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**EVALUATION FINDINGS  
FOR 2003-2004 AND 2004-2005**

**WORTHINGTON, MN  
21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER**

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## **EXECUTIVE SUMMARY**

### **Program Implementation**

- The Worthington 21<sup>st</sup> CCLC program design reflects what is known about improving the academic and social behavior of students.
- The program has attracted a large number of diverse students to its activities.
- Rates of participation in the program were in the mid-80 percent in both years, but the number of program days attended increased from less than 30 days in 2003-2004 to over 60 in 2004-2005.
- The program has implemented an innovative Parent Liaison program for language minority and immigrant students and their families.
- Parent liaisons made, on average, 3 visits to each participating family in each year.

### **Students Who Consistently Benefited the Most**

- Students who had relatively poor school attendance records were able to substantially increase their attendance

- Between 2002-2003 and 2003-2004, students in the lowest attendance group increased their school attendance, on average, by 9 school days.
- Between 2003-2004 and 2004-2005, students in the lowest attendance group increased their school attendance, on average, by 14 school days.

### **Students Who Participated in Both Program Years**

- Students who participated in both the 2003-2004 and 2004-2005 21CCLC programs did not experience any greater or different benefits from those who participated only in 2004-2005.

### **Findings from the 2003-2004 Evaluation That Were Not Replicated**

- The 2003-2004 program year evaluation indicated that students who had done relatively poorly on achievement tests in the previous year were able to bring up their scores significantly. This was not found for participants in the 2004-2005 program, nor for students who participated in both program years.
- Similarly, the previous findings, that students with limited English proficiency, especially when also involved in the Parent Liaison program, increased their school attendance rates and demonstrated greater self-control and positive attitudes, were not replicated.
- This may be due to differences among the participating students in the two years in how they responded to the program or to changes in the program itself.
- However, it is also possible that there were biases in previous findings introduced by limited data on school attendance, test scores and teacher reports. While there were still problems of missing evaluation data in the 2004-2005 program, a higher proportion of participating students had complete data in that year than the year before.

### **Implications**

The following are actions worth consideration for future years:

- Continue to make a special effort to recruit, through pro-active outreach, at-risk students who appear to benefit from participation in the program – particularly students with relatively poor school attendance
- Make special efforts to serve students in other high risk groups – those who perform poorly on standardized students and those whose first language is not English – benefit from the program

- Ensure that the program can and does meet the special needs and interests of these students – this may require bolstering the academic assistance program and expanding culturally specific activities
- Continue the Parent Liaison program and target its services particularly to students with poor school attendance and their families
- Continue to address issues associated with students' counter-productive behaviors – this may require additional work with staff and students around acceptance and respect for different cultures, conflict resolution training for students and staff, and supports for students caught in culture conflict within their family, their school and their community

## CHAPTER ONE: BACKGROUND<sup>1</sup>

A number of factors have led to the recent increase in after-school programs – increased maternal employment, concerns about the safety of unsupervised children, public safety concerns, and interest in improving students' academic performance. After-school programs are now offered by almost half of all public schools. The 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) program of the federal government is intended to build on and expand the network of locally and privately funded after-school programs

### History

The 21<sup>st</sup> Century Community Learning Centers were initiated in 1994 during the Clinton administration and reauthorized under the “No Child Left Behind Act.” The program has grown to provide almost \$1 billion to 2,250 school districts and 7,000 public schools.

Worthington, MN, received a 21<sup>st</sup> CCLC grant from the State of Minnesota in early 2003 and began implementation that spring, building on existing programs. Its experiences during the spring of the 2002-2003 school year led ISD 518 to modify its programs. In the fall of 2003-2004, the Worthington 21<sup>st</sup> CCLC program implemented the following primary components:

- Soccer programs, particularly for high school and middle school students but including upper elementary students as well
- QUEST, a set of enrichment activities offered at various community sites, including the school buildings
- ASAP, a program that combined homework help and tutoring with enrichment activities for students identified and referred by teachers as doing poorly in school
- Parent Liaison program, which provided home visits and group activities by bilingual staff for Hispanic and Southeast Asian families, many of whom were recent immigrants to the United States

These components were continued in the 2004-2005 school year.

The Worthington 21<sup>st</sup> CCLC program was very successful in recruiting students for all of its programs, exceeding its targets substantially. Although there were some delays and gaps in staffing, the Parent Liaison program was able to reach a number of families, particularly in the Southeast Asian community.

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<sup>1</sup> Based on reviews of the field by Mathematica Policy Research (October 2004) and PLATO Learning (2004).

## Best Practices in After-School Programs

There are two sources for understanding what makes an effective after-school program. One is evaluation reports and the other is field experience. A valuable source for information on evaluation findings is the Harvard Family Research Project's Out-of-School Time Learning and Development Project and OST Evaluation Database ([www.gse.harvard.edu/hfrp/projects/afterschool](http://www.gse.harvard.edu/hfrp/projects/afterschool)). The Promising Practices in After-School Programs lists on its web site ([www.afterschool.org](http://www.afterschool.org)) promising practices from the field.

Both research and experience suggest a number of factors associated with effective programs – programs that attract and retain students and are associated with positive outcomes for those students. The Worthington 21<sup>st</sup> CCLC program includes many of these factors in its design:

- Provides transportation to eliminate that barrier to participation, which is particularly important in a rural setting
- Offers a menu of enrichment program choices that rotates several times during the year
- Makes use of existing community resources and youth programs to strengthen and expand their scope and extend 21<sup>st</sup> CCLC resources
- Targets at-risk students identified through teacher referral
- Mixes at-risk with other students in enrichment activities to encourage positive relationships and reinforce positive norms
- Provides sustained academic assistance for those who need it
- Links academic assistance with regular school program by use of teachers as after school staff
- Supports program participation as well as school attendance by offering family support services to language minority and immigrant families
- Is culturally responsive and offers enrichment activities that reinforce students' cultural background (music, dance, crafts and language)
- Is available throughout the school year, but not everyday – allowing students and their families the flexibility of taking part in other activities and handling other responsibilities

The only major factors for positive youth development that the Worthington 21<sup>st</sup> CCLC does currently include are community service and youth participation in program design.

## **Evidence of After-School Effectiveness**

There have been numerous studies of after-school programs similar to the 21<sup>st</sup> CCLC concept. There is some evidence that these programs can reduce negative behaviors, increase pro-social behaviors, ensure student safety and increase academic achievement. However, other studies have found no effects on these outcomes. The question of whether after-school programs are effective in improving school performance and other positive school-related behaviors such as attendance is especially critical as it is now part of the national educational accountability system set up by NCLB.

In October 2004 the U. S. Department of Education released the second report of an evaluation of the 21<sup>st</sup> CCLC program conducted by Mathematica Policy Research. This large study of approximately 5,300 students in 79 schools in over 30 school districts looked at several important outcomes, including:

- School attendance
- Homework completion
- Grades
- Test scores
- Positive social behaviors
- Parent involvement

Overall, this study found few differences between students who participated in the 21<sup>st</sup> CCLC program at their school and those who did not. The programs did not increase homework completion, grades, test scores, or positive behaviors for either elementary or middle school students.

There were a few areas in which the program appeared to increase positive outcomes. Middle school students participating in 21<sup>st</sup> CCLC programs missed fewer days of school and parents of participating elementary school students were more likely to attend school events.

## **Expectations for the Worthington 21<sup>st</sup> CCLC**

The results from the national evaluation suggest that expectations that the Worthington 21<sup>st</sup> CCLC would make a huge difference in participating students' behavior and performance probably are not warranted. At the same time, the Worthington 21<sup>st</sup> CCLC has certain

characteristics that suggest it might be more effective than the national average. These include:

- Targeting of students at academic risk
- Special efforts to engage language minority and immigrant students including offering culturally specific programming
- Outreach to families of language minority and immigrant student participants
- Involvement of regular classroom teachers in the academic portion of the after-school program

Unfortunately, the evaluation of the Worthington program does not have the benefit of a control or comparison group with which to compare results from participating students. Instead, the evaluation relies on individual student change in attendance and test scores and on teacher reports to measure whether the program made a difference. At a minimum, participation is hoped to be associated with better school attendance, school-related and other behavior, and academic performance.<sup>2</sup>

Given the requirements of NCLB, there is a special interest in determining whether students in some of the subgroups are benefiting from the 21<sup>st</sup> CCLC program. These include:

- Students whose family income makes them eligible for free or reduced price school lunches
- Students who are English Language Learners (formerly known as Limited English Proficiency)
- Students from minority and immigrant groups (predominantly Hispanic and Southeast Asian, but African and African-American as well)

Therefore, this evaluation will take a special look at these groups.

Also, the Worthington 21<sup>st</sup> CCLC program has two major components – one that combines academic assistance with enrichment for students identified as at academic risk, and another that enrolls other students in the enrichment activities only. The expectation is that the students in the combined program (ASAP), because they receive additional services and because they are considered at risk of poor school performance without additional support,

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<sup>2</sup> It is possible to observe no change in these measures for participating students even for an effective program, if an overall downward trend for all students suggests that, in the absence of the program, the outcomes for participating students also would have declined. However, there is no reason to believe that students in the Worthington schools are experiencing declines in these school outcomes. .

would be more likely to show benefits of participation. Therefore, in 2004-2005 certain types of data – specifically, standardized test scores and teacher reports – were gathered only for students in the ASAP component.

### **Organization of This Report**

The remainder of this report is organized into seven chapters. Chapter Two describes the students participating in the Worthington 21<sup>st</sup> CCLC program in terms of their demographic and background characteristics and their previous school experiences. Chapter Three provides information on the patterns of participation of students. Chapter Four reports on the analysis of school attendance, and Chapter Five on the analysis of test scores. Chapter Six is focused on teacher reports of behavior changes. The final chapter draws some implications from the results and suggests some potential modifications to the program design.



## CHAPTER TWO: PROGRAM PARTICIPANTS

As described in Chapter One, the Worthington 21CCLC program has four components – a soccer program, an enrichment program (QUEST), a combined academic assistance and enrichment program for students at academic risk (ASAP), and a Parent Liaison program for families of Asian and Hispanic students. The table below indicates the number of students for whom there was at least some evaluation data in each program in 2003-2004 and in 2004-2005.

|                      | <b>In Soccer Program Only</b> | <b>In Enrichment Program Only</b> | <b>In Combined Academic Assistance &amp; Enrichment Program</b> | <b>In Parent Liaison Program</b> |
|----------------------|-------------------------------|-----------------------------------|---|----------------------------------|
| <b>2003-2004</b>     | 151                           | 298                               | 385   | 195                              |
| <b>2004-2005</b>     | 34                            | 380                               | 350   | 219                              |
| <b>In Both Years</b> | 23                            | 212                               | 218   | 151                              |

This chapter describes some of the background characteristics and school experiences of these program participants. Information on these characteristics is presented in Table 1.

### **School Level**

The ASAP participants predominantly (in the mid-70 percent range) came from the upper elementary and middle school grades. Because the Parent Liaison program focused on ASAP participants, the majority in this program (over 70 percent) were also in the upper elementary and middle school grades.

The QUEST program drew very heavily from the primary and upper elementary grades, which accounted for between 76 and 86 percent of QUEST participants.

The soccer program participants were fairly evenly distributed across the school levels in 2003-2004. In 2004-2005 almost all participants in the soccer program were high school students.

## **Family Income Level**

A large majority of the Parent Liaison participants had family incomes low enough to qualify for the school lunch program. When considering families eligible for either free or reduced price lunches, between 75 and 85 percent of Parent Liaison participants fell into that group. The QUEST and soccer programs had about half of their participants eligible for free or reduced price lunches, while around 70 percent of ASAP participants met the income eligibility criteria.

## **Racial or Ethnic Group<sup>3</sup>**

The largest group in both the ASAP and the Parent Liaison programs were Hispanic students, while the largest group in the QUEST program were white students.

## **English Proficiency**

Paralleling the racial/ethnic distribution across the programs, more ASAP and Parent Liaison program participants were limited in English proficiency (29 and 40 percent) compared to the QUEST program, with over 85 percent being English proficient.

## **Special Education**

About one-quarter of ASAP students and almost 20 percent of those in the Parent Liaison program were classified as special education students, while virtually none of the QUEST participants were.

## **Prior Year School Attendance**

One important characteristic of students considered in this report is their school attendance rate in the previous school year – that is, 2002-2003 for participants in the 2003-2004 program and 2003-2004 for participants in the 2004-2005 program.

While overall rates of school attendance are very high in Worthington, participating students were divided into four attendance groups – from lowest (percent of school days attended in 2002-2003 below 91 percent) to highest (98 percent or higher). The middle two groups had attendance rates of 91 to 94 percent (Group 2) and 95 to 97 (Group 3). The lowest group missed 18 or more days of school – more than 3 weeks – significantly reducing their educational opportunities. The next lowest group missed at least 10 days – two weeks – of school.

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<sup>3</sup> Because of the very small number of African-American and Native American students in the 21<sup>st</sup> CCLC program, results for these groups are not discussed in this report.

The majority of QUEST participants – more than two-thirds -- were in the upper two school attendance groups and less than 10 percent were in the lowest group. Participants in the ASAP and Parent Liaison program components were somewhat more likely to be in the lowest school attendance group.

### **Prior School Year Standardized Test Scores**

Students in grades 3 through 7 are administered a standardized test (the Minnesota MAP test), usually twice a year in the fall and the spring. Students are grouped into one of five “levels” indicating their mastery of grade-level basic skills in reading and mathematics. Scores categorized as level one or level two are considered to represent skill levels below proficiency. Only students enrolled in the ASAP program in 2004-2005 or in both 2003-2004 and 2004-2005 were classified according to their level of skills, using Spring 2003-2004 test data.

More than half of ASAP students were classified as having level one skills in reading and mathematics in the prior school year and another one-quarter in level two.

ASAP students receiving Parent Liaison services also demonstrated low proficiency in reading and mathematics in the previous school year. About half were at level one in reading and more than 60 percent at level one in mathematics. Fewer than one in five had scores in the proficient range.

### **Summary**

The ASAP and Parent Liaison components of the Worthington 21CCLC program enrolled substantial numbers of students who might be considered at risk of academic failure – with poor school attendance and low test scores – and whose families faced economic and cultural stresses. These components also served substantial numbers of middle school students.

The Parent Liaison program, even when compared to ASAP participants, enrolled more students who came from low income families, were either Hispanic or Southeast Asian, and who had some difficulty with the English language.

On the other hand, the QUEST program had more participants who were in elementary school and were white and English proficient. These program participants were less likely to have family incomes low enough to be eligible for free or reduced price lunches. They were also less likely to be in the lowest school attendance group.

These patterns suggest that Worthington experiences the same association between family income and minority status and school success as in other American communities. They also suggest that having the QUEST only program brings in students from different backgrounds with whom the ASAP and Parent Liaison participants can interact. Further, the Parent

Liaison program seems to be reaching families who are likely to need additional support in helping their children become successful in school.

## CHAPTER THREE: PROGRAM ATTENDANCE

In order to benefit from the Worthington 21<sup>st</sup> CCLC program, students must attend. There are several indicators of program participation – intensity (measured by frequency of attendance and/or amount of time in attendance), duration (number of weeks, months, or years a student has been attending), and breadth (the range of activities in which the student participates). This report focuses on intensity measured as the total number of days in attendance and percent of days in attendance. However, these measures of program participation are only available for ASAP participants in 2004-2005.

In general, the assumption is that the more often students attend, the more they will benefit.<sup>4</sup> The Worthington 21<sup>st</sup> CCLC management team specified thresholds of participation above which a student was considered a completer. These threshold values depended on both the number of sessions being offered and perception of the amount of involvement necessary to make a difference for a student. Therefore, there are three measures of program attendance examined in this chapter – number of program days attended, percent of program days attended, and whether the attendance level to be considered a program completer was met. In addition, the number of visits received by families in the Parent Liaison program is also examined.

The chapter reports overall attendance rates and looks at differences in attendance across several subgroups, as shown in Table 2.

### All Groups

The 2003-2004 program year was the first full year of operations for the Worthington 21CCLC and it offered fewer days of programming than in 2004-2005. Accordingly, while the average percent of program days attended was above 80 percent in both years, the actual number of program days averaged only 27 in 2003-2004 but 62 in 2004-2005. Just less than half of all program participants met the completer criteria in 2003-2004, while over 60 percent did in 2004-2005.

Families of students in the Parent Liaison program received just under 3 visits on average during 2003-2004. The average was very slightly higher in 2004-2005.

### Parent Liaison Program

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<sup>4</sup> This is called a linear model of the relationship between participation/attendance and benefits. There are other possible models for this relationship, including a threshold model and a curvilinear model. See “Understanding and Measuring Attendance in Out-of-School Time Programs” available on the Harvard Family Research Project web site [www.gse.harvard.edu/hfrp](http://www.gse.harvard.edu/hfrp).

Students whose families were receiving services from the parent liaisons attended 15 more days of after-school activities in 2003-2004. However, in 2004-2005 ASAP participants in the Parent Liaison program attended only 4 more days on average than those who were not. Parent Liaison participants were much more likely to meet the program completion criteria than other 2003-2004 participants, but there was very little difference between 2004-2005 ASAP participants who did and did not receive parent liaison visits in whether they completed the program.

### **School Level**

Elementary school participants attended program activities between 80 and 90 percent of the time, about 10 percentage points more than middle school and high school students.

There were no substantial differences in the number of parent liaison visits received by the families of students at the different grade levels.

### **Family Income Level**

Program attendance did not differ among students with different family income levels as measured by eligibility for school lunch subsidy.

### **Racial or Ethnic Group**

The same is true of racial and ethnic groups, except that Asian families received 1.5 to 2 more visits on average than did Hispanic families. This is a result of some staffing delays and turnover.

### **English Proficiency**

Students who were not native English speakers participated in the 21CCLC program somewhat more frequently than students who were not limited in their English proficiency. Therefore, these students were more likely to meet the completion criteria. However, English proficiency was associated with consistent differences in the number of parent liaison visits.

### **Special Education**

Special education students had the same pattern of program attendance as did students with limited English proficiency.

### **Prior Year School Attendance**

Students who were in the lowest school attendance group based on the prior school year attended somewhat fewer program days than students in the higher attendance groups. However, these students were no less likely to reach completer status – in fact, they had the

highest rate of all the groups. This suggests that these students may have enrolled in the 21CCLC later in the year, which affected their attendance rate but not whether they met the criterion for program completion.

Students with the poorest school attendance received the fewest number of parent liaison visits. In 2004-2005 these students received half the average number of visits made to families of students whose school attendance rate was 95 percent or higher.

### **Prior School Year Standardized Test Scores**

Program participation rates and the number of parent liaison visits were virtually the same for students regardless of the level of proficiency they had demonstrated on the prior year's reading and mathematics achievement tests.

### **Summary**

The ASAP program was successful in achieving high levels of student participation as measured by percent of program days attended and program completion status. Receiving parent liaison services appears to have contributed to program participation.

As has been found in other after-school programs, middle school students were somewhat less consistent in attendance as were students who had relatively poor school attendance in the previous year. Family income, racial or ethnic group, and degree of English proficiency were not factors in program attendance.

One finding worth special note is that students in the Parent Liaison program who were poor school attenders received only about half the number of visits from the liaison as did students with better attendance. This suggests that the factors contributing to poor school attendance may also make it difficult to successfully complete visits with these students' families. At the same time, it is these students who appear to benefit most by their participation in the 21CCLC program. This benefit might be enhanced if their families could be engaged more actively by the parent liaison.

## **CHAPTER FOUR: SCHOOL ATTENDANCE**

Just as it is assumed that after-school program benefits depend on student attendance, so it is that school attendance is considered a prerequisite for doing well in school. This chapter looks at patterns of school attendance, which is defined as the percent of days attended of total days enrolled for each individual student. The results are shown in Table 3.

### **Total**

School attendance rates for Worthington's 21<sup>st</sup> CCLC student participants were high, averaging 95 percent in both the prior and current year for the 2003-2004 program and 96 to 97 percent in the equivalent years for the 2004-2005 program. There was virtually no change overall in school attendance patterns.

### **Program**

Students in each of the 21<sup>st</sup> CCLC programs – soccer, QUEST, ASAP and Parent Liaison – had very similar rates of school attendance, and there was no discernible change in school attendance between the prior and the program years.

### **School Level**

High school students were the only grade group with substantially lower school attendance compared with elementary and middle school students. There is a difference of 7 to 8 percentage points between high school and younger students in school attendance rates in both 2002-2003 and 2003-2004. In addition, this group was the only one any discernible change in attendance rate, dropping one percentage point. This is equivalent to approximately 2 days.

### **Family Income Level**

There were no differences in school attendance rates or change in these rates between 2002-2003 and 2003-2004 by family income level.

### **Racial or Ethnic Group**

Of the three major ethnic groups, Hispanic students have somewhat lower school attendance rates than Southeast Asian or white students. None of the groups experienced much change in school attendance rates across school years.

### **English Proficiency**



While the 2003-2004 results suggested that students with limited English proficiency who received parent liaison services experienced a small (3 to 4 day) increase in school attendance, this finding was not replicated in 2004-2005.

### **Special Education**

Students were in the special education program did not have any different school attendance patterns than those not receiving those services.

### **Prior Year School Attendance**

The largest change in school attendance rates was observed for those students who had been relatively poor attenders in the previous school year. While these students still had attendance rates on average that were 4 to 6 percentage points lower than highest attenders, they narrowed the difference considerably – by 8 to 10 percentage points, which reduced the difference by 14 to 18 days. (from 14 percentage points). On average, these students – those in the lowest school attendance group based on the prior school year – increased their attendance by 9 school days in 2003-2004 and by more than 14 days in 2004-2005.

### **Program Participation and School Attendance**

Table 4 presents the correlation coefficients between program participation for ASAP students and for those receiving parent liaison services. Correlation coefficients are a measure of the degree to which a change in one factor takes place along with a change in the other factor.

Program participation, particularly the percent of program days attended, was positively correlated with the percent of school days attended in the program year. That is, the more days of the 21CCLC program attended by students, the more days they attended school. Further, there is a significant positive association between program participation and increase in school attendance rate from the prior school year.

Number of parent liaison visits was not significantly correlated with school attendance during the program year nor with changes in school attendance across school years. However, there were some significant, but puzzling, relationships between parent liaison visits and school attendance for students who were in the 21CCLC program in both 2003-2004 and 2004-2005. For these students, receiving more parent liaison visits in 2004-2005 was associated with attending school more often in 2003-2004 but not with school attendance in 2004-2005. In fact, for participants in both program years, the higher the number of parent liaison visits in 2004-2005, the smaller the change in school attendance rate between 2003-2004 and 2004-2005. This may suggest that the biggest impact of the program, and of parent liaison visits, for these students was in the first year of participation.

### **Prior School Year Standardized Test Scores**

The level of proficiency demonstrated by students in reading and mathematics in the previous school year was not associated with any significant changes in school attendance.

### **Summary**

There were few differences in school attendance rates or in changes in attendance rates by student or family demographic characteristics. However, one group – students with relatively poor attendance in the previous school year -- appeared to benefit substantially from participation in the 21<sup>st</sup> CCLC in increasing their rates of school attendance. Because generally students who are not in school during the day do not attend the 21CCLC program, this link is strong. It appears that being able to participate in these afterschool activities is a powerful motivator for students who previously less engaged in school.

## CHAPTER FIVE: ACHIEVEMENT TEST SCORES

There are many possible ways to measure academic achievement or performance, but the one that is most often used is standardized test scores – specifically, the national percentile score.<sup>5</sup> Using these scores eliminates concerns about differences across teachers in grading policies and patterns. They also make comparisons across school years possible by standardizing the test results on a common scale and computing a score on that scale that has the same meaning from one year to the next. That is, a percentile score in one year may be based on different numbers of questions and different specific content, but the score represents the individual student’s position on the same scale.

At the same time, these scores are difficult to change, as they rest on knowledge and skills accumulated over the grades and are affected by student characteristics, family circumstances, and quality of schooling as well as by specific interventions such as after-school programs. Therefore, it is unlikely that the 21<sup>st</sup> CCLC program could significantly improve achievement test scores for students who have only had one year of experience of the program as it is now configured. This report is able to look at students who have participated in the 21CCLC program for two consecutive years.

This chapter looks at the national percentile scores of Worthington students on standardized achievement tests for reading and mathematics administered in the spring of 2003, the spring of 2004 and the spring of 2005.<sup>6</sup> These results are presented in Table 5.

### **Total**

Overall, for the students with available test scores, there was virtually no change from one year’s percentile score to the next. On average, Worthington students participating in the 21<sup>st</sup> CCLC scored in the mid-30s for both reading and mathematics in all three years. This can be interpreted to mean that Worthington students scored higher than about one-third of students across the nation who have taken this test.

### **Program**

Students receiving parent liaison services did not show any significantly different patterns of change in test scores, compared to students who were not in the Parent Liaison program.

### **School Level**

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<sup>5</sup> The national percentile score on a nationally normed standardized test is the point at which, on a one hundred point scale, that percent of students across the nation would score lower than the student.

<sup>6</sup> The scores were available only for one-third of the ASAP students in 2003-2004 and for about 60 percent in 2004-2005.

Only students in grades 3 through 7 take the Minnesota MAP test, so measures of change in test scores are only available for a subset of students in each program year. Specifically, the only two school level groups with data for analysis are students in the upper elementary grades (3<sup>rd</sup> through 5<sup>th</sup>) and in the middle school grades (6<sup>th</sup> through 7<sup>th</sup>).

There were no consistent, substantial changes in reading and mathematics scores by grade level.

### **Family Income Level**

While students from families whose income is too high to be eligible for free or reduced price lunches generally score better than students from less well-to-do families, there is no significant difference in how scores change for students from the different income groups.

### **Racial or Ethnic Group**

There were no significant differences in how test scores changed across the racial/ethnic groups.

### **English Proficiency**

Test score changes did not differ between students who were English proficient and those who were not.

### **Special Education**

Changes in test scores were essentially the same for students who were and who were not eligible to receive special education services.

### **Prior Year School Attendance**

Students' test scores and changes in scores between school years were not affected by their previous school attendance record.

### **Prior School Year Standardized Test Scores**

Students in the 2003-2004 21CCLC program were placed in groups based on how well they did on the standardized tests in the spring of 2003. Students who were in the lowest scoring group experienced modest but significant improvements in their test scores by the spring of 2004. Students in the other scoring groups had little change or declines.

Students in the 2004-2005 21CCLC program were also grouped based on their prior year's standardized test scores. However, this grouping reflected the level of proficiency in reading and mathematics. Three levels were defined – Level 1 (national percentile score of less than 33), Level 2 (national percentile score between 33 and 49), and Levels 3-5 (national percentile

score of 50 or higher). Levels 1 and 2 indicate lack of proficiency in the reading and mathematics skills expected at the student's grade.

Overall, there was no consistent pattern of substantial changes in national percentile scores for any of the levels based on the prior year's tests. Some changes indicated better test performance and others indicated worse test performance. Sometimes students at each level did better and sometimes worse.

### **Summary**

Very few factors were found to be associated with improvements in standardized achievement test scores among 21<sup>st</sup> CCLC participants. Further, previous findings that poor performers were able to increase their test scores substantially were not replicated.

## CHAPTER SIX: TEACHER REPORTS

Teachers of ASAP participants were asked to complete a checklist at the end of the school year indicating the extent to which a specific set of student behaviors may have changed from the beginning of the year. These behaviors are indicated on Table 6, and include those that relate directly to academic performance (such as completing assignments), those that relate to student attention to school work (such as paying attention, listening, fidgeting and talking), and those that relate to the student's social relationships at school (being argumentative, disrespectful or disruptive).

Teachers were asked to choose one of the following categories for each of these behaviors – the student was doing a lot better, somewhat better, a little better, showed no change or was getting worse. In order to facilitate analysis and interpretation, these responses were given a numeric value from 5 (doing a lot better) to –2 (doing worse), with zero assigned to “no change” responses. These values were then added across the individual questions under each of the three categories of behavior – academic, attending, and social – and divided by the number of questions. The resulting score represents an average amount of change in that category of behavior, as reported by the students' primary teacher.

### Overall Responses

Table 6 presents the percent of responses in each category for each question. In general, teachers seldom reported a substantial degree of improvement in students' behavior. The most commonly given category was “no change.” Depending on the item, teachers reported no change for from the low 40s (for positive academic and attending behaviors) to almost 90 percent (for negative classroom and social behaviors).

The most consistent reports of improvement were in the area of academic behaviors. Less than half of the students were reported to have demonstrated no change in behavior and between 30 and 40 percent were perceived by their teachers to be behaving somewhat or a little better.

The average teacher report index scores are shown in Table 7. Overall, teachers report a little improvement in academic behaviors, and very little change in attending and social behaviors. Correlation coefficient between the academic and attending index scores is about 0.5 (1.0 represents a perfect one-to-one correspondence), a significant and substantial association. The correlation coefficient between the attending and social behavior index scores is about 0.4, less strong but still significant. There is only a weak correlation between the indexes of academic and social behaviors.

### School Level

There are no differences across students in different grade levels in average change index scores on any of the three categories of student behavior.

### **Family Income Level**

The average change index scores were not significantly different across family income levels.

### **Racial or Ethnic Group**

There were no significant differences in average change index scores by racial or ethnic group.

### **English Proficiency**

In 2003-2004 students with limited English proficiency were significantly more likely to improve their social behaviors with peers and adults than were students already proficient in English. This difference was not replicated in 2004-2005.

### **Program Completer Status**

Whether or not students met the criteria for being a program completer was not related to teacher reports of changes in student behaviors.

### **Prior Year School Attendance**

There were no significant differences in index scores across groups of students defined by their prior year's school attendance.

### **Prior School Year Standardized Test Scores**

There were no significant differences in index scores across groups of students defined by their prior year's test scores.

### **Summary**

Teacher reports of student behaviors in three areas – academic activities, attending behaviors in the classroom, and social behaviors with peers and adults at school represent three important, related but different sets of student behaviors believed to be related to school success. Overall, students in the 21<sup>st</sup> CCLC program were reported to have shown only a little improvement over the school year. There were no consistent or strong differences in teacher reports of changes in student behaviors across various student groups.

## CHAPTER SEVEN: SUMMARY AND IMPLICATIONS

The Worthington 21<sup>st</sup> CCLC program combines a set of program characteristics that represent much of what is known about improving the academic and social behavior of students. It has been able to attract and engage a large number of students to its activities and has made strides in implementing its innovative Parent Liaison program for language minority and immigrant students and their families.

### Summary of Benefits

One group of students appears to have especially benefited from participating in the Worthington 21<sup>st</sup> CCLC program. Students who had relatively poor school attendance records were able to substantially increase their attendance, by as much as 14 school days. The higher the level of program participation, defined as the percent of program days attended, the larger the increase in school attendance.

Some findings from the 2003-2004 program year were not replicated in 2004-2005. That is, while students in 2003-2004 who had done relatively poorly on achievement tests in the previous year were able to bring up their scores significantly, this was not the case in 2004-2005. Similarly, in 2003-2004 students with limited English proficiency, especially when also involved in the Parent Liaison program, increased their school attendance rates and demonstrated greater self-control and positive attitudes as reported by their teachers; this was not the case in 2004-2005.

The reasons for these differences in findings between 2003-2004 and 2004-2005 are not obvious. To some extent they may be due to the fact that data on key variables such as test scores and teacher reports were not available for a number of students in each year, especially in the earlier year. This might introduce some bias into the analysis that would skew results one way in one year and another way in the next.

### Implications

The results of this examination of Worthington's 21<sup>st</sup> CCLC program suggests the following with regard to decisions about continuation, expansion or revision of the program's design:

- Make a special effort to recruit at-risk students who appear to benefit from participation in the program – in particular, students with relatively poor school attendance – this may require more proactive outreach with many students and their families
- Continue to engage other students at risk for poor school outcomes, such as students from immigrant families and those with low test scores, and ensure that good data are available for analysis in 2005-2006



- Ensure that the program can and does meet the special needs and interests of these students – this may require bolstering the academic assistance program and expanding culturally specific activities
- Continue the Parent Liaison program and target its services particularly to students with poor school attendance
- Continue to address issues associated with students' counter-productive behaviors – this may require additional work with staff and students around acceptance and respect for different cultures, conflict resolution training for students and staff, and supports for students caught in the middle of cultural conflict within their family, their school and their community

**TABLE 1:  
CHARACTERISTICS OF 21CCLC PROGRAM PARTICIPANTS,  
BY TYPE OF PROGRAM AND PROGRAM YEAR**

Percent of participants in 2003-2004/Percent of participants in 2004-2005  
(Percent of students participating in both years)

|                                     | <b>SOCCER ONLY</b> | <b>QUEST</b>  | <b>ASAP</b>   | <b>Parent Liaison</b> | <b>TOTAL</b>  |
|-------------------------------------|--------------------|---------------|---------------|-----------------------|---------------|
| <b>GENDER</b>                       |                    |               |               |                       |               |
| • <b>Female</b>                     | 29/41<br>(39)      | 59/49<br>(41) | 46/47<br>(48) | 52/48<br>(49)         | 47/48<br>(44) |
| • <b>Male</b>                       | 71/59<br>(61)      | 41/51<br>(59) | 54/53<br>(52) | 48/52<br>(51)         | 53/52<br>(56) |
| <b>SCHOOL LEVEL</b>                 |                    |               |               |                       |               |
| • <b>Primary (K-2)</b>              | 34/0<br>(0)        | 40/33<br>(29) | 22/26<br>(19) | 27/22<br>(19)         | 31/27<br>(23) |
| • <b>Upper Elementary (3-5)</b>     | 27/0<br>(0)        | 46/43<br>(44) | 35/36<br>(39) | 41/36<br>(34)         | 37/38<br>(39) |
| • <b>Middle (6-8)</b>               | 14/9<br>(9)        | 12/20<br>(24) | 42/38<br>(42) | 30/36<br>(40)         | 27/29<br>(32) |
| • <b>High (9-12)</b>                | 25/91<br>(91)      | 2/4<br>(3)    | 1/0<br>(0)    | 3/6<br>(7)            | 5/6<br>(6)    |
| <b>FAMILY INCOME LEVEL</b>          |                    |               |               |                       |               |
| • <b>Eligible for free lunch</b>    | 39/44<br>(57)      | 47/37<br>(39) | 58/61<br>(61) | 73/67<br>(68)         | 51/48<br>(50) |
| • <b>Eligible for reduced lunch</b> | 7/3<br>(4)         | 11/14<br>(14) | 15/8<br>(8)   | 12/13<br>(11)         | 12/11<br>(11) |
| • <b>Not eligible</b>               | 54/53<br>(39)      | 42/49<br>(47) | 27/31<br>(31) | 15/19<br>(20)         | 37/41<br>(39) |
| <b>ETHNIC GROUP</b>                 |                    |               |               |                       |               |
| • <b>White</b>                      | 24/35<br>(17)      | 52/59<br>(57) | 32/29<br>(29) | 2/<1<br>(0)           | 43/44<br>(42) |
| • <b>Hispanic</b>                   | 33/44<br>(57)      | 30/27<br>(27) | 52/56<br>(56) | 78/78<br>(79)         | 41/41<br>(43) |
| • <b>Asian</b>                      | 8/18<br>(22)       | 13/12<br>(13) | 12/12<br>(11) | 20/22<br>(21)         | 12/12<br>(12) |
| • <b>African/African-American</b>   | 3/3<br>(4)         | 5/2<br>(3)    | 3/2<br>(2)    | 0/0<br>(0)            | 4/2<br>(3)    |
| • <b>Native American</b>            | 0/0<br>(0)         | 0/0<br>(0)    | <1/<1<br>(<1) | 0/0<br>(0)            | <1/<1<br>(<1) |
| <b>ENGLISH PROFICIENCY</b>          |                    |               |               |                       |               |
| • <b>Limited</b>                    | 3/39               | 6/15          | 21/32         | 28/44                 | 17/24         |

|   | <b>SOCCKER ONLY</b> | <b>QUEST</b>  | <b>ASAP</b>   | <b>Parent Liaison</b> | <b>TOTAL</b>  |
|---|---------------------|---------------|---------------|-----------------------|---------------|
|   | (55)                | (9)           | (29)          | (40)                  | (21)          |
| • <b>Sufficient</b>                                     | 97/61<br>(55)       | 94/85<br>(91) | 79/68<br>(71) | 72/56<br>(60)         | 83/76<br>(79) |
| <b>PRIOR SCHOOL YEAR READING TEST GROUP<sup>7</sup></b> |                     |               |               |                       |               |
| • <b>Level 1</b>  | NA/NA               | NA/NA         | NA/56<br>(53) | NA/49<br>(46)         | NA/NA         |
| • <b>Level 2</b>  | NA/NA               | NA/NA         | NA/24<br>(25) | NA/32<br>(30)         | NA/NA         |
| • <b>Levels 3-5</b>                                     | NA/NA               | NA/NA         | NA/20<br>(22) | NA/19<br>(24)         | NA/NA         |
| <b>PRIOR SCHOOL YEAR MATHEMATICS TEST GROUP</b>         |                     |               |               |                       |               |
| • <b>Level 1</b>  | NA/NA               | NA/NA         | NA/52<br>(51) | NA/61<br>(56)         | NA/NA         |
| • <b>Level 2</b>  | NA/NA               | NA/NA         | NA/25<br>(25) | NA/20<br>(25)         | NA/NA         |
| • <b>Levels 3-5</b>                                     | NA/NA               | NA/NA         | NA/23<br>(24) | NA/19<br>(19)         | NA/NA         |
| <b>PRIOR YEAR SCHOOL ATTENDANCE GROUP<sup>8</sup></b>   |                     |               |               |                       |               |
| • <b>Group 1: Lowest</b>                                | 14/29<br>(43)       | 9/7<br>(7)    | 15/11<br>(8)  | 18/10<br>(10)         | 13/10<br>(10) |
| • <b>Group 2</b>  | 20/21<br>(26)       | 23/14<br>(7)  | 20/16<br>(10) | 25/18<br>(10)         | 21/16<br>(10) |
| • <b>Group 3</b>  | 31/12<br>(9)        | 33/37<br>(21) | 33/38<br>(25) | 35/38<br>(25)         | 33/36<br>(23) |
| • <b>Group 4: Highest</b>                               | 35/38<br>(22)       | 35/41<br>(63) | 32/34<br>(57) | 22/34<br>(55)         | 34/38<br>(57) |
| <b>SPECIAL EDUCATION</b>                                |                     |               |               |                       |               |

<sup>7</sup> Only for students in grades 3 through 7 in the ASAP program in 2004-2005.

<sup>8</sup> For students enrolled in the 2004-2005 21<sup>st</sup> CCLC program, the prior school year was 2003-2004; for students enrolled in the 2003-2004 21<sup>st</sup> CCLC program, the prior school year was 2002-2003; for students enrolled in the 21<sup>st</sup> CCLC program in both years, the prior school year was 2002-2003. G1 = lowest attendance, G4 = highest attendance; G1 = less than 91 percent, G2 = between 91 and 94 percent, G3 = between 95 and 97 percent, and G4 = greater than 98 percent

|              | <b>SOCCER ONLY</b> | <b>QUEST</b>  | <b>ASAP</b>   | <b>Parent Liaison</b> | <b>TOTAL</b>  |
|--------------|--------------------|---------------|---------------|-----------------------|---------------|
| • <b>Yes</b> | NA/0<br>(0)        | NA/7<br>(9)   | NA/26<br>(28) | NA/17<br>(17)         | NA/16<br>(18) |
| • <b>No</b>  | NA/100<br>(100)    | NA/93<br>(91) | NA/73<br>(72) | NA/83<br>(83)         | NA/84<br>(82) |

**TABLE 2:**  
**PROGRAM ATTENDANCE DURING PROGRAM YEAR**  
 Participants in 2003-2004/Participants in 2004-2005<sup>9</sup>  
 (Participants in both years)

| <b>STUDENT GROUP</b>                      | <b>Mean # Total Program Days Attended</b> | <b>Mean % Total Program Days Attended</b> | <b>Mean # Parent Liaison Contacts<sup>10</sup></b> | <b>Percent Program Completers</b> |
|---|---|---|--|-----------------------------------|
| <b>TOTAL</b>                              | 27/62<br>(66)                             | 82/83<br>(84)                             | 2.8/3.0<br>(2.9)                                   | 47/62<br>(60)                     |
| <b>PROGRAM TYPE</b>                       |   |   |  |                                   |
| • <b>QUEST (Enrichment, No Academic)</b>  | 13/NR<br>(NR)                             | 68/NR<br>(NR)                             | 2.9/2.6<br>(2.6)                                   | 16/20<br>(22)                     |
| • <b>ASAP (Academic &amp; Enrichment)</b> | 40/62<br>(65)                             | 79/84                                     | 2.8/3.1<br>(3.1)                                   | 78/89<br>(93)                     |
| • <b>Soccer Only</b>                      | 18/NR<br>(NR)                             | 75/NR<br>(NR)                             | 1.7/2.1<br>(2.1)                                   | 27/NR<br>(NR)                     |
| <b>PARENT LIAISON</b>                     |   |   |  |                                   |
| • <b>Yes</b>                              | 38/64<br>(66)                             | 77/83<br>(83)                             | 2.3/3.2<br>(2.9)                                   | 69/75<br>(77)                     |
| • <b>No</b>                               | 23/60<br>(65)                             | 74/83<br>(85)                             | 0/0<br>(0)   | 41/71<br>(51)                     |
| <b>SCHOOL LEVEL</b>                       |   |   |  |                                   |
| • <b>Primary (K-2)</b>                    | 24/62<br>(62)                             | 78/89<br>(89)                             | 2.9/2.9<br>(2.7)                                   | 37/49<br>(47)                     |
| • <b>Upper Elementary (3-5)</b>           | 26/58<br>(60)                             | 79/87<br>(86)                             | 2.5/3.0<br>(3.1)                                   | 43/59<br>(59)                     |
| • <b>Middle (6-8)</b>                     | 29/65<br>(72)                             | 65/77<br>(80)                             | 3.3/3.2<br>(3.2)                                   | 56/64<br>(66)                     |
| • <b>High (9-12)</b>                      | 38/NA<br>(NA)                             | 69/NA<br>(NA)                             | <1/3.0<br>(1.5)                                    | 95/71<br>(78)                     |
| <b>FAMILY INCOME LEVEL</b>                |   |   |  |                                   |

<sup>9</sup> Program attendance data were not provided for QUEST and soccer participants in the 2004-2005 program year.

<sup>10</sup> Average contacts for students in the Parent Liaison program.

| <b>STUDENT GROUP</b>                        | <b>Mean # Total Program Days Attended</b> | <b>Mean % Total Program Days Attended</b> | <b>Mean # Parent Liaison Contacts<sup>10</sup></b> | <b>Percent Program Completers</b> |
|---|---|---|--|-----------------------------------|
| • <b>Eligible for free lunch</b>            | 29/61<br>(65)                             | 74/83<br>(83)                             | 2.7/2.5<br>(3.0)                                   | 53/64<br>(69)                     |
| • <b>Eligible for reduced lunch</b>         | 31/63<br>(64)                             | 75/82<br>(85)                             | 2.9/4.6<br>(2.5)                                   | 55/64<br>(46)                     |
| • <b>Not eligible</b>                       | 22/63<br>(68)                             | 75/85<br>(85)                             | 3.3/0<br>(3.1)                                     | 37/47<br>(52)                     |
| <b>ETHNIC GROUP</b>                         |   |   |  |                                   |
| • <b>White</b>                              | 21/61<br>(64)                             | 75/82<br>(83)                             | 2.3/0<br>(0)                                       | 33/42<br>(44)                     |
| • <b>Hispanic</b>                           | 31/61<br>(65)                             | 73/84<br>(85)                             | 2.5/2.5<br>(2.5)                                   | 57/66<br>(71)                     |
| • <b>Asian</b>                              | 34/66<br>(70)                             | 79/83<br>(82)                             | 4.0/4.6<br>(4.5)                                   | 62/70<br>(75)                     |
| • <b>African or African-American</b>        | 28/61<br>(75)                             | 71/89<br>(93)                             | 0/0<br>(0)   | 59/51<br>(46)                     |
| • <b>Native American</b>                    | 27/41<br>(Too few cases)                  | 74/76<br>(Too few cases)                  | 0/0<br>(0)   | 50/50<br>(Too few cases)          |
| <b>ENGLISH PROFICIENCY</b>                  |   |   |  |                                   |
| • <b>Limited</b>                            | 38/64<br>(69)                             | 78/87<br>(87)                             | 2.6/3.1<br>(2.9)                                   | 72/70<br>(82)                     |
| • <b>Sufficient</b>                         | 25/60<br>(65)                             | 74/82<br>(83)                             | 2.8/2.8<br>(3.1)                                   | 44/51<br>(54)                     |
| <b>PROGRAM COMPLETER</b>                    |   |   |  |                                   |
| • <b>Completer</b>                          | 45/67<br>(69)                             | 82/86<br>(86)                             | 2.7/3.1<br>(3.0)                                   | 100                               |
| • <b>Non-completer</b>                      | NA/27<br>(34)                             | NA/67<br>(67)                             | NA/2.7<br>(2.6)                                    | 0                                 |
| <b>PRIOR SCHOOL YEAR READING TEST GROUP</b> |   |   |  |                                   |
| • <b>Level 1</b>                            | NA/65<br>(67)                             | NA/82<br>(83)                             | NA/2.9<br>(2.8)                                    | NA/94<br>(95)                     |
| • <b>Level 2</b>                            | NA/58<br>(59)                             | NA/82<br>(82)                             | NA/3.1<br>(3.1)                                    | NA/85<br>(86)                     |
| • <b>Levels 3-5</b>                         | NA/62<br>(70)                             | NA/86<br>(89)                             | NA/2.8<br>(2.8)                                    | NA/93<br>(97)                     |

| <b>STUDENT GROUP</b>                               | <b>Mean # Total Program Days Attended</b> | <b>Mean % Total Program Days Attended</b> | <b>Mean # Parent Liaison Contacts<sup>10</sup></b> | <b>Percent Program Completers</b> |
|--|---|---|--|-----------------------------------|
| <b>PRIOR SCHOOL YEAR MATHEMATICS TEST GROUP</b>    |   |   |  |                                   |
| • <b>Level 1</b>                                   | NA/62<br>(65)                             | NA/81<br>(82)                             | NA/2.9<br>(2.9)                                    | NA/90<br>(92)                     |
| • <b>Level 2</b>                                   | NA/63<br>(67)                             | NA/85<br>(85)                             | NA/3.0<br>(2.9)                                    | NA/90<br>(92)                     |
| • <b>Levels 3-5</b>                                | NA/64<br>(68)                             | NA/85<br>(88)                             | NA/2.9<br>(2.9)                                    | NA/95<br>(97)                     |
| <b>ATTENDANCE GROUP IN PRIOR YEAR<sup>11</sup></b> |   |   |  |                                   |
| • <b>Group 1: Lowest</b>                           | 31/56<br>(58)                             | 71/81<br>(78)                             | 2.2/1.6<br>(1.4)                                   | 63/64<br>(63)                     |
| • <b>Group 2</b>                                   | 29/58<br>(59)                             | 73/78<br>(79)                             | 2.6/2.9<br>(2.2)                                   | 57/57<br>(59)                     |
| • <b>Group 3</b>                                   | 28/65<br>(64)                             | 73/85<br>(84)                             | 3.0/3.2<br>(3.2)                                   | 49/59<br>(61)                     |
| • <b>Group 4: Highest</b>                          | 29/66<br>(69)                             | 80/86<br>(86)                             | 2.9/3.4<br>(3.2)                                   | 50/59<br>(62)                     |
| <b>SPECIAL EDUCATION</b>                           |   |   |  |                                   |
| • <b>Yes</b>                                       | NA/61<br>(64)                             | NA/85<br>(83)                             | NA/1.0<br>(0.9)                                    | NA/77<br>(83)                     |
| • <b>No</b>  | NA/62<br>(66)                             | NA/83<br>(84)                             | NA/0.9<br>(1.0)                                    | NA/55<br>(55)                     |

<sup>11</sup> G1 = lowest attendance, G4 = highest attendance; G1 = less than 91 percent, G2 = between 91 and 94 percent, G3 = between 95 and 97 percent, and G4 = greater than 98 percent

**TABLE 3:**  
**SCHOOL ATTENDANCE**  
**DURING PREVIOUS AND CURRENT SCHOOL YEARS**  
**(only students with attendance data in both years)**  
 Percent in 2003-2004 program/Percent in 2004-2005 program  
 (Percent in both years)

| <b>STUDENT GROUP</b>                               | <b>Mean % School Days Attended Year Prior to Program Year</b> | <b>Mean % School Days Attended In Program Year</b> | <b>Mean Change in Percent of School Days Attended, Prior Year to Program Year</b> |
|--|---|--|---|
| <b>TOTAL</b>                                       | 95/95.9<br>(96.0)   | 95/96.8<br>(96.6)                                  | <0.1/+0.9<br>(<0.1)   |
| <b>PROGRAM TYPE</b>                                |   |  |   |
| • <b>QUEST (Enrichment, No Academic)</b>           | 96/96.7<br>(96.8)   | 96/97.3<br>(96.6)                                  | <0.1/+0.8<br>(+0.6)   |
| • <b>ASAP Combined (Academic &amp; Enrichment)</b> | 95/95.6<br>(95.8)   | 95/96.2<br>(96.5)                                  | <0.1/+0.7<br>(+0.5)   |
| • <b>Soccer Only</b>                               | 94.93.2<br>(90.8)   | 94/94.4<br>(96.1)                                  | <0.1/+1.2<br>(+2.4)   |
| <b>PARENT LIAISON</b>                              |   |  |   |
| • <b>Yes</b>                                       | 95/95.8<br>(95.9)   | 95/96.2<br>(96.6)                                  | <0.1/<0.1<br>(+0.2)   |
| • <b>No</b>  | 96/96.0<br>(96.1)   | 95/96.9<br>(96.5)                                  | <0.1/+1.0<br>(+0.9)   |
| <b>SCHOOL LEVEL</b>                                |   |  |   |
| • <b>Primary (K-2)</b>                             | 96/95.9<br>(96.1)   | 96/97.2<br>(97.1)                                  | <0.1/+1.4<br>(+1.2)   |
| • <b>Upper Elementary (3-5)</b>                    | 96/96.6<br>(96.8)   | 96/97.8<br>(97.5)                                  | <0.1/+1.4<br>(+1.1)   |
| • <b>Middle (6-8)</b>                              | 95/95.0<br>(96.0)   | 95/94.8<br>(95.2)                                  | <0.1/-0.8<br>(-0.7)   |
| • <b>High (9-12)</b>                               | 88/93.3<br>(90.5)   | 87/95.4<br>(95.0)                                  | -1.0/+2.0<br>(+3.5)   |
| <b>FAMILY INCOME LEVEL</b>                         |   |  |   |
| • <b>Eligible for free lunch</b>                   | 95/95.1<br>(95.4)   | 95/96.4<br>(96.7)                                  | <0.1/+1.3<br>(+1.0)   |
| • <b>Eligible for reduced lunch</b>                | 96/95.3<br>(95.1)   | 96/96.8<br>(95.4)                                  | <0.1/+1.2<br>(+1.1)   |



| <b>STUDENT GROUP</b>                                      | <b>Mean % School Days Attended Year Prior to Program Year</b> | <b>Mean % School Days Attended In Program Year</b> | <b>Mean Change in Percent of School Days Attended, Prior Year to Program Year</b> |
|---|---|--|---|
| • Not eligible  | 96/97.1<br>(97.0)   | 96/97.0<br>(96.6)                                  | <0.1/<0.1<br>(<0.1)   |
| <b>ETHNIC GROUP</b>                                       |   |  |   |
| • White   | 96/96.8<br>(96.8)   | 96/97.0<br>(96.6)                                  | <0.1/+0.4<br>(+0.3)   |
| • Hispanic  | 94/94.5<br>(94.8)   | 94/96.2<br>(96.6)                                  | <0.1/+1.6<br>(+1.5)   |
| • Asian   | 96/97.5<br>(97.4)   | 97/97.0<br>(96.0)                                  | <0.1/-0.6<br>(-0.8)   |
| • African or African-American                             | 96/96.7<br>(96.6)   | 97/97.9<br>(96.2)                                  | <0.1/+1.0<br>(+1.3)   |
| • Native American   | Too few cases   | Too few cases                                      | Too few cases   |
| <b>ENGLISH PROFICIENCY</b>                                |   |  |   |
| • Limited   | 95/95.4<br>(95.5)   | 96/96.8<br>(96.9)                                  | +1.2 /+1.4<br>(+1.4)  |
| • Sufficient  | 95/96.1<br>(96.2)   | 95/96.7<br>(96.6)                                  | <0.1/+0.5<br>(+0.4)   |
| <b>SCHOOL ATTENDANCE GROUP IN PRIOR YEAR<sup>12</sup></b> |   |  |   |
| • Group 1: Lowest   | 85/85.5<br>(85.2)   | 91/93.7<br>(96.1)                                  | +5.0/+8.3<br>(+8.1)   |
| • Group 2   | 93/93.5<br>(92.7)   | 95/94.7<br>(96.3)                                  | +1.3/+1.4<br>(+1.3)   |
| • Group 3   | 97/96.8<br>(95.6)   | 96/97.0<br>(96.4)                                  | -0.9/+0.7<br>(+0.7)   |
| • Group 4: Highest  | 99/99.1<br>(98.5)   | 97/98.1<br>(96.7)                                  | -1.6/-0.7<br>(-0.7)   |
| <b>PRIOR SCHOOL YEAR READING TEST GROUP</b>               |   |  |   |
| • Level 1   | NA/96.2<br>(96.4)   | NA/96.3<br>(96.3)                                  | NA/<0.1<br>(<0.1)   |
| • Level 2   | NA/96.5<br>(96.6)   | NA/97.5<br>(97.4)                                  | NA/+0.9<br>(+0.8)   |

<sup>12</sup> G1 = lowest attendance, G4 = highest attendance; G1 = less than 91 percent, G2 = between 91 and 94 percent, G3 = between 95 and 97 percent, and G4 = greater than 98 percent

| <b>STUDENT GROUP</b>                            | <b>Mean % School Days Attended Year Prior to Program Year</b> | <b>Mean % School Days Attended In Program Year</b> | <b>Mean Change in Percent of School Days Attended, Prior Year to Program Year</b> |
|---|---|--|---|
| • <b>Levels 3-5</b>                             | NA/94.3<br>(94.2)   | NA/96.3<br>(96.6)                                  | NA/+1.9<br>(+2.4)   |
| <b>PRIOR SCHOOL YEAR MATHEMATICS TEST GROUP</b> |   |  |   |
| • <b>Level 1</b>                                | NA/96.4<br>(96.4)   | NA/96.4<br>(96.5)                                  | NA/<0.1<br>(<0.1)   |
| • <b>Level 2</b>                                | NA/94.8<br>(94.7)   | NA/97.2<br>(97.1)                                  | NA/+2.2<br>(+2.5)   |
| • <b>Levels 3-5</b>                             | NA/95.8<br>(96.4)   | NA/96.0<br>(96.5)                                  | NA/+0.2<br>(+0.1)   |
| <b>21<sup>ST</sup> CCLC COMPLETER STATUS</b>    |   |  |   |
| • <b>Completer</b>                              | 95/95.7<br>(95.8)   | 95/96.7<br>(96.8)                                  | <0.1/+0.9<br>(+0.9)   |
| • <b>Non-completer</b>                          | 96/96.3<br>(96.3)   | 96/96.7<br>(96.1)                                  | <0.1/+0.5<br>(+0.3)   |
| <b>SPECIAL EDUCATION</b>                        |   |  |   |
| • <b>Yes</b>                                    | NA/95.3<br>(95.6)   | NA/96.6<br>(96.3)                                  | NA/+1.2<br>(+0.9)   |
| • <b>No</b>                                     | NA/96.1<br>(96.1)   | NA/96.7<br>(96.6)                                  | NA/+0.6<br>(+0.6)   |

**TABLE 4:  
CORRELATION BETWEEN PROGRAM PARTICIPATION  
AND SCHOOL ATTENDANCE  
(correlation coefficient)**

Correlation for students in 2003-2004/Correlation for students in 2004-2005  
(Correlation for students enrolled in both years)

| <b>PROGRAM PARTICIPATION</b>                        | <b>PERCENT OF SCHOOL DAYS ATTENDED IN PREVIOUS SCHOOL YEAR</b> | <b>PERCENT OF SCHOOL DAYS ATTENDED IN CURRENT SCHOOL YEAR</b> | <b>CHANGE IN PERCENT OF SCHOOL DAYS ATTENDED</b> |
|---|--|---|--|
| <b>ASAP PARTICIPANTS</b>                            |  |   |  |
| <b>Number Of Program Days Attended</b>              | + .11/<.10<br>(+.12)   | <.10/+.24 *<br>(+.24 *)                                       | <.10/+.05<br>(<.10)                              |
| <b>Percent Of Program Days Attended</b>             | + .20 */<.10<br>(<.10)   | + .18 */+.46 *<br>(+.45 *)                                    | <.10/+.27 *<br>(+.26 *)                          |
| <b>PARENT LIAISON PARTICIPANTS</b>                  |  |   |  |
| <b>Number Of Program Days Attended<sup>13</sup></b> | + .12/<.10<br>(+.17)   | <.10/<.10<br>(+.13)   | -.14/<.10<br>(<.10)                              |
| <b>Percent Of Program Days Attended</b>             | + .20 */<.10<br>(<.10)   | + .14/+.38 *<br>(+.38 *)                                      | <.10/+.22 *<br>(+.17)                            |
| <b>Number of Parent Liaison Contacts</b>            | + .14/+.22 *<br>(+.27 *)                                       | + .14/<.10<br>(<.10)  | <.10/-.15<br>(-.21 *)                            |

\* = statistically significant at  $p \leq .05$

<sup>13</sup> ASAP participants only in 2004-2005.

**TABLE 5:  
PERCENTILE READING AND MATHEMATICS TEST SCORES,  
SPRING SCORES IN YEAR PRIOR TO PROGRAM YEAR COMPARED WITH  
SPRING SCORES OF PROGRAM YEAR  
(ASAP participants only)**

2003-2004 program participant scores/2004-2005 program participant scores<sup>14</sup>

| <b>STUDENT GROUP</b>                | <b>Reading -- Mean Percentile Score -- Spring in Prior School Year</b> | <b>Reading -- Mean Percentile Score -- Spring in Program Year</b> | <b>Reading – Change in Percentile Score</b> | <b>Math – Mean Percentile Score – Spring in Prior School Year</b> | <b>Math – Mean Percentile Score – Spring in Program Year</b> | <b>Math – Change in Percentile Score</b> |
|-------------------------------------|--|---|---|---|--|--|
| <b>TOTAL</b>                        | 33/33<br>(33)  | 34/29<br>(29)   | <1.0/-3.4<br>(-3.1)                         | 33/35<br>(35)   | 33/37<br>(37)  | <1.0/+2.8<br>(+3.3)                      |
| <b>PARENT LIAISON</b>               |  |   |   |   |  |  |
| • <b>Yes</b>                        | 29/32<br>(33)  | 30/28<br>(28)   | <1.0/-3.3<br>(-3.2)                         | 27/33<br>(35)   | 30/33<br>(33)  | +2.6/+1.7<br>(+1.9)                      |
| • <b>No</b>                         | 36/33<br>(34)  | 37/30<br>(31)   | <1.0/-3.4<br>(-3.1)                         | 36/36<br>(36)   | 35/40<br>(40)  | -1.0/+3.7<br>(+4.5)                      |
| <b>SCHOOL LEVEL</b>                 |  |   |   |   |  |  |
| • <b>Primary (K-2)</b>              | NA/NA  | 42/NA   | NA/NA                                       | NA/NA   | 47/NA  | NA/NA                                    |
| • <b>Upper Elementary (3-5)</b>     | 30/32<br>(34)  | 33/27<br>(29)   | +3.4/-5.3<br>(-5.5)                         | 30/35<br>(37)   | 34/36<br>(38)  | +3.8/+2.0<br>(+1.9)                      |
| • <b>Middle (6-8)</b>               | 38/33<br>(32)  | 35/27<br>(29)   | -2.7/<1.0<br>(<1.0)                         | 35/34<br>(33)   | 32/39<br>(33)  | -3.4/+4.0<br>(+5.1)                      |
| • <b>High (9-12)</b>                | NA/NA  | NA/NA   | NA/NA                                       | NA/NA   | NA/NA  | NA/NA                                    |
| <b>FAMILY INCOME LEVEL</b>          |  |   |   |   |  |  |
| • <b>Eligible for free lunch</b>    | 28/29<br>(30)  | 31/28<br>(28)   | +2.9/-1.2<br>(<1.0)                         | 27/32<br>(33)   | 29/36<br>(34)  | +1.8/+4.2<br>(+3.1)                      |
| • <b>Eligible for reduced lunch</b> | 34/38<br>(36)  | 27/31<br>(30)   | -6.8/-8.6<br>(-8.5)                         | 33/37<br>(38)   | 33/44<br>(43)  | 0.0/+5.6<br>(+5.5)                       |

<sup>14</sup> All participants in the 2004-2005 program year for whom there were testing data had also been participants in the 2003-2004 program year.

| <b>STUDENT GROUP</b>                 | <b>Reading -- Mean Percentile Score -- Spring in Prior School Year</b> | <b>Reading -- Mean Percentile Score -- Spring in Program Year</b> | <b>Reading – Change in Percentile Score</b> | <b>Math – Mean Percentile Score – Spring in Prior School Year</b> | <b>Math – Mean Percentile Score – Spring in Program Year</b> | <b>Math – Change in Percentile Score</b> |
|--------------------------------------|--|---|---|---|--|--|
| • <b>Not eligible</b>                | 42/37<br>(39)  | 42/31<br>(32)   | <1.0/-6.4<br>(-6.3)                         | 41/38<br>(38)   | 40/38<br>(39)  | -1.8/<1.0<br>(+3.3)                      |
| <b>ETHNIC GROUP</b>                  |  |   |   |   |  |  |
| • <b>White</b>                       | 41/41<br>(41)  | 42/47<br>(35)   | <1.0/-5.1<br>(-5.2)                         | 42/41<br>(41)   | 40/46<br>(45)  | -2.0/+5.0<br>(+4.9)                      |
| • <b>Hispanic</b>                    | 29/31<br>(32)  | 30/27<br>(28)   | +1.4/-3.1<br>(-3.0)                         | 25/33<br>(34)   | 27/34<br>(35)  | +2.0/+1.0<br>(+1.7)                      |
| • <b>Asian</b>                       | 31/26<br>(25)  | 27/23<br>(23)   | -4.2/-3.2<br>(-1.7)                         | 35/31<br>(32)   | 38/36<br>(37)  | +3.2/+4.5<br>(+4.7)                      |
| • <b>African or African-American</b> | Too few cases  | Too few cases   | Too few cases                               | Too few cases   | Too few cases  | Too few cases                            |
| • <b>Native American</b>             | Too few cases  | Too few cases   | Too few cases                               | Too few cases   | Too few cases  | Too few cases                            |
| <b>ENGLISH PROFICIENCY</b>           |  |   |   |   |  |  |
| • <b>Limited</b>                     | 13/25<br>(24)  | 13/24<br>(25)   | <1.0/-1.2<br>(<1.0)                         | 12/29<br>(30)   | 16/31<br>(33)  | +3.5/+2.6<br>(+4.6)                      |
| • <b>Sufficient</b>                  | 35/35<br>(36)  | 36/31<br>(31)   | <1.0/-4.0<br>(-4.3)                         | 34/36<br>(37)   | 34/39<br>(39)  | <1.0/+3.5<br>(+3.7)                      |
| <b>SPECIAL EDUCATION</b>             |  |   |   |   |  |  |
| • <b>Yes</b>                         | NA/23<br>(24)  | NA/21<br>(21)   | NA/-2.6<br>(-3.5)                           | NA/29<br>(29)   | NA/30<br>(29)  | NA/+1.7<br>(+2.4)                        |
| • <b>No</b>                          | NA/36<br>(37)  | NA/33<br>(34)   | NA/-3.7<br>(-2.1)                           | NA/37<br>(38)   | NA/40<br>(41)  | NA/+3.3<br>(+3.7)                        |
| <b>PROGRAM COMPLETER</b>             |  |   |   |   |  |  |
| • <b>Completer</b>                   | NA/32<br>(31)  | NA/29<br>(27)   | NA/-3.1<br>(-3.5)                           | NA/35<br>(33)   | NA/38<br>(38)  | NA/+3.1<br>(+5.2)                        |

| <b>STUDENT GROUP</b>                             | <b>Reading -- Mean Percentile Score -- Spring in Prior School Year</b> | <b>Reading -- Mean Percentile Score -- Spring in Program Year</b> | <b>Reading -- Change in Percentile Score</b> | <b>Math -- Mean Percentile Score -- Spring in Prior School Year</b> | <b>Math -- Mean Percentile Score -- Spring in Program Year</b> | <b>Math -- Change in Percentile Score</b> |
|--|--|---|--|---|--|---|
| • <b>Non-Completer</b>                           | NA/37<br>(38)  | NA/33<br>(35)   | NA/-5.9<br>(-2.3)                            | NA/33<br>(39)   | NA/36<br>(37)  | NA/<1.0<br>(<1.0)                         |
| <b>QUARTILE IN SPRING 2002-2003<sup>15</sup></b> |  |   |  |   |  |   |
| • <b>Quartile 1: Lowest</b>                      | 14/NA  | 19/NA   | +5.4/NA                                      | 14/NA   | 19/NA  | +5.3/NA                                   |
| • <b>Quartile 2</b>                              | 35/NA  | 35/NA   | <1.0/NA                                      | 35/NA   | 34/NA  | <1.0/NA                                   |
| • <b>Quartile 3</b>                              | 62/NA  | 57/NA   | -4.9/NA                                      | 60/NA   | 52/NA  | -8.1/NA                                   |
| • <b>Quartile 4: Highest</b>                     | 86/NA  | 73/NA   | -13.4/NA                                     | 80/NA   | 79/NA  | -1.0/NA                                   |
| <b>PRIOR SCHOOL YEAR READING TEST GROUP</b>      |  |   |  |   |  |   |
| • <b>Level 1</b>                                 | NA/18<br>(17)  | NA/19<br>(19)   | NA/+1.6<br>(+1.9)                            | NA/26<br>(27)   | NA/30<br>(31)  | NA/+4.5<br>(+4.8)                         |
| • <b>Level 2</b>                                 | NA/39<br>(39)  | NA/35<br>(37)   | NA/-3.8<br>(-1.4)                            | NA/38<br>(38)   | NA/39<br>(39)  | NA/+1.1<br>(<1.0)                         |
| • <b>Levels 3-5</b>                              | NA/66<br>(66)  | NA/49<br>(48)   | NA/-17.1<br>(-18.0)                          | NA/53<br>(53)   | NA/54<br>(56)  | NA/<1.0<br>(+2.2)                         |
| <b>PRIOR SCHOOL YEAR MATHEMATICS TEST GROUP</b>  |  |   |  |   |  |   |
| • <b>Level 1</b>                                 | NA/22<br>(23)  | NA/20<br>(20)   | NA/-2.2<br>(-2.2)                            | NA/18<br>(17)   | NA/25<br>(25)  | NA/+7.2<br>(+7.2)                         |
| • <b>Level 2</b>                                 | NA/40<br>(41)  | NA/35<br>(37)   | NA/-4.9<br>(-4.6)                            | NA/40<br>(40)   | NA/41<br>(42)  | NA/+1.3<br>(+2.4)                         |
| • <b>Levels 3-5</b>                              | NA/49<br>(48)  | NA/44<br>(44)   | NA/-4.3<br>(-3.5)                            | NA/68<br>(68)   | NA/62<br>(63)  | NA/-5.0<br>(-4.0)                         |

<sup>15</sup> 2002-2003 quartile group was for either reading or math, depending on the subject being analyzed.

| <b>STUDENT GROUP</b>   | <b>Reading -- Mean Percentile Score -- Spring in Prior School Year</b> | <b>Reading -- Mean Percentile Score -- Spring in Program Year</b> | <b>Reading – Change in Percentile Score</b> | <b>Math – Mean Percentile Score – Spring in Prior School Year</b> | <b>Math – Mean Percentile Score – Spring in Program Year</b> | <b>Math – Change in Percentile Score</b> |
|--|--|---|---|---|--|--|
| <b>ATTENDANCE GROUP IN YEAR PRIOR TO PROGRAM YEAR<sup>16</sup></b> |  |   |   |   |  |  |
| • <b>Group 1: Lowest</b>   | 25/34<br>(33)  | 29/30<br>(32)   | +3.4/-1.6<br>(-2.5)                         | 29/42<br>(42)   | 26/39<br>(38)  | -3.0/<1.0<br>(-4.0)                      |
| • <b>Group 2</b>   | 38/34<br>(34)  | 39/33<br>(33)   | <1.0/<1.0<br>(<1.0)                         | 37/31<br>(31)   | 39/30<br>(30)  | +2.0/-1.5<br>(-1.5)                      |
| • <b>Group 3</b>   | 32/32<br>(34)  | 32/29<br>(30)   | <1.0/-2.5<br>(-2.1)                         | 29/33<br>(35)   | 30/36<br>(36)  | +1.2/+4.9<br>(+3.2)                      |
| • <b>Group 4: Highest</b>  | 36/33<br>(33)  | 36/38<br>(29)   | <1.0/-4.4<br>(-4.0)                         | 36/36<br>(35)   | 36/39<br>(40)  | <1.0/+3.7<br>(+5.0)                      |

<sup>16</sup> G1 = lowest attendance, G4 = highest attendance; G1 = less than 91 percent, G2 = between 91 and 94 percent, G3 = between 95 and 97 percent, and G4 = greater than 98 percent

**TABLE 6:  
TEACHER-REPORTED CHANGE IN STUDENT BEHAVIOR  
FROM BEGINNING OF MARKING PERIOD  
(ASAP Program Participants Only)**

Percent in 2003-2004 program/Percent in 2004-2005 program  
(Percent in both years)

| <b>TYPE OF BEHAVIOR</b>                                  | <b>A Lot Better<br/>(5)</b> | <b>Somewhat Better<br/>(3)</b> | <b>A Little Better<br/>(1)</b> | <b>Worse<br/>(-2)</b> | <b>No Change<br/>(0)</b> |
|--|-----------------------------|--------------------------------|--------------------------------|-----------------------|--------------------------|
| <b>ACADEMIC BEHAVIORS</b>                                |                             |                                |                                |                       |                          |
| <b>Participates in class discussions</b>                 | 6/3<br>(3)                  | 24/25<br>(21)                  | 15/7<br>(9)                    | 7/4<br>(6)            | 48/61<br>(61)            |
| <b>Completes classwork</b>                               | 7/5<br>(6)                  | 21/20<br>(19)                  | 17/7<br>(8)                    | 8/4<br>(5)            | 47/64<br>(62)            |
| <b>Completes homework</b>                                | 10/10<br>(10)               | 20/12<br>(12)                  | 13/9<br>(9)                    | 9/6<br>(7)            | 49/63<br>(62)            |
| <b>ATTENDING BEHAVIORS</b>                               |                             |                                |                                |                       |                          |
| <b>Arrives to class on time</b>                          | 6/3<br>(4)                  | <1/6<br>(7)                    | 6/4<br>(4)                     | 7/4<br>(5)            | 80/83<br>(80)            |
| <b>Pays attention in class</b>                           | 9/5<br>(5)                  | 19/27<br>(21)                  | 23/8<br>(9)                    | 6/4<br>(5)            | 43/56<br>(60)            |
| <b>Talks in class at inappropriate times</b>             | 12/6<br>(7)                 | 9/13<br>(14)                   | 2/6<br>(7)                     | 1/3<br>(3)            | 75/72<br>(69)            |
| <b>Fidgets or gets out of seat at inappropriate time</b> | 8/3<br>(5)                  | 8/11<br>(9)                    | 2/3<br>(4)                     | 0/3<br>(4)            | 82/80<br>(78)            |
| <b>Listens and follows directions</b>                    | 8/5<br>(3)                  | 20/17<br>(15)                  | 19/8<br>(10)                   | 4/4<br>(5)            | 49/66<br>(67)            |
| <b>SOCIAL BEHAVIORS</b>                                  |                             |                                |                                |                       |                          |
| <b>Gets in arguments with other students</b>             | 9/3<br>(5)                  | 7/3<br>(4)                     | 3/2<br>(1)                     | <1/1<br>(1)           | 80/91<br>(88)            |



| <b>TYPE OF BEHAVIOR</b>                    | <b>A Lot Better (5)</b> | <b>Somewhat Better (3)</b> | <b>A Little Better (1)</b> | <b>Worse (-2)</b> | <b>No Change (0)</b> |
|--|-------------------------|----------------------------|----------------------------|-------------------|----------------------|
| <b>Is disrespectful to adults</b>          | 6/2<br>(1)              | 3/4<br>(6)                 | 4/2<br>(2)                 | 0/<1<br>(<1)      | 88/91<br>(90)        |
| <b>Is disruptive to class routine</b>      | 7/4<br>(5)              | 4/8<br>(9)                 | 4/3<br>(3)                 | 0/1<br>(2)        | 85/84<br>(81)        |
| <b>Has negative attitude toward school</b> | 6/3<br>(3)              | 6/6<br>(6)                 | 4/3<br>(2)                 | 1/2<br>(2)        | 83/86<br>(87)        |

**TABLE 7:  
TEACHER REPORT OF CHANGE INDEX SCORES BY GROUP  
(ASAP participants only)**

Participants in 2003-2004/Participants in 2004-2005  
(Participants in both years)

| <b>STUDENT GROUP</b>                 | <b>Mean Score on Academic Behaviors</b> | <b>Mean Score on Attending Behaviors</b> | <b>Mean Score on Social Behaviors</b> |
|--------------------------------------|---|--|---------------------------------------|
| <b>TOTAL</b>                         | 1.0/0.8<br>(0.8)                        | 0.8/0.7<br>(0.6)                         | 0.5/0.3<br>(0.3)                      |
| <b>PARENT LIAISON</b>                |   |  |                                       |
| • <b>Yes</b>                         | 1.0/0.8<br>(0.8)                        | 0.7/0.6<br>(0.6)                         | 0.4/0.3<br>(0.3)                      |
| • <b>No</b>                          | 1.0/0.9<br>(0.8)                        | 0.9/0.7<br>(0.6)                         | 0.6/0.3<br>(0.3)                      |
| <b>SCHOOL LEVEL</b>                  |   |  |                                       |
| • <b>Primary (K-2)</b>               | 0.6/1.1<br>(1.0)                        | 0.8/0.9<br>(0.9)                         | 0.7/0.4<br>(0.3)                      |
| • <b>Upper Elementary (3-5)</b>      | 1.2/0.7<br>(0.5)                        | 0.8/0.5<br>(0.5)                         | 0.4/0.3<br>(0.4)                      |
| • <b>Middle (6-8)</b>                | NA/0.9<br>(0.9)                         | NA/0.6<br>(0.7)                          | NA/0.3<br>(0.3)                       |
| • <b>High (9-12)</b>                 | NA/NA                                   | NA/NA                                    | NA/NA                                 |
| <b>FAMILY INCOME LEVEL</b>           |   |  |                                       |
| • <b>Eligible for free lunch</b>     | 1.2/0.9<br>(0.9)                        | 0.9/0.7<br>(0.7)                         | 0.5/0.4<br>(0.5)                      |
| • <b>Eligible for reduced lunch</b>  | 0.8/0.8<br>(0.9)                        | 0.5/0.5<br>(0.6)                         | 0.3/0.2<br>(0.3)                      |
| • <b>Not eligible</b>                | 0.7/0.8<br>(0.6)                        | 0.7/0.6<br>(0.5)                         | 0.5/0.2<br>(0.2)                      |
| <b>ETHNIC GROUP</b>                  |   |  |                                       |
| • <b>White</b>                       | 0.8/0.8<br>(0.8)                        | 0.9/0.7<br>(0.7)                         | 0.5/0.3<br>(0.3)                      |
| • <b>Hispanic</b>                    | 1.1/0.8<br>(0.7)                        | 0.8/0.6<br>(0.6)                         | 0.5/0.3<br>(0.4)                      |
| • <b>Asian</b>                       | 1.0/0.9<br>(0.8)                        | 0.6/0.6<br>(0.4)                         | 0.3/0.2<br>(0.2)                      |
| • <b>African or African-American</b> | Too few cases                           | Too few cases                            | Too few cases                         |

| <b>STUDENT GROUP</b>   | <b>Mean Score on Academic Behaviors</b> | <b>Mean Score on Attending Behaviors</b> | <b>Mean Score on Social Behaviors</b> |
|--|---|--|---------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Native American</b></li> </ul> | Too few cases                           | Too few cases                            | Too few cases                         |
| <b>ENGLISH PROFICIENCY</b>   |   |  |                                       |
| <ul style="list-style-type: none"> <li>• <b>Limited</b></li> </ul>         | 1.1/0.8<br>(0.7)                        | 0.9/0.7<br>(0.5)                         | 1.1/0.3<br>(0.2)                      |
| <ul style="list-style-type: none"> <li>• <b>Sufficient</b></li> </ul>      | 1.0/0.9<br>(0.8)                        | 0.8/0.6<br>(0.7)                         | 0.4/0.3<br>(0.4)                      |
| <b>21<sup>st</sup> CCLC COMPLETER STATUS</b>                               |   |  |                                       |
| <ul style="list-style-type: none"> <li>• <b>Completer</b></li> </ul>       | 1.0/0.9<br>(0.8)                        | 0.8/0.7<br>(0.6)                         | 0.5/0.3<br>(0.4)                      |
| <ul style="list-style-type: none"> <li>• <b>Non-Completer</b></li> </ul>   | 1.1/0.8<br>(0.7)                        | 0.8/0.5<br>(0.4)                         | 1.0/<0.1<br>(0)                       |
| <b>PRIOR SCHOOL YEAR READING TEST GROUP</b>                                |   |  |                                       |
| <ul style="list-style-type: none"> <li>• <b>Level 1</b></li> </ul>         | NA/0.9<br>(0.9)                         | NA/0.6<br>(0.6)                          | NA/0.3<br>(0.4)                       |
| <ul style="list-style-type: none"> <li>• <b>Level 2</b></li> </ul>         | NA/0.9<br>(1.0)                         | NA/0.6<br>(0.6)                          | NA/0.2<br>(0.3)                       |
| <ul style="list-style-type: none"> <li>• <b>Levels 3-5</b></li> </ul>      | NA/0.6<br>(0.6)                         | NA/0.5<br>(0.4)                          | NA/0.4<br>(0.4)                       |
| <b>PRIOR SCHOOL YEAR MATHEMATICS TEST GROUP</b>                            |   |  |                                       |
| <ul style="list-style-type: none"> <li>• <b>Level 1</b></li> </ul>         | NA/1.0<br>(1.0)                         | NA/0.6<br>(0.7)                          | NA/0.3<br>(0.4)                       |
| <ul style="list-style-type: none"> <li>• <b>Level 2</b></li> </ul>         | NA/0.8<br>(0.7)                         | NA/0.6<br>(0.6)                          | NA/0.2<br>(0.3)                       |
| <ul style="list-style-type: none"> <li>• <b>Levels 3-5</b></li> </ul>      | NA/0.7<br>(0.6)                         | NA/0.4<br>(0.3)                          | NA/0.5<br>(0.5)                       |
| <b>PRIOR SCHOOL YEAR ATTENDANCE GROUP<sup>17</sup></b>                     |   |  |                                       |

<sup>17</sup> G1 = lowest attendance, G4 = highest attendance; G1 = less than 91 percent, G2 = between 91 and 94 percent, G3 = between 95 and 97 percent, and G4 = greater than 98 percent

| <b>STUDENT GROUP</b>      | <b>Mean Score on Academic Behaviors</b> | <b>Mean Score on Attending Behaviors</b> | <b>Mean Score on Social Behaviors</b> |
|---------------------------|---|--|---------------------------------------|
| • <b>Group 1: Lowest</b>  | 1.4/1.1<br>(1.1)                        | 1.1/0.6<br>(0.7)                         | 0.9/0.5<br>(0.5)                      |
| • <b>Group 2</b>          | 1.0/0.8<br>(0.8)                        | 1.0/0.9<br>(1.0)                         | 0.5/0.6<br>(0.7)                      |
| • <b>Group 3</b>          | 0.9/0.9<br>(1.0)                        | 0.7/0.8<br>(0.8)                         | 0.3/0.3<br>(0.4)                      |
| • <b>Group 4: Highest</b> | 1.0/0.7<br>(0.7)                        | 0.6/0.5<br>(0.5)                         | 0.4/0.2<br>(0.2)                      |