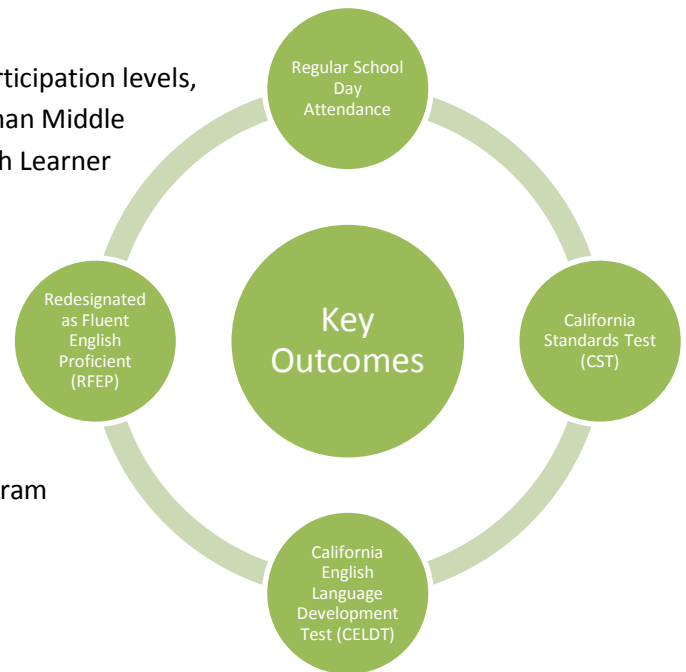




Kerman Middle School

After School Program Report Card for 2013-2014

This report describes the participants, participation levels, and outcomes of the 2013-2014 after school program at Kerman Middle School. Participant data includes the gender, ethnicity, English Learner (EL) status, and grade level of students. Outcomes measured include students' changes in **regular school day attendance** when compared with the previous year, past performance on the English-Language Arts (ELA) and Math portions of the **California Standards Test (CST)**, performance on the **California English Language Development Test (CELDT)**, and percentages of students **Redesignated as Fluent English Proficient (RFEF)**. The relationship between after school program attendance and these key outcomes were examined.



Section 1

Participation Demographics

During the 2013-2014 school year, a total of 266 students participated in the after school program for at least one day. Participation levels are reported and compared by grade level in the next sections of this report.

Section 1.1 – Gender and Ethnicity

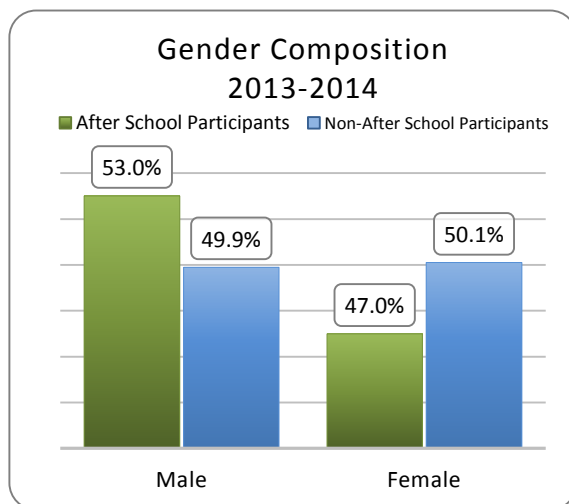


Figure 1

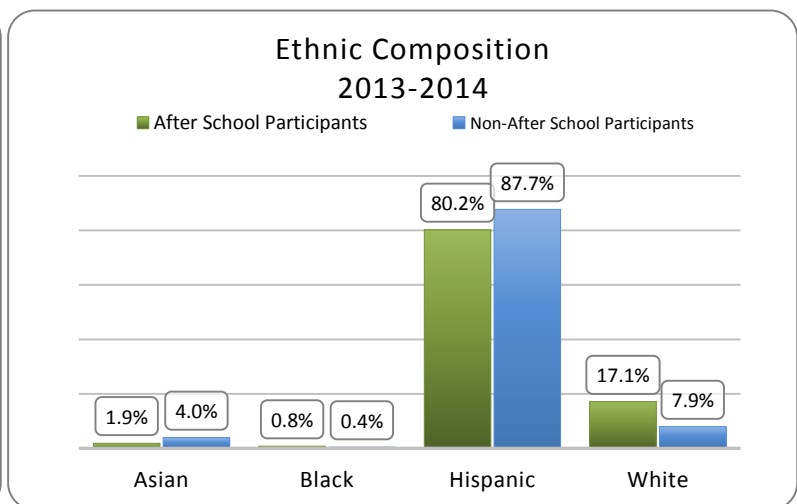


Figure 2

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

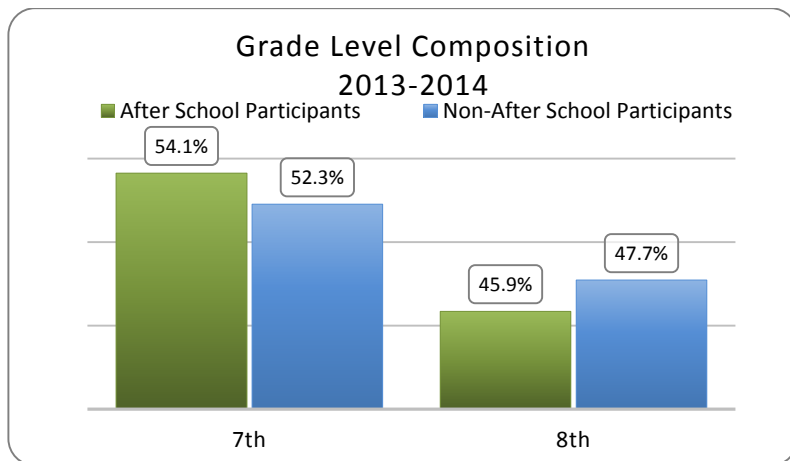


Figure 3

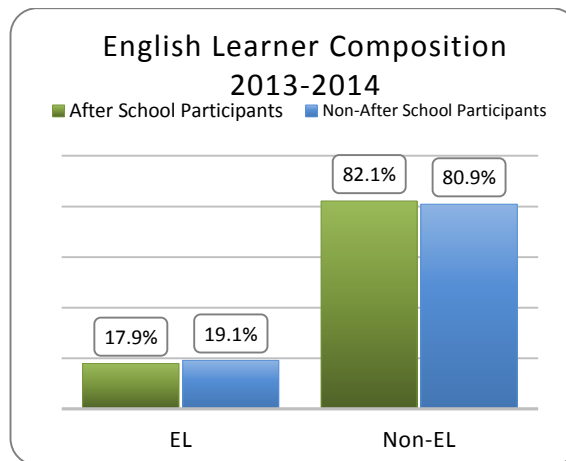


Figure 4

Section 2

After School Program Attendance

Section 2.1 - Program Attendance Categories

For purposes of comparison in this report, students are grouped into four attendance categories (non-attenders, low attenders, medium attenders, and high attenders) based on the number of days they participated in the after school program during the school year¹. Low attenders participated between 1-29 days. Medium attenders participated between 30-59 days. High attenders participated for at least 60 days. These program attendance categories are used in the analysis of measurable outcomes throughout this report.

Student Totals

❖ After School Participants	266
❖ Total Student Population (from CBEDS)	772
❖ After School % of School(s) Population	34.5%

Participant Composition

Gender		EL Status	
❖ Male	141	❖ EL	46
❖ Female	125	❖ Non-EL	211
❖ No Data	0	❖ No Data	9

Grade		Days Attended	
❖ 7 th	144	❖ 1-29	62
❖ 8 th	122	❖ 30-59	81
❖ No Data	0	❖ 60+	123

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

The average after school participant attended the program for 70.7 days. The mean number of days that students attended the after school program is disaggregated by grade level in Figure 5.

The average after school participant attended the program for approximately 3.7 days per week (during the weeks in which they participated at least one day)². The mean number of days per week that students attended the after school program is disaggregated by grade level in Figure 6.

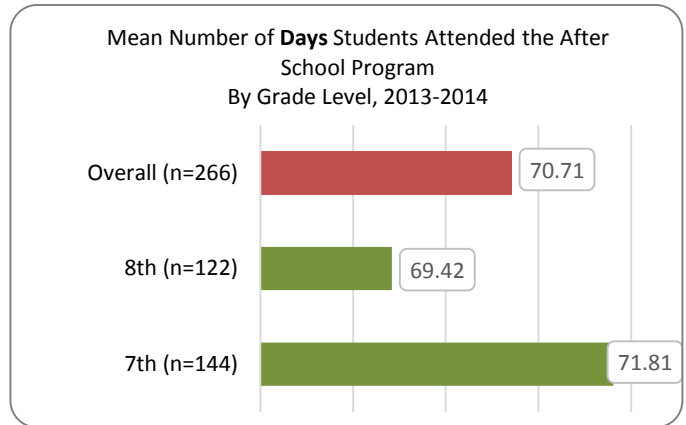


Figure 5

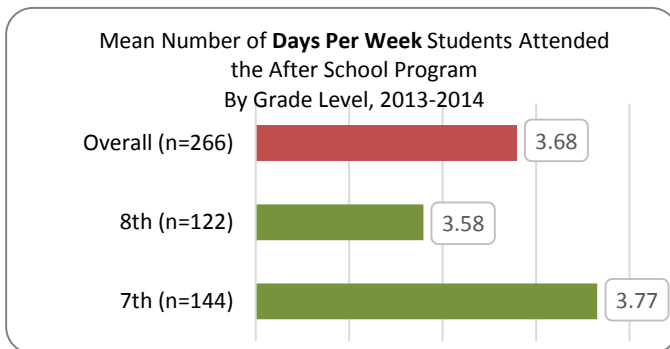


Figure 6

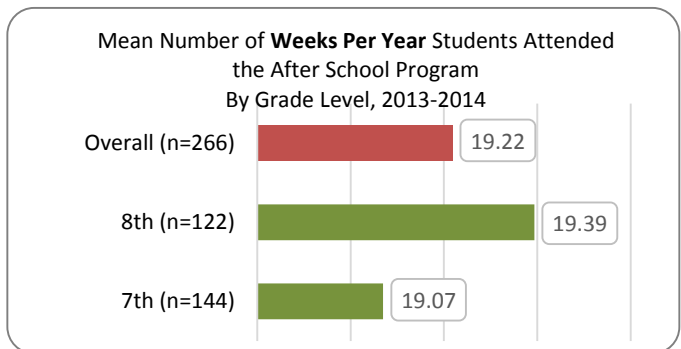


Figure 7

Section 2.3 –After School Program Attendance Trends

Figure 8 shows the percentage of students whose date of intake (e.g. first date of attendance) in 2013-2014 fell in each month of the fiscal year. The average shown below each month is the average number of days each student in the group attended the program for the entire year.

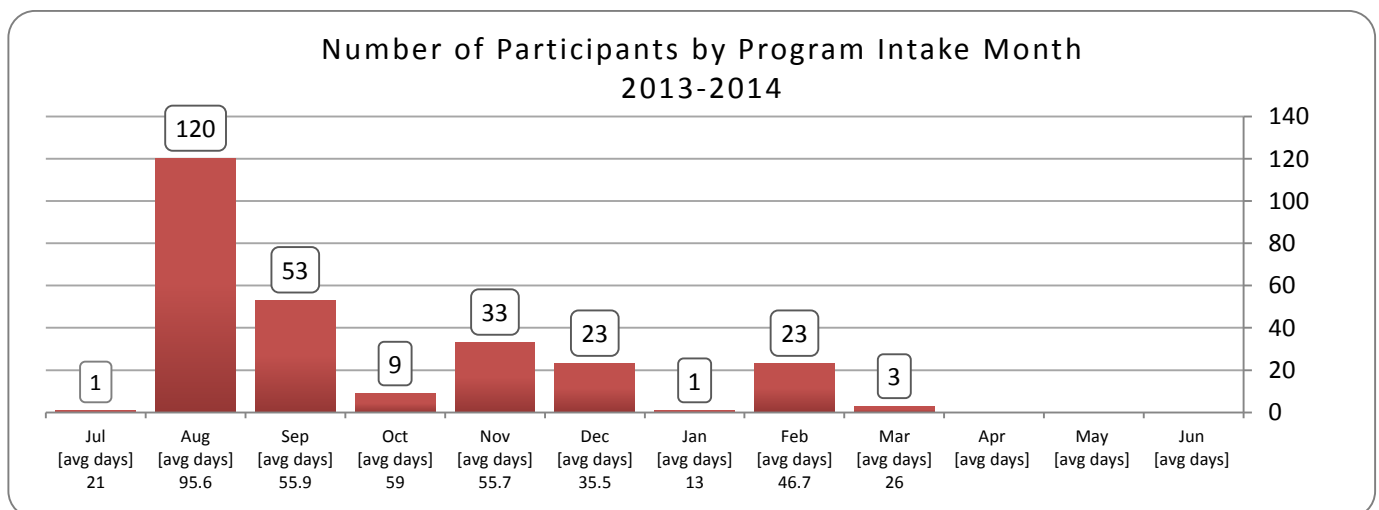


Figure 8

Section 3

Regular School Day Attendance

Section 3.1 – Mean Change in Regular Day Attendance by After School Attendance Category

Figure 9 shows the relationship between change in regular school day attendance and attending the after school program. Changes in attendance from the previous year are shown for each of three attendance categories. Changes represent the difference (+ or -) in the mean number of regular school days after school participants attended in the target year when compared with the previous year³.

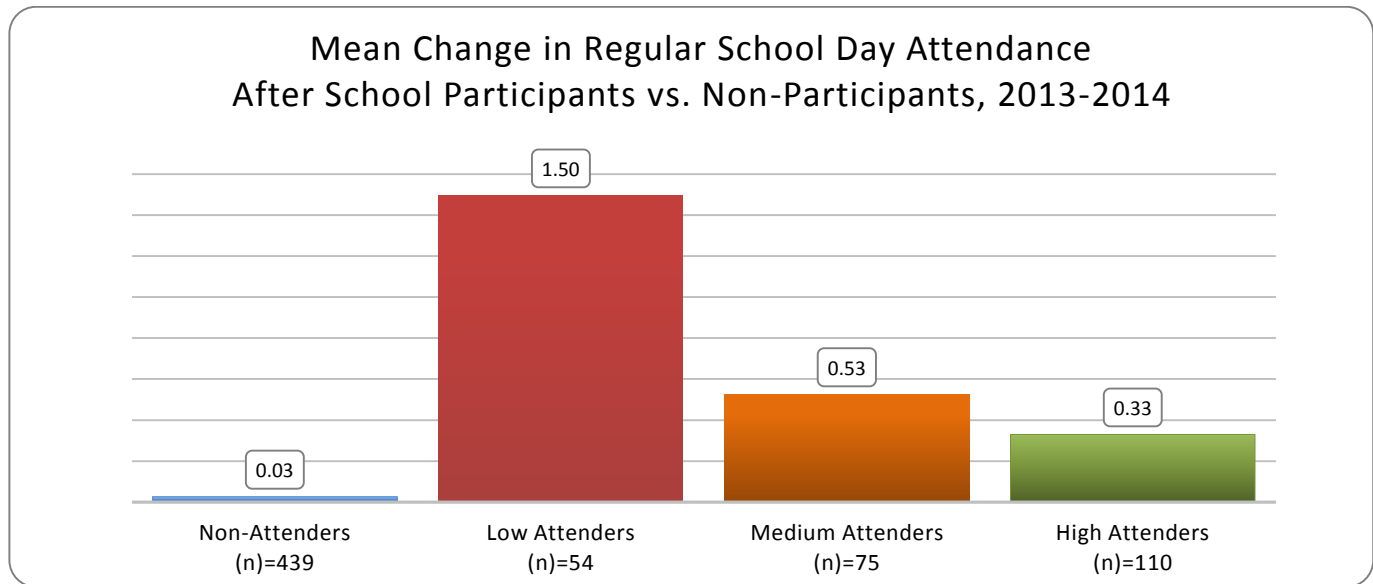


Figure 9



Section 4

Academic Achievement

The relationship between after school program participation and performance on state standardized tests in core subjects was analyzed using the California Standardized Tests in English-Language Arts (ELA) and Math. Typically, percentages of students scoring proficient or advanced on state standardized tests are compared among attendance categories for the current year. Because no state standardized test was given uniformly across California in the spring of 2014, comparisons using the California Standards Tests (CST) are included for the past three years. Students were grouped into attendance categories for each year separately, based upon attendance data from the given year.

Section 4.1 – California Standards Test (CST) Performance in English-Language Arts (ELA)

Figure 10 compares the percentages of students (in all grade levels) scoring proficient or advanced in ELA among non-, low, medium, and high attenders for the past three school years⁴.

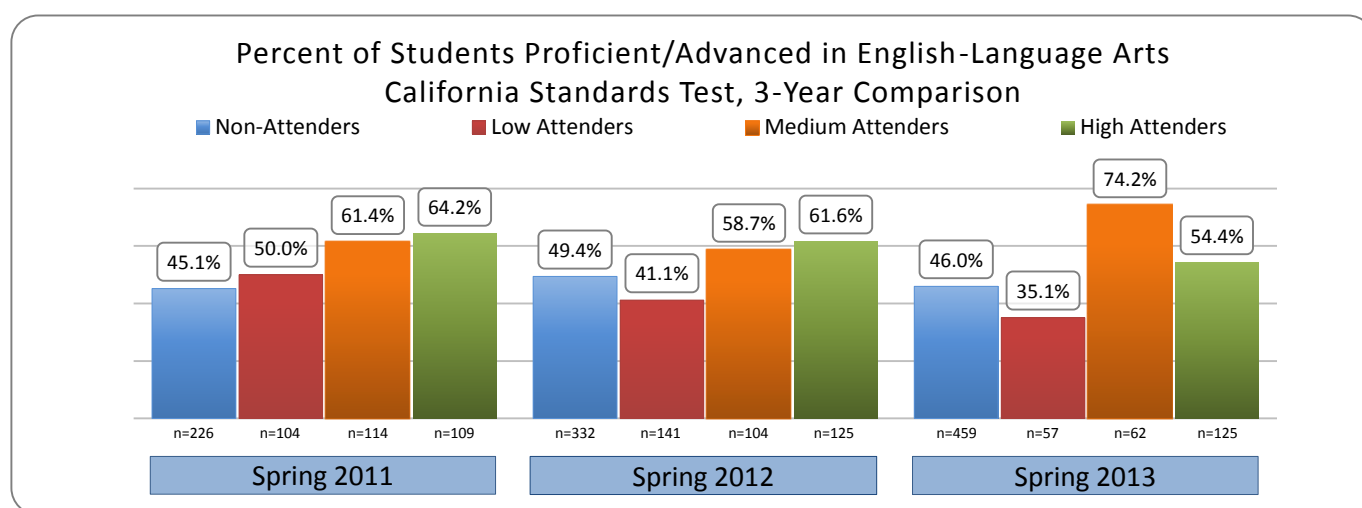


Figure 10

Section 4.2 – California Standards Test (CST) Performance in English Math

Figure 11 compares the percentages of students (in all grade levels) scoring proficient or advanced in Math among non-, low, medium, and high attenders for the past three school years⁴.

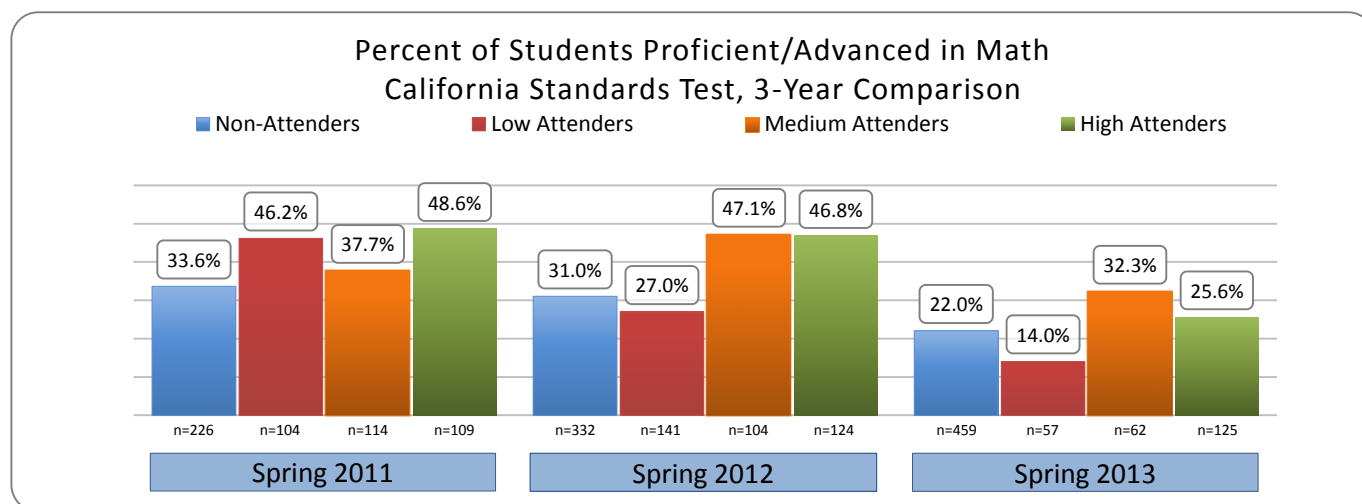


Figure 11

Section 5

Language Development

The relationship between after school participation and language development for English Learners (EL) was analyzed using the California English Language Development Test (CELDT). Since the administration of the CELDT begins in the fall of each school year, performance on this test is considered an outcome of the previous year⁵. Therefore, attendance categories are based on 2012-13 after school program attendance data.

Section 5.1 –California English Language Development Test (CELDT)

Figure 12 compares the percentages of EL students (in all grade levels) scoring Early Advanced or Advanced among non-, low, medium, and high attenders⁶.

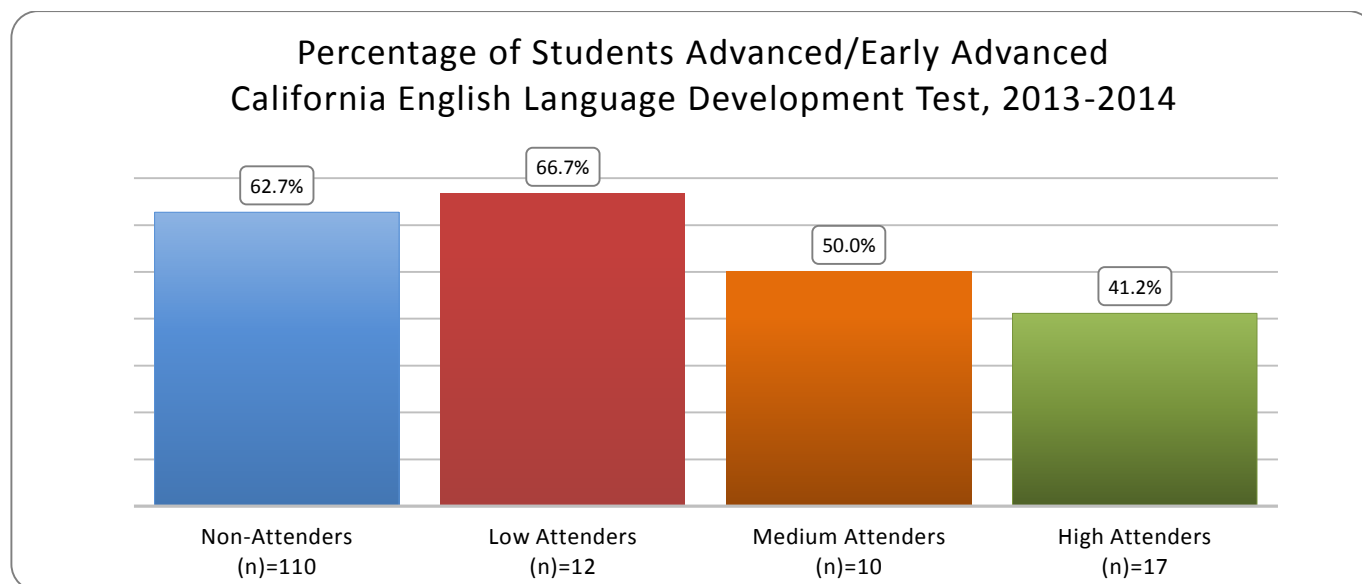


Figure 12

Section 5.2 –Percentage of Students Redesignated as Fluent English Proficient (RFEP)

Figure 13 compares the percentages of students who were Redesignated as Fluent English Proficient (RFEP) in 2013-14 among non-, low, medium, and high attenders⁷.

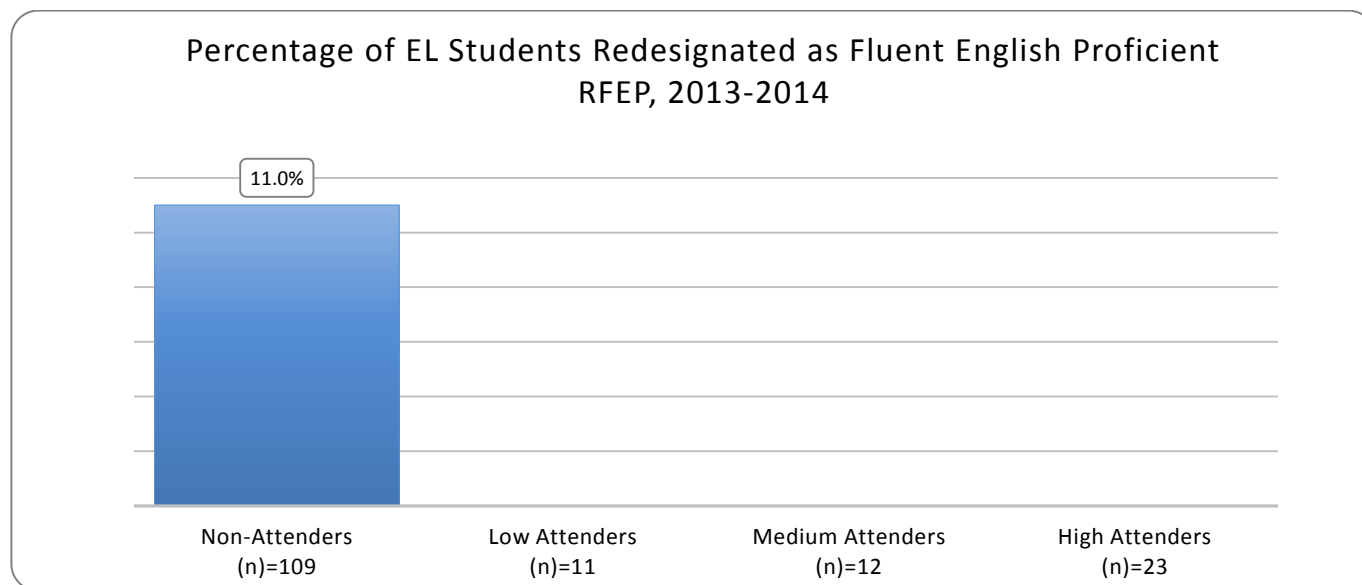


Figure 13

Section 5

Endnotes

- ¹ Summer attendance is ignored for the sake of determining dosage (in order to base dosage on a 180 day school year). In addition, students considered as "Summer Only" are not included in either the after school or non-after school populations.
- ² The mean number of days attended per week is based on the ratio of the number days each student participated in the after school program to the number of weeks where the student had at least one day of attendance.
- ³ The algorithm for calculating mean change in regular school days attended over the previous year takes into account school years with differing days of operation, such as years with furlough days. Only students for whom 2 years of attendance data was available are included in the sample for this chart.
- ⁴ Unless otherwise stated, each year is treated as a distinct sample (e.g. a student is not required to be in the data for all years to be in the sample and may be counted toward one or many data sets).
- ⁵ Because the CELDT exam is given early in the school year it cannot be used as an outcome of that year. Therefore, for any given school year, the following year's CELDT outcomes are used to determine CELDT and RFEP gains.
- ⁶ This data is based on the 'Overall' CELDT proficiency and scaled scores. Only students with a classification in our data set (non-empty, non-null) are included in the sample.
- ⁷ Only students with a classification in our data set (non-empty, non-null) are included in the sample. Percentage reclassified is the percent of students who were classified as English Learners (EL) in the baseline year then Reclassified as Fluent English Proficient (RFEP) in the target year.
- ⁸ Students are actually only allowed one attempt in 10th grade, however this statement is included for clarity.

Program Highlights

Mean Number of Days Students Attended the After School Program (Figure 5)

- ❖ After school participants attended the program for an average of **70.7** days.

Mean Number of Days Per Week Students Attended the After School Program (Figure 6)

- ❖ After school participants attended the program for an average of **3.7** days per week.

Mean Change In Regular School Day Attendance (Figure 9)

- ❖ High attenders increased their regular school day attendance (over the previous year) by **0.30** days more than non-after school participants.

CST ELA Percent Proficient/Advanced (Figure 10)

- ❖ The percentage of 2012-13 high attenders scoring Proficient or Advanced on the CST ELA was **19.3%** greater than 2012-13 low attenders.
- ❖ The percentage of 2012-13 high attenders scoring Proficient or Advanced on the CST ELA was **8.4%** greater than 2012-13 non-after school participants.

CST MATH Percent Proficient/Advanced (Figure 11)

- ❖ The percentage of 2012-13 high attenders scoring Proficient or Advanced on the CST MATH was **11.6%** greater than 2012-13 low attenders.
- ❖ The percentage of 2012-13 high attenders scoring Proficient or Advanced on the CST MATH was **3.6%** greater than 2012-13 non-after school participants.