

Yeholot Ascola Program for Matriculation and Dropout Prevention

Joint Initiative between the Ministry of Education Department for Youth and Teen At-Risk and Yeholot Association
– Established by the Rashi Foundation

Accelerated academic track and structural change to increase scholastic success and prevent dropouts in high schools, for 9th grade youth at-risk who prior to joining the program exhibited the lowest achievements in their grade and had more than 7 failing grades (adjusted), and by the end of the program in 12th grade 60.3% were eligible for their matriculation certificate (54.1%¹ of those began the program in 10th grade).

2016 Results Report

2016 12th Grade Graduates in 7 High Schools in the Periphery and Additional Data about the Program and its Graduates:

- Eligibility rates for matriculation certificate among those beginning the program in 10th and completing in 12th grade
- Changes in behavior, aspirations for higher learning, improved self-perception, and sense of belonging
- Rates of persistence/staying in school
- The overall contribution of the program to the eligibility rates in the participating schools and towns



The data in this report was received from the administrations of the participating school and the statistical analysis is based on it. All the data and analysis in the report were checked and approved by the staff of the School of Education – Tel Aviv University

Partners in Yeholot Ascola Initiative for Gradates of 12th Grade 2016:

▪ Check Point ▪ Rosenblum Foundation ▪ Anonymous Donors

March 2017, Nisan 5777

www.yeholot.org.il

¹ At the completion of 3 years in the program (10 – 12th grade), 54.1% of those beginning their studies in the program in 10th grade completed the program and earned their matriculation.

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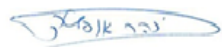
9 March 2017

To
Mr. Nisim Cohen
CEO Yeholot Association
Mikveh Israel Youth Village

Subject – Approval for the Data and Report on the Activities of the Yeholot Ascola Program for Graduates, 2016

- A. We welcome the activities of the Yeholot Ascola initiative in cooperation with the Ministry of Education and Yeholot association in the High Schools in the periphery.
- B. I hereby approve with this, that all the details, components and results relating to those completing 12th grade as part of the Yeholot Ascola Program in 2016 were submitted for our examination. This data is based on data and written reports approved and signed by the school principals and received from the participating schools in the program whose graduates completed 12th grade in 2016 and relate to the following details and components:
1. Reporting by the schools on the mapping of the academic achievements (anonymous) - prior to the program.
 2. Reporting by the schools on the suitable participants (anonymous) who meet the acceptance criteria for the program and their number, based on the mapping that was carried out before the program.
 3. Reporting by the school that the students selected for the program were defined by the school as having the lowest achievements.
(There are a small number of students who were accepted by exception according to the recommendation of the school although they do not have the lowest achievements in the class).
 4. Reporting by the school on the participants' 9th grade grades (their last grades before entering the program) anonymously and their belonging to a particular school track.
 5. Reporting by the school on all the participants who began, joined and completed or did not complete their studies in the program (dropped out vs. stayed in) whether in the school or another school.
 6. Reporting by the school on the matriculation exam grades of the program participants, on their eligibility or non-eligibility for a matriculation certificate for each of the graduates from the program in 2016.
- C. In 2014, 7 high schools joined the program with students beginning their studies in the 10th grade and in 2016 the students graduated 12th grade. This report includes data from all 7 schools.
- D. I hereby confirm that the data from the schools participating in the Yeholot Ascola program for matriculation which began the program in 10th grade in 2014 and completed 12th grade in 2016, the calculations and statistical analysis and all the data presented in the report, and the report itself, have undergone our scrutiny and are approved.

Sincerely,
Prof. Yizhar Oplatka



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

Part A – Summary of the Results of the Yeholot Ascola Program for Matriculation and Dropout Prevention – 2016 Graduates

A.1. Background – Yeholot Ascola Program and Initiative for Matriculation and Dropout Prevention

Yeholot – Ascola Initiative is a joint initiative between the Ministry of Education – Pedagogic Administration, Department A for Education of Youth and Teens at-Risk, the Rashi Foundation, and Yeholot Association – founded by the Rashi Foundation.

The **Yeholot Start** Program has been successfully running in high schools in the periphery in cooperation with the Ministry of Education through additional resources, most of which come from Yeholot, the Rashi Foundation, and the education departments in the participating peripheral communities.

In an attempt to expand the activities of the **Yeholot Start** Program by growing the cooperation with the Ministry of Education, the **Yeholot Ascola** Initiative was established, which is identical to the basic assumptions, methods, modes of operation, and resources of the **Yeholot Start** Program.

The initiative began operations in 2013 in 7 high schools in the periphery.

The Yeholot Ascola Initiative began, as mentioned above, in 2013 with 7 high schools in the periphery with 9th graders (preparatory) who officially began their studies in the framework of the initiative in 10th grade (183 students) in 2014. At the end of the 2016 school year the students completed 12th grade. They constitute the first graduates of the joint initiative – 174 graduates.

The current report will focus on the first 12th grade graduates, from the first 7 participating schools in the initiative, who as noted, completed 12th grade in 2016.

In 2016, there were 866 students (9th – 12th) within the framework of the initiative in the 7 high schools.

In 2016, there were 1,182 students (9th – 12th) within the framework of the initiative in 11 high schools.

The Yeholot Ascola Program is intended for at-risk high school students in the geo-social periphery; 9th graders with the lowest academic achievements in their classes who are not designated as requiring special education and who are found to be in hidden dropout and on the verge of actual dropout. These students generally display alienation, behavioral problems, learning difficulties, and sizeable academic gaps.

The goal of the program is to lead these students to earn a matriculation certificate, to prevent their dropping out from school (hidden and revealed), to improve their academic functioning, and to increase their sense of ability, belonging and aspiration to go on to higher learning.

The program runs 3 years (from the end of 9th grade to the end of 12th grade), is run by coordinators and teachers in the high schools, and is led by the management of the participating schools' administration who receive training and pedagogic guidance from the pedagogic staff of the Yeholot Association. The program takes place during school hours, the afternoon, the evening, and part of school vacations in

designated classes in which Yeholot's principles and accelerated learning structure are applied³. The program works towards structural change and upward mobility with its comprehensive and accelerated method and is intended for the lowest achievers in the 9th grade.

A.2 Purpose of the Report

The purpose of this report is to present the results of the activities of the Yeholot Ascola Program in the first 7 schools in the initiative that began the program with 10th graders in 2014 (2013 9th grade preparatory) and finished at the end of 12th grade. The results measured and presented in the report include: hidden and revealed dropout, persistence, those earning their matriculation certificate, the kinds of behavioral changes that occurred among the students in their perceptions, attitudes and academic functioning, and their academic achievements prior to beginning the program at the end of 9th grade (2013). Similarly, the report will present the proportion of the students in the program relative to the general population eligible for matriculation in the participating schools and towns and the schoolwide eligibility rates for matriculation in the 7 participating schools.

A.3 Main Findings

a. Characteristics of the Schools and Students Accepted to the Program

1. The economic and social ranking of the schools in the program:

1.a The high schools that began the program were chosen by the Education Ministry, Branch for Youth at-Risk. These schools are from the geo-social periphery in the Jewish sector in the north and south and Bedouin sector in the south.

1.b The average socio-economic ranking of the 7 participating high schools was 6.7.

2. The Students Accepted to the Program:

2.a In the 7 geo-social peripheral schools in the Jewish sector in the north and south and the Bedouin sector in the south, 183 at-risk students at the beginning of 10th grade were accepted to the program who at the end of 9th grade, before beginning the program, were defined (according to the schools) as having the lowest achievements⁴ in their school. Such that their average grade at the end of 9th grade was 41.8 (adjusted)⁵ and on the average each student was failing 7.2 classes (adjusted).

2.b During 10th grade an additional 2 students joined the program and during 11th grade an additional 8 joined.

2.c The average grades in 9th grade for all the 193 students⁶ who began and who subsequently joined (183 began in 10th and 10 joined during 10th and 11th) was 41.8 (adjusted) and were failing an average of 7.2 subjects (adjusted).

2.d The single criterion to be accepted to the program was to have the lowest academic achievements in 9th grade.

³ All rights reserved, Nisim (Max) Cohen, educational sociologist, developer of the Accelerated Method for Reducing Gaps.

⁴ Although students defined as requiring special education are generally not part of the program, a limited number of special ed. students joined the program.

⁵ The adjusted scores from 9th grade of the 183 students who began their studies in the program in 10th grade.

⁶ According to the existing records for 191 students out of the 193 (183 began in 10th grade and another 10 joined later in 10th and 11th). 2 students did not have any 9th grade data. The 10 who joined fulfilled the criteria for acceptance to the program and their average grade in 9th grade was 41.4 (adjusted) and they received failing grades in 7.4 subjects (adjusted).

B. Eligibility for Matriculation:

- 60.3% of the students who finished 12th grade in 2016 within the framework of the program earned their matriculation certificate (105 out of 174).
- 54.1% of those beginning in 10th grade earned their matriculation certificate (99 out of 183).
- 53.5% of those beginning and joining later in 10th grade earned their matriculation certificate (99 out of 185).
- 55.6% of those completing 12th grade and who had failed at least 7 subjects in 9th grade, earned their matriculation certificate (65 out of 117).
- 49.2% of those beginning in 10th grade, and who failed at least 7 subjects in 9th grade, earned their matriculation certificate (60 out of 122).
- 100% of those eligible may now be accepted to higher academic learning.
- 28.6% of those eligible now have the required matriculation certificate for acceptance to university⁷ (30 out of 105).

C. Behavior and Attitudes

C.1 In comparison to their state before starting the program in 9th grade, by graduation at the end of 2016⁸ they had undergone a significant improvement in perception and attitudes⁹:

From an average score of 3.2 to an average of 4.0 (on the scale of 1 – low and 5 – high) according to the following breakdown:

C.2 There was a significant increase in their internal control from 4.0 to 4.6.

C.3 There was a significant increase in their aspirations towards and perceptions of their academic future from 2.8 to 3.8.

C.4 According to the reports from the coordinators of the program, there was a significant improvement in the behavior of the students compared to their behavior before beginning the program:

There was a significant reduction in behavior problems of the students in the program, from an average score of 2.4 to 1.7.

C.5 Corresponding to the theory that forms the basis of the program, one can see from the data on the attitudes and perceptions above, that together with the academic achievements on the matriculation exams, there was also a significant and pronounced improvement in attitudes and behavior, as reinforced by the reports of the program coordinators and the graduates themselves.

⁷ A matriculation certificate that enables admission to the university - according to the definition of the Ministry of Education - is a full matriculation certificate that includes a passing grade in at least 4 units of English subjects and 3 units in Math.

⁸ The study coordinates and examines students' attitudes and behavior at two points in time: at the end of the program and before entering the program. Students' attitudes and behavior prior to entering the program were retrospective, at the end of the program.

⁹ The attitudes were measured on a 1 – 5 point scale, where 1 is the lowest and 5 is the highest.

D. Persistence in School:

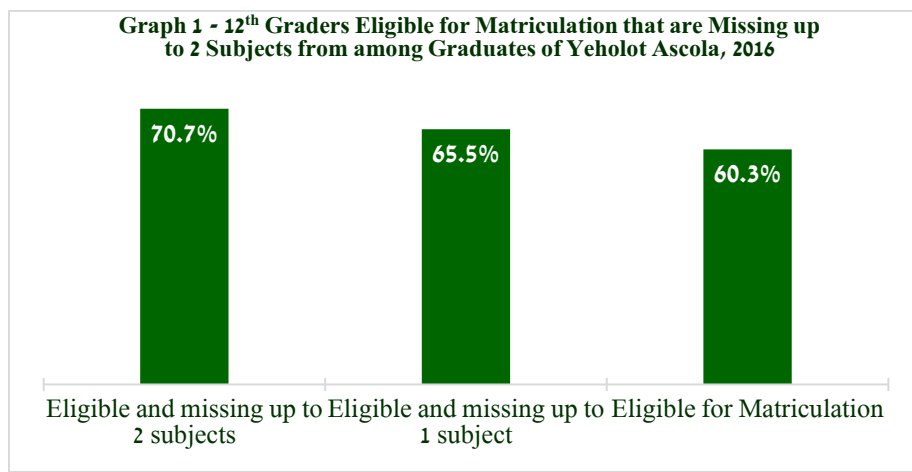
- 94.3% of all those who began and joined the program¹⁰ completed 12th grade at the school where the program was run or another high school (182 out of 193).
- 91.7% of all those beginning and joining the program completed 12th grade at the school where the program was run or another high school (177 out of 193).
- 90.2% of all those beginning or joining the program completed 12th grade in the school where the program was run in the framework of the program (174 out of 193).
- 49.2% of those beginning their studies in 10th grade, and were failing at least 7 subjects at the end of 9th grade, earned their matriculation certificate.
- 100% of those eligible may now be accepted to higher academic learning.
- 28.6% of those eligible now have the required matriculation certificate for acceptance to university.

E. Hidden Dropout and Fulfilling the Role of the Student

E.1 70.7% of those finishing 12th grade are eligible for matriculation and are missing up to 2 subjects on their matriculation certificate (Graph 1).

E.2 62.8% of those beginning in 10th grade are eligible for matriculation and are missing up to 2 subjects on their matriculation certificate (Graph 8).

The above findings indirectly demonstrate the significant improvements of the students, leading to a meaningful reduction of academic gaps and the phenomenon of hidden dropout.



F. Schoolwide Eligibility for matriculation certificates in 2016 in the Participating Schools

F.1 The participating schools in the Yeholot Ascola Program whose 12th graders completed the program in 2016 are from the periphery, are under governmental supervision of public schools and Bedouin schools, and, as mentioned above, are ranked in the bottom third in the "Care Index" (Straus) with an average ranking of 6.7.¹¹

¹⁰ 183 began their studies in the program at the beginning of 10th grade. 10 additional joined during 10th and 11th grade. A total of 193 started and joined.

¹¹ The "Care Index" (Straus) is a scale used by Education Ministry to measure the socio-economic background of the students on the scale of 1 – 10. The higher the number the more disadvantaged, and vice versa.

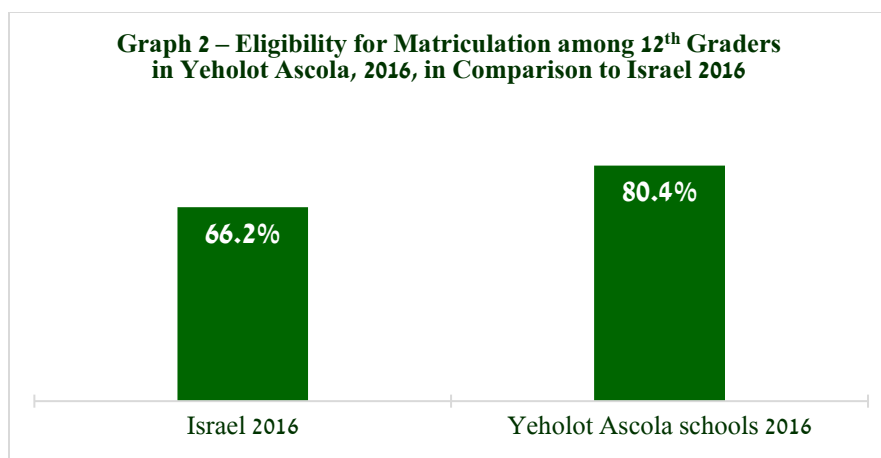
F.2 In the 7 participating schools where the Yeholot Ascola students completed 12th grade in 2016, the schoolwide matriculation rate was 80.4% (of those completing 12th grade).

- In 2015, before completing the first year of the Yeholot Ascola Program, the schoolwide matriculation rate in these 7 schools was 75.0%.
- In 2016, after completing the first year of the Yeholot Ascola Program, there was an average 5.4% increase in the schoolwide matriculation rates compared to 2015.

F.3 The schoolwide matriculation eligibility rate in the 7 schools in the program in 2016 was 80.4%, 14.2% higher than the 2016¹² general Israel rate of 66.2%.

- In more than 85% of the schools (6 out of 7), the schoolwide matriculation rate of those completing 12th grade rose above 80%.

The average rank on the "Care Index" of the 7 schools in the program is 6.7 (Strauss),
Average ranking in the bottom third



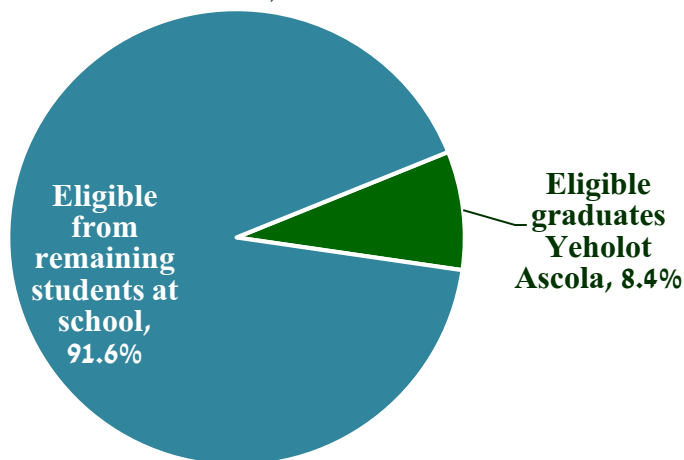
¹² Matriculation exam data, 2016 and The Picture of National Education, 2016, Education Ministry

G. Proportion of Eligible Students from the Yeholot Ascola Program from all Eligible Students for Matriculation per School

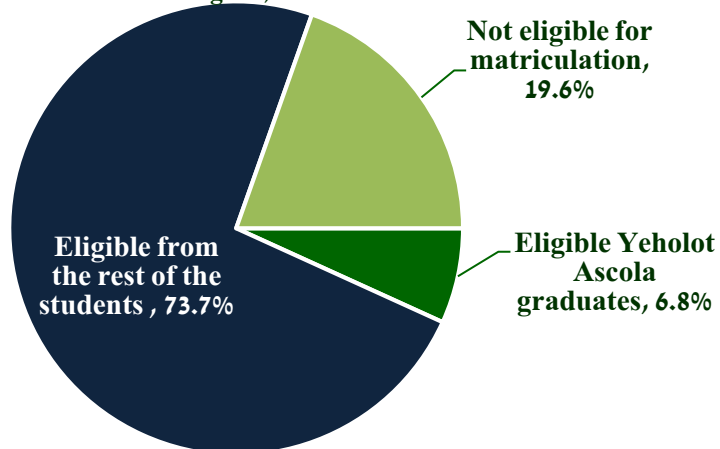
G.1 8.4% of all those eligible for matriculation in the 7 participating schools are graduates of the program (Graph 3).

G.2 6.8% of all those completing 12th grade and eligible for matriculation in the 7 schools are graduates of the program (Graph 4).

Graph 3 – Overall Distribution of those Eligible for Matriculation in Participating Schools and the Proportion of those Eligible from Yeholot Ascola, 2016



Graph 4 – All 12th Grade Graduates in Participating Schools and the Distribution of those Eligible for Matriculation among the Graduates of Yeholot Ascola, Compared to the Students in the Schools, and those Not Eligible, 2016



H. Proportion of Eligible Students from the Yeholot Ascola Program from all Eligible students in the participating communities

In 2016, for the first time, the graduates from Yeholot Ascola completed 12th grade in 7 schools across 3 peripheral cities with 105 graduates eligible for matriculation.

These 105 graduates of Yeholot Ascola constitute 3.9% of all the 2,671 graduates eligible for matriculation in the 3 cities.

Breakdown:

H.1 Beer sheva:

3.3% of all the graduates in the city eligible for matriculation (59 out of 1,778) were graduates of Yeholot Ascola, from 4 high schools.

H.2 Carmiel:

7.0% of all the graduates in the city eligible for matriculation (28 out of 401) were graduates of Yeholot Ascola, from 2 high schools.

H.3 Rahat:

3.7% of all the graduates in the city eligible for matriculation (18 out of 492) were graduates of Yeholot Ascola, from 1 high school.