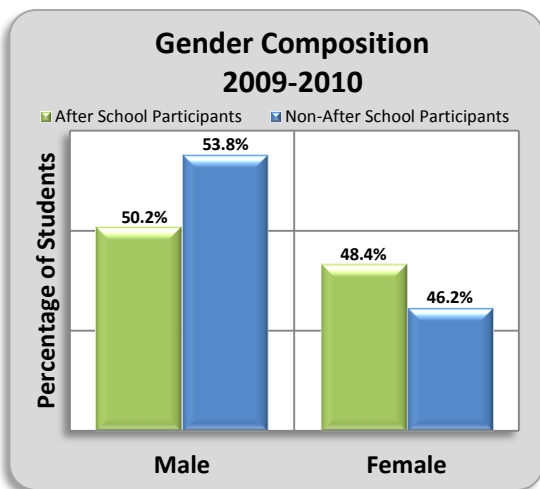


Figure 1

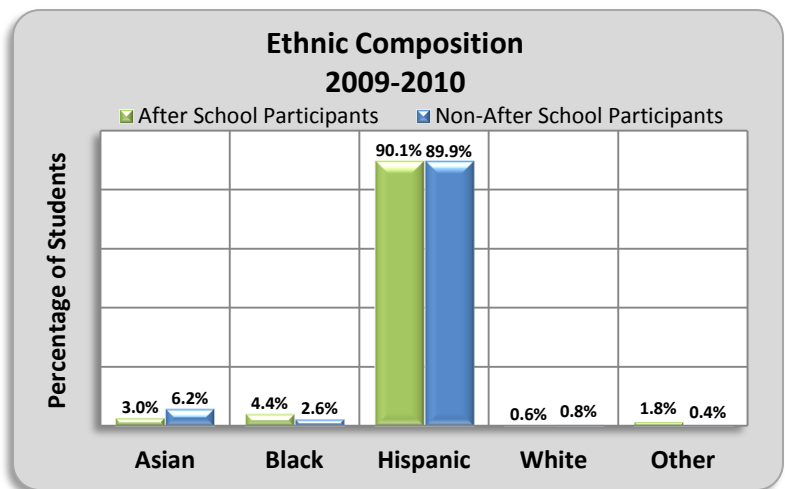


Figure 2

Grade Level and English Learner (EL) Status

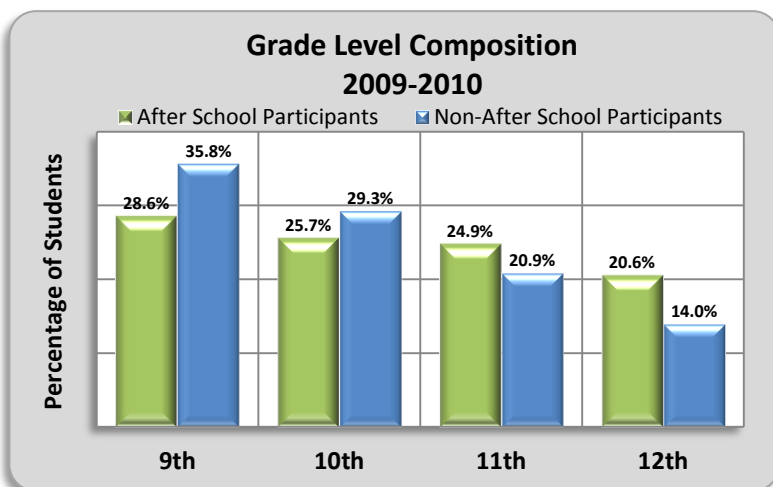


Figure 3

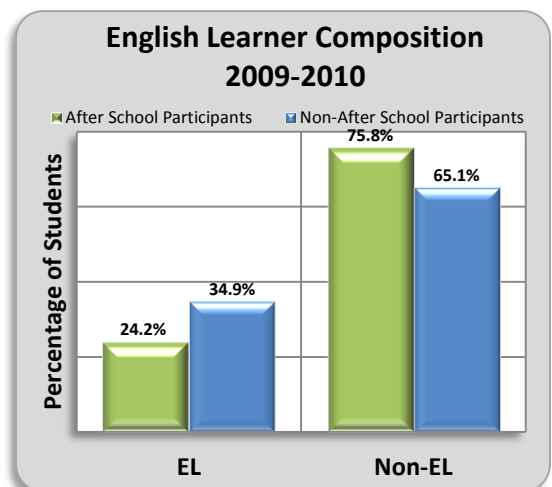


Figure 4

Section 2: After School Program Attendance

Percentage of Students in Each Program Attendance Category

Figure 5 shows the percentage of students who fell within each of five attendance categories for the after school program (1-29 days, 30-59 days, 60-89 days, 90-119 days, or 120 days or more).

In the after school programs operated by EduCare Foundation, the largest percentage of students (82.9%) attended the after school program 1-29 days.

Number of Participants

• 7683

Participant Composition

Gender		EL Status	
• Male	3858	• EL	1857
• Female	3716	• Non-EL	5826
• Not Reported	109	• Not Reported	0
Grade		Days Attended	
• 9th	2201	• 1-29:	6373
• 10th	1972	• 30-59:	850
• 11th	1914	• 60-89:	298
• 12th	1585	• 90-119:	120
• Not Reported	11	• 120+:	42

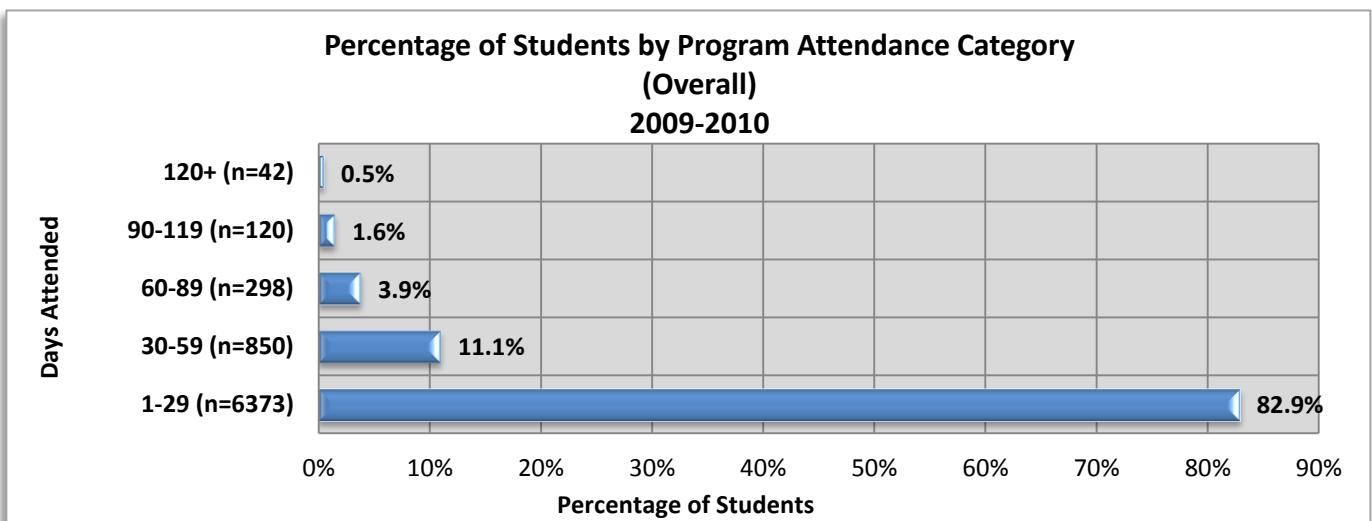


Figure 5

Number of Days Students Attended the After School Program

In the after school programs operated by EduCare Foundation, the average after school participant attended the program for approximately 15.9 days. The mean number of days that students attended the after school program is compared with the district mean and disaggregated by grade level in Figure 6.

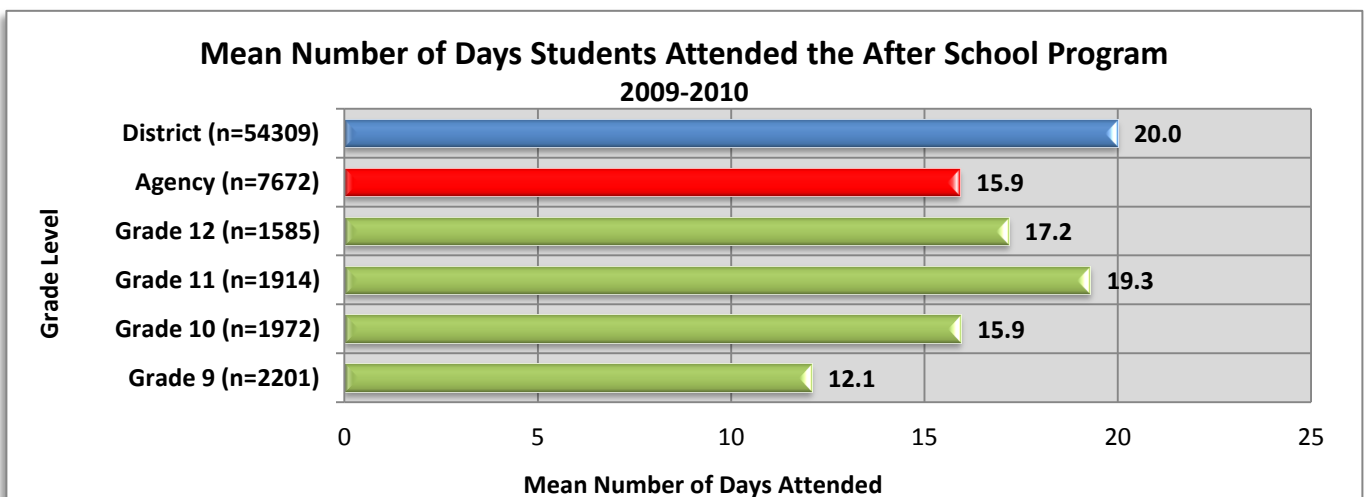


Figure 6

Section 3: Regular School Day Attendance

Mean Change in Regular Day Attendance by After School Attendance Category

The line graph in Figure 7 shows the relationship between change in regular school day attendance and attending the after school program. Changes in attendance from the baseline year are shown for each of five attendance categories. Changes represent the difference (+ or -) in the mean number of regular school days after school participants attended in 2009-2010 when compared with the previous year.

The green line indicates mean changes in regular day attendance for after school participants in programs operated by EduCare Foundation. Similar data is shown in blue for non-after school participants.

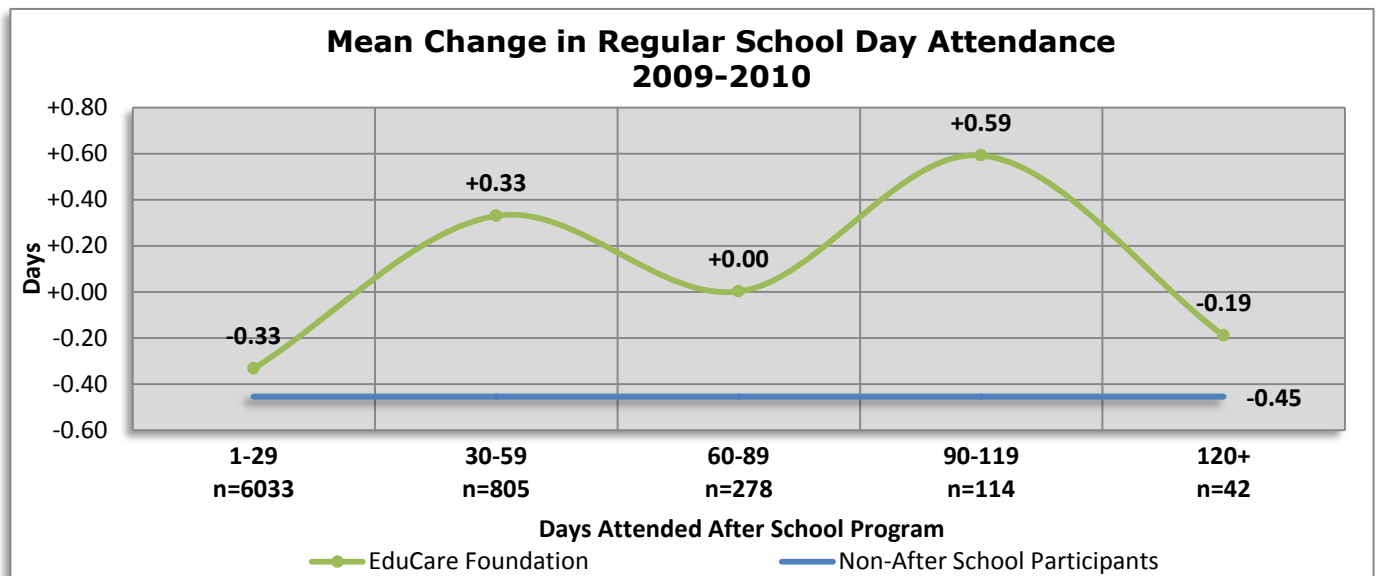


Figure 7

Section 4: Academic Achievement

The relationship between program participation and academic achievement in English-Language Arts (ELA) and Math was analyzed using California Standards Test (CST) results from May 2010. Academic achievement was also measured using passing rates on the California High School Exit Exam (CAHSEE) as outcomes.

Method: CST Performance

To determine the relationship between the CST achievement and after school program attendance, students were grouped into five categories based on the number of days they attended the after school program (1-29 days, 30-59 days, 60-89 days, 90-119 days, and 120+ days). The percentage of students scoring at the proficient and advanced level was calculated within and compared among each of the five categories.

CST English-Language Arts (ELA)

The green line in Figure 8 shows the relationship between performance on the ELA portion of the CST and attending the after school program. The blue line indicates the same information for non-after school participants.

**Mean CST-ELA Scale Score by Program Attendance Category
2009-2010**

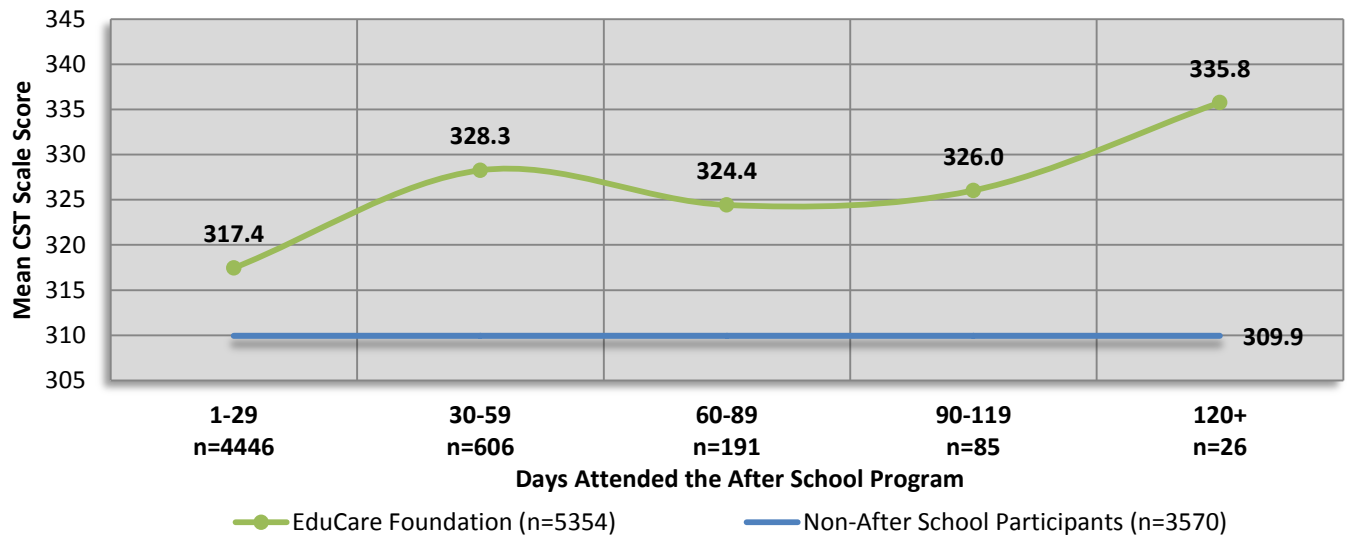


Figure 8

The bar graph in Figure 9 shows the percentage of EduCare Foundation after school participants who scored proficient or advanced on the May 2010 CST ELA portion by program attendance category. Scores were available for 5354 students in grades 9-11 who took the CST.

**CST-ELA Proficient and Advanced by Program Attendance Category
2009-2010**

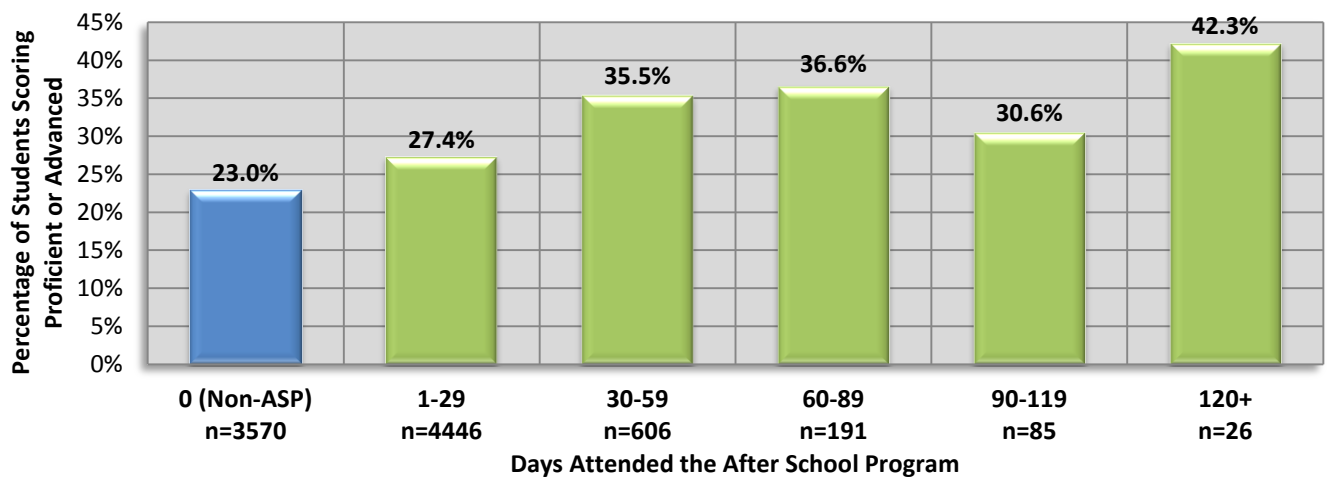


Figure 9

CST Math

The green line in Figure 10 shows the relationship between performance on the Math portion of the CST and attending the after school program. The blue line indicates the same information for non-after school participants.

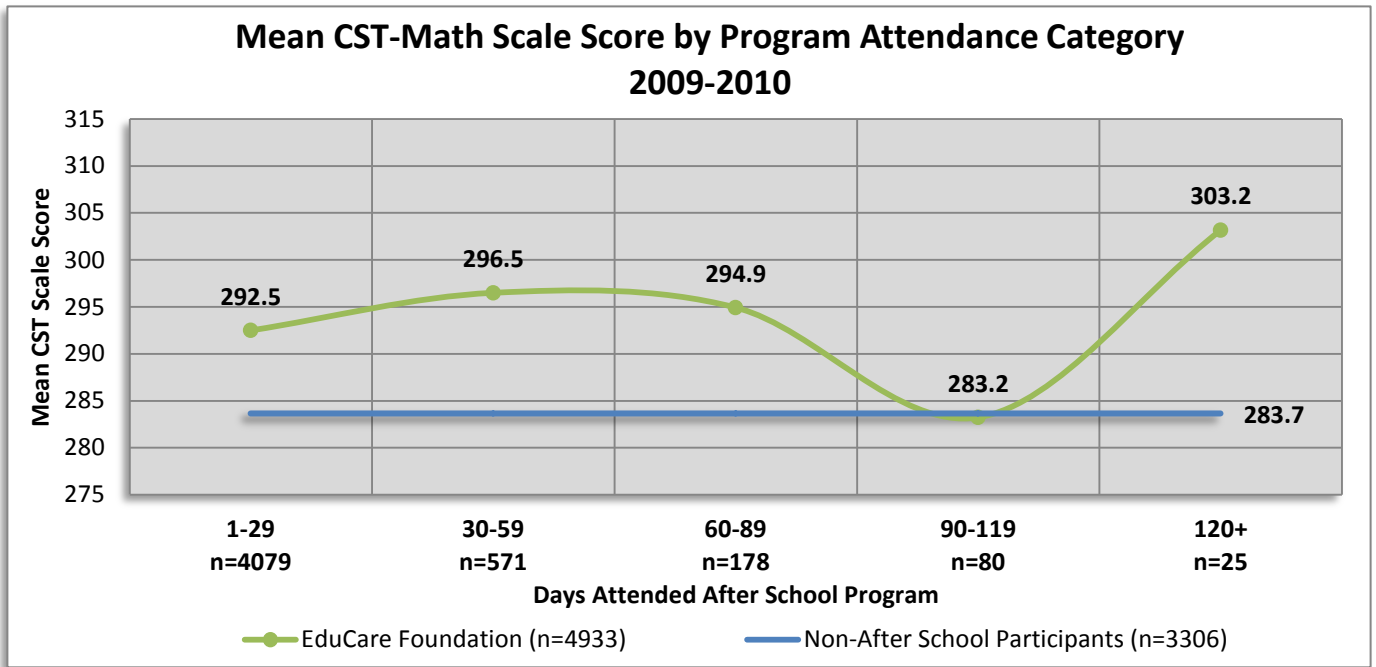


Figure 10

The bar graph in Figure 11 shows the percentage of EduCare Foundation after school participants who scored proficient or advanced on the May 2010 CST Math portion by program attendance category. Scores were available for 4933 students in grades 9-11 who took the CST.

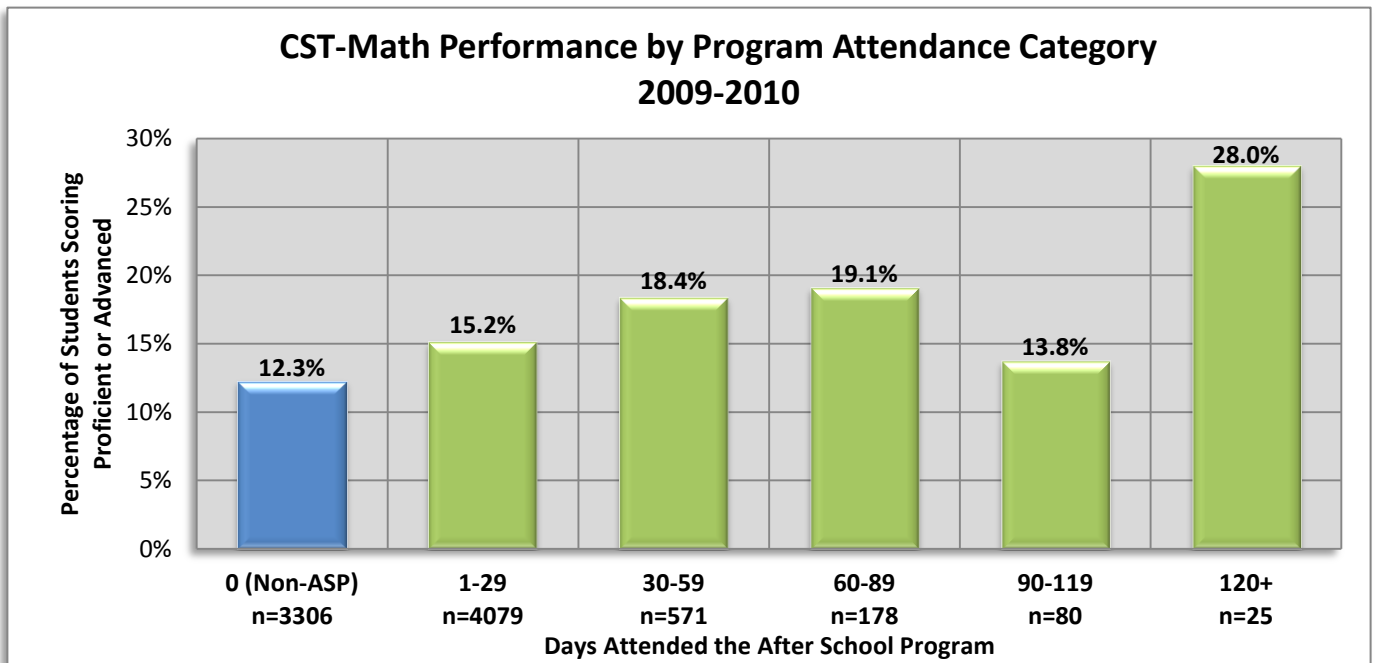


Figure 11

Method: CAHSEE Passing Rate

The percentages of students passing the CAHSEE in ELA and Math were compared between after school program participants and non-participants at two grade levels (10th and 11th grade)

Unduplicated passing rates were used, meaning that each student was counted as either passing or not passing the CAHSEE one time during 2009-2010 regardless of the number of actual attempts.

CAHSEE English-Language Arts

Figure 12 compares the passing rates of after school participants on the ELA portion of the CAHSEE with the passing rates of non-participants. It should be noted that after school participants are more likely to need assistance in passing the CAHSEE.

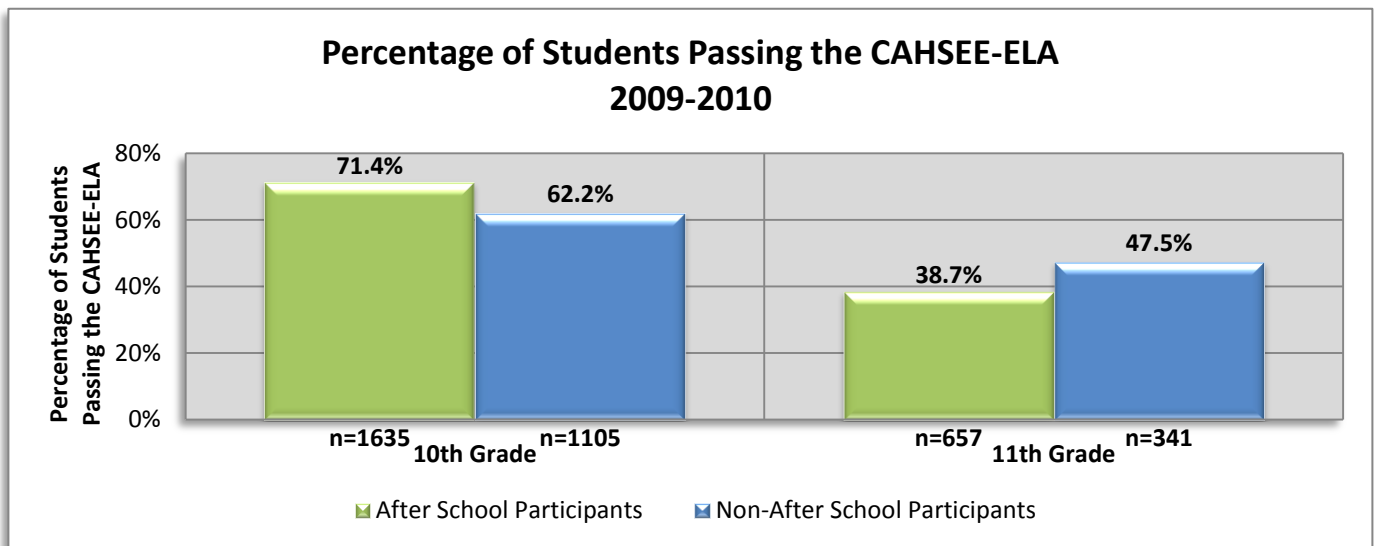


Figure 12

CAHSEE Math

Figure 13 compares the passing rates of after school participants on the Math portion of the CAHSEE with the passing rates of non-participants. It should be noted that after school participants are more likely to need assistance in passing the CAHSEE.

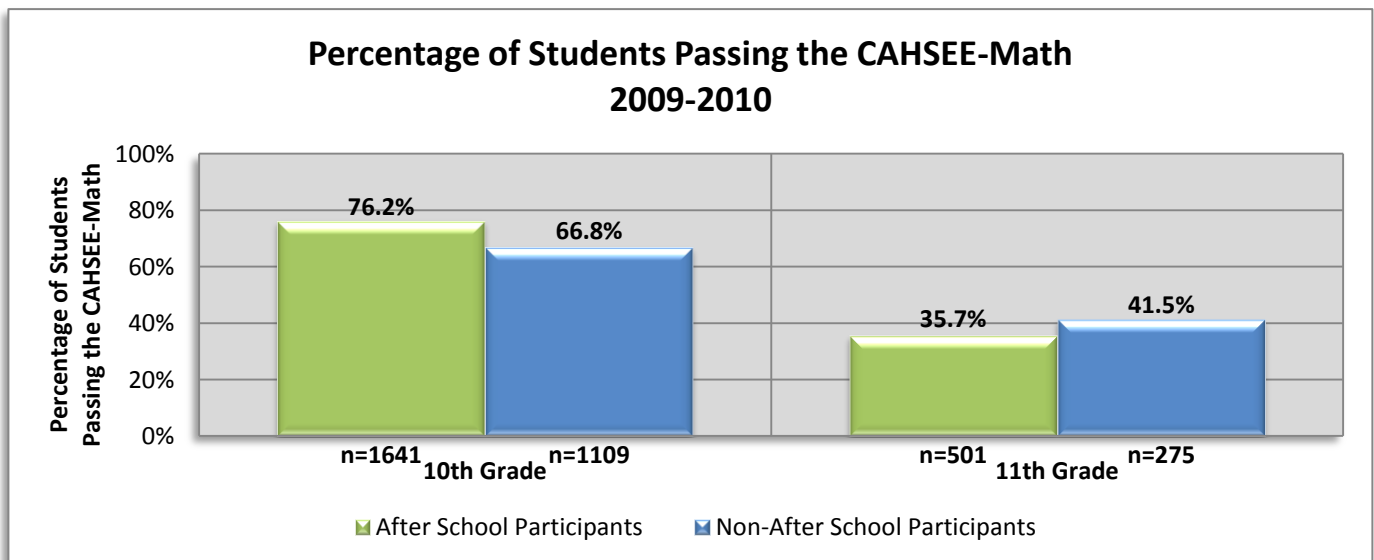





Figure 13

Change in CST Performance Band

Figure 14 shows the change in students' CST performance band in English-Language Arts and Math between May of 2009 and May of 2010. The column on the far left shows the number of students scoring in each performance band in May 2009. The colored columns show the performance bands attained by these same students in May 2010. Numbers in the area shaded green indicate students scoring in a higher performance band than in the previous year. Numbers in the blue shaded area indicate students scoring in the same performance band as the previous year. Numbers in the pink shaded area indicates students scoring in a lower performance band than in the previous year. Also shown are the percentages of students who decreased, maintained, or increased their performance band from the previous year. Only students for whom two years of CST data were available are included in this analysis.

 = Decreased level

 = Maintained same level

 = Improved level

English-Language Arts

2010								
2009 Performance Level	FBB	BB	B	PRO	ADV	% Decrease	% Maintain	% Increase
FBB (n=860)	408	294	138	18	2	N/A	47.4%	52.6%
BB (n=1212)	294	469	398	49	2	24.3%	38.7%	37.0%
B (n=1786)	72	336	982	376	20	22.8%	55.0%	22.2%
PRO (n=975)	9	22	224	524	196	26.2%	53.7%	20.1%
ADV (n=303)	1	1	4	91	206	32.0%	68.0%	N/A
Overall (n=5136)						20.5%	50.4%	29.1%

Math

2010								
2009 Performance Level	FBB	BB	B	PRO	ADV	% Decrease	% Maintain	% Increase
FBB (n=1014)	504	415	78	16	1	N/A	49.7%	50.3%
BB (n=1815)	543	833	312	114	13	29.9%	45.9%	24.2%
B (n=994)	93	362	323	182	34	45.8%	32.5%	21.7%
PRO (n=622)	21	129	220	165	87	59.5%	26.5%	14.0%
ADV (n=187)	2	19	36	60	70	62.6%	37.4%	N/A
Overall (n=4632)						32.1%	40.9%	27.0%

Figure 14