

Excel Beyond the Bell



Excel Beyond the Bell 2015-2016 Education Success Scorecard

Prepared by P16Plus Council of Greater Bexar County with data provided by San Antonio and Harlandale ISDs
October 2016

Overview

Purpose: To provide for shared measurement systems as a vital first step to 1) genuinely being able to assess and analyze the impact of work done across San Antonio's Out of School Time (OST) sector— what works and why, and 2) aligning efforts to achieve the multiplier effect that is the ultimate goal of any collective impact effort.

The Excel Beyond the Bell San Antonio network served 3,189 students in San Antonio ISD and 641 students in Harlandale ISD with student IDs and data available during the 2015-2016 school year. Participants in the Excel Beyond the Bell Education Success Scorecard for the 2015-2016 school year include:

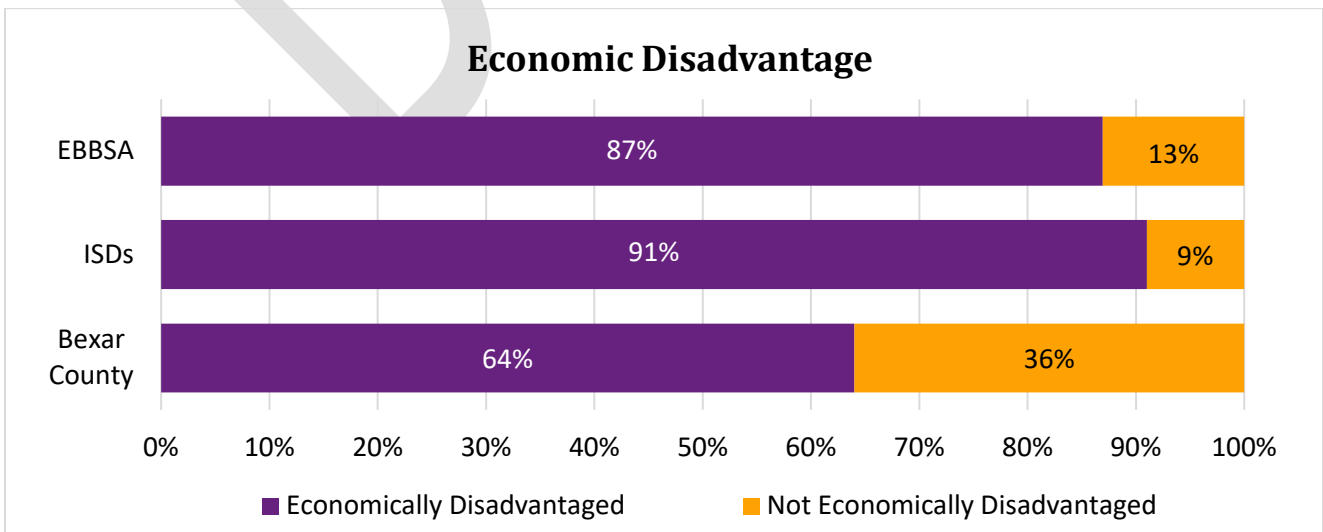
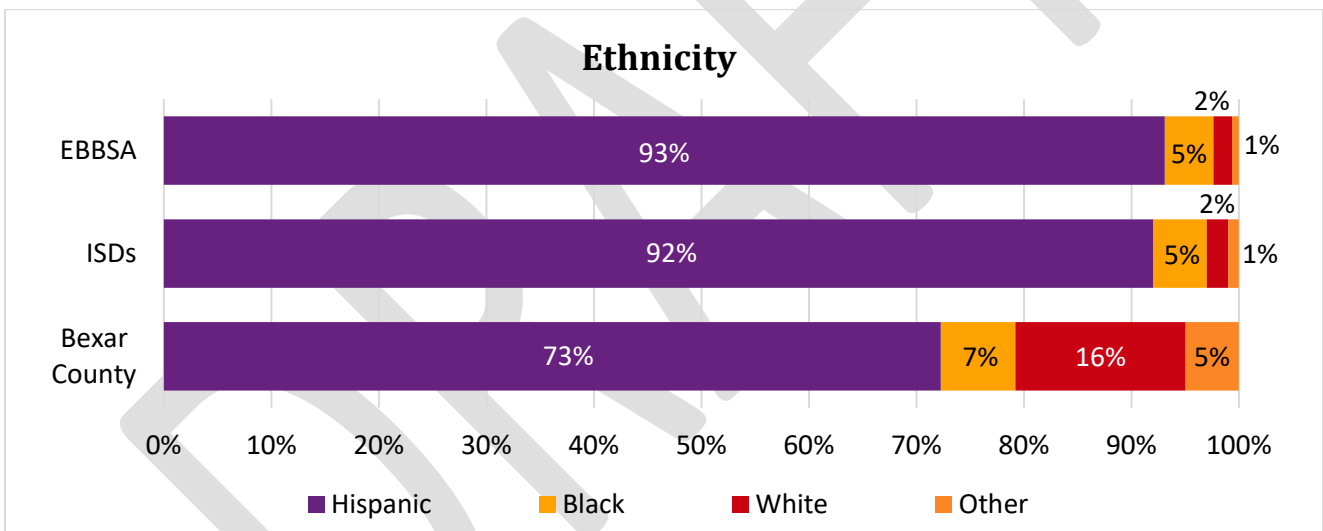
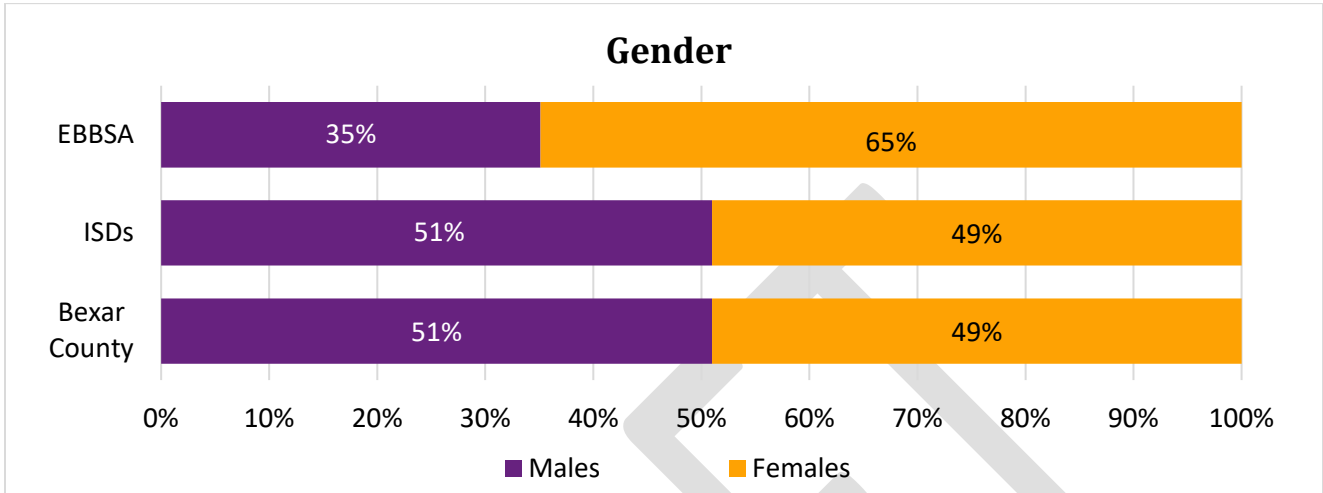
- Boy with a Ball (34)
- Boys and Girls Clubs (240)
- Children's Chorus (48)
- Communities in Schools (161)
- Family Service (69)
- Gemini Ink (57)
- Girl Scouts (860)
- Girls Inc. (37)
- Good Samaritan (168)
- H.I.S. BridgeBuilders (86)
- MEYO (40)
- Martinez Street Women's Center Girl Zone (40)
- Prefreshman Engineering Program (237)
- San Antonio Sports *i play! afterschool* (422)
- San Antonio Youth (100)
- Say Sí (53)
- YMCA (1,213)

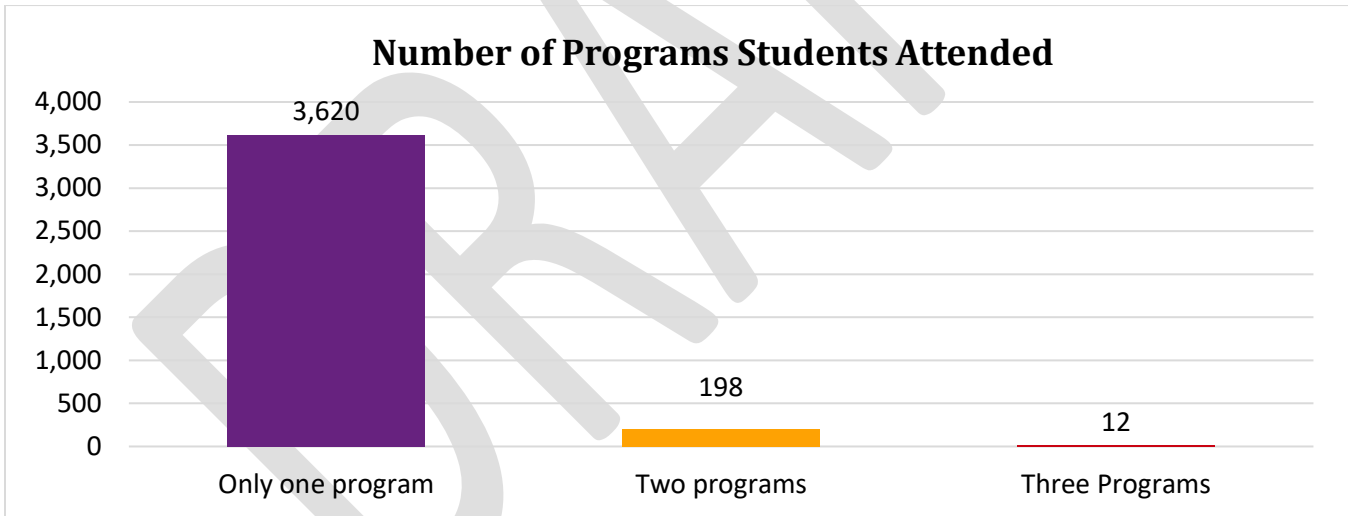
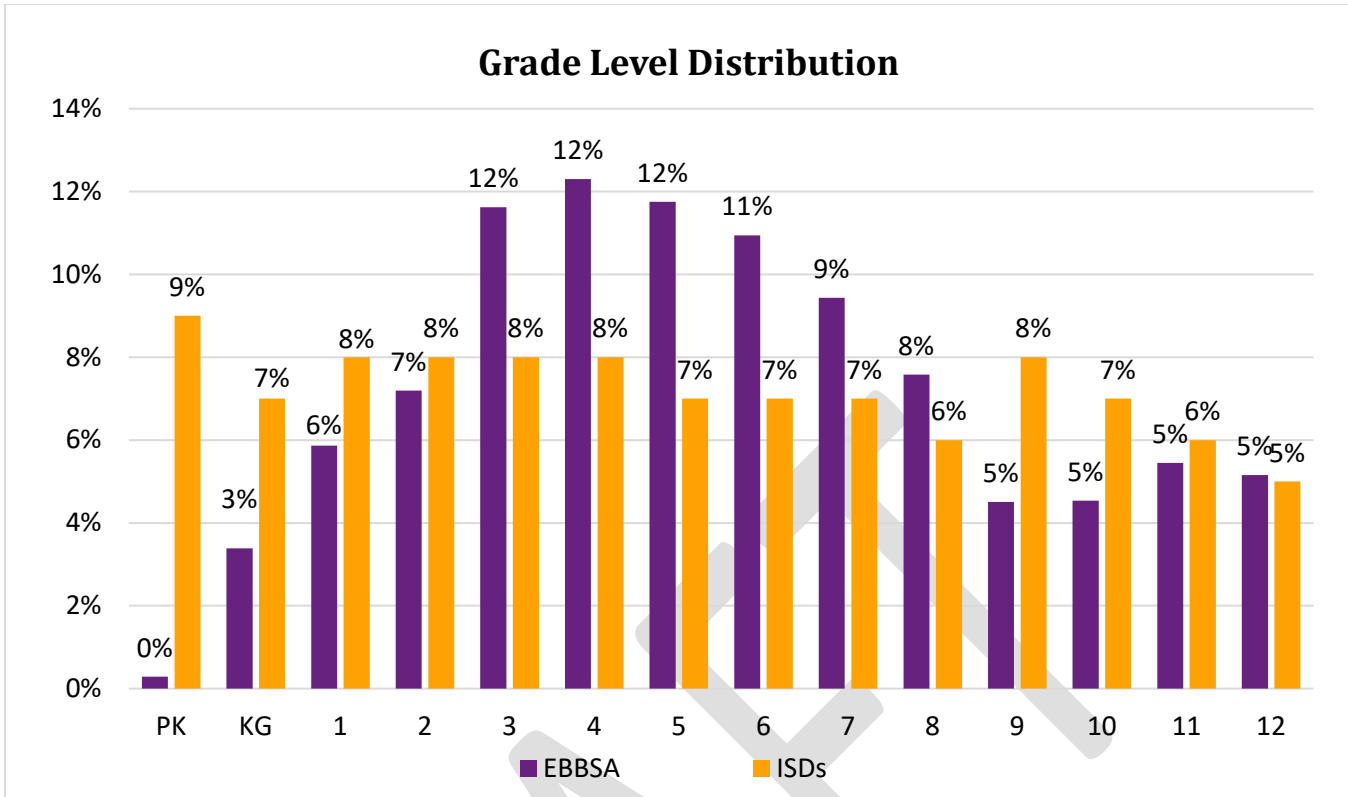
Agencies that participated in the pilot scorecard in the 2014-15 school year included Big Brothers Big Sisters, Boys and Girls Clubs, Gemini Ink, Martinez Street Women's Center Girl Zone, Prefreshman Engineering Program, San Antonio Sports, and YMCA.

Academic data is from San Antonio and Harlandale ISDs during the 2015-2016 school year, and includes discipline rates, attendance records, and STAAR scores. Developmental Asset Profile data is from the Search Institute, which surveyed students between September 2015 and February 2016. Comparison data from Harlandale and San Antonio ISDs are available for the 2015-16 school year. Bexar County demographic data is available from the Texas Education Agency for the 2015-16 school year. STAAR data at the current passing standard for the county is available for the 2016 administration from the Texas Assessment Management System, while the most recent STAAR data for the county college ready rate is from 2015 STAAR Aggregate Reports.

Below are charts of demographic data for the EBBSA Network, participating ISDs, and the Bexar County 15 ISDs, as well as a distribution of the number of programs students attended.

Total Students			
EBBSA	HISD	SAISD	Bexar County
3,830	15,086	53,069	326,764





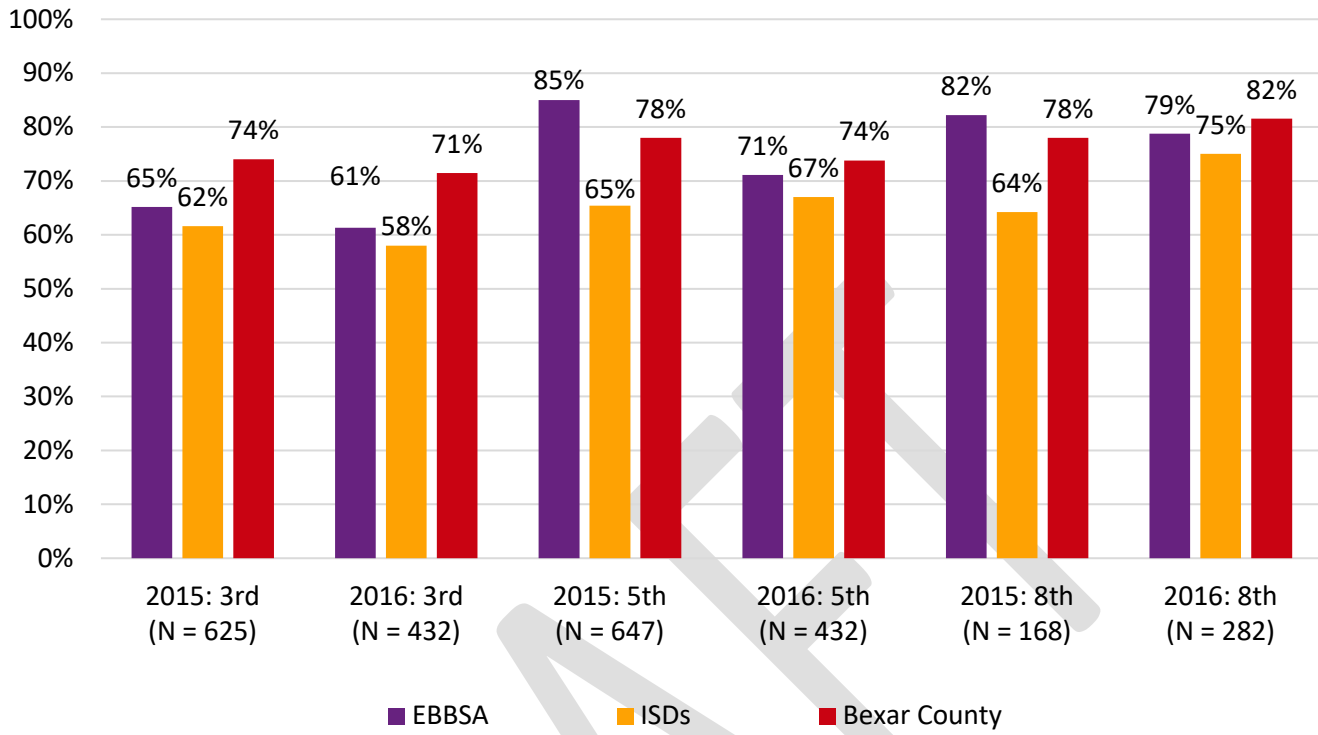
Academic Indicators

STAAR Grades 3, 5, 8 Reading and Math

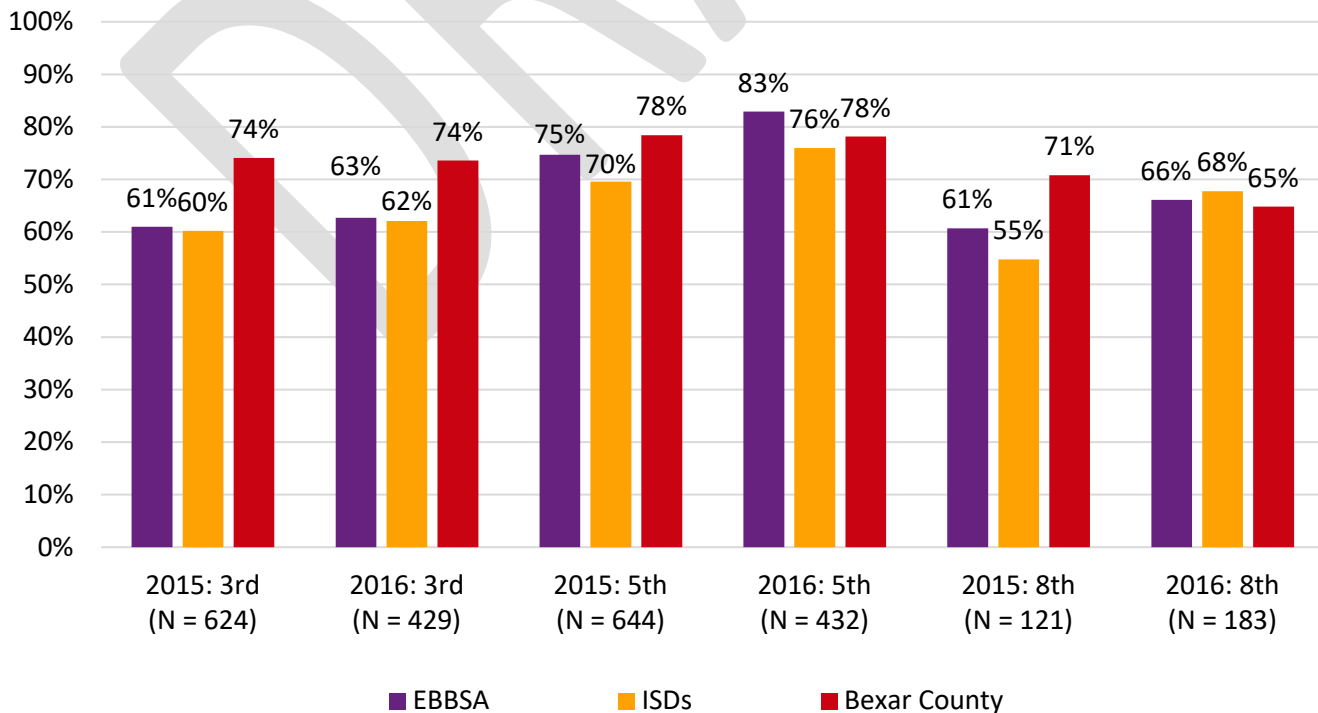
STAAR scores were available for Grades 3, 5, and 8 in Reading and Math. Comparison rates for the 2014-15 school year are provided as well. It is important to note that there were seven participating agencies in Excel Beyond the Bell in 2014-15, and seventeen in 2015-16. Additionally, the passing standard for all STAAR tests changed from 2015 to 2016, so rates are difficult to compare across years.

Excel Beyond the Bell network participants passed the STAAR exams at rates higher than the districts on each test and higher than Bexar County in 5th and 8th grade math. Also noted is the number of students taking each test.

Reading STAAR Passing Rates

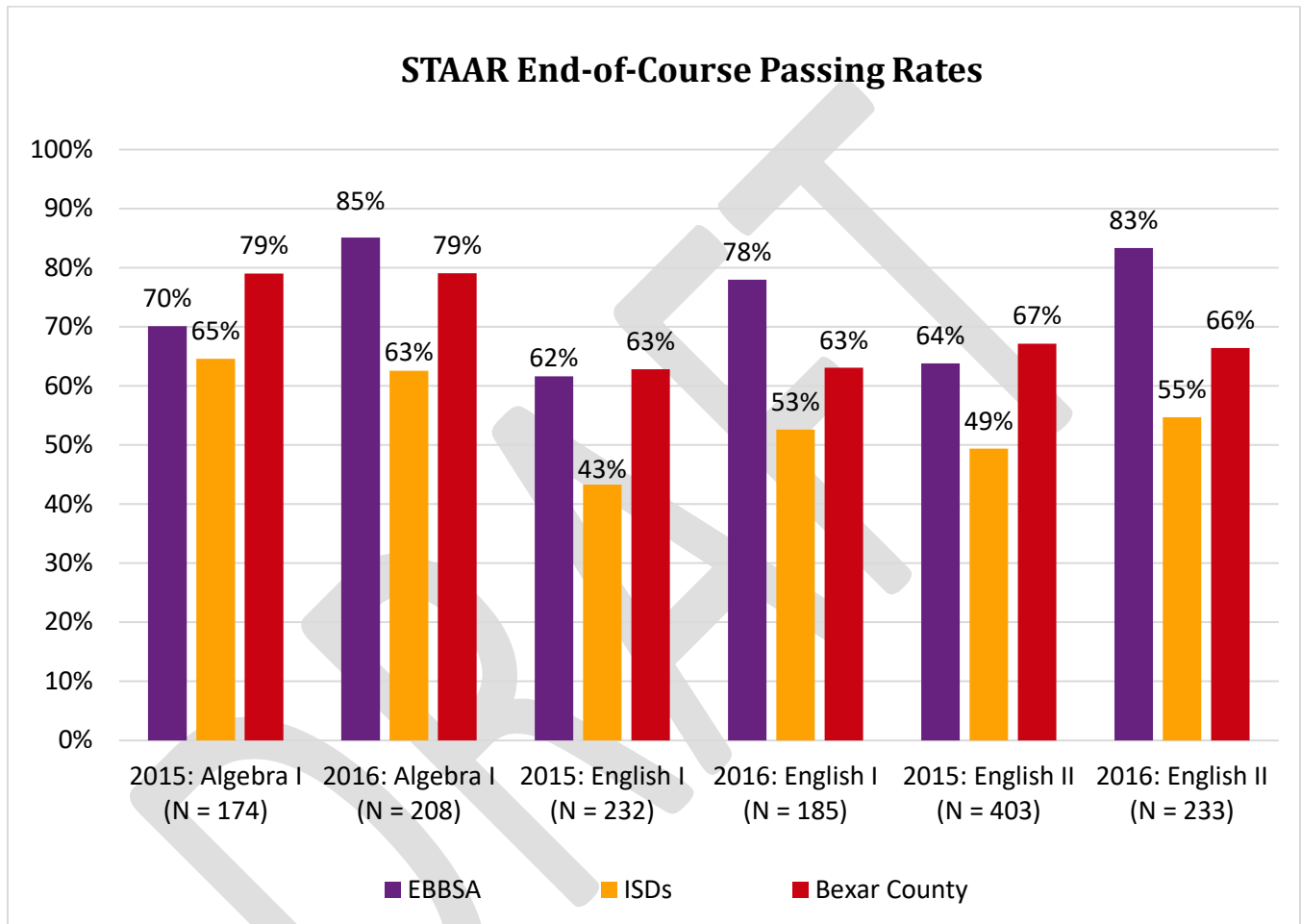


Math STAAR Passing Rates



STAAR End-of-Course

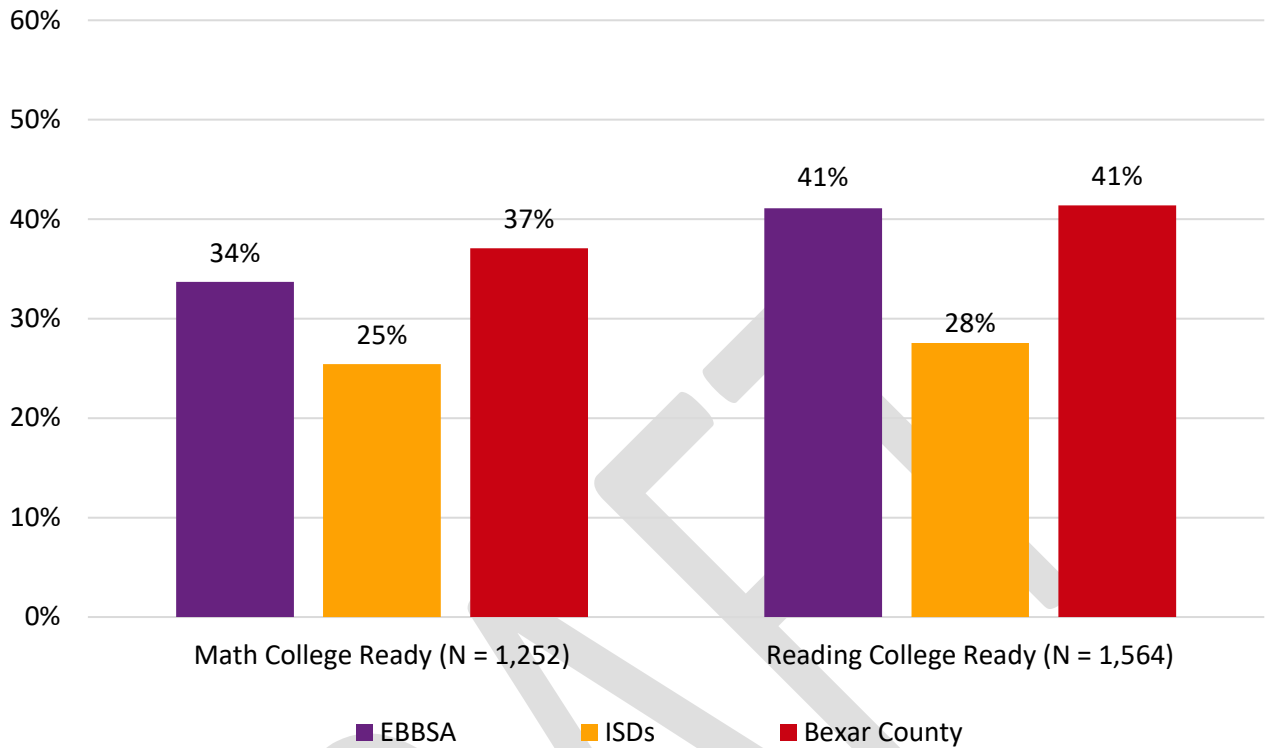
STAAR scores were available for the end-of-course exams in Algebra I, English I, and English II. In 2016, Excel Beyond the Bell participants passed all three exams at a higher rate than the ISDs and Bexar County. Bexar County rates only include the Spring 2016 administration.



College Readiness Indicators

The Texas Education Agency (TEA) considers students college ready when they meet the final recommended standard on any STAAR test. All tests above were combined to provide a rate of all test takers who are college ready in reading (3rd, 5th, 8th Reading, English I, English II) and math (3rd, 5th, 8th Math, Algebra I). Bexar County rates were most recently available for 2015. Excel Beyond the Bell network participants were college-ready at higher rates than the ISDs, and slightly lower rates than Bexar County overall. Also noted is the number of test takers in each category.

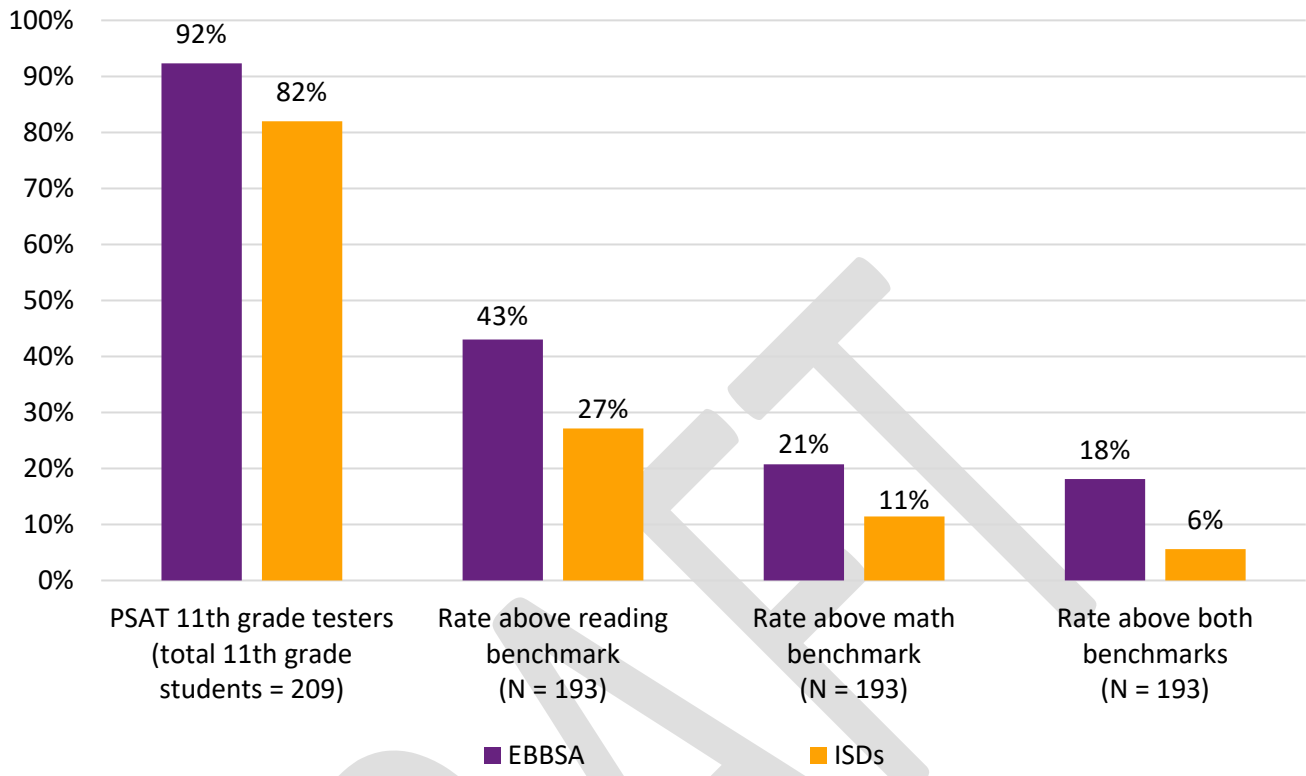
College Ready Students - STAAR Final Recommended Standard



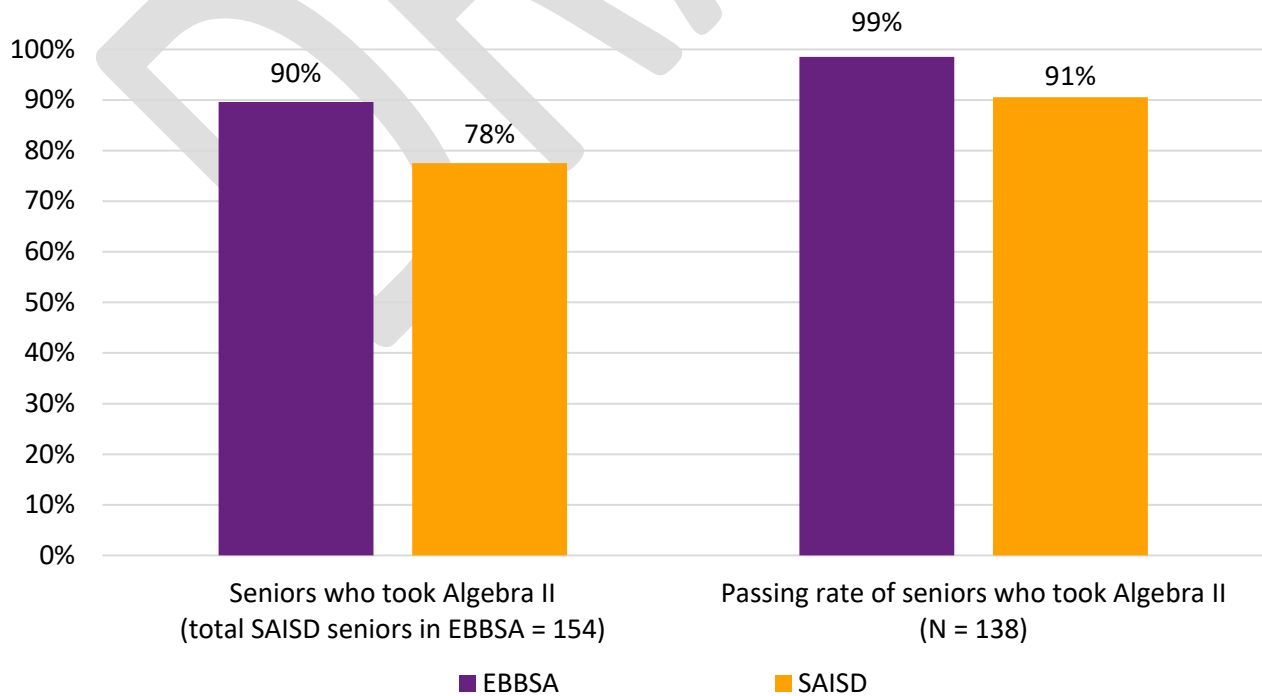
Additionally, P16Plus reviewed two other potential indicators of college readiness, the rate of 11th graders scoring above a benchmark on the PSAT and the rate of 12th graders taking Algebra II during high school. Six out of seventeen agencies had enough 11th graders to provide data on PSAT scores. The College Board provides a benchmark score for 11th graders for reading, 460, and math, 510. These benchmarks indicate whether a student is on track to be college ready. Provided below is the rate of 11th graders taking the PSAT who scored above the benchmark in both math and reading.

The third indicator is the rate of 12th graders who took Algebra II at any time in the previous four years and met the current passing standard. This data was only available for students in San Antonio ISD.

Rate Scoring Above PSAT Benchmark



Rate of SAISD Seniors Taking and Passing Algebra II

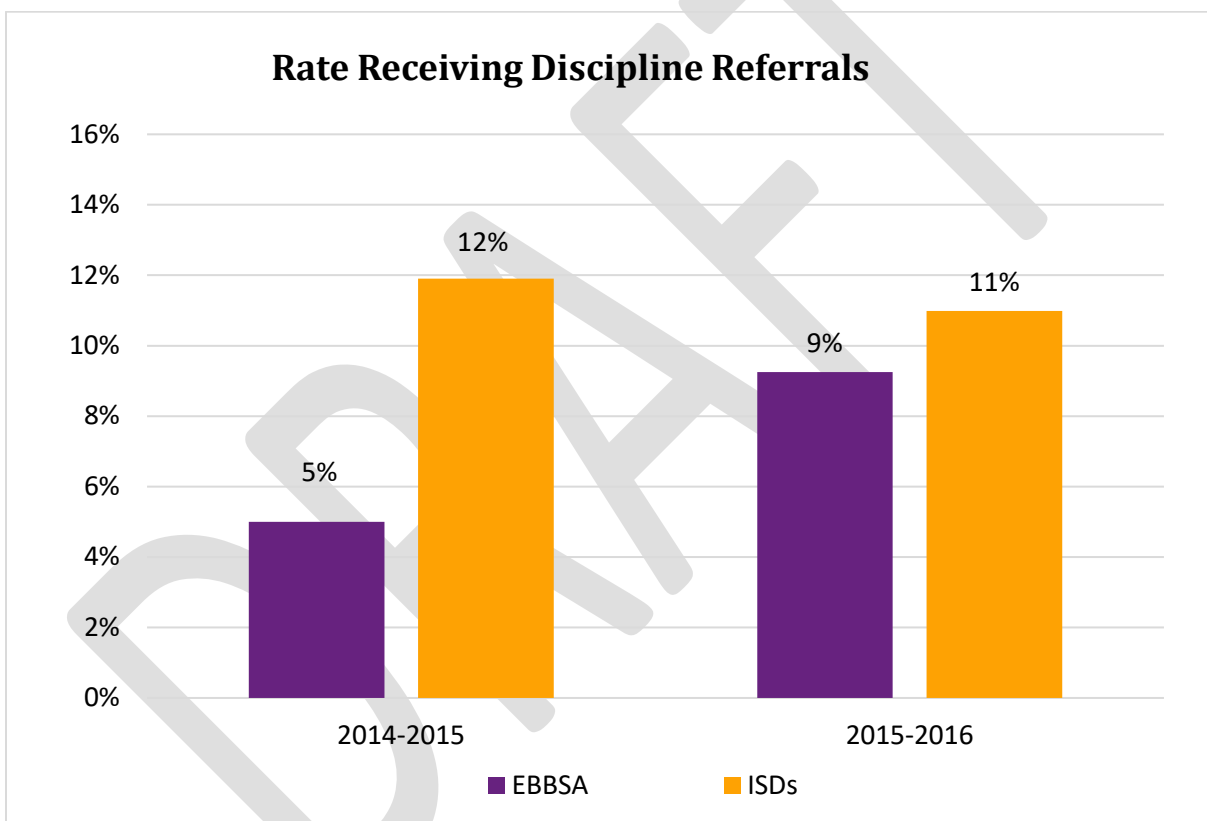


Behavior

Behavior indicators include discipline referrals and attendance rates. Discipline includes the rate of students who received at least one discipline referral, as reported to the Texas Education Agency. Meeting attendance requirements is defined as the rate of students who attended school more than 90% of the time. Both discipline and attendance rates are available at the program and district level for the 2015-16 school year, and for participating agencies in the 2014-15 school year for comparison.

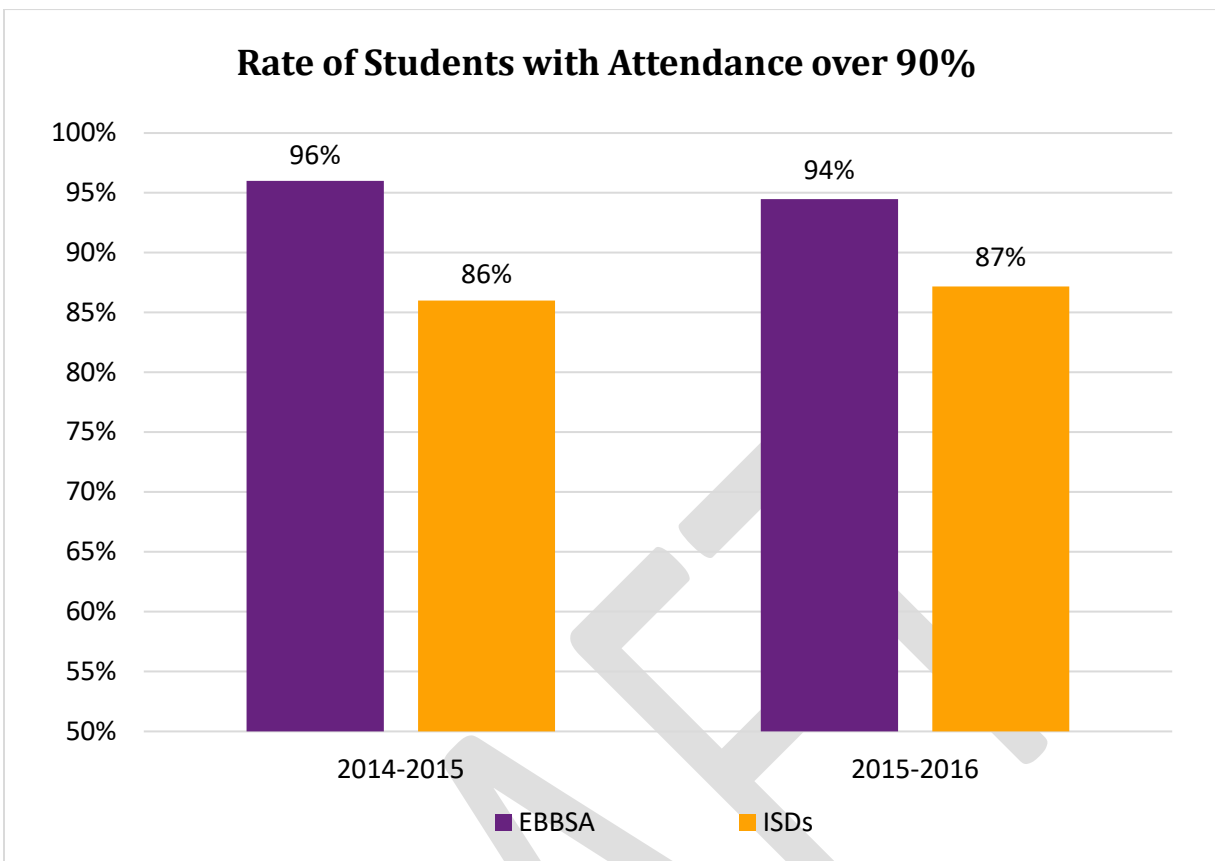
Discipline

Of Excel Beyond the Bell network students, 9.2% received a discipline referral. In participating school districts, 10.9% of students received a discipline referral. Comparable rates are not available for Bexar County.



Attendance

Of Excel Beyond the Bell network students, 94.5% had attendance rates over 90%. In Harlandale and San Antonio ISDs overall, 86.2% of students had attendance rates over 90%. Comparable rates are not available for Bexar County.



Developmental Assets

The Developmental Assets Profile (DAP) is a short survey that provides student scores in a variety of asset categories, including commitment to learning, which is highlighted in this scorecard, as well as support, empowerment, boundaries and expectations, constructive use of time, positive values, social competencies, and positive identity. The commitment to learning asset asks if youth “understand the lasting importance of learning and believe in their own abilities” (Search Institute).

The scores are out of 30 points in each category, and the surveys were taken by the same students in September through November 2015 and again in January through February 2016. One purpose of the survey is to determine change in score over time. Of students participating in both the DAP survey and Educational Success Scorecard (162 students), the average change in commitment to learning was 1.4 points, from 22.4 in the fall to 23.8 in the winter.



Additional Notes

One hundred and eighty eight students listed in the roster for the Excel Beyond the Bell network did not have data available for the fall of the 2015-16 school year. This could be due to mobility, incorrect IDs, or other reasons. These students were not included in overall analysis of data. Additionally, 335 participant names were submitted without IDs and therefore did not have data.

This reporting is intended as a vital first step to genuinely being able to assess and analyze the impact of out of school time programs. While the overall performance of the network participants suggests a positive correlation between out of school time participation and academic outcomes, it is only a first step toward assessing a causal relationship. Results should be interpreted in the context of the various types of programs included (both academic and non-academic) and the socioeconomic makeup of the participant groups.

References

College Board. SAT College and Career Readiness Benchmarks.

<https://collegereadiness.collegeboard.org/about/scores/benchmarks>

Search Institute. The Developmental Assets Profile (DAP). <http://www.search-institute.org/surveys/DAP>

Texas Assessment Management System. <https://www.texasassessment.com/>

Texas Education Agency. STAAR Aggregate Reports.

<http://tea.texas.gov/student.assessment/staar/aggregate/>