



Afterschool Outcome Measures Online Toolbox

Dear *Maria Toliver*,

Thank you for participating in the 2013-2014 administration of the Afterschool Outcome Measures Online Toolbox (AOMOT). The enclosed report provides you with your students' scores in the areas of skill development, and positive behavior, based on responses obtained from the AOMOT online surveys. It also provides, as comparison, the summary findings for the other afterschool programs that participated in 2013-2014.

This report is divided into the following sections:

- Part A. Participation Rates
- Part B. Student Reports of Program Experiences
- Part C. Student Self-Reports of Student Outcomes
- Part D. Staff Reports of Student Outcomes
- Part E. Classroom Teacher Reports of Student Outcomes
- Part F. Associations Between Program Experiences and Student Outcomes
- Part G. Supporting Tables

Thanks again for your participation in the 2013-2014 administration of the Afterschool Outcome Measures Online Toolbox. Please feel free to contact us (afterschool@uci.edu or 949-824-9225) if you have questions or comments about these findings.

We hope that you find this report to be helpful.

Sincerely,

Deborah Lowe Vandell, Ph.D.
Principal Investigator

AFTERSCHOOL PROGRAM REPORT
2013-2014
PASADENA LEARNS

PART A. PARTICIPATION RATES

A total of 97 programs and 790 sites participated in the 2013-2014 Statewide Implementation of the Afterschool Outcome Measures Online Toolbox. 50,426 reports of student outcomes were obtained in Fall 2013: 33,830 student self-reports; 15,247 program staff reports; and 1,349 classroom teacher reports. 39,815 reports of student outcomes were obtained in Spring 2014: 25,787 student self-reports; 12,152 program staff reports; and 1,876 classroom teacher reports.

16 of your sites participated in the 2013-2014 administration. A total of 1,149 surveys were completed by your program: 1,149 student self-reports, 0 program staff reports, and 0 classroom teacher reports. 684 students completed surveys at the beginning of Fall 2013 and 465 students completed surveys at the end of Spring 2014. Table 1 provides participation rates for all programs that participated in 2013-2014 and for your program.

PART B. STUDENT REPORTS OF PROGRAM EXPERIENCES (POST-PARTICIPATION ONLY)

At the end of their afterschool program, elementary school students (grades 3-6) were asked to report the quality of their experiences at their program site. The Student Self-Report of Program Experiences measure consists of 16 items that are rated using a 4-point rating response: 1) Not at all true; 2) A little true; 3) Mostly true; 4) Really true. The measure includes three subscales: Relationships with Staff, Program Activities, and Peer Affiliation. Examples of items in the Relationships with Staff and Program Activities subscales are “I trust the teachers here” and “I like the activities here”. The Peer Affiliation subscale measures students’ experiences with other students in the afterschool program with items such as “I get to know other kids really well here”.

Table 2 summarizes the program experiences scores for elementary school students across all of the participating programs, for your particular program (all sites combined), and for each of your sites. In 2013-2014, 32% of all elementary school students reported excellent quality experiences with staff (mean scores of 3.6 to 4), 41% reported good quality experiences with staff (scores of 3.0 to 3.59), 22% reported fair quality experiences (scores of 2.0 to 2.9) and 5% reported low quality experiences (scores less than 2). About 45% of students reported that the quality of program activities was excellent, about 22% reported that their program activities were good, 26% reported fair quality activities, and 6% reported low quality activities. In terms of positive experiences with peers, 43% reported excellent experiences, 29% reported good experiences, 24% reported fair experiences, and 5% reported low quality experiences.

The Program Experiences scores for your program are also shown in Table 2. 28% of all elementary school students in your program (all elementary school sites combined) reported excellent quality experiences with staff (mean scores of 3.6 to 4), 42% reported good quality experiences in this area (scores of 3.0 to 3.59), 23% reported fair quality experiences (scores of 2.0 to 2.9) and 7% reported low quality experiences (scores less than 2). About 43% of students reported that the quality of program activities was excellent, about 24% reported that their program activities were good, 27% reported fair quality activities, and 6% reported low quality activities. In terms of positive experiences with peers, 41% reported excellent experiences, 30% reported good experiences, 21% reported fair experiences, and 8% reported low quality experiences.

PART C. STUDENT SELF-REPORTS OF STUDENT OUTCOMES

The pre- and post-participation student surveys included nine self-reported outcomes in the following two categories: 1) Skill Development; 2) Positive Behavior. Students reported their own skill development in the four areas of work habits, reading efficacy, math efficacy, and science efficacy. Students reported their positive behaviors in two areas: social competencies and misconduct (with low levels of misconduct viewed as a positive indicator). The scales used in the Student Self-Reports are described in this section, along with the pre- and post-participation scores for all participating sites in 2013-2014 and for your program overall. See Tables 3-11 for a complete report of scores.

SKILL DEVELOPMENT

Work Habits

The student self-report of Work Habits is assessed on a 4-point scale (1 = not at all true, 4 = really true). Sample items on the work habits scale include: "I work well by myself" and "I finish my work on time." An overall work habits score is computed as the mean of the items. Across all 2013-2014 sites, about 69-70% of the elementary school students reported good (40% pre-participation; 40% post-participation) or excellent (30% pre-participation; 29% post-participation) work habits. About 29-31% of students reported fair (26% pre-participation; 28% post-participation) or low (3% pre-participation; 3% post-participation) performance in work habits.

Scores for all elementary school students in your program indicate that about 67-70% of the students reported good (39% pre-participation; 41% post-participation) or excellent (31% pre-participation; 26% post-participation) work habits. About 30-33% of students reported fair (26% pre-participation; 30% post-participation) or low (4% pre-participation; 3% post-participation) work habits. Table 3 shows the work habits scores, by site, obtained for all elementary school students in your program.

Reading Efficacy

Reading Efficacy assesses a student's sense of reading competency such as "I expect to do well in reading" and subjective task value such as "I am interested in reading." The response scale is a 4-point scale (1 = not at all true, 4 = really true). An overall score is computed as the mean of the items. In 2013-2014, 74-77% of all elementary school students reported good (34% pre-participation; 33% post-participation) or excellent (43% pre-participation; 41% post-participation) reading efficacy. About 23-27% of students reported fair (19% pre-participation; 21% post-participation) or low (4% pre-participation; 6% post-participation) efficacy in reading.

Scores for all elementary school students in your program indicate that about 70-79% of the students reported good (36% pre-participation; 32% post-participation) or excellent (43% pre-participation; 38% post-participation) efficacy in reading, and about 21-31% of students reported fair (18% pre-participation; 24% post-participation) or low (3% pre-participation; 7% post-participation) reading efficacy. Table 4 shows the reading efficacy scores, by site, obtained for all elementary school students in your program.

Math Efficacy

Math Efficacy includes items such as "I expect to do well in math" and "I am interested in math." The response scale is a 4-point scale (1 = not at all true, 4 = really true). An overall score is computed as the mean of the items. Across all 2013-2014 sites, about 78-81% of the elementary school students reported good (27% pre-participation; 27% post-participation) or excellent (54% pre-participation; 51% post-participation) math efficacy. About 19-23% of students reported fair (15% pre-participation; 17% post-participation) or low (4% pre-participation; 6% post-participation) efficacy in math.

Scores for all participating elementary school students in your program indicate that about 78-80% of the students reported good (25% pre-participation; 27% post-participation) or excellent (55% pre-participation; 51% post-participation) efficacy in math, and about 19-23% of students reported fair (15% pre-participation; 16% post-participation) or low (4% pre-participation; 7% post-participation) math efficacy. Table 5 shows the math efficacy scores, by site, obtained for all elementary school students in your program.

Science Efficacy

Science Efficacy includes items such as “I expect to do well in science” and “I am interested in science.” The response scale is a 4-point scale (1 = not at all true, 4 = really true). An overall score is computed as the mean of the items. Across all 2013-2014 sites, 70-72% of elementary school students reported good (31% pre-participation; 30% post-participation) or excellent (41% pre-participation; 40% post-participation) science efficacy. About 28-31% of students reported fair (21% pre-participation; 22% post-participation) or low (7% pre-participation; 9% post-participation) efficacy in science.

Scores for all participating elementary school students in your program indicate that about 71% of the students reported good (28% pre-participation; 32% post-participation) or excellent (43% pre-participation; 39% post-participation) efficacy in science, and about 28-29% of students reported fair (22% pre-participation; 21% post-participation) or low (7% pre-participation; 7% post-participation) science efficacy. Table 6 shows the science efficacy scores, by site, obtained for all elementary school students in your program.

POSITIVE BEHAVIOR

Social Competencies

Social Competencies are assessed by items such as “I work well with other kids” and “I can tell other kids what I think, even if they disagree with me.” These skills are rated on a 4-point scale (1 = not at all true, 4 = really true), and an overall social competencies score is computed as the mean of the items. Across all 2013-2014 sites, about 55-58% of the elementary school students reported good (41% pre-participation; 43% post-participation) or excellent (14% pre-participation; 15% post-participation) social competencies. About 42-45% of students reported fair (39% pre-participation; 37% post-participation) or low (6% pre-participation; 5% post-participation) social competencies.

Scores for all participating elementary school students in your program indicate that about 58-61% of the students reported good (43% pre-participation; 41% post-participation) or excellent (18% pre-participation; 17% post-participation) social competencies. About 39-43% of students reported fair (35% pre-participation; 34% post-participation) or low (4% pre-participation; 9% post-participation) social competencies. Table 7 shows the social competencies scores, by site, obtained for all elementary school students in your program.

Misconduct

The Misconduct Scale items are rated on a 4-point scale (1 = never, 4 = more than once a week). Sample items include “I have gotten into a fight at school” or “I have taken something that belongs to someone else.” An overall misconduct score is computed as the mean of the nine item scores. Across all sites in 2013-2014, about 98-99% of the elementary school students reported low (90% pre-participation; 87% post-participation) or medium (9% pre-participation; 11% post-participation) levels of misconduct. About 2% of students reported high (2% pre-participation; 2% post-participation) levels of misconduct.

Scores for all participating elementary school students in your program indicate that about 99% of the students reported low (89% pre-participation; 86% post-participation) or medium (10% pre-participation; 13% post-participation) levels of misconduct, and about 1% of students reported high (1% pre-participation; 1% post-participation) levels of misconduct. Table 8 shows the misconduct scores, by site, obtained for all elementary

school students in your program.

PART D. PROGRAM STAFF REPORTS OF STUDENT OUTCOMES

Program staff reported student performance in two areas of skill development: work habits and task persistence. Program staff reported student positive behaviors in three areas: social skills, prosocial behavior, and aggressive behavior (with low levels of aggressive behavior viewed as a positive indicator). The scales used in the Program Staff Reports are described in this section, as well as the scores for all programs that participated in 2013-2014 and for your program overall. See Tables 9-13 for a complete report of scores.

SKILL DEVELOPMENT

Work Habits

Students' Work Habits are rated by program staff using 4-point scales (1 = poor, 4 = excellent). Sample items on the work habits scale include: "completes work promptly" and "uses time wisely." An overall work habits score is computed as the mean of the items. Across all 2013-2014 sites, about 59-61% of the elementary school students were reported by program staff to have good (26% pre-participation; 26% post-participation) or excellent (33% pre-participation; 35% post-participation) work habits. About 39-42% of the students were reported by staff to have fair (30% pre-participation; 28% post-participation) or low (12% pre-participation; 11% post-participation) scores in work habits.

No data were collected by your program for this measure.

Task Persistence

Task Persistence assesses items such as "If this student can't do a job the first time, he/she keeps trying until he/she can." Items are rated on 4-point scales (1 = not at all true, 4 = really true). An overall score is computed as the mean of the items. Across all 2013-2014 sites, about 59-61% of the elementary school students were reported by program staff to have good (36% pre-participation; 32% post-participation) or excellent (25% pre-participation; 27% post-participation) task persistence. About 39-42% were reported to have fair (33% pre-participation; 35% post-participation) or low (6% pre-participation; 7% post-participation) task persistence.

No data were collected by your program for this measure.

POSITIVE BEHAVIOR

Social Skills

Students' social skills are assessed by program staffs' ratings of items such as "understands others' feelings" and "accurately interprets what peers are trying to do." These skills are rated on a 4-point scale (1 = poor, 4 = excellent). An overall score is computed as the mean of the items. Across all 2013-2014 sites, about 55-58% of the elementary school students were reported by program staff to have good (33% pre-participation; 34% post-participation) or excellent (22% pre-participation; 24% post-participation) social skills. About 42-45% of the students were reported by program staff to have fair (35% pre-participation; 33% post-participation) or low (10% pre-participation; 9% post-participation) social skills.

No data were collected by your program for this measure.

Prosocial Behaviors

Prosocial Behavior is measured by staff reports of items such as "seems distressed when classmates are distressed" and "offers help or comfort when classmates are upset", which are rated on a 4-point scale (1 = not at all true, 4 = really true). An overall score is computed as the mean of the six items. Across all 2013-2014 sites, program staff reported that about 92% of elementary school students showed medium (38% pre-participation; 37% post-participation) or high (54% pre-participation; 55% post-participation) prosocial behavior. About 8% of students were rated low (8% pre-participation; 8% post-participation) in prosocial behavior.

No data were collected by your program for this measure.

Aggressive Behaviors

Aggressive Behavior is measured by staff reports of items such as "taunts and teases classmates" and "loses temper easily in conflicts with peers", which are rated using a 4-point scale (1 = not at all true, 4 = really true). An overall score is computed as the mean of the seven items. Across all 2013-2014 sites, program staff reported that about 15-17% of elementary school students showed medium (11% pre-participation; 13% post-participation) or high (4% pre-participation; 4% post-participation) scores in aggressive behavior. About 83-85% of students were reported to have low (85% pre-participation; 83% post-participation) levels of aggressive behavior.

No data were collected by your program for this measure.

PART E. CLASSROOM TEACHER REPORTS OF STUDENT OUTCOMES

Classroom teachers reported student performance in three areas of skill development: work habits, task persistence, and academic performance. Classroom teachers reported student positive behaviors in three areas: social skills, prosocial behavior, and aggressive behavior (with low levels of aggressive behavior viewed as a positive indicator). The scales used in the Classroom Teacher Reports are described in this section, as well as the scores for all programs that participated in 2013-2014 sites and for your program overall. See Tables 14-19 for a complete report of scores.

SKILL DEVELOPMENT

Work Habits

Students' Work Habits are rated by classroom teachers using 4-point scales (1 = poor, 4 = excellent). Sample

items on the work habits scale include: “completes work promptly” and “uses time wisely.” An overall work habits score is computed as the mean of the items. Across all 2013-2014 sites, about 47-50% of the elementary school students were reported by classroom teachers to have good (24% pre-participation; 25% post-participation) or excellent (23% pre-participation; 25% post-participation) work habits. About 51-53% of the students were reported by classroom teachers to have fair (32% pre-participation; 32% post-participation) or low (21% pre-participation; 19% post-participation) scores in work habits.

No data were collected by your program for this measure.

Task Persistence

Task Persistence assesses items such as “If this student can’t do a job the first time, he/she keeps trying until he/she can.” Items are rated on 4-point scales (1 = not at all true, 4 = really true). An overall score is computed as the mean of the items. Across all 2013-2014, about 52-53% of the elementary school students were reported by classroom teachers to have good (33% pre-participation; 32% post-participation) or excellent (19% pre-participation; 21% post-participation) task persistence. About 47-48% were reported to have fair (40% pre-participation; 39% post-participation) or low (7% pre-participation; 9% post-participation) task persistence.

No data were collected by your program for this measure.

Academic Performance

Students’ academic performance is assessed by classroom teachers’ ratings on students in six academic subject areas (reading, oral language, written language, math, social studies and science). Items are rated on 4-point scales (1 =poor, 4 =excellent). An overall score is computed as the mean of the items. Across all 2013-2014, about 38-46% of the elementary school students were reported by classroom teachers to have good (26% pre-participation; 30% post-participation) or excellent (12% pre-participation; 16% post-participation) academic performance. About 55-62% were reported to have fair (35% pre-participation; 34% post-participation) or poor (27% pre-participation; 21% post-participation) academic performance.

No data were collected by your program for this measure.

POSITIVE BEHAVIOR

Social Skills

Students’ social skills are assessed by classroom teachers’ ratings of items such as “understands others’ feelings” and “accurately interprets what peers are trying to do.” These skills are rated on a 4-point scale (1 = poor, 4 = excellent). An overall score is computed as the mean of the items. Across all 2013-2014 sites, about 46-51% of the elementary school students were reported by classroom teachers to have good (32% pre-participation; 33% post-participation) or excellent (14% pre-participation; 18% post-participation) social skills. About 49-54% of the students were reported by classroom teachers to have fair (40% pre-participation; 36% post-participation) or low (14% pre-participation; 13% post-participation) social skills.

No data were collected by your program for this measure.

Prosocial Behaviors

Prosocial Behavior is measured by classroom teacher reports of items such as “seems distressed when classmates are distressed” and “offers help or comfort when classmates are upset”, which are rated on a 4-point scale (1 = not at all true, 4 = really true). An overall score is computed as the mean of the six items. Across all

2013-2014 sites, classroom teachers reported that about 93% of elementary school students showed medium (40% pre-participation; 36% post-participation) or high (53% pre-participation; 57% post-participation) prosocial behavior. About 7% of students were rated low (7% pre-participation; 7% post-participation) in prosocial behavior.

No data were collected by your program for this measure.

Aggressive Behaviors

Aggressive Behavior is measured by classroom teacher reports of items such as “taunts and teases classmates” and “loses temper easily in conflicts with peers”, which are rated using a 4-point scale (1 = not at all true, 4 = really true). An overall score is computed as the mean of the seven items. Across all 2013-2014 sites, about 10-14% of elementary school students were reported by classroom teachers to have medium (8% pre-participation; 11% post-participation) or high (2% pre-participation; 3% post-participation) aggressive behavior. About 86-90% of students were reported to have low (90% pre-participation; 86% post-participation) levels in aggressive behavior.

No data were collected by your program for this measure.

PART F. ASSOCIATIONS BETWEEN PROGRAM EXPERIENCES AND STUDENT OUTCOMES

Tables 20, 21, and 22 show associations between elementary school student reports of the quality of their program experiences and the self-reported outcome scores that were collected at the end of their afterschool programs (post-participation). For the scores in these tables, the quality of program experiences was categorized as low (ratings of 1.0 to 2.9), medium (ratings of 3.0 to 3.59), and high (ratings of 3.6 to 4.0).

Elementary School Student Self-Reports

Table 20 shows student self-reported outcome scores, for each level of Relationships with Staff scores. Across all 2013-2014 programs, elementary school students' reports of higher quality experiences with program staff are associated with lower scores in misconduct and higher scores in work habits, reading efficacy, math efficacy, science efficacy, and social competencies. Table 21 shows that associations between reports of higher quality program activities are associated with lower scores in misconduct and higher scores in the other seven outcomes. Associations were similar between student reports of Peer Affiliation and student outcome scores. Table 22 shows that elementary students' reports of higher quality relations with other students in the program are associated with lower scores in misconduct and higher scores in the other seven outcomes.

Student outcome scores for your program, by quality level of each area of Program Experiences, are also summarized in Tables 20, 21, and 22.

Program Staff Reports

Tables 23, 24, and 25 show associations between elementary school student reports of the quality of their program experiences and the staff-reported student outcome scores that were collected at the end of their afterschool programs (post-participation). Staff-reported outcome scores for your program, by quality level of each area of Program Experiences, are summarized in Table 23, 24, and 25. Table 23 shows staff-reported outcome scores, for each level of Relationships with Staff scores. Table 24 shows associations between students' experiences with program activities and staff-reported outcome scores and Table 25 shows the staff-reported outcome scores for each level of Peer Affiliation scores.

Staff-reported outcome scores for your program, by quality level of each area of Program Experiences, are also summarized in Table 23, 24, and 25.

Classroom Teacher Reports

Classroom teacher-reported outcome scores for your program, by quality level of each area of Program Experiences, are summarized in Table 26, 27, and 28. Table 26 shows classroom teacher reported outcome scores, for each level of Relationships with staff scores. Table 27 shows associations between students' experiences with program activities and classroom teacher-reported outcome scores and Table 28 shows the classroom teacher-reported outcome scores for each level of Peer Affiliation scores.

Classroom teacher-reported outcome scores for your program, by quality level of each area of Program Experiences, are also summarized in Table 26, 27, and 28.

PART G. PARTICIPATION RATES

Table 1
Surveys Completed by All Programs in 2013-2014 and by Your Program

	Pre-Participation Surveys			Post-Participation Surveys		
	# of reports from students	# of reports from program staff	# of reports from classroom teachers	# of reports from students	# of reports from program staff	# of reports from classroom teacher
All Programs, 2013-2014	24510	11610	1215	19473	9240	1449
Your Programs (All Sites)	501	--	--	341	--	--
Your Sites (Totals By Site)						
<i>McKinley</i>	36	--	--	26	--	--
<i>Jefferson Elementary</i>	48	--	--	36	--	--
<i>Madison Elementary</i>	75	--	--	67	--	--
<i>Willard Elementary</i>	69	--	--	46	--	--
<i>Altadena Elementary</i>	20	--	--	17	--	--
<i>Blair High</i>	--	--	--	--	--	--
<i>Charles W. Eliot Middle</i>	--	--	--	--	--	--
<i>Daniel Webster</i>	51	--	--	42	--	--
<i>Franklin Elementary</i>	31	--	--	24	--	--
<i>Jackson Elementary</i>	49	--	--	--	--	--
<i>Longfellow (Henry W.) Elementary</i>	22	--	--	24	--	--
<i>Marshall Fundamental</i>	--	--	--	--	--	--
<i>San Rafael Elementary</i>	38	--	--	17	--	--
<i>Washington Accelerated Elementary</i>	62	--	--	42	--	--
<i>Washington Middle</i>	--	--	--	--	--	--
<i>Woodrow Wilson Middle</i>	--	--	--	--	--	--

PART G. STUDENT REPORTS OF PROGRAM EXPERIENCES

Table 2
Program Experiences, Elementary School Student Self-Reports

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Relationships with Staff	19,315	3.21	5.1%	22.0%	40.9%	32.0%
Program Activities	19,334	3.23	6.3%	26.3%	22.2%	45.2%
Peer Affiliation	19,290	3.22	5.4%	23.5%	28.5%	42.6%
<u>Your Program (All Sites)</u>						
Relationships with Staff	338	3.16	6.8%	22.5%	42.3%	28.4%
Program Activities	339	3.20	5.6%	27.1%	23.9%	43.4%
Peer Affiliation	336	3.16	8.3%	21.1%	29.5%	41.1%
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Relationships with Staff	172	3.23	7.0%	17.4%	44.2%	31.4%
Program Activities	172	3.29	4.7%	23.8%	25.0%	46.5%
Peer Affiliation	172	3.23	5.8%	22.7%	26.7%	44.8%
<i>Male</i>						
Relationships with Staff	166	3.08	6.6%	27.7%	40.4%	25.3%
Program Activities	167	3.12	6.6%	30.5%	22.8%	40.1%
Peer Affiliation	164	3.09	11.0%	19.5%	32.3%	37.2%
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Relationships with Staff	209	3.20	5.3%	21.1%	43.5%	30.1%
Program Activities	210	3.23	7.1%	24.3%	20.0%	48.6%
Peer Affiliation	207	3.14	9.2%	21.3%	29.5%	40.1%
<i>Grades 5-6</i>						
Relationships with Staff	129	3.09	9.3%	24.8%	40.3%	25.6%
Program Activities	129	3.17	3.1%	31.8%	30.2%	34.9%
Peer Affiliation	129	3.20	7.0%	20.9%	29.5%	42.6%
<u>Your Sites (Scores by Site)</u>						
<i>McKinley</i>						
Relationships with Staff	26	3.19	3.8%	19.2%	50.0%	26.9%
Program Activities	26	3.08	7.7%	30.8%	23.1%	38.5%
Peer Affiliation	26	3.18	7.7%	15.4%	42.3%	34.6%
<i>Jefferson Elementary</i>						

Relationships with Staff	36	3.20	2.8%	25.0%	47.2%	25.0%
Program Activities	36	3.21	2.8%	30.6%	25.0%	41.7%
Peer Affiliation	36	3.24	8.3%	25.0%	16.7%	50.0%
<i>Madison Elementary</i>						
Relationships with Staff	65	3.17	4.6%	23.1%	47.7%	24.6%
Program Activities	65	3.34	1.5%	23.1%	23.1%	52.3%
Peer Affiliation	65	3.28	4.6%	18.5%	27.7%	49.2%
<i>Willard Elementary</i>						
Relationships with Staff	46	3.33	4.3%	17.4%	39.1%	39.1%
Program Activities	46	3.24	4.3%	26.1%	26.1%	43.5%
Peer Affiliation	46	3.10	8.7%	23.9%	28.3%	39.1%
<i>Altadena Elementary</i>						
Relationships with Staff	16	2.60	12.5%	56.3%	31.3%	--
Program Activities	17	3.15	--	29.4%	41.2%	29.4%
Peer Affiliation	16	2.89	12.5%	31.3%	37.5%	18.8%
<i>Daniel Webster</i>						
Relationships with Staff	42	3.47	--	16.7%	35.7%	47.6%
Program Activities	42	3.44	4.8%	14.3%	21.4%	59.5%
Peer Affiliation	41	3.34	4.9%	12.2%	34.1%	48.8%
<i>Franklin Elementary</i>						
Relationships with Staff	24	3.31	4.2%	8.3%	58.3%	29.2%
Program Activities	24	3.23	12.5%	16.7%	16.7%	54.2%
Peer Affiliation	24	3.34	--	25.0%	25.0%	50.0%
<i>Longfellow (Henry W.) Elementary</i>						
Relationships with Staff	24	3.11	12.5%	20.8%	41.7%	25.0%
Program Activities	24	3.16	--	41.7%	25.0%	33.3%
Peer Affiliation	24	3.13	12.5%	12.5%	37.5%	37.5%
<i>San Rafael Elementary</i>						
Relationships with Staff	17	2.96	5.9%	41.2%	23.5%	29.4%
Program Activities	17	3.14	5.9%	23.5%	41.2%	29.4%
Peer Affiliation	17	3.24	5.9%	23.5%	29.4%	41.2%
<i>Washington Accelerated Elementary</i>						
Relationships with Staff	42	2.82	21.4%	21.4%	38.1%	19.0%
Program Activities	42	2.84	16.7%	40.5%	14.3%	28.6%
Peer Affiliation	41	2.76	19.5%	29.3%	26.8%	24.4%

N= number of students; Mean = average score

PART G. STUDENT REPORTS OF OUTCOMES - *WORK HABITS*

Table 3
Work Habits, Elementary School Student Self-Reports

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Work Habits, PRE	24,510	3.19	3.2%	26.4%	40.3%	30.1%
Work Habits, POST	19,473	3.16	3.4%	27.5%	40.3%	28.8%
<u>Your Program (All Sites)</u>						
Work Habits, PRE	501	3.17	3.6%	26.1%	39.1%	31.1%
Work Habits, POST	341	3.12	3.2%	29.9%	41.3%	25.5%
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Work Habits, PRE	260	3.31	2.3%	20.8%	36.5%	40.4%
Work Habits, POST	174	3.24	1.7%	24.7%	43.7%	29.9%
<i>Male</i>						
Work Habits, PRE	241	3.03	5.0%	32.0%	41.9%	21.2%
Work Habits, POST	167	3.01	4.8%	35.3%	38.9%	21.0%
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Work Habits, PRE	311	3.17	3.9%	25.7%	39.9%	30.5%
Work Habits, POST	212	3.11	3.3%	30.2%	40.1%	26.4%
<i>Grades 5-6</i>						
Work Habits, PRE	190	3.19	3.2%	26.8%	37.9%	32.1%
Work Habits, POST	129	3.15	3.1%	29.5%	43.4%	24.0%
<u>Your Sites (Scores by Site)</u>						
<i>McKinley</i>						
Work Habits, PRE	36	3.13	5.6%	22.2%	36.1%	36.1%
Work Habits, POST	26	3.31	--	23.1%	38.5%	38.5%
<i>Jefferson Elementary</i>						
Work Habits, PRE	48	3.30	2.1%	22.9%	35.4%	39.6%
Work Habits, POST	36	3.22	2.8%	30.6%	27.8%	38.9%
<i>Madison Elementary</i>						
Work Habits, PRE	75	3.12	5.3%	28.0%	38.7%	28.0%
Work Habits, POST	67	3.13	4.5%	35.8%	23.9%	35.8%

<i>Willard Elementary</i>						
Work Habits, PRE	69	3.09	1.4%	33.3%	40.6%	24.6%
Work Habits, POST	46	3.10	--	26.1%	60.9%	13.0%
<i>Altadena Elementary</i>						
Work Habits, PRE	20	3.27	5.0%	15.0%	45.0%	35.0%
Work Habits, POST	17	3.02	--	52.9%	35.3%	11.8%
<i>Daniel Webster</i>						
Work Habits, PRE	51	3.40	--	15.7%	31.4%	52.9%
Work Habits, POST	42	3.34	--	11.9%	52.4%	35.7%
<i>Franklin Elementary</i>						
Work Habits, PRE	31	3.10	3.2%	45.2%	19.4%	32.3%
Work Habits, POST	24	3.28	--	29.2%	41.7%	29.2%
<i>Jackson Elementary</i>						
Work Habits, PRE	49	3.26	--	24.5%	46.9%	28.6%
Work Habits, POST	--			Fewer than ten cases, scores not shown.		
<i>Longfellow (Henry W.) Elementary</i>						
Work Habits, PRE	22	3.14	4.5%	22.7%	59.1%	13.6%
Work Habits, POST	24	3.03	4.2%	37.5%	37.5%	20.8%
<i>San Rafael Elementary</i>						
Work Habits, PRE	38	3.04	7.9%	26.3%	44.7%	21.1%
Work Habits, POST	17	3.02	5.9%	29.4%	52.9%	11.8%
<i>Washington Accelerated Elementary</i>						
Work Habits, PRE	62	3.11	6.5%	25.8%	40.3%	27.4%
Work Habits, POST	42	2.77	11.9%	33.3%	50.0%	4.8%

N= number of students; Mean = average score

PART G. STUDENT REPORTS OF OUTCOMES - *READING EFFICACY*

Table 4
Reading Efficacy, Elementary School Student Self-Reports

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Reading Efficacy, PRE	24,363	3.31	4.2%	19.1%	34.1%	42.7%
Reading Efficacy, POST	19,390	3.25	5.5%	21.2%	32.7%	40.6%
<u>Your Program (All Sites)</u>						
Reading Efficacy, PRE	499	3.34	3.2%	17.8%	36.3%	42.7%
Reading Efficacy, POST	340	3.19	6.5%	23.8%	31.5%	38.2%
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Reading Efficacy, PRE	258	3.49	1.6%	10.9%	37.6%	50.0%
Reading Efficacy, POST	173	3.30	5.2%	19.1%	32.4%	43.4%
<i>Male</i>						
Reading Efficacy, PRE	241	3.19	5.0%	25.3%	34.9%	34.9%
Reading Efficacy, POST	167	3.08	7.8%	28.7%	30.5%	32.9%
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Reading Efficacy, PRE	309	3.37	2.3%	16.8%	36.6%	44.3%
Reading Efficacy, POST	211	3.16	7.1%	25.6%	27.5%	39.8%
<i>Grades 5-6</i>						
Reading Efficacy, PRE	190	3.29	4.7%	19.5%	35.8%	40.0%
Reading Efficacy, POST	129	3.24	5.4%	20.9%	38.0%	35.7%
<u>Your Sites (Scores by Site)</u>						
<i>McKinley</i>						
Reading Efficacy, PRE	36	3.59	--	8.3%	38.9%	52.8%
Reading Efficacy, POST	26	3.65	--	7.7%	30.8%	61.5%
<i>Jefferson Elementary</i>						
Reading Efficacy, PRE	48	3.42	2.1%	18.8%	33.3%	45.8%
Reading Efficacy, POST	36	3.25	8.3%	16.7%	33.3%	41.7%
<i>Madison Elementary</i>						
Reading Efficacy, PRE	75	3.31	2.7%	18.7%	34.7%	44.0%
Reading Efficacy, POST	66	3.00	9.1%	30.3%	34.8%	25.8%

<i>Willard Elementary</i>						
Reading Efficacy, PRE	68	3.31	2.9%	22.1%	30.9%	44.1%
Reading Efficacy, POST	46	3.10	8.7%	26.1%	28.3%	37.0%
<i>Altadena Elementary</i>						
Reading Efficacy, PRE	20	3.21	10.0%	10.0%	40.0%	40.0%
Reading Efficacy, POST	17	2.85	11.8%	35.3%	35.3%	17.6%
<i>Daniel Webster</i>						
Reading Efficacy, PRE	50	3.56	--	8.0%	36.0%	56.0%
Reading Efficacy, POST	42	3.38	--	19.0%	40.5%	40.5%
<i>Franklin Elementary</i>						
Reading Efficacy, PRE	31	3.33	6.5%	19.4%	32.3%	41.9%
Reading Efficacy, POST	24	3.42	8.3%	12.5%	25.0%	54.2%
<i>Jackson Elementary</i>						
Reading Efficacy, PRE	49	3.24	--	28.6%	36.7%	34.7%
Reading Efficacy, POST	--		Fewer than ten cases, scores not shown.			
<i>Longfellow (Henry W.) Elementary</i>						
Reading Efficacy, PRE	22	3.25	--	22.7%	45.5%	31.8%
Reading Efficacy, POST	24	3.17	8.3%	29.2%	20.8%	41.7%
<i>San Rafael Elementary</i>						
Reading Efficacy, PRE	38	3.34	5.3%	10.5%	47.4%	36.8%
Reading Efficacy, POST	17	3.38	--	17.6%	41.2%	41.2%
<i>Washington Accelerated Elementary</i>						
Reading Efficacy, PRE	62	3.21	8.1%	21.0%	35.5%	35.5%
Reading Efficacy, POST	42	3.04	7.1%	33.3%	23.8%	35.7%

N= number of students; Mean = average score

PART G. STUDENT REPORTS OF OUTCOMES - *MATH EFFICACY*

Table 5
Math Efficacy, Elementary School Student Self-Reports

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Math Efficacy, PRE	24,343	3.43	4.1%	15.2%	26.6%	54.1%
Math Efficacy, POST	19,377	3.36	5.5%	16.7%	27.0%	50.7%
<u>Your Program (All Sites)</u>						
Math Efficacy, PRE	499	3.43	4.4%	15.4%	24.8%	55.3%
Math Efficacy, POST	340	3.34	6.8%	15.6%	26.5%	51.2%
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Math Efficacy, PRE	258	3.45	4.7%	14.3%	25.6%	55.4%
Math Efficacy, POST	173	3.35	5.2%	16.2%	30.6%	48.0%
<i>Male</i>						
Math Efficacy, PRE	241	3.41	4.1%	16.6%	24.1%	55.2%
Math Efficacy, POST	167	3.32	8.4%	15.0%	22.2%	54.5%
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Math Efficacy, PRE	309	3.42	3.9%	15.5%	27.2%	53.4%
Math Efficacy, POST	211	3.30	6.6%	16.6%	28.4%	48.3%
<i>Grades 5-6</i>						
Math Efficacy, PRE	190	3.45	5.3%	15.3%	21.1%	58.4%
Math Efficacy, POST	129	3.39	7.0%	14.0%	23.3%	55.8%
<u>Your Sites (Scores by Site)</u>						
<i>McKinley</i>						
Math Efficacy, PRE	36	3.48	--	11.1%	47.2%	41.7%
Math Efficacy, POST	26	3.52	7.7%	--	38.5%	53.8%
<i>Jefferson Elementary</i>						
Math Efficacy, PRE	48	3.36	4.2%	20.8%	22.9%	52.1%
Math Efficacy, POST	36	3.13	19.4%	11.1%	22.2%	47.2%
<i>Madison Elementary</i>						
Math Efficacy, PRE	75	3.20	9.3%	21.3%	20.0%	49.3%
Math Efficacy, POST	66	3.05	12.1%	21.2%	31.8%	34.8%

<i>Willard Elementary</i>						
Math Efficacy, PRE	68	3.52	4.4%	10.3%	27.9%	57.4%
Math Efficacy, POST	46	3.49	2.2%	13.0%	21.7%	63.0%
<i>Altadena Elementary</i>						
Math Efficacy, PRE	20	3.55	--	15.0%	25.0%	60.0%
Math Efficacy, POST	17	3.31	5.9%	17.6%	23.5%	52.9%
<i>Daniel Webster</i>						
Math Efficacy, PRE	50	3.64	--	14.0%	24.0%	62.0%
Math Efficacy, POST	42	3.48	--	19.0%	28.6%	52.4%
<i>Franklin Elementary</i>						
Math Efficacy, PRE	31	3.50	--	22.6%	16.1%	61.3%
Math Efficacy, POST	24	3.60	--	12.5%	20.8%	66.7%
<i>Jackson Elementary</i>						
Math Efficacy, PRE	49	3.46	2.0%	16.3%	24.5%	57.1%
Math Efficacy, POST	--		Fewer than ten cases, scores not shown.			
<i>Longfellow (Henry W.) Elementary</i>						
Math Efficacy, PRE	22	3.43	4.5%	13.6%	22.7%	59.1%
Math Efficacy, POST	24	3.39	4.2%	16.7%	25.0%	54.2%
<i>San Rafael Elementary</i>						
Math Efficacy, PRE	38	3.39	7.9%	10.5%	26.3%	55.3%
Math Efficacy, POST	17	3.31	5.9%	17.6%	17.6%	58.8%
<i>Washington Accelerated Elementary</i>						
Math Efficacy, PRE	62	3.39	8.1%	12.9%	21.0%	58.1%
Math Efficacy, POST	42	3.36	4.8%	19.0%	26.2%	50.0%

N= number of students; Mean = average score

PART G. STUDENT REPORTS OF OUTCOMES - SCIENCE EFFICACY

Table 6
Science Efficacy, Elementary School Student Self-Reports

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Science Efficacy, PRE	24,319	3.22	7.0%	21.1%	30.8%	41.0%
Science Efficacy, POST	19,370	3.16	8.5%	21.7%	30.3%	39.5%
<u>Your Program (All Sites)</u>						
Science Efficacy, PRE	499	3.25	7.2%	22.0%	27.5%	43.3%
Science Efficacy, POST	339	3.18	7.4%	21.2%	32.2%	39.2%
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Science Efficacy, PRE	258	3.32	5.4%	21.3%	26.4%	46.9%
Science Efficacy, POST	172	3.23	7.0%	21.5%	26.7%	44.8%
<i>Male</i>						
Science Efficacy, PRE	241	3.18	9.1%	22.8%	28.6%	39.4%
Science Efficacy, POST	167	3.14	7.8%	21.0%	37.7%	33.5%
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Science Efficacy, PRE	309	3.28	7.4%	20.1%	26.9%	45.6%
Science Efficacy, POST	210	3.17	9.0%	21.0%	30.0%	40.0%
<i>Grades 5-6</i>						
Science Efficacy, PRE	190	3.19	6.8%	25.3%	28.4%	39.5%
Science Efficacy, POST	129	3.22	4.7%	21.7%	35.7%	38.0%
<u>Your Sites (Scores by Site)</u>						
<i>McKinley</i>						
Science Efficacy, PRE	36	3.42	--	22.2%	33.3%	44.4%
Science Efficacy, POST	26	3.49	--	15.4%	34.6%	50.0%
<i>Jefferson Elementary</i>						
Science Efficacy, PRE	48	3.48	2.1%	18.8%	22.9%	56.3%
Science Efficacy, POST	36	3.37	5.6%	16.7%	22.2%	55.6%
<i>Madison Elementary</i>						
Science Efficacy, PRE	75	2.85	16.0%	37.3%	18.7%	28.0%
Science Efficacy, POST	65	3.18	3.1%	23.1%	38.5%	35.4%

<i>Willard Elementary</i>						
Science Efficacy, PRE	68	3.28	5.9%	20.6%	27.9%	45.6%
Science Efficacy, POST	46	3.22	6.5%	26.1%	26.1%	41.3%
<i>Altadena Elementary</i>						
Science Efficacy, PRE	20	3.03	15.0%	25.0%	35.0%	25.0%
Science Efficacy, POST	17	3.00	11.8%	23.5%	41.2%	23.5%
<i>Daniel Webster</i>						
Science Efficacy, PRE	50	3.24	6.0%	20.0%	40.0%	34.0%
Science Efficacy, POST	42	3.25	4.8%	23.8%	28.6%	42.9%
<i>Franklin Elementary</i>						
Science Efficacy, PRE	31	3.44	12.9%	3.2%	22.6%	61.3%
Science Efficacy, POST	24	3.29	8.3%	4.2%	50.0%	37.5%
<i>Jackson Elementary</i>						
Science Efficacy, PRE	49	3.61	2.0%	8.2%	22.4%	67.3%
Science Efficacy, POST	--		Fewer than ten cases, scores not shown.			
<i>Longfellow (Henry W.) Elementary</i>						
Science Efficacy, PRE	22	3.05	--	54.5%	22.7%	22.7%
Science Efficacy, POST	24	2.76	20.8%	29.2%	29.2%	20.8%
<i>San Rafael Elementary</i>						
Science Efficacy, PRE	38	3.04	10.5%	21.1%	36.8%	31.6%
Science Efficacy, POST	17	3.15	5.9%	23.5%	41.2%	29.4%
<i>Washington Accelerated Elementary</i>						
Science Efficacy, PRE	62	3.31	6.5%	17.7%	27.4%	48.4%
Science Efficacy, POST	42	3.02	14.3%	21.4%	23.8%	40.5%

N= number of students; Mean = average score

PART G. STUDENT REPORTS OF OUTCOMES - *SOCIAL COMPETENCIES*

Table 7
Social Competencies, Elementary School Student Self-Reports

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Social Competencies, PRE	24,394	2.97	5.7%	39.1%	40.8%	14.4%
Social Competencies, POST	19,405	3.00	5.4%	37.2%	42.5%	14.9%
<u>Your Program (All Sites)</u>						
Social Competencies, PRE	499	3.06	3.8%	35.3%	42.9%	18.0%
Social Competencies, POST	341	2.96	8.5%	34.3%	40.5%	16.7%
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Social Competencies, PRE	258	3.15	2.7%	30.2%	47.7%	19.4%
Social Competencies, POST	174	3.07	4.0%	31.6%	47.1%	17.2%
<i>Male</i>						
Social Competencies, PRE	241	2.96	5.0%	40.7%	37.8%	16.6%
Social Competencies, POST	167	2.85	13.2%	37.1%	33.5%	16.2%
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Social Competencies, PRE	309	3.02	5.2%	36.6%	42.4%	15.9%
Social Competencies, POST	212	2.90	9.0%	37.7%	38.7%	14.6%
<i>Grades 5-6</i>						
Social Competencies, PRE	190	3.12	1.6%	33.2%	43.7%	21.6%
Social Competencies, POST	129	3.07	7.8%	28.7%	43.4%	20.2%
<u>Your Sites (Scores by Site)</u>						
<i>McKinley</i>						
Social Competencies, PRE	36	3.06	5.6%	27.8%	52.8%	13.9%
Social Competencies, POST	26	3.24	3.8%	19.2%	50.0%	26.9%
<i>Jefferson Elementary</i>						
Social Competencies, PRE	48	3.00	8.3%	37.5%	29.2%	25.0%
Social Competencies, POST	36	3.05	5.6%	38.9%	30.6%	25.0%
<i>Madison Elementary</i>						
Social Competencies, PRE	75	2.84	5.3%	53.3%	30.7%	10.7%
Social Competencies, POST	67	2.82	11.9%	41.8%	29.9%	16.4%

<i>Willard Elementary</i>						
Social Competencies, PRE	68	3.06	--	44.1%	33.8%	22.1%
Social Competencies, POST	46	2.85	10.9%	30.4%	47.8%	10.9%
<i>Altadena Elementary</i>						
Social Competencies, PRE	20	3.18	5.0%	10.0%	65.0%	20.0%
Social Competencies, POST	17	2.85	5.9%	41.2%	35.3%	17.6%
<i>Daniel Webster</i>						
Social Competencies, PRE	50	3.20	4.0%	20.0%	58.0%	18.0%
Social Competencies, POST	42	3.23	--	31.0%	47.6%	21.4%
<i>Franklin Elementary</i>						
Social Competencies, PRE	31	3.10	3.2%	35.5%	48.4%	12.9%
Social Competencies, POST	24	3.24	4.2%	20.8%	62.5%	12.5%
<i>Jackson Elementary</i>						
Social Competencies, PRE	49	3.06	4.1%	30.6%	49.0%	16.3%
Social Competencies, POST	--		Fewer than ten cases, scores not shown.			
<i>Longfellow (Henry W.) Elementary</i>						
Social Competencies, PRE	22	3.23	--	27.3%	50.0%	22.7%
Social Competencies, POST	24	3.06	8.3%	29.2%	41.7%	20.8%
<i>San Rafael Elementary</i>						
Social Competencies, PRE	38	3.21	--	28.9%	47.4%	23.7%
Social Competencies, POST	17	3.13	--	35.3%	41.2%	23.5%
<i>Washington Accelerated Elementary</i>						
Social Competencies, PRE	62	3.03	4.8%	37.1%	40.3%	17.7%
Social Competencies, POST	42	2.56	21.4%	42.9%	33.3%	2.4%

N= number of students; Mean = average score

PART G. STUDENT REPORTS OF OUTCOMES - MISCONDUCT

Table 8
Misconduct, Elementary School Student Self-Reports

	N	Mean	% Low (1.0-1.9)	% Medium (2.0-2.9)	% High (3.0-4.0)
<u>All Programs, 2013-2014</u>					
Misconduct, PRE	24,484	1.38	90.1%	8.5%	1.5%
Misconduct, POST	19,440	1.44	86.9%	11.4%	1.7%
<u>Your Program (All Sites)</u>					
Misconduct, PRE	501	1.40	89.2%	10.0%	0.8%
Misconduct, POST	341	1.49	85.6%	13.2%	1.2%
<u>Your Program, Scores by Gender</u>					
<i>Female</i>					
Misconduct, PRE	260	1.29	94.2%	5.8%	--
Misconduct, POST	174	1.41	92.0%	7.5%	0.6%
<i>Male</i>					
Misconduct, PRE	241	1.52	83.8%	14.5%	1.7%
Misconduct, POST	167	1.58	79.0%	19.2%	1.8%
<u>Your Program, Scores by Grade</u>					
<i>Grades 3-4</i>					
Misconduct, PRE	311	1.41	89.1%	10.3%	0.6%
Misconduct, POST	212	1.52	83.5%	15.1%	1.4%
<i>Grades 5-6</i>					
Misconduct, PRE	190	1.39	89.5%	9.5%	1.1%
Misconduct, POST	129	1.45	89.1%	10.1%	0.8%
<u>Your Sites (Scores by Site)</u>					
<i>McKinley</i>					
Misconduct, PRE	36	1.32	97.2%	2.8%	--
Misconduct, POST	26	1.35	96.2%	3.8%	--
<i>Jefferson Elementary</i>					
Misconduct, PRE	48	1.34	87.5%	12.5%	--
Misconduct, POST	36	1.54	80.6%	16.7%	2.8%
<i>Madison Elementary</i>					
Misconduct, PRE	75	1.49	85.3%	13.3%	1.3%
Misconduct, POST	67	1.56	79.1%	20.9%	--

<i>Willard Elementary</i>					
Misconduct, PRE	69	1.35	94.2%	5.8%	--
Misconduct, POST	46	1.40	89.1%	10.9%	--
<i>Altadena Elementary</i>					
Misconduct, PRE	20	1.38	90.0%	10.0%	--
Misconduct, POST	17	1.50	88.2%	5.9%	5.9%
<i>Daniel Webster</i>					
Misconduct, PRE	51	1.33	96.1%	3.9%	--
Misconduct, POST	42	1.45	92.9%	7.1%	--
<i>Franklin Elementary</i>					
Misconduct, PRE	31	1.38	90.3%	9.7%	--
Misconduct, POST	24	1.41	95.8%	4.2%	--
<i>Jackson Elementary</i>					
Misconduct, PRE	49	1.37	89.8%	10.2%	--
Misconduct, POST	--	Fewer than ten cases, scores not shown.			
<i>Longfellow (Henry W.) Elementary</i>					
Misconduct, PRE	22	1.52	81.8%	18.2%	--
Misconduct, POST	24	1.51	83.3%	16.7%	--
<i>San Rafael Elementary</i>					
Misconduct, PRE	38	1.31	94.7%	5.3%	--
Misconduct, POST	17	1.42	94.1%	5.9%	--
<i>Washington Accelerated Elementary</i>					
Misconduct, PRE	62	1.57	77.4%	17.7%	4.8%
Misconduct, POST	42	1.63	73.8%	21.4%	4.8%

N= number of students; Mean = average score

PART G. PROGRAM STAFF REPORTS OF STUDENT OUTCOMES - *WORK HABITS*

Table 9
Work Habits, Program Staff Reports of Elementary School Student Outcomes

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Work Habits, PRE	11,610	2.99	11.5%	29.6%	25.7%	33.2%
Work Habits, POST	9,240	3.03	10.8%	28.0%	26.4%	34.8%
<u>Your Program (All Sites)</u>						
Work Habits, PRE	--		Fewer than five cases, scores not shown.			
Work Habits, POST	--		Fewer than five cases, scores not shown.			
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Work Habits, PRE	--		Fewer than ten cases, scores not shown.			
Work Habits, POST	--		Fewer than ten cases, scores not shown.			
<i>Male</i>						
Work Habits, PRE	--		Fewer than ten cases, scores not shown.			
Work Habits, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Work Habits, PRE	--		Fewer than ten cases, scores not shown.			
Work Habits, POST	--		Fewer than ten cases, scores not shown.			
<i>Grades 5-6</i>						
Work Habits, PRE	--		Fewer than ten cases, scores not shown.			
Work Habits, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Sites (Scores by Site)</u>						

N= number of students; Mean = average score

PART G. PROGRAM STAFF REPORTS OF STUDENT OUTCOMES - *TASK PERSISTENCE*

Table 10
Task Persistence, Program Staff Reports of Elementary School Student Outcomes

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Task Persistence, PRE	11,600	3.06	6.2%	32.8%	36.3%	24.8%
Task Persistence, POST	9,233	3.06	6.7%	34.6%	31.9%	26.8%
<u>Your Program (All Sites)</u>						
Task Persistence, PRE	--		Fewer than five cases, scores not shown.			
Task Persistence, POST	--		Fewer than five cases, scores not shown.			
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Task Persistence, PRE	--		Fewer than ten cases, scores not shown.			
Task Persistence, POST	--		Fewer than ten cases, scores not shown.			
<i>Male</i>						
Task Persistence, PRE	--		Fewer than ten cases, scores not shown.			
Task Persistence, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Task Persistence, PRE	--		Fewer than ten cases, scores not shown.			
Task Persistence, POST	--		Fewer than ten cases, scores not shown.			
<i>Grades 5-6</i>						
Task Persistence, PRE	--		Fewer than ten cases, scores not shown.			
Task Persistence, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Sites (Scores by Site)</u>						

N= number of students; Mean = average score

PART G. PROGRAM STAFF REPORTS OF STUDENT OUTCOMES - *SOCIAL SKILLS*

Table 11
Social Skills, Program Staff Reports of Elementary School Student Outcomes

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Social Skills, PRE	11,593	2.92	9.5%	35.3%	33.4%	21.8%
Social Skills, POST	9,222	2.95	8.6%	33.4%	34.0%	23.9%
<u>Your Program (All Sites)</u>						
Social Skills, PRE	--		Fewer than five cases, scores not shown.			
Social Skills, POST	--		Fewer than five cases, scores not shown.			
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Social Skills, PRE	--		Fewer than ten cases, scores not shown.			
Social Skills, POST	--		Fewer than ten cases, scores not shown.			
<i>Male</i>						
Social Skills, PRE	--		Fewer than ten cases, scores not shown.			
Social Skills, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Social Skills, PRE	--		Fewer than ten cases, scores not shown.			
Social Skills, POST	--		Fewer than ten cases, scores not shown.			
<i>Grades 5-6</i>						
Social Skills, PRE	--		Fewer than ten cases, scores not shown.			
Social Skills, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Sites (Scores by Site)</u>						

N= number of students; Mean = average score

PART G. PROGRAM STAFF REPORTS OF STUDENT OUTCOMES - PROSOCIAL BEHAVIOR

Table 12
 Prosocial Behavior, Program Staff Reports of Elementary School Student Outcomes

	N	Mean	% Low (1.0-1.9)	% Medium (2.0-2.9)	% High (3.0-4.0)
All Programs, 2013-2014					
Prosocial Behavior, PRE	11,599	2.97	7.7%	38.2%	54.1%
Prosocial Behavior, POST	9,228	2.99	7.9%	37.3%	54.9%

Your Program (All Sites)

Prosocial Behavior, PRE	--	Fewer than five cases, scores not shown.			
Prosocial Behavior, POST	--	Fewer than five cases, scores not shown.			

Your Program, Scores by Gender

Female

Prosocial Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Prosocial Behavior, POST	--	Fewer than ten cases, scores not shown.			

Male

Prosocial Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Prosocial Behavior, POST	--	Fewer than ten cases, scores not shown.			

Your Program, Scores by Grade

Grades 3-4

Prosocial Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Prosocial Behavior, POST	--	Fewer than ten cases, scores not shown.			

Grades 5-6

Prosocial Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Prosocial Behavior, POST	--	Fewer than ten cases, scores not shown.			

Your Sites (Scores by Site)

N= number of students; Mean = average score

PART G. PROGRAM STAFF REPORTS OF STUDENT OUTCOMES - *AGGRESSIVE BEHAVIOR*

Table 13
Aggressive Behavior, Program Staff Reports of Elementary School Student Outcomes

	N	Mean	% Low (1.0-1.9)	% Medium (2.0-2.9)	% High (3.0-4.0)
<u>All Programs, 2013-2014</u>					
Aggressive Behavior, PRE	11,601	1.40	85.2%	11.2%	3.6%
Aggressive Behavior, POST	9,228	1.45	83.0%	12.7%	4.3%
<u>Your Program (All Sites)</u>					
Aggressive Behavior, PRE	--	Fewer than five cases, scores not shown.			
Aggressive Behavior, POST	--	Fewer than five cases, scores not shown.			
<u>Your Program, Scores by Gender</u>					
<i>Female</i>					
Aggressive Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Aggressive Behavior, POST	--	Fewer than ten cases, scores not shown.			
<i>Male</i>					
Aggressive Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Aggressive Behavior, POST	--	Fewer than ten cases, scores not shown.			
<u>Your Program, Scores by Grade</u>					
<i>Grades 3-4</i>					
Aggressive Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Aggressive Behavior, POST	--	Fewer than ten cases, scores not shown.			
<i>Grades 5-6</i>					
Aggressive Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Aggressive Behavior, POST	--	Fewer than ten cases, scores not shown.			
<u>Your Sites (Scores by Site)</u>					

N= number of students; Mean = average score

PART G. CLASSROOM TEACHER REPORTS OF STUDENT OUTCOMES - *WORK HABITS*

Table 14
Work Habits, Classroom Teacher Reports of Elementary School Student Outcomes

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Work Habits, PRE	1,215	2.70	21.4%	31.7%	24.1%	22.8%
Work Habits, POST	1,449	2.76	19.3%	31.5%	24.5%	24.7%
<u>Your Program (All Sites)</u>						
Work Habits, PRE	--		Fewer than five cases, scores not shown.			
Work Habits, POST	--		Fewer than five cases, scores not shown.			
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Work Habits, PRE	--		Fewer than ten cases, scores not shown.			
Work Habits, POST	--		Fewer than ten cases, scores not shown.			
<i>Male</i>						
Work Habits, PRE	--		Fewer than ten cases, scores not shown.			
Work Habits, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Work Habits, PRE	--		Fewer than ten cases, scores not shown.			
Work Habits, POST	--		Fewer than ten cases, scores not shown.			
<i>Grades 5-6</i>						
Work Habits, PRE	--		Fewer than ten cases, scores not shown.			
Work Habits, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Sites (Scores by Site)</u>						

N= number of students; Mean = average score

PART G. CLASSROOM TEACHER REPORTS OF STUDENT OUTCOMES - *TASK PERSISTENCE*

Table 15
Task Persistence, Classroom Teacher Reports of Elementary School Student Outcomes

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Task Persistence, PRE	1,214	2.95	7.2%	40.3%	33.0%	19.4%
Task Persistence, POST	1,445	2.93	8.9%	38.7%	31.7%	20.7%
<u>Your Program (All Sites)</u>						
Task Persistence, PRE	--		Fewer than five cases, scores not shown.			
Task Persistence, POST	--		Fewer than five cases, scores not shown.			
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Task Persistence, PRE	--		Fewer than ten cases, scores not shown.			
Task Persistence, POST	--		Fewer than ten cases, scores not shown.			
<i>Male</i>						
Task Persistence, PRE	--		Fewer than ten cases, scores not shown.			
Task Persistence, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Task Persistence, PRE	--		Fewer than ten cases, scores not shown.			
Task Persistence, POST	--		Fewer than ten cases, scores not shown.			
<i>Grades 5-6</i>						
Task Persistence, PRE	--		Fewer than ten cases, scores not shown.			
Task Persistence, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Sites (Scores by Site)</u>						

N= number of students; Mean = average score

PART G. CLASSROOM TEACHER REPORTS OF STUDENT OUTCOMES - *ACADEMIC PERFORMANCE*

Table 16
Academic Performance, Classroom Teacher Reports of Elementary School Student Outcomes

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Academic Performance, PRE	1,210	2.47	27.1%	35.3%	25.7%	11.9%
Academic Performance, POST	1,442	2.64	20.7%	33.5%	30.2%	15.6%

Your Program (All Sites)

Academic Performance, PRE	--	Fewer than five cases, scores not shown.				
Academic Performance, POST	--	Fewer than five cases, scores not shown.				

Your Program, Scores by Gender

Female

Academic Performance, PRE	--	Fewer than ten cases, scores not shown.				
Academic Performance, POST	--	Fewer than ten cases, scores not shown.				

Male

Academic Performance, PRE	--	Fewer than ten cases, scores not shown.				
Academic Performance, POST	--	Fewer than ten cases, scores not shown.				

Your Program, Scores by Grade

Grades 3-4

Academic Performance, PRE	--	Fewer than ten cases, scores not shown.				
Academic Performance, POST	--	Fewer than ten cases, scores not shown.				

Grades 5-6

Academic Performance, PRE	--	Fewer than ten cases, scores not shown.				
Academic Performance, POST	--	Fewer than ten cases, scores not shown.				

Your Sites (Scores by Site)

N= number of students; Mean = average score

PART G. CLASSROOM TEACHER REPORTS OF STUDENT OUTCOMES - *SOCIAL SKILLS*

Table 17
Social Skills, Classroom Teacher Reports of Elementary School Student Outcomes

	N	Mean	% Low (1.0-1.9)	% Fair (2.0-2.9)	% Good (3.0-3.59)	% Excellent (3.6-4.0)
<u>All Programs, 2013-2014</u>						
Social Skills, PRE	1,210	2.72	13.6%	40.4%	31.8%	14.1%
Social Skills, POST	1,441	2.81	12.8%	35.9%	33.0%	18.3%
<u>Your Program (All Sites)</u>						
Social Skills, PRE	--		Fewer than five cases, scores not shown.			
Social Skills, POST	--		Fewer than five cases, scores not shown.			
<u>Your Program, Scores by Gender</u>						
<i>Female</i>						
Social Skills, PRE	--		Fewer than ten cases, scores not shown.			
Social Skills, POST	--		Fewer than ten cases, scores not shown.			
<i>Male</i>						
Social Skills, PRE	--		Fewer than ten cases, scores not shown.			
Social Skills, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Program, Scores by Grade</u>						
<i>Grades 3-4</i>						
Social Skills, PRE	--		Fewer than ten cases, scores not shown.			
Social Skills, POST	--		Fewer than ten cases, scores not shown.			
<i>Grades 5-6</i>						
Social Skills, PRE	--		Fewer than ten cases, scores not shown.			
Social Skills, POST	--		Fewer than ten cases, scores not shown.			
<u>Your Sites (Scores by Site)</u>						

N= number of students; Mean = average score

PART G. CLASSROOM TEACHER REPORTS OF STUDENT OUTCOMES - *PROSOCIAL BEHAVIOR*

Table 18
 Prosocial Behavior, Classroom Teacher Reports of Elementary School Student Outcomes

	N	Mean	% Low (1.0-1.9)	% Medium (2.0-2.9)	% High (3.0-4.0)
<u>All Programs, 2013-2014</u>					
Prosocial Behavior, PRE	1,214	2.94	7.2%	39.7%	53.1%
Prosocial Behavior, POST	1,444	2.99	6.9%	36.0%	57.1%
<u>Your Program (All Sites)</u>					
Prosocial Behavior, PRE	--	Fewer than five cases, scores not shown.			
Prosocial Behavior, POST	--	Fewer than five cases, scores not shown.			
<u>Your Program, Scores by Gender</u>					
<i>Female</i>					
Prosocial Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Prosocial Behavior, POST	--	Fewer than ten cases, scores not shown.			
<i>Male</i>					
Prosocial Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Prosocial Behavior, POST	--	Fewer than ten cases, scores not shown.			
<u>Your Program, Scores by Grade</u>					
<i>Grades 3-4</i>					
Prosocial Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Prosocial Behavior, POST	--	Fewer than ten cases, scores not shown.			
<i>Grades 5-6</i>					
Prosocial Behavior, PRE	--	Fewer than ten cases, scores not shown.			
Prosocial Behavior, POST	--	Fewer than ten cases, scores not shown.			
<u>Your Sites (Scores by Site)</u>					

N= number of students; Mean = average score

PART G. CLASSROOM TEACHER REPORTS OF STUDENT OUTCOMES - AGGRESSIVE BEHAVIOR

Table 19
Aggressive Behavior, Classroom Teacher Reports of Elementary School Student Outcomes

	N	Mean	% Low (1.0-1.9)	% Medium (2.0-2.9)	% High (3.0-4.0)
All Programs, 2013-2014					
Aggressive Behavior, PRE	1,214	1.32	89.9%	8.4%	1.7%
Aggressive Behavior, POST	1,444	1.40	86.1%	10.8%	3.0%
Your Program (All Sites)					
Aggressive Behavior, PRE	--		Fewer than five cases, scores not shown.		
Aggressive Behavior, POST	--		Fewer than five cases, scores not shown.		
Your Program, Scores by Gender					
<i>Female</i>					
Aggressive Behavior, PRE	--		Fewer than ten cases, scores not shown.		
Aggressive Behavior, POST	--		Fewer than ten cases, scores not shown.		
<i>Male</i>					
Aggressive Behavior, PRE	--		Fewer than ten cases, scores not shown.		
Aggressive Behavior, POST	--		Fewer than ten cases, scores not shown.		
Your Program, Scores by Grade					
<i>Grades 3-4</i>					
Aggressive Behavior, PRE	--		Fewer than ten cases, scores not shown.		
Aggressive Behavior, POST	--		Fewer than ten cases, scores not shown.		
<i>Grades 5-6</i>					
Aggressive Behavior, PRE	--		Fewer than ten cases, scores not shown.		
Aggressive Behavior, POST	--		Fewer than ten cases, scores not shown.		
Your Sites (Scores by Site)					

N= number of students; Mean = average score

PART G. PROGRAM EXPERIENCES AND STUDENT OUTCOMES - *ELEMENTARY SCHOOL*
STUDENT SELF-REPORTS

Table 20
Elementary School Student Self-Reports of Outcomes, by Quality Level of Relationships with Staff

	Experiences with Staff		
	Low or Fair Quality <u>Mean</u>	Good Quality <u>Mean</u>	Excellent Quality <u>Mean</u>
<u>All Programs, 2013-2014 (N = 19,315)</u>			
Work Habits	2.86	3.21	3.35
Reading Efficacy	2.88	3.30	3.50
Math Efficacy	3.03	3.42	3.56
Science Efficacy	2.84	3.20	3.40
Social Competencies	2.78	3.02	3.15
Misconduct	1.65	1.42	1.30
<u>Your Program (All Sites, N = 338)</u>			
Work Habits	2.73	3.19	3.43
Reading Efficacy	2.95	3.17	3.50
Math Efficacy	2.96	3.41	3.60
Science Efficacy	3.00	3.18	3.39
Social Competencies	2.67	3.01	3.22
Misconduct	1.67	1.48	1.33

N= number of students; Mean = average score; ** = Fewer than five cases, score not shown;
 -- = No cases in this category

Table 21
Elementary School Student Self-Reports of Outcomes, by Quality Level of Program Activities

	Experiences with Program Activities		
	Low or Fair Quality <u>Mean</u>	Good Quality <u>Mean</u>	Excellent Quality <u>Mean</u>
<u>All Programs, 2013-2014 (N = 19,334)</u>			
Work Habits	2.97	3.12	3.32
Reading Efficacy	2.98	3.21	3.47
Math Efficacy	3.14	3.33	3.53
Science Efficacy	2.94	3.12	3.34
Social Competencies	2.87	2.97	3.10
Misconduct	1.62	1.45	1.31
<u>Your Program (All Sites, N = 339)</u>			
Work Habits	2.81	3.11	3.36
Reading Efficacy	2.94	3.18	3.39
Math Efficacy	3.20	3.30	3.45
Science Efficacy	2.98	3.13	3.37
Social Competencies	2.81	2.97	3.08
Misconduct	1.65	1.43	1.41

N= number of students; Mean = average score; ** = Fewer than five cases, score not shown; -

- = No cases in this category

Table 22
Elementary School Student Self-Reports of Outcomes, by Quality Level of Peer Affiliation

	Experiences with Peers		
	Low or Fair Quality <u>Mean</u>	Good Quality <u>Mean</u>	Excellent Quality <u>Mean</u>
<u>All Programs, 2013-2014 (N = 19,290)</u>			
Work Habits	2.87	3.13	3.38
Reading Efficacy	2.91	3.24	3.50
Math Efficacy	3.02	3.36	3.59
Science Efficacy	2.81	3.15	3.42
Social Competencies	2.63	2.97	3.26
Misconduct	1.58	1.45	1.34
<u>Your Program (All Sites, N = 336)</u>			
Work Habits	2.76	3.08	3.42
Reading Efficacy	2.88	3.21	3.41
Math Efficacy	2.92	3.41	3.57
Science Efficacy	2.87	3.12	3.46
Social Competencies	2.49	2.99	3.30
Misconduct	1.66	1.47	1.39

N= number of students; Mean = average score; ** = Fewer than five cases, score not shown; -
 - = No cases in this category

PART G. PROGRAM EXPERIENCES AND STUDENT OUTCOMES - *ELEMENTARY PROGRAM STAFF REPORTS*

Table 23
Program Staff Reports of Elementary School Student Outcomes, by Quality Level of Relationships with Staff

	Experiences with Staff		
	Low or Fair Quality <u>Mean</u>	Good Quality <u>Mean</u>	Excellent Quality <u>Mean</u>
<u>All Programs, 2013-2014 (N = 6,986-6,995)</u>			
Work Habits	2.78	3.04	3.25
Task Persistence	2.89	3.06	3.21
Social Skills	2.76	2.95	3.13
Prosocial Behavior	2.77	2.99	3.17
Aggressive Behavior	1.62	1.45	1.33
<u>Your Program (All Sites, N = 0)</u>			
Work Habits	--	--	--
Task Persistence	--	--	--
Social Skills	--	--	--
Prosocial Behavior	--	--	--
Aggressive Behavior	--	--	--

N= number of students; Mean = average score; ** = Fewer than five cases, score not shown; -- = No cases in this category

Table 24
Program Staff Reports of Elementary School Student Outcomes, by Quality Level of Program Activities

	Experiences with Program Activities		
	Low or Fair Quality <u>Mean</u>	Good Quality <u>Mean</u>	Excellent Quality <u>Mean</u>
<u>All Programs, 2013-2014 (N = 6,995-7,004)</u>			
Work Habits	2.83	3.05	3.17
Task Persistence	2.92	3.07	3.16
Social Skills	2.80	2.97	3.06
Prosocial Behavior	2.81	3.00	3.11
Aggressive Behavior	1.58	1.44	1.38
<u>Your Program (All Sites, N = 0)</u>			
Work Habits	--	--	--
Task Persistence	--	--	--
Social Skills	--	--	--
Prosocial Behavior	--	--	--
Aggressive Behavior	--	--	--

N= number of students; Mean = average score; ** = Fewer than five cases, score not shown;
 -- = No cases in this category