

**Evaluation of the
LACOE After-School
Enrichment Program**

Los Angeles County Office of Education

Student Data Outcomes Report

June 2006

Submitted by

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Table of Contents

| | |
|--|----|
| Executive Summary..... | i |
| I. Introduction | 1 |
| II. 2004-2005 Evaluation..... | 4 |
| III. Profile of 2004-2005 Participants | 6 |
| IV. Achievement Profile of 2004-2005 Participants..... | 9 |
| V. Achievement Profile of Frequent Participants..... | 20 |
| VI. Cohort Analysis..... | 23 |
| VII. Profile of Matched Students | 26 |
| VIII. Summary and Conclusions | 34 |
| Appendix A: ASEP Sites with Enrollment 2004-2005 | |
| Appendix B: Data Request Letter and Form | |
| Appendix C: Data Results by Site | |
| Appendix D: Attendance Data by Background Characteristics | |
| Appendix E: Achievement Data by Background Characteristics | |

Executive Summary

The Los Angeles County Office of Education (LACOE) developed and administers the After-School Enrichment Program (ASEP) through an agreement with the County of Los Angeles Department of Public Social Services (DPSS). Elementary schools within Los Angeles County, except those in the Los Angeles Unified School District (LAUSD), are eligible to receive funding, with the highest percentage of students from families that receive support through the California Work Opportunity and Responsibility to Kids (CalWORKs). The program seeks to provide a safe environment that promotes academic, social, and behavioral well being of eligible elementary school students through intervention during non-school hours.

Public *Works*, Inc. is a non-profit, educational consulting firm dedicated to working with schools, government and the community in the areas of accountability, assessment and evaluation services. The multi-year evaluation began in November 2001, and this is the fifth year of ASEP evaluation. Public *Works*, Inc. is continuing to review and describe the program implementation at the school and program levels.

Based on the 2004-2005 data, Public *Works*, Inc. examined the background characteristics and achievement levels of the ASEP participants from a total of 70 sites at six school districts. A total of 4,247 students participated in ASEP at these sites, and 54% of them attended frequently, at least 90 days. It is found that an ASEP participant is most likely to be in grades 1-5, Hispanic, qualify for the federal free and reduced meal program, and proficient in English. This profile is consistent with what were found in previous years. The average number of after-school program attendance for ASEP participants is 93 days in 2004-2005.

ASEP participants attended regular schools 91% of time (164 days) in 2004-2005, it is one more day than the regular school day attendance for 2003-2004. For frequent participants, they increased their attendance rate from 92% (165 days) to 94% (169 days). For non-frequent participants, their attendance rate dropped from 89% (160 days) to 87% (157 days). Frequent participants attended school 12 more days than non-frequent participants.

In both ELA and mathematics, ASEP participants improved their percentages of students who scored proficient or advanced in the past two years. Frequent participants improved from having 21% of students who scored proficient or advanced in the 2003-2004 ELA to having 24% of the students who scored proficient or advanced in the 2004-2005 ELA. For non-frequent participants, they improved from 19% to 23% in the same two-year period in ELA. In mathematics, frequent ASEP participants improved from having 34% of students who scored proficient or advanced in 2003-2004 to 37% in 2004-2005. For non-frequent participants, they improved from 31% to 32%.

For the 2004-2005 outcomes reports, Public *Works*, Inc. also conducted additional matched sample analysis on two school districts (Pasadena and Whittier) where non-participants data are available. ASEP participants and their matched non-

2004-2005 LACOE ASEP Data Outcomes Report

participants are nearly identical in their demographic profiles and prior achievement levels, as intended. Therefore, it is assumed that any differences found between these two groups of students in their 2004-2005 academic achievement data would indicate the impact of one year of ASEP participation on student achievement performance.

Among Whittier students, 26% of ASEP participants scored proficient or advanced in ELA and 35% of White ASEP students scored proficient or advanced in mathematics. The corresponding numbers for the non-participants are similar, 26% in ELA (same) and 39% (4% higher) in mathematics.

For the Pasadena students, 27% of ASEP participants scored proficient or advanced in ELA and 40% of ASEP participants scored proficient or advanced in mathematics. The corresponding numbers for the non-participants are 29% (ELA) and 39% (mathematics). Among Pasadena students, it is also found that (1) For African American students, a greater proportion of frequent participants than non-participants showed improvement by at least one performance level in the past two years for the CSTs in both ELA and mathematics; and (2) For Hispanic students, frequent participants were more likely than non-participants to improve at least one performance level in the CST ELA in the past two years.

I. Introduction

The Los Angeles County Office of Education (LACOE) developed and administers the After-School Enrichment Program (ASEP) through an agreement with the County of Los Angeles Department of Public Social Services (DPSS). Elementary schools within Los Angeles County, except those in the Los Angeles Unified School District¹, are eligible to receive funding, with the highest percentage of students from families that receive support through the California Work Opportunity and Responsibility to Kids (CalWORKs)².

The program seeks to provide a safe environment that promotes academic, social, and behavioral well being of eligible elementary school students through intervention during non-school hours. In addition to enhancing academic achievement, programs offer enrichment and recreational activities while addressing the childcare needs of participating families. Although the program carries the title “after-school,” participating schools are not limited to after-school hours. Programs may provide services before school, on pupil-free days, during holidays, vacations, summer, and periods when year-round schools are off track. In order for schools to respond to the unique needs of local populations, initiatives are designed at the individual school level.

Funding for the program was provided in three phases: Readiness Funds, Start-Up Funds, and Ongoing Operation Funds. The ASEP awarded the first Readiness Grants in June 1999. During the 2003-2004 academic year, the program was active in 81 elementary schools in 17 school districts across Los Angeles County. In school year 2004-2005, it was expanded to 91 elementary schools in 18 school districts. In 2005-2006, ASEP was further expanded to 100 elementary schools in 18 districts. For a list of the active sites and program enrollment, please refer to Appendix A.

In addition to LACOE funding, some sites leverage funding from other sources such as the State’s After-School Education and Safety program (formerly called Before and After-School Learning and Safe Neighborhoods Partnerships Program), the federal 21st Century Community Learning Centers (21st CCLC) grant, the Communities Organizing Resources to Advance Learning (CORAL)³, and private funding. While the LACOE program serves only students eligible for CalWORKs, food stamps, and/or Medi-Cal, other funding streams do not place restrictions on eligibility. For this reason, both CalWORKs and non-CalWORKs students participate in the program at the sites with more than one funding stream.

¹ LAUSD contracts with DPSS on a separate program through their Youth Services Section called YS-CARES After-School Enrichment Program. This program has goals and objectives similar to the LACOE ASEP.

² CalWORKs provides financial aid and services to eligible impoverished families in California through the federal Temporary Assistance to Needy Families (TANF) Program. The primary goal of the program is to mobilize people from welfare to work. In Los Angeles County, the statewide program is operated by DPSS.

³ The Communities Organizing Resources to Advance Learning (CORAL) initiative is funded through the James Irvine Foundation. This program funds a variety of community development efforts aimed at improving education for youth in California, including community-based after-school programs.

2004-2005 LACOE ASEP Data Outcomes Report

Each local site is led and managed by an ASEP site coordinator, with some coordinators managing multiple sites. To help monitor and facilitate the process of delivering the ASEP, regional coordinators employed through LACOE monitor and support individual sites. Each regional coordinator covers several sites in multiple districts that are in close proximity and provides assistance with program content, budget information, and LACOE-related paperwork.

Highlights of the ASEP Evaluation

In November 2001, LACOE selected Public *Works*, Inc. through a Request for Proposal (RFP) process to conduct annual evaluation of the ASEP. Public *Works*, Inc. is a Pasadena-based non-profit organization dedicated to working with schools, government, parents, and communities in the areas of accountability, assessment, and evaluation services. The evaluation design was based on the requirements set forth in the RFP developed by LACOE.

With the academic year 2005-2006 marking the fifth year of the ASEP evaluation, Public *Works*, Inc. is continuing to review and describe the program implementation at the school and program levels. The following provides a summary of previous four years' evaluation work.

First Year, 2002

The purpose of the first year of the evaluation was to establish a baseline of program implementation and student achievement in order to compare baseline measures against the data collected in future evaluations. The evaluation included four components:

1. Phone interviews with after-school personnel at each of the 92 ASEP sites;
2. Intensive site visits that include interviews and program observations at a random sample of 32 sites;
3. Survey on students, parents and program staff at the same 32 sites; and
4. Analysis of the student achievement and attendance data for the 2000-2001 school year at the same 32 sites.

The analysis of the 2001-2002 student data established the historical picture of students' achievement patterns before their ASEP participation in the 2001-2002 school year for the evaluation works in the later years.

Second Year, 2003

In May 2003, Public *Works*, Inc. updated the 1st year report by analyzing the 2001-2002 ASEP participant data covering the same set of program sites. Public *Works*, Inc. found that ASEP students showed improvement in both SAT-9 reading and math scores at most grade levels and their absent rates decreased in 2001-2002.

2004-2005 LACOE ASEP Data Outcomes Report

Third Year, 2004

Due in part to the challenges in obtaining complete and accurate data on across 17 districts, Public *Works*, Inc. chose to concentrate the data collection efforts with four school districts that have the largest number of ASEP sites - Lawndale, Long Beach, Pasadena, and Whittier City. This report focuses on these four districts with the addition of ten schools from Compton Unified for a total of 46 sites. This report presented findings based on 2003-2004 participants and how they performed in 2002-2003.

Fourth Year, 2005

Public *Works*, Inc. implemented two major data collection efforts: surveys of stakeholders (staff, parents, and students) and collection and analysis of the student performance data for all sites. Public *Works*, Inc. assisted LACOE in institutionalizing self-monitoring tools for the purpose of continuous program improvement.

Fifth Year, 2006

In the current year, Public *Works*, Inc. is conducting phone interviews with all 100 sites, developing a website for findings and communication, summarizing evaluation findings over time. In addition, Public *Works*, Inc. conducted the data analysis, presented in this report, examining participant outcomes based on number of days in the program.

II. 2004-2005 Evaluation

This section of the report provides the evaluation questions for the analysis of the 2004-2005 outcome data, describes the data collection process, and defines the data analysis plan. One significant improvement of the 2004-2005 evaluation is the additional analyses on frequent participants using the newly available participants' program attendance data. Therefore, the report separates out and compares the participants who rarely attended the program and the participants who attended the program faithfully and consistently. In this report, frequent participants are defined to be those who attended the program at least 50% of the time in 2004-2005. Non-frequent participants are those who attended the program but attended less than 50% of the time.

Evaluation Questions

The evaluation questions to be addressed are:

1. Who are the participating students in 2004-2005?
2. How do the 2004-2005 participants perform academically?
3. Are there any differences between frequent and non-frequent participants in their 2004-2005 academic performance?
4. How do frequent participants perform academically in 2004-2005, compared to their performance in 2003-2004?
5. Are there any differences among participants on their 2004-2005 achievement indicators by their years of program participation?
6. Are there differences across districts?

Data Collection

In Fall 2005 and January 2006, data requests were submitted to six districts with multiple schools participating in the ASEP (for a total of 70 sites).⁴ These districts were selected because they were among the districts having the largest number of ASEP sites. Since achievement outcomes are impacted by a variety of factors, including participation in various interventions such as the ASEP. Public Works, Inc. requested demographic data besides the various student achievement indicators for participating students. District contacts were instructed to complete the form by hand or electronically for each ASEP site within their district and to return it to Public Works, Inc.

Public Works, Inc. requested data directly from each district. The data request included a description of the requested information and a form in which to record the outcomes data (Appendix B). Data were requested on students who participated in the program during the 2004-2005 academic year and the variables requested are listed in Table 2.1.

⁴ The data requests to Pasadena Unified and Whittier City Elementary were made in Fall 2005 due to a need for data earlier from these districts. However, all districts were examined with the same data regardless of collection time.

2004-2005 LACOE ASEP Data Outcomes Report

Table 2.1: List of student-level variables requested

| Background Characteristics | Achievement Indicators |
|--|--|
| <ul style="list-style-type: none">• Grade level in 2004-2005• Race/ethnicity in 2004-2005• English Language Learner (ELL) status in 2004-2005• Free or Reduced Fee Meal enrollment status in 2004-2005• CalWORKs status in 2004-2005• Special education status in 2004-2005 | <ul style="list-style-type: none">• Regular school day attendance for 2003-2004 & 2004-2005• California Standards Test (CST) English language arts (ELA) scale scores & performance levels for 2003-2004 & 2004-2005• CST math scale scores & performance levels for 2003-2004 & 2004-2005 |

The six districts provided fairly complete achievement data on CST, but there is still some missing achievement information due to student school/district transfer, different district policies in testing and reporting, etc. At most districts, students begin taking CST in the 2nd grade. For this reason, CST data are not available in general for students who were in Kindergarten or 1st grade in 2004-2005. Also, in many cases, districts did not provide data for ASEP participants who were in 6th grade in 2003-2004, as these students had moved on to the middle school for the 2004-2005 school year.

Data Analysis Plan

To answer the proposed evaluation questions, descriptive analyses are conducted to describe the 2004-2005 ASEP participants demographically and how they performed in CST ELA and mathematics tests. Students are also compared based on their program participation status with an emphasis on comparing frequent participants and non-frequent participants. For the students who have achievement data on both 2003-2004 and 2004-2005, analyses on how they have improved in terms of their CST performance are also conducted. Additionally, since this evaluation project involves multiple districts, district differences are also summarized and presented.

To examine the effect of ASEP participation over time, the 2004-2005 participants are split into three groups by their years of program participation. The three groups are: participants in the program for three or more years, participants in the program for two years, and those in the program for one year. These three groups of participants are compared on their 2004-2005 CST ELA and mathematics proficiency levels, besides their regular school day attendance.

Though the focus of this report is to compare frequent participants to non-frequent participants, it is still of interest to document how these participants performed academically when compared to a group of non-participants who are matched demographically and academically. With the availability of non-participants data, one separate section is dedicated to document how the comparison looks for students in the Pasadena Unified School District (PUSD) and Whittier School Unified District (WUSD).

III. Profile of 2004-2005 Participants

This section consists of two main parts. The first part describes 2004-2005 participants' program attendance information. The second part presents their demographic profile. The results provided in this section are based on the 2004-2005 participant data.

Program Attendance

Based on the 2004-2005 student outcomes data provided by the six districts, a total of 4,247 students participated in the after-school program. The following Table has students' program attendance information and the percentages of frequent participants by district and by grade. Participants who attended the program at least 50% of the time are treated as frequent participants for the purpose of reporting. As demonstrated in Table 3.1, 54% of the participants are frequent participants and their average program attendance rate is 53% (95 days). The program participation rate is calculated by dividing the number of days participants attend the programs by a possible 180 school days.

Table 3.1: ASEP participants and program attendance by district and by grade, 2004-2005.

| Background Characteristics | # of Participants | % Frequent Participants | Mean # of Days Attended | Attendance Rate |
|-----------------------------------|--------------------------|--------------------------------|--------------------------------|------------------------|
| OVERALL | 4,247 | 54% | 96 | 53% |
| District | | | | |
| Compton | 747 | 22% | 55 | 31% |
| Lancaster | 489 | 57% | 98 | 54% |
| Lawndale | 698 | 71% | 113 | 63% |
| Long Beach | 929 | 58% | 105 | 58% |
| Pasadena | 558 | 66% | 112 | 62% |
| Whittier City | 826 | 56% | 95 | 53% |
| Grade Level | | | | |
| K | 218 | 65% | 104 | 58% |
| 1 st | 471 | 63% | 109 | 61% |
| 2 nd | 566 | 58% | 102 | 57% |
| 3 rd | 681 | 56% | 99 | 55% |
| 4 th | 639 | 52% | 94 | 52% |
| 5 th | 578 | 52% | 93 | 52% |
| 6 th | 94 | 38% | 74 | 41% |

All districts except Compton have over 50% of their participants being frequent participants. In Compton, only 22% of the 747 participants attended the program frequently. Lawndale has 71% of its participants being frequent participants. The average number of days the participants attended the program at Lawndale is 113 days.

Across grade levels, all grades except grade 6 (38%) have over 50% of participants attending as frequent participants. Participants in grades K-2 attended the program for over 100 days in 2004-2005. Participants in grade 6 attended the program for the least number of days, only 74 days.

Demographic Characteristics

Table 3.2 reports the distribution of participants by district. Long Beach District and Whittier City have the two largest numbers of participants, 906 and 826, and Lawndale only has 156 participants. The participants are mainly enrolled in grades 1-5, across all school districts except for Compton. In Compton, there are three students in grade 2 and the rest of participants (315 students) are in grades 3-5.

Table 3.2: Background characteristics of the 2004-2005 ASEP participants by district.

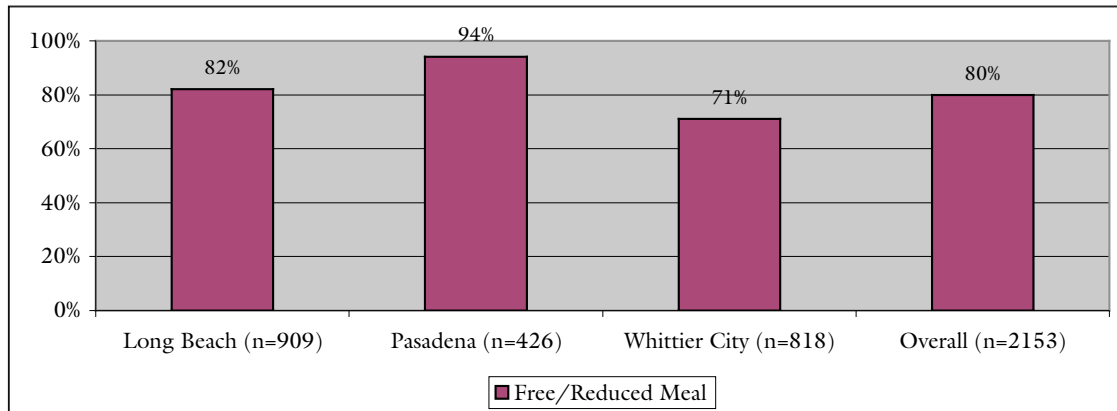
| Background Characteristics | Compton (n=318) | Lancaster (n=483) | Lawndale (n=156) | Long Beach (n=906) | Pasadena (n=572) | Whittier City (n=826) |
|----------------------------|--------------------|----------------------|---------------------|-----------------------|---------------------|--------------------------|
| Grade Level | | | | | | |
| K | 0% | 8% | 6% | 5% | 8% | 9% |
| 1 st | 0% | 16% | 17% | 18% | 15% | 15% |
| 2 nd | 1% | 18% | 21% | 21% | 17% | 19% |
| 3 rd | 33% | 20% | 18% | 21% | 18% | 19% |
| 4 th | 37% | 19% | 15% | 17% | 16% | 20% |
| 5 th | 29% | 19% | 12% | 14% | 18% | 18% |
| 6 th | 0% | 0% | 13% | 4% | 8% | 0% |
| Race/Ethnicity | | | | | | |
| Hispanic | 68% | 39% | Missing | 65% | 63% | 91% |
| African American | 31% | 46% | Missing | 29% | 27% | 2% |
| White | 0% | 13% | Missing | 2% | 7% | 5% |
| Other | 1% | 2% | Missing | 4% | 2% | 2% |

The ethnic distribution of the participants varies across districts (Lawndale School District would not provide the ethnicity information for their ASEP participants). Whittier City participants are mainly Hispanic students, and comprise 91% of the participants. Compton, Long Beach, and Pasadena have similar percentages of Hispanic (63% - 68%) and African American (27% - 31%) participants. Lancaster has a totally different student distribution – 39% Hispanic, 46% African American, 13% White, and 2% Others. Appendix C reports the school-specific ethnic distribution information.

Among the three school districts that provided the free and reduced fee meal program (an indicator of students' low socio-economic status) information on their students, Pasadena district has the highest percentage of students of low socio-economic status, 94%. Whittier City has 71% of the participants who could be classified as low socio-economic status and it is 82% in Long Beach (see Figure 3.3).

2004-2005 LACOE ASEP Data Outcomes Report

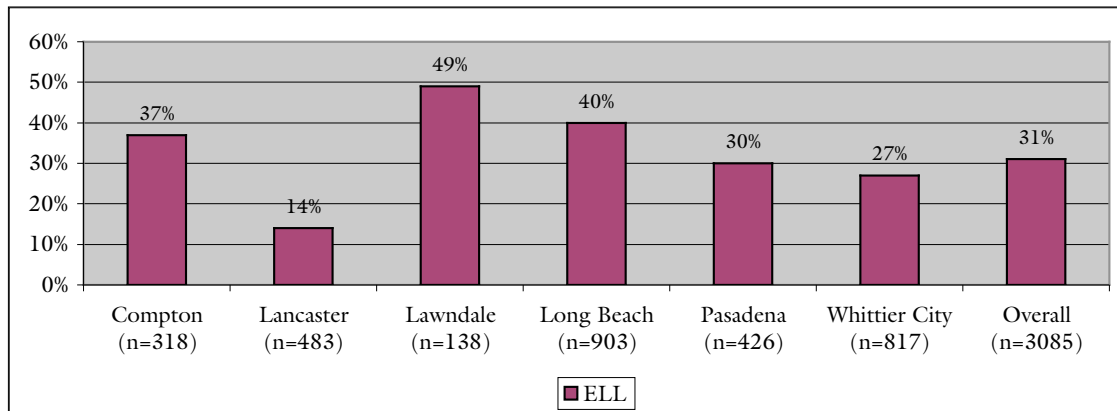
Figure 3.3: Percentages of ASEP participants who qualified for free and reduced fee meal program by district, 2004-2005.



* No data provided in Compton, Lancaster, and Lawndale.

Figure 3.4 reports participants' language proficiency by district. Lawndale district has the highest percentage of ELLs, 49%, and Lancaster has the lowest percentage of ELL students, 14%. The overall percentage is 31%, and Pasadena and Whittier City have similar percentages as the overall mean percentage.

Figure 3.4: Percentages of ASEP participants who are ELLs by district, 2004-2005.



IV. Achievement Profile of 2004-2005 Participants

In order to measure the extent to which the after-school program is achieving its goal in improving student achievement, Public Works, Inc. analyze three student achievement indicators:

- (1) Regular school day attendance
- (2) CST performance level in ELA
- (3) CST performance level in mathematics

The emphasis of the findings is on comparing the achievement of frequent participants and non-frequent participants. After presenting the 2003-2004 and 2004-2005 results on frequent and non-frequent participants, their improvement in ELA and mathematics between 2003-2004 and 2004-2005 are also provided. The last part summarizes the by-school information on the number of participants and how they performed on the 2004-2005 CST tests.

Regular School Day attendance

Regular school day attendance is reported as the number of days attended in the data provided by the districts. The number of days participants attended school is 164 days in 2004-2005, one more day than last year. The attendance rate is also calculated by dividing the number of days attended by a possible 180 days. For frequent participants, they increased their school attendance rate from 92% (165 days) to 94% (169 days). For non-frequent participants, their attendance rate dropped from 89% (160 days) to 87% (157 days). Frequent participants attended school 12 more days than non-frequent participants.

Figure 4.1: School day attendance rates of ASEP participants, 2003-2004 and 2004-2005.

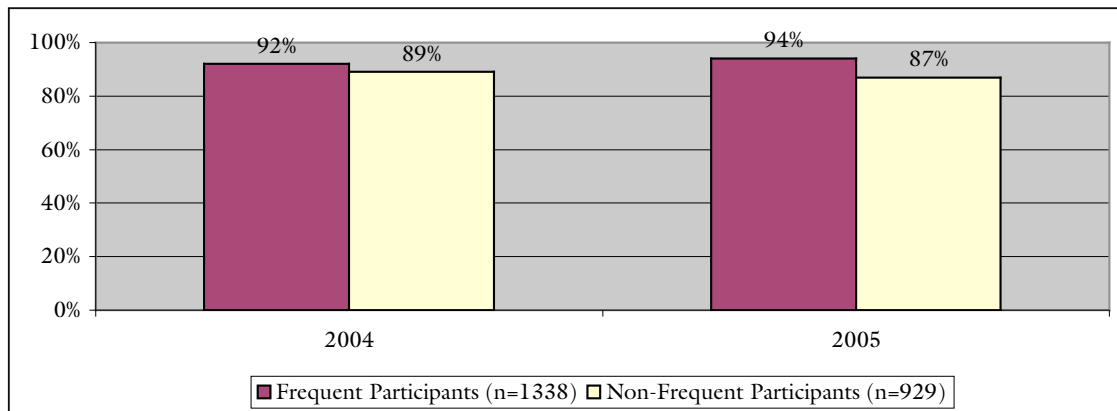
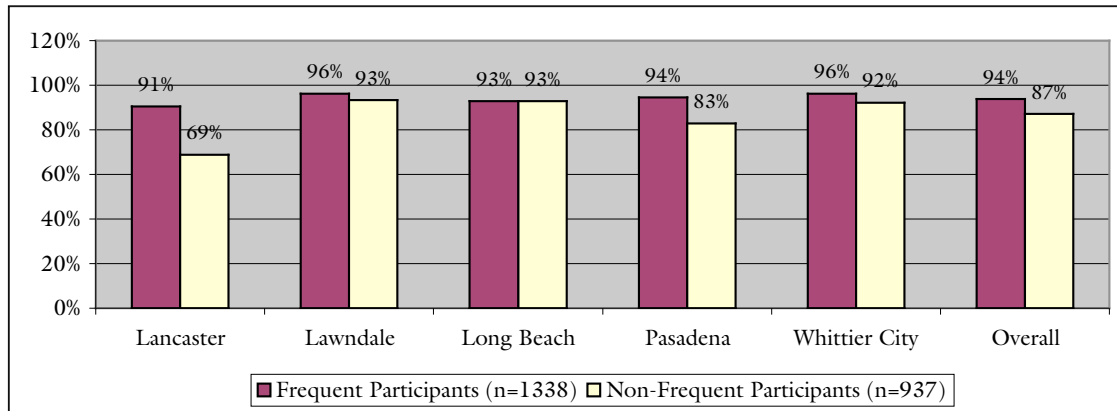


Figure 4.2 provides the school day attendance results by district. As shown, frequent participants in Lancaster, Lawndale, Pasadena, and Whittier have higher school attendance rates than their non-frequent participants in their respective school districts. The largest difference is found for participants in Lancaster School District, with frequent participants attending school 91% of the time and non-frequent participants attending 69% of time in 2004-2005. In Long Beach, the

2004-2005 LACOE ASEP Data Outcomes Report

attendance rate for these two groups of ASEP participants is the same, 93% of the time.

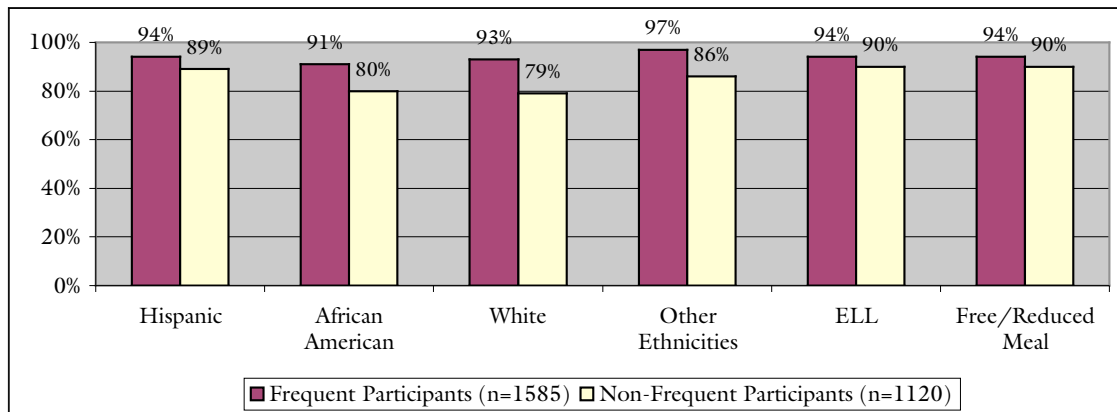
Figure 4.2: School day attendance rates of ASEP participants by district, 2004-2005.



*: No data on attendance provided by Compton School District.

The school day attendance data is also examined by student demographic variables, as shown in Figure 4.3. Frequent participants have a higher attendance rate than non-participants among all ethnic groups of students, ELL students, and students receiving free and reduced fee meal. The largest difference is found among White students (14%), and the smallest difference is found among ELL students and students receiving free and reduced fee meal (4%). For more detailed information on school attendance by student background characteristics, please refer to Appendix D.

Figure 4.3: School day attendance rates of ASEP participants by student demographic variables, 2004-2005.



CST ELA

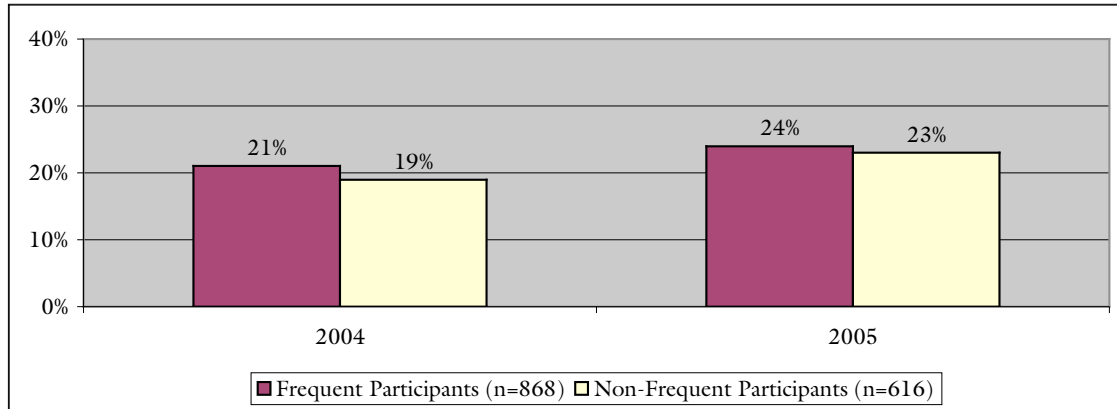
The purpose of the CST is to assess students' performance in relation to the California Content Standards. Student performance is reported in five categorical levels: Advanced, Proficient, Basic, Below Basic and Far Below Basic. Students who score proficient or advanced have met the California State Standards for the grade level. Therefore, the analyses on ELA and mathematics focus on comparing the

2004-2005 LACOE ASEP Data Outcomes Report

percentage of students who scored proficient or advanced.

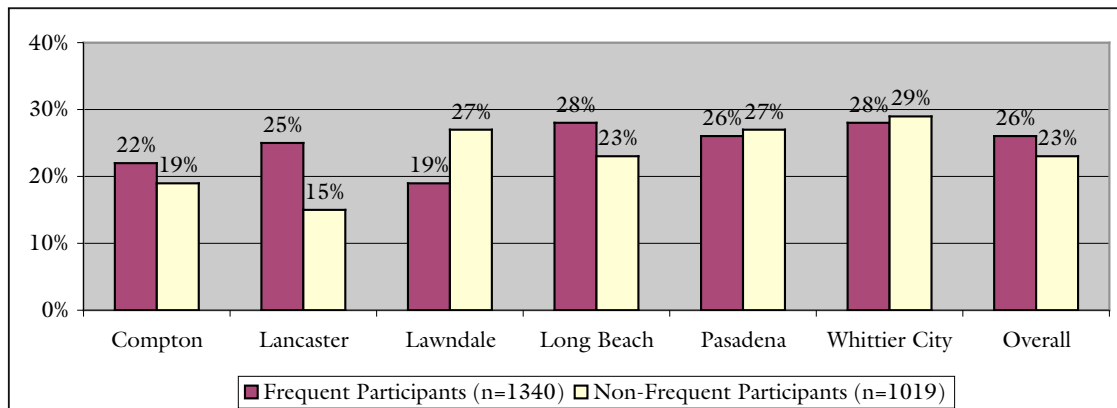
As presented in Figure 4.4, 24% of frequent participants scored proficient or advanced in ELA, and it is 1% higher than the percentage found for non-frequent participants. The difference between these two groups is 2% in 2003-2004, 21% vs. 19%, in favor of frequent participants.

Figure 4.4: Percentages of ASEP participants scored proficient or advanced in the CST ELA, 2003-2004 and 2004-2005.



Figures 4.5-4.7 present the disaggregated 2004-2005 CST ELA information by district, by grade, and by student demographic characteristics, respectively. For more detailed student achievement data results, please refer to Appendix E. As shown in Figure 4.5, frequent participants have a higher percentage of students who scored proficient or advanced in CST ELA than non-frequent participants in Compton (3% higher), Lancaster (10% higher), and Long Beach (5% higher). In Lawndale, Pasadena, and Whittier City, non-frequent participants out-performed frequent participants in having a higher percentage of students being proficient or advanced.

Figure 4.5: Percentages of students who scored proficient or advanced in the CST ELA by district, 2004-2005.



2004-2005 LACOE ASEP Data Outcomes Report

Figure 4.6: Percentages of students who scored proficient or advanced in the CST ELA by grade, 2004-2005.

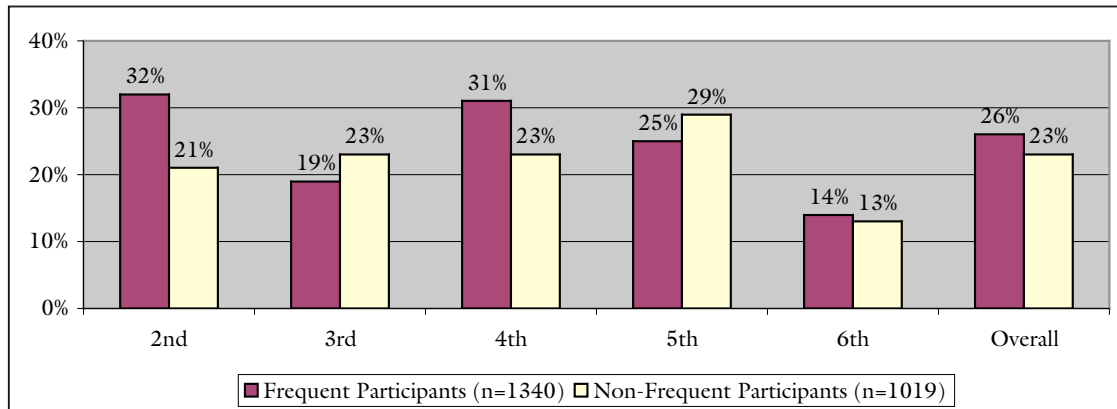
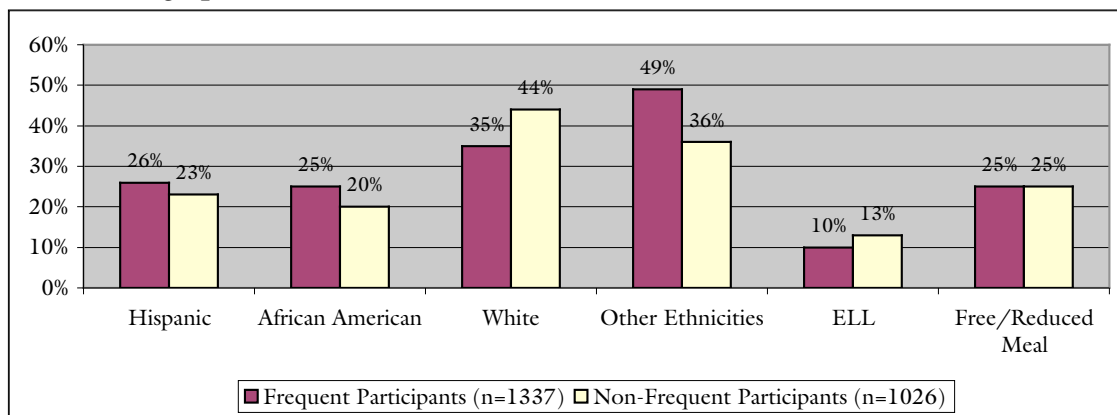


Figure 4.7: Percentages of students who scored proficient or advanced in the CST ELA by student demographic variables, 2004-2005.



By-grade information is presented in Figure 4.6. Frequent participants have better performance than non-frequent participants in grades 2, 4, and 6. It is especially noticeable in grade 2 where the difference is 11% in favor of frequent participants. In the other two grades, non-frequent participants have better performance.

Figure 4.7 indicates that among Hispanic and African American students, frequent participants out-performed non-frequent participants in having a larger number of students scoring proficient or advanced. ELL frequent participants have lower performance than ELL non-frequent. Among students who received free and reduced fee meal, frequent and non-frequent participants have the same performance in ELA.

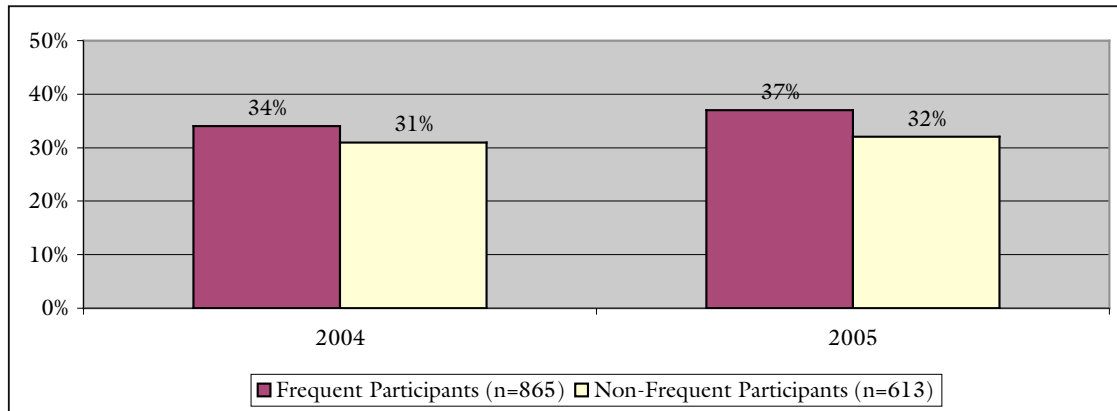
CST Mathematics

The percentages of participants who scored proficient or advanced in mathematics are higher than the percentages found for the ELA test. Over 30% of the participants are proficient or advanced in mathematics. As provided in Figure 4.8, frequent participants have 5% more students who scored proficient or advanced in mathematics than non-frequent participants in 2004-2005. The difference between

2004-2005 LACOE ASEP Data Outcomes Report

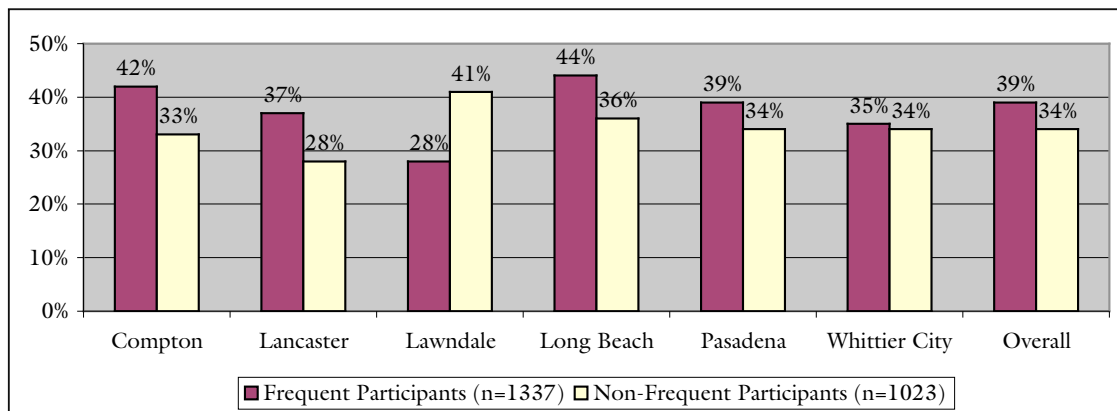
these two groups is 3% for 2003-2004, 34% vs. 31%.

Figure 4.8: Percentages of students who scored proficient or advanced in the CST mathematics, 2003-2004 and 2004-2005.



Figures 4.9 - 4.11 present the disaggregated 2004-2005 CST mathematics information by district, by grade, and by student demographic variables. Frequent participants have a higher percentage of students who scored proficient or advanced in CST ELA than non-frequent participants in Compton (9% higher), Lancaster (9% higher), Long Beach (8% higher), Pasadena (5% higher), and Whittier City (1% higher). In Lawndale, non-frequent participants out-performed frequent participants in having a higher percentage, 13% more, of students being proficient or advanced.

Figure 4.9: Percentages of students who scored proficient or advanced in the CST mathematics by district, 2004-2005.



2004-2005 LACOE ASEP Data Outcomes Report

Figure 4.10: Percentages of students who scored proficient or advanced in the CST mathematics by grade, 2004-2005.

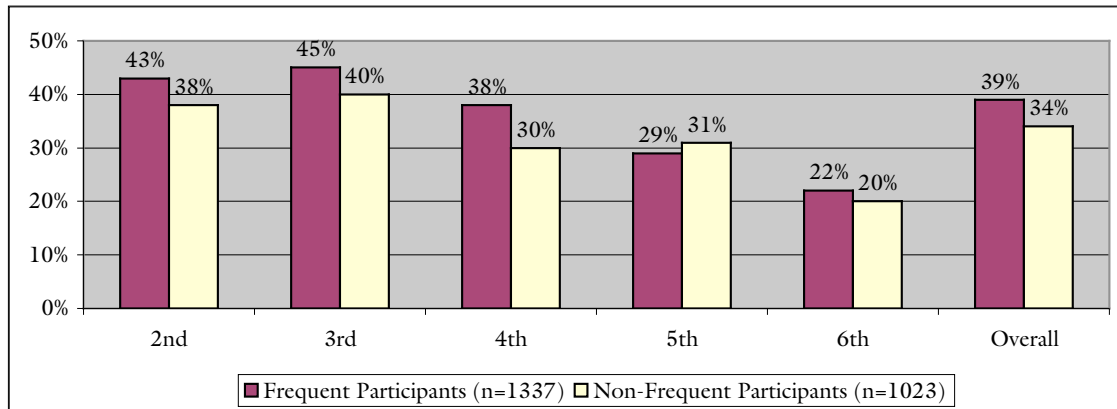
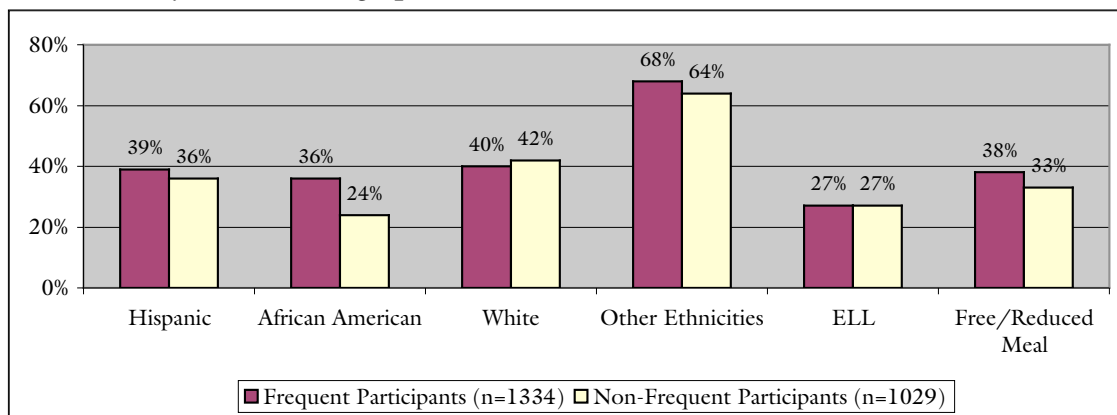


Figure 4.11: Percentages of students who scored proficient or advanced in the CST mathematics by student demographic variables, 2004-2005.



By-grade information is presented in Figure 4.10. Frequent participants have better performance than non-frequent participants in grades 2, 3, 4, and 6, especially in grade 2 where the difference is 8%. In grade 5, non-frequent participants have better performance, 2% more non-frequent participants scored proficient or advanced than frequent participants did.

Figure 4.11 indicates that among Hispanic and African American students, frequent participants out-performed non-frequent participants in having a larger number of students scoring proficient or advanced. ELL frequent participants have the same performance as ELL non-frequent in their 2004-2005 CST mathematics test. Among students who received free and reduced fee meal, frequent participants have better performance than non-frequent participants.

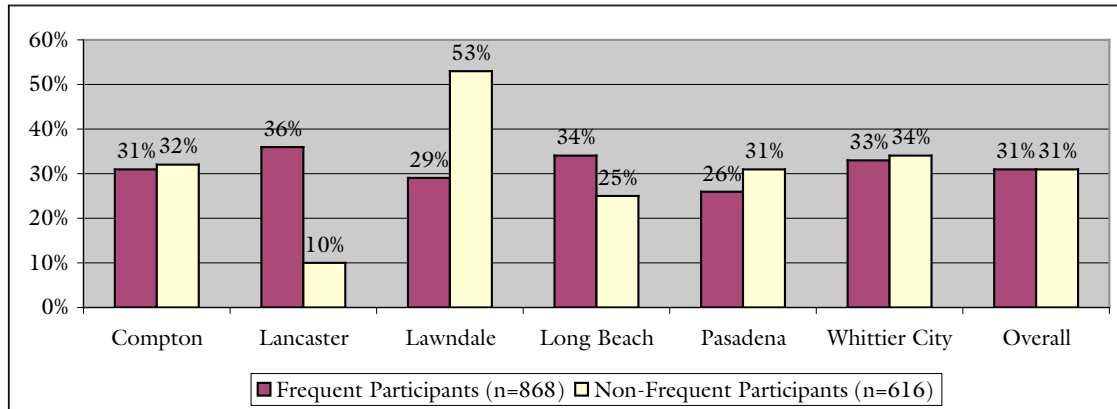
CST English Language Arts Improvement

Both frequent and non-frequent participants observed 31% of their students gained at least one CST level in 2004-2005 ELA test, compared to their 2003-2004 performance (Figure 4.12). In Compton and Whittier City, there is not much difference between frequent and non-frequent participants in how much students

2004-2005 LACOE ASEP Data Outcomes Report

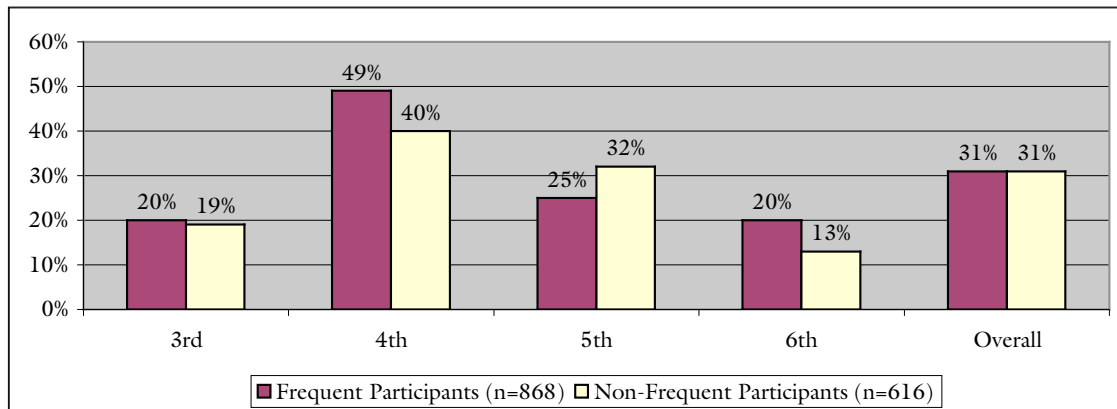
improved. In Lancaster and Lawndale, the difference is quite large. Thirty-six percent of frequent participants in Lancaster gained at least one proficiency level, while only 10% of non-frequent participants gained. In Lawndale, the opposite was found, 29% of frequent participants gained while 53% of non-frequent participants gained.

Figure 4.12: Percentages of students who gained at least one CST level in ELA from 2003-2004 to 2004-2005, by district.



Besides comparing students across district, comparison was also made across grade levels (see Figure 4.13) and by student demographic variables (see Figure 4.14). Frequent participants have better performance than non-frequent participants in grades 3, 4, and 6. The difference is the largest in grade 4, 9% more frequent participants gained one proficiency level than non-frequent participants. In grade 5, 7% more non-frequent participants gained one proficiency level than frequent participants.

Figure 4.13: Percentages of students who gained at least one CST level in ELA from 2003-2004 to 2004-2005, by grade.



2004-2005 LACOE ASEP Data Outcomes Report

Figure 4.14: Percentages of students who gained at least one CST level in ELA from 2003-2004 to 2004-2005, by student demographic variables.

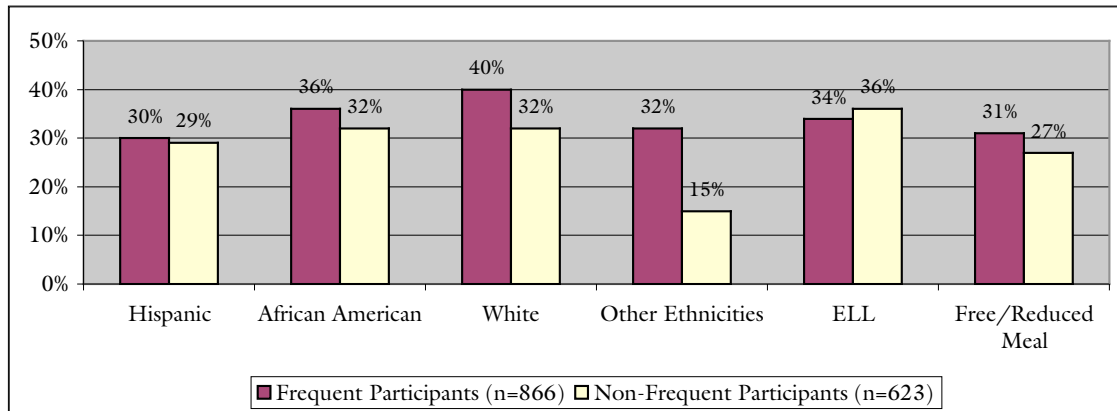
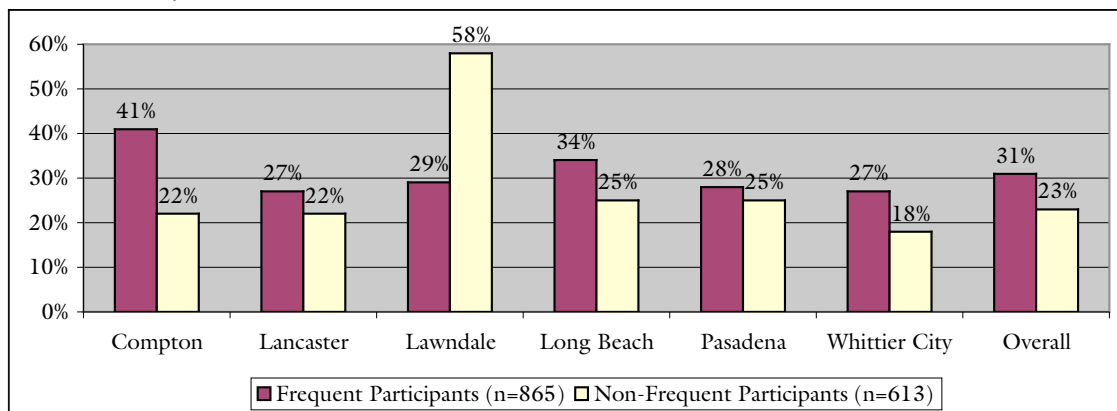


Figure 4.14 provides the percentages of students who gained at least one CST level in ELA by students' demographic variables. Except for ELL students, frequent participants are found to have a higher percentage of students who gained at least one CST level than non-frequent participants across all ethnic groups and among students who received free or reduced fee meal.

CST Mathematics Improvement

Frequent participants have 31% of students who gained at least one CST level in 2004-2005 mathematics test, compared to how they did in 2003-2004 (Figure 4.15). Non-frequent participants improved by 23%. In all districts except Lawndale, frequent out-performed non-frequent participants in how much students improved. The difference ranges from 3% in Pasadena to 19% in Compton. In Lawndale, the opposite is found, 29% of frequent participants gained while 58% of non-frequent participants gained.

Figure 4.15: Percentages of students who scored proficient or advanced in the CST mathematics by district, 2004-2005.



Besides comparing students across districts, comparison is also made across grade levels (see Figure 4.16) and by student demographic variables (see Figure 4.17). Frequent participants have better performance than non-frequent participants in all

2004-2005 LACOE ASEP Data Outcomes Report

grades. And the difference is the largest in grade 5, 11% more frequent participants gained one proficiency level than non-frequent participants. In grade 3, 3% more frequent participants gained one proficiency level than non-frequent participants.

Figure 4.16: Percentages of students who scored proficient or advanced in the CST mathematics by grade, 2004-2005.

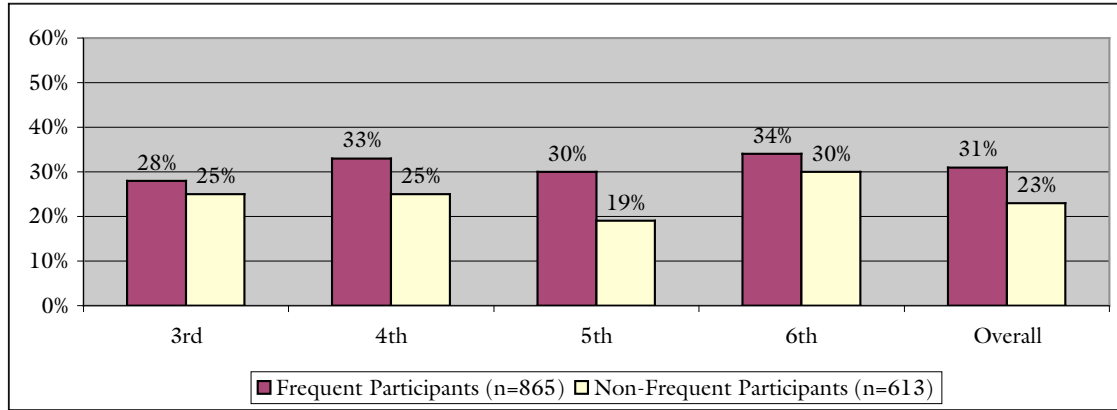


Figure 4.17: Percentages of students who scored proficient or advanced in the CST mathematics by student demographic variables, 2004-2005.

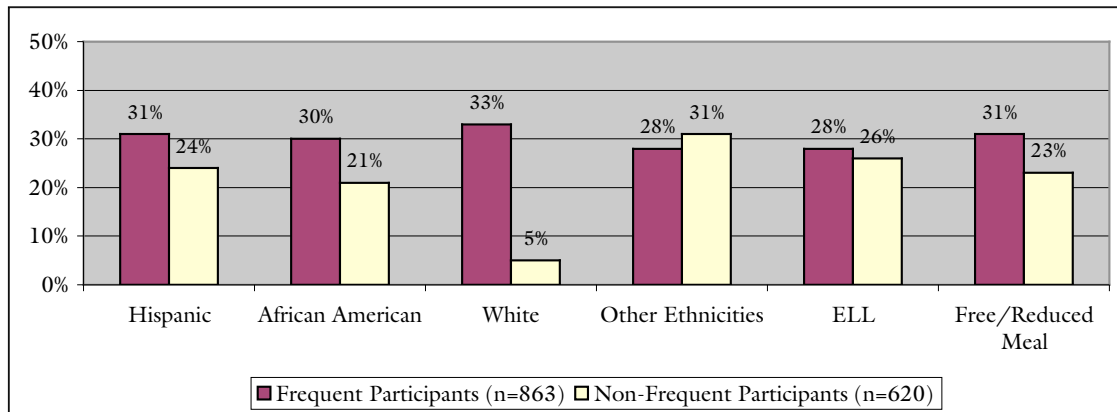


Figure 4.17 provides the percentages of students who gained at least one CST level in mathematics by students' demographic variables. Except for students of ethnicities other than Hispanic, African American, and White, frequent participants are found to have a higher percentage of students who gained at least one CST level than non-frequent participants among Hispanic students, African American students, White students, ELL students, and students who received free or reduced fee meal.

School-Level Student Achievement

The 70 ASEP sites included in this analysis represent a range of levels in terms of student achievement. Table 4.13 provides a summary of school-level student achievement for all the participants, besides the number of participants. The schools are ordered by district name and then school name. The average percentages of participants scoring proficient or advanced in CST ELA and mathematics by school

2004-2005 LACOE ASEP Data Outcomes Report

are 25% in ELA and 37% in mathematics. The schools that have at least 25% (in ELA) and 37% (in mathematics) of their students scoring proficient or advanced are shaded for easier recognition. For example, in Compton School District, there are six schools that meet this requirement. They are Bunche, Bursch, Caldwell Street, King, Laurel Street, and McNair.

Table 4.13: Participant information by district and school names.

| District/School | # of Participants | 2005 CST ELA proficient or advanced | 2005 CST Mathematics proficient or advanced |
|------------------|-------------------|-------------------------------------|---|
| Compton | | | |
| Anderson | 8 | 0% | 0% |
| Bunche | 7 | 43% | 57% |
| Bursch | 15 | 33% | 50% |
| Caldwell Street | 8 | 25% | 75% |
| Carver | 18 | 11% | 67% |
| Dickison | 14 | 14% | 21% |
| Foster | 13 | 15% | 31% |
| Kelly | 21 | 33% | 27% |
| Kennedy | 18 | 17% | 22% |
| King | 21 | 29% | 33% |
| Laurel Street | 21 | 29% | 43% |
| Lincoln | 8 | 0% | 0% |
| Longfellow | 12 | 17% | 18% |
| Mayo | 1 | 0% | 0% |
| McKinley | 18 | 11% | 39% |
| McNair | 29 | 35% | 50% |
| Rosecrans | 21 | 14% | 48% |
| Tibby | 9 | 33% | 33% |
| Washington | 29 | 10% | 14% |
| Willard | 20 | 5% | 25% |
| Lancaster | | | |
| Desert View | 40 | 18% | 25% |
| El Dorado | 45 | 18% | 31% |
| Joshua | 45 | 24% | 38% |
| Linda Verde | 49 | 27% | 37% |
| Mariposa | 49 | 27% | 37% |
| Sierra | 37 | 14% | 35% |
| Sunnydale | 38 | 24% | 35% |
| Lawndale | | | |
| Anderson | 24 | 17% | 29% |
| Green | 23 | 35% | 33% |
| Mitchell | 26 | 23% | 32% |
| Roosevelt | 32 | 13% | 30% |

2004-2005 LACOE ASEP Data Outcomes Report

Table 4.13 (continued): Participant information by district and school names.

| District/School | # of Participants | 2005 CST ELA proficient or advanced | 2005 CST Mathematics proficient or advanced |
|----------------------|-------------------|-------------------------------------|---|
| Long Beach | | | |
| Addams | 36 | 19% | 33% |
| Barton | 39 | 23% | 41% |
| Bryant | 21 | 71% | 62% |
| Burnett | 40 | 18% | 30% |
| Edison | 42 | 24% | 60% |
| Garfield | 32 | 25% | 47% |
| Harte | 21 | 33% | 38% |
| International | 78 | 23% | 37% |
| King | 34 | 24% | 49% |
| Lafayette | 36 | 11% | 33% |
| Lee | 47 | 28% | 44% |
| McKinley | 12 | 33% | 33% |
| Roosevelt | 60 | 27% | 41% |
| Signal Hill | 26 | 35% | 46% |
| Stevenson | 57 | 30% | 44% |
| Willard | 61 | 23% | 33% |
| Pasadena | | | |
| Altadena | 19 | 26% | 16% |
| Burbank | 4 | 0% | 0% |
| Cleveland | 18 | 22% | 22% |
| Edison | 11 | 46% | 36% |
| Field | 43 | 19% | 23% |
| Franklin | 30 | 33% | 60% |
| Hamilton | 20 | 35% | 40% |
| Jackson | 40 | 18% | 28% |
| Loma Alta | 36 | 19% | 14% |
| Longfellow | 16 | 25% | 25% |
| Madison | 28 | 18% | 32% |
| Roosevelt | 9 | 11% | 63% |
| San Rafael | 31 | 45% | 61% |
| Washington | 36 | 25% | 56% |
| Webster | 36 | 33% | 47% |
| Willard | 25 | 40% | 52% |
| Whittier City | | | |
| Hoover | 119 | 32% | 28% |
| Jackson | 78 | 27% | 32% |
| Lincoln | 83 | 27% | 26% |
| Mill | 112 | 26% | 35% |
| Phelan | 91 | 35% | 43% |
| Sorensen | 122 | 24% | 40% |
| OVERALL | 2,368 | 25% | 37% |

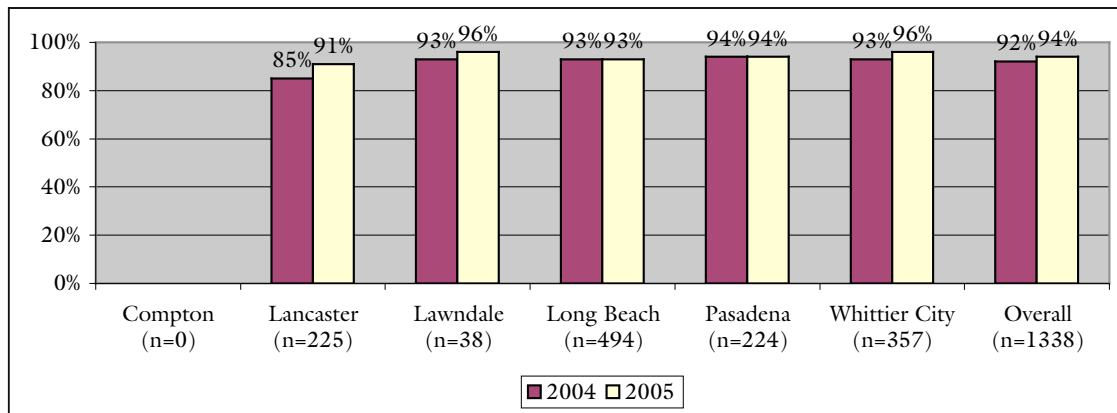
V. Achievement Profile of Frequent Participants

Considering the interest in frequent participants, separate analyses were conducted to document their improvement across years. The results presented here are based on the frequent participants who have both 2003-2004 and 2004-2005 data on the achievement measures. The school day attendance results are presented first, followed by CST ELA results and then mathematics results.

School Day Attendance

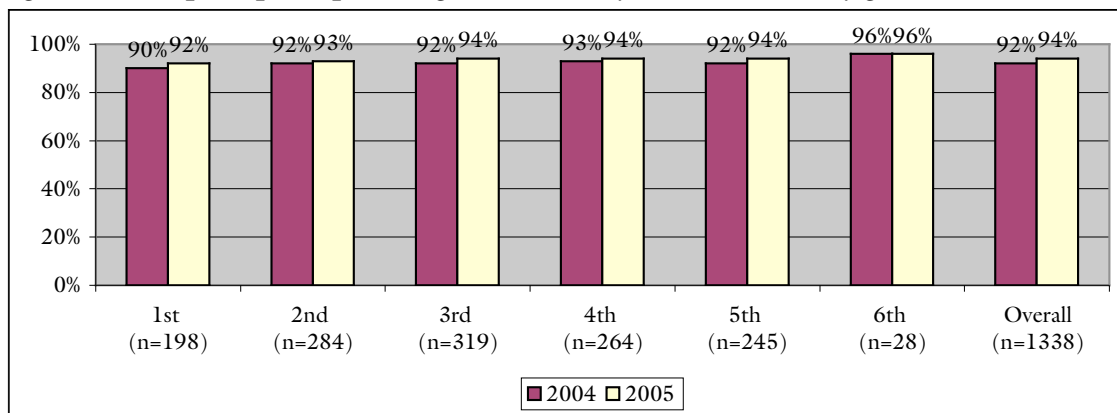
A summary of the mean school attendance rates for frequent participants for the past two years is presented in Figure 5.1. Compton School District would not provide the student attendance information and is therefore excluded from the analyses. As reported, the overall school day attendance rate improved, from 92% (166 days) to 94% (169 days). Except for students in Long Beach and Pasadena who maintained their school day attendance, frequent participants in Lancaster, Lawndale, and Whittier City improved their attendance rates over the past two years.

Figure 5.1: Frequent participants' regular school day attendance rate by grade.



The attendance rate by grade is shown in Figure 5.2. Examining the rates by grade, there is a general 1%-2% improvement in the school attendance across grades. In grade 6, the rate stayed the same, 96% (173 days).

Figure 5.2: Frequent participants' regular school day attendance rate by grade.



CST ELA

Figures 5.3 and 5.4 provide the ELA results by district and by grade. Twenty-four percent of frequent participants scored proficient or advanced in ELA in 2004-2005, it is an overall improvement of 3% over previous year. Specifically,

- (Figure 5.3) Frequent participants in all school districts except Pasadena have higher percentages of students scoring proficient or advanced in ELA. It is especially evident in Whittier City where 21% of the frequent participants scored proficient or advanced in 2003-2004 and the percentage increased to be 27% in 2004-2005.
- (Figure 5.3) Frequent participants in Pasadena have lower performance, the number dropped by 1%.
- (Figure 5.4) Frequent participants in grades 4 and 5 improved their performance, while frequent participants in grades 3 and 6 performed lower in 2004-2005.

Figure 5.3: Percentages of frequent ASEP participants who scored proficient or advanced in the CST ELA by district.

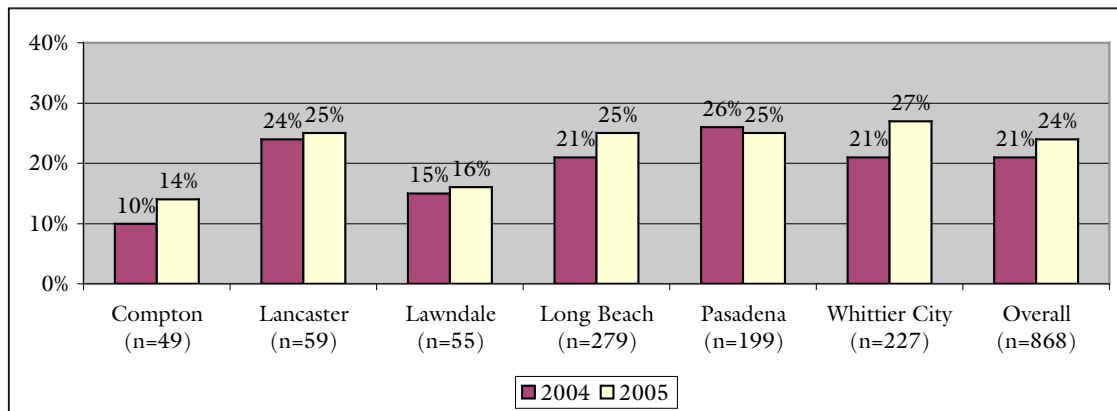
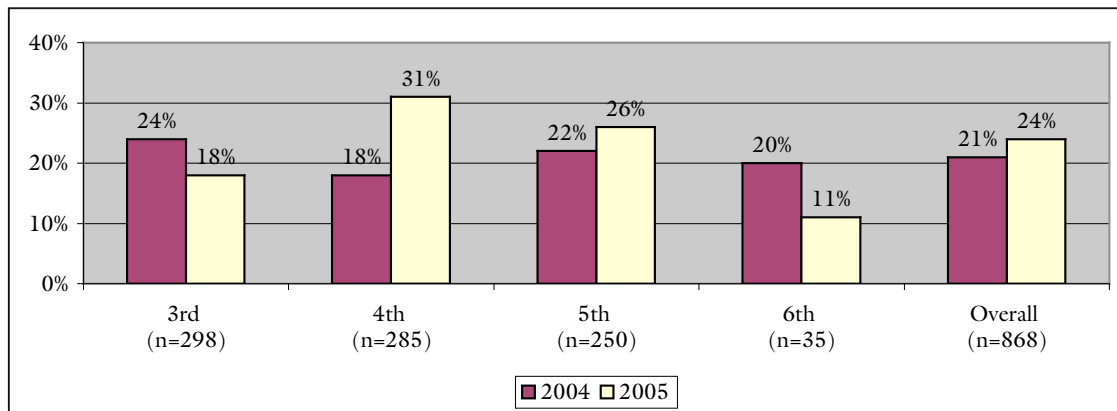


Figure 5.4: Percentages of frequent ASEP participants who scored proficient or advanced in the CST ELA by grade.



CST Mathematics

Figures 5.5 and 5.6 offer the parallel results on mathematics. Thirty-seven percent of frequent participants scored proficient or advanced in mathematics in 2004-2005, it is an overall improvement of 3% over previous year. Specifically,

- (Figure 5.5) Frequent participants in Compton, Long Beach, and Whittier City have higher percentages of students scoring proficient or advanced in mathematics. It is especially evident in Compton where 20% of the frequent participants scored proficient or advanced in 2003-2004 and the percentage increased to be 35% in 2004-2005.
- (Figure 5.5) Frequent participants in Lancaster, Lawndale, and Pasadena have lower performance, the difference ranges from 1% to 4%.
- (Figure 5.6) Frequent participants in grades 3, 4, and 5 improved their performance, while frequent participants in grade 6 performed lower in 2004-2005.

Figure 5.5: Percentages of frequent ASEP participants who scored proficient or advanced in the CST mathematics by district.

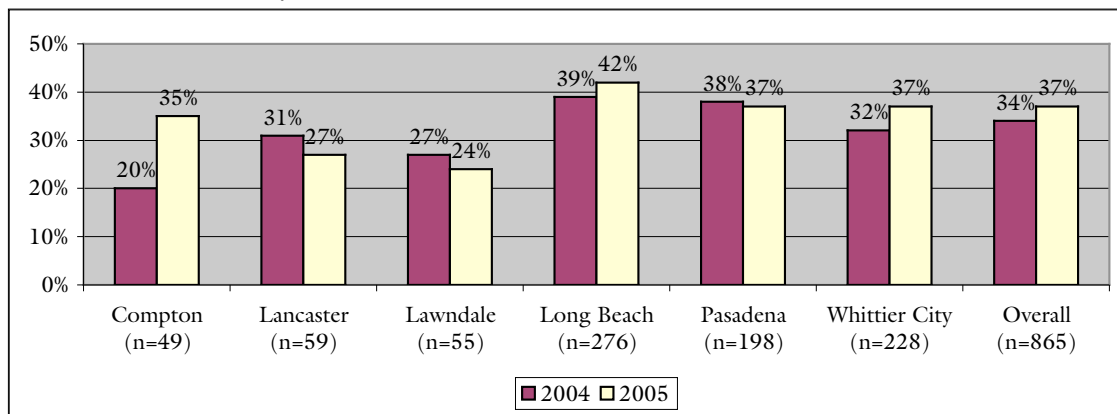
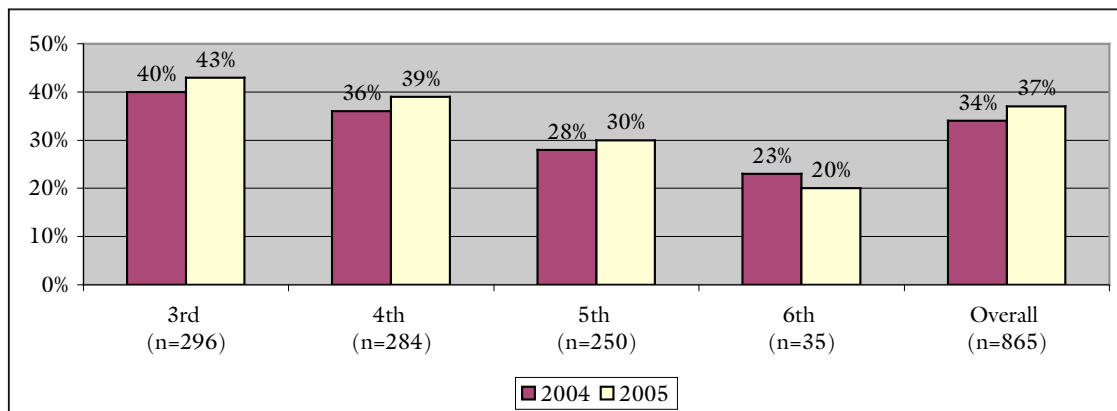


Figure 5.6: Percentages of frequent ASEP participants who scored proficient or advanced in the CST mathematics by grade.



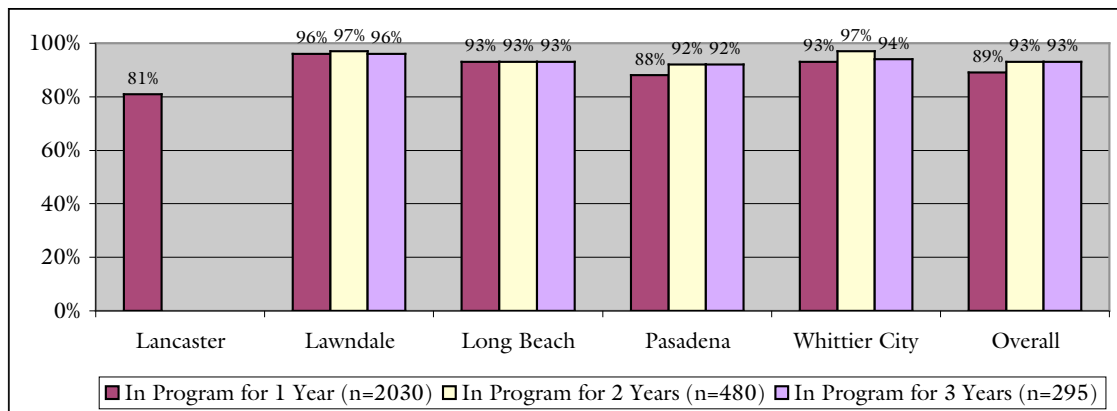
VI. Cohort Analysis

To examine the effect of ASEP participation over time, participants are compared on their 2004-2005 CST ELA and mathematics test results, along with their school day attendance, by their years of program participation. Participants are split into three groups by their years participating in ASEP:

1. participants in the program for three or more years,
2. participants in the program for two years, and
3. participants in the program for one year.

Figure 6.1 presents participants' regular school day attendance by their length in ASEP and by district. As reported in the Figure, the longer the students have participated in ASEP, the more likely they attended school regularly. Overall, participants in the program for two years or more attended schools 7 more days than those who joined the program in 2004-2005. Examining the numbers by district, Pasadena fits the overall pattern perfectly, Lawndale and Whittier observe a higher attendance rate of participants in the program for two years than the other participants, and Long Beach reports no differences among these three groups.

Figure 6.1: Mean school day attendance in 2004-2005 by length in the program and district.

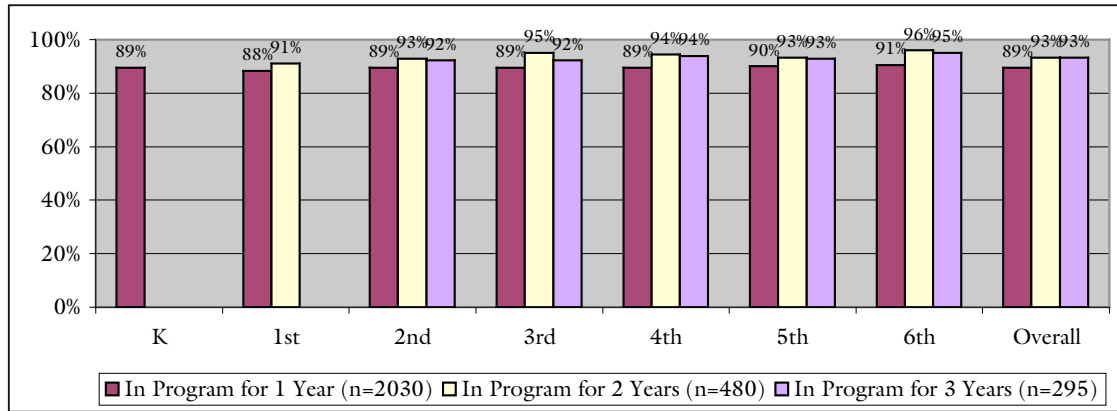


*: No data provided for Compton school district.

The by-grade results are presented in Figure 6.2. Participants in program for one year are found to have the lowest attendance rate (89%), compared to the other participants (93%). The same result is also observed when the by-grade attendance rates were examined. Compared to participants who had been in the program for three years, participants in the program for two years have a higher attendance rate in grades 2, 3, and 6 and have the same rate in grades 4 and 5.

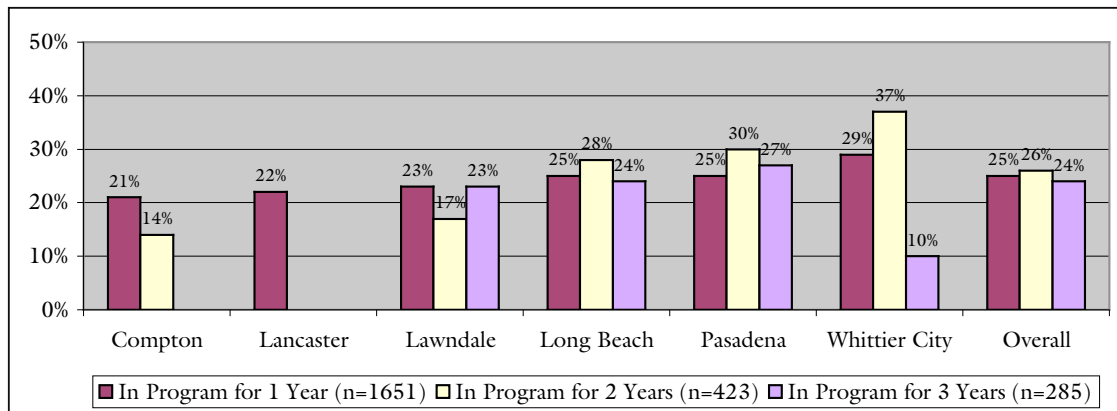
2004-2005 LACOE ASEP Data Outcomes Report

Figure 6.2: Mean school day attendance in 2004-2005 by length in the program and grade.



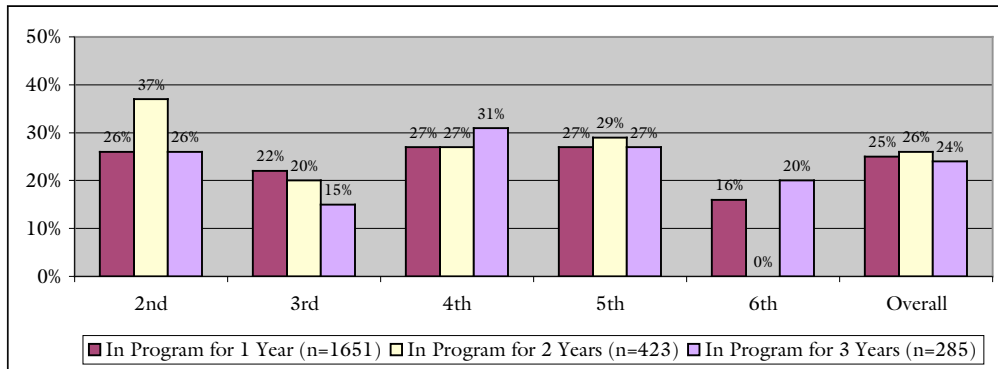
Figures 6.3 and 6.4 provide the percentages of participants who scored proficient or advanced in the CST ELA by district and by grade, respectively. Overall, no advantage is observed for participants in the program for three or more years over those in the program for one or two years, except when fourth-graders are compared. The fourth-graders in the program for three years have the highest percentage of students who scored proficient or advanced than the other fourth-graders in the program. Participants in the program for two years are found to have the higher percentages of students being proficient or advanced in Long Beach, Pasadena, and Whittier City than the other participants. They also have the highest percentages of students being proficient or advanced among second-graders and fifth-graders.

Figure 6.3: Percentage of participants who scored proficient or advanced on CST ELA in 2004-2005 by length in the program and district.



2004-2005 LACOE ASEP Data Outcomes Report

Figure 6.4: Percentage of participants who scored proficient or advanced on CST ELA in 2004-2005 by length in the program and grade.



The parallel results for mathematics are reported in Figures 6.5 and 6.6. Overall, no advantage is observed for participants in the program for three or more years over those in the program for one or two years, except when fourth-graders are compared. The fourth-graders in the program for three years have the highest percentage of students who scored proficient or advanced than the other fourth-graders in the program. Participants in the program for two years are found to have the higher percentages of students being proficient or advanced in Long Beach, among second-graders, third-graders, and fifth-graders than the other participants.

Figure 6.5: Percentage of participants who scored proficient or advanced on CST mathematics in 2004-2005 by length in the program and district.

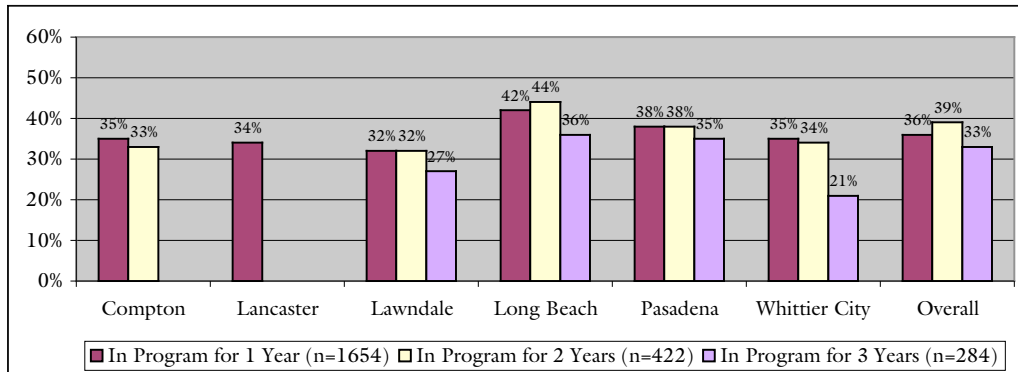
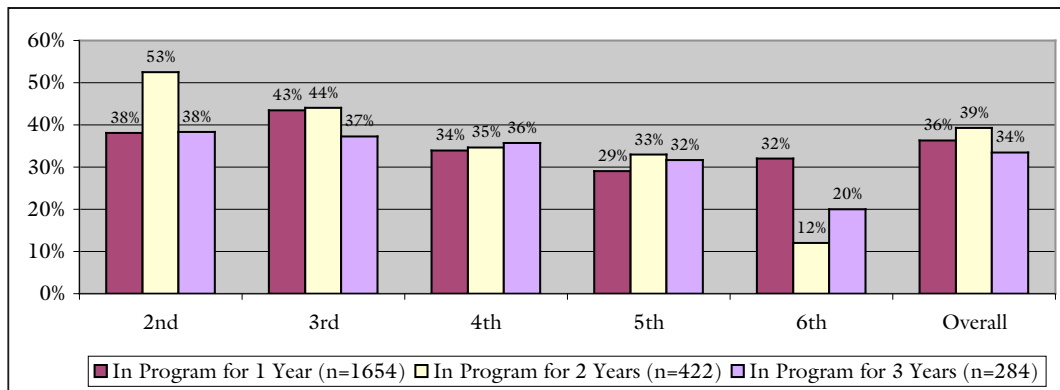


Figure 6.6: Percentage of participants who scored proficient or advanced on CST mathematics in 2004-2005 by length in the program and grade.



VII. Profile of Matched Students

With the availability of non-participants data at Pasadena and Whittier School Districts, this section is dedicated to document how participants compare to their matched non-participants academically. The section starts by describing the matching parameters and how students compared to each other on various demographic variables and achievement measures in 2003-2004. The second part presents matched students' 2004-2005 performance results in CST ELA and mathematics for Pasadena students, and the last part has the results for Whittier students.

Matching Students

Because all of the ASEP participating schools are elementary schools and students in K-1 do not take CST tests, the students of interest are those who: (1) are enrolled in grades 2-5 in 2003-2004, (2) continue to be enrolled in the Pasadena and Whittier School Districts in 2004-2005, and (3) have both 2003-2004 and 2004-2005 CST test data. Using the 2003-2004 student data, students in Pasadena and Whittier are matched, separately for each district, on multiple variables in the following order:

- grade level
- ethnicity
- ELL status
- CST ELA proficiency level
- CST Mathematics proficiency level

Since participants and non-participants are also matched based on their ethnicity and ELL status, students with missing information on these two variables are also excluded from the matching exercise. After matching participants and non-participants on the above variables, Pasadena's matched sample consists of 112 frequent ASEP participants and 112 non-participants, and Whittier's matched sample includes 37 frequent ASEP participants and 37 non-participants. Table 7.1 reports the comparison results.

2004-2005 LACOE ASEP Data Outcomes Report

Table 7.1: Pasadena & Whittier - Distribution of students by matching variables.

| | Pasadena | | Whittier | |
|----------------------|-------------------------------|----------------------------------|------------------------------|---------------------------------|
| | Frequent participants (n=112) | Matched non-participants (n=112) | Frequent participants (n=37) | Matched non-participants (n=37) |
| Grade | | | | |
| 3 rd | 38% | 38% | 46% | 46% |
| 4 th | 32% | 32% | 30% | 27% |
| 5 th | 30% | 30% | 24% | 27% |
| Ethnicity | | | | |
| Hispanic | 70% | 70% | 86% | 86% |
| African American | 21% | 21% | 5% | 5% |
| White | 8% | 8% | 5% | 5% |
| Other | 2% | 2% | 3% | 3% |
| ELL | | | | |
| Yes | 29% | 29% | 19% | 22% |
| No | 71% | 71% | 81% | 78% |
| 2004 CST ELA | | | | |
| Advanced | 7% | 9% | 3% | 3% |
| Proficient | 19% | 18% | 27% | 22% |
| Basic | 45% | 44% | 35% | 41% |
| Below Basic | 18% | 18% | 16% | 16% |
| Far Below Basic | 12% | 12% | 19% | 19% |
| 2004 CST Math | | | | |
| Advanced | 15% | 15% | 5% | 5% |
| Proficient | 27% | 27% | 16% | 16% |
| Basic | 33% | 34% | 49% | 49% |
| Below Basic | 20% | 21% | 27% | 27% |
| Far Below Basic | 5% | 4% | 3% | 3% |

Please note that the grade level information is based on 2004-2005 data. As intended, frequent ASEP participants and their matched non-participants students are nearly identical in their demographic profiles and prior achievement levels. Therefore, it is assumed that any differences found between these two groups of students in their 2004-2005 academic achievement data would indicate the impact of one year of ASEP participation on student achievement.

2004-2005 Findings – Pasadena

Table 7.2 presents the 2004-2005 CST ELA and mathematics results for Pasadena’s frequent ASEP participants and their matched non-participants. Thirty-one percent of frequent ASEP participants scored proficient or advanced in ELA and 40% of them scored proficient or advanced in mathematics. The corresponding numbers for the non-participants are slightly higher, 33% in ELA and 44% in mathematics.

2004-2005 LACOE ASEP Data Outcomes Report

Table 7.2: Pasadena - Student performance in 2004-2005 CST.

| | Frequent Participants (n=112) | Matched non-participants (n=112) |
|----------------------|----------------------------------|-------------------------------------|
| 2005 CST ELA | | |
| Advanced | 8% | 10% |
| Proficient | 23% | 23% |
| Basic | 39% | 38% |
| Below Basic | 21% | 21% |
| Far Below Basic | 9% | 8% |
| 2005 CST Math | | |
| Advanced | 13% | 16% |
| Proficient | 27% | 28% |
| Basic | 35% | 30% |
| Below Basic | 21% | 19% |
| Far Below Basic | 4% | 7% |

Besides examining whether students scored proficient or advanced in their CST, it is also of interest to examine how students improved over the past two years. Figure 7.3 indicates that 31% of the frequent ASEP participants improved their ELA performance by at least one level, and 28% of their matched non-participants improved. Across student grade levels, the largest difference is 14% which was found among 4th-graders, in favor of frequent participants. Among 5th-graders, the difference is 6% in favor of frequent participants. Among 3rd-grade students, frequent participants improved less than their matched students.

Figure 7.3: Pasadena – Percent of students who improved at least one level in ELA, by grade

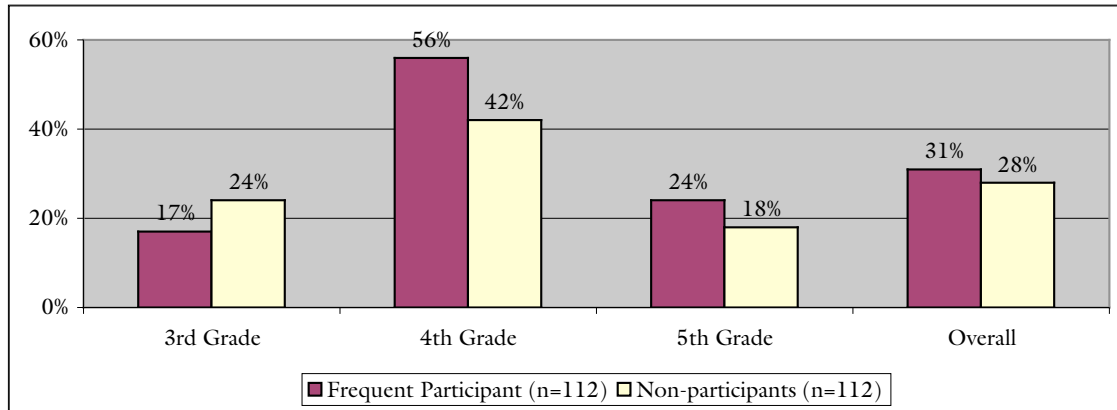
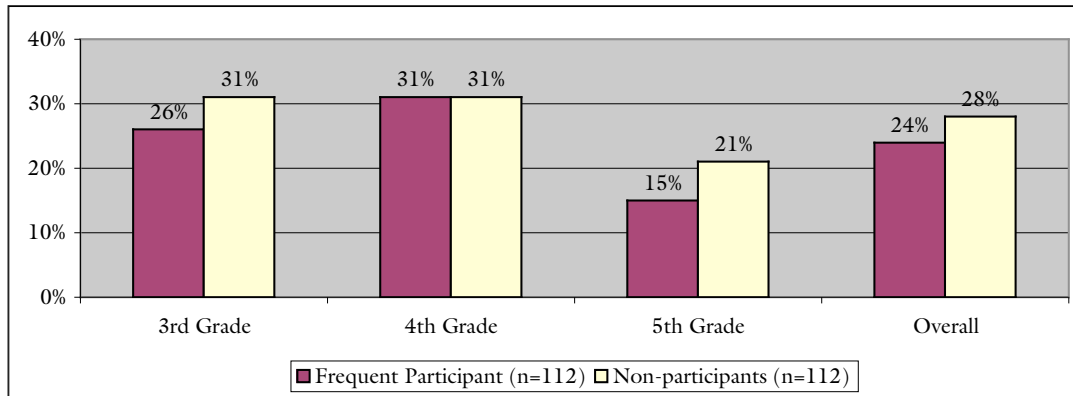


Figure 7.4 presents the parallel results on mathematics. Overall, the percentage of frequent ASEP participants (24%) improving at least one performance level is lower than their matched non-participants (28%). The overall pattern is applicable to the results by grade level, except in grade 4 where frequent participants and their matched non-participants have the same performance.

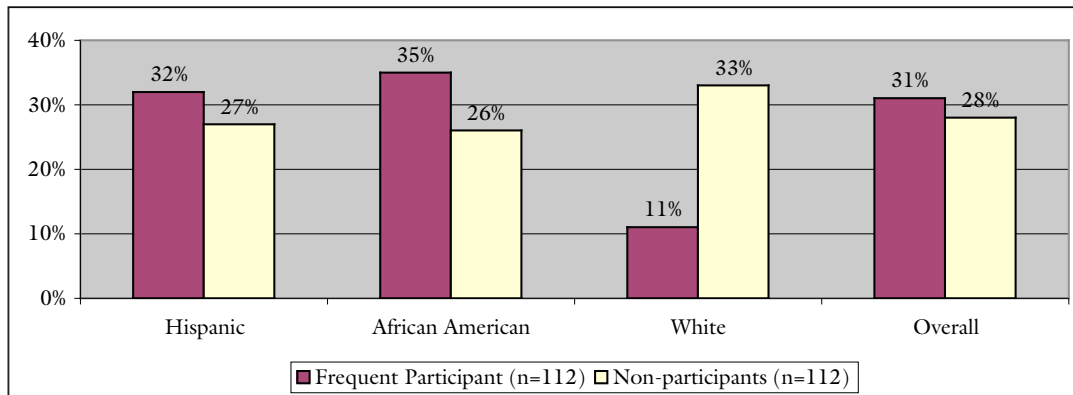
2004-2005 LACOE ASEP Data Outcomes Report

Figure 7.4: Pasadena – Percent of students who improved at least one level in mathematics, by grade



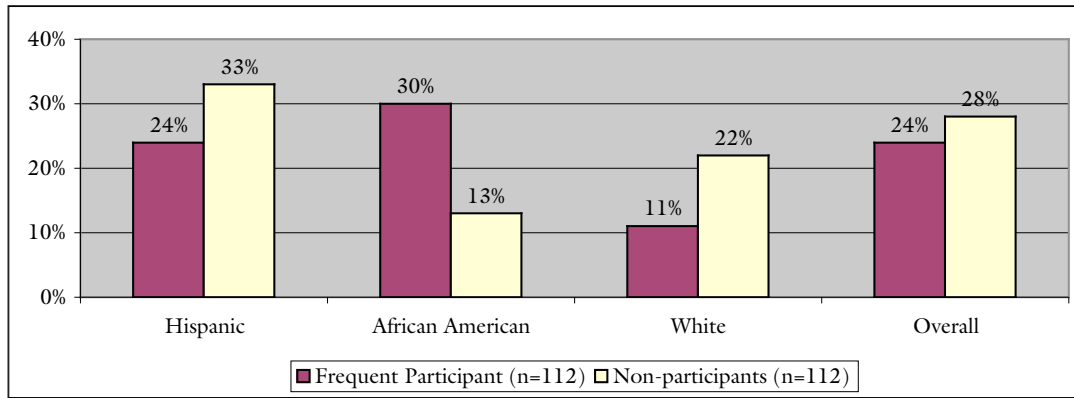
Figures 7.5 and 7.6 summarize the student improvement results by ethnicity for ELA and mathematics, respectively. African American frequent participants out-performed their matched non-participants in both ELA and mathematics by having a higher percentage of students who improved their CST performance by at least one level. Hispanic frequent participants out-performed their matched non-participants in ELA by having a higher percentage of students who improved their CST performance by at least one level.

Figure 7.5: Pasadena – Percent of students who improved at least one level in ELA, by ethnicity



2004-2005 LACOE ASEP Data Outcomes Report

Figure 7.6: Pasadena – Percent of students who improved at least one level in mathematics, by ethnicity



Figures 7.7 and 7.8 provide the student improvement results by their ELL status for ELA and mathematics, respectively. Both ELL and non-ELL frequent participants out-performed their matched non-participants in ELA by having a higher percentage of students who improved their CST performance by at least one level.

Figure 7.7: Pasadena – Percent of students who improved at least one level in ELA, by ELL.

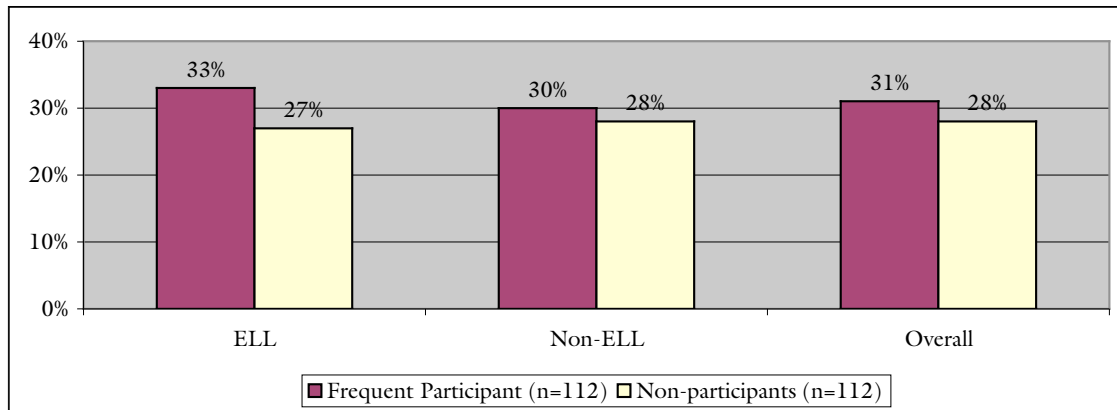
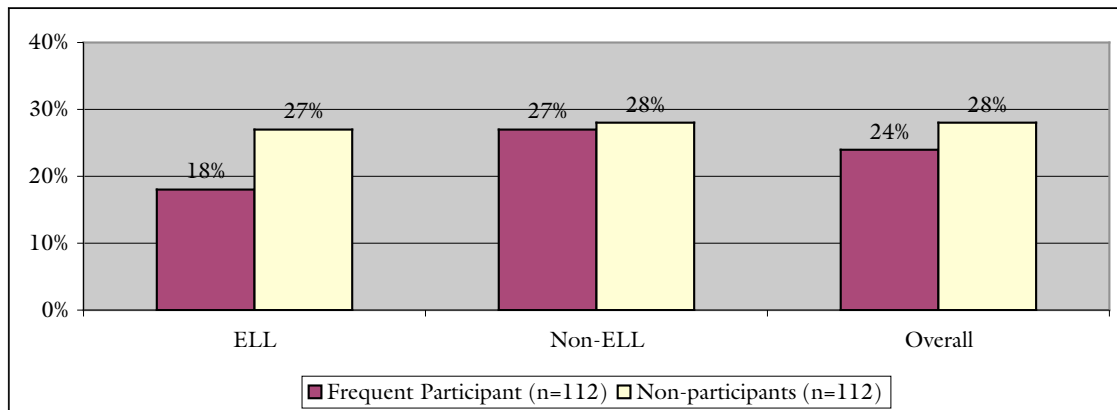


Figure 7.8: Pasadena – Percent of students who improved at least one level in mathematics, by ELL



2004-2005 Findings – Whittier

Table 7.9 presents the 2004-2005 CST ELA and mathematics results for Whittier’s frequent ASEP participants and their matched non-participants. Twenty-five percent of participants scored proficient or advanced in ELA and 38% of participants scored proficient or advanced in mathematics. The corresponding numbers for the non-participants are higher, 29% in ELA (4% higher) and 44% (8% higher) in mathematics.

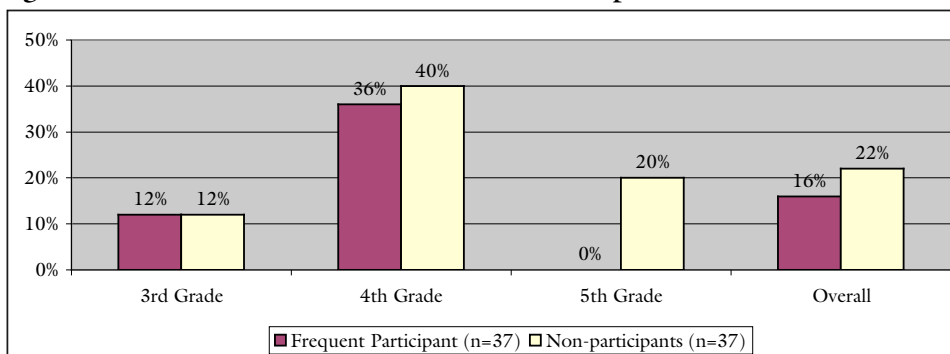
Table 7.9: Whittier - Student performance in 2004-2005 CST.

| | Frequent participants (n=38) | Matched non-participants (n=38) |
|----------------------|---------------------------------|------------------------------------|
| 2005 CST ELA | | |
| Advanced | 3% | 5% |
| Proficient | 22% | 24% |
| Basic | 32% | 24% |
| Below Basic | 30% | 27% |
| Far Below Basic | 14% | 19% |
| 2005 CST Math | | |
| Advanced | 8% | 14% |
| Proficient | 30% | 30% |
| Basic | 24% | 27% |
| Below Basic | 30% | 19% |
| Far Below Basic | 8% | 11% |

Besides examining whether students scored proficient or advanced in their CST, it is also of interest to examine how students improved over the past two years. Considering that there are 38 frequent participants, results on some sub-groups of students are not discussed in this report due to the small number of students. Therefore, for frequent participants and their matched non-participants, results on African American, White, and other students are not discussed here.

Figure 7.10 indicates that 16% of the frequent ASEP participants improved their ELA performance by at least one level, and 22% of their matched non-participants improved at least one level. Among 2nd-grade students, frequent participants and non-participants have the same percentage of students who improved. In grades 4 and 5, frequent participants have a smaller percentage of students who improved, compared to non-participants.

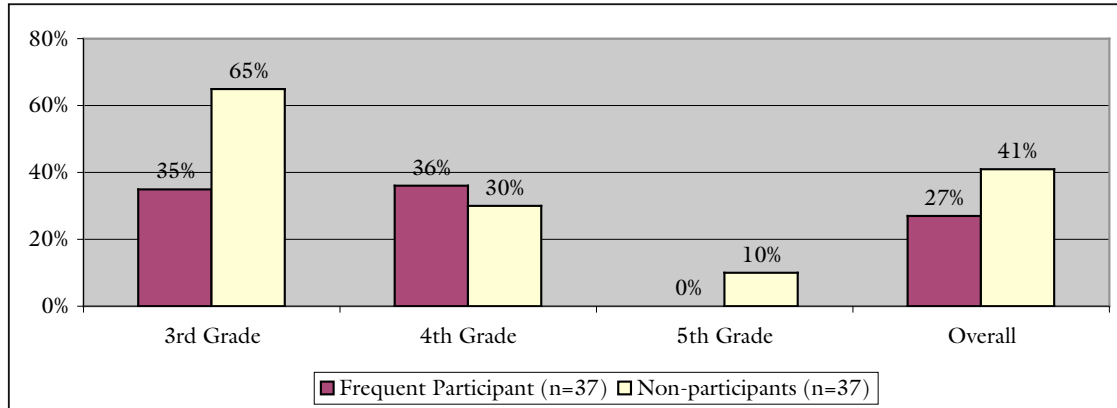
Figure 7.10: Whittier – Percent of students who improved at least one level in ELA, by grade



2004-2005 LACOE ASEP Data Outcomes Report

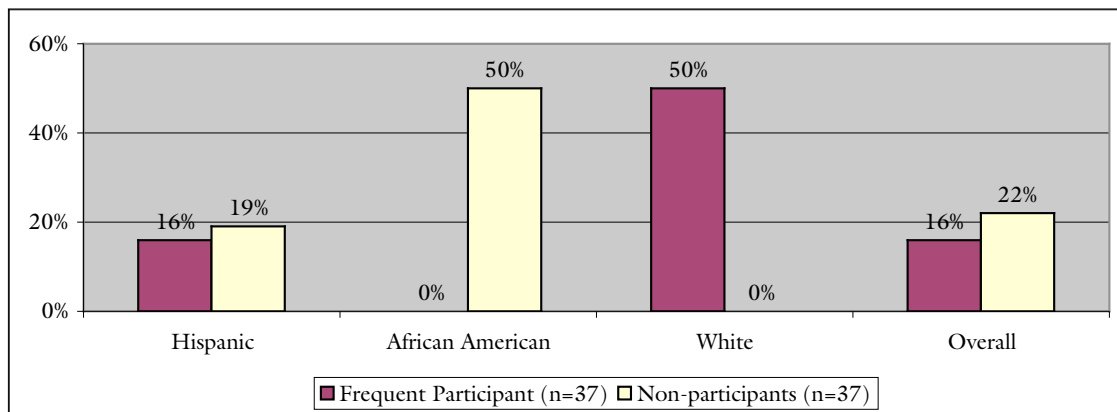
Figure 7.11 presents the parallel results on mathematics. Overall, the percentage of frequent participants (27%) who improved at least one performance level is lower than the percentage for their matched non-participants (41%). Examining the results by grade level, frequent 4th-graders are the only ASEP participants who out-perform their matched non-participants in mathematics. Thirty-six percent of frequent 4th-grade participants improved at least one level, while 30% of their matched non-participants improved.

Figure 7.11: Whittier – Percent of students who improved at least one level in mathematics, by grade



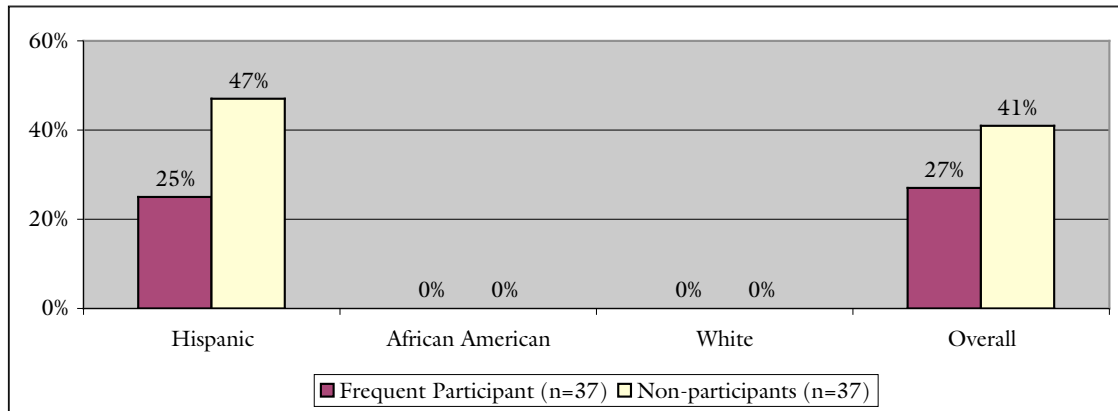
Figures 7.12 and 7.13 summarize the student improvement results by ethnicity for ELA and mathematics, respectively. In both ELA and mathematics, both frequent and non-frequent Hispanic participants have a smaller percentage of students who improved their performance than their respectively matched non-participants.

Figure 7.12: Whittier – Percent of students who improved at least one level in ELA, by ethnicity



2004-2005 LACOE ASEP Data Outcomes Report

Figure 7.13: Whittier – Percent of students who improved at least one level in mathematics, by ethnicity



Figures 7.14 and 7.15 provide the student improvement results by their ELL status for ELA and mathematics, respectively. Both ELL and non-ELL frequent participants are over-performed by their matched non-participants in ELA and mathematics.

Figure 7.14: Whittier – Percent of students who improved at least one level in ELA, by ELL

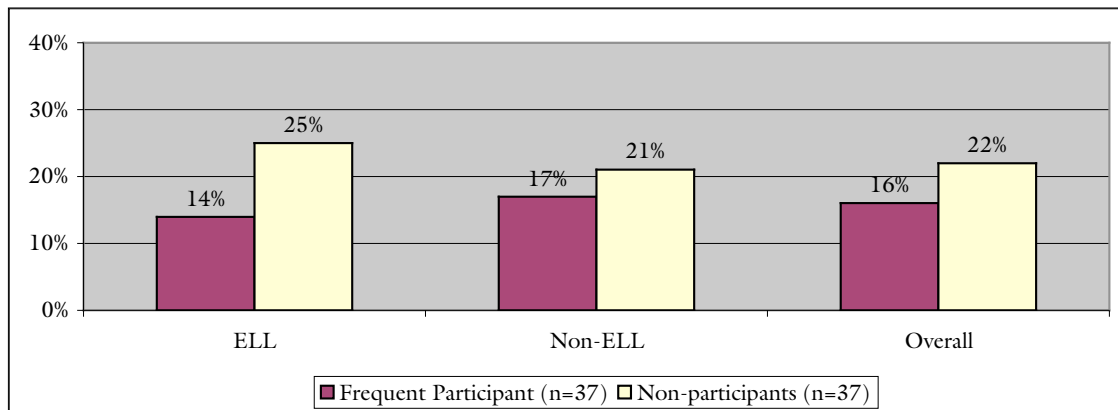
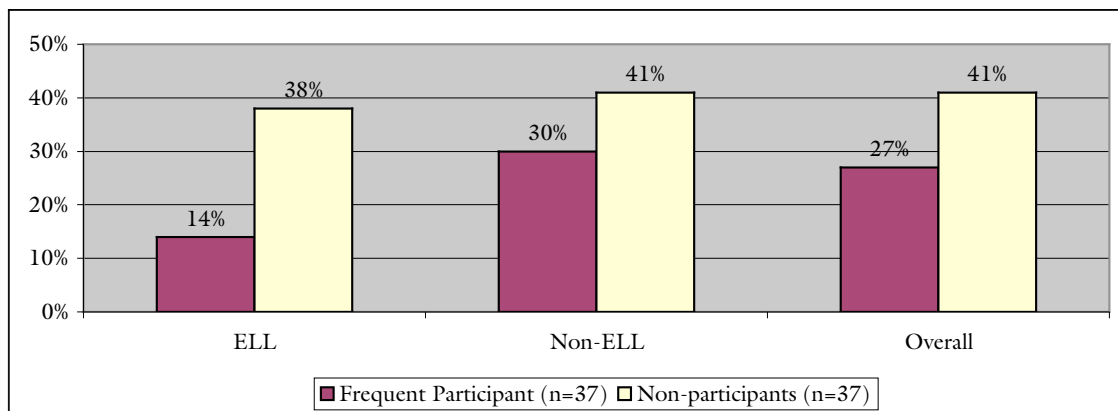


Figure 7.15: Whittier – Percent of students who improved at least one level in mathematics, by ELL



VIII. Summary and Conclusions

One goal of the ASEP is to increase student achievement in English Language Arts and Mathematics. In this year's evaluation, Public *Works*, Inc. examined the background characteristics and achievement levels of the 2004-2005 ASEP participants from a total of 70 sites and six school districts.

Program Attendance

Based on the 2004-2005 student outcome data provided by the six districts, a total of 4,247 students participated in ASEP in 2004-2005. Fifty-four of them attended the program more than 50% of the time or 90 days, and the average number of program attended is 93 days. Long Beach has the largest number of participants (929 students) and Lawndale has the highest average program attendance rate, 63% (113 days).

Background Characteristics

The participants in the five districts with available ethnicity data are mainly Hispanic and African American students. The majority of ASEP participants are proficient in English (69%) and are of at low socio-economic status (80%), measured by their qualifying status for the federal free and reduced fee meal program⁵.

Regular School Day Attendance

The number of days participants attended school is 164 days in 2004-2005, one more day than last year. For frequent participants, they increased their school attendance rate from 92% (165 days) to 94% (169 days). For non-frequent participants, their school attendance rate dropped from 89% (160 days) to 87% (157 days). Frequent participants attended school 12 more days than non-frequent participants.

CST ELA

- ASEP participants improved their percentages of students who scored proficient or advanced in ELA in the past two years.
- Frequent participants improved from having 21% of students who scored proficient or advanced in ELA in 2003-2004 to 24% of the students in 2004-2005. For non-frequent participants, they improved from 19% to 23% in the same two-year period.

⁵ The Federal Free or reduced Price Meal Program data are only available for participants in Long Beach, Pasadena, and Whittier City districts.

2004-2005 LACOE ASEP Data Outcomes Report

- In 2004-2005, frequent participants have a higher percentage of students who scored proficient or advanced in ELA than non-frequent participants in Compton (3% higher), Lancaster (10% higher), and Long Beach (5% higher).
- In 2004-2005, frequent participants have better performance than non-frequent participants in ELA for students in grades 2, 4, and 6.
- In 2004-2005, frequent participants have better performance than non-frequent participants in ELA among Hispanic, African American, and students of other ethnic groups.
- Both frequent and non-frequent participants observed 31% of their students improved at least one CST level in the 2004-2005 ELA test, compared to how they performed in 2003-2004.

CST mathematics

- ASEP participants improved their percentages of students who scored proficient or advanced in mathematics in the past two years.
- Frequent participants improved from having 34% of students who scored proficient or advanced in mathematics in 2003-2004 to 37% in 2004-2005. For non-frequent participants, they improved from 31% to 32%.
- In 2004-2005, frequent participants have a higher percentage of students who scored proficient or advanced in mathematics than non-frequent participants in Compton (9% higher), Lancaster (9% higher), Long Beach (8% higher), Pasadena (5% higher), and Whittier City (1% higher).
- In 2004-2005, frequent participants have better performance than non-frequent participants in grades 2, 3, 4, and 6.
- Frequent participants have 31% of their students gained at least one CST level in 2004-2005 ELA test, compared to how they performed in 2003-2004. It is 8% higher than the non-frequent participants.

Cohort Analysis

- The longer the students have participated in ASEP, the more likely they attended school regularly. Overall, participants in the program for 2 years or more attended schools 7 more days than those who joined the program in 2004-2005.

2004-2005 LACOE ASEP Data Outcomes Report

- Among fourth-graders in the 2004-2005, the students who have been in the program for 3 years are more likely to score proficient or advanced in CST ELA than the other groups of participants.
- Among the cohort of students enrolled in grades 2, 3, and 5 in 2003-2004, the students who have been in the program for 3 years are more likely to score proficient or advanced in the 2004-2005 CST mathematics than the other groups of participants.
- In Long Beach, the students who have been in the program for 3 years are more likely to score proficient or advanced in the 2004-2005 mathematics than the other participants.

Pasadena Matched Analysis

- In 2004-2005, 31% of frequent participants scored proficient or advanced in ELA and 40% of ASEP participants scored proficient or advanced in mathematics. The corresponding numbers for the non-participants are 33% (ELA) and 44% (mathematics).
- In ELA, 31% of the frequent ASEP participants improved their performance by at least one level, and 28% of their matched non-participants improved.
- In mathematics, 24% of the frequent ASEP participants improved their performance by at least one level, and 28% of their matched non-participants improved.
- For African American students, a greater proportion of frequent participants than non-participants showed improvement by at least one performance level in the past two years for both CST ELA and mathematics.
- For Hispanic students, frequent participants were more likely than non-participants to improve at least one performance level in the CST ELA in the past two years.

Whittier Matched Analysis

- In 2004-2005, 25% of ASEP participants scored proficient or advanced in ELA and 38% of ASEP participants scored proficient or advanced in mathematics. The corresponding numbers for the non-participants are similar, 29% in ELA (4% higher) and 34% (8% higher) in mathematics.
- In ELA, 16% of the frequent ASEP participants improved their performance by at least one level, and 22% of their matched non-participants improved.

2004-2005 LACOE ASEP Data Outcomes Report

- In mathematics, 27% of the frequent ASEP participants improved their performance by at least one level, and 41% of their matched non-participants improved.
- In both ELA and mathematics, Hispanic students who frequently participated showed smaller percentages of improvement in performance on the CST than the matched non-participants.

Appendix A

ASEP Sites with Enrollment 2004-2005

2004-2005 LACOE ASEP Data Outcomes Report

Appendix A: ASEP Sites and Enrollment

| District/School | ASEP | School | District/School | ASEP | School |
|----------------------------|------|--------|--------------------------|------|--------|
| ABC USD | | | Long Beach USD | | |
| Aloha Elementary | 64 | 474 | Addams Elementary | 170 | 1171 |
| Alhambra City SD | | | Barton Elementary | 110 | 1019 |
| Northrup Elementary | 35 | 931 | Bryant Elementary | 112 | 391 |
| Ramona Elementary | 39 | 1,047 | Burnett Elementary | 152 | 1012 |
| Azusa USD | | | Edison Elementary | 180 | 995 |
| Murray Elementary | 57 | 659 | Garfield Elementary | 137 | 1084 |
| Bellflower USD | | | Grant Elementary | 142 | 1431 |
| Washington Elementary | 160 | 977 | Harte Elementary | 115 | 1223 |
| Williams Elementary | 43 | 795 | International Elementary | 121 | 750 |
| Woodruff Elementary | 23 | 842 | King Elementary | 126 | 1101 |
| Compton USD | | | Lafayette Elementary | 128 | 974 |
| Anderson Elementary | 34 | 677 | Lee Elementary | 85 | 989 |
| Bunche Elementary | 87 | 1,062 | McKinley Elementary | 127 | 926 |
| Bursch Elementary | 97 | 466 | Muir Elementary | 122 | 996 |
| Caldwell Street Elementary | 40 | 355 | Roosevelt Elementary | 127 | 1143 |
| Carver Elementary | 32 | 418 | Signal Hill Elementary | 137 | 847 |
| Dickison Elementary | 19 | 1,055 | Stevenson Elementary | 140 | 905 |
| Foster Elementary | 38 | 825 | Whittier Elementary | 90 | 953 |
| Kelly Elementary | 29 | 1,093 | Willard Elementary | 165 | 998 |
| Kennedy Elementary | 50 | 909 | Los Nietos USD | | |
| King Elementary | 45 | 647 | Nelson Elementary | -- | 536 |
| Laurel Street Elementary | 110 | 576 | Lynwood USD | | |
| Lincoln Elementary | 22 | 849 | Wilson Elementary | 40 | 909 |
| Longfellow Elementary | 89 | 830 | Palmdale USD | | |
| Mayo Elementary | 42 | 573 | Tamarisk Elementary | 25 | 989 |
| McKinley Elementary | 45 | 393 | Pasadena USD | | |
| McNair Elementary | 42 | 549 | Altadena Elementary | 90 | 431 |
| Rosecrans Elementary | 60 | 629 | Burbank Elementary | 90 | 393 |
| Tibby Elementary | 40 | 567 | Cleveland Elementary | 68 | 326 |
| Vanguard Learning Center | 48 | 947 | Edison Elementary | 103 | 248 |
| Washington Elementary | 44 | 699 | Field Elementary | 86 | 487 |
| Willard Elementary | 37 | 490 | Franklin Elementary | 91 | 402 |
| El Rancho SD | | | Hamilton Elementary | 110 | 463 |
| Magee Elementary | 86 | 533 | Jackson Elementary | 92 | 487 |
| Selby Grove Elementary | 21 | 437 | Jefferson Elementary | 100 | 687 |
| Garvey SD | | | Loma Alta Elementary | 96 | 334 |
| Duff Elementary | 54 | 432 | Longfellow Elementary | 154 | 639 |
| Inglewood USD | | | Madison Elementary | 124 | 652 |
| Highland Elementary | 37 | 909 | Roosevelt Elementary | 73 | 343 |
| Hudnall Elementary | 60 | 581 | San Rafael Elementary | 118 | 379 |
| Warren Lane Elementary | 24 | 998 | Washington Elementary | 150 | 755 |
| Woodworth Elementary | 50 | 864 | Webster Elementary | 104 | 455 |
| Lancaster SD | | | Willard Elementary | 130 | 630 |
| Desert View Elementary | 86 | 937 | Rowland USD | | |
| El Dorado Elementary | 84 | 944 | Yorbita Elementary | 60 | 811 |
| Joshua Elementary | 95 | 990 | Whittier City SD | | |
| Linda Verde Elementary | 80 | 896 | Hoover Elementary | 105 | 418 |
| Mariposa Elementary | 85 | 785 | Jackson Elementary | 132 | 565 |
| Sierra Elementary | 90 | 904 | Lincoln Elementary | 100 | 321 |
| Sunnydale Elementary | 75 | 785 | Longfellow Elementary | 119 | 632 |
| Lawndale SD | | | Mill Elementary | 108 | 338 |
| Addams Elementary | 131 | 817 | Orange Grove Elementary | 139 | 453 |
| Anderson Elementary | 146 | 885 | Phelan Elementary | 115 | 495 |
| Green Elementary | na | 1,033 | Sorensen Elementary | 110 | 585 |
| Mitchell Elementary | 130 | 713 | West Whittier Elementary | 108 | 473 |
| Roosevelt Elementary | 164 | 967 | | | |
| Twain Elementary | 105 | 448 | | | |
| Lennox SD | | | | | |
| Felton Elementary | 95 | 741 | | | |
| Jefferson Elementary | 100 | 940 | | | |
| Moffett Elementary | 153 | 1,157 | | | |

Appendix B

Data Request Letter and Form

2004-2005 LACOE ASEP Data Outcomes Report

January 12, 2006

TO: Lawndale, Long Beach, Compton, Lancaster
From: Mikala L. Rahn, Public Works, Inc.
Cc: John Berndt

Thank you for all your hard work in helping us create attendance records on your ASEP students in 2004-2005. This information will help us examine “dosage” and the impact in the first year and over time. Attendance information and the ability to define a “frequent” participant has been very important to our past evaluations in determining impact.

Enclosed is a list of students that were served in your program last year (minimum 1 day). The following is a list of variables for which we are requesting student-level data for these students:

- School
- Grade level in 2004-2005
- Regular School Day Attendance in number of days present¹ for 2003-2004 and 2004-2005;
- CST English/Language Arts Performance Level & Scaled Scores for 2004 and 2005
- CST Mathematics Performance Level & Scaled Scores for 2004 and 2005
- CalWORKs
- Race/ethnicity
- ELL status 2004-05
- Free and/or reduced meal program participation 2004-2005
- Special education status 2004-2005

We are happy to work directly with your research and testing division to provide this list electronically to match the file for the above information. If possible, we would prefer a flat file for all students at the particular schools served in order for Public Works to work on an even more important questions of how do similar students who never participated in the after-school program perform as compared to students who frequently participated in the after-school program. This would be a more interesting research question, and make this data request in many ways easier to fulfill.

We greatly appreciate your assistance with this request and thank you for your time in advance. A staff person from Public Works, Inc. will be calling you within the next week to follow up. Please return the information either on the provided disk or paper-copy spreadsheet to Public Works, Inc. (address below) by **January 27, 2006**. In addition, if you have access to email and would prefer to email the Excel file as an attachment, please send an email to mrahn@publicworksinc.org or achen@publicworksinc.org. If you would like to discuss this request or have questions before then, please feel free to call me at (626) 564-9890.

Sincerely,
Mikala L. Rahn, PhD
President
Public Works, Inc.
90 North Daisy Avenue

¹ If you do not track attendance in this manner, please provide data in the format your district utilizes and make a note of the method.

Appendix C

Data Results by Site

LACOE ASEP Data Outcomes Report

Table C-1: Ethnic breakdown of ASEP participants by site

| Background Characteristics | Ethnicity | | | | |
|----------------------------|--------------|------------|------------------|-----------|-----------|
| | N | Hispanic | African American | White | Other |
| Overall | 2,945 | 68% | 24% | 5% | 3% |
| Compton | | | | | |
| Anderson | 8 | 88% | 13% | -- | -- |
| Bunche | 7 | 57% | 43% | -- | -- |
| Bursch | 16 | 69% | 31% | -- | -- |
| Caldwell Street | 8 | 38% | 63% | -- | -- |
| Carver | 18 | 67% | 33% | -- | -- |
| Dickison | 14 | 93% | 7% | -- | -- |
| Foster | 13 | 77% | 23% | -- | -- |
| Kelly | 24 | 54% | 38% | -- | 8% |
| Kennedy | 18 | 44% | 56% | -- | -- |
| King | 22 | 64% | 36% | -- | -- |
| Laurel Street | 21 | 90% | 10% | -- | -- |
| Lincoln | 8 | 63% | 38% | -- | -- |
| Longfellow | 12 | 50% | 50% | -- | -- |
| Mayo | 1 | -- | 100% | -- | -- |
| McKinley | 18 | 61% | 39% | -- | -- |
| McNair | 31 | 52% | 48% | -- | -- |
| Rosecrans | 21 | 62% | 38% | -- | -- |
| Tibby | 9 | 78% | 22% | -- | -- |
| Washington | 29 | 86% | 14% | -- | -- |
| Willard | 20 | 95% | 5% | -- | -- |
| Total | 318 | 68% | 31% | -- | 1% |
| Lancaster | | | | | |
| Desert View | 62 | 23% | 63% | 15% | -- |
| El Dorado | 66 | 35% | 48% | 15% | 2% |
| Joshua | 68 | 35% | 56% | 9% | -- |
| Linda Verde | 68 | 54% | 35% | 10% | -- |
| Mariposa | 89 | 52% | 35% | 11% | 2% |
| Sierra | 58 | 33% | 47% | 17% | 3% |
| Sunnydale | 72 | 36% | 44% | 15% | 4% |
| Total | 483 | 39% | 46% | 13% | 2% |
| Lawndale | | | | | |
| Anderson | -- | -- | -- | -- | -- |
| Green | -- | -- | -- | -- | -- |
| Mitchell | -- | -- | -- | -- | -- |
| Roosevelt | -- | -- | -- | -- | -- |
| Total | -- | -- | -- | -- | -- |

LACOE ASEP Data Outcomes Report

Table C-1 (Continued): Ethnic breakdown of ASEP participants by site

| Background Characteristics | Ethnicity | | | | |
|----------------------------|-----------|----------|------------------|-------|-------|
| | N | Hispanic | African American | White | Other |
| Long Beach | | | | | |
| Addams | 44 | 59% | 32% | 2% | 7% |
| Barton | 54 | 33% | 54% | 4% | 9% |
| Bryant | 24 | 67% | 13% | 8% | 13% |
| Burnett | 80 | 40% | 57% | 1% | 1% |
| Edison | 56 | 70% | 21% | 7% | 2% |
| Garfield | 42 | 71% | 17% | 2% | 10% |
| Harte | 34 | 50% | 26% | 15% | 9% |
| International | 91 | 74% | 21% | 2% | 3% |
| King | 45 | 62% | 38% | -- | -- |
| Lafayette | 44 | 61% | 34% | 5% | -- |
| Lee | 60 | 65% | 33% | -- | 2% |
| McKinley | 25 | 40% | 52% | -- | 8% |
| Roosevelt | 109 | 85% | 13% | -- | 2% |
| Signal Hill | 34 | 41% | 38% | -- | 21% |
| Stevenson | 80 | 73% | 21% | 1% | 5% |
| Willard | 78 | 86% | 13% | -- | 1% |
| Total | 900 | 65% | 29% | 2% | 4% |
| Pasadena | | | | | |
| Altadena | 20 | 40% | 50% | 10% | -- |
| Burbank | 6 | 67% | -- | 33% | -- |
| Cleveland | 18 | 39% | 56% | 6% | -- |
| Edison | 11 | 36% | 64% | -- | -- |
| Field | 46 | 76% | 13% | 4% | 7% |
| Franklin | 33 | 58% | 39% | 3% | -- |
| Hamilton | 20 | 100% | -- | -- | -- |
| Jackson | 40 | 60% | 33% | 8% | -- |
| Loma Alta | 41 | 29% | 59% | 12% | -- |
| Longfellow | 19 | 11% | 74% | 16% | -- |
| Madison | 30 | 87% | 10% | -- | 3% |
| Roosevelt | 9 | 56% | 33% | -- | 11% |
| San Rafael | 33 | 79% | 18% | 3% | -- |
| Washington | 38 | 95% | 5% | -- | -- |
| Webster | 37 | 62% | 8% | 27% | 3% |
| Willard | 25 | 72% | 12% | 4% | 12% |
| Total | 426 | 63% | 27% | 7% | 2% |
| Whittier City | | | | | |
| Hoover | 159 | 81% | 2% | 14% | 3% |
| Jackson | 104 | 97% | 1% | 1% | 1% |
| Lincoln | 128 | 96% | 1% | 2% | 2% |
| Mill | 146 | 90% | 1% | 4% | 5% |
| Phelan | 129 | 94% | 2% | 4% | -- |
| Sorensen | 152 | 92% | 3% | 3% | 1% |
| Total | 818 | 91% | 2% | 5% | 2% |

LACOE ASEP Data Outcomes Report

Table C-2: ELL, Free or Reduced Price Meal Enrollment breakdown of ASEP participants by site

| Background Characteristics | ELL | | | Free/Reduced Meal | | |
|----------------------------|--------------|------------|------------|-------------------|------------|------------|
| | N | Yes | No | N | Yes | No |
| Overall | 3,085 | 31% | 69% | 2,153 | 80% | 20% |
| Compton | | | | | | |
| Anderson | 8 | 38% | 63% | -- | -- | -- |
| Bunche | 7 | 43% | 57% | -- | -- | -- |
| Bursch | 16 | 38% | 63% | -- | -- | -- |
| Caldwell Street | 8 | 63% | 38% | -- | -- | -- |
| Carver | 18 | 33% | 67% | -- | -- | -- |
| Dickison | 14 | 7% | 93% | -- | -- | -- |
| Foster | 13 | 15% | 85% | -- | -- | -- |
| Kelly | 24 | 42% | 58% | -- | -- | -- |
| Kennedy | 18 | 56% | 44% | -- | -- | -- |
| King | 22 | 36% | 64% | -- | -- | -- |
| Laurel Street | 21 | 29% | 71% | -- | -- | -- |
| Lincoln | 8 | 38% | 63% | -- | -- | -- |
| Longfellow | 12 | 58% | 42% | -- | -- | -- |
| Mayo | 1 | 100% | -- | -- | -- | -- |
| McKinley | 18 | 39% | 61% | -- | -- | -- |
| McNair | 31 | 61% | 39% | -- | -- | -- |
| Rosecrans | 21 | 48% | 52% | -- | -- | -- |
| Tibby | 9 | 22% | 78% | -- | -- | -- |
| Washington | 29 | 28% | 72% | -- | -- | -- |
| Willard | 20 | 5% | 95% | -- | -- | -- |
| Total | 318 | 37% | 63% | -- | -- | -- |
| Lawndale | | | | | | |
| Anderson | 35 | 51% | 49% | -- | -- | -- |
| Green | 27 | 33% | 67% | -- | -- | -- |
| Mitchell | 34 | 62% | 38% | -- | -- | -- |
| Roosevelt | 42 | 45% | 55% | -- | -- | -- |
| Total | 138 | 49% | 51% | -- | -- | -- |
| Lancaster | | | | | | |
| Desert View | 62 | 6% | 94% | -- | -- | -- |
| El Dorado | 66 | 11% | 89% | -- | -- | -- |
| Joshua | 68 | 15% | 85% | -- | -- | -- |
| Linda Verde | 68 | 16% | 84% | -- | -- | -- |
| Mariposa | 89 | 24% | 76% | -- | -- | -- |
| Sierra | 58 | 21% | 79% | -- | -- | -- |
| Sunnydale | 72 | 6% | 94% | -- | -- | -- |
| Total | 483 | 14% | 86% | -- | -- | -- |

LACOE ASEP Data Outcomes Report

Table C-2 (Continued): ELL, Free or Reduced Price Meal Enrollment breakdown of ASEP participants by site

| Background Characteristics | ELL | | | Free/Reduced Meal | | |
|----------------------------|-----|-----|-----|-------------------|------|-----|
| | N | Yes | No | N | Yes | No |
| Long Beach | | | | | | |
| Addams | 45 | 40% | 60% | 45 | 87% | 13% |
| Barton | 54 | 19% | 81% | 54 | 96% | 4% |
| Bryant | 26 | 12% | 88% | 27 | 93% | 7% |
| Burnett | 81 | 14% | 86% | 82 | 72% | 28% |
| Edison | 56 | 39% | 61% | 57 | 65% | 35% |
| Garfield | 41 | 34% | 66% | 42 | 95% | 5% |
| Harte | 34 | 29% | 71% | 34 | 94% | 6% |
| International | 91 | 52% | 48% | 92 | 61% | 39% |
| King | 45 | 42% | 58% | 45 | 98% | 2% |
| Lafayette | 44 | 39% | 61% | 44 | 80% | 20% |
| Lee | 61 | 30% | 70% | 61 | 70% | 30% |
| McKinley | 25 | 16% | 84% | 25 | 76% | 24% |
| Roosevelt | 109 | 66% | 34% | 109 | 74% | 26% |
| Signal Hill | 33 | 42% | 58% | 34 | 97% | 3% |
| Stevenson | 80 | 40% | 60% | 80 | 91% | 9% |
| Willard | 78 | 60% | 40% | 78 | 97% | 3% |
| Total | 903 | 40% | 60% | 909 | 82% | 18% |
| Pasadena | | | | | | |
| Altadena | 20 | 25% | 75% | 20 | 95% | 5% |
| Burbank | 6 | 67% | 33% | 6 | 100% | -- |
| Cleveland | 18 | 6% | 94% | 18 | 89% | 11% |
| Edison | 11 | 9% | 91% | 11 | 100% | -- |
| Field | 46 | 41% | 59% | 46 | 96% | 4% |
| Franklin | 33 | 24% | 76% | 33 | 94% | 6% |
| Hamilton | 20 | 25% | 75% | 20 | 95% | 5% |
| Jackson | 40 | 40% | 60% | 40 | 95% | 5% |
| Loma Alta | 41 | 12% | 88% | 41 | 88% | 12% |
| Longfellow | 19 | 11% | 89% | 19 | 95% | 5% |
| Madison | 30 | 53% | 47% | 30 | 97% | 3% |
| Roosevelt | 9 | 44% | 56% | 9 | 89% | 11% |
| San Rafael | 33 | 27% | 73% | 33 | 94% | 6% |
| Washington | 38 | 45% | 55% | 38 | 100% | -- |
| Webster | 37 | 27% | 73% | 37 | 86% | 14% |
| Willard | 25 | 28% | 72% | 25 | 100% | -- |
| Total | 426 | 30% | 70% | 426 | 94% | 6% |
| Whittier City | | | | | | |
| Hoover | 159 | 22% | 78% | 159 | 67% | 33% |
| Jackson | 104 | 41% | 59% | 104 | 83% | 17% |
| Lincoln | 128 | 22% | 78% | 128 | 83% | 17% |
| Mill | 145 | 33% | 67% | 146 | 66% | 34% |
| Phelan | 129 | 23% | 77% | 129 | 65% | 35% |
| Sorensen | 152 | 24% | 76% | 152 | 67% | 33% |
| Total | 817 | 27% | 73% | 818 | 71% | 29% |

Appendix D

Attendance Data by Background Characteristics

LACOE ASEP Data Outcomes Report

Table D-1: Mean school days attended of ASEP participants by background characteristics

| Background Characteristics | 2004 Regular School Days Attended | | 2005 Regular School Days Attended | |
|-----------------------------------|-----------------------------------|------------|-----------------------------------|------------|
| | N | Mean | N | Mean |
| Overall | 2,320 | 163 | 2,817 | 163 |
| District | | | | |
| Compton | -- | -- | -- | -- |
| Lancaster | 375 | 147 | 478 | 146 |
| Lawndale | 49 | 167 | 143 | 173 |
| Long Beach | 860 | 167 | 906 | 167 |
| Pasadena | 399 | 166 | 480 | 161 |
| Whittier City | 637 | 167 | 810 | 167 |
| Total | 2,320 | 163 | 2,817 | 163 |
| Grade | | | | |
| K | -- | -- | 171 | 161 |
| 1st | 332 | 160 | 465 | 160 |
| 2nd | 497 | 163 | 548 | 163 |
| 3rd | 508 | 164 | 562 | 163 |
| 4th | 464 | 164 | 503 | 163 |
| 5th | 434 | 165 | 475 | 163 |
| 6th | 82 | 165 | 92 | 170 |
| Total | 2,317 | 163 | 2,816 | 163 |
| Ethnicity | | | | |
| Hispanic | 1,528 | 165 | 1,743 | 166 |
| African American | 516 | 156 | 601 | 154 |
| White | 128 | 163 | 154 | 157 |
| Other | 66 | 167 | 71 | 166 |
| Total | 2,238 | 163 | 2,569 | 163 |
| ELL | | | | |
| Yes | 701 | 168 | 826 | 167 |
| No | 1,589 | 161 | 1,879 | 162 |
| Total | 2,290 | 163 | 2,705 | 163 |
| Free or Reduced Price Meal | | | | |
| Yes | 1,511 | 166 | 1,675 | 167 |
| No | 360 | 169 | 422 | 167 |
| Total | 1,871 | 167 | 2,097 | 167 |
| Participant Status | | | | |
| Frequent | 1,364 | 165 | 1,660 | 168 |
| Non-Frequent | 956 | 160 | 1,157 | 154 |
| Total | 2,320 | 163 | 2,817 | 163 |

Appendix E

Achievement Data by Background Characteristics

LACOE ASEP Data Outcomes Report

Table E-1: 2005 California Standards Test % Above Proficient of ASEP participants by background characteristics

| Background Characteristics | 2005 California Standards Test (English Language Arts) | | | 2005 California Standards Test (Mathematics) | | |
|-----------------------------------|---|--------------------------|-----------------------|---|--------------------------|-----------------------|
| | N | % Proficient or Above | % Below Proficient | N | % Proficient or Above | % Below Proficient |
| Overall | 2,368 | 25% | 75% | 2,369 | 37% | 63% |
| District | | | | | | |
| Compton | 311 | 20% | 80% | 313 | 35% | 65% |
| Lawndale | 303 | 22% | 78% | 302 | 34% | 66% |
| Lancaster | 105 | 21% | 79% | 109 | 31% | 69% |
| Long Beach | 642 | 26% | 74% | 639 | 41% | 59% |
| Pasadena | 402 | 27% | 73% | 401 | 37% | 63% |
| Whittier City | 605 | 28% | 72% | 605 | 34% | 66% |
| Total | 2,368 | 25% | 75% | 2,369 | 37% | 63% |
| Grade | | | | | | |
| 2nd | 512 | 28% | 72% | 512 | 41% | 59% |
| 3rd | 631 | 21% | 79% | 632 | 43% | 57% |
| 4th | 595 | 28% | 72% | 595 | 34% | 66% |
| 5th | 539 | 27% | 73% | 539 | 30% | 70% |
| 6th | 91 | 13% | 87% | 91 | 21% | 79% |
| Total | 2,368 | 25% | 75% | 2,369 | 37% | 63% |
| Ethnicity | | | | | | |
| Hispanic | 1,567 | 25% | 75% | 1,565 | 38% | 62% |
| African American | 521 | 23% | 77% | 520 | 30% | 70% |
| White | 113 | 38% | 62% | 113 | 41% | 59% |
| Other | 59 | 44% | 56% | 59 | 66% | 34% |
| Total | 2,260 | 25% | 75% | 2,257 | 37% | 63% |
| ELL | | | | | | |
| Yes | 721 | 11% | 89% | 719 | 27% | 73% |
| No | 1,642 | 31% | 69% | 1,644 | 41% | 59% |
| Total | 2,363 | 25% | 75% | 2,363 | 37% | 63% |
| Free or Reduced Price Meal | | | | | | |
| Yes | 1,330 | 25% | 75% | 1,326 | 36% | 64% |
| No | 317 | 35% | 65% | 317 | 44% | 56% |
| Total | 1,647 | 27% | 73% | 1,643 | 38% | 62% |
| Participant Status | | | | | | |
| Frequent | 1,340 | 26% | 74% | 1,337 | 39% | 61% |
| Non-Frequent | 1,028 | 24% | 76% | 1,032 | 34% | 66% |
| Total | 2,368 | 25% | 75% | 2,369 | 37% | 63% |

LACOE ASEP Data Outcomes Report

Table E-2: 2004-2005 California Standards Test Change in Proficiency Level of ASEP Participants by grade level and background characteristics

| Background Characteristics | California Standards Test (English Language Arts) | | | California Standards Test (Mathematics) | | | | |
|-----------------------------------|--|-------------|------------|--|--------------|-------------|------------|-------------|
| | N | % Increased | % Same | % Decreased | N | % Increased | % Same | % Decreased |
| Overall | 1,491 | 31% | 46% | 23% | 1,485 | 28% | 47% | 26% |
| District | | | | | | | | |
| Compton | 196 | 32% | 38% | 31% | 195 | 27% | 44% | 30% |
| Lancaster | 69 | 32% | 28% | 41% | 68 | 26% | 25% | 49% |
| Lawndale | 74 | 35% | 47% | 18% | 74 | 36% | 41% | 23% |
| Long Beach | 454 | 30% | 47% | 23% | 451 | 31% | 46% | 23% |
| Pasadena | 304 | 27% | 48% | 25% | 304 | 27% | 47% | 25% |
| Whittier City | 394 | 33% | 49% | 18% | 393 | 23% | 52% | 24% |
| Total | 1,491 | 31% | 46% | 23% | 1,485 | 28% | 47% | 26% |
| Grade | | | | | | | | |
| 3rd | 429 | 20% | 46% | 35% | 426 | 27% | 49% | 24% |
| 4th | 513 | 45% | 41% | 15% | 513 | 29% | 45% | 26% |
| 5th | 460 | 28% | 49% | 22% | 457 | 25% | 46% | 29% |
| 6th | 89 | 16% | 56% | 28% | 89 | 33% | 49% | 18% |
| Total | 1,491 | 31% | 46% | 23% | 1,485 | 28% | 47% | 26% |
| Ethnicity | | | | | | | | |
| Hispanic | 1,019 | 29% | 47% | 23% | 1,015 | 28% | 47% | 25% |
| African American | 299 | 34% | 40% | 26% | 297 | 26% | 46% | 28% |
| White | 61 | 38% | 33% | 30% | 61 | 25% | 44% | 31% |
| Other | 38 | 26% | 63% | 11% | 38 | 29% | 53% | 18% |
| Total | 1,417 | 31% | 46% | 24% | 1,411 | 27% | 47% | 26% |
| ELL | | | | | | | | |
| Yes | 464 | 35% | 41% | 24% | 461 | 27% | 46% | 27% |
| No | 1,025 | 29% | 48% | 23% | 1,022 | 28% | 47% | 25% |
| Total | 1,489 | 31% | 46% | 23% | 1,483 | 28% | 47% | 26% |
| Free or Reduced Price Meal | | | | | | | | |
| Yes | 933 | 30% | 47% | 23% | 929 | 28% | 48% | 24% |
| No | 219 | 34% | 51% | 15% | 219 | 26% | 51% | 23% |
| Total | 1,152 | 30% | 48% | 22% | 1,148 | 27% | 49% | 24% |
| Participant Status | | | | | | | | |
| Frequent | 868 | 31% | 46% | 23% | 865 | 31% | 44% | 25% |
| Non-Frequent | 623 | 30% | 45% | 25% | 620 | 24% | 50% | 26% |
| Total | 1,491 | 31% | 46% | 23% | 1,485 | 28% | 47% | 26% |