

Program Report Card: State-Funded After School Programs (ASPs) 2014-15

Program Purpose: To reduce disparities in access to high quality out-of-school-time activities by providing academic, enrichment, and recreational programs that reinforce and complement the regular academic program and that, over time, are intended to reduce the achievement gap among K-12 students.

Reaching the Target Population: 6,090 students were served at 48 sites in 18 districts statewide, a 38% increase from 2013-2014. Statewide, 37.7% of students were eligible for free/reduced lunch in 2014-2015 compared with 45.5% in the districts where the ASP programs were located. In terms of participants in the ASP programs, 73.3% were eligible for free/reduced lunch.

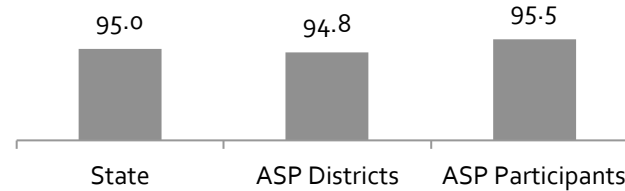
Performance Indicator 1: Achievement Data

■ CMT and CAPT testing data were not available for 2014-2015 as the Smarter Balanced Assessment was implemented. Data in terms of student achievement related data, school attendance and discipline infractions, are reported as in previous years.

Performance Indicator 2: School Attendance

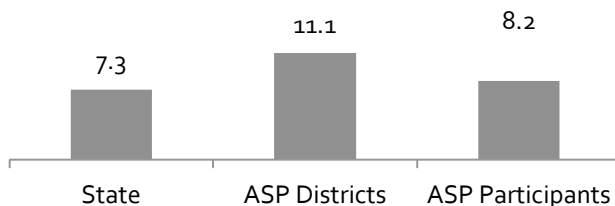
Statistical analyses highlight that ASP participants have significantly higher rates of attendance (95.5%) than students in the State (95.0%) and ASP Districts (94.8%); however, the average difference was 1 day for the length of the school year.

Figure 15. Average school day attendance rates



Performance Indicator 3: School Day Behavior

Figure 16. Percentage of students with one or more disciplinary infractions



During the 2014-2015 school year, 8.2 percent of the 5,527 students with disciplinary data had one or more disciplinary infractions.

Though the percentage of public school students in the State with one or more disciplinary infractions was 7.3%, the percentage for ASP participants was significantly less than students in ASP districts (11.1%).

Multi-Year Participants

For the multi-year analyses, after controlling for differences in school day attendance rates according to grade level, there was a statistically significant difference in attendance rates suggesting a difference in attendance rates according to the number of years a student participates in programming. For example, the mean attendance rate or students enrolled for one year was 95.4% compared with 96.5% for those enrolled for four years.

In terms of frequency of discipline infractions per student, there is an overall trend toward a decrease in discipline infractions over time among individuals with at least one infraction. In terms of percentage, of students enrolled in the program for one year 8.6% had one or more disciplinary infraction, compared with 3.3% who were enrolled for four years. These data suggest that the longer students participate in programming, the fewer the overall percentage of students with at least one or more disciplinary infractions. It is important to keep in mind that compared to ASP districts, ASP participants on average evidence a smaller percentage of one or more disciplinary infractions.