

*Increasing social justice
and decreasing the correlation between socio-economic status and scholastic achievements*

Yeholot Start & Aschola for Matriculation and Prevention of Student Dropout

Joint Programs of Yeholot and the Ministry of Education

**Summary of the
Report**

An accelerated academic school track, in a growing structural change, to increase scholastic achievements and prevent high-school student dropout among under-served, at-risk youth

649 9th grade students, from 19 Jewish, Bedouin and Druze schools, throughout Israel's socio-geographic periphery, who prior to entering the Programs were the lowest achievers (from the bottom of their schools' score list), with at least 7 standardized¹ failing subjects and by the end of the Programs (end of 12th grade), 74.8% attained their matriculation certificate (70.9% of Program beginners²).

Summary of 2018 Results Report

- Matriculation Eligibility • Retention Rates • Changes in Attitude
- Contribution of the Program to overall matriculation eligibility among participating schools and communities.



Statistical processing of this report is based on data received from participating schools' managements. All the data and statistical processing of this report, were checked and verified by the Tel Aviv University School of Education team.

Partners in Yeholot - Start & Aschola, 12th Grade Graduates of 2018:

- The Rashi Foundation • Check Point Technologies • The Goldberg Foundation • DM Foundation
- Anonymous Donors
- Amal Educational Network •Darca Educational Network
- Education Departments of participating municipalities

August 2020

www.yeholot.org.il/en

¹ Standardized failing subjects, as is customary in the Ministry of Education and in accordance with Ben-Gurion University of the Negev 2008, as detailed in section 4 in this report.

² This is a 3-year Program (10th-12th grades). 70.9% of participants who began the Programs in their 10th grade in 2017 attained a matriculation certificate.

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THE JAIME AND JOAN
CONSTANTINER SCHOOL OF
EDUCATION

בית הספר לחינוך
על-שם חיים וג'ואן קונסטנטינר

החוג למדיניות ומינהל בחינוך

DEPARTMENT OF POLICY & ADMINISTRATION IN EDUCATION

July 1, 2020

Att:
Mr. Nisim Cohen, CEO
Yeholot Association

**Re: Approval of Data and Annual Report of
Yeholot Start/Aschola for Matriculation and Prevention of Student Dropout Program 2018**

1. We congratulate Yeholot's activity in peripheral post-primary schools.
2. I hereby confirm, that all the data, results and components relating to 2018 graduates of Yeholot's Start/Aschola have been submitted for our inspection. These data are based on information and written, approved and signed reports from participating schools, received from all the schools who took part in the Programs and of which their students were among the Programs 12th grade graduates, and which relate to the following:
 - a. School reports on scholastic achievements mapping (anonymous) – prior to the Program.
 - b. Participating school reports (anonymous) about participating students and their compatibility for acceptance to the Program, based on the mapping done prior to the Program.
 - c. School reports confirming that students chosen to participate in the Program, were indeed the lowest 9th grade achievers, according to the initial mapping prior to the Program.
 - d. School reports on participants' (anonymous) 9th grade scores (last scores prior to entering the Program).
 - e. School reports on all participants beginning, joining and completing or not completing their studies in the Program (dropout and retention rates) in participating schools or any other schools.
 - f. School reports on participants' matriculation exam scores, matriculation eligibility or lack thereof, for every Program graduate of 2018.
 - g. Results and analysis of retrospective attitude questionnaires carried out among Program 12th grade graduates from 9 participating schools.
3. The Program included 19 schools, from which, Program graduates graduated 12th grade in 2018, and the report includes these 19 schools.
4. I hereby confirm, that all the information from the 19 schools which took part in Yeholot's Start/Aschola Program of 2018, including statistic calculations and processing presented in this report, as well as the report itself, have been reviewed and approved by us.

Respectfully,
Prof. Yizhar Opalka

Cc: Prof. Rachel Gali-Tzinamon – Head of the School of Education, Tel Aviv University

Summary of the Report

Yeholot Start & Aschola for Matriculation and Prevention of Student Dropout 2018 Graduates Results Report

Yeholot Start Program – operates in partnership with the Ministry of Education in peripheral high-schools via pooling of participating schools' resources (teaching hours) from the Ministry of Education together with additional resources from Yeholot, municipal Education Departments of participating communities and philanthropic partners. Some participating schools also provide additional teaching hours and funding from the Ministry of Education.

Yeholot Aschola Program – is Yeholot Start Program (aforementioned) operated as a joint venture of Department A for Education of Children and Youth At-risk in the Pedagogic Administration of the Ministry of Education together with Yeholot with the aim of expanding the activity while developing the partnership with the Ministry. Aschola Joint Venture began operating among 9th grade students in 2013.

Yeholot Start and Aschola are identical programs.

The current Report will focus on 2018 12th grade graduates from all 19 high-schools which carried out Yeholot's Start and Aschola for matriculation and prevention of student dropout, of which Program graduates completed their 12th grade (and K-12 studies) in 2018.

In 2018, both Programs included 19 high-schools with some 1,791 students between 9th – 12th grades.

Yeholot Start and Aschola –

Target at-risk youth from high-schools in Israel's socio-economic periphery who are the lowest achievers, from the bottom of their school's score list (not special-needs education students), who are most likely passive dropouts and in danger of actively dropping out of school entirely - students who usually suffer from alienation, behaviour issues, learning difficulties and vast learning gaps.

Both Programs aim at steering these students to attaining a matriculation certificate, preventing them from dropping out of school (passively or actively), improving their educational functioning, increasing their sense of ability, belonging and locus of control as well as their aspirations to pursue further academic studies.

Both are 3-year programs (from the end of the 9th grade to 12th grade graduation) operated by participating schools' teachers and led by schools' managements, who undergo professional training and receive ongoing pedagogical guidance from Yeholot's professional team. Program activities are carried out during school hours as well as in the afternoon, evening, and during school holidays in a designated class operated in accordance with Yeholot's³ principles and accelerated learning (description of Method and Programs in the full report). The Program's method operates as a growing structural change in the school to enable participating students, the lowest 9th grade achievers, to experience accelerated and upwards mobility, among the school's structure, towards the school's academic track that will pave their way to academic continuity.

A. Purpose of this Report

The purpose of this report is to present the results of Yeholot's Programs – Start and Aschola, in 19 schools which participated in the Programs, including implementation from 2016 (from August 2016 with the 9th grade preparatory program) with 10th grade students until their graduation as 12th grade students in 2018.

The results presented in this report, include prevention of student dropout (both active and passive) – retention rate, eligibility for matriculation certificate, while referencing and presenting their scholastic scores, prior to their joining the Programs at the end of 9th grade (2015-2016 school year). Also, the report will present matriculation eligibility among the 19 participating schools as well as the Program participants proportional part in their schools and communities overall matriculation eligibility rate.

³ All rights reserved to Nisim (Max) Cohen – Educational Sociologist, developer of the Accelerated Reduction of Learning Gaps Method.

B. Main Findings

B.1. Characteristics of Participating Schools

Socio-economic status of participating schools:

The 19 high-schools, which carried out both Programs (8 Start Schools and 11 Aschola Schools), are comprehensive high-schools from Israel's socio-geographic periphery, from the Jewish, Bedouin and Druze Sectors, in the North and South Districts. 11 schools in the **Jewish** sector, 5 **Bedouin** and 3 **Druze**.

Schools are rated by the Strauss⁴ index, used by the Ministry of Education which takes into consideration parents highest level of education, per capita income level in the family, how peripheral the school is and the combination of migration and level of underdeveloped origin country, when 10 is the lowest status and 1 the highest.

Average classification of participating 19 schools on the Straus Index, is 7.2 – on the lowest tertiary

Chart A - The 19 high-schools which participated in the Programs, of which 12th grade graduates' statistics are presented in this report, are:

- | | |
|---|--|
| • 1 st Comprehensive High-School, Beer Sheba | • Tubiyahu Comprehensive High-School, Beer Sheba |
| • 6 th Comprehensive High-School, Beer Sheba | • Elnajah Comprehensive High-School, Rahat |
| • Elnur Comprehensive High-School, Rahat | • Ramot Comprehensive High-School, Bat Yam |
| • Amal Abu-Rabia High-School, Kuseife | • Peki'in Comprehensive High-School, Peki'in |
| • Hammer Darca Comprehensive High-School, Bat Yam | • Amal 7 th Comprehensive High-School, Beer Sheba |
| • 2 nd Comprehensive High-School, Maghar | • Ort Cramim Comprehensive High-School, Karmiel |
| • Ragger High-School, Beer Sheba | • Amal Elnur High-School, Hura |
| • Ort Psagot Comprehensive High-School, Karmiel | • Amal Yigal Alon High School, Tel Sheba |
| • 3 rd Comprehensive High-School, Beer Sheba | • Beit Jann Comprehensive High-School, Beit Jann |
| | • Danziger Darcha High School, Kiryat Shmona |

B.2. Characteristics of Participating Students and their School Grades Prior (in 9th Grade) to Joining the Programs

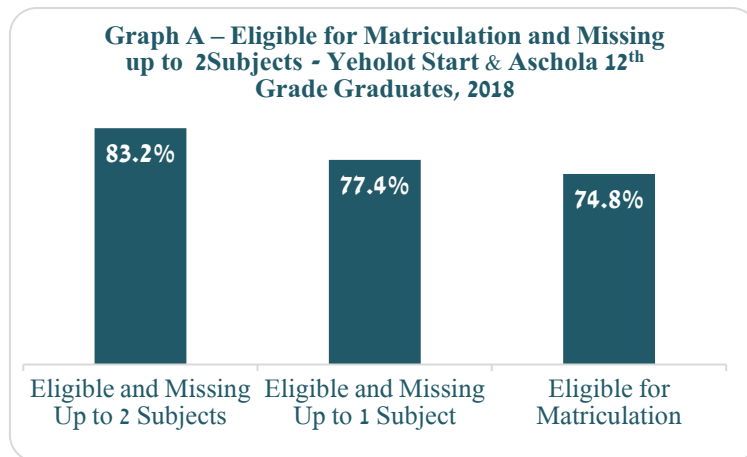
Some 623 at-risk students, at the beginning of their 10th grade, from 19 schools, who were the lowest achievers in 9th grade in their schools, having:

- **Average mark of 47.1** (standardized) at the end of their 9th grade in their school's certificate.
- In the first year of activity, during 10th grade, 7 additional students joined the Programs and during 11th grade, an additional 19 students joined. Total of **649** participants.
- The average mark of all 649 participants at the end of their 9th grade (original 623 participates and the 26 who joined later on) was **47.5** (standardized).
- Every participant had, on average, 7.7 failing subjects (standardized).
- The only criteria for acceptance to the Programs was the lowest scholastic achievement in the 9th grade.

⁴ The Strauss socio-economic index, is used by the Ministry of Education to classify school students' socio-economic status on a scale of 1 to 10, when 10 represents the lowest socio-economic status and 1 the highest.

B.3. Program Results – Matriculation Eligibility among Program Participants, at the end of 12th Grade

- **74.8%** of participants, who graduated 12th grade in 2018 within the Programs, attained their matriculation certificate (463 out of 619).
- **71.3%** of participants, original beginners as well as those who joined in 10th and 11th grades attained their matriculation certificate (463 out of 619).
- **70.9%** of participants, original beginners as well as those who joined in 10th grade attained their matriculation certificate (447 out of 630).
- **70.9%** of participants, who began the Programs in 10th grade, attained their matriculation certificate (442 out of 623).
- **66.4%** of participants, who began the Programs in 10th grade, having at least 7 failing subjects in the 9th grade, attained their matriculation certificate (297 out of 447).
- **100%** of participants, who attained their matriculation certificate, are eligible to be accepted to academic studies.
- **28.7%** of participants, who attained their matriculation certificate, are eligible to be accepted to university⁵ (133 out of 463).



B.4. Program Participants Completing the Program – Retention Rate

- **96.9%** of participants who began the Programs and those who joined⁶ later on, completed 12th grade (and their K-12 studies) in their school where the Program was carried out, or another school (629 out of 649).
- **95.4%** of all participants, beginners and those who joined later on, graduated from 12th grade in their school where the Programs were carried-out (619 out of 649).

B.5. Program Participants – Passive Student Dropout and Fulfilment of the Student's Role

- **83.2%** of 12th grade graduates (509 out of 619), are eligible or missing up to 2 matriculation subjects for attaining a matriculation certificate (Graph A).
- **78.3%** of all 10th grade beginners are eligible or missing up to 2 matriculation subjects for attaining a matriculation certificate.

Indirectly, these findings indicate a significant improvement in participants' fulfilment of their student role, leading to a considerable decrease in education gaps as well as passive student dropout rates.

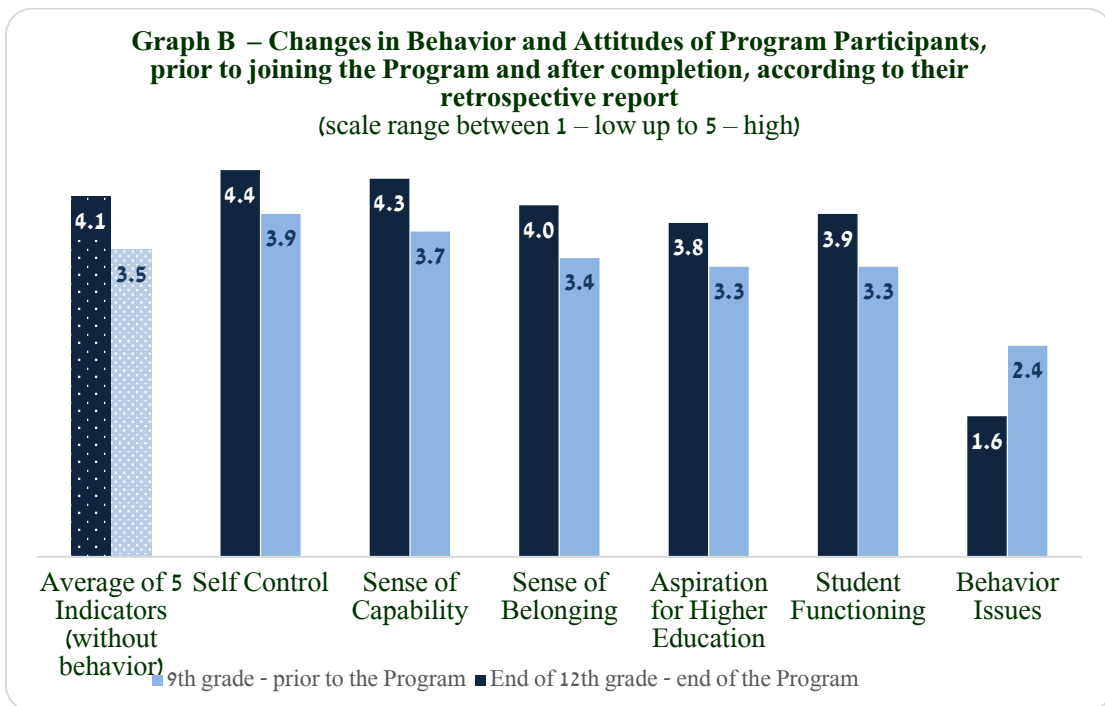
⁵ In accordance to the Israeli Ministry of Education, a matriculation certificate that will enable acceptance to University is a complete certificate that includes a passing mark in English in a level of at least 4 study units and Mathematics in a level of at least 3 study units.

⁶ 623 Program participants began their studies in the Program in the beginning of 10th grade. 26 additional participants joined the Program during 10th grade and beginning of 11th grade. Total of 649 Program participants - beginners and those who joined later on.

B.6. Program Participants – Behavior and Attitude

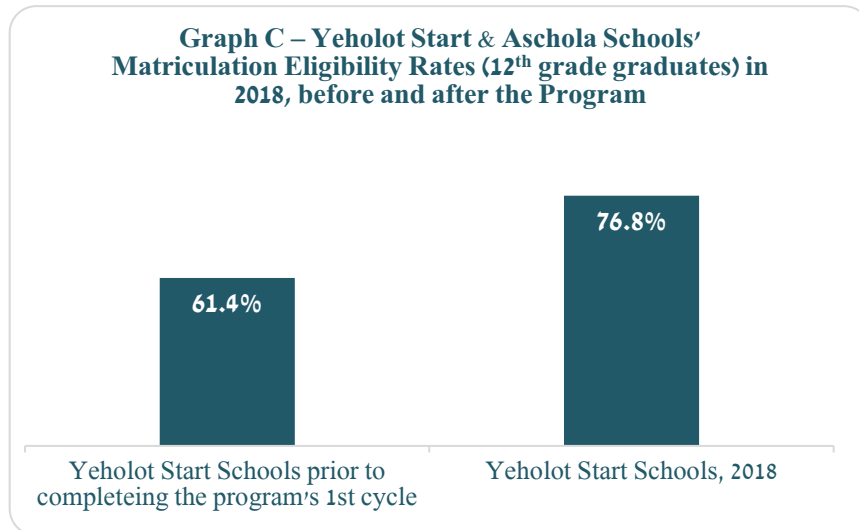
A retrospective report by 12th grade Program graduates (a scale from 1 indicating low and 5 indicating high), shows:

- A significant decrease in **behavioural issues** among Program participants, from 2.4 in 9th grade to 1.6 at the end of 12th grade.
- A significant increase in Program participants' **perception regarding their academic future**, from 3.3 to 3.8.
- A significant increase in Program participants' **self-control**, from 3.9 to 4.4.
- A significant increase in Program participants' **student functioning**, from 3.3 to 3.9.
- A significant increase in Program participants' **sense of belonging**, from 3.4 to 4.0.
- A significant increase in Program participants' **sense of capability**, from 3.7 to 4.3.

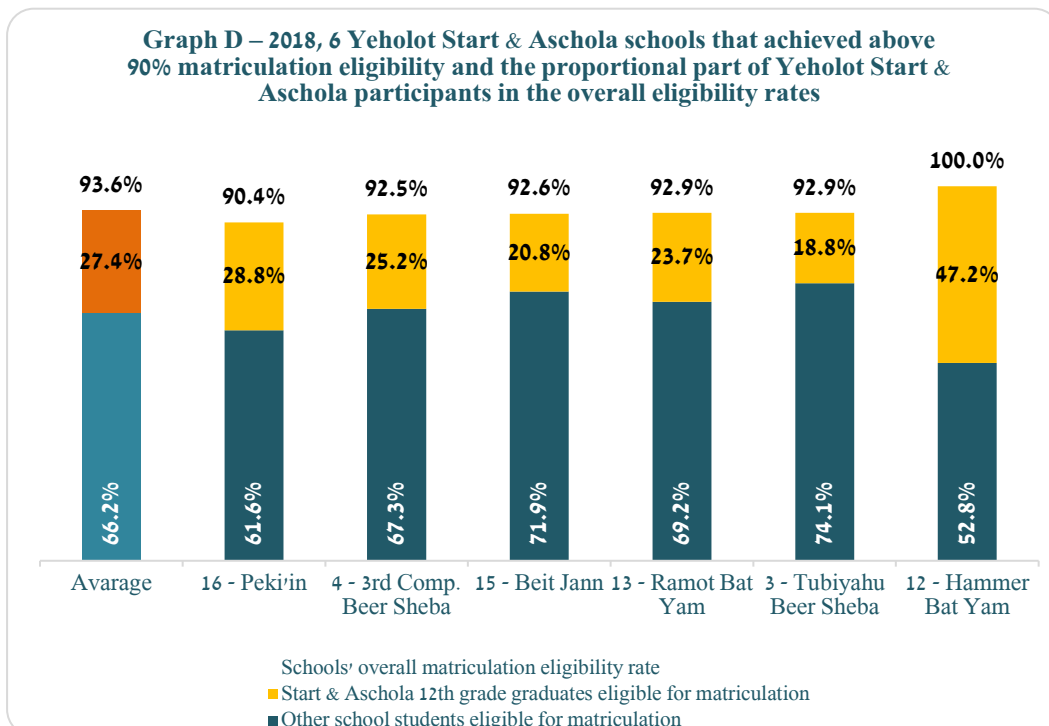


B.7. Participating Schools – Overall Matriculation Eligibility

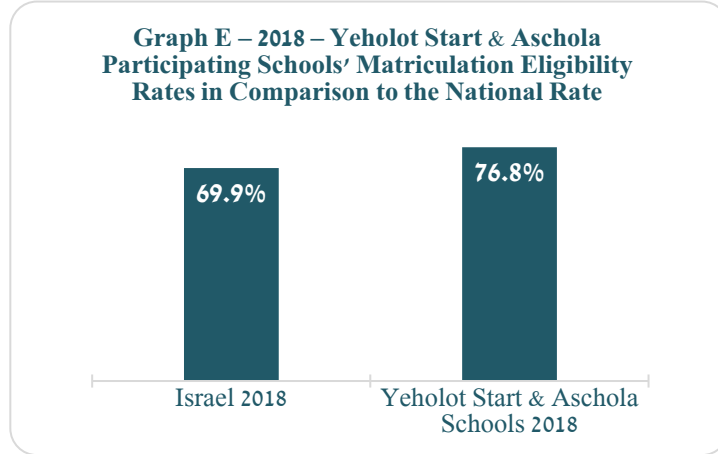
- Participating schools are from Israel's socio-economic periphery, under State supervision, regular, religious, Bedouin and Druze, and, as mentioned before, with an average socio-economic status of **7.2** on the Strauss Index – **in the lower tertiary on the socio-economic index.**
- In the 19 schools participating in both Programs, Start and Aschola, graduating in the 12th grade in 2018, matriculation eligibility rate in 2018 was **76.8%** (among 12th grade graduates) (graph C). Matriculation eligibility rate among participating schools was 61.4%.



- In 6 schools participating in the Programs (31.6%), matriculation eligibility rate increased in 2018 to above 90.0% (graph D).
- One of the schools (Hammer Darca – Bat Yam), matriculation eligibility rate in 2018 was 100.0%, and 47.2% of eligible students for matriculation in this school are Yeholot Start students.

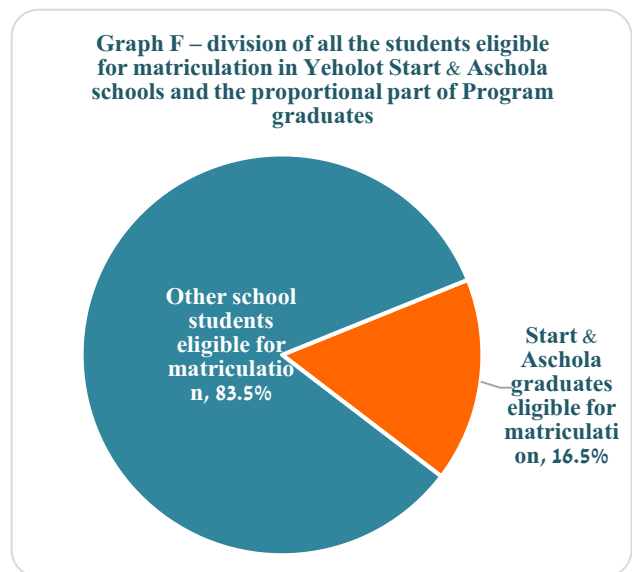
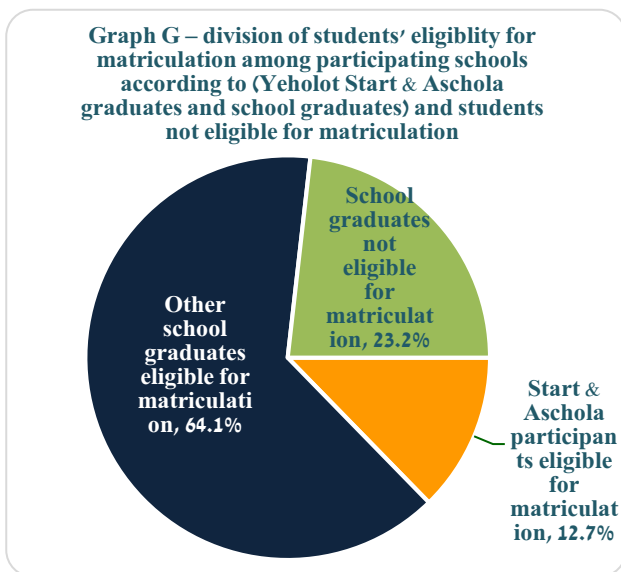


- 10 schools out of 19 (57.9%), matriculation eligibility rate increased **in 2018 to more than 80.0%**.
- Average matriculation eligibility rate among the 19 schools participating in 2018 (76.8%) was 6.9% higher than the national average rate in Israel in 2018 – 69.9% (the Ministry of Education, the Educational Picture 2018) (graph E).



B.8. The Proportional Portion of Start & Aschola Participants in their Schools' Overall Matriculation Eligibility

- 16.5% of all the students eligible for matriculation from the 19 schools in the Programs, are Yeholot Start and Aschola participants (graph F).
- 12.7% of 12th grade graduates in the 19 participating schools in the Programs, are Yeholot Start and Aschola students (graph G).



B.9. Start & Aschola Graduates Proportional Part in their Communities' Matriculation Eligibility Rates

In 2018, Yeholot Start and Aschola students graduated from 12th grade in 19 schools in 11 peripheral communities, among them 463 were eligible for matriculation. **These 463 graduates, constitute 8.2% of all 5,646 school graduates who are eligible for matriculation in these 11 communities**, as presented below:

Chart B – Start & Aschola Graduates Proportional Part in their Communities'/Sectors' Matriculation Eligibility Rates

Peki'in - 31.8%

31.8% of all school graduates eligible for matriculation in Peki'in (21 out of 66), are Yeholot Start graduates from one high school.

Peki'in has one high-school, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

Beit Jann - 22.4%

22.4% of all school graduates eligible for matriculation in Beit Jann (48 out of 214), are Yeholot Start graduates from one high school.

Beit Jann has one high-school, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

Kiryat Shmona - 13.0%

13.0% of all school graduates eligible for matriculation in Kiryat Shmona (27 out of 207), are Yeholot Start graduates from one high school.

Kiryat Shmona has four high-schools, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

Hura - 9.7%

9.7% of all school graduates eligible for matriculation in Hura (36 out of 373), are Yeholot Start graduates from one high school.

Hura has five high-schools, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

Tel Sheba - 9.5%

9.5% of all school graduates eligible for matriculation in Tel Sheba (17 out of 179), are Yeholot Start graduates from one high school.

Tel Sheba has three high-schools, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

Karmiel - 8.9%

8.9% of all school graduates eligible for matriculation in Karmiel (35 out of 394), are Yeholot Aschola graduates from two high schools.

Karmiel has nine high-schools, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

Maghar - 8.8%

8.8% of all school graduates eligible for matriculation in Maghar (27 out of 307), are Yeholot Start graduates from one high school.

Maghar has three high-schools, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

Beer Sheba – 7.2%

7.2% of all school graduates eligible for matriculation in Beer Sheba (135 out of 1,866), are Yeholot Start and Aschola graduates from six high schools.

Beer Sheba has twenty-two high-schools, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

Bat Yam – 7.1%

7.1% of all school graduates eligible for matriculation in Bat Yam (72 out of 1,014), are Yeholot Start graduates from two high schools.

Bat Yam has fourteen high-schools, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

Kuseife – 6.9%

6.9% of all school graduates eligible for matriculation in Kuseife (22 out of 317), are Yeholot Start graduates from one high school.

Kuseife has three high-schools, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

Rahat – 3.3%

3.3% of all school graduates eligible for matriculation in Rahat (23 out of 689), are Yeholot Start and Aschola graduates from two high schools.

Rahat has eight high-schools, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

The Druze Sector in Israel – 4.5%

4.5% of all school graduates eligible for matriculation Druze (96 out of 2,111), are Yeholot Start graduates from three Druze high schools.

In the Druze Sector there are twenty-one high-schools, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

The Bedouin Sector in the Negev – 4.0%

4.0% of all school graduates eligible for matriculation Bedouin from the Negev (98 out of 2,443), are Yeholot Start and Aschola graduates from five Bedouin high schools.

In the Bedouin Sector in the Negev there are thirty-seven high-schools, with classes between 10th and 12th grades in the regular education, classified as official and recognized and/or recognized that is not official.

Graph H – Yeholot Start & Aschola participants' matriculation eligibility rate in their communities – 2018

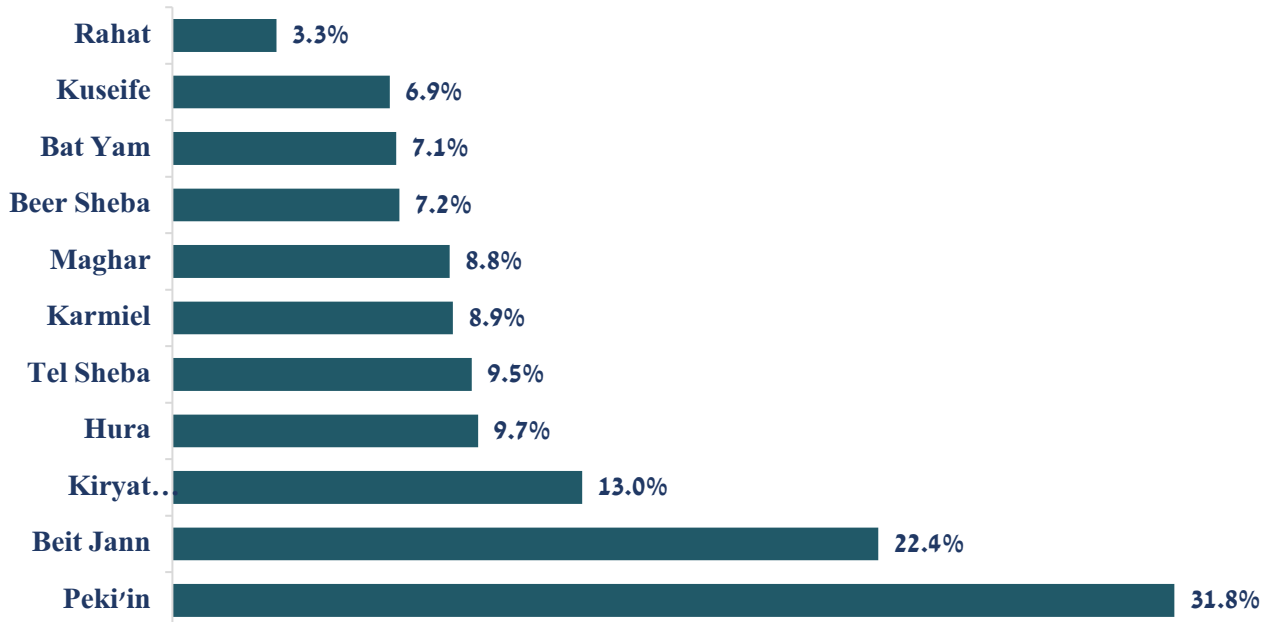
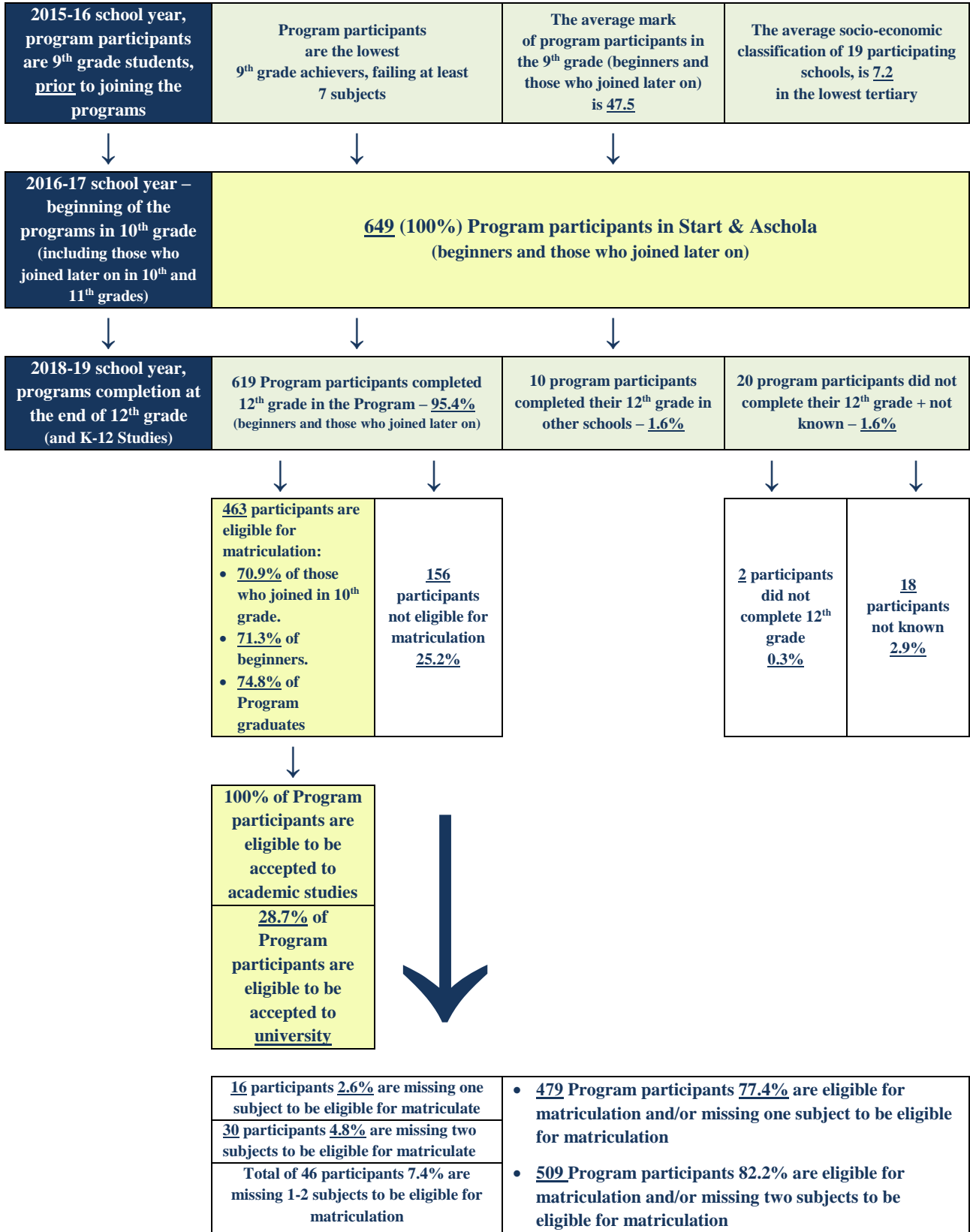


Chart C – Yeholot Start & Aschola Programs – Activity Summary for 2018 Graduates

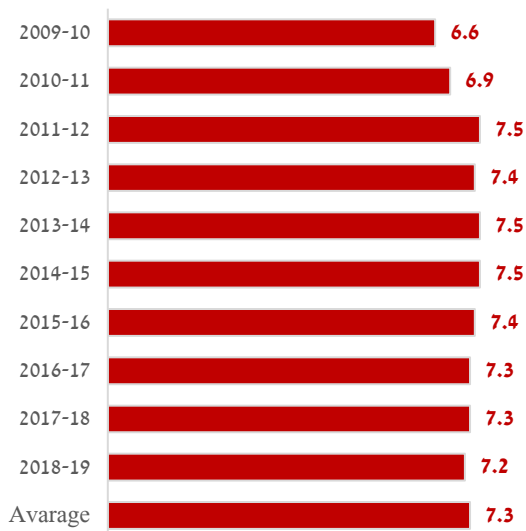


C. Yeholot Start & Aschola – 2009-2018 Impact Results

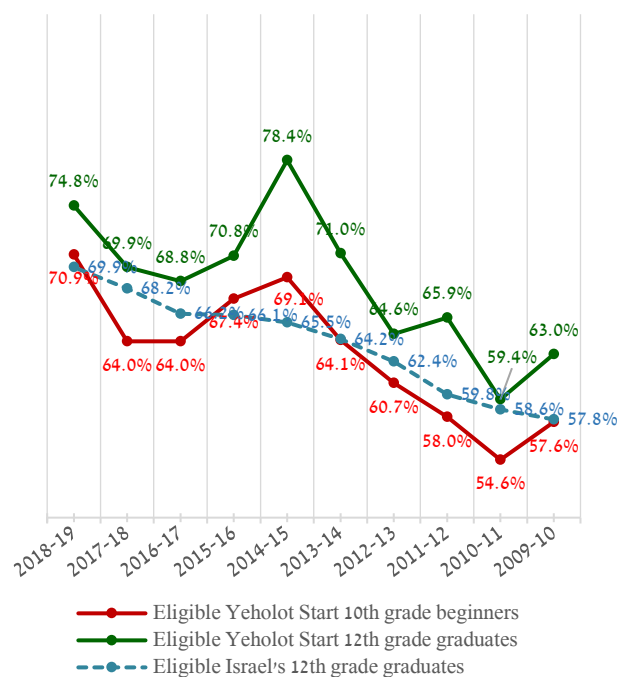
Chart D – Yeholot Start (and Aschola from 2016) – statistics and matriculation eligibility compared to the national rates in 2009-2018

Year	School Year	Schools with 12 th Grade Graduates	Schools Socio-Economic Status (Strauss Index)	Program Participants 12 th grade Graduates	9 th Grade Students Prior to Joining the Program		Program Graduates at the end of their 12 th Grade		Comments	Israel's National Matriculation Eligibility Rate
					Average # of Failing Subject Per Student	Average Standardized Mark	Yeholot Start Beginners Eligible for Matriculation	Yeholot Start 12 th Grade Graduates Eligible for Matriculation		
2009	2008-2009	12	6.6	405	7.4	48.7	57.6%	63.0%	Statistics approved by TLVU	57.8%
2010	2009-2010	9	6.9	281	7.2	48.5	54.6%	59.4%	Yeholot's statistics	58.6%
2011	2010-2011	15	7.5	455	7.2	49.2	58.0%	65.9%	Statistics approved by TLVU	59.8%
2012	2011-2012	15	7.4	472	7.3	47.5	60.7%	64.6%	Statistics approved by TLVU	64.6%
2013	2012-2013	17	7.5	542	7.3	45.9	64.1%	71.0%	Statistics approved by TLVU	71.0%
2014	2013-2014	14	7.5	412	N/A	N/A	N/A	78.4%	Yeholot's statistics	78.4%
2015	2014-2015	14	7.4	469	N/A	N/A	N/A	70.8%	Yeholot's statistics	70.8%
2016	2015-2016	18	7.3	576	7.2	43.4	64.0%	68.8%	Statistics approved by TLVU	68.8%
2017	2016-2017	18	7.3	584	7.2	41.2	64.0%	69.9%	Statistics approved by TLVU	69.9%
2018	2017-2018	19	7.2	619	7.7	46.6	70.9%	74.8%	Statistics approved by TLVU	71.7%
Total/Average			7.3	4,815	7.4	46.1	63.0%	68.7%		

Graph J - Yeholot Start (and Aschola from 2016) participating schools' socio-economic classification (Strauss Index) between 2009-2018



Graph I – Yeholot Start (and Aschola from 2016) participants eligible for matriculation in comparison to Israel's national rates between 2009-2018



D. Summary

Yeholot Start (and Aschola) operates on the premise that except for a minimal rate of exceptions, every school student is able to succeed at school and attain impressive scholastic achievements. Moreover, the prevalent schools' dynamic instills among students, who accumulate scholastic failure, the false, subjective and mistaken perception that they are unable to attain scholastic success. This in turn is reinforced by the schools' tracking to low groups and levels, which perpetuates the failing students' false perception about their inability to succeed at school. Start was developed to mend the damage that is caused by this prevalent dynamic via the prevention of passive and active student dropout and leading failing students to attaining a matriculation certificate by the end of 12th grade, which will enable them to reach upwards mobility, integrate into normative society and most of all – have the choice to pursue further academic studies.

The current findings indicate that Start has successfully attained its goals:

1. Although Program participants were the lowest achievers (from the bottom of their school's score list) when they joined the Program, and although participating schools are classified as having a low socio-economic status (the lowest tertiary on the Strauss Index), three quarters of Program graduates attained their matriculation certificate with the completion of their K-12 studies at the end of 12th grade. This matriculation eligibility rate is higher than the national rate of Israel's Education System. It is worth mentioning that the Program's matriculation eligibility rate in 2018 was slightly higher in comparison to Program results in previous years.
2. Program participants' rate of completion of the Program was very high (above 95%), indicating that the Program stopped them from dropping out school. Retention rate in 2018 was also higher when compared to previous years.
3. In addition to the Program's benefit to its participants, implementation of the Program was beneficial for the overall matriculation eligibility rates of participating schools, showing a considerable increase after they started implementing the Program in comparison to their rates prior to implementing it. Furthermore, the Program made a considerable contribution towards increasing communal matriculation eligibility rates in 11 peripheral communities where it operated.
4. The Program achieved great success with regard to changes in perception of participating students regarding school and encouraging themselves as being able to succeed at school. Our research on positions shows a change for the better in Program participants' perception of themselves and their scholastic abilities. Such a change in perception contributes to the student's ability to study and achieve scholastic success at school as well as encourage them to continue to seek success in academic and/or professional future.

In summary, the research indicates, that in accordance with Yeholot Start & Aschola premise, participation in the Program enables its participants (the previously lowest achievers who had accumulated years' long scholastic failure) to cope successfully with the challenges of the Education System, and overcome their many scholastic failures that have influenced their perception and motivation to succeed at school. The students' positions show that the Program succeeds in achieving its main goal, which is creating a positive experience of succeeding at school (not only experience but also actual and practical success).

In accordance with the Program's goals, Program participants undergo an intervention program that in addition to enabling them to achieve scholastic success and attain a matriculation certificate that is an international standard that proves their ability (according to the premise that every student is able to succeed), but also changes their attitude and motivation for learning at school as well as provide them with the resources and tools that enable them to achieve success in future tasks, such as increasing their sense of ability and self-esteem. The findings also indicate that their participation in the Program increases their motivation to become productive and normative citizens, also one of the goals of the Program.