

**Evaluation of the  
Reach for the Stars After-School Program:  
2007-2008 Final Report**

**Whittier City School District**

**March 2009**

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## Executive Summary

*Reach for the Stars* (RFTS), in the Whittier City School District (WCSD), is an after-school program funded through the California 21<sup>st</sup> Century Community Learning Center's grant (hereafter CA 21<sup>st</sup> CCLC) serving approximately 1,347 students at ten elementary and two middle school sites in 2007-2008. RFTS started in June 2003, and began full implementation in the beginning of the 2003-2004 academic year. Through academic intervention and enrichment, the program seeks to improve academic performance while offering student participants extracurricular programming during after-school hours.

RFTS was formed through WCSD and the WCSD Advisory Committee in response to a needs assessment that recognized a community-wide demand for quality after-school programming. WCSD examined multiple assessments, research initiatives, and solicited input from over 4,000 parents. Based on the community assessment review, five central needs were identified for the Whittier City area:

1. To increase academic achievement and literacy skills for students and parents;
2. To provide quality, low cost after-school care in a safe and drug-free environment;
3. To help students resist negative influences in the immediate environment;
4. To create local community services centers which provide parent education; job counseling and health resource services in both English and Spanish; and
5. To enhance access to technology education and enrichment opportunities.

This current report summarizes the findings from Public Works, Inc.'s sixth year of evaluating the RFTS program. 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, including experience conducting several prior studies of after-school programs in Los Angeles County.

### Program Implementation

Through Spring 2008 phone interviews with nine site facilitators and the RFTS Program Coordinator, the after-school program was assessed utilizing interview protocols (see Appendix A) on seven program implementation components. Safety continues to be a strong component for RFTS, with several other areas continuing to evolve since Fall 2004, notably Community Involvement (Partnerships), as well as Parent/Guardian Involvement.

### Student Outcomes

**Participant Demographics.** A total of 1,347 students participated in the after-school program in 2007-2008. Based on the 2007-2008 student outcome data, a frequent RFTS participant (participants who attended the program at least 50% of the time during the school year) was most likely to be Hispanic (92%), qualify for the National School Lunch Program (NSLP) (67%), and be proficient in English (81%). Compared to frequent participants, the demographic composition of non-participants was similar in terms of ethnicity, 91% Hispanic, and low socio-economic status (63%) while being more divergent by having a greater number of English Learners (EL) (24%).

**Program Attendance.** The average participant attended the program 62% of the time.

**School Attendance.** Frequent participants attended school 97% of the time (175 days) in 2007-2008. This was two more days than non-participants, who attended school 96% of the time (173 days). The study also found a statistically significant benefit to regular school day attendance among students who participated in RFTS for two consecutive years (2006-2007 and 2007-2008). Two-year participants, attended school six more days than the one-year participants, and nine more days than non-participants.

**Achievement on English/Language Arts.** Among frequent participants, 44% scored proficient or advanced on the California Standards Test (CST). Multiple years of participation in RFTS was found to benefit program participants on their CST ELA performance. From 2007 to 2008, 26% of frequent participants gained at least one CST level.

**Achievement on Mathematics.** Among frequent participants, 52% scored proficient or advanced on the CST mathematics. From 2007 to 2008, 29% of frequent participants gained at least one CST level on mathematics. There was a benefit to mathematics achievement among students who participated in RFTS for two consecutive years. Between the two groups, 8% more two-year participants scored proficient or advanced than non-participants.

**Matched Sample Analysis.** To rigorously test the impact of participation in the RFTS program, this study analyzed a group of frequent participants against a group of demographically and academically matched non-participants. Results from the matched sample indicate, overall, 27% of frequent participants improved at least one CST ELA level, compared to 30% of non-participants. On CST mathematics, 31% of the frequent participants improved their mathematics performance by at least one level, compared to 27% of their matched non-participants.

## **Recommendations**

Based on the qualitative evaluation, we recommend the following for the improvement of RFTS operation:

- Revisit goals with all staff and stakeholders to refine priorities and recommit dedication to the program.
- Incorporate use of assessment data to better target student needs.
- Ensure high-quality enrichment and homework support through the use of volunteer tutors at all sites.
- Provide ongoing training to Group Leaders on academic enrichment curricula and other instructional/classroom management techniques.
- Continue to work on developing a process for sharing information on student progress to faculty and parents.

Based on the student outcome findings, this report also recommends the following:

- RFTS participants were more likely to attend school on a regular basis than non-participants. Based on these findings, it is recommended that WCSD publicize these findings and investigate whether it is appropriate to incorporate students with poor attendance into the RFTS program.
- Data indicated that participation in RFTS is most beneficial for students in the lowest proficiency level (far below basic) in mathematics. Since students are not referred for after-school participation based on achievement in mathematics, WCSD should consider the student placement criteria to ensure that students in this performance category are prioritized for after-school involvement.
- Place a greater emphasis on students achieving at below basic and basic levels on CST ELA. Among those scoring far below basic, data indicated that RFTS participants outperformed non-participants in gaining a CST level in ELA. However, RFTS participants were outperformed by non-participants in below basic, basic, and proficient levels on CST ELA.
- Students in the program for two years demonstrated greater achievement than one year participants or non-participants. Schools should work to retain students in the program for multiple years.

## Section I: Introduction

*Reach for the Stars* (RFTS) in the Whittier City School District (WCSD) is an after-school program funded through the California *21<sup>st</sup> Century Community Learning Centers* grant (hereafter 21<sup>st</sup> CCLC) serving approximately 1,347 students annually at ten elementary and two middle school sites. RFTS was implemented as a pilot program during the last six weeks of the 2002-2003 school year and began full program implementation at nine elementary sites at the start of the 2003-2004 school year. Through academic intervention and enrichment, the program seeks to improve academic performance while offering student participants extracurricular programming during after-school hours.

In response to a clear community need, the WCSD After School Program Advisory Committee, a community collaborative of 21 collaborative partners (WCSD district leaders, school administrators, community organizations and parents), applied for and successfully obtained 21<sup>st</sup> CCLC program funding. RFTS is focused on addressing the immediate and long terms needs of the Whittier community at every level of the program from the community and district coordinating bodies down to school sites and the day-to-day content of the after-school program.

RFTS was formed through WCSD and the WCSD Advisory Committee in response to a needs assessment that recognized a community-wide demand for quality after-school programming. WCSD examined multiple assessments and research initiatives and solicited input from over 4,000 parents. Based on the community assessment review, five central needs were identified for the Whittier City area:

1. To increase academic achievement and literacy skills for students and parents;
2. To provide quality, low cost after-school care in a safe and drug-free environment;
3. To help students resist negative influences in the immediate environment;
4. To create local community services centers which provide parent education; job counseling and health resource services in both English and Spanish; and
5. To enhance access to technology education and enrichment opportunities.

### Funding – Federal and County

Congress authorized the 21<sup>st</sup> CCLC through Title X, Part 1 of the Elementary and Secondary School Act. In 2002, the program was reauthorized under Title IV, Part B of the 2001 No Child Left Behind Act. The original purpose of the three-year federal 21<sup>st</sup> CCLC was to create school-based learning centers in inner-city and rural public schools that would enable them to develop, implement or expand projects that benefit community needs including education, health, social services and recreation (U.S. Department of Education, 2000). As part of the 2002 reauthorization, individual states were charged with administering the program. Thus, beginning with the 2002-2003 school year, the federal 21<sup>st</sup> CCLC program became the *California* 21<sup>st</sup> CCLC program.

In 1999, the Los Angeles County Office of Education (LACOE) in agreement with the County of Los Angeles Department of Public and Social Services (DPSS) awarded schools the first of three phases of grant funding to develop site-based after-school programs titled the *After-School Enrichment Program* (ASEP). The program's primary aim is to provide a

safe environment that promotes the academic, social and behavioral well-being of eligible elementary school students through intervention during non-school hours among students in Los Angeles County from *California Work Opportunity and Responsibility to Kids* Program (CalWORKs) families<sup>1</sup>. This funding stream served a more specific population of students than the 21<sup>st</sup> CCLC program in that it is a local initiative that served only certified students of CalWORKs families. However, it embodied elements of the federal grant aims in that it seeks to provide a safe haven for students and increase student achievement. Funding ended in school year 2007-2008.

In Fall 2006, RFTS was implemented on nine WUSD elementary school campuses – Hoover, Jackson, Lincoln, Longfellow, Mill, Orange Grove, Phelan, Sorensen, and West Whittier. All nine sites received 21<sup>st</sup> CCLC funding as well as LACOE ASEP funds. The 21<sup>st</sup> CCLC funds were leveraged with the ASEP and other funds at the four sites to create a comprehensive RFTS program. Both ASEP and 21<sup>st</sup> CCLC funding ended in March 2007. Since then, RFTS has transitioned to funding from the After School Education and Safety Program (ASES). In this transition, RFTS authored a grant to include two new schools to the after-school program: Dexter and Edwards middle schools

Beginning in March 2007, RFTS added Dexter and Edwards middle schools to the after-school program. The two new middle school sites have programs run through the Boys and Girls Club, with a similar structure to the elementary school sites: sign-in and snack, homework, enrichment, and physical activity. Boys and Girls Clubs' own programs offer an alternate curriculum, such as leadership, arts and character development classes (instead of Kidz Lit and Kidz Math) to meet the needs of middle school students. Another distinction between the two middle schools and the elementary schools is that the middle schools have a stronger emphasis on physical activity and sports. Depending on the season, tournaments such as basketball and baseball are also organized between RFTS and two other after-school programs in the area.

This report summarizes the findings from Public Works, Inc.'s sixth year of evaluating the RFTS program. The rest of this report is divided into three sections: Section II provides the qualitative findings from Spring 2008 phone interviews and includes recommendations for the program based on these qualitative analyses. Section III provides quantitative results based on student participant outcome data.

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<sup>1</sup> Through their Youth Services Section, the Los Angeles Unified School District (LAUSD) contracts with DPSS on a separate program titled YS-CARES After-School Enrichment Program. The YS-CARES program has goals and objectives similar to the LACOE ASEP.

## Section II: Program Implementation

This section presents the findings from Spring 2008 phone interviews conducted at eleven operating RFTS sites<sup>2</sup>, and with the RFTS Program Coordinator. The results of these interviews were used to conduct a cross-case analysis across the eleven sites in order to understand the progress of program implementation. Please see Appendix A for the phone interview protocols.

The results are organized into seven component areas. The seven areas are as follow:

- Program Management
- Academic Intervention and Support
- Enrichment, Extracurricular and Social Development Activities
- School Linkages
- Parent/Guardian Involvement
- Community Involvement (Partnerships)
- Safety

The following section describes in detail the program implementation findings for all seven component areas.

### Area 1: Program Management

Program management includes all aspects of after-school coordination including program vision and decision-making, leadership and staffing, and day-to-day operations. Findings from the interviews related to program management are presented below.

#### *Program Leadership and Staffing*

The program is highly centralized through the WCSD, and is administered by a full-time District Program Coordinator. The Program Coordinator facilitates the decision making processes of the Steering and Advisory Committees, manages day-to-day decisions program-wide, has frequent communication with site facilitators and school principals, and facilitates relationships between the program and outside partners and service providers.

Individual sites are managed by a Site Facilitator. The role of the site facilitator is to ensure that the day-to-day program runs smoothly. The Facilitator manages staff, replenishes supplies and is responsible for taking and monitoring daily attendance. In 2007-2008, all sites had a single site facilitator (see Table 2.1).

Ideally, the site facilitator also works at the site during the regular school day (e.g. teacher at the school). This type of site facilitator knows the participants and has stronger connections with the principal and school staff. However, it is difficult to attain such staffing at all sites. In Spring 2007, one of the eleven sites had site facilitators that worked during the day at the site where they managed the program.

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<sup>2</sup> The eleven sites are: Dexter, Edwards, Hoover, Jackson, Lincoln, Longfellow, Mill, Orange Grove, Phelan, Sorensen, West Whittier. Andrews Elementary was excluded from this report.



Table 2.1: Site Facilitator Characteristics at RFTS Sites

School	Number of Site Facilitators	Site Facilitator Employee During the School Day?
Dexter	1	No
Edwards	1	No
Hoover	1	No
Jackson	1	No
Lincoln	1	No
Longfellow	1	No
Mill	1	No
Orange Grove	1	No
Phelan	1	No
Sorensen	1	No
West Whittier	1	Yes

RFTS program staffing has evolved from program inception, with more responsibility being handed to program staff and fewer certificated teachers working in the program. In Spring 2008, Group Leaders were in their fourth year of managing all aspects of their group’s time at RFTS: homework assistance as well as all enrichment/extracurricular activities. The Group Leaders are either instructional aides from the District or staff from the program partners that have continued to participate in RFTS in 2007-2008: primarily the YMCA and Boy & Girls Club. Sites vary in their mix of staffing, some being more heavily staffed by program partners while others having more District Aides or college students working as Group Leaders.

In regard to program staff, quality has improved over time. Group Leaders have previously struggled with the addition of responsibilities, however they appear to have much higher comfort levels. There continues to be some variance, however, in managing students and delivering instruction. Also, while the Group Leaders who are District instructional aides continue to be more skilled in general than program partner staff, the gap has lessened due to the increased capacity of program partner staff.

A series of meetings occur on a regular basis to help coordinate the RFTS staff and has been consistent since program inception. The steering and advisory committees meet every other month. Site facilitators, Group Leaders, and the Program Coordinator meet on a monthly basis, while the site facilitators meet together with the Program Coordinator on a weekly basis. Finally, each site holds monthly individual staff meetings.

### *Setting Program Vision*

The RFTS vision is to develop the program into an integral extension of the regular school day. The program aims to further students' academic and social development through homework help, enrichment, and drug prevention/social skills lessons.

The WCSD After School Program Advisory Committee and the WCSD After School Program Steering Committee serve as the key governance structures for setting the vision and coordinating the direction of the program. While the committees serve slightly different purposes, together they represent all stakeholders in the RFTS program including school and district staff, community partners and private organizations.

Both committees meet regularly (bimonthly) to review the evolving needs of RFTS. Information on implementation of the RFTS program is shared at these forums and used to make program decisions, adjustments and plan for the future. While school principals have historically found these meetings extremely useful, the utility has experienced a slight decline as the program has become more institutionalized at many sites, and principals find that the program tends to run smoothly. Generally, these meetings are the primary way they receive program updates, learn what other sites are doing, and interact with program partners.

In addition to the above committee meetings, weekly meetings of the Program Coordinator and site facilitators have continued similarly to years previous. These meetings generally provide an opportunity to share necessary information with site facilitators, and in turn, for site facilitators to share ideas and solve problems. Currently, these meetings are not being used as a forum for modifying the overall program vision or goals.

### *Program Design and Organization*

RFTS is organized similarly across sites and has stayed fairly consistent in its five years of implementation. The program is divided into three sessions of equal length and all sites follow the same session calendar. Each site serves students a minimum of three hours, until 6:00 p.m., Monday through Friday. The slight differences in hours of operation by school site are caused by the varying school dismissal times at each site. Additionally, all sites serve students for an extended period on the scheduled Tuesday minimum day.

The RFTS program serves students in grades K-8, corresponding to the grade levels served in the regular school day. RFTS does not serve students on days when school was not in session including weekends, holidays, pupil-free days and vacations. Students continue to be organized in grade level groups, depending on the size of the program. Additionally, many sites combine grade levels (e.g., K-1<sup>st</sup>, 2<sup>nd</sup>-3<sup>rd</sup>, 4<sup>th</sup>-5<sup>th</sup>) while others serve populations large enough to organize single grade level groups. At middle school levels, grades 6-8 were combined in their programming. The grant parameters require the student-to-staff ratio to be no more than 20:1 and all sites have been able to maintain this ratio.

While the program start time varies slightly from site-to-site depending on school dismissal, the after-school day at each site is organized around a documented daily schedule. The day begins with a check-in and snack period. Students know where to meet and staff await the arrival of students, ready to begin the program day.

Sites varied in terms of how they organized the order of each of the three periods. With the introduction of the new Physical Education Program (PEP) grant in Fall 2005, all sites were required to conduct one hour of structured physical activity every day. Eight sites held the physical activity hour first, after sign-in and snack, while three sites<sup>3</sup> held homework assistance first. Site facilitators holding the physical activity first stated that it was preferable to do the physical activity portion first while it was still light (and warmer) outside. Additionally, it allowed students to release energy before focusing on enrichment activities and homework. The program ends with parent sign-out, and where appropriate, student transportation onto buses that return them to their home neighborhood. Table 2.2 provides an example of a typical daily RFTS schedule.

**Table 2.2: Typical daily RFTS schedule**

2:30-2:45	.....	Sign-in and snack
2:45-3:45	.....	Physical activity
3:45-4:45	.....	Homework assistance
4:45-5:30	.....	Enrichment class
5:30-6:00	.....	Sign-out

The RFTS program requires students to stay until 6:00 p.m. Sign-out time has been less of a challenge for sites compared to previous years of implementation, when many parents wanted to pick up their child before 6:00 pm. Site Coordinators reported that the beginning of the school year requires an adjustment period for some parents to learn to adhere to the checkout policy. However, in general, parents appeared to understand the program policies for picking up children at the scheduled time.

## **Area 2: Academic Intervention and Support**

Quality academics are a central component of the original RFTS plan; however, the academic portion was modified after the first year of program implementation. During the first full year of implementation (2003-2004), all RFTS students were participating in daily homework assistance and most were active participants in the program’s English Language Arts and Math Intervention. In 2004-2005, however, the academic intervention component was removed from the program, as school-designed intervention with District guidelines targeted to student needs was considered a better course of action for students.

The implementation of Kidz Lit and Kidz Math curricula to the RFTS program aligns after-school activities to those during the school day. Kidz Lit and Kidz Math were designed by the Developmental Studies Center specifically for use in after-school programs. The Kidz Lit program is designed to increase literacy and build character through reading, discussion, vocabulary games, journal writing, music, art and drama. Through Kidz Math, students develop mathematically and socially while participating in cooperative mathematics games and literature-based activities.

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<sup>3</sup> Dexter, Edwards, and Longfellow.

### *Homework Assistance*

All RFTS students participate in homework assistance four days each week for a minimum of 60 minutes each day, with most students involved in a weekly average of four hours of homework assistance. The format of the homework assistance time has remained consistent since inception of the program. Group Leaders with the occasional assistance of volunteers oversee the homework assistance period, which takes place in a focused classroom environment. Most sites continued to place an emphasis on finishing homework during the after-school program based on input from parents.

In general, the quality of homework assistance was consistent among Group Leaders. While the program strives to check the homework of each student, the extent to which this was done varied across sites. Group Leaders seek to provide participants with assistance and are generally busy during the entire period. As a result, and in light of the often large student-staff ratios, staff do not always have time during the homework period to check every student's homework. In addition to volunteers from local high schools providing support during the homework hour, some sites utilized a peer support system, where students work together to resolve questions to their homework.

After students complete homework, Group Leaders initial the assignment to let parents and teachers know that the assignment has been spot-checked by the Group Leader. Packets of backup work are prepared in advance for students who have completed their homework. At the middle school levels, student complete Power Hour<sup>4</sup> packets or read independently.

### *Language Arts and Mathematics Intervention*

Although the first year of RFTS offered academic intervention in English Language Arts and Mathematics taught by certificated teachers, after-school academic intervention offerings changed for the 2004-2005 school year and beyond. A District decision was made to restructure the interventions so that it was separate from the RFTS program, and had schools design its intervention with District guidelines. Schools could also decide which students to target including any students at the school, not just RFTS participants. In this way, schools were more likely to provide the appropriate intervention to the students in need.

School day principals have designed the intervention program, identifying students at risk utilizing prior baseline test scores. Because of the individual development of the program, intervention designs vary by site. Each grade level has one or more teacher remaining after school to work with students needing academic support. Each group meets for one hour, twice a week, with no more than ten students per group.

### *Assessment*

RFTS continues to lack plans for an after-school assessment component or regular use of school day assessment information. In order to effectively meet student academic needs, assessment information should be utilized in order to understand individual students' strengths and weaknesses.

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<sup>4</sup> Power Hour supplemental packets are organized by the district and are aligned with state standards.

### **Area 3: Enrichment, Extracurricular and Social Development Activities**

In addition to providing academic support, RFTS seeks to offer students enrichment programming, technology education, leadership and healthy living opportunities otherwise unavailable to the student body. The Carol M. White Physical Education Program grant enables all sites to implement a structured sports and recreation curriculum using S.P.A.R.K. Active Recreation, 5 A Day Nutrition, Perceptual Motor Development Program, and Peaceful Playgrounds.

#### *Enrichment Activities*

RFTS staff utilize several methods to help parents and students determine which enrichment activities to participate in. At the beginning of the academic year, each RFTS site holds a meeting for parents and students to learn about programming choices and program policies. Within this context, parents and students learn about enrichment activities such as band, dance, choir, cooking and nutrition, which also tend to be the most popular activities among parents and students. RFTS also use flyers, surveys, and informal contact (conversation with parents during pick-up) to discuss enrichment activities.

Due to state budget cuts the RFTS program has reduced some programming offered at its sites. Programs such as dance, music/band, and field trips have been limited. Parents have expressed concerns regarding these changes, some with the misperception that the RFTS program is in danger of closing. However, staff have been able to clarify misperceptions, articulating that there have been programmatic changes due to budget cuts and have generally assuaged parental concerns.

RFTS staff has worked diligently to improve the quality of its enrichment activities and has focused on training program staff thoroughly in order to ensure quality. As in the 2006-2007 school year, program staff received several days of training in the summer prior to the start of the 2007-2008 school year. There continues to be extensive training on the curricula related to the P.E.P. grant (e.g., S.P.A.R.K.), which helped ensure a more structured and effective physical activity period.

Despite the centralized nature of RFTS, individual sites have flexibility in their schedule, content, and structure. Site facilitators at several sites reported encouraging their Group Leaders to lead activities in a skill area in which they specialize. Additionally, sites have experimented with rotating schedules by which student groups rotate to different Group Leaders, sometimes two or three times during a program session. By doing this, Group Leaders are able to teach what they feel most comfortable with and only need to prepare to teach one or two activities, while participants continue to receive a variety of enrichment activities. A secondary benefit of such a rotation format is that Group Leaders are able to familiarize themselves with more of the participants instead of being limited to their own group of students.

Beginning in the 2007-2008 school year, an Academic Coordinator was hired for the RFTS program to create and write academic lesson plans which the Group Leaders are responsible for implementing. The Academic Coordinator's responsibility does not include lesson planning for enrichment and physical education activities, which remain under Group Leader responsibilities.

RFTS has also continued to ensure that academic standards are embedded in enrichment activities. Implementation of the Activity Club and Lego Bricklab curricula have been helping RFTS reach this goal since Fall 2004, and Kidz Lit and Kidz Math (previously described) were added in Fall 2005. The Lego Bricklab curriculum is a hands-on learning program with 200 activities and lessons at various grade levels teaching four topic strands including Construction Engineering, Mathematics, Physics and Communications. Activity Club is an award-winning thematic-based curriculum. It uses standards-based instruction and hands-on projects to promote cognitive development and group problem solving skills. Activity Club meets the National Standards of Learning in reading, mathematics, language arts, science, and social studies. Other activities such as cooking and nutrition require students to understand measurements, read recipes, and understand nutritional information on labels.

### *Physical Education*

Prior to the 2005-2006 school year, RFTS included physical activity in its schedule. However, the games and sports undertaken during this time were often unstructured. Also, children were not always actively engaged unless the Group Leader had a special skill in a certain activity/sport and thus able to teach it effectively.

The program's PEP grant has markedly changed this portion of the program. The District's program is called the Health, Education, Activity, Recreation, Training Program (H.E.A.R.T.) and incorporates several research-based programs<sup>5</sup> that teach students, staff, and families how to live and stay healthy for life. The combination of a structured curriculum, extensive training for program staff, and the purchase of new equipment as part of the grant have contributed to well-run physical activity programming at all sites. Program staff exhibited high levels of comfort and skill in engaging program participants in a variety of activities. Participants were generally enthusiastic about the activity or game to be played and actively engaged.

In conjunction with the physical education hour and a partnership developed with Whittier Presbyterian Intercommunity Hospital, RFTS has made strong efforts to lower students' body mass index (BMI). Staff from Presbyterian Hospital come to RFTS sites two times per year to measure and weigh students to assess the progress of lowering students' BMI. Through BMI testing, RFTS discovered that 40% of students were at risk of diabetes. Students at risk for juvenile diabetes or obesity were referred to health care professionals. RFTS has since aggressively been working to bring down their students' BMI scores through the physical fitness program and cooking and nutrition activities targeting both parents and students. Classes are held during the evening to teach parents about healthy cooking and nutrition. As an interactive class, parents learn about topics such as reading package labels, preparing nutritional meals, and maintaining a healthy lifestyle.

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<sup>5</sup> S.P.A.R.K. Active Recreation, 5 A Day Nutrition program,

### *Technology Education*

RFTS has worked since its inception to provide technology instruction to after-school participants; however, few participants still had access as of Fall 2004. In Fall 2005, all sites but one were able to provide access to computers to RFTS participants. This was a considerable expansion since the previous Fall. In Spring 2007, eight of the ten RFTS sites had access to the school's computer lab. Interviews from Spring 2008 indicate that this had decreased to five of eleven sites having access to the computer lab<sup>6</sup>. The use of technology at sites by participants generally consisted of the utilization of various educational software, typically in English Language Arts and Mathematics. Currently, RFTS is working towards procuring laptops and software for each site.

### *Leadership and Gang and Drug Prevention Initiatives*

Helping students resist negative influences in the immediate environment such as gangs, violence, and substance abuse is one of the central goals of the RFTS program. For this reason, the program has attempted to employ multiple strategies across sites. Fourth and fifth grade participants have participated in the Gang Awareness Prevention Program (G.A.P.P.), which is offered by the Helpline Youth Counseling Agency, a local community partner, and provides students with lessons in gang prevention, peer pressure and conflict resolution.

In Fall 2004, RFTS began implementing Great Kids Club (offered through Helpline also) at sites. This program helps students in grades two through five learn about social skills, decision making (including gangs, drugs, alcohol and tobacco), peer pressure, and conflict resolution.

All sites also sponsor a Friday Night Live Kids (FNLK) program. This program, administered through the Los Angeles County Office of Education (LACOE) provides alcohol, tobacco and other substance abuse prevention education. A team of students at each site is selected to help facilitate education activities at school. This leadership team receives training from Friday Night Live Kids to help plan and facilitate projects such as school assemblies and community beautification.

The Pico Rivera Sheriff's Department and the Whittier City Police Department also frequently provide safety training to students and parents at RFTS sites. Both agencies have grade-level appropriate curriculum on child safety, drug and alcohol prevention, and gang awareness.

## **Area 4: School Linkages**

RFTS has experienced increased support from school staff and additionally, a form called the After-School Program Communicator continues to be utilized at sites. The After-School Program Communicator allows school day teachers to send or request information about a particular student to program staff. While the After-School Program Communicator is a more formal process than what existed previously, the actual utilization of this form for communication has been minimal. The level of communication between

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<sup>6</sup> Dexter, Edwards, Longfellow, Jackson, Lincoln, and Sorenson lack access to school's computer lab.

school day teachers and RFTS staff varied across sites. One factor aiding ongoing communication between staff was when the Site Facilitator worked at the site during the school day. This allowed for more direct communication to school day staff and representation of the RFTS program. Additionally, at the beginning of the school year, RFTS asks teachers to complete a survey on each RFTS student indicating proficiency level in language arts and mathematics, as well as homework completion, classroom behavior, and participation.

### *Relationships with Principals*

Site facilitators continue to report support and availability from the host school principals<sup>7</sup>. Site facilitators reported frequent and open communication with principals through formal and informal meetings as well as via e-mail. There continues to be variance in regards to the level of principal involvement. Some principals are only involved when student behavioral issues and/or facility issues arise, while others are more involved in the ongoing operations of the program. Principals are able to step back as the program runs smoothly and are confident in their site facilitators and the District to know that their site's program will be well run.

### *Shared Staffing*

The presence of District instructional aides at all sites continued to have an impact in establishing continuity, particularly at sites where the site facilitator is not a regular school day employee. These staff were able to enforce behavioral expectations from the school day and were often familiar with teachers' homework assignments and/or curricula. They also serve as a resource to Group Leaders who are not from the host site. Lead Aides are responsible for starting the program each day before the site facilitator arrives, and in particular, serving as a connection from the regular school day to the after-school program.

### *Communication and Interactions*

Site facilitators generally felt teachers' awareness and support of the program have continued to improve since Fall 2005. In spite of the After-School Communicator form described above, communication between the regular school day and after-school program continues to be informal. At most sites, the site facilitator met with the principal on an "as needed" basis. Beyond this, after-school staff have not solicited or been provided with additional student achievement data including summative and formative assessments, nor do school day teachers receive feedback on students' after-school performance beyond informal feedback from RFTS staff.

In regards to resource personnel, there continued to be very little, if any coordination between the regular school day and after-school program. This is largely due to the fact that these personnel are not on campus during after-school hours.

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<sup>7</sup> At Dexter and Edwards Middle Schools, the site facilitator's primary contact was with either the school counselor or vice principal.



## Area 5: Parent/Guardian Involvement

RFTS has continued the use of the recently implemented participation summary form utilized to communicate with parents in addition to the bulletin boards displaying program and job information for parents. Additionally, two RFTS families (parents and students) serve on the Advisory Committee, in which they have a formal voice in the program's decision-making processes. Notably, the ultimate goal of sites serving as community learning centers whereby parents can also access services and resources has not been realized.

### *Communication with Parents*

Parents continue to receive information about the program schedule through occasional flyers, as well as the bulletin boards now utilized by some sites. Checkout time at the end of the day is the primary way in which communication occurs between staff and parents. RFTS Student Participation Summary Forms are also used to communicate sent home during report card time. The summary forms describe how the student performed during each trimester and are distributed to teachers as well as parents.

In addition to one-on-one interaction, typically with after-school staff at checkout time, parents provide feedback through a RFTS administered survey in regard to their preferences for the program's activities and content. With the increasing concerns of childhood obesity and juvenile diabetes, RFTS has focused its efforts on cooking, nutrition, and healthy lifestyles. Sixty cooking and nutrition classes were held revolving around this year's theme, "Healthy Kids." In addition to learning about healthy eating and lifestyles, nurses from Presbyterian Intercommunity Hospital helped parents sign up for health insurance and provided access to free services and medical assessments. Health clinics were held one day each week for three hours, during the year. Parent responses to these services have been extremely positive. As discussed previously, these parent education workshops were offered based on parent feedback. Finally, the RFTS Advisory Committee is another forum in which parents (and students) have been able to provide feedback on programming and policies.

### *Centralized services for Parents*

RFTS's original plan for connecting parents to services was a District-wide Parent Center, which was intended to serve as a central coordinating body for most of the district's parent education offerings. After initial coordination of parent education offerings, the Parent Center activities have decreased due to low District-wide parent participation.

District-sponsored parent education over the past several years has included: Parent Institute (PI), Mexican American Legal Defense and Educational Fund (MALDEF), Parent Expectations for Student Achievement (PESA), Community Based Education and Training (CBET) classes teaching English as a Second Language, and Bright Start Literacy, a training for parents linked to the Houghton-Mifflin language arts curriculum used in WCSD schools.

A coordinated plan for offering services and education to parents is needed now that the District Parent Center has not proven to be as effective a venue as the District would have

liked. This will likely depend on individual schools/RFTS sites to develop plans that meet the needs of its specific parent population. Currently, sites vary in what is offered to parents, but most hold school-wide Family Literacy nights one to two times per year.

## **Area 6: Community Involvement (Partnerships)**

The RFTS program has established a network of partners and services connected to the after-school program who continue to actively staff and support the program, and are involved in the regular Steering Committee meetings. The majority of partners involved since inception have stayed active over time. Partners helping to staff the program include the YMCA, Boys and Girls Club, and Helpline Youth Counseling. The role of Boys and Girls Club has expanded as their staff coordinates the after-school programs at the middle school sites. Overall, the improved quality of staff has resulted in a higher quality program in all areas, and the gaps in quality seen between District aides and program partner staff have diminished.

### *Referrals to Health and Social Services*

There are no formal avenues for referring parents or students needing health and social services. Generally, such referrals are made during the regular school day through school day staff. When a need does arise, site facilitators generally refer the individual(s) to the RFTS Program Coordinator or the site principal. The RFTS Program Coordinator has long-standing relationships with many of the health and social service agencies in the area and makes referrals to the appropriate organization.

### *Tutoring and Mentoring Partnerships*

Local educational institutions at high school and college levels provide student tutors to some sites at various times during the year. This year, a large number of junior high, high school, and college students volunteered with the RFTS program. Volunteer hours and high school senior projects are completed through working with the after-school program. Most sites have volunteers working on campus through the duration of the year, with Mill as the exception lacking a strong volunteer base.

### *Community Needs Assessment*

Despite the centralized nature of RFTS as well as regular meetings by the advisory and steering committees as well as staff, there continues to be low staff awareness of the community needs assessment goals. This does not appear to be a document that guides the daily workings of RFTS, at the site level.

## Area 7: Safety

Across sites, RFTS provides students with a safe environment that promotes school pride and student learning, with safety continuing to be one of the program's strongest areas.

### *Program Check-In and Check-Out*

All sites have formalized the check-in and check-out procedures. The program day begins with check-in and attendance, which occurs during the snack period. Once attendance is taken by the Group Leader, the site facilitator collects attendance and double-checks the list of absent participants with the absentee list from the school day. If a student is absent from the program but was not absent from school that day, the Site facilitator calls the emergency contacts to locate the student.

At the end of the program day, parents sign out their students. The continued efforts of site facilitators to enforce the three-hour rule (i.e. parents cannot check out their child until a certain time, typically 5:30 pm at most sites) has resulted in overall parent acceptance of the policy, with few exceptions. Few parents were observed picking up their children earlier than 5:30 pm. Check-out across sites has become a streamlined process, although sites still varied in the way they conducted check out. To help ensure an efficient check out process, parents are asked to meet their student in the school's multi-purpose room or other central room, where students sit with their group and Group Leader for sign-out. This format is ideal because parents and Group Leaders have the opportunity to get know one another and communicate about student progress and behavior.

One site bussed students at the end of the program day.<sup>7</sup> At these sites, the site facilitator walks students to the bus and checks each student out as they board the bus. On the receiving end, students are required to be met by a parent. If a parent is not at the drop-off location, the bus driver calls the site facilitator and returns the student to the school site. Those sites with bussed participants had organized and safe procedures moving appropriate students on the bus.

### *Monitoring during the Program*

Students are accounted for at all times during the program at each site. Because a Group Leader accompanies each group of students at all times, and physical transitions between locations are limited, and students have little opportunity to separate from their group. Most sites allow students to use the restroom utilizing a buddy system. Site facilitators stated that overall, students respected the procedure and did not spend extra time in the bathrooms or around campus.

Dexter and Edwards middle schools initially experienced some difficulty in monitoring participants during transition between activities due to the number of students, the presence of other after-school programs, and activities being spread across campus. However, the system has been fine-tuned and students are monitored and accompanied by a staff member from one activity to the next, on the hour.

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<sup>7</sup> Mill

*Use of Facilities After-School*

To the extent possible, the programs were centralized and facilities were adequate. Dexter's Middle School program is coordinated primarily in the cafeteria and would benefit from access to designated classroom space, keys, and storage space. Currently, Dexter staff are required to locate the janitor to open up classrooms if rooms are needed after the homework hour is over. Most sites have continued the use of a rotating classroom system, so that all classrooms are utilized for one session of the RFTS program. This helps to increase teacher buy-in and knowledge about the program.

While lighting issues were previously noted as a problem at several sites, this did not appear to be a concern for site staff this year. Site facilitators stated that maintenance staff have promptly responded to requests as needed.

*Emergency Procedures and Staffing*

As part of the regular school day procedures, most campuses lock down after-school. Custodial staff lock all entrances save one at most sites. As a program, RFTS has established formal lock-down procedures in the case of an emergency or incident. For other emergencies, the site facilitator and program staff utilize the school's disaster plan. All after-school staff continued to use walkie-talkies for immediate contact with other staff. Almost all staff commented on the effectiveness of the walkie-talkies and have seen a positive difference made in safety and communication during program hours.

Finally, the after-school staff are hired directly through the district, they are pre-screened for appropriate clearance and testing. Additionally, all RFTS staff are certified annually for Cardiopulmonary Resuscitation (CPR) and first aid.

## Section III: Student Outcomes

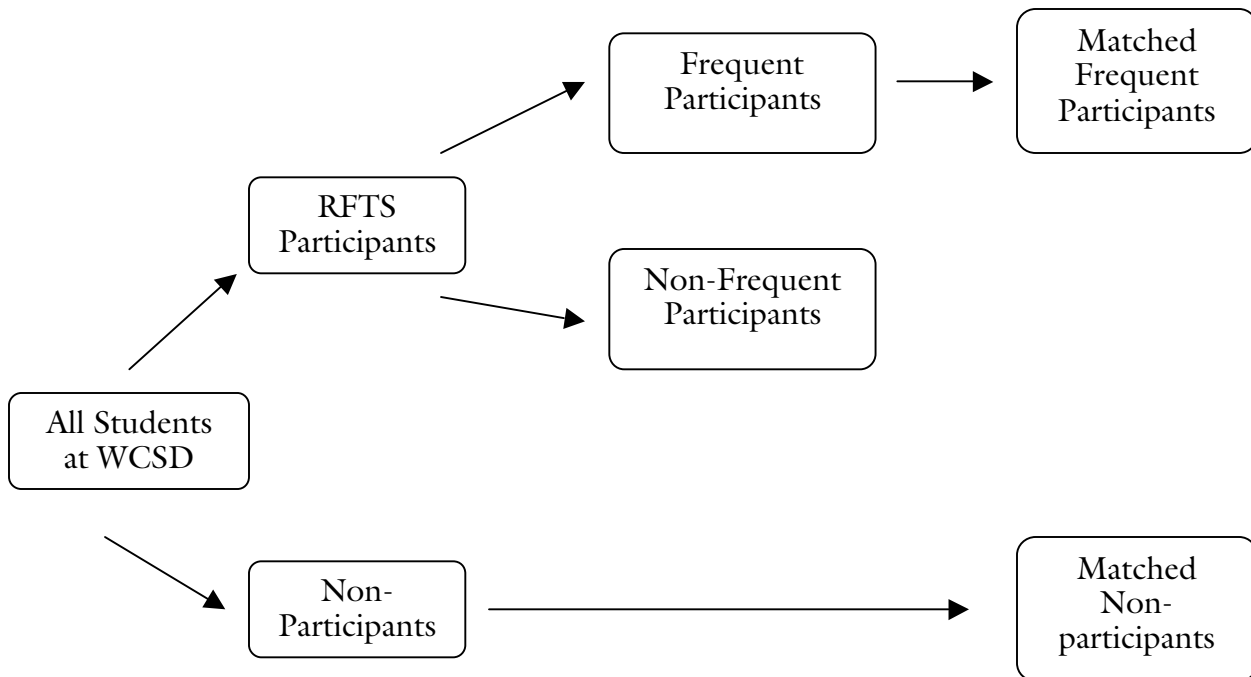
This current report presents the findings from Public Works, Inc.'s sixth year of evaluating the RFTS program, based on the analysis of 2007-2008 student outcome data. The evaluation questions to be addressed are:

1. Who are the participating students in 2007-2008? How different are the 2007-2008 participants from the overall school population?
2. Who are the frequent participants in 2007-2008?
3. Did frequent participants improve their academic performance after one-year of participation? Does the effect vary across various sub-groups?
4. Who are the participants that participate multiple years? Is there a benefit of multiple year participation?
5. Based on matched sample analysis, do frequent RFTS participants improve more than their matched non-participants? Where does the improvement occur?

### *Student Group Membership*

To assist the reader, this report focuses on several different student groups including:

1. *RFTS participants*: 1,347 students
2. *Frequent participants*: RFTS participants who attended the program more than 50% of the time.
3. *Non-participants*: All students at RFTS schools who never participated in the after-school program since the program's inception in 2002-2003.
4. *Matched Frequent participants*: Frequent participants who were included in the matched sample analysis.
5. *Matched Non-participants*: Non-participants who were included in the matched sample analysis.



### *Data Analysis Plan*

To answer the proposed evaluation questions, descriptive analyses were conducted to describe the 2007-2008 participants demographically and how they performed in CST English/Language Arts (ELA) and mathematics tests. Students were also compared based on their program participation status with an emphasis on comparing frequent participants and non-frequent participants. For the students who had achievement data for both 2006-2007 and 2007-2008, CST performance improvement was also analyzed.

To examine the effect of RFTS participation over time, students were split into three groups by their years of program membership and years of participation. The three groups include: participants in RFTS for two years (both 2006-2007 and 2007-2008), participants in RFTS for one year (2007-2008), and non-participants. These three groups of students were compared on their 2007-2008 CST ELA and mathematics proficiency levels, and their regular school day attendance.

Though the focus of this section was to compare frequent participants to non-frequent participants, this section also documents how frequent participants performed academically when compared to a group of non-participants who were matched to frequent participants based on their demographic variables and previous achievement.

## Profile of Program Participants

The following section describes the characteristics of 2007-2008 RFTS program participants and their program attendance. The data on the WCSD students in kindergarten through Grade 8 were provided to Public Works, Inc. by the district. In 2007-2008, a total of 1,347 students from ten elementary schools and two middle schools participated in the RFTS after-school program.

### *School Characteristics*

In 2007-2008, the number of participants at each school ranged from 77 students at Hoover and West Whittier to 212 students at Edwards. On average, approximately 20% of students at these twelve schools participated in 2007-2008. Depending on the specific school enrollment, participants comprised 13% to 33% of the student population at these schools. Please see Table 3.1 for more detailed results.

**Table 3.1: Student distribution by school, 2007-2008**

School	RFTS	
	# of Participants	% of School enrollment
Andrews	111	22%
Dexter	163	13%
Edwards	212	21%
Hoover	77	19%
Jackson	107	22%
Lincoln	101	33%
Longfellow	102	17%
Mill	98	28%
Orange Grove	92	22%
Phelan	102	19%
Sorensen	105	23%
West Whittier	77	17%
<b>Total</b>	<b>1,347</b>	<b>20%</b>

Table 3.2 presents the distribution of participants by students' grade level. The number of participants in grades K-8 ranged from 96 to 203 students. Kindergarten, 7<sup>th</sup> and 8<sup>th</sup> grade participants comprised the smallest percentage of students in the program (7%), while 3<sup>rd</sup> and 6<sup>th</sup> grade participants accounted for the greatest percentage (15%).

**Table 3.2: Student distribution by grade level, 2007-2008**

Grade Level	RFTS	
	# of Participants	% of Program Enrollment
Kindergarten	97	7%
1 <sup>st</sup>	125	9%
2 <sup>nd</sup>	167	12%
3 <sup>rd</sup>	203	15%
4 <sup>th</sup>	184	14%
5 <sup>th</sup>	175	13%
6 <sup>th</sup>	203	15%
7 <sup>th</sup>	97	7%
8 <sup>th</sup>	96	7%
<b>Total</b>	<b>1,347</b>	<b>100%</b>

*Program Attendance*

In order to understand how often the participants attended the after-school program in 2007-2008, the program participation rate was calculated by dividing the number of days participants attended by a possible 180 school days. As shown in Figure 3.3, it was found that on average participants attended the after-school program 62% of the time (112 days), with 8<sup>th</sup> grade students having the lowest attendance rate (27% or 49 days) and 3<sup>rd</sup> graders having the highest attendance rate (76% or 137 days).

**Figure 3.3: Participation rates by grade level, 2007-2008**

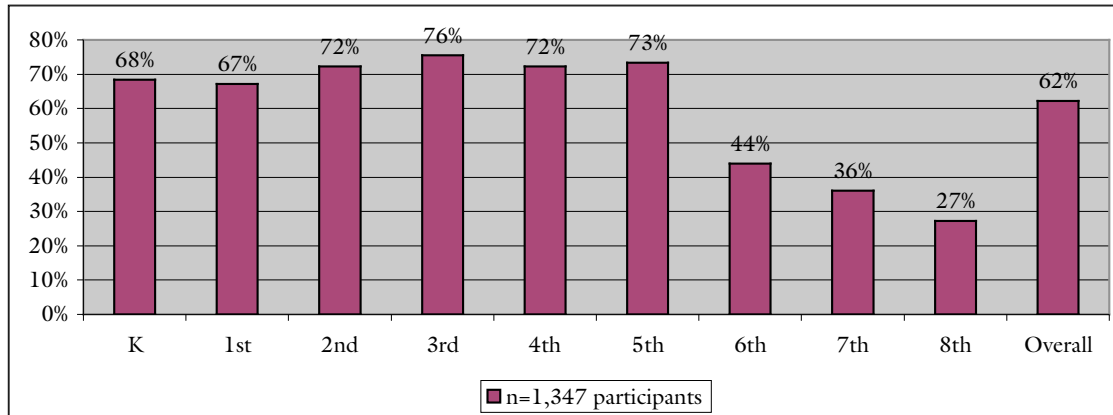


Table 3.4 provides the student attendance information and the percentages of frequent participants by school site in descending order. The results were summarized as follow:

- The percentage of participants who attended on a frequent basis ranged from 31% (Edwards) to 89% (Orange Grove).
- The mean percent of frequent participants across all twelve schools was over 50%, excluding Dexter and Edwards (40% and 31%, respectively).
- On average, Edwards participants attended the program least often (57 days), and Orange Grove participants attended most often (151 days).

**Table 3.4: Program attendance by school, 2007-2008**

School	RFTS		
	N	Average Days of Program Attendance	% of Frequent Participants
Orange Grove	92	151	89%
Hoover	77	143	88%
Mill	98	137	83%
Longfellow	102	136	76%
Phelan	102	133	76%
Jackson	107	126	74%
Sorensen	105	120	73%
Lincoln	101	125	72%
West Whittier	77	121	69%
Andrews	111	106	58%
Dexter	163	78	40%
Edwards	212	57	31%
<b>Total</b>	<b>1,347</b>	<b>112</b>	<b>64%</b>



*Demographic Characteristics*

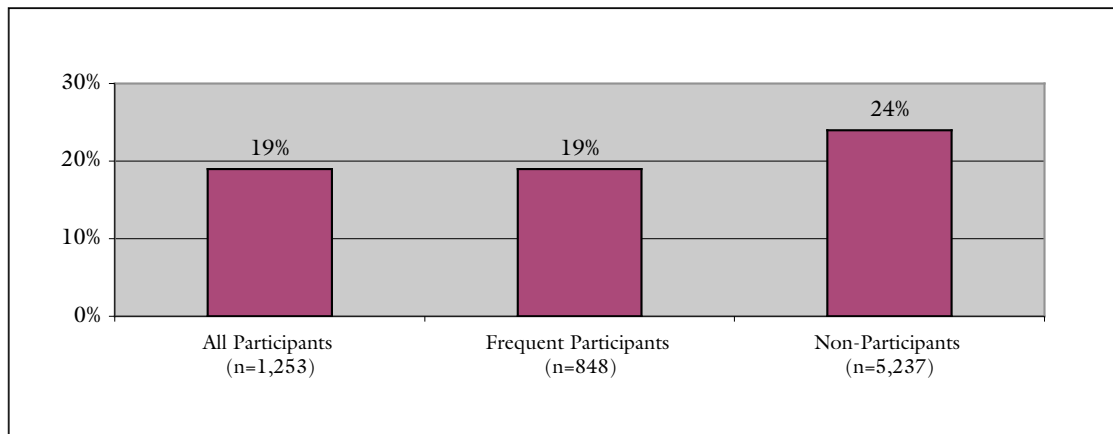
Table 3.5 presents the ethnic composition of the Whittier students by their program participation and membership. The majority of students were Hispanic, which made up 92% of all participants and frequent participants, and 91% of non-participants. African American students accounted for the smallest percentage of participants (1%) among all, frequent and non-participants.

**Table 3.5: Student distribution by ethnicity, 2007-2008**

Ethnicity	RFTS		
	All Participants (n=1,253)	Frequent Participants (n=781)	Non-Participants (n=4,751)
Hispanic	92%	92%	91%
African American	1%	1%	1%
White	6%	5%	6%
Other	1%	1%	2%

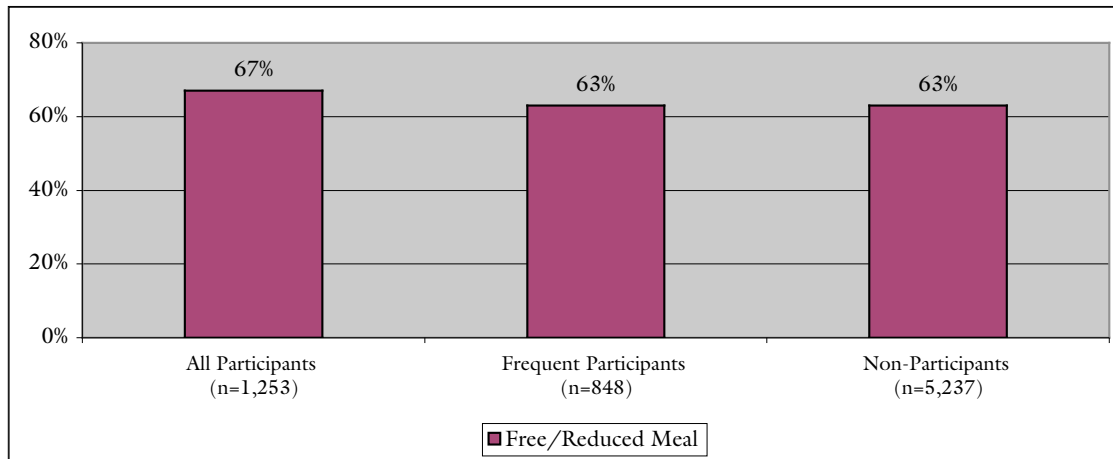
The student distribution was also examined by English Learner (EL) status. As demonstrated in Figure 3.6, 19% of all and frequent participants were ELL, compared to the 24% found among non-participants.

**Figure 3.6: Percentage of students who were ELs in 2007-2008**



The variable related to the National School Lunch Program (NSLP) was used to indicate a student’s socio-economic status. Students who are eligible for NSLP receive free and reduced meals and are considered to be of low socio-economic status. The results are reported in Figure 3.7. Results indicate that 63% of frequent participants were of low socio-economic status, the same percentage found for non-participants. When examining all participants, the percentage increased to 67%.

Figure 3.7: Percentage of students of low socio-economic status in 2007-2008



Students' program attendance information was also compared based on their demographic characteristics. Table 3.8 provides the program attendance results by ethnicity. These results provide an indication of whether or not students' demographic characteristics were related to their RFTS program attendance.

- African Americans attended the program most frequently (118 days).
- Hispanic participants had the second highest average number of attending days (116 days). This was greater than White participants and participants of ethnicity identified as "Other" (ethnic groups that include students identifying themselves as American Indian, Alaskan Native, Asian, Hawaiian Native, Pacific Islander, and Filipino).
- Sixty-eight percent of Hispanic participants were frequent participants. This was followed by African American frequent participants (67%). (Please note that the numbers of African American participants were relatively small. These findings could be unique to these students only and were likely not applicable to all African American students.)
- Sixty-four percent of White participants were frequent participants and their average program attendance was 112 days.
- Participants of low socio-economic status were less likely to be frequent participants and attended the program 12 fewer days than their counterparts.
- EL participants were less likely to be frequent participants and attended the program one less day than participants who were English proficient.

Table 3.8: Information on students' demographics and program attendance, 2007-2008

	# of Participants	% Frequent Participants	Average # of Attending Days
<b>Ethnicity</b>			
Hispanic	1147	68%	116
African American	9	67%	118
White	72	64%	112
Other	25	60%	108
<b>NSLP</b>			
Yes	842	64%	112
No	411	76%	124
<b>EL</b>			
Yes	243	66%	115
No	1010	68%	116

## Student Achievement Outcomes

One of the central program goals for RFTS is to improve student achievement. In order to measure the extent to which the RFTS program is helping its participants in achieving this goal, Public Works, Inc. analyzed three student achievement indicators:

1. Regular school day attendance
2. CST results in ELA
3. CST results in mathematics

The findings are presented in the same order. The focus was to compare all participants, frequent participants<sup>8</sup>, and non-participants<sup>9</sup>. After presenting the results based on 2007-2008 data, further analysis was conducted to document how students improved their CST performance over the past two years. The improvement was also disaggregated into various sub-groups to see whether there were any sub-group differences. Please see Appendix B for detailed results by student demographic characteristics.

### *Regular School Day Attendance*

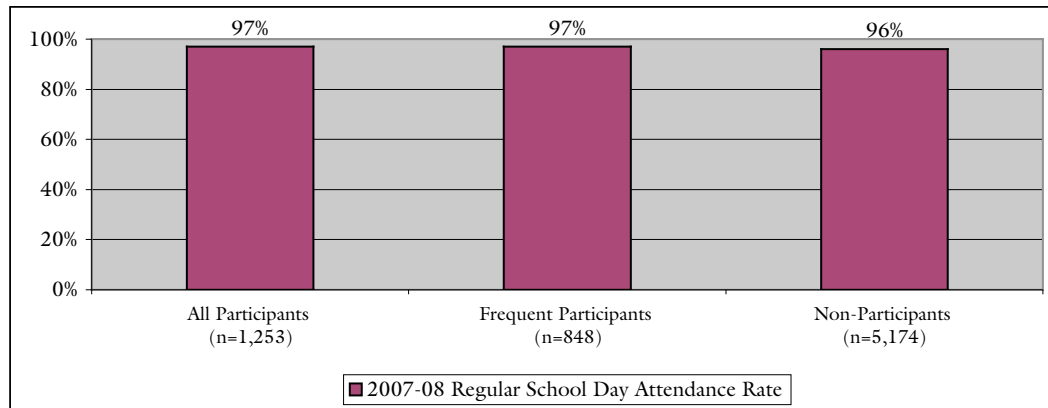
Regular school day attendance is reported as the number of days students attended schools and is converted into attendance rate by dividing the number of days attended by a possible 180 school days. The results provided in Figure 3.9 were based on the students for whom school day attendance data were available:

- All program participants attended school 97% of the time (175 days)
- Frequent participants attended school 97% of the time (175 days)
- Non-participants attended school 96% of the time (173 days)

<sup>8</sup> Frequent participants were defined as those participants attending the program more than 50% of the time during 2007-2008 (at least 90 out of 180 possible days).

<sup>9</sup> A non-participant is any student at a RFTS school who never participated in the after-school program.

Figure 3.9: Regular school day attendance rate by program participation status, 2007-2008



**2007-2008 CST ELA and Mathematics**

The statewide CST assesses 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. For the CST results, only students in grades 2-5 were included in the analysis because students in K-1 do not take the CST.

Table 3.10 includes the numbers of students at each proficiency level on their 2007-2008 ELA and mathematics tests, along with the corresponding percentages. The table reports the results for all participants, frequent participants, and non-participants. The results are summarized below:

- Forty-four percent of frequent participants scored proficient or advanced in ELA, compared to 43% of non-participants.
- Fifty-two percent of frequent participants scored proficient or advanced in mathematics, compared to 45% of non-participants.

Table 3.10: CST performance for all, frequent, and non-participants, 2007-2008

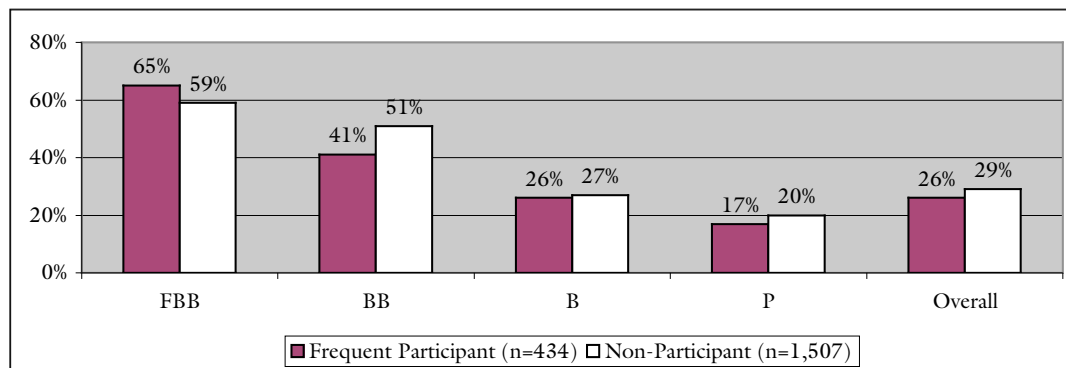
	All Participants		Frequent Participants		Non-Participants	
	N	%	N	%	N	%
<b>2007-2008 CST-ELA</b>						
Advanced	113	11%	80	12%	560	14%
Proficient	298	29%	217	32%	1162	29%
Basic	370	36%	242	35%	1421	36%
Below Basic	175	17%	103	15%	538	14%
Far Below Basic	76	7%	46	7%	266	7%
<b>2007-2008 CST-Mathematics</b>						
Advanced	175	17%	137	20%	616	16%
Proficient	311	30%	219	32%	1153	29%
Basic	272	26%	169	25%	1180	30%
Below Basic	217	21%	133	19%	763	19%
Far Below Basic	52	5%	26	4%	215	5%

*CST Improvement – Frequent Participants*

In addition to documenting how frequent participants performed academically in 2007-2008, additional analysis was also performed comparing the performance of participants who were frequent participants for the past two years. There were 434 frequent participants and 1,514 non-participants who had both 2006-2007 and 2007-2008 CST information.

Based on students’ 2006-2007 performance level, the percentages of students who gained at least one CST level are reported on Figure 3.11 for ELA and on Figure 3.12 for mathematics. These results provide insights on whether these frequent participants improved their performance by moving from far below basic, below basic, basic, and proficient to a higher level in 2007-2008. Across all performance levels, 26% of frequent participants gained at least one CST level in ELA regardless of their performance level in 2007-2008, 3% fewer than non-participants. However, the percentage of frequent participants who were the lowest performing students (FBB) gained more than non-participants (65% vs. 59%).

**Figure 3.11: Percentages of students who gained at least one CST level in ELA from 2006-2007 to 2007-2008**



**Figure 3.12: Percentages of students who gained at least one CST level in mathematics from 2006-2007 to 2007-2008**

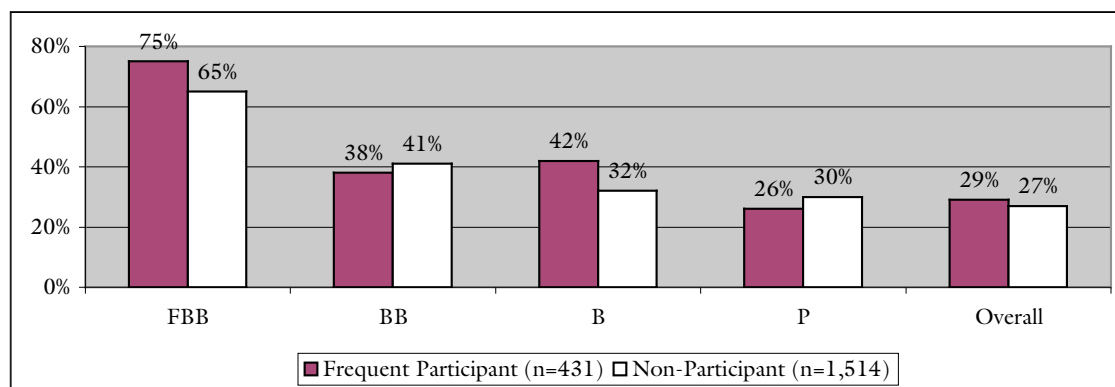


Figure 3.12 presents the results on mathematics. Across all performance levels, the percentage of non-participants who gained at least one CST level in mathematics (27%) was 2% lower than the percentage found for frequent participants (29%).

## Cohort Analysis

To examine the effect of RFTS participation over time, participants were examined demographically and academically by their years of program membership and participation. The achievement measures analyzed were students’ 2007-2008 CST ELA and mathematics test results, along with their school day attendance. Students were divided into the following three groups:

- Program participants for 2 years, 2006-2007 and 2007-2008 (n=521)
- Program participants for 1 year, 2007-2008 (n=387)
- Non-participants (n=2,907)

Table 3.13 presents the demographic composition for the above three groups of students. The demographic composition shows similarity between the groups. Non-participants had the highest percentage of EL (24%). Two-year participants had the highest percentage of students of low socio-economic status (68%). Two-year participants had a slightly higher number of Hispanic participants, compared to both one year and non-participants. Additionally, two-year participants had the highest school attendance rate (97%).

**Table 3.13: Student demographic composition and school attendance, 2007-2008**

	RFTS Participants		Non-participants (N=2,907)
	Two years (N=521)	One year (N=387)	
<b>Ethnicity</b>			
Hispanic	92%	91%	91%
African American	1%	1%	1%
White	6%	6%	6%
Other	1%	2%	2%
<b>EL</b>			
Yes	19%	20%	24%
No	81%	80%	76%
<b>NSLP</b>			
Yes	68%	66%	63%
No	32%	34%	37%
<b>School Attendance</b>	97%	94%	92%

Figure 3.14 illustrates students’ 2007-2008 regular school day attendance. Results are summarized as follow:

- Two-year participants had the highest attendance on average, 175 days.
- One-year participants had the second highest school attendance average, 169 days.
- Non-participants had the lowest attendance average, 166 days.

Figure 3.14: Regular school day attendance for one and two year program participants and non-participants, 2007-2008

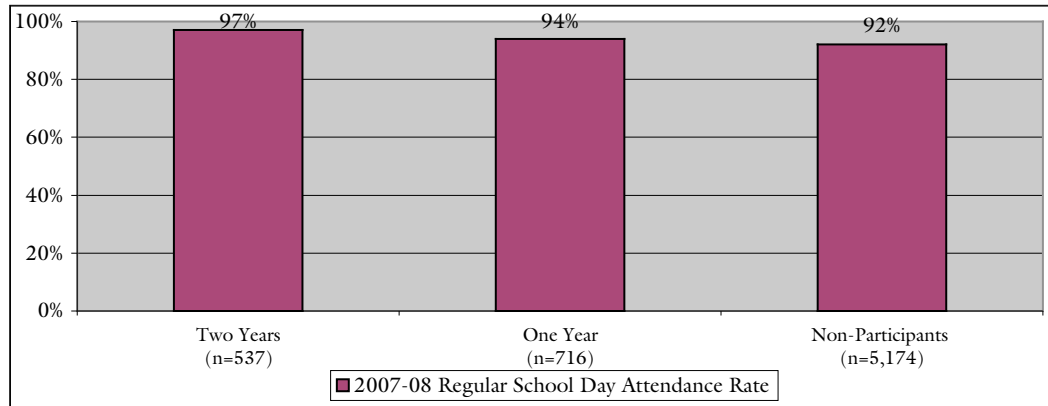


Table 3.15 illustrates the CST performance results for one-year and two-year program participants, and non-participants. Comparing students' 2007-2008 ELA results across groups, it was found that:

- Among two-year participants, 6% scored far below basic, 17% scored below basic, 35% scored basic, and 43% scored proficient or advanced.
- Among one-year participants, 9% scored far below basic, 17% scored below basic, 37% scored basic, and 38% scored proficient or advanced.
- Among non-participants, 7% scored far below basic, 14% scored below basic, 36% scored basic, and 43% scored proficient or advanced.

For students' 2007-2008 mathematics results, it was found that:

- Among two-year participants, 2% scored far below basic, 19% scored below basic, 26% scored basic, and 53% scored proficient or advanced.
- Among one-year participants, 8% scored far below basic, 26% scored below basic, 27% scored basic, and 42% scored proficient or advanced.
- Among non-participants, 5% scored far below basic, 19% scored below basic, 30% scored basic, and 45% scored proficient or advanced.

Table 3.15: CST performance for one and two year program participants and non-participants, 2007-2008

2007-2008 CST ELA	Two Years		One Year		Non-Participants	
	N	%	N	%	N	%
Advanced	61	13%	52	10%	560	14%
Proficient	145	30%	153	28%	1162	29%
Basic	171	35%	199	37%	1421	36%
Below Basic	82	17%	93	17%	538	14%
Far Below Basic	28	6%	48	9%	266	7%
<b>2007-2008 CST Mathematics</b>						
Advanced	100	21%	75	14%	616	16%
Proficient	157	32%	154	28%	1153	29%
Basic	125	26%	147	27%	1180	30%
Below Basic	93	19%	124	26%	763	19%
Far Below Basic	10	2%	42	8%	215	5%

In summary, two-year participants attended school more days than one-year and non-participants in 2007-2008. Examining students by their CST performance levels in 2007-2008, no benefit of multiple years of participation was found in ELA. However, in mathematics, an 8% difference was seen with the advantage for two-year participants compared to non-participants among those who scored proficient or advanced.

### Achievement Outcomes on Matched Samples

This section presents the additional analysis results on frequent participants and their matched non-participants. First, the section describes the matching parameters and how students compared to one another on various demographic variables and achievement measures in 2006-2007. The latter section presents students’ 2007-2008 performance results in CST ELA and mathematics for frequent participants and their matched non-participants.

#### *Matching Students*

All RFTS participating students were elementary students, and students in K-1 do not take CST. Thus, students included in the study were those who: (1) were enrolled in grades 2-6 in 2006-2007, (2) continued to be enrolled in the district in 2007-2008, and (3) had both 2006-2007 and 2007-2008 CST test data. Using the 2006-2007 student data, non-participants were matched for frequent participants, demographically and academically in the following order:

- Grade level
- Ethnicity
- EL status
- CST ELA proficiency level
- CST mathematics proficiency level



Because participants and non-participants were also matched based on their ethnicity and ELL status, students with missing information on these two variables were excluded from matching. After matching frequent participants and non-participants on the above variables, the matched sample for frequent participants consisted of 568 frequent participants and 568 non-participants.

Table 3.16 provides the comparison results on the aforementioned matching variables. Please note that the grade level information was based on 2007-2008 data. As intended, the frequent and matched non-participants were nearly identical in their demographic profiles and prior achievement levels. Therefore, it was assumed that any differences found between these two groups of students in their 2007-2008 academic achievement data would indicate the impact of one year of RFTS participation on student achievement.

**Table 3.16: Matched sample distribution of students by matching variables, 2007-2008**

	RFTS Matched Sample	
	Frequent Participant (n=568)	Non-Participant (n=568)
<b>Grade</b>		
3 <sup>rd</sup>	27%	27%
4 <sup>th</sup>	25%	25%
5 <sup>th</sup>	24%	24%
6 <sup>th</sup>	24%	24%
<b>Ethnicity</b>		
Hispanic	92%	92%
African American	1%	1%
White	5%	5%
Other	2%	2%
<b>ELL</b>		
Yes	16%	15%
No	84%	85%
<b>2007 CST ELA</b>		
Advanced	10%	9%
Proficient	28%	29%
Basic	35%	35%
Below Basic	21%	21%
Far Below Basic	7%	6%
<b>2007 CST Mathematics</b>		
Advanced	17%	17%
Proficient	30%	29%
Basic	25%	27%
Below Basic	23%	23%
Far Below Basic	4%	5%

*Comparison Results on Matched Sample*

Table 3.17 presents the 2007-2008 CST ELA and mathematics results for frequent participants and their matched non-participants. Forty-one percent of frequent participants scored proficient or advanced in ELA and 52% scored proficient or advanced in mathematics. The matched non-participants had 1% fewer proficient or advanced students on ELA and 3% fewer on mathematics. While the percentage of students who scored below basic and far below basic on mathematics in 2006-2007 was approximately the same for the two groups, frequent participants had a greater percentage of students who scored proficient or advanced on Mathematics in 2007-2008.

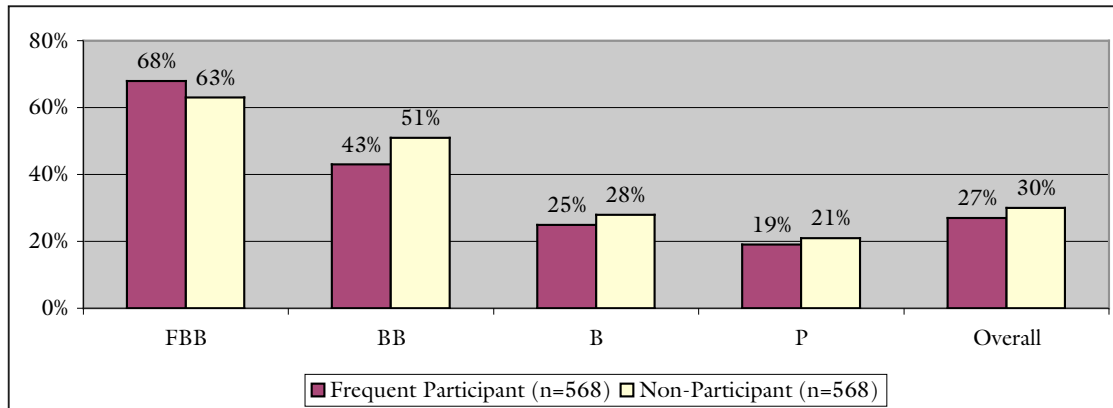
**Table 3.17: Matched sample – Student performance in 2007-2008 CST**

	Frequent Participant (n=568)	Non-Participant (n=568)
<b>2008 CST ELA</b>		
Advanced	11%	13%
Proficient	30%	27%
Basic	37%	40%
Below Basic	16%	13%
Far Below Basic	6%	7%
<b>2008 CST Mathematics</b>		
Advanced	19%	18%
Proficient	33%	31%
Basic	24%	27%
Below Basic	22%	20%
Far Below Basic	3%	4%

In addition to examining whether students scored proficient or advanced, it was also of interest to examine how students improved over the past two years across all performance levels. Figures 3.18 and 3.19 provide the overall results and detailed results by student demographic characteristics are provided in Appendix C. The overall ELA results can be summarized as follow:

- Twenty-seven percent of the frequent participants improved their ELA performance by at least one level, compared to 30% of non-participants.
- Five percent more of frequent participants (68%) who scored far below basic improved, compared to non-participants (63%).
- The greatest difference (8%) was seen between frequent participants scoring below basic (43%), compared to 51% of non-participants.

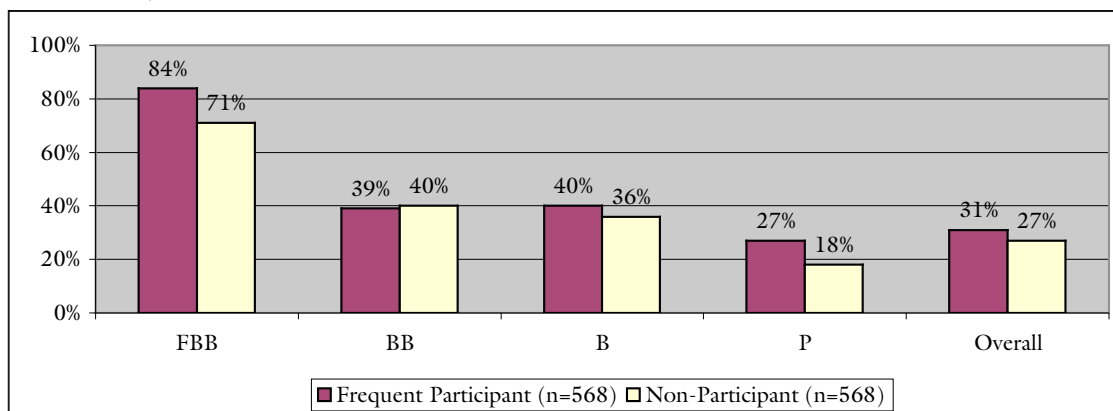
Figure 3.18: Matched sample – Percent of students who improved at least one level in ELA, 2007-2008



The overall mathematics results are summarized below:

- Thirty-one percent of the frequent participants improved their mathematics performance by at least one level, compared to 27% of their matched non-participants.
- Eighty-four percent of frequent participants who scored far below basic in 2006-2007 mathematics improved their performance by at least one level, compared to their 2007-2008 performance. This was 13% greater than the matched non-participants group.
- Forty percent of frequent participants who scored basic in 2006-2007 mathematics improved by at least one level, compared to the 36% of matched non-participants. Frequent participants also experienced a greater gain among those scoring proficient, when compared to matched non-participants (27% vs. 18%).

Figure 3.19: Matched sample – Percent of students who improved at least one level in mathematics, 2007-2008



## Summary

A total of 1,347 students participated in the RFTS after-school program in 2007-2008. Based on the 2007-2008 student outcome data, a RFTS participant was most likely to be Hispanic, qualify for the National School Lunch program, and be proficient in English.

### *2007-2008 Participant Demographics*

- The 2007-2008 RFTS participants averaged 112 days of program attendance.
- The demographic composition of all participants was 92% Hispanic, 19% EL, and 67% of students were of low socio-economic status. The demographic composition of non-participants was similar in terms of ethnicity: 91% Hispanic, 24% EL, and 63% low socio-economic status.
- The demographic composition of frequent participants was 92% Hispanic, 19% EL, and 63% of students of low socio-economic status.

### *2007-2008 Participants Program and School Attendance*

- African Americans attended the program most frequently (118 days). Hispanic participants had the second highest average number of attending days (116 days). This was greater than White participants (112 days), and more than participants identified as “Other” (122 days).
- Participants of low socio-economic status were less likely to be frequent participants and attended the program 12 fewer days than their counterparts.
- Frequent participants attended school two more days than non-participants (175 days vs. 173 days).
- A significant benefit to regular school day attendance was found among students who participated in RFTS for two consecutive years (2006-2007 and 2007-2008). Two-year participants, attended school six more days than the one-year participants, and nine more days than non-participants.

### *Frequent Participants Achievement Outcomes*

- Frequent participants attended the program 97% of the time (175 days).
- Forty-four percent of frequent participants scored proficient or advanced in ELA, compared to 43% of non-participants.
- Fifty-two percent of frequent participants scored proficient or advanced in mathematics, compared to 45% of non-participants.
- Across all performance levels, 26% of frequent participants gained at least one CST level in ELA regardless of their performance level in 2007-2008, 3% fewer than non-participants.
- Among students scoring far below basic in mathematics, 75% of frequent participants gained at least one CST level, compared to 65% of non-participants. Similar gains were also seen among students scoring basic, with 42% of frequent participants improving, compared to 32% of non-participants.

### *Cohort Analysis*

Examining students' CST performance levels in 2007-2008, two-year participants attended school more days than one-year and non-participants. Examining students by their CST performance levels in 2007-2008, no benefit of multiple years of participation was found in ELA. However, in mathematics, an 8% difference was seen with the advantage for two-year participants compared to non-participants among those who scored proficient or advanced.

### *Matched Sample Analysis*

For frequent participants with both 2006-2007 and 2007-2008 CST data and demographic characteristics information, a compatible group of non-participants were matched to frequent participants demographically and academically. As intended, the frequent participants and the matched non-participants were nearly identical in their demographic profiles and 2006-2007 achievement levels. Therefore, it was assumed that any differences found between these two groups of students in their 2007-2008 academic achievement data would indicate the impact of one year of RFTS participation on student achievement. The following has the summary of results:

- Overall, 27% of frequent participants improved their ELA performance by at least one level, compared to 30% of their matched non-participants.
- In ELA, 5% more of frequent participants (68%) who scored far below basic improved, compared to non-participants (63%).
- Thirty-one percent of the frequent participants improved their mathematics performance by at least one level, compared to 27% of their matched non-participants improved.
- Eighty-four percent of frequent participants who scored far below basic in 2006-2007 mathematics improved their performance by at least one level, compared to their 2007-2008 performance. This was 13% greater than the matched non-participants group.

## Section IV: Recommendations

Based on findings from the qualitative evaluation, we recommend the following for the improvement of the RFTS operation:

- **Incorporate use of assessment data to better target student needs.** Since program inception, student data from the regular school day has not been utilized. Although the academic intervention piece of the program was removed in 2004-2005 and instead developed and managed by each school, there may be a need for program staff to understand each individual student's abilities and needs for homework support. If a primary goal of RFTS is to improve the academic performance of participants, then using assessment data to target student strengths and weaknesses is an important step.
- **Ensure high-quality enrichment and homework support through more training and the use of volunteer tutors at all sites.** Each year of program implementation has brought more extensive training at the beginning of the school year. Ongoing training for program staff, however, continues to be minimal. Additionally, a greater effort needs to be made to recruit and maintain volunteer tutors from local high schools/colleges for all RFTS sites.

Based on the student outcome findings, this report recommends the following:

- RFTS participants were more likely to attend school on a regular basis than non-participants. Based on these findings, it is recommended that WCSD publicize these findings and investigate whether it is appropriate to incorporate students with poor attendance into the RFTS program.
- Data indicated that participation in RFTS is most beneficial for students in the lowest proficiency level (far below basic) in mathematics. Since students are not referred for after-school participation based on achievement in mathematics, WCSD should consider the student placement criteria to ensure that students in this performance category are prioritized for after-school involvement.
- Place a greater emphasis on students achieving at below basic and basic levels on CST ELA. Among those scoring far below basic, data indicated that RFTS participants outperformed non-participants in gaining a CST level in ELA. However, RFTS participants were outperformed by non-participants in below basic, basic, and proficient levels on CST ELA.

## **Appendix A**

## **Appendix A.**

### **Whittier City Reach For The Stars After-school Evaluation Site Facilitator Interview Guide**

#### **Introduction**

Hello, my name is \_\_\_\_\_ and I work for Public *Works*, Inc. As you may be aware, Public *Works*, Inc. was selected as the outside evaluator for the Whittier City School District Reach for the Stars After-school Program. Public *Works*, Inc. is a non-profit educational consulting firm located in Pasadena.

As a component of the evaluation, we are conducting brief phone interviews with the Site Facilitator at every after-school site. Because the questions were developed around the need to gather descriptive information about the after-school programs, there are no right or wrong answers. Please answer the questions to the best of your ability.

Before we get started, do you have any questions?

#### **Program Management**

##### *Program Structure*

1. How is the daily RFTS schedule structured?
2. What is the role of Group Leaders in the program? How are Group Leaders connected to RFTS? (Instructional aides from the district? Staff from program partners?) What is the ratio of students to Group Leaders?
3. How are students organized into groups? (by Grade level? Combined grades?)
4. Based on your observations, what concerns about the program do you have?
5. What do you like best about your program?

#### **Academic Intervention and Support**

1. Please describe your homework assistance hour. What is the instructor to student ratio on average? Are all students required to participate?
2. Is school day assessment information used in the after-school program? If so, how are they used?



## **Enrichment, Extracurricular, and Social Development Activities**

### *Programming Choices*

1. How do students and parents select the various enrichment and extracurricular offerings after-school?
2. What kinds of extracurricular and enrichment activities are most popular among parents and students? Why?
3. How is technology education provided in the program?

### *Non-Academic Foci of the Program*

4. How does the after-school program deter children from gang involvement? Substance abuse?
5. How have students responded to the physical education program? Are staff trained in leading physical education activities?

## **School Linkages**

1. How often do you meet/communicate (formally and informally) with the principal?
2. How are curriculum/ activities in the program linked to curriculum/activities occurring during the school day?
3. To what extent is the overall school staff aware of the after-school program's goals and objectives? Are there ways (formal and informal) that teachers support or provide feedback on the program?

## **Parent Involvement**

1. How is program information (schedule, students' performance, behavior, etc) disseminated to parents?
2. Have parents mentioned any particular concerns or issues related to the after-school program? How and when do parents communicate their concerns?
3. Does your program provide parents with access to community resources/referrals (e.g., job counseling, health and human services, etc.)?

If yes: What is the process for making referrals to mental and physical health agencies for students in the after-school program?

**Safety**

1. Please describe any safety issues specific to the after-school program. For example, campus access, lighting, school facilities use, coordinating student transportation, etc.
2. How effective are your current check-in and check-out procedures? How might they be improved?
3. How are students monitored for safety during the program? (Accompanied by Group Leader? Buddy system?) Do students respect program procedures?
4. Has anyone (staff, parent, or student) expressed a concern about safety? Please describe.

## **Whittier City Reach For The Stars After-school Evaluation Program Coordinator Interview Guide**

### **Program Management**

#### *Program Structure*

1. How is a typical daily RFTS schedule structured?
2. What is the role of Group Leaders in each program? How are Group Leaders connected to RFTS? (Instructional aides from the district? Staff from program partners?) What is the ratio of students to Group Leaders?
3. How are students typically organized into groups? (by Grade level? Combined grades?)
4. Based on your observations, what concerns about the program do you have? Time management? Student discipline/behavior?

### **Academic Intervention and Support**

1. What is the intervention program at each site? What curriculum is used? Who is participating?
2. How are curriculum standards in the areas of literacy and mathematics included in the after-school program? To what extent is the after-school program reinforcing State standards in English/Language arts? Mathematics?

### **Enrichment, Extracurricular, and Social Development Activities**

1. Are academic standards embedded in the enrichment/extracurricular activities offered after-school (e.g., Lego Bricklab and Kidz Lit)? Describe how academic standards are embedded.
2. What is each program doing to improve physical fitness of students?

### **School Linkages**

1. How many program staff at each site also work for the district during the school day? How many just work in the after-school program?
2. Do teachers refer or recommend students for participation in the after-school program? (If yes, please describe the referral process and the criteria used to identify students for participation.)
3. What types of functions/events at the school (e.g., professional development, parent education/outreach, IEPs, etc.) should after-school staff be involved in?

**Parent Involvement**

1. What types of parent education workshops or trainings are offered at each site?

**Community Involvement**

1. What process is used to select community partners serving in the after-school program? What roles do they serve?
2. What roles are community partners/organizations playing in RFTS? Are any partnerships or networks with local public and private health and social service providers are in place?
3. Which partners are most effective and why? Is there a procedure for giving feedback to the partners?
4. Are there any parent and/or community volunteers serving in your program? If yes, please describe their roles and responsibilities.

**Safety**

1. Has there been coordination on the development of an emergency plan specific to the after-school program? If so, describe.

**Additional Questions**

1. Tell us about Friday Night Live, the partners involved, and how it connect to the goals of the after-school program.
2. How did you add sites? What are the funding streams? What ends, what continues next year?
3. Can you tell me about the two new middle school programs?

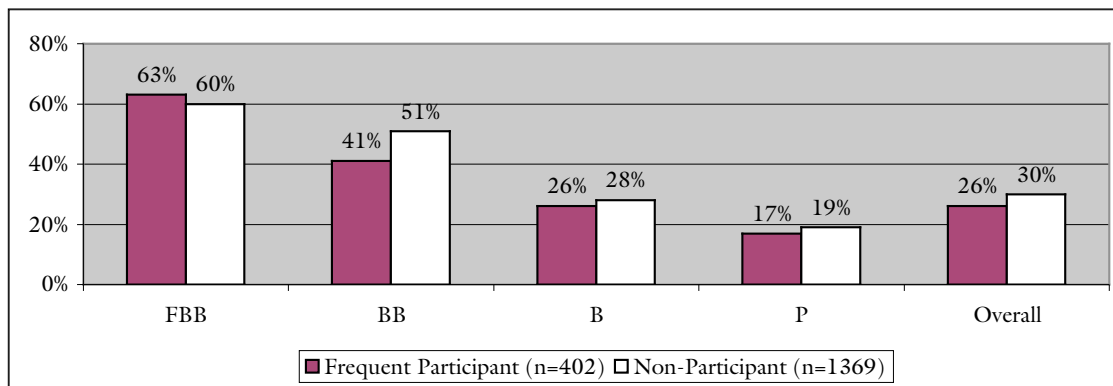
**Appendix B**

## Appendix B. Student Achievement Outcomes by Demographics

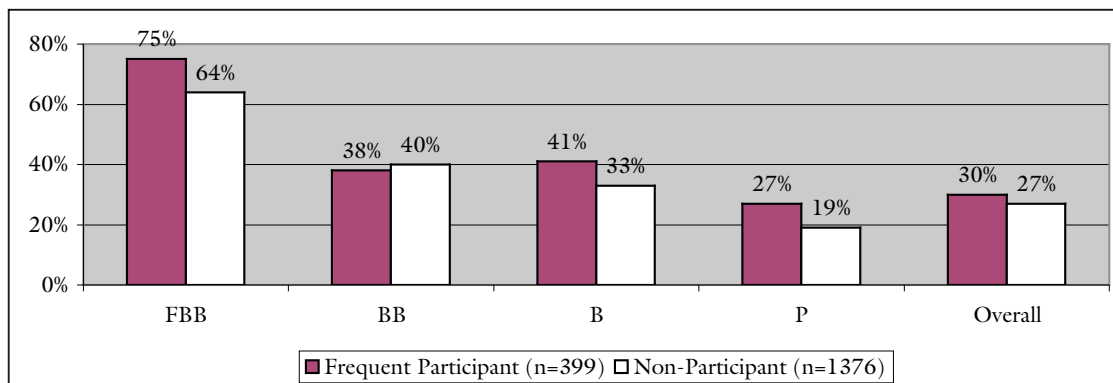
The detailed student achievement outcome results by student demographic variables are reported here. Figures B.1 and B.2 provide the ELA and mathematics performance increases for Hispanic frequent and Hispanic non-participants. Among Hispanic frequent participants, the following results were found:

- Across all levels in ELA, 26% of frequent participants gained at least one CST level, compared to 30% of non-participants.
- Across all levels in mathematics, 30% of frequent participants gained at least one CST level, compared to the 27% of non-participants.
- Hispanic frequent participants who scored far below basic in mathematics showed 11% greater improvement than non-participants.

**Figure B.1: Percent of Hispanic students who gained at least one CST level in ELA from 2006-2007 to 2007-2008**



**Figure B.2: Percent of Hispanic students who gained at least one CST level in mathematics from 2006-2007 to 2007-2008**



Figures B.3 and B.4 provide EL students' ELA and mathematics improvement results, respectively.

- In ELA, 32% of EL frequent participants improved and 33% of non-participants improved.

- In mathematics, 38% of EL frequent participants improved and 36% of non-participants improved.
- EL frequent participants who scored far below basic in mathematics showed 20% greater improvement than non-participants.

Figure B.3: Percent of EL students who gained at least one CST level in ELA from 2006-2007 to 2007-2008

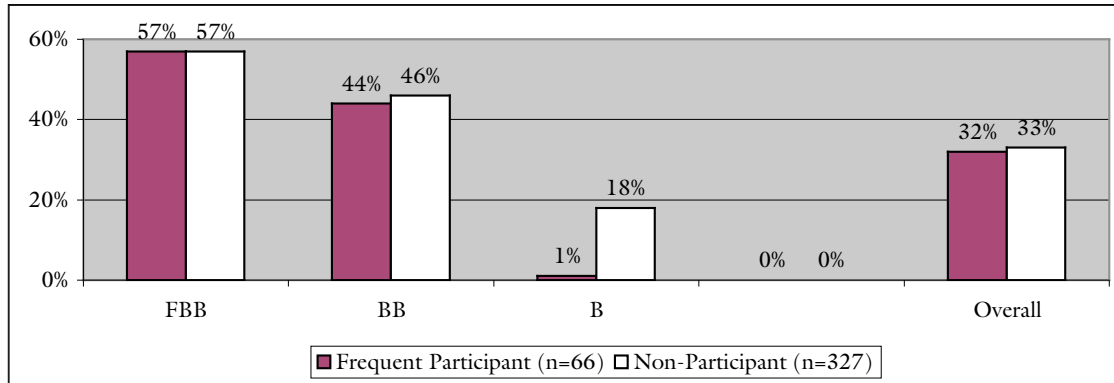
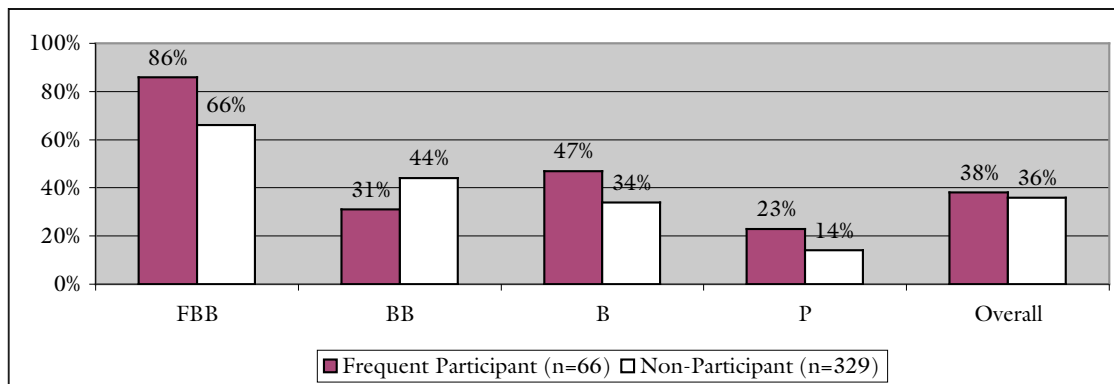


Figure B.4: Percent of EL students who gained at least one CST level in mathematics from 2006-2007 to 2007-2008



Figures B.5 and B.6 have the parallel results for non-EL students. The results are summarized as follow:

- In ELA, 25% of non-EL frequent participants improved and 28% of non-participants improved.
- In mathematics, 28% of non-EL frequent participants improved and 24% of non-participants improved.

Figure B.5: Percent of non-EL students who gained at least one CST level in ELA from 2006-2007 to 2007-2008

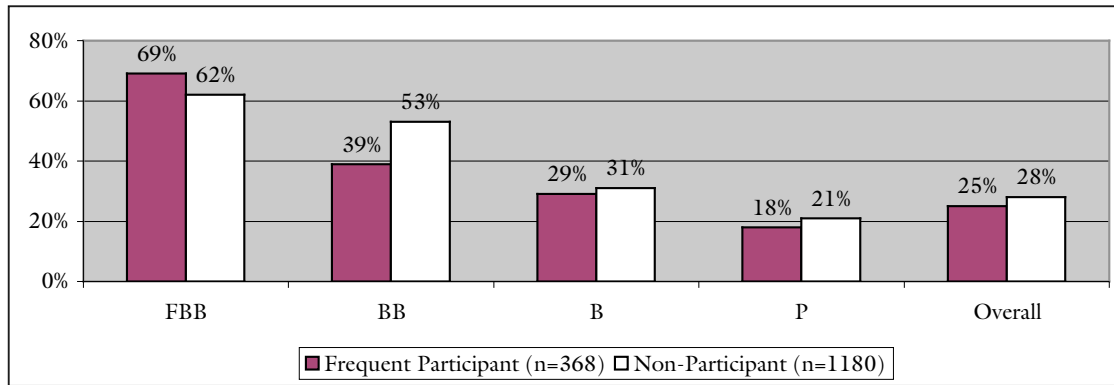
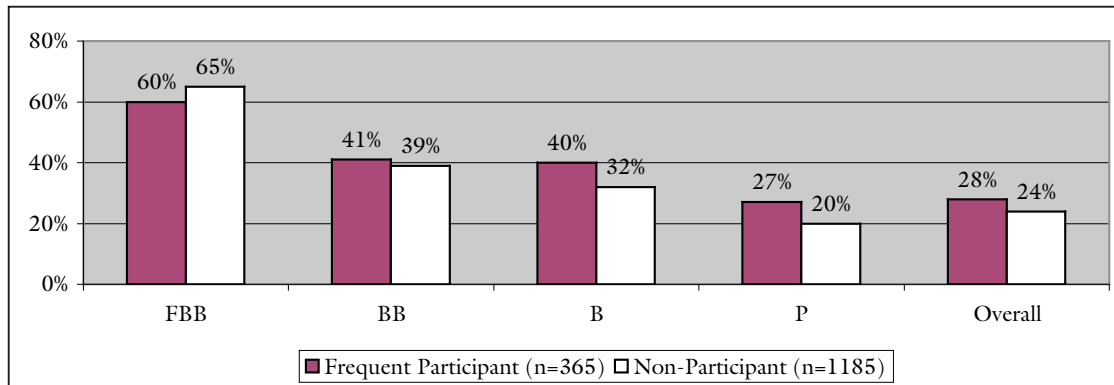


Figure B.6: Percent of non-EL students who gained at least one CST level in mathematics from 2006-2007 to 2007-2008



Figures B.7-B.8 provide the students' ELA and mathematics improvement results by their socio-economic status. It was found that:

- In ELA, 25% of frequent participants who were of low socio-economic status improved and 30% of non-participants improved.
- In mathematics, 30% of frequent participants who were of low socio-economic status improved, compared to 29% of non-participants.



Figure B.7: Percent of low socio-economic status students who gained at least one CST level in ELA from 2006-2007 to 2007-2008

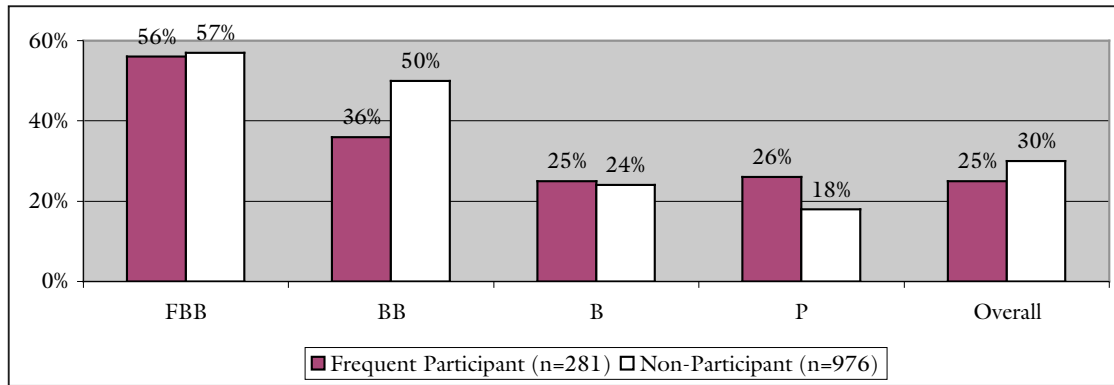
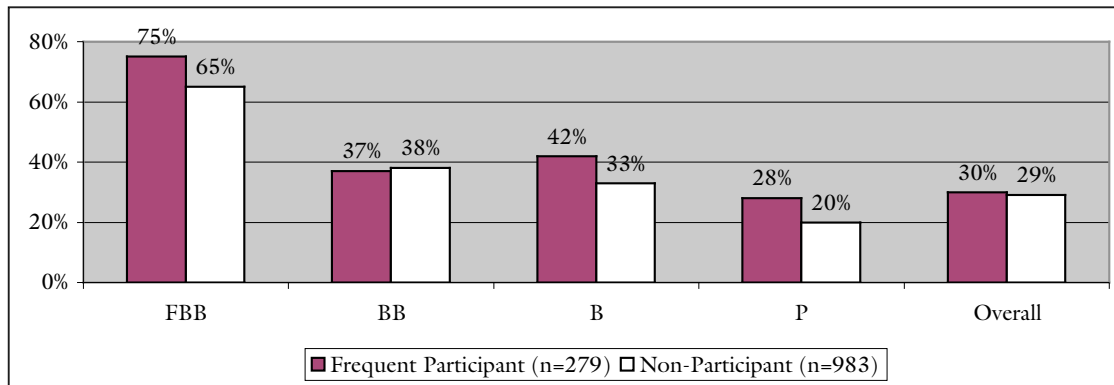


Figure B.8: Percent of low socio-economic status students who gained at least one CST level in mathematics from 2006-2007 to 2007-2008



Figures B.9-B.10 provide students' ELA and mathematics improvement results by their socio-economic status. Results are summarized as follow:

- In ELA, 28% of frequent participants who were not of low socio-economic status improved, the same as non-participants.
- In ELA, 19% more frequent participants who were not of low socio-economic status improved results, compared to non-participants (86% vs. 67%).
- In mathematics, 28% of frequent participants who were not of low socio-economic status improved, and 24% of non-participants improved.

Figure B.9: Percent of non-low socio-economic status students who gained at least one CST level in ELA from 2006-2007 to 2007-2008

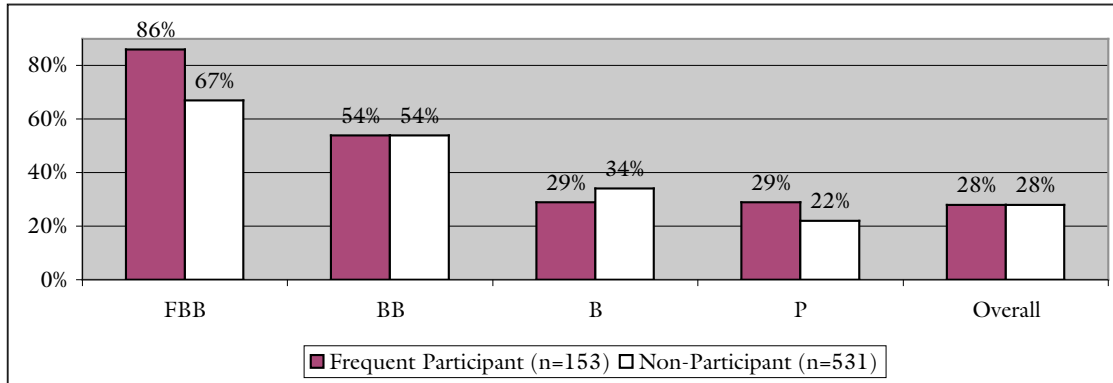
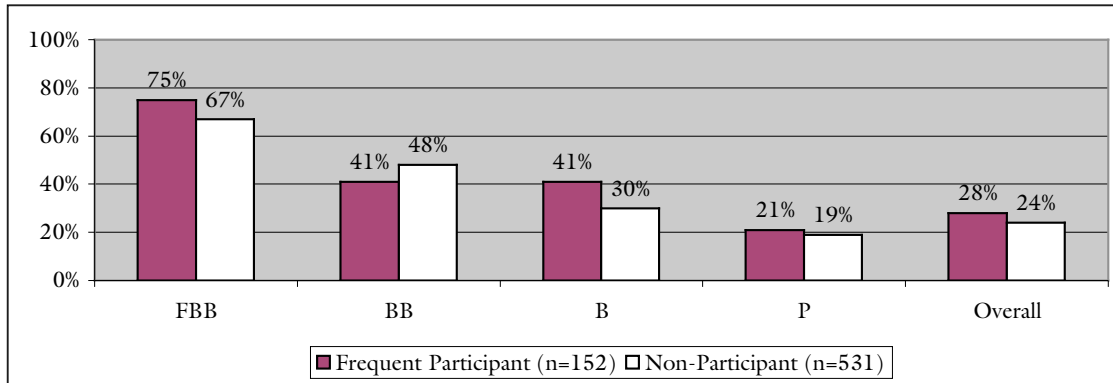


Figure B.10: Percent of non-low socio-economic status students who gained at least one CST level in mathematics from 2006-2007 to 2007-2008



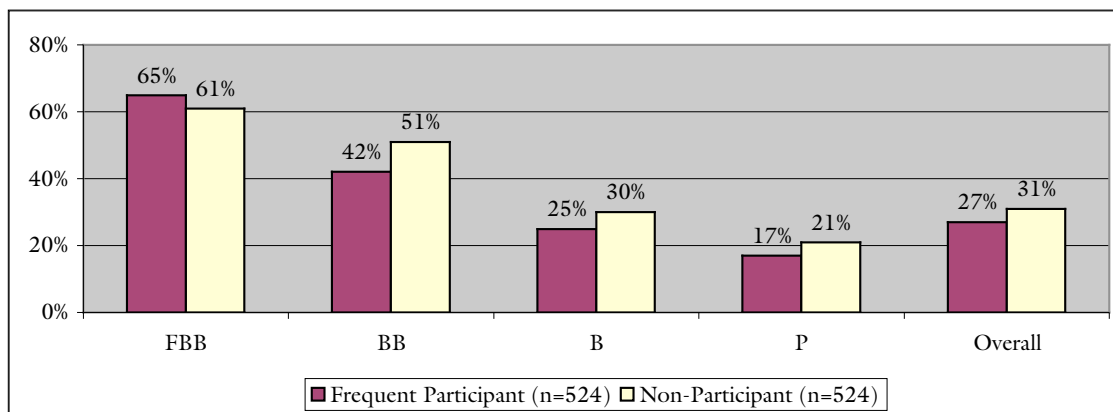
**Appendix C**

### Appendix C. Frequent Matched Sample: Student Achievement Outcomes by Demographics

The achievement outcomes results by demographic variables for frequent participants and their matched non-participants are reported here. Figures C.1 and C.2 summarize Hispanic students’ improvement results by their 2006-2007 performance levels in ELA and mathematics, respectively<sup>10</sup>. The results on Hispanic students are summarized below:

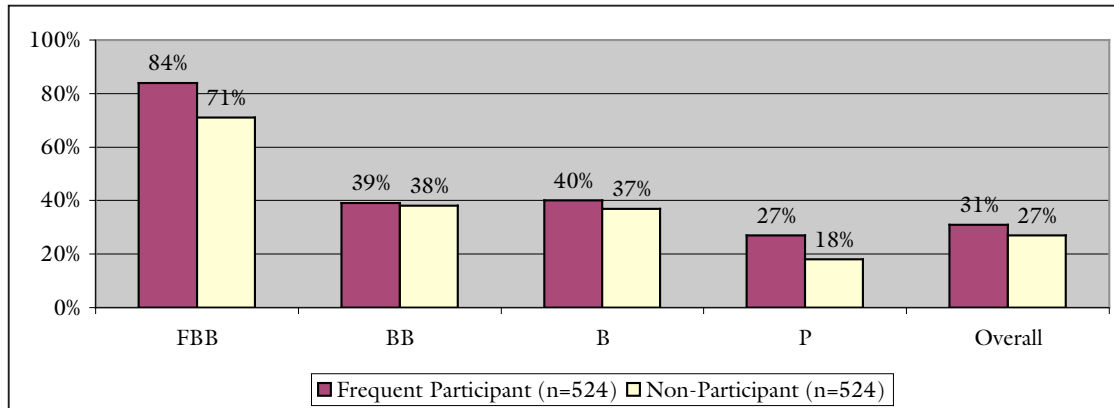
- Overall, 27% of Hispanic frequent participants improved their ELA performance by at least one level, 4% fewer than their matched non-participants.
- Hispanic frequent participants had 4% more students who improved their ELA performance than their matched non-participants, when the students scored far below basic in 2006-2007.
- Overall, 31% of Hispanic frequent participants improved their mathematics performance, compared to the 27% of matched non-participants.
- Eighty-four percent of Hispanic frequent participants who scored far below basic in 2006-2007 mathematics improved their performance by at least one level, compared to their 2007-2008 performance. This was 13% greater than the matched non-participants group.
- Hispanic frequent participants had a higher percentage (9%) of students improve their mathematics performance than their matched non-participants when the students scored proficient in 2006-2007.

**Figure C.1: Matched sample – Percent of Hispanic students who gained at least one level in ELA from 2006-2007 to 2007-2008**



<sup>10</sup> The number of students of other ethnicities is relatively small and is therefore not analyzed in the same detailed way as for Hispanic students.

Figure C.2: Matched sample – Percent of Hispanic students who gained at least one level in mathematics from 2006-2007 to 2007-2008



Figures C.3 and C.4 provide the student improvement results on ELA and mathematics by their EL status. Results indicate the following:

- Overall, EL frequent participants improved 31%, 2% lower than non-participants.
- EL frequent participants who scored far below basic in 2006-2007 had 19% more students who improved their ELA performance than their matched non-participants.
- Overall, EL frequent participants had greater improvement (9%) than EL non-participants in mathematics.
- EL frequent participants who scored far below basic had a significantly higher percentage of students who improved their mathematics performance than their matched non-participants (91% and 63% respectively).
- EL frequent participants who scored basic in 2006-2007 had 11% more students who improved their mathematics performance than their matched non-participants.

Figure C.3: Matched sample – Percent of EL students who improved at least one level in ELA from 2006-2007 to 2007-2008

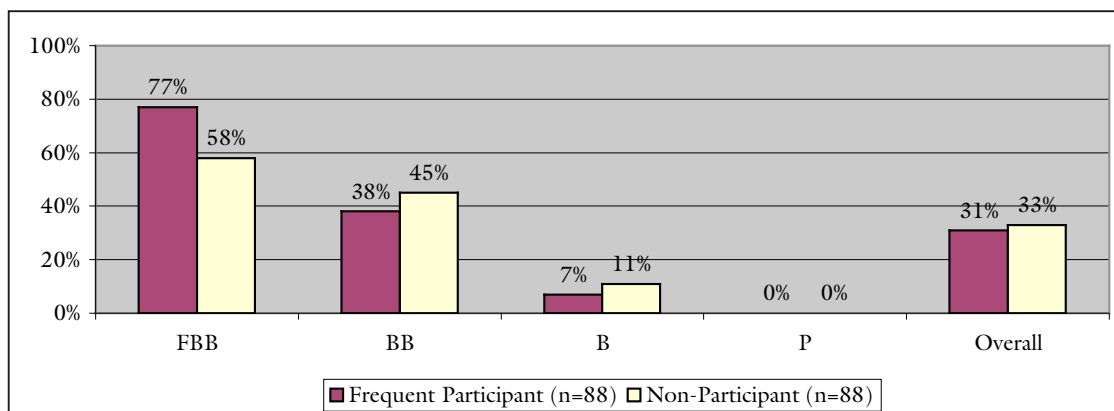
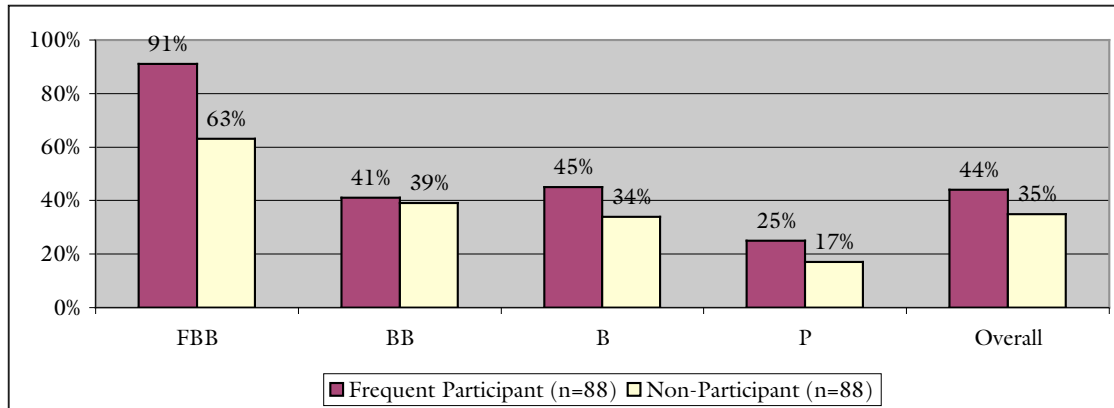


Figure C.4: Matched sample – Percent of EL students who improved at least one level in mathematics from 2006-2007 to 2007-2008



Figures C.5 and C.6 illustrate the corresponding results for non-EL students in both ELA and mathematics. Results for the two groups are illustrated below:

- Overall, 26% of non-EL frequent participants improved in ELA, 4% lower than their matched non-participants.
- In ELA, non-EL frequent participants showed less improvement in all categories of performance.
- Overall, 28% of non-EL frequent participants improved in mathematics, compared to 26% of their matched non-participants.
- Non-EL frequent participants who scored far below basic had 4% more students who improved their mathematics performance than their matched non-participants.
- Non-EL frequent participants also outperformed matched non-participants who scored proficient in mathematics. The difference between the two groups was 9%.

Figure C.5: Matched sample – Percent of non-EL students who improved at least one level in ELA from 2006-2007 to 2007-2008

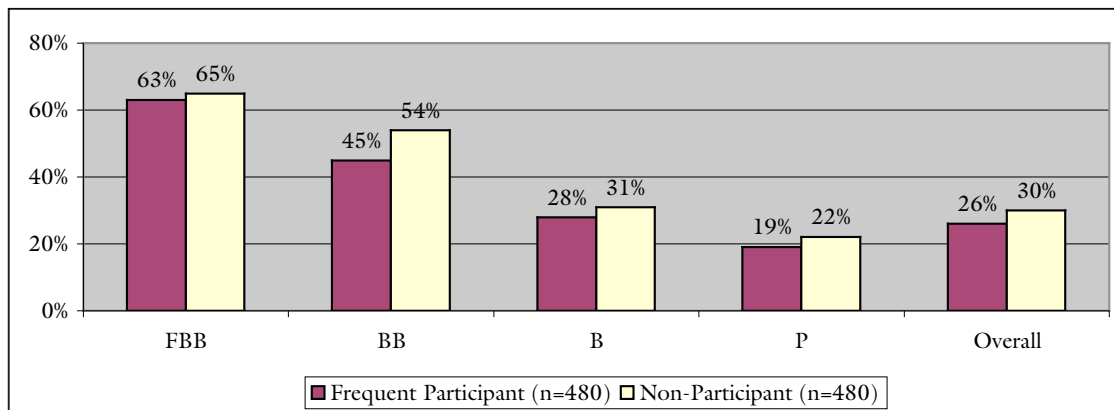
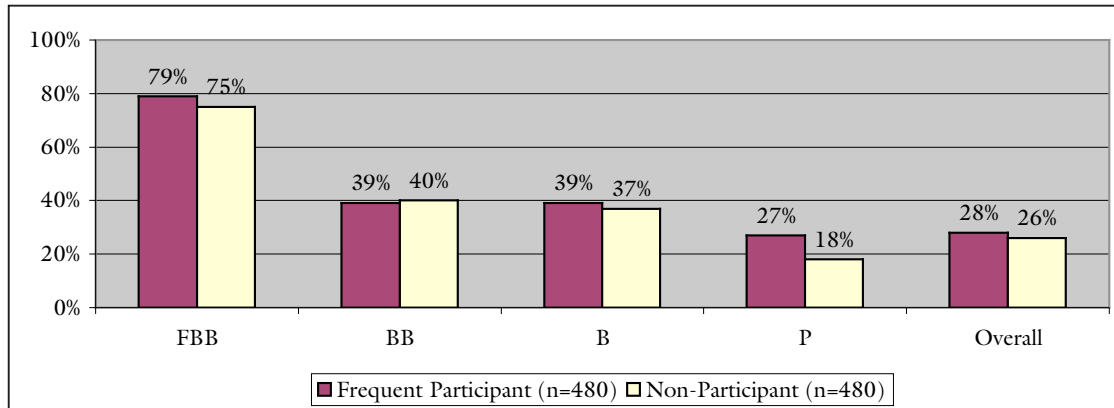


Figure C.6: Matched sample – Percent of non-EL students who improved at least one level in mathematics from 2006-2007 to 2007-2008



Figures C.7 and C.8 provide the student improvement results by socio-economic status, in ELA and mathematics, respectively. Results indicate the following:

- In ELA, overall, non-participants who were of low socio-economic status showed greater improvement (2%) than their matched frequent participants.
- Frequent participants who were of low socio-economic status and who scored far below basic in 2006-2007 had 6% more students who improved their ELA performance than their matched non-participants.
- Across all performance levels, frequent participants who were of low socio-economic status had 4% more students who improved their mathematics performance than their matched non-participants.
- Frequent participants who were of low socio-economic status showed significant improvement among those who scored far below basic in mathematics. Compared to their matched non-participants, the difference was 11%.
- Frequent participants who were of low socio-economic status also had greater improvement than non-participants in all other categories of performance in mathematics.

Figure C.7: Matched sample – Percent of low socio-economic status students who improved at least one level in ELA from 2006-2007 to 2007-2008

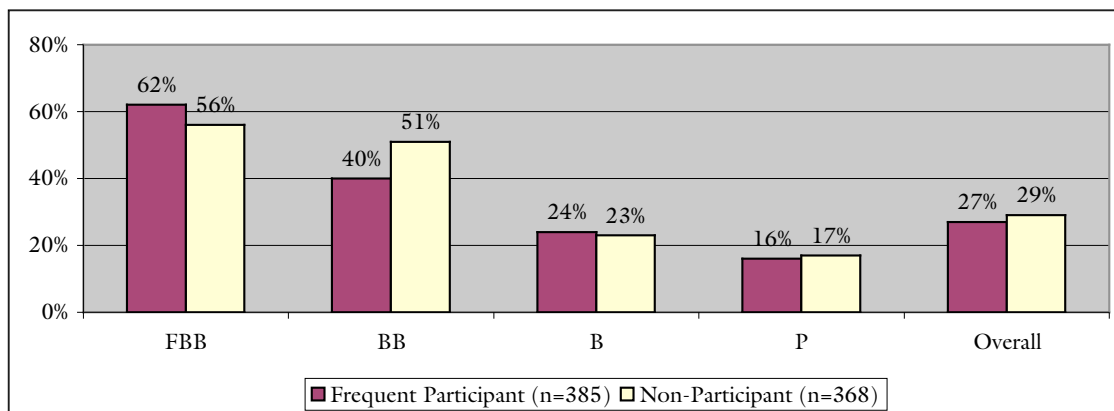
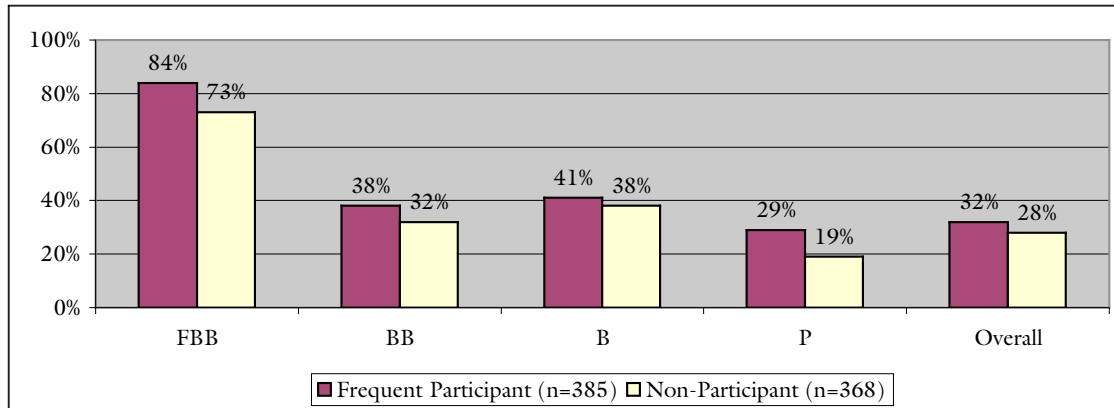


Figure C.8: Matched sample – Percent of low socio-economic status students who improved at least one level in mathematics from 2006-2007 to 2007-2008



Figures C.9 and C.10 provide the improvement results of students who were not of low socio-economic status in ELA and mathematics, respectively. Results indicate the following:

- In ELA, overall, frequent participants who were not of low socio-economic status showed less improvement (28% vs. 33%) than their matched non-participants.
- Frequent participants who were not of low socio-economic status and scored far below basic in ELA showed greater improvement (8%) compared to their matched non-participants.
- In mathematics, overall, frequent and non-participants who were not of low socio-economic status showed the same improvement (27%).
- Eighty-three percent of frequent participants who were not of low socio-economic status improved their performance when scoring far below basic in 2006-2007. This was 16% greater than their matched non-participants.

Figure C.9: Matched sample – Percent of non-low socio-economic status students who improved at least one level in ELA from 2006-2007 to 2007-2008

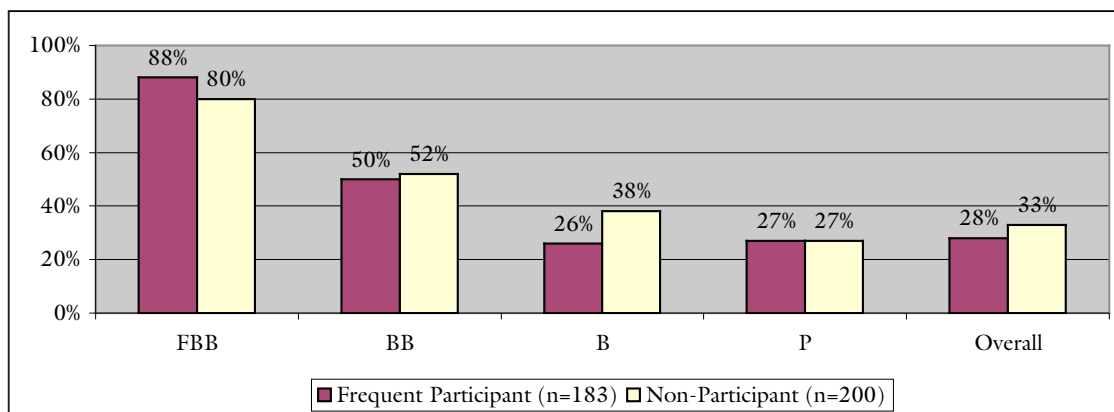




Figure C.10: Matched sample – Percent of non-low socio-economic status students who improved at least one level in mathematics from 2006-2007 to 2007-2008

