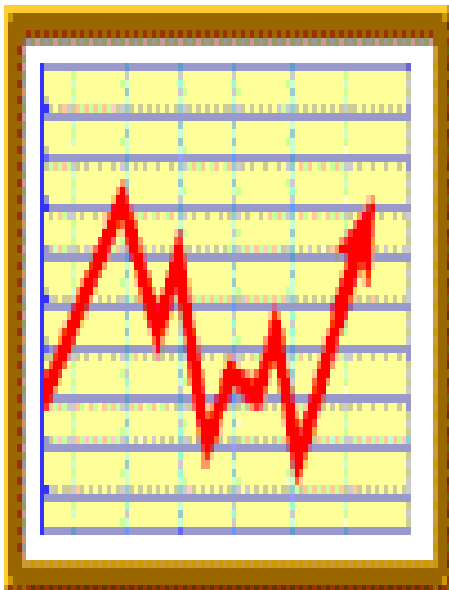


*San Diego City “6 to 6”  
and  
San Diego After School  
Regional Consortium*

**Academic Indicator Report  
1999-2000**



**Summary of Findings**

**Hoffman Clark & Associates  
July 2001**

# **San Diego “6 to 6” After School and San Diego Regional Consortium**

## **Academic Indicator Report 1999-2000**

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# Executive Summary

San Diego After School Regional Consortium is a collaborative of after school providers serving more than 25,000 children annually. The Consortium was established in 1998 in response to funding legislation from the Department of Education titled, After School Learning and Safe Neighborhood Program (ASSNLP). The funding mandates both an academic enrichment and a recreational component delivered in an after school setting. The goal of the program is to provide academic support that leads to improved student outcomes and create enrichment and recreation programs that foster student resiliency and improve neighborhood and student safety.

Currently, the San Diego After School Consortium supports over 300 programs in 18 school districts, including county-funded Critical Hours programs, city-coordinated "6 to 6" programs, and the state-funded After School Learning and Safe Neighborhoods Partnerships Programs.

The San Diego After School Consortium provides coordination, training, and technical assistance that include brown bag monthly updates and innovative quarterly hands-on staff development events. Technical assistance also includes funding for local evaluation, which included a local assessment of changes in academic indicators during the first program year, 1999-2000.

An analysis was conducted with a random sample of students (n=187) to determine the impact of the after school program on reading and math scores, regular school day attendance and absences. The design included the pre-post matched pairs analysis of academic indicators of baseline data (1999) as compared to follow-up data (2000). The analysis did not include comparison data.

## Key Findings

- Individual SAT-9 scores show improvements consistent with statewide evaluation results, including **statistically significant** increases in reading scores. Reading scores increased 9.8% from 1999 to 2000. The number of students who scored above 25<sup>th</sup> percentile increased from 64.3% to 70.6% during the same time period.
- The number of students who scored above 25<sup>th</sup> percentile in math increased from 63.5% in the 1999 to 66.1% in 2000, a total increase of 4.0%.
- 57% of the total students sampled increased their reading scores and 44% increased their math scores.

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# Background and Methods

One of the ASSNLP program outcomes is improvement of participants' academic performance. The goal of the evaluation was to confirm if this outcome was being accomplished in a sample of San Diego students. The statewide evaluation<sup>1</sup> concluded that the ASSNLP program was successful in increasing reading, math scores and rates of regular school day attendance and decreasing absences. San Diego Unified and their contracted program provider, the City of San Diego, provide nearly half of the San Diego County programs funded by the California Office of Education (ASSNLP). The student sample for this analysis was drawn from students from the San Diego Unified District. School day attendance and absence data were collected along with SAT-9 reading and math scores. These variables are all mandated statewide evaluation variables.

Hoffman Clark & Associates were hired as the project evaluators during the second year of the program. They assisted San Diego Unified and City of San Diego staff in the compilation of the data and conducted the analysis and reporting of results.

Matched-pairs t-testing and frequency distributions were conducted to determine changes from pre to post testing. The analysis included (n=142) of matched-pairs data from students grades (4-8). Baseline or pre data were student scores and attendance data the year prior to the current year of after school program attendance. Follow-up refers to data from the end of the current year of after school program attendance.

## ***Study Limitations***

The use of comparison group data was determined to be outside the scope of project resources for this preliminary pilot study of Year 1 data. Caution should also be used in inferring the results of this data to students countywide, as the sample is taken from the students only within the San Diego Unified School District. The sample for future analysis will be taken from the entire County.

The aggregation and analysis of students days of attendance was not conducted due to both time and resource constraints. Analysis by days of after school attendance is planned for next year and will most likely yield findings of increases in attendance and decreases in absences for students who had higher rates of after school program attendance.

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<sup>1</sup> Evaluation of California's Learning and Safe Neighborhoods Partnerships Program: 1999-2000, Preliminary Report. Department of Education, University Of California at Irvine, May 2001.

# Results

As one of the benchmarks for academic improvement, we look at participating students SAT-9 scores. Our analysis found results that are consistent with the findings from the statewide evaluation conducted by the University of Irvine and indicate that students are improving both the math and reading scores at a rate that is greater than overall student achievement statewide. Attendance and absence changes for students were positive, absences decreased by one day and attendance increased by one day for students in the sample. Outcomes for these indicators were not statistically significant. The statewide evaluation found higher increases in attendance for students who had higher rates of program attendance. The following figures summarize the results of the analysis. Additional detail is provided in the Appendix.

**Figure 1. Improvement of After School Learning and Safe Neighborhoods**

<b>% Participants Who Improved</b>	<b>1999 Above 25%tile</b>	<b>2000 Above 25%tile</b>	<b>1999 Above 50%tile</b>	<b>2000 Above 50%tile</b>	<b>% Increase in Students Above 25%tile</b>
57.2%	64.3%	70.6%	39.9%	45.5%	9.8%
N = 138	143	187	143	187	

## Partnership Program Participants on SAT-9 Reading Scores

**Figure 2. Improvement of After School Learning and Safe Neighborhoods Partnership Program Participants on SAT-9 Math Scores**

<b>% Participants Who Improved</b>	<b>1999 Above 25%tile</b>	<b>2000 Above 25%tile</b>	<b>1999 Above 50%tile</b>	<b>2000 Above 50%tile</b>	<b>% Increase in Students Above 25%tile</b>
43.7%	63.5%	66.1%	42.6%	41.4	4.1%
N= 142	186	148	148	186	

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# Appendix

## Frequencies--Attendance Data Tables suppressed if more than 15 values

		<b>99 Enrolled Days</b>	<b>99 Absent Days</b>	<b>00 Enrolled Days</b>	<b>00 Absent Days</b>
N	Valid	196	196	230	230
	Missing	34	34	0	0
Mean		177.39	7.13	176.28	7.11
Median		180.00	5.00	180.00	5.00
Minimum		35	0	64	0
Maximum		180	48	191	52

### Frequency Table

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	35	1	.4	.5	.5
	76	1	.4	.5	1.0
	99	1	.4	.5	1.5
	103	1	.4	.5	2.0
	151	1	.4	.5	2.6
	154	1	.4	.5	3.1
	169	1	.4	.5	3.6
	171	2	.9	1.0	4.6
	175	1	.4	.5	5.1
	177	2	.9	1.0	6.1
	178	3	1.3	1.5	7.7
	179	3	1.3	1.5	9.2
	180	178	77.4	90.8	100.0
	Total	196	85.2	100.0	
Missing	System	34	14.8		
Total		230	100.0		

## Frequencies--Test Score percentiles Tables suppressed if more than 15 values

		<b>99 MT Percentile</b>	<b>99 RT Percentile</b>	<b>00 MT Percentile</b>	<b>00 RT Percentile</b>
N	Valid	148	143	186	187

	Missing	82	87	44	43
Mean		45.20	43.59	45.92	47.06
Median		42.00	37.00	38.00	47.00
Minimum		2	1	5	1
Maximum		99	99	99	99

## T-Test--MT Percentile Change 1999 to 2000

### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	99 MT Percentile	45.62	142	30.58	2.57
	00 MT Percentile	44.68	142	29.59	2.48

### Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	99 MT Percentile & 00 MT Percentile	142	.866	.000

### Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval	t	df	Sig. (2-tailed)
Pair 1 99 Enrolled Days- 00 Enrolled Days	-.88	16.33	1.17	(-3.18, 1.42)	-.752	195	.453
Pair 2 99 Absent Days- 00 Absent Days	.18	6.82	.49	(-.78, 1.14)	.377	195	.707

# T-Test--RT percentile change 1999 to 2000

## Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	99 RT Percentile	43.97	138	30.43	2.59
	00 RT Percentile	48.20	138	27.97	2.38

## Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	99 RT Percentile & 00 RT Percentile	138	.899	.000

## Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval	t	df	Sig. (2-tailed)
Pair 1 99 RT Percentile - 00 RT Percentile	-.423	13.35	1.14	(-6.48, -1.99)	-3.725	137	.000
Pair 2 99 Absent Days- 00 Absent Days	.18	6.82	.49	(-.78, 1.14)	.377	195	.707

# T-Test--Enrollment changes 1999-2000

### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	99 Enrolled Days	177.39	196	15.17	1.08
	00 Enrolled Days	178.27	196	11.39	.81
Pair 2	99 Absent Days	7.13	196	7.70	.55
	00 Absent Days	6.95	196	7.17	.51

### Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	99 Enrolled Days & 00 Enrolled Days	196	.269	.000
Pair 2	99 Absent Days & 00 Absent Days	196	.581	.000

### Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval	t	df	Sig. (2-tailed)
Pair 1 99 RT Percentile - 00 RT Percentile	-.88	16.33	1.17	(-3.18, 1.42)	-.752	195	.453
Pair 2 99 Absent Days - 00 Absent Days	.18	6.82	.49	(-.78, 1.14)	.377	195	.707