

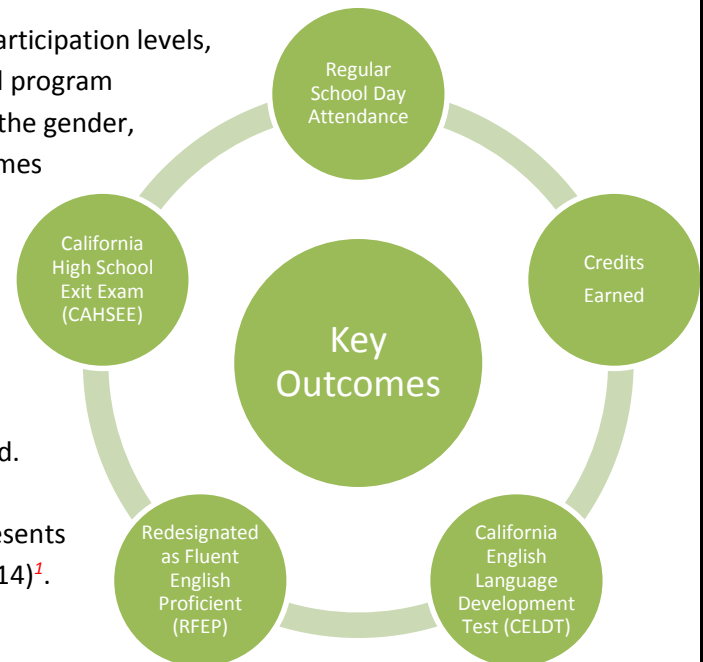


EduCare Foundation

After School Program Report Card for 2013-2014

This report describes the participants, participation levels, and outcomes of the 2013-2014 Beyond the Bell after school program operated by EduCare Foundation. Participant data includes the gender, ethnicity, English Learner (EL) status, and grade level. Outcomes measured include **regular school day attendance**, percentage of **credits earned**, performance on the **California High School Exit Exam (CAHSEE)**, performance on the **California English Language Development Test (CELDT)**, and percentages of students **Redesignated as Fluent English Proficient (RFEP)**. The relationship between after school program attendance and these key outcomes were examined.

In most cases where outcomes are described, this report presents a three year comparison (2011-2012, 2012-2013, & 2013-2014)¹.



Section 1

Participation Demographics

During the 2013-2014 school year, a total of 13,740 high school students participated in the high school after school program for at least one day. Participation levels are reported and compared by grade level in the next sections of this report.

Section 1.1 – Gender and Ethnicity

Gender Composition 2013-2014

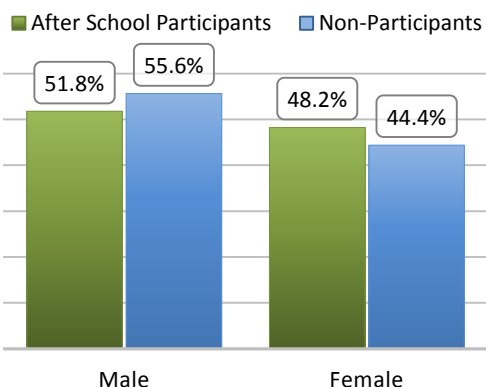


Figure 1

Ethnic Composition 2013-2014

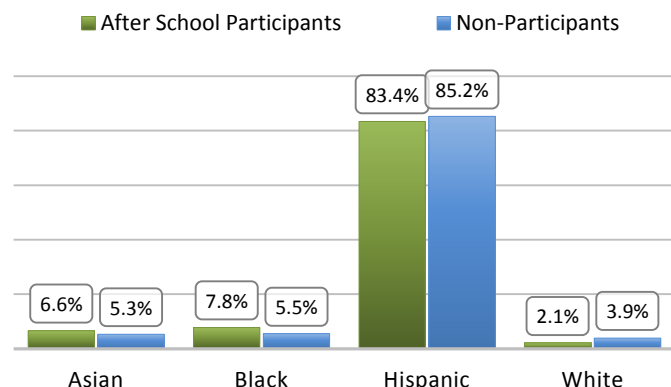


Figure 2

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

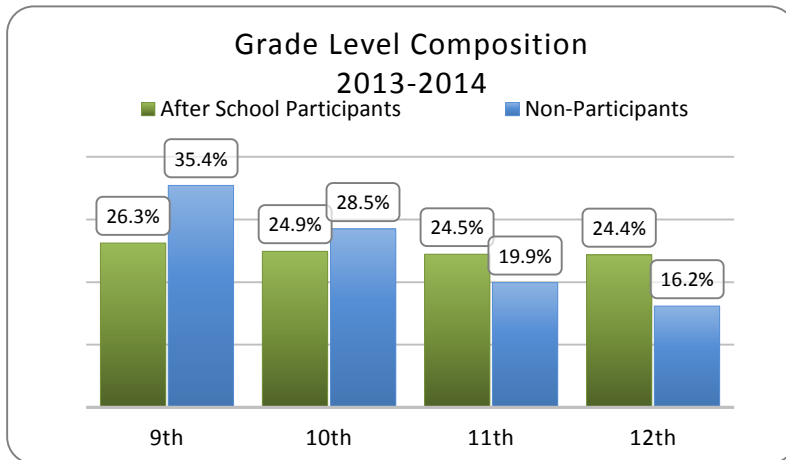


Figure 3

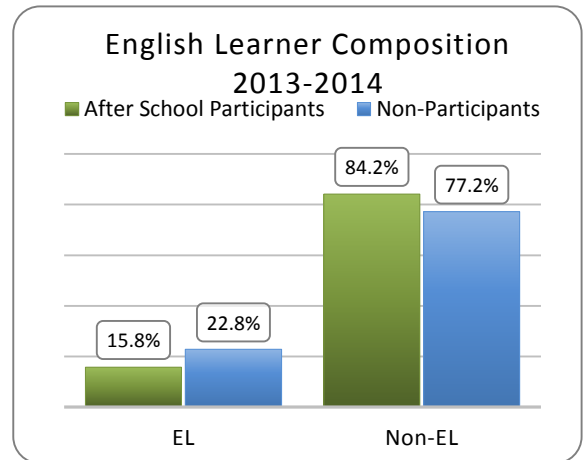


Figure 4

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 year². Low attenders participated between 1-9 days. Medium attenders participated between 10-37 days. High attenders participated for at least 38 days. These program attendance categories are used in the analysis of measurable outcomes throughout this report³.

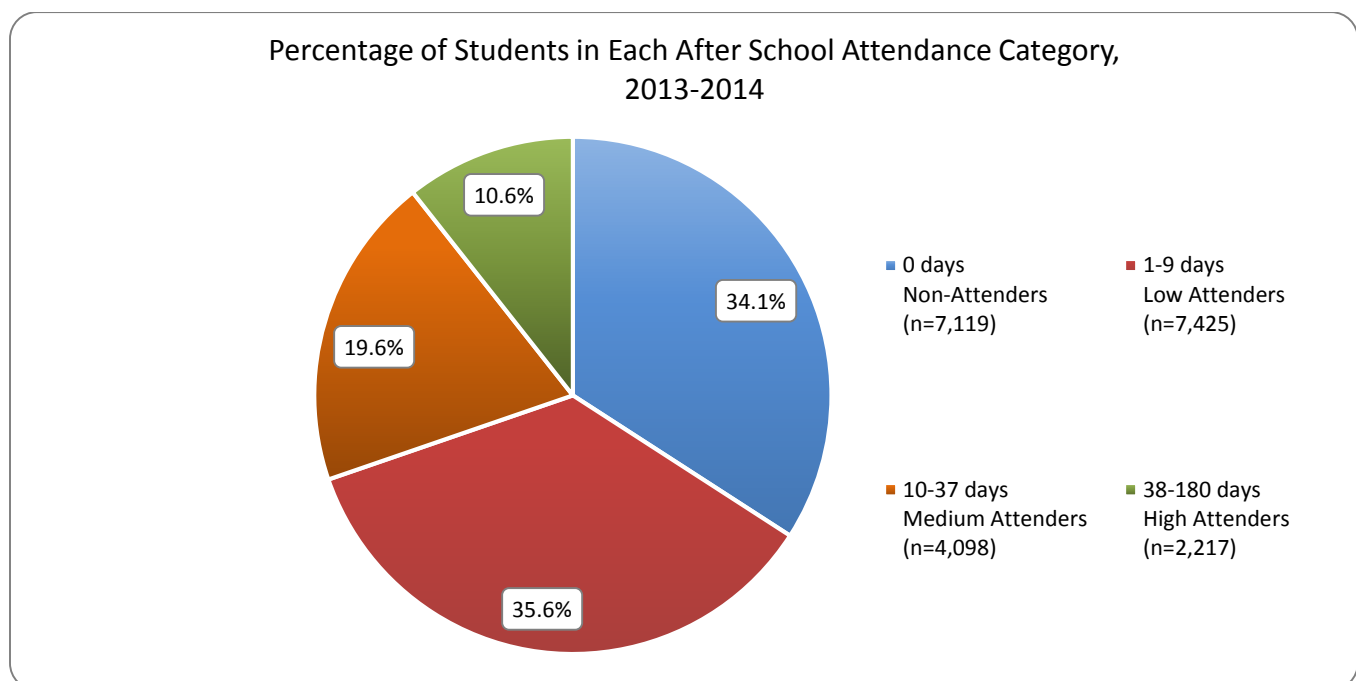


Figure 5

Percentage of Students by Program Attendance Decile 2013-2014

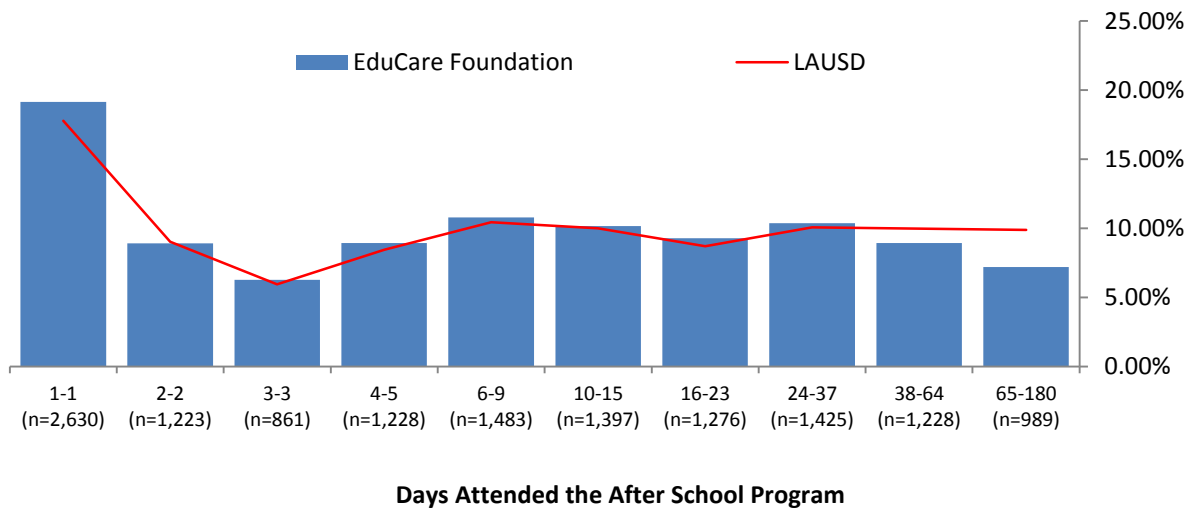


Figure 6

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

The average after school participant attended the program for 19.1 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 participant attended 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.

Mean Number of **Days** Students Attended the After School Program By Grade Level, 2013-2014

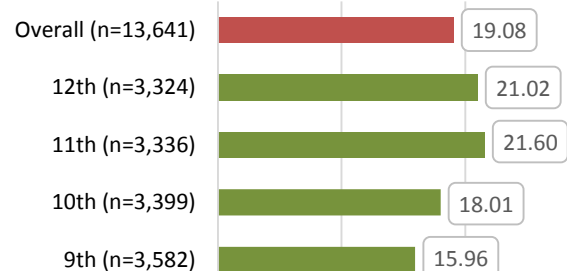


Figure 7

Mean Number of **Days Per Week** Students Attended the After School Program By Grade Level, 2013-2014

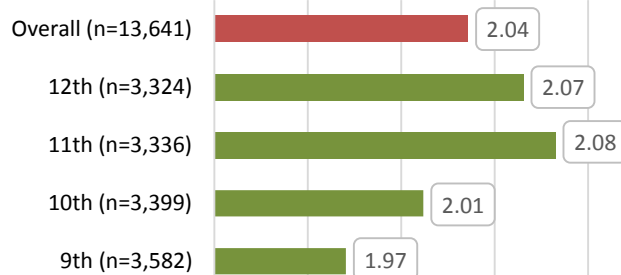


Figure 8

Mean Number of **Weeks Per Year** Students Attended the After School Program By Grade Level, 2013-2014

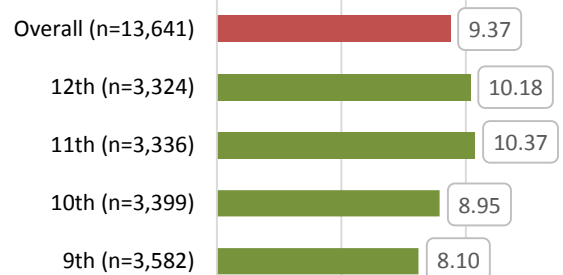


Figure 9

Section 2.3 – Program Attendance by Activity Category

The graph in Figure 10 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.

Figures 11-13 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.

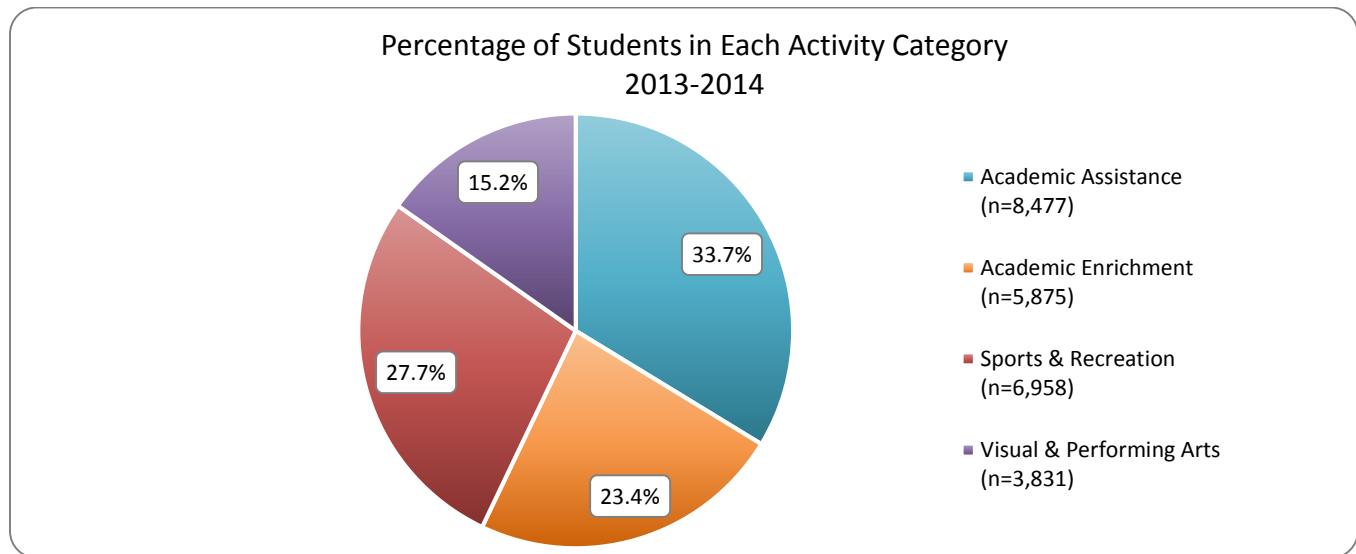


Figure 10

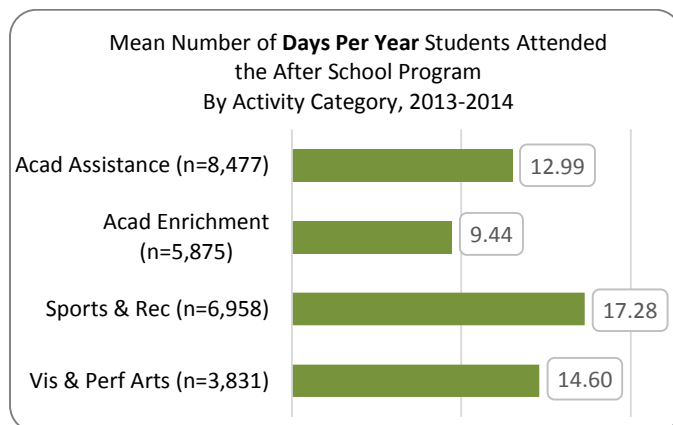


Figure 11

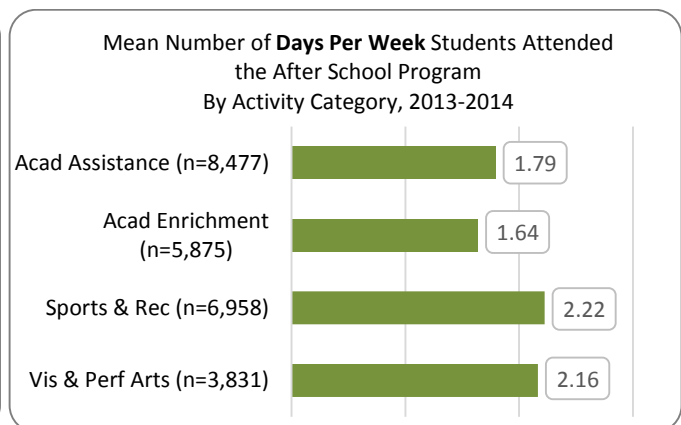


Figure 12

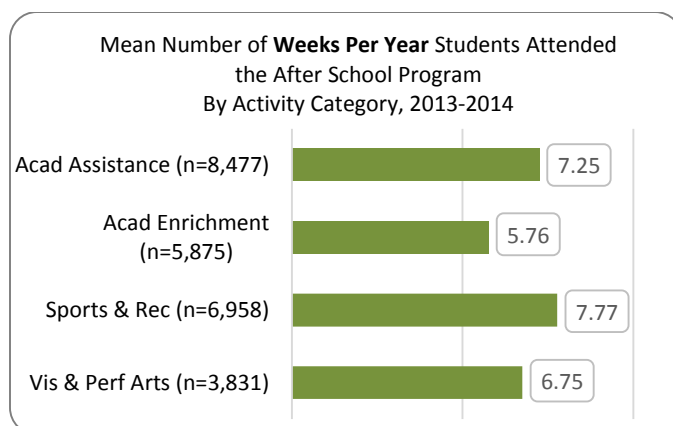


Figure 13

Section 3

School Outcomes

Section 3.1 – Percentage of Students with 96% School Attendance

Figure 14 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.

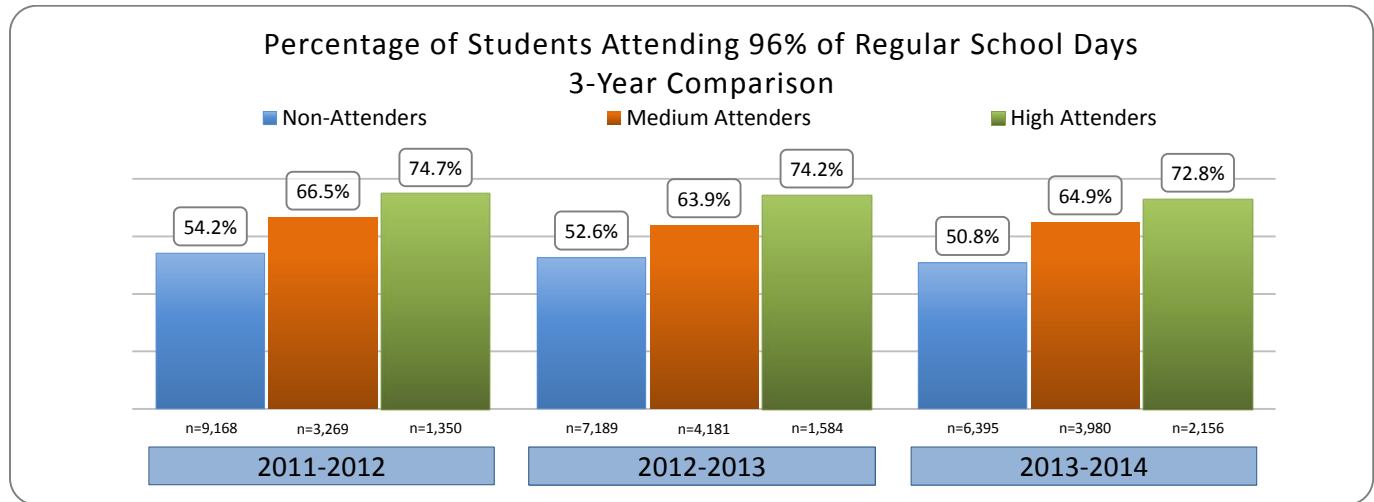


Figure 14

Section 3.2 –Percentage of Credits Earned

Figure 15 shows the percentage of credits earned during the 2013-14 school year among students within each program attendance category. Percentages were calculated by dividing the actual number of credits earned by the number of credits attempted.

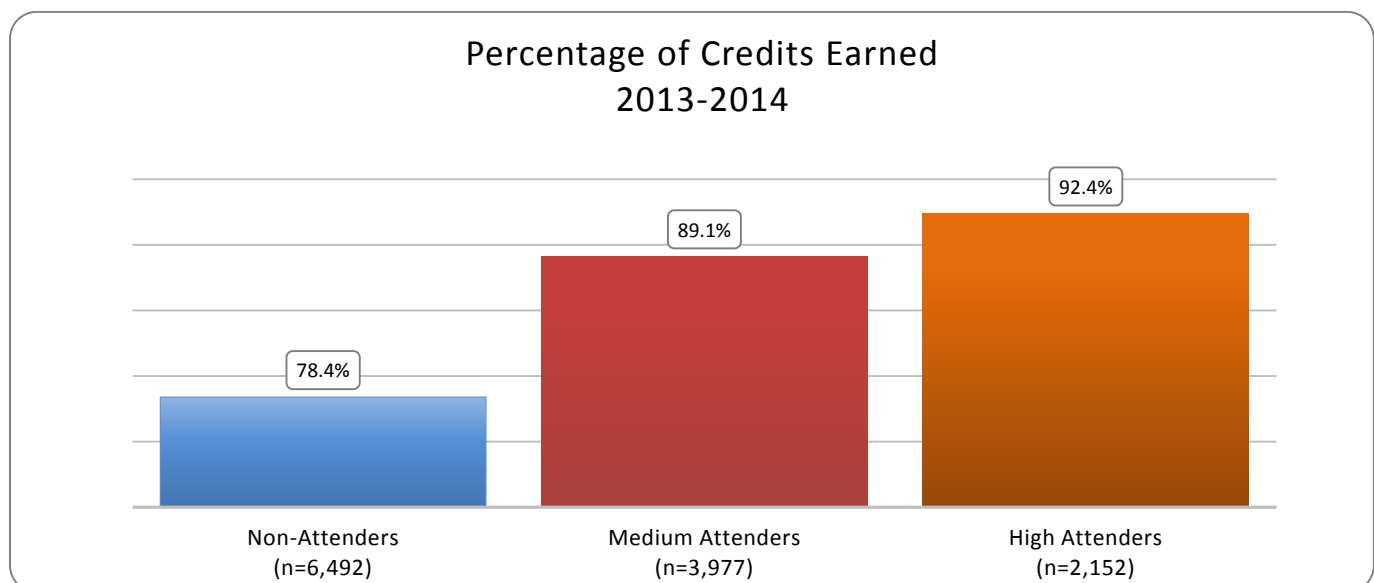


Figure 15

Section 3.3 –10th Grade CAHSEE Passing Rate

Figures 16 and 17 show the percentages of students passing the California High School Exit Exam (CAHSEE) in ELA and Math among non-, medium, and high attenders in the 10th grade⁶. Unduplicated passing rates were used, meaning that each student was counted as either passing or not passing the CAHSEE one time during the school year, regardless of the number of attempts^{6,7}.

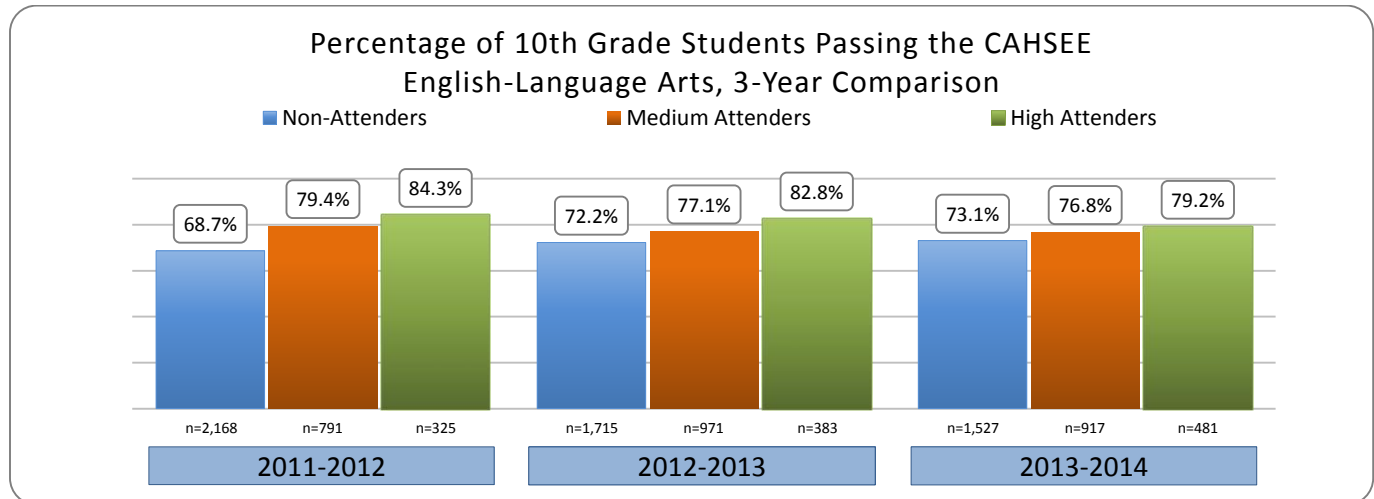


Figure 16

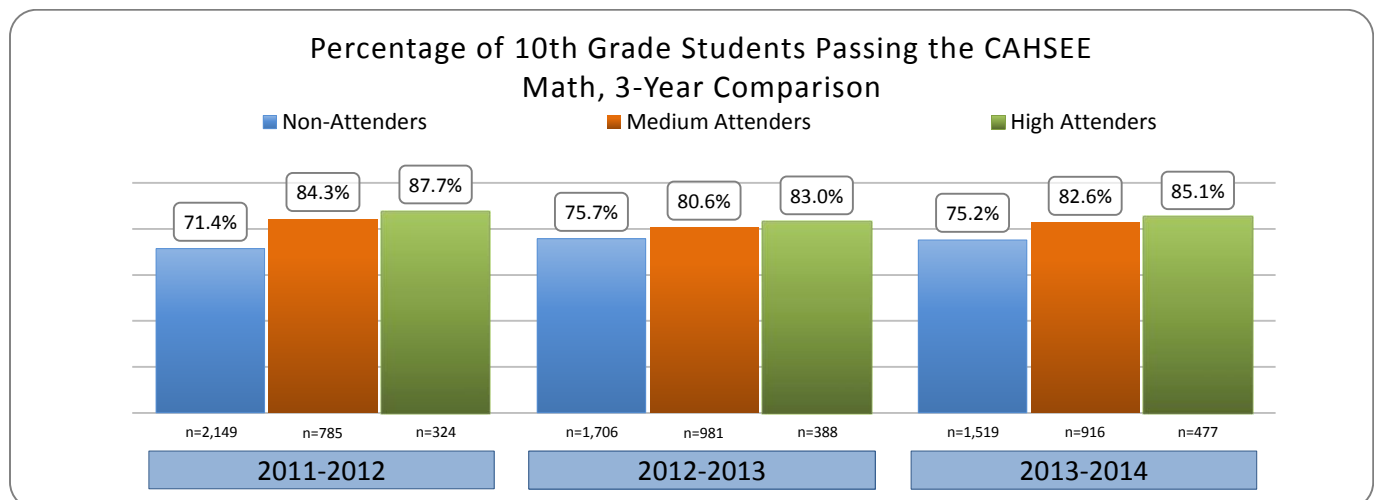


Figure 17

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).⁸ The relationship between after school participation and English Learner (EL) Reclassification was also analyzed.⁹ Since the CELDT is administered early in the fall semester, results are considered to be an outcome of the previous school year. For example, 2012-13 after school program attendance records are used when analyzing Fall 2013 CELDT results¹⁰.

Section 4.1 –California English Language Development Test (CELDT)

In Figure 18, percentages of EL students scoring Advanced and Early Advanced were calculated and compared among non-, medium, and high attenders for the past three years^{6,7}.

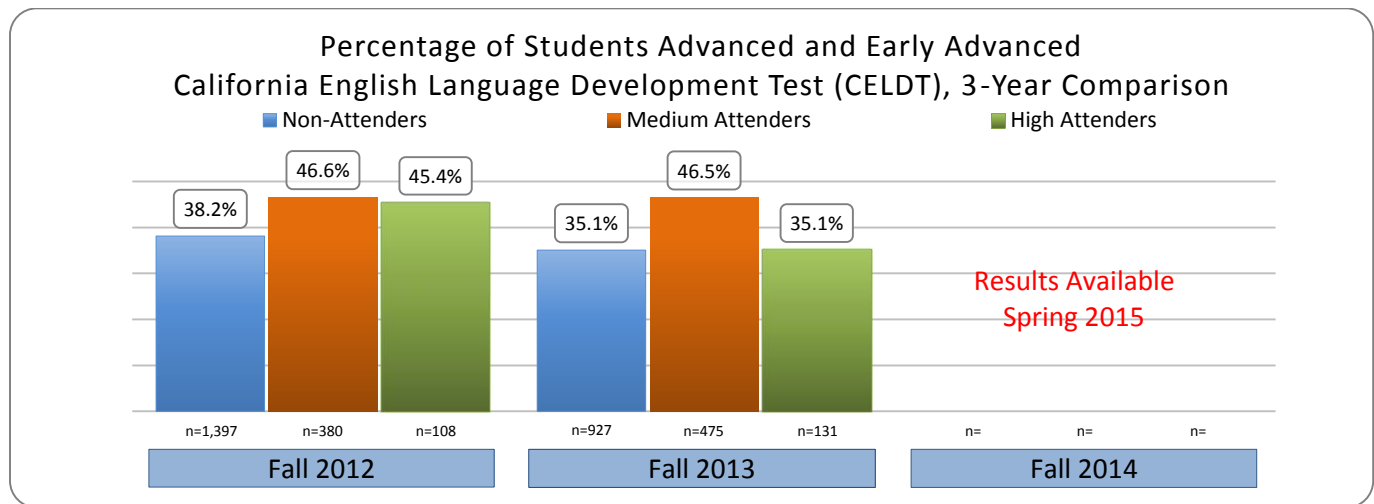


Figure 18

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

Figure 19 compares the percentages of students who were Redesignated as Fluent English Proficient (RFEP) among non-, low, medium, and high attenders for the past three years⁶.

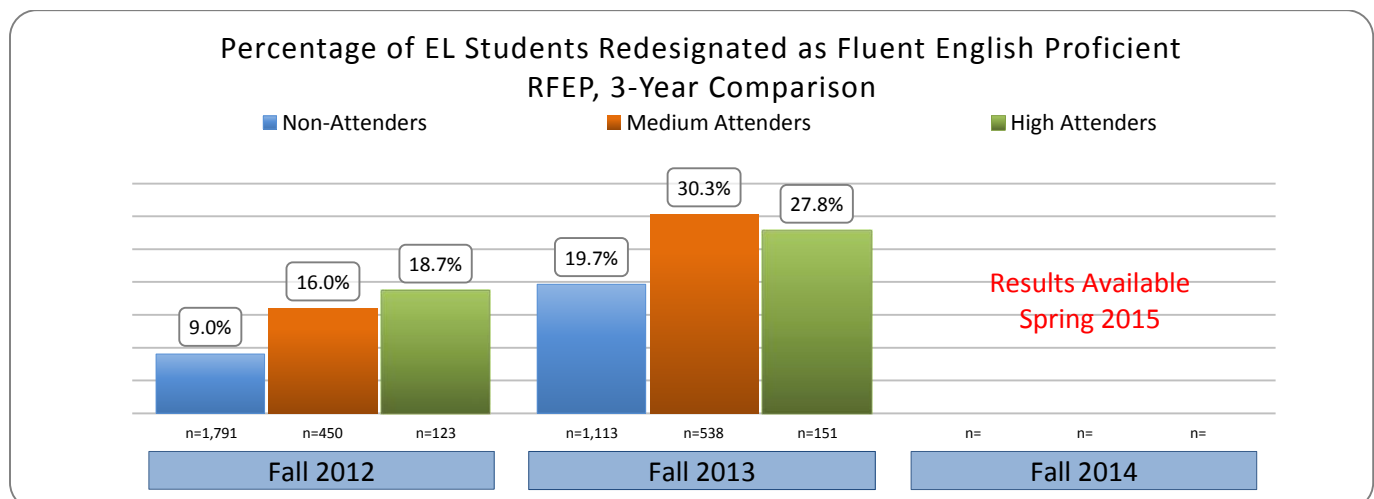


Figure 19

Section 5

Endnotes

- ¹ 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).
- ² 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.
- 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 (1st-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 participant a percentile rank and dividing them into ten equal decile groups (see Figure 6). Low attenders represent the lowest five deciles (1st-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 participants nor non-participants and are left out of the sample completely.
- ⁷ Students are actually only allowed one attempt in 10th grade, however this statement is included for clarity.
- ⁸ 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.
- ⁹ 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.
- ¹⁰ 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.

Program Highlights

Percentage of Students Attending 96% of Regular School Days (Figure 14)

- ❖ The percentage of 2013-14 high attenders attending 96% of Regular School Days or higher was **7.9%** greater than 2013-14 medium attenders.
- ❖ The percentage of 2013-14 high attenders attending 96% of Regular School Days or higher was **22.0%** greater than 2013-14 non-after school participants.

Percentage of Credits Earned (Figure 15)

- ❖ The percentage of credits earned by 2013-14 high attenders was **3.3%** greater than 2013-14 medium attenders.
- ❖ The percentage of credits earned by 2013-14 high attenders was **14.0%** greater than 2013-14 non-after school participants.

Percentage of 10th Grade Students Passing the CAHSEE, English-Language Arts (Figure 16)

- ❖ The percentage of 10th grade high attenders passing the CAHSEE English-Language Arts was **2.4%** greater than 2013-14 medium attenders.
- ❖ The percentage of 10th grade high attenders passing the CAHSEE English-Language Arts was **6.1%** greater than 2013-14 non-after school participants.

Percentage of 10th Grade Students Passing the CAHSEE, MATH (Figure 17)

- ❖ The percentage of 10th grade high attenders passing the CAHSEE MATH was **2.5%** greater than 2013-14 medium attenders.
- ❖ The percentage of 10th grade high attenders passing the CAHSEE MATH was **9.9%** greater than 2013-14 non-after school participants.