

# 94%

The success rate on matriculation exams in “obstacle” subjects for those in the program in 2014, in relation to all those who began their studies in the program.<sup>1</sup>

## **The Yeholot Last Hurdle Program for Matriculation**

**National Summary Report, 2014**

**Learning with the Accelerated Method for the Reduction of Learning Gaps**

**Success rates on the Matriculation Exams within the Framework of the Program, and Additional Statistics**

Activity report for 48 high schools from 31 peripheral towns, 1,770 participants<sup>2</sup> who failed and/or according to their school were expected, before beginning the program, to fail their matriculation exams in one or more subjects, which would prevent them from earning their matriculation certificate.

**These activities were carried out by the teaching staffs in the respective schools of the participants under the guidance of the Yeholot staff.**

**The Yeholot Last Hurdle Program for Matriculation Exams  
Under the Academic Accreditation of the School of Education at Tel Aviv University**



The data in this report was supplied by the administrations of the participating schools, and is the basis for the below statistical analysis. All the data and analysis in this report were checked and approved by the staff of the School of Education – Tel Aviv University.

### **Partners:**

Check Point • Goldberg Foundation • Gilbert Foundation • Glencore Foundation • Prime Minister's Office • COSF Foundation • Anonymous Donors • The Networks • Divisions and education departments of participating agencies

June 2015, Sivan 5775

[www.yeholot.org.il](http://www.yeholot.org.il)

<sup>1</sup> 94.1% - The rate of participants who passed their matriculation exams in the “obstacle” subjects in 2014, in relation to all the participants who began their studies in the program.

<sup>2</sup> 1,770 participants, including the double counting of students who participated in more than one activity (of which 1,681 students participated in one or more subjects). Including groups of students who were determined to require special education at the AMIT High School for Girls and the groups of 10<sup>th</sup> grade students in the Tobihu High School in Beersheva and the Makif High School in Ashkelon, all of whom, according to their respective schools, would not have earned a matriculation certificate by the end of 12<sup>th</sup> grade and were found to be in danger of dropping out of school.

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30.6.2015

To: Mr. Nissim Cohen

CEO Yeholot

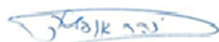
**Subject – Approval for the Data and the Summary Report of Activities**

**for Yeholot's Last Hurdle Program for Matriculation, 2015**

- A. We welcome the activities of the Yeholot Association (the Last Hurdle Program), established by the Rashi Foundation in cooperation with the Ministry of Education and operating in peripheral high schools.
- B. I hereby confirm that we have checked all the details, elements, and results of the Yeholot's Last Hurdle Program for Matriculation obstacle Subject for 2014. This data is based on the written reports that were submitted from all the participating schools in the program in 2014, and refer to the following details and elements:
1. Reporting from the school on the pre-program mapping.
  2. Reporting from the school on their decisions regarding which obstacle subjects to include, how many unit studies to learn for each subject, the criteria for participants, and the number and size of the groups in the program – all based on the pre-program mapping.
  3. Reporting from the school that the students chosen for the program have been identified as having no chance to successfully pass their matriculation exams in the obstacle subjects blocking their matriculation, or that they have already failed in those subjects.
  4. Reporting from the school on the grade level of the participants, and the distribution of students as either the target population or as supplemental students.
  5. Reporting from the school on the type of program the school is running - regular or integrated and independent.
  6. Reporting from the school on all the participants that began the program and all the participants that either finished or did not finish the program.
  7. Reporting from the school on the final grades on the difficult matriculation exam subjects at the end of the program.
  8. Reporting from the school on the eligibility or non-eligibility for matriculation certificates among the 12<sup>th</sup> graders in the program in 2014 as well as the students who joined the program in the previous year (2013) as 11<sup>th</sup> graders and continued through to the end of 12<sup>th</sup> grade.
- C. I hereby confirm that the data, as submitted by the schools regarding the participants in the Yeholot Last Hurdle program for Matriculation, 2014, has been statistically analyzed properly and that the data, as presented in this report, has been inspected and approved by us.

Sincerely

Prof. Yizhar Oplatca



CC: Prof. David Mioduser – Head of the School of Education, Tel Aviv University

## Part A – Goals and Target Population

1,770 participants from 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade, from 48 high schools across 31 towns, who previously failed matriculation exams or who were determined by the school to have little chance of passing the exams, ultimately preventing their eligibility for a matriculation certificate and students that are supplemental students with more than one obstacle subject.

These participants will learn for their exams according to Yeholot's Accelerated Method for the Reduction of Learning Gaps ("Education Campaign")<sup>3</sup>, and will fully pass the matriculation exams in their obstacle subjects.

### **Mapping and Identifying Participants, the Subjects, and the Size of the Study Groups**

1. The mapping was conducted by each participating school among 11<sup>th</sup> and 12<sup>th</sup> grade students, to determine the obstacle subjects and to locate the potential students for the program.

An obstacle subject was chosen so long as there was a minimum of 12 students for whom that subject was preventing their eligibility for a matriculation certificate (and 7 students in groups which operated in the independent program) according to the results of the mapping.

As noted, the potential students for the program are those who were determined by the mapping as having already failed one of the obstacle subjects, or those who had not yet taken the exam but were predicted by the administration to fail within their regular academic framework.

The students in the program were chosen, as noted above, such that the only criterion for acceptance into the program was the results of the mapping.

2. Accompanying these students in the program were supplemental students for whom there was an additional obstacle subject or subjects, such that the number of participating students in a learning group would be 20 – 25 for each subject in each school (groups that operated in the independently run programs contained 8 – 15 students).

These students (supplemental students) knew before beginning the program that even if they passed the obstacle subject, they still may not be eligible for their matriculation certificate.

As noted, in the program there were 1,770 participants in 10<sup>th</sup>, 11<sup>th</sup> to 12<sup>th</sup> grade, according to the following breakdown:

- 1,517 of the above participants fulfilled the acceptance criteria:
  - 22 participants from 10<sup>th</sup> grade
  - 327 from 11<sup>th</sup> grade
  - 1,168 from 12<sup>th</sup> grade
- The remaining 253 participants (from 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade) are supplemental students.

<sup>3</sup> All rights reserved for the Accelerated Method of the Reduction of Gaps (Education Campaign), by Nisim (Max) Cohen, M.A., educational sociologist, developer of the method.

### Clarification:

- A. *The data in this report also shows the percentage of those earning matriculation certificates from among all the participating students who passed the matriculation exam in the **1 to 3** obstacle subjects within the framework of the program. These subjects were already determined as problematic before entering the program, based on their schools' assessment, and were preventing the students from earning their matriculation certificate, as they had already failed these subjects or were predicted to do so.*
- B. *The activities of the Yeholot Program for Matriculation Exams – Last Hurdle and the success of the students on the test/s in their obstacle subjects were often in parallel with other complimentary multi-year programs carried out with participating students in their schools, usually before or after participating in the program, and sometimes concurrently, which also helped the students in the rest of the exam subjects.*
- C. *The high success rates of the program **were accomplished by the teaching staffs of the participating schools** who were trained by, and received pedagogic guidance from, the Yeholot staff. This demonstrates our belief, which has now become accepted knowledge and a fundamental, strategic, educational component, that teachers can succeed with every student.*
- D. *As noted in this report, after the training, a portion of schools implemented and **ran the program independently** (with full funding from their own resources). This demonstrates that the Accelerated Method for the Reduction of Learning Gaps, which has proven its success with students, teachers and schools, lends itself to integration into schools.*

## Part B – Data and Definitions

1. In order to assess the data from the program, reports were collected from all the participating schools in 2014, which included data on the aspects of the program, the participants, and the results according to the following breakdown:
  - a. Reports from the schools on the pre-implementation mapping.
  - b. Reports from the schools regarding which obstacle subjects to include, the suitability and number of participants, the size of the groups in the program, as based on the pre-implementation mapping.
  - c. Reports from the schools that the students chosen were identified by the school as lacking any chance of passing the matriculation exams in their obstacle subject and/or have already failed in that subject.
  - d. Reports from the schools on the level of the classes and participants, and the sorting of the students into either the primary target population or the supplemental group.
  - e. Reports from the schools about the type of program they are implementing – regular or independent.
  - f. Reports from the schools on the participants who began the program, all the participants who either finished, or didn't finish, and their studies in the program (persistence/staying in school).
  - g. Reports from the schools on the exam grades in the obstacle subject.
  - h. Reports from the schools on the eligibility or non-eligibility for a matriculation certificate for the 12<sup>th</sup> grade students in 2014, and on the students who participated in the program in the previous school year 2013, and who were then in 11<sup>th</sup> grade in the current school year (2014).
2. In 2014, 48 schools participated in the program, of which the report represents data from all of them.

This report also includes the data from schools with a different, more difficult, target audience than the target audience in the program.

### 3. Definitions:

- Successfully Passing the Matriculation Exam - A student who was reported by the participating school's administration to have received a 55 or higher on his/her final grade.
- Eligible for Matriculation Certificate - A student who was reported by the school administration as eligible for a matriculation certificate.
- Participants - Total number of participants, including the double count of students, who participated in more than one activity. (The program, depending on the subject and required number of hours, works on a semester basis, and in a few cases, trimester basis. Therefore, there may be students who participate in more than one activity throughout the year).
- Student with an "Obstacle Subject" - A student who, according to the pre-program mapping, was defined as predicted to pass the matriculation exams in all but 1 – 3 subjects, which would then prevent their eligibility for earning a matriculation certificate, and participated in the program with the intent of passing the exam/s and earning his or her matriculation certificate. In the majority of cases we are talking about one obstacle subject (see Note 3).
- Supplemental Student - A student who, according to the pre-program mapping, was defined as predicted to fail 2 or more subjects, preventing their being eligible for a matriculation certificate, and who participated in the program in one or more of the subjects, but even if they did pass, it was already known ahead of time that passing these exams would not necessarily guarantee their eligibility for the matriculation certificate.

**All data is confidential and was collected for processing and calculating purposes only.**

The received data, the statistical processing, the data in the report, and the final report were checked and approved by the staff of the Tel Aviv University School of Education,

led by Prof. Yizhar Oplacta and with the cooperation of Mrs. Idit Livne.

## Part C – The Main Findings

### C.1 – The Overall Results in the Schools that Participated in the Program in 2014

1. 1,770 participants took part in the program in 2014, from 10<sup>th</sup>, 11<sup>th</sup> to 12<sup>th</sup> grade in 48 high schools across 31 peripheral towns. The average "Care Index" (Strauss)<sup>4</sup> of the 48 participating schools was 7.24.
2. The participants were students who failed, and/or according to their schools were expected to fail, the matriculation exams in 1 – 3 subjects (in the vast majority of cases it was 1 problem subject)<sup>5</sup>, which constitutes an obstacle to earning their matriculation certificate, and the supplemental students, who failed and/or were expected to fail 2 or more subjects and participated in the program in a portion of the

<sup>4</sup> The term "Care Index" was updated by the Chief Scientist of the Ministry of Education, Prof. Sidney Strauss, to describe the socio-economic level of schools and their community. The "Care Index" ranges from 1-10. The higher the number the more disadvantaged the school and therefore the more care is required.

<sup>5</sup> 1,770 participants of which: 1,681 are individual students (82 tested for 2 subjects, 5 tested for 3 subjects, and 2 for 4 subjects) and are defined as obstacle students or supplemental.

subjects and knew that even if they passed these exams they would not necessarily earn their matriculation certificate.

3. 99.6% of the participants who began their studies in the program participated until the end (0.4% dropout – 7 participants).
4. 93.8% of the participants (1,661 out of 1,770) passed their matriculation exams in their obstacle subject.
5. The average final grade in the obstacle subjects was 70.5.
6. 86.6%<sup>6</sup> (1,011 out of 1,168) out of all the 12<sup>th</sup> grade participants in 2014 with an obstacle subject in the program who were expected to earn a matriculation certificate as a result of participating, earned their certificate and passed their obstacle subject within the framework of the program.  
93 12<sup>th</sup> grade participants who belonged to the supplemental group (out of a total of 183 in this group) earned their matriculation certificates following successfully passing their exam within the framework of the program.  
In total, 1,104 12<sup>th</sup> grade participants in the program in 2014 earned their matriculation certificate.
7. 85.2% (254 out of 298) of 11<sup>th</sup> grade participants with an obstacle subject, or those who participated in the previous school year (2013) and graduated 12<sup>th</sup> grade in 2014, earned a matriculation diploma in 2014, as a result of successfully completing the exam in their obstacle subject.  
21 11<sup>th</sup> grade participants in 2013 completed 12<sup>th</sup> grade in 2014 and earned a matriculation certificate as a result of successfully passing their obstacle subjects.  
A total of 276 11<sup>th</sup> grade participants in 2013 earned their matriculation certificate at the end of 12<sup>th</sup> grade in 2014.
8. In 2014, the program produced a total of 1,379 students who earned their matriculation certificate.

## **C.2 – Results in the Schools who Ran the Program Independently after Training and Implementation**

1. 20 schools (out of the 48 who participated) from 14 towns, who underwent training and implementation, ran the program independently completely with their own budget.  
260 11<sup>th</sup> and 12<sup>th</sup> grade students participated in the program in this independent format.
2. 100% of the participants who began their studies in the program remained in it until the end.
3. 95.4% of the participants (248 out of 260) passed the matriculation exam in their obstacle subject.
4. The average final grade in the obstacle subject, in all the participants in the independently run programs (including those who did not pass) was 69.5.

<sup>6</sup> The numbers in the report refer to the number of participants for each obstacle subject and not individual students (see Note 1), except when referring to matriculation numbers. Matriculation figures actually refer to numbers of students, without the double calculation of students who took part in more than one obstacle group.

## Part D – Appendices

### Appendix 1 - Summary of the quantitative results of all participants in the program

#### a. General Data – “Last Hurdle” 2014

Total Participants	1,770
Number of Schools	48
Average “Care Index” of the Schools <sup>7</sup>	7.24
Number of towns	31
Number of matriculation subjects	11
Breakdown of subjects	Math (3 and 4 credits), English (3 and 4 credits), History (A/B), Citizenship (2 credits), Tanach (2 credits), Language (A/B), Hebrew for Arabic Speakers (3 credits), Arabic (3 credits), Literature (2 credits), Chemistry (3 credits), Physics (2 credits)

Number of participants who passed the matriculation exams in their obstacle subjects	1,661
Rate (%) of participants who passed their matriculation exams in their obstacle subjects relative to the number of participants who began the program.	93.8%
Number of 11 <sup>th</sup> grade participants in 2014	327
Average final grade on the matriculation exams in obstacle subjects	70.5
Standard Deviation	11.8
Number of participants who dropped out of the subject	7
Dropout rate from the program	0.4%

#### b. Data on 12<sup>th</sup> graders in the program, 2014:

Number of participants	1,168
Number of students expected to earn their matriculation certificate as a result of participating who passed their obstacle subjects.	1,011
Rate (%) of students who earned their matriculation certificate as a result of participating who passed their obstacle subjects.	86.6%
Number of 12 <sup>th</sup> grade students defined as supplemental in 2014	183
Number of supplemental students who earned their matriculation certificate as a result of passing their exams within the framework of the program.	93
Total number of 12 <sup>th</sup> graders who earned their matriculation certificate as a result of passing the matriculation exams in their obstacle subjects.	1,104

#### b. Data on 11<sup>th</sup> graders in the program, 2014:

Number of 11 <sup>th</sup> grade participants	336
Number of 11 <sup>th</sup> graders defined as Students with an “Obstacle Subject”	298
Number of 11 <sup>th</sup> grade students who earned their matriculation certificate at the end of their studies in 12 <sup>th</sup> grade in 2014 (as a result of passing their exams in 2013)	254

<sup>7</sup> See note 4.



Rate of 12 <sup>th</sup> graders who earned their matriculation certificate in 2014 who participated in the program in 2013 (as 11 <sup>th</sup> graders) from those defined as Students with an "Obstacle Subject".	85.2%
Number of 11 <sup>th</sup> grade students defined as supplemental who earned their matriculation certificate at the end of their studies in 12 <sup>th</sup> grade in 2014 as a result of passing their exams in 2013.	21
Total number of 11 <sup>th</sup> graders who earned their matriculation certificate at the end of 12 <sup>th</sup> grade in 2014 as a result of passing the matriculation exams in 2013 – Students with an "Obstacle Subject" and supplemental students.	275

**c. Eligibility for Matriculation, 2014:**

<b>Total number of students who earned their matriculation certificate in 2014 as a result of passing their problem subjects (12<sup>th</sup> grade in 2014 and students who joined the program in 2013 when they were in 11<sup>th</sup> grade)<sup>8</sup></b>	<b>1,379</b>
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**Appendix 2 - Summary of the quantitative results of all participants in the program independently**

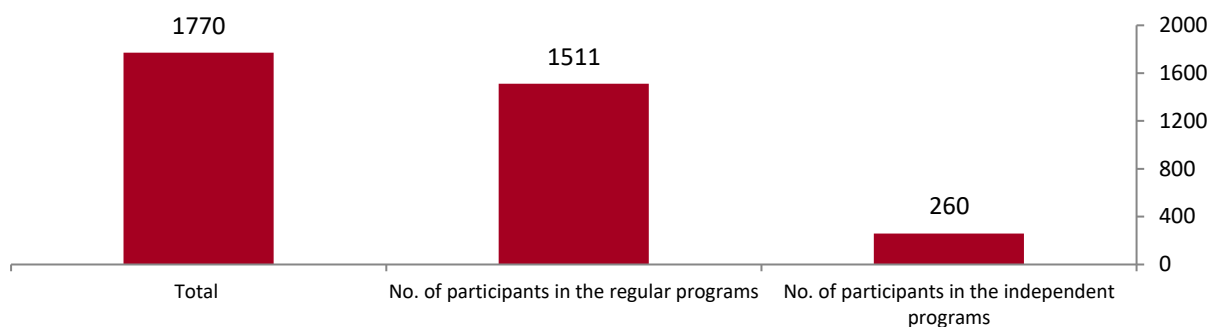
Total Participants	260
Number of Schools	20
Average "Care Index" of the Schools <sup>9</sup>	7.93
Number of towns	14
Number of matriculation subjects	8
Breakdown of subjects	Math (3), English (3 and 4 credits), History (A/B), Citizenship (2 credits), Arabic (3 credits), Hebrew (3 credits), Language (A/B), Literature (2 credits)

Number of participants who passed the matriculation exams in their obstacle subjects	248
Rate (%) of participants who passed their matriculation exams in their obstacle subjects relative to the number of participants who began the program.	95.4%
Average final grade on the matriculation exams in obstacle subjects	69.5
Standard Deviation	11.5
Number of 12 <sup>th</sup> graders defined as Students with an "Obstacle Subject"	158
Number of students expected to earn their matriculation certificate as a result of participating who passed their obstacle subjects.	144
Rate (%) of 12 <sup>th</sup> graders who earned their matriculation certificate who are defined as Students with an "Obstacle Subject"	91.1%
Number of supplemental students who earned their matriculation certificate as a result of passing their exams in their obstacle subjects.	17
Total number of students who earned their matriculation certificate in 2014 as a result of passing the matriculation exams in their obstacle subjects – Students with an "Obstacle Subject" and supplemental students in the independent programs.	161

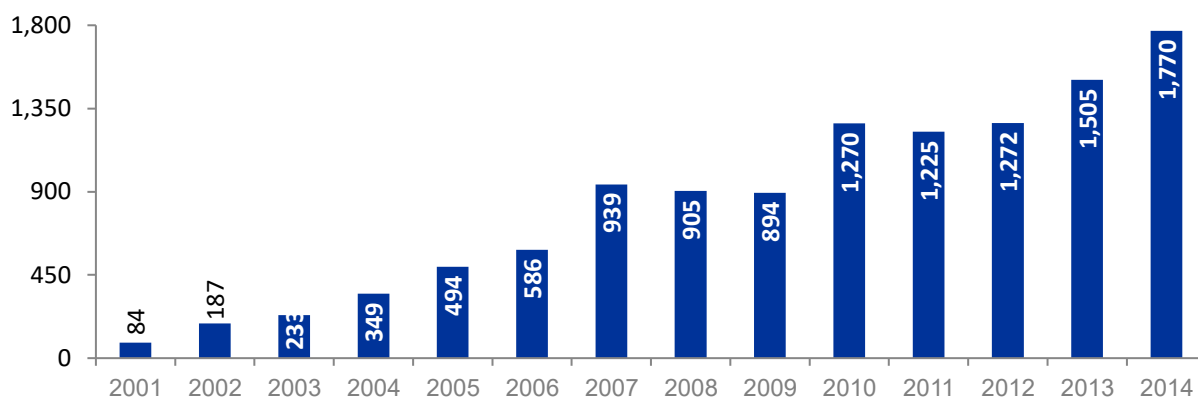
<sup>8</sup> See note 7.

<sup>9</sup> See note 4.

**Graph 1 - The Yeholot "Last Hurdle" Program for Matriculation, 2014: Students in the Program, Students by Program (regular or independent)**



**Graph 2 – Participants in the Yeholot Last Hurdle Program for Matriculation by school year**



**Graph 3 – The Rate of Participants who Passed the Matriculation Exams (in Relation to all those who Began the Program)**

